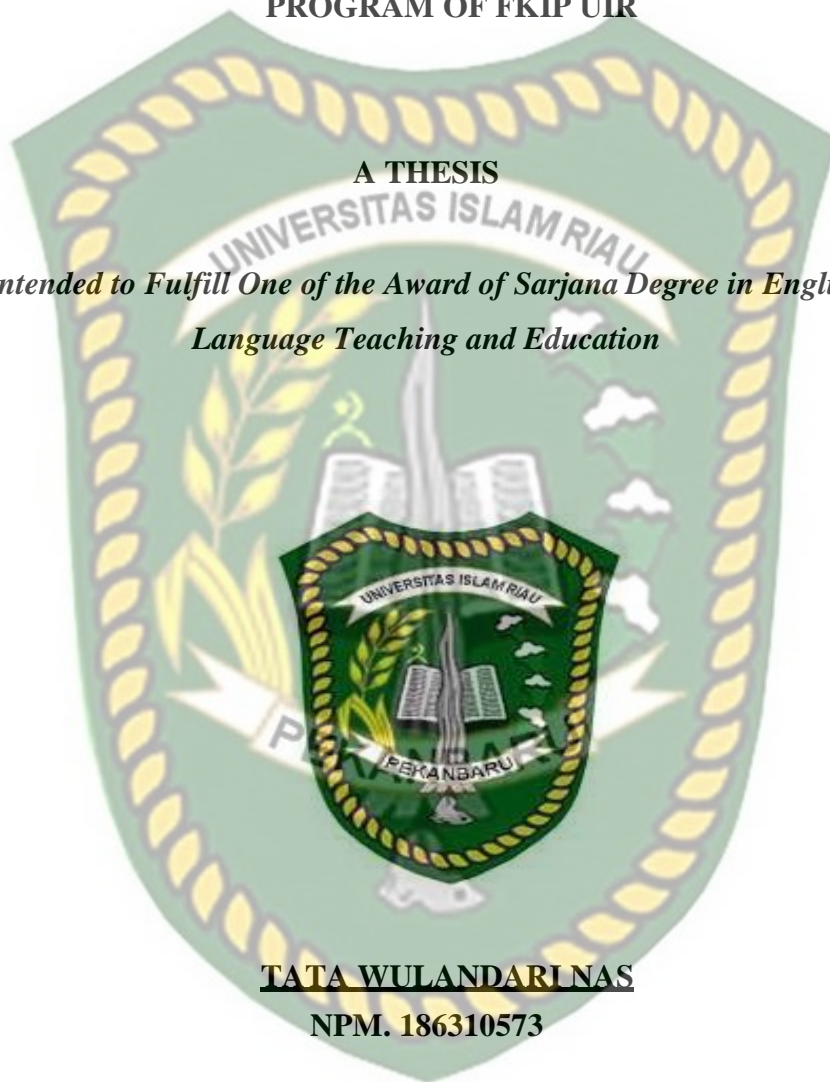


**AN ANALYSIS ON STUDENTS' DEPENDENCY IN USING GOOGLE  
TRANSLATE APPLICATION OF THE FIFTH SEMESTER  
AT ENGLISH LANGUAGE EDUCATION STUDY  
PROGRAM OF FKIP UIR**

**A THESIS**

*Intended to Fulfill One of the Award of Sarjana Degree in English  
Language Teaching and Education*



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**NPM. 186310573**

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OF TEACHER TRAINING AN EDUCATION  
ISLAMIC UNIVERSITY OF RIAU**

**PEKANBARU**

**2022**

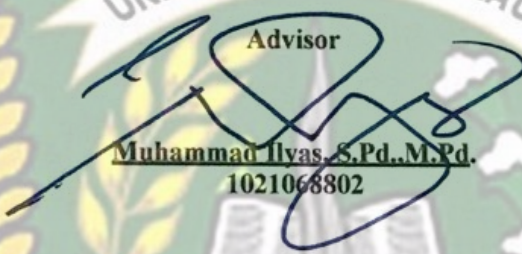
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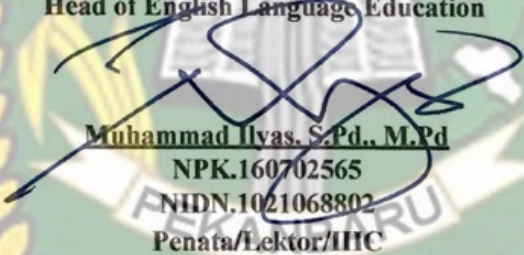
AN ANALYSIS ON STUDENTS' DEPENDENCY IN USING GOOGLE  
TRANSLATE APPLICATION OF THE FIFTH SEMESTER AT  
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STUDY PROGRAM OF FKIP UIR

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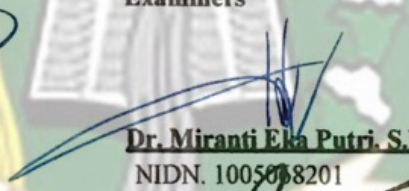
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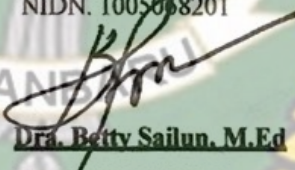
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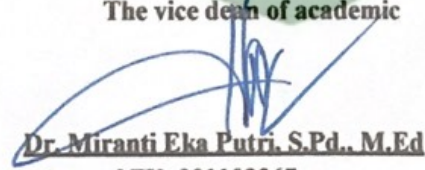
  
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## LETTER OF NOTICE

We, the head advisor and vice advisor here by notice that:

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Has been completely written a thesis which entitled :

**AN ANALYSIS ON STUDENTS' DEPENDENCY IN USING GOOGLE  
TRANSLATE APPLICATION OF THE FIFTH SEMESTER AT  
ENGLISH LANGUAGE EDUCATION  
STUDY PROGRAM OF FKIP UIR**

It has been to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 27 June 2022

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## THESIS GUIDENCE AGENDA

Thesis guidance has been implemented to:

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**Faculty** : Education and Teacher Training Head  
**Advisor** : Muhammad Ilyas, S.Pd., M.Pd  
**Title** : An Analysis On Students' Dependency In Using Google Translate Application Of The Fifth Semester At English Language Education Study Program Of FKIP UIR

No	Date	Guidance Agenda	Signature
1	January 19 <sup>th</sup> 2021	Write Proposal and search 25 journals	
2	February 4 <sup>th</sup> 2022	Revise Chapter I ( background, revise setting of research and focus of the problem)	
3	February 15 <sup>th</sup> 2022	Revise Chapter II ( theory of dependency,theory of google translate,theory of translation,relevance study,conceptual framework)	
4	February 25 <sup>th</sup> 2022	Revise Chapter III ( revise questionnaire)	
5	March 2 <sup>th</sup> 2022	Approved to Join Proposal Seminar	
6	March 17 <sup>th</sup> 2022	Joined Seminar	
7	May 17 <sup>th</sup> 2022	Discussion about suggestion	
8	May 19 <sup>th</sup> 2022	Discussion about questionnaire	
9	May 23 <sup>rd</sup> 2022	Acc blue print questionnaire	
10	May 30 <sup>th</sup> 2022	Data collection in class	

11	June 3 <sup>th</sup> 2022	Revised chapter IV	
12	June 10 <sup>th</sup> 2022	Revised abstract,table of content,chapter III -V ,complete all	
13	June 17 <sup>th</sup> 2022	Approved to join thesis seminar	
14	June 27 <sup>th</sup> 2022	Joined thesis seminar	

Pekanbaru, 27 June 2022  
The Vice Dean of Academic



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Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau


## DECLARATION

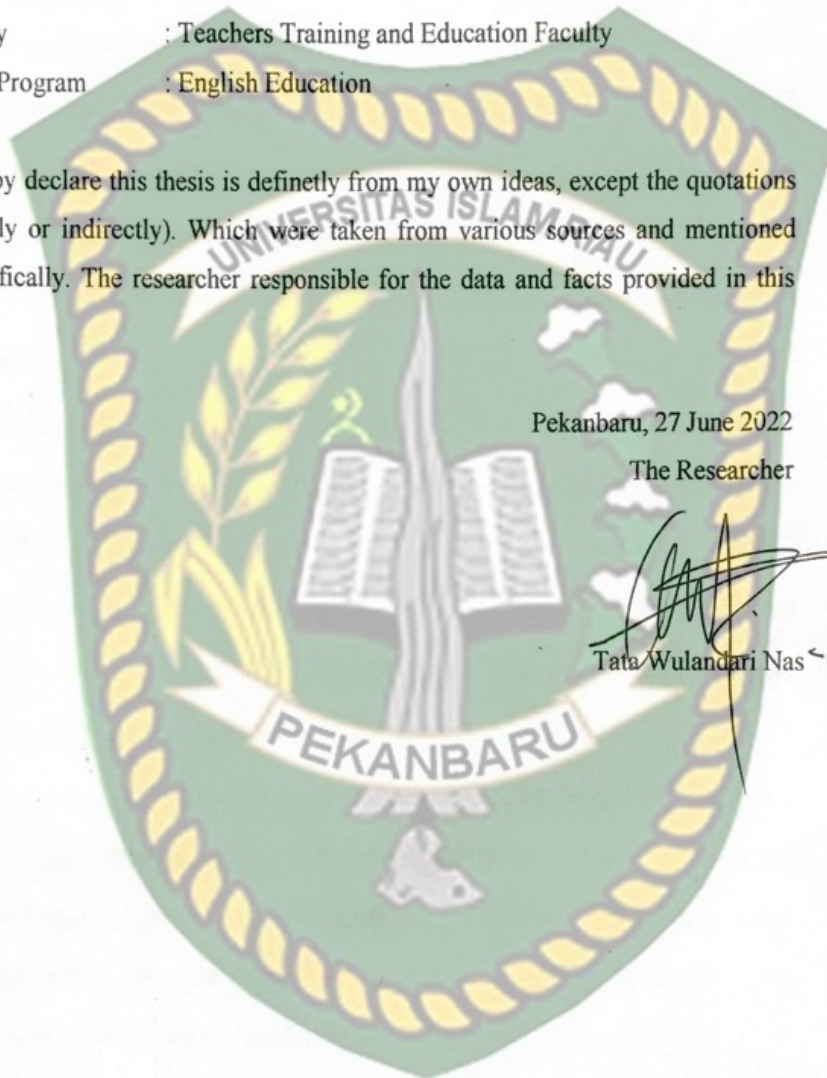
Name : Tata Wulandari Nas  
Student Number : 186310573  
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Faculty : Teachers Training and Education Faculty  
Study Program : English Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 27 June 2022

The Researcher

  
Tata Wulandari Nas



## ACKNOWLEDGMENT

Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable:

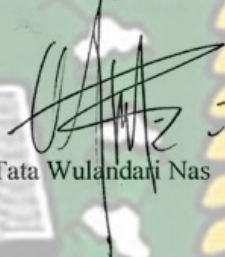
1. Dr. Miranti Eka Putri, S.Pd., M.Ed as the Vice dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English language Education who gave support and permission to write the thesis.
3. Muhammad Ilyas, S.Pd., M.Pd as my advisor, i would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thankyou for your quick response to my questions, you are the nicest lecturer and i will never forget your kindness and joyful. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
4. All lectures in English Language Education Teacher Training And Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.



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6. My favorite husband, Muhammad Abdi Humanika. Thankyou for being a good man who always motivating.

May Allah SubhanawaTa'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis, aaminnyarabbalamin.

Pekanbaru, 27 June 2022

  
Tata Wulandari Nas



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Dokumen ini adalah Arsip Milik :  
**Perpustakaan Universitas Islam Riau**

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## ABSTRACT

*An analysis on students' dependency in using google translate application of the fifth semester at English language education study program of fkip uir.*

**Keywords:** Google translate, Dependency, Translation.

*The objective of this research is to find out how the students' dependency in using google translate application of the fifth semester at English language education study program of fkip uir .*

*This descriptive research employed qualitative techniques was considered as an appropriate approach as a type of research. The population of this study was fifth semester students of English Education at Universitas Islam Riau, while the sample was selected through sampling technique that consist of 30 students. The data were collected from made questionnaire pappers. The researcher adapted questionnaire from montag (2015).*

*The results of this study are presented descriptively to show that students' dependence on google translate is in the biological category. The data shows that of the 3 indicators used in this study, namely, social, psychological and biological, the first rank category the highest percentage, namely from the biological category (70.83%). the second highest rank is from the psychological category (64.99%) and the lowest percentage is from the social category (63.44%). The percentage results show that 5th semester English students are dependent on the use of Google Translate biological category (70.83%). which causes students to always need Google Translate because their development of brain activity is weak which is related to the biological side.*



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

It is undeniable that technological advances also have an impact on the world of education, both positively and negatively. One of the positive things, for example, is the impact that brings convenience in learning and other activities related to education. For example, with the presence of smartphones, this object with all the services in it, brings many conveniences that help in learning.

Nowadays it is certain that almost every student is familiar with the use of smartphones to help them in studying or doing lectures. Smartphones are often used for browsing, looking for various materials needed. In addition, smartphones are also used to translate English words into Indonesian using Google Translate on smartphones.

Google translate or google translate is a service provided by Google Incorporation. According to Alam, (2020) Google Translate can translate from words, phrases, clauses, sentences, even discourse. This machine translator is very helpful for translating foreign languages into Indonesian. Students of English education will certainly not be separated from English lecture material.

Almost all courses use books or materials in English. In an effort to understand the material, students generally try to translate the material into Indonesian. According to Maulida, (2017) The advantages of the google

translate application such as 'fast' and 'light' make students switch from using printed dictionaries.

Although there are drawbacks to this application, students still have a positive perception of its use. They believe that the translation results will remain accurate as long as it can match the context. In line with research conducted by Aziez, (2019) the results of this study did reveal that most of the students were not so sure about the correctness of the GT translation or at least did not understand. Escape from the weaknesses of this program, the majority of students view that GT is useful in lecture activities.

According to them, the most prominent drawback of GT translation is the wording of the phrases. Relationship that there is a significant relationship between the habit of using GT and the translation quality of students.

In this case, Google Translate creates dependence on students who use it because it is very accessible and the way it is used is considered friendly. Google Translator. There are some downsides to reliance on online machine translation, loss of confidence and anxiety in speaking English.

This is in line with research conducted by Fitriani et al., (2021) that the role of Google Translate for students' writing skills is as a translation tool and component English learning tool. And the effect of Google Translate on students' writing activities is divided into two, they are positive and negative effects. This is positive the effect is time-saving, can increase vocabulary, can help to check grammar, and also knows the right way sentence composition. And the negative effects are dependence, lazy to look for other references, and

reduced writing skills. it can be concluded that Google Translate has several roles in supporting students' writing skills. But Google Translate also has some positives and negative.

Language installation is one of the problems we get in learning foreign languages, especially English. The cause can be in the form of students' physical psychological factors (emotions, self-esteem, anxiety, attitudes, fear, motivation, environment).

Based on the results of interviews with 10 semester 5 students of the English Study Program, FKIP UIR, it was concluded that students who were not fluent in English found it helpful to have Google Translate because it made it easier for them to translate languages such as from English to Indonesian and from Indonesian to English. English. Students who are accustomed to translating via google translate will experience dependence because they feel lazy to open a dictionary.

Students realize that the language of google translate is not structured and not appropriate, but because it is very easy and does not take time, therefore every time doing google translate translation becomes a solution for students. In other respects they can speak but lack preparation.

In addition, students feel more time-saving in the process, although sometimes not all sentences in Google are stated to be correct. then students are lazy to look for other references in doing the translation. students on campus are free to use smartphones even during exams, some secretly use google translate in translating foreign language sentences, namely English.

Therefore, researchers are interested in conducting this research by discussing how students to experience dependence on translator aids, namely google translate.

There are three indicators discussed, namely (1) social, (2) psychological, (3) biological. This research was conducted on fifth semester students of 2019 class at English Language Education Study Program of FKIP UIR, so the title of this research is "An Analysis Of Students' Depedency In Using Google Translate Application of the fifth semester At English Language Education Study Program of FKIP UIR".

### **1.2 Identification of the Problem**

In this study, researchers were interested in students' dependence on the google translate application. Researchers want to know the how students to experience dependence on the Google Translate application as a tool in translating foreign languages, namely English. there are several problems experienced by students, namely: students who are not fluent in English find it helpful with Google Translate because it makes it easier for them to translate languages such as from English to Indonesian and from Indonesian to English. English. Students who are accustomed to translating via google translate will experience dependence because they feel lazy to open a dictionary. Students realize that the language of google translate is not structured and not appropriate, but because it is very easy and does not take time, therefore every

time doing google translate translation becomes a solution for students. In other respects they can speak but lack preparation. then students are lazy to look for other references in doing the translation. students on campus are free to use smartphones even during exams, some secretly use google translate in translating foreign language sentences.

### **1.3 Focus Of The Problem**

Based on previously identified data, the data will be analysed by focusing on three indicators that how students dependence on the use of google translate. There are three indicators discussed, namely (1) social (2) psychological, (3) biological (Montag, (2015))

### **1.4 Research Question**

Based on the previous explanation, the research questions for this study are as follow below:

1. How students' dependence on using google translate application of the fifth semester At English Language Education Study Program of FKIP UIR”.

### **1.5 Objective of the Research**

The objective of the research are to find out the answer of the problem above.

The purposes of conducting this research are:

1. Describe how students' dependence on using google translate application of the fifth semester At English Language Education Study Program of FKIP UIR”.

## 1.6 Significance of the Research

The result of this study are expected to contribute:

1. **For Students or learners of English Language Education of FKIP UIR:**
  - a. To make students know the how students dependence of google translate
2. **For Lectures of FKIP UIR:**
  - a. To give provide information about the how students dependence on the use of google translate.
  - b. To increase student awareness not to rely on the use of google translate
3. **For Further Researcher:**
  - a. To give some valuable information or references especially for another researcher who want to conduct a much deeper research about dependency on using google translate
  - b. To consider the result for more advanced study.

## 1.7 Definition of the Key Terms

To avoid misunderstanding and misinterpretation, it is necessary to define each of the operational definitions that have been compiled in this study by the researcher:

1. Dependency, According to Soliha, (2015) dependence related to efforts to meet the needs or achievement of goals by depending on other resources.
2. Google Translate, According to Alam, (2020) Google Translate is one of the media that can make it easier for someone to translate text from one language to another. The media can be used to translate text, either per word, phrase, clause, sentence, and even discourse.
3. English Language Education of FKIP UIR: Universitas Islam Riau (UIR) is one of the popular private campus in Pekanbaru that is located on Jl. Kaharuddin Nasution 113 Pekanbaru Riau. The researcher conducted this research in English study program that is one of the faculties in Universitas Islam Riau. So, in this campus the researcher will conduct research on the the dependence of fifth semester English students on the use of google translate.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Theory Dependency

###### 2.1.1.1 Definition of Dependency

According to the Big Indonesian Dictionary, dependence is defined as the condition of a person who has not been able to assume his own responsibilities or a person's social side who is dependent on other people or society. According to (Setiadi et al., 2019) on the one hand, dependence on existence will be an incentive for the community. According to Soliha, (2015) dependence is related to efforts to fulfill needs or achieve goals by depending on other resources. According to Efendi, (2018) dependency theory has a basic assumption that the influence of media is determined by the relationship between the wider social system, the role of the media in the system and the relationship between the audience and the media.

Addiction according to The Dictionary of Psychology is too depends on substances, people, activities, procedures (procedures), etc., in physiological and psychological forms. Physiological dependence, usually occurs in drugs characterized by increased physical tolerance and withdrawal symptoms. Acute withdrawal symptoms occur when substance use is sharply reduced or



discontinued. Psychological dependence, is a strong and compelling need for something, such as friendship, entertainment, attention, activity, travel, sexual encounters, and so on. When the need is strong, unusual and persistent and is a danger to oneself or others, then the person is likely to have a physical or psychological disorder.

Young & Rogers, (1998) who argues that internet addiction is a syndrome characterized by spending a large amount of time using the internet and not being able to control its use online. Young & Rogers, (1998) divides internet users into 2 groups, namely Non Dependent (normal internet users) and Dependent (addictive internet users). Non Dependent uses the internet as a means to obtain information and maintain relationships that have been formed through electronic communication. In the Non Dependent group, they use the internet between 4 to 5 hours per week. Meanwhile, dependents use the internet in the form of two-way communication to meet, socialize and exchange ideas with new people through the internet. In the Dependent group, they used the internet between 20 and 80 hours per week. So, according to Young, internet addicts fall into the criteria of the dependent group.

Based on the notions that have been put forward by several experts above, the researcher concludes that internet addiction is a behavior in which individuals experience dependence on internet use.

### 2.1.1.2 Factor effect addiction

The factors that influence google translate addiction according Montag, (2015), are:

a. Social factors

Difficulties in interpersonal communication or individuals experiencing social problems can lead to excessive internet use. This is because individuals find it difficult to communicate in face to face situations, so individuals will prefer to use the internet to communicate because it is considered safer and easier than doing it face to face. Low communication skills can also cause low self-esteem, isolating yourself causes problems in life.

b. Psychological factors

Internet addiction can be caused by individuals experiencing psychological problems such as depression, anxiety, obsessive compulsive disorder (OCD), drug abuse and several syndromes related to psychological disorders.

c. Biological factors

Research conducted by Montag, (2015) using functional magnetic resonance image (fMRI) shows that there are differences in brain function

between individuals who experience addiction and those who do not.

Individuals who experience addiction show that in processing information much slower, difficulty in controlling himself and has a tendency to depressive personality.

Based on the description that has been described previously, there are three influencing factors, namely social, psychological, and biological factors. Based on the description that has been stated, the researcher will use influencing factors, namely psychological factors are factors caused because individuals experience psychological problems by allowing individuals to escape from reality, thus causing individuals to be encouraged to use the internet more often. as an outlet and will make you addicted.

### **2.1.2 Theory google translate**

#### **2.1.2.1 Definition of google translate**

According to Alam, (2020) Google translate is one of the media that can make it easier for someone to translate text from one language to another. According to Herlina et al., (2019) google translate is a free machine translation service provided by the google company to translate text and messages from one language to another.

#### **2.1.2.2 How to use google translate**

According to Alam, (2020), there are several steps we can take to overcome the problems above, namely:

(1) By entering the entire text into the Google Translate engine. Text can be translated by word, phrase, clause, sentence, and also discourse.

(2) Copy the translated text into Microsoft Word.

(3) After copying into Microsoft Word, the next step is to read the text in its entirety and understand the meaning to be conveyed in the target language.

(4) Arrange the target text according to the structure in the target language. The last step that can be done is to find the right equivalent and adjust it to the structure of the Indonesian language.

One strategy that can be used when translating text using google translate is to translate sentence by sentence because the use of long sentences only makes the translation structure produced by google not have good legibility.

### **2.1.2.3 Strengths and weaknesses google translate**

According to Bayu, (2020) The advantages of the google translate application, such as being fast and light, make people learn to switch from using a printed dictionary. Although there are drawbacks to this application, learning residents still have a positive perception of its use. They believe that the translation results will remain accurate as long as it can match the context.

According to Maulida, (2017) the advantages as a service, google translate is made to assist in translating. Google translate is able to translate vocabulary quickly. Many words that were not previously found in the dictionary their meanings can be found on google translate. it also allows its users to translate into multiple languages. So, with this application, students can actually save

more because they don't need to buy a dictionary to translate into a language. In addition to translating as its main function, Google Translate also allows users to learn pronunciation. This is an advantage that greatly benefits users when compared to using a dictionary.

Google translate also has a weakness. The existing system makes Google Translate translate word by word without considering the word structure so that the result of the translation of a sentence has a much different meaning than the original meaning. In other words, google translate translates vocabulary so it is very possible for errors to occur if what is translated is in the form of sentences, let alone text.

#### **2.1.2.4 Benefits google translate**

According to Alam, (2020) google translate can be used to translate text, either per word, phrase, clause, sentence, and even discourse.

According to Maulida, (2017) the benefits of google translate are:

- 1) As a translator or translator This is actually the main function, namely as an online translator, especially Google Translate Indonesian English, which is indeed widely used in Indonesian English translation activities. However, due to the ongoing development by Google Translate, there will be many other benefits of free Google Translate other than being a translator or translator.
- 2) As an Online Dictionary Another benefit of Google Translate is as an online dictionary (or sometimes it is also called "Online", in the Network). Because,

when the user of this translation machine performs a word-by-word translation, then automatically, Google Translate will display several options for the translation of the source word in question in the target language.

- 3) As an Online Thesaurus The use of Google Translate apart from being a translator and online dictionary, can also be useful as an online thesaurus or reference for the choice of the meaning of the same word (synonym). In addition to the various choices of synonyms, the level of use of the word is also displayed.
- 4) As a Spell Checker, Google Translate is not only an online language translator, namely as a spell checker for words that arise due to typos (typo). Very useful when you want to do a spell check in English.
- 5) As a Learning Tool for Pronunciation of Foreign Languages For those who want to learn a foreign language, for example, those who want to learn English for free, especially how to pronounce words, google translate can be used.

#### **2.1.2.5 Phenomenon of using google translate**

According to Alam, (2020) Students of English education will certainly not be separated from English lecture material. Almost all courses use books or materials in English. In an effort to understand the material, students generally try to translate the material into Indonesian. However, based on the preliminary survey, many students rely on google translate to translate English material to understand the material.

According to Umam, (2015) Translation is something that is not foreign to people who study languages, because sometimes many texts still use the original language of the author that needs to be understood. From here came the idea to understand the text by means of translating. Today's way of translating everything using something instant so that the use of time is relatively shorter. One of them is using google translate.

### **2.1.3 Theory of translation**

#### **2.1.3.1 Definition of translation**

According Hendrastuti et al., (2013) defines translation as a form of communication that seeks to bridge cultural and linguistic differences as well as communication actions for different purposes and readers. According to Hanifah, translation is a process that is not simple but is a complex process, in the process of translating a text, for example, translators need to go through various stages, and in each stage there are often complex problems that must be faced and solved.

#### **2.1.3.2 Type of translation**

Choliludin, (2007) categorizes translation into these following types.

##### **a. Pragmatic Translation**

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. It is not concerned with other aspects of the original language version.

#### b. Aesthetic-poetic Translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

#### c. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source language and target language versions. Translators have to be sensitive to the way the words are used and must know how the words fits into cultures.

#### d. Linguistic Translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form. The example is the language in a computer program and machine translation.

Brislin says that basically, based on the kinds of texts to be translated, there are two types of translation namely factual and literary translations. Factual translation refers to translating to convey information with precision, without involving the emotions or feelings of the translator but only based on the real facts such as translating scientific fields, reports, newspaper, etc. Literary translation refers to the translation of art works. In this kind of translation, the translator involves his or her emotion or feeling and it tends to be subjective, for example the translation of poems, drama, novels, etc.



### 2.1.3.3 Purpose of Translation

Reiss & Vermeer, (2014), It can be regarded as widely known that, from a functionalist point of view the translator's decisions in the translation process should be governed by the function or communicative purpose the target text (TT) is intended to fulfil in a particular target-culture situation. This is a normative statement which does not describe an existing state of things (otherwise we would not have to lament the poor quality of so many translations) but rather an aim towards which prospective professional translators should be geared in their training. It can be regarded as widely known that, from a functionalist point of view (cf. Reiss/Vermeer 1984, Nord 1991), the translator's decisions in the translation process should be governed by the function or communicative purpose the target text (TT) is intended to fulfil in a particular target-culture situation. This is a normative statement which does not describe an existing state of things (otherwise we would not have to lament the poor quality of so many translations) but rather an aim towards which prospective professional translators should be geared in their training.

### 2.1.3.4 Method of Translation

According to Ma'mur, (2004) this translation method is described as follows:

- a. Word for word translation. In this type of translation method, the words of the source language text are usually attached directly under the version of the target language text. Words in the source language text are translated out

of context, and words containing cultural values are transferred as they are. Generally, this translation method can be applied to recognize and understand the mechanics of the source language or it can also be used to approach difficult texts in the translation process.

Newmark, (1988) says that the main problem in translation is whether it should be translated literally or freely. Word for Word Translation

This method of translating is often called line-to-line translation, with the target language directly following the source language. The word order in the source language does not change and the words are translated one by one with their common meaning, and not adjust the context. Cultural vocabulary is translated literally. The main use of this method is to understand the intricacies of the source language or to interpret difficult texts as a pre-translation stage.

- b. Literal translation. In literal translation of grammatical constructions, the closest equivalent is found in TT, but lexical translation or words are carried out separately from context. This method can be used in the early stages of the translation process to see the problems that must be overcome.

Newmark, (1988) The grammatical structure of the source language is changed to the closest equivalent in the target language, but the vocabulary is re-translated one by one without regard to context. As a pre-translation stage, this indicates a problem to be solved.

- c. Faithful translation. Faithful translation attempts to reproduce the contextual meaning of Tsu dang which is still limited by its grammatical structure. Here

the words that contain cultural. are translated, but this translation adheres to the intent and purpose of the author of the ST.

Newmark, (1988) The faithful translation method tries to reproduce the source text with the right contextual meaning in the grammatical structure of the target language. This method 'transfers' cultural vocabulary and maintains a level of grammatical and lexical irregularities (deviations from the rules of the source language) in the translation. This method seeks to be completely faithful to the intent and realization of the author's text from the source language.

- d. Semantic translation. The difference between semantic translation and faithful translation is that in addition to paying attention to the aesthetic value and fairness of the ST, it also compromises on the level of meaning when necessary. Furthermore, the semantic translation of words that have only a little cultural content can be translated into neutral words or functional terms. In summary, the clear difference between the two is that faithful translation is uncompromising and dogmatic, while semantic translation is more flexible, giving the translator room and empathy for the intuition of the TT. Newmark, (1988) The semantic translation method differs from faithful translation only in that the semantic translation must take into account the aesthetic value of the source language (beautiful and natural sound), compromise on the right 'meaning', so that there is no purwakanti/alliteration, puns or distracting word repetitions. in the translated version of the text. The difference between 'faithful' and 'semantic' translations is that faithful

translations are somewhat rigid and uncompromising, whereas semantic translations are more flexible, allowing creation exceptions up to 100% compliance and allowing the translator's empathetic intuition to the original text.

- e. Translation adaptation, or rather adaptation. Adaptation is the most free and closest translation method to TL. So according to Kridalaksana's criticism, it is not appropriate to call it a translation method. This method is used mainly for channeling drama or comedy and poetry. The SL culture was transferred to the TL culture and the text was rewritten while maintaining the themes, characters and plots in the SL.

Newmark, (1988) Adaptation is the most free form of translation. Adaptations are primarily used for performance (comedy) and poetry; themes, characters and storylines are usually retained, while the source language culture is changed according to the target language culture and the text is rewritten.

- f. Free translation. Free translation methods prioritize content and sacrifice form. Usually, the result of applying free translation is in the form of a paraphrase that can be longer or shorter than the original language, which is usually called intralingual translation.

Newmark, (1988) Free translation reproduces story material without rules in the source language, or story content without the format of the original text.

The translation is usually a paraphrase that is longer than the original, so it is called an 'intralingual translation

- g. Idiomatic translation. This idiomatic translation aims to reproduce the message in the SL text but tends to distort the nuances of meaning because it uses colloquialism and idioms that are not found in the SL text.

Newmark, (1988) Idiomatic translation reproduces the 'message' in the source language, but tends to change its meaning slightly by preferring words or idioms where the word or idiom is not in the source language.

- h. Communicative translation. The translation method seeks to reproduce the contextual meaning of the SL in such a way, so that both the linguistic aspect and the content aspect can be directly accepted and understood by the readers of the TL text. .

Newmark, (1988) The communicative translation method seeks to translate the exact contextual meaning of the original version in a way that makes both the content and language acceptable and understandable to the readers.

#### **2.1.3.5 function of Translation**

Larson, (1997) Translation is studying about the lexicon, grammatical structure, communication situation and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. It means that the function of translation as the bridge for human's communication keep going on, especially in international communication.

As inter-lingual communicative activity, translation plays an important thing in developing countries to get the information and the technology, especially for Indonesia. The existence of translation as a subject in the university helps the students to grasp the information about scientific things.

## 2.2 Relevance Studies

For now, researchers have found several studies that are almost similar to this discussion, namely:

1. Research by Alam, (2020) entitled "google translate as an alternative medium for translating foreign language texts into Indonesian". The result of this research is that academics are greatly helped by the Google Translate application as a learning medium. Despite the drawbacks of this application, academics still have a positive perception of its use. They believe that the translation results will remain accurate as long as it can match the context.
2. by Anggia & Ardi, (2021) The Students' Accuracy in Translating Positive Politeness Markers in English Department of Universitas Negeri Padang it can be concluded The findings indicate that the students' accuracy is 76%. Based on the analysis of students' ability in translating positive politeness markers in the novel "Dilan 1990" at third year students in English department of Universitas Negeri Padang, the researcher got the product that the students have excellent level in translating positive politeness markers. As a matter of fact, it has been mentioned in chapter 1, the objective of this research is to find out the students' accuracy in translating positive politeness markers. Based on the findings and discussions in the preceding chapter, the

researcher comes up with the following conclusion. In fact, some students still get inaccurate translation product. Therefore, it proves that there are still problems that arise in the student translation process. Eventually, positive politeness strategy helps the translator in getting the original meaning of the text. Translators need to maintain the original meaning of the source language. There was correlation between students' understanding of politeness markers into their translation product. The researcher also found, in some utterances, there are several translation products that are different from the context of the source language. In other words, students' understanding of utterance is far from the exact meaning of the source language. Based on the findings that researchers got from looking at the products of student translation, there are three problems that researchers most often encounter in student translation products, those are word choice, word by word translation, misunderstanding idea of context and grammatical errors.

3. Research by Maulida, (2017) entitled "student perceptions of the use of google translate as a medium for translating English-language material". Although there is still weakness of translation result using google translate, google translate saves time in translating english material. The weakness of it overcome by rereading and fixing the translation with context. It is suggested to the students take other benefits of google translate.
4. Research by Hendrastuti et al., (2013) entitled "Study of Translation of Metaphors That Show Attitudes in The Secret Motivation Book". The results

showed: (1) There are 15 types of translation techniques out of a total of 292 techniques found in the translation of metaphors that show attitudes in The Secret book; (2) the assessment of the quality of the translation shows high quality results; (3) the application of translation techniques has a fairly positive impact on the quality of translation; (4) the use of translation techniques results in a high quality of translation because it can accommodate differences in language and cultural rules and transfer forms, types of meaning, and attitudes.





### 2.3 Conceptual framework

This conceptual network to avoid misunderstandings in the research. This research is based on theories related to the dependence on the use of google translate by students, especially in the 5th semester of 2019 majoring in English, FKIP UIR.

Students' Dependency In Using Google Translate Application

How Students Dependence Google Translate Application

Social - Based Indicators

Psychological - Based Indicators

Biological - Based Indicators

This conceptual network to avoid misunderstandings in the research. This research is based on theories related to the dependence on the use of google translate by students, especially in the 5th semester of 2019 majoring in English, FKIP UIR

There is a list of questions that will be researched

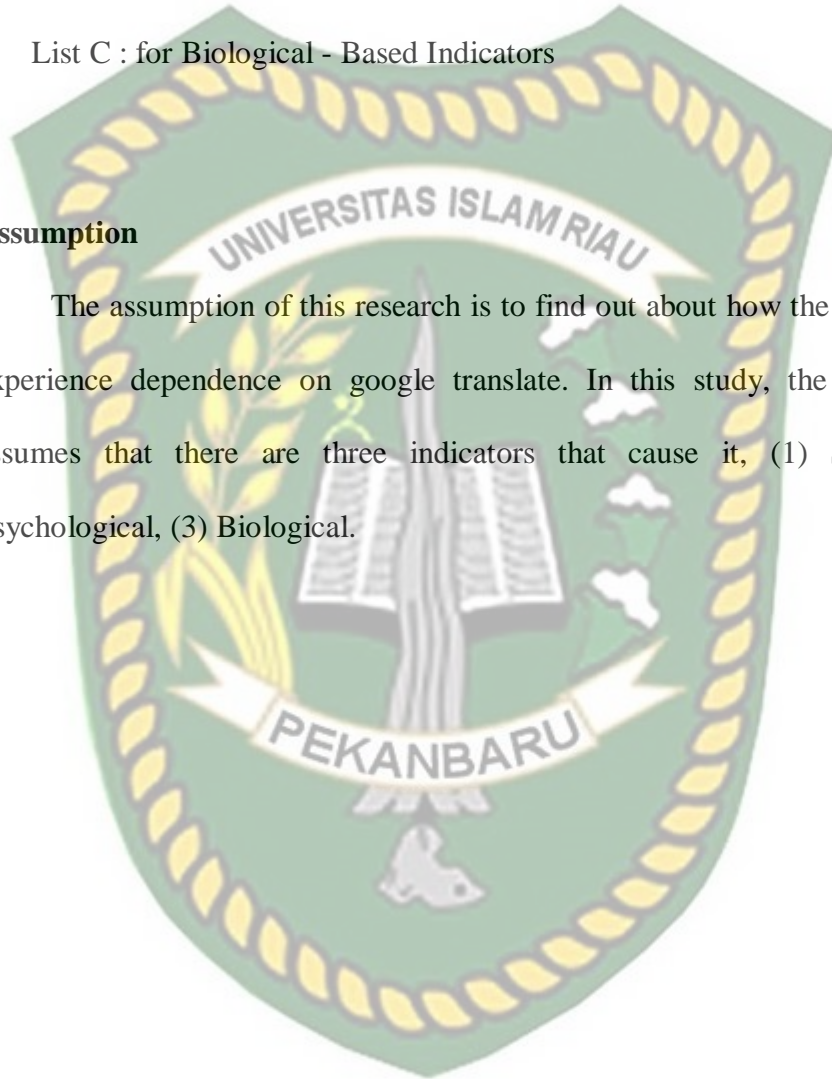
List A : for Social - Based Indicators

List B : for Psychological - Based Indicators

List C : for Biological - Based Indicators

#### **2.4 Assumption**

The assumption of this research is to find out about how the students to experience dependence on google translate. In this study, the researcher assumes that there are three indicators that cause it, (1) Social, (2) Psychological, (3) Biological.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

Research design is a strategy used to organize a research setting to achieve valid data. According to Mulyadi, (2013) research is an activity process that aims to find out something carefully, critically in finding facts by using certain steps. This study was conducted to describe how the study dependence of 5th semester students of English Department of FKIP UIR on the use of google translate.

In this study, the researcher used a qualitative method. The research design of this study was qualitative because a qualitative research design implies research that obtains data in the form of words. (gay, l, n.d.) claims that collection, analysis, and interpretation comprehensive narrative and visual data to embody insights to be a particular phenomenon of interest. The researcher uses interview and questionnaire as instrument to collect the data in this study.

#### 3.2 Location and Time

This research was conducted at English Language Education of FKIP UIR that located on Jl. Kaharuddin Nasution Km.11 Simpang Tiga, Bukit Raya, Marpoyan Damai, Pekanbaru. Then, this research has be done on May 30<sup>th</sup> 2022

### 3.3 Population and Sample of the research

#### 3.3.1 Population

Sugiyono, (2013) said that the population is a region generalization consisting of objects or subjects that have quality and certain characteristics applied by researchers to be studied and then draw conclusions. The population in this study was the 5th semester students majoring in English class 2019 FKIP UIR as follows:

**Table 3.1 Total Population of the 5th semester students at English Language Education of FKIP UIR**

No	Class	Total
1	5A	53
2	5B	49
Jumlah		102

#### 3.3.2 Sample

(Creswell, n.d.) stated that the target population subgroups was studied by the researcher to be generalized about target population is called a sample. According to Majid, (2018) a good sample is a statistical representation of a diminishing population and is large enough to answer a question from a study. The researcher was using simple random sampling technique in this research. Simple random sample means that each case population has something in common probability of being included in the sample. The researcher took 30 students as sample in this

study. Sampling for research according to (Arikunto, 2013) if the subject less than 100 people should all be taken, if that is the subject large or more than 100 people can be taken 10-15% or 20-25% or more.

### **3.4 Instrumen of the research**

Researchers was using questionnaire as instruments to collect data in this study. According to Sugiyono, (2013) stated that the questionnaire is a data collection technique by presenting several statements related to research. The researcher asked the students to fill out the questionnaire given by the researcher in this study based on the indicators.

The scale that is commonly used in questionnaires and is the scale most widely used in research in the form of surveys. The scale is named after Rensis Likert, who published a report describing its use.

(Sugiyono, 2013) argues that the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. The answer to each instrument item using a Likert scale has a positive gradation. There are five weighting categories in the Likert scale as follows :

**Table 3.4 Indicators of the questionnaire are as follows: by (Montag, (2015))**

No	Indicator	Number Of Item
1	Social	1-6
2	Psychological	6-12
3	Biological	12-18

In determining the number of questionnaire items, there are no certain criteria. According to (Arikunto, 2013) to determine the number questionnaire questions, the considerations are:

All indicators are represented in the question, at least at least one. If the indicators revealed are not too many each indicator should be asked more than once. Which The important thing is that the number of questions should not be too many so the time used to fill it is only about an hour

**Table 3.4.1 Students' respond of the questionnaire**

No	Class	Total
1	Very Often	5
2	Often	4

3	Sometimes	3
4	Rarely	2
5	Never	1

### 3.5 Data Collection Technique

To data collection in this study, first, the researcher was ask permission to head of English Language Education of FKIP UIR to do the research. Second, the researcher was ask for the agreement from 30 students and the researcher was share the questionnaire papper for 30 students in the class. Third, the researcher give explain about what they want to do on their questionnaire question that the researcher given to the students. Fourth, the researcher give the time to student fill the questionnaire. Fifth, after collecting the data the researcher analysed it.

### 3.6 Data Analysis Technique

There are several steps that the researcher was take in this research. First, the researcher explains about the students' dependence on the use of google translate. Second, the data are classified as indicators that are already available. Questions have been prepared regarding the research questions of this study. In this study,

1. Score 5 if the respondent answer very often
2. Score 4 if the respondent answer often
3. Score 3 if the respondent answer sometimes
4. Score 2 if the respondent answer rarely
5. Score 5 if the respondent answer never

**T x Pn**

T = Total of option that have been choose by respondent

Pn = Question score

Example :

Respondents who choose very often respondents	= 10 x 5 = 50
Respondents who choose often	= 5 x 4 = 20
Respondents who choose sometimes	= 3 x 3 = 9
Respondents who choose rarely	= 3 x 2 = 6
Respondents who choose never	= 2 x 1 = 2

TOTAL : 87 ( frequency)

$$Ideal\ Score = Scale\ point\ (Score) \times Number\ of\ Respondents$$

Scale point (Score) = The highest likert score point (Very often) = 5

Number of Respondents = 23

Ideal Score = 5 x 23



TOTAL = 115 ( Ideal score)

After that, determine first, the interval range with the formula:

Interval = 100/Total Score (Likert Scale)

$$\text{Percentage} = \frac{\text{frequency of each question}}{\text{ideal score}} \times 100$$

P = Percentage

f = Frequency of Each Answer

$$87/115 \times 100 = 75,65 \% \text{ ( percentage)}$$

The following are the criteria for interpreting the scores based on intervals:

Number 0% – 19.99% = Very low

Figures 20% – 39.99% = low

Figures 40% – 59.99% = Fair

Number 60% – 79.99% = high

Number 80% – 100% = very high

## CHAPTER IV RESEARCH FINDING

### 4.1 Data Description

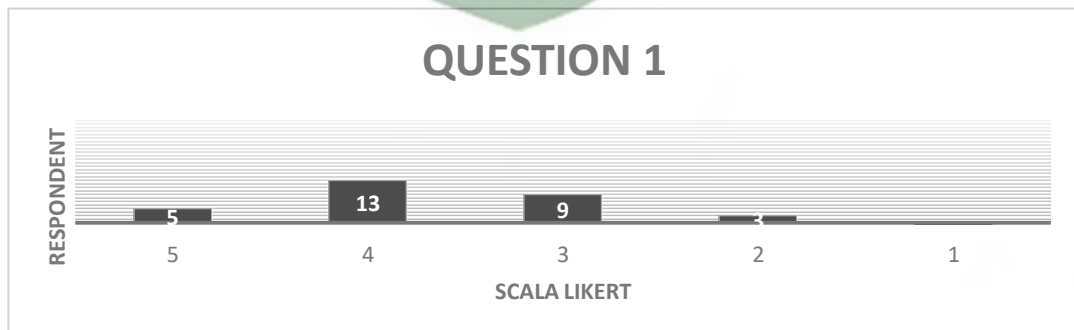
In this chapter describing data and discussion that has been collected from the respondent. This chapter describes the indicators that have been explained in the previous chapter. The instrument that is used in this research is questionnaires. The aims of the instruments are to describe each indicator in this study.

In this research, the questionnaires by (Montag, (2015)) it consisted of 3 indicators were distributed to 30 students. The questionnaires show that students dependency of google translate.

To see the description of the 3 indicators more details the researcher has presented it as below:

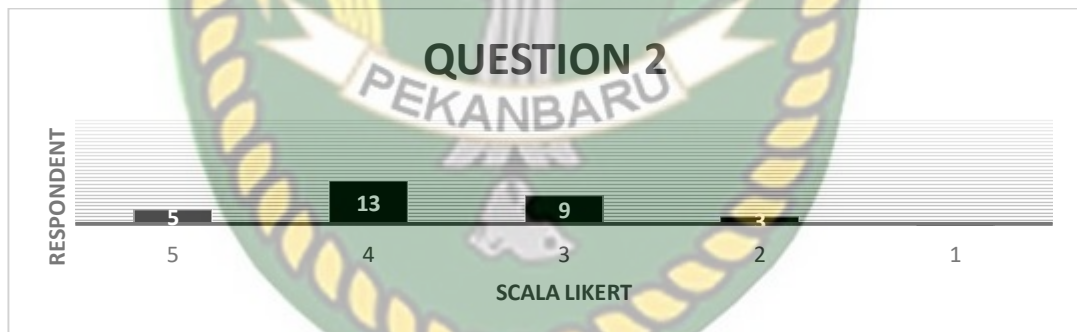
#### 4.1.1 Social

**Figure 4.1.1 The Answer Of Question 1**



from the data that has been obtained, it can be explained that there are 4 students who choose very often, 17 students who choose often, sometimes 8 students, rarely 1 student and 0 student who choose never. and get 114 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 114 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 76% and is included in the high category seen from the interpretation interval

**Figure 4.1.1 The Answer Of Question 2**



From the data that has been obtained, it can be explained that there are 6 students who choose very often, 7 students who choose often, sometimes 12 students, rarely 4 students and 1 students who choose never. and get 103 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 103 divided by the

number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 68,66% and is included in the high category seen from the interpretation interval

**Figure 4.1.1 The Answer Of Question 3**



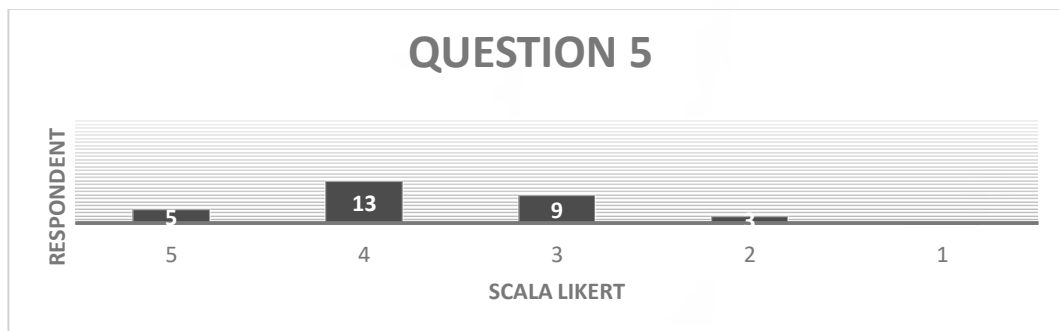
from the data that has been obtained, it can be explained that there are 1 students who choose very often, 8 students who choose often, sometimes 13 students, rarely 8 students and 0 students who choose never. and get 92 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 92 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 61,33% and is included in the high category seen from the interpretation interval.

**Figure 4.1.1 The Answer Of Question 4**



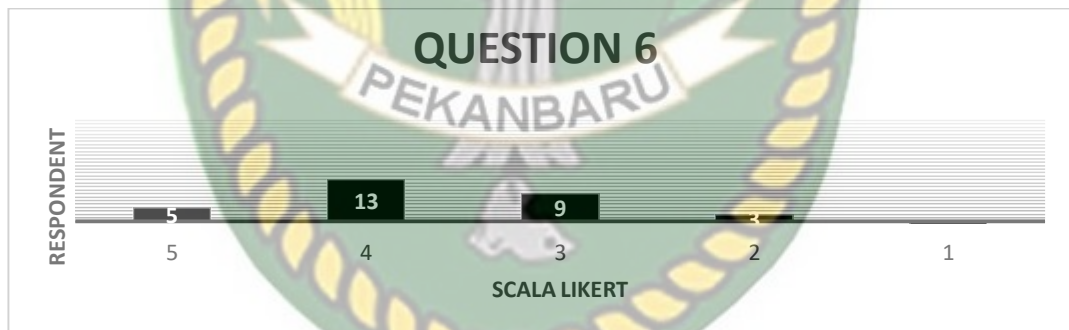
from the data that has been obtained, it can be explained that there are 1 students who choose very often, 8 students who choose often, sometimes 16 students, rarely 3 students person and 2 students who choose never. and get 93 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 93 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 62% and is included in the high category seen from the interpretation interval.

**Figure 4.1.1 The Answer Of Question 5**



from the data that has been obtained, it can be explained that there are 2 students who choose very often, 10 students who choose often, sometimes 13 students, rarely 4 students and 1 students who choose never. and get 98 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 98 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 65,33% and is included in the high category seen from the interpretation interval.

**Figure 4.1.1 The Answer Of Question 6**

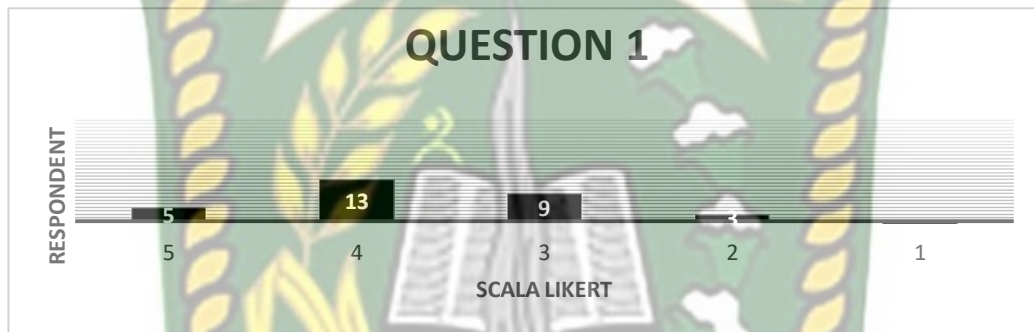


from the data that has been obtained, it can be explained that there are 1 students who choose very often, 11 students who choose often, sometimes 6 students, rarely 2 students and 0 students who choose never. and get 71 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 71 divided by the

number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 47,33% and is included in the fair category seen from the interpretation interval.

#### 4.1.2 Psychological

**Figure 4.1.2 The Answer Of Question 1**



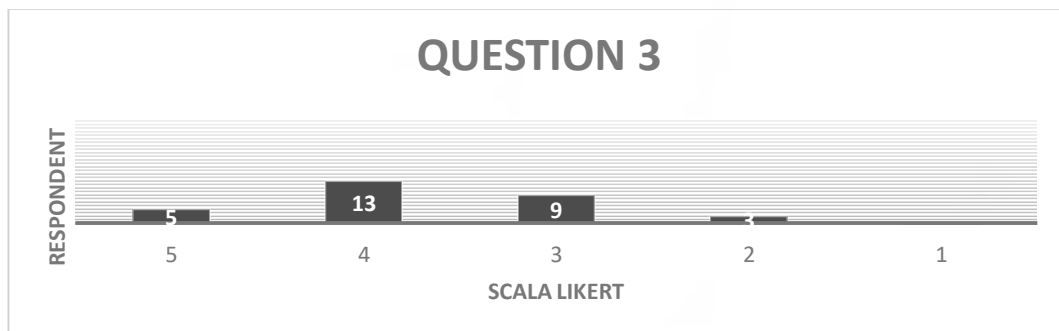
from the data that has been obtained, it can be explained that there are 4 students who choose very often, 12 students who choose often, sometimes 9 students, rarely 5 students and 0 students who choose never. and get 105 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 105 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 70% and is included in the high category seen from the interpretation interval.

**Figure 4.1.2 The Answer Of Question 2**



from the data that has been obtained, it can be explained that there are 4 students who choose very often, 9 students who choose often, sometimes 12 students, rarely 3 students and 2 students people who choose never. and get 100 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 100 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 66,66% and is included in the high category seen from the interpretation interval.

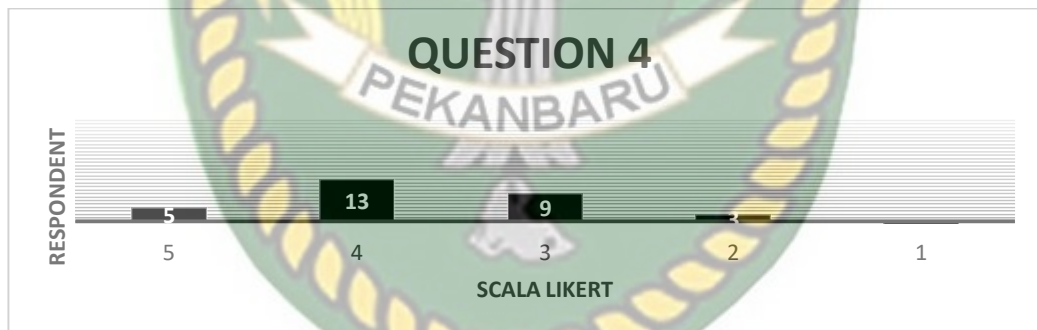
**Figure 4.1.2 The Answer Of Question 3**





from the data that has been obtained, it can be explained that there are 1 students who choose very often, 8 students who choose often, sometimes 12 students, rarely 8 students and 1 students who choose never. and get 90 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 90 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 60% and is included in the high category seen from the interpretation interval.

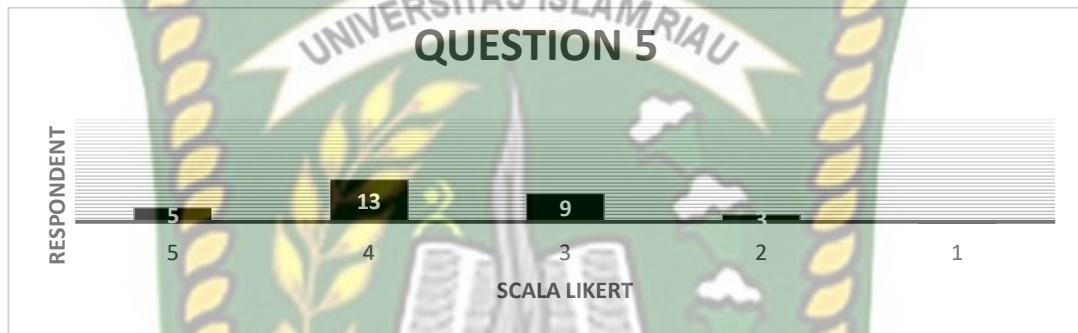
**Figure 4.1.2 The Answer Of Question 4**



from the data that has been obtained, it can be explained that there are 4 students who choose very often, 9 students who choose often, sometimes 13 students, rarely 2 students and 2 students who choose never. and get 101 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 101 divided by the

number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 67,33% and is included in the high category seen from the interpretation interval.

**Figure 4.1.2 The Answer Of Question 5**



from the data that has been obtained, it can be explained that there are 4 students who choose very often, 9 students who choose often, sometimes 11 students, rarely 4 students and 2 students who choose never. And get 93 results by means of each number of respondents who choose Likert multiplied by the scale. Then the results of each are added up. Profit is looking for the percentage of the number of frequency 93 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. After that multiplied by 100 and get the percentage of 62% and is included in the high category seen from the interpretation interval.

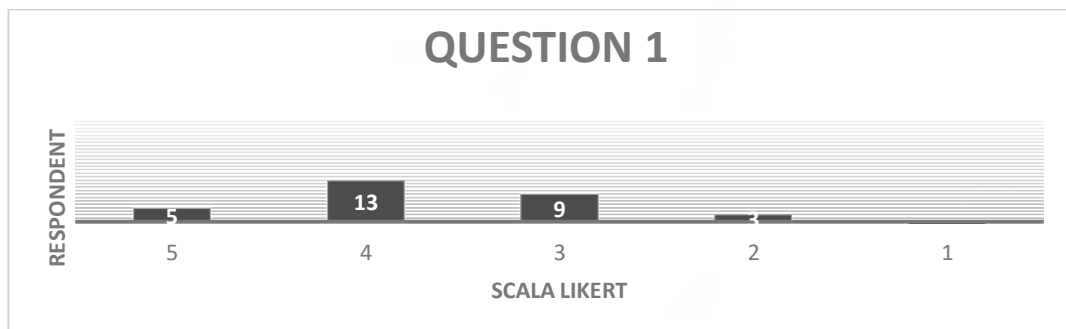
**Figure 4.1.2 The Answer Of Question 6**



from the data that has been obtained, it can be explained that there are 3 students who choose very often, 8 students who choose often, sometimes 12 students, rarely 6 students and 1 students who choose never. And get 90 results by means of each number of respondents who choose Likert multiplied by the scale. Then the results of each are added up. Profit is looking for the percentage of the number of frequency 90 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. After that multiplied by 100 and get the percentage of 64% and is included in the high category seen from the interpretation interval

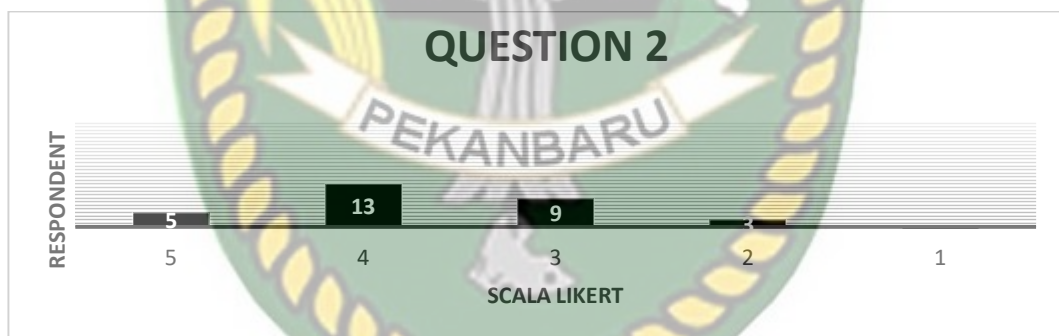
#### 4.1.3 Biological

**Figure 4.1.3 The Answer Of Question 1**



from the data that has been obtained, it can be explained that there are 4 students who choose very often, 6 students who choose often, sometimes 14 students, rarely 5 students and 1 students who choose never. And get 97 results by means of each number of respondents who choose Likert multiplied by the scale. Then the results of each are added up. Profit is looking for the percentage of the number of frequency 97 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. After that multiplied by 100 and get the percentage of 64,66% and is included in the high category seen from the interpretation interval.

**Figure 4.1.3 The Answer Of Question 2**



from the data that has been obtained, it can be explained that there are 6 students who choose very often, 14 students who choose often, sometimes 8 students, rarely 2 students and 0 students people who choose never. And get 114 results by means of each number of respondents who choose Likert multiplied by the scale. Then the results of each are added up. Profit is looking for the percentage of the number of frequency 114 divided by the number of ideal scores by (the number of respondents times the

number of the highest Likert scale) which gets the result of 150. After that multiplied by 100 and get the percentage of 76% and is included in the high category seen from the interpretation interval.

**Figure 4.1.3 The Answer Of Question 3**



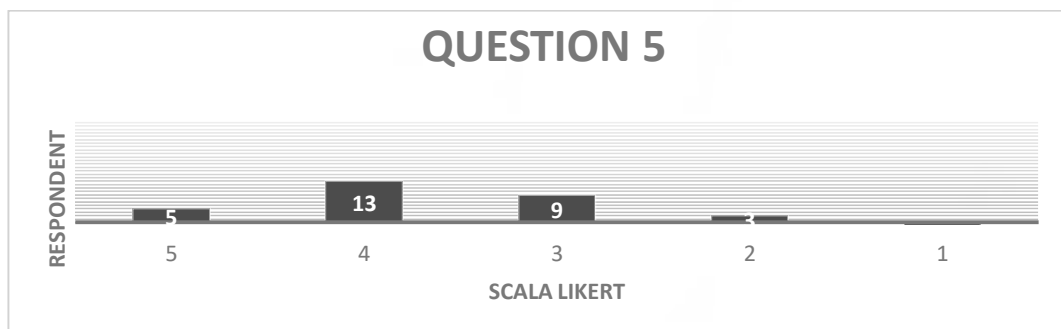
from the data that has been obtained, it can be explained that there are 4 students who choose very often, 17 students who choose often, sometimes 8 students, rarely 1 students and 0 students who choose never. and get 114 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 114 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 76% and is included in the high category seen from the interpretation interval.

Figure 4.1.3 The Answer Of Question 4



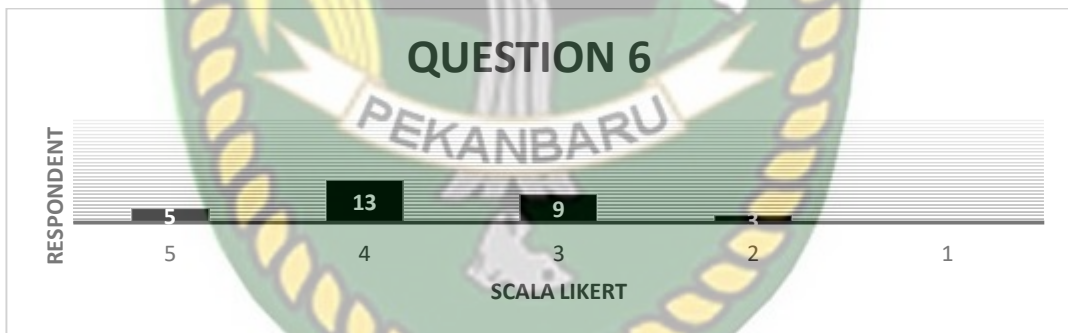
from the data that has been obtained, it can be explained that there are 7 students who choose very often, 15 students who choose often, sometimes 8 students, rarely 0 students and 0 students who choose never. and get 119 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 119 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 79% and is included in the high category seen from the interpretation interval.

Figure 4.1.3 The Answer Of Question 5



from the data that has been obtained, it can be explained that there are 2 students who choose very often, 10 students who choose often, sometimes 10 students, rarely 7 students and 1 students who choose never. and get 85 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 85 divided by the number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 56% and is included in the fair category seen from the interpretation interval.

**Figure 4.1.3 The Answer Of Question 6**



from the data that has been obtained, it can be explained that there are 5 students who choose very often, 13 students who choose often, sometimes 9 students, rarely 3 students and 0 students who choose never. and get 110 results by means of each number of respondents who choose Likert multiplied by the scale. then the results of each are added up. profit is looking for the percentage of the number of frequency 110 divided by the

number of ideal scores by (the number of respondents times the number of the highest Likert scale) which gets the result of 150. after that multiplied by 100 and get the percentage of 73,33% and is included in the high category seen from the interpretation interval.

#### 4.2 Data Interpretation

This chapter presents the data and discussions that have been put together referring to the previous chapter. This chapter describes the frequency, percentage and interval values per indicator in table.

##### 4.2.1 Social

**Table 4.2.1 The results of the percentage questionnaire student**

No	Question	frequency	percentage	interpretation interval
1	How often do you find that using google translate every assignment than inteded?	114	76%	high
2	How often do you choose google translate rather than asking to your friends?	103	68,66%	high



3	How often do you close yourself off or behave in a secretive manner when someone asks you about your grades?	92	61,33 %	high
4	How often do you cover disturbing thoughts with pleasant thoughts about bad grades?	93	62%	high
5	How often do you fear that learning without google translate?	98	65,33%	high
6	How often do you try to reduce the time in translating using google translate?	71	47,33%	fair

The data above shows the frequency and percentage of dependencies in the social category, which have been processed and calculated.

The data shows that in the first question there are 114 frequencies that have been calculated with a certain formula, and the percentage for the first question is 76% and includes an interpretation interval high. Number 2, frequency 103 with a percentage value of 68,66 % which is categorized as a high interpretation interval. then question number 3 gets a frequency value of 92 with a percentage of 61,33% with a high interval. next number 4 with frequency 93 percentage 62% high category. number 5 with a frequency of 98 percentage 65,33% in the high category. lastly, frequency 71 with a percentage of 47,33% in the fair category.

the conclusion above with the data that has been taken for 6 questions in the social category get an interpretation interval of high as much as 5 and fair 1

#### 4.2.2 Psychological

**Table 4.2.2 The results of the percentage questionnaire student**

no	question	frequency	percentage	Interpretation interval
1	How often do you find yourself planning when you will using google translate again?	105	70%	high

2	How often do you get feel ac annoyed when having problem while you are using google translate?	100	66,66%	high
3	How often do you not fail due to using internet interm google translate for assignment?	90	60%	high
4	How often do you continuously think about use google translate while you will using google translate?	101	67,33	high
5	How often do you try to hide the amount of time you really spend using google translate?	93	62%	high

6	How often do you feel depressed,confused when you are not using google translate in translating?	90	64%	high
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The data above shows the frequency and percentage of dependencies in the psychological category, which have been processed and calculated.

The data shows that in the first question there are 105 frequencies that have been calculated with a certain formula, and the percentage for the first question is 70% and includes an interpretation interval high. Number 2, frequency 100 with a percentage value of 66,66 % which is categorized as a high interpretation interval. then question Number 3 gets a frequency value of 90 with a percentage of 60% with a high interval. next number 4 with frequency 101 percentage 67,33% high category. Number 5 with a frequency of 93 percentage 62% in the high category. lastly, frequency 90 with a percentage of 64% in the high category.

the conclusion above with the data that has been taken for 6 questions in the social category get an interpretation interval of high 6

#### 4.2.3 Biological

**Table 4.2.3 The results of the percentage questionnaire student**

No	Question	Frequency	Percentage	Interpretation interval
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1	How often do you neglect printed dictionary to more time using google translate?	97	64,66%	high
2	How often do you form new vocabulary of using google translate?	114	76%	high
3	How often do you grades or school-work helped in using internet interm google translate?	114	76 %	high
4	How often does your assignment helped if using google translate?	119	79%	high
5	How often do you say "one word" when using google translate?	85	56%	fair

6	How often do you choose to use more time google translate over using printed dictionary ?	110	73,33%	high
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The data above shows the frequency and percentage of dependencies in the biological category, which have been processed and calculated.

The data shows that in the first question there are 97 frequencies that have been calculated with a certain formula, and the percentage for the first question is 64,66% and includes an interpretation interval high. Number 2, frequency 114 with a percentage value of 76 % which is categorized as a high interpretation interval. then question number 3 gets a frequency value of 114 with a percentage of 76% with a high interval. next number 4 with frequency 119 percentage 79% high category. Number 5 with a frequency of 85 percentage 56% in the fair category. lastly, frequency 110 with a percentage of 73,33% in the high category.

the conclusion above with the data that has been taken for 6 questions in the social category get an interpretation interval of high 5 and fair 1

#### 4.3 Data Analysis

The data above shows the frequency and percentage of dependencies in the **social category**. The data shows that in the there are that have been calculated with a certain formula, and the percentage for the first question is 76% number 2, with a

percentage value of 68.66 % then question number 3 with a percentage of 61.33%.next number 4 with percentage 62% high category. Number 5 with a percentage 65.33%.lastly, with a percentage of 47.33% the conclusion above with the data that has been taken. total percentage 63,44% .

The data above shows the frequency and percentage of dependencies in the **psychological category**. The data shows that in the there are that have been calculated with a certain formula, and the percentage for the first question is 70% number 2, with a percentage 66,66 % then question number 3 with a percentage of 60%. next number 4 with percentage 67,33%. number 5 with a percentage 62%. lastly, with a percentage of 64% the conclusion above with the data that has been taken.Total percentage 64,99% .

The data above shows the frequency and percentage of dependencies in the **biological category**. The data shows that in the that have been calculated with a certain formula, and the percentage for the first question is 64,66% number 2, with a percentage value of 76 % then question number 3 gets with a percentage of 76%. next number 4 with frequency 79%. Number 5 with percentage 56%. lastly, with a percentage of 73,33%. the conclusion above with the data that has been taken.Total percentage 70,83%. so conclusion about the high percentage from 3 indicator 70,83% biological category.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

The researcher analyzed the dependence experienced by the sixth semester students of FKIP Uir English education on the dependence on the use of google translate from the research questions in the first chapter. To analyze the data, the researcher used a questionnaire as a tool. However, based on the results of this study, several conclusions can be drawn:

By looking at the existing dependencies in the use of google translate, all dependencies that meet the indicators of this research have been resolved, namely social, psychological and biological. The lowest percentage can be interpreted that social dependence is not too much, which is 63,44%. and increased in the psychological that is 64,99%. Surprisingly, biological got the highest percentage, indicating that this category was the largest dependency among all categories, namely 70,83%%. Supported by Along with fMRI studies, EEG studies were conducted that found that those subjects classified as Internet addicts had lower brain scan activation on a game playing procedure than the normal group.

One of the most promising new biological research interests is in the area of genetic markers. and if it is averaged for the whole 5th semester student dependence on google translate as much as 66.42% which is interpreted as belonging to the high category.

The researchers from the University of Bonn and 10 the Central Institute of Mental Health in Mannheim compared the genetic makeup of 132 problematic Internet users with that of 132 age—and sex-matched healthy control individuals (Montag et al. 2012).



Results found that the excessive Internet user group had higher prevalence of SS-genotypes, higher harm avoidance, and depression scores suggesting that excessive users may have genetic and personality traits similar to depressed patients

## **5.2 Suggestions**

Based on the findings of the research above, the researcher would like to give advice on the dependence of students on google translate in the hope that this suggestion can provide some input to the reader and can be applied in the fifth semester of English education.

### **5.2.1 Suggestions For Student**

Through the presentation that has been conveyed, it is known that the dependence on google translate is mostly influenced by biology, namely the percentage of our own brain.tendency dependency of google translate. for that motivation to increase brain learning activity. Researchers suggest that further researchabout the motivation of 'increased brain activity' in today's era and its impact on some even decades later. In line with the development of technology and the internet,fast, so should the thinking power of our brain grow.

### **5.2.2 Suggestions For The Next Researchers**

The researcher hopes that this research can provide a reference for readers who want to explore dependency on google translate in the future. However, this research is expected to provide useful information about the factors that become

dependent on google translate and if other researchers wish to conduct similar research with this study.



Dokumen ini adalah Arsip Miik :  
Perpustakaan Universitas Islam Riau

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