

**Using DeepL as a Translation Aid in English for
Academic Purposes Class: Students' Experiences**

THESIS

Submitted in Partial Fulfillment of the Requirement for the
Degree of Bachelor of Education in English Education
Department



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2025**

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Wassalamu 'alaikum Wr. Wb.

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ABSTRACT

Title : **Using DeepL as a Translation Aid in English for Academic Purposes: Students' Experiences**
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This study aims to explain DeepL in English for Academic Purposes. It employed a qualitative method and a narrative inquiry research design. The participants were six students of the English for Academic Purposes Class at UIN Walisongo Semarang, in the academic year 2024/2025. Data collection technique used interview with open-ended questions. Thematic analysis was used as a data analysis technique. The findings show that students believe that DeepL provides accurate and contextually appropriate translations, thus helping them to practice and understand sentence structures and vocabulary more effectively. Although the students recognized the efficiency and easy-to-use features of DeepL, they also emphasized the importance of not relying on it completely. Instead, they believe that it should be used as a supportive tool combined with critical thinking and active English practice. The study concludes that while DeepL can improve language comprehension and academic productivity, it should complement, not replace, conventional learning strategies.

Keywords: DeepL, English for Academic Purposes Students, Experiences, Translation Aid.

MOTTO

*This thesis isn't perfect, but it's mine—built from sweat, stubbornness, and the weird hope that maybe, just maybe, it's enough. – **Kayla Latifah***

*Continue to reach what your heart desires and always remember that your dreams are excited to meet you too. – **Sunghoon***

DEDICATION

This thesis is dedicated to:

1. For the campus where I study, Universitas Islam Negeri Walisongo Semarang, especially the Education and Teacher Training Faculty and English Education Department.
2. All lecturers of the English Education Department who have given me knowledge and experience.
3. For English teachers and future researchers.

Love and respect them. Thank you, there are no other words I can say other than praying to Allah to always repay all your kindness.

AKNOWLEDGMENT

Bismillahirrahmanirrahim,

In the name of Allah, the Beneficent, the Merciful, *Alhamdulillahirobbil'alamin*, all praises have belonged to Allah SWT, The Most Gracious and Merciful. None of the best words to express my gratitude until this thesis could be finished. *Sholawat and Salam* were always given to our beloved Prophet Muhammad SAW, whom we hope to give us Syafa'at in here after, amiin.

Alhamdulillah, finally, the researcher has finished writing this final project for the requirement for the degree of Bachelor's education in the English Language Education Department of Walisongo State Islamic University (UIN) Semarang. Therefore, the researcher would like to express the deepest gratitude to:

1. Prof. Dr. H. Fatah Syukur, M.Ag, as the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Walisongo Semarang
2. The chief of the English Education Department of Walisongo State Islamic University (UIN) Semarang, Dra. Nuna Mustikawati Dewi, M.Pd.
3. Lulut Widyaningrum, M.Pd. as the Secretary of the English Education Department of Walisongo State Islamic University (UIN) Semarang.

4. Thanks to Dr. Siti Mariam, M.Pd, as my advisor, who gave good guidance, correction, suggestions, motivation, and patience for this graduation paper from the beginning until the end. May Allah always bless you.
5. Thank you to all lecturers from the Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang. Especially the lectures of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.
6. Thank you to the 6 English for Academic Purpose students of UIN Walisongo who have taken the time to become resource persons in this research.
7. For my parents, Mr. Ghozali and Mrs. Parjiyah, who always support, pray, and provide adequate facilities during my studies and thesis. Thank you for the patience and love you have given me. May Allah bestow your sustenance and give you health so that you can see me become a successful daughter in the future.
8. For my big brother, Mas Iffan Hanafi, and also my younger sister, Nafeza Al Rizky Maymonah who always supports and prays for my smoothness in working on my thesis. May Allah give you all good health.
9. Thank you to the Bogo Gang (Bela, Intan, Firda, Mawaddah, Kiya) who have given color to my university days. Thank you for all the support and memories you have

given to my life. Hopefully, we can still be good friends until we are old.

10. Last but not least, I would like to thank all the ENHYPEN and NCT members who have accompanied me in my lowest times. It was your songs and content that comforted me when I was tired and felt like giving up on everything. May your lives be filled with happiness, just like you have always given me happiness.

The researcher realizes that this thesis is not perfect. With sincere gratitude, the researcher prays that Allah SWT will reward all those who have provided support during the completion of this work. Constructive criticism and suggestions from readers are expected to improve this research. The researcher hopes that the objectives of this study can be fully achieved.

Semarang, 25 May 2025

Researcher

Kayla Latifah

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CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the research, reasons for choosing the topic, research questions, objectives, limitations, and significance.

A. Background of the research

Translation plays a crucial role as a link between different cultures and languages, providing opportunities for individuals to access information that may not be available in their first language. Translation not only serves as a tool for understanding texts but also as a method for enriching vocabulary and cultural understanding. Through translation, students can improve their reading and writing skills, while understanding the character and structure of the foreign language we are learning. In the era of globalization, the ability to translate foreign languages appropriately is becoming increasingly important, especially in the academic and professional fields, where information is widely disseminated in various languages. as Nida (1964) states, translation is a process that changes not only words but also meaning, context, and culture from one language to another. As emphasized by House (2015) that translation plays an important role in the language learning process, as it allows

students to connect the differences between the foreign language being learned and their native language.

In this era of globalization, English language proficiency is quite important for every individual. English language skills in this era of globalization are critical, not only for academic purposes but also for future careers and social interactions with people in different parts of the world. English has become a popular international language and has been widely used by almost everyone in the world. The process of interaction and integration of individuals, organizations, and governments worldwide is known as globalization. Since the 18th century, globalization has grown as a result of advancements in communication and transportation technologies. The rise in international trade and the sharing of ideas, beliefs, and cultures are direct results of this increased global engagement (Bihari Dash, 2022).

Translation technology is a focus that includes the use of software and digital tools to support and enhance the translation process. It includes two categories, that is machine translation, where a computer automatically translates text from one language to another. And computer-assisted translation, where a human translator uses tools to assist in the translation process. According to Koehn (2009) machine translation is the automated process of converting text from one language to another using algorithms and statistical

models. As stated by Pym (2023) that translation technology not only improves efficiency, but also enables wider access to information in different languages. The use of translation in the field of linguistics can serve as a means to convey messages from one language to another(Malmkjær, 2018).

Translation technology has undergone significant development since it was first introduced. When the technology was first introduced in the mid-20th century, it was a rule-based translation system. This meant that the translation process relied on grammatical rules and bilingual dictionaries. But of course, this method is very limited in terms of flexibility and accuracy, especially for complex languages. According to Hutchins (1995), rule-based systems initially rely on predefined linguistic knowledge, but often fail to capture the nuances and context necessary for accurate translation. This proves that while rule-based systems can provide acceptable results in some cases, they are still considered less effective for handling first language complexities.

The innovation of the emergence of Neural Machine Translation (NMT) is the creation of DeepL. DeepL is an artificial intelligence-based translation tool that has translation features and that can support us in various ways, whether it is translating texts for assignments, or academic work, or translating sentences to communicate with

foreigners. The use of translation in the field of linguistics can serve as a means to convey messages from one language to another(Malmkjær, 2018). DeepL was launched in 2017 by DeepL GmbH in Germany. DeepL uses Neural Machine Translation (NMT) which can provide more natural and accurate translations than previous archaic methods. With various enhancements, DeepL is now available in more languages, offers the premium service DeepL Pro, and provides API integrations for use on third-party platforms. DeepL has been widely used in education and business, assisting in the translation of academic documents and cross-language communication. DeepL is a translation technology that is now considered much better and more sophisticated than google translate. DeepL is a translation engine that has 33 languages available. DeepL can be used for free through the deepl.com web or application on desktop or smartphone. However, some features in DeepL require a subscription to be used. These features include unlimited text translation, translation of whole files, expanded customization options, maximum data security. As a machine translation, DeepL has a simple interface that makes it easy for anyone who wants to use it. In addition, DeepL can also produce translations quickly and accurately. Users can directly upload documents or copy the text they want to translate, and DeepL will immediately provide excellent and accurate translation

results. Also an argument from Koehn (2020) that state DeepL has changed the way users interact with translation tools, providing more natural and accurate results compared to previous machine translation systems.

B. Reason for Choosing a Topic

This research topic was chosen because of its high relevance in the context of language learning in today's digital age. As the use of technology in education expands, it is important to understand the impact of translation tools such as DeepL on the learning experience of non-English students. The purpose of this study is to explore the subjective views of university students, providing a deeper understanding of the challenges and benefits they face in using DeepL. Although there have been many studies on translation tools, there is still a gap in the literature focusing on the experiences of non-English speaking users. Therefore, this study will fill this gap and provide practical suggestions for educators and educational tool developers in improving the effectiveness of using translation technology in the learning process.

C. Research Question

The following are research questions regarding this study:

1. How do students' English for Academic Purposes Class experiences in using DeepL as a translation tool?

2. What benefits and obstacles do students face in using DeepL?

D. Objective of The Research

In accordance with the research questions above, the objectives of this study are:

1. To explain the experiences of non EFL students in using DeepL in English for Academic Class Purposes.
2. To describe the benefits and challenges perceived by students of English for Academic Class Purposes.

E. Limitation of The Study

This study has several limitations, including:

1. **Limited Number of Participants:** with a total of 6 English for Academic Purposes students from UIN Walisongo Semarang, the results of this study do not fully represent the population of students throughout Indonesia.
2. **Subjectivity of the Respondents:** as this study uses qualitative methods, the data to be obtained depends on the personal perceptions and experiences of the participants, the results of which may vary and may not be generalizable to a larger group.
3. **Time and Resource Limitations:** Limited research time and resources will limit the number of interviews that can be conducted, so the analysis may be limited to the experiences of a small number of respondents.

4. **Reliance on Specific Translation Tools:** The focus of this study is only on the use of DeepL as a translation tool, so this study will not discuss the use of other translation tools that may have similar roles and features.

F. Significance of The Study

This research provides some significance that will be useful for the future. Here are some of those significances:

1. **Understanding the Usability of Translation Tools.** This research can provide new and deeper insights into how non-EFL students, who may have limited experience with translation tools, experience and interact with DeepL. This understanding will help identify factors regarding its effective functioning as well as those that can be challenging, which can later guide the development of the translation tool to make it easier to use and more user-friendly.
2. **Contribution to Language Learning.** By exploring how DeepL aids in language comprehension and learning, especially for non-EFL students, this research can demonstrate the role of technology in supporting language acquisition. The results can help educators and policy makers assess whether tools such as DeepL can be effectively integrated in language curricula.
3. **Development of Effective Learning Approaches.** The results of this study can help educators to design better

learning strategies by integrating translation tools. Understanding how students use DeepL can guide educators to provide more effective guidance on the wise and efficient use of translation tools.

4. **Contribution to Research on Language Technology in Education.** This research adds to the academic literature on the relationship between technology and language learning by focusing on qualitative insights from users. It focuses on the experiences of a specific group of users, thus filling a gap in research on the impact and effectiveness of AI-based translation tools in educational settings.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes the theoretical basis and previous research relevant to this research.

A. Previous Research

The use of digital media in education has grown rapidly and is proven to increase student engagement and enjoyment in learning. As stated by Mariam et al. (2022), Engaging in digital media learning makes students enjoy themselves and be excited. There is no denying that the internet has changed education dramatically over the past 20 years. It brings primary sources into every classroom and, among other things, allows for more and faster communication between teachers and students. With digital acceleration, the education system in this country is changing. In the article entitled Indonesian Students' Voices on Utilizing U-Dictionary in English-Medium Instruction Classroom by Mariam et al. (2024) , the learning will be more effective when students get examples and translations quickly. English-Medium Instruction Classroom by Learning will be more effective when students get examples and translations quickly.

The self-learning process also encourages students to be more independent in understanding the material, without having to constantly ask for explanations from the teacher. As

their ability to understand and solve problems improves, so does their confidence. In addition, easy access to flexible learning tools that can be used in real-time also helps save time during the learning process. This is in line with the broader concepts of media education and media literacy. As stated by Annury (2016) in his research entitled *The ICT Development for the Young Learners as Media Education*, media education is the process of teaching and learning about media; whereas media literacy is the outcome, i.e. the knowledge and skills acquired by the learner. This statement emphasizes that the use of tools such as DeepL not only supports the technical process of translation, but also contributes to learners' critical engagement and understanding of language technologies.

This shift is particularly relevant in the context of language acquisition, where the use of tools such as translation and conversation apps can increase students' confidence and motivation in practicing pronunciation. In line with this, the use of DeepL as a translation tool has attracted attention among non-English major students, especially in terms of how it can help them in understanding pronunciation and developing better language habits during their learning process.

Breakthroughs in Machine Translation Technology by Kamaluddin et al. (2024), they compared the effectiveness

of DeepL, Google Translate, and CUBBITT in translating research abstracts from French to English. And the results show that DeepL excels in handling context, idiomatic expressions and specialized terminology, with higher BLEU scores and better human evaluation. These advantages come from the advanced neural network technology, especially the Transformer model, as well as the different types of data used in training. However, while DeepL has features that are very useful in academic and professional contexts, there are still challenges when translating texts that are highly creative in nature or that have specific cultural elements. Overall, DeepL is considered a valuable tool for producing accurate and natural translations, with potential for continued development.

The results of the analysis in the study entitled *An Analysis of Two Translation Applications: Why is DeepL Translate more accurate than Google Translate?* by Telaumbanua et al. (2024) showed that DeepL Translate proved to be more accurate than Google Translate in translating text, especially in more complex contexts. Most participants (8 out of 10) who used DeepL reported a positive experience, revealing that the app was superior in terms of synonym variation and context appropriateness. In addition, translation comparisons showed that DeepL produced richer and more natural interpretations than Google Translate.

A study entitled *Student's Perception Towards the Use of DeepL Translator in Writing Thesis or Journal for English Education Students* by Asmara & Kembaren (2024) involving 24 final semester students of the English Education study program at the State Islamic University of North Sumatra as participants, this study explored the participants' perceptions towards the use of DeepL Translator in writing theses and academic journals. The study used qualitative methods with questionnaires and interviews, and the results showed that 87% of students felt DeepL significantly improved their writing skills, while 75% noted that the tool saved time compared to conventional methods. Students appreciated the accuracy and ease of using DeepL, especially when translating a language they were not familiar with. While DeepL is appreciated for its efficiency, we still need to worry about dependence on technology, and the importance of developing language skills independently should be emphasized.

From the results of questions in a study entitled *Comparing Translation Quality: Google vs DeepL for Foreign Language to English* by Bunga & Katemba (2024), it can be concluded that respondents' perceptions of the ability of DeepL and Google Translate to translate complex words or phrases have significant differences. The majority of respondents considered that DeepL is able to parse complex words or phrases well, this is evidenced by 61% or 52 out of

85 respondents who stated that DeepL is “good” in this function. Meanwhile, as many as 22% of respondents were neutral, and another 16% stated that DeepL was very good. In the overall assessment, 55% of respondents rated DeepL as “excellent” and 26% as “good”, with only 2% giving it a rating of “poor.” In contrast, respondents had a more neutral or less positive view of Google Translate. With 38% of respondents giving a neutral rating, and only 40% rating Google Translate as good at parsing complex words, with 8% considering it excellent. Overall, the majority of respondents found Google Translate's performance unsatisfactory, with 44% stating “very poor” and 36% stating “poor.” So with this, it can be concluded that DeepL tends to be more appreciated by respondents in handling complex words or phrases compared to Google Translate, which is generally rated as less effective and accurate in similar tasks.

The results of a study entitled Machine translation use in the English as a Foreign Language (EFL) classroom conducted by Young (2024) showed a difference in perception between EFL learners and teachers regarding the effectiveness of machine translation (MT) in language learning. EFL learners perceive MT as a useful tool because of its ability to translate quickly and accurately, especially when compared to conventional dictionaries. In contrast, teachers, especially non-native English teachers, were more skeptical, with only

about 20% believing that MT can facilitate learning or considering it more effective than conventional dictionaries. Some native English teachers, however, consider the use of MT by students as a positive step to be used in learning.

The similarity that exists in this research with previous research is that both examine the experience of students or participants in using DeepL. In addition to similarities, this study also has differences with previous studies, namely participants in the study. The majority of participants in previous studies were EFL students, while participants in this study were non-EFL students. As well as some previous studies, examining the comparison of the results of using DeepL with other translation machines.

B. Literature Review

1. Constructivist Learning Theory

Constructivist learning theory views learning as an active process in which learners construct new knowledge based on existing cognitive structures. It emphasizes the role of experience, context and social interaction in shaping how individuals understand and internalize information. In this view, learners are not passive recipients of knowledge, but active participants who engage with new concepts through exploration, reflection and application. One of the most influential figures in this

theory is Jerome Bruner, in his book entitled *The Process of Education* (1960), asserts that learning is an active process in which learners construct new ideas or concepts based on their current and prior knowledge (Bruner, 2009).

Bruner proposed that learning be structured in such a way that students can actively construct what they already know, emphasizing discovery learning, scaffolding, and a spiral curriculum. He argued that meaningful learning occurs when students can connect new knowledge with previous experiences, which makes the content more memorable and relevant.

In the context of this study, Bruner's constructivist approach is highly relevant. When students use DeepL to aid their understanding of English text and pronunciation, they are not just translating words. They are engaging with language, comparing structures, recognizing patterns, and constructing meaning based on prior exposure and context. This is in line with Bruner's belief that tools and resources should support students in making sense of the world through guided interaction.

2. Theory of Translation

Translation is the process of transferring meaning from one language to another. According to Newmark (2003), translation is a process that involves knowledge of the source and target languages, as well as the cultural

context that can affect meaning. This process includes not only word-for-word translation, but also taking into account nuances, idioms and sentence structures in both languages. According to Catford (1965), translation is a process that involves transferring text from the source language to the target language while considering linguistic and contextual aspects. Translation does not only include direct word replacement, but also considers the meaning, syntactic structure, and cultural elements in the target language. Baker (2018) adds that translation plays an important role in connecting cultures and enriching the learning experience, as it can allow students to access educational resources that may not be available in their native language. Thus, translation serves not only as a means of communication, but also as a means of broadening horizons and intercultural understanding.

In education, translation has a role in facilitating language learning activities. Translation can assist students in understanding materials delivered in a foreign language, so that they can build new vocabulary and sentence structures. Gile (2009)` states that translation allows students to bridge the language gap, providing access to resources that they could not previously understand. Translation can also support students' understanding of the context or learning material. Baker (2018) states that

translation is not only about words, but also about the meaning contained in a broader cultural context. Translations can be used by students as a medium for knowledge, literature, or learning resources from various languages in the world. Hatim & Mason (2014) argue that translation also serves as a gateway that can expand access to knowledge globally, and allow students to learn from multiple perspectives. Translation can encourage critical thinking and an analytical attitude towards the meaning and structure of language. Creswell (2007) states, through translation, students will learn to consider different ways to convey ideas, which can develop their critical thinking skills. According to Nida & Taber (1974), a good translation is one that produces a text with equivalent meaning and can be understood naturally in the target language.

3. Technology Theory in Language Learning

CALL (Computer-Assisted Language Learning) is a theory and approach to language learning that utilizes computer technology to support the learning process. CALL is often used in second and foreign language learning, including in the context of translation with technologies such as DeepL. CALL consists of a wide range of computer-based software, applications and tools designed to support language teaching and learning. CALL

has several learning approaches, namely behaviorism which focuses on mechanical training and reinforcement, communicative CALL which is based on a communicative approach, where the technology is used to improve the communication skills of foreign language learners. Integrative CALL, which focuses on the integration of technology in a wider learning context, such as multimedia and the internet.

Mayer (2002) developed the theory of multimedia learning, he emphasized that the combination of words and images can improve understanding compared to using text alone. This theory is relevant to the use of DeepL as a translation tool, because DeepL does not only provide translation features, but also offers other features such as alternative synonyms and context adjustment that can enrich users' understanding of the target language. The main principle in the theory proposed by Mayer, namely the modality principle, this principle states that learning is more effective when information is presented in various formats, such as text and audio which is also in line with the way DeepL helps users to understand the meaning of the translated text better. Another principle in this theory is the coherence principle, which states that learner comprehension will be optimized if irrelevant information is removed, which can be attributed to the accuracy and

fluidity of the translation produced by DeepL. Therefore, Mayer's theory provides a strong basis in understanding how technology-based translation processes such as DeepL can support more efficient and effective language processing for students or users who utilize DeepL to assist their academic studies.

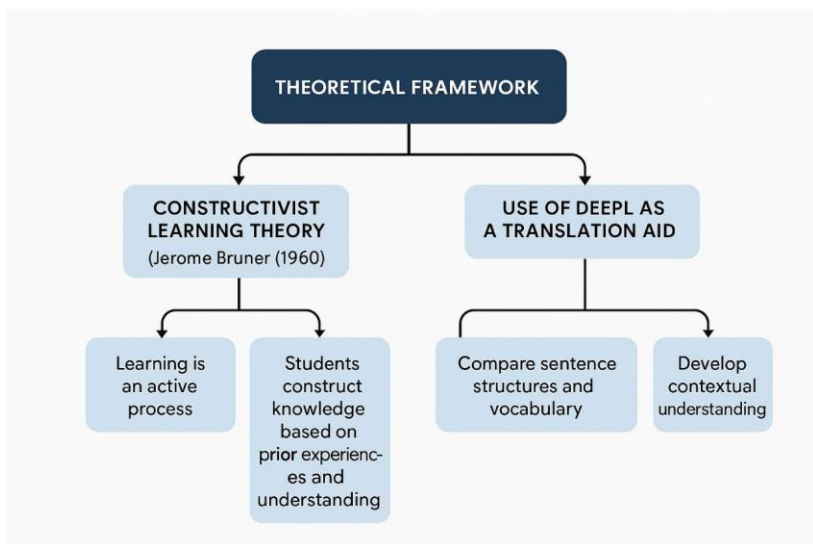
4. DeepL

DeepL is a machine translation launched in 2017 by DeepL GmbH in Germany. DeepL immediately attracted attention for its more natural translation quality compared to other existing tools, such as Google Translate and Microsoft Translator. DeepL is a machine translation that uses Neural Machine Translation (NMT) technology, this technology enables DeepL to produce good and accurate translations because it works with neural network models that learn from large amounts of data on bilingual texts(Johnson et al., 2017). DeepL focuses on emphasizing the development of more advanced NMT algorithms and utilizing large computing resources to produce high-quality translations(Koehn & Knowles, 2017). According to Vaswani (2017) research revealing that DeepL translations deliver superior performance compared to human translators in certain scenarios, thus highlighting their tremendous potential. DeepL shows a high level of

confidence in its translation capabilities, especially in terms of accuracy(Nurcahyani, 2023).

C. Theoretical Framework

This research is based on the Constructivist Learning Theory proposed by Jerome Bruner (1960). According to Bruner, learning is an active process in which students construct new knowledge based on their previous experience and understanding. Rather than passively receiving information, students are seen as active participants who make meaning through exploration, reflection and interaction with learning materials. In the context of this study, students used DeepL not only to translate texts, but also to compare sentence structures, explore vocabulary and develop contextual understanding. This reflective engagement is in line with Bruner's concept of discovery learning, where students construct understanding through meaningful interaction with learning materials. Constructivist Learning Theory therefore provides a basis for analyzing how students experience and benefit from using DeepL as a translation tool in academic English language learning.



CHAPTER III

RESEARCH METHODOLOGY

In Chapter III, the researcher describes the methods used in conducting the research. The discussion includes the research approach, types and sources of data, data collection techniques, and data analysis techniques used to answer the problem formulation.

A. Research Method

In this study, a qualitative method was used to explore the in-depth experiences of non-EFL students in using DeepL as a translation tool. According to Creswell (2007) qualitative research aims to explore the understanding of human experiences from their own perspective. This research method also emphasizes the importance of social and cultural context in shaping the way individuals understand their experiences. Qualitative approach can allow researchers to collect in-depth and diverse data through direct interaction with participants. This is helpful in uncovering the nuances and complexities of experience that may not be achievable with quantitative methods. As such, qualitative research offers more holistic and contextualized insights into how individuals interpret and give meaning to their experiences in everyday life.

The researcher used a narrative research design to explore participants' personal experiences of using DeepL. According to Clandinin & Connelly (2004), narrative research

is a valuable method for understanding how individuals make meaning of their experiences through stories. This approach emphasizes the importance of time, sociality and place in shaping human experiences, allowing researchers to understand the personal and contextual dimensions of lived experiences. By focusing on participants' stories, researchers can uncover the deeper meanings, motivations and reflections that emerge from their involvement DeepL in the language learning process.

B. Participants of Research

Participants in this study were selected by purposive sampling. Purposive sampling is defined by Patton (2014) as a non-random approach to the participant selection process that allows the researcher to select individuals or cases based on certain criteria deemed important to answering the research question. This technique allows the researcher to access the most relevant and rich information. The participants in this study are English for Academic purposes students at UIN Walisongo Semarang, from the class of 2021 and 2022. The participants numbered between 6 students who would later conduct in-depth interviews with the researcher.

NAME INITIALS	MAJOR AND SEMESTER
P1	Manajemen Pendidikan Islam (2021)
P2	Pendidikan Bahasa Arab (2021)
P3	Matematika (2021)
P4	Komunikasi Penyiaran Islam (2022)
P5	IAT 2021
P6	Matematika (2021)

C. Research Setting

The research was conducted in the campus area of UIN Walisongo Semarang, Central Java. This is done to make it easier for researcher and participants who are students of UIN Walisongo Semarang.

D. Research Instrument

This research was conducted with in-depth interviews with the participants, and below are some of the questions that the researcher ask the interviewees or participants:

1. How have you experienced using DeepL as a translation tool for your coursework? (Seidman, 2006).
2. What specific features of DeepL do you find most helpful in your studies, and why? (Creswell, 2007)
3. Is there any change in the way you understand English texts after using DeepL? Can you explain? (Patton, 2014)

4. How often do you rely on DeepL compared to other methods (e.g., dictionary or friend's help) in translating texts? (Merriam & Tisdell, 2015)
5. How does the use of DeepL compare to other translation tools you have used in the past? (Yin, 2018)
6. How do you think DeepL helps or hinders your understanding of English? (Stake, 1995)
7. How would you rate the accuracy and quality of the translation of DeepL? Do you feel you need to make any changes to the translation? (Silverman, 2008)
8. What advice would you give to other students who are considering using DeepL as a translation aid? (Stake, 1995)

E. Data Collection Technique

Data collection was carried out by means of in-depth interviews, using open-ended questions so that participants could answer according to their experiences while using DeepL. According to Sugiyono (2010), an open-ended interview is a technique that allows respondents to answer freely and deeply without being bound by certain answer choices. This method is suitable for qualitative research because it can reveal in-depth information from the perspective of the respondents.

F. Technique of Data Analysis

Because the method used in this research is a qualitative method with a narrative inquiry whose data collection was carried out by means of in-depth interviews, the analysis technique that was used is thematic analysis. Thematic analysis is a method used in qualitative research to identify, analyze, and report patterns (themes) in research data. Thematic analysis is an effective way to analyze qualitative data, as researchers can find themes that emerge from the data that has been collected (Braun & Clarke, 2006). Another opinion from Fereday & Muir-Cochrane (2006) that thematic analysis not only helps in identifying themes, but also helps researchers in understanding the relationship between themes in the data. This allows the researcher to provide a more in-depth interpretation of the phenomenon under study. Holloway & Todres (2003) state that thematic analysis is an important basis for qualitative research, as it can provide a clear framework for analyzing data systematically.

The researcher adopted the six-stage framework of thematic analysis by Braun & Clarke (2006), which is suitable for identifying, analyzing, and reporting patterns in the data. Below is a detailed explanation of how the researcher applied each step:

1. **Data Familiarization.** After conducting the interviews, the researcher manually transcribed the

audio recordings into written form. This was followed by reading the transcripts repeatedly to understand the content in depth. Preliminary notes and observations were also made to highlight points of interest.

2. **Initial Coding.** The researcher highlighted important segments of the participants' responses and provided labels or codes that represented meaningful information. This coding process was done manually using Microsoft Word by highlighting and commenting on relevant sentences or phrases.
3. **Searching for Themes.** After compiling the codes, the researcher reviewed and categorized them into potential themes based on common patterns and ideas. These initial themes were intended to capture aspects of the participants' experiences that aligned with the research questions.
4. **Reviewing Themes.** In this step, the researcher re-examined the identified themes to ensure that all data is relevant and that there are no overlapping or too similar themes.
5. **Defining and Refining Themes.** In the fifth step, after the researcher has confirmed the themes are accurate, the researcher writes more in-depth descriptions for each theme.

6. **Writing the Report.** The final themes were organized into a coherent narrative in Chapter IV. The researcher selected illustrative quotes from the participants to support the findings and provide evidence of each theme, and interpreted how each theme contributed to answering the research questions.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explains the results of interviews with respondents consisting of 6 non-EFL students regarding their experience in using DeepL as an English translation tool.

A. Finding

This chapter presents the results of interviews with six non-EFL students regarding their experiences of using DeepL as a translation tool in English for Academic Purposes. The findings are organized according to the research questions of this study and are divided into two main sections: findings relating to the students' experiences (RQ1), and findings relating to the benefits and challenges they faced (RQ2).

4.1. Findings Related to Research Question 1

“How do English for Academic Purposes students experience using DeepL as a translation tool?” This section explores students' personal experiences with DeepL, including their motivations for using it, the features they find useful, and how DeepL helps them understand English texts. There are four themes emerging from the data that answer this research question:

4.1.1 Students' Experiences in Using DeepL

In this section, the participant shared their initial experiences and motivations behind using DeepL as a translation tool. The users who became interviewees in this study stated that DeepL has a positive role for those who use it as a translation tool for college assignments. One of the main reasons is the time efficiency provided by the document translation feature. This feature makes it easier for users because they do not need to translate text per paragraph or per sentence, but can translate one document directly in a relatively fast time.

“Using DeepL translation is also simpler because there is no need to translate per sentence/paragraph but, instead, one file can be translated directly. This is very helpful in terms of time efficiency.” (NLA)

The intensity with which the interviewees used DeepL to translate texts varied depending on their needs. Some interviewees relied heavily on DeepL compared to other methods, such as dictionaries or friends' help. This is because the speed and accuracy of the translation produced by DeepL makes it easier for them to understand the content of the text.

“I rely on DeepL more often than other methods such as dictionaries or friends' help. DeepL is faster and more accurate, which allows me to focus on understanding the content of the text instead of simply looking for word equivalents”.

The quality of translation results with DeepL is also considered more natural, accurate, and reasonable compared to other translation tools. When compared to Google Translate, DeepL is considered superior because the language produced is more logical and easy to understand, thus helping users to understand the content of the text or translation results better.

“Very helpful, in my opinion deepL in translating is very different from Google translate ... the language pattern makes more sense ... than Google Translate. ” (K.J).

4.1.2 Most Helpful Features and Functional Strengths of DeepL

Several interviewees highlighted specific features of DeepL that they found particularly useful in supporting their academic tasks. DeepL has various features that can help its users in an academic context. One of the features that the interviewees in this study considered very useful was the high quality of translation and its understanding of the given context. This feature allows users to get more natural, accurate, and easy to understand translations. In addition, DeepL also offers synonyms or word variations that can be adjusted to the needs of its users, especially in academic assignments that require accuracy in word choice and language style. One participant stated,

“The most helpful features are the excellent translation quality and its ability to understand context. DeepL also provides the option to view translations in multiple languages more flexibly, as well as the use of synonyms in customizable translations.”

The flexibility offered by DeepL is also an advantage. Users can change the sentence structure or vocabulary to better suit the desired context. This ability provides flexibility for students in adjusting the translation results to be more appropriate in academic language use. One participant revealed,

“As I said earlier, DeepL can change the sentence structure or vocabulary to be more appropriate. In my opinion, this feature is superior to Google Translate.”

The interviewees considered DeepL to be superior to other translation tools such as Google Translate and Doctranslator, especially in terms of translation accuracy and quality. Interviewees felt that DeepL was able to handle complex language structures and could provide translation results for long sentences well. This makes it easier for interviewees to understand the overall meaning of the text. DeepL is also often perceived as a modern dictionary that is much more efficient when compared to conventional dictionaries. Therefore, DeepL is considered to be a very effective translation tool.

“Compared to other translation tools such as Google Translate, Doctranslator. DeepL is superior in terms of translation accuracy and quality, especially in more complex languages.”

Although some participants only use DeepL for basic needs such as translating text from English to Indonesian and vice versa, they are still satisfied with the quality of the translation results provided. Overall, DeepL has various features that can improve efficiency, flexibility, and accuracy in translation. This makes DeepL a very useful tool for students in completing their academic assignments.

4.1.3 DeepL’s Role in Enhancing English Comprehension and Vocabulary Development

Beyond translation, DeepL was also seen as a tool that supports English language development. The use of DeepL as a translation tool had a positive impact on the interviewees' understanding of English texts. Some interviewees revealed that DeepL helped them understand English structures and word choices more quickly thanks to more consistent, idiomatic and natural translations. Thus, the sentence structure and meaning of a text become clearer to users. One interviewee said,

“Using DeepL can help me understand English structures and word choice faster. It also provides a more consistent and idiomatic translation, which

makes it easier for me to capture the exact meaning of the text.”

In addition, some interviewees felt that DeepL helped them to enrich their vocabulary. By rereading the translation from Indonesian to English, they can understand the meaning of new words in a broader context. One interviewee explained,

“I read the translation repeatedly, both per sentence and per paragraph. That way, I know better the meaning of certain words and enrich the vocabulary of the translated sentence.”

DeepL is also considered superior to Google Translate because it produces more organized language patterns and sentences that make more sense. This makes it easier for the interviewee to understand the content of the text without having to reinterpret the meaning. Another feature that was appreciated was DeepL's flexibility in providing word variations in translation. Interviewees felt that this feature helped them understand that one word in Indonesian can have several equivalents in English, depending on the context. As one interviewee stated,

“DeepL makes it easier for me to understand that one word in Indonesian can be translated with several choices of words in English.”

Overall, DeepL not only helped in translating texts but also improved the interviewees' understanding of English. The more structured, vocabulary-rich and

context-appropriate translation results make DeepL a tool that supports indirect English learning, whether in reading academic texts, enriching vocabulary or understanding better language patterns.

4.1.4 Accuracy and Reliability of DeepL Translation

One interviewee felt that overall, DeepL provided an accurate and high-quality translation. However, the interviewee also realized that there are still some parts, especially on technical terms or specific phrases that need to be adjusted to better fit the desired context. This shows that although DeepL is superior when compared to other translation tools, interviewees still need to double-check to ensure the accuracy of meaning in the translated text.

“In general, DeepL translations are very accurate and of high quality. Sometimes, I do need to make slight adjustments, especially for more specific terms or phrases, but overall, the results are adequate and very helpful.”

One of the interviewees gave DeepL a score of 8 out of 10 for accuracy. They mentioned that while DeepL's translations are generally good, sometimes there are still one or two words that need to be adjusted to better fit the desired context, which shows that DeepL is quite reliable, but there is still room for improvement, especially in handling variations in meaning within a sentence.

“For accuracy I give it an 8/10. Sometimes there are 1 or 2 syllables that need to be changed. Adjusting the context that I want.”

Another interviewee rated DeepL's accuracy with a perfect score of 10 out of 10. This interviewee felt that the translation results produced by DeepL were accurate enough and did not require any changes. This assessment shows that the interviewee as a DeepL user already felt their needs were met without the need for additional corrections.

“From 1-10, I give it a 10 because for me, the results are quite accurate.”

Overall, DeepL was rated as an accurate and high-quality translation tool, although some interviewees felt that it still needed to be double-checked, especially on technical terms or certain phrases to make them more contextually appropriate.

4.2. Findings Related to Research Question 2

“What benefits and barriers do students face in using DeepL?” This section presents the findings regarding the benefits and challenges perceived by students when using DeepL for academic purposes. Two themes were identified to answer this research question:

4.2.1 Challenges in Using DeepL for Academic Purposes

While most participants agreed that DeepL was helpful and efficient, some participants also mentioned challenges they faced when using it. One of the most frequently mentioned problems was the inaccuracy in translating specialized or technical vocabulary. For example, Participant 1 explained:

“Sometimes, I do need to make slight adjustments, especially for more specific terms or phrases, but overall, the results are adequate and very helpful.”

Participant 2 echoed the same sentiment:

“Accurate, but occasionally you still have to check the translation, if the meaning of the vocab looks unfamiliar, I search again per vocab & match as much as possible with the context of the sentence.”

Another challenge is the limitation of the free version of DeepL, which prevents students from freely translating large documents. Participant 6 said:

“If DeepL likes there is a limit for translating files. Compared to Google Translate, that's the only difference in my opinion.”

Some students also recognized the risk of over-reliance, which could affect their engagement with the material. For example, Participant 1 noted:

“However, I also make sure not to rely on it too much, so that my English skills are not hampered.”

These responses show that although DeepL is generally regarded as a powerful and convenient tool, students are still aware of its limitations and potential drawbacks, especially when used without critical thinking or language awareness. These challenges reflect the need for students to use translation tools wisely, as a complementary tool and not as a substitute for learning.

4.2.2 Recommendations and Users’ Suggestions for Future Students

Some interviewees suggested students to start using DeepL as a translation tool because the translation results from DeepL are accurate, efficient, and easy to access. DeepL is also suitable for students who feel they don't understand English. One of the interviewees stated that DeepL is able to produce translations with a more reasonable and accurate language structure, making it suitable and easy to use in daily tasks. Another interviewee also suggested other students to use DeepL because the

translation results are not too standardized and easier to understand. The advantage of DeepL that is able to change the word order and provide other word choices that can be adjusted to the desired context is also one of the reasons the interviewees advise other students to use DeepL. Although DeepL is suggested as an accurate, effective, and flexible translation tool, the speakers still advise students who will or have used DeepL to keep double-checking the translation results provided by DeepL, especially for technical terms or more complex sentences. The speakers emphasized that no matter how sophisticated the technology created by humans, it will still be better if combined with human understanding. DeepL users were reminded that DeepL is only used as a tool, not a substitute for in-depth language learning. In other words, while technology can improve the efficiency of language learning, users should still hone their English skills independently.

“DeepL is more helpful in English comprehension, as it provides a more natural and contextual translation, which makes it easier for me to understand the real meaning of the text. However, I also make sure not to rely on it too much, so that my English skills are not hampered.”

Based on the data collected through interviews with non-EFL students, it can be concluded that DeepL

plays an important role as a translation tool in academic contexts. The students generally expressed positive experiences in using DeepL, mainly due to its practicality, efficiency and high translation quality. The ability to translate entire documents, provide contextual alternatives, and offer easy-to-use features make DeepL a better choice compared to other translation tools such as Google Translate or traditional dictionaries. Moreover, DeepL is not only useful for translation, but also contributes to students' English comprehension and vocabulary development. Many interviewees reported an improvement in understanding sentence structure and word choice after using DeepL. Despite its advantages, some users still emphasized the need to double-check translations, especially for technical terms and nuanced meanings, indicating a critical level of engagement. In addition, the interviewees also provided valuable suggestions for future users. While DeepL is highly recommended, it should not be fully relied upon. Instead, it should be seen as a supportive tool to aid language learning, not as a substitute for active English practice. Overall, DeepL has proven to be a useful and effective tool for students in managing academic tasks and improving their English skills indirectly.

B. Discussion

This section discusses the findings based on previous research, theoretical frameworks and learning theories that underpin this study. The findings are interpreted in relation to how students use DeepL, what they experience, and what the implications of these experiences are for language learning. Each theme is linked to the theoretical lens used in this study.

The findings of this study revealed that students' experiences of using DeepL were overall positive and reflected active engagement in the translation process. To interpret these findings, this section utilizes constructivist learning theories, particularly those derived from the ideas of Jerome Bruner. According to Bruner (2009), learning is an active process in which learners construct new knowledge based on their prior knowledge. In the context of this study, the use of DeepL enabled students to engage in independent exploration of English texts, encouraging meaning-making and vocabulary development through interaction with the translated content.

This was particularly evident in Theme 1: Students' Experiences and Motivations in Using DeepL, where participants mentioned that they used DeepL repeatedly to understand the text better. Some participants reported that they reread the translations to construct their own

interpretations and gradually became more confident, which is in line with Bruner's view of discovery learning. Rather than relying solely on explanations from others, the students were motivated to actively build understanding from the translated text.

In Theme 3: The Role of DeepL in Enhancing English Comprehension and Vocabulary Development, participants mentioned how using DeepL helped them see patterns in sentence structure, which also supports Bruner's belief of a spiral curriculum - where learning builds progressively on what learners already know. When students use DeepL to decipher meaning, they are scaffolding understanding in a way that reflects Bruner's constructivist process. In addition, Theme 6: Challenges in Using DeepL reveals how students recognize the importance of reviewing and checking translations, indicating that learning is not passive. Instead, they critically engaged with the content double-checking vocabulary, questioning awkward phrases and cross-referencing meanings. These metacognitive behaviors are indicators of active learning and are in line with the constructivist view that meaningful learning involves constant reconstruction and reflection.

Although some of the findings also support perspectives found in previous research on digital translation tools, the process of building understanding through self-

directed learning and contextual analysis illustrates how students use DeepL not only for surface-level translation, but as a cognitive tool for comprehension. In conclusion, the data reinforces Bruner's constructivist learning theory, which suggests that students are not passive recipients of information. They actively construct meaning through interaction with the DeepL platform, which is in line with the modern view of student-centered and technology-enabled education.

Based on the research results, students who use DeepL as a translation tool experience significant benefits, especially in terms of time efficiency and the quality of the translations produced. The document translation feature is one of the most favorable aspects because it allows users to translate text directly without having to translate per sentence or paragraph manually. In addition, DeepL's more natural and contextual translation quality compared to other translation tools, such as Google Translate, greatly helps students in understanding the content of academic texts better. DeepL's superiority in providing more accurate translation results can be attributed to the development of Neural Machine Translation (NMT) technology. However, although DeepL provides better results when compared to other translation tools, students still need to double-check, especially on technical terms or more complex phrases. As stated by (Kembaren, n.d.), online

translation tools can improve comprehension and provide answers quickly, but should still be used as a tool in the language learning process, not as a substitute for conventional learning methods. Therefore, the use of DeepL should still be combined with linguistic understanding and critical evaluation.

DeepL as a translation aid in an academic context is in line with the principles of multimedia learning theory proposed by Mayer (2002). This theory states that learning is more effective when information is provided in various forms, such as text and visual, so that it can help improve understanding when compared to information in the form of text alone. One of the main principles in this theory is the modality principle, which states that learning is more optimal when information is delivered in more than one form of representation. In this case, DeepL not only provides text translation, but also alternative features such as synonyms and context adjustment that greatly help its users in understanding the meaning of the text better. In addition, Mayer's theory also emphasizes the coherence principle, which states that understanding will be better if irrelevant information is removed. This is relevant to the quality of DeepL's translation, which is more accurate and natural than other translation tools, helping students to understand academic texts more clearly and efficiently. Thus, DeepL as a technology in language

learning not only acts as a translation tool, but also as a means of supporting deeper language understanding, in accordance with the concept of CALL (Computer-Assisted Language Learning).

The results of this study also show that the use of DeepL has a positive impact on students' understanding in reading English texts. With translation results that are more accurate, natural, and in accordance with the context, it can facilitate students in understanding the sentence structure and meaning in academic texts. DeepL can simplify complex texts so that they are easier for users to understand, allowing students to capture meaning without excessive linguistic difficulties. In addition, the synonym and word variation features in DeepL can enable students to expand their vocabulary. Students can use DeepL as a tool to evaluate and improve their understanding of English texts before using them in academic contexts, such as writing or speaking. This suggests that although DeepL is effective in supporting comprehension, active learning is still required for their language skills to develop optimally.

The results of this study show that DeepL is considered superior to other translation tools in terms of translation accuracy and quality, especially in dealing with complex language structures. This finding is in line with the view of Newmark (2003) who emphasizes that translation is not just

about replacing words per word, but should also consider the meaning, idioms, and sentence structure in the target language. DeepL, with its ability to produce more natural and contextualized translations, shows that current translation technology is increasingly able to consider linguistic and cultural aspects in the translation process, as explained by Catford (1965) that translation must pay attention to syntactic and contextual aspects in order to maintain meaning. In addition, the use of DeepL in academic contexts also supports Baker (2018) view that translation plays a role in connecting cultures and enriching students' learning experiences. Through more accurate translation of academic texts, students can access learning resources from different languages more easily, thus supporting their understanding of material that was previously difficult to understand. Thus, DeepL does not only function as a translation tool, but also as a medium that expands access to global knowledge, as stated by Hatim & Mason (2014) that translation can open horizons and enrich learners' perspectives in understanding a text more deeply.

Overall, the findings of this study show that DeepL not only functions as a translation tool, but also as a tool that supports the second language acquisition process. By providing more idiomatic and flexible translations, DeepL helps students understand English structures better and enriches their vocabulary. The interviewees' use of DeepL in

translating texts varied depending on their needs and accessibility. Most interviewees preferred DeepL for its speed and accuracy compared to other methods such as using a dictionary or the help of a friend. However, limited access has made some interviewees turn to other translation tools such as DocTranslator. Despite some interviewees' limited use of DeepL, it is still considered an excellent translation tool for translating academic texts. This shows that technology-based translation is increasingly becoming an important part of language learning, especially in academic contexts that require efficient text comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions of this study and suggestions regarding future research.

A. Conclusion

Based on the findings, English for Academic purposes students generally had positive experiences in using DeepL as a translation tool, especially in an academic setting. Most participants stated that DeepL helped them understand English texts more quickly and clearly due to its natural and contextually appropriate translations. The document translation feature was particularly appreciated, as it allows users to efficiently translate entire files without having to copy-paste sentence by sentence. DeepL also supports their English learning indirectly by exposing them to correct sentence structures and offering synonym suggestions that enhance vocabulary development. Overall, the students found the interface easy to use and preferred DeepL over other tools such as Google Translate due to its higher accuracy and better quality.

In terms of benefits and challenges, the main benefits perceived by students were time efficiency, improved understanding of academic texts, and the tool's ability to produce natural and readable translations. However, participants also recognized some limitations. DeepL still requires users to double-check certain translations, especially when dealing with complex or technical terms, as the translations do not always fully match the intended meaning. In addition, students noted the importance of not relying too much on this tool. While DeepL is helpful, it should be used as a support system and not as a substitute for language learning. Students are encouraged to actively engage with the translations to strengthen their own English language skills..

B. Suggestion

Based on the findings in this study, there are several suggestions that can be given to various related parties:

1. For English for Academic Puprposes Class Students:

It is recommended that English for Academic purposes students use DeepL as an aid in translating academic texts, especially because of its advantages in translation quality and time efficiency. However, it is also important to continue to actively develop English language skills, for example by comparing the translations with the

original versions or learning from the sentence structures and vocabulary that appear. DeepL can be a passive learning tool, but deep understanding still requires independent effort.

2. For Lecturers or Teachers:

Lecturers can consider integrating the use of DeepL in the learning process, especially when students are asked to read or translate English texts. DeepL can be used as an initial tool to understand the material, which can then be discussed further in class so that students do not only depend on the translation results, but are also able to criticize and improve the translation results independently.

3. For Developers of Translator Applications such as DeepL:

It is recommended that developers continue to improve translation accuracy, especially for technical terms or sentences with complex structures. In addition, it is worth considering expanding free access, for example by providing more document features or synonyms without having to subscribe to premium, so that users such as students can take full advantage of it.

4. For Future Researchers:

This study is still limited to English for Academic purposes students in a particular context. Therefore, it is recommended that future researchers explore the use of

DeepL in different groups of students, such as English majors or other majors with specific academic needs. Future research could also incorporate quantitative methods to make the results more extensive and measurable.

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APPENDIX

Appendix 1

Interview Guideline

1. Introduction:

- a. Please, introduce yourself first (your name, major, and year or semester).

2. Core Interview:

- a. How was your experience using DeepL as a translation tool for your coursework?
- b. What specific features of DeepL did you find most helpful in your studies, and why?
- c. Is there any change in the way you understand English texts after using DeepL? Can you explain?
- d. How often do you rely on DeepL compared to other methods (e.g., dictionary or friend's help) in translating texts?
- e. How does the use of DeepL compare to other translation tools you have used in the past?
- f. How do you think DeepL helps or hinders your understanding of English?
- g. How would you rate the accuracy and quality of the translation of DeepL? Do you feel you need to make any changes to the translation?

3. Closing:

1. What advice would you give to other students who are considering using DeepL as a translation aid?

Interview Questions:

1. How have you experienced using DeepL as a translation tool for your coursework?
2. What specific features of DeepL do you find most helpful in your studies, and why?
3. Is there any change in the way you understand English texts after using DeepL? Can you explain?
4. How often do you rely on DeepL compared to other methods (e.g., dictionary or friend's help) in translating texts?
5. How does the use of DeepL compare to other translation tools you have used in the past?
6. How do you think DeepL helps or hinders your understanding of English?
7. How would you rate the accuracy and quality of the translation of DeepL? Do you feel you need to make any changes to the translation?
8. What advice would you give to other students who are considering using DeepL as a translation aid?

Interview Result:

NO.	INTERVIEW QUESTION	PARTICIPANT	ANSWER
1	How was your experience using DeepL as a translation tool for your coursework?	P1	In general, DeepL's translations are very accurate and of high quality. Sometimes, I do need to make slight adjustments, especially for more specific terms or phrases, but overall, the results are adequate and very helpful
		P2	DeepL is very helpful for me in doing my coursework, because with the translation at DeepL, I can find out the meaning into Indonesian by understanding it easily
		P3	Very helpful in my opinion DeepL in translating is very different from google translate... the language pattern makes

			more sense... Than Google Translate.
		P4	My experience is very exciting when using DeepL as an English translator tool
		P5	In my opinion, using DeepL is quite helpful because if the other translation tools are like directly translated, if using DeepL we can change the sentence structure or the vocabulary is replaced with a more suitable one.
		P6	I think DeepL is very helpful, because the translation results are easier to understand the language than other translators.
2	What specific features of DeepL did you find most helpful in your studies, and why?	P1	The most helpful features are the excellent translation quality and the ability to understand context. DeepL also provides the option to view

			translations in different languages more flexibly, as well as the use of synonyms in customizable translations.
		P2	Document translation, as it is very helpful in translating a single English document into Indonesian. This can save time in doing the task from translating per paragraph to directly 1 document so that other time can be used to do other tasks.
		P3	None, because I only use it to translate.
		P4	Translation from English to Indonesian
		P5	Translation from Indonesian to English As I said before, you can change the sentence structure or vocabulary so that it better suits

			the feature that translates pdf. I think it is better than Google Translate
		P6	I usually use DeepL to translate files, so I think that feature is very helpful. Structure or the vocabulary is replaced with a more suitable one.
3	Are there any changes in the way you understand English texts after using DeepL? Can you explain it?	P1	Using DeepL can help me understand English structures and word choice faster. It also provides a more consistent and idiomatic translation, which makes it easier for me to capture the exact meaning of the text.
		P2	There are, but by translating into Indonesian first, in the sense that by using deepL translate to Indonesia, I read it repeatedly (per 1 sentence / per 1 paragraph from

			Indonesian to English) that way I know more about the meaning of this word is this aka enriching the vocabulary of the sentence that is translated.
		P3	There is a change, because the language pattern is more organized than Google Translate.
		P4	Of course there is. in using DeepL, the sentence makes more sense than using Google Translate.
		P5	It can be easier and know, for example, the Indonesian language of a word has several words when interpreted in English.
		P6	Yes, because of the language that is easy to understand, it is more comfortable to use it than other translations

4	How often do you rely on DeepL compared to other methods (e.g., dictionary or friend's help) in translating texts?	P1	I rely on DeepL more often than other methods such as dictionaries or help from friends. DeepL is faster and more accurate, which allows me to focus on understanding the content of the text rather than simply looking up word equivalents. However, the accessibility of DeepL is very limited, which makes me sometimes use another site, doctranslator. However, for the accuracy of the translation of DeepL and doctranslator, I think it is more accurate and easy to understand using DeepL translation.
		P2	Not too often, because if the text

			is not too much, I translate using other applications.
		P3	Rarely, make if there is an assignment
		P4	Very often, even in every word / sentence that uses English when I have difficulty in translating it I always use DeepL in helping lecture activities.
		P5	If lately, especially during the thesis period, it is quite erring than the previous semesters because you need to look for material from journals, especially if there are many English journals that need to be translated.
		P6	Not so often, but in recent times, especially during the thesis period, it

			is quite frequent because I need to translate files and sentences from English journals so I use this Deepl.
5	How does the use of DeepL compare to other translation tools you have used in the past?	P1	Compared to other translation tools such as Google Translate, Doctranslator. DeepL is superior in terms of translation accuracy and quality, especially in more complex languages. DeepL is also better at handling longer or more complicated sentences.
		P2	It's quite suitable for me, because I rarely use deepL, only when translating 1 document directly.

		P3	DeepL is pretty good anyway.
		P4	I prefer DeepL because it is more accurate/DeepL is the same as a dictionary but more efficient
		P5	In my opinion, the difference is like the vocabulary that can be changed, after that there are also features such as the pdf translate that is different from Google Translate, if you use Google Translate, the pdf translator feature has no limit, while DeepL has a limit for free. For the results, the translation results from deepl are better because the organization is tidier
		P6	If DeepL likes there is a limit for translating files. Compared to

			Google Translate, that's the only difference in my opinion.
6	How do you think DeepL helps or hinders your understanding of English?	P1	DeepL is more helpful in English comprehension, as it provides a more natural and contextualized translation, which makes it easier for me to understand the true meaning of the text. However, I also make sure not to rely on it too much, so that my English skills are not hampered
		P2	Helpful
		P3	Helpful in understanding
		P4	Very helpful
		P5	Definitely helpful
		P6	I think it helps, because the DeepL translates clearly and the language is easy to understand.
7	How would you rate the accuracy and quality of the	P1	In general, DeepL's translations are

	translation of DeepL? Do you feel the need to change the translations produced by DeepL?		very accurate and of high quality. Sometimes, I do need to make slight adjustments, especially for more specific terms or phrases, but overall, the results are adequate and very helpful
		P2	Accurate, but occasionally you still have to check the translation, if the meaning of the vocab looks unfamiliar, I search again per vocab & match as much as possible with the context of the sentence
		P3	For accuracy, I give it 8/10. Sometimes there are 1 or 2 syllables that must be changed. Adjusting the context that I want
		P4	I am satisfied, no because in my opinion it is correct even though there are

			still some that are not in accordance with the rules of English
		P5	1-10, the accuracy of deepl in my opinion is 9.5 because sometimes there are still some that do not match what we expect.
		P6	From 1-10, I give a score of 10 because for me, the results are quite accurate
8	What advice would you give to other students who are considering using DeepL as a translation tool?	P1	I advise students to use DeepL as a translation tool, but with caution. Be sure to check the translation, especially for very complex terms or sentences. DeepL is very effective to facilitate understanding and improve learning efficiency, but it does not replace in-depth language learning

		P2	My advice, keep re-reading & correcting again using any translation application, because as smart as the application made by humans, it is still smarter than humans created by God, if you are unable to correct yourself, find a friend who is good at it
		P3	In my opinion, for students who are lacking in understanding English can use DeepL for daily tasks, the language that DeepL uses is more comfortable to use.
		P4	I would advise my friends to use this DeepL because it is accurate / close to conforming to the rules of the English language this tool is also

			efficient in helping to do assignments and is easily accessible
		P5	In my opinion, friends can use DeepL because one of them, can change the order of translation, and the results are more accurate, and the translation results are easier to understand.
		P6	The advice is, not everyone doesn't know the standard language, so it's better to use DeepL because the language is more relaxed.

Appendix 2, Documentation



Interview with NA PBA 2021 via Google Meet



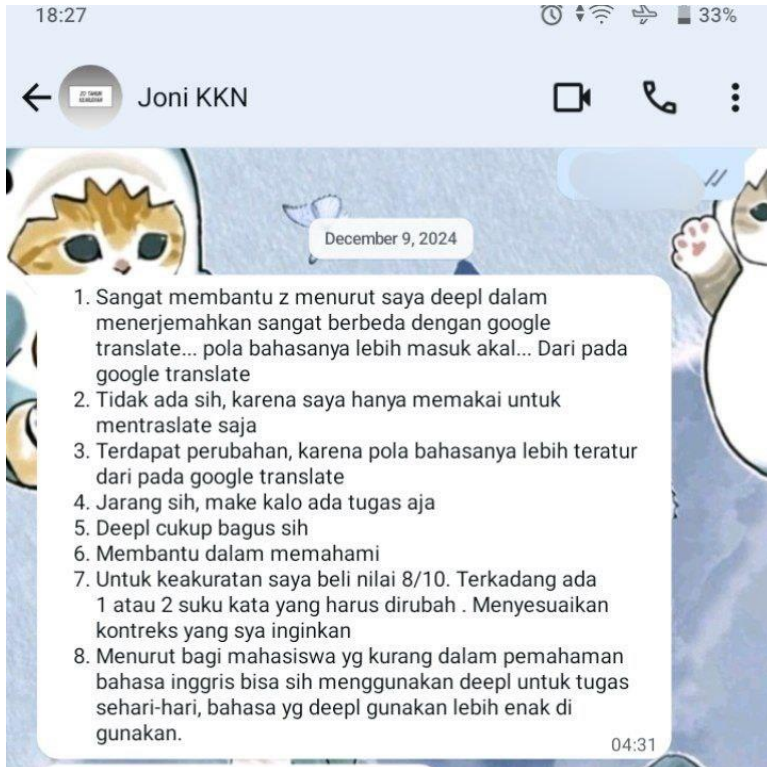
Interview with JHAH KPI 2022, via Google Meet



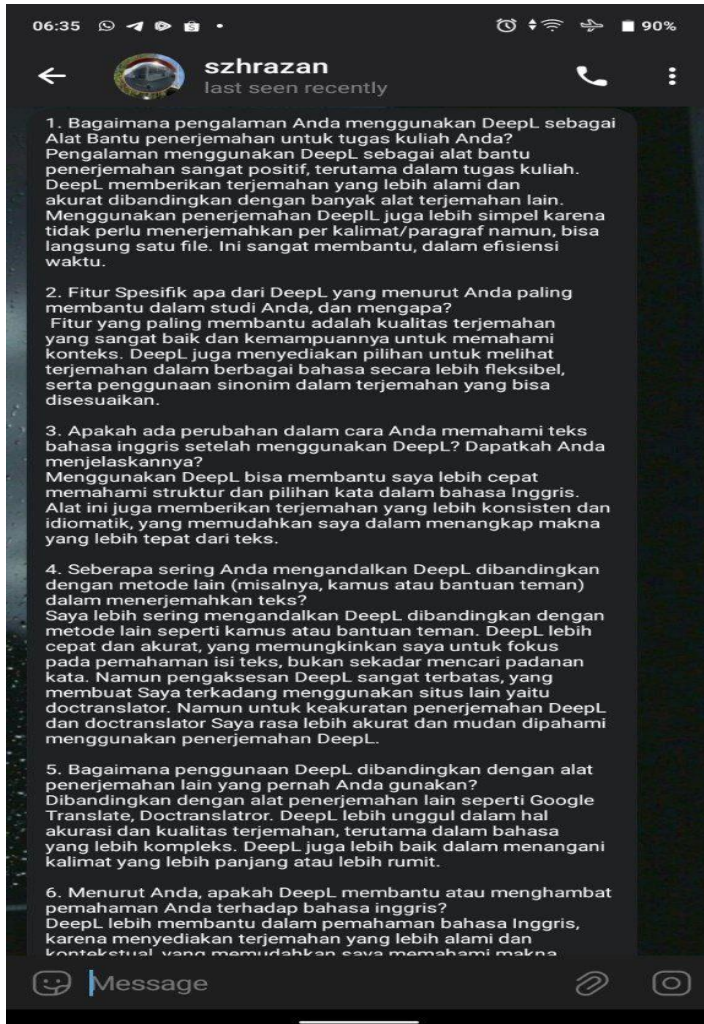
Interview face to face with KN MATEMATIKA 2021



Interview face to face with FZF IAT 2021



Interview via chat with KJ MATEMATIKA 2021



Interview via chat with NLA MPI 2021

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