

ABSTRACT

Revealing Students' Use of AI Translation Tools in Translation Classes

This study explores students' use of AI translation tools in translation classes, with a focus on the reasons for using them, the purposes of their use, and the extent to which these tools help students complete their translation tasks. This research used a qualitative descriptive design. The data were collected through an online open-ended questionnaire involving 21 sixth-semester students of the English Education Study Program at UIN Sunan Gunung Djati Bandung, followed by semi-structured interviews with six participants representing high, medium, and low levels of AI translation tools use. The findings show that students used AI translation tools mainly because of vocabulary and language complexity, the need for accuracy and self-verification, time efficiency, recommendations from peers, and the classroom environment influenced by the lecturer. In terms of purpose, students mostly used these tools selectively for words or short phrases. They also combined different tools for different purposes, such as translating, checking grammar, and improving academic tone. However, students generally viewed AI as a tool for checking and supporting their own translations rather than as the main translator. In terms of the extent of support, AI translation tools helped students understand specialized vocabulary, improve translation quality, increase their confidence, and save time. At the same time, some students were concerned about becoming too dependent on these tools. Overall, the findings suggest that students' use of AI translation tools was a deliberate and selective learning practice rather than passive reliance. The tools functioned as supporting resources that helped students develop their translation abilities without completely replacing their own skills.

Keywords: AI translation tools, translation class, EFL students, students' perception, technology acceptance model.