

**Students' Perception and Usage of ChatGPT
in Language Translation Activities: Evidence from EFL Learners**

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Abstract

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The integration of Artificial Intelligence (AI) into language learning has transformed the way students engage in translation activities. One of the most widely used AI tools is ChatGPT, which offers various features that support language learning and translation. This study aimed to investigate students' usage of ChatGPT in language translation activities and explore their perceptions of its benefits and limitations. The study employed a quantitative descriptive research design and involved 41 students of SMP Al-Ishlah Bukittinggi, with 20 students participating in the instrument try-out for reliability testing and the remaining 21 students serving as the actual participants. Data were collected through a questionnaire distributed via Google Forms and analyzed using descriptive statistics. Prior to data collection, the questionnaire was reviewed by an English teacher for clarity and relevance, and its reliability was tested using Cronbach's Alpha ($\alpha = 0.735$), indicating an acceptable level of internal consistency. The findings revealed that students generally held positive perceptions toward ChatGPT, with an overall mean score of 3.48 (Agree), and recognized its usefulness in supporting translation activities. Students reported that ChatGPT helps them understand difficult vocabulary and sentence structures, learn new vocabulary, improve translation performance, and support language learning, although they remained critically aware of its occasional inaccuracy and did not strongly prefer it over other translation tools. In conclusion, ChatGPT has considerable potential as a supplementary tool for language translation and English language learning. However, its effectiveness depends on students' ability to use the technology critically and responsibly. Therefore, ChatGPT should be viewed as a complementary educational resource rather than a

replacement for traditional learning methods that are still usable.

Kata Kunci:

ChatGPT, Kecerdasan Buatan, Penerjemahan Bahasa, Persepsi Siswa, Pembelajaran Bahasa

Abstrak

Integrasi Kecerdasan Buatan (AI) dalam pembelajaran bahasa telah mengubah cara siswa terlibat dalam aktivitas penerjemahan. Salah satu alat berbasis AI yang paling banyak digunakan adalah ChatGPT, yang menawarkan berbagai fitur untuk mendukung pembelajaran bahasa dan penerjemahan. Penelitian ini bertujuan untuk menyelidiki penggunaan ChatGPT oleh siswa dalam aktivitas penerjemahan bahasa serta mengeksplorasi persepsi mereka terhadap manfaat dan keterbatasannya. Penelitian ini menggunakan desain penelitian deskriptif kuantitatif dan melibatkan 41 siswa SMP Al-Ishlah Bukittinggi, dengan 20 siswa berperan dalam uji coba instrumen untuk pengujian reliabilitas dan 21 siswa lainnya sebagai partisipan penelitian yang sesungguhnya. Data dikumpulkan melalui kuesioner yang disebarakan melalui Google Form dan dianalisis menggunakan statistik deskriptif. Sebelum pengumpulan data, kuesioner ditinjau oleh seorang guru bahasa Inggris untuk memeriksa kejelasan dan relevansi setiap item, dan reliabilitasnya diuji menggunakan Cronbach's Alpha ($\alpha = 0,735$), yang menunjukkan tingkat konsistensi internal yang dapat diterima. Hasil penelitian menunjukkan bahwa siswa pada umumnya memiliki persepsi positif terhadap ChatGPT, dengan skor rata-rata keseluruhan sebesar 3,48 (Setuju), dan mengakui kegunaannya dalam mendukung aktivitas penerjemahan. Siswa melaporkan bahwa ChatGPT membantu mereka memahami kosakata dan struktur kalimat yang sulit, mempelajari kosakata baru, meningkatkan kemampuan penerjemahan, serta mendukung pembelajaran bahasa, meskipun mereka tetap menyadari secara kritis ketidakakuratannya yang sesekali terjadi dan tidak terlalu memilih ChatGPT dibandingkan alat penerjemahan lainnya. Sebagai kesimpulan, ChatGPT memiliki potensi besar sebagai alat pendukung dalam penerjemahan bahasa dan pembelajaran bahasa Inggris. Namun, efektivitasnya bergantung pada kemampuan siswa dalam menggunakan teknologi tersebut secara kritis dan

bertanggung jawab. Oleh karena itu, ChatGPT sebaiknya dipandang sebagai sumber belajar pelengkap, bukan sebagai pengganti metode pembelajaran tradisional yang masih relevan untuk digunakan.

INTRODUCTION

In recent years, the fast development in Artificial Intelligence (AI) has given the impact to educational practice, specifically in the field of language learning. Educators recognize that technology (Especially AI) can transform how students study while developing their learning experience (Moybeka et al., 2023). In particular, the learning of English, as a widely used global language, has undergone significant changes. With the support of technology, students can now learn more easily and efficiently (Aziz et al., 2018). Moreover, the emergence of Artificial Intelligence (AI) chatbots has further influenced language learning by improving students' communication skills and engagement (Kim et al., 2021; Petrović & Jovanović, 2021). These developments indicate that technology, especially AI, plays a crucial role in modern language education.

Building on technological development, one important area that has been significantly impacted is language translation, particularly with the emergence of AI-powered translation tools such as Google Translate and DeepL. Although these tools now offer instant and increasingly accurate translations, the cognitive process of translation remains essential for language learners and cannot simply be replaced by automated systems. This is precisely why translation continues to matter in the AI era: machine translation provides an output, but it bypasses the internal cognitive work that produces learning. Translation is essential for English as a foreign language learning, especially in countries where English language usage opportunities out of classroom are scarce. By engaging in translation exercises, the learners will be able to compare the linguistic structures in their native language and English, identify the grammatical differences, and learn new words in the process, which is done internally and cannot be done when they take the machine-produced translation at face value. Kalyani (2023) has written that through translation, students are able to understand idiomatic and difficult texts, hence

comprehending the texts better. Translation also triggers metalinguistic awareness, which allows the learners to analyze meaning, context, and cultural aspects critically, a process that AI cannot do for the learner. Therefore, the importance of translation in language learning increases rather than decreases with increasing capabilities of AI.

At the same time, there are actual obstacles in front of students when doing this work. Firstly, it is about recognizing idioms that do not necessarily translate in the literal sense and require contextual and cultural understanding that novice learners do not always possess. Secondly, there is an issue of overreliance on word-by-word translation when substituting words individually, not translating them as part of the whole sentence or a discourse, so getting grammatically incorrect or semantically wrong sentences. And thirdly, it is about a restricted capability of learners to catch cultural and contextual meaning, especially in texts that include connotation, humor or cultural references that do not necessarily have counterparts in the target language. All these problems cannot be solved by means of AI translators; instead, they might even hide those problems from the eye of the student since a fluent machine-generated translation creates an illusion of competency, whereas the problem itself stays unresolved, namely, recognizing idioms, going beyond literal translation and catching cultural nuances. Thus, translation is a complex cognitive activity that improves general language proficiency; and precisely because of that, it cannot be replaced with AI.

The increasing demand for translation skills in education requires effective and accessible tools. In this context, AI-based technologies such as ChatGPT (Chat Generative Pre-trained Transformer) have come as promising solutions. According to Ho (2024), ChatGPT can assist students in self-directed learning, especially in translation, grammar checking, and generating initial ideas. Aeni et al. (2024) stated that ChatGPT has transformed the conventional role of translators and is part of AI-generated machine translation, especially Neural Machine Translation. Furthermore, Roza (2023) explained that ChatGPT can produce and translate text accurately according to context, understand source texts effectively, and generate natural translations in the target language. Its ability to provide fast and cost-free

translations makes it a practical and efficient tool for learners, especially in educational settings.

Given these capabilities, ChatGPT not only functions as a translation tool but also becomes an interactive learning assistant in English language acquisition. As a language model, it is capable of understanding input text and generating relevant output, which supports various learning activities such as speaking practice, explaining specialized terms, and assisting with writing and reading tasks. The integration of ChatGPT into learning environments enhances interaction between students and technology while providing accessible and personalized learning resources. This contributes to a more engaging and individualized learning experience. Additionally, learners in environments where English is not predominantly used often lack opportunities for authentic practice (Horn, 2024). In this case, ChatGPT becomes a reliable resource to support continuous language exposure. Its advantages, including immediate feedback, increased engagement, and support for independent learning, further highlight its potential in English language education (Phuong, 2024).

There have been several researches done by different scholars regarding the same topic. According to Irianto et al. (2024), learners view ChatGPT as a useful tool for improving their skills in speaking, listening, vocabulary improvement, expression, error correction, and feedback. In addition, according to Mandasari et al. (2024), students viewed ChatGPT positively as an educational tool in the Education 4.0 age; that is, they regarded it as easy, useful, interesting, and beneficial, and according to Vo and Nguyen (2024), ChatGPT helps develop the English language skills of students. Laili, Wirawati, and Nashir (2024) took the research further by examining how the students in the field of health sciences perceived ChatGPT in terms of explanation of difficult subjects, vocabulary enlargement, and writing.

In addition to general language acquisition, there has been a number of studies dedicated to using ChatGPT in translation. For example, Zhang (2023) surveyed the views of translation students on the subject of machine translation, whereas Özmat and Akkoyunlu (2024) have concluded that translation students

recognize the benefits that come from using AI-assisted translation tools, but are still concerned with possible skill degradation. In a similar field, Abdullah et al. (2026) observed students using ChatGPT for the translation of literary texts at the University of Zawia, finding that while learners found it efficient and useful for vocabulary acquisition, they still doubt its capability to deal with tonality, metaphors, and cultural subtleties, thus preferring to use it as an additional tool to be used with an instructor rather than as a replacement of human translation. Furthermore, Ngan and Khoa (2025) performed a qualitative study of machine translation tool usage by English major students, finding that learners effectively distinguish between simple tools like Google Translate, which are used for fast information look-ups, and AI-based chatbots such as ChatGPT, using them for more sophisticated analysis, as well as having verification techniques and being increasingly aware of the perils of over-reliance.

Within another line of questioning, for instance, Xiao and Zhi (2023) investigated through an explorative study the role of ChatGPT use by EFL learners for their language learning activities, demonstrating the significance of the convenience of the tool and the caution of the learners regarding its accuracy, and Klimova, Pikhart, and Al-Obaydi (2024) pointed out the opportunities and challenges associated with the use of ChatGPT in foreign language education in universities. Van Horn (2024), further exploring the topic, considered the connection between the use of ChatGPT and learner autonomy among EFL university learners and demonstrated that independent use of ChatGPT was associated with a higher degree of learner autonomy. Altogether, these works demonstrate that although ChatGPT and AI-based translation tools have become more widely recognized in terms of convenience and learning assistance, most of the research is still concentrated either generally on language learning or literary translation and/or usage of these tools, with not enough attention paid to the perception and use of the technology in relation to the translation process specifically.

This research will explore how ChatGPT can be used by students during their language translation assignments. Since the objective of this study is to

examine the usefulness of ChatGPT in helping students with the language learning process, we will therefore need to find out how ChatGPT can be used by the students while undertaking language translations. In addition, it is equally important to discover the opinions of students on their experiences using ChatGPT for language translations. The research intends to address the following question:

1. How do students use ChatGPT in language translation activities?
2. What are students' perceptions of the benefits and limitations of ChatGPT in language translation activities?

METHOD

Research Design

This study employed a quantitative descriptive research design to investigate students' perceptions and usage of ChatGPT in language translation activities. A quantitative descriptive design was selected because it enables researchers to describe and analyze phenomena as they naturally occur without manipulating any variables. The primary objective of this design is to provide a systematic description of participants' responses regarding a particular phenomenon. In this study, the research focused on examining how students use ChatGPT in language translation and how they perceive its role in supporting translation activities and English language learning.

Population and Participants

The population of this research was the students of SMP Al-Ishlah Bukittinggi. The population of this research were third grade students and there were 41 students who voluntarily responded to the questionnaire administered through Google Forms. These students were selected as the study participants because they represented the target group for examining the use of ChatGPT in language translation activities. The students will be divided half to be the participants that consist of 21 and the rest is for the reliability test that consist of 20. The data collected from the participants were used to explore students' perceptions, experiences, and patterns of ChatGPT usage in supporting translation and English learning activities.

Instrument of the Research

The instrument used in this study was a questionnaire administered through Google Forms. The questionnaire consisted of statements related to students' usage of ChatGPT in language translation activities and their perceptions of its benefits and limitations. Participants were asked to indicate their level of agreement with each statement using a five-point Likert Scale, ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The questionnaire was designed to gather information regarding the frequency of ChatGPT usage, reasons for using ChatGPT, perceived effectiveness, perceived benefits, and awareness of its limitations in translation activities. For the table will be presented as follows:

Table.1 Questionnaire

No	Statement	SS	S	N	TS	STS
1	I frequently use ChatGPT to assist with translating English texts	☐	☐	☐	☐	☐
2	ChatGPT helps me understand the meaning of difficult words and sentences	☐	☐	☐	☐	☐
3	The translations generated by ChatGPT are easy to understand	☐	☐	☐	☐	☐
4	ChatGPT enhances my ability to translate English into Indonesian	☐	☐	☐	☐	☐
5	I use ChatGPT because it is faster than translating texts manually	☐	☐	☐	☐	☐
6	ChatGPT helps me acquire new vocabulary during translation activities	☐	☐	☐	☐	☐
7	I feel more confident when completing translation tasks using ChatGPT	☐	☐	☐	☐	☐
8	ChatGPT occasionally produces translations that are inaccurate	☐	☐	☐	☐	☐
9	I prefer using ChatGPT over other translation tools	☐	☐	☐	☐	☐
10	ChatGPT is useful in supporting my English language learning activities.	☐	☐	☐	☐	☐

The technique of collecting data

Data will be collected through questionnaires. Questionnaires will be distributed to participants to gather the initial data regarding their perception and usage of ChatGPT in translation activities. This technique will provide the answer for the students to match their thought with the statement and also the scales that had been provided inside the column.

The technique of analysis Data

The data were analyzed using descriptive statistics. Mean scores were calculated for each questionnaire item to identify students' perception and usage patterns regarding ChatGPT in language translation activities. The mean scores

were then interpreted to determine the overall tendency of participants' responses. The findings were presented in narrative form and supported by statistical results to provide a comprehensive description of students' perceptions and experiences. Descriptive statistical analysis was considered appropriate because the study aimed to describe and summarize participants' responses rather than test hypotheses or determine causal relationships. The interpretation of mean scores was based on the following criteria: 4.21-5.00 = Strongly Agree, 3.41-4.20 = Agree, 2.61-3.40 = Neutral, 1.81-2.60 = Disagree, and 1.00-1.80 = Strongly Disagree

Validity of the Instrument

Prior to the try-out test, the questionnaire was reviewed by an English teacher to obtain practitioner feedback on the clarity and relevance of each item. The teacher evaluated the ten statements based on her classroom experience and provided qualitative feedback on two items. For item 8 ("ChatGPT occasionally produces translations that are inaccurate"), she suggested rewording the term "inaccurate" to convey a more neutral tone. For item 9 ("I prefer using ChatGPT over other translation tools"), she noted that the statement was inherently subjective, as it measured personal preference rather than a verifiable usage pattern. Based on this feedback, minor revisions were made to the wording of these two items before the instrument was administered in the try-out test.

While this review does not constitute a formal expert-judgment validity test involving multiple raters, it provided an initial check on the instrument's face validity from a classroom practitioner's perspective before the reliability test was conducted using the try-out group.

Reliability of the Instrument

Before the questionnaire was distributed to the actual participants, a try-out test was conducted involving 20 students who were not included in the final sample. This procedure was carried out to examine the reliability of the questionnaire items measuring students' perceptions and usage of ChatGPT in language translation activities. The reliability test was calculated using Cronbach's Alpha formula, and the result showed a coefficient of 0.735, which falls within the acceptable range for an instrument to be considered reliable. This indicates that the ten statements in the

questionnaire consistently measured the intended construct and could therefore be used for collecting data from the actual participants.

Further examination through the corrected item-total correlation revealed that nine of the ten items showed positive and adequate correlations with the overall scale ($r > 0.30$), confirming that these items consistently measured the same underlying construct, namely students' positive perceptions of ChatGPT as a translation and learning tool. However, item 8 ("Terkadang ChatGPT menghasilkan terjemahan yang kurang akurat") showed a negative correlation with the rest of the scale ($r = -0.405$), and the alpha coefficient increased to 0.820 when this item was removed. This pattern is conceptually reasonable, since item 8 is the only negatively-worded statement addressing a limitation of ChatGPT, while the remaining nine items are positively-worded statements concerning its benefits. Students who agreed strongly with the benefit-related items tended to disagree with the limitation-related item, which explains the inverse relationship. Item 8 was therefore retained in the questionnaire as it measures a conceptually distinct aspect (students' awareness of ChatGPT's limitations) rather than being a flaw in the instrument, and it was analyzed separately as part of the discussion on students' critical awareness of ChatGPT's accuracy.

FINDINGS AND DISCUSSION

This section presents the findings and discussion based on the two research questions of the study. The first research question examines how students use ChatGPT in language translation activities, while the second research question explores students' perceptions of the advantages and disadvantages of using ChatGPT for language translation. For answering the research questions, the researchers put the table for supporting the answers as follows:

Table.2 Mean Score of Students' Perceptions and Usage of ChatGPT in Language Translation

No	Statement	Mean	Interpretation
1	I frequently use ChatGPT to assist with translating English texts	3.38	Neutral
2	ChatGPT helps me understand the meaning of difficult words and sentences	3.90	Agree
3	The translations generated by ChatGPT are easy to understand	3.38	Neutral
4	ChatGPT enhances my ability to translate English into Indonesian	3.62	Agree
5	I use ChatGPT because it is faster than translating texts manually	3.57	Neutral
6	ChatGPT helps me acquire new vocabulary during translation activities	3.90	Agree
7	I feel more confident when completing translation tasks using ChatGPT	3.14	Neutral
8	ChatGPT occasionally produces translations that are inaccurate	3.29	Neutral
9	I prefer using ChatGPT over other translation tools	2.95	Neutral
10	ChatGPT is useful in supporting my English language learning activities.	3.62	Agree

Research Question 1: How is ChatGPT Used by Students While Undertaking Language Translation Activities?

As presented in Table 2, the statement regarding the frequency of ChatGPT usage obtained a mean score of 3.38, which falls within the neutral category. This finding indicates that students are familiar with ChatGPT and have used it in language translation activities; however, its usage is not yet intensive among all participants. Some students may use ChatGPT regularly when translating English texts, while other use it only when they encounter difficulties in understanding unfamiliar vocabulary, sentence structures, or contextual meanings.

The moderate level of usage may be influenced by students' previous familiarity with other translation tools, such as Google Translate, online dictionary, and language-learning applications. As a relatively new artificial intelligence technology, ChatGPT is still in the process of being adopted by many learners. Consequently, some students may continue to rely on translation resources that they have used for a longer period. Nevertheless, the mean score demonstrates that students have begun integrating ChatGPT into their learning activities and recognize its potential as a useful educational tool.

Table 2 also shows that the statement "ChatGPT is faster than manual translation" obtained a mean score of 3.57, which is categorized as neutral. Although students did not express strong agreement, the result suggests that they generally acknowledge the convenience and efficiency provided by ChatGPT. Through artificial intelligence technology, students can obtain immediate responses

to translation request without spending excessive time searching for word meanings in dictionaries or translating texts manually.

The efficiency offered by ChatGPT may explain why students have started using the platform in their academic activities. In educational contexts, students are often required to complete assignments within limited periods. Therefore, tools that provide quick assistance can become valuable learning resources. ChatGPT allows students to access explanations, translations, and language support instantly, making it a practical option for completing translation tasks more efficiently.

Furthermore, students may use ChatGPT not only to obtain translations but also to seek explanations regarding language use. Unlike conventional translation tools that often provide direct translations, ChatGPT offers interactive responses and contextual information. This feature enables students to ask follow-up questions, request alternative translations, and clarify difficult expressions. Consequently, students may become more actively involved in the translation process rather than simply copying translated output. These findings support the study conducted by Ho (2004), who reported that ChatGPT assists learners in self-directed learning by providing immediate support in translation and language-related tasks. The result also suggests that students are gradually adapting to the use of artificial intelligence technologies as part of their learning process.

Based on these findings, it can be concluded that students use ChatGPT as a supplementary translation resource because of its accessibility and efficiency. Although its usage is not yet intensive, students have started integrating ChatGPT into their translation activities to obtain quick explanations and language support.

Research Question 2: What are the Advantages and Disadvantages of Using ChatGPT for Language Translation as Perceived by Students?

The second research question explores students' perceptions regarding the advantages and disadvantages of using ChatGPT in language translation activities. As presented in Table 2, students generally reported positive perceptions toward ChatGPT, particularly in relation to its ability to support language comprehension, vocabulary development, translation performance, and English language learning.

The highest mean score in Table 2 was obtained by the statement that ChatGPT helps students understand difficult words or sentences ($M = 3.90$), which falls within the agree category. This finding indicates that students perceive ChatGPT as particularly useful when dealing with unfamiliar vocabulary and complex sentence structures. Understanding difficult linguistic forms is often one of the major challenges faced by English language learners, especially in translation activities where accurate interpretation of meaning is required. The result suggests that ChatGPT assists students by providing explanations and contextualized information that facilitate comprehension.

The ability of ChatGPT to explain vocabulary and sentence meaning may contribute to students' overall understanding of English texts. Unlike traditional translation tools that primarily provide direct translations, ChatGPT can generate explanations and examples that help learners understand language in context. Consequently, students may use ChatGPT not only to translate texts but also to develop a deeper understanding of language use. This finding is consistent with Irianto et al. (2024), who reported that students viewed ChatGPT as a valuable resource for understanding language and improving comprehension during English learning activities.

Another positive finding is related to vocabulary development. As shown in Table 2, the statement that ChatGPT helps students learn new vocabulary obtained a mean score of 3.63, which falls within the agree category. This result indicates that students perceive ChatGPT as an effective tool for expanding vocabulary knowledge. Vocabulary acquisition is a fundamental aspect of language learning because it influences learners' ability to understand and produce language effectively. Through translation activities, students are frequently exposed to unfamiliar words and expressions, creating opportunities for vocabulary growth.

This shows that ChatGPT aids in learning new words by giving their meanings, explanations, and examples of usage. Information regarding unknown words becomes readily available to students without breaking their flow of learning process. This may motivate students to learn new things by themselves independently. The results from this research confirm the study findings done by

Mandasari et al. (2024) whereby ChatGPT was seen as an efficient tool for language learning among students.

The findings also reveal that students perceive ChatGPT as beneficial for improving translation ability. The statement regarding the improvement of translation ability obtained a mean score of 3.62 which falls within the agree category. This finding suggests that students believe ChatGPT contributes positively to their translation performance. By providing translations, explanations, and alternative expressions, ChatGPT may help students develop a better understanding of how meaning is transferred between languages.

This result is consistent with Ho (2024), who argued that ChatGPT is capable of acting as a helpful learning aid that promotes self-regulated learning as well as offers immediate help related to language-based tasks. Immediate access to explanations and feedback could promote learner autonomy and minimize students' dependency on conventional learning materials.

In addition to these positive perceptions, Table 2 shows that the statement regarding the ease of understanding ChatGPT-generated translations obtained a mean score of 3.38, while the statement regarding confidence in translation activities obtained the lowest mean score among the positively-worded items at 3.14. Both fall within the neutral category. These results suggest that although students generally view ChatGPT positively, they do not express particularly strong agreement regarding the clarity of translations or their confidence when translating. One possible explanation is that students still encounter difficulties in evaluating translation quality and determining whether generated translations accurately represent the intended meaning of the original text.

In spite of these limitations, however, the results clearly show that most participants consider ChatGPT an efficient tool for assisting translation work as well as supporting English language learning. As the perceptions expressed by the participants were generally positive across most items, one may conclude that ChatGPT can be used as an auxiliary learning resource.

However, the findings also reveal that students are aware of certain limitations associated with the use of ChatGPT. As presented in Table 2, the

statement that ChatGPT sometimes produces inaccurate translations obtained a mean score of 3.29, which falls within the neutral category. This result indicates that students recognize that AI-generated translations are not always completely accurate and should be evaluated critically before being accepted. Notably, this item was the only negatively-worded statement in the questionnaire, and during the reliability testing stage it showed an inverse relationship with the predominantly positive items measuring ChatGPT's benefits — students who agreed strongly with the benefit-related statements tended to disagree with this limitation-related statement. This pattern itself reinforces the substantive finding: students who view ChatGPT favorably as a translation aid are also the ones most likely to acknowledge, rather than overlook, its occasional inaccuracies.

Translation is not just a matter of accuracy in language, but also a matter of context, culture, and sensitivity to meaning. Despite ChatGPT's ability to translate accurately in most cases, there are instances when it produces results that do not convey the intended meaning of the source text. The fact that students recognize this aspect shows an awareness of the need to verify translations rather than accepting AI output uncritically.

Furthermore, the statement regarding preference for ChatGPT over other translation tools obtained the lowest mean score in Table 2 ($M = 2.95$), which falls within the neutral category. This finding indicates that students do not strongly prefer ChatGPT compared with other translation resources. Many students may continue to use Google Translate, online dictionaries, or other digital tools alongside ChatGPT. This behavior suggests that learners prefer combining multiple resources to improve translation accuracy and confirm information, rather than relying exclusively on a single AI tool.

According to this study, it can be argued that students associate a number of benefits with ChatGPT in performing tasks related to language translation, particularly understanding complex vocabulary, learning new words, improving translation skills, using the tool efficiently compared with manual translation, and supporting broader English language learning. However, students are also aware of the drawbacks related to AI-generated translations and recognize the need for

verification of translation results, and they do not treat ChatGPT as a replacement for other translation tools but rather as one resource among several.

CONCLUSION

The study examined how the students used ChatGPT during language translation tasks, along with exploring the perceived strengths and weaknesses of the tool. The results indicated that the students had started using ChatGPT for their translation tasks, although they are not extensively using the tool at this stage. The main reason why students use ChatGPT is due to its accessibility and convenience. Overall, students perceive ChatGPT favorably, viewing it as both a translation aid and a broader learning resource that fosters language understanding and learner autonomy.

At the same time, the students remain critically aware of ChatGPT's limitations, particularly its occasional inaccuracy, and they continue to rely on other translation tools alongside it rather than treating it as a complete replacement. These findings suggest that ChatGPT holds considerable value as a supplementary tool in language translation and English learning, but its benefits depend on students' capacity to use it critically and selectively rather than uncritically.

This study was limited to 41 students from a single school, and the findings should therefore be interpreted with caution regarding generalizability. Future research involving larger and more diverse samples is recommended to further examine the extent to which ChatGPT can contribute to translation accuracy and language acquisition over time.

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