

**STUDENTS' EXPERIENCE OF USING GOOGLE TRANSLATE IN  
WRITING AS A FORM OF SELF-REGULATED LEARNING IN  
UNIVERSITY OF ISLAM ZAINUL HASAN**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG  
2025**

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Hereby, declare that :

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Malang, 28<sup>th</sup> January 2025

The Writer



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I hope this thesis can contribute to the development of knowledge and provide benefits to the broader community. Lastly, I acknowledge that this work may have shortcomings. Therefore, constructive criticism and suggestions for improvement are highly appreciated.

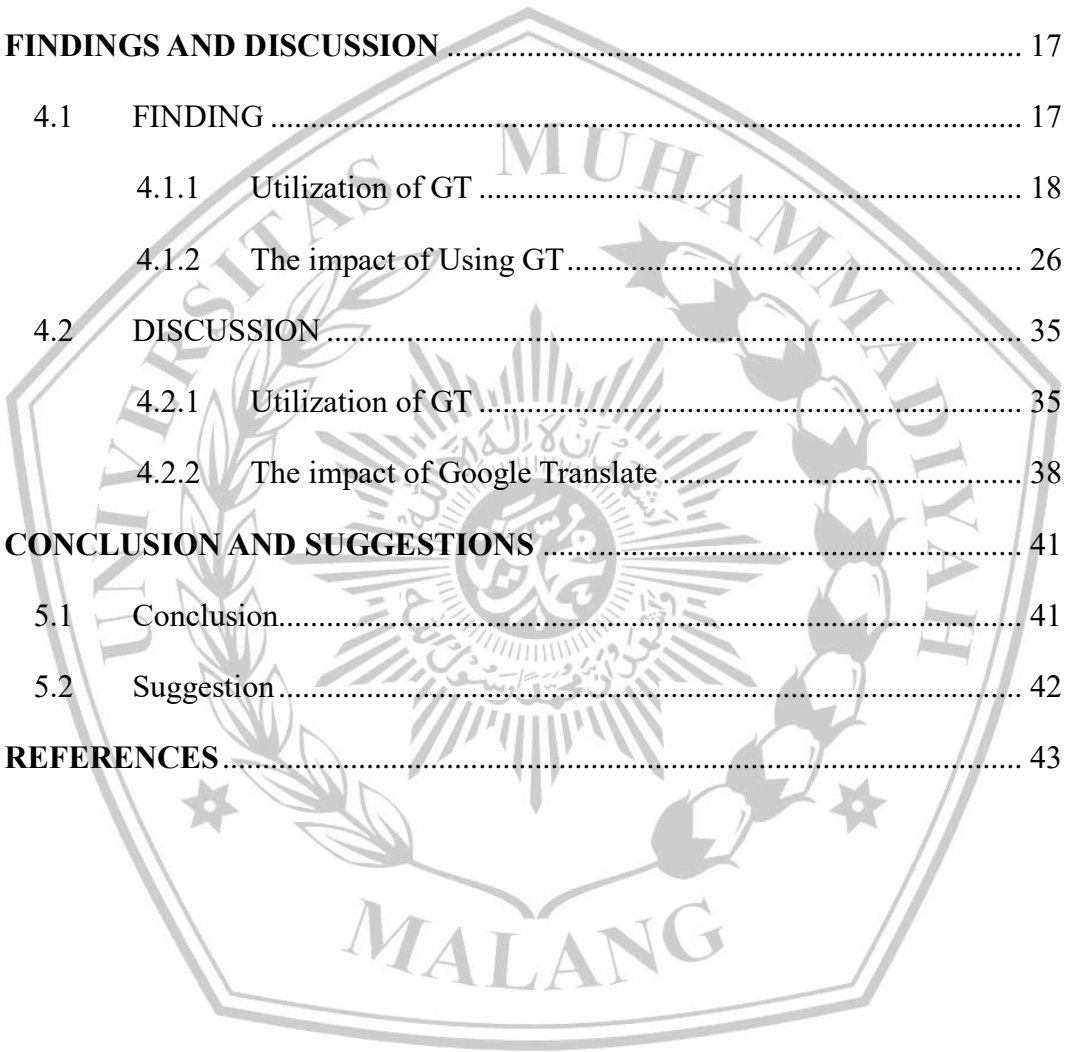
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TRI UMI WARDAH

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**ABSTRACT**

Google Translate (GT) is an automatic translation tool that provides text translation which is easily used, quick, simple for finding information about the target language for free. Students use GT for helping them do the writing task as their Self-Regulated Learning which is one of the areas of self-regulation that students work to understand and control their learning. This study aims to identify the experience of final semester students of english education in using GT in writing. This study used qualitative research to explore how students utilized GT and the impact of GT. This study was conducted in University of Islam Zainul Hasan because most of students use GT in doing writing assignment. The data were collected from 5 students of english education using interview and document of their assignment. The analysis data use thematic that involved transcript, coding, and analysis the data. The finding revealed that students used GT as translator tool in learning writing: students can typing, copy then paste the sentence or directly paragraph. Beside that there are positive and negative impact from GT, the positive (advantages): students can improve efficiency, time management, and self-directed learning also GT can give contribution to vocabulary development and pronunciation practice. The negative (disadvantages) students may miss opportunities for critical thinking, problem-solving, and developing independent translation skills, also GT give result accuracy, particularly with complex grammar structures or context-sensitive phrases

**Keyword:** *Google Translate, Self-Regulated Learning, Writing, English Education*

**PENGALAMAN MAHASISWA DALAM MENGGUNAKAN GOOGLE  
TRANSLATE DALAM MENULIS SEBAGAI BENTUK  
PEMBELAJARAN MANDIRI DI UNIVERSITAS ISLAM ZAINUL**

**HASAN**

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**ABSTRAK**

Google Translate (GT) adalah alat penerjemahan otomatis yang menyediakan terjemahan teks yang mudah digunakan, cepat, sederhana untuk menemukan informasi tentang bahasa target secara gratis. Mahasiswa menggunakan GT untuk membantu mereka mengerjakan tugas menulis sebagai Pembelajaran yang Diatur Sendiri yang merupakan salah satu area pengaturan diri yang dikerjakan mahasiswa untuk memahami dan mengendalikan pembelajaran mereka. Penelitian ini bertujuan untuk mengidentifikasi pengalaman mahasiswa semester akhir pendidikan bahasa Inggris dalam menggunakan GT dalam menulis. Penelitian ini menggunakan penelitian kualitatif untuk mengeksplorasi bagaimana mahasiswa memanfaatkan GT dan dampak GT. Penelitian ini dilakukan di Universitas Islam Zainul Hasan karena sebagian besar mahasiswa menggunakan GT dalam mengerjakan tugas menulis. Data dikumpulkan dari 5 mahasiswa pendidikan bahasa Inggris menggunakan wawancara dan dokumen tugas mereka. Analisis data menggunakan tematik yang melibatkan transkrip, pengkodean, dan analisis data. Temuan penelitian mengungkapkan bahwa mahasiswa menggunakan GT sebagai alat penerjemah dalam belajar menulis: mahasiswa dapat menyetik, menyalin lalu menempelkan kalimat atau paragraf secara langsung. Di samping itu ada dampak positif dan negatif dari GT, positif (kelebihan): mahasiswa dapat meningkatkan efisiensi, manajemen waktu, dan pembelajaran mandiri juga GT dapat memberikan kontribusi terhadap pengembangan kosa kata dan praktik pengucapan. Kelemahannya (kekurangan) siswa mungkin kehilangan kesempatan untuk berpikir kritis, memecahkan masalah, dan mengembangkan keterampilan menerjemahkan secara mandiri, selain itu GT memberikan akurasi hasil, terutama dengan struktur tata bahasa yang kompleks atau frasa yang peka terhadap konteks

***Kata kunci:*** *Google Translate, Pembelajaran Mandiri, Menulis, Pendidikan Bahasa Inggris*

## INTRODUCTION

### 1.1 Research Background

In the past, the dictionary was the only medium used by students to translate one language into another. Yet, in this modern era, students do not need to struggle to translate the language because there is a Google digital learning form that can be easily accessed with only a smartphone, laptop, and Wi-Fi, that is Google Translate (hereafter is called GT). GT makes it easier for students to translate the language. According to Wohrley (2009), GT is an automatic translation tool that provides text translation into various official languages for free and quickly. GT is easily used, quick, simple, and favorable for finding information about the target language (Valijarvi and Tarsoly, 2012). Besides, Mufanti (2019) stated translation is accurate when the message or idea of the course language texts is transferred and reproduced in the same way possible into the target language text. GT is very helpful in translating the language because it can be accessed anytime and anywhere with only the internet. Overall, GT has become a favorite among language learners due to its accuracy, convenience, speed, multilingual support, and cost-effectiveness.

A study on GT has been published by Habeeb (2020) which mentions although GT has several advantages, it has disadvantages such as inaccurate output and the absence of a proofreading tool. Similar results were also shown by Brahmana et al., (2020) who found that the main problems with GT were inaccuracies and mismatches in meaning as well as inaccuracies in its structure. Apart from that, (Arfiana et al., 2022) revealed that GT is very helpful, but there are still errors in grammar such as pronouns, so GT still needs a human role to correct the mistakes made by GT. Meanwhile, according to (Khasanah et al., 2022) in the research that focused on pronunciation, the downside of GT is that it has to be connected to the internet when you want to use the pronunciation feature. Thus, this research will discuss the experiences of final-year university students regarding the use of GT as independent learning in carrying out writing assignments, which has never been studied by previous researchers.

Supported by observation researcher did at the University of Islam Zainul Hasan, some students have difficulty in doing their writing assignments due to a lack of vocabulary skill. With their limitation, they need to use media to make their work easier. As argued by Pratama & Hadi (2023), using appropriate media is the right action in dealing with these obstacles. Therefore, they used GT as media to help them do writing assignments which offers students several utilities. As argued by Maulida (2017) GT has several advantages that users can take advantage of, these advantages exist as a translator, an online dictionary, an online thesaurus, a spell checker, and a tool to learn a foreign language. Murtisari and colleagues (2019) expressed that students frequently use GT to translate short texts or specific words for general use and assignments (reading and writing). This is supported by Lee (2020); Wirantaka & Fijanah (2021). GT helped Korean University of English students improve their English writing in terms of vocabulary, grammar, and expression and had a positive impact on their writing strategies in the revision process. It can be concluded that GT can help students do their assignments, including students of the University of Islam Zainul Hasan who also use GT to help them do their assignments due to their limitations in vocabulary.

Meanwhile, Self-regulated learning (SRL) is one of the areas of self-regulation and is most closely related to educational goals (Burman et al., 2015). This means that students can be more familiar with some skills, and strategies, to achieve their goals. Sholich (2018) stated that Self-regulated learners are learners who have their own way of achieving their learning objectives and do so regularly. SRL is an active process in which students work to understand and control their learning. It consists of goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, help-seeking, and self-evaluation (Zumbrunn et al., 2011). SRL is closely related to students' independence and helps students become empowered and independent learners (Pepper, 2017; Sukowati et al., 2020). Therefore, SRL helps students to learn more independently by being able to monitor their learning and identify which strategies are effective and which are not.

SRL has been the subject of many studies, and there are several advantages to this approach. Oates (2019) describes SRL as an active, intentional process in which learners set their own learning goals and actively work to monitor, regulate, and control their thoughts, motivation, and behavior. This is supported by Panadero (2017) stated that SRL is a broad field that provides an umbrella for understanding variables that influence students' learning. Overall, SRL offers many benefits for students, including improved academic performance, greater control over learning, and the ability to develop more effective learning strategies.

SRL is an important aspect of learning English as a Foreign Language (EFL). A survey conducted by Fadhilah et al. (2020) found that students had positive perceptions of EFL students' self-directed learning using YouTube. Another study by Abadikhah et al. (2018) examined EFL university students' attitudes toward SRL strategies in writing academics and found that students had positive attitudes toward SRL. A third study Nikoopour & Khoshroudi (2021) investigated the relationship between EFL learner learning styles and SRL and found a significant relationship between learners' learning styles and SRL. Collectively, these studies underscore the importance of self-directed learning in EFL contexts and highlight positive perceptions and attitudes among students towards the application of self-directed learning strategies.

SRL is an active, constructive process that involves metacognition, motivation, and behavior in the learning process as well as setting learning goals and then monitoring, regulating, and controlling their cognition, motivation, and behavior to suit their goals and the contextual conditions of their environment (Zimmerman, 1990). It explains how SRL becomes a reference in learning. Meanwhile, GT is a translator app that can translate simple written words, documents, images, audio, websites, and pronunciation (Komalasari, 2024). With its wide reach and unlimited access, this tool makes it easy to search for difficult words or phrases with just a mobile phone and an internet connection. While there have been studies on SRL before, no researcher has discussed it within the scope of GT. Therefore, in this study, I want to examine SRL through the use of GT.

## **1.2 Research Question**

The increasing use of GT among students to help with their writing assignments. Hence, this present study investigated students' experiences and perceptions in using GT to support their SRL in doing writing assignments. The research questions are formulated as follows:

1. How do students utilize Google Translate in writing?
2. What is the impact of using Google Translate for students in Writing?

This research is expected to be advantageous to GT users as self-directed learning in helping their assignments. Render the GT as motivation in their learning. Using GT effectively, not only translating but also can improve vocabulary skills and learn pronunciation. This research can be a reference to other researchers who want to conduct the same topic with this research.

## **1.3 The significant of the study**

Given the importance of writing comprehension for students' academic success and cognitive development, this study aims to identify students' experiences in using gt in writing. By focusing on the experiences experienced by students at unzah, it provides insight into the use of google translate as independent learning. The findings of this study are expected to make a significant contribution to the use of media in writing. The results of this study can also be a guide for educators in limiting the use of gt so that they use it as needed to improve students' critical thinking skills and writing comprehension. Thus, this study is expected to help overcome the problem of using google translate in a balanced manner.

## **1.4 Scope and limitation**

This study examines students' experiences in using Google Translate at Unzah. Therefore, the scope of this study is limited to the use and impact of Google on students' writing. This study only highlights the use of Google Translate as independent learning in writing because this media has an important role in everyday life. Although the findings of this study can be applied to the same educational context, the results may not be generalizable to all schools or contexts



with different curricula, teaching methods, or student populations. This study is also limited to a group of teachers and students in one school, which may limit the range of experiences involved.



## LITERATURE REVIEW

### 2.1 Learning writing

Writing skill is the ability to communicate ideas through writing in various forms. It is important to learn writing skills in the classroom or independently (Alhusaiyan, 2023). Still, it is difficult for English Foreign Language (EFL) learners to master writing skills because it is one of the most crucial skills for EFL students to acquire (Alhusaiyan, 2023; Sukserm and Wasanasomsithi, 2023). It is supported by Tarin and Yawiloeng (2023) writing is challenging for students and teachers. Alhazmi and Elamin (2023) also stated that writing skills are a challenging task that needs some effort from the side of teachers to encourage and motivate students to write. Based on this perspective, it becomes clear that overcoming the challenges associated with writing skills requires collaborative efforts between students and teachers. writing is a challenging aspect that requires targeted strategies and support mechanisms to facilitate effective learning and mastery of this important skill.

A predominant challenge faced by students in the realm of writing encompasses a lack of vocabulary, limited grasp of grammar, and insufficient writing skills (Moses & Mohamad, 2019). This statement finds support in research conducted by Cabrera-Solano et al. (2021), who affirm that grammar and vocabulary serve as indispensable components crucial for the development of all English skills. In learning writing skills, learners need to use media to develop student's writing skills, motivation, and attitudes toward writing (Ersoy & Dede, 2022). It became clear that a comprehensive strategy was needed, one that not only included language components but also utilized modern tools and resources to create a holistic and effective learning environment for students aimed at improving their writing abilities.

Several previous researchers explored learning writing. According to Ersoy & Dede (2022), a teacher needs to make the writing process fun and interesting for students by including elements of fun, group work, and activities that arouse interest. Apart from that, strategies are needed in learning writing, such as inquiry-

based writing teaching to improve students' writing performance (Wale and Bogale, 2021). Additionally, the use of methods in learning writing is very important, such as the use of journal writing to improve students' writing skills, with research showing that it can contribute to the development of students' writing skills (Masdianti and Suhartini, 2021). It can be concluded that This approach and strategy underlines the importance of creating an interesting learning environment, using strategies and methods in learning writing.

## **2.2 GT as the Media in Learning Writing**

Media has become an integral part of learning and teaching writing. One of the learning media that can be used to improve students' writing skills is visual media, which can help students explore their arguments in written form. In other words, writing is a productive skill that involves using words, sentences, and extensive written pieces to communicate (Purnamasari et al., 2021). Learning media is anything that can convey messages from a source in a planned manner so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively in conveying information to facilitate communication and interaction between teachers and students in supporting the goals of the teaching and learning process (Nurhafizah, 2018). The use of learning media as the study tools for learning English writing was very useful and helpful for the students and can be used anytime, to improve the students' enthusiasm in the learning process, especially in writing English (Andhini, 2021). In essence, the use of visual media as a learning tool is recognized not only for its effectiveness in conveying information but also for its capacity to stimulate student interest and involvement. This highlights the dynamic role that media can play in fostering an enriched and interactive learning environment, particularly in the context of honing writing skills.

Several studies have explored the use of media in learning writing. According to Yunus et al. (2019), Media allows students to be better writers, improve their communication skills through audio-visual discussion, learn different languages, and read model essays that are accessible online. The study also found that playing

online games such as Quizziz and Kahoot and listening to English songs through YouTube could help students improve their writing skills. Another study by Dwifadjrin and Pamungkas (2020) clarified that the use of video as media in learning writing was found to improve students' skills in writing descriptive text, it was observed to work well, with students responding positively. Then Stewart (2023) revealed in his study that students were able to design complex, reflective, and multimodal compositions using digital platforms such as Weebly, blogs, and Instagram. Collectively, these studies highlight the diverse applications of media in teaching writing, from audio-visual discussions to online platforms and digital tools. The positive results reported in this study suggest that integrating media into writing education can offer rich and engaging learning experiences for students.

Concurrently, GT is a multilingual neural machine translation service developed by Google to translate text, documents and websites from one language into another. It was launched on April 28, 2006, and has become one of the most popular online translation services in the world. According to Bayu (2020), GT is a medium that can make it easier for someone to translate text from various languages into the desired language. It is supported by Maulida (2017) GT is a service provided by Google Incorporation to translate text or web pages in one language into another language. This definition shows that translation is not only about transferring words from one to another but also about understanding the meaning the author or speaker wants to convey by paying attention to the context and nuances of the text (Syam et al., 2023).

Several studies have explored that related to GT use have been conducted throughout the year. Shahriar (2023) investigated that GT is an effective tool for learning the English language and that it can contribute to the improvement of students' language skills at the tertiary level. Meanwhile, according to Purnamasari et al (2021), students use GT as a translator and a learning tool for English components such as vocabulary and spelling. The effects of using GT can be both positive (saving time, adding vocabulary, checking grammar) and negative (dependency, laziness to find other references, reduced writing skills). In conclusion, GT has several roles in supporting students' writing skills, but it also

has both positive and negative effects on their writing activities. Then Alharbi (2023) revealed students use additional strategies beyond GT, such as independent editing and searching for the correct meaning of new words. Overall, the study suggests that while GT can be a useful tool for language learning, it is important for students to be aware of its limitations and for educators to guide its appropriate use.

In overcoming the limitations of previous research, the current research aims to contribute a different understanding of the use of GT in learning writing. Although previous research has highlighted the positive aspects of using GT to improve writing skills, this research seeks to dig deeper into potential challenges and explore strategies to mitigate them.

### **2.3 Self-Regulated Learning**

SRL developed from Bandura's (1997) theory of social cognition. Zimmerman (1990) revealed that SRL is a concept of how individuals become regulators or administrators in their learning process. Self-regulated learners plan, monitor, and manage cognitive, motivational, emotional, and behavioral aspects of learning to gain knowledge and acquire skills (Pintrich, 2000). Moreover, self-regulated learners believe that SRL abilities can be nurtured and acknowledge the vital role of purposeful strategy application in attaining academic achievement (Hertel and Karlen, 2021). Nevertheless, many students encounter challenges in effectively self-regulating their learning, given the intricate and demanding nature of the process, which can lead to cognitive overload (Wirth et al., 2020).

Previous studies have reported that the relationship between engagement in SRL activities and achievement is stronger in higher education than in primary and secondary education (Jansen et al., 2019). Another study found a significant relationship between learning styles and self-regulation, with proficiency level affecting self-regulation but not learning styles. Gender did not have a significant impact on learning styles or self-regulation. Additionally, the results showed a significant relationship between learning styles and SRL for beginner, intermediate, and advanced EFL learners. However, there was no significant

interaction between gender, level of proficiency, SRL, and learning styles. The study also found that language proficiency significantly affects SRL, with higher language learning style scores being associated with more SRL (Nikoopour and Khoshroudi, 2021). Another study of SRL indicates that students initially had little to no experience in online learning but gradually developed SRL skills. The study found that explicit instructional supports effectively encouraged students to employ SRL skills in their learning process, but some skills still needed more time to develop. The study also highlighted the importance of explicit SRL instructions and the readiness of students to engage in SRL skills, emphasizing the need for ongoing support and practice for students to develop SRL skills in online learning (Mallipa and Murianty, 2022). Overall, these studies highlight the necessity of considering aspects such as competence level, learning style, and instructional support when understanding and promoting students' independent learning behavior.

In addressing the limitations of previous research, the current research focuses on the use of GT for SRL, this research aims to contribute to understanding how technology can support students' SRL efforts. this research can inform educational policy to better utilize the potential of tools such as GT in promoting independent and effective learning experiences.

## RESEARCH METHOD

### 3.1 Research Design

In studying students' experiences using GT for independent learning, the researcher employed qualitative phenomenological research methods. This approach allowed for an in-depth exploration of the subjects' thoughts regarding the use of GT. Qualitative research, as noted by Sofaer (1999), provides a deeper description and explanation by focusing on the lived experiences of the participants. By describing phenomena as experienced by students, the phenomenological method enables researchers to gain a comprehensive understanding of how students engage with GT in their learning process. According to Cresswell, as quoted by Eddles-hirsch (2015), the phenomenological design is concerned with analyzing and describing individual experiences of a specific phenomenon. This approach was expected to offer valuable insights into students' experiences with GT, thus providing useful information for improving the integration of technology in learning.

The application of a phenomenological approach is also effective in researching various educational technologies such as GT, YouTube, and Google Forms, allowing for the investigation of students' subjective experiences with these tools (Alhazmi & Elamin, 2023). By utilizing this methodology, researchers can uncover the complex meanings associated with each media in student-centered learning environments. For instance, through detailed interviews and thematic analysis, researchers can explore how students perceive the accuracy and reliability of GT's translations (Christensen et al., 2017). Ultimately, this phenomenological investigation aims to offer educators deep insights into the strengths and limitations of such technologies, thereby enhancing their integration into educational practices and contributing to the development of more effective learning experiences (Ely & Plomp, 1986)

### 3.2 Study Site

The research location was at the University of Islam Zainul Hasan Kraksaan – Jawa Timur, this location was chosen because most students of English education program used GT as their self-regulated learning in the learning writing. It was very suitable for a researcher who conducted research where the researcher studied students' experiences in using GT. By selecting this research location, the researcher aimed to collect relevant and meaningful data that could contribute to a comprehensive understanding of students' experiences in using GT for educational purposes.

### 3.3 Research Subject

The research subjects were English Language Education students. There were 5 students of English language education at the University of Islam Zainul Hasan who were identified as using GT as a self-regulated learning tool. This group of students provided a unique opportunity for the researcher to investigate their experiences, challenges, and successes in using GT for educational purposes.

The inclusive criteria for selecting students to participate in the research were as follows:

- Students of the Universitas Islam Zainul Hasan Probolinggo – Jawa Timur
- Students in English education program in their final semester
- Actively working on the writing assignment
- Actively using GT
- Willingness to participate in the interview
- Willing to provide detailed information about their experiences in using GT
- Willing to submit the soft file of the assignment of their assignment

Several students who were chosen to be the participants of this research were Student 1 was DS, student 2 NDF, student 3 OM, student 4 IH, student 5 UW.

By focusing on the criteria above, this study aims to better understand on how GT was integrated into their independent learning practices. These



investigations were critical for uncovering valuable insights that can inform educational practice and improve the use of technology in language learning.

### **3.4 Research Instrument**

The researcher adapted the instruments from several studies (Axelina & Setiawan, 2021; Tsuda & Nakata, 2013) to explore students' experiences in using GT. These questions produced an in-depth understanding of how students use the tool in an educational context. This instrument helped the researcher gain in-depth insight into the challenges, benefits and impacts of using GT by students. Thus, the results of the interviews provided a richer understanding of how this technology influences the learning process and students' understanding of using it.

### **3.5 Data Collection Techniques**

#### **3.5.1 Document**

In this research, the researcher collected participants' assignment results using GT in the form of soft files. This document was used as evidence that the participant met the established criteria to be part of the study. This document collection was carried out to verify that participants had used GT in an educational context, following the research focus. This soft file also helped researchers understand more deeply the participants' experiences in using GT as a learning tool. By using this document as evidence, the researcher ensured that the data obtained in this study is relevant and follows the research objectives.

#### **3.5.2 Interview**

In this research, semi-structured interviews were conducted using open questions so that respondents would be able to provide comprehensive answers. This interview was conducted simultaneously with the researcher's field observations. During the interview, the conversation was conducted in Indonesian, then the researcher translated the results of the interview into English. The instrument of the interview was adapted from previous studies (Axelina & Setiawan, 2021; Tsuda & Nakata, 2013). The researcher aimed to explore further information regarding students' experiences in using GT for educational purposes.

This interview method was chosen to ensure researcher obtained clear and accurate data. To assist the interview process, the researcher used a cell phone recording device. This tool was used to ensure that all data collected during interviews can be recorded accurately and comprehensively.

Table 3. 1 Following the questions of interview for students based on the use of GT as a Self-Regulated Learning

No	Questions
1	Describe in detail how you use GT!
2	Can you tell me the reason you use GT?
3	Have you ever derived a sense of achievement from using GT? Explain.
4	How did you solve the difficulties you faced when using GT?
5	How do you feel when using GT?
6	Do you think that GT gives advantages? If so, what are they?
7	Do you think that GT has disadvantages? If so, what are they?

Questions 1 to 5 were adapted from Tsuda & Nakata (2013) because they align with the study's focus on SRL. Questions 6 and 7, adapted from Axelina & Setiawan (2021) were selected to address research question 2, which explored the advantages and disadvantages of using GT. The researcher interviewed 10 final-semester students from the English Education Study Program at the University of Islam Zainul Hasan between July 3, 2024, and July 28, 2024. The analysis was based on these interviews, focusing on students' experiences and perspectives on using GT as an independent learning tool, particularly for academic writing assignments. The study aimed to assess the extent to which GT supports students in completing their writing tasks and to gain broader insights into digital learning practices through their experiences with this technology.

### 3.6 Data Analysis

In data analysis, the researcher carefully examined data collected from interviews and documentation to identify patterns, themes, and insights related to students' experiences in using GT for educational purposes. This process involved organizing and categorizing data to facilitate interpretation. The researcher also compared the findings with existing literature to validate and contextualize the results. By using a thematic analysis approach to document analysis, the researcher

aimed to uncover valuable insights that can contribute to the understanding of how GT was used by students in educational settings.

### 3.6.1 Transcript

In this research, the researcher transcribed the data collected carefully and accurately. The data taken includes interview transcriptions and students' assignment results that have been made. The transcription process was carried out carefully to ensure that all the information contained in the original data could be represented accurately. This was crucial to ensure that the data analysis yielded valid and reliable findings. Through thorough and precise transcription, the researcher guaranteed that the data utilized in this study was of high quality, thereby contributing significantly to the understanding of the phenomenon under investigation.

### 3.6.2 Coding

The researcher conducted the coding manually by creating specific codes to identify participants and categorize the data results. During the analysis of the phenomenological data, the researcher identified relevant units from the transcription that pertained to the phenomenon under study. These units were then assigned labels or codes that described the underlying themes or concepts. This manual coding process was essential for organizing and grouping the data, and facilitating subsequent analysis. Thus, coding served as a crucial initial step in understanding and exploring the meaning embedded in the qualitative phenomenological data.

### 3.6.3 Analyzing data

The researcher conducted the qualitative data analysis using Microsoft Word. This approach allowed us to manually code the data by highlighting and categorizing key text segments, facilitating a deep and engaged interaction with the data. By utilizing Microsoft Word's features, such as note-taking and flexible formatting, the researcher was able to document emerging patterns and themes effectively. This hands-on method provided the researcher with the opportunity to

thoroughly explore the relationships between different concepts, leading to a comprehensive understanding of the data within the phenomenological framework.



## FINDINGS AND DISCUSSION

This chapter presented detailed findings on how final-semester students utilized GT to support their academic work, including writing assignments and various other tasks. It explores the specific ways in which students integrate the tool into their academic processes, and examines both the advantages and disadvantages that GT offers them in students' academic endeavors. All participants were 5 final-semester students of the English education departments of the University of Islam Zainul Hasan. The table below is the information on the participants' demography.

Table 4. 1 The data and period of students' using Google Translate

Participants	Age	Period	Various of Task
S1:DS	22	5 years	English assignments
S2:NDF	23	4 years	The final project, all assignments
S3:OM	22	5 years	Writing assignments, final project
S4:IH	22	5 years	All assignments, final project
S5:UW	23	8 years	Homework, final project

### 4.1 FINDING

The research revealed that students used GT in various specific ways, such as translating individual words, phrases, or entire texts, often incorporating it at different stages of their writing process, including drafting, revising, and finalising assignments. It also uncovered that students perceived several advantages of using the tool, such as significant time-saving benefits and the ability to expand their vocabulary by encountering new words and phrases. However, the research also highlighted disadvantages, including concerns about the accuracy of translations, particularly with complex or nuanced language, and a tendency among some students to over-rely on the tool, which could hinder their independent language learning and the development of their writing skills. Additionally, some students noted that heavy reliance on GT could negatively impact the overall quality of their writing, as the translations might be too literal or fail to capture the intended tone and context.

Table 4. 2 The themes and codes from the result of interview

Theme	Codes	Key Phrases
Utilization	- Translation support	- Translating individual words, phrases, or texts
	- Writing process aid	- Incorporating it at different stages of their writing process
Advantage	- Time efficiency	- Significant time-saving benefits
	- Vocabulary enhancement	- Ability to expand vocabulary by encountering new words and phrases
Disadvantage	- Over-reliance	- Risk of dependency on the tool
	- Translation accuracy concerns	- Concerns about the accuracy of translations particularly with complex or nuanced language
		- Heavy reliance could negatively impact overall quality
		- Potentially hinder independent language and writing skills

The coding process revealed three main themes, which are utilization, advantage, and disadvantage. Utilization refers to how GT is employed by students, particularly for translating individual words, phrases, or entire texts, and assisting with various stages of the writing process, such as drafting, revising, and finalizing. Advantage highlights the benefits of using the tool, including significant time-saving benefits and the opportunity for vocabulary expansion by exposing students to new words and phrases. However, the disadvantage theme captures the potential drawbacks, such as the risk of over-reliance on the tool, concerns about the accuracy of translations, especially for complex or nuanced language and the negative impact on the overall quality of writing if students depend too heavily on GT.

#### 4.1.1 Utilization of GT

##### 4.1.1.1 GT as Translator Tool

The use of GT has emerged as an essential tool for many students, particularly when faced with language barriers in their academic work. Based on interviews with students, this tool is frequently utilized to overcome linguistic challenges and enhance understanding, especially in tasks involving complex texts or unfamiliar vocabulary.

One participant, S1:DS, emphasized the efficiency of GT, explaining that it provides faster access to the meaning of unfamiliar words compared to traditional dictionaries.

*"It's easier, so if I still don't understand the language, if I look it up in the dictionary, it's a long time, but if I use GT faster, I get the information I want or get the meaning of vocabulary that I don't know, even though sometimes GT is not familiar to me, so when I use GT when doing assignments, I translate first but I correct again " (S1:DS).*

Figure 4. 1 The capture of how using Google Translate and it's the result of the vocabulary that students' look for

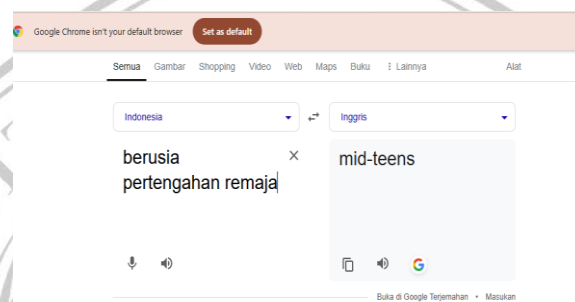
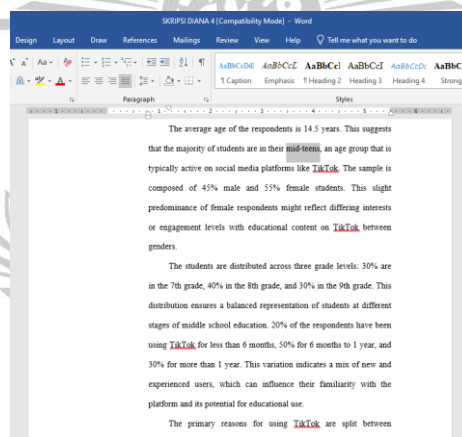


Figure 4. 2 The capture of the result of the vocabulary that students' look for before



This statement reflects a proactive approach to learning, where the student anticipates potential difficulties in understanding the material and incorporates GT as a strategic tool. Students plan their learning process carefully, using GT as a first step and then refining the translation to ensure accuracy. This behavior aligns with the principles of Self-Regulated Learning (SRL), where students take charge of

their learning by setting goals (such as understanding difficult texts) and selecting appropriate strategies (like using GT) to achieve these goals.

This demonstrates how students not only rely on GT for quick translations but also engage in critical thinking by reviewing and adjusting the output to ensure the translation is accurate, enhancing their overall learning experience.

The interviews reveal how students integrate GT into their learning strategies as part of their broader SRL processes. SRL g involves students taking active control of their learning by setting goals, monitoring progress, and selecting strategies to overcome challenges. GT, as a resource, supports various aspects of SRL, particularly in planning, task performance, and reflection.

In the forethought phase of SRL, students anticipate the challenges they may face, such as understanding complex academic texts or unfamiliar vocabulary. They set goals, such as improving comprehension or completing assignments efficiently, and select strategies to meet these goals, GT being one of the key tools employed.

One participant, S1:DS, emphasized the role of GT in enhancing vocabulary acquisition and pronunciation, illustrating how they proactively use the tool to achieve their learning objectives.

*“When I don’t know the pronoun, I use GT too, GT has a voice feature, and when I don’t know the meaning of English, I look for the meaning in GT, so when I use GT, I can add my vocabulary” (S1:DS).*

Figure 4. 3 The capture of the sound feature from Google Translate

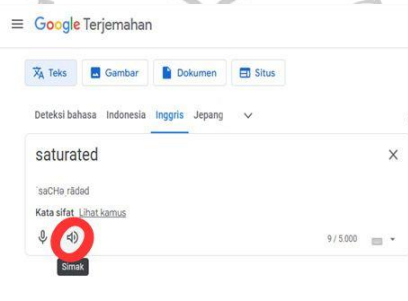
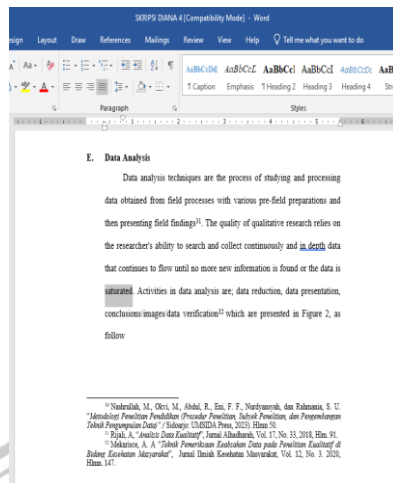


Figure 4. 4 The capture of the vocabulary that students found from Google Translate





The participant identified the need to improve both vocabulary and pronunciation and employ GT as a strategic resource. The voice feature allows them to go beyond simple translation by helping them develop correct pronunciation, a key language skill.

The performance phase of SRL is where students implement their strategies and actively engage with learning tasks. S2:NDF described how they use GT not only to understand unknown words but also to learn more advanced vocabulary.

*“When I don’t know the pronoun, I use GT too, GT has a voice feature, and when I don’t know the meaning of English, I look for the meaning in GT, so when I use GT, I can add my vocabulary” (S1:DS).*

This reflects the self-monitoring aspect of SRL, where students assess their understanding during the task and adapt accordingly. S2:NDF monitors their learning by recognizing gaps in their vocabulary knowledge and uses GT to fill these gaps, exposing themselves to more sophisticated language and practicing pronunciation with the speaker feature. This strategic use of the tool not only improves their vocabulary but also enhances their listening and speaking skills, showcasing their ability to use external resources to further their learning.

In the self-reflection phase of SRL, students evaluate their performance and adjust their learning strategies. Several participants explained how they reflected on their use of GT and adapted their learning based on the tool's limitations or benefits.

For instance, S1:DS reflected on their use of the tool, explaining that while GT provides quick translations, they often revise the results to ensure accuracy

*"Even though sometimes GT isn't entirely familiar to me, when I use it for assignments, I translate first but correct it afterwards." (S1:DS)*

This reflects self-evaluation, a critical part of SRL, where students assess the quality of the tool's output and adjust it to meet their academic standards. S1:DS demonstrates how students do not passively rely on GT but instead engage critically with the tool to improve their learning outcomes.

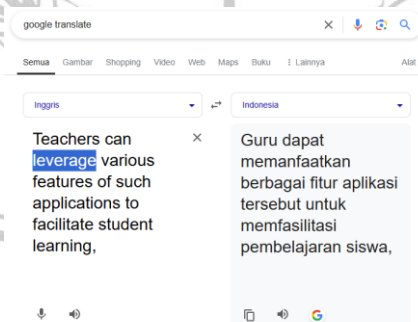
S3:OM also highlighted how GT is used as a direct solution to address gaps in understanding during assignments.

*"I use it as a help for translating the words that are not understood." (S3:OM)*

Figure 4. 5 Students' work

Despite the popularity of employing social media as a means to enhance students' English proficiency, there remains a challenge. Speaking not only allows us to express ourselves but also presents an opportunity to discover new vocabulary. This aspect makes it an excellent method for learning spoken English. An effective application for this purpose includes instructional videos that illustrate English terms, idioms, and useful daily vocabulary, as emphasized by Batool (2019). Teachers can leverage various features of such applications to facilitate student learning, as mentioned by Mulyadi (2021)<sup>4</sup>.

Figure 4. 6 The capture of the result of Google the vocabulary that unfamiliar



This reflects a reactive form of SRL, where students recognize a problem (unfamiliar words) and use GT as an immediate solution to overcome the obstacle and move forward with their academic work.

GT is also used by students to enhance efficiency, another key component of SRL. S5:UW mentioned how they turn to GT under time constraints to complete tasks faster.

*"To complete my assignment quickly, sometimes I don't understand some words so I use GT." (S5:UW)*

Here, S5:UW demonstrates the time management aspect of SRL. By using GT, they can complete assignments more quickly while still ensuring that they comprehend the material, balancing both time efficiency and understanding.

*"I use GT as my tool as a translation medium." (S4:IH)*

The S4:IH participant reveals a broader strategic use of the tool as an integral part of their learning process, indicating that students rely on GT not just as a last-minute aid but as a consistent part of their study routine, ensuring that they can complete tasks efficiently and effectively.

These students' interview results clearly illustrate how students incorporate GT into their self-regulated learning processes. The tool helps them set and achieve learning goals, overcome language barriers, and continuously adapt their strategies based on reflection and feedback. From expanding vocabulary and improving pronunciation to enhancing efficiency in completing assignments, GT serves as a versatile resource that supports students' academic success. By using the tool strategically, students actively regulate their learning, demonstrating the key principles of SRL, which are goal-setting, strategic implementation, self-monitoring, reflection, and adaptation. This shows how GT is not just a passive translation tool but a dynamic part of their self-directed learning journeys.

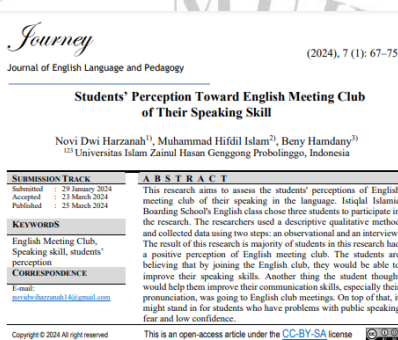
#### 4.1.1.2 GT for Learning Writing

The interviews reveal how students strategically integrate GT into their writing process, using it as a tool to overcome language challenges and enhance the efficiency and quality of their academic work. This practice aligns with the principles of SRL, where students actively plan, implement, and reflect on their learning strategies to achieve their goals.

In the forethought phase of SRL, students set specific goals for their writing tasks, such as managing time, improving the quality of their writing, and completing assignments on time. They anticipate potential difficulties, such as unfamiliar vocabulary or complex sentence structures, and proactively choose to use GT to address these challenges. One participant, S2:NDF mentioned using GT in all subjects.

*“I use GT on almost all subjects, but most often it is used for working on the final project.” (S2:NDF)*

Figure 4. 7 The capture of the result of participant NDF’s work



This indicates how students incorporate the tool into their overall writing strategy, especially for critical academic tasks like final projects, ensuring that they meet their deadlines while maintaining the quality of their work.

S3:OM further emphasized the efficiency gained through this approach.

*“I usually use GT for writing assignments, it can be faster, easier, more efficient in doing assignments.” (S3:OM)*

Here, S3:OM highlights the practical benefits of using GT as part of their time-management strategy, reducing the complexity and time required to complete their writing tasks.

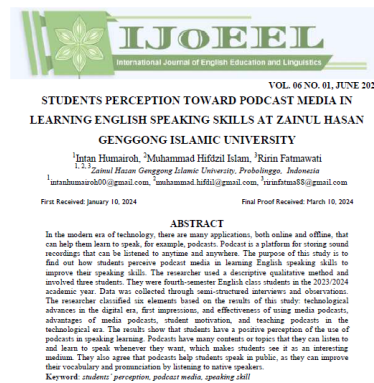
The performance phase of SRL involves students implementing their chosen strategies during the writing process. GT is frequently used as a tool to streamline the process and overcome language barriers. For instance, S3:OM give a statement,

*“I use GT more often outside of class, when I am doing assignments, especially when I am working on the thesis.” (S3:OM)*

This shows how students use GT as a reliable resource outside of the classroom to assist with more complex writing tasks, such as thesis work, where precision and clarity are crucial.

*“I can use it most often for assignments in all courses, but this time I used it for my final assignment.” (S4:IH)*

Figure 4. 8 The capture of the result of participant IH’s work

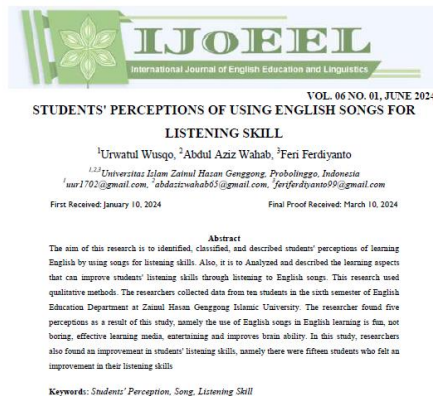


S4:IH statement reflected the flexibility and broad application of GT in various academic contexts. Students turn to the tool when they need to produce high-quality writing for different subjects, ensuring they can meet the expectations of their assignments.

In the self-reflection phase of SRL, students evaluate the effectiveness of their strategies, including their use of GT, in achieving their academic goals. S5:UW described their evolving use of the tool.

*“As I used to do my homework, and now I use it to help my final project.” (S5:UW)*

Figure 4. 9 The capture of the result of participant UW's work



This reflects a progression in their use of GT, adapting its application from everyday homework to more significant tasks like a final project. This ability to reflect on and adjust the use of tools like GT shows how students continually refine their strategies to meet the increasing demands of their academic work.

The interviews demonstrate how students integrate GT into their writing process as part of their Self-Regulated Learning strategies. By planning, using the tool strategically during the writing process, and reflecting on its effectiveness, students ensure they can complete assignments efficiently and with improved quality. This proactive and adaptive use of GT helps them navigate language challenges and meet the demands of their academic writing tasks, from everyday assignments to critical final projects.

#### 4.1.2 The impact of Using GT

The impact of using Google Translate has positive and negative sides. I found that the positive ones have advantages and the negative ones have disadvantages.

##### 4.1.2.1 Advantages of Using GT

The interviews provide a comprehensive understanding of how students leverage GT in their academic work, especially when considered through the lens of Self-Regulated Learning (SRL). Students describe GT not just as a quick translation tool but also as an essential resource that helps them overcome academic challenges, improve language skills, and foster learning independence.

One of the major advantages expressed by the students is the efficiency and flexibility GT offers, particularly in comparison to traditional dictionaries. In the forethought phase of SRL, students plan their learning by setting goals and identifying strategies that will help them achieve their objectives. This planning often includes anticipating challenges such as understanding difficult vocabulary or dealing with time constraints. As S1:DS explains,

*“To make my study easier, if we use a dictionary to find out the meaning of a foreign language, but the more we come here, the simpler life is, if you open the dictionary, it takes so much time, so it's easier, more flexible we use GT.”*  
(S1:DS)

Figure 4. 10 The capture of the result from Google Translate



This reflection illustrates how students, recognizing the limitations of traditional dictionaries, opt for a more flexible and time-saving tool in GT.

This efficiency is particularly valuable for students who are managing multiple academic responsibilities. S1:DS further elaborates,

*“It's easier, so if I still don't understand the language, if I look it up in the dictionary, it's a long time, but if I use GT it is faster, I get the information I want or get the meaning of vocabulary that I don't know, even though sometimes GT is not familiar to me, so when I use GT when doing assignments, I translate first but I correct again.”* (S1:DS)

The student highlights how GT is an integral part of their learning strategy, enabling them to bypass the time-consuming task of manually looking up words and focusing more on understanding and applying the material in their coursework.

In the performance phase of SRL, where students put their strategies into action, GT plays a critical role in helping them manage their time and complete assignments efficiently. This phase involves students monitoring their progress and adjusting their approach as needed to meet their goals. S2:NDF, for example, emphasizes how GT contributes to task completion, especially under time constraints

*“The reason I use GT is to speed up my coursework, with it, I can translate sentences faster and easier.” (S2:NDF)*

This shows how students view the tool not just as a translation aid but as a time management solution, enabling them to stay on track with deadlines.

*“The achievement is the task, so it is completed faster, and if the time is short, immediately use GT.” (S2:NDF)*

Figure 4. 11 The capture of proof that Google Translate can translate quickly

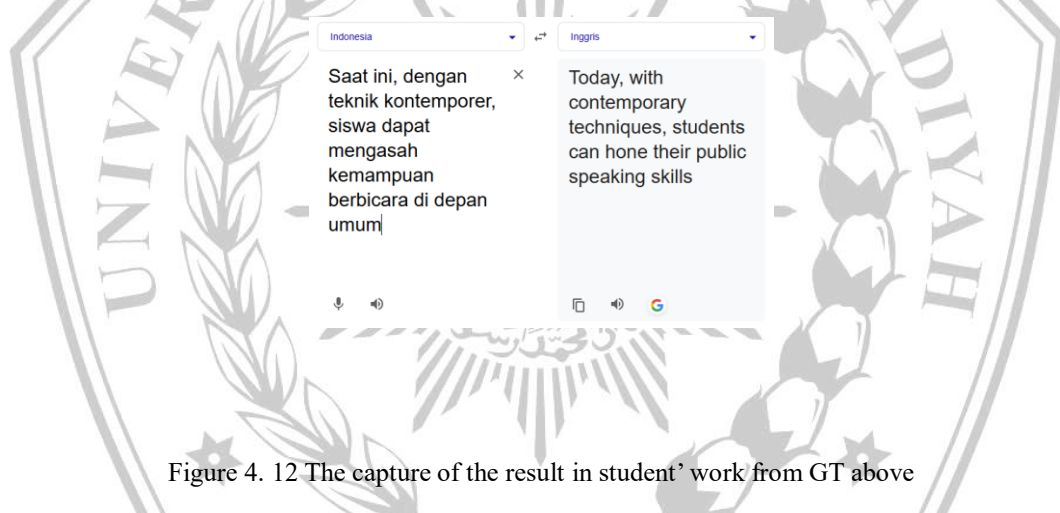


Figure 4. 12 The capture of the result in student' work from GT above

In other opinion, speaking is not an easy topic for them because they constantly run into different barriers that keep them from communicating. According to (Wahyuniati et al., 2020) said that the students have several problems in speaking skill. Like: lack of vocabulary, shyness, lack of grammar, little practice, mispronounce, and etc.

Now day, contemporary techniques, students may hone their public speaking skills. The ability to join English meeting club whose members speak English is one of the results. English meeting clubs assist members in increasing their vocabulary and phrasal terms, fixing common pronunciation and speaking errors, honing their listening comprehension skills, and speaking in a context similar to daily life, and promote self-assurance when speaking English. According to Hornby, A. S., & Cowie, A. P. (1977) English Club gets together or take action as a group for a common objective. The benefit of English meeting club is providing a pleasant and informal setting which includes the objective in its learning and to practice a variety of styles of English, making friendships and learning about cultural diversity. (Hanim, 2018).

This demonstrates how students proactively incorporate GT into their workflow, particularly when they anticipate time pressure. They recognize that



using this tool allows them to maintain efficiency without compromising the quality of their academic output, a core tenet of self-regulation in learning.

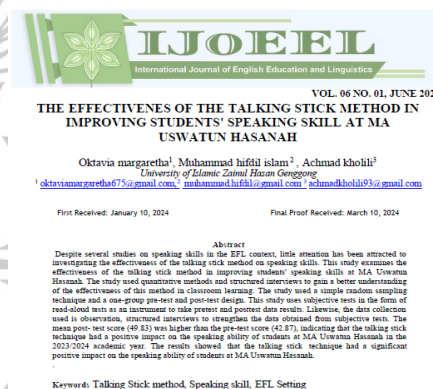
The time-saving benefits of GT are echoed by S2:NDF.

*“For profit, GT can manage other tasks, because with GT it becomes faster.”*  
(S2:NDF)

This statement reinforces the idea that students incorporate GT into their writing strategies, ensuring they can complete tasks on time while managing their cognitive resources effectively. Similarly, S3:OM notes the usefulness of GT for larger academic projects like thesis writing.

*“The thesis work is faster, when using GT, the thesis is faster, if you use a dictionary, it must be long, so by using this GT, the work is faster.”* (S3:OM)

Figure 4. 13 The capture of participant OM's work



These experiences suggest that students consciously rely on GT to balance the demands of complex writing tasks and time constraints, demonstrating their ability to self-regulate by using tools that facilitate task completion.

In the forethought and performance phases, students also emphasize the role of GT in promoting learning independence. This aligns with the SRL framework, as students select resources and tools that empower them to learn autonomously. S3:OM highlights this aspect by stating that GT is efficient.

*“The reason is that it is more efficient, helps me study or do assignments independently, easy to take anywhere, if the dictionary is heavy. Just fix a few.”* (S3:OM)

GT is valued not only for its efficiency but also for its portability and ease of access, enabling students to engage with their learning tasks whenever and

wherever needed. The flexibility offered by GT reinforces students' ability to learn independently, a key aspect of SRL.

This sense of independence is further supported by S4:IH.

*"I feel happy for sure, there is a pack that can help me, especially for free, feel helped." (S4:IH)*

This reflects the student's gratitude for a tool that is both accessible and reliable, fostering a sense of self-sufficiency. GT was available at no cost also adds to its appeal as a tool that empowers students to take control of their learning without external assistance.

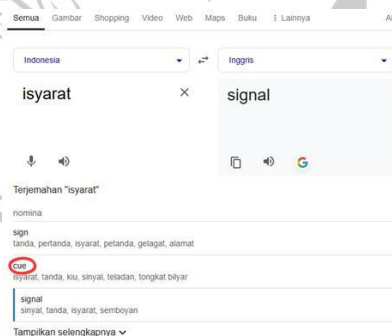
Another significant benefit of using GT, as described by the students, is its role in expanding their vocabulary knowledge and improving language comprehension. In the self-reflection phase of SRL, students assess their progress and evaluate the effectiveness of their chosen strategies.

*"It is earlier, shorten the time to increase vocabulary insight." (S4:IH)*

This statement highlights how GT not only helps the students complete tasks but also contributes to their language development by introducing them to new words and phrases. S4:IH further elaborates,

*"We knew the vocabulary of this word, but we didn't know what it meant, when we were doing the assignment, in the process of translating without realizing that there was a cost, from there we began to know the meaning of the unknown word." (S4:IH)*

Figure 4. 14 The capture that GT can show the result of unfamiliar word



Podcast is a platform for storing sound recordings that can be listened to anytime and anywhere. In this case, Podcasting is the process of creating a recording of a sound event, song, speech, or sound mix and then uploading it digitally to a web page. Media such as podcasts can help students to talk and make learning more interesting. Ducate and Lomicka (2009) stated that podcasts can also help improve students' pronunciation and speaking. Nwachokor et al (2019) found that most students think podcasts can be used increases productivity, enhances creativity, and facilitates academic learning. Podcasts can be tailored to individual needs, so students are more engaged in the learning process. As a result, learning outcomes are expected to be more optimal. However, not much is known about how students use podcasts and how they impact learning. Podcasts are a great learning method for students. Students can listen to podcasts whenever and wherever they want. **They have no visual cues.** Students can find podcasts that interest them. Listening to podcasts on interesting, relevant, and useful topics will increase their input and motivation.

This reflection demonstrates how GT serves as an indirect learning tool, enabling students to acquire new vocabulary through repeated exposure. The process of encountering unfamiliar words and understanding their meanings through translation enhances the students' language skills, contributing to long-term language retention.

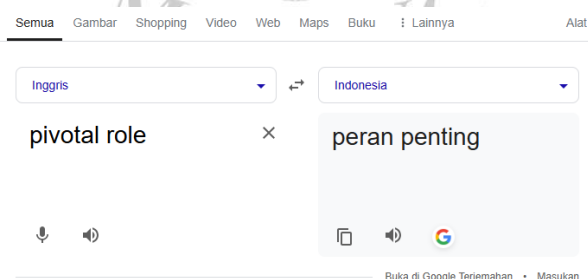
S5:UW echoes this sentiment by sharing,

*"I used it from junior high school; from junior high school, I started an English course, I used GT to make it easier for me to get a lot of vocabulary." (S5:UW)*

Figure 4. 15 The capture of students' work use vocabulary that unfamiliar

At present, English is now one of the essential languages (Ferdiyanto F, at al.2023). It is used all over the world. English, as one of the international languages has a pivotal role in the globalization era (Ferdiyanto, F., & Kholili, A. 2022). English is language that begins from the United Kingdom, which is exceptionally powerful language in a few nations on the planet (Crystal & Potter 2023). English continues to be the most commonly spoken language internationally (Hamdani, B. 2023). Learning English is of paramount importance because this is placed in a strong position as an international language in communication (Kholili, A. 2023). English clients are very various, so it makes English in the position linguofacial worldwide. English is notable as the worldwide and all-inclusive language. English is global necessary language by everybody to confront the advanced time. The development of global features like technology, business, economics, agriculture, science, research, social contact, and application depends heavily on the English language (Syaripuddin, 2022).

Figure 4. 16 The unfamiliar word that can detected by GT

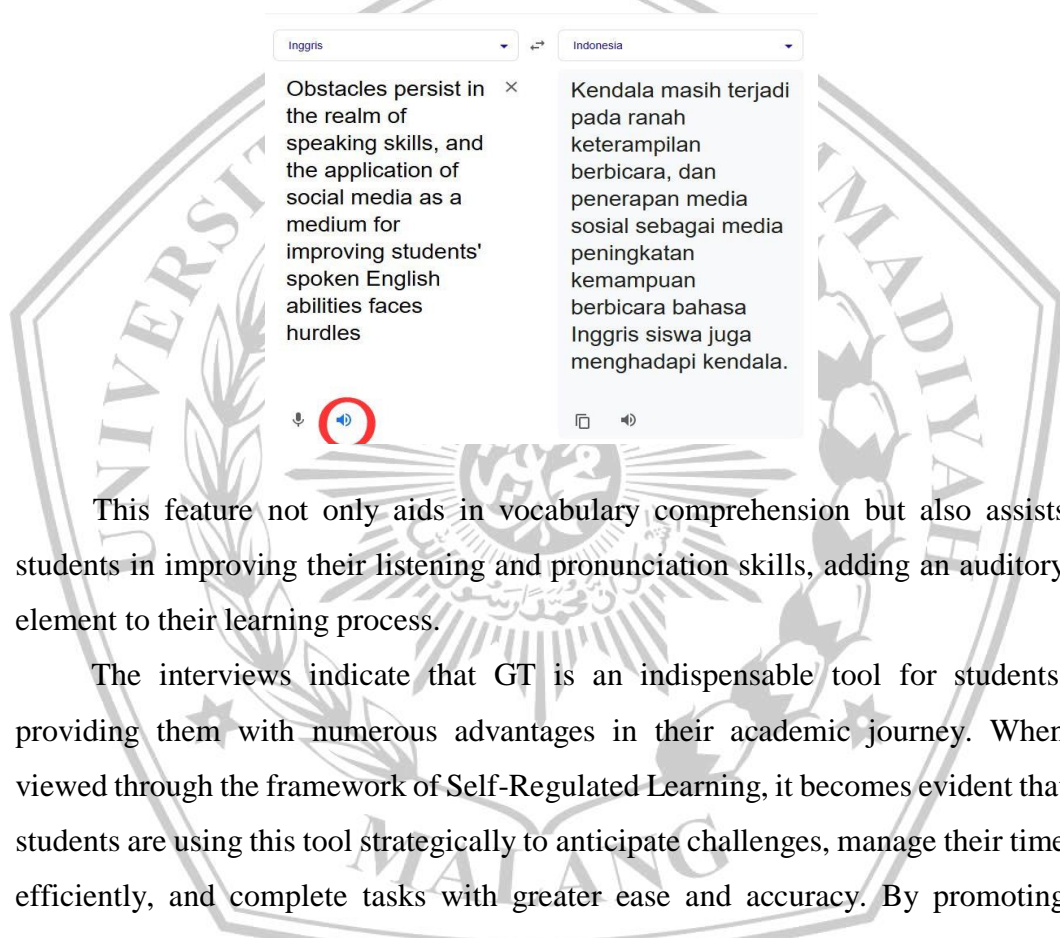


This highlights how students have long recognized GT's value as a resource for building vocabulary, indicating that the tool has played a pivotal role in their language-learning journey over the years.

Furthermore, the GT voice feature is also mentioned as a helpful aspect in learning pronunciation. As S1:DS notes,

*"GT has a voice feature, and when I don't know how to read certain words, I click on the speaker feature." (S1:DS)*

Figure 4. 17 Google Translate has voice feature that can use to check pronunciation



This feature not only aids in vocabulary comprehension but also assists students in improving their listening and pronunciation skills, adding an auditory element to their learning process.

The interviews indicate that GT is an indispensable tool for students, providing them with numerous advantages in their academic journey. When viewed through the framework of Self-Regulated Learning, it becomes evident that students are using this tool strategically to anticipate challenges, manage their time efficiently, and complete tasks with greater ease and accuracy. By promoting learning independence, enhancing vocabulary, and facilitating task completion, GT supports students in the forethought, performance, and self-reflection phases of SRL. Whether working on everyday assignments or large academic projects such as a thesis, students incorporate GT as a key resource to meet their academic goals while continually developing their language proficiency and learning autonomy.

In conclusion, the use of GT offers significant advantages to students, particularly in the context of language learning and academic tasks. It enhances

efficiency and saves time, allowing students to complete assignments faster compared to traditional methods like using dictionaries. Its flexibility enables students to access it anywhere, making it a convenient tool for both in-class and at-home tasks. Moreover, GT promotes learning independence, as students can rely on it without needing external help, fostering self-regulation. It also contributes to vocabulary enhancement, exposing students to new words and phrases while providing insights into pronunciation through its voice feature. Additionally, GT is cost-free and accessible, ensuring that students can use this valuable resource without financial burden. Finally, it simplifies the writing process in a foreign language, helping students navigate complex sentence structures and unfamiliar vocabulary, ultimately improving the overall quality of their academic writing.

#### 4.1.2.2 Disadvantages of Using GT

The disadvantages of using GT reveal potential risks that can hinder students' overall learning development, particularly in the context of Self-Regulated Learning (SRL). One of the major concerns is the risk of dependency on the tool. While GT can make tasks easier, it can also encourage over-reliance on the application, preventing students from engaging deeply with the material and developing their language proficiency. This challenge is most evident during the performance phase of SRL, where students should actively apply their skills but may fall into the habit of depending on GT instead. As one participant mentioned, excessive use of the tool could lead to "laziness in thinking" and a decline in creativity (S1:DS), as students may avoid thinking critically and solving language problems independently.

Another participant highlighted how the quality of learning could diminish when students depend too much on GT. Instead of analyzing and understanding the nuances of the language, they might focus only on the translated output. This lack of focus on the actual learning process can result in decreased grammatical skills and a weakening of writing abilities (S2:NDF). The ease of using GT makes it tempting for students to avoid building their translation skills, which can hinder their growth in mastering the language. This reflects a self-regulation gap, where

students fail to monitor their learning effectively and instead take shortcuts that compromise the development of critical thinking skills.

Several participants also noted that grammar inaccuracies are common with GT, requiring constant cross-checking and manual corrections to ensure that the translated content is accurate (S3:OM, S4:IH).

Figure 4. 18 GT can produce inaccurate result

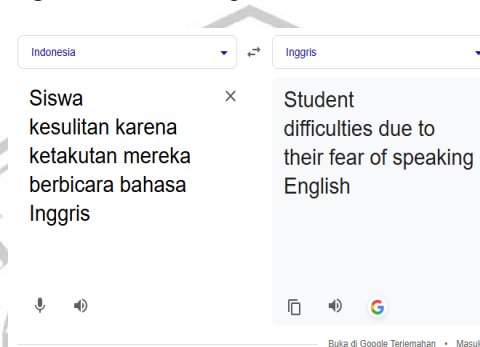


Figure 4. 19 Example of Inaccurate result Google Translate in students' work

The Talking Stick model is a form of cooperative learning where a stick is used to facilitate the process. The person holding the stick is responsible for answering questions posed by the teacher once the students have learned the main material (Tanjung, H. S., Nababan, S. A., & Bina, N. S. (2023)). The Maple teacher ranked speaking skills in English as the second most challenging to master, according to the interview in Table 5.2. **Students struggle due to their fear of speaking English**, stemming from a limited vocabulary, confusion with grammar, and pronunciation. According to (Ferdianto, F., & Kholili, A, 2022). in their research state that to improve their speaking skills, students should aim to converse with others in daily activities without worrying about grammatical errors, as self-confidence is key.

Based on observations and interviews conducted by MA Uswatun Hasanah students, the talking stick method is underutilized, resulting in lessons taught monotonously with the drill and translation method. This is by the data obtained from structured interviews with MA Uswatun Hasanah students, which is in linewith the opinion of (SHH Al-Taai, 2021). The commonly used teaching methods include lecture, discussion, hot chair, brainstorming, exploration, and investigation.

This introduces an additional step where students have to re-read and make necessary adjustments, which can reduce the overall learning experience if not approached thoughtfully. While cross-checking helps students maintain some involvement in the translation process, over-reliance on this tool still leads to addiction, with students becoming dependent on it to complete even basic tasks, thereby reducing their confidence in their language abilities (S4:IH, S5:UW).

Moreover, several participants emphasized how continuous use of GT can make students lazy to think and avoid learning new words on their own, thus diminishing their vocabulary retention and the quality of self-translation (S4:IH). The impact on memory and retention is a crucial drawback, as students might no

longer feel motivated to engage in more traditional learning methods, such as using a dictionary or practising language exercises that build deeper understanding (S3:OM, S5:UW). This loss of motivation contradicts the principles of self-regulated learning, where students are expected to take charge of their learning process and engage in activities that promote continuous improvement.

In conclusion, while GT provides many conveniences, its disadvantages can hinder the overall learning experience, especially when students become overly dependent on it. One of the main drawbacks is the risk of over-reliance, where students may become lazy in thinking and fail to develop their language skills, reducing creativity and critical thinking. Additionally, frequent use of the tool can result in grammar inaccuracies and poor sentence structures, requiring constant cross-checking and manual corrections. This dependency can also lead to a decline in writing skills and vocabulary retention, as students may avoid learning and memorizing new words independently. Furthermore, overusing GT can reduce confidence in students' abilities, making them reliant on the tool to complete tasks rather than engaging in active language learning. Overall, while GT can be a helpful aid, its overuse can undermine self-regulated learning by encouraging shortcuts and reducing students' motivation to fully engage with the language.

## **4.2 DISCUSSION**

The findings reveal that GT plays a multifaceted role in students' academic experiences, particularly as a tool for overcoming language barriers and enhancing learning outcomes. The discussion explored how the use of GT aligns with the principles of Self-Regulated Learning (SRL) and contributes to students' academic performance, focusing on goal-setting, strategic resource use, self-monitoring, and reflection. These elements highlight the dynamic relationship between language learning and self-regulation.

### **4.2.1 Utilization of GT**

Students use GT as a resource to achieve immediate objectives, such as understanding complex vocabulary and improving comprehension. Participants like S1:DS prefer GT over traditional dictionaries because of its speed, allowing

them to quickly grasp unfamiliar words without the delays associated with manual lookup. This strategic choice reflects a proactive approach to planning within SRL, as students select tools that help them efficiently accomplish specific academic tasks. Supporting this, Prahdiah et al. (2023) emphasized that GT effectively helps learners resolve vocabulary challenges, making it a valuable tool for enhancing comprehension in a foreign language.

Students also actively engage with GT's features to address learning needs, such as improving pronunciation, expanding vocabulary, and enhancing comprehension. For example, participants like S1:DS and S2:NDF highlight the tool's pronunciation feature, which enables them to practice speaking and receive immediate feedback, aiding their self-monitoring process. A study conducted by Amin et al. (2023) with first-year university students found that while GT was helpful for academic writing, students frequently had to revise the grammar and logical flow of the translations. This need for refinement suggests that students actively engage with GT's outputs and adjust their writing strategies as needed.

Furthermore, students rely on GT to save time and optimize their learning routines, particularly when managing deadlines. S5:UW, for example, highlights its role as a time-efficient tool, while S4:IH incorporates it regularly to achieve both short-term and long-term academic goals. Wirantaka and Fijanah (2021) similarly noted that GT enhances students' efficiency in writing tasks by enabling quick translations. This is particularly valuable for those facing time constraints, as it helps them complete assignments more swiftly. By improving efficiency, the tool reduces the stress of tight deadlines, allowing students to concentrate on finishing the task rather than struggling with language obstacles. By integrating GT into their learning strategies, students enhance their language skills and improve overall proficiency.

The findings also highlight GT's significant role in enhancing students' writing processes, particularly in addressing language challenges and improving efficiency and quality in academic work. Students actively use GT as part of their strategic planning to overcome potential writing difficulties, such as unfamiliar



vocabulary or time constraints. For instance, S2:NDF emphasizes using the tool across subjects, particularly for final projects, to maintain consistency and quality under tight deadlines. This proactive use reflects students' ability to anticipate challenges and integrate GT as an essential part of their learning strategy. Supporting this, Nino (2009) observed that GT assists learners in overcoming language-related barriers in writing tasks, enabling them to meet academic requirements with greater ease and efficiency.

Students also rely on GT to improve writing clarity and precision, showcasing how the tool adapts to different academic tasks, whether routine assignments or complex projects. For example, participants like S3:OM and S4:IH use it to monitor and adjust their work to ensure accuracy and coherence throughout the writing process, demonstrating effective self-regulation. Consistent with this, Tanasale and Rijoly (2024) found that Students mentioned using GT to review their translations, frequently making revisions to enhance clarity and accuracy. This process involves critically assessing the translations, helping students pinpoint areas for improvement and adjust their writing strategies accordingly.

Reflection, a key element of SRL, allows students to refine their approach and adapt their use of GT as their writing needs evolve. Participants such as S5:UW illustrate how their reliance on the tool shifts from smaller tasks to more significant assignments, like final projects, reflecting an adaptive learning process. Research by Garcia & Pena (2011) supports this, noting that learners who reflect on their experiences with translation tools tend to refine their strategies over time, leading to improved writing outcomes.

By reflecting on their experiences, students continuously adjust their strategies to meet academic expectations, enhancing their writing over time. This dynamic use of GT demonstrates how students integrate the tool into their broader academic strategies, not just as a translation aid but as a valuable resource for improving writing proficiency. Ultimately, GT plays a vital role in students' self-regulated learning processes, helping them navigate language barriers, streamline tasks, and achieve academic success.

#### 4.2.2 The impact of Google Translate

GT provides several advantages in supporting students' self-regulated learning (SRL), particularly in enhancing efficiency, time management, and independent learning. Students anticipate challenges such as unfamiliar vocabulary or tight deadlines and strategically select GT as a tool to address these issues effectively. For example, S2:NDF uses GT across subjects, especially for final projects, underscoring its value in managing academic tasks. Supporting this, Fatkhurozi and Hidayat (2024) found that GT supports students in the writing process by helping them quickly overcome language barriers, allowing them to focus more on the content of their work rather than getting stuck on language difficulties. This ability to efficiently handle language challenges is especially valuable for students facing time pressures. By using the tool, students save significant time compared to traditional dictionaries, allowing them to concentrate on critical thinking and higher-order tasks, such as content analysis. This strategic approach reduces cognitive load, enhances time management, and helps allocate more mental resources to complex academic activities.

For instance, S3:OM and S4:IH rely on GT to maintain consistency and quality in their work, particularly when dealing with demanding deadlines for final projects or assignments. Additionally, the tool supports independent learning by providing language support that students can access anytime and anywhere. This flexibility fosters autonomy and contributes to increased self-efficacy, as students gain confidence in managing language tasks independently without relying on teachers or peers. Amin et al. (2023) observed that students who regularly use translation tools develop greater autonomy and confidence, ultimately improving their overall academic performance.

Another significant advantage of GT is its contribution to vocabulary development and pronunciation practice, which is particularly vital during the self-reflection phase of SRL. Frequent use exposes students to new vocabulary and phrases, gradually improving their language comprehension. For example, S4:IH noted that the tool helped them expand their vocabulary, Ismail Omar (2021)

findings that translation tools accelerate vocabulary acquisition by presenting contextualized examples of word usage. S5:UW highlighted the voice feature's importance for pronunciation practice, a benefit particularly relevant for students without access to native speakers or language labs. Nino (2009) similarly observed that auditory features in translation tools improve students' pronunciation skills, helping them grasp nuances of the spoken language. This feature reinforces learning beyond written translations, making GT a versatile tool for comprehensive language development. By combining efficiency, flexibility, and linguistic support, GT significantly enhances students' ability to manage academic tasks, develop language skills, and achieve self-regulated learning goals.

The findings of this research also highlight several disadvantages of using GT. One key issue is the risk of fostering dependency, which can undermine students' ability to engage deeply with language content. By relying too heavily on the tool, students may miss opportunities for critical thinking, problem-solving, and developing independent translation skills. S3:OM expressed concerns that excessive reliance on GT could lead to a decrease in critical thinking. Supporting this, Nino (2009) found that over-dependence on machine translation tools could limit learners' opportunities to practice and develop their language proficiency, leading to a reduction in critical engagement with the language.

Another significant challenge is the inconsistency in GT'. This often requires students to cross-check translations, which, although beneficial for learning in some cases, can disrupt their flow and lead to frustration. Sholehah et al. (2023) observed that inaccuracies in translation tools could confuse learners, especially when dealing with nuanced or culturally specific language, ultimately hindering their learning experience. Over time, this over-reliance on GT may also negatively impact vocabulary retention and long-term language mastery. Students may bypass the active process of memorizing new words and grammar structures, potentially stagnating their language acquisition skills.

To mitigate these drawbacks, a balanced approach to using GT is essential for students to maximize its benefits within the SRL framework. Encouraging

students to use GT as an initial aid and then independently attempt to translate sentences or paragraphs can help develop their confidence and analytical skills. S5:UW demonstrated such a strategy, starting with the tool and gradually transitioning to independent translation for better learning outcomes. This aligns with the findings of González and Alarcón (2023), who emphasized the importance of combining digital tools with traditional language learning practices to promote deeper engagement and skill development.

Educators can also encourage self-monitoring by having students track their use of GT and assess its impact on their understanding and retention of language. Reflecting on their learning strategies enables students to adjust their approach and avoid over-reliance on the tool. Additionally, incorporating alternative resources, such as bilingual dictionaries or thesauri, can foster deeper cognitive engagement with the language. González and Alarcón (2023) also suggested that combining GT with more traditional resources helps students balance the convenience of technology with the depth of manual learning methods.

Finally, teaching digital literacy skills is crucial for helping students use GT effectively. By learning to critically assess translation outputs and recognize inaccuracies, students can use the tool more strategically, ensuring that it supports rather than hinders their language learning. Nino (2009) emphasized that guiding students to critically evaluate machine translations equips them with the skills needed for responsible and effective use of technology in language learning. Developing these skills allows students to harness the full potential of GT while promoting responsible usage and ensuring continued growth in language proficiency and SRL.

## CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

The findings of this research reveal that GT plays a significant role in supporting the SRL processes of university students at the University of Islam Zainul Hasan Probolinggo – Jawa Timur. Interviews revealed that students incorporate GT into multiple stages of their academic activities, ranging from establishing learning objectives to evaluating results and adjusting their approaches. The tool is utilized not just for direct translations but also as a resource to expand vocabulary, refine pronunciation, and streamline the completion of assignments. These practices align with the core principles of SRL, including goal-setting, strategic use of resources, self-monitoring, reflection, and adaptation, demonstrating how students leverage technology to overcome language barriers and achieve academic success.

The research highlights the multifaceted benefits of using GT. Students value its accessibility and convenience, particularly when working under time constraints. Its features, such as voice pronunciation and instant translations, enable students to refine their speaking skills, expand their vocabulary, and improve comprehension. Additionally, the tool encourages autonomy and self-confidence, as students become less reliant on teachers and peers, enabling them to take charge of their academic tasks. This dynamic and strategic utilization of GT reflects how technology can support independent learning and enhance the overall quality of academic writing.

Despite its advantages, the study also underscores the potential drawbacks of GT. Over-reliance on the tool can lead to challenges such as reduced creativity, weakened critical thinking, and insufficient language skill development. Frequent use without deeper engagement may result in grammatical inaccuracies, poorly structured sentences, and a decline in vocabulary retention. These issues often require constant revisions and cross-checking, which can disrupt the learning process. Furthermore, excessive dependence on GT can weaken students'

confidence in their language abilities, creating a reliance on external tools rather than fostering active language learning and problem-solving skills.

In conclusion, while GT serves as a valuable resource for academic success, its effective use requires a balanced approach. Students must recognize its role as a supplementary tool rather than a replacement for active learning. By combining the use of GT with traditional learning methods, students can maximize its benefits while avoiding the pitfalls of over-reliance. The findings of this study contribute to the broader understanding of how technology can be integrated into self-regulated learning strategies, emphasizing the importance of critical and adaptive engagement with digital tools to ensure sustainable academic and language development.

## **5.2 Suggestion**

Based on the findings of this research, it is suggested that university students utilize GT wisely as a supplementary aid for academic tasks and final projects, rather than depending on it as their primary resource. While the tool can enhance efficiency and assist in comprehending complex vocabulary and sentence structures, students should balance its usage with other language-learning methods to encourage their skills independently.

To prevent over-dependence, students are advised to cross-check translations, focus on grammatical accuracy and sentence structure, and actively use GT to expand their vocabulary rather than merely copying text. For final projects, students should employ the tool to support their research while ensuring their work reflects original, self-produced content, showcasing their language proficiency and critical thinking skills. Moreover, understanding the limitations of translation tools can enable students to use GT more effectively, fostering a balanced approach that enhances both linguistic competence and confidence in their abilities.

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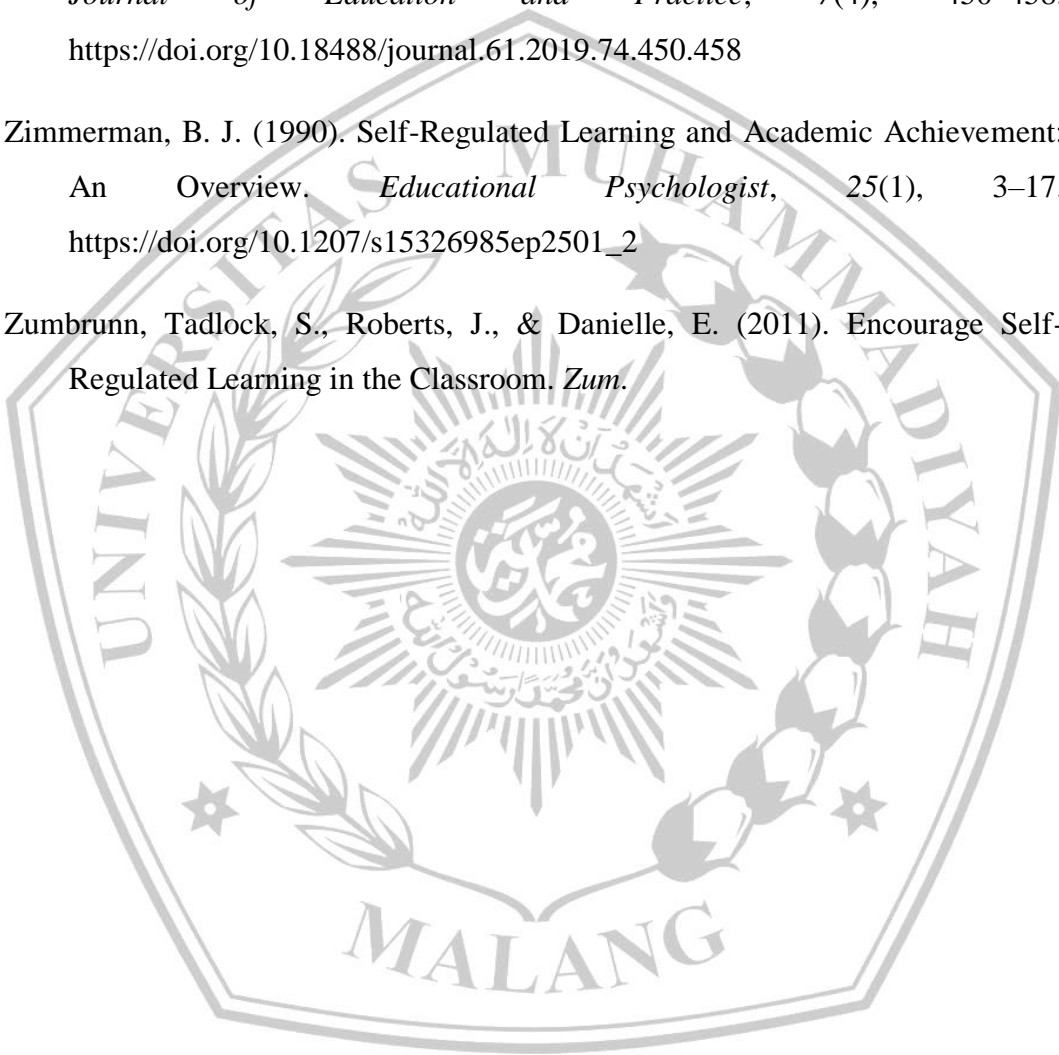
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## Appendix 1 Transcripts of Students Interview

### DS

R : Assalamualaikum

S1 : Waalaikum salam

R : Thank you in advance for being willing to be my participant, can you first introduce your name and major?

S1 : My name is Diana Sarkila, commonly called Diana, I am majoring in English Education

R : How long have you been using GT before?

S1 : Actually, GT is a need for everyone, not just people who go to college, because a lot of information nowadays uses foreign languages, sometimes we also don't know what it means and then we use GT, so several times before I entered the English Education department, I already used GT, but it was more dominant when I was studying in the English department.

R : What materials do you most often use GT on?

S1 : I usually do my English tasks by using GT

R : What is the reason you use GT?

S1 : To make my study easier, so if we use a dictionary to find out the meaning of a foreign language, but the more we come here, the simpler life is, if you open the dictionary, it takes so much time, so it's easier, more flexible we use GT

R : Besides, are there any other reasons?

S1 : Yes, to make life easier using GT.

R : What were your achievements after using GT during college?

S1 : It's easier, so if I still don't understand the language, if I look it up in the dictionary, it's a long time, but if I use Google to translate it is faster, I get the information I want or get the meaning of vocabulary that I don't know, even though sometimes GT is not familiar to me, so when I use GT when doing assignments, I translate first but I correct again

R : It means that the correction again is in the weakness of GT. And to overcome the weakness of GT by re-correcting, is that right? How do you feel when using or after using GT?

S1 : Just feels easier, as I said earlier, simpler and more flexible, and now GT is updated because we usually only type the word and now we can use photos too

R : If GT definitely provides luck and benefits for you, you know what benefits you feel after using GT? Can a material be improved?

S1 : Yes, usually when I don't know the pronoun, I use GT too, GT has a voice feature, and when I don't know the meaning of English, I look for the meaning in GT, so when I use GT, I can add my vocabulary

R : What about the bad effects of using GT too often according to you?

S1 : If we have our vocabulary, we usually make it up ourselves, but when we are close to GT, we can only make up the Indonesian language.

R : Besides that, anything else?

S1 : In conclusion, it doesn't make us creative if we use GT a lot, so it's not good too for us, actually GT is used to make our lives easier as long as we use it proportionally

### NDF

R : Assalamualaikum

S2 : Waalaikum salam

R : Can you first introduce your name and department and what semester

S2 : My name is NDF, I am student of English education at the Department of Zainul Hasan, and now I am in the last semester

R : Thank you for being willing to be my participant beforehand, can you have been using GT for a long time?

S2: I've been learning English since the beginning, I started learning when I was in high school, but when I was in school I started so I used to use a dictionary, so I used to use GT at the beginning of college

R : What do you most often use GT for?

S2: I use GT on almost all subjects, but most often it is used for working on the final project

R : Can you explain how you use GT?

S2; In GT there is a Language option, so we choose the language first that we will use GT, but when we use google we must not focus on the result, which we have to correct the sentence that has been translated because sometimes the result is not right

R : So, the results are not perfect, right? There are still some mistakes in it.

S2; If I personally use translate and never immediately copy the results, I usually read and replace words that are difficult to understand, now I change words that are difficult to understand to words that are easy to understand

R : If it's for your reason, why don't you use it?

S2: The reason I use GT to speed up my coursework, is with it, I can translate sentences faster and easier

R : So, it can be faster, huh? How does it compare to the dictionary when you to use it?

S2: If the dictionary is old because you still have to look up the words one by one,

R : What are your achievements after using GT?

S2: The achievement is the task, so it is completed faster, and if the time is short, immediately use GT

R : In GT there must be a problem, how do you find a solution to the problem?

S2: For errors, GT itself doesn't exist, the internet is scary, so if the internet is sluggish, use GT as well

R : In addition, GT must provide guidance, right? What do you feel about the benefits?

S2; For profit, GT can manage other tasks, because with GT it becomes faster

R : Besides that?

S2: When using GT, there is vocabulary that I don't know, so remember that, if I translate myself, I usually use easy language, but if I translate on GT, the result is that the vocabulary is rarely known to me, so you can add vocabulary insight from there, and in addition to adding vocabulary insights, you can also add listening insights because there is a speaker feature. So there is a vocabulary that I just know and don't know how to read, you can click on the speaker feature

R : Yes, it can add pronoun insight as well

S2: Yes, pronoun and vocabulary

R : What else?

S2: None

R : Is there a bad effect of using GT too much?

S2: The bad effect we often using GT is that we will be lazy to think about trying to translate by ourselves

R : Besides, what else is there?

S2: No

R : Well, because we're lazy to think, what about the quality of students' writing?

S2: Yes, if you often use GT, you are more inclined to be "lazy ah just use GT", so for writing skills and grammar, it is lacking and decreasing

R ; Alright, can you tell me your age?

S2: I'm 23

## OM

R : Assalamualaikum

S3: Waalaikumsalam

R : Thank you in advance for wanting to be a participant, can you introduce your name?

S3: My name is OM , a final-semester student at Unzah

R: The major can be mentioned



S3: English Language Major  
R : What is your busy routine now?  
S3: I'm busy with my thesis, but it's already in session, so I just have to wait for graduation  
R : About using GT, how long have you had experience with GT?  
S3: I have already introduced you to discuss English  
R : If I may know, what grade is it from?  
S3: From grade 3 I started using GT  
R : And how often do you use GT to learn?  
S3: How often depends on how many assignments I get  
R : What is your usual task?  
S3: I usually use GT for writing assignments, it can be faster, easier, and more efficient in doing assignments  
R : If you use GT more often in classes or outside of class?  
S3: I use GT more often outside of class, when I am doing assignments, especially when I am working on the thesis  
R : It means that you are more dominant in writing, what does it mean that you use GT?  
S3: As a help for translating the words that are not understood  
R : Is it all that you use GT to translate words that you don't understand?  
S3: Only those who don't understand, for example, if there is vocabulary that I don't know English or sentences that are difficult, I use GT  
R : If you can tell me what is your reason for using GT?  
S3: The reason is that it is more efficient, helps me study or do assignments independently, easy to take anywhere, if the dictionary is heavy  
R : You said it's more efficient, compared to a dictionary?  
S3: If we use a dictionary, we have to look for one by one and keep matching according to the context of the sentence, but if we use GT, in a paragraph, we can translate it and the result is good, it's standard, it's already digested  
R : So, the result is what you expected, right?  
S3: Yes, according to our needs  
R : Besides that, anything else?  
S3: Enough  
R : If you use the media in the form of GT to achieve it, is it?  
S3: The thesis work is faster when using GT, the thesis is faster, if you use a dictionary, it must be long, so by using this GT, the work is faster. Just fix a few  
R : just fix a few, what did you fix?  
S3: I fixed the grammar structure, there is something that doesn't fit in GT  
R : So, this is my solution in resolving the grammar error  
S3: Yes, reread, crosscheck  
R : Also, how do you feel when using GT  
S3: Happy, because it was done quickly  
R : For the benefit that you get  
S3: Quick profit completion, no hassle  
R : It means that it is completed quickly, it means that it can shorten the time  
S3: Yes, it can shorten the time, so we don't have much time to translate, because it has been helped by GT  
R : In addition to the benefits, there must be side effects of GT for users  
S3: In my opinion, if you use GT, the understanding will be less, if you use a dictionary, you can read it one by one, if you use GT and translate, it's just a crosscheck of the grammar  
R : Does it mean that it makes students decrease?  
S3: Yes, if we often use GT, later we will be addicted to not wanting to open books  
R : Besides that, anything else?  
S3: The disadvantage of the application, users must have a data package to be able to use GT  
R : Besides, are there still you?  
S3: That's it  
R : Can you give suggestions for users there

S3: If I use GT, as needed because it is too often so it is not good for our knowledge

## **IH**

R : Assalamualaikum

S4: Waalaikumsalam

R : Thank you for being a participant again, the interview is about learning GT, as self-learning for you and in class, can you introduce your name first?

S4: Hello my name is Intan Humairoh, Now is the final semester majoring in English Unzah

R : What is his busy life now?

S4: Work on the final project

R : How often do you use GT

S4: To use GT with my major, maybe very often in class or at home

R : How long have you been using GT

S4: Probably from 2019/2020

R : What material do you often use GT for?

S4: I can use it most often for assignments in all courses, but this time I used it for my final assignment

R : Explain in detail how you use GT?

S4: I use GT as my tool as a translation medium

R : The reason you use GT but, what are the advantages of GT when you use GT

S4: The reason is that the faster the work, the more efficient, the more helpful

R : Compared to other translator apps?

S4: Say use my dictionary application, if my dictionary is like a dictionary book, you have to look for it one by one, so it takes longer, you also can type sentences or paragraphs

R : What feature you use in the GT?

S4: For feature, there is a speaker feature that can help me pronounce English correctly

R : Besides that, what else?

S4: The app is free, not paid, that's it

R : When using GT, there must be difficulties, how do you face them?

S4: If we use GT, the word arrangement sometimes does not fit, so it needs to be noted, double-checked, and corrected manually

R : What do you feel when using GT?

S4: I feel happy for sure, there is a pack that can help me, especially for free, feel helped

R : What is the reason for that?

S4: It is earlier, shorten the time to increase vocabulary insight

R : Means GT this can add vocabulary insight

S4: Yes, that's right, so at first, we knew the vocabulary of this word, but we didn't know what it meant, when we were doing the assignment, in the process of translating without realizing that there was a cost, from there we began to know the meaning of the unknown word

R : Besides that, what else?

S4: That's it

R : For the adverse effects of GT after using it

S4: As for the bad effects, it is addictive to use GT

R : From that addiction, what is the bad effect of addiction?

S4: Because they are addicted to GT, when they don't use GT, the student becomes less confident in the results themselves, so they are more confident in the results of GT

R : Does this make students confident in their own results?

S4: Or banner

R : What else?

S4: Makes students lazy to remember words, and lazy to think in self-translation which can automatically reduce the quality of students

## **UW**

R : Hello, thank you for wanting to be my participant,

S5: Yes, it's okay  
R : Can you introduce yourself first  
S5: Hello, I am UW, a final semester student at the end of the English department from Unzah  
R : You use GT, which is most often used personally in class greetings  
S5: Usually I use it as a private person  
R : What is it usually used for?  
S5: I used to do my homework, and now I use it to help with my final project  
R : Why do you use GT?  
S5: To complete my assignment quickly, sometimes I don't understand some words so I use GT  
R : Are there any other translator applications?  
S5: No, I just use GT  
R : How long have you been using GT  
S5: I used it from junior high school, I started an English course, and I used GT to make it easier for me to get a lot of vocabulary  
R : What is the difference between using and not using GT?  
S5: The difference is that we make it easier, easier to use the pronoun  
R : Does it mean that in addition to using GT as a translator, you also use GT as a pronoun check?  
S5: Yes, that's right  
R : You said that using GT is easy, so you can describe how easy it is  
S5: GT is a medium that can help speed up the work of assignments and we can use it to translate the language of the beginning of words, sentences, etc.  
R : Besides that, what else?  
S5: GT can also use GT which makes it easier for me to use a photo scan without typing the sentence, so I can translate it into a book or a picture.  
R : What are your achievements in using GT?  
S5: My achievement is to be able to memorize more vocabulary that I didn't know before  
R : What about the difficulties or challenges in using GT?  
S5: The result is there are some grammar errors when we use GT  
R : How about the advantage of GT?  
S5: Just like earlier, we can increase our vocabulary insight to shorten the time in doing assignments  
R : Are there any bad effects when you use GT?  
S5: If we often use GT, it makes us addicted, which makes us lazy to think, so it is addicted to using GT