Students' Perspectives on Using AI DeepL Translate in English Writing

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ABSTRACT

Writing is an activity where someone can express their ideas in writing. AI in education refers to the use of technology that can be utilized in education. One example is in the learning process, which can be interactive and innovative. This research is urgent given the importance of English language skills as a tool for international communication, especially in developing countries like Indonesia. The purpose of this study was to determine students' perspectives on the use of DeepL Translate in writing skills. In the context of language learning, artificial intelligence-based translation tools such as DeepL Translate are increasingly popular among students. This study used a mixed method, combining quantitative and qualitative approaches. Quantitative data were collected through questionnaires distributed to students, while qualitative data were obtained through in-depth interviews with several students who used DeepL Translate in the process of writing descriptive texts. The results showed that most students had a positive response to the use of DeepL Translate. They felt this tool helped them understand new vocabulary, improve sentence structure, and increase the accuracy of their writing. However, some students also expressed concerns about the dependence on this translation tool and its potential negative impact on their independent writing skills. These findings provide important insights for teachers in understanding how technology can be utilized to support writing skills learning, as well as the challenges students face in using it.

Keywords: Students' Perspective; Deepl Translate; Writing Skill; Islamic Boarding School

INTRODUCTION

Language is a tool of communication and interaction with other people, especially English is an international communication tool throughout the world. Indonesia is a developing country; therefore, Indonesia must interact with people abroad (Darma & Widiastuty, 2023). Learning English is so important, and people all over the world choose English as the language they should learn (Jiang, 2024). The importance of English is that science and technology are still dominated by Western countries that use English (Sukirmiyadi, 2020).

English is an international language used in various international communications. Writing is an important component of English skills that not only supports written communication but also shows mastery of language structure, vocabulary, and critical thinking skills in conveying ideas in writing.

According to Cheng (as cited in Siswanto, 2022), writing is a language skill that is applied in secondary interaction (Siswanto, 2022). Writing is a skill that must be taught and practiced because writing skills are very important in learning languages to combine vocabulary and in producing sentence patterns (Rahmawati, 2017). According to Nunan, in the world of education, especially universities, writing is a very important skill for doing assignments.

Writing is an activity where someone can pour their ideas into writing. Student can express their ideas in writing, and even writing activities can improve thinking and reasoning through writing (Purnamasari et al., 2021). In this digital era, the development of artificial intelligence (AI) has had a significant impact on the way we write and learn to write.

AI is a science specifically designed to execute commands like a human. AI development has had a huge impact on human life in various sectors that can replace humans, such as facial recognition, voice, automatic chat, and many others. Historically, the development of AI began in the 1950s with works such as NLP (Natural Language Processing), one of artificial intelligence that focuses on natural communication between humans and computers. Some of the benefits of using NLP in applications are

such as search engines, natural language processing, chatbots, and automatic translation (Eriana & Zein, 2023).

AI in education refers to the use of technology that can be utilized in education. One of which is in the learning process, which can be interactive and innovative. The application of AI in education opens the door to better and more efficient education (Nuryadin & Marlina, 2023). AI in education has the benefit of helping with writing skills. AI can correct grammar and spelling errors and can provide suggestions for correct writing. AI can be an effective learning tool that reduces the burden on teachers and students and offers an effective learning experience for students (Zhai et al., 2021).

Platforms like Grammarly, ProwritingAid, and Deep English provide customized suggestions for improvement, which can help students understand their mistakes. Using AI technology can improve students' English proficiency, especially in writing skills (Pratama & Hastuti, 2024). In this study researcher uses DeepL Translate. DeepL Translate is a machine translation launched in August 2017. It is a platform that automatically translates. DeepL Translate offers several functions. It has translation text in 33 languages, documents, and long sentences. Users can also use the DeepL write feature to practice writing that can correct writing, suggest words, correct, and correct incorrect grammar quickly.

Islamic Boarding School Junior High School Al Amin Mojokerto is one of the famous schools in Mojokerto city, which has excellent programs such as English and Arabic language programs. In realizing the English environment, of course, a maximum language program is needed and cooperation from all circles, both from teachers, staff, and other aspects. The media commonly used by teachers at Islamic Boarding School Junior High School Al Amin Mojokerto for the English and Arabic language programs are various methods, such as the use of textbooks, pocket books, audiovisual aids such as PowerPoint, and extracurricular activities that support language practice. This study is important because researchers want to find out the use of artificial intelligence technology, especially DeepL Translate, in supporting students' English writing skills. With the advancement of technology, the use of AI in education is a solution.

This study provides an overview of how students utilize DeepL Translate to improve their grammar, vocabulary, and writing structure, thus helping them to overcome writing difficulties. In addition, the findings from this study can provide insights for teachers, students, and school leaders to use AI technology as an innovative and interactive learning medium, especially in schools that prioritize language programs, such as the Islamic Boarding School Junior High School Al-Amin Mojokerto. Thus, this research is expected to improve the quality of English learning in a real way and make it easier to learn.

This research is of high urgency given the importance of English proficiency as a tool for international communication, especially in developing countries such as Indonesia. In the context of globalization, English language proficiency is not only a necessity but also a requirement for individuals who wish to interact and compete at the international level. Thus, mastering English writing skills has become one of the main focuses in the language learning process.

With the development of technology, particularly artificial intelligence (AI), various tools have emerged that can help students improve their writing skills. One notable tool is DeepL Translate, which not only offers document translation but also provides assistance in writing, grammar correction, and word suggestions. The use of this technology is expected to overcome the difficulties faced by students in writing, as well as improve their understanding of language structure and vocabulary.

According to the English teacher at Islamic Boarding School Junior High School Al Amin Mojokerto, students face difficulties in writing. As an educational institution that prioritizes language programs, it has a responsibility to utilize this technology in the learning process. This study aims to explore how 8B students use DeepL Translate in their English writing skills. By understanding students' perspectives on the use of this tool, this study is expected to provide valuable insights for teachers, students, and school leaders in integrating AI technology as an innovative and interactive learning medium.

Furthermore, the results of this study are expected to make a tangible contribution to improving the quality of English language learning at Islamic Boarding School Junior High School Al Amin Mojokerto. Thus, this study is not only academically relevant but also has practical implications that can help students achieve better English language proficiency and prepare them to face the challenges of an increasingly complex digital age.

METHOD

This study used a mixed-method convergent parallel design. Cresswell (2023) put forward a definition of combination research as an approach to research that involves the collection of both quantitative and qualitative data. Sudaryono (2017) explained that the combination method is a research method based on the philosophy of pragmatism (a combination of positivism and postpositivism), which views reality not as an absolute unity, not only using a philosophical system in viewing reality, so that researchers can carry out research in qualitative and quantitative methods together. This study was conducted at Islamic Boarding School Junior High School Al-Amin Mojokerto in the 2025 academic year. The subjects of this study were 26 students of class 8B, selected purposively due to their active participation in the school's English language program. The procedure involved the preparation and validation of the research instrument, the distribution of the instrument to participants, and data analysis. This is the procedure of the study.
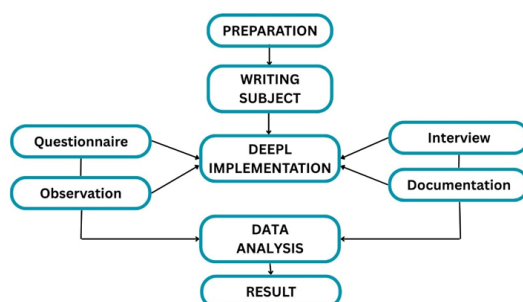

Figure 1 The Procedure Steps

Data were collected on 21-29 November 2024 during school hours, with prior permission from school authorities and classroom teachers. The main instrument was a closed-ended questionnaire containing 19 Likert-scale items (1 = strongly disagree to 4 = strongly agree), designed to find out students' perspectives on the use of AI DeepL Translate in English writing skills. The questionnaire was reviewed by two English language education experts for content validity. The quantitative data questionnaire was analyzed using percentages, mean with Excel, and the qualitative data were analyzed by observation, documentation, and interview. The following formula of the questionnaire:

Table 1 Table of Questionnaire Score

Description	Frequency
Strongly Agree	4
Agree	3
Disagree	2
Very disagree	1

To find out students' perspective on the use of DeepL Translate, the questionnaire data was analyzed by using the percentage formula. The formula was:

$$P = \frac{F}{N} X100$$

Description:
P = Percentage amount
F = Frequency of answer
N = Total number of responses
Furthermore, the percentage results were averaged and adjusted to the average percentage category.

Table 2 Table of percentage category

Percentage	Category
75% - 100%	Strongly Agree
50% - 74,9%	Agree
25% - 49,9%	Disagree
0% - 24,9%	Very disagree

RESULT AND DISCUSSION

This study the titled "Students' Perspective on The Use of DeepL Translate in English Writing Skill," was carried out for five days, starting on 22, 23, 28, 29 November 2024 and December 08, 2024. The research process involved students of class 8B at Islamic Boarding School Junior High School Al-Amin Mojokerto. The results of the study included a description of the research based on findings in the field sourced from questionnaires, field note observations, interviews, and documentation.

1. Field Note and Observation

On the first day, on November 22, 2024, the researcher started the lesson by providing descriptive text material first to students because they had not received the material, and introducing students to the purpose of the research and the tools used, namely the DeepL Translate application. After being given material about descriptive text, students were introduced to DeepL Translate, its use, features, and writing style. Then, students were given a brief training on how to use DeepL Translate to practice writing using DeepL Translate.

The second day, on November 23, 2024, the researcher had prepared a picture of someone, such as an athlete or others, given to students to describe the picture. Students were asked to write on paper without the help of DeepL Write, then, after completing the writing, students were asked to copy on DeepL Write so that students knew their mistakes in writing or DeepL would suggest better student writing. On the third days, on November 28, 2024, the researcher had prepared a picture of an object or given to students to describe the picture of the object. Students were asked to write on paper without the help of DeepL Write. After completing the writing, students were asked to copy it to DeepL Write so that students knew their writing errors in grammar or DeepL would suggest better vocabulary.

On the fourth day, on November 29, 2024, the researcher prepared a picture of a place, such as a restaurant, hospital, hotel, and others, and then gave it to students to describe the picture of the place. Students were asked to write on paper without the help of DeepL Write. After completing the writing, students were asked to copy on DeepL Write so that students knew their mistakes in writing or could suggest better student writing.

The last day on December 2, 2024, the study focused on evaluating the results of using DeepL Translate and reflections from participants. The activities carried out were questionnaire filling and an interview. Students were asked to fill out a questionnaire containing questions about their experience during the three days of using DeepL Translate, which had been prepared by the researcher to obtain the desired data. After filling the questionnaire, the researcher conducted interviews with 15 students to ask about their perspective on using DeepL Translate.

2. Questionnaire

Data collection in this study used a questionnaire prepared by the researcher and was validated by an expert. Researchers used this technique to collect information, and researchers used this technique to explore data from students regarding students' perspectives on the use of DeepL Translate, especially in learning English writing skills. In addition, this technique can provide flexibility to students when filling out questionnaires without any pressure from others. Moreover, this questionnaire can explore more in-depth information in a short time. The questionnaire consists of 20 closed questions using a Likert scale of 1- 4 to determine students' perspectives on the use of DeepL Translate in learning English writing skills, descriptive text material. The subjects of this study were students of class 8B, with a total of 26 students who had used DeepL Translate for three days of writing practice using DeepL Translate by describing objects, people, and places. The data collection process was carried out in the lower hall of the student dormitory, in addition to study time, to prepare for the midterm exam. Students were asked to fill out a questionnaire. The questionnaire was distributed in the form of a paper format that could be filled out by students using a ballpoint pen by filling in the checklist items that had been provided, with an

average time of 30 minutes for each student to complete the questionnaire.

On the day of filling out the questionnaire, the researcher explained the purpose of filling out the questionnaire and directed students on how to answer honestly, as well as how to fill out the questionnaire, and made sure students understood the questions. Next, the researcher collected the questionnaire in physical form and controlled the completeness of the number of questionnaires that had been distributed. Then the data that had been collected was entered into the spreadsheet for analysis. The situation was a little less conducive because the students were all gathered in one place and the rainy weather was noisy so that the process of filling out the questionnaire could disturb the students, but the students were seen filling out the questionnaire as directed by the researcher, some students asked the meaning of the questions they did not understand in the questionnaire and were immediately answered by the researchers.

To analyze questionnaire data, the researcher used a Likert scale as the measurement scale. A Likert scale used with 4 frequencies, the point of strongly disagree (1), disagree 2 Agree (3), strongly agree (4). This process shows the extent of students' perspectives on the use of DeepL Translate in learning English writing skills. Based on the questionnaires that were divided among students, the results were as follows:

Table 3 The Result of the Data Questionnaire

Max Score	Score	Average of Frequency	Description
104	91	87.50%	Most students always used DeepL Translate were helped by using DeepL Translate.
104	84	80.77%	Students admitted that they were weak in writing skills.
104	94	90.38%	Subject strongly agreed that the quality of writing suggestions produced by DeepL Translate was considered quite accurate.
104	89	85.58%	Most subjects used DeepL Translate to translate descriptive text from Indonesian to English.
104	88	84.62%	The subject stated that the DeepL Translate feature was considered an effective and helpful tool in the writing process.
104	92	88.46%	Subjects were satisfied with DeepL Translate being able to correct their writing either in terms of vocabulary or grammar.
104	86	82.69%	The subject said that DeepL Translate could help them work faster, especially in translating text.
104	93	89.42%	Subject strongly agreed that DeepL Translate was the right tool for doing writing assignments.
104	82	78.85%	Subject considered DeepL to be able to produce translations or writings with a good level of accuracy that required little revision.
104	91	87.50%	Subject considered DeepL Translate to be a tool that could speed up the process of writing or translating text, allowing them to complete their tasks faster.
104	87	83.65%	Subject said that DeepL Translate is reliable to help with the process of translating English text into the Indonesian language.
104	87	83.65%	The subject felt that DeepL Translate was not just a translation tool, but also a learning tool that helps improve English writing skills.
104	88	84.62%	Subjects were satisfied with the quality of suggestions provided by the DeepL Write feature to improve or enhance their writing.
104	83	79.81%	The subject indicated that the majority of subjects were satisfied with the use of DeepL in helping them complete their writing assignments.
104	75	72.12%	DeepL could be used as a tool for translating texts into Indonesian quite well, although there were still errors.
104	86	82.69%	Subject considered DeepL Translate to improve sentence layout, order of ideas, and cohesion between sections of writing, making writing easier to understand and more

			accurately organized.
	1396		Sum
	83		Average

Based on the table above, the total score of subjects was 1396, and the average value obtained was 83%. It was a high number of scores on the use of DeepL Translate as a tool for translation, benefits, accuracy, suggesting vocabulary, grammar correction, and completing writing assignments in English language learning. It was highly recommended by students. There were 4 questions that asked for the disadvantages of DeepL Translate.

Table 4 Questionnaire Result

Max Score	Score	Percentage	Description
104	54	51.92%	The percentage results showed that DeepL Translate, although useful in helping them with their writing and translating tasks, can lead to over-reliance and laziness, resulting in a lack of challenge to improve their writing skill.
104	65	62.50%	As a result of the percentage, it could be concluded that more than half of the subjects felt limitations in the document translation feature of DeepL Translate.
104	58	55.77%	The percentage results showed that subjects felt that they relied too much on DeepL in their work, be it for translation, writing, and correcting sentences.
263			Sum
58			Average

Based on the table above, the total score of subjects who gave responses 263, and the average value obtained was 58. This showed that DeepL was not completely causing laziness and dependence, as a tool for translation, accuracy, accuracy, speed, grammar correction, and completing writing assignments in English language learning. It could be concluded that DeepL was suitable to be used as a translation and writing practice tool for students.

3. Interview

In this study, the data collection was conducted through in Deep interviews to dig deeper into information about the use of DeepL Translate in learning English for writing skills. This interview was conducted directly face-to-face and recorded using a cellphone with students who were randomly selected by the researchers. The interview process focused on exploring the answers to the questions that had been provided and sometimes explaining something that was not written in the list of questions. During the interview conducted in the ground-floor hall below the dormitory, the subject shared their experiences in using DeepL Translate to help with writing assignments. Most of the subjects expressed that the tool was very helpful, especially in translating and providing suggestions for better writing style, complexity, and vocabulary. Interviews were conducted to find out more about whether the subject uses or does not use DeepL Translate.

In addition, the interview aimed to find out the satisfaction or experience of using this tool in the learning process and writing assignments. The informants interviewed consisted of 7 students of class 8B, Islamic Boarding School Junior High School Al Amin Mojokerto, who had used DeepL Translate in learning English to practice describing objects, places, and people. The interviews were conducted in the first week of December. The interview schedule was based on the subjects' time availability, namely during independent learning activities. Several times, students asked about questions that were not clear, so the researcher re-explained in simple language so that the informant could know what the researcher meant. When the interview was conducted, the researchers also recorded what the informant explained, which is attached in Table 5.

Table 3 Students' Response Data

Questions	Sub-Theme Responds To 15 Students	The Responses of The Students
1. Explain the difference between the machine writing tool you usually use and the DeepL writing tool!	1. Writing accuracy and quality	I think DeepL is simpler, has more features than Google Translate," Rafly said. "Very accurate, the difference is the feature of the writing style," Syifa said. "DeepL is more detailed than other applications," Bintang. "DeepL is better, efficient, and meticulous," Rendra said. "DeepL is a very accurate platform and of very good quality," Habibi said. "Very accurate, very good quality," Ilham said. "I've used other apps, but DeepL is better than other apps," Sanu said. "DeepL is better than others," Rizki said. "Good and clear translation," Rendra. "Better and clearer writing," Azka said.
	2. Word choice and writing style suitability	The difference between DeepL and others is that it can suggest a lot of words," Rafly said. "The choice of words is appropriate, you can choose the writing style, usually write in a simple style," Rendra said. "Choice of words immediately came out," Azka said.
	3. Grammar improvement	"DeepL is very good at correcting my grammar mistakes," Syifa said. "The word correction is very good," Rizki said.
	4. Features and easy of use	"Very complete and easy to use," Bintang said. "There are a lot of features, and it is easy for users to understand," Habibi said. "easy to translate and can change the writing style," Ilham said. "easy-to-use feature," Sanu said. "The feature is easy to use, for example, if there is a wrong writing, it will be corrected immediately," Rizki said. "Easy, clear, very easy to understand," Azka said.
2. Please describe your experience after using DeepL to write descriptive text in English lessons.	1. Helping translate simple sentences	"DeepL translate, in my opinion, can justify my wrong writing," Rafly said. "Very helpful in translating short sentences," Syifa said. "Yes, it is very helpful in translating short sentences," Bintang said. "Help, Deepl is more efficient and simpler," Rendra said. "Yes, it really translates simple sentences," Habibi said. "Yes is very helpful in translating short sentences," Rizki said.
	2. Giving me the correct wrong writing	"Yes, DeepL justifies my wrong writing," Bintang said. "Yes, it can justify the wrong writing," Ilham said. "Yes, I use DeepL can justify my writing," Sanu said. "Correct my wrong writing," Azka said.
	2. Provide a satisfying experience and help with English lesson assignments	Very helpful and satisfying in doing English lesson assignments," Syifa said. 'Very helpful in learning English, ' Rizki said. "Very helpful in doing English assignments," Azka said.
	5. The academic style feature can suggest that my writing is more complex	"The sentence suggestions are more and more complex," Rafly said. "Academic style has more writing suggestions," Syifa. "Yes, the academic style is more complex," Bintang. "Suggestions for longer and more detailed writing," Arendra said. "The writing style is more detailed, complex, and more standard," Habibi said. "The writing is longer and more complex, and there are many

		vocabulary words that I don't know," Ilham said. "Academic style can write more words," Sanu. "Yes, the writing is more complex and longer," Rizki said.

4. Documentations

From data documentation, this study was conducted on November 23, 2024. Students practiced writing and comparing student writing, then uploaded it to the DeepL Translate platform as the main tool in learning English, especially in descriptive writing assignments. Students can distinguish the result of student writing and the result of writing DeepL Translate. Documentation contains activities during the study in the form of photos or videos. The following documentation results have been collected by the researchers: This is the link to record video of documentation:

DISCUSSION

The use of artificial intelligence (AI) based translation tools such as DeepL and QuillBot has been a topic of interest to many researchers. This discussion will link findings from several previous studies to provide a deeper understanding of user perceptions, translation quality, and educational implementation of AI for English skills in the school. Based on the results of the research conducted through a questionnaire regarding the use of DeepL Translate among students, it can be concluded that questions number 1-15 most respondents felt helped by this tool in the writing and translation process. The average score obtained was 83%, indicating a high level of satisfaction with the effectiveness of DeepL Translate. The majority of students recognized their weaknesses in writing skills and considered DeepL as a tool that not only accelerated the translation process but also improved the quality of their writing, both in terms of vocabulary and grammar.

The subject also indicated that the writing suggestion feature provided by DeepL Write was considered quite accurate and helpful in improving writing. Although there were some notes regarding the accuracy of the translations that still needed revision, students were generally satisfied with the results obtained. In addition, DeepL Translate is considered as a tool that can improve sentence layout and cohesion between parts of writing, thus making writing easier to understand. Overall, this study shows that DeepL Translate plays an important role in supporting students in completing writing and translation tasks, as well as serving as an effective learning tool to improve their English language skills.

Based on the negative questionnaire results on items number 17 to 19, an average percentage of 58% was obtained, indicating a lower response compared to the previous items. This finding indicates that although DeepL Translate is considered useful in assisting the writing and translation process, some students are also aware of the negative effects of excessive use of this application.

Some students revealed that dependence on DeepL Translate can lead to laziness and reduce motivation to practice writing independently. This has the potential to hinder the development of students' writing skills because they are too dependent on technological assistance. In addition, there were also complaints about the limited document translation features, which some students felt were not fully optimized.

Thus, it can be concluded that although DeepL Translate provides many benefits in learning English writing, its excessive use can have negative impacts, such as decreasing students' initiative to learn actively. Therefore, the utilization of this technology needs to be accompanied by a balanced approach so as not to hinder the continuous learning process.

A study conducted by (Laksana & Komara, 2024) states that students consider DeepL as an accurate and efficient tool, which can improve their language skills. It is also the same study conducted by (Li, 2023). DeepL shows that this tool has good performance in terms of accuracy, fluency, and naturalness (Li, 2023). With an overall score of 94.13, DeepL shows excellence in complex translation contexts. Studies by Reber (2019) and Cambedda et al. (2021) show that DeepL performs better than Google Translate and Microsoft Translator when it comes to translating more natural and contextualized material (Kamaluddin et al., 2024). The same opinion was also conveyed by Kamaluddin et al., (2024). These results show that DeepL consistently outperforms other tools in BLEU scores and human evaluation, especially excelling in handling complex translation contexts (Kamaluddin et al., 2024). Human evaluation, especially excelling in handling context, idiomatic expressions, and specialized terminology. The same research conducted by (Siregar et al., 2022) stated that the survey shows that translation is a good tool in English language learning courses that aim to improve language proficiency. However, there are some differences. In this study, some students expressed concerns that using DeepL

does not lead to dependence on DeepL Translate, which can reduce their creativity in composing their own sentences. This is in accordance with the research conducted by Jingjin Jiang, stating that most students recognized the function of DeepL to improve article vocabulary (Jiang, 2024). Similarly, they all recognized the dependency of using DeepL and that it was difficult to improve their article vocabulary without using this tool (Jiang, 2024).

CONCLUSIONS

Based on the research that has been conducted regarding students' perspectives on the use of DeepL Translate in learning English writing skills, DeepL Translate is very good to use to help students in doing writing-based assignments. The overall results show that students agree and find it helpful to use DeepL Translate in doing English assignments or in translation, and it is easy to use and more accurate than other applications. In addition, students also feel helpful by DeepL helpful because by using this platform, students know the mistakes in writing and grammar.

However, this study also experienced obstacles such as inadequate internet connection because at the time of the study, many were using it. Besides that, some students lacked vocabulary owned by students so when practicing using this platform, some used Google Translate to find the meaning, and some used GPT chat to describe the text. This obstacle can be overcome by English teacher to practice more to be more focused and strengthen student understanding.

Overall, DeepL gets a positive perception by students because it can help them in doing writing and translation assignments. The use of this application can then be applied by English teachers in the classroom in the future, so that students' skills will be more practiced and get more benefits.

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