

CHAPTER I

INTRODUCTION

This chapter contains several sections: research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

A. Background of the Study

The development of technology, such as AI, in this digital era is inevitable. People must be able to adapt and keep up with technological advances if they do not want technology, including AI, to fool them. Many people today use AI, including EFL learners who use AI translation to help them learn English, which is not their mother tongue. They use these AI translation tools to translate directly to facilitate understanding, or simply to check whether their work is correct or not.

Among the different English language skills, translation was selected as the focus of this study because it is on one of the language activities that is most directly connected to the use of external tools, including AI translation tools. Unlike speaking or listening, where technology may only be used as additional support, translation competence models recognize the use of tools as an important part of a translator's competence that can be learned and assessed. Pym (2003) stated that as translation increasingly takes place in electronic and digital environments, the ability to use digital tools effectively has become an important part of translating successfully rather than simply an additional skill. Similarly, Hurtado (2017) explained that translation competence includes instrumental competence, which refers to the practical knowledge needed to use documentation sources and translation-related technologies effectively. This perspective is also supported by Kuznik and Olalla (2018), who found that instrumental competence, including the ability to use digital resources, develops gradually throughout translation training and can be seen in students' actual translation practices. Therefore, translation classes provide a relevant and pedagogically appropriate setting for examining students' use of AI translation tools, as the use of such tools is closely related to the translation process and to the skills that translation education aims to develop.

The use of AI translation tools is particularly apparent in translation classes. Students must accurately comprehend source texts, select relevant lexical items, and create acceptable target texts in translation classes. According to Vygotsky (1978), learning aids serve as mediating instruments that help students complete tasks beyond their current capacity. In this way, AI translation tools might serve as a scaffold that encourages students to take on challenging translation assignments. Furthermore, according to Moelyono et al. (2023) and (Tsai, 2022), students frequently use AI translation tools for translating text, checking vocabulary meanings, comparing translation outputs, and verifying grammatical accuracy.

However, the simplicity of use and growing accessibility of AI translation tools have influenced how students handle their assignments, including translation assignments. Some students use AI translation as their main solution rather than as a helpful tool. According to Venkatesh & Bala's (2008) theory of technology acceptance, consumers adopt technology because they believe it is beneficial and easy to use. Students are more willing to utilize AI translation tools widely in their learning activities when they believe it to be particularly helpful and simple to use. This explains why a lot of EFL students often use AI translation tools for translation tasks.

Students use AI translation tools for a variety of reasons beyond practicality. Goal-oriented learning theory, which proposes that students utilize tools strategically to accomplish certain academic goals, is closely linked to purpose-driven behaviour (Zimmerman, 2000). In addition to translating texts directly, students may use AI translation tools in translation classes to verify vocabulary choices, verify translation accuracy, comprehend sentence structures, or make sure their work fulfills academic requirements. These diverse uses show that AI translation tools are applied in a variety of ways based on the requirements and learning preferences of students.

Students' motivations for utilizing AI translation tools are influenced by contextual and psychological elements in addition to goals. According to the self-regulated learning theory, students choose resources that enable them to

effectively control cognitive load and finish activities (Panadero, 2017). When students are faced with challenging literature, short deadlines, or limited language skills, AI translation technologies may lessen their cognitive work. Additionally, students' decisions to employ AI translation tools in translation classes may be influenced by the lecturer's expectations, evaluation requirements, and academic setting.

Several previous studies have explored the use of AI translation tools in EFL contexts. According to Moelyono et al. (2023), Indonesian EFL students regularly use Google Translate to help with their translation and academic writing assignments. In a similar vein, Tsai (2022) found that students saw AI translation tools as useful aids for enhancing comprehension and finishing tasks more quickly. Likewise, Yudianto et al. (2025) stated that EFL students at a private Catholic university in West Kalimantan had a positive view of Automatic Translation Tools (ATTs) since they expanded their vocabulary, translated complex materials, helped them finish projects quickly, and increased their confidence while speaking English. However, this study also highlighted concerns about over-reliance, since using ATTs excessively may hinder students' ability to think critically and develop their language skills on their own. Similarly, Abdee et al. (2022) reported that English Literature students at UIN Sunan Gunung Djati Bandung frequently use AI-based translation tools such as Google Translate and DeepL to support their academic tasks. According to the survey, the majority of students thought these tools were useful and reasonably accurate, and many experienced improvements in their English language proficiency. Similar to the study conducted by Yudianto et al. (2025), this study also warned about potential over-reliance on AI tools and emphasized the importance of human supervision to ensure contextual accuracy.

Despite these contributions, there is still a noticeable gap in the existing literature. Previous studies by Moelyono et al. (2023), Tsai (2022), and Abdee et al. (2022) mainly focused on the general use, perceived usefulness, effectiveness, and impact of AI translation tools on students' language skills. For instance, Abdee et al. (2022) investigated the effectiveness of AI translation tools among EFL

students and emphasized issues such as frequency of use, perceived accuracy, and dependency. However, these studies largely employed quantitative approaches and did not deeply explore how students actually use AI translation tools, specifically in translation classes.

Although the use of AI translation tools in translation classrooms is growing, most previous studies have tended to focus on their effectiveness or impact on students' performance rather than on students' actual experiences. The use of AI translation tools by students in translation learning is still not well studied qualitatively. To find out students' actual learning habits and the ways AI translation tools are integrated into translation classroom practices, a deeper comprehension of the goals and motivations behind their use of these tools is required. Therefore, this study aims to reveal students' use of AI translation tools in translation classes by focusing on the purposes and reasons behind their use.

B. Research Question

Based on the background of the problems described previously, the research formulated the problem by making the following research questions:

1. What are the reasons behind students' use of AI translation tools in translation classes?
2. For what purposes do students use AI translation tools in translation classes?
3. To what extent do AI translation tools help students in translation classes?

C. Research Purposes

The purposes of this research are:

1. To explore the reasons behind students' use of AI translation tools in translation classes.
2. To explore the purposes for which students use AI translation tools in translation classes.
3. To explore the extent to which AI translation tools assist students in completing their translation tasks in translation classes.

D. Previous Studies

Numerous previous studies have investigated the use of artificial intelligence (AI), especially AI translation tools, in language learning and

translation contexts. The studies covered here are considered relevant to the present study.

First, Sutrisno et al. (2025) investigated students' perceptions of using Google Translate as an AI-assisted translation tool in an Indonesian vocational high school. The opinions of Indonesian vocational high school students about Google Translate as an AI-assisted translation tool were examined in this qualitative descriptive study. Interviews and questionnaires were used to gather data. The results showed that students regularly utilized Google Translate to verify grammatical accuracy, comprehend terminology, and translate documents. The study raised concerns about students' over-reliance, which could hinder autonomous learning and deeper language processing, even though the tool was seen as beneficial and time-efficient. While this study focused on students' perceptions of Google Translate in general EFL learning contexts, the present study specifically explores students' use of AI translation tools in translation classes at university, focusing on their purposes and reasons for use.

Similarly, Nugroho et al. (2023) explored the potential of ChatGPT for language learning, including its benefits and limitations. The possible benefits and disadvantages of ChatGPT for language acquisition were investigated in this qualitative study. The results showed that ChatGPT could help students comprehend language input, come up with ideas, and finish language activities more quickly. The study did highlight certain shortcomings, though, including the possibility of learner reliance, errors, and a lack of contextual awareness. The current study focuses primarily on the usage of AI translation tools in translation classes and examines students' motivations for utilizing them, in contrast to this study's discussion of ChatGPT in general language learning situations.

Further, Dinh (2025) conducted a study in Vietnam that explored EFL students' perspectives on using ChatGPT in translation, focusing on AI assistance, motivation, and learning outcomes. Through reflective diaries and interviews, this qualitative study investigated how English majors used ChatGPT in translation classrooms. The results showed that students utilized ChatGPT to produce preliminary translations, verify accuracy, and boost productivity in translation

assignments. Students acknowledged ChatGPT's shortcomings, especially when it came to understanding contextual and cultural nuances, even though they thought it was helpful. The current study examines how students use various AI translation tools and investigates the motivations behind their use in translation classrooms, whereas Dinh's work focused on ChatGPT as a single AI tool.

Another study by Zhang et al. (2025) was conducted at a Sino-foreign cooperation university in southern China, examining university students' perceptions of the use of generative AI in translation practices. The views and experiences of university students on the application of generative AI in translation procedures were examined in this qualitative study. The results demonstrated how students improved translation efficiency, accuracy, and linguistic comprehension by using generative AI. But there were also worries about an over-dependence on AI and a decline in the use of more in-depth translation techniques. The current study focuses on AI translation tools explicitly utilized in translation classrooms and investigates students' motivations for using them, whereas the previous study looked at generative AI use in translation practices more broadly.

Lastly, Özmat & Akkoyunlu (2024) conducted a study in Turkey examining artificial intelligence-assisted translation in education, focusing on academic perspectives and students' approaches. This qualitative study investigated how students and academics view AI-assisted translation in educational settings. The results showed that while AI translation tools were seen as helpful for increasing productivity and assisting with language activities, they also sparked worries about a decline in learner autonomy and critical involvement. The current study focuses on students' actual usage of AI translation tools and the motivations behind their use in translation classrooms; in contrast, this study looked at AI-assisted translation from more general educational viewpoints.

However, these previous studies have mostly concentrated on how students perceive the advantages, disadvantages, and learning results of using AI-assisted translation tools like ChatGPT and Google Translate. The use of AI translation tools by students in translation classes has not been thoroughly

examined, despite the fact that a number of studies have addressed how these tools enhance efficiency and translation accuracy and have expressed concerns about over-reliance. Specifically, only a small number of qualitative studies looked at how students actually use AI translation tools during translation learning activities, as well as how they decide to do so. This difference emphasizes the importance of conducting a qualitative study of how students use AI translation tools in translation classes to develop a deeper understanding of their decision-making and learning habits.

E. Research Significance

This study aims to provide benefits in terms of knowledge and understanding of practice and theory, especially for future researchers, educators, and learners.

1. Theoretical Significance

The particular significance of this study lies in its contribution to the existing literature on the use of AI in language learning, particularly in the context of translation classes. This research provides deeper insights into how students use AI translation tools, focusing on the purposes and underlying reasons behind their use. By using a qualitative approach, this study provides a more detailed explanation of students' learning habits, decision-making processes, and interactions with AI translation tools, going beyond frequency and outcomes. The findings are expected to be beneficial for future qualitative studies on students' use of AI in EFL contexts, which will also enhance conversations on technology-mediated learning.

2. Practical Significance

Practically, it is expected that the findings of this study will be beneficial for future researchers, educators, lecturers, and learners in translation classes. Lecturers can use this research as an overview for creating lesson plans and classroom rules related to the proper and moral application of AI translation technologies. Lecturers may be more prepared to help students utilize AI as a supportive learning tool rather than as a replacement for self-employment if they have a better understanding of why and for what purposes students use these

technologies. This study may motivate students to use AI translation tools more thoughtfully and responsibly, as well as to become more conscious of their own learning habits. Additionally, future researchers who wish to investigate technology use, learner autonomy, and digital literacy in translation and EFL learning environments may find this study to be a helpful resource.

F. Research Scope

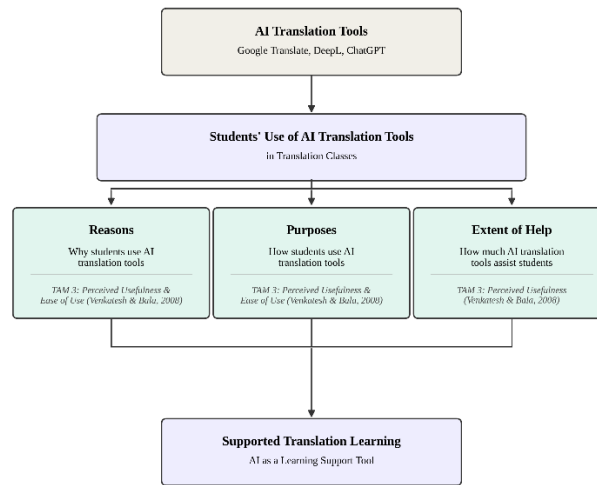
This study is limited to exploring students' use of AI translation tools in translation classes. The goal of this study is to determine the motivations behind students' use of AI translation tools in translation learning environments. Most students use AI translation because they want perfect scores without thinking hard. Other reasons that might be influenced are confidence issues, task difficulty, and time constraints.

The study's objectives are not to assess students' translation proficiency or investigate the efficacy of AI translation tools. In this study, students' use of AI translation tools includes tasks such as text translation, word meaning verification, sentence structure verification, and translation task assistance. Therefore, this study does not cover the usage of AI translation technologies for non-academic or non-academic reasons. Furthermore, this study is not aimed at generalizing the results or demonstrating cause-and-effect connections; rather, it is restricted to understanding students' viewpoints and experiences regarding the usage of AI translation tools. Therefore, the results of this study are meant to offer contextual insights into the usage of AI translation technologies in translation classrooms.

G. Conceptual Framework

Students' use of AI translation tools in translation classes forms the foundation of this research's conceptual framework. Artificial intelligence (AI) translation tools are software programs that employ AI to automatically translate text and help users comprehend and generate text in multiple languages. Applications of artificial intelligence (AI) that facilitate automatic translation to enhance language learning and translation jobs include Google Translate, DeepL, and ChatGPT (O'Brien, 2020). These tools are frequently used in educational settings to help students comprehend texts, analyze vocabulary, and check translation accuracy.

Figure 1.1 Diagram Conceptual Framework



The two primary focuses of this research are the reasons and the purposes of students' use of AI translation tools. This study distinguishes between reasons and purposes of use. Reasons for usage are the fundamental elements that motivate students to utilize AI translation technologies, such as time efficiency, perceived usefulness, simplicity of use, or academic demands. On the other hand, the purposes of usage describe how students actually use the tools to accomplish translation tasks, like translating entire texts, verifying new vocabulary, enhancing grammar, or producing preliminary drafts. The goal of the study is to clarify the motivational and practical aspects of using AI tools by distinguishing between these two concepts.

How learners use AI translation tools to help them in completing translation tasks is often referred to as the reasons for use. AI translation tools are frequently utilized in translation classes because, according to Venkatesh & Bala (2008), the Technology Acceptance Model 3 explains that learners tend to adopt technologies they perceive as helpful and easy to use. The Technology Acceptance Model 3 (TAM), put forward by Venkatesh & Bala (2008), serves as a partial foundation for the conceptual framework. Students are more likely to embrace technology if they believe it to be practical and easy to use. Users' attitudes and behavioral intentions toward the adoption of technology are influenced by these two constructs: perceived benefit and perceived ease of use. In the context of this

study, students may utilize AI translation tools because they think they make their assignments easier and more efficient. Therefore, TAM contributes to the explanation of why students choose AI translation tools (Venkatesh & Bala, 2008).

Students' academic demands and learning needs are the reasons behind their use of AI translation tools. According to Vygotsky (1978), in Sociocultural theory, learning tools serve as mediating objects that give students support as they work through challenging assignments. The conceptual foundation of this study is based on the understanding that students' use of AI translation tools is a learning practice shaped by both practical purposes and underlying reasons.

This study conceptualizes students' usage of AI translation tools as a learning activity influenced by both pedagogical mediation processes and technical acceptance variables. It is based on the Technology Acceptance Model and Sociocultural Theory. As a result, this study focuses on two main areas: the reasons behind students' use of AI translation tools in translation classes, and the purposes for which students use AI translation tools in translation classes. The development of research instruments and the interpretation of results are guided by this conceptual framework.

