

Chapter Two

Literature Review

Chapter two presents the definitions of translation skills, the types of translation skills, the translation process, the difficulties of translation skills, the types of dictionary. The other literature review will be discussing about Google Translate (GT), there are the definition of GT, features of GT, advantages of GT, disadvantages of GT, the problems of using GT and the last is the strategies of using GT. This chapter explains previous study that related with this research and also conceptualizing framework in this research.

Translation skills

This part discusses about translation skills from several expert and also the study before. In the following discussion, the researcher explains the definition of translation skills, the types of translation, the translation skills process, and also the problems in translation process. The last will be discuss about the types of dictionary.

Definition of translation skills. Translation is how to translate from first language into second language or the opposite. Experts offer many different definitions of translation. Based on the opinion of Choliludin (2007), understanding is the systematic procedure of the first language text into the equivalent, semi- tic, stylistic, and pragmatic target language (Second Language) based on the original translator. In addition, Nida and Taber (1982), argue that translation is a way of reproducing language in the equivalent and nearest equivalent receptor language of source language message, first focused with meaning and second related to style.

Larson (1984), stated that translation consists of translating the meaning of the source language into the receptor language. Translation is the way how to deliver a language from the first language into the target language or second language.

The types of translation skills. Translation is divided into several types of translations, Choliludin (2007), categorizes translations into several types as follows:

Pragmatic Translation. This refers to text translation with a focus on the accuracy of the information to be delivered from the source language to the target language. Pragmatic translation by reviewing other aspects of the original language version to get careful and exact results.

Aesthetic-poetic Translation. This refers to the translation of the work of esthetics or literary arts in the form of writing. The translator should consider and explain any influence, emotion, feeling, and information in any message of information in the message based on the original author Examples of this type is sonnet translation, rhyme, heroic verse, dramatic dialogue, and novel.

Ethnographic Translation. The purpose of ethnographic translation is to explain the cultural context of source language and target language version. Translators should be sensitive to the way words are used and must know how those words fit the culture.

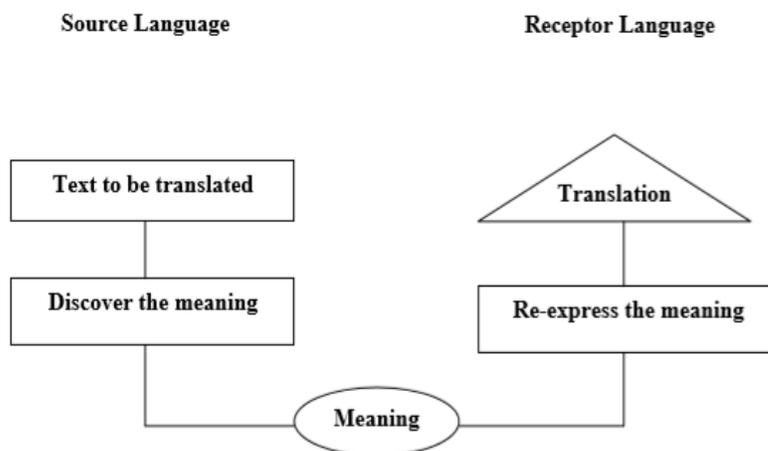
Linguistic translation. This relates to the equivalent meanings of the morphemes of constituents' source language and grammatical form. An example is an internal language computer programs and machine translation.

Translation is classified into two main types, namely translation of form and meaning. The format of translation work follows the form of source language known

as a literal. Temporary translation of meaning-based translation allows every effort to communicate the meaning of second language text in the natural form of the receptor language (Larson,1984). Such translations are called idiomatic translation. Larson (1984) says that idiomatic translations use the natural form of language receptors in both grammar and lexical structure items

Translation process. In translating there is a process traversed by an interpreter. In Larson's (1984: 3) opinion, when translating the text, the purpose of the translator is an idiomatic translation that makes an effort to communicate the meaning of the SL text into the natural form of the receptor language. Then he states that the translation is closely related to the study of lexicon, grammatical structure, communication situation, and cultural context of the SL text, then analyzed to determine its meaning. The meaning that has been found is then re-expressed and built using appropriate lexicon and grammar within language receptor as well as its cultural context. It is submitted based on the following diagram presented by Larson

Figure 1 Translation by (Larson, 1984: 8)



In addition to Larson's opinions, there are also the one from Nida and Taber (1982), who state three stages of translation. The first is the analysis in which the surface structure is analyzed in terms of grammatical relations, the meaning of words and the combination of words. Then the second is the transfer, that is where the material is analyzed in thinking by a translator from language A to language B. The latter is restructuring, that is the neat material to create the last perfect message that is acceptable to the receptor language.

The problems in translation process. In the process of translation, there are certainly many obstacles or problems that occur to the translator. According to Mathiew (2015), there are six translator problems experienced by translators. First is the lexical seminal problem of investigating the meaning of every vocabulary element in a language in general as a standalone unit regardless of its position in the placement of sentences. There is still a difficulty in understanding the word context. The second is the problem of grammar. Many translators who often make grammar mistakes are both conscious and unconscious in the use of appropriate grammar contexts. Then the third is a syntactic problem, which is about principles and rules for making sentences in natural language. The fourth is a rhetorical problem, which is one type of style of language. Rhetorical is the masters in the form of questions that really do not need to be answered. Many translators still misunderstand every sentence in rhetorical form because the sentence is not direct. Fifth is a pragmatic problem that is the problem of the position of a sentence and the last is a cultural problem. A translator sometimes must strongly understand the language context based on culture, for example the use of regional languages.

The types of dictionary. In English learning, the dictionary has a role as the main point for the learning process. According to Hornby (1995), a dictionary is a book that gives the words of the language in alphabetical order and explains its meaning, or translates it into another language. Ghabanchi and Ayoubi (2012) said that the use of dictionaries among FL learners is not significantly more effective for incidental vocabulary learning than other reading conditions, such as glosses L1 and L2 and summary writing. According to Radhika (2015), dictionary has a lot of advantages for EFL students, such as: it extends educational opportunity to develop new ways of learning and it inspires students in finding, evaluating, and sharing information ; it helps students to structure and invigorate their learning ; it enables students to learn independently ; it provides proper motivation and inculcates interest toward self-learning ; it is time saving, and it is an innovative method in teaching English language.

There are several kinds of dictionary based on Sterkenburg (2003), who stated that types of dictionary are: children dictionary, illustrated dictionary, translation dictionary, biographical dictionary, learning dictionary, quotation dictionary, retrograde dictionary, dictionary of slang, curses, and dialects, dictionary of proper names and synonyms, rhyming dictionary, technical dictionary, electronic dictionary, online dictionary, and CD-ROM dictionary.

Google Translate

This part discusses about Google Translate from several experts. In the following discussion, the researcher explains the definition of Google Translate, the features of Google Translate, advantages of Google Translate, disadvantages of

Google Translate. In addition, the researcher explains the problems of using Google Translate, and the strategies of using Google Translate.

Definition of Google Translate. Google Translate (GT) is machine translation (MT) to translate several languages in the world by Google. According to Bahri and Mahadi (2016), Google Translate is free machine translation made by Google used to serve for translating some text from one language to target languages. Based on Boitet, Herve, Mark, and Valérie et al., (2014) said that Google Translate is an automatic machine translation made by Google. This machine can serve the process of translating a source language into another language target. Based on the above definition, GT can be defined as one of the automatic machine translations available from Google Company to provide translation services from source languages to target languages.

Google translate is a foreign language translating machine created by Google for internet users with the aim of making it easier for internet users to understand foreign languages. Based on the Google Translate Community, GT provides an open online group created by Google to help improve their software and it has more than three million members, and has adjusted and improved more than 90 million translations (Google, 2016). So there have been many Google translate users and translators who are ready to provide convenience for their users.

The features of Google Translate. Google Translate has five features and facilities which can be used by users. The first is Google Translate can be accessed offline if the users install the application. It is very helpful for the users when they have limited or poor internet connection. The second feature is the users be able to

type text directly by keyboard to translate to the target language. The third is feature writing by touch screen, which the user write the language by touch screen though LCD hand phone to translate to target language. This feature can be accessed by application in hand phone. The fourth is instant camera translation in which the users directs the camera smartphone to the text in order to translate to target language. The last is speaking translation in which the users click the icon of conversation or microphone, then the users speak the word or sentences so Google Translate is able to detect voices into texts and translate them to target language (Google, 2018)

Advantages of Google Translate. There are many reasons why the users use Google translate as the tool for translating some text. Google translate is easy to be accessed anywhere and anytime by hand phone or computer. According to Alhaisoni and Alhaysony (2017), accessing Google translate can be used through PC smartphone systems such as android and IOS, which makes the accessibility of Google translate very familiar to users. The ability of Google translate is that it can provide access quickly and easily, so that this makes Google translate well received and popular with EFL students in learning process (Sukhwan, 2014).

Google Translate, as a statistical machine translation (SMT), was in the center of attention for supporting 90 languages (Ghasemi1 & Hashemian, 2016). Based on the result of a study of machine translation, Google translate is the most famous applicable translation machine in recent years (Aziz, Sousa, &Specia, 2012; Karami, 2014; Komeili, Farughi & Rahimi, 2011). In addition, the access of Google translate is free and able to translate text, speech, images, also sites, and real-time videos from one language to another (Alhaisoni & Alhaysony, 2017).

Disadvantages of Google Translate. Nowadays there are many language teachers who doubt the quality of language translations on Google translate because the use of approved translation tools can damage the actual language acquisition process (Groves & Mundt, 2015, p.119). The present software is not a substitute for an accurate translator to translate human language correctly into the target language because Google translate is a regulated machine and it could not adjust if it is not set.

Google Translate is not able to create someone who can communicate smoothly as with speakers of languages other than English. Groves and Mundt (2015), state that Google Translate has difficulty when translating one word and functions as a bilingual dictionary because it only gives one meaning at a time. Translation results of GT are based on statistical machine translation. Consequently, the quality of Google translations depends on the number of human translation texts that are often sought by Google Translate (Karami, 2014).

At present, there is an assessment that has been proposed by Bozorgian and Azadmanesh (2015), for the results of the Google translation of translate English sentences into Persian. The result is in the use of the subject and verb in a particular context, the translation of the Google Translate results is not appropriate for the use of both subject and verb in accordance with the context and could not be compared to results done human translators which is more accurate.

The problem of using Google Translate. According to Pujjati (2017) based on a survey stated that there are three problems that occur by students when using the Google Translate application. First, Google Translate often translates word for word so students are often fooled by the results of the translation. Secondly, differences in

the structure of English grammar and Indonesian grammar. These two languages have different grammatical structures so that it is confusing for students who do not have ability in understanding of the two languages. Third, students often do not look for the exact equivalent in the target language so the resulting meaning becomes ambiguous and unclear.

The strategies of using Google Translate. Using GT in the learning process can be used as a tool to improve the ability in learning English. However, the GT translation could not be used as an accurate reference because the GT translation is machine translation that is inaccurate in terms of its grammar and could not be equated with the results of human translation. So, the importance of the role of teachers in understanding the use of GT well and teaching students about what rules students should do when using GT in terms of first grammar and second language to improve students' skills in their first language and foreign languages is important (Alley, 2015).

In addition, Zanettin (2009), state that revealed that if students were aware of the shortcomings of the results of the Google Translation, they tended to examine the translation critically to ensure the quality of the GT output. Then the metacognitive view strategy is important for students if they want to be success uses GT in the learning process with the aim of monitoring learning outcomes using GT. Pritchard (2008) states that when students use metacognitive strategies and critically check the results of translations, it can lead to increased language mastery.

The three strategies for using GT according to Gracia (2010) are first *pre-editing*, which is to make sure the first language is effective in terms of grammar to

be translated into the target language. The second is *post-editing* namely, correcting the GT translation results by ensuring the target language context is in accordance with the first language. The third is *selective used*, namely the choice of words that are in accordance with the context of the writing. All three of these have proven to be able to improve students' understanding of reading and writing in the learning process.

Previous studies

There are several studies related to the use of Google translate in learning. The first was the study from Ocataviani and Yuyun (2018) who had a topic on how to use Google translate when EFL wrote an essay. The aim of this study was to further investigate how to practice Google translate in the results of EFL essay writing in the process of language learning. The research was conducted at Krida Wacana Christian University. Participants in this study were eight respondents from the Ukrida English Language Department. This study used qualitative method and research design employed a case study. The data collection methods in this study were observations and interviews. The results of this study indicated that there were three aspects why students used Google translate which included the lack of vocabulary knowledge, difficulties in grammar, and weakness in remembering spelling.

The similarity of the study with Octaviani's and Yuyun's study (2018) is that they have the same focus to find out how EFL uses Google translate in the learning process. The participants studied were both from the English department. On the other hand, the difference in this research is that Octaviani's and Yuyun's study only focused on knowing how EFL uses Google translate when writing essays, but in this

study researcher has two focuses namely, to find out strategies and problems in the used of Google translate on students' experience in general skills. The place for taking data is different from the university, then the total respondents are not equal in number. In their study, Octaviani and Yuyun (2018) used three data collection methods, namely interviews, observations and assignments, while in this research the researcher only uses interviews with four students.

The second study was done by Napitupulu (2017). This study investigated the frequency of student errors in abstract translations produced by Google Translate. The study referred to the error analysis model of Keshavarz (1999). This research was conducted at Indonesia University Methodist, Medan. This research method used a qualitative descriptive approach. The research data was obtained from 10 abstracts of paper participants from various faculties which were randomly selected later in the analyst and described their errors in detail. The results of the research showed that there were five types of misclassifications used by students including; lexicosemantic errors, tense errors, prepositional errors, word order errors, word laying, use of group error verbs, sound errors or active and passive sentences.

There is a similarity between Napitulu' s study and this current study in that the two studies have the same theme and focus on examining the translation problems faced by students when using Google Translate in translating a text. In addition, Napitulu's study and this research use degree students as participant. However, there are several differences between Napitulu's study and this research, in which Napitulu's research only focused on describing the problems faced by students when using GT, but in this current study discusses strategies and problems of students when

using GT in the learning process. Participants in this study are selected with certain criteria and the participants are ELED students, while at Napitulu 's study participants were chosen randomly from each department at the university. In addition, the method is not the same in that this study uses the interview method for data retrieval but Napitulu' s study used analysis of the data described in a descriptive description.

The third research came from Pujiati (2017) research. The research was related to the use of Google Translate in translating text from English to Indonesian among academics. This research was conducted at the University of Pamulang Padang. Participants in this study were Indonesian literature students who were chosen randomly. The results of this study indicated that the use of the Google translate engine could be an alternative for academics to understand an overall literary text. However, academics must be able to understand the two language contexts in grammar and culture from the source language to the target language so that these two things can minimize the error of the translation results.

The similarity of Pujiati's study with this current study is the strategy of utilizing goggle translate in translating a text from the source language into the target language. In addition, this study has the same goal, namely to find a solution regarding the use of GT properly and accuracy. The difference is that if the Pujiati's study did not discuss more deeply related to students 'problems in using GT, the current research presents students' problems when using GT in depth. The two locations in the two studies were different, Pujias' study was in the private university of Padang, while the current research is conducted at a private university in Yogyakarta. In addition, the participant selection method was different. In the Pujiati

study the participants were randomly selected participants, but in the present study selected participants are based on established criteria.

Conceptualizing framework

The conceptual framework for qualitative research is exploring an area that has not been studied and then looking for emerging theories (Creswell, 2003). When the process of looking for theories emerges, the conceptual framework is very important to place the focus on a study. The researcher finds it very important to address the study relationship by defining ideas with a network of relationships between one another (Becker, 1998). Then the conceptual framework will unite ideas with emerging and relevant theories conceptually through the chart in this study.

In this study, the researcher focuses to find out problems faced by student of ELED at one private university in Yogyakarta when using *Google Translate* in English learning process. Besides that, another reason of this study is to reveal the students 'problem in using *Google translate* text in the process of learning English.

As we know, Google translate is one of technology that can help the users to translate from the first language into second language and this study is based on the experience the personal observations of the researcher. Most of the students of this ELED use electronic dictionary such as Google Translate as a tool to help students to understand the difficulty of vocabulary or meaning of the sentence in the textbook. Some courses that often use the book are theoretical subjects such as research methodology, language assessment and evaluation, second language acquisition and so on. In addition, there are other reasons why this research can be done because the

participants are students of the English Department of Education, so the process of finding and collecting data more be easily.

Based on the observations of the researcher, the lecturers strongly advise students to use the printed dictionary as a tool to assist students when translating English texts, while finding difficult vocabulary. But in fact, many students are still using electronics, for example Google translate in the process of learning activities. Today's Google translate features are very helpful and provide convenience to students, such as students living writing difficult words quickly can be known translation, in addition to the transiting feature just by taking pictures on the text that will translate, Google translate can translate, and the last feature record sounds allow the users to say the word he or she wants to search without typing the words and is correct and perfect.

This study, therefore, is interested to investigate the use of Google translate in their learning. Furthermore, this study also tries to find out what are strategies and problems that the students faced by using Google translate in their learning. The conceptual framework of this study is describing in the figure one.

Figure 2 the conceptual framework

