

CHAPTER II

LITERATURE REVIEW

This chapter presents a brief explanation of some theories and empirical studies that support the research. The theories are related to Translation, Google Translate, features of Google Translate, and how Google Translate can be used in the EFL classroom.

A. Translation

Translation has been by many people to facilitate language learning. Therefore translation is a form of rendering the meaning from one language to another, and as such is a clear instantiation of the tension between the global and the local (Liu, 1999; Sigismondi, 2016 cited in Ramati & Pinchevski, 2018). They defined translation as the expression to convey the source language into the target language. Over time, translating can be done not only by using a dictionary book but technology also plays an important role in the translation process. According to Zafitri & Harida, (2017) It shows the technology has been used to participate in the development process of translation especially in the students' learning, However, Christopher Manning, professor of machine learning at Stanford, said "there is no reason why, very shortly, computer translation technology can't be as good as, or better than, human translators" (Lustig, 2018, n.p cited in Ducar & Sochket (2018). This perspective implies that translating using technology often cannot relate to the context, and understanding of language.

Translation has always played a crucial role in interlingual communication and good for the sharing of knowledge and culture with different languages (Stephen DohertyCalifornia, 2016). This information can be found from the ancient people until the industrial or global village of today, where technological advances fading our perception of translation simply cannot keep up the pace with the translation needs of today and tomorrow. O'Reilly, 2005 cited in Stephen DohertyCalifornia, 2016, stated "The explosion of digital content and the maturing participatory online culture of Web 2.0 technologies." The pity is, that the translation using technology cannot simply reproduce the accurate result, but also translation application becomes the one to rely on the people especially students into translating text.

B. Google Translate

Google Translate (GT) is a free translation application from Google which was launched in 2006 (Valijärvi & Tarsoly, 2019). This application is easy to translate one language into different languages, and even that Google Translate helps you to communicate and learn foreign languages in an instant. Several studies have been conducted and proved that the level of its accuracy in Google Translate is still in doubt. So that Google claimed in 2016 that it has released a new system called as Google Neural Machine Translation system. According to Tsai (2019) a system that allows the machine to mimic the function of human brain and provide more accurate translation, it is not merely that it serves a better translation result than what

human translation do. A new version of Google Translate with the GNMT system was launched in November 2016 (Schuster, Johnson, & Thorat, 2016, Tsai,2019). Kroulek (2016) also claims in 2016 more than 500 million people using GT (Aiken, 2019, p.253) because the service of Google Translate can be accessed easily at any time on using any electronic platform, website, or smartphone application for as long as there is an internet connection.



Figure 2.1 *Google Translate home page on a smartphone*

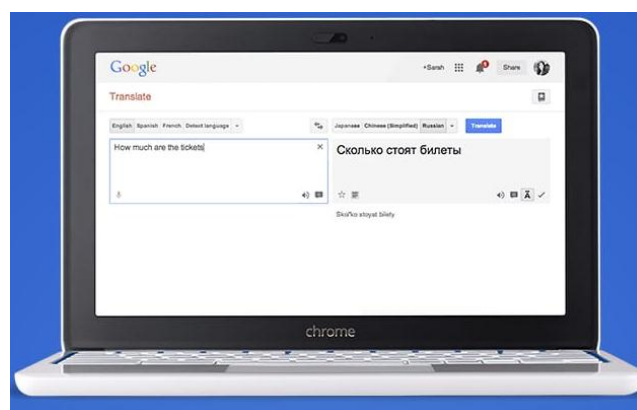


Figure 2.2 *Google Translate homepage on the desktop*

Two more recent research by Alhaysony & alhaisoni (2017 and Stapleton (2019) go some distance towards providing background into the use of GT by learners of English in an academic context, according to Alhaisoni & Alhaysony (2017) stated that GT is one of the commonest online dictionary resources for the students into translating text. Stapleton (2019) asserted that "Google Translate had reached a level of quality where the translations may have been useful, but we are still far from perfect." Therefore, there are deficiencies in the translation process in GT, but GT is still very helpful in the translation process. Although, it must be corrected before using the text.

In addition, Bahri and Mahadi (2016) discovered in their research that the use of GT may promote students' supplementary tool in learning Malay, the students did not have to depend on their teachers to solve language problems inside and outside of class. They believed the tool could help them more to translate text in class because they did not have to keep asking teachers for the meaning of words. Even, GT is efficient and compatible with PC systems and smartphone systems like android and IOS (Alhaisoni & Alhaysony, 2017). However, Hutchins (2006) cited in Groves & Mundt (2015) "Even though the quality of google translate is often regarded as poor in comparison to human translations." but GT is quite helpful in translating words or text from SL into TL.

C. Features of Google Translate

In 2016, Bahri (2016) noted GT supports more than 100 languages, but now that more than 100 languages which can be used to translate, among others are "Arabic, Chinese, French, German, Hindi, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Thai, Turkish, and Vietnamese" (Ducar & Schocket, 2018). Currently, google translation changed the service by adding many features that can be accessed, there are 7 new features on google translate (*Mengenal 7 Fitur Google Translate*, 2020) :

1. One of the basic features of Google Translate is typing. In this feature, users can translate words or sentences by simply typing in the Google translate application.

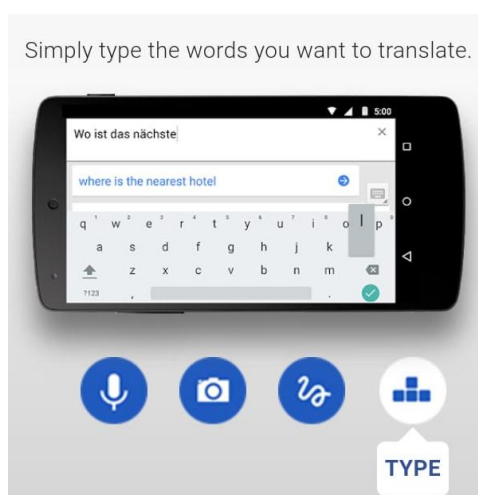


Figure 2.3 Typing feature on *Google Translate*

2. The next feature is handwriting. In this feature, users can write letters, words, and sentences in the application. Furthermore, Google Translate will translate the writing into words or sentences that are

typed in the target language. This feature is represented by a "pen" symbol at the top right of the screen.

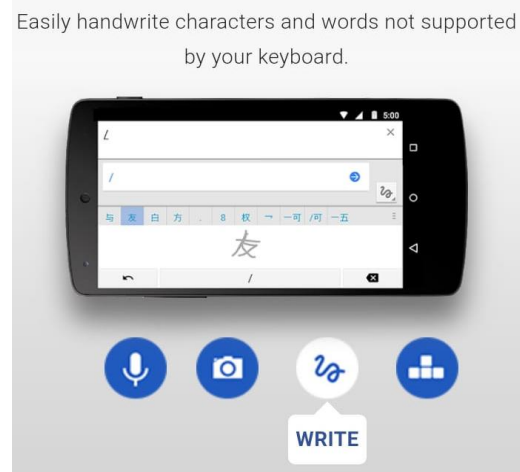


Figure 2.4 Handwriting feature on *Google Translate*

3. Google Translate also provides a camera feature. In this feature, users only need to take a picture of the word or sentence they want to translate. Then the application will automatically read the image and then translate it into the target language.

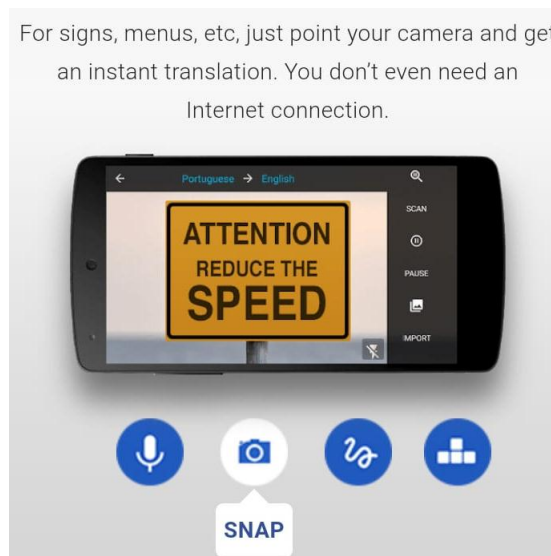


Figure 2.5 Camera feature on *Google Translate*

4. Google Translate users can translate words or sentences through the voice recorded by the app automatically. Then the voice will be converted into text with the desired translation language. The voice translator feature can be enjoyed in two versions.

First, through the microphone version which is symbolized by a mic image, and the conversation version symbolized by the picture of two people. In general, both versions are the same, but in conversation, voice can be recorded automatically in a relatively long time.

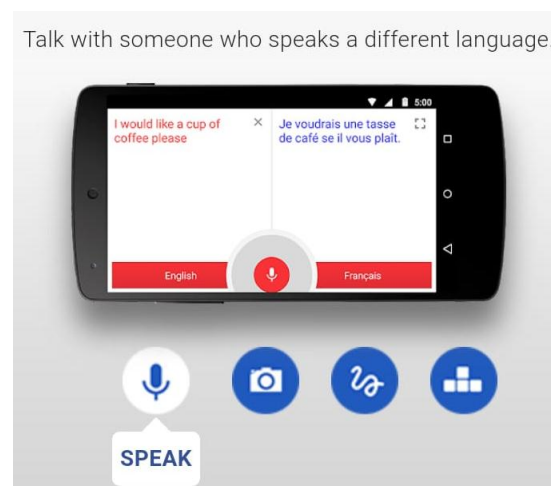


Figure 2.6 Voice recorder feature on *Google Translate*

5. This Tap To Translate feature is very easy and useful for Whatsapp users or other instant messaging services. Where users can directly translate words or sentences in a messaging application without having to open the Google Translate application again.

These features it's easy to use, activate the Tap To Translate mode in the "Settings" menu in the Google Translate application. If so, then simply copy the message you want to translate, then hit the Google Translate icon that appears. After that, the translation will appear automatically.



Figure 2.7 Tap to translate feature on *Google Translate*

6. Transcribe is Google Translate's newest feature which allows users to record conversations directly. There are eight languages that can be translated, including English, French, German, Indian, Portuguese, Russian, Spanish, and Thai. This feature allows the translation process with a long duration. Besides, the translation results will also be displayed immediately on the screen.

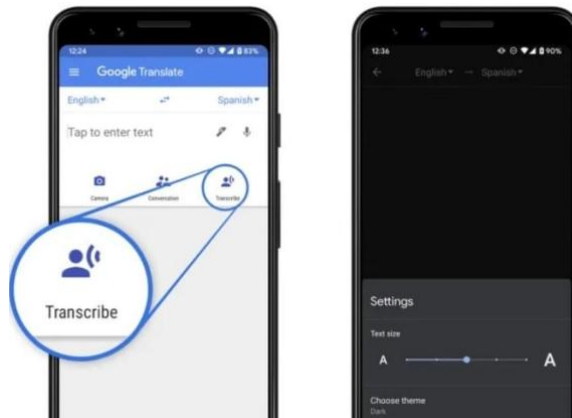


Figure 2.8 Transcribe feature on *Google Translate*

7. Another interesting feature of Google Translate is the availability of offline translator access. This feature is certainly very easy for users, especially in situations where there is no internet.

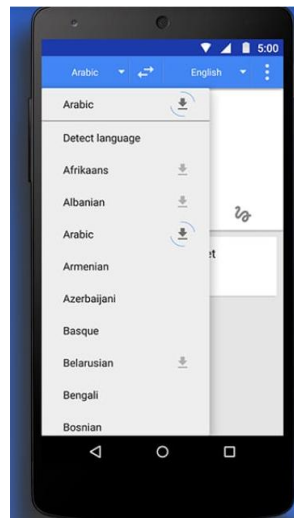


Figure 2.9 Offline feature on *Google Translate*

D. The use of Google Translate in English Learning

The English language is one of the important things for students' success especially in communication activities with other countries. Also, Grabe & Stoller (2002) stated the students utilize English language skills

such as listening, speaking, reading, and writing for their proficiency and communication" (Ahmadi, 2018). Three more recent papers by Groves and Mundt (2015), Mundt and Groves (2016) cited in (Stapleton & Leung Ka Kin, 2019) stated, "Go some distance towards providing background into the use of GT by learners of English in an academic context." Thus, starting in middle school, one of academic performance in English learning is tied to literacy skills; it is a high predictor of success (Ziegenfuss, Odhiambo, & Keyes, 2014). Moreover, they stated that if a student is proficient in the mother language and also proficient in the second language to communicate, especially using the second language to communicate with the other person or in their learning English.

Nevertheless, English language learning cannot be separated from the use of increasingly advanced technology, Even EFL learners often face difficulty in comprehending and interpreting the meanings of words (Jaganathan, Hamzah, & Subramaniam, 2014). One way of addressing this problem the students often using Google translate to translating the language into a language that they understand. Using GT enables the students to find the new vocabulary or to find the equivalents grammatical concepts of the second language in their mother tongue. Especially in using GT, as a technique for learning foreign languages, translation users have a special purpose of demonstrating the learner's knowledge of the foreign language (Mojola, 1989). This also has encouraged learners to use more

strategies and involved more cognitive demands. Accordingly, their comprehension was more effective (Alhaisoni & Alhaysony, 2017).

Kristen & Wacana (2018) stated in Indonesia, English is still considered a foreign language. Even fact, Indonesian students often use Google translate especially in EFL Classrooms. (Groves & Mundt, 2015) also stated, "Given the availability of online resources to the students in the classroom, it is more than likely that students will not stop at the use of online dictionaries." It seems inevitable that students will also utilize applications that will help them understand the meaning of the source language into the target language. GT uses a corpus comprise of a large number of texts widely ranging from official documents to detective novels that are readily available in multiple languages to serve its purpose (Bellos, 2011; Stapleton & Leung Ka Kin, 2019). Therefore, Many students rely on GT to help with their tasks in the classroom, even though they know that GT it's not always true, unless the use of GT is banned from the classroom, it seems that students' use of GT is inevitable.

Interestingly, According Riasati (2012, p. 1287) argues that "A very common problem faced by many language teachers in the classroom is the students' unwillingness to speak in the target language" (Pakpahan, Sada, Training, & Faculty, n.d.). Therefore, using Google Translate helps beginner learners to better communicate among themselves and to help the learners in their learning. Warschauer, Shetzer, and Meloni (2000) "The Internet provides a valuable medium for helping bring classrooms alive, but the

successful result depends on how the internet is used” (p.8). Therefore, so many problems for EFL learners’ to communicate in English have become a common and usual problem found in foreign language teaching-learning contexts.

In a technology-based global society, both of the students and teachers it has been important to understand the role that attitudes toward computers play in the learning environment. “Two important factors among students’ differences are learning style dimensions and computer attitude dimensions” (Jia, 1994; Sadeghi, 2018). “EFL students vary in their preferred learning styles” (Cockcroft et al., 2012). Therefore, In addressing students' learning styles the use of GT becomes one factor in using the technology. As pointed out by Jin & Deifell (2013), they claimed that “as a machine translator, GT was the second most widely used online tool by language learners because of its convenience” (Bahri, 2016). Moreover, the students too should pay attention about the limitations that exist in the use of GT so that they do not immediately use the translation results from Google Translate. So that the use of appropriate technology can be useful for learners.

E. Relevant Study of the Research

This study was relevant to the study conducted by Murtisari, Widiningrum, Branata, & Susanto (2019) entitled "Google Translate in Language Learning: Indonesian EFL Students’ Attitudes." Their research aims to examine tertiary EFL students’ attitudes towards the use of GT in

language learning. Using the tripartite model of attitudes covering the cognitive, affective, and behavioral reactions of the subject. while this research addresses the participants' cognitive, comprehension, and knowledge of using machine translation.

Both of the research have differences, there was the subject of the study, the subject of their research 200 students or around half of the population of an undergraduate English Language Education Program at a reputable private university, while in this present research the subject is the Students of senior high school in SMA Muhammadiyah Tasikmalaya. The collected data of their study used a questionnaire for their participant, while this study used semi-structured interviews.

F. Framework

The framework in this study leads to the phenomena that occurred around the researchers. Students used the translation tool, such as using the GT application in their learning activities. In this case, GT is one of the technologies that have amply helped the students of senior high schools in Tasikmalaya to translate language in English learning. This is used by the students to translate from Indonesia into English and English into Indonesia. Therefore, GT still has some benefits and weaknesses for translating text, so this research aims to investigate the benefits and weaknesses of Google Translate by the students of Senior High School in their English Learning.

Based on that phenomenon, the researchers only focused on portraying the benefits and weaknesses of the use of GT by EFL students in the EFL context. The data of this research are obtained in the interview. This interviewed session used 2 theories. Firstly by Newmar's theory, that translating using technology must have knowledge of the technology to be used. Secondly, Alhaisoni & Alhaysony's theory, their theory included 2 aspects; there are cognitive aspects and comprehension aspects of using GT. The data were analyzed using thematic analysis by Braun and Clark. The results of the data answered the aim of this research.