CHAPTER I

INTRODUCTION

This chapter provides a general overview of the research. Some points will emerge, such as background, research question, research purpose, research significance, and previous studies.

A. Background

The translation is required to complete intercultural knowledge. Furthermore, translation plays a crucial role in connecting peoples. Hoed (2006), as cited in Hidayat & Harmoko (2018), defines translation as a written action that transfers message on a text from one language to another. Furthermore, translation is the consequence of a linguistic-textual action in which a text in one language is re-contextualized. However, translation, as a linguistic-textual process, is sensitive and significantly influenced by several extra-linguistic circumstances and contexts (House, 2015, as cited in Napitupulu, 2017, p. 16). Translation, in a nutshell, is the action of redirecting messages from the source text (ST) to the target text (TT).

A good translation comes from a good translator. Quality of a good translator is needed to convey the message. A good translator is a dynamic translator (Nida and Taber, 1969). The dynamic translator implies that the content of the message from the translation can be received favourably by the reader. According to Larson, (1984) a good translator tries to find the meaning of the source language, transfer it into the natural form of the target language and, communicate the meaning of the source language that can be understood well by the target readers. Good translators have excellent writing skills and are usually perfectionists by nature, paying particular attention to the style of the source documents, as well as the accuracy and significance of the terms used within their translations (Kembaren, 2019). As a result, to produce an accurate and effective translation, translators must examine the cultural and social backgrounds of both the source and target languages. Translators must also consider the translation's aim and audience to convey the desired message effectively.

Based on the preliminary interview from several English Education Department students, it was found that there were two factors that made students

difficult to study translate. The first is internal factor. They are having some issues thorough translation learning, such as; lack of register; lack of writing acknowledgement; lack of translating acknowledgement. the second factor is external factor. Students feel the environment affect the translation class. They feel uncomfortable with the schedule, mood of the lecture and so on. This is related to Arono and Nadrah (2019) findings that students find it difficult in translation because they are lack of vocabularies, difficult to translate Islamic texts, get difficulty in understanding literary texts, and difficult to translate the texts because of grammar. Moreover, Arono and Nadrah (2019) add that several factors that faced by students are ignorance in term ellipsis, cannot identify ellipsis, idiom, and textual meaning, lack of strategy in translating ellipsis, idiom, and textual meaning, still translating word of speech, most students lack a strong background on the content of the text (p. 97)

In addition, some things become problems in translation for students. It refers to students' lack of knowledge about translating. Many students lack a deep elemental understanding or the skill to decode concrete expressions of cultural meanings and symbols of cultural artifacts or to detect implicit social and regulatory meanings encoded in translation end products (Solovyeva et al., 2015). Furthermore, problem in translation is often called a "translation error." According to Hansen, translation errors have appeared as an impact of something "going wrong" during the transfer and movement from the ST to the TT (Dewi, 2017).

Machine translation is medium to translate. Machine translation is the process of translating text or speech from one language into another using automated computer programs or systems (Hucthins, 1986). It is a rapidly developing technology that has made major strides recently as a result of the creation of machine learning and artificial intelligence algorithms. There are various uses for machine translation, including helping international commerce, facilitating cross-border communication, and helping people learn new languages. Machine translation is still not perfect and can result in translation errors, despite its progress. As a result, rather than serving as a substitute for human translators, it is better employed as a tool to aid them.

One of machine translation feature is on Quillbot.com. This is a tool that helps students translate texts to avoid the issues mentioned before. This tool can assist with student translation errors by polishing translation text. Quillbot.com Rewrite a text by writing the text, then press the paraphrase button (Kinga & Gupta, 2021). Quillbot.com can generate alternative sentences as well as different word equivalents. Automatically, Quillbot.com can delete, add, or change words to create new alternative sentences (Fitria, 2021). The use of the Quillbot.com can give better resolution of the translation text.

Several studies are pertinent to the current research. Nazmi (2022) carried out the first investigation. This investigation aims to examine the impact of Google Translate on student translation skills. This study relied on qualitative data. Rico and González (2022) built the second study. This study looks at the usage of machine translation through the eyes of a group of translation instructors. This study applies qualitative ways to tackle difficulties. Febyola et al. (2023) intended the third investigation. The study goal was to examine students' cognitive, affective, and contextual perspectives on using Google Translate in translation class. With a survey design, this study employed a quantitative approach.

This current study is different from previous studies. The previous research concentrated heavily on machine translation. Perceptions of machine translation, such as student and teacher perceptions, were highly observed. Furthermore, previous studies have highlighted student attitudes. The current studies, however, concentrate mainly on students' perception, Quillbot.com, and translation.

Based on the statements above, it is possible to conclude that current research explores deeply into students' perspectives on the role of Quillbot.com in enhancing student translation. The current research aims to investigate the influence that Quillbot.com on student language development and translation skills, including its strengths and limitations. In order to gain insights into the potential benefits and challenges of using this AI-powered tool in the context of Indonesian-English translation by examining the experiences and feedback of Indonesian students who have used Quillbot.com for English translation.

B. Research Questions

Based on the previous paragraphs, this study inquired some research questions:

1. What are students' perspectives on the use of Quillbot.com in Indonesian-English Translation text?
2. How do students translate Indonesian-English using Quillbot.com?

C. Research Purposes

Based on the research questions listed above, the following objectives are sought:

1. To figure out the student's perspective on the use of Quillbot.com in Indonesian-English Translation text.
2. To figure out the student's Indonesian-English translation using machine translation and Quillbot.com.

D. Research Significances

The goal of this study is to make significant contributions to the following both theoretical and practical areas.

1. Theoretical Significances

The findings of the study were intended to serve as a resource and point of reference for English lecturers seeking for unique and innovative English teaching and learning activities, particularly in translation skills. This inquiry could be used in future investigations interested in the impact of Quillbot.com on translation. It could also be used as a data source by educators who want to help students improve their translation skills.

2. Practical Significances

It is based on the findings of the students' perspectives on this study, which can be accounted for by teachers who want to employ Quillbot.com in their translation lessons. The study's findings are intended to motivate students to learn and enhance their English translation skills outside of the classroom by using Quillbot.com as an alternative way of translation.

E. Research Scope

This study intends to examine the impact of using Quillbot.com to improve Indonesian-English translation. The student translation text will be highlighted to clearly understand the use of Quilbot.com. Students from English Education Department who have taken Indonesian-English translation classes will participate in this study. Interview and document analysis will conduct with five selected participants.

F. Conceptual Framework

A discussion of the conceptual framework related to the subject will present. Some topics will cover, including machine translation, Quillbot.com, and translation.

1. Translating

The term "translate" refers to the process of converting the Source Language (L1) to the Target Language (L2). A translator or writer must be able to translate into the target language when translating. According to House, translation is a linguistic-textual operation (Napitupulu, 2017) It means a text in one language is re-contextualized in another. A translator must be able to write. This is related to a different foreign language's culture.

2. Machine Translation

Several people have used machine translation to translate. Machine translation makes it simple for translators. Google Translate is one of the most commonly used machines. Statistical Machine Translation is the name given to this pattern search. Unfortunately, this machine does not translate well. According to Bozorgian and Azadmanesh (2015) human translation is superior to Google translation (Napitupulu, 2017). However, there are machines that correct errors as well. Grammarly and Quillbot.com are translation engines that can help with this. This machine will paraphrase and provide a language context similar to that of a foreign language.

3. Quillbot.com

Quillbot.com is an artificial intelligence-powered tool that improves structure, grammar, and paraphrasing. Quillbot.com is a paraphrasing and summarizing tool that assists millions of students and professionals in cutting their writing time in half by rewriting any phrase, paragraph, or sentence (Fitria, 2021). It is the third free tool provided by Quillbot.com, a one-stop writing platform that began with its flagship paraphraser and summarizer (Chui, 2022) Quillbot.com is a tool that is still in its early stages. Quillbot.com start in March 2021. This website is highly beneficial to students engaged in writing activities.

G. Previous Studies

This research aims to determine the EFL Students' perspectives towards the use of Quillbot.com on their Indonesian-English translating abilities. moreover, previous research validates this research

The first previous study was conducted by Nazmi (2022). This research focus on the assist of google translate on student translating abilities. This research used qualitative data to gain the purpose of the study. In-depth interviews with six participants from the Department of English Language Education at UIN Ar-Raniry are used to collect data. According to the findings of this study, Google Translate has a very positive influence on a student's study, particularly for English language learners. Aside from that, students face difficulties when using Google Translate, such as misunderstanding meanings, ambiguous words, and internet connection errors when translating a text.

The second investigation was conducted by Rico and González Pastor (2022). The purpose of this study is to investigate translator perspectives on the use of machine translation in translator training. This study employed a qualitative approach with a group of translation teachers at the University of Valencia. The survey included 17 translation educators among its participants. To be the answer of this research, the relationship between translation and technology must be completed. Machine translation must recognize competencies that translators must master.

The third research was conducted by Febyola et al. (2023). The goal of this study is to determine the students' perceptions of using Google Translate in

Translation Class. This study's population consisted of 37 students from four classes who had taken translation class in the fourth semester of the English Department during the academic year 2021/2022 at State University of Sjech M. Djamil DJambek Bukittinggi. This research used quantitative research. The questionnaire, which contained 30 items, was used as the research instrument. The study's findings revealed that students who had taken translation classes strongly support the use of Google Translate in translation classes.

The current study, however, differs from previous research. According to previous research, Google Translate is the point of machine translation that can improve translating skills. The current study focuses on students' perspectives on using Quillbot.com for Indonesian-English translation. The previous study collected data using both qualitative and quantitative methods, whereas the current study uses a qualitative case study method. The current study attempts to discover aspects from students' perspectives on the use of Quillbot.com for English-Indonesian translation.