

## **Chapter One**

### **Introduction**

This chapter provides the discussion regarding the background of the study, statement of the problem, research questions, and purposes of the study. In this chapter, the researcher also explains the significance of this study for those who receive some benefits from the result of this research for one of private universities in Yogyakarta, Indonesia.

#### **Background of the Study**

Translation is one of popular things in the learning process, especially in English Foreign Language (EFL) learning. According to Richards and Rodgers as cited in Zhao (2015), translation is viewed as the favorite and most suitable of language teaching model that can be used as an appropriate tool, especially focusing on teaching grammar and words. In language learning aspect, translation tools have been commonly known as a way to help learners during their learning process. Mart (2013) argued that a useful tool in the learning process of English Second Language (ESL) learners is machine translation, and it also helps to increase the learner's capability in learning the foreign language. Some students and teachers may use translation tools to help them in the process of learning English. Zhao (2015) mentioned that in a language classroom context, some teachers still apply translation as a long-term and traditional method, and it plays an important role on the learning

process itself. Nowadays, one or more methods of translations are still applied by a great number of teachers in English as English Foreign Language (EFL) classrooms, and the method of translation has been updated into more modern iterations.

Currently, translation is not only accessed from a printed dictionary. It can also be accessed through more modern tools. Many students use translation technologies such as Machine Translation in their learning process. With the development of technology, the technology itself also plays a role in the other parts of the education system, including foreign language (FL) class as machine translation helps them translate quickly (Farzi, 2016) . There are many translation tools nowadays which are available as a program in the computer, for example Google Translate. This is in line with Korošec's (2012) explanation that in recent years, the world of translation has changed, and the shift has been influenced by the advancement of internet-based technologies such as Google Translate.

Nowadays, people have already been familiar with one of online machine translation such as Google Translate. According to Bahri and Mahadi (2016), Google Translate is a service of free machine translation to serve a translating process of the text and message from a language to another language provided by Google Company. For the online machine translation, the most used translation tool is Google Translate because GT (Google Translate) provides easy access to translate. In line with Anazawa, Ishikawa, Park, and Kiuchi as cited in Li, Graesser and Chai (2014), explained that the translation which people often used is Google Translate, because it

provides a cheap and quick access service for general information to be translated with moderate quality and original text translation. In addition, the translation tools are also recently available in the internet (Farzi, 2016), making it easier for the students to access. Thus, many students believe and depend on GT to solve their problem in learning process because its facilities and practicality.

In one of the universities in Yogyakarta, Indonesia, there is a department where the students are trained to become English language teachers. Most of the courses in this department teach the English language. It aims to make the students be skillful and knowledgeable in English. In most cases, the lecturers will encourage the students to communicate in English. Based on the researcher's experience, machine translation which is most commonly used by students at English Language Education Department of one of the universities in Yogyakarta is Google Translate. They use GT to help them in the learning process whether for classroom activities or take-home assignments. Sukkhwan (2014) assumed that students often use GT for obtaining meaning of words, for writing on their exercise or assignment in the learning process, for reading, and also for translating idioms and any kind of proverbs. Therefore, the phenomenon of GT also happened in one of private universities in Yogyakarta, Indonesia, where they believe and use the easy and cheap services of GT to help them in their learning process.

Lately, students used Machine Translation (MT) for various purposes in the context of Foreign Language (Farzi, 2016). Farzi also said that despite the fact that translation devices are often prohibited in the FL classroom over the past two decades, both teachers and students still use them freely. Recently, the MT such as Google Translate or GT helps the students to increase their language skills (Bahri & Mahadi, 2016). As the most common used, MT like Google Translate also has its problems. Somers (2001) stated that the problem is that Google Translate was created for all people, and it is not just for students. The students use GT without any guidance from the teachers, so the students use it in vain. In the other case, some beginner students with low level of language proficiency could have the advantages from this GT more than the high proficiency students, and the study from Bahri and Mahadi (2016) found that GT helps students to communicate more often among themselves. Thus, the MT like Google Translate has its advantages and disadvantages for the students in their learning process.

Likewise, in the students' learning process, there are the problems faced from the excessive use of machine translation such as Google Translate. The students often use GT to help them doing the homework and task in the classroom and outside the classroom. The students often find sentences which are difficult to understand, so they use GT to translate the words or the sentences. However, based on the researcher's experience in translating words or sentences, these methods are sometimes unreliable. In translating the words and sentences, the students might find

the wrong arrangement in the interpretation of the sentences. When translating words, the students are also often confused by the multiple meanings of one word, which can derail the translated sentence completely. For students who have low understanding of English language, they might depend too much on translation devices, and they do not know whether the result of the translation is correct or incorrect. Thus, according to the researcher's experience as a student in one of the private universities in Yogyakarta, Indonesia, the students have different perceptions in using machine translation such as GT in their learning activities. Although GT is very often used by the students in the learning process, their perceptions have rarely been discussed. In addition, the use of GT in the classroom context is still controversial. Some teachers allow the students to use MT such as GT for helping the students on their learning process, and some do not allow the students to use it with the reason that GT can give bad impact for the students. Therefore, the researcher wanted to identify the students' perception in using machine translation like GT. The researcher was interested in investigating the students' perception in using GT in their learning process, and their perceptions on its advantages and disadvantages.

### **Statement of the Problem**

Machine translation is a tool which helps the user to translate words or sentences to the target language. Based on the researcher's experience, MT which is most commonly used in one of private universities in Yogyakarta, Indonesia is Google Translate. In using GT, the students in one of private universities in

Yogyakarta, Indonesia might find confusion and difficulties. They were sometimes confused in interpreting the word and the arrangement of the word in a sentence. They were also confused when a word had more than one meaning. This means that the students have their own perception in using machine translation.

In addition, there has never been a study regarding the student's perception in using machine translation in the process of English language teaching and learning in one of private universities in Yogyakarta, Indonesia. Although GT is used by the students, the students' perception on the advantages and disadvantages in using GT in the learning process in one of private universities in Yogyakarta has not been investigated yet. This research only focuses on the perception of the students about the advantages and disadvantages of using Google Translate in the learning process.

### **Research Question**

What is the students' perception on the advantages and disadvantages of using machine translation in the process of English language teaching and learning?

### **Purpose of the Study**

Based on the research question above, the purpose of this research is to know the students' perception on the advantages and disadvantages in using machine translation in the process of English language learning.

## **Significance of the Study**

**Theoretical significance.** This study reveals the students' perception in using machine translation. The researcher expects this research can enrich the literature in the field of English Foreign Language.

**Practical significance.** There are three practical significances.

*For the other researchers.* As a prospective English teacher, it is necessary to know that the students' perceptions in using MT are important. The researcher hopes that the other researchers may also be encouraged to conduct the related study. The researcher also hopes that this study can be the reference for the further research. Thus, this study can be more complete.

*For the students.* This research provides the information that students might need to be aware of using machine translation in the process of English language teaching and learning. The researcher hopes the information from this research can be a consideration for them in using Google Translate. If the students know about the advantages and disadvantages in using machine translation, they will be able to use it wisely.

*For the lecturers.* It is necessary for the lecturers to know the students' perception about the use of machine translation in the process of English language teaching and learning. This research can be the basis for the lecturers in one of private universities in Yogyakarta to evaluate and to be aware of the students' needs in using

machine translation in the learning process. Then, the teachers can make preferences of using machine translation such as GT in language learning process by the students based on the information in this research.

### **Outline of the Research**

This research is divided into five chapters. The first chapter is the introduction, which consists of background, statement of the problem, research question, purpose of the study, significance of the study, and the outline of the study. The second chapter is literature review. In this chapter, there are some theories which support the overview of using machine translation. The chapter three is about the methodology. This chapter explains how the researcher conducted this research. In this chapter, the researcher explains the method, participant, instrument used, technique of gathering the data, and data analysis. The fourth chapter is about findings and discussion. The fifth chapter is conclusion and recommendations.