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EFL STUDENTS' PERCEPTION TOWARD THE USE OF INTERNET-BASED COLLABORATIVE LEARNING TOOLS IN TRANSLATION CLASS AT UNIVERSITAS LANCANG KUNING

Sayyid Alpharizki*[1], Refika Andriani[2]
Universitas Lancang Kuning, Pekanbaru, Indonesia
*Corresponding email: riricis2000@gmail.com

ABSTRACT

The integration of digital technology in education has encouraged the use of internet-based collaborative learning tools to support teaching and learning activities. However, students' perceptions toward the use of these tools in translation classes have not been widely explored. Understanding students' perceptions is important to determine whether such tools effectively support translation learning and collaborative activities in the classroom. Therefore, this study aimed to investigate EFL students' perceptions toward the use of internet-based collaborative learning tools in translation class at Universitas Lancang Kuning. This study employed a quantitative descriptive research design. The data were collected through a questionnaire distributed to 54 third- and fifth-semester students of the English Education Department. The questionnaire measured three indicators: perceived usefulness, perceived ease of use, and perceived collaborative engagement. The collected data were analyzed using descriptive statistical analysis with Microsoft Excel and SPSS. The findings showed that students generally had positive perceptions toward the use of internet-based collaborative learning tools with an overall mean score of 3.11, which falls into the positive category. The mean score of perceived usefulness was 3.13, perceived ease of use was 3.08, and perceived collaborative engagement was 3.11. In conclusion, internet-based collaborative learning tools are positively perceived and well accepted by EFL students. These tools support translation learning activities and promote interaction, participation, and collaboration in translation classes.

Keywords: EFL students, internet based collaborative learning tools, perception, translation class

1. INTRODUCTION

In the context of 21st-century education, the integration of digital technology into the learning process has become essential. The development of Information and Communication Technology (ICT) has encouraged the use of internet-based learning tools to support teaching and learning activities (Kuznetsov, 2025; Hastjarjo & Wahyunengseh, 2025). In English as a Foreign Language (EFL) learning, technology also plays an important role in developing 21st-century skills, particularly collaboration and communication (Ekizer & Yildirim, 2023). One of the increasingly implemented innovations is internet-based collaborative learning tools, which enable students to interact, share ideas, and collaborate in completing academic tasks (Tusyanah et al., 2023).

In translation learning, digital technology plays a significant role. Translation is not only about understanding the source and target languages but also involves analytical

skills and the use of translation technologies (Secară, 2024). Furthermore, collaborative tools allow students to engage in discussion, provide feedback, and revise their work collectively (Matamala & Orero, 2022).

However, the success of technology integration in education is not solely determined by the availability of tools but also by students' perceptions of their use. Students' perception is a crucial factor as it influences their participation, engagement, and the effectiveness of technology in learning (Davis, 1989). Students with positive perceptions are more likely to actively use and benefit from these tools.

Previous studies have shown that internet-based tools can enhance interaction, motivation, and collaboration among students (Irvin & Park, 2022; Sahar & Shahbaz, 2023). In the field of translation, research also indicates that students have varying perceptions toward the use of technology in translation learning (Li, 2023; Rivera Cid, 2025). However, studies specifically investigating students' perceptions toward internet-based collaborative learning tools in translation classes remain limited, particularly in Indonesian higher education contexts.

Therefore, this study aims to investigate EFL students' perceptions toward the use of internet-based collaborative learning tools in translation classes at Universitas Lancang Kuning. This research is expected to provide insights into how students perceive the usefulness, ease of use, and collaborative engagement of these tools.

2. METHODOLOGY

This study employed a quantitative descriptive research design to investigate students' perceptions toward the use of internet-based collaborative learning tools in translation classes. A descriptive design was selected because the study aimed to describe phenomena systematically without manipulating variables (Sugiyono, 2017).

The research was conducted at Universitas Lancang Kuning, specifically in the English Education Study Program, Faculty of Teacher Training and Education. This setting was chosen because students actively participate in translation courses that involve the use of digital technology. The data collection was conducted during the odd semester of the 2025/2026 academic year, when students had prior experience using internet-based learning tools. This condition allowed the researcher to obtain data reflecting students' actual experiences.

The population consisted of third- and fifth-semester students enrolled in translation courses. These students were considered to have sufficient experience in using technology in learning. The sample included 54 students who were selected as respondents to represent students' perceptions.

This study focused on one main variable, namely students' perceptions toward the use of internet-based collaborative learning tools. The perception was measured through three main indicators: perceived usefulness, perceived ease of use, and perceived collaborative engagement. The indicators of perceived usefulness and perceived ease of use were adapted from the Technology Acceptance Model (TAM) proposed by Davis (1989), which explains that technology acceptance is influenced by users' perceptions of usefulness and ease of use.

The research instrument was a structured questionnaire developed based on the research indicators. The questionnaire used a four-point Likert scale consisting of strongly disagree, disagree, agree, and strongly agree. This scale is commonly used to measure attitudes and perceptions quantitatively (Sugiyono, 2017). The absence of a neutral option encouraged respondents to provide more definite answers.

Data were collected through an online survey using Google Forms. The questionnaire link was distributed through students' WhatsApp groups to ensure

accessibility. Participants were informed about the purpose of the study and were asked to participate voluntarily. This method allowed efficient data collection and minimized data recording errors.

The collected data were analyzed using descriptive statistics with the help of Microsoft Excel and SPSS. Mean scores were calculated for each indicator to determine the general tendency of students' perceptions. The results were then categorized to identify the level of students' perceptions toward the use of internet-based collaborative learning tools in translation classes.

3. RESULTS

This section presents the findings of the study and the discussion of the results related to students' perceptions toward the use of internet-based collaborative learning tools in translation classes. The findings were obtained from the analysis of questionnaire responses collected from students of the English Education Study Program at Universitas Lancang Kuning. The analysis focused on three main indicators: perceived usefulness, perceived ease of use, and perceived collaborative engagement.

3.1 Perceived Usefulness

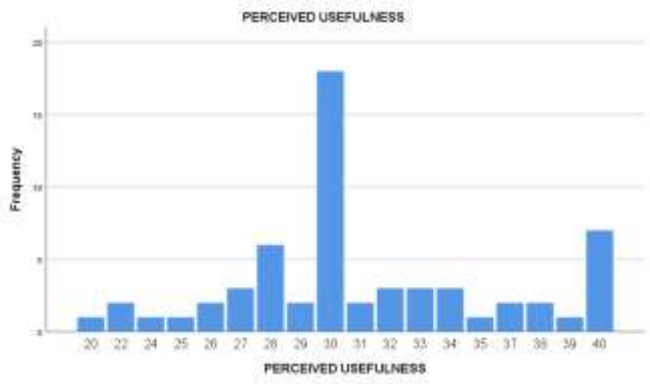
This section presents the results of descriptive statistical analysis on the perceived usefulness indicator to examine the extent to which students perceive the usefulness of internet-based collaborative learning tools in translation classes. The results are presented in Table 1 below.

Table 1 Descriptive Statistics of Perceived Usefulness

Indicators	N	Mean	Std. Deviation	Category
Perceived Usefulness	60	3.13	0.487	Positive

Based on Table 1, the mean score of the perceived usefulness indicator is 3.13, which falls into the positive category. This indicates that students perceive internet-based collaborative learning tools as beneficial in supporting translation learning. Students feel that these tools help them understand the material, complete tasks, and improve learning effectiveness.

To provide a clearer comparison of the mean scores across the three indicators, a bar chart is presented below.



Picture 1 Perceived Usefulness Diagram

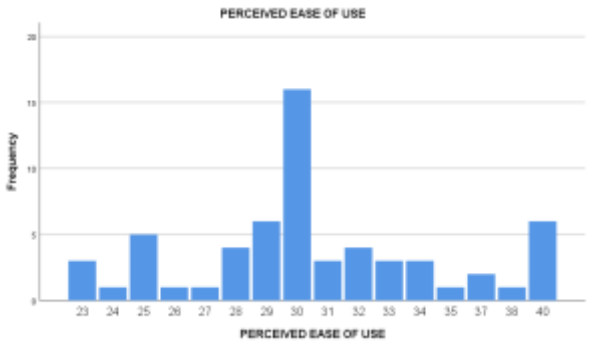
3.2 Perceived Ease of Use

This section presents the results of descriptive statistical analysis on the perceived ease of use indicator to examine how easy students perceive the use of internet-based collaborative learning tools. The results are presented in Table 2 below.

Table 2 Descriptive Statistics of Perceived Ease of Use

Indicators	N	Mean	Std. Deviation	Category
Perceived Ease of Use	60	3.08	0.451	Positive

Based on Table 2, the mean score of the perceived ease of use indicator is 3.08, which falls into the positive category. This indicates that students find internet-based collaborative learning tools easy to use and not difficult to operate. This ease of use allows students to focus more on learning content rather than technical issues.



Picture 2 Perceived Ease of Use Diagram

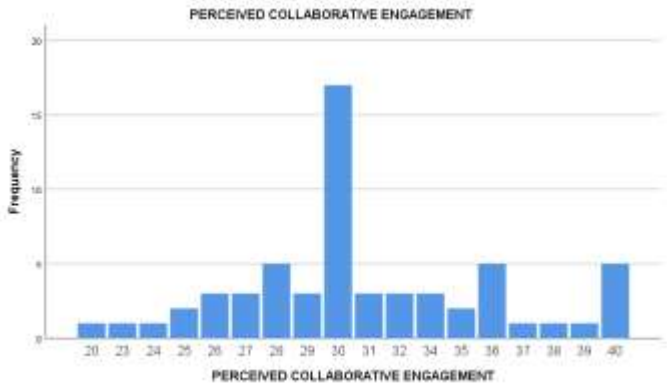
3.3 Perceived Collaborative Engagement

This section presents the results of descriptive statistical analysis on the perceived collaborative engagement indicator to examine how internet-based collaborative learning tools support interaction and collaboration among students. The results are presented in Table 3 below.

Table 3 Descriptive Statistics of Perceived Collaborative Engagement

Indicators	N	Mean	Std. Deviation	Category
Perceived Collaborative Engagement	60	3.11	0.459	Positive

Based on Table 3, the mean score of the perceived collaborative engagement indicator is 3.11, which falls into the positive category. This indicates that internet-based collaborative learning tools enhance students' interaction and collaboration in the learning process. Students become more active in discussions, idea sharing, and collaborative participation.



Picture 3 Perceived Collaborative Engagement Diagram

4. DISCUSSION

The findings of this study indicate that students have positive perceptions toward the use of internet based collaborative learning tools in translation classes. The mean scores of the three indicators, namely perceived usefulness, perceived ease of use, and perceived collaborative engagement, fall into the positive category. This suggests that students not only accept the use of these tools but also consider them effective in supporting the learning process.

These findings are consistent with the Technology Acceptance Model proposed by Davis in 1989, which states that technology acceptance is influenced by two main factors, perceived usefulness and perceived ease of use. In this study, both indicators show positive results, indicating that students perceive the tools as beneficial and easy to use. This implies that students' level of acceptance toward the use of technology in translation learning is relatively high.

Furthermore, the findings reveal that internet based collaborative learning tools enhance students' collaborative engagement. Students become more active in interacting, discussing, and sharing ideas with their peers. This indicates that technology functions not only as an individual learning tool but also as a medium that supports collaborative learning. This finding is in line with Tusyanah et al. in 2023, who found that online collaborative learning improves interpersonal interaction and cognitive engagement.

The results are also supported by previous studies indicating that internet based technology can enhance students' motivation and participation in language learning. Irvin and Park in 2022 found that ICT tools increase student interaction, while Sahar and Shahbaz in 2023 reported that technology integration promotes active student engagement in the learning process.

In the context of translation learning, technology also provides significant benefits. Students can utilize various digital resources to better understand texts and produce more accurate translations. This is supported by Li in 2023, who found that students have positive perceptions toward the use of technology in translation learning. Similarly, Rivera Cid in 2025 reported that digital tools improve students' learning experiences in translation programs.

However, students' positive perceptions are not solely influenced by the technology itself but also by their learning experiences and the learning environment. Factors such as learning strategies, lecturer guidance, and peer interaction may also influence how students utilize technology in the learning process.

From a pedagogical perspective, the findings suggest that the integration of technology in translation learning should be supported by appropriate instructional design. Lecturers need not only to provide technology but also to guide its effective use to enhance interaction, participation, and collaboration. Therefore, internet based

collaborative learning tools can maximize their benefits in improving the quality of learning.

In conclusion, the findings indicate that students have positive perceptions toward the use of internet based collaborative learning tools. These tools are well accepted and have the potential to improve the effectiveness of translation learning. Therefore, the integration of technology should be continuously developed to support more interactive and collaborative learning environments.

5. CONCLUSION

This study aimed to investigate EFL students' perceptions toward the use of internet based collaborative learning tools in translation classes at Universitas Lancang Kuning. Based on the results of the data analysis, it can be concluded that students have positive perceptions toward the use of these tools in the learning process.

The findings indicate that all three indicators, namely perceived usefulness, perceived ease of use, and perceived collaborative engagement, fall into the positive category. This shows that students perceive internet based learning tools as useful, easy to use, and effective in enhancing interaction and collaboration in translation learning.

These findings suggest that internet based collaborative learning tools can support more effective, interactive, and collaborative learning processes. Therefore, lecturers are encouraged to integrate these tools effectively into their teaching practices to enhance student participation and engagement.

In addition, this study implies that students' positive perceptions toward technology play an important role in the successful implementation of digital based learning. Therefore, the development of instructional strategies that combine technology and collaborative approaches should be continuously promoted to improve the quality of higher education learning.

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