

**STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN
TRANSLATING ENGLISH TEXTS AT THE TBI
STUDENTS BATCH 2021 AND 2022
AT UIN DATOKARAMA PALU**



THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain a Degree of Sarjana Pendidikan (S. Pd) at English Tadrís Study Program Faculty of Tarbiyah and Teacher Training at State Islamic University Datokarama Palu

By

**MOH. SOFYAN
NIM: 20.1.16.0009**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
CENTRAL SULAWESI**

2024

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I hereby declare that this thesis entitled **“Students’ Perception of the Use of ChatGPT in Translating English Texts at the TBI Students Batch 2021 and 2022 in UIN Datokarama Palu”** has been officially approved as my work and it has not been and will not be submitted in the whole or part to another State Islamic University Datokarama Palu to the award of any other degree. If later, this thesis found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulation of the university and I must be ready for all the consequences thereafter due to this misconduct.

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Researcher,



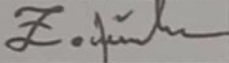
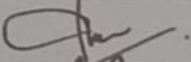
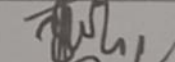
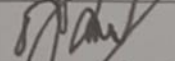
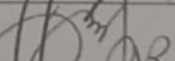
Moh. Sofyan

NIM: 201160009

LEGALIZATION

A thesis by Moh. Sofyan, NIM. 20.1.16.0009 entitled “Students’ Perception of the Use of ChatGPT in Translating English Texts at the TBI Students Batch 2021 and 2022 at UIN Datokarama Palu” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 19th August 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadrīs Study Program.

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Position	Name	Signature
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The Supervisor I	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.	
The Supervisor II	Zul Aini Rengur, S.Pd., M.Pd	

Approve by:



Faculty of Tarbiyah and Teacher
Training Dean

Dr. Saepudin Mashuri, S.Ag., M.Pd.I.
NIP. 19731231 200501 1 070

English Tadrīs Study Program Head

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 014

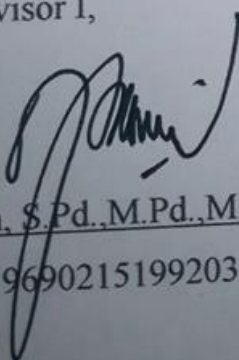
APPROVAL PAGE

A thesis entitled: "Students' Perception of The Use of Chatgpt in Translating English Texts at The TBI Students Batch 2021 and 2022 at UIN Datokarama Palu" written by Moh. Sofyan, NIM. 20.1.16.0009, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu. After carefully observing and correcting the thesis, each supervisor dicides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

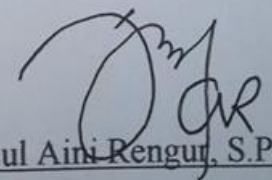
Palu, 27 July 2024 M

19 Muharram 1446 H

Supervisor I,


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196902151992031014

Supervisor II,


Zul Aini Rengul, S.Pd., M.Pd
NIP. 199111102020122003

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The researcher acknowledges that this thesis is far from perfect, there are still many shortcomings due to all the limitations and abilities the researcher has. Nevertheless, the researcher has strived to the utmost to ensure it benefits many parties.

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Palu, 08 August 2024 M
03 Safar 1446 H

Researcher



Moh. Sofyan
NIM. 201160009

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ABSTRACT

Name : Moh. Sofyan
NIM : 201160009
Thesis Title : Students' Perception of the Use of ChatGPT in Translating English Texts at the TBI Students Batch 2021 and 2022 at UIN Datokarama Palu

Rapid technological advancements in Society 5.0 have transformed human life, with AI playing a key role in digital transformation across various sectors in Indonesia, including education. At Datokarama State Islamic University Palu, English Language Education (Tadris Bahasa Inggris – TBI) students increasingly use ChatGPT for translations. This research explores the perceptions of TBI students from the 2021 and 2022 cohorts regarding the use of ChatGPT for English text translation.

A sequential explanatory design with a mixed-method approach was employed in this research. To address the research objectives, questionnaires, interviews, and document reviews were utilized. The questionnaires were administered using a 5-point Likert scale, while the interviews were conducted using a semi-structured format. Additionally, students' academic records were collected for document review.

The findings indicate that while ChatGPT is accessible and useful for English Tadris students, its usage and effectiveness vary. Many students remained neutral about its frequency and impact, reflecting diverse experiences. While they appreciated its convenience and speed, they also noted limitations in handling technical terms and grammar. Overall, ChatGPT is viewed as a supplementary tool that supports translation but should be used in balance to preserve independent translation skills.

Ultimately, this research emphasized the thoughtful integration of AI tools in education. While ChatGPT offered significant advantages, its use should be managed to support overall language development. Future research should explore strategies to balance AI and traditional resources, ensuring students well-equipped for diverse translation tasks.

Keywords: *Perception, ChatGPT, Translation*

CHAPTER I

INTRODUCTION

A. Background

Currently, the life of human has seen fundamental changes due to rapid technological advancement. This digital transformation has remarkably forced human to adapt to the demand of the technology. This phenomenon has brought a significant paradigm shift in the face of modern society. The concept of Society 5.0, initiated by the Japanese government, offers a new perspective that integrates advanced technologies such as artificial intelligence (AI), the internet of things (IoT), and deep data analytics, with a sharp focus on human well-being.¹ In the increasingly advancing era of digitalization, technology stands as a paramount factor. This has brought about rapid and significant changes across all sectors of human life, facilitating various tasks. The digital transformation era is a part of a larger process involving the application of digital technology in various aspects of societal life.

In today's modern era, one of the key technological fields contributing to digital transformation is Artificial Intelligence (AI). AI represents the development and integration of electronics, computer science, and mathematics. Simply put, systems utilizing AI can perform tasks similar to those carried out by humans, such

¹ Faulinda Ely Nastiti dan Aghni Rizqi Ni'mal 'Abdu "Kesiapan Pendidikan Indonesia Menghadapi era society 5.0" *Jurnal Kajian Teknologi Pendidikan* 5, no. 1 April (2020): 61-62.

as thinking, decision-making, classifying situations, or predicting future states.² The use of AI has become commonplace, particularly in devices such as smartphones and computers. Furthermore, some AI technologies have exhibited human-like behaviors, even possessing the ability to think and have needs. This phenomenon significantly enhances society's reliance on technology to support various daily life activities.

In Indonesia, AI is extensively employed across diverse sectors, including education, healthcare, manufacturing, services, and products. While the manufacturing industry has notably embraced AI in production lines, AI-based assessment systems for evaluating learning outcomes are utilized by many educational institutions.³ AI has become increasingly prevalent in Indonesia.

In the field of education in Indonesia, particularly in Islamic higher education, the integration of AI has initiated significant transformations across various aspects of learning. AI enables personalized learning tailored to the specific requirements of each student, enriches interactive learning experiences, delivers precise assessments, and assists in efficient learning management. Moreover, AI

² Yudo Devianto dan Saruni Dwiasnati “Kerangka Kerja Sistem Kecerdasan Buatan dalam Meningkatkan Kompetensi Sumber Daya Manusia Indonesia” *Jurnal Telekomunikasi dan Komputer* 10, no. 1 April (2020): 19-20.

³ Kirana Rukmayuninda Ririh, et al., “Studi Komparasi dan Analisis SWOT Pada Implementasi Kecerdasan Buatan (Artificial Intelligence) di Indonesia” *Jurnal Teknik Industri* 15, no. 2 Mei (2020): 123-124.

aids in detecting plagiarism, translation aids, designing relevant curricula adaptable to current trends, and enhancing educational accessibility through e-learning.⁴

Chatbots are one of the commonly used AI tools in the world of education especially in Islamic higher education in Indonesia and have brought about significant changes in various aspects especially in English language learning.⁵ English language learning holds paramount importance due to its widespread use as the lingua franca of international communication, commerce, and academia. The significance of English language learning is further amplified by the integration of technology, particularly chatbots, into educational settings. The utilization of chatbots for learning English is progressively prevalent, serving as an interactive tool. They facilitate direct conversation practice and furnish immediate feedback to learners. Moreover, they provide interactive learning resources and function as translation aids.⁶

In the context of EFL learning in Islamic higher education, translation holds significant importance as it involves conveying messages or intentions from one language (English) to another. According to Newmark, translation entails accurately conveying the meaning of the text from the original language to the

⁴ Sehan Rifky “Dampak Penggunaan Artificial Intelligence Bagi Pendidikan Tinggi” *Indonesian Journal of Multidisciplinary on Social and Technology* 2, no. 1 (2024): 37-38.

⁵ Moehammad Sarosa, *et al.*, “Implementasi Chatbot Pembelajaran Bahasa Inggris menggunakan Media Sosial” *JEPIN (Jurnal Edukasi dan Penelitian Informatika)* 6, no. 3, Desember (2020): 317-318.

⁶ Sarang Shaikh, *et al.*, “Assessing the Usability of ChatGPT for Formal English Language Learning” *European Journal of Investigation in Health, Psychology and Education* 13, September (2023): 1937-1953.

target language, preserving the author's intended message.⁷ In addition, Muchtar and Kembaren stated that translation is the conversion of a text from one language to another, ensuring it retains equivalence to the original so that it can be a substitute.⁸ In the realm of translation, chatbots empower users to translate text seamlessly between different languages especially from English to Indonesia and vice versa. This functionality enriches language learning by equipping learners with enhanced comprehension and communication skills across diverse linguistic contexts.

In recent years, there has been a significant increase in the utilization of chatbots within the education sector. Among these, ChatGPT (*Chat Generative Pre-trained Transformer*), developed by OpenAI, utilizes artificial intelligence to provide students and educators with a seamless conversational interface for educational purposes.⁹ In Indonesian Islamic higher education, ChatGPT is increasingly used by students, especially those who learn English as their major. The data derived from Google Trend showed a rising trend for three months. A

⁷ Peter Newmark, *A TextBook of Translation*, (London: Prentice Hall Internation Ltd, 1988), 5.

⁸ Muhizar Muchtar and Farida Repelita Waty Kembaren, *Basic Theory of Translation*, (Medan: Mitra Medan, 2016), 3

⁹ Viriya Taecharungroj “What Can ChatGPT Do? Analyzing Early Reactions to the Innovative AI Chatbot on Twitter” *Big Data and Cognitive Computing* 7, 35 February (2023): 1-2.

survey among 24 lecturers reveals optimism about its potential benefits for education especially in translation task.¹⁰

As the utilization of ChatGPT continues to increase annually, numerous universities are integrating it into their systems, particularly among students who rely on it for translating English text. Drawing from the researcher's experiences at Datokarama State Islamic University Palu, a growing number of students, notably those enrolled in the English Language Education (Tadris Bahasa Inggris - TBI) program, batch 2021 and 2022, are progressively resorting to ChatGPT for their text translation requirements. Furthermore, based on the pre-interview results conducted by researcher through Whatsapp with representatives drawn from TBI students of the 2021 and 2022 batch, it was evident that many students depend on translation tools to help their translation assignments. Among the various tools available, ChatGPT is commonly used by students to assist their text translation tasks. This emerging trend was not solely driven by the challenges encountered by the TBI students in comprehending English-language texts, but also by their dissatisfactions with conventional translation tools such as Google Translate, which frequently produce unsatisfactory outcomes.

In the era of Society 5.0, where the integration of advanced technologies such as AI plays a key role in EFL learning, it is crucial to understand students' perceptions of emerging AI technologies like *ChatGPT*, particularly in the context

¹⁰ Radha Firaina and Dwi Sulisworo "Exploring the Usage of ChatGPT in Higher Education: Frequency and Impact on Productivity" *Buletin Edukasi Indonesia (BEI)* 2, no. 1 April (2023): 39-44.

of how AI facilitates the text translations required for students to complete. Recognizing this, this research focused on "Students' Perception of the Use of ChatGPT in Translating English Texts at the TBI Students Batch 2021 and 2022 in UIN Datokarama Palu."

B. The Problem Statement

Based on the background information provided, and aiming for precision in the study, the research question is framed as follows: *"How do the English Tadris Study Program Students, batch 2021 and 2022, perceive the use of ChatGPT in translating English texts at Datokarama State Islamic University Palu?"*

C. Objective and Significance of the Research

1. Objective of the Research

Based on the problem formulation above, the objective of this research is to find out the Perception of English Tadris Study Program Students, batch 2021 and 2022, regarding the use of ChatGPT in translating English texts at Datokarama State Islamic University Palu.

2. Significance of the Research

The results of this research are expected to add insight and knowledge in the field of translation, especially:

- a. For lecturers, this research sheds light on how students perceive the integration of advanced AI technology like ChatGPT in language

translation, showcasing its role in adapting teaching methodologies to keep pace with AI advancements.

- b. For students, understanding how ChatGPT facilitates language translation underscores the importance of leveraging AI advancements for optimizing language learning processes, thereby preparing them for the evolving demands of the digital age.
- c. For other researchers, this research contributes to the existing literature on the application of AI technology, specifically *ChatGPT*, in educational contexts, providing a basis for further investigation and development in this area.

D. Operational Definitions

The researcher will clarify the meaning of some of the terms contained in the title “Students’ Perception of the Use of ChatGPT in English texts at the TBI Students Batch 2021 and 2022 in UIN Datokarama Palu”. The terms that will be explained include:

1. Perception

Perception is our way of interpreting sensory input to understand and navigate the world around us. It involves using our senses to recognize and evaluate

stimuli, giving meaning to our experiences.¹¹ The aim of this study on students' perceptions is to gather insights derived from their experiences using ChatGPT for translating texts

2. ChatGPT

ChatGPT is an innovative conversational AI system developed by OpenAI. It stands for "Chat Generative Pre-trained Transformer" and is designed to generate human-like text based on the input it receives.¹² ChatGPT is one of the tools used by students to assist them in the translation process.

3. Translation

According to Merriam-Webster dictionary in Larson, translation is the process of changing from one form to another, or from one language to another, and vice versa. It involves transferring meaning from the source language to the target language through semantic structure. While the form of the source language is replaced with the form of the target language, the primary aim is to maintain and convey the intended meaning.¹³

¹¹ OU Qiong "A brief introduction to perception." *Studies in literature and language* 15, no. 4 (2017): 18.

¹² Shen, Yiqiu, et al., eds. "ChatGPT and other large language models are double-edged swords." *Radiology* 307, no. 2 (2023): 1.

¹³ Mildred L. Larson, *Meaning Based Translation: A Guide to Cross-language Equivalence*, translated by Kencanawati Taniran, *Penerjemahan Berdasar Makna: Pedoman untuk Pemadanan Antarbahasa* (Jakarta: Penerbit ARCAN, 1989), 3.

E. The Outlines of The Research

For better understand the contents of this research, it is structured into five chapters, each consisting several sub-chapters. These chapters are outlined as follows:

Chapter I includes an Introduction, which discusses the background of the study, the problem statement, the objectives and significance of the research, operational definitions, and the outlines of the research. Chapter II encompasses the Literature Review, which examines previous research, theoretical frameworks, and the conceptual framework underpinning the study. Chapter III details the Research Methodology, addressing the research approach and design, the setting and subjects of the research, the role of the researcher, sources of data, data collection techniques, data analysis techniques, and the trustworthiness of the data. Chapter IV presents the findings and discussion of the research. Chapter V covers the conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research refers to scholarly investigations conducted by preceding researchers. Its inclusion in academic discourse serves to prevent similarities and potential plagiarism in the current study. Additionally, prior research acts as a valuable reference source, aiding researchers in navigating various stages of the research process. Relevant studies pertaining to the current research are presented below.

The first relevant research is the research conducted by Veni Roza and Zulhirawati on “Higher Students’ Perception of Using Chat GPT in Translating English Texts”. The study aims to investigate the perceptions of higher education students regarding the utilization of ChatGPT for translating English text. Employing a quantitative approach, the research engaged seventy-five students enrolled in a translation subject at Universitas Islam Negeri Sjech M. Djamil Djambek. Data collection utilized a questionnaire comprising four indicators with 19 statements, administered via Google Forms and employing a Likert scale ranging from strongly agree to strongly disagree. Quantitative analysis was performed using the percentage formula. Results indicate that a majority of students perceive ChatGPT as beneficial for learning translation and express satisfaction

with its use for various reasons. However, students acknowledge the need for control over AI usage to prevent misuse. This study contributes to understand students' perspectives on incorporating ChatGPT into translation practices, highlighting its potential benefits and the importance of responsible use.¹

The similarity between this previous research and the research that conducted by the researcher lies in their exploration of students' perceptions regarding the use of ChatGPT as a translation tool, with both studies focusing on Higher students as the subjects of research. The difference is that this previous research employed a quantitative methodology, while the research that conducted by the researcher utilizes a mixed-method approach. Additionally, the data collection technique in this previous study solely employs a questionnaire as the instrument, whereas the research that conducted by the researcher incorporated interviews, questionnaires and documentations. Furthermore, the location for the previous research was UIN Syech Djamil Djambek Bukittinggi, while this research located at Datokarama State Islamic University Palu.

The second relevant research is a research conducted by Sujarwo entitled “Students’ Perceptions of Using Machine Translation Tools in the EFL Classroom”. The previous research aims to explore the perceptions of English as a Foreign Language (EFL) students regarding the utilization of machine translation (MT) for translating various linguistic elements such as words, phrases, text, or speech.

¹ Veni Roza and Zulhirawati. "Higher Students' Perception of Using Chat GPT in Translating English Texts." *BiCED Proceeding 1* (2023): 64-73.

Employing a descriptive qualitative method, the research involves 13 EFL students as participants, who utilize MT technology. Data collection includes an analysis of translation quality supported by MT procedures and questionnaires administered to the students. The findings reveal that EFL students, particularly those in the sixth and seventh semesters of the English education department at Megarezky University, often find the need to review and rearrange translations to achieve accuracy and clarity. MT serves as an additional resource for comprehending foreign languages and functions akin to a dictionary. Despite its utility, students acknowledge the necessity of verifying and adjusting translations based on their own understanding. MT offers users a general understanding of content and may inspire further exploration or consideration to grasp nuanced meanings.²

There are similarities between the previous research and the research to be conducted by the researcher. Both studies examine students' perception of the use of translation tools. Furthermore, the subjects of the research are English department students. The difference lies in the data collection techniques. The previous research used questionnaires, while the researcher's study utilized interviews, questionnaires and documentations for data collection. Additionally, the previous research employed a quantitative methodology, while the research that conducted by the researcher utilizes a mixed-method approach. Furthermore, the

² Sujarwo. "Students' perceptions of using machine translation tools in the EFL classroom." *Al-Lisan: Jurnal Bahasa (e-Journal)* 5, no.2 August (2020): 230-241.

location for the previous research was Megarezky University, while this research located at Datokarama State Islamic University Palu.

The other relevant research was a research conducted by Maria Yanti and Lesly Martha C. Meka entitled “The students' perception in using Google Translate as a media in translation class”. The research employed a descriptive qualitative approach, gathering data through questionnaires, interviews, and translation tasks from sixth-semester students enrolled in the English Education Study Program. The findings reveal that students perceive more advantages than disadvantages in using Google Translate for translation classes. They view it as a convenient tool akin to a quick-access dictionary, facilitating rapid vocabulary lookup and enriching their lexicon. However, the tool's inaccuracy in translating entire paragraphs within context is noted, leading many students to consult dictionaries or seek assistance from peers. Despite this drawback, students see value in the errors generated by Google Translate, considering them as opportunities for practicing grammar and translation skills.³

The similarity between this previous research and the research to be conducted by the researcher is that they both want to know about students' perceptions of translation media and the subject is English department students. Additionally, the previous research employed a quantitative methodology, while the research that conducted by the researcher utilizes a mixed-method. The

³ Maria Yanti and Lesly Martha C. Meka. "The students' perception in using Google Translate as a media in translation class." *Proceedings of International Conference on English Language Teaching (INACELT)* 3, no. 1. November (2019): 128-143

difference is the previous research focus on google translate as a translation media and the research to be conducted by the researcher focus on ChatGPT as a translation media. Furthermore, the data collection technique on previous research were used interview, questionnaire, and translation task, while the research to be conducted by the researcher used interview, questionnaire and documentations as techniques in collecting the data.

B. Theoretical Review

1. Perception

a. Definition of Perception

George and Jones stated that Perception is the cognitive process through which individuals utilize their senses to select, organize, and interpret incoming stimuli, aiming to attribute meaning and structure to the world around them. Through perception, individuals seek to understand their environment, including its objects, events, and other inhabitants.⁴

According to Ivancevich in Tewel, et al., eds., Perception is the cognitive mechanism by which an individual effectively selects, organizes, and assigns meaning to stimuli within their environment.⁵ In addition, Ritonga mentioned that perception is the cognitive process through which individuals interpret and make

⁴ Jennifer M. George and Gareth R. Jones, *Understanding and Managing Organizational Behavior Sixth Edition*, (Upper Saddle River: Pearson Education, Inc., 2012), 97.

⁵ Bernhard Tewel, et al., eds., *Perilaku Organisasi*, (Bandung: CV. Patra Media Grafindo, 2017), 101.

sense of their environment, encompassing the subjective experience of objects, events, or relationships. It involves acquiring information from sensory stimuli and interpreting this data to construct a meaningful understanding of the world.⁶ Perception is a cognitive process where individuals interpret environmental stimuli to formulate an appropriate behavioral response. It does not invariably result in an objective representation of the environment; rather, it produces a distinctive representation shaped by the needs, desires, values, and disposition of the perceiver.⁷

According to Luthans, it's essential to understand that perception involves a unique interpretation of situations, not a precise reproduction. In essence, perception is a complex cognitive process that creates a personalized understanding of the world, which may significantly differ from reality.⁸ Based on the explanations above, it can be concluded that perception is the cognitive process through which individuals interpret sensory stimuli to understand their environment. It involves organizing incoming information to construct a meaningful understanding of the world. Perception is subjective and unique to each individual, shaping their interpretation of reality based on personal needs, desires, and values.

⁶ Dr. H. M. Husni Ritonga, M.A., *Psikologi Komunikasi*, (Medan: Perdana Publishing, 2019), 88-89.

⁷ Openstax, *Organizational Behavior* (Houston: Openstax, 2019), 64.

⁸ Fred Luthans, *Organizational Behavior: An Evidence-Based Approach* (New York: McGraw-Hill/Irwin, 2011), 135.

b. The Process of Perception

The process of perception begins with the observation of an object through the senses, triggering a stimulus. This stimulus is conveyed by sensory nerves to the brain, where processes occur to make individuals aware of what they see, hear, touch, and smell, prompting their responses. Although individuals encounter a variety of external stimuli, not all are processed and evoke a response. In this context, the response refers to the reaction individuals exhibit when receiving stimuli from their environment.⁹

According to Walgito in Setyaningsih, the formation of perception occurs through a process, where the sequence of perceptual processes can be outlined as follows: beginning with an object that stimulates and the stimulation affects sensory organs or receptors. This process is known as the physiological (physical) process. Subsequently, the stimulation received by the sensory organs is transmitted to the brain through sensory nerves. This process is termed the physiological process. Then, a process occurs in the brain, enabling the individual to be aware of what they receive through the receptors as a stimulus. The process that occurs in the brain/conscious center is referred to as the psychological process. Therefore, the final stage of the perceptual process is the individual's awareness of what is received through the sensory organs (receptors).¹⁰

⁹ A. Achiruddin S., *Pengantar Psikologi* (Makassar: Aksara Timur, 2018), 82-83.

¹⁰ Rila Setyaningsih, *Psikologi Komunikasi: Suatu Pengantar dan Perspektif Islam* (Ponorogo: UNIDA Gontor Press, 2019), 90.

c. Kinds of Perception

Based on the process of understanding a stimulus obtained through human senses, perception is divided into several types, namely:

- 1) Visual perception, entails the human ability to comprehend and interpret information obtained from the sense of sight, enabling perception of objects before or after direct interaction with them.
- 2) Auditory perception, originating from the sense of hearing, allows humans to recognize and understand various sounds, with a complex auditory system consisting of the ear, nerves, and brain.
- 3) Tactile perception, derived from the sense of touch, enables humans to feel touch and pressure through the skin, equipped with various sensitive receptors.
- 4) Olfactory perception, or smell, stemming from the sense of smell, enables humans to detect various odors through the nasal cavity, with specialized sensor cells within.
- 5) Gustatory perception, or taste, arising from the sense of taste on the tongue, enables humans to detect various flavors of food and chemicals through taste receptors on the tongue's surface and certain parts of the mouth.¹¹

¹¹ Dedi Rianto Rahadi and Etty Susilowati, *Perilaku Organisasi: Konsep dan Implementasi* (Bogor: PT. Filda Fikrindo, 2019), 196-198.

From the explanations of perception above, it can be concluded that each type of perception corresponds to a specific sensory modality through which humans receive and interpret stimuli from their environment.

d. Perceptual Errors

There are several perceptual errors that often occur in perceiving others. Robbins & Judge (2013: 179) refer to them as shortcuts in assessing others, namely selective perception, halo effect, contrast effects, and stereotyping. These perceptual errors can result in making incorrect decisions., namely:

- 1) Selective perception: Selective perception entails interpreting what an individual sees selectively, influenced by their interests, background, experiences, and attitudes. It enables rapid understanding of others, yet carries the risk of forming an inaccurate portrayal. As individuals tend to perceive what aligns with their desires, drawing unfounded conclusions from ambiguous situations is possible.
- 2) Halo effect: The halo effect is the tendency to judge someone solely based on one characteristic. The halo effect strongly influences our judgments of others, as we tend to extend our initial impression if we are impressed by someone's leadership or expertise in one area. If they excel in one aspect, we may assume they excel in others as well.
- 3) Contrast effect: The contrast effect involves evaluating someone's traits or characteristics based on a comparison with others recently encountered,

who receive higher or lower ratings for the same traits. We don't assess someone in isolation, so our reaction to an individual is influenced by others we have just met.

- 4) Stereotyping: Stereotyping involves judging someone based on perceptions about the group they belong to, often based on factors like gender, ethnicity, age, religion, or occupation.¹²

2. ChatGPT (Chat Generative Pre-Trained Transformer)

a. The Nature of ChatGPT

According to Atlas, *ChatGPT*, developed by OpenAI, is an advanced language model that harnesses artificial intelligence to produce text resembling human writing. It can be tailored for specific tasks, such as completing sentences or answering questions, serving as a research assistant, translation tool, and providing personalized feedback to enhance writing skills and facilitate effective communication.¹³ In addition, Deng and Ling stated that ChatGPT is a natural language processing (NLP) system crafted by OpenAI with the aim of creating conversations that resemble human interactions. Its functionality hinges on grasping conversational context to craft suitable responses. Built upon the GPT-3

¹² Bernhard Tewel, Adolfinia, Merinda H. Ch. Pandowo, and Hendra N. Tawas, *Perilaku Organisasi* (Bandung: CV. Patra Media Grafindo, 2017), 104-107.

¹³ Stephen Atlas, *ChatGPT for Higher Education and Professional Development: A Guide to Conversational AI* (DigitalCommons@URI, 2023), 2-3.

deep learning model, ChatGPT undergoes training on an extensive dataset of conversations.¹⁴

Based on the definition above it can be concluded that ChatGPT is an advanced natural language processing (NLP) system developed by OpenAI. It utilizes artificial intelligence to generate text that mimics human writing, and it can perform various tasks such as completing sentences, answering questions, acting as a research assistant, offering translation services, and providing personalized feedback.

b. History of ChatGPT

The history of ChatGPT begins with OpenAI's pioneering development of the Generative Pre-trained Transformer (GPT) language model in 2018. Utilizing unsupervised learning, this model was trained on extensive text data, capable of generating coherent and diverse text based on given prompts. In subsequent years, OpenAI introduced improved versions, including GPT-2 in 2019, with 1.5 billion parameters, and GPT-3 in 2020, boasting a staggering 175 billion parameters, making it the largest language model at the time. GPT-3 showcased remarkable versatility, excelling in various language tasks such as translation and content generation, garnering widespread adoption with over 100 million users within two months of its launch. Building upon this foundation, the latest iteration, ChatGPT-4, slated for release in mid-March 2023, represents a continuation of OpenAI's

¹⁴ Jianyang Deng and Yijia Ling, "The Benefits and Challenges of ChatGPT: An Overview" *Frontiers in Computing and Intelligent Systems* 2, no. 2 (2022): 81-83.

innovation in conversational AI. ChatGPTs, derived from the GPT models, undergo additional training and customization tailored for conversational applications, positioning them at the forefront of AI language technology, poised to redefine human-computer interaction and communication dynamics.¹⁵

c. How to use ChatGPT

To begin using *ChatGPT*, start by accessing the platform where the service is available, whether it's the official website (<https://chat.openai.com>), a mobile app, or another integrated platform. If you are a registered user, log in using your credentials; otherwise, sign up to create a new account, providing your email address and creating a password. Some platforms may require account verification through email or phone number. Once logged in, navigate to the ChatGPT service within the platform. Begin a conversation by typing your question or command into the provided text box and sending it. Wait for ChatGPT to process your request and provide a response, which may vary in timing based on complexity and system workload. Evaluate the response and use the information provided accordingly. If necessary, continue interacting with ChatGPT for additional assistance. After finishing your session, log out of your account for security purposes. Through these steps, you can effectively utilize ChatGPT for various tasks especially translation.

¹⁵ Mohammad Fraiwan and Natheer Khasawneh "A review of chatgpt applications in education, marketing, software engineering, and healthcare: Benefits, drawbacks, and research directions." *arXiv preprint arXiv:2305.00237* (2023): 2.

d. The Utilizations of ChatGPT

According to Atlas, ChatGPT plays a significant role in higher education, particularly in brainstorming and writing assistance. It can be trained to grasp assignment requirements, providing valuable suggestions and corrections to enhance writing quality, especially for non-native speakers or those facing writing challenges. For example, students can rely on ChatGPT for essay brainstorming and feedback. Additionally, it also can support professional communication by assisting in email and document creation, while also offering simulated training scenarios. Moreover, ChatGPT enables personalized learning through tailored exercises, quizzes, and learning plans based on individual progress and preferences. For instance, students can create personalized flashcards to aid their studies using ChatGPT.¹⁶

Moreover, Atlas outlined a wide array of specific applications for ChatGPT within higher education administration, offering a multifaceted approach to improving various facets of academic operations. Firstly, ChatGPT can be harnessed for automated essay scoring, providing educators with a precise and efficient method for assessing writing proficiency. Through training, language models acquire the ability to comprehensively evaluate student essays, streamlining the grading process and offering valuable insights into students' writing abilities. Additionally, the personalized tutoring capabilities of language models enable

¹⁶ Stephen Atlas, *ChatGPT for Higher Education and Professional Development: A Guide to Conversational AI* (DigitalCommons@URI, 2023), 5.

tailored feedback and support for students, enhancing their learning experiences as they navigate assignments and problem-solving tasks. This individualized approach fosters student engagement and academic success, catering to diverse learning needs within the student body.¹⁷

Furthermore, ChatGPT serves as a valuable research assistant, aiding researchers in literature review, hypothesis formulation, and paper composition, thereby streamlining the research process. In the classroom setting, teachers benefit from ChatGPT's assistance in lesson planning, presentation development, and educational material creation, optimizing teaching effectiveness and efficiency. Additionally, the language translation function of ChatGPT enhances accessibility to educational materials for students and faculty proficient in different languages, fostering inclusivity within the academic community. Through email and chatbot assistance, ChatGPT aids in addressing common inquiries from students, faculty, and staff, freeing up administrators' time for more complex tasks. Overall, ChatGPT's diverse applications contribute significantly to enhancing efficiency, effectiveness, and inclusivity within higher education institutions.¹⁸

e. ChatGPT as a Translation Tool

ChatGPT demonstrates advanced translation capabilities due to its integration of natural language processing (NLP) technology and machine learning algorithms. Leveraging an extensive dataset encompassing multiple languages and

¹⁷ Ibid., 6-9.

¹⁸ Ibid.

contexts, ChatGPT is capable of generating precise and contextually relevant translations for both straightforward and intricate texts. According to Hendy et al., ChatGPT systems are capable of generating highly fluent and competitive translation outputs, especially for translations involving high-resource languages.¹⁹

Additionally, Jiao et al. stated that ChatGPT demonstrates competitive performance similar to commercial translation tools such as Google Translate for well-resourced languages and shows potential as an effective translator for spoken language contexts.²⁰

Based on the viewpoints put forth by both experts, the researcher restricted this study exclusively to ChatGPT's performance as a translation tool.

3. Translation

a. Definition of Translation

According to Catford, translation can be defined as the process of substituting textual material from one language (SL) with equivalent textual material from another language (TL). This definition is intentionally broad and highlights the replacement aspect. When translating, it's not always the entire SL text that gets replaced with TL equivalents. Instead, there could be simple

¹⁹ Amr Hendy, et al. "How Good Are GPT Models at Machine Translation? A Comprehensive Evaluation" *arXiv preprint arXiv:2302.09210 February* (2023): 22.

²⁰ Wenxiang Jiao, et al. "Is ChatGPT A Good Translator? A Preliminary Study" *arXiv preprint arXiv:2301.08745 1.10 January* (2023): 4.

replacement of SL grammar and vocabulary with TL equivalents, as well as substitution of SL graphological features with TL equivalents.²¹

Additionally, Weber provides a definition of translation, stating that it involves transferring a text from one language to another. The translated text should faithfully represent the meaning and subtleties of the original, presented in a clear and refined manner that ensures easy comprehension for the reader. It's crucial that the translation maintains impeccable punctuation, spelling, and grammar.²² Moreover, according to the Merriam-Webster dictionary, translation is defined as the transformation from one form to another, or the conversion from one language to another, and vice versa.²³

Based on the definitions above, it can be concluded that translation involves substituting elements of text from one language into another, with the aim of achieving equivalence between the source and target languages. This process encompasses various linguistic aspects, ensuring that the meaning, nuances, and stylistic features of the original text are faithfully represented in a polished manner for reader comprehension. Additionally, translation entails the transformation of text between languages, emphasizing the conversion from one form to another.

²¹ J.C. Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), 20-21.

²² W. K. Weber, *Training Translators and Conference Interpreters*, (Englewood Cliff: Prentice Hall Regent, 1984), 3.

²³ "Translation," Merriam-Webster Dictionary. <https://www.merriam-webster.com/dictionary/translation> (24 April 2024).

b. Method of Translation

Newmark categorizes eight translation methods into two main groups. Four methods, including word-for-word translation, literal translation, faithful translation, and semantic translation, tend to prioritize the source language (SL). Meanwhile, the other four methods, such as adaptation, free translation, idiomatic translation, and communicative translation, lean towards favoring the target language (TL).²⁴

1) Word-for-word translation

Word-for-word translation involves translating each word from the source language (SL) into the target language (TL) individually, maintaining the order of words as they appear in the original text. This method also preserves the grammatical structure of the SL, converting it into its nearest equivalent in the TL. Additionally, cultural words are translated literally. The main purposes of word-for-word translation are to understand the structure of the source language and to tackle challenging texts before the actual translation process begins.

2) Literal translation

A literal translation involves converting the grammatical structures of the source language (SL) to their closest equivalents in the target language (TL). However, individual lexical words are translated independently and out of their

²⁴ Peter Newmark, *A TextBook of Translation*, (London: Prentice Hall International Ltd, 1988), 45.

original context. This method is often used as a preliminary step in translation to identify and address potential challenges in the process.

3) Faithful translation

Faithful translation aims to convey the exact contextual meaning of the original text while adhering to the grammatical structures of the target language (TL). It transfers cultural references and maintains the level of grammatical and lexical uniqueness found in the source language (SL), even if it deviates from the norms of the TL. The goal is to remain completely loyal to the intentions and expression of the original SL writer.

4) Semantic translation

Semantic translation is similar to faithful translation but places greater emphasis on preserving the aesthetic value of the source language (SL) text. While still aiming to convey the precise meaning of the original, semantic translation may compromise on literal meaning to ensure the beauty and natural flow of the TL text. This method may also replace less important cultural terms with culturally neutral or functional equivalents and make minor adjustments to enhance readability.

5) Adaptation

The adaptation translation method is the most liberal form of translation. It is commonly employed for plays, comedies, and poetry. In adaptive translation, the themes, characters, and plots of the original text are typically retained, while the cultural context of the source language (SL) is transformed into that of the target

language (TL). The text is then restructured or rewritten to suit the target culture. However, the text warns against the practice of directly translating a play or poem and then having it rewritten by a different writer, as this can lead to poor adaptations.

6) Free translation

Free translation involves reproducing the content of the original text without adhering to its original form or style. Typically, it results in a paraphrase that is longer than the original text. This type of translation is often referred to as "intralingual translation," where the text is translated within the same language. Free translation tends to be verbose and may come across as pretentious. In essence, it focuses on conveying the meaning of the original text rather than preserving its exact wording or structure.

7) Idiomatic translation

Idiomatic translation aims to convey the overall message of the original text. However, it often distorts nuances of meaning by favoring colloquialisms and idioms that may not exist in the original text. This method tends to result in translations that are lively and appear natural, although they may deviate from the precise meaning or style of the original text.

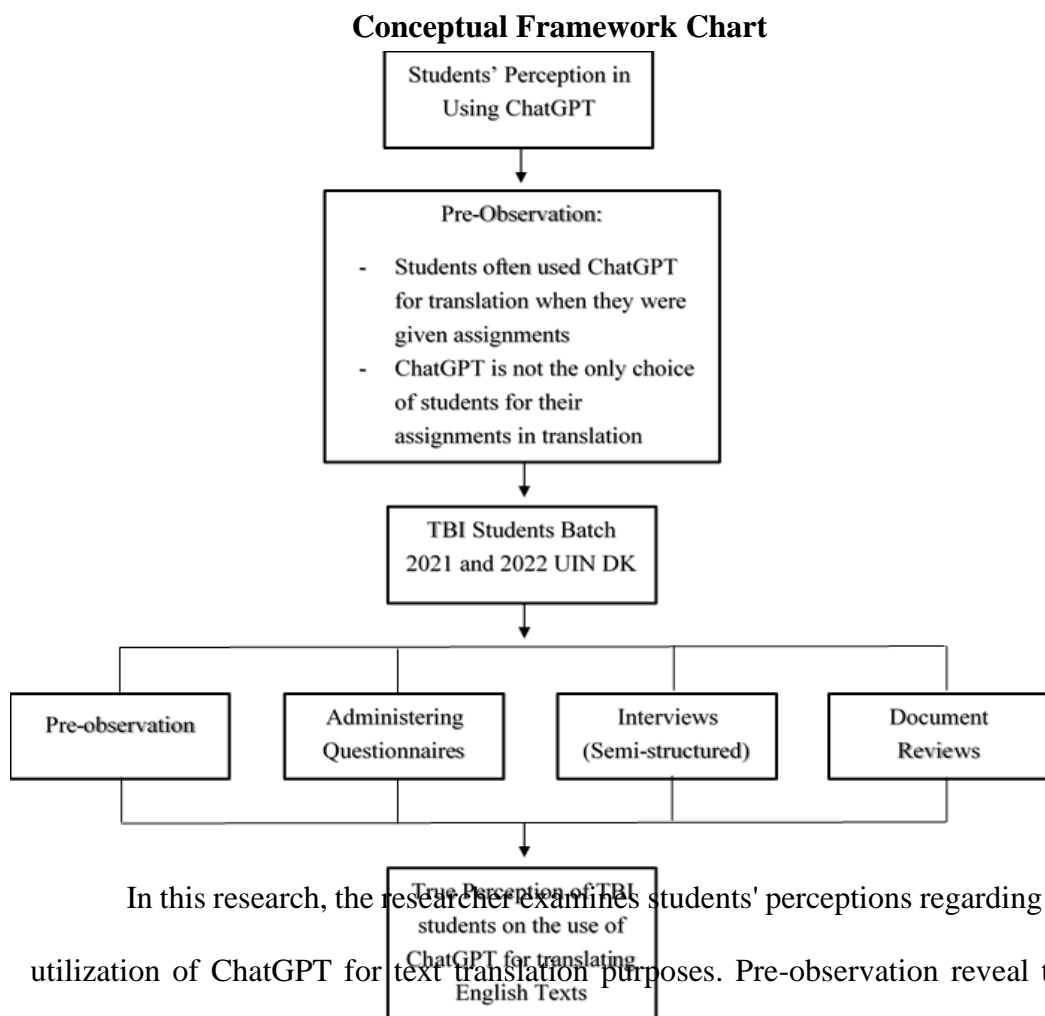
8) Communicative translation

Communicative translation, as described in the text, aims to convey the precise contextual meaning of the original text in a way that is easily understandable

and acceptable to the intended readership. This approach focuses on ensuring both the content and language of the translation are accessible and comprehensible to the audience.²⁵

C. Conceptual Framework

The conceptual framework in this research focused on students' perceptions of the use of ChatGPT in English texts among TBI students from the 2021 and 2022 batches at UIN Datokarama Palu.



²⁵ Ibid., 45-47.

many students rely on translation tools to assist them with their translation assignments. Among various translation tools available, ChatGPT is frequently used by students to facilitate their text translation assignments.

In the TBI batch 2021 and 2022, the researcher collected data on students' perceptions regarding the use of ChatGPT for translation. This data was gathered through questionnaires and subsequently reinforced by interviews and document reviews.

The results of this research are expected to provide a deeper understanding of TBI students' perceptions regarding the use of ChatGPT for translating English texts.

D. Trustworthiness of Data

According to Danuari and Maisaroh, in qualitative research, findings or data are deemed valid when there is no discrepancy between what the researcher reports and what actually occurs in the studied object.²⁶ In qualitative research, triangulation is utilized to uphold the credibility and reliability of the findings by cross-verifying information from different sources or employing diverse data collection methods. According to Sugiyono, in data collection techniques,

²⁶ Danuari and Siti Maisaroh, *Metode Penelitian Pendidikan*, (Cet. 1; Yogyakarta: Samudra Biru, 2019), 135.

triangulation is defined as a method that combines different data collection techniques and existing data sources.²⁷

As this research utilizes a mixed-methods approach, methodological triangulation is inherently present due to the integration of both qualitative and quantitative methods within a single study. In this research, the researcher compared the responses obtained from interviews with informants to the results of questionnaires distributed via Google Forms.

²⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2013), 241.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

The research approach used in this research is a mixed-method approach. According to Creswell and Clark, mixed methods research is an inquiry approach that integrates both qualitative and quantitative data. This method entails not only collecting and analyzing data from both qualitative and quantitative sources but also intertwining these approaches throughout the study process.¹

The type of the research used is sequential explanatory. According to Creswell, the sequential explanatory strategy represents a widely utilized approach within mixed methods design. This strategy involves initially gathering and analyzing quantitative data in a first phase of the research process. Subsequently, in a second phase, qualitative data collection and analysis are conducted, building upon the insights derived from the initial quantitative findings.² The results of both the quantitative and qualitative phases are combined in a single mixed method study.

¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approach* (3rd edition; Los Angeles: Sage Publications, Inc., 2009), 2.

² *Ibid.*, 172.

In accordance with the research title, the study aims to explore students' respond to employing ChatGPT for translation tasks, drawing from their experiences. Additionally, students were encouraged to articulate their reasons for utilizing ChatGPT. Therefore, the research focused on students' perceptions of the use of ChatGPT in translating English texts.

B. Research Setting.

The research location is where the data collection and problem-solving processes of the research occur. For this study, the research took place at Campus II of Datokarama State Islamic University Palu, located in Pombewe, Sigi. The selection of this location is based on several factors, including the researcher's familiarity with the area and its suitability for the research topic. The choice of this site is deemed appropriate because the researcher finds some students using ChatGPT in translating texts, aligning with the research's focus on exploring students' perceptions of ChatGPT usage in translation.

C. Population and Sample of the Study

According to Sugiyono, a population is a generalization area consisting of objects/subjects with specific qualities and characteristics defined by the researcher for study and conclusion. Therefore, a population includes not only people but also objects and other natural entities. It encompasses all the characteristics and properties of the subjects or objects being studied, not just their number.³ The

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2013), 80.

population of this study are the students of the English Tadrif Study Program, batch of 2021 and 2022, at UIN Datokarama Palu. There are 76 students divided into two batches. The 2021 batch consists of 46 students distributed across three classes, while the 2022 cohort consists of 30 students distributed across two classes.

To determine the sample size for this study, the approach used is simple random sampling. It's called "simple" because sample members are selected randomly from the population without regard to any population strata. This method is objective, widely applied, and effective in reducing sampling subjectivity.

D. Positionality of the Researcher

The researcher in this case was an interviewer, posing questions to the informants who are the subjects of this study, and as a distributor of questionnaires via Google Forms to each participant. The primary objective of the researcher's involvement in the research is to procure valid and precise data through interviews and questionnaires with students. The researcher assumes a pivotal role in the research process, as the success or failure of the study hinges on their active participation in the field. Therefore, in this study, the researcher was directly involved in the fieldwork, conducting interviews and administering questionnaires to students to gather essential data from the informants, specifically students in the English Tadrif Department at State Islamic University Datokarama Palu.

E. Data and Data Source

According to Arikunto in Abubakar, data source refers to the subjects from which data is obtained or collected. When researchers utilize questionnaires or

interviews to gather data, the data source is referred to as respondents, who are individuals responding to the researcher's questions, whether orally or in writing. If researchers employ observation techniques, data sources can include objects, movements, and events.⁴ It can be concluded that data source in research are the entities from which data is collected. The data sources in the research consist of two types; primary and secondary data.

1. Primary Data

Primary data refers to data obtained directly from the source by the data collector.⁵ According to Sarwono in Kusumastuti and Khoiron, primary data refers to textual information derived from interviews conducted with the informants who are sampled for the research.⁶ In conclusion, primary data is information collected from the source by the researcher, often through interviews with sampled informants.

This research utilized interviews, questionnaires, and document reviews to gather primary data from students enrolled in the English Tadris Study Program, batch of 2021 and 2022, at Datokarama State Islamic University Palu, who served as research participants. The research aims to explore the students' perceptions of the English Tadris Study Program regarding the utilization of ChatGPT for

⁴ H. Rifa'i Abubakar, *Pengantar Metodologi Penelitian*, (Yogyakarta: SUKA-Press UIN Sunan Kalijaga, 2021), 57.

⁵ Zuchri Abdussamad, *Metode Penelitian Kualitatif*, (Makassar: Syakir Media Press, 2021), 142.

⁶ Adhi Kusumastuti and Ahmad Mustamil Khoiron, *Metode Penelitian Kualitatif*, (Semarang: Sukarno Pressindo, 2019), 34.

translating texts. Primary data was collected through semi-structured interviews with students, as well as through the distribution of a questionnaire via Google Forms. Document review was conducted to gather data in both printed (hard copy) and electronic (soft copy) formats. The data was used to complement the findings from the research.

2. Secondary Data

According to Sarwono in Kusumastuti and Khoiron, secondary data refers to existing data that can be obtained by the researcher through reading, viewing, or listening. This data typically originates from primary data that has been processed or analyzed by previous researchers.⁷ Secondary data serves to complement primary data and is gathered through literature review, referencing books, magazine articles, newspaper reports, and relevant written archives pertaining to the research topic. In this study, secondary data consists of books, journals, and articles.

F. Techniques of Data Collection

The aim of this research is to acquire data that aligns with the researcher's needs, making the selection of data collection techniques a crucial aspect of this research. According to Abubakar, data collection technique refers to the specific approach or method employed by the researcher to systematically gather the

⁷ H. Rifa'i Abubakar, *Pengantar Metodologi Penelitian*, (Yogyakarta: SUKA-Press UIN Sunan Kalijaga, 2021), 67.

requisite data essential for addressing the research problem at hand.⁸ In this research, the researcher relied on interviews, questionnaires, and document reviews.

1. Interview

Interview is a purposeful conversation conducted between two parties: the interviewer, who poses questions, and the interviewee, who provides answers to those questions. According to Esterberg in Abubakar, an interview involves a meeting between two individuals to exchange information and ideas through question-and-answer sessions, thereby constructing meaning within a specific research topic.⁹

Three commonly used types of interviews in research are structured interviews, unstructured interviews and semi-structured interviews. In this research, semi-structured interviews were utilized. Mathers stated that a semi-structured interview is an interview that uses open-ended questions to guide the discussion on specific topics the researcher aims to explore. This format allows for in-depth discussion on certain subjects and provides flexibility for both the interviewer and interviewee.¹⁰ According to Ruslin et al, semi-structured interviews are preferable in qualitative research for two main reasons. First, they allow researchers to obtain more in-depth information from informants compared to structured interviews.

⁸ H. Rifa'i Abubakar, *Pengantar Metodologi Penelitian*, (Yogyakarta: SUKA-Press UIN Sunan Kalijaga, 2021), 67.

⁹ Ibid.

¹⁰ Nigel Mathers, Nick Fox, and Amanda Hunn, *Using Interviews in a Research Project*, (Sheffield: Trent Focus Group, 1998), 2.

Second, they are flexible and adaptable while maintaining direction, unlike unstructured interviews.¹¹

The interview process was conducted online via *WhatsApp* and *Google Forms*. The researcher sent a *Google Form link* containing interview questions to the 10 respondents for them to complete. Afterward, the interview continued through *WhatsApp* to discuss their responses from the *Google Form* in more detail. The interviewees were asked the same set of 6 questions through *Google Form* regarding their perceptions of using ChatGPT for text translation.

2. Questionnaire

According to Abubakar, questionnaire is a list of questions prepared by the researcher to be presented to respondents. The content of the questionnaire comprises questions whose answers are necessary to address the issues or problems under investigation.¹² The questionnaire utilized in this study adopts a closed questionnaire format, where predetermined answers are provided for the questions. Respondents are required to select the most appropriate answer from the options provided, eliminating the need for them to provide open-ended responses. The questionnaire was distributed via the *Google Form link*.

¹¹ Ruslin, et al., "Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies" *IOSR Journal of Research & Method in Education (IOSR-JRME)* 12, no. 1 (2022): 29.

¹² H. Rifa'i Abubakar, *Pengantar Metodologi Penelitian*, (Yogyakarta: SUKA-Press UIN Sunan Kalijaga, 2021), 67.

The questionnaire consisted of 10 questions on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). These questions were distributed to 30 students enrolled in the 2021 and 2022 cohorts of the English Tadris Study Program at Datokarama State Islamic University Palu. The purpose is to gauge their perspectives regarding the utilization of *ChatGPT* for text translation.

In analyzing student responses, the researcher uses Likert scale categories to evaluate the responses, as shown in the following table:

Table 3.1 Scoring System

Positive statement	Score	Negative statement	Score
Category		Category	
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SA)	1	Strongly Disagree (SD)	5

3. Document Review

In this research, document review was carried out to collect data in both printed (hard copy) and electronic (soft copy) formats. This included texts translated by ChatGPT created by students and other supporting documents. These materials served to complement the data gathered from the research findings.

G. Techniques of Data Analysis

According to Creswell, data analysis is the researcher's effort to interpret data comprehensively, whether it be textual or visual. Therefore, researchers must thoroughly prepare the data to be analyzed, understood, presented, and interpreted.¹³

Nurhayati states that data analysis involves the systematic evaluation of data through logical and rational interpretation, aiming to scrutinize each collected data component. The primary objective of data analysis is to derive meaningful insights from the data, enabling the utilization of acquired knowledge for making dependable decisions.¹⁴

1. Quantitative Data Analysis

a. Validity and Reliability

Data collection in this study utilized a questionnaire measured on a Likert scale. The results of the validity and reliability tests for the research instrument were obtained from a trial sample of 30 respondents.

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approach* (3rd edition; Los Angeles: Sage Publications, Inc., 2009), 171.

¹⁴ Dwi Astuti wahyu Nurhayati, *Research Methodology*, (Tulungagung: Akademia Pustaka, 2020), 116.

1) Validity Test

The researcher employed the Pearson correlation approach to perform the validity test in this study. If the calculated correlation value (r-count) exceeded the r-table value, the item was deemed valid. Here is the formula for product moment correlation:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

With description:

- r_{xy} : Number of scores X and Y
- $\sum X$: Number of X variable scores
- $\sum Y$: Total score of variable Y
- $\sum XY$: Number of subjects
- $(\sum X)$: The sum of squares of the grain score
- $(\sum Y)$: The sum of squares the total score
- N : Total population¹⁵

Criteria to determine if a question has a significant correlation with the total score is if the r-value for each question is higher than the r-table value, it is considered valid.

After obtaining the r value from calculations assisted by the SPSS 26.0 program, it is then compared with the r value in the r table (r table = 0.361). Items with an r value > 0.361 are considered valid, while items with an r value < 0.361 are considered invalid.

¹⁵ Gito Supriadi, *Statistik Penelitian Pendidikan*, (Yogyakarta: UNY Press, 2021), 111.

2) Reliability Test

In the reliability test, the researcher utilized the Basic Cronbach's alpha method to determine the consistency of the questionnaire when measurements are repeated. Here is the formula for Cronbach's alpha: ¹⁶

$$r = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

With description:

r : The reliability coefficient being sought

k : Number of test items

σ_i^2 : Variance of individual test items

σ^2 : Variance of the total test scores

The item or variable is considered reliable if its Cronbach's alpha value > 0.7.

b. Descriptive Analysis

In this study, descriptive statistics were employed for the quantitative data analysis using SPSS 26.0. It involves describe the state or characteristics of each research variable. The collected data is descriptive and aims not to test hypotheses or make predictions, but to describe a phenomenon, condition, or actual event observed in the field.

¹⁶ Burhan Nurgiyantoro, Gunawan and Marzuki, *Statistik Terapan untuk Penelitian Ilmu sosial*, (Yogyakarta: Gadjah Mada University Press, 2015), 426.

c. Quantitative Statistical Analysis

In this study, students' perceptions of using ChatGPT as a translation tool were gathered through questionnaire. The questionnaire used in this research was a closed-ended questionnaire. The data from the questionnaire were processed using descriptive statistics through percentage calculations to compare the frequency of each answer option. The percentage was calculated by comparing the total frequency of responses to the total number of samples or respondents, multiplied by 100%. This was formulated using the Slovin formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage

f = frequency of respondent answers

N = total number of respondents¹⁷

The data collected through the questionnaire represents the students' responses. This data is presented according to the most frequently chosen answers, down to the least selected responses by the students.

Table 3.2 Criteria for Assessing Percentage/Score

Interval class score category	Rate
81% - 100%	Very high

¹⁷ Marhawati, et al., *Statistika Terapan*, (Sukoharjo: Tahta Media, 2022), 81

61% - 80%	High
41% - 60%	Moderate
21% - 40%	Low
0% - 20%	Very low

The data obtained from the questionnaire results were then analyzed to explore students' perceptions of using ChatGPT as a translation tool, supported by interview findings and document reviews.

2. Qualitative Data Analysis

Miles and Huberman, as described by Saleh, outline three stages in analyzing data. These stages are delineated as follows:¹⁸

a. Data Reduction

Data reduction involves summarizing, selecting key elements, focusing on important aspects, and identifying themes and patterns. Consequently, the reduced data provides a clearer picture, facilitating the researcher in further data collection and retrieval when needed. In this study, the researcher summarizes and categorizes the data gathered from field interviews, focusing on extracting essential research findings.

b. Data Display

After data reduction, the data presentation is typically conveyed through concise descriptions, charts, inter-category relationships, and the like. In this

¹⁸ Sirajuddin Saleh, *Analisis Data Kualitatif*, (Bandung: Pustaka Ramadhan, 2017), 85.

research, the information gathered from interviews and questionnaires was presented in narrative form. The presentation of the data in the form of narrative text aims to provide a deeper understanding of students' views, experiences, and thoughts on the use of ChatGPT.

c. Verification

The third step in data analysis in qualitative research is drawing conclusions and verification. In qualitative research, conclusions represent novel findings that were previously unclear or unknown. These findings could be descriptions or depictions of an object that was previously vague or obscure, but becomes clearer upon examination. Conclusions may involve causal or interactive relationships, as well as hypotheses or theories.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

This study presents and discusses findings related to the research problem, as well as data obtained through interviews and online questionnaires. The research provides a description of the data collected from the field, including interviews and questionnaires exploring students' perceptions of using ChatGPT as a tool for translating English texts for the students of the English Tadris Departement batch 2021 and 2022, Faculty of Tarbiyah, UIN Datokarama Palu. In this discussion, the researcher aims to describe the research findings based on the objective established as the foundation for this study. The researcher aims to outline the findings from the interviews and the results of the questionnaire as follows:

1. Validity and Reliability

The researcher conducted preliminary testing with 30 participants to ensure dependability. The validity and reliability of the instruments measuring students' perceptions and their levels of satisfaction are shown in the following tables and figures, based on the analyzed questionnaire data.

Table 4.1 The Validity and Reliability test

Items	R-value	R-table	Conclusion	Cronbach's Alpha	Critical Point	Conclusion
Q01	0.711	0.361	Valid			
Q02	0.517	0.361	Valid			
Q03	0.558	0.361	Valid			
Q04	0.661	0.361	Valid			

Q05	0.643	0.361	Valid	0.852	0.7	Reliable
Q06	0.585	0.361	Valid			
Q07	0.445	0.361	Valid			
Q08	0.326	0.361	Invalid			
Q09	0.755	0.361	Valid			
Q10	0.756	0.361	Valid			
Q11	0.356	0.361	Invalid			
Q12	0.117	0.361	Invalid			
Q13	0.154	0.361	Invalid			
Q14	0.649	0.361	Valid			

The researcher employed the Pearson correlation method to perform the validity test in this study. An item is deemed valid if the calculated correlation value (r-count) exceeds the r-table value. Referencing the r-table at a 5% significance level (0.05) from the statistical distribution table, the r-table value is determined to be 0.361. Thus, according to the Pearson Product Moment Validity Test guidelines, an item is considered valid if its r-value is greater than the r-table. Conversely, if the r-value is less than the r-table, the item is deemed invalid.

For the reliability test, the researcher applied the Basic Cronbach's alpha method to determine the questionnaire's consistency when repeated measurements are taken. An item or variable is considered reliable if its Cronbach's alpha value exceeds the critical point of 0.7.

In this validity test, with 30 samples evaluating 14 instrument items, the researcher determined that, using the r-table value of 0.361, the lowest calculated R-values of the instruments were 0.326 (Q08), 0.356 (Q11), 0.117 (Q12), and 0.154 (Q13). These items are considered invalid. Afterwards, the highest calculated R-value is 0.756 owned by Q10. In this instrument, out of 14 items, only 10 items

showed that their R-value is greater than the R-table. Consequently, only 10 items were deemed valid and utilized in this research.

Meanwhile, according to the table above, the reliability test results indicated a Cronbach's alpha value of 0.852, which surpasses the critical value of 0.7. This finding confirms that the data is reliable.

2. Quantitative Findings

Descriptive statistics were utilized to evaluate respondents' perceptions of using ChatGPT as a translation tool for English text. This study specifically investigates the perceptions of students from the English Tadris Department batch 2021 and 2022, who regularly use translation tools like ChatGPT for their assignments. For analytical purposes, responses of "Strongly Disagree" and "Disagree" were consolidated into a single negative category, while "Strongly Agree" and "Agree" were combined into a single positive category, with "Neutral" responses kept as a separate category.

Table 4.2 Results of Questionnaire Distribution No. 1 (In translating English text, I always use ChatGPT)

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	6	20%
3.	Neutral	17	56.7%
4.	Agree	6	20%
5.	Strongly Agree	1	3.3%
Total		30	100%

The results from Table 4.1 show that no students (0%) strongly disagree with the statement "In translating English text, I always use ChatGPT." Six students disagree (20%), while seventeen students are neutral (56.7%). Additionally, six

students agree (20%), and one student strongly agrees (3.3%). Overall, the total number of respondents is 30 students (100%).

The six students who selected "Disagree" do not necessarily indicate that they have never used ChatGPT. Instead, their response suggests that they have only used it a limited number of times, approximately two to three times.

The analysis indicates a diverse range of opinions among students regarding the use of ChatGPT for translating English texts. While the majority remain neutral, there is an equal split between those who agree and disagree with the statement.

Table 4.3 Results of Questionnaire Distribution No. 2 (I have ChatGPT application in my gadget that is always available for use).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	3	10%
2.	Disagree	2	6.7%
3.	Neutral	8	26.7%
4.	Agree	11	36.6%
5.	Strongly Agree	6	20%
Total		30	100%

The results from Table 4.2 show that three students (10%) strongly disagree that they have the ChatGPT application readily available on their gadgets, while two students (6.7%) disagree. A total of eight students (26.7%) are neutral regarding the availability of the ChatGPT application. On the other hand, eleven students (36.6%) agree that they have the ChatGPT application always available for use, and six students (20%) strongly agree. Overall, the total number of respondents is 30 students (100%).

The analysis indicates that a considerable number of students (56.6% combining Agree and Strongly Agree) have the ChatGPT application available on their gadgets and are likely to use it. However, a notable portion (26.7%) remains

neutral, and a smaller segment (16.7%) disagrees or strongly disagrees, suggesting variability in the necessity and usage of ChatGPT among the students.

Table 4.4 Results of Questionnaire Distribution No. 3 (ChatGPT could translate text effectively).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	2	6.7%
3.	Neutral	15	50%
4.	Agree	12	40%
5.	Strongly Agree	1	3.3%
Total		30	100%

The results from Table 4.3 reveal that no students (0%) strongly disagree with the statement "ChatGPT could translate text effectively." Two students (6.7%) disagree, while fifteen students (50%) are neutral regarding its effectiveness. Additionally, twelve students (40%) agree that ChatGPT can translate text effectively, and one student (3.3%) strongly agrees. The total number of respondents is 30 students (100%).

The data indicates that opinions on the effectiveness of ChatGPT in translating text are varied among students. While a majority are either neutral (50%) or agree (40%) that ChatGPT is effective for translation, a smaller proportion disagrees (6.7%) or strongly agrees (3.3%). The absence of strong disagreement suggests a general acceptance of ChatGPT's effectiveness, but the significant neutral response indicates uncertainty or lack of strong conviction among a substantial number of students.

Table 4.5 Results of Questionnaire Distribution No. 4 (I use ChatGPT for translating word by word).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	4	13.3%
2.	Disagree	9	30%
3.	Neutral	12	40%
4.	Agree	3	10%
5.	Strongly Agree	2	6.7%
Total		30	100%

The results from Table 4.4 show that four students (13.3%) strongly disagree with the statement "I use ChatGPT for translating word by word," and nine students (30%) disagree. Twelve students (40%) are neutral regarding this use of ChatGPT. Additionally, three students (10%) agree, and two students (6.7%) strongly agree with the statement. The total number of respondents is 30 students (100%).

The data indicates that a majority of students either disagree or are neutral about using ChatGPT for word-by-word translation. Specifically, 43.3% of students (combining Strongly Disagree and Disagree) do not use ChatGPT in this manner, while 40% are neutral. Only a small percentage of students (16.7% combining Agree and Strongly Agree) use ChatGPT for word-by-word translation.

Table 4.6 Results of Questionnaire Distribution No. 5 (I use ChatGPT for translating sentence by sentence).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	6	20%
3.	Neutral	14	46.7%
4.	Agree	8	26,7%
5.	Strongly Agree	2	6.7%

Total	30	100%
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The results from Table 4.5 reveal that no students (0%) strongly disagree with the statement "I use ChatGPT for translating sentence by sentence." Six students (20%) disagree, and fourteen students (46.7%) are neutral on the matter. Additionally, eight students (26.7%) agree with the statement, while two students (6.7%) strongly agree. The total number of respondents is 30 students (100%).

The data from shows that a significant portion of students are neutral (46.7%) regarding the use of ChatGPT for translating sentence by sentence. A notable percentage agree with this practice (26.7%), while a smaller number either disagree (20%) or strongly agree (6.7%). The absence of strong disagreement suggests general acceptance of the tool's effectiveness for sentence-by-sentence translation, but the varied responses highlight that its use is not universally adopted among all students.

Table 4.7 Results of Questionnaire Distribution No. 6 (I use ChatGPT for translating paragraph by paragraph).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	4	13.3%
3.	Neutral	15	50%
4.	Agree	8	26.7%
5.	Strongly Agree	3	10%
Total		30	100%

The results from Table 4.6 indicate that no students (0%) strongly disagree with the statement "I use ChatGPT for translating paragraph by paragraph." Four students (13.3%) disagree, and fifteen students (50%) are neutral on the matter.

Additionally, eight students (26.7%) agree with the statement, while three students (10%) strongly agree. The total number of respondents is 30 students (100%).

The data indicates that while half of the students (50%) are neutral about using ChatGPT for translating paragraph by paragraph, a significant portion (26.7%) agrees with this practice. A smaller percentage either disagrees (13.3%) or strongly agrees (10%). The absence of strong disagreement suggests a general acceptance of ChatGPT for paragraph translation, but the varied responses indicate that its use is not universally embraced by all students.

Table 4.8 Results of Questionnaire Distribution No. 7 (ChatGPT makes me lazy to open the dictionary).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	1	3.3%
2.	Disagree	4	13.3%
3.	Neutral	15	50%
4.	Agree	5	16.7%
5.	Strongly Agree	5	16.7%
Total		30	100%

The results from Table 4.7 reveal that one student (3.3%) strongly disagrees with the statement "ChatGPT makes me lazy to open the dictionary." Four students (13.3%) disagree, while fifteen students (50%) are neutral. Additionally, five students (16.7%) agree, and another five students (16.7%) strongly agree with the statement. The total number of respondents is 30 students (100%).

The data indicates that while a significant number of students (50%) are neutral about whether ChatGPT makes them lazy to open the dictionary, a combined total of 33.4% (Agree and Strongly Agree) feel that ChatGPT does impact their dictionary usage. A smaller proportion either disagrees (13.3%) or

strongly disagrees (3.3%) with this notion, suggesting varied opinions on the influence of ChatGPT on their dictionary habits.

Table 4.9 Results of Questionnaire Distribution No. 8 (ChatGPT really helps me in every translation tasks).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	2	6.7%
3.	Neutral	13	43.3%
4.	Agree	13	43.3%
5.	Strongly Agree	2	6.7%
Total		30	100%

The results from Table 4.8 indicate that no students (0%) strongly disagree with the statement "ChatGPT really helps me in every translation task." Two students (6.7%) disagree with the statement, and thirteen students (43.3%) are neutral. Another thirteen students (43.3%) agree that ChatGPT is helpful, while two students (6.7%) strongly agree. The total number of respondents is 30 students (100%).

The data indicates a generally positive perception of ChatGPT's effectiveness in assisting with translation tasks. A substantial portion of students either agree (43.3%) or are neutral (43.3%) about the tool's helpfulness, suggesting that ChatGPT is seen as beneficial by a significant number of respondents, but opinions vary. Only a small percentage disagree (6.7%) or strongly agree (6.7%), indicating that while there is general acceptance of ChatGPT's utility, there is also a range of opinions about its impact on translation tasks.

Table 4.10 Results of Questionnaire Distribution No. 9 (I can not translate without using ChatGPT).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	8	26.7%
2.	Disagree	13	43.3%
3.	Neutral	9	30%
4.	Agree	-	-
5.	Strongly Agree	-	-
Total		30	100%

The results from Table 4.9 indicate that eight students (26.7%) strongly disagree with the statement "I cannot translate without using ChatGPT." Additionally, thirteen students (43.3%) disagree, and nine students (30%) are neutral on the matter. Notably, no students (0%) agree or strongly agree with the statement. This suggests that the majority of students do not feel that they are unable to translate without ChatGPT, with a significant portion either firmly rejecting or not strongly holding this view.

The analysis reveals that a majority of students do not feel that they cannot translate without ChatGPT. Specifically, 70% of students either disagree (43.3%) or strongly disagree (26.7%) with the statement. Meanwhile, 30% are neutral, and none of the students feel strongly dependent on ChatGPT for translation tasks. This suggests that while ChatGPT may be a useful tool, it is not seen as essential by the majority of students.

Table 4.11 Results of Questionnaire Distribution No. 10 (ChatGPT produces better translation result compared to other translation tools).

No.	Responses	Number of Students	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	6	20%
3.	Neutral	19	63,3%

4.	Agree	5	16.7%
5.	Strongly Agree	-	-
Total		30	100%

The results from Table 4.10 reveal that no students (0%) strongly disagree with the statement "ChatGPT produces better translation results compared to other translation tools." Six students (20%) disagree with this statement, while nineteen students (63.3%) are neutral. Additionally, five students (16.7%) agree that ChatGPT produces better results, and no students (0%) strongly agree. The total number of respondents is 30 students (100%).

The data from Table 4.10 indicates that most students are neutral about whether ChatGPT produces better translation results compared to other tools, with 63.3% of respondents expressing no strong opinion. A smaller portion of students disagree (20%) with the statement, while an even smaller group agrees (16.7%). There are no extreme opinions, as no students strongly disagree or strongly agree. This suggests that while some students believe ChatGPT may offer superior results, many remain unsure or indifferent about its comparative effectiveness.

The total score obtained from the distribution of the research questionnaire is 929. The highest possible score on the questionnaire, given that each question is 5. With 10 questions and 30 respondents, the maximum achievable score is calculated as $5 \times 10 = 50$, When multiplied by 30 (total number of respondents), the maximum possible score is $50 \times 30 = 1.500$

$$\begin{aligned}
 \text{Where: } P &= \frac{f}{n} \times 100 \\
 &= \frac{929}{1.500} \times 100 \\
 &= 0.62 \times 100 \\
 &= 62\%
 \end{aligned}$$

According to the analysis of the data, the score 62% is categorized as high based on the criteria outlined in Table 3.2. The score suggests that the students of English Tadris Departement from the batch 2021 and 2022 perceive the use of ChatGPT as a translation tool for English texts positively. The high percentage reflects a strong endorsement of ChatGPT's effectiveness and utility in assisting with translation tasks, suggesting that students find it to be a valuable resource in their academic activities.

3. Qualitative Findings

The result of this research investigates the in-depth perceptions of ChatGPT as a translation tool among students from the English Tadris Study Program, Class of 2021 and 2022, at State Islamic University Datokarama Palu. Data was gathered through semi-structured interviews, which provided comprehensive insights, and document reviews of students' translation assignments utilizing ChatGPT. The selection of informants was predicated on their responses to a questionnaire, specifically targeting students who frequently employed ChatGPT for translation purposes.

For the semi-structured interviews, the researcher utilized Google Forms and WhatsApp to conduct the sessions online. Initially, consent and willingness to participate were obtained from selected students. The interviews began with six questions sent via Google Forms, followed by more detailed discussions through WhatsApp to explore responses further. The study involved ten participants from the 2021 and 2022 cohorts. The data obtained from these interviews enabled the researcher to draw conclusions about the students' perceptions of using ChatGPT as a translation tool. The findings are presented as follows:

a. Introduction to ChatGPT as a Translation Tool

The researcher explores how respondents were introduced to ChatGPT as a translation tool. Understanding their initial exposure and how they came to recognize ChatGPT's capabilities in translation provides valuable context for their subsequent experiences and opinions.

ChatGPT, developed by OpenAI, is a versatile AI language model that many students and professionals use for various tasks, including translation. The interviews reveal diverse sources through which respondents discovered ChatGPT and its translation functions, ranging from academic recommendations to personal exploration.

1) Academic recommendation

Several respondents were introduced to ChatGPT through their academic environment, primarily by lecturer who highlighted its potential uses. For example, EF stated *“From my lecturer, I learned about ChatGPT when I was in my fifth semester. My lecturer also taught me how to use it and how to access it,”*¹ This indicates that her instructor not only introduced her to ChatGPT but also expressed some reservations about its use. Such academic exposure often serves as a primary introduction to new tools for students, blending learning with practical application.

2) Social media and online platforms

In contrast, some respondents discovered ChatGPT through online platforms and social media, which showcased its capabilities. AH noted *“..., At that time, I was casually browsing TikTok for a website to help create proposal titles, and it turned out that ChatGPT could also be used for translation.”*² This indicates that she first encountered ChatGPT’s translation functionality while casually exploring TikTok. Social media platforms often play a crucial role in spreading

¹ Students interview on July 10th at 08:43.

² Students interview on July 13th at 15:36.

awareness of new tools and technologies, leveraging user-generated content and viral trends.

3) Peer recommendation

Peer recommendations also played a significant role in introducing respondents to ChatGPT. FZ mentioned, "*I learned about ChatGPT from my senior.*"³ Moreover, DL stated, "*I first heard about ChatGPT from a friend because I wasn't very up-to-date back then.*"⁴ This indicates that their initial exposure came from a recommendation by their senior and friend. Peer recommendations can significantly impact the adoption of new tools, as they come from trusted sources within one's social or academic circle.

4) Self-discovery

Lastly, some respondents found ChatGPT through their own exploration, often while searching for various online tools. IW explained, "*..., I figured out how to use it for translation on my own since I use ChatGPT frequently.*"⁵ revealing that she discovered the translation feature through her own use of ChatGPT. This self-discovery highlights how users can independently uncover the functionalities of a tool through exploration and experimentation.

Respondents' introduction to ChatGPT as a translation tool came from a variety of sources, including academic recommendations, social media, peer suggestions, and personal exploration. This diverse range of introductions reflects the broad reach of ChatGPT and its growing recognition as a useful tool for translation.

³ Students interview on July 11th at 20:30.

⁴ Students interview on July 11th at 18:36.

⁵ Students interview on July 13th at 15:11.

These insights provide a foundational understanding of how ChatGPT was integrated into the respondents' workflows and highlight the various avenues through which users have engaged with the tool.

b. The use of ChatGPT for academic purposes

In the academic realm, ChatGPT has found various applications among students. The respondents highlighted several ways in which they leverage ChatGPT for their studies, including translating academic texts. For example, SW stated *“Very often when I'm working on assignments or writing a scientific paper.”*⁶ The statement indicates that she uses ChatGPT frequently in her academic activities. Moreover, RR mentioned *“Almost every time I have a translation assignment, I always use ChatGPT.”*⁷ This indicates that ChatGPT is a tool she routinely employs and plays a significant role in completing their academic tasks.

The research also found that students use ChatGPT to translate various types of assignments, such as translating sentences that are difficult to understand. As noted by RR, *“..., For other assignments, if there's a sentence I find difficult to understand, I use ChatGPT to help me comprehend it.”*⁸

Additionally, some students use ChatGPT to complete final examinations in translation courses, as shown in the image 4.1.

⁶ Students interview on July 11th at 20:22.

⁷ Students interview on July 10th at 18:52.

⁸ Students interview on July 10th at 18:52.

Image 4.1 Shows the results of ChatGPT's translation in Final Examination

FINAL EXAMINATION

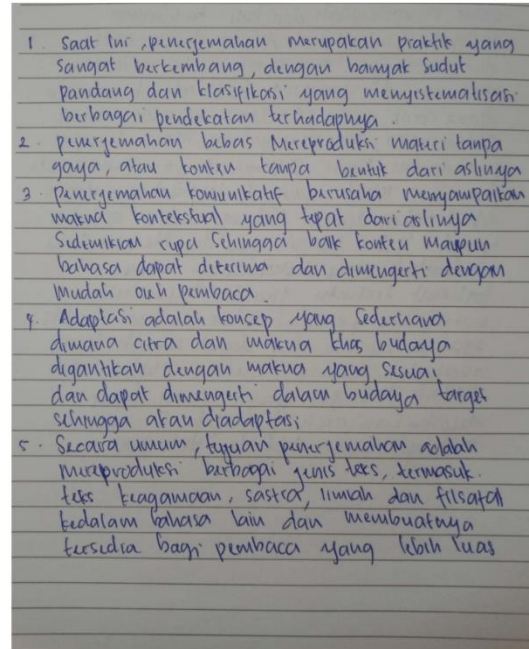
Subject : Translation 2

A. Translate the following sentences into Indonesian language.

1. Today translation is a highly-developed practice and there are plenty of perspectives and classifications, systemizing the various approaches to it.
2. Free translation reproduces the matter without the manner, or the content without the form of the original.
3. Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
4. Adaptation is a straightforward concept wherein culturally-specific imagery and meanings are substituted with appropriate meanings that work in the make sense in the target culture, it would be adapted.
5. In general, the purpose of translation is to reproduce various kinds of texts, including religious, literary, scientific, and philosophical texts in another language and thus making them available to wider readers.

B. Translate the following text into Indonesian language.

Basically the translation techniques are choices that translators can choose for the sake of translating the text to make it easier and the results of the translation more accurate, legible, clear, and natural. If the translator does not have an equivalent and indeed there is no matching match, then he can choose the borrowing technique, both pure borrowing and borrowing impure or known as naturalization. Then if the translator finds a term that is contextually comparable to the equivalent in the target language even though it is not exactly the same, then he can use adaptation or modulation techniques. Furthermore, if he feels that in order to obtain a more precise meaning it must add or subtract certain sentence elements, then he can use the addition or subtraction technique. Then if he decides that by explaining the source text to the target text, especially in translating the term, that is by explaining, describing, or defining, then he can choose the amplification, description, or footnotes technique. There are still many efforts that can be done by translators to translate text better by using suitable translation techniques, for example, compensation techniques, discursive creations, established equivalents, transpositions, and others.

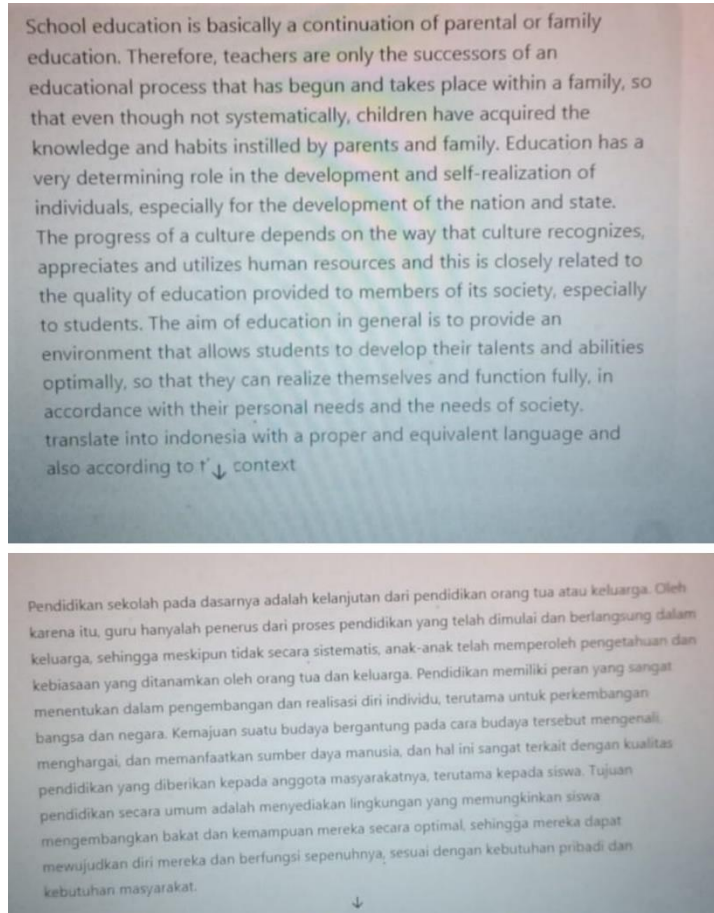


Dipindai dengan CamScanner

Image 4.1 shows the final examination translation task from NA, where the assignment was to translate an English text. She used ChatGPT for this translation task. On the left side of the image, you can see that NA wrote the translation results in a notebook.

Moreover, there are also students who use ChatGPT to translate English journals to assist with their proposal work, as shown in Image 4.2.

Image 4.2 Shows the results of ChatGPT's translation in English journal



The Image 4.2 shows a translation result from ChatGPT of an English journal from YA. She used ChatGPT to help translate the English journal, which will be used as a material for preparing her research proposal.

The data from the interviews and document review, including the images, conclude that students from the English Tadris Department, batches 2021 and 2022, use and rely on ChatGPT as a translation tool for their academic needs, including completing translation assignments.

c. Translation quality

Based on the interview results, the language and grammar quality of translations produced by ChatGPT received various opinions from respondents. This aspect is considered one of the crucial factors in their use of this translation tool. Some respondents appreciated ChatGPT's ability to handle complex long sentences and produce better grammar compared to other translation tools.

For instance, NA stated that she prefers using ChatGPT because its translations of long sentences are better than Google Translate.

..., If I need to translate a longer sentence, I prefer using ChatGPT over Google Translate. The language rules are better, and the grammar is more accurate with ChatGPT.⁹

According to her, ChatGPT is more capable of handling complex sentence structures, producing translations with more accurate grammar. This shows that ChatGPT has an advantage in translating more complicated texts that require high grammatical accuracy. Additionally, RR also highlighted this aspect by stated.

In my opinion, ChatGPT often produces translations that sound more natural and closer to how native speakers talk compared to other translation tools. Additionally, ChatGPT is better at understanding the context of sentences and the intended meaning, making its translations more relevant and accurate.¹⁰

She feels that ChatGPT's use of English is more sophisticated, resulting in more natural and high-quality translations. This indicates that, besides grammar, higher language quality are other reasons some respondents choose ChatGPT as their translation tool.

⁹ Students interview on July 9th at 20:30.

¹⁰ Students interview on July 10th at 18:52.

However, not all respondents were satisfied with the grammar quality produced by ChatGPT. EF mentioned that she does not always use ChatGPT due to grammatical inaccuracies. EF stated.

In my opinion, ChatGPT is one of the AI tools that can help me when I want to translate a word or sentence. However, sometimes its accuracy may not align with proper grammar. ... The grammar can be less precise, which is why I often use QuillBot, as that website has a feature for checking grammar accuracy.¹¹

This shows that although ChatGPT has advantages in some aspects, grammatical accuracy remains a primary concern for some users who require high precision in their translation results.

Comparison with other translation tools also frequently appeared in the interviews. IW mentioned.

In my opinion, ChatGPT is good for translation and can help us quickly understand the content of a text. However, the results can sometimes be less accurate, especially for technical terms. So, for important texts, it's better to use a professional translator. ... DeepL is usually more accurate. ... From translation websites like DeepL, the meanings are generally clearer.¹²

According to her, ChatGPT is less accurate in translating technical terms, so she relies more on DeepL for better accuracy. This shows that the need for accuracy in technical translations is one reason some respondents prefer translation tools other than ChatGPT.

Overall, the language and grammar quality of ChatGPT translations received mixed responses from respondents. Some appreciated ChatGPT's superiority in handling long sentences and producing better grammar, while others noted inaccuracies in grammar and preferred other tools like QuillBot for ensuring

¹¹ Students interview on July 10th at 18:45.

¹² Students interview on July 13th at 15:11.

grammatical accuracy. Higher language quality is also an important factor for some respondents in choosing ChatGPT. However, for technical translation needs, some respondents relied more on other tools like DeepL. The grammar quality produced by ChatGPT remains a significant factor in determining the reliability of this translation tool compared to others. This indicates that even though the generated grammar is very satisfactory, as an AI, ChatGPT can also make mistakes like other translation machines.

d. Dependency on ChatGPT

The dependency on ChatGPT as an academic tool reveals intriguing variations among students. Based on interviews with the respondents, their perceptions of reliance on ChatGPT differ and can be understood through several key aspects.

1) Limited and specific use

Some respondents use ChatGPT in a limited capacity, primarily for specific needs. For instance, IW relies on ChatGPT to translate new vocabulary and technical terms but does not depend on it for the entire academic process. She stated *“I only use it to translate new vocabulary, sentences, and paragraphs. When it comes to translation, I prefer DeepL and don’t rely on ChatGPT.”*¹³ This suggests that dependency on ChatGPT varies based on specific needs and is not uniform across all academic activities.

2) Alternative use

Some respondents choose to use various translation tools alongside ChatGPT. AH, for example, prefers using DeepL for translations due to its perceived better quality and only uses ChatGPT to translate long text. She stated *“Personally,*

¹³ Students interview on July 13th at 15:11.

I feel more comfortable using DeepL. ... Maybe DeepL's translations are better. If I have 500 words to translate, I use ChatGPT."¹⁴ This shows that ChatGPT is frequently used in combination with other tools and is not the sole choice.

3) Negative experience reducing dependency

Negative experiences with ChatGPT's translation quality also impact the level of dependence on this tool. IW, for example, finds that ChatGPT's translations are inadequate for certain technical terms. She stated.

.... The results can sometimes be less accurate, especially for technical terms like Extracurricular and Syllabus. For example, ChatGPT translates syllabus as "kurikulum", which is also a term. However, from translation websites like DeepL, I get a clearer meaning, such as "rencana pembelajaran".¹⁵

Such inaccuracies lead students to seek more accurate alternatives and reduce their reliance on ChatGPT. In this context, negative experiences with ChatGPT reduce students' overall reliance on it, pushing them to rely more on tools that better meet their needs for precise and accurate translations. This behavior underscores a critical evaluation of ChatGPT's limitations and highlights the importance of having multiple resources to address different translation challenges effectively.

Overall, the interviews indicate that dependence on ChatGPT varies greatly and depends on the context of use and personal experiences. Some students use ChatGPT as a helpful tool but do not rely on it entirely, while others turn to additional tools like DeepL or Google Translate to ensure higher translation quality.

¹⁴ Students interview on July 13th at 15:36.

¹⁵ Students interview on July 13th at 15:11.

e. Advantages and disadvantages

Based on the interviews conducted, several key advantages and disadvantages of using ChatGPT for translation have emerged, reflecting a range of student experiences and perspectives.

One of the primary advantages cited by respondents is the ease of access and rapid response time that ChatGPT provides. IW, for example, appreciates the tool's efficiency. She stated "*ChatGPT translates quickly and serves as an emergency alternative. Its accessibility anytime and anywhere makes it practical for urgent needs.*"¹⁶ This speed is particularly valuable for students who need quick translations or assistance with their academic work.

Additionally, respondents like RB find ChatGPT convenient for general translation needs. She remarks, "*The advantage is that I find ChatGPT to be more instant and quicker as a translation tool.*"¹⁷ The ease of access without requiring additional software and fast translation process makes ChatGPT an attractive option for many students.

Furthermore, EF highlights the tool's cost-effectiveness, stating, "*One reason I use ChatGPT as a translation tool is that, in addition to being easily accessible, ChatGPT is also free of charge.*"¹⁸ The availability of ChatGPT without any associated costs is an important factor for students working within tight budgets.

Despite these advantages, several disadvantages have also been identified. A significant concern is the accuracy of ChatGPT's translations. Respondents like

¹⁶ Students interview on July 13th at 15:11.

¹⁷ Students interview on July 10th at 20:16.

¹⁸ Students interview on July 10th at 08:45.

IW have noted that the tool sometimes struggles with specific technical terms and idioms. She stated, “*The drawbacks of using ChatGPT as a translation tool include its lack of accuracy for technical terms and the risk of producing non-idiomatic translations.*”¹⁹ This limitation affects students who need precise translations, especially in technical fields where accuracy is critical.

Another notable drawback is ChatGPT's dependency on an internet connection. In instance, SW stated.

A drawback I've encountered while using ChatGPT is that poor internet connectivity can significantly impact its usability as a translation tool for academic purposes. As we know, ChatGPT can only be used online.²⁰

This reliance on online access can be inconvenient for students in regions with unreliable internet service. It is not only affecting the immediacy of access to translation services but also emphasizes the need for reliable infrastructure to fully utilize such digital tools. Consequently, students in less connected areas may have to rely more heavily on offline resources or other translation tools.

Based on the interviews, it is evident that the use of ChatGPT for translation among students presents both advantages and disadvantages, shaping their dependency on the tool. The advantages include rapid response time, ease of access, and cost-effectiveness, making it a convenient option for quick and general translation needs. However, the tool's limitations, such as inaccuracies with technical terms, handling idiomatic expressions, and reliance on an internet connection, lead some students to seek more reliable alternatives like DeepL or Google Translate.

¹⁹ Students interview on July 13th at 15:11.

²⁰ Students interview on July 11th at 20:22.

B. Discussion

Based on the findings of the research, which were derived from questionnaires, interviews, and document reviews, it was identified that the use of ChatGPT was relevant to the current needs of students. However, the students exhibited varied engagement and satisfaction levels. While a significant proportion found ChatGPT helpful and convenient for translation tasks, others remained neutral or dissatisfied, indicating inconsistent experiences with its effectiveness. The tool was appreciated for its accessibility and speed, yet some students preferred other translation methods due to perceived inaccuracies or limitations.

The research aims to present a well-rounded view of ChatGPT's role and impact in the educational context of the English Tadris Department.

1. Questionnaire Results

a. Usage frequency

The quantitative data reveals that a majority of students hold a neutral stance on the frequency of using ChatGPT, with 56.7% indicating neutrality. This suggests that ChatGPT is not a ubiquitous tool in students' daily academic activities, but neither is it infrequently used. The neutral responses indicate variability in individual usage patterns or uncertainty about the frequency of their engagement with the tool.

The data also shows that 20% of students agree and 3.3% strongly agree that they frequently use ChatGPT for translation tasks. This minority indicates a group of students who consistently rely on ChatGPT for their translation needs. Their frequent usage is influenced by their satisfaction with the tool and the specific academic requirements that they believe ChatGPT can help with.

Conversely, 20% of students disagree that they frequently use ChatGPT. This group prefers other translation methods or tools because they feel that

ChatGPT does not meet their needs or fails to satisfy them. These varying levels of engagement highlight the diverse attitudes and behaviors towards the tool within the student population.

b. Availability

A significant proportion of students have the ChatGPT application installed on their devices, with 36.6% agreeing and 20% strongly agreeing. This widespread availability suggests that students have easy access to ChatGPT, making it a convenient option for translation tasks. The accessibility of the application likely contributes to its frequent consideration as a translation aid.

However, 26.7% of students remain neutral about having the application on their devices, which indicate that while they have installed it, they do not use it regularly. This neutrality could reflect uncertainty about the tool's effectiveness or their personal translation needs. It also suggests a passive acceptance of the application without active engagement.

In contrast, 16.7% of students disagree about having the ChatGPT application. This minority prefers using the web version of ChatGPT because they lack the necessary memory space to download the application version. These differences in availability and engagement underline the diverse technological landscapes and preferences among students.

c. Effectiveness

Regarding ChatGPT's effectiveness in translating text, 40% of students agree that it performs well, although 50% remain neutral. This mixed response indicates that while many students recognize the tool's capability, a substantial number are uncertain. The neutrality stem from inconsistent experiences with the tool's performance and a lack of familiarity with its full potential.

The agreement on effectiveness suggests that those who find ChatGPT useful likely appreciate its speed and ease of use. These students have had positive experiences with the tool translating complex sentences or academic texts accurately. Their favorable perception supports the notion that ChatGPT can be an efficient translation aid in their academic work.

However, the 6.7% who disagree about its effectiveness highlight potential shortcomings of ChatGPT. These students have encountered inaccuracies or limitations in the tool's translations, which affect their trust in its reliability. This group underscores the need for ongoing evaluation and improvement of AI translation tools to meet diverse user needs.

d. Usage patterns

Students exhibit varied usage patterns for different types of translation tasks. For word-by-word translation, 43.3% disagree, indicating a preference against this granular level of translation. The neutral stance of 40% suggests that many students do not have strong opinions or do not frequently use ChatGPT for word-by-word translation.

In sentence-by-sentence translation, 46.7% of students are neutral, reflecting uncertainty and balanced views on this usage pattern. Meanwhile, 26.7% agree that ChatGPT is effective for sentence-by-sentence translation, suggesting it is more suitable for handling complete thoughts or sentences rather than isolated words.

When it comes to paragraph-by-paragraph translation, 50% of students remain neutral, and 26.7% agree on its effectiveness. This indicates that while ChatGPT can handle larger chunks of text, many students are still uncertain about

its performance at this level. These varied responses highlight the importance of understanding specific contexts in which ChatGPT is used for translation.

e. Impact on dictionary usage

Half of the students (50%) are neutral about whether ChatGPT makes them less likely to use a dictionary. This suggests that many students do not have strong feelings on the matter or use both ChatGPT and traditional dictionaries as needed. They see ChatGPT as a complementary tool rather than a replacement, maintaining a balance between AI tools and traditional resources.

A combined 33.4% (16.7% agree and 16.7% strongly agree) feel that ChatGPT reduces their need to use a dictionary. These students likely appreciate the convenience and speed of ChatGPT, which can be more efficient in fast-paced academic environments. This reliance on ChatGPT lead to a decline in their proficiency with traditional dictionaries. However, a smaller group, 16.6% (13.3% disagree and 3.3% strongly disagree), believe that ChatGPT does not make them lazy to use a dictionary. These students continue to value traditional dictionaries for their detailed and reliable information.

The varied responses highlight the need for a balanced approach in using AI tools like ChatGPT in education. While ChatGPT offers convenience, it is crucial to ensure students do not become overly reliant on it at the expense of their traditional language skills

f. Perceived helpfulness

A significant proportion of students find ChatGPT helpful in translation tasks, with 43.3% agreeing to its usefulness. This indicates that a considerable number of students benefit from ChatGPT's capabilities, finding it a valuable tool

for understanding and translating academic texts efficiently. Its ease of access and quick translations contribute to this positive perception.

However, an equal number of students (43.3%) are neutral about its helpfulness, reflecting mixed perceptions. This neutrality suggests that while ChatGPT is beneficial for some, others do not find it as impactful. The neutral responses could result from varied experiences with the tool's accuracy and usability, leading to ambivalence.

Only a small percentage (6.7%) disagree about ChatGPT's helpfulness, indicating dissatisfaction or unmet expectations. These students have faced challenges with the tool's translations and prefer other methods. This minority emphasizes the need for continuous evaluation and potential enhancements to improve user satisfaction and effectiveness.

g. Dependency

Despite the perceived benefits, 43.3% of students do not feel dependent on ChatGPT for translation tasks. This indicates that while ChatGPT is a useful tool, many students are capable of translating without it. This lack of dependency suggests that students view ChatGPT as a supplementary aid rather than an essential tool.

Furthermore, 26.7% strongly disagree about feeling dependent on ChatGPT, reinforcing the idea that a significant number of students rely on their translation skills or other resources. This strong disagreement highlights the importance of developing and maintaining personal language skills even with the availability of AI tools.

Additionally, 30% of students remain neutral about their dependency on ChatGPT, suggesting uncertainty or balanced views. This neutrality reflects

occasional use of ChatGPT without a strong reliance on it. These diverse responses emphasize the varied roles ChatGPT plays in students' translation practices.

h. Comparative quality

When comparing ChatGPT's translation quality to other tools, 63.3% of students remain neutral. This high level of neutrality indicates uncertainty and mixed opinions about ChatGPT's performance relative to other translation methods. It suggests that students have had varied experiences or lack sufficient comparison to make a definitive judgment.

A smaller percentage, 20%, disagree that ChatGPT produces better translations compared to other tools. These students prefer other translation methods, due to perceived inaccuracies or limitations of ChatGPT. Their disagreement highlights areas where ChatGPT could be improved to match or exceed the performance of other tools.

In contrast, 16.7% of students agree that ChatGPT produces better translations. This minority supports the tool's effectiveness and had positive experiences that exceeded their expectations. Their agreement underscores ChatGPT's potential to deliver high-quality translations in certain contexts, though it may not yet be the preferred tool for all students.

2. Interview Results

a. Introduction to ChatGPT

Qualitative data obtained through semi-structured interviews with ten students reveals various ways they became familiar with ChatGPT. Respondents were introduced to ChatGPT through various channels, highlighting the tool's broad reach. Academic recommendations played a significant role, with lecturers introducing ChatGPT to students. This endorsement not only familiarized students

with the tool but also guided them on its practical application. For instance, EF mentioned learning about ChatGPT in her fifth semester through her lecturer, who also expressed some reservations about its use.

In contrast, social media and online platforms also served as important avenues for discovering ChatGPT. Platforms like TikTok and YouTube showcased its capabilities, with users sharing their experiences and tips. AH noted discovering ChatGPT's translation functionality while casually exploring TikTok, underscoring the influence of social media in spreading awareness of new tools and technologies through user-generated content and viral trends.

Peer recommendations further facilitated the introduction of ChatGPT. Many respondents heard about it from seniors or friends, emphasizing the importance of social and academic circles in adopting new tools. For example, FZ mentioned learning about ChatGPT from a senior, and DL from a friend, highlighting the role of trusted sources in influencing the adoption of new technologies. Some respondents also discovered ChatGPT through personal exploration, showcasing the tool's intuitive design and ease of use.

b. Academic use

In the academic realm, ChatGPT has found various applications among students. Respondents highlighted several ways they leverage ChatGPT for their studies, including translating academic texts and completing assignments. SW stated that she frequently uses ChatGPT for her academic activities, indicating its integral role in her workflow. Similarly, RR mentioned using ChatGPT routinely for translation tasks, underscoring its importance in her academic pursuits.

Students use ChatGPT to translate different types of assignments, including challenging sentences and final examinations in translation courses. RR noted that

she uses ChatGPT to understand difficult sentences, demonstrating the tool's ability to assist with complex language tasks. Additionally, YA rely on ChatGPT for translating English journals to aid her research proposals, showcasing its utility in academic research and writing.

c. Translation Quality

Based on the interview results, the language and grammar quality of translations produced by ChatGPT received mixed reviews from respondents. Some appreciated ChatGPT's ability to handle complex sentences and produce grammatically accurate translations. NA preferred using ChatGPT over Google Translate for longer sentences, noting its superior grammar. This indicates that ChatGPT excels in translating texts that require high grammatical accuracy, providing more reliable results for complex language structures.

However, not all respondents were satisfied with the grammatical quality of ChatGPT's translations. EF pointed out that she does not always use ChatGPT due to occasional grammatical inaccuracies, preferring other tools like QuillBot for better precision. This highlights that while ChatGPT offers high-quality translations in many instances, it may not always meet the strict grammatical standards required by some users. The need for perfect grammar leads some students to seek additional tools to ensure accuracy.

Comparisons with other translation tools also emerged during the interviews. IW mentioned that while ChatGPT is effective for quick understanding, it falls short in accurately translating technical terms. She prefers using DeepL for more precise translations of technical texts, demonstrating that students often rely on multiple tools to achieve the best results. This diversity in tool usage underscores the importance of accuracy and context in translation tasks, influencing students' preferences and dependencies on different translation technologies.

d. Dependency on ChatGPT

The dependency on ChatGPT as an academic tool reveals intriguing variations among students. Some respondents use ChatGPT in a limited capacity, primarily for specific needs. For instance, IW relies on ChatGPT to translate new vocabulary and technical terms but does not depend on it for the entire academic process. She mentioned that she prefers DeepL for translating more extensive texts and does not rely solely on ChatGPT. This suggests that dependency on ChatGPT varies based on specific needs and is not uniform across all academic activities.

Alternatively, some respondents use ChatGPT alongside other translation tools. AH, for example, prefers using DeepL for translations due to its perceived better quality and only resorts to ChatGPT for translating longer texts. She noted that DeepL provides more accurate translations for her needs, but ChatGPT is still useful for specific tasks. This shows that ChatGPT is frequently used in combination with other tools and is not the sole choice for translation tasks among many students.

Negative experiences with ChatGPT's translation quality also impact the level of dependence on this tool. IW highlighted that ChatGPT's translations are sometimes inadequate for technical terms, leading her to seek more accurate alternatives like DeepL. This demonstrates that inaccuracies in specific areas reduce students' overall reliance on ChatGPT, pushing them to use tools that better meet their needs for precise and accurate translations. This behavior underscores a critical evaluation of ChatGPT's limitations and highlights the importance of having multiple resources to address different translation challenges effectively.

e. Advantages and disadvantages

Based on the interviews, several key advantages and disadvantages of using ChatGPT for translation have emerged, reflecting a range of student experiences

and perspectives. One of the primary advantages cited by respondents is the ease of access and rapid response time that ChatGPT provides. IW appreciates the tool's efficiency, noting that ChatGPT translates quickly and is accessible anytime and anywhere, making it practical for urgent needs. This speed is particularly valuable for students who need quick translations or assistance with their academic work.

Additionally, respondents like RB find ChatGPT convenient for general translation needs, citing its instant and fast translation process as a significant advantage. The ease of access without requiring additional software and the cost-effectiveness of ChatGPT, as highlighted by EF, make it an attractive option for students. EF mentioned that ChatGPT is free, which is crucial for students working within tight budgets. These factors contribute to the widespread adoption of ChatGPT among students for their academic translation needs.

Despite these advantages, several disadvantages have also been identified. A significant concern is the accuracy of ChatGPT's translations. Respondents like IW noted that the tool sometimes struggles with specific technical terms and idioms, which affects students who need precise translations in technical fields. Furthermore, ChatGPT's dependency on an internet connection is a notable drawback. SW pointed out that poor internet connectivity can hinder access to ChatGPT, affecting its reliability for urgent academic needs. This reliance on online access can be inconvenient for students in regions with unreliable internet service, emphasizing the need for reliable infrastructure to fully utilize such digital tools.

The findings of this study reinforce Jiao's research, which asserts that ChatGPT demonstrates competitive performance similar to commercial translation tools, such as Google Translate, for well-resourced languages and shows potential

as an effective translator for spoken language contexts.²¹ Moreover, the study's findings are consistent with those of Hendy et al., who assert that ChatGPT systems produce highly fluent and competitive translations, especially for high-resource languages.²²

In alignment with this research, Sujarwo's previous study on students' perceptions of Machine Translation (MT) tools such as ChatGPT also indicates that students frequently need to recheck and adjust their translation results to ensure accuracy according to their own interpretations. Additionally, MT can function as a dictionary and has proven to be exceptionally useful and supportive in academic settings²³. Similarly, the research conducted by Yanti and Meka regarding the use of Google Translate, which shares a similar context with this research on the application of translation tools in education, also indicates that English students frequently need to review and verify their translation results, much like with the use of ChatGPT. Despite the differences between Google Translate and ChatGPT, the research demonstrates that both tools are comparably easy to use and readily accessible.²⁴

Moreover, a similar study conducted by Roza and Zulhirawati on students' perceptions of using ChatGPT for translating English texts found that 55% of respondents consider ChatGPT to be easy to use, which aligns with the findings of

²¹ Wenxiang Jiao, et al. "Is ChatGPT A Good Translator? A Preliminary Study" *arXiv preprint arXiv:2301.08745* 1.10 January (2023): 4.

²² Amr Hendy, et al. "How Good Are GPT Models at Machine Translation? A Comprehensive Evaluation" *arXiv preprint arXiv:2302.09210* February (2023): 22.

²³ Sujarwo. "Students' perceptions of using machine translation tools in the EFL classroom." *Al-Lisan: Jurnal Bahasa (e-Journal)* 5, no.2 August (2020): 230-241.

²⁴ Maria Yanti and Lesly Martha C. Meka. "The students' perception in using Google Translate as a media in translation class." *Proceedings of International Conference on English Language Teaching (INACELT)* 3, no. 1. November (2019): 128-143.

this research. In addition, the study also revealed that the majority of students agree that ChatGPT is effective in translating texts, which is also in line with this research.²⁵

²⁵ Veni Roza and Zulhirawati. "Higher Students' Perception of Using Chat GPT in Translating English Texts." *BiCED Proceeding 1* (2023): 64-73.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

This research presents a comprehensive analysis of the students' perception of ChatGPT on translation practices, integrating both quantitative and qualitative data to provide a nuanced understanding of students' perception. The findings reveal diverse perspectives among students, reflecting varying degrees of reliance on and appreciation for AI translation tools.

This research reveals diverse student perceptions regarding the use of ChatGPT in translation practices. Many students recognize its convenience and efficiency in facilitating comprehension and task completion through rapid and accurate translations. Its user-friendly interface and prompt responses further enhance its appeal as a translation aid. However, concerns have been raised regarding the potential over-reliance on ChatGPT, which may impact students' independent translation skills.

Overall, ChatGPT is perceived as a supplementary tool that enhances translation processes without entirely replacing traditional methods, such as dictionary use. Therefore, its utilization should be balanced to ensure that students continue to develop their translation competencies independently.

B. Suggestion

This research has several limitations that should be acknowledged to provide context for its findings and recommendations. Firstly, the study's sample size is relatively small, comprising only 30 students. This limited sample size may not fully capture the diversity of student experiences and perceptions regarding ChatGPT. Future studies with larger and more diverse samples are needed to validate and expand upon these findings.

The research used online semi-structured interviews rather than face-to-face semi-structured interview. Conducting interviews online is affected the depth and spontaneity of students' responses, as non-verbal cues and real-time engagement were limited.

Another limitation of this study is that ChatGPT is still a relatively new tool, and some students are not yet fully familiar with its functionalities. As a result, several students have only used ChatGPT two or three times, leading to limited experience with the tool. This lack of exposure may have influenced their ability to form a comprehensive perception of its translation practices.

Furthermore, the research does not deeply explore the contextual factors that might influence students' use of ChatGPT, such as the specific nature of their assignments, their proficiency levels in the source and target languages, and their familiarity with using AI tools.

In conclusion, while this study provides valuable insights into students' perceptions of ChatGPT, addressing its limitations through larger, more diverse samples, objective usage measures, consideration of contextual factors, and detailed integration strategies will enhance the understanding and application of AI tools in language education.

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Appendix 1: Questionnaire

Strongly agree (SA): 5

Agree (A): 4

Neutral (N): 3

Disagree (D): 2

Strongly disagree (SD): 1

No	Statements	Response				
		SA	A	N	D	SD
1.	<p>In translating English text, I always use ChatGPT.</p> <p><i>Dalam menerjemahkan teks bahasa Inggris, saya selalu menggunakan ChatGPT.</i></p>					
2.	<p>I have ChatGPT application in my gadget that is always available for use.</p> <p><i>Saya memiliki aplikasi ChatGPT di gadget saya yang selalu tersedia untuk digunakan.</i></p>					
3.	<p>ChatGPT could translate text effectively.</p> <p><i>ChatGPT dapat menerjemahkan teks secara efektif.</i></p>					
4.	<p>I use ChatGPT for translating word by word.</p> <p><i>Saya menggunakan ChatGPT untuk menerjemahkan kata demi kata.</i></p>					
5.	<p>I use ChatGPT for translating sentence by sentence.</p> <p><i>Saya menggunakan ChatGPT untuk menerjemahkan kalimat demi kalimat.</i></p>					
6.	<p>I use ChatGPT for translating paragraph by paragraph.</p>					

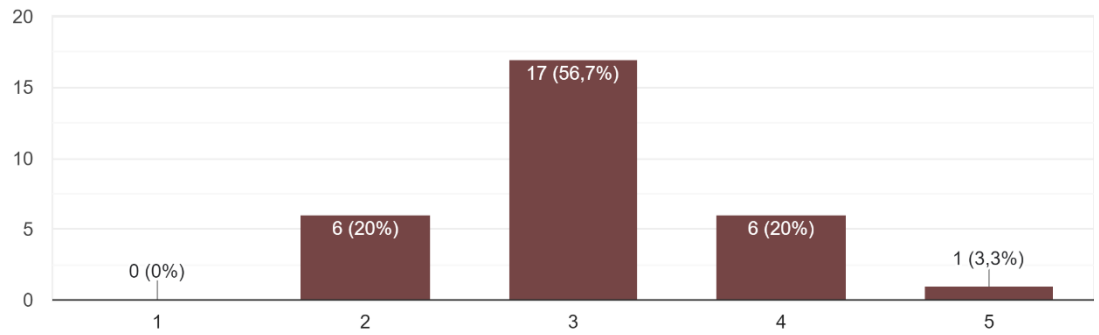
	<i>Saya menggunakan ChatGPT untuk menerjemahkan paragraf demi paragraf</i>					
7.	ChatGPT makes me lazy to open the dictionary. <i>ChatGPT membuat saya malas membuka kamus.</i>					
8.	ChatGPT really helps me in every translation tasks. <i>ChatGPT sangat membantu saya dalam setiap tugas menerjemahkan.</i>					
9.	I can not translate without using ChatGPT. <i>Saya tidak dapat menerjemahkan tanpa menggunakan ChatGPT.</i>					
10.	ChatGPT produces better translation result compared to other translation tools. <i>ChatGPT menghasilkan terjemahan yang lebih baik dibandingkan alat penerjemah lain.</i>					

(Modified and adapted from Thesis by Siti Nurhazanna “Students’ Perception of Using Google Translate in Practicum in Translation and Interpretation Course at English Education Department Uin Suska Riau”)

Appendix 2: Questionnaire Results

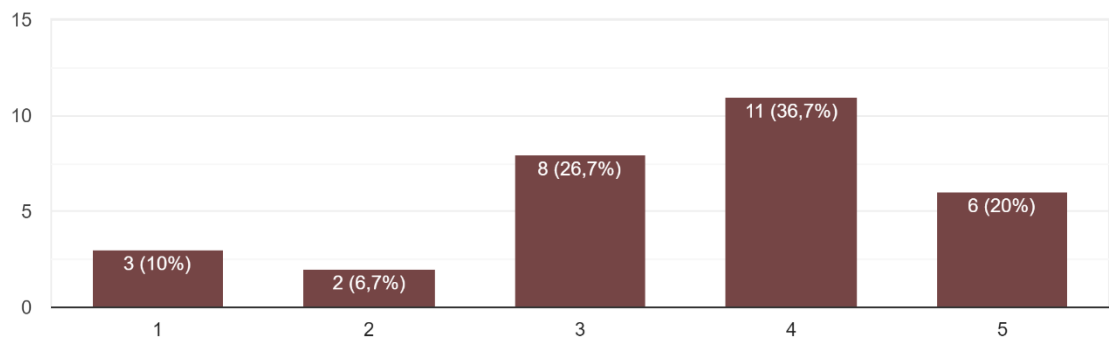
1. Dalam menerjemahkan teks bahasa Inggris, saya selalu menggunakan ChatGPT.

30 jawaban



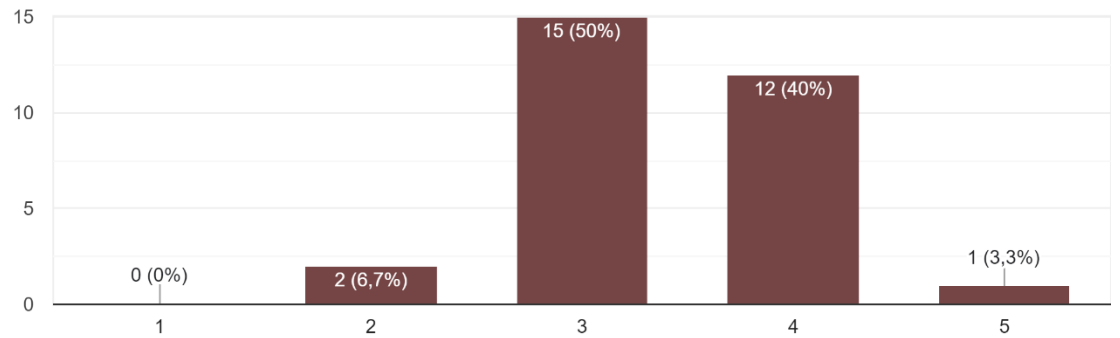
2. Saya memiliki aplikasi ChatGPT di gadget saya yang selalu tersedia untuk digunakan.

30 jawaban



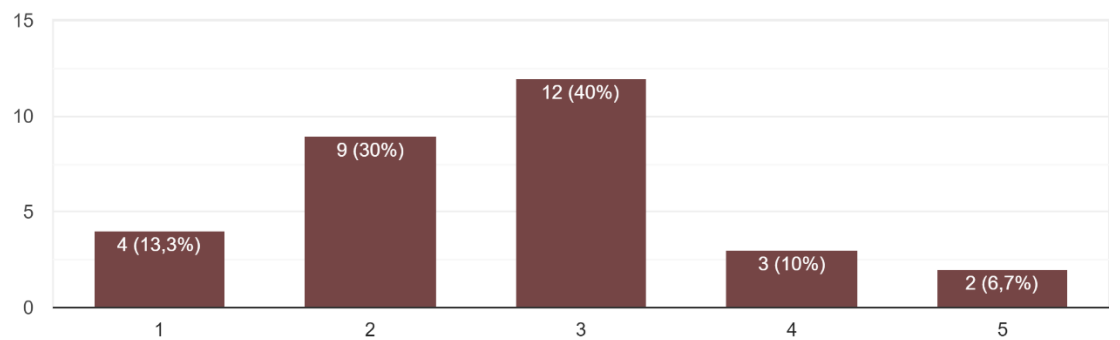
3. ChatGPT dapat menerjemahkan teks secara efektif.

30 jawaban



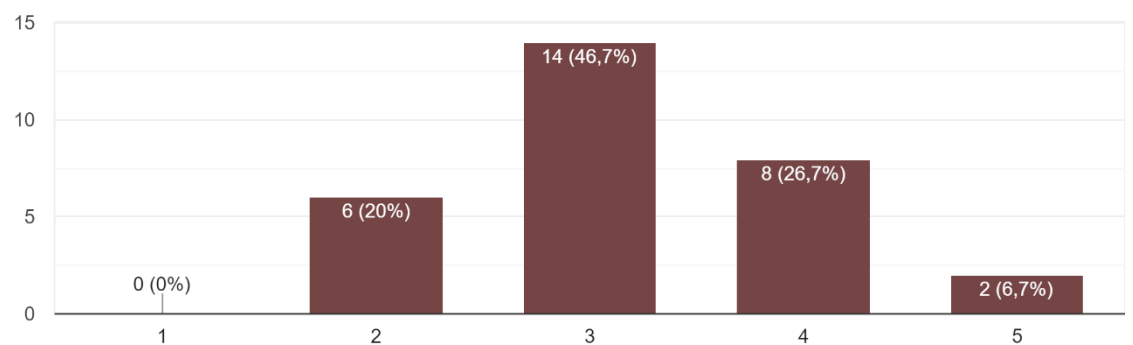
4. Saya menggunakan ChatGPT untuk menerjemahkan kata demi kata.

30 jawaban



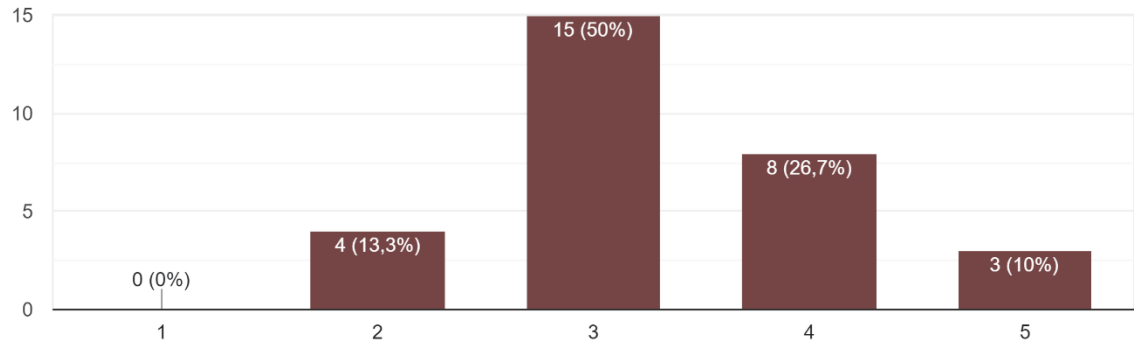
5. Saya menggunakan ChatGPT untuk menerjemahkan kalimat demi kalimat.

30 jawaban



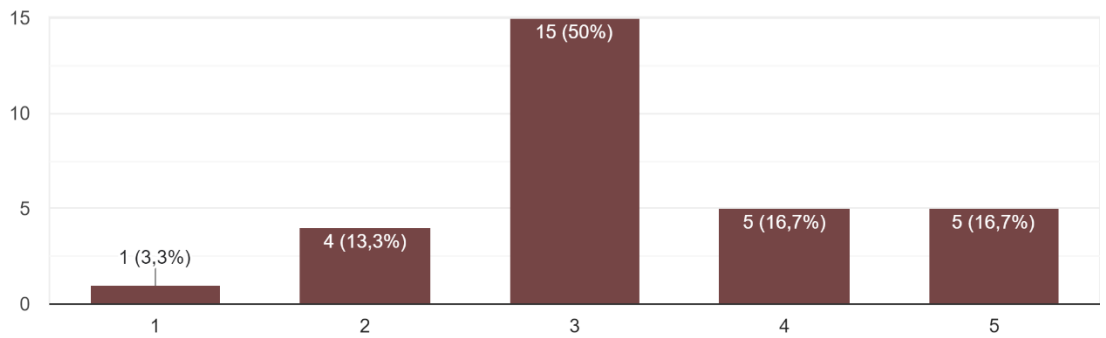
6. Saya menggunakan ChatGPT untuk menerjemahkan paragraf demi paragraf.

30 jawaban



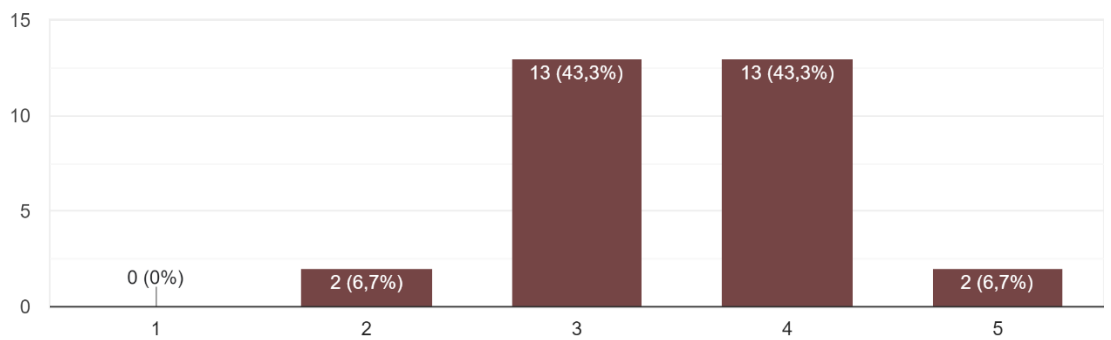
7. ChatGPT membuat saya malas membuka kamus.

30 jawaban



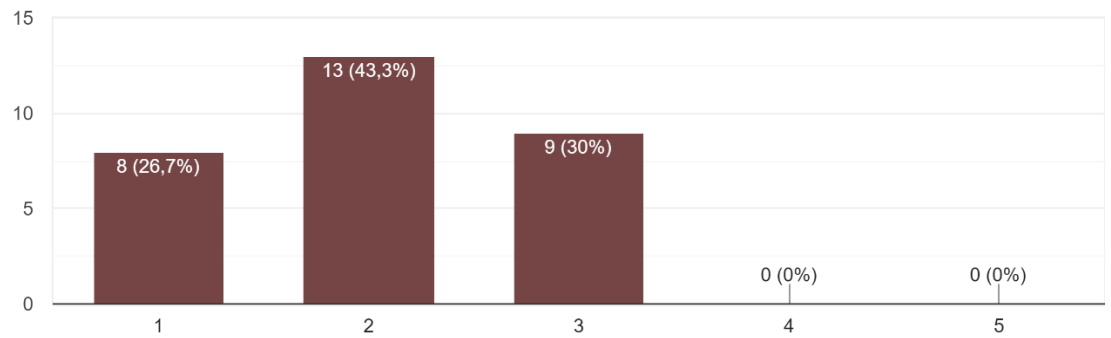
8. ChatGPT sangat membantu saya dalam setiap tugas menerjemahkan.

30 jawaban



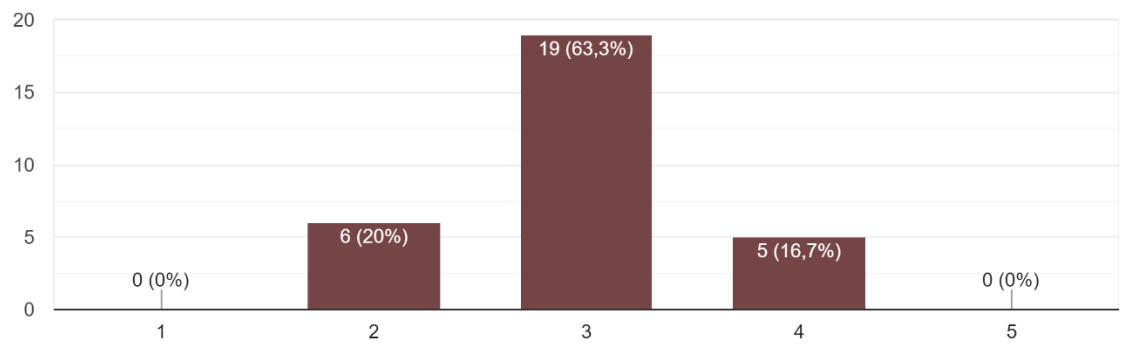
9. Saya tidak dapat menerjemahkan tanpa menggunakan ChatGPT

30 jawaban



10. ChatGPT menghasilkan terjemahan yang lebih baik dibandingkan alat penerjemah lain.

30 jawaban



Appendix 3: Interview Guidelines (Semi-structured)

1. What is your opinion on ChatGPT as a translation tool? How did you learn about ChatGPT as a translation tool?

Bagaimana pendapat anda tentang ChatGPT sebagai alat translate?

Darimana anda mengetahui tentang ChatGPT sebagai alat translate?

2. Explain your reasons for using ChatGPT as a translation tool. Do you prefer using ChatGPT over other translation tools for your academic needs?

Jelaskan alasan anda menggunakan ChatGPT sebagai alat translate!

Apakah anda lebih memilih untuk menggunakan ChatGPT sebagai alat translate dibandingkan alat penerjemah lain untuk keperluan akademis anda?

3. Describe how often you use ChatGPT as a translation tool for your academic purposes. Do you feel dependent on ChatGPT for your academic translation needs?

Jelaskan seberapa sering anda menggunakan ChatGPT sebagai alat translate untuk keperluan akademis anda? Apakah anda merasa ketergantungan menggunakan ChatGPT sebagai alat translate untuk keperluan akademis anda?

4. Based on your experience, what are the advantages of using ChatGPT as a translation tool for academic purposes? Provide the examples!

Berdasarkan pengalaman anda, apa saja kelebihan yang anda rasakan dalam menggunakan ChatGPT sebagai alat translate untuk keperluan akademik? Berikan contohnya!

5. Based on your experience, what are the disadvantages of using ChatGPT as a translation tool for academic purposes? Provide the examples!

Berdasarkan pengalaman anda, apa saja kekurangan yang anda rasakan dalam menggunakan ChatGPT sebagai alat translate untuk keperluan akademik? Berikan contohnya!

6. Based on your experience, would you recommend using ChatGPT as a translation tool for academic purposes? Explain your reasons.

Berdasarkan pengalaman anda, apakah anda merekomendasikan penggunaan ChatGPT sebagai alat translate untuk keperluan akademik? Jelaskan alasannya!

Appendix 4: Interviews' Transcript

Respondent 01

Name: Nanda Amaliah

Class: TBI 1

Batch: 2021

I	Baik, apakah sudah siap untuk wawancara?
R	Ya
I	Baik langsung saja. Pada pertanyaan pertama, Anda mengatakan bahwa ChatGPT sebagai alat translate dapat menerjemahkan dengan cepat dan berguna ketika kita membutuhkan terjemahan dalam waktu singkat. Dari mana Anda mengetahui tentang ChatGPT dapat dijadikan sebagai alat translate?
R	Untuk ChatGPT saya tahu dari dosen, tapi untuk penggunaan ChatGPT sebagai alat translate, saya iseng saja mencoba-coba, ternyata bisa.
I	Baik, berarti Anda mengetahui tentang fungsi translate ChatGPT berawal dari mencoba-coba sendiri. Apakah tidak ada orang lain atau teman yang memberitahukan Anda tentang hal tersebut?
R	Tidak ada
I	Bisa ceritakan awal mula Anda bisa terpikirkan bahwa ChatGPT dapat digunakan untuk mentranslate?
R	Awalnya hanya dari perkataan saja, lalu iseng mencoba satu paragraf, ternyata bisa
I	Apa yang membuat Anda berpikir bahwa ChatGPT mungkin saja bisa digunakan sebagai alat translate?
R	Tidak ada, hanya iseng-iseng saja
I	Baik, berarti Anda mengetahui tentang fungsi ChatGPT sebagai alat translate hanya dari mencoba-coba saja tanpa ada teman atau orang lain yang memberi tahu?
R	Ya
I	Baik kita lanjut ke pertanyaan kedua. Pada pertanyaan kedua Anda mengatakan bahwa alasan Anda menggunakan ChatGPT sebagai alat translate dikarenakan aksesnya yang mudah. Apakah sebelumnya Anda pernah menggunakan alat translate lain? Jika ada, bisa berikan contohnya apa saja.
R	Google Translate
I	Oke, baik. Sebelum menggunakan ChatGPT, Anda juga menggunakan Google Translate. Saya ingin tahu di antara ChatGPT dan Google Translate, mana yang menurut Anda aksesnya lebih mudah?
R	Sama-sama mudah, tergantung jaringan.

I	Jika aksesnya sama-sama mudah, Anda lebih memilih menerjemahkan menggunakan ChatGPT atau Google Translate?
R	ChatGPT
I	Apa alasannya?
R	Bergantung pada situasi.
I	Boleh jelaskan lebih detail maksud dari "bergantung pada situasi"?
R	Tergantung kondisi, misalnya jika perlu menerjemahkan kalimat yang agak panjang, lebih memilih ChatGPT daripada Google Translate.
I	Berarti Anda lebih memilih menerjemahkan kalimat yang panjang di ChatGPT daripada di Google Translate. Apa alasan di balik pilihan tersebut?
R	Karena aturan bahasanya lebih baik di ChatGPT.
I	Apa itu aturan bahasa? Bisa berikan contohnya?
R	Grammarnya lebih baik gitu.
I	Oke, berarti grammar yang dihasilkan dari ChatGPT lebih baik dibandingkan dengan Google Translate, itulah mengapa Anda lebih memilih untuk menerjemahkan teks yang agak panjang di ChatGPT. Dapat saya simpulkan bahwa selain mudah diakses, salah satu alasan Anda lebih memilih menggunakan ChatGPT dibanding Google Translate adalah karena hasil terjemahan dari ChatGPT yang lebih baik?
R	Ya
I	Baik, kita lanjut ke pertanyaan ketiga. Pada pertanyaan ketiga Anda mengatakan bahwa Anda lumayan sering menggunakan ChatGPT sebagai alat translate. Kalau boleh tahu, untuk keperluan apa saja Anda menggunakan ChatGPT?
R	Untuk tugas kampus. Tidak terlalu sering.
I	Apakah untuk tugas kampus?
R	Ya
I	Berarti untuk keperluan akademik. Apakah selain keperluan akademik ada lagi?
R	Tidak ada.
I	Baik, berarti Anda hanya menggunakan ChatGPT sebagai alat translate hanya untuk keperluan akademik seperti menerjemahkan tugas. Apakah setiap ada tugas yang mengharuskan Anda untuk menerjemahkan, Anda selalu menggunakan ChatGPT untuk menerjemahkannya?
R	Ya
I	Apakah Anda juga menggunakan alat penerjemah lain seperti Google Translate atau kamus dalam menerjemahkan tugas Anda?
R	Ya
I	Apakah Anda merasa ketergantungan menggunakan ChatGPT sebagai alat translate untuk keperluan akademik?
R	Tidak juga.
I	Berarti Anda masih bisa menerjemahkan tanpa menggunakan ChatGPT?
R	Tidak juga.

I	Kenapa begitu?
R	Hanya saya pakai jika merasa kesulitan.
I	Berarti Anda hanya ketergantungan menggunakan ChatGPT untuk menerjemahkan teks yang sulit, dan masih bisa menerjemahkan menggunakan alat penerjemah lain selama teksnya mudah?
R	Ya, teks kalimat yang sering digunakan dalam kehidupan sehari-hari tidak memerlukan alat translate.
I	Baik, apakah selain ChatGPT Anda mempercayai hasil terjemahan dari alat penerjemah lain seperti Google Translate untuk keperluan akademis Anda?
R	Saya juga tidak yakin, sepertinya.
I	Baik, kita lanjut ke pertanyaan keempat. Anda mengatakan bahwa kelebihan dari ChatGPT yang Anda rasakan adalah proses translate yang membutuhkan waktu singkat. Selain itu, apakah ada lagi kelebihan yang Anda rasakan?
R	Hasil terjemahannya lebih baik dibanding alat translate lain.
I	Baik, kita lanjut ke pertanyaan kelima. Anda mengatakan bahwa kekurangannya jika ingin mengakses terasa lelet. Apakah ini terjadi pada versi aplikasi atau versi webnya?
R	Aplikasi
I	Leletnya dikarenakan koneksi internet Anda yang kurang stabil atau memori HP Anda yang tidak mendukung?
R	Kurang tahu.
I	Baik, selain itu apakah ada lagi kekurangan dari ChatGPT yang Anda alami?
R	Itu saja.
I	Baik, kita lanjut ke pertanyaan keenam. Anda mengatakan bahwa Anda merekomendasikan penggunaan ChatGPT sebagai alat translate. Kalau boleh, apa saja alasannya?
R	Tidak ada alasan, hanya bagus saja.
I	Oke, baik itu saja. Terimakasih banyak telah menjawab semua pertanyaan Saya.

Respondent 02

Name: Sri Wahyuni

Class: TBI 2

Batch: 2021

I	Sudah siap wawancara?
R	Iyaa kak boleh

I	Baik langsung saja ke pertanyaan pertama google form. Saudari mengatakan bahwa ChatGPT sangat membantu sebagai alat translate. Bisa jelaskan bagaimana saudari pertama kali tau tentang ChatGPT?
R	Pertama kali saya mengenal chat GPT dari teman, katanya bagus apalagi untuk alat translate, karena kalimatnya sudah tertata terutama untuk grammarnya, terus beberapa dosen juga mengusulkan untuk menggunakan AI itu.
I	Baik kita lanjut ke pertanyaan kedua. Saudari menjawab ChatGPT lebih cepat dan bisa menghasilkan translate yang baik. Sebelumnya alat translate apa saja yang sudah saudari gunakan?
R	Sebelumnya saya menggunakan deeptl dan Google translate biasa
I	Baik diantara aplikasi tersebut dan ChatGPT saudari lebih memilih mana sebagai alat translate?
R	Sejauh ini deeptl juga baik, tapi chat GPT lebih cukup membantu kalau untuk translate lebih banyak kalimat atau text
I	Baik kita lanjut pertanyaan ketiga. Saudari menjawab sering menggunakan ChatGPT sebagai alat translate untuk mengerjakan tugas. Selain untuk keperluan akademik untuk apa lagi saudari menggunakan ChatGPT sebagai alat translate?
R	Sejauh ini selain saya gunakan untuk keperluan akademis, saya hanya gunakan sebagai alat untuk mencari atau menggali sesuatu yang ingin saya ketahui.
I	Apakah saudari merasa ketergantungan menggunakan ChatGPT sebagai alat translate?
R	Sejauh ini tidak sepenuhnya saya ketergantungan dengan AI chat GPT sebagai alat translate, tapi saya cukup sering menggunakan chat GPT khususnya untuk translate teks yang panjang
I	Apakah dalam mentranslate saudari hanya mempercayai hasil translate ChatGPT saja sehingga ragu ragu jika harus menggunakan alat translate lain?
R	Tidak juga, saya percaya dengan hasil yang di berikan chat GPT, tapi saya juga sering mengecek kembali di alat translate seperti deeptl untuk memverifikasi terjemahan yang di hasilkan ChatGPT.
I	Baik kita lanjut pertanyaan keempat. Saudari mengatakan bahwa kelebihan ChatGPT adalah memberikan kepuasan ketika mentranslate kalimat atau paragraf. Apakah menurut saudari ketika mentranslate kalimat atau paragraf pada alat translate lain seperti Deepl hasilnya kurang memuaskan?
R	Cukup memuaskan juga, tapi kembali lagi sy menggunakan chat GPT karena kita tahu kalau deeptl membatasi kata untuk alat translate, sedangkan chat GPT tidak membatasi kata jadi untuk paragraf saya menggunakan chat GPT, tapi seperti yang saya bilang sebelumnya terkadang misalnya untuk memverifikasi tiap paragrafnya, saya cek lagi menggunakan deeptl.
I	Oke baik kita lanjut pertanyaan kelima. Saudari menjawab kekurangan dari ChatGPT adalah hanya bisa diakses online. Apakah ada lagi kekurangan lain yg saudari rasakan?
R	Menurut saya sejauh ini hanya itu saja, tidak ada yang lainnya

I	Baik kita lanjut pertanyaan keenam. Saudari menjawab cukup merekomendasikan ChatGPT sebagai alat bantu translate. Apakah saudari sangat merekomendasikan ChatGPT dibanding alat translate yang pernah saudari gunakan sejauh ini?
R	Kalau dibandingkan dengan alat translate lain pasti tiap alat translate punya kelebihan dan kekurangan masing”, saya tidak sepenuhnya memilih chat GPT jika dibandingkan dengan alat translate lain. Tapi saya cukup merekomendasikan AI chat GPT karena memudahkan untuk para pengguna.
I	Baik itu saja untuk pertanyaan wawancaranya. Mohon maaf mengganggu waktunya, jika ada kesalahan kata mohon dimaafkan. Saya ucapkan terimakasih banyak telah berpartisipasi dalam penelitian saya
R	Baik kak. Terimakasih kembali dan semoga penelitian berjalan dengan lancar sampai selesai.

Respondent 03

Name: Yulianisa

Class: TBI 1

Batch: 2021

I	Baik langsung saja kita mulai
R	Iyae
I	Pada pertanyaan pertama google form saudari menjawab bahwa ChatGPT mudah digunakan untuk translate tapi hasilnya juga kurang pas. Bisa berikan contohnya yang kurang pas seperti apa dalam bentuk kalimat?
R	Bagaimana sudah saya memberikan contohnya, sedangkan saya sudah lupa yang mana mana saja
I	Katanya pada bagian grammar peletakkannya kurang pas. Bagaimana itu contohnya?
R	Maksud kurang pas nya itu to, saya tidak bisa berikan contoh dalam kalimat tapi, ketika saya translate tugas-tugas saya dan akan diserahkan ke dosen, biasanya itu salah karena dosen biasa bilang ini grammarnya salah, jangan pakai "namelly" harusnya pakai "There is saja"
I	Oke berarti kurang pasnya berdasarkan apa yang dibidang dosen ya. Kalau boleh tau bagaimana perintah yang saudari gunakan pada ChatGPT untuk mentranslate?

R	Translate ke dalam bahasa Inggris dengan kalimat yang mudah dipahami. Prince's permission, I ask permission to pass, because I'm in a hurry. Nah disini kan seharusnya pakai "Excuse me" no permission. Ada lagi cuma so te tau dimana. Saya baru-baru cek teks drama tadi ada yang beberapa salah, cuma sudah kehapus
I	Ini hasil translate dari ChatGPT ya?
R	Iyaae
I	Bahasa Indonesianya bagaimana?
R	Izin pangeran, saya mohon izin untuk duluan lewat, karena saya buru-buru.
I	Oke bisa saya simpulkan sepertinya ChatGPT gagal menangkap konteks dari teks tersebut karena teksnya kurang lengkap. Pada kata "Izin pangeran" Sepertinya ChatGPT salah menangkap maksudnya dan malah mengartikannya sebagai "Izin milik pangeran" Harusnya hal ini dapat dihindari jika menuliskan "Mohon izin pangeran" Baru hasilnya akan sesuai konteks yang dimaksud. Baik kalau boleh tau darimana saudari pertama kali mengetahui tentang ChatGPT ini?
R	Dari dosen
I	Termasuk fungsi ChatGPT sebagai alat translate juga taunya dari dosen?
R	Tidak keknyaa, cuma di bilang kalau cari di chatgpt
I	Berarti dari coba-coba sendiri?
R	Hmm lupa, sepertinya tidak juga. Teman-teman juga sarankan ke GPT. Jadi mulai terbiasa apa-apa di GPT
I	Oke berarti taunya dari teman ya?
R	Awal sekali dari dosen.
I	Oke baik kita lanjutkan ke pertanyaan kedua. Anda menjawab lebih suka translate di ChatGPT daripada Google Translate. Apakah saudari lebih bergantung ke ChatGPT daripada Google Translate?
R	Hmm, kenapa saya suka di GPT kebanding Google karena GPT lebih bisa dimengerti hasil translate nya kebanding Google. Karena tempat saya bertranslate cuma dua aplikasi itu saja
I	Apakah sekarang masih menggunakan Google Translate? Atau sepenuhnya menggunakan ChatGPT saja?
R	Kalau tidak ada paket data biasanya pakai Google Translate. Tapi biasanya minta tolong dan teman biar translate ke ChatGPT
I	Baik lanjut ke pertanyaan ketiga. Apa maksud dari saudari menggunakan ChatGPT sesuai keperluan? Keperluan apa saja?
R	Lupa aku kenapa saya bisa jawab itu ya? Hmm, seperti apa yang mau saya cari bukan hanya translate soal dalam bahasa Inggris, seperti translate teks yang sudah panjang sekali
I	Sebagai alat translate apakah saudari hanya menggunakannya untuk mentranslate tugas saja? Atau juga mentranslate hal lain diluar tugas?
R	Hmm, saya kurang tahu. Sudah lupa-lupa ingat.

I	Apakah saudara merasa ketergantungan menggunakan ChatGPT sebagai alat translate?
R	Iyaa deh.
I	Saudari merasa ketergantungan sehingga tidak mempercayai hasil translate alat lain selain ChatGPT?
R	Tidak juga seperti itu. Hanya karena alat yang saya gunakan hanya dua itu dan saya tidak tahu dimana lagi tempat translate jadi saya pakai ChatGPT. Dan biasanya saya translate dengan kalimat yang panjang jadi saya rasa hanya GPT yang cocok untuk ini
I	Baik kita lanjut pertanyaan keempat. Apa saja kelebihan dari ChatGPT yang saudara rasakan dibanding alat translate lain seperti Google Translate?
R	Apa ya, bisa memberi jawaban yang sesuai dengan kita mau
I	Itu saja atau ada lagi yang lain?
R	Mungkin, itu saja
I	Baik kita lanjut pertanyaan kelima. Saudari menjawab kekurangan dari ChatGPT yaitu penempatan grammarnya kurang pas ya. Dalam menghadapi masalah ini apa yang saudara lakukan?
R	Menanyakan ke teman apakah ini sudah benar penempatannya atau salah. Biasanya kalau teman tidak mengerti juga, diubah lagi kalimatnya biar GPT paham.
I	Dan setelah kalimatnya diubah apakah hasilnya lebih baik?
R	Kadang-kadang.
I	Baik kita lanjut ke pertanyaan keenam. Saudari mengatakan merekomendasikan ChatGPT sebagai alat translate karena lebih jelas dibanding Google. Lebih jelas apanya?
R	Bagaimana cara bilanganya ya, biasanya kalau kita mau translate ke bahasa Indonesia, melalui Google itu artinya beda. Nah kalau di GPT mengerti dengan artinya, jadi seperti lebih jelas paham kalau mau translate di GPT dibanding Google
R	Jadi seperti lebih jelas paham kalau mau translate di GPT dibanding Google.
I	Oke baik itu saja pertanyaan untuk wawancaranya. Maaf mengganggu waktunya. Lebih dan kurangnya mohon dimaafkan. Saya ucapkan terimakasih banyak telah berpartisipasi dalam penelitian saya
R	Aamiin, terimakasih kembali.

Respondent 04

Name: Dewi Lestari

Class: TBI 2

Batch: 2021

I	Sudah siap wawancara?
R	Ya sudah, kak.
I	Baik, langsung saja ke pertanyaan pertama dari Google Form. Anda menyatakan bahwa ChatGPT memudahkan dalam menerjemahkan kata panjang maupun pendek. Apakah Anda menggunakan ChatGPT untuk menerjemahkan kata per kata?
R	Ya, saya menggunakan ChatGPT untuk menerjemahkan kata per kata.
I	Bagaimana dengan kalimat dan paragraf?
R	Ya, begitu pun dengan kalimat, kak.
I	Baik, bisa jelaskan bagaimana Anda pertama kali mengenal ChatGPT?
R	Saya pertama kali mengenalnya dari teman karena dulu saya kurang update.
I	Untuk fungsi ChatGPT sebagai alat translate, Anda juga mengetahuinya dari teman?
R	Ya, kak.
I	Baik, lanjut ke pertanyaan kedua. Alasan Anda menggunakan ChatGPT karena mudah diakses. Dibanding dengan alat translate lain yang pernah Anda gunakan, apakah ChatGPT yang paling mudah diakses?
R	Ya, mudah, kak.
I	Boleh tau apa saja alat translate yang Anda gunakan selain ChatGPT?
R	Saya menggunakan DeepL Translate, Google Terjemahan, dan Duolingo.
I	Baik, kita lanjut ke pertanyaan ketiga. Anda hampir selalu menggunakan ChatGPT untuk belajar. Apakah penggunaan ChatGPT sebagai alat translate hanya untuk keperluan akademis atau juga ada untuk non-akademis?
R	Saya hanya menggunakan ChatGPT untuk keperluan akademis, kak.
I	Oke, berarti hanya untuk mengerjakan tugas. Apakah Anda dalam mengerjakan tugas translate hanya menggunakan ChatGPT saja atau juga menggunakan aplikasi lain yang sudah Anda sebutkan sebelumnya?
R	Ya, untuk tugas, saya menggunakan ChatGPT dibarengi dengan DeepL Translate dan Google Terjemahan.
I	Apa yang membedakan ChatGPT dengan aplikasi tersebut sehingga Anda membutuhkan mereka berbarengan?
R	Yang membedakan menurut saya adalah cara ketiga aplikasi tersebut menerjemahkan kata. Itulah sebabnya saya perlu menggunakan mereka berbarengan untuk mengetahui yang mana yang memberikan terjemahan yang lebih jelas.
I	Dan menurut Anda, mana yang memberikan hasil terjemahan yang lebih baik?
R	ChatGPT, kak.
I	Baik, kita lanjut ke pertanyaan keempat. Anda menyatakan keunggulan ChatGPT dalam menerjemahkan mendekati akurat dan menghemat waktu karena memberikan jawaban dengan waktu singkat. Dengan keunggulan

	tersebut, apakah Anda merasa sangat bergantung kepada ChatGPT sehingga tidak mempercayai hasil translate alat lain selain ChatGPT?
R	Tidak terlalu bergantung, tapi membutuhkan ChatGPT, hehe.
I	Baik, kita lanjut ke pertanyaan kelima. Anda mengatakan bahwa hasil translate ChatGPT tidak selalu benar. Bagaimana Anda mengatasi hal tersebut?
R	Saya mengatasi dengan menggunakan aplikasi terjemahan yang lain.
I	Baik, kita lanjut ke pertanyaan keenam. Bisa jelaskan bagaimana perintah yang Anda gunakan dalam ChatGPT untuk menerjemahkan?
R	Caranya, saya copy teks bahasa Inggris, lalu saya paste ke ChatGPT, lalu saya ketik "Terjemahkan ke bahasa Indonesia."
I	Perintahnya hanya "Terjemahkan ke bahasa Indonesia" atau ada perintah lain yang digunakan?
R	Hanya "Terjemahkan ke bahasa Indonesia" dan sebaliknya.
I	Baik, itu saja pertanyaan untuk wawancaranya. Terima kasih banyak telah berpartisipasi dalam penelitian saya.
R	Sama-sama, kak. Senang bisa membantu, maaf juga jika ada jawaban yang kurang.

Respondent 05

Name: Ratu Balqis Mang

Class: TBI 1

Batch: 2021

I	Baik langsung saja. Kita mulai dari pertanyaan pertama pada Google Form. Saudari mengatakan bahwa ChatGPT membantu dalam menerjemahkan kalimat karena bahasanya mudah dipahami. Apakah saudari hanya menggunakan ChatGPT untuk menerjemahkan kalimat saja atau Kata dan paragraf juga?
R	Hanya kalimat saja
I	Sebelumnya tau tentang ChatGPT ini darimana?
R	Dari teman
I	Termasuk fungsi ChatGPT sebagai alat translate juga taunya dari teman ya?
R	Iyaa kak
I	Baik kita lanjut ke pertanyaan kedua. Saudari menjelaskan bahwa alasan menggunakan ChatGPT sebagai alat translate karena bahasanya mudah dipahami. Bisa dijelaskan contoh bahasanya yang mudah dipahami?
R	Kalimat bahasa Inggrisnya yang biasa kita dengar dan kata-kata yang biasa kita gunakan
I	Baik selain ChatGPT apa lagi alat translate yang saudari gunakan?

R	Saya menggunakan U Dictionary
I	Hanya U Dictionary? Bagaimana Google Translate?
R	Tidak pakai lagi kak
I	Oke, baik di antara alat penerjemah yang pernah saudara gunakan, apakah saudara lebih memilih untuk menggunakan ChatGPT?
R	Tidak juga kak, kadang pakai U Dictionary
I	Baik, pada saat apa saudara menggunakan U Dictionary dan pada saat apa menggunakan ChatGPT?
R	Menyesuaikan saja kak. Tapi biasanya kalau jaringan tidak bagus baru pakai U Dictionary
I	Baik, kita lanjut ke pertanyaan ketiga. Saudari menjawab sering sekali menggunakan ChatGPT. Bisa gambarkan seberapa sering?
R	Kalau ada tugas translate pasti menggunakan ChatGPT
I	Oke, apakah saudara menggunakan ChatGPT hanya untuk menerjemahkan tugasnya atau ada lagi?
R	Iyaa, ada tugas lain juga kayak ada kalimat yang susah dipahami jadi saya menggunakan ChatGPT untuk memahami kalimat tersebut.
I	Apakah saudara merasa ketergantungan menggunakan ChatGPT untuk menerjemahkan tugas-tugas?
R	Tidak juga kak
I	Berarti saudara juga masih bisa mengandalkan hasil translate dari alat penerjemah lain seperti U Dictionary untuk menerjemahkan tugas saudara?
R	Iyaa kak. Kalau untuk grammarnya lebih bagus U Dictionary
I	Baik, kita lanjut ke pertanyaan keempat. Saudari mengatakan keunggulan dari ChatGPT adalah lebih instan dan cepat. Selain itu, apakah ada lagi yang saudara rasakan?
R	Hanya itu saja kak
I	Dibandingkan dengan U Dictionary, lebih cepat dan instan mana?
R	Lebih instan ChatGPT
I	Baik, kita lanjut ke pertanyaan kelima. Saudari mengatakan bahwa kita jadi lebih malas untuk membuka kamus. Apakah malas membuka kamus hanya disebabkan ChatGPT atau semua alat translate yg pernah saudara gunakan?
R	Kalau saya rasa hanya ChatGPT kak
I	Bisa jelaskan kenapa hanya ChatGPT?
R	Mungkin karena lebih instan dari U Dictionary kak.
I	Oke, baik kita lanjut ke pertanyaan keenam. Saudari mengatakan boleh menggunakan ChatGPT tapi jangan sering. Apakah saudara merekomendasikan penggunaan ChatGPT sebagai alat translate untuk kebutuhan akademik?
R	Boleh kak, tapi jangan ketergantungan ke ChatGPT
I	Baik, itu saja untuk pertanyaan wawancaranya. Mohon maaf mengganggu waktunya
R	Baik kak.

Respondent 06**Name: Rani Rizqi Ambarwati****Class: TBI 1****Batch: 2021**

I	Baik langsung saja kita mulai. Dimulai dari pertanyaan yang pertama saudari mengatakan bahwa ChatGPT sebagai media yang dapat membantu untuk menerjemahkan tugas-tugas. Selain untuk menerjemahkan tugas-tugas apakah ada lagi yang biasa diterjemahkan?
R	Baik ka jdi yang biasa saya terjemahkan selain tugas yaitu saya biasa menerjemahkan sesuatu yang sy tdk tau artinya seperti captionnya orang di sosmed biasa juga menerjemahkan scene dari film dan juga biasa juga menerjemahkan proposal ka
I	Itu semua menggunakan ChatGPT ya?
R	Iyaa ka
I	Bisa jelaskan bagaimana saudari pertama kali mengenal ChatGPT ini?
R	Pertama kali saya mengenal ChatGPT itu dari aplikasi TikTok, dia merekomendasikan bahwa ChatGPT bagus, akurat, dan mudah diakses untuk mahasiswa. Jadi saya mencoba dan sejak itu saya tertarik dan merasa mempermudah saya sampai sekarang.
I	Termasuk dengan fungsi ChatGPT sebagai alat translate ini juga taunya dari TikTok?
R	Iyaa ka, fungsinya bisa dipakai sebagai alat translate juga taunya dari TikTok
I	Baik kita lanjut ke pertanyaan kedua
R	Baik ka
I	Saudari mengatakan bahwa alasan menggunakan ChatGPT sebagai alat translate adalah untuk mengerjakan tugas. Apakah selain ChatGPT saudari juga menggunakan alat penerjemah lain? Jika Iyaa boleh sebutkan
R	Iyaa ka, biasa juga saya menggunakan Google Translate dan U Dictionary
I	Dibandingkan dengan Google dan U Dictionary apakah saudari lebih memilih untuk menggunakan ChatGPT dalam mentranslate?
R	Iyaa kak, saya lebih memilih ChatGPT karena Google Translate kadang tidak akurat menurut saya dan untuk U Dictionary saya kurang suka karena harus mendownload aplikasi lagi dan memori penyimpanan saya tidak mencukupi
I	Untuk ChatGPT anda menggunakan versi aplikasi atau webnya?
R	Lebih sering pakai webnya ka, tapi pernah lewat Telegram tapi terbatas pertanyaan yang bisa diajukan di ChatGPT Telegram itu, jadi saya lebih suka versi web ka

I	Baik, berarti menggunakan versi webnya saja karena kalau aplikasi memorinya tidak memungkinkan ya?
R	Iyaa ka
I	Baik kita lanjut ke pertanyaan ketiga. Saudari mengatakan bahwa saudari selalu menggunakan ChatGPT untuk menerjemahkan tugas. Apakah berarti saudari sangat bergantung pada ChatGPT dan tidak yakin pada hasil terjemahan selain ChatGPT?
R	Iyaa, saya merasa sudah bergantung pada ChatGPT karena setiap ada yang ingin saya terjemahkan saya menggunakan ChatGPT. Saya tidak yakin dengan hasil terjemahan selain ChatGPT
I	Baik kita lanjut ke pertanyaan keempat. Saudari mengatakan beberapa keunggulan ChatGPT. Apakah hanya itu saja keunggulan yang saudari rasakan?
R	Ada satu lagi keunggulan ChatGPT yaitu dapat menerjemahkan lewat file seperti makalah yang sudah berformat PDF dapat diterjemahkan
I	Oke, menurut saudari keunggulan yang sudah disebutkan sebelumnya lebih unggul atau belum pernah saudari temukan sebelumnya pada alat translate lain?
R	Iyaa, sejauh ini saya merasa lebih unggul dan belum pernah saya temukan pada alat translate lain
I	Baik kita lanjut pertanyaan kelima. Apakah kekurangan yang saudari rasakan dari ChatGPT hanya susah diakses ketika jaringan tidak mendukung atau ada kekurangan lainnya?
R	Iyaa ka, menurut saya hanya itu saja kekurangannya
I	Baik lanjut ke pertanyaan keenam. Saudari menjawab merekomendasikan ChatGPT sebagai alat translate karena terjemahannya akurat. Bisa digambarkan seakurat apa terjemahannya dibanding alat terjemahan lain?
R	Menurut saya, ChatGPT sering menghasilkan terjemahan yang lebih alami dan mendekati cara penutur asli berbicara dibandingkan dengan alat terjemahan lain. Dan juga ChatGPT lebih baik dalam memahami konteks kalimat dan makna yang ingin disampaikan, sehingga terjemahannya lebih relevan dan tepat
I	Baik, karena keakuratannya apakah saudari merasa masih perlu untuk mengecek kembali hasil terjemahannya jika saja ada yang salah?
R	Masih saya perlukan untuk mengecek kembali meskipun akurat ka
I	Baik, dalam mentranslate bagaimana perintah yang saudari tuliskan?
R	Translate in English
I	Baik itu saja pertanyaan untuk wawancaranya. Saya ucapkan terimakasih banyak karena sudah berpartisipasi dalam penelitian saya
R	Baik ka siap.

Respondent 07**Name: Eva Fajrianti****Class: TBI 1****Batch: 2021**

I	Oke baik langsung saja. Pada pertanyaan pertama saudari menjawab bahwa ChatGPT adalah tools yang membantu saudari untuk mentranslate hanya saja kurang akurat dalam hal grammar. Kalau boleh tau saudari mengetahui tentang ChatGPT ini darimana?
R	Dari dosen kak, saya tau tentang ChatGPT ketika saya semester 5
I	Oke itu tentang ChatGPT-nya, bagaimana dengan fungsi ChatGPT sebagai alat translate apakah dari dosennya juga yang memberitahu?
R	Iyaa kak, dosen saya juga mengajarkan bagaimana cara menggunakannya dan cara mengaksesnya, meskipun dosen tersebut juga tidak terlalu menyarankan untuk menggunakan ChatGPT karena alasan tertentu
I	Oke baik lanjut ke pertanyaan kedua. Saudari mengatakan bahwa alasan menggunakan ChatGPT sebagai alat translate karena ChatGPT juga gratis atau tidak berbayar. Selain ChatGPT apa saudari juga menggunakan alat penerjemah lain? Bisa berikan contohnya kalau ada
R	Ada kak, saya juga biasa menggunakan "QuillBot" dan "Poe"
I	Dibandingkan dengan QuillBot dan Poe apakah saudari lebih memilih untuk mentranslate menggunakan ChatGPT?
R	Tidak kak, seperti yang saya katakan sebelumnya bahwa ChatGPT kadang grammarnya kurang tepat makanya saya lebih sering menggunakan "QuillBot" karena dalam web tersebut ada fitur untuk mengecek ketepatan grammar
I	Baik kita lanjut ke pertanyaan ketiga. Saudari mengatakan bahwa hanya menggunakan ChatGPT dalam seminggu hanya 2 atau 3 kali. Kalau boleh tau saudari menggunakan ChatGPT sebagai alat translate untuk mentranslate apa saja?
R	Biasa untuk mentranslate kalimat dalam bentuk paragraf
I	Berarti mengerjakan tugas kampus ya. Diluar dari mengerjakan tugas kampus apakah digunakan juga untuk mentranslate misalnya mentranslate dialog dalam film?
R	Tidak pernah kak, cuma untuk tugas kampus
I	Baik lanjut ke pertanyaan keempat. Saudari menyebutkan tiga kelebihan ChatGPT. Apakah itu kelebihan pada versi aplikasinya atau versi webnya? Atau keduanya memiliki kelebihan yang sama?
R	Dari webnya sih kak

I	Versi webnya sendiri pernah pakai?
R	Eh tidak kak, dari webnya maksudku, kalau aplikasinya saya belum pernah coba
I	Oke baik, lanjut ke pertanyaan kelima. Saudari mengatakan kalau hasil translate ChatGPT kurang akurat pada grammar. Bisa berikan contohnya?
R	Maksudnya contoh dalam bentuk kalimat kak?
I	Iyaa, kalimat yang pernah saudari translate tapi grammarnya kurang akurat
R	Yaah saya tidak ingat kak, cuma seingat saya kemarin saya pernah meng-translate sebuah pengertian dari seorang ahli yang dimana tingkat kebahasaannya tinggi. Kemudian ketika saya translate ada kata yang saya tidak paham maksudnya bagaimana karena ada beberapa part yang hasil translate-nya diartikan sesuai katanya
I	Oke berarti mirip-mirip Google Translate yang mengartikan secara literal ya. Tidak mengartikan secara konteks. Kalau boleh tau bagaimana perintah yang digunakan ketika mentranslate menggunakan ChatGPT?
R	Iyaa kak begitu. Pertama saya masukkan dulu kata/kalimat yang ingin di-translate, kemudian di akhir kalimat saya tulis perintahnya "artikan ke bahasa Indonesia" (jika English-Indonesia) dan "translate into English" (jika Indonesia-Inggris)
I	Oke baik, setelah mendapat hasil translate yang kurang memuaskan apakah perintahnya tidak diubah "translate into English with proper language according to the context of text" atau "artikan kedalam bahasa Indonesia dengan bahasa yang sesuai dengan konteks pada teks" atau perintah yang menyuruh untuk memperbaiki hasil translatnya?
R	Oh tidak kak, tidak kepikiran
I	Berarti tiap mentranslate hanya menggunakan perintah ini terus ya?
R	Iyaa
I	Baik kita lanjut ke pertanyaan keenam. Saudari memberikan skor 50/50 yang berarti saudari sangat merekomendasikan penggunaan ChatGPT sebagai alat translate?
R	Iyaa kak
I	Baik saya kira itu saja untuk wawancaranya. Saya ucapkan terimakasih banyak sudah berpartisipasi dalam penelitian saya
R	Iyaa sama-sama, semoga penelitiannya dilancarkan selalu kak

Respondent 08

Name: Asmaul Husna

Class: TBI 3

Batch: 2021

I	Baik langsung kita mulai
R	Iyaaa kak
I	Pada pertanyaan pertama saudari mengatakan bahwa ChatGPT memudahkan saudari untuk mentranslate karena hasil translatenya berbeda dari Google. Bisa jelaskan bagaimana perbedaannya?
R	Saya jawabnya nda usah formal ya kk
I	Iyaa jawab pakai bahasa sehari hari saja
R	Kalo menurutku karna Bahasa Inggrisnya di Google translate itu masih menggunakan bahasa Inggris yg biasa kalau di Chat GPT itu menggunakan Bahasa Inggris British
I	Maksudnya bahasa Inggris yang digunakan oleh ChatGPT lebih tinggi levelnya begitu?
R	Iyaaa kak
R	Karna waktu itu pernah sa kasi beda juga itu dosenku bilang bahasanya google translate itu kyk masih pake bahasa lama
I	Ohh dosennya yang bilang begitu ya. Kalau boleh tau bagaimana pertama kali mengenal ChatGPT?
R	Iyaaa kak, Waktu itu iseng cek" di tiktok website untuk bikin" judul proposal terus ternyata di Chat GPT juga bisa untuk translate
I	Oke berarti tau tentang ChatGPT dan fungsi translatenya pertama kali dari tiktok ya?
R	Iyaaa kak
I	Baik kita ke pertanyaan kedua
R	Iyaaa kak
I	Saudari menjawab alasannya menggunakan ChatGPT karena lebih nyaman dibanding google translate. Selain google translate dan ChatGPT apakah ada lagi alat translate lain yang saudari gunakan?
R	Ada
I	Bisa sebutkan apa saja
R	DeepL, Merriam Webster
I	Dibandingkan dengan itu semua apakah jauh lebih nyaman menggunakan ChatGPT sebagai alat translate?
R	Kalau saya sendiri lebih nyaman pakai DeepL sih kak
I	Alasannya apa?
R	Karna kalau di Chat GPT kalau di hpku itu kalau sdh 5 kali pakai sehari langsung di suruh berlangganan kalau di DeepL tidak, DeepL juga bahasanya lebih bagus.
I	Berarti setelah 5 kali pakai sehari tdk bisa lagi saudari gunakan? Hasilnya translatenya lebih bagus DeepL ya?
R	Iyaaa kak nanti besoknya lagi baru bisa dipake. Iyaaa kak
I	Bisa berikan contoh misalnya kalimat atau kata yang ditranslate menggunakan ChatGPT dan DeepL sehingga dapat dikatakan hasil translate dari DeepL lebih bagus?

R	Wait ya kak. OhIyaaa kak saya jg ada pake cici itu sama dengan Chat GPT juga
I	AI chatbot juga ya?
R	Iyaaa kak
I	Baik. Bagaimana dengan ChatGPT?
R	1. Definition of CAR (Collaborative Action Research): Collaborative Action Research (CAR) is a research approach that involves collaboration between researchers and practitioners in the field to analyze, design, and review actions taken in real-world situations. CAR aims to solve problems and improve existing practices through a process of reflection, action, evaluation, and adaptation. By involving collaboration between researchers and practitioners, CAR allows for an in-depth understanding of the practice context and encourages the direct application of research findings in that context. Ini di Chat GPT
I	Baik pada bagian mana yg menunjukkan hasil translate DeepL lebih baik?
R	Saya nda bilang DeepL lebih baik dari chat Gpt kak cuman saya lebih nyaman saja pakai DeepL bisa di liat toh kak juga hasilnya beda ini juga saya di rekomendasikan sama temanku sih katanya DeepL itu lebih bagus dari chat gpt tapi tdk dijelaskan kenapa
I	Oke yang pertama kali pakai DeepL atau ChatGPT?
R	Chat GPT
I	Bisa dijelaskan perbedaan pada hasil translatenya yang membuat saudara lebih nyaman dengan DeepL?
R	Lebih nyaman pakai DeepL karna lebih gampang di pakai saja kyk google translate sisa tempel" langsung muncul bahasa yg mau kt gunakan kalau di chat gpt harus ketik dulu mau di translate ke bahasa mana
I	Oke lebih simpel DeepL berarti ya. Tapi kalau untuk hasil translatenya saya tanya sekali lagi mana yg lebih bagus menurut saudara?
R	Mungkin DeepL
I	Oke baik kalau boleh tau bagaimana perintah yang biasa saudara tuliskan untuk menerjemahkan di ChatGPT?
R	Biasanya salin teks habis itu di bawahnya taro keterangan translate ke bahasa Inggris
I	Perintahnya hanya itu saja atau ada lagi?
R	Hanya itu saja
I	Oke terimakasih atas jawabannya, kita ke pertanyaan ketiga. Saudari menjawab sangat sering menggunakan ChatGPT dalam kelas. Apakah saudara hanya menggunakan ChatGPT untuk mentranslate tugas saja atau untuk mentranslate hal lain juga?
R	Sejauh ini kalau pake chat gpt lebih sering cari jawaban" saja kalau untuk ba translatw jarang
I	Baik kemudian jika mengerjakan tugas yang memerlukan kegiatan mentranslate apakah selalu melibatkan penggunaan ChatGPT?
R	Jarang. Kalau yg akan di translate itu ada 500 kata baru pakai chat gpt

I	Oke berarti hanya mentranslate teks yang panjang saja ya?
R	Iyaaakak
I	Kenapa tdk digunakan untuk mentranslate kata maupun kalimat pendek?
R	Tidak kenapa" tidak ada alasan tertentu. Kalau pendek bisa pakai deepl saja
I	Karena lebih cepat ya tdk perlu menuliskan perintah?
R	Kurang lebih begitu
I	Berarti saudara tidak terlalu bergantung kepada ChatGPT untuk mentranslate ya?
R	Iyaaa
I	Baik kita lanjut pertanyaan keempat. Saudari menjawab beberapa kelebihan ChatGPT. Apakah kelebihan yang saudara sebutkan tersebut lebih bagus dibandingkan alat penerjemah lain?
R	Menurut saya bgt
I	Baik kita lanjut ke pertanyaan kelima. Saudari mengatakan ChatGPT tdk memiliki dukungan untuk semua bahasa. Bisa berikan contohnya seperti apa?
R	Waktu itu saya pernah coba untuk translate ke bahasa lain selain bahasa inggris ternyata tidak bisa salupa waktu itu kalo tdk salah saya coba pakai bahasa yg di lagu poco loco itu saya pernah translate ke bahasa indo tapi di chat gpt tidak bisa akses
I	Oke berarti tidak bisa untuk bahasa daerah ya?
R	Itu bukan bahasa daerah kak. Kalo nda salah itu bahasa mexico
I	Bagaimana perintahnya kalau boleh tau?
R	Sama kyk perintah ke bahasa inggris tdi
I	Baik kemudian hasilnya apa?
R	Cuman di bilang waktu itu kalo tdk salah kami tidak bisa mengakses
I	Oke berarti Error begitu ya
R	Iyaaa kk
I	Kemudian menurut saudara apakah ChatGPT yang hanya bisa diakses online dapat dikatakan sebagai salah satu kekurangannya?
R	Menurut saya Iyaaa
I	Baik kita lanjut pertanyaan keenam. Saudari menjawab menyarankan penggunaan ChatGPT karena terbukti keandalannya. Apakah saudara sdh merekomendasikan ChatGPT sebelumnya ke temannya?
R	Sudah waktu awal" kenal chat gpt sempat menyarankan ke teman" yg lain alhasil sekelasku semua pakai dan juga ada yg menggunakan Chat GPT ini sebagai tugas penelitiannya
I	Baik itu saja untuk pertanyaan wawancaranya. Saya ucapkan terimakasih banyak telah berpartisipasi dalam penelitian saya
R	Iyae kak aman

Respondent 09**Name: Irmawati****Class: TBI 2****Batch: 2022**

I	Baik langsung kita mulai ya
R	Iya
I	Pada pertanyaan pertama saudara menjawab bahwa ChatGPT berguna sebagai alat translate tapi kadang hasilnya kurang akurat apalagi untuk istilah teknis. Bisa berikan contoh istilah teknis seperti apa yang kurang akurat ketika diterjemahkan?
R	Seperti, Extracurricular Activities, Syllabus
I	Itu kalau diterjemahkan lewat ChatGPT jadi apa?
R	Kegiatan ekstrakurikuler Silabus
I	Apakah itu kurang akurat?
R	Iya, krna bisanya kalau d translate d apps atau web translate lain dia bisa lebih akurat
I	Bagaimana translate lebih akuratnya menurut saudara jika menggunakan web translate lain?
R	Deep L Biasanya lebih akurat sih
I	Menurut saudara Harusnya kata kata ini ditranslate menjadi apa agar dapat dikatakan akurat?
R	Kalau d Gpt, syllabus artinya, kurikulum Sedangkan kurikulum itu juga istilah Nah yg sya dapat dari web translate lain kyk Deep L, artinya lebih jelas "rencana pembelajaran"
I	Oke berarti kayak kurang lengkap hasil translatenya ya?
R	Iya. Bisanya kita jga hrus gunakan kata2 tambahan Agar di berikan translate yang diinginkan kalau menggunakan GPT
I	Oke bagaimana perintah yang biasa saudara gunakan dalam mentranslate menggunakan ChatGPT?
R	Seperti Translate dalam berbagi konteks
I	Ada lagi?
R	Kalau yg lebih cepat CMN itu
I	Kemudian jika hasil translatenya tdk sesuai dengan apa yg saudara inginkan apakah saudara mentranslate ulang menggunakan perintah yang berbeda?
R	Kalau dalam situasi yang tidak mendesak, Iyaa
I	Setelah ditranslate ulang apakah hasilnya lebih baik atau sama saja?
R	Iya lebih baik
I	Baik kalau boleh tau bagaimana saudara pertama kali tau tentang ChatGPT ini?
R	Dri teman
I	Termasuk fungsi ChatGPT sebagai alat translate juga taunya dari teman ya?

R	Tda, kalau untuk translate tau sendiri krna sering gunakan Gpt
I	Oke berarti dari coba coba sendiri ya?
R	Iya
I	Baik kita lanjut pertanyaan kedua
R	Iya
I	Saudari mengatakan alasannya menggunakan ChatGPT karena cepat dan mudah diakses. Apakah selain ChatGPT dan DeepL saudari menggunakan alat penerjemah lain lagi? Kalau ada sebutkan
R	U dictionary, Vocapture, cuman bisanya tidak semua bisa d translate
I	Dibandingkan dengan alat penerjemah yang sudah saudari gunakan tersebut apakah ChatGPT menjadi yang tercepat dan paling mudah diakses?
R	Untuk translate Iya. Mungkin lebih tepatnya Untuk ke inggris Iya, TPI untuk ke bahasa lain sy akan mengakses google translate, lebih cepat
I	Untuk mentranslate sendiri apakah saudari hanya menggunakan ChatGPT untuk mentranslate tugas kampus saja? Atau juga mentranslate hal lain?
R	Hanya mentranslate vocab2 baru
I	Mentranslate kata per kata, kalimat, dan paragraf semuanya pernah ya?
R	Iya
I	Apakah bagus digunakan untuk mentranslate kata per kata atau hanya untuk kalimat dan paragraf?
R	Kalimat Paragraf
I	Kalau kata per kata kenapa?
R	Kata per kata jga
I	Tapi jarang atau sering?
R	Jarang
I	Baik berarti dalam hal translate saudari lebih memilih DeepL karena hasil translatenya lebih bagus dari ChatGPT ya?
R	Iya
I	Baik kita lanjut pertanyaan ketiga. Saudari menjawab cukup sering menggunakan ChatGPT untuk memahami teks asing. Apakah tiap kali saudari ingin menerjemahkan teks selalu melibatkan ChatGPT?
R	Tidak selalu
I	Oke berarti tidak terlalu bergantung kepada ChatGPT untuk mentranslate kan?
R	Iya
I	Baik kita lanjut pertanyaan keempat. Saudari menyebutkan beberapa kelebihan ChatGPT. Apakah kelebihan-kelebihan yang saudari sebutkan tersebut jauh lebih hebat dari DeepL?
R	Tidak juga
I	Baik kita lanjut pertanyaan kelima. Saudari mengatakan kekurangan ChatGPT dalam mentranslate yaitu terjemahan yang tidak idiomatis bisa berikan contohnya seperti apa?
R	English: The ball is in your court Terjemahan Tidak Idiomatis: Bola ada di lapanganmu Terjemahan yang Benar: Kini giliranmu
I	Untuk menerjemahkan ini bagaimana perintah yang saudari gunakan?

R	Translate dengan makna yang sebenarnya
I	Kenapa tidak menggunakan perintah translate secara idiomatis?
R	Lebih mudah
I	Maksudnya bagaimana?
R	Lebih mudah jika gunakan bahasa sendiri
I	Ketika mendapatkan hasil translate seperti ini apakah tidak terpikirkan untuk menggunakan perintah "translate secara idiomatis" Untuk mendapatkan hasil translate sesuai idiom?
R	Iya
I	Kemudian saudari juga menjawab ada keterbatasan dalam memahami konteks budaya tertentu. Bisa berikan contohnya?
R	Black Friday Jumat Hitam Konteks budaya Hari belanja besar di AS dengan diskon besar.
I	Ini kan pengertian black Friday. Bagaimana dengan contoh terjemahannya yang benar jika dibuat dalam kalimat?
R	Many people wait for Black Friday to get the best deals on electronics
I	Jika ditranslate ke bahasa Indonesia menjadi apa?
R	Banyak orang menunggu Black Friday untuk mendapatkan penawaran terbaik pada elektronik
I	Berarti black Friday harusnya tdk usah diterjemahkan menjadi jumat hitam ya? Tapi ketika memakai ChatGPT terjemahannya menjadi seperti itu?
R	Iya
I	Baik kemudian menurut saudari ChatGPT yang hanya bisa diakses secara online saja dapat dikatakan sebagai salah satu kekurangannya?
R	Iya
I	Baik kita lanjut pertanyaan keenam. Saudari mengatakan merekomendasikan penggunaan ChatGPT sebagai alat translate karena cepat dan mudah diakses, namun harus tetap memverifikasi hasilnya. Jelaskan bagaimana caranya untuk memverifikasi hasilnya?
R	Bandingkan dengan sumber lain Seperti tadi deep L atau google translate
I	Oke baik itu saja untuk pertanyaan wawancaranya. Saya ucapkan terimakasih banyak telah berpartisipasi dalam penelitian saya
R	Iya sama sama KA

Respondent 10

Name: Fauzi

Class: TBI 2

Batch: 2022

I	Baik langsung saja kita mulai dari pertanyaan pertama google form
R	Baik.
I	Saudara menjawab penggunaan ChatGPT untuk mentranslate kata atau kalimat cukup bagus karena responnya cepat. Sebelumnya saudara mengenal ChatGPT ini dari siapa?
R	Saya mengenal ChatGPT dari senior saya, Kak.
I	Termasuk dengan fungsi ChatGPT sebagai alat translate juga taunya dari senior?
R	Iya, Kak.
I	Saudara menjawab alasan menggunakan ChatGPT karena mudah diakses tanpa harus mengunduh aplikasi. Apakah saudara hanya menggunakan versi webnya saja dan tidak menggunakan versi aplikasinya?
R	Hanya menggunakan webnya.
I	Kalau boleh tahu, kenapa tidak menggunakan aplikasinya?
R	Menurut saya cukup merepotkan jika mengunduh aplikasi dan mempengaruhi penyimpanan. Sementara web hanya diakses melalui link.
I	Selain ChatGPT, alat translate apa yang masih saudara gunakan sekarang?
R	DeepL.
I	Bagaimana dengan Google Translate?
R	Saya jarang menggunakan Google Translate karena struktur gramatikal yang ditampilkan kurang sesuai.
I	Antara DeepL dan ChatGPT, saudara lebih memilih yang mana? Dan apa alasannya?
R	Saya lebih memilih DeepL karena struktur gramatikal yang ditampilkan sudah sesuai. Serta dosen saya juga merekomendasikan penggunaan DeepL sebagai alat translate yang direkomendasikan.
I	Tapi masih menggunakan ChatGPT juga?
R	Terkadang, Kak.
I	Apa alasan yang membuat saudara terkadang masih menggunakan ChatGPT jika hasil translatenya lebih baik di DeepL?
R	Sebelum mengenal DeepL, saya terlebih dahulu menggunakan ChatGPT sebagai alat untuk mentranslate. Tetapi setelah dosen saya tahu, dia tidak merekomendasikan penggunaan ChatGPT untuk waktu yang lebih lama dalam mentranslate.
I	Apa alasan dosennya tidak merekomendasikan?
R	Dosen saya bilang karena struktur gramatikal yang ditampilkan di ChatGPT kurang sesuai.
I	Berarti sekarang tidak menggunakan ChatGPT lagi?
R	Iya, Kak.
I	Saudara menjawab terkadang menggunakan ChatGPT. Untuk keperluan apa saja saudara menggunakan ChatGPT sebagai alat translate?
R	Terkadang saya menggunakan ChatGPT tidak hanya mentranslate tetapi juga digunakan untuk mencari sumber-sumber pelajaran.

I	Kalau untuk mentranslate apakah hanya untuk mentranslate tugas saja atau juga mentranslate hal lain?
R	Hanya untuk mentranslate tugas-tugas, Kak.
I	Saudara menjawab bahwa kelebihan ChatGPT sangat cepat dalam memberikan respon. Dibandingkan dengan DeepL mana yang lebih cepat?
R	Menurut saya ChatGPT lebih cepat dalam memberikan respon daripada DeepL.
I	Selain itu apa lagi keunggulan ChatGPT yang saudara rasakan dibanding DeepL?
R	Menurut saya hanya itu, ChatGPT mampu menanggapi dengan cepat daripada DeepL.
I	Saudara menjawab kekurangan ChatGPT dalam mentranslate yaitu struktur kalimatnya kurang tepat. Bisa berikan contohnya seperti apa?
R	Tidak sesuai: "I goes to school". Sesuai: "I'm going to school".
I	I goes atau I go?
R	go
I	Baik apakah masih ingat kalimatnya dalam bahasa Indonesia bagaimana?
R	Saya sedang pergi ke sekolah.
I	Baik yang ditranslate hanya bentuk kalimat ini saja atau berupa paragraf?
R	Terkadang hanya untuk kalimat.
I	Bisa contohkan bagaimana perintah yang saudara gunakan dalam mentranslate kalimat tersebut?
R	Maksudnya bagaimana, Kak?
I	Maksudnya perintah yang saudara tuliskan di ChatGPT untuk mentranslate. Contohnya: "Saya pergi ke sekolah. Ubah ke dalam bahasa Inggris."
R	Saya sedang pergi ke sekolah.
I	Saudara menggunakan perintah "Ubah ke dalam bahasa Inggris" juga?
R	Iya, Kak.
I	Saudara memperbolehkan penggunaan ChatGPT untuk keperluan mendesak hanya saja tidak menganjurkan untuk terlalu sering menggunakan dalam mentranslate kalimat. Apakah saudara lebih merekomendasikan penggunaan DeepL dibanding ChatGPT dalam mentranslate kalimat?
R	Saya rasa keduanya juga sangat membantu. Apalagi ChatGPT lebih cepat dalam memberikan respon.
I	Baik itu saja untuk pertanyaan wawancaranya.
R	Iya, Kak sama-sama. Semoga selalu dilancarkan dalam menjalankan penelitiannya! Aamiin.

Appendix 5: SK Judul

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1842 TAHUN 2023

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.

2. Zul Aini Rengur, S.Pd., M.Pd.

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Moh. Sofyan

NIM : 201160009

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN UIN DATOKARAMA PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya


KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di : Sigi
pada Tanggal : 20 Juni 2023
Dekan

Dr. H. Askar, M.Pd
NIP. 196705211993031005

Appendix 6: Formulir Pendaftaran Proposal



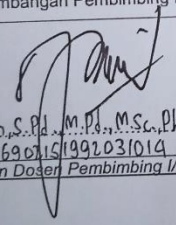
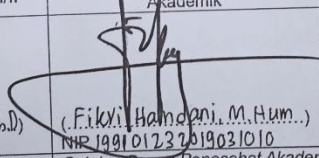

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
 الجامعة الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

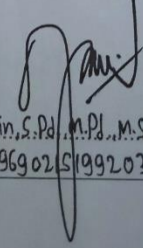
**FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI**

Nama : Moh. Sofyan.....
 NIM : 201160009.....
 SMT/Prodi/Kelas : B. / Tadris Bahasa Inggris / TBI 1.....
 Alamat : Jl. Munifrahman.....
 No. Tlp / HP : 0831.3406.7790.....
 Pembimbing : I. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.....
 II. Zul Aini Rengay, S.Pd., M.Pd.....

Judul :
 ..Students' Perception on the use of ChatGPT in translating English
 texts at the TBI Students batch 2021 and 2022 in UIN Datokarama
 Palu.....

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan			
2	Fotocopy tanda bukti pembayaran ujian			
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII			
4	Mempersiapkan <i>Power Point</i> untuk bahan presentasi			
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
 (Ruslin, S.Pd., M.Pd., M.Sc., Ph.D) NIP. 196902151992031019 Catatan Dosen Pembimbing I/II :	 (Fikri Handani, M.Hum.) NHR 199101232019031010 Catatan Dosen Penasehat Akademik :	 (Moh. Sofyan.....) NIM. 201160009

Penguji : Dr. Hj. Nur Asmakah, S.Ag., M.Hum. Hari/Tgl : Rabu, 12/06/24 Waktu : 09.30 - 10.30 Tempat : R. Ujan FTK	Persetujuan Ketua Jurusan  (Ruslin, S.Pd., M.Pd., M.Sc., Ph.D) NIP. 196902151992031019
--	--

Appendix 7: Undangan Seminar Proposal

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : ~~2647~~ Un.24/F.I/PP.00.9/06/2024 Palu, 6 Juni 2024
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Zul Aini Rengur, S.Pd., M.Pd. (Pembimbing II)
3. Dr. Nur Asmawati, S.Ag., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Moh. Sofyan
NIM : 201160009
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN UIN DATOKARAMA PALU

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 12 Juni 2024
Waktu : 09.30 - 11.30
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh


a.n Dekan
Ketua Jurusan Tadris Bahasa Inggris
RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 8: SK Penguji Proposal

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1125 TAHUN 2024

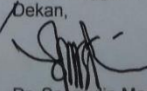
TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/UJ/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027


MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Dr. NUR ASMAWATI, S.Ag., M.Hum.
2. Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
3. Pembimbing II : Zul Aini Rengur, S.Pd., M.Pd.
- untuk menguji Proposal Skripsi Mahasiswa
- Nama : Moh. Sofyan
- NIM : 201160009
- Jurusan : Tadris Bahasa Inggris
- Judul Proposal : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN UIN DATOKARAMA PALU
- KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 6 Juni 2024
Dekan,


Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19731231 200501 1 070

Appendix 9: Berita Acara Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
 الجامعة الإسلامية الحكومية داتوكاراما فالو
 STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
 UJIAN PROPOSAL SKRIPSI**

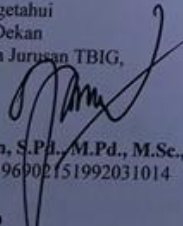
Pada hari ini Rabu, 12 Juni 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Moh. Sofyan
NIM : 201160009
Program Studi : Tadris Bahasa Inggris
Judul Proposal : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING
 INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN
 UIN DATOKARAMA PALU
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Zul Aini Rengur, S.Pd., M.Pd.
Penguji : Dr. Nur Asmawati, S.Ag., M.Hum.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	91	
2.	BAHASA & TEKNIS PENULISAN	91	
3.	METODOLOGI	91	
4.	PENGUASAN	91	
Jumlah			
Nilai Rata-rata		91	A

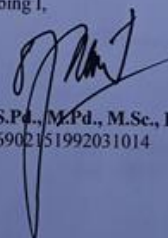
Mengetahui
 a.n. Dekan
 Ketua Jurusan TBIG,



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
 NIP. 196902151992031014

Palu, 12 Juni 2024

Pembimbing I,



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
 NIP. 196902151992031014

Catatan
 Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

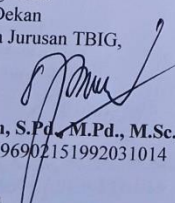
Pada hari ini Rabu, 12 Juni 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Moh. Sofyan
NIM : 201160009
Program Studi : Tadris Bahasa Inggris
Judul Proposal : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING
INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN
UIN DATOKARAMA PALU
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Zul Aini Rengur, S.Pd., M.Pd.
Penguji : Dr. Nur Asmawati, S.Ag., M.Hum.

SARAN-SARAN PENGUJI/PEMBIMBING

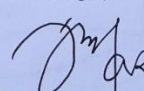
No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	91	more detail in analyzing data
2.	BAHASA & TEKNIS PENULISAN	92	
3.	METODOLOGI	91	
4.	PENGUASAN	91	
	Jumlah	365	
	Nilai Rata-rata	91,25	A

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Palu, Juni 2024

Pembimbing II,


Zul Aini Rengur, S.Pd., M.Pd.
NIP. 199111102020122003

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, 12 Juni 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Moh. Sofyan
NIM : 201160009
Program Studi : Tadris Bahasa Inggris
Judul Proposal : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING
INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN
UIN DATOKARAMA PALU
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Zul Aini Rengur, S.Pd., M.Pd.
Penguji : Dr. Nur Asmawati, S.Ag., M.Hum.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	90	The ^{body} of of this current research.
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	90	The way of analysing data Give more details.
4.	PENGUASAN	89	
	Jumlah	359	
	Nilai Rata-rata	89,75	

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan
Nilai Menggunakan Angka:


Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

Palu, 12 Juni 2024

Penguji,

Dr. Nur Asmawati, S.Ag., M.Hum.
NIP. 197407262000032002

Appendix 10: Daftar Hadir Proposal





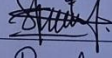





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2023/2024

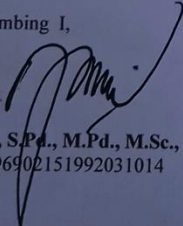
Pada hari ini Rabu, 12 Juni 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Moh. Sofyan
NIM : 201160009
Program Studi : Tadris Bahasa Inggris
Judul Proposal : STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN TRANSLATING
 INDONESIAN TEXT INTO ENGLISH AT THE TBI STUDENTS BATCH 2021 IN
 UIN DATOKARAMA PALU
Tgl / Waktu Seminar : Rabu, 12 Juni 2024/09.30 - 11.30

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Saffina Anyani	201160020	0 / TBI		
2.	Hurfadiva	201160007	8 / TBI		
3.	Putri Nur Mayfirah	201160018	8 / TBI		
4.	Nanda Amaliah	201160008	6 / TBI		
5.	Suci Lestari	201160034	8 / TBI		
6.	Rani Rizqi Ambarwati	211160006	6 / TBI		
7.	Rusli Rosnanda	211160002	8 / TBI		
8.	Tri Yulia Setiani	201160014	8 / TBI		

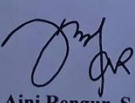
Palu, Juni 2024

Pembimbing I,



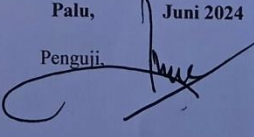
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing II,



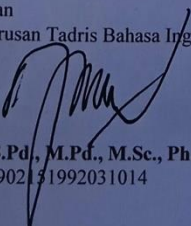
Zul Aini Rengur, S.Pd., M.Pd.
NIP. 199111102020122003

Pengujii,



Dr. Nur Asmawati, S.Ag., M.Hum.
NIP. 197407262000032002

Mengetahui
a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris,



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Appendix 11: Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokaramapalu.ac.id, email : humas@uindatokarama.ac.id

Nomor : 3047 /Un. 24/F.I/PP.00.9/07/2024

Sigi, 03 Juli 2024

Lampiran : -

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Ketua Jurusan Tadris Bahasa Inggris

di

Tempat

Assalamualaikum Wr. Wb

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Moh. Sofyan
NIM : 201160009
Tempat Tanggal Lahir : Palu 15 Desember 2001
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Munifrahman
Judul Skripsi : Students' Perception on the Use of ChatGPT in
Translating English Text at the TBI Students Batch
2021 and 2022 at UIN Datokarama Palu
No. HP : 083134067790

Dosen Pembimbing :

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
2. Zul Aini Rengur, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Wassalam,
Dekan,


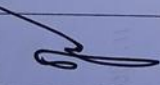
Dr. Saepudin Mashuri, S.Ag., M.Pd.I.
NIP. 197312312005011070

Appendix 12: Kartu Seminar Proposal





FOTO 3 X 4		KARTU SEMINAR PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU				NAMA : Mgh. Sofyan	TANDA TANGAN DOSEN PEMBIMBING
						NIM : 201160009	
						JURUSAN : TADRIS BAHASA INGGRIS	
NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING		
1	Senin/27-02-2023	Sri Rezki	Penerapan metode ceramah pada mata pelajaran Pendidikan Agama Islam bagi siswa learner di SD IPHPS Lombok kec. Tinombo kab. Paksi	1. Dr. H. Adawiyah Peltonggi, M.Pd 2. Jumri H. Tahang Basire S.Ag, M.Pd			
2	Senin/27-02-2023	Haran Soma	The use of audio visual media in teaching English Pronunciation for students at Ma'had Al-Jami'ah UIN Datokaroma Palu	1. Prof. Nuridin, S.Pd, S.Sos, M.Com, Ph.D 2. Ana Kuliohana, S.Pd, M.Pd.			
3	Rabu/01-03-2023	Moh. Syidha Ardiansyah	komparasi manajerial kepala madrasah dalam meningkatkan prestasi peserta didik MAN Rizau di Kab. Buluk	1. Drs. Saqir Muhammad Amin, M.Pd.I 2. Dra. Mustyara Minahaji, M.m			
4	Rabu/01-03-2023	NoerViany	The analysis of gender differences towards English learning motivation of tenth grade students at SMPN 3 Denpasar Selatan	1. Dr. Abdul Gafur Marzuqi, S.Pd, M.Pd 2. Hijyah Syam, S.Pd, M.Pd			
5	Selasa/08-03-2023	Nur Amun H. Asbat	The effect of English extracurricular activities toward students English learning result at the eleventh grade of MAN Bialu Bialu	1. Juni Amalia, S.Pd, M.Pd 2. Moh. Tamrin A.M.S pethalwati, Ss, Mpi			
6	Senin/10-07-2023	Andira Rukmana Dewi	The effectiveness of using snowball Throwing technique in teaching reading comprehension at the eighth grade students of SMPN 15 Sigli	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Dzakiyah, M.Pd			
7	Senin/24-07/2023	Nania Amalia	The learning experience of TBI students in UINdK Datokaroma Palu at the English zone	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Dzakiyah, M.Pd.			
8	Kamis/24-07/2023	Rika Permpaharani	Promoting Vocabulary mastery with word trip Application for Students at the eleventh grade of SMPN 4 Palu	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Hijya Syam, S.Pd, M.Pd			
9	Kamis/27-07/2023	Siti Fatimah	The effectiveness of Chinese whispers game on students vocabulary mastery at the seventh grade of SMPN 3 Palu	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Hijya Syam, S.Pd., M.Pd			
10	Rabu/30/08/2023	Mastang	Students' perception on the use of Google Translate for translating English texts at the 2020 students of English Tadris study program, UIN Datokaroma Palu	1. Afciah, S.pd., M.Pd 2. Fatimah, M. Pd			







Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Appendix 13: Buku Konsultasi skripsi

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
15.	Kamis, 01 Agustus 2024	1-5	1) lengkapi bab 4 dan 5	
16.	Senin, 05 Agustus 2024		1) Acc Pem. 1	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
5.	Rabu, 26 Mei 2024	1-3	1) Perbaiki kata yang salah 2) Perbaiki teknik Pengumpulan data	
6.	Rabu, 29 Mei 2024	1-3	1) Perbaiki kata yang salah 2) Lengkapi teknik Pengolahan data	
7.	Jumat, 31 Mei 2024	3	1) Lengkapi teknik Pengolahan data	
8.	Senin, 3 Juni 2024		1) ACC	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
9.	Selasa, 25 Juni 2024	3	1) Bimbingan revisi proposal. Pem. 2	
10.	Rabu, 26 Juni 2024		2) Acc Revisi Proposal	
11.	Jumat, 28 Juni 2024	3	1) Bimbingan revisi proposal. Pem. 1 2) Acc Revisi Proposal	
12.	Senin, 8 Juli 2024		1) Bimbingan instrumen penelitian	
13.	Selasa, 30 Juli 2024	4.	1) Tambahkan peneliti terdahulu	
14.	Rabu, 31 Juli 2024		1) ACC Pemb. 2	

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

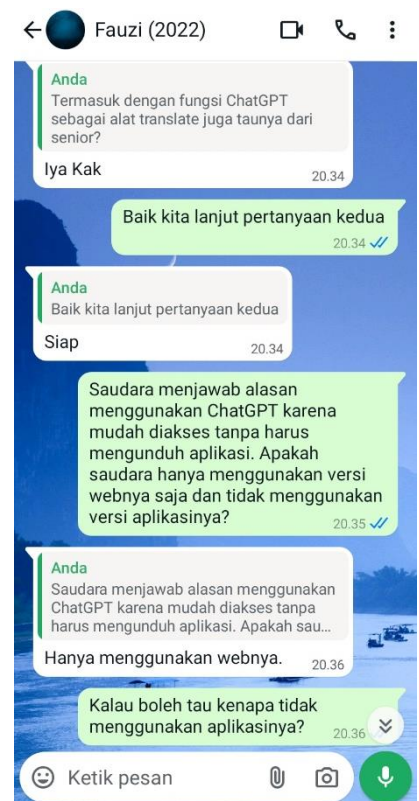
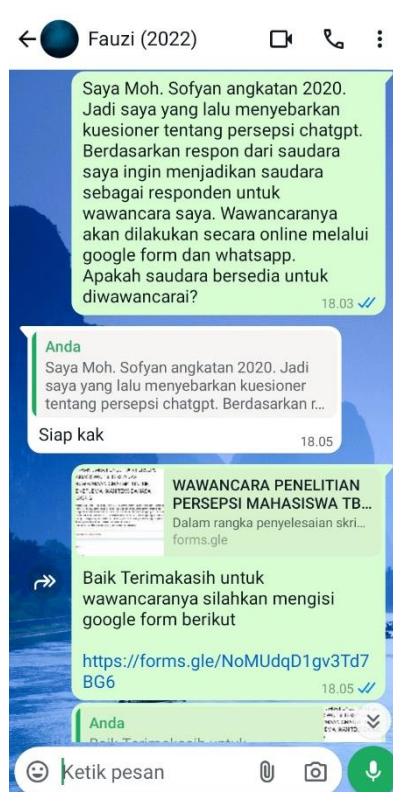
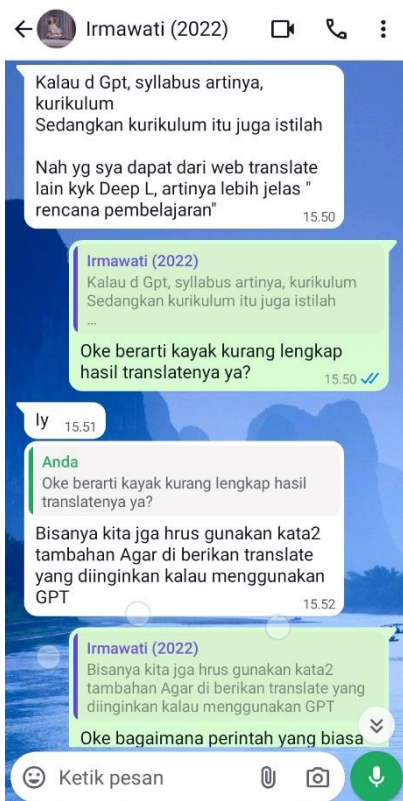
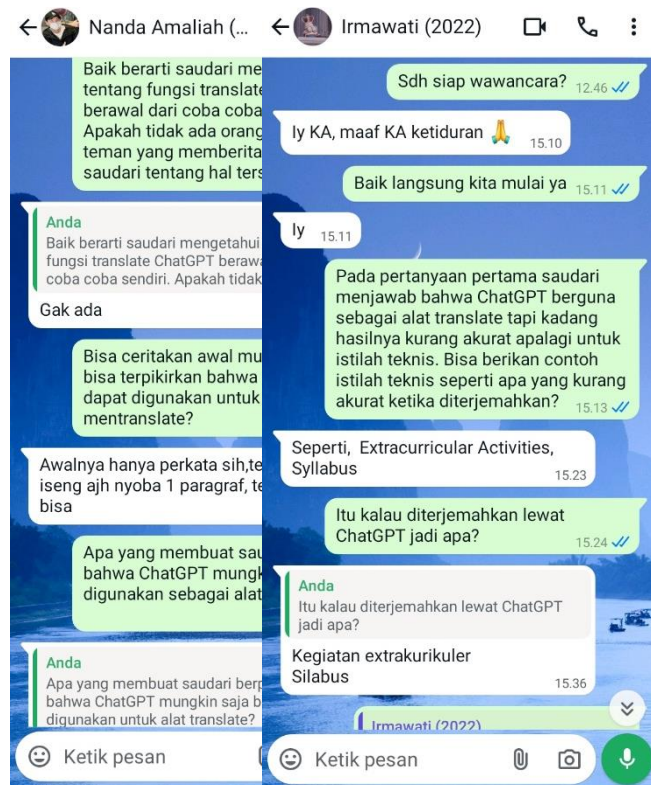
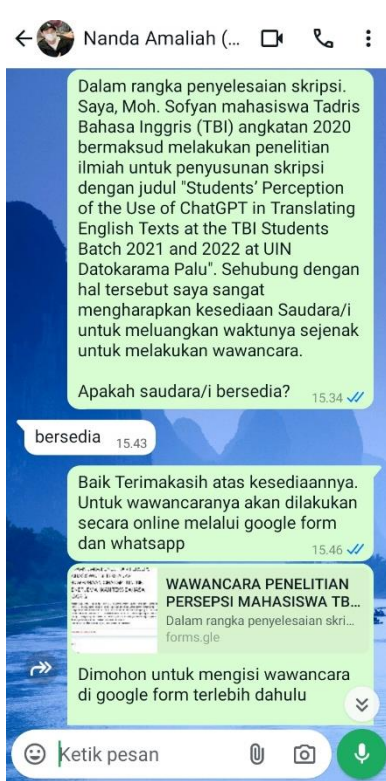
Nama : Mah Sofyan
 NIM : 201110009
 Program Studi : TR
 Judul :

Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
 Pembimbing II : Zul Aini Rengas, S.Pd., M.Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Selasa, 30-04-2024	1	1) Perbaiki dan tambahkan beberapa kalimat 2) Tambah referensi buku terbaru	
2.	Kamis, 02-05-2024	1-3	1) Ubah metode ke mixed method 2) Beri penjelasan critical framework 3) Perbaiki kalimat	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	Kamis, 16-05-2024	1-3	1) Ubah critical framework 2) Gunakan Pilot Project method 3) Perbaiki pertanyaan questionnaire dan interview	
4	Jumat, 17/05/24	1-3	All required corrections done and therefore this proposal is eligible for proposal seminar corrections are still needed after the seminar	

Appendix 14: Research Documentation



CURRICULUM VITAE



A. Personal Information

Name : Moh. Sofyan
Place and Date of Birth : Palu, 15th December 2001
Gender : Male
Religion : Islam
Department : English Tadris Study Program
Faculty : Tarbiyah and Teacher Training Faculty
Number of Student : 20.1.16.0009
Address : Munifrahman Street
E-mail : msofyan.project@gmail.com

B. Parents Identity

1. Father
Name : Saruan Hentu (Alm.)
Profession : -
Address : -
2. Mother
Name : Rohjati
Profession : Pensioner
Address : Munifrahman street

C. Educational Background

1. SDN Inpres Kabonena : Graduate in 2014
2. SMP 13 Palu : Graduate in 2017
3. SMA 4 Palu : Graduate in 2020