

## ABSTRACT

Pratiwi, Aldias Rahma (2025). **University Students' Use of Translation Strategy in Reading Comprehension**. Thesis, English Study Program, Faculty of Teacher Training and Education, Universitas Jambi. First supervisor Delita Sartika, S.S., M.ITS., Ph.D. and second supervisor Dra. Radiatan Mardiah, M.Hum

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Comprehending English texts is sometimes not easy for students in Indonesia because English learn as a foreign language. Especially for students at the university level who often encounter academic texts with more advanced vocabulary. The development of AI technology such as translation websites has a role in helping these students comprehend English readings. This research aims to find out how students at the university level use translation strategies to comprehend English texts.

This research used a descriptive qualitative method. The researcher conducted an initial survey by distributing a simple Google form questionnaire to obtain participants. Further data collection was carried out using focus group discussion. Participants consisted of 8 students who were divided into 2 discussion groups, English major (English Education) and non-English major (Public Health) student groups.

Based on the students' statements, the study revealed that the type of text affects the way they comprehend English texts. Lack of vocabulary mastery and self-confidence are the main reasons for them to use translation. Google Translation and DeepL are the most popular tools for them to help comprehend reading English texts and improve vocabulary mastery. However, they remain aware that their background knowledge and experience are still needed in using technology so that they are not become dependent and can improve their own abilities.

In conclusion, this research highlights that university students rely on translation tools like Google Translate and DeepL to aid their comprehension of English texts, particularly due to limited vocabulary and self-confidence. However, it also emphasizes the importance of balancing technology use with personal effort

and background knowledge to avoid overdependence and foster language development. These findings suggest that while AI technology can support learning, students must continue to build their own skills to achieve better understanding and academic success.