

**THE EFFECT OF USING DEEPL ON THE WRITING SKILLS OF 11th
GRADE STUDENTS IN HOSPITALITY MAJOR AT SMK NEGERI 1
SINGARAJA FOR THE ACADEMIC YEAR 2023/2024**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan DeepL terhadap keterampilan menulis siswa EFL. Metode campuran sekuensial eksplanatori dengan kuasi-eksperimental dan wawancara terbuka digunakan dalam penelitian ini. Melalui purposive sampling, tujuh puluh satu siswa EFL dari Bali Utara, Indonesia berpartisipasi dalam fase eksperimen semu, dengan sepuluh siswa tambahan menjadi sukarelawan untuk sesi wawancara. Data tes tertulis dianalisis menggunakan analisis deskriptif dan inferensial, sedangkan transkrip wawancara dilakukan analisis Model Interaktif. Hasil penelitian menunjukkan bahwa terdapat pengaruh sedang (0,52) penggunaan DeepL terhadap keterampilan menulis siswa EFL. Analisis model interaktif mengungkapkan respons positif siswa terhadap fitur DeepL seperti koreksi otomatis dan saran kata alternatif, yang memfasilitasi peningkatan akurasi tata bahasa, pengalaman belajar yang menyenangkan, peningkatan kemahiran berbahasa, dan peningkatan kepercayaan diri. Namun, terdapat tantangan seperti masalah konektivitas dan ketidaktahuan terhadap aplikasi yang menghambat efektivitasnya. Kesimpulannya, DeepL menunjukkan potensi sebagai alat transformatif dalam pemerolehan bahasa dan pengajaran menulis, meskipun terdapat kendala tertentu yang perlu diatasi untuk mencapai efektivitas yang optimal.

Kata Kunci: Kecerdasan buatan, DeepL, siswa EFL, keterampilan menulis

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ABSTRACT

This research aims to determine the effect of using DeepL on EFL students' writing skills. An explanatory sequential mixed-methods design with quasi experimental and open-ended interviews was used in this research. Through purposive sampling, seventy-one EFL students from North Bali, Indonesia participated in the quasi-experimental phase, with ten additional students volunteering for interview sessions. The writing test data were analyzed using descriptive and inferential analysis, while the interview transcripts were subjected to Interactive Model analysis. The research results show that there is a medium effect (0.52) of using DeepL on EFL students' writing skills. The interactive model analysis revealed students' positive responses to DeepL features such as autocorrect and alternative word suggestions, which facilitated improved grammatical accuracy, an enjoyable learning experience, increased language proficiency, and increased self-confidence. However, there are challenges such as connectivity issues and unfamiliarity with the application that hinder its effectiveness. In conclusion, DeepL shows potential as a transformative tool in language acquisition and writing instruction, although there are certain obstacles that need to be overcome in order to achieve optimal effectiveness.

Keywords: Artificial Inteligent, DeepL, EFL student, writing skill