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THE IMPACT OF TRANSLATION TOOLS TOWARDS STUDENT TRANSLATORS' SKILLS

by

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Abstract:

Technological advances have created translation tools as part of translation technology, which is widely used by the public and academics, including students. On the one hand, students accept the existence of translation technology positively as it provides easiness for them to do their coursework. This research aimed to discover the impact of translation technology on students' translation skills. The result of this study is a recommendation for translation course lecturers to suggest that students utilize translation technology. The participants of this study were 25 students of the English Education Study Program of Universitas Muhammadiyah Palu. They were selected by using a total sampling technique. The data found indicates that a constant of 39.234 shows that students' Translation Skills are worth 39.234 without using Translation Technology. The regression coefficient of 0.794 indicates that each increase in Translation Technology use will increase Translation Skills by 0.794. The results of this study signify that translation technology does not significantly impact students' translation skills. The probability number is 0.103, which is greater than 0.05. Consequently, the H_0 is accepted, or there is no significant influence of Translation Technology on the Translation Skills of student translators. The study implies that technology tool is a secondary aspect of promoting translating skills.

Keywords: Impact; Student Translator; Translation Tools; Translation Skills

Abstrak:

Kemajuan teknologi telah menciptakan alat penerjemahan sebagai bagian dari teknologi penerjemahan, yang banyak digunakan oleh masyarakat dan akademisi, termasuk mahasiswa. Di satu sisi, siswa menerima keberadaan teknologi terjemahan secara positif karena memberikan kemudahan bagi mereka untuk melakukan kursus mereka. Penelitian ini bertujuan untuk mengetahui dampak teknologi penerjemahan terhadap kemampuan penerjemahan siswa. Hasil penelitian ini merupakan rekomendasi bagi dosen pengampu mata kuliah penerjemahan untuk menyarankan agar mahasiswa memanfaatkan teknologi penerjemahan. Peserta penelitian ini adalah 25 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Palu. Mereka dipilih dengan menggunakan teknik total sampling. Data yang ditemukan menunjukkan bahwa konstanta 39,234 menunjukkan bahwa Keterampilan Terjemahan siswa bernilai 39,234 tanpa menggunakan Teknologi Terjemahan. Koefisien regresi sebesar 0,794 menunjukkan bahwa setiap peningkatan penggunaan Teknologi Terjemahan akan meningkatkan Keterampilan Terjemahan sebesar 0,794. Hasil penelitian ini menandakan bahwa teknologi penerjemahan tidak berpengaruh signifikan terhadap kemampuan penerjemahan siswa. Angka probabilitasnya adalah 0,103, yang lebih besar dari 0,05. Akibatnya, H_0 diterima, atau tidak ada pengaruh signifikan Teknologi Terjemahan pada Keterampilan Terjemahan penerjemah siswa.

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Studi ini menyiratkan bahwa alat teknologi adalah aspek sekunder dari mempromosikan keterampilan menerjemahkan.

Kata kunci: *Alat Terjemahan; Dampak ; Keterampilan Terjemahan; Penerjemah Mahasiswa;*

INTRODUCTION

For learners, understanding a language is closely related to the ability to translate. It is also applied in English learning, especially in translating from English to Indonesian or, vice versa, Indonesian to English. According to Suke in Jamaludin et al. (2019), understanding is defined in three ways, namely: 1) translating, 2) interpreting, and 3) extrapolating (1). So, understanding a language can be characterized by the ability to translate that language well. This statement shows that translating, placed as the first point, should be mastered to understand languages.

Translation and Interpretation is one of the courses in the curriculum structure of the English Language Education Program, Faculty of Teacher Training and Education, Muhammadiyah University, Palu. This course is intended for fourth-semester students with the expectation that students will be able to translate Indonesian-English texts or vice versa after taking skills courses (Listening, speaking, reading, writing skills, grammar) at least passing up to the third level. The students are expected to gain another skill, translation skills, after Passing these courses.

The expected translation ability is carried out independently by having knowledge, skill, experience, and comprehensibility (Mappewali, 2019) and does not solely depend on technology. However, in reality, many English Education Study Program students utilize translation technology to help them understand the text. Instead of using their knowledge first, they chose the technology even to comprehend a single sentence.

The existence of Translation Technology is something that cannot be underestimated. Language learners utilize it as a tool that helps them understand foreign languages more effectively than without using it (Dian Saputra, Haryanto Atmowardoyo, 2021). Widely known translation technologies include Google Translator, Microsoft Translator, DeepL Translator, and SayHi Translate (Andini, 2022). Some applications automatically translate all English text into Indonesian according to the user's settings. This technology is spread freely through the web and applications installed on student devices.

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Previously, research related to translation tools in language learning has been conducted. Mahardika (2017) conducted 'The Use of Translation Tool in EFL Learning' research. This research found a positive effect of translation tools on language learners' communication skills; it also accommodates students in comprehending reading texts, and it positively impacts students' attitudes towards learning. In comparison, the study conducted by Odacioglu and Kokturk(2015) discusses the effects of technology on translation students in Academic Translation Teaching. The results recommend that technology has enormously facilitated what translators translate or localize in the projects they are responsible for. These studies do not specify the impact of translation tools on students' translation skills.

Preventing students from using translation-related technology is almost impossible. During initial observations, many students admitted that using a translation tool to complete English assignments was faster and easier than translating manually. Several studies also prove that students accept the presence of translation technology positively (Halim, 2019). Translation technology offers more accurate translation results than manual translation results (Qingjun et al., 2012), regardless of its existence's positive and negative impacts (Uzoma Patience, 2016). This is a challenge for lecturers who teach Translation Courses in the English Language Education Study Program.

One of the challenges faced by Translation Course teachers is students' dependence on Translation Technology. Technology's convenience creates laziness, which also happens among students (Astuti & Rps, 2018). Even though some opinions say that technology does not produce laziness but practicality (Setyadi, 2016), the convenience provided is only appropriate for students to obtain with wise use. For example, students must have sufficient vocabulary to produce a good translation, but the existence of translation tools makes students lazy about memorizing vocabulary. Instead of remembering vocabulary, they prefer to translate one complete sentence using a translation tool so that the meaning of each vocabulary word in the sentence is not stored in the student's brain memory.

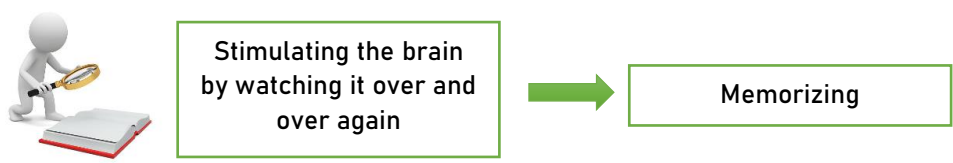


Figure 1. Process of gaining meaningful vocabulary

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Astarina (2021) states that a translation process that was done manually (looking for meaning word by word, phrase by phrase/idiom) would be a repetitive activity that helps the students to remember. On the other hand, the students admit that Translation Technology helps them master vocabulary (Samir et al., 2023). Due to the practicality of translation technology, they can hone their translation skills. Therefore, the researchers formulated a question: **"Is there any significant impact of Translation Technology on students' translation skills at the English Education Study Program of FKIP Universitas Muhammadiyah Palu?"**

METHOD

Design

This research aimed to determine whether translation technology significantly impacts the translation skills of student translators at Muhammadiyah University, Palu. According to Ary et al. (2010), correlation research is a non-experimental research in which data from two or more variables are collected to see whether the variables are related. The variables examined in this research were Translation Tools as an independent variable and students' translation skills as a dependent variable. Thus, this research aims to determine if Translation Technology and Students' Translation Skills are related.

Participant

The population of this study was the students of the English Education Study Program, FKIP, Muhammadiyah University, Palu, in one class of the Translation and Interpretation subject. The number of students who took part in this class was 25 people. The total sampling technique was used as the population consists of only one small class. It means that the entire population is the sample in this study. So, the sample comes from one class of 25 students.

Instrument

The research instruments used in this research are a test, questionnaire, and FGD. The test and questionnaire become the primary data sources. The test was conducted to illustrate students' ability to translate. The text provided was a short text entitled **Odd Man Out**. This text was adapted from Beare (2020) and synchronized with the data needed by the researcher.

The questionnaire was used to obtain an overview of students' use of Translation Technology in translating English texts. The questionnaire was closed with answer choices:

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Strongly Agree, Agree, Hesitate, Disagree and Strongly Disagree. The questionnaire contains statements regarding the use of Translation Technology. Twelve statement items were then examined for validity and reliability.

Table 2. Questionnaire Items

No.	Statements
1.	I am an active user of translation tools (online or offline).
2.	I use translation tools for all language-switching purposes.
3.	I always use translator tools to translate a single text.
4.	I always use the translator tool to translate a single sentence.
5.	I always use the translator tool to translate single words.
6.	I use the translation tool repeatedly to translate the same word/ phrase/ sentence that I have encountered before.
7.	In my opinion, translation tools always provide excellent translation results.
8.	If I use a translation tool, I never compare the available translation results with my translation results without the translation tool.
9.	When I need clarification on translation results, I do not use a printed dictionary to check the accuracy of the translation results.
10.	The convenience provided by the translation tool means that I do not need to memorize English vocabulary.
11.	I feel like, without a translation tool, I cannot understand English texts.

The third instrument, FGD, was used as supporting data. It was obtained from focus group discussions regarding how students respond to the existence of Translation Technology, utilize it, and place its existence in the English language learning process in higher education.

Data collection technique

A test was conducted by delivering a simple English text translation. The test was given at the beginning of the data collection period. During the test, samples must bring a manual dictionary to help them understand vocabulary they do not understand. The test results are then checked, assessed and analyzed by the researcher.

Questionnaires were distributed to all the samples. Before delivering the questionnaire, it was first validated. To test validity and reliability, answer choices were converted on a 1-5 Likert scale (Strongly Agree= 1; Agree= 2; Hesitate= 3; Disagree= 4; and Strongly Disagree= 5). The validity test was carried out on 30 samples and a 5% confidence level to obtain an r-table value of 0.361. From SPSS, we get an overview of the Pearson correlation value for each item. Items whose Pearson correlation value is below 0.361 are considered invalid. Item 1 has a Pearson correlation value of 0.078 <0.361. Thus, item 1 was excluded. The reliability

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test was also carried out using SPSS. The statistical analysis results show that the value of Cronbach's Alpha if Item deleted items 2-12 is below the number 0.762. This result means that items 2-12 are reliable, and item 1 is not. Thus, item 1 was excluded. After the test was tested for validity and reliability, the questionnaire was distributed using Google Forms. The sample filled out the questionnaire, and the results were analyzed.

Focus Group Discussion was conducted in two sessions. The first session was performed for the high-scored students, consisting of eight persons and one moderator. In contrast, the second session, performed for the low-scored students, consisted of eight persons and one moderator. The FGDs discussed how translation students utilize Translation Technology. The moderator listed all the information and delivered it to the researchers.

Data analysis technique

After the students had participated in the test, the researcher analyzed the results by determining the students' individual scores. There were 11 sentences in the text. Each correctly translated sentence is given a score of five. The individual score was determined using an adapted formula proposed by Sudijono (2018):

$$\text{Individual score} = \frac{\text{Obtained Score}}{\text{Total Score}} \times 100$$

The assessed translation results are then grouped into Group A (Low-score translation) and Group B (high-score translation). From these two groups, samples were then selected purposively to be involved in Focus Group Discussions (FGD).

A questionnaire was designed to collect data on translation technology and how students use it. All the students who had previously followed the test were asked to fill out eleven valid and reliable items on the questionnaire. The results of filling out the questionnaire and test were then tested for correlation using the SPSS application.

Data obtained from FGD was analyzed in three steps. The first step is looking for a pattern of the data. In this step, the researchers read all the data listed to find patterns in students' answers related to how they use translation technology. In the second step, categorizing data, the researchers grouped the data with the same information to have the frequencies and majority of answers. The last step is interpreting the data grouped to support the primary data.

FINDINGS AND DISCUSSION

Students' translation skills

The first data researchers collected was student translators' ability to translate a text. Of all 25 participants who took the test, 21 students took part offline, and four took part online because they were out of town when the test was carried out. The highest score obtained by students was 94.5, while the lowest score was 20.0

Table 1. Translation Test Results

Number of Participants.	Average Score
25 samples	61,36

The table shows that the average score obtained is 61.36. Ten students scored higher than 70, and seven got lower than 50. This data included eight students with the highest and eight with the lowest scores in the two FGD groups.

The utilization of translation technology by student translators

A questionnaire was distributed to find out how the students utilize translation technologies. The questionnaire statements consisted of 11 items displayed in table 2 above.

The accumulation of answers scores of students is displayed in table 3:

Table 3. The questionnaire results

No.	Initial	Total Skor
1.	MA	39
2.	AS	35
3.	RY	24
4.	JS	11
5.	FA	30
6.	RI	34
7.	AP	17
8.	AT	29
9.	AL	35
10.	MM	29
11.	RR	32
12.	SH	34
13.	VS	29
14.	DA	44
15.	MH	31
16.	TL	31
17.	RRH	31
18.	WR	18

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No.	Initial	Total Skor
19.	SM	29
20.	NN	32
21.	VP	24
22.	MAS	11
23.	MI	20
24.	AN	28
25.	MU	21
Average		27,92

The table shows the results of the questionnaire filled out by 25 respondents. Of the total score, they obtained an average of 27.92. If converted to a Likert scale, the figure is 2.54 or in the realm of Disagree. The answers to each questionnaire item are explained in detail in this section.

a. Activeness in using translation tools

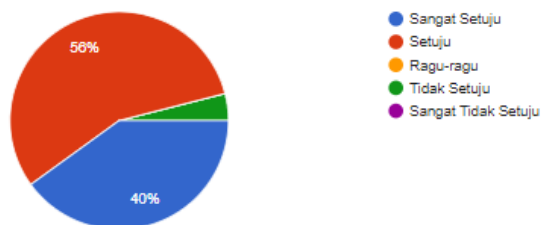


Diagram 1. Activeness in using translation tools

Diagram 1 shows students' opinions on the first statement of the questionnaire, whether they are active users of translation tools or not. The responses indicate that 40% strongly agreed, 56% agreed, and 4% did not agree. It means that 96% of the students are active users of translation technology.

b. The purpose of using translation tools

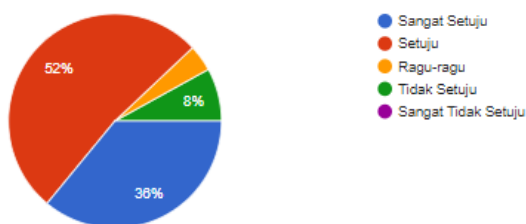


Diagram 2. Purpose of Using Translation Tools

Diagram 2 draws students' opinions on their purpose of using the translation tool for language switching only. Of all the students, 36% responded that they strongly agreed, 52% agreed, 8% did not agree, and 4% were hesitant. It shows that 88% of the students used translation tools to translate languages only, while the rest used them for other functions.

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c. The frequency of translating texts using translation tools

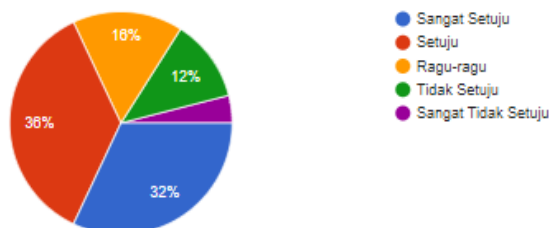


Diagram 3. Frequency of translating texts using translation tools

Students' responses are displayed in Diagram 3 regarding the frequency of using translation tools. It shows that 32% of students strongly agreed that they always used translation tools to help them translate texts, 36% agreed, 16% were hesitant, 12% did not agree, and 4% strongly did not agree. It means that 68% of students use translation tools to help them translate the whole text.

d. The frequency of translating a sentence using translation tools

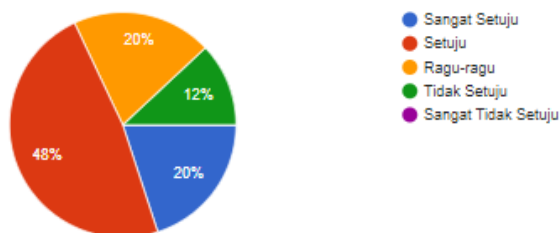


Diagram 4. Frequency of translating a sentence using translation tools

The frequency of using translation tools to translate a sentence is shown in diagram 4. The responses show that 20% strongly agree that they always use translation tools to translate a sentence, 48% agreed, 20% hesitated, and 12% did not agree. This data indicates that 68% of students used translation tools to translate a complete sentence.

e. The Frequency of translating a word using translation tools

The following diagram (diagram 5) displays students' opinions on using translation technology to translate a word.

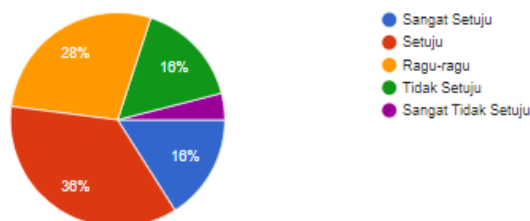


Diagram 5. Frequency of translating a word using translation tools

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There, 16% of students strongly agree that they use translation technology to understand the meaning of a word. While 36% of students agreed, 28% hesitated, 16% did not agree, and 4% strongly did not agree with the statement. This means that 52% of the samples frequently used translation tools to translate a word.

f. Repetition in using translation tools to translate same words/phrase/sentence

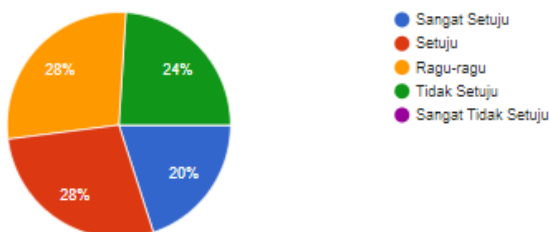


Diagram 6. Repetition in using translation tools to translate the same words/phrase/sentence

The sixth statement of the questionnaire is intended to determine whether the students use translation tools repeatedly to translate words/phrases/sentences that they have translated previously. The result shows that 20% strongly agreed, 28% agreed, and 24% did not agree, while 28% were hesitant. This data indicates that 48% of students did the repetition to translate the exact words, phrases or sentences they previously translated using translation tools.

g. Result of translating using translation tools

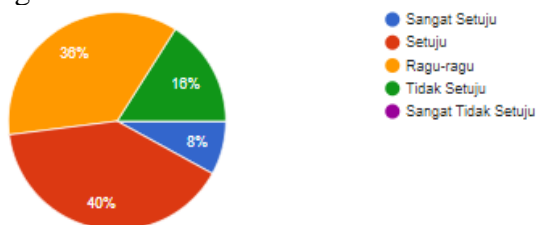


Diagram 7. The result of translation tools

Diagram 7 indicates students' opinions regarding the translation result using tools. As displayed, 8% strongly agreed that translation tools give good translation, 40% agreed, 30% were hesitant, and 16% did not agree. These results indicate that less than half of the students, or 48% of students, agreed that translation tools give good translation results.

h. Comparing the result of manual translation to machine translation

The following diagram displays students' opinions of questionnaire items, stating that they never compared their manual translation results to translation tool results. The responses are: 12% stated that they strongly agreed, 24% agreed, 24% were hesitant, 32%

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did not agree, and 12% strongly did not agree. This data indicates that 36% of students never compared their manual translation results to translation tools results.

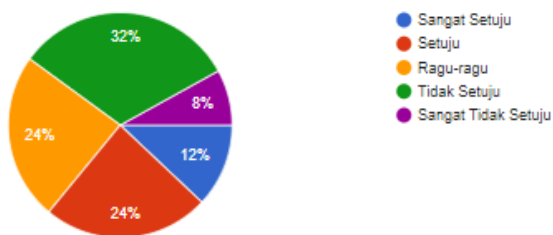


Diagram 8. Comparing manual translation to machine translation result

i. Using a Printed Dictionary to Confirm

In the translation process using a translation machine, students sometimes need help understanding the result. This questionnaire finds students' responses on whether or not they use printed dictionaries to help them confirm the accuracy of translation tool results.

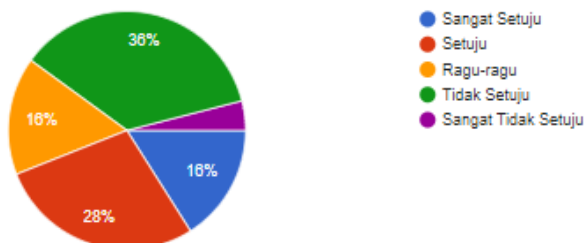


Diagram 9. Using a printed dictionary to confirm confusing translation results from tools

As a result, 16% of students responded that they strongly agreed, 28% agreed, 16% were hesitant, 36% did not agree, and 4% strongly did not agree. It means that 44% of samples did not use printed dictionaries to check the accuracy of translation results using tools.

j. Memorizing vocabularies less important for the existence of translation tools

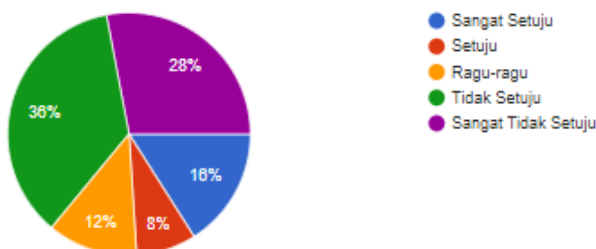


Diagram 10. Memorizing vocabulary

Vocabulary is an essential aspect of learning a language. This questionnaire item is intended to determine whether the easiness of translation tools makes the students perceive that it is not essential to memorize vocabulary. The result is that 16% of students strongly agreed, 8% agreed, 12% hesitated, 36% did not agree, and 16% strongly did not

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agree. It means that despite the convenience of translation tools, 52% of students still did not think memorizing vocabulary was essential.

k. Self confidence without using translation tools

Responses on the last item in the questionnaire are shown in diagram 11. The information obtained is whether or not, without translation tools, the students cannot comprehend a text. The result shows that 12% of the students stated that they strongly agreed, 24% agreed, 40% were hesitant, 12% did not agree, and 12% strongly did not agree.

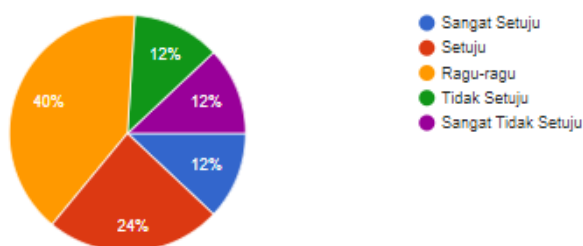


Diagram 10. Memorizing vocabulary

In other words, 36% of students opined that they cannot understand a text without tools, and 24% opined that they disagree with the statement, which means they can comprehend a text without translation tools. Meanwhile, the rest, 40%, do not have a clear statement and choose to be hesitant.

Students' Perception of the Existence of Translation Tools

The Focus Group Discussion (FGD) was carried out in two discussion groups. The first group involved eight samples with the highest translation test scores or better translation skills. Meanwhile, the second group involved eight samples with poor translation skills or low translation scores. In this FGD, ten questions were given. The data was displayed as conclusions from the respondents' answers to each question item and can be seen in the table 4. FGD result (Appendices).

Reading the contents of Table 4 helps us to compare the answers from two discussion groups. The first question was, "What translation tools have you used in your language studies?". The result shows that both groups use various translation tools, mostly Google Translate, and some use DeepL and Bing Translator. Nevertheless, even though they use Translation tools, they still consider using printed dictionaries by Hasan Sadily and the Merriam-Webster dictionary. No significant difference between the two groups was found.

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The second question was given to determine students' opinions about the impact of translation tools on their translation skills. In the first group (Low-Scored), students answered more variedly than in the second group. Some opined that translation tools greatly influence their translation skills, for they are easy to use and improve vocabulary. However, others stated that translation tools are less helpful because they provide words instantly and reduce the chance of remembering new vocabulary. Some answers inform that translation tools are inaccurate and hinder students' translation skills. In the second group (High-scored), most students illustrated the translation tool's negativity. They stated that translation tools weaken their translation skills, and some translation tools must provide clear guidance on how to use them. Others opine that translation tools help them by making the translation process more manageable because there is assistance and guidance to use it.

Regarding how the translation tools help the students in language studies, the first group answered that the tools are convenient, fast, efficient, and practical, help to complete assignments, and even some tools provide pronunciation guides. While for the second group, translation tools are primarily helpful when students encounter new, forgotten, and complex words. Besides that, the tools help to understand an idiom. The students in the second group also state that combining the translation tools and printed dictionaries increases their confidence in their translation results.

The next question in the discussion was about the limitations of the translation tool. Students in the first group answered that the limitations of translation tools are that not all words can be translated by the tools, there is no information about the word class, students cannot comprehend the process of translating, and the translated words or sentences are quickly forgotten. Additionally, online translation tools consume mobile data. The second group discussed the inability of translation tools to display word class, translate idioms accurately and detect pronouns.

The fifth question asked the students about the relevance of the translation tool and the reasons for it. All students in the first group answered that they depend on the tools because of the convenience and accessibility of finding the meaning of words through their smartphones. The second group responded that they only use the translation tools when necessary. They stated that they use translation tools based on the situation because they realize that a printed dictionary is still needed for a more accurate translation.

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To balance the use of translation tools in developing translation skills, students in the first group suggested taking notes of unknown words, writing their results through tools and memorizing them, then using both online and printed dictionaries and comparing the results to improve translation skills. The second group of students suggested translating using a printed dictionary first, then using the translation tools, and then analyzing the result. They also suggested noting down frequently used words and studying their usage and classes.

The seventh question given to the students was related to their experiences when transitioning from using translation tools to independent translation using printed dictionaries. The first group responded that the students find the two translation media very different regarding display, speed, the lexemes used in translation tools, and the ability owned by translation tools. For the second group, the challenges faced were in idiom translating, inaccurate by translation tools and even more complicated by the printed dictionaries, translating sentences in conversation that often cannot translated literally, and translating irregular verbs using a printed dictionary.

The discussion continued to answer the question of whether or not the translation tools improve accuracy. The first group's answers mostly agreed that translation tools improve translation accuracy. In comparison, the second group's answers were the opposite. Most of them think that translation tools do not improve accuracy significantly. Additionally, some stated that manual translation using a printed dictionary is more accurate.

Next, participants from both groups were asked for their opinions about comparing the traditional translation method (translating using a printed dictionary) and translation tools regarding efficiency and quality. Most of the participants in the first group had the same opinion that the online Translation tool is more efficient. The reason is that online dictionaries provide faster results and more accurate translations. Some students argue that translators are more efficient because they are easy to carry anywhere, but the majority still prefer online dictionaries because of their speed and accuracy. Participants in the second group gave similar answers. They stated that current translation tools are more efficient and faster than traditional ones.

The tenth question was also the last to find students' suggestions for other language learners who utilize translation tools to improve their translation skills. Participants from the first group highlighted three pieces of advice. The suggestions are to use a printed dictionary to increase vocabulary and learn unknown words, use Google Translate for communication

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purposes, and rely less on Google Translate and more on print dictionaries. At the same time, students in the second group recommended a combination of strategies such as watching films, expanding vocabulary, understanding context, and using additional tools or resources to improve translation skills. They also suggest avoiding over-reliance on translation tools by actively learning and applying new vocabulary.

The impact of translation tools on students' translators' skills

The primary data in this study are data obtained from tests, namely the translation skills of translator students, and data obtained from questionnaires, namely the use of translation technology, in this case, both online and application-based translation tools. Both of these data were analyzed using simple linear regression analysis. Regression analysis is used primarily for forecasting purposes, with dependent and independent variables (Ingene & Weisberg, 1981). Translation Skills in this study are the dependent variant, which Translation Technology predicts as an independent variable. Because there is only one independent variable in this study, a simple linear regression analysis is used (Hajarisman & Herlina, 2022). In analyzing the data, researchers used SPSS 16.0. The results obtained are shown as follows.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.334 ^a	.112	.073	18.43211

a. Predictors: (Constant), TransTool using
 b. Dependent Variable: TransSkills

Table 5 shows that the R square value obtained is 0.112. It indicates that using translation technology can explain 11.2% of students' translation skills. At the same time, the remaining 88.8% (100-11.2 = 88.8) is explained or influenced by other factors. The R square number obtained is small, so the relationship between the two variables is weak. Then, an ANOVA test was carried out.

Table 6. ANOVA^b Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	981.920	1	981.920	2.890	.103 ^a
Residual	7814.080	23	339.743		
Total	8796.000	24			

a. Predictors: (Constant), TransToolusing

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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	981.920	1	981.920	2.890	.103 ^a
	Residual	7814.080	23	339.743		
	Total	8796.000	24			

b. Dependent Variable: TransSkills

Table 6 provides the results of the ANOVA or F tests obtained using SPSS 16.0. The calculated F test obtained is 2.890 with a significance level of 0.103. The significance value is the probability value, which is greater than 0.05. So, this regression model is unsuitable for predicting translator students' translation skills.

The following table shows the details of the ANOVA test.

Table 7. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	39.234	13.550		2.896	.008
TransToolusing	.794	.467	.334	1.700	.103

a. Dependent Variable: TransSkills

From the table, the researcher explains the regression equation as follows:

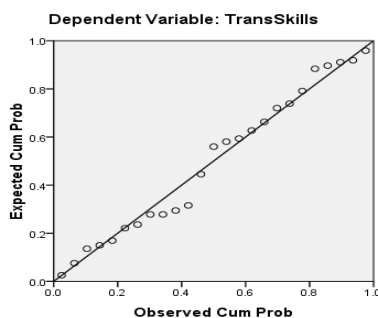
$$Y = 39,234 + 0,794 X$$

Which is:

Y = Translation Skills and X = Translation Technology

A constant of 39.234 states that without using Translation Technology, students' Translation Skills are worth 39.234. The regression coefficient of 0.794 indicates that each increase in the use of Translation Technology will increase translation Skills by 0.794.

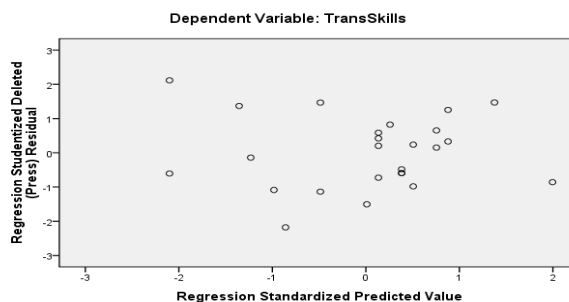
The Normality Test and Model Fit Feasibility Test are performed to analyze whether the regression equation requirements are met. The data distribution is shown in the following graph:



Graphic 1. Normal P-P Plot of regression standardized residual

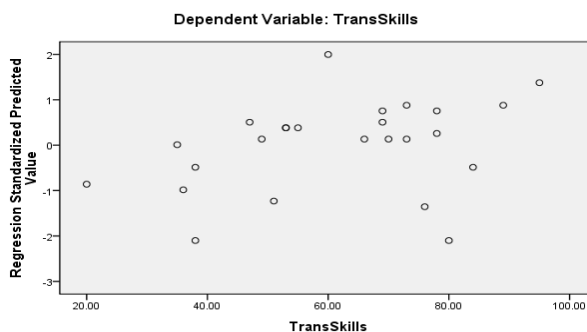
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If the residuals come from a normal distribution, then the data distribution values (see the nodes with the names of the regions) will lie around the straight line. Graph 1 shows that the data distribution is said to be spread around the straight line (not scattered far from the straight line). Thus, the normality requirements can be met.



Graphic 2. Scatterplot Model Fit

The graph shows the relationship between the predicted value and the Standardized Delete Residual. The graph's data is scattered all over the place and not scattered around the number 0. So, this regression model does not meet the requirements to predict the translation skills of translator students.



Graph 3. Scatterplot Model Fit for each data

The relationship between the Translation Skill variable and its predicted value is shown in Graph 3. The data distribution does not appear to form a pattern from the bottom left straight to the top right. Data is spread over all points. Thus, it is said that the regression model is not suitable for use.

To prove it, a hypothesis test was carried out. After obtaining the R-value (correlation), a regression coefficient test was carried out for the Translation Technology variable.

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Research hypothesis:

H0: There is no significant influence of Translation Technology on the Translation Skills of translation students.

H1: Translation technology has a significant influence on translation skills in students.

The basis for decision-making is based on probability or p-value, where:

If probability > 0.05 , then H0 is accepted.

If probability < 0.05 , then H0 is rejected.

Decision:

The sig. Score (significance 0 in Table 9 is 0.103, or the probability is greater than 0.05. So, H0 is accepted, or translation technology has no significant effect on the students' translation skills.

Discussion

Translation technology has revolutionized the field of translation, enabling translators to work more efficiently and effectively. However, there is ongoing debate about how the use of translation technology impacts translation students' translation skills. This research aims to analyze the correlation between translation technology and translation students' translation skills. The research was conducted on 25 participants. The participants are the students of the English Education Study Program who were selected using a total sampling technique considering the small population of the research.

The researchers used three instruments to obtain research data: test, questionnaire, and FGD. From the test conducted, the researchers found the highest score was 94,5, while the lowest was 20. The average was 61,36. Based on the result of the test, two groups of students were formed: the first group consisted of eight high-sored students, and the second group consisted of eight lowest-scored students. These two groups were then joined in the Focus Group Discussions.

The results of the questionnaire distributed contained a statement regarding students' engagement with Translation Technology. The statements are to find out whether or not the students are active users of translation tools (online or offline), use translation tools for all language-switching purposes, use translator tools to translate a single text, use the translator tool to translate a single sentence; use the translator tool to translate single words; use the translation tool repeatedly to translate the same word/ phrase/ sentence that they have

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encountered before; opine that translation tools always provide excellent translation results; when using a translation tool, never compare the available translation results with my translation results without the translation tool; do not use a printed dictionary to check the accuracy of the translation results when finding confusing translation results; need or does not need to memorize English vocabulary; and their reliance on the translation technology.

Data from both instruments (test and questionnaire) were key data. The results gained from both instruments were analyzed statically using SPSS. The data analysis shows that using translation technology explains 11.2% of students' translation skills, while the remaining 88.8% is explained or influenced by other factors. The regression coefficient of 0.794 indicates that each increase in the use of Translation Technology will increase Translation Skills by 0.794. This correlation model shows a positive correlation, but it is not significant. The number at 11,2% is relatively small and is one of the factors influencing students' translation skills. As a result, the sig. score (probability) found is 0,103, which is more remarkable than 0,05, which indicates that the H0 is accepted, where there is no significant influence of translation technology on translation students' translation skills.

This finding does not come alone. Previously, research was conducted by Ulfa (2023) aiming to discover the correlation between students' translation ability and the frequency of using Google Translate. She found no significant correlation between students' translation ability and the frequency of using Google Translate as a form of Translation Technology used by students. Similarly, with the current study conducted, the correlation found is low and insignificant as a factor affecting students' skills in translation.

The result of FGD gives additional information to this research. From the instrument, the researchers explore the advantages and disadvantages of using translation technology that the students perceive. Both groups of students interviewed in two sessions of FGD found that translation tools make the translation process easier by providing assistance and guidance, as they provide instant word suggestions faster. Koehn (2020) supports this by stating that translation technology enables quick translation of large volumes of text, saving time and effort. The students also stated that translation tools helped them remember difficult words more efficiently and faster, learn new vocabulary and increase students' confidence in their translation results. O'Brien et al. (2017) stated that Translation Tools provide advanced features like translation memory, terminology management, and quality assurance checks,

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which help improve the accuracy and consistency of translations. Overall, these benefits encourage students to utilize technology rather than traditional methods in translating.

The disadvantages of using translation technology are that some cannot accurately translate idioms and display word classes; the translation accuracy is low, mainly when translating idioms and detecting pronouns. Ramadhanti (2023) supports this opinion from her research findings, which recommend that using Google Translate as a translation technology must always be followed by post-editing tasks in which users can identify and correct inaccurate translation results. Also, the disadvantage of using translation technology is that most students stated that they become over-reliant on the translation technology, making it hard and longer to translate text manually using a printed dictionary. It is in line with Zanettin (2018), who argues that excessive reliance on translation technology can hinder the development of specific skills; for instance, students may become overly dependent on machine translations, neglecting the need for critical thinking and creative problem-solving. Therefore, Ilter (2015) suggest that technology positively affects children's language awareness when it is used appropriately. Wise use will minimize the disadvantages of technology.

From the advantages and disadvantages revealed, the students recommend balancing translation technology. The students emphasize the importance of avoiding over-reliance on translation tools by actively learning and applying new vocabulary. They also recommend using a printed dictionary to increase vocabulary and learn unknown words. Any form of Translation Technology can be used for communication purposes.

CONCLUSION AND SUGGESTION

Conclusion

The data obtained from the test and questionnaire statistically shows that Translation Technology has an impact of 11,2% on students' translation skills, which at the same time indicates that the rest, 88,8%, is affected by other factors. From the regression coefficient test, a significant value (0.103) is greater than 0.005. It means that the alternative hypothesis is rejected. In conclusion, there is no significant correlation between Translation Technology and Students' Translation Skills. From the FGD result as supporting data, it is found that

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Translation Technology has both positive and negative impacts. The positives are that translation Technology is easy to use by providing assistance and guidance; it gives instant word suggestions, is faster, and increases students' confidence in their translation results. The negatives are the inability of Translation Technology to translate idioms and display word classes accurately, and it makes the student's experience reliant on the translation technology.

Limitation

The limitation of this study lies in the students' perceptions regarding the use of translation tools. The lecturers' opinions primarily affect their perception of the negativity of using Translation tools. This is reflected in the responses of students who frequently use translation tools but still admit that manual translation or using a printed dictionary to translate is better than using translation tools in terms of its effect on their translation skills. They cannot deliver more varied answers regarding the damaging consequence of using the tools too much. Therefore, this study is suggested to be applied to different research subjects that have not yet been influenced to find different results.

Suggestion

A nonsignificant impact of Translation tools on Students' translation skills resulted in this research becoming a suggestion for Translation course lecturers in higher education institutions. Translation technology has become an essential part of translation teaching. Lecturers should not hesitate to introduce translation tools and how they work to students. However, the introduction and teaching of translation technology should be followed by advice to avoid students becoming over-reliant on the tools. Balancing both translation methods is better for improving students' translation skills.

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Appendices

Table 4. FGD result

No.	Questions	Answers	
		Low-scored Students	High-scored Students
1.	What types of translation tools have you used in your language studies?	Printed dictionary, U-dictionary, <i>Kamus Offline</i> , Google Translate (Most answers are using Google Translate)	Printed dictionary by Hasan Sadily and the Merriam Webster dictionary, Google Translate, DeepL, and Bing Translator.
2.	How do you feel translation tools have impacted your overall translation skills?	<ul style="list-style-type: none"> • Online translation tools have a significant influence on translation skills. • The tools are unhelpful as they provide instant word suggestions, reducing the opportunity to learn new vocabulary. • The result of the translation tool is sometimes inaccurate and unhelpful. • It is faster but cannot match vocabulary effectively, hindering translation skills. • Offline translation tools can improve vocabulary and help me choose words that fit the context. • It can change sentence structure. • Google Translate is the most influential tool because of its ease of use. 	<ul style="list-style-type: none"> • Some translation tools do not provide clear guidance or help in translating. • Some translation tools make the translation process easier by providing assistance and guidance. • The use of translation tools weakens translation skills.
3.	In what ways have translation tools helped you in your language studies? Can you provide specific examples?	<ul style="list-style-type: none"> • Translation tools such as U-dictionary and Google Translate are highly praised for their convenience and speed in translating texts. • It helps complete assignments and learn new vocabulary. • Although printed dictionaries can provide more accurate translations, they are time-consuming and require word-by-word searching. In contrast, online tools offer fast and easy language learning. • Tools help translate sentences and phrases and even provide pronunciation guides. 	<ul style="list-style-type: none"> • Translation tools aid in language learning by helping to remember new or forgotten words. • Translation tools help in remembering difficult words. • Google Translate helps when students encounter difficult words. • Translation tools helped them understand words they did not understand before. • Bing, Dipple, Oxford, and Merriam-Webster are used to increase confidence in student's translation results.

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No.	Questions	Answers	
		Low-scored Students	High-scored Students
		<ul style="list-style-type: none"> • The tools are appreciated for their efficiency and practicality in bridging language barriers. 	<ul style="list-style-type: none"> • Google Translate helps when encountering an idiom that is difficult to understand.
4.	Have you noticed any limitations or drawbacks when using translation tools? If so, what are they?	<ul style="list-style-type: none"> • Sometimes, the desired words do not appear in the dictionary. • The translated word can be seen immediately, but there is no information about the word class. • Using tools gives a lack of understanding of the translation process. • Using online translation tools requires a lot of mobile data. • The translated words or sentences are quickly forgotten. 	<ul style="list-style-type: none"> • Google Translator's inability to translate idioms and display word classes accurately. • The accuracy of Google Translator was low, especially when it came to translating idioms and detecting pronouns.
5.	Do you believe using translation tools has made you overly reliant on them? Why or why not?	<ul style="list-style-type: none"> • The dependence on online dictionaries is mainly because of their convenience and smartphone accessibility. Tools such as U-dictionaries and online dictionaries are used as resources to quickly find the meaning of new vocabulary. • Online dictionaries are used for their practicality and ease of availability on mobile phones. 	<ul style="list-style-type: none"> • Using translation tools made students too dependent on them, • Some students only use them when necessary. Some prefer manual translation, but they will use a translation tool if they encounter difficulties. • The dependence on translation tools depends on existing conditions, and dependence on these tools can result in translations being less accurate if a dictionary is not used. • The degree of dependence was also context-dependent; some participants believed they were less reliant on translation tools.
6.	How do you balance using translation tools with developing your translation skills?	<ul style="list-style-type: none"> • Please take note of unknown words and then look for their meanings. • Please write down the results of the translation obtained and memorize them. • Translate only words that the student does not understand • Balance the use of offline and 	<ul style="list-style-type: none"> • Analyze sentences before and after to understand the context. • Translate manually first, then look for more precise meanings for words. • Jot down frequently used words, study word usage and classes, and rarely use

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No.	Questions	Answers	
		Low-scored Students	High-scored Students
		<p>online dictionaries.</p> <ul style="list-style-type: none"> • Translate using offline and online dictionaries and compare the results. 	<p>translation tools while watching English films.</p>
7.	<p>Have you experienced challenges or difficulties transitioning from using translation tools to translating independently?</p>	<ul style="list-style-type: none"> • The translation results between the two methods can be very different. • It is not easy to adjust to the different vocabulary used in the translation. • There is a difference in the translation display; Google Translate directly displays the translated words or sentences, while the hard copy dictionary does not. • Translation speed, because Google Translate is faster than using a printed dictionary. 	<ul style="list-style-type: none"> • Translating idioms, the results are often inaccurate. • Difficulties in translating irregular verbs. • If there is no translation tool, facing sentences in a conversation can be an obstacle.
8.	<p>In your opinion, do translation tools improve the accuracy of translations? Why or why not?</p>	<ul style="list-style-type: none"> • Not really. The tool may not be completely accurate as it sometimes fails to translate certain words. • No, it is better to use a physical dictionary as it offers multiple meanings for a single word, making it more accurate. • Yes, Google Translate's result is accurate and easy to understand. • Yes, Google Translate can improve translation accuracy by allowing users to check whether the translated words are complete. • Yes, Google Translate because the results are instant and easy to understand. 	<ul style="list-style-type: none"> • Yes, the translation tool significantly improved accuracy, • No, the improvement is insignificant. • Sometimes, translation tools are helpful for specific sentences or words. • No, I Prefer manual translation due to the difference in results between manual translation and machine translation, such as Google Translate or Bing. • No, manual translation is more accurate.
9.	<p>How do you think translation tools compare to traditional translation methods regarding efficiency and quality?</p>	<p>Most participants had the same opinion when comparing the use of translation tools and traditional translation, which was that online translation tools are more efficient. The reason is that online dictionaries provide faster results and more accurate translations. Some students</p>	<ul style="list-style-type: none"> • Current translation tools are considered more efficient and faster than traditional translation methods. • Google Translate has a broader vocabulary.

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No.	Questions	Answers	
		Low-scored Students	High-scored Students
		argue that translators are more efficient because they are easy to carry anywhere, but the majority still prefer online dictionaries because of their speed and accuracy.	
10.	What advice would you give to other students considering using translation tools to improve their translation skills?	<ul style="list-style-type: none"> • Use a printed dictionary to increase vocabulary and learn unknown words • Use Google Translate for communication purposes. • Rely less on Google translation and more on print dictionaries. 	<ul style="list-style-type: none"> • Overall, students recommended strategies such as watching films, expanding vocabulary, understanding context, and using additional tools or resources to improve translation skills. • Avoid over-reliance on translation tools by actively learning and applying new vocabulary.