

**EXPLORING EFL STUDENTS' PERSPECTIVE ON
ARTIFICIAL INTELLIGENCE IN IMPROVING
THE TRANSLATION QUALITY**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
MEDAN
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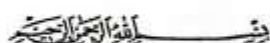
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Exploring EFL Students' Perspective on Artificial Intelligence in Improving the Translation Quality." adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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Hormat Saya
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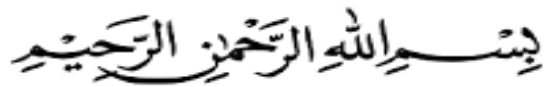
ABSTRACT

Muhammad Aposan Manurung. 1902050067. Exploring EFL Students' Perspective On Artificial Intelligence In Improving The Translation Quality. Skripsi. English Education Program Faculty of Teacher Training and Eductaion Universitas Muhammadiyah Sumatera.

This study investigates the perspectives of English as a Foreign Language (EFL) students on the use of Artificial Intelligence (AI) as an aid in translating Indonesian to English in learning activities. This study used a convenience sampling method to recruit 30 English Education students from the Universitas Muhammadiyah Sumatera Utara. Data were collected using an open-ended questionnaire and interview approach, while data analysis was conducted using SPSS version 29.0. The results showed that students preferred the use of Artificial Intelligence in translating their English. Although Artificial Intelligence is rare, it does not reduce their positive perspective on the need to use Artificial Intelligence as a translation aid. Students' positive perceptions on the use of Artificial Intelligence in translating Indonesian to English, although on the contrary, it improves their English quality. Therefore, the positive perspectives expressed by students on the use of Artificial Intelligence underline the various benefits offered by this writing tool in translating their language.

Keywords: *Artificial Intelligence, Translation Tools, Perspective.*

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The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

The EFL classroom has undergone significant transformations in the past three decades. Traditional teaching methods have been superseded by more contemporary approaches that integrate a range of technological advancements. Stakeholders and school administrations have incorporated these technological advancements to support supplementary learning initiatives. Nevertheless, learners also contribute to the improvement of their learning, self-development, and independence by willingly bringing internet-enabled devices to the classroom, which are now widely accessible in various educational environments (Marco, 2021).

In recent years, the growth of Artificial Intelligence (AI) has emerged as a vital factor in redefining educational paradigms, particularly within the area of language training. This disruptive rise of AI in education marks a trend towards more responsive and adaptable learning environments, maximising language acquisition and teaching to meet the varied demands of individual learners and educators. AI, at its heart, is a combination of technology that allows robots to replicate cognitive processes associated with human brains, such as learning and problem-solving (Agung, 2023).

AI is used in language instruction to develop intelligent tutoring systems, which are considered a groundbreaking advancement (Chen et al., 2020; Cotton et

al., 2023; Ali, 2020). These systems can provide customized learning experiences, carefully adjusting to the individual learning paths, strengths, and areas that need work for each learner. They use machine-learning algorithms to monitor student performance and provide accurate, targeted feedback closely, thus enhancing the efficiency and effectiveness of language acquisition (Pikhart, 2020; Divekar et al., 2022).

The professional translation sector is heavily influenced by artificial intelligence, which is closely connected to cognitive intelligence (Zheng & Zhu, 2020). AI has made notable advancements in machine translation, resulting in the creation of translation tools powered by AI. The system employs sophisticated algorithms and machine learning models to swiftly analyze and translate texts, providing language learners with a convenient and easily accessible method for text translation.

Translation is an intricate undertaking that necessitates a profound understanding of language and culture. Translation is more than just translating words from one language to another; it is a process that requires a thorough grasp of culture, context, and grammatical intricacies (Dewi Kesuma Nasution, 2024). EFL learners frequently encounter difficulties when tasked with translation assignments. Translation is the process of conveying meaning from one language to another, necessitating a profound comprehension of the syntax, lexicon, and cultural subtleties of both languages. English as a Foreign Language learners.

Require assistance in executing translation tasks, which can impact the caliber of their translations and impede their progress in language acquisition.

Precise translation necessitates a comprehensive understanding of vocabulary in both the original and destination languages. EFL learners require assistance in identifying suitable equivalents or idiomatic expressions, leading to imprecise or unidiomatic translations. A restricted lexicon can also pose difficulties in accurately conveying the intricacies and delicate aspects of the source text, thereby impacting the overall caliber of the translation. Translators typically depend on dictionaries to assist them during the translation process (Saputra et al., 2023). Nevertheless, conventional dictionaries are laborious, and individuals learning English as a foreign language may require support in comprehending the definition (Alhaisoni & Alhaysony, 2017).

EFL learners need help with translation due to grammatical structures. EFL learners require assistance in understanding and adapting to the distinct grammatical rules and sentence structures that exist in each language. They may encounter difficulties in determining the correct word order, using appropriate verb tenses, or applying grammatical rules accurately (Mart, 2013).

As a result, their translations may need more grammatical precision or coherence. Cultural and contextual understanding is crucial in translation, but it can significantly challenge EFL learners. Translating idiomatic expressions, cultural references, or context-specific terminology accurately requires a deep understanding of the cultural nuances and background knowledge of the

languages involved (Ali et al., 2022). EFL learners may struggle to capture these nuances, leading to misunderstandings or misinterpretations in their translations.

The introduction of AI-powered translation tools has provided new options and opportunities for EFL learners to increase the quality and efficiency of their translations. Numerous innovative translation services have evolved in recent years, using technology gadgets or software that are meant to be conveniently utilised by consumers to express messages (Rika Vennita, 2024). AI and modern technology overcome this difficulty by automating and expediting the translation process.

Integrating AI in translation assignments provides various potential advantages for EFL learners. Firstly, AI translation systems give learners immediate translations, helping them to comprehend the meaning of unknown words, phrases, or documents in real time. This quick feedback may boost learners' understanding and facilitate their engagement with English literature. Secondly, this feature may assist EFL learners in generating more accurate written documents and overcoming language hurdles (Bowker, 2020; Gayed et al., 2022; Tsai, 2019). Lastly, AI-powered translation tools are accessible online and may be used anytime and anywhere, providing learners with easy and immediately available language help (Chandra & Yuyun, 2018).

Google's study in 2010 found that language learners utilized AI to grasp foreign words, produce emails or articles, train to write and speak other languages and evaluate the correctness of their written materials (Garcia & Pena, 2011). Many machine translation solutions are available, such as Google Translate, Bing

Translate, Microsoft Translator, and Amazon Translate (Anne, 2021). However, Google Translate is a well-known translation service and is most utilized by language learners (Wirantaka & Fijanah, 2022).

Google Translate is one of the plainest, most straightforward, and accessible options for learners to utilize when they require a translation. *Google Translate* is a free automatic translation tool that translates text, audio, and pictures from one language to another (Alhaisoni & Alhaysony, 2017). Based on a 2016 Google poll, GT can produce translations with accuracy levels equivalent to human translators, from Spanish, Chinese, and French to English and vice versa. It is thought that GT has a very high degree of accuracy when translating from Spanish, French, or Chinese into English or vice versa (Hasyim et al., 2021). Google Translate keeps advancing, and it is gaining a remarkable capacity known as "pragmatic analysis," that only humans possess (Constantine, 2020). It entails collecting relevant information from a book to write down the meaning and overcoming language's inherent ambiguity.

Extensive studies have been conducted on using artificial intelligence in several domains. Nevertheless, this study aims to investigate the use of artificial intelligence in translation to enhance the linguistic proficiency of English as a Foreign linguistic (EFL) student. According to the researcher's observations throughout their studies at the Universitas Muhammadiyah Sumatera Utara, there is still a significant inclination to use Google Translate to convert Indonesian into English. Therefore, researchers will analyze the viewpoints of English as a

Foreign Language (EFL) students on the use of artificial intelligence in translation.

B. Formulation of the Problem

After describing the background of the problem above, the researcher can show the main points of this research problem as follows:

1. There are student errors in interpreting the language into English
2. Improper and irregular usage of vocabulary

C. The Scope and Limitation

The scope of this research is the use of Artificial Intelligence when translating. The limitation of this research is the use of AI as language translation in teaching and learning activities.

D. The Formulation of the Problem

Based on the background of the problem above, the formulation of the problem in this study are as follows:

1. How does AI improve the translation quality?
2. What are the students' perspectives on artificial intelligence?

E. The Objectives of The Studies

In line with the problems, the objectives of this study are as follows:

1. Explain the process in using AI to improve the translation quality,
2. Analyze the students' perceptions of using AI.

F. The Significance of the Studies

By conducting this research, its expected the research findings can provide benefit are theoretically and practically relevant.

1. Theoretically

This finding added new horizons to previous theories. Apart from that, the benefit of this research is to provide a source of knowledge about using AI as a language translation tool in student teaching and learning activities.

2. Practically

These findings were helpful for teachers in teaching language translation skills to students effectively, for students in converting language into the form of their ideas for various purposes, for textbook authors in providing language learning materials, and for educational authorities in evaluating teaching practices in schools. The benefit of this research is that it can be used as a definitive illustration of using Artificial Intelligence as a language translation tool for EFL students. Second, it can be a reference source for researchers who want to conduct similar research. In addition, this research can provide readers with extensive knowledge about using Artificial Intelligence in the language translation they do.

CHAPTER II

REVIEW OF LITERATURE

A. Thoritical Framework

1. Artificial Intelligence

In the 1950s, Alan Turing proposed a solution to the dilemma regarding the moment when a system created by humans achieves 'intelligence.' Turing devised the imitation game, which is a test where a human listener is given the task of distinguishing between a conversation with a computer and a conversation with a human interlocutor. If one is unable to differentiate between the two, it would suggest the existence of either an intelligent system or artificial intelligence (AI). The focus on artificial intelligence (AI) solutions can be attributed to the 1950s. In 1956, John McCarthy proposed a fundamental definition, asserting that the study of AI is based on the belief that all aspects of learning and intelligence can potentially be accurately predicted as stated by Russell and Norvig (2010).

The term "artificial intelligence" is derived from the English language and refers to machines or programs that can think and perform tasks like humans. Artificial intelligence is a technological invention that facilitates learning and education (Yoandita, 2024). Chen (2020) defines artificial intelligence (AI) as the ability of machines to perform complex tasks that usually require human intelligence. In his work, (Mehr, 2017) defines artificial intelligence (AI) as a computer program that encompasses various aspects of human intelligence, including the comprehension and analysis of visual/spatial and auditory data, logical reasoning and prediction-making, communication with both humans and

machines and the ability to continuously learn and enhance tasks that typically
rely on human intelligence.

The inception of AI may be traced back to the 1950s when John McCarthy orchestrated a two-month symposium at Dartmouth College in the United States. In 1956 McCarthy introduced the term "artificial intelligence" in his workshop proposal (Russel & Norvig, 2010). The study on artificial intelligence continued with the idea that any aspect of learning or any other characteristic of intelligence can be accurately characterised in a way that a computer can copy it. An endeavour undertaken to ascertain how robots may use language, cultivate abstractions and ideas, resolve problems that are now exclusive to humans, and enhance their capabilities.

In their publication, Baker and Smith (2019) define artificial intelligence as "computers that engage in cognitive tasks typically associated with human intelligence, such as learning and problem-solving". They illustrate that AI is not an isolated technology. It encompasses a range of technologies and approaches, such as machine learning, natural language processing, data mining, neural networks, and algorithms.

Delipetrev et al. (2020) sought to operate in either the physical or digital realm by gathering data, analysing both organised and unorganised data, making deductions based on acquired knowledge, and utilising information derived from data to determine the most effective approach for attaining a specific objective. Winston and Prendergast (as cited in Sutojo et al., 2011) state that the objectives of artificial intelligence are:

- a. The major objective is to enhance the intelligence of machines.
- b. The scientific objective is to provide a precise definition of intelligence.

c. Enhancing the utility of machines (entrepreneurial objective)

AI and machine learning are often used synonymously. Machine learning is an AI method used to classify and profile data, both with and without supervision. It may be used to tasks such as forecasting student dropouts, admissions to programmes, or identifying topics in written work. Machine learning, as described by Popenici and Kerr (2017), refers to a field of artificial intelligence that involves the use of software to identify patterns, make predictions, and apply newly recognised trends to situations that were not originally accounted for in their initial design.

2. Artificial Intelligence in Translation

Formerly, we relied on manual translation methods, such as consulting a dictionary, to convert a word or phrase into another language. Nevertheless, thanks to the advanced capabilities of technology, the process of looking for the definition of a term in a foreign language may now be automated, saving time and effort. The term used to refer to this technology is machine translation. Automaton Munkova et al. (2020) defined a translation machine (MT) as an autonomous system that converts written or spoken language from a source language to a target language without human involvement. MT has existed for some decades.

MT may be viewed as a computer automatically transforming language to another language, such as Google Translate. MT employs artificial intelligence, or AI, to perform language translation between different languages. The objective is

to enhance cross-linguistic communication and understanding without the need for human interpreters. Here are some major features and techniques in machine translation:

a. Rule-based Machine Translation (RBMT)

During the 1980s, Dr John Tinsley, the CEO and co-founder of Iconic Translation Machines, said that rule-based machine translation (RBMT) was the prevailing approach until the later part of that decade (How Artificial Intelligence Is Transforming Machine Translation (Global et al., 2019). RBMT translates text from one language to another linguistics rules and grammatical structures. The translations are generated through dictionaries, grammatical principles, and syntactic analysis. RBMT is efficient for languages with clearly defined grammatical structures, but it requires the manual development and upkeep of linguistic rules.

b. Statistical Machine Translation (SMT)

According to Koehn (2009), using statistical models and algorithms, SMT learns translation patterns from large bilingual corpora. It examines and compares the statistical characteristics of the original and translated texts to identify the most likely translations. Statistical Machine Translation (SMT) techniques, such as phrase-based or hierarchical models, calculate translation probabilities by analysing trends in training data.

c. Neural Machine Translation (NMT) is a text-translated method using neural networks.

According to Koehn (2017), NMT uses neural networks, such as recurrent neural networks (RNNs) or transformer models, to do machine translation. NMT models acquire the ability to convert sentences from the source to the target language by undergoing rigorous training using parallel corpora. NMT offers the advantage of capturing extensive interdependencies and producing contextually appropriate and highly precise translations. In 2016, Google Translate introduced Google Neural Machine Translation (GNMT) technology as a more advanced and improved machine translation version. This technology operates like the human brain, allowing for greater sophistication and overcoming the limitations of previous translation methods (How Artificial Intelligence Is Transforming Machine Translation and the Global Language Business, 2019). Google Translate employs advanced algorithms to convert text or speech from one language to another. According to James (2023), there are four key components make up this tool:

1. Analysis of the input

This component evaluates the input material, determining language, structure, and context. Google Translate uses grammatical principles and indicators for parts of speech to discern the significance of individual words and phrases in the input text. It then aligns the translated words and phrases with their original content appropriately.

2. Interpretation

Google Translate utilises a statistical model to generate probabilities for every possible translation of each word and phrase in the input text.

This statistical model was developed utilising a substantial multilingual corpus.

3. Analysis after the fact

This section analyses and improves the translation outcomes. This guarantees that the translated material is lucid, idiomatic, and well-received by the intended recipients.

4. Presentation and Transportation

The completed translation is shown as written text, document, webpage, or spoken voice in the chosen language. GNMT, powered by artificial intelligence, offers numerous advantages:

- a. Google Translate can translate text into over 120 languages.
- b. Google Translate can translate individual words, phrases, clauses, sentences, and even longer pieces of text.
- c. Google Translate offers advanced capabilities to translate text using a camera, voice input, and PDF or Microsoft Word files.
- d. As a technique to learn foreign language pronunciation

3. Translation

a. The Meaning of Translation

Translation, as defined by Catford (1965), is the act of replacing written content in one language (SL) with equal written content in another language (TL). According to Dong (2022), translation is the act of transferring the intended meaning of a text into another language in alignment with the author's original

intention. In this scenario, translation refers to converting text from the source language (SL) to the target language (TL). The challenge lies in selecting the appropriate words and ensuring that the translation effectively captures the intended meaning of the source text (ST) and conveys it accurately via various aspects of word choice and sentence structures in the target text (TT) and language. Muhctar (2013) asserts that translation is a formidable task that involves translating meaning from a source language (SL) to a target language (TL). In his work, Larson L (1984) said that translation included the examination of the vocabulary, grammatical structure. The process involves examining the original language text's communication setting and cultural background, evaluating it to determine its meaning, and then expressing it in the target language using appropriate vocabulary and grammatical structure that aligns with the cultural context

b. The process of converting text from one language to another.

A translation methodology refers to a collection of ideas, rules, and strategies used by translators to convey the meaning of a document from the source language to the target language. Translation methodologies facilitate the production of precise and impactful translations by offering a systematic approach to the translation process.

Procedure. In his book "A Textbook of Translation," Newmark (1988) categorizes translation processes into two distinct groups: source-oriented and target language-oriented.

4. Students' Perspective

a. Defenition of Perspective

Perception refers to the process by which we identify and understand sensory input. Perception enables us to assimilate sensory information and give it significance. (Brown, 2012). Perception refers to the cognitive process of identifying and comprehending sensory inputs. Acquire knowledge about the precise meaning of perception, its connection to the five senses, distinction from reality, and further relevant information. (Angell, 2006).

Perception is an essential need for our survival in our surroundings. For instance, before microwaved food, parents sample it to ensure the temperature is manageable before feeding their infants. This entails using sensory input (namely touch and taste) to ensure the safety of the meal for the newborn. Before traversing a bustling thoroughfare, we depend on our auditory and visual senses to ensure the absence of approaching vehicles. Deprived of sensory input, our ability to discern the food temperature or choose the optimal moment to cross a street would be compromised, potentially endangering ourselves and our children.

Perception refers to the cognitive process by which individuals use their senses to detect, choose, arrange, and interpret information to construct a personally meaningful representation of the environment, enabling them to recognize, recall, and react to the information (Broadbent, 2008). Perception is a transactional process in which the environment, observer, and perception are mutually reliant.

b. Types of Perception

According to Irwanto (2002), persons' interactions with observed things might result in two types of perception:

1. Positive Perception, which refers to the acquisition of information and subsequent utilization attempts.
2. Negative Perception refers to any information or behaviors that do not align with the viewed thing.

The favourable or harmful perspective will always influence an individual's execution of an activity. The formation of a good or negative impression is entirely contingent upon how a person articulates their understanding of a viewed thing.

B. Relevant Studies

Several similar researchers examine the Exploring EFL Students' Perspective On Artificial Intelligence In Improving Translation Quality As follows:

1. This study was related to prior research results, namely Amanda's (2019) thesis titled "Students' Perception of Using Google Translate as a Medium of Translating English." The objective of this research was to ascertain students' perspectives about the use of Google Translate. The research used a qualitative descriptive approach, including a cohort of 25 students. The researcher gathered data by administering a test and a twenty-

questionnaire. The survey findings revealed that most students had a favorable opinion towards Google Translate for language translation, mainly when translating from English to Indonesian.

2. In their 2022 journal article, "Students' Perception on the Use of Google Translate in Learning Pronunciation," Khasanah et al. used a descriptive qualitative study approach. The research included a cohort of 15 tenth-grade students who attended an Islamic public senior high school in Kudus, Indonesia. The data was gathered by disseminating a questionnaire to the participants. This research demonstrates that students had a favorable opinion of utilizing the Google Translate Application to learn pronunciation. This is because it allows students to learn practically and autonomously. The challenges encountered by students in utilizing Google Translate for pronunciation learning were frequent mistakes, lack of offline functionality, slow loading times, and limited precision.
3. In his journal article "Investigating the Effectiveness of Google Translate among Iraqi Students," Habeeb (2020)... The objective of this study was to examine the efficacy of Google Translate. This study used a quantitative research methodology, using a survey questionnaire to gather participant data. The research cohort included 50 Iraqi undergraduate students during the 2018/2019 Academic year. This research unveils the many benefits (affordability, accessibility, speed) and drawbacks (grammatical inaccuracies, absence of proofreading tools) of Google Translate.

4. In their 2023 publication titled "Students' Perception on the Use of Google Translate in Increasing Their Vocabulary Mastery," Saputra et al. discuss the perception of students about the effectiveness of Google Translate in improving their vocabulary skills. The study examined students' impressions of the effectiveness of Google Translate in enhancing their vocabulary proficiency via the use of quantitative research methods. The population of this research consisted of students who were enrolled in the English Education research at the Faculty of Languages and Literature at Universitas Makassar for the academic year 2022-2023.
5. Tsai (2019) conducted a preliminary investigation on the use of Google Translate in EFL drafts, as described in his journal article. This research examined the effects of using Google Translate (GT) on an initial document composed in English without any prior preparation. This research was carried out with Chinese second-year, third-year, and fourth-year students who are majoring in English as a Foreign Language (EFL).

C. Conceptual Framework

AI is a technology widely used today, including in education. Artificial Intelligence has been widely used in education to help teachers and students in teaching and learning activities. Based on this, English Foreign (EFL) students encountered several problems completing their final project. Writing a thesis is common writing. However, students must write it with the applicable provisions.

So for this reason, through this research, the authors want to examine Artificial Intelligence which students can use to complete their final project based on the problems faced by these students and discuss student perceptions in using this technology.

Based on the description above, the researcher's concept to examine Artificial Intelligence as a writing tool used by students in writing a final project can be drawn as follows :

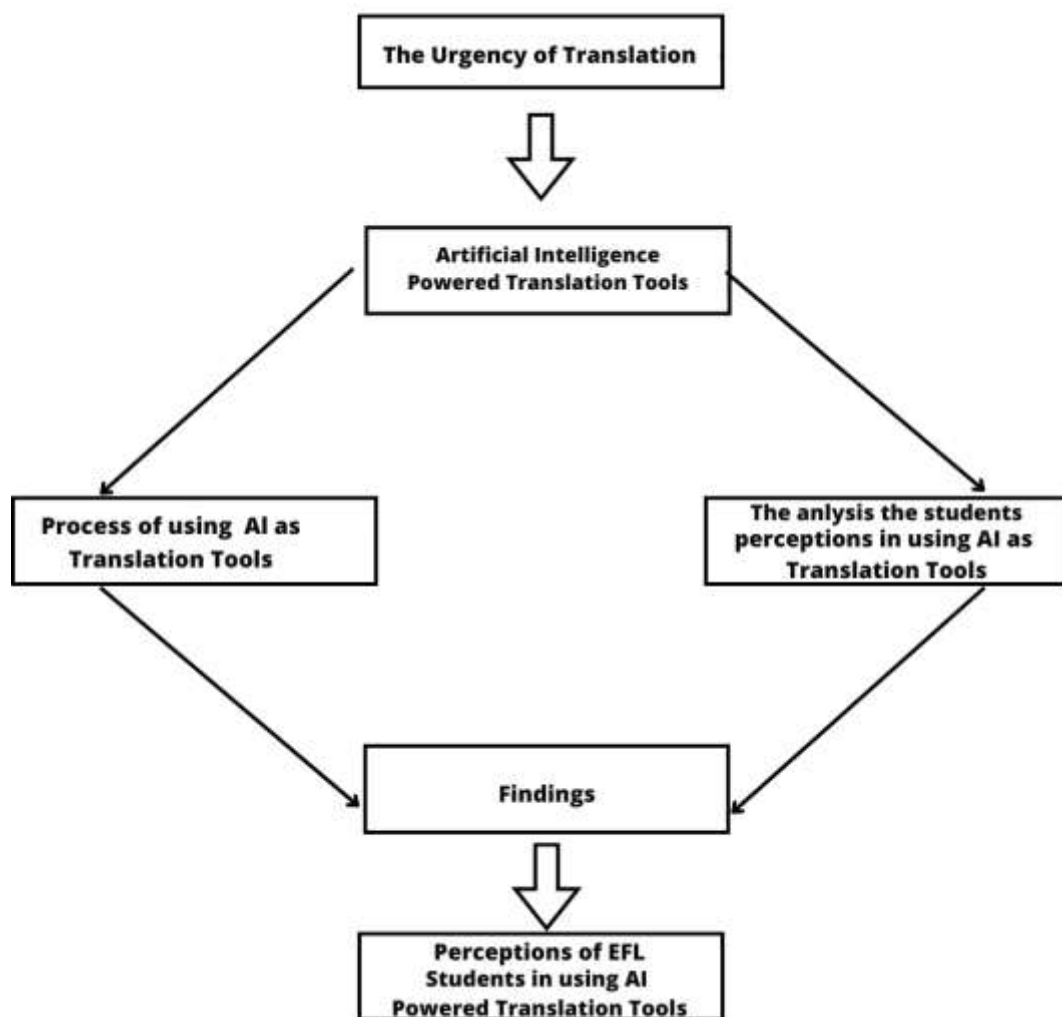


Figure 2.1 Diagram of Conceptual Framework

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

Researchers used a mixed method, namely quantitative and qualitative methods. Quantitative research is a form of educational research wherein the researcher selects the subject of study, poses a precise and limited inquiry, gathers measurable data from participants, applies statistical analysis to these figures, and conducts the investigation impartially and objectively (Creswell, 2008). Qualitative methods commonly include individual and focus group interviews, participant observation, ethnography, and several other approaches Hamilton (2019).

Quantitative methods are used to obtain data using an open-ended questionnaire distributed to EFLS students already conducting research as one requirement for completing their study. The data obtained through this open-ended questionnaire will be analyzed using SPSS. Meanwhile, the qualitative method will be used through interviews with EFL Students regarding using AI in completing their final assignment. This interview was conducted to strengthen the data obtained from an open-ended questionnaire.

B. Subject of Data

There are 30 EFL students currently registered at the Muhammadiyah University of North Sumatra. These students have fulfilled the necessary prerequisites for English Language Education students at the Universitas

Muhammadiyah Sumatera Utara who must use English daily in teaching and learning. So, students use several tools to translate words into English, such as Google Translate, which is artificial intelligence.

C. Technique of Data Collection

Open-ended questionnaires are utilized to gather information regarding EFL students' perceptions of utilizing Artificial Intelligence as a tool to complete their final project. The survey instrument will be created utilizing the Google Form platform. A Google Form questionnaire was designed to facilitate subject participation by accommodating potential time constraints that may impede their ability to complete the survey. The utilization of online open-ended questionnaires facilitates data collection and enhances subject participation in research.

On the other hand, interviews are utilized to acquire information that can augment the data gathered through open-ended questionnaires. The present inquiry entailed a direct interview with the participant, wherein a series of inquiries were posed concerning the utilization of AI in accomplishing the ultimate undertaking. The findings derived from the interview above will enhance the data gathered after the administration of the open-ended questionnaires.

D. Techniques of Data Analysis

The statistical analysis of the quantitative data gathered from the questionnaire conducted using SPSS 29.0 software. According to Ismail (2011), the SPSS software generates various forms of descriptive statistics and analysis of

variance (ANOVA) or independent sample t-test based on quantitative data obtained through questionnaires. The data collected from participants who completed the survey will be quantified using a 5-point Likert scale. A score of 5 is assigned if the participant responds highly proficiently.

The qualitative data obtained from interviews were analyzed using Miles and (Huberman's, 2014) theoretical framework, which outlines a three-stage process for data analysis. These stages include data condensation, display, and conclusion drawing/verification.

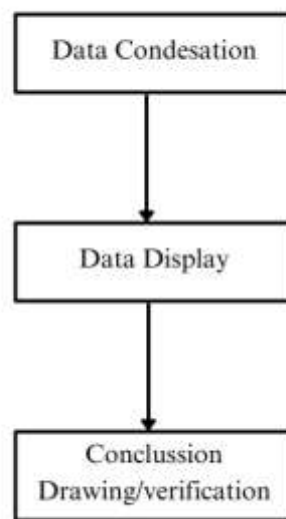


Figure 3.1 Technique Analysis Data

Based on these steps, the data analysis in this study can be written in detail as follows:

1. Data Condensation

This refers to selecting, focusing, simplifying, abstracting, and changing the data that appears in the complete corpus or written field notes, interview transcripts, documents, and other empirical materials. The researchers focus on the data to investigate Artificial Intelligence students use in completing their final project.

2. Data Display

After condensing the data, the next step the researcher takes is to display and classify the data into tables and put a checkmark on the data according to the category of Artificial Intelligence used to determine the amount and type of data.

3. Conclusion Drawing/verification

In this last step, the researcher made conclusions and verify the data obtained to describe and explain all the data. So that the data and findings in this study can be seen clearly.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

A total of thirty individuals participated in a survey that was completed using Google Forms. This research used data collected from a sample of 30 students who are now enrolled in a private institution in Medan, North Sumatra, and are studying English as a Foreign Language (EFL). The aforementioned pupils have fulfilled the necessary requirements to use artificial intelligence in order to enhance their English skills on a regular basis while attending classes on campus.

The research participants completed a questionnaire that was administered using Google Forms. Furthermore, the pupils were individually interviewed. The subsequent chapter discuss and evaluate the results obtained from these interviews, with a specific emphasis on students' perspectives about the use of Artificial Intelligence to enhance their proficiency in the English language. The survey had 10 indicator statements including several areas, including the efficacy of the tool components, the pros and drawbacks of the application, and the degree of student interest and motivation. The motivation to acquire English language skills plays a crucial role in adult learners as it provides the essential impetus for active engagement in the learning process. (Rahmayana, 2024)

The reliability test findings indicate that Cronbach's alpha value, as given in Table 1, exceeded the threshold of 0.725, demonstrating the questionnaire's dependability. Analyzed the closed questions using SPSS version 29.0.

Table 4.1 Reliability of Questionnaire Items

Reliability Statistics	
Cronbach's Alpha	N of Items
.725	10

On the questionnaire sheet, the researcher used a Likert scale from Podsén (1997) to measure the attitude of lecturers, where all questions have several choices, such as strongly agree (SA), agree (A), undecided (U), and disagree (D), or strongly disagree (SD). Point values for positive statements: SA = 5, A = 4, U = 3, D = 2, and SD = 1. For negative statements, the scale is scored inversely. The statements in the questionnaire include the components of an effective tool for writing the final project (Items No. 1, 2, 3), the advantages of Artificial Intelligence (Items No. 5, 6, 7, 8,), the disadvantages of Artificial Intelligence (Items No. 9 and 10), Student Interests (Item No. 4). The data from the questionnaire is converted into percentages, as presented below.

Table 4.2 Percentage of Student Responses to the Use of AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Google Translate is very easy to access and use anywhere and anytime.	1	3	-	-	1	3	2	8	26	86	30	100
2	The features contained in AI are very easy for students to understand.	-	-	-	-	-	-	14	47	16	53	30	100
3	The features contained in AI are very suitable for the needs of	-	-	1	3	4	13	16	53	9	30	30	100

	students in improving translation quality												
4	I am very interested in using this AI, which will help me to improving translation quality	-	-	-	-	5	17	10	33	15	50	30	100
5	The use of AI makes me more comfortable in improving translation quality	-	-	-	-	3	10	11	37	16	53	30	100
6	Google Translate help me to produce better writing.	-	-	-	-	2	7	16	53	12	40	30	100
7	I am more active in class due to the use of AI.	-	-	-	-	3	10	8	27	19	63	30	100
8	The use of AI will improve my writing skills.	-	-	-	-	1	4	19	63	10	33	30	100
9	The use of AI disturbed my concentration in improving translation quality	15	50	12	40	3	10	-	-	-	-	30	100
10	I am worried that AI will further intrude on my privacy.	-	-	-	-	13	43	10	33	7	24	30	100

The findings indicate that, overall, most participants have a favorable opinion towards utilizing AI as a writing tool for their final project. The values span a range of 2.50 at the lower end to 4.43 at the upper back, with a standard deviation (SD) ranging from 0.534 to 1.128. Concerning attitude, the mean score for the

effectiveness aspect of utilizing AI is 16.98, whereas the mean score for the benefits of employing AI is 16.92. Conversely, the mean score for the drawback of using Artificial Intelligence is 8.78. Student interest in utilizing AI is reported to be 4.36,

The questionnaire results also show that AI greatly influences and improves the quality of translation from students listed in points 4 and 5 in Table 4.2. In addition, the results of interviews with several students asking their opinions on the use of this translation tool prove that this AI greatly helps students improve the quality of their translations.

B. Discussion

The digital revolution has ushered in a new epoch of technical advancement, including artificial intelligence (AI). Artificial intelligence (AI) technologies and applications have revolutionized several domains of contemporary society, including healthcare, finance, entertainment, and education. AI has made substantial progress in language learning by providing learners with convenience. AI has significantly influenced the field of translation. According to the questioned EFL learners, AI has become an indispensable tool for completing assignments. They rely on several AI applications, including Google Translate, U-Dictionary, DeepL Translate, and Line Translate. This finding aligns with a prior study conducted by Amanda (2019), which indicates that most students prefer to use GT for language translation. The researcher identified many facets in this study, including enthusiasm, ease, apprehension, and adjustment.

Based on the study findings, English as a Foreign Language (EFL) learners see AI translation tools as essential tools that streamline and expedite the accomplishment of their jobs. Regularly exposed to English information, such as reading and interpreting articles, doing short research, reviewing journals, and more, they get satisfaction from using AI-powered translation tools. These readily available tools provide immediate translation, acting as a helpful guide in navigating unfamiliar foreign languages. These tools offer expedient and precise translations, aiding students in comprehending intricate materials and foreign jargon. This application enables EFL students to swiftly translate information, allowing them to concentrate on understanding the topic instead of grappling with linguistic obstacles. Having immediate access to translations promotes self-assurance, motivating pupils to confront language difficulties directly.

Although AI translation technologies provide ease and speed, EFL learners were aware of the inherent limitations involved with such technology. They acknowledged that AI would only seldom grasp a language's whole context, subtleties, or cultural complexities. Instead of relying on AI-generated translations, EFL learners adeptly use these tools to assess their understanding of English literature or validate the correctness of their translations. English as a Foreign Language (EFL) learners use their previous language skills and depend on contextual hints in texts to understand and interpret the language they are learning. The first understanding serves as a benchmark for assessing AI-generated translations. Moreover, some EFL learners use supplementary AI translation technologies. This is because English as a Foreign Language (EFL)

learners want to use the collective capabilities of these tools to achieve higher translation quality.

Despite the excitement around AI, these technologies are considered supplementary resources rather than a substitute for human translation despite their unparalleled simplicity and accessibility. Habeeb (2020) studied the pros and downsides of GT. The positives include cost-effectiveness, simple accessibility, and speedy translation. However, there are also negatives, such as grammatical problems and the need for more editing facilities. According to the findings of this study, some EFL students need assistance in achieving a balance between comfort and language competency development. They express concern that excessive dependence on AI might impede their translating abilities. Hence, it is crucial to acknowledge the challenges and moral implications linked to AI and strive for a harmonious equilibrium that capitalizes on the benefits of the technology while safeguarding the fundamental principles of efficient language learning.

English as a Foreign Language (EFL) learners no longer need to exert effort to ascertain the significance of words. They use artificial intelligence to translate foreign phrases and rapidly broaden their vocabulary while comprehending content within its context. This organic method greatly enhances language ability.

Users use this tool not only to translate individual words but also to see how those words integrate into the framework of a phrase or paragraph. AI systems may provide explanations and examples to pupils when they encounter unfamiliar words, facilitating a more profound comprehension of the word's significance and its use. This facilitates their acquisition of new vocabulary and enhances their

comprehension of existing knowledge, thus improving their overall command of the language. Research done by Saputra et al. (2023) found that learners exhibit a preference for using Google Translate as a means to enhance their vocabulary abilities. Artificial intelligence is crucial in enhancing understanding, enabling English as a Foreign Language (EFL) students to grasp the meaning of words, paragraphs, and texts. This is especially advantageous when dealing with complex literary works, scholarly articles, periodicals, etc. Artificial intelligence techniques enable learners to interact effectively with content that was previously deemed too tricky.

Users may use this tool to compose sentences more precisely since artificial intelligence detects grammatical faults and proposes alternate alternatives. AI gently guides learners when they encounter intricate grammatical structures, giving explanations, examples, and corrections. This guarantees that students are making progress in understanding grammar. Engaging in this activity enhances the acquisition of writing abilities and nurtures an inherent comprehension of language norms, leading to improved fluency.

AI-based translation offers EFL learners a rapid approach to decoding unknown words and phrases, improving understanding and increasing confidence in different language difficulties. English as a Foreign Language (EFL) learners may use artificially intelligent (AI) produced translations as a reference to improve their translation skills. By comparing their translations with those created by AI, students may pinpoint areas needing improvement, thus rendering AI an indispensable tool for translation assistance.

Artificial intelligence has made substantial advancements in enhancing the quality of translation, namely in terms of precision and efficiency. Nevertheless, it may be necessary to possess a comprehensive understanding of the intricacies, implications, and cultural allusions inherent in language, similar to what is required for human translation. AI offers rapidity, effectiveness, and accuracy, while human translators provide the profound cultural understanding and language proficiency necessary to produce culturally sensitive and critically precise translations.

According to this research, using artificial intelligence in English language education for students is very beneficial in many learning activities on campus. This includes the successful utilization of AI, its benefits and downsides, and the excitement among students in utilizing AI. AI offers several advantages when it comes to translating languages into other languages. This assertion is corroborated by the hypothesis that translators often depend on dictionaries to aid them in translation (Saputra et al., 2023). The application of AI offers several benefits.

Moreover, the use of AI additionally enhances student passion and interest in studying due to its facilitative nature. This assertion is supported by a study (Nye, 2016), which shows that AI systems may concentrate on specific goals by widely using highly specialized research. At the same time, these systems maintain their flexibility by establishing connections with other systems in the ecosystem. Artificial Intelligence appeals to students because of its intrinsic interest and vast potential for practical use. These artificial intelligences are linked, and they not only assist in constructing sentences but also ensure grammatical correctness.

However, AI is a technology that relies on the internet and does have limitations. Based on the findings of the student-conducted study, students have concerns about data security while using AI. Current technology use exposes people to possible security issues. An important issue with this technology is the possibility of misusing user data (Morteza, 2023). Phishing, the illicit acquisition of sensitive data from online technology users, presents a substantial hazard to these persons (Aleroud & Zhou, 2017). However, government application owners and other security personnel had anticipated this event. Although businesses, governments, and academia have made significant efforts, cybersecurity risks remain widespread (Morteza, 2023).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As the debate unfolded, it became evident that the viewpoints of English as a Foreign Language (EFL) students about the impact of Artificial Intelligence (AI) on enhancing translation quality were very varied. According to the interviews, all English as a Foreign Language (EFL) learners use translation technologies based on Artificial Intelligence (AI). The study found that most English as a Foreign Language (EFL) learners used Google Translate, while some relied on U-Dictionary, DeepL Translate, and Line Translate. The study findings, as seen from the learners' viewpoint, clearly indicate the ease and speed of AI-powered translation. These tools provide expedient and precise translations, facilitating the navigation of intricate texts and new languages for EFL learners and enabling them to complete their tasks effortlessly. The availability of instant translation improves understanding and boosts confidence in overcoming language barriers.

Nevertheless, apprehensions also emerge when learners delve into the possibilities of AI translation. Several English as a Foreign Language (EFL) learners expressed worry that an overreliance on artificial intelligence (AI) technologies would impede their active involvement in language learning and understanding of grammar. Although there is a commonly held view that AI is very proficient in delivering precise translations, it may need further enhancement to accurately capture the cultural implications and emotional subtleties crucial for successful communication.

The appeal of AI to these learners lies not in its flawlessness but rather in its capacity to enhance their translating abilities. Rather than accepting AI-generated findings without question, they adopt a proactive strategy by manually cross-referencing and sometimes using AI technologies to improve their translations. Gaining a deep comprehension of this viewpoint will be essential in successfully combining AI and optimizing language learning.

The use of Google Translate as an Artificial Intelligence tool offers several advantages for students, particularly in the context of English Education studies at UMSU. According to the collected data, the majority of students responded positively to the use of this AI system, finding it very beneficial for translation, accurate word use, and teaching and learning purposes. Nevertheless, AI, a technology reliant on the internet, instills fear in students over the security of their data due to the potential for exploitation.

B. Suggestion

The researcher offers some recommendations based on the findings of the study that might be beneficial to the readers:

1. Researchers urge educators to create assignments that promote the judicious and purposeful utilization of AI translation technologies, addressing learners' apprehensions about excessive dependence on AI. For instance, instructors may offer a task that entails using AI to translate a specific section of a book and then subsequently discuss the subtleties that

the AI may have overlooked. This method promotes critical thinking and encourages a mindful and equitable use of AI resources.

2. The study recommends that EFL learners see AI-supported translation tools only as a tool rather than a replacement for their language learning process. They should utilize these resources as a companion to aid in unraveling intricate sentence patterns and foreign terminology. However, it is crucial to acknowledge the significance of actively immersing oneself in the language to cultivate a more profound comprehension of linguistic subtleties and cultural context.
3. The researcher proposes a comparative study to assess the correctness of AI-generated translation compared to human-generated translation. It may provide a deeper understanding of the capabilities and constraints of AI.

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APPENDICES

APPENDIX 1

Questionnaire Questions

E-Mail :

Name :

University :

Major :

Semester :

Gender

☐ Male

☐ Female

Age :

Answer the questions below with Yes/No!

A.1 Do You Know Google Translate?

☐ Yes

☐ No

A.2 Do you use google translate in learning English in college?

☐ Yes

☐ No

Answer the statements below by choosing Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.!

1. Google Translate is very easy to access and use anywhere and anytime.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

2. The features contained in AI are very easy for students to understand.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

3. The features contained in AI are very suitable for the needs of students in improving translation quality

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

4. I am very interested in using this AI, which will help me to improving translation quality

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

5. The use of AI makes me more comfortable in improving translation quality

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

6. Google Translate help me to produce better writing.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

7. I am more active in class due to the use of AI.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

8. The use of AI will improve my writing skills.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

9. The use of AI disturbed my concentration in improving translation quality

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

10. I am worried that AI will further intrude on my privacy.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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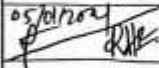

K1

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Muhammad Aposan Manurung
NPM : 1902050067
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 2.93

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan-Fakultas
	Exploring EFL Students' Perspective on Artificial Intelligence In Improving Translation Quality	
	Exploring Students Perspectives On The Application Of Computer-Multimedia In Senior High School for Teaching Descriptive Text	
	Students' Perceptions of Artificial Intelligence In English Learning	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 07 Desember 2023

Hormat Pemohon,

Muhammad Aposan manurung

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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K2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
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Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Muhammad Aposan Manurung
NPM : 1902050067
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**Exploring EFL Students' Perspective on Artificial Intelligence
In Improving Translation Quality**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Adib Jasni Kharisma, S.Pd., M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya


05 Januari 2024

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 07 Desember 2023
Hormat Pemohon,



Muhammad Aposan Manurung

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

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Nomor : 0617/II.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesaban Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Muhammad Aposan Manurung
N P M : 2002050067
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Exploring EFL Students' Perspective on Artificial Intellingence in Improving Translation Quality.

Pembimbing : Adib Jasni Kharisma, S.Pd., M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 15 Maret 2025

Medan 05 Ramadhan 1445 H
15 Maret 2024 M



Dra. Hj. Svamsuyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

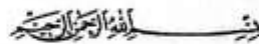
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR





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LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Muhammad Aposan Manurung
NPM : 1902050067
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring EFL Students' Perspective on Artificial Intelligence in
Improving the Translation Quality

Sudah layak diseminarkan.

Medan, Maret 2024

Disetujui oleh
Pembimbing

Adib Jasni Kharisma, S.Pd., M.Hum.

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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Muhammad Aposan Manurung
NPM : 1902050067
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring EFL Students' Perspective on Artificial Intelligence in Improving the Translation Quality

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16/01/2024	Discussion About The Title.	
22/01/2024	Discussion About Background Of The Study.	
29/01/2024	Discussion of Chapter 1 revolves around questions	
05/02/2024	Discussion about what types of AI are used in research	
12/02/2024	Discussion of Chapter III about Methodology	
13/02/2024	Acc Seminar.	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Maret 2024

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

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Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro. "Teacher Education and Professional Development in Industry 4.0", CRC Press, 2020

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DAFTAR RIWAYAT HIDUP

Data Pribadi

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NPM : 1902050067
Tempat /Tgl Lahir : Pematang Kerasaan, 6 Maret 2001
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Warga Negara : Indonesia
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Nama Orang Tua

Ayah : M. Hasan Manurung
Ibu : Arbaini Damanik
Alamat : Huta II Pematang Kerasaan

Pendidikan Formal

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SMP : SMP Negeri 1 Bandar
SMA : SMA Negeri 2 Bandar
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Program Studi Pendidikan Bahasa Inggris
Medan, Desember 2025



MUHAMMAD APOSAN MANURUNG