

**EXPLORING EFL LEARNERS' PERSPECTIVE ON ARTIFICIAL
INTELLIGENCE IN BOOSTING TRANSLATION QUALITY**

SKRIPSI

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ABSTRACT

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This study was aimed to determine learners' perspective of the using of artificial intelligence. The population of this study was 20 learners in the 6th semester of English education. The sampling technique uses a semi-structured interview method with EFL (English as Foreign Language) learners who have experience using AI technology for translation assignments. The research design used in this study was qualitative. The results showed that most EFL learners use Google Translate, while others use U-Dictionary, DeepL Translate, and Line Translate to help them do their assignments. However, the EFL still found the result of translations is inaccurate, so they cross-referenced them manually and sometimes used other AI tools to refine the translations.

Keyword: *Artificial Intelligence, Translation, EFL, and Perspective*

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Hopefully this research findings are expected to be useful for those who read the study and are interested in the topic. I hope this is not the last research researcher but the beginning of research researchers for the future. Finally, the researchers realized that this research was far from perfect even though I had done

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Medan, August 2023
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Recently, we live where technology and information has influenced everyone to adapt the rapid changes. Globalization and the modern industrial era have given birth to technological innovations, opportunities, and challenges (Fitria, 2021). Technological advances help facilitate work and human activities. The technology currently being intensively developed is known as Artificial Intelligence (AI). The term "artificial intelligence" (AI) refers to the process of giving machines the ability to think and act intelligently (Joshi, 1989). Artificial intelligence significantly impacts the professional translation sector, that is strongly tied to cognitive intelligence (Zheng & Zhu, 2020). One area where AI has made significant progress is machine translation, that has led to the development of AI-powered translation tools. It uses complex algorithms and machine learning models to analyze and translate texts instantly, offering language learners a convenient and accessible way to translate text.

Translation is a complex task requiring extensive linguistic and cultural knowledge. English as Foreign Language (EFL) learners often face challenges in translation assignments. Translation involves the transfer of meaning from one language to another, requiring a deep understanding of the structure, vocabulary, and cultural nuances of both languages. EFL learners

need help carrying out translation activities, that can affect the quality of their translations and hinder their language learning progress.

Translating accurately requires extensive vocabulary knowledge in both the source and target languages. EFL learners need help finding appropriate equivalents or expressions, resulting in inaccurate or unnatural translations. A limited vocabulary can also make it challenging to capture the nuances and subtleties of the original text, affecting the overall quality of the translation. Usually rely on dictionaries to help them in the translation process (Saputra et al., 2023). However, traditional dictionaries are time-consuming, and EFL learners may need assistance understanding the meaning (Alhaisoni & Alhaysony, 2017).

Grammatical structures pose another challenge for EFL learners in translation. Each language has unique grammatical rules and sentence structures, and EFL learners need help to navigate these differences. 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 lack grammatical precision or coherence. Cultural and contextual understanding is crucial in translation, but it can significantly challenge for EFL learners. Translating idiomatic expressions, cultural references, or context-specific terminology accurately require 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 emergence of AI-powered translation tools has introduced new possibilities and opportunities for EFL learners to improve the quality and efficiency of their translations. AI and advanced technology address this challenge by automating and streamlining the translation process.

Integrating AI in translation tasks offers several potential benefits for EFL learners. Firstly, AI translation tools provide learners with instant translations, enabling them to understand the meaning of unfamiliar words, phrases, or texts in real time. This instantaneous feedback can enhance learners' comprehension and facilitate their engagement with English texts. Secondly, this feature can help EFL learners produce more accurate written materials and overcome language barriers (Bowker, 2020; Gayed et al., 2022; Tsai, 2019). Lastly, AI-powered translation tools are available online and can be accessed anytime and anywhere, providing learners with convenient and readily available language support (Chandra & Yuyun, 2018).

Google survey in 2010 revealed that language learners used AI to understand foreign words, composed emails or articles, learnt to write and speak foreign languages and verified the accuracy of their written texts (Garcia & Pena, 2011). Many machine translation tools are available, such as Google Translate, Bing Translate, Microsoft Translator, and Amazon Translate (Anne, 2021). However, Google Translate is a well-known translation tool and most used by language learners (Wirantaka & Fijanah, 2022).

Google Translate is one of the most straight forward and accessible sources for learners to use when they need a translation. *Google Translate* is a free automated translation service that translates text, speech, and images from one language to another (Alhaisoni & Alhaysony, 2017). Based on a 2016 Google survey, GT can perform translations with accuracy levels comparable to human translators, from Spanish, Chinese, and French to English and vice versa. It is believed 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 continues progressing, and it is developing an extraordinary ability known as "pragmatic analysis," that only humans possess (Constantine, 2020). It involves extracting helpful information from a text to write down the meaning and overcoming language's inherent ambiguity.

Based on the experience of researcher in the English language education program at UMSU (Universitas Muhammadiyah Sumatera Utara). Researcher found that most students use AI since they rely too heavily on the tool and need help communicating effectively when they could not rely on it. In an academic or professional setting, EFL learners may be asked to translate text for a limited period, that can increase pressure and affect the quality of their translation. The need to work quickly can result in errors, inaccuracies, or a lack of attention to detail. Therefore, this study explores whether AI improves translation quality based on the perspective of EFL learners. By examining their attitudes, beliefs, and experiences, we can gain insight into the benefits,

drawbacks, and considerations of using Google Translate as an AI-powered translation tool. This study contributed to the ongoing discussions on the role of AI in language education and translation, providing valuable insights for educators, developers, and policymakers seeking to optimize AI technologies to support EFL learners in their translation tasks and language learning endeavors.

B. Identification of the Problem

Based on the background above, the identification of the problem as follows:

1. Learners overly reliant on using AI to communicate effectively
2. Learners have difficulty to determine the correct word order by using the right verbs, or applying grammar rules accurately
3. Traditional dictionaries are time-consuming, and learners need help to understand the meaning and finding appropriate or equivalent vocabulary

C. The Scope and Limitation

This study limits and focused on translation. This study conducted in UMSU as the English education learners. The limitation of this study was the perspective of EFL learners.

D. The Formulation of the Problem

The formulation of the problem in this study as follows:

1. What are EFL learners' perspectives on using artificial intelligence (AI) in translation?

2. How does Artificial Intelligence boost translation quality for EFL learners?

E. The Objective of the Study

Based on the formulation of the problem above, the purpose of this research is:

1. To found out learners' perceptions on the using of artificial intelligence.
2. To investigated the role of artificial intelligence in boosting translation quality.

F. Significance of the Study

1. Theoretically

The study can contribute to the advancement of translation studies by examining the impact of AI technologies on translation quality from the perspective of EFL learners. This study can provide new insights into the theories and concepts related to translation.

2. Practically

a. Students

This study can gain learners' insights into using artificial intelligence in learning foreign language translation.

b. Educator

By understanding how EFL learners perceive AI-based translation tools and their impact on translation quality, educators can design

instructional strategies and materials that effectively use AI and address learners' specific needs and concerns.

c. Other researchers

This study can be a reference for other researchers trying to explore further the impact of AI on translation quality for English learners.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Artificial Intelligence

1.1 Definition of Artificial Intelligence

The term "*artificial intelligence*" originates from the English language, that refers to machines or programs that can think and work as humans do. According to Chen (2020:653), *artificial intelligence* (AI) is the capability of machines to execute intricate tasks that typically necessitate human intelligence. Mehr (2017:3) stated that *artificial intelligence* (AI) is a computer program that generally involves human intelligence, such as understanding and monitoring visual/spatial and aural information, reasoning and making predictions, communicating with people and machines, and continuously learning and improving activities that normally require human intelligence.

According to Delipetrev et al., (2020:5) aimed to act in the physical or digital dimension by grasping their environment through data acquisition, interpreting collected structured or unstructured data, reasoning on knowledge, or processing information, derived from data, and determining the optimal course of action to achieve a desired goal. According to Winston and Prendergast in (Sutojo et al., 2011:3), artificial intelligence aims are:

- a) To make machines more intelligent (primary goal)
- b) To define intelligence (scientific goal)
- c) To make machines more useful (entrepreneurial goal)

1.2 Artificial Intelligence in Translation

In the past, we manually translated a word or sentence by using a dictionary. However, with the sophistication of technology, searching for the meaning of a word in a foreign language can be done automatically without being time-consuming. This technology is known as machine translation. Machine Munkova et al. (2020: 1328) stated that translation machine (MT) is an automated system that facilitates the translation of written or spoken language from one source language to a target language without human intervention. MT has been around for decades.

MT can be interpreted as a machine that automatically converts language to another language, such as Google Translate. MT utilizes artificial intelligence or AI (artificial intelligence) to translate from one language to another. The aim is to facilitate cross-linguistic communication and comprehension without reliance on human translators. Here are some important aspects and approaches in machine translation:

- a) Rule-based Machine Translation (RBMT)

In the 1980s, Dr. John Tinsley, the Chief Executive Officer and co-founder of Iconic Translation Machines, stated that the dominant method for machine translation was rule-based MT (RBMT) until the latter half of the 1980s (*How*

Artificial Intelligence Is Transforming Machine Translation and the Global Language Business, 2019: 6). RBMT translates text from one language to another linguistics rules and grammatical structures. It generates translations using dictionaries, grammatical principles, and syntactic analysis. RBMT is effective for languages with well-defined grammatical structures but necessitates the manual creation and maintenance of linguistic rules.

b) Statistical Machine Translation (SMT)

According to Koehn (2009:5) SMT learns translation patterns from large bilingual corpora using statistical models and algorithms. It analyses and contrasts the statistical properties of the source and target texts to determine the most probable translations. SMT algorithms, such as phrase-based or hierarchical models, estimate translation probabilities based on training data patterns.

c) Neural Machine Translation (NMT)

Koehn (2017:75) stated that NMT employs neural networks to conduct machine translation, specifically recurrent neural networks (RNNs) or transformer models. Through extensive training on parallel corpora, NMT models learn to map sentences from the source language to the target language. The benefit of NMT is its ability to capture long-range dependencies and generate translations that are more natural and accurate in context. In 2016, with sophistication and to overcome the limitations of previous machine translation, Google Translate introduced Google Neural Machine Translation (GNMT) technology that operates similarly to the human

brain(*How Artificial Intelligence Is Transforming Machine Translation and the Global Language Business*, 2019: 14). Google Translate uses sophisticated algorithms to translate text or speech from one language to another. According to James (2023), there are four main components make up this tool:

1. Input Analysis

This section examines the input content, determining language, structure, and context. Google Translate uses grammar rules and markers for parts of speech to distinguish the importance of each word and phrase in the input text, then aligns the translated words and phrases with their original content accordingly.

2. Translation

Google Translate uses a statistical model to provide probabilities for each alternative translation for each word and phrase in the input text. This statistical model was created using a fairly large bilingual corpus.

3. Post analysis

This section examines and refines the translation results. To ensure the translated text is clear, natural-sounding, and acceptable to the target audience.

4. Display and Delivery

The finished translation is presented in the selected language as text, document, web page, or speech. Supported by artificial intelligence, GNMT has several benefits:

1.1 Google Translate can translate text into more than 120 languages.

1.2 Google Translate can translate words, phrases, clauses, sentences, and even discourse.

1.3 Google Translate provides sophisticated features that are capable of translating text with a camera, voice, and files in PDF or Microsoft Word formats.

1.4 As a tool to learn foreign language pronunciation.

2. Translation

2.1 Definition of Translation

According to Catford (1965:20), translation is the substitution of textual material in one language (SL) by equivalent textual material in another language (TL). Dong (2022:5) stated that translation is the process of conveying the meaning of a text into another language with how the author intended the text. In this case, translation can be described as changing text from one language, the source language (SL), to another, the target language (TL). It is not only an issue of word choice but also of how the translation can convey the same meaning from the source text (ST) and language into the many components of word choice and the structures of the target text (TT) and language.

According to Muhctar (2013:1), The translation is a challenging thing to accomplish in every process of transferring the meaning from a source language (SL) to the target language (TL). Larson L (1984:3) stated that translation involves studying the lexicon, grammatical structure,

communication situation, and cultural context of the Source Language (SL) text, analyzing the SL to establish its meaning, and then re-expressing this meaning by using the lexicon and grammatical structure in the target language and cultural context. According to Larson in his book *Meaning-Based Translation a Guide to Cross-Language Equivalence*. The process of the translation can be illustrated in the following diagram.

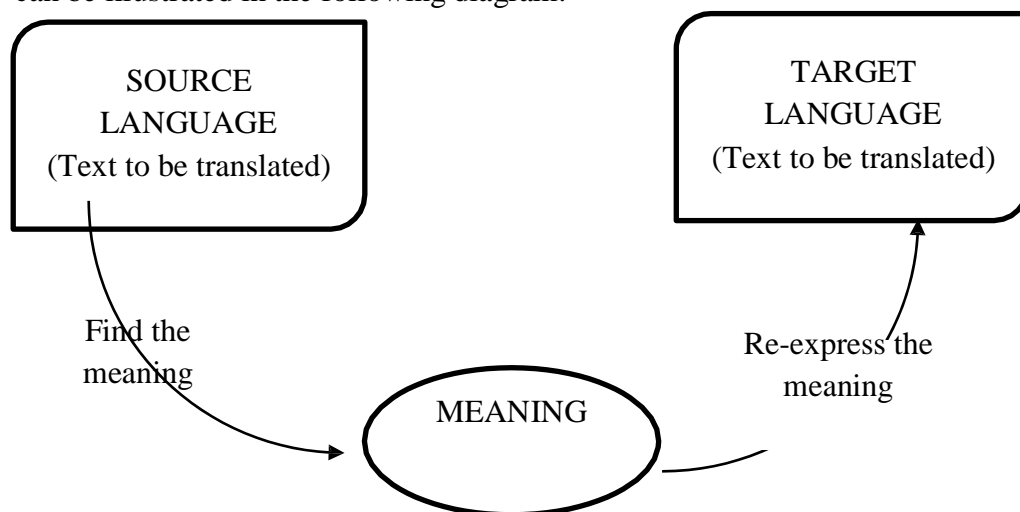


Figure 2.2 Process of Translation

In the process of translation, meaning is more important than style. Because the linguistic system of the source language and target language is different, it is not easy to make an exact translation reproduction.

2.2 Translation Method

A translation method is a set of principles, guidelines, and techniques translators use to transfer the meaning of source language text into target-language text. Translation methods help translators produce accurate and effective translations by providing a structured approach to the translation

process. In his book *A Textbook of Translation*, (Newmark, 1988) divides translation methods into two groups: source-oriented and target language-oriented.

Table 2.2 Translation Method According to Newmark

Source-Oriented	Target Language-Oriented
Word-for-word translation	Adaptation
Literal translation	Free translation Idiomatic
Faithful translation	translation Communicative
Semantic translation	translation

Translation Method Oriented to the Source-Oriented

a) Word for word translation

In the word-for-word translation method, sentences will be translated word by word into the target language. This method is suitable if the source and target languages have the same structure.

Example:

SL: They will go to Korea tomorrow.

TL: Mereka akan pergi ke Korea besok

b) Literal translation

Literal translation is a translation method that translates text literally but still follows the rules of the target language structure. In translating, the translator must adhere to the intent and purpose of the author.

Example:

SL: It is the greatest show in the world!

TL: Ini adalah pertunjukan terbesar di dunia!

c) Faithful translation

A faithful translation attempts to preserve the form or structure of the original language. In other words, the translated text must adhere to the original language's structure and terminology.

Example:

SL: Anna is too well aware that his sister is naughty.

TL: Anna sangat sadar bahwa adiknya nakal.

d) Semantic translation

According to Newmark, (1988:46), semantic translation considers the aesthetic value of the source material. Therefore, the translated text must also be aesthetically pleasing and natural-sounding. Aesthetic value is a beauty derived from the text's meaning, allowing the text's context to be delivered elegantly and without discomfort.

Example:

SL: Leads to smooth and shiny hair.

TL: Agar rambut tampak halus dan berkilau.

Translation Method Oriented to the Target Language

a) Adaptation

Adaptation is a translation technique that contradicts the literal translation technique. The purpose of adapted translation is to enable translators to translate texts according to the target language's culture. Even though how culture is displayed in the two languages is distinct, both must have the same meaning in a context.

Example:

SL: You don't have to spend a single night if you don't like it.

TL: Kamu tidak perlu menghabiskan satu malam pun jika kamu tidak menyukainya.

b) Free translation

Free translation provides the translator with complete freedom to express we will interpret the translated text without replacing the culture of the source language with that of the target language.

Example:

SL: I have no doubt of his being a very respectable young man.

TL: Saya yakin dia pemuda terhormat.

c) Idiomatic translation

Idiomatic translation is a method of translation that focuses on the expression of idioms in the source and target languages. Idiomatic translation seeks to replicate the meaning of the original text. Idioms must be translated by using idioms so that the meaning and context of the original text are maintained.

Example:

SL: Killed two birds with one stone.

TL: Sambil menyelam minum air.

d) Communicative translation

Communicative translation effectively conveys text messages from the source language into the target language. Words, phrases, and sentences are translated into the language spoken by most of the community and society.

Example:

SL: She thinks so little of her own beauty.

TL: Dia kurang menyadari kecantikanya sendiri.

2.3 Translation Equivalence

There are two languages involved in translation: source language and target language. According to Catford (1965:21) the main problem of translation practice is finding TL translation equivalents because the main task of translation theory is to define the nature and conditions of equivalence of translation. Equivalency is required in order to preserve the context and meaning that was originally intended. According to Mona Baker (1992), translation equivalence refers to the relationship between the source language text and the target language regarding its communicative function, not just linguistic structure. Equivalence can be achieved at various language levels, including lexical, grammatical, and textual. In Bassnett & MCGuire, (1980:25), Popovic defines four sorts of equivalency.

- a) Linguistic equivalence; equivalent in linguistic order between SL and TL because each language has unique linguistic characteristics.
- b) Paradigmatic equivalence; equivalence at the grammatical level. This equivalency examines the link between sentence elements.
- c) Stylistic equivalence; equivalence of language style between SL and TL.
- d) Textual equivalency; equivalence at the textual level, i.e. equivalence of form and shape.

Equivalence in translation refers to accurately transmitting the meaning of the source language (SL) in the target language (TL) despite linguistic, cultural, and communication variations between the two languages.

Translation equivalence aimed to guarantee that the TL conveys the same meaning and impact as the SL. However, obtaining equivalence in translation can be complex and challenging, as various issues might develop during the process.

a) Cultural difference

Muhctar (2013:83) stated that culture in translation influences the process of translating source-language text messages into the target language. Since diverse cultural values, beliefs, and practices can influence communication, texts containing cultural references or terminology might be challenging to translate if the translator is unfamiliar with the culture.

b) Non-equivalent word in the target language

According to Muhctar (2013:50) word that does not have an equivalent does not have a direct translation. It depends on the nature, context, and purpose of the translation.

c) SL and TL Make Differences in Meaning

Catford (1965:35) stated that, translation is often defined concerning meaning. A translation must have the same meaning as the original. The theory of translation must rely on the theory of meaning; with such a theory, it is possible to explain certain crucial features of the translation process.

d) There is No Specific Expression in the TL

3. Translation Quality Assessment

The Oxford Dictionary defines “quality” as the general excellence of standards or level. The quality of a translation can be evaluated by various criteria. According McDonald (2020), There are three factors determine the translation quality:

a) Accuracy

Accuracy is a fundamental principle of translation, so it must be the primary concern of the translator. A *good translation* is a translation that conveys information or messages from SL accurately, precisely, and correctly according to the original author's intent. Accuracy in this context indicates that nothing is taken, added, or changed. The translated message must correctly reflect the intended meaning. Accuracy is related to the equivalence of meaning between SL and TL.

b) Readability

A translated text has a high degree of readability if it is simple to read and the reader can comprehend the message delivered, independent of its compatibility with the message in the source text. The readability of writing is the ease with which it can be read, and its content grasped. Many factors affect the readability of a translation, including the average sentence length, the number of new words, and the grammatical difficulty of the target language.

c) Acceptability

The text must be accepted and comprehended by the intended readers. Acceptability refers to the conformity of a translation to the linguistic rules and textual standards of the target language. It demonstrates that a translation is appropriate if the norms adhered to originate from the source culture and language. In contrast, a translation is deemed acceptable if the norms adhered to originate from the target culture and language. High-acceptability translations will provide natural, fluid, and not rigid translations.

B. Relevant Studies

This study had some relationship with the previous findings of the research, such as:

Amanda (2019), in her thesis titled “Students’ Perception of Using Google Translate as A Medium of Translating English.” This study aimed to find out students’ perceptions about using Google Translate. The study used a qualitative descriptive design with 25 students. The researcher collected data by using a test and a questionnaire consisting of twenty questions. The study results showed that most students liked Google Translate in translating languages, especially English into Indonesian.

Khasanah et al. (2022), in their journal titled “Students’ Perception on the Use of Google Translate in Learning Pronunciation” their used a descriptive qualitative research design. The participants of this study were 15 students in the tenth grade at an Islamic public senior high school in Kudus, Indonesia.

The data was collected by distributing a questionnaire to the respondents. This study shows that the student's perception of using the Google Translate Application as media in learning pronunciation was positive because students can learn practically and independently. While the obstacles that students found when learning pronunciation using Google Translate were that Google Translate often had errors, could not be used offline, took a long time to load, and had low accuracy.

Habeeb (2020), in his journal titled "Investigating the Effectiveness of Google Translate among Iraqi Students." This research aimed to investigate the effectiveness of Google Translate. This study used quantitative research using a survey questionnaire to collect participant data. The study participants were 50 Iraqi undergraduate students in the 2018/2019 Academic year. This study reveals that Google Translate has several advantages (low cost, easy access, fast translation) and disadvantages (grammatical errors, no proof reading tools).

Saputra et al. (2023), in his journal entitled "Students' Perception on the Use of Google Translate in Increasing Their Vocabulary Mastery". The study investigated students' perceptions of Google Translate in increasing their vocabulary mastery using quantitative methodologies. Students enrolled in the English Education Study at the Faculty of Languages and Literature at Universitas Makassar during the academic year 2022-2023 comprised the population of this study. The research instrument was a survey of thirty-five students. 13 (38%) students were categorized as extremely positive, 13 (38%)

students were categorized as positive, 3 (8%) students were categorized as moderate, 4 (11%) students were categorized as negative, and 2 (5%) students were categorized as extremely negative. Based on these findings, students favor using Google Translate to enhance their vocabulary skills.

Tsai (2019), in his journal entitled "Using Google Translate in EFL Drafts: A Preliminary Investigation". This study investigated the impact of using Google Translate (GT) on a first manuscript written in English without preparation. This study was conducted with Chinese sophomores, juniors, and seniors concentrating in English as a Foreign Language (EFL). Moreover, fewer spelling and grammatical errors, and fewer errors per word, English GT texts demonstrate several components with substantially higher writing quality than SW texts.

C. Conceptual Framework

The conceptual framework of this study will be designed as the following diagram:

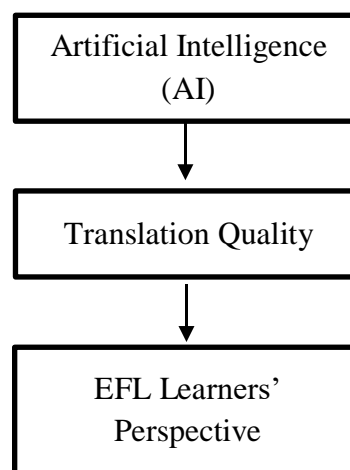


Figure 2.3 Conceptual Framework

This study is motivated by the growing use of AI and advanced technology in various industries, including translation. This study will explore EFL students' perceptions regarding the use of artificial intelligence (AI) and advanced technology in translation assignments. It includes investigating their attitude toward the technology and the perceived usefulness and ease of using AI and advanced technology to improve the quality of their translations. It is important to understand the perceptions of English learners towards this technology because they are users of translation services. This study seeks to contribute to the existing literature on AI and advanced translation technologies while shedding light on EFL learners' perceptions and experiences of using artificial intelligence.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this study, a qualitative research design was employed to investigate how advanced artificial intelligence (AI) technologies improve translation quality from the perspective of EFL learners. This research design was appropriate because qualitative research focuses on in-depth exploring and understanding individuals' experiences, perspectives, and behaviors, providing rich and detailed insights into a particular phenomenon. According to Creswell (2012:131), qualitative research aimed to demonstrate an intention to investigate or comprehend a central phenomenon with specific individuals at specific research locations. Yin (2016: 10) stated that qualitative research was motivated by the desire to explain social behavior and cognition using existing or emerging concepts.

B. Source of The Data

This study involved students majoring in English Education in the 6th semester of the Faculty of Teacher Training and Education UMSU. This study used 20 participants who were interviewed. This study was conducted for approximately seven days. This study utilized using a semi-structured interview method with EFL students who have experience using AI technology for translation assignments. Then EFL learners were

interviewed directly to capture their perspectives, experiences, and insights regarding the impact and role of AI technology on translation quality.

C. Instrument of The Research

The research instrument constitutes an integral component of the data collection methodologies. According to Creswell (2012: 9), the process of data collection involves the identification and selection of individuals for a study, obtaining their informed consent, and the acquisition of information through the administration of surveys or the observation of their behaviors. Data collection for this study was facilitated through the interview method.

Interview

The researcher employed semi-structured interviews to gather in-depth information about EFL learners' experiences with AI-powered translation tools. Researcher used mobile phones as a tool to record interview data. Note-taking techniques were another instrument for obtaining additional information during interviews.

By conducting semi-structured interviews with EFL learners, researcher obtained valuable insight into their perspectives regarding the contribution of AI technologies to translation quality. The interviews permit an in-depth exploration of their experiences, perceptions, and strategies, providing a nuanced comprehension of how AI technologies are perceived and utilized in translation.

D. Technique of Data Analysis

In this study, the data collected was analyzed using analysis techniques from (Miles et al., 2014); data collection, data reduction, data display, conclusion drawing/verification. The steps are as follows:

1. Data Collection

At this stage, data will be collected from the results of semi-structured interviews with participants. This method allows researchers to engage in interactive and flexible conversations with participants to explore their perspectives, experiences, and attitudes toward AI technologies in translation.

2. Data Condensation

Data condensation was the process of selecting, focusing, simplifying, abstracting, and transforming data from field notes or transcriptions. At the data reduction stage, data was collected as summaries of field notes and coded into meaningful categories.

3. Data Display

A display was an organized, condensed collection of data that allows for conclusion drawing and action. At the data display stage, the data was coded, arranged and displayed in such a way as to facilitate analysis. The displays made the data potentially more comprehensible than when limited to narrative formats alone.

4. Conclusion drawing/ verification

Data analyzed in the conclusion/verification stage to draw conclusions and verify findings. The researcher verified the findings by comparing the results of the data collection method (semi-structured interviews).

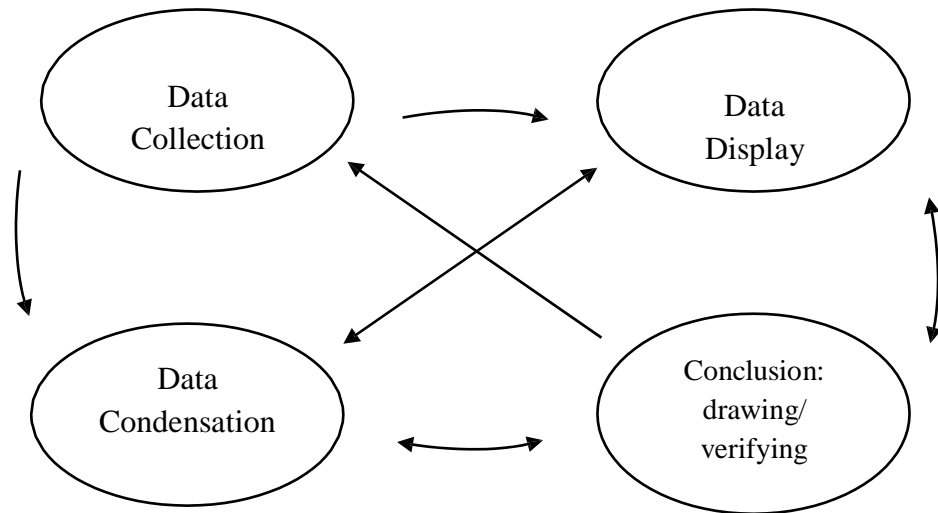


Figure 3.4 Qualitative data analysis by Miles and Huberman

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As explained in chapter 3, this study used qualitative methods and the population in this study were 6th semester English education learners at FKIP UMSU by using a semi-structured interview method. There were 20 learners who have been interviewed. In this study, researchers focused on exploring EFL learners on AI to boost their translation quality.

Table 4.1 EFL Learners' Data

No	Respondent Name	Class	Date
1.	ARL	6.A Morning	July 24 th , 2023
2.	IHR	6.A Morning	July 24 th , 2023
3	JW	6.A Morning	July 24 th , 2023
4	PMA	6.A Morning	July 24 th , 2023
5	DA	6.A Morning	July 24 th , 2023
6	PS	6.A Morning	July 24 th , 2023
7	VA	6.A Morning	July 25 th , 2023
8	ADG	6.A Morning	July 25 th , 2023
9	LS	6.A Morning	July 26 th , 2023
10	DJ	6.A Morning	July 26 th , 2023
11	YA	6.A Morning	July 26 th , 2023
12	ZY	6.A Morning	July 26 th , 2023
13	RA	6.A Afternoon	July 27 th , 2023
14	NA	6A Afternoon	July 28 th , 2023

15	NW	6.B Morning	July 28 th , 2023
16	DM	6.A Morning	July 29 th , 2023
17.	YF	6 A afternoon	August 1 st , 2023
18	RY	6 A afternoon	August 1 st , 2023
19.	SA	6.B Morning	August 2 nd , 2023
20	AL	6.B Morning	August 2 nd , 2023

B. Data Analysis

1. Experience in Using AI

Artificial Intelligence (AI) translation tools have transformed how learners interact with foreign languages. By enabling instant translation from the source to the target language, AI translation tools provide a dynamic and unique experience that allows learners to overcome language challenges and engage with a wider range of content. Researcher has investigated learners' experiences with AI-based translation tools in this study. From the interview results, the researcher discovered that nearly all learners utilize AI-based translation tools to assist them in completing their assignments.

"I usually use GT to help me do my task example, like translating the journal," stated respondent IHR.

"...I use GT to find new vocabulary, complete my task and look for a sentence that I do not understand," stated respondent PS.

"I often rely on Google Translate for my college assignments. It helps me complete numerous assignments easily and also enables me to expand my vocabulary," stated respondent DJ.

Not only using GT some learners also use AI-based translation tools such as DeepL Translate, U-Dictionary, and Line Dictionary to translate text.

"I have used AI-based translation tools such as Google Translate and U-Dictionary. However, I intend to use U-Dictionary as I believe it to be more precise than Google Translate, which sometimes produces incorrect grammar," stated respondent ADG.

"I use AI to help me doing my tasks usually I use Line Dictionary. I just type the words or sentences that I want to translate and then automatically it will translate to target language....," stated respondent LS.

"...I use DeepL Translate more often, and based on my experience when using AI, it's simple to use," stated respondent NA.

From the above explanation, it can be deduced that nearly all learners use Google Translate, although a few use other AI translation tools like U-dictionary, DeepL Translate, and Line Translate. According to the results of interviews conducted with all learners regarding their experience with AI translation tools, these tools aim to aid learners in completing assignments, comprehending journals, and translating difficult or unfamiliar words.

2. The Role of AI in Translation Quality

Based on the conducted research, it was discovered that nearly all learners believe that AI plays an important role in the quality of their translations. They believe that AI simplifies their jobs. AI aids them in comprehending sentences with ease, enhancing their vocabulary, comprehending journals with difficult language, improving their language/grammar structure, and ensuring that their translations are accurate.

“Yes, of course. To help me translate difficult words and sometimes this tool helps me to make sure my own translation”, stated respondent PMA.

“Yes, very important. For example, when I read a journal because in the journal there is a language that is difficult to understand, therefore I use AI to help me understand the journal,” stated respondent DA.

“Yes, it is important. It will help us to complete our tasks, and sometimes, with GT, we can find new words, thus increasing our vocabulary,” stated respondent PS.

“AI so important in my translation quality. Because I have a limited vocabulary so I choose to use AI to help me,” stated respondent VA.

“AI has played an important role in improving my translation because it makes it easier for me to understand the meaning of the sentences. I use AI when I don’t know about some vocabularies in English or if I want to find the meaning of the vocabulary,” stated respondent ADG.

“Yes, it is very important. Because with GT I can expand my vocabulary and it really helps me in doing my assignment,” stated respondent DJ.

“Yes of course, because for example like new vocabulary from AI, when we translate using AI, new words will appear which will add to my vocabulary so that the translations that I produce are not repetitive and the words are more varied,” stated respondent RA.

“Yes of course it is really important to improve the quality of my translation because I will also see how the translation results from there I will also learn for example this word has this meaning,” stated respondent SA.

“...AI-based translation technology has really become my friend in processing words with the maximum possible grammar. Sometimes it works well according to my wishes and sometimes it works beyond my predictions. New vocabulary that I rarely know, appears and gives me satisfaction for new knowledge. So, I admit it played an important role in improving the quality of my translation,” stated respondent AL.

Even though Artificial Intelligence (AI) has an essential role for almost all learners, there are perspectives among learners who are still unsure about AI in improving the quality of translation. The following are some responses from learners who have been interviewed:

“Not really, because if we rely too much on AI to help us translate a language, we will become dependent on this tool, which can weaken our translation skills,” stated respondent JW.

“GT doesn't really have an important effect because if we translate journal articles, especially international journals using GT, sometimes the translation results are not significant,” stated respondent ZY.

From the explanation above, artificial intelligence (AI) is essential for almost all learners since it helps them learn new vocabulary and detect translation errors that they make manually. Meanwhile, some learners think that relying too much on AI can have a destructive impact on our translation skills, and sometimes, the translation results provided by AI may not be appropriate.

3. The Effective AI Features in Improving Translation Quality

The key to AI's effectiveness in improving translation quality lies in its advanced features, each designed to improve accuracy, context understanding and user experience. Based on the interview results, there are various features that can improve the quality of translation based on the learners' perspective.

“...context awareness allows Google Translate (AI) to clarify and provide the most suitable translation based on the translated text,” stated respondent

ARL

“Context awareness where it helps me to find which sentence is match with my translation,” stated respondent LS.

“I think a very helpful feature is when we enter a word whose spelling is not correct, GT will automatically give directions to the wrong word,” stated respondent DJ.

“I think in GT the most effective feature is like when we translate the word „A“, several translations will appear and we just have to choose in what form we want to adjust the sentence,” stated respondent ZY.

In AI, a context awareness feature refers to the tool's ability to understand and consider the surrounding linguistic context when producing a translation. Without context awareness, the translation might be translating each word individually. Some learners also think that document or lens translation is an effective feature of AI for the quality of their translation.

“Translate Document, because if we translate one by one sometimes it doesn't match the source of the language being translated so this feature can make it easier for us to understand the contents of the language as a whole,” stated respondent JW.

“...because it will translate the document directly even though sometimes there is still an ambiguous context,” stated respondent DA.

“GT translate has word limitations in translation but when using Google documents it will automatically translate the text of the document as a whole,” stated respondent PS.

“The type of AI feature that I think is effective in improving the quality of my translation is the document translate feature. Usually when I want to translate journals, papers or documents like that I don't have to translate one by one because there I can translate it directly with one file,” stated respondent NW.

“Google lens, sometimes when translating a text we will make mistakes in typing. So that with this feature, it makes us easier to translate and more practical,” stated respondent PMA.

Certain individual believe that a feature that can improve the quality of their translation is the writing style feature, that can produce translations according to the writing style we want.

“In my opinion the most effective AI features are in DeepL translate. Where there is a DeepL write feature which will filter our translations by using various text styles such as academic, simple or other text. It will automatically change the text we have according to the style we want,” stated respondent AL.

From the explanations above, we can conclude that the features that are most helpful in improving the quality of translations are context-aware

features, that can make a significant contribution to quality and make them more suitable for producing more accurate, natural, and culturally appropriate translations and some students think that document or lens translate features are effective because with those features they can produce fast translations.

4. The Challenges in Using AI

Based on the views expressed by learners about AI in improving the quality of translation, there are challenges where sometimes the resulting translation is inaccurate or out of context. Frequently, languages have region-specific vocabularies and terminologies for which other languages have no direct equivalents. The AI may not accurately recognise or translate these terms, causing confusion among users from various cultural backgrounds. Based on the results of the interviews, there were several student responses to overcome these limitations.

“... sometimes the resulting translation results are inaccurate and out of context. For example "Tangan Panjang" if we translate using AI it will appear the meaning of long hands even though the meaning of long hands here is "thief". So that when translating with AI I don't immediately take it for granted but I check again for more natural results,” stated respondent AL.

“AI translation may not accurately capture the translation due to different cultural influences. where usually to overcome this situation the first think

I do is translate the text, and then I will use AI and check it again,” stated respondent ARL.

“...Sometimes the translation is inaccurate or not in accordance with grammar so when translating the text I will try to check it again,” stated respondent DA.

“... I have experienced where the source language and target language do not match so what I do is check the translation again and correct it with my understanding,” stated respondent PS.

The researcher also found that there were students who did not only use one AI but they used another AI to provide better translation results.

“To overcome these challenges, I usually use 2 or 3 AI like Google translate, Quillbot and Grammarly,” stated respondent ZY.

“Sometimes AI translations are still inaccurate, so I use other AI such as Grammarly, Quilbot, GOOGLE Translate and DeepL Translate. I always check it again if I don't feel right in the translation,” stated respondent NA.

“Sometimes the translation is less accurate and to overcome the limitation is I use another AI such as U-dictionary, Grammarly and others,” stated respondent DM.

“...the challenge is when we translate a text into English we have to put correct Indonesian or formal, we cannot use daily language because the translation results will be ambiguous. And if the translation is inaccurate I always use other AI such as quillbot and Grammarly,” stated respondent RY.

Based on the learners' perspective, the researcher concludes that not all learners possess inherent faith in translations generated by artificial intelligence and passively accept such translations. The individuals exhibit a preference for either manual verification or the utilization of other artificial intelligence in order to enhance the quality of translation outcomes.

C. Discussion

1. Learners' Perspective on the Using of Artificial Intelligence

The digital revolution has inaugurated a new era of technological innovation, including AI. AI-based tools and applications have transformed many aspects of modern life, from healthcare and finance to entertainment and education. In the field of language learning, AI has made significant inroads by offering convenience to learners. One area where AI has made a huge impact is in the field of translation. From the perspective of EFL learners interviewed, AI has emerged as a tool they invariably use to help them with their tasks, such as Google Translate, U-Dictionary, DeepL Translate, and Line Translate. This is similar to previous research by Amanda (2019), showing that most students like to use GT to translate

language. The researcher found various aspects in this study that combine excitement, comfort, fear, and adaptation.

From the research results, EFL learners view AI translation tools as indispensable tools that simplify and speed up the completion of their tasks. Frequently exposed to English content, such as reading/comprehending articles, mini research, review journals, and others, they find comfort in AI-powered translation tools. These tools, easily accessible at their fingertips, offer instant translation that serves as a guiding light through the maze of foreign languages. These tools provide fast and accurate translations, helping students understand complex texts and unfamiliar vocabulary. With this tool, EFL students can translate material quickly and focus on understanding the content rather than struggling with language barriers. This direct access to translations fosters self-confidence, encouraging students to tackle linguistic challenges head-on.

Despite the convenience and speed of AI translation technologies, EFL learners were aware of the inherent limits associated with such technology. They recognized that AI may only sometimes capture a language's full context, nuances, or cultural intricacies. Rather than being dependent on AI-generated translations, EFL learners skillfully utilize these tools to compare their comprehension with English literature or verify their translations' accuracy. EFL learners employ their pre-existing linguistic expertise and rely on contextual cues within texts to construct their target language

comprehension. The initial comprehension acts as a reference point for evaluating AI-generated translations. Furthermore, some EFL learners use additional AI translation tools. This was because EFL learners seek to harness the combined power of these tools to produce better translation quality.

Amid the enthusiasm for AI, while these tools offer unprecedented convenience and accessibility, they are seen as complementary resources and not a replacement for human translation. In research conducted by Habeeb (2020), GT has several advantages (cost-effective, easy to access, and fast translation) and disadvantages (grammatical errors, proofreading tools). Based on the results of this study, the researchers found that some EFL students needed help to balance comfort and develop language proficiency. They worry that over-reliance on AI could hinder their translation skills. Therefore, it is essential to be aware of the difficulties and ethical considerations associated with AI and seek a balance that leverages the advantages of the technology while preserving the essence of effective language acquisition.

2. The Role of Artificial Intelligence in Boosting Translation Quality

a) Increase vocabulary and comprehension

Based on the research conducted, the AI tool serves as a vocabulary enhancer. EFL learners no longer need to struggle to find the meaning of words. They leverage AI to translate foreign terms and

instantly expand the lexicon while understanding text in context. This organic approach to vocabulary acquisition makes a significant contribution to language proficiency.

Learners use this tool not only to translate single words but also to explore how those words fit into the context of a sentence or paragraph. When students encounter a new word, AI tools can provide definitions and examples, enabling a deeper understanding of the word's meaning and usage. This helps them learn new words and understand what they already know, that gives them a better grasp of the language as a whole. This is similar to research conducted by Saputra et al. (2023); learners prefer to use Google Translate to improve vocabulary skills. AI significantly contributes to comprehension, allowing EFL students to comprehend the meaning of sentences, paragraphs, and texts. This is particularly beneficial when engaging with intricate literary compositions, academic papers, journals, etc. AI tools empower learners to engage with material previously considered too challenging.

b) Grammar Guide

Learners can utilize this tool to construct sentences more accurately, as AI identifies grammatical errors and suggests alternative phrases. Whenever learners encounter complex grammatical constructs, AI gently guides them, providing explanations, examples and corrections. This ensures that they are on the right track towards mastering grammar. This not only aids the development of writing skills but also fosters an

innate understanding of language conventions, thereby contributing to increased fluency.

c) Rapid translation assistant

For EFL learners, AI-based translation provides a quick method to decipher unfamiliar words and phrases, enhancing comprehension and boosting self-assurance in various linguistic challenges. EFL learners can use AI-generated translations as a guide to enhance their translation abilities. By comparing their translations to those generated by AI, students can identify areas for development, making AI an invaluable translation aid.

AI has made significant progress in improving the quality of translation, particularly in terms of accuracy and speed. However, it may need to fully understand the complexities, connotations, and cultural references embedded in language the way human translation does. AI provides speed, efficiency, and precision, whereas human translators provide the depth of cultural comprehension and linguistic expertise required to create culturally sensitive and critically accurate translations.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As the discussion progressed, it became clear that the perspectives of EFL students regarding the role of Artificial Intelligence (AI) in improving the quality of translation were very diverse. Based on the interviews that have been conducted, all EFL learners utilize AI-based translation tools. The researcher discovered that most EFL learners used Google Translate, while others used U-Dictionary, DeepL Translate, and Line Translate. The research data from the learners' perspective demonstrate the convenience and quickness of AI-powered translation. These tools provide quick and accurate translations, making it easier for EFL learners to navigate complex texts, unfamiliar vocabulary and easily carry out their assignments. This accessibility to immediate translation enhances comprehension and instills confidence in overcoming linguistic obstacles.

However, as learners explore the potential of AI translation, concerns also arise. Some EFL learners were concerned that excessive reliance on AI tools could hinder their active engagement with language and grammatical comprehension. Despite the widespread belief that AI excels at providing accurate translations, it may need to be more capable of capturing the cultural connotations and affective nuances essential to effective communication.

The allure of AI to these learners is not its perfection but rather its potential to improve their translation skills. Instead of considering AI-generated results at

face value, they take a proactive approach, manually cross-referencing and occasionally employing AI tools to refine their translations. Understanding this perspective will be crucial in achieving a harmonious integration of AI and efficient language acquisition.

B. Suggestion

Based on the research results, the researcher provides some suggestions that might be useful for the readers:

1. In line with learners' concerns about the potential for over-reliance on AI, researchers encourage educators to develop assignments that encourage the selective and strategic use of AI translation tools. For example, educators could give an assignment that involves translating a specific part of a text using AI, followed by discussing nuances the AI might have missed. This approach not only fosters critical thinking but also fosters a conscious and balanced use of AI resources.
2. The researcher advises EFL learners to view AI-supported translation tools only as a tool, not a substitute for their language learning journey. Use these tools as a companion that can help decipher complex sentence structures and unfamiliar vocabulary, but also recognize the importance of actively engaging with the language to develop a deeper understanding of the nuances of language and cultural context.

3. The researcher suggests a comparative analysis between AI-generated and human-generated translation regarding accuracy. It can provide insight into the strengths and limitations of AI.

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APPENDIXES

APPENDIX I

QUESTIONS FOR INTERVIEW

1. Have you ever used AI-based translation technologies such as Google Translate or DeepL translate? Can you share your experience in using AI as a translation tool?
(Apakah Anda pernah menggunakan teknologi terjemahan berbasis AI seperti Google Translate atau DeepL Translate? Bisakah Anda membagikan pengalaman Anda dalam menggunakan AI sebagai alat terjemahan?)
2. In your experience, has AI played an important role in improving the quality of your translations?
(Berdasarkan pengalaman Anda, apakah AI berperan penting dalam meningkatkan kualitas terjemahan Anda?)
3. What type of AI features do you think are most effective in improving your translation quality?
(Jenis fitur AI apa yang menurut Anda paling efektif dalam meningkatkan kualitas terjemahan Anda?)
4. In what ways do you think AI technology has improved your translation quality? Can you give examples or instances where AI-generated translations have helped the quality of your translations?
(Menurut Anda, dengan cara apa teknologi AI telah meningkatkan kualitas terjemahan anda? Bisakah Anda memberikan contoh atau kejadian di mana terjemahan yang dihasilkan AI telah membantu kualitas terjemahan Anda?)
5. From your perspective, what are the limitations or challenges of using AI translation tools as an EFL learner? Are there instances where AI-generated translations are less accurate or out of context? How did you overcome these challenges?
(Dari sudut pandang Anda, apa keterbatasan atau tantangan dalam menggunakan alat terjemahan AI sebagai pembelajar EFL? Apakah ada contoh di mana terjemahan yang dihasilkan AI kurang akurat atau di luar konteks? Bagaimana Anda mengatasi tantangan ini?)

INTERVIEW TRANSCRIPTS

Respondent 1

Name : Asri Rahmita Lubis

Class: 6.A Morning

Date: July 24, 2023

1. Yes, Google Translate. Based on my experience I usually using GT for translating Journal because the text from journal is hard to understand
2. Yes, AI helped understand the sentences in paragraph
3. Context awareness features, This context awareness allows Google Translate (AI) to clarify and provide the most suitable translation based on the translated text
4. I think, GT is very helpful in translating journals where sometimes what I mean and what is meant by the journal is different so I trust the use of Google translate more to help me translate the journal.
5. AI translation may not accurately capture the translation due to different cultural influences. where usually to overcome this situation the first think I do is translate the text, and then I will use AI and check it again

Respondent 2

Name : Ifrah Hayani Rambe

Class: 6.A Morning

Date: July 24, 2023

1. Yes, I usually using GT to help me doing my task example like translate the journal
2. Yes, AI (GT) really important. Because GT really help me in doing my tasks
3. Automatic language detection feature, this feature really helps speed up the translation process without having to spend time selecting the source language manually.
4. In word order adjustment. Google Translate can help adjust the word order in the translated text to match the grammatical structure of the target language.
5. When translating text taken from an image, Google Lens may lack a wider context around the text usually such as the text not being recorded or detected when translating so that the translated text becomes inaccurate.

Respondent 3

Name : Juwita

Class: 6.A Morning

Date: July 24, 2023

1. Yes, I use GT but not really often. Usually I used AI to help doing my task example like I don't know how to translate the sentences (words that I do not know the translation)
2. Not really, because if we rely too much on AI to help us translate a language, we will become dependent on this tool, which can weaken our translation skills.
3. Translate Document, because if we translate one by one sometimes it doesn't match the source of the language being translated so this feature can make it easier for us to understand the contents of the language as a whole.
4. In translating journals Google Translate really helped me to understand source language that was difficult or I had never encountered before.
5. Yes, sometimes I found that when I try to translate a text but the text wasn't accurate or out of the context. Usually in this situation I will double-check the translation that has been translated by GT.

Respondent 4

Name: Putri Muthia Amri

Class: 6. A Morning

Date: July 24, 2023

1. Yes, I use GT. I use this tools when I found difficult words or new vocabularies
2. Yes, of course. To help me translate difficult words and sometimes this tool helps me to make sure my own translation
3. Google lens, sometimes when translating a text we will make mistakes in typing. So that with this feature, it makes us easier to translate and more practical.
4. Based on my experience in essay writing course when we make an essay we have to vary the words. Example like the word 'use' in the essay we can't repeat the word so we replace it with 'utilize'. Because of the limited vocabulary that I have, with the presence of AI, I can search for new vocabulary through the synonyms listed on Google translate.

5. Yes, sometimes I feel the translated text is not accurate so I check it again and if I'm not sure I'll check it again with human translation because my mother is a translator so I use that to improve my translation.

Respondent 5

Name: Dinar Ayuni

Class: 6.A Morning

Date: July 24, 2023

1. I often use Google Translate. I usually use GT to complete my assignment and to help me find difficult words.
2. Yes, very important. For example, when I read a journal because in the journal there is a language that is difficult to understand, therefore I use AI to help me understand the journal.
3. Translate the document, because it will translate the document directly even though sometimes there is still an ambiguous context
4. Translate Journal. because in the journal there are lots of languages that are unfamiliar and difficult to understand
5. Yes. Sometimes the translation is inaccurate or not in accordance with grammar so when translating the text I will try to check it again

Respondent 6

Name : Painsi Syahputri

Class: 6. A Morning

Date: July 24, 2023

1. Yes, sometimes I use GT to find new vocabulary, complete my task and looking for a sentence that does not understand the meaning
2. Yes, it's important. It will help us to complete our task and sometimes with GT when can find new words thus increasing our vocabulary
3. Google document, because GT translate has word limitations in translation but when using Google documents it will automatically translate the text of the document as a whole
4. I think GT help me in translating languages instantly like Google lens, and documents.\
5. Yes, I have experienced where the source language and target language do not match so what I do is check the translation again and correct it with my understanding

Respondent 7

Name : Vevi Artia

Class: 6.A Morning

Date: July 25, 2023

1. Yes, I always use AI such as GT to help me do my task and understand several journal
2. In my experience, AI so important in my translation quality. Because I have a limited vocabulary so I choose to use AI to help me
3. Translate images. It makes it easier for me to translate directly without having to type the whole text and it avoids typos
4. AI really help me in doing my tasks like critical journal review, with AI can make me more understand some Journal
5. AI often produces accurate translations, sometimes the resulting translations out of context and also AI has limitations in translating more than 5000 words and the way I overcome these limitations I translate paragraph by paragraph and double-check the results of AI's translation and correct it if I feel it's not quite right

Respondent 8

Name : Ahya Dani Gurning

Class: 6.A Morning

Date: July 25, 2023

1. Yes, I have used AI-based translation tools such as Google Translate and U-Dictionary. However, I intend to use U-Dictionary as I believe it to be more precise than Google Translate, which sometimes produces incorrect grammar.
2. Yes, AI has played in important role in improving my translation because it makes it easier for me to understand the meaning of the sentences. I use AI when I don't know about some vocabularies in English or if I want to find the meaning of the vocabulary
3. Actually GT and U-dictionary have similar features like voice translate, document translate, text translate, and image translate.
4. When I translate important document. I don't know about some vocabularies, so I use U-dictionary.

5. Sometimes I feel that when I translate something with AI. The grammar sometimes is not correct and irregular word order. Because of that if I use AI I will check it again and I will use another AI.

Respondent 9

Name : Liyana Sofia

Class : 6.A Morning

Date : July 26, 2023

1. Yes, sometimes I use AI to translate something. I use AI to help me doing my tasks usually I use Line Dictionary. I just type the words or sentences that I want to translate and then automatically it will translate to target language but it use only Eng-Indo and Indo-Eng.
2. Yes for translate but not for improving the quality of my translation because sometimes I found the mistake
3. Context awareness where it helps me to find which sentence is match with my translation
4. I think AI only helps me when I chat with strangers but not for academic translation. I only use AI in emergencies because AI produces instant translations.
5. Yes, I have experienced inaccurate translate when translating and the way I have dealt with this is to go back and translate one by one.

Respondent 10

Name : Dara Juty

Date : July 26, 2023

1. Yes, I often rely on Google Translate for my college assignments. It helps me complete numerous assignments easily and also enables me to expand my vocabulary.
2. Yes, it is very important. Because with GT I can add to my vocabulary and it really helps me in doing my assignments.
3. I think a very helpful feature is when we enter a word whose spelling is not correct, GT will automatically give directions to the wrong word.
4. I think, in my opinion, when doing assignments AI can help me to choose words that match what I want and provide a more scientific translation.
5. Yes, sometimes there are instances where I feel the translation produced by AI is not suitable and the way I deal with this is usually I use another AI to double-check whether the translation is correct or not.

Respondent 11

Name : Yoandita

Date : July 26,2023

1. Yes, I use GT to help me make summary, make a content of article and also when I write an essay
2. Yes, GT has helped us improve our grammar maybe like in writing essays using more academic sentences.
3. I think Google Translate is able to translate sentences with correct grammar even though it's not perfect enough.
4. When we are writing about an essay writing based in my experience I also need some AI technology to improving more academic and more clearly statement.
5. Usually when we AI translate tools sometimes have less accurate because of the grammar. So, I'll check it again according a grammar structure

Respondent 12

Name : Zayrn

Date : July 26, 2023

1. Yes, I use Google Translate or something like that especially for writing because as a content writer, I use AI to help me in writing my projects.
2. I think it depends, GT doesn't really have an important effect because if we translate journal articles, especially international journals using GT, sometimes the translation results are not significant.
3. I think in GT the most effective feature is like when we translate the word "A", several translations will appear and we just have to choose in what form we want to adjust the sentence
4. As a content writer, I usually translate international journals into Indonesian. as we know if we translate manually the meaning will be different due to the use of formal language so to optimize it I use AI.
5. To overcome these challenges, I usually use 2 or 3 AI like Google translate, Quillbot and Grammarly.

Respondent 13

Name : Rahma Asyifa

Class : 6A Afternoon

Date : July 27, 2023

1. Yes, I have used GT or DeepL translate. And my experience when using it was when I got an assignment from my lecturer.
2. Yes of course, because for example like new vocabulary from AI, when we translate using AI, new words will appear which will add to my vocabulary so that the translations that I produce are not repetitive and the words are more varied.
3. I think an effective feature of Google translate is fast translation. AI is able to translate text in seconds.
4. For example like in my tasks, as we know a lot of mini research assignments are given so this AI can help me make various of translations and not repetitive.
5. Sometimes when translating with DeepL there are translation results that are not quite right and DeepL provides a paid feature to optimize it but because I object to buying that feature I just use another AI. so I'm not just using one AI but I'll check back with another AI.

Respondent 14

Name : Nabila Azzahra

Class: 6A Afternoon

Date : July 28, 2023

1. Yes I have used AI. I use Google translate but sometimes I use DeepL Translate more often and based on my experience when using AI it's not complicated to use.
2. Yes, really important. Because when speaking grammar is not really needed but when writing grammar is needed, therefore with AI it can help me in language structure or in grammar
3. Besides I use Google Translate, I also use Grammarly where there are features to improve grammar and there are also options to correct sentences.
4. Based on the experience that I have mentioned that I use other AI to help me in translation because I have a less vocabulary so that in carrying out assignments for essay writing courses, making journals and mini research I am greatly assisted by AI.
5. Sometimes AI translations are still inaccurate, so I use other AI such as Grammarly, Quilbot, GOOGLE Translate and DeepL Translate. I always check it again if I don't feel right in the translation

Respondent 15

Name : Novita Wulan

Class : 6B Morning

Date : July 28, 2023

1. Yes, I use Google Translate or DeepL Translate. Based on my experience, I usually use AI when doing assignments and translating lecturer's words that I don't know the meaning of.
2. AI plays an important role in the quality of my translation because by frequently using AI I find new vocabulary in English.
3. The type of AI feature that I think is effective in improving the quality of my translation is the document translate feature. Usually when I want to translate journals, papers or documents like that I don't have to translate one by one because there I can translate it directly with one file.
4. When I want to translate an assignment or something given by my lecturer I use AI. Because with that I can find the latest types of vocabulary in English and I can implement these vocabulary into everyday life.
5. Sometimes when using AI there are some sentences that I feel are not quite right or accurate in translation. to overcome this I use two AI like Google Translate and DeepL. So, when I'm not sure about the translation via GT I use DeepL.

Respondent 16

Name : Dimas Mahardika

Class : 6. A Morning

Date : July 29, 2023

1. I usually use Google Translate to translate my English, and sometimes I use U-Dictionary, and I think the AI really helps me in my grammar and vocabulary.
2. Yes of course because I know that my grammar is so bad. So, I choose AI to help in translation
3. Maybe AI automatically will check the grammar in short time.
4. For quality of translation may be I use quillbot and Grammarly to improve my essay writing
5. Sometimes the translation is less accurate and to overcome the limitation is I use another AI such as U-dictionary, Grammarly and others.

Respondent 17

Name : Yolanda Febrianti

Class: 6 A afternoon

Date : August 1, 2023

1. Yes, I use AI based translation technologies such as Google Translate. Based on my experience it really helps me to find difficult word like I don't know the English of the word and I find it on Google Translate
2. Yes, for AI I use grammarly to find out the best word in some of essay because with AI we can find the suitable word into our essay
3. I think word choose to fix your grammar
4. I ever make a journal and sometimes my grammar is complicated and sophisticated. I really need to repair my grammar and I put it to grammarly and instantly it is able to improve the quality of my translation.
5. Sometimes AI do not understand what we mean like when we typing in Indonesian it's different between what we mean in English. And it's better if we put correct order of Indonesian. And also sometimes I try to check grammarly to find best result or sometimes I try human translator

Respondent 18

Name : Riska Yolanda

Class : 6 A afternoon

Date : August 2, 2023

1. Yes, I always use Google translate, I usually use that to help me in my tasks.
2. Yes, because I am a student majoring in English, I really need AI to help me to translate it.
3. I think the most effective features are scan translate and audio support because this makes it easier for me to translate more quickly so I can look back at texts that I think are still confusing.
4. Based on my experience in using AI there are instances where the text that is translated is not only the result of the translation but there are suggestions for editing the text to be even better.
5. From my experience, the challenge is when we translate a text into English we have to put correct Indonesian or formal, we cannot use daily language because the translation results will be ambiguous. And if the translation is inaccurate I always use other AI such as quillbot and Grammarly

Respondent 19

Name : Sabrina Class:

6.B Morning Date :

August 2, 2023

1. Yes, I think every student must have used AI, because every assignment requires GT to translate words or phrases that we don't know. And for my personal experience, I use GT to translate journals whose language may be too difficult to understand.
2. Yes of course it is really important to improve the quality of my translation because I will also see how the translation results from there I will also learn for example this word has this meaning.
3. I think the effective feature is word-suggestion where the translation results will have a translation option in the target language column so that the translation results will look natural.
4. AI has really helped me in improving the quality of translations, for example in essay writing, mini-research and other course projects.
5. The limitation of this AI translation tool is that the grammar is not correct, for example, in Google Translate there is a translation in English, but I feel that the grammar is not correct. So, I have to check the grammar again with another AI like Grammarly.

Respondent 20

Name : Alika Larasati

Class: 6.B Morning

Date : august 2, 2023

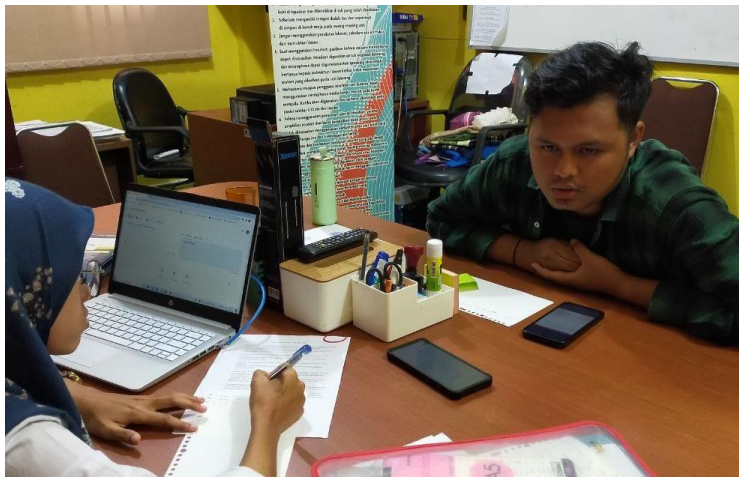
1. Yes, I often use both AI. I usually use AI to help me with my tasks and when I talk to my online friends.
2. Yes AI has a very important role. in crazy moments of understanding grammar, this AI-based translation technology has really become my friend in processing words with the maximum possible grammar. Sometimes it works well according to my wishes and sometimes it works beyond my predictions. New vocabulary that I rarely know, appears and gives me satisfaction for new knowledge. So, I admit it played an important role in improving the quality of my translation.

3. In my opinion the most effective AI features are in DeepL translate. Where there is a DeepL write feature which will filter our translations by using various text styles such as academic, simple or other text. It will automatically change the text we have according to the style we want.
4. I think the example where AI helped the quality of my translation was when I made an assignment in an essay writing course. As we know that when writing for an essay, we have to expand our vocabulary in our essay. With AI the quality of my writing is unique and looks more professional.
5. From my experience, sometimes AI cannot be 100% trusted, sometimes the resulting translation results are inaccurate and out of context. For example "Tangan Panjang" if we translate using AI it will appear the meaning of long hands even though the meaning of long hands here is "thief". So that when translating with AI I don't immediately take it for granted but I check again for more natural results.

DOCUMENTATION







APPENDIX II



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

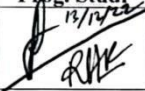

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Riri Yangna Inong
NPM : 1902050007
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS

IPK = 3.67

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
	How do Artificial Intelligence Advanced Tecnologies Boost Translation Quality? EFL Learners' Perspective	
	An Analysis of Putu Ayusaraswati's Languange Style on The G20 Leader's Visit to Ngurah Rai Forest Park	
	The Boycott of Qatar's 2022 World Cup on Instagram: Euphemism and Dysphemism	

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

Medan, ~~23~~ Desember 2022
Hormat Pemohon,



Riri Yangna Inong

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

APPENDIX III



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Riri Yangna Inong
NPM : 1902050007
Prog. Studi : Pendidikan Bahasa Inggris

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

How do Artificial Intelligence Advanced Tecnologies Boost Translation Quality? EFL Learners' Perspective

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Assoc. Prof. Muhammad Arifin, M.Pd.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 23 Desember 2022
Hormat Pemohon,

Riri Yangna Inong

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

APPENDIX IV

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 3493 /II.3/UMSU-02/F/2022
Lamp : ---
Hal : **Pengesahan 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 : **Riri Yangna Inong**
N P M : 1902050007
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **How do Artificial Intelligence Advanced Tecnologies Boost
Translation Quality? EFL Learners' Perspective.**

Pembimbing : **Assoc. Prof. Muhammad Arifin.,M.Pd.**

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 daluwarsa tanggal : **26 Desember 2023**

Medan 2 Jumadil Akhir 1444 H
26 Desember 2022 M



Wassalam
Dekan

Dra. Hj. Syamsuyurnita, 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



APPENDIX V



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa dibawah ini:

Nama Lengkap : Riri Yangna Inong
NPM : 1902050007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "How Do Artificial Intelligence Advanced Technologies Boost Translation Quality? EFL Learners' Perspective"

Sudah layak diseminarkan.

Medan, 10 Juni 2023

Disetujui oleh,
Pembimbing

Assoc. Prof. Muhammad Arifin, M.Pd.

UMSU
Unggul | Cerdas | Terpercaya

APPENDIX VI



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/ Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama : Riri Yangna Inong
NPM : 1902050007
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

How Do Artificial Intelligence Advanced Technologies Boost Translation Quality? EFL
Learners' Perspective

Menjadi:

Exploring EFL Learners' Perspective on Artificial Intelligence in Boosting Translation Quality

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

Ketua Prodi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum

Medan, Juli 2023

Hormat Pemohon

Riri Yangna Inong

Diketahui Oleh:

Dosen Pembahas

Dr. Tengku Winona Emelia, S.Pd.,M.Hum

Dosen Pembimbing

Assoc. Prof. Muhammad Arifin, M.Pd.

APPENDIX VII



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa dibawah ini:

Nama : Riri Yangna Inong
NPM : 1902050007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Efl Learners' Perspective on Artificial Intelligence in Boosting Translation Quality

Sudah layak disidangkan.

Medan, September 2023

Disetujui oleh:

Pembimbing

Dr. Muhammad Arifin, M.Pd

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyarnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum

Unggul | Cerdas | Terpercaya

APPENDIX VIII



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

Nama : Riri Yangna Inong
NPM : 1902050007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring EFL Learners' Perspective on Artificial Intelligence in Boosting Translation Quality

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tergolong Plagiat.
3. Apabila point 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana semestinya.

Medan, 12 September 2023

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Hormat saya
Yang membuat pernyataan,

Riri Yangna Inong

APPENDIX IX



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 000791/AP/P.1/X/2018
Pusat Administrasi : Jalan Kapten Makhtar Basri No. 3 Medan 20138 Telp. (061) 66224567
NPT. 11712021000001 @ <http://perpustakaan.umsu.ac.id> P-1 perpustakaan.umsu.ac.id @ perpustakaan_umsu

SURAT KETERANGAN

Nomor : 2511 / KET/II.3-AU /UMSU-P/M/2023

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Riri Yangna Inong
NIM : 1902050007
Univ./Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 15 Safar 1445 H
31 Agustus 2023 M

Dj. Muhammad Arifin, M.Pd

APPENDIX X



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAK-PT/IAK.KP/PT/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

SURAT IZIN RISET
Nomor: 2700/SI/11.3-AU/UMSU-02/D/2023

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 21 Juli s.d 10 Agustus 2023 kepada :

Nama : Riri Yangna Inong
NIDN : 1902050007
Program Studi : Pendidikan Bahasa Inggris
Judul : Exploring EFL Learners' Perspective on Artificial Intellignce in Boosting Translation Quality.

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 20 Juli 2023



Dra. Hj. Syamsuyurnita, M.Pd

Cc. Peninggal



APPENDIX XI



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Riri Yangna Inong
 NPM : 1902050007
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : "How Do Artificial Intelligence Advanced Technologies Boost Translation Quality? EFL Learners' Perspective"

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 May 2023	Revise the title	
20 May 2023	Chapter I	
	- Background of study	
	- Identification of problem	
	- Formulation of the problem	
26 May 2023	Chapter II	
	Conceptual framework	
31 May 2023	Chapter III	
	Technique of collecting data	
	References	
10 June 2023	Acc Sempurna	

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris

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

Medan, June 2023
 Dosen Pembimbing

(Assoc. Prof. Muhammad Arifin, M.Pd.)

APPENDIX XII



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 15 Juni 2023 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Riri Yangna Inong
NPM : 1902050007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "How Do Artificial Intelligence Advanced Technologies Boost Translation Quality? EFL Learners' Perspective"

NO.	MASUKAN/SARAN
JUDUL	<i>Revised</i>
BAB I	<i>Formulation of the problem</i>
BAB II	<i>Table & Figure</i>
BAB III	<i>Source of data</i>
LAINNYA	.
KESIMPULAN	() Disetujui () Ditolak (<input checked="" type="checkbox"/>) Disetujui dengan Perbaikan

Dosen Pembahas

Dr. Tengku Winona Emelia, S.Pd., M.Hum

Medan, 15 Juni 2023

Dosen Pembimbing

Assoc. Prof. Muhammad Arifin, M.Pd.

PANITIA PELAKSANA

Ketua Prodi

Pirman Ginting, S.Pd., M.Hum

Sekretaris Prodi

Rita Harisma, S.Pd., M.Hum

APPENDIX XIII



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Riri Yangna Inong
 NPM : 1902050007
 Judul Skripsi : "Exploring EFL Learners' Perspective on Artificial Intelligence in Boosting Translation Quality."

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12/7-23	Source of the Data	
15/7-23	Final Revision chapter I, II, III	
8/8-23	Data & Data Analysis	
11/8-23	Data Analysis + Theoretical Framework	
15/8-23	Discussion	
19/8-23	Conclusion & Suggestion	
21/8-23	Abstrak	
28/8-23	Margin	
28/8-23	Acc	

Medan, 4 September 2023

Diketahui oleh:
 Ketua Prodi

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

Dosen Pembimbing

(Dr. Muhammad Arifin, M.Pd)

CURRICULUM VITAE



Name : Riri Yangna Inong
Npm : 1902050007
Gender : Female
Religion : Islam
Place/Date of birth : Medan, 06 June 2001
Address : Jl. Jermal Raya, Sei Mati Lingk xi
No. Hp : 0895-3580-50356
Email : ririyangna16@gmail.com
Father's Name : Nurdin Luwi
Moher's Name : Sri Banun

Educational Backgrounds

Kindergarten School : TK Macquarie (2007-2008)
Elementary School : SD. Dr. Wahidin Sudirohusodo (2008-2013)
Junior High School : SMP. Dr. Wahidin Sudirohusodo (2013-2016)
Senior High School : SMA. Dr. Wahidin Sudirohusodo (2016-2019)
University : Universitas Muhammadiyah Sumatera Utara (2019-2023)