

# CHAPTER I

## INTRODUCTION

This chapter offers a brief description of the entire content of the research. This chapter explains in detail the background of research, research questions, research purposes, research significance, conceptual framework, and previous studies.

### **A. Background of the Study**

Translation is the act of transferring a message from the source language (SL) into the target language (TL). Translation may also be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Sha'r and Seileek (2013) state that the first Islamic translation works are religious books. In relation to the translation of religious texts, Aminuddin, Yang, and Vuletich (2020) discovered a low quality of translation in translating Islamic texts and that translators often faced challenges and deficiencies regarding Islamic terms. This study advises that one way to reduce it is to involve the use of technological applications, one of which is QuillBot. Therefore, the purpose of this study is to explore students' perceptions of QuillBot as a media learning tool that has been used in translating Islamic texts in TTIS classes. This study is important to know the perceptions of QuillBot on students' translations of Islamic texts.

Translation is one of the most difficult subjects faced by students of English. Arono and Nadrah (2019) discovered translation problems were due to making translation errors, including some students having difficulty translating an English text. The students had difficulty translating due to a lack of vocabulary in translating Islamic texts, despite the fact that technological solutions to help with translation are accessible. As a result, translating Islamic texts and terms is the most difficult part of Islamic translation.

Additionally, Mardliyah (2018) uses the Molina and Albir approach to determine the translation procedures utilized by the translator in translating the selected Islamic phrases. It is not as simple to translate Islamic as it is to translate

other languages; it is required to have a thorough comprehension of them in order to avoid misunderstandings between the reader of the source language and the reader of the destination language. Therefore, acceptability is an important aspect of the students' translation process.

In the translation of Islamic texts, there are several considerations before students start translating, one of which is identifying sentence structure. In translating a text, students cannot translate it word for word; therefore, what must be considered is identifying the structure of the sentence and then changing it or making it a sentence if the text is deemed unsuitable or ambiguous. Furthermore, when translating Islamic materials, translators must pay attention to Islamic terminologies as well as phrases and sentences.

Islamic terms are crucial for the translation of Islamic studies since they play a crucial role in certain fields of study, preventing misunderstandings. Islamic ideas have undoubtedly expanded throughout the world; hence, the availability of this translation is intended to aid people in understanding them. Khammyseh (2015) confirms that a correct translation of this Islamic book is crucial to avoiding misinterpretations of the Prophet Muhammad's instructions to his followers.

There are several research results regarding the translation of Islamic texts. First, Murodi (2020) shows that students at the State Islamic University of Syarif Hidayatullah distinguish Islamic terms with a focus on reading the contents of the book Islamic to understand the contents of the book Islamic as a whole. After examining the data, Yakub (2016) discovered eight types of translation techniques proposed by Newmark (1998) in the *Islam Between War and Peace* book and compared the data using Arabic and English dictionaries, which contain twenty-six data points. The result of the translation is considered successful if the translated text provides similar meaning to the original text.

Second, Sa'aleek (2016) shows that students at Qassim University used four machine translation systems to improve their Arabic into English translation (World Lingo, Babylon Translation, Google Translate, and Bing Translator) in translating the Islamic texts. This shows that Google Translate is suitable for producing Islamic

translations. The findings indicate that the Google Translate System has achieved a very high percentage and that it is the most adequate and acceptable among the other three systems for translating Islamic texts. The results also showed that Google Translate is acceptable for producing outputs for Islamic translations in terms of the following functional characteristics (accuracy, suitability, and well-formedness) and sub-characteristics (syntax, terminology, reliability, and fidelity).

However, this study is different from previous research (Murodi, 2020; Sa'aleek, 2016). Both studies reach the similar conclusion that the Google Translate application and Islamic books are considered effective in improving the quality of Islamic translations. While previous research only discussed improving Islamic translation by using several Islamic books and applications, this study limits its use to two applications: Google Translate and QuillBot. In practice, Google Translate is assigned to translate Islamic from source language into target language, while QuillBot is used to examine the paraphrasing. Thus, this study explores students' perceptions of the QuillBot application in translating Islamic texts that have been used as learning media for seventh-semester students at Bandung State Islamic University.

## **B. Research Questions**

This study explores student perceptions of the learning media for translating Islamic texts in TTIS class using technology applications, one of which is QuillBot. Therefore, the researcher formulates two interrelated research questions about the QuillBot application's perception of students' translation of Islamic texts. Two research questions are presented as follows:

1. What is the student's perception of the QuillBot application used in the learning process of Translating Text on Islamic Studies class?
2. What are the obstacles faced by students in using the QuillBot application, which is used in the learning process in the Translating Text on Islamic Studies class?

The first and second research questions required interviews and

questionnaires to collect data. The interviews and questionnaires were used to determine students' perceptions and obstacles to the QuillBot application used in TTIS classes to translate Islamic texts. Both questions require collecting interview data first and, finally, a questionnaire for them to fill out completely. Each individual will be different in how they translate Islamic texts and demonstrate their ability to paraphrase and avoid plagiarism through the QuillBot application.

### **C. Research Purposes**

This study aims to explore students' perceptions of QuillBot's use in translating Islamic texts in TTIS class. Translating is a challenge for lecturers to teach students not to plagiarize texts, and it is a challenge for students in English studies to avoid plagiarism in translating Islamic texts. The purpose of this study is to use the QuillBot application, which is used for paraphrasing Islamic texts that have been translated from source language into target language. Therefore, students can improve the quality of their translations by paraphrasing translations of Islamic texts in class.

### **D. Research Significances**

In translating Islamic texts, students try to understand the words and sentences they translate from source language into target language. Therefore, they use Islamic texts to translate and define Islamic terms. The QuillBot app helps students paraphrase sentences and avoid plagiarism in Islamic translation texts. The focus of this research is to explore students' perceptions about whether this application plays an important role in translating Islamic texts in the TTIS class. The findings of this study are expected to provide theoretical and practical benefits for QuillBot applications.

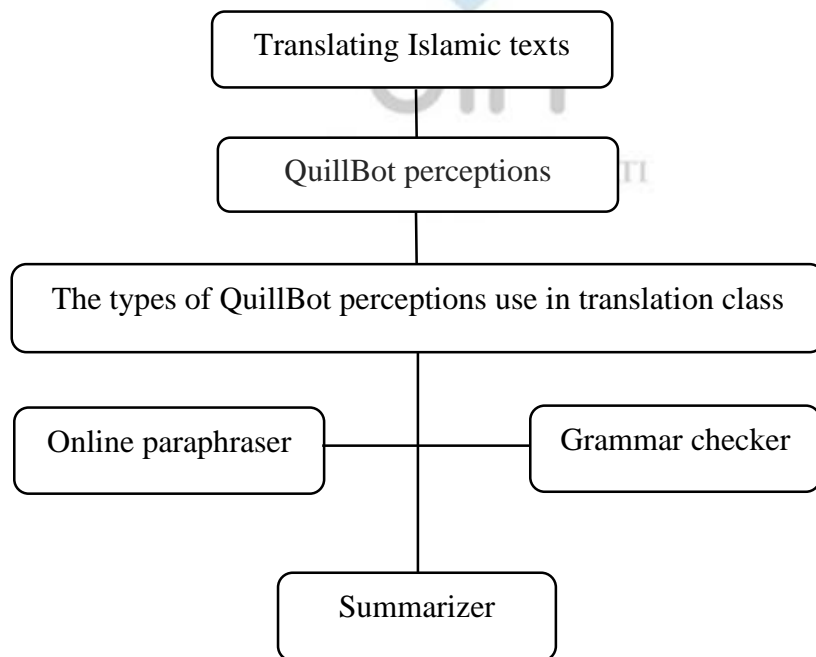
Theoretically, this research provides benefits and becomes a source of knowledge about exploring students' perceptions of QuillBot's use in translating Islamic texts. This research is expected to be a good and useful source of information in the academic field at Islamic universities, especially in the field of

translation learning and how students use the QuillBot application to translate Islamic texts.

In practice, the use of the QuillBot application to translate Islamic texts is projected to bring various benefits to help enhance the quality of students' translations. Furthermore, it can inform lecturers about the issues of paraphrase and plagiarism in translation that students confront when translating Islamic materials in the academic sector, particularly during the teaching-learning process of enhancing the quality of students' translations in Islamic universities.

#### **E. Theoretical Framework**

Translating requires an effective way to improve the quality of students' translations of Islamic texts. Exploring students' perceptions of the QuillBot program used by students in TTIS class, this study employs translating sentences to measure students' capacity to translate Islamic texts. In addition, each student may have different abilities, which can lead to different results. The theoretical framework underlying this research is presented in the following diagram.



**Figure 1.1 Theoretical Framework**

Figure 1.1 provides a summary of the theoretical framework of this study. The figure illustrates the relationship between the various concepts in this study, such as translating Islamic texts, QuillBot perceptions, and the types of QuillBot perceptions used in translation class, divided into three types: online paraphraser, grammar checker, and summarize. In addition, the results of this study explore students perceptions and challenges when translating. Students can translate in various ways to improve their ability to translate Islamic texts by using the QuillBot application used in the TTIS class.

Translation refers to the transmission of messages using equivalent text from the source language to the target language. Catford (1965) mentioned that translation is the process of giving something meaning so that it can be understood. Unintelligible text or language can be translated into another language to gain comprehension and give substance to the context it expresses. Language transfer is frequently considered a part of translation. According to Ordudari (2008), translation is the process of converting the message from the source language into a language that users of the target language can understand. The process of translating written language from one language (the source language) into another (the target language) is known as translation.

Islamic terms are usually difficult to write or translate into English because they originate from Islam as a religion and the local cultures where Muslims practiced and were acculturated (Farkhan, 2017). Therefore, the translator needs to choose the correct English words that are equal to Islamic terms in order to give the target readers the same sense and nuances as the readers of the source language (Suriadi, 2017). Nonetheless, the various cultural origins of the source and target languages pose a barrier for the translator, who sometimes struggles to find acceptable phrases to interpret Islamic terms, which typically come from Arabic.

QuillBot is a free online paraphrasing tool. According to Fitria (2022), QuillBot mode has seven useful features, including standard, fluency, formal, simple, creative, expand, and shorten modes. The best feature of this tool is that it paraphrases the sequence of sentences along with the words. The benefit of

paraphrasing text in writing is that it avoids plagiarism. Plagiarism is the transfer of part or all of the text without mentioning the main source. Paraphrasing reduces long sentences and does not copy all the text in the paragraphs; it just copies the main idea according to the context of the scientific work being done. Paragraphs are hard to reach and become easy to digest. Rewriting, summarizing, and abbreviating the text makes it easier for readers to read.

#### **F. Previous Study**

This sub-section discusses previous research that is relevant to this research. First, Nurmayanti (2023) discloses that the effectiveness of the QuillBot application is very important for students to practice their English. This research was conducted using a quantitative method to find out how useful QuillBot is for student writing. The research was conducted on active students at the University of Riau. The data used for this study was taken from questionnaires sent to respondents via Google Form. Besides being easy to use and understand, QuillBot makes it easy for students, especially those who still have difficulty writing English. Students can take advantage of these resources to increase their confidence when they have challenging homework to complete. Students can use this tool to paraphrase texts and avoid plagiarism. This rise demonstrates that the benefits of QuillBot are substantial when students participate. As a result, students will find it easier to attempt paraphrasing in English.

Second, research conducted by Kurniati (2022) applies critical thinking and writing skills. Academic writing is one of the most difficult and complicated types of writing. An academic writing assignment was given to twenty postgraduate students of the English language education master's program at a state university in North Sumatra by using a quantitative method from two sources, namely questionnaires and semi-structured interviews. Academic writing has received international attention. One approach to solving this problem is through technology, such as digital tools. The digital tool powered by artificial intelligence is called QuillBot. Most graduate students find QuillBot a useful, high-quality digital tool to help them write academic research. Demonstrating that graduate students using

QuillBot can help them write better academic essays. In other words, as a digital tool for creating good academic writing, graduate students benefit from the QuillBot program.

Third, Syahnaz and Fithriani (2023), in their research objective study, aimed to find out how students feel about using QuillBot in an EFL academic writing course. An English education major involved 20 students in the sixth semester of the State Islamic University of North Sumatra, Medan. Students participated in a phenomenological case study. All participants were given access to an online questionnaire, which was used to collect data, and five participants were specifically selected for in-person interviews based on their responses to questions on the online questionnaire. The results of the data analysis indicated that students responded well to using QuillBot in academic writing. QuillBot benefits them for three other reasons, including fixing topics or arguments, reducing grammatical errors, and improving the language used in their writing. It can be concluded that incorporating artificial intelligence in the form of an online paraphrasing tool allows EFL students to overcome some of the challenges they face when writing academic papers and thereby improve the quality of their written work.

Fourth, QuillBot is used to reduce plagiarism in academic writing by students at the University of Bengkulu by avoiding copy-pasting or copying from other people's work by paraphrasing text using QuillBot. Rakhmanina (2022) shows that there are many ways for the QuillBot Paraphraser to paraphrase text, which can be done by changing the order of words, phrases, or clauses. QuillBot is a tool for collecting data using observation. These analysts assess QuillBot's ability to paraphrase students' scientific work. A simulated online paraphrasing tool called QuillBot was investigated for rewriting text. The researcher in this study chose several words (according to the definition of paraphrase) from various literary works. Students can also paraphrase manually in addition to using the QuillBot tool. In this case, the long sentence is divided into two short sentences. When quoting, we read the sentence we want to rewrite and then rewrite it using our own words while maintaining the same idea. Words with the same or similar meanings are



called synonyms. QuillBot.com has integrated AI software that makes paraphrasing results more accessible.

Lastly, Nunung (2023) increased the level of scientific writing proficiency among EFL teachers. As a representation of each public junior high school operating in Surabaya, the author invites 63 teachers. This event was held at SMPN 17 in Surabaya. A group of presenters, including accompanying lecturers, give lectures and present material. The community service team known as Community Service (PPM) took the initiative to provide training in partnership with MGMP administrators for State Junior High Schools (MGMP) in Surabaya as a response to the conditions and problems experienced by EFL teachers. Training and workshops on how to use the Mendeley, Zotero, QuillBot, and Paraphraser applications are some of the activities carried out. The organizing team presented material through lectures, question-and-answer sessions, hands-on activities, and training. It is hoped that participants will understand the material and technical advice on how to quote, paraphrase, and make references after completing the program, and QuillBot will be the best application for paraphrasing to avoid plagiarism.

However, this research is different from previous research. This research focuses on exploring students' perceptions of using QuillBot to translate Islamic texts in TTIS classes. After that, apart from exploring student perceptions, this research will also reveal how students use the QuillBot application and the obstacles or challenges students face when translating Islamic texts in TTIS classes. Apart from that, the participants, location, research methods, and research instruments are different from previous research. Previous research focused on improving students' writing skills through QuillBot in writing classes, while the focus of this research is to explore students' perceptions of the use of QuillBot in translating Islamic texts. Apart from that, previous research carried out practice in writing scientific texts, but this researcher practiced with Islamic texts.