

ENHANCING EFL STUDENTS' WRITING SKILLS: THE IMPACT OF DEEPL TRANSLATION

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Article Info	Abstract
Article History Received: July 2024 Revised: September 2024 Published: January 2025	<i>The integration of the DeepL translation tool as a method to enhance students' writing skills in EFL classrooms holds great potential. Its capability to provide accurate, context-sensitive translations can aid students in expanding their vocabulary and understanding sentence structures. This study investigated the impact of using DeepL translation on EFL learners' writing proficiency through an experimental approach. Two groups of senior high school students participated: an experimental group utilizing DeepL as a writing aid and a control group that did not. Both groups underwent pre-tests and post-tests to evaluate the effectiveness of the intervention. Conducted during the second semester of the 2023/2024 academic year, the quasi-experimental study involved 20 students as subjects. Data collection methods included tests focused on descriptive text writing and a questionnaire to gauge students' responses. Instrument validity and reliability were verified, and the data were analyzed using SPSS 25.0. The findings revealed a significant improvement in the writing skills of students in both groups, indicating that while DeepL translation played a role in enhancing writing proficiency, other factors also contributed. Notably, the experimental group demonstrated a greater improvement compared to the control group, suggesting that DeepL translation provided a unique advantage. However, the results also highlighted the importance of combining digital tools like DeepL with effective teaching strategies to optimize learning outcomes. Overall, the study underscores the value of integrating technology in EFL classrooms while emphasizing the need for a holistic approach to writing instruction.</i>
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INTRODUCTION

Traditionally, writing is recognized as a cornerstone of English learning, encompassing the skills of reading, speaking, listening, and writing. Writing enables students to articulate their ideas, opinions, and knowledge without the necessity of direct interaction. Writing refers to the act of conveying ideas, opinions, facts, and knowledge through written language (Mardiningrum et al., 2024; Wismanto et al., 2022). However, writing poses significant challenges for learners, as emphasized by Richards (2002), who notes that producing grammatically accurate sentences is the most challenging aspect of mastering a second language. In Indonesia, many students perceive writing as one of the most difficult skills to acquire due to struggles in generating ideas, developing them coherently, and expressing them in grammatically correct sentences (Celce, 2001; Susanti & Agung, 2023). Writing, as a process, involves translating visual symbols into meaningful written expressions to communicate thoughts and emotions effectively.

Middle and high school English classes often use various types of texts, such as process, descriptive, narrative, and recount texts, to teach writing. One common pedagogical approach

is the guiding question technique, which encourages critical thinking and helps students articulate their thoughts. Proficiency in writing extends beyond academic requirements and holds significant relevance in everyday life. Writing, when viewed as an art form, influences personal and professional experiences profoundly. Carrier (2008) highlights the importance of mastering fundamental writing skills, asserting that the absence of proficiency and consistent practice hinders effective communication and life experiences. This perspective underscores writing's dual nature as both a skill and an art form. Hedge (1991: 6) further notes that the inherent disengagement in writing tasks often deters English learners from practicing consistently, presenting educators with the challenge of making writing an engaging activity. Proficient writing skills contribute not only to effective communication but also to cultivating meaningful written expression, shaping individual identity and societal interactions. For EFL students, the anxiety of submitting written assignments for evaluation often stems from the anticipation of errors being highlighted, as observed by Hamp and Heasley (2006: 2).

Teaching writing in EFL classrooms is a formidable task, especially when students have limited exposure to English outside the classroom (Hidayati, 2018). Technological advancements offer a viable solution to simplify the writing process and enhance learning. Writing is an essential means of communication, and technology has facilitated global connectivity and self-expression through writing. Among the technological tools available, DeepL translation has revolutionized writing assistance. Contemporary writing aids extend beyond basic grammar and spell-check functionalities to offer advanced features like synonym suggestions, paraphrasing, and tone adjustments (Chen, 2023; Fadli et al., 2022). These tools enable learners to refine their writing and adapt it to diverse contexts effectively.

Given the rapidly changing educational landscape, exploring the potential of DeepL translation as a transformative tool for language learning has become increasingly important. In addressing challenges faced by non-native speakers, as highlighted by Hidayati (2018), DeepL translation stands out for its ability to enhance writing quality. Its capability to identify errors and provide corrective feedback is invaluable in language education. Birdsell's (2021) research reveals that teachers assigned higher scores to essays assisted by Neural Machine Translation (NMT) tools like DeepL compared to those that were not. This demonstrates the tangible benefits of integrating DeepL translation into teaching methodologies. The urgency to explore this tool comprehensively stems not only from academic curiosity but also from the need to revolutionize writing instruction and empower students to navigate linguistic complexities with confidence.

This study focuses on the potential of DeepL translation to enhance the writing skills of students at SMA Negeri 18 Makassar. The research is driven by the belief that DeepL translation can bridge gaps in students' ability to express ideas, opinions, and grammatically accurate sentences in EFL contexts. The study aims to provide a systematic evaluation of DeepL translation's effectiveness as a pedagogical intervention, contributing to a deeper understanding of its role in contemporary language education. DeepL translation's capacity to facilitate idea generation, improve coherence, and ensure grammatical accuracy positions it as a vital tool in addressing common challenges faced by EFL students. Moreover, this research seeks to demonstrate how integrating advanced translation tools with effective teaching strategies can create a more engaging and supportive learning environment.

The novelty of this study lies in its innovative approach to redefining the role of machine translation in language education. While traditional perspectives have often regarded translation tools as barriers to authentic language acquisition, this research positions DeepL translation as an enabler of cognitive and linguistic development. By integrating theoretical insights from sociocultural learning frameworks and practical applications of technology in education, the study provides a comprehensive analysis of how DeepL translation can be leveraged to enhance student outcomes. Vygotsky's sociocultural theory, which emphasizes

learning as a socially mediated process, underscores the importance of interactions, feedback, and practice in developing writing skills. This theoretical foundation aligns with the study's objective to demonstrate how DeepL translation can support collaborative learning and independent skill development.

DeepL translation's advanced capabilities, such as contextualized feedback and stylistic adjustments, make it uniquely suited for addressing the multifaceted nature of writing. For instance, students often struggle with organizing ideas, maintaining coherence, and adhering to grammatical conventions. DeepL translation's ability to provide real-time corrections and suggestions empowers students to overcome these challenges. Furthermore, the tool's accessibility and user-friendly interface make it an inclusive resource for diverse learners, including those with limited prior exposure to English. By fostering an environment where students can experiment with language and receive immediate feedback, DeepL translation promotes active learning and self-efficacy.

The study's implications extend beyond individual classrooms to inform broader educational practices and policies. As linguistic competence becomes increasingly vital in globalized contexts, integrating tools like DeepL translation into curricula can enhance language education outcomes significantly. This research contributes to the ongoing discourse on the role of technology in education by highlighting the need for pedagogical innovations that align with contemporary learners' needs. Additionally, the findings can guide educators in designing instructional strategies that balance technological interventions with traditional teaching methods, ensuring a holistic approach to language learning.

In conclusion, this research underscores the transformative potential of DeepL translation as a cognitive support tool for EFL learners. By challenging conventional views on machine translation and emphasizing its role in enhancing writing skills, the study offers a fresh perspective on language education. The findings highlight the importance of integrating technology with effective pedagogy to address the diverse challenges faced by EFL students. As educational paradigms evolve, tools like DeepL translation hold the promise of bridging linguistic gaps and fostering proficiency, creativity, and confidence in written expression. Through its innovative approach and practical implications, this research contributes to a nuanced understanding of how technology can redefine writing instruction and empower learners in a rapidly changing world.

RESEARCH METHOD

Research Design

The study employed an experimental approach combined with survey research to comprehensively assess the impact of DeepL translation on EFL learners' writing skills. This research uses an experimental research method (Quasi-Experimental Design), the research design used is Non-equivalent Control Group Design. Where the experimental group and control group were not randomly selected. Experimental and control groups conducted an initial test. Both groups received different treatments, where the experimental group used DeepL translation and the control group did not use DeepL translation, and ended with a final test for each group.

In the control group, the traditional Process Writing Approach was used to teach writing skills, and also ensure there was no reliance on translation tools such as DeepL. This method involves several key stages: pre-writing (brainstorming and organizing ideas), drafting (producing an initial version), revising (improving clarity and content), editing (correcting grammar and spelling), and producing a final draft. This approach also allows students to focus more on developing their writing skills through structured steps without the help of translation technology. As a widely used method in English language teaching, it provided a

suitable comparison with the experimental group using DeepL, which allowed this study to assess the impact of the tool on improving writing skills.

Research Participants

The population of this study were students of class senior high schools during the second semester 2023/2024 academic year consisting of 315 students divided into nine classes which each class consist of approximately 30 students. According to Sugiyono (2019: 127) the sample is part of the number and characteristics of the population. The probability sampling technique is called Sample Random Sampling (Sugiyono, 2012: 81). Of all the classes formed by the school, two classes with about twenty students were selected for observation. Therefore, the research sample consisted of students of class XII of SMAN 18 Makassar. A total of 20 samples from class XII IPA 3 and another 20 samples from class XII IPS 1.

In this study, random sampling was applied to select participants for the experimental group and the control group, in order to ensure that a balanced representation of students in both groups. The researcher used a simple random sampling method within the accessible student population to ensure that each student had an equal chance of being selected for both groups. The aim is to minimize bias in the selection process, even though the groups are not randomly assigned (due to the quasi-experimental design).

After forming the groups, the researcher followed a clear structure: students from the experimental and control classes were first given a pre-test to assess the extent of their initial writing ability. After the pre-test, the experimental group received treatment using DeepL as a translation tool, where the researcher first demonstrated how to use the tool to help with writing, while the control group received traditional writing instruction without the translation tool. A post-test was given to both groups to assess the improvement of their writing skills, so as to compare the effect of using DeepL in the experimental group with the traditional method in the control group. Finally, the study also included a questionnaire to collect feedback from students regarding the use of DeepL translation, which was then tested for validity and reliability.

Research Instruments

In research, precise measurement is critical, and the tools used for this purpose are referred to as instruments. Sugiyono (2012: 102) defines a research instrument as a measuring tool specifically designed to assess student outcomes in a study. For this research, two primary instruments were employed: tests and questionnaires. Tests were administered to evaluate students' writing abilities both before and after the implementation of the intervention. This pre-test and post-test method enabled the researcher to measure any changes or improvements in writing proficiency attributable to the treatment provided. Additionally, the questionnaire served as a complementary data collection technique. Sugiyono (2017) describes a questionnaire as a method of gathering information by presenting respondents with a series of structured questions or written statements to elicit their responses. In this study, the researcher developed a questionnaire comprising six questions aimed at capturing students' perceptions and experiences related to the research process and tools. To ensure the accuracy and reliability of the data collected through the questionnaire, the instrument underwent rigorous validity and reliability testing using SPSS 25.0 software. These steps were essential in guaranteeing that the instruments not only measured the intended variables effectively but also provided reliable insights for the study's conclusions.

Data Analysis

The primary objective of this study was to assess students' performance across three stages: pre-test, during intervention, and post-test. A structured scoring guide was employed to evaluate the writing skills demonstrated in both the pre-test and post-test. This scoring guide provided a clear grading scale, aligning students' grades with specific instructional classifications as outlined by BINUS (2020). This systematic approach ensured consistent and objective assessment of writing proficiency over the study period. To analyze the data effectively, inferential statistical techniques were applied using SPSS version 25.0. Key statistical measures such as mean scores, standard deviations, and frequency distributions were calculated. Additionally, test values were determined to quantify the differences between pre-test and post-test results. A paired sample t-test was conducted to compare the mean scores of the pre-test and post-test within each group, aiming to determine whether the differences in performance were statistically significant. This analysis provided insights into the impact of the intervention on students' writing abilities over time. Furthermore, to explore differences between groups, the researcher performed an independent samples t-test on the post-test results of the experimental and control groups. This comparison allowed for the identification of any statistically significant differences between the two groups, providing a comprehensive evaluation of the intervention's effectiveness.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Effectiveness of DeepL Translation

The results below are a form of evaluation results of the effectiveness of using DeepL translation as a tool to help English as a Foreign Language (EFL) students write better by conducting a thorough analysis to investigate various aspects of its influence in improving writing proficiency among English language learners.

Table 1
Students Pre-test and Post-test of Experiment Class

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Excellent	91-100	-	-	-	-
2	Good	76-90	-	-	4	20%
3	Average	61-75	-	-	12	60%
4	Poor	51-60	3	15%	4	20%
5	Very Poor	<50	17	85%	-	-
Total			20	100%	20	100%

According to the previously mentioned table, the pre-test results in the experimental class revealed that none of the students achieved an excellent, good, or average score. Seventeen students, constituting 85% of the class, were classified as very poor, while the remaining three students (15%) were categorized as poor. These results highlight the significant challenges faced by the students in their writing abilities prior to the intervention. Common issues included difficulties in constructing coherent paragraphs, adhering to given instructions, and applying basic rules of punctuation and capitalization effectively.

However, the post-test results demonstrated notable improvements following the treatment. Although no student achieved an excellent rating, twelve students (60%) advanced to the average category, showcasing a marked improvement in their writing skills. Additionally, four students (20%) reached the good category, and the remaining four students (20%) were categorized as poor. Importantly, no student was classified as very poor in the post-test. This shift in performance underscores the effectiveness of the intervention in enhancing students' writing abilities. The treatment enabled students to better understand paragraph structure, improve their use of punctuation and capitalization, and produce writing

that aligned more closely with the given instructions. These results highlight the positive impact of targeted instructional strategies in fostering significant improvements in students' writing proficiency.

Table 2
Students Pre-test and Post-test of Control Class

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Excellent	91-100	-	-	1	5%
2	Good	76-90	1	5%	8	40%
3	Average	61-75	-	-	11	55%
4	Poor	51-60	1	5%	-	-
5	Very Poor	<50	18	90%	-	-
Total			20	100%	20	100%

As indicated in the table, the performance of students in the control group during the pre-test highlighted significant challenges in their writing skills. Among the students, only one (5%) achieved an exceptional score, while the majority, comprising eighteen students (90%), fell into the very poor category, and one student (5%) was classified as poor. None of the students attained a good or average score, reflecting a widespread difficulty in meeting the required writing standards. However, the post-test results revealed notable improvements. While only one student again achieved an excellent rating, the distribution shifted considerably, with eight students (40%) classified as good and eleven students (55%) categorized as average. Remarkably, none of the students fell into the poor or very poor categories in the post-test.

The researcher observed that the pre-test results were largely impacted by students' inability to construct paragraphs that adhered to the given instructions. Their writing was dominated by spelling errors and lacked coherence, as many students struggled to create paragraphs with interconnected ideas. Following the intervention, which incorporated DeepL translation as a teaching tool, students showed significant improvement in their writing skills during the post-test. The tool facilitated better comprehension and execution of writing tasks, helping students organize their ideas more coherently and reduce errors. Although the progress was evident across the group, only one student demonstrated mastery of writing skills, underscoring the need for continued practice and instruction to achieve higher proficiency levels for the entire class.

Comparison Between Group and Statistical Analysis

The mean value and standard deviation are displayed in the following table following the computation of the experimental and control class students' pre-test and post-test results, as well as the comparison of writing skills between the DeepL translation group and the non-using group of students.

Table 3
Results of Descriptive Statistics

Tests	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	20	30	55	44.50	7.592
Posttest Experiment	20	60	85	72.50	7.522
Pretest Control	20	45	80	51.50	7.090
Posttest Control	20	75	95	79.25	6.129
Valid N (listwise)	20				

The data revealed a significant improvement in writing skills in both the control and experimental classes following the treatment. This suggests that while the use of DeepL

translation contributed to the enhancement of writing skills in the experimental class, it was not the sole factor driving the improvement. The experimental class showed notable progress, attributed not only to DeepL but also to the creativity and engagement of the teaching materials provided by the researcher. This dynamic approach captured students' interest and motivation, enabling them to perform better on the post-test compared to their pre-test scores.

Similarly, the control class also demonstrated improvement, albeit to a lesser extent than the experimental class. This progress highlights the importance of effective teaching methodologies and the researcher's ability to engage students. Through a well-structured teaching and learning process, students in the control class were encouraged to participate actively and develop their skills, resulting in higher post-test scores. These findings emphasize that factors beyond the use of technology, such as teacher-student interaction, instructional strategies, and engaging lesson plans, play a significant role in enhancing students' writing abilities. The combined impact of these elements underscores the importance of a holistic approach to teaching, where technology serves as a complement to effective pedagogy.

Table 4
Results of Paired Samples Test Analysis

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest Experiment - Posttest Experiment	-28.000	7.145	1.598	-31.344	-24.656	-17.525	19	.000
Pair 2	Pretest Control - Posttest Control	-27.750	5.495	1.229	-30.322	-25.178	-22.584	19	.000

The pre-test and post-test results in the experimental class highlighted substantial gains in writing proficiency following the treatment. Initially, most students in this group were categorized as "Very Poor" or "Poor" in terms of their writing abilities. However, after the intervention, a marked improvement was observed, with a significant portion of students advancing to the "Average" or "Good" classifications. This upward trend underscores the effectiveness of the teaching approach, particularly the integration of DeepL translation as a support tool for enhancing writing skills. Similarly, the control group showed notable improvements in writing proficiency following the intervention. Many students moved into the "Average," "Good," or even "Excellent" classifications in the post-test phase, further illustrating the positive impact of well-executed teaching strategies. However, the improvements in the experimental group were more pronounced, highlighting the additional benefits of using DeepL translation.

The paired samples t-test statistical analysis provided further evidence of this difference, revealing a significant variation in the writing ability results between the DeepL translation group and the non-DeepL translation group. The acceptance of the alternative hypothesis and the rejection of the null hypothesis confirm the effectiveness of DeepL translation in improving students' writing skills. To examine whether there was a significant difference in the post-test results between the experimental and control groups, an independent t-test was conducted. The analysis yielded a significant p-value (sig. 2-tailed) of 0.000, which is less than the threshold of 0.005. This result indicates a significant difference in the average post-test scores between the two groups. The mean difference of -6.750 further supports this finding, with the 95% confidence interval for the mean difference excluding zero in both conditions. These findings collectively confirm that the experimental group

outperformed the control group, validating the hypothesis that DeepL translation contributes significantly to improving writing proficiency.

Students' Response to DeepL Translation

Drawing outcomes from the data analysis of the pre- and post-tests, it is evident that the use of DeepL translation has improved students' writing abilities. Even though the majority of students had poor writing skills at first, after receiving the treatment, there was a noticeable improvement. Between the pre-test and post-test, there was a statistically significant rise in scores for both the experimental and control groups. Whether or not DeepL translation was utilized in the lesson, this suggests that the treatment was effective in raising students' comprehension or performance in the topic they learned.

Table 5
Frequency Distribution of Student Questionnaire Scores

No	Classification	Score	Frequency
1.	Strongly Disagree	1-5	-
2.	Disagree	6-10	-
3.	Neutral	11-15	-
4.	Agree	16-20	3
5.	Strongly Agree	21-25	17

Based on the table above where in the questionnaire question regarding responses to the use of DeepL translation to improve writing skills, it was found that there were no students who strongly disagreed, disagreed, or were neutral. 3 students agreed, and 17 students strongly agreed. Based on these results, it can be concluded that this media has a good impact on students.

Discussion

The efficiency of DeepL translation as a tool for enhancing writing abilities in EFL students has proven to be highly effective. The findings demonstrate that using DeepL translation as a teaching tool facilitates students in learning and improving their writing skills. Although most students initially showed low levels of writing proficiency, there was significant improvement after the treatment was administered. This reflects that DeepL translation can help enhance students' understanding and performance of the material studied. According to John Hyland's (2006) theory discussed in Parra et al., effective EFL writing instruction should move beyond a sole focus on grammar and vocabulary, emphasizing key aspects such as speech organization, cohesion, and coherence. These improvements align with research conducted by Parra et al. (2021), which highlights that AI-powered translation tools like DeepL provide better feedback on grammatical accuracy and textual coherence, ultimately fostering better learning outcomes in writing.

A comparison of writing skill outcomes between the group using DeepL translation and the group not using it revealed a statistically significant difference. The experimental group utilizing DeepL translation exhibited a higher rate of progress in their writing scores compared to the control group. Although scores improved for both groups from pre-test to post-test, the greater improvement in the experimental group underscores the added benefits of incorporating DeepL translation as a learning tool. Steve Graham's (2019) perspective supports this finding, emphasizing that teacher-centered approaches often fall short in fostering student engagement and independence, particularly when appropriate learning media are lacking. However, the control group's significant improvement in writing skills suggests that other factors contributed to their progress.

This improvement in the control group can be attributed to factors in which teaching strategies likely played a pivotal role, as the control group may have benefited from refined methodologies, an increased emphasis on writing exercises, or other pedagogical interventions introduced during the study. In addition, consistent practice and greater exposure to writing tasks in English may naturally lead to skill improvement over time, irrespective of the tools employed. The motivational factors could also have contributed in writing exercises (Fadli et al., 2022; Fatiani et al., 2021). Awareness of their involvement in a research study may have heightened students' motivation and effort, ultimately yielding better outcomes (Wijaya, 2023; Al zumor, 2021). From a theoretical perspective, Vygotsky's sociocultural theory offers valuable insights into this progress. According to Vygotsky, learning is a socially mediated process, where interactions with teachers and peers, coupled with increased practice and feedback, significantly enhance learning outcomes (Fadli et al., 2022; Ismiati & Fitria, 2021; Syafryadin et al., 2023). This theoretical framework explains the progress observed in the control group, as students likely engaged more actively in the learning process, incorporated feedback, and adjusted their writing practices accordingly. Thus, while the use of DeepL translation was instrumental in the experimental group's advancement, the control group's progress highlights the critical role of effective teaching strategies and the social dimensions of learning.

Student responses to DeepL translation in EFL classrooms were overwhelmingly positive. The introduction of DeepL translation generated greater interest among students, who appreciated the innovative learning environment it created. Exposure to this new program fostered increased creativity and engagement with the learning materials (Aprianto et al., 2024; Helaluddin et al., 2024; Ilham, 2024). However, certain limitations emerged during its use. These included the lack of direct student supervision during the learning process and the tendency for some students to become overly reliant on the tool, which could hinder the development of independent learning skills. Despite these challenges, students generally responded favorably to the use of DeepL translation as a learning tool in an EFL context. Novianti Pabanne's (2022) exploration of the complexities of writing skills highlights the importance of mastering cognitive, linguistic, and social aspects in writing. Additionally, this approach aligns with Bazerman's (2009) view of writing as encompassing both conceptual and evaluative dimensions, reinforcing the value of incorporating tools like DeepL translation into writing instruction.

The findings of this study emphasize the potential of DeepL translation to enhance writing skills in EFL learners while also underscoring the importance of integrating such tools with effective teaching strategies. By addressing the limitations associated with its use, such as ensuring adequate supervision and fostering students' self-reliance, educators can maximize the benefits of DeepL translation in the classroom. Overall, the study underscores that combining innovative tools with robust pedagogical practices can significantly enhance learning outcomes, fostering both skill development and learner engagement in EFL contexts.

CONCLUSION

The study highlights the effectiveness of DeepL translation as a transformative tool for enhancing writing skills in EFL classrooms. The significant improvement observed in the experimental group, which utilized DeepL translation, underscores its capacity to support students in mastering essential writing elements such as coherence, cohesion, and grammatical accuracy. These findings align with existing research, including the theories of John Hyland (2006) and Parra et al. (2021), which emphasize the importance of going beyond grammar-focused instruction. The results also reveal that DeepL translation fosters an engaging and creative learning environment, boosting students' motivation and participation. While the control group demonstrated improvement due to refined teaching strategies, consistent practice, and heightened motivation, the experimental group's superior progress

indicates the additional benefits of integrating technology like DeepL translation into writing instruction.

Despite its advantages, the study also highlights limitations in using DeepL translation, such as the potential for over-reliance on the tool and the need for direct supervision to promote independent learning. Addressing these challenges is essential to maximize its effectiveness. The research reinforces the need for a balanced approach that combines innovative technological tools with robust pedagogical practices. By leveraging Vygotsky's sociocultural theory, the study underscores the importance of interaction, feedback, and active engagement in fostering writing proficiency. In conclusion, DeepL translation holds great promise as a pedagogical innovation in EFL education, offering an effective means of bridging linguistic gaps and enhancing students' writing skills when integrated thoughtfully with comprehensive teaching strategies.

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