STUDENTS DEPENDENCE ON USING GOOGLE TRANSLATE: A CASE STUDY AT THREE UNIVERSITIES IN SEMARANG

A THESIS

Submitted in fulfilling the Requirements
For Gaining the Bachelor Degree
In English Language Education

By:

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
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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang to be examined at Munaqosyah Session.

Wassalamualaikum Wr. Wb.

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MOTTO

Just because something is not happening for you right now, it doesn't mean that will never happen.

ABSTRACT

Ambarwati Emira Putri, 1603046002. 2021. *Students Dependence on using Google Translate; A study case at three Universities in Semarang* Thesis. English Education Department. Universitas Islam Negeri Walisongo Semarang.

Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs. With the existence of google translate, many students rely on Google translate application to translate English. This research was carried out to explain the students' reasons and also the dependence level of English Education students on using google translate. The researcher applied mixed method, Descriptive qualitative method, and Descriptive statistical analysis. The data were collected through a Questionnaire (with close and open questionnaire type). This research was conducted at three Universities in Semarang such as Universitas Islam Negeri Walisongo, Universitas Negeri Semarang, and Universitas PGRI Semarang. The findings of this study show that students' reasons for using google translate are easy, practical, can translate more words, the features provided by google translate are also various such as offline translation, handwriting, instant camera translation, time-efficient without having to open an English dictionary. The results of this study indicate that students are dependent on using google translate. This is evidenced by the percentage obtained from each student at three universities. UIN Walisongo as seen from 90 respondents, 17% had very dependent category and 47% had dependent

category. Universitas Negeri Semarang as seen from 90 respondents, 27% had very dependent category and 40% had dependent category. Universitas PGRI Semarang as seen from 90 respondents, 35% had very dependent category and 27% had dependent category. The results also showed that the results of google translate translation were less precise and inaccurate, and required students to pay more attention to the structure of the language source before being translated into the target language, and also re-check the translation results from google translate, with the aim that the translation results from google translate are better.

Keywords: *Google Translate, The Dependence, English Education students*

DEDICATION

This thesis is dedicated to:

1. My Beloved father, H. Muhammad Rahmad, and Mother Hj. Emi Solamah.
2. My lovely sister, Amalia Subagja .
3. My grandmother and grandfather who had passed away.
4. My Aunt, Miswahtuti, S.Pd. SD.
5. All my family in Purbalingga, Sumbawa, and Semarang.
6. All my friends who I can't mention one by one.

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My much gratitude, my special thanks are dedicated to my parents, **H. Muhmmad Rahmad** and **Hj. Emi Solamah,** who always guides, loves, gives their best prayers for me, and always asks me when my thesis is finished. And to my only beloved sister **Amalia Subagja** who always asks me when I graduate from university. My Aunt, **Miswahtuti, S.Pd.SD**, who took me to this University. And also do not forget to thank and appreciate other people:

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Department of Tarbiyah and Teaching Science Faculty of Walisongo State Islamic University (UIN) Semarang.

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The researcher realized that this writing thesis is still the simple ones; the remaining errors are the researcher's own. Therefore constructive criticism and suggestions will be highly appreciated. May almighty God Allah SWT always bless us, once and for all. Finally,

Semarang, 12th January 2021

The Researcher,

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CHAPTER I
INTRODUCTION

A. Background of study

Technological advances have led to unprecedented changes in translation as a means of Interlingual communication.[1] Technological revolution affects almost everything in this life. The students use it a lot to help them to understand easily. Also, most of the teachers use it to teach their students. Technology makes learning easier.[2] The development of technology also was gadget or internet in this era, the use of the internet we can't deny or avoid both among adults, young people, students, and even children though.[3] Technological progress in the current era of globalization has an impact on the world of education, both positive and negative. While technology makes life easier for people, the negative thing is it also creates some problems for society

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[1] Stephen Stephen DohertyCalifornia), 'The Impact of Translation Technologies on the Process and Product of Translation', *International Journal of Communication*, 10.0 (2016), 947–69 <https://ijoc.org/index.php/ijoc/article/view/3499/1573>.

[2] Jawaher Ali Almufawez and Nadia Maroof, 'Using Google Translate to Improve Junior Students' Translation', *Journal of Applied Linguistics and Language Research*, 5.5 (2018), 116–23 <http://www.jallr.com/index.php/JALLR/article/viewFile/906/pdf906>.

[3] Aidelian Nisa Dalimunthe, '*Benefit of use Google Translate in Learning English Language*: English Education Students UIN North'.(2020)

such as the decline in ordinary social behaviors.[4]

Machine translation is being deployed for a range of use-cases by millions of people daily.[5] Automatic translation or machine translation (MT) is also a digital tool. Machine translation is the process of translating text from one language into another using a computer. [6] Translation is a hot topic, though views on what translation is and should have never been more polarized.[7] Translation has been a human activity although attempts have been made to automate and computerized the translation of texts. Therefore, translation is very important, it can be used to understand everything so that it can capture the meaning of something that is said or written. As mentioned in Surah Shaad 38:29:

كِتَابٌ أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا آيَاتِهِ وَلِيَتَذَكَّرَ أُولُو الْأَلْبَاب

"This is a Holy Qur'an that we have sent down to you full of blessings, so that they may ponder over its verses, and that men

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[4] Mohammad Bani Younes and Samer Al-Zoubi, 'The Impact of Technologies on Society: A Review', *IOSR Journal Of Humanities And Social Science*, 20.2 (2015), 82–86 <https://doi.org/10.9790/0837-20258286>

[5] Andy Way, 'Quality Expectations of Machine Translation', 2018, 159–78 <https://doi.org/10.1007/978-3-319-91241-7_8>.

[6] Sara Kol, Miriam Schcolnik, and Elana Spector-Cohen, 'Google Translate in Academic Writing Courses?',

[7] Claire Solomon, 'Machine Translation and Translation Machines in Roberto Arlt's Los Siete Locos (1929) and Los Lanzallamas (1931)', *Mutatis Mutandis*, 11.2 (2018), 438–57 <https://doi.org/10.17533/udea.mut.v11n2a08>.

of understanding may remember."

The translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic equivalences.[8] The goal of translation is establishing a relation of content between the source text and the target text and considering some constraints including context, rules of grammar of the language, writing conventions, idioms, etc.[9] Nowadays, there are many translation software even it is online and offline. The most commonly used is google translate application.

Research has been done by Reem Assalem, from College of Languages and Translation, King Saud University, Riyadh Saudi Arabia (2019), entitled "The effects of the use of Google translate on translation students' learning outcomes' states that google translate translation is beneficial for translation students' development of translation skills. Google translate has become an easy way for students to complete assignments.[10] A research has been done by Gennady Medvedev

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[8] Nur Jamilah, 'Semantic Translation Errors As a Result of Google Translate (a Case of Errors of Translation on Homonymous and Polysemous Words in Bahasa Indonesia)', 1997.

[9] Hakiminejad Afshin and Mohammad Ali Alaeddini, 'A Contrastive Analysis of Machine Translation (Google Translate) and Human Translation: Efficacy in Translating Verb Tense from English to Persian', *Mediterranean Journal of Social Sciences*, 7.4 (2016), 40–48

[10] Reem Assalem, 'The effects of the use of Google translate on translation students' learning outcomes', *Arab World English Journal for Translation and Literary studies,* 3.4(2019),46-60

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(2016) from Sultan Qaboos University, Oman, entitled "Google translate in teaching English". States that Google Translate can be effectively used to introduce and practice vocabulary items for Arab learners of English. Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs. Since it offers quick and rather accurate dual translation services in a variety of languages, students have discovered the benefits of this application and tend to use it more often both inside and outside the classroom.[11]

In the process of learning English, of course, students will find words or sentences that they do not understand. There are several meanings of the sentences which are not understood either. As an effort to understand the material, generally, students try to use google translate. This is why google translate plays a pretty crucial role in the translation process. This application helps students to translate foreign languages especially English which they do not understand. As explained by the researchers mentioned above, Gennady Medvedev also said that google translate can help students in the terms of translating.

Google Translate is one of the most popular services of this kind. It allows web users to translate text or websites into

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[11] Gennady Medveded, "Google translate in Teaching English", *The Journal of teaching English for specific and academic purposes,* 4.1 (2016) pp 181-193

51 languages.[12] Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs.[13] Google released its Google Translate powered Website Translator plugin in 2009.[14] Google translate Application is a free multilingual machine translation service developed by google incorporation to translate text in a language into another language.[15] Google translate has become an easy way for students to complete assignments. In the contemporary learning environment, students can use this particular approach to gain insight and enhance their learning experiences.[16] Because it's freely available on the internet and has its app on computers, tablets, and smartphones, it is accessible anywhere the Internet and Google services are available.[17]

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[12] Ahmed Abdel Azim ElShiekh, 'Google Translate Service: Transfer of Meaning, Distortion or Simply a New Creation? An Investigation into the Translation Process & Problems at Google', *English Language and Literature Studies*, 2.1 (2012), 56–68

[13] Gennady Medvedev, '*Google Translate in Teaching English', Journal of Teaching English for Specific and Academic Purposes*, 4.1 (2016), 181–93.

[14] Anthony Tobin, '*Is Google Translate Good Enough for Commercial Websites?* A Machine Translation Evaluation of Text from English Websites into Four Different Languages Anthony Tobin', 2015, 94–116.

[15] *https://en.wikipedia.org/wiki/Google_Translate*

[16] Reem Alsalem, 'The Effects of the Use of Google Translate on Translation Students' Learning Outcomes', *Arab World English Journal For Translation and Literary Studies*, 3.4 (2019), 46–60

[17] Conference Programme and Comparative Cultural Studies, '*Google Translate & Modern Languages Education Conference*

Google Translate, like many other successful online translation applications, uses a statistical translation model, which takes the word or words to be translated, and searches a bilingual text corpus for that word or words.[18] In terms of English language learning, the translation process between the source language and target language cannot be separated although the intensity between them becomes lesser and lesser from time to time.[19] Google translate is quite helpful for students in terms of translating English, as mentioned by *Reem Assalem* (2019) Google translate translation is beneficial for translation students' development of translation skills.[20]

According to Cambridge English Dictionary, Dependence is; the situation in which you need something or someone all the time, especially to continue existing or operating.[21] The concept of dependence according to *Melvin Defluer* and *Sandra Ball-Rokeach* is a theory which states that the more a person depends on the media to meet their needs, the media becomes increasingly important for that person. De

Programme', June, 2018.
[18] Timothy R Giannetti, *'Google Translate as a Resource for Writing Google Translate as a Resource for Writing',* 2016.
[19] 'Yadi Kusmayadi, 2014 *The Use Of Google Translate As A Learning Media For Improving Students'* Translation Skill Universitas Pendidikan Indonesia | Repository.Upi.Edu |perpustakaan.Upi.Edu', 2007.
[20] Alsalem
[21]*https://dictionary.cambridge.org/dictionary/english/dependenc e* accessed on July 16th 2020

Fleur and Sandra Ball Rokeach speak about it in their dependency theory. It says that mass media affects human's life much.[22]

With the existence of google translate, many students rely on google translate application to translate English. Based on these conditions, the researcher tries to find out the students' reasons for using google translate and how dependent the students of English Education Department in Semarang Universities in using google translate.

B. Research Question

Based on the background above, the author formulates the problems as follows;

1. What are the students' reasons for using google translate?
2. How is the dependence of English education department students on using Google translate?

C. Objectives of the research

1. To explain the reasons of using Google translate by English education department students.
2. To describe the dependence level of English education department students in using Google translate

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[22] Melvin L Defleur and Ball Rokeach, '2 *Dependency Theory (Melvin L. DeFleur Dan Sandra Ball Rokeach)* Oleh: Mohd. Rafiq 1', VI.01 (2012), 2–12.

D. Pedagogical Significance

1. Theoretical Benefit

   This study can enrich the literature on Information and communication technology in the context of English language and learning.

2. Practical Benefit

   a. For the teachers or lecturers

      This study may provide the teacher with a description and image of applying the recent product of technology in English language teaching especially in terms of translation.

   b. For the students

      The findings of this study can provide many benefits for students, especially for English education learners. They can find out what reasons cause them to depend on google translate. Practically, they can overcome their problems with the guidance of the lecturer or their way.

   c. For the readers

      This research is useful to enrich knowledge and assessment in translation problems. So that way, it can enrich knowledge in the scientific field of the English education department, especially in translation.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

1. The research has been done by Reem Assalem from the University of Languages and Translation, King Saud University, Riyadh, Saudi Arabia (2019) entitled "The Effects of the Use of Google Translate on Translation Students' Learning Outcomes". The study uses think-aloud data from the actual translation efforts of four students. The study uses sample translation and editing assignments. The subjects who participated in the procedure were all female students from the Department of English Language and Translation, College of Languages and Translation. These students were learning to translate between Arabic (their mother tongue) and English. The result of this study states that post-editing google translate translation is beneficial for translation students' development of translation skills, but it warns against introducing or allowing its use at the elementary stages of translation training. Also important to alert the students to the fact that translation technologies are there to help translators to become better equipped for a demanding career and to complete quality translations more quickly. The straightness of this study is a detailed explanation in each part, especially in the result and discussion of this study, but the weakness is the

explanation more writing and without a picture that can allow the reader to understand the explanation easier. Also, this study doesn't provide any previous research. The similarity between this study is discussing google translate, but the differences are that study doesn't focus on students' reasons for using google translate, while the writer's research focuses on how dependent students in using google translate and students' reasons for using it.

2. A research has been done by Melita Nadhianta, a student of Yogyakarta State University (2016) entitled "An analysis of accuracy level of google translate in English- Bahasa Indonesia and Bahasa Indonesia - English Translation". Descriptive Qualitative study was applied in this study. The main source of the data was the output translation texts of Google Translate. The study states that Google Translate, in both English - Bahasa Indonesia and Bahasa Indonesia - English translations is considered as inaccurate translation. From the finding of the research, it shows that Google Translate still needs some improvements in making the output precise in meaning and it is more appropriate for Google Translate stands only as an aid in translating. The straightness of this study is a detailed explanation of the discussion. The weakness of this study is the explanation full of writing and doesn't provide any table or pictures which are to be understood than writing. Also lack theoretical review and

doesn't provide an attachment such as an instrument on how to collect the data. The similarity of the research is talking about the scope of google translate, while the differences in research by Melita was focused on the analysis of accuracy google translate itself, then this research focuses on reasons students and how dependence them in using google translate.

3. The research has been done by Adam Ismail, a student of the English Department. Faculty of Languages and Arts, Universitas Negeri Semarang (2016) on the title "Errors made in google translate in the Indonesian to English translations of news items text". This study was a descriptive qualitative research, and it presented the data with a content analysis method. The result of this study showed that the statistical method of Google Translate, the inability of Google Translate to understand the contexts of the texts beyond the sentence, and errors in the source texts that carried into translation errors in the target texts were the causes of translation errors found in the data. The straightness of this study is the explanation in findings and discussion provides tables to make explanations clearly. The weakness of this study is the lack of explanation in some parts such as theoretical review and doesn't provide any previous research. The study has a similarity in data analysis technique that uses descriptive qualitative but the differences in the research only used

qualitative method while the writer's research uses mixed-method.

4. A research has been done by Jawaher Ali Almufawez and Nadia Maroof, the students of Yanbu University College, Saudi Arabia (2018) entitled "Using Google Translate to improve Junior Students Translation". This research was mixed methods research. It contained an experimental group and a control group for doing a pre-test and post-test. The experimental group was given a questionnaire to collect their opinion. The experimental group in this study, which took place at Yanbu University College (women's campus), contains 6 junior students. The result of this study showed that Google Translate affected students' translation in some parts; it influenced the student's comprehension, word selection, and punctuation, but it did not affect idioms translation. Moreover, the students had almost a positive opinion on it. The research states that Google Translate influenced students' translation in some aspects. It affected their comprehension, word selection, and punctuation, but it did not affect idioms translation. Also, the students had almost an affirmative opinion on it. The researcher recommended that the students should use Google Translate as a helper if they face any difficulties in translation. The straightness of this study is the explanation provides tables to make a clearer explanation and each component is explained briefly. The weakness of this study is the lack of

conclusion. The similarity of this study is data collection techniques used questionnaires and interviews. But the differences of this study from the writer's research in this study analyzes the use of google translate to improve student translation, while the writer's research focuses on student reasons and level dependence on using google translate.

5. A research has been done by Elsa Tiara Siregar, a student of UIN Sumatera Utara, Medan (2017) on the title "Benefit of using Google Translate in translating a text from students' perspective". This study uses qualitative research with a questionnaire and interview as data collection techniques. The research states that google translate makes students easier to translate the text that they don't know in English into Bahasa Indonesia or Bahasa Indonesia into English. Students are using Google Translate because Google Translate has many benefits to them. The straightness of this study is the explanation provides pictures to describe the percentage of students who use google translate. The weakness of this study is doesn't provide the attachment such as instrument, (questionnaire and questionnaire) how to collect the data. The similarity of this study and the writer's study is to use the same way to collect the data, questionnaire, and interview. The difference between this study and the writer's research is about the focus. This study analyzes the benefit of using

google translate and the writer's research will discuss student's reasons and their dependence.

B. Theoretical Review

1. The concept of Dependence

According to Cambridge English Dictionary, Dependence is; the situation in which you need something or someone all the time, especially to continue existing or operating.[23] Dependence theory by Sandra Ball and Melvin L.Defluer (1976) assumes that the more a person depends on his needs to be met by the use of media, the more important the role of media in the person's life so that the media will increasingly influence on that person. From a social perspective, if more people depend on the media, then media interaction will change, the overall influence of the media will emerge, and the role of the media in society will become greater.[24]

According to Hawari (in Nila, 2004) Dependency is a group of symptoms in thought, consideration, design (cognitive), behavior, and physiological that occurs because individuals continually feel use something that can cause a problem for individuals. Hollister (in Nila, 2004) also said that dependency is one of the encouragements of addiction

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[23]*https://dictionary.cambridge.org/dictionary/englishdependence* accessed on July 16th 2020

[24] Defleur and Rokeach.

(addicted) where this means when it is addictive then it will cause dependency and are likely very difficult to avoid.[25]

Theotonio Dos Santos was a Director of the Centro de Estudios Socio-Economicos (CESO)- Centre of Socioeconomic Studies, one of the figures of the dependent theory, Theotonio states that dependency is a condition in which the economic life of certain countries is influenced by the development and expansion of the economic life of other countries, where certain countries only act as recipients of the consequences.[26] The important aspect of the study of sociology is the existence of a pattern of dependency between one community and another in national life in the world.[27] From all of the perspective, it can be concluded that dependency is a thing or activity that can make someone influential to continue to do something.

2. Factors Affecting Dependence

Dependency theory as explained by Melvin Defluer and Sandra Ball Roseach is a theory of mass communication that states that the more a person depends on a media to meet his needs, the more important the media is to that person.

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[25] Juliyanti Harahap,*"Hubungan Antara kontrol diri dengan ketergantungan internet dipustaka digital perpustakaan daerah Medan"* Universitas Muslim Nusantara Medan, Vol.3 No.2, 2017

[26]Adon Nasrullah Jamaluddin, "Sosiologi pembangunan",(Bandung; CV. Pustaka setia 2016) Hlm. 71

[27]Syamsyir salam, MS & Amir Fadilah, "*sosiologi pembangunan pengantar studi pembangunan lintas sektoral*". UIN Jakarta, 2009

Dependency theory introduces as a model that shows an inseparable integral relationship between users, media, and large social systems. A research has been done by Muhammad Khairil, M.Isa Yusaputra, and Nikmatusholeha, students of Tadulako University, in their research states that there are two factors which are who determines someone towards the media.

a. Someone will depend more on media can meet their needs at the same time compared to the media who are only able to fulfill a few just needs.

b. The second factor is the stabilization of society. The social environment is incapable of providing information that needs individual wants.

The addition of this theory shows that individuals rely on the media for fulfillment needs or to achieve their goals, but they don't depend on much media. They choose which media they will use to fulfill their wish. From this theory, it can be concluded that a person's dependence is influenced by two reasons, because the frequent use of the media, which media can provide the desired needs, thus causing dependence to always use the media itself.

3. Google Translate

There are many machine translations that students can use to solve translation problems, like *Google Translate's Application, U-Dictionary, KamusKu* and so on. The reason

of the researcher choose Google Translates application as the focus of research is because it is a popular application among students. Apart from the benefits obtained, google translate is also an alternative way when students want to translate. Google Translate is a free multilingual machine translation service developed by Google to translate parts of text or web pages in one language to another language.[28] Google translate has become an easy way for students to complete assignments. In the contemporary learning environment, students can use this particular approach to gain insight and enhance their learning experiences.[29] Google translate is a foreign language translating machine created by Google for internet users to make it easier for internet users to understand foreign languages.[30]Google translate has emerged as an effective tool in EFL and ESL settings, the youth in the expanding and the outer circles tend to rely on this tool. This tool is helping educators devote more time to the content and communicative aspects of language.[31] In utilizing google translate, it takes

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[28] *https://id.wikipedia.org/wiki/Google_Terjemahan* , accessed on December 30th

[29] Reem Alsalem, 'The Effects of the Use of Google Translate on Translation Students' Learning Outcomes', *Arab World English Journal For Translation and Literary Studies*, 3.4 (2019), 46–60

[30] Sayida Ralia Mawalliaz, "*A Qualitative Study: The Use of Google Translate among English Education Department Students"* Muhamadiyah University Yogyakarta, 2019

[31] Muhammad Ali Raza, and Faizah Mohamad Nor, 'Google Translate in an EFL Classroom', *International Journal of*

several steps that can be used as a guide so that the translation results are commensurate in the target language. The steps that can be used are as follows;

a. Enter the whole text into the machine

b. Copy the translated text into Microsoft words;

c. Read the entire equivalent in the target text;

d. Compile the target text according to the structure in the target language; and

e. Looking for the right equivalent by the culture contained in the source language and target language[32]

A. Advantages of using google translate

There are many reasons why users use Google translate as a tool for translating some text. Google translates easily to be accessed anywhere and anytime by handphone or computer. According to Alhaisoni (2017), accessing Google translate can be used through PC smartphone systems such as android and IOS, which makes the accessibility of Google translate very familiar to users. The ability of Google translate is that it can provide access quickly and easily so that this makes Google translate well received and popular with EFL students in

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*Translation,*30.1, (2018)

[32]Tri Pujiati *"Pemanfaatan Google translate dalam penerjemahan teks Bahasa Inggris kedalam Bahasa Indonesia"*: Universitas Pamulang 2017

the learning process. It can be accessed easily and performs translation tasks quickly.[33] Using Google Translate for doing classroom tasks and activities can encourage students to study independently and to shape their strategies for solving language learning problems.[34]

Google translate more or less definitely will provide benefits to all users, while some benefit in using Google translate as follows; 1) as a translator, 2) as dictionaries or In-Network, 3) as online thesaurus, 4) as spell words, and 5) as a learning tool pronunciation said a Foreign Language[35] With some of the benefits provided by google translate, it makes students able to overcome the translation problems. For example when students want to translate accompanied by how to pronounce the word, then google translate is the solution. In other words, students can find several solutions related to translation in one application namely google translate.

B. The Disadvantage of using Google translate

Nowadays many language teachers doubt the quality of language translations on Google translate

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[33] Eid Alhaisoni and Maha Alhaysony, 'An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate', *International Journal of English Language Education*. 2017

[34] Hossein Bahri, 'Google Translate as a Supplementary Tool for Learning Malay: A Case Study at Universiti Sains Malaysia', *Advances in Language and Literary Studies*, 7.3 (2016)

[35] Dalimunthe.

because the use of approved translation tools can damage the actual language acquisition process.[36] When languages differ from each other structurally, Google Translate usually fails to provide accurate translations, particularly for units of language above word level.[37] The present software is not a substitute for an accurate translator to translate human language correctly into the target language because Google translate is a regulated machine and it could not adjust if it is not set. Google Translate has difficulty when translating one word and functions as a bilingual dictionary because it only gives one meaning at a time.[38] Translation results of GT are based on statistical machine translation. Consequently, the quality of Google translations depends on the number of human translation texts that are often sought by Google Translate.[39]

4. Strategy in Translation

According to Lörscher, translation strategy is "a potentially conscious procedure for the solution of a problem

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[36] Michael Groves and Klaus Mundt, 'Friend or Foe? Google Translate in Language for Academic Purposes', *English for Specific Purposes*, 37 (2015), 112–21

[37] Maarit Koponen, 'Assessing Machine Translation Quality with Error Analysis', *Electronic Proceedings of the VIII KäTu Symposium on Translation and Interpreting Studies*, 4 (2010), 1–12.

[38] Groves and Mundt.

[39] Omid Karami, 'The Brief View on Google Translate Machine', *Seminar in Artificial Intelligence on Natural Language*, 2014, 1–6

which an individual is faced with when translating a text segment from one language to another. A translation strategy is a procedure that translators consciously carry out in overcoming problems when translating a text, or parts of the text.[40] Globally, according to Seguinot (1989), quoted in Ordudari (2007), there are at least three strategies implemented by translators, namely: 1) translating without interruption as long as possible, 2) correcting mistakes immediately, and 3) conducting the monitoring process Qualitative errors and style of language in the translated text at the revision stage.[41] The most commonly known and implemented translation strategies are literal translation and free translation. This literal translation strategy focuses on word for word, whereas free translation refers to translations that are more creative and look for a match that is more than just the actual meaning of the word.[42]

In translation strategies (Baker, 1992) offers several translation strategies that are used by professional translators in challenging words or parts of sentences that do not have an equivalent, namely:

1. Translation by using more general words. This strategy is

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[40] Dagmara Plońska, 'Strategies of Translation', *Psychology of Language and Communication*, 18.1 (2014),

[41] Mahmoud Ordudari, *Translation procedures, strategies and methods*. Translation Journal, 11(3), 8 (2007)

[42] Sanjun Sun, 'Strategies of Translation', *The Encyclopedia of Applied Linguistics*, 9 (2012), 5408–12

the most commonly used by translators looking for equivalents of various words that do not have direct equivalents.

2. Translation with more neutral words. This strategy is to reduce the negative impression caused by words in the source language.

3. Translation using cultural substitutes. This translation strategy is to replace the concept of culture in the source language with the concept of the target language that has a meaning similar to the source language of the text.

4. Translation using absorption words and absorption words accompanied by explanations. This strategy is often used in translating words related to culture, modern concepts, and words with unclear meanings

5. Translation using paraphrase. This strategy is used when expressed in the source language has a dictionary meaning but has a different form. This translation can be done in two ways, namely by using different words or using sentences to express the meaning of the word.

6. Translation by absorption. This strategy is not forbidden to miss words or phrases in several contexts

7. Translation using an illustration. This strategy is a very effective choice because if the words in the language are reduced or slightly matched with the target language included in or classified as a physical form that can be

illustrated[43]

        The translator must prepare a strategy for what translation should be used, to suit the reader's target. There are various kinds of translation strategies that students can choose when students want to carry out the translation process. Translation strategies are used to overcome translation problems at the level of words, phrases, and sentences. By choosing a good translation strategy, the resulting translation quality will be good too.

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[43] John Austin and Mona Baker, *In Other Words: A Coursebook on Translation*, *The Modern Language Journal*, 1993, LXXVII <https://doi.org/10.2307/329719>.

CHAPTER III
RESEARCH METHOD

A. Research Design

The research of Students Dependence on using Google Translate uses Mixed Method. Mixed method research is a research approach that incorporates or is correlated with both qualitative and quantitative forms of research.[44] The qualitative method uses to achieve the first research question while quantitative method uses to achieve the second research question. According to Creswell (2009), Qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants 'setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure.[45] In this design, the researcher uses Case Studies design. Case studies are qualitative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals. The case is bounded by time and

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[44]Sugiyono (2018, Maret)."*Metode Penelitian Kombinasi*", Bandung, ALFABETA, CV, p 19-20

[45]Sugiyono (2018, Maret). "*Metode Penelitian Kombinasi*", Bandung, ALFABETA, CV, p 14-15

activity. And researchers collect detailed information using a variety of data collection procedures over a sustained period.[46]

Quantitative research method is based on a positivist philosophy, which is used to research the population or a particular sample. The data collection technique uses a research instrument of questionnaire and the data analysis is in the form of statistics.[47] In quantitative method divided into two; the Experiment method and the survey method. In this study, researchers used a survey method. Neuman W Lawrence (2003) states "survey is quantitative beast. The survey asks many people (call respondents) about their beliefs, opinions, characteristics, and past or present behavior. A Survey is appropriate for research questions about self-reported belief or behavior. Survey research is generally conducted to take a generalization of in-depth observations. Although this survey method does not require a control group as in the experimental method, the generalizations made can be more accurate when a representative sample is used. (David Kline, 1980)[48]

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[46] Sugiyono (2018, Maret). "*Metode Penelitian Kombinasi*", Bandung, ALFABETA, CV, p 15-16

[47] Sugiyono. (2015, December). "*Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*". Bandung: ALFABETA, CV, p.7-8.

[48] Sugiyono (2018, Maret). "*Metode Penelitian Kombinasi*", Bandung, ALFABETA, CV, p 12-13

B. Participant and setting

1. Participant

The participants were the students of 5th Semester English education at Three Universities in Semarang, such as Universitas Islam Negeri Walisongo, Universitas Negeri Semarang, and Universitas PGRI Semarang. The population of the 5th semester at UIN Walisongo is 121 students. The population of the 5th semester at Universitas Negeri Semarang is 192 students and the total population of the 5th semester at Universitas PGRI Semarang is 141 students. The total population of the three universities is 454 students. Samples taken are 30 students from each university.

As is stated by Baley in Mahmud (2011), which states that for research using statistical data analysis, the sample size minimum is 30.[49] In line with this opinion, Roscoe in Sugiono 2010, p.131) suggested the sample size for research as follows:

a) The appropriate sample size in the study is between 30 and 500.

b) If the sample is divided into categories, then the number of members in each sample minimum category 30.[50]

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[49] Mahmud, *"Metode penelitian pendidikan*. Bandung: Pustaka Setia. 2011

[50] Sugiyono. (2010). "Metode Penelitian Pendidikan Pendekatan

Therefore, the researcher took 30 students from each university as the research sample such as Islamic-based campuses, public campuses, and private campuses. The reason why the researcher choose three universities that mention above as participants because the researcher wants to analyze and examine with different campus criteria.

2. Setting place and time

The research takes place in three Universities, UIN Walisongo Semarang, Universitas Negeri Semarang, Universitas PGRI Semarang, and distributes the questionnaire online in google form format from September 21st 2020 – October 8th 2020.

3. Population and Sample

Population is the whole object of research. According to Sugiyono, the population is an area of generalization consisting of; object or subject, that has certain qualities and characteristics set by the researcher to be studied and then concluded.[51] The population of this research is students of English education at Three Universities in Semarang. The number of English education Students at UIN Walisongo is 121 students, while at Universitas Negeri Semarang 192 students, and Universitas PGRI Semarang there are 141 students (5th semester of English education students). So,

Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

[51] Sugiyono, (2015), "*Metode Penelitian kuantitatif, kualitatif dan R & D"* Bandung, ALFABETA CV, p 80

the total number students from three universities are 454 students. The distribution of population can be seen as follows;

No	University	Total
1	UIN Walisongo Semarang	121
2	Universitas Negeri Semarang	192
3	Universitas PGRI Semarang	141
Total		454

4. Sampling Technique

Sample is part of the number and characteristics possessed by the population. If the population is large, and researcher researchers cannot study all that is in the population, the researcher can use a sample of the population.[52] The sample of this research is taken by using Quota sampling. Quota sampling is a technique for determining samples from populations that have certain characteristics to the desired amount. Following the previously stated opinion, that the minimum sampling is 30, so the researcher chooses thirty, 5th-semester students from each university. The reason why the researcher chose 5th semester students from each universities as respondents was because the students had already taken translation courses in

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[52]Sugiyono, (2012), "*Statitika untuk penelitian*" Bandung: Alfabeta P.62

the previous semester and even in the 5th semester itself. Took
30 samples of 5th semester students to effectively the process
besides the researcher followed the statement by Roscoe in
Sugiyono (2012) that 30 samples were considered as effective
for minimum sampling in a categorized sample. Each student
will be asked the same question until all the samples are met
the data collection is stopped.

C. Data Collection Technique

In this research, the researcher uses a questionnaire
as the data collection technique. A Questionnaire is a self-
report data collection instrument that each research
participant fills out as part of a research study. The
researcher uses questionnaires so that they can obtain
information about the thoughts, feeling, attitudes, beliefs,
values, perceptions, personality, and behavioral intentions
of research participants. In order words, researchers
attempt to measure many different kinds of characteristics
using questionnaires. **In qualitative**, data collection
technique that uses questionnaire (inquiries with the form
of the question open). The researcher will give
questionnaire to the participant with some questions which
is prepared before. The researcher has concepts of
questions that will be submitted to the participants so that

the answer is suitable for the formulation of the research problem. While **in quantitative,** data collection technique that uses questionnaire (with close questionnaire type).

a. **Instrument of Questionnaire (Qualitative)**

Variable	Indicators	QN
1. Using Google Translate	a. Knowledge about google translate	1
	b. The habit of using google translate	2
	c. The Benefit of using google translate	3,4
2. Students Dependency	a. More dependent on media that meets many needs	5, 6
	b. Social stability	7,8

The questions are:

1. Do you know about google translate?
2. Do you always use google translate?
3. What is the benefit of using google translate?
4. Can you mention the straightness and weakness of google translate?
5. Do you depend on using google translate in translating English material?
6. Besides Google translate, is there any other application that you use to translate? What kind of it?
7. Does google translate help you in translating English material? Why and why not? What is the reason?

8. Whether the translation results other than google translate as accurate as google translate?

b. Instrument of Questionnaire (Quantitative)

Likert Scale is used in this research as the questionnaire measurement scale. Likert Scale is used to measure attitude, opinion, and perception of a person or a group of people about social phenomena[53].

Variable	Indicators	Question Number
1. Using Google translate	a. The intensity of using google translate	1, 2, 3
	b. Google translate function	4, 5, 6
	c. Effectiveness of google translate	7, 8,
	d. How to use google translate	9, 10, 11
	e. The impact of using google translate.	12, 13, 14, 15
2. Students Dependenc	a. More dependent on the media that meets many needs	16, 17, 18, 19, 20, 21,22

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[53] Sugiyono. (2015, December). *"Metode Penelitian: Kuantitatif, Kualitatif, dan R&D"*. Bandung: ALFABETA, CV, p.93

y	b. Stability social	23, 24, 25

Name   :

University   :

WhatsApp number :

The instrument below:

1. Before you fill the scale, please fill the identity!

2. Read the questionnaire, then choose one of the 4 (four) available options that suitable for you. Give a checklist of your choice! The choices are;

   SS : Sangat setuju (Strongly Agree)

   S : Setuju (Agree)

   J : Tidak setuju (Disagree)

   TP : Sangat tidak setuju (strongly Disagree)

3. After finish, please check again so that no question is missed.

No	Question	Information			
		SS	**S**	**TS**	**ST D**
1	In translating English material, I always use google translate				

2	I have never used google translate to translate English texts or materials				
3	I have a google translate application which is always available to use				
4	Google translate is very helped in improving translating ability				
5	Google translate is very helped me in every way of translation process				
6	Google translate makes it easy in the translation process				
7	Google translate isn't quite right in translating text in English language				

8	English text can be effectively translated by google translate				
9	In using google translate, I translate word by word				
10	In using google translate, I translate sentence by sentence				
11	In using google translate, I translate paragraph by paragraph				
12	I can't translate without using google translate				
13	Google translate makes me lazy to open a dictionary in translating English text				
14	Google translate faster than other tools				

15	Internet network no interferes with the use of google translate application				
16	I depend on google translate to translate English text				
17	Google translate is more accurate in providing translation results than other application				
18	I am satisfied with the results of the translation from google translate				
19	I can't be separated from google translate in translating process				
20	Google translate can fulfill all my needs in terms of translating English				

21	Google translate can't fulfill all my needs in terms of translating English				
22	I prefer translating using google translate rather than English dictionary				
23	Google translate provides many benefits in terms of translating English				
24	Applications other than google translate, are unable to provide translation results as good as google translate				
25	Google translate is more practical than an English dictionary				

D. Data Analysis Technique

1. Data Analysis Technique In Qualitative

According to Sugiyono, Data analysis technique is activities after data from all respondents or other data sources collected. In

qualitative research, the researcher uses Theory by Miles and Huberman Model. The steps of the data analysis are:

a) Data Reduction

According to Sugiyono, reducing data means summarizing, selecting things main things, focusing on important things, looking for themes and patterns also remove unnecessary. Thus the data has reduced will provide a clearer picture, and make it easier for researcher to carry out further data collection and if required. The data reduction process in this research can be described by researcher as follows; after the data is collected from each universities, the researcher summarize the answer from respondents into a form that is easy to understand, such as moving data files from google forms to new documents.

b) Data Display

After the data is reduced, the next step is to display the data. Through the presentation of the data, the data is organized in order relationship pattern, so that it will be easy to understand. In this research data presentation can be done in the form of brief descriptions, charts, relationship between categories, flowcharts and the like. In addition with the presentation of data, it will make it easier to understand what happened. In this research, the researcher explained it with narrative text.

c) Conclusion Drawing and Verification

Conclusion is the essence of the research finding which draws the notions based on the previous analysis or the concussion obtained based on deductive and inductive thinking method. Thus, the conclusion of qualitative research may answer the question of the research and may not. Since the question of the research is temporary and it will be developed after the researcher collects filed notes.[54]

2. Data Analysis Technique in Quantitative

Data analysis technique used in this research is Descriptive statistical analysis. Descriptive statistic is statistic used to analyze data by describing or evaluating data that has been collected and presented without making generally accepted conclusions or generalizations. This statistical analysis is used if the researcher only wants to describe the sample data.[55] The researcher uses questionnaire (with close questionnaire type), as the instrument of data collection techniques for analyzing the level of student's dependence in using google translate. After the questionnaire was tested for validity and reliability, the questionnaire will be distributed to the sample. When the data is collected, the researcher also uses SPSS. The last step is analyzing and conclude the research.

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[54] Hardani, Helmira Andriani, Jumari Ustiawaty. *"Metode Penelitian Kualitatif & Kuantitatif"* Yogyakarta: CV. Pustaka Ilmu Group, p.163-171. 2020

[55] Sugiyono *"Metode Penelitian Kombinasi"*, Bandung, ALFABETA, CV, p 200-201. Maret 2020.

The descriptive statistical analysis technique used in this study is through the calculation of the Mean (M), Median (Me), Modus (mo), and standard deviation (SD). For the determination of position by calculating ideal Mean and standard deviation, it can be calculated concerning norms as follows;[56]

$$Mi = ½ (ST + SR)$$

$$SDi = 1/6 (ST – SR)$$

Information:

Mi : Mean (Ideal Mean)

SDi : Ideal Standard Deviation

ST : Highest Score

SR : Lowest Score

With the Results of the Mi and SDi Calculations, the dependency on using google translate by English education students are categorized as follows:

No.	Perception category	Score (x)
1	Strongly agree (strongly dependent)	X > Mi + SDi

[56]Saifudin Azwar. *Tes Prestasi Fungsi dan pengembangan pengukuran prestasi belajar edisi II.* Yogyakarta: Pustaka Pelajar, p.162. 2017

2	Agree (Dependent)	$Mi < X \leq Mi + SDi$
3	Disagree (Independent)	$Mi - SDi < X \leq Mi$
4	Strongly disagree (strongly independent)	$X \leq Mi - Sdi$

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher reports the results of a study conducted among students in three universities in Semarang. This chapter was divided into three parts:

a) Profile
b) Findings
c) Discussion

A. Profile

1. Universitas Negeri Semarang

Universitas Negeri Semarang (UNNES) is a state university organized by the ministry of research, technology, and higher education (Kemristekdikti) of the Republic of Indonesia to carry out academic and professional education in several disciplines, technology, sports, arts, and culture. Before becoming a university, this educational institution was known as IKIP Negeri Semarang which was founded in 1965 in Semarang City. The main campus is located in Sekaran area (Gunungpati), the southern region of Semarang city, central java. And other campuses are located in Ngaliyan (Semarang), kelud (Semarang), Bendan Ngisor (Semarang), and in Kemandungan, Tegal.

2. Universitas Islam Negeri Walisongo Semarang

UIN Walisongo or stands for Universitas Islam Negeri Walisongo is a public University in Indonesia which is located

in Semarang city, Central Java province. This college has been established on April 6, 1970.

3. **Universitas PGRI Semarang**

Universitas PGRI Semarang or abbreviated as UPGRIS is a private university located in Semarang, Central Java Indonesia which was founded on April 11, 1987. This campus has four campuses that are used in carrying out academic and non-academic activities.

B. Findings

1. **The student's Reason for Using Google Translate**

The findings of the research based on the results of the data analysis, which used questionnaires by google form. It was conducted to answer the first research question, the students' reasons for using google translate.

a. Google translate is easy

Almost all students mentioned that google translate helps students in the translation process. It is because google translate is an easy application to translate. Students don't spend much time translating with the dictionary. It makes students easier to translate many paragraphs and translating process also doesn't need a long time. Apart from being easily accessible via smartphone, google translate has a variety of advanced features that continue to be a popular application. Such as it can translate multiple forms of text and media, which includes text, speech, and text within

still or moving images. Also, the typing feature is equipped with a handwriting feature where users can write directly.

b. Google translate is practice

Google translate is quicker than open printed dictionaries as mentioned above. Students can save their time without having to open English dictionary. Students no longer need to open a dictionary to look for the meaning of a word. With google translate, students can immediately write down the word or sentence that is translated, so it will automatically be translated immediately. Other than that google translate provide the way how to pronounce the words that students don't know before and also the meaning of the words itself. It makes google translate very practical to use.

c. Google translate provides many languages

Google translate provides translating services for a lot of languages, not only translate in English the number of languages Google translate supports is growing and currently there are 109 languages. Besides, quoting from Google's official blog, the most popular translating activities on google translate include; English to Spanish, Arabic, Russian, Portuguese and Indonesian. It gives students easiness in many ways to do translation although sometimes it is inaccurate, or the grammar is not suitable. As mention by one of the participants, "Google translate

sometimes does not translate well because it should be the informal way". By paying attention to the correct grammar in translating, it will produce good translation results too.

d. Diverse Features

Google translate provides various features in its application. Apart from online translation, students also can translate with offline translation. The Offline translation is used when there is no internet network available, translator feature via voice. With this feature, google translate will immediately translate the language spoken. Besides, there is also an instant translation camera, which can read foreign language text using a smartphone camera. Handwriting feature, google translate can detect students' handwriting and then translate it into another language.

While to answer the second research question, how is the dependence of English Education Department students on using google translate?

2. The Students' Dependence on using Google Translate

The findings of this second research question are obtained from the collected by distributing questionnaires to 30 students on three campuses. The number of questions is 25 items. The grouping of indicators in the questionnaire is divided into four categories, namely strongly agree, agree, disagree, and strongly disagree. Grouping is based on the ideal

mean, and the ideal standard deviation obtained. The description presented includes the mean, minimum score, maximum score, and standard deviation. Besides, a frequency distribution table and a histogram graph for each campus are presented. Following are the descriptive statistics of the respondents' answer:

a. **Universitas Islam Negeri Walisongo**

Data from English students of UIN Walisongo, there are 25 items. Based on the analysis results obtained the lowest score= 42, the highest score= 91, mean=67.57 and standard deviation= 11.270. The data classified into four categories, namely Strongly Agree, Agree, Disagree, and strongly disagree. Based on this data, the detailed dependence frequency distribution can be seen in the table below:

No	Category	Interval Score	Frequency	Percentage
1	Strongly Agree	$X > 76$	5	17 %
2	Agree	$63 < X \leq 76$	14	47 %
3	Disagree	$50 < X \leq 63$	9	30 %
4	Strongly Disagree	$X \leq 50$	2	6 %
Total			30	100 %

Based on the results of the table above shows that the dependence of UIN Walisongo got 5 respondents (17%) have a very positive perception (strongly Agree), 14 respondents (47%) have a positive perception (Agree), 9 respondents (30%) have a less positive perception (Disagree) and 2 respondents (6%) have negative perception (strongly disagree). If it is described in the form of a bar chart, the research results can be seen as follows:
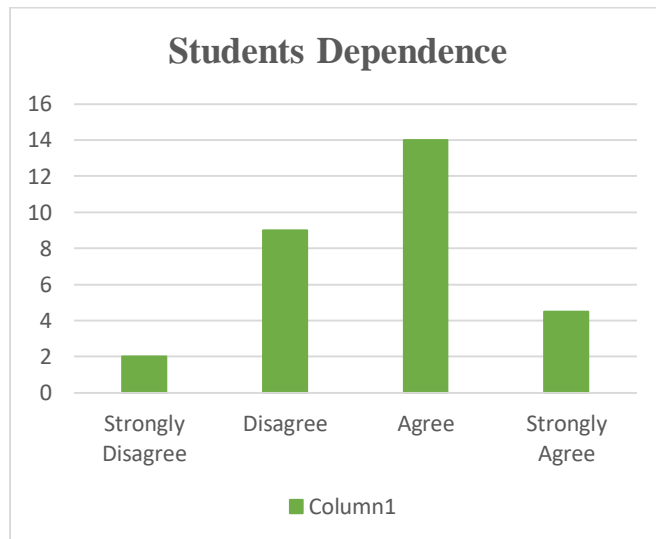
Thus it can be said that the students' dependency on using google translate, analyzed from the dependence of UIN Walisongo students with the mean score of dependence= 67.57 included in the dependence category.

b. Universitas Negeri Semarang

Based on the analysis results obtained the lowest score= 46, the highest score= 93, mean= 70.90,and standard deviation= 12.729. The data classified into four categories, namely Strongly Agree, Agree, Disagree, and strongly disagree. Based on this data, the detailed dependence frequency distribution can be seen in the table below:

No	Category	Interval Score	frequency	Percentage
1	Strongly Agree	$X > 76$	8	27 %
2	Agree	$63 < X \leq 76$	12	40 %
3	Disagree	$50 < X \leq 63$	9	30 %
4	Strongly Disagree	$X \leq 50$	1	3 %
Total			30	100 %

Based the results of the table above shows that the dependence of Universitas Negeri Semarang students got 8 respondents (27%) have a very positive perception (strongly Agree), 12 respondents (40%) have a positive perception (Agree), 9 respondents (30%) have a less positive perception (Disagree) and 1 respondent (3%) have negative perception (strongly disagree). If it is described

in the form of a bar chart, the research results can be seen as follows:

Students Dependence

A bar chart titled "Students Dependence" with a vertical axis from 0 to 14 (in increments of 2) and four categories on the horizontal axis:
- Strongly Disagree: 1
- Disagree: 9
- Agree: 12
- Strongly Agree: 4.5

Legend: Series 1
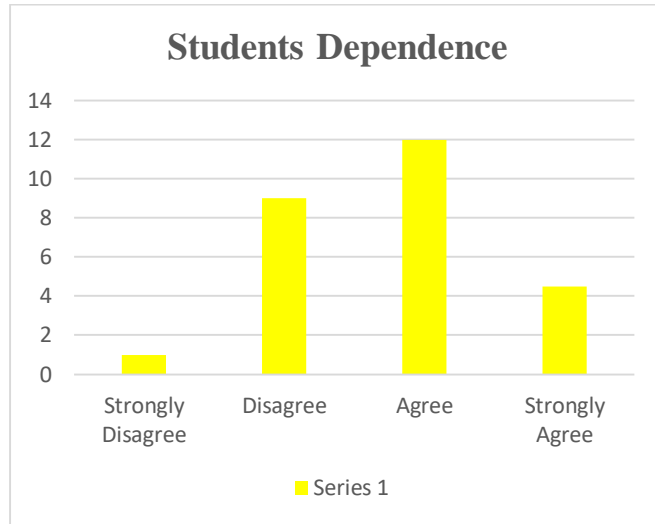
Thus it can be said that the students' dependence on using google translate, analyzed from the dependence of Universitas Negeri Semarang students with the mean score of dependence= 70.90 included in the dependence category.

c. **Universitas PGRI Semarang**

The analysis results obtained the lowest score= 50, the highest score= 94, mean= 71,53,and standard deviation= 10.959. Based on this data, the detailed dependence frequency distribution can be seen in the table below:

N o	Category	Interval Score	frequency	Percentage
1	Strongly Agree	$X > 76$	10	33%
2	Agree	$63 < X \leq 76$	11	37%
3	Disagree	$50 < X \leq 63$	8	27%
4	Strongly Disagree	$X \leq 50$	1	3%
Total			30	100 %

Based on the results of the table above shows that the dependence of Universitas PGRI Semarang students got 10 respondents (33%) have a very positive perception (strongly Agree), 11 respondents (37%) have a positive perception (Agree), 8 respondents (27%) have a less positive perception (Disagree) and 1 respondent (3%) have negative perception (strongly disagree). If it is described in the form of a bar chart, the research results can be seen as follows:

Students Dependence
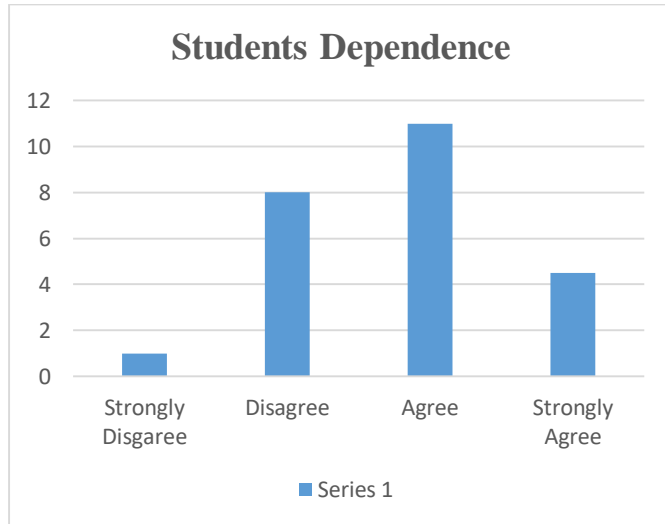
Thus it can be said that the students' dependence on using google translate, analyzed from the dependence of University PGRI students with the mean score of dependence= 71.53 included in the dependence category.

From the data above, it can be said that the majority of English Education students depend on google translate. The data gained by the researcher shows that UIN Walisongo got 17%, then Universitas Negeri Semarang got 27%, and Universitas PGRI Semarang got 33 % in strongly dependent category. While the dependent category, UIN Walisongo got 47%, Universitas Negeri Semarang got 40% and Universitas PGRI Semarang got 37%.

C. Discussion

This study discusses students' dependence on using google translate. The dependencies that will be discussed here are, first, the students' reasons for using google translate, then the level of student dependence on using google translate. There are several reasons for students using google translate such as easy, practical, fast, provide many languages, diverse features, and so on. Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs. Since it offers quick and rather accurate dual translation services in a variety of languages, students have discovered the benefits of this application and tend to use it more often both inside and outside the classroom.[57] The ability of Google translate is that it can provide access quickly and easily so that this makes Google translate well received and popular with EFL students in the learning process. It can be accessed easily and performs translation tasks quickly.[58] It also saves time without having to open an English dictionary. It is related with the results of research by Khrisna Bayu's analysis states that the use of google translate helps accelerate vocabulary mastery because it can be used directly and practically without the need to use a thick

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[57] Gennady Medveded, "Google translate in Teaching English", *The Journal of teaching English for specific and academic purposes,* 4.1 (2016) pp 181-193

[58] Eid Alhaisoni and Maha Alhaysony, 'An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate', *International Journal of English Language Education*. 2017

English dictionary.[59] The same thing was said by Tri Pujiati, who said that the benefits of google translation are fast and easy. The pace of the google translation service to seek the meaning of the word that students intend to translate. Besides, as it's an application, of course, simpler and without a need to carry a dictionary.[60] This application provides various features such as offline translation, translator feature via voice, instant translation camera, and handwriting feature. The various features provided by this application, make it easier for students to solve their translation problems.

Google translate can also translate more than one word. Can be in the form of sentences and paragraphs. However, in terms of the simplicity and practicality of google translate, there are also deficiencies such as inaccurate and inappropriate translation results. In the result of his research, Khrisna Bayu believes that the translation results will remain accurate as long as they can match the context. One of the strategies that can be used when translating text using google translate is by translating sentence by sentence, because the use of long sentence only makes the structure of the translation produced by google translate doesn't have good readability.

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[59] Khrisna Bayu. "*Penggunaan Google Translate sebagai media pembelajaran Bahasa Inggris paket B di PKBM Suryani".* IKIP Siliwangi. 2020

[60] Tri Pujiati *"Pemanfaatan Google translate dalam penerjemahan teks Bahasa Inggris kedalam Bahasa Indonesia"*: Universitas Pamulang. 2017

Translator must be able to understand both the structure of language and culture in the source language and target language, so that errors in understanding the text can be minimized and can be a solution in understanding the English text, and students must pay attention to the structure of the original language when translated into the language that wants to translate, so that the translation results can be maximized. [61]

Second, discusses the level of dependence of students from three universities. The number of respondents from each campus was 30 respondents, the total respondents were 90 students from three campuses. The data gained by the researcher shows that UIN Walisongo got 17% , then Universitas Negeri Semarang got 27%, and Universitas PGRI Semarang got 33 % in the strongly dependent category, while the dependent category, the percentages are UIN Walisongo got 47%, Universitas Negeri Semarang got 40% and Universitas PGRI Semarang got 37%. Based on the results of the data processing, it can be seen that the majority of students are dependent on the use of google translate although sometimes the result of google translate translation are inappropriate and inaccurate. The "Agree" category in this study shows that translating using google translate application is sufficient to help them in overcoming translation problems, or it can be interpreted that google translate is sufficient by student's

[61] Tri Pujiati *"Pemanfaatan Google translate dalam penerjemahan teks Bahasa Inggris kedalam Bahasa Indonesia"*: Universitas Pamulang. 2017

expectations in translating. This easy, fast and practical google translate application makes students prefer to use google translate instead of having to open an English dictionary.

CHAPTER V
CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and gives suggestion related to the research problem;

A. Conclusion

After analyzing the result of the research, the researcher comes to conclude that the students reason for using google translate are; easy, fast, practice, provide many languages, and diverse features. Students are easier to translate many paragraphs and translating process. These results agree with the findings of other studies; (Eid Alhaisoni and Maha Alhaysony, 2017) states that the ability of Google translate is that it can provide access quickly and easily so that this makes Google translate well received and popular with EFL students in the learning process. Jimmy Cromico in his research also revealed the same thing that google translate is very easy to use. The user only inputs the URL of the desired web page on the available box, chooses the available target language, then clicks enter a command and the web page has been successfully translated.[62] The students had highly positive attitudes towards google translate: it is free to use and it translates text fast.[63] Besides easy and fast, google translate

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[62] Jimmy Cromico, *"Translation Quality of English-Indonesian by using Google translate"* Universitas Muhammadiyah Surakarta. 2015

[63] Fitrotul Maulidiyah. *"To use or not to use Google Translate"*. Politeknik Negeri Malang. 2018. Vol.8 No.2

also practice. Students don't spend much time translating with the dictionary because it's quicker than an open printed dictionary. Josefsson (2011) concluded that Google translate performed better than the traditional dictionaries with its higher speed and accuracy particularly for translation of collocations, phrases, and technical words. [64] The use of google translate helps accelerate vocabulary mastery because it can be used directly and practically without the need to use a thick English dictionary. [65]

Google translate provides translating services for a lot of languages. Google translate is a provided service that enables users to translate different written texts from one language to another and it provides translating 90 languages.[66] Besides, quoting from Google's official blog, the most popular translating activities on google translate include; English to Spanish, Arabic, Russian, Portuguese and Indonesian. It gives students easiness in many ways to do translation. Google translate is equipped with various features, such as it can translate multiple forms of text and media, which includes text, speech, and text within still or moving images, offline translation, handwriting features, Instant camera translation, translator feature via voice, and so on.

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[64] Josefsson , E. *"Contemporary Approaches to Translation in the classroom:* A study of Students' Attitudes and Strateggies.2011

[65] Khrisna Bayu. "*Penggunaan Google Translate sebagai media pembelajaran Bahasa Inggris paket B di PKBM Suryani".* IKIP Siliwangi. 2020

[66] Lestiana Zafitri and Eka Sustri Harida. "*The Effectiveness of using google translate on students' translation at Mathematic Faculty of Universitas Negeri Padang".* Universitas Negeri Padang.2017

The access of google translate is free and able to translate text, speech, images, also sites, and real-time videos from one language to another (Alhaisoni & Alhaysony, 2017). Google translate helps students in the translation process. So that makes google translate an easy application and helps the translation process.

Data obtained from three universities shows that students are depending on google translate. The level of dependence on google translate is also different in each university. The data gained by the researcher shows that UIN Walisongo got 17%, then Universitas Negeri Semarang got 27%, and Universitas PGRI Semarang got 33 % in the strongly dependent category, while the dependent category, the percentages are UIN Walisongo got 47%, Universitas Negeri Semarang got 40% and Universitas PGRI Semarang got 37%.

From these data, it can be concluded that students are depending on google translate, even though some of google translate results are not accurate enough. Although Google translate often produces inaccurate translation and errors in translating the language, it still becomes the alternative way for many people who want to translate the language. Google translate helps students in the translation process (Lopez, 2008). [67] Students must pay attention to the structure of the original

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[67] Suprih Ambawani. "*Grammatical Errors on Indonesian-English Translation by Google translate*". AKPRIND Institute of Science & Technology, Yogyakarta. 2014

language when translated into the language that wants to translate. Rila Hilma also gave the same opinion that to make aware especially students who often use google translate to facilitate them to do their studies without re-check the result.[68] So that the translation results can be maximized. The many various features of google translate also make students easy and interested in using it.

B. Suggestion

Studying the results, the researcher wants to give some suggestion to readers, especially for future research:

1. English Education Students

Google translate is only a tool in the translation process. Google translate application doesn't have to be the main focus used when translating in fact, there are still many deficiencies in the translation results. Besides that, students need to train themselves not to always depend on google translate. Getting used to practice is a way to improve the quality and skill of translation. Because by getting used to practicing, the ability to translate will always improve and the translation results will get better. Additionally, use google translate when necessary, so that there's no dependence to always use google translate.

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[68] Rila Hilma. *"Literal Translation using Google translate in translating the text from French to English…*Universitas Bina Nusantara. 2011. Vol2 No. 1

2. Future Researchers

The researcher suggestion for the next researcher is to be able to undertake more optimum research in the future. Based on the shortcomings of this study 1) The researcher did not provide a time limit for completing the questionnaire. As a result, the data from respondents were collected for quite a long time. The researcher hopes that the next researcher will be able to pay attention to the time in collecting data. Then 2) the total sample size used is 90 respondents from three universities. The researcher hopes that the next researcher will use a larger sample with the assumption that a large sample can project sharper analysis results. The next researcher should be able to examine again other reasons of students for using google translate also get the motivation to look for a solution to overcome the problem so that students do not depend on google translate.

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APPENDIX 1

Validity test result

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	Total
																											Validity Test Result
X01	Pearson Correlation	1	.058	.593**	.465**	.526**	.505**	0.136	.621**	.385**	.336**	.316**	.517**	0.155	.235*	.273**	.596**	.489**	.388**	.283**	.460**	0.140	.580**	.289**	.407**	.415**	.718**
	Sig. (2-tailed)		.586	.000	.000	.000	.000	0.201	0.000	0.000	0.001	0.002	0.000	0.145	0.026	0.009	0.000	0.0000	.000	0.007	.000	0.187	0.000	0.006	0.000	.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X02	Pearson Correlation	.058	1	0.100	0.125	-0.113	-0.093	0.117	0.135	.338**	0.096	-.030	.295**	0.165	-0.001	-0.025	.290**	0.052	.092	0.053	.078	.271**	0.022	0.095	.098	.012	.222*

	Sig. (2-tailed)	.586		0.351	0.241	0.289	0.382	0.272	0.204	0.001	0.369	0.778	0.005	0.121	0.990	0.815	0.006	0.629	.390	.617	.465	0.010	0.838	0.375	0.359	.907	0.035
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X03	Pearson Correlation	.593**	.100	1	.322**	.345**	.297**	.241*	.320**	.378**	0.130	0.181	.357**	.228*	0.200	.314**	.433**	.361**	.261*	.296**	.352**	0.193	.367**	0.049	.321**	0.191	.567**
	Sig. (2-tailed)	0.000	0.351		0.002	0.001	0.004	0.022	0.002	0.000	0.220	0.089	0.001	0.031	0.059	0.003	0.000	0.0000	0.013	0.005	0.001	0.068	0.000	0.646	0.002	0.071	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X04	Pearson Correlation	.465**	0.125	.322**	1	.631**	.631**	0.176	.585**	.333**	.308**	.255*	.369**	0.082	.267*	.248*	.460**	.538**	.411**	.294**	.509**	0.135	.364**	.401**	.414**	.413**	.670**
	Sig. (2-tailed)	0.00	0.245	0.00		0.00	0.00	0.09	0.00	0.00	0.00	0.01	0.000	0.40	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.20	0.0	0.0	0.00	0.00	0.00

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	tailed)	0	1	2		0	0	8	0	1	3	5	0	43	1	8	0	000	0	5	0	4	00	00	0	0	0
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X05	Pearson Correlation	.526**	-0.113	.345**	.631**		1	.664**	0.073	.547**	0.147	.394**	.278**	.279**	.226*	.230*	0.161	.436**	.403**	.341**	.402**	.500**	0.089	.404**	.460**	.386**	.334**	.625**
	Sig. (2-tailed)	0.000	0.289	0.001	0.000			0.000	0.492	0.000	0.168	0.000	0.008	0.008	0.032	0.030	0.131	0.000	0.000	0.001	0.000	0.000	0.405	0.000	0.000	0.000	0.001	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X06	Pearson Correlation	.505**	-0.093	.297**	.631**	.664**		1	0.139	.534**	0.180	.338**	.300**	.301**	.253*	.347**	.251*	.478**	.414**	.359**	.369**	.425**	.210*	.384**	.363**	.355**	.384**	.640**
	Sig. (2-tailed)	0.000	0.382	0.004	0.000	0.000			0.190	0.000	0.089	0.001	0.004	0.004	0.016	0.001	0.017	0.000	0.000	0.001	0.000	0.000	0.047	0.000	0.000	0.001	0.000	0.000

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																	0										
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X07	Pearson Correlation	0.136	0.117	.241*	0.176	0.073	0.139	1	0.046	0.144	0.087	.210*	0.092	0.183	0.161	0.102	0.057	-0.064	0.081	0.017	-0.001	.299**	0.083	0.060	0.031	0.150	.257*
	Sig. (2-tailed)	0.201	0.272	0.022	0.098	0.492	0.190		0.670	0.175	0.414	0.047	0.391	0.084	0.129	0.339	0.596	0.548	0.446	0.873	0.994	0.004	0.436	0.572	0.770	0.157	0.015
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X08	Pearson Correlation	.621**	0.135	.320**	.585**	.547**	.534**	0.046	1	.311**	.399**	.399**	.566**	.220*	.284**	.310**	.659**	.573**	.473**	.384**	.608**	.212*	.596**	.462**	.447**	.495**	.785**
	Sig. (2-tailed)	0.000	0.204	0.002	0.000	0.000	0.000	0.670		0.003	0.000	0.000	0.000	0.037	0.007	0.003	0.000	0.000	0.000	0.000	0.000	0.045	0.000	0.000	0.000	0.000	0.000

																0											
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X09	Pearson Correlation	.385**	.338**	.378**	.333**	0.147	0.180	0.144	.311**	1	-0.083	-0.103	.437**	0.141	0.154	.219*	.324**	.318**	0.083	0.143	0.139	.234*	.285**	-0.040	0.146	0.171	.446**
	Sig. (2-tailed)	0.000	0.001	0.000	0.001	0.168	0.089	0.175	0.003		0.438	0.332	0.000	0.186	0.146	0.038	0.002	0.0002	0.434	0.179	0.190	0.026	0.007	0.708	0.171	0.107	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X10	Pearson Correlation	.336**	-0.096	0.130	.308**	.394**	.338**	0.087	.399**	-0.083	1	.466**	.235*	0.063	0.093	0.064	.384**	.209*	.322**	.326**	.396**	0.036	.331**	.285**	.253*	0.164	.436**
	Sig. (2-tailed)	0.001	0.369	0.220	0.003	0.000	0.001	0.414	0.000	0.438		0.000	0.026	0.555	0.383	0.551	0.000	0.0048	0.002	0.002	0.000	0.740	0.001	0.007	0.016	0.122	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X11	Pearson Correlation	.316**	0.030	0.181	.255*	.278**	.300**	.210*	.399**	0.103	.466**	1	.213*	.209*	.232*	.272**	.394**	.275**	.341**	.348**	.359**	0.092	.311**	0.200	.277**	0.134	.505**
	Sig. (2-tailed)	0.002	0.778	0.089	0.015	0.008	0.004	0.047	0.000	0.332	0.000		0.044	0.048	0.028	0.010	0.000	0.0009	0.001	0.001	0.001	0.390	0.003	0.058	0.008	0.207	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X12	Pearson Correlation	.517**	.295**	.357**	.369**	.279**	.301**	0.092	.566**	.437**	.235*	.213*	1	.261*	0.200	.353**	.587**	.511**	.381**	.496**	.386**	.295**	.464**	.238*	.288**	.288**	.673**
	Sig. (2-tailed)	0.000	0.005	0.001	0.000	0.008	0.004	0.391	0.000	0.000	0.026	0.044		0.013	0.059	0.001	0.000	0.0000	0.000	0.000	0.000	0.005	0.000	0.024	0.006	0.006	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90

X13	Pearson Correlation	0.155	0.165	.228*	0.082	.226*	.253*	0.183	.220*	0.141	0.063	.209*	.261*	1	.384**	0.186	.420**	0.0115	0.117	0.157	0.154	0.147	.236*	0.162	.250*	.243*	.417**
	Sig. (2-tailed)	0.145	0.121	0.031	0.443	0.032	0.016	0.084	0.037	0.186	0.555	0.048	0.013		0.000	0.080	0.000	0.0281	0.270	0.130	0.146	0.165	0.025	0.127	0.017	0.021	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X14	Pearson Correlation	.235*	-0.001	0.200	.267*	.230*	.347**	0.161	.284**	0.154	0.093	.232*	0.200	.384**	1	.389**	.381**	.410**	.341**	.391**	.337**	0.101	.325**	.411**	.237*	.398**	.516**
	Sig. (2-tailed)	0.026	0.990	0.059	0.011	0.030	0.001	0.129	0.007	0.146	0.383	0.028	0.059	0.000		0.000	0.000	0.0000	0.001	0.000	0.001	0.345	0.002	0.000	0.024	0.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X1	Pearson	.273	0.02	.314	.248	0.16	.251	0.10	.310	.219	0.06	.272	.353	0.1	.389	1	.308	.3	.301	.367	.397	0.11	.43	0.1	0.170	0.15	.476

5	Correlation	**	5	**	*	1	*	2	**	*	4	**	**	86	**		**	05**	**	**	**	5	9**	23	1	2	**
	Sig. (2-tailed)	0.009	0.815	0.003	0.018	0.131	0.017	0.339	0.003	0.038	0.551	0.010	0.001	0.0080	0.000		0.003	0.00003	0.004	0.000	0.000	0.279	0.000	0.247	0.108	0.154	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X16	Pearson Correlation	.596**	.290**	.433**	.460**	.436**	.478**	0.057	.659**	.324**	.384**	.394**	.587**	.420**	.381**	.308**	1	.583**	.477**	.483**	.616**	.288**	.521**	.297**	.618**	.452**	.816**
	Sig. (2-tailed)	0.000	0.006	0.000	0.000	0.000	0.000	0.596	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.003		0.0000	0.000	0.000	0.000	0.006	0.000	0.005	0.000	0.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X17	Pearson Correla	.489**	0.052	.361**	.538**	.403**	.414**	-0.06	.573**	.318**	.209*	.275**	.511**	0.115	.410**	.305**	.583**	1	.562**	.527**	.499**	.235*	.528**	.420**	.512**	.483**	.720**

	tion					4																				
	Sig. (2-tailed)	0.000	0.629	0.000	0.000	0.000	0.000	0.548	0.000	0.002	0.048	0.009	0.000	0.281	0.000	0.003	0.000		0.000	0.000	0.000	0.026	0.000	0.000	0.000	0.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X18	Pearson Correlation	.388**	0.092	.261*	.411**	.341**	.359**	0.081	.473**	0.083	.322**	.341**	.381**	0.117	.341**	.301**	.477**	.562**	1	.575**	.500**	0.161	.346**	.537**	.473**	.295**	.634**
	Sig. (2-tailed)	0.000	0.390	0.013	0.000	0.001	0.001	0.446	0.000	0.434	0.002	0.001	0.000	0.270	0.001	0.004	0.000	0.0000		0.000	0.000	0.129	0.001	0.000	0.000	0.005	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X19	Pearson Correlation	.283**	0.053	.296**	.294**	.402**	.369**	0.017	.384**	0.143	.326**	.348**	.496**	0.157	.391**	.367**	.483**	.527**	.575**	1	.526**	.248*	.487**	.390**	.521**	.324**	.652**

	Sig. (2-tailed)	0.007	0.617	0.005	0.005	0.000	0.000	0.873	0.000	0.179	0.002	0.001	0.10	0.0038	0.000	0.000	0.000	0.0000	0.000		0.000	0.019	0.000	0.000	0.000	0.002	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X20	Pearson Correlation	.460**	0.078	.352**	.509**	.500**	.425**	-0.001	.608**	0.139	.396**	.359**	.386**	0.154	.337**	.397**	.616**	.499**	.500**	.526**	1	-0.120	.452**	.446**	.529**	.423**	.687**
	Sig. (2-tailed)	0.000	0.465	0.001	0.000	0.000	0.000	0.994	0.000	0.190	0.000	0.001	0.000	0.146	0.001	0.000	0.000	0.0000	0.000	0.000		0.260	0.000	0.000	0.000	0.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X21	Pearson Correlation	0.140	.271**	0.193	0.135	0.089	.210*	.299**	.212*	.234*	0.036	0.092	.295**	0.147	0.101	0.115	.288**	.235*	0.161	.248*	-0.120	1	0.106	0.022	.285**	0.073	.352**
	Sig. (2-	0.18	0.01	0.06	0.20	0.40	0.04	0.00	0.04	0.02	0.74	0.39	0.000	0.1	0.34	0.27	0.00	0.	0.12	0.01	0.26		0.3	0.8	0.000	0.49	0.00

	tailed)	7	0	8	4	5	7	4	5	6	0	0	5	65	5	9	6	026	9	9	0		21	37	7	3	1
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X22	Pearson Correlation	.580**	0.022	.367**	.364**	.404**	.384**	0.083	.596**	.285**	.331**	.311**	.464**	.236*	.325**	.439**	.521**	.528**	.346**	.487**	.452**	0.106	1	.390**	.340**	.487**	.691**
	Sig. (2-tailed)	0.000	0.838	0.000	0.000	0.000	0.000	0.436	0.000	0.007	0.001	0.003	0.000	0.025	0.002	0.000	0.000	0.0000	0.001	0.000	0.000	0.321		0.000	0.001	0.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X23	Pearson Correlation	.289**	-0.095	0.049	.401**	.460**	.363**	0.060	.462**	-0.040	.285**	0.200	.238*	0.162	.411**	0.123	.297**	.420**	.537**	.390**	.446**	0.022	.390**	1	.286**	.440**	.508**
	Sig. (2-tailed)	0.006	0.375	0.646	0.000	0.000	0.000	0.572	0.000	0.708	0.007	0.058	0.024	0.127	0.000	0.247	0.005	0.000	0.000	0.000	0.000	0.837	0.000		0.006	0.000	0.000

																		0									
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X24	Pearson Correlation	.407**	0.098	.321**	.414**	.386**	.355**	0.031	.447**	0.146	.253*	.277**	.288**	.250*	.237*	0.171	.618**	.512**	.473**	.521**	.529**	.285**	.340**	.286**	1	.521**	.646**
	Sig. (2-tailed)	0.000	0.359	0.002	0.000	0.000	0.001	0.770	0.000	0.171	0.016	0.008	0.006	0.017	0.024	0.108	0.000	0.0000	0.000	0.000	0.000	0.007	0.001	0.006		0.000	0.000
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
X25	Pearson Correlation	.415**	0.012	0.191	.413**	.334**	.384**	0.150	.495**	0.171	0.164	0.134	.288**	.243*	.398**	0.152	.452**	.483**	.295**	.324**	.423**	0.073	.487**	.440**	.521**	1	.590**
	Sig. (2-tailed)	0.000	0.907	0.071	0.000	0.001	0.000	0.157	0.000	0.107	0.122	0.207	0.006	0.021	0.000	0.154	0.0000	0.0000	0.005	0.002	0.000	0.493	0.000	0.000	0.000		0.000

	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
Total	Pearson Correlation	.718 **	.222 *	.567 **	.670 **	.625 **	.640 **	.257 *	.785 **	.446 **	.436 **	.505 **	.673 **	.41 7**	.516 **	.476 **	.816 **	.7 20 **	.634 **	.652 **	.687 **	.352 **	.69 1**	.50 8**	.646 **	.590 **	1
	Sig. (2-tailed)	0.00 0	0.03 5	0.00 0	0.00 0	0.00 0	0.00 0	0.01 5	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.0 00	0.00 0	0.00 0	0.00 0	0. 00 0	0.00 0	0.00 0	0.00 0	0.00 1	0.0 00	0.0 00	0.00 0	0.00 0	
	N	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX II

Reliability test result

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	90	100.0
	Excluded[a]	0	.0
	Total	90	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.911	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	67.0778	123.376	.682	.905
X02	67.9667	132.909	.158	.914
X03	66.9667	123.965	.503	.909
X04	66.7667	125.349	.633	.906

X05	66.8000	126.297	.585	.907
X06	66.7111	127.646	.608	.907
X07	67.1556	132.133	.191	.914
X08	67.3444	119.419	.750	.903
X09	67.5333	126.746	.372	.912
X10	67.1111	129.583	.385	.910
X11	67.3000	126.347	.443	.910
X12	67.9222	122.612	.626	.906
X13	67.0111	127.764	.344	.912
X14	66.9778	128.179	.468	.909
X15	67.4111	128.852	.427	.910
X16	67.2556	120.979	.790	.903
X17	67.3556	122.524	.681	.905
X18	67.2556	125.676	.592	.907
X19	67.2889	125.017	.611	.906
X20	67.2889	125.241	.652	.906
X21	67.2111	130.101	.287	.912
X22	67.0778	123.691	.652	.905
X23	66.9444	129.109	.465	.909
X24	67.3556	123.513	.597	.906
X25	66.9111	125.250	.539	.908

APPENDIX III

Recapitulation of Research Data

Semarang State University

		Total
N	Valid	30
	Missing	0
Mean		70,90
Median		68,50
Mode		60[a]
Std. Deviation		12.728
Minimum		46
Maximum		93
Sum		2127

Recapitulation of Research Data

UIN Walisongo Semarang

		Total
N	Valid	30
	Missing	0
Mean		67,57
Median		66,00
Mode		65
Std. Deviation		11. 270

Minimum		42
Maximum		91
Sum		2027

Recapitulation of Research Data

University of PGRI Semarang

		Total
N	Valid	30
	Missing	0
Mean		71,53
Median		73,00
Mode		59[a]
Std. Deviation		10.950
Minimum		50
Maximum		94
Sum		2146

APPENDIX IV

List of students' Dependency score

Semarang State University

Respondent	Score
X1	63
X2	63
X3	52
X4	71
X5	76
X6	75
X7	93
X8	60
X9	86
X10	91
X11	85
X12	54
X13	72
X14	64
X15	60
X16	66
X17	71
X18	65
X19	70
X20	67
X21	63
X22	74

Respondent	Total
X23	86
X24	60
X25	61
X26	86
X27	91
X28	91
X29	46
X30	65

List of Student's Dependency Score

UIN Walisongo Semarang

Respondent	Total
X1	42
X2	59
X3	66
X4	65
X5	91
X6	61
X7	65
X8	67
X9	73
X10	74
X11	83
X12	59
X13	62
X14	58
X15	78

Respondent	Score
X16	63
X17	65
X18	89
X19	69
X20	60
X21	48
X22	75
X23	75
X24	66
X25	76
X26	86
X27	71
X28	56
X29	56
X30	69

List of Students' Dependency score

University of PGRI Semarang

Respondent	Score
X1	57
X2	61
X3	50
X4	59
X5	59
X6	77
X7	62
X8	81

X9	77
X10	68
X11	59
X12	85
X13	76
X14	86
X15	62
X16	70
X17	73
X18	94
X19	75
X20	82
X21	67
X22	73
X23	73
X24	85
X25	76
X26	79
X27	74
X28	86
X29	54
X30	66

APPENDIX V

Questionnaire Transcription (with open questionnaire type)

Student 1

A : Do you know about google translate?

B : Yes I do.

A : Do you always use google translate?

B : No, I don't

A : What is the benefit of using google translate?

B : It's quicker than open printed dictionary

A : Can you mention the straightness and weakness of google translate

B : The straightness is quicker, while the weakness is not really proper on translating.

A : Do you depend on using google translate in translating English material?

B : No, I don't. I prefer to another one. But I use google translate for a while

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : Yes, there is. It is U-Dictionary

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, it does. It helps me a lot on translating due to the speed of translating process instead of translating with printed dictionary

A : Whether the translation results other than google translate, as accurate as google translate?

B : Yes, it is.

Student 2

A : Do you know about google translate?

B : Yes, I know

A : Do you always use google translate?

B : No, I don't

A : What is the benefit of using google translate?

B : Make us easier to translate many paragraph and translating process using google translate doesn't need long time.

A : Can you mention the straightness and weakness of google translate?

B : The straightness is helping us to translate faster and easier. And it can translate so many text. And the weakness is the translated text doesn't always be a good sentence.

A : Do you depend on using google translate in translating English material?

B : No, I don't

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : Yes, there is. That is U-Dictionary

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, it does. Because, sometimes I find an English material text that can't be understood by me. So I use google translate to make me understand the text easier. And sometimes I have no more time anymore to translate while the task I have should be submit faster, so I use google translate to make it faster.

A : Whether the translation results other than google translate, as accurate as google translate?

B : Yes, I think. For example the translation from U-Dictionary, but it can't translate many text.

Student 3

A : Do you know about google translate?

B : Multilingual free translation services developed by Google, to translate text and web sites from one language to another.

A : Do you always use google translate?

B : No, Just sometimes.

A : What is the benefit of using google translate?

B : It is free and fast.

A : Can you mention the straightness and weakness of google translate?

B : The straightness are free and fast. The weakness are it is no quality control, it makes mistakes

A : Do you depend on using google translate in translating English material?

B : Yes, sometimes.

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : Yes, it is U-Dictionary application

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, google translate help me in translating English material.

A : Whether the translation results other than google translate, as accurate as google translate?

B : Yes, Sometimes.

Student 4

A : Do you know about google translate?

B : Yes, I know about google translate

A : Do you always use google translate?

B : Not really, I use another application, it is Kamusku Application, because I can translate word offline

A : What is the benefit of using google translate?

B : I can translate sentence or paragraph rather than only a word

A : Can you mention the straightness and weakness of google translate?

B : The weakness of google translate is sometimes the translation is inappropriate if we read the whole sentences, google translate still do word for word translation. But the advantage is we can fix the incorrect translation by click the wrong word with another word which is more suitable.

A : Do you depend on using google translate in translating English material?

B : No, I always use Kamusku application.

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : Yandex translation, Kamusku, and Cambridge dictionary.

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, I use google translate for translating article that my lecturer asked to translate on google translate, it helped me to translate my assignment quickly that I do it my own.

A : Whether the translation results other than google translate, as accurate as google translate?

B : I think yandex translation is accurate as google translate, both of them can translate my material so well. But in fact we should check the translation result first in case it won't exist many mistake on it.

Student 5

A : Do you know about google translate?

B : Yes I know google translate is an online application for translating.

A : Do you always use google translate?

B : No, I used google translate sometimes when I felt that those words are weird.

A : What is the benefit of using google translate?

B : I think google translate can help me to translate many texts in short time.

A : Can you mention the straightness and weakness of google translate?

B : The straightness is many words can be translated in second. The weakness is the text that is translated by google translate looks stiff because google translate uses literal translation method.

A : Do you depend on using google translate in translating English material?

B : No, I used google translate just sometimes.

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : I just use google translate. There's no other application that I use other than google translate.

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, it does. Because google translate can show me the results of translation by using my native language. So, google translate can help me in order to understanding my materials.

A : Whether the translation results other than google translate, as accurate as google translate?

B : Yes, I think.

Student 6

A : Do you know about google translate?

B : Yes, I know about google translate so well.

A : Do you always use google translate?

B : No, I don't. Sometimes I use google translate when I don't know about the translation of the words.

A : What is the benefit of using google translate?

B : Can help me to understand the meaning of the word, sentence or text

A : Can you mention the straightness and weakness of google translate?

B : The straightness of the google translate is can help us to early understand the context of the sentence or text, and then the weakness is sometimes the translation of google translate is not accurate.

A : Do you depend on using google translate in translating English material?

B : No, I don't

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : Yes, there is any other application that I use to translate, one of which is U-Dictionary

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, because I think it can help us early to get the point of the text and understand the context of the materials.

A : Whether the translation results other than google translate, as accurate as google translate?

B : I think yes.

Student 7

A : Do you know about google translate?

B : Google translate is a web-based language service/application on the internet that makes it easy for us as young learners to translate languages, both English and languages of other countries.

A : Do you always use google translate?

B : Not always. I usually used google translate on certain words that I think are foreign/just heard that word

A : What is the benefit of using google translate?

B : It easy for us as young learners to translate languages both English and languages of other countries.

A : Can you mention the straightness and weakness of google translate?

B : Straightness, we can understand the meaning of words/sentences quickly and understand how to read them. The weakness is that we are lazy to learn from books/dictionaries.

A : Do you depend on using google translate in translating English material?

B : For me personally, I still depend on google translate.

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : I use Bing Microsoft translator.

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, because google translate help me on certain words that I think are foreign/just heard that word.

A : Whether the translation results other than google translate, as accurate as google translate?

B : Yes because sometimes google translate grammar is still wrong.

Student 8

A : Do you know about google translate?

B : An application used for translating.

A : Do you always use google translate?

B : No, I use it if I don't know about vocab

A : What is the benefit of using google translate?

B : Knowing about vocab

A : Can you mention the straightness and weakness of google translate?

B : Straightness; makes it easier to know vocabulary and weakness; dependability and sometimes inaccuracy

A : Do you depend on using google translate in translating English material?

B : Yes if I don't know the meaning of vocab

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : U-Dictionary

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Yes, because google translate is helps in knowing the meaning of words.

A : Whether the translation results other than google translate as accurate as google translate?

B : Sometimes yes, sometimes No.

Student 9

A : Do you know about google translate?

B : I know, for translate.

A : Do you always use google translate?

B : Sometimes, when I need mostly when I watching movie and I don't understand what is the meaning

A : What is the benefit of using google translate?

B : We can learn what we don't know, not only for English, there so many language we can find there. We can find words that we don't know the meaning.

A : Can you mention the straightness and weakness of google translate?

B : Sometimes when you use google translate, that machine will translate word by word, that's why we should pay attention to the word. Google translate not 100% right for our duty.

A : Do you depend on using google translate in translating English material?

B : I using google translate just to find one word that I don't understand the meaning, and I don't 100 % copy paste from google translate. So I using little google translate sometimes.

A : Besides google translate, is there any other application that you use to translate? What kind of it?

B : Ummm, no I didn't find one or maybe I'm forget

A : Does google translate help you in translating English? Why and why not? What is the reason?

B : Sometimes help. But when I use google translate sometimes confused me because when you translate on google, the grammar in your duty become not right.

A : Whether the translation results other than google translate, as accurate as google translate?

B : 50:50

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