

EXPLORING THE USE OF AI BY ENGLISH EDUCATION STUDENTS IN TRANSLATION COURSES

A THESIS

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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1448 H/2026

ABSTRACT

Advances in Artificial Intelligence (AI) have transformed the language learning process, particularly in translation courses. Currently, English Language Education students are increasingly using various AI-based applications to help them understand text content and produce translations more easily and efficiently. This study aims to determine how English Language Education students utilize AI in translation courses based on their experiences. The focus of this study includes the types of AI used, how they are used, and the advantages and disadvantages the students perceive during the translation process.

This study employed a qualitative method with a descriptive approach. The participants in this study consisted of 15 sixth-semester students in the English Language Education Program at UIN Raden Intan Lampung, who were selected using purposive sampling. Sixth-semester students were chosen because they had taken or were currently taking translation courses, namely Foundations of Translation, Translation Practice for Academic Contexts, and Translation Practice for Professional Contexts, which means that they already had experience using Artificial Intelligence (AI) both in the learning process and when completing translation assignments. This number of participants was considered adequate because qualitative research emphasizes the depth of data rather than the number of participants. Therefore, the information obtained was expected to provide a more comprehensive understanding of the students' experiences in accordance with the objectives of the study. All participants were also from the same cohort, ensuring that they had relatively similar learning experiences in the translation courses. The data were collected through open-ended questionnaires and semi-structured interviews and were analyzed using the data analysis model developed by Miles, Huberman, and Soldana.

The study's findings show that ChatGPT is the most widely used AI application because it is considered practical, easily accessible, and capable of providing more comprehensive explanations of vocabulary, grammar, and sentence context. In addition to ChatGPT, students also use Gemini, DeepL, Google Translate, Grok, Perplexity, Meta AI, and English Phonetics. AI is used to translate text, understand meaning in context, correct language structure, and help complete tasks more efficiently. On the other hand, the use of AI also has several limitations, such as the development of dependency, a decline in critical thinking skills, and translation results that are not always accurate. Therefore, AI should be used wisely and always accompanied by a verification process to ensure more accurate translations and to support the development of students' translation skills.

Keywords: *Artificial Intelligence (AI), ChatGPT, translation course, advantages, disadvantages*

DECLARATION

This thesis is prepared by the undersigned:

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Thesis Title : Exploring the Use of AI by English Education Students in Translation Courses

There by declared that the thesis entitled “Exploring the Use of AI by English Education Students in Translation Courses” is truly the researcher’s own original work. The responsibility is fully for the publication of the thesis. The sources and references used in completing this thesis, journals, and other materials, have been appropriately cited in the body notes and listed in the bibliography.

Bandar Lampung, June 2026

Declared by

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

“Do not lose heart, nor grieve, for you will have the highest status if you are believers” (QS. Ali ‘Imran:139)

DEDICATION

With heartfelt gratitude, I dedicate this thesis to:

1. First of all, thanks to Allah SWT. All praise and gratitude be to You for all the blessings, guidance, and ease that You have bestowed upon me. I dedicated this work as an expression of gratitude for Your boundless love and affection.
2. To my beloved parents, Mr Amroni and Mrs Wiwik Juminingsih, thank you for every silent prayer, support that strengthens my step, and struggle you have given so that I could complete this education.
3. To my brother, Fatih. Although we may have our differences, thank you for your support. I hope you will live an even better life than your older sister.
4. Thanks to my Supervisor, Bambang Irfani, Ph.D. I dedicate this thesis to my supervisor, who has patiently guided, directed, and shared knowledge, advice, and motivation throughout the process of completing this thesis. Thank you for the time and attention you have given despite your busy schedule.
5. Thanks to my Co-advisor, M. Nawawi, M.Pd. I dedicate this thesis to my Co-Advisor, who has provided guidance, direction and advice during the process of completing this thesis. Thank you for patience, attention, and the time you have devoted to helping me complete each stage of this research.
6. To my friends whom I consider as family, Ilhami Sefira Lestari, Deliana Putri, Rifa Arum Tazkya Maharani, Ahmad Anggi Maulana, M. Habib Fadhila, Junaria, Anggia Yolanda, Friska Andini, Femaserly Anjani. Thank you for all the support, companionship, and encouragement you have always given. Your presence has been one of the reasons why this journey has felt lighter and more meaningful.
7. And special thanks to my almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Dea Puspita Anggraini, who is commonly known as Dea, was born 5 August 2004. The researcher is the eldest of two siblings. The researcher began her formal education at SDN 2 Bumi Pratama Mandira and completed it in 2016. After finishing elementary school, the researcher continued her studies at Mts Darul A'mal Metro and graduated in 2019. Subsequently, the researcher pursued education at MA Darul A'mal Metro until completing that level in 2022. The educational journey provided various experiences and knowledge that served as a foundation for the researcher to continue studies at a higher level. In 2022, the researcher was admitted as a student at UIN Raden Intan Lampung in the English Education program.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil' Alamin, all praise is due to Allah Subhanahu Wata'ala, the Almighty, the Most Gracious and the Most Merciful, for His abundant blessings, mercy, and guidance that have enabled me to complete this thesis. May peace and blessings be upon Prophet Muhammad SAW, his family, and all his followers.

This thesis, entitled "Exploring the Use of AI by English Education Students in Translation Courses," is presented as partial fulfillment of the requirements for obtaining a Bachelor's Degree in the English Education Study Program at the Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

During the completion of this thesis, the researcher has received considerable support, guidance, and assistance from many individuals. Therefore, the researcher would like to express her deepest gratitude to:

1. Dr. Nanang Supriadi, M.Sc. the Dean of the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, for her leadership and administrative support.
2. M. Ridho Kholid, S.S., M.Pd., the Head of the English Education Study Program, for his encouragement and guidance during the completion of this thesis.
3. Bambang Irfani, Ph.D. as the first advisor, for his continuous supervision, valuable insights, and encouragement throughout the writing process.
4. M. Nawawi, M.Pd. as the second advisor, for his patience, constructive feedback, and support during the preparation of this thesis.
5. All lecturers and administrative staff of the English Education Department of UIN Raden Intan Lampung for their dedication, knowledge, and support during my academic journey.
6. All participants involved in this research for their cooperation and valuable contributions.
7. My beloved family, especially my parents, Mr Amroni and Mrs Wiwik juminingsih, for their boundless love, prayers, and unwavering support. Also, my brother, M. Al-fatih, for their encouragement and presence.
8. Dear friends, especially, Ilhami Sefira Lestari, Deliana Putri, Rifa Arum Tazkya Maharani, Ahmad Anggi Maulana, M. Habib Fadhila, Junaria, Anggia Yolanda, Friska Andini, Fema Serly Anjani, thanks for your all support.
9. As a final note, thank you to myself, for enduring every challenge, staying strong through every storm, and never giving up on this dream.

Finally, the researcher realizes that no work is perfect, and there are still some shortcomings in this thesis. Therefore, the researcher openly welcomes feedback, criticism, and suggestions from readers to improve the quality of this work. The researcher also hopes that this thesis will be beneficial not only to the researcher personally but also to readers in general, especially those involved in the field of English education.

Bandar Lampung, June 2026

The researcher

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CHAPTER 1

INTRODUCTION

A. Title Affirmation

The title confirmation is structured to make it easier to understand the title of this thesis, so in the title confirmation section it is necessary to explain clearly and in detail several terms related to the purpose of the thesis. With the confirmation of this title, it is hoped that there will be no misunderstandings regarding the meaning of the title of several existing terms. This thesis is entitled: **“Exploring the Use of AI by English Education Students in Translation Courses”** specifically explains the following terms:

a. Exploring

According to Issa Saleh, exploration is a process carried out systematically by researchers to investigate, examine, and understand a phenomenon. This process is carried out through the collection and analysis of information so that researchers can gain a deeper understanding and discover new knowledge or findings related to the phenomenon being studied. In this study, exploration seeks to trace and understand in depth how English education students use AI when translating, particularly in translation courses. This exploration is carried out by exploring the experiences, methods of use, and perceptions of students regarding the use of AI in assisting the translation process.

b. AI (Artificial Intelligence)

AI is a technology that models human intelligence in machines, particularly computer systems, which are used to think, learn, solve problems, and make decisions. In education, AI serves as a source and learning aid for students. In translation, AI is capable of processing natural language automatically and quickly, translating text, music, or images.

c. English education students

English education students are active students in the English education study program who study language skills. In this study, English education students acted as subjects, and valid data was obtained based on the students' perceptions of the use of AI in translation.

d. Translation course

Translation course is one of the courses in the English Education Study Program curriculum that teaches students the skills to transfer the meaning of a text from one language to another accurately, naturally, and in context. In this context, this course can help students understand the nuances and complexities of language and improve their ability to translate texts effectively and accurately.

The researcher means by title **“Exploring the Use of AI by English Education Students in Translation Courses”** with the aim of providing an in-depth understanding of the use of AI by students in translation classes. The study identifies the various types of AI most frequently used by students to help them complete their translation course assignments. It provides an overview of how this technology is used by students when translating and gives a clear picture of the students' experiences in using AI, such as the advantages and disadvantages they encounter during the translation process.

B. Background of the Problem

Translation is one of the most fundamental forms of communication in human life. Translation is essential for bridging language and cultural differences among communities around the world. Translation is more than just shifting words from one language to another; it also helps people

understand each other's cultures, discuss meanings, and develop a global perspective. Translation is not only a matter of textual equivalence between the source and target languages, but also involves "cultural translation," which is vital for the exchange of knowledge, the formation of social relations, and the removal of linguistic hegemony barriers around the world. By applying culturally responsive translation practices, researchers and practitioners can enable more inclusive and meaningful cross-cultural dialogue (Zhao et al., 2025). Translation is generally defined as the process of transferring meaning from the source language into the target language so that readers with different linguistic and cultural backgrounds can understand the message contained in the original text. The translation process involves not only replacing words, but also transferring the meaning, style, and cultural nuances inherent in the source language into a form that is naturally acceptable to the target language (Munday, 2016).

In an increasingly connected world, understanding and conveying messages across languages is becoming more important. Translation is now considered a process of converting meaning from one language to another. Translation has evolved into an academic field that studies the theory and practice of how culture and language influence each other in communication (Massey, 2021). Translation studies has developed into one of the most important academic fields in language studies and applied linguistics. As a discipline, translation studies examines not only the process of transferring meaning between two languages, but also the cognitive, cultural, and social factors that influence the translation process. In higher education, especially in English studies, translation is one of the key skills that students must master. This skill improves language proficiency and strengthens overall academic competence. Translation skills require a deep understanding of the grammar, vocabulary, and cultural context of both languages involved. However, for undergraduate students who are still in the process of developing their language skills, this is often challenging (Ziyot Kizi & Berdiyor Kizi, 2025). The main difficulties arise in mastering grammar, enriching vocabulary, and proper pronunciation. In addition, students also need text analysis and interpretation skills to understand the implied meaning and context that is not immediately apparent in the source language.

Before the emergence of artificial intelligence technology, translation was still entirely dependent on human capabilities. Translation was carried out entirely by relying on dictionaries, linguistic knowledge, and language intuition gained from experience and in-depth learning. The translation process was done manually and took a long time because translators had to consider sentence structure, word meaning, and the socio-cultural context surrounding the text. In order for the message from the source language to be conveyed naturally in the target language, this activity required precision and sensitivity (Newmark, 1988). At that time, translation was considered a practical skill for communicating with other people using different languages. However, translation began to be understood as a scientific activity with unique principles and methods as linguistics developed and modern language theory emerged. Translation theory has evolved with the changing times and human needs to interpret intercultural meanings (Firdaus, 2012). Translation is now a field that encompasses language, culture, and communication.

Entering the 90s, technological innovations began to influence the way humans translate. Rule-based translation systems emerged as an early attempt to automate the translation process. Although these systems used manual linguistic rules to convert text between languages, the results were often limited and inaccurate. This was especially true for things like idioms, cultural nuances, or emotional expressions that human translators could understand naturally. At this time, translation involved social and ideological aspects that machines couldn't fully handle because the work still depended on human abilities (Munday, 2016).

As time goes by, digital technology continues to evolve and has changed many aspects of human life around the world. The way humans communicate, work, and even learn has become easier and faster than ever before. With digital technology, information can be accessed quickly and easily by anyone. Artificial intelligence (AI) is one of the most sought-after technologies because of its ability to mimic human thinking, such as learning and decision-making processes. With this technology, many new opportunities have emerged, especially in the field of education. Digital technology not only serves as a supporting tool, but also drives innovation and change in various aspects of the learning process (Ambarwati et al., 2021).

The use of AI in education is not new. Over the past few decades, this technology has been used to improve the effectiveness of learning processes in various disciplines, including language studies (Qurrota A'yun, 2025). In the context of English language learning, particularly in translation courses, the use of AI by students is now becoming increasingly important and relevant. In this context, AI is capable of automatic translation, such as, Gemini, Grok, ChatGPT and others, which are capable of translating text from one language to another (Hartono, 2024). Artificial intelligence technology is not only capable of speeding up traditional translation tasks, but also improving the quality of translations through the use of sophisticated algorithms designed to handle linguistic complexity. More specifically, in translation, AI plays a role in speeding up the translation process while producing more accurate outputs in terms of grammar, syntax, lexical choices, and other mechanical aspects, thereby minimizing errors commonly made by novice translators (Hartono, 2024). One of the advantages of AI is its ability to provide personalized learning. For example, in English language learning, this personalization allows students to receive material that is appropriate for their skill level, as well as the right time to practice and develop their language skills (Qurrota A'yun, 2025).

The results of preliminary interviews with fifth-semester students in the English Education study program show that the majority use artificial intelligence technology, especially for translating long, complex texts. Translation produced by AI are not usually used directly as the final result, but rather as an initial reference. Students then adjust them through a process of revision, editing, and paraphrasing to better suit the context of the target language. Based on pre findings, the use of AI is also considered quite helpful because it can speed up the translation process and make it more efficient. In addition, AI is considered to provide additional insight into vocabulary and language structure patterns. However, the dominance of AI as the first step in the translation process raises questions about the extent to which students are still actively involved in the process of independent analysis and translation.

The rapid advancement of artificial intelligence has changed the way students interact with language and text, especially in the world of education, which is increasingly connected to digital technology. Artificial intelligence has made a significant contribution to English language learning by providing a more personalized and interactive platform, tailored to the ability level and needs of each learner. Through this technology, students can practice in simulated real conversations and utilize interactive learning environments to develop their vocabulary, writing, and speaking skills. The application of AI also makes the learning process more visual, dynamic, and flexible, thereby supporting students in acquiring language independently and more effectively (Siyan Sabili et al., 2024). AI technology, such as ChatGPT, Gemini, and others, are often used not only for quick translations but also for long-term learning. AI trains students to analyze and interpret texts better. This change signifies a major transformation in the field of translation education. AI now not only supports behind the scenes, but also shapes the learning process, from understanding the original text to checking

the quality of the translation. This encourages more creative teaching methods that are in line with the needs of the digital age.

Based on pre findings from interviews, the use of AI in translation learning presents a rather complex situation. On one side, AI does help students work faster and make the translation process feel more practical. Many students feel that it helps them because they have a “starting point” before developing their own translation. However, on the other hand, the increasing dependence on AI also raises questions, especially regarding its suitability for the main objective of translation learning, which is to train students’ text analysis skills and independent translation skills (Shuangyu, 2025). This change shows a shift in students’ perspective on the translation process. Whereas translation was previously understood as a process that required deep understanding and careful linguistic consideration, there is now a tendency to view it as an activity that focuses on the end result. However, the long-term impact of AI use on the learning process and the development of students’ translation skills remains uncertain.

This phenomenon raises questions about the extent to which AI truly supports the development of students’ translation skills, or whether it actually influences their tendency to learn independently. On the one hand, AI offers undeniable advantages, such as speed. Practicality, and easy access to the translation process. However, on the other hand, this convenience has the potential to change the way students approach translation learning, which actually requires continuous practice, precision, and active cognitive engagement. Excessive reliance on automatic translation is feared to affect the way students make decisions in learning, especially when they have to choose between trying to translate themselves or directly relying on AI assistance.

The uncertainty arising from the use of AI in translation learning shows that this topic still needs further research, especially in the context of English language education in the digital age. Although AI offers various conveniences, such as time efficiency and quick access to translation results, its impact on the learning process and the development of students’ translation competencies is not yet fully clear. Therefore, more in-depth research is needed to see how students actually use AI in doing translation assignments, whether only as a tool or as a substitute for the translation process that should be done independently. Without a clear understanding of these usage patterns, there is concern that the objectives of translation learning which emphasize practice, analysis, and active student involvement cannot be optimally achieved.

This study aims to examine the use of artificial intelligence by English education students in translation courses. More specifically, this study focuses on identifying the types of AI most frequently used by students, as well as how and how often AI is utilized in the translation learning process. In addition, this study also seeks to explore students’ experiences in using AI, including the benefits they feel and the challenges they face during the learning process. Through this research, it is hoped that a clearer empirical picture of the practice of using AI in translation learning in higher education environments can be obtained.

Based on this description, this study is expected to provide an empirical description of how students use artificial intelligence in translation learning. A clearer understanding of students’ usage patterns, experiences, and perceived benefits is expected to provide input for educators and education administrators in designing more balanced translation learning in the digital age. Thus, this study not only contributes to academic discourse but also provides initial insights into how AI can be utilized more appropriately without neglecting the importance of developing independent translation skills.

C. Focus and Sub-Focus of the Research

This study focuses on the use of AI tools by English Education students in translation courses. This study explore various issues related to the use of AI by students. This focus includes identifying the various AI tools most frequently used by students, such as Chat GPT, Gemini, Grok and ChatGPT, along with the frequency and context of their use in academic activities. In addition, this study also explore how students implemented AI technology into the translation process, from utilizing translation results as initial material to revising, editing, and adjusting so that the translation remains appropriate to the linguistic and cultural context. Another aspect examined is the extent of students' dependence on AI, whether as a primary tool, a supporting tool, or merely as an additional reference in the translation process. This study also explored students' experiences in using AI, both in terms of its advantages and disadvantages. In terms of advantages, AI is considered capable of speeding up the translation process, improving grammatical accuracy, and enriching vocabulary choices. However, there are also several drawbacks that need to be considered, such as AI's inability to perfectly capture the nuances of language and the potential for reduced independence in learning.

D. Formulation of the Problem

Based on the above background, there are several problem formulations in the following questions:

1. What AI tools are most commonly used by English education students in translation courses?
2. How do English education students utilize AI in the learning process in translation courses?
3. What are the advantages and disadvantages experienced by students when using AI for translation learning?

E. Objectives of the Research

Based on the above problem formulation, it can be seen that the objectives of this study are:

1. To find the AI most frequently used by English education students in translation courses.
2. To find out how English education students utilize artificial intelligence in the learning process in translation courses.
3. To identify the advantages and disadvantages based on students' experiences when using AI in translation classes.

F. Significance of the Research

1. Theoretical Contribution

Theoretically, this research is expected to contribute to the advancement of knowledge, particularly in the fields of translation studies and language learning in the digital age. The findings of this research can help increase knowledge about how artificial intelligence (AI) is used in lectures, especially by English Education students. Research such as this can show how technology helps improve language skills, how learning strategies are used, and how the use of digital devices relates to traditional teaching methods. From a linguistic, pedagogical, or technological point of view, this research can also serve as a guide for other academics interested in researching how artificial intelligence is applied in language teaching.

2. Practical Contribution

a. Students

Researchers hope that this study can help students understand the advantages and disadvantages of AI in language translation. Thus, students will be able to use this technology

wisely, not only as a shortcut in the translation process or in completing assignments, but also as a learning support tool to improve their language skills.

b. English Teacher

This research can be used as a basis for determining a more flexible and balanced teaching approach to technological developments in education. With this, AI can be used as a tool to support the learning process, balanced with hands-on practice, so that students do not rely entirely on technology, but continue to hone their analytical and creative language skills.

c. Future researcher

This study is expected to assist future researchers as an accurate source of information for understanding students' use of AI in translation, such as the effectiveness of AI in translation, as well as for understanding the long-term impact of AI-based translation tools on students' translation skills.

G. Previous Relevant Research

Several previous studies have examined similar topics, namely the use of AI-based translation tools for translation in the context of language education. The researchers found five previous studies related to this study. The first study was found by Wael Alharbi (2023) with the title "The use and abuse of artificial intelligence-enabled machine translation in the EFL classroom: An exploratory study." This article examines the use of AI-based translation tools, specifically Google Translate, in the context of learning English as a foreign language (EFL). This study involved a survey of 234 male and female students studying at higher education institutions in Saudi Arabia, where researchers explored their daily habits, personal views, and main reasons for using these translation tools. The findings show that the majority of respondents have a positive view of Google Translate. Google Translate has been proven to be able to improve writing, speed up learning time, and provide greater confidence in learning without relying entirely on teachers and friends (Alharbi, 2023). However, this study also found a dark side to using Google Translate. The results of the study show a strong warning about the risks of misuse, such as over-reliance on translation machines, which makes students lazy to practice languages manually and can even reduce critical thinking because they too often submit their assignments to translation machines without understanding the context.

The second study, written by Fairuz Lazuardiyyah, Slamet Setiawan, and Widyastuti (2024), is titled "The Utilization of Artificial Intelligence (AI) Translators to Improve Writing in EFL Classrooms." The purpose of this study was to gain an understanding of EFL students' attitudes toward the use of machine translation in improving writing quality and to investigate significant differences in writing quality between students who had positive and negative attitudes toward the use of machine translation. This study involved 40 EFL students at a state university in Surabaya. This study used a qualitative method and a questionnaire to collect data. The results of the study show that the majority of students have a positive view of this technology. Students consider this technology to be a useful learning tool because it is easily accessible and can improve the quality of writing, both in terms of grammar and word choice. Not only that, AI translators have also been proven to translate more accurately, which speeds up the creative process and reduces the frustration that often occurs when learning a foreign language (Lazuardiyyah et al., 2024). For many respondents, it's like having a personal assistant who is always ready to help make the writing process more enjoyable and productive. However, this study also revealed the negative side of using this technology.

Next is the third study titled "Implications of Using AI in Translation Studies: Trends, Challenges, and Future Direction" written by three researchers, Mansour Amini, Latha Ravindran, and Kam-Fong

Lee (2024). This article is a review study discussing the use of artificial intelligence in the field of translation. The main focus of this article is the development of various AI-based translation models. It begins with Rule-Based Machine Translation (RBMT), which relies on linguistic rules, followed by Statistical Machine Translation (SMT), which uses statistical techniques, and finally Neural Machine Translation (NMT), which improves translation quality by using artificial neural networks. This study also emphasizes the Hybrid Machine Translation (HMT) model, which combines the advantages of various methods to produce more accurate and natural translations. This article not only discusses the advantages and disadvantages of each model, but also discusses how AI can be used in various translation contexts, ranging from general texts to specialized domains such as law and medicine. This study also discusses human evaluation, BLEU, METEOR, and other metrics used to measure translation quality. In addition, the article addresses technical and ethical issues encountered when using AI in the field of translation. These include bias in training data, challenges in capturing the meaning of complex idioms and metaphors, and privacy concerns arising from the use of sensitive data. The research findings indicate that Neural Machine Translation (NMT) is currently the most advanced AI-based translation approach. This is due to the fact that NMT can produce more accurate, natural, and efficient translations compared to other models. However, hybrid models also show great potential, as they can combine the strengths of various translation approaches, resulting in more optimal outcomes in certain contexts (Amini et al., 2024). The author also found that using artificial intelligence in the translation process offers many benefits, especially in terms of speeding up work time and reducing operational costs. On the other hand, there are still some significant drawbacks, particularly in understanding figurative language such as complex idioms and metaphors, as well as cultural nuances. From an ethical perspective, this study also highlights several important issues, such as gender bias that may be embedded in training data, concerns about machines potentially replacing human employees, and the importance of strict personal data protection to prevent misuse. Therefore, although AI has made significant progress in the field of translation, technical and moral issues remain major challenges that must be addressed.

Next, the fourth study is an article written by Sandra Charles (2024) titled “Artificial Intelligence in Translation Studies: Benefits and Challenges.” This research aims to conduct an in-depth evaluation of the advantages and challenges of using AI in translation studies. In this study, AI-based translation has evolved from rule-based systems to Neural Machine Translation (NMT), which is currently the most popular because it can produce more natural and contextually accurate translations. Because it offers greater speed, efficiency, consistency, and lower costs compared to human translators, AI has become an essential tool in business, education, and international relations, as explained by the author. Furthermore, the article discusses major issues faced by AI, particularly in translating idiomatic expressions, cultural nuances, and potential contextual errors that may lead to misinterpretation. The author also emphasizes ethical concerns such as algorithmic bias, data protection, and the need for human supervision to ensure translation quality and cultural sensitivity. The findings of this study indicate that artificial intelligence (AI) has great potential to support various translation activities in both educational and professional contexts. AI has proven capable of enhancing work productivity, expanding access to translation resources, and making cross-linguistic communication easier than ever before. However, since AI cannot fully handle cultural and idiomatic elements, the human role remains essential particularly in reviewing and monitoring translation quality to ensure that the final output is accurate and meaningful (Kenechi, 2024). These results show students studying in the field of translation that artificial intelligence can serve as an effective and useful learning tool. However, it must be used carefully and should not replace human analysis. To ensure that the produced translations

do not lose their original meaning or context, students must enhance their linguistic sensitivity and develop a deep understanding of cultural nuances. Therefore, this study provides a strong foundation for the idea that AI should be integrated into the learning process, particularly in translation courses. This integration should be carried out in a way that balances the use of technology with the development of students' analytical and cultural competence.

The last relevant study is an article written by Heri Yudianto, Monika Widya Astuti, and Antonius Setiawan Sugeng Nur Agung (2025) titled "Students' Viewpoint of Automatic Translation Tools in EFL Classroom." The basis of this research is the phenomenon of misalignment between institutional demands for academic credibility and students' need for faster and more effective learning methods in the digital era. This study involved 41 sixth-semester English Education students at a Catholic university in West Kalimantan. It employed questionnaires and semi-structured interviews to identify students' perceptions, frequency of use, types of platforms used, as well as the advantages and disadvantages of automatic translation tools. The article discusses various aspects of students' use of AI-based translation tools. The study highlights which platforms are most frequently used, how they are applied in academic activities, and students' experiences when dealing with the limitations of translation results. According to several respondents, these tools can assist in completing academic tasks and improving language skills. However, some issues arise, such as contextually inappropriate translations and the risk of dependency. These findings align with the research objective, which aims to further explore students' experiences, the strategies they employ, and the challenges they encounter in AI-assisted translation practices. The results show that most students support the use of automatic translation tools. They believe that these tools are very helpful in translating complex texts, enhancing their understanding of new vocabulary, and boosting their confidence in using English, both in academic and non-academic contexts. Nevertheless, the negative impacts, such as dependence on automatic translation tools that may reduce critical thinking skills and learning autonomy also emerge as important concerns in this study (Yudianto et al., 2025).

From the five relevant studies, there is generally a similarity with this research, namely examining the role of AI-based translation tools in English language learning. Most studies agree that AI has a positive impact on translation studies. This is evidenced by the findings of each study, such as those conducted by Wael Alharbi (2023), Mansour Amini et al. (2024), and Sandra Charles (2024), which demonstrate the advantages of AI-based translation tools in translating languages, assisting students in completing assignments, improving their writing, and boosting their confidence to learn more independently without relying entirely on teachers or peers. In addition, the study conducted by Yudianto et al. (2025) explores how students implement the use of automatic translation tools in translation studies. They found that although these tools are considered helpful, there are concerns about dependency and the decline of originality in students' work. Meanwhile, Fairuz et al. (2024) emphasize the use of AI-based automatic translation to enhance EFL students' writing skills. Several previous studies have indeed examined the role of AI in English learning and translation studies. Compared to other language courses, translation courses have unique characteristics. Here, students are required not only to master vocabulary and grammar but also to understand the style, context, and cultural nuances of the texts they translate. This situation makes the use of AI translators more challenging. Students must not only use the technology to speed up their work but also be able to assess accuracy, perform editing, and overcome the limitations of AI. This gap has not been extensively discussed in previous studies. Therefore, this research presents new findings by exploring the real experiences of English education students in using AI-based translation tools. This study not only identifies the tools used but also examines how students utilize the technology, how dependent they

are on it, as well as the benefits and challenges experienced by the users. The research is expected to provide a more comprehensive and valuable understanding for curriculum development and for how lecturers and students can use technology more effectively in translation learning.

H. Research Methodology

1. Research Design

Research methods are research plans and processes that include the philosophical assumptions underlying the research as well as detailed data collection, analysis, and interpretation techniques (Creswell, 2018). By applying the appropriate methodology, it is expected that the findings can address the research questions and provide explanations that are systematic, structured, and aligned with the research framework. This study employs a qualitative method with a descriptive approach. This approach was chosen because the research did not focus on testing hypotheses and measuring variables statistically, but rather on understanding and describing the phenomenon as experience by the research subjects. According to Bogdan and Biklen (1982), qualitative research is descriptive in nature, in which the data collected consist of words, field notes, documents, or images.

The results of qualitative research aim to describe reality as it is, with an emphasis on detailed events that often involve small yet crucial elements that enrich the understanding of the phenomenon being studied (C. Bogdan & Biklen, 1992). In this study, a descriptive approach was used to describe the phenomenon of AI use by English education students in translation courses. Specifically, this study describes the types of AI most frequently used by students, how they utilize this technology in the learning process, and their experiences while using it. These experiences include the benefits gained, such as time efficiency and ease of understanding texts, as well as the disadvantages that may arise, such as dependence on technology or a reduction in the ability to translate independently.

This study does not aim to quantitatively assess the effectiveness of AI or compare the accuracy levels between applications. The main focus of the study is on describing students' practices and experiences in using AI as part of the translation learning process. Therefore, a descriptive qualitative approach is considered most appropriate because it allows researchers to understand the phenomenon contextually and present a complete picture based on students' real experiences.

2. Data Sources

The data sources in this study came directly from the research subjects. This study focused on the experiences of English education students in using AI in translation courses. Therefore, the data collected was primary data. Primary data is data obtained directly and for the first time by researchers through their own collection (Ajayi, 2023). Data was collected from English education students who were currently enrolled in or had completed translation courses. To obtain a complete picture of the phenomenon under study, the researcher used several data collection techniques, namely questionnaires and interviews. These two techniques were used to capture students' experiences directly, both in terms of the types of AI they used, how they utilized AI in the learning process, and their views on the advantages and disadvantages of using AI in translation learning. By relying on data obtained directly from students, this study attempts to describe the phenomenon of AI use as it is, in accordance with the learning context they experience. This approach allows researchers to understand AI usage practices from the students' perspective, rather than based on assumptions or interpretations from outside parties.

3. Research Instrument

The researcher prepared a research instrument that was used as a guideline in collecting data for research entitled “Exploring the Use of AI by English Education Students in Translation Courses.” This instrument aims to obtain in-depth data related to the use of AI-based translation tools by English education students. The researchers selected sixth-semester students in class A as respondents to answer this research instrument. The data collection methods used in this study were open-ended questionnaires and in-depth interviews. All two instruments were designed to be open-ended and flexible so that they could collect descriptive data that described the respondents’ real experiences. All data collected were kept confidential and used only for academic research purposes.

The development of this research instrument is based on several theoretical foundations regarding the use of technology and the limitations of artificial intelligence in learning. According to Davis (1989), the use of technology is influenced by users’ perceptions of the usefulness and ease of use of the technology in helping them complete tasks. In the context of translation learning, these perceptions can influence how often students use AI and how they utilize it in the learning process (D Davis, 1989). In addition, Emily M. Bender and Alexander Koller (2020) explain that AI systems in language processing can generate text that appears meaningful, but does not always reflect actual language comprehension, so AI translations need to be evaluated critically (Bender & Koller, 2020). Therefore, this study covers the types and frequency of AI use, the advantages of using AI, and the disadvantages of using AI in translation learning.

Based on the aspects and indicators that have been determined in the theoretical framework, this research instrument was developed. Then, each indicator was broken down into relevant items that were in line with the research objectives. To make this compilation process clearer, the researcher compiled an instrument blueprint that included a mapping between aspects, indicators, and instrument questions. The complete blueprint, which formed the basis for the development of this instrument, can be seen as follows:

a. Questionnaire Instrument Blueprint

Table 1

Aspects	Indicator	Theoretical Sources	Item Number	Number of Item
Types and frequency of AI use	Frequency of AI use	(D Davis, 1989)	1	1
	Types of AI used		2	1
	Preferences of use		3	1
	Situations of use		4	1

Advantages of translating using AI	AI improves understanding	(D Davis, 1989)	5	1
	AI assists with translation tasks		6	1
Disadvantages in translating using AI	Technical obstacles and translation errors	(Bender & Koller, 2020)	7	1
	Dependency of user of AI		8	1
Total	8 items			

b. Interviews Instrument Blueprint

Table 2

Aspects	Indicator	Theoretical Sources	Item number	Number of item
Types and frequency of AI use	Type of AI use	(D Davis, 1989)	1	1
	Frequency of AI use		2,3,4,5,6,7	6
Advantages of AI	Benefits of AI	(D Davis, 1989):	8,9,10	3

Disadvantages of AI	Difficulties and shortcomings of AI	(Bender & Koller, 2020)	11,12,13	3
Total	13 items			

4. Data Collection Technique

The researchers used open-ended questionnaires and interviews as data collection instruments. These methods were chosen to allow respondents to provide more in-depth and detailed answers, thus providing comprehensive information.

a. Questionnaire

According to Sugiyono (2019), a questionnaire is a data collection method in which respondents are given a series of written questions to answer (Sugiyono, 2019). This method was chosen because it allows researchers to obtain information directly from a large number of respondents in a relatively structured manner. In this study, a questionnaire was used to obtain basic data on the use of AI by students in translation courses. Through this questionnaire, the researcher first wanted to find out what AI tools students used, how they used AI in the translation process, and their basic views on the advantages and disadvantages of using AI in translation activities. The type of questionnaire used was an open-ended questionnaire, so that students could explain their experiences freely and in more depth, in accordance with their learning practices.

b. Interview

Interviews are the primary method used to gain an understanding of what drives a person's attitudes, preferences, or behaviors. Interviews can be conducted individually or in groups (Ajayi, 2023). In this study, interviews were conducted in focus groups. The researcher uses interviews to obtain more detailed information about a person's experiences, perspectives, and motivations that may not be captured through other approaches. In addition, interviews allow the researcher to collect more in-depth data and to understand the context behind the respondents' answers.

According to Edwards and Holand Bryman (2013), interviews are categorized into three types: structured interviews, semi-structured interviews, and unstructured interviews (Edwards & Holland, 2013).

1) Structured Interviews

This type of interview uses a list of predetermined questions that are asked of each research subject in the same way and in the same order. The main purpose of this interview is to obtain data that can be consistently compared between one respondent and another.

2) Semi-Structured Interviews

This type of interview is guided by an outline of topics or a list of key questions that must be discussed, but respondents are still given the freedom to elaborate on their answers. The researcher may also change the order of questions or add new ones. Therefore, semi-structured

interviews allow for more natural and dynamic interaction between the researcher and the respondent while maintaining the research focus.

3) Unstructured Interviews

Unstructured interviews are the most open and flexible type. They resemble everyday conversations, and the researcher does not use a fixed list of questions but rather focuses on broad themes or general topics. In this type of interview, respondents have greater opportunities to express their views and feelings freely.

Of the three types of interviews, the researcher employed a semi-structured interview to collect data. This type of interview was chosen because it aligns with the descriptive-analytic approach used in the study. This interview was conducted to gather more in-depth data on the use of AI by English education students in translation courses. While the questionnaire provided the researcher with a general overview, the interview allowed the researcher to understand the reasons why students use certain types of AI, how they use it in real learning situations, and their personal experiences regarding the advantages and disadvantages of using AI. In this way, the interviews helped to clarify and enrich the data that had been obtained previously, enabling the researcher to describe the phenomenon of AI use more comprehensively. The researcher used a prepared set of guiding questions, which also allowed for flexibility to explore information further based on how the participants responded to each question.

5. Research Subject

The subjects of this study were sixth-semester students in the English Language Education Program at UIN Raden Intan Lampung. Sixth-semester students were selected because they had taken or were currently completing translation courses, namely Foundations of Translation, Translation Practice for Academic Contexts, and Translation Practice for Professional Contexts. Through these courses, the students not only learned translation theory but also gained experience translating various types of texts and using AI as a tool to aid their learning and complete assignments. Based on this experience, they were deemed capable of providing information relevant to the focus of this study, specifically regarding how AI is used, the benefits they have experienced, and the challenges they encountered during the translation process.

This study involved 15 students selected using purposive sampling. This number was deemed sufficient because the study employed a qualitative approach that emphasizes data depth over the number of participants. The purpose of this study is not to represent all students but to gain a deeper understanding of the experiences of students who truly align with the research focus. Therefore, participants were selected based on several criteria: sixth-semester students in the English Language Education program who had taken a translation course and had experience using AI in their learning activities or while completing translation assignments. With these criteria, the data collected is expected to be more relevant and capable of addressing the research objectives.

The student participants were also from the same cohort. This selection was made so that they would have relatively similar educational backgrounds, in terms of the material studied, teaching methods, and their experiences while taking the translation course. Under these conditions, the researcher could focus the analysis more specifically on the experience of using AI without being influenced by differences in curriculum or learning levels that might arise if the participants were from different cohorts. Through this approach, it is hoped that the data obtained will provide a clearer picture of students' experiences in utilizing AI in translation learning.

6. Research location

This research was conducted at the UIN Raden Intan Lampung, an Islamic university located in Lampung province. UIN Raden Intan Lampung is one of the largest Islamic universities in southern Sumatra, combining Islamic values with mastery of science and technology. This university is an ideal place for academic and research activities due to its religious, dynamic, and modern campus environment. In addition, this university has adequate educational facilities, such as internet access, comfortable classrooms, and digital devices that support the use of technology in learning.

This research focuses on the English Education Study Program under the Faculty of Tarbiyah and Teacher Training, specifically in the GN Building as the main location for the research. This building serves as the center for academic activities for students of the English Education Study Program. Lectures, discussions, and research activities take place there. Students can experiment with various learning aids, including artificial intelligence (AI), in the GN learning environment. This location was chosen because it was relevant to the research focus on the use of AI in translation courses and also because it is easily accessible for data collection.

7. Sampling Design

The sampling design is the stage of planning the sampling method to ensure that the data obtained can be used to estimate the characteristics of the population with a high level of accuracy (L. Lohr, 2022). This study used a purposive sampling technique. Purposive sampling, also known as judgment sampling, is an approach in which participants are selected carefully and deliberately based on well-considered criteria. Through this technique, the researcher intentionally selects participants according to their qualities, experiences, or characteristics that are highly relevant to the objectives of the study. According to Ilker Etikan (2016), this non-probability method does not rely on random elements, making it flexible and suitable for qualitative studies where the focus is on depth rather than general representation (Etikan et al., 2016) For instance, an individual is considered appropriate if they understand AI-based translation tools and know how to use them. In this case, the researcher selects samples that match the required type and characteristics, thereby forming a qualified sample. To collect the sample, the following criteria are required:

Table 3
Research Sample Criteria

No	Criteria
1.	Active students of the English Education program.
2.	Students who have taken or are currently taking the translation course.
3.	Students who are proficient in using AI-based translation tools such as Google Translate, ChatGPT, DeepL, and others.

8. Data Analysis

Data analysis is an essential stage in research. At this stage, the collected data, including thematic codes, texts, and emerging patterns, are systematically processed to derive deeper meaning and understanding. This process not only helps the researcher draw reliable conclusions but also ensures that the research findings contribute to a better understanding of the studied issue, particularly in qualitative studies that are rich in detail (Kothari, 2004). This study applies the data analysis model developed by Miles, Huberman and Soldana (2014). The data analysis process is carried out in three steps:

a. Data condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the data obtained from transcripts or written field notes (Miles, Huberman & Soldana, 2014). In this study, data were reduced by collecting students' responses from interviews and questionnaires. The responses were then organized according to themes such as the types of AI used, the reasons for their use, the advantages and disadvantages experienced, and how these tools affected students' translation abilities. Through this process, complex data can be simplified into relevant information, allowing the main focus of the research to be identified.

b. Data display

After the stages of data collection and initial processing, the second stage in the data analysis process is data presentation. At this stage, the researcher aims to present the reduced data in a concise and easily understandable form to avoid confusion caused by raw data. The main goal of data presentation is to make it easier for the audience, including readers, to absorb and comprehend the information provided. Therefore, this step not only conveys information but also highlights patterns, trends, and relevant results derived from the analyzed data.

c. Data conclusion drawing and verification

The final step in data analysis is drawing and verifying conclusions. At this stage, the researchers interpret the data to determine answers to the research questions. The conclusions are derived from patterns observed in the field findings rather than from pre-established hypotheses, as this process is inductive in nature.

9. Trustworthiness of the Data

To ensure the trustworthiness of the data in this study, the researcher employed the triangulation technique. According to Sugiyono (2019), triangulation is a technique for verifying the trustworthiness of data by using something outside the data itself to check or compare it (Sugiyono, 2019). In this way, the researcher can test the credibility of the data so that the research results truly reflect what occurred in the field. Sugiyono explains that there are four types of triangulation that can be used in qualitative research, as follows:

1. Source Triangulation

Source triangulation is done by comparing and evaluating the reliability of information obtained from various data sources to see consistency, such as comparing data from observations, interviews, and questionnaires.

2. Technique Triangulation

Technique triangulation is conducted by collecting the same type of data using different techniques, such as observation, questionnaires and interviews. In this study, the researcher used observation to directly observe student behavior, interviews to explore students' experiences and perspectives in depth, and questionnaires to obtain general information about their patterns of AI use.

3. Time Triangulation

Time triangulation involves collecting data at different times to determine whether the information provided by respondents remains consistent. For example, the researcher may conduct an initial interview and a follow-up interview at different times to ensure that the respondents' answers are consistent and not influenced by temporary conditions.

4. Researcher Triangulation

Researcher triangulation involves more than one researcher in the data collection or analysis process. By including multiple researchers, the results of the analysis can be compared and discussed to avoid excessive subjectivity from a single individual.

Technical triangulation was used in this study to increase data credibility by using more than one method to collect the same type of data. The use of several data collection techniques, such as interviews and questionnaires, allows researchers to examine the consistency of the information they obtain from various perspectives. Questionnaires are used to obtain a general overview of students' AI usage patterns, including the types of AI used, frequency of use, and their initial perceptions of the benefits and challenges. However, researchers are aware that written responses in questionnaires are often concise and may not necessarily describe students' experiences in depth. Therefore, interviews were conducted as a follow-up step to explore more detailed explanations, clarify general responses, and understand the context behind their choices and experiences. By comparing questionnaire data and interview results, researchers can see whether the information provided is consistent or shows certain differences that need to be analyzed further. In this way, the data does not rely on a single source or form of response, but rather complements and reinforces each other. This triangulation technique helps researchers gain a more complete understanding of the use of AI in translation learning, so that the research results are more valid and scientifically accountable.

I. Systematics of the Discussion

The systematic structure of this research is organized to provide a clear overview of the framework and content of the research proposal. The structure of the research writing is as follows:

- a. **Chapter I** : Introduction on consists of the Title Confirmation, Research Background, Focus and Sub-Focus, Research Questions, Research Objectives, Research Benefits, Relevant Studies, Research Methodology, and Systematic Writing Structure.
- b. **Chapter II** : Literature Review includes several supporting theories to assist the researcher in conducting the study.
- c. **Chapter III** : Description of the Research Object on consists of a general explanation of the research object and a visualization of facts and data.
- d. **Chapter IV** : Findings and Discussion on consists of Research Findings and Data Analysis.
- e. **Chapter V** : Conclusion on consists of the General Conclusion of the Study and Suggestions

CHAPTER II

LITERATURE REVIEW

A. Translation

1. Definition of Translation

In translation studies, there are many different opinions about the concept of translation. Each expert provides their own definition that emphasizes certain elements, whether in terms of the process, the result, or the purpose of translation. Therefore, several experts have provided definitions to help us understand the meaning of translation more broadly. According to Venuti (2012), translation is not merely a process of exchanging meaning between languages. It is an interpretive act, or interpretation, which requires translators to actively participate in interpreting the source text. He states that every translation stems from one possible interpretation among many other possible interpretations (Venuti, 2012). In this process, translators not only translate linguistic elements but also understand the meaning, values, and cultural nuances contained in the source text, which are then incorporated into the context of the recipient's language and culture.

Susan Bassnett (2002) states that translation is a process that is far more complex than simply replacing linguistic elements from one language to another. Bassnett asserts that translation involves not only the transfer of meaning through linguistic structures, but also a number of extra linguistic criteria related to the cultural context and sign systems behind language. In practice, translation involves the process of replacing signs from one language system to another while maintaining the same meaning in a given context (Bassnett, 2002). This shows that translation is not only a linguistic task but also a semiotic one, as it requires an understanding of the signs and cultural functions that shape meaning in a text.

According to Newmark (1988), translation is the process of transferring meaning from the source language to the target language while preserving the original author's intent and purpose. He states that translation does not only mean replacing linguistic elements, but also conveying meaning and messages so that readers can easily understand them in the target language. Newmark argues that the success of his translations depends on the balance between fidelity to the source text and the naturalness of the target language (Newmark, 1988). In this context, translators function not only as language intermediaries but also as interpreters of meaning who strive to unite two cultures.

According to Munday (2016), translation is the process of transferring a written text from the source language into the target language by a translator within a specific social and cultural context. Translation is not only a linguistic process involving the replacement of words or sentence structures, but also involves a broader understanding of meaning, including the cultural and social values that underlie the source text. Munday emphasizes that a good translation is not only linguistically accurate but also relevant and acceptable to readers from the target language culture (Munday, 2016). In this context, translation is considered a process involving various aspects, including the interaction between cultural, social, and linguistic elements to produce a text that is communicative and contextually meaningful.

Based on the above explanation, translation is a process of cross-language and cross-cultural communication that requires translators to actively participate in interpreting the meaning of the source text so that it can be conveyed accurately, naturally, and relevantly in the target language. Translation is a creative and reflective process that aims to bridge language and cultural differences so that readers can understand the meaning, values, and messages contained in the source text in the target language without losing its original essence. This process requires more than just language skills.

2. History of Translation

Translation has evolved since pre-technological times and is rooted in the human need to communicate across cultures. Translation has been used in various ancient societies such as Greece, Rome, China, and Arabia to disseminate religious literature, philosophy, and science. Since the dawn of civilization, translation, both oral and written, has played an important role in communication (Munday, 2016). At that time, translation was done manually without the aid of any tools, and debates about the concept of fidelity to the original text had already begun with figures such as Cicero and Horace (Munday, 2016). They rejected a word-for-word approach to translation and emphasized the conveyance of meaning as a whole. Figures such as St. Jerome and Martin Luther also made significant contributions to the formulation of translation practices, which later shaped European tradition (Bassnett, 2002).

Entering the Renaissance and 19th century, translation became an important tool for disseminating information, especially due to the growing interest in classical texts. During the Renaissance and Reformation, printing technology accelerated the spread of translations, such as the King James Bible, which shaped national communities and strengthened language standards (Cronin, 2012). Modern translators not only concentrate on the struggle between fidelity and spirit, but also consider style and aesthetic aspects of writing in line with the development of humanism. The changing perspective on translation in this era shows that translation is not merely a transfer of language, but rather an interpretation of style and cultural context (Bassnett, 2002).

With the development of structural linguistics and communication science, translation studies has evolved into an independent discipline, with a success story that began in the 1980s. This field has expanded to various regions of the world and continues to advance into the 21st century. In addition, translation studies combines contributions from a number of disciplines, such as linguistics, literary studies, history, anthropology, psychology, and economics (Venuti, 2004). Eugene Nida was one of the figures who introduced the idea of equivalence, especially dynamic equivalence, which emphasizes that the impact of the message is equivalent between the source text and the target text. Pragmatic, cultural, and linguistic approaches that make translation a multidisciplinary field of study greatly influenced the development of theory in the 20th century (Munday, 2016). With the emergence of new methods in this century, translation evaluation techniques have improved, so that they are no longer limited to language issues (Bassnett, 2002).

Translation practices underwent major changes with the development of digital technology in the late 20th and early 21st centuries. The advent of computers enabled the development of machine translation (MT) and computer-assisted translation (CAT) tools. Digital technologies such as word processing software and internet access have simplified the translation process and increased the efficiency of translators' work (Sumarni, 2016). During the digital era, new practices such as trans creation, localization, and crowdsourcing emerged, which became the standard in the global industry. In addition, translation memory, digital glossaries, and corpus techniques emerged, which improved the quality and consistency of translation results (Munday, 2016).

The digital revolution in the 20th and 21st centuries brought about major changes, as the advent of the internet and automatic translation tools such as Google Translate shifted the focus from simply the “information age” to the “translation age.” In this context, the ability to convert data digitally has enabled the emergence of unlimited forms and variations. However, these developments also present new challenges, such as the loss of intermediaries, increased control over language use, and the emergence of cultural barriers (Cronin, 2012). The advent of artificial intelligence (AI) technologies is the greatest advancement in the history of translation. Compared

to previous statistical methods, this model enable machine to understand context and produce more natural translations. These technological advances have changed the way people interact with translated texts, including an increase in the industry's dependence on automated systems (Munday, 2016).

3. Translation Process

Before making a translation, translators undergo a lengthy thought process to understand and convey the message of the original text. This process begins with reading and understanding the meaning of the text, then trying to find the best way to convey the message in the target language. According to Nida and Taber, translation is the process of thoroughly understanding the content of a message so that its meaning can be well understood by readers. Nida emphasizes that translators must be able to grasp the author's intent and adapt it to the culture and language habits of the target audience (A. Nida & R. Taber, 1974). Thus, the translation is not only accurate in meaning, but also makes the original text feel natural and easy to understand.

Furthermore, Nida explains that there are three main stages in the translation process: analysis stage, transfer stage, and restructuring stage.

- a. Analysis stage: The analysis stage is carried out by comprehensively understanding the meaning of the source text, which includes grammatical structure, lexical meaning, and cultural context.
- b. Transfer stage: The meaning obtained from the source language is transferred into the conceptual system of the target language without depending on the original linguistic form.
- c. Restructuring stage: The message is rearranged into a form that is in accordance with the style and norms of the target language. This is done so that the translation sounds natural and is easy for readers to understand.

In order for the translation to be well understood by the target audience, a translator must go through several important stages during the translation process. The translator begins the first stage by reading the source text and understanding its content, including sentence structure, word meaning, and cultural context. After understanding the content of the source text, the translator proceeds to the transfer stage, which is a mental process of converting the understood message into relevant concepts in the target language without losing the original meaning. In the final stage, translators usually perform restructuring to ensure that the resulting translation is not only accurate in meaning but also has good, communicative language flow. By carefully going through each of these stages, translators can produce translations that are not only linguistically equivalent but also useful for the culture and communication of the target audience.

4. Types of Translation

Translation is the process of converting meaning from the source language to the target language while maintaining the equivalent message and context of both languages. In his writing entitled *On Linguistic Aspects of Translation*, Roman Jakobson said that there are three main types of translation activities, namely: intralingual translation, interlingual translation, and intersemiotic translation (Jakobson, 2021).

a. Intralingual Translation

Intralingual translation, also known as rewording, is the process of interpreting verbal signs with other signs in the same language. In this situation, translation is done by replacing words

or phrases in the original language with synonyms or paraphrases that have the same meaning in the same language. Jakobson emphasizes that synonyms are rarely completely equivalent. As a result, intralingual translation often requires explanations or paraphrases to clarify the meaning of a term.

b. Interlingual translation

Interlingual translation, also known as translation proper, is the most commonly used type. This type of translation attempts to transfer the message from the source language to the target language while maintaining equivalent meaning. However, Jakobson states that there is never a completely perfect equivalence between two languages. Therefore, translators must seek “equivalence in difference,” or equivalence between languages.

c. Intersemiotic translation

Intersemiotic translation, also known as transmutation, involves transferring messages from verbal language to other media such as images, music, film, dance, or other types of art. For example, when a literary work is adapted into a film or play, the verbal meaning is transformed into visual and auditory forms while retaining the main message. Because meaning must be transferred through various sign systems, Jakobson states that intersemiotic translation is a complex creative process.

Translation is not limited to translating between languages; it can also translate different sign forms within a single language system and different sign forms in different sign systems, making translation more broadly cross-systemic. Translation allows translators to interpret and convey messages not only verbally, but also through various mediums that function as signs, such as translating texts into visual formats, music, or symbols. Thus, the translation process also involves semiotic and cultural aspects that take into account context, signs, and meaning during the interpretation of messages.

5. Translation Techniques

Translation techniques help us understand the relationship between the translation and the source text by looking at how translators use translation techniques and strategies at the micro level of the text (Molina & Albir, 2002). Translators use translation techniques to accurately translate texts from the source language to the target language. These techniques include cultural, grammatical, and semantic adjustments between the two languages.

Vinay and Darbelnet's work, entitled *Stylistique comparée du français et de l'anglais* (SCFA) (1958), was an early attempt to create a classification of translation techniques with clear methodological objectives. They called this method a technical translation procedure. Vinay and Darbelnet identified seven basic translation procedures in their research, which became two methods: direct translation and oblique translation.

The following is the direct translation procedure:

1) Borrowing

This technique uses words or terms directly from the source language without changing their form. This technique is usually used for terms that do not yet have equivalents in the target language.

- Example: Batik, karaoke, and pizza are retained in English or Indonesian. This technique helps preserve the authenticity of SL culture.

2) Calque

Meaning the literal translation of elements or word structures. The term “calque” is usually used for fixed expressions or compound terms.

- Example: Skyscraper → *pencakar langit*

World view → *pandangan* *dunia*

This technique allows TL readers to understand new concepts from SL through literal equivalents.

3) Literal Translation

As long as the text is grammatically acceptable in the target language, this technique translates only one word.

- Example: I eat rice every day → *Saya makan nasi setiap hari.*

This method is used in cases where the grammatical structures of SL and TL are fairly comparable.

The following is the oblique translation procedure:

1) Transposition

This technique changes the word class or grammatical structure but does not change the meaning of the word.

- Example: He decided to run → *Ia mengambil keputusan untuk berlari.*
the verb “decided” is changed to the noun “decision”

2) Modulation

This method changes the perspective or logic of the sentence to make the translation sound more natural to the target language reader.

- Example: It is not difficult → It is easy → *Itu mudah.*

Translators not only convert words but also change the way people use the language in question.

3) Equivalence

This method is used to translate proverbs or idiomatic expressions by finding analogies that have the same meaning.

- Example: Don’t count your chickens before they are hatched → *Jangan menghitung ayam sebelum menetas.*

Although the form has changed, the meaning and communicative effect remain the same.

4) Adaptation

This method is used in cases where cultural elements in the source language have no direct equivalent in the target language; the translator replaces them with equivalent elements in the target culture.

- Example: Thanksgiving → *Lebaran*

This technique is often used in literary or audiovisual texts that require cultural familiarity.

Furthermore, Newmark (1988) suggests several different translation methods:

1) Transference

Adopting words from the source language without changing their form, similar to the process of borrowing words.

- Example: bamboo, batik, gamelan.

- 2) Naturalization
Borrowing terms from the source language by adjusting their spelling or pronunciation to conform to the rules of the target language.
- Example: democracy → *demokrasi*
- 3) Cultural Equivalent
Replacing cultural elements from the source language with cultural elements from the target language that have the same function.
- Example: Christmas pudding → *kue lapis legit* (in the context of Indonesian culture)
- 4) Functional Equivalent
Conveying meaning based on the function of an object or concept, rather than its form.
- Example: Governor → *kepala daerah*
- 5) Descriptive Equivalent
Explaining meaning through description, generally used for cultural or technical terms.
- Example: sari (a traditional Indian woman's clothing).
- 6) Componential Analysis
Breaking down the meaning of a word into lexical parts to find the most accurate equivalent.
- Example: bachelor → *pria dewasa yang belum menikah*.
- 7) Synonymy
Using synonyms or equivalents when there is no exact match.
- Example: nice → *baik*.
- 8) Through-Translation
Translating literally for organization names or official terms.
- Example: United Nations → *Perserikatan Bangsa-Bangsa*.
- 9) Shift or Transposition
Changing the grammatical structure to fit the rules of the target language.
- Example: He drives fast → *Ia mengemudi dengan cepat*.
- 10) Modulation
Shifting the perspective of meaning to make it feel more natural in the target language.
Example: You are quite right → *Pendapatmu benar sekali*.
- 11) Recognized Translation
Using a widely accepted form of translation.
- Example: World Health Organization → *Organisasi Kesehatan Dunia*.
- 12) Compensation
Adding meaning that is lost elsewhere in the text to maintain overall balance.
- Example: adding explanations to wordplay that cannot be translated directly.
- 13) Paraphrase
Conveying meaning in a more free-flowing way to make it easier to understand or sound more natural.
- Example: A couch potato → *Orang yang malas dan suka menonton televisi sepanjang hari*.
- 14) Couplets
Combining two or more translation techniques in one situation.
- Example: combination of borrowing and explanation in cultural terms.
- 15) Notes, Additions, and Glosses
Adding footnotes or additional explanations to help readers understand complex meanings.

However, translation experts often have different views on translation techniques. These differences are not merely a matter of terminology, but also involve deeper conceptual aspects. In fact, there is still no general agreement on the appropriate names for these categories, with various labels being used such as procedures, techniques, or strategies, and sometimes they overlap with other concepts (Molina & Albir, 2002).

B. Translation Tools

1. Definition of Translation Tools

The fields of linguistics and language education have undergone significant transformation due to the rapid development of digital technology (Bećirović et al., 2021). Among the most prominent innovations are AI-based translation tools, often referred to as AI-powered machine translation. According to Stahlberg, machine translation refers to the automated process performed by computer systems to convert text from a source language to a target language. Furthermore, the state-of-the-art neural machine translation approach leverages artificial neural networks to capture the overall semantic representation of the source sentence. As a result, the generated translation outputs tend to be more context-sensitive and closer to the naturalness of human language (Stahlberg, 2020). The advancement of artificial intelligence has enabled modern translation systems to produce more natural and communicative translations by analyzing context, meaning, and syntactic structure.

However, according to Kaplan and Haenlein, artificial intelligence is the ability of a system to interpret external data, learn from experience, and adapt its behavior to achieve specific goals through flexible adaptation (Kaplan & Haenlein, 2019). Therefore, AI tools do not merely function as automated devices but also as systems that “learn” from user interactions and gradually improve their translation results. Examples of this technology’s application can be found in platforms such as ChatGPT, Gemini, Grok AI and others.

2. Translation Tools in Translation Learning

The use of translation tools in translation learning is no longer supplementary, but has become part of classroom learning practices. Students no longer rely solely on dictionaries or group discussions as they did in the past, but also utilize AI technology to help them understand texts, find equivalent words, and evaluate their translations. In this context, AI as a translation tool functions as an information technology system used to support the completion of academic tasks. The way students accept and utilize this technology can be explained through the Technology Acceptance Model (TAM) framework.

TAM explains that technology acceptance is influenced by two main factors, namely perceived usefulness and perceived ease of use (Marikyan & Papagiannidis, 2025). Perceived usefulness refers to the extent to which a person believes that using a system can improve their performance, while perceived ease of use relates to the belief that the system is easy to use and does not require excessive effort. If students feel that AI as a translation tool helps them complete tasks faster, produces more accurate translations, or enriches their vocabulary, then this perceived benefit will encourage them to continue using the technology in their learning.

In translation classes, translation tools are typically used in several stages. Students can use AI to generate initial translations, then revise and adjust them to suit the context of the target language. In this process, technology does not completely replace the role of students, but rather serves as a tool that accelerates the process of exploring meaning. When students feel that the system is easy to access, responds quickly, and is not complicated to operate, their perception of ease will reinforce their perception of its usefulness. This is in line with TAM's explanation that perceived ease of use

contributes to the formation of perceived usefulness, which ultimately influences the intention and behavior of technology use (Marikyan & Papagiannidis, 2025).

Furthermore, TAM views technology acceptance as a process that begins with external factors, then shapes cognitive responses and attitudes, and is ultimately reflected in usage behavior (Marikyan & Papagiannidis, 2025). In the context of translation learning, these external factors can include AI system design, translation quality, or assignment requirements from lecturers. Students' cognitive responses arise when they assess whether the technology is truly helpful or actually hinders their learning. This assessment then influences their attitudes toward the use of AI in the classroom, which ultimately determines how often and in what situations translation tools are used.

Thus, the use of translation tools in translation learning cannot be separated from how students perceive the benefits and convenience of this technology. The TAM framework helps explain that the intensity of AI use in the classroom is not only a matter of technology availability, but also about how students evaluate its effectiveness and convenience in supporting their learning process.

C. Artificial Intelligence (AI)

1. Definition of Artificial Intelligence

Russell and Norvig define artificial intelligence (AI) as the field of computer science focused on creating systems capable of exhibiting intelligent behavior similar to that of humans (Russell & Norvig, 2021). AI refers to the ability of machines to achieve complex goals in complex environments through computational processes that simulate human reasoning and decision-making. AI also encompasses the explanation, modeling, and replication of intelligent actions through problem-solving methods. At its core, AI is an effort to enable computers to think, learn, and act intelligently in order to achieve specific objectives (Aravatinos et al., 2024).

According to Kaplan and Haenlein, artificial intelligence can be defined as the ability of a system to interpret data from external sources, learn from that data, and use the acquired knowledge to achieve specific goals (Kaplan & Haenlein, 2019). From this perspective, artificial intelligence is not only related to automation; it also demonstrates intelligent adaptive capabilities, which include the ability to reason, learn, and make decisions independently in certain contexts. By leveraging various forms of artificial intelligence technology (AI), such as machine learning, deep learning, and natural language processing, machines can analyze and generate language, recognize patterns, and interact naturally with humans.

Meanwhile, according to Luckin et al., artificial intelligence is a multidisciplinary field that encompasses many disciplines, such as anthropology, biology, computer science, linguistics, philosophy, psychology, and neuroscience. In addition, they emphasize that the boundaries of AI continue to change with technological advancements. When AI innovations become commonplace and widely useful, they are often no longer referred to as “AI”, but simply as software, applications, or algorithms (Luckin et al., 2016).

Based on the previous explanations, it can be concluded that artificial intelligence is humanity's effort to create machines capable of thinking, learning, and acting intelligently. AI enables computers to mimic the human brain in understanding information, making decisions, and adapting to environmental changes. Thus, AI is a real example of humanity's efforts to develop technology that can act contextually and independently to achieve specific goals.

2. AI in Education

Population growth plays a crucial role in the development of education, which has become one of the most important innovations in the last decade. Advancements in artificial intelligence (AI)-

based technology bring new opportunities for more efficient, adaptive, and personalized learning processes. AI-based systems are capable of analyzing learners' behavior, providing real-time feedback, and adjusting learning materials according to individual needs. According to Luckin et al., artificial intelligence in education does not aim to replace the role of teachers but rather to expand human capacity in teaching and learning through technology that can understand, respond to, and adapt to learners' needs (Luckin et al., 2016). With these capabilities, AI has great potential to enhance the effectiveness of language learning, including in the context of translation learning, which requires complex understanding of source and target languages.

The use of artificial intelligence (AI) in the world of education, particularly in language subjects, can provide more relevant and interactive learning assistance tailored to real-life situations. For example, when students undertake translation tasks, AI can support them in exploring word meanings, historical contexts, and sentence patterns through tools such as automatic translation machines, natural language processing, and feedback mechanisms customized to the environment. More than just simple support devices, such technologies also have the potential to sharpen critical thinking skills and encourage students to reflect on and refine their own translation results. However, the effectiveness of AI in the learning process does not solely depend on the level of technological sophistication but also on students' open attitudes and readiness to integrate it into their daily academic routines.

To analyze the factors influencing the acceptance and utilization of artificial intelligence (AI) in the context of education, one of the most relevant and frequently applied theoretical frameworks is the Technology Acceptance Model (TAM). This model was developed by Fred D. Davis in 1986 as an extension of the Theory of Reasoned Action (TRA) introduced by Fishbein and Ajzen in 1975. Essentially, TAM explains that an individual's decision to adopt a technology is determined by two key perceptions: perceived usefulness and perceived ease of use (Davis Jr, 1985). Perceived usefulness refers to the subject's belief that using the technology will significantly enhance their task performance or effectiveness, while perceived ease of use describes the belief that the technology can be operated with minimal effort without requiring complex specialized skills. These two factors play a central role in shaping positive attitudes toward the technology, which in turn influence behavioral intention and actual behavior in its application. Davis specifically emphasized that perceived ease of use can also mediate perceived usefulness, as intuitively designed technology tends to be viewed as more valuable and supportive in achieving goals (D Davis, 1989).

3. AI for Translation

In the context of translation learning, the use of artificial intelligence cannot be separated from how students perceive the technology. The presence of AI in the classroom is not merely a result of digital developments, but also the result of students' personal considerations of the benefits and convenience they experience when using it. Referring to the Technology Acceptance Model (TAM), a person's decision to use technology is influenced by their perception of usefulness and ease of use (Marikyan & Papagiannidis, 2025). In this case, when students feel that AI helps them understand texts more quickly, improve sentence structure, or provide more varied vocabulary alternatives, they become convinced that the technology is indeed useful for their academic performance. On the other hand, if the system is easily accessible, responds quickly, and does not require complex technical skills, the psychological barriers to using it become smaller. This process explains why AI is increasingly used in translation courses. Its use is not only because of trends, but also because of students' rational assessment of the effectiveness and efficiency of technology in supporting their learning process.

In language learning and translation practice, artificial intelligence can serve as a quick and practical reference source. Students no longer have to open various dictionaries or search for usage examples manually because AI is able to provide vocabulary choices, grammatical structure variations, and register differences in a short time (Bowker & Ciro, 2019). For some students, this convenience is very helpful, especially when dealing with long texts or texts containing complex technical terms. In such situations, AI is no longer positioned merely as an additional tool, but is becoming part of the learning strategy. This results in translations that are far more natural, coherent, and contextually appropriate than previous systems. Modern translation tools such as Google Translate, DeepL, Microsoft Translator, and Large Language Models (such as ChatGPT, Gemini, Claude, and Grok) continue to show significant improvements in quality each year due to their interpretation, self-learning, and adaptation capabilities. Furthermore, the original goals of neural machine translation proposed by Hutchins and Somers (1992) to accelerate the translation process, improve production efficiency, and reduce the burden of translation are now increasingly being achieved thanks to the emergence of large-scale neural network-based language models and neural translation engines.

Artificial intelligence is a very useful tool for students in language education and translation because it can provide quick access to lexicon, grammatical structures, register variations, and cross-linguistic cultural contexts (Bowker & Ciro, 2019). According to Krüger (2022), translations produced by artificial intelligence can be used by students as initial references or first drafts to be refined. This will help them improve their linguistic analysis, stylistic awareness, and translation decision-making skills. However, artificial intelligence is still very limited in handling idioms, metaphors, humor, implicatures, and implied meanings, which are highly dependent on human experience, intuition, and cultural sensitivity (Laubli et al., 2018). Therefore, AI is not intended to replace humans as translators; rather, it serves as a pedagogical partner that accelerates learning, improves efficiency, and allows students to focus more on the creative and critical aspects of translation.

4. The Advantages and Disadvantages of Use AI for Translation

Artificial intelligence in the field of translation offers a number of advantages that are difficult to ignore. Compared to previous translation systems, AI is now capable of producing translations that are smoother, more coherent, and feel more natural when read. The development of large-scale language models enables these systems to recognize syntactic patterns, lexical choices, and relationships between sentences with a high degree of accuracy (Shanahan, 2024). In practice, this makes the translation process much faster. Long texts can be translated in seconds, and the results are often neat enough to be used as a first draft. For students or general users, this kind of efficiency is certainly very helpful, especially when dealing with tasks that require limited time. It is not surprising that AI is widely used, both in industry and in the context of learning.

However, despite its seemingly convincing capabilities, AI still has fundamental limitations. Bender and Koller (2020) emphasize that language models essentially work by manipulating linguistic forms, rather than truly understanding meaning. This means that the system generates text based on statistical patterns from training data, without truly understanding the real-world context or communicative intent of the speaker. Consequently, even though AI is capable of producing grammatically correct sentence structures, it can still be mistaken in capturing deeper meanings, pragmatic nuances, or specific cultural sensitivities. In addition, biases contained in the training data can also be carried over into the translation results (Bender et al., 2021). This condition shows that AI cannot yet fully replace the role of humans. Therefore, an approach that involves human intervention is still necessary, both to ensure accuracy of meaning and to maintain ethical responsibility in translation practice (Shanahan, 2024).

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A P P E N D I C E S

Appendix 1

Preliminary Research Interview

Preliminary interview questions

1. Do you use AI-based translation tools when translating, especially in translation courses?
2. What AI-based translation tools do you often use?
3. How do you utilize AI-based translation when doing translation assignments in class?
4. Do you use AI more often to translate texts directly, or only as a comparison for translation results?
5. Has your lecturer ever given specific instructions regarding the use of AI in translation? If so, what form did these instructions take?
6. Do you feel that translating using AI can reduce your understanding of translation or even help you understand translation better?
7. What are the advantages you feel from using AI-based translation tools in learning translation?
8. What obstacles have you experienced when using AI for translation?
9. When translating, do you immediately search for translations using AI or use translation tools if you really don't know the translation?
10. Do you use AI when you get a translation assignment?

Appendix 2

Preliminary Research Interview Result

No	Interview Questions	Respons
1.	Apakah kamu menggunakan AI saat menerjemahkan, terutama dalam mata kuliah translation?	A: iya, saya pakai B: iya, saya pakai C: iya, saya pakai D: iya, saya pakai E: iya, saya pakai F: iya, saya pakai G: iya, saya pakai H: iya, saya pakai I: iya, saya pakai J: iya, saya pakai
2.	Apa AI yang sering kamu gunakan?	A: saya biasanya menggunakan Gemini untuk menerjemahkan. B: saya biasanya juga menggunakan Gemini atau ChatGPT C: untuk menerjemahkan saya biasanya menggunakan Gemini dan Grok D: saya menggunakan ChatGPT dan Gemini E: saya sering menggunakan ChatGPT, tapi biasanya kalau hanya sekedar mencari arti perkata saya menggunakan Google Translate F: saya pakai ChatGPT G: saya lebih sering menggunakan ChatGPT H: saya menggunakan ChatGPT untuk menerjemahkan I: saya juga menggunakan ChatGPT dan terkadang menggunakan Google Translate. J: saya menggunakan ChatGPT.

3.	Bagaimana kamu menggunakan AI saat mengerjakan tugas translation di kelas?	A: sebelum menggunakan AI saya terlebih dahulu menerjemahkan sendiri secara manual, kemudian hasil dari terjemahan tersebut saya masukan ke AI untuk mengecek hasil terjemahan tersebut sudah sesuai atau belum. B: saya biasanya langsung ke ChatGPT kemudian hasilnya saya cek menggunakan Gemini, karena menurut saya Gemini lebih lengkap. C: saya menggunakan ChatGPT karena lebih mudah. D: saya menerjemahkan perkalimat menggunakan Google Translate. E: saya menggunakan AI ketika teks yang ingin diterjemahkan itu panjang. F: saya juga menggunakan AI jika teks yang akan diterjemahkan itu panjang G: pertama saya menerjemahkan sendiri kemudia minta koreksi dengan AI H: saya menerjemahkan sendiri kemudian saya copy ke AI I: terjemahkan dulu sendiri kemudian saya koreksi menggunakan AI. J: saya langsung menggunakan ChatGPT
4.	Apakah kamu lebih sering menggunakan AI untuk menerjemahkan teks secara langsung, atau dijadikan sebagai refrensi untuk hasil terjemahan?	A: secara jujur saya langsung menggunakan AI untuk menerjemahkan, namun agar tidak dicurigai dosen sedikit saya ubah kalimatnya agar tidak terlihat seperti AI. B: saya langsung menggunakan AI, namun saya pafrasekan sedikit. C: saya langsung menggunakan AI, namun ada beberapa kalimat yang diganti dengan alternatif lain.

		D: saya menggunakan AI juga kemudian sedikit d paraphrase manual. E: saya menggunakan AI, namun sedikit di paraphrase. F: saya juga menggunakan AI dan sedikit di paraphrase secara manual. G: saya terjemahkan sendiri dulu, namun jika ragu dengan hasil terjemahan sendiri saya langsung terjemahkan menggunakan AI. H: saya langsung menggunakan AI karena lebih akurat disbanding menerjemahkan sendiri. I: saya langsung menggunkan AI J: langsung diterjemahkan menggunakan AI.
5.	Apakah saat di kelas dosen pernah memberikan instruksi khusus mengenai penggunaan AI saat menerjemahkan? Jika iya, seperti apa bentuk instruksi tersebut?	A: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. B: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. C: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. D: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. E: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. F: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar.

		G: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. H: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. I: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar. J: dosen pernah mengarahkan untuk menggunakan AI, tetapi hanya sekedar untuk dijadikan refrensi atau alat untuk belajar.
6.	Apakah kamu merasa bahwa AI dapat mengurangi pemahaman tentang penerjemahan atau bahkan membantu dalam memahami penerjemahan?	A: menurut saya terkadang dapat mengurangi namun juga membantu untuk menambah kosakata baru. B: menurut saya bisa menurunkan skill namun saya juga mendapat pengetahuan baru. C: menurut saya bisa membuat skill menurun, namun dapat juga menambah pengetahuan kosakata baru. D: menurut saya kadang kadang sering menggunakan AI saat menerjemahkan manjadi lebih malas namun saya juga mendapat pengetahuan kosakata baru. E: menurut saya tergantung cara kita menggunakannya, jika terlalu sering dapat menurunkan kemampuan menerjemahkan F: menurut saya lebih membantu dapat meningkatkan pengetahuan saat menerjemahkan. G: menurut saya membantu karena yang awalnya saya tidak tau artinya menjadi tau berkat belajar dari AI. H: menurut saya dapat mengurangi dan menambah pemahaman, AI dirasa dapat mengurangi kemampuan dalam menerjemahkan ketika menggunakan secara terus menerus tanpa berlatih.

		I: menurut saya jika keseringan menggunakan AI skill akan menurun karena merasa lebih mudah jika menggunakan AI. J: menurut saya bisa mengurangi dan menambah pengetahuan yang awalnya tidak tau menjadi tau, dan karena ada AI saya berfikir bahwa lebih mudah menggunakan AI dan menyebabkan malas untuk menerjemahkan secara manual.
7.	Apa saja keuntungan yang kamu rasakan dari penggunaan AI dalam pembelajaran penerjemahan?	A: saya merasa menguntungkan menggunakan AI karena dapat mempermudah mengerjakan tugas translation. B: keuntungan yang saya rasakan yaitu efisiensi waktu dan menambah pengetahuan kosakata baru. C: saya merasa lebih cepat mengerjakannya dan lebih simple. D: tentu menguntungkan karena lebih cepat dan mudah. E: salah satu keuntungannya adalah lebih cepet dan akurat hasil terjemahannya. F: lebih menguntungkan karena ada pilihan yang mudah yaitu menggunakan AI. G: keuntungannya yang awalnya gatau menjadi tau dan memudahkan juga. H: yang awalnya gatau jadi tau karena menerjemahkan dari AI tersebut. I: salah satu keuntungannya yaitu menghemat waktu dalam menerjemahkan. J: dapat menghemat waktu dan menambah pengetahuan tentang vocabulary baru.
8.	Apa saja kendala yang pernah kamu alami saat menggunakan AI dalam menerjemahkan?	A: menurut saya hasil jawaban dari AI itu terkadang tidak sesuai keinginan. B: terkadang AI memberi jawaban yang tidak sesuai.

		C: AI terkadang seperti tidak sesuai jawabannya dengan pertanyaannya. D: hasil jawaban dari AI terdetect jadi kelihatan bukan tulisan manusia. E: terkadang saat menggunakan AI sering terjadi limit dan tidak bisa digunakan lagi. F: bagi saya pengguna AI saya merasakan limit karena terlalu sering dipakai. G. menurut saya jika saat menggunakan AI dan prompt nya tidak tepat itu menghasilkan jawaban yang tidak diinginkan. H: menurut saya terkadang terjemahan dari AI kurang akurat. I: kendala jaringan dan saya merasakan limit karena terlalu sering dipakai. J: menurut saya hasilnya agak kurang akurat.
9.	Apakah kamu menggunakan AI untuk menerjemahkan atau menggunakan AI saat benar benar tidak tahu terjemahannya?	A: terkadang saya langsung menggunakannya namun terkadang juga saya mengerjakan sendiri. B: saya langsung menggunakan AI. C: langsung menggunakan AI dan diubah sedikit bahasanya D: langsung menggunakannya dan sedikit di parafrasekan. E: langsung menggunakannya. F: langsung menggunakan AI untuk menerjemahkan. G: jika tidak punya banyak waktu saya menggunakan AI, namun jika saya masi mempunyai banyak waktu luang saya menggunakan AI saat ada yang tidak diketahui saja. H: saya menggunakan AI ketika waktunya sedikit.

		I: saat mepet deadline saya langsung menggunakan AI J: jika waktunya sedikit saya langsung menggunakan AI untuk menerjemahkan.
10.	Apakah kamu menggunakan AI saat mendapatkan tugas translation dirumah?	A: ya menggunakannya karena lebih cepat. B: saya juga menggunakannya. C: saya menggunakan AI karena dapat menghemat waktu. D: saya menggunakan AI karena lebih cepat. E: saya juga menggunakannya supaya lebih cepat. F: saya menggunakan AI karena hasil lebih akurat dan cepat. G: ya, saya menggunakannya. H: ya saya menggunakannya untuk menerjemahkan. I: iya saya menggunakannya. J: iya dirumah juga saya menggunakan AI untuk mengerjakan tugas translation.

Appendix 3

Conclusion From The Results of The Preliminary Interview

No	Interview Questions	Results
1.	Apakah kamu menggunakan AI saat menerjemahkan, terutama dalam mata kuliah translation?	Mahasiswa menggunakan AI untuk menerjemahkan dalam mata kuliah translation.
2.	Apa AI yang sering kamu gunakan?	AI yang paling umum digunakan oleh mahasiswa adalah ChatGPT, Gemini, dan Google Translate.
3.	Bagaimana kamu menggunakan AI saat mengerjakan tugas translation di kelas?	AI digunakan untuk membantu menerjemahkan teks, terutama teks panjang, yang kemudian di edit atau di parafrasekan agar terdengar lebih alami.
4.	Apakah kamu lebih sering menggunakan AI untuk menerjemahkan teks secara langsung, atau dijadikan sebagai refrensi untuk hasil terjemahan?	Sebagian besar mahasiswa menggunakan AI untuk menerjemahkan teks secara langsung dan kemudian mengoreksi hasilnya.
5.	Apakah saat di kelas dosen pernah memberikan instruksi khusus mengenai penggunaan AI saat menerjemahkan? Jika iya, seperti apa bentuk instruksi tersebut?	Dosen memberikan panduan tentang penggunaan AI dalam menerjemahkan sebagai alat bantu, bukan sebagai alat yang diandalkan sepenuhnya.
6.	Apakah kamu merasa bahwa AI dapat mengurangi pemahaman tentang penerjemahan atau bahkan membantu dalam memahami penerjemahan?	AI membantu meningkatkan pemahaman, terutama dengan memperkaya kosakata. Namun, penggunaan yang berlebihan dapat mengurangi kemampuan menerjemahkan secara manual.
7.	Apa saja keuntungan yang kamu rasakan dari penggunaan AI dalam pembelajaran penerjemahan?	Kemampuan menerjemahkan dengan cepat, meberikan umpan balik, menawarkan platform untuk mengajukan terkait bahasa, dan menghasilkan terjemahan yang cukup baik.

8.	Apa saja kendala yang pernah kamu alami saat menggunakan AI dalam menerjemahkan?	Beberapa masalah yang dihadapi meliputi masalah jaringan, batasan penggunaan untuk akun non-premium, kemungkinan kesalahan terjemahan jika prompt nya tidak jelas, dan kecenderungan untuk semakin bergantung pada AI.
9.	Apakah kamu menggunakan AI untuk menerjemahkan atau menggunakan AI saat benar benar tidak tahu terjemahannya?	sebagian besar mahasiswa langsung menggunakan AI saat menerjemahkan, terutama untuk teks yang panjang.
10.	Apakah kamu menggunakan AI saat mendapatkan tugas translation dirumah?	Ya, mahasiswa menggunakan AI saat mengerjakan tugas translation, terutama teks panjang yang kemudian di parafrasekan atau disempurnakan oleh tulisan sendiri.

Appendix 4

Questionnaire Instrument

1. Apakah anda menggunakan AI untuk menerjemahkan dalam pembelajaran mata kuliah translation?
2. AI apa yang sering anda gunakan untuk menerjemahkan?
3. Bagaimana anda memanfaatkan AI tersebut dalam pembelajaran translation?
4. Dalam situasi apa saja anda menggunakan AI? (misalnya: mengerjakan tugas, memahami kalimat, dll), jelaskan!
5. Bagaimana AI membantu anda dalam meningkatkan pemahaman terhadap terjemahan?
6. Apa keuntungan yang anda rasakan saat menggunakan AI terhadap terjemahan?
7. Apa kendala yang anda rasakan saat menggunakan AI untuk menerjemahkan?
8. Apakah menggunakan AI membuat anda ketergantungan pada alat tersebut saat menerjemahkan? Jika iya, kenapa?

Appendix 5

Interviews Instrument

1. Ceritakan kepada saya AI apa saja yang anda ketahui dan mana yang paling anda andalkan saat digunakan untuk menerjemahkan?
2. Mengapa anda lebih memilih menggunakan AI tersebut daripada AI yang lain?
3. Jelaskan seberapa sering anda menggunakan AI untuk menyelesaikan tugas dalam mata kuliah translation?
4. Apakah anda menggunakan AI hanya untuk menerjemahkan teks yang panjang atau pun yang pendek? Jelaskan alasannya.
5. Apa alasan anda dan bagaimana anda menggunakan AI dalam proses penerjemahan?
6. Jelaskan apakah anda memanfaatkan AI hanya untuk menghasilkan terjemahan instant secara langsung atau juga untuk memahami proses penerjemahan itu sendiri?
7. Apakah penggunaan AI memengaruhi cara anda belajar atau memandang proses penerjemahan? Jelaskan?
8. Menurut anda, bagaimana AI berperan dalam meningkatkan keterampilan terjemahan anda?
9. Apakah AI dapat membantu anda meningkatkan hasil terjemahan anda? Jika iya, jelaskan.
10. Jelaskan apa saja keuntungan yang Anda rasakan saat menggunakan AI dalam menerjemahkan?
11. Bagaimana Anda mengatasi keterbatasan AI terkait kesalahan atau ketidakakuratan yang dihasilkan oleh AI?
12. Apakah ada risiko atau kerugian dari penggunaan AI yang pernah Anda alami? Jelaskan dan berikan contoh.
13. Apakah Anda merasa bahwa penggunaan AI dapat menyebabkan ketergantungan dan hilangnya keterampilan terjemahan? Jika iya jelaskan.

Appendix 6

Documentation of Preliminary Interview



Picture 1. Researcher and Students are conducting pre-research interview



Picture 2. Researcher and Students are conducting pre-research interview

Appendix 7

The Results Transcript Questionnaire of Students

No	Questionnaire Questions	Respons
1	Apakah anda menggunakan AI untuk menerjemahkan dalam pembelajaran atau mata kuliah translation?	R1: iya, saya menggunakan AI. R2: kadang menggunakan AI kadang juga tidak. R3: terkadang menggunakannya terkadang juga tidak. R4: iya, terkadang menggunakan AI. R5: iya pakai. R6: iya saya menggunakannya. R7: iya saya menggunakannya. R8: iya saya pakai. R9: iya, saya menggunakannya. R10: iya pakai. R11: iya saya menggunakannya. R12: iya saya pakai. R13: iya saya menggunakannya. R14: terkadang menggunakan kadang tidak. R15: iya saya menggunakan jika kesulitan.
2	AI apa yang sering anda gunakan untuk menerjemahkan? (ChatGPT, Gemini, Grok, dan lain lain)	R1: untuk menerjemahkan kadang saya menggunakan ChatGPT, Gemini, Preplexity. Dan English phonetics. R2: saya menggunakan ChatGPT dan DeepL. R3: saya pakai ChatGPT dan English phonetics. R4: ChatGPT, Gemini dan DeepL. R5: biasanya menggunakan ChatGPT namun sesekali menggunakan Gemini jika limit ChatGPT nya sudah habis. R6: menggunakan ChatGPT dan Gemini. R7: saya biasa menggunakan ChatGPT. R8: pakai ChatGPT, Gemini, dan Preplexity. R9: menggunakan ChatGPT dan English phonetics. R10: untuk menerjemahkan saya pakai ChatGPT. R11: biasanya untuk menerjemahkan saya pakai ChatGPT, Gemini, dan Grok. R12: saya pakai ChatGPT dan DeepL. R13: saya menggunakan ChatGPT. R14: biasanya saya pakai ChatGPT. R15: saya selalu pakai ChatGPT.

3	Bagaimana anda memanfaatkan AI tersebut dalam pembelajaran translation?	R1: saya gunakan untuk mencari terjemahan untuk kalimat yang sulit dipahami. R2: untuk mencari tahu kata atau kalimat yang sulit untuk diterjemahkan. R3: saya memanfaatkan AI tersebut untuk mengecek apakah grammar dari kalimat yang saya terjemahkan sendiri sudah benar apa belum. R4: saya memanfaatkan AI tersebut dengan membandingkan diksi dari AI dengan terjemahan dari hp dan saya juga meminta diterjemahkan agar terlihat natural atau sesuai dengan diksi ilmiah. R5: saya menggunakan ChatGPT untuk meminta bantuan untuk menerjemahkan kalimat yang tidak saya paham saat mengerjakan tugas translation, karena dalam bahasa Inggris tidak semua kalimat atau frasa dapat diterjemahkan perkata jadi menurut saya AI sangat membantu. R6: saya memanfaatkannya untuk menerjemahkan kosakata atau kalimat yang belum saya pahami. R7: saya memanfaatkannya untuk mempermudah saya dalam menerjemahkan kata atau kalimat yang saya tidak tahu, R8: saya menggunakannya untuk menerjemahkan teks atau kalimat. R9: saya memanfaatkan AI untuk membantu saya memberikan hasil terjemahan yang baik dan memeriksa grammar oleh kalimat yang saya terjemahkan terdapat kesalahan atau tidak. R10: saya memanfaatkan untuk menerjemahkan. R11: saya memanfaatkannya di berbagai situasi, seperti memahami tugas ataupun memahami kalimat yang saya tidak memahami terjemahannya. R12: untuk mencari terjemahan kata atau kalimat yang tidak familiar atau yang tidak diketahui. R13: untuk mencari arti dari kata atau kalimat yang tidak saya ketahui. R14: untuk mencari arti dari kalimat yang tidak diketahui. R15: untuk menerjemahkan kalimat yang sulit dipahami.
4	Dalam situasi apa saja anda menggunakan AI? (misalnya: mengerjakan tugas, memahami kalimat, dan lain lain.)	R1: saya sering menggunakannya untuk mengerjakan tugas, selain karena cepat juga karena membantu saya dalam memahami tugas tersebut. R2: dalam situasi mengerjakan tugas dan memahami kalimat.

		R3: ketika untuk memahami kalimat terutama pada grammar, untuk menghasilkan terjemahan yang sesuai saya menggunakan AI itu untuk mengecek grammarnya sudah sesuai atau belum. R4: saya menggunakan AI di situasi mengerjakan tugas seperti saat menerjemahkan beberapa kalimat yang sulit diterjemahkan sendiri dan juga untuk memahami kalimat sesuai konteksnya. R5: lebih sering di situasi saat mengerjakan tugas dan terkadang mencari tau makna suatu kata atau kalimat yang baru dari social media yang terdengar asing. R6: sering untuk mengerjakan tugas dan mencari sesuatu yang tidak diketahui. R7: sejauh ini saya sering menggunakannya di situasi saat mengerjakan tugas karena sangat membantu. R8: digunakan saat mengerjakan tugas untuk membantu mencari refrensi dan juga untuk memahami kalimat yang sulit untuk dipahami sendiri. R9: di beberapa situasi seperti mengerjakan tugas dan saat ingin memahami kalimat terutama dalam grammar. R10: biasa menggunakan di situasi mengerjakan tugas karena untuk mempercepat waktu. R11: sering untuk mengerjakan tugas dan untuk memahami kalimat, karena menghemat waktu mengejar deadline. R12: di situasi mengerjakan tugas dan memahami kalimat, karena lebih cepat dan mudah digunakan. R13: dalam situasi mengerjakan tugas dan juga memahami kalimat, karena saat menggunakan AI biasanya saya membrainstorming diri saya, atau mencari ide - ide, agar saya dapat mengemukakannya dengan luas. R14: saat hendak memahami suatu kalimat, karena AI mudah di gunakan dan dapat menjelaskan apa yang saya tidak pahami sebelumnya. R15: saat mengerjakan tugas dan saat ingin memahami kalimat atau kosakata yang tidak dipahami.
5	Bagaimana AI membantu anda dalam meningkatkan pemahaman terhadap terjemahan?	R1: AI membantu saya dalam memahami kalimat yang sulit dipahami saat diterjemahkan. R2: AI membantu saya untuk memahami terjemahan, buka hanya arti nya namun juga membantu dalam memahami konteksnya, dan juga membantu saya

	membuat hasil terjemahan terdengar natural dengan menggunakan prompt yang jelas. R3: AI membantu saya memahami kalimat terjemahan lebih cepat. R4: membantu saya dalam memahami konteks kalimat dalam terjemahan dan AI mampu memberikan beberapa opsi hasil terjemahan yang diminta sehingga saya dapat membandingkan mana yang lebih natural yang tidak terlihat seperti terjemahan hasil tulisan mesin. R5: membantu saya dalam memahami kalimat terjemahan. R6: AI mampu memberikan beberapa hasil terjemahan sehingga saya mengambil hasil terjemahan yang tampak natural. R7: AI membantu saya untuk memahami kalimat yang akan diterjemahkan yang tidak saya pahami sebelumnya. R8: AI membantu saya menjelaskan tentang kalimat yang tidak dipahami dengan jelas dan cepat. R9: AI membantu saya dalam pemahaman saya terkait terjemahan seperti, memahami kalimat yang sulit dipahami sebelumnya. R10: membantu saya memahami arti dari suatu kalimat dan struktur kalimatnya. R11: AI sangat membantu saya dalam meningkatkan pemahaman terhadap terjemahan, karena AI memberikan jawaban atau penjelasan yang sangat jelas dan mudah dimengerti. jika saya belum paham, AI akan menjelaskan dengan detail atau rinci. R12: AI membantu kesulitan saya dalam mencari terjemahan beserta dengan penjelasannya dibandingkan dengan kamus online. R13: AI dapat membantu saya memahami arti dari sebuah kalimat yang tidak saya ketahui sebelumnya. R14: membantu saya memahami kalimat yang belum dipahami. R15: membantu saya memahami kalimat baik kalimat yang akan diterjemahkan maupun hasil terjemahan dengan bahasa yang mudah dimenegrti.
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	Apa keuntungan yang anda rasakan saat menggunakan AI untuk menerjemahkan?	R1: mempermudah saat menerjemahkan dan membantu saya juga dalam menambah kosakata baru. R2: memudahkan saya dalam memahami kalimat untuk di terjemahkan dan menghemat waktu karena cepat. R3: keuntungannya menghemat waktu karena AI mudah digunakan. R4: memudahkan saya saat menerjemahkan, cepat dan AI juga memberi penjelasan yang detail. R5: membantu menerjemahkan dengan cepat karena AI mudah digunakan dan AI dapat digunakan secara gratis. R6: saya menjadi lebih paham daripada menerjemahkan sendiri dan mempercepat proses penerjemahan. R7: membantu saya lebih mudah dalam memahami kalimat untuk diterjemahkan karena mudah diakses. R8: keuntungannya lebih efisien waktu dan terjemahan terasa lebih akurat. R9: mempermudah penerjemahan dan mempermudah dalam mengerjakan tugas. R10: proses penerjemahan menjadi lebih cepat karena AI mudah digunakan. R11: sangat menguntungkan, karena dari AI tersebut dapat lebih memudahkan saya ketika mengalami kesulitan dalam penerjemahan, dan dapat lebih membuat saya paham ketika saya menghadapi kalimat yang kurang saya pahami. R12: menguntungkan menerjemahkan menjadi lebih flexible karena mudah digunakan. R13: mempermudah dalam menerjemahkan. R14: mempercepat waktu untuk mengerjakan tugas dan menerjemahkan karena praktis. R15: menerjemahkan lebih cepat dan mudah digunakan.
7	Apa kekurangan atau kendala yang anda rasakan saat menggunakan AI untuk menerjemahkan?	R1: terkadang jika promptnya kurang jelas terjemahan yang dihasilkan tampak kurang akurat. R2: AI terkadang melakukan kesalahan seperti terjemahan yang kurang akurat apalagi jika prompt yang digunakan kurang jelas, terkadang juga terdapat error tidak menerjemahkan seluruh kalimat yang diberikan.

		R3: terkadang terdapat kendala yaitu terdapat kesalahan dalam terjemahan jadi hasil dari terjemahan tersebut perlu di teliti dan di cek juga tidak langsung menyalin hasil terjemahan dari AI tersebut. R4: kendala yang dirasakan yaitu terkadang AI tidak menerjemahkan kalimat secara keseluruhan atau setengah-setengah. R5: kendalanya terkadang jika kita memberikan prompt yang kurang detail maka terjemahan yang dihasilkan nampak tidak akurat dan karena saya pengguna gratis jadi suka limit jika digunakan terus – terusan. R6: kedalanya karena tidak berlangganan premium jadi terkena limit jika digunakan terus menerus. R7: jadi terkena limit karena sering digunakan dan menjadi ketergantungan karena AI menghasilkan jawaban yang instant. R8: karena saya pengguna gratis jadi terkena limit dan terkadang AI menghasilkan terjemahan kurang tepat. R9: AI terkadang menghasilkan terjemahan kurang tepat. R10: terjemahan yang dihasilkan AI terkadang kurang tepat. R11: kendalanya selain limit juga terdapat di jaringan, jika jaringan kurang bagus AI tidak dapat digunakan. R12: terkadang AI memberikan hasil yang kurang memuaskan. R13: terkadang hasil dari AI tidak sesuai dengan apa yang maksud dan bertele – tele dan dengan apa yang ditanyakan, sehingga harus ditanyakan beberapa kali atau menggunakan prompt yang jelas. Karena sering digunakan jadi limit karena tidak berlangganan. R14: sejauh tidak ada kendala saat saya menggunakan AI. R15: terkadang jika prompt yang diberikan kurang detail maka jawaban yang dihasilkan AI kurang sesuai dan tampak tidak akurat.
8	Apakah menggunakan AI membuat anda ketergantungan pada alat tersebut saat menerjemahkan? Jika iya, kenapa?	R1: iya, karena dengan AI merasa lebih mudah dalam menerjemahkan dan jadi mengandalkan AI tanpa pertimbangan.

		R2: iya, karena AI mampu menghasilkan terjemahan secara instant bahkan teks sebanyak 1 file bisa diterjemahkan secara langsung. R3: menurut saya iya, karena AI bisa menerjemahkan secara cepat dibandingkan manual, namun terkadang saya berpikir kalau terus terusan menggunakan AI untuk menerjemahkan nanti kemampuan saya untuk menerjemahkan jadi saya sedikit membatasinya. R4: iya, karena menurut saya AI sudah memberi hasil yang cukup jadi tidak perlu repot – repot menerjemahkan sendiri. R5: jujur iya, menurut saya penggunaan AI di zaman sekarang merupakan hal yang wajar karena perkembangan teknologi membuat semuanya dituntut serba cepat dan praktis. Dibandingkan mengerjakan secara manual yang biasanya memakan waktu lebih lama, AI bisa membantu memberikan solusi dengan lebih cepat. Namun, menurut saya penggunaan AI tetap harus disertai pemahaman terhadap hasil yang diperoleh, jadi tidak hanya sekadar menerjemahkan atau menyalin tanpa benar-benar memahami isi dan maksudnya. R6: iya, karena AI sangat membantu dalam proses menerjemahkan sehingga pekerjaan menjadi lebih mudah dan cepat. Dengan adanya AI, saya jadi lebih sering menggunakannya saat menerjemahkan dibandingk menerjemahkan secara manual. R7: Iya, karena ketika ada hal yang tidak saya ketahui, saya cenderung langsung menggunakan AI untuk membantu mencari jawaban. Akibatnya, saya merasa jadi tidak terlalu berpikir keras atau berusaha mencari dan memahami jawabannya sendiri. R8: Sering kali iya, karena AI cenderung memudahkan dan mempercepat pekerjaan saya saat menerjemahkan. Oleh karena itu, saya terkadang menjadi lebih mengandalkan hasil terjemahan dari AI. R9: Iya, karena saya merasa kurang percaya diri dengan kemampuan saya sendiri, sehingga saya lebih sering mengandalkan AI untuk menerjemahkan. R10: Tidak, karena bagi saya AI hanya digunakan sebagai alat bantu untuk mempermudah proses menerjemahkan. R11: Iya, menurut saya penggunaan AI sudah hampir membuat saya ketergantungan karena dianggap
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		sebagai cara yang lebih cepat dan praktis. Apalagi di kalangan pelajar, khususnya generasi Z, banyak yang cenderung menyukai sesuatu yang serba praktis dan cepat. Namun, menurut saya tidak ada salahnya memanfaatkan AI sebagai alat bantu untuk mempermudah pekerjaan dan menghemat waktu. R12: Iya, karena kemudahan yang diberikan AI membuat proses menerjemahkan menjadi lebih praktis dan cepat. R13: Terkadang iya, karena penggunaan AI terasa lebih praktis saat menerjemahkan. Selain memberikan arti per kata, AI juga biasanya membantu menjelaskan makna atau maksud yang lebih mendalam dari suatu kalimat. R14: Bisa jadi, karena setiap ada kalimat atau kata yang belum saya pahami, saya cenderung langsung mencarinya melalui AI untuk membantu memahami artinya. R15: Iya, karena penggunaan AI dapat mempermudah saya dalam mengerjakan tugas, termasuk saat mengerjakan tugas translation.
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Appendix 8

The Results Transcript Interview of Students

No	Interview Questions	Respon
1	Ceritakan kepada saya AI apa saja yang anda ketahui dan mana yang paling anda andalkan saat digunakan untuk menerjemahkan?	R1: AI yang saya ketahui ChatGPT, Gemini, Preplexity. Untuk menerjemahkan saya sering menggunakan ChatGPT. R2: saya kalau menerjemahkan sering menggunakan ChatGPT. Namun kalau mau menerjemahkan kalimat yang pendek saya pakai DeepL. R3: untuk AI saya hanya sering menggunakan ChatGPT untuk menerjemahkan. R4: saya mengetahui beberapa AI yaitu ChatGPT, Gemini, dan kadang menggunakan DeepL juga. Untuk menerjemahkan saya mengandalkan ChatGPT. R5: beberapa AI yang saya ketahui itu ChatGPT, Gemini, Blackbox AI, dan Meta AI. Untuk menerjemahkan saya keseringan menggunakan ChatGPT dan kalau sudah limit sesekali saya pindah ke Gemini. R6: biasanya yang saya pakai untuk menerjemahkan itu ChatGPT, Gemini, Meta AI. Namun saya seringnya pakai ChatGPT. R7: AI yang saya ketahui adalah ChatGPT, Grok, Preplexity, dan Grok. Yang paling sering saya gunakan untuk menerjemahkan adalah Grok. R8: saya tahu AI Gemini, ChatGPT, dan Preplexity. Namun yang sering saya gunakan untuk menerjemahkan adalah ChatGPT. R9: biasanya saat di kelas saya menggunakan English phonetic kalau buat menerjemahkan dan untuk memeriksa grammar, namun saya juga menggunakan AI dan lebih sering menggunakan AI kalau untuk menerjemahkan yaitu pakai ChatGPT. R10: untuk menerjemahkan saya selalu menggunakan ChatGPT. R11: AI yang saya ketahui adalah ChatGPT, Gemini, dan Grok. Untuk menerjemahkan saya mengandalkan ChatGPT. R12: untuk menerjemahkan saya biasanya pakai ChatGPT, DeepL dan Google translate, namun saya lebih sering menggunakan ChatGPT. R13: AI yang saya pakai untuk menerjemahkan hanya ChatGPT. R14: untuk menerjemahkan saya terkadang pakai ChatGPT, DeepSeek, dan Grok. Yang sering saya gunakan adalah ChatGPT.

		R15: AI yang saya gunakan untuk menerjemahkan biasanya ChatGPT dan Gemini. Tapi yang paling sering saya gunakan adalah ChatGPT.
2	Mengapa anda lebih memilih menggunakan AI tersebut daripada AI yang lain?	R1: menurut saya ChatGPT mudah digunakan dan hasil yang diberikan lebih akurat. R2: karena kalau menerjemahkan pakai ChatGPT itu bisa menerjemahkan sekaligus memahami terjemahan itu dari penjelasan yang diberikan ChatGPT. R3: saya lebih memilih ChatGPT karena lebih mudah digunakan dan penjelasan yang diberikan cukup jelas. R4: selain ChatGPT simple, ChatGPT juga bisa menerjemahkan sebanyak satu file sekaligus serta memberikan penjelasan dari alur terjemahan tersebut. R5: menurut saya daripada AI yang lain, hasil dari ChatGPT lebih akurat dan lebih mudah di akses dengan berbagai fitur yang cukup lengkap daripada AI yang lain. R6: karena bagi saya ChatGPT itu mudah di akses dan jawaban yang diberikan pun lebih akurat disbanding AI lain. R7: alasan saya karena jawaban yang dihasilkan lebih jelas dan detail. R8: saya lebih memilih menggunakan ChatGPT karena mudah digunakan dan simple. R9: karena ChatGPT lebih simple saat digunakan dan bisa memberi penjelasan dari terjemahan tersebut untuk memahaminya. R10: alasan saya menerjemahkan menggunakan ChatGPT karena mudah digunakan dan simple. R11: karena menurut saya ChatGPT mudah digunakan dan saya merasa bahwa ChatGPT lebih akurat untuk dipakai menerjemahkan. R12: menurut saya ChatGPT lebih simple dan kita bisa meminta penjelasan dengan kalimat yang diterjemahkan tadi. R13: saya menggunakan ChatGPT karena mudah digunakan. R14: Bagi saya ChatGPT simple dan mudah digunakan. R15: karena mudah di digunakan dan terjemahan yang dihasilkan cukup bagus.
3	Jelaskan seberapa sering anda menggunakan AI untuk menyelesaikan tugas dalam mata kuliah translation?	R1: saya sangat sering menggunakan AI untuk membantu saya menyelesaikan tugas dan membantu saya juga dalam membrainstroming dengan cepat. R2: saya sering menggunakan AI untuk menyelesaikan tugas translation ataupun untuk menerjemahkan.

		R3: saya sangat sering menggunakan AI untuk menyelesaikan tugas karena membantu saya dalam memberikan penjelasan. R4: saya sering menggunakan AI karena sangat mempermudah saya dalam mengerjakan tugas. R5: tidak sebegitu sering, karena sekiranya kalau saya mampu mengerjakan sendiri atau menerjemahkannya secara manual. Namun sesekali saya menggunakan AI untuk menerjemahkan atau jika saat dikejar deadline saya menggunakan AI. R6: saya lumayan sering menggunakan AI untuk mengerjakan tugas terutama tugas translation, karena lebih praktis dan bisa menerjemahkan secara cepat. R7: Tidak terlalu sering, karena jika masih mampu menerjemahkan sendiri secara manual, saya akan mencoba mengerjakannya sendiri. Namun, sesekali saya tetap menggunakan AI untuk membantu menerjemahkan, terutama saat sedang dikejar deadline. R8: saya sering menggunakan AI untuk menerjemahkan maupun mengerjakan tugas. R9: sangat sering, bahkan mengerjakan tugas apapun menggunakan AI. R10: sering, karena memudahkan saya saat menyelesaikan tugas apalagi di saat mendapat tugas yang banyak. R11: Iya, saya juga cukup sering menggunakan AI karena prosesnya lebih cepat dan praktis. Selain itu, saya merasa hasil terjemahan dari AI terkadang lebih tepat dibandingkan jika menerjemahkan sendiri. R12: sangat sering menggunakan AI karena menyelesaikan tugas menjadi lebih mudah. R13: saya sangat sering menggunakan AI apalagi kalau untuk mengerjakan tugas. R14: sering, terutama saat mengerjakan tugas. R15: saya sering menggunakan AI saat mengerjakan tugas translation, terutama saat saya menemui kalimat yang sulit untuk dipahami.
4	Apakah anda menggunakan AI hanya untuk menerjemahkan teks yang panjang ataupun yang pendek? Jelaskan alasannya.	R1: saya lebih sering menggunakan AI untuk menerjemahkan teks yang panjang karena menerjemahkan teks yang panjang itu rumit. Untuk menerjemahkan teks pendek biasanya saya menggunakan google translate untuk alat bantu. R2: saya menerjemahkan menggunakan AI untuk teks yang panjang. Untuk kalimat pendek biasanya saya menerjemahkan sendiri.

	R3: saya kalau mau menerjemahkan teks yang panjang menggunakan AI, kalau teks yang pendek cukup dibantu oleh google translate. R4: dua – duanya saya menggunakan AI, karena pada kalimat pendek saya juga terkadang teteap butuh penjelasannya. R5: saya keduanya, namun lebih sering untuk teks yang panjang. Karena kalau menerjemahkan teks yang panjang itu rumit dan sangat kompleks jadi saya lebih memilih pakai AI. R6: saya menerjemahkan teks panjang maupun pendek pakai AI, apalagi kalau teks yang berbentuk paragraf itu panjang dan rumit jadi saya langsung menerjemahkan pakai AI. Pernah sesekali saya menerjemahkan secara manual, namun saya merasa kurang percaya diri dengan hasil terjemahan saya alhasil, saya tetep menerjemahkan pakai AI untuk membenarkan hasil dari terjemahan saya. R7: saya lebih sering menggunakannya untuk teks yang panjang, untuk teks pendek biasanya saya hanya menggunakan google translate. R8: saya lebih sering menggunakan AI untuk menerjemahkan pada teks yang panjang, karena kalau teks yang pendek saya bisa menerjemahkan sendiri. R9: saya menggunakan AI untuk menerjemahkan teks yang panjang maupun yang pendek juga, karena memudahkan saya dalam menerjemahkan tanpa perlu berpikir keras. R10: saya lebih dominan menerjemahkan menggunakan AI untuk teks panjang karena teks panjang rumit dan kompleks. R11: untuk teks panjang, karena kalau kalimat yang pendek saya bisa sedikit – sedikit menerjemahkan sendiri dengan kemampuan saya. R12: baik teks yang panjang maupun pendek saya menerjemahkannya menggunakan AI, karena untuk hasil terjemahan yang lebih bagus daripada menerjemahkan sendiri takut ada kesalahan. R13: kalau saya lebih sering menggunakan AI untuk menerjemahkan teks yang panjang, karena kalau kalimat kalimat pendek masi bisa saya terjemahkan sendiri. R14: saya lebih sering untuk teks panjang, karena teks yang panjang itu rumit dan kompleks. R15: untuk teks yang panjang. Karena, pada teks atau kalimat yang pendek saya hanya perlu mecari arti kosakata yang tidak saya ketahui.
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5	Apa alasan anda dan bagaimana anda menggunakan AI dalam proses penerjemahan?	R1: alasan saya menggunakan AI untuk menerjemahkan karena mempermudah saya dalam menerjemahkan, apalagi kalau teks yang panjang jika menerjemahkan secara manual itu akan memakan waktu yang lama. Cara saya menggunakan AI untuk menerjemahkan untuk hasil yang maksimal saya memberikan prompt yang jelas. R2: alasannya karena menghemat waktu dan saya biasanya menyalin teks atau kalimat lalu saya terjemahkan menggunakan AI. R3: alasannya supaya menerjemahkan menjadi cepat tidak seperti saat saya menerjemahkan secara manual dan saya kalau menerjemahkan menggunakan AI saya hanya perlu menyalin kalimatnya. R4: alasannya karena sangat membantu dalam menerjemahkan dan saya kalau menerjemahkan itu kalimatnya saya salin lalu saya minta penjelasannya pada AI lalu saya pahami. R5: alasan saya menggunakan AI itu karena menerjemahkan menjadi lebih praktis. Cara saya menerjemahkan dengan AI itu pertama saya menyalin kalimat yang akan diterjemahkan kemudian saya meminta beberapa versi terjemahan dari kalimat tersebut lalu saya pilih terjemahan yang menurut saya paling natural hasilnya. R6: alasannya karena menerjemahkan jadi lebih cepat dan praktis. Saya kalau menerjemahkan menggunakan AI dengan cara menyalin kalimat yang akan diterjemahkan kemudian saya meminta hasil terjemahan dengan berbagai versi gaya bahasa, seperti gaya formal, akademik atau gaya bahasa yang santai. R7: alasan saya karena AI memudahkan saya dalam menerjemahkan dan tidak ribet. R8: alasan saya menggunakan AI untuk menerjemahkan adalah untuk memudahkan saya dalam menerjemahkan. Biasanya saya menyalin teks yang ingin diterjemahkan lalu berikan ke AI. R9: alasan saya menggunakan AI itu karena simple mudah digunakan dan saya menggunakan AI untuk menerjemahkan dengan cara menyalin teks yang ingin diterjemahkan lalu saya kirimkan ke AI itu untuk meminta di terjemahkan. R10: Alasannya karena penggunaan AI terasa lebih mudah dan membuat pekerjaan lebih cepat selesai. Saat menerjemahkan, saya biasanya langsung menyalin teks ke AI agar proses terjemahannya menjadi lebih praktis dan efisien.
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		R11: Menurut saya, AI lebih mudah, cepat, dan hasil terjemahannya juga terasa lebih akurat. Kalau sedang terburu-buru, saya biasanya langsung menyalin teks ke AI. Namun, kalau ada waktu, saya tetap mencoba menerjemahkan sendiri dulu lalu menggunakan AI untuk membantu atau mengoreksi hasilnya. R12: mudah digunakan dan sudah seperti kebutuhan. Untuk menerjemahkannya saya langsung menyalinnya kemudian menggunakan prompt yang tepat dan juga untuk mencari tau kosakata yang tidak diketahui. R13: alasan saya menggunakan AI karena mudah digunakan dan dapat digunakan secara gratis. Kemudian, cara saya menggunakan AI itu adalah mengajukan prompt atau kata kunci yang jelas agar AI menghasilkan jawaban yang tepat. R14: alasan saya menggunakan AI dalam menerjemahkan karena mudah digunakan dan membantu saya dalam menerjemahkan. Lagipula, di zaman sekarang kita lebih sering membawa hp kemana – mana dibandingkan membawa kamus. R15: menurut saya AI ini mudah digunakan dan sangat membantu saya dalam menerjemahkan kalimat panjang yang kompleks.
6	Jelaskan apakah anda memanfaatkan AI hanya untuk menghasilkan terjemahan instant secara langsung atau juga untuk memahami proses penerjemahan itu sendiri?	R1: menurut saya menerjemahkan menggunakan AI itu tidak seperti menerjemahkan di kamus biasa atau google translate. Menerjemahkan pakai AI selain tau arti saya juga jadi tahu apa maksud dari kalimat tersebut dari penjelasannya. Jadi menurut saya hasil yang cepat itu benefit dari menerjemahkan menggunakan AI. R2: saya menerjemahkan menggunakan AI untuk mendapatkan hasil yang cepat, namun saya juga memahami yang sekiranya kosakata tersebut terdengar asing dan itu dapat menambah pengetahuan kosakata saya. R3: saya menggunakan AI untuk menerjemahkan memang benar untuk mendapat hasil yang cepat. Tapi saya juga sambil belajar memahami kalimat tersebut atau kosakata yang asing. R4: saya menggunakan AI juga untuk mendapatkan hasil yang cepat namun saya juga ingin memahaminya dengan penjelasan yang diberikan AI. R5: kalau saya tergantung situasi, kalau saat sedang banyak tugas dan deadline saya menggunakan AI supaya lebih

		cepat. Jika di situasi yang memungkinkan saya juga sambil belajar dan memahaminya. R6: sejujurnya iya, saya menggunakan AI supaya lebih cepat. Namun, menurut saya walaupun begitu tetap ada sedikit pemahaman baru yang di dapat dari penggunaan AI tersebut. R7: saya menggunakan AI untuk menerjemahkan agar lebih cepat, terutama jika berhadapan dengan teks yang panjang. R8: saya memanfaatkan AI untuk membantu saya menerjemahkan dengan cepat. Namun, saya juga memahami dari terjemahan tersebut dengan penjelasan yang diberikan oleh AI. R9: selain untuk mendapatkan hasil yang instant saya juga menggunakan AI untuk sedikit – sedikit memahami proses dari terjemahan itu sendiri. R10: Jujur, iya. Namun, saya tetap berusaha memahami proses terjemahannya meskipun pemahaman saya masih belum maksimal. R11: Menurut saya, penggunaan AI memang membantu mendapatkan hasil dengan lebih cepat, tetapi saya juga tetap bisa belajar dari proses tersebut. Jika ada hal yang belum saya pahami, biasanya saya akan bertanya kembali kepada AI. R12: untuk keduanya, mau mendapatkan hasil terjemahan dengan cepat juga saya memahami makna dari teks tersebut. R13: bagi saya, saya tidak semata mata hanya ingin mendapatkan hasil yang instant. Saya juga berusaha mempelajari maksud dari terjemahan tersebut dari AI. R14: Selain untuk mendapatkan hasil dengan lebih cepat, saya juga menggunakan AI untuk sedikit demi sedikit memahami proses penerjemahan itu sendiri. R15: Saya menggunakan AI untuk menerjemahkan karena hasilnya lebih cepat, tetapi saya juga tetap mencoba memahami kosakata yang terasa asing sehingga dapat menambah pengetahuan dan perbendahara saya.
7	Apakah pengguna AI memengaruhi cara anda belajar atau memandang proses penerjemahan? Jelaskan.	R1: bagi saya, saat belajar translation di kelas saya memahami dasar – dasar penerjemahan dan kadang saya kurang paham kalau hanya sekali penjelasan dan AI membantu saya dalam pemahaman tentang terjemahan dengan penjelasannya. R2: Menurut saya saat belajar di kelas, saya lebih fokus ke teori dan biasanya proses menerjemahkan terasa cukup sulit karena harus cari arti dan konteks sendiri. Setelah pakai AI, belajar menjadi lebih cepat dan praktis karena bisa langsung

	lihat contoh terjemahan. Tapi dari situ saya juga sadar kalau menerjemahkan bukan cuma soal arti kata, karena konteks dan cara penyampaiannya tetap penting. R3: Belajar di kelas bikin saya paham dasar-dasar penerjemahan secara lebih teratur, sedangkan AI membantu saya belajar lebih cepat dan praktis. Dulu saya merasa menerjemahkan cukup sulit karena harus cari referensi sendiri, tapi sekarang lebih mudah dengan bantuan AI. Walaupun begitu, saya juga sadar kalau menerjemahkan tidak hanya soal arti kata, tapi juga bagaimana kalimatnya tetap terasa natural. R4: menurut saya, AI cukup memberi saya perubahan cara belajar menerjemahkan karena sekarang AI menjadi alternatif belajar untuk hasil yang lebih cepat. Namun darisitu saya sadar kalau menerjemahkan itu bukan sekedar mengganti kata. R5: saya merasa bahwa AI membantu saya belajar lebih mendalami lagi tentang translation, berbeda saat berada di kelas yang hanya diberikan beberapa penjelasan dan dengan AI itu saya bisa memahami penjelasan dari kelas lebih dalam. Namun, saya tetap memandang bahwa menerjemahkan itu sangat kompleks. R6: dalam cara belajar AI membantu saya untuk mendalami pemahaman translation termasuk membantu memahami materi dari kelas. Menurut saya menerjemahkan itu tidak selalu mudah dan tetap perlu dipahami oleh manusia. R7: Iya. Belajar di kelas membantu saya memahami dasar-dasar penerjemahan, sedangkan AI membuat proses belajar terasa lebih cepat dan praktis. Dari situ saya menyadari bahwa teknologi memang mempermudah proses menerjemahkan, tetapi tetap diperlukan pemahaman konteks agar hasil terjemahan terdengar natural. R8: Menurut saya iya. Waktu belajar di kelas, saya pikir menerjemahkan itu lebih fokus ke grammar dan arti kata yang benar. Tapi setelah pakai AI, saya jadi sadar kalau satu kalimat bisa punya banyak pilihan terjemahan tergantung konteksnya. Jadi saya melihat penerjemahan bukan cuma soal benar atau salah, tapi juga bagaimana menyampaikan maknanya dengan natural. R9: iya, semenjak ada AI cara saya belajar terjemahan menjadi sedikit berbeda karena AI itu bisa menjadi alternatif untuk menerjemahkan dan dari penjelasan AI itu saya sedikit memandang bahwasanya menerjemahkan itu cukup mudah ketika kita dapat memahami konteks dari kalimat tersebut.
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		R10: Iya, cukup memengaruhi. Sebelum menggunakan AI, saya merasa penerjemahan itu hanya soal grammar dan kosakata yang tepat. Namun setelah menggunakan AI, saya jadi sadar kalau satu kalimat bisa diterjemahkan dengan beberapa cara tergantung konteksnya. Dari situ saya memahami bahwa penerjemahan juga membutuhkan kreativitas dan pemahaman, bukan hanya sekadar benar atau salah. R11: saat belajar di kelas terkadang saya belum sepenuhnya memahami penjelasan dosen. Dengan adanya AI, saya bisa menanyakan kembali hal-hal yang belum saya pahami sehingga lebih membantu dalam proses belajar. R12: jujur, AI membuat belajar menjadi lebih praktis sehingga bisa langsung mendapat beberapa pilihan hasil terjemahan beserta penjelasannya. Namun, saya juga melihat bahwa menerjemahkan tidak semudah yang terlihat. R13: menurut saya AI membantu proses belajar jadi lebih mudah. Saya bisa langsung mengecek kesalahan atau memahami struktur kalimat yang sulit. Namun saya sadar bahwa menerjemahkan itu sebenarnya cukup kompleks. R14: Sebelum menggunakan AI, saya merasa proses menerjemahkan cukup rumit karena membutuhkan waktu untuk memahami konteks dan mencari istilah yang tepat. Belajar di kelas membantu saya memahami teorinya, sedangkan AI membuat saya bisa berlatih lebih cepat dan lebih sering. Dari situ saya menyadari bahwa AI memang mempermudah proses menerjemahkan, tetapi hasil yang natural tetap membutuhkan pemahaman dari manusia. R15: Menurut saya, AI cukup mengubah cara pandang saya terhadap penerjemahan. Saat belajar di kelas, saya memahami bahwa proses menerjemahkan membutuhkan tahapan yang panjang dan detail. Namun, AI menunjukkan bahwa beberapa proses bisa dilakukan lebih cepat. Meski begitu, semakin sering menggunakan AI, saya semakin sadar bahwa tantangan terbesar dalam penerjemahan bukan hanya menerjemahkan kata.
8	Menurut anda, bagaimana AI berperan dalam meningkatkan keterampilan terjemahan anda?	R1: menurut saya AI cukup membantu saya dalam meningkatkan kemampuan saya dalam menerjemahkan terutama dalam meningkatkan kosakata. R2: cukup meningkatkan, membantu saya dalam memahami terjemahan dengan penjelasan dari AI. R3: cukup membantu, terutama menambah pengetahuan koskata saya dan itu sangat bermanfaat untuk kemampuan menerjemahkan.

	R4: AI berperan dalam membantu saya memahami makna dari terjemahan dan membantu menambah kosakata. R5: menurut saya cukup membantu dalam meningkatkan kemampuan menerjemahkan saya. Seperti, membantu saya dalam menambah kosakata dan memahami struktur kalimat terutama kalimat yang pendek. R6: cukup membantu, karena AI membantu saya dalam membenahi suatu kalimat terjemahan dan menambah kosakata. R7: AI membantu saya dalam meningkatkan pengetahuan kosakata. R8: AI membantu saya dalam menambah wawasan tentang penerjemahan dan membantu saya juga dalam menambah pengetahuan kosakata baru. R9: AI berperan dalam meningkatkan kemampuan saya berkat dari penjelasan dari kalimat terjemahan yang dengan bahasa yang mudah dipahami. R10: Kalau saya, penggunaan AI membantu menambah kosakata karena saya jadi mengetahui arti dari beberapa vocabulary yang sebelumnya belum saya pahami. R11: AI membantu saya memahami makna dari suatu kalimat dengan penjelasannya dan membantu saya dalam meningkatkan kosakata. R12: dari penjelasan AI yang dapat diapahami dengan bahasa yang mudah, karena jika masih belum paham bisa meminta AI untuk menjelaskan ulang dengan bahasa yang lebih dapat dimengerti. R13: AI berperan dalam menambah pemahaman terjemahan dengan penjelasan yang baik, sehingga saya mengetahui ketidakpahaman saya terhadap kalimat tersebut. Jika saya masi tetap tidak paham pun saya bebas bertanya dengan AI tersebut. R14: AI membantu saya memahami makna suatu kalimat melalui penjelasannya, sekaligus menambah wawasan kosakata saya. R15: Cukup membantu, karena AI dapat membantu saya memperbaiki kalimat terjemahan sekaligus menambah kosakata.
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9	Apakah AI dapat membantu anda meningkatkan hasil terjemahan anda? Jika iya, jelaskan.	R1: Jujur iya. AI membantu saya ketika menemukan istilah yang sulit atau saat saya merasa pilihan katanya kurang pas. Kadang AI memberi sudut pandang lain yang tidak terpikir sebelumnya. R2: Iya, AI membantu saya dalam memperbaiki hasil terjemahan. Misalnya saat saya ragu dengan pilihan kata atau gaya bahasa, AI bisa memberi alternatif yang lebih natural. Dari situ saya jadi bisa membandingkan dan memilih mana yang paling sesuai. R3: Iya. AI membantu saya menemukan alternatif terjemahan, mengecek grammar, dan memahami konteks lebih cepat. Tapi saya tetap melakukan penyesuaian sendiri agar hasilnya tetap natural dan akurat. R4: hasil terjemahan jauh lebih akurat dibandingkan saya menerjemahkan sendiri. R5: menurut saya iya, karena membantu saya dalam menghasilkan terjemahan yang lebih akurat. R6: iya, saya merasa bahwa jika menerjemahkan dibantu oleh AI itu lebih akurat dan struktur kalimat nya lebih pas. R7: Iya, AI membantu saya dalam belajar dan memperbaiki hasil terjemahan. Saat saya ragu dengan pilihan kata atau gaya bahasa, AI biasanya memberikan alternatif yang terdengar lebih natural, sehingga saya bisa membandingkan dan memilih yang paling sesuai. R8: Menurut saya AI sangat membantu, terutama saat saya ingin memastikan terjemahan saya mudah dipahami pembaca. Saya sering menggunakan AI untuk mengecek flow kalimat atau mencari sinonim supaya hasilnya tidak terlalu kaku. R9: iya, saya merasa menerjemahkan pakai AI bisa jadi lebih akurat. R10: iya, AI membantu saya dalam menerjemahkan dengan hasil yang lebih akurat. R11: iya, karena kalau menerjemahkan sendiri takut banyak salah dan AI membantu saya dalam memperbaiki hasil terjemahan tersebut. R12: menerjemahkan jadi lebih akurat menurut saya. R13: iya, AI dapat membantu meningkatkan kualitas terjemahan saya karena AI dapat membantu melakukan pengecekan struktur kalimat agar lebih tepat. R14: iya, AI membantu saya dalam menghasilkan terjemahan yang lebih akurat dibandingkan dengan menerjemahkan sendiri. R15: Iya, AI membantu saya menemukan alternatif terjemahan, mengecek grammar, dan memahami konteks dengan lebih cepat. Namun, saya tetap melakukan penyesuaian sendiri agar hasil terjemahan tetap natural dan sesuai konteks.
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10	Jelaskan apa saja keuntungan yang anda rasakan saat menggunakan AI dalam menerjemahkan?	R1: keuntungannya menerjemahkan menjadi lebih cepat dan praktis dan tentu saja menghemat waktu. R2: lebih cepat dan lebih percaya diri dalam menerjemahkan karena bantuan AI dalam menerjemahkan. R3: tentu saja lebih cepat, menerjemahkan menjadi lebih simple dan menghemat waktu. R4: keuntungannya adalah menerjemahkan menjadi lebih praktis dan dapat membantu menerjemahkan kalimat yang sulit. R5: keuntungannya lebih cepat, menghemat waktu dan hasil terjemahan lebih akurat. R6: lebih cepat kemudian menerjemahkan jadi lebih praktis dan membantu saya dalam menambah pemahaman saat menerjemahkan. R7: keuntungannya adalah cepat dan menghemat waktu. R8: keuntungan yang saya rasakan adalah menerjemahkan menjadi lebih cepat, menghemat waktu, dan merasa bahwa hasil terjemahan lebih akurat dibanding menerjemahkan sendiri. R9: banyak keuntungan yang saya dapatkan salah satunya seperti, menerjemahkan menggunakan AI itu selain mendapatkan hasil terjemahan yang cepat disitu juga saya bisa sambil belajar dari penjelasan terjemahan itu sendiri. R10: Menurut saya, AI itu simple dan mudah digunakan, sehingga cukup membantu dalam proses menerjemahkan. R11: AI mudah digunakan, hasil terjemahannya juga terasa lebih akurat, dan saya bisa bertanya kembali jika ada hal yang belum dipahami. R12: keuntungan yang saya rasakan adalah menghemat waktu dan dapat lebih memahami dari penjelasannya. R13: keuntungannya membantu saya dalam menerjemahkan menjadi lebih mudah dan cepat. R14: keuntungannya adalah mendapat hasil terjemahan yang instant, lebih akurat dibandingkan saya menerjemahkan sendiri, dan menghemat waktu. R15: keuntungannya yang saya rasakan saat menerjemahkan menggunakan AI adalah menghemat waktu dan membantu saya dalam memahami kalimat tersebut.
11	Apakah ada resiko atau kerugian dari penggunaan AI yang pernah anda alami? Jelaskan dan berikan contoh.	R1: menurut saya saat menerjemahkan menggunakan AI tidak selalu kita terus ingin memahami tentang terjemahannya atau penjelasannya. Jadi, apa yang diterjemahkan itu terkadang saya tidak terlalu paham dan itu berisiko untuk menurunkan pemahaman tentang penerjemahan dan menyebabkan ketergantungan. R2: risikonya itu ketika saya jadi lebih sering mengandalkan AI untuk menerjemahkan tanpa menggunakan kemampuan sendiri sehingga menjadi malas untuk berpikir dan ketergantungan. R3: menurut saya karena sering mengandalkan AI untuk menerjemahkan dapat menyebabkan ketergantungan, mempunyai rasa tidak percaya diri dengan hasil terjemahan

		sendiri dan beresiko tidak akurat hasil terjemahannya jika tidak ditinjau kembali. R4: karena bertanya dengan AI bisa mendapatkan jawaban yang cepat jadi menurut saya resiko dari penggunaan AI terus menerus itu ketergantungan. R5: menurut saya satu hal yang paling beresiko jika menerjemahkan menggunakan AI secara terus menerus adalah ketergantungan. Karena terkadang saya merasa tidak memiliki tekad untuk memahami kalimat alhasil saya menerjemahkan tanpa tau maksud dari terjemahan tersebut. R6: resiko nya adalah ketergantungan, contoh saya sering mengandalkan AI untuk menerjemahkan alhasil saya jadi malas untuk berpikir. Jadi saat saya menerjemahkan secara manual tanpa alat bantu saya tidak bisa. Ada lagi resiko yaitu kadang AI limit jadi harus menunggu beberapa saat agar bisa digunakan lagi. R7: risikonya terkadang jawaban yang dihasilkan AI tidak selalu akurat atau terdapat kesalahan apalagi jika instruksi yang diberikan kurang jelas. R8: risikonya adalah ketergantungan dan menyebabkan menjadi malas berpikir. R9: menurut saya resiko jika menggunakan AI secara terus menerus itu dapat membuat ketergantungan sehingga membuat malas berpikir. R10: Ada, misalnya ketika jaringan internet kurang baik sehingga penggunaan AI menjadi lambat. Selain itu, terkadang batas penggunaan juga cepat habis karena terlalu sering digunakan. R11: Ya, saya juga merasakan hal yang sama. Selain itu, jika prompt yang diberikan kurang jelas, hasil terjemahan dari AI biasanya juga kurang maksimal. R12: menurut saya risikonya dapat menyebabkan ketergantungan karena tugas apapun itu dapat diselesaikan dengan AI tanpa harus berpikir. R13: risikonya itu terkadang menjadi malas berpikir karena AI bisa menghasilkan terjemahan secara instant. Jadi, walaupun AI memberikan penjelasan kalau dari sendiri malas jadi gamau memahami. R14: terkadang AI melakukan kesalahan seperti jawaban yang kurang akurat, terkena limit jika tidak premium dan dapat menyebabkan ketergantungan pada AI. R15: Risikonya, hasil yang diberikan AI terkadang tidak selalu akurat dan masih bisa terdapat kesalahan, terutama jika instruksi yang diberikan kurang jelas.
12	Bagaimana anda mengatasi keterbatasan AI termasuk juga kesalahan atau ketidakakuratan yang dihasilkan oleh AI?	R1: solusi saya untuk menghindari kesalahan dari AI adalah membandingkan hasil terjemahan dari beberapa platform AI dan di baca kembali. R2: solusi saya dalam mengurangi ketergantungan adalah untuk mencoba menerjemahkan secara manual walaupun masi terasa sulit.

		R3: cara saya mengatasi keterbatasan AI seperti limit biasanya saya beralih ke beberapa AI. R4: biasanya kalau terjemahkan yang dihasilkan AI kurang tepat saya perbaiki sendiri dengan pengetahuan saya. R5: cara saya mengatasinya adalah menunggu beberapa saat agar tidak limit, atau pindah ke AI lain. Cara saya untuk mengatasi ketidakakuratan saya memparafrase hasil terjemahan atau mencoba menerjemahkan sendiri. R6: kalau saya cara mengatasinya membuat room chat yang baru untuk menghindari limit dan memperjelas prompt agar menghasilkan terjemahan yang lebih akurat. R7: solusi saya untuk menghindari kesalahan yang dihasilkan AI adalah memperjelas instruksi dan menjadikan AI sebagai alat bantu bukan pengganti otak manusia. R8: cara saya mengatasi keterbatasan AI adalah dengan mengurangi penggunaan AI sehingga dapat mengurangi rasa ketergantungan. R9: mungkin dengan mengatasi ketergantungan saya akan berusaha mengurangi menerjemahkan langsung menggunakan AI dengan begitu saya dapat meminimalisir kesalahan yang dihasilkan AI. R10: solusinya menunggu beberapa saat hingga tidak limit. R11: Kalau saya, biasanya mencoba mengatasinya dengan menggunakan atau mengganti ke AI lain. R12: dengan cara mempelajari untuk menulis prompt dengan benar sehingga jawaban yang dihasilkan AI itu lebih akurat dan berusaha untuk mengurangi menggunakan AI agar tidak ketergantungan. R13: solusi saya ketika mengatasi AI dibatasi yaitu saya memulai room chat yang baru walaupun harus mengulang dari awal dan untuk meminimalisir ketidakakuratan saya sedikit mengubah terjemahan tersebut versi dari saya. R14: Dengan mempelajari cara menulis prompt yang lebih jelas agar hasil dari AI menjadi lebih akurat, serta berusaha mengurangi penggunaan AI secara berlebihan agar tidak terlalu bergantung pada alat tersebut. R15: Solusi yang saya lakukan untuk menghindari kesalahan dari AI adalah dengan memberikan instruksi yang lebih jelas serta menggunakan AI sebagai alat bantu, bukan sebagai pengganti pemikiran manusia.
13	Apakah anda merasa bahwa penggunaan AI dapat menyebabkan ketergantungan dan hilangnya keterampilan terjemahan? Jika iya jelaskan.	R1: sejujurnya saya merasa ketergantungan karena selalu menerjemahkan menggunakan AI. Namun, saya berusaha tetap mempertahankan kemampuan menerjemahkan saya dengan belajar dari penjelasan – penjelasan dari AI. R2: iya karena lebih sering mengandalkan AI untuk menerjemahkan dan secara tidak langsung kemampuan untuk menerjemahkan terkikis. R3: saya merasa ketergantungan menerjemahkan menggunakan AI karena sering mengandalkan AI untuk menerjemahkan yang kemudian kemampuan saya dalam menerjemahkan sendiri secara manual menjadi hilang.

	R4: iya, karena sering menggunakan AI untuk menerjemahkan jadi bergantung dan bisa menurunkan kemampuan untuk menerjemahkan secara manual. R5: jujur iya, apalagi untuk di era sekarang yang serba digital apa apa selalu ngerjain pakai AI dan apalagi kalau tidak mengasah ilmu menerjemahkan semakin lama semakin hilang kemampuan untuk menerjemahkan. R6: menurut saya iya, karena sekarang mengerjakan tuags pun selalu pakai AI. R7: iya, apalagi AI dapat memberikan hasil secara instant tanpa berpikir keras sehingga kita menjadi malas berpikir dan kehilangan minat untuk mempelajari terjemahan lebih mendalam lagi. R8: sejujurnya iya, karena saya merasakan bahwa keseringan menggunakan AI untuk menerjemahkan, menerjemahkan sendiri tanpa alat bantu menjadi terasa sulit dan malas sehingga menurunkan kemampuan dalam menerjemahkan. R9: iya, sebenarnya saya merasakan hal itu karena semakin sering menerjemahkan menggunakan AI saya merasa jadi malas untuk menerjemahkan sendiri, karena menggunakan AI itu simple kita hanya perlu memasukan kalimat yang ingin diterjemahkan. R10: jujur, iya. Karena jadi terbiasa menggunakan AI karena terasa lebih praktis dan membuat pekerjaan selesai lebih cepat. Namun, tidak jadi ketergantungan jika AI hanya dijadikan sebagai alat bantu bukan pengganti. R11: iya, akibatnya menjadi malas untuk menerjemahkan sendiri. R12: sejujurnya iya karena jadi malas untuk belajar menerjemahkan sendiri sehingga kalau mau menerjemahkan satu kalimat atau teks tanpa alat bantu jadi kurang maksimal. R13: jujur iya menyebabkan ketergantungan. Namun kalau untuk hilang keterampilan terjemahan mungkin tidak seberapa, karena saya menggunakan AI sebagai alat bantu. R14: Sejujurnya, saya merasa cukup bergantung pada AI karena hampir selalu menggunakannya saat menerjemahkan. Namun, saya tetap berusaha mempertahankan kemampuan menerjemahkan dengan mempelajari penjelasan-penjelasan yang diberikan oleh AI. R15: iya, karena terlalu sering menggunakan AI untuk menerjemahkan dapat membuat saya menjadi lebih bergantung dan berisiko menurunkan kemampuan menerjemahkan secara manual.
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Appendix 9

Documentation of Interview



Picture 3. Researcher and Students are conducting the first session of research interviews



Picture 4. Researcher and Students are conducting the second session of research interviews



Picture 5. Researcher and Students are conducting the third session of research interviews

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