

Students' Viewpoint of Automatic Translation Tools in EFL Classroom

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ABSTRACT

The mismatch between institutional expectations and students' learning needs has become a concern in the digital era, particularly in EFL classrooms. Universities emphasize academic values like originality and critical thinking, while students seek efficient learning methods. A significant technological advancement is the implementation of Automatic Translation Tools (ATTs), which have achieved greater accuracy due to advancements in artificial intelligence. This qualitative case study explores students' viewpoints on using ATTs in a Catholic university in West Kalimantan, which emphasizes originality in academic work. Data were collected from 41 respondents in the 6th semester of the English education program using questionnaires and interviews. Results show that respondents favor ATTs as they help translate complex texts, increase vocabulary, and support task completion. However, reliance on ATTs in communication raises concerns as it can inhibit independent language and critical thinking. This tool is employed for academic and non-academic applications, including social media. They emphasized balancing translation tools with academic integrity and the need for guidelines for responsible use, aligning with the University's values.

Keywords: AI integration, Automatic Translation Tools, EFL, Higher education, University value

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INTRODUCTION

In the swiftly transforming landscape of higher education, universities are increasingly challenged to reconcile their fundamental academic principles with the practical requirements of students navigating a digital and globalized environment. On the one hand, higher education institutions, especially those with strong ethical and religious foundations, prioritize the development of academic integrity, originality, critical thinking, and the pursuit of truth (Mattar, 2022). Meanwhile, today's students face pressure to complete various academic tasks quickly and efficiently, prompting them to seek shortcuts using technology (Crawford et al., 2023), including in the foreign language learning process (De la Vall & Araya, 2023). Digital tools have become a practical necessity that is difficult to avoid, given that students live in an instant era that prioritizes ease of access, speed, and immediate results (Sato et al., 2023). In this context, tools such as Machine Translation (MT) are becoming increasingly integrated into EFL classrooms, raising questions about their alignment with institutional academic values.

The rapid advancement of digital technology has now extended to the development of MA. Automated translation systems have evolved significantly with the emergence of Artificial Intelligence (AI), which improves accuracy, efficiency, and adaptability (Siu, 2024). This growth has led

to significant improvements in the discipline. First, it enhances accuracy and efficiency: AI-driven translation models have enhanced linguistic fluency, elevating scores from 4.9667 for traditional Statistical MT to 6.6333 for AI-enhanced models (Li et al., 2023). These models have improved the relationship between semantic features and intelligent recognition, leading to more precise and high-quality translations (Li et al., 2023). Second, it introduces novel translation methodologies: Integrating Convolutional Neural Networks with fuzzy logic methodologies has resulted in innovative proofreading algorithms that tackle issues like context misunderstanding and semantic inaccuracies in automatic translations (Liu, 2024). Third, it enhances multilingual proficiency: Artificial intelligence has facilitated the creation of multilingual MT systems capable of processing numerous language pairs concurrently, hence surmounting communication obstacles stemming from linguistic variety (Phadke and Devane, 2017).

Despite these advancements, AI-driven translation continues to face challenges, including issues related to translation accuracy, cultural and contextual understanding, and data privacy and security (Lin, 2024). Furthermore, developing AI translation systems necessitates significant computational resources and specialized hardware, such as GPUs and TPUs, which can be expensive and energy-consuming

(Hou, 2024). With the ongoing evolution of AI technology, we can expect improvements in translation quality, real-time translation capabilities, and the management of intricate language nuances (Lin, 2024; Zhou, 2024). Addressing resource limitations, ethical concerns, and issues related to cultural preservation will be crucial for the ongoing development and widespread adoption of AI-driven translation systems. The integration of Automatic Translation Tools (ATTs), also known as MT, in English as a Foreign Language (EFL) learning has garnered significant attention, with research highlighting both the potential benefits and challenges. MT has shown promise in facilitating language learning, promoting language awareness, and supporting various aspects of EFL education (Young, 2024).

Research indicates that Advanced Technological Tools (ATT) are a double-edged sword within the EFL classroom. These tools are regarded as significant learning aids. Empirical evidence suggests that students generally view these tools positively, recognizing their potential to enhance language acquisition and facilitate communication (Yang et al., 2023; Young, 2024). Research conducted by South Korean graduate students revealed positive correlations between the use of MT in academic activities and the perception that MT offers overall advantages as a language learning tool (Powell et al, 2022). These tools are particularly useful for translating

vocabulary, phrases, and scientific texts, as well as improving reading speed and comprehension in English for Academic Purposes courses (Tuilan et al., 2023). Previous research has examined the potential benefits and challenges of utilizing ATT/MT in EFL language acquisition. Online Machine Translation (OMT) systems have gained prominence in EFL education, presenting advantages and challenges. Research indicates that EFL students generally view OMT as a useful tool for enhancing their language learning experience, particularly improving their English reading and writing comprehension (Odo, 2019; Tuilan et al., 2023). OMT is a software system that functions as a device, enabling seamless translation of text or documents from the source language to the target language over the internet, utilizing natural language processing solutions (Boemiya et al. 2023). These tools are especially beneficial for translating vocabulary, phrases, and scholarly writings, improving reading speed and comprehension in English for Academic Purposes courses (Odo, 2019).

However, in some instances, such as when translation tasks require deeper contextual understanding, literary nuance, or idiomatic accuracy, ATT does not significantly contribute to the students' translation skills (Omolu & Mappewali, 2024; Wang, 2023; Perdana & Arifani, 2024). Thus, human touch is needed in the post-editing translation to enhance quality. While MT can produce translations that

rival skilled human translators, the human touch is still necessary to ensure nuanced and contextually appropriate translations (Alharbi, 2023; Lee, 2023).

Moreover, using artificial intelligence in an academic context raises concerns about academic integrity. Scholars suggest that academic institutions should create an academic integrity culture to ensure the ethical use of AI in education (Balalle & Pannilage, 2025; Vavekanand & Guriro, 2024). In some situations, even individuals with strong academic integrity may feel pressured to use AI techniques, such as time pressure and the desire for efficiency. Ensuring the appropriate inclusion of AI in academia requires a clear distinction between its ethical and unethical use, rather than merely seeking a balance with academic integrity (Kocyigit & Zhaksylyk, 2023). Academic integrity ultimately reflects the core values of the university.

The present study aims to investigate students' perceptions of the use of ATTs, which touch on university values in the context of academic ethics and its usage. A religious-based university in West Kalimantan was selected as the site for the research. This private Catholic University holds four core values: originality in the study, bravery in pursuing knowledge and truth, providing numerous opportunities for learning, and fostering reflection. Regarding academic ethics, the University emphasizes the pursuit of originality in knowledge and truth.

Previous studies have discussed the role of religion in character building in general (McCullough & Willoughby, 2009; Kvamme, 2017) without investigating its specific influence on students' perspectives in learning English as a foreign language, especially regarding the use of ATT constructs. This connection is crucial, as religiously based values may influence how students view the ethical implications of using technology in an academic setting, the usefulness of which is still debated. Divergent opinions regarding the usefulness of text-based MT as a language learning aid were found in a study that involved university instructors and EFL students. There is a mismatch between learners' and instructors' perceptions and attitudes regarding OMT tools in foreign language learning. Students perceive OMT as more ethical than instructors, while instructors are more skeptical, as they feel this tool can reduce students' originality (Ata & Debreli, 2021). In line with students' comments, the study found notable variations in the ability of DeepL, an MT tool, to promote language awareness compared to more conventional online dictionaries (Young, 2024). This suggests that MT tools offer unique advantages in enhancing language learning experiences.

Several previous studies have investigated students' views on using ATTs in learning EFL. From these studies, it was found that learners had diverse views regarding ATTs. Some of them view ATTs as a highly beneficial tool for acquiring

words and texts, while the remainder is hesitant due to the potential for over-dependence and its impact on critical thinking (Ningrum & Dewi, 2024; Almusharraf & Bailey, 2023; Kim, 2024). A study revealed that while students appreciated ATTs' support in translating complex texts, they also noticed that these tools have limitations in accurately capturing nuanced and context-specific meanings (Ducar & Schocket 2018). Another study, including EFL students in China, indicated that some students questioned the accuracy of MT (Yang et al., 2023). Furthermore, a study by Taşdemir et al. (2023) revealed that while many students found ATTs beneficial for supporting various learning objectives, educators remain concerned about the potential of these tools to encourage passive learning among students and compromise academic quality. These findings shed light on different viewpoints regarding the use of ATTs and highlight the importance of developing a more comprehensive understanding of language competence and academic behavior development.

While numerous studies have examined students' perspectives on using ATTs, there has been limited focus on students' viewpoints within the context of religious-based universities. This study addresses this gap by investigating students' perceptions of ATTs at a Catholic University in West Kalimantan. Therefore,

the research questions are formulated as follows:

1. What are the students' viewpoints regarding using ATTs in EFL learning at a private Catholic University in West Kalimantan?
2. For what purposes do the students employ Automatic ATTs in EFL learning at the private Catholic University in West Kalimantan?

METHOD

This study utilizes a qualitative methodology with a case study research design to explore students' perspectives on using ATTs and their role in English as a Foreign Language (EFL) instruction within the context of a private Catholic University in West Kalimantan. Deveci and Onder (2013) contend that qualitative research seeks to understand individuals' specific events or behaviors. A case study is a research strategy in which the researcher investigates an event, process, activity, or group of individuals within a specific area (Creswell et al., 2007). This case study addresses the questions posed, assuming that each sixth-semester student possesses a distinct perception. The focus of this study is the utilization of ATT by EFL students. This case study design enables the researcher to investigate the complexity of students' perceptions and practices concerning ATTs, with reference to the University's emphasis on originality in studies.

The researchers used purposive sampling to select the participants. Purposive sampling selected participants with varied viewpoints on implementing ATT (Rai and Thapa, 2019). The participants in this study were 41 students, all of whom were 6th-semester students at a private Catholic University in West Kalimantan. The rationale for choosing them is based on the pre-research observation that they actively use ATTs as a learning assistant in their assignments.

The data were collected through a questionnaire and semi-structured interviews to capture students' perceptions of using ATTs. The questionnaire was distributed to students to gather initial data on their perceptions. This investigation employed the Likert scale to evaluate the questionnaire data. The questionnaire was designed using a 4-point Likert scale: Strongly Agree (1), Agree (2), Disagree (3), and Strongly Disagree (4). Following an analysis of data obtained from questionnaires completed by forty-one EFL students at a private Catholic university in West Kalimantan, purposive sampling was employed to select interview participants. This selection was predicated on the diversity of their perspectives and experiences concerning using ATTs and their congruence with the University's values. A total of 14 participants were chosen for interviews conducted using a semi-structured approach to capture their comprehensive perspectives and experiences. This methodology facilitates

the elicitation of more detailed and nuanced responses (Merriam & Tisdell, 2015).

Data obtained from questionnaires and semi-structured interviews were analyzed utilizing Miles and Huberman's (1994) interactive model for qualitative data analysis, which comprises three primary steps: data reduction, data display, and conclusion drawing/verification. Researchers systematically selected, simplified, and organized data from the questionnaires and interviews during the data reduction phase. The responses were categorized based on emerging themes related to students' perceptions and purposes for utilizing ATTs. The irrelevant or extraneous information was removed to focus on the important horizons regarding the viewpoints and purposes of using ATTs in EFL learning for university students (Nurhayati & Apoko, 2024). Next, the extracted data was presented as tables, bar charts, and narrative descriptions at the data display step for easy pattern identification. The questionnaire results were presented using bar charts to illustrate the distribution of students' responses, facilitating a more straightforward comparison of varying perspectives. This visualization provides a clearer understanding of the frequency of ATTs usage and the level of trust students place in it.

Meanwhile, the interview data were organized into a thematic matrix to contrast the different perspectives among the

participants (Abadi & Razmjoo, 2022) . This step facilitated the identification of recurring patterns and variations in students' attitudes towards ATTs. Ultimately, the researchers interpreted the findings at the inference and verification stage by drawing meaningful conclusions about students' perceptions and the purpose of using ATTs in English language learning. These conclusions were consistently verified by cross-referencing with the original data to ensure consistency. Data triangulation was employed to bolster credibility by comparing the questionnaire results with the interview findings. Through this analytical approach, the study ensured a systematic and rigorous examination of students' viewpoints on ATTs, offering more profound insights into their perceptions and the role of ATTs in EFL learning (Neuendorf & Kimberly, 2017).

RESULTS AND DISCUSSION

This section presents and analyzes the findings concerning students' perspectives on the utilization of ATTs and the purposes for which students employ these technologies.

Students' viewpoint on the use of ATTs

Frequency of ATT Use

Most students stated that they often use ATTs.

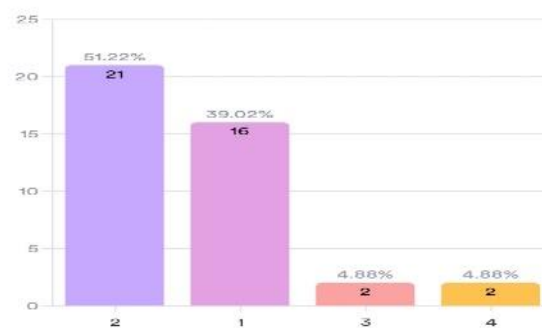


Figure 1. Students' Level of Frequency in Using ATTs

Figure 1 shows that 51.22% of students agree with this statement, while 39.02% of students strongly agree. Only a small number of students disagree (4.88%) or strongly disagree (4.88%). Furthermore, Figure 2 reinforces this finding by stating that most students use ATTs at least once weekly. In detail, 46.34% of students strongly agreed to use ATTs once a week, followed by another 46.34% who approved. However, a few students strongly disagreed (4.88%) and (2.44%) with the statement. The observed consistent usage patterns suggest that students recognize the benefits of incorporating ATTs into their weekly academic practices. Research suggests that ATTs can significantly enhance academic engagement and participation for students with disabilities in higher education (McNicholl et al., 2021). The widespread adoption of ATTs can improve educational outcomes and foster greater student technological proficiency. However, within a private Catholic university that prioritizes integrity and original academic work, students are

compelled to balance the advantages of ATTs with the necessity of independently developing linguistic skills, in alignment with the institution's commitment to ethical learning practices.

Excerpt 1: In my opinion, university values refer to norms and principles that uphold the truth, which form the basis of the University in carrying out academic and social activities. These values become the foundation in determining the University's value policy.

Excerpt 2: I think Originality means thinking critically, being honest with your own ideas, and creating something meaningful, not just copying.

As EFL students, thinking critically and understanding the language independently remain essential. Therefore, using ATTs must still be balanced with students' cognitive skills. This ensures that students can rely on technology and demonstrate a deep and original understanding of the language acquisition process.

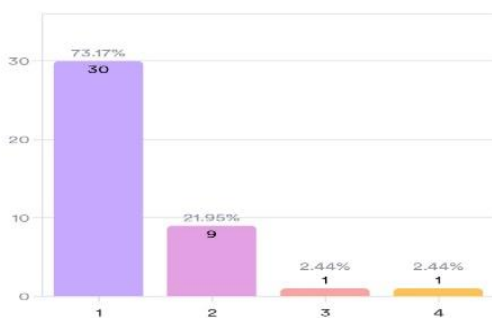


Figure 2. Frequency of ATTs Use by Students in a Week

Preferred ATTs Platforms

Students frequently use Google Translate, DeepL Translator, Microsoft Translator, and QuillBot as ATTs. Based on ATTs' preference, 73.17% of students

strongly agreed that they often use certain ATTs, followed by 21.95% who agreed. 2.44% of students disagreed, and another 2.44% strongly disagreed.



Figure 3. Students' Preference for the Type of ATTs Used

The data reveal that ATTs serve as the predominant translation resource for many students engaged in English language acquisition. This finding aligns with Lee (2019), which found a strong tendency among EFL students to use ATTs as part of their language learning process. Students' use of translation tools, particularly ATTs, is driven by various factors, including ease of access, speed, and convenience. Research indicates that these tools have significantly impacted L2 learners' writing processes and are increasingly being adopted in translation education (Vinall et al., 2024; Yang & Wang, 2019).

Excerpt 3: Because it is easy to use.

Excerpt 4: Because of the accessibility, speed, and accuracy offered.

Excerpt 5: Because the Automatic Translation Tools can produce translations in a speedy time.

Additionally, the translation produced also affects students' interest in

these ATTs. The translation quality produced by ATTs plays a crucial role in shaping students' engagement and interest in using these technologies. High-quality translations can boost students' confidence in using these tools for academic purposes, language practice, or cross-cultural communication.

Excerpt 6: I use these translation tools more often because I feel that the quality of the translation is quite accurate and reliable.

Excerpt 7: Because it provides a more precise and natural translation.

Excerpt 8: I feel that ATTs are more accurate and easier to Use.

Perceived Benefits

It can be concluded that ATTs have become a significant component of students' interpreting activities (Pastor, 2021). Many students find these tools beneficial when translating with ATTs.



Figure 4. Students' Views on the Benefits of ATTs in Translation

The data presented in the graph provides a clear indication of students' positive perceptions towards ATTs. An overwhelming majority of students, 95.12%, agree with the helpfulness of ATTs, with 73.17% strongly agreeing and 21.95% agreeing. This high level of approval suggests that ATTs have become an integral

part of students' language learning process, particularly when encountering challenging words or sentences. The strong positive response aligns with sentences that are difficult to understand. This is based on previous research by Odo (2019), which highlights the significant role of MT tools in facilitating rapid vocabulary acquisition.

The widespread acceptance of ATTs among students can be attributed to their ability to provide immediate translations and facilitate a deeper understanding of complex linguistic elements. This tool not only aids in comprehension but also serves as a bridge between languages, allowing students to navigate complex texts more efficiently. The fact that only a tiny percentage of students (4.88%) disagree with ATTs' helpfulness, and none strongly disagree, further emphasizes its perceived value in the learning environment. ATTs will increasingly support students' linguistic development and learning as technology advances.

Excerpt 9: Because it is very helpful in translating a word or sentence that I find difficult to understand so that it makes me understand.

Excerpt 10: It is very helpful because it can make it easier for me to interpret words and sentences that I think are complex.

Excerpt 11: I am very helped by the Automatic Translation Tools (ATT) because without it it might be more difficult to find vocabulary in the dictionary.

Moreover, some students perceive ATTs as advantageous because they find the process easier and quicker. This aligns with Mihalić's (2024) findings, which

suggest that MT facilitates faster translation. This perception of ease and speed might lead students to depend heavily on ATTs for their language learning tasks. However, it is crucial to consider the potential drawbacks of excessive reliance on these tools. Students might miss valuable language learning opportunities and fail to develop the critical thinking skills essential for effective communication in a foreign language.

Excerpt 12: It is very helpful because the fast translation process helps users save time, especially in emergency situations or when communicating with strangers.

Excerpt 13: I find it very helpful because I don't need to be complicated to translate an article or document, because if it is long in English, it will take a long time to read it, but if it is translated, I can look at it briefly and immediately understand.

The ATTs also help improve students' English skills by providing instant translation, enriching vocabulary, enhancing pronunciation, and facilitating understanding of sentence structure in a foreign language. This finding follows research by Odo (2019), which states that MT tools can be utilized as online translation resources, such as dictionaries and translation tools, to look up words and phrases in context and verify pronunciation, meaning, and grammar in the target language. In addition, ATTs can be a support tool in self-directed learning, allowing students to practice and explore the English language (Lieshout & Cardoso, 2022).

Excerpt 14: Because ATTs help me know new words that are still unfamiliar to me.

Excerpt 15: Because I can know where my words are wrong or right.

Excerpt 16: The Automatic Translation Tools (ATT) helps improve my English because it allows me to see live translations, understand sentence structures, and learn new vocabulary.

Students recognized that ATTs made it relatively easy to translate texts; however, in a private Catholic university context, there was a more extensive discussion about whether ATTs assisted or impeded deep comprehension. A religiously oriented educational environment plays an important role in shaping students' moral order and attitudes (Rusdi et al., 2023). Some students believed that ATTs helped them complete tasks more effectively, but they still had concerns about the potential for ATTs to limit active involvement in language learning. The University's emphasis on intellectual growth and Originality encouraged students to use ATTs strategies rather than as the principal means of completing academic tasks. The necessity of critical engagement with texts is emphasized to ensure that technology complements rather than substitutes intellectual effort.

Excerpt 17: For me, ATTs are tools that makes it easier for students to do assignments. ATTs are not the only source of knowledge, so the use of this tool is not to complete all tasks but only to provide assistance. The conclusion is, as long as students do not directly take and pluck other people's work, it already reflects originality.

Excerpt 18: It may depend on how we use it but we use it to deepen knowledge or to search for ideas

so that it can generate new ideas, so the use of ATTs is also part of the effort towards Originality.

Most students assessed the effectiveness of ATTs in translating words, sentences, or paragraphs. This demonstrates that today's translators can utilize various translation technologies to enhance the accuracy, efficiency, and cost-effectiveness (Drugan et al., 2023), including supporting English language education students. Students' positive assessment of ATT highlights its potential as a valuable resource in language learning environments. By providing quick and relatively accurate translations, these tools can help students comprehend complex texts, expand their vocabulary, and gain insights into sentence structures across different languages. However, while ATTs offer significant advantages, they should be used as a complementary tool rather than a replacement for traditional language learning methods. Educators and students alike must be aware of the limitations of ATTs and develop critical skills to evaluate and refine machine-generated translations, ensuring a balanced approach to language acquisition and translation proficiency.

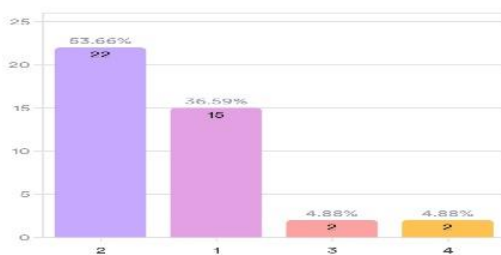


Figure 5. Effectiveness of ATT in Translating Words, Sentences, or Paragraphs

Challenges and Limitations

Nevertheless, Figure 4 indicates that 4.88% of students express disagreement with the assertion that ATTs facilitate translation, citing issues of inaccuracy or the need for improvement. The finding aligns with the findings of Muhammad et al. (2021), who also found that translations produced by ATTs, such as Google Translate, are inaccurate in translating syntactic and lexical patterns. This scepticism towards ATTs underscores the complexity of language translation and the challenges current machine learning algorithms face in capturing nuanced linguistic elements. While ATTs have made significant strides in recent years, they still struggle with context-dependent translations, idiomatic expressions, and maintaining grammatical coherence across different language structures. These limitations can lead to misinterpretations or awkward phrasing, potentially affecting translations' overall quality and reliability. As a result, users, particularly students engaged in academic or professional work, may need to critically evaluate and often manually revise ATTs' outputs to ensure accuracy and appropriateness in their translated content.

Excerpt 19: Not helpful, because the translation results can be very inaccurate or confusing, thus not providing the expected help.

Excerpt 20: Translations often need to be improved to better fit the context, especially for formal or academic use.

This statement acknowledges that while ATTs can assist in translating words or phrases, they still need further improvement to reach optimal performance. Students have also noted the limitations of these ATTs. It underscores the current role of ATTs in language learning and translation. Although they have made considerable progress in aiding the translation of words and phrases, they have not yet reached a point where they can consistently deliver perfect translations without human input. These tools have become valuable assets for students and language learners, providing quick translation access and essential language support. Nevertheless, their output often needs refinement and contextualization to ensure accuracy and suitability for various linguistic and cultural contexts.

Students, as primary users of these tools, have become increasingly cognizant of the limitations inherent in ATTs. They have noted that, although these tools can facilitate a general comprehension of foreign language content, they often encounter difficulties with nuanced expressions, idiomatic phrases, and complex grammatical structures. This awareness among students fosters a more critical and discerning approach to utilizing ATTs. The discourse within the University centers on whether ATTs contribute to academic integration or pose a risk of oversimplifying nuanced material. As part of the University's values, students are encouraged to refine their use of ATT to increase understanding without sacrificing authenticity.

Excerpt 21: In my opinion, authenticity means thinking critically, being honest with your own ideas, and creating something meaningful, not just copying. So, using ATTs for learning can reflect authenticity if we use it for exploration and creativity, not just copying.

Excerpt 22: It may depend on how we use it but we use it to deepen knowledge or to search for ideas so that it can generate new ideas, so the use of ATTs is also part of the effort towards Originality.

The University's sustained focus on critical thinking necessitates the judicious application of ATTs, ensuring that students do not merely rely on machine-generated translations but actively engage with and refine the content to meet scholarly standards. The findings of Omar & Lynne (2021) indicate that ATTs are suboptimal for facilitating language acquisition unless integrated with critical thinking skills. This underscores the enduring significance of human expertise in language learning and translation. It suggests that ATTs should be regarded as supplementary tools rather than substitutes for traditional language acquisition methods or professional translation services.

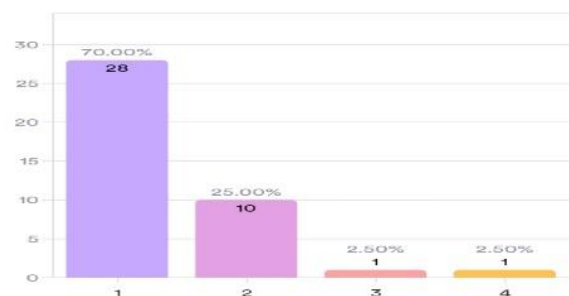


Figure 6. Weaknesses of ATTs Encountered by Students

Many students reported encountering weaknesses in their ATTs, including difficulties understanding the broader context and translating slang. According to Mihalić (2024), MT is helpful for texts that can be translated literally but are unsuitable for creative contexts. These limitations can significantly affect the quality and accuracy of translations, particularly for complex or nuanced texts. Consequently, human translators remain vital for tasks that require cultural understanding, idiomatic expressions, and contextual interpretation. To overcome these shortcomings, developers of ATTs continually strive to enhance their algorithms and integrate more advanced natural language processing techniques. Developers are improving algorithms and incorporating advanced natural language processing techniques to address various software engineering challenges (Ahsan et al., 2017; Nazir et al., 2017).

Excerpt 23: Difficulty in understanding the wider context and sometimes inaccurate translation of less standardised/slang language.

Excerpt 24: Translating literally without understanding the context, so the result does not match the original intention.

Some stated that the ATTs sometimes had translation errors. On the other hand, Bentivogli et al., (2016) also generally showed that for all long sentences, lexically rich texts produced some morphological, lexical, and a few word order errors. These errors could lead to misunderstandings or

misinterpretations of the original text, highlighting the importance of human oversight in the translation process. Despite these limitations, ATTs continue to improve rapidly, with advancements in neural MT models showing promising results in reducing error rates. As technology evolves, researchers and language professionals must collaborate to refine these tools, ensuring they can accurately handle complex linguistic structures and nuanced meanings.

Excerpt 25: Errors occur when using it for a long time.

Excerpt 26: sometimes errors in detecting sentences.

Excerpt 27: Limits the number of characters that can be translated at a time, making it difficult to translate long documents.

In light of these constraints, integrating ATTs with guided learning methodologies is strongly recommended. Educational exercises can be developed to enable students to critically analyze translations produced by ATTs, compare them with their interpretations, and make necessary refinements. This strategy aims to reduce excessive dependence on ATTs while leveraging their advantages for swift comprehension.

Effects on Students' Confidence and Dependency on ATTs

On the other hand, students feel that ATTs affect their confidence in using English. Many students feel more confident in using English with the help of ATTs. The finding is in line with the findings by Aldossary (2023), who stated that assisted

translation tools in the translation industry have improved overall work output, increased translators' confidence levels, and enhanced their self-efficacy.

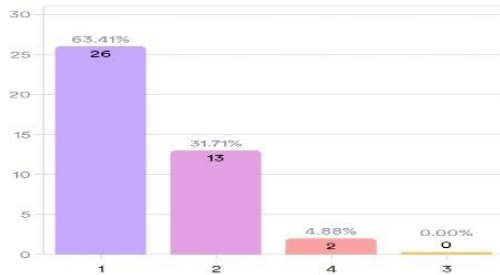


Figure 7. The Effect of ATTs on Students' Self-Confidence in Using English

On the other hand, students felt that the ATTs positively impacted their confidence in using English. Many feel more confident communicating, especially speaking, writing, and understanding texts, with the help of ATTs. This increased confidence can be attributed to the immediate feedback and support provided by ATTs, allowing students to verify their language usage in real time. As a result, students may feel more empowered to take risks and experiment with more complex language structures, knowing they have a reliable tool to assist them. However, it is essential to note that while ATTs can boost confidence, they should not be relied upon as a substitute for developing genuine language skills and proficiency.

Excerpt 28: The effect of ATTs on my confidence is quite helpful in increasing my confidence in using English, especially in writing and understanding texts, although sometimes I still make word usage mistakes in writing.

Excerpt 29: I feel more confident when using it.

Previously, I had tried to speak in English based on my own translation, but the result was not right. However, with the help of the ATTs, my interlocutors understood my meaning better, so I felt more confident.

However, numerous students have recognized an excessive reliance on ATTs within the learning process. According to the data collected from the closed-ended questionnaire, many students reported feeling overly dependent on ATTs for learning English. In line with these findings, Boemiya et al. (2023) also found that the frequent use of Online MT in EFL classrooms has resulted in over-reliance which may result in less active language development. To address this risk effectively, it is essential to implement a comprehensive strategy wherein students employ ATTs as supplementary tools rather than as their primary resources.

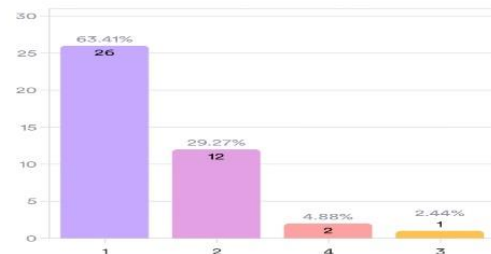


Figure 8. Students' Dependence on ATTs in the Learning Process

Students' dependence on ATTs is evident when they feel less confident while translating or using English independently without their assistance. Excessive reliance on ATTs can negatively impact students' language acquisition and hinder their ability to think critically in the language they are learning. Consequently, lecturers are tasked with striking a balance between

allowing the use of ATTs as a learning tool and motivating students to develop their linguistic abilities. Language teachers must adopt methods that encourage the responsible utilization of ATTs while simultaneously building students' self-assurance in their independent language skills.

Excerpt 30: I lack the confidence to translate a word or sentence manually according to my own knowledge or speaking without the help of an ATT.

Excerpt 31: I feel quite dependent, so it has an impact on my English skills because I become lazy and rarely practice, so I need ATTs assistance every now and then.

Students who reported increased confidence in using English with ATTs raised concerns about using the tool too frequently. According to community members' discussions, using ATTs as a tool at this faith-based academic institution necessitates independent administrative abilities. The University opposes students leaning excessively on ATTs since this practice counteracts its primary objective of promoting authentic linguistic development. Students practice language skills under personal supervision to develop their self-confidence under academic expectations for independent learning at the University.

Excerpt 32: From what I have seen, this University focuses not only on academics but also on values such as service, reflection, courage, and community. The University wants its students to grow into honest, caring, courageous and responsible individuals. In this regard, the use of ATTs can be used as a

support for me, as students we must be able to utilize ATTs to create ideas or innovations that have never existed before and produce something new for us to learn to improve our abilities.

Academic discussions actively revolve around finding the appropriate balance between technological support systems and independent language development. The issue has encouraged some students to start using ATTs wisely. They realize that, as English language education students, an independent understanding of English is fundamental. Previous research also states that language students should indeed become independent learners and be able to adapt to technological developments (Klekovkina & Higney, 2022). Hence, it encourages some students to limit their use of ATTs, not negatively influencing their abilities.

Excerpt 33: I try not to rely too much on these ATTs. I realize that automatic translation is just a tool, and the ability to understand English independently is still the most important.

Excerpt 34: I sometimes don't use ATTs to help me with my assignments, I do it as much as I can, which impacts my confidence to do my assignments on my own.

Realizing the impact of relying too much on ATTs, these students have changed their use over time. As they progressed in their language learning journey, many students began to use ATTs more selectively, focusing on specific words or phrases rather than entire texts. This shift in approach allowed them to maintain a balance between leveraging technology and developing their language skills. Consequently, students reported

feeling more confident in their ability to communicate independently while still benefiting from the support of ATTs when needed.

Excerpt 35: Over time, I have become more selective in using the ATTs. I used it more to understand the meaning of words that I did not understand, rather than to translate the entire text. I also started trying to guess the meaning of words based on the context of the sentence, before using the ATTs.

Excerpt 36: Most of the time, I try not to rely only on the ATTs, but also learn from the translations provided. By studying them I was able to understand the context and grammar used.

Given ATT's known limitations, several improvements can be recommended. EFL teachers should also incorporate ATTs into the curriculum under careful supervision so that students use them to complement their basic language learning skills rather than as a substitute. As demonstrated by the findings of Liu et al. (2022), a majority of participants strongly agreed with integrating MT into the translation curriculum, citing its potential benefits when applied correctly. It is recommended that higher education institutions develop ATTs literacy initiatives to aid students in critically assessing translations, identifying errors, and enhancing their work. Such efforts will promote more effective and insightful ATTs use within an educational context.

Purposes of Using Automatic Translation Tools (ATTs)

ATTs are widely used among university students, highlighting their role as a key tool in student activities. Based on

the results of the questionnaire, the researchers found that most students use ATTs to assist them in academic and non-academic activities. Eriksson (2020) also, some teachers and students use MT for academic and non-academic purposes.

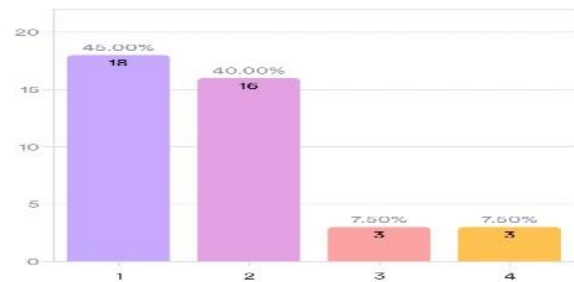


Figure 9. Use of ATTs for Academic Activities

This widespread adoption of ATTs among students and educators underscores its growing importance in the academic landscape. As technological advancements continue, ATTs will become increasingly sophisticated and integrated into various facets of university life. However, it is crucial to consider the potential implications of relying too heavily on automated translation tools, particularly regarding language learning and academic integrity.



Figure 10. Use of ATT for Non-Academic Activities

Academic Activities

Students use ATTs to read English articles or texts in academic activities. These tools provide quick translations, allowing students to access a broader range of educational resources in their native language. However, the accuracy and nuance of MTs can vary, potentially leading to misunderstandings or misinterpretations of complex academics (Škobo and Petričević, 2023). Consequently, educators face the challenge of balancing the benefits of increased accessibility with the need to ensure students develop strong English language skills for academic purposes.

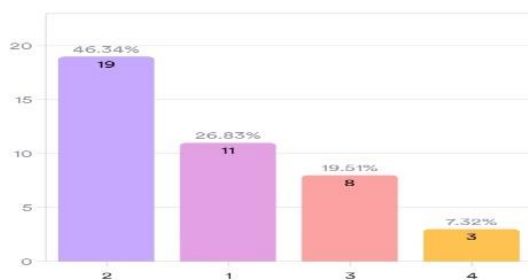


Figure 11. ATTs Utilization for Reading English Articles or Texts

Many students report leveraging the ATTs to aid their understanding of English-language articles and texts. Following this observation, Steigerwald et al. (2022) further asserted that Automated Translation is employed to translate texts with a degree of quality. This utilization of ATTs highlights the pervasive reliance on technology to overcome language barriers in academic settings.

Excerpt 37: ATTs really help me in understanding scientific articles or journals that are in English. I can quickly look up the meaning of words I don't understand and get a

general idea of the content of the article and in writing Articles or reports.

Excerpt 38: I think the Automatic Translator Tools (ATTs) really help me in understanding English articles, faster, besides that I also use it to find synonyms or more precise phrases when writing assignments or making certain reports that are required to use English.

Besides reading English articles or texts, ATTs help students translate assignments or documents. Translating assignments with ATTs can significantly reduce the time and effort required for language conversion.

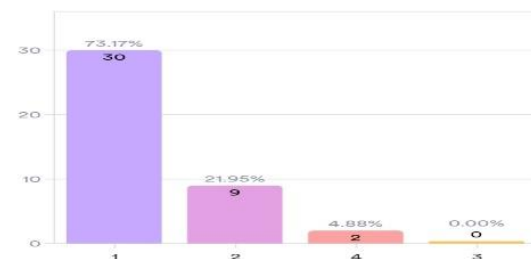


Figure 12. ATTs Utilisation for Translating Assignments or Documents

ATTs help students translate assignments or documents because they are considered easy to use, can help transfer meaning, and can help paraphrase sentences. Studies have shown that these tools can benefit specific contexts (Garcia, 2010).

Excerpt 39: ATTs are very helpful in doing assignments, because it is very easy to use when translating English into Indonesian.

Excerpt 40: It helps me interpret words that I don't understand, find new vocabulary such as paraphrasing, and most importantly it helps me transfer the meaning of the language from unknown to easy to understand.

Many students use ATTs to help them write in English and communicate in class. These tools can benefit non-native English speakers who struggle with language barriers.

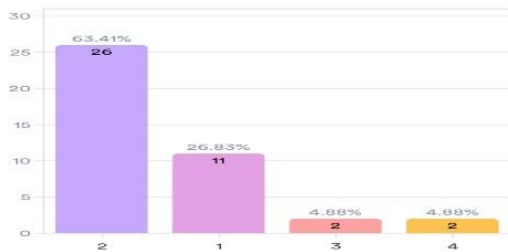


Figure 13. Utilisation of ATTs in Writing in English

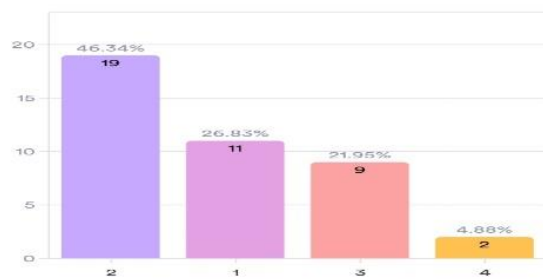


Figure 14. ATTs Utilisation in Communicating in Class

Non-Academic Activities

On the other hand, in non-academic activities, students utilize ATTs to aid in understanding English audio or video content. Figure 15 shows that most students agree that students use the ATTs to understand English audio or video content.

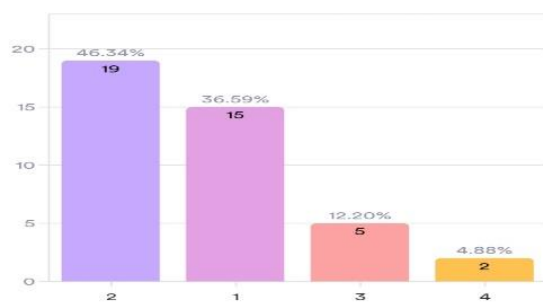


Figure 15. ATTs Utilisation in Understanding English Audio or Video Content

Based on the interview results, students also use ATTs in various non-academic activities, such as communicating with international friends, understanding product instructions, researching tourist attractions in a country, interpreting social media content, creating English captions for social media posts, and understanding English films. Babaali & Salem (2024) even examine the use of MT technology to translate text on social media. This trend suggests that ATTs are a tool for academic pursuits and an integral part of students' daily lives, enabling them to navigate an increasingly globalized world.

Excerpt 41: Apart from academic assignments, ATTs also, could you help me in following conversations?

with foreign friends, understanding instructions for using a product or finding information about tourist attractions in English-speaking countries and watching English films.

Excerpt 42: I have used ATTs to understand English content on social media, such as Instagram and TikTok, I also sometimes caption my Instagram or WhatsApp posts in English with the help of ATTs.

The interview findings revealed that students predominantly employ ATTs for academic purposes rather than non-academic ones. Many students consider them an invaluable resource for completing scholarly assignments, comprehending English literature, and composing reports or articles in English. Nevertheless, many students use ATTs daily to comprehend digital content and interact in English.

Excerpt 43: I use it most often in academic activities when doing assignments. But in non-academic activities I also use it.

Excerpt 44: I use it more often for Academic purposes.

ATTs have emerged as a crucial resource for students, enhancing their English language abilities in academic and non-academic settings. As the demand for English proficiency continues to rise, the utilization of ATTs is expected to expand in the coming years. Nevertheless, there are specific scenarios where ATTs are less beneficial for students, particularly in oral communication exercises requiring facial expressions and gestures. Additionally, students have noted that ATTs are not as helpful when translating local idioms or phrases that do not exist in the Indonesian language. The translation of idioms, particularly those tied to contextual peculiarities, remains a complex task for MT systems (Andayani et al., 2023).

Excerpt 45: For me, ATTs are not very helpful when we learn speaking, because besides fluency in speaking, this activity also requires expression and body language.

Excerpt 46: The Automatic Translation Tools (ATTs) are less helpful when translating local idioms or expressions that do not exist in the Indonesian language itself.

At this private Catholic university, students utilize ATTs for academic and extracurricular purposes. The institution emphasizes the principle of Originality in Studies, which necessitates that students balance ATTs with enhancing their linguistic competencies. While students may employ ATTs for reading, writing, and vocabulary development, they are required

to maintain the originality of their work. These tools are employed for academic endeavors and personal activities, such as social media interactions and friendships. The university advocates for learning and personal development, viewing Originality as facilitating language acquisition rather than a complete substitute. Both students and faculty concur on the prudent use of ATTs, emphasizing critical thinking and self-improvement.

Excerpt 47: One of the core values of the college is Originality, in my opinion, refers to something original or new without copying someone else's idea. This encourages campus citizens including lecturers and students to be able to create ideas or innovations that are entirely from them.

Excerpt 48: So far, what I know about the value of my campus is that it emphasizes the study of truth, this campus really emphasizes truth in all its aspects. So, I think the value of truth that I get is not only for my own consumption but also to be shared with others. Every student is required to produce something that comes from their own abilities, especially in the search for truth.

The research suggests that students perceive that ATTs have significantly enhanced their English language acquisition for academic and everyday use. Despite the convenience and speed that ATTs offer in text translation, students are aware of their shortcomings, particularly in comprehending broader contexts, accurately translating idiomatic expressions, and fostering direct oral communication abilities. Consequently, a judicious and measured approach to using ATTs can enhance students' English

proficiency while maintaining independent language learning practices.

CONCLUSION

The research indicates that students have a favorable perception of ATTs. They frequently utilize platforms such as Google Translate, Translator, Microsoft Translator, and DeepL Translator to aid their English language acquisition. QuillBot is also employed for academic tasks. Students acknowledge ATTs as instrumental in enhancing their confidence, particularly in writing and comprehension. However, they also recognize the potential risk of over-reliance, which may adversely impact their critical thinking skills, a concern that aligns with the university's emphasis on originality in academic pursuits. Despite this, students maintain their academic integrity, perceiving ATTs as a facilitative tool rather than a replacement for independent learning. ATTs are predominantly used for academic purposes, such as translating assignments, comprehending English texts, and improving writing skills. Although non-academic uses, such as social media interaction, were also observed, the primary focus remains on academic applications. These findings underscore the dual role of ATTs as facilitators of language learning and potential threats to academic authenticity. The ethical and effective use of ATTs in education refers to the responsible integration of these tools to enhance learning without compromising academic

integrity. Ethically, students are beginning to use ATTs to support understanding and idea development, rather than to replace original thinking or avoid assignments. Regarding effectiveness, ATTs are strategically used to build vocabulary, understand sentence structure, and deepen language awareness, while still encouraging reflection and independent effort. To balance efficiency with the university's values, institutions should integrate ATTs' literacy programs, emphasizing critical evaluation and responsible use. However, this study is limited by its focus on a small number of participants and the academic context. Consequently, future research could explore broader demographics, non-academic uses of ATTs, and the long-term effects of ATT dependence.

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AUTHOR CONTRIBUTION STATEMENT

All authors contributed significantly to the research and preparation of this article. The first author conceptualized the study, drafted the initial manuscript, designed the first research methodology, collected data, and analyzed the data. The second and third authors contributed to the literature review, the development of instruments, and the interpretation of results, providing critical revisions to the manuscript. Ready paper finalization was also in their good hands.

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