



**TRANSLATING ENGLISH TEXT  
THROUGH INFORMAL DIGITAL  
LEARNING OF ENGLISH (IDLE) BY  
USING DEEPL FOR EFL STUDENT**



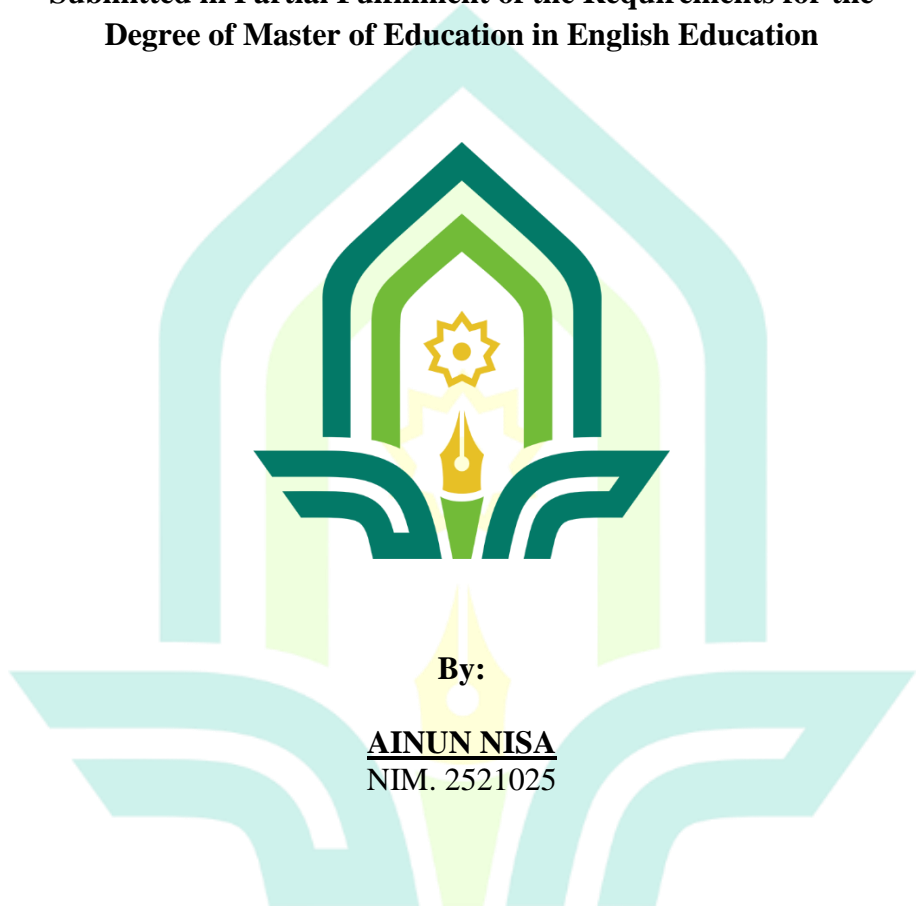
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**NIM. 2521025**

**2025**

**TRANSLATING ENGLISH TEXT THROUGH  
INFORMAL DIGITAL LEARNING OF ENGLISH  
(IDLE) BY USING DEEPL FOR EFL STUDENT**

**A RESEARCH THESIS**

**Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Education in English Education**



**By:**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H ABDURRAHMAN WAHID PEKALONGAN  
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*Assalamu'alaikum Wr. Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah

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LEARNING OF ENGLISH (IDLE) by Using DeepL for EFL  
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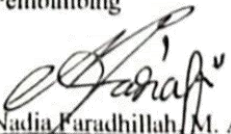
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Demikian nota pembimbing ini dibuat untuk di gunakan sebagai mana mestinya.

Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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## MOTTO

﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا

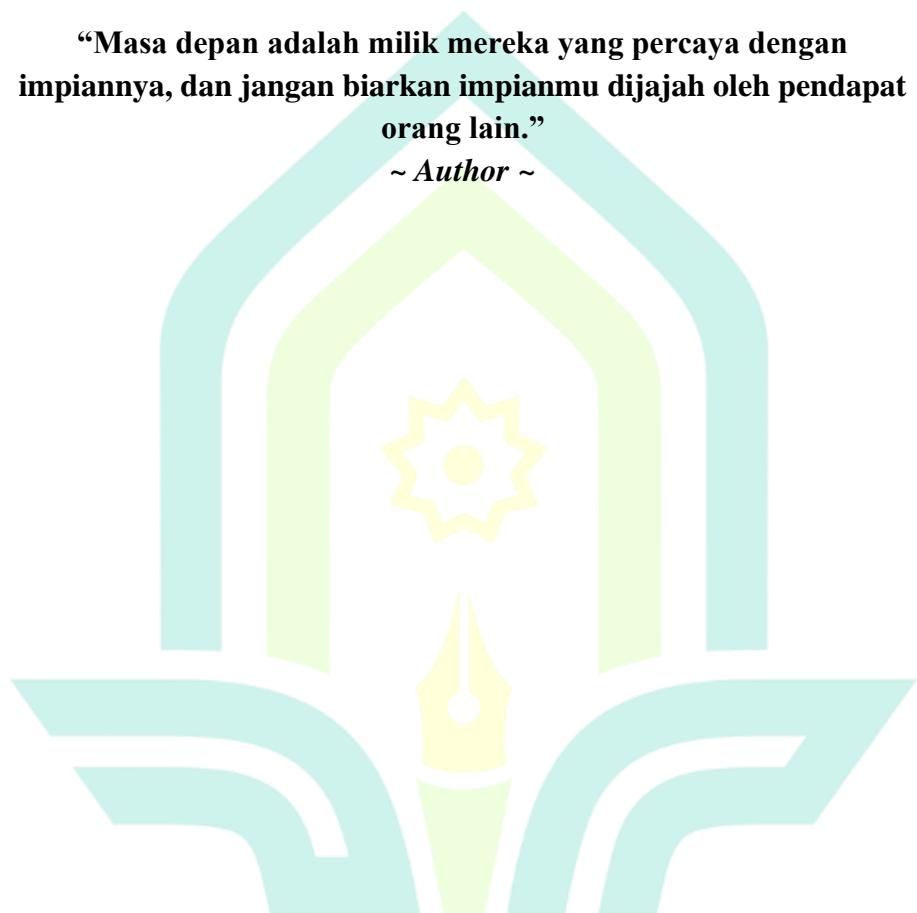
*inna ma‘al-‘usri yusrâ*

**Indeed, with every hardship there is ease**

**(Al-Insyirah: 6)**

**“Masa depan adalah milik mereka yang percaya dengan impiannya, dan jangan biarkan impianmu dijajah oleh pendapat orang lain.”**

*~ Author ~*





## **ABSTRACT**

Terjemahan memainkan peran penting dalam pembelajaran dan pengajaran bahasa kedua, khususnya bagi pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL). Terjemahan melibatkan pengubahan informasi dari satu bahasa ke bahasa lain dan sering digunakan sebagai strategi untuk menjembatani kesenjangan bahasa. Mahasiswa EFL kerap mengandalkan alat bantu terjemahan seperti Google Translate, DeepL, dan U-Dictionary untuk mengatasi kesulitan bahasa. Studi ini berfokus pada penggunaan DeepL dalam menerjemahkan teks berbahasa Inggris. Partisipan dalam penelitian ini adalah lima mahasiswa yang telah mengikuti mata kuliah terjemahan. Dengan menggunakan pendekatan kualitatif dan naratif, temuan menunjukkan bahwa DeepL berfungsi lebih dari sekadar alat penerjemah. DeepL dapat membantu meningkatkan motivasi belajar, memperluas kosakata, serta mengembangkan kemampuan menerjemahkan siswa. Hasil penelitian ini menunjukkan bahwa DeepL dapat memainkan peran yang konstruktif dalam proses pembelajaran. Studi ini memberikan kontribusi terhadap pengembangan teori terjemahan dan memberikan wawasan tentang penggunaan pedagogis DeepL dalam konteks EFL.

Kata Kunci: terjemahan, mahasiswa EFL, DeepL, IDLE



## ABSTRACT

Translation plays a significant role in second language learning and teaching, especially for English as a Foreign Language (EFL) learners. It involves converting information from one language to another and is often used as a strategy to bridge language gaps. EFL students frequently rely on translation tools such as Google Translate, DeepL, and U-Dictionary to overcome language difficulties. This study focuses on exploring the use of DeepL in translating English texts. The participants in this study are five students who have previously taken translation courses. Using a qualitative approach and narrative inquiry, the findings reveal that DeepL functions as more than just a translation tool. It supports learners in developing motivation, expanding vocabulary, and enhancing their overall translation abilities. The results suggest that DeepL can play a constructive role in the learning process. This study contributes to the ongoing development of translation theory and offers insights into the pedagogical use of DeepL in EFL contexts.

Keywords: Translation, EFL students, DeepL, IDLE.



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The Writer

  
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# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Recent research shows that translation plays an important role in second language learning and teaching. Translation supports foreign language learning by enabling students to notice the similarities and differences between the first and second languages, resulting in a better understanding of the target language system (Mart, 2013). Translation can be effectively incorporated into various aspects of language education, including materials development, curriculum design, and teacher training (Cook, 2010). Studies and teacher observations have provided evidence supporting the validity of translation as a language learning and teaching tool (Shiyab & Abdullateef, 2004).

Translation is transferring a text with its meanings and objectives from one language to another (Alfaori, 2017). However, translation is not merely a substitution of texts, as translators must consider various factors to achieve equivalence (Alfaori, 2017). Sometimes, translators face various types of challenges because to be able to translate well, a good translator must have knowledge not only about linguistic components but also about cultural elements, perspective, customs and traditions in order to pay attention the background of the source text (Braçaj, 2014). To overcome these problem, technological support is needed, Wibawa (2019) stated that translation tool could be a solution to this problem.

Recent studies show that EFL students often use translation tools such as Google Translate, DeepL, Udicionary to overcome language difficulties, especially in reading and writing tasks (Ji Hyun, 2024). Kamaluddin (2024) said that DeepL has superior performance compared with other tools, especially in handling context, idiomatic expressions and special terminology. DeepL is a translation application developed by DeepL SE in Cologne, Germany in 2017. DeepL consistently outperforms Google Translate in translation quality, accuracy, and speed (Moisieieva,

2023). Bunga (2024) found that students also reported positive perceptions of DeepL and increased confidence in their language abilities. These findings indicate that DeepL contributes to its effectiveness in translation from academic to professional contexts.

With the advantages of DeepL mentioned previously, many students use translation tools, especially DeepL, in the learning process. Since DeepL is a translation tool that can be used without supervision, there needs to be a way to maximize the use of technology in independent learning. Informal Digital Learning of English is a development of the use of technology in learning English (Lee, 2019). As the name suggests, IDLE has criteria that are self-directed and self-instructed in learning English Fauziah (2023).

In translation courses held at one of the campuses in Pekalongan, DeepL is very often used as a tool to help them in translating English texts. Based on pre-research interviews, Student 1 stated that he often uses DeepL to assist in translating text. The reason is because DeepL is considered more accurate than other translation tools such as Google Translate. Apart from Student 1, there were other participants who gave similar answers about the reasons why they used DeepL to translate English texts in translation courses. Thus, this research conducted with five EFL students from translation classes. Researcher chose them based on the results of pre-research interviews.

Based on the pre-research data that researcher obtained, this shows that the dynamics of translation are increasingly widespread. Researcher see that DeepL can have a positive impact on the translation process in translation courses. However, it can also have negative impacts if not used wisely. Therefore, researcher want to investigate the use of DeepL for translating English texts, especially for EFL students in Translation classes. Does DeepL really help them in language learning? Apart from wanting to investigate the usefulness of DeepL in translating English texts, researcher also find out what challenges they face

when using deepL. It is hoped that this research provide information about the advantages and disadvantages of the DeepL application for use in English learning using technology.

## **1.2 Formulation Of Problem**

Through the phenomena that researcher find in the field, as well as existing theories, this research is based on the following questions:

1. How is DeepL used in translating english text through Informal Digital Learning of English (IDLE) for EFL student?
2. What are the challenges faced by EFL students when using DeepL to translate English text?

## **1.3 Aim Of Study**

Based on the questions in the previous point, the aim of this research is as follows:

1. This research aims to determine the use of DeepL for translating English texts through Informal Digital Learning of English (IDLE) for EFL students.
2. This research also aims to determine the challenges faced by EFL students when using DeepL to translate English texts.

## **1.4 Operational Definition**

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

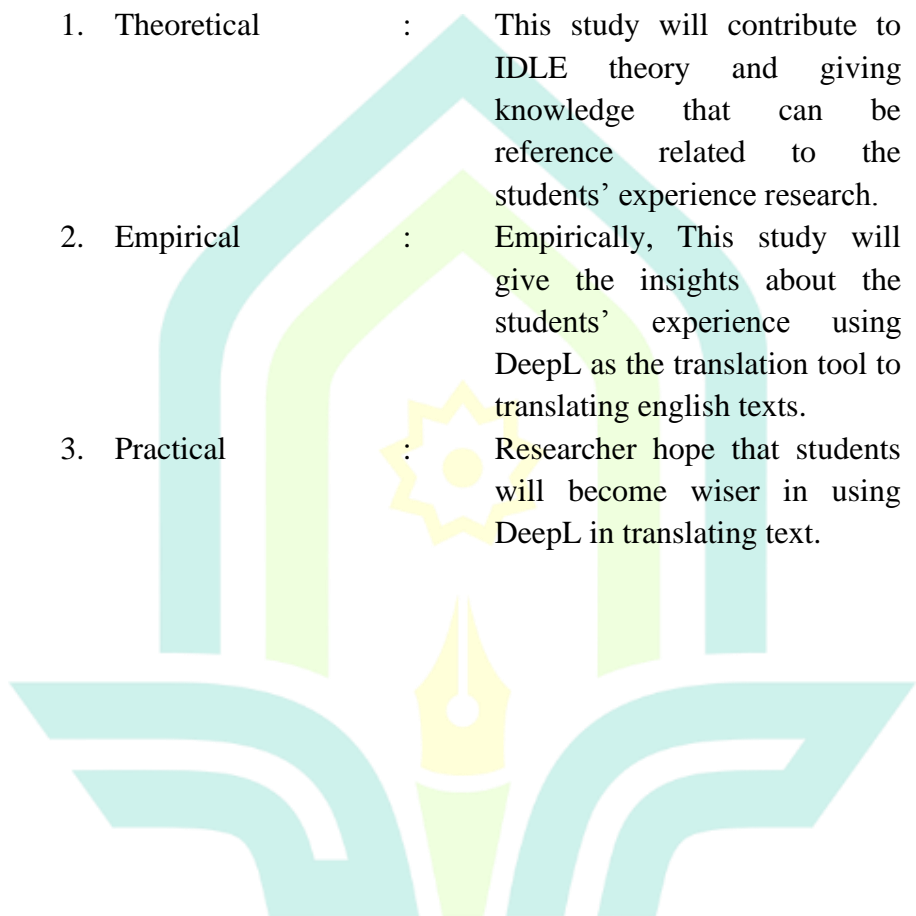
1. DeepL : An application or website that functions as a language translation machine. DeepL is a translation application developed by DeepL SE in Cologne, Germany in 2017 (DeepL.com).
2. Translation : Translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1998)



3. English as Foreign Language Learner : EFL learners are people who use at least one other language and live in a community where English is not normally used (Tomlinson, 2005).

### 1.5 Significance Of Study

1. Theoretical : This study will contribute to IDLE theory and giving knowledge that can be reference related to the students' experience research.
2. Empirical : Empirically, This study will give the insights about the students' experience using DeepL as the translation tool to translating english texts.
3. Practical : Researcher hope that students will become wiser in using DeepL in translating text.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the findings**

Based on the findings and discussion that aim to determine how translating English text through IDLE using DeepL for EFL students, the findings reveal that DeepL can be used as more than just a translation tool. Rather, through the IDLE theory, DeepL can provide additional benefits to EFL students in translating English texts. In terms of accessibility, DeepL can be used quickly and easily. Additionally, autonomously, DeepL can assist students in understanding or translating a text beyond what they learn in class. To support independence, from a motivational perspective, DeepL's translation results can serve as examples of good translations for students who are unfamiliar with such standards. Of course, since DeepL is a translation machine, its users are indirectly language learners. Furthermore, as its users are language learners, DeepL can provide an enjoyable experience in its use, as the translations it provides are accurate and contextually appropriate. Additionally, the presence of multiple modalities in DeepL through text and voice offers further benefits, such as helping users understand how to pronounce a word. Moreover, DeepL can introduce new vocabulary through its alternative features. Not only does it expand users' vocabulary, but DeepL can also adjust the meaning of each word to better align with the desired context. As a result, DeepL gives users the opportunity to choose sentences that suit their specific needs.

In other hand, from the findings that DeepL can help users in various aspects, DeepL still has shortcomings that hinder it from achieving the aforementioned values. When translating a title, DeepL is sometimes inaccurate. Manual checking is still needed to obtain the desired results. Not only titles, but translating idioms and

language style also pose a challenge for users. Therefore, for certain translations, a second review is necessary. In conclusion,

although DeepL still has its shortcomings, it can still assist its users in other ways.

## **5.2 Suggestion**

In this section, the researcher would like to offer advice to future DeepL users. based on the results found in this research, future DeepL users can maximize their use better. Not only translating through DeepL, but with motivation and encouragement to improve proficiency in English, especially in translation. In addition, basic English proficiency is also needed to correct the translation of DeepL so that it is better and in accordance with the desired context.

For future researchers, this research still has shortcomings in the form of challenges in translation that are obtained still a little. Future researchers can explore further about the challenges in translating English text using DeepL. Hopefully, this research can be the basis for further research on similar topics.



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