

The Impacts of Using Google Translate in Writing Thesis for English Education Students at Graduate Program

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Abstract

The objective of this study was to find out the impacts of the use of Google Translate (GT) application to the students' thesis writing. The samples of the research were chosen purposively, taken the fourth semester students of English Education Department, Graduate Program, at Universitas Negeri Makassar. The study was a descriptive qualitative. It utilized an interview guideline as the primary tool for data collection. The data were analyzed by qualitative analysis employing data condensation, data display, and conclusion and drawing verification. The results of the study showed that the impacts of using GT app to the students' thesis writing are rewarding in terms of confidence, convenience, time efficiency, and motivation. GT app can increase students' self-confidence in terms of self-writing skills in composing their thesis. It can also increase the ability to create students' thesis content. Its use is convenient. Its operation is simple to use at any time, from any location, and in any mobile device. GT app also has an impact on the students' motivation to complete their thesis quickly, resulting in time efficiency that saves them time in understanding the related literature from GT's translation as well as the translation of the students' ideas.

Keywords: Google Translate, Thesis Writing, Impacts.

INTRODUCTION

Writing has long been acknowledged as an essential skill in the process of acquiring the English language. As one of the English skills, writing becomes even more essential in academic disciplines. It is one of the most key instruments to analyze the performance of students in their individual fields of study (Mohammad & Hazarika, 2016). A significant number of students experience anxiety when they are assigned with writing, especially in the subject of English. Students can experience frustration and anxiety when writing, as it requires more time and is more challenging than speaking. Many students who struggle with writing often have issues over the content and structure of their writing. They often faced the challenge of using a limited variety of vocabulary and making grammatical mistakes while writing. Students frequently engage in language context transfers across different languages and often draw comparisons between the target language and their native tongue.

Proficiency in both written and spoken communication is essential for EFL students to achieve academic excellence at the university level. The thesis is an essential product of academic expository writing. The thesis is commonly considered to be the most comprehensive written assignment that students have to complete as part of their academic study completion. The thesis

is written on a topic specified and selected by the students. A 'thesis' is a term frequently used by academics and students in general to refer to the research activity conducted in order to fulfill the academic requirements for achieving a master's degree in a college or university (Kornuta & Germaine, 2019; Felix & Smith, 2019). In the same way that they struggle with other forms of academic writing, EFL students find it challenging to write their thesis for a variety of reasons that have been discussed previously.

According to Tsai (2019), EFL students generally cannot write like native authors because their native language has a strong influence on their writing. Students are often motivated to utilize machine translation (MT) to assist them in the writing process when given writing assignments due to this concern. Students are increasingly using MT for both academic purposes as well as in their personal life (Lee, 2019). Moreover, MT could more effectively accommodate the demands of language learners, in contrast to alternative electronic reference tools and dictionaries that prove insufficient in aiding the acquisition of lexical knowledge (Chen et al., 2015). As a result of fast information and communication innovation, language learners now have access to a variety of online MT resources. Popular MT software includes Google Translate, DeepL Translator, Bing Translator, Linguee, and others. Google Translate, on the other hand, is the most popular MT among EFL students. MT can be accessed for free on a variety of platforms, from desktop computers to mobile phones, through web browsers. Google Translate (GT) is a Google software that instantaneously translates over 100 languages. GT utilizes artificial intelligence algorithms to perform text and speech translation which offers various features such as typing and drawing characters and letters, engaging in bilingual conversations, translating spoken words or phrases, pronouncing the translated statements, and real-time translation of text images into different languages (Ducar & Schocket, 2018; Font de la Vall & Araya, 2023). The application is accessible on smartphones, tablets, laptops, and other portable devices, as well as on the online platform. It assists students in translating texts between their native language and the target language. As suggested by a number of researchers (Yoon, 2016; Bahri & Mahadi, 2016; Alhaisoni & Alhaysony, 2017), GT is an excellent tool for computer-assisted language learning (CALL) in EFL writing due to its widespread usage, ease of use, accessibility, and provides instant results. According to King (2019), the algorithm underlying the new GT tool is specifically designed to mimic the information processing mechanism of neurons in the brain. This algorithm accepts data, encodes it, provides context, and re-encodes it for output. The phrase-based, statistical machine translator, which evaluated word pairings according to their frequency of usage in a huge amount of digital data, is succeeded by this system.

The result of the study conducted by Tuzcu, A. (2021) shows that the impact of GT on creativity in writing activities allows students to increase their level of fluency, adaptability, creativity, and elaboration in their writing with the help of GT. Numerous research studies have documented positive impacts associated with the use of machine translation in EFL instruction, with a focus on its advantages for writing skills. Lee (2021) conducted research with a purpose to determine how MT might be implemented in an EFL writing course at the university level in Korea, as well as the potential effects on EFL writers, especially those with a low level of proficiency. The research found that the application of MT had a positive impact on the students in terms of their metalinguistic and affective domains when the method was followed in a systematic way. According to Chang et. al. (2022), their research indicates that students exhibited a generally positive attitude towards utilizing GT as a learning tool, particularly in relation to reduce anxiety, increase motivational belief, and manage complex tasks.

According to Hearn, S. & Buffardi, A.L. (2016), 'impact' can be viewed in terms of very

specific changes or in a more general way. Specific impact is based on a set number of variables that have already been defined. Statements of impact talk about the effects of these variables. Broad impact does not just look at variables that have already been set up. Instead, it looks at as many changes as it makes sense to make a useful decision (and that can be measured), including variables that might not have been predicted. The impact of the use of Google Translate by the students in their thesis writing was adapted from Davis (1989) TAM theory's attitude toward using technology and behavioral intention to use. In this study, attitude toward using technology is defined as how using GT as a translation technology impacts the student's thesis writing. Davis (1989) defines behavioral intention to use as the behavioral tendency to continue applying a technology. A person's level of computer technology usage can be predicted based on his or her attitude toward and interest in the technology. In this study, for instance, the students' motivation in utilizing GT, their desire to continue utilizing GT and to persuade others to use GT were examined. TAM is frequently used in quantitative studies. However, the TAM theory is modified in the current study to support triangulated qualitative data and enhance clarity. This study identified and discovered the impacts of utilizing Google Translate on the students' English thesis writing in terms of confidence, convenience, motivation and time efficiency.

LITERATURE REVIEW

1. Google translate application

The history of Google Translate can be traced back to one of Google's founders, Sergey Brin, who was inspired to create the program after reading an enthusiastic message from a fan. *Google Translate* is a machine translation tool that applies artificial intelligence algorithms to automatically translate text or speech from one language to another in real time (Font de la Vall & Araya, 2023). It is accessible as a mobile application or through an online platform, and it supports more than one hundred different languages. It examines the overall context to choose the best appropriate translation, and then rearranges and adjusts to sound more natural and grammatically correct, as if spoken by a human.

The development of neural machine translation technologies by Google and others are a major advance that will change how people obtain information and communicate in the future (King, 2019). The maximum number of characters that can be entered into Google Translate is 5000. According to Google Translate's Engineering Manager, the number of people who have installed the app hit 1 billion in March 2021. This number includes users from all over the world (Pitman, 2021). The most common translations are between English and Spanish, Arabic, Russian, Portuguese, and Indonesian (Turovsky, 2016). GT application is available for both android OS and iOS as seen on the *figure 2.2* below for free. By linking to Google Account, the app can be accessed immediately.

Google Translation software offers several useful features including text, document, and website translation. However, GT application in android based device has other features, namely translate written word, translate text in other apps, translate by speech or spoken words by using microphone on the device, translate documents & websites, even utilizing camera to translate from the text images.

Google Translate is a language-to-language translator that works in real time and can be used from any device that has an Internet connection. Words, phrases, and even whole texts can be translated between languages. GT can be used by anyone, and it can be accessed through <https://translate.google.com/>. It can be connected through user's Google account, so it does not need to be register when you want to use Google Translate.

2. Thesis writing system

The thesis-writing system for each institution are usually different from one another. Every educational organisation has a standard thesis writing system and format that is mandatory for all students to follow. These system and format serve as a guidelines to ensure that the writing is organised and structured effectively. The Universitas Negeri Makassar is also establishing a thesis-writing system for its students. The systematics of thesis writing used now are in accordance with the guidelines approved by the Rector of Universitas Negeri Makassar in 2019. The thesis writing system consists of three parts: initial part, main part, and final part. There are a number of optional parts to each component that depend on the type and scope of the study. The systematics applicable to the thesis writing study associated with Universitas Negeri Makassar are outlined into the initial part, the main part, and the final part.

The initial part of the thesis consists of several components, namely the cover page, the approval page, the front pages, the abstract (*in English*), *abstrak (in Bahasa Indonesia)*. The main parts of a thesis include an introduction, a literature review, a research method, research results and discussion, and conclusions and suggestions. The introduction chapter consist of background, problem statement (research question), objective of the research, and significance of the research. The literature section is related to the topic and is presented in the second chapter, which also identifies the research that is the most relevant and significant regarding to the topic. The objective of a literature review is to give readers an idea of what the study is about in terms of its historical background, its theoretical framework, and different points of view, as well as to report on related studies (Kornuta & Germaine, 2019). The study of the literature is an important link between what is already known and the problem that is being studied. It includes theoretical review, conceptual framework, as well as hypothesis (*if any*). Research design chapter presents a clear overview of the methodology used to achieve the aim of the study along with the research question(s). This chapter describes the research methods and design applied to conduct the research, as well as the actual processes employed to conduct the research. This chapter consists of type of research, time and place of the research, research design, population and sample, operational definition of variables, research procedure, technique of data collection, research instruments, and technique data analysis. The study's findings or results include a descriptive presentation of research data. The discussion includes interpretation and justification of the research results described systematically with logical and accurate arguments based on supporting theory and related findings from the studies. The conclusions summarize the major findings or research results in paragraphs, points, or details according to the purpose studied. Suggestions can be implemented based on operational study results. The final part is bibliography and appendices. In bibliography section, a thorough listing of the literature that was cited in the report study can be found. The American Psychological Association (APA) format is applied as the basis for the writing style for the bibliography. The appendices parts of a thesis may include several components such as research instruments, data and analysis results, documentation of research implementation, correspondence, and a biography.

3. Impacts of using learning application

In Cambridge Dictionary (2023), impact has definition as: a) the force or action of one object hitting another; b) a powerful effect that something, especially something new, has on a situation or person; c) the strong effect or influence that something has on a situation or person.

According to Hearn, S. & Buffardi, A.L. (2016), there are six dimensions, and they suggest more specific variations of each and how they affect measurement as follow:

- 1) Application. Impact is a concept that can be used both in the future and in the past. For illustration, in an environmental impact assessment, impact refers to the *potential effects* of an action on the environment and can be used to help decide if a planned course of action should continue or not. During the planning stages of a program, the term impact can refer to the *intended* or *desirable effects*. In an impact evaluation, impact refers to the observed or measurable effects of an intervention, which may be used to determine whether to discontinue, continue, scale up, or modify the intervention.
- 2) Scope. Impact can be viewed in terms of very specific changes or in a more general way. Specific impact is based on a set number of variables that have already been defined, such as household income, disease status, or air quality. Statements of impact talk about the effects of these variables.
- 3) Subject and level of change. Impact suggests a shift in the way people live. Possible areas of improvement include schooling, parenting, health, and family and community structure. These shifts are the direct or indirect, intended or unintended, long-term effects on distinct population categories that result from a development intervention.
- 4) Degrees of separation. Degrees of separation is related to the topic and level of change. Interventions work at different distances from each individual who receives help.
- 5) Immediacy, rate and durability of change. The impact may not be static. Assessments of the impact may come back with different results at different times.
- 6) Homogeneity of benefits. The average effect that is felt throughout a population can be used to measure impact. However, it may take into account both positive and negative effects independently, disaggregating separating its results according to distinct demographic groups and settings.

The impact of the use of Google Translate by the students in their thesis writing was adapted from Davis (1889) TAM theory's attitude toward using technology and behavioral intention to use. In this study, attitude toward using technology is defined as how using GT as a translation technology impacts the students' thesis writing. Davis (1989) defines behavioral intention to use as the behavioral tendency to continue applying a technology. A person's level of computer technology usage can be predicted based on his or her attitude toward and interest in the technology. In this study, for instance, the students' motivation utilized GT, their desire to continue utilizing GT and to persuade others to use GT were examined.

A study conducted by Tuzcu, A. (2021) shows that the impact of GT on creativity in writing activities allows students to increase their level of fluency, adaptability, creativity, and elaboration in their writing with the help of GT. In line with Lee (2021), that numerous research studies have documented positive impacts associated with the use of machine translation in EFL instruction, with a focus on its advantages for writing skills. This study identified and discovered the impact of utilizing GT on the English thesis writing at English Education Department at Graduate Program. The following indicators are:

- 1) Confidence. EFL students tend to borrow words from their first language, making it difficult for them to write in the same way as native writers. Since that English is still considered as a foreign language in Indonesia, a large number of students, particularly college students, appear to be using GT to help them learn English (Chandra & Yuyun, 2018). Students generally employ GT for accelerating up the writing process because they frequently encounter this issue in writing process. GT integration into EFL writing helps students realize writing is a process, not just a product. According to Nata et al (2022), translation plays an essential role in increasing confidence when communicating with

individuals from different backgrounds in language and culture. GT can assist EFL students build confidence and motivation while independently improving their English writing (Qin & Stapleton, 2023). This study investigated the impact of GT towards the students' confidence in the process of writing their thesis, whether they are confidence enough or not, to finish their thesis writing without using GT to help.

- 2) Convenience. In learning the basics of a new language, GT comes in handy, especially when working on writing skills (Bahri & Mahadi, 2016). According to Suhono et al. (2020), there are various types of machine translation systems. Among these, the most often utilised and user-friendly option is Google Translate, which is accessible as an online tool. GT is a free, user-friendly, convenience web-based tool that provides instant translation across multiple languages. It is also available as a mobile app, making it simple to use on a smartphone, tablet, laptop, and other devices. This makes it possible for students to translate texts from their native language to the target language and vice versa.
- 3) Motivation. Every EFL student wants to finish their education as soon as possible. It is harder to write a thesis in English than in their native language. In order to accomplish their thesis more quickly and easily, they need effective tools such as GT. Van Lieshout & Cardoso (2022) found that GT can be adapted to learners' needs, interests, and learning styles. GT integration into EFL writing helps students realize writing is a process, not just a product. GT can assist EFL students build confidence and motivation while independently improving their English writing (Qin & Stapleton, 2023). Google translate has been shown in a recent study (Arfiana, Sabarun, & Widyastuti, 2022) to have a beneficial and significant impact on students' motivation to learn in writing classes.
- 4) Time efficiency. GT is a free, easy-to-use web-based translation service that delivers instant translation result across various languages. GT offers quick and simple translations of L1 texts into English with enriched and relatively accurate English (Qin & Stapleton, 2023). Therefore, it helps EFL students in completing their thesis writing. GT offers time efficiency, since it offers instant translation by translating students' ideas from their native language to English or vice versa. Roslaini and Nugroho (2023) claim that GT optimizes time efficiency of translating and acquiring English vocabulary during the process of creating scientific journal articles.

RESEARCH METHOD

The interview guideline was utilized as the primary instrument for gathering data in this descriptive qualitative study. Qualitative research explores the subjective viewpoints of individuals regarding social or human issues. As stated by Creswell & Creswell (2018), the research process includes generating new questions and methodologies, gathering data in the participant's natural environment, analyzing the data by identifying themes that range from specific to general, and interpreting the findings to determine their significance. The present study applied a qualitative technique to collect, evaluate, and analyze relevant data for the study. This study comprehensively examined the topic matter without including any numerical data. The investigation primarily focuses on the form of the description. This study investigated the impacts of the use of Google Translate (GT) application to the students' thesis writing in terms of confidence, convenience, motivation, and time efficiency. The researchers selected five participants for a verbal survey using purposive sampling. These students were actively involved in the process of writing their theses and making significant progress. They were in the fourth semester and they use GT app frequently to write their thesis. The data were analyzed using the

methods outlined by Miles, Haberman, and Saldana (2014). The descriptive analysis consists of data condensation, data display, and conclusion and drawing verification.

RESULTS

The impacts of using GT app for the students' thesis writing are illustrated into four aspects, they are confidence, convenience, motivation, and time efficiency. The results are as follows:

1. Confidence

English as a Foreign Language students sometimes incorporate vocabulary from their mother tongue, which poses challenges for them in reproducing the writing style of native English speakers. Students commonly employ GT to accelerate the writing process due to experiencing this difficulty on a regular way. This study investigated the impact of GT app on students' confidence in the process of writing their thesis, specifically focusing on their ability to write the thesis independently without relying on GT support.

Extract 1:

"Yes, I believe Google Translate is very important for self-writing since, first and foremost, it allows us to express ideas more easily, whether from bahasa Indonesia to English or vice versa." (P1)

Extract 2:

"Google Translate is very helpful for determining my strengths and weaknesses during the thesis writing process. In addition, I always compose the English that is in my head before translating it, which is one of my weaknesses. And it turns out that I discover my vocabulary errors and mistakes more frequently, so I discover my weaknesses through Google Translate more frequently." (P5)

Extract 3:

"Yes, it is very useful for enhancing the content improvement of my English writing as I work on my thesis. When I'm writing my thesis, if I'm not satisfied with what I've written, I can use Google Translate as an improvement tool. This is because there are continuous improvements from Google Translate that are provided in this way." (P2)

Extract 4:

"Using Google Translate to write my thesis is excellent, yes, very helpful. Then, when I did not use Google Translate, the quality of my thesis writing was poor." (P3)

In extracts above, participant 1 has experienced an improving impact on their self-writing abilities during the process of composing her thesis, thanks to the use of Google Translate. Participant 5 also mentioned that using GT helped her evaluated her strengths and weaknesses when she was putting the final details on her thesis. She always follows the same procedure when writing; she thinks of her thesis ideas in Bahasa Indonesia and then translates them into the target language, English. She frequently made mistakes and found flaws in her language, so she started using GT to help her identify and correct them.

According to participant 2, GT also influences the development of the thesis content of graduate students. In the process of composing his thesis, he argued that the use of GT is extremely advantageous for improving the quality of English writing. Utilizing Google Translate during the

thesis writing process frequently results in the enhancement of the thesis's content. When composing his thesis and finding himself dissatisfied with his writing, he typically uses GT as a tool to improve his writing. Since there are enhancements, he felt more confident about his thesis after utilizing GT. Moreover, although GT offers graduate students significant assistance in completing their theses, it also impacts the students' levels of self-confidence. According to participant 3, she believed that the quality of her thesis would decrease if he did not use GT. Four of the remaining participants expressed a lack of confidence in their own ability to complete their theses without the assistance of GT.

2. Convenience

GT is an online application that provides free and user-friendly rapid translation services for numerous languages, offering convenience to its users. Furthermore, it may be accessed through a mobile application, making it easy to use on different portable devices including smartphones, tablets, computers, and similar gadgets. This feature allows students to perform translations of texts between their mother tongue and the desired language in both ways. This study examined the impact of GT on the convenience experienced by students when writing their theses.

Extract 5:

“Google Translate is one of the most convenient apps because it can be used from any mobile devices and doesn't cost anything to use or free.” (P1)

Extract 6:

“My daily life is significantly impacted by Google Translate. Since I frequently show foreign films like Filipino, Korean, and Japanese ones, it's not just from English to Indonesian or Indonesian to English. This is really helpful for me in the future as I learn new languages. Due to the fact that eee has a microphone, that is how it is for me. That's essential to me since I can get the results right away; all I have to do is play it, adjust the audio, and move it closer to the microphone device using the Google Translate app. I can at least make a reasonable prediction as to what I'm watching's actual meaning, even though it might not be accurate.” (P5)

As explained in extracts above, GT has impacts on their life. The widespread availability of GT through mobile phones and other devices contributes to a sense of convenience and help experienced by participants to its impact on their life. In addition, GT additionally impacts the comfort with those who can access translations of any language into their desired target language.

3. Motivation

Every EFL student strives to complete their studies as quickly as possible. They find it more challenging to compose a thesis in English in comparison to their native tongue. In order to accelerate and make easier the completion of their thesis, they require practical instruments such as GT. The present study investigated the impact of GT on the motivation of students while completing their theses.

Extract 7:

“Google Translate has been very helpful in writing my thesis. As I mentioned before, I can learn new vocabularies and sentence structures, but not all of them, as well as the most common vocabularies.” (P5)

Extract 8:

“Google Translate is one of the most convenient apps because it can be used from any mobile devices and doesn’t cost anything to use or free.” (P2)

Based on extracts above, the graduate students are motivated to use GT to help them write their thesis. This tool facilitated their acquisition of new vocabulary and development of proficiency in composing sentences that correspond to appropriate grammatical guidelines in the context of their thesis writing. Moreover, they are motivated to recommend GT to their colleagues and even relatives due to their belief that the easy operations of GT prove helpful when utilized for language translation purposes.

4. Time Efficiency

GT is a free web-based translation service that offers a user-friendly interface. It offers immediate translation results for a diverse range of languages. This application aids EFL students in effectively completing their thesis writing assignments. GT offers quick translation services and provide a time-efficiency solution. By utilizing this feature, students are able to effectively convey their ideas by instantly translating their mother tongue to English, or vice versa.

Extract 9:

“Since Google Translate can instantly translate sentences I don’t understand, it helps me save time when writing my thesis and reading publications I don’t understand.” (P1)

In extract 9, it was found that participant 1's utilization of GT resulted in positive impacts, especially making it easier for her to write her thesis and saving her time in terms of better comprehending the articles that she read as references for her thesis.

DISCUSSION

Many research investigations have also documented the positive impacts associated with the utilization of machine translation EFL learning, with a particular emphasis on its benefits for writing skills (Y.-J. Lee, 2021). In accordance with Tuzcu (2021), the utilization of GT in writing exercises has been found to have positive impacts on students’ creativity, namely in terms of enhancing their fluency, adaptability, creativity, and elaboration skills in writing. This research’s findings suggest that GT has a substantial impact on the ability of graduate students to effectively complete their thesis writing. The study involves four indicators, including confidence, convenience, motivation, and time efficiency, to assess its impact. In the preceding section of the research, it was identified that Participant 1 shown a developing impact in their self-writing skills in composing their thesis, which can be attributed to the utilization of Google Translate. Furthermore, participant 5 expressed that Google Translate had a positive impact on her ability to comprehend her strengths as well as her weaknesses during the thesis writing process. Furthermore, it is important to point out that the participant in the interview consistently employed a writing process that she initially formulates her thoughts in English before afterwards translating them into the target language for her thesis. It has been observed that she frequently encounters errors and flaws in her vocabulary, leading her depended upon Google Translate for the purpose of recognizing and improving those weaknesses.

English is still considered a foreign language in Indonesia. A large number of students,

particularly college students, appear to be utilizing GT to improve their English (Chandra & Yuyun, 2018). Nata (2022) suggested that translation plays an important role in increasing confidence when engaging in communication with people from different backgrounds in language and culture. As a tool for translation, GT also has an impact on the confidence of graduate students and the content of their thesis. Participant 2 argued that the use of GT proves really advantageous in enhancing the quality of English writing during the process of composing his thesis. The utilization of GT during the thesis writing process frequently leads to improvements in the content of his thesis. When composing his thesis and facing dissatisfaction with his written work, he tends to employ GT as a tool to aid in improving his writing. He felt more confidence towards his thesis after utilized GT since there are improvements. Furthermore, although GT offers major help to graduate students in finishing their thesis, GT also has an impact on the students' levels of self-confidence. Align with Qin and Stapleton (2023), the use of GT can be beneficial in building self-confidence and motivation among EFL students as they work towards enhancing their English writing skills autonomously. Participant 3 believed that the quality of her thesis writing would suffer if she did not utilize GT. The remaining four participants had the same opinion, that they lacked confidence in their ability to complete their thesis without the assistance of GT. This results in their reliance on GT, as described in the preceding dependency point.

The present study aimed to examine the impact of GT on graduate students' convenience during the process of writing their thesis. The results indicate that participants reported GT impacts on their thesis writing. They highlighted its offering of free and user-friendly instant translation services for numerous languages in various features, which offered convenience to them. There are many different kinds of machine translation; however, the one that can be accessed the most frequently and is the easiest to use is Google Translate as online tools (Suhono, Zuniati, Pratiwi, & Hasyim, 2020). Furthermore, it can be accessed through a mobile application, enhancing its usability on a range of portable devices such smartphones, tablets, computers, and other similar devices. This functionality allows students to perform translations of texts between any language source and the desired language in both ways. According to Bahri & Mahadi (2016), GT is useful in acquiring the basic concepts of a new language, particularly when working on writing skills.

The preceding findings section indicates that the graduate students expressed their motivation to utilize Google Translate as a tool for accelerating the process of thesis writing, therefore allowing them to meet their desired completion timeline. According to Van Lieshout and Cardoso (2022), GT can be adapted to meet the particular requirements of each student. This tool facilitates the exploration of new vocabulary and the development of sentence construction skills that hold to grammatical rules relevant to thesis writing. Moreover, the participants have the tendency recommend GT to their friends and even relatives due to their belief that the simple functionalities of GT prove useful when employed for language translation purposes. A recent study demonstrated that there is a significant and beneficial correlation between students' levels of writing skill and their levels of learning motivation in writing classes using google translate (Arfiana et al., 2022).

Google Translate offers fast translation results for a wide selection of languages. Therefore, this application aids students who are learning English as a Foreign Language (EFL) in effectively completing their thesis writing assignments. GT offers a time-efficient alternative by providing quick translation services. This technology facilitates efficient communication for students by providing instant translation between their mother tongue or any other language and their desired language, such as English, or vice versa. According to Qin and Stapleton (2023), GT provides quick and easy translations of texts written in L1 into English that also offer enriched and relatively

accurate English. Google Translate has had a significant impact on graduate students, facilitating the process of thesis writing and saving valuable time by improving their understanding of the articles they read as citations for their research. In accordance with Roslaini & Nugroho (2023) Google Translate maximizes the time-efficiency of translating and acquiring English vocabulary when composing scientific articles.

CONCLUSION

GT app has a big impact on the confidence, convenience, motivation, and time efficiency of graduate students who are completing their thesis. All participants felt that after utilizing GT, their self-confidence increased in terms of their self-writing skills while completing their thesis. In addition, the ability to create their thesis content has also increased. Another impact that GT has on students is their convenience in using the application. The application is very easy to use anytime, anywhere, on any portable device. Apart from that, GT also has an impact on their motivation to complete their thesis quickly, resulting in time efficiency that saves them time in understanding the related literature from GT's translation as well as the translation of the participants' ideas.

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