



Utilization of Google Translate in Teaching Writing Skills for Students of STAI Masjid Syuhada

Shiddiqoh Hafidhah ^{1*} Bellah Asa O'Neal Elmi², Dailatus Syamsiyah³, Widi Astuti⁴

Email: shiddiqoh611@gmail.com^{1*}, 23204021022@student.uin-suka.ac.id³, widi@staimsyk.ac.id⁴

^{1,2,3} Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia. ⁴ Sekolah Tinggi Agama Islam Masjid Syuhada, Yogyakarta, Indonesia

DOI: <http://doi.org/10.35931/am.v8i1.4603>

Article Info

Received: 30th December 2024

Revised: 13th March 2025

Accepted: 20th March 2025

Correspondence:

Phone: +6285743868195

Abstract: This study aims to explore the response of STAI Masjid Syuhada students to the use of Google Translate in learning mahārah kitābah. This study uses a descriptive qualitative approach. This approach aims to understand phenomena based on the experiences, perceptions, and views of the research subjects. The subject of this research is STAI students of the Syuhada Masjid. This sampling technique is purposive sampling. The selection of subjects is based on specific criteria relevant to the research objectives: students actively participating in imla' and insya' courses and using Google Translate for learning mahārah kitābah. The data collection technique used in this study is a closed questionnaire. The results of the study show that most students often use Google Translate, especially in learning mahārah kitābah. The reasons why students use Google Translate are quite varied, including to complete assignments, understand vocabulary, improve grammar, and improve the quality of writing. However, with Google Translate, the majority of students feel helped in learning mahārah kitābah. This study suggests using Google Translate as a learning tool, but it still requires double-checking to ensure optimal use.

Keywords: Artificial Intelligence, Google Translate, Mahārah Kitābah

INTRODUCTION

Mahārah kitābah is one of the main skills in learning Arabic that requires special attention and continuous development. This skill not only focuses on the ability to produce writing, but also on how to structure language that is structured, meaningful, and in accordance with applicable Arabic language rules (Munawarah & Zulkifli, 2021). As a productive skill, mahārah kitābah, together with Mahārah Kalam, is an advanced stage in language mastery after learners have understood receptive skills such as mahārah Istima' and mahārah Qira'ah (Taubah, 2019). In this case, writing skills depend not only on vocabulary mastery, but also on an understanding of grammar, sentence structure, and the ability to organize ideas logically and coherently (Thu'aimah, 2016). Learning the mahārah kitābah, although important, is often considered difficult, especially for students who are still at an early stage in learning Arabic, due to various obstacles such as limited vocabulary, limited understanding of grammar, and difficulty in structuring ideas in a structured and clear manner (Wassid & Sunendar, 2008). In addition, other

common problems are the lack of time to practice writing independently and limited access to learning resources that can help improve writing skills (Ghufron et al., 2022). These limitations further exacerbate the difficulty for learners in honing the mahārah kitābah, which should require consistent practice and appropriate support. To overcome these obstacles, a systematic approach, sufficient time to practice, and adequate learning resources are needed so that learners can better master this writing skill.

Apart from that, the author's way of expressing words is not only a reflection of their thoughts but also a manifestation of their cognitive processes and understanding of the subject. How a writer conveys their ideas can provide insight into their mindset, perspectives, and how they structure their arguments. If the writer possesses a strong understanding of a foreign language, it will undoubtedly reflect in the quality of their writing. This mastery of the language allows the author to choose words and phrases that are appropriate, precise, and effective in conveying their intended message. Furthermore, the choice of vocabulary, sentence structure, and grammar

directly influences how the message is perceived by the reader. Another important aspect that makes writing good is the ability to connect with the reader. A well-written piece doesn't just present information; it ensures that the reader can easily comprehend and engage with the content. For writing to truly resonate, it must take into account the background, expectations, and potential knowledge of the reader, tailoring the language to meet these factors. Therefore, excellent foreign language skills are not only about mastering grammar and vocabulary, but also about understanding how to adapt this knowledge to fit the context and needs of the writing. This alignment between the writer's language proficiency and the reader's expectations is essential for creating writing that is not only grammatically correct but also engaging and easily understandable, ultimately leading to high-quality writing results.

To tackle these challenges, technological advancements have paved the way for innovations in Artificial Intelligence (AI). AI refers to a technology system based on artificial intelligence that assists with tasks related to human intelligence (Hakim, 2022). According to Knight and Rich, AI is a branch of computer science that focuses on creating computers capable of performing tasks that humans can do, and often even more efficiently (Jamaluddin & Sulistyowati, 2021). One of the most notable AI technologies in the field of language learning is Google Translate. As highlighted by the Google Translate Product Manager in a digital publication, AI has significantly enhanced Google Translate's ability to translate words by offering new contextual translation options, which helps improve the accuracy and relevance of translations (Gu, 2023). This innovation has made AI a valuable tool for learners of languages like Arabic, as it assists in overcoming language barriers and provides more accurate translations that reflect the nuances of the language. Through continuous advancements, AI systems like Google Translate are revolutionizing the way we learn and interact with foreign languages, offering a more dynamic and efficient approach to language acquisition.

Google Translate is an online platform developed by Google that facilitates the translation of texts from one language to another (Putri & Lessy, 2024). This tool offers a user-friendly and convenient way to translate texts, including between languages like Indonesian and Arabic. Google Translate provides students with quick and easy access to understand the meanings of sentences from various languages, thus bridging language gaps. The platform boasts a range of features, such as word-by-word, sentence-by-sentence, paragraph-by-paragraph translations, audio pronunciation, and alternative translation suggestions, all designed to enhance the user experience (Lawa et al., 2022). The word-by-word translation feature, in particular, helps learners expand their vocabulary, enabling them to write more fluently and

accurately in a foreign language (Khoiriyah, 2020). By breaking down each word individually, learners are given the opportunity to learn new terms and apply them in different contexts, which improves their overall understanding and writing ability in a second language.

However, despite its widespread use and helpful features, Google Translate is not without its drawbacks. The translation results often contain errors, such as the incorrect selection of vocabulary, sentence structures that do not align with the grammar rules of the target language, and inaccurate translations due to the nuances of language that a machine might not fully comprehend. These errors can easily lead to misunderstandings, particularly when translating complex sentences or idiomatic expressions that require more than a literal translation. For example, Google Translate may struggle with cultural context, idioms, or colloquial phrases, which can affect the quality of translations, especially in languages like Arabic that have significant differences in structure and expression from languages such as Indonesian.

Despite these challenges, there are ways to mitigate errors and enhance the effectiveness of Google Translate. One of the most effective strategies is combining Google Translate with a dictionary, allowing users to cross-reference translations and verify the accuracy of the words or phrases used. Additionally, students can double-check the translation results by consulting native speakers or more reliable translation tools for confirmation. Another useful tip is to simplify complex sentences that contain multiple clauses, as Google Translate tends to struggle with long and intricate sentences. By breaking down sentences into smaller, more manageable parts, learners can ensure that the translations are more accurate and easier to understand (Syam et al., 2023). These practical strategies, when combined with the convenience of Google Translate, can help learners maximize the utility of the platform while minimizing potential errors in their translations.

In learning Mahārah Kitābah, there are two integral concepts that cannot be separated: Imla' and Insya' (Hasanah & Triastuti, 2024). Imla' refers to learning Mahārah Kitābah through dictating Arabic texts, which helps students improve their listening, writing, and comprehension skills by transcribing spoken Arabic into written form. This process allows students to familiarize themselves with correct spelling, sentence structure, and grammar in Arabic. Insya', on the other hand, focuses on composing Arabic essays, challenging students to express their ideas coherently and accurately in written Arabic. At STAI Masjid Syuhada, both Imla' and Insya' courses are part of the Arabic language education curriculum, aiming to develop students' proficiency in writing. In this learning process, the use of Google Translate has become a common phenomenon among students, who rely on it to assist with translating assignments, writing Arabic compositions, and

completing final projects. While Google Translate provides a convenient way to overcome language barriers, it also has limitations, particularly in translating context and maintaining the nuances of the Arabic language. Students often use Google Translate to generate translations or improve their writing, but they must remain cautious, as literal translations may not always capture the true meaning or grammatical correctness. Nevertheless, Google Translate serves as a valuable tool, supporting students in their language learning journey, particularly in conjunction with the more traditional *Imla'* and *Insyah* courses, helping them engage with Arabic more efficiently and effectively.

On the one hand, the use of Google Translate is considered beneficial for helping users understand texts and complete Arabic language assignments. It provides students with quick access to translations, aiding them in overcoming language barriers and facilitating their learning process. However, on the other hand, the widespread use of this technology raises concerns about the potential for dependency, which may hinder students' ability to deeply learn and master the Arabic language. This reliance on Google Translate can lead to a superficial understanding of the language, as students may bypass the necessary steps of engaging with vocabulary, grammar, and sentence structure. Furthermore, students at STAI Masjid Syuhada come from diverse educational backgrounds, which means that their level of proficiency in Arabic may vary significantly. As a result, the use of Google Translate is not only evaluated in terms of the effectiveness of its translations, but also in relation to how students respond to it. Understanding how students interact with and rely on this tool, given their varying backgrounds and proficiency levels, is crucial to evaluating its overall impact on their language learning journey.

This article aims to explore the response of STAI students to the use of Google Translate in learning *Maharah Kitabah*. The focus of this research is on understanding how students utilize Google Translate, their perceptions of the tool, the frequency of use, the reasons behind its usage, the constraints they encounter, and the solutions they apply to overcome these challenges. By examining students' responses, this research seeks to provide a more comprehensive and in-depth understanding of the role that Google Translate plays in supporting Arabic language learning, particularly in the development of writing skills. The increasing reliance on digital tools like Google Translate raises important questions about the effectiveness and limitations of such technology in the language acquisition process. Several previous studies have explored various aspects of Google Translate. For instance, research has focused on efforts to address academic challenges in understanding Arabic texts (Faqih, 2018), analyzing the quality of translations provided by Google Translate (Khoiriyah, 2020), and

examining Indonesian-Arabic translations along with providing tips for effective use of the platform (Syam et al., 2023). Additionally, other studies have investigated issues in the utilization of Google Translate for English to Indonesian translation (Pujiati, 2017), identified gender bias in the translation results of Google Translate (Prates et al., 2020), and explored usage training for Google Translate in English language learning (Saefullah, 2023). These studies contribute to a broader understanding of how Google Translate functions in various language contexts. However, the research conducted in this study uniquely focuses on exploring the responses of STAI students at Syuhada Masjid, specifically looking at their experiences with the tool's utilization, convenience, and the challenges it presents in the learning process of *Maharah Kitabah*. This study also emphasizes how students from different educational backgrounds engage with Google Translate and how they balance its usage with traditional learning methods. By addressing these aspects, the research aims to offer valuable insights into how Google Translate influences students' Arabic language learning, particularly in the development of writing proficiency, and provides recommendations for its optimal use as a supplementary tool in the language learning process. The findings from this research will contribute to a more nuanced understanding of how digital translation tools can support or hinder language acquisition in an academic setting, especially in learning complex languages like Arabic.

METHOD

This study uses a descriptive qualitative research method, which is a research approach that focuses on describing phenomena holistically to gain a deeper understanding, rather than analyzing numerical data. Qualitative research, by its nature, is descriptive and typically follows an inductive flow, meaning it starts with a process or event and draws conclusions based on observations (Yuliani, 2018). The primary aim of qualitative research is to understand a phenomenon within its natural social context, prioritizing the process of in-depth communication and interaction between the researcher and the subjects being studied (Rukminingsih et al., 2020). This approach is particularly valuable for understanding the experiences, perceptions, and viewpoints of the participants. In this study, the descriptive qualitative approach is used to explore and analyze the phenomenon of using Google Translate in learning *Maharah Kitabah*, and to describe students' responses to this tool. By focusing on the subjective experiences of the students, the study aims to provide a deeper understanding of how Google Translate affects their learning process, highlighting both its advantages and limitations in improving writing skills and supporting their language learning experience. Through this

approach, the study offers insights into the students' perspectives and how they engage with technology in the context of academic learning (Sukmadinata, 2011).

The subject of research is an object, individual, event, or informant that serves as a source for obtaining information related to the research (Nashrullah et al., 2023). In this study, the subjects are the students of STAI Masjid Syuhada. The sampling technique used is Purposive Sampling, where the selection of subjects is based on specific criteria that are relevant to the research objectives. The criteria for inclusion in the study are students who are actively participating in Imla and Insha' courses and have used Google Translate in learning Mahārah Kitābah. The data collection technique employed in this study is a closed questionnaire, which is designed to explore the experiences, responses, perceptions, and challenges faced by students in using Google Translate. In terms of data analysis, the researcher proceeds in stages: first, sorting out the relevant information that aligns with the research focus, then presenting the response results in the form of a percentage chart, and finally interpreting the analyzed data to draw conclusions about the benefits, responses, perceptions, and challenges of utilizing Google Translate in learning Mahārah Kitābah. This process ensures that the findings are clearly communicated and accurately reflect the impact of Google Translate on students' learning experiences.

RESULT AND DISCUSSION

Based on research that has been conducted on STAI Masjid Syuhada students who are active in learning *mahārah kitābah*, the following research results were obtained:

Google Translate Concept in learning *Mahārah kitābah*

Mahārah kitābah is one of the four skills that must be The four essential language skills that Arabic learners must master are Mahārah Istima', Mahārah Kalam, Mahārah Qira'ah, and Mahārah Kitābah. These skills are interconnected and cannot be separated, as each contributes to the overall proficiency in the language. Based on the communication process, these skills can be divided into receptive skills Mahārah Istima' (listening) and Mahārah Qira'ah (reading) which focus on understanding and interpreting language, and productive skills Mahārah Kalam (speaking) and Mahārah Kitābah (writing) which involve producing language both orally and in writing (Aziza & Muliansyah, 2020). In terms of language acquisition, Mahārah Istima' is closely linked to Mahārah Kalam, as both are oral communication skills, while Mahārah Qira'ah and Mahārah Kitābah are related to the written aspect of language. The acquisition of these skills influences not only the learners' ability to communicate effectively but also their overall understanding of the language's structure and function,

shaping their approach to using Arabic in both formal and informal contexts (Ainun, 2022).

In general, writing is a form of communication through written words. It serves as an expression of thoughts and ideas that come to the mind, translated into written form (Khalilulloh, 2011). Writing is considered the actualization of an individual's abilities and knowledge, which is shared with the public. It is said to be the actualization of science because the results of writing, whether in the form of books, articles, or short opinion papers, can be analyzed by readers to evaluate the scientific quality of the author's ideas and knowledge (Taufik, 2016). Writing, in essence, is the activity of conveying thoughts, messages, and desires through written words, allowing the writer to express themselves and communicate effectively (Hermawan, 2021). It involves both mental and physical activities, requiring deep thinking, reflection, and the coordination of movements to produce coherent and meaningful writing. Writing is often referred to as a bridge that connects ideas across space and time, allowing thoughts to transcend immediate conversations and reach a broader audience (Thu'aimah, 2016). This process not only facilitates communication but also provides a lasting record of ideas, helping to preserve knowledge and foster understanding beyond the moment of expression.

The concept of writing can be understood from various perspectives that complement each other, offering a comprehensive view of the complexity of the writing process. Writing involves technical skills, such as correct spelling, grammar, handwriting or typing proficiency, and the logical structuring of ideas to ensure clarity and coherence. Beyond these technical abilities, writing is also a mental activity requiring critical thinking, the selection of relevant ideas, and the effective presentation of those ideas in a structured and engaging manner. It involves more than just transcription or spelling; writing demands creativity in determining topics, organizing ideas, and presenting them in an interesting and meaningful way. As such, writing is seen as a process that combines technical skills, creative thinking, and communication strategies to produce valuable, meaningful content that effectively conveys messages to readers. Through this combination, writing becomes not only a tool for expression but also a means to connect with, inform, and influence an audience (Thu'aimah, 2016).

Kuraedah interprets writing skills as the ability to describe the content of the mind, ranging from simple to complex aspects, such as composing written work (Kuraedah, 2015). According to Hermawan, Mahārah Kitābah refers to the ability to express the content of one's mind or describe something, starting from the simple act of writing words to the more complex task of composing writing. Writing skills are one of the most important aspects of language learning, as they serve not only as a

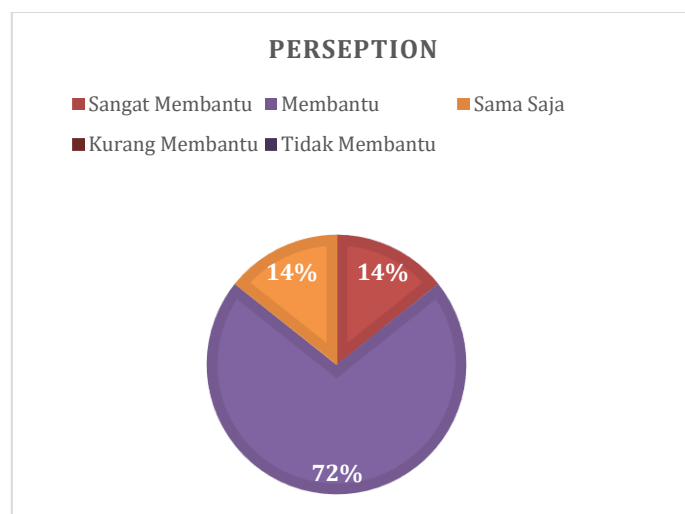
means of communication but also as a vital tool for self-expression and organizing thoughts (Thu'aimah, 2016). In this regard, Sunandar and Wassid argue that Mahārah Kitābah is one of the most challenging Arabic language skills for students to master compared to other skills (Wassid & Sunendar, 2008). This complexity arises not only in the technical aspects of writing but also in the reflection of a student's mastery of vocabulary, sentence structure, grammar, and the coherence between sentences. Writing proficiency thus demands a combination of skills, which makes it a particularly difficult task for students. Writing requires the simultaneous application of both active and productive language skills, necessitating a level of integration between understanding and creating language that is not easy to achieve. Furthermore, the learning process itself is gradual and requires significant effort and practice, as students must go through multiple stages of development to enhance their writing capabilities. However, despite its importance, learning Mahārah Kitābah often presents a considerable challenge for college students, as it demands both linguistic competence and creative thinking. Students may face difficulties in expressing ideas clearly, structuring their writing logically, and ensuring grammatical accuracy, all of which contribute to the challenges they encounter in mastering this skill. This highlights the need for focused instruction, consistent practice, and the integration of various learning strategies to support students in overcoming these challenges and achieving proficiency in Mahārah Kitābah.

The role of Google Translate in Mahārah Kitābah learning is primarily as a tool to assist students in understanding vocabulary and facilitating sentence composition. Students can quickly look up unfamiliar words, making it easier for them to expand their vocabulary and understand the meanings of words in context, which helps bridge the gap between their existing language knowledge and Arabic. This quick access to translations enables students to efficiently compose sentences or paragraphs in their writing practice, a crucial aspect of Mahārah Kitābah learning. Additionally, Google Translate assists students in forming grammatically correct sentences, offering suggestions on word order and sentence structure, which is beneficial for those still mastering Arabic grammar. While Google Translate may occasionally produce errors, especially with more complex sentence structures or idiomatic expressions, it still provides a helpful guide for improving sentence composition. Overall, despite its limitations, Google Translate is a valuable tool that supports students in overcoming language barriers and refining their writing skills in Mahārah Kitābah (Zainab et al., 2022).

Perception of Google Translate Help

Perception is essentially a cognitive process that individuals experience in understanding information about their environment, acquired through various sensory inputs such as sight, hearing, taste, touch, and smell. The key to understanding perception lies in recognizing that it is a unique interpretation of a situation, shaped by an individual's prior experiences, beliefs, expectations, and cultural background, rather than an objective or accurate reflection of reality. This aligns with David Krech's view that a cognitive map is not a photographic representation of physical reality but a construction influenced by an individual's core interests and habitual ways of understanding the world. Each person's perception reflects their personal perspective and frame of reference, meaning that their understanding of a situation is inherently subjective and shaped by factors like emotions, memories, and biases. Consequently, perception is not a neutral or passive reception of external stimuli but an active process of construction, where individuals interpret and make sense of their surroundings based on their unique cognitive maps, ultimately shaping how they interact with the world around them.

There are six question points related to the perception of Google Translate assistance, namely; (1) Do you feel that Google Translate helps you better understand the grammatical Arabic in written form? (2) Does the use of Google Translate help you feel more confident in writing in Arabic? (3) Does Google Translate help you add new Arabic vocabulary? (4) Does Google Translate help you to understand Arabic grammatical well? (5) How important is Google Translate to support the development of your skills, especially in writing? (6) Does the use of Google Translate make you more comfortable in completing your in-laws tasks? The following is a survey diagram about the perception of Google Translate assistance.



The results of the questionnaire responses revealed that most students found Google Translate to be very helpful in completing tasks related to learning *Mahārah Kitābah*. Many students felt that this platform positively impacted their understanding of Arabic vocabulary and grammar, allowing them to enhance their writing skills. By using Google Translate, students reported improvements in the quality of their written work, including better word selection, grammar, and sentence structure. Despite these positive outcomes, not all respondents shared the same experience. Some students expressed that while Google Translate helped them acquire new vocabulary, it did not significantly affect their overall writing abilities. For these students, the quality of the writing produced before and after using Google Translate remained largely unchanged, suggesting that the tool may not have a substantial impact on more advanced language skills beyond vocabulary acquisition. This indicates that the effectiveness of Google Translate may vary depending on the student's current proficiency and their approach to utilizing the tool in the writing process.

Frequency of Use of Google Translate

Based on the results of the questionnaire responses, it is known that the frequency of use of Google Translate by STAI students of the Syuhada Masjid in supporting the learning process of *Mahārah Kitābah* shows quite diverse variations. Most students, more than 50%, revealed that they often use Google Translate. This shows that Google Translate has become a frequently used tool for assisting students in completing various tasks related to learning *Mahārah Kitābah*, ranging from translating individual words to composing entire Arabic texts. The frequent usage of Google Translate indicates that students see it as an effective alternative platform to facilitate their writing process and overcome language barriers, helping them improve their vocabulary, sentence structure, and overall writing quality. Meanwhile, 14% of students stated that they "sometimes" use Google Translate. This group tends to use the platform in specific situations, such as when they encounter unfamiliar vocabulary or when they need quick assistance with translation. These students generally show a higher level of confidence in their writing skills and prefer to rely on their own understanding of Arabic for most tasks, using Google Translate only when necessary.

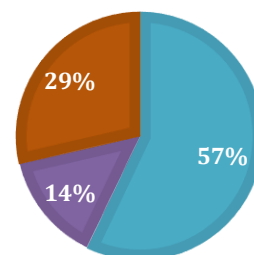
Meanwhile, 29% of students stated that they "rarely" use Google Translate. Students in this group tend to rely more on their Arabic language skills and prefer using other resources, such as print or digital dictionaries. These students might consider Google Translate's translations to be less reliable or accurate, leading them to seek alternative methods for language support. The lower

frequency of Google Translate usage in this group could reflect a stronger confidence in their language abilities and a deeper understanding of Arabic grammar and vocabulary, allowing them to complete tasks without depending on translation tools.

The results of this study align with those of similar studies, which found that 34.9% of students very often use Google Translate, 44.2% use it often, and 20.9% rarely use the platform (Kurniawan et al., n.d.). This similarity in findings suggests that a significant proportion of students across different institutions rely on Google Translate regularly as a tool for language learning. However, the difference in frequency of usage between studies can be attributed to factors such as students' varying levels of language proficiency, their confidence in using the tool, and the specific learning contexts in which they operate. In both studies, the percentage of students who frequently use Google Translate is notably high, indicating its widespread adoption as a helpful support tool in the learning process.

FREQUENCY OF GOOGLE TRANSLATE USE

■ Sangat Sering ■ Sering ■ Kadang-kadang
■ Jarang ■ Tidak Pernah



Reasons to Use Google Translate

Based on the results of the questionnaire obtained, there are several main reasons that encourage students to take advantage of Google Translate in the learning of *mahārah kitābah*. First Google Translate used to improve grammar. In line with the opinion (Lawa et al., 2022) that Google Translate There is an auto-suggestion feature that will provide more precise word improvement suggestions. Students feel that this platform can provide grammar improvements faster than the manual process, so they are more confident in the quality of their writing. Second, this platform is used to search for vocabulary that is not yet known or difficult to understand. In learning *Mahārah Kitābah*, students are often faced with obstacles in finding the meaning of certain words that are in accordance with the desired context. Google Translate It is

a practical solution because it is able to provide the meaning of words in a certain context quickly and easily. Third, the utilization of Google Translate It is considered to save time in the translation process. Students are often faced with tight deadlines to complete assignments. Therefore, Google Translate It is a very helpful alternative in speeding up the translation process without the need to open other physical or digital dictionaries which tend to take longer.

Fourth, students consider Google Translate to simplify the translation process with a large quantity. With a simple display and high accessibility, students can instantly translate texts from one language to another without going through complicated procedures. This provides its own comfort for students, especially those who have limitations in mastering the source language or target language. Fifth, Google Translate is also considered more effective than looking up meaning through a dictionary. The process of searching for words or phrases with a dictionary often takes longer, while Google Translate can provide results instantly. This is what makes students prefer to use Google Translate. In addition, Google Translate is also often used to search for the meaning of words or phrases that students do not fully understand. Often students are doubtful about the meaning of a word in a certain context. By utilizing Google Translate, the translation provided can be compared with the understanding that students have, so that students will be more confident in writing in Arabic.

Obstacles to Using Google Translate

Google Translate is considered a helpful tool for students to assist in completing Mahārah Kitābah tasks, providing a quick and accessible means of translating texts. However, this technology is not without its limitations, particularly regarding the accuracy of translations in context. Google Translate often translates words or phrases literally, without considering the broader context of the text, which can result in translations that do not reflect the author's intended message. This issue is especially evident in languages such as Arabic, where context plays a crucial role in determining the proper meaning of words. In addition, Google Translate has limitations in handling grammatical aspects. While the platform offers grammar suggestions (Lawa et al., 2022), these features are still not entirely accurate or reliable, particularly for complex languages like Arabic. Arabic sentence structure involves complex rules such as gender distinctions, singular/plural forms, and the use of general (nakirah) and specific (ma'rifah) sentences (Nikmah et al., 2024), which Google Translate struggles to address correctly. Furthermore, many Arabic vocabulary words have multiple meanings or idiomatic uses, requiring an understanding of context to provide an accurate translation. Google Translate frequently fails to capture

these nuances, leading to inaccurate translations that do not follow the correct language rules (Sujefri et al., 2022). Therefore, while Google Translate can be a useful tool for students, it should be used as a supplementary aid rather than a substitute for developing a deeper understanding of the language and its grammatical structures.

In line with this, Google Translate also faces challenges when translating long or complex sentences. When dealing with lengthy sentences or multiple clauses, the platform often produces disjointed or unclear translations, which can affect the overall coherence. A more crucial obstacle is the risk of excessive dependence on Google Translate, which may hinder students from honing their own language skills. Relying too heavily on the platform can result in a weakened understanding of grammar, vocabulary, and sentence structure. Therefore, students must be cautious in utilizing Google Translate, using it as a support tool rather than a substitute for manual learning or language proficiency.

Comparison of Google Translate Translation with Other Translation Tools

Mujayah in his research found differences in translation results between Google Translate and Yandex Translate. The results show that Google Translate has a higher level of accuracy than Yandex Translate (Mujayanah, 2024). Meanwhile, Putri and Tatang in their research compared Google Translate with other artificial intelligence tools. They found that other AI tools offered higher levels of accuracy than Google Translate, although Google Translate remains easier and faster to access (Nabila Putri, 2024). This suggests that while Google Translate is a highly accessible and convenient tool, its accuracy may not always be the best compared to other emerging AI-powered translation systems that are designed to provide more precise results.

Additionally, research conducted by Hasan and Rahma (2024) compared Google Translate with DeepL and Microsoft Translator. Their study indicated that while Google Translate is efficient in handling general translations, DeepL provided better contextual accuracy, especially in complex sentence structures. This highlights DeepL's strength in processing intricate language nuances and complex phrases, making it a more reliable choice for specialized or advanced translation tasks. Microsoft Translator, on the other hand, demonstrated improved performance in maintaining the formality of academic texts compared to Google Translate. This feature is particularly important in academic or professional settings, where precision and tone are critical. These findings highlight the need for users to choose the most suitable translation tool based on their specific needs and the context of the text being translated. For instance, while Google Translate may be ideal for everyday casual translation or quick phrases, DeepL and Microsoft

Translator should be considered when the translation requires a higher level of accuracy or when translating formal, technical, or highly contextualized content. It becomes evident that no one-size-fits-all solution exists, and a thoughtful selection of tools based on the type of text and the required output can significantly enhance translation quality.

Strategies for Effective Use of Google Translate

Some effective strategies for using Google Translate include: (1) Using simple and clear sentences. It is necessary to avoid using sentences that are too long and complex. If you have an idea that is too long, break it into several parts to make it easier to understand. (2) Pay attention to grammar or sentence structure. Google Translate often produces errors in grammar. So you need to enter sentences that are grammatically appropriate first so that the translation results are better. (3) Using alternative translation features. Google Translate provides several translation options for a single word or phrase. Then the user can choose according to the context the user wants. Some of the strategies above are able to help students in learning the Mahārah Kitābah.

Solution for Utilizing Google Translate in Learning Mahārah Kitābah

Here are some solutions for using Google Translate wisely, including: (1) **Use Google Translate as a learning support, not as a substitute for language skills.** The platform is designed to make translation easier only, not to produce completely accurate translations. Therefore, it should be seen as an aid in the learning process, helping students understand the basic meaning of words or phrases. However, students should not rely solely on it for producing final translations or mastering the language. The translation must always be double-checked and adjusted to the context of the writing, as Google Translate may not fully capture the nuances or intended meaning in some cases. (2) **Combining the use of Google Translate with a dictionary.** Using Google Translate in combination with a dictionary can enhance the accuracy of translations by verifying meanings and offering alternative word choices. This ensures that students are not solely dependent on one tool and can expand their vocabulary through cross-referencing. (3) **Double-check the translation results.** Always review and compare the translation results to ensure their accuracy. This step is essential because Google Translate might offer a literal translation that may not be appropriate for the context. By double-checking, students can correct any errors or inconsistencies and make adjustments as needed. (4) **Separating sentences that have many clauses** (Syam et al., 2023). When dealing with long or complex sentences, breaking them down into simpler parts can improve translation accuracy. Google

Translate may struggle with long sentences or multiple clauses, so separating them ensures clearer and more accurate translations. (5) **Arrange Indonesian sentences properly and correctly to facilitate translation.** The structure of the original sentence plays a significant role in the quality of the translation. Ensuring that sentences are well-structured and grammatically correct in the source language makes it easier for Google Translate to produce accurate translations. (6) **Adjust the context of the sentence to be translated.** Context is crucial in translation, especially in languages with many idiomatic expressions or multiple meanings. Google Translate may not always grasp the context, so students should adjust the sentence to ensure the translation is both accurate and contextually appropriate. (7) **If necessary, the translation results can be discussed with a more expert person.** If students are unsure about the translation, it is helpful to consult with a more experienced person, such as a teacher or a native speaker, to verify the accuracy and appropriateness of the translation. This collaborative approach ensures that students gain a more accurate understanding of the language and improve their learning.

CONCLUSION

Based on the results of the questionnaire responses conducted among the students of STAI Masjid Syuhada, the majority of students reported experiencing significant benefits from using Google Translate in learning Mahārah Kitābah. This platform has proven helpful in completing *insha'* tasks, expanding vocabulary understanding, improving grammar, and reducing the time required to finish assignments. Many students believe that Google Translate contributes positively to the quality of their writing, particularly in enhancing grammar and sentence structure. However, there were also some respondents who indicated that they did not experience significant improvements in their abilities. This suggests that the effectiveness of Google Translate varies depending on how it is used and the individual learning needs of students, particularly in the context of learning Arabic and Mahārah Kitābah. Therefore, while the tool offers various advantages, its impact on students' writing skills is influenced by their approach to using the platform and their specific learning objectives.

REFERENCES

- Ainun, N. A. (2022). Penggunaan Seni Kaligrafi Dalam Pembelajaran Keterampilan Menulis (Mahārah Kitābah). *Tifani*, 2(1), 55–60.
- Aziza, L. F., & Muliansyah, A. (2020). Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif. *El-Tsaqafah : Jurnal Jurusan PBA*, 19(1), 56–71.
<https://doi.org/10.20414/tsaqafah.v19i1.2344>

- Faqih, A. (2018). Penggunaan Google Translate Dalam Penerjemahan Teks Bahasa Arab Ke Dalam Bahasa Indonesia. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 1(2), 88–97. <https://doi.org/10.17509/alsuniyat.v1i2.24216>
- Ghufron, Z., Mufrodi, Huda, V. H., & Ramadani, A. W. S. (2022). Problem dan Solusi Pembelajaran Al-Kitābah pada Mahasiswa Jurusan PBA Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten. Universitas Islam Negeri Sultan Maulana Hasanuddin.
- Gu, X. (2023). New Features Make Translate More Accessible for Its 1 Billion Users. Blog Google.
- Hakim, L. (2022). Peranan Kecerdasan Buatan (Artificial Intelligence) Dalam Pendidikan. Direktorat Pendidikan Profesi Guru.
- Hasanah, H., & Triastuti, L. (2024). Urgensi Mahārah Kitābah (Keterampilan Menulis) dalam Pembelajaran Kaligrafi Al-Qur'an. *Jurnal Sathar*, 2(1), 48. <https://doi.org/10.59548/js.v2i1.143>
- Hermawan, A. (2021). Penilaian Pembelajaran Bahasa Arab: Prinsip dan Operasional. PT Remaja Rosdakarya.
- Khalilulloh, M. (2011). Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran Qira'ah dan Kitābah). *Jurnal Sosial Budaya*, 8(01), 61.
- Khoiriyah, H. (2020). Kualitas Hasil Terjemahan Google Translate Dari Bahasa Arab Ke Bahasa Indonesia. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 3(1), 127. <https://doi.org/10.35931/am.v3i1.205>
- Kuraedah, S. (2015). Aplikasi Mahārah Kitābah Dalam Pembelajaran Bahasa Arab Sitti Kuraedah. *Al-Ta'dib*, 8(2), 83.
- Kurniawan, A., Yusuf, T., & Tantowi, A. (n.d.). Intensitas Penggunaan Google Translate Dalam Penerjemahan Dikalangan Mahasiswa. 16–24.
- Lawa, S. T. M. N., Ate, C. P., & Kefa, V. P. (2022). Penggunaan Google Translate Sebagai Alternatif Media Penerjemah Pada Abstrak Jurnal Mahasiswa. *HINEF: Jurnal Rumpun Ilmu Pendidikan*, 1(1), 86–93. <https://doi.org/10.37792/hinef.v1i1.431>
- Munawarah, M., & Zulkifli, Z. (2021). Pembelajaran Keterampilan Menulis (Mahārah al-Kitābah) dalam Bahasa Arab. *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1(2), 22. <https://doi.org/10.36915/la.v1i2.15>
- Nashrullah, M., Maharani, O., Fahyuni, E. F., Nurdyansyah, & Untari, R. S. (2023). Metodologi Penelitian Pendidikan (Prosedur Penelitian, Subjek Penelitian, dan Pengembangan Teknik Pengumpulan Data). UMSIDA Press.
- Nikmah, U., Khikmah, M. M., & Mustofa, S. (2024). Analisis Problematika Susunan Kalimat Bahasa Arab Bagi Mahasiswa Sains dan Teknologi. *Ajamiy: Jurnal Bahasa Dan Sastra Arab*, 13(2), 36–53.
- Nurhanifah, N. S. (2021). Problematika Mahasiswa Bahasa Arab Dalam Meningkatkan Kemahiran Menulis Bahasa Arab. *Semnabama*, 5, 643–650.
- Prates, M. O. R., Avelar, P. H., & Lamb, L. C. (2020). Assessing gender bias in machine translation: a case study with Google Translate. *Neural Computing and Applications*, 32(10), 6363–6381. <https://doi.org/10.1007/s00521-019-04144-6>
- Pujiati, T. (2017). Pemanfaatan Google Translate dalam Penerjemahan Teks Bahasa Inggris ke dalam Bahasa Indonesia. *Prosiding Seminar Ilmiah Nasional*, 1, 127–136.
- Putri, A., & Lessy, Z. (2024). Analisis Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan. *KOLONI: Jurnal Multidisiplin Ilmu*, 3(1), 2828–6863.
- Rukminingsih, Adnan, G., & Latief, M. A. (2020). Metode Penelitian Pendidikan. *Erhaka Utama*.
- Saefullah, H. (2023). Pelatihan Pemanfaatan Google Translate dalam Pembelajaran Bahasa Inggris. *Jurnal Pengabdian Pada Masyarakat*, 9(1), 37–44. <https://doi.org/10.30653/jppm.v9i1.588>
- Sujefri, A., Irnaini Al Badri, H. R., Arifah, Z., & Basid, A. (2022). Analisis Sintaksis Kesalahan Penerjemahan Teks Bahasa Indonesia Ke Bahasa Arab Melalui Google Translate. *Al-Muyassar: Journal of Arabic Education*, 1(2), 167. <https://doi.org/10.31000/al-muyassar.v1i2.6476>
- Sukmadinata, N. S. (2011). Metode Penelitian Pendidikan. PT Remaja Rosdakarya.
- Syam, M. N., Isnaini, R. L., Rohmah, L., & Sa'adah, S. N. (2023). The Analysis of Google Translate Translation Error From Indonesian To Arabic And Tips For Using It / Analisis Kesalahan Terjemahan Google Bahasa Indonesia-Arab Dan Tips Penggunaannya. *Ijaz Arabi Journal of Arabic Learning*, 6(1), 247–257. <https://doi.org/10.18860/ijazarabi.v6i1.16299>
- Taubah, M. (2019). Mahārah dan Kafa'ah Dalam Pembelajaran Bahasa Arab. *Studi Arab*, 10(1), 31–38. <https://doi.org/10.35891/sa.v10i1.1765>
- Taufik. (2016). Pembelajaran Bahasa Arab MI. UIN Sunan Ampel Press.
- Thu'aimah, R. A. (2016). المرجع في تعليم اللغة العربية للناطقين بلغات أخرى. In *جامعة أم القرى القسم الثاني*.
- Wassid, I., & Sunendar, D. (2008). Strategi Pembelajaran Bahasa. PT Remaja Rosdakarya.
- Yuliani, W. (2018). Metode Penelitian Deskriptif Kualitatif dalam Perspektif Bimbingan dan Konseling. *QUANTA: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 2(2), 83–91. <https://doi.org/10.22460/q.v1i1p1-10.497>