



## **ANALYSIS OF THE BENEFITS AND EFFECTIVENESS OF GOOGLE TRANSLATE IN WRITING CLASS**

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### **ABSTRACT**

Google Translate offers several benefits and has proven effective in supporting English learning. It assists students by enabling quick translation of words, sentences, and phrases, enriching vocabulary and sentence construction. Its features like text, voice, camera translation, and offline mode make it a versatile tool for language learning. It also helps learners improve vocabulary, understand complex sentences, and practice pronunciation. Therefore, Google Translate can be chosen as a main supplementary learning tool particularly in learning English. In this study, the writers analyze the benefits and effectiveness of Google Translate in supporting English writing skills among students of Polytechnic Tonggak Equator. The research employs qualitative descriptive methods and involves sixth-semester students as respondents. Findings indicate that Google Translate helps improve vocabulary, grammar comprehension, and writing confidence, although over-reliance can reduce students' critical engagement with language. With guided use, this tool contributes positively to students' writing development. Furthermore, it also assists students by helping them solve vocabulary and grammar issues, which facilitates their writing process and promotes greater independence in completing assignments.

**Keywords:** Google Translate, writing skills, vocabulary, grammar, confidence, language learning.

### **INTRODUCTION**

In the English language learning process, writing is one of the essential challenging skills for many students. According to Nation (2001), one of the main problems faced by students in writing classes is limited vocabulary mastery. The lack of vocabulary not only hinders their ability to understand English texts, but also reduces their ability to express their ideas effectively in writing. This has an impact on the low quality of the writing produced, as students often struggle to find the correct words to convey the desired meaning (Laufer, 1997).

In addition, the lack of understanding of grammar is also a significant obstacle. Errors in sentence structure, such as inappropriate word placement or tense usage, reduce the clarity and coherence of their academic writing. The absence of a strong grammar foundation causes many students to make fundamental errors in constructing sentences, which leads to a decline in the overall quality of their writing.

Another problem is the lack of writing practice outside of class, which causes students to be unfamiliar with expressing their thoughts and ideas in the form of English writing. This unfamiliarity affects their confidence level in producing good writing. Students who rarely practice writing tend to feel anxious and hesitant when they have to compose writing, especially in academic contexts that demand accuracy and fluency.

In dealing with this problem, the use of tools such as Google Translate is one of the solutions that students often rely on. According to Novitasari and Mardiana (2022), Google Translate has been increasingly utilized by students to support their English learning

process, particularly in writing. However, the effectiveness and benefits of using Google Translate in improving students' writing skills need to be analyzed further to ensure that this tool helps the writing learning process, especially in improving vocabulary mastery, grammar understanding, and confidence in writing. Based on these problems, the writers want to analyze public speaking problems among Polytechnic Tonggak Equator students in a research entitled **Analysis of Benefits and Effectiveness of Google Translate in Writing Class**.

## LITERATURE REVIEW

Writing is one of the four basic skills in language learning that involves the ability to effectively communicate ideas and information in written form. According to Harmer (2017, p.23), "writing is a complex process that involves cognitive and linguistic skills." In the context of language learning, writing is a skill that requires students to have sufficient vocabulary as well as an understanding of grammar and coherence in order to produce meaningful texts.

In academic settings, writing fulfills multiple functions, including expressing knowledge, developing arguments, and communicating research. According to Hyland (2003, p.9), "academic writing plays a central role in academic communities, shaping how knowledge is constructed and shared." There are several types of writing commonly used in academic settings. Raimes (1983, p.45) explains that "descriptive writing enables students to convey images and descriptions, helping to develop vocabulary and expressive detail." Expository writing, as noted by Oshima and Hogue (2006, p.78), "involves explaining ideas logically, commonly used in essays and research papers to clarify information for the reader." Persuasive writing, according to Murray and Moore (2006, p.103), "is writing that seeks to convince the reader of a specific viewpoint, requiring structured arguments and logical support." Lastly, Brown (2001, p. 132) describes narrative writing as "an engaging way to present a sequence of events, allowing students to practice organizing ideas chronologically."

Each type of writing serves distinct roles in language learning, each presenting unique challenges and benefits. For instance, descriptive and narrative writing expand vocabulary and sentence variety, while expository and persuasive writing encourage critical thinking and analytical skills. This study focuses on how tools like Google Translate can assist students in these types of writing, particularly in translating and constructing coherent, well-structured texts.

Vocabulary mastery plays a crucial role in writing, as students need a sufficient variety of words to express their ideas. Nation, I. S. P. (2001, p.129) states that "vocabulary limitations are a common barrier that reduces the quality of students writing." This highlights the importance of adequate vocabulary for effective written communication. Additionally, the specific vocabulary requirements vary across writing types; for instance, descriptive writing demands expressive and varied vocabulary. Persuasive writing requires the right understanding or terms to build clear arguments in order to persuade readers (Hyland, K. 2003).

Various strategies, such as reading extensively, using dictionaries, and practicing with language apps, can aid in vocabulary development, helping students to improve their range and accuracy. Research also supports the connection between vocabulary size and writing proficiency, as a larger vocabulary contributes to richer, more coherent texts (Harmer, J., 2017). Furthermore, vocabulary mastery enhances coherence, as students are better able to use connectors, synonyms, and topic-specific terms to link ideas smoothly, ultimately creating more structured and compelling texts.

Google Translate offers various benefits for students in writing classes, particularly in improving vocabulary, enhancing grammar comprehension, and increasing confidence in writing. One of its primary advantages is aiding in vocabulary development. According to Nation (2001, p.128), “vocabulary limitations are a common barrier that reduces the quality of students' writing.” Google Translate provides students with instant access to translations and synonyms, which can help them expand their vocabulary range and more precisely articulate their ideas. This tool allows students to quickly identify unfamiliar words and use them appropriately, leading to greater fluency and accuracy in their writing (Hidayah & Rahman, 2021).

In addition to vocabulary, Google Translate can enhance grammar comprehension, helping students better understand sentence structure and correct grammar usage. Research has shown that digital tools like Google Translate significantly impact the learning process by improving students' grammar comprehension, which ultimately enhances the accuracy and quality of their writing (F Fatimah 2018). However, it is important for students to use this tool cautiously, as Google Translate sometimes struggles with nuanced meanings and complex grammatical forms. With instructional guidance, students can use Google Translate to observe examples of correct grammar while developing their understanding of sentence construction.

The use of Google Translate also contributes positively to students' confidence in writing. Google translate is a digital media that can support learning English, because it can play an important role in helping students acquire new vocabulary in a more efficient way. This ease of access provides students with immediate support, allowing them to focus more on expressing their ideas than worrying about language accuracy. This sense of support helps students feel more capable and confident when approaching writing tasks, resulting in greater engagement and better outcomes in their written work.

In terms of effectiveness, Google Translate serves best as a supplementary tool rather than a primary resource for language learning. According to Clifford et al (2013, p.104), “Google Translate can be an effective support tool for students to understand foreign texts, but its excessive use without guidance can hinder their ability to develop a deep understanding of language”. Excessive reliance on Google Translate may lead to a superficial understanding of the target language, as students might skip the process of internalizing grammar rules or vocabulary through active learning. When used thoughtfully, with guidance from instructors, Google Translate can promote active engagement with vocabulary and syntax, fostering long-term language development. Moreover, while Google Translate can enhance productivity and improve accuracy in vocabulary, it is important to note its limitations. Google Translate often fails to provide accurate translations for complex sentences, idiomatic expressions, or context-dependent words. For example, Google Translate might not capture the full cultural context or intended nuance of a word or phrase, leading to awkward or incorrect translations. This can be especially problematic in academic writing, where precision and clarity are crucial.

Despite these limitations, the benefits of Google Translate are evident in its ability to assist students in overcoming immediate language barriers, improving fluency, and building confidence in writing. Studies have shown that when used strategically, such as for vocabulary enhancement and as a grammar-checking tool, Google Translate can be a valuable asset to students, helping them write more effectively in a second language (Godwin-Jones, 2018). Thus, while Google Translate is not a substitute for comprehensive language learning, it is an effective tool when integrated with active learning strategies. In writing classes, its strategic use can improve students' overall proficiency by supporting vocabulary acquisition, grammar comprehension, and fostering confidence in their ability to produce written work.

Confidence in academic writing is significantly influenced by students' writing habits and their perception of their abilities. Zotzmann and Sheldrake (2021, p.130) states that “students’ beliefs about their writing skills, especially those who are non-native English speakers, directly impact their self-confidence and writing performance.” Students who view themselves as capable writers are more likely to approach writing tasks with a positive mindset, leading to better outcomes. This self-perception is crucial because it shapes how they approach challenges in academic writing. For instance, students who believe they can improve through effort tend to exhibit higher confidence levels and are more willing to engage in writing practices that enhance their skills (Zotzmann & Sheldrake, 2021).

On the other hand, students who lack confidence in their writing abilities often struggle more with their academic writing tasks. This lack of self-belief can result in avoidance of writing assignments or reduced persistence in revising and improving their drafts. Such students might focus more on potential errors or shortcomings, which can inhibit their growth as writers. The relationship between confidence and writing practice highlights the importance of fostering a positive mindset about writing in academic settings. Encouraging students to view writing as a skill that can improve with consistent practice, rather than a fixed ability, can lead to greater motivation and, ultimately, improved writing performance. This section explores how building confidence through positive reinforcement, feedback, and reflection on progress can play a vital role in the development of effective writing skills.

Technology is important in language learning, particularly in second language acquisition. Digital tools such as Google Translate are widely used to help learners understand and produce the target language. Digital translation tools, such as Google Translate, can help students access the language content they need and improve their language skills (Godwin-Jones, 2018). These tools provide instant translations, which can facilitate comprehension and help students formulate ideas in the target language more efficiently.

However, there is ongoing debate about their effectiveness in promoting deeper language proficiency and enhancing writing skills. For example, Gracia & Pena (2011, p.67) states that “Google Translate may offer direct translations but often struggles with contextual nuances, leading to errors or awkward phrasing in academic writing.” Furthermore, an over-reliance on such tools can sometimes result in students bypassing the critical cognitive processes involved in language learning. Instead of engaging deeply with grammar structures, vocabulary, and sentence construction, students may simply rely on the translation tool to bridge gaps in their knowledge.

This passive approach can hinder students from developing a strong foundation in the target language, which is essential for achieving fluency and accuracy in writing. However, when integrated thoughtfully into a writing curriculum, Google Translate and similar tools can be valuable as supplementary aids. They can serve as starting points for vocabulary building and syntactic exploration, offering students a sense of confidence in their writing process (Harmer, 2017). These tools can act as a bridge between understanding the target language and applying it effectively in writing tasks.

Moreover, studies indicate that using TALL tools in a guided setting, where learners receive feedback on their translations and linguistic choices, can encourage them to refine their language skills over time, fostering more active engagement with language mechanics. This study therefore explores how Google Translate, when used intentionally and with instructional support, can play a crucial role in developing writing skills in second language learners. By balancing immediate translation assistance with long-term skill-building, learners can benefit both from the tool’s efficiency and its potential to enhance their writing competency in the target language.

## METHODOLOGY

The research method of this study is descriptive research. According to Sugiyono (2011, p.56) "qualitative research is research used to research the conditions of natural objects, where researchers are key instruments." According to Bogdan and Biklen (2016, p.54) "qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of people observed." According to Rahmasari (2017, p. 90), classifies qualitative research into two types, the first is Interactive Qualitative Research is an in-depth study using direct data collection techniques from people in the environment being studied. Second, Non-Interactive Qualitative Research is also called analytical research, conducting studies based on document analysis. As the name implies, this research does not collect data interactively through interaction with human data sources.

In this research, data collection was carried out at the Tonggak Equator Polytechnic (Polteq). The writers distributed questionnaires to Polteq students to ensure a broad representation of perspectives. This research was conducted in March-April 2025. The writers chose fifth semester students of English for Business and Professionals Communication class as the subject of research because the student had taken the writing course. The writers will take research subjects with as many as 10 students to be interviewed. With the criteria of being willing to be subject of this study and having attended and completed the Writing course. In this research, the writers will use unstructured interviews to collect the data, and the interviews will be conducted through online platforms such as Zoom.

In this research, the results of the interview will be analyzed qualitatively. According to Sugiyono (2011), Qualitative research methods are research methods based on the philosophy of post-positivism, used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is done purposively and snowball, collection techniques with triangulation (combined), data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization.

According to Sugiyono (2011, p.57), qualitative research is suitable for application in several situations. First, when the research problem is not yet clear, still vaguely understood, or even completely unknown, qualitative methods are appropriate because researchers go directly into the field, allowing the problems to be identified more clearly. Second, qualitative methods are effective for understanding social interactions, as complex social dynamics can be explored through techniques such as participant observation and in-depth interviews with the social group being studied. Third, these methods are highly suitable for developing theories, particularly those constructed from field-based data. Fourth, qualitative research is also useful for verifying the accuracy of social data, which is often challenging to determine with certainty.

According to Cresswell (2018, pp. 42–43) outlines two qualitative approaches that can be applied in research. First, Constructivist Knowledge Claims and Ethnographic Design involves understanding the meaning participants give to their experiences, often within a specific cultural or social context. It uses ethnography to identify and analyze shared behaviors and practices within a cultural group over time. The researcher often participates in activities to observe behaviors closely and interpret their significance. Second, Advocacy/Participatory Knowledge Claims and Narrative Design. Here, the focus is on addressing social injustices and giving voice to marginalized groups. Using a narrative approach, researchers collect stories and open-ended interviews to explore personal

experiences of oppression, aiming to foster empowerment and change within the community.

According to Sugiyono (2011, pp. 246–253), there are three components of data analysis in qualitative research. First, data reduction The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. The longer the researcher goes to the field, the more the amount of data will be more numerous, complex and complicated. For that it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, examining the main things.

Second data display involves analysis activity is data display. Data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The most commonly used to present data in qualitative research is narrative text. In this case the author will present the data in text form, to clarify the research results, it can be assisted by including tables or pictures.

Third, Drawing and Verifying Conclusion involves analysis activity is conclusion drawing and verification. In qualitative research, conclusions may answer the initial research questions posed at the beginning, or they may evolve throughout the research process as issues and questions develop in the field. The qualitative analyst identifies new findings, which could include a detailed description or clarification of an object that was previously unclear, causal relationships, or interactive patterns. From the onset of data collection, researchers interpret the meaning of findings by noting patterns, explanations, and relationships within the data. These conclusions, initially tentative, become more explicit and grounded as the analysis proceeds. The final conclusions may include hypotheses or theories derived from in-depth field data. This iterative process ensures that the conclusions are meaningful, relevant, and reflective of the complex realities of the research subject.

## FINDINGS

In this research, the writers distributed questionnaires to 35 respondents, all of whom are sixth-semester students of the Polytechnic of Tonggak Equator. The first finding is the use of Google Translate is common among students when working on writing assignments show that 42,9% of respondents frequently use Google Translate for writing tasks. The second finding is the type of writing for which students primarily use Google Translate varies show that 42,9% of respondents primarily use Google Translate for persuasive writing. The third finding is the use of Google Translate has shown varying levels of effectiveness in helping students expand their vocabulary show that 37,1% of respondents stated that Google Translate has slightly helped them expand their vocabulary.

The fourth finding is students' confidence in understanding the grammar of the target language after using Google Translate varies across different levels show that 48,6% of respondents stated that they are somewhat confident in their ability to understand the grammar of the target language after using Google Translate. The fifth finding is the effectiveness of Google Translate in helping students use words and phrases in the correct context shows varied responses show that 45,7% of respondents stated that Google Translate occasionally helps them use words and phrases in the correct context.

The sixth finding is students' confidence in writing in the target language after using Google Translate varies in degree show that 45,7% of respondents reported that they feel slightly more confident when writing in the target language after using Google Translate. The seventh finding is students' revision practices after using Google Translate show a range of habits show that 57,1% of respondents reported that they sometimes revise their writing after using Google Translate. The eighth finding is students' confidence in submitting their written work after using Google Translate varies show that 48,6% of

respondents reported that they feel slightly more confident in submitting their written work after using Google Translate.

The ninth finding is Google translate on students' overall writing performance shows varying perceptions show that 40% of respondents believe that Google Translate has slightly contributed to their overall writing performance. The tenth finding is students' experiences in using Google Translate for writing tasks show that challenges still persist show that 37,1% of respondents encountered minor challenges when using Google Translate in their writing tasks. The eleventh finding is many students are open to recommending Google Translate for academic writing, though perspectives vary show that 45,7% of respondents are likely to recommend using Google Translate for academic writing tasks. The last finding is overall, students' experiences with Google Translate in improving writing skills are mostly positive, despite some limitations show that the majority of respondents 57,1%, rated their experience with Google Translate in improving their writing as Good.

## DISCUSSION

In this part, the researchers discussed the findings of the research they had done based on the findings of the questionnaire. Based on the questionnaire, the results indicate that 42.9% of the respondents frequently use Google Translate for their writing tasks. It is in line with Novitasari and Mardiana (2022), Google Translate has been increasingly utilized by students to support their English learning process, particularly in writing. Then, 42,9% of respondents primarily utilize Google Translate for persuasive writing. It is in line with Hyland (2003), who states that “persuasive writing requires a clear understanding of terms to construct strong arguments.” Additionally, Hidayah & Rahman (2021) argue that “Google Translate helps students expand their vocabulary range, which is essential for articulating persuasive ideas effectively.” Furthermore, Fatimah (2018) highlights that “digital tools like Google Translate significantly improve grammar comprehension, allowing students to produce more structured and coherent persuasive texts.”

Next, 37,1% of respondents stated that Google Translate has slightly helped them expand their vocabulary. This is in line with Nation (2001), who emphasizes that “vocabulary limitations can hinder the quality of students' writing, highlighting the importance of tools that assist in vocabulary development.” Then, 48,6% of respondents stated that they are somewhat confident in their ability to understand the grammar of the target language after using Google Translate. This finding aligns with Fatimah (2018), who highlights that “digital tools like Google Translate significantly improve students' grammar comprehension, ultimately enhancing the accuracy and quality of their writing.” Moreover, 45,7% of respondents stated that Google Translate occasionally helps them use words and phrases in the correct context. This finding aligns with Nation (2001), who states that “vocabulary limitations are a common barrier that reduces the quality of students' writing.”

Then, 45,7%, respondents reported that they feel slightly more confident when writing in the target language after using Google Translate. This statement is suitable with what Zotzmann and Sheldrake (2021) state that “students' beliefs about their writing skills, especially those who are non-native English speakers, directly impact their self-confidence and writing performance.” 57,1% of respondents say that they sometimes revise their writing after using Google Translate. This statement is suitable with what Zotzmann and Sheldrake (2021) state that “students' beliefs about their writing skills, especially those who are non-native English speakers, directly impact their self-confidence and writing performance.” Moreover 48.6% of respondents reported that they feel slightly more confident in submitting their written work after using Google Translate. This statement is suitable with what Harmer (2017) states that “writing is a complex process that involves

cognitive and linguistic skills, and with consistent practice, students can develop greater confidence in their writing abilities.”

Then 40% respondents believe that Google Translate has slightly contributed to their overall writing performance. This statement aligns with what Godwin-Jones (2018) states that “when used strategically, such as for vocabulary enhancement and as a grammar-checking tool, Google Translate can be a valuable asset to students, helping them write more effectively in a second language.” Next, 37,1% of respondents encountered minor challenges when using Google Translate in their writing tasks. This finding aligns with what Clifford et al. (2013, p.104) state that “Google Translate can be an effective support tool for students to understand foreign texts, but its excessive use without guidance can hinder their ability to develop a deep understanding of language.”

Next, 45,7% respondents are likely to recommend using Google Translate for academic writing tasks. This finding aligns with the statement of Godwin-Jones (2018), who emphasizes that “digital translation tools such as Google Translate can help students access the language content they need and improve their language skills.” 57% respondents rated their experience with Google Translate in improving their writing as good. This finding aligns with the statement of Godwin-Jones (2018), who explains that “digital tools like Google Translate can be a valuable asset to students, helping them write more effectively in a second language.” The accessibility of Google Translate enables students to enhance their vocabulary and grammar comprehension, ultimately improving the overall quality of their writing.

Based on the questionnaire spread to the respondents, the writer resumed the Google Translate provides several notable benefits and demonstrates a certain level of effectiveness in supporting students’ writing activities. The data reveal that many students rely on this digital tool to assist them in composing texts, particularly in persuasive writing. This shows that students view Google Translate as not only a means of translating words or sentences but also as a helpful resource to strengthen arguments and express ideas more clearly in English. This growing reliance reflects the increasing role of technology in shaping students’ writing habits and learning strategies.

In terms of benefits, the majority of respondents reported improvements in vocabulary development, grammar comprehension, and writing confidence. These benefits are essential components of writing competence, especially in a second language. Students acknowledged that Google Translate helped them expand their Vocabulary choices, better understand grammatical structures, and feel more comfortable when composing texts. The ability to revise and evaluate the translations provided also promotes critical thinking and encourages students to learn from the tool rather than depend on it entirely.

Regarding effectiveness, while Google Translate is not flawless, its role in facilitating writing tasks is evident. Students found it moderately effective in enhancing the quality of their written work. Many were able to submit their writing with more confidence after using the tool. The responses also suggest that when used correctly, such as for checking vocabulary accuracy, grammar, and sentence structure Google Translate can serve as a practical aid in academic writing contexts.

However, the results also highlight some limitations and challenges, particularly when students rely on Google Translate without fully understanding the context or structure of the translated text. Some reported encountering difficulties with meaning accuracy, word usage, and coherence. These challenges point to the importance of using the tool strategically, rather than as a substitute for learning. Overall, the findings show that **Google Translate offers meaningful benefits and moderate effectiveness** in the writing classroom. It supports learners in overcoming linguistic barriers and provides them with a sense of autonomy in composing written texts. Nonetheless, to maximize its effectiveness, it is

essential that students receive proper guidance on how to use it critically. As such, Google Translate should be seen not as a replacement for language instruction, but as a complementary tool that, when integrated thoughtfully into the learning process, can contribute positively to students' writing development.

## **CONCLUSION**

Based on the findings and discussion, the writer could draw the conclusions as follow: First, Google Translate helps students improve their vocabulary by providing access to a wide range of synonyms and contextual meanings. According to the questionnaire, over 90% of students experienced some level of vocabulary development, which aligns with Nation's (2001) idea that vocabulary limitations are a barrier to writing quality. Second, the tool assists in understanding grammar better. Most students felt more confident in their grammar knowledge after using Google Translate, as it provides examples of proper sentence structure, verb tenses, and subject-verb agreement. Although not always accurate, it helps students observe and internalize grammatical rules through repeated exposure.

Third, Google Translate increases students' confidence in writing English. More than 94% of students reported a boost in their confidence, as the tool allows them to focus on expressing ideas while relying on its language support. This finding supports Zotzmann and Sheldrake's (2021) view on the role of self-efficacy in writing development. Overall, while Google Translate has its limitations, when used thoughtfully, it proves to be a practical and supportive tool for improving students' vocabulary, grammar understanding, and writing confidence in English.

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