ABSTRACT

Farihah, Alia Ghina (2025), Indonesian EFL Students' Perspectives toward Translation Platforms for Writing Their English Thesis Background: A Case Study at UIN Sunan Gunung Djati Bandung.

This study explores students' perspectives on using DeepL and Google Translate as machine translation tools to assist in writing thesis introductions in English within the academic context at UIN Sunan Gunung Djati Bandung. The research aims to investigate how these tools are utilized, the reasons behind students' preferences, the perceived benefits, and the overall impact on the quality of academic writing. By focusing on these aspects, the study seeks to highlight the role of machine translation in supporting students who face linguistic challenges in academic writing.

Employing a qualitative research design, data were collected through open-ended questionnaires distributed to five students. From this group, three students who showed greater interest in the topic were selected for further participation through interviews and document analysis. This methodological approach allowed for a deeper understanding of students' experiences, perspectives, and strategies when employing machine translation tools in their writing process.

The findings indicate that students use both Google Translate and DeepL to overcome difficulties with grammar, sentence structure, vocabulary choice, and expressing ideas. Google Translate is commonly favored for quick translations of individual words or short phrases because of its accessibility and wide language coverage. In contrast, DeepL is preferred for translating longer and more formal texts, as it produces more natural and academically suitable results. Students reported improvements in grammar, sentence structure, vocabulary range, and overall confidence when utilizing these tools, although they also acknowledged the importance of manual revision.

In conclusion, both DeepL and Google Translate are perceived as practical and supportive tools that enhance writing efficiency and the quality of academic texts. However, students emphasize that critical thinking and manual editing remain necessary to ensure academic integrity and accuracy. It is therefore recommended that machine translation tools be used as complementary aids rather than primary sources of writing. Furthermore, integrating training on effective and critical use of these technologies into academic writing courses may help students maximize the benefits while minimizing potential risks.

Keywords: Machine translation, DeepL, Google Translate, academic writing, student perspectives