

STUDENTS' PERCEPTIONS AND MOTIVATION TOWARD THE USE OF
MACHINE TRANSLATION (IN CASE STUDY AT: ENGLISH FOR BUSINESS AND
PROFESSIONAL COMMUNICATION STUDY PROGRAM)

Student : Mesy Handayani Gabriella
Reg.number :5504221069
Advisor : Ari Satria, M.Pd.B.I

ABSTRACT

The rapid development of Artificial Intelligence (AI)-based Machine Translation (MT) tools has significantly influenced English language learning, particularly in English for Business and Professional Communication (EBPC). This study aimed to investigate students' perceptions and motivation toward the use of Machine Translation and to examine its influence on English language learning in the EBPC Study Program at the State Polytechnic of Bengkalis. A Sequential Explanatory Mixed Methods research design was employed, combining quantitative and qualitative approaches. The quantitative data were collected through a five-point Likert scale questionnaire administered to 60 students, while the qualitative data were obtained through semi-structured interviews with selected participants to explain and strengthen the questionnaire findings. The quantitative data were analyzed using descriptive statistics, including percentages, mean scores, and interpretation categories, whereas the qualitative data were analyzed using thematic analysis. The findings revealed that students generally had positive perceptions toward the use of Machine Translation, with an overall mean score of 3.96 (High). Students considered Machine Translation useful for understanding complex business texts, improving learning efficiency, and completing academic assignments more quickly. The motivation variable also showed a High level with an overall mean score of 3.89, indicating that Machine Translation enhanced both intrinsic and extrinsic motivation, increased confidence, and reduced language-learning anxiety. However, the findings also indicated that excessive dependence on Machine Translation may reduce students' learning independence, grammatical awareness, and critical thinking. The interview findings supported the quantitative results by showing that students viewed Machine Translation as an effective learning support tool when used critically and responsibly rather than as a substitute for independent learning. Overall, this study concludes that Machine Translation contributes positively to English learning in the EBPC context, provided that students maintain critical awareness and self-regulated learning practices to avoid over-reliance on the technology.

Keywords: Machine Translation, Students' Perceptions, Learning Motivation, English for Business and Professional Communication, Mixed Methods Research.