

CHAPTER I

INTRODUCTION

A. Research Background

In the era of globalization, English is becoming an important language for communication in the academic and professional fields. This is due to English's status as an international language that is widely used on a global scale, so many academic and professional texts use English as the language of instruction (Iqlima, 2022). For students who often encounter foreign language materials, translation, which is one of the primary skills in language learning, plays a role in helping students with language barriers (Ye, 2024). Therefore, translation is one of the important language skills to learn. Translation itself is an attempt to convey a message in a different language without changing the original meaning. According to Sun (2022), the purpose of translation is to bridge the gap between two languages so that information can be easily understood in the target language. Translation is a skill that requires experience. However, students often experience difficulties in translation (Pham et al., 2022). In this case, students often utilise machine translation to help translate and understand difficult texts (Rico et al., 2022).

As technology develops, artificial intelligence has made a difference in the field of translation. AI-based translation tools make the translation process easier as they can produce translations quickly and accurately (Siu,

2024). Therefore, students often utilize translation tools such as DeepL to help with translation. DeepL is an AI-based translation tool initiated by Jarek Kutylowski and released in 2017 that is renowned for its accuracy and speed. Linlin (2024) shows that DeepL has a high level of accuracy and is considered an effective translation tool, supporting its image as a fast and reliable translation tool. This advantage makes DeepL popular with various users, such as students, especially in helping them to translate English quickly and accurately.

Various studies have examined user perceptions of the use of translation tools to assist English Translation. Research by Mastang et al. (2024) has examined EFL students' perceptions of the use of Google Translate in assisting English Translation. The results show that students perceive Google Translate as helping them in translating and understanding English texts. However, they realized that Google Translate has limitations on translation accuracy. Then, research by Sidiq et al. (2024) and Laksana et al. (2024) examined the perceptions of university students and students in different levels toward the use of DeepL in assisting English translation. Both show that DeepL is considered effective in assisting English translation. However, Laksana et al. (2024) stated that the challenge in using DeepL to translate is that DeepL creates dependency on the use of translation tools. Previous studies have not examined EFL students' perceptions of DeepL in assisting English Translation and the challenges faced in its use. English Education students were chosen as the subjects in

this study because they regularly interact with English texts and are directly involved in translation activities as part of their learning. No previous study has examined students' perceptions of DeepL in English translation at one of universities in Purwokerto. Therefore, this study aims to fill the gap by exploring students' perceptions of DeepL to assist English translation and the perceptions of the challenges they may face when using it.

B. Reasons of Topic Selections

Some previous studies have examined the perceptions of EFL students towards the use of Google Translate to assist English Translation and the perceptions of students in different levels towards DeepL as a tool to assist English translation. However, no research examines the perceptions of students of the English Education study program in one of the universities in Purwokerto, toward DeepL for English translation and the perceptions of the challenges they may face when using it. Therefore, this study aims to provide insight into students' perceptions of the use of DeepL in English translation as well as the perceptions of the challenges they may face when using it.

C. Research Questions

This study aims to answer the following research questions:

1. What are students' perceptions of DeepL for English translation?
2. What challenges do students perceive when using DeepL for English Translation?

D. Aims of the Research

Based on the research questions, the aims of this study are as follows:

1. To explore students' perceptions of DeepL for English translation.
2. To explore students' perceptions of the challenges they face in using DeepL for English translation.

E. Contribution of the Research

The researcher hopes that the results of this study will contribute to the following parties:

1. For teachers, the researcher hopes that the results of this study can be used as a reference for teachers in choosing translation tools such as DeepL to be integrated into the English language learning process.
2. For researchers, the researcher hopes that the results of this study can be a reference for future researchers who want to research in relevant fields.
3. For readers, the researcher hopes that the results of this study can provide useful insights into the use of DeepL for English Translation, especially among EFL students.

F. Clarifications of Relevant Terms

Researchers will explain the terms used in the study to avoid misunderstandings between readers and researchers. The following is an explanation:

1. Perception

Perception is the process by which a person interprets or understands stimuli that are influenced by experience, environment, or the way a person thinks. In this study, perception refers to how students view and evaluate DeepL as an English translation tool in terms of effectiveness, ease of use, benefits, and challenges they face in using it. Students' perceptions are formed through how they use DeepL to assist with English translation in an academic context. Understanding students' perceptions of DeepL can help assess whether students feel that DeepL helps or hinders the English translation process.

2. DeepL

DeepL is an AI-based translation tool that uses Neural Machine Translation (NMT) technology, known for its ability to produce accurate and natural translations. DeepL was created by Jarek Kutylowski, developed by DeepL SE, and launched in 2017. In this study, DeepL refers to the translation tool used by students to assist in translating texts or understanding English-language readings. The study investigates how students perceive the reliability, usefulness, and

limitations of DeepL as a translation tool based on their experiences using it.

3. Translation

Translation is the process of changing something either written or spoken from one language to another without changing the original meaning. This process is not merely a matter of replacing one language with another, but requires an understanding of meaning, language structure, and cultural context. In the context of this study, translation refers to the activity of students in converting academic texts from English into Indonesian. This study examines how students perceive DeepL's ability to produce high-quality translations, taking into account speed, clarity, and its ability to adapt to the context of the translation.