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Nama	:	**Martriwati, M.Pd.**
NIDN	:	0303036902
Pangkat dan golongan	:	Penata Tingkat I, III-D
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Demikian tugas ini diberikan untuk dilaksanakan dengan sebaik-baiknya sebagai amanah dan ibadah kepada Allah Subhanahu wa Ta'ala. Setelah melaksanakan tugas agar memberikan laporan kepada pemberi tugas.

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Dekan,

Purnama Syae Purrohman, M.Pd., Ph.D.

THE USE OF GOOGLE TRANSLATE IN ENHANCING EFL STUDENTS' WRITING SKILL

Fauzan Hasan Rizky[1*]; Martriwati[2]
[1,2]University of Muhammadiyah Prof. DR. HAMKA, Indonesia
fauzanhasanj24@gmail.com; martriwati_uhm@uhamka.ac.id

Abstract: This study investigates the impact of Google Translate (GT), an AI-powered translation tool, on the writing skills of EFL (English as a Foreign Language) high school students in Jakarta, Indonesia. Employing a mixed-methods approach, the research includes quantitative data from 200 students via a Likert-scale questionnaire and qualitative data from semi-structured interviews with 10 students. The findings reveal that students generally perceive GT as helpful, especially for vocabulary acquisition and comprehension. However, there is a negative correlation between students' writing performance and their reliance on GT. Overuse of GT may hinder critical thinking and reduce students' independent writing skills. Furthermore, some students demonstrate strategies to reduce dependence on GT and engage in self-learning through traditional dictionaries, media exposure, and reading. Teachers also emphasize the need for guided use of GT. The study concludes that GT can support EFL learning if it is integrated carefully, complementing rather than replacing independent language practice.

Keywords: EFL Students, Google Translate, Mixed Methods Research, Technology in Education

INTRODUCTION

One of the four fundamental language learning abilities is writing, which can also be seen as the most challenging. It requires understanding language, vocabulary, and punctuation while coming up with and organizing ideas. Because of the complexity involved, writing is the hardest skills to perfect. This is due to the fact that writing requires the ability to generate and organize ideas as well as to master a variety of writing-related abilities, including grammar, vocabulary, word choice, and punctuation (Valizadeh, 2020). While some are highly motivated and ready to learn better, others consider English more as a required academic subject than a useful skill. This can depend on the environment, the accessibility to resources, and support from friends or teachers.

To complete academic assignments and be ready for lifelong learning, students need academic skills. One of the most important academic abilities is communication, which includes both oral and written abilities, such as making presentations and writing essays or reports (Schillings et al., 2023). Academic writing is a challenge for both domestic and foreign students, but foreign students also have language obstacles and lack familiarity with international academic writing styles. Especially for Indonesian learners, the process of becoming competent in English writing has particular difficulties. Learning English grammar is usually affected by the structural and syntactical differences between Bahasa Indonesia, the country's official language, and English. To communicate well, it's important to be able to write well. This is particularly crucial for students who are studying English as a second language. Even though writing is crucial in EFL classes, many high school students in Indonesia find it difficult to accomplish the required skill levels. These challenges get worse by factors like anxiety, lack of interest, and low confidence. According to Anwar et al. (2020) Motivation among students differs. Moreover, students have trouble with

grammar, vocabulary, and arranging their thoughts when they write. Students have been using Artificial Intelligence (AI) technologies more and more in the last several years to help them improve their writing skills. In practice, the results show that using AI in EFL classes could make a big difference in how well students write, how confident they are, and how well they control themselves (Zunaidah et al., 2023). Grammar checkers and translation tools that use AI give students instant feedback and ideas that help them make their sentences clearer, choose better words, and arrange their writing better, for example, using Google Translate.

Google Translate, which is a free multilingual machine translation tool, to translate text, documents, webpages, and other types of content between different languages, has been used by millions of people. Real-time speech translation, document translation, internet translation, text translation, and the capability to translate text taken with a camera are among the main capabilities. Although its accuracy varies depending on the language pair and complexity of the content, GT has developed to be a popular tool for personal, educational, and professional reasons since it was launched in 2006 (Medvedev, 2016). Due to its ability to provide dual translation services in multiple languages with speed and accuracy, students have learned about this application's capabilities and have started using it more frequently, both within and outside of the classroom (Tsai, 2019). AI, as a field of computer science that concerned with developing machines and systems, are able to carry out activities that usually call for human intelligence. These activities might involve perception, learning, problem-solving, thinking, reasoning, and comprehending natural language. Research studies conducted by Sumakul et al. (2022) indicate that AI may benefit education, despite certain doubts and concerns. AI-based apps have been created for teaching and learning, and specifically for English as a Foreign Language (EFL) classes.

People may have different opinions and views towards the usage of AI in enhancing their language especially writing skill. The process of these different opinions and views is known as perception, which people organize and interpret sensory information to create a meaningful sense of the outside world. It involves employing the senses (sight, hearing, touch, taste, and smell) to identify, choose, and understand stimulation from the environment. Individuals' perceptions might differ significantly depending on a variety of circumstances, including expectations, emotions, culture, and previous encounters. Walgito (2004) claimed that students' perspectives of learning are divided into three categories: cognitive, affective, and conative. Affective aspects are feelings or emotions that are not controlled by thoughts about how students feel during learning habits, cognitive aspects are participants' knowledge or opinions about how students learn, and conative aspects are students' behaviour or attitudes toward learning.

At Kharismawita High School Jakarta, it has been discovered that even though students frequently use Google Translate for assignments, they continue to perform poorly on writing tests. This highlights how important it is to comprehend how AI technologies influence students' writing abilities, such as word usage, accuracy, and fluency. Given the situations mentioned above, the researcher is interested to find out how students write in English and how they use AI tool, especially Google Translate, to help with their writing. The purpose of this study is to find out whether or not artificial intelligence-based Google Translate helps EFL students become more adept at writing. Additionally, the study aims to understand how students' motivation and their dependence on such kinds of technology relate to their development of English writing abilities.

GT has gained popularity among EFL students as a result of the increasing use of digital resources for language study, particularly for writing assignments. Although it provides quick help with grammar and vocabulary, questions regarding students' reliance and impact on writing development still exist. The research questions include: 1) What motives and relationship do EFL Students have that makes them use GT to enhance their writing skill? 2) What effects does GT have on EFL Students' vocabulary usage, writing accuracy, and grammar structure? and 3) How do EFL students feel about GT as an additional resource to improve their writing?

The researcher's goal in conducting this study is to better understand how and why EFL students utilize GT when writing. It is anticipated that by studying their motivations, their specific effects on important writing components, and their individual perspectives, the results will provide insightful information to both teachers and students. In the end, the researcher believes that this study will help make digital tools like GT more balanced and effective in language acquisition, encouraging more independence and fluency in EFL writing.

METHOD

A mixed-methods strategy is used in this research to investigate how EFL students feel about using GT when writing in English. Convenience sampling was used in this study to choose individuals for the qualitative and quantitative stages. Since it allows the researcher to collect data from easily accessible subjects who fit the study's requirements. Convenience sampling has a number of advantages. Since participants are easily accessible, less labor, resources, and time are needed. Additionally, the procedure is more practical and effective because researchers do not have to compile a full list of the population elements (Golzar et al., 2022). In the quantitative phase, 231 EFL students in grades 10–12 from the Jabodetabek region took part in an online survey that was disseminated via social media and school networks. Ten students from Jakarta's Kharismawita High School were suitable selected to take part in semi-structured interviews for the qualitative phase in order to learn more about their opinions and experiences with Google Translate when writing in English. Likert-scale items questionnaire consist of 16 items covering GT's usefulness, benefits and challenges, adapted from a study conducted by Mun (2024). Open-ended questions are used in the semi-structured interview which consist of 6 questions, adapted from the research studied by Teng (2024) who explored how EFL students felt about and used AI in their writing process, with a particular emphasis on the effects of the platform in a Macau-based setting to dig deeper into the experiences of the students.

Quantitative data were calculated using SPSS with visual representations, including descriptive statistic, correlation test and simple linear regression results. The efficacy and accuracy of this program in performing statistical analyses in social science and educational research are well known. Visual representations, descriptive statistics, correlation tests, and basic linear regression analysis were all carried out using SPSS. The researcher was able to analyze correlations between variables, summarize data patterns, and determine the degree to which students' writing skill is predicted by their use of GT according to these statistical tools. Using SPSS guaranteed an organized and trustworthy approach to data analysis, providing results that were clear to understand and supported the goals of the study (Zou et al., 2003). A more practical statistical method is regression modeling, which uses confidence intervals to assess the model's uncertainty and the strength of the relationships in the data.

Thematic analysis was used to examine the information acquired from the semi-structured interviews for the qualitative data. Considering it enables the researcher to find, examine, and evaluate repeated themes or patterns in the participants' responses, this approach was selected. Therefore, the goal of thematic analysis is to examine how the presented data responds to a particular research issue or stimulates a fresh theoretical or conceptual understanding. By doing this, thematic analysis addresses the material generically rather than frequently going into the more specifics of a person's experience (Lochmiller, 2021). To ensure accuracy and familiarity with the data, the interview tapes were first transcribed verbatim, and the transcripts were then thoroughly examined multiple times. Following that, the researcher coded significant text passages and categorized them into more general themes that related to students' motivation, opinions, and experiences when using GT for English writing. Deeper understanding of how EFL students view the use of AI technologies in their writing process was gained through the interpretation of the developing themes.

Questionnaire data was analyzed using SmartPLS4 and tested for validity and reliability. SmartPLS 4 enables researchers to assess both convergent and discriminant validity using measurements like factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR). Additionally, it uses Cronbach's alpha and rho_A coefficients to provide precise estimates of internal consistency reliability. A thorough and reliable statistical evaluation of the measurement model is guaranteed by the use of SmartPLS 4, which also validates the validity and consistency of the study's constructs for the following analysis. Validity test is a concept that accurately measured in the context of quantitative research. This validity test is carried out to measure whether the data is valid obtained after research is valid data or not, with using the measuring instrument used (questionnaire) (Price et al., 2015). Here's the result of the validity test.

Table 1: Validity Test

	R test	Note
X1	0.777	Valid
X2	0.807	Valid
X3	0.781	Valid
X4	0.777	Valid
X5	0.777	Valid
X6	0.757	Valid
X7	0.688	Valid
X8	0.887	Valid
X9	0.875	Valid
X10	0.699	Valid
Y1	0.771	Valid
Y2	0.78	Valid
Y3	0.699	Valid
Y4	0.701	Valid

Table 2: Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Benefits	0.844	0.845	0.889	0.615
Challenges	0.751	0.785	0.826	0.454
Usefulness	0.782	0.792	0.851	0.534

The validity test table shows the correlation (R test) results for every item that range in labels X1 through X10 and Y1 through Y4. All items' R values, which range 0.688 to 0.887 and above the usually accepted limit of 0.60, these data suggest strong relationships. The table shows that every item is under the "Valid," meaning that it has passed the validity test and therefore has been considered as acceptable to analyze the objective perceptions of the research. This confirms, for further data analysis, the validity and reliability of the questionnaire.

After all questions are declared valid, a reliability test is then carried out. According to Sürücü and Maslakci (2020), reliability test is the ability of measuring instruments to deliver comparable outcomes under various conditions. It also serves as an accuracy to which to measure the results and implementing the same object will provide the same data. The study instrument's internal consistency was calculated using Cronbach's Alpha. The results show that the Y variable has a Cronbach's Alpha value of 0.813 and the X variable a value of 0.930. These figures both show a great degree of reliability since they surpass the widely accepted level of 0.70. This suggests that every variable's evaluation questionnaire items are dependable and consistent, so preparing the instrument for further data analysis in the research.

FINDINGS AND DISCUSSION

This section presents the findings of the study, which aimed to examine EFL students' perceptions of GT in improving their writing skills. Semi-structured interviews and a questionnaire were used to collect data. Descriptive statistics, Spearman's correlation, and simple linear regression were used to analyze the quantitative data and identify the direction and strength of the relationship between the two variables. Additionally, student interviews were conducted to obtain qualitative insights on their perspectives, usage behaviors, and opinions regarding the role of GT in their writing process. Overall, these findings offer a comprehensive insight into the manner in which EFL learners comprehend and utilize GT, as well as its potential impact on their development as independent writers.

Table 3: Descriptive Statistics

Correlations

			X_GT	Y_WS
Spearman's rho	X_GT	Correlation Coefficient	1.000	-.160[*]
		Sig. (2-tailed)	.	.015
		N	231	231
	Y_WS	Correlation Coefficient	-.160[*]	1.000
		Sig. (2-tailed)	.015	.
		N	231	231

*. Correlation is significant at the 0.05 level (2-tailed).

According to descriptive statistics from the data. Scores for the variable X_GT (students' perception of Google Translate) varied from 12 to 48, with a mean of 36.93 and a standard deviation of 4.282. This suggests that participants' perceptions of GT are usually good, although there is some variation. With a mean of 9.72 and a standard deviation of 2.623, the scores for Y_WS (students' writing skills) different from 4 to 16, suggesting average writing performance with significantly fewer variability than GT perception. These findings suggest that although students' writing skill still differs they generally view GT as a helpful method for learning English, especially in writing. While the lower mean and narrower range for writing skills suggest potential for additional growth, the relatively high mean score for GT use may reflect its widespread accessibility and help in the writing process. Students utilized Google Translate as an aid to learning, especially the language purpose because of its convenient functions such as translating multi-languages, saving time, using it easily, and improving pronunciation (Pham et al., 2022). Students are aware of Google Translate's limitations when it comes to translating long texts, paragraphs, and sentences, too. In order to maximize its influence on writing results, it is crucial to acknowledge the importance of guided use (Wei, 2021a).

Table 4: Spearman's Correlation Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X_GT	231	12	48	36.93	4.282
Y_WS	231	4	16	9.72	2.623
Valid N (listwise)	231				

The results of the Spearman's correlation test indicate a weak but significant negative relationship between the writing skill evaluations of EFL students and their opinions of GT. With a p-value of 0.015 and a correlation coefficient of r = -0.160, it appears that students' writing performance likely to decrease significantly as their reliance on or positive perception of GT improves. Despite the relationship's weak strength, its statistical significance suggests that using GT may have a negative correlation with an individual's ability for independent writing. Students who rely too much on GT are unlikely to be very involved in the writing process; instead, they might rely on automatic suggestions rather than learning their own grammar, vocabulary, and sentence structure. Their writing results may suffer over time as a result of this dependence since

it may weaken their confidence or independence. According to Mulyani and Afina, (2021), when students use electronic translation tools frequently and passively instead of as learning tools, it may limit their ability to acquire a language. However, it is crucial to remember that GT can still be useful if applied correctly, such as as a tool for vocabulary checks, comprehension enhancements, or language structure comparison.

Table 5: Simple Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172[a]	.030	.025	2.589

a. Predictors: (Constant), X_GT

Students' views of Google Translate (X_GT) and their writing abilities (Y_WS) were examined using simple linear regression analysis. According to the model summary, the perception of Google Translate explains almost 3% of the variation in students' writing skill ratings, with a R value of 0.172 and an R2 of 0.030. This effect was statistically significant despite its small size.

The regression model is statistically significant, according to the ANOVA table, with $F(1, 229) = 6.986$, $p = 0.009$, meaning that it significantly predicts the dependent variable (writing ability).

Table 6: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.840	1	46.840	6.986	.009[b]
	Residual	1535.428	229	6.705		
	Total	1582.268	230			

a. Dependent Variable: Y_WS

b. Predictors: (Constant), X_GT

According to the coefficients table, the regression coefficient for X_GT is B = -0.105, with p = 0.009; this indicates that writing scores drop by 0.105 units for every unit increase in Google Translate's perceived quality. According to the negative regression coefficient (B = -0.105), students who use GT more frequently or have a more positive motivation of GT typically score slightly lower on writing tests. This result confirms the relationship and refers to a possible problem with writing development's over-reliance on translation technologies. If students use GT as a shortcut rather than as an additional learning tool, it seems to have no long-term value for writing proficiency, even though it may provide instant linguistic support (Parsakia, 2023).

Table 7: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.615	1.482		9.184	<,001
	X_GT	-.105	.040	-.172	-2.643	.009

a. Dependent Variable: Y_WS

The results of the interviews showed a number of recurrent themes that highlight the perceived advantages and disadvantages of GT in relation to writing in an EFL learning classroom. Below is a discussion of these themes.

Perceived Usefulness and Vocabulary Development

The majority of students said that GT is a useful and user-friendly tool, particularly for enhancing vocabulary learning and English text comprehension. Many reported that GT gave them a point of reference while building vocabulary in English and allowed them to quickly figure out the meanings of new terms. For example, S3 and S5 remarked,

> "*I can gain knowledge from the vocabulary that I didn't know before*"
> "*The advantage is that we can learn vocabulary that we didn't know before.*"

This highlighting GT's role in expanding their lexical knowledge. According to the quantitative data conducted by (Ting & Tan, 2021), utilizing the results of pre-test and post-test with the positive mean score, GT significantly improved students' vocabulary acquisition. This improvement was backed by statistics, indicating that the tool can help students comprehend and remember new vocabulary. S2 stated,

> "*When I translate a word I don't know, I write it in my notebook and add the meaning, so I can remember and memorize it.*"

Keeping Personal Vocabulary Notes, or PVNs, is one of the most popular methods for learning new words. In order to keep track and arrange the words they encounter, together with their definitions and any further information, the students apply the PVN technique. The use of PVN as a vocabulary acquisition method to enhance vocabulary in terms of cognitive, emotional, and conative components is seen positively by EFL students (Mufida & Kuswardani, 2023).

Impact on Writing Skill Development and Motivation

The use of GT and students' writing development have a complicated relationship, according to the interviews. According to the analyses conducted by Chiu et al., (2024), student expertise (i.e., self-regulated learning and digital literacy) and teacher support were required for intrinsic motivation and competence to learn with the AI. Some students claimed that regular GT use, especially in the early learning phases, was responsible for their early writing improvements, while others claimed that over-reliance caused passive learning. S1 admitted,

"Because I was too lazy to think, I just used Google Translate."

Emphasizing how reliance on GT discouraged independent sentence construction, GT can offer immediate solutions, but if applied carelessly, it might damage writing-related cognitive functions as planning, idea organization, and grammar awareness (Wei, 2021b).

However, some students view the impact of their writing skill development using GT positively, S4 stated,

"When I was learning English online, I used GT a lot. At first, I knew nothing about writing in English, but now I can write better because I learned from using it."

Particularly when they were first starting to write in English, many students thought that GT helped them improve their writing abilities. Even though students didn't always fully understand the underlying grammar, GT acted as a model and a guide for creating grammatically accurate phrases. S5 shared,

"It motivated me to learn English since I won't have to use Google Translate if I get fluent."

When Google Translate made it easier for them to comprehend difficult material or interact with others on games and other platforms, several students expressed a greater interest in learning English. According to the study conducted by Groves & Mundt (2015), there are three assumptions that have been developed in order to evaluate the implications of GT. The first is that as the Google database expands, the translation's grammatical quality is getting better. Second, the authors are expecting that it will continue to be free for users to access at the point of access and be accessible on a growing number of platforms, including computers, tablets, and smartphones. Their third assumption is that students will use the technology if it is accessible to them and beneficial to them, regardless of what their teachers or counsellors suggest.

Teacher's Feedback and Usage Regulation

In general, feedback from teachers suggested employing Google Translate with caution. Teachers approved the use of it for new words, according to some students, but they encouraged students to ask their teachers or fellow students first. S7 and S4 both commented,

"Our teacher said we should try to understand on our own first and that using Google Translate is acceptable, but not too frequently."
"My teacher would rather that we write in our own words, even if they are not perfect, than completely rely on Google Translate,"

Some students say that they now try to write or determine meanings before using GT, suggesting that this teaching has a beneficial effect on their views. This change indicates that students are becoming more aware of the need to find a balance between ease of use and skill improvement by listening to their teacher's advice. Teachers concur that in online learning environments, artificial intelligence might completely provide scaffolding for students' scientific writing to solve the defined scientific problem. Teachers were encouraged to actively search for

and utilize online resources for problem-solving when collaborating with the system, which, in their view, made the writing process really interesting (Kim & Kim, 2022).

The results showed that although teachers were aware of GT's weaknesses especially its grammatical errors and generalization of meaning, they nevertheless had an overall positive view of its application for students' individual skill development. According to research conducted by Andari et al., (2022) investigated that when time was of the essence, teachers liked GT's ease, accessibility, and helpfulness in assisting with vocabulary and simple translating tasks for the students. For basic texts especially, GT was a helpful tool despite limitations that let students with daily translating tasks.

Strategies for Reducing Reliance

Many students stated to using GT, but they also realized how important it was to mix its use with independent learning strategies. Students talked about a variety of personal approaches to raise their language competency without depending too much on GT to reduce reliance. Moreover, regarding their language abilities, the results of this research show that students are become more aware of the limitations and possible potential risks of depending too much on artificial intelligence. Their worries about AI giving incorrect answers and not helping the acquisition of useful abilities like writing could indicate the need of a more ordered and balanced method of using AI technologies in language education (Oyun-Erdene & Bulgantamir, 2025).

A popular strategy was to validate translations and ensure accuracy by looking to traditional dictionaries. Students claimed that reading their GT results alongside dictionary entries helped them understand context and word choice. S8 shared,

"I usually double-check the translation in a dictionary, especially if the meaning from Google Translate doesn't sound right,"

Digital media involvement learning was another successful strategy. Many students talked about how they naturally acquire up vocabulary and sentence structures by watching movies, listening to music, and playing games in English. In order to better understand without constantly using Google Translate, S4 commented,

"I try playing games or setting them to English. I also watch English movies or series in order to understand English more"

Reading books was also highlighted as a helpful tool for increasing vocabulary and enhancing understanding. S9 and S10 altogether shared,

"There are a lot of books at the library, and we can find the meanings ourselves instead of always using Google Translate,"
"We should learn more English from books."

This suggests that more application of learning methodologies helps students to improve their academic performance. If students utilize fewer education techniques, their academic performance could suffer the opposite. The study's findings might have pedagogical effects for teachers who want to address their students' use of learning practices. In order to keep improving their learning

results, it's also essential that students are able to figure out which language learning techniques best suit their learning preferences and employ as many of these techniques as they can (Pawlak, 2021).

CONCLUSION

This study's main goal was to investigate the correlation between EFL students' writing proficiency and their views of Google Translate (GT). The two variables displayed a weak but significant negative association, according to the findings of the Spearman correlation and basic linear regression analysis. According to this research, students who showed greater usage of GT or more positive opinions about it tended to perform slightly lower when it came to writing. Despite the minor effect size ($R^2 = 0.030$), the results suggest that EFL learners' ability to develop independent writing skills may be affected by a heavy dependence on GT.

The qualitative findings from the semi-structured interviews provide further insight into how students perceive and utilize GT in their English learning process. Most participants viewed GT as a practical and confidence-boosting tool that supports vocabulary comprehension and assists with writing tasks. However, several students admitted that its convenience sometimes led to overdependence, which reduced their opportunities for critical thinking, independent composition, and deeper engagement with the language-learning process.

Together, both sets of data show a complex relationship, GT can be a useful tool for language motivation and support, but excessive use might obstruct deeper learning and independence. Furthermore, a number of students acknowledged these limitations and indicated a wish to find a balance between using technology and independent study techniques like using dictionaries, reading English-language books, or combining GT with other AI-assisted resources. The need of integrated and thoughtful use of GT to optimize its advantages while reducing dependency is highlighted by the convergence of quantitative and qualitative results.

These results highlight the value of a guided implementation of digital translation technologies in EFL classes from a pedagogical perspective. Teachers and educational institutions should support students in using GT strategically, not as a replacement for education but as an additional tool to boost understanding and confidence while encouraging learner autonomy.

Understanding the scope and limits of the study, a number of future research options are suggested. Future research could examine how certain writing elements like grammar, coherence, and vocabulary growth are affected by the quantity, purpose, and quality of GT use. Broader insights would also be obtained by including participants from various educational levels or geographical contexts in addition to high school students in the JABODETABEK area. In addition, comparative or cross-cultural research might look at how different EFL learners around the world view and use GT. Lastly, future studies might examine how learner autonomy, motivation, and AI-assisted writing tools interact, as well as how combining GT with other programs (such grammar checkers or paraphrase tools) can encourage more efficient and independent language acquisition.

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