

CHAPTER I

INTRODUCRION

A. Research Background

Digital technology based on artificial intelligence (AI) has revolutionized education, especially in the area of learning foreign languages. For many students, writing is a critical problem. Writing issues can have an impact on the caliber of academic work that pupils create.¹ Automatic translation apps are among the many digital tools being utilized as learning aids to increase the efficacy and efficiency of the learning process. Students studying English at universities frequently utilize translation software to comprehend English texts, translate scientific journals, and help with academic tasks.

DeepL Translate is one of the most popular AI-based translation programs available today. This program is renowned for its capacity to provide more organic translations that adhere to the target language's grammatical structure. Additionally, users can easily translate English files with DeepL Translate's direct document translation feature. As a result, students studying English education, including those at UIN A.M Sangadji Ambon's Faculty of Tarbiyah and Teacher Training (FITK), frequently use DeepL Translate as a tool to help them learn the language.

¹ Djamila Lasaiba (2023). Implementation Of Guided Inquiry Learning Model In Improving Students' Understanding Of Paraphrasing Sumatra Journal of Disaster, Geography and Geography <https://sjdgge.ppj.unp.ac.id/index.php/Sjdgge>

DeepL Translate is utilized relatively frequently in academic activities, according to preliminary observations made of English Education students at FITK UIN A.M. Sangaji Ambon. Because it can translate words, paragraphs, and even journal files with results that adhere to grammatical structure, students said this tool is highly beneficial. Without having to translate the content by hand, the direct file translation capability is thought to make it simpler for students to finish their tasks. Depending on the needs of academic work, DeepL Translate is used relatively frequently, ranging from several times each week to nearly daily.

Nevertheless, the observation's findings also highlight the drawbacks of utilizing DeepL Translate. A number of pupils disclosed that their reliance on this software has reduced their attempts to pick up new terminology and comprehend texts on their own. Without first reading or researching the meaning of words, students frequently interpret texts right away. Additionally, some students find the limits of DeepL Translate's free version which requires a subscription to access advanced features to be a barrier.

This pattern is consistent with the results of earlier studies. Although using DeepL Translate as a learning tool is convenient and aids students in understanding English texts, it also presents drawbacks in the form of reliance and decreased learning independence, according to research by A'yun et al. (2025).² Additionally, Payung and Sukarno (2024) and Kirana

² A'yun, S. Q., Karim, S. A., Matas, G., Radjaban, R. Y., & Winarna, W. (2025). *The Use of DeepL as a Translation Tool in Language Learning: EFL Students' Perceptions and Challenges*. Journal of English Teaching and Learning Issues.

et al. (2025) discovered that DeepL Translate improves EFL students' writing abilities, especially in preserving the accuracy and fluency of grammatical structure. However, its use must be moderated to avoid impeding the natural development of language skills.³

Another study by Isnaeni et al. (2025) found that while using DeepL Translate excessively can hinder students' independent learning efforts, it is helpful in helping students grasp English vocabulary, particularly in the context of learning.⁴ Furthermore, Hadi et al. (2025) clarify that AI translation support, such as DeepL, affects EFL students' translation strategies and has the capacity to mold quick thought processes in text comprehension.⁵ EFL students had a favorable opinion of utilizing DeepL Translate to translate scientific publications, but they still need to critically assess context and language comprehension, **according to** Arnita et al. (2025).⁶ The goal of teaching English as a foreign language (EFL) has evolved to include assisting students in becoming fluent speakers of the target language.⁷ The purpose of this study is to investigate how students view the Deepl app as a learning tool,

³ Payung, N. F., & Sukarno, S. (2024). *Enhancing EFL Students' Writing Skills: The Impact of DeepL Translation*. *Journal of Languages and Language Teaching*, 13(1). <https://doi.org/10.33394/jollt.v13i1.12301>

⁴ Isnaeni, R., Purnaningsih, P., & Sukmawati, N. N. (2025). *Efektivitas Penggunaan DeepL Translate dalam Pembelajaran Bahasa Inggris untuk Meningkatkan Kosakata Siswa*. <https://doi.org/10.51878/educational.v5i2.6211>

⁵ Hadi, M. Z. P., Yuliasri, I., Pratama, H., & Yuliati, Y. (2025). *Exploring Translation Techniques and Ideological Tendencies in AI-Assisted English–Indonesian Texts by EFL Learners*. *International Journal of Learning, Teaching and Educational Research*

⁶ Arnita, A., Maulina, M., & Rusli, T. I. (2025). *EFL Students' Perception of DeepL Translation Tool Utilization in Translating Scientific Published Research Articles*. *International Journal of Research in Education*. <https://doi.org/10.26877/kgjhpe40>

⁷ Djamila Lasaiba (2015). *The Effectiveness of Using Short Stories in Teaching English For Pai Learners Of Iain Ambon On Learners' Perception*. Retrieved from <https://jurnal.iainambon.ac.id/index.php/FT/article/view/345>

their reasons for using it, the benefits they experience, and the challenges they face.

Based on these initial observations and previous research findings, it can be concluded that the use of DeepL Translate as an English learning tool has two sides: it provides convenience, efficiency, and more natural translation results, but it also has the potential to cause dependence and reduce student learning independence. Therefore, it is important to conduct research to thoroughly examine the impact of using the DeepL Translate application as a learning tool for English Education students at FITK UIN A.M. Sangaji Ambon, so that this technology can be used wisely and optimally in supporting the English learning process.

B. Research Scope

This study is limited to the use of the DeepL Translate application as a learning aid for English by students of the 2022 English Study Program at UIN A.M. Sangaji Ambon. The focus of the study includes students' experiences in using DeepL Translate, the frequency of its use, and the positive and negative impacts felt on the English learning process, particularly in understanding texts, translating, and writing academic papers. This study uses a descriptive qualitative approach to explore students' perceptions and views in depth. This study does not discuss comparisons between DeepL Translate and other translation applications, does not measure improvements in English language skills quantitatively, and does

not examine the technical aspects of the development of the DeepL Translate application.

C. Research Questions

1. What are Experiences do students gain from using Deepl Application as English Learning Tool at FITK UIN A.M Sangaji Ambon?
2. What are the Advantages and Disadvantages of using DeepL application on the English Learning Tool at FITK UIN A.M Sangaji Ambon?

D. Research Purposess

1. To explore students' English learning experiences in using the DeepL Translate application as an English learning tool at FITK UIN A.M. Sangadji Ambon.
2. To identify the Advantages and Disadvantages of using the DeepL Translate application on the English learning of English Education students at FITK UIN A.M. Sangaji Ambon.

E. Research Benefits

1. Theoretical Benefits

This study is expected to contribute to the development of English language education studies, particularly regarding the use of artificial intelligence-based translation applications as learning tools. The results of this study are also expected to enrich scientific references related to the impact of AI technology use in language learning in higher education.

2. Practical Benefits

a. For Students

This study is expected to increase students' awareness in using the DeepL Translate application wisely as a learning tool, so that it does not cause dependence and continues to support the development of English language skills independently.

b. For Lecturers

The results of this study are expected to be taken into consideration by lecturers in designing appropriate learning strategies related to the use of digital translation applications in English language learning.

c. For Study Programs

This study is expected to serve as evaluation material and reference for FITK UIN A.M. Sangaji Ambon in formulating policies or guidelines for the use of digital technology, particularly translation applications, in the English language learning process.

F. Research Terms

1. Artificial Intelligences (AI)

Artificial Intelligence (AI) is a branch of computer science designed to create systems capable of mimicking human-like thinking, learning, and decision-making abilities. Essentially, AI aims to create machines that can learn from data, identify patterns, and make decisions with little or no human intervention.

2. DeepL Application

In today's digital age, the use of AI-based translation apps like DeepL Translate also demonstrates that technology plays a vital role in

education. These apps are not only used as translation tools but also as learning aids that help students study independently and more actively.

3. Student's Learning Experiences

A student's learning experience encompasses all forms of activities, interactions, and processes that students undergo while participating in learning activities, both inside and outside the classroom. Learning experiences are not only related to the acquisition of knowledge but also include the development of skills, attitudes, and values, as well as behavioral changes that result from students' engagement in the learning process.