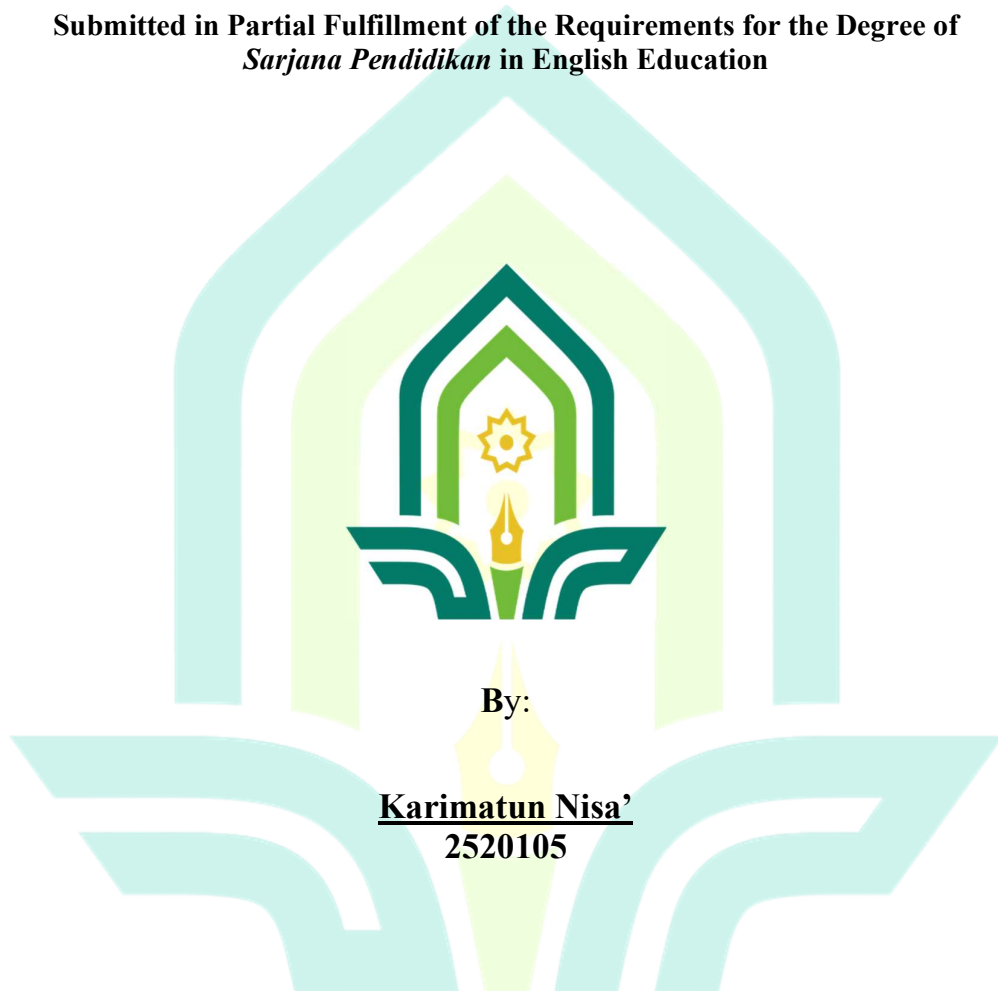


**INVESTIGATING STUDENTS' EXPERIENCE IN
USING DEEPL TO TRANSLATE DESCRIPTIVE
TEXT IN CRITICAL READING CLASS : A
NARRATIVE INQUIRY**

A THESIS

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



By:

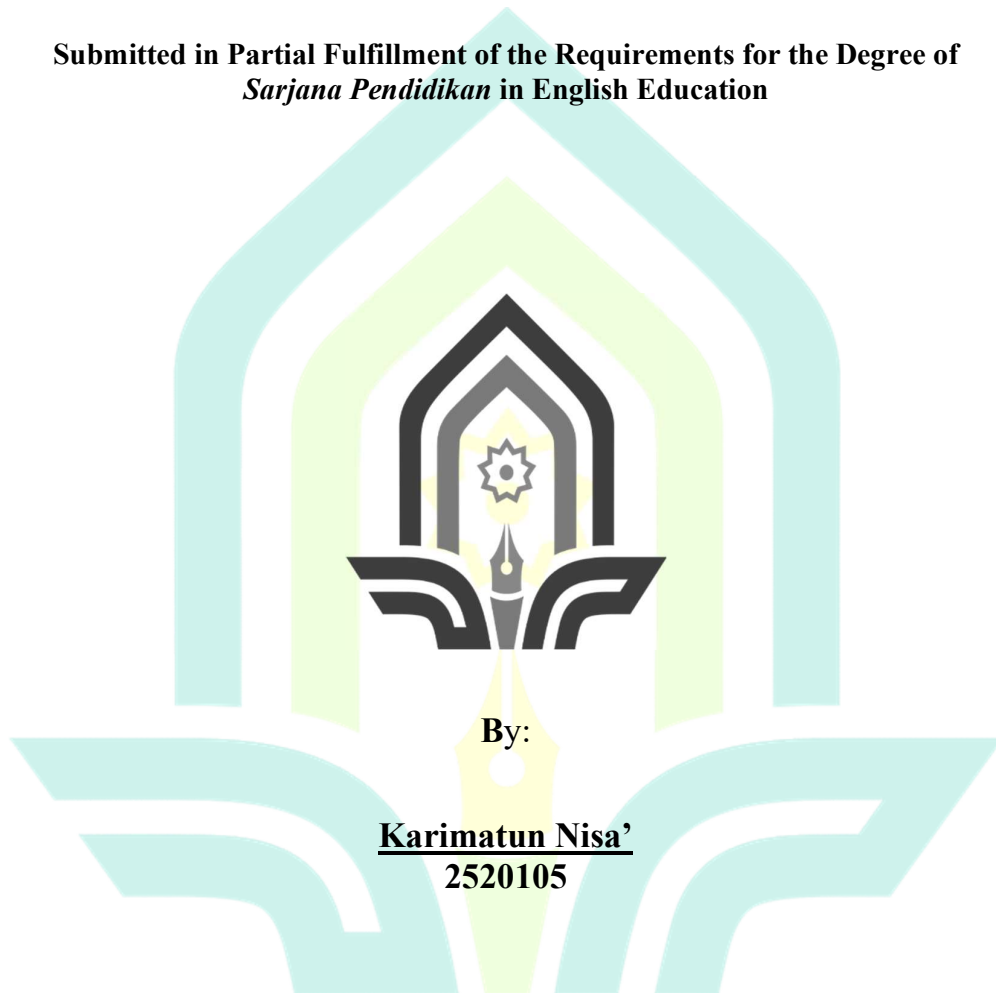
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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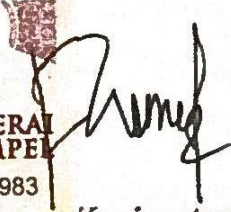
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Menyatakan dengan sesungguhnya bahwa skripsi ini adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya. Demikian pernyataan ini penulis buat dengan sebenar-benarnya.

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Assalamu'alaikum Wr. Wb.

Setelah melakukan penelitian, bimbingan, dan koreksi naskah skripsi saudara:

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NIM : 2520105

Judul Skripsi : Investigating Students' Experience In Using DeepL
To Translate Descriptive Text In Critical Reading
Class : A Narrative Inquiry

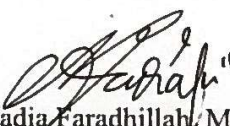
Saya menilai bahwa skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

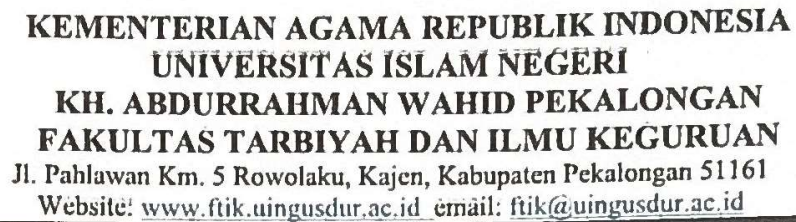
Dengan nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 29 April 2026

Pembimbing,


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The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Judul : INVESTIGATING STUDENTS' EXPERIENCE IN USING DEEPL TO TRANSLATE DESCRIPTIVE TEXT IN CRITICAL READING CLASS : A NARRATIVE INQUIRY

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MOTTO

My steps may be slow, but I never stop.

- Karimatun Nisa' -



ABSTRAK

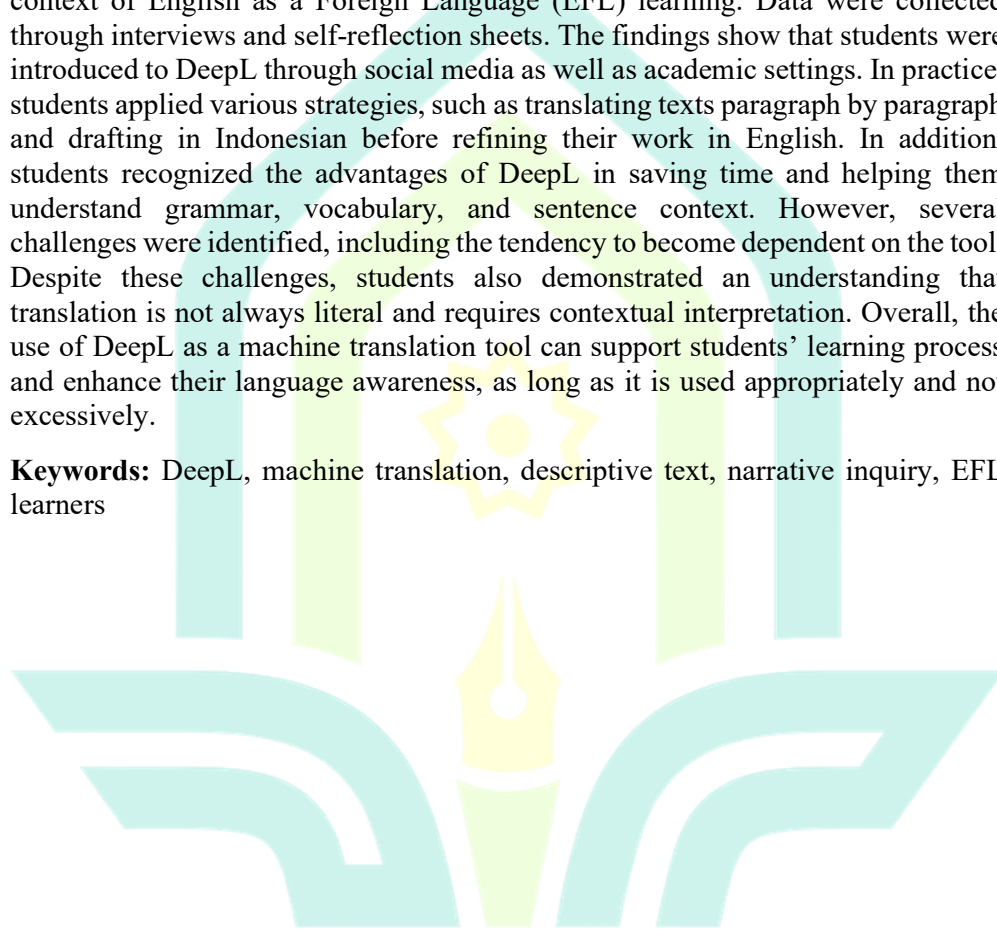
Perkembangan teknologi digital telah mendorong semakin luasnya penggunaan penerjemah mesin (*machine translation*) dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Salah satu penerjemah mesin yang banyak digunakan adalah DeepL, yang dikenal mampu menghasilkan terjemahan yang lebih alami dan kontekstual. Namun, masih terbatas penelitian yang mengeksplorasi pengalaman mahasiswa dalam menggunakan DeepL sebagai bagian dari proses belajar menerjemahkan teks. Penelitian ini menyelidiki pengalaman mahasiswa dalam menggunakan DeepL sebagai penerjemah mesin (*machine translation*) dalam menerjemahkan teks deskriptif. Penelitian ini menggunakan pendekatan kualitatif dengan desain naratif untuk mengeksplorasi pengalaman mahasiswa dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Data dikumpulkan melalui wawancara dan lembar refleksi diri. Temuan menunjukkan bahwa mahasiswa mulai mengenal DeepL melalui media sosial dan juga dalam konteks akademik. Dalam penggunaannya, mahasiswa menerapkan berbagai strategi, seperti menerjemahkan teks per paragraf dan menulis dalam bahasa Indonesia terlebih dahulu sebelum memperbaiki hasilnya dalam bahasa Inggris. Selain itu, mahasiswa menyadari kelebihan DeepL dalam menghemat waktu serta membantu memahami tata bahasa, kosakata, dan konteks kalimat. Namun, terdapat beberapa tantangan, seperti kecenderungan ketergantungan terhadap alat tersebut. Meskipun demikian, mahasiswa juga menunjukkan pemahaman bahwa penerjemahan tidak selalu bersifat literal dan memerlukan pemahaman konteks. Secara keseluruhan, penggunaan DeepL sebagai penerjemah mesin dapat mendukung proses pembelajaran dan meningkatkan kesadaran bahasa mahasiswa, selama digunakan secara bijak dan tidak berlebihan.

Kata kunci: DeepL, penerjemah mesin, teks deskriptif, pendekatan naratif, pembelajar EFL

ABSTRACT

Advances in digital technology have led to the increasingly widespread use of machine translation in the teaching of English as a foreign language (EFL). One widely used machine translation tool is DeepL, which is known for producing more natural and context-sensitive translations. However, there is still limited research exploring students' experiences with using DeepL as part of the process of learning to translate texts. This study investigates students' experiences in using DeepL as a machine translation tool in translating descriptive texts. This study employed a qualitative approach with a narrative design to explore students' experiences in the context of English as a Foreign Language (EFL) learning. Data were collected through interviews and self-reflection sheets. The findings show that students were introduced to DeepL through social media as well as academic settings. In practice, students applied various strategies, such as translating texts paragraph by paragraph and drafting in Indonesian before refining their work in English. In addition, students recognized the advantages of DeepL in saving time and helping them understand grammar, vocabulary, and sentence context. However, several challenges were identified, including the tendency to become dependent on the tool. Despite these challenges, students also demonstrated an understanding that translation is not always literal and requires contextual interpretation. Overall, the use of DeepL as a machine translation tool can support students' learning process and enhance their language awareness, as long as it is used appropriately and not excessively.

Keywords: DeepL, machine translation, descriptive text, narrative inquiry, EFL learners



PREFACE

Praise and gratitude to the presence of Allah SWT who has bestowed His grace and gifts His grace and bestowed upon me guidance, health, and patience throughout the writing process my thesis entitled " Investigating Students' Experience In Using Deepl To Translate Descriptive Text In Critical Reading Class : A Narrative Inquiry" can finished. This was conveyed to the Department of English Education at UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the Bachelor's requirements Education degree in the English Language Education Department, Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This is proposed the research could be carried out because of the large amount of support from several parties. Because of that, on this occasion, I would like to express my sincere thanks to:

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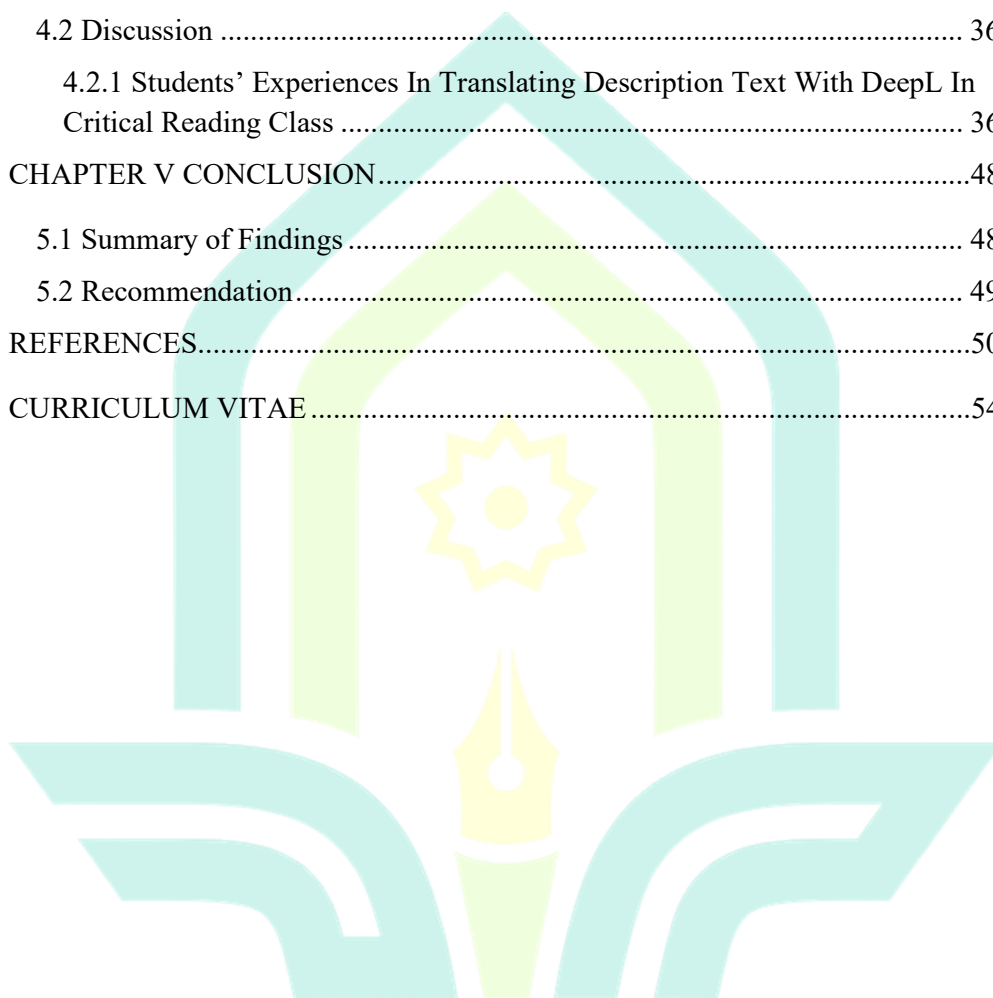
5. All lecturers and staff of the English Language Education Department at UIN K.H. Abdurrahman Wahid Pekalongan who always provides knowledge, support and the information.
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CHAPTER I

INTRODUCTION

1.1 Background

Translation is important for English as a Foreign Language (EFL) learners, because EFL learners need to process and understand English texts. In the context of language learning, the use of DeepL as a translation tool not only serves to transfer meaning from one language to another, but also helps students reflect on their understanding of the structure and context of the target language (Munawwarah & Martriwati, 2024). Through interaction with DeepL's translations, EFL students learn to compare word choices, sentence structures, and nuances of meaning, which in turn can strengthen their critical thinking and critical reading skills (Payung & Sukarno, 2024).

Translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988). Translation has long been recognized as a complex discipline that demands not only linguistic competence but also cultural awareness and cognitive flexibility. As Pratiwi and Prihatini (2022) emphasize, translation involves multiple layers of meaning, such as idiomatic and textual understanding, which make it difficult for students to master. Similarly, Agustin and Oktavia (2023) point out that most translation learners struggle with grammatical meaning and contextual interpretation, illustrating the cognitive challenge embedded in translation learning. This complexity is further highlighted by Khoerunisa (2021), who

argues that translation requires a balance between form and meaning, a process that demands analytical as well as creative skills. Puspita et al. (2022) note that translation difficulties are often rooted in students' limited vocabulary and syntactic knowledge, indicating that mastery of both languages is essential for accurate translation. In line with these findings, Siumarlata, Pamarruan, and Sallata (2021) conclude that translation learning is inherently demanding because it involves linguistic, psychological, and cultural dimensions simultaneously. Therefore, translation is not merely a technical activity of word replacement but a sophisticated field of study that requires continuous reflection, practice, and theoretical understanding.

The rapid development of machine translation (MT) technology has significantly transformed the process of translation, making it more efficient and accessible across linguistic and cultural boundaries. MT utilizes complex neural networks that allow systems to recognize linguistic patterns and produce contextually accurate translations, reducing human workload in both academic and professional contexts. Hajar (2023) emphasizes that MT helps users understand foreign texts quickly and supports learning by improving linguistic comprehension. Likewise, Kudo (2022) highlights that MT serves as a valuable aid for both language learners and teachers, facilitating feedback on grammar and semantics. The growing reliability of neural MT models has also contributed to the improvement of translation quality, even for idiomatic and figurative language (Sinaga et al., 2025). Furthermore, Wismoyo & Kusumaningrum (2018) explains that MT tools have become essential in

professional communication, enhancing productivity and cross-language interaction. As noted by Liu et al., (2022) , the integration of MT in educational and business environments illustrates how this technology not only simplifies translation but also bridges global communication gaps, establishing it as an indispensable tool in the modern linguistic landscape.

Currently, DeepL assists in the translation process, where DeepL is considered superior to other machine translation (MT) systems due to its ability to produce more natural and accurate translations (Yulianto & Supriatnaningsih, 2021). DeepL uses neural machine translation (NMT) technology that utilizes deep neural networks to understand language context more deeply, resulting in translations that are more contextual and less rigid than those produced by rule-based or statistical systems (Amaniasih, 2025). This advantage enables DeepL to handle complex sentence structures and idiomatic expressions better than other translation tools such as Google Translate (Karim, 2024). In addition, users, especially students and learners of English as a foreign language (EFL), find that DeepL can improve their understanding of foreign texts and help improve the accuracy of their writing in academic contexts (Laksana & Komara, 2024). Furthermore, DeepL is also considered to support the language learning process by providing translations that are easy to understand and closer to human language style (Sabrina et al., 2025). Therefore, the existence of DeepL not only represents advances in translation technology, but also shows the increasing dependence of users on artificial intelligence-based systems that emphasize quality and contextual

accuracy in the translation process (Yulianto & Supriatnaningsih, 2021). From the various studies above, it can be concluded that DeepL is considered superior and better than other translation machines because of its ability to produce more natural, accurate, and contextual translations.

In addition to these cognitive benefits, students' emotional experiences are also an important aspect; many feel more confident and motivated because DeepL's assistance makes English texts easier to understand, but others feel doubts and concerns about their dependence on this technology (Sidiq & Syafryadin, 2023; Arnita, Maulina, & Rusli, 2023). These mixed feelings indicate that the use of DeepL not only impacts linguistic aspects but also the affective dimension of language learning. On the other hand, several studies remind us that even though DeepL is capable of producing natural translations, users still need to develop critical awareness so that they do not passively accept the translation results and remain attentive to the cultural context and hidden meanings (Guk Guk, Pratiwi, & Batubara, 2025). Therefore, research exploring the experiences, perceptions, and feelings of EFL students in using DeepL is important to understand how this tool can contribute to reflective and meaningful language learning.

The urgency of this research is increasingly clear given that the involvement of translation technology in education is inevitable. A domestic study Suryawinata & Hariyanto (2016) confirms that translation has a strategic role in language learning, both as a skill and as a tool. With the emergence of technologies such as DeepL, this role has undergone a transformation, and

students have become the main actors experiencing it. Researchers believe that students' feelings about using DeepL need to be studied more deeply to determine the extent to which DeepL plays a role in the translation process. Therefore, studying students' experiences in using DeepL not only provides an overview of the effectiveness of this tool, but also how technology affects the learning process, perceptions, and academic strategies of students in the digital age.

1.2 Identification of the Problem

Based on the background above, several problems can be identified as follows:

1. Translation is a complex process that requires linguistic competence, cultural awareness, and critical thinking skills, which often become challenges for EFL students.
2. Many EFL students still experience difficulties in understanding grammar, vocabulary, and contextual meaning when translating English texts.
3. The rapid development of machine translation technology, such as DeepL, has changed the way students perform translation activities in language learning.
4. Although DeepL is considered to produce more natural and accurate translations, there is still limited understanding of how students actually use and experience this tool in the learning process.

5. The use of DeepL may influence students' cognitive aspects, such as comprehension and critical reading skills, as well as affective aspects, including confidence, motivation, and dependency on technology.
6. Some students may rely too heavily on machine translation without critically evaluating the translation results, which can affect their learning process.
7. There is still a need for deeper exploration of students' experiences, perceptions, and feelings when using DeepL in translation activities, particularly in academic contexts.

1.3 Limitation of the Problem

To avoid a discussion that is too broad, this study focuses on several limitations as follows:

1. This research focuses only on the experiences and perceptions of EFL students in using DeepL as a machine translation tool.
2. The study is limited to students who use DeepL in translating English descriptive texts in academic learning contexts.
3. The research explores students' cognitive and affective experiences in using DeepL, such as understanding texts, confidence, and learning motivation.
4. This study does not compare DeepL with other machine translation tools such as Google Translate or other translation systems.
5. The research focuses on students in the English Education Department and does not involve professional translators or students from other disciplines.

1.4 Formulation of the Problem

Based on the background description, the researcher formulates the following one study question: How are students' experiences in using DeepL to translate description text?

1.5 Operational Definition

To avoid differences in interpretation in this study, several key terms are defined operationally as follows:

- 1. Students' Experience :** Students' experience in this study refers to the actual experiences of students when using DeepL Translator in academic activities, including their feelings, perceptions, difficulties, benefits, and reflections on translation technology use (Lai & Chen, 2022).
- 2. DeepL Translator :** DeepL Translator is an artificial intelligence (AI)-based translation tool that employs neural machine translation technology and, in this study, is understood as a tool used by students to comprehend academic texts, complete assignments, and engage in foreign language-related activities, particularly English (Köhn, 2021).

3. Narrative Inquiry : Narrative inquiry is a qualitative research approach that explores individual experiences through stories or narratives, and in this study it is applied to understand students' experiences with DeepL in their academic contexts (Clandinin & Connelly, 2000).

1.6 Aim of Study

The purpose of this study is to explore students' experiences in using DeepL Translator to translate descriptive texts, focusing on how they perceive its usefulness, their feelings when using DeepL, and its influence on their translation learning process.

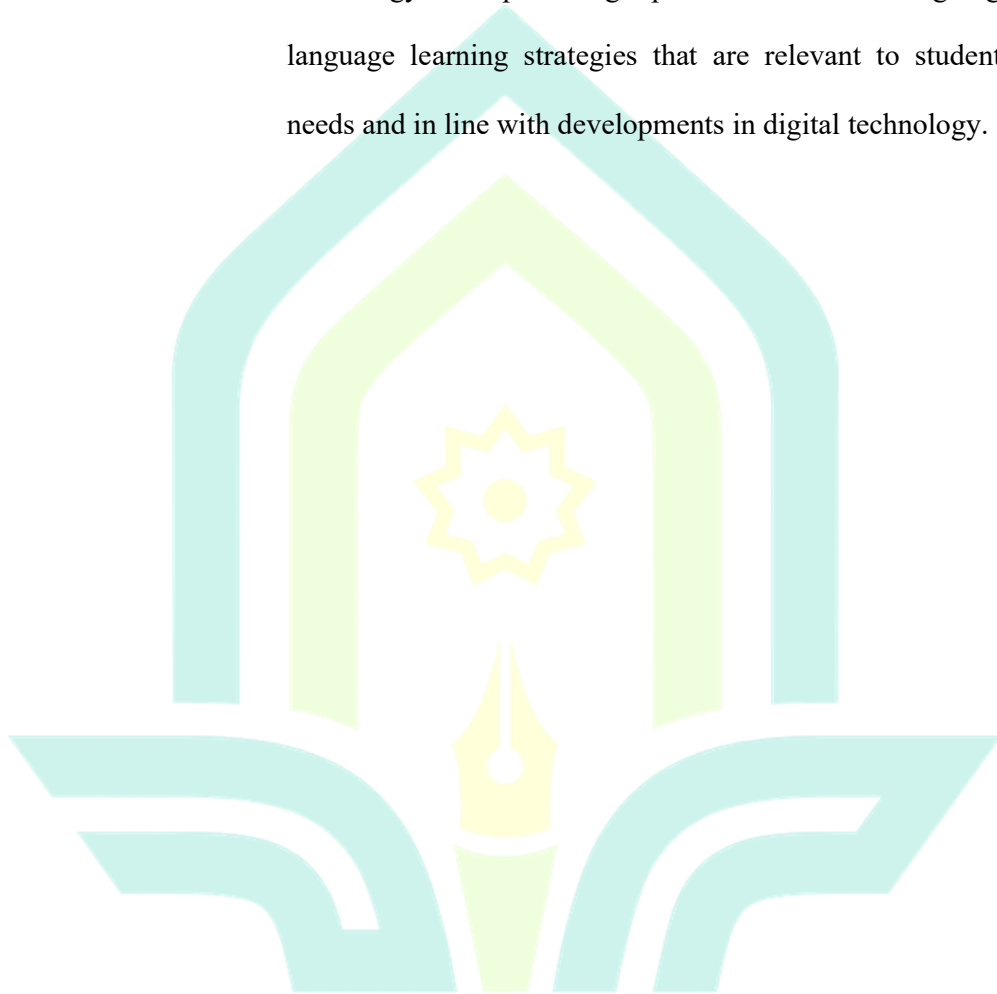
1.7 Significances of the Study

Research on students' experiences in using DeepL Translator with a narrative inquiry approach has the following significance:

1. Theoretical : This research contributes to the development of knowledge in the fields of translation, language learning, and the use of digital technology in education. This research enriches perspectives on students' personal experiences in using artificial intelligence-based translators, while reinforcing previous theoretical studies that show that machine translation plays a role in supporting academic literacy skills

despite its limitations in terms of grammar and cultural context.

2. Practical : The results of this study are expected to help students become more critical and wise in using translation technology while providing input for lecturers in designing language learning strategies that are relevant to student needs and in line with developments in digital technology.



CHAPTER V

CONCLUSION

5.1 Summary of Findings

This study aims to explore how students experience the use of DeepL in translating descriptive texts through the framework of experiential learning, particularly focusing on the stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Based on the findings, students were initially introduced to DeepL through both informal contexts, such as social media, and formal academic settings, which shaped their early engagement with the tool. During the process, students actively interacted with DeepL by applying various strategies, such as translating paragraph by paragraph and drafting in Indonesian before refining their work in English.

As they progressed, students entered the reflective stage, where they became aware of both the advantages and disadvantages of using DeepL, including its efficiency as well as the potential for dependency. This reflection led to a deeper understanding of grammar, vocabulary, and contextual meaning, as students realized that translation is not always literal and requires interpretation. In the final stage, students applied their experiences by adjusting their strategies in future translation practices, such as using more structured input to produce better output. Overall, despite the challenge of overreliance on the tool, the use of DeepL supports students' learning process and

contributes to the development of their translation skills and language awareness.

5.2 Recommendation

This study aims to explore how students experience the use of DeepL in Based on the research that has been conducted and the conclusions obtained, the researcher provides several recommendations for future researchers, students, and educators. For future researcher, it is suggested to further investigate the long-term impact of using DeepL or similar translation tools on students' independent language learning abilities, particularly in terms of critical thinking and language production. Future studies are also encouraged to explore students' challenges in balancing the use of technology with their own language skills.

For students, it is recommended to use DeepL as a supporting tool rather than relying on it entirely, by combining it with their own efforts in understanding grammar, vocabulary, and context. This will help students develop deeper language competence and avoid dependency on translation tools.

For educators, it is suggested to guide students in using DeepL more effectively by integrating it into classroom activities that promote critical thinking and reflection. Teachers should also encourage students to analyze translation results, compare alternatives, and understand the context of language use, so that technology can be used as a meaningful learning aid rather than merely a shortcut.

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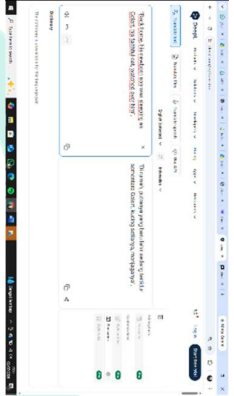
ENCLOSURE

Enclosure 1: SELF-REFLECTION SHEET

Penggunaan DeepL dalam Menerjemahkan Teks Deskripsi dalam mata kuliah Critical Reading

Nama : Ani

Lembar Refleksi

Hari/tanggal	Refleksi	Foto
Minggu, 1 Maret 2026	Hari ini saya menerjemahkan teks deskriptif berjudul “Gelert – The Faithful Cat”. Awalnya saya kesulitan memahami kalimat, <i>“Back home, his newborn son was sleeping as Gelert, his faithful cat, watched over him”</i>, namun kemudian saya menggunakan DeepL untuk membantu menerjemahkan kalimat tersebut. Kalimat bercetak tebal tersebut jika dilihat secara literal, maka akan sulit dipahami maknanya. Tetapi setelah menggunakan DeepL saya jadi mengetahui makna serta konteks kalimat yang sebenarnya secara penuh. Terjemahan awal yang saya tangkap yaitu: <i>“...putranya yang baru lahir sedang tertidur seperti Gelert.”</i> Dan setelah diterjemahkan ternyata arti yang benar adalah: <i>“putranya yang baru lahir sedang tidur, sementara Gelert, kucing setianya, menjaga di sampingnya.”</i>	

	Setelah menggunakan DeepL, saya merasa/pikir bahwa dengan bantuan alat terjemahan seperti itu bisa meluruskan arti yang sebelumnya saya kira benar tapi ternyata kurang tepat. Penggunaan DeepL yang bijak tentu bukan menjadi sebuah alat yang membuat ketergantungan, melainkan solusi praktis yang sangat membantu pelajar/mahasiswa yang sedang belajar. Setelah menggunakan DeepL saya memahami dengan baik cara menerjemahkan teks Inggris-Indonesia berdasarkan grammar yang ada dengan bahasa yang baik dan benar. Menerjemahkan teks bahasa asing ke dalam bahasa ibu memang tidaklah mudah dan literal maknannya, karena didalam suatu bahasa pasti ada konteks yang menyertainya. Oleh karena itu menerjemahkan juga perlu memahami konteks terlebih dahulu agar makna yang disampaikan tepat.	
Minggu, 15 Maret 2026	Hari ini saya menerjemahkan beberapa halaman dari buku The Routledge Handbook of Language Testing. Buku tersebut mengandung kosakata/vocabulary yang cukup baku dan beberapa terasa asing bagi saya. Untuk memudahkan saya dalam memahami pola menerjemahkan struktur Bahasa Inggris	

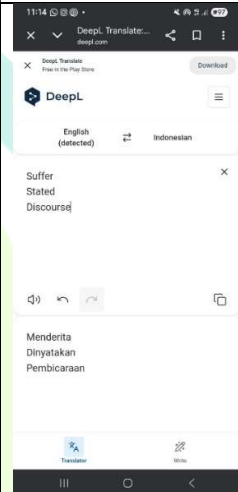
	ke dalam Bahasa Indonesia, saya menggunakan aplikasi DeepL. Kosakata yang sebelumnya kurang saya pahami adalah kosakata yang jarang saya temui baik di dalam buku maupun percakapan, sehingga kurang bisa menerka apa artinya. Setelah menggunakan DeepL, saya merasa/pikir bahwa ternyata jika kita membiarkan satu saja kosakata yang tidak diketahui artinya maka pemahaman terhadap teks pasti menurun. Oleh karena itu perlu adanya penggunaan aplikasi bantu terjemahan seperti DeepL ini agar bisa terus belajar kosakata baru dan menerjemahkan dengan baik. Setelah menggunakan DeepL saya memahami bahwa kurangnya hafalan vocabulary english menjadikan salah satu faktor ketergantungan terhadap aplikasi bantu terjemahan ini. Namun di sisi lain, jika digunakan dengan bijak saya rasa akan sangat membantu penguasaan Bahasa Inggris menjadi lebih baik.	
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SELF-REFLECTION SHEET

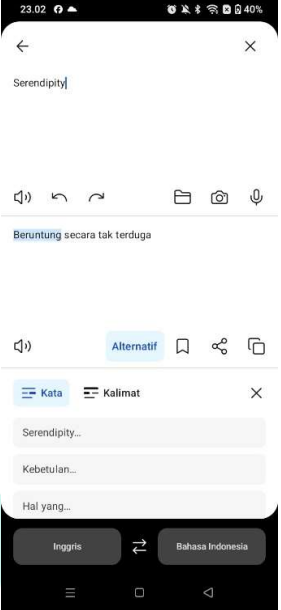
Penggunaan DeepL dalam Menerjemahkan Teks Deskripsi dalam mata kuliah Critical Reading

Nama : Bobi

Lembar Refleksi

Hari/tanggal	Refleksi	Foto
Rabu, 22 Oktober 2025	Saya mendapat tugas untuk mencari teks deskripsi berbahasa Inggris tentang seseorang dan saya memilih teks deskripsi berjudul “Vincent Willem Van Gogh”. Teks tersebut menjelaskan tentang seorang pelukis yang tidak pernah menikmati kejayaan karya seninya, sehingga saya perlu memahami setiap kalimat dengan baik agar maknanya tidak berubah saat diterjemahkan. Pada awalnya saya mengalami kesulitan dalam memahami beberapa kosakata yang belum pernah saya temui sebelumnya. Kosakata tersebut membuat saya sedikit kesulitan memahami konteks kalimat secara keseluruhan.	

	Untuk membantu memahami arti kata dan kalimat dalam teks tersebut, saya menggunakan aplikasi DeepL. Aplikasi ini membantu saya melihat terjemahan yang lebih jelas serta memberikan gambaran makna kalimat secara utuh. Beberapa kosakata yang sebelumnya tidak saya pahami antara lain “suffer”, “stated”, dan “discourse”, yang berarti menderita, dinyatakan, dan pembicaraan dalam bahasa Indonesia. Setelah mengetahui arti kata-kata tersebut, saya menjadi lebih mudah memahami isi teks yang sedang diterjemahkan. Setelah menggunakan DeepL, saya merasa aplikasi tersebut sangat membantu dalam proses belajar menerjemahkan karena dapat memberikan terjemahan yang lebih akurat dan mudah dipahami.	
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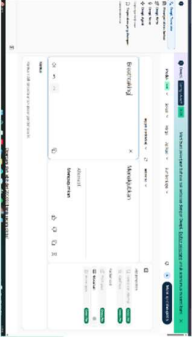
8 Oktober 2025	Hari itu saya mendapat tugas untuk membaca dan memahami sebuah teks berbahasa Inggris. Saat membaca teks tersebut, saya menemukan beberapa kata yang belum saya pahami sehingga sedikit sulit mengerti isi kalimatnya. Untuk membantu memahami arti kata dan kalimat, saya menggunakan aplikasi DeepL. Saya menyalin beberapa kata bahasa Inggris lalu menerjemahkannya ke bahasa Indonesia. Dari hasil terjemahan tersebut, saya bisa lebih memahami maksud dari teks yang saya baca. Beberapa contoh kosakata yang saya terjemahkan antara lain “Serendipity” yang berarti keberuntungan, “journey” yang berarti perjalanan, “effort” yang berarti usaha. Dengan mengetahui arti kata-kata tersebut, saya menjadi lebih mudah memahami isi teks secara keseluruhan.	
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SELF-REFLECTION SHEET

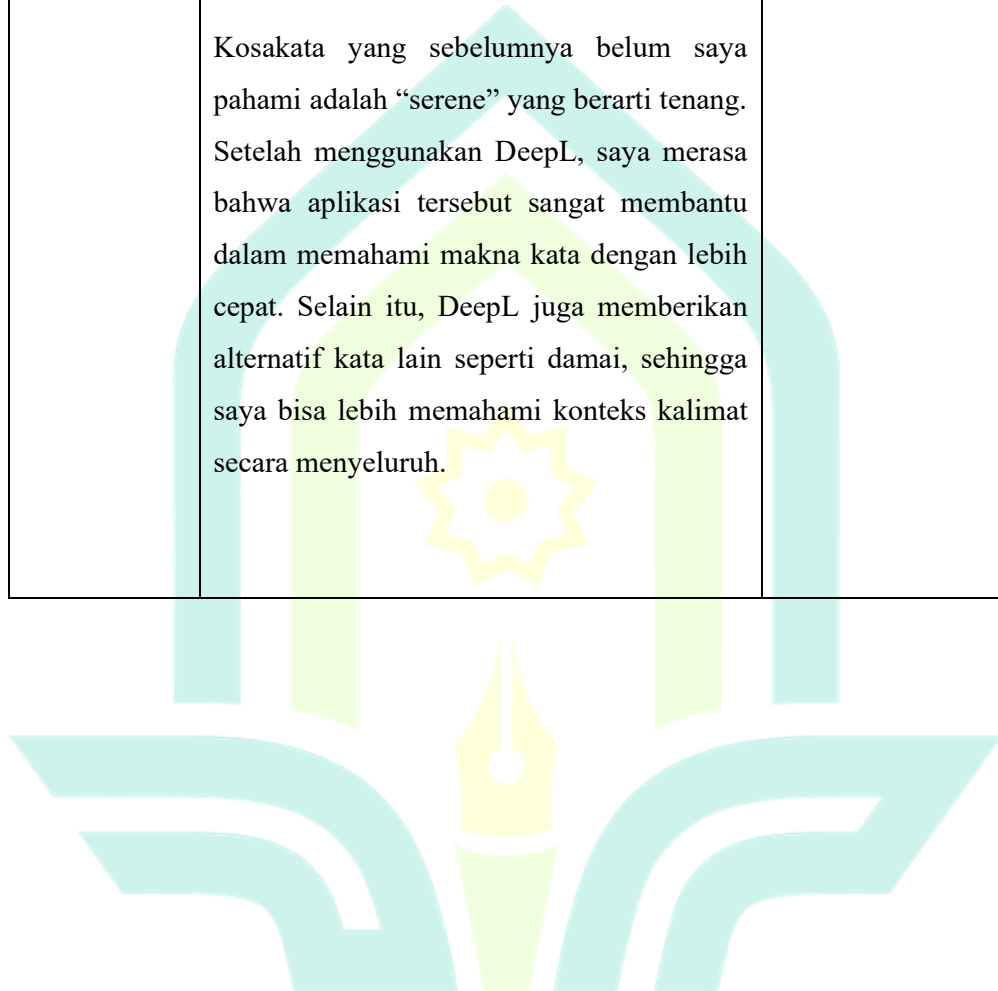
Penggunaan DeepL dalam Menerjemahkan Teks Deskripsi dalam mata kuliah Critical Reading

Nama : Cindy

Lembar Refleksi

Hari/tanggal	Refleksi	Foto
8 maret 2026	Hari ini saya menerjemahkan teks deskriptif yang berjudul <i>The Enchanting Waterfall in the Pine Forest</i>. Awalnya saya kesulitan pada kosakata “Breathtaking” lalu saya menggunakan DeepL untuk membantu memahami kata tersebut. Kosakata yang sebelumnya tidak saya pahami adalah Breathtaking artinya menakjubkan, setelah menggunakan DeepL, saya merasa bahwa menggunakan deepl sangat membantu saya dan menghemat waktu saya, dilain itu deepl juga meng alternatifkan kata lain yaitu mengagumkan yang membuat saya semakin faham.	

15 Maret 2026	Hari ini saya menerjemahkan teks deskriptif berjudul <i>A Peaceful Lake at Sunrise</i>. Pada awalnya, saya mengalami kesulitan memahami kosakata “serene”, sehingga saya memanfaatkan DeepL untuk membantu menerjemahkannya. Kosakata yang sebelumnya belum saya pahami adalah “serene” yang berarti tenang. Setelah menggunakan DeepL, saya merasa bahwa aplikasi tersebut sangat membantu dalam memahami makna kata dengan lebih cepat. Selain itu, DeepL juga memberikan alternatif kata lain seperti damai, sehingga saya bisa lebih memahami konteks kalimat secara menyeluruh.	
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Enclosure 1: IN-DEPTH INTERVIEW

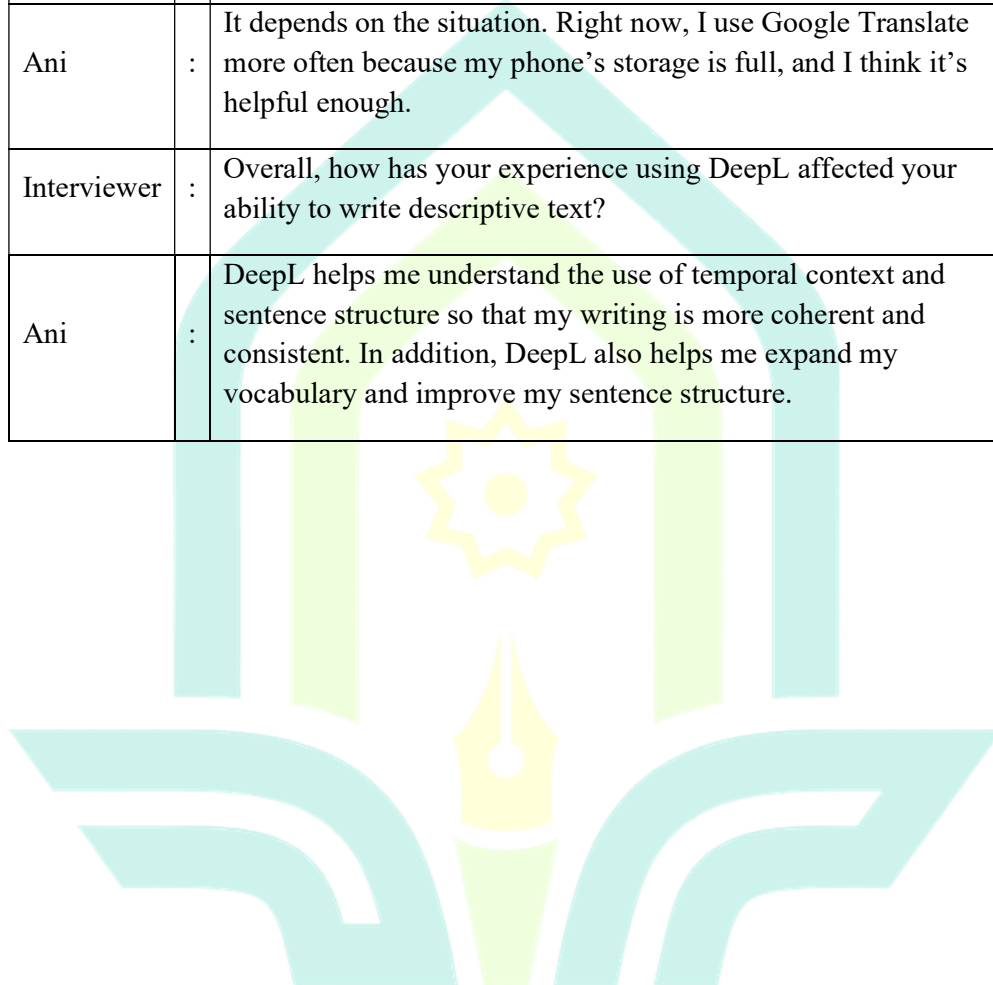
Transcription of the interview

Ani's interview

Name		Data Transcription (translated from Bahasa Indonesia)
Interviewer	:	When did you first use DeepL to translate a description?
Ani	:	I first heard about DeepL when I was in 9th or 10th grade. At the time, I saw an ad on social media claiming that DeepL's translations were more accurate and grammatically correct than those of other apps. I've been using it ever since.
Interviewer	:	Tell us about your experience translating descriptive text using DeepL.
Ani	:	I usually translate the text paragraph by paragraph, especially if the paragraphs are long. In my opinion, translating paragraph by paragraph better preserves the context than translating sentence by sentence. Only after everything has been translated can I fully grasp the story's meaning.
Interviewer	:	What steps do you usually take from start to finish when using DeepL?
Ani	:	First, I read the entire original text. If there are any words I don't understand, I translate them using DeepL. To make sure the translation is accurate, I copy it paragraph by paragraph, just like before. Once I understand it, I rewrite the translation in my own words.
Interviewer	:	What do you think of DeepL's translations?
Ani	:	In my opinion, the results are good and grammatically correct. However, the language tends to be formal and stiff. It feels a bit too rigid for everyday conversation. When I need to have a conversation, I usually use Google Translate.
Interviewer	:	After using DeepL a few times, what have you noticed about the way you translate?

Ani	:	I feel like I might be getting addicted to it. I find myself checking the translations little by little. So whenever there's a long text, I feel like I have to open the translation app all the time.
Interviewer	:	What has been your most memorable experience using DeepL for descriptive text?
Ani	:	I once translated a text about a cat. At first, I thought the text was just describing the animal literally. But after translating it, I realized the meaning was more about the cat's personality or traits. That's when I realized that English texts don't always have a literal meaning, there's a context that needs to be understood.
Interviewer	:	Have you ever tried translating on your own without using AI?
Ani	:	I have. During my second or third semester of college, I started trying to figure out the meaning of long texts on my own. After reading a lot, I became better at understanding the context without relying too much on translation apps.
Interviewer	:	In your opinion, what are the benefits of DeepL for translating descriptive text?
Ani	:	It helps you understand the correct structure and patterns of English sentences according to grammar rules, including the use of tenses.
Interviewer	:	What are the drawbacks of DeepL?
Ani	:	The downside is that the results sound too stiff and formal for everyday conversation.
Interviewer	:	Does DeepL help you understand the structure or vocabulary in the description?
Ani	:	It's very helpful. Whenever I come across unfamiliar vocabulary, once it's translated, I understand what it means and can more easily grasp the meaning of the text that previously seemed difficult.

Interviewer	:	Has the way you translate or write changed since you started using DeepL?
Ani	:	Yes, it has changed. Now, when I write in Indonesian for translation into English, I tend to use standard Indonesian so that the translation is accurate and the context is appropriate.
Interviewer	:	Will you use DeepL for your next assignments?
Ani	:	It depends on the situation. Right now, I use Google Translate more often because my phone's storage is full, and I think it's helpful enough.
Interviewer	:	Overall, how has your experience using DeepL affected your ability to write descriptive text?
Ani	:	DeepL helps me understand the use of temporal context and sentence structure so that my writing is more coherent and consistent. In addition, DeepL also helps me expand my vocabulary and improve my sentence structure.

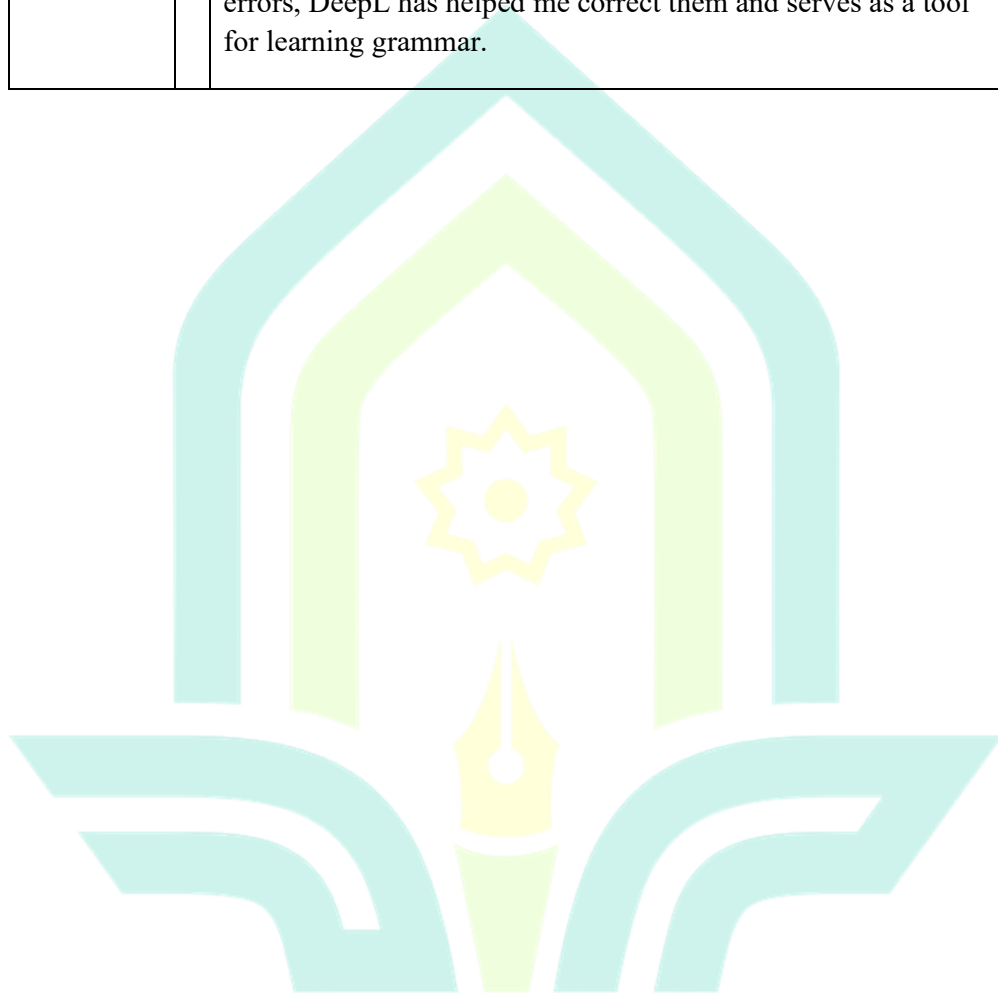


Bobi's interview

Name		Data Transcription (translated from Bahasa Indonesia)
Interviewer	:	When did you first use DeepL to translate a description?
Bobi	:	I first learned about and started using DeepL during my first semester, in the Intensive Writing course. I found out about it from my classmates who were already using it. As for using it specifically to translate descriptive texts, that was around my second semester in the Reading course.
Interviewer	:	Tell us about your experience translating descriptive text using DeepL.
Bobi	:	One of my experiences was when I was assigned to describe an idol or a place. At first, I wrote the text in Indonesian, then I translated it into English as best I could. For words I didn't know, I looked them up one by one. After that, I ran the entire text I'd written through DeepL again to have it corrected, especially the parts where the grammar was still a mess.
Interviewer	:	What steps do you usually take from start to finish when using DeepL?
Bobi	:	I usually read the text first. If there are any words I don't understand, I make a list of them and look them up. In my Critical Reading class, I use DeepL to translate presentation materials so I can better understand the content before the presentation.
Interviewer	:	What do you think of DeepL's translations?
Bobi	:	In my opinion, the language in DeepL is easier to understand than in Google Translate. The translations feel more natural and aren't as stiff.
Interviewer	:	After using DeepL a few times, what have you noticed about the way you translate?
Bobi	:	When translating from Indonesian to English, the resulting grammar is quite good. However, when translating from English to Indonesian, the results sometimes sound a bit

		unnatural. So I usually translate word by word and then rephrase it myself to make it fit the context better.
Interviewer	:	What has been your most memorable experience using DeepL for descriptive text?
Bob	:	When I come across English text that seems difficult, it turns out that once translated, the meaning is actually simple. I've come to realize that the difficulty often stems from not understanding the context.
Interviewer	:	Have you ever tried translating on your own without using AI?
Bob	:	Yes, but I don't guess word by word; instead, I try to figure out the meaning of the sentence based on the words I already understand.
Interviewer	:	In your opinion, what are the benefits of DeepL for translating descriptive text?
Bob	:	The benefit is that it helps you understand the meaning and significance of the text more deeply. The text becomes easier to understand.
Interviewer	:	What are the drawbacks of DeepL?
Bob	:	There are word limits and usage limits. I once used it so often that I couldn't use it for a while.
Interviewer	:	Does DeepL help you understand the structure or vocabulary in the description?
Bob	:	It's more helpful for vocabulary. As for the structure of descriptive texts, you still need to understand the material separately.
Interviewer	:	Has the way you translate or write changed since you started using DeepL?
Bob	:	It hasn't changed much because I don't use it very often. I usually use DeepL in urgent situations, such as when I have to answer a spontaneous question in English during class.
Interviewer	:	Will you use DeepL for your next assignments?

Bobi	:	Depending on the task, if there are a lot of words I don't know, I'll use DeepL
Interviewer	:	Overall, how has your experience using DeepL affected your ability to write descriptive text?
Bobi	:	In my opinion, DeepL helps improve grammar and learn sentence structure. While my writing used to contain many errors, DeepL has helped me correct them and serves as a tool for learning grammar.



Cindy's interview

Name	Data Transcription (translated from Bahasa Indonesia)
Interviewer	: When did you first use DeepL to translate a description?
Cindy	: I used to use Google Translate for translations. Then when I started college, I switched to DeepL, so I've been using DeepL since around 2024.
Interviewer	: Tell us about your experience translating descriptive text using DeepL.
Cindy	: Before using DeepL, I used Google Translate. For example, if there was an English text containing a name, like "Mister Black," when I translated it using Google Translate, the result came out as "Mr. Black," even though it was a name. After starting college, a friend introduced me to DeepL. They said that if I wanted to translate, it's better to just use DeepL, because it doesn't translate every word one by one. The result flows better between sentences.
Interviewer	: What steps do you usually take from start to finish when using DeepL?
Cindy	: Usually, when I get an assignment from a professor, I copy the text and paste it into DeepL. Once the translation appears, I read it again. In my opinion, the sentences in DeepL flow naturally and are easier to read than those in Google Translate.
Interviewer	: What do you think of DeepL's translations?
Cindy	: In my opinion, it's fine and very helpful.
Interviewer	: After using DeepL a few times, what have you noticed about the way you translate?

Cindy	:	There are pros and cons. The downside is that sometimes I get lazy about translating things myself because I'm so used to using DeepL, I've become a bit dependent on it. But the upside is that it saves time. Translating manually takes a long time, whereas DeepL automatically converts it to Indonesian right away.
Interviewer	:	What has been your most memorable experience using DeepL for descriptive text?
Cindy	:	That memorable experience is just like the example I mentioned earlier. In a descriptive text, the goal is to explain something. With DeepL, the sentences flow more naturally and aren't translated word for word. So it's easier to understand. Plus, there are usually alternative words or phrases listed below the translation, which is also helpful.
Interviewer	:	Have you ever tried translating on your own without using AI?
Cindy	:	Yes, sometimes I try to figure it out on my own if the sentence is familiar, but if there's a word I don't know the meaning of, I'll use DeepL
Interviewer	:	In your opinion, what are the benefits of DeepL for translating descriptive text?
Cindy	:	One of the benefits is that it makes translation easier and saves time. Plus, if you don't know the meaning of a word, DeepL usually provides suggested words or alternative phrases below it.
Interviewer	:	What are the drawbacks of DeepL?
Cindy	:	Sometimes you have to pay to get the full features. If you're not using the Pro version, there's a limit of about 500 words. Grammatically, I think it's good. But if the original text has grammatical errors, DeepL doesn't always correct them, it just translates the text as is.

Interviewer	:	Does DeepL help you understand the structure or vocabulary in the description?
Cindy	:	As for the structure, I don't think it's very helpful. I use it only for translation. I determine the structure myself, not based on DeepL.
Interviewer	:	Has the way you translate or write changed since you started using DeepL?
Cindy	:	Yeah, sometimes my Indonesian writing is still a bit messy. After I run it through DeepL and translate it into English, then translate it back into Indonesian, the result comes out much cleaner. So I go from Indonesian to English, then check it again in Indonesian.
Interviewer	:	Will you use DeepL for your next assignments?
Cindy	:	Yeah, anything related to English. If I don't know what it means, I look it up on DeepL.
Interviewer	:	Overall, how has your experience using DeepL affected your ability to write descriptive text?
Cindy	:	It's helpful. Since I'm not very familiar with grammar yet, using DeepL makes the results grammatically correct right away, so it's helpful.

CURRICULUM VITAE

Name : Karimatun Nisa'

Student Number : 2520105

Gender : Female

Addres : Kasepuhan, Batang

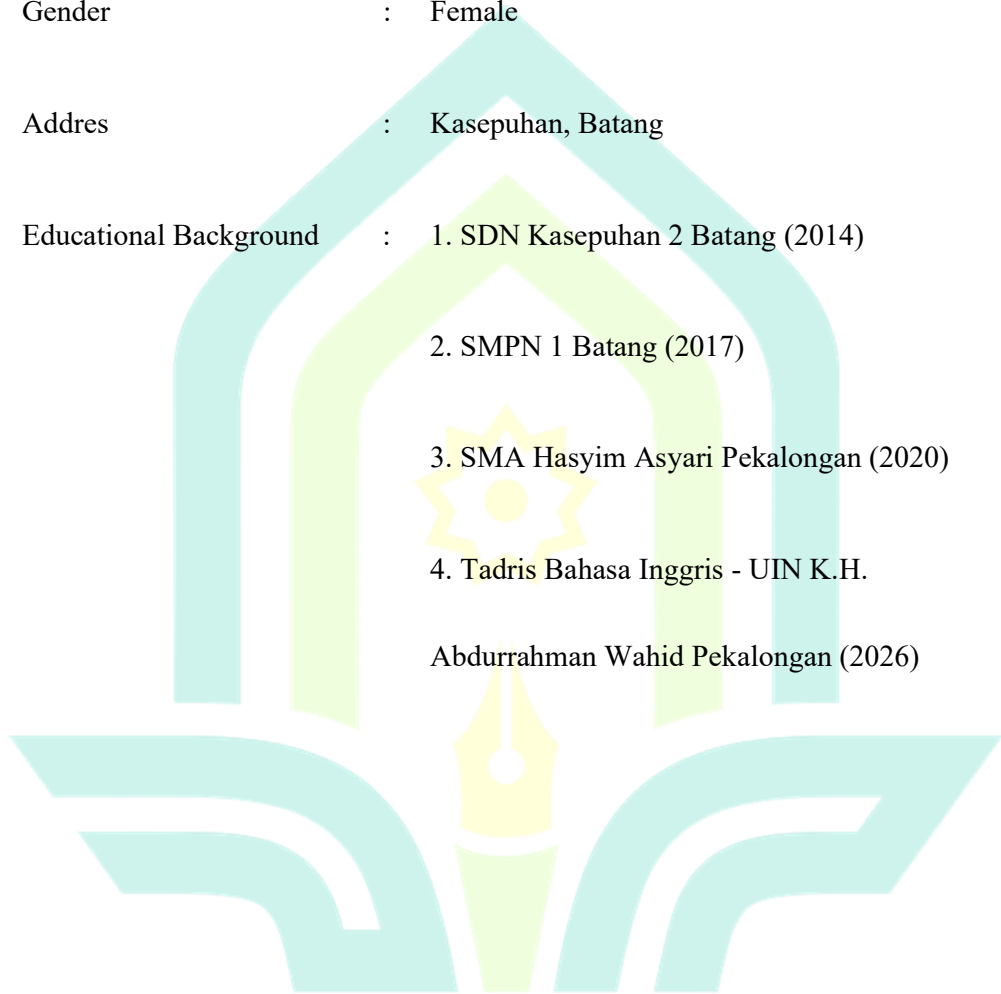
Educational Background : 1. SDN Kasepuhan 2 Batang (2014)

2. SMPN 1 Batang (2017)

3. SMA Hasyim Asyari Pekalongan (2020)

4. Tadris Bahasa Inggris - UIN K.H.

Abdurrahman Wahid Pekalongan (2026)





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Jurusan/Prodi : Tadris Bahasa Inggris
E-mail address : karimatunnisa@mhs.uingusdur.ac.id
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(.....)
yang berjudul :

**“INVESTIGATING STUDENTS’ EXPERIENCE IN USING DEEPL TO
TRANSLATE DESCRIPTIVE TEXT IN CRITICAL READING CLASS :
A NARRATIVE INQUIRY”**

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(Karimatun Nisa')