LECTURERS' AND STUDENTS' PERCEPTION TOWARD THE USE DEEPL TRANSLATOR IN ENGLISH WRITING FOCUSED BY ENGLISH EDUCATION DEPARTMENT AT UIN MALANG

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2024

LECTURERS' AND STUDENTS' PERCEPTION TOWARD THE USE DEEPL TRANSLATOR IN ENGLISH WRITING FOCUSED BY ENGLISH EDUCATION DEPARTMENT AT UIN MALANG

THESIS

To Compile Thesis in Undergraduate Program English Education Department

Faculty of Education and Teacher Training Maulana Malik Ibrahim Islamic

State University Malang

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Malang, October 14 2024

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iii

LEGITIMATION SHEET

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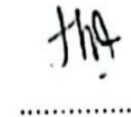
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DEDICATION

First of all, endlessly pouring out gratitude to Allah SWT. For all the favors given, so that I can complete this thesis. And do not forget to thank His Majesty the Prophet Muhammad SAW who has become a role model and a light in the life of each of his people. May Shalawat and salam always be poured out to him.

In addition, the author also wants to express his infinite gratitude to all parties, especially to parents, family, supervisors, TBI lecturers, friends and partners who have helped, supported and prayed for the author in completing this final project. And do not forget to also appreciate and thank the author's self who is strong and can survive to get through many things until now.

MOTTO

"Take other people's achievements as motivation to get up and keep going"

Prof. Dr. HJ. Like Raskova Oktaberlina, M.Ed
Lecturer of Faculty of Education and Teacher Training
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THE OFFICIAL ADVISORS' NOTE

Malang, October 12th, 2024

Matter   : Thesis of Darmawati Burhanuddin

Appendix   :

The Honoroable,

To the Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

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Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques and after reading the student' thesis as follow:

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LATIN ARABIC TRANSLATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

أَوْ	=	aw
أَيْ	=	ay
أُوْ	=	ŭ
اِيْ	=	î

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Malang, October 05th 2024

The Writer

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TABLE OF CONTENT

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURE

ABSTRACT

Burhanuddin,Darmawati.2024. Lecturers'and Students'Perception Toward The Use DeepL Translator In English Writing. Thesis. English Education Department. Faculty of Education and Teacher Training. UIN Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. Hj. Like Raskova Oktaberlina, M. Ed

Keywords: Perception, Translation, English Writing, DeepL Translator

Students sometimes experience difficulties when translating, especially when writing English, this is due to a lack of vocabulary and often grammatical errors in their writing. Therefore, there is a need for an alternative tool that can correct grammatical errors and increase student vocabulary that can be used as an effective comparison tool to improve student writing skills.

The purpose of this study was to determine the perceptions of students and lecturers towards the use of DeepL Translator in writing English. And to find out what obstacles are experienced by students when translating their writing using DeepL Translator. This research is included in non-experimental research with questionnaire and interview methods. With data processing in the form of descriptive quantitative with data analysis techniques using percentages (%). The research subjects are students of class 2020, 2021, 2022 and lecturers who teach Writing at Tadris English UIN Malang. The results show that DeepL Translator in addition to being a translation tool also serves as a tool that can improve students' English writing skills, DeepL Translator helps students avoid grammatical errors when writing and helps identify errors and areas that need improvement in their writing. In addition, students find many new vocabulary when using DeepL Translator. Even the features on DeepL Translator are also very useful in supporting the improvement of student writing. And the questionnaire data also shows that 65% of students stated that DeepL Translator is very easy to use because of its fast and high translation quality and based on their experience, the data shows 45% of students agree that DeepL Translator is better than other translation tools. Based on the usability of DeepL, the data shows 60% use DeepL Translator to check grammar and writing style. Based on the satisfaction of use, there are 70% of students stated that the features on the tool are very useful in writing English. Therefore, it can be concluded that DeepL Translator has a positive impact on improving students' English writing.

ABSTRAK

Burhanuddin,Darmawati. 2024. Persepsi Dosen dan Mahasiswa Terhadap Penggunaan DeepL Translator dalam Pembelajaran Menulis Bahasa Inggris. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan Advisor: Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed.

Keywords: Persepsi, Penerjemahan, Menulis Bahasa Inggris, DeepL Translator

Mahasiswa terkadang mengalami kesulitan pada saat menerjemahkan terutama pada saat menulis bahasa inggris, hal tersebut dikarenakan kurangnya kosa kata serta seringkali terjadi kesalahan tata bahasa pada tulisan mereka. Oleh karena itu, perlunya suatu alat alternative yang dapat memperbaiki kesalahan tata bahasa maupun menambah kosa kata mahasiswa yang dapat dijadikan suatu alat perbandingan yang efektif untuk meningkatkan keterampilan menulis mahasiswa.

Tujuan penelitian ini adalah untuk mengetahui persepsi Mahasiswa dan Dosen terhadap penggunaan DeepL Translator dalam menulis bahasa Inggris. Dan untuk mengetahui kendala apa yang di alami oleh mahasiswa pada saat menerjemahkan tulisan mereka menggunakan DeepL Translator. Penelitian ini termasuk dalam penelitian non eksperimen dengan metode kuesioner dan wawancara. Dengan pengolahan data berupa deskriptif kuantitatif dengan teknik analisis data dengan menggunakan persentase (%).Subjek penelitiannya adalah Mahasiswa angkatan 2020,2021,2022 serta Dosen yang mengajar Writing di Tadris Bahasa Inggris UIN Malang. Hasilnya menunjukkan bahwa DeepL Translator selain sebagai alat terjemahan juga berfungsi sebagai alat yang dapat meningkatkan keterampilan menulis bahasa inggris mahasiswa, DeepL Translator membantu mahasiswa dalam menghindari kesalahan tata bahasa saat menulis dan membantu mengidentifikasi kesalahan dan area yang perlu diperbaiki dalam tulisan mereka. Selain itu, mahasiswa menemukan banyak kosa kata baru pada saat menggunakan DeepL Translator.Bahkan Fitur pada DeepL Translator juga sangat bermanfaat dalam menunjang peningkatan menulis mahasiswa. Dan data kuisioner pun menunjukkan bahwa 65% mahasiswa menyatakan bahwa DeepL Translator sangat mudah digunakan karena cepat dan kualitas translation yang tinggi dan berdasarkan pengalaman mereka, data menunjukkan 45% mahasiswa setuju bahwa DeepL Translator lebih baik dibandingkan dengan alat terjemahan lainnya. Berdasarkan kegunaan DeepL, data menunjukkan 60% menggunakan DeepL Translator untuk check grammar and writing style. Berdasarkan kepuasan penggunaan, ada 70% mahasiswa menyatakan bahwa fitur pada alat tersebut sangat bermanfaat dalam menulis bahasa inggris. Oleh karena itu, dapat disimpulkan bahwa DeepL Translator memberikan dampak positif terhadap peningkatan menulis bahasa inggris mahasiswa.

مستخلص البحث

برهان الدين، درماواتي. 2024. تصورات المحاضرين والمحاضرين حول استخدام مترجم DeepL في كتابة اللغة الإنجليزية. البحث الجامعي. قسم تدريس اللغة الانجليزية، كلية علوم التربية والتعليم. المشرفة: البروفيسور دكتور الحاجة راسكوفا أوكتابيرلينا الماجستير.

الكلمات المفتاحية: التصور، الترجمة، كتابة اللغة الإنجليزية، مترجم DeepL

مازال يشعر الطلاب الصعوبات عند الترجمة، خاصة في كتابة اللغة الإنجليزية، سبب من الأسباب هو قلة المفردات وغالبًا كانت الأخطاء في التراكيب. ولذلك، يحتاج إلى أداة بديلة يمكنها تصحيح الأخطاء في التراكيب وزيادة المفردات للطلاب التي يمكن استخدامها كأداة مقارنة فعالة لتحسين مهارة الكتابة لدى الطلاب.

ا س تخدام ت جاه والمحاضرين ال طلاب ت صورات ت حديد د ه و ال دراسة هذه من ال غرض ك ان ال طلاب ي واجهها ال تي ال ع ق بات ومعرفة .الإن ج ل يزية ال ل غة ك تاب ة ف ي DeepL المترجم DeepL Tran ب ا س تخدام ك تاب ات ه م ت رجمة ع ند

أ سال يب ب ا س تخدام ال تجري ب ي ة غ ير ال بحوث ضمن ال بحث هذا وي ندرج .slator ت ق ذيات مع كمي و صف في شكل ف ي ال ب يانات معالجة مع .م قاب لاتوال الا س ت ب يان ال ص فوف طلاب هم ال بحث موضوع .(%) الم ئوية ال ن سبة ب ا س تخدام ال ب يانات ت ح ل يل ال ل غة ت ادريس ف ي ال ك تاب ة ي در سون الذ ي ن والمحاضرون 2022، 2021، 2020 أداة كونه ل ى إب الإ ضافة DeepL الم ترجم أن ال ن ذائ ج أظهرت .مالاذ ج ب جامعة الإن ج ل يزية ل دى الإن ج ل يزية ب ال ل غة ال ك تاب ة مهارات ت حسين ف ي كأداة أيضًا م فيد ف هو ت رجمة ال ك تاب ة ع ند ال ك تاب ية الأخطاء ت جنب ع لى ال طلاب DeepL الم ترجم ي ساعد .الطلاب .ك تاب ات ه م ف ي ت صحيح إلى ت ح تاج ال تي والمواقف الأخطاء ت حديد ع لى وي ساعدهم ا س تخدام ع ند ال جديدة الم فردات من ال ك ثير اك ت شف لابالط اك ت شف ذلك، إلى ب الإ ضافة دعم ف ي جدًا م فيدة DeepL الم ترجم ف ي الموجودة الم يزات وكانت DeepL، الم ترجم .ال طلاب ل دى ال ك تاب ة ت ح سين

. مترجم DeepL يساعد الطلاب على تجنب الأخطاء التراكيب عند الكتابة ويساعد في تعريف الأخطاء والأحوال التي تحتاج إلى تصحيح كتابتهم. وبجانب ذلك، يكتشف الطلاب الكثير من المفردات الجديدة عند استخدام مترجم DeepL ، كما أن الميزات الموجودة في مترجم DeepL مفيدة جدًا في دعم تحسين الكتابة لدى الطلاب. وظهر بيانات الاستبيان أن 65% من الطلاب ذكروا أن مترجم DeepL سهل للغاية للاستخدام لأنه سريع ويتمتع بجودة ترجمة عالية وبناءً على خبرتهم، ظهر البيانات أن 45% من الطلاب موافقون على أن مترجم DeepL هو أفضل بالنسبة أدوات الترجمة الأخرى

استنادًا إلى استخدام مترجم DeepL، أشارت البيانات على أن 60% مستخدمون مترجم DeepL للتحقق القواعد وأسلوب الكتابة. وبناءً على اكتفاء الاستخدام، دلّ على أنّ 70% من الطلاب يشرحون أن ميزات في هذه الأداة مفيدة جدًا في كتابة اللغة الإنجليزية. لذلك، والخلاصة أن مترجم DeepL له تأثير إيجابي على تحسين كتابة اللغة الإنجليزية لدى الطلاب.

CHAPTER I

INTRODUCTION

1.1 Background Of The Study

Throughout the history of translation studies, hundreds of theorists have provided various definitions of translation. They define it from multiple perspectives, such as object, character, purpose, role, and so on. Naturally, everyone has a unique perspective on translation. In this case, different people or groups of people will interpret translation in different ways. Translating is sometimes conceptualized as the act of converting one language into another. For translators, translation is more than just putting words into another language; it's also about transferring cultural concepts and ideas across linguistic barriers.

In essence, translation is a form modification (Larson, 1984:3). The form is equivalent to spoken and written words, phrases, clauses, sentences, paragraphs, and so on, or the external framework of a language. On the other hand, translation is described as a very broad concept that can be understood in a variety of w ays in the dictionary of translation studies. Furthermore, translation is a skill-requiring activity for the translator because it involves translating not just words, phrases, or sentences at the language level but also at a level beyond the language that pertains to the function of the language. There are two different kinds of translation: written and oral (Munday, 2001:4). Written translation is called translating, and oral translation is called interpreting, while translating is the term used for written translation. Pym (2004:52) defines translation as essentially

substituting natural language symbols, frequently in an extremely literal manner. In the meantime, translation, according to Nida & Taber (1982: 12), is the process of duplicating, first in meaning and then in style, an equivalent that is as near to the source language (SL) or as natural as possible into the target language (TL). Translation, according to Catford (1965), is the process of substituting text in one language for equivalent text in another. Words, phrases, sentences, styles, and grammatical structures make up the textual materials.

The growth of technology will undoubtedly continue to advance with the times. Today, information technology comes in many different forms. In this sense, everything that pertains to the development of human information technology is always made easier. As a result, simple and useful technology is required as a substitute for studying English. These days, technology plays a crucial role in all aspects of education, including the study of foreign languages. In this instance, Muslims have found direction and support in the Qur'an while overcoming a variety of obstacles. Thus, there is a verse (verse 101) in QS. Yunus discusses the advancement of science and technology.

يُؤْمِنُونَ لَّا قَوْمٍ عَن وَٱلنُّذُرُ ٱلْءَايَٰتُ تُغْنِى وَمَا ۚ وَٱلْأَرْضِ ٱلسَّمَٰوَٰتِ فِى مَاذَا ٱنظُرُواْ قُلِ

Meaning: Say: "Look at what is in the heavens and the earth, and the signs of Allah's power and the messengers of warning will not benefit those who do not believe".

According to the verse above, knowledge will produce competent and intelligent people. As His servants, we only see the manifestations of

Allah's power in the heavens and on earth so that people can learn about Him, as Allah SWT explains in the verse that was just quoted. because the science and technology found in the Quran far exceed what humans have ever learned.

In this situation, technology plays a crucial role in translation because it will make it simpler for students to translate from the source language into the target language by using artificial intelligence tools. "DeepL Translator" is a well-liked automatic translation tool among students. One of the artificial systems aimed at cross-language communication is DeepL Translator. DeepL is an automatic translation tool that looks like it would help with understanding languages other than English. Therefore, translation using tools from artificial intelligence, like DeepL Translator, will become more useful and help students comprehend foreign languages. Thus, DeepL Translator's goal is to serve as a useful and precise translation technology tool that students can use to hone their English writing abilities.

In addition to civilization, translation has changed. One of the most crucial and often required skills in many fields, particularly education, is translation. These days, a student's ability to understand other cultures is a major factor in determining the quality of their education, particularly when a large number of them come from diverse cultural backgrounds. This could cause a linguistic or cultural barrier that hinders their ability to learn and deters them from trying.

The author observes that many students are deficient in translation by examining the situation of translation today. The limitations of translation cause many students to struggle when writing in English. In order to learn more about how students view the use of artificial technology in translation, the author has decided to concentrate his research on the topic using DeepL Translator. Whether it can help students become better writers in English or the other way around.

By looking at the current state of translation, the author sees that many students are lacking in translation. Many students have difficulty in writing English because they are constrained in terms of translation. Even in translating their writing, they certainly need software translation tools that are accurate in translating. For example, DeepL Translator is one of the translation tools whose translation results are fairly accurate starting from the translation of grammar that is translated, even very easy to access. This has also been done by the author in class during the IT For Translation course. In this case the author compares two translation tools namely Deepl Translator with Google Translate, which proves that the translation results from DeepL translator are more accurate than Google Translate.

Thus, it's possible that artificial intelligence (DeepL Translator), which can help students with translation, has both beneficial and negative effects on its use. DeepL Translator will not only make translation simpler and easier to access, but it will also turn students into reliant translators who won't practice speaking and writing since they are spoiled by the convenience of technology-assisted translation. This has gradually altered

how English is taught to students to help them become better writers Although DeepL Translator offers pretty good translations, they won't always be perfect. Due to language limitations that result in inappropriate or even incorrect translations. So, human correction is needed to ensure proper translation, especially in important and high-class texts.

Thus, this is one of the reasons why the author raises this title because, based on the results of observations made by the author at UIN Malang, especially in the English education department, researchers found several students who translated their writing using artificial technological aids, one of which is DeepL Translator. Even in class learning, the lecturer introduced the DeepL Translator translation tool in the lesson. Therefore, the author will conduct research with the title "Teacher's and Students's Perceptions Toward the Use of DeepL Translators in English Writing." Therefore, in this study, the author aims to find out the perceptions of students and lecturers towards the use of DeepL Translator in learning writing. Whether the use of DeepL can facilitate students improving their English writing skills or vice versa.

1.2 Research Question

Based on the research background above, the research questions in this study are as follows:

a. What are the Lecturers' and Students' perception toward the use DeepL Translator?

b. What are the obstacles experienced by students when translating their writing using DeepL Translator?

1.3 Objective of The Study

   a. To find out how Lecturers' and students' perceive toward the use of DeepL Translator.

   b. To find out what obstacles students experience when using DeepL Translator in translating.

1.4 Significance of The Research

       The author hopes that the results of this study can provide the following benefits:

1. For the Students

   a. To facilitate the learning of writing for UIN Malang students.

   b. Provide more understanding of the use of technology (AI) in this case DeepL Translator.

2. For the Author

   a. The authors find out lecturers' and students' perspectives on the use of DeepL Translator in learning to write.

   b. The author knows the obstacles or problems experienced by students when using DeepL Translator

3. For Readers

Provide information to readers about translation using DeepL Translator technology. As well as providing information on how lecturers and students perceive using DeepL in translating their writing.

4. UIN Maulana Malik Ibrahim Malang

This research is used as study material in the library, especially by the Department of English Education.

1.5 Scope and Limitations

There are scope and limitation in this research by the researcher.

a. This study investigates how students perceive the use of DeepL Translator in learning English writing.

b. This research focuses on English education students of UIN Malang from class of 2020,2021,2022

c. This research also focuses on English Education Lecturers Uin Malang. who teach writing classes and used DeepL Translator.

1.6 Definition Of Key Term

In this research, to avoid misunderstandings in the interpretation of the terms used in this research, several explanations are needed in the following terms:

a. Perception is a view, a vision of how someone views and interprets something. This Research focuses on several students' perceptions and teachers' perception.

b. Translation is the process of changing the meaning of text from the source language to the target language. Translation can also be interpreted as the result of the translation.

c. English Writing is giving birth to thoughts or feelings (such as composing, writing, writing letters) with writing.

d. DeepL Translator is an AI-based translation device or machine that can be very helpful in carrying out translations.

CHAPTER II

LITERATURE REVIEW

Relation to the subject suggested by the author, specifically on student perceptions of translation problems using artificial technology AI DeepL Translator in writing skills will be discussed in this chapter. Systematically, this chapter will outline a theoretical study that includes an overview of perceptions, Translation,English Writing, and DeepL Translator. To begin a topic of discussion, an explanation is needed in the form of a definition of the term being discussed because it will provide a clearer concept in thought so that it will be easier to understand technology DeepL Translator.

2.2 Perception

This section will discuss more about perception. In this section will describe the definition and factors about perception.

2.2.1 Definition of perception

Perception can be categorized into positive and negative aspects. A positive perception is a very useful attribute that cultivates self-confidence and resilience, enabling individuals to effectively navigate the complexities of the world, withstand adversities, and prioritize external concerns over self-centeredness. It facilitates the establishment of interpersonal connections and promotes acts of altruism. Negative perception tends to be oriented towards self-centeredness, as individuals prioritize their personal needs and strive to obtain validation and demonstrate their own value." (Khotimah et al., 2021: 79)

According to its etymology, perception is derived from the Latin perception, which implies taking or receiving (Sobur, 2003: 445). In addition to being the way that someone views or interprets something, perception can also be defined as how someone perceives something. According to Mar'at (1991: 22), perception is an individual's observation derived from his cognitive component. Meanwhile, perception involves two interconnected work processes, according to Jack L. Plano and friends (1982: 1480). The first involves taking in impressions through vision, touch, and other senses, and the second involves interpreting or giving meaning to impressions using understanding structures—relevant beliefs derived from prior experiences—and evaluative structures—a person's values. Petegem et al. (2017), on the other hand, claim that perception is an active process that includes selecting what to perceive, classifying data, and interpreting it.

Transactional theory was initiated by Mead in 1903, Dewey and Bentley in 1949, and Ames in 1960 (Lang, 1987: 89). In this case, it emphasizes the role of experience in perception and focuses on the dynamic relationship between humans and the environment. Therefore, perception is considered as a transaction where the environment, observer, and perception are interdependent. This theory makes several assumptions as follows:

1. Perception is multimodal

2. Perception is something active and not a passive process.

3. The relationship between people and the environment is dynamic.

The image of the environment held by observers depends on past experiences, Regarding the explanation of perception explained above, we can conclude that the relationship between experience and the current situation can occur because the person can successfully digest information from the environment, and adapt, think, or behave towards that information based on the experience they have. Thus, perception is something that translates information, and each person will certainly interpret something differently from other people, depending on the person's condition.

2.2.2 Formation of Perception

Perception is formed from knowledge that goes through a relationship process of seeing, hearing, touching, feeling, and receiving something that will then be selected, organized, and interpreted by someone regarding the information they receive to become a meaningful picture. According to Riadi 2012, states that this perception does not last a lifetime but can change at any time according to the development of experience, changes in needs, and attitudes of a person, both men and women.

Therefore, the process of perception formation starts from the entry of the source through sound, sight, taste, aroma, or human touch, then received by the five senses (sensory receptor) as a form of sensation. It is stated by Riadi 2012 that screening or selection is carried out by factors such as individual expectations, motivation, and attitudes. And then the statement is corroborated by Perdana, (2013), namely the process of

forming perceptions in a person begins with visual, audio, olfactory stimuli, and others.

According to Walgito (2010), perception can be defined as an individual's impression of object drived from their process of sensing, organizing, and interpreting the object. Thus, we can see that in everday life, many humans have the ability to adapt well to their environment and culture through the process of perception. In thi context, visual information processing can be influenced by different experiences and cultures.

2.2.3 Perception Factors

According to Ma'rat (1999:21), a person's perception is influenced by factors of experience, learning process, horizon of thinking and knowledge. The experiential factor of the learning process or socialization can provide form and structure to what is seen.

According to Krech and Crutfield in Suwartinah (2001:25), factors that influence a person's perception of an object include:

1. Needs, momentary and persistent needs within a person will cause differences in the perception of a person.

2. Mental readiness. This will influence or determine a person's perception.

3. Emotional atmosphere. This will also greatly influence a person's perception of the object.

4. Cultural background. In this case, cultural background will influence and determine a person's perception of an object.

5. It can be concluded that factors cause differences in perception between individuals. And also influences how an individual perceives something. Differences in a person's perception can be found in the variations of each individual, differences in personality and attitudes.

2.2.4 Perception Indicators

The indicator of perception is a tool or measure used to evaluate how individuals or groups can understand, assess, and feel a phenomenon, object, or situation. According to Daniel Kahneman, in his book "Thinking, Fast and Show", explains that perception is often influenced by two thinking systems, namely fast systems (intuitive and automatic) and slow systems (analytical and deliberative). In this statement, the indicators of perception in this context include how quickly a person can make decisions and how much influence cognitive biases have on their perceptions. Meanwhile, the indicators of perception according to Li (2002) state that the absorption of stimuli or objects of the individual self, understanding and understanding, as well as assessment and evaluation. There are several indicators of perception as follows:

1. Emotional Indicator. Measures how feelings or emotions affect a person's perception of objects or situations. For example, when someone feels happy or anxious when facing a situation. Indicator kognitif. According to Jerome Bruner, perception is influenced by cognitive processes in the context of how information is organized and understood in a cultural context. In this case, cognitive

indicators include individual abilities such as attention, memory, and interpretation of information. As well as measuring how cognitive affects the way individuals process and assess information.

2. Social Indicator. Measures how social interactions and social norms affect individual perceptions. This is confirmed by Allport's statement that perception is influenced by social attitudes and behavior.

3. Contextual indicators. Thus these indicators include the influence of the environment, culture and specific situations on how a person processes information.

4. Personal experience indicator. Measures how a person's personal experiences and background affect the way they perceive and assess the world.

From some of the theories above, it can be concluded that perception is a process in which a person forms an assumption as a result of selective interpretation of an object that is influenced by knowledge, experience, emotions, and personality. From this, someone will judge whether an object is good or bad, useful or not, even important or less important.

2.3 Translation

Translation is the process of transferring meaning from the source language to the target language while maintaining the original message and communication. This section will also discuss the definition of

translation in detail, the purpose of translation, and the effects of AI for Translation.

2.3.1 Translation in English Writing

Translation in writing is important, as this text is often written with the intention of publication. When translating in writing, the original language is called the source language. But, the language the text is being translated to is called the target language. But in general, translation is an activity of transferring the meaning of a text from one language to another. Translation is also a simple thing if someone can understand someone's language.

There are three steps in the translation process proposed by Rachmadie, the first is to understand the meaning or message of the SL text, then look for the equivalent meaning or message in the TL, and the last is to rearrange the equivalent meaning or message in the TL into a form that is acceptable in the TL.

According to Munday, 2001:4) Translation has two types, namely oral and written translation. Oral translation is known as interpreting or interpretation, while written translation is known as translating or the activity of producing a translation. As a form of consistency of approach, in this case, we will focus on written translation.

Translation is the process of interpreting a text's meaning into a different language as intended by the author, according to Newmark's definition in his book A Textbook of Translation (1988:5). Nonetheless, he claims that translation is a craft that entails attempting to substitute a

written statement and message in one language for the same statement and message in another language in his other book, Approaches to Translation (1981:7). In addition, Larson stated that translating entails researching the vocabulary, grammatical construction, communication scenario, and cultural background of the original language (SL) text. It is necessary to analyze a text to reconstruct its meaning using vocabulary and grammatical constructions that are appropriate for the recipient's language and cultural context. Consequently, Larson (1984:3) added that the act of translating entails conveying the meaning of the original language to the target language. In this instance, translation plays a significant part in enabling cross-linguistic communication. Because the end product of translation work needs to be a message that is expressed in the target language in a way that is equally understood in the source language.

2.3.2 The Purpose Of Translation

The purpose of translation is to provide semantic equivalence between the Source Language and the Target Language. This is what differentiates translation from all types of linguistic activities. Apart from that, translation also aims to change text from one language to another, to enable communication between people who speak different languages. Then, translation can also provide information to people who are not fluent in the language.

2.3.3 Effect AI For Translation

Artificial Intelligence (AI) is computer knowledge that mimics human intelligence and can therefore mimic human behavior. Scahlkoff

(1990) defined artificial intelligence (AI) as a field of study that aims to simulate and explain intelligent behavior through computational processes. This intelligence is capable of translating between languages and using reasoning analysis to reach conclusions. Here, humans can translate between languages with the aid of an artificial intelligence called DeepL Translator. Thus, artificial intelligence can aid and support students in their learning process, particularly when it comes to translating their written work.We need to know that artificial intelligence certainly has positive and negative impacts on translation, namely:

a. Positive impact

1. With AI, it is possible to translate faster than humans.

2. Translation can be done on a larger scale and more efficiently.

3. AI translation is available online so it is easy to access as long as you are connected to the internet.

b. Negative impact

1. AI translation usually still produces inaccurate translations.

2. AI translation also cannot always understand all the context needed to translate text correctly, such as proverbs, humor, or ambiguous sentences.

It can be concluded that, artificial intelligence on translation has a very big effect because it has made significant progress that can help students in terms of translation, even though it still has limitations.

2.4 English Writing

Writing is one of the four language skills besides listening, speaking, and reading in language teaching. Writing can be defined as a process of transforming thoughts into written language (Tiwari, 2005;120). In addition, writing provides a unique opportunity to explore ideas and obtain information. By writing, one can express their thoughts more easily communicated to others.

Writing is also one of the most important language skills. By writing one can convey their ideas, opinions, and attitudes by writing. Therefore, according to Hedge (1998), argues that there are several things that students should keep in mind when writing, namely: Structure and format, spelling, vocabulary variation, grammar, punctuation, cohesive devices and different sentence types.

2.4.1 The Purpose of Writing

Tarigan (1994;24) the purpose of writing as follows:

a. Persuasive Purpose, to ensure the readers about the truth of the idea given by teacher.

b. Informational Purpose, to give information to the readers.

c. Creative Purpose, it tends to get artistic values.

2.4.2 Aspects of Writing

According to Brown (2001), there are five aspects in wiring, namely:

a. Content, in this case the content of the writing and the ideas described.

b. Form, which is the arrangement or organization in writing on the overall structure of good and proper writing.

c. Vocabulary, one of the most important parts of writing and choosing the right words in expressing their ideas.

d. Grammar, in the use of grammatical and syntax forms when writing. This component is seen from the sentence structure.

e. Mechanics, which are considerations in writing, such as spelling and punctuation.

2. 4.3 Problem of Learning Writing

According to Nurgiantoro (2001;298-299), there are some problem faced by students in learning writing , those are organizing idea, Lack Of Vocabularry, and Grammar Accuracy.

a. Organizing Idea

Nation (2019;119) states that some learners are able to say what they want to write but have difficulty in putting it into written form. In this case, many students have difficulty in organizing the ideas into sentences. So sometimes students are confused about what they will write.

b. Vocabulary

Vocabularry is a very important part of writing. Vocabulary errors and can make students' writing uncommunicative or unconnected with the previous sentence. Therefore, students must have a lot of vocabulary when they want to produce good writing, because they will have difficulty in expressing their ideas into writing when they lack vocabulary.

c. Grammar Accuracy

Basically, what is very important and should be known by students and teachers in learning to write is how they can find the best way and anticipate it and can also facilitate learning to write. Because when students write the thing that is confused is whether their sentences or grammatical correct or not.

According to Bryne (1988) and Hedge (1988), students' problems when writing can usually be in the form of grammar problems, mechanical problems, problems with sentence structure and problems with the choice of diction used.

In addition, according to Norish (1983), good writing is writing that includes acceptable and diverse vocabulary, correct syntax, and diverse sentence patterns. In this case, many students still lack vocabulary when writing so they have difficulty with word choice so they often use long phrases in their writing to attract readers' interest.

Then grammar in writing is also one of the problems that often arise and become a challenge for students when writing. In this case, according to Tyner (1987) and Kharma (1987) argue that some challenges when writing for second language learners are more likely to experience problems with tenses, subject-verb agreement, pronoun references and conjunctions**.**

2.5 DeepL Translator

DeepL Translator is a free translation service that translates text naturally and similarly to human-written translations by utilizing artificial intelligence techniques. Basically, this translation tool presents the results more quickly and easily, making it easier for students to understand the translations. According to Jorge B. Vargas, PhD (Lecturer and Researcher in Linguistics and Translation) who states that "DeepL uses a sophisticated neural machine translation model, allowing it to produce more natural and contextually appropriate translations than many of its competitors. It is a very useful tool for the translation of complex and nuanced texts". In addition, this opinion is corroborated by Katherine Murray, an author and professional translation practitioner, who states that DeepL Translator is one of the most effective tools to help with work. While it cannot replace human translation, the quality of DeepL translations is very close to the level produced by experienced translators.

The CEO and creator of DeepL SE, Jaroslaw "Jarek" Kutylowski, stated that he built DeepL as a translator because he had always struggled with languages as a child. In addition, he believes that each language is unique and essential to communication. Thus, DeepL has worked very hard to promote language development globally, including in Indonesia.

Apart from that, DeepL Translator is the most popular technological tool used by students today. since DeepL Translator is a reasonably priced tool that greatly enhances the process of learning to write in English. Additionally, DeepL Translator makes use of a machine learning and deep neural network-based technological system. Using a combination of artificial intelligence and deep language understanding, DeepL Translator can translate text between languages. According to Davis (1986) introduced the theory of technology acceptence model. This theory is one of the model to analyze about the factors that influence user on the system. In addition, there are two kinds of variables that can make an individual accept the system, such as perceived usefulness and perceived ease to use. (see figure 1).

Figure 1

(Technology Acceptance Model)
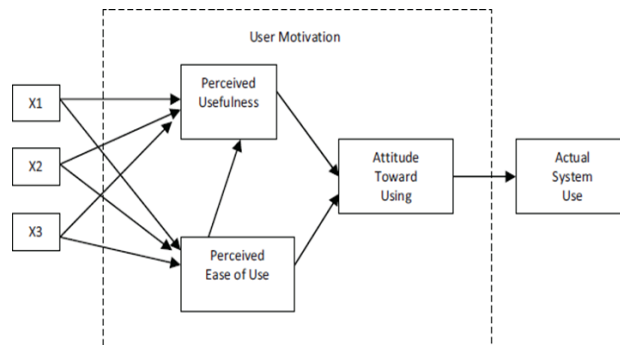
Perceived ease of use refers to a person's perception of how simple it is to access and use a technology, while perceived usefulness measures how beneficial a technology is thought to be for its users. Because a technology can become more useful by becoming easier to use, perceived ease of use can have an impact on perceived usefulness. Furthermore, two factors can influence one's attitude toward using technology. When a system is actually used, it indicates that the user finds it enjoyable and that they think it's easy to use and will boost their productivity.

2.5.1 Features of DeepL Translator

Here are the general features that can be followed to use DeepL Translator. (See Figure 2)

Figure 2

(Features Of DeepL Translator)
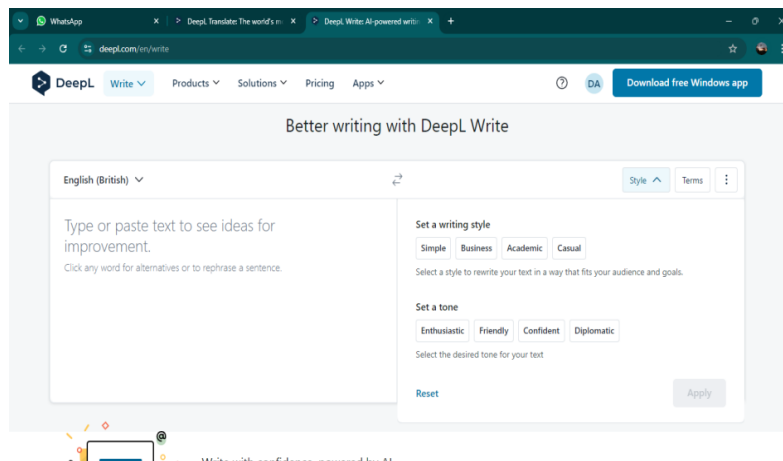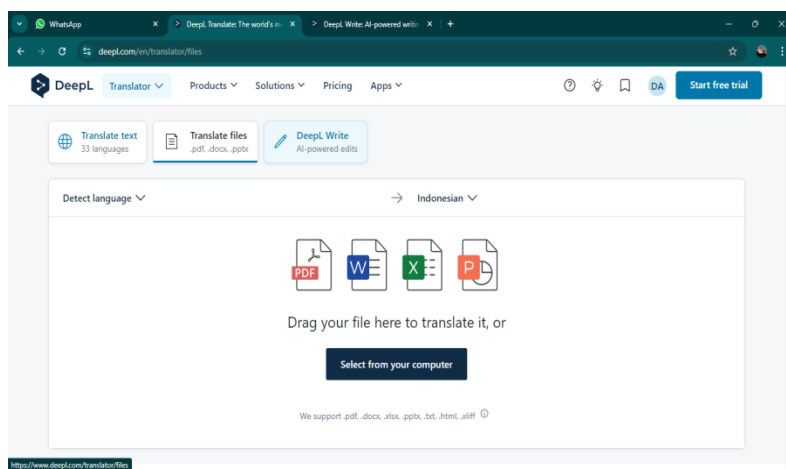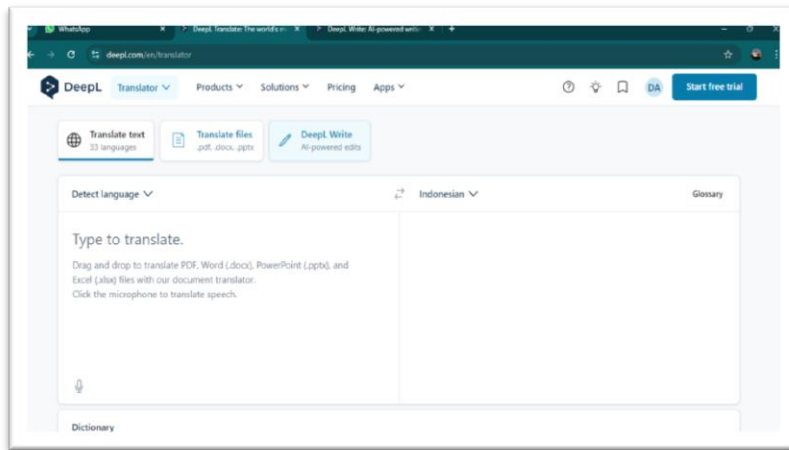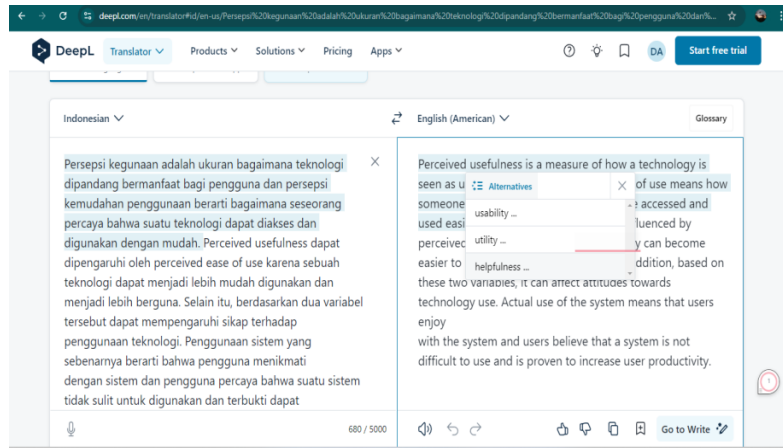
2.5.2 The Effect of DeepL Translator

DeepL Translator has changed the way we as students communicate in the era of globalization. This has helped people, especially students, to bridge language and culture, and allows for cross-language collaboration, as well as increasing access to information from various sources. Apart from that, the presence of DeepL Translator can help expand global coverage in terms of business and facilitate international trade. Although DeepL is renowned for its high translation quality, the translation results are not always accurate, especially for complex or specialized texts. Thus, the use of DeepL can raise concerns for users, such as student use and dependence on translation tools. According to Noam Chomsky, machine translation DeepL sometimes struggles to convey the subtleties and complexity of language necessary for profound comprehension. Users should be able to self-correct their writing as a result of the advice not to fully trust the translation results.

However, in using this technology, it is important to recognize that automatic translation cannot always replace human translation.

However, Hutchins, J. (2019) asserts that while AI won't totally replace human translation, they still need to make use of these tools in order to work more efficiently.

Here are the general steps that can be followed to use DeepL Translator : (See Figure 3)

Figure 3

(Steps Of Use DeepL Translator)

1. Access DeepL Translator.

   Step 1 : Visit the DeepL Translator website at DeepL.com or download the DeepL Translator app on your device (available for windows , and mobile device).
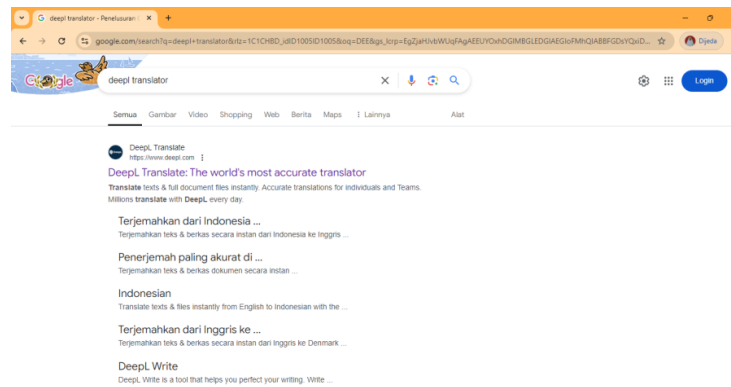
   Step 2 : After clicking DeepL Translator, select the source language and target language from the dropdown menu.
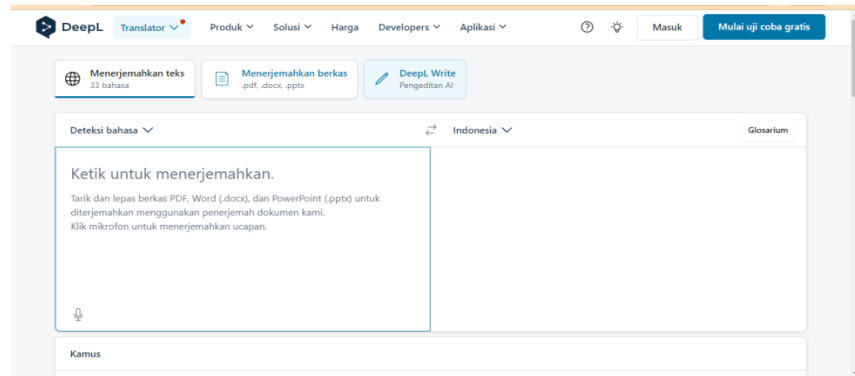
2. Enter Text

       Step 3 : After selecting the source language and target language, the next step is to type or paste the text you want to translate into the text field on the left side (source language).
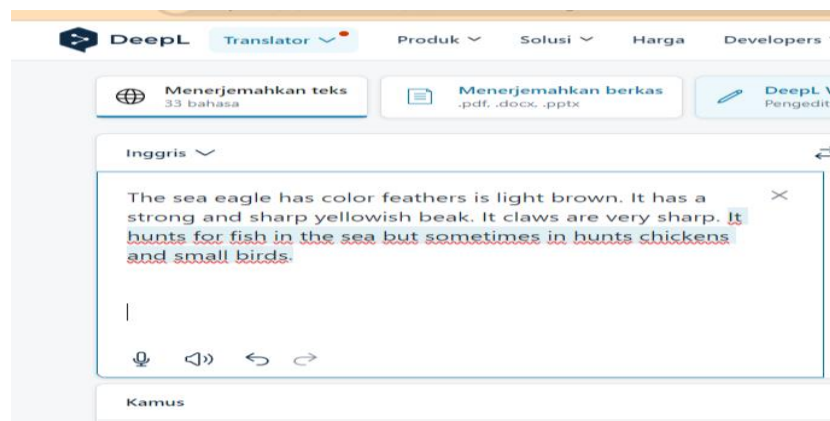
       Step 4 : Wait for DeepL to finish translating and display the translation results in the text field on the right side (target language). Deepl will automatically translate the text that you have typed or pasted earlier.
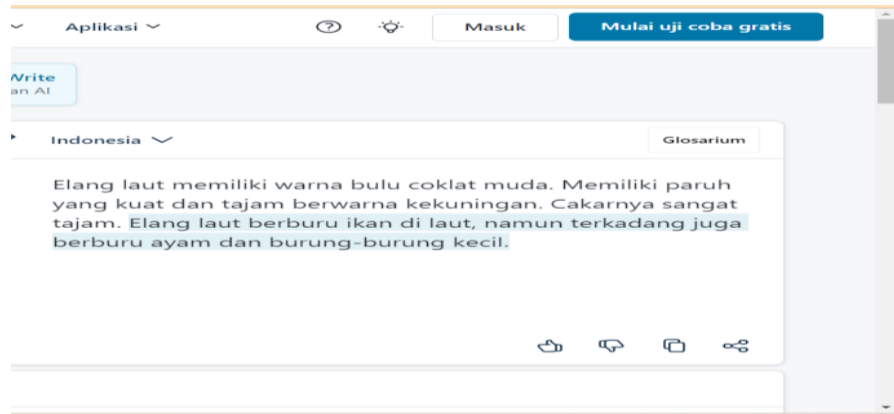
3. View, check and adjust the translation

Step 5: Once the text has been translated, check the translation to ensure accuracy and contextual appropriateness.

Step 6: If there are words that do not match, you can make manual adjustments or edit the text in the translation column. By clicking on the word or sentence you want to edit and the word or sentence you want to adjust will immediately appear.
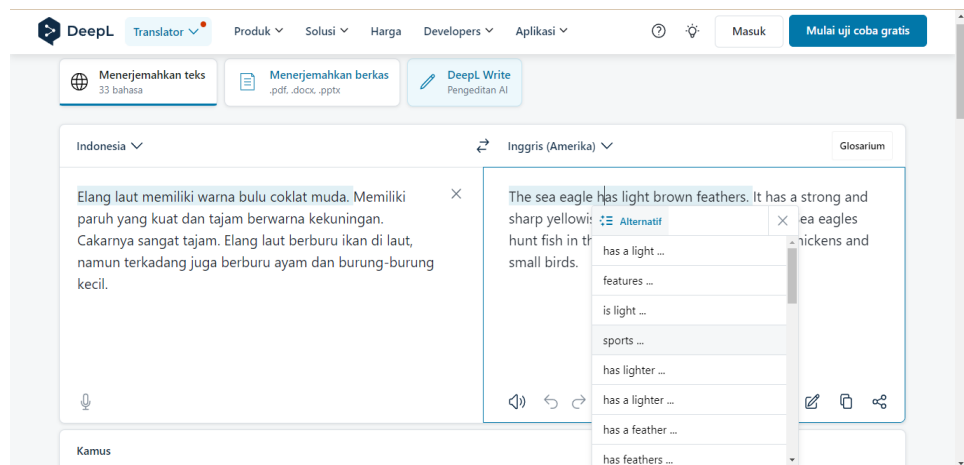
4. Use additional Features

   - Pro Features: If you use DeepL Pro, you can access additional features such as document translation. Actually accessing using the Web site can also translate documents but not all of

the text in the document can be translated DeepL through the web.

- Autocorrect: Utilize the auto-correction feature and recommendations suggested by the system to improve translation quality.

5. Save or Share Translation.

Once done, you can copy the translated text for use in other applications or export it if using the professional version.

2.5.3 The Different Of DeepL Translator and Google Translate

DeepL Translate and Google Translate are two software that are very popular among students and school children because they can translate text from one language to another. Here are some differences between the two translation tools.

a. Translation Quality

- DeepL Translator ; It has better translation quality than google translate, especially in translating longer texts, and produces more natural and accurate translations. Experts in the field of translation, such as Philipp Koehn, state that DeepL has superior translation quality, especially in European languages. DeepL uses neural machine translation which allows for better context understanding.

- Google Translate; still often produces rough or inaccurate translations, especially for less common languages.

b. Commercial Use

- DeepL Translator ; Although this translation tool is available for free online, there is a fee associated with using it for incentive purposes. According to David Becker (2021), DeepL's user-friendly interface makes translations simple and straightforward for people with a variety of backgrounds. Moreover, DeepL Translator is available for download.

- Google Translate ; This can accessible via the Web for free and also can be used by anyone online.

c. Security and Privacy

- DeepL Translator ; It emphasizes more on data security and privacy. It also uses end to end encryption to protect user data and claims not to store translated text data for other purposes.

- Google Translate ; This service is provided by Google, so the text data entered into Google Translate is collected and used for service improvement or for other purposes by Google in accordance with the privacy policy.

Hinkel (2002) says that by comparing the translation of DeepL with the original text, students can learn about the nuances of language and better writing style and help students understand the sentence structure and vocabulary in the target language. For example of different use two platform between DeepL Translate and Google Translate. (See Figure 4)

Figure 4

(Different Translation between DeepL and Google Translator)

- Original text

  "Tulisan ini dibuat untuk memberikan informasi mengenai pentingnya pembelajaran bahasa indonesia di perguruan tinggi. Bahasa Indonesia merupakan bahasa nasional yang harus dilestarikan dan diperhatikan setiap kaidahnya. Penggunaan bahasa Indonesia masih banyak mengalami ketidaktepatan karena kurang sadarnya kita mengenai pentingnya memperhatikan kaidah, ejaan, dan ketepatan dalam penulisan maupun pengucapan bahasa indonesia. Pemakaian bahasa Indonesia yang tepat gencar di perkenalkan sejak sekolah dasar hingga ke perguruan tinggi. Dengan diperkenalkan penggunaan bahasa yang baik diharapkan menumbuhkan rasa cinta terhadap bangsa Indonesia serta menjadi tanggung jawab bersama untuk menerapkannya didalam kehidupan sehari-hari salah satunya dilingkungan akademisi dan pendidikan."

- Translation Result using DeepL Translator

  "This article was written to provide information about the importance of Indonesian language learning in higher education. Indonesian is a national language that must be preserved and considered for each rule. The use of Indonesian still experiences a lot of inaccuracy because of our lack of awareness about the importance of paying attention to the rules, spelling, and accuracy in writing and pronunciation of Indonesian. The use of proper Indonesian is intensively introduced from elementary school to

college. By being introduced to the use of a good language, it is hoped that it will foster a sense of love for the Indonesian nation and become a shared responsibility to apply it in everyday life, one of which is in the academic and educational environment".
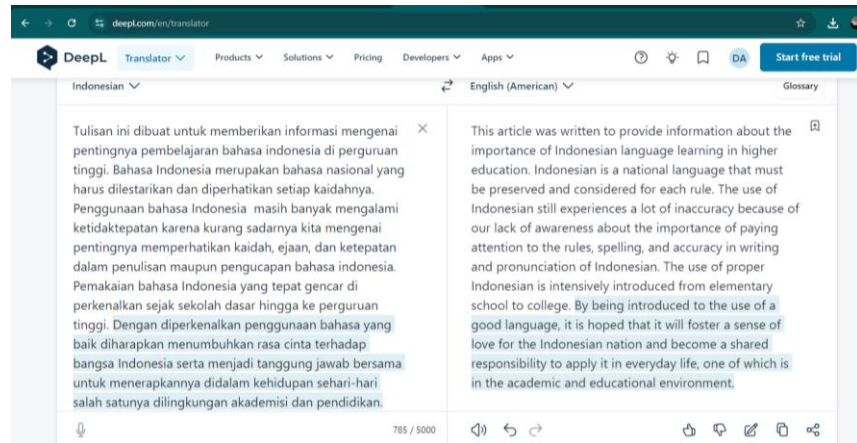
This is the translation result using DeepL Translator. If there is a discrepancy from the translation result, we can change the word or sentence that does not match directly in the translate column because there is a check or edit feature for the word you want to replace.

- Translation Result Using Google Translate

"This article was written to provide information about the importance of learning Indonesian in higher education. Indonesian is a national language that must be preserved and its rules must be observed. The use of Indonesian still experiences many inaccuracies because we are not aware of the importance of paying attention to rules, spelling and accuracy in writing and pronunciation of Indonesian. The correct use of Indonesian is intensively introduced from elementary school to university. By

introducing the use of good language, it is hoped that it will foster a sense of love for the Indonesian nation and become a shared responsibility to apply it in everyday life, one of which is in academic and educational environments."
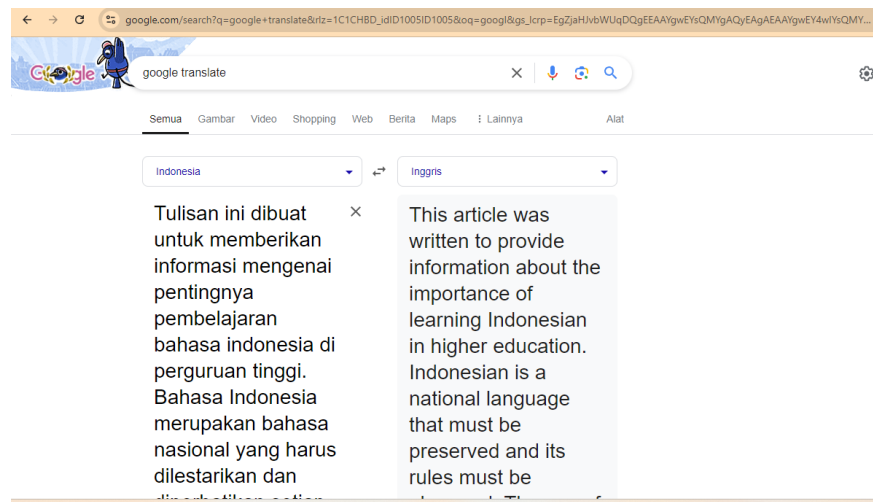
The translation results using Google Translate are different from DeepL Translator because there is no feature to edit or check vocabulary and sentences to adjust the correctness of the translation results.

2.5.4 The Relationship DeepL Translator to English Writing

DeepL Translator can significantly impact English writing by providing language assistance, enhancing vocabulary, improving grammar and syntax, inspiring creativity, and increasing efficiency.

a. **Language Assistance**: DeepL Translator aids non-native English speakers in translating texts accurately into English, helping to bridge language barriers and ensure clear communication. This can

be particularly useful in academic writing, business communication, and everyday correspondence.

b. **Vocabulary Expansion**: By suggesting alternative words and phrases, DeepL Translator contributes to vocabulary enrichment, enabling writers to find more precise and appropriate language for their writing.

c. **Grammar and Syntax**: While not flawless, DeepL Translator generally provides correct grammar and syntax in its translations. Writers can learn from these examples and improve their English writing skills by observing correct usage. According to Dr. Michael J. Houghton states that DeepL demonstrates significant advances in natural language processing with the ability to automatically correct grammatical errors as it uses effective learning techniques to understand and generate grammatical text.

d. **Writing Inspiration**: Translating text using DeepL can sometimes spark new ideas or perspectives, leading to more creative and nuanced English writing.

e. **Efficiency**: DeepL Translator saves time by quickly providing translations, allowing writers to focus more on the content and structure of their writing rather than struggling with language barriers.

2.5.5 How to DeepL Translator Improves English writing

Although the main function of DeepL Translator is as a translation tool, DeepL Translator can also improve writing skills

in several ways. There are several ways to utilize DeepL Translator effectively in improving writing skills.

a. Vocabularry Expansion

Schmidt, A. (2022) that when using DeepL to translate texts, they will often find new contexts where certain vocabulary is used. This helps them understand the proper usage to improve their writing skills. By looking at the words and phrases used in translations DeepL Translator users can explore and expand their vocabulary and learn new ways to express their ideas. In this case, it can help students write in a more diverse and precise way.

b. Grammar and sentence Structure

Li, G.K.T,. & Wang, H.M Z. (2021). As a linguistic expert stated that DeepL not only serves as a translation tool, but is also effective in detecting grammatical errors and improper sentence construction. This can help users to correct and improve their writing. By analyzing how DeepL Translator constructs sentences and handles grammar, students can improve sentence structure and grammatical accuracy. In this case, by comparing the original sentence with the translation result of DeepL Translator. By doing so, students can learn about the correct grammatical structure in writing and help in avoiding grammatical errors when writing.

c. Comparative Analysis

By comparing the original text with its translated version, an provide insight into differences in sentences, idiomatic expressions, and cultural nuances, thus helping students understand how to adapt their writing.

d. Learning Phrasing and Collocations

Usually the phrases and collocations provided by DeepL Translator are very accurate which are used by native speakers naturally. According to Schafer (2019) who states that AI-based tools such as DeepL have the potential to improve users' understanding of how words and phrases interact in the target language, which in turn can improve the accuracy and fluency of writing. This can help students to improve the fluency and naturalness of their writing.

e. Revision and Editing

DeepL Translator can be used as a tool for revising and editing by comparing the draft with the translated version, so that students can help learners identify errors and areas for improvement in their writing.

2.5.6 The Advantage & Disadvantages of DeepL Translator

a. Regarding the Benefits of using DeepL Translator translation:

- Easy to access and rated as having higher quality translations.

- Natural language quality. The translations produced by DeepL Translator are often more natural and easy to read.

According to PCMag, DeepL Translator's translations feel more polished and in line with target language norms.

- Document translation capabilities. Bowker & Bunt (2006), that tools that can translate documents directly, allow users to save time without spending on retyping the text of the document format. This is particularly beneficial in academic contexts where students are often faced with long documents. Forbes recognizes the importance of this feature as it allows users to easily translate complex documents. The translation can be in various formats such as Word and PowerPoint.

- DeepL Translator users can translate text from one language to another.

- Can increase productivity by providing fast translations, saving the time and effort required for manual translations.

- DeepL Transalator can be used in language learning and research, because it can help understand content written in various languages.

- DeepL Transalator can quickly translate large amounts of text in a relatively short time.

b. Regarding the Disadvantages of using DeepL Translator translation:

- Limited Supported Languages Although it excels in translation quality, the number of languages it supports is still limited compared to other translation tools. TeachRadar

recognizes that DeepL's language coverage is not as extensive as other translation tools.

- Features are limited in the free version, unlike the paid version which can access many features on DeepL Translator. According to Forbes, while the free version is good enough, some advanced features require a paid subscription. - According to John McCarthy, a technology and language expert, many free translation tools, including DeepL, limit their features and capacity to encourage users to switch to premium versions. McCarthy notes that these restrictions can be an obstacle for users who need large volumes of translations.

- There is no voice note and image translation feature in DeepL Translator. As stated by Dr. Sarah O'Hara, an expert in translation technology and linguistics, notes that image translation features are valuable in practical day-to-day applications and can make it easier to translate non-digital documents. The lack of this feature on DeepL means that users should look for alternative solutions or use other tools such as Google Translate for such needs. In addition, a statement from Dr. Michael J. Fisher, a researcher in the field of voice and language technology, emphasizes that voice translation features facilitate interaction in different languages and speed up the communication process. The

absence of this feature on DeepL means that users may lose efficiency in the context of live conversations and on-the-ground situations.

2.6 Previous Research

In previous research, researchers will confirm previous findings that have been carried out by various previous researchers in the following way:

The first is a journal by Petra Polakova, Blanka Klimova (2023) with the title "Using DeepL Translator in learning English as an applied foreign language - An empirical pilot study". In this research, the researchers attempted to investigate how machine translation is useful, especially DeepL Translator, in the second language acquisition process, because it has great potential to change foreign language education. In this research, it uses pre-test and post-test to get the research results. Apart from that, this research also uses a questionnaire survey to see positive perceptions of the level of language ability by research participants. This research involved 16 students studying English as an applied foreign language with a proficiency level of C1. The results of these findings show that students' formal writing improved by more than half after using machine translation.

Second, Research by Imra'atul Mufidah, (2022) with the title "Students' and Teachers' Perception Of Using Microsoft Teams In Speaking Class At SMP Brawijaya Smart School Malang (8th Grade Students). The purpose of this study is to identify teachers' and students'

perspectives on the use of Microsoft teams in English language learning. The research used qualitative approach and case study design. And the research used questionnaires and interviews to collect data. The results obtained showed that students were less aware of Ms Teams before Ms Tearms was used at school. As well as an effective tool in use during learning. Ms Tearms can improve students' speaking ability.

Third, Research by Zilong Li et al. (2023) with the title "Metamorphic Robustness Testing for DeepL Translation". The purpose of this research is to compare primative input translations with input translations that can cause major changes in translation results, in this case testing the robustness of machine translation software capabilities in the absence of human translation or reference. The method used in the research is the metamorphosis testing method. The results from his research show that the lack of robustness of DeepL Translator's translation as well as preliminary results show metamorphosis testing has potential in the field of natural language processing.

Fourth, Research by Fhatur Ananda Sidiq, Syafryadin (2024). "Students' perception of using DeepL for translating English text". The purpose of the research was to learn as much as possible about students' perspectives and opinions regarding the use of DeepL to translate. The research subjects were twenty-six physical education students. This study used descriptive qualititative techniques. The results showed that although the students who used DeepL for translation were aware of the vocabulary limitations, they also accepted the translation approach.

Fifth, Research by Elsya Ayu Fadhillah, Tatik Irawati, PGRI Jombang University, Indonesia. "The Use Of Translation Tool In Argumentative Writing Process". The purpose of this research to find out how English students use translation tools in the process of argumentative writing. This research was conducted qualitative method by using audio – visual materials in the form of screen recordings of students' writing and questionaires in the form of combination of closed and open – ended quisionnaires. The results showed the planning stage, students used google translate to check the meaning of unknown words, translate phrases and translate sentences. And then, students use DeepL Translator to check the meaning of unknown words, translate phrases and translate sentences. DeepL Translator use students to translate sentence and paragraphs, And then editing stage. Students use google translate just to check the meaning of unkown words and translate clauses.

Sixth, Research by M Sholih Salimul Uqba, Nur Hasaniyah, Abdul Muntaqim Al Anshory, Adam Mudinillah (2024). The research use descriptive qualitative approach to describe the perceptions of Bachelor and Master students of Arabic Language Education at UIN Malang, with a questionnaire design and interviews to gain in – depth understanding of students' views. The findings show that almost all students use software in translating and doing assignment, with varying portions of use.

CHAPTER III

RESEARCH METHODS

This chapter focuses on research methods that involve a process of obtaining, collecting and organizing data. This research uses several methods systematically, such as research design, research subjects, research instruments, data collection, and data analysis.

3.1 Research Design

Research design is a process that must be carried out in planning and implementing research. According to Moh. Pabundu Tika (2015; 12) is a plan on how to collect, process and analyze data in a systematic and directed manner so that research can be carried out efficiently and effectively in accordance with the research objectives. In this case, it can provide an overview of the difficulties faced by the author so that the research results do not deviate and comply with the guidelines.

The focus of this research using quantitative Non-Experimental methods. Quantitative approach aims to determine lecturers' and students' perception towards the use of DeepL Translator in English writing. Maksum, (2018: 100) explains quantitative research is a research conducted to provide understanding of phenomenon in depth with the researcher as the main instrument. It can be said that non-experimental research is descriptive or correlational, which emphasizes describing situations or phenomena as they are, or you describe the relationship between two or more variables, all without the intervention of the researcher. The purpose of this research is how to understand the

phenomena experienced by the research subject, for example, perception, behavior, motivation, action, and so on. Therefore, in this study the author's goal is to find out how the perceptions of teachers and students towards the use of DeepL translator in English writing and to find out what indicators affect the improvement of English writing in the use of DeepL Translator at UIN Malang.

3.2 Research Subjets

In this study, the research subjects were Lecturter and students majoring in English Education at UIN Maulana Malik Ibrahim Malang. And the research is aimed at students of class 2020, 2021, and 2022. The reason for choosing research in this semester is because of course they have taken writing courses and of course in that batch they have also started writing a thesis. Furthermore, the researcher will also select 3 students who have filled out the questionnaire as participants for interviews and of course this research will also conduct interviews with lecturers who teach writing courses and have used DeepL Translator.

3.3 Instruments of the Research

The instrument uses Non- Experimental Quantitative research method, the main data in the research is collected by various sources such as questionnaires, and interviews. This research method is used to collect in-depth information from participants, capturing their experiences, perspectives, and behaviors related to the research topic. Therefore, data collection through questionnaires and based on the TAM (Technology Accptance Model) theory, namely Perceived Usefulness and Perceived

Ease of Use. Because this research is related to perception and technology.

3.3.1 Questionaire

The questionnaire method is a data collection technique that is carried out by giving questions or written statements to respondents to answer. The questionnaire aims to obtain information or perceptions from respondents.

In this case, it is supported by Clarke (1995) in Delvin (2002) who said that the questionnaire aims to obtain students' views on whether the teaching is good or bad. In this study, the questionnaire was designed with structured questions addressed to the respondents, namely students of batches 2020, 2021 and 2022 of Tadris English UIN Malang.

The questionnaire questions are demographic questions, experience using DeepL Translator, advantages and disadvantages of using translation software, and its impact on the development of students' writing skills. In addition Based on a theory developed by Fred Davis in 1989 which explains and predicts how users receive and use technology.

3.3.2 Interview

In this research, the author used a data collection method through interviews by asking several questions to students and receiving responses from them. The author uses this method to

obtain information about students' perceptions of the use of DeepL Translator in learning to write. An interview is a conversation carried out by two parties, namely the interviewer and the interviewee with a specific purpose (Moleong, 2000: 150). The purpose of the interview is to find out what is contained in the minds and hearts of others (S. Nasution, 1996: 73). This interview method is used to get an in-depth understanding of the perceptions of the experience and use of teachers and students in using DeepL Translator in writing English. The number of respondents was 4 people including 1 lecturer of Tadris English who taught Writing and 3 of them were students who had filled out the research questionnaire.

The interview technique is a very practical thing, because it has several advantages for the writer, including obtaining accurate target information, the writer also does not need to wait a long time for responses from students to answer questions. Apart from that, researchers can also obtain much more in-depth information from the subject's answers.

3.4 Data Collection Techniques

The data collection stage is a very important stage in research because at this stage the writer must use the best research methods to obtain the information needed. The author uses questionnaires and interviews as data collection methods.

First, the author distributed questionnaires and explained the purpose and how to fill out the questionnaire. Based on (Brown 2022) the use of questionnaires was carried out to obtain a relatively cheap, fast and efficient method so that the author did not need to be present at the research site when students filled out the questionnaire.

Second, in addition to using questionnaire techniques, the author also used interview techniques with several students who had filled out the research questionnaire as well as interviews with lecturers teaching writing courses. In this technique, the author conducted interviews with several students by asking several questions that had been prepared by the author regarding their perceptions of the use of DeepL Translator in learning English writing. During the interview, the writer combined the language used between Indonesian and English to make it easier for the interviewees to understand the researcher's questions. After that, the author will process the data from the results of the speakers' exposure.

3.5 Data Analysis

After getting the results from the data obtained from the questionnaire and interviews, the data will be presented descriptively. Based on Miles and Huberman (1994): there are three stages in discussing and understanding data in obtaining certain meanings, interpretations and conclusions from a number of research data. These stages are reduction, data presentation, and drawing conclusions or verification.

3.5.1 Data Reduction

This data reduction is a method in research methodology which means summarizing and selecting important information. And then the results of the reduction will provide a clearer picture and make it easier for writers to collect data. Therefore, in this research the author needs data reduction to help the author in processing the data and can help in drawing good conclusions in the research. In this case, the author wants to know the overall perception of students regarding the use of DeepL Translator in learning to write English at UIN Malang.

3.5.2 Data Display

After the data reduction stage, the next stage is the Data Display stage which is carried out in the form of descriptions and charts. This stage provides a lot of structured and organized information to draw conclusions. In this case, the author's research uses narrative writing to describe the data.

3.5.3 Drawing Conclusions/Verification

At this stage, the author makes conclusions from the data obtained after carrying out the reduction and display stages. Conclusions are drawn by reviewing the data repeatedly and then explaining it in the form of narrative writing. In making conclusions, the author can provide additional suggestions for further research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two sections that address the issues and then go into more detail about the findings and discussion of the research. Information gathered from questionnaires and interviews regarding lecturers' and students' perceptions toward the use of DeepL Translator in English writing is presented in this chapter.

4.1 Research Findings

4.1.1 Students' Perception Toward The Use DeepL Translator

The results of the data presented in this section, namely the data from the questionnaire results of Tadris English students of UIN Malang batch 2020, 2021, 2022 about Students' Perception Toward The Use DeepL Translator In English Writing. There are 20 selected questions that must be answered by students regarding their perceptions of the use of DeepL Translator.

Table 4.1

Tabulation Data from the Questionnaire

No.	Question	Alternative answer					Total
		SA	A	N	DA	SDA	
EXPERIENCE AND PERCEIVED EASE OF USE							
1	Do You use DeepL Translator to	40%	55%	5%	0%	0%	100%

	Translate your English Writing?						
2	I Often Translate English text using DeepL Translator because of its natural translation quality and ability to understand.	35%	60%	5%	0%	0%	100%
3	I find it easier when using DeepL Translator because it is fast and the translation quality its the high among other translations.	20%	65%	10%	0%	5%	100%
4	Security and privacy on DeepL Translator is better compared to other translation as it uses end to end encryption to protect data claims not to store translated text data for others.	5%	25%	70%	0%	0%	100%
5	DeepL Translator has a better sentence structure when compared to the translation result of DeepL Translator with Google Translate.	35%	45%	20%	0%	0%	100%

6	Can DeepL Translator replace native speakers interm for choosing natural English expression?	0%	5%	30%	50%	15%	100%
7	DeepL Translator to help me identify errors and areas for improvement in my writing, such as lack of vocabulary.	30%	50%	20%	0%	0%	100%
8	DeepL Translator really helped me in discovering new vocabulary.	35%	55%	10%	0%	0%	100%
9	DeepL Translator really helped me in discovering sentence structure in writing.	20%	60%	20%	0%	0%	100%
PERCEIVED USEFULNESS							
10	Using DeepL Translator to check grammar and writing style, so as to improve grammar in English writing.	5%	60%	35%	0%	0%	100%
11	How effective is the "Grammar Correction" feature in DeepL Translator to help you in writing English?	10%	55%	35%	0%	0%	100%

12	How useful is the "Writing Style Suggestions" Feature on DeepL Translator for improving the quality of your English Writing?	10%	55%	30%	0%	5%	100%
13	Pharases and collocations in DeepL Translator are very accurate because it uses native speakers naturally, so it can help improve the fluency and naturalness of their writing.	10%	50%	40%	0%	0%	100%
14	DeepL Translator has a revision and editing features that allow you to identify errors and areas for improvement in your writing..	15%	40%	45%	0%	0%	100%
15	DeepL Translator has features with the ability to translate documents in certain formats such as docx, pptx, so that it can translate quickly.	20%	70%	10%	0%	0%	100%
16	DeepL Translator can be used in language learning and research, as they can help understand content written in different languages and are easy and quick to access.	15%	85%	0%	0%	0%	100%

	SATISFACTION IN USE						
17	How well do the features of DeepL Translator fulfill your English writing needs?	10%	70%	20%	0%	0%	100%
18	DeepL Transalator lacks features Such as image translation and voice notes, requiring users to type manually or translate file.	20%	60%	20%	0%	0%	100%

19	After using the DeepL Translator feature to write English, Do you face any problems, either in translation errors, feature limitations, feature speed or inconvenience in using?	10%	35%	50%	5%	0%	100%
20	How would you rate the quality of writing advice provided by DeepL Translator?	20%	70%	10%	0%	0%	100%

Annotation :

SA : Strongly Agree   DA : Disagree

A : Agree   SDA : Strongly Disagree

N : Neutral

The table above is the percentage of responses from students who use DeepL Translator in the class of 2020, 2021, 2022 Tadris English UIN Malang. The questionnaire above is divided into 3 parts of the question, the first part is about the experience and ease of use of DeepL Translator starting at number 1 -9, the second part contains the usefulness of DeepL Translator starting from number 10 - 16, while in the third part regarding satisfaction in using DeepL Translator starting from 17 - 20.

There are nine questions in the first section, numbered one through nine, covering the DeepL Translator's usability and experience. The first question displays the responses of 40% of students who strongly agree and 55% of students who agree that they translate their English writing using DeepL Translator. The remaining 5% of students who replied were indifferent, indicating that they occasionally translate using DeepL Translator. Furthermore, regarding the claim that the majority of students use DeepL Translator to translate their writing, 0% strongly disagreed and 0% disagreed.

The second claim is that "because of the high quality and natural translation results, students use DeepL Translator frequently." According to the survey results, 35% of students strongly agree and 60% agree, indicating that they frequently use DeepL Translator for translation due to its high translation quality and natural flow. Because of the high quality and natural translation, students indicated that they agreed with the frequency of using DeepL Translator 5% of the time, disagreed 0% of the time, and strongly disagreed 0% of the time.

The third statement shows 65% agree and 20% strongly agree that students find it easier to use DeepL Translator because it is fast and the quality of translation is high among other translations. Meanwhile, 10% of students were neutral and 5% strongly disagreed and 0% of students disagreed regarding the ease and quality of translation of DeepL Translator among other translations.

The fourth statement reveals that 70% of college students gave a neutral response when asked if DeepL Translator's security and privacy statement was superior to other translations. This indicates that the majority of them are still unfamiliar with DeepL Translator's security and privacy features. Nonetheless, 25% of respondents agree, and 5% strongly agree, that DeepL Translator offers better security and privacy than other translations. Regarding the claim that DeepL Translator's security and privacy surpass those of other translations, 0% strongly agree and 0% disagree.

Then, the fifth statement shows 45% of students agree and 35% strongly agree that DeepL Translator has a better sentence structure than other translations such as Google translate. And there were no students who answered disagree (0%) and strongly disagree (0%) about the statement, although 20% of the students answered neutral.

In the sixth section, the majority showed 50% of the students disagreed and 15% strongly disagreed that DeepL Translator can replace Native Speakers. This means that although the translation of DeepL

Translator is natural, it cannot replace native speakers. Then, 30% of students are neutral and 5% agree and 0% of students strongly agree that DeepL Translator can replace native speakers.

The seventh statement shows 50% of students agree and 30% strongly agree that DeepL Translator helps students identify errors and areas they need to improve and their writing, such as vocabulary errors. In addition, 20% of them were Neutral because they might still doubt the translation results. Then 0% disagreed and 0% strongly disagreed about the statement.

Then the eighth statement, the results were 55% agreed and 35% strongly agreed that DeepL Translator really helped students to find new vocabulary. Although 10% of them answered neutral. While 0% disagreed and 0% strongly agreed about the statement.

The ninth statement, shows the results of 60% agreeing and 20% strongly agreeing with the statement that DeepL Translator is very helpful for students in finding a good sentence structure in writing. A total of 20% of students answered neutrally because they felt that there were still errors produced at DeepL. However, there were no students who strongly disagreed and disagreed (0%). This shows that DeepL Translator is very helpful for students in finding a good sentence structure in their writing.

Furthermore, statements number 10-16 focus on the perceived usefulness of DeepL Translator on students' writing learning. Statement number 10 showed 60% agreed and 5% strongly agreed that using DeepL

Translator to check students' grammar and writing style, so as to improve grammar in English writing. In comparison, the other students showed 35% neutral and no students disagreed and strongly disagreed. Thus, the results show that most students have a positive perception when using DeepL to check their grammar. Although 35% expressed neutral because sometimes they experience problems when checking grammar.

Then, the 11th statement shows 55% of students agree and 10% strongly agree that the grammar correction feature on DeepL is effective in helping students write English. Even so, there are 35% of students who stated neutral about the statement because they sometimes experience problems when using the grammar feature. However, there are no students who disagree and strongly disagree (0%) about the statement. That is, the statement shows that the grammar correction feature on DeepL can be said to be effective in helping students improve their writing.

Furthermore, statement number 12, the results show 55% agree and 10% strongly agree about the statement that the writing style suggestion feature on DeepL Translator is very useful for improving the quality of students' English writing. Although 30% are neutral and 5% of students strongly disagree about this and 0% disagree.

In statement number 13, most of the students expressed 50% neutral because it is possible that sometimes students have problems. But 40% of the students agreed and 10% strongly agreed that the phrases and collocations on DeepL translation are very accurate and can help improve

the fluency and naturalness of their writing. And there were no students who answered disagree and strongly disagree (0%) on the statement. This means that the statement of phrases and collocations can improve the fluency and naturalness of students' writing can be declared accurate although some of the students responded neutrally.

Statement number 14, shows 40% of students agreed and 15% strongly agreed that DeepL Translator has revision and editing features that can help identify errors and areas that need to be improved in the writing. Although, 45% of the students responded neutrally, but no students disagreed and strongly disagreed (0%) about the statement.

Then, statement number 15 shows that 70% of students agree and 20% strongly agree that DeepL Translator has features with the ability to translate documents and certain formats such as, docx, ppt which can speed up the translation process. 10% of students answered neutral, because there are still problems with these features. However, 0% of students disagree and 0% strongly disagree about the ability of the DeepL feature to translate documents.

Then, statement number 16 shows 85% of students agree and 15% strongly agree that DeepL Translator can be used in language learning and research, because it can help understand content written in various languages and is easy and fast to access. In addition, no students answered neutral, disagree and strongly agree (0%) about the statement. This proves that DeepL Translator can be used in language learning and research.

Statement number 17 - 20 focuses on satisfaction and what problems are faced in using DeepL Translator. Statement number 17 is how good the features of DeepL Translator are to meet the needs of English writing which the results show 70% of students agree and 10% strongly agree and only 20% of students who state neutral. Meanwhile, there are no students who disagree and strongly disagree (0%) about the statement. It can be said that most of the students stated that the features of DeepL Translator are good in meeting their writing needs.

Furthermore, statement number 18 shows that there are 60% of students who agree and 20% strongly agree that DeepL translation does not have image and voice note translation features, so it requires users to type manually or file. While 20% stated neutral, and 0% disagreed and 0% strongly disagreed about the statement.

Furthermore, statement number 19 showed that 50% of the students stated neutral because sometimes they experienced problems with limited features and word capacity if they translated too many words. In addition, 35% of the students stated that they agreed and 10% strongly agreed regarding the statement that after using DeepL Translator for writing they experienced some problems such as translation errors, feature limitations, or inconvenience in use. Then, only 5% of students disagreed with the statement because they might have used DeepL Translator Pro. And there are no students who strongly disagree (0%) with the statement.

The last statement at number 20 shows the results that there are 70% of students who agree and 20% of students strongly agree that the quality of writing advice provided by DeepL Translator is very good, so there are no students who disagree and strongly disagree (0%) about assessing the quality of writing advice provided by DeepL Translator. Although there are only 10% of students who stated neutral due to problems when using DeepL Translator.

After collecting data through questionnaires, researchers also conducted interviews with students to support the answers of students' perceptions regarding the use of DeepL Translator in learning to write.

Table 4.2 Transcription code of interview

Variable Transcription Code	Correspondent
Research 1	Interviewer
The students of the highest score R1	Respondent of interview
R2	Respondent of interview
R3	Respondent of interview
Total : 4 (Fourth)	

There are 5 questions that will be asked in this interview, the researcher will show the questions and respondents' transcription below.

Table 4.3 Interview

NO	QUESTION	ANSWER
1	According to your perception, is DeepL Translator effective to use in learning English writing? And can it help correct grammar mistakes?	R1 : She said, "I think the tool is quite effective because I have compared the results of DeeL and Google Translate, indeed the translation of DeepL is more efficient and less wordy than google translate and usually on google translate it lengthens the sentence and is not to the point, so I think Deepl Translator is more effective than other translations. And for the correction, I think DeepL Translator is also better because the results are more understandable and understandable than google translate." R2 : "DeepL Translator is effective because it corrects grammatical errors" R3 : "In my opinion, it is quite effective because in the context of learning in English writing because it can help in the field of translation specifically and DeepL helps me in choosing more standardized words and more coherent text structures. And for grammar correction, I don't think it is specifically helpful, but DeepL certainly presents translated results with sentences that are in accordance with grammar".

It can be seen from the students' perception that DeepL translator is a tool that is quite effective in English writing compared to other translation tools. Although the grammar correction is not specifically helpful, so far according to their experience the grammar correction on DeepL translator is better because it is more understandable.

Table 4.4 Interview

NO		
2	Do you think DeepL can improve English writing?	R1 : "Personally, it can improve English writing, because I personally get new knowledge. Because when using the website, we don't just use it but we also have to compare it. So there are some new knowledge that we know. Including in vocabulary improvement and many vocabulary that I just know after using DeepL". R2 : "In my opinion, yes, it can improve both in terms of sentence structure and the accuracy of the vocabulary chosen in the sentence". R3 : "I think yes, the reason is because DeepL can provide sentence structures that are in accordance with grammar and more standardized word selection, and even provide alternative sentence choices from the translation results so that we learn sentence patterns and choose those that are more suitable for the context we need."

It indicated according to students' perceptions that DeepL Translator can improve English writing, because by using the tools students can compare the translation results from DeepL with humans, as well as the availability of sentence choices that can better suit the context they need. That's where they will know and get new knowledge.

Table 4.5 Interview

3	What do you think of the features provided by DeepL Translator, are they useful or otherwise?	R1 : "In my opinion, the feature is useful because there are 2 features, namely writing which translates in sentences and the second is the feature of translating using documents, I think both features are useful because you can translate once without copying/pasting, and can be more time efficient." R2 : "In my opinion, it is very useful and helpful, especially in the translator section and in the docx translation feature it is very useful, but unfortunately if you download it there is a header DeepL if you use the web one instead of the pro one." R3 : "I think it is very useful, because we can translate per sentence and which is very useful because it can translate files. And so far I have only tried the DeepL write feature once and it is helpful and accurate grammar and there are alternative sentence options.

According to students' perceptions, the features on DeepL can be categorized as very useful because the doxc translation feature can be more time efficient because it can be translated once.

Table 4.6 Interview

4	From your experience using DeepL, do you think DeepL Translator can replace native speakers?	R1 : From my perception, if the realm is to replace native speakers, I don't 100% agree because this is a machine and there are some keys that do have errors or errors, not like humans. Even though the machine is proper, there are some times when the tool has errors, whether it's spelling, vocabulary or not proper, if it's human we can reason for example "oh the vocab is suitable using this and others". R2 : "No, because DeepL is only a non-real life machine and cannot replace a real life native speaker who can provide direct interaction, like a human who can correct by comparing the translation results". R3 : "I don't think it will replace it, because again DeepL is a one-way tool, it only presents and the choice is back to us to adjust. Unlike native speakers who can communicate in two directions, of course, so our considerations can certainly affect the input from the native speakers themselves.

According to the student's perspective, DeepL Translator cannot take the place of native speakers because, despite its sophistication, DeepL is merely a machine with limitations and can never fully replace the ability of real native speakers to speculate and think critically.

Table 4.7 Interview

| 5 | After using DeepL, knowing its features, did you experience any problems or constraints during use? | R1 : "According to my personal experience, there are 3 obstacles that I usually experience, such as there are words that are erroneous when translating, for example when translating from Arabic - English and there are some letters from Arabic that are not detected in DeepL but when Arabic - English there are some letters that are not detected even just like cities or symbols in the translation results. Then I have also experienced the translate docx feature, which turns out that the resulting translation file cannot be copied, so the file from the translation is locked from the company DeepL, allowing from DeepL has special security not to be copied by others, so it can be said that the privacy security of DeepL is very well maintained. And the maximum word on DeepL is also one of the obstacles if accessed via the web because it requires copying several sentences. Likewise, if you use the docx translation feature, the translation is truncated so not all of the contents of the file are translated, only loading a few words.

R2 : "It's just having problems with the docx translation feature because there is a watermark that says DeepL in the translation results and also sometimes the vocabulary used is too standardized."

R3 : "the problem is only in the premium because if you use the free one, it is limited to the number of words". |

Some of the issues that students face include restrictions on the features and word count that they can access through the internet. Moreover, there is a watermark called DeepL and restrictions on the docx translation feature that prevent copying and pasting.

4.1.2 Lecturers' Perception Toward The Use DeepL Translator in English Writing

The data obtained from the lecturer's perspective regarding the use of DeepL Translator in English writing is explained in this section. The subject of this interview is Mrs. Wahyu Indah Mala Rohmana, M.Pd. On September 02, 2024, an interview was held at the Faculty of Tarbiyah UIN Malang building. The investigator posed multiple queries, the primary ones being: Does she utilize DeepL Translator? and How do you, as an instructor, evaluate students' comfort level with DeepL Translator when composing English assignments?

She said: *"Personally, I use DeepL Translator but I don't use DeepL Translator in class. But of course I will recommend this to students instead of using similar translators like google translate and so on. And in my opinion, DeepL Translator is more okey, because the translation is more accurate and contextually clearer too..."*.

Second, the researcher asked about how the Lecturer's opinion based on the usefulness of DeepL Translator and how effective DeepL Translator is in helping students improve the quality of their writing. She said, *"because since I also haven't applied this in class, but in my opinion, DeepL Translator is more effective because it is AI so it is more able to capture contexts that may be in google translate cannot be captured/unreadable and I think the language is also more natural.."*.

Third, the researcher then asked about the lecturer's perception or opinion whether DeepL Translator can help students understand and correct students' English grammar mistakes compared to using other translations. She said, *"if in terms of correcting grammatical errors, it is the same - both correcting and also both identifying, and also we can know the source language and translation. Basically, DeepL Translator and other translation tools function the same, but if you look at the accuracy factor and it is more structured so the sentences are more natural and in my opinion, if used by students it is also okay."*

Fourth, the researcher stated about whether there are certain concerns about the accuracy or quality of the translation "In Academic Context" when students use DeepL Translator on their writing. She said *"The concern is certainly there, therefore, I do not recommend students to fully believe about the result of the translator, they also have to use their own linguistic knowledge in using it, so they can identify, which one is more appropriate and which one can be changed. So, DeepL here does not function as a translator but more like a translation assistant, but they themselves will translate so they don't use it fully...".*

Last, as a lecturer who uses DeepL Translator, the researcher asked about the problems that are usually experienced when using DeepL? She said, *because I am still using the web one, so some features are still limited and the capacity of sentences that are not long enough to*

be translated, so the obstacle is just that because I have not used the

Pro DeepL Translator...".

This section presents the lecturer's assessment of the effectiveness of DeepL Translator in teaching writing. It can be seen from a number of previously mentioned factors, including the fact that the language produced by DeepL is natural, structured, and appropriate for various linguistic contexts. Furthermore, although it is not necessary to utilize the tool to its fullest extent, instructors also advise students to use DeepL Translator. According to the lecturer, DeepL Translator is superior to other translations and can assist students in fixing grammatical errors.

4.2 Discussion

This section aims to answer the research questions in this study, namely, "What are the Lecturers' and Students' Perception toward the use of DeepL Translator?" and "What are the obstacles experienced by students when translating their writing using DeepL Translator?". This study aims to find out how the perceptions of lecturers and students towards the use of DeepL Translator in learning writing at UIN Malang as well as what obstacles and problems experienced by students when using these tools. Therefore, the researcher will present the results of the research that has been carried out through distributing questionnaires to students and interviews with lecturers and students.

4.2.1 Students' Perception Toward The Use DeepL Translator in English Writing

DeepL Translator has been proven to be a high quality translation tool and is easier to access compared to other tools. And this has also been claimed by many students based on students' perceived experience and ease when using DeepL Translator. This is related to Philipp Koehn's (2017) statement, stating that DeepL has superior translation quality, especially in European languages. DeepL uses neural machine translation which allows for better context. And then, research by David Becker highlighted DeepL's simple and intuitive user interface, which allows users from various backgrounds to easily perform translations. Apart from that, students can use DeepL Translator to help identify errors and areas that need to be corrected in their writing, so they can learn about correct grammatical structure in writing. This is related to Li, G.K.T,'s research. & Wang, H. M Z. (2021). As a linguistic expert, DeepL not only functions as a translation tool, but is also effective in detecting grammatical errors and inappropriate sentence construction. This can help users to improve and perfect their writing.

In fact, based on students' experience, they discover new vocabulary when using DeepL Translator, so this can help them write in a more diverse and precise way. This is equivalent to research stated by Schmidt, A. (2022) that when using DeepL to translate text, they will often find new contexts where certain

vocabulary is used. This helps them understand the proper usage to improve their writing skills.

Researchers also found positive responses from students regarding the perceived usefulness of the DeepL Translator features which were quite effective and very useful in improving their writing. The data shows that 60% of students use DeepL to check grammar and writing style. And data shows that 55% of students claim that DeepL's grammar correction feature is quite effective in helping them write English. This is similar to Michael J. Houghton's statement stating that DeepL shows significant progress in natural language processing with the ability to automatically correct grammatical errors because it uses effective learning techniques to understand and produce grammatical text. In addition, students admit that the phrases and collocations in DeepL are accurate so that they can help improve the fluency and naturalness of their writing. This is similar to Schafer's (2019) statement which states that AI-based tools such as DeepL have the potential to improve users' understanding of how words and phrases interact in the target language, which in turn can improve writing accuracy and fluency. Apart from that, the feature of translating docx and pdf files can help students to save more time and increase their academic productivity. This is similar to Bowker & Bunt's (2006) statement that tools that can translate documents

directly allow users to save time without spending time retyping text from the document format.

Meanwhile, the rest were neutral and only a few students disagreed with the questionnaire questions. In addition, no students chose to strongly disagree. It can be concluded that DeepL Translator has a positive impact on students' writing learning. Hinkel (2002) said that by comparing the DeepL translation with the original text, students can learn about language nuances and writing styles better and help students understand sentence structure and vocabulary in the target language.

Then, because DeepL was a web-based tool, its free version had limitations that forced users to upgrade to the premium version. These were issues that researchers found were encountered by students. This is in line with research findings from technology and language expert John McCarthy, who found that many free translation tools—including DeepL—reduce their functionality and potential to persuade users to upgrade to the paid version. McCarthy pointed out that users requiring a lot of translations might find this limitation to be a barrier. Aside from that, there are issues with translating files that DeepL has translated and that preserve file security and privacy but which cannot be copied.This is similar to Zhang's (2019) statement that DeepL uses encryption to protect uploaded data to maintain user data security.

Based on the results of questionnaires and interviews with students, the research results show that the majority of students state that DeepL Translator is a tool that can help improve writing because it helps in correcting grammar and finding new vocabulary. And it can be said to be a quite effective tool and the features provided are very useful for students to improve their English writing. Thus, the results of this research are supported by the results of other research. Based on research by Fischer (2021). among language students and found 78% of respondents agreed regarding the use of DeepL in helping identify grammatical errors and better vocabulary suggestions. This is also supported by Murray & Christison (2018) that the DeepL translation tool functions as an effective learning tool.

4.2.2 Lecturers' Perception Toward The Use DeepL Translator in English Writing

In this research, the researcher received a positive response from the lecturer that DeepL Translator is a high quality translation tool and the level of naturalness in the translation results produced as well as the accuracy of the translation in DeepL Translator compared to other translation tools so that it can help students improve the grammar of their writing. The results of this research are the same as those presented by Jorge B. Vargas, PhD, who stated that DeepL Translator produces translations that are natural and appropriate to the context compared to other translations.

Then, the lecturer stated that *DeepL Translator is more effective because it can better capture contexts that Google Translate might not be able to capture/can't read and in my opinion the language is also more natural...".* In this way, the lecturer's perception is the same as stated by Katherine Murray that DeepL is an effective tool to assist in work, although it cannot replace human translation.

Furthermore, the researcher also revealed that lecturers of course also experience concerns about students when using DeepL Translator, "if students use it fully without any corrections from themselves because DeepL's function is more like a translation assistant. Apart from that, researchers also found lecturers' perceptions of not fully trusting the results of translations using AI". Because translation tools can never replace native speakers. This statement is the same as that meant by (Hutchins, J. (2019) stating that human translation will not be completely replaced by AI, but they must take advantage of these tools to increase their productivity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. The researcher will write conclusions from the findings and discussion in the previous chapter. Then, this chapter presents several significant suggestions from this research.

5.1 Conclusion

According to chapter 4's findings, lecturers' and students' Perception Toward The Use DeepL Translator's in English writing at UIN Malang students are discussed, along with the challenges or obstacles that students face when using DeepL Translator to translate their writing. Thus, the study's conclusion provides answers to its research questions.

Based on the theory used in this study to obtain data, namely the Technology Acceptence Model (TAM) theory developed by Fred Davis in 1989, DeepL Translator is one of the translation tool platforms that can be categorized as having two aspects of user acceptance of the system, namely; perceived usefulness and perceived ease of use. Perceived usefulness is proven that students use DeepL Translator because it has useful features to be used in translating quickly both in translated documents and manually and is used to correct grammatical errors so that students can improve the quality of their writing. Then, the perception of ease of use can be proven that

most students use DeepL because it is very easy and fast to access and of course students understand how to use the tool.

The researcher can conclude that DeepL Translator is a collaborative translation tool because it can be used by lecturers and students in the learning process, especially used in learning English writing. DeepL Translator is quite good and effective to use in English writing because it can correct grammar mistakes and can help find new vocabulary. In addition, many students agree about the experience and ease of using DeepL Translator because of the fast and high quality translation process. Even students agreed that DeepL Translator produces better sentence structure compared to google translate. In addition, students also imply that the features on DeepL Translator are very useful and can meet their English writing needs. Students also agree with the ability of the feature to translate in the form of documents such as, docx, pptx. In addition, students stated that DeepL Translator cannot replace native speakers because basically DeepL is a machine that also has shortcomings.

Researchers can conclude from the lecturer's perception that DeepL is a quite good and effective tool used by students because the translation results produced are accurate and natural, DeepL Translator is also recommended by lecturers to students to use compared to using other translation tools. In addition, according to the lecturer's experience as a user of DeepL, of course in terms of correcting errors and grammar DeepL is quite good for use in writing.

Even lecturers also imply that the tool is better and more accurate when viewed from grammar improvement compared to other tools, even though the function is the same as google translate.

Thus, researchers can conclude about the problems or obstacles experienced by students when using DeepL Translator, of course, the problems that usually becomes a challenge for students when DeepL Translator is accessed for free due to limited word capacity and features. And also if you want unlimited use, users must switch or buy a premium DeepL Translator that can be accessed for a long period of time according to the purchase time rules. In fact, students sometimes experience translation errors because they are not read by the DeepL Translator system. In addition, documents that have been translated by DeepL cannot be copied and of course there is a watermark on the translation results, so this is also one of the obstacles experienced by students. As well as the lack of image translation and voice note features on this tool.

5.2 Suggestion

Based on the above conclusions, the researcher provides suggestions for further research. We need to know that DeepL Translator is a tool whose function is not only to translate, but also as a tool that can correct and correct grammatical errors in writing and can increase vocabulary for its users because it can help find new vocabulary. And then, for users it is recommended that the use of DeepL is properly utilized and not so dependent on the tool, it is good

when using DeepL to still check and compare the results of their own translation with the results of machine translation.

As for suggestions for further research; such as further research can examine how the implementation of DeepL Translator in improving English writing. As well as how teachers implement the use of DeepL Translator in improving students' English writing. In addition, because DeepL Translator is an AI which certainly has the advantage of translating quite well, and it is likely that in the future there will be other platforms that are more sophisticated and better, then the suggestion for further research is to compare DeepL Translator with other platforms for teaching and learning.

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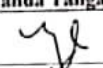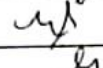
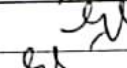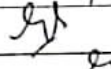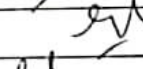Venketeswaran, A., Lalam, N., Wuenschell, J., Jr, P. R. O., Badar, M., Chen, K. P., Lu, P., Duan, Y., Chorpening, B., & Buric, M. (2022). *Recent Advances in Machine Learning for Fiber Optic Sensor Applications*. *2100067*. https://doi.org/10.1002/aisy.202100067

APPENDICES

Appendix I Thesis Consultation Logbook

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama   Darmawati Burhanuddin

NIM   200107110013

Judul   Students' and Teachers' Perception Toward The Use DeepL Translator in English Writing Focused by English Education Department at UIN Malang

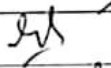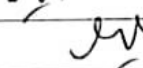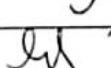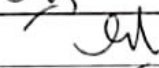Dosen Pembimbing   Prof Dr Hj Like Raskova Oktaberlina, M Ed

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan
1	14/06/24	Revisi setelah sempro & Konsultasi Instrumen Penelitian	
2	20/07/24	Review & Konsultasi revisi Bab 2	
3	05/08/24	Review Bab 2	
4	16/08/24	Instrumen penelitian	
5	27/08/24	Konsultasi soal-soal penelitian	
6	02/09/24	Review butir – butir Soal Kuisioner	
7	10/10/24	Konsultasi Hasil Penelitian bab 4 & 5	
8	16/10/2024	Review Bab 1 – 5 (Konsultasi kelengkapan skripsi)	
9	17/10/2024	Final Draft & Acc	

Malang, 17 Oktober 2024

Mengetahui,
Dosen Pembimbing,

Mahasiswa,

Darmawati Burhanuddin
NIM 200107110013

Prof. Dr. Hj. Like Raskova Oktaberlina, M Ed
NIP 197410252008012015

Appendix II Instrumen Validation Sheet

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id

Nomor : B-____ /Un.03/FITK/PP.00.9/09/2024   03 September 2024
Lampiran :
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:
Nama : Darmawati Burhanuddin
NIM : 200107110013
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : Teachers' and Students' Perception Toward The Use DeepL Translator In English Writing
Dosen Pembimbing : Prof.Dr.Hj. Like Raskova Oktaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan Bid. Akademik

Dr. .... Walid, M.A
NIP 2000031002

Validation Sheet
Blueprint of Interview and Questionnaire Guide
STUDENTS' AND TEACHERS' PERCEPTION TOWARD THE USE DEEPL TRANSLATOR IN ENGLISH WRITING FOCUSED BY ENGLISH EDUCATION DEPARTMENT AT UIN MALANG

Validator	:	Prof. Dr. Hj. Like Raskova Oktaberlina,M.Ed
NIP	:	197410252008012015
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validator Date	:	September, 05th 2024

A. Introduction

This validation sheet is use to get an assessment from the validator on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thanks for your willingness to become a validator in this research.

B. Guidance

In this part, please give a score on each item with sign (✓) in the following columns below:

1 = Very Poor
2 = Poor
3 = Average
4 = Good
5 = Excellent

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives.				✓		

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
2	Research instrument formulated well.				✓		
3	Research instrument based on the previous study.				✓		

2. The languages use in the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument uses excellent and correct languages				✓		
2	Research instrument easy to understand				✓		
3	Research instrument interactive and communicative				✓		

3. The effectiveness of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument can help the researcher examine detail of the Teachers' and students' perception toward the use DeepL Translator in English writing.				✓		
2	Research instrument can describe the Teachers' and students' perception Toward The				✓		

	Use DeepL Translator in English Writing						

D. Suggestion

....
....
....
....
....

E. Conclusion

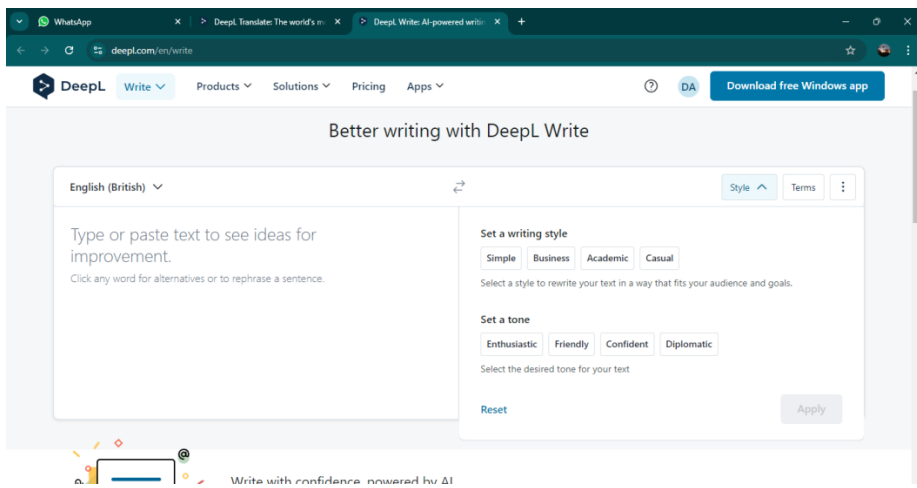Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave:
1. The instrument can be used without revision
2. The instrument can be used with slight revision
3. The instrument can be used with many revisions
4. The instrument cannot be used.

Malang, September 05th 2024

Adviser,

Prof. Dr. Hj. Like Raskova Oktaberlina, M. Ed
NIP 197410252008012015

83

Appendix III Features of DeepL Translator
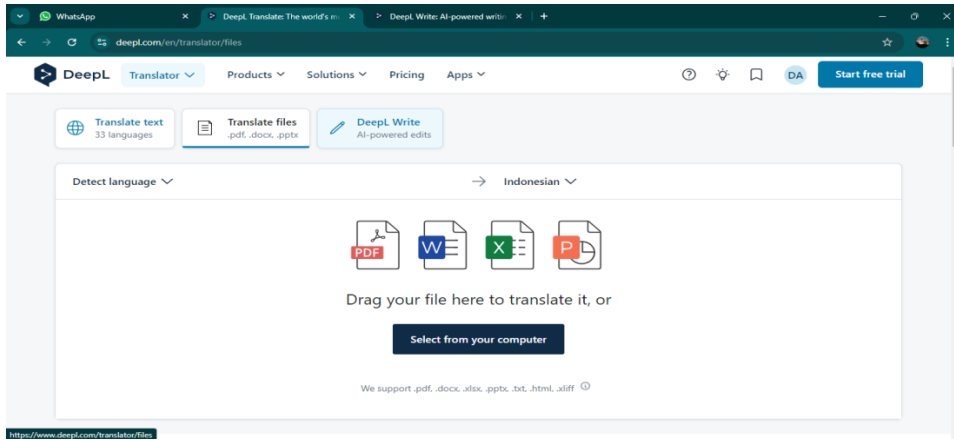
Appendix IV Steps use the DeepL Translator

KUISIONER PENELITIAN

Lecturers' and Students' Perception Toward the Use DeepL Translator in English Writing Focused By English Education Department At UIN Malang

Berikut merupakan kuisioner yang berkiatan dengan penelitian tentang persepsi Dosen dan Siswa terhadap penggunaan DeepL Translator dalam pembelajaran menulis bahasa inggris.Oleh karena itu, peneliti memohon kesediaan teman – teman mahasiswa untuk dapat mengisi kuisioner berikut ini. Atas kesediaan dan partisipan teman – teman untuk mengisi kuisioner ini, saya sebagai peneliti ucapkan banyak terima kasih.

IDENTITAS RESPONDEN

Nama   :
Usia   :
Jenis Kelamin :
Angkatan   :

DAFTAR KUISIONER

Mohon untuk memberikan tanda (v) pada setiap pertanyaan yang anda pilih.Keterangan:
SS = Sangat Setuju
S = setuju
N = Netral
TS = Tidak Setuju
STS = Sangat Tidak Setuju

No.	Question	Alternative answer					Total
		SA	A	N	DA	SDA	
EXPERIENCE AND PERCEIVED EASE OF USE							
1	Do You use DeepL Translator to						

	Translate your English Writing?					
2	I Often Translate English text using DeepL Translator because of its natural translation quality and ability to understand.					
3	I find it easier when using DeepL Translator because it is fast and the translation quality is high among other translations.					
4	Security and privacy on DeepL Translator is better compared to other translation as it uses end to end encryption to protect data claims not to store translated text data for others.					
5	DeepL Translator has a better sentence structure when compared to the translation result of DeepL Translator with Google Translate.					

6	Can DeepL Translator replace native speakers?						
7	DeepL Translator to help me identify errors and areas for improvement in my writing, such as lack of vocabulary.						
8	DeepL Translator really helped me in discovering new vocabulary						
9	DeepL Translator really me in discovering sentence structure in writing						
	PERCEIVED USEFULNESS						
10	Using DeepL Translator to check grammar and writing style, so as to improve grammar in English writing.						
11	How effective is the "Grammar Correction" feature in DeepL Translator to help you in writing English?						

12	How useful is the "Writing Style Suggestions" Feature on DeepL Translator for improving the quality of your English Writing?						
13	Pharases and collocations in DeepL Translator are very accurate because it uses native speakers naturally, so it can help improve the fluency and naturalness of their writing.						
14	DeepL Translator has a revision and editing features that allow you to identify errors and areas for improvement in your writing..						
15	DeepL Translator has features with the ability to translate documents in certain formats such as docx, pptx, so that it can translate quickly.						
16	DeepL Translator can be used in language learning and research, as they can help understand content written in different						

	languages and are easy and quick to access.						
	SATISFACTION IN USE						
17	How well do the features of DeepL Translator fulfill your English writing needs?						
18	DeepL Transalator lacks features Such as image translation and voice notes, requiring users to type manually or translate file.						

19	After using the DeepL Translator feature to write English, Do you face any problems, either in translation errors, feature limitations, feature speed or inconvenience in using?						
20	How would you rate the quality of writing advice provided by DeepL Translator?						

No.	Question	Alternative answer					Total
		SA	A	N	DA	SDA	
	EXPERIENCE AND PERCEIVED EASE OF USE						
1	Do You use DeepL Translator to Translate your English Writing?	8	11	1	0	0	20
2	I Often Translate English text using DeepL Translator because of its natural translation quality and ability to understand.	7	12	1	0	0	20
3	I find it easier when using DeepL Translator because it is fast and the translation quality is high among other translations.	4	13	2	0	1	20
4	Security and privacy on DeepL Translator is better compared to other translation as it uses end to end encryption to protect data claims not to store translated text data for others.	1	5	14	0	0	20
5	DeepL Translator has a better sentence structure when compared to the translation result of DeepL Translator with Google Translate.	7	9	4	0	0	20

6	Can DeepL Translator replace native speakers?	0	1	6	10	3	20
7	DeepL Translator to help me identify errors and areas for improvement in my writing, such as lack of vocabulary.	6	10	4	0	0	20
8	DeepL Translator really helped me in discovering new vocabulary.	7	11	2	0	0	20
9	DeepL Translator really me in discovering sentence structure in writing.	4	12	4	0	0	20
10	Using DeepL Translator to check grammar and writing style, so as to improve grammar in English writing.	1	12	7	0	0	20
11	How effective is the "Grammar Correction" feature in DeepL Translator to help you in writing English?	2	11	7	0	0	20
12	How useful is the "Writing Style Suggestions" Feature on DeepL Translator for improving the quality of your English Writing?	2	11	6	0	1	20
13	Pharases and collocations in DeepL Translator are very accurate because it uses native speakers naturally, so it can help improve the fluency and naturalness of their writing.	2	10	8	0	0	20

14	DeepL Translator has a revision and editing features that allow you to identify errors and areas for improvement in your writing..	3	8	9	0	0	20
15	DeepL Translator has features with the ability to translate documents in certain formats such as docx, pptx, so that it can translate quickly.	4	14	2	0	0	20
16	DeepL Translator can be used in language learning and research, as they can help understand content written in different languages and are easy and quick to access.	3	17	0	0	0	20
SATISFACTION IN USE							
17	How well do the features of DeepL Translator fulfill your English writing needs?	2	14	4	0	0	20
18	DeepL Transalator lacks features Such as image translation and voice notes, requiring users to type manually or translate file.	4	12	4	0	0	20

19	After using the DeepL Translator feature to write English, Do you face any problems, either in translation errors, feature limitations, feature speed or inconvenience in using?	2	7	10	1	0	20
20	How would you rate the quality of writing advice provided by DeepL Translator?	4	14	2	0	0	20

Appendix VII Questions of Interview

For Students Interview

NO.	Questions
1	According to your perception, is DeepL Translator effective to use in learning English writing? And can it help correct grammar mistakes?
2	Do you think DeepL can improve English writing?
3	What do you think of the features provided by DeepL Translator, are they useful or otherwise?
4	From your experience using DeepL, do you think DeepL Translator can replace native speakers?
5	After using DeepL, knowing its features, did you experience any problems or constraints during use?

Appendix VIII Questions of Interview

For Lecturers Interview

NO.	Questions
1	Does she utilize DeepL Translator? and How do you, as an instructor, evaluate students' comfort level with DeepL Translator when composing English assignments?
2	Based on its usefulness, how effective do you think DeepL Translator is in helping students improve the quality of their writing?
3	Do you think DeepL Translator can help students understand and correct their English grammar mistakes compared to using other translations?
4	Whether there are certain concerns about the accuracy or quality of the translation "In Academic Context" when students use DeepL Translator on their writing.
5	As a lecturer who uses DeepL Translator, the researcher asked about the problems that are usually experienced when using DeepL?

Result of student's Interview

Subject	Students
Date	**19TH September 2024**
Coding	**A (Interviewer)** **R1 (Interviewer 1)** **R2 (Interviewer 2)** **R3 (Interviewer 3)**

Name : Interviewee 1

Date : September 19,2024

A		*According to your perception, is DeepL Translator effective to use in learning English writing? And can it help correct grammar mistakes?*

R1		"I think the tool is quite effective because I have compared the results of DeeL and Google Translate, indeed the translation of DeepL is more efficient and less wordy than google translate and usually on google translate it lengthens the sentence and is not to the point, so I think Deepl Translator is more effective than other translations. And for the correction, I think DeepL Translator is also better because the results are more understandable and understandable than google translate."
A		Do you think DeepL can improve English writing?
R1		"Personally, it can improve English writing, because I personally get new knowledge. Because when using the website, we don't just use it but we also have to compare it. So there are some new knowledge that we know. Including in vocabulary improvement and many vocabulary that I just know after using DeepL".

A		What do you think of the features provided by DeepL Translator, are they useful or otherwise?

R1		"In my opinion, the feature is useful because there are 2 features, namely writing which translates in sentences and the second is the feature of translating using documents, I think both features are useful because you can translate once without copying/pasting, and can be more time efficient."
A		From your experience using DeepL, do you think DeepL Translator can replace native speakers?
R1		From my perception, if the realm is to replace native speakers, I don't 100% agree because this is a machine and there are some keys that do have errors or errors, not like humans. Even though the machine is proper, there are some times when the tool has errors, whether it's spelling, vocabulary or not proper, if it's human we can reason for example "oh the vocab is suitable using this and others".
A		After using DeepL, knowing its features, did you experience any problems or constraints during use?
R1		"According to my personal experience, there are 3 obstacles that I usually experience, such as there are words that are erroneous when translating, for example when translating from Arabic - English and there are some letters from Arabic that are not detected in DeepL but when Arabic - English there are some letters that are not detected even just like cities or symbols in the translation results. Then I have also experienced the translate docx feature, which turns out that the resulting translation file cannot be copied, so the file from the translation is locked from the company DeepL, allowing from DeepL has special security not to be copied by others, so it can be said that the privacy security of DeepL is very well maintained. And the maximum word on DeepL is also one of the obstacles if accessed via the web because it requires copying several sentences. Likewise, if you use the docx translation feature, the translation is truncated so not all of the contents of the file are translated, only loading a few words".

Appendix X Result of Interview

Name : Interviewee 2 (R2)

Date   : September 19,2024

A		According to your perception, is DeepL Translator effective to use in learning English writing? And can it help correct grammar mistakes?
R2		"DeepL Translator is effective because it corrects grammatical errors"
A		Do you think DeepL can improve English writing?
R2		"In my opinion, yes, it can improve both in terms of sentence structure and the accuracy of the vocabulary chosen in the sentence".
A		What do you think of the features provided by DeepL Translator, are they useful or otherwise?
R2		"In my opinion, it is very useful and helpful, especially in the translator section and in the docx translation feature it is very useful, but unfortunately if you download it there is a header DeepL if you use the web one instead of the pro one."
A		From your experience using DeepL, do you think DeepL Translator can replace native speakers?
R2		"No, because DeepL is only a non-real life machine and cannot replace a real life native speaker who can provide direct interaction, like a human who can correct by comparing the translation results".
A		After using DeepL, knowing its features, did you experience any problems or constraints during use?
R2		"It's just having problems with the docx translation feature because there is a watermark that says DeepL in the translation results and also sometimes the vocabulary used is too standardized."

97

Appendix XI Result of Interview

Name : Interviewee 3 (R3)

Date : September 21,2024

A		According to your perception, is DeepL Translator effective to use in learning English writing? And can it help correct grammar mistakes?
R3		"In my opinion, it is quite effective because in the context of learning in English writing because it can help in the field of translation specifically and DeepL helps me in choosing more standardized words and more coherent text structures. And for grammar correction, I don't think it is specifically helpful, but DeepL certainly presents translated results with sentences that are in accordance with grammar".
A		Do you think DeepL can improve English writing?
R3		"I think yes, the reason is because DeepL can provide sentence structures that are in accordance with grammar and more standardized word selection, and even provide alternative sentence choices from the translation results so that we learn sentence patterns and choose those that are more suitable for the context we need."
A		What do you think of the features provided by DeepL Translator, are they useful or otherwise?
R3		I think it is very useful, because we can translate per sentence and which is very useful because it can translate files. And so far I have only tried the DeepL write feature once and it is helpful and accurate grammar and there are alternative sentence options.
A		From your experience using DeepL, do you think DeepL Translator can replace native speakers?
R3		"I don't think it will replace it, because again DeepL is a one-way tool, it only presents and the choice is back to us to adjust. Unlike native speakers who can communicate in two directions, of course, so our considerations can certainly affect the input from the native speakers themselves.

A		After using DeepL, knowing its features, did you experience any problems or constraints during use?
R1		"the problem is only in the premium because if you use the free one, it is limited to the number of words".

Appendix XII Result of Interview

Result of Lecturers Interview

Subject	**:**	**Lecturers**
Date	**:**	**02ᵗʰ September 2024**
Coding	**:**	**A (Interviewer)** **DWM (Teacher)**

A		Does she utilize DeepL Translator? and How do you, as an instructor, evaluate students' comfort level with DeepL Translator when composing English assignments?
DMW		*"Personally, I use DeepL Translator but I don't use DeepL Translator in class. But of course I will recommend this to students instead of using similar translators like google translate and so on. And in my opinion, DeepL Translator is more okey, because the translation is more accurate and contextually clearer too...".*
A		Based on its usefulness, how effective do you think DeepL Translator is in helping students improve the quality of their writing?

DMW		*"because since I also haven't applied this in class, but in my opinion, DeepL Translator is more effective because it is AI so it is more able to capture contexts that may be in google translate cannot be captured/unreadable and I think the language is also more natural..".*
A		Do you think DeepL Translator can help students understand and correct their English grammar mistakes compared to using other translations?
DMW		*"if in terms of correcting grammatical errors, it is the same - both correcting and also both identifying, and also we can know the source language and translation. Basically, DeepL Translator and other translation tools function the same, but if you look at the accuracy factor and it is more structured so the sentences are more natural and in my opinion, if used by students it is also okay."*
A		Whether there are certain concerns about the accuracy or quality of the translation "In Academic Context" when students use DeepL Translator on their writing.
DMW		*"The concern is certainly there, therefore, I do not recommend students to fully believe about the result of the translator, they also have to use their own linguistic knowledge in using it, so they can identify, which one is more appropriate and which one can be changed. So, DeepL here does not function as a translator but more like a translation assistant, but they themselves will translate*

		so they don't use it fully...".
A		As a lecturer who uses DeepL Translator, the researcher asked about the problems that are usually experienced when using DeepL?
DMW		*Because I am still using the web one, so some features are still limited and the capacity of sentences that are not long enough to be translated, so the obstacle is just that because I have not used the Pro DeepL Translator...".*

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