Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. There are several significant points in this chapter. Besides, this literature review covers learning English in the digital era, mobile assisted language learning (MALL), social media, machine translation, machine translation to learn english in social media, and review of realted studies. At the end of chapter two, it includes conceptual framework.

Learning English in a Digital Era

English can be educated from everywhere like from a formal school. The students can also get the lesson from the teacher, but teachers sometimes in this digital era have not realized yet that the technology can help them in the teaching - learning process. Montrieux, Vanderlinde, Schellens, and Marez (2015) stated that introducing new technology to education has a simultaneous for professionalization, and the teachers' role is really important for this teachnology in education. Besides, the technology in education comes not only from professionalization side but also from teaching materials. That way, the teachers need to be more accustomed with technology in education. In other words, the teachers have a big impact to introduce a technology in teaching - learning process in this era. The opinion mentioned is also supported by Hashim (2018) who said that the teachers must be ready to teach using software, hardware, and social media. Feedback, goals, challenges, and reward are new characters of education in

the digital era. In other words, the teachers nowadays should prepare to use technology in their class, so it will not be boring.

According to Ahmadi and Reza (2018), technology has always become an important part in teaching and learning progress. Following this, this is a significant part of teachers because with technology, they can facilitate the students in teaching - learning program. Regarding the statement mentioned, the teachers should use technology at least in their class, or school can provide it for teaching - learning program because in this millennial era, most of the people can find technology easily. Besides, the teachers should be more aware and ready to use technology in their classroom since the technology will help them as new facilitator. Santosh and Meenakshi (2015) maintained that the teachers nowadays realize about their role to take new responsibilities to teach materials with a modern facility (technology). Therefore, the students are expected to have a new concept, work as a team, solve the problem, and brave enough to take responsibilities.

Mobile Assisted Language Learning (MALL)

A type of m-learning is called mobile-assisted language learning (MALL). According to Miangah and Nezarat (2012), MALL is related to the use of mobile technology in the language learning process (all languages). The statement mentioned is in line with Huang and Sun (2010) as cited in Miangah and Nezrat (2012) who stated that the mobile technology have characteristics in terms of portability, connectivity, social interaction, context sensitivity, and individuality.

Banister (2010) asserted that the first mobile device used in the learning process is the iPod Touch which can work on a number of tasks, so it can be used to achieve many educational goals. On the iPod Touch, some applications are used in learning activities such as YouTube to watch videos, iTunes to listen to music, and Safari to surf the internet. The use of some applications is new for teachers and students who previously have to use a PC to carry out these activities. Besides, MALL have several advantage including multimedia capabilities, internet access, social networks, and fast feedback.

Furthermore, learning can be facilitated from various ways including the use of the technolgies. According to with Sharples and Pea (2014), mobile learning can be as the next generation of e-learning. In the other words, mobile learning can facilitate as a modern learning media. With MALL, the teachers will feel challenged to incorporate between the technology and teaching learning process in the classroom. From the statement mentioned, it is with Kim, Daniel, and Kim (2017) who said that the innovation of the technology based on the language education such as mobile-assisted learning continues to challenge the teachers to develop learning activities which enhance the students' engagement and learning.

Social Media

In today's technology focussed world, one of the technologies used in teaching-learning process is social networking services (SNS), or the majority of people usually mention it as social media. According to Cahyono and Widiati (2018), social networking services (SNS) or social media can be defined as web-

based and mobile technologies employed for the purpose of communication. Besides, SNS is a group of Web 2.0 e-platform which comprises several activities including social and online networking through various forms such as words, pictures, and videos. Several SNS are well-known and have many number of users, and some of social media features commonly used are Facebook, Instagram, and others. Social Media Research Group (2016) defined that social media is understood to be web-based platforms which enable and facilitate the users to generate and share content allowing the subsequent online interactions with other users. In other words, social media refers to software in the web and online group like micro blogging created by some people who use it for sharing, texting, and communicating one another. Social media also can be defined as a communicating application which uses an internet data to keep running in which the users should not meet in a place and face to face. Additionally, the social media also allows other users to comment or read other users' post and rate it based on their perception. This mentioned statement is supported by Kaplan and Haenlein (2010) who stated that social media are internet-based channels which allow the users to keep in touch with the audiences who can rate the content among other users.

In addition, a very large proportion of peple access the social media not only in personal computer, but also in smart phone. Mostly, the users can share our culture or ideas with worlwide people. In regards to the statement mentioned, it is supported by Andreas, Kaplan and Michael (2010) who defined that basically, social media can be used in some electronic and rechargeable tools such as cell

phone, personal computer tablet, and others. Social media can work as facilitator to share people's ideas in easy way. Therefore, social media is able to make the people communicate with other people around the world (Khan, Ayaz, &Fahem, 2016).

Machine Translation

Machine Translation (MT) is one of growing technologies nowadays. Irfan (2013) defined that machine translation as an automatic translation. In other words, MT is a computer program designed to translate text from one language to other languages with the help of humans. In other words, the aim of MT is to provide a system which translates text of the source language into the target language, and translation expresses the same meaning as it mentioned in the source language.

On the other hand, Kalchbrenner and Blunsom (2013) said that in 2008, a text/SMS translation service for mobile was introduced in Japan. In 2009, speech-to-speech translation was provided in mobile phone for English, Japanese, and Chinese. The Neural machine translation is a new approach to machine translation proposed by Kalchbrenner and Blunsom in 2013.

Machine Translation to Learn English in Social Media

Learning English can be fromed anywhere including from social media. Social media also facilitates some features which can help the users to learn. According to Mubarak (2016), "Social media has made it possible for a more flexible language learning experience in which the students are given more control and guidance. This process is known as constructivism" (p. 166). In the other

words, the students will feel enjoyable to learn about language because they have their own control and get a guidance from their teachers. Cabrera (2018) defined that through social network, it makes the users have a chance to communicate directly with native English speakers. Nowadays, machine translation is also available in some social media. Social media supported by translate machine are Instagram and Facebook. For more detailed information, each social media platform is explained in the following paragraphs in detail.

   Facebook. Feytr, Couck, Stough, Vigna, and Bois (2013) stated that Facebook is a worldwide platform which is availably used to translate approximatey 70 languages with 80% of the users residing outside of the US. Besides, most of Facebook users are not native English speakerd, and they can change the language into their own language. Facebook can be one of social media which can help the students to learn Englis via social media. The statement mentioned is supported by Kasuma (2017) who argued that Facebook has a positive impact in influencing vocabulary and grammatical structure and increasing the students' English skill. According to Shaltry, Heriksen, Wu, and Dickson (2013) as cited in Niu (2017), as the most popular social network service, Facebook has made a top choice for education because it gets much attention towards the educators and researchers. Educators feel interested in utilizing social networking sites for teaching and learning program. In addition, through Facebook as one of the most popular social media, the users can learn from this platform including learning English. One of Facebook feature is free machine

translation. Accordingly, Facebook users can find the machine translation feature in every post and comment as displayed in the following picture.

Picture 1

Auto Translate Feature on Facebook

Source: *https://www.miasowi.com/tag/khairul-hakimin-muhammad/*

Instagram. Cahyono and Widiati (2018) defined that Instagram is an online mobile photo-sharing and video-sharing designed for mobile use through application. According to Liliia, and Gulnara (2016), social media, instagram increases and facilitates the students' listening skill. Besides, the students are motivated to learn English because Instagram has an interesting display and now can be accessed through mobile phone or PC. Likewise, their participant said that with instagram, the users can learn everytime and anywhere. Mansor and Rahim (2017) found that Instagram is one of effective facilitators to help students' interaction among other users about sharing. Also, the users can improve their skill in reading and writing skill which is not only communication skill. They can use instagram as the media to join in communication and learning process especially in writing and reading skill. Al-Ali (2014) integrated that Instagram comes as an active mobile learning tool in the language bridge program. The results showed that the students are gradually welcomed to share their own ideas

and encouraged to be creative in completing their writing activities. Regarding the statement mentioned, it is supported by Al-Ali (2014) and Wiktor (2012) who stated that Instagram has potential factor to be a language learning tool in terms of language skills. As a social media tool, Instagram is also applied as translating feature. Besides, Instagram users can use to translate for free only by double tapping at 'see translation' feature below the post. Based on Facebook use, Instagram does not provide translate feature in the comment column as presented in the picture below.

Picture 2

Auto Translate Feature on Instagram

Source: *https://www.macthai.com/wp-content/uploads/2016/06/instagram-see-translation-2.png*
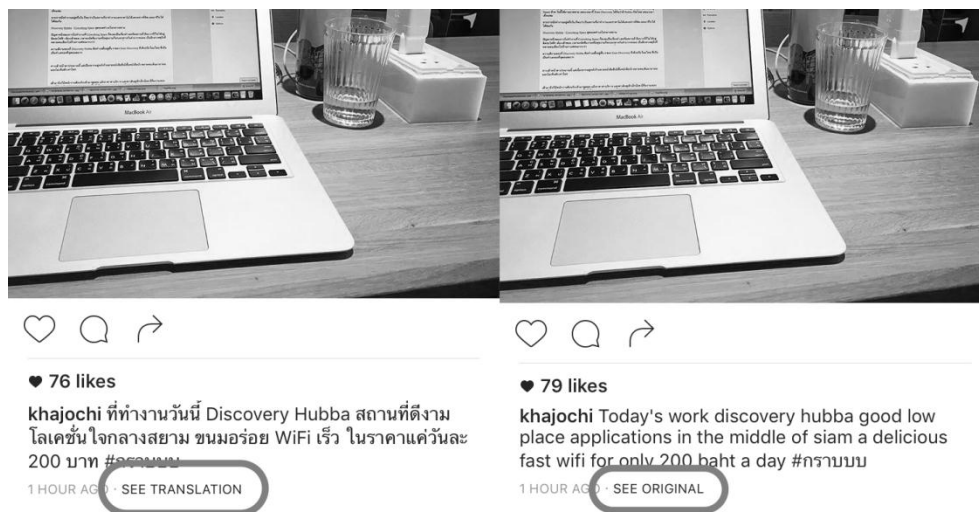
Review of Related Study

There are limited studies about translate feature in social media related to this research, so that the researcher only took two related studies.

The first research was a study conducted by Maulida (2017) entitled "Students' Perception in using Google Translate as a media to translate English Language". The purpose of this research was aimed to know more about the students' perception on using Google translate as the most biggest portal as translating machine. The researcher found that the advantages of google translate machine were 'fast response' and 'easier to use' rather than using print dictionary. Even though there were some disadvantages of this translate machine, the students still had positive perceptions about using translate machine.

However, the researcher believed that the results of the translation beacme more accurat as long as those still matched with the context. Besides, this research and current used qualitative research as research design. The interview was adopted to take the data in depth way. Both the researcher and the current researcher used translate feature as the tool to learn English. As the differences, the researcher focused on Google translate as machine translation more as translated online machine (Google Transalte) while the current researcher did a research abuot the translate feature in social media.

The second study related to this research is from Dianne Excell entitled "Some Challenges in Using Computer-Aided Translaion Tools to Facilitate Second Language Fluency in Education". This study investigated some challenges that student face when they use translate feature such as Google translate and Talking Pen in the classroom. This study was conducted in a classroom which full of foreign student such as a Turkey's, Bulgarian, and UAE who studiedd aboard in the US. Besides, there were 40 students who joined the classroom. The students

just follow teaching – learning class and the teacher let the student use translate platform in the internet.

The limitation of this study is that the researcher did not mention the ways when student use translate feature. Therefore, this study is related with this research which discesses about the challenge that student face when they use online translate feature. Moreover, translate feature is one of the most useful and efficient tool to learn in English in this modern era, so the result of this study can support the result of this research

Conceptual Framework

Based on the literature review, it is known that learning English can be conducted from anywhere. In this technology era, social media can facilitate for learning English. One of the technology features which can help in learning English is auto translate feature in which can be accessed for free. That way, the researcher wants to know how auto translate feature can help the students to learn English. In addition, the researcher wants to dig more about how the student use translate feature in her daily life to improve her skill in learning English. Following this, the researcher wants to know the challenges faced by the student face in using auto translate feature in social media to help her in learning English. Besides, the researcher aims to reveal the use of auto translate feature faced by the student.

Figure 1

Conceptual Framework

```
┌─────────────────────────────┐
│  Learning English using social │
│          media.              │
└─────────────────────────────┘
              │
      ┌───────┴───────┐
┌──────────┐    ┌──────────┐
│ Facebook │    │ Instagram│
└──────────┘    └──────────┘
      └───────┬───────┘
       ┌─────────────┐
       │ Auto Translate│
       │ feature in social│
       │     media     │
       └─────────────┘
        ┌──────┴──────┐
┌──────────────┐  ┌──────────────┐
│ How auto translate│ │ What are the │
│ facilitate to learn│ │ challengs in using│
│   English?   │  │ auto translate feature│
│              │  │ in social media? │
└──────────────┘  └──────────────┘
```