

## Lecturer's Perception of Google Translate as an Academic Tool: Appraisal Analysis

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### Abstract:

*Although research on Google Translate (GT) has been widely documented, there is a dearth of research examining Arabic lecturers' perspectives on GT from an appraisal point of view. This empirical research discusses how Arabic lecturers perceive the usage of GT as a tool for academics. The participants come from ten different Arabic language lecturers. Surveys and in-depth interviews were undertaken to gather data. The appraisal theory proposed by Martin and White (2005) was used for data analysis. The findings demonstrate how lecturers' perceptions of the usage of GT can be divided into four categories happiness and unhappiness, satisfied and unsatisfied. GT is popular among lecturers since it is simple to use, accessible, affordable, provides voice recording functions, and requires little language proficiency. Meanwhile, their unhappiness with GT arises because they find it challenging to grasp due to its literal translation, ambiguity, and poor source language input. Satisfaction with the lecturers arises from GT's assistance with their tasks, whereas dissatisfaction results from GT's inability to translate cultural terms. To this end, discussion and implications are discussed at the end of the study.*

**Keywords:** *Appraisal, Google Translate, Higher Education, Lecturer, Perceptions*

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### 1. INTRODUCTION

In the last two decades, the discourse of machine translation, such as *Google Translate* (GT), has sparked debate among scholars around the globe. Tsai (2017) and Alhaisoni and Alhaysony (2017) reported that GT is a famous translation machine because it is easily accessible, inexpensive, and performs quickly. In addition, GT has also been considered an effective tool for academic reading and writing because first-year students need its accuracy (Tongpoon-Patanasorn & Griffith, 2020). In their research, Han and Shin (2017) showed that GT translation engine is effectively used for reading and writing articles, collocations, and paraphrasing and can improve English students' foreign language writing skills in Korea. Geluso (2013) revealed that native English speakers consider translating phrases using GT more natural and acceptable in the target language. When GT switched from *statistical machine translation* (SMT), whose

translation system focuses on word problems, to *Neural Machine Translation* (NMT) in 2016, the translation results became more natural and accurate (Dajun and Yun 2015; Slocum 1982; Xia 2020; Zhang and Zong 2020). In the same vein, Briggs (2018) reported that the accuracy of NMT translation results for students in Korea tends to be good when translating conversations into English. Lee (2020) research report showed that GT has helped improve the reading and writing skills of students majoring in English in terms of vocabulary and grammar at a university in Korea. Benkova et al. (2021) and Stahlberg (2020) in their research reported that NMT technology no longer translates words for words but tends to translate sentences as a whole. The translation results are considered the most relevant, following the spoken language and using that grammar appropriately. However, other research reports show different results. GT is not designed for language learning, so its translations tend to be less accurate. Samokhin and Sokolova (2018) showed that the inaccuracy of GT is seen in using non-contextual lexis and grammar, literal, ambiguous translations, and inadequate cultural understanding. Mundt and Groves (2016) highlighted that the quality of GT is far from expectations in several academic genres.

Research on lecturers' perception of using GT has been widely documented, but little is known about their perception from an appraisal perspective. Most research tends to focus on the students and adopts three trends. The first trend is the research examining GT from a quantitative survey design (Briggs 2018; Tsai 2017). Briggs (2018) reported that most students at a university in Korea use GT to support their language studies both at home and at school and for various other purposes. Tsai (2017), who studied students' perceptions of using GT in China, highlighted that the results of GT translations showed significantly better performance in translating more varied content, using more equivalent vocabulary, and making fewer spelling and grammatical errors than text written by students. Students who use GT as a writing tool are increasingly showing better English writing performance when compared to using their translation, especially students other than English majors. The second trend is the study analyzed GT from a case study research design and a linguistic approach (Abidin et al. 2020; Bahri and Mahadi 2016; Cancino and Panes 2021; Lee 2020; Stapleton and Leung Ka Kin 2019). Their research highlighted that GT could be an effective pedagogical tool and provide the best translation results if the teaching staff understands and are aware of the limitations of GT and provide adequate guidance to students to use it.

Furthermore, in their research, (Maamuujav et al., 2021) revealed that 61 students majoring in English were classified into three study groups: GT without instruction, GT with instruction, and the group without access to GT as informants. They gave narrative assignments with writing quality assessed in terms of sentence length, syntactic complexity, and level of accuracy. The findings showed that the syntactic complexity and accuracy scores were higher for the group with access to GT. Lee (2020) further reported that GT helped students majoring in English at a university in Korea improve their English writing skills in terms of vocabulary, grammar, and expression and positively influenced their writing strategy during revision. (Stapleton and Leung Ka Kin (2019) found that teachers' scores on elementary school students' English translations using GT of Chinese texts did not differ significantly from English texts they wrote themselves, but the GT version had more advanced language and nuanced meanings than the student's own written version in some cases. They concluded that foreign language teachers need to investigate this form of technology as one that can significantly impact second language teaching and learning. However, because it was not initially designed for language learning, GT still has some drawbacks, such as inaccurate lexis and grammar, literal translation, ambiguity, inadequate or misleading cultural understanding, and contextual errors (Lee, 2020). Thus, language teachers generally negatively oppose using GT in the classroom (Briggs, 2018). However, the user's level of language proficiency is a variable that must be considered when using GT as a strategic tool for revision in EFL writing (Lee, 2020). Aiken and Balan (2011) argued that translations between European languages are usually better in clarity and accuracy than those involving European languages with Asian languages. These two study trends demonstrate the paucity of research on GT from an appraisal standpoint.

To extend this scholarship, the empirical research aims to examine lecturers' perceptions of the use of GT as an academic tool using an appraisal approach. The main research question posed is how lecturers

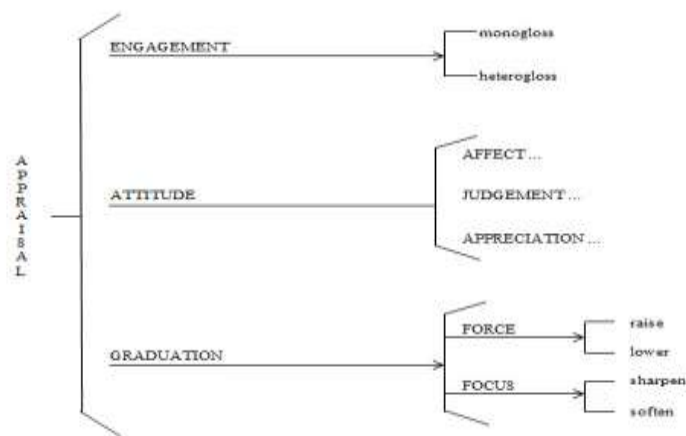
perceive the use of GT as an academic writing tool. The answers to the question might provide new insights to readers regarding the extent of the lecturers' response to the presence of GT as an assistive technology using an appraisal approach. In addition, this empirical research conceptually contributes to extend translation cultural category of Newmark and practically contribute to increase reader's awareness to develop themselves by learning and reflecting as GT adopts Artificial Intelligence.

## 2. LITERATURE REVIEW

Appraisal theory is related to language evaluation. When the lecturers are asked for their views on how effective machine translation is or what they think about the use of GT in tertiary institutions, at the same time, they conduct a language evaluation. (Martin & White, 2005) classifies this theory into three concepts. They are *attitude*, *engagement*, and *graduation*. The first concept relates to the speaker's attitude in speaking. The second concept relates to the involvement of speakers or other people in communication. The third concept relates to the issue of a graduation proposition.

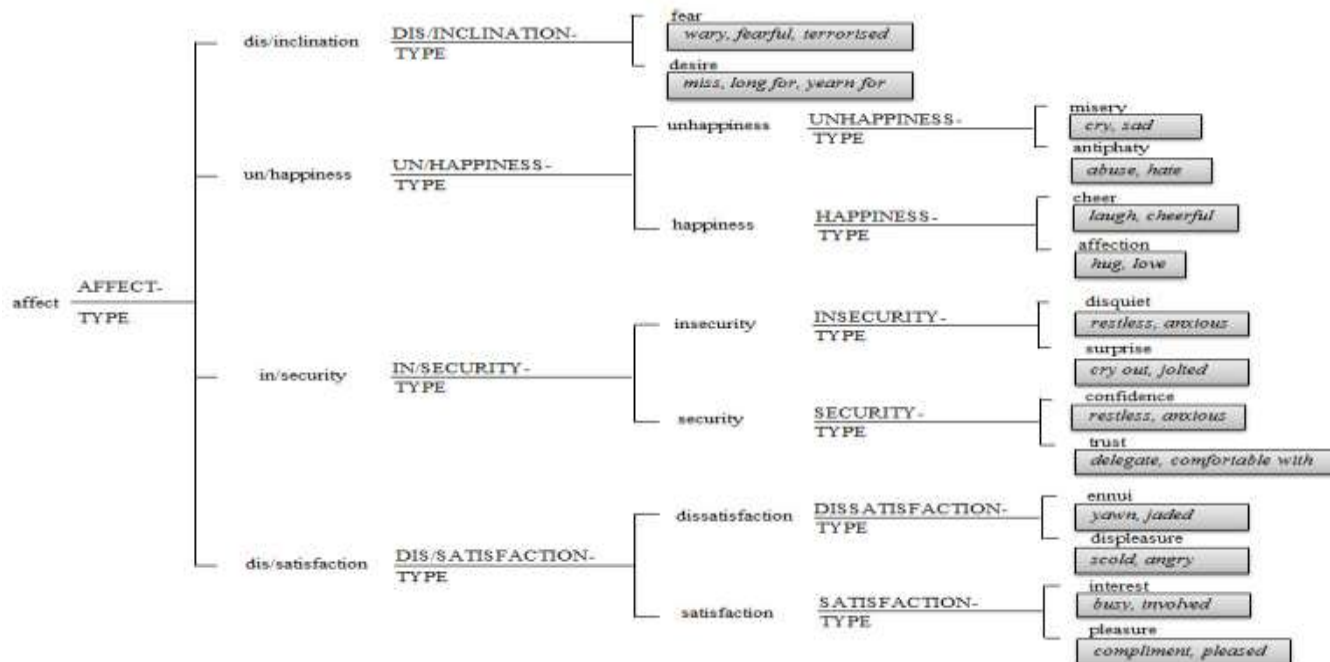
The *attitude system* is classified into three variables: *affect*, *judgment*, and *appreciation*. *Affect* is related to the emotional expression of both positive and negative interlocutors. Something is called *affect* if it has the following indicators: happiness and unhappiness, satisfaction and dissatisfaction, security and insecurity, *inclination and disinclination*. Judgment is related to the issue of the judgment and moral behavior of the speaker, both positive and negative. This *judgment* is classified into *social esteem* (social rewards) and *social sanctions* (social sanctions). *Social esteem* consists of *normality* (normality), *capacity* (capacity), and *tenacity* (resilience) in the form of firm and courageous behavior. *Social sanction* consists of *veracity* (honesty) and *property* (courtesy). For example, "*Icea was punished by the teacher for disturbing friends in class.*" The word "punished" is a form of *judgment* or the teacher's negative assessment of Icea, who has disturbed her friends in her class. Appreciation is related to assessing or appreciating a thing or object being discussed. Appreciation is classified into *reaction*, *composition*, and *valuation*. Reactions can be in the form of *impact* (strong influence) and *quality* (properties). The composition is divided into balance and *complexity*. Balance is in the form of one unit, while complexity (level of complexity) is in the form of simplicity. Valuation (assessment) is in the form of deep and shallow. Martin and White (2005) emphasized that *engagement* is an expression of judgment expressed by giving a sign of agreement. *Engagement* consists of *monogloss* and *heterogloss*. *Monogloss* is an attitude from the speaker, while *heterogloss* is an attitude from another source. Graduation relates to assessing how the statement is expressed regarding something that is discussed either directly or indirectly. Graduation is classified into two, namely *force* and *focus*. *Force* consists of distance, behavior, a figure of speech, swearing, *raising*, and *lowering*. The focus is related to *sharpening* and *softening*. The following Figure (1) is to understand the complete appraisal analysis.

**Figure (1):** Martin & White's Appraisal Theory ( 2005)



In this study, we analyze the data using the affect variable from the appraisal theory. This variable will be adopted to analyze lecturers' perceptions of Google Translate as an academic tool with three indicators: happiness/unhappiness, satisfaction/dissatisfaction, and security/ insecurity. For more details, you can observe Figure (2) below.

**Figure (2):** Affect variable and its indicators



To this end, this present study is expected to fill in certain gaps in the literature on how Indonesian lecturers view Google Translate by utilizing appraisal analysis.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research design

This study uses a perception research design. Glynn (1985) reveals that perceptual design attempts to resolve incoherence, conflict, and debate that originate from experience. This design expresses Google Translate issues that world scholars debate from an appraisal perspective.

#### 3.2 Participants

The perceptions of Arabic language lecturers regarding the works of Google Translate are the data for this research. Ten Arabic language lecturers were recruited. They came from five different Islamic universities in eastern Indonesia. Eight lecturers come from Islamic institutes, and two from Islamic universities. The five locations were chosen to understand the variety and diversity of their perceptions about using GT as an academic writing aid. The more varied the lecturers, the more different the perceptions. To meet the ethical criteria, the names of the participants were pseudonyms. Participants were recruited by filling out a consent form and stating their willingness to be interviewed. This is essential to protect confidentiality and comply with research ethics. Participant demographics can be observed in Table (1) for more details.

**Table (1):** The demographic information of the participants

No	Pseudonymous	Gender	Affiliation	Role
1	Karim	Male	State Islamic Institute of Bone (IAIN Bone)	Senior Lecturer
2	Kartini	Female	State Islamic Institute of Bone (IAIN Bone)	Head of Arabic education study program
3	Melwa	Male	State Islamic Institute of Kendari (IAIN Kendari)	Senior Lecturer
4	Akila	Female	State Islamic Institute of Kendari (IAIN Kendari)	Lecturer
5	Emil	Male	State Islamic Institute of Parepare (IAIN Parepare)	Senior Lecturer
6	Ana	Female	State Islamic Institute of Parepare (IAIN Parepare)	Lecturer
7	Nia	Female	State Islamic University of Makassar (UIN Makassar)	Professor
8	Ramli	Male	State Islamic University of Makassar (UIN Makassar)	Lecturer
9	Emin	Male	State Islamic Institute of Palopo (IAIN Palopo)	Lecturer
10	Nahla	Female	State Islamic Institute of Palopo (IAIN Palopo)	Lecturer

### 3.3 Instruments

We make use of a Google Form survey tool that is available online. One hundred fifty academics responded to the survey. There were five tertiary institutions represented. This tool is used to determine the extent of and justification for using GT by Arabic language lecturers. A questionnaire that incorporates Affect variable from Martin and White's (2005) appraisal theory was modified and set up in order to determine the extent to which lecturers perceived GT as an academic aid. Indicators of happiness or sadness, security or insecurity, contentment or dissatisfaction, inclination, and disinclination are all part of Affect aspect, as shown in Figure (2). The responses were obtained from the respondents and then thoroughly examined when ten lecturers from five different Islamic tertiary institutions in eastern Indonesia were interviewed.

### 3.4 Data Collecting

Data collection was carried out using semistructured interviews (Brinkmann, 2020). Semistructured interviews were used to avoid a formal impression so that participants were reluctant to answer research questions. The interview protocol was used as an initial guide when interviewing. Interviews were conducted with all recruited and willing participants, evidenced by the existence of a consent form (Widodo, 2014). Interviews were conducted offline to maintain data credibility until they reached saturation by following Martin and White (2005) appraisal theory.

### 3.5 Data Analysis

Data analysis in this study used the Appraisal theory Martin and White (2005). The research procedure was conducted in the following ways. *First*, a survey of lecturers' perceptions of GT is disseminated via Google Forms. *Second*, deepening the lecturer's perception of GT through in-depth interviews. *Third*, the data that has been obtained is classified based on the established theory. *Fourth*, the use of critical content analysis of data. *Fifth*, display data in the form of research results.

## 4. RESULTS

The results of the study show that lecturers' perceptions of GT as an academic writing aid include being happy or unhappy (*happiness* and *unhappiness*) and *satisfied* or *not* (*satisfaction/dissatisfaction*).

#### 4.1. Happiness

The concept of happiness and unhappiness in this section lies in using certain words that indicate happy and unhappy emotions or feeling in using GT as an academic aid. Survey results via Google Forms showed that lecturers like using GT because of easy access (44.7%), practical use (55.3%), fast results (46%), cost-effective (18.7%), equipped with a reading feature guide (12%), and helps users who have low language competence (21.3%). Several interview results strengthen the results of this survey. They could be observed in the following interview excerpts (1-4).

Excerpt (1)

*"I enjoy using GT as a writing aid and reading tool because it is practical and quick to use [happiness]. When I type the Indonesian text, the Arabic text immediately appears, and vice versa, the Indonesian translation appears immediately when I write Arabic text. It doesn't take long. Maybe a fraction of a second, depending on the internet network used. The higher the megabyte used, the faster it might be because GT uses artificial intelligence (AI). In the past, when I was a student in Yogyakarta, GT was not very familiar. When there was an assignment to read and write Arabic texts, I had to go to the library to look for dictionaries such as the Al-Munawwir Arabic-Indonesian dictionary and the Munjid Arabic-Arabic dictionary to find out the meaning of a word. The two dictionaries are prevalent in our time. The search certainly takes a long time because I should go to the library, look for dictionaries in the book catalog, view entries, open dictionaries, and so on. I need 3-4 hours to understand and write a short text."*

Karim, a lecturer at IAIN Bone, is the source of the quotation (1). He acknowledged his happiness when using GT during an interview about his reaction to it. The word "enjoy" reflects his happiness. He then shared his experience translating manuscripts of Arabic lecture assignments in Yogyakarta using GT as a technological medium and a dictionary manually. Melwa, an Arabic language lecturer at IAIN Kendari, also experienced the same issue. He reported that GT was not as viral as it is today during college. When there was an assignment for an intercollegiate course, he had to do it manually. He went to the library, opened Maurid's dictionary, one of the popular dictionaries at the time, looked up the meaning word by word, and then constructed it into a sentence. Complete the task of a translation text derived from an Arabic newspaper text required two to three days. Thank God his job now is made easier with GT.

Excerpt (2)

*"I love to use GT because it is easy to direct, practical, and cost-effective [happiness]. It is cost-effective because sometimes I use GT to translate articles from Arabic or English into Indonesian. I have to pay a per-word fee of Rp. 200 rupiahs. If one article is about 6000 words, I must pay about Rp. 1,200,000. This is the lowest translation service price that I found. That means that if I can manage the GT translation system, millions of rupiah costs can be saved."*

This interview excerpt was taken from Emil, an Arabic lecturer at IAIN Parepare. He admitted that GT might help him cut expenses from his buying budget. He occasionally spends up to 5 million rupiahs on translation expenses monthly. The budget expenses can be kept to a minimum with GT's help. The findings of this study further demonstrate that GT offers beneficial qualities, particularly for those with impairments, in addition to being simple to use, affordable, and quick to produce results. The following interview (excerpt 3) snippets demonstrate this.

Excerpt (3)

*"I often use GT to write and translate from Arabic to Indonesian and vice versa. If translating Indonesian-Arabic texts, I am more inclined to use a dictionary. Meanwhile, GT is considered to be faster and to get the results immediately, especially since it has a voice recording feature that makes it easier for users to pronounce the translation results." [Kartini, Interview, IAIN Bone, Nov 12, 2022].*



Excerpt (3) is the outcome of a conversation with Kartini, a lecturer at IAIN Bone. She disclosed that GT offers numerous advantages in supporting impaired lecturers. To help them with their academic work, such as pronouncing translation results, GT offers them a voice recording feature.

Excerpt (4)

*"I use GT translation machine because my competence in writing Arabic is insufficient. So before using GT, I must first prepare writing in Indonesian based on the writing standards and then translate it." [Nahla, Interview, IAIN Palopo, Nov 14, 2022].*

The interview excerpt (4) showcased that participants like using the GT translation engine since it is simple, affordable, produce results quickly, offers voice functions that can help users understand Arabic script, and requires little Arabic proficiency.

#### 4.2. Unhappiness

Unhappiness refers to feelings of dislike, hatred, or lack of sympathy for GT as an academic aid in translating Arabic texts into Indonesian and vice versa. The results of the interviews show that apart from being happy, several lecturers are also not happy about using GT. This is because they find it difficult to understand the translation results. The difficulty is related to the problem of ambiguous source language and ambiguous and literal translation results. They can be observed in the following interview excerpt.

Excerpt (5)

*"I had **difficulty** [unhappy; hate feeling] understanding the existing translation results. This is common in literal translations." [Nia, Interview, UIN Makassar, Nov 10, 2022].*

The result of an interview with Nia is presented in quotation (5). It demonstrated that the Arabic-Indonesian translations produced by GT could occasionally be perplexing and challenging to grasp due to their literal translation. In addition, using ambiguous vocabulary and excessive pronouns obscures the reader's understanding.

Excerpt (6)

*"The ambiguous words in Arabic sometimes make me **confused** [unhappiness]. This is because the words have multifaceted meanings when they come to Arabic pronouns." [Ramli, Interview, UIN Makassar, Nov 10, 2022].*

Ramli explained in an interview that pronominal terms in Arabic can occasionally be confusing. For instance, *al-mar'atu fī marhalati ṭufūlatihā tattabī'u wālidahā. Wa fī marāhili ṣabābihā tattabī'u jauzahā. Fa iżā māta, tatanaqqalu al-wilāyatu ilā abnāihī aw abnā rijāli 'asyīratihī al-aqrabīn* [when she was still a youngster, the woman traveled with her father. Follow their husbands when they are adults. **Her children** or the children of her spouse's close family inherit guardianship if **her husband** passes away]. The pronoun /h/ in words *abnāihī* [husband] and *'asyīratihī* [husband's immediate family] has the possibility of referring to the previous word, *zauj* [husband] or *wālidun* [father]. However, in the context of *fiqh*, this pronominal is more appropriate to refer to *his father*, not *his husband*. In addition, the polysemy is also sometimes confused. For example, *innanā nattakhizu al-āhurāt lilazzatīn, wa nattakhizu al-khalilāt lil'inayati bishihhati ajsāmīna al-yaumiyyah* [we seek prostitutes for pleasure, **mistresses** for daily fitness]. The word *al-khalilāt* in this text has a double meaning. Lexically, this word means 'lover, wife.' However, after being associated with the context of the text relating to married men, this word means 'mistress' (Irhamni, 2011).

#### 4.3. Satisfaction

The word 'satisfaction' refers to fulfilling one's wishes, expectations, needs, or pleasures. With this in mind, contentment with the GT application refers to the possibility of realizing all the lecturers' expectations, dreams, and wishes for GT application. Words that convey satisfaction include the words *pleased*, *compliment*, and *involve*.

Excerpt (7)

*"I am satisfied with the results of the GT translation [satisfaction] because it makes it easier for me to deal with academic issues, particularly when they have been edited and proofread." [Ana, Interview, IAIN Parepare, Nov 11, 2022]*

Ana, a lecturer at IAIN Parepare, provided an excerpt (7). She is pleased with the outcomes of GT's translation because each sentence is translated into the target language separately so that the translation engine can interpret it correctly. The structure of Indonesian must adhere to linguistic norms such as Subject, Predicate, and Object and refrain from overusing the words *yang* or *dimana* from Indonesian to Arabic. However, the translated materials still need to be corrected and proofread by professional proofreaders. The following excerpt (8) then confirms this information.

Excerpt (8)

*"I often use GT to make it easier to manage journal articles written in English or Arabic. Apart from using GT, I use the Quilbott application to paraphrase articles. This application is quite helpful in making articles of better quality. But indeed, you have to use mode. Formal or standard, and don't use concise mode. After finishing, I use Grammarly, especially for English articles. After that, I sent the results to the journal editor, and they were accepted." [Akila, Interview, Oct 15, 2022]*

Akila, a lecturer at IAIN Kendari, described her experience with utilizing GT. When the translation results are delivered to a competent proofreader or rephrased utilizing the Quilbott application, his happiness with GT is prevalent.

#### 4.4. Dissatisfaction

The words dissatisfaction have the opposite connotation with (4.3 satisfaction), such as *unsatisfied*, *angry*, *yawn*, *upset*, *jaded*, and *scolded*. They can be observed in the following excerpt (9).

Excerpt (9)

*"I feel dissatisfied with GT's translation results [unsatisfied]. This is because GT has not been able to read vocalization issues in Arabic. Vocalization is related to giving vowels or lines to a word. For example, the word كَتَب can be read in various ways because there are no lines or vowels. This word can be read as ka-ta-ba, ku-ti-ba, and so on. If the word is included in a sentence, it will become ambiguous and have many meanings. This problem may be solved by experts IT from Google Translate." [Emin, Interview, IAIN Palopo, Nov 14, 2022].*

Emin, a lecturer at IAIN Palopo, revealed that he was not satisfied with the results of GT because he could not read vocalization issues in Arabic, such as the word وَلَد. This word will become ambiguous if it is not vocalized and stands alone without context. The word وَلَد can be read as *wa-la-d*, which means *child*, *wulida*, which means *born*, and *walada*, which means *giving birth*. Vowel changes will cause changes in meaning. This can be observed in other interview excerpts from Ramli, a lecturer from State Islamic University of Makassar, who revealed,

Excerpt (10)

*"GT translation machine could not read polysemous words in Arabic besides lexical and grammatical collocations. The word 'ainun' in Arabic has many meanings, although lexically, it means eyes. The meaning depends on the context of the sentence. For example, 'ainul mā'a which means the water source; 'ainul rajul, which means the eyes of a man; ainul makān, which means a place itself." [Ramli, Interview, Nov 10, 2022].*

Likewise, the issue of name entities is often a weakness of GT. Named entities often refer to all entities referenced by a proper name, such as a person, location, organization, amount, and value. GT's



translation of name entities needs to be taken seriously because the treatment may be based on meaning or phonemes. This phenomenon is in line with what Nahla Argued, a lecturer at IAIN Palopo, that,

Excerpt (11)

*"Discourse on name entities is always related to two things, phoneme-based Arabic transliteration such as سامسونج (Samsung) and Arabic meaning-based translation such as الولايات المتحدة الأمريكية which USA translates. GT translation results for these two things sometimes require proper handling to produce a good translation." [Nahla, Interview, Nov 14, 2022].*

Another challenge the GT translation machine faces is the Arabic dialect issue. Despite the increasing use of Arabic dialects on social media, there is no official standardization between modern Arabic or *Modern Standard Arabic (MSA)* and other dialects of Arabic. The researchers revealed that MSA and other Arabic dialects use the same script in the writing system. However, there are also several differences between MSA and the Arabic dialect. You can observe it in the Table (2) below.

**Table (2): Differences in Arabic Fusha and Arabic Dialects**

معنى Meaning	مصرية Egyptian Amiyah	سعودية Amiyah language	Saudi	فصحى Official Arabic
What	إيه	إيش		مَا
Why	ليه	لِيش		لِمَاذَا
When	إمتى	متى / إمتى		مَتَى
How	إزى	كيف		كَيْفَ
How are you?	إزىك	كيف حالك		كَيْفَ حَالُكَ
How are you?	إزى أخبارك	إيش أخبارك		كَيْفَ أَحْبَارُكَ
thank God, im alright	كويس الحمد لله / الْحَمْدُ لِلَّهِ كُلُّ تَمَام	بخير الحمد لله		بِخَيْرٍ وَالْحَمْدُ لِلَّهِ
May I meet you?	أنتعارف عليك ممكن	ممكن أنتعارف عليك		هَلْ يُمَكِّنُنِي أَنْ أَتَعَارَفَ عَلَيْكَ
Please	إنقصل	فصل		تَقْصِلْ
What's your name?	إسمك إيه	إيش اسمك		مَا إِسْمُكَ

## 5. DISCUSSION

The findings of this research suggest that lecturers' views of the use of GT include happiness and unhappiness, satisfaction and dissatisfaction. Due to its ease of use, low cost, quick turnaround, voice functions that can help users grasp Arabic script, and minimal requirement for Arabic ability, they enjoy utilizing GT translation engine. The results of this study aligned with the research findings of Stapleton

and Leung Ka Kin (2019) in Hongkong, revealing the results of GT translation in some cases, in addition to being faster and easier to access. In Saudi, (Alhaisoni & Alhaysony, 2017) highlighted that GT is not only quick and accessible but also reasonably priced. Furthermore, GT has been regarded as a helpful instrument for academic reading and writing because first-year students in Thailand require its accuracy (Tongpoon-Patanasorn & Griffith, 2020).

Similarly, Han and Shin (2017) demonstrated how the GT translation engine might be used to read and write articles, employ collocations, and paraphrase to enhance English students' proficiency in foreign language writing in Korea. Likewise, the results of Agustin and Wulandari (2022) research report show that due to limited vocabulary and adequate knowledge of new insights can be circumvented using GT, equipped with voice features. Thus, GT is expected to become a logical mouthpiece and tool for translation. This is consistent with the study by Tsai (2017), who discovered that GT is a well-known translation tool because it is simple to use, affordable, and efficient. As first-year students in China require accuracy, GT has also been recognized as a valuable instrument for academic reading and writing. In Malaysia, Abidin et al. (2020) discovered that when idiomatic phrases were translated into the context of the sentence instead of being translated outside the sentence, the quality of GT translation was higher.

Anchored on appraisal analysis, the findings of this study demonstrate that lecturers are not only happy but also feel unhappy. This is due to the results of the GT translation appearing literal, confusing, and unintelligible. This result is consistent with Madkour (2016) assertion that the significant challenges to translating Arabic writings into Indonesian are linguistic, non-linguistic, and cultural difficulties. The issue of Arabic interference with Indonesian is what causes the linguistic barrier. Non-linguistic issues are linked to the translator's shoddy command of the target language and translation theory. According to Attia (2008), linguistic issues such as grammatical discrepancies, lexical ambiguity, and meaning are the primary causes of difficulty translating Arabic writings. Samokhin and Sokolova (2018) empirical investigation and this study's findings are consistent. According to their study's findings, the inaccuracy of GT can be apparent in the use of literal, confusing translations, non-contextual lexicon and syntax, and a lack of cultural knowledge.

Likewise, the results of this study indicate that the results of the GT translation also seem to make language lecturers in eastern Indonesia feel satisfied and vice versa. They are satisfied because the accuracy of the translation results is quite good even though they have to be edited and proofread by professionals or using an application. His dissatisfaction lies in the inability of the translation machine to read the different dialects in Arabic, the vocalization system, identity names, and find polysemy. Issues of dialect, vocalization systems, and identity names are classified as cultural issues that are difficult for machines to translate. Even if there is, the meaning may be off the mark and not in accordance with what is desired. Newmark (1998) describes cultural elements as one of the reasons why translators face obstacles in translating a text. This is because the culture of the source language and the target language is different; therefore, there is a gap between the two. Culture in translation is classified into five types, namely: (1) ecology consisting of flora, fauna, and geographical names (2) material culture consisting of food, drink, housing, and types of transportation (3) social culture consisting of work and hobby (4) organization, customs, activities, a procedure and a concept consisting of political and administrative, religious, and artistic terms and (5) gestures and habits. This classification system, when examined carefully, has not yet taken into account the issue of the Arabic vocalization system which is called 'Irab. Because the research wants to propose adding Newmark cultural categories to six by adding the category of language vocalization systems.

The existence of pleasure and displeasure, satisfaction, and dissatisfaction of the lecturers with the results of machine translation raises a question. Why can machines do this? The answer is that the GT was designed using artificial intelligence. Artificial intelligence (AI) is a human intelligence simulation modeled on machines and programmed to think like humans. In other words, AI is a computer system that can do jobs requiring human power or intelligence to complete the job. In the context of translation,

AI can carry out text translation work activities like humans. That's because AI can act humanly, think humanly, think rationally, and act rationally. In addition, AI enriches itself by using three processes: learning, reasoning, and self-correction. In the learning process, AI is not always ordered by humans but will learn by itself based on AI experience when used by humans. Likewise, AI is capable of self-correction or self-correction. AI is programmed to continue to learn and improve itself from its mistakes. Thus, research implies that humans must constantly develop themselves by continuing to learn and carry out self-evaluations to develop to be better from time to time. Just as AI always tries to improve itself, humans should continue to learn, act, and reflect on themselves to improve occasionally.

## 6. CONCLUSION

This study concluded that lecturers' perceptions of the use of GT included happiness and unhappiness, satisfaction and dissatisfaction. The happiness arises because GT translation engine is easy to use, practical to implement, low cost, helps users with weak language competence, and is equipped with reading features. On the other hand, unhappiness arises because the lecturers find it difficult to understand the translation results of GT. After all, it appears literal, ambiguous, and cannot be understood because of the excessive use of pronouns. In addition, the results of the GT translation also made the lecturers feel satisfied and dissatisfied. They are satisfied because the accuracy of the translation results is quite good even though they have to be edited and proofread by professionals or using an application. His dissatisfaction lies in the inability of the translation machine to read different dialects in Arabic, the vocalization system, identity names, and find polysemy words that belong to cultural issues. Thus, this research implies two things. First, Newmark's theory (1998) about cultural classification in translation seems to ignore the problem of language vocalization system called *Trab* in Arabic. Therefore, it is necessary to add a vocalization system categorization which the author calls 'language culture' in the cultural category, which only includes issues of (1) ecology, (2) material cultures such as food, drink, housing, and types of transportation, (3) social culture, (4) organization, customs, activities, procedures and concepts consisting of political and administrative, religious, and artistic terms and (5) gestures and habits. Second, the need for humans to constantly develop themselves by learning and self-reflecting as GT uses Artificial Intelligence.

This research also has constraints. They can be observed from the perspectives used, such as the perspective of themes and rhymes, transitivity, and multimodality. If this research uses an appraisal perspective, other studies can use the perspective previously mentioned.

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