

CHAPTER I

INTRODUCTION

This chapter presents the background of study, identification of study, formulation of study, objective of study and research significance.

1.1 Background of Study

There is currently an argument concerning of technology and education, with a focus on how technology has affected various aspects of education (Cloete, 2017). Presently, technology is having a significant impact on education, particularly on teaching methods, instructional materials, and student learning activities in the classroom. Henderson et al. (2015) provided evidence of the beneficial effects of technology integration in education, demonstrating how digital technology significantly improved student learning results. Learning a language is a particular example of how technology might be beneficial. The use of technology has created new possibilities for dynamic and successful language instruction. Yildiz (2021) argues that technology is essential to making language learning easier. Teachers can more easily modify their teaching strategies to meet each student's unique needs when they use technology. The use of technology, language instruction more interactive and customized to the needs and learning styles of the students.

To become a proficient language learner, there are a few essential components that must be mastered. The ability to write is one crucial component. Writing is a complex activity that demands focus, commitment, and careful thought (Grami, 2020) despite the fact that it may appear like an easy way to put ideas on paper. Writing in a language other than one's native tongue makes this extremely challenging. To write an excellent text in the target language every aspect of writing must be considered. In fact, there are some problems regarding students' writing, therefore this research is important to study globally. Many students still struggle with writing in English as a second language. For instance, a research conducted at a Korean university found that students attended produced a variety of mistakes when writing in English. After repeatedly reviewing the sentences the students

wrote, the study identified 12 typical categories of writing errors. Word insertion or deletion, word order, word substitution, punctuation, subject-descriptor agreement, plural noun usage, verb tense, incomprehension, sentence fragmentation, and prepositions are some examples of these errors (Lee & Briggs, 2021).

This research is important to discuss because in Indonesia a lot of errors are still present in student writing. For instance, a research conducted at one of the universities in Samarinda. This research showed that the students' writing still featured a variety of errors. According to Toba and Noor (2019), there were errors in the mechanics, organization, vocabulary, syntax, and sentence structure. Besides based on previous studies that show errors in EFL students' writing, this research is also important to study, because students at one of the universities in North Sumatra are also EFL students. Certainly, the problem to be investigated relates to error in writing often faced by EFL students. Therefore, the similarity of subjects is the reason this research conducted at one of the universities in North Sumatra.

The lack of effective tools to enhance writing instruction is one of the reasons why students produce errors in their writing. Technology-based learning tools might be capable assist with this problem. Digital technology has influenced various areas of education and demonstrated potential in enhancing the learning process. There are some tech-based teaching resources that could assist students with their writing. The translation machine is one such tool. According to Ali & Alireza (2014), machine translation (MT) can assist students in writing more quickly, fluidly, and naturally while also decreasing the amount of errors they produce.

Students are not only lacking effective writing tools, but they are also becoming less aware of the writing process. As a result, there are still errors in a lot of student-produced writings. Revision is a crucial step in the writing process. Students' writing might be encouraged to improve by using machine translation (MT). According to Garcia and Pena's (2011), MT postediting could assist students concentrate more on editing and the composition process. Through employ the editing procedure, students might learn various strategies to enhance their writing.

According to Lee's (2019) research, MT has a beneficial effect on students' revision strategies for writing.

As a result, using machine translation as a writing tool to assist EFL (English as a Foreign Language) students in their writing offers a lot of potential for lowering errors. Machine translation is a useful tool for improving EFL students' writing. The translation industry has seen several advancements recently, particularly in the domains of science, technology, and information technology. Examples of these advances are computer dictionaries and internet-based translation tools. Google Translate (GT), created by Google, is a well-known internet-based translation tool (Kembaren et al., 2024). Other translation engines, such as Yandex, Papago, and DeepL Translator, can be used to assist writing. In the assistance of these translation engines, students can receive translation suggestions that could assist them with various aspects of writing.

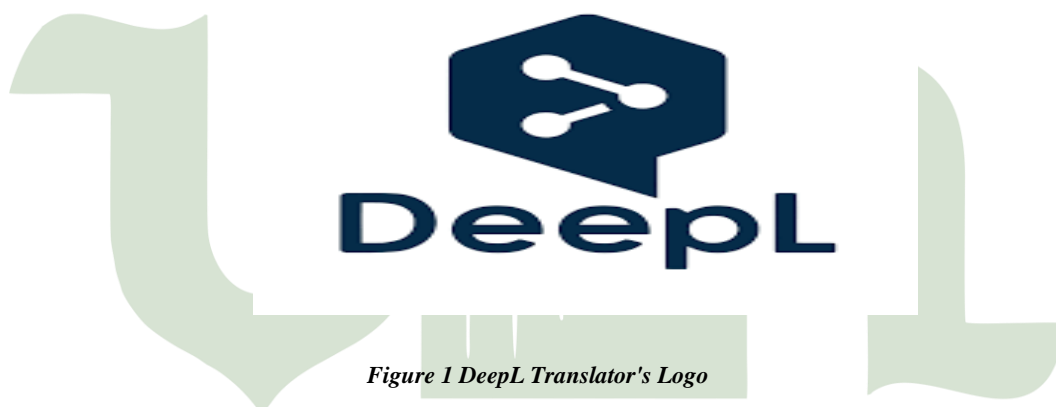


Figure 1 DeepL Translator's Logo

DeepL Translator is one of the translation engines that can be used to assist writing. Neural Machine Translation (NMT) technology, a translation system that simulates the functioning of the human brain, sets DeepL Translator apart from other translation engines. As a result, DeepL Translator has an advantage over other translation engines due to capacity to understand complicated phrase patterns and contextual relationships. Particularly for complex or difficult sentences, the translation outcomes are typically more precise and natural-sounding. Researchers believe that DeepL Translator's competencies could allow students to write more effectively when revising texts.

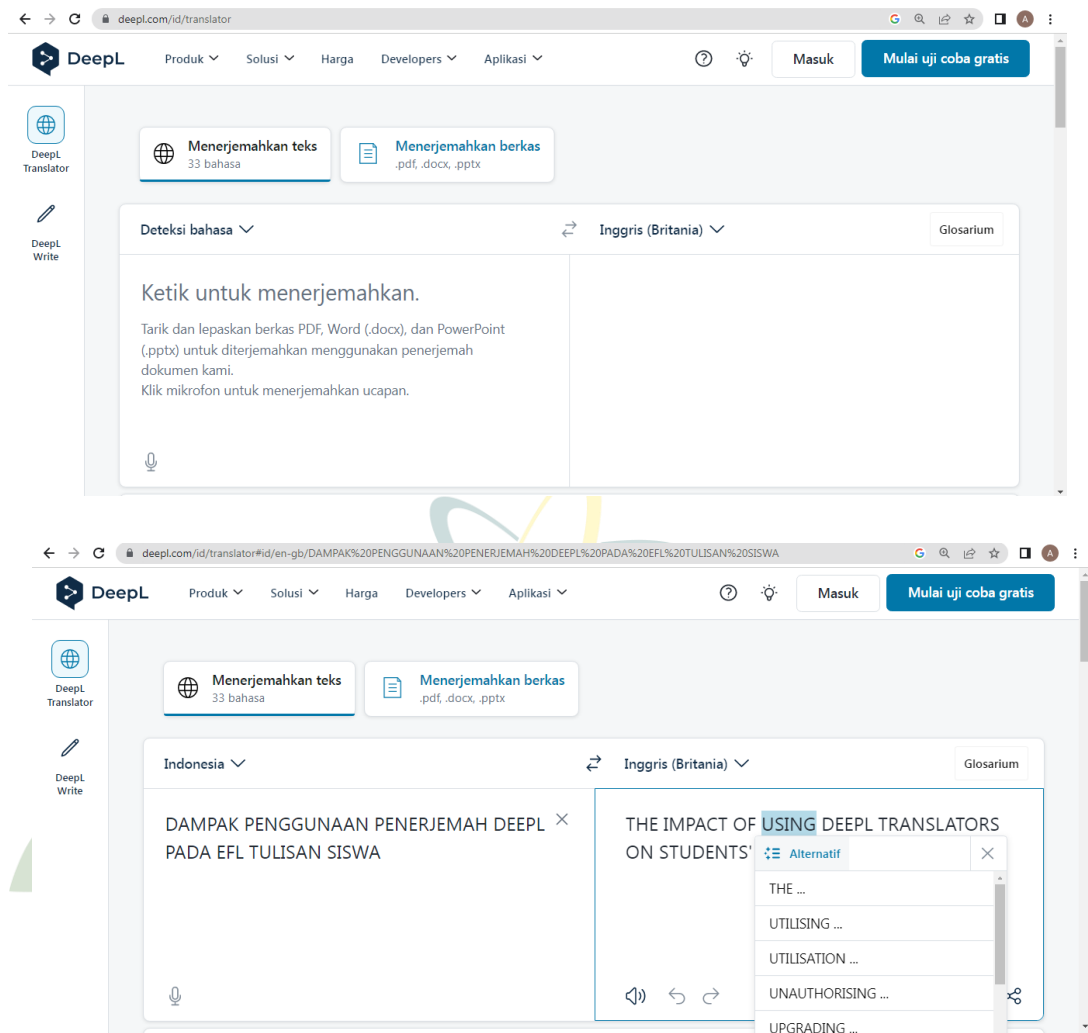


Figure 2 DeepLTranslator's Feature

DeepL translator can translate up to 33 languages, besides that DeepL Translator is also able to translate text in files in the form of pdf, docx and pptx. Making it easier for users to translate. Users do not need to copy the text in the file, but can directly put the file into the translation engine. Another feature of DeepL Translator is that it can provide other diction suggestions, so that if the user feels unsuitable, they can choose other diction suggested by DeepL Translator.

This research is supported by a number of studies. Under the title *"The Effect of Using Machine Translation on Linguistic Features in L2 Writing Across Proficiency Levels and Text Genres,"* Eun Seon Chung and Soojin Ahn carried out the first relevant study. According to Chung and Ahn's study, students who utilized machine translation produced writing that was more accurate (Chung & Ahn, 2022).

Sangmin Michelle Lee's research, *"The Impact of Using Machine Translation on EFL Students' Writing,"* is the second relevant research. According to Lee's analysis of two texts composed by English as a foreign language (EFL) students, machine translation (MT) might assist students' writing in a number of areas, including vocabulary, grammar, and expression. This demonstrates how MT assisted students in producing writing of a higher quality. Furthermore, Lee's study discovered that MT utilization may encourage students' strategies for writing while they revise their work (Lee, 2019).

"The Use of Google Translation by Students in Writing a Narrative Essay," by Nuri Nadifhah and Nunung Fanjaryani, is the third relevant study. Nadifhah and Fanjaryani found from their study that students improve their writing by utilizing Google Translate during writing. Among these advantages were increased vocabulary and a decrease in writing time (Nadifhah and Fanjaryani, 2022). Under the title *"Using DeepL Translator in Learning English as an Applied Foreign Language - An Empirical Pilot Study,"* Blanka Klimova and Petra Pelakova carried out the fourth relevant research. Klimova and Pelakova's research demonstrated the efficacy of using DeepL Translator as a learning aid. The post-test writing outcomes from the students demonstrate the efficacy of DeepL Translator as learning aid in writing (Klimova and Pelakova, 2022).

The last study that is relevant to this research is titled *"The Impact of Using Mobile Translation on EFL Students in Academic Writing Courses"* and was conducted by Muh Khoirun Nur Zaini. According to Zaini's research, there are positive and negative impacts to EFL students utilizing mobile translation apps in writing courses. The positive impact is students may complete their writing tasks more quickly, but negative impacts include students' lack of motivation to learn, their inability to improve their English, and their reliance on mobile translation apps (Zaini, 2023).

Based on the previous explanation, the researcher aims to present DeepL Translator as a writing aid for EFL students. Since the writing process is thought to be crucial to language learning, the researcher will advise students to use DeepL Translator to revise their writing. Students who require assistance with writing,

particularly with revising and improving the quality of their work, will utilize DeepL Translator. Although there are several studies on machine translation in writing, few have investigated the impact of DeepL Translator on EFL students' writing by using DeepL Translator. Therefore, the researcher is interested in examining **The Impact of Using DeepL Translator On EFL Students' Writing.**

1.2 Identification of Study

Based on the research background, the researcher found several problems that exist in this study, as follows:

1. There are errors in students' writing.
2. Lack of effective writing learning tools.
3. Students don't aware of the process of writing.

1.3 Formulation of Study

Researcher formulates the problem in this study, as follows:

1. Does DeepL Translator influence students' writing?
2. How does DeepL Translator influence students' writing strategies during revision?

1.4 Objective of Study

The objective of this study is to find out, as follows:

1. To find out the influence of DeepL Translator on students' writing revision.
2. To describe how DeepL Translator influence on students' writing strategies during revision

1.5 Research Significance

The results of this study are expected to be significant to:

1. Theoretical Significance

Theoretically, it is expected that this research can provide information and knowledge to readers regarding the influence of DeepL Translator on students' writing.

2. Practical Significance

- a. For students

This research is expected to contribute to students' writing learning.

b. For lectures

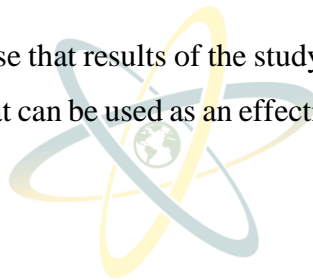
It is expected that lectures choose suitable learning tool in teaching writing skills, if DeepL Translator has a positive influence on students' writing, then lecturers can use DeepL Translator as a learning tool in teaching writing.

c. For other researchers

Other researchers can use this research as information and reference when conducting research in the same field.

d. For the researcher

The researcher can use that results of the study to increase knowledge about DeepL Translator that can be used as an effective learning tool in supporting learning writing.



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