CHAPTER I

INTRODUCTION

A. Background of the Study

Now, it is certain that almost every student always uses Google Translate, application to help students work in learning foreign languages, especially English. Shankland stated that the use of the automatic communication between countries. Google Translate provides a billion translations a day for 200 million users.[1]

It cannot be denied that technological advances also have an impact on the world of education, both positive and negative. One of the positive things, for example, is the impact that brings easy in learning and other activities related to education. For example, the presence of a smartphone, this object, with all the services in it, brings many conveniences that help in learning. It can be ascertained that almost every student is familiar with using smartphones to help them in studying or doing class assignments. Smartphones are often used for browsing, looking for various materials that are needed. In addition, smartphones are also used to translate English words into Indonesian using Google Translate on smartphones. English language

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[1] Shankland, *Google Translate Now Serves 200 Million People Daily*, (CNET:2013). Retrieved from http://news.cnet.com/8301-1023_3-57585143-93/googletranslate-now-serves-200-million-people-daily/ accessed on 13 June 2021

education students will certainly not be separated from the lecture material in English. Almost all subjects use books or materials in English. In an effort to understand the material, students generally try to translate the material into Indonesian.

Researcher's consideration in carrying out this research is based on the current phenomenon in which with the pandemic, the learning system is held at home or DARING. Researchers found problems in this DARING learning system, especially translation lessons, *first* students are mostly lazy to think and want fast and quick results, *secondly*, they always depend on Google Translate. *The third* is a lot of students not confident yet. Students don't have enough references for reading. For example, to translate a phrase, the result of the translation from Google Translate is definitely online. This is far off with meaning the sentence if translated as a whole without the help of the Google Translate application turns out to be irrelevant. This means that the translation does not provide correct information.

Basically, machine translation is an automatic processing of human language. Arnold stated that machine translation is generally recognized as an attempt to automate all, or part of the translation process from one human language to another and use of the technique can be used to represent kind of information that is needed for

translation that can be processed automatically.[2] Hutchins stated that machine translation is system in which translators or other users assist computers in the production of translation, including various combination of text, online interaction, and subsequent revisions of output.[3] Based on the researcher machine translation, Google Translate is easy and fast to use, making it better than using a dictionary. It took a long time to translate the text from the source language, because had to look up the words using a dictionary. According to Sukkhwan says machine translation is computer software used to translate text from one source language to the target language.[4] One of the popular Machine Translate that is commonly used is Google Translate. Took a long time to translate text from the source language to the target language. In the English Education Study Program, the use of Google Translate is familiar. Based on in the experience of researchers, there are three classes that Google often uses also Translate, writing class, Reading Comprehension class, and Translation class. Based on preliminary research in Translate class, the role of Google Translate is more dominant than other classes. Keep in mind whether the use of Google Translate has

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[2] Arnold, *Machine Translation: An Introductory Guide*, (London:1994), 19.
[3] Hutchins, *Cognition in the Wild*. (Canada:1997), 1.
[4] Sukkhwan, A. *Students' Attitude and Behaviors Towards the Use of Google Translate* (University of Songkla:2014), 1.

a good effect as a medium for fourth semester learning students in the Translation class of the English Education Study Program, Faculty of Education in UIN Sultan Maulana Hasanuddin Banten. Understand research problem, researchers are interested in describing the perceptions of students in the translation class with an online learning system. The researcher was conducted research entitled "STUDENTS' PERCEPTION OF USING GOOGLE TRANSLATE IN TRANSLATION OF ONLINE ENGLISH LEARNING".

B. Identification of the Problem

Based on the background above, the writer can identify the problem as follow:

1. Most students are lazy to think and just want to get results instant and fast.

2. Many students are not confident.

C. Focus of the Study

The scope of this research is the Google Translate application as a translation tool and its limitations are focused about the perceptions of students who use.

D. Research of the Study

The statement of the problems as follows:

1. What is the students' perception of using Google Translate?

2. How are the Students' Perception of Using Google Translate as Translation tool in Online English Learning Process?

E. Objective of the Study

Based on the research problems above, the objectives of this research are:

1. To find out Students' Perception of Using Google Translate

2. To find out Students' Perception of Using Google Translate as Translation Tool in Online English Learning Process

F. Significance the Study

1. For researcher

     This study provides an explanation as well as provides a deeper meaning to understand students' perceptions about the use of Google Translate as a translation tool in online English learning. This research can develop insight and knowledge about the evaluation of tool development using Google Translate and can motivate students to reduce the use of Google Translate as a translation tool.

2. For student

     Using Google Translate in learning can provide a useful and useful experience can develop knowledge and can help new vocabulary whose meaning is not yet known.

3. For future researcher

This research can be used as a reference for other researchers who try conducted similar research related to the analysis of google translate as learning English.

G. Previous Study

In this study, the researcher uses two previous studies as consideration in making this thesis. Those previous studies are:

1. *The students' perception in using Google Translate as a media in translation class*

The first previous research was a study that aimed to determine students' perceptions of using Google Translate as a medium in the translation class by Maria Yanti 2019. This research focused on the advantages and disadvantages, solutions and problems found in using Google Translate. The method used is descriptive method. The researcher analyzed the role of Google Translate in the translation process in the classroom. The subjects are sixth semester students with a total of 64 students. In collecting the required data, this study used a questionnaire instrument, translation assignment and interviews. The results of this study indicate that most students use Google Translate as a quick dictionary. The use of Google Translate is often to translate

sentence by sentence, and enrich students' vocabulary. Almost all students realize that Google Translate cannot be a good medium without double-checking. In addition, the accuracy of Google Translate keeps students learning and practicing grammar and also improving translation skills. [5]

2. *Students' Perception of Using Google Translate as a Medium of Translating English*

The second previous study was a study that aimed to determine Student Perceptions about the Use of Google Translate as an English Translation Media by Ajeng Pratiwi Tri Amanda 2019. The population in this study was 25 students. The sampling technique used was a questionnaire. The research design used in this research is descriptive qualitative. Comparing students' perceptions with each other, processing data into simple images that focus on perceptions using Google Translate and concluding the results of observations. It is proven that they like Google Translate in translating languages, especially English to Indonesian. [6]

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[5] Maria Yanti, *The Students' Perception in Using Google Translate as a Media in Translation Class*, (University of Palangka Raya: 2019), 1.

[6] Ajeng Pratiwi Tri Amanda, *Students' Perception of Using Google Translate as a Medium of Translating English*, (Universitas Muhammadiyah Sumatera Utara: 2019), 1-2.

3. *The Students' Perception on the Use of Google Translate in Writing Analytical Exposition Text*

    The three previous studies are research that aims to determine Student Perceptions about the Use of Google Translate in Writing Analytical Exposition Texts by Mega Oktaviana Kusuma Dewi 2016. This research was conducted because students of class XI IPS-1 SMAN 1 Banguntapan always use Google Translate in English class. The students also use Google Translate to help them translate Indonesian text into English. This study used questionnaires and interviews. Based on data analysis, students are still in the process of deciding. This can be seen from the results of the majority of students choosing hesitantly. Students find Google Translate unhelpful and unreliable. However, Google Translate helps students to enrich vocabulary. [7]

4. *The Use of Google Translate as A Learning Media for Improving Students' Translation Skill*

    The fourth previous study was a research that aimed to determine the use of Google Translate as a Learning Media to Improve Students' Translation Skills by Yadi Kusmayadi 2014.

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[7] Mega Oktaviana Kusuma Dewi, *The Students' Perception on the Use of Google Translate in Writing Analytical Exposition Text,* (University of Sanata Darma Yogyakarta:2016), 3-4.

The study was conducted in one of the vocational schools in Bandung Regency, West Java. This research uses a quasi-experimental study design that uses a mixed-method-quantitative method followed by a qualitative one. Pre-test and post-test were used in the quantitative stage; while the questionnaire was used at the qualitative stage. Quantitative data were analyzed through paired sample t-test to analyze the pre-test and post-test of the experimental group, and independent sample t-test was used to analyze the post-test scores of both the experimental group and the control group; while qualitative data were analyzed through codification and categorization. This study reveals two findings related to two research questions. Both scores reject the hypothesis, and accept the alternative hypothesis which says that there is a significant difference between the experimental and control groups, therefore the use of Google Translate helps improve students' translation skills. However, it cannot be denied that teacher feedback and the use of the TBL method during treatment have implications for improving students' translation skills. [8]

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[8] Yadi Kusmayadi, *The Use of Google Translate as A Learning Media for Improving Students' Translation Skill* (University of Education: 2014), 1-3.

Based on previous research, that there are similarities from the research studied including the application equations used by students in translating, Google Translate is used as a medium in the English learning process in particular, the use of Google Translate can improve students' ability to translate and add vocabulary, and students' perceptions of using Google Translate has a positive impact on learning. Then the differences from each of these previous studies include, *first*, there are differences in the authors, namely the authors examine the perceptions of students in using Google Translate as a translation tool in learning English during a pandemic in the translation class, *secondly*, in previous research, the first is the perception of students in using Google Translate. as a medium in the translation class but results in that it is not good if Google Translate is used as a medium in the translation class. *Third*, students' perceptions of using Google Translate as an English translation result that student really like Google Translate in using text translation from English to Indonesian in particular. *Fourth*, the perception of students in using Google Translate in the analysis of writing exposition texts in particular and results that Google Translate is not fully able to help in analyzing the text but can add new vocabulary for

students. *Fifth*, the use of Google Translate as a learning medium to improve students' translation skills results in that Google Translate can help improve students' abilities and teachers must be able to provide good feedback on Google Translate.

H. The organization of writing

To make this research easy to comprehend, the researcher organizes this paper as follow:

Chapter I is introduction which consist of the background of the study, statement of problem, objective of study, previous of the study, and the organization of writing.

Chapter II is theoretical framework which consist of students' perception, strategy of learning, Google Translate, translation tool.

Chapter III is method of research which consist of the research method, place of research, respondent, and technique of data collection.

Chapter IV is research findings and discussion.

Chapter V is closing which consists of conclusion and suggestion.