

**EFL STUDENTS USE OF INTERNET-BASED APPLICATIONS IN THESIS**

**WRITING: A TAM PERSPECTIVE**

**THESIS**

**Submitted by**

**ZAKIATUL DINA FAJRIAH**

**NIM. 170203135**

**Student of Faculty of Education and Teacher Training**

**Department of English language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN**

**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

**2022 M / 1444 H**

# THESIS

Submitted to Faculty of Education and Teacher Training of Ar-Raniry State Islamic  
University Banda Aceh as a Partial Fulfillment of the Requirements for the Bachelor  
Degree (S-1) on Teacher Education

By:

**ZAKIATUL DINA FAJRIAH**

NIM. 170203135

**Student of Faculty of Education and Teacher Training Department of English  
Language Education**

Approved by:

**Main Supervisor,**

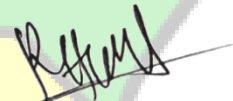


**Dr. JARJANI USMAN, M.Sc., MS**

NIP. 197208122000031002

Date: 07/12 /2022

**Co-Supervisor**



**RITA HERMIDA, M.Pd**

NIP. 198509082011012009

Date: 05/12 /2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On: 15 December 2022  
Thursday, 21 Jumadil Awal 1444 H

In Darussalam, Banda Aceh

Board Examiners,

Chairman,

Dr. Jarjani Usman, S.Ag., S.S.,  
M.Sc., M.S.

Secretary,

Dara Fitria Munzaki, M.Pd

Member,

Rita Hermida, S.Pd.I., M.Pd.

Member,

Fera Busfina Zalha, M.A.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

Prof. Safrul Mubuk, S.Ag., M.A., M.Ed., Ph.D

NIP: 197401021997031003

## SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Zakiatul Dina Fajriah

NIM : 170203135

Tempat/tanggal lahir : Blang Baru, 22 September 1998

Alamat : Blang Baru, Kec. Labuhanhaji Barat, Kab. Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**EFL STUDENTS USE OF INTERNET-BASED APPLICATIONS IN THESIS  
WRITING: A TAM PERSPECTIVE**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 09 Desember 2022

Saya Yang Membuat pernyataan,



Zakiatul Dina Fajriah

NIM. 170203135

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, in the name of Allah, the beneficent and the merciful, all praises are to Allah. He is the creator of this universe who has given health, strength, and capability to complete this thesis. Peace and salutation to our prophet Muhammad saw who has struggles whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my supervisors Dr. Jarjani Usman, S.Ag., SS., M.Sc., M.S.I, and Mrs. Rita Hermida, M.Pd who have helped me going through all tough situations in writing this thesis. Also, I would like to acknowledge all lecturers and staff officers of English Education Department for every support. As well, I am grateful to all participants who participated in this research.

Moreover, I would like to express my grateful to my beloved family, the best supporting system in my life. To my father and my mother, Drs. Adnan and Nyak Budi thanks for always motivating me, support me, giving me much love and advices to live in the world. I also dedicate my love and thank all beloved sisters and brothers, Zakia Turrahmah, Zakiatul wardah Andika, Zakiatul Naria Fitri, and Zakiatul Fazli for always supporting and loving me; for my second family, namely Babul Maghfirah family, May Allah SWT always bestow them grace, health, and blessing in the world and in the hereafter.

In addition, my special thank goes to my lovely friend Ria Ramadhani, Dara Luthfia, who has supported me endlessly to finish this study; my third supervisor Sufarwitar NZ, my best friends Wardah, Azima, Rahmah Mutia, and KPM squad and other friends I could not mention one by one.

Finally, I wish this thesis can give valuable and useful information for readers. For every critic and suggestion, I sincerely appreciate it and will accept all for it.



Zakiatul Dina Fajriah

## ABSTRACT

Name : Zakiatul Dina Fajriah  
NIM : 170203135  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Thesis working title : EFL Students Use of Internet-based Applications in Thesis Writing: A TAM Perspective  
Main Supervisor : Dr. Jarjani Usman, S.Ag., SS., M.Sc., M.S.I  
Co-Supervisor : Rita Hermida, M.Pd  
Keywords : Internet-based Application, Thesis writing, Theory Technology Acceptance Models (TAM).

Thesis writing in English language is highly challenging especially for Indonesian students who use English as a foreign language. This study use Technology Acceptance Models (TAM) to explore students use the internet-based applications in writing theirs thesis. In this case, to see the student use internet-based application, the researcher guided by five variables in the theory of Technology Acceptance Models (TAM) to find the result of this study, namely ease to use, usefulness, attitude toward using, behavioral intention, and actual usage. This study aims to find students' perspectives on using the internet-based application in thesis writing. The study employed a mixed method approach since the researcher used 5 Likert scale frequency questionnaires to collect the data and interview several students. The descriptive statistic method was used to analyze the result with the SPSS application. The study result showed that student dominants use three applications, namely Google Translate, Google Scholar, and Grammarly. Furthermore, students focus more on three variables of TAM, namely *Ease to Use*, *Usefulness*, and *Attitude toward Using*. To conclude, students use the internet-based application based on the five variables presented by TAM.

## TABLE OF CONTENTS

<b>APPROVAL LATTER</b> .....	i
<b>DECLARATION OF ORIGINALITY</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>ABSTRACT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF APPENDIXES</b> .....	xi
 <b>CHAPTER I INTRODUCTION</b> .....	 1
A. Background of the Study .....	1
B. Research Question .....	3
C. The Aims of Study .....	4
D. Significance of Study .....	4
E. Terminology .....	4
 <b>CHAPTER II LITERATURE REVIEW</b> .....	 6
A. Theory of Technology Acceptance Model (TAM) .....	6
B. Internet-Based Applications .....	10
1. Grammarly Apps .....	10
2. Google Translate .....	13
3. Plagiarism Checker .....	17
4. Google Scholar .....	18
5. Google Form .....	19
C. Thesis Writing .....	20
D. Concluding Remark .....	21
 <b>CHAPTER III RESEARCH METHODOLOGY</b> .....	 24
A. Research Design .....	24
B. Participants .....	25
C. Data Collection .....	26
D. Data Analysis .....	27
 <b>CHAPTER IV RESULTS AND DISCUSSION</b> .....	 30



A. Research Finding .....	30
B. Discussion .....	73
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATION .....</b>	<b>77</b>
A. Conclusion .....	77
B. Recommendation .....	78
<b>REFERENCES .....</b>	<b>79</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	



## LIST OF TABLES

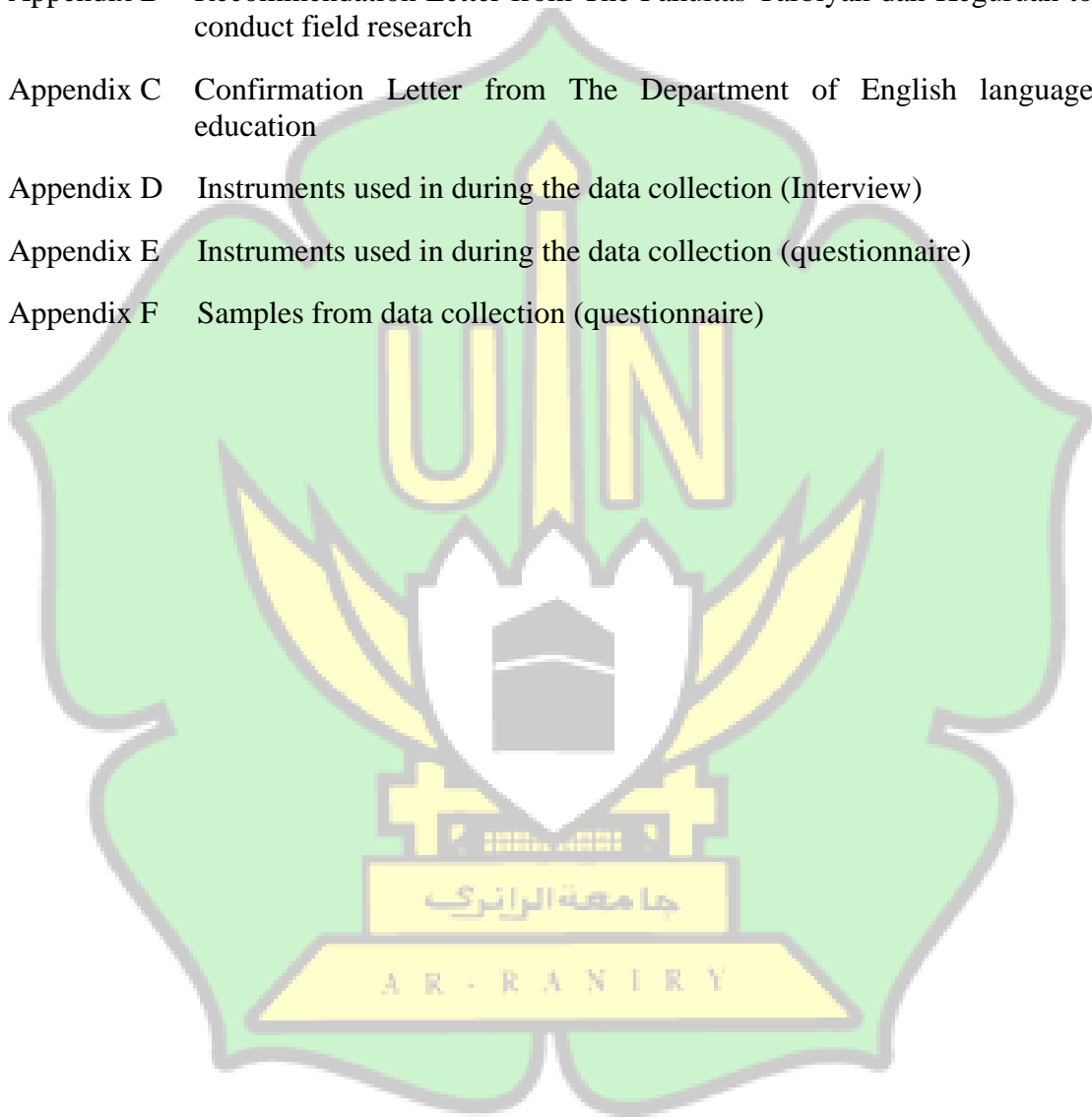
Table 4.1	Students use Grammarly because its ease to use .....	56
Table 4.2	Students use Grammarly because of its usefulness .....	56
Table 4.3	Students use Grammarly because it's often they use .....	57
Table 4.4	Student use Grammarly because they satisfied in using it .....	58
Table 4.5	Students use Grammarly because of its recommended to other .....	58
Table 4.6	Students use Google Scholar because its ease to use .....	59
Table 4.7	Students use Google Scholar because of its usefulness .....	59
Table 4.8	Students use Google Scholar because it's often they use .....	60
Table 4.9	Student use Google Scholar because they satisfied in using it .....	61
Table 4.10	Students use Google Scholar because of its recommended to other .....	61
Table 4.11	Students use Google Translate because its ease to use .....	62
Table 4.12	Students use Google Translate because of its usefulness .....	63
Table 4.13	Students use Google Translate because it's often they use .....	63
Table 4.14	Student use Google Translate because they satisfied in using it .....	64
Table 4.15	Students use Google Translate because of its recommended to other .....	64
Table 4.16	Students use Google Form because its ease to use .....	65
Table 4.17	Students use Google Form because of its usefulness .....	66
Table 4.18	Students use Google Form because it's often they use .....	66
Table 4.19	Student use Google Form because they satisfied in using it .....	67
Table 4.20	Students use Google Form because of its recommended to other .....	68
Table 4.21	Students use Plagiarism Checker because its ease to use .....	68
Table 4.22	Students use Plagiarism Checker because of its usefulness .....	69
Table 4.23	Students use Plagiarism because it's often they use .....	69

Table 4.24	Student use Plagiarism Checker because they satisfied in using it .....	70
Table 4.25	Students use Plagiarism Checker because of its recommended to other .....	71
Table 4.26	Questions for EFL students in using internet-based application in thesis writing .....	72



## LIST OF APPENDIXES

- Appendix A Approval Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter from The Department of English language education
- Appendix D Instruments used in during the data collection (Interview)
- Appendix E Instruments used in during the data collection (questionnaire)
- Appendix F Samples from data collection (questionnaire)



# CHAPTER I

## INTRODUCTION

### A. Background of Study

Thesis writing is a writing activity of scientific research (Lestari, 2020). Thesis writing is one of the most challenging, especially for student who write it in English and English is not their first language but their second language. Thesis writing is academic writing and it is different from another kind of writing. Thesis writing is the greater challenging (Ahmad, Zulfikar, and Hardiana 2020). Based on Fajri (2016) find that problem students makes in thesis writing grammar, self-organization, motivation. According to Lestari (2020) the problem in thesis writing are grammar and psychological. Grammar, limited vocabulary, and mechanic (Sihombing, 2021). Content, organization, error in using vocabulary, error in using grammar, error in using mechanic such as: punctuation, spelling, and capitalization.

Nowadays, thesis writing benefit due to the emergence of Information and Communication Technologies (ICT). Tantri (2020) states the tool have been rigorously used for academic proses. For instance the use of Google scholar for reference. Since technology has developed rapidly, many internet-based programs have been formed to support thesis writing in achieving better and correctly (Abusaileek, 2009). Along with the development of technology, the internet-based helps people produce good and correct thesis writing because the internet provides various programs such as Google Translate, Grammarly, U-Dictionary, Plagiarism,

Google Scholar, Google Form and other functions (Nova, 2018). The applications can help improve the quality of students' writing. For example, Google Translate can translate one language to another language. Grammarly is able automatically to detect and correct grammatical errors in writing. U-dictionary can help thesis writer find most new vocabulary. Plagiarism is able automatically to detect the students' thesis writing violates the copyright. Google Scholar can help the thesis writer to find relevant articles are used and can be used as references. Google form can help the thesis writer to collect the data that student need for example; collect the data from questionnaire.

The results of research conducted by Aidil (2019) showed that the Grammarly application is efficient for students to use in academic writing because the Grammarly application is free to access, easy to use, correct automatically, and automatically provides feedback. Furthermore, based on research conducted by Alhaisoni (2017), showed that students in foreign language learning widely use the Google Translate application because Google Translate presents various languages from various countries that can be translated. Meanwhile, according to research by Rodhiya (2020) showed that 66% of students use plagiarism to check the plagiarism presentation of an article they write.

However, to see students use the internet-based applications needs certain indicator or variables. Usually, someone uses technology with several theories, one of which is the Technology Acceptance Model (TAM) theory, in which TAM has its provisions for accepting an application (Lee & Panteli, 2010). Vintakes and Davis

(2000) say TAM has the most strongest opinion about a person's behavior towards the use of technology. The more often an application is used by someone, the greater one's trust in the application and the more valuable the application is for completing his work (Wijayanti, 2011).

In the thesis writing process, they need an application to help make it easier for students to complete their Writing (Abusaileek, 2009). As technology develops rapidly, more and more applications support learning activities, especially in the language field, one of which is writing. Several applications are most dominantly used in the thesis writing process, but this returns to students' attitude in choosing and using practical applications (Pickens, 2005).

However, in the context of higher education in Aceh, research on students' attitudes toward choosing internet-based applications is rarely conducted in a university in Aceh. On average, the research I have read they only focus on one application, while in this research intend to see a number of applications used by student in thesis writing. Therefore, this research intends to focus on researching students' attitudes toward using the internet-based application in thesis writing.

## **B. Research Questions**

Based on the background of the study above, this study focuses on the following problem: What are EFL students' reasons for accepting internet-based applications in thesis writing based on Technology Acceptance Model (TAM)?

### **C. Research Aims**

From the research question above, that can be known that the purpose of this research is to determine the reasons of EFL students for accepting internet-based applications in thesis writing based on Technology Acceptance Model (TAM).

### **D. Significance of Study**

This research is significant because it can see students' attitudes toward using the internet-based application and which applications students use in thesis writing. The researcher hopes that this research can add information for further research. Then the researcher also lists the advantages and disadvantages of each of these applications. Hopefully, they can be used as guidelines and add references for other researchers.

### **E. Terminology**

#### **1. Internet-based Application**

Supriyanto (2005) states that an application is a program with command processing activities needed to carry out user requests with a specific purpose. With the increase in today's technology and the increasingly sophisticated internet, many programs are created, one of which is a language learning support application such as Grammarly. Google Translate, Plagiarism, English, Academia, Google Scholar, Eric, and WOS. Not only that, many other applications are presented by the internet and



not only for language learning but also for other learning. In this study researcher only mentions five applications namely Google Scholar, Google Translate, Grammarly, Google Form, and Plagiarism Checker.

## 2. Thesis Writing

At the level of university, especially university in Indonesia the student must finish their study with make scientific research (Turmudi, 2020). Thesis writing is one of scientific paper which discussed about the result of a research related to issues or phenomena in a field of study using scientific principles. Thesis writing is one of important thing in higher education level and it is not a simple one as involves hard work and effort (Alsied& Ibrahim, 2017). Based on Fajri (2016) find that problem students makes in thesis writing grammar, self-organization, motivation. According to Lestari (2020) the problem in thesis writing are grammar and psychological. Grammar, limited vocabulary and mechanic (Hasibuan et al, 2021).

## 3. Technology Acceptance Model (TAM)

The technology acceptance model (TAM) is a well-known postmodern idea that explains how humans adopt and use new technologies (Rad, Egerau, roman, Dughi, Balas, Maier, Ignat, & Rad, 2022). TAM has the strongest opinion about a person's behavior towards the use of technology. The more often an application is used by someone, the greater one's trust in the application and the more valuable the application is for completing his work (Wijayanti, 2011).

## **CHAPTER II**

### **LITERATURE REVIEW**

In this discussion, the researcher raised three main topics: attitude, Internet-based application, and writing. The researcher will emphasize the theory of Technology Acceptance Models (TAM), student thesis writing, and the advantages and disadvantages of internet-based applications.

#### **A. Theory of Technology Acceptance Model (TAM)**

To see students' attitude, theory of TAM is highly relevant to use this concerning technology election. The TAM concept developed by Davis (1989; Chen, Liu, & Lin, 2013; Pradana, Bachtiar, & Priyambadha, 2020) offers a theory as a basis for understanding and studying user behavior and acceptance of technology. TAM is expected to be able to help predict a person's attitude of acceptance of technology and can provide the basic information needed to recognize the factors that drive a person's attitude (Lee & Panteli, 2010; Wida 2020).

TAM has a theory that a person's intention to use technology is determined by two factors: the perception of usefulness, which is a person's confidence level in technology. In addition, the perception of ease of use also benefits solving work problems (Ventakes & Davis, 2000; Pradana et al, 2020). Although TAM presents

a strong opinion about a person's attitude toward using and using technology, TAM is also a program designed to predict the acceptance of an application and the direct factors associated with it.

Research conducted by Wijayanti (2011) shows that the higher the level of personalization, computer self-efficacy, and trust the user will feel, the more valuable an application is and the more benefits it will bring to a job, so the greater the level of acceptance of an application.

### **1. Variable of Theory Acceptance Models (TAM)**

According to Davis (1989, as cited in Lazim, Ismail, & Tazillah 2021), there are five variable of Theory Acceptance Models (TAM):

#### **1. Perceived of Usefulness (PU)**

Perceived of usefulness is a person's level of confidence in the technology. Perceived of usefulness is a relationship of the user in implementing an application system specifically and improving work performance in an organizational context (Davis, 1989; Lazim et al. 2021). Yahyapour (2008, as cited Pradana et al. 2019) states that perceived ease of use can be measured through several indicators such as performance, ease of work, and can feel the benefit of the technology.

## 2. Perception Ease of Use (PEU)

Perceived ease of use also provides benefits in solving work problems (Ventakes & Davis, 2000; Chan et al 2013; Pradana et al. 2019). In addition, Wibowo (2006, as cited Dana et al. 2022) states that *perceived ease* of use is defined as a measure where someone believes that the technology is trusted, easy to understand, easy to access, and easy to use. This statement by Yahyapour (2008, as cited Dana et al. 2022) states that perceived ease of use can be measured through correct indicators and is easy to understand. The research by Kurniawan. (2013) shows that ease of use positively influences the perception of usefulness.

## 3. Attitude toward Using (AT)

Attitude preference in responses an event with profitable or unprofitable way, many previous studies have showed that attitude becomes a significant predictor of behavioral intention to use technology (e.g., Cheung & Vogel, 2013; Josuntans, Karadang, & Orhan, 2015). The connection between *Attitude toward Using* (AT) and *Behavioral Intention* (BI) implied that users inclined to follow certain behavior based on their positive attitude toward them. Attitude toward technology fully mediates effects on *Behavioral Intention* (BI).

Attitude toward using can be measured by they always use the application.

#### 4. Behavioral Intention (BI)

Behavioral Intention defined preference attitude to keep using the technology in the future, so that determines acceptance of technology. Previous study have confirmed that Behavioral Intention (BI) positively effect to PU, because if a person keep using an technology, and satisfied in the future its means the technology usefulness for him. BI also positively effect to AU and PEU (Taat & Fransiskus, 2019)

#### 5. Actual usage (AU)

In TAM, the use of technology is actually equivalent to behavior term in the Theory of Reasoned Action (TRA) but it for use in technology context. The use of internet-based application on depends on their attitude and trust, that internet-based application system will improve the quality of students' thesis writing. The interest of these users leads to use internet-based application that is considered to provide benefits to thesis writing and easy to use. There are three indicators of actual usage to measure of the use of technology namely: actual usage, actual frequency, and user satisfaction.

From five variables of TAM above, which are often used in implementing the Theory of TAM only three variable are Perceived Usefulness (PU), Perceived Ease of Use (PEU), this statement support by Davis (1989, as cited in Lazim et al. 2021).

## **B. Internet-based Applications**

Supriyanto (2005, as cited in Aidil, 2019) states that an application is a program with command processing activities needed to carry out user requests with a specific purpose. With the increase in today's technology and the increasingly sophisticated internet, many programs are created, one of which is a language learning support application such as Grammarly. Google Translate, plagiarism. Not only that, many other applications are presented by the internet and not only for language learning but also for other learning. In this case, the researcher will serve three applications that use in learning writing:

### **1. Grammarly Apps**

Technology is a field of knowledge whose development is increasing yearly. *Technology* includes various things such as computer, hardware, and software systems, LAN (local area network), MAN (metropolitan area network), WAN (vast area network), and management information systems (SIM) (Latif & Riyanto, 2011).

Since technology is developing rapidly, many programs are built to support language learning and improve language skills. The internet provides powerful, flexible, and efficient new tools for technology-enhanced learning. For example, the internet as an alternative or complement to teacher feedback about language is a computer-based method (Abuseileek, 2009; Aidil, 2019). As a result, many programs are built to improve language skills (Nova, 2018).

Online grammar checker is a new computer tool based on a method that can be used to identify accurate grammar in writing. This program can automatically detect and correct grammatical errors in writing. The task of the grammar checker is to mark stylistic, grammatical, or mechanical problems in the text and provide suggestions for each problem so that the writing is better (Patria J.McAlexander, 2000; Aidil, 2019). This state follows Cavaleri, who stated that the grammar checker recognizes and can provide feedback on grammatical errors (Cavaleri, 2016; Lailika, 2019).

A grammar checker is beneficial for students. This tool can improve the quality of student writing. Students can learn their own from the feedback provided by the grammar checker. Grammar checkers promote independent learning, where students can learn independently from their writing mistakes and after receiving feedback from a grammar checker (Jayavalan, 2018). In addition Potter and Fuller (2008) stated that a grammar checker can provide motivation and confidence for students in grammatical errors.

There are many grammar checkers available. For example, since the mid-'80s, word processing programs have come with spelling and grammar checker features. For example, when students write a text in a word, the wrong word is immediately marked with a red line under it. Currently, there are several grammar checker programs that we can use online such as Grammarly, Prowritingaid, ginger online, Grammar, Paperrater, language Tool, and White Smoke.

Today Grammarly is one of the most popular online grammar checker applications. Grammarly application was founded by Alex Shevchenko and Max Lytvyn in (2009, as cited in Aidil, 2019). Its head office is in San Francisco, United States (Qassemzadeh, 2016). This application reaches 4 million users and has been accessed by more than 600 leading campuses worldwide. There are two types of this application: premium and free (Nova, 2018). Premium features are best and straightforward but cost \$29.95 per month and can scan up to 250 grammar errors (Grammarly Inc, 2017). While the free ones are not paid, and the features are not too complete.

Grammarly is praised as an accurate application of grammar checkers (Cavaleri, 2016). Grammarly is a website that can scan grammar mistakes (Karyuatry, 2018). Many students at universities use Grammarly applications because they can provide feedback to students so that they can improve their writing (Potter, 2008; Lailika 2019). Grammarly impacts not only students but also teachers who teach. Grammarly helps teachers correct students' writing,



and students will participate in the teaching and learning process (McCarthy & Grabowsk, 1999; Lailika 2019).

## 2. Google Translate

Google Translate is an application from Google, and Google Translate is often referred to as machine translation. Google Translate launched on April 28, 2006. According to Medvedev (2016), Google Translate is very easy to use and is a very accessible translation engine making it easier for translators to find the desired translation.

Google Translate is one of the tools used by the general public to translate; this tool is often used because it can be accessed via computers, tablets, and smartphones with various features (Gestantil, Nimasari, & Mufanti, 2019). Kumar (2012) said Google Translate is one of the most popular tools students often use to learn foreign languages with free access and fast work. Undoubtedly, students use Google Translate inside and outside the classroom. Generally, students use Google Translate to help them with vocabulary, reading comprehension, and writing tasks (Alhaisoni & Alhaysony, 2017).

Google Translate not only provides English but with time and ongoing upgrades, now Google Translate provides tens or even hundreds of languages that students want to translate; even Google Translate also provides a photo version of the text student want to translate, which used to be Google

Translate users only can translate text in the form of typed only but now with changes that are constantly being made translators can translate text that has been written by taking photos of the text. Medvedev also added from the results of his research that Google Translate users are classified as very many that students do not only use it when in class when studying but students also use it when outside school activities.

This statement is the same as the idea, according to Aiken and Balan (2016). They argue that this application is always appropriate in every situation. In their research, they explored 2,550 languages in the Google Translate application, making it very easy for users to translate any language they wanted. Every day, this application makes changes to provide the best and satisfy the users with the desired results. The application provided them.

According to Jaganathan, Hamzah, and Subramaniam (2014), Google Translate is popular and very widely used by many people because this application is easily accessible and can also be used via a mobile phone; this application is classified as having very high accuracy results, both in terms of meaning and in terms of linguistics., even this application has also been recognized for its grammatical accuracy.

### *a. Advantages of Google Translate*

According to Wirantaka, Fijanah (2021) said there were five prominent advantages of Google Translate based on the research data they did.

#### 1. Helping Students Find the Information about the English Language

The first advantage of Google Translate is that it helps students find information about the English language. Valijarvi and Tarsoly (2012, as cited Fijanah, 2021) stated that Google Translate helps students find the desired information, such as translating a sentence into the target language that they may forget or do not know the meaning of; they can also find new vocabulary they want. This statement is very similar to the notion of the advantages of Google Translate, according to Lin and Chien (2009, as cited in Fijanah, 2021) which state that the advantages of Google Translate are finding new information and accessing new knowledge about the target language.

#### 2. Increasing students' Vocabulary and Its Use

The second advantage of Google Translate is to improve vocabulary mastery for students, where they can discover new vocabulary provided by Google Translate, and it can add their new insight into the target language. This statement was also confirmed by Khatimah (2019); using Google Translate; students can increase new vocabulary and even gain new

knowledge about the target language, which can be used in everyday life. This activity makes students continue to learn something new wherever they are by using Google Translate because Google Translate can be accessed anywhere. Bernardini (2016) said, by using Google Translate, students are more flexible in learning and discovering new things from the target language and are more flexible in improving their skills in language learning.

### 3. Becoming a Spelling Checker

According to the results of O'Neil's research (2012), Google translate can check to spell and help correct spelling errors so that the presented vocabulary still leads to the desired domain and remains in the context of the discussion. This statement is further strengthened by Chandra and Yuyun (2018), saying that sometimes students use Google Translate to check the spelling of a word.

### 4. Becoming a Pronunciation Checker

According to Yu-ping (2005, as cited in Fijanah, 2021), Google Translate is a sound system for improving students' pronunciation. It is because Google Translate provides a voice feature to check the pronunciation of the desired word. In addition to writing, students also need to know the sound of the pronunciation of the word so that students' skills in the second language continue to increase. This state is confirmed by Pena (2011), saying,

based on his research, the results showed that not a few students used Google Translate to check the pronunciation of the desired word.

### 5. Becoming Grammar Solution

The last advantage of Google Translate is the Grammar solution. According to Lee (2019), Google Translate is not only able to detect spelling mistakes. However, it can also detect grammatical errors in students' writing so that students get good writing results. This statement was also emphasized by Lee (2014), which also gave the idea that grammatical errors are complicated, making it difficult for students to write. However, Google Translate helps a little or not with this problem, although it is still far from perfect.

### 3. Plagiarism

Plagiarism is plagiarism that violates the copyright. Plagiarism is intentionally or unintentionally plagiarizing other people's wealth without permission or including the original reference. This act is not justified, especially in doing scientific works; even (plagiarism.org) states this action is an act of fraud. Plagiarism is prevalent among students.

Plagiarism is no stranger to our lives. Now, to anticipate this incident, many experts have created anti-plagiarism applications. The goal is to make it easy for writers to check the results of their writings so that there is no

plagiarism in the author's work. Furthermore, this application is beneficial for students in writing so that the writing they produce is purely from their results, not from the plagiarism of other people's work (Thohir, Ulinnuha, & Novitasari, 2017).

There are many plagiarism apps available on the Google Play store. Some are free, and some are paid. Nevertheless, of course, the quality of free and paid is different. So students can quickly check their writing in the application so that the results are not plagiarized.

#### **4. Google Scholar**

Google Scholar is a web-search engine that is free and simultaneously indexes full-text scholarly literature across many disciplines and databases (Nimon, et all, 2018). Google Scholar is online search engine that to find scholarly resources online, including books, articles, abstracts, and conference proceeding. Google Scholar's scope is never stated, and rather than list the specific databases or journals included in the search results (Cothran, 2011).

According to Nimon (2018) they found there were five benefit of Google Scholar. First, track research through Google Scholar profile. Second, identifies a collection of articles for a particular research topic. Third, provides historical trends in research. Fourth, promotes meta-analytic studies. Fifth, bridges scholarly research and social media.

## 5. Google Form

Google Form is a component of the Google Docs service. This application is perfect for student, teachers, lecturers, office employees, and professionals who like make quizzes, forms and online surveys (Rahmat, 2021). The features of Google Form can be shared with people openly or specially to Google account owners with accessibility options. One of the platforms that can be used for designing online tests is Google Forms. Generally, this platform is used to fill data is easy and effective (Rahardja, 2018., Rahmat , 2021).

Google Forms is now a very full featured question form tool that comes free with Google account. The user can add standard question types, drag and drop questions in the order that the user need, customize forms with simple color themes or photos, and collect responses in forms or save them to Google Sheets Spreadsheet. With Google Forms, it only takes you a few minutes to create one for free, Google Forms' features are very easy and user friendly.

### Application and the Function

NO	APPLICATION	FUNCTION
1	<i>Google Scholar</i>	to find useful, accurate scientific article or journal that can used as a reference for a scientific work (Rafika,

---

Putri, & Widiarti, 2017)

- |   |                         |   |
|---|-------------------------|---|
| 2 | <i>Google Translate</i> | To translate a language to target language (Maulida, 2017; Bayu, 2020)          |
| 3 | <i>Google Form</i>      | To help thesis writer in collecting data such as questionnaire (Batubara, 2016) |
| 4 | <i>Grammarly</i>        | To check automatically grammatical error (Tarsan, Kandang, & Helmon, 2021)      |
| 5 | <i>Plagiarism</i>       | To check violate the copyright (Thohir, Ulinnuha, & Novitasari, 2017)           |
- 

#### **D. Thesis Writing**

Thesis writing is a writing activity of scientific research (Lestari, 2020). Turmudi (2019) state that “to conduct a research, we need to have a thesis writing. Thesis writing is academic writing and it different from another kind of writing (Hardiana et al.2021). Thesis writing is formal writing that use academic word, good-structured and organized also without slang word. To write a thesis student must good language to support their idea. To write a thesis the student also need more knowledge and article to support their argument in the thesis. It means thesis writing is the most challenging (Lestari, 2020).



### **a. Problem of thesis writing**

Based on the result of research by Lestari (2020) showed that student feel difficulties in thesis writing, especially English proficiencies. The proficiencies found because their English is still low and limited that why they cannot write thesis well. This phenomenon is happening because English is their foreign language and English is not easy as Bahasa. There are 6 problems in writing thesis: 1. Plagiarism: Plagiarism is happening because the student fell difficult to paraphrase the sentence of the theory, so they just copy-paste the theory without changes the language to their own word, and also they did not add the word of the theory to their idea, 2. Grammatical, 3. Poor vocabulary, 4. Error in the use Article, 5. Error in the use pronoun, 6. Punctuation.

In addition, according to result of research by Sihombing (2021) showed there are 5 problems in thesis writing: 1. Content, 2. Organization, 3. Error in using vocabulary, 4. Error in using grammar, 5. Error in using mechanics such as: punctuation, spelling, and capitalization.

### **E. Concluding Remark**

According to Abusaileek (2009), many programs have been formed to support language learning in achieving better and correct language skills. Technology can help people to produce and correct writing; with the development of technology, the internet provides various programs such as Google Translate, Grammarly, U-

dictionary, Google Scholar, Plagiarism, Google Form, and etcetera (Nova, 2018). The applications can help improve the quality of students writing. For example, Google Translate can translate one language to another language. Grammarly is able automatically to detect and correct grammatical errors in writing. U-dictionary can help language learners find most new vocabulary. Plagiarism is able automatically to detect the students' writing violates the copyright. Finally, Google Scholar can help the language learners to find relevant articles are used and can be used as references.

Some research has been conducted on students' attitudes toward using internet-based applications in learning writing. The resulting internet-based application is efficient for students to use in learning writing. For example, T. Muhammad Aidil (2019) also found that the Grammarly application is efficient for students to use in academic writing because the Grammarly application is free to access, easy to use, correct automatically, and automatically provides feedback. Furthermore, based on research conducted by Eid Alhaisoni (2017) in his journal shows that students in foreign language learning widely use the Google Translate application because Google Translate presents various languages from various countries that can be translated. Meanwhile, according to research by Najmi Rodhiya (2020) in his journal, 66% of students use plagiarism to check the plagiarism presentation of an article they write.

However, we cannot assert the student on the choice of the application that they are using in learning writing because every application has different

functions. However, the use of technology depends on the students' attitude toward using it.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter the researcher will explain the research methodology, including research design, research instrument, research location, sample and population, data analysis, and data collection technique.

##### **A. Method of study**

The type of research used in this study is mixed methods; the researcher combined quantitative and qualitative approaches in all or part of the research steps. This study uses a quantitative approach, qualitative only as a reinforcement of quantitative research. Sugiyono (2011) states quantitative approach is based on the philosophy of positivism, used to examine a particular population or samples, data collection using research instruments, and quantitative/statistical data analysis to test predetermined hypotheses. Sudijono (in Mutmainna, 2018) states that quantitative research describes and analyzes attitude, belief, event and people thinking in personal or in group represented with a number.

The Quantitative method that is used in this research is the survey method. The survey method is research in which the primary source of data and information is obtained from respondents as a research sample by using a questionnaire or questionnaire as a data collection instrument.

## **B. Participants**

### **a. Populations**

The population is the entire population to be investigated, in which the population is limited to the number of residents or individuals with at least the same characteristics (Hadi, 2002). The population is the whole object of research. The population in this study is UIN Ar-Raniry students batch 2017 who are doing thesis writing.

### **b. Sample**

sample is the object of research which is taken partly from the population (Sudjana, 2002). Therefore, the sample is part of the population or part of the object to be studied. The samples for interview 10 students, and sample for questionnaire 45 students. As this study, had two instruments in gaining the data, thus the sampling techniques for the two instruments are different for the interview, the purposive sampling technique was used to choose 10 students to be the participants. The criteria for choosing the participants for the interview are: Students PBI batch 2017, students who are writing a thesis, and students who are use internet-based application in doing thesis writing. Furthermore, for the questionnaire, the random sampling technique was used to choose 45 students to be the participants.

### **C. Data Collection**

In this study, the researcher used two techniques collecting data as follow: Questionnaire and Interview.

The researcher used five points Likert scale questionnaire in collecting data from the participants. 30 frequency Likert questionnaire were used in the study which is the last five questions out of 30 are blank questions where participants can fill out the form with personal experience in using applications in the thesis writing proses. The participants were asked to answer between strongly agree, agree, undecided, disagree, and strongly disagree for each questionnaire. They can answer it based on frequency in using each internet-based application.

The researcher used the collecting procedure because this study focused on finding the students' perspective on the use internet-based application in thesis writing. In other hand, researcher also did interview 10 students to collecting more data from the participants. 8 questions were used in the study, but that was only the main question. In practice, the researcher also conducted follow-up questions.

The researcher used the interview collecting procedure to find out more information about the internet-based application that they were used, and to find out of the strange and the weakness of each application.

#### D. Data Analysis

Data test that had been collected were analyzed based on interview used. Data from interviews was analyzed by using the constant comparative method as suggested by Parwati and Yuatiati R (2017 cited in Hadiansyah & Aspari, 2019), Data logging, Anecdotes, Vignettes, Data Coding, Thematic network (Atride-Stirling, 2001,; Broun & Clarke, 2006; Akinyode & Khan, 2018).

On the other hand data test had been collected was analyzed based on questionnaire used. Data from questionnaire was analyzed by counting the percentage of participants' answers to each question, calculating the means, and counting their frequencies and the means.

The researcher did the following step to analyze the data:

##### *Questionnaire*

1. After the data collected from respondents, the researcher was processing the data gained through questionnaire by using Microsoft Excel. The researcher gave a score for each answers by respondents in the questionnaire, the scores were graded from five to one; strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

2. The questionnaire was calculated through the formula of statistic, the data that researcher collected including frequencies, means, and rank. After collecting data the researcher used descriptive statistics to find the students' attitude on the use of internet-based application in thesis writing.
3. The data from the first section of questionnaire were analyzed by counting the percentage of students' answers to each question. The data from second section were analyzed by calculating the means of students' answers to each question. The data from third section were analyzed by counting their frequencies and the means.
4. The data were presented from the questionnaire in the form of table as a writing report. Then, in the discussion section the researcher discussed the result and also related them with the experts' theories and previous study.

#### *Interview*

1. After the data collected from respondents, the researcher was processing the data gained through interview by using Microsoft Word. The researcher wrote the scrip of interview one by one carefully.
2. After wrote the transcripts, the researcher need to read several times to be familiarized with the file.



3. The conducted result of transcript, the researcher coding the data certain themes. Descriptive analysis guides us from data to ideas.
4. Then, each answer to the questions will be provided as the primary data to help the researcher in summarizing their detail explanation into a good description.



## CHAPTER IV

### RESULTS AND DISCUSSION

In this chapter, the researcher presents the research findings of the study based on the data obtained during the study. The researcher also discusses and explains EFL Students' Attitudes toward using Internet-based Applications in Thesis Writing.

#### A. Research Finding

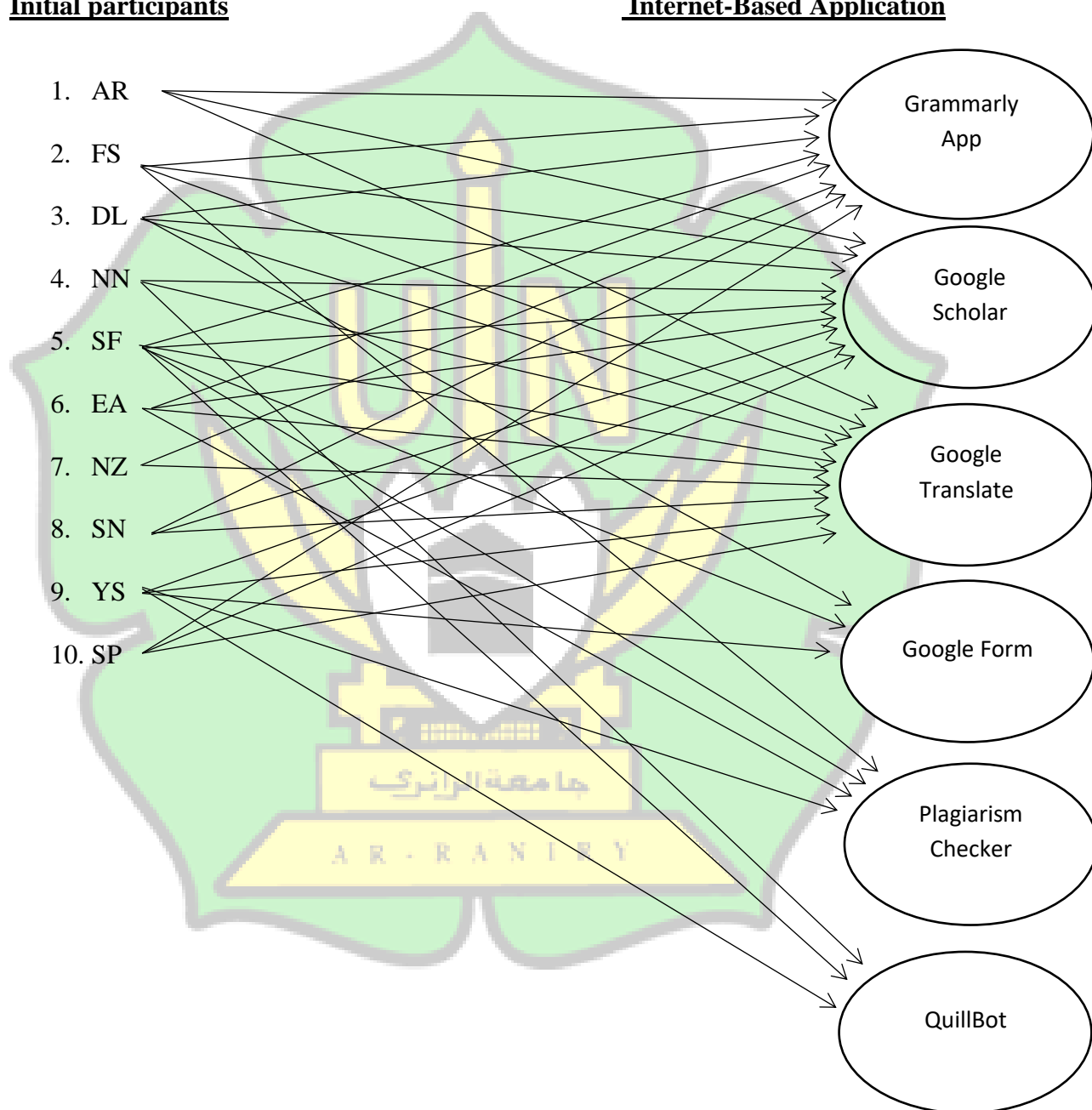
This study uses two data collection methods, the first is the interview, and the second is a questionnaire. The steps the researchers took in collecting the two data were different. The first is an interview. To get this data, the researcher interviewed for two weeks steps the researcher took in collecting interview data were; the first to record data by recording interviews conducted; the researchers conducted interviews with two events, namely online (via telephone) and offline (face to face). The question that the researcher asked to see the students use the internet-based application was based on the variable of TAM, and the questions asked were eight core questions. In addition, there were several additional questions or follow-up questions if needed. The researchers raised two questions from the interview questions: first, what students widely use internet- based applications, and second, the effectiveness of using internet-based applications by EFL students in writing thesis with guidelines from variable theory Technology Acceptance Models.

*1. What students widely use internet-based applications?*

**Result of interview**

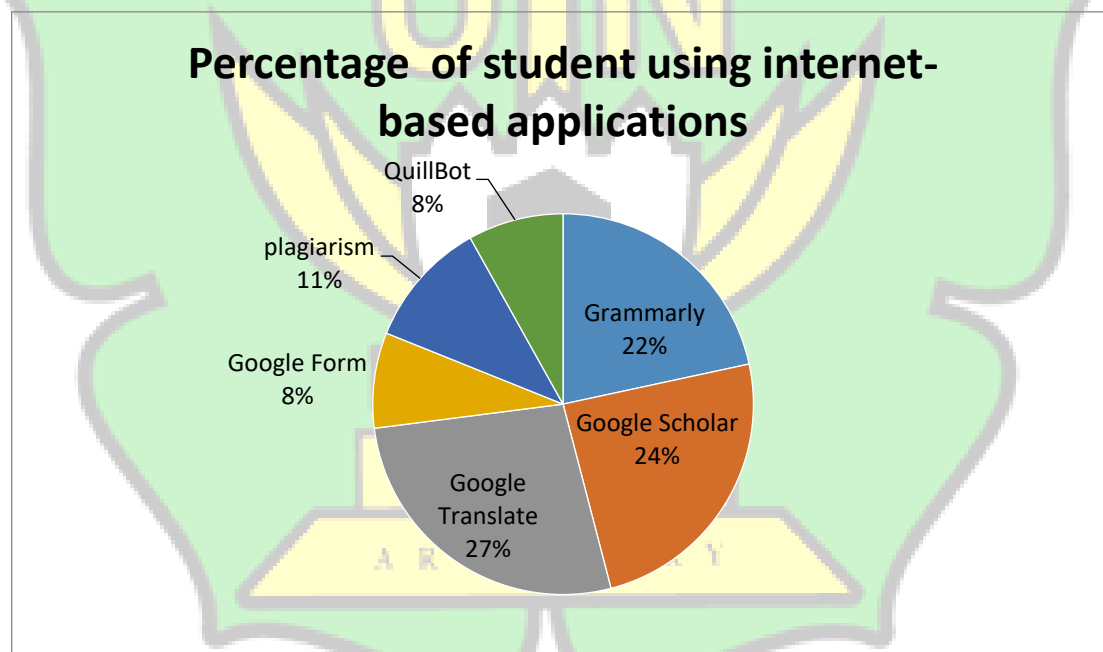
**Initial participants**

**Internet-Based Application**



The picture above shows students' attitudes toward internet-based applications. For example, the picture above presented that 10 out of 10 students use Google Translate; namely, 27% of students use Google Translate in doing their thesis, eight students (22%) used Grammarly, nine students (24%) used Google Scholar, three students (8%) used Google Form, four students (11%) used Plagiarism Checker, and three of them (8%) used QuillBot.

*Chart percentage of student using internet-based applications in thesis writing*



2. *The effectiveness of using internet-based applications by EFL students in writing thesis with guidelines from variable theory Technology Acceptance Models.*

To see the effectiveness of using internet-based applications, the researcher uses the theory of Technology Acceptance Models (TAM) to guides the researcher in finding the result of data. Which is the researcher is guided by five variables in the theory of Technology Acceptance Models. In this case the researcher will serve the data one by one application.

A. *Grammarly*

a. *Ease to Use*

Most of the students agreed that Grammarly is ease to use. In connection with this first variable, the researcher will get answers from participants in central question no. 3 and 6, in which the researcher asks about how helpful the IBA is for students' thesis and what are the advantages of the IBA that he uses. The researcher took the primary data from the participant's statements who answered the question. In this case, SN is agreed with Grammarly is ease to use, she said "Firstly, Grammarly is free to access and easy to access, where when I made a mistake, especially in grammar, Grammarly was able to correct my writing immediately. According to my experience, the Grammarly app is easy to

access." FS also said "Grammarly is an application suggested by my friend, my friend recommended using Grammarly to check my grammatical errors; after I used it, it turned out that the application was beneficial and easy to access." SN also added she said "First, Grammarly, free to access and ease to access, where when I made a mistake, especially in grammar, Grammarly was able to correct my writing immediately. It is too easy for me to access the app."

From the three participants' statement above, we can conclude that the Grammarly Application that they used is one of the reasons for ease to use. The application is easy to access and download on mobile phones, laptops, and computers. How to access it is also elementary and shortens the time in doing their thesis.

b. Usefulness

The second variable is Usefulness, while for this second variable, all students said that one of the reasons they used IBA was because of Usefulness. The researcher provides the primary data from participant answers no. 3 and 5 are questions about how practical the application used for the thesis is, as well as what aspects are very influential on the progress of writing the thesis. In this case, NZ said, "very helpful. About 85% of the applications helped me in doing my thesis." DL also said,

"Grammarly 75%., Google Translate 95%, Google Scholar 89% helped me in thesis writing.

In addition SP also agreed that Grammarly is usefulness, she said "very usefulness. Grammarly, this application helped me in fixing grammatical errors." NZ and DL answered in percent about how helpful and valuable the grammarly, while SP presented a more specific answer about the Usefulness of Grammarly for their thesis writing. From the three statements of participants above concluded that usefulness is one of reason of students to using the Grammarly application.

c. Attitude toward Using (AT)

This third variable is closely related to the fourth variable because these two are interrelated. This variable is revealed when the participant answers question number 4, which is the question of how often students use the application. In this case, all participants answered frequently using the application when writing the thesis progress. For example, YS said, "very often, every time I do a thesis, I use these applications." In the same case, FS also mentioned that she very often uses the application for every revise; she said, "very often, every time I write my thesis or revise my thesis, I use this application because this application helps the process of

doing my thesis; primarily, as PBI students, we use it very often when writing a thesis."

The explanation that has been described above is a form of student attitude in using Grammarly in thesis writing, so students need Grammarly as a tool in thesis writing.

d. Behavioral Intention (BI)

The fourth variable is related to the third variable, Attitude toward Using, which in this variable is to see students' attitudes toward using Grammarly in the future. This variable was revealed when the participant answered question number 8: whether the student will continue to use IBA in the future. In this case, SF said, "For now, in the future, I will still use it because the application that I use is close to perfect with each function," NZ strengthens which she said, "yes, I will still use it, especially if I continue my studies. However, even if I do not continue my studies, I will use it because I am a language student; of course, I will always be in the language and need the application", and also YS said, "yes, of course, I still use it because these applications are beneficial."



From the three participants' statements, it was realized that Grammarly would continue to be used in the future because Grammarly is very influential on students' thesis writing.

e. Actual usage (AU)

This fifth variable will show the attitude results of users' satisfaction and trust in the applications they use by inviting and convincing others to use the applications they use. In this case, the researcher took data from participants' answers to question no 8, which is about recommending the application they use to others. In this case, FS said, "Highly recommended because I also use it because other people recommended it, and the results are indeed worth it. I also recommend the application I use to others to make it easier to complete thesis assignments, etcetera" SF said, "yes, definitely highly recommended because the application is beneficial, especially for PBI students." SN also said, "yes, this application is highly recommended, especially for us as language students. Even though this application is free to access, the features are perfect and helpful, even if I think the Grammarly, Google Scholar, and Google Translate applications are almost perfect".

In the three statements from participants described above, we can see that students trust and satisfied in using Grammarly application, and it is recommended to other peoples.

## *B. Google Scholar*

### *a. Ease to Use*

Most of the students agreed that Google Scholar is ease to use. In connection with this first variable, the researcher will get answers from participants in central question no. 3 and 6, in which the researcher asks about how helpful the IBA is for students' thesis and what are the advantages of the IBA that he uses. The researcher took the primary data from the participant's statements who answered the question. In this case, SN agreed that GS is ease to use, she said “Google Scholar is ease to access, ease to download and free, and also very helpful in doing my thesis in finding and adding material, theory, previous studies, and references to my thesis.” EA also said “Google Scholars are that they can be used as second libraries, add material and knowledge about the research I am doing, and GS is an application that provides complete official articles, and of course ease to access.”

From the two participants' statement above, we can conclude that the GS that they used is one of the reasons for ease to use. The application is easy to access and download on mobile phones, laptops, and computers with the simple menu to access.

b. Usefulness

The second variable is Usefulness, while for this second variable, all students said that one of the reasons they used IBA was because of Usefulness. The researcher provides the primary data from participant answers no. 3 and 5 are questions about how practical the application used for the thesis is, as well as what aspects are very influential on the progress of writing the thesis. In this case, YS agreed that GS is usefulness to helped her in writing thesis, she said “especially Google Scholar because GS provides very many official journals which may not be as complete in other applications or the web as GS”, and DL also said “application helped me in adding material and references to my thesis”.

Both of participants realized that GS is usefulness in helping them in added material or references for their thesis writing.

c. Attitude toward Using (AT)

This third variable is closely related to the fourth variable because these two are interrelated. This variable is revealed when the participant answers question number 4, which is the question of how often students use the application. In this case, all participants answered frequently using the application when writing the thesis progress. Example SP said “very often, and the ones I use the most are Google Scholar and Google

Translate.” also EA very often used GS because GS is one of best application and realized journal completely, she said “: very often, every time I write a thesis, I use the application, especially since I am in the village and it is hard to find books. That is why I often use Google Scholar.”

Both of the participants realized that GS is one of application that students often used when they wrote thesis.

#### d. Behavioral Intention (BI)

The fourth variable is related to the third variable, Attitude toward Using, which in this variable is to see students' attitudes toward using GS in the future. This variable was revealed when the participant answered question number 8: whether the student will continue to use IBA in the future. In this case, almost of students said that GS is the best application and they will use it in the future, NN said “as long as there is nothing better, I will use the application because the application has been very helpful for me, especially as a language student; I will need the application.” and NZ also said “yes, I will still use it, especially if I continue my studies. Even if I do not continue my studies, I will use it because I am a language student; of course, I will always be in the language and need the application.”

Both of participants realized that GS is one of application that they still use in the future, because GS is on of the best application that realized journal and article completely.

e. Actual usage (AU)

This fifth variable will show the attitude results of users' satisfaction and trust in the applications they use by inviting and convincing others to use the applications they use. In this case, the researcher took data from participants' answers to question no 8, which is about recommending the application they use to others. Almost of students said that GS is very recommended application to use, because GS always realized the best journal, article and also references. In this case, NZ said “Yes, very recommended because the application is perfect and practical, especially for language students.” SF also said “yes, definitely highly recommended because the application is beneficial, especially for PBI students.”

From both of participants statements concluded that GS is very highly recommended application to other to use it, because GS is very beneficial especially for language student in search the source for their thesis.

C. *Google Translate*

a. Ease to Use

Most of the students agreed that Google Translate is ease to use. In connection with this first variable, the researcher will get answers from participants in central question no. 3 and 6, in which the researcher asks about how helpful the IBA is for students' thesis and what are the advantages of the IBA that he uses. The researcher took the primary data from the participant's statements who answered the question. In this case, FS agrees that GT is ease to use "Google Translates' advantage is that it can quickly translate what we want. Google Translate is not only one language that is translated; there are thousands of languages available and ready to be translated by Google translate and also easy and free to access." Likewise, NN also agreed that GT is an application ease to use, she said "Google Translate is an application that is very fast in translating and easy to access, we just copy paste the text we need to translate then wait the result."

Both of the participants realized that GS is ease to use, it mean ease to access the application or simple in access the application, fast in working, satisfied with the result, and also spent time in doing the work.

b. Usefulness

The second variable is Usefulness, while for this second variable, all students said that one of the reasons they used IBA was because of Usefulness. The researcher provides the primary data from participant

answers no. 3 and 5 are questions about how practical the application used for the thesis is, as well as what aspects are very influential on the progress of writing the thesis. In this case, DL agreed that GT very usefulness in helping her in thesis writing, she said “then what is very helpful again is Google Translate because GT makes it very easy for me to translate a journal and also GT with speed in translating it so that it helps me shorten the time to work on my thesis.” Likewise SP also agreed and she said “very usefulness First, Google translate, this application helped me save time in the process of doing my thesis.”

Both of two participants realized that GT is very usefulness in helping them in doing thesis writing. They also said that GT speed their time in doing thesis writing.

c. Attitude toward Using (AT)

This third variable is closely related to the fourth variable because these two are interrelated. This variable is revealed when the participant answers question number 4, which is the question of how often students use the application. In this case, all participants answered frequently using the application when writing the thesis progress. For example FS said “every time I do a thesis or revise my thesis, I use the application except plagiarism Checker.” Likewise NN also said “very often, every time I

revise or do a thesis, I use it because when I revise it, I will automatically look for additional material or different theories on Google Scholar. Then if there is a sentence I need help understanding, I will use Google Translate to translate it so that it is easy for me to understand the sentence or article.”

Both of two participants realized that they always use the application while they revise their thesis.

#### d. Behavioral Intention (BI)

The fourth variable is related to the third variable, Attitude toward Using, which in this variable is to see students' attitudes toward using GT in the future. This variable was revealed when the participant answered question number 8: whether the student will continue to use IBA in the future. In this case, almost of students said that GT is the best application and they will use it in the future. For example SP said “yes, of course, I still use it because these applications are beneficial.” NN also said “as long as there is nothing better, I will use the application because the application has been very helpful for me, especially as a language student; I will need the application.”

Both of participants realized that GT still they use in the future as long as no one better than GT in translating, because GT is almost perfect in helping they in doing thesis writing.



e. Actual usage (AU)

This fifth variable will show the attitude results of users' satisfaction and trust in the applications they use by inviting and convincing others to use the applications they use. In this case, the researcher took data from participants' answers to question no 8, which is about recommending the application they use to others. Almost of students said that GT is very recommended application to use, because GT speed their time in doing thesis and also fast in translating.

*D. Google Form*

a. Ease to Use

Some students agreed that Google Form is ease to use. In connection with this first variable, the researcher will get answers from participants in central question no. 3 and 6, in which the researcher asks about how helpful the IBA is for students' thesis and what are the advantages of the IBA that he uses. The researcher took the primary data from the participant's statements who answered the question. In this case, DL agreed that GF ease to use she said “Google Form is ease to use or ease to access, speed up time because I can collect the data from home without must go to research place to collect the data.” YS also said

“Google Form can collect the data for quantitative, it is an ease application to access”.

Both of participants realized that GF is ease to use especially for collect the data for quantitative method, because they can save money and saving time for collect the data by using Google Form.

b. Usefulness

The second variable is Usefulness, while for this second variable, all students said that one of the reasons they used IBA was because of Usefulness. The researcher provides the primary data from participant answers no. 3 and 5 are questions about how practical the application used for the thesis is, as well as what aspects are very influential on the progress of writing the thesis. In this case, SF agreed that GF is one of application usefulness, he said “Google Form, it can collect data and the result rapidly, because we can see the answers from participants directly through the diagram presented by Google Form” DL also said “Google Form is ease to use or ease to access, speed up time because I can collect the data from home without must go to research place to collect the data.”

From both of participants realized that GF is usefulness in helping them in thesis writing especially for collecting data. They can save money and saving time to collect the data by using GF, this is related YS statement she said “Fourth Google Form, the advantage is that can

collect the data by using Google Form it is an ease application to access, save money because not need to print research questionnaire, save time because do not need to go to the field for survey.”

c. Attitude toward Using (AT)

This third variable is closely related to the fourth variable because these two are interrelated. This variable is revealed when the participant answers question number 4, which is the question of how often students use the application. In this case, three participants answered not how often using the application when writing the thesis progress. Example Sf, he said “not how often, I only used this application when I am collecting data.” Likewise Ys also said “I do not often use Gf, because I only use once time for collecting my research data.”

Both of participants realized that GF is sometime they use, most of students use GF just for collecting the data they need in their research. So, they not how often use the application.

f. Behavioral Intention (BI)

The fourth variable is related to the third variable, Attitude toward Using, which in this variable is to see students' attitudes toward using GF in the future. This variable was revealed when the participant answered

question number 8: whether the student will continue to use IBA in the future. In this case, three of students said that GF is the best application and they will use it in the future, DL said “of course, the application is highly recommended because the application is beneficial.” SF also said “yes, definitely highly recommended because the application is beneficial.”

Both of participants realized that GF is highly recommended for other to use especially for collecting research data by questionnaire.

#### *E. Plagiarism Checker*

##### *a. Ease to Use*

Some students agreed that Google Form is ease to use. In connection with this first variable, the researcher will get answers from participants in central question no. 3 and 6, in which the researcher asks about how helpful the IBA is for students' thesis and what are the advantages of the IBA that he uses. The researcher took the primary data from the participant's statements who answered the question. In this case, FS agreed that Plagiarism Checker is ease to use, she said “As for the plagiarism checker, the advantage is that it can check for Plagiarism in our writing, ease to access and also free.” Likewise EA also said “As for the plagiarism checker, the advantage is that it can check for Plagiarism in our writing, ease to access and also free.”

Both of the participants are agreed that PC is ease to use because it can we access simply, just need copy and paste the text that we need to detect plagiarism then wait the result.

b. Usefulness

The second variable is Usefulness, while for this second variable, all students said that one of the reasons they used IBA was because of Usefulness. The researcher provides the primary data from participant answers no. 3 and 5 are questions about how practical the application used for the thesis is, as well as what aspects are very influential on the progress of writing the thesis. In this case, SF agreed that PC is usefulness in helping him in writing thesis. He said “Plagiarism Checker aspect can detect Plagiarism from an article, and I use it to warn you so that the Plagiarism of my thesis is not on a large scale when it is checked later.” Likewise EA also said “Plagiarism can detect Plagiarism from an article.”

Both of the participants realized that PC usefulness. PC helped them in detect the plagiarism from an article, and it able to save them from plagiarism.

c. Attitude toward Using (AT)

This third variable is closely related to the fourth variable because these two are interrelated. This variable is revealed when the participant

answers question number 4, which is the question of how often students use the application. In this case, some participants answered not how often using the application when writing the thesis progress. Example SF said “But for Plagiarism not how often because I use this application when I done my revision” EA also said “But I not how often use Plagiarism because I just use it at the end of revision.”

Both of the answers realized that PC not how often they use. They usually use PC at the end of revision just for check and detect their thesis plagiarism from any article.

#### d. Behavioral Intention (BI)

The fourth variable is related to the third variable, Attitude toward Using, which in this variable is to see students' attitudes toward using PC in the future. This variable was revealed when the participant answered question number 8: whether the student will continue to use IBA in the future. In this case, some of students said that PC is the best application and they will use it in the future, example YS said “yes, of course, I still use it because these applications are beneficial” and SF also said “For now, in the future, I will still use it.” Both of the participants realized that they still use PC in the future.

e. Actual usage (AU)

This fifth variable will show the attitude results of users' satisfaction and trust in the applications they use by inviting and convincing others to use the applications they use. In this case, the researcher took data from participants' answers to question no 8, which is about recommending the application they use to others. Some of students said that PC is one of application recommended, example EA said “yes, highly recommended because the application is perfect,” likewise SF also said “highly recommended because I also use it because other people recommended it, and the results are indeed worth it.”

Both of the participants agreed that PC is recommended to other use, because it is one of application benefit for student writing thesis.

*F. Quillbot*

a. Ease to Use

Some students agreed that Google Form is ease to use. In connection with this first variable, the researcher will get answers from participants in central question no. 3 and 6, in which the researcher asks about how helpful the IBA is for students' thesis and what are the advantages of the IBA that he uses. The researcher took the primary data from the participant's statements who answered the question. In this case, YS agreed that QuillBot ease to use, she said “QuillBot is that it ease to

access, has exclusive features in one application but includes all because QuillBot can detect grammatical errors and paraphrase.” Likewise Sf also said “QuillBot is that ease to access with simple menu, we can choose options such as standard, intermediate and advanced”

Both of the participants realized that QuillBot is ease to use, because QuilBot presented the simple menu to access this application, and also has exclusive features.

b. Usefulness

The second variable is Usefulness, while for this second variable, all students said that one of the reasons they used IBA was because of Usefulness. The researcher provides the primary data from participant answers no. 3 and 5 are questions about how practical the application used for the thesis is, as well as what aspects are very influential on the progress of writing the thesis. In this case, NN agreed that QB is usefulness and helping her in thesis writing process, she said “QuillBot is that it can paraphrase the sentence we want, and Quillbot can detect grammatical errors” likewise YS also said “has exclusive features in one application but includes all because QuillBot can detect grammatical errors and paraphrase.”



Both of the participants realized that QB is usefulness in helping them in writing a thesis, not only in paraphrase but also in detect grammatical errors.

c. Attitude toward Using (AT)

This third variable is closely related to the fourth variable because these two are interrelated. This variable is revealed when the participant answers question number 4, which is the question of how often students use the application. In this case, some participants answered very often using the application when writing the thesis progress. Example SF said “very often, every time I do a thesis, I use these applications” and YS also said “very often, every time I write my thesis or revise my thesis, I use this application.” Both of them realized that they very often use QB because QB is benefit in helping them in writing thesis process.

d. Behavioral Intention (BI)

The fourth variable is related to the third variable, Attitude toward Using, which in this variable is to see students' attitudes toward using PC in the future. This variable was revealed when the participant answered question number 8: whether the student will continue to use IBA in the future. In this case, some of students said that PC is the best application and they will use it in the future, example YS said “yes, of course, I still

use it because these applications are beneficial” and SF also said “For now, in the future, I will still use it.” Both of the participants realized that they still use PC in the future.

e. Actual usage (AU)

This fifth variable will show the attitude results of users' satisfaction and trust in the applications they use by inviting and convincing others to use the applications they use. In this case, the researcher took data from participants' answers to question no 8, which is about recommending the application they use to others. Some of students said that QB is one of application recommended, example NN said “yes, highly recommended because the application is perfect,” likewise YS also said “highly recommended because I also use it because other people recommended it, and the results are indeed worth it.” Both of the participants agreed that QB is recommended to other use, because it is one of application benefit for student writing thesis.

The data of students using internet-based applications by EFL students in writing thesis with guidelines from variable theory Technology Acceptance Models also were presented in frequency, percent, valid percent, and cumulative percent, the result of the study were analyzed after the students answered 25 questionnaire about students use of internet-based application in thesis writing by TAM perspective.

**Table 4.1***Students' use Grammarly because its ease to use.*

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	10.5	10.5
	Disagree	1	2.2	2.6	13.2
	Undecided	1	2.2	2.6	15.8
	Agree	20	44.4	52.6	68.4
	Strongly Agree	12	26.7	31.6	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Table 1. Students use Grammarly because its ease to use. There were nearly half of the student (N=20/44,4%) claiming *agree*. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Grammarly already fulfill the first TAM variable, namely *ease to use*.

**Table 4.2***Students use Grammarly because of its usefulness.*

Q2					
	Options	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	10.5	10.5
	Disagree	1	2.2	2.6	13.2
	Undecided	1	2.2	2.6	15.8
	Agree	22	48.9	57.9	73.7
	Strongly Agree	10	22.2	26.3	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Table 2. Students use Grammarly because of its usefulness. There were nearly half of the students (N=22/48.9%) claiming *agree*, and there were (N=7/15,6%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed

from the TAM theory, the results above Grammarly already fulfill the second TAM variable, namely *usefulness*.

Table 4.3

*Students use Grammarly because they often use it.*

Q3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.7	7.9	7.9
	Disagree	1	2.2	2.6	10.5
	Undecided	4	8.9	10.5	21.1
	Agree	14	31.1	36.8	57.9
	Strongly Agree	16	35.6	42.1	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Table 3. Students use Grammarly because it's often they use. There were 16 student (35,6%) selecting *strongly agree*, and there were (N=7/15,6%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to strongly agree with this statement. If viewed from the TAM theory, the results above Grammarly already fulfill the third TAM variable, namely *attitude toward using (AT)*.

Table 4.4

*Student use Grammarly because they satisfied in using it.*

Q4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.3	5.3
	Disagree	2	4.4	5.3	10.5
	Undecided	2	4.4	5.3	15.8

	Agree	25	55.6	65.8	81.6
	Strongly Agree	7	15.6	18.4	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Table 4 Student use Grammarly because they satisfied in using it. There were half of the student (N=25/55,6%) claiming *agree*, and there were (N=7/15,6%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Grammarly already fulfill the fourth TAM variable, namely *behavioral intention (BI)*.

**Table 4.5**

*Students use Grammarly because of its recommended to other.*

		Q5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.7	7.9	7.9
	Disagree	1	2.2	2.6	10.5
	Undecided	1	2.2	2.6	13.2
	Agree	14	31.1	36.8	50.0
	Strongly Agree	19	42.2	50.0	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Table 5. Students use Grammarly because of its recommended to other. There were nearly half of the students (N=19/42,2%) selecting *strongly agree*, and there were (N=7/15,6%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to strongly agree with this statement. If viewed from the TAM theory, the results above Grammarly already fulfill the fifth TAM variable, namely *actual usage (AU)*.

**Table 4.6**

*Students use Google Scholar because of its ease to use.*

		Q6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	10.3	10.3
	Disagree	0	0	0	0
	Undecided	2	4.4	5.1	15.4
	Agree	22	48.9	56.4	71.8
	Strongly Agree	11	24.4	28.2	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 6. Students use Google Scholar because of its ease to use. There were nearly half of the students (N=22/48,9%) selecting *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Scholar already fulfill the first TAM variable, namely *ease to use*.

**Table 4.7**

*Students use Google Scholar because of its usefulness.*

		Q7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	10.3	10.3
	Disagree	0	0	0	0
	Undecided	1	2.2	2.6	12.8
	Agree	23	51.1	59.0	71.8
	Strongly Agree	11	24.4	28.2	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 7. Students use Google Scholar because of its usefulness. There were nearly half of the students (N=23/51,1%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Scholar already fulfill the second TAM variable, namely *usefulness*.

**Table 4.8**

*Students use Google Scholar because they often use it.*

		x8			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	10.3	10.3
	Disagree	2	4.4	5.1	15.4
	Undecided	3	6.7	7.7	23.1
	Agree	20	44.4	51.3	74.4
	Strongly Agree	10	22.2	25.6	100.0
Total		39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 8. I will often use Google Scholar in my thesis writing. There were 20 students (44,4%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Scholar already fulfill the third TAM variable, namely *attitude toward using (AT)*.

**Table 4.9**

*Student use Google Scholar because they satisfied in using it.*

		Q9			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.7	7.9	7.9
	Disagree	1	2.2	2.6	10.5
	Undecided	1	2.2	2.6	13.2
	Agree	24	53.3	63.2	76.3
	Strongly Agree	9	20.0	23.7	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Table 9. Student use Google Scholar because they satisfied in using it. There were half of the students (N=24/53,3%) claiming *agree*, and there were (N=7/15,6%) do not claim anything, its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Scholar already fulfill the fourth TAM variable, namely *behavioral intention (BI)*.

**Table 4.10**

*Students use Google Scholar because of its recommended to other.*

		Q10			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	10.3	10.3
	Disagree	2	4.4	5.1	15.4
	Undecided	3	6.7	7.7	23.1
	Agree	17	37.8	43.6	66.7
	Strongly Agree	13	28.9	33.3	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 10. Students use Google Scholar because of its recommended to other. There were 17 students (37,8%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more



dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Scholar already fulfill the fifth TAM variable, namely *actual usage (AU)*.

**Table 4.11**

*Students use Google Translate because of its ease to use.*

		Q11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.1	5.1
	Disagree	2	4.4	5.1	10.3
	Undecided	0	0	0	0
	Agree	20	44.4	51.3	61.5
	Strongly Agree	15	33.3	38.5	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 11. I use Google Translate because the application is easy to use in my thesis writing progress. There were nearly half of the students (N=20/44,4%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Translate already fulfill the first TAM variable, namely *ease to use*.

**Table 4.12**

*Students use Google Translate because of its usefulness.*

		Q12			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.1	5.1
	Disagree	4	8.9	10.3	15.4

	Undecided	3	6.7	7.7	23.1
	Agree	16	35.6	41.0	64.1
	Strongly Agree	14	31.1	35.9	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 12. Students use Google Translate because of its usefulness. There were 16 students (35,6%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Translate already fulfill the second TAM variable, namely *usefulness*.

**Table 4.13**

*Students use Google Translate because they often use it.*

Q13				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.1
	Disagree	4	8.9	10.3
	Undecided	4	8.9	10.3
	Agree	17	37.8	43.6
	Strongly Agree	12	26.7	30.8
	Total	39	86.7	100.0
Missing	System	6	13.3	
Total		45	100.0	

Table 13. Students use Google Translate because of they often use it. There were 17 students (37,8%) claiming *agree*, and there were (N=6/13.3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results

above Google Translate already fulfill the third TAM variable, namely *attitude toward using (AT)*.

**Table 4.14**

*Students use Google Translate because they satisfied in using it.*

Q14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.1	5.1
	Disagree	3	6.7	7.7	12.8
	Undecided	5	11.1	12.8	25.6
	Agree	19	42.2	48.7	74.4
	Strongly Agree	10	22.2	25.6	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Table 14. Students use Google Translate because they satisfied in using it. There were 19 students (42,2%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Translate already fulfill the fourth TAM variable, namely *behavioral intention (BI)*.

**Table 4.15**

*Students use Google Translate because of its recommended to other.*

Q15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.7	7.7	7.7
	Disagree	4	8.9	10.3	17.9
	Undecided	4	8.9	10.3	28.2
	Agree	15	33.3	38.5	66.7
	Strongly Agree	13	28.9	33.3	100.0
	Total	39	86.7	100.0	

Missing	System	6	13.3
Total		45	100.0

Table 15. Students use Google Translate because of its recommended to other. There were 15 students (33,3%) claiming *agree*, and there were (N=6/13,3%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Translate already fulfill the fifth TAM variable, namely *actual usage*.

**Table 4.16**

*Students use Google Form because of its ease to use.*

		Q16			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	14.3	14.3
	Disagree	2	4.4	7.1	21.4
	Undecided	4	8.9	14.3	35.7
	Agree	12	26.7	42.9	78.6
	Strongly Agree	6	13.3	21.4	100.0
	Total	28	62.2	100.0	
Missing	System	17	37.8		
Total		45	100.0		

Table 16. Students use Google Form because of its ease to use. There were 12 students (26,7%) claiming *agree*, and there were (N=17/37,8%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Form already fulfill the first TAM variable, namely *ease to use*.

**Table 4.17**

*Students use Google Form because of its usefulness.*

		Q17			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.9	14.3	14.3
	Disagree	1	2.2	3.6	17.9
	Undecided	5	11.1	17.9	35.7
	Agree	14	31.1	50.0	85.7
	Strongly Agree	4	8.9	14.3	100.0
	Total	28	62.2	100.0	
Missing	System	17	37.8		
Total		45	100.0		

Table 17. Students use Google Form because of its usefulness. There were 14 students (31,1%) claiming *agree*, and there were (N=17/37,8%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Form already fulfill the second TAM variable, namely *usefulness*.

**Table 4.18**

*Students use Google Form because they often use it.*

		Q18			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.7	10.7	10.7
	Disagree	5	11.1	17.9	28.6
	Undecided	11	24.4	39.3	67.9
	Agree	7	15.6	25.0	92.9
	Strongly Agree	2	4.4	7.1	100.0
	Total	28	62.2	100.0	
Missing	System	17	37.8		
Total		45	100.0		

Table 18. Students use Google Form because they often use it. There were 11 students (24,4%) responding *undecided*, and there were (N=17/37,8%) not choose anything its mean they do not use this application.. Respondents are more dominant in choosing to undecided with this statement. If viewed from the TAM theory, the results above Google Form do not fulfill the third TAM variable, namely *attitude toward using (AT)*.

**Table 4.19**

*Students use Google Form because they satisfied in using it.*

		Q19			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.7	10.7	10.7
	Disagree	3	6.7	10.7	21.4
	Undecided	8	17.8	28.6	50.0
	Agree	11	24.4	39.3	89.3
	Strongly Agree	3	6.7	10.7	100.0
Total		28	62.2	100.0	
Missing	System	17	37.8		
Total		45	100.0		

Table 19. Students use google Form because they satisfied in using it. There were 11 students (24,4%) claiming *agree*, and there were (N=17/37,8%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Form already fulfill the fourth TAM variable, namely *behavioral intention*.

**Table 4.20**

*Students use Google Form because of its recommended to other.*

		Q20			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	7.1	7.1
	Disagree	5	11.1	17.9	25.0
	Undecided	3	6.7	10.7	35.7
	Agree	13	28.9	46.4	82.1
	Strongly Agree	5	11.1	17.9	100.0
	Total	28	62.2	100.0	
Missing	System	17	37.8		
Total		45	100.0		

Table 20. I recommended others use Google Form in their thesis writing progress. There were 13 students (28,9%) claiming *agree*, and there were (N=17/37,8%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Google Form already fulfill the fifth TAM variable, namely *actual usage (AU)*.

**Table 4.21**

*Students use Plagiarism Checker because of its ease to use.*

		Q21			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.6	5.6
	Disagree	2	4.4	5.6	11.1
	Undecided	4	8.9	11.1	22.2
	Agree	16	35.6	44.4	66.7
	Strongly Agree	12	26.7	33.3	100.0
	Total	36	80.0	100.0	
Missing	System	9	20.0		
Total		45	100.0		

Table 21. Students use Plagiarism Checker because of its ease to use. There were 16 students (35,6%) claiming *agree*, and there were (N=9/20,0%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Plagiarism Checker already fulfill the first TAM variable, namely *ease to use*.

**Table 4.22**

*Students use Plagiarism Checker because of its usefulness.*

		Q22			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	2	4.4	5.7	5.7
	Undecided	2	4.4	5.7	11.4
	Agree	23	51.1	65.7	77.1
	Strongly Agree	8	17.8	22.9	100.0
	Total	35	77.8	100.0	
Missing	System	10	22.2		
Total		45	100.0		

Item 22. Students use Plagiarism because of its usefulness. There were half of the students (N=23/51,1%) claiming *agree*, and there were (N=10/22,2%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Plagiarism Checker already fulfill the second TAM variable, namely *usefulness*.

**Table 4.23**

*Students use Plagiarism Checker they often use it.*

Q23
-----



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.2	2.8	2.8
	Disagree	4	8.9	11.1	13.9
	Undecided	4	8.9	11.1	25.0
	Agree	19	42.2	52.8	77.8
	Strongly Agree	8	17.8	22.2	100.0
	Total	36	80.0	100.0	
Missing	System	9	20.0		
Total		45	100.0		

Table 23. I will often use Plagiarism in my thesis writing. There were 19 students (42,2%) claiming *agree*, and there were (N=9/20,0%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Plagiarism Checker already fulfill the third TAM variable, namely *attitude toward using*.

**Table 4.24**

*Students use Plagiarism Checker because they satisfied in using it.*

Q24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.6	5.6
	Disagree	2	4.4	5.6	11.1
	Undecided	4	8.9	11.1	22.2
	Agree	21	46.7	58.3	80.6
	Strongly Agree	7	15.6	19.4	100.0
	Total	36	80.0	100.0	
Missing	System	9	20.0		
Total		45	100.0		

Table 24. Students use Plagiarism Checker because they satisfied use it. There were nearly half of the students (N=21/46,7%) responding *agree*, and there were (N=9/20,0%) not choose anything its mean they do not use this application.

Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Plagiarism Checker already fulfill the fourth TAM variable, namely *behavioral intention*.

**Table 4.25**

*Students use Plagiarism Checker because of its recommended to other.*

		Q25			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.4	5.6	5.6
	Disagree	1	2.2	2.8	8.3
	Undecided	2	4.4	5.6	13.9
	Agree	21	46.7	58.3	72.2
	Strongly Agree	10	22.2	27.8	100.0
	Total	36	80.0	100.0	
Missing	System	9	20.0		
Total		45	100.0		

Table 25. Students use Plagiarism Checker because of its recommended to other. There were 21 students (46,7%) claiming *agree*, and there were (N=9/20,0%) not choose anything its mean they do not use this application. Respondents are more dominant in choosing to agree with this statement. If viewed from the TAM theory, the results above Plagiarism Checker already fulfill the fifth TAM variable, namely *actual usage (AU)*.

**Table 4.26**

*Questions for EFL students in using internet-based application in thesis writing*

Respondents	Grammarly App					Google Scholar					Google Translate					Google Form					Plagiarism Checker				
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24	Q 25
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5
1	4	4	4	4	4	3	4	3	4	4	4	3	3	3	4	4	4	3	3	4	5	4	3	3	4
2	-	-	-	-	-	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	-	-	-	-	-
3	4	5	4	4	5	4	4	4	4	5	4	4	5	4	4	-	-	-	-	-	4	4	4	4	4
4	-	-	-	-	-	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	4	4	5	4	4	5	5	5	4	5	5	4	4	4	4	2	2	2	2	2	4	4	4	4	4
6	4	4	3	4	4	4	4	4	4	5	4	5	4	4	3	3	3	3	3	3	3	4	4	3	3
7	4	4	4	4	5	4	4	3	4	5	5	5	5	5	5	-	-	-	-	-	4	4	4	4	5
8	4	4	4	4	4	4	4	4	4	4	5	5	5	4	5	-	-	-	-	-	-	-	-	-	-
9	5	4	5	4	5	4	4	2	4	2	4	2	2	2	2	4	4	4	4	4	5	5	4	4	5
10	5	5	5	4	5	5	5	4	5	5	4	2	2	4	1	4	4	3	4	5	3	4	4	5	5
11	-	-	-	-	-	4	4	5	5	5	5	5	5	5	5	-	-	-	-	-	-	-	-	-	-
12	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	-	-	-	-	4	4	4	4	4
13	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-
14	4	4	5	4	5	4	4	4	4	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	5
15	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	3	3	3	3	3	4	4	4	4	4
16	5	5	5	5	5	5	5	5	5	5	4	4	3	4	3	3	3	2	3	3	4	4	4	4	4
17	1	3	1	2	1	1	1	1	2	1	2	2	2	2	2	1	1	1	2	2	2	2	2	1	1
18	5	4	4	4	5	4	4	4	4	4	5	3	4	3	3	-	-	-	-	-	-	-	-	-	-
19	5	5	5	5	5	3	3	3	3	3	4	4	4	4	5	5	4	3	4	5	5	4	3	4	4
20	5	5	4	4	5	4	5	4	4	4	5	4	4	3	4	4	5	3	4	4	4	3	4	3	4

21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
22	4	4	4	4	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	4	5	4	5
23	1	1	2	2	2	1	1	1	1	1	2	2	2	2	2	1	1	2	1	2	2	2	2	2
24	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5	3	3	3	3	4	4	4	4	4
26	5	5	4	4	4	-	-	-	-	-	4	3	4	3	4	5	4	3	4	4	4	4	4	4
27	4	4	3	4	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	3	3	3	3
28	4	4	5	4	5	4	4	4	4	4	4	4	4	4	3	4	3	3	3	4	5	5	5	5
29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	-	-	-	-	-	4	4	4	4
30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	-	-	-	-	-	4	4	4	4
31	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	5	4	4	4	4	4	4	4	4	4	-	-	-	-	-	-	-	-	-
34	5	5	5	5	4	5	5	4	4	5	5	5	5	5	5	4	4	3	3	4	5	5	4	4
35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-	-	-	5	5	5	5
36	4	5	5	5	5	4	4	5	4	3	4	5	4	4	4	4	2	4	4	4	4	2	4	4
37	4	4	4	4	5	5	5	4	4	3	-	-	-	-	-	-	-	-	-	5	4	2	4	5
38	3	4	5	4	4	-	-	-	-	-	4	4	4	3	4	4	4	4	3	4	4	4	4	4
39	4	4	5	5	5	4	4	5	-	2	5	3	5	4	2	2	4	3	2	2	4	4	3	2
40	5	4	5	4	5	4	4	2	4	5	-	-	-	-	4	4	4	5	2	3	4	5	5	5
41	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	5	5	5
42	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	3	5	5	1	5	5	4
43	4	4	5	4	5	4	4	5	5	4	-	-	-	-	-	-	-	-	-	5	5	4	5	4
44	5	3	5	3	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4	5	4

The table above shows students' reactions in using the internet-based application given a point of 1 to 5, meaning that from agree to strongly disagree in response to the statements that the researcher presented in the application process of writing a thesis based on the TAM variable. Of the 45 participants, we can see that first, not all students used the researcher's five applications. Second, every application they use fulfills the 5 TAM variables. However, some students did not choose 4 or 5, such as respondents no 13, 17, 23, 24, and 31, who showed an attitude of dissatisfaction with using the application that was researcher presented, and according to them, the application was not easy to use, not usefulness and etcetera. Furthermore, there were several respondents does not use some applications, like respondent no 1 and 2, respondent no 1 use all of the application that researcher presented, but respondent no 2 there are some blank table its mean the respondent not use some application.

## B. Discussion

Based on the results above, this subchapter discusses the research finding related to student use of internet-based application in thesis writing in TAM perspective. This research aimed to find out the research question of study:

How the EFL student perspective the use of internet-based application in thesis writing?

Based on the research question, the researcher presented five of internet-based application that student usually use in thesis writing progress, which is Grammarly Application, Google Scholar, Google Translate, Google Form, and Plagiarism Checker. In addition, in the result also added one application that students use in thesis writing progress namely QuillBot. In this case, the researcher will present the data one by one of internet-based applications.

First, students use of Grammarly Application. The researcher found that students use this application is based on variable of TAM, especially for variable ease to use, usefulness, and attitude toward using. Most of students given reason that they use Grammarly Application because of this application ease to use, usefulness and also they always use it every revise their thesis. But the students more focus on variable of usefulness, because the Grammarly has influence aspect for their thesis progress in detect and correct their grammatical error automatically.

Second, students use of Google Scholar. The researcher found that students use Google Scholar is based on five variable of TAM, most of students given reason that they used Google Scholar because of this application is ease to use, usefulness, and satisfied with the features and accessibility of the application, because the Google Scholar has influence aspect for their thesis progress in the addition their references.

Third, students use Google translate. The researcher found that students use Google Translate is already fulfills indicator variable of TAM, most of students given reason that they use Google Translate because the aspect of this application very influences for their thesis progress, especially in translating some article or sentences that they do not understand. In addition, they also use this application because of its ease to use, usefulness, and also they always use it in revise their thesis.

Fourth, students use Google Form. Some of students given reason that they use Google Form in their thesis because its make the student easier in collecting data especially questionnaire than manual, also ease to analyze the result of data. Student only focus on variable ease to use and usefulness in the use of Google Form.

Fifth, students use Plagiarism Checker. Several of students given reason that they use Plagiarism checker because of it has influences aspect for their thesis writing progress in minimalized their plagiarism. The students use this application based on variable of TAM, but the students only focus on variable ease to use and usefulness.

The results above shown that students in general use those application because they believe the Apps were ease to use like theory found by Wibowo (2006, as cited Dana et al, 2022). Students those use application because the Apps are ease to understand and operate. Applications were also used because students considered those applications have benefit for them and help them to finish the thesis writing. This reason also support by Yahyapour (2008, as cited Pradana et al. 2019). Students

use the application because inclined to follow certain behavior based on their positive attitude toward applications that they used (Cheung & Vogel, 2013; Josuntans, Karadang, & Orhan, 2015). Students also use the applications because they need the application in the future and will continue to use the application in the future (Taat & Fransiskus, 2019). Furthermore, students use application because they trust of application and recommended for others to use the application they use.

Students also use the application based on functions of each application such as: student use Grammarly because of its function is to check automatically grammatical error (Tarsan, Kandang, & Helmon 2021), Google Scholar is to find useful, accurate scientific article or journal that can used as a reference for a scientific work (Rafika, Putri, & Widiarti 2017), Google Translate is to translate a language to target language (Maulida, 2017; Bayu, 2020), Google Form is to help thesis writer in collecting data such as questionnaire (Batubara, 2016), and Plagiarism Checker is To check violate the copyright (Thohir, Ulinnuha, & Novitasari 2017)





## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter, this research presents the conclusions of all previous chapters of this study and recommended for the future studies.

#### A. Conclusions

EFL students in the use of internet-based applications were surveyed in this study based on five variables of Technology acceptance Models (TAM) namely Ease to Use, Usefulness, Attitude toward using, Behavioral Intention, and Actual usage. Respondents generally prefer to use Google Translate, Google Scholar, and Grammarly than the other applications. In conducting this research, this research was guided by five TAM variables to see students' use of internet-based applications. However, of the five variables, students are more dominant in using an application based on three variables: ease to use, usefulness, and attitude toward using.

In the research process, this research found other facts that use and find out the application according to their respective stages of need, such as the SPSS application, where students will use the application when students have reached the stage of analyzing data, another example is Google Form where students will use Google Form when students are at the stage of conducting research based on a questionnaire.

## **B. Recommendation**

After carrying out the study of EFL students in the use of internet-based applications in thesis writing, the most dominant of internet-based applications that students used and the most variables that students look at in the use of an application. For lecturers may be able introducing the application used in thesis writing in quantitative and qualitative research class. This is because most of students do not know the application that they will use in thesis writing.

This study has been done as much as possible, but there are some limitations. The first is in this research not mentions all of the application that students need in thesis writing. Second, this study found it a little difficult to find references to student use the internet-based applications this is because the previous study only focuses on one application.

Since in this research only focus on five applications namely Google Scholar, Google Translate, Grammarly, Google Form, and Plagiarism. For future studies should be carried out to presents more application that student used in thesis writing. The future studies may be able find the better application or more applications.

## REFERENCES

- Ahmad, S., Zulfikar, T., & Hardiana, F. (2020). The use of Social Media Whatsapp Among English education students for solving thesis writing problems. *Humanities and Social Sciences Reviews*, 8(3), 447-55.
- Aidil, T. M. (2019). Exploring Students' Perception On The Effectiveness Of "Grammarly Software" In Academic Writing. *Unpublished Thesis. Banda Aceh: UIN Ar-Raniry.*
- Akinyode, B. F., & Khan, T. H. (2018). Step By Step Approach for Qualitative Data Analysis. *International Journal of Built Environment and Sustainability*, 5(3).
- Alhaisoni, E., & Alhaysony, M. (2017). An Investigation of Saudi EFL University Students' Attitudes Towards the Use Of Google Translate. *International Journal of English Language Education*, 5(1), 72-82.
- Alsied, S. M., & Ibrahim, N. W. (2017). Exploring Challenges Encountered by EFL Libyan Learners in Research Teaching and Writing. *IAFOR Journal of language learning*, 3(2), 143-158.
- Batubara, H. H. (2016). Penggunaan Google Form Sebagai Alat Penilaian Kinerja Dosen di Prodi PGMI Uniska Muhammad Arsyad Al Banjari. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 8(1).

Bayu, K. (2020). Penggunaan Google Translate Sebagai Media Pembelajaran Bahasa Inggris Paket B Di PKBM Suryani. *Comm-Edu (Community Education Journal)*, 3(1), 62-67.

Cahyono, B. Y. (2007). Australian and Indonesian University Students' Understanding of Plagiarism. *Indonesian JELT: Indonesian Journal Of English Language Teaching*, 3(2), 14-34.

Cavaleri, M. R., & Dianati, S. (2016). You Want Me To Check Your Grammar Again? The Usefulness of an Online Grammar Checker As Perceived By Students. *Journal Of Academic Language And Learning*, 10(1), A223-A236.

Chandra, S. O., & Yuyun, I. (2018). The Use of Google Translate In EFL Essay Writing. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 228-238.

Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, And User Acceptance of Information Technology. *MIS Quarterly*, 319-340.

Gestanti, R. A., Nimasari, E. P., & Mufanti, R. (2019). Re-Overiewing Google Translate Results and Its Implication a Language Learning. *The Asian EFL Journal May 2019*, 23(3.2), 5-15.

Grabowski, B., Mccarthy, M., & Koszalka, T. (1998). *Web-Based Instruction and Learning: Analysis and Needs Assessment* (No. H-2235). Retrieved November

6, 2015 From The World Wide Web:

[https://www.isoc.org/inet98/proceedings/4c/4c\\_1.html](https://www.isoc.org/inet98/proceedings/4c/4c_1.html)

Hadi, S. (2004). Statistik Jilid 2, Andi Offset.

Hasan, J., & Marzuki, M. (2017). An Analysis of Student's Ability In Writing At Riau University Pekanbaru-Indonesia. *Theory and Practice in Language Studies*, 7(5), 380.

Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). 1981: Testing ESL Composition: A Practical Approach. Rowley, MA: Newbury House.

Jaganathan, P., Hamzah, M., & Subramaniam, I. (2014). An Analysis Of Google Translate Use In Decoding Contextual Semanticity Among EFL Learners. *Asian Journal of Research in Social Sciences And Humanities*, 4(8), 413-425.

Jayavalan, K., & Razali, A. B. (2018). Effectiveness of Online Grammar Checker To Improve Secondary Students' English Narrative Essay Writing. *International Research Journal of Education and Sciences (IRJES)*, 2(1), 1-6.

Karyuatry, L. (2018). Grammarly As A Tool To Improve Students' Writing Quality: Free Online-Proofreader Across The Boundaries. *JSSH (Jurnal Sains Sosial Dan Humaniora)*, 2(1), 83-89.

- Khatimah, K., Rahmawati, Y., Rachman, D., & Puspita, R. H. (2019). The Usage of Online Dictionary And Translation Among Student In University. *International Journal of Engineering & Technology*, 8(1.1), 158-164.
- Kumar, A. (2012). Machine Translation in Arabic-Speaking ELT Classrooms: Applications and Implications. *International Journal of Social Science and Humanity*, 2(6), 442.
- Lazim, C. S. L. M., Ismail, N. D. B., & Tazilah, M. D. A. K. (2021). Application of technology acceptance model (TAM) towards online learning during covid-19 pandemic: Accounting students perspective. *Int. J. Bus. Econ. Law*, 24(1), 13-20.
- Lee, S. M. (2014). Grammatical Error Patterns in EFL Students' Writing Across Different Language Proficiency Levels. *Foreign Languages Education*, 21(1), 1-28.
- Lee, S. M. (2020). The Impact of Using Machine Translation on EFL Students' Writing. *Computer Assisted Language Learning*, 33(3), 157-175.
- Lestari, D. M. (2020). An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu. *Journal of English Education and Applied Linguistics*, 9(1), 17-29.

- Lin, G. H. C., & Chien, P. S. C. (2009). Machine Translation For Academic Purposes
- Mailizar, M., Almanthari, A., & Maulina, S. (2021). Examining Teachers' Behavioral Intention To Use E-Learning In Teaching Of Mathematics: An Extended TAM Model. *Contemporary Educational Technology*, 13(2), Ep298.
- Maulida, H. (2017). Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris. *Jurnal Saintekom*, 7(1), 56-66.
- Mcalexander, P. J. (2000). Checking the Grammar Checker: Integrating Grammar Instruction with Writing. *Journal of Basic Writing*, 124-140.
- Medvedev, G. (2016). Google Translate In Teaching English. *Journal of Teaching English For Specific and Academic Purposes*, 4(1), 181-193.
- Msanjila, Y. P. (2005). Problems of Writing In Kiswahili: A Case Study Of Kigurunyembe And Morogoro Secondary Schools In Tanzania. *Nordic Journal of African Studies*, 14(1), 11-11.
- Nova, M. (2018). Utilizing Grammarly In Evaluating Academic Writing: A Narrative Research On EFL Students' Experience. *Premise: Journal of English Education and Applied Linguistics*, 7(1), 80-96.
- O'Neill, E. M. (2012). *The Effect of Online Translators On L2 Writing In French*. University of Illinois at Urbana-Champaign.

- Pickens, J. (2005). Attitudes and Perceptions. *Organizational Behavior in Health Care*, 4(7), 43-76.
- Potter, R., & Fuller, D. (2008). My New Teaching Partner? Using the Grammar Checker in Writing Instruction. *English Journal*, 36-41.
- Puspita, C. (2021, April). Factors Affecting Students'difficulties In Writing Thesis: A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 3, pp. 13-22).
- Qassemzadeh, A., & Soleimani, H. (2016). The Impact of Feedback Provision by Grammarly Software And Teachers On Learning Passive Structures By Iranian EFL Learners. *Theory and Practice In Language Studies*, 6(9), 1884-1894.
- Rad, D., Egerau, A., Roman, A., Dughi, T., Balas, E., Maier, R., ... & Rad, G. (2022). A Preliminary Investigation of the Technology Acceptance Model (TAM) in Early Childhood Education and Care. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 13(1), 518-533.
- Rafika, A. S., Putri, H. Y., & Widiarti, F. D. (2017). Analisis Mesin Pencarian Google Scholar Sebagai Sumber Baru Untuk Kutipan. *Journal Cerita*, 3(2), 193-205.



- Rahmat, I. (2021). An Analysis of Google Forms Used By English Teachers to Evaluate Students'learning Achievement at Sman 1 Bengkulu Tengah (Doctoral dissertation, UIN Fatmawati Sukarno).
- Riddell, D. (2015). *Succeed In TEFL-Continuing Professional Development: Teaching English As A Foreign Language With Teach Yourself*. Hachette UK.
- Sihombing, L. F. (2021). An Analysis Of Students'errors in Writing Skripsi at the Students of English Language Education Program in Institut Pendidikan Tapanuli Selatan. *Jurnal Liner (Language Intelligence and Educational Research)*, 4(2), 37-47.
- Sudaryanto, S. (2001). Peningkatan Keterampilan Menyusun Wacana Narasi Melalui Penerapan Pendekatan Eklektik. *Jurnal Cakrawala Pendidikan*, 1(1).
- TAM, A. M. (2019). Penilaian Penerimaan Teknologi E-Learning Pemrograman berbasis Gamification dengan Metode Technology Acceptance Model (TAM). *Jurnal Teknologi Informasi dan Ilmu Komputer (JTIK)*, 6(2).
- Tarsan, V., Kandang, A., & Helmon, A. (2021). Students Perception towards the Application of Grammarly: The Automatic Grammar Checker In Writing Narrative Text in the Third Semester At Stkip Ypup Makassar. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, 5(2), 123-133.

- Thohir, M., Ulinuha, N., & Novitasari, D. C. R. (2017). *Pengembangan Aplikasi Plagiarism Checker Of Sunan Ampel (PCSA) Sebagai Deteksi Plagiasi Karya Ilmiah Di UIN Sunan Ampel Surabaya Menggunakan Algoritma Winnowing* (Doctoral Dissertation, UIN Sunan Ampel Surabaya).
- Ur, P. (1996). *A Course in Language Teaching* (Vol. 1, No. 998, P. 41). Cambridge: Cambridge University Press.
- Valijärvi, R. L., & Tarsoly, E. (2019). Translating Google Translate To The Language Classroom: Pitfalls And Possibilities. *Practitioner Research in Higher Education*, 12(1), 61-74.
- Wijayanti, R. (2012). Analisis Technology Acceptance Model (TAM) Terhadap Faktor-Faktor Yang Mempengaruhi Penerimaan Nasabah Terhadap Layanan Internet Banking (Studi Empiris Terhadap Nasabah Bank Di Depok).
- Wirantaka, A. (2016). Paragraph Writing of Academic Texts In An EFL Context. *Journal of Foreign Language Teaching And Learning*, 1(2), 34-45.
- Yu-Ping, L. (2005). One More, Two More, or No More? The Effects Of Repetition On Listening Comprehension Tests. In *Proceedings of the Second International Conference on Teaching Of Language, Linguistics, And Literature* (P. 103).

## APPENDIX A

### SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B- 12812/Un.08/FTK/KP.07.6/09/2022

#### TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR- RANIRY

##### DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-16626/Un.08/FTK/KP.07.6/11/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021
- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-16626/Un.08/FTK/KP.07.6/11/2021 tanggal 9 November 2021
- KEDUA : Menunjuk Saudara:  
1. Dr. Jarjani, M.Sc., MS Sebagai Pembimbing Pertama  
2. Rita Hermida, M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : Zakiatul Dina Fajriah  
NIM : 170203135  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : EFL Student Attitude on the Use of Internet-Based in Thesis Writing
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 06 September 2022  
Dekan

  
Saiful H. H. H.

#### Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

## APPENDIX B



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-15674/Un.08/FTK.1/TL.00/12/2022  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa PBJ leting 2017 dan 2018 Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ZAKIATUL DINA FAJRIAH / 170203135**  
Semester/Jurusan : XI / Pendidikan Bahasa Inggris  
Alamat sekarang : Gampoeng Lam Alu Cut, Kec. Kuta Baro, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***EFL Students Use of Internet-Based Applications in Thesis Writing: A TAM Perspective***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Desember 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



*Berlaku sampai : 06 Januari  
2023*

Habiburrahim, M.Com., M.S., Ph.D.

## APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email: pbi.fk@ar-raniry.ac.id Website: http://ar-raniry.ac.id

### SURAT KETERANGAN

Nomor: B-787/Un.08/PBI/TL.00/12/2022

Schubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15674/Un.08/FTK.I/TL.00/12/2022 tanggal 06 Desember 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Zakiatul Dina Fajriah  
NIM : 170203135  
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

*EFL Students use of Internet-Based Applications in Thesis Writing: A TAM Perspective*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2022  
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

AR-RANIRY

## APPENDIX D

### INTERVIEW PROTOCOL

Interviewer : Zakiatul Dina Fajriah

Respondent :

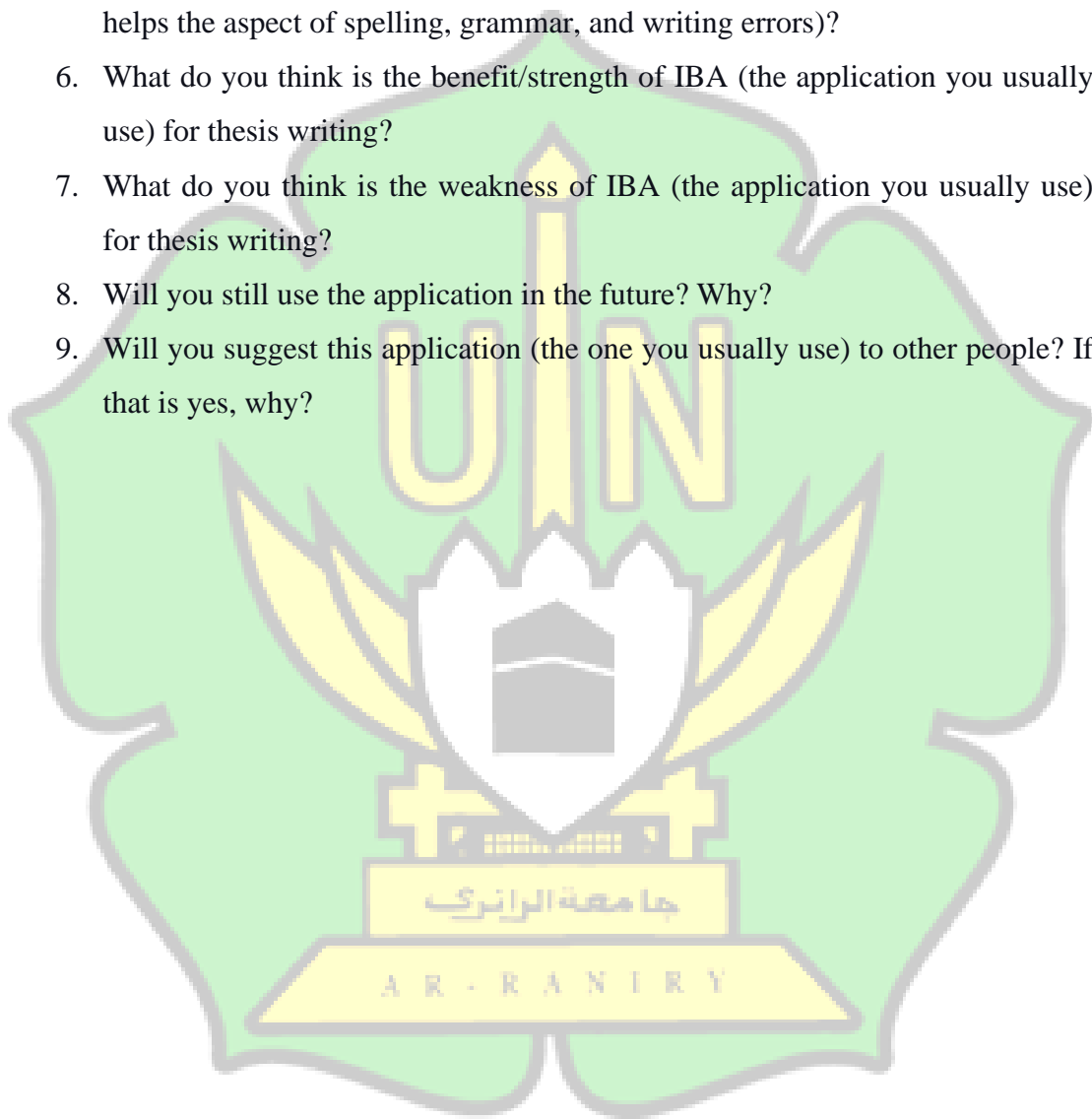
List of Acronym : ZD= Zakiatul Dina Fajriah,

Position of interview : PBI Student

This is a research study about EFL students use of internet-based application in thesis writing in TAM perspective. The purpose is to find out the student perspective use of internet-based application in thesis writing. The data collected through a semi-structured interview which is recorded and only used for the research goal to protect the interviewee confidentially based on informed consent. During the interview, you will be asked several questions about your thought on the software. The interview process will take 20-30 minutes.

1. Choose the tools below that you usually use in thesis writing!
  - a, Grammarly App
  - b. Google Scholar
  - c, Google Form
  - d, Google Translate
  - e, Plagiarism Checker
2. What name of the IBA (Internet Based Application) Application that you use to help you complete your thesis writing? except what I mentioned before!
3. Does using IBA (the application you usually use) help you write your thesis? If that is true, how helpful is IBA (the application you usually use) in completing your thesis?

4. How often did you use IBA (the application you usually use) when writing your thesis?
5. What is the most influential aspect of writing by using an Internet-based application (the application that you usually use) (e.g., with Grammarly, it helps the aspect of spelling, grammar, and writing errors)?
6. What do you think is the benefit/strength of IBA (the application you usually use) for thesis writing?
7. What do you think is the weakness of IBA (the application you usually use) for thesis writing?
8. Will you still use the application in the future? Why?
9. Will you suggest this application (the one you usually use) to other people? If that is yes, why?





## APPENDIX F

### QUESTIONNAIRE PROTOCOL

Asslamu'alaikum Wr. Wb.

Dear my participants.

The researcher, the undersigned below:

Name : Zakiatul Dina Fajriah

Student ID : 170203135

Major : English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh

I am conducting a research entitled "EFL STUDENTS USE OF INTERNET-BASED APPLICATIONS IN THESIS WRITING: A TAM PERSPECTIVE," which will be submitted as one of the requirements to finish my bachelor's degree.

The researcher is looking for participants who fit the criteria and are willing to participate in this research. The criteria are:

1. Student of English Language Education of UIN Ar-Raniry in Batch 2017
2. The student who is writing a thesis by using the Interned-based Application

Participants are expected to fill in the seven parts of the questionnaire. The first part included basic background information of participants (e.g., name and student ID). The second part included five statements from Grammarly. The third part included five statements from Google Scholar. The fourth part included five statements from Google Translate. The fifth part included five statements from Google Form. The sixth part included five statements from Plagiarism Checker. The final part included your statement about the other application.

Thank you for taking the time to fill out this questionnaire. May Allah SWT always bless you

- Choose the tools that usually you use in thesis writing



- a. Google Scholar
- b. Google Form
- c. Google Translate
- d. Grammarly App
- e. Plagiarsm Checker
- f. Etc. please mention: \_\_\_\_\_

**Information:** SDA (Strongly Disagree), DA (Disagree), UD (Undecided), A (Agree), SA (Strongly Agree).

**Statement score:** SDA (1), DA (2), UD (3), A (4), SA (5).

NO	Statement	SDA	DA	UD	A	SA
<b>GRAMMARLY</b>						
1	I use the Grammarly Application because the application is easy to use in my thesis writing progress.					
2	I use the Grammarly Application because the application is useful to help my thesis writing.					
3	I will often use the Grammarly Application in my thesis writing.					
4	I am delighted to use the Grammarly Application in my thesis writing.					
5	I recommended others use Grammarly Application in their thesis writing progress.					

---

## **GOOGLE SCHOLAR**

- 6 I use Google Scholar because the web-search engine is easy to use in my thesis writing progress.
- 7 I use Google Scholar because the web-search engine is useful to help my thesis writing.
- 8 I will often use Google Scholar in my thesis writing.
- 9 I am delighted to use Google Scholar in my thesis writing.
- 10 I recommended others use Google Scholar in their thesis writing progress.

## **GOOGLE TRANSLATE**

- 11 I use Google Translate because the application is easy to use in my thesis writing progress.
  - 12 I use Google Translate because the application is useful to help my thesis writing.
  - 13 I will often use Google Translate in my thesis writing.
  - 14 I am delighted to use Google Translate in my thesis writing.
  - 15 I recommended others use Google Translate in their
-

---

thesis writing progress.

### **GOOGLE FORM**

- 
- 16 I use Google Form because the web-based application ease of use in my thesis writing progress
- 17 I use Google Form because the web-based application is useful to help my thesis writing.
- 18 I will often use Google Form in my thesis writing.
- 19 I am delighted to use Google Form in my thesis writing.
- 20 I recommended others use Google Form in their thesis writing progress.

### **PLAGIARISM CHECKER**

- 
- 21 I use Plagiarism because the application is easy to use in my thesis writing progress.
- 22 I use Plagiarism because the application is useful to help my thesis writing.
- 23 I will often use Plagiarism in my thesis writing.
- 24 I am delighted in using Plagiarism in my thesis writing.
- 25 I recommended others to use Plagiarism in their thesis
-

---

writing progress.

**ANOTHER APPLICATION (.....)**

26

27

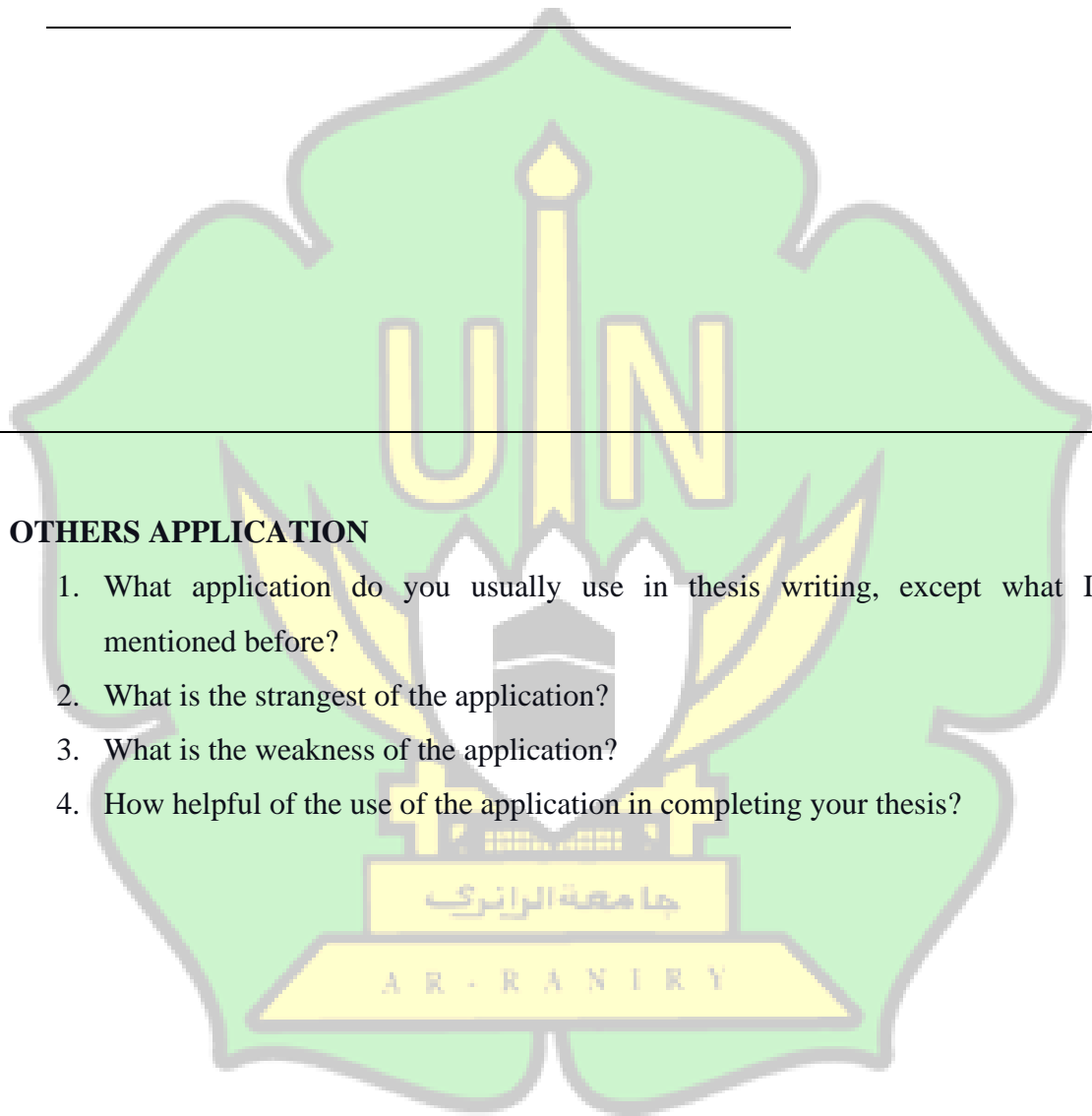
28

29

30

**OTHERS APPLICATION**

1. What application do you usually use in thesis writing, except what I mentioned before?
2. What is the strangest of the application?
3. What is the weakness of the application?
4. How helpful of the use of the application in completing your thesis?



[illegible]

19	5	5	5	5	5	3	3	3	3	3	4	4	4	4	5	5	4	3	4	5	5	4	3	4	4
20	5	5	4	4	5	4	5	4	4	4	5	4	4	3	4	4	5	3	4	4	4	3	4	3	4
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
22	4	4	4	4	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	4	5	4	5
23	1	1	2	2	2	1	1	1	1	1	2	2	2	2	2	1	1	2	1	2	2	2	2	2	2
24	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5	3	3	3	3	4	4	4	4	4	4
26	5	5	4	4	4	-	-	-	-	-	4	3	4	3	4	5	4	3	4	4	4	4	4	4	4
27	4	4	3	4	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	3	3	3	3	3
28	4	4	5	4	5	4	4	4	4	4	4	4	4	4	3	4	3	3	3	4	5	5	5	5	5
29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	-	-	-	-	-	4	4	4	4	4
30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	-	-	-	-	-	4	4	4	4	4
31	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	5	4	4	4	4	4	4	4	4	4	-	-	-	-	-	-	-	-	-	-
34	5	5	5	5	4	5	5	4	4	4	5	5	5	5	5	4	4	3	3	4	5	5	4	4	4
35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-	-	-	5	5	5	5	5
36	4	5	5	5	5	4	4	5	4	3	4	4	5	4	4	4	4	2	4	4	4	4	2	4	4
37	4	4	4	4	5	5	5	4	4	3	-	-	-	-	-	-	-	-	-	-	5	4	2	4	5
38	3	4	5	4	4	-	-	-	-	-	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4
39	4	4	5	5	5	4	4	5	-	2	5	3	5	4	2	2	4	3	2	2	4	4	3	2	4
40	5	4	5	4	5	4	4	2	4	5	-	-	-	-	-	4	4	4	5	2	3	4	5	5	5
41	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	5	5	5
42	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	3	5	5	1	5	5	4	4

43	4	4	5	4	5	4	4	5	5	4	-	-	-	-	-	-	-	-	5	5	4	5	4		
44	5	3	5	3	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4	5	4	4
45	-	-	-	-	-	5	5	5	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



## Statistics

[illegible]