

**STUDENTS' PERCEPTIONS OF USING GOOGLE TRANSLATE
AS MEDIA FOR ASSISTING INDEPENDENT LEARNING
IN VOCABULARY CLASS**



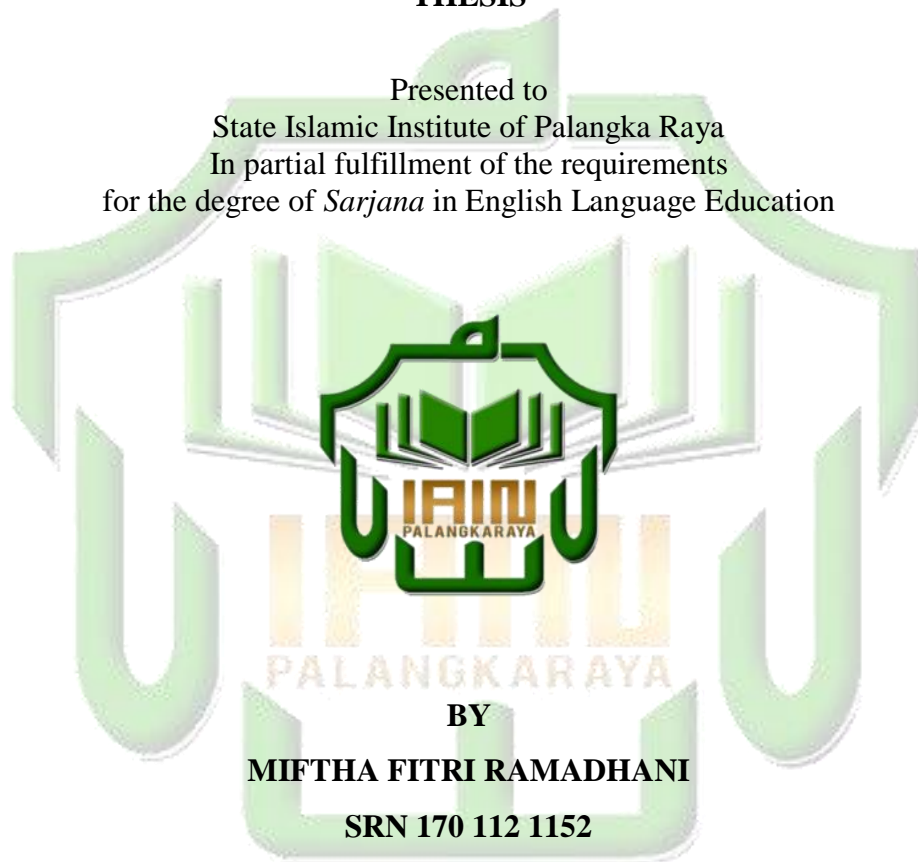
STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

2022 CE/ 1443 H

**STUDENTS' PERCEPTIONS OF USING GOOGLE TRANSLATE
AS MEDIA FOR ASSISTING INDEPENDENT LEARNING
IN VOCABULARY CLASS**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



**BY
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STUDY PROGRAM OF ENGLISH EDUCATION
2022 CE / 1443 H**

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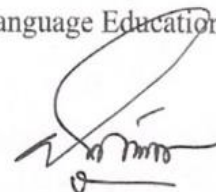
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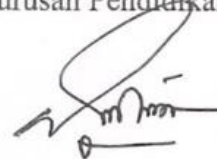
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Assalamu'alaikum Wr. Wb.

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Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

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MOTTO AND DEDICATION

الْكُرْبِ، وَأَنَّ مَعَ الْعُسْرِ يُسْرًا مَعَ وَأَنَّ الْفَرْجَ الصَّبْرَ، مَعَ النَّصْرِ وَعَلَّمَ أَنَّ

"Know that victory is with patience, and the way out is with hardship, and that with hardship there is ease"

(HR. Tirmidzi)



This Thesis is dedicated to:

My beloved Father Asrul Razikin (Alm) and Mother Sumirawati for their infinite and endless love, their prayer, sacrifice, support, patience and efforts. Also, my brother and sister Yudha Nur Yudhistira and Ghina Tauhida.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

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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 does it include, without due acknowledgement, the work of any other person.
3. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, February 24th 2022



Your Faithfully

Miftha Fitri Ramadhani

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ABSTRACT

Ramadhani, Miftha Fitri. 2022. *Students Perceptions of Using Google Translate as Media for Assisting Independent Learning in Vocabulary Class*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Hesty Widiastuty, M.Pd.

Keywords: perceptions, google translate, vocabulary class, independent learning, case study.

In the teaching-learning process, the EFL students often find it hard to translate the materials in vocabulary class. Consequently, they often used Google Translate as media to support their independent learning. Therefore, this study was aimed to examine more deeply about their perception in using Google Translate as media for Assisting in their independent learning.

The research problem of this research is “How are the Students’ Perceptions of using Google Translate as media for assisting independent learning in Vocabulary class?”. Therefore, the purpose of this study is “to know how are the Students’ Perceptions of using Google Translate as media for assisting independent learning in Vocabulary class”.

This study was qualitative research methodology, which focused on descriptions by case study. Subject of the study in this research was the first semester students of Vocabulary class English Education Study Program of IAIN Palangka Raya. The total of the students are 57 students and the researcher took 11 students as the subjects of this research by Purposive Sampling. For the data collection; first, the researcher used the observation checklist. Second, the researcher continued with the interview instrument. The interview has 14 questions with 3 topics; students’ personality, students’ motivation and students experience. Next, researcher analyzed the data as qualitative data from interview which has been collected and using documentation to strengthen the data such as pictures screenshot of interviews in WhatsApp and Zoom Application.

Based on the research problem, it can be concluded: Google Translate is very helpful and effective as a media for assisting student's independent learning in Vocabulary Class, Students feel motivated after using Google Translate and Students feel their vocabulary increases after using Google Translate. Considering the conclusions drawn above, it implies that the use of Google Translate can be used to help or support independent learning and also beneficial media for students, Google Translate help them to translate English material quickly and easily.

ABSTRAK

Ramadhani, Miftha Fitri. 2022. *Persepsi Siswa tentang Penggunaan Google Translate sebagai Media untuk Membantu Pembelajaran Mandiri di Kelas Vocabulary*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) Hesty Widiastuty, M.Pd.

Kata kunci: persepsi siswa, google translate, kelas vocabulary, pembelajaran mandiri, studi kasus.

Dalam proses belajar mengajar, siswa EFL sering kesusahan dalam menerjemah materi di kelas vocabulary. Karena itu, mereka sering menggunakan Google Translate sebagai media pembantu dalam pembelajaran mandiri mereka. Oleh karena itu, penelitian ini bertujuan untuk mengkaji lebih dalam tentang persepsi mereka dalam menggunakan Google Translate sebagai media untuk membantu pembelajaran mandiri mereka.

Rumusan masalah dalam penelitian ini adalah “Bagaimana Persepsi Siswa tentang Penggunaan Google Translate sebagai media untuk membantu pembelajaran mandiri di kelas vocabulary”. Oleh karena itu, tujuan dari penelitian ini adalah “untuk mengetahui bagaimana Persepsi Siswa tentang Penggunaan Google Translate sebagai media untuk membantu pembelajaran mandiri di kelas vocabulary”.

Penelitian ini merupakan metodologi penelitian kualitatif, yang menitikberatkan pada deskripsi berdasarkan studi kasus. Subjek penelitian dalam penelitian ini adalah mahasiswa semester I kelas vocabulary Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya. Jumlah siswa adalah 57 siswa dan peneliti mengambil 11 siswa sebagai subjek penelitian ini dengan Teknik Purposive Sampling. Untuk pendataan; pertama, peneliti menggunakan observasi ceklis. Kedua, peneliti melanjutkan dengan instrumen wawancara. Wawancara memiliki 14 pertanyaan dengan 3 topik; kepribadian siswa, motivasi siswa dan pengalaman siswa. Selanjutnya peneliti menganalisis data sebagai data kualitatif dari wawancara yang telah dikumpulkan dan menggunakan dokumentasi untuk memperkuat data seperti gambar screenshot wawancara di WhatsApp dan Aplikasi Zoom.

Berdasarkan masalah penelitian dapat disimpulkan: Google Translate sangat membantu dan efektif sebagai media untuk membantu pembelajaran mandiri siswa di kelas kosakata, siswa merasa termotivasi setelah menggunakan Google Translate dan Siswa merasa kosakata mereka bertambah setelah menggunakan Google Translate. Dan mengingat kesimpulan yang ditarik di atas, menyiratkan bahwa penggunaan Google Translate dapat digunakan untuk membantu atau mendukung pembelajaran mandiri dan juga media yang

bermanfaat bagi siswa, Google Terjemahan membantu mereka menerjemahkan materi bahasa Inggris dengan cepat dan mudah.



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Studying at IAIN Palangka Raya has given the researcher a lot of knowledge and extraordinary experiences and also can't be separated from the many great people the researcher has met, including beloved lecturers who always give the researcher support. Without their support and prayer, the researcher will not be able to complete my study and this thesis. That is why as the researcher would like to express my genuine gratitude to:

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Palangka Raya, February 24th 2022

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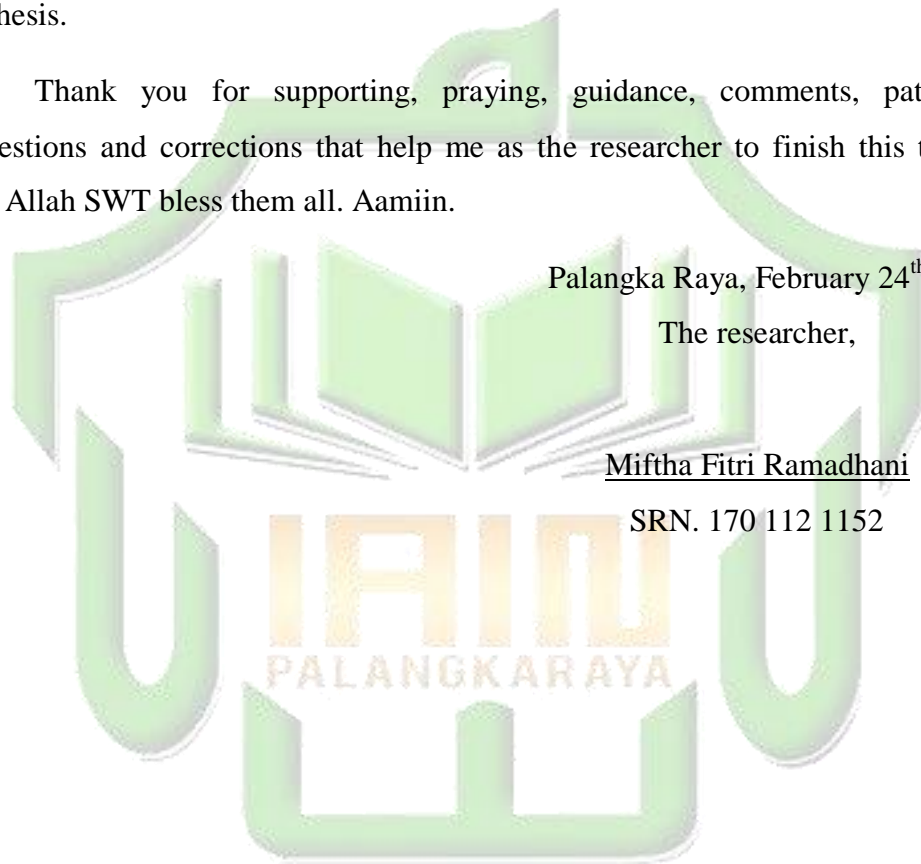


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LIST OF ABBREVIATIONS

1. IAIN = Institut Agama Islam Negeri
2. GT = Google Translate
3. EFL = English Foreign Language



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1. Observation Checklists
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CHAPTER I

INTRODUCTION

A. Background of the Study

One of the essential needs of human beings is to interact with each other. It's their culture. As a consequence, a means of communication called Language. Language is one of the primary human needs in life, since language is a medium for communicating human, animal, and other objects in the world. We cannot connect or engage with others in our everyday lives even in a language-free social media networking world. Languages are going to be nice when vocabulary is real. From many different languages, English has been recognized as a central language for global communications. English is an international language used by almost all nations. Many nations that determine English language as a foreign language, also Indonesia. English also required subject for Indonesian learners. The teaching-learning process of English language is difficult to Indonesian learners as foreign language since it has a different pronunciation, grammar, form and etc. There are four skills of English learning: listening skill, writing, speaking skill and reading skill, also there are many components of English language such as phrases and set of words, grammar, vocabulary, and etc. Vocabulary plays a crucial function in the study of languages, stated by Richard and Renandya in Sarani, A.,

Negari, G. M., & Ghaviniat, M. (2013). They also express another significant



vocabulary role. “Vocabulary is a vital component of language skills and students with less ownership of vocabulary would not be able to use language to the fullest”. Richard and Renandya in Sarani, A., Negari, G. M., & Ghaviniat, M. (2013) also add “Learners who lack an extensive vocabulary and strategies for acquiring new vocabulary often achieve less than their potential and may be discouraged from taking advantage of language learning opportunities available to them, such as listening to radio, listening to native speakers, using the language in different contexts, reading, or watching TV”. Vocabulary is very important to explain or show an opinion or idea. To mastery of vocabulary is very important to all who want to improve their language skills.

Because vocabulary has a major role to be a good and correct speaker, learning vocabulary by Translation is very commonplace in Indonesia. Translation is how to Translate from first language into second language or the opposite. Translation is one of the types of knowledge that should be learned by Indonesian learners, especially English learners. As English learners, they should be having good strategies to enrich their knowledge, such as translation. Because, by having good translation skills, students can carry the English material correctly. Also, Mastery of vocabulary is a very important factor in translating. The translator should not rely on the meaning of the word contained in the dictionary. Translators must look for the equivalent meaning of words in their

translation so that readers of the Translation feel as if they are reading the original book.

In this age of globalizations, most Indonesian students like to use new technologies for learning English, such as Google Translate. Groves & Mundt (2015) wrote that “Google Translate is a free web-based machine translation service that can translate in a variety of languages and also has a mobile app”. Balk et al (2012) stated “Google Translate is a free, application or web-based program with natural translation output, and it is also well known as online machine Translators with the best accuracy”. According to the Google (2015), "Google Translate was launched in 2006 and offered translation between Arabic and English at the first time”. Google Translate (GT) is machine translation (MT) to translate several languages in the world by Google. According to Bahri and Mahadi (2016), “Google Translate is a free machine translation service provided by Google that is used to translate text from one language to another”. This machine will serve the process of translating one language to another target language. So, Google Translate can be defined as one of the automated machine translations available from Google to provide translation services from source languages to target languages and Indonesian students familiar with the application.

Consequently, the students’ perceptions in this research are take an important role. According to Qiong (2017) stated that learning begins with perception when individuals pay attention to the stimulus in their sensory

memory, so it affects the data that reaches working memory. Perception is the experience of seeing, hearing, or feeling anything through inferring and interpreting information. So, it's right to conduct this research with the students, especially students in vocabulary class. Because, they feel and used the google translate as media for assisting their independent learning.

Based on these situations, the researcher want to examines how students truly see the use of google translate as media. According Sabarun,S. (2013) the aims of a study is to prove and answer the topic or the research problem. Based on all explanation above it is very much necessary to conduct research investigating how **“Students’ Perceptions of using Google Translate as media for Assisting Independent Learning in Vocabulary class.”**

There are some reasons why researcher choose the topic. First, the student's perception of using Google Translate, based on the researcher experiences, almost all of the students of the English language study program used Google Translate as media to support their independent learning, because they often find it hard to translate the materials, that's why they often used it. Also, it can be ascertained that almost all student is familiar with Google Translate. The focus of this research is to examine more deeply about their perception in using google translate as media for Assisting in their independent learning. Therefore, ask and investigates them about their perception in using google translate as media for Assisting their independent learning is valid.

Second, the reason why the researcher decide to conduct the research in vocabulary class in this study because; Google Translate is inseparable from the vocabulary. Google Translate is a translator machine. Translator machine to translate words. Google Translate is useful as a translator to translate words. Therefore, its valid if conduct research about Google Translate as a translator machine and connect it with vocabulary as a word because they have link, especially Vocabulary Class, also the researcher wants to give contribution to English Education Department of IAIN Palangka Raya. The result of this research is expected to give advantageous and consideration to another researcher. And the Accessibility. The researcher of this research is one of the students at IAIN Palangka Raya, that's why the researcher understand the situation of the field and want to conduct the research at Vocabulary Class of IAIN Palangka Raya.

B. Research Problem

Based on the background of the study, the research problem of this research is How are the Students' Perceptions of using Google Translate as media for assisting independent learning in Vocabulary class?

C. Objective of the Study

The objective of this research is to know the Students' Perceptions of using Google Translate as media for assisting independent learning in Vocabulary class.

D. Scope and Limitation

Based on the research problem, this study aimed to understand in-depth and describes the students' perceptions of using Google Translate as media for assisting their independent learning for vocabulary development in vocabulary class. This research limited to conducting research on students' internal perception; personality, motivation and experience and on Vocabulary Class students of English Education Study Program at first semester of IAIN Palangka Raya in Academic Year of 2020/2021.

E. Significance of the Study

There are two significances in this study, they are:

1. Theoretically

This research projected to be valuable research or information and gives contribution for the English teaching and learning process. This study was important, because this study was aimed on the students' perceptions of using Google Translate as media for assisting independent learning in Vocabulary class. According to Ivone (2005)

in Sudarman, S., & Chinokul, S. (2018) assumes that the lack of vocabulary knowledge could be one of factors that contributes to the low level of proficiency gained by Indonesian students. So, this research could be overcome the student's problem in their independent learning in translating the materials in the vocabulary class. Grow (1991) in Kegan, R. (2018) states that independent learners create their own goals, with or without expert assistance. Also, this research expected can contribute to IAIN Palangka Raya, especially English Education Department. This research can be offers knowledge particularly about the Students' Perception of using Google Translate as media for assisting independent learning in Vocabulary class.

2. Practically

a. Lecturer

This research conducted and expected to be used as consideration for the lecturer to recommend the students to use Google Translate as media for their independent learning, especially the students in the Vocabulary Class.

b. For the Students

The students may have some considerations to use Google translate as media for their independent learning by this research. Google Translate is a media that can be used to assisting or support independent learning, it is related to vocabulary and students will

be helped by the existence of this media, especially for assisting to translating English material in vocabulary class.

c. Other Researcher

The findings of this study are expected to provide useful information for individuals concerned in language teaching and learning, particularly for other researchers. This study hoped to provide information, specifically on students' perceptions of using Google Translate as media for assisting independent learning in vocabulary class.

F. Definition of Key Terms

The researcher wants to explaining briefly what are this study research about and easy to understanding.

1. Students Perception

According to Slameto (2010) in Abidin, R., & Suryani, N. (2020) "Perception is a process that correlates with the delivery of information messages to the human brain. Through perception, humans continuously make correlations with their surroundings, which they do through their senses of sight, hearing, touch, and smell". In addition, Oxford dictionary defines Perception is the way something is regarded, comprehended, or interpreted. According Walgito (2001) in Bagata, D. T. R. (2020) "perception is the impression of a person to a particular

object which is influenced by internal factors. Internal factors include; Personality, Motivation and Experience”.

Perception is the experience, motivation or personality of seeing, hearing, or feeling anything through inferring and interpreting information. Perception is a cognitive process that integrates essential sensory inputs and previous experiences to give us an organized and description of the situation. Perception plays a significant part in this research. The students' perception of using google translate as media for assisting in vocabulary class. In this research, the student's perception is needed to conduct this research as well. Because this research is focusing on the student's perception.

2. Google Translate

Boitet, Herve, Mark, and Valérie et al (2014) said Google Translate is a machine translation service provided by Google. This machine can serve the process of translating a source language into another language target. "Google Translate is a free multilingual machine translation tool built by Google to translate text, audio, pictures, websites, or real-time video from one language to another," noted Maulida (2017). In addition, Cambridge English Dictionary defined that the process of translating text from one language to another is known as Google Translate.

Google Translate is neural machine translation service and a free multilingual statistical created by Google, to translate words, material a language to another language. Google Translate in short, is one of the translation websites that offers free translation services. Despite the limitations of machine aided translation, its easy accessibility and quick referencing contributes to the common use in language learning classes. this will make it easier for learning English to find the target language translation. In this research the use Google Translate as a media in vocabulary class.

3. Vocabulary Class

Vocabulary Class is a class held in first semester in the English Education study program, with 2 credits taken for 1 semester. Vocabulary class is a class with learning to build and expand the mastery of Vocabulary students at the English Education Study Program in Palangka Raya IAIN with Focus Topic such as Verb, Noun, Adjective, Pronoun, Prepositions, etc.

Definition of Vocabulary stated by Alqahtani (2015) vocabulary is often regarded as a vital tool for EFL students because a lack of their vocabulary leads to ineffective communication in a foreign language. Ivone in Sudarman, S., & Chinokul, S. (2018) assumes that “One factor that may contribute to Indonesian students' low level of proficiency is a lack of vocabulary knowledge”. In addition, Cambridge English Dictionary defines Vocabulary is all the

words used or exist in specific language. Vocabulary is one of the vital components in teaching-learning language toward their success in learning new language. Because, the lack of students' vocabulary will carry some difficulties in using English for communication.

4. Independent Learning

According to Foster (1972) in Handayani, W., & Saptopramono, H. (2015) said that "Independent study is a process, method, and philosophy of education in which a student acquires knowledge through his or her own efforts and develops inquiry and critical thinking skills". It entails having a say in determining those goals, within the confines of a specific project or program and with the assistance of a faculty adviser. It necessarily requires process freedom in order to achieve the objectives; it places increased educational responsibility on the student for achieving the objectives and determining the value of the goals.

According to Oxford English Dictionary the term independent is Not reliant on another's authority, not in a position of subordination or submission; not subject to external control or rule; self-governing, autonomous, and free. Independent learning is not something new, in the world it is something that is not known. For many people, independent learning makes learning easier, focused and efficient.

5. Case Study

According to Creswell (2013), “The case study method investigates a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time by collecting detailed, in-depth data from multiple sources of information and reporting a case description and case themes”. According to Ary (2010) “A case study is a qualitative examination of a single person, group, event, or institution”. The researcher has provided some answers in response to questions about how and why a case could have occurred.

In addition, Oxford English Dictionary defines case study is “A study or research process or record in which careful consideration is paid to the growth of a specific person, group, or circumstance over time”. A case study is a detailed, in-depth, and comprehensive examination of a specific case or instances in a real-world environment.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Study

In this study which concerns about Students' Perceptions of using Google Translate as media for Assisting Independent Learning in Vocabulary Class, several similar studies will be presented to show the results and comparisons of those studies.

Ninin Herlina et al (2019) with research title "Google Translate as an Alternative Tool for Assisting Students in Doing Translation". A study conducted at Universitas Negeri Jakarta, Indonesia. The purpose of this case study research is to look into the use of Google Translate as a tool to help students translate English language reference books. This study employs a qualitative approach as well as descriptive methods. According to the findings, more than half of students admit to only using Google Translate to help with translation. While the percentage is quite high, 75.8 percent of students admit to editing Google Translate's translation results. As a result, students argue that Google Translate is highly useful for student translation activities during lectures.

Maria Yanti and Lesly Martha C. Meka (2019) with research title "The students' perception in using Google Translate as a media in translation class". A study was carried out in the Translation Class. The descriptive qualitative method was used in this study. This study examines

students' perceptions of using Google Translate as a media tool in a translation class. Perception was defined in this study as what students believe about Google Translate and how it influences them during the translation process. According to the findings of this study, The majority of pupils utilized Google Translate as a quick dictionary. Google Translate was frequently used for sentence-by-sentence translation and vocabulary enrichment for students. The translation quality assisted by Google Translate was neither good nor awful, according to the students' translation task scores. Furthermore, Google Translate's accuracy motivated pupils to continue studying and practicing grammar while also enhancing their translation skills.

Rina Alfikawati Rohmah and Zida Kamalia (2017) with research title “Teaching Translation: Google Translate Based in Teaching Translation”. A study conducted at Department of English of Universitas Negeri Malang. The method which used in this research is the data analyzed using qualitative descriptive. According to the results, 19 of the 27 students did both translating and validating, 2 only translated, and 6 exclusively validated. It suggests that the majority of students had no preferences, as they chose to translate and validate.

Sylvi Octaviani Chandra and Ignasia Yuyun (2018) with research title “The use of Google Translate in EFL essay writing”. The research was conducted using a qualitative approach. Some pupils perceive writing to be a challenging skill due to a lack of vocabulary and grammatical

flaws. Students used GT in three areas, according to the findings: vocabulary, grammar, and spelling. Vocabulary was the most frequently used. Followed by spelling and grammar.

Eid Alhaisoni and Maha Alhaysony (2017) with research title “An Investigation of Saudi EFL University Students’ Attitudes towards the Use of Google Translate”. The data was quantitatively and qualitatively analyzed. There are 92 students took part in the study. In this study, a questionnaire was used as an instrument. The findings shown all of the subject used GT. Vocabulary, writing, and reading was purposes for which they use GT, with translation being the least frequently used. According to the research, Google Translate was frequently used to understand the meaning of unknown words, writing assignments, and read an English books.

Lam Kok Wei (2021) with research title “The Use of Google Translate in English Language Learning: How Students View It”. A study conducted in the General Studies Department, Politeknik Sultan Azlan Shah, Perak, Malaysia. The method of the research was a qualitative method. The findings revealed that the students are generally positive towards the use of Google Translate in their language learning. Most of them frequently use Google Translate, and acknowledge the convenience and usefulness of Google Translate in their language learning process. Nonetheless, they are aware of the limitation of Google Translate in translating longer sentences, paragraphs and texts.

Selfian et al (2021) with research title “Students’ Perceptions Toward the Use of Google Translate in Translating”. A study was conducted at Universitas Negeri Manado's English Education Department, Faculty of Language and Arts, Tondano, Sulawesi Utara, Indonesia. This was a quantitative study, and the descriptive method was used. This study looked at students' attitudes toward using Google Translate for translation. According to the findings, it can be concluded that students in the eighth semester of EED UNIMA enjoy translating activities, particularly translating English to Indonesia, and they use Google Translate to assist them in translating.

Arjulayana (2019) with research title “Google Translate as an Alternative Tool to Assist EFL Undergraduate’s Students’ Assignment”. A study was carried out at the University of Muhammadiyah Tangerang. This research used descriptive qualitative method . This study's goal was to present the data analysis for an assignment aid tool for EFL undergraduate students. Google Translate is one of the most often used tools among EFL students in this age of globalizations, whether for assignments or to improve foreign language skills. According to the findings, Google Translate is very useful for 5th semester students, with 92 percent agreeing that this machine is very effective in assisting them.

Christanta et al (2020) with research title “Problems in the Application of Google Translate as a Learning Media in Translation”. A study was carried out at the Universitas Sumatera Utara in Medan,

Indonesia. In this study, the descriptive qualitative method was applied, utilizing a case study methodology. This study is concerned with the issues that arise when using Google Translate for translation tool. The discussion focused on identifying the problems that translation tool user's face. According to the research, the most prevalent problems observed by students were inaccuracy and mismatch of the translated meaning (31%), second by inaccuracy of the grammatical structures in the translation result (30%). However, the data also suggested that the best method to deal with these challenges was to make self-corrections, look up the definition of certain questionable words in a dictionary, and pick the best choice based on the context.

Mustakim Sagita et al (2021) with research title "Students' Perception About Google Translation Tool in Learning English". A study conducted at Universitas Jabal Ghafur. This research was descriptive qualitative. The purpose of this study was to learn about students' perceptions of Google Translation as a tool for learning English. The research's context is based on the increased use of Google Translation among students. The findings of this study revealed that students used the Google translation tool to learn English because they had difficulty understanding English at times, particularly during translation activities. They use it to help them with things like translating, using a dictionary, checking synonyms and antonyms, and checking pronunciation.

The similarity of this research with the research above is the focus. The focus of this study is the using of the Google Translate application, which is similar to the study mentioned above. While the gap and the differences of this study with the research above is the use of the Google Translate itself. This research is to find out the use of Google Translate as media for assisting Independent Learning in vocabulary class. And this research using case study with qualitative method with 2 instruments; interview and documentation. The other difference in this research with previous study was the subject, in this research the subject are the students at IAIN Palangka Raya in Vocabulary class.

B. Perception

According to Lindsay and Norman (1997) in Oktalia (2014) “Perception is the process by which a person analyzes and organizes sensations in order to have a meaningful experience of the world”. Perception is the way by which people are exposed to a stimulating condition and then perceive it meaningfully depending on their past knowledge. According to Gould in Oktalia (2014) Stated that perception is the process of taking sensory data and interpreting it meaningfully. Perception is inextricably linked to a person's personality, specifically his or her psychological characteristics.

Perception is the process of transforming feelings into meaningful experiences by combining information with your

understanding of the environment. It's tough to understand the mechanism that permits you to transform sensory data into our unique sense of reality because perception is so fast and familiar. "Perception is the sense organ and brain's sorting out, interpretation, analysis, and integration of inputs.

Slameto, (2010) in Puji Astuti, E. (2016). While Mulyana (2007) in Parji, P. (2012) stated that "Perception is an internal process that allows us to chose, organize, and interpret stimuli from our surroundings". Moreover Walgito (2001) in Bagata, D. T. R. (2020) stated that "Perception is a person's impression of a certain item that is influenced by both internal factors, such as personal behavior, and external factors, such as behavior influenced by circumstances outside of the person's control".

1. Factor Affecting Perception

Everyone has a unique way of seeing the same thing. Many factors, including internal factors, can influence the difference. Walgito (2001) in Bagata, D. T. R. (2020) "Internal factor is a factor which comes from an individual". Walgito (2001) in Bagata, D. T. R. (2020) also add "This factor is influenced by personal psychological factors such as emotions, feelings, willingness, needs, motivations, attentions, and so on". Every person has distinct qualities and temperament that are impacted by one's family and surroundings.

Internal factors include:

- **Personality:** Personality qualities have an impact on how a person chooses perceptions. For instance, conscientious people tend to select details and external stimuli to a greater degree.
- **Motivation:** People will form their impressions based on what they need at the time. They will prefer options that they believe will assist them with their current wants and will be more likely to disregard those that are irrelevant to their needs.
- **Experience:** The patterns of occurrences or associations that one has learned in the past have an impact on one's current perceptions. The individual will choose perceptions based on what they discovered in the past.

2. Students' Perception

Students' views are very important in the field of teaching and learning because teachers, lecturers, and instructors must understand students' needs before developing teaching materials and lessons. Aside from that, teachers must understand students' previous experience, which can be difficult for lecturers. When teachers set question sheets, they follow the same procedure.

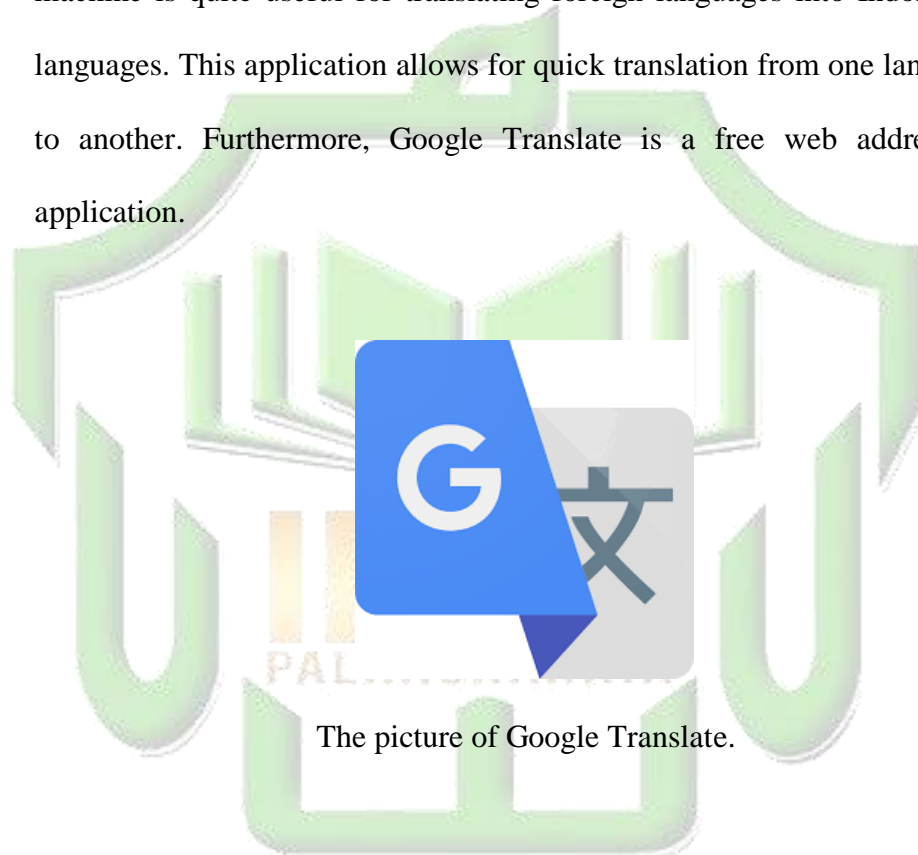
According to Sulaiman et al (2017) “When assessing students' knowledge, teachers must grasp the goals of the lessons and ensure that students understand the subject matter that is relevant to the topic of test validity”. When their teachers use different techniques

and strategies in training, students have different experiences. Noeng Muhadjir in Aziz, A., & Rohman, K. (2020) Stated “Nature activity in education is always an important aspect in educational activity”. Aziz, A., & Rohman, K. (2020) also adds that “The important actors are the giver subject called as a teacher and the receiver subject as students”.

C. Google Translate

Google Translate (GT) is machine translation (MT) to translate several languages in the world by Google. According to Bahri and Mahadi (2016) “Google Translate is a freeware automatic translation service provided by Google that is used to translate text from one language to another”. Based on Boitet et al (2014) Stated that “Google Translate is a machine translation service provided by Google”. This machine can serve the process of translating a source language into another language target. Based on the above definition, GT can be defined as one of the automatic machine translations available from Google Company to provide translation services from source languages to target languages. According to Balk et al (2012) Stated that “Google Translate is a free, web-based tool that produces natural translation output. It is also generally renowned as the most accurate machine translator”. According to the Google Company’s history, “Google Translate was launched in 2006 and offered translation between Arabic and English at the first time”.

According to Maulida (2017) Stated that “Google Translate is a free multilingual machine translation tool built by Google to translate text, audio, pictures, websites, or real-time video from one language to another”. Pujiati (2017) Said that “Google translate can translate from words, phrases, clauses, sentences, and discourse”. This translation machine is quite useful for translating foreign languages into Indonesian languages. This application allows for quick translation from one language to another. Furthermore, Google Translate is a free web address or application.



The picture of Google Translate.

Serve the process of translating a source language into another language target. Based on the above definition, GT can be defined as one of the automatic machine translations available from Google Company to provide translation services from source languages to target languages.

Google Translate is a tool that allows users to translate various written documents from one language to another, and it supports

translation in 90 languages. It may translate not only a single word, but also a phrase, a paragraph of text, or an entire Web page. To translate a text, Google Translate searches many documentaries for the best acceptable translation pattern between human-translated materials. Google Translate's translation results are not always as good as human translation. When the text structure is good, formal language is used, or a simple sentence form is used, the translation results can be similar to human translation results. However, as the length of the phrase or the content is translated using literary language, the accuracy of the translation results may decrease. Google Translate is a computer translator with numerous applications in language acquisition. This is why many dictionary users choose machine translators such as Google Translate, despite the fact that the translation outcomes will be inferior to human translations.

Because it just translates word for word, Google Translator is prone to grammatical errors. When some sentences are translated word for word, the existence of variations between grammar rules in English and those in Indonesian causes grammatical problems. Tenses, singular-plural construction, semantic, pragmatic, and morphosyntax are all concepts in English.

D. Vocabulary

1. Definition of Vocabulary

Vocabulary is regarded as an essential element of language. According to the Cambridge Dictionary (2014) “There were two definitions for vocabulary: first, all the words known. Second, utilized by a certain individual, as well as all of the words that exist in a specific language or subject”.

According to Istiqomah (2016) The total quantity of words in a language that a person knows or uses is referred to as vocabulary. In a brief, vocabulary is a collection of words that are arranged in such a way that they form the meaning of a language. One of the linguistic concepts that must be included in learning the English language is vocabulary. It means that vocabulary is very important in language. When someone learns a language, he or she will learn the language's words so that he or she can communicate with others.

Alqahtani (2015) stated that “Because a lack of vocabulary leads to inefficient communication in a second or foreign language, vocabulary is frequently seen as a vital media tool for second language learners”. According to Wahyuni's research (2013), linguists explain numerous different word meanings. According to Lehr et al in Wahyuni (2011) “Vocabulary is commonly defined as the understanding of word and the meanings”. Furthermore, Vocabulary is the fundamental unit of language form.

Ivone (2005) in Sudarman, S., & Chinokul, S. (2018) Assumed that “One aspect that may contribute to Indonesian students' low level of proficiency is a lack of vocabulary knowledge”.

2. Vocabulary Class

Vocabulary class is a class held in first semester in the English Education study program, with 2 credits taken for 1 semester. Vocabulary class is a class with learning to build and expand the mastery of Vocabulary students at the English Education Study Program in IAIN Palangka Raya with Focus Topic such as Verb, Noun, Adjective, Pronoun, Prepositions, etc. This vocabulary class is one of the compulsory subjects that must be taken by students of the English Education Study Program at IAIN Palangka Raya. where this vocabulary is very supportive to provide knowledge for students.

E. Independent Learning

According to Kesten (1987) in Alotaibi, K.N. (2017) Stated that “Independent learning is described as learning in which the learner, in conjunction with relevant persons, may make the decisions necessary to meet the learner's own learning needs”. They are motivated because independent learners understand themselves and have a sense of control over their lives. McNair (1996) in Al Maani, D. (2019) stated that “Anyone who does independent learning, it means, they study because

they want to, not because they are told to, and they act because they want to see results, not to please others”. Independent learning is not new concept in the world, it is something that is known for past. For many people, independent learning makes learning easier, focused and efficient. According to Oxford English Dictionary the term independent is “Not reliant on another's authority, not in a position of subordination or submission; not subject to external control or rule; self-governing, autonomous, and free”. Grow (1991) in Kegan, R. (2018) states that “Independent learners create their own goals, with or without expert assistance”. Kegan, R. (2018) also add “They use experts and all available resources to accomplish their learning objectives, and they are prepared to accept responsibility for these objectives”. According to Hughes (2001) in Healey, M. (2017) Stated that “Independent learning is a strategy that aims to empower students to take responsibility for the learning and, as a result, to further develop their academically and personally potential. It is an essential part of improving students' self-awareness and self-confidence as independent life - long learners”. Garrison (1997) in Anderson, W. (2013) Stated that “Independent learning is a strategy in which learners are driven to assume personal responsibility and joint control of cognitive (self-monitoring) and environmental (self-management) processes in the development and confirmation of meaningful and useful learning results”.

F. Case Study

According to Creswell (2013) The case study method “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, indepth data collection involving multiple sources of information and reports a case description and case themes. The case study method enables a researcher to thoroughly investigate data within a specific context. According to Ebneyamini, S., & Sadeghi Moghadam, M. R. (2018) stated that “A case study technique picks a small geographical region or a small number of people”. According to Ary et al (2010) “Case study research is qualitative examination of a single individual, event, institution or group”.

According Yona, Sri (2013) There are several methods in case study, questionnaire, survey, interview, and observation. In general, in case study research, (in-depth interviews) are a method that is often used to achieve more in-depth data quality for a particular phenomenon. According to Zainal (2007) in Hopkins, J., & Hawking, P. (2018) Stated “In essence, case studies analyze and investigate contemporary real-life phenomena through extensive contextual examination of a small number of occurrences or situations and their interactions”. Ebneyamini, S., & Sadeghi Moghadam, M. R. (2018) also adds the case study is also characterized as an excellent approach when a comprehensive, in-depth inquiry is required.

G. Framework of Thinking

The Framework of Thinking of the study is as follow:

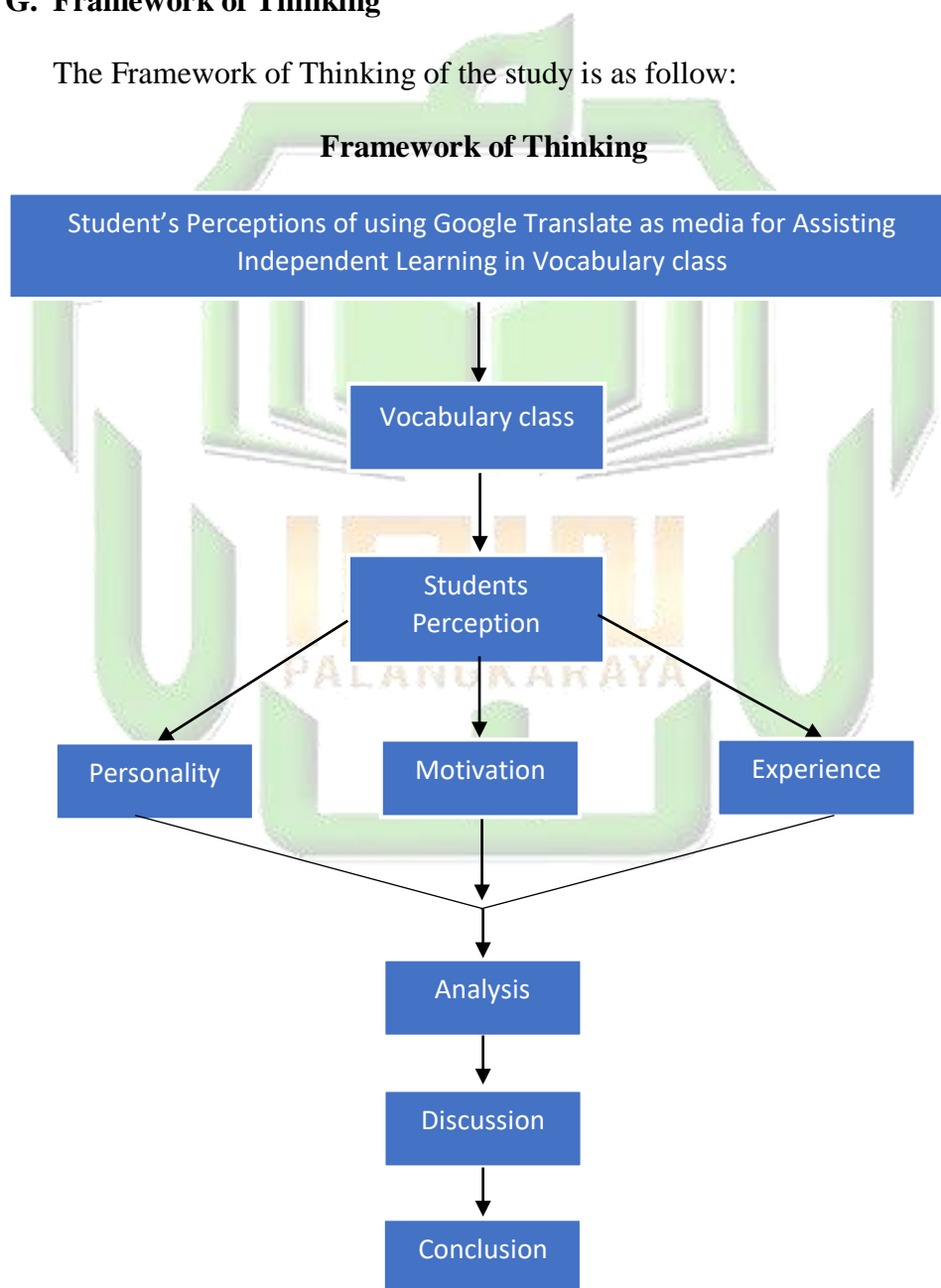


Figure 2.1



CHAPTER III

RESEARCH METHOD

A. Research Design

The research design refers to the researcher's general approach or method of thinking for completing the research and achieving the research goal. This study was used qualitative research methodology which focused on descriptions by study case because the researcher wants to explore and describes in-depth, careful, and thorough analysis of a specific case or instances in a real-life setting. Qualitative research can be used to describe any phenomenon based on study facts.

According to Creswell (2013) “The case study approach investigates a real-life, contemporary bounded system (a case) or many bounded systems (cases) through time by collecting thorough, in-depth data from multiple sources of information and reports. a case description as well as case themes”. According to Ary (2010) “A case study is a qualitative investigation of a particular person, group, event, or institution”.

According Yona, Sri (2013) there are several methods in case study, they are questionnaire, survey, interview, and observation. In general, in case study research, (in-depth interviews) are a method that is often used to achieve more in-depth data quality for a particular phenomenon.

B. Subjects of the Study

The first semester students of IAIN Palangka Raya's Vocabulary class English Education Study Program were the subjects of this research. This research conducted at first semester because vocabulary class was held on its semester. The total of the students in Vocabulary Class are 57 students and the researcher took the students as the subjects of this research by Purposive Sampling.

The reason why the researcher chose the students of Vocabulary Class in Academic Year 2020/2021 as the subject of the study was because in the experience of the researcher and the fact in the field, students in vocabulary course often have difficulty understanding the meaning of words. Therefore, Google Translate is one of the media that can facilitate students in translating English words into Indonesian and very helpful and easy to use. especially in vocabulary course class. Purposive sampling was used to choose the subjects. According to Ary (2010) "Purposive sampling is a type of nonprobability sampling in which participants judged to be representative of the subject are included in the sample". The criteria of the sample of subject in this research by Purposive sampling was representative students at first semester of vocabulary class in academic year 2020/2021, passed the vocabulary course in academic year 2020/2021, know Google Translate and has used Google Translate.

Table 3.1
The number of Students at 1st Semester in Vocabulary Class

No	Class	The Number of the Students	
		Male	Female
1	A	4	25
2	B	10	18
Total		57	

C. Source of Data

In this research, the researcher collected the data from the students at first semester students of Vocabulary Class of English Education Study Program of IAIN Palangka Raya at Academic Year 2020/2021. For more of detail, there are 57 total students from 2 classes, consists 14 male and 41 female. The source of the data in this study was selected by using purposive sampling to got the representative subjects as the source of the data. The researcher collects the data based on the result of Observation Checklist.

D. Research Instruments

1. Interview

The major instrument in this study was an interview. The researcher collected data through interviewing students and using structured interviews. According Alsaawi (2014), there are many different types of interviews that can be considered in research; structured interview, unstructured interview, semi-structured interview,

and focus group interview. Type of interview used by the researcher in this research was a face-to-face interview with structured interview. Alsaawi (2014) stated that Structured Interview is a pre-planned interview in which the researcher puts down the interview questions before doing the interview. This Structured Interview approach is an efficient technique to keep the interview closely focused on the main issue Bryman (2008) in Alsaawi (2014). It also makes the interview similar among interviewees. In this research, a structured interview was used to gather information from students, and the interviews are rigidly organized. Structured interviews are required since there was a set of questions linked to students' perceptions of using Google Translate as media for assisting the students independent learning at vocabulary class and the interview was conducted face-to-face. It is stated by Creswell (2014) "When the researcher performs face-to-face interviews with participants, this is referred to as a qualitative interview".

Ary et.al (2010) stated that "Participants can be interviewed over the phone or in focus groups, with six to eight interviewees in each session". An interview is a two-way conversation between an interviewer and an interviewee in which the interviewer asks the interviewee, the interviewee answers the question. Ary et.al (2010) stated that Data is acquired during an interview through face-to-face or telephone interaction or conversation between the interviewer and the

responder. Thus, in this situation, the researcher collected the data by interacting or communicating directly with the respondent.

Structured Interview in this research was open-ended questions. According to Creswell (2012) “Open-ended questions are those for which researchers do not provide response options; instead, participants respond to the questions on their own”. The interview was deemed open-ended because, while the questions could be planned, the interviewer typically has no idea what the contents of the response will be. These interviews focused on the participant's personality, motivation and experience. Interview are used to collect information from individuals on their perceptions, to describe a situation in their own terms, their personality, experience and motivation. Meanwhile according to Esterberg in Saepuloh, A. (2017) an interview is a meeting between two people to share information and ideas through questions and answers, culminating in dialogue and mutual creation of meaning on a particular topic.

In this research, the interview answered the research problem How are the students' perceptions of using Google Translate as media for Assisting Independent Learning in Vocabulary class. The researcher developed interview questions for this study which aimed to achieve the goals of this study and in accordance with the validation provisions.

Table 3.2
Specification of Interview

No	Interview Questions
<i>Students Personality</i>	
1	How do you know Google Translate?
2	How do you enjoy/feel use Google Translate?
3	Do you confident use Google Translate?
4	What you think using Google Translate gives you a chance to do a cheat in class?
5	Do you feel helpless without using Google Translate? Why?
<i>Students Motivation</i>	
6	Do you got motivated after using Google Translate in your independent learning? Why?
7	Do you think your vocabulary enriches after use Google Translate? Why?
8	Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?
<i>Students Experience</i>	
9	Do you think Google Translate is easier to accessed? Why?
10	What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?
11	Do you think Google Translate help you to comprehend the material? Why?
12	What problem are faced using Google Translate?
13	How do you use Google Translate?
14	When do you use Google Translate?

2. Observation

The researcher observed all subjects and developed an observation checklist and asked to the subjects. The researcher used an observation checklist to find out whether they used the Google Translate as a medium in their independent learning to translate the vocabulary they did not know in the vocabulary class. According to

Cresswell (2012) “Observation is a technique for gathering open-ended data, obtaining real experience through observing people and places at a study site”. It demonstrates that the first stage that can be used before performing research is observation. Observation checklist in this research was to make sure the sample is valid to taken as the subject. It means the subject must be fit the criteria of the sampling by purposive sampling. That’s why the observation checklist was only consist 6 criteria/statement and held before the main instrument, its Interview.

Table 3.3
Specification of Observation Checklist

No	Statement/Criteria	Yes	No
1	The student knows the application Google Translate		
2	The student ever used the google translate		
3	The student is from academic year 2020/2021		
4	The student passed the vocabulary class in Academic year 2020/2021		
5	The student used google translate as media in their independent learning		
6	The student fit the criteria		

3. Documentation

Document study can refer to a data collection technique that involves obtaining and evaluating documents. Documentation can be a helpful source of information in qualitative research. Sugiyono (2012) stated that “Documentation can be both written and visual such pictures, and it can be utilized to gain information”. The purpose of the documentation approach is to make the interview results trustworthy. The documentations in this study were screenshots of interviews from WhatsApp, observation checklist, sheet of interview, interview transcript, students’ data, and notes.

E. Data Collection Procedures

The data collection was done in a natural context with no manipulation of the data. This study's data collection protocols included a first observation checklist, an interview, and documentation. Process of collecting data in this research by instrument of the study from subject research are:

1. Researcher conducted the observation checklist. The researcher checked are the students fit the criteria of the sampling. The observation checklist in this research was to make sure the sample is valid or suitable as the subject and representative. This process in this research was the researcher chose the research subject.
2. The subjects in this study were IAIN Palangka Raya students in the first semester vocabulary class in Academic year 2020/2021. The

researcher chose by selecting the purposive sampling method. From the 57 students in semester 1 of vocabulary class, there were 11 subjects. The researcher chose the subject of 11 vocabulary students by making observations first, namely the observation checklist.

3. Observation checklist used to find out whether they used the Google Translate as a medium in their independent learning to translate the vocabulary in the vocabulary class. This observation checklist has several criteria, which aim to ensure the research subject really fits the criteria for research.
4. In order for students to become research subjects, they must match all of the above criteria. So, 11 participants were obtained from the total number of students in the vocabulary class for the academic year 2020/2021 who would be interviewed.
5. After the sample was suitable as the subject. The researcher noted the students' data who fit the criteria to continue the research. After the researcher got the research subject and had done the observation checklist, the researcher continued with the interview instrument. The researcher held directed interviews with each of the research subjects, namely the first semester vocabulary students for the 2020/2021 academic year. The interview has 14 questions with 3 topics; students' personality, students' motivation and students experience. Those are was to find out and answer the questions of this research problem.

6. The researcher prepares the sheet of interview guideline. Interview the students who fit the criteria sampling by WhatsApp. Researcher Asked their opinion about Google Translate as media for assisting their independent learning. Interview used by the researcher was a face-to-face interview with structured interview which is consist of 3 topics; personality, motivation and experience. In this research the researcher conducts the interview by telephone, especially WhatsApp Application and Zoom Application. According to Ary et.al (2010) stated that in an interview, data can be collected through telephone.
7. Next, researcher analyzed data from interview which has been collected and using documentation to strengthen the data such as pictures screenshot of interviews in WhatsApp and Zoom Application.
8. Documented. The researcher used documentation such as picture and other document as the evidence of the research to strengthen. In this research, the documentation are such as pictures screenshot of interview from WhatsApp, observation checklist, sheet of interview, students' data, syllabus and notes.

F. Data Analysis Procedure

The researcher used analysis data in this study. According to Given in Azungah, T. (2018) stated that “Data analysis is a critical component of qualitative research, serving as a stepping stone to both data collection and relating findings to higher level concepts”. This study took a qualitative

approach, employing descriptive methodologies. According to Saryono (2010) in Mukarramah, A., Sabarun, S., & Qamariah, Z. (2021) “A qualitative study is one that looks into, discovers, describes, and explains the quality or privilege of social factors that cannot be explained, measured, or expressed by a quantitative manner”. After all of the data has been collected, the following step is to analyze it. Several strategies are used to examine the data collected in the field, including data reduction, data visualization, and conclusion drawing verification. An interview was done to answer certain questions about the major issue of this research. This strategy was designed to shape students' perceptions or experiences.

1. Data Reduction

Data reduction was resumed, with a focus on the fundamentals, a focus on the essential, and analysis into the theme and pattern. In conclusion, the data reduction presented a clear picture, and after research, data was acquired from interviews with not all students, but selected students at IAIN Palangka Raya, particularly first semester vocabulary students. So, the researcher collected or summarized data and takes extensive and meaningful notes in order to make the next data display simpler and clearer.

2. Data Displaying

In qualitative research, data may be presented in the form of a brief description, a chart, and relationships between categories or a narrative. Iliinsky in LE, T., & Lauw, H. W. (2016) “Displays that are

overburdened with data might become cluttered and inaccessible”. High-complexity displays may overwhelm the reader with information detail or stimuli; excessively synthetic designs may oversimplify the content. So, in this research the data will be display in description and narrative.

3. Conclusion Drawing Verifying.

Conclusion and verification are the drafting of the conclusion and answering several questions with solid proof, as well as assisting in the data collection stage. The findings are presented in the form of a description of the objects.

G. Data Endorsement

In deciding the data validation of qualitative research. According to Moleong, J. Lexy (2011) “Data endorsement is used to confirm that data is correct in order to make the results of a study visible”. The data endorsement is based on four criteria:

1. Credibility

In this study, ensure that the data can be trusted and that the truth was supported by information sources derived from the study's data. To make an attempt to ensure that the veracity of the study's findings was believed, it is backed in a variety of methods, including:

- a. The existence of participants

The researcher was well-versed in the environment in which the study will be conducted, has established positive relationships with students, understands the culture of the Vocabulary class English Education of IAIN Palangka Raya, and double-checks the accuracy of the information obtained previously.

b. Triangulation

According to Cohen (2000:112) in Wang, J., Aenis, T., & Hofmann-Souki, S. (2018) “Triangulation can be defined as the employment of two or more data collection methods in the study of some element of human behavior”. Thus, the triangulation technique denotes the use of two or more procedures in data collection to ensure validity. The goal of triangulation is to increase the credibility and validity of the findings. Greene et al in Almalki, S. (2016) Define triangulation as “The process of determining convergence and corroboration of data obtained from many approaches and designs used to investigate the same phenomenon”. The triangulation object validates data accuracy by specifying the information needed, such as through an observation checklist, an interview, and documentation.

According to Guion, L. A., Diehl, D. C., & McDonald, D. (2011) “Triangulations are classified into five types: data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation”. In this research is

using Data triangulation, because the researcher uses of different sources of data or information, the researcher conducts in-depth interviews with face-to-face and structured interview. According to Sugiyono (2014) Triangulation “Combination of several data collection techniques and current data sources”. The use of triangulation is to track dissimilarities between data obtained from one informant and another. Therefore, we need a technique that can distinguish data so that accurate and appropriate conclusions can be drawn. There are three types of Triangulations; Data triangulation, theory triangulation and triangulation method.

c. Transferability

Transferability refers to the extent to which the findings of a qualitative study may be used or adapted to different contexts or groups. It is utilized to make the research findings applicable, and the researcher is required to describe the study's findings in detail, clarity, and dependability. As a result, the outcome was believed to be beneficial to such studies in the future.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

The research data was obtained from interviews and supported by documentation. Interviews were conducted with 11 informants who were considered to represent the subject of the problem in the study which were selected with observation checklist.

1. Observation Checklist Data

Observation checklist in this research was to make sure the sample is valid to taken as the subject. It means the subject must be fit the criteria of the sampling by purposive sampling. That's why the observation checklist was only consist 6 criteria/statement;

- a. The student knows the application Google Translate,
- b. The student ever used the google translate,
- c. The student is from academic year 2020/2021,
- d. The student passed the vocabulary class in Academic year 2020/2021,
- e. The student used google translate as media in their independent learning,
- f. The student fit the criteria.

The total source of the data in this study was 57 total students from 2 classes, consists 14 male and 41 female. To got the representative



subjects as the source of the data, the researcher collects the data based on the result of Observation Checklist. From total 57 students, the researcher got 11 students as the subject of this study. There should be more than 11 students who can be used as samples, but because due to the limitations of the authority of the researcher. There are many students who cannot be used as samples, such like students' personal problems, until network limitations to contact the students and pandemic covid-19 also have a big impact on conducting this research. So the researcher only got 11 students as the subject.

Table 4.1
Observation Checklist Data

No	Subject of the study
1	MA
2	SC
3	ANS
4	FI
5	AE
6	YA
7	SH
8	IN
9	ZKW
10	MS
11	AAB

2. Interview Data

Interview was the main instrument of this research. The researcher held direct interviews with each of the research subjects, namely the first semester vocabulary students for the 2020/2021

academic year. The interview has 14 questions with 3 topics; students' personality, students' motivation and students experience. Those are was to find out and answer the questions of this research problem.

There are 14 main questions with 3 topics that the researcher asks to the participant / informants to know how their perception of using Google Translate as media for Assisting Independent Learning in Vocabulary class, the list of the questions are as follows:

Students Personality

1. How do you know Google Translate?
2. How do you enjoy/feel use Google Translate?
3. Do you confident use Google Translate?
4. What you think using Google Translate gives you a chance to do a cheat in class?
5. Do you feel helpless without using Google Translate? Why?

Students Motivation

6. Do you got motivated after using Google Translate in your independent learning? Why?
7. Do you think your vocabulary enriches after use Google Translate? Why?
8. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?

Students Experience

9. Do you think Google Translate is easier to accessed based on your experience?
10. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?
11. Do you think Google Translate help you to comprehend the material? Why?
12. What problem are faced using Google Translate?
13. How do you use Google Translate?
14. When do you use Google Translate?

Table 4.2

Interview Data 1

Informant Code	Questions	Responses
<i>Students Personality</i>		
MA (Interview on Monday, November 8 th 2021 at 10.00 am).	1. How do you know Google Translate?	Saya mengetahui google translate saat masih MAN/SMA dulu saat itu saya diminta menerjemahkan kalimat bahasa Inggris cuma saya masih kurang paham jadi saya ke google dan menetik penerjemah di google dan itu membawa saya ke google translate.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Ya saya enjoy atau senang-senang saja menggunakan google translate, karena dengan menggunakan google translate saya bisa menerjemahkan

		dengan cepat walaupun tidak 100% benar namun masih bisa saya edit dan juga bisa saya gunakan untuk belajar bahasa Inggris atau menemukan terjemahan bahasa Inggris dari bahasa Indonesia atau sebaliknya.
	3. Do you confident use Google Translate?	Saya 70% yakin dengan menggunakan google translate karena walaupun bisa menerjemahkan bahasa Indonesia ke bahasa Inggris namun google translate lebih ke penerjemah per kata jadi kadang terjemahan nya bisa salah.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Ya dan tidak, karena seperti kata-kata saya diatas google translate hanya menerjemahkan kata perkata jadi tidak 100% dan itu tergantung si penulis untuk bisa membuat kalimat bahasa Indonesia yang bisa diterjemahkan dengan mudah oleh google translate.
	5. Do you feel helpless without using Google Translate? Why?	Tidak, karena sebagai mahasiswa bahasa Inggris saya ingin mengasah skill saya dalam menerjemahkan dan lain-lainnya agar tidak selalu tergantung dengan google translate.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Iya, karena saya ingin diri saya bisa menerjemahkan bahasa Indonesia ke Bahasa Inggris tanpa menggunakan bantuan google translate.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Iya, karena saya bisa menerjemahkan kata-kata atau kosa kata yang tidak saya ketahui dalam bahasa Inggrisnya dari bahasa Indonesia.

	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Tidak juga, karena menggunakan google translate berarti saya masih kurang dalam vocabulary dan kemampuan berbahasa Inggris namun saya tetap menggunakannya karena itu dapat membantu saya
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Iya google translate itu sangat mudah di akses, kita tinggal mengetikkan "google translate" atau "google penerjemah" saja di bar pencarian di google.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Pendapat saya google translate bisa sangat membantu bagi mereka yang baru saja mempelajari bahasa Inggris contohnya kelas vocabulary atau ingin menambah vocabularynya, karena google translate mudah di akses walaupun google translate tidak memiliki penjelasan tentang kosa kata itu berbeda dengan kamus.
	3. Do you think Google Translate help you to comprehend the material? Why?	Iya, karena kadang jika saya bingung dalam menerjemahkan kalimat atau paragraf saya bisa menggunakan google translate untuk membantu saya agar lebih cepat menerjemahkannya.
	4. What problem are faced using Google Translate?	Mungkin masalahnya saat menggunakan google translate adalah google translate itu menerjemahkan kata perkata jadi kadang ada terjemahan yang kurang pas dan terjemahan peribahasa atau semacamnya itu tidak dapat di terjemahkan google translate, jadi kadang harus mencari penjelasan lain di google tentang peribahasa ini.
	5. How do you use Google Translate?	Saya menggunakan google translate dengan cara ke

		chrome lalu saya ketik di bar pencarian google translate lalu saya ganti google translate nya ke bahasa Indonesia to English lalu di bar penerjemah saya ketik kata atau kalimat yang saya ingin terjemahan.
	6. When do you use Google Translate?	Di saat saya ingin cepat menerjemahkan kalimat atau paragraf atau saat saya bingung bagaimana cara menerjemahkan suatu kalimat atau paragraf.

Table 4.3
Interview Data 2

Informant Code	Questions	Responses
<i>Students Personality</i>		
SC (Interview on Sunday, November 7th 2021 at 15.00 pm).	1. How do you know Google Translate?	Dari google, udah tau dari lama saat SMP.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Ya enjoy karena mudah penggunaanya tinggal ketik dan pilih Bahasa apa yang ingin kita translate contoh ingin ke Bahasa indo-inggris dan juga bisa di copy paste.
	3. Do you confident use Google Translate?	Tidak terlalu yakin dan tidak terlalu ragu karena GT tidak sesuai grammar dan terlalu formal untuk digunakan sebagai alat penerjemah.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Ya tentu.
	5. Do you feel helpless without using Google Translate? Why?	Tidak bergantungan karena masih ada kamus.

<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Tidak terlalu termotivasi karena tidak bergantung dengan Google Translate.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Ya kosa kata bertambah setelah menggunakan GT karena saat lupa vocabulary bias mencari di GT dan ada terjemahannya atau ada opsi lain untuk formal daripada terjemahan tersebut.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Bertambah. karena translateannya juga lumayan bagus vocabulary juga bisa bertambah baik.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Lebih mudah di akses. Karena kalua harus buka kamus kadang mager karena harus nyari/dibuka terlebih dahulu.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Sangat membantu untuk mahasiswa terutama untuk mahasiswa yang vocabulary yang kurang atau sedikit.
	3. Do you think Google Translate help you to comprehend the material? Why?	Ya sering banget terbantu. Terutama saat dosen2 memberikan tugas dalam teks Bahasa Inggris dan tidak yakin dgn terjemahan sendiri maka akan menggunakan Google Translate.
	4. What problem are faced using Google Translate?	Masalahnya saat penerjemahannya kurang sesuai misalnya perempuan menjadi laki-laki dan tenses nya tidak begitu beraturan.

	5. How do you use Google Translate?	Tentunya menggunakan handphone/laptop.
	6. When do you use Google Translate?	Sering. Saat tidak mengetahui arti/kurang paham dalam teks yang diberikan dosen.

Table 4.4

Interview Data 3

Informant Code	Questions	Responses
<i>Students Personality</i>		
ANS (Interview on November 11th 2021 at 08.41 am).	1. How do you know Google Translate?	Awalnya tahu dari teman Lalu saya mencari informasi lebih dalam tentang Google translate.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Ya, saya sangat menikmati menggunakan Google Translate karena menjadi mudah untuk menerjemahkan bahasa.
	3. Do you confident use Google Translate?	Saya pasti akan menggunakan Google Translate karena Google Translate dapat membantu terjemahkan dan mempersingkat waktu.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Jika curang, mungkin tidak karena menggunakan Google Translate, Terjemahan bahasa Inggris mungkin memiliki beberapa kosa kata yang tidak tahu itu maknanya.
	5. Do you feel helpless without using Google Translate? Why?	Mungkin tanpa Google Translate sulit untuk mengetahui kosa kata yang mana harus digunakan untuk membuat kalimat.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your	Sangat termotivasi menggunakan Google Translate, jadi saya tahu

	independent learning? Why?	beberapa kosakata dan bisa dipakai setiap hari.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Setelah saya menggunakan Google Translate, ada beberapa kata yang saya awalnya gak tau.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Saat menggunakan Google Terjemahkan, saya merasa percaya diri karena jika saya menggunakan Google Terjemahkan itu adalah 98% benar dalam menyesuaikan kalimat.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Sangat mudah diakses dan praktis.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Sangat membantu orang yang baru belajar Bahasa Inggris.
	3. Do you think Google Translate help you to comprehend the material? Why?	Saya merasa sangat terbantu karena GT.
	4. What problem are faced using Google Translate?	Masalahnya adalah mungkin ada sedikit ketidaksesuaian kalimat saat menerjemahkan.
	5. How do you use Google Translate?	Cara saya menggunakan Google Translate yaitu di Google chrome, lalu memilih bahasa yang saya ingin menggunakannya.
	6. When do you use Google Translate?	pada saat belajar dan jika harus menggunakan Bahasa Inggris.

Table 4.5
Interview Data 4

Informant Code	Questions	Responses
<i>Students Personality</i>		
FI (Interview on November 8th 2021 at 10.42 am).	1. How do you know Google Translate?	Saya tau google translate saat saya Mencoba mengerjakan tugas melalui google chrome.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Iya, karena melalui google translite saya bisa belajar dengan mudah dan juga bisa paham sedikit demi sedikit.
	3. Do you confident use Google Translate?	Tidak juga, terkadang jika menggunakan google translite bisa salah akan letak grammar dan bahasanya.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Saya jarang menggunakannya saat kelas berlangsung.
	5. Do you feel helpless without using Google Translate? Why?	Tidak juga, karena menurut saya tidak selamanya saya berpatok pada google translite pasti saya akan berusaha tanpa bantuan google translate.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Google Translate bisa membuat tugas saya lebih mudah dan cepat selesai.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Iya, karena jika saya lupa kosa kata kadang saya mencarinya di Google Translate dibanding membuka buku.
	3. Do you self-confident is increasing in Vocabulary Class because of Google	Tidak juga, karena saya bukan tipe orang yang percaya diri akan vocabulary saya dikelas.

Translate? Why?		
<i>Students Experience</i>		
1. Do you think Google Translate is easier to accessed based on your experience?		Menurut pengalaman saya jika sedang menggunakan translate tidak selalu mulus akan jaringan, terkadang bisa terhambat karena jaringan.
2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?		Google Translate memang aplikasi yang mudah untuk membantu sarana belajar akan tetapi google translate tidak selalu benar akan tata letak grammarnya. Jadi saya himbau lebih baik kita berusaha sendiri dibandingkan menggunakan Google Translate.
3. Do you think Google Translate help you to comprehend the material? Why?		Iya, terkadang saya foto materi yang akan dipelajari dan saya scan di Google translate jadi lebih mudah bagi saya untuk memahaminya.
4. What problem are faced using Google Translate?		Seperti tata letak grammar nya yang kadang salah dan juga kendala jaringan yang membuat lambatnya google translate bekerja.
5. How do you use Google Translate?		Bisa langsung saya scan atau bisa saya ketik manual dan juga bisa saya copy paste.
6. When do you use Google Translate?		Saat tidak ada mata kuliah atau sedang santai dan sedang mengerjakan tugas.

Table 4.6
Interview Data 5

Informant Code	Questions	Responses
<i>Students Personality</i>		
AE (Interview on November 8th 2021 at 19.39 pm).	1. How do you know Google Translate?	karena ingin mentranslate jadi searching di google lalu menemukan GT.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Ya. Sangat membantu apalagi untuk yang sedikit vocabulary.
	3. Do you confident use Google Translate?	Tidak meyakinkan karena tata bahasa/grammar nya banyak salah.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Iya. Jadi tidak mikir sendiri.
	5. Do you feel helpless without using Google Translate? Why?	Tidak. Kecuali saat kondisi mendesak.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Tidak termotivasi. Karena dgn adanya GT jadi tidak usah belajar.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Bertambah. Karena di Google Translate sering mendapatkan vocabulary baru Bertambah dan berkembang sekali. Apalagi kalau mentranslate kata perkata maka sangat efektif. Yang dimana dalam Google Translate ada penjelasannya dan tepatnya digunakan untuk apa.

	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Tidak percaya diri. Karena merasa ada pegangan jdi manja.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Iya mudah. Karena simple.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Sangat terbantu dengan adanya Google Translate apalagi untuk vocabulary yang sedikit.
	3. Do you think Google Translate help you to comprehend the material? Why?	Iya sangat membantu karena terkadang ada beberapa vocab yang tidak diketahui jadi tinggal dicari di Google Translate.
	4. What problem are faced using Google Translate?	Grammar berantakan.
	5. How do you use Google Translate?	Menggunakan aplikasi dan tinggal dibuka Google Translate nya.
	6. When do you use Google Translate?	Saat butuh.

Table 4.7

Interview Data 6

Informant	Questions	Responses
Code		
<i>Students Personality</i>		
YA (Interview)	1. How do you know Google Translate?	Berawal dari iklan di youtube dan diwarnan terjemahan secara instan.
	2. How do you know Google How do you	Enjoy. Karena instan dan gak ribet.dan juga banyak Bahasa

on November 7 th 2021 at 18.03 pm).	enjoy/feel use Google Translate?	yang bisa diterjemahkan bukan hanya bahasa Indo dan Inggris.
	3. Do you confident use Google Translate?	Kurang yakin karena tenses banyak yang tidak sesuai dan tidak tepat dan harus di paraprahse.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Iya. Apalagi kalau ada uts lisan. Dan itu memang tidak bagus.
	5. Do you feel helpless without using Google Translate? Why?	Lumayan tidak berdaya. Apalagi kalau ada bikin banyak kalimat disuruh dosen.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Tidak terlalu termotivasi. Karena dimana GT ini hanya bisa nya mentranslate kata dan banyak kesalahan tenses. Namun saat ada tugas deadline maka GT sangat penting.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Iya bertambah, karena saya bisa secara tidak sengaja mengingat apa yang telah saya baca di google translate.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Iya meningkat.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Iya. Karena tidak membutuhkan jaringan yang bagus yang dimana tidak ribet dan juga mudah di akses.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Cukup efektif untuk pembelajaran di kelas vocabulary. Yang dimana dalam Google Translate terdapat penjelasan seperti misalnya noun dan adjective.
	3. Do you think Google Translate help you to comprehend the material? Why?	Iya cukup membantu. Apalagi saat dosen memberikan teks materi Meskipun kadang translate nya tidak tepat setidaknya paham dengan gambar2 materi yang

		diberikan dosen.
	4. What problem are faced using Google Translate?	Ngetik kata ternyata ada kata yang sama tapi artinya beda jadi kalau tidak ditelaah dengan baik maka akan keliru dan salah.
	5. How do you use Google Translate?	Sasaran dan kalau berbentuk teks bisa langsung tempel teks yang ingin di translate.
	6. When do you use Google Translate?	Hampir setiap hari.

Table 4.8

Interview Data 7

Informant	Questions	Responses
Code		
<i>Students Personality</i>		
SH (Interview on November 10th 2021 at 15.06 pm).	1. How do you know Google Translate?	Saya mengetahui google translate Dari teman saya waktu saya SMA Dan saat itu ada tugas menterjemahkan Bahasa Inggris ke Bahasa Indonesia.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Ya, saya enjoy ketika menggunakan google translate, karena saya merasa terbantu ketika ada kata yang saya tidak ketahui maknanya saya tidak repot-repot lagi membuka kamus.
	3. Do you confident use Google Translate?	Saya yakin menggunakan google translate tetapi hanya untuk mentranslate Bahasa Inggris-Bahasa Indonesia. Tetapi kalau mentranslate Bahasa Indonesia-Bahasa Inggris saya ragu.
	4. What you think using	Menurut saya tergantung

	Google Translate gives you a chance to do a cheat in class?	individunya lagi, karena tidak semua mahasiswa seperti itu, hanya ada oknum-oknum tertentu .
	5. Do you feel helpless without using Google Translate? Why?	Saya cukup merasa tidak berdaya terlebih lagi dalam mata kuliah yang harus menguasai banyak vocabulary, karena saya menyadari ketebatasan vocabulary saya.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Ya saya menyadari kekurangan saya sehingga saya menjadi lebih semangat untuk banyak belajar lagi, karena google translate menyadarkan saya bahwa tidak semua grammar didalamnya benar.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Menurut saya bertambah, karena setiap Kali saya menterjemahkan minimal ada satu atau dua kata yang saya ingat artinya.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Menurut saya tidak karena saya masih merasa belum menguasai banyak vocabulary meskipun menggunakan google translate.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Menurut saya tergolong mudah semua orang dapat mengaksesnya asalkan ada internet
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Menurut saya sangat membantu apalagi jika ada tugas Dan kata-kata yang baru dan belum saya ketahui maknanya.
	3. Do you think Google Translate help you to comprehend the material? Why?	Menurut saya sangat membantu. Karena dapat mengetahui arti Dari setiap kalimat Dan dapat di pahami apabila di translate kan ke Bahasa Indonesia.

	4. What problem are faced using Google Translate?	Masalah jaringan internet Dan juga grammar di google translate tidak selalu benar.
	5. How do you use Google Translate?	Pertama-tama saya membuka google kemudian ketik google translate lalu ketik kata atau kalimat yang ingin di translate.
	6. When do you use Google Translate?	Saya menggunakan google translate ketika belajar Dan ketika ada tugas menterjemahkan.

Table 4.9

Interview Data 8

Informant Code	Questions	Responses
<i>Students Personality</i>		
IN (Interview on November 9th 2021 at 22.33 pm).	1. How do you know Google Translate?	Saya diberitahu oleh guru bahasa Inggris sejak masih SMP dan mulai menggunakannya.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Saya merasa enjoy, karena sebelumnya kurang yakin dengan kemampuan berbahasa Inggris saya.
	3. Do you confident use Google Translate?	Terkadang jika hanya untuk menerjemahkan per kata saja saya yakin, tetapi jika menerjemahkan kalimat saya kurang yakin.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Ya, jika saya menemukan kata yang tidak saya pahami.
	5. Do you feel helpless without using Google Translate? Why?	Sebelumnya Iya, namun sekarang agak berkurang karena saya sedikit lebih yakin dengan kemampuan berbahasa Inggris

		saya setelah masuk prodi TBI.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Ya, jika saya tidak tau arti kata-kata yang terlalu sulit, maka saya termotivasi untuk menerjemahkan menggunakan google translate.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Ya, karena jika sedang terburu-buru mencari kata yang sulit dipahami dan tidak membawa kamus, maka saya akan menggunakannya untuk menambah kosa kata saya.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Tidak terlalu yakin, karena sebelumnya kosa kata saya kurang jadi nsaya tidak percaya diri.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Ya, tentu saja. Saya rasa itu lebih cepat dibandingkan mencari di kamus.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Google Translate hanya akurat saat menerjemahkan per kata saja, tetapi tidak untuk sebuah kalimat
	3. Do you think Google Translate help you to comprehend the material? Why?	Ya, jika saya kesulitan menerjemahkan kata-kata yang sulit , menurut saya, saya lebih memahaminya
	4. What problem are faced using Google Translate?	Tidak bisa menerjemahkan dengan akurat seluruh kalimat.
	5. How do you use Google Translate?	Saya hanya perlu mengetik atau menyalin kata yang ingin saya terjemahkan ke Bahasa Inggris.
	6. When do you use Google Translate?	Saat saya ingin menggunakannya.

Table 4.10
Interview Data 9

Informant Code	Questions	Responses
<i>Students Personality</i>		
ZKW (Interview on November 7th 2021 at 10.47 am).	1. How do you know Google Translate?	Dari Google.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Enjoy. Dan terbantu sekali apalagi masih sebagai pemula yang dimana vocabulary masih sedikit.
	3. Do you confident use Google Translate?	Kurang yakin karena contohnya karena idiom atau sering salah terutama grammar yang tidak beraturan.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Iya curang. Nanti untuk grammar bias disesuaikan dgn grammarnya dan untuk vocabulary bias menggunakan Google Translate.
	5. Do you feel helpless without using Google Translate? Why?	Iya tidak berdaya karena vocabulary masih sedikit.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Termotivasi untuk belajar grammar dan menghafal vocabulary.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Iya vocabulary bertambah.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Iya. Yang dimana kata perkata dalam GT banyak yang benar.

<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Mudah diakses dan jawabannya langsung muncul.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Google Translate sangat membantu dalam mentranslate kata perkata namun tidak dengan perkalimat karena ada beberapa sentence yang harus diperbaiki translatenya.
	3. Do you think Google Translate help you to comprehend the material? Why?	Terbantu. Contohnya saat dikasih materi langsung translate ke GT untuk dibaca ulang dan diresume dengan kata-kata sendiri.
	4. What problem are faced using Google Translate?	Grammar acak-acakan yang dimana artinya tidak sesuai dan jaringan.
	5. How do you use Google Translate?	Langsung search, ketik dan kopas lalu saat kata nya belum pas bisa di paraprashse.
	6. When do you use Google Translate?	Sering sekali hampir setiap hari.

Table 4.11

Interview Data 10

Informant Code	Questions	Responses
<i>Students Personality</i>		
MS (Interview on November	1. How do you know Google Translate?	Jadi tau karena banyak yang menggunakan atau familiar.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Iya enjoy karena GT gampang dan mudah di akses.
	3. Do you confident use Google Translate?	Kalau untuk mengartikan yakin tapi kalau untuk grammar

7th 2021 at 19.42 pm).		kurang yakin.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Iya sedikit.
	5. Do you feel helpless without using Google Translate? Why?	Iya tidak berdaya. Karena dari dulu terbiasa menggunakan Google Translate.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Iya termotivasi untuk belajar lebih lanjut vocabulary karena tidak harus terpaku pada GT.
	2. Do you think your vocabulary enriches after use Google Translate? Why?	Belum. Karena belum terbiasa jadi belum terlatih.
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Kalau ada pertanyaan di dalam kelas sedikit percaya diri dalam membuka GT.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Iya sangat mudah.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Di zaman sekarang untuk Google Translate sangat mudah dan praktis untuk digunakan.
	3. Do you think Google Translate help you to comprehend the material? Why?	Iya terbantu. Karena dengan Google Translate membuat kita dengan mudah menterjemahkan kosakata maupun teks.
	4. What problem are faced using Google Translate?	Ada sedikit ketidaksesuaian antara arti dan susunan katanya.
	5. How do you use Google Translate?	Melalui handphone atau perangkat yg memiliki akses internet.
	6. When do you use	Baru-baru ini setiap ada

	Google Translate?	pembelajaran.
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Table 4.12

Interview Data 11

Informant Code	Questions	Responses
<i>Students Personality</i>		
AAB (Interview on November 7th 2021 at 10.25 am).	1. How do you know Google Translate?	Ketika menggunakan internet/membuka GT. Dan mencari kata Bahasa Inggris beserta artinya lalu mengarah ke website GT.
	2. How do you know Google How do you enjoy/feel use Google Translate?	Enjoy. Ketika ada kosakata/kalimat yg tidak diketahui yang dimana GT sangat mempermudah untuk mentranslate.
	3. Do you confident use Google Translate?	Apa yang di translate tidak sepenuhnya benar apalagi grammar nya banyak tidak sesuai.
	4. What you think using Google Translate gives you a chance to do a cheat in class?	Beberapa kali pernah saat ada kosakata yang tidak diketahui dan itu mendorong untuk menggunakan Google Translate.
	5. Do you feel helpless without using Google Translate? Why?	Jika ada kalimat Panjang contohnya artikel tidak bisa saat tidak menggunakan Google Translate.
<i>Students Motivation</i>		
	1. Do you got motivated after using Google Translate in your independent learning? Why?	Ya termotivasi.
	2. Do you think your vocabulary enriches after use Google	Tentu saja bertambah.

	Translate? Why?	
	3. Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?	Tidak meningkat karena itu bisa membuat ketergantungan pada GT itu sendiri.
<i>Students Experience</i>		
	1. Do you think Google Translate is easier to accessed based on your experience?	Sangat mudah di akses karena dapat digunakan di handphone.
	2. What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?	Google Translate mempunyai banyak kelebihan ketika menggunakannya dikelas saat ada kosakata yg tidak diketahui dengan Google Translate menjadi mudah mencari kosakata yang tidak diketahui sebelumnya.
	3. Do you think Google Translate help you to comprehend the material? Why?	Tentu saja. Dengan kosakata yang tidak diketahui dan di translate menggunakan Google Translate maka itu akan memudahkan untuk memahami suatu materi.
	4. What problem are faced using Google Translate?	Masalahnya terkadang mentranslate sebuah kalimat terdapat eror pada grammarnya dan ada kata2 yg tidak cocok untuk digunakan pada kalimat yang ingin di translate.
	5. How do you use Google Translate?	Menggunakan Google Translate melalui hp karena hp di bawa setiap saat.
	6. When do you use Google Translate?	Menggunakan Google Translate sebagai media pembelajaran contohnya mencari artikel Bahasa Inggris untuk mencari kalimat yg tidak diketahui dari Bahasa indonesiannya.

3. Documentation

The document were conducted to support the research findings. The documentations were pictures screenshot of interview from WhatsApp, pictures screenshot of interview from Zoom, observation checklist, sheet of interview; Interview guidelines and Interview transcript, students' data, and notes. The documents were available in the appendix.

B. Research Findings

Research data obtained from interview and supported by documentation. Subject of the study in this research refers to the first semester students of Vocabulary class English Education Program of IAIN Palangka Raya. The time for the observation checklist was on Thursday, November 4th, 2020 and the time for the interview was started on Sunday, November 7th, 2020. Observation in this study was to checked whether students fit the sampling criteria. The observation checklist in this research was to make sure the sample is valid or suitable as the subject and representative. Interviews were conducted with 11 informants who were considered as representative of the problem objects in this research based on the criteria by purposive sampling, and the documentations in this research are such as pictures screenshot of interview from WhatsApp, Zoom, observation checklist, sheet of interview, students' data, and notes.

1. Interview Results

Interview were conducted with 11 informants from the first semester students of Vocabulary class English Education Study Program of IAIN Palangka Raya who were considered as representative of the problem in this study. The interview was conducted via WhatsApp and Zoom Application. Whoever using Google Translate as media for Assisting Independent Learning in Vocabulary class were picked as the subject of the interview by using purposive sampling.

a. Personality Results

There are 14 main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the first topic, Students Personality topic which consist 5 questions.

1) “How do you know Google Translate?”

Dealing with question 1 first topic “*How do you know Google Translate?*” Was found the result of the research from interview question number 1 in the first topic, *students personality* topic that 8 students *MA, SC, FI, AE, SH, IN, MS and AAB* from 11 total subject of the research knew Google Translate because they want to translate words or their teaching-learning material. Several students also adds that they knew Google Translate from their friends and also from Google.

1. MA

MA said *“Saya mengetahui google translate saat masih MAN/SMA dulu saat itu saya diminta menerjemahkan kalimat bahasa Inggris cuma saya masih kurang paham jadi saya ke google dan mengetik penerjemah di google dan itu membawa saya ke google translate”*.

“I found out about google translate when I was in high school, at that time I was asked to translate English sentences but I still didn’t understand so I went to google and typed translator in google and that led me to google translate”. (Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *“Dari google, udah tau dari lama saat SMP”*

“From google, I have known since high school”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. FI

FI said *“Saya tau google translate saat saya Mencoba mengerjakan tugas melalui Google Chrome”*.

“I knew google translate when I tried to do my assignment through Google Chrome”

(Interview on November 8th 2021 at 10.42 am).

4. AE

AE said *“Karena ingin mentranslate jadi searching di google lalu menemukan GT”*.

“Because I want to translate and searching in translator machine through Google, then I found GT”.

(Interview on November 8th 2021 at 19.39 pm).

5. SH

SH said *“Saya mengetahui google translate Dari teman saya waktu saya SMA Dan saat itu ada tugas menterjemahkan Bahasa Inggris ke Bahasa Indonesia”*.

“I found out about google translate from a friend of mine while in high school and at that time there was an assignment to translate English into Indonesian”.

(Interview on November 10th 2021 at 15.06 pm).

6. IN

IN said *“Saya diberitahu oleh guru bahasa Inggris sejak masih SMP dan mulai menggunakannya”*.

“I was told by an English teacher since I was in high school and started using it”.

(Interview on November 9th 2021 at 22.33 pm).

7. MS

MS said “*Jadi tau karena banyak yang menggunakan atau familiar*”.

“I know because many are using or familiar”

(Interview on November 7th 2021 at 19.42 pm).

8. AAB

AAB said “*Ketika menggunakan internet/membuka GT. Dan mencari kata Bahasa Inggris beserta artinya lalu mengarah ke website GT*”.

“When using the internet/opening GT. And finding the English word and its meaning then leads to the GT website”.

(Interview on November 7th 2021 at 10.25 am).

2) *How do you enjoy/feel use Google Translate?*

Dealing with question number 2 first topic “How do you enjoy/feel use Google Translate?”. Was found the result of the research from interview question number 2 in first topic *personality* topic that 11 students of research subject MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they felt enjoy in using Google Translate as media in their independent learning. Several students also adds that using Google Translate was very easy.

1. MA

MA said “*Ya saya enjoy atau senang-senang saja menggunakan google translate, karena dengan menggunakan google translate saya bisa menerjemahkan dengan cepat walaupun tidak 100% benar namun masih bisa saya edit dan juga bisa saya gunakan untuk belajar bahasa Inggris atau menemukan terjemahan bahasa Inggris dari bahasa Indonesia atau sebaliknya*”.

“Yes, I have fun or enjoy using google translate, because by using google translate I can translate quickly although not 100% correct but I can still edit and I can also use it to learn English or find English translation from Indonesian or vice versa”.

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *“Ya enjoy karena mudah penggunaanya tinggal ketik dan pilih Bahasa apa yang ingin kita translate contoh ingin ke Bahasa indo-inggris dan juga bias di copy paste”*

“Yes, enjoy because it's easy to use, just type and select the language we want to translate, for example IndonesianEnglish and can copy and paste”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said *“Ya, saya sangat menikmati menggunakan Google Translate karena menjadi mudah untuk menerjemahkan bahasa”*.

“Yes, I really enjoy using Google Translate because it makes it easier to translate languages”.

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said *“Iya, karena melalui google translite saya bisa belajar dengan mudah dan juga bisa paham sedikit demi sedikit”*.

“Yes, because through google translite I can learn easily and can understand little by little”

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said *“Ya. Sangat membantu apalagi untuk yang sedikit vocabulary”*.

“Yes. Very helpful especially for those with little vocabulary”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said *“Enjoy. Karena instan dan gak ribet.dan juga banyak Bahasa yang bisa diteremahkan bukan hanya bahasa Indo dan Inggris”*.

“Enjoy. Because it is immediate and not complicated. And there are many languages that can be translated, not only Indonesian and English”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said *“Ya, saya enjoy ketika menggunakan google translate, karena saya merasa terbantu ketika ada kata yang saya tidak ketahui maknanya saya tidak repot-repot lagi membuka kamus”*.

“Yes, I enjoy using google translate, because I think it helps when there are words, I don't know the meaning of, so I don't have to open the dictionary anymore”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Saya merasa enjoy, karena sebelumnya kurang yakin dengan kemampuan berbahasa Inggris saya*”.

“I had fun, because before that I wasn’t sure of my English skills”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Enjoy. Dan terbantu sekali apalagi masih sebagai pemula yang dimana vocabulary masih sedikit*”.

“Enjoy. And it is very helpful especially if you are still a beginner where your vocabulary is still small”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Iya enjoy karena GT gampang dan mudah di akses*”.

“Yes, I enjoy it because the GT is simple and easy to access”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Enjoy. Ketika ada kosakata/kalimat yg tidak diketahui yang dimana GT sangat mempermudah untuk mentranslate*”.

“Enjoy. When there is an unknown vocabulary/sentence which GT makes it very easy to translate”.

(Interview on November 7th 2021 at 10.25 am).

3) *Do you confident use Google Translate?*

Dealing with question number 3 first topic “Do you confident use Google Translate?”. Was found the result of the research from interview question number 3 in first topic *personality* topic that 6 students SC, FI, AE, YA, ZKW, and AAB from 11 total research subject felt not sure in using Google Translate. They add that using Google Translate often error. They felt grammar in Google Translate sometimes was incorrect.

1. SC

SC said *“Tidak terlalu yakin dan tidak terlalu ragu karena GT tidak sesuai grammar dan terlalu formal untuk digunakan sebagai alat penerjemah”*

“Not too sure and not too doubtful because GT is not grammatically appropriate and too formal to use as a translator tool”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

2. FI

FI said *“Tidak juga, terkadang jika menggunakan google translate bisa salah akan letak grammar dan bahasanya”*.

“Not really, sometimes when I use google translate, I get grammar and language error”

(Interview on November 8th 2021 at 10.42 am).

3. AE

AE said *“Tidak meyakinkan karena tata bahasa/grammar nya banyak salah”*.

“Not convincing because the grammar/grammar is a lot wrong”.

(Interview on November 8th 2021 at 19.39 pm).

4. YA

YA said *“Kurang yakin karena tenses banyak yang tidak sesuai dan tidak tepat dan harus di paraphrase”*.

“Not sure because many tenses are inappropriate and inappropriate as well as must be paraphrased”.

(Interview on November 7th 2021 at 18.03 pm).

5. ZKW

ZKW said *“Kurang yakin karena contohnya karena idiom atau sering salah terutama grammar yang tidak beraturan”*.

“Not sure because for example because of idioms or often wrong especially irregular grammar”.

(Interview on November 7th 2021 at 10.47 am).

6. AAB

AAB said *“Apa yang di translate tidak sepenuhnya benar apalagi grammar nya banyak tidak sesuai”*.

“What is translated is not entirely correct, especially if the grammar does not match much”.

(Interview on November 7th 2021 at 10.25 am).

4) What you think using Google Translate gives you a chance to do a cheat in class?

Dealing with question number 4 first topic “What you think using Google Translate gives you a chance to do a cheat in class?”. From interview question number 4 in this first topic *personality* topic, 10 from 11 students answered. 6 students stated using Google Translate gives you a chance to do cheat in class, because the easy of using Google Translate itself. While 4 students stated that cheat or not in class was depend on the user itself.

1. MA

MA said “*Ya dan tidak, karena seperti kata-kata saya diatas google translate hanya menerjemahkan kata perkata jadi tidak 100% dan itu tergantung si penulis untuk bisa membuat kalimat bahasa Indonesia yang bisa diterjemahkan dengan mudah oleh google translate*”.

“Yes and no, because like my words above google translate only translates words so it is not 100% and it depends on the author to be able to make Indonesian sentences that can be translated easily by google translate”

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said “*Ya tentu*”

“Yes sure”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said “*Jika curang, mungkin tidak karena menggunakan Google Translate, Terjemahan bahasa Inggris mungkin memiliki beberapa kosa kata yang tidak tahu itu makna nya*”.

“If it's cheating, maybe it's not because using Google Translate, the English translation may have some vocabulary that doesn't know the meaning”.

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said “*Saya jarang menggunakannya saat kelas berlangsung*”.

“I rarely use it during class”

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said “*Iya. Jadi tidak mikir sendiri*”.

“Yes. So, don't think for myself”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said “*Iya. Apalagi kalau ada uts lisan. Dan itu memang tidak bagus*”.

“Yes. Especially if there are oral uts. And that's really not good”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Menurut saya tergantung individunya lagi, karena tidak semua mahasiswa seperti itu, hanya ada oknum-oknum tertentu*”.

“I think it depends on the individual again, because not all students are like that, there are only certain individuals”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Ya, jika saya menemukan kata yang tidak saya pahami*”.

“Yes, if I come across a word I don't understand”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Iya curang. Nanti untuk grammar bias disesuaikan dgn grammarnya dan untuk vocabulary bias menggunakan GT*”.

“It's, Then, the grammar can be adapted according to the grammar and for vocabulary can be used GT”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Iya sedikit*”.

“Yes, a little”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Beberapa kali pernah saat ada kosakata yang tidak diketahui dan itu mendorong untuk menggunakan GT*”.

“Sometimes there is an unknown vocabulary and it is encouraging to use GT”.

(Interview on November 7th 2021 at 10.25 am).

5) Do you feel helpless without using Google Translate? Why?

Dealing with question number 5 first topic “Do you feel helpless without using Google Translate? Why?”. Was found the result of the research from interview question number 4 in first topic *personality* topic that 6 students ANS, YA, SH, ZKW, MS and AAB from 11 total research subject felt helpless without using Google Translate to translate their learning material. Several students also add why they felt helpless without using Google Translate it’s because they felt their vocabulary was lack.

1. ANS

ANS said “*Mungkin tanpa Google Translate sulit untuk mengetahui kosa kata yang mana harus digunakan untuk membuat kalimat*”.

“Maybe without Google Translate it is difficult to know which vocabulary should be used to make sentences”.

(Interview on November 11th 2021 at 08.41 am).

2. YA

YA said “*Lumayan tidak berdaya. Apalagi kalau ada bikin banyak kalimat disuruh dosen*”.

“Quite helpless. Especially if there are a lot of sentences asked by the lecturer”.

(Interview on November 7th 2021 at 18.03 pm).

3. SH

SH said “*Saya cukup merasa tidak berdaya terlebih lagi dalam mata kuliah yang harus menguasai banyak vocabulary, karena saya menyadari ketebatasan vocabulary saya*”.

“I felt a bit helpless, especially in subjects that had to master a lot of vocabulary, because I was aware of my vocabulary limitations”.

(Interview on November 10th 2021 at 15.06 pm).

4. ZKW

ZKW said “*Iya tidak berdaya karena vocabulary masih sedikit*”.

“Im helpless because my vocabulary is little”.

(Interview on November 7th 2021 at 10.47 am).

5. MS

MS said *“Iya tidak berdaya. Karena dari dulu terbiasa menggunakan GT”*.

“Yes, I’m helpless. Because from the beginning I used to”.

(Interview on November 7th 2021 at 19.42 pm).

6. AAB

AAB said *“Jika ada kalimat Panjang contohnya artikel tidak bias saat tidak menggunakan GT”*.

“If there is a long sentence, like an article, I can’t without GT”.

(Interview on November 7th 2021 at 10.25 am).

From the results of the interview data above, the interview that consisted of 5 questions from the first topic; students personality topics, it can be concluded that Google Translate is helpful and often effective as a media for assisting student's independent learning in Vocabulary Class.

b. Motivation Results

There are 14 main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the second topic, Students Motivation topic which consist 3 questions.

1) Do you got motivated after using Google Translate in your independent learning? Why?

Dealing with question number 1 second topic *“Do you got motivated after using Google Translate in your independent learning? Why?”*. Was found the result of the research from

interview question number 1 in second topic *motivation* topic that 8 students *MA, ANS, FI, SH, IN, ZKW, MS and AAB* from 11 total research subject felt motivated after using Google Translate to translate their material in their independent learning. They motivated and want to learn more because the using of Google Translate. *ZKW* also add after using Google Translate, she motivated to learn grammar and vocabulary more intensely. While 2 students *SC, YA* felt not too motivated, *SC* add it's because she didn't depend in Google Translate.

1. MA

MA said "*Iya, karena saya ingin diri saya bisa menerjemahkan bahasa Indonesia ke Bahasa Inggris tanpa menggunakan bantuan google translate*".

"Yes, because I want myself to be able to translate Indonesian to English without using google translate".

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said "*Tidak terlalu termotivasi karena tidak bergantung dengan Google Translate*".

"I'm not motivated, because I'm does not depend on Google Translate".

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said "*Sangat termotivasi menggunakan Google Translate, jadi saya tahu beberapa kosakata dan bisa dipakai setiap hari*".

"Very motivated by using Google translate, so I learnt some vocabulary and can use it every day".

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said "*Google Translate bisa membuat tugas saya lebih mudah dan cepat selesai*".

"Google Translate can make my tasks easier and faster to complete"

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said “*Tidak termotivasi. Karena dgn adanya GT jadi tidak usah belajar*”.

“Not motivated. Because with GT, you don’t have to learn”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said “*Tidak terlalu termotivasi. Karena dimana GT ini hanya bisa nya mentranslate kata dan banyak kesalahan tenses. Namun saat ada tugas deadline maka GT sangat penting*”.

“Not too motivated. Because GT can only translate words and a lot of tenses errors. But when there is a deadline, it’s important”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Ya saya menyadari kekurangan saya sehingga saya menjadi lebih semangat untuk banyak belajar lagi, karena google translate menyadarkan saya bahwa tidak semua grammar didalamnya benar*”.

“Yes, I realized my weakness, so I became more eager to learn more, because google translate made me realize that not all the grammar in it is correct”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Ya, jika saya tidak tau arti kata-kata yang terlalu sulit, maka saya termotivasi untuk menerjemahkan menggunakan google translate*”.

“Yes, if I don’t know the meaning of a word that is too difficult, then I am tempted to translate using google translate”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Termotivasi untuk belajar grammar dan menghafal vocabulary*”.

“Motivated to learn grammar and memorize vocabulary”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Iya termotivasi untuk belajar lebih lanjut vocabulary karena tidak harus terpaku pada GT*”.

“I’m motivated to learn more about vocabulary, so I don’t have to stick to GT”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB
AAB said “*Ya termotivasi*”.
“Yes, I’m motivated”.

(Interview on November 7th 2021 at 10.25 am)

2) Do you think your vocabulary enriches after use Google Translate? Why?

Dealing with question number 2 second topic “Do you think your vocabulary enriches after use Google Translate? Why?”. Was found the result of the research from interview question number 2 in second topic *motivation* topic that 11 student *MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB* from 11 total research subject stated that their vocabulary was increase after using Google Translate in order to translate their independent learning material. They felt using Google Translate increase their vocabulary, it’s because they often to translate unknown vocabulary.

1. MA
MA said “*Iya, karena saya bisa menerjemahkan kata-kata atau kosa kata yang tidak saya ketahui dalam bahasa Inggrisnya dari bahasa Indonesia*”.

“Yes, because I can translate unknown words or vocabulary from English to Indonesian”.

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC
SC said “*Ya kosa kata bertambah setelah menggunakan GT karena saat lupa vocabulary bias mencari di GT dan ada terjemahannya atau ada opsi lain untuk formal daripada terjemahan tersebut*”

“Yes, vocabulary increases after using GT because when you forget the vocabulary you can search in GT and there is a translation or there are other options for formal translation”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said “*Setelah saya menggunakan Google Translate, ada beberapa kata yang saya awalnya gak tau*”.

“After I use Google Translate, there are some words that I didn't know at first”.

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said “*Iya, karena jika saya lupa kosa kata kadang saya mencarinya di Google Translate dibanding membuka buku*”.

“Yes, because when sometimes I forget vocabulary, I search for it in Google Translate instead of opening a dictionary”

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said “*Bertambah. Karena di Google Translate sering mendapatkan vocabulary baru Bertambah dan berkembang sekali. Apalagi kalau mentranslate kata perkata maka sangat efektif. Yang dimana dalam Google Translate ada penjelasannya dan tepatnya digunakan untuk apa*”.

“Increased, because in *Google Translate* you often get new vocabularies. Moreover, when translating word by word, it is very effective. Where in *Google Translate* there is an explanation and exactly for what the word it is used”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said “*Iya bertambah, karena saya bisa secara tidak sengaja mengingat apa yang telah saya baca di google translate*”.

“It adds up, because I can inadvertently remember what I read on google translate”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Menurut saya bertambah, karena setiap Kali saya menterjemahkan minimal ada satu atau dua kata yang saya ingat artinya*”.

“I think it's increasing, because every time I translate there are at least one or two words that I remember the meaning”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Ya, karena jika sedang terburu-buru mencari kata yang sulit dipahami dan tidak membawa kamus, maka saya akan menggunakannya untuk menambah kosa kata saya*”.

“Yes, because if you are in a hurry to find the words and don’t bring a dictionary, then I will use it to add to my vocabulary”.
(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Iya vocabulary bertambah*”.

“Yes, the vocabulary increases”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Belum. Karena belum terbiasa jadi belum terlatih*”.

“Not yet. Because I’m not used to it so I’m not trained”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Tentu saja bertambah*”.

“Of course, it increases”.

(Interview on November 7th 2021 at 10.25 am)

3) Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?

Dealing with question number 3 second topic “Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?”. Was found the result of the research from interview question number 3 in second topic *motivation* topic that 6 students MA, FI, AE, SH, IN, and AAB from 11 total research subject stated their self-confident didn’t increase in vocabulary class because of Google Translate. They add it’s because of their vocabulary was lack. They was lack of vocabulary. While 5 students SC, ANS, YA, ZKW and MS felt their self-confident in

vocabulary class was increase because of Google Translate.

1. MA

MA said *“Tidak juga, karena menggunakan google translate berarti saya masih kurang dalam vocabulary dan kemampuan berbahasa Inggris namun saya tetap menggunakannya karena itu dapat membantu saya”*.

“Not really, because using google translate means I am still lacking in English vocabulary and skills but I still use it because it can help me”.

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *“Bertambah. karena translateannya juga lumayan bagus vocabulary juga bisa bertambah baik”*

“Increased, because the translation is also quite good, the vocabulary could also be better”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said *“Saat menggunakan Google Terjemahkan, saya merasa percaya diri karena jika saya menggunakan Google Terjemahkan itu adalah 98% benar dalam menyesuaikan kalimat”*.

“When using Google Translate, I feel confident because if I use Google Translate it is 98% correct in adjusting sentences”.

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said *“Tidak juga, karena saya bukan tipe orang yang percaya diri akan vocabulary saya dikelas”*.

“Not either, because I’m not the type of person who is confident with my vocabulary in class”

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said *“Tidak percaya diri. Karena merasa ada pegangan jdi manja”*.

“Not convinced. Because I think there's a handle, I'm spoiled”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said *“Iya meningkat”*.

“Yes increased”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said *“Menurut saya tidak karena saya masih merasa belum menguasai banyak vocabulary meskipun menggunakan google translate”*.

“I don’t think so because I still feel like I haven’t mastered a lot of vocabulary even though I use google translation”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said *“Tidak terlalu yakin, karena sebelumnya kosa kata saya kurang jadi nsaya tidak percaya diri”*.

“I’m not really sure, because before that my vocabulary was less so not confident”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said *“Iya. Yang dimana kata perkata dalam GT banyak yang benar”*.

“Yes. Where many words in GT are true”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said *“Kalau ada pertanyaan di dalam kelas sedikit percaya diri dalam membuka GT”*.

“If there are questions in class, be sure to open GT”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said *“Tidak meningkat karena itu bias membuat ketergantungan pada GT itu sendiri”*.

“It doesn’t increase because it can create reliance on the GT itself”.

(Interview on November 7th 2021 at 10.25 am).

From the results of the interview data above, the interview that consisted of 3 questions from the second topic; students motivation topics, it can be concluded that Students feel motivated

after using Google Translate. This statement was supported by interview data above.

c. Experience Results

There are 14 main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the last topic, Students Experience topic which consist 6 questions.

1) *Do you think Google Translate is easier to accessed based on your experience?*

Dealing with question 1 third topic “Do you think Google Translate is easier to accessed based on your experience?”. Was found the result of the research from interview question number 1 in this third topic or the last topic *experience* topic that 10 students MA, SC, ANS, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that Google Translate was easily accessed. They also adds the easily accessed of Google Translate was because Google Translate can be used in smartphone and also can be accessed through web or the application.

1. MA

MA said “*Iya google translate itu sangat mudah di akses, kita tinggal mengetikkan "google translate" atau "google penerjemah" saja di bar pencarian di google*”.

“Yes, google translate is very easy to access, we just type "google translate" or "google penerjemah" in the search bar on google”.
(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *“Lebih mudah di akses. Karena kalau harus buka kamus kadang mager karena harus nyari/dibuka terlebih dahulu”*

“Easier to access. Because if you have to open a dictionary, sometimes you are lazy because you have to search/open it first”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said *“Sangat mudah diakses dan praktis”*.

“very accessible and practical”.

(Interview on November 11th 2021 at 08.41 am).

4. AE

AE said *“Iya mudah. Karena simple”*.

“It's easy. Because it's simple”.

(Interview on November 8th 2021 at 19.39 pm).

5. YA

YA said *“Iya. Karena tidak membutuhkan jaringan yang bagus yang dimana tidak ribet dan juga mudah di akses”*.

“yes. Because it does not require a good network that is not complicated and also easily accessible”.

(Interview on November 7th 2021 at 18.03 pm).

6. SH

SH said *“Menurut saya tergolong mudah semua orang dapat mengaksesnya asalkan ada internet”*.

“In my opinion it is quite easy for everyone to access it as long as there is internet”.

(Interview on November 10th 2021 at 15.06 pm).

7. IN

IN said *“Ya, tentu saja. Saya rasa itu lebih cepat dibandingkan mencari di kamus”*.

“Yes of course. I think it's faster than looking in a dictionary”.

(Interview on November 9th 2021 at 22.33 pm).

8. ZKW

ZKW said *“Mudah diakses dan jawabannya langsung muncul”*.

“Easily accessible and the answer comes instantly”.

(Interview on November 7th 2021 at 10.47 am).

9. MS

MS said *“Iya sangat mudah”*.

“It's very easy”.

(Interview on November 7th 2021 at 19.42 pm).

10. AAB

AAB said “*Sangat mudah di akses karena dapat digunakan di handphone*”.

“It is very easy to access as it can be used on mobile phones”.

(Interview on November 7th 2021 at 10.25 am).

2) *What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?*

Dealing with question 2 third topic “What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?”. Was found the result of the research from interview question number 2 in third topic *experience* topic that 11 students *MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB* from 11 total research subject stated that Google Translate as media for assisting their independent learning in vocabulary class was helpful and often effective. They also adds the using of Google Translate was easily accessed, simple and useful for students with lack of vocabulary.

1. MA

MA said “*Pendapat saya google translate bisa sangat membantu bagi mereka yang baru saja mempelajari bahasa Inggris contohnya kelas vocabulary atau ingin menambah vocabularynya, karena google translate mudah di akses walaupun google translate tidak memiliki penjelasan tentang kosa kata itu berbeda dengan kamus*”.

“In my opinion google translate can be very helpful for those who are just learning English for example in vocabulary class or want to add vocabulary, because google translate is easily accessible even the google translate sometimes does not have a vocabulary explanation it is different from a dictionary”.

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *“Sangat membantu untuk mahasiswa terutama untuk mahasiswa yang vocabulary yang kurang atau sedikit”*

“Very helpful for students especially students with less vocabulary”.

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said *“Sangat membantu orang yang baru belajar Bahasa Inggris”.*

“very helpful for people who are just learning English”.

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said *“Google Translate memang aplikasi yang mudah untuk membantu sarana belajar akan tetapi google translate tidak selalu benar akan tata letak grammarnya. Jadi saya himbau lebih baik kita berusaha sendiri dibandingkan menggunakan Google Translate”.*

“Google translate is indeed a simple app to help with learning tools, but google translate is not always correct in terms of grammatical layout. Therefore, I urge you to try it yourself instead of using google translate”

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said *“Sangat terbantu dengan adanya Google Translate apalagi untuk vocabulary yang sedikit”.*

“Very helpful with Google Translate especially for who have less vocabulary”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said *“Cukup efektif untuk pembelajaran di kelas vocabulary. Yang dimana dalam Google Translate terdapat penjelasan seperti misalnya noun dan adjective”.*

“Quite effective for learning in vocabulary classes. Where in Google Translate there are explanations such as nouns and adjectives”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said *“Menurut saya sangat membantu apalagi jika ada tugas Dan kata-kata yang baru dan belum saya ketahui maknanya”.*

“I think it’s very helpful especially if there are new assignments and words that I don’t know what they mean”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Google Translate hanya akurat saat menerjemahkan per kata saja, tetapi tidak untuk sebuah kalimat*”.

“Google Translate is only accurate when translating word by word only, but not for sentences”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Google Translate sangat membantu dalam mentranslate kata perkata namun tidak dengan perkalimat karena ada beberapa sentence yang harus diperbaiki translatenya*”.

“Google Translate is very helpful in translating word by word but not with sentences, because there are several sentences that need to be fixed the translate is”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Di zaman sekarang untuk Google Translate sangat mudah dan praktis untuk digunakan*”.

“In this day for Google Translate is very easy and practical to use”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Google Translate mempunyai banyak kelebihan ketika menggunakannya dikelas saat ada kosakata yg tidak diketahui dengan Google Translate menjadi mudah mencari kosakata yang tidak diketahui sebelumnya*”.

“Google Translate has many advantages when using it in class when there is an unknown vocabulary with Google Translate it becomes easy to find previously unknown vocabulary”.

(Interview on November 7th 2021 at 10.25 am).

3) Do you think Google Translate help you to comprehend the material? Why?

Dealing with question number 3 third topic “Do you think Google Translate help you to comprehend the material? Why?”. Was found

from interview question number 3 in this third topic *experience* topic that 11 orang students *MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB* from 11 total research subject stated that they felt helpful in order to comprehend the material by Google Translate. Because they often found material or vocabulary they didn't know.

1. MA

MA said *"Iya, karena kadang jika saya bingung dalam menerjemahkan kalimat atau paragraf saya bisa menggunakan google translate untuk membantu saya agar lebih cepat menerjemahkannya"*.

"Yes, because sometimes if I am confused in translating a sentence or paragraph, I can use google translate to help me translate it faster".

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *"Ya sering banget terbantu. Terutama saat dosen2 memberikan tugas dalam teks Bahasa Inggris dan tidak yakin dgn terjemahan sendiri maka akan menggunakan Google Translate"*

"Yes, it is often very helpful. Especially when lecturers give assignments in English texts and I'm unsure of my own translations, then I will use Google Translate".

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said *"Saya merasa sangat terbantu karena GT."*

"I feel Google Translate is very helpful"

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said *"Iya, terkadang saya foto materi yang akan dipelajari dan saya scan di Google translate jadi lebih mudah bagi saya untuk memahaminya"*.

"Yes, sometimes I take a picture of the material to be studied and I scan in google translate so that it is easier for me to understand"

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said “*Iya sangat membantu karena terkadang ada beberapa vocab yang tidak diketahui jadi tinggal dicari di Google Translate*”.

“It is very helpful because sometimes there are some unknown vocabulary so just search it in Google Translate”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said “*Iya cukup membantu. Apalagi saat dosen memberikan teks materi Meskipun kadang translate nya tidak tepat setidaknya paham dengan gambar2 materi yang diberikan dosen*”.

“Yes, quite helpful. Especially when the lecturer gives the text of the material Although sometimes the translation is not correct, at least I understand the pictures of the material given by the lecturer”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Menurut saya sangat membantu. Karena dapat mengetahui arti Dari setiap kalimat Dan dapat di pahami apabila di translate kan ke Bahasa Indonesia*”.

“I think it is very helpful. Because it can know the meaning of each sentence and can be understood when translated into Indonesian”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Ya, jika saya kesulitan menerjemahkan kata-kata yang sulit ,menurut saya, saya lebih memahaminya*”.

“Yes, if I have trouble translating a difficult word, I think I can understand it better”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Terbantu. Contohnya saat dikasih materi langsung translate ke GT untuk dibaca ulang dan diresume dengan kata-kata sendiri*”.

“Assisted. For example, when material is given, it is immediately translated into GT for re -reading and reconnected in your own words”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Iya terbantu. Karena dengan Google Translate membuat kita dengan mudah menterjemahkan kosakata maupun teks*”.

“It helps. Because Google Translate makes it easy for us to translate vocabulary and text”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Tentu saja. Dengan kosakata yang tidak diketahui dan di translate menggunakan Google Translate maka itu akan memudahkan untuk memahami suatu materi*”.

“Of course. With an unknown vocabulary and translated using Google Translate then it will be easier to understand a material”.

(Interview on November 7th 2021 at 10.25 am).

4) What problem are faced using Google Translate?

Dealing with question number 4 third topic “What problem are faced using Google Translate?”. Was found the result of the research from interview question number 4 in third topic *experience* topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject answered the problem that they faced in using Google Translate as media for assisting in their independent learning. The problem that they faced was grammatical in Google Translate. They add grammar in Google Translate errors and sometimes messed up. SH also add that the networks also the problem that they faced when using Google Translate.

1. MA

MA said “*Mungkin masalahnya saat menggunakan google translate adalah google translate itu menerjemahkan kata perkata jadi kadang ada terjemahan yang kurang pas dan terjemahan peribahasa atau semacamnya itu tidak dapat di terjemahkan google translate, jadi kadang harus mencari penjelasan lain di google tentang peribahasa ini*”.

“Maybe the problem when using google translate is that google translate translates word by word so sometimes there are inappropriate translations and proverbial translations or the like

cannot be translated by google translate, so sometimes you have to find another description on google about this proverb”.
(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said “*Masalahnya saat penerjemahannya kurang sesuai misalnya perempuan menjadi laki-laki dan tenses nya tidak begitu beraturan*”.

“The problem is when the translation is not appropriate, for example women become men and the tenses is not very orderly”.
(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said “*masalahnya adalah mungkin ada sedikit ketidaksesuaian kalimat saat menerjemahkan*”.

“the problem is that there may be a slight mismatch of sentences while translating”.

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said “*Seperti tata letak grammar nya yang kadang salah dan juga kendala jaringan yang membuat lambatnya google translate bekerja*”.

“Such as the grammar layout sometimes-incorrect and also network issues that cause Google Translate to be slow to work”

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said “*Grammar berantakan*”.

“The grammar is not clear”.

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said “*Ngetik kata ternyata ada kata yang sama tapi artinya beda jadi kalau tidak ditelaah dengan baik maka akan keliru dan salah*”.

“Typing a word turns out to be one word but the meaning is different, so if not studied correctly it will be wrong”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Masalah jaringan internet Dan juga grammar di google translate tidak selalu benar*”.

“Internet network problems and also the grammar in google translate is not always correct”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN
 IN said “*Tidak bisa menerjemahkan dengan akurat seluruh kalimat*”.
 “Unable to translate the whole sentence accurately”.
 (Interview on November 9th 2021 at 22.33 pm).

9. ZKW
 ZKW said “*Grammar acak-acak an yang dimana artinya tidak sesuai dan jaringan*”.
 “Random grammar where meanings do not match and network problems”.
 (Interview on November 7th 2021 at 10.47 am).

10. MS
 MS said “*Ada sedikit ketidaksesuain anatara arti dan susunan katanya*”.
 “There is little discrepancy between meaning and the grammar”.
 (Interview on November 7th 2021 at 19.42 pm).

11. AAB
 AAB said “*Masalahnya terkdang mentranslate sebuah kalimat terdapat eror pada grammarnya dan ada kata2 yg tidak cocok untuk digunakan pada kalimat yang ingin di translate*”.
 “The problem is sometimes translating sentences there are grammatical errors and there are inappropriate words used in the sentence to be translated”.
 (Interview on November 7th 2021 at 10.25 am).

5) How do you use Google Translate?

Dealing with question number 5 third topic “How do you use Google Translate?”. Was found the result of the research from interview question number 5 in third topic *experience* topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they using Google Translate in application and web of Google Translate. Several students also adds they translate the material or vocabulary that

they didn't know just only with scanning the material or the vocabulary without typing it.

1. MA

MA said *"Saya menggunakan google translate dengan cara ke chrome lalu saya ketik di bar pencarian google translate lalu saya ganti google translate nya ke bahasa Indonesia to English lalu di bar penerjemah saya ketik kata atau kalimat yang saya ingin terjemahan"*.

"I use google translate by going to chrome and then I type in the google search bar "Google Translate" then I change google translate to Indonesian to English then in the translator bar I type the word or sentence I want to translate".

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said *"Tentunya menggunakan handphone/laptop"*.

"Of course, using a cell phone/laptop".

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said *"Cara saya menggunakan Google Translate yaitu di Google chrome, lalu memilih bahasa yang saya ingin menggunakannya"*.

"The way I use Google Translate is by google Chrome, then I choose the language I want to use".

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said *"Bisa langsung saya scan atau bisa saya ketik manual dan juga bisa saya copy paste"*.

"I can scan it or I can type manually and I can also copy and paste"

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said *"Menggunakan aplikasi dan tinggal dibuka Google Translate nya"*.

"Use the app and open Google Translate".

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said *"Sasaran dan kalau berbentuk teks bisa langsung tempel teks yang ingin di translate"*.

“Target and if it is in the form of text, you can directly paste the text you want to translate”.

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Pertama-tama saya membuka google kemudian ketik google translate lalu ketik kata atau kalimat yang ingin di translate*”.

“First I open google then type google translate then type the word or sentence you want to translate”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Saya hanya perlu mengetik atau menyalin kata yang ingin saya terjemahkan ke Bahasa Inggris*”.

“I just have to type or copy the words I want to translate into English”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Langsung search, ketik dan kopas lalu saat kata nya belum pas bisa di pararprahse*”.

“Immediately search, type and paste, then when the word doesn’t fit, it can be paraphrased”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Melalui handphone atau perangkat yg memiliki akses internet*”.

“Via a mobile phone or device with internet access”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Menggunakan Google Translate melalui hp karena hp di bawa setiap saat*”.

“Using Google Translate via cell phone because cell phones are carried all the time”.

(Interview on November 7th 2021 at 10.25 am).

6) When do you use Google Translate?

Dealing with question number 6 third topic “When do you use Google Translate?”. Was found the result of the research from

interview question number 6 in third topic *experience* topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they using Google Translate when they found material or vocabulary that they didn't know in their independent learning.

1. MA

MA said "*Di saat saya ingin cepat menerjemahkan kalimat atau paragraf atau saat saya bingung bagaimana cara menerjemahkan suatu kalimat atau paragraf*".

"When I want to quickly translate a sentence or paragraph or when I am confused about how to translate a sentence or paragraph".

(Interview on Monday, November 8th 2021 at 10.00 am).

2. SC

SC said "*Sering. Saat tidak mengetahui arti/kurang paham dalam teks yang diberikan dosen*".

"Often. When I do not know the meaning lack of understanding in the text given by the lecturer".

(Interview on Sunday, November 7th 2021 at 15.00 pm).

3. ANS

ANS said "*pada saat belajar dan jika harus menggunakan Bahasa Inggris*".

"At the time of learning and if it must use English".

(Interview on November 11th 2021 at 08.41 am).

4. FI

FI said "*Saat tidak ada mata kuliah atau sedang santai dan sedang mengerjakan tugas*".

"When there is no classes or relax and do work"

(Interview on November 8th 2021 at 10.42 am).

5. AE

AE said "*Saat butuh*".

"When I need".

(Interview on November 8th 2021 at 19.39 pm).

6. YA

YA said "*Hampir setiap hari*".

"Almost every day".

(Interview on November 7th 2021 at 18.03 pm).

7. SH

SH said “*Saya menggunakan google translate ketika belajar Dan ketika ada tugas menterjemahkan*”.

“I use google translate when studying and when there is a translation task”.

(Interview on November 10th 2021 at 15.06 pm).

8. IN

IN said “*Saat saya ingin menggunakannya*”.

“When I want to use it”.

(Interview on November 9th 2021 at 22.33 pm).

9. ZKW

ZKW said “*Sering sekali hampir setiap hari*”.

“Very often almost every day”.

(Interview on November 7th 2021 at 10.47 am).

10. MS

MS said “*Baru-baru ini setiap ada pembelajaran*”.

“Recently every time there is a teaching-learning”.

(Interview on November 7th 2021 at 19.42 pm).

11. AAB

AAB said “*Menggunakan Google Translate sebagai media pembelajaran contohnya mencari artikel Bahasa Inggris untuk mencari kalimat yg tidak diketahui dari Bahasa indonesiannya*”.

“Using Google Translate as a learning medium for example, search for English articles to find unknown sentences to Indonesian”.

(Interview on November 7th 2021 at 10.25 am).

From the results of the interview data above, the interview that consisted of 6 questions from the third topic; students experience topics, it can be concluded that Students feel their vocabulary increases after using Google Translate. This statement was supported by interview data above.

d. Students Personality, Motivation and Experience

Based on the findings, it was concluded that the application of Google Translate was helpful for the students and also often effective as a media for assisting students in their independent learning in Vocabulary Class, it was also concluded that the Students was motivated after used Google Translate, because Google Translate help them to translate their material in their independent learning and Students feel their vocabulary was increased after they used Google Translate in their independent learning.

C. Discussion

Based on this study attempted to answer the single research problem “how are the students’ perceptions of using google translate as media for assisting independent learning in vocabulary class?”, The result of this study can be concluded that the application of Google Translate was helpful for the students and also often effective as a media for assisting students in their independent learning in Vocabulary Class, it was also concluded that the Students was motivated after used Google Translate, because Google Translate help them to translate their material in their independent learning and Students feel their vocabulary was increased after they used Google Translate in their independent learning.

Based on the findings were supported by other researchers; Maria Yanti et al (2019), Eid Alhaisoni and Maha Alhaysony (2017), Lam Kok Wei (2021), Selfian T et al (2021), Arjulayana (2019), and Mustakim Sagita et al (2021), Which is where all the results show positive results.

The research findings in line with Maria Yanti dan Lesly Martha C. Meka (2019), The results of this research showed that mostly students used Google Translate as a fast dictionary, it means Google Translate is often effective. The result also showed that the use of Google Translate frequently was enriching students' vocabulary.

The findings was also supported by Eid Alhaisoni and Maha Alhaysony (2017) that, the results revealed that almost all of the subjects reported using GT. The results also showed that GT is frequently used to get the meaning of unknown words, writing assignments and reading an English textbook.

This research also in line with Lam Kok Wei (2021) found that, the findings revealed that the students are generally positive towards to the use of Google Translate in their language learning. Most of them frequently use Google Translate, and acknowledge the convenience and usefulness of Google Translate in their language learning process.

Fourth, Selfian T et al (2021) also supported the findings of this research. They found that, the students in translating activity especially translating English to Indonesia, they use Google Translate to help them in translating the material.

Also, in line with Arjulayana (2019). He found that, the findings revealed Google translate very helpful for 5th semester students, 92% agreed that this machine is very effective to assist them in their teaching learning process.

The findings of this research also supported by Mustakim Sagita, Jamaliah and Nurul Balqis (2021). The findings of this research showed that the students of English Department at Jabal Ghafur University used Google translation tool in learning English because sometimes they had difficulties in understanding English.

And the results of the novelty of this research are Students feel motivated after using Google Translate. This novelty finding was found after being known through interviews to determine student perceptions. The students' feel motivated in using google translate because students often encounter material that is difficult to understand. Most of them frequently use Google Translate, and acknowledge the convenience and usefulness of Google Translate in their language learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study to answer the single research problem “how are the students’ perceptions of using google translate as media for assisting independent learning in vocabulary class?”, The result of this study can be concluded that Google Translate is helpful and often effective as a media for assisting student's independent learning in Vocabulary Class. Also, students feel motivated after using Google Translate in their independent learning. The students feel motivated in using google translate because the students often encounter material that is difficult to understand. So, Google Translate overcome their problem. And students feel their vocabulary increases after using Google Translate, this is related to how often they use Google Translate.

B. Suggestion

Concerned with the conclusion, the researcher will purpose some the following suggestion that hopefully would be useful and valuable for the Lecturer, for the Students, and for the other researcher.

1. For the Lecturer

The finding This research is expected to be used as consideration for the lecturer to recommend the students to use Google Translate as



media for their independent learning. Because with the results found that many students find it helpful with Google Translate as a fast dictionary in translating unknown vocabulary and can improve their vocabulary, especially in vocabulary class. The use of google translate in their independent learning also made students feel motivated after using Google Translate, it's because students often encounter material that is difficult to understand.

2. For the Students

With the results found in this study, it can be considered by students to use Google translate as their independent learning medium with this research. Google Translate is a medium that can be used to help or support independent learning, this is related to vocabulary and students will be helped by this media, especially to help translate English material in vocabulary class quickly and easily.

3. The other Researchers

The researcher recognized the design of study was very simple. There are still many weaknesses that could be seen especially with his research being conducted online due to current conditions it is not possible to go directly into the field. The findings of this study are expected to provide useful information for individuals concerned in language teaching and learning, particularly for other researchers. This study hoped to provide information, specifically on students' perceptions of using Google Translate as media for assisting

independent learning in vocabulary class. And researchers expect further researchers to conduct research with other variables that are still related to variables about learning media.



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