

CHAPTER I

INTRODUCTION

Chapter 1 includes an introduction to the research the researcher conducted, such as background, problem formulation, problem limitation, research objectives, and research advantages.

1.1 Research Background

People share their ideas, feelings, and expressions through language as a way of communication. Language serves multiple functions, including cultural transmission, socialization, power sharing, politics, and knowledge. Rao (2019) stated there is a need for a common language spoken by most people worldwide due to the diversity of languages spoken by different regions. Since individuals speak English in every nation, it has emerged as the universal language. Everyone must therefore master the language to communicate on a global scale. Speaking English will let people interact with individuals from all over the world, not only those who speak English.

There are certain abilities or skills needed to learn English. Writing, speaking, reading, and listening are only a few of the four types of talents that are contained in the English language. For those studying or seeking to become fluent in English, these four qualities are crucial to acquire. One of the active abilities in English is writing. The more often people utilize their brains to read and comprehend written words and paragraphs, the more "familiar" their minds become with English. People will find it simpler to converse as a result. Writing is employing a script to create a note, information, or story. Writing on work-related media can be done with pens or pencils. According to Hyland (2003),

Writing is viewed as a process wherein authors explore and rework their concepts to give their writing significance. Putting creativity or ideas into written language, which is typically referred to as an essay, is another definition of writing. Because the author uses his writing to convey the contents of his thoughts, ideas, opinions, or desires. The writing tries to inform readers about something by giving them facts, events, opinions, and statistics. so that the writing will provide readers with fresh perspectives and information.

However, EFL students from Indonesia, particularly those writing comparison and contrast essays, had difficulty with their writing. According to the study research findings by Toba et al. (2019), students had difficulties with writing content, organization, vocabulary, grammar, and mechanics. The reported issues in writing compare and contrast essays among Indonesian EFL students have their root reasons. In addition to having poor writing skills, these students also lacked writing experience, disliked writing, had low writing motivation, experienced writing anxiety, had a poor perception of writing, had a limited amount of time to complete the writing test and had their lecturers teach them how to write. In essence, these factors revealed the students' motivations for having a poor opinion of writing.

As evidence of how quickly technology is evolving, artificial intelligence, or AI as it is more generally known, is now capable of doing human tasks. A field of computer science is known as Artificial Intelligence (AI). Mohammed (2019) said it includes developing software for computers to carry out tasks that would otherwise require human intelligence. Learning, vision, problem-solving, language comprehension, and/or logical reasoning are all

areas that AI systems can handle. According to Wang (2019), AI optimizes teaching English learning because teachers can customize teaching activities based on students' characters.

According to the study, the teacher in this instance needs to come up with a workable solution to this issue. Fitria (2021) claims that since technology and digital platforms have advanced, teaching and studying English have also gotten simpler. These provide the chance to exhibit linguistic proficiency in English. This suggests that if people develop a machine that can teach English, people might not require English teachers in the classroom or English education. In line with Arta and Santosa (2019) The advantage of blended learning, according to the students, was that it gave them the confidence to communicate their ideas as they were improving their writing. Other students believed that online learning would provide them with unique experiences. Using DeepL is one of the innovations that teachers can employ to help students learn English, particularly in writing skills. Based on research by Birdsell (2022), the results of this study indicate that EFL teachers can recognize the writings that employed NMT and have a tendency to give these essays a higher grade than those who did not. Since the development of NMTs like DeepL is accelerating quickly, teachers must talk about the best way to teach NMTs to increase learners' awareness of how to use them most effectively to improve their writing for the class as well as their long-term language and critical thinking skills.

The researcher found that there are several studies conducted to know the effectiveness of using DeepL in improving students' writing skills. The first

study conducted by Yamada (2019) found out about the impact of Google neural machine translation on post-editing by students' translators. Secondly, another research used a small-scale study that aimed to explore the effect of NMTs on student essay writing and teachers' evaluation. As a result, this study will help the teacher to discuss the best approach to teaching NMTs to raise learners' awareness of how to most effectively use them not only to improve their writing skills for the class but also to develop their lifelong language and critical thinking skills. A study by Yulianto and Supriatnaningsih, (2021) that has aimed to assess the quality of Google Translate and DeepL in terms of accuracy and readability. It evaluates French to English translation data of En Attendant Godot playscript by GT and DeepL In 2021 research was conducted by the method which aimed to investigate the accuracy of machine translation from Japanese to English for a medical article using DeepL Translator. As a result, DeepL Translator is expected to greatly reduce the barriers to academic writing in English for non-English speaking researchers.

A preliminary test was conducted at SMAN 2 Singaraja to find out how the learning situation was at that school. The result is that there are some obstacles or problems experienced by students in learning writing in class, such as weak vocabulary owned by students, less developed, not varied so that only the results are monotonous, then the idea of writing is lacking, lack of understanding of grammar, but because already assisted by technology so that it is sufficient to assist them in completing tasks. They are given the freedom to use their cell phones during learning to access online dictionaries or other applications that can support learning, such as Google Translate. However,

students also found that there were a few weaknesses in using Google translate, namely sometimes the translation results were a little stiff, the language used was too foreign, and did not match the grammar they were supposed to use. So, students have to keep checking and revising the results of the translation. It is supported by the teacher's statement that students are currently quite utilizing the technology that is used well when learning, but the teacher also asks students to understand the results of the translation when they use it because several times students are not careful when translating. So, the results of the translation are different from the meaning of the previous sentence or paragraph, what causes a lack of accuracy when translating is that students do not understand the grammar that should be used, when, and for when.

Based on the related research mentioned, it can be concluded that using DeepL in learning English, especially in writing aspects has a positive effect on the students because it raises students' motivation and their writing skills. Several research before that were conducted by other researchers in writing skills but did not focus on EFL students. That is why the researcher wanted to hold a study by applying the same theory but a different method, and setting, specifically in terms of knowing whether there is an impact of DeepL on students' writing skills.

1.2 Problems Identification

There are several problems that students face when they learn English as a foreign language, especially in writing according to observations that researcher have conducted, the problems are:

- (1) Students lack confidence in their writing because of the lack of word variations
- (2) Students are less able to choose words or grammar that are appropriate and appropriate.

1.3 Research Limitation

In this study, the researcher only focuses on implementing DeepL in English Foreign language to know the effect on the students in 11th grade in SMA 2 Singaraja, especially in writing skills.

1.4 Research Questions

According to the research problem, the researcher states several research questions such as:

- (1) Is there any significant effect of using DeepL on the 11th-grade students' writing skills in SMAN 2 Singaraja?
- (2) How is the response the 11th-grade students' oof using DeepL on their writing skills at SMAN 2 Singaraja?

1.5 Research Objectives

As the research problem already mentioned, the purposes of the research are:

- (1) To investigate whether there is an effect of implementing DeepL on the 11th-grade students' writing skills in SMAN 2 Singaraja.
- (2) To describe students' responses on the 11th-grade students' writing skills in SMAN 2 Singaraja of using DeepL in English.

1.6 Research Significance

This research has significant value both theoretically and practically in the field of education, especially in the writing skills of 11th-grade students at SMA Negeri 2 Singaraja through the use of DeepL.

1.6.1 Theoretical Significance

The researcher expects that this research provides influence or describe students' responses about the use of the DeepL in learning English, especially in writing skills.

1.6.2 Practical Significance

(1) For the teacher

The teacher can have a new insight in terms of new techniques or approaches that can help teach writing skills.

(2) For the students

The students can get a new experience by using an AI platform that can make them excited and interested in learning English, especially in writing skills.

(3) For future researchers

Other researchers can use this as a preference to conduct new research related to this topic.