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STUDENTS' PERCEPTION OF USING DEEPL FOR TRANSLATING ENGLISH TEXT

Fhatur Ananda Sidiq[1*], Syafryadin[2]
[1]fhaturas0312@gmail.com, [2]syafryadin@unib.ac.id

UNIVERSITY OF BENGKULU

ABSTRACT

Translation is important in the English as a Foreign Language (EFL) setting since it requires turning the source language into the target language. This study is innovative considering the lack of earlier research in this subject. A descriptive quantitative technique was adopted in this study. Twenty six students of Physical Education was done fill the questionnaire. This in-depth assessment was carried out in order to learn as much as possible about the students' points of view and to determine whether or not their opinion was primarily poor or very good. The results demonstrate that while students using DeepL for translation realise vocabulary limitations, they also accept translation approaches. Beyond Google Translate, DeepL's extensive application, adaptability, and efficiency in word-by-word, phrase-by-phrase, and paragraph-by-paragraph translation tasks make it a crucial component of the translation process. Students' use of dictionaries is impacted by DeepL in varied ways; some overcome sloth, while others get addicted to quick searches. Students actively verify findings and learn grammar, even if they have doubts about DeepL. According to the study, the key to adopting DeepL is resolving vocabulary difficulties and striking a balance between technology and traditional language learning methodologies. In order to develop digital language training methods, it suggests examining DeepL's long-term effects on language learning objectives and proficiency.

Keywords: DeepL, Student Perception, Translation

A. INTRODUCTION

Translation is a skill that needs to be used with a lot of experience. Some people learned how to translate on their own, while others chose to go to a formal school that offers this course. For translation students, getting better at translating means taking an active role in both the learning and grading processes. According to Nugroho et al., (2019), translation is one of the relevant vocational characteristics' courses in language-related academic programs. Translation plays a significant part within the English as a Foreign Language (EFL) environment, since it involves the process of converting the source language into the target language. It is imperative to ensure that the content aligns with the cultural, normative, and circumstantial aspects of the target language (Karisi et al, 2021). In our world becoming more globalized, it is important to link law and cultural problems between countries (Loiacono & Bertoli, 2018). Thus, the main job of interpreters and how they are trained stand

out. When faced with this intricate undertaking, some words or phrases might provide difficulties due to their lack of direct counterparts or their limited translatability in particular desired languages. This observation underscores the complex and complicated nature of the translation process, emphasizing the need for a nuanced comprehension of both the original language and the target language.

There are many internet tools that make it easier for students of foreign languages (FL) to learn and improve their language skills. DeepL is widely recognized as a very significant technique used in the field of translation, including both the artistic and scientific aspects of this discipline. DeepL has been instrumental in aiding these transitions, as seen by the information provided on its official website (www.deepl.com). Many businesses and media outlets have told DeepL how much they appreciate its web-based translation service, pointing out that it is much more subtle and accurate than other neural machine translation systems. DeepL shows how quickly technological progress can spread and change the educational field in ways that are hard to predict.

In research, perspective plays a crucial role, particularly when studying the effects of translation tools like DeepL. Perception can be defined as a cognitive process that encompasses the organization, reception, and interpretation of various information (Gibson, 2006). Perception can be classified into two separate components.

> "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)

It is important to look into the thoughts and feelings of DeepL users when doing study that focuses on finding practical uses for it. This is a very important step that must be taken in order to fully understand how well and what kind of effects these translation tools have in a wide range of situations. The quality of the translations made by DeepL is especially important to rate because it has a big impact on how useful and successful this tool is seen to be by its users. In the end, knowing how users see things is more than just a quick look; it gives us a full picture of how DeepL's performance fits with the different wants and needs of its users, which shows us how useful and useful this technology really is. This research analyses how University of Bengkulu students feel about using DeepL as a translation tool in physical education, an underexplored topic. This study is innovative considering the lack of earlier research in this subject. Remember that DeepL's translation transformative potential has had minimal influence on the sampled student population. Because of this, individuals still use DeepL to translate phrases and words. This study addresses a little-explored area of translation and sheds light on the most typical translation techniques in this academic environment, highlighting its importance. Based on the above description, the researchers investigated students' perceptions of DeepL for translating.

The related studies to the students' perception of the use of DeepL in Translation have been conducted by several researchers (Yanti & Meka, 2019, Khotimah et al., 2021, Almusharraf

& Bailey, 2023). The related studies were focused on the students' perception of using Google Translate for English Learning. While, different studies from Sujarwo (2020), Karisi et al., (2021), Handayani et al., (2021), and Burkhard (2022) were focused on students' perception in different tools in translating such as youtube in translation class, using E-Portfolio for assessing translation skill, and using AI-Powered for writing tools. Another related studies from Birdsell (2022) and Polakova & Klimova (2023) were focused on using DeepL for students writing. Therefore, in accordance with the aforementioned, the research inquiries of this investigation is what are students' perception toward DeepL as a tool for translating?

B. METHOD

The present study used a descriptive quantitative methodology. Quantitative methods entail the collection, analysis, interpretation, and documentation of a study's results (Creswell & Creswell, 2017). The objective of this study was to elucidate students' perspectives about the use of DeepL for translation purposes. In this study, the researchers used questionnaire as a data collection instrument to elicit students' perspectives about the utilization of DeepL for translation purposes. The questionnaire was adopted from Yanti & Meka (2019). The number of items in questionnaire was 25 items. The questionnaire used likert scale in four categories namely strongly agree, agree, disagree and strongly disagree. Then, the questionnaires were distributed to twenty eight students.

The population of this study are eighty two students that divided into three classes namely class A, B, and C. Each class comprises twenty six until twenty eight students. The sample of this study are twenty six students of first semester Physical Education, Faculty of Teacher Training and Education, University of Bengkulu. The students are the first semester taking English class. The sampling technique was a random sampling because they had the same total number of the students. Then, there was only one lecturer and one assistant lecturer who taught the class. The lecturer and lecturer assistant were certified and qualified lecturer for teaching English.

The data for this study came from the University of Bengkulu's Physical Education Department at the Faculty of Teacher Training and Education. In the first step, the researcher formally requested permission from the instructors and received approval to implement DeepL in three to four lectures. Then, questionnaires were handed out to students in an effort to glean their thoughts and perspectives. After collecting student answers, the researcher carefully began the analysis process, examining and synthesizing the data with an eye towards understanding the students' viewpoints and attitudes about DeepL's incorporation into the classroom setting. Then, the gathered information was analyzed utilizing descriptive statistics. In the first place, the data percentage is employed to compare the frequency of responses to the questionnaire, given that each respondent and answer to a query is unique or heterogeneous. As the subsequent phase in data analysis, the researcher computed the interval score. The formula for determining the interval category, as stated by Sumartini (2017) as follows:

$$\mathrm{I} = \frac{\text{The highest answer} - \text{The lowest answer}}{\text{The number of alternative answer}}$$

The researcher intends to present the acquired data through the utilization of an interval score interpretation, which is detailed in the subsequent table:

Interval	Interpretation
1 – 1,75	Poor
1,76 – 2,5	Fair
2,6 – 3,5	Good
3,6 - 4	Very good

C. FINDINGS AND DISCUSSION

Findings

The data in this research were gained from the perception from students' translation questionnaire response. Since the research objectives is to find out the perception students of the using DeepL for translating, especially in translating text, the result can be seen on this section.

Tabel 1. The Result of the Translating Basic Knowledge

No	Statements	Viewpoint	Scale	*f*	%	M	I
1	I often translate English material in the class	SA	4	20	76,92%	3,77	VG
		A	3	6	23,07%		
		D	2	0	0%		
		SD	1	0	0%		
2	I get difficulty to comprehend translation in the class	SA	4	14	53,85%	3,23	G
		A	3	5	19,23%		
		D	2	6	23,07%		
		SD	1	0	0%		
3	I use machine translation in class	SA	4	20	76,92%	3,77	VG
		A	3	6	23,07%		
		D	2	0	0%		
		SD	1	0	0%		
4	I use DeepL as a media in the class	SA	4	18	69,23%	3,65	VG
		A	3	7	26,92%		
		D	2	1	3,85%		
		SD	1	0	0%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

The answers to questions 1-4 demonstrated the level of interest and difficulty among the students in the translation class. Regarding the first statement, all of students agreed that translated English-Indonesian texts are frequently used in the classroom. The following statement revealed that most of students agreed that they had trouble understanding the translation in class. In the meantime, some students encountered no problems. The majority of them had trouble because they lacked vocabulary. According to the results of statement number 3, All of students that they use machine translation to translate texts. Based on the findings, the majority of students translated using machine translation. Furthermore,

according to statement number 4, most of students made use of DeepL. That outcome demonstrated that nearly every student in the class used DeepL extensively.

Table 2. The Result of the Students' Perception about the Use of DeepL

No	Statements	Viewpoint	Scale	*f*	%	M	I
5	I have DeepL application in my gadget.	SA	4	22	84,61%	3,8	VG
		A	3	3	11,53%		
		D	2	1	3,85%		
		SD	1	0	0%		
6	I could translate text easier using DeepL as a media	SA	4	19	73,07%	3,73	VG
		A	3	7	26,92%		
		D	2	0	0%		
		SD	1	0	0%		
7	DeepL is helpful for improving my translation skill	SA	4	20	76,92%	3,77	VG
		A	3	6	23,07%		
		D	2	0	0%		
		SD	1	0	0%		
8	DeepL could not be a good media in translation class	SA	4	5	19,23%	2,15	F
		A	3	1	3,85%		
		D	2	13	50%		
		SD	1	7	26,92%		
9	DeepL could translate text effectively	SA	4	20	76,92%	3,73	VG
		A	3	5	19,23%		
		D	2	1	3,85%		
		SD	1	0	0%		
10	DeepL's result is as exact as in dictionary	SA	4	11	42,31%	3,42	G
		A	3	15	57,69%		
		D	2	0	0%		
		SD	1	0	0%		
11	I use DeepL for translating word by word	SA	4	19	73,07%	3,69	VG
		A	3	6	23,07%		
		D	2	1	3,85%		
		SD	1	0	0%		
12	I use DeepL for translating sentence by sentence	SA	4	20	76,92%	3,77	VG
		A	3	6	23,07%		
		D	2	0	0%		
		SD	1	0	0%		
13	I use DeepL for translating paragraph by paragraph	SA	4	22	84,61%	3,85	VG
		A	3	4	15,38%		
		D	2	0	0%		
		SD	1	0	0%		
14	I could not comprehend text without DeepL	SA	4	8	30,76%	2,58	F
		A	3	5	15,38%		
		D	2	9	34,61%		
		SD	1	5	19,23%		
15	DeepL makes me lazy open the dictionary	SA	4	4	15,38%	2,69	G
		A	3	12	46,15%		
		D	2	8	30,76%		

		SD	1	2	7,69%		
16	DeepL makes me lazy to learn Structure (Grammar/tenses)	SA	4	3	11,53%	2,23	F
		A	3	4	15,38%		
		D	2	15	57,69%		
		SD	1	4	15,38%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

The data above showed that the majority of students had DeepL installed on their device, according to their perceptions of the technology. DeepL was utilized as an effective medium for the translation process, making text translation simpler and enhancing students' translation abilities. Students utilized DeepL for word-by-word translation in the translation class, as demonstrated by its use. both phrase by phrase and paragraph by paragraph.

Despite being a helpful tool in translation classes, students found DeepL to be accurate in both its effectiveness and its meaning. It demonstrated that students can still use DeepL to translate effectively. While some students claimed that DeepL was necessary for them to understand the text, other students were still able to do so. Furthermore, while some students are not lazy enough to open a dictionary, others are because of the use of DeepL. It was brought on by DeepL's simple and quick dictionary search for challenging or foreign terms. Because of DeepL, the majority of students did not feel lazy about learning grammar, as evidenced by the last sentence in number 16. Students need to double-check their DeepL results. DeepL's accuracy was still completely unreliable. Students continued to learn grammar as a result. The remainder was due to students' laziness in learning grammar as a result of DeepL.

Table 3. The Result of the Students' Perception about DeepL as a Media

No	Statements	Viewpoint	Scale	*f*	%	M	I
17	DeepL is faster than other machine translations	SA	4	10	38,46%	3,35	G
		A	3	15	57,69%		
		D	2	1	3,85%		
		SD	1	0	0%		
18	DeepL could translate word by word well	SA	4	17	65,38%	3,65	VG
		A	3	9	34,61%		
		D	2	0	0%		
		SD	1	0	0%		
19	DeepL could translate sentence by sentence well	SA	4	18	69,23%	3,70	VG
		A	3	8	30,76%		
		D	2	0	0%		
		SD	1	0	0%		
20	DeepL could translate paragraph by paragraph well	SA	4	19	73,07%	3,73	VG
		A	3	7	26,92%		
		D	2	0	0%		
		SD	1	0	0%		
21	DeepL enriches my vocabularies	SA	4	15	57,69%	3,57	G
		A	3	11	42,31%		
		D	2	0	0%		
		SD	1	0	0%		

22	DeepL changes the origin meaning	SA	4	9	34,61%	2,77	G
		A	3	6	23,07%		
		D	2	7	26,92%		
		SD	1	4	15,38%		
23	I always recheck the DeepL's result before I submit it	SA	4	11	42,31%	2,96	G
		A	3	5	15,38%		
		D	2	8	30,76%		
		SD	1	1	3,85%		
24	I always ask my friend to recheck my DeepL's result before I submit it	SA	4	6	23,07%	2,61	G
		A	3	9	34,61%		
		D	2	6	23,07%		
		SD	1	6	23,07%		
25	I feel more confident using DeepL in producing a text in class	SA	4	15	57,69%	3,58	G
		A	3	11	42,31%		
		D	2	0	0%		
		SD	1	0	0%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

Table 3 demonstrated that students were aware of the advantages and disadvantages of DeepL. According to statement number 17, most students found that when using DeepL instead of other machine translations, they could translate more quickly. After considering their points of view, the students concluded that the translation was accurate word for word, sentence for sentence, and paragraph for paragraph. Every student said that DeepL could aid in their vocabulary enrichment.

While, most students were satisfied, some students had serious doubts about DeepL's accuracy. Consequently, during class, students used a few strategies while utilising DeepL. The majority of students double-checked their DeepL results. It showed that even though a lot of students used DeepL in the classroom, they constantly gave it another look. A few students also asked their friends for assistance in double-checking the DeepL results. Even so, the final statement indicated that every student was comfortable using DeepL in the classroom.

Discussion

The information gathered from the students' answers to questions 1-4 sheds light on their level of interest as well as the difficulties they encountered during the translation lesson. Notably, every student agreed without exception that translated English-Indonesian texts are regularly used in the classroom, indicating a general acceptance of translation techniques. But the later admission of having trouble understanding the translations presents a different picture, with most people expressing difficulties that are frequently linked to vocabulary constraints. Statement number 3 presents an important finding in that all students reported using machine translation to translate texts. Statement number 4 highlights the widespread use of DeepL in particular. This high level of interaction with DeepL suggests that students like it as their go-to translation tool.

It is clear from examining the students' perspectives in Table 2 that DeepL is an essential component of their translation process rather than just a tool. The fact that most people have DeepL installed on their devices is indicative of the technology's accessibility and emphasises its usefulness as a tool for streamlining text translation. DeepL's adaptability and

extensive use in the classroom are demonstrated by the word-by-word, phrase-by-phrase, and paragraph-by-paragraph translation tasks it can perform. Yanti and Meka (2019) report that the researchers discovered that Google Translate has the ability to translate text word-by-word, phrase-by-phrase, and paragraph-by-paragraph. This indicates that when translating word-by-word, phrase-by-phrase, and paragraph-by-paragraph, DeepL is more efficient than Google Translate. But, it differs from the study by Birdsell (2022) This indicates evaluators knew which students used DeepL. DeepL repeated sentences, was "too good," and used unusual words and grammar for Japanese university students. The evaluators gave the essay a "low" probability of using an NMT due to its poor grammar, unnatural word choice, and spelling errors.

Although DeepL is regarded as a useful tool, Table 2 reveals varied opinions about how it affects learning. While some students can understand the text without it, others see it as essential. Notable is the dual impact on dictionary usage: while some resist the urge to become lazy learners, others grow dependent on DeepL's rapid searches. Surprisingly, most students actively verify their DeepL results and do not feel lazy about learning grammar, despite reservations about the validity of DeepL. This indicates that they are diligent in upholding the accuracy of their translations and that their dedication to learning grammar is unaffected by the tool's flaws. In addition, this research yields similar results, but using Google Translate from Khotimah et al (2021) indicate that DeepL is just as effective as Google Translate in this earlier study.

Table 3 explores how well-informed students are about the benefits and drawbacks of DeepL. The fact that DeepL can translate text more quickly than other tools is evidence of its effectiveness. Polakova & Klimova (2023) also mentioned that DeepL translates complex texts more comprehensibly and offers a greater variety of verb forms, among other differences. Still, residual scepticism about its accuracy leads students to take precautions like verifying their answers and asking for help from peers. Ultimately, these findings reveal a nuanced, difficulties, and coping mechanisms when utilising DeepL in the translation course. The conversation highlights the necessity for teachers to deal with vocabulary difficulties and stresses the significance of finding a balance between utilising technology and upholding conventional language learning methods. In the digital age, more research on the long-term effects of DeepL on language learning objectives and proficiency may help to develop successful methods for language instruction.

D. CONCLUSION

From the explanation above, this study can be concluded that many students consider DeepL a vital tool for translation. Its extensive device installation shows its ease of use in text translation. For many students, DeepL is more than just a tool; it is an integral part of the translating process. Its usability, as seen by its ubiquitous installation on devices, emphasizes its value in simplifying text translation. Despite its benefits, students have mixed perspectives on DeepL's learning effects. Although some believe it vital, others can grasp the text without it. Dictionary users either oppose laziness or get hooked on DeepL's fast searches. Despite doubts about Deep, most students carefully verify findings and study grammar, demonstrating a dedication to correctness. The study's findings on students' DeepL translation views are significant, however limits must be acknowledged. Concerns for generalizability arise from the limited sample size of 28 first-semester Physical Education students from a single university department. A questionnaire may restrict understanding, and the study lacks a qualitative analysis of students' worry origins. For pedagogic

implication teachers must address vocabulary issues and balance technology and traditional language learning approaches. Despite its broad use, DeepL's learning effects vary by student. This study implies that additional research on DeepL's long-term impacts on language learning objectives and competency is needed to build successful digital language training techniques.

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