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**STUDENTS' PERCEPTION ON USING DEEP L TRANSLATOR IN  
IMPROVING ENGLISH VOCABULARY OF ENGLISH DEPARTEMENT  
STUDENT AT SERAMBI MEKKAH UNIVERSITY**

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**ABSTRACT**

This study explores students' perceptions of using Deep L Translator as a tool in improve English vocabulary acquisition. The research conducted with English education students at Universitas Serambi Mekkah aims to find out how students perceive the use of Deep L Translator in improve English vocabulary. This research design uses mixmethod quantitative and qualitative. The population of this study was taken from all students of English education at Serambi Mekkah University from 1,3,5 and 7, as many as 50 students as samples in this study. Data were collected through questionnaires and interviews. The results showed that this study found that the percentage of the questionnaire was in the high category. In addition, the interview results also show that Deep L translator is often used for academic purposes and has a positive effect on improving students' English vocabulary. So, from the results of this study it can be concluded that students' perceptions of the use of Deep L translator in improving English vocabulary at Universitas Serambi Mekkah fall into the good category.

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**INTRODUCTION**

In the millennial era, many students and communities use English for daily communication both at school and at home. In Indonesia, learning English is considered a foreign language because English is not used in daily communication. However, the Indonesian government requires Indonesian students to learn English from elementary school to high school. Pustika (2021) argues that English is involved in many aspects of human life, such as education, technology, tourism, health, and business, and this shows how closely English is in people's lives today. Due to the high demand for English-speaking staff in many professional fields, the importance of the status of English is increasing. If you can speak English fluently, it will be easier to talk to foreigners. It is also possible to hold a high position in a large company.

Learning English is not as easy as you might think. It takes a long time to learn to speak English well and correctly. Besides, Ke (2015) argues that language can serve the

universal needs of society by being an effective means to achieve goals and professions. In other words, language is a tool to communicate, exchange ideas, and convey opinions to others. Thus, understanding language is a means of communicating with others about its meaning. In English, there are several skills that students particularly need to master: speaking, writing, listening, and reading. There are also component skills such as grammar, pronunciation, spelling, and vocabulary. These factors make vocabulary a very important skill for students, as they can understand the teacher's explanation.

Next, vocabulary is an important part of foreign language learning, as both books and classes often emphasize the meaning of new words. It is also the core of language teaching and is very important for language learners. Berne & Blachowicz (2008) states that vocabulary teaching can be challenging for teachers who lack proficiency in using effective techniques, and they may not know where to start their vocabulary teaching.

Meanwhile, Julita (2011) explains by saying that, vocabulary is the units of letters that become words to be taught in a foreign language. Vocabulary contains tools to help, understand and master the English language. To learn new words, you need to memorize the words, practice them in an effective way to remember them when speaking or as a writer and make contextual connections.

Nowadays, many applications or media can be used to improve English vocabulary. In addition, the existence of applications or media is very helpful for students who have difficulty in speaking English to improve their English vocabulary. Many online dictionary applications can be used for students to improve their vocabulary. Many students use electronic dictionaries to learn vocabulary such as Google Translate, Deep L translator, U- Dictionary, etc. However, most students use is Deep L translator to improve their English vocabulary, especially students who come from the English department. Because the Deep L translator is more guaranteed accuracy and is easy to use than others translator such as google translate.

Deep L Translator is an AI-based translation device or machine that is very helpful in translating. Deep L Translator claims to capture the smallest differences and nuances and incorporate them into the translation. Deep L Translator can make it easier for students to translate sentences accurately. In addition, a machine translation engine called Deep L Translator was introduced in August 2017, which uses deep learning and NMT to automatically translate two languages (Dressman & Sadler, 2020). Ganguli &

Aggarwal (2023) state that this is a neural machine translation service developed by Deeply GMBH, a German company specializing in the development of deep learning-based machine translation technologies.

Cheng (2022) stated that Deep L relies on Linguee, a large database of human translations. This database consists of more than 1 billion translations collected by more than 400 lexicographers. While this is an excellent database, translations based solely on document translations will provide limited results. Deep L Translator appears to be an effective learning tool for developing formal writing skills, as students' writing skills improved significantly. Some previous studies have examined the improvement of English vocabulary by using translator applications which can help in this study. Google Translate is an online translation tool that assists users in translating various languages into the desired target language. Such as when translating from Indonesian to English or vice versa (Bayu, 2020:62-67). According to Halimah, Google Translate is an automatic translation service provided by the Google Translate company. This service is able to translate text from various languages (Halimah, 2018).

The related studies on using an online translator to improve English vocabulary have been conducted by several researchers, such as (Tanjung&Daulay,2023) the results of this study found that 76% students believe that learning vocabulary through an online dictionary application can help them improve their vocabulary mastery. Another study from Wati (2020) about the Students' Perceptions of The Use of Electronic Dictionaries in EFL context: Lesson Learned from Indonesian Vocational High School". The results show that most professional learners use Google Translate and U-Dictionary to learn English, E-dictionaries proved to be beneficial in increasing English learning awareness, with 63% of students agreeing with this finding, and 37% of students said electronic dictionaries can make English learning more efficient, increase motivation, and improve English skills.

The difference between this research and previous research is in the sample. In this study I used a sample of 1st, 3rd, 5th & 7th semester students at the Serambi Mekkah university. while previous research used a sample of high school students. in research before is general, that is about online dictionaries only, does not refer to one application such as the Deep L translator.

Based on the writer's experience using Deep L Translator, she found that it can increase motivation to learn English vocabulary and improve English vocabulary ability. Therefore, the writer wants to investigate whether people who have used Deep L Translator also experience increased motivation to learn vocabulary and improved vocabulary mastery. Another reason for choosing this topic is the absence of specific studies using Deep L Translator to improve students' English vocabulary at Serambi Mekkah University. Therefore, the researcher conducted this study to specifically explore the perceptions of students who use Deep L Translator to enhance their English vocabulary. Therefore, the title of this research is "Students' Perceptions on Using Deep L Translator in Improving English Vocabulary".

## **METHOD**

This study used a mixed methods approach that collected quantitative and qualitative data simultaneously. Creswell (2013) suggests that this study uses a sequential approach where quantitative data from questionnaires is collected and qualitative data is obtained through interviews.

The quantitative data collected in this study focuses on students' perceptions regarding the use of Deep L Translator to improve their English vocabulary. Qualitative data will also be collected through interviews to further explore students' experiences and perceptions.

The population in this study is the students of the English Department from semester 1 until semester 7 at Serambi Mekkah University. The researchers specifically selected this sample for students of the English Department of Serambi Mekkah University who use the Deep L translation tool to improve their English vocabulary. The researchers wanted to know more about the students' perception about Deep-L Translator to improve students' English vocabulary. The sample size of the questionnaire was 50 samples. The samples are divided into 10 first semester students, 15 third semester students, 10 fifth semester students, and 10 seventh semester students.

At present, 8 students are being interviewed. The interviewees are randomly selected from about two students per semester.

### ***The Research Instrument***

The researcher used questionnaires and interviews as instruments. The researcher started with a questionnaire and then interview for following. Sugiyono (2013) states that Questionnaires similar to the Likert scale are used to measure attitudes, perceptions, and feelings of individuals or groups about social phenomena. The questionnaire consisted of targeted questions, the questionnaire had to be selected only based on one's own experience, and the questionnaire itself consisted of 20 questions. This questionnaire instrument contains statements that are grouped into 3 types of categories such as the students' perception on using Deep L translator, students motivation using Deep L translator, and the effectiveness students.

The answers given in the questionnaire consisted of several options, namely: strongly agree rated (4), agree rated (3), disagree rated (2), and strongly disagree rated (1). To collect data, researchers distributed questionnaires using Google Forms. Therefore, the researcher sent the Google Form link to the class WhatsApp group and asked respondents to fill out the questionnaire.

Meanwhile, the type of interview is casual. Unstructured interview is an interview procedure where the questions are not structured and information is obtained from non-standardised data (Nugrahani (2014).

The researcher interviewed eight students who became the sample of this study. The samples were selected from each semester. The sample of this study consisted of first, third, fifth, and seventh semester students. Two students were selected from each semester. Personal interviews were conducted in this study and all students' responses were recorded during the personal interviews.

This was because the researcher and the students were able to meet each other face to face, making it easier for the researcher to obtain the interview results.

### ***Technique of data analysis***

The used of quantitative description is the technique used by the researcher for data analysis. To determine students' perceptions of using Deep L Translator, the researcher used Likert's. The researcher then used a questionnaire to determine the level of importance from the student's point of view using percentages.

The researcher distributed the questionnaire directly to the participants to find out the results of the questionnaire, the researcher used the percentage formula:

$$P = \frac{F}{N} \times 100 \%$$

Note:

P = Percentage

F = Frequency students' answer

N = Number of samples

100 = Constant value

After data collection, the researcher analyzes and provides an explanation based on his findings. The researcher then compares it with the results of previous studies related to this research.

In interviews, researchers use descriptive statistics. Descriptive statistics is a form of presenting data by describing the data collected (Sugiyono, 2013). The researcher analysed the interview results obtained through interviews before describing the data collected. To analyse the interview data, the researchers recorded the interview process. The researchers then transcribed the audio.

Finally, the researchers selected answers from the participants that matched the questions and analysed the answers.

## **RESEARCH FINDINGS**

In this chapter, researcher presented the research finding and discussion. After collecting the information from the first, third, fifth, and seventh semester students of English department at Serambi Mekkah University of the students' perception on using Deep L translator in improving English vocabulary.

The researcher employed a combination of questionnaires and interviews to collect comprehensive data. The questionnaires provided quantitative information about the familiarity and usage patterns of the Deep L translator among university students, while the interviews allowed for a richer qualitative exploration of their personal experiences and opinions. This mixed-method approach offered a more thorough understanding of the research subjects.

### *The data from questionnaire*

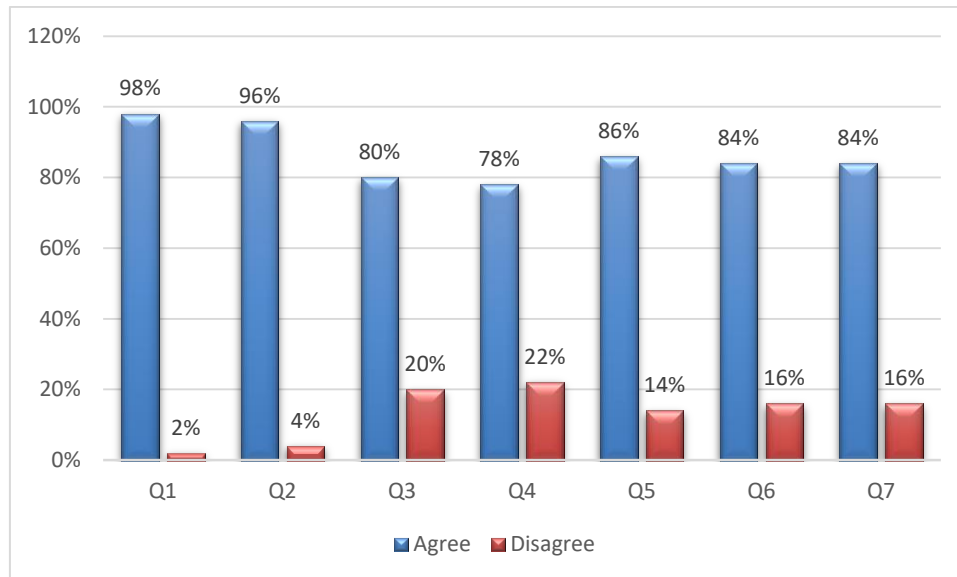
The questionnaire that consist of 20 questions was distributed to 50 students of English department at serambi mekkah university.

**Table 1.** percentage of questionnaire number 1,2,3,4,5,6&7 dealing with the students` perception on using the Deep L translator.

| No | Statements                                                                                     | Strongly Agree | Agree     | Disagree | Strongly Disagree |
|----|------------------------------------------------------------------------------------------------|----------------|-----------|----------|-------------------|
| 1  | I have heard of the Deep L translator before and I think it is one of a good application       | 12<br>24%      | 37<br>74% | 1<br>2%  |                   |
| 2  | I could translate text easier using Deep L as a media                                          | 14<br>28%      | 34<br>68% | 2<br>4%  |                   |
| 3  | I had no difficulty in improving my English vocabulary by using the Deep L translator feature. | 9<br>18%       | 31<br>62% | 8<br>16% | 2<br>4%           |
| 4  | I feel more confident using the Deep L translator in class.                                    | 10<br>20%      | 29<br>58% | 9<br>18% | 2<br>4%           |
| 5  | The Deep L translator feature helped me to remember new vocabulary better                      | 13<br>26%      | 30<br>60% | 6<br>12% | 1<br>2%           |
| 6. | I feel that the translation feature provided by Deep L translator is accurate                  | 11<br>22%      | 31<br>62% | 7<br>14% | 1<br>2%           |
| 7. | I often translate English text use the Deep L translator feature every day                     | 10<br>20%      | 32<br>64% | 5<br>10% | 3<br>6%           |

Based on the table above, 12 (24%) of students strongly agreed that they have heard of the Deep L translator before and their think it is one of a good application, 37 (74%) students agreed. Then, there are 14 (28%) of student strongly agreed that could translate text easier using Deep L as a media and 34 (68%) students agreed. However, 9 (18%) of students strongly agreed that they had no difficulty in improving my English vocabulary by using the Deep L translator feature and 31 (62%) students agreed. While, 10 (20%) of students strongly agreed that feel more confident using the Deep L translator in class and 29% of students agreed. Additionally, 13 (26%) of students strongly agree about the Deep L translator feature helped to remember new vocabulary

better and 30 (58%) of students agreed. Next, 11 (22%) of student strongly agreed they feel that the translation feature provided by Deep L translator is accurate and 31 (62%) students agreed. Furthermore, 10 (20 %) students strongly agreed about translate English text by using the Deep L translator feature every day and 32 (64%) students agreed.



**Figure 1. The Students` perception when using the Deep L translator.**

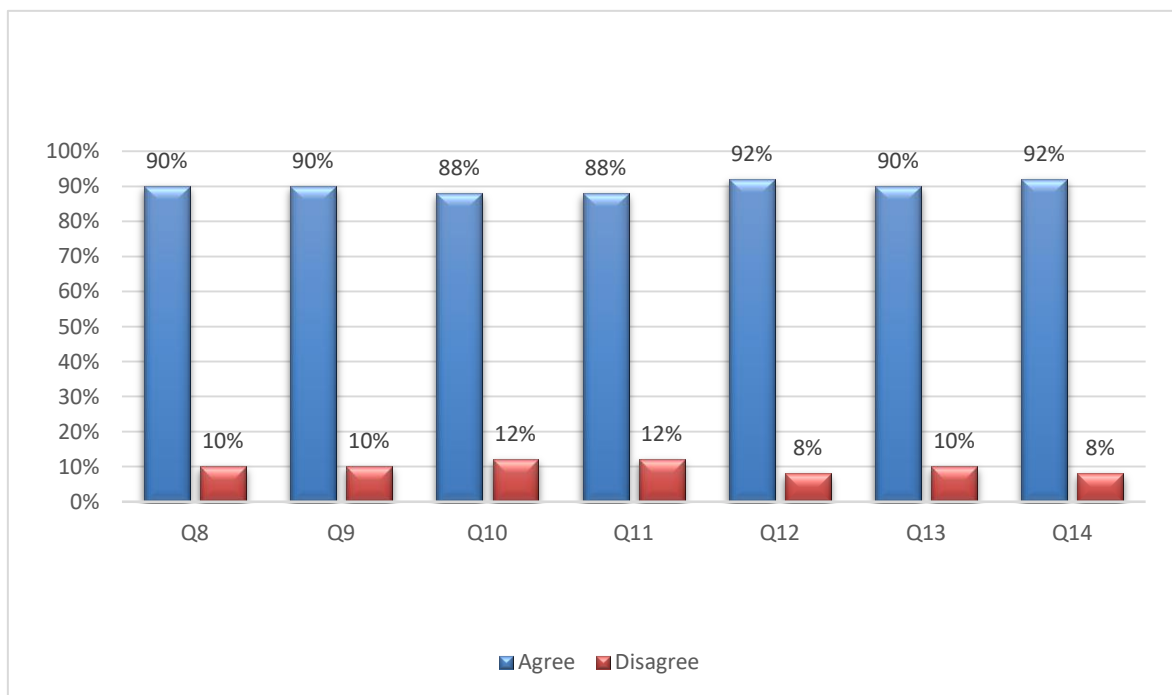
Based on the table above regarding the perception of students majoring in English at Serambi Mekkah University., the research shows that most students agree that using deep l translator can improve English vocabulary. The majority of students, which ranged from 74% to 98%, strongly agreed that using the deep l app made learning English vocabulary easier. Positive responses were also given to certain elements, with agreement rates reaching 98% and 95% for the elements of having heard of Deep L translator, knowing how to access and use Deep L translator, having no difficulties, improving English vocabulary using Deep L, feeling more confident, using Deep L translator in class, helping to remember new vocabulary better, Deep L translator being more accurate, and translating English texts using Deep L every day. Students find it easier to understand the language available on Deep L translator because the language is considered easy to understand and the language is more guaranteed to be accurate. However, the majority of respondents from 2% to 22% disagreed that Deep L translator does not make it easier for students to acquire English vocabulary.

**Table 2.** percentage of questionnaire number 8,9,10,11,12,13&14 dealing with the students' motivation using Deep L translator

| No | Statements                                                                                                | Strongly Agree | Agree     | Disagree | Strongly Disagree |
|----|-----------------------------------------------------------------------------------------------------------|----------------|-----------|----------|-------------------|
| 8  | The Deep L translator has helped me to understand the importance of learning English vocabulary.          | 14<br>28%      | 31<br>62% | 4<br>8%  | 1<br>2%           |
| 9  | I feel motivated to learn English vocabulary through the Deep L feature translator.                       | 13<br>26%      | 32<br>64% | 3<br>6%  | 2<br>4%           |
| 10 | The Deep L translator feature helps me enhance my English vocabulary.                                     | 14<br>28%      | 30<br>60% | 5<br>10% | 1<br>4%           |
| 11 | I am satisfied with the results I get when I use the Deep L translator to improve my English vocabulary.  | 12<br>24%      | 32<br>64% | 4<br>8%  | 2<br>4%           |
| 12 | The Deep L translator feature makes me even more interested in learning to improve my English vocabulary. | 15<br>30%      | 31<br>62% | 3<br>6%  | 1<br>2%           |
| 13 | My English vocabulary expands faster when using the Deep L translator feature.                            | 13<br>26%      | 32<br>64% | 4<br>8%  | 1<br>2%           |
| 14 | Deep L translator feature makes me more active in improving my English vocabulary.                        | 16<br>32%      | 30<br>60% | 4<br>8%  |                   |

Based on the chart, 14 (28%) of students strongly agreed and 31 (62%) of students agreed that Deep L translator has helped them understand the importance of study English vocabulary. As many as 13 (26%) of students strongly agreed and 32 (64%) students agreed that them feel motivated to learn English understanding through the feature of the Deep L translator. In addition, 14 (28%) of students strongly agreed and 30 (60%) of students agreed that the Deep L translator feature helps them enhance English vocabulary. Furthermore, 12(24%) of students strongly agreed and 32(64%) of students agreed that their satisfied with the results get when use the Deep L translator to improve English vocabulary. The feature of the Deep L translator interpreter made them more interested in learning to improve English vocabulary, and this statement was

approved by 15 (30%) of students strongly agreed and 31 (62%) of students agreed. Next, 13(22%) of students strongly agreed and 31 (64%) of students agreed that English vocabulary expands faster when using the Deep L translator feature. And the last, 16 (32%) of students strongly agreed and 30 (60%) of students agreed that the Deep L translator feature makes them more active in improving English vocabulary.



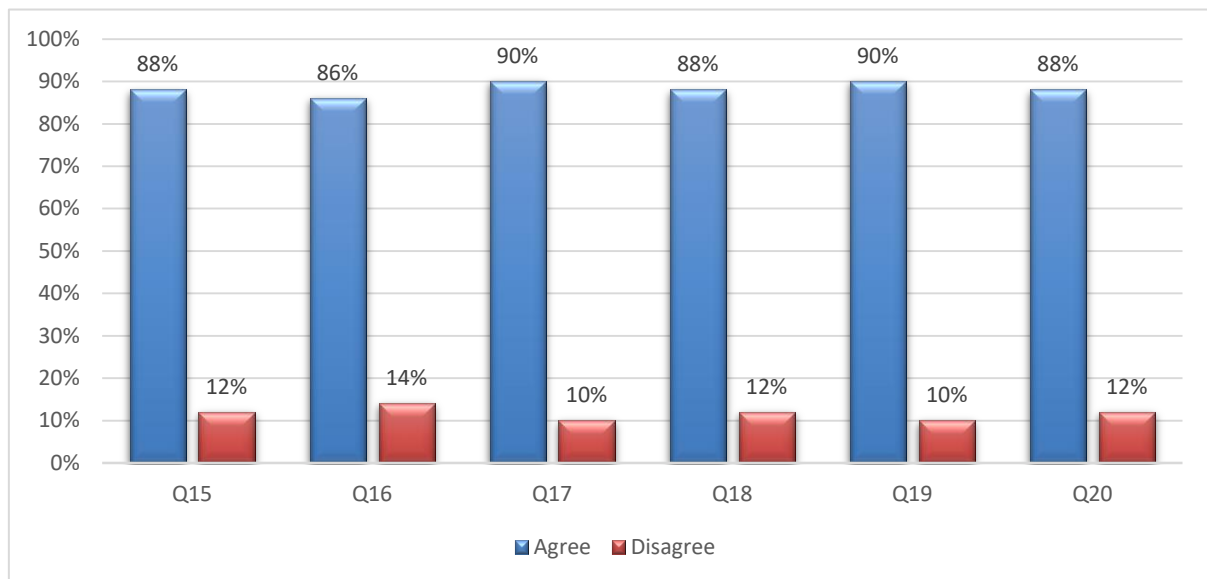
**Figure 2.** Students' motivation using Deep L translator

The previous graph shows how students are motivated to learn vocabulary in English by using Deep L translator. The findings of understanding the importance of learning English vocabulary, motivated, improving English vocabulary, satisfied with the results obtained, interested in learning English vocabulary, English vocabulary increases faster, more vigorously improving my English vocabulary are the main components. All categories had a high percentage of agreement from 88% to 92% for understanding the storyline, according to statistics. On the other hand, the “Disagree” answer is only 8% to 12%, which shows that most people do not believe that Deep L translator is a useful feature for improving vocabulary in English.

**Table 3.** Percentage of questionnaire number 15,16,17,18,19&20 dealing with the Deep L translator has activeness in an academic context

| No  | Statements                                                                                                  | Strongly Agree | Agree     | Disagree | Strongly Disagree |
|-----|-------------------------------------------------------------------------------------------------------------|----------------|-----------|----------|-------------------|
| 15  | Using the Deep L translator feature helps me arrange words correctly when composing each sentence.          | 15<br>30%      | 29<br>58% | 4<br>8%  | 2<br>4%           |
| 16  | The Deep L translator feature can help me to choose which word is suitable for each situation and condition | 14<br>28%      | 29<br>58% | 6<br>12% | 1<br>2%           |
| 17  | I think using the Deep L translator feature is an effective way to improve English vocabulary.              | 15<br>30%      | 30<br>60% | 5<br>10% |                   |
| 18  | Using the Deep L translator feature is useful for practicing comprehension of English vocabulary.           | 16<br>32%      | 27<br>54% | 7<br>14% |                   |
| 19  | The Deep L translator feature is more practical, and modern than other dictionaries.                        | 14<br>28%      | 31<br>62% | 4<br>8%  | 1<br>2%           |
| 20. | I actively use the vocabulary I learned from the Deep L translator in my daily conversations.               | 16<br>32%      | 28<br>56% | 5<br>10% | 1<br>2%           |

This table shows that using the Deep L translator has activeness in an academic context, 15 (30%) students strongly agreed and 29 (568%) students agreed with using the Deep L translator feature helps them arrange words correctly when composing each sentence. Many students felt that using the Deep L translator feature can help them to choose which word is suitable for each situation and condition, 14 (28%) students strongly agreed and 29 (58%) students agreed. Furthermore, 15 (30%) students strongly agreed and 30 (60%) students agreed that I using the Deep L translator feature is an effective way to improve English vocabulary. In addition, 16 (32%) students strongly agreed and 27 (54%) students agreed that the Deep L translator feature is useful for practicing comprehension of English vocabulary. Furthermore, The Deep L translator feature is more practical, and modern than other dictionaries, 14 (28%) students strongly agreed and 31 (62%) students agreed regarding the above statement. Lastly, 16 (32%) students strongly agreed and 28 (56%) students agreed that they actively use the vocabulary their learned from the deep l translator in daily conversations.



**Figure 3.** Deep L translator has activeness in an academic context

This table describes how students understanding use the English vocabulary they have learned from Deep L translator feature. The findings are that while 10% to 14% of students do not actively use what they have learned from Deep L translator, 86% to 90% of students actively use Deep L translator helps to arrange words correctly when

constructing each sentence, Deep L translator can help to choose suitable words for each situation and condition, using Deep L translator feature is an effective way to improve English vocabulary. Deep L translator is useful for practicing English vocabulary comprehension. Deep L translator is more practical and modern than other dictionaries, enjoy learning to use Deep L translator.

This shows that most respondents are active in improving their English vocabulary through Deep L translator.

### ***The Data of Interview***

The responses to the student interviews were translated into English in the qualitative findings. There were 10 questions in the interviews and 8 students were selected as respondents to provide their views on students' knowledge and experience of the Deep L translator. The following findings are the result of the qualitative data study.

For the first interview question regarding the first time knowing and being interested in using Deep L translator reveals that most students know Deep L translator through recommendations from other people or social media and are interested in using Deep L translator because of its ability to increase English vocabulary, and be able to translate text well. in addition, the language used in Deep L translator is easy to understand and natural.

R1-Q1 = *“saya mendengar tentang Deep L dari teman saya. Dia mengatakan bahwa terjemahannya akurat, jadi saya tertarik untuk mencobanya”* (I heard about Deep L from my friend. He said that the translation was accurate, so I was interested in trying it).

**R2-Q1 = *“Saya mengetahui tentang Deep L dari iklan YouTube, jadi saya penasaran dan ingin mencobanya”*** (I found out about Deep L from a YouTube ad, so I was curious and wanted to try it).

For the second interview question, regarding how do students perceive the quality of translation provided by Deep L Translator. Students felt that the translation quality of Deep L Translator was quite good and helped them in improving their English

vocabulary. The translations are generally accurate and provide a greater variety of words, helping them to understand and learn new insights more easily.

R1-Q2 = "*Bagus, terjemahan yang ada pada Deep L translator itu akurat dan bahasanya mudah dipahami* (Good, the translation in Deep L translator is accurate and the language is easy to understand).

R3-Q2 = "*Sangat baik, Deep L translator sering memberikan hasil yang lebih natural*" (Very good, Deep L translators often provide more natural results).

For the third question, how easy is it to use Deep L translator to understand difficult words in English.

R1- Q3 = "*Saya merasa bahwa deep L translator memudahkan saya dalam memahami kata yang sulit untuk dipahami*" (I feel that deep L translator makes it easier for me to understand words that are difficult to understand).

R7- Q3 = " *Deep L translator membuat saya lebih mudah memahami kata yang sulit dalam bahasa inggris* (Deep L translator makes it easier for me to understand difficult words in English).

For the fourth question about how easy it is to use Deep L Translator in supporting the English learning process, all students answered that using Deep L Translator in the learning process is completely easy to use.

R1- Q 4 = " *Menurut saya Deep L Translator itu mudah untuk digunakan, Saya tinggal ketik kalimatnya, dan langsung dapat terjemahannya*" (I think Deep L Translator is easy to use, I just type the sentence, and immediately get the translation).

R2 - Q4 = "*sangat mudah untuk digunakan*" (Very easy to use)

For the fifth about interview question, the Deep L Translator motivates to learn more new vocabulary in English. All students answered that Deep L can be a motivation to increase English vocabulary.

R1- Q5= "*iya, saya merasa termotivasi*"

(Yes, I feel motivated)

R6 – Q5 = "*Yaa memotivasi, dengan Deep L saya merasa lebih mudah untuk memahami kosakata baru*" (Yes motivate, with deep L translator I find it easier to understand the new vocabulary).

R8-Q5 = " *Deep L Translator memotivasi saya untuk mempelajari lebih banyak*

*kosakata baru*" (The Deep L Translator motivates me to learn more new vocabulary).

For the sixth question about the what makes interested in using Deep L Translator compared to other translation tools. Most students are interested in using a Deep L translator because the translation results are more accurate and natural. In addition, it is also easy to use. The ease and speed of access are also why they choose Deep L translator over other translation tools.

R2 - Q6 = *"karena Deep Ltranslator lebih terjamin akurasinya dibandingkan penerjemah lain"* (Because Deep L translator provides more reliable accuracy compared to other translation services).

R4 - Q6 = *"Deep L translator bagus dalam menerjemahkan banyak Bahasa dan membantu saya mengeksplorasi lebih banyak saat saya belajar bahasa Inggris."* (Deep L translator is good at translating lots of languages and really helps me explore more as I learn English).

For the seventh interview question regarding how often should use Deep L Translator to improve English vocabulary skills. Many students frequently use the Deep L translator. The text is frequently used in academic activities and in translating documents. However, some respondents mentioned they only use the Deep L translator when just needed, not too often.

R2 - Q7 = *"sering sekali"* (Very often)

R5-Q7 = *" Jika diperlukan saja, tidak terlalu sering"* (Only when necessary, not very often.)

For the eighth interview question regarding How effective is Deep L Translator in improving English vocabulary skills. All students said that Deep L Translator is quite effective in improving English vocabulary skills. Many students find it helpful to choose the right words based on the context.

R1 - Q8 = *" Deep L cukup efektif"* (Deep L translator is quite effective)

R7 - Q8 = *"Bagi saya, Deep L sangat efektif, setelah pakai Deep L translator saya merasa bisa menggunakan kosakata yang baru saya pelajari dalam kalimat dengan lebih baik"* (For me, Deep L is very effective After using it, I feel that I can use my newly learned vocabulary in sentences better)

For the ninth question about significant changes in comprehension of English vocabulary after using Deep L Translator.

R3 – Q9 = " *saya merasa kosakata saya meningkat, Setelah pakai Deep L translator* " (I feel that my vocabulary has improved after using Deep L translator)

R3 – Q9 = " *saya merasa ada peningkatan setelah saya memakai deep L translator. Sekarang saya lebih percaya diri ikut diskusi dalam bahasa Inggris dengan teman-teman, karena kosakata saya sudah lebih luas* "

(I feel there is an improvement after I used Deep L Translator. Now I'm more confident participating in English discussions with friends due to my expanded vocabulary).

For the last interview question about recommending Deep L translator to their friends, all students answered that they highly recommended Deep L translator to their friends.

R2 – Q10 = " *iya, sangat merekomendasikan* " (yes, highly recommend)

R5– Q10 = " *Saya akan merekomendasikan Deep L translator kepada teman sebagai media belajar dalam meningkatkan kosakata* " ( I will recommend Deep L translator to my friends as a learning media in improving vocabulary).

From the interview results, it can be concluded that the use of Deep L translator significantly improved students' English vocabulary. All the students stated that Deep L translator made them more efficient in learning English vocabulary. In addition, all students highly recommended the use of Deep L translator to their friends, indicating that they found this tool very useful and effective for academic purposes.

## CONCLUSION

Based on the results of the data analysis and discussion, the researcher obtained the following conclusions:

1. Deep L translator has a significant positive impact on English vocabulary improvement among students of mecca portico university. Using Deep L translator makes vocabulary learning more fun and efficient, so students can acquire new vocabulary indirectly when they use this application. The results showed that the use of Deep L translator effectively improves English vocabulary among students. Most students consider the Deep L translator as an accessible and accurate tool that

supports vocabulary learning and increases their confidence in language comprehension. The fast and natural translation makes it a preferred resource over other translation tool. By allowing students to explore and understand new vocabulary in context, Deep L translator contributes positively to their language acquisition and supports their academic goals. Overall, the Deep L translator word demonstrates to be a helpful tool for improving English vocabulary.

2. The findings of this study indicate that there are 3 categories of how Deep L translator can improve English vocabulary, namely students' perceptions of the use of Deep L translator to improve English vocabulary, motivation to find English vocabulary and the effectiveness of using deep L translator.

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