

CHAPTER I

INTRODUCTION

This chapter deals with the introduction of the research which covers several aspects. It elaborates the background of the study, the research questions, the research objectives, the scope of study, the significance of study and the definition of terminologies.

1.1 Background of the Study

In today's globalized world, the ability to communicate across languages is essential for academic and professional success. Technology, particularly Artificial Intelligence (AI), has become an integral part of language learning and teaching (Kern, 2006). According to Kuddus (2022), AI in education is an emerging field of education technology. Thus, the rapid advancement of artificial intelligence (AI) has introduced a new paradigm in language learning and translation. Among the most promising technological advancements in this domain are AI-powered translation tools, which leverage artificial intelligence to facilitate and enhance translation processes. Hence, AI-powered translation tools offer significant benefits, making translation tasks easier and more accessible for students.

This also demonstrates that the AI has potential for translations especially in enabling cross-cultural communication (Khasawneh, 2023). AI-powered translation tools have revolutionized the translation process by offering students a more efficient and accurate means of understanding and producing content in a target language. These tools leverage machine learning and natural language processing. They provide real-time translations and immediate feedback for students. This not only improves comprehension but also accelerates language acquisition. The integration of AI in translation enhances student engagement by offering more opportunities for interaction in the target language (Almusaed, Almssad, Yitmen, & Homod, 2023). Students can engage in spoken and written dialogues with confidence, knowing that AI tools are there to assist and correct them. Many textbooks and e-books are written in English, which poses challenges for students in translating them effectively. However, with the expansion of technology today, it is very

helpful for students to find solutions to translate the words or sentences quickly and precisely by using AI-powered such as “Google Translate, ‘ChatGPT’, ‘DeepL’, ‘Quilbot’ and so on. In summary, AI's role in translation is significant for students' language learning, as it facilitates a more dynamic, interactive, and personalized approach to mastering a new language. This advancement in technology ensures that students are better equipped to succeed in an increasingly interconnected world.

After exploring the potential of using AI in learning translation, the researcher found some negative impacts that exist in AI such as what was said by Basha (2024) that AI hinders students' academic where the students only rely on AI as a solution to do their assignments. In addition, in his research also mentioned that AI causes students' lack of critical thinking, not creative and difficult to make decisions. It is evident that AI is influencing students to be lazier to do independent and responsible of things and just rely on machine power. Laksana & Qomara (2024) revealed that the students who were using DeepL AI for translating made the students depended on that AI for everything related to their study in language learning. On the other hand, Liu (2023) explained that when students try to use machine translation, AI sometimes cannot accurately recognize the voice clearly due to different accents, thus it can be concluded that AI as a machine translation technology is less accurate.

Previous studies have been conducted to discuss the subject of this research. Wang (2023), draws the conclusion that AI has a significant impact on the development of translation in educational practice. The result showed that the use of AI in education practices could have a constructive impact on the development of key competencies of a future translator. However, it is still necessary to train in translation and develop the abilities, knowledge and skills required for successful professional translation. Educators can develop pedagogical concepts from the online education course simultaneous and asynchronous translation in a digital environment. Then, another study was also conducted by Emara (2024), based on the data analysis, the results show that the use of AI can enhance the effectiveness in students translation skills on Neural Machine Translation

(NMT) such as Google Translate and Reverso and Large Language Models (LLM) such as ChatGPT and QuillBot. In the other hand, Adıgüzel, Kaya, & Cansu (2023) revealed that using AI has some advantages and also some difficulties. AI can improve learning outcomes, be more productive, provide feedback, and several other reasons. However, it cannot deny that the use of AI also possibility of bias. Another studies that Selim (2024) and Alotaibi (2023) revealed, the significant impact of AI-powered tools on EFL university students. In his study also draws that AI-powered be a valuable complement to conventional writing skills, emphasizing equitable access, guidance, and collaboration between AI and educators. Thus, it can be concluded that AI-powered has many impacts in the world education specifically for students English Language Learning (EFL).

Although previous studies have investigated AI in educational settings, there is still a limited focus on how AI-powered translation tools like DeepL affect students' actual translation proficiency in classroom contexts. Most existing research adopts a quantitative lens, often overlooking students lived experiences and perceptions. This study addresses that gap by exploring the affordances and challenges experienced by EFL students when using DeepL to develop their translation skills. It aims to understand not only the benefits but also the limitations of DeepL in supporting students' translation learning, thereby offering insights into how AI can be effectively integrated into language pedagogy.

1.2 Reason for Choosing the Topic

The researcher is particularly interested in the integration of Artificial Intelligence in language education, especially its impact on translation learning. Among the available tools, DeepL has been widely recognized for its contextual accuracy and natural language output. However, despite its growing popularity among students, limited research has been conducted on how DeepL is perceived and utilized in real classroom settings. By focusing on students' experiences, this study aims to uncover both the affordances and the challenges that arise when using DeepL AI as a translation aid.

1.3 Research Question

Based on the research background, this study intends to investigate the following question:

“What are the affordances and challenges encountered by EFL students in using DeepL as a translation tool in their translation learning process?”

1.4 Research Objective

This study aims to explore the perceived affordances and challenges encountered by EFL students in using DeepL AI as translation tool in translation learning.

1.5 The Scope and Limitations

This study focuses on exploring the use of DeepL, an AI-powered translation tool, in enhancing the translation skills of third-year students in the English Education Program at a private university in Garut. The research is specifically concerned with how students engage with DeepL in their translation coursework, including their perceptions of its benefits and challenges.

The study adopts a qualitative case study approach to gain in-depth understanding of student experiences, using semi-structured interviews as the main data collection technique. The emphasis is placed on understanding how DeepL influences students' translation strategies, linguistic awareness, and ability to handle different types of translation tasks.

1.6 Significant of the Study

The study on exploring the challenges and affordances of AI-powered translation tools in developing students' translation skills has several theoretical contributions:

1) Theoretical significance

This research contributes to the growing body of knowledge on the integration of artificial intelligence in language education, particularly in translation pedagogy. By focusing on DeepL, the study offers specific insights into how AI can influence students' linguistic awareness, translation strategies, and cognitive engagement in the

learning process. The findings provide a conceptual basis for future discussions on balancing human translation training with machine-assisted translation tools.

2) Practical significance

a. For Student

The study helps students understand how to use DeepL not just as a shortcut, but as a supportive tool to improve their translation proficiency. It highlights the importance of developing critical thinking, language accuracy, and cross-checking strategies alongside AI assistance.

b. For Lecturers

This study informs educators about the potential and pitfalls of DeepL in classroom contexts. It offers practical recommendations on how to guide students in using DeepL effectively encouraging responsible usage that complements rather than replaces human effort. Teachers can also design activities that integrate DeepL to foster student autonomy, error analysis, and deeper linguistic understanding.

1.7 Definition of Terminologies

In order to clarify and avoid misunderstandings in this research, the writer defines the key terms that are often used in this research:

1. Artificial Intelligence (AI)

AI refers to computer systems designed to perform tasks typically requiring human intelligence, such as problem-solving, language understanding, and decision-making. In education, AI is increasingly applied to facilitate personalized learning, automate feedback, and support language acquisition (Chen, Xie, Zou, & Hwang, 2020).

2. Translation

Translation is the process of rendering meaning from a source language into a target language, aiming to preserve the message, intent, and style of the original text (Newmark, 1988). It involves both linguistic and cultural mediation to achieve functional equivalence.

3. DeepL AI

DeepL is an AI-powered translation tool known for its high level of accuracy, fluency, and contextual understanding. It provides multilingual support, grammar correction, suggestion alternatives, and document translation, and is widely used in educational settings as an assistive technology for translation tasks (Laksana & Komara, 2024). For more detail, people can access DeepL by web (<https://www.deepl.com>) to know the features and uses.