

CHAPTER I

INTRODUCTION

This chapter presents a wide-ranging description of the research. It comprises the background, formulation of the problem, operational definitions, aim of the research, and significance of the research.

A. Background

Technology advancements recently have greatly developed importance in terms of the English learning context. Tabatabaei, Gui & Roche (2011) and Roche (2010) found that “technologies have profoundly transformed earlier methodologies, providing both language learners and teachers with new avenues to explore in the field of language learning” (Bahri, 2016, p.161). Therefore, all facilities using technology on smartphones and computers bring plenty of conveniences and advantages that help students in their learning process. In particular, Google Translate (GT) is one of the most widely used translation technologies (Al-Marroof, Salloum, AlHamadand, & Shaalan, 2020). This technology helps students promote one of language competence which is vocabulary mastery. GT is also often used by the students of high school for translating text from one language to another language. Therefore, students are easier to learn a language by using translation technology.

Currently, Google Translate provides better translation compared to traditional dictionaries for the feature of faster speed and accuracy

especially in translating collocations, phrases, and technical words (Bahri, 2016). Due to the ease in translating, according to Zafitri & Harida (2017) argued "The students came to the idea to understand the text by translating it by using the instant ways that use relatively short time. One of them by using Google Translate." Both of them also stated that Google Translate is not necessary to be installed on your computer or smartphone devices but it requires an Internet connection. Thus, Groves & Mundt (2015) stated that Google Translate is freely available and improving its translation quality with grammatical accuracy and its level of accuracy was approaching the minimum needed (Tsai, 2019). In particular, students may believe that using a free translation service is a better option for them despite the deficiency (Groves & Mundt, 2015).

In a global context, the usage of Google translate is often used in terms of English learning context especially English as a Foreign Language. Thus, the utilization of Google Translate was described by the students as an effective, easy to use, fun, and non-threatening means for students to express themselves in the target language (O'neill, 2019). The average, most of the students used Google Translate as their learning tool in their learning English activities such as translating text in writing assignment, reading, or speaking. Their activities related to Alhaisoni & Alhaysony (2017) stated the students use GT frequently for learning vocabulary, writing, reading, and translation. Henceforth, students have fewer

challenges in the attempt of making meaning and context of the message in the target language.

Dealing with this phenomenon, the researcher grows interested in researching the benefits and weaknesses of the usage of Google Translate in assisting students in learning English in the English classroom. This idea was inspired by the researcher's pre-observation to students in one of the high schools in Tasikmalaya while teaching PLP. Researchers would like to get a depiction of benefits and weaknesses by using Google Translate as a means to assist the students in learning English in English Classrooms. A myriad of researchers has conducted a study on Google Translate, such as by (Ramati & Pinchevski, 2018; Gestanti, Nimasari, & Mufanti, 2019; Stapleton & Leung Ka Kin, 2019; Tsai 2019). Nonetheless, most of them conducted their study by using a quantitative research design, and in previous studies also have addressed the problems of using Google Translate in context EFL. To fill the gap in previous study this research attempts to uncover the benefits and weaknesses of Google Translate in the context of English learning by students in senior high school, from the perspective of qualitative research design analysis: a descriptive case study.

B. Formulation of the Problem

Concerning the background of the problem above, the formulation of the problem in this research is "What are the benefits and the weaknesses of Google translate in English Learning at Senior High School?"

C. Operational Definitions

To avoid misunderstanding and to clarify the point of the research, the researcher needs to explain some technical terms. There are some definitions related to this research, as follows:

1. Google Translate : Google Translate is a machine translation that is commonly used by high school students to translate in their English learning process. This tool is developed by Google and can be used to translate quickly and easily.
2. Students of senior high school : Students of Senior High School that is the students of 11th grade at Tasikmalaya, whose first language is not English but constantly learning English while living in their own country and they often used Google Translate as a translation tool to assist their English Learning especially in translating English texts.
3. English Learning : One of the subjects in Indonesia education for senior high school students at Tasikmalaya. The students

learn English at school and outside school.

4. Benefits and Weaknesses of using GT : The positive and negative impacts felt by senior high school students in using Google Translate in English learning activities at Tasikmalaya.
5. Translation : Interpreting the words from the source language into the target language, namely English into Indonesia or Indonesia into English which is often in student senior high school assignments.

D. Aim of the Research

The research aims to give some useful information about the benefits and weaknesses of Google Translate by the Students of senior high school in English Learning.

E. Significances of the Research

1. Theoretical Uses :

Theoretically, this study will show the benefits and weaknesses of using Google Translate by senior high school students in English Learning activities. Therefore, it can provide some information for other researchers.

2. Practical Uses:

Practically, this study provides information for the students and the teachers of high school about the benefits and weaknesses of using Google Translate in English Learning.

3. Empirical Uses:

Empirically, this research provides empirical insights for the researcher into how the benefits and weaknesses of the students in using Google Translate in English Learning.