

**THE USE OF DEEPL IN ENHANCING STUDENTS' READING
COMPREHENSION THROUGH NEGOTIATION OF MEANING
STRATEGIES: A CASE STUDY AT MAN 2 BOJONEGORO**

SKRIPSI



**In partial fulfilment of the requirements
For the degree of Sarjana in English Education**

By:

MA'RIFATUL AIN

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2026

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APPROVAL SHEETS

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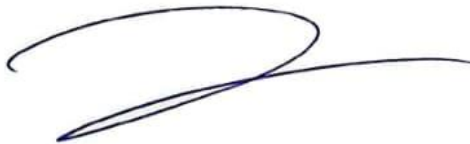
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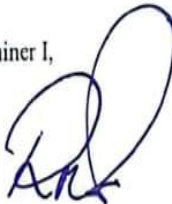
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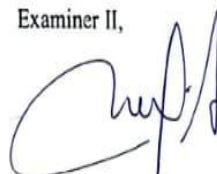
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MOTTO

Orang yang paling penting adalah diri kamu sendiri, rangkul dan hibur diri kamu sendiri. Yakinkan diri sendiri bahwa kamu yang terbaik.

(Ma' rifa.Ain)

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I would like to express my deepest gratitude for the blessings, grace, and guidance from ALLAH SWT, which enabled the writer to complete this skripsi properly and successfully. The writer dedicates this Skripsi to:

1. I would like to thank my father and my mother, whom I love and cherish deeply. To my father, may he be granted a long life and good health so that I can bring him joy with what I have achieved here at IKIP PGRI Bojonegoro and to my beloved mother, even though she was only able to accompany me through my studies until the fifth semester, it is her eternal prayers and love that have successfully brought me to the end of my college years.
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Bojonegoro July 13, 2026
The Researcher

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

THE USE OF DEEPL IN ENHANCING STUDENTS' READING COMPREHENSION THROUGH MEANING NEGOTIATION STRATEGIES: A CASE STUDY AT MAN 2 BOJONEGORO

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro 8 July 2026

The Researcher



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ABSTRACT

Ain. Ma'rifatul. 2026. The Use of DeepL in Enhancing Students' Reading Comprehension Through Negotiation of Meaning Strategies: A Case Study at MAN 2 Bojonegoro . Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Fitri Nurdianingsih, M.Pd.

This study explores how students utilize DeepL to engage in meaning negotiation strategies during reading comprehension. The study is based on the increasing use of AI-based translation tools by EFL students and the need to understand how these tools support the reading process beyond direct translation. A qualitative approach with an exploratory case study design was employed. The participants were 15 students of MAN 2 Bojonegoro who had experience using DeepL during reading activities. Data were collected through classroom observations, semi-structured interviews, and documentation. The findings revealed that students primarily used DeepL to translate unfamiliar words, phrases, and sentences while reading English texts. They also employed several meaning negotiation strategies, including clarification, confirmation, and reformulation, by comparing translation alternatives, evaluating contextual appropriateness, and verifying meanings through rereading and additional resources. Although DeepL occasionally produced contextually inappropriate translations, students actively re-evaluated and adjusted their understanding to achieve more accurate comprehension. The study concludes that DeepL serves as a mediating tool that facilitates students' meaning negotiation during reading comprehension when used critically rather than as a source of direct translation alone.

Keywords: DeepL, Reading Comprehension, Negotiation of meaning, Machine translation, EFL students

ABSTRAK

Ain. Ma'rifatul. 2026. The Use of DeepL in Enhancing Students' Reading Comprehension Through Negotiation of Meaning Strategies: A Case Study at MAN 2 Bojonegoro . Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah,M.Pd., (II) Fitri Nurdianingsih, M.Pd.

Penelitian ini mengkaji bagaimana siswa memanfaatkan DeepL untuk menerapkan strategi negosiasi makna selama proses pemahaman bacaan. Penelitian ini didasari oleh meningkatnya penggunaan alat terjemahan berbasis kecerdasan buatan (AI) oleh siswa EFL serta kebutuhan untuk memahami bagaimana alat-alat tersebut mendukung proses membaca di luar sekadar terjemahan langsung. Pendekatan kualitatif dengan desain studi kasus eksploratif digunakan dalam penelitian ini. Peserta penelitian terdiri dari 15 siswa MAN 2 Bojonegoro yang memiliki pengalaman menggunakan DeepL selama kegiatan membaca. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Temuan menunjukkan bahwa siswa terutama menggunakan DeepL untuk menerjemahkan kata, frasa, dan kalimat yang tidak dikenal saat membaca teks bahasa Inggris. Mereka juga menerapkan beberapa strategi negosiasi makna, termasuk klarifikasi, konfirmasi, dan reformulasi, dengan membandingkan alternatif terjemahan, mengevaluasi kesesuaian konteks, serta memverifikasi makna melalui pembacaan ulang dan sumber tambahan. Meskipun DeepL sesekali menghasilkan terjemahan yang tidak sesuai konteks, siswa secara aktif mengevaluasi ulang dan menyesuaikan pemahaman mereka untuk mencapai pemahaman yang lebih akurat. Studi ini menyimpulkan bahwa DeepL berfungsi sebagai alat perantara yang memfasilitasi negosiasi makna siswa selama pemahaman bacaan ketika digunakan secara kritis, bukan sekadar sebagai sumber terjemahan langsung.

Kata Kunci: DeepL, Membaca, Negosiasi Makna, EFL, Terjemahan Online

PREFACE

First and foremost, the researcher expresses sincere gratitude to Allah SWT for His endless blessings, mercy, guidance, and grace, which have enabled the researcher to complete this undergraduate thesis entitled "The Use of DeepL in Enhancing Students' Reading Comprehension Through Negotiation of Meaning Strategies: A Case Study at MAN 2 Bojonegoro".

This skripsi is submitted as one of the requirements for obtaining a Bachelor's degree in the English Education, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. This study was conducted to explore how students utilize DeepL as a tool to support negotiation of meaning strategies during the reading process, while also providing a new perspective on the role of artificial intelligence (AI)-powered tools in facilitating deeper reading comprehension.

The completion of this thesis would not have been possible without the invaluable guidance, encouragement, assistance, and support from many individuals. Therefore, the researcher would like to express sincere appreciation and heartfelt gratitude to the following:

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7. All parties who assisted in the preparation of this skripsi

The researcher realizes that this thesis is not without limitations and may still contain shortcomings. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of future research. It is hoped that this skripsi will contribute to the field of English language education, particularly by providing insights into how AI-assisted tools such as DeepL can support students in negotiating meaning and developing more effective reading comprehension strategies.

Bojonegoro July 13, 2026

The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of Study

In today's increasingly demanding academic and technological environments, the ability to comprehend English texts has become a fundamental requirement for EFL learners. Reading comprehension enables students to access academic knowledge, engage with digital information, and participate effectively in global communication. It is not merely the ability to decode words but a complex cognitive process that requires readers to integrate linguistic knowledge, background knowledge, and higher-order thinking skills simultaneously (Pathology, 2023). Consequently, effective reading comprehension plays a crucial role in students' academic success and long-term language development.

Despite its importance, achieving effective reading comprehension remains challenging for many EFL learners. Students often struggle with limited vocabulary, insufficient grammatical knowledge, and difficulty interpreting complex textual information. These problems hinder their ability to construct meaning from texts, particularly when they encounter unfamiliar words or complicated sentence structures. Although digital tools such as online dictionaries have been shown to support vocabulary retention and contextual understanding through features like rapid search and audio support, relying solely on dictionary lookup is often insufficient to achieve deeper comprehension (Hamzadayı, 2022). This indicates that students require more than lexical

support, they need strategies that help them actively construct and verify meaning while reading.

One strategy that can support deeper comprehension is negotiating meaning. Negotiation of meaning occurs when learners actively identify comprehension problems, seek clarification, reinterpret information, and adjust their understanding to resolve confusion. Research has shown that negotiation of meaning contribute positively to second language acquisition (Flora, 2020). While traditionally discussed in spoken interaction, negotiation of meaning is also relevant in reading context. In reading, it involves readers actively questioning, clarifying, and verifying the meaning of difficult words, phrases, or textual segments. Rather than passively accepting meanings, readers engage in an interactive cognitive process to ensure accurate comprehension.

In the context of reading text, dictionaries play an important role in resolving lexical uncertainty and supporting comprehension. One widely used digital translation tool is DeepL. DeepL is an AI-based translator that assists learners in addressing lexical and syntactic difficulties during reading. Previous studies indicate that DeepL helps students understand texts more easily, read more efficiently, and reduces reliance on conventional dictionaries (Munawwarah, 2024). Additionally, DeepL has been found to support vocabulary enrichment, exposure to natural sentence structures, and grammatical awareness (Liang, 2025). However, concerns have been raised regarding students' overreliance on DeepL, which may lead to superficial comprehension if the

translation output is accepted uncritically (Jiang, 2024). Ideally, DeepL should function not only as a translation tool but also as a medium through which students compare, evaluate, and negotiation of meaning.

Based on initial observations of English education students' reading behavior, many students do not utilize DeepL as a tool for negotiating meaning. Instead, they tend to accept translation results without comparing them to the original text or considering contextual and structural aspects. Some students modify the input text merely to obtain smoother translations rather than to clarify meanings they do not understand. This practice often results in shallow comprehension and creates the illusion of understanding. Previous studies on online dictionaries have primarily focused on the effectiveness of DeepL as a translation tool, while its role in facilitating negotiation of meaning during reading remains underexplored (Munawwarah, 2024). Moreover, research specifically examining how students use DeepL in the context of reading comprehension is still limited. Therefore, this study aims to explore how students utilize DeepL as a meaning negotiation strategy during the reading process, offering a new perspective on the role of AI-mediated tools in supporting deeper reading comprehension.

B. Formulation of the problem

Based on the background of the study, the researcher formulates the problem statements as follows: How do the students utilize DeepL to engage in meaning negotiation strategies during reading comprehension?

C. Objective of the study

As stated in the research problem, the objective of the research: To explore how students utilize DeepL to engage in meaning negotiation strategies during reading comprehension.

D. Significances of the Study

There are several advantages that can be achieved from this research, including:

1. Theoretical Significances

In general, the findings of the study provides theoretical insight into how meaning negotiation can occur not only through human interaction but also through students' technology interaction, specifically via machine translation tools like Deepl.

2. Practical Significances

a. To students

The study can help students understand more effective ways to use Deepl not merely direct translation, but as a tool for reflecting on vocabulary, sentence structure, and meaning negotiation during reading. This can guide students toward more strategic and independent reading practice.

b. To lecturers

The findings can offer teachers insights into how students actually use machine translation in real reading tasks. This helps teachers design

instructions, tasks, or guidelines that integrate DeepL more responsibly and purposefully into reading activities.

c. To researchers:

They can use this research as a future reference method in enhancing students' reading comprehension using DeepL as a meaning negotiation meaning strategy.

E. Definition of Terminologies.

1. Reading Comprehension

In this study, reading is the process of perceiving and interpreting messages contained in print media. This activity involves processing written information into understanding, which begins with the text itself and culminates in new knowledge acquired by the reader (Nurdianingsih, 2021). Reading comprehension is a complex cognitive process that involves the interaction of various language skills, knowledge, and thinking strategies (Reid Smith, 2021). Reading comprehension is a complex cognitive process, built upon decoding skills to recognize words and language comprehension to interpret the text's meaning, and enriched by the interaction of various knowledge and thinking strategies (Pathology, 2023). Thus, it can be concluded that reading comprehension is the ability to understand the text deeply. Reading comprehension consists of the processes of decoding (recognizing words), language comprehension, activation of background

knowledge, and the use of inference and comprehension monitoring strategies.

2. Meaning Negotiation

Negotiation of meaning can be defined as a set of strategies applied by communicators to overcome barriers to interaction and ensure mutual understanding (Isnaini, 2026). Meaning negotiation in this study refers to the process through which learners actively clarify, verify, and adjust their understanding when encountering difficulties in comprehending a text. Meaning negotiation occurs when a learner processes feedback, makes sense of it, attempts to clarify its meaning and adjusts their understanding to resolve any confusion (Parker, 2025). According to Al-Omar, (2023) declaring negotiation of meaning refers to the complex process in which interlocutors can modify their utterances to ensure that the resulting input is well understood and accepted. Accordingly, negotiation of meaning involves a dynamic process in which learners revise or adjust linguistic input in response to feedback, working to clarify interpretations and repair misunderstanding so that the intended message becomes comprehensible and mutually accepted.

3. Deepl

In this study, DeepL is defined as a digital translation tool used by students to support the reading process and assist in clarifying meaning when encountering unfamiliar or complex language forms. Deepl, which was

launched in 2017 and supports 31 languages, has become a widely used machine translation tool among foreign language learners (Munawwarah, 2024). According to Jiang, (2024) Deepl is translation technology that relies on deep learning algorithms, enabling the tool to analyze the meaning and context of words and phrases in order to deliver more accurate translations. Accordingly, Deepl has become a widely used AI-Based translation tool among students, particularly foreign language learners, because Deepl can analyze meaning and context to produce more accurate translation results.