

CHAPTER I

INTRODUCTION

1.1. The Background of Study

Many people have recently turned to machine translation to help them translate their documents. Machine translation has obtained appeal both outside and inside the classroom, regardless of the fact that it is still contentious. However, it is not widely used in the academic field, owing to worries about its trustworthiness in terms of appropriately rendering the source text in the target language.

A considerable number of materials are translated in several South African higher education institutions to aid successful learning. Nevertheless, in an aim to minimize the fee of translation, teachers and students frequently look for other ways to translate their study materials other than through professional translation. In spite of the increasing number of students using machine translation, only a few people are aware of its use as a pedagogical tool in the English classroom.

Google Translate is an appropriate and functional online translation machine that was utilized to translate student texts in this study. However, this machine translation tends to produce imprecise sentences because this tool only translates on a word-by-word basis without considering the actual meaning of the text and grammar rules in English. It often applies Indonesian structure, which is different from English structure, and it can cause some grammatical errors. So, when using Google Translate to translate a text, a new issue arises because it just transfers language without knowing the correct grammar.

Grammar should be employed in each of the four important skills. If there are too many ungrammatical errors and improper vocabulary or diction, the meaning of the translation can be unclear. English is a foreign language in Indonesia and it is quite difficult to master. Dauly & Octa (2021:46) said that because learning English grammar is so extensive, students find it challenging to utilize grammar in both verbal and nonverbal communication. As a result of their lack of

comprehension of grammar, students feel insecure in their use of English. It could be due to a variety of circumstances such as Bahasa Indonesia has a different structure than English when it comes to the use of verbs dependent on the time of the event and also English has subject, to be, and verb appointments. So, it's critical to keep the translation between the source and target languages as natural as possible. It facilitates comprehension of the original translation's meaning ((SNAST), 2014:333)

The quality of Google Translate translations needs to be significantly improved. As a result, teachers must be aware of that limits and give the students proper instructions. The translation quality was still poor, and to be useful, the texts still required extensive post-editing. Google Translate is less suitable as the vocabulary grows and the style and grammar get more complicated unless it goes with human correction (Kembaren, 2018:106).

On the other hand, machine translation technologies have advanced tremendously in the recent decade and now provide greatly enhanced grammatical and lexical accuracy (Lee, 2020:2). The MT system is always being updated, with the goal of enhancing translation quality and making the translator's job easier. Their developers continually improve, and they are stocked with an increasing number of high-quality translations (Munkova et al., 2021, p. 2). With more recent studies confirming that MNuT technology has advanced and become more accurate (Correa & Montero, 2013).

However, rather than being correct, Google Translate is quite useful as a pre-translation. But, it still requires editing to be revised. It is recommended that users of Google Translate submit well-formed sentences in Bahasa Indonesia to reduce the number of errors (Nurmala & Dewi, 2018:145).

There are several types of text are offered to students in senior high school based on their competence standard, such as narrative text, descriptive text, recount text, procedural text, report text, and hortatory text. The researcher is particularly interested in narrative text. Narrative text was chosen to be the object of research

because it relates to human imagination and creativity. This can help English students get a good grasp of how to arrange statements and sentences in a logical order. A narrative is a story that is based on a plot and is tied to events. If they use the plot, students will be able to understand the substance of the story more simply. It enables students to learn more efficiently. It can be done in a variety of ways, such as teaching vocabulary to translate narrative content or creating a pleasant environment.

There are several related previous studies which based the research on grammatical errors in translating using Google Translate. According to Kembaren (2019:3) stated that when using Google Translate as a machine translator, all you have to do is type the text into the website, choose the target language, and hit translate button. Kembaren (2018:106) also stated that translation Machine (MT) is a text translation process that is completely automated. Without the assistance of human translators, the translation is completed totally by machine. In general, current machine translation can only achieve 90 percent accuracy at most unless employed in a carefully controlled language application like safety data sheet materials. After that, do the post-editing by a human translator.

This convenience has a good impact on students because it can help their writing skill, it becomes a useful learning tool. For a professional translator, it would be possible to spend less time correcting translation results (Cancino & Panes, 2021: 3). In the other follow-up questionnaire survey conducted by Shu-Chiao Tsai, it was discovered that EFL students were delighted with the usage of Google Translate in their English writing, particularly in terms of finding vocabulary and enhancing English writing completion (Tsai, 2019:1). But for in literature writing, its not suitable. As the experiment that Katherine M. King did that focus on the novel's opening lines, there are numerous errors. She's been concentrating on how GT manages them over time. The reason is that during the course of his nine-month experiment, the errors and flaws in the initial translation persisted, and additional flaws were introduced into succeeding translations (King, 2019:4). Almost any multilingual individual is frequently asked to translate, or

using a free machine translation tool like Google Translate (van Rensburg et al., 2012, p. 511).

Build upon the previous explanation, this research is very significant to conduct. The novelty in this research is that the researcher uses a qualitative content analysis method to conduct this study, also known as the "document analysis method." It not only describes kinds of grammatical errors but also the errors that are most often found in translating narrative texts using Google Translate by using Larson's theory of analysis, namely errors in addition, deletion, replacement, and misordering. The purpose of this study is to describe the kinds of grammatical errors and the errors that are most often found in translating narrative texts using Google Translate. This research aims to inform students about grammatical problems that can occur when using Google Translate, allowing them to avoid making the same errors and improve their knowledge and skills. Therefore, researchers are very interested in conducting research to find and analyze this research, entitled *"An Analysis Of Grammatical Errors Of Using Google Translate From Indonesia To English In Writing Narrative Text"*.

1.2. The Limitation of Study

Due to the researcher's restrictions, she would conduct the research solely on the efforts to analyze grammatical errors in translating narrative text made by students in one class of first year at SMK Tunas Karya Batang Kuis using Google Translate. Grammatical errors will be analyzed and identified using Larson's theory (1991), namely errors in addition, deletion, replacement, and misordering.

1.3. The Problem Formulation

The following problems are formulated by the researcher based on the study's background:

1. What is the most common grammatical errors made by using Google Translate in translating narrative text?

2. What kinds of grammatical errors are made by using Google Translate in translating narrative text?

1.4. The Objective of Study

Based on the formulation of problems above, the objective of study are:

1. To find the most common grammatical errors made by using Google Translate in translating narrative text.
2. To describe kinds of grammatical errors are made by using Google Translate in translating narrative text.

1.5. The Significance of Study

The following are some of the theoretical and practical implications of the findings of this study:

1.5.1. Theoretically

The results of the study are expected to enrich the literature on English teaching in grammar and be beneficial for further research on a grammatical error of using Google Translate in translating narrative text.

1.5.2. Practically

1.5.2.1. For the Students

This research is expected to provide feedback to students of SMK Tunas Karya Batang Kuis in improving their understanding of English grammar and translating skills, especially to do proofreading documents that have been translated by Google Translate.

1.5.2.2. For the English Teacher

This study may serve as an inspiration to English teachers in schools to include grammar and translation instruction when teaching a subject.

1.5.2.3. For the Researcher

The researcher is intended to get a w understanding of grammar, translation, and research as a result of this study. With this study, the researcher may be able to obtain a degree for the S-1 program.

1.5.2.4.For further research

This study is expected to be useful to other researchers who want to do more research on grammatical error analysis.

