

The Correlation Between Students' Translation Ability and the Frequency of Using Google Translate of English Study Program Students at Riau University

Hubungan Kemampuan Terjemahan Mahasiswa dan Frekuensi Penggunaan Google Translate pada Mahasiswa Program Studi Bahasa Inggris di Universitas Riau

Maria Ulfa ^{a,1*}, Erni ^{b,2}, M. Syarfi ^{c,3}

^{a,b,c} Faculty of Teachers Training and Education, Universitas Riau, Indonesia

maria.ulfa2574@student.unri.ac.id, erni@lecturer.unri.ac.id, msyarfi1961@gmail.com

Corresponding author: erni@lecturer.unri.ac.id

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ABSTRAK

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Abstract

The objective of this research was to discover the correlation between students' translation Ability and the frequency of using Google translate. This research applied a quantitative approach with a correlational research design. The sample for this research included 36 representative from the sixth-semester students, who have completed Translation subjects for 2 semesters. The researcher used an online questionnaire and translation test to collect the data. The data was computed and analyzed by using Pearson correlation. The score of correlation obtained is -0.075 which is in the interval of 0.00-0.20. Thus, the relationship is categorized as a very low correlation. Furthermore, based on the calculation of the product moment suggested that the p-value is higher than the level of significance (0.662>0.05) which means the Null Hypothesis (N0) is accepted and the Alternative Hypothesis (Ha) is rejected. It means there is no significant correlation between students' translation Ability and the frequency of using Google translate of English study program students at Riau University. The calculation of determination of coefficient additionally indicated that only 0.6 % students' translation ability was influenced by the frequency of Google Translate use.

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kemampuan penerjemahan siswa dengan frekuensi penggunaan Google translate. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Sampel penelitian ini adalah 36 perwakilan dari mahasiswa/I semester enam yang telah menyelesaikan mata kuliah Penerjemahan selama 2 semester. Peneliti menggunakan kuesioner online dan tes terjemahan dalam mengumpulkan data. Data penelitian dihitung dan dianalisis dengan menggunakan Korelasi Pearson. Skor korelasi yang diperoleh adalah -0,075 yang berada pada interval 0,00-0,20. Dengan demikian, hubungan tersebut dikategorikan sebagai korelasi yang sangat rendah. Selanjutnya berdasarkan perhitungan product moment menunjukkan bahwa p-value lebih tinggi dari taraf signifikansi

(0,662>0,05) artinya Hipotesis Null (N0) diterima dan Hipotesis Alternatif (Ha) ditolak. Artinya tidak ada hubungan yang signifikan antara kemampuan penerjemahan mahasiswa dengan frekuensi penggunaan Google translate pada mahasiswa program studi bahasa Inggris di Universitas Riau. Perhitungan determinasi juga menunjukkan bahwa hanya 0.6% kemampuan penerjemahan mahasiswa dipengaruhi oleh frekuensi penggunaan Google Translate.

1. Introduction

In today's era of globalization, translation activities become more and more important. Translation activities bring great benefits to knowledge development and international cultural exchange. As Newmark (2003) said that "*No global communication without translation*". Translation does not just transform one language into another, it also provides the right information to properly convey the content. In the position of foreign language education in Indonesia, students are required to have good translation skills, which are often a barrier for students with little knowledge of English, especially in academia where foreign-language literature is frequently used.

In general, translating from one language to another is a difficult task. According to Bazlik (2009) "translation is not an easy task, particularly when translating special pieces of text containing features that are not commonly found in English". Thus, students' ability to translate can assist them in understanding the meaning of the text. Therefore, learning translation in class is very necessary for them, especially for English education students. In Riau University, Translation has been taught in English Education Department. The Translation subject is given for two semesters (semesters 5 and 6) with the ultimate goal that students can translate texts from English into Indonesian or Indonesian into English properly. However, learning English in a class is not enough to improve their skills, but then they also learn outside of class or at home more (Siregar, 2021). Students have to learn more so they can acquire new knowledge and improve their skills in English translation. Learning inside and outside of the school can have a significant effect on increasing the ability of the students themselves.

For learning outside of class, students can use the sophistication of technology that has been developed. Various kinds of online translation applications and websites are widespread on the internet and can be accessed anywhere. One of the translation applications with the highest number of users is Google Translate. Macduff Hudghes as Engineering Director of Google Translate said that Indonesia is in the top 10 as the country with the most Google Translate users (Hudghes, 2017). Developed by Google Incorporation, Google translate is an application to translate text or web pages from one language into another language, for example, from Indonesia to English or vice versa (Maulida, 2017). Google Translate, now known as a free online application, can automatically translate content into one of the third-party languages available on its website (Butler, 2011). With Google Translate, users can quickly and easily translate common content well in over 109 languages. It can collect data and find page formations that were previously inaccessible due to language barriers.

With an increasing number of active users, Google introduced Neural Machine Translation (NMT) technology into the translation process in 2016. NMT is currently state-of-the-art in machine translation and can provide translations of the highest

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quality (Yip, 2020). The technology recognizes sentences as a whole rather than word by word. Additionally, NMT uses broader context to ensure translation results are the most relevant with conversational language with the correct grammar (Hudges, 2017).

Since its presence 15 years ago, Google Translate has become the choice of internet users in the world to translate content. Any students use Google Translate to translate English texts into Indonesian or Indonesian texts into English. As one of the translation engines with the most users in the world, Google Translate is often used for translating many languages, especially English. Google Translate is now accessible through a web interface alongside the smartphone application. Besides being used in translation activities, this application also has some advantages related to the language field, such as Spelling media, quick dictionaries, pronunciation media, etc. (Maulida, 2017). This is also one of the reasons why several schools can use Google Translate as an alternative tool to translate more easily and effectively. Erlina et al. (2019) conducted a study to explore the use of Google Translate as an alternative tool to support students at Negeri University, Jakarta, Indonesia in translating and developing their translation knowledge and skills. Survey results indicated that some students benefit most from self-study if they have the support to use Google Translate effectively.

The study also reveals that utilizing Google Translate for classroom activities and reference books can help students to learn autonomously and create techniques for overcoming language difficulties. Additionally, Bayu (2020) conducted a similar study to examine the effectiveness of using Google Translate as a vehicle for learning English in Package B of PKBM Suryani. According to the findings of this study, residents learning PKBM Suryani Package B probably benefit from the presence of the Google Translate application as a medium for learning English. Despite its shortcomings, this application has positive participants' attitudes. They believe that as long as the relevant context is taken into account, the translation results will be correct.

While the Google Translate application still has shortcomings in terms of contextual translation, the application is very useful for learning English. When used effectively, it can more quickly and effectively support the process of translating the text into a foreign language and vice versa. As noted by (Cromico, 2015), using Google Translate for translation analysis makes translations less accurate, less acceptable, and less readable. This is understandable because, at that time, Google Translate still adapted SMT (Statistical machine translation) which can produce a low-quality translation. But since the advent of NMT on the Google Translate service, it is believed to be able to improve translation results closer to human translation. It is proven by the research conducted by (Rival & Angi, 2019) that the results of Google Translate Translation are better than the other translation machines.

Based on the explanation above, the researchers wants to discover whether there is or not a relationship between the use of Google Translate on students' translation abilities, especially for 6th-semester students of English education at the University of Riau. In addition, this study additionally aims to observe how far the relationship between the use of Google Translate and students' translation ability.

2. Methodology

The the researchers applied correlational design in this study. Correlational research collects data on two or more variables from individuals and determines whether the variables are related (correlated) Ary et.al (2010:28). This correlation study is used to examine the degree of correlation between the independent variable or variable X (student's translation ability) and the dependent variable or variable Y (frequency of use of Google Translate).

The sixth-semester students of the English Department University of Riau in the academic year 2021/2022 which consists of three classes were the population of this research. They are class 6A, 6B, and 6C. The total population is 119 students. The researcher was taking the sixth-semester students who have completed translation for two semesters (Translation I and Translation II).

This study applied purposive random sampling. According to Arikunto (2010, p.183), purposive sampling is the process of selecting samples based on a specific purpose. Purposive sampling allows researchers to select representatives from the population. Arikunto (2006, p.134) recommends taking all subjects if the subject count is less than 100. However, if the subject is greater than 100, the researcher can take 10% - 15% or 20% - 25% or more.

Based on the theory above, in taking the research sample, the researcher has taken a sample proportionally of 30 % from each class. Therefore, the total sample for this research was 36 students from three classes.

In collecting the data, the researcher applied online questionnaire of Google translate use and a translation test. The questionnaire used by the researcher to collect information about the frequency of students use of Google Translate. Data retrieval via Google Forms as an alternative to direct research using written questionnaires. Some aspects of the questionnaire were adapted from items on students' attitudes toward the use of google translate by (Susanto, 2017), (Yanti et al., 2019) and (Aziez & Hidayat, 2019). The questioner was dialed with respondents' opinion in responding to the following options, as follows: Always, often, sometimes, rarely, and never. In the scoring of the questionnaire, the response was coded. The technique of scoring the questionnaire used the Likert scale (Sugiono, 2010). To observe students' frequency of accessing Google Translate, statements divided into two categories: favorable and unfavorable.

Along with the questionnaire, the translation test was also inserted in the Google forms to observe students' translation ability. The translation test was in the form essay adopted from www.unicef.org. To elude the bias, this research involved three raters. The raters were also given the same translation rubric. The qualifications of the raters are the English lecturer and experienced in English language teaching for at least 3 years. In the test, students were requested to translate into Indonesian. The quality of student translation results was assessed using a Nababan scoring scale (2012). The scoring scale is comprised of three components: accuracy, acceptability, and readability.

Each of these aspects has three scales. Scale 1 is for the lowest score and Scale 3 is for the highest score. This means that students' translation work was not only assessed based on finding true/false word equivalents but also at the grammatical and semantic level. Using a scale allowed the raters to rate translations based on appropriate categories. For example, in terms of acceptability. If the translation contains words, phrases, or sentences that comply with Indonesian rules, students

will receive a rating of 3. This also applied to observe accuracy and readability of translation.

To ascertain whether the two variables indicate a correlation or not, the researcher calculated the data using the Pearson coefficient value using SPSS Program 26 for Windows. The correlation coefficient, denoted by r , represents the degree of correlation. r has a value between -1 and + 1. If the value of r is positive, the correlation is positive: the value of variable x increases, and so does the value of variable y . Meanwhile, the value of r is negative, implying that the correlation is also negative: as variable x increases, variable y decreases (Anas, 2005).

This research was carried out on June at the Department of English, Faculty of Teacher Training and Education, Riau University by issuing an online questionnaire and test. It takes 2 weeks to complete and review the Google form. It is necessary to avoid errors such as mistyped words, double statements and missing statements. From June-July 2022 G-form are distributed to each class president via WhatsApp.

Following data collection, the data was analyzed using Pearson Product Moment Correlation. This analysis was carried out employing SPSS 26. This study includes the following test levels:

First, testing normality. A normality test is administered to determine whether the data is distributed normally or not. If the Asymp. Sig. (2-tailed) value is greater than 0.05, the data is considered normal. If the Asymp. Sig. (2-tailed) value is less than 0.05, the data is classified as not-normal.

Second: testing linearity. A linearity test is administered to determine whether or not the data is linear. If the value of Deviation from Linearity Sig. is greater than 0.05, the data is classified as linear. If the value of Deviation from Linearity Sig. is less than 0.05, the data is classified as nonlinear.

Third: The correlation study. If the Sig. (2-tailed) value is less than 0.05, the correlation is significant. This proves that the alternative hypothesis is accepted. If the Sig. (2-tailed) value is greater than 0.05, there is no correlation between the variables and the alternative hypothesis is rejected. Anas (2005)'s interpretation of number correlation r_{xy} product-moment was applied to observe the criteria of the correlation of the two variables. It can be seen in the following table:

Table 1.
Interpretation of Number Correlation r_{xy} product-moment

The correlation coefficient	Interpretation
0.00-0.20	Very low correlation
0.20-0.40	Low correlation
0.40-0.70	Moderate correlation
0.70-0.90	High correlation
0.90-1.00	Very high correlation

Fourth: Test for Determination Coefficient (R^2). The purpose of this test is to determine how much one variable influences the other. The R^2 value is used to determine how strongly one variable influences the other.

3. Findings and Discussion

3.1 Data Presentation

3.1.1 Translation Ability (X)

Table 2.
Translation Test Result

	N	Minimum	Maximum	Std. Deviation	Mean
Translation	36	59	100	12,86	81,02

Table 2 indicates that the lowest score obtained by students is 59, while the highest score is 100. The distribution of the score is calculated as follows: (1) Standard Deviation= 12,86 and Mean= 81.02. To assess the level of translation ability, the researcher used the classification from (Yuanita Novikasari, 2011). The classification can be observed below:

Table 3. Classification Students' Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
65-65	Fair
36-55	Poor
00-35	Very Poor

3.1.2 The Frequency of Using Google Translate (Y)

Table 4. Questionnaire Result

Variable	N	R	S	O	A
The Frequency of Google Translate Use	54	194	296	310	157

Based on the table above, it is observed that "never" has 54 frequencies, "rarely" has 194 frequencies, "sometimes" has 296 frequencies, "often" has 310 frequencies, and "always" has 157 frequencies. It can be inferred that most students "often" use Google translate for their learning activity.

3.2 Data Findings

3.2.1 Normality Test

The normality test is applied to determine whether the dependent and independent variables have a normal distribution or not. Table 5 indicates the results of the normality test.

Table 5. Normality Testing

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		36	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	16.23335564	
	Most Extreme Differences	Absolute	.056
		Positive	.041
		Negative	-.056
Test Statistic		.056	
Asymp. Sig. (2-tailed)		.200 ^{c,d}	

The asymptotic significance normality was 0.200 based on normality testing using the SPSS 26 program. As a result, the normality was checked using the table of Kolmogorov-Smirnov. Because the asymptotic significance is $0.2 > 0.05$, the data can be assumed to be normally distributed.

3.2.2 Linearity Test

Linearity testing was conducted to know whether both variables show a linear relationship or not. The result of linearity testing can be shown on table 6 below:

Table 6. Linearity Testing

ANOVA Table				Sum of Squares	Mean Square	Sig.
The Frequency of Using Google Translate * Students' Translation Ability	Between Groups	(Combined)	2471.056	224.641	79	646
		Linearity	52.625	52.625	18	670
		Deviation from Linearity	2418.431	241.843	85	586
Within Groups			6804.833	283.535	4	
Total			9275.889		5	

The asymptotic significance linearity was 0.586 based on linearity testing using the SPSS 26 program. As a result, the linearity was checked using the table of Anova. Because the asymptotic significance is $0.586 > 0.05$, the data can be assumed to be linear.

3.2.3 Hypothesis Testing

The Pearson Product Moment correlation was calculated using the SPSS 26 program in order to test the study's hypothesis. The result using SPSS can be observed in the table below:

Table 7. Correlational Analysis

Correlations		Students' Translation Ability	The Frequency of Using Google Translate
Students' Translation Ability	Pearson Correlation	1	-.075
	Sig. (2-tailed)		.662
	N	36	36
The Frequency of Using Google Translate	Pearson Correlation	-.075	1
	Sig. (2-tailed)	.662	
	N	36	36

The Pearson correlation value is -0.075 with a significance of 0.662 , as shown in the table above. Because the value Sig. (two-tailed) > 0.05 , it indicates that there is no significant relationship between students' translation Ability and the frequency with which they use "Google Translate." In other words, the null hypothesis (H_0) was accepted while the alternative hypothesis (H_a) was rejected. According to Anas's (2005) correlation criteria, the correlation coefficient is **Very Low Correlation** with a negative relationship between two variables.

The coefficient was calculated using SPSS 26 to determine how much students' translation ability and Google Translate frequency influence each other. The result was shown in the table below:

Table 8. The Determination of Coefficient X and Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.075 ^a	.006	-.024	16.470
a. Predictors: (Constant), Students' Translation Ability				

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According to the table above, the obtained R square is 0.006. It means that more or less 0.6% of students' translation ability was influenced by the frequency of Google translate use. While the rest (99.4%) is most likely due to other factors not investigated in this study.

Furthermore, a discussion presented in order to answer the research question. After calculated the data using SPSS 26, it showed that p-value is bigger than the level of significance ($0.662 > 0.05$). Thus, the hypothesis which said "There is no significant correlation between students' translation Ability and the frequency of using Google Translate of English study program students at Riau university" was accepted. Then, the coefficient correlation was -0.075 which is in the range 0.00-0.20. It indicated a very low and negative correlation among variables.

The research seems to be relevant with the research conducted by Astuti (2012) with the title *The Correlation between Google Translate and Students' Translation (A descriptive study)*. It proves that only 31% of the sample had a high intensity in using Google Translate. After the students' translation were analyzed showed that there was no significant correlation between Google Translate and both vocabulary and grammar of students' translation. Furthermore, the study conducted by Aziz & Hidayat (2019) also has the same result. It was conducted to observe the effect on the use of Google Translate on students translation quality. The result demonstrates there is no significant correlation between the use of google translate on students' translation quality.

Even though the use of Google Translate did not have a significant effects on students' translation ability, it was still used by the majority of english study program students with 47,5% (17 participants). They also employed google translate to help them doing translation assignment with 41,7% (15 participants). While most of students (52,8%) always employ Google translate to verify unknown words. The results supported by Susanto (2017) that 44% of the participants employed google translate for verify the unknown words. Students are more likely make use the presence of Google translate as an alternative tool to make them easier to translate words or texts in daily use and greatly benefit them to learn effectively. This was corroborated with Herlina et al. (2019) which stated that students could optimally benefit from their self-learning if they are assisted to use Google Translate effectively. Students also were greatly assisted by using Google Translate as learning medium (Bayu, 2020).

Rather than the use of translation tool such as Google Translate, students' translation ability are more correlated with the language ability such as vocabulary mastery, grammar mastery, and reading comprehension. According to Novikasari (2011), students' translation results will be better if they understand and know about the meaning of the words, word uses and word formations by improving their vocabulary mastery. Besides vocabulary, grammar mastery also has significant effects on translation ability. According to Oktari et al. (2019) there is a significant correlation between students' translation and grammar mastery. In order to make good translation, students must master grammar in order to produce better translation quality. Furthermore, reading comprehension also plays important role on translation ability. Syalwah (2020) stated in her study that students' activity and frequency in reading comprehension give a useful contribution to enlarge their translation ability.

As a result, it is most likely that student frequency of Google Translate contributes less to students' translation abilities. Language ability, such as grammar (Andayani, 2017), vocabulary mastery (Novikasari, 2011), reading comprehension (Syalwah, 2021) and so on, are other factors that contribute more. Students who use Google translate in translating text are required to maximize other abilities in order to improve their translation ability. They are encouraged to not only rely on the ease of Google translate use but also to practice doing the translation on their own.

In short, there is a very low and negative correlation between students' translation Ability and the frequency of using Google Translate of English Study Program Students at Riau University. The correlation, however, has not been statistically proven to be significant. Hence, it is regarded as an insignificant correlation.

4. Conclusion this

Based on the analysis of translation test, the mean score that students gained was 81,027. So, the translation ability of the sixth-semester students of the English study program at Riau University can be categorized as Good Level. For the questionnaire results, it can be observed that "never" has 54 frequencies, "rarely" has 194 frequencies, "sometimes" has 296 frequencies, "often" has 310 frequencies, and "always" has 157 frequencies. It can be inferred that most students "often" apply Google Translate in their learning activities.

According to correlational analysis, it is observed no significant correlation between students' translation Ability and the frequency of using "Google Translate" of English study program students at Riau University. The finding proves that p-value was bigger than the level of significance $0.662 > 0.05$ which means Null Hypothesis (N₀) was accepted and Alternative Hypothesis (H_a) was rejected. Then, based on findings the calculation of R square, it seems that the frequency of "Google Translate" used among students gives less contribution on students' translation ability. In this case, it seems that other factors such as language ability, including grammar (Andayani, 2017), vocabulary mastery (Novikasari, 2011), reading comprehension (Syalwah, 2021) and so on, are other factors that contribute more.

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