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Future Arabic Translator and Chat Gpt-3 Change Work Dynamics in The Translation Profession: Students' Voices

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Abstract

This research describes the interaction between the most advanced language technology, ChatGPT-3, and the translation profession from a student's perspective. In an era of technology that increasingly influences various aspects of life, one of which is translation, this research aims to explore students' views and experiences regarding the use of language technology such as ChatGPT-3 in the context of translator work. Through a qualitative approach, this research gathered insights into how students interested in the translation profession view the changes brought by technology. Data collection was carried out through in-depth interviews with students from various academic backgrounds who had an interest in Arabic translation. The results of this research provide an in-depth understanding of students' perceptions of the role of technology in the translation profession, the challenges they identify, and the opportunities they see. This research provides a new perspective on the evolving dynamics between technology and the translation profession, particularly from the perspective of the younger generation who will shape the future of translation.

Keywords: *chatgpt-3, human translator, the new of translation*

Abstrak

Penelitian ini menggambarkan interaksi antara teknologi bahasa tercanggih, ChatGPT-3, dan profesi penerjemahan dari perspektif siswa. Di era teknologi yang semakin mempengaruhi berbagai aspek kehidupan, salah satunya adalah penerjemahan, penelitian ini bertujuan untuk mengeksplorasi pandangan dan pengalaman mahasiswa terkait penggunaan teknologi bahasa seperti ChatGPT-3 dalam konteks pekerjaan penerjemah. Melalui pendekatan kualitatif, penelitian ini mengumpulkan wawasan tentang bagaimana siswa yang tertarik dengan profesi penerjemahan memandang perubahan yang dibawa oleh teknologi. Pengumpulan data dilakukan melalui wawancara mendalam dengan mahasiswa dari berbagai latar belakang akademik yang memiliki minat dalam penerjemahan bahasa Arab. Hasil penelitian ini memberikan pemahaman mendalam tentang persepsi mahasiswa tentang peran teknologi dalam profesi penerjemahan, tantangan yang mereka identifikasi, dan peluang yang mereka lihat. Penelitian ini memberikan

perspektif baru tentang dinamika yang berkembang antara teknologi dan profesi penerjemahan, terutama dari perspektif generasi muda yang akan membentuk masa depan penerjemahan.

Kata kunci: chatgpt-3, penerjemah manusia, terjemahan baru

INTRODUCTION

Translation has become a crucial element in facilitating cross-cultural communication and global activities (Ahmad & Khasawneh, 2023). However, with the advancement of language technology such as Generative Pre-trained Transformer Chat GPT-3, the traditional view of the translation profession faces new challenges. Chat GPT-3, as the latest representation in the evolution of machine translation systems, offers the ability to generate text in various languages with astonishing accuracy. This technology not only triggers a transformation in translation approaches but also raises questions about its impact on the role of human translators (Hadi et al., 2023).

On one hand, the current reality demonstrates that translation technology is increasingly integrated into various aspects of life, including business, social media, and education. The use of language technology like Chat GPT-3 has enabled quick and easy translations without direct involvement of human translators. This brings direct consequences to how translators work and how society perceives the translation profession. While this technology offers unprecedented efficiency and accessibility, it also raises questions about quality, cultural context, and the role of creativity in translation (Stephen Doherty, 2016).

On the other hand, the idealism surrounding the existence of Chat GPT-3 in relation to the translation profession prompts deep reflection. Despite the potential of this technology to transform translation processes, the role of human translators remains irreplaceable in contexts requiring deep understanding of content, cultural nuances, and intricate contexts. Human translators excel in handling ambiguity, irony, and more creative language aspects, areas that machine translation systems struggle with.

The on-going reality of technology's coexistence with humans as users unveils a shift in the translator's role (Remael et al., 2019). While technologies like Chat GPT-3 bring efficiency and speed to translation, there is still a need for human translators who possess deep contextual understanding and creativity. This research aims to address this gap by involving the perspectives of students who will be part of the future of translation. Through interviews and analysis, this research will uncover student perspectives regarding the role of technology and human translators in an increasingly globally connected world.

This study will result in novel insights positioned in a profound understanding of how the younger generation, growing up in the digital era, perceives the paradigm shift in translation and the role of translators. The research will provide fresh perspectives on how technologies like Chat GPT-3 influence perceptions and expectations regarding the translation profession, as well as how factors of creativity, cultural context, and accuracy remain relevant in successful translation endeavors.

Several relevant studies have addressed the relationship between translation technologies and the role of human translators. Doherty highlighted

how language technology enhances accessibility and productivity in translation, but also noted the loss of creative and cultural nuance when human input is minimal. However, this study was conducted before the development of large language models like GPT-3 (Doherty, 2016). Pym explored the concept of translator adaptation to technology and suggested that instead of replacement, technology reshapes translators' workflows. However, the study focused primarily on professional translators, excluding the voices of emerging translators such as students (Pym, 2011). Gaspari et al. compared human and machine translation performance, concluding that while MT could achieve high surface-level accuracy, it failed in contextual and idiomatic translation. Their analysis predated the rise of generative transformers and did not account for recent advancements in AI (Gaspari et al., 2015). Mellinger and Risku investigated how translation technologies are integrated into translator training and emphasized the need for pedagogical innovation. While relevant, their study primarily addressed curriculum design rather than exploring students' personal views and experiences (Mellinger & Hanson, 2020). Bowker and Ciro examined the use of machine translation in academic environments and raised concerns about over-reliance on such tools by students, especially when it comes to understanding cultural and pragmatic dimensions. Yet, the study did not specifically consider newer generative models like Chat GPT-3 (Bowker & Ciro, 2019; Mossop, 2019).

This article contributes to the growing body of research on translation technologies by providing a fresh, student-centered perspective on the evolving relationship between human translators and AI-powered tools, particularly ChatGPT-3. While prior studies have predominantly focused on professional translators or the technical performance of machine translation systems, this research addresses a significant gap by exploring how future translators university students perceive, experience, and respond to the integration of AI in translation practice.

This research aims to fill the identified gaps by focusing specifically on student perspectives those who represent the future of the translation profession. Unlike previous studies that focused on professional translators or the technical capabilities of machine translation tools, this study emphasizes qualitative insights from students who are digital natives and have grown up alongside the rapid evolution of AI technology. It uses in-depth interviews and thematic analysis to capture nuanced perceptions of how Chat GPT-3 is influencing their understanding of translation, professional identity, and the balance between human and machine roles.

METHOD

Research Design

This article was written with a qualitative approach. The data obtained in this research was collected through interviews, observations, and document excavation. The use of qualitative research in this study is intended to investigate complex or poorly understood phenomena, particularly those related to the position of translators in the presence of AI. It also aims to explore subjective experiences and generate hypotheses for further research. As noted by Ajat, using a qualitative approach enables the collection of rich and context-specific data that

provides a deeper understanding of the problem under study and helps answer research questions more effectively (Ajat Sukajat, 2018). The research design used in this study is a case study, focusing on the lived experiences and perceptions of students regarding the use of translation technology, specifically ChatGPT-3. This design allows the researcher to explore the phenomenon in a real-world context and gain insights into the influence of AI on traditional translation practices.

Data Collection and Analysis Techniques

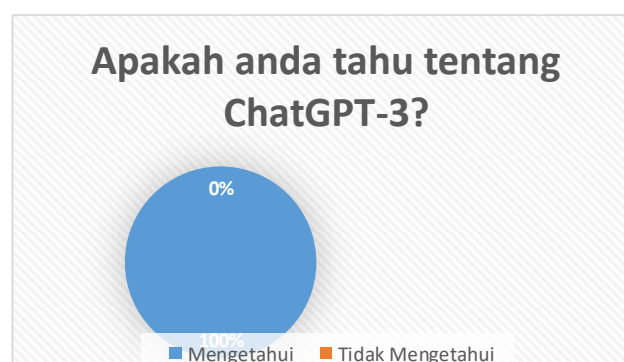
Researchers used in-depth interviews as the primary data collection technique. This method is suitable for encouraging participants to share detailed accounts of their experiences using AI-powered translation tools. Supplementary data was collected through participant observation during translation-related activities and document excavation (e.g., analyzing students' translation outputs before and after using ChatGPT-3). These triangulated methods ensured a more holistic view of the phenomenon. The data was analyzed using thematic analysis. This involved transcribing the interviews, coding the data, and identifying recurring themes and patterns that reflect participants' perceptions and experiences. The researcher followed Braun and Clarke's six-phase framework for thematic analysis, which includes familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Fadli, 2021).

The respondents in this study consisted of undergraduate students majoring in Translation Studies or Applied Linguistics from a Arabic Education Department. A total of 15 students were selected through purposive sampling. The recruitment criteria included students in their final year of study who have taken at least one course in translation theory or practice. Students who have experience using AI-based translation tools, specifically ChatGPT-3. Students who are willing to participate in a 45–60 minutes in-depth interview. Prior to the interview, informed consent was obtained from all participants. This selection strategy ensured that the data collected came from individuals with sufficient exposure to and understanding of both traditional and AI-assisted translation, thus enhancing the credibility and validity of the findings.

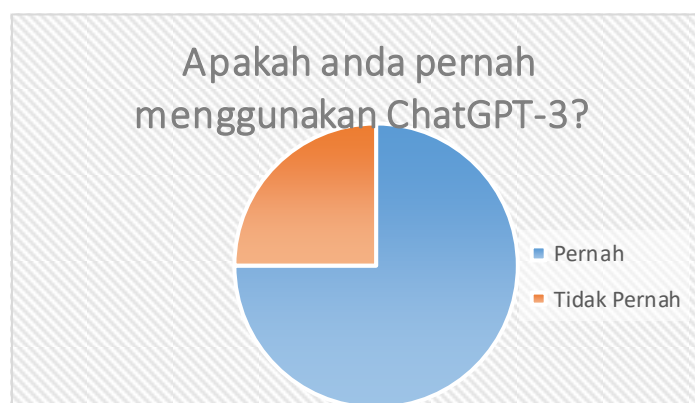
RESULT AND DISCUSSION

Students' Perception

Eight respondents participated in the indirect interview session. They were given a form containing questions related to the research. Based on the first question regarding information about ChatGPT-3, all respondents knew about the existence of ChatGPT-3.



ChatGPT is widely known among students. It has become familiar and widely recognized among students. This indicates that students have been using, understanding, and perhaps even relying on ChatGPT for various academic and non-academic purposes. With significant adoption among students, ChatGPT may have become a source of information, learning assistance, and even a partner in daily activities. Its widespread presence and acceptance among students indicate the importance of ChatGPT in the context of education and knowledge development among the younger generation. The second question relates to the use of ChatGPT-3 in academic or non-academic task completion. Out of 8 respondents, only 2 respondents answered that they had never used it.



There are still students who have not yet used ChatGPT-3. Out of the 8 respondents, all of whom are already aware of ChatGPT-3, there are still two respondents who have not yet used it. Despite awareness of the existence of ChatGPT-3 among students, there are still some students who have not utilized the platform. Out of the sample of 8 respondents who are aware of ChatGPT-3, two respondents have not used the service. This suggests that although there is knowledge about the technology, actual adoption may still vary among students. Reasons for not using ChatGPT-3 can vary, ranging from preferences for different learning methods, limited access, to considerations of security or trust in the technology. This analysis illustrates that awareness of a technology does not always align with its active use, and individual factors can influence the level of technology adoption among students.

The use of translation technology in learning or research is a tremendous advance in facilitating access to information from various foreign language sources (Vandergrift, 2007). Translation technology allows students to explore materials that were previously difficult to access due to different languages. This broadens the scope of knowledge and enriches the learning experience. In the context of research, translation technology is also a very useful tool in accessing journals, articles and scientific literature from various languages, allowing researchers to explore various perspectives without language barriers (Zhou et al., 2022).

However, the use of translation technology also has several aspects that need to be considered carefully. Even though it provides convenience, there is a risk that excessive dependence on this technology can reduce a person's ability to develop language skills naturally. In addition, automatic translations are not always accurate in retaining the original nuance or meaning of the translated text, which can affect in-depth understanding of the material. Therefore, the use of translation technology should be a wise aid in the learning and research process, without replacing efforts to understand a foreign language in more depth.

Translation technology has a significant influence on understanding subject matter. Its use can help in breaking down the language barrier which is often the main barrier in understanding content available in a foreign language (Vieira et al., 2021). With translation technology, students can more easily absorb information, interpret material, and relate the concepts being taught in a more familiar context. However, it is important to remember that translation technology cannot always replace a deep understanding of the language. Sometimes, literal translations can obscure the true meaning of a concept or phrase, thereby reducing a deep understanding of the material.

The use of translation technology can help improve understanding of a foreign language in the early stages of learning. With easy access to the meaning of words and sentences, students can expand their vocabulary and understand sentence structures in foreign languages more quickly. However, in the long term, excessive reliance on translation technology can hinder a person's ability to understand language naturally. Personal experience in using translation technology in learning activities shows that at first it is very helpful for understanding difficult texts, but as time goes by, the effort to understand a foreign language directly becomes less due to the habit of using automatic translation.

In learning outcomes there are significant differences between using and not using translation technology. Initially, the use of translation technology can improve the ability to understand foreign texts. However, at more advanced stages, when a deeper understanding or application of the language in a wider context is required, over-reliance on translation technology can reduce the ability to understand and communicate in a foreign language. The use of translation technology is often the first milestone that makes it easier for students to enter the world of a foreign language. With easy access to the meaning of words and sentences, they can overcome communication barriers and expand their understanding of difficult texts. This can provide enthusiasm in the early stages of learning help overcome frustration and increase self-confidence in learning a foreign language.

However, relying too much on translation technology can reduce motivation to learn the language in depth. The ideal learning process should involve a broader understanding of cultural context, everyday use of language, and deeper interpretation of language nuances. Translation technology is not necessarily able to capture all of these aspects perfectly. This means that, while technology provides ease of access, its overuse can hinder the development of true proficiency in a foreign language. My personal experience in using translation technology shows a shift from attempting to directly understand a foreign language to relying on these tools. Initially, translation technology was very helpful

in solving the puzzle of difficult words or phrases. However, over time, the desire to understand foreign languages without the help of technology becomes increasingly minimal due to the habit of using automatic translation.

Challenges and Benefits of Translation Technology

Nowadays globalization is increasingly rapid due to advances in information technology. Information Technology Association of America (ITAA), is "the study, design, development implementation, support or management of computer based information systems, particularly soft-ware applications and computer hardware" (Parthasarathy & Lage, 2010).

According to (Gouadec, 2007) Affirmation Technology (IT) affects the profession of translator. First, because IT opened up a whole new translation market. Second. The field of translation as an increasingly specialized profession, can no longer just be done by bilinguals, because this field requires specialized software with a hefty price level and high complexity. He instead termed it "clean up the market" for this change. Third, the website becomes a means to manage the offer and needs of translation services. And finally, IT gave birth to computer-aided translation tools (CAT Tools)(Suyono & Hariyanto, 2014).

Furthermore, (Gouadec, 2007) also suggests five things that make this technological revolution hostile to translators. First, computerization has transformed translation work from amateur work into home-based work and then into part of industrial processes. As an industrial process, it means that there is a very large volume of work, there are certain tools that are aligned with the overall industrial process, and the implementation of standard procedures. This means that translators have to invest heavily not only in money but also in learning new techniques and ways of working. According to him, IT-related translation equipment standards are word processing programs, desk publishing, translation memory management, glossary management, and unlimited internet.

The second thing that is less profitable for translators is the fierce price competition because with globalization and the internet, clients can order translation services to anyone in the corner of the world as long as the price is low and the quality does not disappoint. Third, IT makes translators very dependent on computers, can even become computer "errand boys". The last thing is the separation of translators from their colleagues because they work from home. Especially for this last point, (Gouadec, 2007) is not entirely right because with the help of the internet now communication with fellow translators can be done well. Furthermore Gouadec, also states that later after the translator mastered this new means. The translator will soon be preoccupied with learning how to handle new material that will be created by means newer than the translator has mastered.

The existence of new document formats requires translators to translate with new techniques because it is impossible for documents in the form of animated files to be translated with word processing programs alone. As mentioned above. The development of IT gave birth to computer-aided translation tools (which in English are called Computer Assisted Translation Tools or abbreviated as CAT Tools). With digitization, the CAT Tool software can be easily deployed and installed on translator's computers.

Mastery of skills related to CAT Tool can be categorized as one of the sub-competencies of translating (Wuryantoro, 2019). The PACTE Group is a research

group at the University of Barcelona dedicated to studying translation competencies systematically and empirically. This group defines translation competence as the underlying system of knowledge and skills required to be able to translate (PACTE Group, 2005). Lesznyak (2007: 168) says that the translation competency model proposed by this research group is the most complete to date (Domínguez-Lloria et al., 2021).

The PACTE group points out that translation ability has four distinguishing characteristics: a) translation ability is specialized knowledge not shared by all bilinguals, b) translation ability is fundamental, procedural (not declarative), c) Translation ability consists of several elements, translation ability is procedural knowledge, not declarative knowledge, so d) strategic sub-competencies are very important.

The Role of Human Translators in the Digital Age

The use of digital technology in education is a bold step that opens us to a new world of possibilities. Taking this step forward requires creativity, innovation, tenacity, and a passion to recognize the profound changes in the way we understand knowledge in the digital age. International research shows that despite the importance of developing 21st century skills, the underlying educational strategies are often not effectively applied in the real world. Problems range from poor integration of skills, insufficient preparation of educators, and a lack of serious interest in innovative learning approaches (Putra & Pratama, 2023).

Some studies argue that technology cannot replace human experience in teaching and guiding student learning. In addition, there are concerns regarding the accuracy and quality of the Arabic translations produced by ChatGPT (Sulaeman & Syuhadak, 2023). Although ChatGPT is an effective tool to facilitate and facilitate Arabic language learning, it cannot completely replace the teacher's role in providing the in-depth understanding and social interaction necessary for learning. Additionally, the use of ChatGPT in learning can cause data security and privacy issues for students if it is not set up properly, and if ChatGPT produces inaccurate or out-of-context results. Additionally, we do not recommend using ChatGPT as your sole learning resource. Although some people may consider ChatGPT to be an effective form of educational technology, others may prefer traditional methods such as books and teachers (Sulaeman & Syuhadak, 2023).

The uniqueness of human translators is an irreplaceable foundation in the midst of the rapid development of automatic translation technology (Şahin & Oral, 2021). The ability of human translators to permeate language nuances, accommodate cultural contexts, and capture emotional expression, is an advantage that is difficult for machines to achieve. They not only master the grammatical aspect, but also have the skills to adapt their translation to changes in context that may occur during the communication process. In the realm of technical and specific terms, such as science, technology, health, and law, human translators emerge as experts capable of understanding and conveying meaning with high accuracy.

Furthermore, the important role of human translators in managing translation projects cannot be ignored. Collaborate with a variety of experts, use computer translation tools, and coordinate your team to ensure optimal translation quality. The presence of human translators also involves important

ethical issues and cultural considerations to maintain semantic integrity and avoid bias in the translation process (Désilets & Van der Meer, 2021).

In an era of constantly evolving technology, the role of human translators is not only to protect the accuracy of language, but also to protect the continuity of meaningful interlingual communication. Although automatic machine translation is becoming increasingly sophisticated, the presence of human translators remains an essential element for successful communication in the digital age. Even as automation technology continues to evolve, human translators continue to play an important role in the digital age.

The important roles of human translators in the digital age are language quality and nuance. As automated translation technology advances, the quality and feel of human translators language becomes an important cornerstone (Yanisky-Ravid & Martens, 2019). What makes human translators unique is their ability to capture nuances, cultural contexts, and emotional expressions that are difficult for machines to interpretation. They are not only experts in grammatical translation, but are also able to absorb and express the intricacies of the original language. With a deeper understanding of language and culture, human translators ensure that the translation is not only grammatically correct, but also consistent with its intended context and meaning. Human translators also act as quality guards, maintaining translation consistency throughout the communication process (Asha Priya & Jayasridevi, 2018).

Adaptation to changing contexts. The advantage of human translators lies in their ability to adapt their translations to changes in context that may occur during the translation process. In this adaptability, the human translator can understand the context that develops from the previous sentence and respond appropriately to developments that may occur in the conversation. For example, they are able to capture nuances that may arise from previous expressions and ensure that their translation fits the flow of conversation. Human translators not only obey grammatical rules, but also have sensitivity to the dynamics of communication. They can make adjustments to their translations to maintain consistency and relevance to changing contexts. Thus, the human translator is not just a static interpreter, Instead, they become agents who are responsive to the evolution of meanings and nuances that arise in a conversation. In an era where adaptation to changing contexts is key to successful communication, the role of the human translator remains irreplaceable in ensuring translations that are not only grammatically accurate, but also appropriate to possible developments in language interaction (Tomozeiu et al., 2016).

Technical and Specific Understanding. Human translation plays an important role, especially in technical, scientific, medical, legal, and other industrial fields where a deep understanding of specific terminology is required. The uniqueness of human translators is reflected in their ability to handle complex and specialized terminology that is difficult for automatic machine translation to interpret (Raffo, 2017). In these fields, translation accuracy requires not only the use of grammatically correct words, but also a deep understanding of the meaning and context of highly technical terms. Human translators are an essential option to ensure that translations are not only linguistically accurate, but also reflect a deep understanding of the subject matter. This is extremely important to ensure the

consistency and accuracy of the information conveyed through translation, especially when dealing with content that is technical in nature and requires a high degree of accuracy. Automatic translation technology is constantly evolving, but the biggest challenge for machines is dealing with specialized and complex terminology that frequently appears in technical and industrial contexts. Therefore, human translators remain an essential element for successful communication in these fields, and accuracy and deep understanding of specific terminology are central to providing accurate and meaningful information play a role.

Translation Project Management. Human translators have an important role in managing translation projects, including managing schedules, coordinating with translation teams, and ensuring high translation quality (Arenas & Moorkens, 2019). Their ability to manage projects not only includes linguistic aspects, but also involves effective coordination with various experts, such as editors and proofreaders. In this case, the human translator serves as a liaison that integrates various skills to produce an optimal final translation. The translation project management process involves monitoring schedules, resource allocation, and coordination with translation team members. Human translators not only handle the technical aspects of the translation, but also ensure that the translation achieves the expected level of quality. Close collaboration with editors and proofreaders is a key step in refining and refining translations so that they conform to established standards (Rodríguez-Castro, 2018). The success of a translation project depends not only on the linguistic expertise of the translator, but also on their ability to communicate effectively with the team and manage administrative aspects. Thus, human translators are not only language distributors, but also project managers who ensure that the translation process runs smoothly and produces high-quality translations.

CONCLUSION

Based on the analysis above, the researchers draw conclusions that the integration of ChatGPT-3, an advanced language technology, significantly influences students' perceptions of the translation profession. Some students view it as a threat, believing the technology has the potential to replace human translators. Others see it as a tool that complements their skills, simplifying certain aspects of the translation process but does not completely replace the need for human translators. Their perceptions also depend on how effectively they can integrate this technology into their learning or work processes and to what extent they can utilize its capabilities.

Students have different perspectives regarding the development of the role of human translators amidst the rapid advances in machine translation technology. Some predict that the demand for human translators will decrease as machine translation becomes more sophisticated. On the other hand, others argue that human translators bring irreplaceable qualities such as cultural nuance, understanding of context, and the ability to inject creativity into translations, elements that are difficult for machines to replicate accurately. The views also include concerns about the quality and accuracy of machine translation compared to the human touch.

Students' perceptions regarding the balance between the efficiency offered by ChatGPT-3 and understanding the cultural context and creativity in human translation can vary. Some people appreciate the speed and efficiency of machine translation tools like ChatGPT-3, especially for straightforward and iterative translations. However, they also recognize the limitations of machines in capturing the intricacies, idiomatic expressions, and cultural nuances inherent in human communication. They realized that while technology increased efficiency, it lacked the finesse and depth necessary for certain types of translation that demand a deep understanding of cultural context and linguistic intricacies.

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