

## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

This study explored the affordances and challenges experienced by EFL students in using DeepL, an AI-powered translation tool, during their translation learning process. Through a qualitative case study involving five third-year English Education students, the research found that DeepL offers meaningful support in enhancing translation accuracy, contextual awareness, and learner autonomy.

The main affordances identified include DeepL's ability to generate natural and contextually appropriate translations, its supportive features such as synonym suggestions and translation alternatives, and its compatibility with translation procedures introduced in class. DeepL also encouraged independent learning strategies, with students using it alongside dictionaries and grammar references, reflecting critical and strategic engagement.

However, several challenges were also reported. These include the absence of explicit grammatical explanations, technical limitations such as restricted word count in the free version, and the risk of overreliance, which may hinder the development of critical thinking. Additionally, DeepL sometimes failed to accurately capture cultural and idiomatic nuances, reinforcing the necessity of human involvement and revision in translation tasks.

Overall, the study concludes that while DeepL AI is a valuable tool for supporting translation learning, its effectiveness depends on how it is integrated with pedagogical strategies and human guidance. It should be used not as a replacement for human translation but as a complementary resource that enhances linguistic awareness, supports strategic learning, and develops translation competence.

## **5.2 Limitation of the Study**

This study has several limitations that should be considered when interpreting the results:

First, the sample size was limited to only five third-year English Education students from a single university in Garut. This relatively small and homogeneous group restricts the generalizability of the findings to wider student populations or other academic disciplines.

Second, the study focused exclusively on the use of DeepL, without comparing its effectiveness with other AI-based translation tools such as Google Translate or ChatGPT. This narrow focus limits the broader understanding of how different AI tool's function and are perceived in translation learning contexts.

Therefore, while this study offers in-depth insights into the affordances and challenges of using DeepL in translation learning, future research should aim to address these limitations by involving a more diverse and larger sample, comparative tool analysis, and multi-institutional settings.

## **5.3 Suggestion**

Based on the findings above, the researcher will provide several suggestions for students, teachers and also for future researchers. Here the following suggestions are:

### **5.3.1 For Teachers**

In this study, the researcher hopes that the teacher always supports the students to use this application to improve their skills, especially in translation skills. In addition, teachers can remind students to use this AI in a balanced way between doing the tasks given with the help of AI and their own understanding during the learning process.

### **5.3.2 For Students**

Students should utilize DeepL AI as a supportive tool to enhance their translation skills and learning outcomes, rather than relying on it as a complete solution. The

researcher also hopes that students can make the most of this translation application and that it can support progress in various field, such as improving writing skills and becoming proficient translators. Thus, the students should complement DeepL AI with other reference sources and traditional learning methods to develop comprehensive translation competence.

### **5.3.3 For Future Research**

This study can serve as a reference for future researchers exploring similar topic about. Future researcher should investigate this topic with larger number of participants to obtain more comprehensive and generalizable insights. Thus, the research could explore comparisons between DeepL AI and other translation tools such as Google Translate and ChatGPT to identify their relative strengths and limitations. Therefore, researcher could investigate the impact of DeepL AI on professional translation skills and practices to understand its applicability beyond academic settings. Last, the future researcher should include participants who are not specifically English-major students to explore how DeepL AI benefits learners with different disciplinary backgrounds.