EFL STUDENTS' ATTITUDES ON USING GOOGLE TRANSLATE IN WRITING CLASS AT IAIN PALANGKA RAYA

THESIS

By:

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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

FACULTY OF TEACHERS' TRAINING AND EDUCATION

LANGUAGE EDUCATION DEPARTMENT

STUDY PROGRAM OF ENGLISH EDUCATION

1441 H/2019

EFL STUDENTS' ATTITUDES ON USING GOOGLE TRANSLATE IN WRITING CLASS AT IAIN PALANGKA RAYA

THESIS

Presented to
State Islamic institute Of Palangka raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education

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1441 H/2019

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This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

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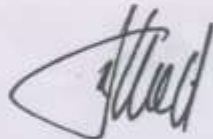
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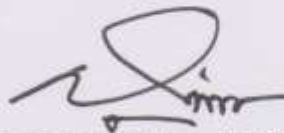
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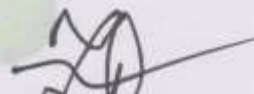Maka kami berpendapat bawha Skripsi saudara :

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan
Demikian atas perhatiannya di ucapkan terima kasih.

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MOTTO AND DEDICATION

"Man Jadda WaJada"
(Siapa yang bersungguh-sungguh pasti akan mendapatkan hasil)

Nasib kita itu kita sendirilah yang menentukan, sebagaimana yang telah di
firmankan oleh allah bahwa allah tidak akan mengubah nasib suatu kaum sampai
kaum itu sendiri mengubahvnasib atau keadaaan pada dirinya sendiri
(QA Ar-Ra'd 11)

This thesis is dedicated to:
My beloved father and Mother. My
brother and my sister and Nero for
the support, suggest and happiness in
conducting this research and also all
of my friends of English Education
Study Program academic year 2014
with their support and help. Thank a
million!

DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor dooes it include, without due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a poduct of plagiarism, I am willing to accept any legal consequenses that may be imposed to me.

Palangka Raya,   September 12th 2019
Yours Faith fully

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ABSTRACT

Wisdayansyah. 2019. *SIKAP MAHASISWA EFL MENGGUNAKAN GOOGLE TRANSLATE DALAM MENULIS KELAS DI IAIN PALANGKA RAYA. Tesis, Departemen Pendidikan Bahasa, Fakultas Pendidikan dan Pelatihan Guru, Institut Agama Islam Negeri Palangka Raya.* Advisors: (I) M. Zaini Miftah.M. Pd (II) Aris Sugianto, M. Pd.

Keywords: students' attitudes, translation tool, machine translation, Google Translate, EFL students

Penelitian ini bertujuan untuk mengetahui sikap mahasiswa Fakultas Ilmu pendidikan dan keguruan terhadap penggunaan Google Translate (GT). Dua pertanyaan penelitian dirumuskan dalam penelitian ini. (1) Bagaimana sikap siswa terhadap penggunaan Google Translate? (2) faktor apa saja yang berkontribusi dalam penggunaan google translate ?

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Untuk pengumpulan data, digunakan instrumen seperti observasi dilakukan untuk , peralatan kuesioner dengan pedoman kuesioner, dan wawancara dilengkapi dengan pedoman wawancara Untuk menganalisis data, kemudian ditranskripsi untuk dianalisis, digunakan teknik antara lain: pengumpulan data, display data, reduksi data, dan penarikan kesimpulan. Untuk pengabsahan data, digunakan teknik triangulasi. Angket di bagikan kepada 94 siswa dari angkatan 2015 yang sedang menempuh mata kuliah Writing, data wawancara diperoleh dari 5 perwakilan mahasiswa yang menjadi sampel, dan observasi dilakukan dalam pembelajaran mata kuliah Writing pada semester 3 oleh dosen pengampu M. Zaini Miftah, M.Pd, Sabarun, M. Pd, dan Zaitun Qamariah, M.Pd.

Hasil penelitian mengatakan bahwa sebagian besar mahasiswa IAIN Palangka Raya menujukan bahwa GT lebih mungkin untuk digunakan dalam level kata - kata yang tidak diketahui dan sinonim. Juga ditunjukkan bahwa beberapa dari mereka masih menggunakan GT dalam level wacana walaupun mereka adalah siswa EFL. Alasan dan faktor mereka di balik itu juga terungkap dalam penelitian ini. Sebagian besar peserta juga percaya bahwa GT dianggap sebagai kecurangan tergantung pada bagaimana ia digunakan. Beberapa kelebihan dan kekurangan GT juga disebutkan dalam penelitian ini. Selain itu, para peserta juga menyebutkan perasaan mereka ketika mereka menggunakan GT dan sebagian besar peserta merasa begitu-begitu. Penelitian ini mungkin mengarah pada pemahaman yang lebih baik tentang sikap siswa terhadap penggunaan GT yang menghasilkan penggunaan GT yang lebih baik di masa depan.

ABSTRACT

Wisdayansyah. 2019. *EFL STUDENTS' ATTITUDES ON USING GOOGLE TRANSLATE IN WRITING CLASS AT IAIN PALANGKA RAYA.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah.M. Pd (II) Aris Sugianto, M. Pd.

Keywords: sikap siswa, alat terjemahan, terjemahan mesin, Google Terjemahan, siswa EFL

This research is aimed at studying the attitudes of students of the Faculty of Education and teacher training towards the use of Google Translate (GT). Two research questions were formulated in this study. (1) What is the attitude of students towards the use of Google Translate? (2) what factors contribute to the use of Google Translate?

This research is a case study with qualitative qualifications. To collect data, instruments such as observations made for, questionnaire equipment with questionnaire guidelines, and interviews equipped with interview guidelines are used to analyze data, then transcribed for analysis, techniques used include: collecting data, displaying data, reducing data, and drawing conclusions. For data validation, triangulation techniques are used. Questionnaires were distributed to 94 students from the class of 2015 who were taking the Writing course, interview data were obtained from 5 student participants who were sampled, and observations were made in the study of Writing courses in semester 3 by supervisor lecturer M. Zaini Miftah, M.Pd, Sabarun, M. Pd, and Zaitun Qamariah, M.Pd.

The results of the study said that most students of IAIN Palangka Raya pointed out that GT is more likely to be used at a level that is not understood and synonymous. Also, consider some of them still using GT at the discourse level before they are EFL students. Their reasons and factors behind it were also revealed in this study. Most participants also believed that GT was considered cheating depending on how it was used. Several advantages and disadvantages of GT are also needed in this study. In addition, the participants also discussed their complicated feelings using GT and most of the participants felt so-so. This research might discuss a better understanding of students' attitudes towards the use of GT which results in better use of GT in the future.

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Alhamdulillah, the writer like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.
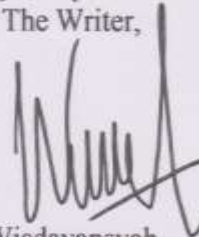
My appreciation is addressed to:

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer himself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, September 12th, 2019
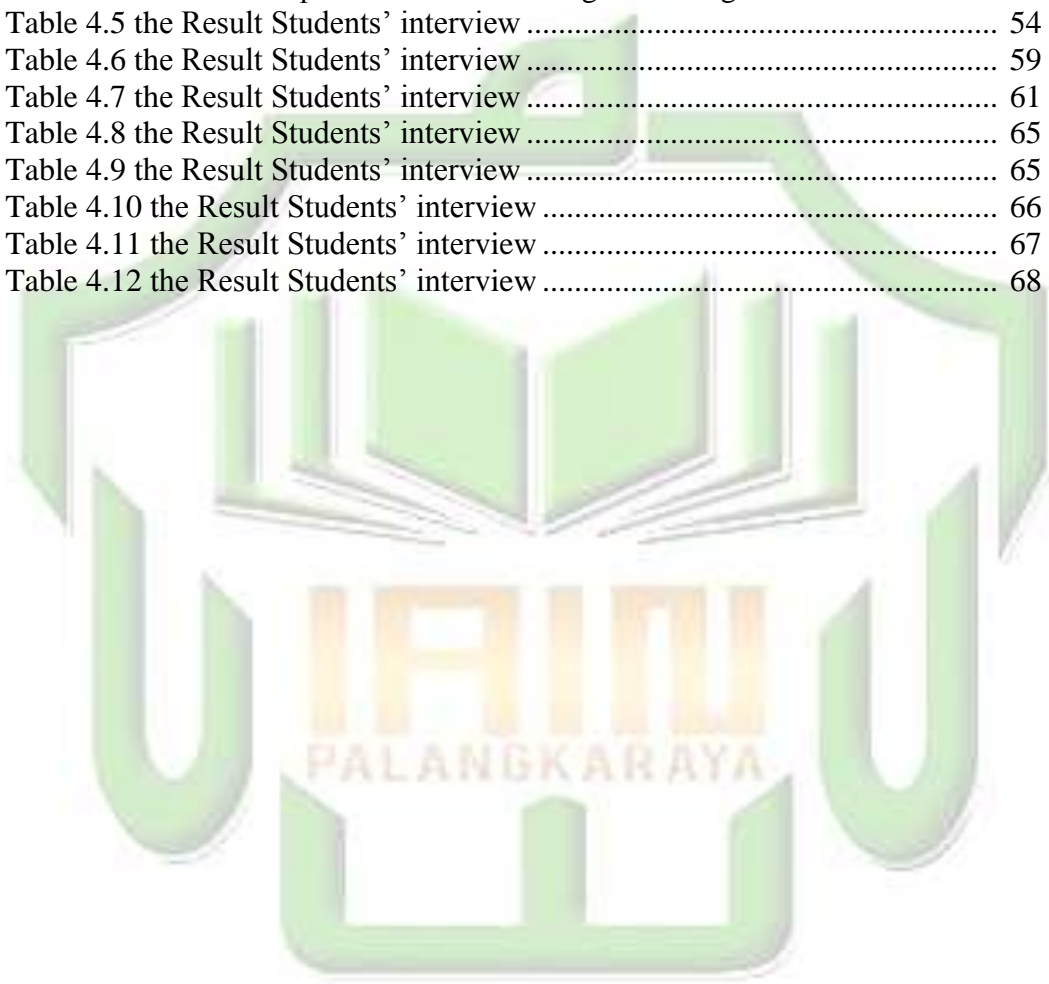The Writer,

Wisdayansyah
SRN. 140 112 1006

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LIST OF ABBREVIATIONS

GT : Google Translate

EFL : Englis as Foreign Language

SL : Source Language

MT : Machine Translation

RN : Renovhya Wisudany Agitha Sutrisno

DS : Dyah Ayu Sekar Amukti

MY : Muhammad Yusuf

MA : Abus Singwan Almadhani

LEE : Sulianur

CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background of the study, research problem, objective of the study, scope and limitation, significance of the study, definition of key terms

A. Background of the Study

In the past, language learners used a dictionary to get meanings of unknown words in the target language. Consulting traditional dictionaries is time-consuming, and L2 learners might face difficulty interpreting the meaning. In today's world of ubiquitous Wi-Fi connections, laptops, tablets, and smartphones, foreign language instructors and students have at their fingertips a broad collection of free online resources for translators (FORTs), including powerful machine translation or Google Translate websites and apps. These online resources have made life easier than before.

Machine translation or Google Translate as an automated activity is the process by which computer software is used to translate a text from one natural language to another. Besides Kumar (2012) explained that today millions of words are being translated into different languages by people using computers every day, and this number is anticipated to increase exponentially in the near future.

Machine Translation was used to translate words, phrases, sentences, paragraphs. text translation was made as a general description and a consideration to get understanding. Machine Translation can be used as a dictionary, too. It is

easier to find a word by using Machine Translation rather than a dictionary (Setia Marito1 & Erwin Ashari2: 2017, p. 256).

One of the most common online resources for translation is Google Translate. It is a free multilingual machine translation service developed by Google to translate text, speech, images, sites or real-time video from one language into another. Google Translate is a corpus-based and founded based statistical retrieval of text receiving the language data from huge web data (Kirchhoff, Turner, Axelrod & Saavedra, 2011). Google Translate is efficient and compatible with PC systems and smartphone systems (i.e., Android and IOS), and these features have made it very popular among users. The progress of Google Translate is visible, and it translates over 100 languages.

Even though Google Translate can be used as a learning tool, learners should be carefully aware of using it because it is not generally designed for language learners (Somers, 2001). Google Translate has some limitations in translation. For example, grammatical differences and literal translation in some pairs of source and target languages have not yet been well developed. it may cause problems when students put words, phrases, and full texts into the software without being aware of these drawbacks (McCarthy, 2004 cited in Somers et al, 2006).

Nowadays, based on pre-observation to some students at IAIN Palangka Raya, especially to the English study program. The researcher found that students were more confidence to use google translate to help them translate from Bahasa into English such as translate paragraph writing, essay and others assignment from

the lecturers. The researcher also argued that the popularity of Google Translate is increasing and users were implementing this giant search engine for different purposes. Hence, the study was needed to explore of EFL students perceptions on using google translate in writing class at iain palangka raya

B. Research Problems

The research problems were formulated as:

1. How is EFL students' attitudes on using google translate in writing class at IAIN Palangka Raya?

2. What are the factors contributing to using Google Translate in writing class at IAIN Palangka Raya?

C. Objectives of the Study

1. To investigate EFL students' attitudes on using Google translate in writing class at IAIN Palangka Raya.

2. To describe the factors contributing to using Google Translate in writing class at IAIN Palangka Raya.

D. Scope and Limitation

Based on the purpose, the limitation of this study was belonged to survey research and to limit the study, the researcher investigated students' attitudes on the uses of Google translate in writing class at IAIN Palangka Raya and the motivation factors behind it.

The students who were the subjects of the study were taken from Writing class. Although in all English subjects such as listening, speaking, reading, and writing, the most frequent that translation happens is in writing class. Especially

when students got a task from the lecturer about essay writing so that the assumptions are the use of Google translate used by students could be seen much easier than other skills.

E. Significances of the Study

There are two kinds of significances, namely theoretical and practical significances. The theoretically, this study can enrich the literature on information and communication technology in the context of English language teaching and learning in Indonesia as Suherdi (2012) says that ICT can help second language (L2) or English as Foreign Language (EFL) learners to accelerate their language learning. Practically, the study may be importance for information to know how far this media help students to improve their ability in writing especially in Essay text. Then the result of the study may provide the lecturers a description and image of applying the recent product of technology in English language teaching especially in terms of translation. Finally, professionally, the finding of the study hopefully is used as information for later study concerns on a similar discussion.

F. Definition of Key Terms

a. attitude is a response towards something that shown based on an individual's experience, behaviors and motivations and it comes with a degree of favor and disfavor.

b. Perception in culture will encompass many of the following constructs of culture. The perception of time, space, communication, value and behaviors. However, perception can also cover other aspects of culture that

must be addressed. When dealing with international business, it must be understood that what works in one country may not work in another

c. Google translate is an online tool from google. It is a tool which helps people to translate sentences or words from 1st language to the targeted language. Iti is very easy to be use and can be accessed as long as the computer connected to internet.

d. EFL Student is A student whose primary language or languages of the home, is other than English and would require additional English language support to develop writing

e. Writing class is a place/room where the student to know the process of pre-writing, composing, revising, editing, evaluating, ect.
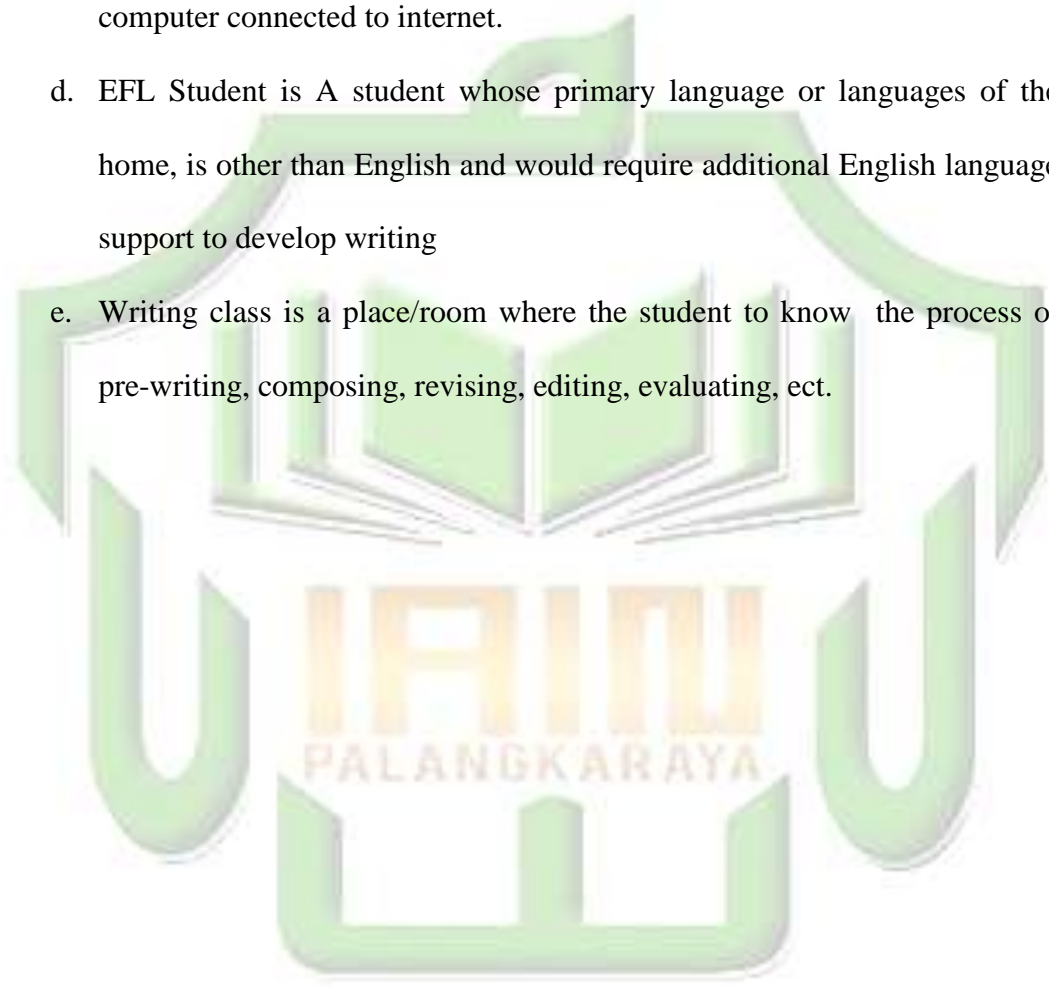
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some related theories to support the study. The theories used for the underlying requirement to solve the problems. This study presented some theories about Google translate of figurative language by other sources.

A. Related Studies

A similar study focusing on online translation tools and English language learning was the study from Zengin (2011) with his journal entitled "Turkish EFL Academicians' Problems Concerning Translation Activities and Practices, Attitude towards the Use of Online and Printed Translation Tools, and Suggestions for Quality Translation Practice". In line with the writer, Zengin saw that online translation tools and search engines were found beneficial in enhancing the quality of existing translation practices.

The next study was from Josefsson (2011) with the title Contemporary Approaches to Translation in the Classroom: A Study of Students' Attitudes and Strategies. She concluded that as a supporting tool on student's mobile phones, Google Translate performed better than the traditional dictionaries with its higher speed and accuracy particularly for translation of collocations, phrases, and technical words. The students were analytically aware of their own learning as they used Google Translate leading to the production of more coherent texts by the learners. Nevertheless, she found that Google Translate proved less useful for providing grammatical solutions.

The next study was from Farzi (2016) about Taming Translation Technology for L2 Writing: Documenting the Use of Free Online Translation Tools by ESL Students in a Writing Course. The study's mix-methods design included video observations and questionnaires regarding FOT used completed by 19 university students enrolled in a high intermediate-level ESL course. The results showed that high intermediate-level ESL students have a primarily positive attitude toward FOT tools.

The next study that still relevant was from Sukkhwan and Sripetpun (2014) conducted a study to explore students' use and attitudes towards using Google Translate for aiding their English learning and problems in using GT and explored the ways GT was employed by students to find solutions. One hundred twenty-five first year non-English major Thai students participated in the study. The results revealed that almost all students used Google Translate but at a low level of frequency. The findings also showed that students viewed Google Translate as more beneficial than disadvantageous. It is free and easily accessible. It provides a fast translation with better quality when compared with students' own translations.

The next paper that relevant to the study was adopted from Alhaisoni (2017) about An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate attempted to study the use of MT systems including GT among students of business and IT. The researcher used a survey approach through a questionnaire involving 60 students. The study result revealed that all students use MT systems and the application of Google Translate was

dominant. Moreover, MT was very helpful for translation, reading comprehension and improvement in English. Therefore, students did not rely completely on its translation outcomes; however, they strongly agree that MT had assisted them in learning English.

The next study was from Jin & Deifell (2013) with the title Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study. The study showed that as an online dictionary, Google Translate was the second most widely used online tool by language learners because of its convenience. The findings of their study confirmed that learners believed the use of online tools such as Google Translate accelerates their reading and writing skills in the foreign language while reducing their learning anxiety. However, the researchers treated the new findings with caution as online dictionaries fail to provide the students with clear explanations and generally ignore the contexts.

A study from Jolley and Maimone (2015) as the next study investigated Spanish students' and instructors' perceptions of FOML. The survey dealt with the participants' use, attitudes, and perceptions as well as beliefs about Google Translate and similar MT systems. The results showed that the students employed MT systems widely and the instructors also had positive views of using MT tools, especially GT. The study suggested that proper training needs to foster the effectiveness of the use of MT tools and GT.

The next study was from Maulida (2017) with the tittle *Persepsi mahasiswa terhadap penggunaan Google translate sebagai media menerjemahkan materi berbahasa Inggris*. Interview was used for collecting data.

The subject was the seventh-grade students by considering that based on preliminary study, they used google translate and they got many assignments to translate English material. Data showed that students' perception of the use of an online dictionary in translating English material was positive. It was stated that google translate giving help a lot. Students could translate faster and complete their assignments. Although there was still a weakness of translation results using google translate, google translate saves time in translating English material. The weakness of it overcome by rereading and fixing the translation with context. It was suggested to the students take other benefits of google translate.

In the next study about investigating the impact of Google Translate on reading comprehension, Karnal and Pereira (2015) studied reading comprehension and the application of Google Translate. The study analyzed the strategies used by readers who use Google Translate by using a think-aloud protocol. The study involved 10 intermediate students. It was reported that they used 26 strategies, and there was barely any difference between the strategies applied. The study indicated that the use of Google Translate has encouraged learners to use more strategies and involved more cognitive demands and, accordingly, their comprehension was more effective.

The next study was from Bahri (2014) with tittle Google Translate as a Supplementary Tool for Learning Malay: A Case Study at University Sains Malaysia. The participants were 16 international students at the School of Languages, Literacies, and Translation, USM who had registered for the LKM 100 Bahasa Malaysia (I) course. The findings suggested that most international

students at USM recognize Google Translate as an effective supplementary tool for learning vocabulary, writing, and reading in Bahasa Malaysia. In fact, some students reported that they could optimally benefit from their self-learning if they were assisted to use Google Translate effectively. Moreover, using Google Translate for doing classroom tasks and activities can encourage students to study independently, and to shape their own strategies for solving language learning problems.

Table 2.1 The similarities and the differences in the study

NO.	NAME, TITLE, PERIOD, AND KIND OF STUDY	COMPARATION	
		SIMILARITIES	DIFFERENCES
1.	Zengin, "Turkish EFL Academicians' Problems Concerning Translation Activities and Practices, Attitude towards the Use of Online and Printed Translation Tools, and Suggestions for Quality Translation Practice", 2012,	Google translates	Based on the study of Zengin, he was also focused on Problems Concerning Translation Activities and Practices. Meanwhile the study, the researcher only focused the attitude on the uses of Google translate.
2.	Josefsson, Contemporary Approaches to Translation in the Classroom: A Study of Students' Attitudes and Strategies, (2011)	Google translate	Josefsson in his also focused on students' strategies but here the researcher only focused on the attitude of students.
3.	Farzi, Taming Translation Technology for L2 Writing: Documenting the Use of Free Online Translation Tools by ESL Students in a Writing Course, 2016, mix-methods design.	Google translate	In farzi study, he used mix method as a design of study but the researcher will case studyas as a design.
4.	Sukkhwan, Students' Attitudes and Behaviours toward the use of Google Translate, 2013,	Google translate Attitude	The study from Sukkhwan, was focused on behavior and attitude. Meanwhile the study, the researcher

			only focus on attitude.
5.	Alhaisoni, An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate attempted to study the use of MT systems including GT among students of business and IT, 2017, survey approach.	University Students' Google translate attitude	The study from Alhaisoni, focused on MT systems including GT among students of business and IT, the researcher is going to focus on MT systems including GT among students of the English department.
6.	Jin and Deifell, Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study, 2013, survey design	Online Dictionaries	The study from Jin, was used as a survey approach. Meanwhile the study, the researcher uses a mix- method.
8.	Maulida, *Persepsi mahasiswa terhadap penggunaan Google translate sebagai media menerjemahkan materi berbahasa Inggris, 2017,*	Google translate	The study from Maulida, she focused on perception but in the study, researcher focus on attitude.
9.	Karnal and Pereira, investigating the impact of GT on reading comprehension, 2015.	Google translate	The study from Karnal and Pereira focused on the impact of Google translate and meanwhile the researcher will focus the attitude.
10.	Jolley and Maimone, about investigated Spanish students' and instructors' perceptions of FOML, 2015, Survey design.	Online Dictionaries Attitude	The study from Jolley and Maimone, focused Spanish students but the researcher will focus on EFL writing class students.
11.	Bahri, Google Translate as a Supplementary Tool for Learning Malay: A Case Study at University Sains Malaysia, 2014, A case study	Google translate	The study from Jolley and Maimone, they focused on Spanish students but the researcher will focus on EFL writing class students.

B. Definition of attitude

1. Attitude

Chaiklin (2011) said that the concept of attitude cannot be completely accepted because the definition and the measurement are integrated. However, Pickens (2005) stated that attitude is an individual's response toward 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 an individual's experience, behaviors and motivations and it comes with a degree of favor and disfavor.

Therefore, the attitude in learning language is important. This is because according to De Bot, Lowie, and Verspoor (2005, p.72), high motivation and a positive attitude toward learning language will help the language learning process. A positive attitude toward learning language will help the learners to achieve a better result.

2. Students' Attitudes and Reactions

As mentioned by Choy & Troudi (2006, p. 25) students generally have an attitude or feeling towards the learning of a new language. Some of their attitudes and reactions are tightly related to their proficiency and level of in this case English. Motivation is one of the factors that influence most students' feelings, attitudes, and reactions when learning a new language. Moreover, the situation and context where the language is learning influences how students feel. Another important factor that Choy & Troudi (2006, p. 26) mentioned, is the influence of the teacher on the students. The teacher plays an important role in the process of learning English but also on how students react towards the language.

In the study, Choy & Traudi (2006, p. 28) affirm it is normal for students to feel insecure and lost when the teacher does not do cross-cultural references, but again it is related to student's proficiency and motivation in the classroom. They find it difficult to learn English because of what they remember they learned at high school, some of the students feel afraid of learning English because it is not easy to become good at it. Most of the time students have bad references for studying English because of their background or they're attempting to learn it at school. However not everything has a negative connotation, some students are glad they are learning English because of what they have been taught of the possibilities and opportunities English does bring to their professional lives.

In addition, Choy and Troudi (2006, p. 28) affirms, during the English class students also feel afraid of failure and they are not comfortable when teacher correct the mistakes they made. They do not feel confident when using the language but it could be caused because of the environment in the classroom or once again the students' level.

Finally, according to Jafre & Alzwari (2012, p. 30) affirm 70% of students have a negative reaction when learning English. In their findings, it was discovered that the cause of these negative reactions was related to the traditional way of teaching some teachers had. As it is commonly known students are usually bored in the classrooms so teachers need to keep them motivated so when using those traditional methods students will not have a positive reaction towards it. In this study also was found students do not feel relaxed in the EFL classroom and besides that as mentioned before they feel afraid and anxious when they have to speak in front of their classmates. This study showed many different reactions students have while learning English. So, for the researcher is relevant to take into account these types and various reactions.

3. **Students' Attitudes toward Using GT for English Learning Purposes**

Students reported that they use GT because it is free of charge, can be accessed easily and performs translation tasks quickly. Moreover, they mentioned that GT provides more advantages than disadvantages, and the quality of translated texts was better than their own translation. On the other hand, some students admitted that GT had some negative impacts on their

learning habits. They rely heavily on GT, do not read the English text and cannot retrieve or guess the meaning of unknown words.

Furthermore, they do not write English based on their own efforts and they rely on GT to help them. These findings showed that the students realize that GT has both benefits and drawbacks. They had positive attitudes toward GT as it is convenient to use and helpful for all the students to learn English and especially new words. The results agree with previous studies that found that learners' positive attitudes are encouraged when computers are used for language learning (Fujieda, Levine, Ferenz & Reves, 2000).

However, the subjects admitted that their attempts in reading and writing English were reduced, and they had problems with vocabulary retention when they used GT. These findings correspond to Kumar (2000) who found that Arab students viewed GT as helpful, but they could not learn English well because it affected their ability to think.

C. Definition of Perception

1. Perception

According to Fred Fening and Michael Appiah (2015, p. 3) Perception in culture will encompass many of the following constructs of culture. The perception of time, space, communication, value and behaviors. However, perception can also cover other aspects of culture that must be addressed. When dealing with international business, it must be understood that what works in one country may not work in another.

Although there are trends that are almost universal, such as the increasing implementation of technology into our day-to-day lives, this does not mean that all trends span global borders. In essence, the cultures that define different groups also help to shape views, opinions, skepticisms, and beliefs. Because of these traits that have been installed in individuals as a result of the environmental surroundings and social interactions of our upbringings, the way in which something as basic as money is perceived varies immensely between cultures.

2. Types of Perception

According to Walters in Walgianto (2004: 14), there are five types of perception. The five types include:

a. Self Perception

Self-perception is based on self-esteem, self-concept, and self-efficacy. It means that perception occurs based on the individual mind (intrinsic). For example, someone who has good self-esteem or good self-confidence, he/ she may have good perception too toward speaking subject that asks him/ her to talk in front of people.

b. Environmental Perception

Environmental Perception is that is form based on the context in which the information is received. Its example is the perception that is given by someone or group toward the effectiveness of using drama in developing the speaking ability. The information that is used in order to get the perception is based on the context where that situation applies.

c. Learned Perception

Learned Perception is a perception that is form around personality, culture, and habit. For instance, a student who use to learn is eastern atmosphere can give negative perception toward the learning style of the western students who mostly raise their left hand to answer the teacher's question.

d. Physical Perception

Physical Perception is a perception that is tangible. For example, how the eyes see and the brain processes it. In other words, physical perception is related to physical activity that can be measured.

e. Cultural Perception

Cultural Perception is the largest perception and this is different from one another city such as people's perception of the importance of English subject at the elementary level. The perception of this one can be different from one city or place to another. It depends on the culture that is embraced in that place.

Based on that explanation, it can be stated that there are five types of perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes in order to build the perception itself.

3. **Process of Students' Perception**

According to the stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub-processes, feeling, and reasoning (Alex Sobur, 2009:447). As the statement

above, the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the researcher decides that experience is able than feeling to produce the opinion. The process of students' perception through three stages (Alex Sobur, 2009:449). First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. The second stage is the stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after stimulus or set of data is received and the student will interpret the data in various ways. From above, the researcher concludes that students will process the information by collecting the data and organizing it then produce their own opinion.

D. **Google Translate**

Machine Translation (MT) is an automatic translation system that processes a source text in one language and creates a target text in another language. According to, the European Association for Machine Translation (EAMT) define Machine translation is application software in computers whose task is to translate texts from one language to another. In addition, the Localization Industry Standards Association (LISA, 2010) defines machine

translation is a method for translating something from one language to another automatically, without human intervention.

According to the Systran soft (2014) webpage, there are three major approaches to MT: 1) Rule-based – such MT systems use built-in linguistic rules and a great number of bilingual dictionaries to create translations. They analyze the sentences of the source text, after which they transfer their grammatical structures into the target language. They usually offer a greater quality of the translation but they have high initial and maintenance costs; 2) Statistical – these MT systems generate translations using statistical models based on corpora that consist of translations done by human translators. They analyze the texts from the corpora, interpret the connections and offer solutions. Initial costs for such systems are low, but they require large multilingual corpora, extensive hardware, and excellent programmers' knowledge in order to provide good-quality solutions; 3) Example-based – these MT systems also contain corpora, but in their case source text sentences and sentence elements are compared to sentences from the corpora, and translations are created based on existing sentences with similar elements (Duh, 2005).

In summary, machine Translation is the translation of the text by a computer system, with no human involvement. There are three major approaches to MT, namely Rule-based – such as MT, Statistical, and Example-based systems. MT software and systems have advantages over traditional, fully human translation, but they also have numerous disadvantages. Also, the

quality of translations output is still too low to be used commercially without human post-editing, so it needs to be edited (revised) to attain publishable quality.

1. **Definition of Google Translate**

Based on Google Translate blog written by Turovsky (2016), Google Translate 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's 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 include, such as pronouncing the word translated, translating text from 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 by 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 other 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.

Google Translate is a service provided by Google Inc. to translate a section of text, or a webpage, into another language without any human involvement. The users allow to access and interpret webpages on servers thousands of miles away just in one click. Google Inc. The company started to offer a basic translating service in 2001 for eight languages and later expanded to more languages in 2003. The service limits the number of paragraphs, or range of technical terms, that will be translated. In September 2016, Google's service has been providing support to translate 103 languages at various levels (Google Translate, 2016).

Franz-Josef Och (2005) stated that the translator engine "Google" based on" statistically-based machine translation" that is able to translate documents, texts or web pages into another language. Google Translate, like other automatic translation tools, has some limitations. While it can help the reader to understand the general content of a foreign language text but does not provide an accurate translation. Google's use of machine translation is easy.

In conclusion, Google Translate provides machine translations produced purely by technology, without intervention from human translators. Google's robust statistical machine translation tool is used by more than 500 million users worldwide. Google translate work with using

statistical analysis rather than traditional rule-based analysis so that it can often include apparently nonsensical and obvious error.

2. Benefits of Google Translate

Based on Maulida (2017) with the title is *Persepsi mahasiswa terhadap penggunaan Google translate sebagai media menerjemahkan materi berbahasa Inggris*. That google translate have some benefit, they are :

a. As a Translator or Translator

This is actually the main function, namely as an online translator, especially Google Translate Indonesian English, which is widely used in Indonesian English translation activities. However, due to the ongoing development of this Google translation, there will be many other benefits of free Google Translate that can be obtained other than as translators or translators.

b. As an Online Dictionary

Another benefit of Google Translate is that it is an online dictionary (or sometimes also called "Online", in the Network). Because, when the translation machine user does the translation per word, then automatically, Google Translate will display several choices of the translation of the source word in the target language.

c. An Online Thesaurus

The usefulness of Google Translate in addition to being an interpreter and an online dictionary can also be useful as a thesaurus or reference to the choice of the same word meaning (synonym for words) online. In addition to a variety of synonym choices, the level of use of the word is also displayed.

d. As a Spell Check

Google Translate besides being an online language translator that is a spell checker for words that appear as a typo. Very useful when you want to do an English spelling check.

e. As a Learning Tool

Foreign Language Pronunciation For those who want to learn a foreign language, for example, who wants to learn English for free, especially how to pronounce words, Google translate can be used.

3. **Advantages and disadvantages**

As a service, Google Translate is created to assist in translating. Google Translate is able to translate vocabulary quickly. Many words that were not previously found in the dictionary of their meanings can be found on google translate. He also allows users to translate into various languages. So, with this application, students can actually save more because they don't need to buy a dictionary to translate into a language. In

addition to translating as its main function, Google translate also allows users to learn pronunciation or pronunciation. This is an advantage that is very beneficial for users if compared with using a dictionary. Google translate also has weaknesses. The system that is on it makes the google translate the word without considering the word structure so that the translation results of a sentence have a much different meaning than the original meaning. In other words, Google translate translates vocabulary so it is very possible to make an error if it is translated in the form of sentences let alone text.

4. **Students and Google Translate**

Language learners especially students must be the ones 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 the 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). In 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 Google Translate 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 language students at Duke University believe that using GT gave them benefits 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's (2013) survey on the GT advantages in language learning indicated a similar result. As a 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 the 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 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 does not have any advantages in reading. Baker"s (2013) research also mentioned that GT does 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 the 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.

E. The Ways on Using Google Translate in Class

According to Kenneth Bear " How to use Google Translate to teach English in classroom Google Translate Translation in class

- "Have students write short texts in English, and translate them into their original language. Using Google Translate for translation can help students catch grammatical errors by spotting these errors in the translations."
- "Use authentic resources, but provide the URL and have students translate the original into their target language. This will help out when it comes to difficult vocabulary. Make sure that students use Google Translate only after they have first read the article in English."
- "For beginners, ask students to first write short texts in their mother tongue. Have them translate into English and ask them to tweak the translation."
- "Provide your own short text and let Google Translate into the class' target language(s). Ask students to read the translation and then try to come up with the English original text."
- "If all else fails, use Google Translate as a bilingual dictionary."

1. **Translated Search**

   Google Translate also provides a translated search function. This tool is extremely powerful for finding accompanying content to help students take advantage of authentic materials in English. Google Translate provides this translated search as a way to find pages written in another language that focuses on the search term you provided in English. In other words, if we're working on business presentation styles, using Google Translate translated search it can provide some background materials in Spanish or any other language.

2. **Translated Search in Class**

   - When stuck on a grammar point, search on the grammar term to provide explanations in learners' mother tongue(s).
   - Use as a means to provide the context in learners' mother tongue(s). This is especially useful if students aren't familiar with the topic area. They can become familiar with some of the ideas in their own language as well as in English to help strengthen the learning experience.
   - Use translated search to find pages on a particular topic. Cut and paste a few paragraphs out, have students then translate the text into English.
   - Google Translate translated search is fantastic for group projects. Often you'll find students don't have ideas, or are not sure where to begin. Sometimes, this is due to the fact that they aren't too familiar

with the subject in English. Let them use translated search to get them started.

CHAPTER III

RESEARCH METHOD

The discussion in this chapter consisted of research design, subject, and object of the study, research instrument, data collection procedures, data collecting techniques, data analysis procedures, and data endorsement.

A. Research Design

In this study, the researcher used a qualitative method. The research design of this study was qualitative because a qualitative research design implies research that obtains data in the form of words, phrases or images derived from documents, observations or transcripts of interviews (Alreck & Settle 2004, p. 446). Qualitative research is a holistic approach that involves discovery. Qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes. and the researcher made interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning. and the importance of rendering the complexity of a situation (Creswell, 2009, p. 4).

Besides, the type of study was a case study. As Baxter & Jack (2008) mention, case study methodology provided tools to study complex

phenomena within their context. One of the reasons to locate the study in this approach is the fact that this studies a phenomenon. Analyze perception on using google by EFL students in writing class but also as Yin (2003) affirms, the focus of the case study methodology is to answer how and why a specific phenomenon or issue happens.

There were three different kinds of case study, explanatory, descriptive and exploratory. For this study, the approach that fits better with the context was an exploratory case study. Yin (2003) refers to this methodology as the type of study that explores those situations in which the intervention being evaluated has no clear outcomes.

B. Subject of the Study

The subjects were taken based on a purposive sampling technique. Based on Ary, et al. (2012, p. 426) the subjects were taken based on a purposive sampling technique because everything about the group or site that might be relevant to the research problem cannot be observed by qualitative researchers. In addition, it is believed that purposive sampling is sufficient in providing the greatest depth data and knowledge of what the researcher is trying to study. Therefore, the subjects were taken based on some criteria, namely the students who were taking the EFL Writing class. In brief, there was one subject in this study such as students from semester 3 who were taking an Essay Writing class in English Education study program at IAIN Palangka Raya, and the objects of the study were the attitude of the student toward the uses of Google translate and the motivation factors behind it.

C. Research Instrument

According to Cresswell (2012, p. 157), the instrument was used to collect the data needed. The instruments used in this study was to answer the students' attitude toward the uses of Google Translate in EFL Writing class and factors behind it in English Education Study Program, English Department at IAIN Palangka Raya. As there were two objects of the study, the instrument used to investigate the attitudes were questionnaire and observation. In constructing it, it has been begun with clear statements of the objectives of the study and determining the subjects of the study, and the last was adopted the questionnaire. The questionnaire was adopted from the previous study conducted by Riana Devi Susanto (2017) as it had been mentioned in chapter II-that is, the rating scales applied were based on Likert Scale namely scale 1, 2, 3, 4, 5 for 1=Never, 2=Hardl ever, 3=Often, 4=Most of the time, and 5=Every time.

Finding out the factors behind the use of it was done by conducting an interview. Based on Ary et, al., (2010, p, 438) that interview is used to gather data from some subjects about an attitude toward the use of Google translate in their own words. The interview was arranged based on the interview guideline protocol adapted from J. Mason. (2002). As it is mentioned before, the questionnaire applied to investigate the attitude whereas the interview was conducted to find out what motivated factors behind the use of Google translate. The factor was analyzed and categorized whether it was because of the aptitude in acquiring language, tools, or else.

The following below were the details that the researcher tried to find out.

Table 3.1 Data Instrument

NO	Problem of the Study	Data Needed	Instrument
1.	What is EFL students' attitudes on the uses of google translate in writing class at IAIN Palangka Raya?	Attitudes	Questionnaire
2.	What are the factors contributing to the use of Google Translate for writing class at IAIN Palangka Raya?	factors	Interview

D. Data Collecting Techniques

a) Observations

According to Donald Ary (2010, p. 431) observation is a basic method for obtaining data in qualitative research and is more than just "hanging out." It is a more global type of observation than the systematic, structured observation used in quantitative research. The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of the occurrence or duration of observed behaviors. Qualitative observation usually takes place over a more extended period of time than quantitative observation. Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the

interactions. The goal is to understand complex interactions in natural settings.

In this study, researchers wanted to observe students' attitudes in using Google Translate in writing Classes at IAIN Palangka Raya because the data needed is to support the questioner in answering research problems about the attitudes in using google translate. Observations have been made by researchers. The researcher here became a teacher in 2 meetings to observe students in using google translate in the writing class where the researchers here were only to gather the information needed. in this observation the researcher must record what information obtained during class teaching.

b) Questionnaire

The questionnaire used for the data collection phase of this study was mainly to identify all the attitudes and reactions students have towards the English Writing class, and of course, their feelings towards the use of Google translate. As stated by Ram (February 2007), questionnaires are one of the most common data collection instruments used in research. The reason is that through questionnaires, attitudes, behaviors, opinions, and feelings can be recollected. The questionnaire is distributed to the person concerned with a request to answer the question and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose of

the questionnaire itself. The respondents have to answer the questions on their own (Khotari, 2004, p. 100).

According to Farrel (2016), Open-ended questions are questions that allow someone to give a free-form answer. It is generally a series of written questions for which the respondents have to provide the answers.

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. Answers are recorded in full, either by the interviewer or, in the case of a self-administered survey, the respondent records his or her own entire response (Kenneth, 2005, p.26).

In the study to answer the question about "what is EFL students' attitudes on the uses of google translate in writing class at IAIN Palangka Raya? researcher used open-ended questionnaires. The questionnaire will be adopted from the previous study conducted by Susanto, R. D (2017) as it had been mentioned in chapter II-that is, the rating scales will be applied based on Likert Scale namely scale 1, 2, 3, 4, 5 for 1 = Never, 2 = Hardly ever, 3 = Often, 4 = Most of the time, and 5 = Every time.

The items were designed based on the theory that attitude consisting of three aspects – behavioral, cognitive, and affective. In the questionnaire, there were five numbers entailing close and open-ended questions. Number one consists of four points that were related to the participants" behavioral aspects in the use of GT in general, writing assignment, and their reasons for using GT in discourse levels (above paragraph level).

Number two, three, and four were related to cognitive aspect, while number five was related to affective aspect. In addition, the questionnaire was translated into Indonesian just in case that the participants" English proficiency may vary

3.2. Categories Attitude towards using Google Translate

No	Aspect	Number of Statement
1	The EFL Students' Behavior towards Google Translate	1,2
2	The EFL Students' Cognitive towards Google Translate	3,4
3	The EFL Students' Affective towards Google Translate	5,6

c) **Interview**

Interviews were used to gather data from people about opinions, beliefs, and feelings about situations in their own words. This could help the researcher to collect information that overlooked in observation or the result of a translation product. (Ary, et, al., 2010, p. 438).

In this study, the researcher interviewed their reasons for using Google translate to support the result of the data. One thing was that the interview conducted on some subject of the study based on the percentage of the

questionnaire namely some students and some lecturers. In interviewing, Creswell (2012, p. 220), he mentioned there are some techniques that used:

a. Identifying the interviewees.

b. Determining the type of interview, you will be used.

c. During the interview, audiotaping the questions and responses.

d. Taking brief notes during the interview.

e. Locating a quiet, suitable place for conducting the interview.

f. Obtaining consent from the interviewee to participate in the study.

g. Having a plan but be flexible.

h. Using probes to obtain additional information.

i. Being courteous and professional when the interview is over.

The topic that related to the interview was about the factors contributing to the use of Google Translate.

The type of interview applied by the researcher was a one-on-one interview. As Creswell mentioned that it is a popular type used in collecting data while the questions given, the recording is used as well (Creswell, 2012, p. 218). Thus, in a one-on-one interview, the researcher applied a semi-structured interview.

E. Data Collection Procedure

The research was distributed in one way in which the questionnaire spreads to the students of English speaking class in IAIN Palangka Raya. For the simple detail, it can be seen from the steps below:

1. The researcher decided the subject of the study;

2. Researcher provided the adopted-questionnaire;

3. The researcher made the categories to add to the interviews and ask the students questions on them;

4. Researcher distributed the questionnaire to each subject;

5. The researcher interviewed the respondents;

6. The researcher collected the responses;

7. The researcher used sound recording in an interview;

8. The researcher analyzed the result of questionnaire statistically;

9. The researcher analyzed the result of the interview verbally.

10. The researcher transformed, correlated, compared, and integrated both results.

11. The researcher concluded the result of the analysis.

F. Data Analysis Procedure

According to Onwuegbuzie and Teddlie in Ary et.al. (2010, p. 498)) there are some steps in analyzing the data as it is in mix-method, namely:

1. Data reduction occurs to continue repeatedly throughout the analysis. It is part of the analysis. In the first stage, through editing, segmenting and summarizing the data happened. In the middle stage, it happens through coding and memoing, and involved activities such as finding themes, cluster, and patterns, since developing an abstract concept is also a way of reducing the data. The objective of data reduction is to reduce the data without significant loss of information. In this case,

related to the study, the researcher collected the obtained data by filtering and reduced the uninformative data but kept the rich information contained in the observation, questionnaire, and interview

2. Data display. Data displays manage, compress and gather information. Since qualitative data are typically huge data, massive and dispersed, it displays support at all phases in the analysis. There are some ways how to display such as a diagram, graph, or any way that moves the analysis forward is appropriate.

3. Data transformation, the quantitative data (numbers) may be transformed into qualitative data (narrative).

4. Data correlation, which involves comparing the data from the different analyses (quantizing and qualitizing compared to the originals).

5. Data comparison, involves comparing data from the qualitative and quantitative data sources.

6. Data integration, in which the data and interpretations are integrated into either a coherent whole or reported in two separate sets (qualitative and quantitative) of coherent wholes.

7. Conclusion.

G. Data Endorsement

Other things are actually fundamental in research instrument are about credibility, transferability, dependability, and confirmability. As in mix-methods talks about validity and reliability, in this case, because the questionnaire will be adopted, it means that it had been applied and tested in

previous studies. In addition, as the design was a sequencing method, quantitative support the qualitative, there the endorsement was focus on the qualitative matter.

1. Credibility

   According to Ary et.al. (2010, p. 498) explained that credibility talks about accuracy data or the data is considered as a credible source that has been proved by several evidence. In this case, the researcher showed three sources of evidence namely structural corroboration, referential or interpretive adequacy, and control bias.

   Based on the aforementioned, the researcher gave evidence based on structural corroboration that included different sources of data and different methods. It means that the data collection is gathering from different sources such as by pre-observation/preliminary study to look for Code-switching of utterance into know students' attitudes on the use of Google translate.

   The next evidence is from referential or interpretive adequacy which the researcher applied low-inference descriptor. A low-inference descriptor is a kind of original script of the interview while in analyzing the interview.

2. Transferability

   In this case, the researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting. Transferability also has the provision of background data

to establish the context of the study and a detailed description of the phenomenon in question to allow comparisons to be made (Shenton, 2004, p. 73). In this case, researchers applied descriptive adequacy such as thick and rich descriptions and similaritieses such as literature comparison as Ary et al (2010, p. 502) said that "…even a single case can be compared with other cases in the published literature that might demonstrate transferability".

3. Dependability

In this case, the researcher should also address the stability of the data collected. Dependability has provision employment of "overlapping methods" In-depth methodological description to allow the study to be repeated. According to Ary et al. (2010, p. 502) said, "Qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained".

4. Confirmability

In this case, the researcher should keep the neutrality and objectivity of the data. It can be done by using triangulation to reduce the effect of investigator bias; Admission of researcher's beliefs and assumptions; Recognition of shortcomings in study's methods and their potential effects In-depth methodological description to allow the integrity of research results to be scrutinizing (Shenton, 2004, p. 73). As Cresswell mentioned that this confirmability done by

practicing triangulation and reflexivity (Cresswell, 2012, p. 393). It means the data analysis and the result findings that had been described were neutral and objective as the researcher related them to some theories the corroboration, triangulation, and literature comparison also helped the researcher in keeping the confirmability

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section discussed 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. Data Presentation

For the first data, observation was conducted to investigate the strategies used by English teachers. The researcher used observation checklist, field note and the reseacher became a teacher in the class to get the data. The obrervation checklist was aimed to instrument completed by an observation the teaching and learning process in the classroom during the implementation of google translate. Teaching in the class was aimed to observe the use of google translate by students in the class. And the result revealed that students of average used google translate when they get difficulty in writing so google translates to make it easier for students to learn.

For the second data, the researcher took from the students' questionnaire. 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 by elaborating on the details. Third, the researcher got exact and accurate responses.

The items were designed based on the theory that attitude consisting of three aspects – behavioral, cognitive, and affective. In the questionnaire, there

were five numbers entailing close and open-ended questions. Number one consists of four points that were related to the participants" behavioral aspects in the use of GT in general, writing assignment, and their reasons for using GT in discourse levels (above paragraph level). Number two, three, and four were related to a cognitive aspect, while number five was related to affective aspect. In addition, the questionnaire was translated into Indonesian just in case that the participants" English proficiency may vary.

For the third data was an interview, based on the result of questionnaires, the researcher found five students who become a sample in this research. The researcher asked the students, as follows; their perception of the factors that caused them to use google translate as a translator in writing class.

B. Research Findings

1. The EFL students' attitudes on using google translate in writing class at IAIN Palangka Raya

a)   The EFL Students' Behavioral Toward Google Translate

The first theme discussed the student's" behaviors in using GT. There were 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, 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.

1. The EFL Students' towards the Use of Goole Translate

This sub-theme covers the use of GT in general and writing assignments. The data gathered were put in tables, presented in percentages, 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 used and frequently use GT will also be presented to ease the analysis process (see Table 4.1 and 4.2)

Table 4 1. Participants' responses toward the use of GT in general

QUESTION	MEAN	RESULTS						
		NEVER (%)	RARELY (%)	SOMETIMES (%)	OFTEN (%)	VERY OFTEN (%)	HAVE USED THE FEATURE (%)	FREQUENT USE (%)
		N	R	S	O	VO	R + S + O + VO	O + VO
I use GT to check the meaning of unknown words.	2,08	3%	24%	38%	27%	8%	97%	35%
I use GT to check synonyms.	1,72	15%	21%	39%	20%	4%	82%	23%
I use GT to check collocations.	1,01	32%	40%	24%	3%	1%	68%	4%
I use GT to translate a phrase.	1,19	22%	43%	30%	4%	1%	78%	5%
I use GT to translate a clause.	1,28	17%	46%	30%	6%	1%	83%	7%
I use GT to translate a sentence.	1,43	17%	35%	38%	8%	2%	83%	10%
I use GT to translate a paragraph.	0,97	36%	39%	18%	6%	1%	64%	7%
I use GT to translate parts of an essay/article consisting of two paragraphs	0,77	51%	27%	16%	6%	0%	49%	6%

or more.							
I use GT to translate a whole essay/article.	0,59	58%	27%	13%	2%	0%	42%	2%

From Table 4.1, 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, the low tendency of the participants to use GT is indicated in phrase and clause but moderate in a sentence. However, 78% of the participants had 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 was 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 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 EFL 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.

Table 4.2. Participants' responses toward the use of GT in writing

assignments

QUESTION	MEAN	RESULTS						
		NEVER (%)	RARELY (%)	SOMETI MES (%)	OFTEN (%)	VERY OFTEN (%)	HAVE USED THE FEATURE (%)	FREQ UENT USE (%)
		N	R	S	O	VO	R + S + O + VO	O + VO
I use GT to check the meaning of unknown words.	2,16	4%	27%	25%	37%	7%	96%	44%
I use GT to check synonyms.	1,74	17%	23%	32%	25%	3%	83%	28%
I use GT to check collocations.	1,19	25%	41%	26%	6%	2%	75%	8%
I use GT to translate a phrase.	1,08	25%	51%	16%	7%	1%	75%	8%
I use GT to translate a clause.	1,05	29%	43%	23%	4%	1%	71%	5%
I use GT to translate a sentence.	1,19	27%	35%	30%	8%	0%	73%	8%
I use GT to translate a paragraph.	0,85	44%	35%	15%	4%	2%	56%	6%
I use GT to translate parts of an essay/article consisting of two paragraphs or more.	0,61	57%	29%	10%	4%	0%	43%	4%
I use GT to translate a whole essay/article.	0,51	63%	25%	10%	2%	0%	37%	2%

From Table 4.2, 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 a higher level and discourse level, 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. Though 75% of the participants had 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 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 EFL 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. Moreover, Medvedev (2016) also found that GT translations are not accurate when it comes to long texts.

2. The EFL Students' Reasons on 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 4.3, 4.4, and 4.5 below.

Table 4.3 Students' reasons for using GT to translate a paragraph in general and writing

REASONS	PERCENTAGE (%)
to translate an English paragraph which is difficult to understand.	67%
to save time.	63%
to give me a rough guideline for my writing in English.	49%
I'm not confident with my English in writing.	32%
I'm not confident with my English in reading texts.	19%
It is easier for me to read in	18%

Indonesian	
Other reasons	9%

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 general and writing were believed that it brought high scaffolding, moderate convenience, but low confidence. This finding also supported the research by 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 could understand the content in a 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 time 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 were 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 who 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.

Table 4.4 Students' reasons for using GT to translate parts of an essay/article consisting of two paragraphs or more in reading and writing

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

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 paragraphs (49%) which were 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 time 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 was 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 the 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 were not accurate when it comes to long texts.

Table 4.5. Students' reasons for using GT to translate a whole essay/article in reading and writing

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

From the previous findings, a very low tendency was also indicated in the use of 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 4.6, 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 time. 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 participant's" 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 fourth place, while 33% were not confident in reading which is placed in third place. Still, there is no significant difference – only 8%.

Interestingly, low scaffolding was indicated. Approximately, only 22% used GT to translate difficult English essays/articles and also 22% to give them rough guidelines for their writings in English. Thus, both of them were placed in fifth place in the rank which was considered as the most unpopular reason 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) The EFL Students' Cognitive on Using Google Translate

The second theme discussed the students'" beliefs towards GT. In this theme, there were 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".

a.   Students' Responses on the Ethicality of GT

This sub-theme discussed whether GT is ethically acceptable or not. In this section, the participants were to choose one of three options (see Table 4.) and

explain their reasons. Their reasons could be categorized into two or more categories (see Table 4.6 and 4.7). All data were presented in percentages.
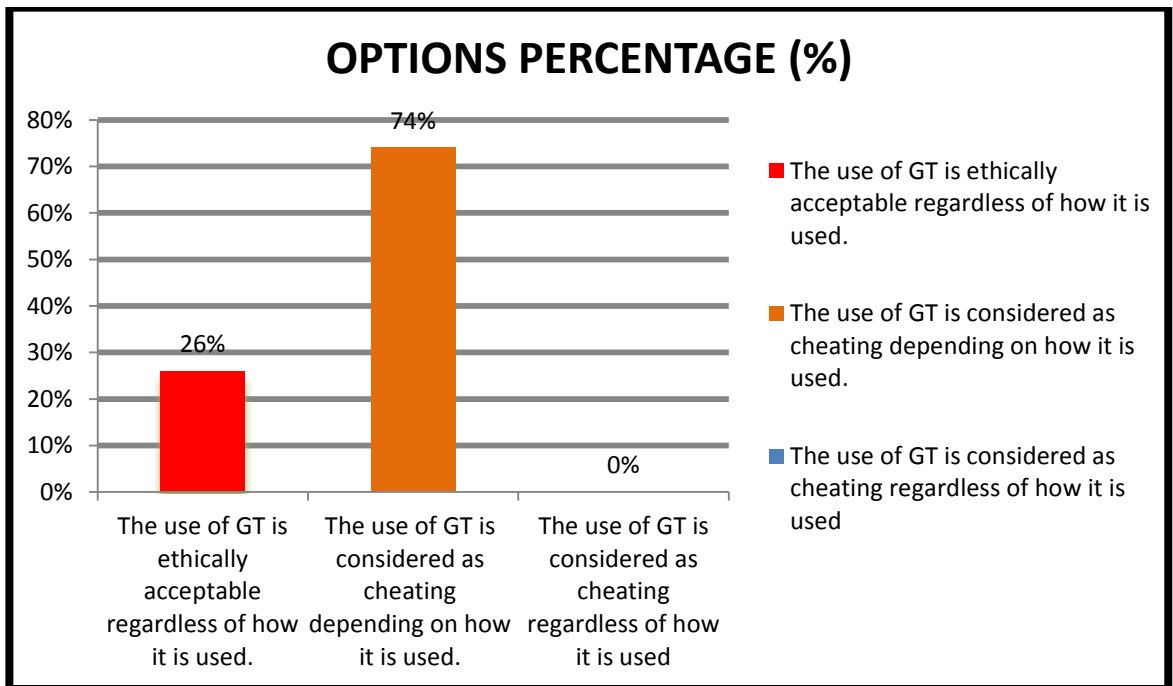

OPTIONS PERCENTAGE (%)

Bar chart showing:
- The use of GT is ethically acceptable regardless of how it is used. = 26%
- The use of GT is considered as cheating depending on how it is used. = 74%
- The use of GT is considered as cheating regardless of how it is used = 0%

Legend:
- The use of GT is ethically acceptable regardless of how it is used.
- The use of GT is considered as cheating depending on how it is used.
- The use of GT is considered as cheating regardless of how it is used

chart 4.1 Students' responses on the Ethicality of GT

Corresponding to the Table 4.6, on the ethicality of GT: participants only chose the use of GT is ethically acceptable depending on how it was used, and acceptable regardless of how it is used, but not unacceptable regardless of how it is used". A 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".
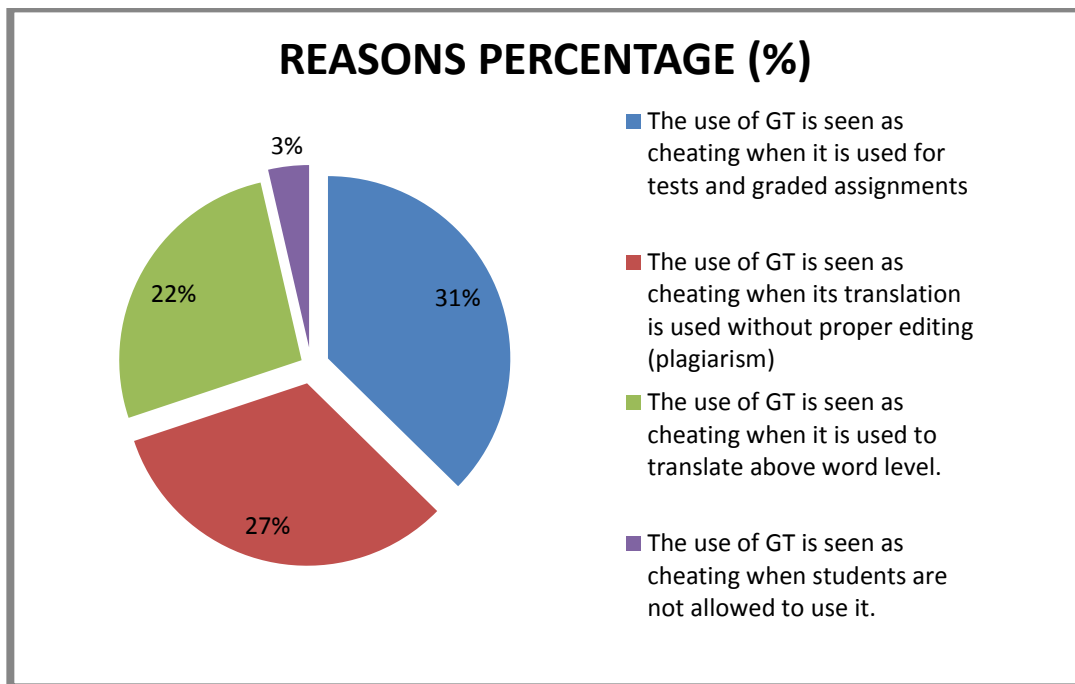
chart 4.2. Students' reasons after choosing "The use of GT is considered as cheating depending on how it is used"

Depending on how it was used, 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 were 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 to plagiarism. Then, 22% of them indicated that its use 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 allow the students to use it during classroom activities. Similar findings also found in Baker''s (2013)

research that GT is unacceptable if students use it without any teacher's"
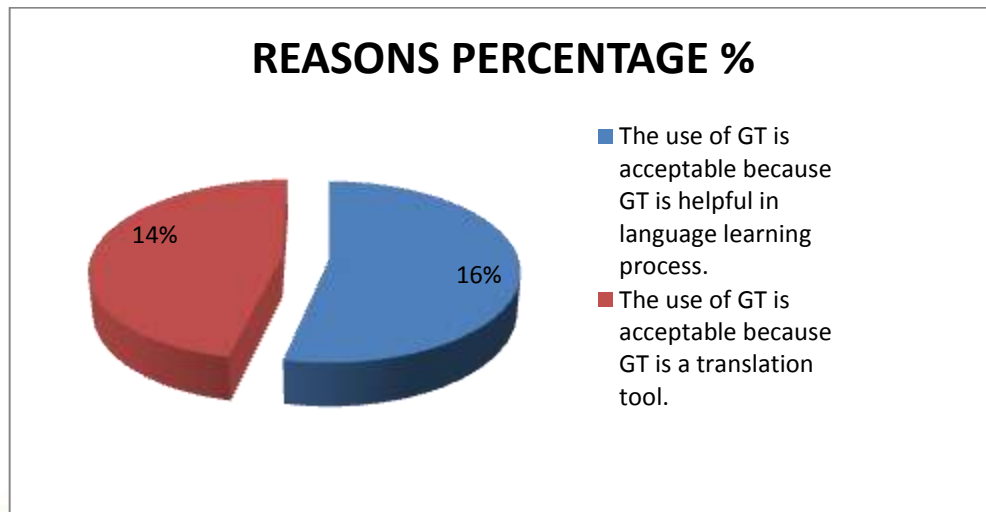permission.

Chart 4.3. 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 4.8). This finding was also in line with 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 discussed 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 4.9).

Table 4.6. Students' responses on the advantages of using GT

OPTION	PERCENTAGE (%)
GT is helpful	91%
GT is unhelpful	9%

As seen in Table 4.9, most of the participants (91%) believed that GT was helpful in their learning processes, while 9% did not.
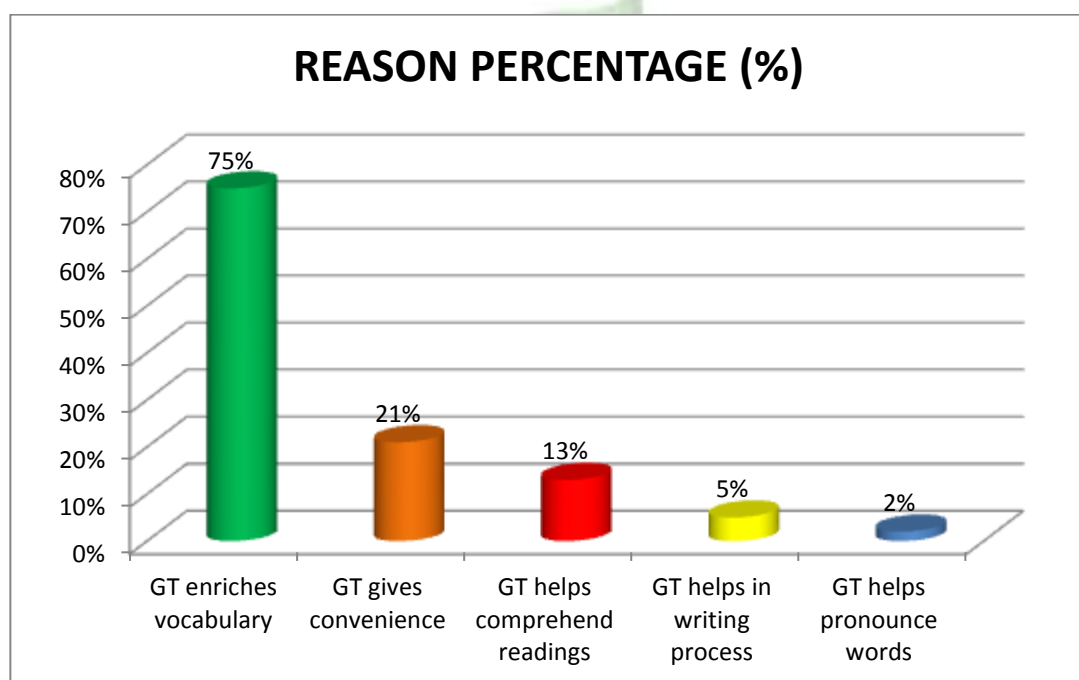
Chart 4.4. Students' reasons why GT is helpful

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 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 the 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 had been stated by Pena (2011), as cited in Case (2015), GT gives students a guide on what to write. In this finding, even though the number of participants was not significant, 5% of them believed that GT was still helpful in their writing processes. In contrast, Baker (2013) said that GT does 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 disadvantage (see Table 4.11).

Table 4.7. Students' responses on the disadvantages of using GT

OPTION	PERCENTAGE (%)
GT is unhelpful	86%
GT is helpful	14%

As seen in Table 4.11, most of the participants (86%) believed that GT was unhelpful in their learning processes while the rest (14%) believed that it was helpful.
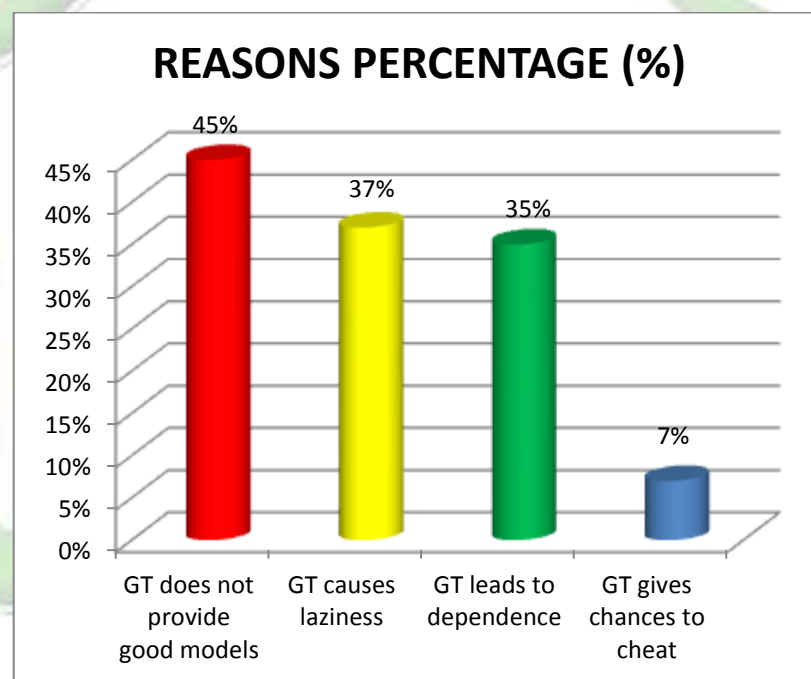

Chart 4.5. Students' reasons why GT is unhelpful

In addition, those who thought that GT is unhelpful came up with several reasons (see Table 4.12). 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 research by Clifford et al. (2013), as cited in Case (2015) which stated that GT has no advantage for the 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) **The EFL Students' AFFECTIVE Towards Google Translate**

This theme covers the students'" feelings when they use GT. In this section, there were only one sub-theme namely "students" feelings towards GT". In this section, the participants were allowed to choose more than one suggested option and write down their own feelings.
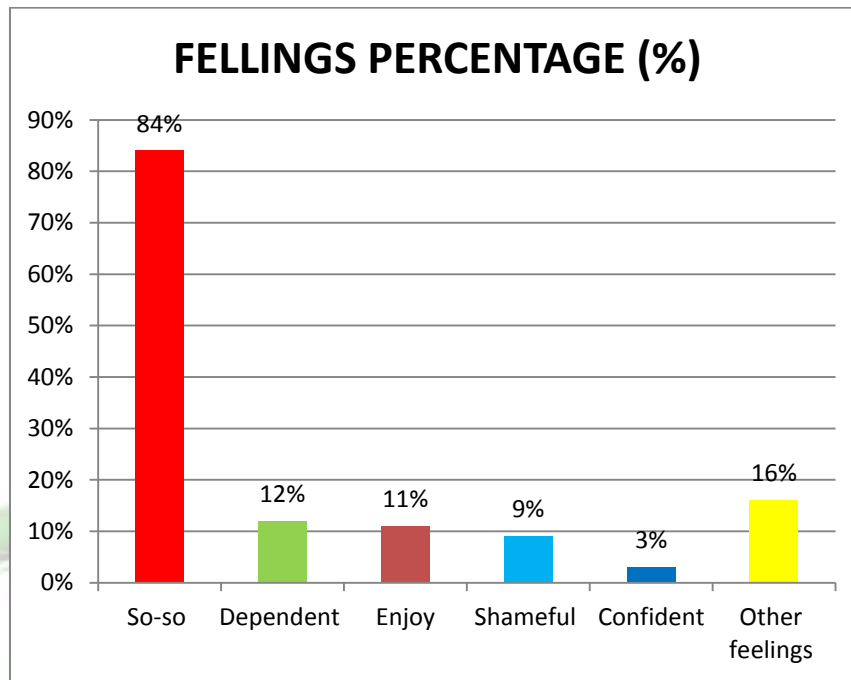
a. **Students' Feelings toward GT**

Chart 4.6. Students' feelings toward GT

As shown in Table 4.13, 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 on GT. This finding supported 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's (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 EFL 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.

2. **The factors contributing to using Google Translate in writing class at IAIN Palangka Raya**

   A. **Result of Interview**

   1. RN

      RN is a student in the 2015/2016 academic year. According to him about google translate is a tool used to translate English - Indonesian or Indonesian into English which has been popular among all people, especially students, teachers, and others. he once used google translate to translate English-Indonesian in the learning process, especially in the writing class. He often uses Google Translate. Meanwhile, the factors that cause RN to use google translate is when he doesn't know the meaning of words or sentences in English so the last alternative is he uses google translate. Then, another factor that makes him use Google translate, sometimes due to lack of vocabulary and to save time when he does the task.

Table 4.8 the results from students interview

No	Factor	Statement from the Interview	Students' initial
1	Lack vocabulary	*Ya alasan nya t bila kda tahu artinya atau bahasa inggrisnnya ya gara-gara kurang kosa kata ni am*	RN (Student in the academic year of 2017/2018)
	To save time	*Kadang-kadang kalo lg kepepet atau hndak lakas" mengawi pasti am makai google translate ngasan meartikannya.*	

2. DS

   DS is a student in the 2015/2016 academic year. According to him, Google Translate is a widely used and easily accessible translation tool, but there are still many weaknesses in Google Translate. " He has used google translate and always uses a compilation, he doesn't know the meaning of the sentence and the word. In addition, factors that cause DS to use google translate, the first because it reduces vocabulary and his habit of using google translate compilation, he gets unknown words because google translate is easier to use, the second is to make it easier, easier to facilitate paragraphs in Indonesian. However, based on his opinion he is more comfortable and likes to use the google translate compilation has problems in translating.

Table 4.9 the results from student interview

No	Factor	Statement from the Interview	Students' initial
1	to save time	*Bila uyuh sudah meartikan atau meolah kalimat atau paragraph jadi pakai google translate ai biar lakas.. he.,.he.he"*	DS (Student in the academic year of 2017/2018)
	Lack vocabulary	*"Selain itu, mungkin kalo yang pertama, karena kurang vocabulary"*	
	To save time	*mungkin bisa jadi gara" kebiasan memakai google translate t jadi oleh nyaman dan lakas tuntung gawian jadi memakai itu tarus am bila dapat kesulitan dalam meratikan kata atau paragrapf*	

3. MY

MY was a student in the academic year of 2015/2016. According to him, google translate is *the translator tool to help in translating words or more when I don't know the meaning of the words or more*. He claimed that he used google translate almost every meeting when getting an assignment. Besides, the reasons behind it were to save time and lack vocabulary.

Table 4.10 the results from student interview

No	Factor	Statement from the Interview	Students' initial
1	To save time	*Biar laksas tuntung bang.. jadi kawa mengawi tugas lain lagi*	MY (Student in the academic year of 2017/2018)
	Lack of vocabulary	*"Eee...Kosa kata kurang kosa kata"*	

4. MA

MA was a student in the academic year of 2015/2016. Based on the answer about Google Translate is a translator tool like an online dictionary. In the learning process, NA argued ever and often use google translate. Besides, the motivation of him using Google Translate was some of the words in Indonesia that he did not know the meaning, and also unconfident when he still doubt the meaning of the word, phrase or sentence so that it requires checking the meaning on google translate.

Table 4.11 the results from student interview

No	Factor	Statement from the Interview	Students' initial
1	Lack of vocabulary	*na biasanya gara" ada beberapa kata, atau kalimat bahasa Inggris yang ulun kada tau artinya t*	MA (Student in the academic year of 2017/2018)
	Lack of vocabulary	*"di vocab nya ya berpengaruh"*	
	Unconfident	*Kadang" ulun kada yakin jua lawan artinya kata bahasa inggrisnya pas kita hndak meartikan kata" t ulun t tahu ma artinya t tp kda yakin jadi mencek nya ail g di google translate t*	

5. LEE

LEE was a student in the academic year of 2015/2016. He argued Google Translate is the one of popular online machine translate. Besides, LEE ever and often used google translate especially when he did not know

the vocabulary to another language. The hardest problem of him was his lack of vocabulary and did not know the meaning in English and Indonesia.

Table 4.12 the results from students interview

No	Factor	Statement from the Interview	Students' initial
1	Lack of vocabulary	*"eennn.... karna ulun t banyak kosa-kata yang kada tau bahasa Inggris nya dan sebalik nya jua ulun banyak tahu bahasa inggrisnya tp kd tahubahasa indonesianya dari kosa kata t*	LEE (Student in the academic year of 2017/2018)
	Lack of vocabulary	*"Kdang memang kada tau bahasa Inggris atau bahasa indonesia nya ja"*	

C. Discussion

1. EFL students' attitudes on using google translate in writing class at IAIN Palangka Raya

This section presents the discussion based on the research findings of the study above. This discussion is focused on EFL students' attitude on using google translate in writing class. 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. This finding supported the research conducted by Sukkhwan (2014), which stated that GT can be used as assistance to

boost students" confidence in writing. A similar result was also shown in the use of GT in general 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 writing even very low. There were several reasons behind it, such as scaffolding, convenience, and confidence, etc., but scaffolding and convenience are the most popular reason. Moreover, Medvedev (2016) also found that GT translations are not accurate when it comes to long texts. 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

next was cognitive aspect, the findings indicated that few students assume that GT was ethically acceptable regardless of how it was used because it was helpful in language learning process 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, most students also had an assumption that GT was considered as cheating depending on how it was used and it was seen as cheating when it was used for tests and graded assignments. This finding supported the research conducted by Baker (2013), which stated that the use of GT will lead students to plagiarism. The findings also showed the students" points of view about the 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 in writing process 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. They believed that it was easy and free to use so 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 the classroom. 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. This finding supported the research conducted by Baker (2013), which stated that the use of GT will lead students to plagiarism. Similar findings also found in Baker‟s (2013) research that GT is unacceptable if students use it without any teacher's‟ permission.

In the 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 tool. This finding was in line with Medvedev's (2016) research, GT is convenience and it can be used everywhere. Some of them felt that they were dependent, enjoy, shame, and confident when using GT. This finding supported the research conducted by Sukkhwan (2014), which stated that GT can be used as assistance to boost students‟ confidence in writing. Few of them feel helped by GT‟s assistance, unsure about the translations made by GT, make them confused because they need to rethink about the translation, and satisfied with GT translations. This finding supported research by Clifford et al. (2013), as cited in Case (2015) that the use of GT only brings students‟ dependency.

2. **The factors contributing to using Google Translate in writing class at IAIN Palangka Raya**

In this description of the research findings, the result of the questionnaire has been briefly explained. The result of the interview were be analyzed based on the research problem is the factors are contributing to using Google Translate in writing class at IAIN Palangka Raya

They use GT to translate essays / articles that believe their use brings high comfort, medium confidence, and low scaffolding. This finding also supports research by Niño (2005), as quoted in Sukkhwan (2014) who understands reading and writing in a foreign language are two general objectives of GT. Regarding the majority of those who use GT to translate essays / articles that support GT because most of them (73%) - more than 60% are used to save their time. Then, in second place, 57% of them use google translate because they lack the vocabulary they have. Then, they agreed that they thought that it was easier for them to read all Indonesian.

After that, Popular Findings can be seen at the time of the participants. First those who use GT to translate essays / articles are more confident with their English in writing reading texts. As many as 45% of them are not confident in their English placed in fourth place, while 37% are not confident in reading. Approximately 25% of them use GT to translate difficult English-language essays / articles and also 23% to give them rough guidelines for their writing in English. As such, it is placed in the place specified in the ranking which is considered the most unpopular reason among others.

CHAPTER V

CONCLUSION AND SUGGESTION

The goal of this presented study was finding out EFL students' attitudes on using Google Translate in writing class and the factors contributing to using Google Translate in writing class that. Based on the Pickens" research (2005); attitude consisted of three aspects – behavioral, cognitive, and effective.

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 general 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 writing even very low. There were several reasons behind it, such as scaffolding, convenience, and confidence, etc., but scaffolding and convenience are the most popular reason.

Next was the cognitive aspect, the findings indicated that few students assume that GT was ethically acceptable regardless of how it was used because it was helpful in the language learning process. Furthermore, most students also had an assumption that GT was considered as cheating depending on how it was used and it was seen as cheating when it was used for tests and graded assignments. The findings also showed the students" points of view about the 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 in writing process. 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 the 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 tool. 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 confused 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 was 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 the language learning process, students only use GT when teachers allow them to use it. Besides, the teacher might also have their own attitudes toward the use of GT.

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