

CHAPTER I

INTRODUCTION

This chapter highlights the points of introduction of this study and also overviews the potential significance towards conducting this study. This chapter focused on several points. There are background, formulation of the problems, operational definitions, aim of the research, and significance of the research.

1.1 Background

The advent of technology plays an important role in the lives of people. Technology has proven to be extremely successful in helping people get their work done, be it in businesses, factories, or academic contexts. One technology that helps many people, especially in academics, is Machine Translation (MT). Alhaisoni & Alhasyony (2017) stated “MT is defined as the process by which computer software is used to translate and be compatible with PC systems and smartphone systems” (p. 73). So, people do not need to open dictionary books to search the meaning of the words. Using MT makes the process of translation easier and faster.

The advancement of technology, a variety of MT has been developed. According to Memsource (2022), “The types of MT are Rule-Based machine translation (RBT), Statistical Machine Translation (SMT), and Neural Machine Translation (NMT).” Many applications that used NMT as the translation system. According to Wu (2016), “NMT is an automatic translation that can translate words and sentences.” The

application that used NMT as their translation system included Google Translate, Itranslator and Kamusku application. Kamusku application included MT because this application also used NMT. Kamusku application is an offline English-Indonesian dictionary and vice versa. Kodelokus (2013) explained that “Kamusku application is an offline English-Indonesian dictionary and vice versa.” Even though, Kamusku application is offline, the Kamusku application can be converted into an online machine translation if the users turn on the mobile data.

The use of Kamusku application proven that helps to improve students' vocabulary. The previous study by Santoso and Adriyadi (2019) titled “The use of My Dictionary application to improve student's vocabulary mastery” shows that Kamusku application in Indonesia helps develop and improve students' vocabulary compared to using lecture methods. “It can be seen from the average value obtained from the larger experiment class that is 48, 40 compared to the control class which is only 30, 50, and also described in the Independent sample test table in the sig column (2 Tailed) in the posttest row there is a value of 0,000 which shows that there is a difference between experiment class and control” (Santoso & Adriyadi, 2019, p. 42).

The researcher observed several students in one of the universities in Tasikmalaya, West Java, Indonesia, especially students in the English Department. The result of the pre-observation shows that they use different applications besides Google Translate, especially the Kamusku

application. From the results of the pre-observation, it is found that they use Kamusku application because they can translate well with it and also gained some new knowledge about idioms that they did not find in Google Translate.

However, using MT also has disadvantages. One of them is grammatical inaccuracies. The earlier study by Nino (2009) pointed out that students with a stronger command of the language do not use MT systems as grammar references because they are aware of their many grammatical inaccuracies which include various kinds of errors with prepositions, determiners, agreement, pronouns, verb form, verb tense, verb mode, number and sentence structure.

Considering the phenomenon and the previous study, the use of Kamusku application as the part of MT might have had strengths and weaknesses. In this case, the researcher would like to get more data about the strengths and weaknesses of Kamusku application to assist students use Kamusku application in translation and learning language. Previous researchers had already conducted a study on the Kamusku application. They used a quasi-experimental design as the research design. To fill this gap, the researcher used a qualitative research design: a descriptive case study to uncover the strengths and weaknesses of the Kamusku application in translating from Indonesian into English.

1.2 Formulation of the Problems

Based on the background of this study, the research of this study is “What are the strengths and weaknesses of using Kamusku application as machine translation in translating Indonesian into English?”

1.3 Operational Definitions

1.3.1 Kamusku Application : One of the machine translations used to translate the text from English into Indonesian and vice versa.

1.3.2 Translation process on Kamusku : A process of changing L1 into L2 languages with Kamusku application.

1.3.3 Strengths and Weaknesses of MT : the strengths and weaknesses of using Machine Translation (MT) in translating language.

1.4 Aim of the Research

This research aims to inform the students about the strengths and the weaknesses of using Kamusku application in translating the text from Indonesian into English.

1.5 Significance of the Research

1.5.1 Theoretical Contribution

This study extends the pedagogical approach of using Kamusku application in translating from Indonesia into English.

1.5.2 Practical Contribution

This study is designed to inform lecturers and students about the strengths and weaknesses of using Kamusku application in translating from Indonesia into English.

1.5.3 Empirical Contribution

This study provides the researcher with empirical evidence on how the strengths and weaknesses in using Kamusku application in translating from Indonesia into English.