EFL STUDENTS' FEELING IN TRANSLATING SHORT STORIES WRITTEN IN BOBO MAGAZINE THROUGH GOOGLE TRANSLATE

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2025

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AN UNDERGRADUATE THESIS

Submitted to fulfill one the Requirement for *Sarjana Pendidikan* Degree at English Education Department of Faculty of Education and Teacher Training

By:

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2025

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Assalamu 'alaikum Wr.Wb.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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6. As I mark the end of my college journey, I express gratitude for myself, for the hard work and trust that have brought me to this point. This reminds me that new challenges await, and I am determined to strive for the future and be the best in my entire bloodline.

MOTTO

"Let it be considered a beautiful 'waste,' for education is the art of understanding existence. Every cost is a brushstroke on the canvas of self and world comprehension."

Muhamad Bayu Prastyoaji

"Every child is a teacher to the other, and every place is a school."

The Education of Little Tree – Forrest Carter

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi perasaan mahasiswa EFL (English as a Foreign Language) saat menerjemahkan cerita pendek dari majalah BOBO menggunakan Google Translate. Latar belakang penelitian didasarkan pada pentingnya memahami emosi yang muncul dalam proses penerjemahan, khususnya ketika menggunakan alat bantu teknologi. Dalam kajian teori Appraisal oleh Martin dan White (2005), perasaan seperti bahagia, puas, marah, dan cemas menjadi fokus utama karena berpengaruh terhadap motivasi dan keterlibatan mahasiswa dalam proses belajar. Cerita pendek dari majalah BOBO dipilih karena memiliki bahasa yang sederhana namun kaya makna budaya, menjadikannya tantangan tersendiri saat diterjemahkan ke dalam bahasa Inggris. Penelitian ini juga bertujuan untuk mengisi kekosongan studi terdahulu yang lebih banyak menyoroti aspek teknis Google Translate daripada aspek emosional pengguna.

Penelitian ini menggunakan pendekatan kualitatif dengan desain naratif. Tiga mahasiswa jurusan Tadris Bahasa Inggris yang telah mengikuti mata kuliah Translation dan memiliki pengalaman menerjemahkan cerita BOBO menjadi partisipan penelitian. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan teknik analisis tematik yang dikembangkan oleh Braun dan Clarke (2006). Analisis dilakukan melalui empat tahapan menurut Widodo (2014), yaitu: mendengarkan rekaman berulang kali, mentranskripsi data, menginterpretasi data berdasarkan pernyataan partisipan, dan membangun kredibilitas melalui interpretasi yang akurat. Data dianalisis menggunakan lensa teori Appraisal (Martin & White, 2005), khususnya domain Affect, untuk mengungkap emosi seperti kebahagiaan, kepuasan, kemarahan, dan kecemasan dalam proses penerjemahan.

Hasil penelitian menunjukkan bahwa mahasiswa mengalami perasaan positif saat hasil terjemahan dianggap akurat dan membantu, seperti rasa bahagia dan puas. Namun, perasaan negatif seperti marah dan cemas juga muncul ketika hasil terjemahan dianggap terlalu literal atau gagal menangkap makna budaya. Penelitian ini menyimpulkan bahwa Google Translate memiliki peran ganda: sebagai alat bantu yang efisien sekaligus sebagai pemicu tantangan emosional. Oleh karena itu, penting bagi mahasiswa untuk menggunakan Google Translate secara kritis dan tetap mengembangkan kemampuan analisis serta kepekaan budaya dalam proses penerjemahan. Penelitian ini juga memberikan

rekomendasi kepada pendidik agar mengintegrasikan alat penerjemah digital secara bijak dalam pembelajaran dan membuka peluang riset lebih lanjut terkait emosi dalam pendidikan bahasa.

Kata Kunci: perasaan, Google Translate, cerita pendek yang ditulis dalam majalah BOBO

ABSTRACT

This study aims to explore the feelings of EFL (English as a Foreign Language) students when translating short stories from BOBO magazine using Google Translate. The background of the study emphasizes the importance of understanding emotional responses in the translation process, especially when using digital tools. Based on Appraisal Theory by Martin and White (2005), emotional reactions such as happiness, satisfaction, anger, and anxiety are considered influential in shaping students' motivation and engagement during learning. The use of BOBO short stories—rich in cultural content yet linguistically simple—presents a unique challenge in translation. Unlike prior studies that mostly focused on the technical use of Google Translate, this research fills the gap by examining the emotional experiences of students during translation.

This research employed a qualitative approach using a narrative design. Three English Education students who had taken a Translation course and translated BOBO stories were selected as participants. Data were collected through semi-structured interviews and analyzed using thematic analysis as proposed by Braun and Clarke (2006). The analysis followed four steps adapted from Widodo (2014): listening to recordings repeatedly, transcribing the data, interpreting participants' statements, and building credibility through accurate interpretation. The emotional expressions were examined using the Affect domain of Appraisal Theory (Martin & White, 2005), which includes emotions such as happiness, satisfaction, anger, sadness, cheerfulness, and anxiety. This approach allowed the researcher to view emotions not just as psychological states but also as evaluative linguistic expressions shaped by the translation experience.

The findings reveal that students experienced positive emotions, such as happiness and satisfaction, when translations were accurate and supportive. In contrast, negative emotions—such as anger and anxiety—emerged when translations were overly literal or failed to capture cultural meanings. The study concludes that Google Translate plays a dual role: serving as a helpful tool and a source of emotional tension. Therefore, it is crucial for students to use the tool critically while continuously developing analytical and cultural sensitivity in translation. The study also recommends that educators guide students in the wise integration of translation technologies and encourages future research on the intersection of emotion, language learning, and digital tools.

Keywords: feelings, Google Translate, Short Stories Written in BOBO Magazine

PREFACE

All praises and gratitude are directed to Allah SWT, who has bestowed upon me His blessings, guidance, health, and patience to complete my thesis, entitled "EFL Students' Feeling in Translating Short Stories Written in BOBO Magazine Through Google Translate". This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements for obtaining a Bachelor of Education degree in the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan. I acknowledge that this thesis is not perfect. Therefore, suggestions and corrections are highly appreciated to improve the quality of this thesis. I would like to express my deepest gratitude to:

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Pekalongan, 13 May 2025

Muhamad Bayu Prastyoaji

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CHAPTER I
INTRODUCTION

1.1 Background of The Study

Translation has long been an integral component of foreign language learning, not only for developing vocabulary and grammar understanding but also for cultivating cross-cultural awareness. In the context of English as a Foreign Language (EFL), students frequently engage in translation tasks to bridge the gap between source and target languages. One popular tool utilized by students today is Google Translate, a machine translation platform that offers instant multilingual translation. Its accessibility and efficiency have made it a convenient companion in language learning (Garcia & Pena, 2011). However, despite its advantages, the tool is not without flaws—its translations can be inaccurate or contextually inappropriate, especially when dealing with short stories rich in cultural nuances (Bahri & Mahadi, 2016).

This study specifically explores EFL students' feelings when translating short stories from BOBO magazine using Google Translate. These feelings, as conceptualized by Martin and White's (2005) Appraisal Theory—particularly the domain of Affect—range from positive emotions such as happiness and satisfaction, to negative reactions such as anger and anxiety. Understanding these affective responses is important, as emotional factors significantly influence students' motivation, cognitive engagement, and performance in translation tasks (Dewaele & MacIntyre, 2019; Ruan & Shu, 2021; Liu & Jackson, 2019).

The choice of BOBO Magazine as the source text is deliberate. BOBO is a well-known Indonesian children's magazine that has been a staple of educational and entertaining reading materials for decades. Its short stories are linguistically simple, culturally rich, and often carry moral messages, making them ideal for beginner-to-intermediate EFL learners. According to Bhuana Ilmu Populer (2023), the stories in BOBO are designed

to be informative and engaging for children, using accessible language and straightforward plots. This makes them suitable for EFL learners seeking to practice translation in a way that is both enjoyable and contextually grounded.

Although numerous previous studies have investigated the impact of Google Translate on vocabulary learning (Sholehah, Maulida, & Mottakin, 2022; Maulida, 2022), only a limited number of them focus on students' emotional responses in the translation process. Most of these studies emphasize either performance improvement or error analysis, rather than how students feel during and after using the tool. Moreover, no specific research has been identified that centers on students' feelings while translating culturally embedded children's literature, particularly from BOBO magazine, using Google Translate. Therefore, this study aims to fill this gap by examining the emotional experiences of EFL students engaged in such translation tasks (Garcia & Pena, 2011; Bahri & Mahadi, 2016; Martin & White, 2005).

To support the relevance of this topic, a preliminary investigation was conducted involving three English Education students who had previously translated BOBO short stories using Google Translate in their translation course. Their initial responses revealed a range of emotional reactions—from excitement and relief when translations felt accurate and helpful, to frustration and anxiety when faced with errors or cultural mismatches. One student, for example, described feeling "validated" when Google Translate's result aligned with his own understanding, while another expressed "worry" about losing the cultural essence of the original text (Interview Transcript, 2025). These initial insights underscore the emotional complexity of using digital translation tools and confirm the necessity of a focused study on this subject.

In light of this, the present study investigates the feelings of EFL students when translating short stories from BOBO Magazine using Google Translate. By exploring these emotional

experiences, the study seeks to contribute to a deeper understanding of how machine translation tools interact with affective factors in language learning and provide implications for both pedagogical strategies and digital literacy development in translation education (Martin & White, 2005; Dewaele & Li, 2020).

1.2 Formulation of The problem

This study provides a research questions, the researcher explored "How do the English department students feel about translating short stories in BOBO using Google Translate?

1.3 Operational Definition

In order to reduce the perception gap about the research and specificates the discussion, here are several keywords regarding to the topic and title:

1. Feeling: Feeling is operationally defined as the affective or emotional responses experienced by EFL students while translating short stories. This concept is based on the Affect category within the Appraisal System theory proposed by Martin and White (2005), which refers to emotional expressions such as happiness, anger, Sadness, Cheerfulness, Anxiety, or satisfaction.
2. Google Translate: Google Translate is operationally defined as an online machine translation tool developed by Google, used by students to translate short stories from Indonesian into English and vice versa. It utilizes neural machine translation technology to provide fast, automated translation. According to Aiken and Balan (2011), Google Translate offers convenience and speed but may produce inaccurate or contextually inappropriate translations, especially in complex texts.
3. Short stories written in BOBO Magazine are operationally defined as the Indonesian short narrative texts selected by the students as translation materials in this study. These stories, originally published in BOBO Magazine, are known for their educational and entertaining nature, using simple language

and straightforward plots. The stories are published by Bhuana Ilmu Populer, a well-known Indonesian publisher that specializes in children's literature, making them linguistically appropriate and contextually meaningful for EFL learners to practice translation.

1.4 Significance of The Study

There are several significances of this research which include:

1. Theoretical: This research will contribute to Martin and White's (2005) Appreciation theory, especially in understanding students' feelings towards positive and negative learning experiences as well as supporting theories related to students' feelings.
2. Empirical: Empirically, this research will provide insight into the real experiences of EFL students, especially regarding their emotional responses when using Google Translate to translate short stories. The findings may enrich previous studies on translation tools and learner affect, offering data grounded in student voices and authentic learning contexts.
3. Practical: Practically, this study can assist language educators, curriculum designers, and students themselves in making more informed decisions about using translation tools like Google Translate in educational contexts. The insights gained from students' feelings can guide the development of classroom strategies that balance technology use with critical language awareness. Additionally, the research encourages students to approach digital translation tools with reflection and care, ultimately aiming to improve translation quality and emotional well-being during learning.

CHAPTER V
CONCLUSION

5.1 Summary of the Findings

This study examined the emotional responses of EFL students while translating short stories from BOBO magazine using Google Translate. The findings revealed that students' emotions were influenced by both the strengths and weaknesses of the tool. Positive emotions, such as happiness and satisfaction appeared when the translations were accurate and supported students in understanding the texts and completing their tasks. In contrast, negative emotions, including anger and anxiety emerged when the translations were inaccurate, too literal, or failed to reflect cultural meaning. These results suggest that Google Translate plays a dual role in the translation process—serving as both a helpful support and a source of emotional challenge for EFL learners.

5.2 Recommendation

Based on the findings of this study, several recommendations are proposed for students, educators, and future researchers. The core idea is to promote informed and effective use of Google Translate in EFL contexts. This involves understanding its capabilities and limitations to maximize its benefits while mitigating potential drawbacks.

5.2.1 For EFL Students

For EFL students, a key recommendation is to adopt a critical perspective when using Google Translate. Students should view it as a helpful aid rather than an infallible resource. They need to develop skills in evaluating the translation result.

5.2.2 For Educators

Educators also play a crucial role in guiding students toward effective use of translation technology. Language instructors should integrate digital translation tools into the curriculum thoughtfully. They should design activities that encourage students to analyze, compare, and refine

machine-generated translations, fostering critical thinking and linguistic awareness.

5.2.3 For Future Researchers

Future research can further explore the interplay between emotions, technology, and language learning. Subsequent studies could investigate the long-term effects of using translation tools on students' emotional development. Additionally, exploring diverse translation technologies or learner populations could provide valuable insights for the field.

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B. RIWAYAT PENDIDIKAN

1. SD : SD Negeri 3 Asemdoyong
2. SMP : SMP Negeri 6 Taman
3. SMA : SMA Negeri 1 Kertajati

C. PENGALAMAN ORGANISASI DI LINGKUNGAN KAMPUS

1. HMPS TBIG Periode 2022-2023

Pekalongan, 18 Juni 2025

Muhamad Bayu Prastyoaji