CHAPTER II

LITERATURE REVIEW

This chapter discussed about literature review that consisted of the definition of attitude, the categories of attitude, google translator, students and google translator and previous related study.

A. Literature Review

1. The Definition of Attitude

Pickens (2005) stated that attitude is an individual's response toward certain things and situations; a mindset that based on the individual's experience and temperament can make an individual act in a particular way. Furthermore, Pickens (2005) also said that attitude is a complicated combination of personality, beliefs, values, behaviors, and motivations. Then, Pickens (2005) narrowed it into three components, "Tri-component Models of an Attitude: "an affect (a feeling), cognition (a thought or belief), and behavior (an action)" (p. 44). In short, attitude is a response towards something that shown based on an individual's experience, behaviors and motivations and it comes with a degree of favor and disfavor.
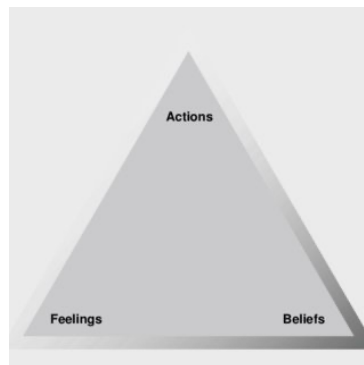

Figure 2.1 Tri-Component Models of an Attitude (Picken, 2005)

An attitude includes three components: an affect (a feeling), cognition (a thought or belief), and behavior (an action). Attitudes help us define how we see situations, as well as define how we behave toward the situation or object. As illustrated in the tricomponent model, attitudes include feelings, thoughts, and actions. Attitudes may simply be an enduring evaluation of a person or object (e.g., "I like John best of my coworkers"), or other emotional reactions to objects and to people (e.g., "I dislike bossy people" or "Jane makes me angry"). Attitudes also provide us with internal cognitions or beliefs and thoughts about people and objects (e.g., "Jane should work harder" or "Sam does not like working in this department"). Attitudes cause us to behave in a particular way toward an object or person (e.g., "I write clearly in patients' charts because it upsets me when I can't read someone else's handwriting"). Although the feeling and belief components of attitudes are internal to a person, we can view a person's attitude from his or her resulting behavior.

The attitude concept has three components behavioral, cognitive and affective (Garret, Couplands, and Williams (2003). The first is cognitive aspect. This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive aspect of attitude would be based on how much a student knows about English and his/her level of understanding of English. The second is affective. The learning process is an emotional process (affective). It is affected by different emotional factors. The affective aspect of attitude deals with someone's emotions towards an object, with or against, likes or dislikes. The

affective aspect of attitude is said to consist of a person's evaluation of, liking of, or emotional response to some situation, object or person. The last is behavioral aspects. The behavioral aspect of attitude was a behavior of person's attitude. The behavioral aspect of attitude involves the person's over behavior directed toward a situation, object, or person.

Therefore, the attitude in learning language is important. This is because according to De Bot, Lowie, and Verspoor (2005, p. 72) high motivation and a positive attitude toward learning language will help the language learning process. a positive attitude toward learning language will help the learners to achieve a better result.

2. The Categories of Attitude

Riduwan (2005) stated that there are two basic categories of attitudes, there are positive attitude and negative attitude. A positive attitude is a state of mind that allows you to envision and expect good things. Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more, such students are also observed to be more eager to solve problems, to acquire the information and skill useful for daily life and to engage themselves emotionally. While negative attitude is something that every person should avoid. Generally, people will negative attitude ignore the good things in life and only think about whether they will fail. A negative attitude is a disposition, feeling, or manner that is not constructive, cooperative, or optimistic. Attitudes can also be positive and negative (Maemanah, 2014 as cited in Notoadmodjo (2014). Positive attitudes were the

tendency to approach, enjoy, expect a certain object. While the negative attitudes were a tendency to stay away, avoid, hate, or dislike certain objects.

3. Google Translator

Based on Turovsky (2016), Google Translator (GT) is an online machine translation made in 2006 by Google Inc. In 2006, GT only provides two languages, and then the languages keep being added and updated based on the people needs. Then, Groves & Mundt (2015) wrote that GT is a free web-based machine translation that can translate in many languages and also has an application for mobile devices. Furthermore, Medvedev (2016) wrote that GT is free, instant, has a variety of languages for input and output, allows voice recognition, can translate entire web pages and entire files by upload it. According to Kharbach (2016), the features that GT provides includes, such as pronouncing the word translate, translating text from an images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook. Because of its features, Kroulek (2016) said that GT is being the most popular MT tool in the world. That statement is supported with Henry's (2014) voting result which came out with Google Translator as the winner of the best language translation tools. Barré (2011) also said that GT provides the best translation compared to the others MT. He did the comparison with 10 language combinations use 4 MT (PROMT, Google Translator, Systran and Bing). Thus, it made GT become the most used and popular MT in the world.

. 4. Students and Google Translator

Language learners must be the one who usually use GT in their learning process. Based on Munpru & Wuttikrikunlaya's (2013) survey, most of Thai EFL university students use GT for translation because of its famous. It is proven by the total number of GT user that reaches 500 million people (Turovsky, 2016). Medvedev (2016) mentioned that students often use GT because of its convenience that can be used everywhere – inside and outside classroom.

In September 2010, Goggle has conducted a survey designed for GT on "For what purpose(s) did you use Google Translator today?" that will be answered by language learners. The results are language learners used GT to "understand a foreign word, read a foreign webpage, email or article, learn how to write and speak in foreign language, then write a long piece of text in foreign language, and verify the text in foreign language is correct" (García & Pena, 2011, p. 472).

a. The advantages and disadvantages of using Google Translator

On Baker's (2013) research, it is found that students use GT when they recognize that they are not really good with their English. Sukkhwan (2014) stated that students agreed GT could be helpful for their EFL learning. He also stated that there are some advantages for using GT. There are helpful, easy to access, and easy to use. But there are some disadvantages of using GT, causes laziness and not always accurate. Case (2015) found that the majority of Romance languages students at Duke University, believe that using GT gave them benefit for their studies, especially in learning new vocabulary.

It is also stated that GT can be used as assistance to boost students' confidence in writing while Baker (2013) mentioned that GT can be helpful in reading. Based on Josefsson's (2011), as cited in Sukkhwan (2014) study, GT was found to be more supportive in terms of providing the currently updated technical terms, phrases and collocations compared to a dictionary. Besides, Kumar (2012), as cited in Sukkhwan (2014) has done a survey to 60 EFL students on their dependency on MT in learning English and the result is 75 percent of them comprehend the concepts taught in English Language Teaching classrooms by using GT. Baker (2013 : 20) survey on the GT advantages in language learning indicated a similar result. In the result, students' positive experiences were revealed such as, "fast effective way to learn new vocabulary, gives you a guide as to what to write" . However, Clifford et al. (2013) said that GT has no advantage for learning process. The reasons are it will only bring the students dependency, it is not accurate, and it can make students missed the alternative words like in the traditional dictionary. Baker (2013) survey also indicated a disadvantage of GT in language learning, which the students need to fix the translation made by GT because it is not always correct. Medvedev (2016) also found that GT often lost the grammar and accuracy when it comes to long texts. Sukkhwan (2014) mentioned that sometimes GT can be not good for language learning because it produces incorrect translations. Bahri and Mahadi (2016) stated that GT do not have any advantages in reading. Bakers (2013) research also mentioned that GT do not helpful in writing. Additionally, using GT

in learning language will lead both learners and teachers into plagiarism. As Jolley and Maimone (2004) pointed out, the use of GT can be ethically acceptable, acceptable depending on how it is used, and unacceptable. Baker (2013: 56) wrote that there were three view points of students that revealed: "anxiety about ownership, anxiety about online translators' accuracy, and confidence in its permissibility". Besides, her student participants agreed that it is unacceptable if students use GT for whole essay because the result will be very messy and it will lead to plagiarism. It is also mentioned that GT is unacceptable if students use it without any teachers' permission.

Groves & Mundt (2015) wrote that GT is a free web-based machine translation that can translate in many languages and also has an application for mobile devices. Furthermore, Medvedev (2016) wrote that GT is free, instant, has a variety of languages for input and output, allows voice recognition, can translate entire web pages and entire files by upload it. According to Kharbach (2016), the features that GT provides include, such as pronouncing the words, translating text from images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook. Because of its features, Kroulek (2016) said that GT is being the most popular MT tool in the world. That statement is supported by Henry's (2014) voting result which came out with Google Translator as the winner of the best language translation tools. Google Translator is a service provided by Google Inc. to Translator a section of text, or a webpage, into another language without any human involvement. The users allow to access and interpret webpages on servers

thousands of miles away just in one click. Franz-Josef Och (2005) stated that the translator engine "Google" based on" statistically-based machine translation" that is able to Translator documents, texts or web pages into another language. Google Translator, like other automatic translation tools, has some limitations. While it can help the reader to understand the general content of a foreign language text but does not provide an accurate translation. Google's use of machine translation is easy. But it depend on the user. For example students as users of machine translation especially google transaltor had different attitudes toward the use of google translator in the learning process. According to Jamil (2002), there are three level of frequency of using GT, there were high frequency of use, moderate frequency of use and low frequency of use. It based on students' frequency of using GT which can divided te students into frequent GT users or Non frequent GT users

Attitude is considered as one of the factors to succeed student's learning process. Shams (2008) stated that there are some factors which can influence student's learning namely motivation, personalities, aptitude, and ages, attitudes, learning achievement, intelligence and anxiety. Shams also mentioned that those factors could develop students learning quality to be more qualified. Attitude has an important role to make the students encouraged to learn English. Eshginrjad (2016) stated that attitude is considered as a vital role to influence the performance of language. So, attitude has an important role in learning process.

B. Previous Related Study

There were some studies that related to this study. The first study conducted by Sukkhwan (2014) on her research about *Student's attitude and behavior towards the use of Google Translate*. She took 125 non-English major first-year students. She used five points rating scale questionnaire, a checklist questionnaire, and a translation assignment. This research was done in qualitative. The result showed that almost all of participants used GT but in low frequency.

The second study conducted by Susanto (2017) on her study about *Students' Attitude Toward The Use of Google Translate.* This study was done in qualitative descriptive. She took 50 third years and 50 fourth years students English Language Education as the participants. The instruments are Likert scale and open-ended questions. This research showed that it was signified that GT is more likely to use in word levels unknown words and synonym.

The third study was conducted by Mulyani (2021) on her research entitled *The Students'Attitude Towards Google Translate.* The study is a case study. 24 students of higher education in Cimahi participated in the study. The data about students' attitude include behavior, cognitive, and affective attitude. They were gathered through questionnaire and interview. The result revealed 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 like using GT in translation.

The fourth study conducted by Alhaisoni (2017) on the research entitled *An Investigation of Saudi EFL University Students' Attitudes Towards the Use of Google Translate*. The participants were 92 Saudi EFL university English major students. A questionnaire was used as an instrument in this study. The results revealed that almost all of the subjects reported using GT. Vocabulary, writing and reading were the three most frequent purposes for which they use GT, whereas translation was the least frequently used. The results also showed that GT is frequently used to get the meaning of unknown words, writing assignments and reading an English textbook.

The similiarity of this study was the purpose of the study which was to investigate the students' attitude toward the use of google translator and the students frequency of using google translator in learning process.While the differences were population of study where the population this study were English Education department Baturaja University and this study is a case study.