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Exploring Translation Techniques and Ideological Tendencies in AI-Assisted English Indonesian Texts by EFL Learners

Muhammad Zaki Pahrul Hadi* , Issy Yuliasri ,
 Hendi Pratama  and Yuliati 
 Language Education Study Program,
 Universitas Negeri Semarang, Indonesia

Abstract. This study explores the translation techniques and ideological orientations found in English-Indonesian texts produced by EFL learners with the aid of AI-assisted tools. The rise of platforms such as Google Translate, DeepL, and ChatGPT has reshaped translation practices in educational contexts. Against this backdrop, the research seeks to identify the strategies students employ and to examine the dominant translation ideology reflected in their work. This study employed a qualitative descriptive design with an embedded case study approach. Data were collected through translation tasks, where EFL students at Universitas Bumigora were asked to translate English texts into Indonesian using AI tools such as Google Translate, DeepL, and ChatGPT. The participants consisted of ten eighth-semester EFL students, purposively selected for their academic proficiency in English. The translations were analyzed using Molina and Albir's (2002) framework and interpreted through Venuti's (1995) theory of translation ideology. The findings reveal that Literal Translation emerged as the most frequently used strategy (25%), followed by Modulation (16.67%), with Established Equivalent and Transposition each accounting for 12.5%. Amplification and Description were each applied at a rate of 8.33%, while Particularization, Generalization, Linguistic Amplification, and Borrowing were each used at 4.17%. Overall, 70% of the strategies leaned toward the target language, reflecting a preference for fluent and culturally adapted translations. These choices illustrate how students, whether consciously or unconsciously, adjusted their work to align with the communicative norms of the target language. Consequently, the dominant translation ideology evident in their outputs aligns with Venuti's concept of domestication.

Keywords: translation technique; translation ideology; AI Assisted; EFL learners

*Corresponding author: Muhammad Zaki Pahrul Hadi; zakupahrulhadi@gmail.com

1. Introduction

Translation studies have recently begun to establish a clearer identity within the Indonesian academic community. One of their primary goals is to enhance students' translation competence (Hurtado Albir & Taylor, 2015; Neubert, 2011). Translation courses have become a requirement in several Indonesian universities, particularly for English majors. Scholars argue that translation is an essential competence for English students, placing it on par with other core language skills such as speaking, reading, and writing (Artar, 2017; Woang, 2021). Furthermore, globalization has created a growing demand for translation services in Indonesia, especially for translations from Indonesian into English

A professional translator needs a clear grasp of what constitutes an acceptable translation one that achieves equivalence by ensuring that words, phrases, and sentences in the source language are rendered accurately and matched with suitable counterparts in the target language. Yuliasri (2016) emphasized the need of ensuring that a translated work has the same impact on its target readers that the original content had on its original readers. By applying translation techniques, translators can better analyze the morphology and syntax of words, phrases, clauses, and sentences that require translation. These techniques guide them in determining how linguistic elements should be structured to produce accurate and coherent renderings in the target language (Hidayati, 2020; Marais, 2018; Rianti et al., 2021).

As a result, using appropriate techniques can significantly improve the quality of a translation, whereas relying on unsuitable ones may reduce its effectiveness and accuracy. Larson (1984) and Sayadani et al (2019) propose three key criteria for achieving high-quality translation namely accuracy, clarity, and naturalness. Accuracy focuses on faithfully conveying the meaning of the source text, while clarity ensures that the message reads naturally in the target language. Together, these standards are essential for producing a successful translation.

According to Molina & Hurtado Albir (2002) , translation technique is a method used to transfer meaning from one language to another, often at the word, phrase, clause, or sentence level. Yuliasri (2017) emphasizes that translation techniques can be classified in different ways, each with its own strengths and limitations. As a result, no single technique is universally applicable to every translation context. Molina and Albir outlined 18 translation techniques. Among them, adaptation substitutes cultural references to make the text more relatable, while amplification introduces additional information absent in the source text.

Borrowing transfers words directly from another language, and calque recreates expressions using target-language structures. Compensation allows meaning to be conveyed in a different part of the text, and description explains terms that lack a direct equivalent. Discursive creation is applied for unpredictable meanings, whereas established equivalent relies on widely recognized target-language terms. Generalization and particularization adjust the level of specificity, while linguistic amplification and compression expand or condense the text to fit communicative needs (Rodriguez-Blanco, 2024; Sun & Zhang, n.d.;

Yang et al., 2024). Literal translation preserves the original structure, whereas modulation shifts the point of view or cognitive perspective. Reduction involves omitting non-essential details, while substitution replaces elements across linguistic or paralinguistic forms. Transposition changes grammatical categories, and variation adapts linguistic or stylistic features to suit the context or audience. Collectively, these techniques provide a comprehensive framework for analyzing translation practices (Hartono, 2018, 2019).

1.1 AI and Machine Translation

The integration of AI technologies in translation particularly Neural Machine Translation (NMT) and Large Language Models (LLMs) has shown significant promise in strengthening students' translation skills. Tools such as Google Translate and DeepL, along with LLMs like ChatGPT, have improved translation accuracy and functionality. However, their use still requires human oversight to ensure contextual appropriateness and to avoid fostering overreliance (Kunst & Bierwiazzonek, 2023; Yuxiu, 2024). Research suggests that AI-assisted translation tools often outperform students in text comprehension and reformulation, revealing gaps in learners' understanding that these technologies can help bridge (Aldawsari, 2024). Moreover, AI systems have proven effective in overcoming language barriers, particularly in academic writing, by providing accessible and comprehensive support for non-native English speakers (Alotaibi & Salamah, 2023; Doherty, 2016a).

AI-assisted translation differs from traditional approaches by integrating machine translation tools and computer-assisted translation (CAT) software. Platforms such as Google Translate, DeepL, and other AI-powered systems draw on advanced algorithms and vast linguistic databases to generate translations with speed and efficiency (Doherty, 2016b; Garcia, 2014). AI-assisted translation is a significant shift from conventional methods, providing a distinct set of advantages and disadvantages (Kruk & Kałużna, 2025; Wu et al., 2025). Yuxiu (2024) explored the use of AI-powered translation tools in educational settings, showing that they deliver greater accuracy compared to traditional machine translation systems. The study highlighted improvements in students' translation competence and reported strong satisfaction among educators using AI-assisted teaching approaches, ultimately recommending the integration of such technologies into translation education.

Moreover, AI translation offers a more traditional and concise style of language and may be faster and better at grasping the material (Mohamed et al., 2024; Zouhar et al., 2025). Linlin (2024) investigated DeepL's quality control mechanisms across text input, processing, and evaluation, finding that it consistently outperformed Google Translate and Microsoft Translate in terms of accuracy, fluency, and naturalness. However, the study also noted that DeepL showed somewhat less adaptability when handling contextual variations. Simultaneously, Tian (2024) examined the extensive influence of digital intelligence tools, such as AI, ChatGPT, and large language models (LLMs), on translator education. The findings emphasize the value of personalized learning paths, the development of post-editing skills, and the need for ethical and

collaborative practices between academia and industry. Taken together, these studies demonstrate the transformative potential of intelligent technologies in enhancing both the quality and effectiveness of translation pedagogy.

1.2 Ideology in Translation

In the act of translation, a translator does more than simply transfer meaning from a source language to a target language. They also, often unconsciously, embed their own ideological stance into the final product. This ideology reflects underlying judgments about what counts as a “correct” or “incorrect” translation. Venuti (1993) captured this dimension through the concept of translation ideology, framing it within the two opposing strategies of domestication and foreignization. Domestication is a translation ideology that views a successful translation as one that aligns with the target language, emphasizing fluency and local familiarity.

In contrast, foreignization takes the opposite stance, privileging the source language by preserving its cultural nuances and introducing foreign concepts to the target audience (Al-Mohannadi, 2008; Kuncoro & Sutopo, 2015). Translation is never a neutral act it always carries ideological choices. Venuti (1993) describes two contrasting approaches: domestication, which emphasizes fluency and familiarity by orienting toward the target language, and foreignization, which maintains cultural distinctiveness by remaining closer to the source language. These orientations shape how translators consciously or unconsciously balance fidelity with readability (Jinfang et al., 2025; Mahmood et al., 2025; Venuti, 2002)

Artificial intelligence adds a new layer to translation studies: its outputs inevitably reflect the biases embedded in the training data. For instance, ChatGPT often produces polished renderings in fluid, natural target-language forms, while Google Translate tends to generate more literal versions. As a result, learners’ ideological orientations may be shaped not only by their personal decisions but also by the default tendencies of the systems they use (Tian, 2024). This reality highlights the importance of examining ideological positioning in AI-assisted student translations, particularly in English Indonesian contexts, where cultural and linguistic gaps remain substantial.

1.3 Research Gap and Thesis Statement

Although previous studies have examined conventional translation, AI assistance, and translation quality in depth, their scope has often been limited to areas that do not directly address pedagogical concerns particularly the teaching of translation. Moreover, while many investigations have focused on professional translators or advanced translation technologies, they tend to overlook EFL students as a unique group. Yet, the developing linguistic and technical abilities of these learners may offer distinct insights into translation practices that differ from those of professionals.

The use of AI-assisted translation tools such as Google Translate, DeepL, and ChatGPT has brought a notable impact on the practices of English as a Foreign Language (EFL) learners. While these tools provide efficiency and practical

support, their impact on translation techniques and ideological orientations remains underexplored. This study seeks to address this gap by examining the techniques and ideological tendencies evident in AI-assisted English-Indonesian translations produced by EFL learners. It investigates how students made use of AI tools and how their translations reveal both technical strategies and underlying ideological choices. The study contends that AI tools not only facilitate the translation process but also shape its application and influence the translator's ideological stance.

2. Research Method

This study adopts a qualitative descriptive approach with an embedded case study design, in which theory is treated as a guiding limitation tailored to the specific focus of the research (Budiyanto et al., 2019; Scholz & Tietje, 2002). The aim is to examine the translation strategies applied in AI-assisted translation. The design emphasizes qualitative description and interpretation rather than quantitative measurement. To achieve this, the study closely analyzes student-produced translations, exploring both the use of translation techniques and the role of AI tools such as Google Translate, DeepL, and ChatGPT in shaping the outcomes.

To achieve this, qualitative insights were also incorporated. The participants were ten eighth-semester EFL students from Universitas Bumigora, selected through purposive sampling based on their English academic performance. Their task was to translate descriptive academic texts from English into Indonesian with the support of AI techniques. In this process, students were permitted to use AI-assisted tools such as Google Translate, DeepL, and ChatGPT; however, these tools served only as supplementary aids rather than the primary translators.

In this study, students maintained full control over the translation process, including the ability to post-edit and refine the AI-generated output to improve accuracy, fluency, and contextual appropriateness. Data were collected primarily through a translation test, and the resulting texts were analyzed using Molina and Albir's framework of translation procedures. To explore the ideological dimension, Venuti's concept of translation ideology was applied, distinguishing between *domestication* and *foreignization*. The students' translated works were then reviewed and assessed to identify both the specific translation techniques employed and the broader translation ideology that underpinned their choices.

3. Finding and Discussion

3.1 Types of Translation Techniques in AI Assisted Text

Based on the analysis of 24 data units comprising both sentences and phrases from the students' translation of Text 1, thirteen different translation techniques were identified in their AI-assisted outputs. The types of techniques used, along with their frequency of application, are presented in the following table and discussed in detail afterward.

Table 1: Translation technique classification in text 1

No	Translation Technique	Frequency	Percentage
1	Literal Translation	4	16.67%
2	Established Equivalent	3	12.50%
3	Modulation	3	12.50%
4	Borrowing	3	12.50%
5	Transposition	2	8.33%
6	Particularization	2	8.33%
7	Amplification	1	4.17%
8	Calque	1	4.17%
9	Compensation	1	4.17%
10	Description	1	4.17%
11	Generalization	1	4.17%
12	Linguistic Amplification	1	4.17%
13	Reduction	1	4.17%
	Total	24	100%

3.1.1 Literal Translation

According to Molina and Albir (2002), literal translation is defined as the direct transfer of terms from the source language (SL) into the target language (TL), while maintaining both their meaning and grammatical structure. The following example from Text 1 illustrates the application of the Literal Translation technique:

Table 2: Sample finding of literal translation in text 1

No	Source Language	Target language
1	<i>social unity</i> "	<i>kohesi sosial</i> "
2	<i>economic development</i> "	<i>pembangunan ekonomi</i> "
3	<i>creative progress</i> "	<i>kemajuan kreatif</i> "
4	<i>science and innovation</i>	<i>ilmu pengetahuan dan teknologi</i>

The translation of the phrases “social unity” as “*kohesi sosial*”, “economic development” as “*pembangunan ekonomi*”, “creative progress” as “*kemajuan kreatif*”, and “science and innovation” as “*ilmu pengetahuan dan teknologi*” exemplifies the implementation of the literal translation technique as defined by Molina and Albir (2002). Literal translation is the technique of directly transferring meaning from the source language (SL) to the target language (TL) while maintaining both the syntactic structure and the semantic content. This method is applied as long as the resulting expression remains natural and acceptable in the TL.

In these examples, the translator – in this case, the student – preserves not only the lexical choices of the source language (SL) but also their grammatical structure and collocational coherence. For instance, the phrase “*economic development*” is rendered as “*pembangunan ekonomi*”, a translation that is both semantically equivalent and widely recognized in Indonesian economic and academic discourse. Likewise, “*social unity*” is translated as “*kohesi sosial*”, retaining the meaning and word order while integrating smoothly into formal Indonesian usage. The phrase “*creative progress*” is translated as “*kemajuan kreatif*”, maintaining the noun–adjective structure that is natural in Indonesian.

Meanwhile, “*science and innovation*” is rendered as “*ilmu pengetahuan dan teknologi*”. Although the substitution of *teknologi* for *inovasi* may appear broader in scope, this choice reflects established institutional and academic usage in Indonesia, where *technology* and *innovation* are frequently paired in the context of national development discourse.

Therefore, these translations are classified as literal because they maintain a direct, one-to-one correspondence in both meaning and structure, without the need for modulation, amplification, or reorganization. This technique is especially well-suited for formal and academic texts, where clarity, precision, and strict fidelity to the source language are of primary importance.

3.1.2 Established Equivalent

According to Molina and Albir (2002), Established Equivalent is a translation technique that involves using a target language (TL) term or expression that is widely recognized and accepted as the standard counterpart of a specific source language (SL) term. This approach ensures consistency and accuracy, particularly in academic and professional contexts. The following example from Text 1 illustrates the application of the Established Equivalent technique:

Table 3: Sample finding of established equivalent in text 1

No	Source language	Target language
5	job prospects	peluang kerja
6	income"	pendapatan"
7	health"	kesehatan"

The translation of the phrases “job prospects” as “*peluang kerja*”, “income” as “*pendapatan*”, and “health” as “*kesehatan*” demonstrates the use of the Established Equivalent technique, as defined by Molina and Albir (2002). This technique makes use of target language (TL) terms or phrases that have already been conventionally recognized or standardized as direct counterparts of those in the source language (SL). Such equivalents are usually documented in bilingual dictionaries, widely employed in academic writings, and consistently used in professional discourse, making them broadly accepted by both language communities.

For example, the term “job prospects” is aptly translated as “*peluang kerja*”, a commonly used expression in Indonesian discourse on employment, economics, and education, which clearly conveys the notion of career opportunities or the potential for work. In the same way, “income” is rendered as “*pendapatan*”, a term firmly rooted in Indonesia’s financial and economic vocabulary and frequently used in both policy documents and everyday public communication.

Likewise, the translation of “health” into “*kesehatan*” represents a standard lexical equivalent, widely accepted across contexts ranging from individual well-being to public health and medical discussions. These choices do not call for any syntactic restructuring, cognitive shifts, or added elaboration. Rather, they depend on ready-made expressions in the target language that are already

established and widely recognized within the given cultural and contextual setting. The translators' reliance on established equivalents demonstrates their awareness of professional language norms and their dedication to maintaining terminological precision. This approach is particularly important in formal, academic, and technical contexts, where accuracy cannot be compromised. By applying this technique, the translators ensure that the meaning remains clear and that the message is communicated with precision and reliability for the target audience.

3.1.3 Modulation

According to Molina and Albir (2002), modulation refers to a shift in perspective or cognitive orientation when translating from the source language (SL) to the target language (TL). This strategy is typically applied when a literal or direct rendering would sound awkward, unnatural, or culturally inappropriate in the TL. By adjusting the viewpoint, modulation helps produce an expression that feels more idiomatic and acceptable to native speakers. In the students' translation of Text 1 using AI-assisted tools, several examples illustrate how modulation was employed to ensure clarity, naturalness, and cultural suitability in the TL.

Table 4: Sample finding of modulation in text 1

No	Source Text	Target text
8	make strides	mengalami kemajuan
9	brings benefits	memberikan dampak positif
10	building resilience	memperkuat ketahanan

The rendering of "*make strides*" as "*mengalami kemajuan*", "*brings benefits*" as "*memberikan dampak positif*", and "*building resilience*" as "*memperkuat ketahanan*" exemplifies the application of the *modulation* technique in translation. According to Molina and Albir (2002), modulation is a translation technique that entails shifting the point of view, semantic category, or cognitive orientation from the source language (SL) to the target language (TL).

This adjustment is often made to better accommodate the idiomatic expressions or rhetorical conventions of the TL. While the underlying meaning remains unchanged, modulation restructures the way that meaning is expressed or emphasized. In the first example, the idiom "*make strides*" conveys the idea of advancement or improvement. Rather than translating it literally, the translator renders it as "*mengalami kemajuan*" ("to experience progress"). This choice shifts the expression from an action-oriented verb phrase to a more abstract state, aligning with the conventions of formal Indonesian and avoiding an awkward literal equivalent such as "*melangkah jauh*."

In the second example, the phrase "*brings benefits*" is rendered as "*memberikan dampak positif*". Here, a neutral expression is modulated into one that explicitly underscores the positive quality of the impact. This shift not only sharpens the evaluative tone in the target language (TL) but also makes the intended implication clearer and more accessible for Indonesian readers. In the third case,

“building resilience” is translated as *“memperkuat ketahanan”*, shifting the focus from the act of construction (*building*) to the resulting condition (*strengthening*), which is more idiomatic in Indonesian. This reframing goes beyond a mere lexical shift; it represents a change in conceptual perspective, placing emphasis on the outcome rather than the process. As such, these translations exemplify modulation—not only as a response to linguistic constraints but also as a strategy for stylistic and cultural alignment. In doing so, the translator demonstrates the ability to re-encode meaning in ways that feel natural and resonate with the discourse norms of the target language (TL) community.

3.1.4 Borrowing

According to Molina and Albir (2002), borrowing is a translation technique in which a word or phrase from the source language (SL) is directly carried over into the target language (TL) without modification. This strategy is commonly used to preserve terms that hold specific institutional, cultural, or referential significance and that may not have an exact equivalent in the TL. When the target language (TL) lacks an appropriate equivalent, *borrowing* allows the translator to maintain cultural authenticity, ensure terminological precision, and bridge lexical gaps.

This technique generally takes two forms: *naturalized borrowing*, in which the term is slightly adapted to conform to the spelling or pronunciation norms of the TL; and *pure borrowing*, in which the term remains unchanged. Borrowing is often employed to retain the “foreign flavor” or credibility of the source text, making it particularly useful for technical terminology, brand names, cultural references, or widely recognized idioms.

Table 5: Sample finding of borrowing in text 1

No	Source Text	Target text
11	OECD"	OECD"
12	World Economic Forum	World Economic Forum"
13	"global"	"global"

The rendering of “OECD” as “OECD”, “World Economic Forum” as “World Economic Forum”, and “global” as “global” exemplifies the use of the borrowing technique. According to Molina and Albir (2002), borrowing occurs when a word or expression is transferred directly from the source language (SL) into the target language (TL) without translation. This technique can appear in two forms: *pure borrowing*, in which the term is kept exactly as it appears in the source language, both orthographically and phonetically; or *naturalized borrowing*, in which the term is slightly adjusted to match the spelling or pronunciation norms of the target language (TL).

In the examples discussed above, all cases illustrate the use of *pure borrowing*. The acronym “OECD” (Organization for Economic Co-operation and Development) is internationally established and consistently retained in Indonesian usage, particularly within academic, governmental, and media texts. Rendering it into Indonesian (e.g., *Organisasi Kerja Sama dan Pembangunan*

Ekonomi) would not only add unnecessary length but could also diminish referential clarity. In a similar vein, the name “*World Economic Forum*” is preserved in English, as it represents the official designation of a globally recognized institution. Translating the term would not only be redundant but could also create confusion for the reader, given its role as a proper noun. The word “*global*” itself is widely borrowed into Indonesian, particularly in academic and policy-related contexts, where it evokes associations with international cooperation, globalization, and large-scale global issues.

Although “*global*” could be rendered as “*mendunia*” or “*dunia*”, in many formal contexts it is more accurate and stylistically appropriate to retain the English term—especially in collocations such as “*global competitiveness*” or “*global economy*.” The repeated use of *borrowing* in these examples demonstrates the translator’s sensitivity to genre conventions, the pursuit of semantic precision, and the importance of maintaining institutional and technical integrity—factors that are particularly vital in academic and policy translation.

3.1.5 Transposition

According to Molina and Albir (2002), *transposition* is a translation technique in which the grammatical category of an expression in the source language (SL) is altered in the target language (TL), while its original meaning is carefully preserved. This technique allows translators to shift parts of speech for example, turning an adjective into a noun or deriving a noun from a verb in order to produce a translation that is more natural and grammatically accurate in the target language (TL).

The primary function of *transposition* is to ensure that the translation adheres to the syntactic norms and stylistic expectations of the TL, especially in situations where a literal rendering would sound awkward or ungrammatical. By adjusting form without altering meaning, transposition enhances the overall fluency and readability of the text. The following are some examples of the *transposition technique* applied in the students’ translation of Text 1 using AI-Assisted translation:

Table 6: Sample finding of transposition in text 1

No	Source Text	Target text
14	Learning increases job prospects	pendidikan meningkatkan peluang kerja"
15	supporting education"	dukungan terhadap pendidikan"

In both Data 14 and 15, the translator applies a grammatical shift to restructure the source language (SL) construction so that it conforms to target language (TL) norms. For instance, in the first example, the gerund “*learning*”—which functions as a subject in the SL—is transposed into the noun “*pendidikan*” (education). This choice not only aligns more naturally with formal Indonesian usage but also enhances contextual accuracy in academic settings. The second example also exhibits a syntactic shift: the verb phrase “*supporting education*” is rendered as a noun phrase “*dukungan terhadap pendidikan*” (support for

education). This reorganization demonstrates the translator's attentiveness to the grammatical norms of Indonesian, especially in academic and policy contexts where nominalization is often preferred to convey greater formality. While the meaning remains intact, the sentence structure is adjusted to fit the discourse conventions of the target language (TL). Such a shift is categorized as transposition.

3.1.6 Particularization

Particularization is a translation technique in which the translator replaces a general or broad expression from the source language (SL) with a more specific or concrete term in the target language (TL). By narrowing the scope of meaning, this strategy refines the message and produces a translation that is not only more precise but also better aligned with the cultural and contextual nuances of the TL (Farahsani et al., 2024). Molina and Albir suggest that *particularization* is especially useful when the target language requires a more specific level of detail, or when the context of translation supports and even encourages a richer interpretation. In such cases, translators refine a general expression in the source language into a more precise or contextually grounded equivalent in the target language.

Table 7: Sample finding of particularization in text 1

No	Source Text	Target text
16	learning"	pendidikan
17	investing in education"	pendidikan memainkan peran penting"

In this case, broad expressions are narrowed into more specific equivalents in the target language (TL). For example, the term "*learning*" can refer to any form of knowledge acquisition, while "*pendidikan*" in Indonesian specifically denotes formal or institutionalized education. By choosing "*pendidikan*," the translator clarifies the concept, making it more culturally and contextually appropriate. Similarly, "*investing in education*" is rendered as "*pendidikan memainkan peran penting*" ("education plays an important role"), reframing the abstract metaphor of investment into a more localized and accessible expression. This strategy improves reader comprehension while preserving semantic accuracy.

3.1.7 Amplification

Amplification involves adding lexical or semantic details that are implicit in the source language (SL) to make them clearer in the target language (TL). Its main goal is to enhance reader comprehension, coherence, and clarity by making meanings that were only implied in the original text more explicit and accessible in the translation. (Mahmud et al., 2021; Volf, 2020). This technique is particularly useful when translating between languages with significant differences in conceptual frameworks, grammar, or cultural context. Even when the translator needs to expand the expression, amplification ensures that the original message, tone, and function are fully conveyed. The following example illustrates how the amplification technique was applied in the students' AI-assisted translation of Text 1:

Table 8: Sample finding of amplification in text 1

No	Source Text	Target text
18	foundation	dasar utama"

The addition of "*utama*" (main) to the word "*foundation*" emphasizes the centrality of education in a way that is contextually appropriate in Indonesian. The original English term carries a strong implicit evaluative nuance; by adding "*utama*," the translator makes this connotation explicit in the target language. This amplifying strategy enhances the communicative impact while remaining faithful to the original meaning.

3.1.8 Calque

Molina and Albir (2002) describe calque as a translation technique in which a phrase is rendered literally, preserving both the structure and meaning of the source language (SL) in the target language (TL). Unlike borrowing, which transfers the foreign term directly, calque recreates the expression by translating each of its elements. This approach is particularly useful for specialized or institutional terms, as it allows the translator to maintain both conceptual and grammatical equivalence. The following example demonstrates how the calque technique was applied in the students' AI-assisted translation of Text 1:

Table 9: Sample finding of calque in text 1

No	Source Text	Target text
19	<i>education at all levels</i>	<i>pendidikan di semua jenjang</i>

The phrase "education at all levels", translated into Indonesian as "pendidikan di semua jenjang", serves as an example of a calque. It represents a literal translation that preserves both the structure and meaning of the original expression. Each component is directly transferred: "education" becomes "pendidikan," "at all" becomes "di semua," and "levels" becomes "jenjang."

This word-for-word rendering closely mirrors the syntactic and semantic structure of the English source, aligning with Molina and Albir's (2002) definition of calque as a technique that reproduces both the form and meaning of a source language expression in the target language. Although the resulting sentence is grammatically correct and idiomatic in Indonesian, it still mirrors the mental structure and word order of the English expression. This example illustrates the use of the calque technique in student translation, maintaining fidelity to the source text while ensuring basic readability in the target language.

3.1.9 Compensation

Compensation is a translation technique used when the target language (TL) cannot directly convey certain meanings, stylistic effects, or cultural nuances from the source language (SL) due to linguistic, structural, or cultural differences. According to Molina and Albir (2002), compensation involves reintroducing the lost meaning or effect in another part of the text, ensuring that the overall communicative intent is preserved. This technique is particularly useful for handling culturally bound references, idioms, tone, or wordplay that

lack a direct equivalent in the target language. For instance, when a pun or metaphor cannot be translated literally, the translator may compensate by introducing a similar stylistic or emotional effect elsewhere in the TL text. The goal of compensation is to preserve the reader's overall experience, even if the exact form or placement of the original expression must be adjusted (Motallebzadeh & Tousi, 2011). This approach reflects a functionalist and dynamic perspective on translation, prioritizing impact and conveyed meaning rather than word-for-word equivalence. An example can be seen in how the compensation technique was applied in the students' AI-assisted translation of Text 1:

Table 10: Sample finding of compensation in text 1

No	Source Text	Target text
20	engage in civic life	berpartisipasi dalam kehidupan sosial

The SL term "*civic life*" lacks a culturally equivalent expression in Indonesian. The translator compensates for this by using "*kehidupan sosial*" (social life), which captures similar connotations related to community involvement and social responsibility. While not a perfect equivalent, the substitution helps preserve the core idea of public engagement and conveys it in a way that is culturally meaningful and accessible.

3.1.10 Description

Molina and Albir (2002) explain that the translation technique known as description is applied when a term from the source language (SL) is rendered in the target language (TL) through an explanatory phrase or descriptive expression rather than a single equivalent word. This method is typically used when a direct equivalent is unavailable in the target language (TL), or when the term may be unfamiliar or culturally specific to the audience. Rather than relying on a word-for-word rendering, the translator provides a clearer and more accessible version by offering a fuller explanation. The following is the example of the *Description* technique applied in the students' translation of Text 1 using AI-Assisted translation:

Table 11: Sample finding of description in text 1

No	Source Text	Target text
21	human capital	sumber daya manusia"

Rather than translating "*human capital*" literally or metaphorically, the translator chooses "*sumber daya manusia*" (human resources), which describes the intended concept in terms familiar to TL readers. This descriptive strategy helps unpack an abstract economic term, ensuring that the message stays clear and accessible within the cultural and lexical context of Indonesian.

3.1.11 Generalization

According to Molina and Albir (2002), generalization is a translation technique that replaces a source-language term with a broader term in the target language when no direct equivalent exists. The example below illustrates how this technique was applied in the students' AI-assisted translation of Text 1:

Table 12: Sample finding of generalization in text 1

No	Source Text	Target text
22	civic life	kehidupan sosial

The source-language term “civic life” conveys political and participatory nuances that may feel too narrow or less familiar in the target-language context. By translating it as “kehidupan sosial,” the translator broadens the meaning to encompass general social engagement, avoiding cultural misunderstandings while ensuring the text remains clear and accessible for Indonesian readers.

3.1.12 Linguistic Amplification

According to Molina and Albir (2002), linguistic amplification is a translation technique that involves adding elements in the target language (TL) to create a sentence that is more cohesive, clear, or detailed. This adjustment does not introduce new meaning; rather, it enhances naturalness and helps make any implicit meaning in the source language more explicit in the TL. This technique is commonly applied when the target language (TL) requires additional words or grammatical structures to convey the same idea effectively. The example below illustrates how the linguistic amplification technique was used in the students’ AI-assisted translation of Text 1:

Table 13: Sample finding of linguistic amplification in text 1

No	Source Text	Target text
23	supporting education	dukungan terhadap pendidikan

In Data 23, the phrase “supporting education” is translated as “dukungan terhadap pendidikan.” This is classified as linguistic amplification because additional elements are introduced in the target language (TL) to clarify the meaning and ensure grammatical completeness. In the source text, “supporting education” is a concise construction consisting of a gerund verb (“supporting”) and a noun (“education”). When translated into Indonesian, it becomes “dukungan terhadap pendidikan”, which means “support toward education.”

This translation involves turning the verb “supporting” into the noun “dukungan” (support), and adding the prepositional phrase “terhadap pendidikan” (toward education) to maintain clarity and natural structure in the TL. The added elements “dukungan” and “terhadap” help form a complete and coherent phrase in Indonesian. These additions do not alter the meaning but are necessary to maintain cohesion and readability in the target language. This process illustrates **linguistic amplification** of elements to preserve the original intent while ensuring fluency in the translation.

3.1.13 Reduction

According to Molina and Albir (2002), the reduction technique involves omitting unnecessary or redundant elements from the source language to produce a more concise and streamlined text in the target language.

Examples and Analysis:

Table 14: Sample finding of reduction in text 1

No	Source Text	Target text
24	technological, economic, and social change	perubahan yang berlangsung cepat

The phrase "technological, economic, and social change" is translated into "*perubahan yang berlangsung cepat*," which is a type of *reduction* since it leaves out specific information from the source text and gives a more generic meaning in the target language. The original phrase highlights three distinct types of change – technological, economic, and social – making their differences clear.

In contrast, the translation simplifies this by using a single broad expression, "rapid change," which shifts the emphasis from the specific categories of change to the speed at which the change is occurring. The reduction technique involves omitting certain parts of the source message to make the target text more concise, contextually appropriate, or natural in the target language. Although some details from the original may be lost, the translation still communicates the central idea of rapid and significant change. The excerpt below presents an example of student translations produced with the support of AI tools:

Tabel 15: A sample of student translations produced with the assistance of AI

Source Text	Target text
<p>Investing in Quality Education for Economic Development, Peace, and Stability</p> <p>Education is the foundation of any functioning society. Education empowers individuals to live harmoniously within society, participate actively in civic life, and contribute to the economy. Investing in education benefits not only individuals but also nations and the global community. At the personal level, learning expands job opportunities, raises income, and promotes better health. Nations that prioritize education at all levels – basic, intermediate, and higher – tend to advance in science and innovation, leading to new discoveries and technologies. On a broader scale, investing in education fosters social cohesion, drives economic growth, boosts global competitiveness, and fuels creative progress.</p> <p>Amid rapid social, technological, and economic shifts, investing in education plays a vital role in strengthening national resilience. The Organization for Economic Cooperation and Development (OECD) emphasizes that "investments in human capital can serve as a long-term source of</p>	<p>Investasi dalam pendidikan yang berkualitas merupakan kunci bagi pembangunan ekonomi, perdamaian, dan stabilitas.</p> <p>Pendidikan menjadi dasar utama bagi masyarakat yang berfungsi dengan baik, karena memungkinkan individu hidup rukun, berpartisipasi dalam kehidupan sosial, dan mendukung pertumbuhan ekonomi. Mengarahkan sumber daya untuk pendidikan memberikan dampak positif tidak hanya bagi individu, tetapi juga bagi negara dan komunitas global. Bagi individu, pendidikan meningkatkan peluang kerja, pendapatan, dan kesehatan. Sementara itu, negara yang mengedepankan pendidikan di semua jenjang dari dasar hingga tinggi akan mengalami kemajuan di bidang ilmu pengetahuan dan teknologi, serta menciptakan inovasi. Secara global, dukungan terhadap pendidikan memperkuat kohesi sosial, mempercepat pembangunan ekonomi, meningkatkan daya saing antarbangsa, dan mendorong kemajuan kreatif.</p> <p>Di tengah arus perubahan sosial, teknologi, dan ekonomi yang berlangsung</p>

<p>resilience and play a vital role in securing the well-being of future societies, particularly in countries with large youth populations.” Similarly, research by the World Economic Forum underscores that investing in education is essential to safeguard economies against unexpected shocks and the challenges of rapidly evolving labor markets.</p>	<p>cepat, investasi dalam sektor pendidikan menjadi krusial untuk memperkuat ketahanan suatu negara. Seperti yang ditegaskan oleh Organisasi untuk Kerja Sama dan Pembangunan Ekonomi (OECD), “Investasi pada sumber daya manusia dapat menjadi fondasi ketahanan jangka panjang dan berperan penting dalam menjamin kesejahteraan masyarakat di masa depan, terutama di negara-negara dengan jumlah penduduk muda yang besar.” Hasil penelitian dari World Economic Forum juga menegaskan bahwa pendidikan memainkan peran penting dalam menjaga stabilitas ekonomi dari berbagai guncangan tak terduga serta menghadapi dinamika pasar tenaga kerja yang terus berubah.</p>
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3.2 Types of Translation Techniques in Text 2

Drawing on the bilingual text and applying Molina and Albir’s (2002) theoretical framework to Text 2, this section presents a comprehensive analysis of the translation techniques used in the Indonesian version of the English document titled “*Investing in Quality Education for Economic Development, Peace, and Stability.*”

Tabel 16: Types of translation techniques in text 2

No	Translation Technique	Frequency	Percentage
1	Literal Translation	6	25.00%
2	Modulation	4	16.67%
3	Established Equivalent	3	12.50%
4	Transposition	3	12.50%
5	Amplification	2	8.33%
6	Description	2	8.33%
7	Particularization	1	4.17%
8	Generalization	1	4.17%
9	Linguistic Amplification	1	4.17%
10	Borrowing	1	4.17%
	Total	24	100%

A closer examination of the translation techniques used by EFL students reveals a diverse range of strategies, each applied with varying levels of frequency and preference. The most frequently employed technique among the ten identified techniques is *Literal Translation*, which accounts for 25% of all occurrences. This suggests that students frequently rely on word-for-word translation, likely because it feels simpler and allows them to maintain the original structure of the source text.

Modulation is the second most frequently employed technique, appearing in 16.67% of the cases, following literal translation. This method reflects a shift in cognitive categorization or perspective, indicating that students are striving to

produce expressions that sound more idiomatic and natural in the target language. Transposition and Established Equivalent each account for 12.5% of the techniques employed. The use of transposition highlights students' ability to adapt grammatical structures while preserving meaning, whereas the application of established equivalents demonstrates their awareness and accurate use of widely accepted target-language terms.

Amplification and description are implemented in 8.33% of the cases. These strategies reflect an effort to enhance clarity and provide additional explanation, especially in cases where direct equivalents are unavailable. Less common techniques—such as Particularization, Generalization, Linguistic Amplification, and Borrowing—each appear only 4.17% of the time. Their limited use may suggest that translators are either less familiar with these methods or found them unnecessary for the selected texts.

Overall, the data indicates that students have a solid understanding of a wide range of translation techniques. However, the students tended to favor more direct, form-preserving strategies—such as literal translation—while making less use of nuanced, context-sensitive approaches. This distribution provides valuable insight into their translation proficiency and highlights the potential influence of instructional emphasis or their level of familiarity with AI-assisted tools.

Of the ten student translation outputs produced with AI assistance, eight displayed strikingly similar patterns in their use of translation techniques, closely resembling the characteristics observed in Text 2. The data indicates that *Literal Translation* was the predominant approach employed (25%), succeeded by *Modulation* (16.67%), and both *Established Equivalent* and *Transposition* (each at 12.5%), while other strategies were utilized less often. Because of the consistent similarities across the eight texts, the researcher chose to focus on two representative texts as exemplary for closer analysis. This decision was taken to avoid redundancy while still offering a comprehensive picture of the translation strategies most commonly employed by the students. The selected texts are deemed sufficient to capture the broader patterns and practices reflected in the dataset.

3.3 Translation Ideology in Students Text

The distribution of translation techniques in both Text 1 and Text 2 shows that a wider variety of strategies are oriented toward the target language (TL) than toward the source language (SL). An effort is made to adapt the translation to be more natural, culturally appropriate, and accessible to target readers through the use of techniques such as *Modulation, Transposition, Amplification, Particularization, Description, Generalization, Linguistic Amplification, Reduction, and Compensation*. These strategies prioritize contextual appropriateness, fluency, and meaning over strict formal equivalence, reflecting the hallmarks of a domestication, or target-oriented, approach to translation.

In both texts, the variety and prevalence of target language-oriented strategies outweigh those that strictly follow the source text, even though *Literal*

Translation and Borrowing—both source-oriented techniques—were used relatively often. For example, in Text 1, eight of the thirteen techniques identified were target-oriented, while in Text 2, seven of the ten techniques fell into the same category. This indicates that, although some degree of lexical and structural fidelity to the source text was maintained, the translations were largely shaped to ensure greater clarity and accessibility for the intended audience.

The findings show that the dominant translation ideology in both texts aligns with Lawrence Venuti's concept of domestication. This approach highlights the translator's role in minimizing the sense of foreignness in the source text, making it more accessible and culturally meaningful for the target audience. This orientation suggests a growing awareness among EFL learners of the importance of naturalness and communicative effectiveness when using AI-assisted translation tools, rather than focusing solely on formal accuracy. As a result, the study reveals a clear tendency toward domestication, shaped by the functional demands of target-language communication and the variety of target-oriented techniques employed.

4. Conclusion

This study set out to examine the use of translation methodologies and ideological orientations in AI-assisted English Indonesian translations produced by EFL learners. Drawing on the framework developed by Molina and Albir (2002), the research analyzed both the types and frequency of strategies applied by students when working with tools such as Google Translate, DeepL, and ChatGPT. The study showed that students employed a wide range of techniques 13 in Text 1 and 10 in Text 2—while consistently leaning toward strategies such as literal translation, modulation, established equivalents, and transposition.

Although literal translation emerged as the most frequently used strategy, the range of target language-oriented techniques revealed a conscious effort to produce translations that were more idiomatic, fluent, and culturally appropriate. The data further showed that the dominant strategies across both texts were target-oriented, particularly modulation, amplification, particularization, and description. These strategies reflect a conscious—or at times unconscious—adaptation to the communicative norms of the target language. As a result, the dominant translation approach observed in the students' work aligns closely with Venuti's concept of domestication.

This perspective places greater value on clarity, naturalness, and readability in the target language than on rigid adherence to the source text's structure. The consistent use of domestication-oriented strategies suggests that, even with AI support, EFL students are increasingly attentive to the expectations of their target audience. Rather than replacing students' linguistic judgment, AI tools primarily provide basic lexical and structural suggestions that support and enhance their decision-making process.

This study underscores the educational importance of integrating AI-assisted translation into language learning, while also highlighting the need for critical post-editing and thoughtful technique selection in shaping both the quality and ideological orientation of translated texts. In conclusion, AI-assisted translation provides EFL students with diverse approaches that enhance the naturalness and cultural relevance of their work, reinforcing its transformative role as a supportive tool in the classroom. This study on AI-assisted translation within the English as a Foreign Language (EFL) curriculum is not without its limitations. The research was conducted with a relatively small sample, concentrated on descriptive academic texts, and relied primarily on Molina and Albir's framework.

Despite these constraints, the study underscores the growing importance of integrating AI tools into EFL teaching. Such integration can help students develop a stronger awareness of translation strategies while also sharpening their critical post-editing skills. The findings highlight that, when used thoughtfully, AI has the potential to support translations that are not only accurate but also natural and culturally appropriate—provided that students engage in reflective evaluation and refinement of the AI's output.

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