STUDENTS’ ATTITUDES TOWARDS THE USE OF GOOGLE TRANSLATE

THESIS

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

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STUDENTS’ ATTITUDES TOWARDS THE USE OF GOOGLE TRANSLATE

Yoshua Branatha Tirtosimono

ABSTRACT

There have been pros and cons towards the use of Google Translate in L2 learning because it has both advantages and disadvantages. This paper aims to investigate students’ attitudes towards the use of Google Translate in EFL context. This study was conducted to 100 first and second year students of the English Language Education Program of Universitas Kristen Satya Wacana. A questionnaire was used to measure the students’ behaviors, feelings, and beliefs based on their experiences using Google Translate. The findings, overall, showed that most of the students had fairly positive attitude towards the use of Google Translate for getting word meanings and synonyms. They also believed that the use of Google Translate may enhance their vocabulary knowledge. The majority of the students also believed that Google Translate was a means of plagiarism. Many of the participants also believed that using Google Translate too excessively could cause laziness.

Keywords: Google Translate, students’ attitudes, EFL

INTRODUCTION

As modernization emerges, machine translation (MT) is one of tools offered by the technology development which has been influential in people’s lives. MT can be defined as a tool or machine which is used to translate from one language to another language without assistance of human beings (Chéragui, 2012). Using this technology can help people, especially foreign language learners to understand the concept of foreign languages with ease (Hutchins, 2009, as cited in Sukkhwan, 2014), and it also helps learners deal with linguistic differences between two languages (Lin & Chen, 2009, as cited in Sukkhwan, 2014).
In addition, since the Internet has taken over people’s lives, there are several online-based-MTs which are quite popular among people. Henry (2014) mentioned several popular online-based-MTs; they are Google Translate, Bing Translator, Linguee, etc. However, he mentioned that among those MTs, Google Translate is seen to be the most popular and reliable one. Och (2006), as cited in Khadim, Habeeb, Sapar, Hussin, and Abdullah (2013), also mentioned that Google Translate has been proven to be the strongest and the most accurate MT compared to the other MTs and will be more accurate in the future (Aiken & Balan, 2011).

Even though GT is considered to be the strongest MT, it still has several negative aspects in language learning. The first is that GT is not a reliable one for reading. Its unreliability is implied in surveys conducted by Sukkhwan and Sripetpun (2014), and Bahri and Mahadi (2016) since the participants did not prefer using GT in reading. Moreover, the participants of a study by Josefsson (2011), also believed that GT did not provide good model, so reading a translated text in GT was daunting. The second negative aspect was that both students and teacher saw GT as means of plagiarism (Baker, 2013, p. 95, as cited in Case, 2015). However, a research by Jolley and Maimone (n.d.) mentioned that the use of Google Translate was not always a plagiarism; it depended on how it was used.

By looking at the positive and negative aspects of MT, in this case Google Translate, the researcher is interested in investigating this topic to answer a research question “What are the attitudes of the first and second year English Language Education (ELE) students of FLA towards the use of Google
Translate?” The researcher hopes that the findings of the study will be useful to give information related to how the students see Google Translation on their own perspectives. Correspondingly, this research was designed to focus on Google Translate by using the terms Google Translate (GT) most of the time. While some previous studies focused on the attitudes of both teachers and students, this research, however, only focused on the students’ attitudes towards the use of GT. In this study, therefore, knowing the learners’ attitudes towards Google Translate is an initial step to inform lecturers and educational practitioners in their decision making related to the use of GT.

LITERATURE REVIEW

ATTITUDE

According to Baron and Byrne (1984), as cited in Jain (2014), attitudes are defined as “clusters of feelings, beliefs, and behavior tendencies” towards people, schemes, judgements, things and groups. Moreover, attitudes are seen to be more subjective instead of objective for it is not static; it can be changed over time (Ekawati, 2014). Eagly and Chaiken (1993) believed that attitude is related to people’s psychological aptness towards something by judging some specific groups with approval or disapproval. In addition to it, Allport (1935) mentioned that attitudes can be formed through exposure or experience to something.

Attitudes themselves can be classified into two categories, positive and negative. Fundamentally, people build their own attitudes towards some particular
things. However, there is a case where the process of somebody else’s attitude development is interfered by others (Kurniawan, 2014).

Thus, from those theories, it can be concluded that, people’s attitudes towards people, schemes, judgements, things and groups, whether it is positive or negative, can only be formed through experience and exposure to them. However, their attitudes still can be changed depending on how they are exposed to them. If they are exposed to them badly, they may have negative attitudes towards them and vice versa.

Jain (2014) mentioned that each attitude contains of three component. They are:

1. Behavioral component: This component refers to actions corresponding to certain topics. For instance, students might use GT as assistance in their language learning frequently.

2. Cognitive component: This component refers to belief or evaluation on certain topics, for example, in this case, the students might believe that the use of GT is beneficial for their learning process.

3. Affective component: This component refers to feelings or emotions towards certain topics. For example, in this case, the students might be happy using GT as their assistance in learning, but some might think that using GT is not pleasing.
He then added that those three components are crucial keys in evaluating people’s attitudes and must be taken into full consideration. It means that those three components cannot be separated for attitude should be holistically evaluated.

THE USE OF MACHINE TRANSLATION: THE DEBATE

The use of online-based-Machine Translations (MTs) has become influential to people’s lives, especially students’ in finishing their education. A survey conducted by Clifford, Merschel, and Munné (2013), as cited in Case (2015), found that 81% of the students of Romance languages at Duke University use MTs, especially Google Translate. They believed that using MTs was beneficial in their studies, especially in learning new vocabulary. Another survey conducted by Niño (2009) also found positive perspectives of the teachers towards the use of GT. They said that the use of MTs could go beyond vocabulary level; it could be used as means for the students to raise their awareness towards the complexity of translation and language learning.

While some had positive perspectives towards the use of MTs in educational settings, Baker (2013, p. 95) as cited in Case (2015), found that MT was believed by both the teachers and students to be means of plagiarism. In the same survey, Clifford et al. (2013), as cited in Case (2015), also found the teachers’ negative perspectives towards the use MTs. It was said that MTs were not beneficial in learning and only brought the students’ dependency on MT. In line with this, Harris (2010, p. 28), who focused on the error of MT, believed that
the use of MTs was unacceptable for it could bring harmful effect on the process of learning.

Groves and Mundt (2015) somehow enlightened the debate by examining whether or not Google Translate can produce translation from Malay and Chinese to English accurately. Based on their findings, they concluded that it would be better for students to write using Google Translate instead of struggling to write from scratch. They also concluded that Google Translate had the highest accuracy compared to any other MTs and it would be more accurate in the future (Aiken & Balan, 2011).

PREVIOUS STUDIES

A survey conducted by Niño (2009), found positive attitudes of the teachers and students towards the use of MTs. The study involved sixteen advanced students of Spanish and thirty foreign language teachers which were native speakers of different languages. They said that the use of MTs could go beyond vocabulary level. The students group mentioned that the use of MT was convenient – less time consuming. The tutors group believed that MT can be used as means for the students to raise their awareness towards the complexity of translation and language learning. Both tutors and students were aware of MT’s limitations in which its translations were not reliable, but they said that its limitations could be used as a practice for “detecting and correcting” errors. However, at the same time, the tutor groups also believed that MT’s translations could be confusing, especially for low level students or weak ones.
Zengin and Kaçar (2011), as cited in Munpru and Wuttikrikunlaya (2013), mentioned that learners used online translators to make their translations natural and were grammatically correct. From those studies, it implies that the availability of internet-assisted translation brings benefits in the participants’ learning processes for it introduces natural or human-like translation, especially sentence to article level. On the other hand, a study by Josefsson (2011), which involved forty six male students of the building program from two different classes, revealed that the use of GT was more preferable in checking word to phrases level, but not higher. They think that if GT provided bad models when used to translate sentence to article level; there would be a lot of grammatical errors.

Even though GT did not provide good models in translating sentence to article level, those who had limited English proficiencies used GT to translate song lyrics or a whole essay/article. They thought that reading in their first language was easier. Moreover, they also thought that the use of GT on higher levels was convenient since they got everything just in a click.

Moreover, Sukkhwan and Sripetpun (2014), in their research, found that 125 non-English major students of Songkhla Rajabhat University who took English for Communication 1 course (compulsory course to graduate) in the 1st semester of 2013 academic years had positive and negative attitudes towards the use of Google Translate.

Most of them agreed that Google Translate was easy and free to use. They believed that Google Translate had more advantages instead of disadvantages;
they also believed that it helped both students with low and high English proficiency to learn more vocabulary. In line with this, a survey conducted by Clifford et al. (2013), as cited in Case (2015), found that the majority of the students of Romance languages at Duke University resulted with similar finding that GT was beneficial in vocabulary learning.

Corresponding to the study further, most of the participants saw Google as a great assistance for it could help struggling students and boost the learners’ confidence when using it for their writings. In line with this, Groves and Mundt (2015), also believed that GT allowed students not to write from scratch.

While some believed that MT brought advantages and disadvantages in educational settings, in this case EFL, Some students believed that Google Translate led to dependence on Google Translate in their learning processes. They believed that their dependence on Google Translate hindered them to try to read English texts, remember and guess vocabulary meaning, and write English with their own endeavors. Moreover, Baker (2013, p. 95), as cited in Case (2015), found that both students and teachers saw Google Translate as a form of plagiarism. Corresponding to this further, a study by Jolley and Maimone (n.d.) which involved 126 students of five U.S universities with different backgrounds, who enrolled in Spanish courses resulted that Google Translate could be ethically acceptable, acceptable depending on how it was utilized, and unacceptable.

The present study by Bahri and Mahadi (2016) also rose the same topic. The participants of the research were a group of 17 international students from
variety of majors and backgrounds who had applied for Bahasa Malaysia (I) course at the School of Language, Literacies, and Translation, Universiti Sains Malaysia. The research resulted in negative attitudes towards the use of Google Translate in terms of listening and speaking and positive attitudes in writing and vocabulary. However, some students believed that Google Translate was helpful in Grammar learning and not in reading.

From those studies, positive attitude towards the use of Google Translate was more likely shown in terms of vocabulary and writing, and negative in listening and reading. Most of the participants believed that GT was only reliable in vocabulary learning since it provided accurate translations in word level. Even though, GT did not translate sentences or texts accurately, the participants of those studies still felt that GT was helpful in writing since it helped them not to write from scratch. However, GT was also seen as an unreliable online-based MT in reading because there were many grammatical errors which could make low level students confused.

**THE STUDY**

This study is part of an umbrella research project entitled *Students’ Attitudes towards Google Translate* led by E. T. Murtisari, M. Trans.Stud., Ph.D. (Faculty of Language and Arts, Universitas Kristen Satya Wacana). This study was conducted to determine the students’ attitudes towards the use of Google Translate at the Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana (UKSW) majoring English Language Education (ELE). This study was done in
qualitative manner as the researcher answered the research question: “What are the attitudes of the first and second year ELE of FLA towards the use of Google Translate?” with several sub-research questions as the basis of making the questionnaire, they were:

1. How do the students use Google Translate?
2. Do you think using Google Translate is ethically acceptable?
3. Do you think that GT gives advantages in terms of learning English as a Foreign Language (EFL)?
4. Do you think that GT gives disadvantages in terms of learning English as a Foreign Language (EFL)?
5. How do you feel when using Google Translate?

**Context of the Study**

This study was conducted at the FLA of UKSW, with a focus on the ELE program. The location was in Salatiga, Central Java, Indonesia. In ELE program, English is taught as a Foreign Language (FL) and used as means of communication (listening, reading, speaking, and writing) in all classes. In other words, the students are more exposed to English than other students in other faculties are. Thus, in this research, the researcher wanted to know the attitudes of students who were exposed to English towards the use of GT.

**Participants**

The participants were the first and second year students of FLA of UKSW majoring English Language Education (ELE). Those participants were chosen because they were still considered “new” in this faculty and were not exposed to
English as much as the third and fourth years were. Since they were still considered novice in this faculty, it could be inferred that they might still need assistance, one to mention from GT, in dealing with English exposure. Therefore, in this study, the researcher would like to examine their attitudes towards GT as “new” students.

The participants were 50 each batch from around 175 total students per batch. They were selected because they were more than enough to represent each batch. They were selected by random sampling in which every student from each batch had the same probability of being selected by the researcher.

**Data Collection Instrument**

Since this study is under the umbrella research project, a questionnaire (see Appendix 1) was designed and developed by the team of the umbrella research project to examine the students’ attitudes towards the use of Google Translate. The reason of using questionnaire was that it was practical. It saves time because it can be used to record many people’s responses in short period of time. Moreover, since this research dealt with many participants, using questionnaire was more effective.

In the questionnaire, the items were designed based on the theory that attitude consisted of three components (behavioral, affective, and cognitive). Therefore, the questionnaire would deal a lot with those three components. There were five numbers in the questionnaire. Number one dealt with the participants’
behavioral aspects and was divided into four points. Number two, three, and four dealt with cognitive aspect, while number five affective aspect.

In this study, the researcher used a likert-scale-typed questionnaire. The advantage of using likert-scale questionnaire is that it is easily understood by the participants. In addition, it is suitable for a research examining attitudes for the participants could indicate their degree of agreement or disagreement by not only stating yes or no to the statements. In this study, the researcher also used open-ended questions on number two to five in order to get in depth information about their responses to the questionnaire.

Moreover, the questionnaire was also translated into Indonesian (see Appendix 2.) for the participants might have different English proficiencies from each other.

Data Collection Procedures

To make sure that the questionnaire could answer the research question and was understandable, the researcher conducted a piloting involving ten students from two batches, five from batch 2015 and five from 2016. Ten students were selected because it was ten percent of the participants, which was considered enough. Then, revisions of the questionnaire were made.

After the questionnaire had been revised, the researcher came into 2016 and 2015 students’ classes. In the end of the lesson, the researcher explained the purpose of his/her presence in the class. The researcher distributed the questionnaire to the students, explained the questionnaire, and asked them to
answer the questionnaire. While the students were ticking, they were free to ask questions related to the questionnaire to the researcher. This would not be done only in one class each batch. The researcher will repeat the same procedure in different classes but the same courses to get the target participants of the research.

**Data Analysis Procedure**

After getting all the data, the researcher read and input the data to Microsoft Excel to ease the computing process. The data were presented in figures and description in subheadings and sub-subheadings.

**FINDINGS AND DISCUSSION**

This section presents and discusses the students’ responses to the questionnaire to answer the research question “What are the students’ attitudes towards the use of Google Translate?” There are three themes in this section – behavioral, cognitive, and affective aspect. There are also be sub-themes in each theme.

**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 for 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 for using GT to translate a paragraph, parts of and essay consisting of two paragraphs or more, and a whole essay/article.
1. 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-theme which are high, moderate, and low tendency of using GT’s features. Moreover, the percentages of those who have use and oftenly use GT will also be presented to ease the analysis process (see Table 1, 2, and 3).

a. IN GENERAL

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>MEAN</th>
<th>FREQUENCY</th>
<th>HAVE USED THE FEATURE (R+S+O+VO) (%)</th>
<th>OFTENLY USE (O+VO) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use GT to check the meaning of unknown words</td>
<td>2,27</td>
<td>2 18 38 35 7</td>
<td>98 42</td>
<td></td>
</tr>
<tr>
<td>I use GT to check synonyms</td>
<td>1,58</td>
<td>22 25 30 19 4</td>
<td>78 23</td>
<td></td>
</tr>
<tr>
<td>I use GT to check collocations</td>
<td>1,22</td>
<td>26 35 32 5 2</td>
<td>74 7</td>
<td></td>
</tr>
<tr>
<td>I use GT to translate a phrase</td>
<td>1,25</td>
<td>22 40 29 9 0</td>
<td>78 9</td>
<td></td>
</tr>
<tr>
<td>I use GT to translate a clause</td>
<td>1,36</td>
<td>19 37 33 11 0</td>
<td>81 11</td>
<td></td>
</tr>
<tr>
<td>I use GT to translate a sentence</td>
<td>1,5</td>
<td>15 34 38 12 1</td>
<td>85 13</td>
<td></td>
</tr>
<tr>
<td>I use GT to translate a paragraph</td>
<td>0,92</td>
<td>51 20 15 14 0</td>
<td>49 14</td>
<td></td>
</tr>
<tr>
<td>I use GT to translate parts of an essay/article consisting of two paragraphs or more</td>
<td>0,78</td>
<td>52 25 16 7 0</td>
<td>48 7</td>
<td></td>
</tr>
<tr>
<td>I use GT to translate a whole essay/article</td>
<td>0,65</td>
<td>58 23 16 2 1</td>
<td>42 3</td>
<td></td>
</tr>
</tbody>
</table>

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

In general use, on word levels (meaning of unknown words, synonyms, and collocations), high tendencies of using GT in checking the meaning of unknown words and synonyms were indicated, but a low tendency in checking collocations. On higher levels (phrase, clause, and sentence), a moderate tendency
was indicated on clause and sentence level, but low in phrase level, whereas, 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. This
finding partially supports the study conducted by Josefsson (2011) which stated
that the use of GT on word to phrase level is more preferable. However, in this
finding, students’ preference was more likely to be shown on word, clause, and
sentence level. Further explanations were presented below.

From the table, high tendencies of using GT were seen on word levels
excluding collocation. As many as 98% of the participants had experiences in
using GT to check the meaning of unknown words, 78% to check synonyms, and
74% to check collocations. Approximately 42% (35% often and 7% very often) of
the participants had a high frequency of using GT to check the meaning of
unknown words and 23% (19% often and 4% very often) to check synonyms.
However, a low frequency of using GT to check collocations was indicated since
only 5% used this feature often and 2% very often.

On higher levels, moderate tendencies were indicated on clause, sentence,
but phrase level – low. As many as 81% of the participants had experiences in
using GT to translate a clause, 85% to translate a sentence, and 78% to translate a
phrase. In using GT to translate clause and sentence level, moderate frequencies
were indicated since there was no significant difference between those who used
them rarely and sometimes – only 4%. However, a low frequency of using GT to
translate phrase level was indicated since more participants used it rarely – 40%.
On discourse levels, very low tendencies to use GT were clearly indicated. As many as 51% of the participants were not experienced in using GT to translate a paragraph, 52% to translate parts of an essay consisting of two paragraphs or more, and 58% to translate a whole essay. Even though the numbers of those who had used GT to translate discourse levels were very low, this finding is still intriguing since the participants are ELE students who were expected to translate those levels without any assistance.

b. IN READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>MEAN</th>
<th>FREQUENCY</th>
<th>HAVING USED THE FEATURE (R+S+O) (O+V) (%)</th>
<th>OFTENLY USE (O+V) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use GT to check the meaning of unknown words.</td>
<td>2.01</td>
<td>N 17</td>
<td>R 15</td>
<td>S 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 34</td>
<td></td>
<td>V 8</td>
</tr>
<tr>
<td>I use GT to check synonyms</td>
<td>1.21</td>
<td>N 41</td>
<td>R 17</td>
<td>S 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 14</td>
<td></td>
<td>V 3</td>
</tr>
<tr>
<td>I use GT to check collocations</td>
<td>1.07</td>
<td>N 35</td>
<td>R 33</td>
<td>S 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 10</td>
<td></td>
<td>V 0</td>
</tr>
<tr>
<td>I use GT to translate a phrase</td>
<td>0.83</td>
<td>N 43</td>
<td>R 35</td>
<td>S 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 4</td>
<td></td>
<td>V 0</td>
</tr>
<tr>
<td>I use GT to translate a clause</td>
<td>0.9</td>
<td>N 44</td>
<td>R 30</td>
<td>S 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 8</td>
<td></td>
<td>V 0</td>
</tr>
<tr>
<td>I use GT to translate a sentence</td>
<td>1.1</td>
<td>N 40</td>
<td>R 24</td>
<td>S 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 12</td>
<td></td>
<td>V 1</td>
</tr>
<tr>
<td>I use GT to translate a paragraph</td>
<td>0.58</td>
<td>N 64</td>
<td>R 18</td>
<td>S 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 4</td>
<td></td>
<td>V 0</td>
</tr>
<tr>
<td>I use GT to translate parts of an essay/article consisting of two paragraphs or more</td>
<td>0.55</td>
<td>N 64</td>
<td>R 22</td>
<td>S 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 5</td>
<td></td>
<td>V 0</td>
</tr>
<tr>
<td>I use GT to translate a whole essay/article</td>
<td>0.42</td>
<td>N 74</td>
<td>R 13</td>
<td>S 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 3</td>
<td></td>
<td>V 0</td>
</tr>
</tbody>
</table>

Table 2. Participants’ responses toward the use of GT in reading assignments

In reading assignments, on word levels (meaning of unknown words, synonyms, and collocations), a high tendency of using GT was indicated only in its use to check the meaning of unknown words, low on higher levels (phrase, clause, and sentence), and very low on discourse levels (paragraph, parts of an
This finding also partially supports the study by Josefsson (2011) in which students prefer to use GT in checking word to phrase level. However, this finding only showed students’ preference in the use of GT on word levels. To make it clearer, the researcher presented further explanations below.

A high tendency to use GT in checking the meaning of unknown words was high, but very low in checking synonyms and collocations. As many as 83% of the participants had experiences in using GT to check the meaning of unknown words, 59% to check synonyms, and 65% to check collocations. Approximately, 42% (34% often and 8% very often) of the participants indicated a high frequency of using GT to check the meaning of unknown words. However, very low frequencies were indicated in the use of GT to check synonyms and collocations since only 17% (14% often and 3% very often) of the participants used GT to check synonyms and 10% to check collocations often.

On higher levels, rather low tendencies to use GT were indicated. As many as 57% of the participants had experiences in using GT to translate phrase level, 56% to translate clause level, and 60% to translate sentence level. However, the frequencies of using those features were still considered low since almost half of the participants never used those features. Approximately, 43% of the participants never used GT to translate phrase level, 44% to translate clause level, and 40% to translate sentence level.
On discourse levels, very low tendencies were indicated for most participants never used GT on discourse levels. As many as 64% of the participants were not experienced in using GT to translate a paragraph and parts of an essay/article consisting of two paragraph or more, and 74% to translate a whole essay.

Interestingly, even though the tendency of using GT on discourse levels were very low, there were students who used GT to translate a paragraph, parts of an essay consisting of two paragraphs or more, and a whole essay. This was an intriguing finding that the participants might not be cognitively involved in reading since they only translated English paragraph/s and texts into their native language.

c. IN WRITING ASSIGNMENTS

<table>
<thead>
<tr>
<th>STATEMENTS</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 (R+S+O+VO) (%)</th>
<th>OFTENLY USE (O+V+O) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use GT to check the meaning of unknown words.</td>
<td>2.05</td>
<td>18</td>
<td>14</td>
<td>24</td>
<td>33</td>
<td>11</td>
<td>82</td>
<td>44</td>
</tr>
<tr>
<td>I use GT to check synonyms.</td>
<td>1.33</td>
<td>37</td>
<td>23</td>
<td>17</td>
<td>16</td>
<td>7</td>
<td>63</td>
<td>23</td>
</tr>
<tr>
<td>I use GT to check collocations.</td>
<td>1.13</td>
<td>35</td>
<td>29</td>
<td>26</td>
<td>8</td>
<td>2</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>I use GT to translate a phrase.</td>
<td>0.93</td>
<td>42</td>
<td>30</td>
<td>22</td>
<td>5</td>
<td>1</td>
<td>58</td>
<td>6</td>
</tr>
<tr>
<td>I use GT to translate a clause.</td>
<td>0.96</td>
<td>39</td>
<td>32</td>
<td>23</td>
<td>6</td>
<td>0</td>
<td>61</td>
<td>6</td>
</tr>
<tr>
<td>I use GT to translate a sentence.</td>
<td>1.26</td>
<td>35</td>
<td>22</td>
<td>25</td>
<td>18</td>
<td>0</td>
<td>65</td>
<td>18</td>
</tr>
<tr>
<td>I use GT to translate a paragraph.</td>
<td>0.79</td>
<td>59</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>1</td>
<td>41</td>
<td>12</td>
</tr>
<tr>
<td>I use GT to translate parts of an essay/article consisting of two paragraphs or more.</td>
<td>0.7</td>
<td>60</td>
<td>17</td>
<td>17</td>
<td>5</td>
<td>1</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>I use GT to translate a whole essay/article.</td>
<td>0.58</td>
<td>65</td>
<td>18</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>35</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3. Participants’ responses toward the use of GT in writing assignments
In writing assignments, on word levels (meaning of unknown words, synonyms, and collocations), high tendencies of using GT in checking the meaning of unknown words and synonyms were indicated, but a low tendency in checking collocations. On higher levels (phrase, clause, sentence), a low tendencies were indicated. 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. This finding partially supports the study by Josefsson (2011) which stated that the use of GT in checking word to phrase level is more preferable. However, in this findings, only students’ preference in the use of GT on word levels was indicated. To make it clearer, the researcher presented further explanations below.

On word levels, high tendencies of using GT on word levels but collocation were indicated. As many as 82% of the participants had experiences in using GT to check the meaning of unknown words, 63% to check synonyms, and 65% to check collocations. Approximately 44% (33% often and 11% very often) of the participants had a high frequency of using GT to check the meaning of unknown words and 23% (16% often and 7% very often) to check synonyms. However, a low frequency of using GT to check collocations was indicated since only 8% of the participants used this feature often and 2% very often.

On higher levels, low tendencies were indicated; as many as 61% of the participants had experiences in translating clause level, 58% in phrase level, and 65% in sentence level. However, the tendencies were considered low because, in the distributions of using GT on higher levels, most participants had no
experiences in translating a phrase, clause, and sentence using GT – not higher than 50%.

Again, on discourse levels, very low tendencies were indicated for most participants never used GT on discourse levels. As many as 59% of the participants were not experienced in using GT to translate a paragraph, 60% to translate parts of an essay/article consisting of two paragraph or more, and 65% to translate a whole essay.

In writing assignments, also, even though the tendencies of using GT on discourse levels were very low, some students used GT to write. More interestingly, there were participants who used GT on discourse levels very often. It means that they wrote using their native language and translated it into English. As ELE students, they were expected to write on discourse levels without any assistance. However, this finding showed that some participants were or might not be cognitively involved in processes of writing in English.

2. REASONS FOR USING GT

This sub-theme covers the reasons for 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.
a. STUDENTS’ REASONS FOR USING GT TO TRANSLATE A PARAGRAPH

In the previous findings, a very low tendency to use GT on paragraph level was indicated. However, as seen in Table 4, those who used GT on paragraph level believed that it brought high scaffolding, moderate convenience and but low confidence.

From the table, GT brought scaffolding since most of them (70%) agreed on the most popular reason that they used GT to translate a difficult English paragraph to understand. Moreover, 56% of them used GT to give them rough guidelines for their writings in English which was placed in the third popular reason. This finding supports the research by Sukkhwan and Sripetpun (2014), which stated that GT can be used as great assistance to help struggling students. This finding also supports the study by Groves and Mundt (2015), which stated that the use of GT helps students not to write from scratch.

<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>70</td>
</tr>
<tr>
<td>To save time</td>
<td>57</td>
</tr>
<tr>
<td>To give me a rough guideline for my writing in English.</td>
<td>56</td>
</tr>
<tr>
<td>I’m not confident with my English in writing.</td>
<td>24</td>
</tr>
<tr>
<td>It is easier for me to read in Indonesian.</td>
<td>22</td>
</tr>
<tr>
<td>I’m not confident with my English in reading texts.</td>
<td>17</td>
</tr>
<tr>
<td>Other reasons</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4. Students’ reasons for using GT to translate a paragraph in reading and writing assignments
Followed by its convenience, 57% of them used GT just to save time which was placed in the second popular reason while only 22% agreed that reading in Indonesian was easier which was in the fifth place of the rank. Even though those reasons were in the same theme, most participants preferred GT to save their times than to read in Indonesian. This finding is in line with the survey by Niño (2009) in which the use of GT is less time consuming.

Related to their confidence, 24% of them were not confident with their English in writing and 17% in reading texts. Even though the percentages were not significant, it could be seen that the participants were more likely to use GT to boost their confidence in writing in English. This finding supports the research conducted by Sukkhwan and Sripetpun (2014), which states that GT can be used as assistance to boost students’ confidence in writing. These reasons were placed in the bottom three.

Corresponding to the table further, there were only 2% of the participants which had another reasons – to make sure his/her writing.
b. STUDENTS’ REASONS FOR USING GT TO TRANSLATE PARTS OF AN ESSAY/ARTICLE CONSISTING OF TWO PARAGRAPHS OR MORE

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To save time.</td>
<td>63</td>
</tr>
<tr>
<td>To translate English paragraphs which are difficult to understand.</td>
<td>45</td>
</tr>
<tr>
<td>To give me a rough guideline for my writing in English.</td>
<td>37</td>
</tr>
<tr>
<td>I'm not confident with my English in writing.</td>
<td>27</td>
</tr>
<tr>
<td>It is easier for me to read in Indonesian</td>
<td>18</td>
</tr>
<tr>
<td>I'm not confident with my English in reading texts.</td>
<td>16</td>
</tr>
<tr>
<td>Other reasons</td>
<td>4</td>
</tr>
</tbody>
</table>

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

From the previous finding, a very low tendency to use GT to translate parts of an essay consisting of two paragraph or more was indicated. However, from table 5, it brought moderate convenience, moderate scaffolding and low confidence.

From the table, moderate convenience was indicated since most of those who use GT to translate parts of an essay consisting two paragraphs or more agreed on GT’s convenience. Most of them (63%) used it to save their times, while only 18% of them thought that reading in Indonesian was easier. In both reasons there was a significant different – 45%. Compared to the previous finding on the reasons why the participants used GT to translate a paragraph, saving time was the most popular reason, while reading in Indonesian was the sixth. This
finding is also in line with the research by Niño (2009) which states that the use of GT is less time consuming.

Moderate scaffolding was indicated since few of them used GT to translate difficult English paragraphs (45%) and give them rough guidelines for their writings in English (37%). These reasons were placed in the second and third most popular ones. Even though the percentages were not high, the use of GT could still be used as assistance to help struggling students (Sukkhwan & Sripetpun, 2014) and helped students not to write from scratch (Groves & Mundt, 2015).

A similar finding could be seen in the participants’ confidence. It was clearly stated that 27% of them were not confident with their writings in English which was in the fourth place and 16% in reading texts which was in the sixth place. It means that they still use GT to boost their confidence in writing. This finding is also in line with the research by Sukkhwan and Sripetpun (2014), which mentions that GT boosts students’ confidence in writing.

Furthermore, approximately 4% of them used GT to translate parts of an essay/article consisting of two paragraphs or more with another reason – to make sure their writings.
c. STUDENTS’ REASONS FOR USING GT TO TRANSLATE A WHOLE ESSAY/ARTICLE

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is easier for me to read in Indonesian</td>
<td>48</td>
</tr>
<tr>
<td>To save time</td>
<td>44</td>
</tr>
<tr>
<td>To translate an English essay/article which is difficult to understand.</td>
<td>40</td>
</tr>
<tr>
<td>I’m not confident with my English in reading texts.</td>
<td>38</td>
</tr>
<tr>
<td>I’m not confident with my English in writing.</td>
<td>33</td>
</tr>
<tr>
<td>To give me a rough guideline for my writing in English.</td>
<td>21</td>
</tr>
<tr>
<td>Other reasons</td>
<td>4</td>
</tr>
</tbody>
</table>

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

A very low tendency was also indicated in the use of GT to translate an essay/article. However, those who used GT to translate an essay/article believed that its use brought moderate convenience, scaffolding, and confidence in their language learning processes.

Moderate convenience was indicated since less than 50% of them agreed on reasons indicating GT’s convenience. Above all reasons, they thought that it was easier for them to read a whole essay/article in Indonesian (48%) while in the second place, 44% of them agreed that they used GT to translate a whole essay/article to save time. Even though the most popular reason was higher than the second one, there was no significant difference – only 4%. This finding is also in line with the study by Niño (2009) which mentions that GT is less time consuming.
Moderate scaffolding was also indicated. Approximately, only 40% used GT to translate difficult English essay/article which was the third most popular reason and 21% to give them rough guidelines for their writings in English which was placed in the sixth. This finding proves that GT can help struggling students (Sukkhwan & Sripetpun, 2014) and their writing processes (Groves & Mundt, 2015).

Moderate confidence could be indicated. As many as 38% of them were not confident with their English in reading texts which was placed in the fourth place, while 33% of them were not confident with their English in writing which was placed in the fifth place of the rank. Compared to the previous findings, those who used GT to translate an essay/article were more confident with their English in writing than reading text, but there was no significant difference – only 5%. This finding supports the survey by Sukkhwan and Sripetpun (2014) that GT boosts confidence in writing. However, this finding also shows that GT is more likely to be used to boost the participants’ confidence in reading texts.

Corresponding to the table further, a small number (4%) of participants used GT to translate a whole essay/article with different reasons. They used it to make sure their writings and as a translation necessity.
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 towards GT related to its ethicality, students’ responses on the advantages of using GT, and students’ responses on the disadvantages of using GT.

1. STUDENTS’ RESPONSES TOWARDS GT RELATED TO ITS ETHICALITY

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>OPTIONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of GT is ethically acceptable regardless of how it is used.</td>
<td>31</td>
</tr>
<tr>
<td>The use of GT is considered as cheating depending on how it is used.</td>
<td>69</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

From the table (see Table 7), it can be seen that the 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”. This finding supports the research by Jolley and Maimone (n.d.) which
stated that the use of GT can be ethically acceptable, acceptable depending on how it is deployed, and unacceptable.

Corresponding to the table further, with regard of the ethicality of GT use, 31% of the participants believed that the use of GT was acceptable regardless of how it was deployed while most of the participants (69%) indicated that the use of GT was ethically acceptable depending on how it was used.

When those who believed that the use of GT was acceptable regardless of how it was deployed (31%) were asked about their reasons for believing it, they came up with several reasons (see Table 8).

<table>
<thead>
<tr>
<th>REASONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of GT is acceptable because GT is helpful in language learning process.</td>
<td>18</td>
</tr>
<tr>
<td>The use of GT is acceptable because GT is a translation tool.</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 8. Students’ reasons for choosing “The use of GT is ethically acceptable regardless of how it is used”

From the table, most of them (18%) indicated that the use of GT was acceptable because it was only a tool which helped them in their language learning process, whereas 13% indicated that GT was only a translation tool.

Corresponding to the finding further, most of the participants (69%) did not believe that the use of GT was considered cheating depending on how it was deployed for no reason. They also had their reasons why GT can be considered as cheating and cannot (See Table 9).
The use of GT is considered as cheating when its translation is used without proper editings (plagiarism). 33
The use of GT is seen as cheating when it is used for tests and graded assignments 27
The use of GT is seen as cheating when it is used to translate above word level. 13
The use of GT is seen as cheating when students are not allowed to use it. 1

Table 9. Students’ reasons for choosing “The use of GT is considered as cheating depending on how it is used”

From the table, most of them (33%) believed that its use was seen as unethically acceptable when the translations produced were used without proper editing and claimed as their works. This finding supports the research conducted by Baker (2013, p. 35), as cited in Case (2015), which examined the instructors and students’ attitudes towards the use of MT in educational settings in which English is taught as a foreign language. The research resulted with a similar finding in which the use of MT, in this case GT, was seen as means for plagiarism.

Corresponding to this finding further, 27% believed that its use was considered cheating if used for tests and graded assignments. In addition, 13% of them indicated that its used was acceptable when used to translate word level, but not above, while only 1% believed that the use of GT was considered cheating when its use broke the regulations made by the lecturers during classroom activities.
2. 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).

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT is helpful</td>
<td>79</td>
</tr>
<tr>
<td>GT is unhelpful</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 10. Students’ responses whether or not GT is helpful in their learning processes

As seen in the table, most of the participants (79%) believed that GT was beneficial in their learning processes, while 21% did not. When they were asked about the advantages they might experience, the mentioned several advantages (see Table 11).

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT enriches vocabulary</td>
<td>75</td>
</tr>
<tr>
<td>GT helps comprehend readings</td>
<td>22</td>
</tr>
<tr>
<td>GT helps in writing process</td>
<td>8</td>
</tr>
<tr>
<td>GT gives convenience</td>
<td>23</td>
</tr>
<tr>
<td>GT helps pronounce words</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 11. Students’ responses on the advantages of using GT

From the table, 75% of the participants believed that GT enriched their vocabulary knowledge. This finding was supported by the research by Clifford et al. (2013), as cited in Case (2015), which stated that the use of GT benefit in vocabulary learning.
Corresponding to the table further, as many as 23% of the participants believed that GT gave convenience; they believed that it was easy and free to use so they could access it anytime anywhere. This finding also supports the survey by Sukkhwan and Sripetpun (2014), which states that GT is easy and free to use.

In the previous findings on the participants’ responses of GT in reading, it was indicated that they tended not to use GT. In the previous study by Bahri and Mahadi (2016), states that GT was not helpful in reading. However, in this finding, 22% of the participants believed that GT was helpful in reading, especially to comprehend English texts. Even though the number was not significant, it was still helpful for them.

In this finding, even though the number was not significant, 8% of the participants believed that GT was still helpful in their writing processes. This finding was supported by Groves & Mundt, 2015, in their research which also resulted with a similar finding.

Since GT has been more developed, it is able to pronounce words. There were currently limited sources on this, but 5% of the participants agreed that GT helped them to understand how to pronounce words like native speakers did.

3. 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>OPTIONS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT is unhelpful</td>
<td>74%</td>
</tr>
<tr>
<td>GT is helpful</td>
<td>26%</td>
</tr>
</tbody>
</table>

Table 12. Students’ responses whether or not GT is unhelpful in their learning processes

As seen in table, most of the participants (74%) believed that GT brought disadvantages in their learning processes while the rest (26%) did not. When they were asked the disadvantages they might experience, they came up with several disadvantages of GT (see Table 13).

<table>
<thead>
<tr>
<th>DISADVANTAGES</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT does not provide good models</td>
<td>38</td>
</tr>
<tr>
<td>GT brings laziness</td>
<td>47</td>
</tr>
<tr>
<td>GT brings dependence</td>
<td>31</td>
</tr>
<tr>
<td>GT gives chances to cheat</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 13. Students’ responses on the advantages of using GT

As seen in the table, the most popular disadvantage was that GT caused laziness (47%). They believed that if they used GT often, they would be lazy to think and recall their knowledge. The next most popular was GT did not provide good models (38%) which was in line with the study by Josefsson (2011). Since GT did not provide good models, they thought that using it would bring negative effects to their language learning processes. Most of them thought that GT still had lots of grammar mistakes, so they might follow the wrong ones. The next was
that GT led to dependence (31%). They thought that if they excessively used GT, they could not learn a language, in this case English independently; they would always needed GT’s assistance. This finding was supported by a research by Sukkhwan and Sripetpun (2014) which stated that using GT brought dependence and hindered learners to learn with their endeavors. Despite this, only 4% 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.

I. STUDENTS’ FEELINGS

<table>
<thead>
<tr>
<th>FEELINGS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>So so</td>
<td>76</td>
</tr>
<tr>
<td>Dependent</td>
<td>16</td>
</tr>
<tr>
<td>Shameful</td>
<td>10</td>
</tr>
<tr>
<td>Enjoy</td>
<td>9</td>
</tr>
<tr>
<td>Confident</td>
<td>4</td>
</tr>
<tr>
<td>Other feelings</td>
<td>6</td>
</tr>
</tbody>
</table>

*Table 14. Students’ feelings towards GT*

Table 10 showed students’ feelings towards GT. They normally ticked more than 1 suggested choice or mention their own feelings. The most popular feeling was ‘so so’ (76%). They felt that GT was only as a translating tool, so they did not have special feelings towards it. The next was ‘dependent’ (16%). They
believed that their English proficiencies were limited and GT brought convenience, so they felt dependent. The next most popular feeling was ‘shameful’ (10%). They felt so because they were ELE students who were expected not to use GT. The next was that 9% of the participants enjoyed using GT because it was convenient. The least popular one was ‘confident’ (4%). They felt confident because they thought that they could use English well, but still they used GT. The participants (6%) also came up with other feelings; some of them felt helped by GT’s assistance while most of them were unsure about the translations made by GT.

CONCLUSION

The present study was designed to find out the first and second year students of ELE’s attitudes towards the use of Google Translate in Universitas Kristen Satya Wacana. In this study, there is a significant amount of the use of GT among students.

In the findings, high tendencies of using GT in general, reading assignments, and writing assignment were only indicated on word levels, but rather low and very low on higher and discourse levels. However, there was an intriguing fact that there were several students who used GT in discoursel level even though they were ELE students. When asked why they used GT on discourse levels, they came up with several reasons, but the most popular ones were to save time and to translate an English paragraph/paragraphs/essay or article which are difficult to understand.
Responding to the findings further, the students were also aware of GT’s advantages, advantages, and ethicality. They believed that using GT enriched their vocabulary knowledge. However, at the time, they also believed that GT did not provide good models when used in higher and discourse levels. Moreover, the students believed that the use of GT on discourse levels could be considered as ethically unacceptable if the translations produced by GT were used without proper editing and claimed as their works – plagiarism.

Later in the survey, the students came up with various feelings when they used GT, but the most popular one was so so. They thought that there was nothing special about GT even though most of them believed that GT could enrich their vocabulary knowledge. They thought that GT had no special features which could make them excited when they used it and was only seen as a translation tool.

These findings of the study demonstrated that the students had fairly positive attitudes towards the use of GT on word levels. GT benefited for reading and writing assignments but only on word levels. By looking at students’ frequencies of using GT, high tendencies of using GT on word levels were indicated. They frequently used it for checking meanings or synonyms in which these feature enriched their vocabulary knowledge.

Negative attitudes were also reported on higher and discourse levels. Looking at the students’ behaviors, the uses of GT in higher and discourse levels were strongly avoided; the higher the level, the less the use was. They believed that the GT did not provide good models that they might experience drawbacks in
their language learning processes. They thought that their grammar knowledge might be affected by GT in a bad way since it had a lot of grammar mistakes. Moreover, the uses of GT in higher and discourse levels were ethically unacceptable when the translations produced were claimed as the students’ works without any proper editing.

This study also helps to inform lecturers and educational practitioners in their decision making related to the use of GT. This study also reveals several advantages and disadvantages of GT in which some considerations need to be put by lecturers, educational practitioners, and students. By looking at its advantages and disadvantages, students need to be wiser in using GT as assistance in their language learning process. Moreover, lecturers and educational practitioners need to consider the use of GT as language learning assistance and wisely think of an effective practical teaching technique emerging GT to make use of its full potential.

On top of that, in the findings, a positive behavior on the use of GT on word levels was indicated. Moreover, the use of GT was seen as the most helpful and advantageous online-based MT in enriching students’ vocabulary knowledge. However, in my context of study, there are still limited sources on that. Thus, this study suggests several further research. They are:

1. A study on the correlation between students’ behavior on the use of GT on word levels and their vocabulary test result
2. A study on how helpful and advantageous GT is in vocabulary learning for EFL students

By conducting the research suggested, the researcher hopes that lecturers or educational practitioners can reconsider the use of GT in vocabulary learning.
ACKNOWLEDGEMENTS

My deep gratitude goes first to The Almighty God for establishing me to finish this study.

I also wish to express my gratitude to my parents and siblings for supporting me both financially and mentally so that I can finish this study.

I place on record, my sincere gratitude to Ibu Elisabet Titik Murtisari, M. Trans.Stud., Ph.D. for being so supportive during my thesis writing process. My sincere gratitude also goes to my thesis examiner, Ibu Rindang Widiningrum, M. Hum. for giving feedback on my thesis and examining it.

I also wish to express my sincere gratitude to all of my friends. They are:

1. Ko Indrajaya Sartono
2. Lidah2 tak bertulang (Devi & Meytha)
3. Halilintar (Vega, Gracia, Danis, Michael, Devan, and Nico)
4. Grup Rempong (Iip, Agnes, Marlin, Ellen, Ong, Fina)
5. SWAMARATU (Beswan Semarang 31)

I thank you for staying during my ups and downs. I also thank you for your support during my thesis writing process and your patience to listen to my complaints.
REFERENCES


APPENDICES

1. ORIGINAL QUESTIONNAIRE

QUESTIONNAIRE

Dear participants,
My name is Yoshua Branatha T. Now, I am conducting a research for my thesis entitle “Students’ Attitudes Towards the Use of Google 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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning of unknown words.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>b) I use GT to check</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collocations. (For example,</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to find out which is used for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a person’s height. “She is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>short” or “She is low”. )</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) I use GT to check synonyms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) I use GT to translate a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>phrase. (For example, “a good</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boy”, will go to school”. )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Use GT to translate a</td>
<td></td>
<td></td>
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<td>---</td>
<td>------------------------</td>
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</tr>
<tr>
<td>e)</td>
<td>sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>clause.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>paragraph.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>parts of an essay/article consisting of two paragraphs or more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>whole essay/article.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. The use of GT in reading assignments**

*Do you use GT in reading 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>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>I use GT to check the meaning of unknown words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>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”. )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>I use GT to check synonyms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>I use GT to translate a phrase. (For example, “a good boy”, will go to school”).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>e)</td>
<td>I use GT to translate a sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>a) I use GT to check the meaning of unknown words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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”. )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) I use GT to check synonyms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) I use GT to translate a phrase. (For example, “a good boy”, will go to school”.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>e) I use GT to translate a sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) I use GT to translate a clause.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reason</td>
<td>Paragraph</td>
<td>Parts of an essay/article consisting of two paragraphs or more</td>
<td>Essay/article</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a) To save time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) To give me a rough guideline for my writing in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) To translate English paragraph/s or essay/article which are difficult to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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.
   a. _____ Enjoy
   b. _____ Confident
   c. _____ Shameful
   d. _____ Dependent
   e. _____ So so
   f. _____ Others. Please, specify: ______________________________

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

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________


BIODATA (Required)

a. Sex : (M/F)
b. Batch year : ________
c. 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/E-mail address : _____________________________
Kepada partisipan yang terhormat,

Nama saya Yoshua Branatha Tirtosimono, dan saya sedang melakukan sebuah penelitian untuk *thesis* saya yang berjudul “Students’ Attitudes towards the Use of *Google Translate*”. Saya akan sangat berterima kasih jika Anda bersedia menjawab pertanyaan-pertanyaan dalam kuesioner ini dengan jujur. Jawaban Anda dalam kuesioner ini akan dirahasiakan dan tidak akan berpengaruh terhadap nilai Anda. Terima kasih atas kerjasamanya.

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 untuk mengecek arti dari kata-kata yang tidak saya ketahui.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) 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>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Saya menggunakan GT untuk mengecek persamaan kata (sinonim).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah frasa (kelompok kata seperti “a good boy”, “will go to school”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah kalimat.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah anak kalimat (klausa).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>g)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah paragraf.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>h)</td>
<td>Saya menggunakan GT untuk mengartikan sebagian dari karangan yang terdiri dari dua paragraf atau lebih.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah karangan/artikel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</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 menggunakaninya?*

<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>
<td></td>
<td></td>
<td></td>
</tr>
<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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</tr>
<tr>
<td>c)</td>
<td>Saya menggunakan GT untuk mengecek persamaan kata (sinonim).</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Saya menggunakan GT untuk mengartikan sebuah frasa (kelompok kata seperti “a good boy”, “will go to school”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Saya menggunakan GT</td>
<td></td>
<td></td>
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</tr>
</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 menggunakan?

<table>
<thead>
<tr>
<th>Tidak pernah</th>
<th>Jarang</th>
<th>Kadang-kadang</th>
<th>Sering</th>
<th>Sangat sering</th>
</tr>
</thead>
</table>

a) Saya menggunakan GT untuk mengecek arti dari kata-kata yang tidak saya ketahui.

b) 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”?

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 (klausus).

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.


*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) Untuk menghemat waktu.</td>
<td></td>
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<tr>
<td>b) Untuk membuat konsep kasar (rough draft) untuk tulisan saya dalam Bahasa Inggris.</td>
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<tr>
<td>c) Untuk mengartikan sebuah paragraf/paragraf-paragraf atau artikel/karangan dalam bahasa Inggris yang sulit untuk dipahami.</td>
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<tr>
<td>d) Saya tidak percaya diri dengan kemampuan bahasa Inggris saya dalam menulis.</td>
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<tr>
<td>e) Saya tidak percaya diri dengan kemampuan Bahasa Inggris saya dalam membaca teks.</td>
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<tr>
<td>f) Saya lebih mudah membaca dalam Bahasa Indonesia.</td>
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<tr>
<td>g) Alasan lain</td>
<td></td>
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</tr>
</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/alamat e-mail yang bisa dihubungi : 

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