

## **CHAPTER I INTRODUCTION**

This chapter discusses background of the research, research questions, purposes of the research, significances of the research, rationale, methodology of the research, data collecting techniques, data analysis, and clarification of the terms.

### **A. Background of Research**

Students in English Education are not dispensable from English materials in most of their subjects in campus. One of the way to understood the materials is by translation. Translation can be used to know and to understand the purpose of English material given by lecturer and to understand what people say and express in social media, in article, or in newspaper. Translation is a tool for transferring messages from one language to another. According to Catford (1965: 20), translation is “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. Many people translate an English book or English text to help them to get understanding from the contents of the book or text. As conceptualized by Newmark (1988), translation not only deliver messages from the source language into the target language, but also it needs to understand the target language and purpose of the author to avoid mistakes.

To help students execute their translation tasks, MT (Machine Translation) have become the best way to help them translate a target text by previously understanding it. Nowadays, several online MT resource are available for L2 learners such as translation online, Foreign Word, Web Trance, Prompt, Google Translate (GT) (Hampshire & Salvia, 2010). One of the most common online resource is Google Translate. Google Translate or Google Translation is a service provided by Google Incorporation to translate a text or web pages in a language. Kirchhooff, Turner, Axelrod & Saveedra, 2011 stated that GT is a corpus based

and founded based statistical retrieval of text receiving the language data from huge web data.

However, translating a text by MT especially Google Translate still needs some improvement. Kay (1980/2003) in Hatim and Munday (2004: 117) discusses some of the obstacles in MT including “ Words with multiple meanings, sentences with multiple grammatical structures, uncertainly about what a pronoun refers to, and other problem of grammar”. This happen since MT (like Google Translate) only translates a word by a word rather than sentence by sentence. For example, when entering sentence “*aku mencintaimu apa adanya*” the translation will be “*i love you just they way you are.*” word “*they*” should be “*the*”. Nineberg (1998) asserts that MT tools cannot interpret the implicit meaning of the text and often could not recognize the meaning of slang used. As a result, the text produce unnatural sounds and sometimes meaningless.

Google Translate becomes an issue among students, especially in Indonesia. Because GT can makes students find new vocabularies, pronunciation, and grammar concept. Although GT doesn't provide the grammar rules for comprehension but it is still used extensively. The problems are faced by the students since they are still lack of vocabularies, and averse to translate a text manually. It makes them tend to use GT. However, GT is not fully accurate. Pujianti (2017: 130) states that students face an obstacle when they use Google Translate, they copy paste the entire text and translate it into Google Translate and it is frequently confusing and not appropriate with target language.

Google Translate has been numerously reported that it can help students in several occasions. For example Krisnawati (2017) investigate the role of Google Translate for Indonesian EFL students to know the improvement English skills of the students. Parwanti (2015) investigate the use of Machine Translation (MT) as a medium translating the 6th students in English Education Department State Islamic University of Sunan Gunung Djati Bandung to helping them do

assignments. While the previous studies investigate about the role of Google Translate in Indonesian EFL learners, and the Use of Machine Translation as a medium translating in the 6th students, this present research will focus on the role of Google Translate to help students in their translation work and how does Google Translate help students translate the target language. As (Jolley & Maimone, 2015) stated in international journal of English language education that since GT is spread widely and increasingly used by students, there's still little knowledge about their perception and attitude toward GT accuracy and usefulness. Therefore this research is given title "The Role of Google Translate to Help Students in their Translation Work." (A case study at 2th semester students in English Education Department State Islamic University of Sunan Gunung Djati Bandung.

#### **B. Research Question**

From the description above, this research is intended to answer the two following questions:

1. What is the students' perception of Google Translate in relation to students' translation work?
2. How does Google Translate help students in their translation process?

#### **C. Research Objective**

From the research question above, this study aimed at obtaining two following objectives:

1. To find out the students' perception of Google Translate in relation to students' translation work.
2. To explore the way Google Translate help students' in their translation process.

#### **D. Research Significances**

This research gives several significances. Practically, this research expected to give information and contribution to the teachers, the students, the researchers, and other researchers about the role of Google translate.

Theoretically, the findings of this research are expected to become a source of information about the way to improve the students analyzing in GT outputs and recognizing translation errors.

#### **E. Research Limitation**

The researcher focuses on explore students' translation tasks by using Google translate at the second semester students of English Education Department State Islamic University Sunan Gunung Djati Bandung.

#### **F. Research Framework**

Translation activities are always associated with the process of transferring discourse from one language to another, these activities are not simple because translation is not only about vocabulary, grammar, meaning but also about culture. Therefore, it is important to know how experts explain the meaning of translation. The following are the meaning of translation according to experts. Newmark (1988: 18) concludes that you must study the text not only for yourself, but also to make something that can be rearranged for readers with a variety of different cultures. Hatim and Mason in Machali (2009: 26) explain that translation is an activity to prove clearly the role of language in social life. It means that translation does not only focus on translating text from the source language into the appropriate target language, but also focuses on the influence from the role of language in culture and social life.

Based on Wikipedia that Google Translate is a service provided by Google Inc. to translate portions of text or web pages in one other language. Google Translate did the translation using a statistical-based translation approach, which was the result of Franz-Josef Och's research which won the DAPRA contest for machine translation speed in 2003. Now, Och has become the head of Google's machine translation department. Och explained that the development of a statistical machine translation system for two languages requires a collection of

parallel puzzles consisting of more than one million statistical model words. From this data, it will then be used for translation between languages.

Boleh staff (2016) on his website explain that Google Translate translates based on a database of various documents in the world. The more often Google Translate translates, the more language patterns it gets. Artificial Intelligence created by Google is useful for developing your own language to translate English into Mandarin (or vice versa). Although Google Translate has not been perfectly translated, engineers at Google believe that one day the translation will be better.

Some recent studies on Google Translate has actually united by Styme and Fem's arguments about the lack of machine translation. Balk (2012) examines the accuracy of Google Translate from 8 foreign languages into English (Mandarin, French, German, Italian, Japanese, Korean, Portuguese and Spanish). His findings show that machine translation can simply translate German and Portuguese into English, but not with oriental languages especially Chinese because it has the lowest agreement between the original text and the translation. In another research, Balk (2013) conducted a comparative study between the results of machine translation with native languages. He speculates that google translate has the potential to reduce language bias by clearly exchanging between completeness and risk of error. From the explanation above, it can definitely help research in explaining the problems contained in Google Translate. The researcher conclude that Google Translate had potential to reduce language bias but it was certainly a trade-off between completeness and risk of error.

## **G. Previous Studies**

There are two previous studies related to this research. The first previous study is research by Ni Luh Putu Krisnawati (2017) discussed about *the role of google translate for Indonesian EFL students*. The respondent of this study are student in the second semester of English Department, Udayana University. This study uses

the descriptive qualitative method in describing the finding and a set of questionnaire will be given to the respondent to know their opinion about using Google Translate during their learning process. An observation method is also conducted to know the improvement of the English proficiency made by the learners. The findings shows that, there are both advantages and disadvantages in using Google Translate for English language learning, the advantages are learners are able to enrich their vocabulary because it provide the synonym, learners will know how to pronoun a word correctly and the disadvantages is learners may find the wrong meaning of a word. And lastly, the findings show that by using Google Translate a learner can develop their vocabulary, speaking skill, and also their grammar. Based on the findings mentioned above, the researcher assumes that Google Translate have good contribution for learners because from Google Translate student can enrich their vocabulary, synonym, and also learners will know the pronoun of a word correctly, that means their English skill in vocabulary, speaking and grammar will get better. Although Google Translate has weaknesses because sometime we're not get appropriate meaning but learners still use Google Translate to learn.

The second previous research is research by Linda Parwati (2015) that discussed about exploring *the use of Machine Translation (MT) as a medium translating at the 6th students in English Education Department State Islamic University of Sunan Gunung Djati Bandung*. The total of respondents are nine students. The researcher used *surface strategy taxonomy* from Dulay at al.'s (1982:150) theory to analyze students' translation works. The result of the research show that the use of MT cannot be avoided by students. They (5 of 9 students) mostly used it as an aid for helping them do assignments. They use MT because of its speed, ease, effectiveness and portability. Moreover students were asked to translate both academic and non-academic texts. Their translation works are assessed by three assessors including the researcher. The students translated the

academic text without using MT got the highest error than using MT. The errors are: 136 times (58, 36%) of misinformation, 40 times (17, 16%) of addition, 29 times (12, 44%) of omission, and 28 times (12, 01%) disordering. Meanwhile the students translated the non-academic text using MT got the highest error than without using MT. The errors are: 120 times (68, 57%) of misformation, 22 times (12, 57%) of omission, 19 times (10, 85%) of disordering, and 14 times (8%) of addition. The misformation 430 times (64, 47%) is the most identified error in students' work in both text. The omission 87 times (13, 04%) is the second major identified error. The last are addition 75 times (11, 24%) and disordering 75 times (11, 24%) the highest errors are found in non-academic text comparing the academic one. The students are expected to be aware of the errors might appear in the translation result of MT. Therefore, some treatments such as consulting dictionary, asking friends, guessing meaning, editing, reconstructing, and looking for reference are needed to improve the translation results.

This research is inspired by the previous researches above but in a different way. The researcher investigates the role of Google Translate to help students in their translation work by explore the student's translation tasks using Google translate to improve the students analyzing in Google translate outputs and recognizing translation errors