

**ENGLISH SPEAKING ANXIETY AND THE ROLE
OF DEEPL IN LANGUAGE LEARNING: A STUDY
OF EFL STUDENTS' PERCEPTIONS'**

THESIS

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



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ABSTRACT

Title: **ENGLISH SPEAKING ANXIETY AND THE ROLE OF DEEPL IN LANGUAGE LEARNING: A STUDY OF EFL STUDENTS' PERCEPTIONS'**

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This qualitative study examined how EFL students at UIN Walisongo utilize DeepL, an AI translation tool, to manage speaking anxiety and improve their English communication skills. Through semi-structured interviews with 10 out of 172 students from the English Language Education Study Programme, purposively selected based on their Perceptions using DeepL for at least two months, the research identified that speaking anxiety primarily stems from limited vocabulary, grammatical concerns, and pronunciation fears, with heightened anxiety when speaking to instructors versus peers. The findings revealed that students strategically use DeepL as a preparatory tool rather than real-time assistance, employing it for vocabulary enhancement, sentence structure verification, and pre-speaking practice. This strategic usage effectively reduces anxiety levels, increases speaking confidence, and improves linguistic competence by providing scaffolding that bridges the gap between students' current abilities and communication goals. The study demonstrates that AI-powered translation tools can serve as effective anxiety management resources in technology-enhanced language learning when integrated thoughtfully into pedagogical practices, offering valuable insights for EFL educators seeking to address both cognitive and affective barriers in language acquisition.

Keywords: English speaking anxiety, DeepL, EFL students, AI-assisted language learning, technology-enhanced language learning.

MOTTO

Surah Ghafir (40:60):

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ

"And your Lord said, 'Call upon Me; I will respond to you.'
(Surah Ghafir: 40:60)

"The function of education is to teach one
to think intensively and critically." — Martin Luther King Jr.

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CHAPTER I

INTRODUCTION

A. Research Background

English-speaking anxiety remains a pervasive and significant challenge for many students within the context of English as a Foreign Language (EFL). This anxiety, often described as a feeling of unease or tension when required to speak in English, can hinder the development of students' linguistic competencies, particularly in communicative contexts. According to (MacIntyre and Gardner, 2019), this phenomenon is intricately linked to various psychological factors, including fear of making mistakes, self-doubt, and concerns over social judgment. The fear of speaking, especially in a foreign language, may stem from the negative consequences of making errors in front of peers or instructors, which can perpetuate a cycle of anxiety and avoidance.

In the context of EFL, the impact of speaking anxiety can be particularly detrimental. Speaking, as a fundamental skill in language acquisition, requires students to engage actively with the language in real-

time. However, anxiety (Aisah et al., 2020) impedes this engagement, often preventing students from participating in classroom discussions, group activities, or speaking exercises. This results in limited opportunities to practice, which restricts their ability to improve and refine their speaking abilities. This challenge is further exacerbated in communicative language teaching settings, where the emphasis is placed on interaction and the practical use of language.

Recent advancements in technology have provided a potential avenue for addressing this issue. Among the tools gaining attention is DeepL, a powerful translation and language processing tool that has garnered praise for its accuracy and fluency. DeepL offers students a novel approach to overcoming language barriers, particularly in the preparatory stages of speaking tasks. By providing accurate translations and contextualized suggestions, DeepL allows students to rehearse and practice speaking without the fear of making mistakes or struggling with vocabulary gaps. This creates a more secure environment for language learners, empowering them to express themselves more freely and confidently, thereby

reducing the psychological barriers associated with second-language speaking.

The growing prominence of AI tools like DeepL in language learning contexts suggests a transformative shift in how students engage with language practice. (Polakova & Klimova, 2023) DeepL functions as a scaffolding tool in language learning, which means it doesn't replace real conversation or interaction but supports students in preparing for speaking tasks. By providing accurate translations and sentence structures, DeepL helps students feel more prepared and confident before speaking. This reduces their cognitive load, allowing them to focus more on delivering their message rather than worrying about grammar or vocabulary. As a result, students are more likely to engage in speaking activities with a positive mindset, reducing anxiety. Despite the potential benefits, the effectiveness of DeepL in managing speaking anxiety remains underexplored. According to the research of (Kaya et al., 2024), While several studies have investigated language learning strategies to reduce speaking anxiety, such as peer interaction, self-practice, and language apps, there is a distinct gap in research regarding the

direct impact of AI tools like DeepL. In the words of (Nguyen, n.d.) Integrating AI in language learning could have profound implications for how students navigate speaking anxiety. However, empirical studies exploring the specific role of DeepL in mitigating this challenge are limited.

Furthermore, while students commonly employ strategies such as peer interactions and self-practice, these methods do not always provide the necessary support for overcoming deep-rooted anxiety. In contrast, AI tools like DeepL offer a unique combination of accuracy, privacy, and personalized learning Perceptions, which may help bridge the gap between traditional strategies and more innovative solutions.

DeepL helps reduce speaking anxiety by providing preparatory support, such as accurate translations, sentence structure suggestions, and vocabulary improvements. This helps students feel more prepared and confident before speaking, reduces cognitive load, and makes them more comfortable speaking in English.

This study explored the intersection of technology and emotional factors in language acquisition through qualitative interviews and analysis of students'

Perceptions with DeepL. (Li et al., 2024) identifying the specific ways in which DeepL helps students feel more prepared and confident, the research furnished valuable insights into the potential of AI to transform language learning environments and support students in overcoming one of the most common challenges faced in EFL: speaking anxiety.

B. Identification of the Problem

Speaking anxiety remains a pervasive and significant issue for EFL students, impeding their active participation in English-speaking activities. Despite the availability of various strategies aimed at addressing this challenge, many students continue to struggle with overcoming this anxiety. (Erdiana et al., 2020) Previous research suggests that language learners often experience fear of making mistakes, lack of self-confidence, and concerns over social judgment, all of which contribute to reluctance to speak English (Horwitz, Botes et al., 2020). While a broad range of studies have explored language learning technologies, few have focused on the specific impact of AI tools like DeepL in alleviating speaking anxiety (Dennis, 2024). This research gap makes investigating the possible

advantages of DeepL in treating speaking anxiety possible. The technology's ability to provide real-time translations and contextual suggestions may offer students a less stressful environment for practice, lowering anxiety and improving language proficiency. This study aims to comprehend how DeepL affects students' anxiety-reduction techniques and how it can be incorporated into language learning procedures for better outcomes.

C. Research Questions

The following inquiries serve as the research's compass in light of the previously mentioned background:

1. What main things cause EFL students to worry about speaking in public?
2. How do EFL learners use DeepL to improve their performance during speaking activities?

D. Objectives of the Study

The objectives of this research are as follows:

1. To explore why students learning English as a foreign language (EFL) Perceptions speaking anxiety.

2. To examine how EFL learners use DeepL to improve their speaking performance and reduce anxiety during speaking activities.

E. Significance of the Study

This investigation offers meaningful contributions across theoretical, pedagogical, and practical spheres by exploring the relationship between artificial intelligence technology and oral communication apprehension in EFL environments. The research delivers important perspectives on DeepL's function in facilitating language learning while tackling emotional obstacles that restrict successful communication.

1. Theoretical Significance

This investigation enhances language acquisition scholarship by illustrating how artificial intelligence addresses emotional elements including oral anxiety within EFL settings. The research confirms Vygotsky's scaffolding framework, revealing that DeepL operates as technological scaffolding that connects learners' existing capabilities with their communication aspirations, offering provisional linguistic, cognitive, and emotional assistance that progressively decreases as proficiency develops.

Furthermore, the results substantially validate Krashen's Affective Filter Hypothesis, since DeepL successfully reduces the affective barrier through anxiety reduction, confidence enhancement, and establishment of secure practice spaces that facilitate language learning. The investigation additionally corresponds with Bandura's Self-Efficacy Framework, illustrating how positive interactions with DeepL enhance learners' assurance and motivation to participate in oral activities, ultimately advancing theoretical comprehension of AI-enhanced tools' effectiveness as facilitators in technology-supported language education.

2. Pedagogical Significance

From an instructional standpoint, this investigation offers EFL instructors research-supported perspectives for successfully incorporating AI resources into language instruction environments. The results demonstrate how DeepL functions as a preparation instrument that enhances learner confidence prior to participating in verbal communication exercises, providing a more accessible and individualized practice setting that diminishes apprehension and promotes active involvement in speaking tasks. Instructors can

utilize these discoveries to create supportive educational contexts that reduce obstacles to oral practice while encouraging increased participation rates. (Rintaningrum, 2023) suggests the directs teachers in merging conventional instructional approaches with contemporary technology-based strategies, showing how to integrate AI resources with interactive methods including peer evaluation and discussion circles to establish comprehensive language learning Perceptions that particularly assist learners experiencing oral anxiety.

3. Practical Significance

At an applied level, this investigation provides implementable suggestions for addressing oral apprehension, among language education's most enduring difficulties. For learners, the research shows DeepL's capacity to create a supportive space for practicing language abilities without evaluation concerns, enabling progressive confidence development through exploration of vocabulary, grammatical patterns, and expressions that ultimately results in enhanced authentic communication. For instructors, the investigation supplies research-supported approaches

for incorporating AI resources into academic programs while maintaining equilibrium between technological and conventional approaches, providing applied solutions for encouraging oral practice without intensifying anxiety. According to (Fauzi et al., 2022) the discoveries also influence educational administrators and program designers by showing AI resources' beneficial impacts on learner assurance and achievement, potentially motivating wider technology adoption in language instruction and advancing innovative methods that address learners' emotional and intellectual requirements while enabling students to assume responsibility for their language acquisition process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. PREVIOUS RESEARCH

The study of English-speaking anxiety has been widely explored within language acquisition research. One of the seminal Foreign studies in this field was conducted by (Tran, 1986), who introduced the concept of Language Anxiety (FLA). Their research highlighted the debilitating effects of anxiety on students' performance in foreign language classrooms, emphasizing that anxiety impedes not only emotional well-being but also cognitive processing. They identified three primary components of FLA: apprehension about communication, test anxiety, and dread of being negatively evaluated. These findings are critical for understanding students' psychological barriers, particularly in speaking activities.(HORWITZ et al., 1986) It laid the groundwork for future studies exploring how different pedagogical and technological approaches can help alleviate speaking anxiety, suggesting that anxiety is a cognitive barrier affecting students'

willingness to participate and their ability to process linguistic input effectively.

Building upon this foundational work, (Alavi & Esmaeilifard, 2021) expanded the discussion by introducing the concept of "willingness to communicate" (WTC). They proposed that language learners' anxiety levels directly influence their motivation to speak in a foreign language. Their study demonstrated that anxiety negatively correlates with WTC, leading to avoidance behaviors that hinder language development. The implications of this research highlight the importance of fostering a low-anxiety environment to enhance speaking proficiency. The context of English as a Foreign Language (EFL) underscores the need for supportive mechanisms, such as AI-driven scaffolding tools like DeepL, which can mitigate anxiety by providing learners a sense of preparedness before engaging in live speaking activities.

More recent studies have investigated technological interventions in reducing English-speaking anxiety. (Bashori et al., 2022) conducted empirical research on the effectiveness of AI-based language learning tools in alleviating speaking anxiety.

Their study found that AI-powered platforms, which offer real-time feedback, automated speech recognition, and corrective suggestions, helped students feel more confident in spoken interactions. They concluded that AI tools provide a non-judgmental space for learners to experiment with language, reducing the social pressure associated with face-to-face communication. This aligns with the premise of using DeepL as a preparatory tool, allowing students to practice and refine their language output before speaking in public.

(Chen, 2021) explored the role of scaffolding in foreign language speaking practice. Their study examined how digital scaffolding tools, including AI-powered translation and language processing systems, support learners in structuring their speech, refining vocabulary usage, and overcoming cognitive overload. They found that these scaffolding strategies significantly enhance students' confidence and reduce anxiety. While they emphasized that AI tools should not replace real-life communication, they argued that they serve as a valuable support system, bridging the gap between knowledge acquisition and practical language application.

(Pérez-Paredes et al., 2023) Made a significant contribution to this field by investigating the impact of AI-driven language support tools on student engagement in EFL classrooms. Their research revealed that students who regularly used AI-based assistance tools, such as automated translators and speech processors, showed improved speaking confidence and linguistic accuracy. The study highlighted that AI technology fosters self-directed learning by providing students with a controlled, pressure-free environment to practice speaking. The findings suggest that DeepL could effectively manage speaking anxiety by offering structured practice and linguistic reinforcement.

These studies underscore the persistent challenge of language anxiety in EFL and highlight the emerging role of AI tools in addressing this issue. However, research specifically investigating the direct impact of DeepL on speaking anxiety remains restricted. To close this gap, this study looked into EFL students' Perceptions with DeepL and its potential to reduce speaking anxiety.

B. LITERATURE REVIEW

1. English-Speaking Anxiety

English-speaking Anxiety is a widespread psychological phenomenon that greatly affects language learners, particularly those studying English as a foreign or second language. It is often described as a type of communication apprehension, manifesting in feelings such as nervousness, fear, and avoidance behaviors. This type of Anxiety not only serves as a psychological barrier but also acts as a significant obstacle to learners' overall language proficiency, especially when it comes to speaking. According to (HORWITZ et al., 1986), speaking Anxiety in a foreign language classroom arises primarily from three sources: communication apprehension, test anxiety, and the fear of negative evaluation. These factors contribute to students' hesitancy to engage in spoken communication, limiting their chances to practice and stunting their language development.

At the heart of English-speaking anxiety is a combination of psychological factors, with communication apprehension being a major contributor. For many learners, just speaking in front of others brings

nervousness or even panic. This fear is compounded by the fear of negative judgment, where learners worry about making mistakes in front of peers or instructors. Horwitz emphasizes that the social context of language learning plays an important role, as learners want to be understood and accepted, thus amplifying their anxiety and making them more reluctant to speak. (Horwitz, Botes et al., 2020) As highlighted, this fear is deeply rooted in the social context of language learning, where learners strongly desire to be understood and accepted by others.

Besides communication anxiety, test anxiety also exacerbates speaking anxiety, especially in academic settings. The pressure to perform well in a speaking test or exam can increase stress levels, making it difficult for students to speak fluently or accurately under time constraints. As Jin et al. (2020) noted, the fear of failing or being judged on language proficiency causes performance anxiety, further limiting learners' willingness to engage in speaking activities and practice. This pressure to perform creates a cycle of doubt and avoidance, ultimately hindering language development (Jin et al., 2020). Emphasized that the fear of failing

speaking tests arises from the constant scrutiny of learners' perceived language proficiency, contributing to their communication hesitation.

An important factor contributing to speaking anxiety is learners' self-perception of their language ability. (Papi & Khajavy, 1994) They argue that when learners perceive themselves as language inadequate they are less likely to participate in speaking tasks. This avoidance is fuelled by the fear of making mistakes and being judged by others, which in turn exacerbates their anxiety. In contrast, learners with intrinsic motivation, as highlighted by (Aisah et al., 2020), are generally more resilient to speaking anxiety. They view speaking opportunities as opportunities for growth rather than as high-risk judgments, allowing them to deal with anxiety more confidently.

In addition to psychological factors, sociocultural pressures - particularly the desire to produce a grammatically perfect speech - can also amplify speaking anxiety. (Madibekovna & Seitzhapparovna, 2020) Found that learners with perfectionist tendencies Perceptionsd higher levels of anxiety, especially in environments that prioritized grammatical accuracy over

communication. This emphasis on perfection may cause students to become overly self-conscious and hesitant to speak, fearing that any mistakes reflected a lack of competence. On the other hand, communicative teaching environments that value fluency over accuracy can reduce anxiety, as they encourage students to take risks and see mistakes as a natural part of the learning process.

Cognitive overload plays an essential role in the development of speaking anxiety. As (Plass et al., 2020) explain, learners are often tasked with processing and producing language simultaneously during conversations, which can be overwhelming, especially for less proficient learners. Those with higher proficiency tend to Perceptions lower levels of anxiety as they can more easily access the necessary vocabulary and grammatical structures. In contrast, learners with lower proficiency may struggle to remember words or construct sentences in real time, resulting in frustration, embarrassment, and reluctance to speak.

To address these challenges, technological interventions, particularly artificial intelligence (AI), offer promising solutions to reduce speaking anxiety. AI tools such as DeepL provide a non-judgmental

environment where learners can practice their speaking skills without fearing making mistakes in front of others. (El Shazly, 2021) suggests that AI-powered platforms act as scaffolds, offering immediate feedback and allowing students to practice privately. This enable students to build up their confidence and improve their skills before they are placed in a live speaking situation, thus reducing their anxiety about making mistakes in public.

AI tools have been shown to significantly increase learner confidence and motivation by offering a controlled, low-pressure environment to practice. (Dennis, 2024) found that students who used AI platforms to practice their language skills Perceptionsd a significant decrease in speaking anxiety. In addition, AI tools such as DeepL support self-directed learning, allowing students to access practice materials and receive instant feedback at their convenience. (Chi et al., 2024) noted that this autonomy is particularly beneficial for learners who are too anxious to speak in class, as they can practice independently in a private and comfortable setting, which ultimately helps to reduce their anxiety and improve their proficiency.

So, to sum up, what we found out in this study is that it looks like anxiety Perceptionsd by individuals when engaging in spoken English does not constitute a mere case of nervousness; rather, it is a multifaceted challenge that has a significant impact on people in a variety of ways. This impact extends from the psychological distress associated with public speaking to the pressure to achieve perfection and even the cognitive overload accompanying the attempt to think and speak in a new language. While traditional classroom methods continue to have their place, observing AI tools' transformative impact on the field is encouraging. These technologies allow learners to practice without the fear of judgment, like having a patient tutor available at all times. By integrating our understanding of the factors that cause speaking anxiety with these novel technological solutions, we can develop more effective methods to assist individuals in developing confidence in their English proficiency. As AI keeps improving, it becomes an important tool that helps us take those next steps. Stone between independent practice and real-life communication, making the journey to fluency in English more attainable.

2. Use of Technology in English Language Learning (DeepL)

Technological advances are transforming the landscape of English language learning. Among all the digital tools, DeepL AI has become a standout player, going beyond just being a translation tool to become something much more valuable for language learners. It is fascinating to see how this technology has evolved to help students tackle those tricky language-learning challenges that have frustrated learners for years (Sari & Abrar, 2024).

DeepL differs from other translation programs due to its comparable methodology to how the human brain thinks. Unlike older translation tools that often produce sentences that feel stilted and unnatural, DeepL uses smart algorithms to understand context, similar to how a native speaker thinks. This allows users to get natural and relevant translations in everyday conversations. When trying to find the equivalent of an English word or check the structure of a sentence, DeepL provides a translation that is not only grammatical but also more fluent and easy to understand according to the context (Polakova & Klimova, 2023). This advanced technology

allows DeepL to produce translations that are not only grammatically correct but also more natural and fluid, especially when compared to basic translation tools like Google Translate. For language learners, in particular, this function is helpful since it aids with vocabulary retention and constructing grammatically correct and contextually appropriate sentences. Many language learners often face difficulties remembering words or organizing sentence structures, especially in the early stages of language acquisition. By using DeepL, they can quickly check and correct their translations, ensuring the words used are appropriate to the intended context.

DeepL as a Scaffolding Tool in Language Learning. Although DeepL is widely recognized as a translation tool, its potential as a scaffolding tool in language learning is very important and often overlooked. Scaffolding in an educational context refers to support structures that enable learners to perform tasks they cannot do independently. In this case, DeepL can serve as a tool that allows learners to prepare their sentences before communicating directly. By comparing the original sentences with the AI-enhanced translations, learners can identify areas that need improvement, both

in word selection and sentence structure, which in turn improves their linguistic accuracy (Ölmezer-öztürk & Öztürk, 2021); this comparison process not only assists learners in evaluating the quality of their translations but also provides an opportunity to understand why a sentence is more appropriate or natural in the target language. This is especially valuable for those just starting to learn a language, as it gives them confidence in experimenting with language without the fear of producing incorrect sentences. DeepL facilitates more independent language development as a responsive tool, encouraging learners to be more active in formulating sentences and honing their language skills.

Moreover, the real-time feedback provided by DeepL is particularly beneficial in reducing learners' anxiety when speaking. English-speaking anxiety often arises from the fear of making mistakes in front of others. DeepL creates a non-threatening space where learners can experiment with language, build their skills, and gain a sense of preparedness before facing more challenging real-world communication tasks. This proactive approach to practice helps reduce the stress and fear associated with speaking in English, allowing

learners to gain confidence and improve at their own pace.

Supports Autonomous Learning Besides functioning as a scaffolding tool, DeepL promotes autonomous learning, which is essential in language acquisition. It allows learners to practice at their own pace, input sentences or phrases, receive instant feedback, and refine language skills without fear of judgment. This self-paced learning is especially beneficial for those who feel anxious about speaking, as it provides an opportunity to practice privately and safely. Research suggests that AI technologies such as DeepL can encourage more structured and self-directed learning, allowing students to take control of their educational journey and improve their language skills effectively (Huang et al., 2022)

Challenges of Over-reliance on AI in Language Learning While DeepL provides various benefits in language learning, there are concerns regarding over-reliance on technology. It offers accurate translation and contextualized grammar correction but cannot replace the social interaction essential in language learning. Language acquisition is a social process that requires

spontaneous conversations and in-person interactions, which AI cannot fully understand - especially regarding conversation management, responses to unexpected questions, or interpretation of non-verbal cues. Over-reliance on AI can inhibit learners from encountering the nuances of real-world conversations, which are crucial for achieving language fluency and proficiency, according to (Darwin et al., 2024).

Role of Educators in Integrating AI in Language Learning Educators have a crucial role in integrating tools like DeepL in language learning. Teachers should encourage students to use DeepL to prepare speaking tasks or improve their writing while enabling them to engage in live conversations. A balance between AI-based learning and real-world communication allowed learners to develop the fluency, spontaneity, and adaptability skills required in true language acquisition. Moreover, educators also need to teach students to evaluate the feedback provided by DeepL critically, ensure that they understand the language rules and underlying grammar concepts, and stay actively engaged in their learning process (Prayudi et al., 2021).

In conclusion, DeepL makes a major contribution to language learning by facilitating the development of vocabulary, grammar, and speaking skills naturally and confidently. Through its ability to provide instant, contextualized feedback, DeepL helps reduce speaking anxiety and encourages self-directed learning. However, to achieve true language acquisition, this technology must be balanced with in-person interactions that focus on communication's social and non-verbal aspects. Therefore, the role of educators is crucial in directing the use of tools such as DeepL in a more holistic context, blending technology with real-world conversations to create a more comprehensive and effective learning Perceptions (Bashori et al., 2022).

3. EFL Students' Perceptions

EFL Students' Perceptions and Challenges in Oral English Mastery Students studying English as a Foreign Language (EFL) often face challenges in mastering English speaking skills. These challenges stem from factors such as language background, different proficiency levels, and the educational environment in which they study (Ellizza, 2020). One of the main obstacles for many EFL students is speaking anxiety, a

psychological barrier that can severely hinder their ability to communicate effectively. This anxiety arises from a lack of self-confidence, past educational Perceptions, and exposure to real communication situations.

One of the main factors contributing to speaking anxiety among EFL students is their educational background. In many English as a Foreign Language (EFL) teaching contexts, traditional teaching often emphasizes reading and writing skills more than speaking and listening. This focus is generally influenced by the importance of exams and standardized tests favoring written assessment over oral skills. As a result, many EFL students have a good command of grammar, vocabulary, and reading comprehension but struggle with oral communication Research (Carrier et al., 2017). The Impact of Exam-Based Education Systems on Speaking Anxiety Students from exam-orientated Education systems are often more prone to speaking anxiety. This education system emphasizes precision and perfection, with little opportunity to practice speaking. The fear of making mistakes in public can make students feel anxious and lack confidence in

speaking English. In addition, traditional EFL classes often do not provide opportunities to practice authentic speaking, such as in free conversation or debate, which makes students less trained in spontaneous communication.

The Role of Social Factors in Enhancing Speaking Confidence Social factors also play an important role in shaping EFL students' Perceptions with speaking anxiety. Interactions with classmates, teacher feedback, and the classroom atmosphere can greatly influence students' confidence levels and willingness to participate in speaking activities (Furrer et al., 2020). A supportive environment with positive feedback can reduce anxiety, while negative criticism or public correction can increase fear and self-doubt.

Technology as a Solution to Reduce Speaking Anxiety As technology in language acquisition increases, there are now more ways to reduce speaking anxiety. Tools like DeepL offer valuable support to EFL students by providing a platform to practice and refine their speaking skills outside of class (Jiang, 2024). AI-based technology provides immediate feedback in a non-

stressful setting that lets pupils hone their speaking abilities without worrying about criticism from others.

The Influence of Students' Attitudes towards the Use of Technology in Language Learning Although AI tools have great potential, they can affect how effectively these resources are implemented in their learning routines (Rahman & Kodikal, 2024). Some students see AI-based tools such as DeepL as an empowering resource for practicing independently, while others may be skeptical of their ability to improve real-world communication skills. Students who see AI as a valuable resource tend to be more active in integrating it into their learning practice (Huang et al., 2022).

The Future of AI Technology in EFL and its Potential to Reduce Speaking Anxiety As AI technology advances, the potential to help EFL students overcome speaking anxiety grew (Emmett et al., 2023). Integrating AI tools in language learning programs offers great possibilities to improve students' speaking skills and build their confidence. However, educators and learners must use AI to complement traditional learning methods, not as a complete replacement. A balanced approach, which combines technology with real-world

communication practice, is the key to success in language acquisition.

Conclusion Overall, speaking anxiety is a significant barrier for EFL students, which is influenced by their educational background, social factors, and limited opportunities for authentic speaking practice. Technology, especially AI-based tools such as DeepL, can play an important role in alleviating this anxiety by providing a safe space for independent practice and immediate feedback. However, students' attitudes towards technology and the balanced use of technology and real-world communication greatly influence the effectiveness of these tools in helping students overcome speaking anxiety and improve their language skills.

4. Relationship Between Technology and Speaking Anxiety

The role of technology in influencing speaking anxiety has become an increasingly important topic in educational research, especially with the rise of AI-assisted language learning tools. Research suggests that technology can significantly affect students' anxiety levels in language learning environments, both in positive and negative ways. On one hand, digital tools

can provide valuable scaffolding, allowing learners to practice in a less intimidating environment. On the other hand, the need to adapt to new technologies or the overreliance on AI can introduce challenges, particularly regarding digital literacy and the potential for reducing face-to-face interaction. As technology plays a central role in modern education, understanding its impact on speaking anxiety is crucial for creating balanced and effective language learning Perceptions (Syifaiddin & Yuliansyah, 2023).

One of the key ways technology mitigates speaking anxiety is by offering students the freedom to work on their speaking abilities in a quiet, self-paced environment. Many students Perceptions a heightened fear when asked to speak in front of their peers, worrying about being judged or making mistakes. AI-powered language tools, such as virtual language tutors or speech recognition software, allow learners to practice and rehearse their speech in an environment where they are not being observed. This nonjudgmental setting enabled them to refine their pronunciation, grammar, and fluency without the added stress of a live audience. According to (Listyani, 2020), This preparatory phase helps reduce

anxiety and boosts learners' confidence, making engaging in real-time conversations easier.

In conclusion, while technology offers significant benefits in reducing speaking anxiety, finding a balance between the supportive features of AI tools and the need for real-world speaking practice is essential. By incorporating AI tools to complement traditional learning methods, language educators can give students the confidence to overcome communication apprehension. At the same time, it is important to guarantee that pupils keep improving their speaking abilities spontaneously and interact with others without relying too heavily on technological aids. By exploring the relationship between technology and speaking anxiety, this research offers valuable insights into how Language learning may be improved with the use of AI technologies. Perceptions while addressing the challenges associated with speaking anxiety.

C. Conceptual Framework

The conceptual framework of this study is designed to analyze how DeepL, as an AI tool, intersects with the management of speaking anxiety among

English as a Foreign Language (EFL) students. This section explores the key conceptual foundations that inform the research, focusing on how these ideas guide the design and implementation of the study.

- **Key Conceptual Foundations:**

- 1. English-Speaking Anxiety as a Psychological Construct:**

English-speaking anxiety is conceptualized as a psychological barrier that affects language learners' ability to engage in verbal communication (Horwitz, Botes,. This anxiety encompasses feelings of fear, unease, and nervousness when speaking in a foreign language, often rooted in the fear of making mistakes and being judged. This conceptualization focuses on the internal emotional states of students, which hinder their active participation in English-speaking tasks. By addressing these barriers, this research aims to understand how AI tools can mitigate these feelings, ultimately fostering better engagement in language practice. As language learners progress in acquiring proficiency, the inability to express oneself freely and confidently

can inhibit growth, particularly in speaking tasks where real-time interaction and fluency are essential. Overcoming this anxiety can significantly improve students' participation, helping them become more comfortable with spontaneous communication.

2. AI as a Scaffolding Tool for Language Learning:

One of the central concepts in this research is using DeepL as a scaffolding tool in language learning. Scaffolding theory, initially proposed by (Vygotsky, 1995), suggests that learners achieve higher levels of understanding and skill development when supported by external tools or guidance. In language learning, AI tools like DeepL allow children to hone their writing and speaking abilities in a safe setting. This concept emphasizes the importance of preparing students for real-world communication by offering them a way to rehearse and refine their language use before engaging with others in actual speaking tasks. DeepL's ability to provide immediate, context-sensitive translations and sentence

refinements supports students in overcoming language barriers without immediate judgment from other AI tools like DeepL.

3. Self-Confidence and Self-Efficacy in Language Learning:

Self-confidence is crucial in this study, as it directly relates to overcoming anxiety. In language learning, self-confidence is often tied to learners' beliefs about their language competence (Akbari & Sahibzada, 2020). Higher-confident learners are more likely to engage in speaking tasks and participate in classroom discussions, even when encountering difficulties. By using DeepL as a preparatory tool, students can increase their confidence through repeated practice, which can gradually reduce their speaking anxiety. This research explored how DeepL affects students' perceptions of their speaking abilities, helping them build a more positive self-image as English speakers. Moreover, enhancing self-efficacy, or the belief in one's ability to execute specific language-related tasks successfully, is pivotal in helping students overcome apprehension. Through

consistent interaction with DeepL, learners may see improvements in their speaking skills, reinforcing their belief in their capacity to engage confidently in speaking situations.

4. Technology-Enhanced Language Learning (TELL):

This framework incorporates the broader concept of Technology-Enhanced Language Learning (TELL) by (Hasumi & Chiu, 2024), which refers to using digital tools to facilitate and support language learning. TELL encompasses a range of applications, from traditional language learning software to more advanced AI tools like DeepL. Integrating technology in language learning can offer significant benefits, such as personalized feedback, immediate correction, and accessible practice opportunities outside the classroom. This concept underpins the idea that technology can catalyze reducing anxiety and improving language proficiency when used effectively. While AI tools like DeepL cannot replace face-to-face interactions, they can serve as critical supports, allowing students to practice

language production in a low-stakes environment. By addressing the psychological aspects of language learning, such as anxiety, these tools provide learners with opportunities for continuous, autonomous practice, resulting in more relaxed and effective spoken communication.

5. Emotional Regulation and Anxiety Management:

Another critical concept within this framework is emotional regulation, which refers to the capacity to manage one's emotions, especially under pressure. For students with speaking anxiety, emotional regulation is essential in managing their fear and anxiety during real-time speaking tasks (Fiedler & Beier, 2015). AI tools, such as DeepL, can facilitate emotional regulation by providing students with a safe space to practice and make mistakes without fear of judgment. This supportive environment helps learners build emotional resilience, enabling them to handle speaking situations with greater ease and less anxiety. Students who feel less anxiety about making mistakes are likelier to engage actively and

enjoy the language-learning process. The role of DeepL in managing anxiety stems from its ability to create a "low-stakes" environment for practicing language production, allowing learners to fine-tune their responses and approach tasks with a calmer mindset.

- **Conceptual Foundations:**

The foundational theories and concepts guiding this study are rooted in established psychological and educational frameworks, each contributing to understanding how DeepL can impact speaking anxiety and language learning outcomes.

- 1. Social Cognitive Theory:**

Bandura's Social Cognitive Theory provides a foundation for understanding the interplay between self-efficacy, motivation, and behavior. In language learning, self-efficacy refers to A student's confidence in their capacity to do assignments in English, including speaking. This theory suggests that learners who believe in their ability to speak English was more likely to engage in speaking tasks and persevere in the face of challenges. DeepL can enhance students' self-

efficacy by providing personalized learning Perceptions that increase their confidence in speaking abilities. The AI's role is not to replace language practice but to supplement it by providing learners with the means to practice in a way that fosters greater confidence, ultimately reducing anxiety.

2. Vygotsky's Sociocultural Theory:

According to Vygotsky's Sociocultural Theory, social interaction is essential for cognitive development. This theory posits that learners acquire language through interactions with others and that external tools (such as AI) can aid in this process by providing scaffolding. DeepL is an external tool that helps students refine their language skills in preparation for real-world interactions. The theory suggests that cognitive development is maximized when learners are provided with tools that help them move from their current developmental level to the next. DeepL, by offering personalized feedback and suggestions, supports this process, enabling learners to build language skills before engaging in real-time

interactions. This allows learners to reduce anxiety as they become more familiar with language patterns and expressions.

3. Krashen's Input Hypothesis :

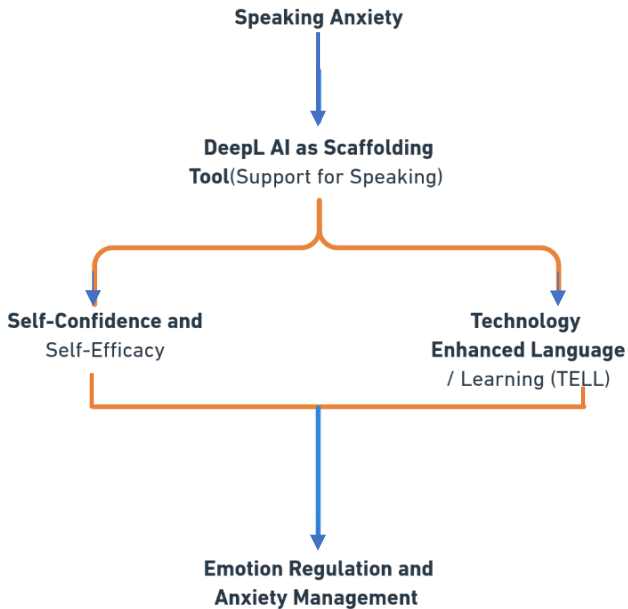
Krashen's Input Hypothesis emphasizes the importance of comprehensible input in language learning. The theory suggests that learners acquire language most effectively when exposed to language slightly above their current level of proficiency. DeepL provides learners access to accurate translations and context-based language use, which can be tailored to their current proficiency level. By helping learners understand and practice new structures and vocabulary in context, DeepL enhances their exposure to comprehensible input, which is essential for language acquisition. This can also reduce anxiety, as learners feel more prepared when using new language in real-world situations.

4. The Affective Filter Hypothesis:

The Affective Filter Hypothesis posits that emotional states influence language learning, either facilitating or hindering acquisition. When

learners are anxious, their affective filter is high, meaning they are less likely to absorb new language input. DeepL can lower the affective filter by providing students with a low-stress environment to practice and rehearse their language skills. As students gain confidence through repeated interactions with DeepL, their emotional state becomes more conducive to learning, allowing them to engage more fully in real-world speaking tasks. DeepL indirectly facilitates a more productive and effective learning Perceptions by reducing anxiety.

Conceptual Framework



Framework Flow Description

Arrow 1: From Speaking Anxiety to DeepL AI Scaffolding

This downward arrow illustrates how speaking anxiety serves as the primary catalyst that necessitates intervention. The arrow demonstrates that when learners Perceptions speaking anxiety, DeepL AI emerges as a scaffolding solution, providing technological support to bridge the gap between anxiety and effective communication. This represents

the initial step where technology intervenes to address psychological barriers in language learning.

Arrow 2: Bidirectional Connection Between Core Components

The horizontal arrow establishes a dynamic relationship between two fundamental pillars of the framework:

- Self-Confidence and Self-Efficacy: The psychological foundation encompassing learners' belief in their abilities and confidence in their speaking skills

- Technology Enhanced Language Learning (TELL): The pedagogical approach that integrates digital tools to optimize language acquisition

This connection emphasizes that technological enhancement and psychological empowerment work synergistically, with each element reinforcing the other to create a comprehensive learning environment.

Arrow 3: Convergence Toward Ultimate Goal

The final downward arrow represents the culmination of the framework, where the combined effects of enhanced self-confidence, improved self-

efficacy, and technology-supported learning converge toward the ultimate objective: Emotion Regulation and Anxiety Management. This arrow signifies the transformation from initial anxiety to developed coping mechanisms and emotional control.

Overall Framework Interpretation:

The arrow sequence depicts a progressive journey where DeepL AI functions as an educational scaffold, systematically transforming speaking anxiety into emotional competence. The framework demonstrates how technological intervention, when combined with confidence-building strategies, creates a pathway from anxiety-driven avoidance to proactive emotion regulation and anxiety management skills.

CHAPTER III

RESEARCH METHODOLOGY

a) Research Design

The research design for this study is qualitative and utilises semi-structured interviews as the primary method for data collection. The present approach has been selected for the purpose of conducting a thorough investigation into the Perceptions of EFL students who utilise DeepL to manage speaking anxiety. Semi-structured interviews are a method of data collection that allow participants the freedom to express their thoughts and Perceptions in detail, while ensuring key topics related to the research are addressed.

The collected data from the interviews were analysed using thematic analysis (Clarke & Braun, 2017). The collected data from the interviews were analysed using thematic analysis. According to Lochmiller (2021), this method allows for a systematic exploration of the data to uncover significant themes relevant to the research questions.

b) Research Setting and Participants

The research was conducted with English as a Foreign Language (EFL) students from a university in

Indonesia. The focus of the investigation is on students. Who has Perceptions using DeepL as a language-learning tool.

The following standards were used to choose the participants:

- **Research location:**

The Study involved students of the English Language Education Study Programme at UIN Walisongo, Semarang, Indonesia, who have Perceptions using DeepL as a language learning tool.

- **Selection factors for Participants:**

The following primary factors were used to choose participants:

- Firstly, applicants must have Perceptions using DeepL, even if only occasionally, for language assignments or exercises.
- Are enrolled as students in UIN Walisongo's English Language Education program.
- Furthermore, the study included individuals who exhibit a moderate to high level of speaking anxiety, as determined through an initial screening questionnaire.

This research employed purposive sampling methodology to identify participants meeting specific requirements, particularly individuals utilizing DeepL as an anxiety-reduction tool for English speaking activities. The primary selection requirements included a minimum two-month usage period of DeepL and demonstrated application of this technology in managing speaking-related anxiety.

Qualifying Participants

Eligible participants demonstrated experience leveraging DeepL for vocabulary preparation, sentence construction, and anxiety management before and during English conversations. Several participants exemplified these criteria:

P2: Employed DeepL for pre-speaking vocabulary and grammar verification to minimize anxiety

P5: Utilized the platform for sentence preparation and confidence building

P6: Applied DeepL for advance preparation of unfamiliar vocabulary, subsequently decreasing speaking apprehension

P7: Leveraged the tool for sentence validation prior to speaking, thereby improving oral confidence

P9: Demonstrated two years of consistent DeepL usage, reporting enhanced speaking readiness through translation practice

Non-Qualifying Participants

Several individuals failed to meet the established criteria due to non-usage of DeepL or preference for alternative learning approaches, including Meta AI or conventional methodologies. Examples include:

P1: Avoided DeepL usage, favoring literature reading and direct native speaker interaction for confidence development

P3: Selected Meta AI over DeepL, citing superior conversational functionality and contextual explanations

P4: Rejected DeepL in favor of mirror practice and self-recording techniques

Participant Distribution Summary

Among the ten selected individuals, the majority (P2, P5, P6, P7, and P9) satisfied the research criteria through their DeepL usage for English speaking anxiety reduction. In contrast, several participants (P1, P3, and P4) were deemed ineligible due to their non-utilization of DeepL or preference for alternative English learning methodologies.

c) Data Collection

- 1. Data Collection Method:** Data for this research was collected through semi-structured interviews with each participant, lasting 45 to 60 minutes. The interviews provided in-depth information about the participants' Perceptions with DeepL, particularly its role in reducing speaking anxiety.
- 2. Interview Format:** The semi-structured interview allows participants to express their thoughts freely while ensuring that key topics relevant to the research objectives are covered.

Table 3.1 Interview Questions for RQ1: What main things cause EFL students to worry about speaking in public?

No	Questions	Sub-Q	Variable	Indicator	Reference
1	What factors make you anxious in English?	Causes of anxiety (fear of judgment, mistakes)	Anxiety	Fear of judgment mistakes	(Hur et al., 2020)
2	Do you feel more anxious in front of	Impact of audience on anxiety	Audience effect	Anxiety difference: friends	(Komang & Wiarishi

	friends or lectures?			vs lectures	ntia, 2021)
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Table 3.2 Interview Questions for RQ2: How do EFL learners use DeepL to improve their performance during speaking activities?

No	Questions	Sub-Q	Variable	Indicator	Reference
3	Does DeepL reduce anxiety in speaking?	DeepL's impact on speaking anxiety	Tech Use and Anxiety	Perceptions with DeepL and anxiety reduction	(Lai et al., 2022)
4	Does DeepL help you feel more prepared before speaking?	DeepL's role in building confidence	Prep and confidence	Preparedness confidence boost	(Carroll et al., 2020)
5	Has your vocabulary/structure improved using DeepL?	DeepL's effect on Vocabulary and structure	Vocab and Sentence	Vocabulary, Sentence improvement	(Jiang, 2024)

6	How does DeepL assist in correcting pronunciation?	Role of DeepL in Pronunciation Correction	Pronunciation and sentence usage	Pronunciation accuracy, corrections	(Priya et al., 2023)
7	Do you feel more confident speaking in real life after using DeepL?	Confidence changes in daily situations	Confidence	Real-life speaking confidence	(Munawarah, 2024)
8	Is there a difference in confidence before and after using DeepL?	Compare confidence pre- and post-usage	Confidence comparison	Difference in confidence levels pre- and post-usage	(John et al., 2023)
9	How effective is DeepL in reducing speaking anxiety?	Self-evaluation of DeepL's impact on anxiety	Effectiveness of DeepL	Self-reported effectiveness in reducing anxiety	(Kamaluddin et al., 2024; Rahmawati et al., 2022)
10	Do you feel more comfortable	Comfort level with DeepL vs. direct	Comfort in practice	Comfort level with	(Iryna, 2022)

	practicing with DeepL than with others?	communicatio n		DeepL vs. direct talk	
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The interview questions have been systematically categorized into two distinct tables corresponding to each research question. This organization ensures focused data collection and maintains clear alignment between specific interview items and research objectives.

Table 3.1 contains questions specifically designed to identify and explore the underlying causes and factors contributing to EFL students' speaking anxiety, focusing on problem identification and anxiety sources.

Table 3.2 encompasses questions that comprehensively examine how students utilize DeepL for speaking improvement, covering usage patterns, skill development, confidence building, and effectiveness evaluation. This comprehensive approach provides detailed insights into technology integration strategies.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

1. Primary Factors Contributing to English Speaking Anxiety

a. Vocabulary Limitations as the Predominant Factor

The analysis reveals that vocabulary deficiency emerges as the most prevalent factor contributing to English speaking anxiety among EFL students. The majority of participants identified vocabulary constraints as their primary source of apprehension. Participants P6 and P8 explicitly articulated "words limitations" and "I don't know the vocabulary" as fundamental factors generating anxiety. This condition establishes a detrimental cycle wherein vocabulary inadequacy impedes idea expression, consequently intensifying anxiety and diminishing confidence in oral communication.

Vocabulary limitations extend beyond expressive abilities to encompass receptive competencies as well. When students lack sufficient lexical resources to

articulate their thoughts effectively, they tend to avoid communicative situations or employ less effective communication strategies. This phenomenon aligns with P9's revelation that limited speaking proficiency creates discomfort and necessitates extensive practice to enhance pronunciation and comfort in English communication. The psychological impact of vocabulary deficiency creates a barrier that extends beyond linguistic competence to affect overall communicative confidence and willingness to engage in English discourse.

b. Apprehension Regarding Grammatical Accuracy

Fear of committing grammatical errors manifests as the second significant theme in English-speaking anxiety. Participants P1, P5, and P7 expressed profound concerns about the accuracy of their grammar usage. P5 specifically stated, "I am anxious about whether my grammar is correct or if I will get stuck on a word or phrase," demonstrating how grammatical apprehension can obstruct fluency in speech production. This phenomenon reflects perfectionist tendencies commonly observed among language

learners who harbor concerns about being evaluated based on their linguistic precision.

This apprehension often stems from formal learning Perceptions that prioritize grammatical accuracy over communicative fluency. EFL students frequently Perceptions a dilemma between the desire to communicate spontaneously and the necessity to ensure grammatical correctness, which ultimately may impede their communicative capabilities. P7 revealed her fear of making grammatical mistakes that might prevent others from understanding her intended meaning, illustrating how grammatical anxiety correlates closely with concerns about communicative effectiveness and social acceptance within academic discourse communities.

c. Pronunciation and Accent-Related Concerns

Pronunciation and accent issues constitute a significant source of anxiety for EFL students, particularly concerns related to comprehensibility by native speakers or more proficient users. P4 expressed specific worries about her accent, especially when communicating with fluent English speakers, while P1 and P7 also voiced concerns about potentially incorrect

pronunciation. This anxiety reflects the pressure students Perceptions to achieve "native-like" pronunciation and their awareness of phonetic differences between their first language and English.

This phenomenon demonstrates the influence of native speaker norms that continue to dominate English language learning, where students feel compelled to achieve perfect pronunciation for effective communication. P9 stated that she requires additional practice to improve her pronunciation, indicating awareness of the importance of phonetic aspects in English communication. However, excessive anxiety regarding pronunciation can actually impede communicative fluency and increase stress levels during speaking activities, creating a paradoxical situation where the pursuit of phonetic perfection interferes with overall communicative competence.

d. Fear of Miscommunication and Comprehension Failures

The apprehension of being misunderstood or having to repeat utterances represents a complex anxiety factor related to overall communicative effectiveness. P2 expressed concerns about "not being

understood or having to repeat myself," while P3 worried about her ability to express ideas clearly and employ appropriate formality levels. This anxiety reflects deeper concerns about communicative competence and the social implications of communication breakdowns.

This fear often relates to previous negative Perceptions where students encountered communication difficulties or felt misunderstood. Such Perceptions can create anticipatory anxiety that leads students to avoid communicative situations or Perceptions excessive stress when required to speak. P3 also expressed concerns about speaking speed and appropriate tone usage, indicating that communicative anxiety encompasses not only linguistic aspects but also pragmatic and sociolinguistic dimensions of language use.

e. Power Dynamics in Academic Contexts

A particularly compelling finding reveals that all participants utilizing DeepL reported significantly higher anxiety levels when speaking with lecturers compared to peers. This phenomenon demonstrates the substantial influence of power dynamics and social

context on speaking anxiety levels. P1 explained feeling more anxious with lecturers because they expect academic language and proper grammar, while with friends she can be more relaxed and make mistakes without severe consequences.

The differential anxiety levels reflect varying expectations across communicative contexts. With lecturers, students feel compelled to demonstrate academic competence and professionalism, whereas with peers, they can adopt a more relaxed approach and be more forgiving of errors. P7 stated that with friends they can joke around and mistakes are not particularly problematic, but with lecturers they feel obligated to be more formal and fear negative evaluation. This illustrates how psychosocial and contextual factors play crucial roles in foreign language speaking anxiety, extending beyond purely linguistic considerations.

2. DeepL Utilization in Addressing Speaking Anxiety

a. Diverse Usage Patterns and Strategic Preferences.

Among the 10 research participants, an intriguing finding reveals that only 6 participants (P2, P5, P6, P7,

P8, P9) actively utilized DeepL, while 4 participants (P1, P3, P4, P10) chose alternative strategies or deliberately avoided translation tools. P1 and P4 explicitly stated their reluctance to become overly dependent on translation tools due to concerns about impeding natural language development. P3 selected Meta AI, feeling this platform provided more interactive conversational practice and superior contextual explanations.

This diversity in strategic preferences indicates that EFL students possess varying learning preferences and pedagogical philosophies. Some students perceive technology as a valuable auxiliary tool, while others view it as a potential impediment to authentic ability development. P4 expressed preference for practicing through English podcast listening and speaker repetition, along with natural grammar acquisition. This approach reflects confidence in more organic and expositive learning methodologies, emphasizing the importance of individualized learning approaches in language acquisition contexts.

b. DeepL as a Pre-Speaking Preparation Tool

For students utilizing DeepL, the most valued primary function involves pre-speaking preparation. P2 explained that DeepL assists in preparing appropriate vocabulary and structures, creating readiness for conversations. P6 stated "if i use deepl I can prepare whatever I have to say," demonstrating how DeepL provides a sense of control and readiness before challenging communicative situations.

This preparation strategy enables students to build confidence prior to actual speaking situations. P8 exemplified this by searching and recording unknown vocabulary using DeepL before presentations. This proactive approach helps reduce anticipatory anxiety and provides a more solid linguistic foundation for communication. P7 also revealed that through DeepL, she can observe more appropriate and neat sentence structures, enabling clearer word formulation before speaking. This preparatory function transforms DeepL from a simple translation tool into a strategic learning instrument that bridges the gap between linguistic knowledge and communicative performance.

c. Vocabulary Enhancement and Structural Sophistication

DeepL users reported significant improvements in vocabulary range and sentence structure complexity. P2 stated "I've noticed I use a more varied vocabulary, and my sentence structures are more complex thanks to the translations I get from DeepL." This enhancement encompasses both quantitative and qualitative dimensions, where students not only acquire more lexical items but also understand appropriate contextual usage.

P7 revealed frequently observing synonyms or more natural word choices through DeepL, providing superior understanding of better sentence construction methods. This indicates that DeepL functions beyond simple translation, serving as an implicit learning source for lexical variation and syntactic structures. P9 specifically appreciated DeepL's feature allowing writing style selection based on profession, facilitating appropriate sentence structure construction for academic contexts. This sophisticated usage demonstrates how advanced translation technology can contribute to register awareness and genre-specific language development.

d. Linguistic Verification and Validation Functions

One highly valued DeepL function involves linguistic verification and validation capabilities. P5 stated, "DeepL gives me the opportunity to double-check my phrases, which reduces my anxiety because I know I'm using accurate language." This verification function provides significant psychological assurance for students experiencing linguistic accuracy anxiety.

P7 utilized DeepL to verify sentence correctness before speaking, enhancing her confidence levels. This double-checking process not only ensures accuracy but also provides psychological security that reduces performance anxiety. P9 explained that DeepL assists in sentence correction when errors occur in Indonesian word writing translated to English, demonstrating how this technology helps address cross-linguistic interference. This verification function serves as a linguistic safety net that enables students to take communicative risks while maintaining confidence in their linguistic choices.

e. Safe Practice Environment Creation

DeepL provides a secure, judgment-free practice environment crucial for students experiencing social anxiety in foreign language speaking. P9 expressed "when I talk to DeepL I don't feel like people are annoying me or people will judge me, because I am free to make mistakes, I feel comfortable for myself." This non-evaluative environment enables students to experiment with language without fear of negative social consequences.

P5 stated that practicing with DeepL feels safer due to absence of direct conversational pressure. This condition allows students to learn at their own pace and make mistakes as part of the learning process. However, P7 provided an important caveat that despite DeepL's helpfulness in preparation, direct practice with others remains necessary for achieving genuine fluency. This balanced perspective recognizes technology's supportive role while acknowledging the irreplaceable value of authentic human interaction in language development.

B. Discussion

Theoretical Implications and Connections to Existing Literature the findings of this investigation

align substantially with established theories in second language acquisition and anxiety research. The predominance of vocabulary limitations as an anxiety trigger corresponds with Krashen's Input Hypothesis, which emphasizes the crucial role of comprehensible input in language acquisition. When students lack adequate vocabulary, they cannot process or produce comprehensible output, creating a linguistic bottleneck that manifests as communication anxiety. This finding extends MacIntyre and Gardner's conceptualization of foreign language anxiety by demonstrating how specific linguistic deficiencies translate into broader psychological barriers.

The manifestation of heightened anxiety in asymmetrical power relationships (student-lecturer interactions) supports Norton's investment theory and Bourdieu's concept of linguistic capital. Students recognize that academic contexts require demonstration of linguistic competence as a form of cultural capital, intensifying performance pressure. This phenomenon illustrates how language anxiety transcends purely linguistic dimensions to encompass

social, cultural, and institutional factors that shape communicative Perceptions in educational settings.

The effectiveness of DeepL as a preparatory tool aligns with cognitive load theory, suggesting that reducing cognitive burden through pre-planning enables more fluent performance. By utilizing DeepL for vocabulary and structure preparation, students can allocate more cognitive resources to real-time communication rather than struggling with lexical retrieval and syntactic construction. This strategic use of technology supports scaffolded learning approaches where external tools gradually transfer competence to internal psychological processes.

Technology-Mediated Language Learning: Benefits and Limitations The diverse patterns of DeepL adoption among participants highlight the complex relationship between technology and language learning autonomy. Students who embraced DeepL demonstrated increased confidence and reduced anxiety, suggesting that appropriate technology integration can enhance psychological readiness for communication. However, participants who deliberately avoided DeepL raised valid

concerns about potential dependency and authentic skill development, reflecting broader debates in computer-assisted language learning about technology's role in promoting versus hindering natural acquisition processes.

The finding that DeepL serves primarily as a preparatory rather than interactive tool suggests its optimal function lies in supporting pre-communicative planning rather than replacing authentic interaction. This distinction is crucial for understanding how translation technology can complement rather than substitute traditional language learning approaches. The students' recognition that direct practice remains essential despite DeepL's benefits demonstrates metacognitive awareness about the limitations of technology-mediated learning.

The verification function of DeepL addresses a critical gap in traditional language learning environments where students often lack immediate feedback on linguistic accuracy. This real-time validation capability can reduce the anxiety associated with uncertainty about correctness,

potentially encouraging more experimental language use. However, the risk of over-reliance on external validation rather than developing internal linguistic intuition remains a concern that requires careful pedagogical consideration.

Pedagogical Implications for EFL Instruction the predominance of vocabulary-related anxiety suggests that EFL curricula should prioritize systematic vocabulary development strategies that extend beyond rote memorization to include contextual usage, collocational patterns, and register-appropriate selection. The finding that students Perceptions differential anxiety levels across contexts indicates the need for varied practice opportunities that simulate different communicative situations, from informal peer interactions to formal academic presentations.

The effectiveness of DeepL as a confidence-building tool suggests that technology integration should focus on empowering student preparation and self-directed learning rather than replacing teacher-student or peer interaction. Educators might consider incorporating structured DeepL usage as a pre-

speaking activity while ensuring that such preparation leads to authentic communicative practice. This approach could bridge the gap between linguistic knowledge and communicative performance that many EFL students Perceptions.

The power dynamics revealed in lecturer-student interactions suggest the need for creating more supportive classroom environments where students feel safe to make mistakes and experiment with language. This might involve implementing peer feedback systems, collaborative learning structures, and formative assessment approaches that reduce the evaluative pressure students associate with formal academic communication.

Cultural and Contextual Considerations the study's Indonesian EFL context provides important insights into how cultural factors influence language anxiety and technology adoption. The emphasis on grammatical accuracy and fear of mistakes reflects educational traditions that prioritize correctness over communication, a pattern common in many Asian EFL contexts. The effectiveness of DeepL in providing linguistic validation may be particularly

relevant in cultures where face-saving and error avoidance are highly valued.

The participants' awareness of accent and pronunciation issues reflects the ongoing influence of native speaker norms in EFL education, despite growing acceptance of World Englishes and English as a Lingua Franca perspectives. This finding suggests the need for explicit discussions about linguistic diversity and communicative effectiveness that extend beyond native speaker models.

Limitations and Future Research Directions while this investigation provides valuable insights into EFL speaking anxiety and DeepL usage, several limitations warrant consideration. The relatively small sample size and focus on Indonesian university students limits generalizability to other cultural and educational contexts. Future research might explore cross-cultural variations in technology adoption patterns and anxiety manifestations across different EFL learning environments.

The study's focus on DeepL specifically, while relevant given its growing popularity, may not capture the full spectrum of technology-mediated

language learning Perceptions. Comparative studies examining different translation and language learning technologies could provide broader insights into optimal tool selection and integration strategies.

Longitudinal research tracking students' language development and anxiety levels over extended periods of technology use would provide valuable insights into the long-term effects of tool dependency versus skill development. Such studies could help resolve concerns about whether technology integration supports or hinders autonomous language development.

In conclusions this investigation reveals the multifaceted nature of English speaking anxiety among EFL students and demonstrates the potential of technology tools like DeepL to address specific anxiety triggers. Vocabulary limitations, grammatical accuracy concerns, pronunciation anxiety, and contextual power dynamics emerge as primary factors contributing to speaking apprehension. DeepL proves effective as a preparatory tool, confidence builder, and linguistic validator for students who choose to integrate it into their learning process.

However, the diversity in technology adoption patterns and the recognition that authentic interaction remains irreplaceable highlight the importance of balanced approaches to technology integration in language education. Effective EFL pedagogy should leverage technology's strengths in supporting preparation and building confidence while ensuring abundant opportunities for authentic communicative practice.

The findings suggest that optimal language learning environments combine technology-supported preparation with varied authentic interaction opportunities, addressing both linguistic and psychological barriers to communication. Educators should consider individual differences in technology preferences and learning strategies while creating supportive contexts that reduce anxiety and promote experimental language use.

Future developments in EFL instruction should focus on creating integrated approaches that utilize technology strategically while maintaining the centrality of human interaction in language development. This balance is essential for preparing

students who are both technologically literate and communicatively competent in an increasingly connected global context.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSIONS

Based on the research findings and discussions regarding the factors contributing to English-speaking anxiety and the role of DeepL in addressing these challenges, several conclusions can be drawn:

1. Key Contributing Factors to English Speaking Apprehension

The investigation revealed four principal elements that generate speaking anxiety among EFL learners. Initially, lexical deficiencies surfaced as the most prominent and widespread catalyst for oral communication anxiety. Most respondents recognized vocabulary shortages as their fundamental concern. This situation establishes a detrimental pattern wherein insufficient ability to articulate thoughts effectively through limited word knowledge amplifies nervousness and diminishes self-assurance in spoken interaction.

Subsequently, apprehensions regarding grammatical precision emerged as the second major element in English speaking anxiety. Respondents exhibited

perfectionist behaviors that impeded smooth verbal delivery due to excessive concentration on structural correctness rather than communicative efficacy.

Additionally, articulation and accent challenges represent a substantial anxiety source, especially concerning worries about comprehensibility to native speakers or advanced users. This uneasiness demonstrates the burden to attain native-speaker-like proficiency and recognition of phonetic distinctions between mother tongue and English.

Finally, hierarchical relationships in educational settings revealed that every participant Perceptionsd markedly elevated anxiety levels during interactions with instructors versus classmates. This occurrence illustrates the considerable impact of social-psychological and situational elements on speaking anxiety intensity.

2. DeepL's Function in Mitigating Speaking Apprehension

The investigation uncovered varied DeepL utilization patterns among respondents, with 6 of 10 students regularly employing DeepL, while 4 respondents selected alternative approaches. For DeepL adopters, the

platform operates successfully through multiple mechanisms.

Functioning as a pre-communication preparation instrument, DeepL allows learners to organize suitable vocabulary and constructions, establishing preparedness for demanding communicative scenarios. This preparatory role assists in diminishing anticipatory nervousness and supplies a stronger linguistic base.

Serving as a vehicle for lexical expansion and structural refinement, DeepL adopts documented considerable advances in vocabulary breadth and sentence construction complexity. The platform operates as an indirect learning resource for word variety and more advanced syntactic patterns.

Operating as a linguistic confirmation and validation mechanism, DeepL delivers substantial psychological reassurance for learners experiencing linguistic precision anxiety. This verification process not only guarantees correctness but also supplies psychological comfort that diminishes performance apprehension.

Functioning as an architect of secure practice spaces, DeepL offers a training environment devoid of criticism and social tension, permitting learners to explore

language without concerns about adverse social reactions.

Theoretical and Pedagogical Implications the findings of this study align with established theories in second language acquisition and anxiety research. The dominance of vocabulary limitations as an anxiety trigger supports Krashen's Input Hypothesis, which emphasizes the crucial role of comprehensible input in language acquisition.

The manifestation of increased anxiety in asymmetric power relationships supports Norton's investment theory and Bourdieu's concept of linguistic capital, where students recognize that academic contexts require demonstration of linguistic competence as a form of cultural capital.

The effectiveness of DeepL as a preparation tool aligns with cognitive load theory, showing that reducing cognitive load through early planning enables smoother performance.

B. SUGGESTIONS

Based on the research conclusions, the author presents several suggestions as follows:For Educational Practitioners

Suggestions for EFL Educators

Given the dominance of vocabulary-related anxiety, EFL curricula should prioritize systematic vocabulary development strategies that transcend mechanical memorization toward contextual usage, collocation patterns, and register-appropriate selection. Educators should integrate the structured use of DeepL as pre-speaking activities while ensuring that such preparation leads to authentic communicative practice. This approach can bridge the gap between linguistic knowledge and communicative performance.

Furthermore, creating a more supportive classroom environment where students feel safe to make mistakes and experiment with language is crucial. This can involve implementing peer feedback systems, collaborative learning structures, and formative assessment approaches. Providing varied practice opportunities that simulate different communicative situations, from informal interactions with peers to formal academic presentations, better prepared students for real-world communication challenges.

Suggestions for EFL Students

Students should develop metacognitive awareness about the factors that trigger their speaking anxiety and develop coping strategies appropriate to individual needs. For students who choose to use technologies like DeepL, it is important to maintain a balance between technological support and developing authentic communicative skills through direct interaction.

Students need to recognize that making mistakes is a natural part of the language learning process and develop tolerance for ambiguity in communication. They should view DeepL as a scaffolding tool that gradually leads to greater independence rather than a permanent crutch.

Suggestions for Curriculum Development

EFL curricula should integrate strategic technology training that focuses on empowering student preparation and autonomous learning while maintaining the centrality of human interaction in language development. Implementation of blended learning approaches that combine technology-supported preparation with diverse authentic interaction opportunities addresses both linguistic and psychological barriers to communication.

The development of specialized modules that address speaking anxiety and provide concrete strategies for managing anxiety in various communicative contexts would be beneficial. These modules should incorporate both technological tools and traditional anxiety management techniques.

Suggestions for Future Research

Longitudinal research tracking student language development and anxiety levels over extended periods of technology use would provide valuable insights into the long-term effects of technology integration. Comparative studies examining various translation and language learning technologies can provide broader insights into optimal tool selection and integration strategies.

Cross-cultural research exploring variations in technology adoption patterns and anxiety manifestations across different EFL learning environments enhanced the generalizability of findings. Experimental research testing the effectiveness of various intervention strategies for reducing speaking anxiety in controlled contexts can provide stronger empirical evidence for pedagogical recommendations.

Suggestions for Learning Technology Development

Language learning technology developers should consider integrating features that support gradual confidence building and provide constructive feedback without creating excessive dependence. The development of platforms that combine technological support with authentic interaction opportunities, creating seamless bridges between preparation and communicative practice, would be highly beneficial.

Developers should focus on creating adaptive systems that can adjust their level of support based on individual learner progress and anxiety levels, gradually reducing assistance as confidence builds.

Research Limitations

The author acknowledges several limitations in this study. The relatively small sample size and focus on Indonesian university students limits the generalizability of findings to other cultural and educational contexts. The research focus on DeepL specifically may not capture the full spectrum of technology-mediated language learning Perceptions.

The qualitative research design, while providing deep insights into subjective Perceptions, cannot provide definitive causal evidence about the effectiveness of technological interventions. The relatively short observation period did not allow for analysis of longitudinal changes in anxiety levels and language skill development.

Despite these limitations, this study provides important contributions to understanding the complexity of English-speaking anxiety and the potential of technology in supporting EFL learning, while emphasizing the importance of balanced approaches that combine technological support with authentic interaction in developing communicative competence.

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APPENDICES

APPENDIX 1- PARTICIPANT CONSENT FORM

RESEARCH PARTICIPATION CONSENT FORM

Name : Ayu Yulianingsih
NIM : 2203046132
Semester : 6
Major : PBI

The research undertaken by Zayyinatul Saniyyah under the title 'English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

I understand that my participation is voluntary and that I have the right to withdraw at any time without giving a reason or imposing any consequences.

Willingness Statement:

1. I have used DeepL at least once for language practice, regardless of the frequency.
2. I feel anxious when speaking in English, especially in front of others (classmates, lecturers, or strangers).
3. I am willing to take part in an interview to provide information about my experience using DeepL to manage English speaking anxiety.
4. I consent to the use of the data I provide for this study and understand that it will be kept confidential. I also understand that my data will be protected and only used for this study. I give my full consent to participate in this study.

Signature of Participant:



Ayu Yulianingsih

RESEARCH PARTICIPATION CONSENT FORM

Name : *Nafa Kromatur Zulfa*
NIM : *2203046124*
Semester : *6*
Major : *PBI*

The research undertaken by **Zayyinatuz Saniyyah** under the title '**English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences**' has my consent as the undersigned.

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Signature of Participant:


.....*Nafa Kromatur Zulfa*.....

RESEARCH PARTICIPATION CONSENT FORM

Name : AISTYA RIMANINGRUM
NIM : 2203046090
Semester : 6
Major : PBI

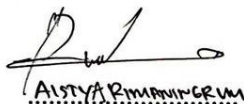
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Signature of Participant:



AISTYA RIMANINGRUM

RESEARCH PARTICIPATION CONSENT FORM

Name : *Kaila Zahra Safira*
NIM : *2203040136*
Semester : *6*
Major : *PBT*

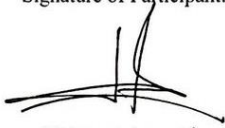
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Signature of Participant:



(Kaila Zahra S.)
.....

RESEARCH PARTICIPATION CONSENT FORM

Name : Nafisah Nailur Rahma
NIM : 2203046121
Semester : 6
Major : PBI

The research undertaken by Zayyinatus Saniyyah under the title 'English Speaking Anxiety And The Role Of Deepl In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

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Signature of Participant:



..... Nafisah N.R

RESEARCH PARTICIPATION CONSENT FORM

Name : AIFA SAHABA MUR LATHIF
NIM : 2206046030
Semester : 6
Major : Pendidikan Bahasa Inggris

The research undertaken by Zayyinatuz Saniyyah under the title 'English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

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Signature of Participant:



AIFA SAHABA

RESEARCH PARTICIPATION CONSENT FORM

Name : Abdara Muntazan
NIM : 2203046053
Semester : 6
Major : PBI

The research undertaken by Zayyinat Saniyyah under the title 'English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

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Signature of Participant:



Abdara Muntazan

RESEARCH PARTICIPATION CONSENT FORM

Name : Ahmad Labib Irvani
NIM : 2203046054
Semester : 6
Major : PBI

The research undertaken by Zayyinatuz Saniyyah under the title 'English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

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Signature of Participant:



Ahmad Labib Irvani

RESEARCH PARTICIPATION CONSENT FORM

Name : Ahmad Nizar Zuhdi AHH
NIM : 2203096003
Semester : 6
Major : ELT

The research undertaken by Zayyinatuz Saniyyah under the title 'English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

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4. I consent to the use of the data I provide for this study and understand that it will be kept confidential. I also understand that my data will be protected and only used for this study. I give my full consent to participate in this study.

Signature of Participant:


.....AHMAD NIZAR.....

RESEARCH PARTICIPATION CONSENT FORM

Name : Akhsanudin Khanaf
NIM : 2202046105
Semester : 6
Major : Pendidikan Bahasa Inggris

The research undertaken by Zayyinatus Saniyyah under the title 'English Speaking Anxiety And The Role Of DeepL In Language Learning: A Study of EFL Students' Experiences' has my consent as the undersigned.

I understand that my participation is voluntary and that I have the right to withdraw at any time without giving a reason or imposing any consequences.

Willingness Statement:

1. I have used DeepL at least once for language practice, regardless of the frequency.
2. I feel anxious when speaking in English, especially in front of others (classmates, lecturers, or strangers).
3. I am willing to take part in an interview to provide information about my experience using DeepL to manage English speaking anxiety.
4. I consent to the use of the data I provide for this study and understand that it will be kept confidential. I also understand that my data will be protected and only used for this study. I give my full consent to participate in this study.

Signature of Participant:



.....
Akhsanudin Khanaf

APPENDIX 2- INTERVIEW TRANSCRIPT

Initial	Transkrip
	1. What factors typically make you anxious when speaking in English?
P1	I feel anxious because of my limited vocabulary and fear of grammatical errors. Sometimes I worry about my pronunciation and whether people will understand me
P2	I get anxious about not being understood or having to repeat myself, and I worry that I might not express myself clearly.
P3	I get nervous about speaking too slowly and not expressing my ideas clearly. I also worry about using the wrong tone or formality level
P4	I'm most anxious about my pronunciation and whether my accent makes it hard for others to understand me
P5	I am anxious about whether my grammar is correct or if I will get stuck on a word or phrase.
P6	words limitations
P7	I usually get anxious if I don't know the right vocabulary or I'm afraid of grammar mistakes. Sometimes I'm also afraid that my pronunciation will be wrong and make other people not understand what I mean.
P8	I don't know the vocabulary
P9	Usually I feel upset in speaking English Because my speaking ability is not very good I am still learning and trying to improve it I think English is my second language, so I don't use it like Indonesian. I need more practice to make myself comfortable in speaking English and make my pronunciation better, so I need more practice to speak English

P10	The factor that makes me anxious is when I'm not fluent in English language.
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Initial	Transkrip
	2. Do you feel more anxious speaking to friends or lecturers? Why?
P1	Definitely more anxious with lecturers because they expect academic language and proper grammar. With friends, I can be more relaxed and make mistakes
P2	I feel more anxious talking to lecturers because they expect a certain level of professionalism. Friends are more forgiving and casual, which makes it easier for me to speak freely
P3	More anxious with lecturers because I want to sound professional and intelligent. Friends are more understanding of my mistakes
P4	Lecturers make me more nervous because there's more pressure to sound academic and professional
P5	I feel more anxious with lecturers because I want to sound professional and knowledgeable, whereas friends are more understanding
P6	Yes sometimes, when I speak and don't know some English words, it makes me anxious.
P7	I think I feel more anxious when talking to lecturers. If you talk to friends, you can still joke around and if you make mistakes, they don't really care. But with a lecturer, I feel like I have to be more formal and I'm afraid I'll be judged poorly.
P8	Yes, because of the limited vocabulary that I know
P9	Yes, I feel more in love when talking to lecturers, because I am afraid of being trusted for my English skills but with my friends, I feel more comfortable

	because they know me and I know them we don't need to punish ourselves
P10	Yes, lack of self-confidence

Initial	Transkrip
	3. Do you feel DeepL helps reduce your speaking anxiety in front of friends or lecturers? Why?
P1	I don't use DeepL because I want to develop my natural language skills. I think relying on translation tools might make me too dependent
P2	Yes, DeepL helps me prepare by ensuring I have the correct vocabulary. It reduces the fear of making mistakes and boosts my confidence.
P3	I don't use DeepL. I actually prefer Meta AI because it gives me more conversational practice and explains context better
P4	I don't use DeepL or any translation apps. I think they create dependency and I want to develop natural speaking skills
P5	Yes, DeepL gives me the opportunity to double-check my phrases, which reduces my anxiety because I know I'm using accurate language.
P6	Yes, because I can prepare English words that I don't know yet.
P7	Yes, it is quite helpful. I can check if my sentences are correct before speaking. So I'm more confident when I speak.
P8	Yes, because deepl helps me to know the vocabulary that I don't know.
P9	yes, actually because I use DeepL for 2 years and it helps me a lot to improve my English, to prepare me

	when I have a presentation task I learn from L tips, like how to deal with words, how to make sentences, how to build good structures for English sentences
P10	Yes because it helps with English spelling and vocabulary

Initial	Transkrip
	4. Does DeepL help you feel more prepared before speaking in English?
P1	I don't use DeepL. Instead, I prepare by reading English books and practicing with my dictionary to build authentic vocabulary
P2	Yes, I use DeepL to check my vocabulary and structure, which makes me feel ready for conversations.
P3	I don't use DeepL. I use Meta AI to practice conversations and get explanations about when to use certain phrases appropriately
P4	I don't use DeepL. I prepare by practicing in front of mirrors and recording myself to hear how I sound
P5	Absolutely! DeepL allows me to review and prepare before conversations, giving me a sense of confidence
P6	yes, if i use deepl I can prepare whatever I have to say
P7	Yes, because I can see a neater and more appropriate sentence structure. So before speaking, I can formulate clearer words first.
P8	Yes, because before I make a presentation for example, I will search and record vocabulary that I don't know in deepl.
P9	Yes, I always use DeepL for my assignments. In the English Department of Education, we have to use

	English fully for our assignments. And DeepL is very helpful.
P10	Yes because we can study the structure

Initial	Transkrip
	5. Do you feel your vocabulary or sentence structure has improved after using DeepL?
P1	I don't use DeepL, but I've improved through traditional methods like reading English literature and practicing with native speakers
P2	Absolutely. I've noticed I use a more varied vocabulary, and my sentence structures are more complex thanks to the translations I get from DeepL.
P3	I don't use DeepL, but Meta AI has helped me understand sentence structures better because it explains the 'why' behind language choices
P4	I don't use DeepL. My improvement comes from reading English novels and watching English movies without subtitles
P5	Yes, I have learned a lot of new vocabulary and sentence structures, which has improved my speaking skills
P6	yes, I use deepl to look up words that I don't know.
P7	Yes, I often see synonyms or other more natural word choices. So I have a better understanding of how to construct better sentences.
P8	Yes, because I think deepl has the advantage of analyzing the correct structure.
P9	Yes, from my Perceptions, DeepL helps me to make my English feel better, especially for building the structure sentence, because we can choose how to write the sentences based on our profession and DeepL does it well.

P10	yes, because we can the effective and the support student's language
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Initial	Transkrip
	6. How does DeepL assist you in correcting pronunciation or complex sentences?
P1	I don't use DeepL. For pronunciation, I use YouTube videos and language apps. For complex sentences, I study grammar books
P2	DeepL doesn't help directly with pronunciation, but seeing correct sentences and translations helps me learn how to say things more naturally.
P3	I don't use DeepL. Meta AI helps me understand complex sentences by breaking them down and explaining the grammar rules.
P4	I don't use DeepL. For pronunciation, I listen to English podcasts and repeat after speakers. For complex sentences, I study grammar naturally.
P5	While DeepL does not correct pronunciation, it helps me with sentence structure, which helps me with my overall fluency.
P6	I sometimes use the voice feature on deepl
P7	For pronunciation, maybe not so much because DeepL focuses more on text. But when it comes to sentences, I can check if there are any mistakes or maybe it can be made simpler to make it easier to pronounce.
P8	DeepL helps to translate languages, such as Indonesian to English with a good structure.
P9	yes, DeepL helps us to correct this sentence like when we make mistakes in writing Indonesian words and translate to English DeepL will fix it.

P10	DeepL helps by correcting difficult vocabulary by replacing it with new vocabulary
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Initial	Transkrip
	7. After using DeepL, do you feel more confident speaking in real-life situations?
P1	Since I don't use DeepL, I build confidence through direct practice and accepting that making mistakes is part of learning
P2	Yes, after practising with DeepL, I feel more secure in my knowledge of the language, which gives me more confidence to speak.
P3	I don't use DeepL, but Meta AI conversations have made me more confident because I can practice dialogue scenarios
P4	I don't use DeepL, but I've become more confident through gradual exposure and accepting that imperfection is okay
P5	Yes, I feel more confident when speaking because I've practised and can rely on the accurate translations I get from DeepL
P6	Yes, because I know what words to say in English.
P7	Yes, because I'm less afraid of making mistakes. At least I have checked before speaking, so I feel more confident.
P8	Yes, because DeepL really provides facilities that make it very easy in English.
P9	Yes, I feel more confident when I speak with others, because I am ready to speak with the person. So yes, it helps me become more confident.
P10	yes, there is because the platform is the vocabularies, and this difference helps in spelling and using vocabularies

Initial	Transkrip
	8. Is there a difference in your speaking confidence before and after using DeepL?
P1	I don't use DeepL, but my confidence has improved through consistent practice and gradual exposure to English conversations
P2	Yes, before using DeepL, I would be worried about making mistakes. After using it, I feel more confident in expressing myself correctly
P3	I don't use DeepL, but since using Meta AI for practice conversations, I feel more prepared for real interactions
P4	I don't use DeepL. My confidence has grown through real-world practice and learning from actual conversations
P5	Yes, after using DeepL, I feel more confident because I know I have practised and have the correct language to use.
P6	yes, because before using deepl there were some words that I didn't know, which made me anxious. after using deepl I am more confident.
P7	Yes, there is. I used to hesitate a lot when speaking, afraid that the grammar would be weird. Now I'm more relaxed because I'm more used to it and know better alternative words or ways of speaking.
P8	There is, before I searched in deepl, it turned out that my pronunciation was wrong
P9	Yes, before using DeepL, I feel am I strong enough in speaking English, I am afraid of making mistakes, and after using DeepL to help me correcting my pronunciation, I feel more comfortable to speak and talk to people.

P10	DeepL There is because the platform is assisted by correcting it properly and the correctly
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Initial	Transkrip
	9. In your opinion, how effective is DeepL in reducing speaking anxiety? Why?
P1	I can't judge since I don't use it, but I believe the best way to reduce anxiety is through authentic practice and building real language skills
P2	DeepL is very effective because it gives me a tool to prepare and practice. Knowing I can translate words or phrases before speaking reduces my fear.
P3	I can't say about DeepL, but I find Meta AI more helpful because it's interactive and I can practice actual conversations
P4	I think translation tools might help temporarily, but they don't address the root cause of anxiety. Real practice is more effective
P5	DeepL is very effective because it gives me a tool to practice and prepare, which reduces my anxiety about making mistakes.
P6	very effective, as i said before, by using deepl I can search and prepare the words I will say, it will reduce anxiety
P7	It's quite effective, especially for preparation before speaking. But still, the most influential thing is direct practice. If I only rely on DeepL but rarely practice, i will still be nervous when speaking.
P8	Very effective, because deepl has good features and can be an auxiliary tool in the English language
P9	It's quite good because I see many lucky features in DeepL that help me reducing my speaking anxiety. So yes, I feel very helpful for DeepL.

P10	I think DeepL is quite effective, the deepL application has differences among students in its features
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Initial	Transkrip
	10. Do you feel more comfortable practising speaking alone with DeepL than speaking directly with others?
P1	I don't use DeepL. I prefer practicing with real people because it helps me get used to natural conversation flow and reactions
P2	Yes, practising with DeepL allows me to refine my skills without the pressure of real-time conversation.
P3	I don't use DeepL, but I do feel comfortable practicing with Meta AI because it's like having a patient conversation partner
P4	I don't use DeepL. I actually prefer practicing with real people because it prepares me for authentic interactions and unpredictable responses
P5	Yes, practising alone with DeepL feels safer because I do not have the pressure of live conversation
P6	No, I think it is more comfortable to practice English with friends, because deepL is only for finding unknown words
P7	Sometimes I do, because there's no fear of being judged. But if you want to be really fluent, i still have to talk to other people to get used to it and not just rely on the text.
P8	Very convenient, because not only the vocab but also the structure is very much considered
P9	Yes, of course Because when I talk to DeepL I don't feel like people are annoying me or people will

	judge me, because I am free to make mistakes, I feel comfortable for myself the speak with in my own words, and yes, I just feel free.
P10	Yes, in fact it's easier

APPENDIX 3 - INTERVIEW DOCUMENTATION

PARTICIPANT	DATE	LOCATION	PHOTO DOCUMENTATION
P1	Monday, February 24th, 2025	Edu park, Campus 2	
P2			
P3			

P4			
P5			
P6			
P7			

P8			
P9			
P10			
Let's take a picture together!			



APPENDIX 4 – CURRICULUM VITAE

A. Personal Data

- Name : Zayyinatus Saniyyah
- Place of birth : Lamongan
- Date of birth : 16th December 2002
- Address : Paloh, Paciran, Lamongan, East Java
- Email : zayyinatussaniyyah@gmail.com
- Phone-Number : 088989338958

B. Education Background

1. TK Muslimat NU Paloh
2. SD Negeri Weru 1
3. MTs Tarbiyatut Tholabah Kranji
4. MA Matholi'ul Anwar
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 20 April 2025



Zayyinatus Saniyyah