STUDENTS’ ATTITUDES TOWARD THE USE OF GOOGLE TRANSLATE

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
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ABSTRACT

This study is aimed to know the students’ attitudes of Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana towards the use of Google Translate (GT). This study attempted to answer the research question: ‘What are students’ attitudes toward the use of Google Translate?’ 100 students from batch 2013 and 2014 of English Language Education (ELE) program of FLA participated in this study by filling a questionnaire using five-point Likert scales and open ended questions. The questions divided into “Tri-component Models of an Attitude: “an affect (a feeling), cognition (a thought or belief), and behavior (an action)” (Pickens, 2005. p. 44). Through qualitative-descriptive analysis, it was signified that GT is more likely to use in word levels – unknown words and synonym. It is also shown that few of them still use GT in discourse levels even they are ELE students. Their reasons behind it were also revealed in this study. Most participants also believed that GT is considered as cheating depending on how it is used. Several GT’s advantages and disadvantages are also mentioned in this study. Moreover, the participants also mentioned their feeling when they use GT and most participants feel so-so. This study might lead to a better understanding of students’ attitudes toward the use of GT resulting in a better GT utilizing in the future.

Keywords: students’ attitudes, translation tool, machine translation, Google Translate, ELE students

INTRODUCTION

In this modern era, students who are considered as young people will like to learn through their gadgets instead of reading books. Furthermore, scholars
have studied about translation tools for many years. Munpru & Wuttikrikunlaya (2013) said that in education, the use of “laptop computers”, “palmtop computers”, and “mobile phones” are increasing. Besides, their gadgets cannot be separated with the Internet which gives huge influences because people have been accustomed with technology and also internet. Moreover, technology supports people to do everything in simpler and easier way. Madhavaiah, Nagaraju, & Peter (2013) also said that the environment of learning can be changed with technology. It means that technology does have an effect on learning and so translation tools are. From that situation, translation tools have been affected with technology then developed from human translation into machine translation (MT). The technology development has successfully made MT tool that can be defined as a tool that translate one language to another with or without human assistance (Hutchins & Somers, 1992). García & Pena (2011) also wrote that since the 1980s, researchers have been aware of the use of MT in language learning possibility or MT as computer-assisted language learning (CALL). The statement is supported by Lin & Chien (2009), as cited in Sukkhwan (2014) who said that language learners who are dealing with linguistic dissimilarities can be assisted with MT. Afterwards, MT has been more developed into online-based MT, such as Google Translate, PROMT, Babel Fish, etc. However, Och (2006), as cited in Khadim, Habeeb, Sapar, Hussin, & Abdullah (2013), proved that Google Translate is the strongest and the most accurate MT compared to the others.

According to Karimian & Talebinejad (2013), using translation in English as a Foreign Language (EFL) teaching and learning has benefits. The strategies of
using translation in the classroom can remove students’ anxieties, worries and also make them more confident and relax. They also said that translation can also help students deal with their difficulties, such as “lack of knowledge, memorize and retrieve some complicated words and structures, and also fulfill the difficult activities and tasks socially both in and out of the class” (p. 609). According to Groves & Mundt (2015), in language teaching and acquisition; the advances of technology always have an important role and in the classroom; they have been recognized as a valuable tools for ‘autonomous practice, tutor-student communication and research’. Sukkhwan (2014) also wrote the non-native speaker can understand the content in foreign language easily by using this software (MT). Niño (2005), as cited in Sukkhwan (2014) wrote that reading comprehension and writing in a foreign language are the two common purposes of MT. Besides, researcher also found that translation device or application such as GT sometimes makes mistakes and inaccurate translation, especially when it is used for translating above word levels. Those problems might affect students’ English learning process because of the wrong input.

Therefore, I am interested to know more about this topic to answer a research question “What are the attitudes of the third and fourth year of English Language Education students of Faculty of Language and Arts toward the use of Google Translate?” By finding out the students’ attitudes toward the use of GT; it is hoped that the usage of GT in language learning could be better utilized in the future.
LITERATURE REVIEW

A. Definition of Attitude

Chaiklin (2011) said that concept of attitude cannot be completely accepted because the definition and the measurement are integrated. However, Allport (1935), as cited in Pickens (2005) stated that attitude is an individual’s response toward the certain things and situations; a mindset that based on the individual’s experience and temperament can make an individual act in a particular way. Briefly, Albarracin, Johnson, & Zanna (2005), as cited in Elrich & Corbett (2009) argue that attitude is “a psychological tendency to view a particular object or behavior with a degree of favor and disfavor” (p. 1). Furthermore, Pickens (2005) also said that attitude is a complicated combination of personality, beliefs, values, behaviors, and motivations. Then, Pickens (2005) narrowed it into three components, “Tri-component Models of an Attitude: “an affect (a feeling), cognition (a thought or belief), and behavior (an action)” (p. 44). In short, attitude is a response towards something that shown based on individual’s experience, behaviors and motivations and it comes with a degree of favor and disfavor.

B. Google Translate

Based on Google Translate blog written by Turovsky (2016), Google Translate (GT) is an online machine translation made in 2006 by Google Inc. In 2006, GT only provides two languages, and then the languages keep being added and updated based on the people needs. Then, Groves & Mundt (2015) wrote that GT is a free web-based machine translation that can translate in many languages.
and also has an application for mobile devices. Furthermore, Medvedev (2016) wrote that GT is free, instant, has a variety of languages for input and output, allows voice recognition, can translate entire web pages and entire files by upload it. According to Kharbach (2016), the features that GT provides includes, such as pronouncing the word translated, translating text from an images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook.

Because of its features, Kroulek (2016) said that GT is being the most popular MT tool in the world. That statement is supported with Henry’s (2014) voting result which came out with Google Translate as the winner of the best language translation tools. Barré (2011) also said that GT provides the best translation compared to the others MT (see Figure 1). He did the comparison with 10 language combinations use 4 MT (PROMT, Google Translate, Systran and Bing). Thus, it made GT become the most used and popular MT in the world.

![Figure 1. The comparison between PROMT, Google Translate, Systran and Bing across 10 language combinations (Barré, 2011)](image-url)
C. Students and Google Translate

Language learners especially students must be the one who usually use GT in their learning process. Based on Munpru & Wuttikrikunlaya’s (2013) survey, most of Thai EFL university students use GT for translation because of its famous. It is proven by the total number of GT user that reaches 500 million people (Turovsky, 2016). Medvedev (2016) mentioned that students often use GT because of its convenience that can be used everywhere – inside and outside classroom.

In September 2010, Goggle has conducted a survey designed for GT on ‘For what purpose(s) did you use Google Translator today?’ that will be answered by language learners. The results of the survey are language learners used GT to “understand a foreign word, read a foreign webpage, email or article, learn how to write and speak in foreign language, then write a long piece of text in foreign language, and verify the text in foreign language is correct” (García & Pena, 2011, p. 472). On Baker’s (2013) research, it is also found that students use GT when they recognize that they are not really good with their English. Additionally, Sukkhwan (2014) research also found that their participants agreed that GT could be helpful for their EFL learning. Therefore, Kharbach (2016) wrote that students can also use GT for knowing the meaning and also the pronunciation of a word. Then, a survey conducted by Clifford, Merschel, & Munné (2013), as cited in Case (2015) found that the majority of Romance languages students at Duke University, believe that using GT gave them benefit for their studies, especially in learning new vocabulary. Moreover, Sukkhwan (2014) said that GT is commonly
used for vocabulary learning, writing, reading and translation respectively by the students as a result of the current study. It is also stated that GT can be used as assistance to boost students’ confidence in writing while Baker (2013) mentioned that GT can be helpful in reading.

Based on Josefsson’s (2011), as cited in Sukkhwan (2014) study, GT was found to be more supportive in terms of providing the currently updated technical terms, phrases and collocations compared to a dictionary. Besides, Kumar (2012), as cited in Sukkhwan (2014) has done a survey to 60 EFL students on their dependency on MT in learning English and the result is 75 percent of them comprehend the concepts taught in English Language Teaching classrooms by using GT. Pena’s (2011), as cited in Baker (2013) survey on the GT advantages in language learning indicated a similar result. In the result, students’ positive experiences were revealed such as, “fast effective way to learn new vocabulary, gives you a guide as to what to write” (p. 20).

However, Clifford et al. (2013), as cited in Case (2015), said that GT has no advantage for learning process. The reasons are it will only bring the students’ dependency, it is not accurate, and it can make students missed the alternative words like in the traditional dictionary. Pena’s (2011), as cited in Baker (2013) survey also indicated a disadvantage of GT in language learning, which the students need to fix the translation made by GT because it is not always correct. Medvedev (2016) also found that GT often lost the grammar and accuracy when it comes to long texts. Sukkhwan (2014) mentioned that sometimes GT can be not good for language learning because it produces incorrect translations. Harris
(2010), as cited in Baker (2013), an EFL teacher in Japan, also wrote that the result of the use of GT is the loss of a “valuable opportunity of learning how the language functions” (p. 19). Bahri and Mahadi (2016) stated that GT do not have any advantages in reading. Baker’s (2013) research also mentioned that GT do not helpful in writing. Additionally, using GT in learning language will lead both learners and teachers into plagiarism.

As Jolley and Maimone (n.d.) pointed out, the use of GT can be ethically acceptable, acceptable depending on how it is used, and unacceptable. Baker (2013) wrote that there were three viewpoints of students that revealed: “anxiety about ownership, anxiety about online translators’ accuracy, and (…) confidence in its permissibility” (p. 56). Besides, her student participants agreed that it is unacceptable if students use GT for whole essay because the result will be very messy and it will lead to plagiarism. It is also mentioned that GT is unacceptable if students use it without any teachers’ permission.

THE STUDY

A. Method of Research

This study addressed the attitude of Faculty of Language and Arts of Universitas Kristen Satya Wacana students from the English Language Education program in the use of Google Translate. Since this study aimed to know the attitude of the third and fourth year ELE students of FLA toward the use of Google Translate, it was done in qualitative descriptive manner as the researcher
examined a research question “What are the students’ attitudes towards the use of Google Translate?”

B. Context of the Study

This study was part of an umbrella research project led by E. T. Murtisari, M. Trans.Stud., Ph. D. (Faculty of Language and Arts Universitas Kristen Satya Wacana) entitled “Students’ Attitudes toward the Use of Google Translate”. It was conducted in Universitas Kristen Satya Wacana. The location is in Salatiga, Central Java, Indonesia. Moreover, Faculty of Language and Arts was the main subject for this study. In this faculty, there are 3 programs which are English Language Education, English Literatures and Performing Arts. Since the topic of this study was connected with English and education, only the students from English Language Education (ELE) program were chosen to be the subject.

In that program, students will need good English language skills in the learning process. That means students cannot be separated from translation tools that might support and help their language learning purposes. As we know, Google Translate is a popular translation tools among language learners including the students in ELE. Then, the students were able to give their attitudes based on their experiences.

C. Participants

The participants were 50 students from batch 2013 and 50 students from batch 2014. 50 students were chosen because they were enough to represent each batch (batch 2013: 129 students and batch 2014: 163 students). Random sampling
was used in choosing the participants for this study because every student from each batch has the same probability of being selected by the researcher. They were the third and fourth year students which already spent more time in English area than the first and second year students. They also must have been experiencing Google Translate for translating both English-Indonesian and Indonesian-English or another language.

D. Data Collection Instrument

A questionnaire was employed in this study to collect data. There were several reasons for choosing this instrument. First, it was easy to collect the data from a large number of participants in a short period of time. Second, the researcher could analyze it with elaborating the details. Third, the researcher will get exact and accurate responses.

Since this study was part of umbrella research, the questionnaire was designed by the team. The items were designed based on the theory that attitude consisting of three aspects – behavioral, cognitive, and affective. In the questionnaire, there are five numbers entailing close and open ended questions. Number one consists of four points which are related to the participants’ behavioral aspects in the use of GT in general, reading assignment, writing assignment, and their reasons of using GT in discourse levels (above paragraph level). Number two, three, and four are related to cognitive aspect, while number five is related to affective aspect. In addition, the questionnaire was translated into Indonesian just in case that the participants’ English proficiency may vary.
E. Data Collection Procedures

To make sure that the questionnaire could answer the research question and was understandable, the researcher also did a piloting to 10 participants; they were 5 students from batch 2013 and 5 from batch 2014. They were chosen because they represented 10 percent of the total participants which is considered enough. After did the piloting and made some revisions, the questionnaire was distributed to all 100 participants without including the pilot participants.

First, the researcher asked the list of the ELE students from batch 2013 and 2014 from the FLA’s administration office. The list will be used for checking the target of the participant, so the researcher will not ask wrong participant to fill the questionnaire. Second, researcher gave the questionnaire randomly to the participant as long as their names were on the list. Then, the researcher kept giving the questionnaire to the participants until the target participant reached.

F. Data Analysis Procedures

After getting all data, the researcher classified the questionnaire into 3 parts before processing the data: behavior aspects, feeling aspects and belief aspects. Then, the researcher read the answer in the questionnaire one by one carefully. After that, the researcher separated the answer based on the number and grouped it in the Microsoft Excel to ease the computing process. When all data in the questionnaire have been processed, the researcher made some tables and explanations based on the data in subheadings and sub-subheadings. The tables will be used by the readers to understand the results better.
FINDINGS AND DISCUSSION

This section will discuss the findings of the research, which will be divided into ten sub-headings based on the themes in the questionnaire. Below were the details of the findings and discussion.

A. Behavioral Aspect

The first theme discusses about the students’ behaviors in using GT. There are two sub-themes; they are ‘The use of GT’ and ‘The reasons of using GT’. The first sub-theme covers the students’ behaviors in using GT in general, reading assignments, and writing assignments, especially the frequencies, while the second sub-theme covers the reasons of using GT to translate a paragraph, parts of and essay consisting of two paragraphs or more, and a whole essay/article.

a. The Use of GT

This sub-theme covers the use of GT in general, reading assignments and writing assignments. The data gathered were put in tables, presented in percentage, and analyzed. In this sub-theme, there are three sub sub-themes which are high, moderate, and low tendency of using GT’s features. Moreover, the percentages of those who have use and frequently use GT will also be presented to ease the analysis process (see Table 1, 2, and 3).
### In General

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>MEAN</th>
<th>NEVER (%)</th>
<th>RARELY (%)</th>
<th>SOMETIMES (%)</th>
<th>OFTEN (%)</th>
<th>VERY OFTEN (%)</th>
<th>HAVE USED THE FEATURE (%)</th>
<th>FREQUENT USE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use GT to check the meaning of unknown words.</td>
<td>2.08</td>
<td>2%</td>
<td>28%</td>
<td>37%</td>
<td>26%</td>
<td>7%</td>
<td>98%</td>
<td>33%</td>
</tr>
<tr>
<td>I use GT to check synonyms.</td>
<td>1.72</td>
<td>16%</td>
<td>22%</td>
<td>38%</td>
<td>22%</td>
<td>2%</td>
<td>84%</td>
<td>24%</td>
</tr>
<tr>
<td>I use GT to check collocations.</td>
<td>1.01</td>
<td>32%</td>
<td>40%</td>
<td>24%</td>
<td>3%</td>
<td>1%</td>
<td>68%</td>
<td>4%</td>
</tr>
<tr>
<td>I use GT to translate a phrase.</td>
<td>1.19</td>
<td>22%</td>
<td>43%</td>
<td>30%</td>
<td>4%</td>
<td>1%</td>
<td>78%</td>
<td>5%</td>
</tr>
<tr>
<td>I use GT to translate a clause.</td>
<td>1.28</td>
<td>17%</td>
<td>46%</td>
<td>30%</td>
<td>6%</td>
<td>1%</td>
<td>83%</td>
<td>7%</td>
</tr>
<tr>
<td>I use GT to translate a sentence.</td>
<td>1.43</td>
<td>17%</td>
<td>35%</td>
<td>38%</td>
<td>8%</td>
<td>2%</td>
<td>83%</td>
<td>10%</td>
</tr>
<tr>
<td>I use GT to translate a paragraph.</td>
<td>0.97</td>
<td>36%</td>
<td>39%</td>
<td>18%</td>
<td>6%</td>
<td>1%</td>
<td>64%</td>
<td>7%</td>
</tr>
<tr>
<td>I use GT to translate parts of an essay/article consisting of two paragraphs or more.</td>
<td>0.77</td>
<td>51%</td>
<td>27%</td>
<td>16%</td>
<td>6%</td>
<td>0%</td>
<td>49%</td>
<td>6%</td>
</tr>
<tr>
<td>I use GT to translate a whole essay/article.</td>
<td>0.59</td>
<td>58%</td>
<td>27%</td>
<td>13%</td>
<td>2%</td>
<td>0%</td>
<td>42%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Table 1. Participants’ responses toward the use of GT in general*

From Table 1, it can be concluded that, the higher the level, the lower the tendencies of using GT and further explanations are presented below.

In general use, there was a high tendency of the participants to use GT on word levels excluding collocation – unknown words and synonyms. As many as 98% of the participants were experienced in using GT to check the meaning of unknown words, 84% to check synonyms and 68% to check collocations. Around 33% (26% often and 7% very often) of the participants had a high frequency of
using GT to check the meaning of unknown words and 24% (22% often and 2% very often) to check synonyms. Compared to the number of participants who ever used GT on higher levels and discourse levels, those two were higher, even the highest. This finding supported Kharbach’s research (2016) that students can also use GT for knowing the meaning of a word.

On higher levels, low tendency of the participants to use GT is indicated in phrase and clause but moderate in sentence. However, 78% of the participants had an experience in using GT to translate a phrase, 83% to translate a clause and sentence. Still, the frequencies of using those features were rather low since most participants sometimes used those features except translating sentence level – 38%. Even though the number of those who sometimes used GT to translate a sentence is higher than those who rarely use it, there is no significant difference – only 3%. While the number was low, this finding reflected Josefsson’s (2011), as cited in Sukkhwan (2014) study, that GT is supportive for phrases compared to a dictionary.

On discourse levels (paragraph, parts of an essay/article consisting of two paragraphs or more, and a whole essay/article), very low tendencies were indicated but not in paragraph level – low. However, 64% of the participants had an experience in using GT to translate a paragraph, 49% parts of an essay/article consisting of two paragraphs or more, and 42% a whole essay/article. A low tendency was indicated since most participants were not experienced in translating a paragraph (36%). Even though the number of those who never used GT to translate a paragraph (36%) was lower than those who rarely used it (39%), there
was no significant difference – 3%. In contrast, very low tendencies were indicated because more than 50% of the participants never used GT in translating parts of an essay/article consisting of two paragraphs or more (51%) and a whole essay/article (58%).

This result was still interesting since the participants were ELE students who were expected to translate discourse levels without any help, even though the numbers were not that high. Moreover, Medvedev (2016) also found that GT translations are not accurate when it comes to long texts.

- **In Reading Assignments**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>MEAN</th>
<th>NEVER (%)</th>
<th>RARELY (%)</th>
<th>SOMETIMES (%)</th>
<th>OFTEN (%)</th>
<th>VERY OFTEN (%)</th>
<th>HAVE USED THE FEATURE (%)</th>
<th>FREQUENT USE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use GT to check the meaning of unknown words.</td>
<td>2.03</td>
<td>5%</td>
<td>28%</td>
<td>32%</td>
<td>29%</td>
<td>6%</td>
<td>95%</td>
<td>35%</td>
</tr>
<tr>
<td>I use GT to check synonyms.</td>
<td>1.56</td>
<td>17%</td>
<td>30%</td>
<td>34%</td>
<td>18%</td>
<td>1%</td>
<td>83%</td>
<td>19%</td>
</tr>
<tr>
<td>I use GT to check collocations.</td>
<td>1.04</td>
<td>29%</td>
<td>43%</td>
<td>24%</td>
<td>3%</td>
<td>1%</td>
<td>71%</td>
<td>4%</td>
</tr>
<tr>
<td>I use GT to translate a phrase.</td>
<td>0.97</td>
<td>32%</td>
<td>44%</td>
<td>20%</td>
<td>3%</td>
<td>1%</td>
<td>68%</td>
<td>4%</td>
</tr>
<tr>
<td>I use GT to translate a clause.</td>
<td>1.01</td>
<td>31%</td>
<td>42%</td>
<td>22%</td>
<td>3%</td>
<td>0%</td>
<td>69%</td>
<td>5%</td>
</tr>
<tr>
<td>I use GT to translate a sentence.</td>
<td>1.17</td>
<td>27%</td>
<td>37%</td>
<td>28%</td>
<td>8%</td>
<td>0%</td>
<td>73%</td>
<td>8%</td>
</tr>
<tr>
<td>I use GT to translate a paragraph.</td>
<td>0.78</td>
<td>46%</td>
<td>36%</td>
<td>12%</td>
<td>6%</td>
<td>0%</td>
<td>54%</td>
<td>6%</td>
</tr>
<tr>
<td>I use GT to translate parts of an essay/article consisting of two paragraphs or more.</td>
<td>0.6</td>
<td>58%</td>
<td>27%</td>
<td>12%</td>
<td>3%</td>
<td>0%</td>
<td>42%</td>
<td>3%</td>
</tr>
<tr>
<td>I use GT to translate a whole essay/article.</td>
<td>0.5</td>
<td>64%</td>
<td>24%</td>
<td>10%</td>
<td>2%</td>
<td>0%</td>
<td>36%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Table 2. Participants’ responses toward the use of GT in reading assignments*
From Table 2, a similar finding was indicated, the higher the level, the lower the tendencies of using GT in reading assignments and further explanations are presented below.

In reading assignments, there was still a high tendency of the participants to use GT on word levels excluding collocation – unknown words and synonyms. As many as 95% of the participants were experienced in using GT to check the meaning of unknown words, 83% to check synonyms and 71% to check collocations. Just about 35% (29% often and 6% very often) of the participants had a high frequency of using GT to check the meaning of unknown words and 19% (18% often and 1% very often) to check synonyms. Compared to the number of participants who ever used GT on higher levels and discourse levels, those two were still higher, even the highest. This finding supported Kharbach’s research (2016) that students can also use GT for knowing the meaning of a word.

On higher levels, the low tendencies were indicated. Even tough 68% of the participants had an experience in using GT to translate a phrase, 69% to translate a clause and 72% to translate a sentence; the frequencies of using GT were rather low since most participants rarely used it for all features. While the number was low, this finding reflected Josefsson’s (2011), as cited in Sukkhwan’s (2014) study, that GT is supportive for phrases compared to a dictionary.

On discourse levels (paragraph, parts of an essay/article consisting of two paragraphs or more, and a whole essay/article), very low tendencies were clearly indicated. Nevertheless, 54% of the participants had an experience in using GT to
translate a paragraph, 42% parts of an essay/article consisting of two paragraphs or more, and 36% a whole essay/article. A very low tendency was indicated since most participants were not experienced in translating a paragraph (46%), parts of an essay/article consisting of two paragraphs or more (58%) and a whole essay/article (64%).

Interestingly, even though the tendencies of using GT on discourse levels were very low, there were still ELE students who used it. It means that they would not be cognitively involved in reading since they directly translated English paragraph/s and texts into their native language, in this case Indonesian. Moreover, Medvedev (2016) also found that GT translations are not accurate when it comes to long texts.
### Table 3. Participants’ responses toward the use of GT in writing assignments

From Table 3, a similar finding was still indicated, the higher the level, the lower the tendencies of using GT in writing assignments and further explanations are presented below.

In writing assignments, there was still a high tendency of the participants to use GT on word levels excluding collocation – unknown words and synonyms.

As many as 96% of the participants were experienced in using GT to check the
meaning of unknown words, 83% to check synonyms and 75% to check collocations. Approximately 44% (37% often and 7% very often) of the participants had a high frequency of using GT to check the meaning of unknown words and 28% (25% often and 3% very often) to check synonyms. Compared to the number of participants who ever used GT on higher level and discourse level, those two were still higher, even the highest. This finding supports Kharbach’s research (2016) that students can also use GT for knowing the meaning of a word.

On higher levels, the low tendencies were indicated. Though 75% of the participants had an experience in using GT to translate a phrase, 71% to translate a clause and 73% to translate a sentence; the frequencies of using those features were low since most participants rarely used those features. While the number was low, this finding reflected Josefsson’s (2011), as cited in Sukkhwan (2014) study, that GT is supportive for phrases compared to a dictionary.

On discourse levels (paragraph, parts of an essay/article consisting of two paragraphs or more, and a whole essay/article), very low tendencies were also indicated. However, 56% of the participants had an experience in using GT to translate a paragraph, 43% parts of an essay/article consisting of two paragraphs or more, and 37% a whole essay/article. A very low tendency was indicated since most participants never used GT in translating a paragraph (44%), parts of an essay/article consisting of two paragraphs or more (57%) and a whole essay/article (63%).
This finding was intriguing since the tendencies of using GT on discourse levels were very low, there were still ELE students who used it even very often in paragraph level (2%). It means that they would not be cognitively involved in their writing learning process since they directly translated paragraph/s and texts in Indonesian-English or vice versa. Moreover, Medvedev (2016) also found that GT translations are not accurate when it comes to long texts.

b. The Reasons of Using GT

This sub-theme covers the reasons of using GT to translate a paragraph, parts of an essay consisting of two paragraphs or more, and a whole essay/article. In filling in the questionnaire for this section, the participants were allowed to choose more than one reason suggested and write down their own. The reasons were categorized into three sub-themes; they are scaffolding, convenience, and confidence. As depicted in table 4, 5, and 6 below.
• **Students’ Reasons of Using GT to Translate a Paragraph in Reading and Writing**

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to translate an English paragraph which is difficult to understand.</td>
<td>67%</td>
</tr>
<tr>
<td>to save time.</td>
<td>63%</td>
</tr>
<tr>
<td>to give me a rough guideline for my writing in English.</td>
<td>49%</td>
</tr>
<tr>
<td>I’m not confident with my English in writing.</td>
<td>32%</td>
</tr>
<tr>
<td>I’m not confident with my English in reading texts.</td>
<td>19%</td>
</tr>
<tr>
<td>It is easier for me to read in Indonesian</td>
<td>18%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Table 4. Students’ reasons of using GT to translate a paragraph in reading and writing*

In the previous findings, a low tendency to use GT on paragraph level was indicated. However, as seen in Table 4, those who used GT on paragraph level in reading and writing believed that it brought high scaffolding, moderate convenience, but low confidence. This finding also supported the research by Niño (2005), as cited in Sukkhwan (2014) that reading comprehension and writing in a foreign language are the two common purposes of GT.

From the table, GT brought high scaffolding since most of them (67%) – more than 50% agreed that they used GT to translate an English paragraph which was difficult to understand and this reason was also the most popular reason among others. Moreover, 49% of them also agreed that GT gave them rough
guidelines for their writings in English and this reason was placed in the third popular reason. Since both reasons were placed in the top three, it supported the research by Sukkhwan (2014), which stated that students can understand the content in foreign language easily by using GT.

Followed by its moderate convenience, 63% of them used GT just to save time and this reason placed in the second popular reason after scaffolding. However, only 18% agreed that reading in Indonesian was easier which was placed in the sixth popular reason. Even though those reasons were in the same theme, there was a significant difference – 45%. It means that most participants preferred GT to save their times than to read in Indonesian.

Related to their confidence, 32% of them were not confident with their English in writing which was placed in the fourth popular reason and 19% in reading texts which was placed in the fifth reason. This finding supported the research conducted by Sukkhwan (2014), which stated that GT can be used as assistance to boost students’ confidence in writing. Since both of them were placed in the bottom three, it means even though they used GT in paragraph levels; they were confident enough with their English.

Corresponding to the table more, there were 9% of the participants which had other reasons – to make sure the main idea, to translate English-Indonesian, and to help them think. In spite of those reasons, Medvedev (2016) found that GT translations are not accurate when it comes to long texts.
Students’ Reasons of Using GT to Translate Parts of an Essay/Article Consisting of Two Paragraphs or More in Reading and Writing

Table 5. Students’ reasons of using GT to translate parts of an essay/article consisting of two paragraphs or more in reading and writing

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to translate an English paragraph which is difficult to understand.</td>
<td>49%</td>
</tr>
<tr>
<td>to save time.</td>
<td>46%</td>
</tr>
<tr>
<td>to give me a rough guideline for my writing in English.</td>
<td>34%</td>
</tr>
<tr>
<td>I’m not confident with my English in reading texts.</td>
<td>11%</td>
</tr>
<tr>
<td>It is easier for me to read in Indonesian</td>
<td>9%</td>
</tr>
<tr>
<td>I’m not confident with my English in writing.</td>
<td>6%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>11%</td>
</tr>
</tbody>
</table>

From the previous findings, a very low tendency to use GT to translate parts of an essay consisting of two paragraphs or more was indicated. However, from Table 5, it brought moderate scaffolding, moderate convenience, and low confidence. This finding also supported the research by Niño (2005), as cited in Sukkhwan (2014) that reading comprehension and writing in a foreign language are the two common purposes of GT.

Moderate scaffolding was indicated since some of them use GT to translate difficult English paragraph (49%) which was the most popular reason among others and give them rough guidelines for their writings in English (34%)
which was placed in the third place. Even though both of them placed in the top three reasons, but their percentages were not more than 50% - moderate.

Again, followed by its moderate convenience, 46% of them used GT just to save time which the second popular reason while only 9% agreed that it was easier for them to read in Indonesian which was in the fifth place of the rank. Even though those reasons were in the same theme, there was a significant difference – 37%. It means that most participants still preferred GT to save their times than to read in Indonesian.

Next, low confidence was indicated. As many as 6% of them were not confident with their English in writing which was placed in the sixth place of the rank, while 11% were not confident in reading which is placed in the fourth place. Compared to the previous finding, those who used GT to translate parts of an essay consisting of two paragraph or more were more confident with their English in writing than reading text, but there was no significant difference – only 5%.

Additionally, around 11% of them came up with another reason – to translate English-Indonesian, to make sure the main idea, to help them think, and to understand the sentence structure in a paragraph. In spite of those reasons, Medvedev (2016) found that GT translations are not accurate when it comes to long texts.
• Students’ Reasons of Using GT to Translate a Whole Essay/Article in Reading and Writing

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to save time.</td>
<td>64%</td>
</tr>
<tr>
<td>It is easier for me to read in Indonesian</td>
<td>47%</td>
</tr>
<tr>
<td>I’m not confident with my English in reading texts.</td>
<td>33%</td>
</tr>
<tr>
<td>I’m not confident with my English in writing.</td>
<td>25%</td>
</tr>
<tr>
<td>to give me a rough guideline for my writing in English.</td>
<td>22%</td>
</tr>
<tr>
<td>to translate an English essay/article which is difficult to understand.</td>
<td>22%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>8%</td>
</tr>
</tbody>
</table>

Table 6. Students’ reasons of using GT to translate a whole essay/article in reading and writing

From the previous findings, a very low tendency was also indicated in the use GT to translate an essay/article. Though, those who used GT to translate an essay/article believed that its use brought high convenience, moderate confidence and low scaffolding. This finding also supported the research by Niño (2005), as cited in Sukkhwan (2014) that reading comprehension and writing in a foreign language were the two common purposes of GT.

From Table 6, it was clearly stated that most of those who used GT to translate an essay/article agreed on GT’s convenience since most of them (64%) – more than 50% used it to save their times. Then, in the second place, 47% of them
agreed that they thought that it was easier for them to read a whole essay/article in Indonesian.

Afterward, a similar finding could be seen in the participants’ confidence. It was shown that those who used GT to translate an essay/article were more confident with their English in writing than reading texts. As many as 25% of them were not confident with their English in writing which is placed in the fourth place, while 33% were not confident in reading which is placed in the third place. Still, there is no significant difference – only 8%.

Interestingly, low scaffolding was indicated. Approximately, only 22% used GT to translate difficult English essay/article and also 22% to give them rough guidelines for their writings in English. Thus, both of them were placed in the fifth place in the rank which was considered as the most unpopular reasons among others.

Corresponding to the table more, a small number (8%) of participants came up with different reasons, to make sure the main idea, to translate English-Indonesian, and to help them think. In spite of those reasons, Medvedev (2016) found that GT translations are not accurate when it comes to long texts.

B. COGNITIVE ASPECT

The second theme discusses about the students’ beliefs towards GT. In this theme, there are three sub-themes; they are “students’ responses on the ethicality of GT”, “students’ responses on the advantages of using GT”, and “students’ responses on the disadvantages of using GT”.

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a. Students’ Responses on the Ethicality of GT

This sub-theme discusses whether GT is ethically acceptable or not. In this section, the participants were to choose one of three options (see Table 7) and explain their reasons. Their reasons could be categorized into two or more categories (see Table 8 and 9). All data were presented in percentages.

<table>
<thead>
<tr>
<th>OPTION</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of GT is ethically acceptable regardless of how it is used.</td>
<td>26%</td>
</tr>
<tr>
<td>The use of GT is considered as cheating depending on how it is used.</td>
<td>74%</td>
</tr>
<tr>
<td>The use of GT is considered as cheating regardless of how it is used.</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Table 7. Students’ responses on the Ethicality of GT*

Corresponding to the Table 7, on the ethicality of GT; participants only chose ‘the use of GT is ethically acceptable depending on how it is used’, and ‘acceptable regardless of how it is used’, but not ‘unacceptable regardless of how it is used’. Similar finding was found which was the use of GT can be ethically acceptable and acceptable depending on how it is used (Jolley & Maimone, n.d.). Furthermore, it was stated that 74% of the participants agreed that “the use of GT is ethically acceptable depending on how it is used” and only 26% agreed that “the use of GT is acceptable regardless of how it is used”.

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Depending on how it was use, those who agreed with this statement were asked the reason why and most of them (31%) believed that its use was considered as unethically acceptable or cheating if used for tests and graded assignments and it was placed in the most popular reasons (see Table 8). Moreover, 27% believed that its use was seen as unethically acceptable or cheating when the translations produced was used without proper editing and claimed as their works (plagiarism). This finding supported the research conducted by Baker (2013), which stated that the use of GT will lead students into plagiarism. Then, 22% of them indicated that its used was acceptable when used to translate word level, but not above. In addition, only 3% believed that the use of GT is considered cheating when teachers or lecturers do not allowed the students to use it during classroom activities. Similar finding also found in

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of GT is seen as cheating when it is used for tests and graded assignments</td>
<td>31%</td>
</tr>
<tr>
<td>The use of GT is seen as cheating when its translation is used without proper editing (plagiarism)</td>
<td>27%</td>
</tr>
<tr>
<td>The use of GT is seen as cheating when it is used to translate above word level.</td>
<td>22%</td>
</tr>
<tr>
<td>The use of GT is seen as cheating when students are not allowed to use it.</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 8. Students’ reasons after choosing “The use of GT is considered as cheating depending on how it is used”
Baker’s (2013) research that GT is unacceptable if students use it without any teacher” permission.

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of GT is acceptable because GT is</td>
<td>16%</td>
</tr>
<tr>
<td>helpful in language learning process.</td>
<td></td>
</tr>
<tr>
<td>The use of GT is acceptable because GT is a</td>
<td>14%</td>
</tr>
<tr>
<td>translation tool.</td>
<td></td>
</tr>
</tbody>
</table>

*Table 9. Students’ reasons after choosing “The use of GT is ethically acceptable regardless of how it is used”*

Regardless of how it was used, those who agreed with this statement were asked the reason why and 16% of them agreed that the use of GT was always acceptable because it helped them in their language learning process, while 14% agreed that the use of GT was only for translation tool (see Table 9). This finding was also in line with a research by Sukkhwan (2014) which participants also agreed that GT could be helpful for their EFL learning.

b. Students’ Responses on the Advantages of Using GT

This section discusses about whether GT is helpful in the students’ language learning processes. In this section, the participants were to choose either GT was helpful or unhelpful and write down their reasons. They were allowed to mention more than one advantage to explain why GT was helpful (see Table 10).
As seen in Table 10, most of the participants (91%) believed that GT was helpful in their learning processes, while 9% did not.

<table>
<thead>
<tr>
<th>OPTION</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT is helpful</td>
<td>91%</td>
</tr>
<tr>
<td>GT is unhelpful</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table 10. Students’ responses on the advantages of using GT

In addition, those who thought that GT is helpful came up with several reasons (see Table 11). 75% of them believed that GT enriched their vocabulary knowledge and it was considered as the most popular reason among all. This finding supported Clifford et al. (2013), as cited in Case (2015) research, which stated that the use of GT benefits in vocabulary learning. Then, it was followed by GT gives convenience (21%). They believed that it was easy and free to use so

Table 11. Students’ reasons why GT is helpful

<table>
<thead>
<tr>
<th>REASON(S)</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT enriches vocabulary</td>
<td>75%</td>
</tr>
<tr>
<td>GT gives convenience</td>
<td>21%</td>
</tr>
<tr>
<td>GT helps comprehend readings</td>
<td>13%</td>
</tr>
<tr>
<td>GT helps in writing process</td>
<td>5%</td>
</tr>
<tr>
<td>GT helps pronounce words</td>
<td>2%</td>
</tr>
</tbody>
</table>
they could access it anytime anywhere. This finding also supported the survey by Groves & Mundt (2015) which stated that GT is a free web-based machine translation and easy to use. Then, Medvedev (2016) also mentioned that GT can be used everywhere – inside and outside classroom.

In the previous findings on the participants’ responses of GT in reading, it was indicated that they tended to not use GT. In addition, in the previous study by Bahri and Mahadi (2016) stated that GT is not helpful in reading. However, in this finding, 13% of the participants believed that GT was helpful in reading, especially to comprehend English texts. This finding was in line with Baker (2013), which stated that GT can be helpful in reading. Even though the number was not really significant, it was still helpful for them.

As what had been stated by Pena (2011), as cited in Case (2015), GT gives students a guide what to write. In this finding, even though the number of the participants was not significant, 5% of them believed that GT was still helpful in their writing processes. In contrast, Baker (2013) said that GT do not helpful in writing.

From the time when GT has been more developed, it is able to pronounce words. Interestingly, even there were currently limited sources on this, but 2% of the participants agreed that GT helped them to understand how to pronounce words like native speakers. This finding supported Kharbach’s research (2016) that students can also use GT for knowing the pronunciation of a word.
c. **Students’ Responses on the Disadvantages of Using GT**

This sub-theme covers the students’ responses towards the disadvantages of using GT. The participants were to choose whether GT was unhelpful or helpful and mention the disadvantages of GT. They were allowed to mention more than one disadvantages (see Table 12).

<table>
<thead>
<tr>
<th>OPTION</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT is unhelpful</td>
<td>86%</td>
</tr>
<tr>
<td>GT is helpful</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Table 12. Students’ responses on the disadvantages of using GT*

As seen in Table 12, most of the participants (86%) believed that GT was unhelpful in their learning processes while the rest (14%) believed that it was helpful.

<table>
<thead>
<tr>
<th>REASON(S)</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT does not provide good models</td>
<td>45%</td>
</tr>
<tr>
<td>GT causes laziness</td>
<td>37%</td>
</tr>
<tr>
<td>GT leads to dependence</td>
<td>35%</td>
</tr>
<tr>
<td>GT gives chances to cheat</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Table 13. Students’ reasons why GT is unhelpful*
In addition, those who thought that GT is unhelpful came up with several reasons (see Table 13). The most popular reason was that GT does not provide good models (45%). Additionally, Pena (2011), as cited in Baker (2013), also mentioned that students need to fix the translation made by GT because it is not always correct. Since GT did not provide good models and not always correct, they thought that using it would bring negative effects to their language learning processes. They think that GT still had lots of grammar mistakes, so they might follow the wrong ones. This finding supported Harris’s research (2010), as cited in Baker (2013), that the result of the use of online translators is the loss of a “valuable opportunity of learning how the language functions” (p.19). The next most popular reason was that GT causes laziness (37%). They believed that if they used GT often, they would be lazy to think and recall their knowledge even in the easiest thing. The next was that GT leads to dependence (35%). They thought that if they excessively used GT, they could not learn a language independently, in this case English; because they would always need GT’s assistance. This finding supported a research by Clifford et al. (2013), as cited in Case (2015) which stated that GT has no advantage for learning process because it will only bring the students’ dependency. Afterward, only 7% thought that GT gave chances to cheat since it could be accessed everywhere and every time, even in tests.
C. AFFECTIVE ASPECT

This theme covers the students’ feelings when they use GT. In this section, there is only one sub-theme which is “students’ feelings towards GT”. In this section, the participants were allowed to choose more than one suggested option and write down their own feelings.

a. Students’ Feelings toward GT

<table>
<thead>
<tr>
<th>FEELINGS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>So-so</td>
<td>84%</td>
</tr>
<tr>
<td>Dependent</td>
<td>12%</td>
</tr>
<tr>
<td>Enjoy</td>
<td>11%</td>
</tr>
<tr>
<td>Shameful</td>
<td>9%</td>
</tr>
<tr>
<td>Confident</td>
<td>3%</td>
</tr>
<tr>
<td>Other feelings</td>
<td>16%</td>
</tr>
</tbody>
</table>

Table 14. Students’ feelings toward GT

As shown in Table 14, students’ feelings towards GT. They generally ticked more than one suggested choice. The most popular feeling was “so-so” (84%). They felt that GT functions only as a translating tool, so it neither very good nor very bad. The next was “dependent” (12%). They believed that their English proficiencies were limited and GT brought convenience, so they felt dependent to GT. This finding supported a research by Clifford et al. (2013), as cited in Case (2015) that the use of GT only brings students’ dependency. Afterward, 11% of the participants enjoyed using GT because it was convenient. This finding was in line with Medvedev (2016) research, GT is convenience and it
can be used everywhere. The next most popular feeling was ‘shameful’ (9%). They felt so because they were ELE students who were expected to learn English independently. The least popular feeling was ‘confident’ (3%). Interestingly, there were few participants who felt confident because they thought that they could use English well with GT, but still they used GT. Then, as many as 16% of the participants came up with other feelings which were feel helped by GT’s assistance, unsure about the translations made by GT, made them confuse because they need to rethink about the translation, and satisfied with GT translations.

CONCLUSION

The goal of this present study was finding out the third and fourth year ELE students’ attitudes toward the use of GT. Based on the Pickens’ research (2005); attitude consisted of three aspects – behavioral, cognitive, and affective.

From the behavioral aspect, the data demonstrated that students had a high tendency in using GT in word levels such as unknown words and synonyms but moderate in collocations. For higher levels – phrase, clause, and sentence, they had a moderate tendency to use GT. A similar result was also shown in the use of GT in reading and writing assignments. Interestingly, the result also reported that students also use GT at discourse levels (paragraph, parts of and essay consisting of two paragraphs or more, whole essay/article) in reading and writing even very low. There were several reasons behind it, such as for scaffolding, convenience and confidence, etc., but scaffolding and convenience are the most popular reason.
Next is cognitive aspect, the findings indicated that few students assume that GT is ethically acceptable regardless of how it is used because it is helpful in language learning process. Furthermore, most students also have an assumption that GT is considered as cheating depending on how it is used and it is seen as cheating when it is used for tests and graded assignments. The findings also showed the students’ point of views about advantages and disadvantages of GT. For GT advantages, the students believed that GT has several advantages; it will enrich their vocabulary, give them convenience, and help them comprehend readings, in writing process and to pronounce words. Even though Bahri and Mahadi (2016) stated that GT is not helpful in reading, but this findings show students’ belief that it is helpful in comprehend readings. Nevertheless, for GT disadvantages, the students also claimed that GT has disadvantages, such as does not provide good models, causes laziness, leads them to dependence and gives them chances to cheat.

In affective aspect, the findings of this research also revealed students’ feelings toward GT. The students felt that GT is neither very good nor very bad because they agreed that it is just only an ordinary translation tools. Some of them felt that they were dependent, enjoy, shame, and confident when using GT. Few of them feel helped by GT’s assistance, unsure about the translations made by GT, make them confuse because they need to rethink about the translation, and satisfied with GT translations.

After finding out the students’ attitudes toward the use of GT; it is hoped that the usage of GT in language learning could be better utilized in the future.
The findings also indicated that teachers have a role in students’ attitudes when using GT for language learning process, i.e. students only use GT when teachers allow them to use it. Besides, teacher might also have their own attitudes toward the use of GT. Although this research has reached its aims, this study cannot go further with teachers’ attitudes due to the limitation of the topic that only focuses on students’ attitudes toward the use of GT. Therefore, it is suggested for further research to discuss teachers’ attitudes toward the use of GT. Moreover, the data and findings are mixed from batch 2013 and 2014. It would be better if the data is presented separately, so there will be a comparison from each batch.
REFERENCES


Jolley, J. R., & Maimone, L. Free online machine translation: Use and perceptions by Spanish students and instructors.


ACKNOWLEDGEMENTS

I would like to express my wholehearted appreciation to Jesus Christ who always blesses me and gives me guidance in my life; my wonderful parents, Ariefman Susanto and Sri Wahyunie, my little brother and sister, Jeffry Hariadi Susanto and Nathania Juliati Susanto, for their untiring support and prayers. My thesis supervisor, Elisabet Titik Murtisari, M.Trans.Stud., Ph.D., and my thesis examiner, Rindang Widiningrum, M.Hum., for their patience, guidance and endless support so that I can finish my thesis as without their valuable assistance, this research would not have been completed; all of lecturers in FLA, especially to my student advisor, Dian Toar Y.G. Sumakul, M.A. who had given me helpful companion throughout these years of my college life; my beloved friends, Elvina, Alvina, Olin, Meytha, Yoshua, Laura and Windhi for being my personal support systems during my struggle of thesis writing; my fellow thesis boot camp-ers, Ones, Edwin, Ellin, Enggar, Keke, and Intan who helped and accompanied me staying sane in the middle of the night and dawn; my research participants - 2013 and 2014 students, for their kind help; all my friends in Thirteeners and FLA family who have allowed me to enjoy the hip of college life.
APPENDIX 1 – TRANSLATED QUESTIONNAIRE

Kepada partisipan yang terhormat,


Berilah tanda centang (✓) pada kolom yang tersedia!

1. Bagaimana Anda menggunakan Google Translate (GT)?
   A. Penggunaan Umum

<table>
<thead>
<tr>
<th></th>
<th>Tidak Pernah</th>
<th>Jarang</th>
<th>Kadang - kadang</th>
<th>Sering</th>
<th>Sangat Sering</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Saya menggunakan GT</td>
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<td>untuk mengecek arti dari</td>
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<td></td>
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<tr>
<td>kata – kata yang tidak</td>
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<td>saya ketahui.</td>
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<tr>
<td>b) Saya menggunakan GT</td>
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<tr>
<td>untuk mengecek kolokasi</td>
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<td>(sandang kata). (Sebagai</td>
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<td>contoh, untuk mengetahui</td>
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<tr>
<td>kata yang tepat untuk</td>
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<tr>
<td>tinggi seseorang. “She is</td>
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<td>short” atau “She is low”?)</td>
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<tr>
<td><strong>c)</strong> Saya menggunakan GT untuk mengecek persamaan kata (sinonim).</td>
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<tr>
<td><strong>d)</strong> Saya menggunakan GT untuk mengartikan sebuah frasa (kelompok kata seperti “a good boy”, “will go to school”)</td>
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<td><strong>e)</strong> Saya menggunakan GT untuk mengartikan sebuah kalimat.</td>
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<td><strong>f)</strong> Saya menggunakan GT untuk mengartikan sebuah anak kalimat (klausa).</td>
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<td><strong>g)</strong> Saya menggunakan GT untuk mengartikan sebuah paragraf.</td>
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<tr>
<td><strong>h)</strong> Saya menggunakan GT untuk mengartikan sebagian dari karangan yang terdiri dari dua paragraf atau lebih.</td>
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<tr>
<td><strong>i)</strong> Saya menggunakan GT untuk mengartikan sebuah karangan/artikel.</td>
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</tr>
</tbody>
</table>
B. Penggunaan dalam tugas membaca

Apakah Anda menggunakan GT dalam tugas – tugas membaca? Pilih salah satu (Ya/Tidak). Jika Ya, bagaimana Anda menggunakan GT?

<table>
<thead>
<tr>
<th></th>
<th>Tidak Pernah</th>
<th>Jarang</th>
<th>Kadang-kadang</th>
<th>Sering</th>
<th>Sangat Sering</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Saya menggunakan GT untuk mengecek arti dari kata – kata yang tidak saya ketahui.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>b)</td>
<td>Saya menggunakan GT untuk mengecek kolokasi (sandang kata). (Sebagai contoh, untuk mengetahui kata yang tepat untuk tinggi seseorang. “She is short” atau “She is low”?)</td>
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<td>c)</td>
<td>Saya menggunakan GT untuk mengecek persamaan kata (sinonim).</td>
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<tr>
<td>d)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah frasa (kelompok kata seperti “a good boy”, “will go to school”)</td>
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<tr>
<td>e)</td>
<td>Saya menggunakan GT</td>
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</tbody>
</table>
untuk mengartikan sebuah kalimat.

| f) Saya menggunakan GT untuk mengartikan sebuah anak kalimat (klausa). |
| g) Saya menggunakan GT untuk mengartikan sebuah paragraf. |
| h) Saya menggunakan GT untuk mengartikan sebagian dari karangan yang terdiri dari dua paragraf atau lebih. |
| i) Saya menggunakan GT untuk mengartikan sebuah karangan/artikel. |

**C. Penggunaan dalam tugas menulis**

*Apakah Anda menggunakan GT dalam tugas – tugas menulis? Pilih salah satu (Ya/Tidak). Jika Ya, bagaimana Anda menggunakannya?*

<table>
<thead>
<tr>
<th></th>
<th>Tidak</th>
<th>Pernah</th>
<th>Jarang</th>
<th>Kadang-kadang</th>
<th>Sering</th>
<th>Sangat Sering</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Saya menggunakan GT untuk mengecek arti dari kata – kata yang tidak saya ketahui.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b) Saya menggunakan GT untuk mengecek kolokasi (sandang</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
kata). (Sebagai contoh, untuk mengetahui kata yang tepat untuk tinggi seseorang. “She is short” atau “She is low”?)

c) Saya menggunakan GT untuk mengecek persamaan kata (sinonim).

d) Saya menggunakan GT untuk mengartikan sebuah frasa (kelompok kata seperti “a good boy”, “will go to school”)

e) Saya menggunakan GT untuk mengartikan sebuah kalimat.

f) Saya menggunakan GT untuk mengartikan sebuah anak kalimat (klausa).

g) Saya menggunakan GT untuk mengartikan sebuah paragraf.

h) Saya menggunakan GT untuk mengartikan sebagian dari karangan yang terdiri dari dua
paragraf atau lebih.

<p>| | | | |</p>
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<tbody>
<tr>
<td>i)</td>
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</tr>
<tr>
<td></td>
<td>Saya menggunakan GT untuk mengartikan sebuah karangan/artikel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Berdasarkan jawaban Anda pada poin A, B dan C, jika Anda pernah menggunakan GT untuk mengartikan sebuah paragraf, dua paragraf atau lebih, maupun karangan/artikel, apakah alasan/alasan-alasan Anda? Berilah tanda centang (√) pada kolom yang tersedia!

*Nb: Jika alasan/alasan-alasan Anda tidak ada di dalam pilihan yang disediakan, Anda dapat mengisi kolom Alasan lain.*

<table>
<thead>
<tr>
<th>Alasan</th>
<th>Paragraf</th>
<th>Dua paragraf atau lebih</th>
<th>Karangan / Artikel</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Untuk menghemat waktu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Untuk membuat konsep kasar <em>(rough draft)</em> untuk tulisan saya dalam Bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Untuk mengartikan sebuah paragraf dalam bahasa Inggris yang sulit untuk dipahami.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Saya tidak percaya diri dengan kemampuan bahasa Inggris saya dalam menulis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Saya tidak percaya diri dengan kemampuan Bahasa Inggris</td>
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</tbody>
</table>
saya dalam membaca teks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>f) Saya lebih mudah membaca dalam Bahasa Indonesia.</td>
<td></td>
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</tr>
<tr>
<td>g) Alasan lain</td>
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<td></td>
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</tbody>
</table>

2. Berilah tanda centang (✓) untuk pernyataan yang menurut Anda paling tepat!

A. _______ Penggunaan GT **bukan** merupakan perbuatan curang bagaimanapun cara penggunaannya.

B. _______ Penggunaan GT dapat dipandang sebagai perbuatan curang tergantung pada cara penggunaannya.

C. _______ Penggunaan GT dapat dipandang sebagai perbuatan curang bagaimanapun cara penggunaannya.

**Jelaskan alasan Anda! (Wajib diisi)**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Menurut pendapat Anda, apakah GT memberikan manfaat untuk pembelajaran Bahasa Inggris Anda? Jika Ya, sebutkan!
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4. Menurut pendapat Anda, apakah GT memiliki dampak negatif untuk pembelajaran Bahasa Inggris Anda? Jika Ya, sebutkan!
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

5. A. Bagaimana perasaan Anda saat menggunakan GT? Beri tanda centang (✓) dan Anda dapat memilih lebih dari satu jawaban!
   a. _____ Menikmati
   b. _____ Percaya diri
   c. _____ Malu
   d. _____ Bergantung
   e. _____ Biasa saja
   f. _____ Lainnya: _______________________________________________
B. Jelaskan mengapa Anda merasa demikian? *(Wajib diisi)*
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
_________________________________________________________________

BIODATA *(Wajib diisi)*

a. Jenis kelamin : (L/P)
b. Angkatan : ______
c. IPK terakhir : ______

Apakah Anda bersedia untuk diwawancarai jika saya membutuhkan informasi terkait dengan jawaban Anda?

Pilih salah satu *(Ya/Tidak)*

Jika Anda bersedia,

Nama : ________________________________

NIM : ________________________________

Nomor yang bisa dihubungi : ________________________________

Alamat e-mail : ________________________________
APPENDIX 2 – ORIGINAL QUESTIONNAIRE

Dear participants,

My name is Riana Devi Susanto. Now, I am conducting a research for my thesis about students’ attitudes toward the use of Goggle Translate. I would be very grateful if you would kindly answer this questionnaire honestly. Your responses to this questionnaire will be treated utmost confidence. This will not affect your grade and there is no right or wrong answer. Thank you for your cooperation. 😊

Please tick (√) in the column provided!

1. How do you use Google Translate?

   A. General use

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I use GT to check the</td>
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<tr>
<td>meaning of unknown</td>
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<td>words.</td>
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</tr>
<tr>
<td>b) I use GT to check</td>
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<td>collocations. (For</td>
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<td>example, to find out</td>
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<td>which is used for a</td>
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<td>person’s height. “She</td>
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<td>is short” or “She is</td>
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<td>low”.)</td>
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<tr>
<td>c) I use GT to check</td>
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<td>synonyms.</td>
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<tr>
<td>d) I use GT to translate</td>
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<td>a phrase. (For example,</td>
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</tbody>
</table>


“a good boy”, will go to school”).

e) I use GT to translate a sentence.

f) I use GT to translate a clause.

g) I use GT to translate a paragraph.

h) I use GT to translate parts of an essay/article consisting of two paragraphs or more.

i) I use GT to translate a whole essay/article.

<table>
<thead>
<tr>
<th>B. The use of GT in reading assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use GT in reading assignments? Circle accordingly (Yes/No). If so, how do you use it?</td>
</tr>
</tbody>
</table>

| a) I use GT to check the meaning of unknown words. |
| b) I use GT to check collocations. (For example, to find out which is used for a person’s height. “She is short” or “She is low”. ) |

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
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</tbody>
</table>
C) The use of GT in writing assignments

Do you use GT in writing assignments? Circle accordingly (Yes/No). If so, how do you use it?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
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</thead>
<tbody>
<tr>
<td>a) I use GT to check the meaning of unknown words.</td>
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<tr>
<td>b) I use GT to check collocations. (For</td>
<td></td>
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</tr>
</tbody>
</table>
example, to find out which is used for a person’s height. “She is short” or “She is low”.

c) I use GT to check synonyms.

d) I use GT to translate a phrase. (For example, “a good boy”, will go to school”.)

e) I use GT to translate a sentence.

f) I use GT to translate a clause.

g) I use GT to translate a paragraph.

h) I use GT to translate parts of an essay/article consisting of two paragraphs or more.

i) I use GT to translate a whole essay/article.

D. Based on your answers on point A, B, and C, if you are experienced in using GT to translate a paragraph, parts of an essay/article consisting of two paragraphs or more, and/or a whole essay/article, what are your reason(s)? Please tick (√) in the column provided!

P.s.: If you have other reason(s), please fill in the “Other reason(s)” column
<table>
<thead>
<tr>
<th>Reasons</th>
<th>Paragraph</th>
<th>Essay/article</th>
</tr>
</thead>
<tbody>
<tr>
<td>h) To save time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) To give me a rough guideline for my writing in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) To translate English paragraph/s or essay/article which are difficult to understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) I’m not confident with my English in writing.</td>
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</tr>
<tr>
<td>l) I’m not confident with my English in reading texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m) It is easier for me to read in Indonesia.</td>
<td></td>
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</tr>
<tr>
<td>n) Other reason(s)</td>
<td></td>
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</tbody>
</table>
2. Please tick (✓) one statement which you think is the most appropriate!

A. _______ The use of GT is ethically acceptable regardless of how it is used.
B. _______ The use of GT is considered as cheating depending on how it is used.
C. _______ The use of GT is considered as cheating regardless of how it is used.

Please explain your reason(s)! (Required)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Do you think that GT gives advantages in terms of learning English as a Foreign Language (EFL)? If so, what are they?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Do you think that GT gives disadvantages in terms of learning English as a Foreign Language (EFL)? If so, what are they?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. A. How do you feel when using Google Translate? Please tick (√) and you can tick more than one answer.

   g. _____ Enjoy
   h. _____ Confident
   i. _____ Shameful
   j. _____ Dependent
   k. _____ So so
   l. _____ Others. Please, specify: ______________________________________

B. Explain why you feel the way(s) you mentioned above! (Required)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

BIODATA (Required)

c. Sex : (M/F)
d. Batch year : _______
d. Last trimester’s GPA/IPK : _______

Would you be available for interview if I need further information on your answers?

Choose one (Yes/No)

If you are available,

Name : ______________________________________

NIM : ______________________________________

Mobile phone number: __________________________

Email address : ______________________________________