

**EFL STUDENTS' PERCEPTION OF USING DEEPL
TRANSLATE IN ACADEMIC WRITING: A NARRATIVE
INQUIRY STUDY**

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining
the Degree of Bachelor Education in English Language
Education



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Best regards



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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Wassalamu'alaikum Waarahmatullahi Wabarakatuh

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MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

“And that there is not for man except that [good] for which he
strives.”

(Surah An-Najm: 39)

ومن لم يذق مر التعلم ساعة, تجرع ذل الجهل طول حياته

"If you cannot bear the fatigue of learning, then you must endure
the pain of ignorance."

(Imam As-Syafi'i)

“The only true wisdom is in knowing you know nothing.”

(Socrates)

“It’s never luck, it’s always God”

(Azza Afkarina)

ABSTRACT

Title : EFL Students' Perception of Using DeepL Translate in Academic Writing: A Narrative Inquiry Study
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This study explores the perceptions of EFL students regarding the use of DeepL Translate in academic writing. It employs a qualitative approach with a narrative inquiry design, involving three students from the English Education Department at UIN Walisongo Semarang during the 2024/2025 academic year. Data were collected through semi-structured interviews and analyzed using the UTAUT framework, focusing on four key constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions. The findings indicate that students perceive DeepL Translate as a helpful tool to enhance the quality of their writing. They find it user-friendly and effective in reducing grammatical errors, improving vocabulary use, and increasing writing confidence. However, some concerns emerged regarding over-reliance on the tool and the tendency to produce overly formal or unnatural expressions. To overcome these issues, students suggested using DeepL Translate alongside manual revisions and critical evaluation. This study contributes to understanding the role of translation tools in EFL academic writing and emphasizes the importance of responsible usage.

Keywords: *Academic writing, DeepL Translate, EFL students' perception, Narrative inquiry.*

DEDICATION

In the name of Allah ‘Azza wa Jalla, the Lord of this world, the beneficent and the merciful. I acknowledge that no writing project can succeed without patience and prayer. I would like to dedicate this thesis to myself and my beloved parents, my brother and sisters, all of the English teacher, family, friends, and kindhearted people around me who always give supports, motivations, and endless love to me.

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Finally, I will happily accept constructive criticism in order to make this thesis better and I hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 14 April 2025

A handwritten signature in black ink, appearing to read 'Azza Afkarina'.

Azza Afkarina
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research question, the objective of the study, and the significance of the study.

A. Research Background

Technology is an essential component of education, especially the study of foreign languages, and a variety of technology tools provide students with new opportunities to practice and improve their language skills (Niño, 2020). Among these transformative technologies, machine translation has emerged as a leading tool that has the potential to change the landscape of English as a Foreign Language (EFL) learning. Furthermore, researchers have examined the effects of technological developments such as neural machine translation systems, such as DeepL Translate, in the context of teaching foreign languages. They found that teachers gave essays that employed NMT a higher rating than those that did not, suggesting that NMT had

a beneficial effect on students' writing (Bosanquet, 2019).

Since the 1980s, researchers have been aware of the potential applications of MT in language acquisition, or MT as computer-assisted language learning (CALL). Undoubtedly, more and more students are adopting MT in their daily lives as well as for a variety of academic applications. They view MT as a useful supplemental tool for language acquisition, using it for vocabulary study, translation, reading comprehension, and writing projects (Alhaisoni & Alhaysony, 2017). Translanguaging has garnered favorable responses from EFL instructors and students, underscoring the necessity of training in the successful application of such pedagogical approaches (Nguyen, 2022).

Garcia and Pena's (2011) research found that MT enabled students to write more quickly and naturally, with fewer errors. They also discovered that MT helped begin students to express themselves more clearly and communicate more in L2 writing, with the latter benefiting the most. The study by Godwin (2015) found that MT encouraged students' writing by

supporting their academic growth. According to Correa's (2014) research, using MT while writing online aided in the development of students' metalinguistic awareness, aided in the writing process, and enhanced the quality of the final product.

DeepL Translate was chosen in this study due to its reputation for high translation accuracy, particularly in academic and medical contexts (Yu, 2023). DeepL Translate performs significantly on a wide range of translation jobs when compared to other translation technologies such as Google Translate, Metasota, and neural machine translation systems. When DeepL Translate is used instead of conventional machine translation techniques, translation quality and efficiency improve as demonstrated by shorter translation times and higher BLEU scores (Tian et al., 2021).

This research holds significant relevance in today's digital age, where automatic translation tools like DeepL Translate are frequently utilized by EFL students to support their academic writing needs (Syahnaz & Fithriani, 2023). While a considerable amount of research has examined DeepL's features and

effectiveness, there appears to be a lack of studies specifically investigating its application in academic writing from the perspective of university students. This study aims to bridge this gap, with the hope that its findings can offer valuable insights into enhancing language teaching and learning approaches.

B. Research Question

This research aims to provide a complex reality from a student's perspective regarding the use of MT, which in this research focuses on discussing DeepL. Specifically, it seeks to answer the following questions:

1. What are EFL students' perceptions of using DeepL Translate in their process of academic writing?

C. Research Objective

Based on the formulation of the problems, the objectives of the research are as follows:

1. To explain EFL students' perceptions regarding the use of DeepL Translate in their academic writing process.

D. Research Significance

1. Theoretical Benefit

This research contributes to the body of knowledge on information and communication technology by exploring its application in English language learning. Specifically, it examines how tools like DeepL Translate can support academic writing, offering insights into the intersection of technology and language education.

2. Practical Benefit

a. For Teachers and Lecturers

This research provides valuable insights into how technological advancements like DeepL Translate can be utilized effectively in teaching English. By understanding the perceptions of students, teachers can better integrate translation tools into their pedagogy, particularly for academic writing and language learning purposes.

b. For Students

The findings of this research will benefit English language learners by shedding light on their

motivations and strategies for using DeepL Translate. Students can learn to use the tool more effectively and responsibly, enhancing their academic writing skills and understanding of the English language.

c. For the readers

This research expands the current understanding of how translation tools are perceived and used in academic settings. By exploring the role of DeepL Translate in English education, it contributes to the development of research in translation and English language teaching, offering new perspectives on integrating technology into language learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three major points: Firstly, the previous research both qualitatively and quantitatively discussed which related to the use of MT (DeepL Translate) in English learning, especially in writing skill. Secondly, the review of related literature. Lastly, the theoretical and conceptual frameworks.

A. The Previous Research

1. DeepL Translate as a translation tool

DeepL Translate is widely seen as a useful translation tool, simplifying the process and supporting language learning, though some students manage without it. It influences study habits differently helping some overcome procrastination and others with quick text searches. Research highlights that EFL students value its accuracy and efficiency but recognize the risks of over-reliance, which could impede deeper language learning. Many students find it particularly helpful in expressing complex ideas while preserving the integrity of their original thoughts. While helpful,

DeepL Translate is best used thoughtfully as a supplementary resource rather than a primary one (Ananda Sidiq & Syafryadin, 2024; Puspa, 2024).

EFL students perceive machine translation tools, like Google Translate and DeepL Translate, as extremely helpful for translating individual words, phrases, sentences, and even entire paragraphs. These tools offer a quick and convenient alternative to traditional dictionaries, enabling students to easily access translations and comprehend texts in foreign languages. Machine translation tools, such as DeepL Translate, also assist students in recognizing and understanding unfamiliar or complex words in the target language. By using these tools, students enhance their vocabulary, supporting their learning and expanding their word mastery (Fatkhurozi & Hidayat, 2024; Sujarwo, 2020).

Some intermediate students were skeptical about machine translation (MT), concerned it might negatively impact their language learning by limiting their ability to think in the target language. However, students who embraced MT reported positive effects,

such as faster writing, fewer mistakes, time saved in vocabulary searches, and improved word acquisition (Garcia & Pena, 2011). Ata (2021) also noted a gap between how often EFL students reported using online machine translation (OMT) tools for assignments and instructors' perceptions of this usage. Despite this difference, both students and instructors acknowledged the value of these tools in the learning process.

Briggs (2018) highlighted students' cautious attitudes towards web-based machine translation (WBMT) tools, noting weak but significant correlations between trust in WBMT and factors like writing experience, language ability, and translation skills, indicating that individual competencies shape their reliance on these tools. Similarly, Bindels and Pluymaekers (2022) found that undergraduate translation students frequently use WBMT tools but rely on them less as their language proficiency improves, supporting the "language proficiency hypothesis", which suggests that greater language skills reduce dependence on such tools. In contrast to the general these studies which focused on perceptions

of DeepL Translate as a translation aid, this study focuses more on the personal experiences of EFL students in using DeepL Translate to improve the quality of their academic writing.

2. DeepL Translate for academic writing

Machine translation (MT) has shown considerable effectiveness in improving students' writing skills. Lee and Briggs (2021) found that MT significantly reduced error rates in student revisions across most error types, demonstrating its utility in the revision process. Students with higher language proficiency corrected a larger proportion of errors with MT, indicating that MT can be particularly effective for students at different proficiency levels in enhancing academic writing. Additionally, MT helped students reduce lexico-grammatical errors, improve their revisions, and approach writing as a continuous process (Lee, 2020).

For students with lower language proficiency, MT can facilitate comprehension of reading texts. Mahardika (2017) found that MT assists students with limited language skills in grasping the main idea of a

text, even with a basic vocabulary level, with a comprehension rate of about 62%. This technology makes students feel more comfortable and less stressed when performing translation tasks. Students who use MT experience increases in vocabulary, grammatical accuracy, time efficiency, confidence, higher grades, and more native-like language production. These advantages are especially beneficial for students with lower proficiency levels.

DeepL Translate has emerged as a leading tool in machine translation, showcasing significant advancements in accuracy and user experience. Its underlying technology, primarily based on the Transformer model, allows for superior handling of context, idiomatic expressions, and specialized terminology, outperforming competitors in BLEU scores and human evaluations. This capability is particularly beneficial in academic settings, where accurate translation of complex texts is crucial for multilingual learning and comprehension (Kamaluddin et al., 2024).

Chung and Ahn (2022) found that using MT in second language (L2) writing led to significant improvements in accuracy, though its effects on syntactic and lexical complexity were less clear. MT offers different benefits and drawbacks depending on the student's proficiency level and the text genre. Meanwhile, EFL students have increasingly shown interest in using DeepL Translate for academic writing due to its effectiveness and efficiency. Recent research indicated that 87% of final-year English students reported enhanced writing quality when using DeepL for their theses and journal articles (Ugwu, Chinyere, N; Eze Val, 2017). These studies highlights the role of machine translation in the writing revision process, while this study emphasizes more on how the experience of using DeepL shapes students' perceptions in building self-confidence and academic style in writing.

3. Online Translation Tools

Online translation tools, like Google Translate, DeepL Translate, have become essential for simplifying text conversion between languages,

especially in foreign language education. With advancements such as Google's Neural Machine Translation engine introduced in 2016, these tools now provide more accurate and nuanced translations. They are particularly helpful for non-native English speakers, enabling them to articulate ideas in English while preserving the essence of their original thoughts. However, despite their accessibility and benefits, overreliance on these tools raises concerns about their ability to foster true language proficiency and meet academic writing standards (Prentice & Kinden, 2018; Sarma et al., 2022).

Further research into the pedagogical implications of online translation tools has uncovered both advantages and limitations in educational settings. A study indicated that using multiple online translation tools can foster learner autonomy, as students can analyze and compare translations from different sources to better understand language variations. However, reliance on these tools without adequate guidance poses risks to academic integrity, potentially leading to plagiarism if students submit machine-

translated text without personal editing or comprehension (Alonso, 2022).

Beyond language learning, online translation tools are often compared to manual translation in terms of quality and reliability. Research shows that human translators are generally more accurate, especially when handling complex texts or specialized terminology. Machine translation systems, such as Google Translate and DeepL Translate, provide rapid translations but frequently produce grammatical and syntactical errors that reduce clarity and meaning. In contrast, human translators, sometimes aided by computer-assisted translation (CAT) tools, can more effectively capture cultural and contextual nuances, resulting in more precise and nuanced translations (Nugraha et al., 2019; Vieira et al., 2021).

Nevertheless, human involvement in the post-editing process is still limited among students, so not all users of Google Translate are fully capable of applying translation theories they have learned. For example, research at the University of Mataram found that students tend to be unfamiliar with post-editing

machine translations, which can lead to errors in interpreting the original text. This highlights the difficulty online translation tools have in capturing complex cultural contexts and language nuances, particularly in academic texts with intricate sentence structures (Zulaika et al., 2022)

Research found that online translation tools offer significant efficiencies by saving time and effort in the translation process. This convenience is particularly useful for students and researchers who need quick access to translated materials. However, these tools often fail to capture the full intended meaning, making it important for users to revise the translation results. English Education students appreciated Google Translate for its usefulness but still felt the need to adjust translations to ensure they accurately reflected the meaning of the original text. This study underscores the importance of using machine translation as a supporting tool, with manual revisions required for optimal accuracy (Benyahia, 2024; Kastberg & Andersson, 2012). Some of these studies have highlighted the advantages and limitations

of online translation tools in education, focusing on aspects of translation speed and accuracy. Unlike these studies, the main focus of this study is to explore EFL students' personal experiences in using DeepL Translate, especially in the context of academic writing, rather than simply assessing the performance of the translation tool.

B. Literature Review

The review of related literature aims to support the researcher in building a strong theoretical framework. It includes relevant theories and previous studies that provide context and justification for the current research. They are as follows:

1. Students' Perceptions of Machine Translation

The use of translation tools in EFL learning is important and provides both advantages and difficulties. Research shows that incorporating machine translation (MT) tools into language learning environments can improve language learners' experiences (Sarma et al., 2022). These tools have been shown to have a positive impact on EFL students' translation abilities, resulting in significant

improvements in their capacity (Said & El-Garawany, 2021). Although useful, translation technology can also cause difficulties and have both positive and negative impacts on EFL students (A'thi et al., 2018).

a. Benefits of Machine Translation

1. **Support in Writing:** EFL students report that MT aids in thesis composition and essay revision, leading to improved writing accuracy and lexical complexity (Santosa et al., 2024).
2. **Vocabulary Expansion:** Many students utilize MT as a quick reference for vocabulary, enhancing their understanding of language nuances (Alburaih & Algraini, 2024).
3. **Positive Attitudes:** Overall, students express a favorable view of MT, recognizing its potential to assist in learning and translation tasks (Wang & Ke, 2022).

b. Drawbacks of Machine Translation

1. **Overreliance Issues:** Students recognize that excessive dependence on MT can hinder their translation skills and critical thinking, leading

to laziness in checking dictionaries (Alburaih & Algraini, 2024).

2. Concerns About Accuracy: Despite improvements in MT technology, students often distrust the accuracy of outputs, which can lead to errors in their work (Briggs, 2018).

Conversely, while many students find MT beneficial, some educators argue that it may undermine traditional language learning methods, emphasizing the need for a balanced approach to integrating technology in education (Brown et al., 2021). By combining the efficiency of MT with guided instruction on its appropriate use, students can develop both their linguistic skills and their ability to leverage technology effectively, striking a balance between innovation and skill mastery.

2. Academic Writing in Higher Education

Academic writing is a complex process requiring careful planning, problem-solving, and expertise in discourse and content (Rahmat, 2023). It demands understanding subtle differences between expository, narrative, and descriptive writing styles (Sekonyela,

2023). Challenges such as paragraph construction, citation, paraphrasing, and applying academic literacy across disciplines further complicate the process (Mahlow & Piotrowski, 2022). Addressing these issues requires targeted instruction to build both technical skills and a deep understanding of academic conventions for interdisciplinary use.

Widening participation students can feel marginalized in academic writing due to the increasing normative and exclusive nature of higher education systems, emphasizing spelling, punctuation, and grammar over inclusive assessment practices. Additionally, note-taking is highlighted as a crucial practice that aids in constructing authorial thought and intellectual development in academic writing (Cruz & Rezende, 2023). It is imperative for educators to reconsider traditional assessment criteria and place greater value on practices like note-taking, which empower students to engage more meaningfully with their learning process.

Academic writing is crucial for EFL students, enabling them to publish work and engage in scholarly

discussions. It involves processes like prewriting, drafting, reviewing, and revising (Wahyuningsih, 2021). At the college level, academic writing is more complex, requiring a deeper understanding of structure and language, which can be challenging for EFL learners (Arianingtyas, 2018). More targeted support and practice in these areas are essential for EFL students to succeed in academic writing and fully participate in academic discourse.

In addition, many EFL students often struggle with critical thinking and argument development, which are core elements in academic writing (Hyland, 2019). These challenges are exacerbated by linguistic barriers, limited exposure to academic texts, and a lack of confidence in using appropriate academic language (Leki, 2007). Research also highlights the importance of genre-based instruction in supporting EFL students to write more effectively within specific academic contexts (Tardy, 2009). Wingate (2012) Integrates writing centers, peer feedback, and writing workshops can provide essential scaffolding to help students develop their voice and clarity in writing.

Furthermore, digital tools and platforms, such as automated feedback systems, collaborative writing platforms, and machine translation tools, are increasingly used to support EFL learners' academic writing development. However, their effectiveness depends on students' ability to critically engage with these tools and integrate feedback constructively (O'Neill, 2019). Educators must guide students in navigating these technologies to ensure they enhance rather than hinder writing development.

Ultimately, academic writing instruction must go beyond surface-level correctness and focus on cultivating students' confidence, creativity, and rhetorical awareness. This includes acknowledging diverse linguistic and cultural backgrounds and fostering a more inclusive academic environment (Canagarajah, 2012). By combining explicit writing instruction with supportive pedagogical practices, institutions can better equip EFL learners to thrive in academic settings.

3. The Use of MT in Academic Writing

Machine translation (MT) in academic writing offers benefits that enhance students' learning experiences. Tools like DeepL Translate improve efficiency, allowing students to focus more on content than on grammar, ultimately saving time. Research shows that MT tools help students build vocabulary and understand complex grammar structures (Puspa, 2024). Tsai (2019) also highlighted that EFL students, influenced by their native languages, often struggle to write like native speakers, making MT a valuable tool to support their writing process. Integrating MT tools can provide significant assistance, but it should be used alongside instruction on writing conventions for optimal results.

Machine translation (MT) is transforming academic communication by enabling broader access to research and fostering cross-cultural collaborations that were once challenging without such technology. While MT aids in producing drafts and improving overall writing quality, studies highlight the importance of human post-editing to ensure high

translation accuracy and coherence in scholarly work (Thai et al., 2022; Yatuzzuhriyyah & Hilman, 2022). This combination of technological support and human refinement positions MT as a valuable tool in bridging linguistic gaps in academia.

Machine translation, when integrated into academic courses with clear guidance, can assist students in overcoming grammar, vocabulary, and expression challenges, making their writing more efficient (Asmara & Kembaren, 2024). Additionally, it encourages engagement with complex language structures and broadens vocabulary. However, excessive reliance on these tools may hinder students' ability to develop independent writing skills. Educators should emphasize strategic use, ensuring that students critically evaluate and refine machine-generated text to enhance their overall language proficiency.

In addition to linguistic support, machine translation tools can act as scaffolding that fosters learner confidence and reduces anxiety during the writing process. Many EFL learners experience writing apprehension due to the pressure of producing

grammatically correct and academically appropriate texts. MT tools offer an immediate solution to this challenge, allowing students to express their ideas first and refine them later through editing. O'Neill (2019) highlighted when learners perceive MT tools as a support system rather than a shortcut, they are more likely to take risks in writing and experiment with vocabulary and structure, behaviors associated with language growth and academic fluency.

Furthermore, MT can support inclusive education practices by accommodating diverse learner needs and linguistic backgrounds. For multilingual classrooms or universities with international students, the availability of MT tools can level the playing field by helping students from different language groups access academic content equally. Bowker and Ciro, (2020) argue that MT integration aligns with the principles of universal design for learning (UDL), which emphasize flexible approaches that cater to learner diversity. When implemented thoughtfully, MT can enhance equity by ensuring that linguistic

challenges do not become insurmountable barriers to participation in academic discourse.

Despite these advantages, the ethical use of MT in academic settings remains a critical concern. Uncritical dependence on MT may lead to issues of academic integrity, particularly when students copy and paste entire translated sections without personal engagement or proper citation. Gustilo et al., (2024) emphasizes the need for institutional policies and classroom guidelines that define the acceptable use of MT in writing tasks. Teachers should create transparent spaces to discuss both the benefits and risks of MT use, helping students develop responsible digital practices. By fostering metalinguistic awareness and ethical reflection, educators can ensure that MT is used not just efficiently, but meaningfully in the academic journey.

4. Narrative Inquiry

Narrative research focuses on building a collaborative relationship between researchers and participants, treating them as partners rather than informants. This approach involves various data collection methods, including interviews, field notes,

observations, autobiographies, and documents such as lesson plans and photographs (Barthes & Duisit, 1975). A nonjudgmental attitude and a sense of equality are essential, as teachers often feel marginalized in educational research, making them hesitant to share their experiences. Through this collaboration, the researcher and participants aim to achieve a shared understanding of the narratives that emerge (Moen, 2006).

Therefore, this research method views knowledge as an outcome of experience, gained through ongoing interactions between individuals and their surrounding situations. It emphasizes that knowledge arises from personal and environmental engagement, making it a vital aspect for educators to better understand and learn from their experiences. Clandinin and Connelly (2000) suggest that reflecting on and retelling these experiences allows educators to reimagine and innovate, fostering both personal renewal and the enhancement of their teaching practices in meaningful and practical ways.

Stories emerging in texts during narrative creation can be directly observed and interpreted. Narratives operate on two levels: the first involves the story, carefully chosen from a complex situation and fixed within the narrative. This selection itself represents an interpretation, as the chosen episode is imbued with meaning. The second level is the construction of this meaning, shaped by the narrative being developed (Moen, 2006). This layered process underscores how narratives are not mere reflections of events but active constructions that frame and shape our understanding of experiences.

Narrative inquiry also values the temporality, sociality, and place of each experience. Clandinin et al., (2007) emphasize that narrative research is grounded in a three-dimensional inquiry space: interaction (personal and social), continuity (past, present, future), and situation (place). These dimensions help researchers analyze how stories are shaped by both internal experiences and external environments. For instance, when examining a teacher's story, it is important to consider not just what happened but also

when, where, and under what circumstances the experience unfolded. This allows for a more holistic and empathetic understanding of participants' lived realities.

In educational contexts, narrative research empowers practitioners by validating their voices and experiences as legitimate sources of knowledge. Rather than positioning educators as passive objects of study, this approach sees them as co-constructors of meaning who bring valuable insights into pedagogical practices, institutional structures, and policy impacts. This is particularly important in settings where teachers' professional agency is often undermined. By narrating their journeys, teachers can critically reflect on their development, reclaim their professional identities, and challenge dominant discourses in education (Jia, 2018).

Moreover, narrative inquiry encourages ethical sensitivity by fostering long-term, trust-based relationships with participants. This method often involves returning to participants for *member-checking*, allowing them to review and revise the researcher's interpretations. Such collaboration

enhances the credibility and authenticity of the research while respecting participants' agency over their own stories (Riessman, 2007). In this way, narrative research not only produces rich, contextually grounded data, but also aligns with ethical commitments to dignity, voice, and respect.

C. Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) is a widely recognized model for examining the acceptance and adoption of technology. Developed by Venkatesh et al., 2003). This model integrates elements from eight pre-existing theories of technology acceptance to provide a comprehensive framework for understanding user behavior. UTAUT posits that a person's actual use of a technology is determined by their behavioral intention, which is influenced by four key factors:

1. Performance Expectancy: The degree to which an individual believes that using a particular technology will enhance their performance or productivity.

2. Effort Expectancy: The perceived ease of use of the technology, which affects a user's willingness to adopt it.
3. Social Influence: The extent to which people around the user (e.g., peers, instructors, or institutions) encourage or support the adoption of the technology.
4. Facilitating conditions: The availability of resources, infrastructure, or institutional effective use of the technology.

The model also acknowledges that these factors can be moderated by gender, age, experience, and voluntariness of use, though these moderating variables are more commonly analyzed in quantitative studies. Although the original UTAUT model was designed to examine technology adoption in organizational settings, it has been widely applied in educational contexts, particularly in studies that investigate how students and educators integrate technology into learning processes. A review by Attuquayefio and Addo (2015) found that UTAUT had been applied in the majority of educational technology studies, demonstrating its relevance for understanding how students adopt new tools.

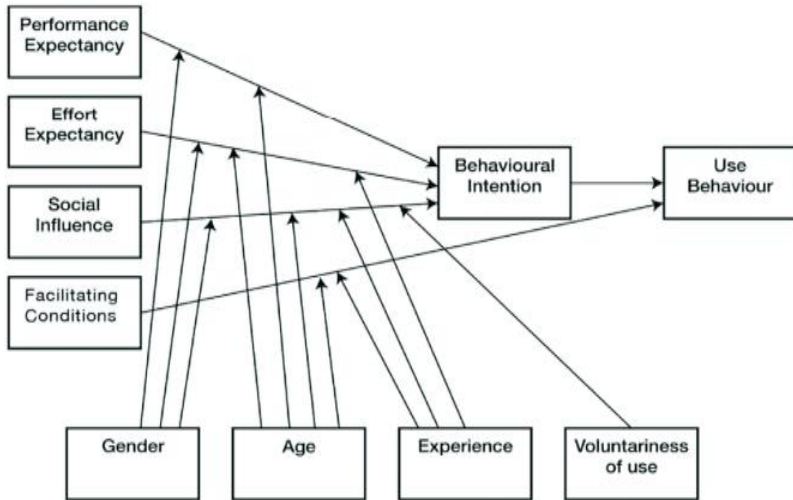


Figure 2.1: UTAUT (Venkatesh et al., 2003)

In 2012, UTAUT was extended into UTAUT2 by incorporating additional predictors: hedonic motivation, price value, and habit (Venkatesh et al., 2012). While UTAUT2 is considered more suitable for examining consumer behavior, the original UTAUT model remains the preferred choice in educational research, as most technologies used in academic settings, such as learning management systems (e.g., Canvas), AI-based writing tools (e.g., Grammarly, DeepL Translate), and e-learning platforms are typically provided by institutions rather than

adopted voluntarily by individual users (Lock et al., 2021).

Despite its origins as a quantitative model, several studies have successfully applied UTAUT in qualitative research to explore users' perceptions of technology. Williams et al. (2021) highlighted that UTAUT can serve as a valuable foundation for designing interview questions, allowing researchers to investigate the factors influencing technology acceptance in a more exploratory manner. Moreover, past research has demonstrated that UTAUT can be adapted and expanded when the existing predictors are insufficient to capture all relevant factors influencing adoption (Bixter et al., 2019).

D. Conceptual Framework

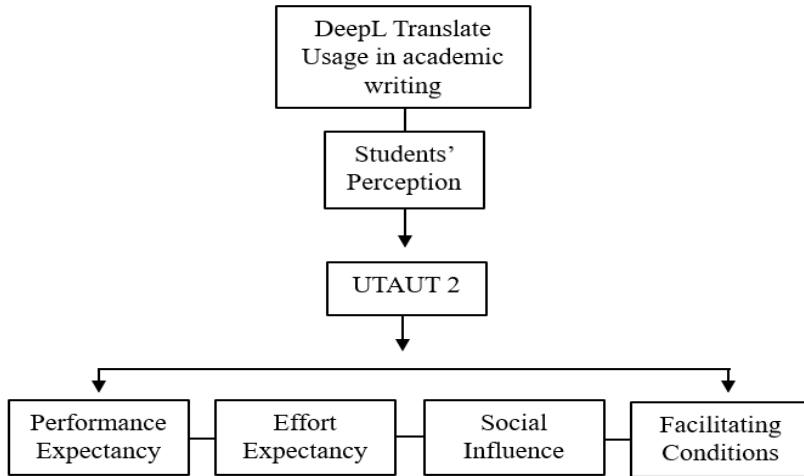


Figure 2.2: Conceptual framework

The conceptual framework of this study is grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT), which explains how individuals accept and utilize technology based on four core constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al., 2003). In this research, the framework is used to explore the relationship between the use of DeepL Translate and EFL students' perceptions of its effectiveness in supporting academic writing.

The framework emphasizes how the use of DeepL Translate shapes students' perceptions regarding its usefulness, ease of use, the influence of social interactions, and the availability of supporting resources. These four elements form the foundation for understanding students' behavioral intentions and actual use of the tool in their academic writing practices.

a. Performance Expectancy

This refers to the extent to which students believe that using DeepL Translate will enhance their academic writing performance. Students expect improvements in the clarity, coherence, and formality of their writing. A strong belief in the tool's benefits leads to higher motivation and intention to use it consistently.

b. Effort Expectancy

This construct concerns how easy and convenient DeepL Translate is perceived to be. If students find the tool intuitive, efficient, and simple to operate, they are more inclined to incorporate it into

their writing process. A smooth user experience contributes to positive perceptions and frequent usage.

c. Social Influence

Social influence reflects how the opinions and behaviors of others, such as peers, seniors, or online communities affect students' decisions to adopt DeepL Translate. Encouragement or positive feedback from trusted individuals reinforces confidence in the tool and fosters sustained use.

d. Facilitating Conditions

This refers to the technical and contextual support available to students that enables the effective use of DeepL Translate. Access to reliable internet, compatible devices, and complementary tools (such as Grammarly or QuillBot) significantly contributes to students' ability to integrate the tool into their academic routines.

In the UTAUT model, the first three constructs: performance expectancy, effort expectancy, and social influence, directly influence a person's behavioral intention to use technology. In contrast, facilitating conditions influence actual usage behavior. While

UTAUT includes additional moderating variables such as gender, age, experience, and voluntariness of use (Fretzen, 2018), this study does not focus on those factors. Instead, the study centers on identifying how the four key UTAUT constructs influence students' perceptions of using DeepL Translate in academic writing.

By examining these factors, the study aims to understand how DeepL Translate is perceived as a useful and accessible tool for enhancing writing skills among EFL students. The results are expected to offer valuable insights into the adoption of machine translation tools in education and guide educators and institutions in promoting their responsible and pedagogically-informed use in academic contexts.

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methodology employed in the study. Since the method directly influences the accuracy of the findings and their interpretation, it plays a central role in achieving the study's objectives. Careful selection of credible sources and appropriate procedures ensures the validity and reliability of the results.

A. Research design

This study employed a narrative inquiry design to explore the lived experiences of EFL students in using DeepL Translate for academic writing. Bell (2002) explains that it involves analyzing the stories that individuals consciously share. This design was chosen to investigate the personal and contextual factors influencing students' engagement with machine translation tools in academic contexts.

Narrative inquiry involves examining the creation and reporting of lived experiences as data, as well as employing methods to interpret participants' experiences

as valuable sources of knowledge and understanding. Its primary objective is to explore participants' experiences. Rather than seeking absolute truths, narrative researchers focus on the choices and events that shape participants' lives, emphasizing the lessons learned over time. From this perspective, the ontological and subjective nature of this framework leans toward a holistic understanding, aiming to uncover the meaning derived from personal experiences (Nur, 2022).

B. Research setting

The research was conducted at one of the faculties at state Islamic universities in Semarang, specifically English Education Department students. The participants in this study are EFL students from the 8th semester of the English Education Department at UIN Walisongo Semarang. I purposefully selected three participants for the interview. The participants in this study were EFL students from the 8th semester of the English Education Department at UIN Walisongo Semarang. The criteria for selecting participants included students who had completed an academic writing course and had been consistently using DeepL Translate since their first semester.

Sample selection was done through purposive sampling to ensure that the selected participants were relevant to the research objectives and focused on certain characteristics (Rai & Thapa, 2019). The selection process emphasized the participants' eligibility, particularly their familiarity with DeepL Translate, as well as their willingness to take part in the study.

C. Technique of Collecting Data

The data collection instruments used in this study are interviews and a narrative frame.

1. Semi-structured Interview

This study employed interviews as the primary data collection method. During the interviews, I posed questions related to participants' perceptions of using DeepL Translate in academic writing, including its benefits, challenges, and impacts on their writing process. A semi-structured interview technique was utilized to develop an oral narrative, combining a guiding interview framework with the flexibility to incorporate open-ended questions. This approach allowed participants to share more comprehensive and

in-depth insights, while also enabling the researcher to identify emerging themes throughout the process, which were then framed within the narrative context.

2. Narrative Frame

The narrative frame is a written story template containing incomplete sentences and blank spaces of different lengths. This tool helps me capture the experiences that are expected to be written, offering a richer and more comprehensive understanding of the students' experiences. It also provides structure and guidance in both the form and content of the narrative.

The participants were briefed on the purpose of the study and the use of the narrative frame. I instructed the EFL students to complete the narrative frame. The frame used for pre-service teachers was adapted from (Barkhuizen, 2014) with necessary adjustments to suit the research's objectives. I developed a narrative frame that focused on the students' experiences using DeepL Translate to improve their skill in academic writing.

D. Research Instrument

The research instrument consisted of interview questions developed based on the four UTAUT constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions (Filipec et al., 2023; Fretzen, 2018). The questions were designed to elicit detailed responses about students' experiences using DeepL Translate in academic writing.

No	Category	Question
1.	Performance Expectancy	1. How useful do you find DeepL Translate in completing your academic writing tasks?
		2. How do you think using DeepL Translate impacts your academic writing performance?
2.	Effort Expectancy	3. How easy is it for you to use DeepL Translate when writing academic texts?
		4. Are there any challenges you face while using DeepL Translate?
3.	Social Influence	5. Do you feel that your peers, instructors, or online recommendations influenced your decision to use DeepL Translate? How so?

		6. Have you recommended DeepL Translate to your classmates or colleagues? If so, why?
4.	Facilitating Conditions	7. What other technologies or tools do you use to support your academic writing alongside DeepL Translate?
		8. How do these complementary tools enhance your writing process when combined with DeepL Translate?

Table 3.1: List of Interview questions

Adapted from (Filipec et al., 2023; Fretzen, 2018).

E. Data Analysis

The data in this study were analyzed using a narrative inquiry approach, guided by the three-dimensional framework from Clandinin and Connelly (2000), which includes interaction (personal and social elements), continuity (past, present, and future), and situation (the specific context of experience). The interview data were transcribed and crafted into narrative accounts to reflect each participant's experience with using DeepL Translate in academic writing. These stories were interpreted holistically, considering the personal background of each student, the development of their

experience over time, and the learning environment in which the experience occurred.

To assist in managing and organizing the data, this study also referred to the interactive model by Miles and Huberman (2014), which includes three steps: data reduction, data display, and conclusion drawing. In the data reduction phase, I organized and refined the interview transcripts to highlight key points and significant experiences related to the use of DeepL Translate. This step helped simplify the narratives without losing their meaning. The reduced data were then displayed in the form of structured stories, allowing clearer understanding and closer attention to the narrative dimensions. Finally, the conclusion drawing phase involved interpreting each story in light of the research focus, ensuring that the participants' voices were represented while addressing the research questions.

F. Checking Validity

To ensure the validity of the research findings, this study applied member checking as a strategy to enhance credibility and accuracy. Lincoln and Guba (1985) posit that member checking is considered the most crucial

technique for establishing credibility, as it allows participants to review, verify, and confirm the accuracy of the data and my interpretation. In this study, after transcribing and analyzing the interview and narrative frame data, the interpreted results were returned to the participants. They were given the opportunity to assess whether the representations of their experiences, perceptions, and narratives related to the use of DeepL Translate in academic writing were accurate and reflective of their intended meaning.

All three participants agreed that their responses had been interpreted correctly, and no significant revisions or disagreements were raised. This process not only helped ensure that the findings were trustworthy and grounded in participants' actual experiences, but also aligned with the principles of narrative inquiry, which emphasize collaboration and co-construction of meaning between the researcher and participants (Clandinin & Connelly, 2000; Riessman, 2007). By integrating member checking into the research process, I minimized the risk of misrepresentation and enhanced the overall credibility of the study.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion of the study, based on data collected from semi-structured interviews and narrative frames with three EFL students. The aim is to explore their perceptions and experiences in using DeepL Translate for academic writing.

A. Finding

In this section, the findings will explain participants' perceptions of using DeepL Translate in academic writing. The participants in this study were university students who had experience using DeepL Translate in their academic writing process. Data for this research were collected through semi-structured interviews and narrative frame. I found that participants frequently utilized DeepL Translate to support their writing, demonstrating varying levels of reliance on the tool. This aligns with the focus of the study.

To obtain the necessary data, I explored several aspects, including students' perceptions of DeepL Translate over time in their academic writing, their

routines and strategies when using the tool, and the external factors that influenced their use of DeepL Translate. In conducting this study, I interviewed three participants.

The three participants in the interview were coded as follows:

No.	Name	Semester	Gender
1.	BS	8	F
2.	AN	8	F
3.	UL	8	F

Table 4.1 Codes of Research Participant

To find out the complete research results, I collected them by presenting them in several points, as follows:

1. BS's Story

1.1 Performance Expectancy

In her early experiences with academic writing, BS often felt lost. Writing formal essays and structured papers in English wasn't easy. Her sentences used to feel awkward and lacking fluency.

Everything changed when she discovered DeepL Translate. It didn't just offer translation, it became her writing companion. *"I think it's really useful, to be honest. Especially when I'm working on essays or reports that require formal language,"* she admitted.

What stood out most for her was the naturalness of the results. DeepL Translate didn't produce robotic or stiff translations. Instead, it reconstructed her ideas in ways that sounded polished and academic. *"It doesn't just translate word by word. Instead, it makes the sentences sound more natural and structured,"* she explained. This quality made DeepL Translate different from the tools she had previously used like Google Translate.

Since using DeepL Translate, She has noticed a significant improvement in the quality of her writing. The impact was not only visible in the structure but also in her confidence as a student. *"My writing is way more structured and readable,"* she said. The clarity in her work made her feel better prepared to face academic evaluations. *"It makes me feel more confident about submitting my work,*

knowing that the language quality is better.” For her, DeepL Translate was not just a tool, it was a silent supporter in every paper she submitted.

1.2 Effort Expectancy

Simplicity is a key factor that influences the acceptance of technology, especially among students juggling multiple academic demands. For BS, the ease of use offered by DeepL Translate was a decisive reason for her continued use. She expressed her appreciation directly, saying, *“It’s super easy.”* This immediate response highlights her satisfaction with the platform’s user-friendly design. With minimal steps, just copying and pasting She could access translations without any technical complications. For a student who prioritizes efficiency, this simplicity significantly reduced the cognitive load typically associated with writing in a second language.

Still, her experience wasn’t without minor challenges. While DeepL Translate was helpful in most cases, BS noticed that certain writing tasks required more than a generic translation. Academic

writing, in particular, often involves specific tones, structured arguments, and discipline-based conventions that not every translation tool can automatically accommodate. *“I have to tweak the translation a bit, especially if I’m working on a paper that requires a specific writing style,”* she explained. This adjustment process shows that while the tool is accessible, it still demands active engagement and critical thinking from the user skills that BS appears to have developed over time.

What’s particularly insightful is how BS envisioned potential improvements for the tool based on her academic needs. Her suggestion *“I wish DeepL had an option to adjust the formality level, like, whether I want it to sound more academic or casual”* demonstrates a maturing understanding of academic discourse. It reflects her transition from passive tool user to an active evaluator, someone who not only benefits from technology but also reflects on how it could evolve. Her comment indicates that the more she learns about academic writing, the more she expects from the tools that support her growth.

1.3 Social Influence

Sometimes, the most impactful tools enter our lives not through advertisements or academic endorsements, but through a simple recommendation from someone we trust. For BS, the push toward trying DeepL Translate came from a senior at her university. *“Actually, it was a senior from my campus who introduced me to it,”* she recalled. At a moment when she was struggling with how to phrase an abstract, that recommendation became a turning point. *“They recommended it when I was struggling with an abstract, saying it would make the English sound more academic.”* The influence was not forced or formal, but carried weight simply because it came from someone who had walked the same academic path before her.

This anecdote reflects how social circles within educational settings often act as catalysts for adopting new tools. Peer influence, particularly from those perceived as more experienced, tends to validate the credibility of a resource. For BS, her senior’s suggestion didn’t just encourage her to try

DeepL Translate, it gave her confidence that it was the right tool for the job. *“I tried it out and immediately felt the difference.”* The immediate improvement in her writing reaffirmed her trust in the suggestion and illustrates how positive peer influence can significantly shape technology adoption, especially in academic environments.

What’s more, this moment speaks to the culture of support that can emerge in learning communities. While academic writing is often seen as a solitary pursuit, her experience shows that collaborative encouragement plays a role in shaping students’ learning strategies. The social dynamic here is not just about popularity or trends, it’s about academic survival and shared experiences, passed down through trusted voices.

1.4 Facilitating Conditions

Having access to technology is one thing, but knowing how to combine tools effectively is another level of digital literacy. BS doesn’t rely solely on DeepL Translate; she complements it with other

applications to maximize her academic output. *“Sometimes I use QuillBot to paraphrase sentences that sound too repetitive,”* she shared. For her, DeepL Translate is not the only hero in the story, it’s part of a team. This reflects her growing awareness that no tool is perfect in isolation, and that true efficiency lies in strategic combination.

What this shows is more than just convenience, it reflects a self-driven learner who is actively building her academic toolkit. She recognizes the strengths and limits of each digital aid, and instead of passively accepting their suggestions, she engages critically with them. DeepL Translate provides the structure and academic tone she needs, while QuillBot helps to refine and reshape ideas to avoid redundancy. *“The combination of both tools really improves my writing quality,”* she noted, with a quiet confidence born from experience.

This act of pairing tools also reveals the subtle but important conditions that facilitate her academic growth. She has the internet access, device

availability, and digital literacy that allow her to explore, compare, and choose between platforms. These conditions are often invisible in the conversation about student performance, yet they quietly determine the possibilities for success. Without these underlying supports: access, time, exposure to different tools, her journey might have looked very different.

Moreover, BS doesn't treat technology as a crutch but as a springboard. The way she uses these platforms suggests an emerging writer who is learning how to trust her own judgment, not just the AI-generated outputs. It's in the act of refining, cross-checking, and customizing the results that she truly engages with her academic writing process. She understands that while tools like DeepL Translate are powerful, they work best when the user remains in control. This conscious, reflective approach shows not only her adaptability but also her ownership over her own learning journey.

2. AN's Story

2.1 Performance Expectancy

For AN, DeepL Translate quickly became a vital part of her academic toolbox. Initially, it was a lifeline, helping her fill the gaps in her vocabulary and structure that left her feeling unsure. *“It’s quite helpful, especially when I’m stuck trying to find more formal or academic expressions,”* she shared. Writing essays and research papers became less about struggling with unfamiliar words and more about focusing on her ideas. DeepL Translate helped her transform her simple, sometimes clumsy sentences, into something that sounded more professional, more suitable for academic purposes.

The influence of DeepL Translate went beyond its immediate utility; it became a catalyst for her growth as a writer. In the beginning, AN was impressed by how quickly DeepL Translate could translate complex ideas into clear and readable English. *“It makes my sentences sound more professional and less awkward,”* she recalled, noting that DeepL Translate was far more capable than the

dictionary or Google Translate she used before. As she continued using the tool, her writing became more polished, her grades improved, and most importantly, her confidence soared. It was no longer just about finding the right words, it was about communicating ideas effectively, in the most appropriate academic tone.

What AN found most striking was the way DeepL Translate helped her find *precise* academic vocabulary, words that carried weight without being too stiff or artificial. *“I’ve noticed that my writing is clearer and more structured,”* she said, observing how the tool made her academic language not just functional, but polished. The transformation was subtle but significant, and it left her feeling more assured in her academic abilities.

2.2 Effort Expectancy

One of the first things AN appreciated about DeepL Translate was how simple it was to use. She described the tool as incredibly user-friendly, something even a beginner could navigate without

much prior experience. *“It’s really user-friendly! I just paste my text, and within seconds, I get the translation,”* she explained, a smile evident in her voice as she described the ease with which she could complete her work. The fact that DeepL Translate was designed to handle language with an understanding of context, rather than just performing word-for-word translations, was a huge relief to AN.

However, her experience with DeepL Translate wasn’t without its moments of frustration. While the tool could produce grammatically correct translations, there were times when the tone wasn’t quite right, particularly when it came to informal writing or when working with more complex texts. *“Sometimes the translations are too rigid, especially for informal texts,”* she admitted. She noticed that the translations often felt stiff or overly formal when what she needed was something more fluid, more natural.

But this small challenge didn’t discourage her. In fact, it revealed her growing expectations as a user. She started to think about how the tool could be *better*, more flexible to suit different types of writing.

“I wish it had an option to adjust the level of formality, especially for academic papers,” she suggested. This idea was a reflection of her evolving relationship with DeepL Translate, not just a tool she used passively, but one she began to actively envision improving. Her increased awareness of the subtleties of language and writing style made her desire a more tailored experience.

2.3 Social Influence

Her decision to use DeepL Translate was not entirely her own. It was a recommendation from a close friend that introduced her to the tool. *“My classmate actually recommended it when I was struggling with a writing assignment,”* she remembered. Her friend had suggested that DeepL Translate could help her write more professional-sounding sentences, and after trying it, AN was immediately convinced. This recommendation sparked the beginning of her journey with the tool, and it’s clear that social influence played an important role in her decision-making process.

The importance of peer influence in her learning journey cannot be understated. It was the casual, yet well-informed, suggestion of a friend that led her to discover a tool that would ultimately shape how she approached academic writing. This shared experience was not just about advice, it was about confidence. The recommendation made AN feel like she wasn't alone in her struggles with academic language. It felt like a community of learners, where peers could help each other navigate challenges.

2.4 Facilitating Conditions

While DeepL Translate has undoubtedly played an important role in improving AN's academic writing, it has not been the only tool in her digital arsenal. She also uses Grammarly for grammar and spelling checks and QuillBot to help her paraphrase repetitive sections of her work. *"Those three combined really help enhance my writing quality,"* she said, describing the seamless integration of multiple tools into her workflow. It was a sophisticated system that supported her at every step

of the writing process, ensuring that her final output was as polished as possible.

Yet, she is acutely aware that the convenience she enjoys is not guaranteed for everyone. *“Lack of internet can hinder my work,”* she confessed, acknowledging that access to these tools requires a stable internet connection and the right technological infrastructure. In this moment, she reflected on how external conditions, things like network stability and device availability play a crucial role in shaping how she works and what tools she can access.

Despite the challenges, AN's commitment to using DeepL Translate and other tools has made her a more self-reliant, strategic writer. While she appreciates the value of these digital tools, she remains mindful of their limitations. *“I still need to revise and refine my writing manually,”* she noted, highlighting that no machine, however advanced, can replace the human touch in academic writing. It's the combination of technology and human effort that allows her to craft work that's both polished and authentic.

3. UL's Story

3.1 Performance Expectancy

She found DeepL Translate to be incredibly useful, especially when working on assignments that required formal language. *"I find it really helpful, especially when I'm working on assignments that require formal language,"* she said. Like many students, she struggled to make her sentences sound academic, and often found herself searching for the right words. DeepL Translate made this process easier by offering her alternative phrases that sounded more professional and polished. It was as if she had a seasoned academic writer by her side, rephrasing her sentences to fit the formal tone she needed.

Using DeepL Translate had a significant impact on her academic performance. She felt that her writing was noticeably improved, and her confidence grew as a result. *"My writing sounds much better, and I feel more confident about the language quality,"* she explained. Not only did she notice the difference herself, but her lecturers also seemed to appreciate the enhanced clarity and structure in her work. DeepL

wasn't just helping her produce more professional-sounding sentences; it was actively contributing to better grades and more recognition for her efforts.

What struck UL the most about DeepL Translate was its ability to help her expand her vocabulary. *"I sometimes discover new vocabulary that I wouldn't have thought of using,"* she shared, noting that the tool often introduced words she wouldn't have considered on her own. This was a valuable learning experience, DeepL Translate didn't just make her writing sound more academic; it also broadened her understanding of the language, enabling her to express ideas in a more nuanced way.

3.2 Effort Expectancy

The ease of use of DeepL Translate was another aspect that she greatly appreciated. As a student with a busy schedule, she valued tools that were simple and effective. *"Just copy and paste, and you get the result instantly,"* she said, emphasizing how convenient the tool was. There were no complicated steps or unnecessary features to navigate;

DeepL Translate provided quick translations, allowing UL to focus more on the content of her writing rather than the technicalities of translation.

However, despite its ease of use, UL acknowledged that she still needed to double-check her work after using DeepL Translate. *“I still need to double-check everything to make sure the translation makes sense,”* she admitted. While DeepL Translate was incredibly helpful in providing the first draft, she understood the importance of reviewing and refining the translations to ensure they fit within the specific context of her academic writing. This act of reviewing helped her gain a deeper understanding of sentence structures and nuances, which contributed to her overall growth as a writer.

3.3 Social Influence

UL’s decision to use DeepL Translate was influenced by the positive reviews and recommendations she came across online. *“I read about it online when I was looking for tools to help with writing,”* she shared. As she was searching for

ways to improve her academic writing, she found numerous articles and forums where students praised DeepL Translate for its ability to produce more accurate and context-aware translations. This created a sense of curiosity, prompting her to give it a try.

The more she used the tool, the more she realized the value of the collective opinions that had shaped her decision. UL mentioned how her peers also played a significant role in her choice, particularly when she saw discussions about DeepL Translate in the university's online forum. Other students were quick to share their experiences with the tool, highlighting how it made their academic writing sound more polished and professional. This widespread appreciation from her fellow students encouraged her to adopt the tool, knowing that others were benefiting from it as well.

In a sense, the social influence she experienced acted as a form of validation. The recommendations from her classmates and peers gave her the confidence to trust DeepL Translate and integrate it into her writing process. UL felt reassured by the shared

experiences of others, as they made her believe that DeepL Translate wasn't just another translation tool but a trusted resource in the academic community. The power of social influence played a pivotal role in her decision-making process, further solidifying her belief that DeepL Translate was the right choice for her academic needs.

3.4 Facilitating Conditions

UL's writing process is not solely dependent on DeepL Translate; she also uses other tools, such as Grammarly and ChatGPT, to refine her work. *"I often use ChatGPT to brainstorm and refine ideas, and Grammarly to make sure there are no grammatical errors,"* she explained, describing a collaborative approach to academic writing. These tools, when used together, created a powerful support system that enhanced her writing process, helping her avoid mistakes and fine-tune her ideas.

Despite the benefits of these tools, She was also aware of the limitations they presented. *"Sometimes DeepL translates word by word without*

fully considering the overall meaning,” she reflected, acknowledging that there were occasional issues with context. The reliance on direct translations was sometimes problematic, particularly when dealing with longer texts or more complex ideas. *“When I paste a long text, DeepL sometimes translates word by word without fully considering the overall meaning,”* she continued, recognizing that while the tool was helpful, it wasn’t perfect.

In addition to these challenges, UL was mindful of the external conditions that influenced her ability to use DeepL Translate effectively. As with most digital tools, a stable internet connection was essential, and interruptions in connectivity could hinder her workflow. *“Lack of internet can hinder my work,”* she admitted, understanding that access to the tool required a stable online environment. Despite these challenges, She remained confident that DeepL Translate was a valuable asset to her academic writing process, offering her a steady foundation from which she could refine her work.

B. Discussion

In this study, DeepL Translate serves as a technological tool that assists students in completing their academic writing tasks more effectively. Academic writing represents the primary context where students apply this technology, requiring formal language, clarity, and coherence. Narrative inquiry is employed as the research method to deeply explore students' lived experiences, capturing how the use of DeepL Translate influences their writing process over time. By combining these three elements, the study not only highlights the perceived usefulness of DeepL Translate but also provides a nuanced understanding of how technology, writing practices, and personal experiences are interconnected in EFL academic settings.

Although DeepL Translate is primarily designed as a machine translation tool, several of its key features indirectly support the development of academic writing skills among EFL students. First, DeepL Translate offers highly accurate and natural-sounding translations that help students structure more formal and coherent

sentences, which are essential components of academic writing. Second, by exposing students to a range of academic vocabulary and syntactic structures, DeepL Translate aids in expanding their lexical repertoire and improving sentence construction. Third, DeepL's emphasis on context-aware translation enables students to better understand nuances in meaning, which is crucial for writing precise and contextually appropriate academic texts. Therefore, even though DeepL Translate is not an explicit writing tool, its ability to produce formal, grammatically accurate, and contextually appropriate language makes it highly valuable for supporting academic writing development.

The findings reveal that EFL students perceive the use of DeepL Translate as beneficial and practical in their academic writing. This perception is shaped by four key factors, as outlined in the UTAUT framework: performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al., 2003). The students' perception is generally positive as they recognize the usefulness of DeepL Translate in improving writing quality, efficiency, and accuracy.

Performance expectancy emerges as a major factor influencing students' perceptions. The participants acknowledge that DeepL Translate significantly enhances their writing quality by generating natural and academically suitable sentences. This perception aligns with the concept of performance expectancy within the UTAUT framework, where users believe that technology will improve their performance (Venkatesh et al., 2003). BS and AN particularly noted that using DeepL Translate helped them reduce awkward phrasing and made their writing sound more formal and coherent. They reported that before using DeepL Translate, they often struggled with grammatical errors and unnatural expressions, which frequently led to negative feedback from lecturers.

However, after incorporating DeepL Translate into their writing process, they noticed a marked improvement in the clarity and fluency of their texts. This finding is consistent with the study by Asmara & Kembaren (2024), which highlighted the tool's advanced neural machine translation capabilities that produce more professional outputs compared to other

translation tools. Moreover, UL shared that using DeepL Translate introduced her to new vocabulary and expressions that enriched her linguistic repertoire and made her academic texts sound more formal and sophisticated.

This perception is supported by Santosa et al. (2024), who stated that machine translation tools can enhance lexical complexity and promote vocabulary expansion. The positive impact of DeepL Translate on writing performance aligns with the findings of Lee & Briggs (2021), who reported that machine translation tools assist in reducing error rates and improving text coherence. Additionally, Tsai (2019) argued that EFL students benefit from DeepL Translate in achieving native-like writing despite language barriers, reinforcing the notion that performance expectancy positively influences the adoption of translation technology.

Effort expectancy refers to the perceived ease of using technology, where simpler and more intuitive tools are more likely to be adopted (Venkatesh et al., 2003). The participants consistently expressed that

DeepL Translate is highly user-friendly and straightforward, making it easy to use even for those with limited technical skills. BS highlighted that the practical design and quick translation process allowed her to generate well-structured texts efficiently, especially when working under time pressure. AN shared a similar sentiment, emphasizing that the tool's simplicity helped reduce the cognitive effort required to produce academic texts, allowing her to focus more on content quality.

This finding aligns with Davis' (1989) concept of perceived ease of use, which posits that users are more likely to adopt technology when it is intuitive and simple to operate. Al-Emran et al. (2018) further emphasized that ease of use significantly influences the acceptance of educational technology, reinforcing the importance of practical and accessible tools like DeepL Translate in academic writing. Participants in this study echoed these findings, noting that the simplicity and user-friendliness of DeepL made it an appealing option for students who may not have extensive technical skills. The tool's straightforward interface, requiring

just a few clicks to generate translations, made it particularly appealing for academic tasks where time and efficiency are crucial.

Social influence refers to the extent to which individuals perceive that important others believe they should use a particular technology (Venkatesh et al., 2003). In this study, participants reported that their decision to use DeepL Translate was influenced by peers, seniors, and online recommendations. BS mentioned that she first heard about DeepL Translate from a senior who recommended it as a useful tool for producing formal academic texts. AN shared that a classmate's positive experience with the tool encouraged her to give it a try. Additionally, UL discovered the tool through online reviews, which reinforced her belief in its effectiveness.

The role of social circles and digital communities in promoting technology adoption aligns with Williams et al. (2021), who found that peer influence significantly impacts students' willingness to integrate technology into their academic practices. In the context of this study, the influence of trusted

individuals and positive online feedback strengthened participants' intention to adopt DeepL Translate for academic writing. Participants shared that recommendations from classmates or online reviews gave them the confidence to try the tool. As a result, the support from their social networks not only facilitated the initial use but also encouraged continuous engagement with DeepL in their academic tasks.

Facilitating conditions refer to the extent to which technical and organizational resources are available to support the use of technology (Venkatesh et al., 2003). In this study, participants highlighted that combining DeepL Translate with complementary tools such as Grammarly and QuillBot enhanced their writing quality and addressed the tool's limitations, such as overly formal or rigid phrasing. BS mentioned that using Grammarly alongside DeepL Translate helped her ensure grammatical accuracy, while noted that QuillBot improved text coherence by paraphrasing repetitive sentences.

This multi-tool approach aligns with Lock et al. (2021), who argued that facilitating conditions improve

the practical use of technology by providing supportive resources and infrastructure. Moreover, integrating MT tools with human editing practices, as recommended by Thai et al. (2022), ensures better accuracy and coherence in academic writing. Despite its perceived benefits, students also acknowledged some challenges related to the use of DeepL Translate. One common issue was the tendency of the tool to produce overly formal or unnatural sentences, requiring users to perform manual adjustments.

Participants also expressed concerns about the risk of over-reliance on the tool, which might hinder the development of independent writing skills. As noted by Alburaih & Algraini (2024), excessive dependence on machine translation can lead to reduced critical thinking and language awareness. To address this issue, participants suggested that DeepL Translate should be used as a supplementary tool rather than the primary method for composing academic texts. Educators should also emphasize the importance of critical evaluation and post-editing to maintain the quality and authenticity of students' writing.

Behavioral intention, as outlined in the UTAUT framework, refers to the degree to which individuals intend to use a technology based on the influence of performance expectancy, effort expectancy, and social influence (Venkatesh et al., 2003). In this study, the students' behavioral intention to use DeepL Translate is primarily shaped by their perception that the tool significantly improves their writing performance (performance expectancy), is easy to use (effort expectancy), and is recommended by peers and seniors (social influence).

Participants expressed that their intention to continue using DeepL Translate stemmed from the positive experiences they had in enhancing their writing quality and efficiency. BS shared that after receiving positive feedback from lecturers regarding the improved quality of her essays, she became more motivated to rely on DeepL Translate as part of her writing routine. Similarly, AN noted that the practical benefits, such as reduced grammatical errors and improved coherence, encouraged her to use the tool consistently for various academic tasks. The influence

of social encouragement from friends and seniors also strengthened their intention to adopt the tool continuously.

This finding aligns with the UTAUT framework, where performance expectancy, effort expectancy, and social influence collectively influence behavioral intention toward technology use (Venkatesh et al., 2003). These positive experiences appear to have encouraged participants to integrate DeepL Translate as part of their regular academic writing process, highlighting the formation of a strong behavioral intention. BS shared that after receiving positive feedback from lecturers regarding the improved quality of her essays, she became more motivated to rely on DeepL Translate as part of her writing routine.

Similarly, AN mentioned that the practical benefits, such as fewer grammatical errors and improved coherence, motivated her to consistently use DeepL for various academic tasks. She found that these improvements made her writing clearer and more polished, encouraging regular use of the tool. This aligns with the findings of Park et al. (2021), which

highlighted that a positive user experience significantly enhances an individual's intention to keep using technology.

Use behavior, on the other hand, refers to the actual utilization of the technology, which is directly influenced by facilitating conditions (Venkatesh et al., 2003). In this study, use behavior is evident from the consistent application of DeepL Translate in academic contexts, driven by the availability of supportive resources and tools that enhance the translation process. Participants reported that they often used DeepL Translate in combination with complementary tools like Grammarly and QuillBot to address its limitations and improve text quality.

This integration of multiple tools reflects the importance of facilitating conditions in supporting the effective and consistent use of technology. As UL explained, the presence of accessible and reliable internet connections also played a crucial role in maintaining consistent usage. This finding aligns with the UTAUT framework, which emphasizes that facilitating conditions are essential to sustaining

technology use in practice. The participants in this study demonstrated consistent use of DeepL Translate, particularly when composing essays, reports, and other formal writing assignments.

UL explained that she uses the tool not only for translating but also for rephrasing sentences to achieve a more formal and academic tone. This frequent use indicates that the positive perceptions and intentions have translated into sustained behavioral patterns. Her reliance on DeepL became part of her writing routine, especially during moments of doubt or when she aimed for higher clarity in expression. This habitual engagement suggests that DeepL is not just a one-time aid but a continually valuable resource. Moreover, the consistent application of DeepL Translate in academic contexts reflects the successful adoption of the tool, as described in the UTAUT framework (Venkatesh et al., 2003).

Overall, the findings of this study demonstrate that EFL students perceive DeepL Translate as a valuable and practical tool for enhancing academic writing. This perception is shaped by factors related to

performance expectancy, effort expectancy, social influence, and facilitating conditions, as outlined in the UTAUT framework. While the tool offers substantial benefits in terms of writing quality and efficiency, users are also aware of its limitations and the potential risks of over-reliance. Therefore, the responsible and critical use of DeepL Translate is essential to maximize its positive impact on students' academic writing practices.

CHAPTER V

CONCLUSION AND SUGGESTION

This section explains the conclusions of this research. In addition, I also provide suggestions related to the findings of this research.

A. Conclusion

EFL students perceive DeepL Translate as a valuable tool for enhancing academic writing. It helps produce natural, formal, and grammatically accurate sentences, improving writing quality. The tool's effectiveness lies in its practicality, ease of use, and ability to handle complex texts. Students are motivated to use it due to performance expectancy, ease of operation, and social influence, making it a popular choice. Consistent use is supported by facilitating conditions like internet access and complementary tools (e.g., Grammarly, QuillBot). However, it is important to balance using translation tools with critical evaluation and manual revision to maintain writing authenticity and accuracy.

B. Suggestions

Although this study was conducted with a limited number of participants and focused on a specific context, the researcher aimed to provide valuable insights into students' perceptions of using DeepL Translate in academic writing. The findings of this study are expected to be beneficial for educators in understanding the role of translation tools in enhancing writing skills. Moreover, this study can serve as a useful reference for future researchers interested in exploring similar topics.

It is recommended that future researchers investigate the long-term impact of using DeepL Translate on students' independent writing abilities, as well as compare its effectiveness with other translation or writing tools. Additionally, involving a more diverse range of participants and contexts could enrich the understanding of how translation tools influence academic writing across different proficiency levels.

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APPENDICES

Appendix 1. Interview Results

The Transcript of EFL Students Interview

Institution Name : UIN Walisongo Semarang
Institution Address : Walisongo, Tambakaji, Ngaliyan,
Semarang, Jawa Tengah
Student's Name : BS
Semester : 8
Date of Interview : March 13, 2025

Role	Interview
R	Hi, thank you for taking the time to join this interview. First, I'd like to ask, how useful do you find DeepL Translate in completing your academic tasks?
P	Hi! No problem! Hmm, I think it's really useful, to be honest. Especially when I'm working on essays or reports that require formal language. I feel like DeepL Translate does a better job than regular translators because it doesn't just translate word by word. Instead, it makes the sentences sound more natural and structured. It's been a big help when I'm writing academic papers because sometimes I just can't figure out how to phrase things properly.
R	That's interesting. So, how do you think using DeepL Translate impacts your academic performance?
P	I think it's definitely has a positive impact. Before using DeepL, I often got feedback about awkward phrasing or grammar mistakes. But now, my writing is way more structured and readable. It makes me feel more confident about submitting my work, knowing that the language quality is better.

R	I see. What about ease of use? Do you find it easy to use?
P	It's super easy. The interface is simple, and I just copy and paste my text. But sometimes, I have to tweak the translation a bit, especially if I'm working on a paper that requires a specific writing style. I wish DeepL had an option to adjust the formality level, like, whether I want it to sound more academic or casual.
R	That's a good point. Are there any challenges you face while using it?
P	Hmm... not really, but I think the biggest issue is that it doesn't always recognize academic expressions correctly. Sometimes, when I translate technical terms, DeepL changes them into something that sounds too simple or not quite right in an academic context. Also, the free version has limitations, so I can't access advanced features. I have to cross-check with other sources.
R	Did anyone or anything influence your decision to use DeepL?
P	Actually, it was a senior from my campus who introduced me to it. They recommended it when I was struggling with an abstract, saying it would make the English sound more academic. I tried it out and immediately felt the difference.
R	Besides DeepL, do you use any other technology to support your writing?
P	Sometimes I use QuillBot to paraphrase sentences that sound too repetitive. It helps a lot when I want to change the wording without losing the original meaning. The combination of both tools really improves my writing quality.

R	That's great. Thank you for sharing your experience.
P	Anytime.

The Transcript of EFL Students Interview

Institution Name : UIN Walisongo Semarang
Institution Adress : Walisongo, Tambakaji, Ngaliyan,
Semarang, Jawa Tengah
Student's Name : AN
Semester : 8
Date of Interview : March 15, 2025

Role	Interview
R	Hi, thanks for joining this interview. Let's start with the first question. How useful do you find DeepL Translate in your academic tasks?
P	Hi, sure. It's quite helpful, especially when I'm stuck trying to find more formal or academic expressions. DeepL makes my sentences sound more professional and less awkward. I often use it when writing essays or research papers.
R	That's great. So, how does it impact your academic performance?
P	I'd say it has a significant impact. Since I started using DeepL, I've noticed that my writing is clearer and more structured. My grades on writing assignments have improved too because the language sounds more polished and academic.
R	I see. Do you find it easy to use?
P	It's really user-friendly! I just paste my text, and within seconds, I get the translation. I like that it doesn't just translate word-for-word but actually considers the meaning of the sentence. But I do wish it had an option to adjust the level of formality, especially for academic papers.

R	That's an interesting observation. Any challenges you've faced while using it?
P	Not major ones, but sometimes the translations are too rigid, especially for informal texts. I still need to adjust some parts to make them sound more natural. But overall, it's manageable.
R	Okay, was there anyone who influenced you to start using DeepL?
P	Yeah, my classmate actually recommended it when I was struggling with a writing assignment. They said it could make my sentences sound more professional, and it worked.
R	Last question. Besides DeepL, are there any other tools you use for writing?
P	I also use Grammarly to check grammar and spelling mistakes. Sometimes I use QuillBot to paraphrase parts that sound too repetitive. Those two, combined with DeepL, really help enhance my writing quality.
R	Thank you so much for sharing your thoughts.
P	No problem.

The Transcript of EFL Students Interview

Institution Name : UIN Walisongo Semarang
Institution Address : Walisongo, Tambakaji, Ngaliyan,
Semarang, Jawa Tengah
Student's Name : UL
Semester : 8
Date of Interview : March 15, 2025

Role	Interview
R	Hi, thanks for taking the time to do this interview. Alright, let's get started. How useful do you find DeepL Translate in your academic tasks?
P	Heyy, I find it really helpful, especially when I'm working on assignments that require formal language. Sometimes I struggle to make my sentences sound academic, but DeepL helps a lot with that. It's like having someone professional rephrase my sentences.
R	So, how does it impact your academic performance?
P	It has a positive impact, I think. My writing sounds much better, and I feel more confident about the language quality. My lecturers also seem to appreciate the improved clarity and structure. Plus, I sometimes discover new vocabulary that I wouldn't have thought of using.
R	Good for you, how about the ease of use? Is it user-friendly?
P	Yes, absolutely. Just copy and paste, and you get the result instantly. No complicated steps or anything. But I still need to double-check everything to make sure the translation makes sense.

R	Got it. Have you encountered any challenges while using it?
P	Sometimes the output sounds a bit stiff or unnatural, especially for more conversational texts. And DeepL sometimes translates word by word without fully considering the overall meaning
R	Have you faced any difficulties while using DeepL?
P	Hmm... maybe the most common issue is when I paste a long text, DeepL sometimes translates word by word without fully considering the overall meaning.
R	Yeah, I've heard that happens sometimes. What made you start using DeepL?
P	Hmm... I read about it online when I was looking for tools to help with writing. A lot of people recommended it as a better alternative to other translators, so I gave it a try and loved it.
R	Oh, I see. Are there any other tools you use besides DeepL?
P	Yes, I often use ChatGPT to brainstorm and refine ideas, and Grammarly to make sure there are no grammatical errors. Combining these tools really boosts my writing quality and helps me avoid mistakes.
R	Smart approach. Thank you so much for sharing your experience.
P	Definitely, you're welcome

Appendix 2. Documentation of Interview



Figure 1. Interview with Participant 1



Figure 2. Interview with Participant 2

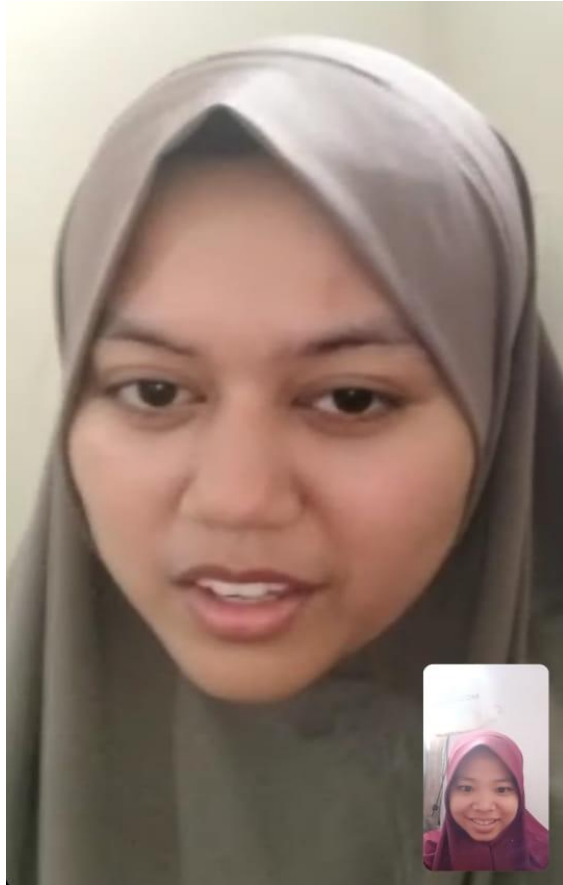


Figure 3. Interview with Participant 3

Appendix 3. Guidelines of The Research-Narrative Frame

Narrative frames are similar to narrative texts. You have likely written a narrative about your own experiences before, and writing a narrative frame follows the same idea. In this case, the narrative frame explores students' experiences using DeepL Translate. To make writing easier, this frame provides starting sentences related to the topic of the study, along with blank spaces for participants to fill in with their own experiences. These starting sentences act as a guide, helping participants structure their stories more naturally. Additionally, participants are welcome to write their responses in Bahasa.

I am an English Education Department student. The first time I had to write an academic paper, I felt _____. At that time, I used _____ to help me. When I first discovered DeepL Translate, I decided to try it because _____. One of the most memorable experiences I had while using DeepL Translate in my academic writing was

_____. While using DeepL Translate, I noticed that it helped me with_____, but I also faced some challenges, such as_____.

Compared to other translation or writing tools I have used before, DeepL Translate is_____, because_____. If I had to describe how DeepL Translate has influenced my academic writing skills, I would say that_____. Looking back, I think that DeepL Translate is (helpful/not helpful) for academic writing because_____. If I could improve DeepL Translate, I would suggest_____.

(Adapted from Barkhuizen (2014))

Appendix 3: Result of The Research-Narrative Frame

Narrative Frame BS

I am an English Education Department student. The first time I had to write an academic paper, I felt confused and unsure about how to properly structure my ideas in academic English. At that time, I used Google Translate and online dictionaries to help me. When I first discovered DeepL Translate, I decided to try it because my classmate recommended it as being more accurate than other translation tools. One of the most memorable experiences I had while using DeepL Translate in my academic writing was when it helped me write scientific papers and helped translate complicated sentences because at that time I was still using simple and unstructured language. While using DeepL Translate, I noticed that it helped me with finding more appropriate academic vocabulary and sentence structures, but I also faced some challenges, such as occasionally receiving translations that

sounded fluent but slightly missed the nuanced meaning I intended to convey.

Compared to other translation or writing tools I have used before, DeepL Translate is a more sophisticated in understanding context, because it seems to grasp academic terminology better and produces more natural-sounding translations. If I had to describe how DeepL Translate has influenced my academic writing skills, I would say that it has served as a helpful reference tool that expanded my academic vocabulary while also making me more aware of the limitations of machine translation. Looking back, I think that DeepL Translate is helpful for academic writing because it provides useful suggestions and alternative phrasings that can improve clarity, though it should be used as a supplementary tool rather than a complete solution. If I could improve DeepL Translate, I would suggest to assist users in learning and developing their writing abilities, an academic writing mode that emphasizes formal language, grammar correctness, and coherence has been added.

Additionally, explanations for proposed translations are provided.

Narrative Frame AN

I am a student majoring in English Education. The first time I had to write an academic paper, I felt overwhelmed by my lack of vocabulary. At that time, I used Google Translate and online dictionaries to help me until my friend recommended me a deepl translator tool. One of the most memorable experiences I had while using DeepL Translate in my academic writing was when I used it to translate a complex sentence, and it provided a more structured and grammatically correct version than I expected. While using DeepL Translate, I realized that it helped me in understanding the unfamiliar sentence structure and also the near-perfect grammar structure, but I also faced some challenges, such as the lack of internet would hinder the work, and also still needed other tools to revise the grammar.

Compared to other translation or writing tools I have used before, DeepL Translate is more reliable and produces more natural translations, because it considers context better and provides multiple translation options. If I had to describe how DeepL

Translate has influenced my academic writing skills, I would say that it has helped me become more aware of sentence structures and word choices, but I still need to revise and refine my writing manually. Looking back, I think that DeepL Translate is helpful for academic writing because it serves as a useful reference tool, but it should not be relied upon entirely without human revision. If I could improve DeepL Translate, I would suggest adding an academic writing mode that prioritizes formal language and grammar accuracy. .

Narrative Frame UL

I am an English Education Department student. The first time I had to write an academic paper, I felt uncertain about my writing abilities. At that time, I used a dictionary and online grammar checkers to help me. When I first discovered DeepL Translate, I decided to try it because I was curious about how it could enhance my writing and provide better sentence suggestions. One of the most memorable experiences I had while using DeepL Translate in my academic writing was when it transformed my rough draft into a well-structured and coherent paragraph, making my writing sound more professional. While using DeepL Translate, I noticed that it helped me with paraphrasing complex ideas and improving word choice, but I also faced some challenges, such as over-reliance on direct translations that sometimes didn't fit the academic context.

Compared to other translation or writing tools I have used before, DeepL Translate is more context-aware and precise, because it captures the nuances of language better and provides alternatives for better

readability. If I had to describe how DeepL Translate has influenced my academic writing skills, I would say that it has encouraged me to analyze different ways of structuring my sentences and improved my confidence in writing in English. Looking back, I think that DeepL Translate is helpful for academic writing because it serves as a learning tool rather than just a translator, allowing me to refine my writing step by step. If I could improve DeepL Translate, I would suggest integrating explanations for suggested changes and offering a feature that adapts to academic writing styles.

Appendix 3. Member Checking Statement Letter

MEMBER CHECKING STATEMENT LETTER

I, the undersigned, am the 1st participant with the initials BS. I have read the interview transcript prepared by the researcher:

Name : Azza Afkarina
NIM : 2103046016
Title : EFL Students' Perception of Using DeepL
Translate in Academic Writing: A Narrative
Inquiry Study

I confirm that the transcript is accurate and represents what I said during the interview. This statement is made truthfully and voluntarily without any coercion from any party, and it may be used accordingly for academic purposes.

Semarang, 14 April 2025
Signed,

A handwritten signature in black ink, appearing to be 'BS' or similar initials, written in a cursive style.

Participant 1

MEMBER CHECKING STATEMENT LETTER

I, the undersigned, am the 2nd participant with the initials AN. I have read the interview transcript prepared by the researcher:

Name : Azza Afkarina
NIM : 2103046016
Title : EFL Students' Perception of Using DeepL
Translate in Academic Writing: A Narrative
Inquiry Study

I confirm that the transcript is accurate and represents what I said during the interview. This statement is made truthfully and voluntarily without any coercion from any party, and it may be used accordingly for academic purposes.

Semarang, 14 April 2025
Signed,

A handwritten signature in black ink, appearing to be 'Azza Afkarina', written over a horizontal line.

Participant 2

MEMBER CHECKING STATEMENT LETTER

I, the undersigned, am the 3rd participant with the initials UL. I have read the interview transcript prepared by the researcher:

Name : Azza Afkarina

NIM : 2103046016

Title : EFL Students' Perception of Using DeepL
Translate in Academic Writing: A Narrative
Inquiry Study

I confirm that the transcript is accurate and represents what I said during the interview. This statement is made truthfully and voluntarily without any coercion from any party, and it may be used accordingly for academic purposes.

Semarang, 14 April 2025
Signed,

A handwritten signature in blue ink, consisting of stylized, cursive letters that appear to be 'UL' followed by a horizontal line.

Participant 3

CURRICULUM VITAE

A. Personal Data

Name : Azza Afkarina
Place of Birth : Sawang
Date of Birth : July 5th 2003
Address : Topang, Kec. Rangsang, Kab.
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Phone Number : 0822-8290-0145

B. Education Background

1. RA Ar-rohmah
2. SDS Islam Al-Hikmah Selatpanjang
3. MTs Syarif Hidayatullah Topang
4. MA Takhassus Al-Qur'an Wonosobo
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 14 April 2025



Azza Afkarina

NIM.

2103046016