

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. In this introduction, it provides background of the research, statement of the problem, limitation of the problem, research questions, purpose of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of the research.

Background of the Research

Language is beneficial for majority of people in social life context. With language, they can make a conversation. The statement mentioned is in line with Smith (2017) who stated that language skills are the ultimate 21st century social skill linked to creativity, problem solving, and the ability to effectively communicate. In other words, language has gives many advantages not only to communicate in oral and writen but also to write well. Encyclopedia (2016) wrote that there are more than 1.000 languages in this world. That way, English has the biggest language learnt by most of the people as second language. It is supported by Kelly (2015) there are 1.5 billions people who learn English as second language. From this phenomena, it can be concluded that the people need to learn English as their second language. By learning English, it may help them to learn to communicate with worldwide people, improve their communicate skill and gain new experiences.

However, learning can be learned from anywhere. Not only from teaching – learning process in the formal school. In this modern era, one of the effects in learning language is the advancement of technology. Thus, technology can affect people including in learning languages. Regarding the statement mentioned, it is in line with Bull and Ma (2001) siad that the technology provides unlimited resources for language learners. In other words, the technology can facilitate the students to learn any languages in this world.

In addition, one of the technology facts which grow so fast is social media. Kominfo (The Ministry of Communication and Information of the Republic of Indonesia) reported that there are 3.6 billion of people in this world who are active social media users in. From the statement mentioned, it is supported by Szurawitzki (2012) some of social media users when they create a post, they feel comfortable to use their own language. Besides, social media is one of the users' ways to communicate without meeting face-to-face with other people in one place. Additonally, the social media comes not only as communication tool, but also it can facilitate the users to share knowledge. It is supported by Pavlik, Mcintosh, John, and Shawn (2015) who stated that social media is useful for communication, and it facilitates the users for sharing the knowledge. Likewise, the social media can facilitate the users especially the students to learn English which can improve their skill. Khan, Ayaz, and Faheem (2016) supported that the role of social media is like the brightness of the day because social media facilitates the students to learn new words and improves their vocabulary mastery.

In regards to the social media use, it is not every person who sees it will understand it. They might not understand the language when somebody else posts the information in different languages. From the statement mentioned, not understanding the language through the social use rises as the problem caused by language barriers among the users. Besides, the communication between the social media users gets blocked owing to the fact that they cannot understand other social media users. However, a need to create a tool which eases the people to understand out of other worldwide languages is the technology use. One of the technologies is called Machine Translation. Machine Translation (MT) is a modern translating tool through computer assisted. Two big companies which have popularized machine translation in the world are Google and BING. This statement is supported by Lin and Chien (2009) in the middle of social media evolution, a very large porportion of people can find translating tool as a feature in social media supported by popular MT like Google Translate or BING. The example of social media which has translating feature is Facebook and Instagram. When the users use these social media, they can find translating feature in making a post. Instagram or Facebook named this feature as “see translation”. By choosing or double tap on the translation button, the programs will automatically translate the post into the users’ language based on the language used towards the social media.

Based on the researcher’s preliminary study at English Language Education Department (ELED) of an Islamic Private University, the researcher has found out a student who has used MT in social media. The participant utilizes

this feature when her friends post or comment a status in her first language. That way, it is expected that the participant as English students can master English Language without translating it with translation feature in their social media to know the point of the post. Therefore, the researcher is interested in conducting a research to investigate auto translate feature on social media used by the English department student to learn English regarding the phenomena mentioned above.

Statement of the Problem

In today's technology focussed world, the students can learn English from everywhere including from social media. Social media facilitates some features which may help the students to learn English such as translate feature. Student faces the problem when she meets a new vocabulary which is uncommon to her. Besides, she can meet those uncommon words on a post or their friend's comment.

Based on the preliminary study, the researcher has found that the student uses translate feature in social media when she found uncommon words. Besides, the researcher has also found that the students' improvement of English skill. Regarding the phenomenon, the researcher feels interested in revealing more about translate feature in social media which can help the student to learn English and improve her skill.

Therefore, from the researcher's preliminary study, it has been found that an English student who has learnt English as daily routine attending to the class and meeting the lecturer who always uses English to explain the material. It is expected that as she is an English student who always uses English in her daily

life, she is able to read the post or comment without using translate feature into Indonesia language. It expected that the student have many ways to learn English, but the student can take advantages from social media which she always use in her free time. Based on these phenomena, the researcher would like to investigate how the translate feature can influence her skill in learning English because the researcher feels curious to reveal more and find about how she use translate feature in social media. Also, it also is able to improve her skill in learning English using translate feature in social media.

Research Questions

To conduct this study, two research questions are used as an interview guideline, and those are:

1. How auto - translate feature facilitate student to learn English?
2. What are the challenges faced by the student in using the translate feature in social media?

Research Objectives

Based on the research question, the objectives of the research be formulated as follows:

1. To find out how auto – translate feature in social media helps the student to learn English Language.
2. To find out the challenges faced by the student in using translate feature in social media.

The Significance of the Research

This research has several advantages and positive contributions for some parties such as students, lecturers, and other researchers.

For the students (Social media users). This research helps the students to know that translate feature can help them to learn English. The students can use translate feature when they meet a new vocabulary which may be uncommon to them. From this research, it is able to help the students not to open a dictionary in order to find out the meaning of uncommon vocabularies because social media has already provided a translate feature.

For the lecturers. The existence of the research is expected to help the lecturers in order to use the technology in the classroom with new innovation in the teaching and learning program. Besides, the lecturers are able to try to use social media translate feature which can help the lecturers in reading class. The lecturers do not need to worry to take international news in English posted in social media as the material. With translate feature, the students can easily understand the content of the post without utilizing other translating applications, dictionaries many times. Following this, it will waste lecturer's time to discuss the point of the news. To handle it, the lecturer can use translate feature in social media. Additionally, this research can be useful for the teachers as a reflection to their teaching.

For others researchers. Conducting this research, other researchers can know auto translate feature on social media to learn English used by the students in learning process. Besides, the other researchers can use the findings of this

research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the the strengths and weaknesses of using auto translate feature on social media in learning English related to the same area of this research. Hence, the researcher also hopes that other researchers can dig more advantages from machine translation in social media.

Organization of the Research

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are six parts namely background of the study, statement of the problem, research question, objective of the research, significance of the research and organization of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion towards auto translate feature and social media impact in learning second language. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers learning English in the digital era, mobile assisted language learning (M.A.L.L), social media, machine translation, machine translation to learn english in social media, and review of related studies. At the end of chapter two, it includes conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participant, data collection method, data collection procedure, trustworthiness, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.