CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, problem of the study, the objective of the study, and significances of the study.

A. Background of the Study

In this modern era, the advancement of technology affect various aspects including education. Laptops, mobile phones and tablets, and the internet are the most common technologies used by human from the many advanced technologies in the world. Munpru & Wuttikrikunlaya (2013) said that in education, the use of "laptop computers", "palmtop computers", and "mobile phones" are increasing. Furthermore, according to Alhaisoni & Alhaysony (2017) laptop, smartphone, tablet, and internet connection are some of the most helpful tools in learning. Students prefer to use technology to help them learning language especially English learning. It cannot be denied that humans really need technology, especially cellphones to facilitate communication and life mobility because there are many things can be accessed through mobile phones. Technology also played an important role in education, many applications that support the ease of educating only through grasp. The internet is very rapidly developing which is currently dominated by Google company. Google is the most commonly used platform for public and education, one of them is Google Translator which is included in part of the application made by Google. There is one example: students prefer to use machine translation which is more practical than a

dictionary to get the target language meaning even though both of them have the same function. Therefore, machine translation becomes one of a supplementary tool in learning English (Bahri & Mahadi, 2016 p. 5).

Google Translator (GT) as one of the products provided by Google has become a popular translation tool for language students. As English is still considered as a foreign language in Indonesia, many Indonesian students, even college students appear to use GT to help them in learning English. This tool tends to help the students to get the translation quickly and easily.

Google Translator has some strengths and weaknesses. On recent studies Aiken & Shilpa (2011) and Balan (2011) showed that translations between European languages were "usually good", while those involving Asian languages often relatively lacked in quality – a facet closely tied to the (un)available of large and qualified corpora. The study established GT's usefulness in supporting large groups using up to 41 languages in a multilingual meeting while some earlier studies (Hutchins, W. & Somers, 1992) showed the effectiveness of GT for weather forecasts, or when working with simpler or standardized texts. "There are indications that for some language pairs (e.g., translation between closely-related languages) or in certain narrow subject domains (e.g. software manuals, development,documentation).

Nowadays, various online Machine Translation (MT) resources available for L2 learners such as Translator Online, Foreign Word, Web Trance, Prompt and Google Translator (GT) (Hampshire & Salvia, 2010). GT is one of the most common online resources for translation. It is a free multilingual machine

translation service developed by Google to translate text, speech, images, sites or real-time video from one language into another. GT is a corpus-based and founded based statistical retrieval of text receiving the language data from huge web data (Kirchhoff, Turner, Axelrod & Saavedra, 2011). Technology Machine Translation is a common term for a computer program to Translator text from one natural language into another automatically (Korošec, 2011 p. 3). Moreover, Korošec (2011, p. 3) argued that there are several freely available machine translations, they are Google Translator, SDL Automated Translation Solution, Bing Translator, and Yahoo! Babel Fish. Following sentence previously from four machine translations Jaganathan, Hamzah and Subramaniam (2014, p. 2) stated that Google Translator is the most popular machine translation recently.

Machine translation that launched in 2007 by Google Corporation is very famous for students as well as teacher/lecturer (Korosec, 2011 p. 3). Some researchers have been conducted the studies about students' attitude towards google translator. Maulidiyah (2018) conducted the study about students' attitude towards google translator. She suggested that almost all of the participant (90%) use Google Translator. It seems that none of them has never any experience with Google Translator. In result using Google Translator become a new trend for a tool student rely on complete their assignments in the second language or foreign language. Furthermore, Mulyani and Afina (2021) found that in behavioral attitude, the students' often use GT to check the meaning of unknown word and translating a sentence. Meanwhile, the cognitive attitude indicated that few students assume that GT is ethically acceptable regardless of how it is used

because it is helpful in the language learning process. In the affective attitude, GT is positive because they felt that using GT in learning process was very fun. Even, some of them felt helped by GT's assistance and the other reason was GT was easy to use. In short, student's regard GT as a useful tool in translation depending on the way how one uses the tool.

Meanwhile, the researcher interested to investigate the students' attitude towards the use of google translator. In this study, the researcher focused on English Education Department Of Baturaja University. Based on the explanation above, the researcher interested to conducting a research entitled **An Investigation of English Education Department Baturaja University Students' Attitude toward the Use of Google Translator in Learning Process.**

B. Problem of the Study

1. Limitation of the Problem

In this study, the writer focused on the investigation of English Education Department Baturaja University students' attitude toward the use of google translator in learning process.

2. Formulation of the Problem

The research problems were formulated as follows :

1. what are the students's attitude toward the use of google translator in learning process?

2. What is the students' frequency of use of google translator in learning process?

3. What problems do students find when using GT and the solutions?

C. Objective of the Study

The objective of this study were to investigate the students' attitude toward the use of google translator, the students frequency of using google translator in learning process and problems when using GT and solutions.

D. Significances of the Study

The significant of the research was expected to be useful for:

1. For the Writer

This study was estimating to gave the knowledge for the writer. As well as the writer that is estimate become an English teacher in the future, it is estimating to become a good reference for the writer in teaching process that related to google translator.

2. For the Students

The researcher believed that the research will help the students to have new learning source to help to develop their English language. The results of the research were able to show the students some methods to support their learning process.

3. For the Next Researcher

The researcher hoped that this research can be a reference for another researcher. However, the future researchers could make different objectives than what the researcher do on this study.