

**Enhancing Bilingual Creativity Through Using Google
Translate: Language Learning Experiences for EFL
Students**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Education
Department



Created by:

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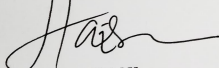
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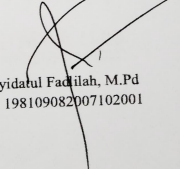

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ABSTRACT

Title : Enhancing Bilingual Creativity Through Using Google

Translate: Language Learning Experiences for EFL Students

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This study aims to identified how the use of Google Translate contributes to enhancing bilingual creativity among EFL (English as a Foreign Language) students at the junior high school level. The study used a qualitative research design with a case study approach, data were collected through Questionnaire depth interviews and Observation with 12 student participants. The research findings revealed that students' experiences using Google Translate in their language learning process positively influenced the development of their bilingual creativity. The tool not only facilitated vocabulary acquisition and sentence construction but also encouraged students to engage in creative thinking when comparing and interpreting translations. These insights highlight the potential of digital translation tools as supporting instruments in EFL learning environments.

Keyword : *Bilingual Creativity, EFL students, Google Translate Language Learning*

MOTTO

“وَأَنَّ لَيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى”

"And that man only gets what he has worked
for."

(An Najm : 39)

مَا كَسَبَ الرَّجُلُ كَسَبًا أَطْيَبَ مِنْ عَمَلٍ يَدِهِ وَمَا أَنْفَقَ الرَّجُلُ عَلَى نَفْسِهِ
وَأَهْلِهِ وَوَلَدِهِ وَخَادِمِهِ فَهُوَ صَدَقَةٌ

“Nothing is better than the work of a person except the work of his
own hands. And whatever a person spends on himself, his wife, his
children, and his servants is charity.”

(HR. Ibnu Majah)

"Everybody is a genius. But if you judge a fish by its ability to climb a
tree, it will live its whole life believing that it is stupid."

(Albert Einstein)

"Whatever I chase today, is a dream that mother whispered secretly in
her prayers."

DEDICATION

The researcher respectfully dedicates this thesis to my beloved family, the English Education lecturers, mentors, friends, partners, and team members who have provided continuous support, sincere guidance, and meaningful companionship throughout the academic journey. This dedication is also extended to all those who, in ways both seen and unseen, have contributed to the researcher's personal and academic growth along the way.

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Finally, the writer will happily accept constructive criticism to improve this thesis. She hopes this research can be helpful for everyone who needs additional reading related to this research.

Semarang, April 20, 2025
The writer,

Irfan Noor Syabana

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CHAPTER I INTRODUCTION

This chapter covers several aspects related to the introduction of this research, including the background of studies, research question, research objectives, and the significance of the research.

A. Background of Research

Over the past forty years, a significant amount of study has been conducted on the connection between bilingualism and creativity.(Kharkhurin 2012; Ricciardelli 1992; Simonton 2008). Sociolinguists have long been interested in what they refer to as bilingual creativity - linguistic processes that come from proficiency in two or more languages. The use of linguistic resources from two or more related or unrelated languages in the construction of a text, for instance, and verbal methods like CS, which make subtle linguistic alterations for psychological, sociological, and attitudinal reasons (see Kachru 1985, for a review of early studies). Identity representation, or the so-called "optimal grammar" of bilingual use, is typically used to analyze these processes. (Bhatt 2008; Bhatt and Bolonyai 2011). Creativity is often defined as the act of creating new ideas or new relationships between existing ideas or concepts. (Simonton, 2008). Creative products are original and functional. According to classical trait theory, creative thinking is the capacity to generate original

concepts or products through multiple cycles of divergent and convergent thought.(cf. Guilford, 1967). Divergent thinking can be defined as the process by which people generate as many responses as possible to a given trigger or problem (e.g., generating as many uses as possible for a brick). This definition provides a starting point for the development of some measure of creativity. Two well-known divergent thinking tests are the Torrance Test of Creative Thinking (TTCT, Torrance, 1998) and the Abbreviated Torrance Test for Adults (ATTA, Goff & Torrance, 2002).

Unlike the grammatical translation approach, bilingualism in the classroom is seen as a teaching strategy, or even better, a teaching aid. At the same time, bilingualism is released, which includes all classroom training; instead, it is used to simply teach the instructions in a clear and concise manner. Targeting the middle class, bilingualism in EFL classes allows for flexibility in judgment regarding the usage of the first language. In the grammatical translation technique, the instructor has total freedom to express himself in the mother tongue. (Aslam Sipra, 2012). The impact of globalization on English language learning is demonstrated by the growing popularity of bilingual education in Indonesia. In spite of the fact that implementing bilingual programs is considered essential for competing worldwide, Indonesia faces several obstacles, such as a lack of multilingual teachers and expensive costs. To surmount this obstacle, the Indonesian government needs to adequately finance and

prepare skilled teachers. Additionally, a sociolinguistic analysis of the Indoglish phenomenon in South Jakarta sheds light on the code-mixing expressions in this context, showcasing the dynamic nature of language interactions and linguistic creativity (Wijaya & Bram, 2021).

As artificial intelligence continues to influence EFL teaching and learning, a review of its current role in the EFL context provides insights into how technology can enhance language education and pedagogical practices (Jiang, 2022). Students can utilize Google Translate to enhance their language skills and foster creativity. Research has shown that the use of Google Translate in EFL students' writing assignments can impact their awareness of the tool's benefits and drawbacks, as well as their reliance on it Moelyono (2023). This exploration also extends to the development of verbal creativity among bilingual and EFL learners, emphasizing the potential impact on cognitive capacities and creative mechanisms (Yemez & Dikilitaş, 2022). One important aspect explored in the context of EFL students is the potential of Google Translate to improve language acquisition. By serving as a reference tool, Google Translate offers instant translation of unknown words, phrases and complex sentence structures, enabling EFL students to expand their vocabulary and deepen their understanding of different grammatical structures (Ningrum, 2024). It is important to note that Google Translate should be seen as an additional tool to formal language education and not as a complete replacement, thereby ensuring a holistic approach to

language learning then Google Translate contributes to fostering cross-cultural understanding by bridging communication gaps between individuals from different language backgrounds. Language and culture are closely related, and Google Translate acts as a catalyst for starting conversations, understanding cultural nuances, and appreciating diverse customs and traditions (Ningrum, 2024). Through this perspective, EFL students can utilize Google Translate to foster empathy, tolerance, and respect for cultural diversity.

Additionally, The creative use of Google Translate extends to artistic expression for some EFL students. They use this tool as a means of artistic exploration, experimenting with language combinations, and utilizing the unique translations provided by Google Translate to inspire innovative works of poetry, prose, and visual art (Ningrum, 2024). This form of linguistic creativity not only challenges traditional language norms but also encourages creativity and originality in artistic endeavors. In the realm of EFL education, integrating Google Translate as a tool to enhance language learning experiences and foster creativity represents a significant shift in language education. By responsibly leveraging digital technologies such as Google Translate alongside formal language instruction, EFL students can improve their language acquisition, and engage in innovative forms of creative expression. The convergence of bilingualism, technology, and creativity offers a rich landscape for

exploring the intersection of language learning, cognitive development, and artistic exploration in EFL contexts.

Based on the explanation above, the researcher would like to conduct a case study entitled “ *Enhancing Bilingual Creativity Through Using Google Translate: Language Learning Experience for EFL Students*”

B. Reasons for Choosing the Topic

Technological advances have brought about major changes in the world of education, including in teaching English as a foreign language (EFL). One of the challenges in language learning is how to encourage students to use language creatively, especially in the context of bilingualism. On the other hand, tools such as Google Translate, which were previously considered "passive tools", now have the potential to become active learning tools that can enhance students' creativity. The topic of this study was chosen for the following reasons:

1. The need for creativity in language learning: Creativity is an important component in language learning because it helps students not only understand the language but also use it innovatively and originally. In the context of bilingualism, this creativity becomes more prominent because students work with two different language systems.

2. Lack of exploration of Google Translate as a creativity development tool: Although many studies have discussed the use of Google Translate in language learning, most of them focus on its function as a translation tool. Research on how this tool can be used to enhance the creativity of bilingual students is still limited, especially at the junior high school level.
3. Relevance to the digital era and modern education: In this digital era, students are increasingly familiar with technology. Therefore, this research is relevant to integrate technology in language learning creatively, with a more interactive and applicable approach. This research is expected to provide new insights for educators in utilizing technology to support more innovative learning and enhance student creativity

C. Research Question

Based on the topic and background of the study explained above, the researcher formulates the problem of this research is:

What aspects influence the development of EFL students' bilingual creativity in the experience of learning a language through Google Translate ?

D. The Objective of the Study

To elaborate experience of learning a language through Google Translate influence the development of EFL students' bilingual creativity

E. Significance of the Study

This study is expected to provide theoretical and practical benefits as follows:

1. Theoretical Benefits

This study contributes to the development of theory and literature on:

1. Developing creativity in the context of bilingualism: This study provides new insights into how students' creativity can be enhanced through the use of digital devices such as Google Translate in language learning.

2. Integrating technology in foreign language (EFL) learning: By showing how Google Translate can be used creatively, this study has the potential to enrich the literature on the use of technology in education.

3. The relationship between bilingualism and creativity: This study expands the understanding of how bilingualism can foster creative thinking skills through the use of technological devices in the learning process.

2. Practical Benefits

This research provides practical benefits for various parties, including:

1. For Teachers: This research provides practical guidance for EFL teachers to utilize Google Translate as a teaching aid that not only helps language comprehension, but also stimulates students' creativity in using English.
2. For Students: This research is expected to help students develop their creativity in the context of bilingualism, improve their English skills, and make them more confident in using two languages innovatively.
3. For Other Researchers: This research can be a reference for other researchers who want to further explore the relationship between technology, creativity, and bilingualism in foreign language learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter overviews relevant literature, including previous research and theoretical review. The literature review presents some theories to support the data of this study. At the same time, prior research was used to identify the research gap and shortcomings so that the researcher could improve and complete it.

A. Previous Research

In this subchapter, there are reviews of some previous studies supporting the writer's view to conduct this study:

1. Bilingual Creativity and Code Switching

Anatoliy V. Kharkhurin and Li Wei (2014) with the title The role of code-switching in bilingual creativity. This study further explores the theme of bilingual creativity with the current focus on code-switching. Specifically, it investigates whether code-switching practices have an impact on creativity. In line with previous research, selective attention is proposed as a potential cognitive mechanism, which would, on the one hand, benefit from extensive code-switching, and on the other hand, facilitate creative performance. One hundred and fifty-seven multilingual university students completed a code-switching attitude and behavior questionnaire, which served to select habitual and non-habitual code-switchers. These groups were compared on tests of creativity and selective attention. Habitual code-

switchers showed greater innovative capacity than their non-habitual counterparts. However, these groups did not reveal differences in selective attention. Furthermore, the relationship between selective attention and innovative capacity was only found among non-habitual code-switchers. Furthermore, code-switching induced by certain emotional states and by the lack of vocabulary specificity in the target language appeared to be associated with increased innovative capacity. The discussion of these results lays the groundwork for further empirical research investigating the role of code-switching by bilinguals in their creative capacity.

Kharkhurin (2010) further investigated whether the bilingual advantage applies equally to verbal and non-verbal forms of creativity. He showed that Russian-English bilinguals outperformed English monolinguals in non-verbal creativity, while the opposite was shown for verbal creativity. These results are in line with findings regarding the performance of bilinguals and monolinguals on cognitive tasks of other languages and non-verbal ones. In general, monolinguals outperform bilinguals on language tasks in which language ability in only one of the bilingual's languages is measured (Hammer et al., 2014). Language experience among bilinguals is distributed between two languages, meaning that they have less experience in one particular language and, therefore, are less successful on tasks requiring knowledge of this language (Hoff et al., 2012).

Lee and Kim (2010, 2011) found that in 11-year-old Korean-English children, balance in children's proficiency in their two languages was positively correlated with mean scores on the Torrance Test of Creative Thinking (TTCT): Balanced bilinguals scored higher than less balanced bilinguals. As a possible explanation, the authors suggested that balanced bilinguals used both of their linguistic systems more, whereas unbalanced bilinguals relied mostly on one system, but Lee and Kim did not specify how the use of two versus one linguistic system would specifically relate to TTCT results. However, it does suggest that switching between languages may contribute positively to combining different ideas, which in turn influences creativity. Adi-Japha, Berberich-Artzi, and Libnawi (2010) conducted a study of cognitive flexibility in drawing among 4- and 5-year-old English-Hebrew and Arabic-Hebrew bilingual children and their peers who were monolingual in both English and Hebrew.

2. The Impact of Foreign Language Learning on Creativity

Behzad Ghonsooly and Sara Shawqi entitled “The Effect of Foreign Language Learning on Creativity” (2012). This study examined the effect of foreign language learning on divergent thinking skills. Unlike many studies that focus on the impact of bilingualism on cognitive function, foreign language learning has received less attention. This study highlights the unique characteristics of foreign language learning that deserve attention. By controlling for variables such as age, gender, socioeconomic status, and previous

learning experience, the researchers compared the performance of advanced English learners with non-EFL monolingual learners using the Torrance Creative Thinking Test. The results showed that learning English to an advanced level significantly improved four divergent thinking skills: fluency, elaboration, originality, and flexibility. This improvement is thought to be due to special cognitive training and the psychological impact of a training system that is different from the regular school system.

Gang Sui with title “Bilingual creativity: University level poetry writing workshops in English in China How is ‘contact literature’ created (2015). This study investigates the role of bilingual creativity in a university-level poetry writing workshop in English conducted in China. The study explores how Chinese EFL learners create “contact literature,” blending Chinese and English linguistic and cultural elements to produce innovative poetic works. The workshop emphasizes re-contextualization, re-creation, and re-integration, allowing learners to transform language learning into a process of poetic self-discovery and intercultural communication. By engaging with English model poems and creating their own poems, learners enhance their bilingual competence, broaden their cultural perspectives, and develop a poetic worldview that connects the universal and the particular. The findings highlight the effectiveness of poetry writing workshops in fostering creative expression and

enriching bilingual education through dynamic cultural and linguistic interactions.

Kharkhurin (2008) found that Russian-English bilingual immigrants in the U.S. showed an advantage in divergent thinking fluency. He further analyzed the same sample and saw an advantage in nonverbal creativity for the bilinguals (2010). In another study, Kharkhurin (2009) compared Persian-English bilinguals living in the U.A.E. with their monolingual counterparts living in Iran and found better performance on measures of originality and fluid intelligence for the bilinguals. However, this study and similar studies in the field have serious weaknesses that ignore bilingual developmental factors such as age of L2 acquisition, conditions under which the L2 was acquired, level of proficiency in the L2 (Lemmon, & Goggin, 1989, cited in Kharkhurin, 2011).

3.Google Translate in EFL Learning and Writing

Malik Fajar and Noviatul Rochmah with title “ The Impact of Google Translate on High School Students’Writing Ability (2024). The rapid development of information and communication technology, Google Translate has become a tool that is often used in education, especially to help students in doing written assignments. This study aims to explore the impact of using Google Translate on the writing skills of high school students. This study uses a mixed method, namely a quantitative method with a quasi-experimental design and uses a questionnaire to measure students' perceptions of how much

impact Google Translate has on writing skills. Quantitative methods with Independent Samples T-test to assess differences in writing skills between groups that use Google Translate and those that do not. In addition, descriptive analysis was conducted on questionnaire data to understand students' perceptions of the impact of Google Translate in the writing learning process. The results showed that the use of Google Translate had a positive impact on improving students' writing scores. However, there was variation in students' perceptions regarding the effectiveness and accuracy of the tool. This study provides important insights for educators in integrating technology in education, considering the benefits and limitations of this digital translation tool in the context of writing learning.

Andi Wirantaka and Mahdiani Syahri Fijanah with title “Effective Use of Google Translate in Writing” (2021). This study aims to determine teachers' perceptions of the effectiveness of using Google Translate (GT) in students' writing. This study uses a qualitative approach, specifically a descriptive qualitative design. The participants of this study were six teachers of the English Language Education Department at a private university in Yogyakarta. The data collection technique used was interviews. The results of this study indicate that teachers consider GT to be effective for students to use in writing activities. In addition, teachers also stated the benefits of GT, namely helping students find information about English, increasing vocabulary and its use, being a spell checker, pronunciation checker,

and grammar solution. In addition, this study also found four strategies for using GT effectively, namely pre-editing, post-editing, translating one word, and only using GT to check. The results of this study indicate that GT is useful in students' writing, and students should use it effectively.

Garcia & Pena (2011), GT helps students with low proficiency levels to be able to create longer texts. In line with that, Kazemzadeh & Fard Kashani (2013) also stated that GT influences students with low proficiency levels to create texts using more complex words. Meanwhile, according to Fredholm (2019), the use of GT can make students find more varied words to use in their writing.

B. Theoretical Framework

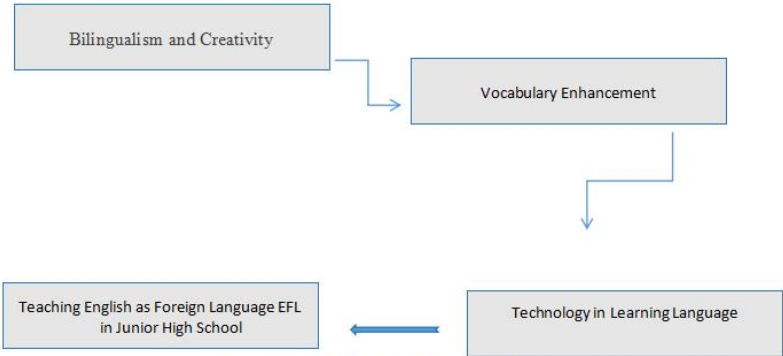


Figure 1.1. Table Theoretical Framework

***Figure 1.1.* Table Theoretical Framework**

This provides a framework for understanding the fundamental theories and ideas that support research on the Enhancing Bilingual Creativity Through Using Google Translate: Language Learning Experience for EFL Students , including Bilingualism and Creativity , Vocabulary Enhancement ,Technology in Learning Language and Teaching English as a Foreign Language (EFL) junior high school

1. Bilingualism and Creativity

Several studies have shown that bilingualism is positively related to creativity and researchers have pointed to the role of executive functions to explain this relationship, following research that has shown that some executive functions are more developed among bilinguals compared to monolinguals (e.g., Hommel, Colzato, Fischer & Christoffels, 2011; Kharkhurin, 2011; Lee & Kim, 2010, 2011; Leikin & Tovli, 2014). This approach is consistent with traditional psychological trait theories, which suggest that cognitive skills, such as intelligence or creativity, should be viewed as relatively stable personal characteristics over time and inherently different across individuals. However, recent findings suggest that cognitive processes, and the actions that result from these processes, should be viewed as situationally embodied, meaning that they are influenced by environmental factors and by one's perceptions and actions toward these environmental factors (Barsalou, 2008).

Creativity is generally defined as the ability to generate new ideas or form new relationships between existing ideas or concepts (Simonton, 2008). Creative products must be original and useful. In the perspective of classical trait theory, creative thinking is understood as a person's ability to create new ideas or products through divergent and convergent thinking processes (Guilford, 1967). Divergent thinking is the process of generating as many responses as possible to a trigger or problem, such as mentioning the various uses of a brick. This definition is the basis for the development of various creativity measurement tools. Two widely known divergent thinking tests are the Torrance Test of Creative Thinking (TTCT) and the Torrance Brief Test for Adults (ATTA) (Torrance, 1998; Goff & Torrance, 2002). The results of these tests are usually evaluated based on fluency, category diversity (flexibility), uniqueness of answers (originality), and level of detail (elaboration). In contrast, convergent thinking is the process of limiting choices and finding the best solution to a problem (Cropley, 2006). These two types of thinking complement each other in producing creative and applicable ideas.

a. The Role of Divergent Thinking and Structured Imagination in Creative Performance

In language teaching, Maley's work emphasizes a focus on creativity through the use of texts drawn from a variety of literary and non-literary sources that can be used to elicit creative thinking and foster the ability to make creative connections (Maley, 1997).

Creativity has also been linked to achievement levels in second language learning. Many of the language tasks favored by contemporary language teaching methods are believed to unleash creativity in learners – particularly those that involve student-centered, interaction-based, and open-ended elements, and are therefore in principle well suited to fostering creative thinking and behavior on the part of learners (Burton, 2010). Creative intelligence appears to be a factor that can facilitate language learning by helping learners cope with new and unexpected experiences.

In the psychometric tradition, creative thinking is considered to be the ability to initiate multiple cycles of divergent and convergent thinking (Guilford, 1967) that create an active, attention-demanding process that allows for the generation of new alternative solutions (Mumford, Mobley, Uhlman, Reiter-Palmon, & Doares, 1991). The fundamental difference between the two processes is that convergent thinking is an attention-demanding process, whereas divergent thinking occurs in the mind, where attention is unfocused (e.g., Kasof, 1997; Mendelsohn, 1976) and thoughts are associative (e.g., Koestler, 1964; Mednick & Mednick, 1967; Ward, Smith, & Vaid, 1997). Divergent thinking involves a broad search for information and the generation of a number of new alternative answers or solutions to a problem (Guilford, 1967).

Guilford (1967) identified four main characteristics of divergent thinking: fluency (the ability to generate many ideas quickly),

flexibility (the ability to see a problem from multiple perspectives), elaboration (the ability to develop the details of an idea), and originality (the ability to generate unique ideas). Based on factor analysis of various sociocultural samples, these characteristics can be grouped into two main creative functions (Kharkhurin, 2008, 2009; Kharkhurin & Samadpour Motalleebi, 2008). Fluency, flexibility, and elaboration constitute generative capacity, which is the ability to generate and process multiple unrelated ideas. Meanwhile, originality reflects innovative capacity, which is the ability to generate new ideas that are unique and useful. Kharkhurin equates these capacities with the process of idea activation and generation. This concept is in line with Mumford's (2000) idea of early and late cycle capacities in creative thinking. The early cycle is concerned with idea generation, while the late cycle focuses on their evaluation and implementation. Both capacities are equally important in generating meaningful creative solutions.

b .The Role of Language Skills in Bilingual Creative Performance

Kharkhurin (2009) found a significant correlation between the level of violation of standard invariance and intelligence only for the bilingual group. This may indicate that if selective attention plays any role in one's creative functioning, bilinguals and monolinguals may use its mechanisms differently. Therefore, it makes sense to regularly investigate bilinguals with different language acquisition histories to find a correspondence between selective attention and creativity. One

of the main factors involved in bilinguals' creative abilities is their level of proficiency in the languages they use.

Kharkhurin (2010a) showed that bilinguals' knowledge of English and Russian vocabulary was positively correlated with their nonverbal creativity. A number of studies have shown higher divergent thinking performance in bilingual children who are highly fluent in both languages compared to their linguistically unbalanced peers (e.g., Carringer, 1974; Konaka, 1997). A more recent study with college students revealed that English-Russian bilinguals with high proficiency in both languages tend to outperform their less proficient peers in innovative capacity (Kharkhurin, 2010b). Note that only the first bilingual group outperformed the monolingual participants in the study.

Argued that bilinguals need to achieve a high level of proficiency in both of their languages before bilingualism can produce cognitive benefits. Ricciardelli (1992a) tested this theory with Italian-English bilingual children and English monolinguals. He found that only bilingual children with high proficiency in both Italian and English showed greater divergent thinking skills, compared to monolinguals. Bilinguals with low proficiency in one or both languages showed no significant differences from monolinguals.

2. Vocabulary Enhancement

Vocabulary is an important component of language competence that supports overall language skills. Cameron (2001) emphasized that vocabulary is very important in learning a foreign language at the elementary level. Although English is taught in elementary schools in Indonesia, many junior high school students have limited vocabulary, which affects their English achievement. Vocabulary acquisition in a foreign language or second language (L2) is recognized as a complex and multidimensional process (Kim et al., 2018; Pellicer-Sánchez, 2016). Wilkins (in Thornbury, 2002) stated that although grammar is important, communication is impossible without vocabulary. Limited vocabulary hinders effective communication and inhibits the ability to express thoughts and intentions well. Anisha (2011) likens words to bricks for building language structures, while Yip & Kwan (2006) stated that building sufficient vocabulary to interact in the target language takes a long time.

In Indonesia, students have difficulty in mastering vocabulary. "Indonesian students often experience obstacles in learning English, especially vocabulary, because English is different from Indonesian in terms of structure, pronunciation, and vocabulary" (Katemba, 2019, p. 88). That is why various studies and several methods have been conducted to improve vocabulary knowledge (Ning, 2017; Rumondor, 2017; Katemba, 2019; Katemba & Sianipar, 2020; Katemba, 2021; Berliani & Katemba, 2021). The learning methods used have several

shortcomings, especially in vocabulary learning. These shortcomings include students being less motivated to learn vocabulary, lack of understanding of English, and difficulty translating sentences in English. (Nunan 1991), stated that motivation plays an important role in learning success. Meanwhile, teachers still use standard teaching strategies, where teachers only provide English texts, and students are instructed to use a dictionary to translate. This method is boring for students and requires more time to learn the sentences given. To improve students' vocabulary, teachers must have something that can influence students to be more confident and more active in learning vocabulary (Chun, Kern, & Smith, 2016). In addition, teachers must find a fun way to create a new atmosphere so that students can learn English in a fun and exciting way.

a . The Importance of Vocabulary in Language Learning

Vocabulary is considered a key tool in second language learning, as a limited vocabulary hinders effective communication. Schmitt (2000) asserts that “lexical knowledge is essential for communicative competence and second language acquisition”, while Nation (2001) explains that vocabulary knowledge and language use support each other: vocabulary knowledge facilitates language use, and language use enriches vocabulary. Vocabulary mastery is also reflected in student achievement, where students with adequate vocabulary tend to excel in class. Research by Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), and Nation (2011) shows that

vocabulary is essential for the formation of good oral and written texts in a second language. In the context of ESL and EFL, vocabulary mastery affects all language skills (listening, speaking, reading, and writing) (Nation, 2011). Rivers and Nunan (1991) argue that without adequate vocabulary, we cannot use language structures effectively. Research also shows that second language readers rely heavily on vocabulary, and lack of vocabulary is a major handicap for them (Huckin, 1995). In language production, having sufficient vocabulary allows us to convey meaning accurately. Krashen (in Lewis, 1993) stated, "When students travel, they don't carry grammar books, they carry dictionaries". Vocabulary is considered the most important component in foreign language learning, which should be reflected in the foreign language curriculum.

b .Vocabulary Acquisition in EFL Learning

Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. One of the important elements in language learning is vocabulary. Through language, a person can convey ideas and feelings (Karagöz et al., 2014). Vocabulary is not only words but also meanings that help a person to express existing ideas appropriately (Hariati, 2020). Vocabulary always appears in language skills (reading, listening, speaking, and writing) because it is very important in learning a foreign language. In addition to foreign languages, vocabulary is also an important aspect in

learning a second language (Sanosi, 2018). This statement supports research conducted by Bi (2020) which states that vocabulary is needed to learn English.

There are several important elements in language learning that affect learners, such as student motivation, student talent, and learning strategies to acquire new vocabulary (Leona et al., 2021). According to Muñoz (2017), factors that influence student motivation in vocabulary acquisition are fun and satisfying activities. Student talent in vocabulary acquisition refers to students' talent in learning a language to understand and memorize new vocabulary (Çakır, 2014). Strategies in learning are obtained through students' vocabulary acquisition (Alharthi et al., 2020; Vela & Rushid, 2016). Students' talent in vocabulary mastery can help foreign language learners or second language learners in achieving language skills. For example, language learners can speak when they know the words or vocabulary they want to convey to the listener. Likewise, the listener will understand what the speaker has said. EFL learners will write and express their ideas through written form when they know the vocabulary. Reading is a basic language skill that can help language learners acquire new vocabulary knowledge (Shahraki & Kassaian, 2011). According to Subon (2016), vocabulary knowledge is an important element for foreign language learners or second language learners in achieving language acquisition. Based on research conducted by

Mahdavy (2011), extensive reading can help achieve students' vocabulary acquisition.

3. Technology in Learning Language

The language education process has evolved significantly over the centuries, from the traditional rote and grammar-translation methods to a communicative approach that prioritizes interaction and practical use. Historically, language teaching has relied heavily on physical resources such as textbooks and face-to-face instruction, which often limited accessibility and adaptability. However, in the last thirty years, the integration of technology into language education has profoundly changed the landscape, making language learning more dynamic, interactive, and accessible. Modern technology has become an indispensable tool in the field of language education. The advent of the Internet has provided unprecedented access to a wealth of resources, including online courses, language learning platforms, virtual classrooms, and interactive forums. This technological revolution has democratized education, allowing learners from all over the world to access high-quality language instruction and resources at their own pace.

a .The Role of Technology in Modern Language Education

The landscape of language education began to change with the advent of technology. The introduction of the audio-lingual method in the mid-20th century, which used audio cassettes and language labs, marked one of the earliest integrations of technology into language

teaching. This innovation allowed for repeated listening and speaking practice, providing a more dynamic learning experience than traditional methods. The advent of the Internet in the late 20th century revolutionized language education. The Internet opened up a wealth of resources, allowing learners to access native language materials such as news articles, videos, and podcasts from native speakers. Online dictionaries and language forums increasingly supported self-paced learning, allowing students to seek instant clarification and engage in discussions with peers around the world. As technology advanced, so did its application to language learning. The 21st century saw the emergence of online language learning platforms such as Duolingo and Rosetta Stone, which incorporate multimedia elements to create interactive and engaging lessons. These platforms offer a personalized learning experience, tailored to the learner's pace and proficiency level.

Language and technology have been closely intertwined since the invention of writing some 5,000 years ago. By making language visible and preserved, writing enabled people to communicate across distance and time. Writing also made language an object of analysis, leading to the development of metalinguistic notions of words, word types, and rules, which could be standardized in dictionaries and grammars and taught explicitly. The technology of writing gave language new power not only by expanding the possibilities of human expression but also by providing a means for knowledge to be

recorded and accumulated. Writing is the basis for much of our electronic communication today, and it is important to remember that writing is as closely tied to technological systems as it is to sign systems. The tools we use to write (and read) make a difference. Each has its own material properties, nuances, and techniques of use, its own capabilities and limitations, and thus establishes a particular relationship between writer (or reader) and text. As Friedrich Nietzsche once wrote of the new typewriter, “Our writing instruments contribute to our thoughts” (Kittler, 1990, p. 195). Change the tools, and you change the possibilities of communication. This is especially true in the digital media age.

b. Types of Technology Used in Language Learning

The cultural knowledge required to deal with different forms of language technology whether as producers or interpreters of meaning is literacy, or multiple literacies, since language technologies vary widely and being literate in one mode does not mean being literate in all modes (Kern, 2015). Rather than trying to distinguish between ‘new’ and ‘old’ literacies that correspond to ‘new’ and ‘old’ technologies, we propose an approach that focuses on how literacy practices always retain some of the conventions of earlier technologies (e.g., we ‘scroll’ our electronic texts and often use ‘paper’ page layouts on our computer screens), while also developing conventions specific to new media (e.g., emoticons and ASCII art on computer keyboards). As we ‘repair’ earlier media (Bolter & Grusin, 2000) we

influence the design of communication and express particular values and ideas about what communication is (Gitelman & Pingree, 2003; Manovich, 2001). The implications for language learners are clear: In addition to developing grammar, vocabulary, and knowledge of pragmatics and genre, they also need to develop a disposition to pay critical attention to the culturally encoded relationships among form, context, meaning, and ideology in a variety of material media.

The use of translation in EFL learning provides many benefits. A 2010 Google survey showed that language learners use Google Translate (GT) to understand foreign words, write emails or articles, learn to write and speak in a foreign language, and ensure that written texts are correct (García & Pena, 2011). Translation also helps students overcome difficulties in understanding texts, remembering difficult words or grammatical structures, and completing difficult tasks in and out of class (Karimian & Talebinejad, 2013). Bahri and Mahadi (2016) found that the use of GT increases students' autonomy in learning Malay, because students are no longer dependent on the teacher for language problems. This helps them feel more relaxed and active in class without having to constantly ask about the meaning of words. However, the use of MT also raises concerns. First, there is the risk of academic dishonest behavior, such as the unauthorized use of MT to complete assignments (Harris, 2010). Second, MT can provide a poor model for a second language (L2), as it is often inaccurate

(Groves & Mundt, 2015) and fails to recognize contextual and cultural references (Harris, 2010).

4. Teaching English as a Foreign Language (EFL) junior high school

Nowadays, English has the status as an international language, and this encourages academics and educators to find ways or methods to develop successful language learners. Therefore, students need strategies in learning English inside and outside the classroom. Language learning strategies help students to succeed in learning and develop their communicative competence. Oxford (1990). The role of English in the 21st century is very dominant. In this era, we are required to have good English skills. The importance of helping students become more independent in learning is one of the most prominent themes. Language Learning Strategies help English learners to master the material independently, both individually and with others, where successful language learners utilize various types of learning strategies. Fedderholdt (1997) states that language learners who are able to use various types of language learning strategies appropriately can improve their language skills better because they are better prepared.

The low English proficiency among students in Indonesia has become a significant problem in our education system. This problem has been a long debate and a hot topic among researchers. A large number of students fail to learn English. They do not know how to

learn it. Meanwhile, in the teaching and learning process, language teachers only teach the language. They do not teach how to learn it. In the 21st century, there has been a gradual shift in the language learning process, where students must be more active, independent or autonomous in language learning. Related to English learning, students are expected to be more active in learning English by implementing learning strategies. The use of appropriate language learning strategies will help students to improve their English.

a. Approaches and Strategies for Teaching English as a Foreign Language (EFL) for Junior High Schools

English is one of the most important languages today because English is a global language. Although English is a foreign language in Indonesia, English occupies an important position in the daily lives of our society. This can be seen in the world of Indonesian education. English is one of the subjects taught to students from elementary school to college. There are many languages in the world, but English as an internal language is very important for a person's competitiveness. With good English skills, good competitiveness is also good for our country. However, that does not mean we should forget Indonesian which has become our national language. Along with the development of the times and technological advances, students must learn English or a foreign language. Learning English is an opportunity for students to improve their careers, education, and society. Many people choose English as a tool to communicate with

foreigners. Students in Indonesia are expected to be able to speak English. By being able to speak English, students can also build new relationships with foreigners.

Learning English is what people do when they want to talk to foreigners, to convey ideas to them. In learning English there are 4 main skills and 3 language systems in English. The main skills in English are speaking, writing, listening, and reading and all the main skills are interrelated with each other. The language system is needed to support the learning of the main skills, namely structure, vocabulary, grammar, and pronunciation. In learning English, learners must memorize some vocabulary to master English. Considering the important role of strategies in language learning, it is important for every teacher to know how to help students become more effective learners. Including strategy instruction in language teaching, especially for beginning EFL learners, helps students build their knowledge of strategies correctly from the beginning and makes their English learning process easier and more efficient. Many research findings have shown the value and necessity of strategies for language learning (Chamot & O'Malley, 1996; Oxford, 1990; Oxford & Leaver, 1996), but little research has been conducted on beginning EFL learners' language learning strategies. Therefore, this study is designed to contribute to the existing literature in this regard.

b . Challenges in Teaching English in Junior High School

To become a competent English user, one must focus on both productive and receptive skills. Writing and speaking are productive skills, while listening and reading are receptive skills. Although all skills are important for communication, Browker (2007) emphasized that writing is particularly important in a variety of contexts. Writing is essential for tasks such as emailing a friend or completing an assignment, and it plays a major role in education. As Brown (2000) pointed out, “without the ability to express yourself in writing, you are failing the course.” Writing is also widely used to evaluate student performance at all levels of education (Afrin, 2016). For Indonesian students, writing in English is necessary for obtaining scholarships and jobs. Despite its importance, many EFL teachers find teaching writing challenging (Thuy, 2009). Writing involves the development of both linguistic and communicative competencies, making it a complex task (Bilal et al., 2013). Teachers are expected to have proficiency in the L2, knowledge of writing techniques, and familiarity with the local curriculum (Leki et al., 2008). Research has addressed the challenges of teaching writing, such as traditional methods that lead to passive classes (Abas & Bakir, 2013) and the effectiveness of methods such as STAD (Mustika, 2016).

Teaching English as a second language remains complex, especially in areas with limited background knowledge of English (Selim & Tasneen, 2016). ESL teachers face challenges both inside and outside the classroom, often due to lack of resources and inadequate teaching materials (Harumi, 2011). The commitment and attitudes of teachers and learners can also affect the effectiveness of teaching (Fatiloro, 2015). Studies in Pakistan and Palestine highlight the need for more focused and controlled writing activities (Bilal et al., 2013). In conclusion, although the importance of writing is recognized, teaching it remains a challenging task, requiring appropriate strategies, resources, and commitment from both teachers and students.

CHAPTER III

METHOD OF RESEARCH

This chapter focused on the methods of research that includes research design, research participant and setting, technique of collecting data, instrument of the research, method of data analysis, procedure of the research and timeline.

A. Research Design

The study uses a qualitative approach namely a single case study (Miles & Huberman, 2014). This study is aimed to explore bilingual creativity of EFL students in their language learning through Google Translate.

B. Research Setting and Participants

1. Participants: The research involves 26 bilingual students, comprising students from Grade 8 .
2. Setting: The study takes place in the participants' Junior High school Al Azhar 29, The bilingual setting is integral for understanding how the students navigate learning in two languages.

C. Data Collection Techniques

1. Interview

Interview is asking respondent orally to gain detailed information. Sutopo (2002:59) states that interview in descriptive qualitative research is generally done by giving the open-ended

questions which purposed to gain the deep information and it is done by using unstructured formally things in order to get the views of subject observed about many things that bring advantages for gaining the detailed information. In this research, the researcher posed interviews to students as the participants to collect the by data using audio recorder to anticipate something missing or forgotten in transferring the data and help the researcher as interviewer in gaining data more detailed during interview.

Interview Step and Question ;

1. Introduction

Students will be given a familiar object or concept (e.g., “bottle,” “chair,” or “pencil”) and asked to use Google Translate to explore new, creative ideas for the use of the object. Google Translate is used as a bilingual tool to spark creativity in generating ideas.

2. Instructions

Students are asked to:

1. Create a list of alternative uses for the given object.

1. Exploration is done by typing a description of a common use in their native language (Indonesian) into Google Translate and reading the translation into English.

2. After reading the translation, participants are free to develop ideas based on the translation or make new idea associations.

2. Describe the idea in detail.

1. Students explain the reasoning behind the idea they came up with, how it is relevant, and why it might be a creative solution.
2. Students are asked to write the idea in English, but are allowed to use Google Translate to help if needed.

Question 1:

Object: Bottle

Step 1: Use Google Translate to find new ideas for using bottles. Start by typing a description in Indonesian, such as “Botol untuk air tanam,” and see the translation in English.

Step 2: From the translation, develop alternative ideas for using bottles and write them down.

Step 3: Elaborate on these ideas. Explain why they are creative, unique, or different from the usual uses.

Question 2:

Object: Chair

Use the same method as Question 1, but focus on exploring the use of chairs.

Provide a detailed explanation of the creative use of chairs that emerged from your Google Translate exploration

Example Student Answers

Here is a simulation of the answer to Question 1 (Bottle):

Step 1: Using Google Translate

Participants type in Google Translate:

Input (Indonesia): Bottle for watering plants.

Output (English): Bottle for watering plants.

Step 2: Selected ideas

1. Bottle as a scientific experiment tool

Bottles can be used to create air pressure experiments in science class.

2. Bottle as a survival tool

Bottles can be used to filter air in emergency situations.

3. Bottle as a dispenser

Bottles can be turned into soap dispensers by adding a pump.

Step 3: Elaboration

Bottle as a scientific experiment tool:

"In science class, bottles can be used to demonstrate air pressure by creating a vacuum inside them. This helps students understand scientific concepts in a practical way." Bottle as a survival tool:

"In an emergency, bottles can serve as simple water filters by filling them with sand and charcoal to purify the water. This can be a lifesaver in a survival situation."

Bottle as dispenser:

"Bottles can be turned into soap dispensers by attaching a pump to the top. This is a creative way to reuse old bottles and save money."

The following is a test version adapted from the Torrance Tests of Creative Thinking (TTCT), which is designed to assess bilingual creativity by utilizing Google Translate as an aid in language learning for EFL (English as a Foreign Language) students at the junior high

school level. According Guilford (1967) associated divergent thinking traits with four main characteristics: fluency (the ability to generate a large number of ideas or solutions to a problem quickly), flexibility (the capacity to consider multiple approaches to a problem simultaneously), elaboration (the ability to think through the details of an idea and carry it out), and originality (the tendency to generate ideas that differ from those of most others).

Bilingual Creativity Components

This component is designed to explore four aspects of creativity based on the TTCT:

1. Fluency: The ability to generate multiple ideas or solutions.
 2. Flexibility: The ability to generate ideas from multiple perspectives or categories.
 3. Originality: The ability to generate unique or uncommon ideas.
 4. Elaboration: The ability to expand or develop ideas in detail.
- Open ended Question

2. Questionnaire

Questionnaire was another data collection in this research. According to Arikunto (1996, p. 128) state that “questionnaire is some written question used to get the information from respondent about their personality or anything that she/he knows”. This research used open-ended questionnaire to get their responses about learning experience using google translate

3. Classroom observation

Classroom observation is one of instruments in this research. According to Hancock et. al (2009), observation is a technique that can be used when the data cannot be collected through other means, or those collected through other means are limited value or are difficult to validate. Classroom observation was conducted to get the information of the real situation in this research. The researcher can observe directly in learning speaking through classroom observation. The observer acted as non-participant and involved in teaching and learning process. The researcher observed teaching and learning activities in class

Classroom Observation Instrument: Using Google Translate to Enhance EFL Students' Bilingual Creativity

Part 1: General Information

1. Observation Date: _____
2. Teacher Name: _____
3. Class Name: _____
4. Number of Students Involved: _____
5. Activity Duration: _____

Part 2. Use of Google Translate in Learning English

No	Observed Aspects	Yes	No	Comment
1	Students use Google Translate to translate words or sentences.			
2	The teacher directs students to use Google Translate in writing assignments.			
3	Students use Google Translate to understand English texts			
4	The use of Google Translate is focused on developing students' creativity.			
5	Students work in groups to translate creative ideas using Google Translate.			
6	Students are given the opportunity to discuss the translation results and difficulties in using them.			

Adapted: Brown (2004); Mistar (2006)

Part 3 .Student Creativity

No	Observed Aspects	SA	A	N	D	SD	COMENTS
1	Students demonstrate the ability to generate new ideas when using Google Translate						
2	Students can change or enrich the translation to express their creative ideas.						
3	Students demonstrate flexibility in choosing appropriate words or						

	expressions in the language.						
4	Students feel more confident in using a English language to express their ideas.						
5	Students demonstrate good elaboration skills in developing translated ideas.						

Source : Adaptation: Torrance (1974); Brown (2004)

Part 4. Student and Teacher Interaction

No	Observed Aspects	Yes	No	Comment
1	Teachers provide feedback to students on the use of Google Translate			
2	The teacher guides students to understand the differences in context in translation.			
3	The teacher encourages students to share their translation results and creative ideas with classmates.			
4	The teacher provides guidance in overcoming translation difficulties or errors.			

Source : Adaptation: Brown (2004); Fraenkel et al. (2012)

Part 5. Difficulties and Challenges

No	Observed Aspects	Yes	No	Comment
1	Students have difficulty understanding the translations produced by Google Translate			-
2	Students have difficulty using translation to generate creative ideas.			
3	Students feel hampered by translation errors or inaccuracies			

Source: Adaptation Brown (2004); Mistar (2006)

This instrument is designed to provide insight into the effectiveness of using Google Translate in enhancing students' bilingual creativity in a foreign language learning context. As an observer, the researcher can note various factors that can support or hinder the development of student creativity through this technology.

D. Data Analysis

In this research the data will use qualitative method. The characteristic of qualitative research is generative data. It means that the writer present the problem specifically then make general conclusion. The data were analyzed by using the procedures from Miles and Huberman (2014) :

a. Data Reduction

At this stage, the researcher tries and discards all irrelevant information. The researcher step in analysis data in this research were: the researcher collected the data through classroom observation, interview and questionnaire, the researcher transcribed, selected and focused on the data by referring to the research problem.

In the data reduction stage, researchers filter and eliminate irrelevant data to focus on data that supports the research objectives. Data were collected through classroom observations, in-depth interviews, and questionnaires (Google Forms). The interview results were then transcribed, while the

data from the questionnaires were classified based on main themes such as Selective Attention, Inhibition, Switching, Fluency, Flexibility, Originality, and Elaboration, as well as students' experiences in using Google Translate, students' perceptions of bilingual creativity, and its impact on language learning. Researchers selected data by referring to the focus of the research, namely how the use of Google Translate affects students' bilingual creativity in the process of learning English. Information that was irrelevant or less supportive of the research problem was eliminated to ensure that the data used remained focused on the research objectives.

b. Data Display

Display refers to a group of constructed information that enables to get conclusion and action. In this stage, the writer displayed the data after data reduction completed. The writer compiled the data in the systematic and understandable form. Thus, the writer was easier to analyze the data.

At the data presentation stage, researchers present the reduced data in a systematic format to facilitate further analysis. Data are arranged in the form of tables, charts, or thematic narratives that cover main themes such as Selective Attention, Inhibition, Switching, Fluency, Flexibility, Originality, and Elaboration, as well as students' experiences in using Google Translate, students' perceptions of bilingual

creativity, and its impact on language learning. Data are displayed thematically based on categories relevant to the research questions, making it easier for researchers to identify patterns and dynamics in the data. With an organized data presentation, researchers can analyze more deeply and draw valid conclusions according to the focus of the research.

c. Conclusion drawing verification

The last step was conclusion drawing verification the data, the data was presented step by step based on the research question staging in order to get a good and clear narration of the explanation.

In the conclusion drawing and verification stage, the researcher draws conclusions based on the data that has been reduced and presented systematically. The researcher composes a narrative to answer the research questions, such as: How does the experience of learning a language through Google Translate affect the development of bilingual creativity of EFL students , conclusions are drawn gradually by referring to the data that has been compiled to ensure that each finding is supported by concrete evidence. The verification process is carried out from the results of observations, interviews, and questionnaires to ensure that the conclusions drawn are accurate, valid, and reliable.

E. Procedure of the research

1. Preparation Phase: Obtain permissions, consent forms, and prepare data collection instruments.
2. Data Collection Phase:
 1. Conduct classroom observations during lessons and activities.
 2. Distribute Google Forms for students to fill out.
 3. Carry out semi-guided interviews with selected students.
3. Data Analysis Phase: Transcribe and analyze the data using thematic analysis to identify recurring themes and patterns.
4. Report Writing Phase: Compile findings and prepare the research report.

F. Timeline

The following is a detailed timeline of research activities for two days to support the research entitled “Enhancing Bilingual Creativity Through Using Google Translate: Language Learning Experience for EFL Students in Junior High School Al Azhar 29.”

Days	Activity	Class
1	Observation Classroom	8 Bilingual
2-11	Spread Gform	
13-14	Depth Interview	8 Bilingual

Figure 2.2 Timeline

F. Trustworthiness and Credibility

To ensure that the research results are entitled “Enhancing Bilingual Creativity Through Using Google Translate: Language Learning Experience for EFL Students in Junior High School Al Azhar 29” valid and reliable, various trustworthiness strategies were applied. Credibility was ensured through observation, Google Forms, and interviews, in-depth field engagement for two days, member checking to validate participants’ interpretations of the data, and an in-depth description of the research context. Transferability was strengthened by providing a detailed description of the learning environment and bilingual program, so that readers could assess the relevance of the findings to other contexts. Dependability was achieved through an audit trail that recorded all steps of the research, peer review, and recording strategies to ensure consistency of analysis.

Confirmability was maintained by maintaining reflexivity through the researcher's journal, and external audits to ensure that the research results were free from researcher bias. By implementing these strategies, this study is expected to produce accurate, relevant, and reliable findings in the context of bilingual learning using Google Translate.

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reliable findings in the context of bilingual learning using Google Translate.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The research's results are presented in this chapter. Answers to the research questions were given using the gathered data. The discussion section then briefly covered the results.

A. Research Findings

In this section, the researcher discussed the data obtained from Bilingual students for EFL learners. The data were collected through a questionnaire via G-form, Observation and Interview for knowing Performance creativity students EFL using Google Translate. The researcher collected data through a questionnaire using Google Forms. The survey consists of 24 questions and would be distributed to respondents within 14 days. After a predetermined period, the researcher would review the data collected in the questionnaires.

The aspects which influence the development of EFL students' bilingual creativity in learning a language through Google Translate

This chapter outlines the research findings on junior high school students' about aspects influence the development of EFL students' bilingual creativity in learning a language through Google Translate. Based on the results of questionnaire, interviews and observations, it was found that the use of Google Translate contributes to four main

aspects of bilingual creativity: fluency, flexibility, originality, and elaboration.

A. Fluency

The data presents the results of students' experience based on the task of paraphrasing simple sentences in English given during the learning activities. Each statement asks students to translate or create a new sentence with an equivalent meaning, either through the use of synonyms, variations in sentence structure, or other contextual expressions. Students' answers are grouped according to the type of paraphrase they produce, such as the use of exact synonyms, repetition of words without variation, or rewriting of sentences without developing meaning. In addition, the total number of responses is also recorded for each statement. This classification aims to identify the level of students' language ability, especially in terms of fluency and creativity in a bilingual context using Google Translate.

Table 3.1. Experience Students when using Google Translate

No	Statement	The boy feels joy	The boy is playing happily	The boy smiles a lot.	All correts	Total
1	Translate the sentence	9	1	-	1	12

	"The boy is happy." Make another sentence with the same meaning					
2	Statement	Make just one sentence "My father is very strong."	Using the synonyms "strong" or "tough" in new sentences "She gave a powerful speech that moved the entire audience."	Repeating the word "strong" in various sentences " She has a strong voice that everyone can hear clearly"	Write sentences without synonyms " She is strong "	Total
	Translate the word "strong" with	-	9	2	1	12

	Google Translate, create another sentence with has the same meaning as “strong”					
3	Statement	They are reading books in the library	They are learning new things	They are doing homework together	All corrects	Total
	From the sentence “They are studying,” make several new sentences that describe the situation.	1	7	1	3	12

Source : Torrance, E. Paul. (1974).

Based on the results of Table 3.1. regarding the aspect of language fluency in using Google Translate, it was found that the experience of learning language with the help of Google Translate

has a positive influence on the development of bilingual creativity (bilingual creativity) of EFL (English as a Foreign Language) students at the Junior High School level.

In the first statement, when students were asked to translate the sentence “The boy is happy” and make another sentence with a similar meaning, the majority of students (9 out of 12) were able to make the sentence “The boy feels happy,” which shows the ability to paraphrase and vary the expression of meaning. This shows that students do not only rely on literal translations from Google Translate, but are also able to manipulate language structures to express the same meaning differently, which is an indicator of linguistic creativity. Then, in the second statement, when students were asked to create a new sentence using the word “strong” after translating it with Google Translate, 9 out of 12 students succeeded in creating a new sentence using synonyms such as “tough.” This shows that the use of Google Translate not only helps in understanding the basic meaning of a word, but also stimulates students to explore equivalent words (synonyms) and use them in new contexts, which strengthens their language flexibility in both languages.

The third statement also shows the students’ ability to develop sentences from the basic phrase “They are studying.” A total of 7 students were able to develop the sentence into “They are studying new things,” and 3 students managed to provide three correct

variations simultaneously. This shows that students are able to understand the general context of Google Translate translations and develop them into various relevant situations, which is part of creative language use in two languages.

So overall, these findings suggest that the use of Google Translate in language learning can encourage students to not only understand literal translations, but also develop their ability to create meaningful and contextual sentence variations. This directly contributes to the development of students' bilingual creativity, especially in terms of fluency, which is one of the important indicators of successful second language learning.

Based on data collected through an open-ended questionnaire session. Participants showed varying levels of ability in generating new ideas based on their use of Google Translate. Participants were asked about The number of ideas they could generate when using the tool to search for translations of new words or phrases, whether they could name different contexts of use of the same word, and whether using the tool helped them generate more ideas. Through analysis of participants' responses, this study identified the extent to which Google Translate could influence the creative process and improve participants' fluency in the target language.

1. The Number of Ideas using Google Translate

Most participants indicated that Google Translate was able to encourage them to generate a variety of new ideas from a single word or phrase. Participants such as S2, S3, S4, S5, S6, S7, S8, S10, S11, and S12 showed a high level of fluency, as they explicitly stated that they could generate between five to ten ideas or even more. Expressions such as “it depends but usually a lot,” “definitely a lot,” or “around 5–10 words” for example “Google Translate helped me find many variations of words like right which have different meanings like 'kanan', 'benar', atau 'hak' which give me new ideas. That reflect their capacity to generate ideas through the use of Google Translate. Meanwhile, S1 only stated that found 1–5 words example like When I search for the word 'light' on Google Translate, I only find 1 to 5 meanings, like 'cahaya', 'light', and a few other meanings, which feel quite limited.”, which indicates moderate fluency, as ability to explore word variations is still limited. Participant S9 gave an answer that was not explicit about the number of ideas generated, but stated that it depends on the purpose and creativity, without providing concrete details for example “When I search for the word 'run' on Google Translate, the meaning changes depending on the topic it could be 'to run', 'to operate', or 'to manage” . Therefore, this answer is categorized as low fluency.

2. Students are able to recognize and mention various meanings and contexts of use of a particular word.

The majority of participants showed high fluency. Participants such as S1, S2, S3, S4, S5, S9, S10, and S11 mentioned that they could mention various meanings for a particular word and provide contextual examples. For example, words like "spring" which can mean season, spring tool, or jumping action, and "break" which means destroying, resting, or success. This knowledge shows complex abilities. S6 and S8 answered by mentioning examples of words like "right" and "left" which have two meanings, but the explanation is still limited, so it is categorized as having moderate fluency. On the other hand, participants S7 and S12 answered that they could not mention various meanings of words, which shows low fluency in terms of contextual variation of words.

3. Frequently using Google Translate, the more ideas can develop.

Most participants felt that the frequency of Google Translate use weakened positively with the emergence of new ideas in the language learning process. Participants such as S2, S4, S5, S8, S9, and S11 tended to have high fluency because they not only agreed with the statement, but also gave concrete examples of how ideas developed

from using Google Translate, for example when working on writing assignments or understanding the meaning of sentences. Other participants such as S1, S6, S7, S10, and S12 stated their agreement but with a brief and less in-depth explanation, so they were in moderate fluency. Only participant S3 stated that he rarely used Google Translate, and if he did, it was only to find out the meaning of words without developing ideas further, so he was in the low fluency category.

Overall using Google Translate plays a significant role in fostering the generation of new ideas and enhancing fluency among EFL students. Most participants demonstrated high levels of fluency, as they were able to generate a variety of ideas and explore the multiple meanings of words through the tool.

B. Flexibility

The data presents data that illustrates the level of flexibility or flexibility of participants in choosing the meaning of words based on the context of the sentence when using Google Translate. The flexibility variable refers to the ability of participants to adjust the meaning of words according to the given situation or context, rather than simply translating directly. Students' responses are classified into several categories, such as: choosing meaning based on the context of the sentence, using meaning without considering context, using all meanings randomly, or ignoring context completely.

Table 3.2. Students' Strategies in Choosing Word Meanings Based on Sentence Context

No	Statement	Selecting meaning based on the context of the sentence.	Using the meaning of “play” without thinking about the context	Using all the meanings randomly	Ignoring the context of the sentence .	Total
3	The word “play” has several meanings. How do you choose the right meaning in the sentence “He plays the piano”?	10	1	1		12

4	Statement	Check the meaning in Google Translate without looking at the sentence.	Look the meaning based on the context of the sentence.	Use the first meaning that comes up	Ignoring the differences in meaning	Total
	In English, the word “right” can mean “Benar” or “Tepat.” choose the right translation	1	11	-	-	12
6	Statement	Using Google Translate results directly.	Look at the entire sentence to understand the meaning.	Using the most common meaning.	Ignoring the differences in meaning	Total
	Translated the word “cold.”	1	11	-	-	12

	whether it means “dingin” or “flu”?					
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Source : Torrance, E. Paul. (1974).

Based on the results of Table 3.2. which focuses on the flexibility aspect of Google Translate use by junior high school EFL students, it was found that their experience in using Google Translate significantly boosted their flexible thinking skills in choosing the right meaning of words based on context an important element in the development of bilingual creativity. In the fourth statement, when students are faced with the word “play” which has many meanings, most students (10 out of 12) are able to choose the right meaning according to the context of the sentence “He plays the piano.” This shows that students do not passively accept the literal translation from Google Translate, but instead develop contextual awareness to choose the most relevant meaning of the word. This ability reflects the cognitive and linguistic understanding that one word can have many meanings depending on the context of its use.

The fifth statement strengthens the findings. As many as 11 out of 12 students stated that they considered the context of the sentence when translating the word “right”, which in Indonesian

can mean “benar” or “tepat”. This shows that students do not only use the first meaning that appears from Google Translate, but compare the available meanings and adjust them to the overall meaning of the sentence. This approach shows flexible abilities in linguistic and interpretive thinking, which are important in the formation of language creativity. Likewise in the sixth statement, when translating the word “dingin” which can mean “dingin” atau “flu” ,¹¹ students chose to understand the meaning based on the context of the sentence as a whole. Only one student directly used the translation results without considering the exact meaning. This finding reinforces that the majority of students show a tendency to use Google Translate as a flexible tool, not as a rigid source of meaning. Overall, the data shows that the experience of using Google Translate not only helps students in finding the meaning of words, but also trains them to think contextually and flexibly. This is a real form of the development of students' bilingual creativity, especially in the aspect of meaningfulness, because they are able to understand and apply variations in the meaning of words in various different communication situations. Thus, the use of Google Translate in learning English makes a significant contribution to improving critical and creative thinking skills in both languages.

Based on another data questionnaire through open ended question this finding shows how junior high school students as EFL (English as

a Foreign Language) learners in Indonesia use Google Translate flexibly in exploring and adjusting the meaning of words and contextual meanings as needed. Flexibility here does not only refer to students' ability to accept the translation results, but also how they adapt, reinterpret, and process the translation results.

1. Using Google Translate to explore the meaning of words or phrases from various perspectives or fields, such as education, entertainment, and technology.

Based on the results Flexibility variable, the majority of participants showed a high level of flexibility in using Google Translate. They did not only rely on raw translation results, but also actively explored various meanings of words or phrases in different contexts such as education, entertainment, and technology. Participants such as S2, S3, S5, S7, S8, S9, S10, S11, and S12 were included in the high flexibility category because they looked for alternative meanings, adjusted word choices, evaluated sentence contexts, and even changed translation tools if necessary. They were able to adjust their understanding of words with multiple meanings and make modifications or explore ideas when the translation results did not match expectations. For example "In the field of education, 'teacher' can refer to someone who educates, but in another context, it could imply a role of mentorship or guidance."

2. Using translations that have multiple or different meanings

Students such as S1, S4, and S6 showed moderate levels of flexibility. They used Google Translate, but in a limited scope, both in terms of fields (only occasionally using it for entertainment or education) and strategies (such as only copying text or not always looking for contextual meaning). They began to understand the importance of context, but had not consistently applied an exploratory approach in its use. For example S1 "I sometimes use Google Translate to find the meaning of words, but I only find 1-5 meanings which feels quite limited. Using a word like "book" students might just come up with a basic meaning like "book," without digging further into whether it could refer to "reserving" (to book a reservation) or "a notebook.".

3. Adjusting or modifying thinking when translating results from Google Translate

Participants with low flexibility are shown by S1 in the question related to adjustments to inappropriate translation results. S1 stated that he continued to use Google Translate without trying other alternatives or modifying sentences. This shows a lack of effort in adjusting to inappropriate meanings or in finding new meanings. Therefore, overall, the data shows that most participants have high

flexibility in using Google Translate, but there are still a few who show limitations in their exploratory and adaptive approaches.

C .Originality

The data explore the level of originality participants demonstrate when using Google Translate for translating various types of content. The table presents responses to questions about how participants enhance or modify translation results, particularly when translating short stories, idiomatic phrases, or creative texts like poetry. The focus is on the participants' strategies for adapting or refining translations to achieve more creative, contextually appropriate results, rather than simply accepting the output as it is.

Table 3.3. Modification Techniques using Google Translate

No	Statement	Change the sentence to make it more interesting.	Copy the translation results without changes	Using the same words as the first translation result.	Removing the difficult part	Total
7	You translate short stories using Google	8	3	-	1	12

	Translate. How do you make them more creative?					
8	Statement	Translate word for word: “panggil hari itu”.	Using local idioms that have a similar meanin g, such as “ saat nya untuk berhent i.”	Copy the translati on results without changes	Avoid these idioms.	Total
	You translated the phrase "call it a day". What is the most creative way to translate it?	3	5	2	2	12
9	Statement	Add new ideas or words that fit the theme	Using Googet ranslati on withou	Replaci ng some words without changin	Remove d difficult parts to translate	Total

			changing the word	g the meaning .		
	After translating a short story or poem, how do you show the results of your translation ideas	8	3	1	-	12

Source : Torrance, E. Paul. (1974).

Based on Table 3.3. the originality aspect of Google Translate use by junior high school EFL students, it can be seen that their experience in using this tool makes a significant contribution to the development of bilingual creativity, especially in the ability to produce original and meaningful language expressions in two languages.

In the seventh statement, when students were asked to translate a short story using Google Translate and then make the result more interesting, as many as 8 out of 12 students stated that they made changes to the translation to make it more creative. Only 3 students copied the translation without making any changes, while 1 student chose to remove the difficult part. This shows that most students are

able to develop the translation into a more original and interesting work, not just copying the raw translation from Google Translate. This is an important indicator of creativity, because students are able to add personal and imaginative elements to their language learning outcomes.

In the eighth statement, students were asked to translate the idiomatic expression “call it a day,” which can be confusing if translated directly. As many as 3 students showed high creativity by choosing local idioms such as “saatnya untuk berhenti,” which are more culturally and contextually relevant in Indonesian. Meanwhile, 5 students still copied the translation results without changes, and the rest avoided using idioms. Although the number of students who used creative idioms was not dominant, this finding still shows a tendency to think creatively and contextually in translating idiomatic expressions, which reflects the development of bilingual creativity in the realm of originality.

The ninth statement also shows similar results. A total of 8 students chose to add new ideas or words that fit the theme after translating short stories or poems. Only 3 students used direct translation, and 1 student replaced words without changing their meaning. This shows that most students not only understand the content of the translated text, but also dare to take the initiative to develop the text to be more expressive and creative. Overall, the data shows that the use of Google Translate in English learning does not

limit students' creativity, but instead provides space for them to explore various language possibilities. Through the process of editing, adding, and adjusting the translation results, students develop originality in thinking and speaking both in Indonesian and English. Thus, the language learning experience through Google Translate makes a significant contribution in shaping the bilingual creativity of EFL students, especially in the aspect of originality which is an important part of linguistic competence and personal expression in two languages.

Based on the another data questionnaire through open ended question. This data related to the aspect of originality in the use of Google Translate by participants. The questions in the table focus on the extent to which Google Translate encourages participants to find unique ideas, get new inspiration, and produce something completely new from the translation results. The participants' answers show variations in understanding the meaning, ideas, and creativity that emerge from the translation process, both in terms of vocabulary and cultural context. This data aims to illustrate the role of Google Translate not only as a language aid, but also as a trigger for creative thinking potential in foreign language learning.

1. Google Translate helped some participants come up unusual ideas.

Students with high levels of originality demonstrated deep reflective abilities toward Google Translate's translation output, both in understanding the nuances of intercultural meaning and in using it creatively. For example, participants S3, S7, S9, S10, S11, and S12 expressed that the translation output not only gave them new perspectives, but also helped them see the depth of emotions and cultural expressions that differed between Indonesian and English. They were able to relate the translation output to their writing experiences, discover new metaphors, or realize that not all words can be translated in their entirety, thus triggering deeper original thinking.

2. Students get new inspiration from Google Translate's word choices.

Some students gained new inspiration from Google Translate's word choices. Participants with medium levels of originality, such as S5 and S6, stated that although they often found new word choices through translation, they felt that the results only provided additional perspectives, which needed to be combined with their own creativity to become more original. For example, S5 felt that Google Translate's translation could provide new insights into words or phrases, but that

in order to create original work, they still needed further research and thinking.

3. Translation results can become original works if they are developed creatively.

Students saw that translations could form the basis of original work if developed creatively. Participants such as S3, S7, S11, and S12 indicated that although Google Translate provided them with translations that could open up new perspectives, they still felt the need to develop the results creatively. S3 stated that although Google Translate's translations gave them different ideas, it still required creativity to produce something truly original. Likewise, S12 noted that although Google Translate provided the basis for the translation, it was their own creative interpretation that would shape it into something more meaningful or original.

Overall, the findings from the answer classification indicate that Google Translate played an important role in helping some participants find unique, unusual ideas, although the effect varied between participants with different levels of originality. Some participants with high levels of originality, such as S7 and S12, showed a deep understanding of the nuances of emotion and meaning that were difficult to translate between Indonesian and English. They

acknowledged that the translation provided by Google Translate opened up new, deeper insights and provided different perspectives on cultural expressions. These participants were able to use the translation results to produce more reflective and original thoughts.

D.Elaboration

The data presents an analysis of the various techniques used by participants when using Google Translate for language learning and elaboration. The table categorizes responses based on different strategies to improve text, such as using synonym features, relying on direct translation, and exploring word variations. The table also highlights approaches to simplifying language or eliminating unnecessary details. Each statement reflects how Google Translate impacts language production, from increasing elaboration to simplifying complex concepts. The responses provide insight into how learners use Google Translate to modify and improve their written work in English, with a focus on elaboration and contextual adaptation.

Table 3.4. Variation Techniques using Google Translate

No	Statement	Use the synonym feature and explore a variation of words	Copying the translation results without checking	Translate just one word without looking at the whole	Relying on Google Translate without understanding	Total
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			ng it again	sentenc e	the context	
10	Using Google Translat e to write text in English improve elaborati on	8	2	1	1	12
11	Stateme nt	Adding sensory details such as colors, sounds, and scents	Using the transla ted results Witho ut additio nal descri ption	Avoid difficult words to make it easier to underst and	Remove extra informat ion to make the text shorter	Total
	Translat e a descripti on of a place from Indonesi an to English, make it more	9	1	2	-	12

	interesting					
12	Statement	Add expressions and word variations according to context	Using the translation results without changes	Avoid word variations to avoid confusion.	Use sentences as simple as possible without exploring the words	Total
	Customize Google Translate's translation results to sound more natural in English	7	2	2	1	12

Based on Table 3.4. the elaboration aspect (idea development) in the use of Google Translate by junior high school EFL students, it was found that their experience in utilizing this tool made a strong contribution to the development of bilingual creativity, especially in terms of the ability to expand, enrich, and refine

translation results. In the Tenth statement, when students were asked to improve the quality of English texts created with the help of Google Translate, most students (8 out of 12) stated that they used the synonym feature and explored word variations to enrich the text. Only a small number of students directly copied the translation results without reviewing (2 students), translated one word without considering the context of the sentence (1 student), or relied entirely on Google Translate without understanding the context (1 student). These findings indicate that most students do not only rely on direct translation, but also actively explore lexical features to expand their expressions in English.

The eleventh statement reinforces this. As many as 9 students stated that they added sensory details such as color, sound, and aroma when translating place descriptions from Indonesian to English. This shows a strong tendency to expand information and create more vivid and imaginative texts, rather than just transferring meaning rigidly. By adding descriptive elements, students not only improve the quality of the text, but also develop their idea and expressive abilities in two languages. Meanwhile, in the twelfth statement, 7 out of 12 students stated that they added expressions and word variations according to the context so that the translation results sounded more natural in English. This shows that students are aware of the naturalness of language and the importance of adjusting the translation results to real

communication situations. The rest tend to copy the Google Translate results without changes (2 students), avoid word variations for fear of confusion (2 students), or simplify sentences without exploring words (1 student). Although there are a small number of students who are still passive, most of them show the ability to develop and improve translation results creatively.

Overall, the data from this table shows that the use of Google Translate in the English learning process at the junior high school level can improve students' elaboration skills in using two languages. Students do not only rely on direct translation results, but also develop them with additional ideas, word variations, and contextual descriptions. This experience directly encourages the development of their bilingual creativity, especially in the aspect of elaboration, where they are able to convey information in more detail, richly, and meaningfully in Indonesian and English.

Based on another data questionnaire through open ended question . The data presents participants' responses to three questions related to their ability to develop ideas from translated text using Google Translate. The focus of these questions was to explore the extent to which participants were able to explain, expand, or combine translated text into more complex and meaningful concepts. Through the answers given, the level of elaboration of the participants can be identified, ranging from those who only passively received the

translated text, to those who actively added background, connected ideas, and formed new narratives or meanings from the translation. Understanding this elaboration process is important to see the impact of using Google Translate on the development of creative thinking skills in language learning.

1. Developing Ideas from Translation Results

Students such as S2, S7, and S10 showed high elaboration because they did not just accept the translation results as they were, but also added elements such as background, atmosphere, or developed a small story from the translation results. Other students such as S4 and S5 were included in the medium elaboration category, because they sometimes developed the translation results although not in depth. However, most students such as S1, S3, S6, S9, S11, and S12 showed low elaboration because they did not develop or only used simple sentences from the translation results. For example S2: "Yes, I have tried it, for example when in bilingual classes especially when asked to give a presentation." ,S5: "Sometimes, for example when I want to explain something in English but don't know how to word it, I usually translate the rough idea into English like like recycling or reducing plastic use can make a big difference.", S3: "Not that often. And no, I don't know which example I should use for this question."

2. Explaining New Ideas from Translation

Students such as S1, S4, S6, S8, S9, and S12 showed high elaboration because they were able to explain their thinking process, connect the translation with new ideas, and even identify double meanings and emotional nuances in translated words. Some students such as S2, S5, and S10 were included in the medium category, because they explained the idea in general using their own language. Meanwhile, students such as S3, S7, and S11 showed low elaboration, because they did not know how to explain the idea or just showed it directly without further explanation. For example: S1: I compared the original version and the translation, then looked for new meanings in the choice of words like When I saw the word ‘resolve’ in the translation, I realized it could mean ‘menyelesaikan’ or ‘tekad’, so I explained how the idea can shift depending on which meaning I choose, S5: “Just explain to them that a translated sentence inspired the idea like sentence " Good luck , Bravo ", I got the idea to write about helping others.”, S11: “Just show it to them.”.

3. Merging Multiple Translation Results

Students such as S3, S5, S8, S9, and S10 showed high elaboration because they actively combined ideas, chose more unique words, and paid attention to the nuances of language and meaning when forming sentences. Students such as S2, S4, and S6 fell into the moderate

elaboration category because they tried to combine translations but with a simple process. Meanwhile, students such as S1, S7, S11, and S12 showed low elaboration because they never or rarely did the process. For example : S5: "Usually I'd translate the sentences separately, and then change the words a little so I could connect the sentence like I translated two separate ideas: 'the forest is quiet' and 'animals are hiding', then combined them: 'In the quiet forest, animals hid among the leaves.'" , S2: "Used Google Translate to search for words that supported my ideas like I searched for words like 'help', 'donate', and 'care' to write a sentence about community work.", S12: "Never."

Overall, these data show that participants' elaboration abilities in using Google Translate variously , some of students are able to develop ideas in depth, while in another students still use direct translation without further exploration.

1.2 . Interview Result

This interview was conducted online, interview participants were willing to be interviewed voluntarily and this interview was conducted as a Semi Guided Interview to see students' deeper experiences in using Google Translate in learning activities in the context of English Foreign Learning. There were 7 students who were willing to be interviewed, of which only 7 out of 12 students were willing to be

interviewed in depth, the following are the results of the interview with several points where the researcher used a coded to maintain the credibility of the researcher. The seventh participants in the interview were coded as follows:

Table 4.1 Participant Coded

Name	Class	Coded
ATH	8 Bilingual	P1
FRK	8 Bilingual	P2
NBL	8 Bilingual	P3
SLM	8 Bilingual	P4
FZN	8 Bilingual	P5
NFN	8 Bilingual	P6
FAZ	8 Bilingual	P7

A.Exploring Language and Meaning

In this section, students will learn how simple sentences in Indonesian can turn into sources of creative ideas when translated into English using Google Translate. By looking at the translation results, you will not only discover new vocabulary, but you can also gain a different perspective on the function of an object. For example, from the sentence “Botol untuk air tanaman” which translates to “Botol for watering plant,” you might start to think that bottles are not only for

drinking, but can also be used as gardening tools. The purpose of this exercise is to help you develop imagination and creativity through language, and to show that translation can be a window into broader thinking. The researcher find variation experiences for this statement related Google Translate show you new words or ideas and English translation help you think about the object differently :

Using Google Translate helps you find more precise words and form paragraphs with new, different meanings. This process brings out fresh ideas in your writing. A word like "true," for example, has many meanings depending on the context it can mean direction, truth, or copyright. This shows that one word can have very different meanings. When you search for an article on Google and then translate it, the results feel more formal and varied. The words that appear also seem richer and give a professional feel to the writing..
(P1 ,12 APR 2025)

Based on the results of interviews with informants coded P1, it was found that the experience of using Google Translate (GT) by informants was in line with the statement that GT can display new words or ideas and help users view objects differently. P1 said that GT helps find more appropriate or "perfect" words, which are then used to compose paragraphs with new and different meanings from before. This shows that the translation process through GT is not only textual, but also triggers the birth of creative ideas and the compilation of more varied meanings.

Then, P1 provides a concrete example related to the word "right"

which has many meanings, depending on the context of its use, such as direction (right), truth (correct), to copyright (as in the word "copyright"). This example illustrates that through the translation process, P1 becomes more aware of the diversity of meanings in a word, and this helps him to think more broadly and flexibly about the object or concept being translated. This change in perspective on words or objects reinforces that GT contributes to the expansion of language understanding.

Furthermore, P1 also mentioned that the translation results obtained through GT appear more formal and varied compared to the original text. This indicates that GT is also a means form a language style that is more appropriate for academic or formal contexts, while opening up the possibility of exploring a broader communication style. Thus, the learning experience through Google Translate for P1 is not only limited to understanding the literal meaning of words, but also becomes a means to explore meaning, expand linguistic perspectives, and develop the ability to create new meanings through word variations and contexts. This supports the development of bilingual creativity in EFL students at the junior high school level.

Sometimes it does but like my vocabulary are so many wide so hmm literally does, so that work. Actually I use this word in my google

word but the word ingenious basically mean clever , intuitive , original.

Somewhat because sometimes some word confuse me so I use GT for understand them better. It kinda like difficult sometimes. (P2. 12 APR 2025)

It was explain that P2 experience in using Google Translate (GT) has a partially linear relationship with the statement that GT can show new words or ideas and help users view objects differently. P2 stated that even though he already has a fairly extensive vocabulary, GT still plays a role in clarifying the meaning of several words that are confusing or poorly understood. P2 gave an example of the word “ingenious”, which he initially found when using Google, and through GT he learned that the word has meanings such as “clever”, “intuitive”, and “original”. This shows that GT functions as a tool to expand understanding of the nuances of word meanings, especially when he finds new words that are not so familiar. Thus, this process contributes to the expansion of insight and language understanding, although it does not completely change the way P2 views objects or concepts drastically.

P2 also revealed that sometimes some words feel confusing and difficult to understand, so GT is used as a tool to clarify their meaning. This shows that GT is used more as a support for understanding than as a primary tool for creating new ideas. However, there are still aspects that change the way of thinking about the meaning of words,

although on a more limited scale. In other words, the experience of using GT provides space for students to develop their lexical abilities and develop a more complex understanding of language. This process encourages them to think in two languages at once, connect meanings across languages, and form more original expressions. All of these are important elements in the formation of bilingual creativity.

No , cause I often use character AI an it kind of make me sometimes since the time right word that I never understand so I have to use GT so yeah like physically using it means like big fell in humiliating way.

Yes I mean but not really cause I think I search it on GT when I write the document when during I writing my document I was thinking ideas so like wait a minute can it turn into a closet and the rest to are basically on the TV especially the carpet one from all my idea using GT help delivering my ideas. (P3 , 12 APR 2025)

P3 explained that his experience using Google Translate (GT) showed a relationship that was not entirely linear, but was still relevant to the statement that GT can display new vocabulary and help him see objects differently. Initially, P3 admitted to using Character AI more often, but still relied on GT to understand words he did not understand. In this context, GT served more as a tool for clarification than for exploring new meanings. P3 also mentioned that using GT sometimes felt “embarrassing” or made him feel insecure, perhaps because he felt he should be able to understand certain vocabulary given his experience with language-based technologies such as

Character AI. However, this shows that GT remains an important bridge in understanding the meaning of complex or unfamiliar words.

P3 mentioned that when writing a document, he used GT to search for the meaning of words and at the same time generate new ideas, such as imagining whether a word could change into another object, for example “closet” or “carpet” inspired by a TV show. This shows that the process of using GT supports the emergence of visual and ideational associations, which then help convey these ideas in his writing. Thus, the use of GT in P3 supports the formation of bilingual creativity that combines word comprehension, visual narratives, and cross-language thinking processes, even in conditions when they feel less emotionally confident. This shows the relationship between affective, cognitive, and creative aspects in the language learning experience with the help of Google Translate.

“iya, karena ketika saya mencari sebuah kata atau frasa di google translate Maka akan ada alternatif jawaban kata atau frasa dibawahnya.”

“ngga, karena setiap saya mencari terjemahan kata saya sudah mengetahui makna aslinya.” (P4,13 APR 2025)

P4 stated that when he searched for a word or phrase in Google Translate, GT displayed several alternative meanings or equivalents at the bottom. This suggests that GT provides exposure to variations in meaning, potentially helping users see a word or phrase in a broader

context. In this context, GT acts as a tool that opens up new meaning possibilities and introduces more diverse word choices.

However, on the other hand, P4 also emphasized that every time he looked for a translation of a word, he had already understood the original meaning first. This means that P4's use of GT was more for confirmation or verification of meaning, not for finding or exploring new ideas or meanings. This shows that in P4's personal experience, GT did not completely change his perspective on objects or concepts, because the initial thinking process and understanding had already been formed before using the tool.

Thus, although GT is not used as the main source of meaning learning by P4, GT still has a role in supporting bilingual creativity, especially in enriching expressions through synonyms or phrase equivalents. The alternatives provided by GT allow students to consider different ways of conveying ideas, expanding flexibility in thinking and writing in two languages. This is in line with the concept of bilingual creativity, which includes not only the ability to generate new meanings, but also the ability to choose and adjust meanings according to context. GT in this case supports the process of exploring and strengthening previously understood meanings.

“iya bisa, karena di Google translate banyak kata alternatif yang membantu kita untuk menghasilkan ide baru.”

*“engga, menurut saya itu tidak berpengaruh dengan kata aslinya”
.(P5, 13 APR 2025)*

It was find P5 stated that Google Translate provides many alternative words, which it believes can help in generating new ideas. This shows that P5 is aware of the role of GT as an exploratory tool in developing ideas. The presence of various equivalent words or phrases provided by GT can trigger user creativity in constructing sentences, developing narratives, or understanding broader contexts. In this context, P5 experience is in line with the claim that GT is able to expand the creativity of thinking through variations in words and ideas.

However, on the other hand, P5 also stated that the existence of these alternative words did not affect the original meaning of the translated word. This statement shows that even though GT provides various options, P5 still adheres to the basic or main meaning of the word and does not see any significant changes in the way of viewing the object or concept as a whole. These findings suggest that even though the accuracy of GT translation is questionable, students can still use this tool to stimulate creativity. That is, in the context of language learning, the usefulness of GT does not always lie in the perfection of literal meaning, but in its ability to open up alternative thinking spaces and create new ideas.

“Most a bit time yes , no so far fifty fifty help me ideas something I use google translate fin some new word that idk that very usefully”

*“No no no I still see them in the same way so not really that”
(P6, 13 APR 2025*

It is explained P6 stated that he used GT to find new words that he did not know before, and considered it as something “very useful”. This shows that GT helps in expanding vocabulary and supports the process of finding ideas in writing or creative thinking activities. Statements such as “help me find ideas” and “find some new words that I did not know” show that GT does play a role in providing new linguistic input that can be used as a basis for formulating ideas.

However, on the other hand, P6 firmly stated that even though he used GT, his view of words or objects remained the same. He said, “No, no, I still see it the same way,” which shows that the use of GT did not greatly affect the way he understood or interpreted objects or concepts in depth. In other words, GT only functions as a linguistic aid, not a tool that changes perception or creative thinking about something.

In other words, GT functions as a word discovery tool, but does not significantly shape the reinterpretation of meaning or in-depth exploration of concepts in two languages. This reflects that the level of bilingual creativity resulting from GT use may be limited, depending on the way and purpose of use by students. The findings

from P6 reinforce the idea that the effectiveness of GT in shaping bilingual creativity depends largely on the user's active engagement with meaning and context, not just on the addition of new vocabulary.

“Sometimes it did sometimes its kinda just give me same typical things on other instances it give me no word that I have and absolutely no idea what the meaning is but yeah so far help me find my idea”

“Not really the things that kinda give me idea for this little thing is just the document interview example kinda I didn’t really use them . so far sometimes helpful sometimes not really”

(P7, 13 APR 2025)

It is explain P7 stated that sometimes GT provides new ideas or words, especially when he finds vocabulary that he does not have and does not know the meaning. In this context, GT is considered helpful in the process of exploring ideas, especially when facing limitations in understanding or vocabulary. The sentence "so far has helped me find ideas" confirms that GT still plays a role in triggering inspiration or developing ideas, although not consistently.

However, on the other hand, P7 also revealed that GT often only produces “typical” or ordinary results, which are not too different from previous understandings. Even in some contexts, GT does not provide real contributions, and inspiration comes from other things such as examples of interview documents, not from the translation results themselves. This is shown in the statement “Not really the

things that kinda give me idea... I didn't really use them", which indicates that GT is not the main source of perspective change or development of meaning towards certain objects.

Overall, the findings from P7 highlight that the influence of GT on bilingual creativity is situational and dependent on the context in which it is used. Sometimes GT is an effective tool for finding ideas and expression, but at other times it can feel like it adds no value or is even confusing.

B. Generating and Modifying Ideas (Fluency & Flexibility)

In the context of learning English as a foreign language (EFL), especially for junior high school students, the aspects of fluency and flexibility of creative thinking play an important role in encouraging more meaningful and applicable language skills. At the Generating and Modifying Ideas stage, students are encouraged to come up with various ideas (fluency) and see an object from various perspectives and change its basic function (flexibility). For example, from a simple object such as a chair, students can develop unconventional ideas such as "waterproof folding chair", "chair with solar panel for charger", or "chair that can turn into a reading table". This activity becomes more interesting when Google Translate is used as an initial tool to translate descriptive sentences from Indonesian to English. The translation results often produce vocabulary or sentence structures that can trigger new ideas that were previously unthinkable. In other words, the

translation process not only functions as language practice, but also as a trigger for students' creativity. Therefore, this activity not only strengthens students' English language competence, but also develops divergent thinking skills which are very important in the learning process. The researcher finds various experiences using Google Translate for this statement related 3 new ways to use this object that are different from usual give this object to a child, an old person, or a traveler use it differently.

Used plastic bottles can be used for various purposes, such as paving blocks, ecobricks, and drip irrigation systems. For example, used bottles are processed by students into paving blocks. By filling the bottle with plastic pieces and gravel, the bottle can be made into an ecobrick. For drip irrigation, simply make a hole in the bottle, plant it vertically near the plant, and the air will drip slowly to maintain soil moisture. In addition, used bottles can be used as storage containers for children, such as pencil cases or small pots that can be decorated in creative activities while teaching recycling. For adults, used bottles are also suitable as hanging pots for small plants or climbing plants, especially if regular pots are limited. Overall, used plastic bottles provide a practical and creative alternative to support recycling activities.

(P1 ,12 APR 2025)

It is explain that P1 ideas such as turning plastic bottles into paving blocks, ecobricks, drip irrigation systems, to hanging pots and craft containers for children, were obtained from articles that were most likely in English. As learners in an EFL context, the ability to understand these articles with the help of GT suggests that GT acts as a linguistic mediator that allows access to cross-language knowledge. This reinforces the view that translation tools can be a source of authentic linguistic input and ideas, which is important in the context of foreign language learning.

Furthermore, the process of adapting information from foreign texts and transforming it into contextual and applicable ideas in local life also shows the application of productive and critical language competence, two very important aspects in EFL. P1 not only translates passively, but also processes information, modifies meaning, and produces new ideas according to local social and cultural needs. This reflects the development of higher-order thinking skills in language learning, which is often the ultimate goal in the context of modern EFL.

Thus, GT not only helps from the language side, but also becomes a supporting tool in the process of divergent and creative thinking. This strengthens the finding that the language learning experience through GT has the potential to enhance the creativity of bilingual EFL students, especially in the context of junior high school students

in Indonesia who learn to connect English with their real life and local context.

There is PET hand-sanitizer bottle then marshmallow then plant pot from bottles . Maybe PET hand-sanitizer bottle I don't think most people know it Maybe more PET hand-sanitizer bottle Its different because I don't think would people making hand-sanitizer from bottles you know I think it delight in the way .

Maybe for a child for plant pot maybe can be decorate-it you know the kids love it , for older people maybe they can use too because for me older people like tools use things.

Traveller I don't think useful for them or maybe the travelling who like growth plant them and they don't have pot maybe they can use it.
(P2 , 12 APR 2025)

P2 demonstrated creative and flexible thinking skills by proposing several new ideas for unusual uses of PET bottles, such as making them into hand sanitizer containers, plant pots, and decorations for children. P2 stated that using PET bottles as hand sanitizer containers is something that is rarely known by people and is considered an interesting idea. This reflects flexibility in interpreting the function of objects and the ability to adapt information from foreign sources into contextual innovations.

Furthermore, P2 also adjusted the use of bottles to the needs of three different categories of users—children, parents, and tourists. For children, for example, used bottles can be used as decorative plant pots to make them more attractive. Meanwhile, for parents, bottles can

be used as simple functional aids. Although bottles are considered less useful for tourists, P2 still shows the possibility of using them for tourists who like gardening but do not have pots. This shows P2's ability to transfer ideas across contexts, which is part of the flexibility of thinking in foreign language learning. In the EFL context, P2's experience shows that Google Translate not only functions as a literal translation tool, but also as a medium that facilitates the understanding of English texts and encourages the creation of new ideas.

Thus, the learning experience through Google Translate indirectly contributes to the development of EFL students' bilingual creativity through the encouragement to identify, organize, and convey ideas in English that are relevant and contextual. Google Translate facilitates easy access to equivalent words or terms that enable students like P2 to convey their creative ideas in a more structured way in two languages.

Used bottles can be used creatively, such as a shoe cabinet with four bottle racks that can hold two pairs of shoes. This cabinet is green and decorated with characters such as Hulkiri, My Melody, Kuromi, and Cinnamoroll. I originally wanted to add a gray-green color, but my sister didn't agree, so I just went with green.

Bottles can also be used as red flower pots or carpets, both of which are cost-effective. There are even multifunctional wooden chairs that can be used as tables or steps.

However, not everyone is interested in using recycled goods. Parents may still prefer regular pots and carpets, while travelers may find it

impractical to bring items made from bottles—for example, bringing a bottle carpet on a plane seems unreasonable.
(P3 , 12 APR 2025)

It is explain P3 demonstrated the ability to imagine various alternative ways to utilize objects from plastic bottles, such as making shoe cabinets, flower pots, carpets, and even multifunctional chairs that can be used as tables or stairs. Although P3 did not explicitly state that all of these ideas came directly from Google Translate, he said that GT was part of the process of discovery and formation of ideas through searching for information and inspiration from English texts or articles accessed online.

Furthermore, P3 reflects a level of fluency in generating various possibilities, as well as flexibility in adapting the function of the object to a form different from its usual use. P3 even thinks about the context of the use of the object by various groups of users, namely children (with character decorations such as My Melody and Cinnamon Roll), parents (who might use pots or cabinets made from bottles), and travelers (who P3 believes would most likely not use items made from bottles for practical reasons when traveling). This shows the ability to think divergently and consider contextually—two things that are important in linguistic creativity.

Overall, P3's answers reflect how GT not only helps students find and adapt English terms, but also gives them space to explore creative possibilities in real-life contexts. P3 successfully connects local ideas

with foreign terms, and adapts them in English to produce diverse and applicable concepts.

“Tempat Pensil dari botol, tempat parfume dari botol, Dan kursi sebagai hiasan dinding.”

“saya akan memberikan tempat Pensil kepada anak kecil untuk dia Gunakan untuk menyimpan alat tulis sekolahnya, saya juga memberikan tempat Pensil kepada orang tua untuk digunakan sebagai tempat penyimpanan alat tulis kerja Dan saya juga akan memberikan tempat Pensil kepada pelancong untuk menyimpan Informasi atau Biodata penting”

(P4, 13 APR 2025)

It is explain that P4 explained how the pencil case from the bottle can be given to three different categories of users: children to store school stationery, parents to store work equipment, and tourists to store important information or biodata. This shows contextual understanding and divergent thinking, which reflects creative thinking skills in adapting the function of objects to various social needs.

In the context of EFL (English as a Foreign Language), this creativity can be developed through exposure to texts or ideas in English that are translated or modified using technologies such as Google Translate. In this process, students can discover new terms, learn sentence structures, or find discourses that illustrate unconventional uses of objects. This stimulates new ideas that can be

applied in real-life contexts and expands students' communicative competence in English.

The use of GT clearly plays an important role in helping P4 articulate his ideas in English, where he can easily express local concepts in the form of foreign terms that are easier to understand. Although in these ideas P4 does not directly mention the terms translated through GT, the ability to construct clear and effective sentences in two languages reflects the role of GT in enriching vocabulary and improving the fluency of creative thinking. This suggests that the language learning experience through GT can broaden the creative horizons of bilingual EFL students by providing easier access to various ideas and terms that enrich expression in two languages.

“botol bekas dijadikan alat komunikasi, celengan berbentuk tabung yg terbuat dari botol, botol bekas dijadikan pot bunga sebagai hiasan.”

“saya akan memberikan tempat pencil ke anak kecil, untuk menyimpan barang yg mereka bawa. kemudian saya akan memberikan kursi tetapi ada pijatannya ke orang tua, agar nyaman. lalu saya akan memberikan alat komunikasi ke pelancong untuk jaga-jaga jika alat komunikasi mereka ada yg hilang.”

(P5 13 APR 2025)

It is explained that P5 mentioned several innovative ideas related to the use of used bottles, such as being used as a communication tool, a tube-shaped piggy bank, and a flower pot as decoration. These ideas

demonstrate divergent thinking skills, namely the ability to develop various new possibilities from the same object—in this case, used plastic bottles. Furthermore, P5 contextualized the use of the object for three different user groups: small children were given pencil cases to store items, the elderly were given chairs with massage for comfort, and travelers were given communication tools from used bottles as a backup if their main tool was lost. This shows that informants not only think creatively, but also consider the social function and needs of users, which is an indicator of flexible thinking skills in constructing new meanings from old objects.

In the context of EFL (English as a Foreign Language), this kind of idea generation process can be facilitated by the use of Google Translate or similar technology. Students often discover new insights, phrases, or ideas from translated English texts, which then inspire them to think outside the box. For example, the terms “communication tools” or “flower pots” commonly found in English texts may not only be understood literally, but also updated based on the local context and actual needs, as P5 did.

Thus, the language learning experience through GT helped P5 develop his bilingual creativity, so that he could think more flexibly in formulating ideas and conveying creative concepts in two languages. GT supported P5 in accessing various terms and phrases in English, which broadened the horizon of ideas that could be conveyed in a wider and more relevant context.

“I see chairs as not just for sitting, but also for having additional functions. For example, chairs that can be converted into tables, suitable for narrow spaces. Chairs with Bluetooth speakers are also interesting for relaxing or studying. There is also the idea of chairs with bookshelves under or behind the seat so that books are easy to reach. The use of the chair also depends on the user. Children may use it as part of a game, parents look for comfort such as cushions and backrests, while travelers need a chair that is light, foldable and easy to carry.”

(P6 , 13 APR 2025)

It can be seen that P6 thinks creatively to change the function of the chair, such as changing the chair into a table, making a chair with a Bluetooth speaker to listen to music, and even adding a small bookshelf under the chair to read without having to stand up. These ideas demonstrate divergent thinking skills, which is the ability to generate various ideas or creative solutions from the same object, according to different needs or contexts. Furthermore, P6 also considered how the chair could be used by three different groups: children, seniors, and travelers. For example, a chair for children might be more like a toy, where they can climb or hide under. For seniors, the chair would prioritize comfort, such as being equipped with soft cushions and back support or armrests. Meanwhile, for travelers, a chair that is lightweight, foldable, and easy to carry would

be more practical for use when traveling. This approach shows that P6 can adapt ideas according to the characteristics and needs of users, which is an important aspect of flexible thinking.

In the context of EFL (English as a Foreign Language), the use of Google Translate can be a means for students to enrich their vocabulary and gain new insights into various ideas or terms in English. For example, terms such as "folding chair" or "Bluetooth speaker" discovered through translation can trigger students to think about the practical and creative applications of everyday objects in their local context. The learning experience through Google Translate provided additional benefits for P6 in expressing her ideas in English, as well as helping to construct appropriate and understandable sentences in two languages. Although P6 did not directly mention the use of GT to translate certain terms, the ability to think creatively and translate those ideas into English fluently shows the positive influence of GT use in supporting EFL students' bilingual creativity. Overall, GT helped enrich vocabulary and expression skills in two languages, which enabled P6 to share creative ideas in a global context.

“Used bottles can be used to store items, make soap dispensers, or flower pots. However, pots made from plastic bottles are more suitable for small plants because their root space is limited. To make it, simply cut the bottle to the shape of the pot. Bottles can also be used as emergency dispensers, for example for sauces such as soy sauce, as long as they are cleaned properly so that no soap residue is

left behind. In addition, bottles can be used to store small, valuable items.”

(P7 , 13 APR 2025)

It can be seen that P7 mentioned three interesting alternative uses for used bottles, namely: first, using used bottles to store items, second, turning them into soap dishes, and third, turning plastic bottles into temporary flower pots. However, P7 also provided critical thoughts on the limitations of using plastic bottles for large plants, because the roots of large plants need more space to grow, so plastic bottles may not be ideal for this purpose. P7's ability to think flexibly and creatively in terms of using used bottles shows good fluency and flexibility in modifying ideas. This shows that P7 not only accepts the original function of bottles as containers, but can also think differently about how everyday objects can be modified to meet various needs.

In the context of EFL (English as a Foreign Language), the process described by P7 can be an example of how translation technology such as Google Translate can assist in the development of new vocabulary and concepts. For example, terms such as “soap dispenser” or “flower pot” can be encountered when translating a text in English, which then inspires students to think about practical or creative uses for these objects in their daily lives. This also serves as a good way to improve students' understanding of the context and use of words or objects in English.

The language learning experience through Google Translate helped P7 convey his ideas in English more fluently and in a structured way. Although P7 did not explicitly mention using GT to find equivalents for certain words, the ability to explain various ideas clearly in English reflects how the use of GT can support fluency in thinking and expression in two languages. With access to various terms in English, P7 was able to develop his creativity and convey his ideas in a broader context.

C. Unique and Uncommon Thinking (Originality)

In the Unique and Uncommon Thinking (Originality) aspect, participants are given imaginative questions that aim to see the extent of students' ability to produce ideas that are unusual, unique, and rarely thought of by others. The originality aspect in the TTCT (Torrance Tests of Creative Thinking) framework places great emphasis on the novelty of ideas and their differences from the majority response. In this case, students need to show that they can not only think creatively, but also be able to get out of common thought patterns in imaginative and surprising ways. In the context of learning English as a foreign language (EFL), this type of question also serves as a means to measure the extent to which participants are able to use English to express creative thoughts in complex and spontaneous ways. For example, if a participant imagines a chair that

has a Bluetooth speaker on its back, a bookshelf hidden under the chair, and a water bottle modified into an automatic air freshener that activates when someone sits down, then this shows a high level of originality. The use of language to explain these unusual ideas also shows competence in critical thinking, imagination, and conveying complex ideas in the target language. Thus, this question not only tests creativity in the context of TTCT, but is also relevant to see the extent of fluency and depth of language in the context of EFL.

Botol plastik bekas dapat dimanfaatkan sebagai alat pembersih portabel, terutama di toilet umum yang tidak memiliki semprotan udara. Selain itu, botol juga dapat dimodifikasi menjadi mainan, seperti pistol sekali pakai dengan tutup yang dapat mengapung jika diputar. Berdasarkan yang pernah saya baca, botol plastik juga dapat dimanfaatkan sebagai penyekat ruangan atau ayunan. Akan tetapi, ayunan biasanya memerlukan bahan yang kuat seperti besi atau kayu, sehingga saya meragukan keamanan dan kestabilan kursi botol plastik. Begitu pula dengan penyekat ruangan, jika hanya disusun berdampingan, botol dapat dengan mudah roboh. Selain itu, botol juga dapat dimanfaatkan untuk irigasi tetes dan lampu hias. Pada malam hari atau saat tanaman membutuhkan suhu yang hangat, lampu hias dapat diganti dengan lampu penghangat agar suhu dan kelembapan tetap sesuai dengan kebutuhan tanaman.
(P1 , 12 APR 2025)

It is explain that P1 demonstrated a fairly prominent level of originality by presenting unique ideas from everyday objects such as plastic bottles and chairs, although delivered in a spontaneous and somewhat exploratory manner. For example, the first idea about

plastic bottles used as portable cleaning tools for public toilets demonstrated the participant's ability to see alternative uses for very common objects in a humorous yet functional way. This idea was unusual, but practically relevant, demonstrating flexible and out-of-the-box thinking, which is an important indicator of the originality aspect of TTCT.

Next, P1 mentioned about modifying bottles into weapons or disposable toys, as well as bottles used in drip irrigation systems combined with LED lights or even plant heating lamps. In this development, participants tried to combine concepts from the world of agriculture, technology, and environmental needs into one innovative idea. Although the explanation was delivered with a less systematic flow, the main idea reflects thoughts that rarely appear in the general public. The combination of elements of plant needs, artificial light sources at night, and the use of plastic waste shows courage in exploring ideas across functions and contexts.

From an EFL perspective, P1 also reflects the creative thinking process that occurs in the use of English as a foreign language. The participants tried to convey their ideas using mixed vocabulary (English and Indonesian) and sentence structures that were not yet completely neat, but still tried to explain complex concepts spontaneously. This shows that in the EFL context, originality does not only come from uncommon ideas, but also from the courage to use a foreign language to describe abstract and technical ideas.

“One uses I think chair marshmallow one I think of umm turning a chair into candies. Because even my self I think its kinda absurd impossible but it can possible.”

“Maybe umm plant pot and shovel from bottle they can just be one side you know like pot plant pot and shovel maybe you can display the pot on a chair it’s look like decoration”

(P2 , 12 APR 2025)

P2 demonstrated some forms of original and unusual thinking. For example, the idea of turning a chair into a marshmallow is an extreme example of divergent thinking and shows truly unconventional thinking. Although it may seem “absurd,” as P2 herself admitted, the idea actually reflects the courage to imagine something unrealistic yet creative, which is the essence of the originality aspect of TTCT. In creativity testing, this kind of imagination is highly valued because it shows an attempt to think outside the normal framework of an object’s function.

In addition, P2 proposed a combination of plastic bottles as plant pots and small shovels, which were then placed on the chair as decorative elements. Although simpler than the previous idea, this still reflects creativity in combining various functions of objects that were not originally designed for that purpose. The placement of plant pots on the chair also shows creative visual and spatial thinking, making functional objects part of the aesthetics of the space. In the EFL context, P2’s responses reflect spontaneous use of English. P2 seems

to still be trying to construct sentences, using repetitions of words such as "I think" and "umm," and showing hesitation in expressions ("kinda absurd," "maybe"). However, in the context of testing originality, this shows that P2 is able to think creatively and dare to convey unique ideas in the target language. This shows that the creative thinking process can still occur.

“Well I got one and it’s a ladder hmm I mean yeah sure it can become a stairs especially like if you stuck In the chair then it become like ladder.”

“Basically bottle and led light right , well we can eventually use it as flashlight maybe its actually similar to a flashlight but it can change colors instead of like flame white .

Bottle chair also known as the plastic chair.”

(P3 , 12 APR 2025)

It is explain that P3 describes a ladder that can be used as a chair or a substitute for a ladder when someone is stuck in a chair. This idea shows how to look at a common object—in this case, a ladder—from a different perspective and find new ways to use it. In the EFL context, this is an exercise in explaining new situations or functions using relevant vocabulary and expressions that can enrich communication skills in English. The respondents explained the idea using easy-to-understand, everyday language, which shows their ability to explain ideas clearly even when the topic is unfamiliar.

Next, P3 gave an example of a bottle and an LED light combined

to create a flashlight that can change color, rather than just producing plain white light. This is a clear example of creative thinking involving combining two seemingly unrelated objects to create something new and useful. In an EFL context, this idea can trigger the learning of new vocabulary, as well as ways to convey innovative ideas in English. In addition, this learning can enrich knowledge about how language can be used to describe objects that function differently or in unusual ways.

Furthermore the discussion about the plastic chair (bottle chair) shows a more practical way to look at everyday objects and transform them into something more unique or different from their usual function. In an EFL context, this can be a good exercise in describing objects in new ways, as well as improving creative thinking skills in constructing sentences or conveying ideas in English.

“saya akan membuat kursi menjadi hiasan dinding dengan menempelkannya di dinding, dan cara anehnya yaitu duduk di kursi yang tertempel di dinding”

“bisa, yaitu saya akan menggabungkan kursi pijat dengan kursi istirahat”

(P4 , 13 APR 2025)

It is explain P4 describes a very unusual way of using an everyday object, a chair, by making it a wall decoration. What makes it strange and funny is the idea of remaining seated on the chair even though it

is attached to the wall. This reflects divergent thinking, which is the ability to generate unusual ideas from common objects. In the EFL context, this idea challenges learners to describe unusual scenarios in English, thus enriching their ability to describe creative and abstract situations.

In addition, the statement about combining a massage chair with a rest chair is also an example of a simple but imaginative innovation. The combination of these two types of chairs creates a new concept that can function double-duty: as a relaxation tool and also as a comfortable resting place. This shows the participants' ability to imagine a functional combination of two different objects into one useful invention. In the context of learning English as a foreign language, this idea trains students to convey complex ideas and explain the functional relationship between two objects orally or in writing.

“mungkin kursi yang dibentuk se akan akan menjadi tangga”

“celengan dengan pot bunga? jika di gabungkan pasti akan menjadi hiasan yg cantik dan bisa menjadi tempat penyimpanan.”
(P5, 13 APR 2025)

It is explained that P5 first idea mentioned that the chair shaped like a ladder is an interesting form of visual imagination and shows an unconventional design approach. This concept blurs the boundaries between the two functions of an object - sitting and climbing - which

are generally considered separate. In the context of English language learning, this provides an opportunity for learners to explain the form, dual function, and visual interpretation of an object, which is an important exercise in description and creative expression.

The second idea, combining a piggy bank with a flower pot, shows innovation in combining two objects that are usually unrelated into one object that is functional and aesthetic. The result is a decoration that not only beautifies the room, but also has practical value as a place for storage. This shows original thinking, where participants are able to see the added value of combining decorative and utilitarian functions. In the EFL context, this idea opens up opportunities to enrich vocabulary around household objects, dual functions, and how to describe something that is combined or multifunctional.

“Yes! A chair that tells jokes when you sit on it! It can have a speaker inside that says “Hello dreamer people, Lol...”

*”Yes! I combine a chair + lamp became a smart reading chair. It has a small light and USB charger.”
(P6 , 13 APR 2025)*

It is explained that P6 describes the first Statement, which is the idea of a chair that can talk or tell jokes when someone sits on it, depicts an imaginative and humorous form of thinking. The chair even greets with the words, “Hello dreamers Lol,” which creates a personal and humorous impression. This reflects the ability of the participants

to create unexpected interactions between inanimate objects and humans. In EFL learning, this kind of idea is very helpful in developing narrative skills, as well as introducing vocabulary and expressions related to technology, emotions, and humor.

Furthermore, the idea of combining a chair with a lamp to create a smart reading chair is an example of innovative thinking that leads to functionality and comfort. The addition of a small lamp and a USB charger makes the chair ideal for reading and working, combining comfort with technology. This demonstrates the participants' ability to design creative solutions to everyday needs through the combination of unusual objects. In the EFL context, participants not only practiced their ability to explain objects and their functions, but also demonstrated their mastery in explaining the benefits and features of the invention.

“I mean if you have like water bottle that you just use finish drinking it usually I feel it or just refill it I don't think many people refill their plastic bottles they prefer their own water bottle and didn't really care about the plastic bottles . They just throw it the dumpster usually.”

“Maybe I can combine soap liquid dispenser with other things and in the bathroom I mean I would use probably liquid soap dispenser quite often maybe but I don't know I guess I can combine it with something. But If you want to combine container like salt , sugar you can combine it like spoon or scoop as how much rather than dumping it or just taking it hand by hand.”

(P7 , 13 APR 2025)

It is explained that P7 explained the idea in the first part, P7 conveyed a personal idea about used plastic drinking bottles. He noted that most people tend to throw away plastic bottles after use, and do not reuse them. Although this is not a creative idea directly, this observation can be the basis for developing new sustainable solutions—for example, designing a unique way to transform used bottles into functional objects. In the EFL context, this provides an opportunity to explore descriptive and reflective language, as well as convey personal opinions in English.

In the second part, P7 tried to think of a way to combine the liquid soap dispenser with other objects. Although the idea was still not concrete, the idea of combining the two showed an attempt to think creatively. Then continued with a clearer idea: combining containers such as salt and sugar with measuring spoons so that users can determine the amount without having to pour carelessly. This is a form of practical and original thinking that can be very useful in everyday life. In the context of EFL learning, participants began to show the ability to explain the process and function of an object, as well as describe how to use it.

D. Expanding the Idea (Elaboration)

The Elaboration section of the Torrance Test of Creative Thinking

(TTCT) framework emphasizes the importance of developing ideas in detail and realistically. In the context of junior high school EFL students, this skill not only challenges language skills but also trains students to think logically, systematically, and solve problems. In this stage, students are asked to choose one idea from a pool of creative ideas they have previously generated, then explain further how the idea can be realized. For example, a student develops an idea about a chair that has a bookshelf on the back. He or she then has to explain what materials are needed to realize the idea, such as light wood, small metal for the shelves, and fixing screws. In addition, students are asked to think about potential problems with using the object, such as the possibility of the shelf being unstable when the chair is moved, and how to overcome this problem, such as adding additional supports sources.

Through this process, students learn not only to stop at the divergent thinking stage, but also to be able to elaborate ideas functionally. They begin to consider the technical aspects, user comfort, and efficiency of the objects they design. Activities like this greatly support the development of productive and applicable creativity in the context of foreign language learning, because students must express their ideas using English using the Google Translate tool to explain cause and effect, and outline solutions coherently. Therefore, the elaboration stage not only functions as an in-depth exercise in expressing ideas, but also forms an integrative

understanding between students' language and critical thinking skills.

To make a drip irrigation system, simply use a bottle cap, a raffia rope that has been perforated with small holes, and cotton or cotton buds. One side of the bottle is cut so that water can enter, and this part functions as a place to refill the air. When the water runs out, the bottle cap is opened and refilled. The bottle is then installed on a wooden pole near the plant so that it can circulate air automatically.

Alternatively, the raffia rope can be replaced with a strong, lockable cable tie. The tip of the bottle cap can also be made using a 3D mold in the shape of a funnel with holes that can be adjusted for flow. For the inside, simply make a hole as needed.

(P1 , 12 APR 2025)

It is explain that P1 explained in detail how to make a simple drip irrigation system using used items, such as bottle caps, perforated raffia rope, and cotton buds. This explanation shows the participant's ability to describe technical processes with a fairly detailed structure, which is one form of language application for communicative and functional purposes in EFL learning.

What stands out in P1 response is ability to develop the initial idea into a more complex and innovative solution. After explaining how the simple version of the irrigation system works, P1 went on to provide other alternatives, such as replacing the raffia rope with a stronger, lockable tie, and modifying the tip of the bottle cap using 3D printing technology to form a funnel with an adjustable hole. This idea also includes adjustments to the inside of the bottle to support water flow. This elaboration reflects critical and creative thinking skills

communicated through English, indicating that the participant not only understands the technical concept, but is also able to explore and convey the development of the idea through Google Translate and then convey it verbally. In the context of EFL learning at the junior high school level, the ability to develop and elaborate ideas is very important because it supports the mastery of high-level speaking and writing competencies. Through activities like this, students not only use English to answer questions briefly, but also to explain, suggest, and giving solutions.

“I’ll chose bottle so plant pot from bottles you can get a bottle of course and then something sharp like knife or scissors you just cut the top part of the bottle and then you can decorate with maybe like paint or stickers that’s it.”

“ I’ll choose Hand-sanitizer PET bottle so you would need some equipment which i forgot but you need some chemicals to do a proccess called pyrolysis . pyrolysis is basically like u decomposition but its basically just heating up materials need fire use a heating system and then you would also need water And like ingredients to make the hand-sanitizer. Maybe for plant pot the plant will be too big for plant big so you can combine like bottle into one so be a bigger space . maybe you can combine fews like two or three that’s how to deal the problem.”
(P2 , 12 APR 2025)

It explain that P2 explained simply how to make a plant pot from used bottles, namely by cutting the top of the bottle using a sharp tool such as scissors or a knife, then decorating it with paint or stickers.

This shows the ability to explain the procedure directly and practically in English. This explanation is the starting point for the idea development process. Then, P2 developed the idea by explaining the possibility of using other used bottles such as PET bottles to make hand sanitizer through a chemical process called pyrolysis. Although the explanation of the tools and materials was not completely complete, P2 showed an attempt to convey more complex technical concepts, including the need for fire, a heating system, water, and certain chemicals. This shows that students are trying to combine scientific knowledge with English language skills in explaining more abstract processes, which is an indication of the development of critical and elaborative thinking.

Furthermore, P2 also identified potential problems in the plant pot project, namely the size of the pot which might be too small for a large plant. As a solution, he proposed combining several bottles into one larger pot. This is a real form of idea expansion, because students do not only follow one simple solution, but also develop alternative solutions based on the problems identified. In the context of EFL learning in junior high schools, this kind of idea development is very important because it encourages students to use English not only functionally, but also reflectively and creatively. The use of language in explaining, developing, and modifying technical ideas shows active involvement in higher-order thinking processes.

I chose to make a cabinet and flower pots from used bottles. The cupboard is made by gluing several bottles together using a glue gun, while the pot is made by cutting the top of the bottle and filling it with soil. If the bottle is damaged, it can be repaired with glue, unless the bottle has melted or changed shape due to heat. Hard plastic bottles cannot be blown again because they will expand at their weakest point and can break. Therefore, avoid heating it above 60°C and it is better to use warm water or a heat-resistant container such as a stainless steel bottle.

(P3 , 12 APR 2025)

In P3 explanation, it is shown how a simple idea can be developed into a broader and deeper explanation through exploration of techniques, solutions, and even the technical limitations of the materials used. At the beginning, P3 explains two creative projects based on recycling, namely making a cabinet and a flower pot from plastic bottles. For the cabinet, P3 mentions the need for many plastic bottles and hot glue, then arranging them by sticking them together to form a cabinet. For the flower pot, the process is explained simply by cutting the top of the bottle, adding soil, and the pot is ready to use. This explanation shows basic procedural understanding and language skills to convey a series of actions logically.

However, a clearer form of elaboration emerged when P3 discussed the technical issue of broken plastic bottles. She explained

in depth why some plastic bottles cannot be repaired if they break or become deformed by heat. This explanation included knowledge of the physical properties of plastic, such as melting point, deformation by heat, and the risk of overheating. P3 also compared plastic to other materials such as stainless steel, demonstrating an understanding of the differences in material characteristics as well as alternative solutions such as using warm tap water instead of boiling the bottles. Although the language used was not entirely academically coherent, the attempt to explain scientific concepts in detail demonstrated an authentic and reflective form of elaboration.

"I will make a pencil case from a bottle by cutting off the top of the bottle and adding decorations around it."

"There might be a problem if it is used by small children, namely if we cut it untidily it can cause the tip of the bottle to become sharp and pointed, the solution is to add flannel."

(P4, 13 APR 2025)

Participant P4 demonstrated quite complex creative thinking skills through the idea of utilizing used bottles as pencil cases. In the process, P4 explained that the top of the bottle would be cut off, then decorated to make it look attractive as a storage tool. Although the idea seemed simple, the participant managed to show a good level of elaboration by identifying potential safety issues. P4 mentioned that sloppy cutting could cause the edges of the bottle to become sharp,

which is dangerous if used by children. The solution offered was to add soft materials such as flannel to the cut edges of the bottle, which not only functioned as protection but also provided additional aesthetic value. This shows that students not only focus on function, but also on the safety and comfort aspects of the user.

“communication tools, the materials needed are 2 used plastic bottles, rope, cutter (scissors), and decorations.”

“the rope could suddenly break. and the way to overcome this is if you bring glue, the rope can be reconnected using glue or if you don't have it, you can buy a new rope.”

(P5, 13 APR 2025)

Participant P5 delivered a creative idea about utilizing used bottles as a simple communication tool. He mentioned that the tool can be made by utilizing two used plastic bottles, rope, scissors or cutter, and some decorative elements. This idea reflects functional creativity by utilizing materials that are easily found in the surrounding environment for communication purposes, such as the “bottle telephone” game that is often used by children. P5 also demonstrated good elaboration skills by identifying one of the potential problems in using the tool, namely the rope that can break suddenly when used. To overcome this problem, P5 provided two alternative solutions: first, by reconnecting the rope using glue if available, and second, by replacing

the old rope with a new rope that can be purchased.

This response shows that the participant is not only able to generate ideas, but also anticipate potential obstacles and offer practical solutions. In the context of EFL learning, this response shows how students can communicate their thinking processes clearly using English, as well as demonstrate an understanding of cause-and-effect processes and simple decision-making. Thus, participant P5 demonstrates the application of elaboration aspects functionally that support problem-solving skills and English literacy in creative contexts.

"So, my idea is to make a chair that also has a small bookshelf. I plan to use wood to make the seat, and I will add a small metal shelf under the seat where people can store books."

"I will use screws and glue to make it strong, and I will also add padding to the seat to make it comfortable. One problem I have in mind is that if someone moves around a lot while sitting, the bookshelf inside could come loose or fall. To solve this, I will use strong screws and maybe add a small lock or latch to keep the books in place. That way, the chair will still be functional and safe."
(P6, 13 APR 2025)

It is explain that P6 begins by conveying a creative idea to make a chair that also functions as a small bookshelf. The initial description includes the selection of materials (wood for the seat, metal for the shelf), as well as the tools to be used such as screws and glue. The addition of cushions to the chair also shows attention to the comfort

aspect, which shows detailed and applicable planning. Elaboration occurs when P6 continues to identify potential problems, namely the possibility of the bookshelf becoming loose or falling if the user moves a lot while sitting. P6 then provides a logical and realistic solution, namely using strong screws and considering adding locks or hooks to keep the books in place. This explanation not only shows creativity in design planning, but also reflects analytical thinking and solution-oriented abilities in communicating ideas all done using English. In the context of junior high school EFL learning, the ability to develop ideas as demonstrated by P6 is an important indicator of functional and academic language proficiency.

“I choose the container ,start it container you would need plastic bottle or glass bottle plastic but something that really don’t use you can pick anything I guess like any bottle and also you need like a LID because you didn’t want anything to get into your stash or into the containment like to prevent outside things from getting inside , I mean if you afraid the lid would just like slip off I guess you can put like lock in there so that it not fell of something that.”

“I mean some of bottle like that I said maybe sometimes it can break one day but no one knows for sure it might break definitely break like some plastic bottles little less often there is probability that it will leak and something will break and everything will be spelled out.”
(P7 , 13 APR 2025)

P7 explained the idea how to make a container from used plastic bottles and cups. She explained the basic materials, suggested a lid to

protect the contents, and demonstrated an understanding of the function of the container and the ability to convey the procedure in English using Google Translate. Elaboration emerged when P7 discussed potential problems, such as a loose lid, and offered a practical solution in the form of a small key. She also considered the durability of the container, especially the risk of breaking or leaking if using a plastic bottle. Although her language was still wordy and less coherent, P7 demonstrated the ability to connect the main idea with technical aspects. In the context of English learning in junior high school, this reflects the development of reflective and solution-oriented thinking, as well as the use of language to convey problems and solutions.

E. Reflecting Learning from Translation in Google Translate

Reflection Section Learning from Translation is an important stage in the creativity-based learning process, especially when EFL (English as a Foreign Language) students use tools such as Google Translate. This reflection aims to explore what students learned from the process of translating their ideas into English, and how this process affected their understanding of the ideas and the language itself. In this context, translation is not only seen as a language tool, but also as a bridge to more flexible and expressive thinking. Through the use of Google Translate, junior high school students who may have limited vocabulary and sentence structure, are able to explore

possibilities of expression that they had not previously thought of. This activity not only encourages them to expand their vocabulary skills, but also gives them the opportunity to see their ideas from new perspectives.

Reflection on the use of Google Translate also allows students to become aware of differences in meaning, nuances of words, or sentence structures between Indonesian and English, which often triggers discussion and revision of their initial ideas. This process is in line with the principle of meta cognition, where students learn to observe and evaluate their own thinking and language processes. In addition, this reflection stage helps teachers understand how students interpret the use of technology in learning, as well as how they build confidence to express ideas in a foreign language. Thus, Reflection – Learning from Translation is not only the end of the creative thinking process, but also the beginning of strengthening deeper visual, verbal, and cognitive literacy in junior high school EFL students. The researcher finding variation answer from student linear statements new English words did you learn from using Google Translate and translating help you think more creatively.

“Mungkin itu kayak bahasa inggris nya beberapa kayak yg belum pernah saya dengar sebelumnya dan itu pun muncul di google setelah saya baca artikel artikel inggris tersebut dan menggunakan Google Translate benar-benar membatu menemukan kata-kata baru.”

“ya sangat membantu sekali dalam proses berpikir kreatifnya terutama saat saya menemukan kata kata baru dalam google translate tiba-tiba terlintas ide atau kata baru yang saya ingin sampaikan dalam bahasa inggris”

(P1 , 12 APR 2025)

P1 showed that using Google Translate not only helped in understanding English texts, but also contributed directly to the development of creative thinking. P1 said that many previously unknown English vocabulary became understandable after using Google Translate to read and translate English articles. From this process, a new understanding of word forms and variations emerged which triggered the emergence of fresh ideas that had not been thought of before. This shows that translation is not only a language aid, but also functions as a cognitive trigger in generating new ideas.

“There are a lot but some new words I learn are ingenious all be then something else”

“I think how it helped is that now that I understand the sentences in English I can just

Branch out new ideas you know so that help me to Enhancing my creativity.”

(P2 , 12 APR 2025)

P2 showed that the use of Google Translate made a positive contribution to the development of English language skills while encouraging creative thinking skills. P2 said that through the translation process, he found many new vocabularies, one of which

was the word ingenious which enriched his knowledge of expressions in English. In addition to simply understanding, P2 also explained that understanding the meaning of the sentence as a whole in English helps to "branch out new ideas", or in other words, develop new ideas that were previously unthinkable. This shows that understanding texts in a foreign language can open up a wider space for thinking and stimulate creativity.

"I think like gate-keeping that means activity of controlling and usually limiting that system that control access operational tools to cause computer networks or the like. So that helpful me for find new word."

"Kalo objek biasa saya nyari di google I just copy paste indonesian word then I translated hhm so 50 50 more creatively using GT"

Participant P3 reflected that the process of using Google Translate not only helped him understand the meaning of new words in English, but also introduced previously unknown concepts, such as the term gate-keeping. He explained that through translation and exploration of meaning, he understood that gate-keeping relates to access control systems, especially in the context of computer networks and operational equipment. This shows that students are not only exposed to new words, but also gain a deeper conceptual understanding of English that is technical or abstract. Thus, translation becomes a gateway to connecting language and knowledge across disciplines.

In addition, P3 also said that the process of finding ideas through Google Translate was done by copying words in Indonesian, then translating them into English. He admitted that the impact on creativity was “50:50” sometimes very helpful, but sometimes so-so, depending on how the translation gave rise to new ideas. This admission reflects that the effectiveness of Google Translate as a tool for developing creativity is greatly influenced by the active involvement of students in processing the meaning and context of the words found.

"kemarin saya baru saja mencari kata radang dalam bahasa inggris, kita biasanya mengetahui nya sebagai inflammation tetapi ada vocab lain yaitu rankling"

"yup sangat membantu sekali , mungkin karena saat kita menerjemahkan akan ada kata alternatif dibawahnya sehingga akan membantu kita menjadi Lebih kreatif dalam meyusun kalimat"
(P4 , 13 APR 2025)

Participant P4 experience in using Google Translate shows the important role of this technology in fostering language comprehension and creative thinking for junior high school EFL students. In his reflection, P4 said that he had just translated the word “radang” and found that besides inflammation, there were other alternative vocabulary such as rankling. This finding shows that through the translation process, students not only obtain direct equivalents but are

also exposed to various expressions that enrich their lexical knowledge. The understanding that one word in Indonesian can have more than one equivalent in English is an entry point for students to develop language flexibility and understand the context of word use more deeply.

Furthermore, P4 emphasized that the presence of alternative translation features that appear automatically in Google Translate is very helpful in building more varied and creative sentences. When students are faced with different word choices, they are encouraged to consider the nuances, structures, and meanings that best suit the ideas they want to convey. This is in line with the aspects of elaboration and originality in TTCT, where creativity is not only determined by the idea that first appears, but also by the ability to expand, enrich, and organize the idea in a unique and contextual form of expression.

“Ya, saya menemukan katakata baru dan belum familiar pada saya seperti ladder yg artinya tangga, karena setau saya biasanya tangga itu staircase.”

“Yes , sangat membantu sekali dalam berpikir kreatif terutama saat menggunakan Google Translate pasti selalu muncul kata-kata alternatif dibawahnya sehingga dengan kata alternatif di bawahnya yang sangat menarik saya bisa mengembangka kreativitas yang saya inginkan.”

(P5 , 13 APR 2025)

Participant P4 showed that the use of Google Translate had a real impact on the understanding of English vocabulary and at the same time encouraged the emergence of new ideas. In his reflection, he revealed that through the translation process, he discovered previously unknown words, such as ladder for "stairs", which turned out to have a different meaning from the one he had previously known, namely staircase. This difference not only broadened students' lexical understanding but also showed how Google Translate opened up opportunities to explore alternative meanings in English. This is important in the EFL learning process because it shows how students begin to understand the nuances in the contextual use of vocabulary.

Furthermore, P4 emphasized that the suggestion feature or alternative words that appear under the translation results in Google Translate are an important source in developing creativity. From the choice of words that appear, he feels interested and encouraged to develop more varied and original expressions or ideas. This process reflects the dimensions of fluency and originality in TTCT, where students do not just stop at one solution or one choice of words, but are able to explore many possible expressions.

“Yeah of course when I used Google Translate, I learned some new words like ‘reading’, ‘in the park’, ‘relaxing’, ‘foldable’, and ‘outdoors’.

“Interestingly that help me think creatively, like these words not only expanded my vocabulary but also helped me see simple objects in a

different way. For example, after seeing the word foldable, I suddenly imagined making a foldable chair that can be used in the park to relax while reading. So, just one word can bring up new ideas that I have never thought of before. It was so much fun!"

(P6 , 13 APR 2025)

The statement from participant P6 shows how the translation process through Google Translate not only enriches vocabulary but also encourages the emergence of original creative ideas. In his experience, P6 mentioned that he learned new words such as reading, in the park, relaxing, foldable, and outdoors when using Google Translate. These words not only provide new linguistic knowledge but also trigger creative thinking. For example, after finding the word foldable, P6 was suddenly inspired to design a folding chair that can be used in the park to relax while reading. This reflects the ability of elaboration, namely developing an idea from one vocabulary into a complete and applicable product concept. Furthermore, this experience confirmed that a single word in English can trigger previously unthinkable ideas, a process that is very important in developing creativity in students.

"There is the word that I found out like long time ago now I kinda forgot it what it is but one time I searching like word shock or something then GT shows Flabbergasted something like that . If I said shock I will using ' flabbergasted' not using 'shock' . so it helpful find new word after using GT."

“It sometimes gives new word that I cant elaborate into whatever I making so that it would make sense its kinda give me pretty like some ideas for things that I’m working on so yeah helpful my creativity”.
(P7 , 13 APR 2025)

Participant P7 experience shows how interacting with Google Translate can trigger linguistic and conceptual creativity in EFL learners. In her interview, P7 shared a moment when she was looking for the equivalent of the word “shock” and unexpectedly found the word flabbergasted. This discovery opened up an opportunity to enrich her English expression in a more specific and expressive way. P7 stated that after learning the word, she tended to use flabbergasted instead of shock because it sounded more emotionally powerful. This shows an increased ability to choose more appropriate diction and more creative nuances as part of the originality ability in creative thinking.

Furthermore, P7 also emphasized that Google Translate not only provides equivalent words, but also provides alternatives that he can explain in the context of the idea or project he is working on. These new words become catalysts for building more meaningful and sensible sentences or concepts, reflecting the flexibility dimension in TTCT, namely the ability to see various possible uses of one idea or word.

1.3. Observation in Learning Class

In this observation, it was conducted as secondary data in the form of a case study where researcher can see the extent of students' experience in using Google Translate to improve their bilingual creativity and also researcher see aspects of students in using Google Translate during classroom learning and in the observations conducted by researcher, researcher observed students as the main object in the study where researcher have obtained permission to conduct observations during classroom learning, especially when students use Google Translate. Aspek yang di observasi meliputi Use of Google Translate in Learning English, Student Creativity, Student and Teacher Interaction and Difficulties and Challenges.

Part 1: General Information

1. Observation Date: 28 March 2025
2. Teacher Name: Mr. Adi
3. Class Name: 8 Bilingual
4. Number of Students Involved: 12
5. Activity Duration: 1x 60 hour

Part 2 . Use of Google Translate in Learning English

Table 4.1. Use of Google Translate in Learning English

No	Observed Aspects	Yes	No	Comment
1	Students use Google Translate to translate words or sentences.	✓		Students actually use GT as a tool to translate words or ideas that are in their minds.
2	The teacher directs students to use Google Translate in writing assignments.	✓		The teacher actually directed students to use GT in writing assignments.
3	Students use Google Translate to understand English texts	✓		Students actually finds new words to understand the context.
4	The use of Google Translate is focused on developing students' creativity.	✓		Students think very creatively when using GT
5	Students work in groups to translate creative ideas using Google Translate.	✓		Students work together and exchange ideas and understanding that have been generated from GT.
6	Students are given the opportunity to	✓		The teacher gives students the

	discuss the translation results and difficulties in using them.			opportunity to discuss and the teacher also provides examples if a student asks a question.
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According from that table that almost all students actively use Google Translate to translate words and sentences from Indonesian to English. This shows that GT is the main tool for students in developing their ideas into the target language, as well as being a bridge of understanding between languages. Students do not only rely on GT as a passive translator, but also as a tool to expand vocabulary and understand the context of sentences in the English texts they read. Teachers also play an active role in encouraging the use of GT, especially in writing assignments. Teachers directly guide students to use GT as part of the text-writing process, which in turn helps students explore more appropriate word choices and sentence structures. This approach not only improves accuracy in writing, but also encourages students to think more creatively in choosing the right words.

Furthermore, the use of GT in learning has been proven to stimulate students' creativity. When they try to convey creative ideas, they are encouraged to find the most appropriate and interesting words or phrases. This process involves critical thinking skills, language exploration, and deep contextual understanding. Interestingly, this activity is not only done individually, but also in group work. Students

exchange ideas and translation results, and discuss to produce better and more natural sentences or paragraphs. The teacher also provides sufficient discussion space for students to discuss their translation results, including the difficulties encountered when using GT. In fact, the teacher also provides examples of correct usage if errors are found in the students' translation results. This shows that the use of GT is not merely mechanical, but is actually part of a communicative and collaborative learning process.

Group 1

1. Irfan
2. Pandu
3. Athar
4. Salma

That morning, the sun slowly emerged. From behind the hills, illuminating the green valley that was still covered in thin mist. A cool breeze blew gently, carrying the scent of blooming wildflowers, bird chirped happily, welcoming the new day. The dew on the tips of the leaves sparkled in the morning light, like gems hidden among the grass. In the distance, the gurgling sound of a small river flowed melodiously, complementing the harmony of nature that soothed the heart.

The trees swayed slowly, as if dancing to the rhythm of the wind that whispered softly. The warm sunlight began to penetrate the gaps in the leaves, creating beautiful shadows on the ground wet with dew. The stream whispered softly, flowing the secrets of the nature that only the rocks that faithfully heard understood. It sounds happily, waving at the trees on its boundaries "as if inviting them to join in the never ending peace of nature"

Figure.3.1. Short Story using GT Member Group 1

The results of Group 1's ideas in creating short stories in English show how the use of Google Translate can encourage bilingual creativity (bilingual creativity) of junior high school EFL students through the aspects of fluency, flexibility, originality, and elaboration. In terms of language fluency, this story text shows that students are able to construct a narrative that flows well from one sentence to another. Sentences such as “That morning, the sun slowly emerged from behind the hills...” till “inviting them to join in the never-ending peace of nature” show a coherent and consistent flow. Although they most likely used Google Translate to translate certain parts, the end result is not stiff or disjointed. This shows that they not only understand the sentence structure in English but are also able to process it into a natural narrative—an indicator of increasing fluency in using a foreign language.

The ability to choose words and expressions that are appropriate to the context is also clearly visible in this work. For example, the verb “emerged”, “sparkled”, “whispered”, dan “complementing” is not just a literal translation, but reflects the students' ability to choose words that are appropriate to the nuance and emotional atmosphere. This shows that students are able to move between meanings and adapt the Google Translate results to the context of the story evidence that they are not just passively receiving the translation results, but are actively emitting and adapting them flexibly.

The stories created by Group 1 also showed a high level of originality. They not only recounted natural situations, but also embedded elements of personification and metaphors such as “the stream whispered softly, flowing the secrets of nature” dan “dew...like gems hidden among the grass.” This is evidence that students used Google Translate not to imitate directly, but as a starting point for developing creative and poetic language. Their imagination is clearly visible in describing the living nature, as if every element of nature becomes a character in the narrative.

The aspect of elaboration or development of ideas is very prominent in this work. Students do not stop at just one description, but rather expand and enrich their stories with sensory and atmospheric details like “the scent of blooming wildflowers,” “the gurgling sound of a small river,” till “creating beautiful shadows on the ground wet with dew.” The use of these details shows that students have learned not only to translate, but also to develop narratives descriptively and aesthetically. They are able to combine various elements to create a complete and touching atmosphere, which greatly supports the development of narrative writing skills in two languages.

Based on the results, it is clear that the experience of using Google Translate has encouraged students to be more creative in two languages. They not only understand new understandings, but are also able to manipulate and develop language into complex imaginative expressions. This shows that Google Translate can function more than

just a translation tool—it becomes a learning tool that supports the development of students' creative thinking skills, original expressions, and linguistic skills simultaneously. Therefore, the responses from Group 1 provide strong evidence of Google Translate's contribution to developing EFL students' bilingual creativity, as the main focus of this thesis research.

Group 2

1. Fara
2. Fazila
3. Raihan
4. Naufal

That morning , the sun gracefully ascends from behind the hills , flooding the grass-filled valley covered in mist with warmth and light. A flurry of air blew tenderly, carrying the fragrance of blossoming wild flowers. From a far , a symphony of birds song happily. Far below in the valleys , a child contentedly two picked in the soft grasses , bulking in the sea of greenery , she quickly found a tree admist the vast ocean of grass and rests herself beneath the tree , the shade shielding her from the sunshine . The child excitedly took out a warm sandwich from her basket munching on it delightedly.

Figure.3.2. Short Story using member group 2

The results of short story translation by Group 2 show that students not only use Google Translate as a translation tool, but also

as a language exploration medium that supports the development of their bilingual creativity. In terms of fluency, Group 2 managed to construct sentences in English with a fairly coherent and easy-to-understand flow. Opening sentences such as “That morning, the sun gracefully ascends from behind the hills...” show that they are able to use complex yet natural sentence structures. The transitions between sentences are also quite smooth, flowing from a description of the morning atmosphere, to a picture of a child sitting on the grass, to the moment when he enjoys a sandwich. This shows that they have processed the translation results not only literally, but also by considering the fluency of the narrative.

The text also shows flexibility in the choice of diction and structure. Students use words such as “ascends” (naik secara anggun), “a flurry of air” (hembusan udara), dan “bulking in the sea of greenery” which shows courage in exploring uncommon insights. Although there are some minor errors (for example, “two picked” which appears to be a typo of “took a picnic” or “was picking flower”), this reflects an active learning process, where students try to combine Google Translate results with other word choices that they think are appropriate to the context of the story.

The short story from Group 2 has a strong touch of originality. The short story not only describes nature, but also adds the figure of a child enjoying the morning atmosphere while carrying provisions. Sentences such as “she quickly found a tree amidst the vast ocean of

grass and rests herself beneath the tree” and “The child excitedly took out a warm sandwich from her basket, munching on it delightedly” display a personal and imaginative narrative. These sentences create vivid and unique scenes, which are not only the result of translation, but also creation. The development of details in this story is also commendable. Group 2 enriches the narrative with sensory elements such as “the fragrance of blossoming wild flowers”, “the symphony of birds song”, and “the shade shielding her from the sunshine.” This shows that students do not stop at basic translation, but also add layers of detail to strengthen the atmosphere and imagination. With the help of Google Translate, they can explore synonyms and expressions that strengthen the picture of the story.

The stories produced by Group 2 show that the use of Google Translate has provided a space for exploration for students in using English creatively and imaginatively. They not only learn new understandings, but also how to form complete and expressive narratives. This process helps them in improving bilingual creativity through the application of aspects of fluency, flexibility, originality, and elaboration. Thus, this work is a real proof that Google Translate can be a tool that supports the development of creative writing skills in two languages, in accordance with the focus of the thesis and answers the research questions comprehensively.

Group 3

1. Farzana
2. Nabilah

From behind the hills, illuminating the green dale still covered in the thin fog. A cool breeze blows gently , carrying the scent of blooming wildflowers. Birds chatter happily , welcoming a new day . A quiet and peaceful atmosphere in a beautiful hollow. The wind fluttered softly in my hair . The rain slowly starts pouring from the skies as if welcoming the arrival of the sun.

Figure.3.3. Short Story using GT Member Group 3

The short story results from Group 3 show that students have used Google Translate as a tool to express their imagination in English, while also demonstrating their ability to translate and develop story ideas creatively. In terms of fluency, Group 3' narrative showed quite good use of sentence structure, although there were still some parts that seemed incomplete, such as the opening sentence " From behind the hills, illuminating the green dale..." which should have been refined into a complete sentence. However, overall, they managed to compose a paragraph whose flow could be followed smoothly, and described the morning atmosphere quite clearly. Sentences such as "A cool breeze blows gently, carrying the scent of blooming wildflowers" demonstrate the ability to construct natural and

contextual phrases.

Group 3 shows a fairly diverse choice of language. They use words like “dale” (synonym from “valley”) and “hollow” to describe a natural valley or depression, indicating a willingness to explore Google Translate results or look for variations of a word. The sentence “The wind fluttered softly in my hair” shows a choice of descriptive verbs that demonstrate an understanding of the nuances of language, rather than just a literal translation. This story displays unique imaginative elements, especially in the part “The rain slowly starts pouring from the skies as if welcoming the arrival of the sun.” This sentence implies a poetic contradiction that invites rain but welcomes as if the sun which shows that students try to convey more symbolic ideas, not just ordinary descriptive ones. This shows that they dare to experiment and express their ideas personally and creatively.

Although the paragraph is relatively short, Group 3 has tried to add quite rich descriptive elements. For example, details such as “the scent of blooming wildflowers,” and “birds chatter happily” provide a picture of a lively morning atmosphere. However, the potential for elaboration can be further developed, for example by adding interactive characters or a longer narrative. Still, this result already reflects their efforts in developing the story from the results into a more lively narrative translation. The short stories produced by Group 3 reflect that the use of Google Translate has given them access to

express creative ideas in English in varied and original ways. They demonstrate a basic understanding of sentence structure, the courage to use various understandings, and the ability to develop imagination into narrative form. Although there is still room for improvement, these results indicate that Google Translate can be an effective tool for fostering bilingual creativity in EFL students.

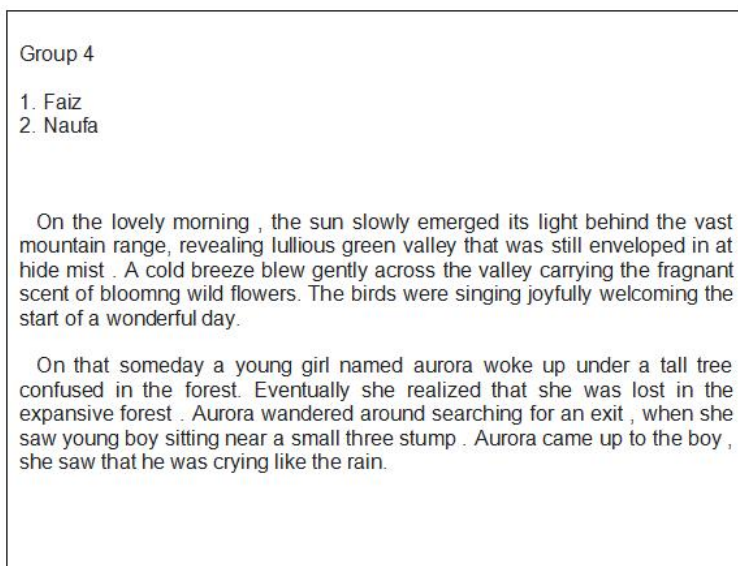


Figure.3.4. Short Story Using GT Member Group 4

The story results from Group 4 show a strong development of students' bilingual creativity in composing English narratives with the help of Google Translate. Their stories not only describe the natural atmosphere imaginatively, but also combine elements of character and

conflict, which enrich the quality of the narrative. This story is written with a relatively smooth and easy to understand sentence structure. Opening sentences such as “On the lovely morning, the sun slowly emerged its light behind the vast mountain range...” show that students are able to construct descriptive narratives that are coherent and flow naturally. Transitions between sentences are also done quite well, such as the transition from describing the natural atmosphere to introducing the character Aurora. the story remains communicative and smooth. Group 4 shows the use of language and sentence structure. They do not understand the literal translation, but try to use various words and expressions to describe emotions and moods. For example, the phrase “crying like the rain” is a fairly creative form of personification, which shows that they are trying to express emotions in a different style of language. The use of words such as “eventually”, “expansive”, dan “revealing” also reflects a higher level of word exploration.

Group 4 story is quite original and imaginative. They not only create a description of nature, but also raise a character named Aurora who wakes up in the middle of the forest creating elements of mystery and adventure. The presence of conflict, namely Aurora who is lost and meets a crying boy, gives depth to the narrative. This shows their ability to create a story from scratch, combining the results of the translation with original ideas that they designed themselves. This story is quite developed and detailed. The student does not stop at just

describing the place, but continues to present the characters and emotional dynamics. Sentences such as “Aurora wandered around searching for an exit...” and “she saw that he was crying like the rain” show the development of the plot and the mood of the characters. With a little technical improvement, this story could be a complete and interesting short story narrative.

Group 4 work shows that Google Translate acts as a tool that encourages creative exploration in English writing. Through this GT tool, students are able to construct narratives rich in imagination and meaning, by combining descriptions of nature, depictions of emotions, and clear storylines. Aspects of fluency, flexibility, originality, and elaboration are all present in this work, making their story a living proof that the use of Google Translate can enhance the creativity of bilingual EFL students at the junior high school level.

Part 3 Student Creativity

Table 4.2. Student Creativity

No	Observed Aspects	SA	A	N	D	SD	COMENTS
1	Students demonstrate the ability to generate new ideas when	✓					Most students can demonstrate ideas using GT.

	using Google Translate						
2	Students can change or enrich the translation to express their creative ideas.		✓				It is very satisfying when students have rich ideas to express their thoughts when using GT.
3	Students demonstrate flexibility in choosing appropriate words or expressions in the language.		✓				Most are very flexible in choosing the right words.
4	Students feel more confident in using a English language to express their ideas.	✓					Students are very confident
5	Students demonstrate good elaboration skills in developing translated		✓				They are very good at elaborating their ideas.

	ideas.						
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Based on the observation table conducted, it can be seen that most students showed significant ability in generating new ideas when using GT. This shows that they do not only use the application as a literal translation tool, but also as a means to explore and develop personal ideas that were previously limited by vocabulary or language structure limitations. When faced with writing and speaking tasks or activities, students can utilize GT features to channel their thoughts in English that is easy to understand and relevant to the context. In addition to the ability to generate new ideas, most students are also able to enrich the translation results from GT to better reflect their personal expression. They do not just accept the raw translation results, but make modifications, revisions, or even replace certain words with choices that are more appropriate to the atmosphere or meaning of the message they want to convey. For example, if GT translates a phrase stiffly or unnaturally, students can recognize this and try to adapt it to sound more natural in the context of the sentence. This shows a critical understanding of language and the ability to process the translation results into something more creative and communicative.

The ability to choose the right words or phrases is also a strong indicator of students' flexibility in thinking. Observation results show that they are very flexible in determining the most appropriate equivalent words based on the translation results provided by GT. In

this case, students show the courage to explore various language possibilities and not be fixated on just one translation result. They compare several alternative words or phrases, then choose which one best suits the meaning or tone they want to convey in writing or speech. This ability shows that students are beginning to understand the nuances of language and have a more mature semantic awareness, which is an important part of the creative thinking process in a foreign language.

The use of GT also has a positive impact on students' self-confidence in expressing their ideas using English. In observations, it was seen that students felt more confident when they received technological assistance that could support them in finding the right words or sentences. This self-confidence makes students more courageous in conveying their ideas, both verbally and in writing, without fear of making mistakes. This is very important in the context of EFL (English as a Foreign Language) learning, because one of the main challenges faced by students is fear or shame in using a foreign language actively. With the help of GT, these obstacles can be minimized, so that students can focus on the content or ideas they want to convey rather than worrying too much about language mistakes.

Part 4. Student and Teacher Interaction

Table 4.3. Student and Teacher Interaction

No	Observed Aspects	Yes	No	Comment
1	Teachers provide feedback to students on the use of Google Translate	✓		That's really great
2	The teacher guides students to understand the differences in context in translation.	✓		That's really great
3	The teacher encourages students to share their translation results and creative ideas with classmates.	✓		Sure enough, the teacher motivated them to share ideas with each other in their respective groups.
4	The teacher provides guidance in overcoming translation difficulties or errors.	✓		That's really great

Based on the results of the observation table above, it is known that the role of teachers in assisting students in using GT is very significant and has a positive impact on the development of students' language skills in general and bilingual creativity in particular. First, teachers consistently provide feedback to students on their use of Google Translate. This feedback is not only corrective, but also guides

students in understanding how their translations can be improved or adjusted to better fit the natural English context. Through targeted feedback, students become more aware of common mistakes that often occur when using GT and learn to be more critical in evaluating translations. Such interactions not only help students correct language errors but also foster metacognitive awareness of how to use translation tools effectively.

Furthermore, teachers also actively guide students to understand the differences in context in the translation process. Not all translations from GT can be used directly without adjustment, because there are differences in culture, situation, and contextual meaning between Indonesian and English. In this case, teachers have an important role to explain to students how context can change the meaning of words or sentences, and how to choose a more appropriate translation with the intended communication. This process greatly helps students develop critical thinking skills and sensitivity to the deeper meaning of language, which are important elements in the development of language creativity.

Furthermore, teachers also encourage students to share their translation results and creative ideas that emerge during the process with their classmates. This interaction is very important in creating a collaborative classroom atmosphere and supporting the development of students' social and communication skills. When students share their translation results or creative ideas, they learn to express their

opinions, listen to others' opinions, and receive feedback openly. The teacher acts as a facilitator who creates a safe space for sharing, discussing, and exchanging ideas. In this context, GT is not only an individual tool, but also a means of shared learning that connects ideas and interpretations between students.

Then in addition, teachers also provide special guidance in helping students overcome difficulties or errors in translation. When students experience confusion or doubt about the results of GT translation, teachers quickly provide explanations and concrete examples to clarify. Support like this shows that teachers do not only rely on technology as an instant solution, but make it part of the integrated learning process. By guiding students to identify, understand, and correct errors, teachers help students become more independent learners and take responsibility for their own learning outcomes.

A. Difficulties and Challenges

No	Observed Aspects	Yes	No	Comment
1	Students have difficulty understanding the translations produced by Google Translate		✓	-
2	Students have difficulty using translation to	✓		Some students find it

	generate creative ideas.			difficult and most do not.
3	Students feel hampered by translation errors or inaccuracies	✓		Some students feel empty and the majority do not

Adaptation Source: Brown (2004); Kemmis & McTaggart (1988)

Table 4.4. Difficulties and Challenges

Based on the results of the table above, it is explained that in the process of learning English as a foreign language at the junior high school level, the use of technology such as Google Translate (GT) does provide many benefits, especially in terms of helping students understand and express ideas in the target language. However, like other devices, the use of GT is also not free from certain challenges and difficulties that need to be considered by both teachers and students. Based on the results of observations in the Difficulties and Challenges section, several important points were found that illustrate the extent to which these obstacles affect students' learning experiences in a bilingual context.

First, the observation results show that most students did not experience significant difficulties in understanding the translation

results produced by Google Translate. In this aspect, the "No" column is marked, meaning that most students feel that the GT translation results can be understood well and are quite helpful in their learning activities. This shows that GT, although not a perfect tool, has been able to provide fairly accurate and reliable translation results for junior high school students for the basic needs of understanding texts or sentences. Limited understanding of certain sentence structures or meanings may still exist, but is not a major obstacle in the daily learning process.

However, challenges arise when students are asked to use the translation results as a basis for developing creative ideas. In this aspect, there are indications that some students find it difficult when trying to organize or express their ideas creatively using the translation results from GT. This obstacle is not felt by all students, but only a small number. This can be caused by several factors, such as limited vocabulary, dependence on literal translation results, or lack of ability to adapt translations into original and contextual written forms. In other words, although GT is able to provide basic language structures, some students still need further guidance to transform the translation results into creative and communicative language products.

In addition, another challenge faced is the feeling of being disturbed or hindered by errors or inaccuracies in the translation results from GT. In this case, it was also found that most students did

not feel hindered, but there were still some who admitted to experiencing emptiness or discomfort when they found translation results that were not as expected. For example, if the translation results are too stiff, do not connect with the context of the sentence, or feel foreign, students can feel confused and disoriented in continuing their assignments. Although the number of students who experience this is not dominant, the feeling of "emptiness" or doubt about the GT results can have an impact on self-confidence and fluency in constructing sentences more creatively. This is important to note, because negative experiences in using technology can affect students' motivation to continue exploring and learning.

B. DISCUSSION

This study makes a new contribution to bilingual creativity research by addressing a gap not covered in previous studies. Unlike Kharkhurin and Li Wei (2014), who focused on code-switching and innovation in multilingual students, this study shifts the focus to junior high school students and the use of digital tools such as Google Translate to stimulate bilingual creativity. This study also builds on Ghonsooly and Shawqi (2012), who linked foreign language learning to divergent thinking (fluency, flexibility, elaboration, originality), by examining how translation technology impacts students' narrative work. Furthermore, while Gang Sui's (2015) study explored contact literature through a poetry workshop, this study suggests that cross-

language creativity can also emerge from simple narrative writing with the help of technology, which is more applicable to junior high school students. This study further extends Fajar and Rochmah's (2024) findings on Google Translate improving writing skills by also focusing on creativity, not just scores or perceptions. Finally, while Wirantaka and Fijanah (2021) explored the effectiveness of Google Translate from a teacher's perspective, this study provides an authentic perspective by examining students' experiences as active users and creators.

The results of this study indicate that Google Translate has a positive impact on the development of bilingual creativity in junior high school EFL students, especially in four aspects of divergent thinking: fluency, flexibility, originality, and elaboration. Based on the short story writing task, students demonstrated fluency by expressing ideas fluently in English, flexibility through varied vocabulary and sentence structures, originality by creating imaginative storylines, and elaboration by adding sensory details. For example, Groups 1 and 4 used complex metaphors and sensory images to describe natural settings, while Groups 2 and 3 composed emotionally expressive narrative sentences using Google Translate. This process highlights that, although students rely on translation tools, they actively edit and adjust the translations to make them more natural and contextual. This suggests that technology serves not as a passive tool, but as a bridge to active and context-aware bilingual

creativity.

This finding has close relevance to previous research, but also fills a gap that has not been achieved. If Kharkhurin and Li Wei's (2014) study emphasized that code switching can increase innovative capacity, then this study shows that technology such as Google Translate also has the same effect, especially when students use the translation results as creative inspiration and language exploration materials. This strengthens the argument that bilingual strategies both cognitively (code switching) and technologically (machine translation) can stimulate creativity. Meanwhile, Ghonsooly and Shawqi's (2012) study which proved that EFL learning can improve divergent thinking skills was also expanded by this study by adding the variable of using translation technology as a medium for creative thinking training in all four dimensions. This finding is also in line with Gang Sui's (2015) study which used poetry as a medium for contact literature, but this study targeted elementary school students and showed that even simple narrative forms can be a field for the growth of bilingual creativity, with the help of digital devices.

Furthermore, this study deepens the research of Malik Fajar and Noviatul Rochmah (2024) who found that Google Translate has a positive impact on students' writing skills. The difference is, this study does not only measure technical writing skills, but explores the creative side and exploratory experiences of students during the text

creation process. This finding adds a new perspective that improving writing skills also involves emotional and imaginative dimensions, not just structural ones. Meanwhile, if the research of Wirantaka and Fijanah (2021) focuses more on teachers' perceptions of strategies for using Google Translate, this study shifts the focus to students' perceptions and direct experiences as creators, thus providing a more authentic picture of how technology supports creative thinking skills in a bilingual context.

Thus, this study not only confirms the results of previous studies on the relationship between bilingualism and creativity, but also broadens the scope of the theory by showing that active and reflective use of Google Translate can be an effective pedagogical tool for developing bilingual creativity in junior high school EFL students. This study closes the theoretical gap by providing a practical perspective from the context of primary education in Indonesia, which has not been widely discussed in previous studies. Therefore, this study enriches the literature by revealing how technologies such as Google Translate not only function as language aids, but also as a medium to develop students' bilingual creativity imaginatively and practically in the context of foreign language learning at the elementary education level.

This study has several limitations. First, the participants were limited to junior high school students in one school, so the results cannot be generalized. Second, the accuracy of Google Translate was

not analyzed in depth, so potential translation errors could affect the results. In addition, external factors such as students' motivation and initial abilities were not controlled. Further research with a wider scope and mixed approaches is recommended to strengthen these findings.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researchers provide conclusions and suggestions based on the discussion that has that have been described in the previous chapter.

A. CONCLUSION

The results of this study indicate that the use of Google Translate significantly contributes to the improvement of bilingual creativity of EFL students at the junior high school level. In the process of writing short stories, students showed developed abilities in four main aspects of creativity: fluency, flexibility, originality, and elaboration. Google Translate is a tool that not only supports fluency in expressing ideas but also triggers students' courage in choosing varied sentence structures, discovering new vocabulary, and developing more imaginative descriptions. Students learn to adjust the translation results, refine the language, and incorporate cultural elements and personal experiences into their writing.

First, this study reveals that the use of Google Translate can foster the development of bilingual creativity in EFL students at the junior high school level. In the process of writing short stories, students were shown to be able to express their ideas more fluently (fluency), and produce rich language variations (flexibility), indicating active involvement in the creative thinking process. Google Translate acts as a bridge for students to access English that they may have previously

had difficulty understanding or using.

Second, in terms of originality, the use of Google Translate helps students develop their imagination through new vocabulary and sentence structures that they are not used to in everyday contexts. This can be seen from the way they describe the atmosphere, characters, and settings of the story in a more expressive and metaphorical style. This process shows that translation is not only about moving language, but also about reshaping meaning through creativity.

Third, in the elaboration aspect, students demonstrate the ability to develop main ideas into richer narrative forms, by describing details such as natural settings, character emotions, and complex interactions. Google Translate helps them get the form of words and phrases that support the development of these ideas. This shows that if used with critical awareness, translation technology can enrich students' creativity in developing foreign language texts.

Fourth, the results of this study confirm that Google Translate not only helps technically in translation, but also cognitively in shaping bilingual creative thinking skills. Students become more accustomed to switching between languages, adjusting contexts, and revising the translation results to better suit the intended meaning and writing style. This strengthens Google Translate's position as a potential pedagogical tool in creativity-based language learning.

B. Suggestions

Based on these findings, the researchers suggest that English teachers at the junior high school level consider integrating Google Translate as an aid in creative learning activities, such as writing narratives, poems, or story-based project assignments. The use of GT should not only focus on literal translation, but should be directed at the process of language exploration, word choice, and effective sentence structure. Teachers can also guide students to understand the limitations of GT, such as idiomatic or contextual errors, so that they can develop evaluative and reflective language skills.

In addition, educational institutions need to provide basic digital literacy training for students so that they can use tools such as Google Translate critically and responsibly. Further research is highly recommended, both quantitatively and qualitatively, to further explore the impact of the use of translation technology on other language skills, such as speaking and reading, and to see its long-term effects in the context of bilingual education more broadly.

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APPENDICES

Appendix 1

Depth Interview

PARTICIPANT P1

Ideas 1:

Sistem Irigasi Tetes:

Botol plastik dapat diubah menjadi sistem irigasi tetes sederhana untuk tanaman. Dengan melubangi botol dan menanamnya terbalik di dekat tanaman, air akan menetes perlahan, menjaga tanah tetap lembap.

Wadah Penyimpanan Barang Kecil:

Botol dapat digunakan untuk menyimpan barang-barang kecil seperti kancing, paku, atau manik-manik. Botol plastik transparan memungkinkan Anda melihat isinya dengan mudah.

Lampu Hias:

Botol kaca atau plastik dapat diubah menjadi lampu hias yang unik. Dengan memasukkan lampu LED ke dalam botol, Anda dapat menciptakan efek cahaya yang indah.

Pot Tanaman Gantung:

Botol plastik dapat diubah menjadi pot tanaman gantung yang menarik. Dengan memotong bagian atas botol dan menambahkan tali, Anda dapat membuat pot gantung untuk tanaman kecil.

Alat Penyiram Tanaman Kreatif:

Melubangi tutup botol dengan banyak lubang kecil, dan botol dapat digunakan sebagai alat penyiram tanaman yang memberikan efek air menyebar seperti shower

Translate to English:

Drip Irrigation System:

Plastic bottles can be turned into a simple drip irrigation system for plants. By poking holes in the bottle and placing it upside down near the plant, air will drip slowly, keeping the soil moist.

Small Storage Containers:

Bottles can be used to store small items such as buttons, nails, or beads. The clear plastic bottles allow you to easily see what's inside.

Decorative Lights:

Glass or plastic bottles can be turned into unique decorative lights. By inserting LED lights into the bottle, you can create beautiful lighting effects.

Hanging Plant Pots:

Plastic bottles can be turned into attractive hanging plant pots. By cutting off the top of the bottle and adding string, you can create a hanging planter for small plants.

Creative Plant Watering Tools:

By poking holes in the bottle cap with lots of small holes, the bottle can be used as a plant watering tool that provides a shower-like air distribution effect.

Ideas 2:

Rak Buku atau Pajangan:

Kursi yang sudah tidak terpakai, terutama yang memiliki sandaran, dapat diubah menjadi rak buku atau tempat memajang barang-barang dekoratif.

Ayunan:

Kursi yang kuat dan kokoh dapat diubah menjadi ayunan yang unik dan menyenangkan, baik di dalam maupun di luar ruangan.

Meja Samping atau Nakas:

Kursi kecil atau bangku dapat diubah menjadi meja samping atau nakas yang praktis, terutama di ruang tamu atau kamar tidur.

Partisi Ruang:

Beberapa kursi yang disusun berdampingan dapat digunakan sebagai partisi ruangan yang unik, memisahkan area yang berbeda dalam satu ruangan besar.

Tempat Penyimpanan:

Kursi yang memiliki ruang di bawahnya dapat dimanfaatkan sebagai tempat penyimpanan tambahan untuk barang-barang seperti selimut, bantal, atau mainan

Translate to English:

Bookshelves or Display Cases:

A worn-out chair, especially one with a backrest, can be transformed into a bookshelf or display for decorative items.

Swings:

A sturdy, sturdy chair can be transformed into a fun and unique swing, both indoors and outdoors.

Side Tables or Nightstands:

A small chair or stool can be transformed into a practical side table or nightstand, especially in a living room or bedroom.

Room Dividers:

Several chairs placed side by side can be used as a unique room divider, separating different areas in a large room.

Storage:

Chairs that have space underneath them can be used for additional storage for things like blankets, pillows, or toys.

Elaborated ideas:

Answer number 1:

Bottles, objects that we often take for granted, actually hold extraordinary creative potential. Through a touch of innovation, used bottles can be transformed into stunning functional and aesthetic objects. Imagine a simple plastic bottle transformed into an efficient drip irrigation system, saving plants from drought in the dry season. Or, the bottles are neatly arranged into storage containers for small items, keeping the workspace or hobby corner tidy. Moreover, glass bottles can be transformed into decorative lamps that emit soft light, creating a warm and romantic atmosphere in the room. Even plastic bottles can be transformed into unique hanging plant pots, bringing a fresh green nuance to a narrow balcony or terrace. These ideas are not only recycling, but also celebrating creativity and sustainability. By reusing used bottles, we not only reduce plastic waste that pollutes the environment, but also create new objects that have utility and artistic value. Every bottle that is transformed into something new is proof that human imagination has no limits, and that beauty can be found in the simplest things.

Answer number 2:

Chairs, which we generally know as seating, actually have a much wider potential for use than that. With a little creativity, chairs can be transformed into unique decorative and functional elements. For example, an old chair can be transformed into an attractive bookshelf or display, giving a vintage touch to the room. A sturdy chair can be transformed into a fun swing, creating a relaxing atmosphere at home. A small chair can function as a practical side table or bedside table, saving space and adding a personal touch. Several chairs arranged together can become a flexible room partition, separating areas without building permanent walls. Even the space under the chair can be used as additional storage. These ideas prove that chairs, objects that we often take for granted, can

be a source of inspiration for creating more creative and functional spaces.

PARTICIPANT P2

Plastic Bottle

Ideas

1. Pot tanaman dari botol
2. Tiruan marakas.
3. Botol sebagai sekop.
4. Hand sanitizer dari botol.

Translated Ideas & Elaboration

1. Plant pot from bottles.

Bottles can be reused as a pot for plants by simply cutting the upper part of the bottle to allow more space for the plant. This is a simple way to acquire pots & reduce waste at the same time.

2. Mock maracas.

You can use bottles to make a maraca—or multiple of them. Simply fill the bottle with something that'd make the bottle produce loud noises, like raw rice & corn, and then close the bottle cap tightly to prevent spilling. This is a very simple way to make music instruments.

3. Bottle as a makeshift shovel.

Bottles can be used as a shovel by separating the top part from the rest of the body, and then cutting one side at an angle so that it can dig into & carry rocks, dirt et cetera. This is suitable when you really need a shovel, since plastic bottle is obviously very malleable & not as sturdy as actual shovels.

4. Make hand sanitizer out of PET (polyethylene therephthalate) bottle.

Ethanol can be extracted from PET plastic through a process called pyrolysis, which produces ethylene, and this ethylene is then hydrated with water to form an ethanol solution. This ethanol can be processed further into hand sanitizer. This is a totally inconvenient way to acquire hand sanitizer, but it is a fun chemistry project nonetheless.

Plastic bottles, which are very often perceived as nothing more than waste, actually holds a lot more value & utility. Through a touch of creativity, you can turn bottles into simple plant pots, allowing you to place plants pretty much anywhere you want. To maximize the use of the entire bottle, you can also make a shovel out of the top part of the bottle. Bottles can also be turned into the Latin American rhythmic percussion instrument, maracas. It's a simple & fun art project, an uncomplicated way to attain instruments, AND a creative way of reducing waste, all at the same time. Maybe you're feeling quirky? Bottles, specifically PET ones, can be turned into hand sanitizer through a rather tiring process of chemistry. This method of producing hand sanitizer is very costly & time consuming, but it is money & time well spent for certain people. All of these utilizations are proof that nothing is useless—not even the seemingly insignificant plastic bottle; that we shouldn't undervalue anything before understanding them further.

Chair

Ideas

1. Kursi sebagai tempat penyimpanan.
2. Kursi sebagai alat olahraga.
3. Membuat marshmallow dari kursi.
4. Kursi untuk tempat pajangan.

Translated Ideas & Elaboration

1. Chair as storage.

Use a chair as a storage shelf to store items like bags, book & clothes. This is an easy & practical way to get more storage space, albeit it looks a bit messy.

2. Chair as an exercise equipment.

A chair can be used for various exercises like elevated push-ups, for example, which requires you to do push-ups on an elevated surface rather than the usual flat ground. This makes lots of exercises more accessible.

3. Make marshmallow from chairs.

Natural wooden chairs contain cellulose, which is basically just sugar at its core. You can convert this cellulose into glucose through some chemistry & process the glucose into marshmallow.

4. Chair as display.

You can use chairs to display things like plants, statues & art pieces. This is a creative way to use chairs & even enhance artworks if the chair complements the pieces well.

Chairs are primarily used for seating, providing a raised surface to rest one's body. However, they hold much more utility than most people realize. For example, you can use that chair at the corner of your room as a temporary storage for dirty laundry. Maybe you have a plant that you don't know where to put? You can use a chair to display it as well, enhancing the overall aesthetics of your space. Besides enhancing your home, chairs can also be used to enhance your body—you can make use of a chair to do exercises like elevated push-ups and tricep dips, among others. Are you a chemistry nerd? A chair can also, surprisingly, be turned into sugary sweets like marshmallow through some chemistry. These ideas reveal that even a simple chair possesses tons of utilities, especially to the ingenious minds.

n/b all ideas are fully translated with Google Translate with some alterations to the translation results. Elaborations are directly written in English with only a few sentences translated using Translate.

PARTICIPANT P3

Tugas: Bilingual interview

Soal 1:

object: Botol

Ide yang dikembangkan (sesuai urutan)

- Botol menjadi Lemari
- Botol menjadi pot bunga
- Botol menjadi Karpet

lemari untuk menaruh sepatu.

Aku melihat ada banyak cara alternatif penggunaan botol, contohnya adalah lemari untuk menaruh sepatu. Lemarinya ada 4 pilar yang terbuat dari botol untuk memuatkan 2 sepatu, warna lemarinya adalah hijau dan memiliki gambaran sanrio seperti Hello kitty, My melody, Kirumi and Cinnamoroll.

Ada juga pot bunga yang terbuat dari botol. Pot bunganya berwarna merah dan bisa menghematkan uang. Tidak hanya itu, Bahkan ada karpet yang terbuat dari botol. Seperti botol pot bunga, Karpet bisa menghematkan uang juga

Translation:

Developed ideas (in order)

- Bottles into Cabinets
- Bottles into Flower Pots
- Bottles into Carpets

I see many alternative ways to use bottles, for example a cupboard for storing shoes. The cupboard has 4 pillars made of bottles to hold 2 shoes, the color of the cupboard is green and has a picture of Sanrio such as Hello Kitty, My Melody, Kirumi and Cinnamoroll.

There are also flower pots made of bottles. The flower pots are red and can save money. Not only that, there are even carpets made of bottles. Like bottle flower pots, carpets can save money too

Soal 2:

Object: Kursi

Ide yang dikembangkan (sesuai urutan)

- Kursi menjadi meja
- Kursi menjadi Tangga

Ada juga penggunaan kreatif kursi selain untuk melengankan tubuh kita. Contohnya seperti Kursi kayu yang juga bisa untuk meja

Selain itu, juga bisa digunakan sebagai tangga

Translation:

Developed ideas (in order)

- Chair becomes table
- Chair becomes ladder

There are also creative uses for chairs other than to support our bodies. For example, wooden chairs can also be used as tables

In addition, they can also be used as stairs

PARTICIPANT P4

Ideas 1: (bottle)

Tempat Pensil

Botol plastik dapat diubah menjadi tempat Pensil dengan cara memotong bagian atas Botol Dan menghiasnya dengan menambahkan berbagai ornamen.

Tempat pakan hewan peliharaan:

Botol dapat digunakan sebagai tempat pakan ataupun wadah air otomatis untuk hewan peliharaan, dengan merancang sistem kerja mesin alat tersebut.

Tempat Parfume :

Botol dapat digunakan sebagai tempat Parfume dengan menambahkan alat spray dibagian tutup botol. Dan alat tersebut Sangat berguna di kehidupan sehari hari.

Alat Eksperimen Sains:

Botol kaca adalah Salah satu alat eksperimen Sains yaitu berupa gelas ukur. Dan Botol plastik juga bisa menjadi wadah Eksperimen seperti wadah eco enzyme, pestisida dll.

Tempat minum serbaguna :

Botol memiliki fungsi utama yaitu sebagai tempat minum, umumnya Botol memiliki sifat yang unik yaitu dapat menampung minuman dingin maupun panas.

Translate to English:

Pencil Case :

Plastic bottles can be turned into pencil cases by cutting the top of the bottle and decorating it with various ornaments.

Pet food place :

Plastic bottles can be used as automatic food containers or water containers for pets, by designing the working system of the machine.

Perfume bottle :

Plastic bottles can be used as a place for perfume by adding a spray tool on the bottle cap. And the tool is very useful in everyday life.

Science experimental tools:

Glass bottles are one of the science experiment tools in the form of measuring cups. And plastic bottles can also be experimental containers such as eco enzyme containers, pesticides, etc.

Multi-purpose drinking bottle :

The main function of a bottle is as a drinking container. Generally, bottles have a unique property, namely that they can hold both cold and hot drinks.

Ideas 2: (chairs)

Tempat

beristirahat :

Kursi biasanya digunakan sebagai tempat istirahat di ruang tamu ataupun di dalam kamar.

Kursi pijat :

Ada beberapa kursi yang memiliki keistimewaan yaitu contohnya kursi pijat ini. Kursi ini dapat memijat yang memakainya dengan tenaga listrik.

Sarana belajar :

Ada beberapa kursi yang langsung memiliki meja didepannya yang biasa digunakan mahasiswa atau pelajar untuk membantu dalam belajar.

Hiasan dinding :

Ada beberapa orang yang menempelkan kursinya ke dinding sebagai hiasan dan menambahkan lampu LED untuk menambah nilai keindahan dan estetika dinding.

Translate to English:

Resting Place :

Chairs are usually used as a resting place in the living room or in the bedroom.

Massage chair:

Here are some chairs that have special features, for example this massage chair. This chair

can massage the user with electric power.

Learning tools:

Here are some chairs that have tables directly in front of them. which are usually used by students to help them with their studies.

Wall decoration:

Here are some people who attach their chairs to the wall as decoration and add LED lights to add beauty and aesthetic value to the wall.

Elaborated ideas:

Bottle:

Bottles, are objects that we use every day. Usually we use bottles for drinking and the drinks can vary, either cold or hot. Bottles can also be used for science experiments. With bottles as measuring cups or experimental containers like eco enzyme and etc. Bottles can also be turned into perfume containers by adding a spray tool to the bottle. and there are many other benefits from bottles that we can use for

life.

Chairs:

hairs, is an object that we actually already know, we often encounter and often use. We usually use chairs to sit while watching TV, listening to music, and studying. Chairs can also be used for resting, especially with the type of sofa chair that is long. Chairs can also be a means of learning because sometimes there are chairs that are one with the table, which are usually used in learning activities.

PARTICIPANT P5

Ideas 1 (bottle)

1. Alat komunikasi

Botol plastik bisa menjadi alat untuk berbicara atau berkomunikasi satu sama lain. Tetapi hanya dapat dilakukan dengan jarak yang sekiranya tidak jauh.

2. Celengan

Botol dapat dibuat menjadi celengan untuk menabung ataupun menyimpan uang. Hal tersebut akan sangat bermanfaat bagi yang membutuhkan.

3. Pot bunga

Botol bekas bisa dikreasikan menjadi pot bunga yang menarik. Dan itu bisa dihias sebagus mungkin agar terlihat cantik.

4. Tempat pensil

Botol ternyata bisa juga dibuat menjadi tempat pensil yang berbentuk tabung. Itu cukup menarik dan salah satu kebutuhan anak sekolah.

-Translate to English :

1. Communication tool

Plastic bottles can be a tool for talking or communicating with each other.
But for short distances.

2. Piggy bank

Bottle can be made into piggy banks for saving or storing money. This will be very usefull for those who need it.

3. Flower pot

Used bottles can be turned into attractive flower pots. And it can be decorated as best as possible to make it look beautiful.

4. Pencil case

It turn out that bottles can also be made into tube-shaped pencil cases. It is quite unique and one of the needs of student.

piggy bank or save our money. And just so you know, bottles can also be used as flower pots

Elaboration : After I found out, bottles have many creative uses. One of them is bottles can be a means of communication but not too far a way. Then, bottles can also be used as piggy bank or save our money. And just so you know, bottles can be used as flower pots, its pretty and creative idea. The last is a tube-shaped pencil case made from bottles, I think its interesting and very useful.

>Ideas 2 (chair)

1. Tempat beristirahat

Kursi tentu bisa menjadi tempat beristirahat ketika kita merasa lelah. Itu sangat berguna karena bisa mengobati rasa lelah kita.

2. Tangga

Saat kalian ingin membetulkan sesuatu yang mengharuskan kita untuk naik, kursi bisa menjadi tangga kalian. Contohnya seperti memasang lampu, dll.

3. Menaruh barang

Kursi juga dapat dijadikan meja untuk menaru barang atau menyimpan barang. Hal itu biasanya terjadi di saat berada di tempat umum.

4. Nonton film

Jika ingin menonton film di bioskop ataupun dirumah pasti membutuhkan kursi untuk duduk dan agar nyaman. Mungkin bisa juga sekalian membawa cemilan untuk lebih menikmatinya.

-Translate to english:

1. Place to rest

Chairs can certainly be a place to rest when we are feel tired. It is very useful because it can cure our tiredness.

2. Staicase

When you want to fix something that requires us to climb, the chair can be your staircase. For example, installing lights, etc.

3. Put stuff

Chairs can also be used as tables to put stuff or store the stuff. This usually happens when in a public place.

4. Watching movies

If you want to watch a movie in a cinema or at home, you definitely need a chair to sit on and be comfortable. Maybe you can also bring snacks to enjoy it more.

Elaboration : After I found out, Chairs also have many benefits. Like, it can be a place to rest, like sitting. Then it can be a staircase when we need it. And when in a public place, sometimes we want to put things but there is no table and only chairs available, well those things can be put on the chair. The last is when we watching movies, we definitely need a chair chair to sit on.

PARTICIPANT P7

Ide 1

Vas Bunga :

Botol kaca dapat dibuat jadi Vas bunga,

Botol kaca, terutama yang bening/berwarna, bisa menjadi Vas yang estetik.

Tempat Penyimpanan :

Bisa dijadikan Tempat untuk menyimpan bumbu kering seperti merica,

Dapat digunakan untuk menyimpan barang" kecil.

Tempat Sabun Cair:

Cukup tambahkan pompa di atasnya,

Cocok digunakan di Dapur/Kamar Mandi sebagai tempat Sabun Cuci Piring/Sabun Cuci Tangan

Translate To English :

Flower Vase:

Glass bottles can be turned into flower vases.

Glass bottles, especially the clear or colored ones, can make aesthetic vases.

Storage Container:

They can be used to store dry spices such as pepper.

They can also be used to store small items.

Liquid Soap Dispenser:

Simply add a pump on top.

Perfect for use in the kitchen or bathroom as a dish soap or hand soap dispenser.

Ide 2

Rak Sementara:

Kursi bekas bisa dijadikan Rak Sementara untuk Baju, Pakaian, dll.

Untuk menyimpan barang kalau tidak punya Rak.

Tangga Kecil:

Kursi kokoh bisa digunakan untuk meraih tempat yang cukup tinggi.

Menjadi alat bantu jangkau di tempat yang tinggi.

Meja Kecil:

Untuk menaruh Makanan, Laptop, Minuman, dll.
Cocok digunakan saat bekerja di lantai, piknik, dll.

Translate to English :

Temporary Shelf:

An old chair can be used as a temporary shelf for clothes, garments, etc.

Useful for storing items when you don't have a proper shelf.

Small Step Ladder:

A sturdy chair can be used to reach higher places.

It serves as a tool to help access elevated spots.

Small Table:

Can be used to place food, a laptop, drinks, etc.

Perfect for working on the floor, picnics, and other similar situations.

Elaborate Idea 1:

Glass and plastic bottles can be creatively reused in daily life. For example, they can be turned into flower vases, especially the clear or colored glass ones, to add a decorative touch to any room. They also work well as storage containers for dry spices like pepper or for organizing small items such as buttons or screws. Additionally, with a simple pump added on top, bottles can be transformed into liquid soap dispensers, perfect for use in the kitchen or bathroom.

Elaborate Idea 2:

A chair can serve multiple functions beyond sitting. It can be used as a

temporary shelf to hold clothes, bags, or other items when a proper storage space isn't available. It also works well as a small table, perfect for placing food, drinks, or a laptop during picnics or when working on the floor. Additionally, a sturdy chair can act as a small step ladder, helping you reach items stored in higher places safely and easily.

Appendix 2
Question of Interview

A. Exploring Language and Meaning

1. “What did Google Translate show you in English? Does it give you new words or ideas?”

(Apa yang Google Translate tampilkan dalam Bahasa Inggris? Apakah itu memberimu kata atau ide baru?)

2. “Did the English translation help you think about the object differently? How?”

(Apakah terjemahan Inggrisnya membantumu melihat benda itu dengan cara yang berbeda? Bagaimana?)

B. Generating and Modifying Ideas (Fluency & Flexibility)

3. “Can you write 3 new ways to use this object that are different from usual?”

(Bisakah kamu menulis 3 cara baru menggunakan benda ini yang berbeda dari biasanya?)

4. “If you give this object to a child, an old person, or a traveler—how might they use it differently?”

(Kalau kamu memberi benda ini ke anak kecil, orang tua, atau pelancong—bagaimana cara mereka memakainya secara berbeda?)

C. Unique and Uncommon Thinking (Originality)

5. “Can you think of a very strange or funny use for this object? Something people don’t usually do?”

(Bisakah kamu memikirkan cara yang sangat aneh atau lucu untuk menggunakan benda ini? Sesuatu yang tidak biasa?)

6. “Can you combine this object with another item to make a new invention?”

(Bisakah kamu menggabungkan benda ini dengan benda lain untuk membuat alat baru?)

D. Expanding the Idea (Elaboration)

7. “Choose one idea and explain: what materials do you need to make it real?”

(Pilih satu ide dan jelaskan: bahan apa saja yang kamu butuhkan untuk membuatnya jadi nyata?)

8. “What problems might happen if someone uses your idea? How can you fix them?”

(Masalah apa yang mungkin muncul saat seseorang memakai ide kamu? Bagaimana kamu bisa mengatasinya?)

APPENDIX 3

QUESTION OPEN ENDED

A. Fluency (Kelancaran dalam Menghasilkan Ide)

1. Ketika kamu menggunakan Google Translate, berapa banyak ide yang biasanya muncul untuk menggunakan kata atau frasa baru?
2. Bisakah kamu menyebutkan semua penggunaan atau konteks berbeda yang pernah kamu pikirkan untuk satu kata tertentu?
3. Apakah kamu merasa semakin sering menggunakan Google Translate, semakin banyak ide yang bisa kamu temukan? Bisa ceritakan contohnya?

B. Flexibility (Fleksibilitas dalam Berpikir dan Mengubah Perspektif)

1. Pernahkah kamu menggunakan Google Translate untuk mengeksplorasi arti kata atau frasa dari berbagai perspektif atau bidang (misalnya, pendidikan, hiburan, atau teknologi)?
2. Bagaimana kamu biasanya memanfaatkan hasil terjemahan yang memiliki arti ganda atau berbeda dalam konteks tertentu?
3. Jika Google Translate memberikan hasil terjemahan yang tidak sesuai dengan harapanmu, bagaimana cara kamu mengubah pemikiran atau menemukan ide baru dari hasil itu?

C.Elaboration (Kemampuan Mengelaborasi atau Mengembangkan Ide)

1. Setelah mendapatkan terjemahan dari Google Translate, apakah kamu pernah mencoba menjelaskan atau mengembangkan ide tersebut menjadi sesuatu yang lebih mendetail? Bisa beri contohnya?
2. Ketika kamu menemukan ide baru dari hasil terjemahan, bagaimana cara kamu menjelaskan alasan di balik ide tersebut kepada teman atau guru?
3. Apakah kamu pernah menggabungkan beberapa hasil terjemahan untuk menciptakan kalimat atau konsep yang lebih kompleks? Ceritakan prosesnya.

D. Originality (Keaslian dan Keunikan Ide)

1. Pernahkah kamu menemukan ide yang menurutmu unik atau berbeda dari biasanya saat menggunakan Google Translate? Bisa ceritakan salah satu contohnya?
2. Apakah kamu merasa hasil terjemahan dari Google Translate pernah memunculkan ide-ide yang tidak terpikirkan sebelumnya? Apa yang membuat ide tersebut berbeda?
3. Menurut kamu, apakah kamu bisa menghasilkan sesuatu yang benar-benar baru hanya dengan mengandalkan hasil terjemahan dari Google Translate? Kenapa?

E. Pertanyaan Reflektif Tambahan

1. Bagaimana kamu merasa proses menghasilkan ide-ide kreatif dengan bantuan Google Translate memengaruhi cara kamu berpikir dalam bahasa Indonesia dan Inggris?
2. Apakah kamu merasa penggunaan Google Translate membantu kamu melihat hubungan antara dua bahasa dengan cara yang lebih kreatif? Bisa beri contohnya?
3. Menurut kamu, apa peran Google Translate dalam mendukung kreativitas kamu dibandingkan dengan alat atau metode belajar lain?

APPENDIX 4

QUESTION CLOSE ENDED

Questionnaires Instrument

Bagian 1: Fluency (Kelancaran Berpikir saat menggunakan Google Translate)

1. Kamu menerjemahkan kalimat “The boy is happy.” Buatlah kalimat berbeda dengan arti yang sama. Manakah yang benar?

- a. The boy feels joy.
- b. The boy is playing happily.
- c. The boy smiles a lot.
- d. Semua benar.

2. Jika kamu menerjemahkan kata “strong” dengan Google Translate, bagaimana caramu membuat kalimat berbeda yang artinya sama?

- a. Membuat satu kalimat saja.
- b. Menggunakan sinonim “powerful” atau “tough” dalam kalimat baru.
- c. Mengulang kata “strong” dalam berbagai kalimat.
- d. Menulis kalimat tanpa sinonim.

3. Dari kalimat “They are studying,” buatlah beberapa kalimat baru yang menggambarkan situasi tersebut. Apa contohnya?

- a. They are reading books in the library.
- b. They are learning new things.
- c. They are doing homework together.
- d. Semua benar.

Bagian 2: Flexibility (Kelenturan Berpikir saat menggunakan Google Translate)

1. Kata “play” memiliki beberapa arti. Bagaimana caramu memilih arti yang benar dalam kalimat “She plays the piano”?

- a. Memilih arti berdasarkan konteks kalimat.
- b. Menggunakan arti “bermain” tanpa berpikir.
- c. Menggunakan semua arti secara acak.
- d. Mengabaikan konteks kalimat.

2. Dalam bahasa Inggris, kata “right” bisa berarti “benar” atau “kanan.” Bagaimana cara memilih terjemahan yang tepat?

- a. Memeriksa arti dalam Google Translate tanpa memperhatikan kalimat.
- b. Melihat arti sesuai konteks kalimat.
- c. Menggunakan arti yang pertama muncul.
- d. Mengabaikan perbedaan makna.

3. Kamu menerjemahkan kata “cold.” Bagaimana kamu tahu apakah itu berarti “dingin” atau “flu”?

- a. Menggunakan hasil Google Translate langsung.
- b. Melihat kalimat keseluruhan untuk memilih arti.
- c. Menggunakan arti yang paling umum.
- d. Menghindari kata tersebut.

Bagian 3: Originality (Menciptakan Keaslian Ide pada saat menggunakan Google Translate)

1. Kamu menerjemahkan cerita pendek menggunakan Google Translate. Bagaimana caramu membuat cerita lebih kreatif?
 - a. Mengubah kalimat agar lebih menarik.
 - b. Menyalin hasil terjemahan tanpa perubahan.
 - c. Menggunakan kata yang sama seperti terjemahan awal.
 - d. Menghapus bagian yang sulit.
2. Kamu menerjemahkan idiom “once in a blue moon.” Apa cara paling kreatif untuk menerjemahkannya?
 - a. Menerjemahkan kata per kata: “sekali di bulan biru.”
 - b. Menggunakan idiom lokal yang artinya serupa, seperti “sangat jarang.”
 - c. Menyalin hasil Google Translate.
 - d. Menghindari idiom tersebut.
3. Setelah menerjemahkan puisi, bagaimana caramu menunjukkan orisinalitas?
 - a. Menambahkan ide atau kata-kata baru yang sesuai dengan tema.
 - b. Menggunakan terjemahan Google tanpa perubahan.
 - c. Mengganti beberapa kata tanpa mengubah makna.
 - d. Menghapus bagian yang sulit diterjemahkan.

Bagian 4: Elaboration (Menjabarkan hasil tulisan dari Google Translate)

1. Kalimat “She is reading” bisa diperluas menjadi:
 - a. She is reading a mystery novel in the library.
 - b. She is reading.

c. She reads a book.

d. She is reading something.

2. Bagaimana cara menambahkan detail pada kalimat “The cat sleeps”?

a. The cat sleeps peacefully on the soft couch.

b. The cat sleeps.

c. The cat is sleeping.

d. The cat was sleeping.

3. Kamu menerjemahkan kalimat “They are talking.” Apa contoh kalimat yang lebih rinci?

a. They are talking about their favorite movies in class.

b. They talk.

c. They are speaking.

d. They are talking loudly.

Appendix 3 Documentation



CURRICULUM VITAE

Personal Data

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