

CHAPTER 1

INTRODUCTION

1.1 Title of The Study

Students' Perceptions And Motivation Toward the Use of Machine Translation in English for Business and Professional Communication

1.2 Background of The Study

English is an essential skill in the global era, particularly for students majoring in English for Business and Professional Communication. Proficiency in English is not only required for daily communication but also plays a crucial role in professional contexts such as international business interactions, presentations, negotiations, correspondence, and workplace communication. Therefore, students are expected to develop strong English skills that are accurate, contextual, and appropriate for professional purposes.

In today's digital era, technological advancement has significantly influenced the process of learning English. One of the most widely used technologies in language learning is Machine Translation (MT), including AI-based translation tools such as Google Translate and other similar applications. According to Klimova (2025), college students commonly use tools such as Google Translate, DeepL, and ChatGPT for reading comprehension, grammar checking, and writing support, and many report that these functions help them access and understand foreign language content more efficiently. These tools allow users to translate words, phrases, sentences, and texts instantly, making them highly accessible and practical for students.

Learning English, especially for business and professional communication, can be challenging for many students. Complex vocabulary, grammatical structures, and professional contexts often make English learning difficult. As a result, many students rely on machine translation as a supporting tool in the learning process. According to Murtisari et al. (2024) suggests that although MT can assist in writing and producing longer or structurally improved texts students may become

more reliant on the tool rather than engaging deeply with the underlying language structures when it is used without pedagogical guidance. MT is often perceived as helpful because it can facilitate comprehension, save time, and reduce difficulties in understanding English texts. This perception encourages students to frequently use MT in completing assignments and understanding learning materials.

At Bengkalis State Polytechnic, particularly in the D4 English for Business and Professional Communication program, the use of AI-based machine translation has become common among students. Based on preliminary observations, students hold diverse perceptions regarding the use of machine translation in learning English. While many students believe that MT helps them understand English materials more easily, others express concerns about its negative effects, especially when it is overused.

These differing perceptions indicate that machine translation does not only function as a learning aid but also influences students' attitudes and learning behavior. Students' perceptions of machine translation are closely related to their motivation in learning English. On the one hand, positive perceptions of MT can increase student. According To Xiao et al. (2025), who observed that users without strategies to critically evaluate MT output are inclined to over-rely on it, potentially reducing their engagement in active language learning confidence and motivation to engage with English texts. On the other hand, excessive reliance on machine translation may reduce students' motivation to learn english independently. When students depend too much on AI-based translation tools and fully trust the translation results, they may pay less attention to understanding grammatical structures, sentence formation, and language meaning. This condition can weaken students' motivation to actively develop their English skills.

Furthermore, the overuse of machine translation may lead to several negative impacts on students' learning. Recent research by Adhanawati, Saja, and Azmi (2024) found a significant negative correlation between reliance on AI translation tools and students' proficiency in grammar and writing, suggesting that excessive dependence on such tools may hinder the development of autonomous language Skills.

Garcia and Peña (2021) found that over-reliance on machine translation can hinder long-term language competency development. Similarly, Jolley and Maimone (2022) reported that using MT without proper learning strategies negatively affects learners' ability to understand and produce English. More recently, Yang (2024) concluded that excessive use of MT reduces comprehension and language accuracy in academic and professional contexts.

Although previous studies have discussed the use of machine translation in general English learning contexts, there is still a lack of research that specifically examines students' perceptions and motivation toward the use of machine translation in English for Business and Professional Communication, particularly in vocational higher education settings. Moreover, limited studies have explored the negative impact factors of machine translation use in relation to students' learning motivation and professional English development.

Therefore, this study is conducted to investigate students' perceptions and motivation toward the use of machine translation in English for Business and Professional Communication, as well as to identify the negative impact factors that influence students' learning practices. This research is expected to provide insights into how machine translation affects students' English learning in professional contexts and to contribute to more effective and responsible use of technology in English language education.

1.3 Formulation of the Problem

The formulation of the problems are:

- 1) What are students perceptions and motivation toward the use of machine translation in English for Business and Professional Communication?

1.4 Scope and Limitation of problem

This study focuses on students of the English for Business and Professional Communication Study program of State of Polytechnic of Bengkalis as the research subjects, as these students are required to use English in academic, business, and

professional communication contexts. The scope of this research is limited to examining students' perceptions and motivation toward the use of machine translation in learning Translation Business and Professional Communication texts

1.5 Purpose of Study

The purpose of this study is to examine students' perceptions and motivation toward the use of machine translation in learning English for Business and Professional Communication. Specifically, this study aims to explore:

1. How students perception the effect of machine translation on their understandin of English structure and grammar,
2. How the frequent use of machine translation influences their motivation learn English
3. How the use of machine translation impacts their English language skills in business,and professional communication contexts.

Particularly within the educational setting of State Polytechnic of Bengkalis, specifically in the English for Business and Professional Communication study program, where English serves as a foreign language essential for global competitiveness.unication texts.

1.6 Significant of Study

1.6.1 Theoretical Significancant

Theoretically, this research is expected to enrich scientific studies in the field of learning English as a foreign language and English for Specific Purposes, particularly regarding the use of machine translation tools in the learning process. This research contributes to the understanding of the relationship between learners' perceptions and motivations regarding the use of artificial intelligence-based translation technology. The findings of this study are expected to serve as an academic reference for future researchers examining the affective aspects of language learners in the context of modern learning technologies.

1.6.2 Practical Significance for Students

For students in the English for Business Communication and Professional study program, this research can raise awareness regarding the role and limitations of using machine translation tools in English learning. This research helps students understand how the appropriate and responsible use of machine translation can support learning motivation, material comprehension, and confidence in using English, particularly for academic, business, and professional purposes

1.6.3 Practical Significance for Lecturers and Educators

For lecturers and educators, this research can serve as a consideration in designing English learning strategies that effectively integrate machine translation technology. The results of this study provide an overview of students' attitudes and motivations towards the use of machine translation, enabling lecturers to develop a pedagogical approach that balances the use of technology and the development of independent English language competencies.

1.6.4 Significance for Educational Institutions

For educational institutions, particularly English for Business Communication and Professional study programs, this research is expected to serve as a basis for developing academic policies regarding the use of translation technology in the learning process. The findings can be used to develop guidelines for the use of machine translation that support learning while maintaining academic integrity and the quality of graduates.

1.6.5 Significance for the Development of Learning Technology

This research provides input for developers and stakeholders in the field of language learning technology. By understanding user perceptions and motivations, the future development of machine.