CHAPTER I

INTRODUCTION

1.1 The Background Of The Study

Along with the development of the era the world of education is growing, so that many books, articles, journals, videos, newspapers, and others that use foreign languages or do not use our language, therefore the readers can easily understand the content of these sources, we must translate them. translate is the process of translating a language into another language or we can interpret it as a translation from the source language (SL) to the target language (TL) by Tanjung (2015: 2), quoting from The Merriam Webster Dictionary that translating is changing an expression or form into another expression or form, to change into one's language or another language, this is related to Pym (2014: 52) who states, basically translation is the replacement of natural language symbols which is often done in a very literal way. From this understanding, it means that translation is a process of transferring, changing, reproducing, or replacing the source language to the target language which still pays attention to the commensurate meaning closest to the source language.

In translating one language into another, we need a tool or media, and the media used today is Google Translate (GT). GT is a technology-based tool or media that functions to translate one language into another language, GT is also trusted to facilitate learning activities because with this tool students can interpret foreign languages into their own language so that students can understand, this (Yuyun &;

Chandra, 2018, p.228) which said that In learning a foreign language, many Indonesian students, even college students appear to use GT to help them get the translation quickly and easily. Therefore, GT can also be used to help students write descriptive text.

The English syllabus for grade seventh in curriculum 2013 has a basic competence (KD 4.7) regarding descriptive texts. The basic competence (KD 4.7.2) talks about Compiling oral and written descriptive texts very short and simple, related to people, animals, and objects by taking into account social functions, text structure and linguistic elements, correctly and according to the text (Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, hewan, dan benda, dengan memperhatikan fungsi social, struktur text dan unsur kebahasaan, secara benar dan sesuai konteks). It is considered the students must be able to master writing descriptive text based on the syllabus. Kane (2000: 352), Description is about the sensory experience of how something looks, sounds, and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Yoandita (2019) stated that descriptive text is a text that contains descriptions related to particular people, animals, and objects discussed by the writer. Descriptive text is written by focusing the description only on an object by paying attention to several applicable rules.

An important aspect of a student's academic journey is writing proficiency (Rafika, Marisi, Bahagia, Gultom, Safrida 2023). Writing is important in Syllabus because writing is one of the four skills that the language learner mastered, moreover, Gultom & Barus (2020) said Writing is usually known as a difficult task

for many students who learn the language, especially a foreign language. Writing is a cognitive and social activity that uses writing systems to organize and interpret human thoughts into durable representations of human language, it also involves physical and neurological processes, this is by Nurgiyantoro (2001: 273) writing is the activity of expressing ideas through language media. Writing which is a productive and expressive activity, the writer must have the ability to use vocabulary, grammar, and language structure.

The research (Mutrisari, Widiningrum, Branata, and Susanto 2019) which was published in the Journal of Asia TEFL stated that the students frequently use GT to translate short text or specific words on general use and their assignment (reading and writing). The student uses it, especially in their writing activity, because GT is easy to use and inexpensive. This is in line with Valijarvi and Tarsoly (2012), who discovered that GT is easily used, quick, simple, and favorable for finding information about the target language. GT is effective to use because its features help students in their writing activities.

In getting the preliminary data, based on the observations it's found that The Students at SMPN 16 Medan, students have difficulty in writing descriptive text. They could not write the descriptive text that was given by the teacher, students lack vocabulary when students write the descriptive text and students must be helped by using a tool, namely Google Translate (GT). GT makes it easy for students to interpret sentences from the initial language to the target language so that students feel able to write descriptive text. So, how is the student utilizing Google Translate in writing the descriptive text? For that reason, in this study will

discuss " *The Use of Google Translate in Writing Descriptive Text by VII Grade Students of SMP N 16 Medan.*

1.2 The Problem Of The Study

From the background of the study, the problems are formulated as:

1. How do the students use Google Translate in writing descriptive text?

2. Why do the students use Google Translate as they do it?

1.3 The Objectives Of The Study

This study has objectives to answer the problem of the study above. The objectives of the study are:

1. To describe the way the students in using Google translate

2. To find out the reasons of the students in using Google translate in writing

1.4 The Scope Of The Study

In learning English at school four language skills must be mastered by the students, namely listening, speaking, reading, and writing. So this research focuses on writing.

1.5 The Significance Of The Study

The findings of this study will be expected to provide information which may have theoretical and practical contributions, as follows:

1. Theoretical Significance

The research is expected to provide benefits theoretically, at least be useful as a contribution for education and increase their vocabulary by the translation.

2. Practical Significance

   a. For Teachers, through this research, the English teachers can find out the use of Google Translate in writing that can be applied in the classroom.

   b. For Students

   Students can write descriptive text with one of the alternative media, namely Google Translate.

   c. For future researchers

   This research can be used as a reference for future researchers to research other translations that students can use in the learning process.