

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Writing remains a core skill in education, yet many students encounter significant challenges in mastering it. For English students, writing production becomes one of the hardest tasks (Harris and Cunningham, 1994). Writing may seem like an easy way to put ideas on paper, but it's actually a complex activity that requires concentration, dedication, and careful thought (Grami, 2020). These difficulties tend to be caused by problems with vocabulary, grammar, and organization of idea. According to Ellis (2018), among the writing issues that students encounter are those related to grammar, vocabulary and non-linguistics factors. These non-linguistic factors often arise from how students generate and organize the ideas and develop them to readable text. Krismonica et al. (2021) added another sign of students' writing difficulties is the inability to correctly employ grammar, vocabulary, and punctuation to organize English phrases into accessible and appropriate tasks. Due to their limited language proficiency and limited linguistic skills that have been exposed earlier, it has led to the assumption that writing is the most problematic challenge for

many English students. Without sufficient assistance, students may find it difficult to communicate their thoughts confidently and clearly, which could have an effect on their overall academic experience.

In response to the challenges, tools like DeepL have become valuable resources for supporting students in writing improvements. Originally developed as a text translation tool, DeepL is now widely recognized for its ability to help students refine their grammar, vocabulary and sentence structure through accurate and context-sensitive translations.. This reputation is supported by recent evaluations from research journals, including those by Aguilar (2023), Farrell (2023), and Moisieieva et al. (2023), which identify DeepL as the top performer in translation accuracy. These studies highlight that DeepL generally makes fewer errors compared to Google Translate, which, according to these evaluations, falls behind in handling linguistic complexities. Microsoft's Bing Translator also ranks below DeepL but performs better than Google Translate in some areas. While DeepL was originally intended for translation, it has proven to be a wonderful resource for improving academic writing by providing clear and natural phrasing suggestions. Thus, DeepL helps EFL students to bridge the gap between their native language and academic English, allowing them to convey complex concepts more effectively. As a result, students can improve the quality of their academic work while also developing confidence in their writing skills.

At UIN Sayyid Ali Rahmatullah Tulungagung, particularly within the English Education Department, students are frequently required to produce well-structured academic paper especially academic article. DeepL is widely used among students due to its ability to handle complicated sentence patterns and idiomatic expressions, outperforming other tools. In addition, DeepL enables students to convert complex thoughts into polished, well-organized English writing while preserving their original meaning and nuances. The tool's capacity to improve language selection, sentence construction, and general coherence has made it a popular resource for students who want to improve the quality of their written works. In conclusion, students are able to overcome language challenges and fulfill the demanding standards of written assignments when DeepL is integrated into their writing processes.

Understanding students' perspectives of DeepL is critical for evaluating its role as a writing aid in educational contexts. Students are the major users of such technologies, and their experiences shed light on how tools like DeepL impact their writing progress. By investigating their perspectives, this study can determine whether DeepL actually aids the writing process, improves language skills, or brings new challenges. Thus, by analyzing their views, this study seeks to explore how DeepL impacts students' writing practices and contributes to their overall writing development. As a result, this makes the study useful and important for educational practices.

Studies about the use of DeepL have been previously conducted earlier by some researchers. The first study is from Asmara & Kembaren (2024). The findings of the study revealed that students tend to translate text from Indonesian to English, usually paragraph by paragraph, using DeepL when writing theses and journals. When compared to other translation programs, students prefer DeepL because of its accuracy and efficiency, and many of them admit that they frequently use it in writing academic tasks. The next study was conducted by Laksana & Komara (2024). The aim of this study is to explore EFL students' perspectives on DeepL's utilization, advantages and disadvantages. One of the finding of the study showed that most students use DeepL for translating texts between English and Indonesian for improving language comprehension and completing assignments. Students' revealed DeepL has main advantages include time-saving capabilities and high translation accuracy. Additionally, students appreciated DeepL for its user-friendly features. However, DeepL comes with some disadvantages since it built students' laziness and dependency. In addition, Sidiq & Syafryadin (2024) found that DeepL translator assists physical students in translating English text. Most of students consider DeepL is a vital tool for improving translation skills. Moreover, students highlighted DeepL as an integral part of the translating process in English class. Another study is from Khairyah et al. (2024). The study aimed to examine the students' perception of the use of DeepL Pro in text translation. The study resulted that DeepL Pro is highly effective tool English Education

students, offering significant advantages in speed, accuracy, and contextual understanding. Despite limitations, such as handling idiomatic expressions, DeepL Pro improves students' productivity and serves as a valuable resource for translation tasks in academic and professional contexts. The next study was investigated by Azzahrah (2024). The aim of the study is to seek the students' perception and find out advantages and disadvantages of using translation tools such as DeepL Translator in learning translation. The finding of the study revealed that students' view of DeepL is positive it can help translate as well as make improvements to their translation skills. Another study is from Kembaren et al. (2024). The study was conducted in order to identify the primary translation tool utilized by English students at a university in Medan for their assignments. Moreover, it seeks to understand the reasons behind their preference for this specific translation tool over others. The finding of the study showed that most of students use DeepL as their primary choice for translating needs compared to Google Translate and U Dictionary. DeepL is preferred for its accuracy, simplicity, and specialized features. Students' highlighted the importance of precision, simplicity, and natural-sounding translation in their preferences. The last study was conducted by Salsabila et al. (2024). The aim of the study is to find out the use of DeepL translation tool for reading comprehension at FKIP Universitas Riau. The finding of the study showed that DeepL effectively supports reading comprehension with fast, accurate translations

and is positively perceived by students for its ease of use and ability to enhance translation skills.

While the utilization of DeepL has been the subject of many studies, the majority of them have concentrated on the general translation only rather than its impact on academic writing skills. Additionally, most of studies focus on how DeepL aids in basic writing task, but there is a little research on how it supports important skills like clarity, structure, and coherence in writing academic papers. Therefore, this study intends to fill these gaps by analyzing the perspectives of students at UIN Sayyid Ali Rahmatullah Tulungagung regarding the use of DeepL's and its impact in writing academic paper. Thus, the researcher conducted a research entitled *“Students’ Perception on the Use of DeepL in Writing Academic Paper at UIN Sayyid Ali Rahmatullah Tulungagung”*.

B. Problem of the Study

Based on the background of the study that has been stated above, the researcher formulates the problem of the study includes:

1. How do students perceive the effectiveness of DeepL in writing academic paper at UIN Sayyid Ali Rahmatullah Tulungagung?
2. What are the challenges and strategies emerge during its implementation in writing academic paper at UIN Sayyid Ali Rahmatullah Tulungagung?

C. Objectives of the Study

Based on the research question above, the objectives of the research are:

1. To investigate students' perception on the effectiveness of DeepL in writing academic paper at UIN Sayyid Ali Rahmatullah Tulungagung.
2. To investigate the challenges and strategies emerge during its implementation in writing academic paper at UIN Sayyid Ali Rahmatullah Tulungagung.

D. Significances of the Study

1. For English Education Department Students

The results of the study provide some information about how students' perceive on DeepL, including the effectiveness, challenges and strategies during its implementation. Furthermore, this study offers valuable insights into how tools DeepL can assist students in writing academic paper, particularly in terms of overcoming language obstacles. Thus, this study is expected to help students use technology more efficiently in order to improve their academic writing skills.

2. For Teacher or Lecturer

The findings contain helpful information for teacher or lecturer on the use of DeepL in writing academic paper. Additionally, the research highlights how teacher or lecturer can effectively integrate DeepL into their teaching process in order to improve students' academic writing skills.

3. For the Future Researcher

The results of this study can serve as a valuable resource for future researchers, providing foundational material for supporting studies and guiding the development of further research plans on related topics.

E. Scope and Limitation of the Study

The scope of this study is the students' perspectives on the use of DeepL that only focus on DeepL free version, excluding other versions. The perspectives contain the positive and negatives perceptions of the use of DeepL. The study uses a descriptive quantitative method to collect and analyze the data, which will primarily be gathered through questionnaires. The limitation of this study is fifth-semester students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung in 2024/2025 academic year who have already utilized DeepL free version in their academic paper writing, specifically in writing article.

F. Definition of Key Terms

In order to comprehend and avoid misunderstanding of the concept, several key terms must be defined. The following are the definitions of the key terms to be used in this study:

1. Students' Perception

Students' perception involves view, opinion, and experiences regarding various aspects of their education. In this study, perception

refers to students' perspectives towards the use DeepL as an AI-based translator machine in writing academic paper.

2. DeepL

DeepL refers to an AI-powered tool designed to assist users in both translation and improving written communication. It provides highly accurate translation results while also offering features such as advanced vocabulary suggestions, sentence restructuring, tone adjustment, and grammar correction.

3. Academic Paper

Academic paper is a formal written work that presents original research, analysis, or discussion on a specific topic within an academic discipline. In this research academic paper refers to article writing. Article writing is a structured piece of writing that consists of introduction, main body, and conclusion. It aims to inform, explain, or persuade readers about the topic at hand.