

ABSTRACT

Investigating The Use of AI Translation Tools in Students' Thesis Proposal Writing: A Case Study in English Education Students of UIN Sunan Gunung Djati Bandung

This study investigates the use of Artificial Intelligence (AI) translation tools in students' thesis proposal writing among English Education students at UIN Sunan Gunung Djati Bandung, Indonesia. Writing a thesis proposal in English poses linguistic and structural challenges for EFL learners, particularly in grammar, vocabulary, and coherence. The research focuses on identifying which AI translation tools students prefer and examining the factors that influence their preferences. In addition, the study explores students' perceptions of AI translation tools in academic writing. Employing a qualitative case study design, the research was conducted at the English Education Department of UIN Sunan Gunung Djati Bandung, involving 6 students who continued to participate in interviews after completing their thesis proposals. Data were collected through questionnaires and semi-structured interviews and analyzed using thematic analysis. The findings reveal that students predominantly use Google Translate and DeepL due to their accessibility, accuracy, and contextual understanding. Students perceive these tools as helpful for improving vocabulary range, grammatical accuracy, and sentence structure, though they also recognize limitations such as contextual misinterpretation and overreliance on AI. The study concludes that AI translation tools serve as effective linguistic aids in thesis proposal writing when used critically. It implies that AI-assisted translation can enhance students' writing competence and autonomy, suggesting the need for pedagogical integration of AI literacy into thesis proposal writing instruction to foster responsible and reflective technology use.

Keywords: AI translation tools, thesis proposal writing, EFL students, students' perception.