

CHAPTER I

INTRODUCTION

This chapter focuses on several aspects of this research, such as the research background, research questions, research purposes, research significance, conceptual framework, and previous study.

A. Research Background

Translation is the process of transferring text from one language to another while paying attention to the meaning contained and using an adapted language structure so that the target language can understand foreign language terms. Newmark (1981) stated that translation is the ability to substitute a written statement or message in one language for the same statement or message in another language. Thus, in order to translate a message effectively and make it easy for readers to understand, the meaning of the message in the source language (TL) to the target language (TL) must be given priority over matching. The translator must then use methods, procedures, techniques, and an understanding of meaning to translate a text appropriate for the target language. The development of English translation in Indonesia has increased significantly. According to Retnomurti et al. (2024), the development of English translation in Indonesia has increased, particularly in education and training. According to research, effective component assessment methods can help EFL (English as a Foreign Language) students improve their translation skills. This is a result of the wide range of fields that utilize English. The English translation has developed in education because it is used as a bridge between international programs and English books. The existence of international programs causes English translation to play a role in translating learning materials and international curricula. The development of English translation in English books is to convert from the source language (SL) to the target language (TL). This is to transfer knowledge to the target language with appropriate meaning. The suitability of meaning is necessary in translating text

to be understood in the target language. Hariyanto (2003) asserts that there must be equivalent textual material and adds that the main problem in translation is finding the equivalent translation in the target language. This has led to the development of English translation, especially in education, as a bridge between learning and science.

As mentioned, English translation is needed in Indonesia's field of education. Now, in universities, English translation is used as a course. This course teaches about translation methods, the translation process, and types of errors in translating and analyzing sentence structure. In addition, students are also trained to do translation. This is to understand the accuracy of each word and the meaning contained in the text. To understand the accuracy of the source language text to the target language, students are taught to translate using the translation method. This translation method is usually used to understand words, clauses, and sentences in the source language text in the target language. This is very important to maintain accuracy in the target language. Similarly, as stated by Surgawi et al. (2018), the quality of translation is determined by accuracy, clarity, and reasonableness. Accuracy is related to the message contained in the source text (TT/TL) and the message contained in the target text (TT/TL) and adjustments. Clarity is related to grammar and the level of ease in understanding the message in the target text. Reasonableness is related to the language style of the target text as perceived by the reader, not from the results of the translation. Thus, the English Translation course is a course that helps students translate source language texts into target languages by paying attention to accuracy.

Based on the results of interviews with several students majoring in English Education who took the Educational Translation course, it was stated that the student's difficulties in translating were a lack of self-confidence because they were afraid that their translations would not be equivalent in translating texts from the source language to the target language, in addition,

students also lacked understanding in choosing formal vocabulary based on academic contexts. This is because English vocabulary in academic contexts and everyday English are often different. This is related to a statement from Hariyanto (2003) emphasizing that there must be equivalent textual material and adding that the main problem in translation is finding an equivalent translation in the target language. This encourages the development of English translation, especially in the field of education, as a bridge between learning and science.

Machine translation is now present as a form of development of translation tools. According to Nair and Peter (2012), machine translation is a computer program that translates text from one language to another automatically. Machine translation plays an increasingly important role in modern human life because of the great demand for translation (Mada, 2018). One of the many translation machines is *DeepL Translator*. *DeepL Translator* is a website that offers language translation services that support more than 30 languages, including English and Indonesian. *DeepL Translator* can help translate words, clauses, sentences, and even long texts from English to Indonesian. This process of searching for large numbers of patterns is called statistical machine translation, which is driven by a machine, so not all translations will be perfect. If more human-translated documents can be analyzed by *DeepL* in a language, the quality of the translation will improve.

Several kinds of research are relevant to current research. The first is research from Takakusagi et al. (2021). This study aims to translate Japanese into English for medical articles using *DeepL Translator*. The second study from Yanti (2019) discusses the use of *Google Translate* in translation classes. The third is a study from Yulianto & Supriatnaningsih (2021), who conducted a study on the accuracy of *DeepL* rather than *Google Translate* in translating French into English.

This research is different from previous research. Previous research concentrated on experiments using *DeepL Translator* and other translation machines to translate medical articles from Japanese to English, research on comparing the accuracy of *DeepL Translator* with other machine translations, and the use of other machine translations in translating texts. However, this research concentrates on students' perceptions of using *DeepL Translator*. This research aims to determine students' perceptions of using *DeepL Translator* in Indonesian-English translation and their abilities to translate Indonesian-English using *DeepL Translator*. The researcher involved students who used *DeepL Translator* for Indonesian-English translation to obtain this information.

Based on the above background, the researcher is interested in conducting research on "Student Perceptions of Using *DeepL Translator* in Translating Indonesian-English: Case Study of sixth-semester Students at UIN Sunan Gunung Djati Bandung" to figure out the perceptions of sixth-semester students in using *DeepL Translator* on translation skills, including its advantages and limitations. To gain insight into using the results of this AI-powered tool in the context of Indonesian into English translation by examining students' experiences. So, the results of this research can be used as an evaluation of the use of *DeepL Translator* to help translate from Indonesian into English easily and accurately.

B. Research Questions

The researcher formulated two interrelated research questions about *DeepL Translators'* perceptions of Translating Indonesian-English. The two research questions are presented as follows:

1. What are the students' perceptions of using *DeepL Translator* to translate academic text?
2. How is the quality of students' translating academic texts using *DeepL Translator*?

C. Research Purposes

Based on the research questions listed above, the aims of this research are:

1. To figure out the students' perceptions of using *DeepL Translator* in Translating Academic Text.
2. To figure out the students' translation quality in Translating Academic Text using *DeepL Translator*.

D. Research Significances

Theoretically, the findings of this research are intended as a new source and reference for translation tools to help students. This research can be used in future research that is interested in the impact of *DeepL Translator* on translation. It can also be used as a data source by educators who want to help students improve their translation skills.

Practically, it is based on the findings of students' perceptions of this research, which can be accounted for by teachers or lecturers who want to use *DeepL Translator* in their translation learning as a learning media innovation in Translating Indonesian into English. The findings of this research are intended to motivate students to learn and improve their English translation skills by using *DeepL Translator* as an alternative way of translation.

E. Research Scope

The main focus of this research is students' perceptions of using *DeepL Translator* to translate from Indonesian into English. Using the case study research method, this research was conducted on sixth-semester students at UIN Bandung. Students were asked to translate Indonesian texts into English using *DeepL Translator*. The researcher has prepared texts that are translated by students using *DeepL Translator*. The text provided by the researcher is a one-paragraph text taken from an educational journal. The results of student translations are highlighted to find out the results of student translations from Indonesian to English using *DeepL Translator*. Interviews and document analysis were conducted with students using *DeepL Translator*.

F. Conceptual framework

The conceptual framework in this research discusses students' perceptions of using *DeepL Translator* to translate Indonesian into English. Translation is the process of transferring text from one language to another language while still paying attention to the meaning contained. According to Nida and Taber (1974), translation is an effort to recreate the message in the source language into the target language with a natural equivalent that is as close as possible, first in terms of meaning, then linguistic style. In this case, to make the translation equivalent, it is necessary to translate it by rules, such as using accurate vocabulary and appropriate methods.

In translation, strategies are required to translate something appropriately and in a way the target language can understand. The following are the translation strategies Vinay and Darbelnet (1977) mentioned. There are seven translation strategies. The translating strategies are borrowing, calque, literal translation, transposition, modulation, equivalence, and adaption. Analyzing the sentences that need to be translated requires using seven translation strategies. This helps to ensure that the sentence's meaning is accurate. For a sentence to be deemed accurate, it must contain the translation technique point.

Many people today require translations to understand texts written in foreign languages. These days, a lot of technological advancements have produced translation engines that support multiple languages. One of the technological advancements that facilitates language translation is machine translation. Nair and Peter (2012) stated that machine translation is a computer program's automatic translation of text between different languages. This translation tool expedites translations significantly when compared to manual translation. This translation tool analyzes translated text between the source and target languages using pre-programmed grammatical rules.

One of the machine translations is *DeepL Translator*. *DeepL*, with ease of use and practicality, this translator can translate more than 30 languages.

DeepL Translator can assist someone in translating text into a wide range of languages that are frequently used on a daily basis. *DeepL Translator* launched on its official website and stated that its translations are three times more accurate. The system attempts to add specific linguistic nuances and expressions, recognizes languages swiftly and automatically, and translates words into the language you desire (Publisher. DeepL.com).

In summary, translation can be performed with the aid of technological advancements like machine translation. *DeepL Translator* is one of the numerous translation engines available. English and Indonesian are just two of the more than thirty languages that *DeepL Translator* can assist with translating. *DeepL Translator* is much more efficient than manual translation when expediting translations. *DeepL Translator* uses pre-programmed grammatical rules to match translated text from the source language to the target language, much like machine translation in general.

In general, research can be described in the following diagram.

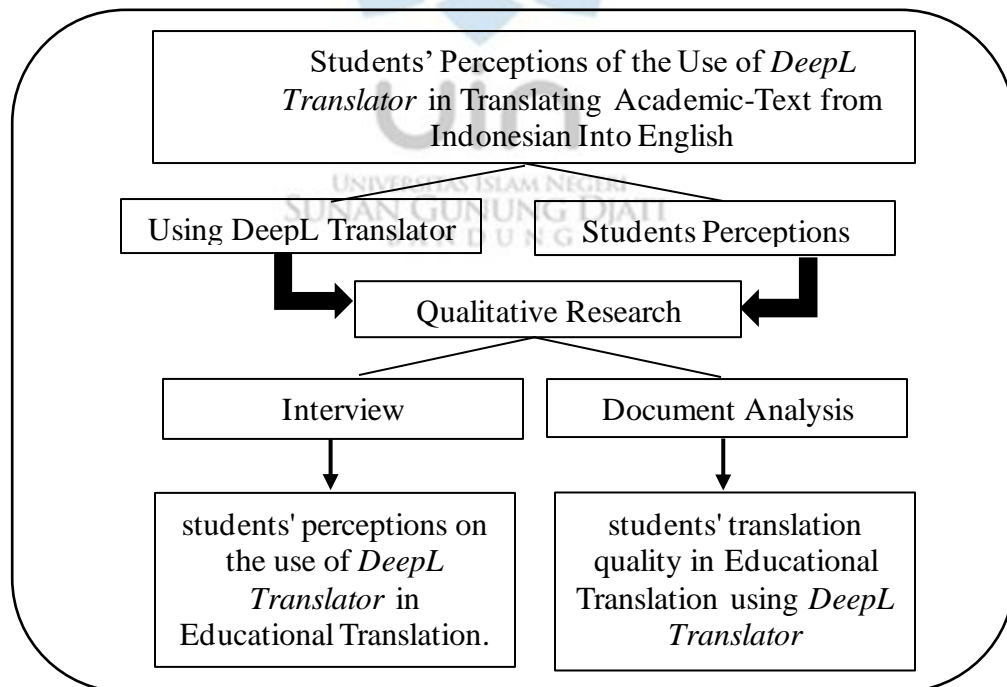


Figure 1. Conceptual framework

G. Previous Studies

This research aims to determine how sixth-semester students perceive using *DeepL Translator* to translate Indonesian into English. To understand this topic comprehensively, the researcher examined previous research on using translation tools and their impact on language learning and translation quality. Previous research has looked into various topics, including the effectiveness of translation tools, the accuracy of machine translations, and comparing other translation machines to different translations. The researcher reviews these studies to identify existing gaps in the literature and build on previous findings to better understand students' experiences and abilities with machine translation.

The first previous study was conducted by Takakusagi et al. (2021), who carried out the research. This research journal is published by PMC PubMed Central. The main objective of this research is to validate the accuracy of machine translation using *DeepL Translator* for a medical article that is being translated from Japanese to English. According to study findings published in this journal, *DeepL Translator* is capable of accurately translating medical articles from Japanese to English through machine translation. This study gives non-Japanese speakers hope that machine translation will make medical research more accessible. This journal's research methodology used *DeepL Translator* to translate Japanese medical articles into English. Using *DeepL Translator*, the original Japanese articles were translated into English. Three more researchers then translated the English article back into Japanese. The percentage of Japanese sentences that maintained their intended meaning was then determined by the three additional researchers by comparing the back-translated sentences with the original Japanese text.

The second research was conducted by Yanti (2019) and published in Proceedings of the 3rd INACELT (International Conference on English Language Teaching). This journal discusses the use of Google Translate by

students in the Indonesian-English translation process. The results of the analysis show that most students use *Google Translate* as a quick dictionary to translate sentence by sentence and enrich vocabulary. Even though the quality of the translations on *Google Translate* is not good, it encourages students to learn and practice grammar. Even though *Google Translate* is more dominant in Translation classes, its effectiveness is still inaccurate. Students see *Google Translate* as a tool that helps translate texts more efficiently, improving translation skills and enriching vocabulary. Even though it has several drawbacks, students find *Google Translate* helpful in completing translation assignments more quickly and easily.

The third research study was conducted by Yulianto and Supriatnaningsih (2021) and was published in *AJELP: The Asian Journal of English Language & Pedagogy*. According to research findings published in this journal, *DeepL* is more accurate at translating French text into English than *Google Translate*. Additionally, based on some readability formulas, the research demonstrates that *DeepL* provides better readability than *Google Translate*. However, the study also identifies a few domains in which both machine translation systems require further development, including domain knowledge and the capacity to resolve lexical and structural ambiguities. Two types of research methods are employed: automatic evaluation using the Coh-Metrix tool and manual evaluation using the SAE J2450 translation metric. The outcomes of the manual review demonstrated that both machine translation systems achieved high test scores. Statistical analysis, however, revealed that *DeepL* and *Google Translate* did not substantially deviate from the original text in the Coh-Metrix evaluation.

The fourth research was carried out by Shahriar (2023) and published in *Pedagogy: Journal of English Language Teaching*. This journal discusses the effectiveness of using machine translation, specifically *Google Translate*, in English language learning in Bangladesh. This research highlights that

translation is considered necessary for language learning and has positive impacts, such as expanding vocabulary, checking spelling, and improving English skills. Bangladeshi students use *Google Translate* because it is helpful, accessible, and provides fast results. This research shows that machine translation can be an effective tool in English language learning. However, further research is needed to understand its impact in the context of English language teaching in Bangladesh.

The fifth research was conducted by Ningrum & Dewi (2024) and was published in *Eternal: English Teaching Journal*. This research clarifies college students' preferences in choosing between *Google Translate* and *U-Dictionary* to translate texts in English as a foreign language (EFL) translation classes. A total of 17 students participated in this research, with findings showing a preference for *Google Translate* because of the features and vocabulary enhancement it offers. Although *U-Dictionary* is also preferred for its accuracy, combining the two tools is recommended to improve translation quality. Students' perceptions and preferences were analyzed through questionnaires and interviews, highlighting the importance of understanding students' preferences in language learning. Students tend to choose *U-Dictionary* because the accuracy of the translation is better than that of *Google Translate*. This study highlights the importance of understanding students' preferences in using translation tools to improve language learning efficiency.

However, this research is different from the previous research. According to previous research, *DeepL Translator* is the core of a translation machine that can improve translation skills through various tests conducted with various foreign languages such as French, Japanese, and English. The current research focuses on students' perception of using *DeepL Translator* for Indonesian into English translation. The previous research collected data using qualitative methods, while the current research uses qualitative case studies. This research tries to find aspects from the perspective of sixth-semester

students regarding the use of *DeepL Translator* for Indonesian in English translation.

