

Chapter One

Introductions

In this chapter, the researcher presents background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study. This chapter discusses the research that includes background of the research and support with several experts. The delimitation of the study is also delivered in this chapter for making this study have a focus for discussing. Besides, this chapter also explains research questions and objectives of the research. The significances of the research are discussed in this chapter. This chapter explains the reason of choosing this topic.

Background of this study

Learning English is one of necessities for many people because English is a lingua franca that is used as language for communication in this world. Clyne (2000: 83) stated that “English is a Lingua Franca that is used in inter-cultural communication between two or more people who have different first language (L1) is other than the lingua franca”. Today, almost everybody learns English language as a necessity for competition and they have to pass the international standard qualification English test such as TOEFL and IELTS. As cited by Puspawati (2012), since its development in 1960 over 27 million people worldwide have taken the TOEFL. More than 8,500 colleges, universities, and agencies in more than 130 countries have recognized and used the test. That phenomenon now makes everybody learn English because it is necessary for the future career or study.

Learning English in this era has a lot of improvement and ease because of the presence of technology. The technology has dominant effects toward all activities especially in learning process in modern era, which gave us strength and weakness in learning English process. For example, the students are able to learn English through gadget or mobile phone. As we know mobile phone gives us many benefits and convenience as learners can learn more easily and practice in everywhere and every time. Using a mobile phone is simple and the learner can access internet to improve learning.

As a result, many studies are conducted to investigate the effect of mobile devices on language learning (Cavus & Ibrahim, 2009; Gromik, 2012; Motiwalla, 2007; Thornton & Houser, 2005). The results indicated that mobile devices were useful tools for language learning. One of example web application that can be access is *Storybird*, that is web application to access the English stories in that users can read and write an English story then publish them for other users. This will potentially improve reading and writing ability, Chuang and Kuo (2013) stated that *Storybird* is a useful website for students to improve their reading comprehension, vocabulary and storytelling abilities.

Sometimes the language learner always gets the difficult problem in learning English language process. One of the problems is translation skills. House (2009) argues that translation is the process of substituting a text in one's language. The learner sometimes finds difficulty on how to understand the meaning of English text or to deliver their writing and speaking from first language (L1) to second language (L2) because of translating from L1 to L2.

Google Translate (GT) is one of the translation machines as the facilities from Google for internet users. Google Translate is a solution to human limitations in mastering foreign languages. It is very helpful for users to translate foreign languages when it is difficult to understand. There are 103 languages in this world which are available to be accessed. This is based on survey by Jin and Deifell (2013) entitled *Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study* showed that Google Translate is the top second online dictionary that the learner uses as online dictionary. Google Translate can be accessed for free by installing the application and visiting the website.

Using Google Translate to translate from first language to target language may result in imperfect translation. Indeed, many errors in the translation occur. Based on the result of a study, there are errors when using Google Translate English translation for Indonesian folktales such as wrong using words, missing words, and words unknown (Ardi & Putri , 2015). Indonesia is one of the countries that has the most users of Google Translate. According to Macduff (2017), Indonesia is the top 10 countries that actively uses Google Translate and recorded translation activities through mobile devices which increases 354%. Indonesia is the largest and fastest growing country in the use of Google Translate because based on data recorded by Android, the use reached 50% and PC users grew to 94%.

Based on the researcher's experiences when the students using Google translate, students usually did not have problems. However, frequent inaccuracy occurs in the result of translation. The learner's proficiency in language could influent the quality of text to translation. So, from the explanation above, this

research is interested in investigating the use of Google Translate from English to Indonesia in learning process.

Formulation and limitation of the problem

The use of Google Translate among students has become popular because of technological advancements. Google Translate has provided many conveniences for students in overcoming their difficulties in learning English. Based on the interview of the researcher with students of English Language Education Department (ELED) in one private university in Yogyakarta, there are several problems that the students faced when using GT. Some of the ELED 's students stated their problems when using GT in the learning process. First, the results of the Google translate in the form of sentences had many disadvantages, such as the translation was not in accordance with the context in terms of the selection of words and grammar. The second, the results of the Google translate could not adjust a language culture, because every country or region had their own grammar. Third, GT was a translation machine that was not controlled by humans, so the GT translation would not be as accurate as the results of human translation.

GT has helped students improve various skills in learning English such as listening speaking, reading and writing with the help of several full features that are available on Google translate. Each student has its own way of using Google Translate in the learning process so that the problems that occur become diverse among students one with other students. So each ELED's student has its own strategy to overcome the problem when using GT while learning English. This study discusses the use GT in ELED students in listening, speaking, reading and writing in the

process of learning English. There are two categories that will be the focus of this study, the first is to find out the problems that occur and are felt by students when students use GT in the learning process and the second is to find out the students' strategies in overcoming the problems that occur when using GT in the learning process.

Research question

The research questions being investigated in this study are:

1. What problems are faced by university's student when using Google Translate in the learning English process?
2. What strategies are employed to solve the problems by university's student when using Google Translate in the learning English process?

The objectives of the study

Based on the research question, this study aims:

1. To reveal problems by university's student when using Google Translate in the learning English process.
2. To find out strategies to solve the problems by university's student when using Google Translate in the learning English process.

The significance of the study

The researcher hopes that this research will be beneficial for the researchers, teacher, students, and future researchers. The first advantage is for **the researcher**. After doing the research the researcher will get add knowledge about the problems when using GT in the learning English process. In addition, the researcher can be understanding the strategies in overcoming the problems that occur when using GT in

the learning process. So this research will get motivation for the researcher to improve self-ability to improve English skills especially translation skills.

The second advantage of this study is for **the learners**. This research is expected to give benefit for students especially about translation skills. First, the learner will add knowledge about the problem that the learners feel when using GT in the learning English process and also the learners are able to implement the strategies in overcoming the problems when using GT in learning process. Then, the learner will get more motivation to improve the ability in translation skills.

The third advantage of this study is for **the teachers** especially in ELED or literature department. This research enriches their knowledge about translation skills and online dictionary. The teacher or lecturer will understand the benefit of using Google Translate in the process of learning English then the English teachers know the teaching strategy that can be used in translation class to make the students understand what they read.

The last advantages are for **the future researchers**. First, the researcher hopes that the result of this research enriches knowledge of the other researchers who want to know and analyze the use of Google Translate from English to Indonesia in process of learning English. Then, this research can be useful as references for the students who want to conduct research in the same topic.