

CHAPTER 2

LITERATURE REVIEW

In this chapter, an in-depth explanation of the theories utilized for the study will be presented. The theories related to Students' Perceptions, Google Translate, Writing Skills, and study of relevant research.

A. Theoretical Framework

1. Students' Perceptions

Students' perceptions are their opinions about the ways, tools, or systems used in their learning. These perceptions can help teachers understand what is working and what needs improvement, so they can make better teaching strategies and create a more helpful learning environment (Lindawati et al., 2022). Gorra and Bhati (2016) investigated students' perceptions of the use of technology in the classroom at higher education institutions in the Philippines. They observed students' perceptions after giving students treatment on using technology in the classroom. The research results show that the majority of students have a negative impact in using mobile internet. Another study conducted by Ekinici and Ekinici (2017), investigated learners' perceptions of the use of mobile applications for English language learning. The results show that mobile applications may be able to enlighten EFL learners by providing the advantages and disadvantages of using them.

In the context of this research, the author attempts to investigate students' perceptions regarding the application of Google Translate in writing skills using the theory from Ryan and Deci (2017), namely Self-Determination Theory (SDT). Currently the participants are those who have used Google Translate for writing skills, of course they have their own perceptions about this.

Self-Determination Theory (SDT) is a theory about human motivation that states that every person is an active being who wants to

develop (Ryan & Deci, 2017). The basis of this theory is the belief that humans are born with a natural desire to grow, face challenges, and voluntarily take on new experiences. However, this desire cannot develop on its own but requires a supportive environment. The problem is that in many social settings, including schools, this desire is often disrupted, leading to children being uncooperative, defying rules, or losing interest in learning. According to SDT, the relationship between an individual and their social environment is crucial in determining their development.

This theory is mostly applicable in new gestural environments that individuals encounter and can explain how individuals behave towards new gestures (Pohan, 2022). In the environment of this study, the experimenter wanted to examine the part of the boundaries of SDT, which correspond to the need for autonomy, the need for competence, and the need for relatedness, in adding student engagement in face-to-face literacy. The first of the three definitions of Self-Determination Theory is the need for autonomy. The need for autonomy is an essential desire in individuals to feel cerebral freedom when performing an exertion (Ryan & Deci, 2000). Autonomy exposure is appreciatively related to tone-regard and tone-fruition. In substance, an individual solicits freedom in how to do a commodity according to their wishes. The alternative is the need for capability, which is the existent's desire to feel effective in interacting with the terrain (Hair et al., 2017). The second of the three definitions of Self-Determination Theory is the need for competence. The need for competence requires trouble to succeed in changing tasks and the capability to achieve requested results despite challenges. The need for competence is part of natural provocation. The need for competence includes the desire to impact the terrain and overcome environmental conditions, and individuals want to feel competent while completing their tasks (Deci & Ryan, 2012). The last is the need for relatedness, which is the feeling of being significantly connected to other people, thinking, and the perception that individuals belong to a particular social terrain (Deci &

Ryan, 2012). The need for relatedness plays an important part in internalization. This means that individualities originally tend to internalize actions that are valued by people close to them. For illustration, if a child knows that his father, whom he admires, values and cares deeply about brushing his teeth, he's likely to internalize the same behavior (Legault, 2000).

Howard et al. (2021) a combined analysis was done on 344 samples that included over 200,000 students from different countries. The results of the study show that intrinsic motivation is related to student success and well-being. The identified regulation is specifically related to students' ability to persevere and be diligent. Internalized regulation is positively associated with the willingness to persevere and the purpose in completing tasks, but it is also positively associated with signs of anxiety. Meanwhile, external regulation is not associated with performance or perseverance, but rather with a decline in well-being.

Most teachers in schools are already familiar with the literature on mastery and performance goals. Therefore, it is important to discuss how the types of motivation described by Self-Determination Theory (SDT) relate to these goals. Ciani et al. (2011) show that autonomous motivation can predict both approaches to mastery, namely when students strive to improve their own abilities, and avoidance approaches, namely when students try to avoid learning less than they should or not understanding the subject matter well. However, autonomous motivation cannot predict the two types of performance goals: the performance approach, where students strive to achieve success compared to others, and avoidance, where students try to avoid failure compared to others. In other words, while autonomous motivation does not prevent students from setting performance goals, it can still help them set mastery goals. In SDT, being motivated on your own is seen as something students need before they can focus on learning and doing well.

2. Google Translate

A free translation service called Google Translate (GT) was made available by Google in 2006 (Valijärvi & Tarsoly, 2019). Google Translate can help converse and learn different languages instantly, and this program can undoubtedly make it easier to translate from one source language to multiple target languages. According to Al-Qolbi (2021) with the popularity of applications and increasingly sophisticated technology, learning media is shifting to electronic media, along with the numerous books and electronic translation dictionaries that students can access simply with an internet connection. Numerous investigations have demonstrated that Google Translate's accuracy is still questionable. According to Google, a new system known as the Google Neural Machine Translation system was released in 2016. Tsai (2019) claims that Google Neural Machine Translation is a technology that enables robots to mimic human brain activity and produce translations that are not only more accurate than those produced by humans, but also more accurate overall. In November 2016, a new version of Google Translate with the GNMT technology was released (Schuster et al. 2016; Tsai, 2019). Additionally, Kroulek (2016) asserts that over 500 million individuals utilized Google Translate in 2016 due to the service's accessibility from any electronic platform, website, or smartphone application for as long as it is available.

Google Translate is one of the dictionary sources that students most frequently use online to translate texts, according to two recent studies by Alhaysony and Alhaisoni (2017) and Stapleton (2019), which give background information on the use of GT by English language learners in academic contexts. "Google Translate has reached a level where translation quality may be useful to humans, but we are still far from word perfect," claims Stapleton (2019). Because of this, there are a few issues with the translation process in GT, but other than that, GT is still quite

useful. But before utilizing the text, it needs to be fixed after being translated using GT.

Furthermore, Bahri and Mahadi (2016) discovered in their study that students can benefit from additional resources when learning Malay through the usage of GT; they are not always dependent on the teacher to help them with language issues both within and outside of the classroom. Since they could stop asking the teacher what terms meant, the students thought this technology would help them translate texts more effectively. The availability of Google Translate as a service might affect how students feel motivated to learn English, both inside and outside of class. Students may have different views on whether using Google Translate helps or hinders their motivation to learn English (Hanifa et al., 2025). According to Alhaisoni and Alhaysony (2017), GT is effective and compatible with both PC and smartphone operating systems, including Android and iOS. Nonetheless, Groves and Mundt (2015) cite Hutchins (2006) as saying, "even though people usually think Google Translate isn't as good as translations done by humans." On the other hand, GT is quite useful for translating text or words from SL to TL.

3. Writing Skills

Writing is a type of problem-solving that includes idea generation, planning, goal-setting, content evaluation, and the hunt for the right words to convey the precise meaning (Wahono & Qodriah, 2019). These viewpoints offer a thorough comprehension of writing as a multifaceted process requiring both strong communication and problem-solving abilities. Writing is a tool for communication as well as a way for students to organize their thoughts or information using problem-solving techniques including goal-setting, planning, editing, and revising. Writing is seen as one among the abilities that L2 learners should practice and develop. Writing allows pupils to convey their ideas and thoughts in written form using linguistic elements such as words, phrases, and paragraphs.

Writing might require both macro and micro abilities. Learners must develop cohesive devices, proper syntax, and the capacity to convey meaning in a variety of grammatical forms as part of their microskills. In the meantime, macro skills were regarded as additional tactics that needed students to express a meaning in order to use them as a tool to express their context in writing.

B. Study of the Relevant Research

The study by Murtisari, Widiningrum, Branata, and Susanto (2019) was pertinent to this one. Their study intends to investigate how tertiary EFL students feel about using GT for language learning. The subject's cognitive, emotive, and behavioral responses are covered by the tripartite model of attitudes. whereas the participants' cognitive abilities, understanding, and machine translation knowledge are the focus of this study.

Moreover, in another study conducted by Tsai (2019), he found that Google Translate significantly increased student engagement and proficiency. The mobile app that students used to use Google Translate significantly increased their engagement and proficiency in the writing process compared to before. The interactive and user-friendly elements of the Google Translate app kept them focused on the task and created a positive and enjoyable experience. Students also stated that using Google Translate had significantly improved their writing skills, both in technical aspects and in overall narrative composition.

Prates et al. (2020) highlighted Google Translate's ability to improve writing skills, particularly in young EFL learners who previously struggled with conventional writing techniques. They found that using Google Translate improved students' writing skills. They also highlighted that Google Translate positively impacted students' attitudes toward writing and improved their writing skills. Students developed their written assignments collaboratively, helped each other with structuring, and also benefited from their teacher's tips on correct grammar and word order. However, their primary focus was on learning the intricacies of translation and developing their translations meaningfully; therefore,

they also improved their grammar and constructed better sentences. They also found that Google Translate was an engaging translation method that brought students together, built empathy, increased interest, motivation, willingness to communicate, and learned language skills.

Despite the benefits of using Google Translate, a relevant study conducted by Perdana and Arifani (2024), which focused on the challenges faced by students while using Google Translate in English classes, found that students experienced difficulties in managing time, developing technological skills, and maintaining creativity while using Google Translate. Students used strategies such as improving technological skills, improving time management, and developing creativity to overcome the challenges mentioned. They also recommended future research to analyze the benefits or effectiveness of using Google Translate in increasing students' motivation to learn English as a Foreign Language (EFL).

The use of Google Translate has successfully demonstrated its benefits for writing skills and improved English language learning outcomes. Google Translate makes traditional classroom activities more enjoyable; for example, it is particularly beneficial for students who struggle with traditional learning methods. This suggests that the benefits of using Google Translate merit further investigation, particularly in higher education, as there is still limited research focused on this area. Therefore, this study explores students' perceptions of the writing skills benefits of using Google Translate in English learning.