

CHAPTER I

INTRODUCTION

1.1 The background of the study

In this century, the use of technology is more popular in teaching-learning. The expansion of technologies demands the school especially the teacher should be able to utilize them. The technology provides numerous choices such as making the teaching-learning process more productive and interesting. There are so many researchers research about the use of technology in teaching-learning. It indicated a positive result. Baytak, Tarman, & Ayas (2018) found that the utilization of technology in learning affects students' motivation in learning. It indicated a good impact on students learning.

In the development of digital technology, machine translation (MT) is improving in its ability to translate with grammatical and lexical accuracy and is also becoming increasingly available for language students. Google Translate (GT) is the most popular online machine translation used by students. In learning a foreign language, many Indonesia students, even college students appear to use GT to help them getting the translation quickly and easily (Yuyun & Chandra, 2018, p.228). Given the acceptance of other digital technology for teaching and learning, it seems likely that machine translation becomes a tool that students usually use to complete their assignments, especially in writing text.

Machine translation had benefits in the teaching-learning process; free, time-saving, and a strong form of Google Translate (GT) could help students in doing their tasks (Elisabet, Widiningrum, Branata & Susanto, 2019, p.978). Google's survey in 2010 found that language learners used GT to understand a foreign word, to write an email or article, learn to write and speak a foreign language, and ensure their text in a foreign language is correct (Garcia & Pena, 2011). Supporting this research, machine translation has been reported to be able to help students deal with their difficulties, such as understand texts, recall and retrieve difficult words and grammatical structures, or completing difficult tasks in the classroom and beyond (Karimian & Talebinejad, 2013).

Sara, Schcolnik & Elana (2018, p.55) on her survey concluded that "The students had difficulties in writing the text. Then, the students used the GT, and then it showed that when using GT they wrote significantly more words. They wrote longer sentences with longer words and vocabulary profiles of their writing improved". The most reasons the students used the GT were for writing and increasing the vocabulary. They believe that GT can be a useful tool. Then, they could critically assess and correct the output.

The writing skill is a necessity. Through it, students can share their idea, opinion, feeling, and creativity. Writing skills are considered a difficult skill for some of the students caused by some of the reasons (Harmer, 2004, p.31). One of them caused by limited vocabulary as well as grammatical weaknesses. In senior high school, there

are some genres of text that will be learned by XI grade students, such as Invitation letter, analytical exposition text, Personal letter, cause-effect text, and explanation text. In this research, the researcher focuses on the explanation text as the material.

The ability to write an explanation text is a competence related to the process of share the idea or opinion originally from the students as the author with any topic related to the phenomenon or social. Normawati (2017, p.229) on her survey found that the minimum score of students' explanation text is on the vocabulary aspect while the higher score is the usage language aspect. So, the literate practice of teacher which spread out to their students and students experience in writing itself are significant factors that contribute towards students' ability in writing explanation text.

Both writing and translation are two related things. O'Neill (2019, p. 2) argued: "through Machine Translation (MT), it is possible to write partially or entirely in one's native language, enter what one has written into the online translator, and receive a computer-generated text in the target language". When the students write an explanation text with GT, they write more words and more confidence. Yang and Lange (1998) noted that within a year of the 1997 launch of the first online translator (OT), Babel Fish, language students had already begun using OT to try to write in their L2.

In getting the preliminary data, the researcher interviewed the English teacher about the usage of GT in writing explanation text. Based on the interview result, it was found that many students cannot write their explanation text. They could

not develop the topic that has been given by the teacher into an explanation text. Based on the teacher's experience when teaching writing explanation text, most of students got a score of 60. Here is the teacher's assessment of the students' explanation text score:

Table 1.1 Students' explanation text scores in five aspects

No.	Students' Mean	Aspect					Total	Final Score	KKM of Explanation Text
		C	O	V	LU	M			
1.	Mean	2,82	2,63	2,01	2,32	2,49	12,26	61,31	75

The table above was teacher's assessment of students' explanation text. The assessment was conducted by teacher to know students' ability in writing explanation text. The result showed that the lowest aspect of writing which have not been mastered by students was vocabulary. The average score achieved by students was 61,31. Meanwhile the minimum criteria of mastery learning were 75. There were only five students who achieved that minimum criteria of mastery learning, while 31 students didnot.

For that reason, the teacher directed the students to use the google translate for time-saving and getting more appropriate vocabulary with the topic given. Even though, the used of GT in teachers' monitors. It was for avoiding the negative impact for the students, such as reduced their creativity in thinking and making them lazy to rechecked the vocabularies used.

Based on the interview, the teacher's reasons of using GT in the teaching-learning process were to allow the students to utilize the technology, so that increased their vocabulary and found a new vocabulary, and checked their diction and spelling. The teacher decided to use GT because it was an accessible and instant way. The students only had to open the website and entered the word/ phrase the result would be showed. Sometimes, students were not confident with their writing. In some contexts, they thought the meaning of the word they use was different. So, they needed a tool to help them more confident in writing.

The teacher argued that GT could help the students in learning Explanation text. It was helpful to find a strange word that they didnot know when writing an explanation text. Their limitation of vocabulary made them confused in creating the content. So that GT brought many benefits; easy, simple, accessible, time-saving, free and many features (voice, upload photo) to translate.

Baker's (2013) study reveals students' positive experience using MT. The result showed that it was a "fast, effective way to learn new vocabulary and gives you a guide as to what to write". The used of this GT also allowed the students to utilize technology. With this constructive purpose, the teacher expected that it could help the students increasing their vocabulary and finding the new vocabulary. These findings confirmed the study of Yuyun, et al (2018) and Clifford (2013). On Yuyun, et al. study found out those students used GT in three aspects: vocabulary, spelling and grammar, and vocabulary are highest used. Also, Clifford's research, which used a

survey, found out students used the GT mostly for vocabulary aspect. More, Bahri & Mahadi (2016,p.164) on their research argued that free, time-saving, and powerful form of GT, GT has been widely used among students, including language learners. Medvedve (2016) shared his idea of the advantages of GT. It has free access. The user only needs to open the application/ website to get the translated result.

Furthermore, in the other research article, students thought that a traditional dictionary could not help them in some situation in learning. They needed a tool that can help them in understanding the text and a lot of vocabulary to write any topics. With the advance of technology in the form of Machine Translation (MT), students had reported using various online translation tools with Google Translate (GT) being one of the most common. Free, time-saving, and a powerful form of MT, GT has been widely used among students, including language. Besides, the use of machine translation such as Google Translate could help the students learning extensively and utilizing the technology in learning English.

Besides, the usage of GT also had drawbacks. Sometimes, it was unreliable, especially with context. The user should recheck the result of the translation. In some cases, there was a wrong translation, especially with the phrase and a longer sentence. Groves & Mundt (2015,p.118) also found that sometimes GT was not accurate, and then they also could not recognize contextual and cultural references in the texts they translate. Besides, Medvedev (2016) stated that GT was

unable to handle a longer sentence. If it transferred a longer sentence, this tool usually gave a word-by-word translation. He added, the shorter the text, the better result.

Based on the previous researches, it was stated that GT was unable to handle a longer sentences, it was unreliable, especially with context. Then it was not accurate, it also could not recognize contextual and cultural references in the texts they translate. So, how is the student utilizing the GT in writing explanation text?. For that reason, the researcher was curious about the use of GT in writing explanation text by 11th grade students of SMA N 1 Air Putih and what are the teacher reasons to use this tool as media.

1.2 The problems of the study

The students had a problem in writing explanation text, so they could not pass the KKM. For those reasons, the teacher needed to help students to solve their problems by applying appropriate media in the learning process. It was Google Translate (GT). Whereas, the previous studies stated that GT was not accurate and unreliable. Based on the background of the study, the problem of this study could draw up as follows:

1. How is the use of Google Translate to write an explanation text by XI Grade Students?
2. What are the reasons for teachers to use Google Translate as a media in writing explanation text by XI Grade students?

1.3 The objectives of the study

The objectives of the study are:

1. To explain the use of google translate in writing explanation text by XI Grade students of SMA N 1 Air Putih.
2. To describe the teacher's reason in using GT as a media in writing explanation text by XI Grade students

1.4 The scope of the study

In collecting the data for this study, the researcher would limit this study. This study focuses only on the usage of Google Translate (GT) in the teaching-learning process. Through this research, the researcher will conclude whether Google translate help students in writing explanation text or not.

1.5 The significance of the study

The finding of this study expected to be relevant and useful as follow:

1. Theoretically, the findings expected to be useful for the linguist, other researchers, teachers, and students who want to learn about digital media in ELT, especially Google Translate (GT), to enrich and develop their knowledge about the use of GT in writing Explanation Text.
2. Practically, the findings expected to be useful to teachers and students in the teaching and learning process as a media and reference to teach explanation text. The students also can get motivation, and then they can use a digital tool in learning English to improve their vocabulary in writing.