

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents Theoretical Framework and Relevant Studies to support this research.

A. Theoretical Framework

The researcher presents a theoretical framework to support the ideas of this research. The research presents several theories about translation and Google Translate.

1. Translation as a Subject in Language Skill

1.1. Definition of Translation

According to Catford in Purwaningsih, translation is the replacement of the textual material in one language (SL) by equivalent textual material in another language (TL).¹ He defined one language as SL (source language) which means the language that the translator wants to translate and another language or TL (target language) as a result of the source language. Besides, Larson also stated translation consists of transferring the meaning of the source language into the receptor language.²

If Catford said replacement of the language, Larson stated transferring the meaning of the language.³ It means they have the same meaning of translation

¹Dyah Raina Purwaningsih. (2016). Comparing Translation Produced by Google Translation Tool to Translation Produced by Translator. *The Journal of English Language*, 1(1), p. 1.

²Larson. M L. (1984). *Meaning Based Translation*. Lanham: University Press of America, p.38

³Ibid, p. 40.

itself. Larson said the meaning of SL is only transferring to the TL. Transferring here means changing the meaning in another language.⁴Larson and Catford proposed the same meaning about translation but in a different language.

In line with this, Newmark in Kembaren defined translation as rendering a text from one language into another language by the author intended the text. He said when translating text, it means the meaning of the text is related to the author's means or intention and when translators translate the text they should know the purpose of a language that can express a message's result of the text.⁵

From the definitions of translation based on experts' theories above, it can be concluded that translation is changing a text in one language to another language without eliminating the meaning of the language itself. It means when a translator translating a text, the translator cannot associate other meanings of the language itself to get new information and enrich a new knowledge.

Everyone should have good communication to make a good relationship with others. To understand other people's language by translating, someone will be able to understand someone's means. In line with this, in Holy Al-Qur'an Surah Ibrahim verse 4, Allah SWT says:⁶

الْعَزِيزُ ۚ وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۗ وَهُوَ
الْحَكِيمُ

The meaning: *“And we did not send any messenger, except in the language of his people to state clearly for them, and Allah sends astray whom He*

⁴Ibid, p. 41.

⁵Farida Repelita Waty Kembaren. (2018). *Translation Theories and Practices*. Medan: State Islamic University of North Sumatra, p. 6.

⁶Departemen Agama RI. (2005). *Al – Qur'an dan Terjemahannya Al – Jumanatul 'Ali*. Bandung: Cv penerbit jumanatul 'Ali – ART, p. 255.

wills and guides whom He wills. And He is the Exalted in Might, the Wise.

From the verse above, Allah said that the Prophet as his messenger was sent aiming to preach by using the language of his people so that the prophet could easily provide explanation and guidance to his people.⁷

Allah SWT also said in Holy Al-Qur'an Surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

The meaning: *“And among His signs (greatness) is the creation of the heavens and the earth, the difference in your language and the color of your skin. Indeed, in such there are really signs for those who know.”*⁸

Al-Misbah Tafsir of Surah Ar-Rum verse 22 is also among the signs of His power and oneness in the creation of Heaven terraced and earthy with very thorough, neat, and harmonious system and you can also find out the signs of Allah's power through observing the differences in your tongue, some are black, yellow, brown, and without color (white), even though you all come from the same origin. In fact, in that, there exists the signs for those who are pious that are deep in his knowledge.⁹

From the two verses above, it can be concluded that humans were created in a different culture, the color of skin and language. Language plays an important role as a tool of communication in human beings. Moreover, in understanding the foreign language that we do not understand, translation is needed in this case. Nevertheless, by translation, we not only understand the foreign

⁷Dakwan Raharjo. (2002). *Ensiklopedi Al-Qur'an: Tafsir Sosial Berdasarkan Konsep – kosep Kunci*. Jakarta: Paramadina, p.80.

⁸ Talal Itani. (2012). *The Qur'an*. Dallas: Clear Qur'an, p. 210.

⁹ M. Quraish Shihab. (2002). *Tafsir Al-Misbah (Pesan, Kesan dan Kerasian Al-Qur'an)*. Jakarta: Lentra Hati, p. 37 – 38

language, but we can also get a lot of information.

1.2. The Importance of Translation in Language Learning

Al-Musawi, Dagilienè, Joyce, Karimian, Talebinejad, Liao, and Tan in Putrawan, Musti, and Riadi stated that learners should be learned translation because translation plays an important role to help the learners improve their understanding of EFL.¹⁰ Furthermore, using translation can boost the students' connection between languages and explore the potential of both of them.¹¹ Hence, translation is needed in language learning, as Zabalbeascoa in Fernandez-Guerra said translation is an artificial exercise in which the main emphasis is on reading and writing and students do not practice the oral skill.¹²

Mohammed in his research indicated some Libyan teachers who use translation in EFL classes claim translation is very helpful in facilitating the process of teaching, especially with low-level students.¹³ It replaces the direct method which can waste much time with the grammar-translation method which is known as a fashionable high-profile language teaching tool. Thus, from the translation, the learners get new knowledge and information easily. Besides, from students' perceptions, translation is a powerful tool to help the students understand foreign

¹⁰Gede Eka Putrawan, I Wayan Mustika, and Bambang Riadi. (2019). A Study on EFL Learners' Belief about Translation as a Learning Strategy in Indonesia. *Kervan – International Journal of Afro-Asiatic Studies*, 23(1), p. 236.

¹¹Anna Bernacka. (2012). The Importance of Translation Studies for Development Education. *Policy & Practice, A Development Education Review*, Vol. 14, p. 111.

¹²Ana B. Fernandez-guerra. (2014). The Usefulness of Translation in Foreign Language Learning: Students' Attitude. *International Journal of English Language & Translation Studies*, 2(1), p. 144.

¹³Jamal M. Giaber Mohamed. (2014). Use of Translation in the Classroom by EFL Teachers in Libya (A Descriptive Study). *Arab World English Journal Special Issue on Translation*, No.3 May, p. 28.

words and expressions and to express their ideas in a foreign language to make them more confident in learning.¹⁴

Translation is an activity carried out by the translator, which changes one language to another without reducing the meaning and the purpose of the language itself, with the aim of being able to find out the meaning of the language to obtain information. It makes the students contribute their thoughts while focusing on the text and feeling freedom in putting up their ideas.

Surely, translation is very often done by many people, including language students. For example, when students read a magazine, newspaper, or article in English or another language, when they do not understand the meaning, of course, they have to translate the text into a magazine, newspaper, or article to make them know what the writer is talking about.

1.3. Translation Course Instruction in Indonesia EFL Context

According to Santoyo in Clavijo and Marín, the first translation studies were conducted using traditional approaches in Geneva and Sarbonne in the mid-20th century.¹⁵ It means a translation course has been taught internationally. Translation course has been widely taught in several countries as one of the subjects in the universities there.¹⁶ It has been used as a subject in international education

¹⁴Gede Eka Putrawan, I Wayan Mustika, and Bambang Riadi. (2019). Ibid, p.236.

¹⁵Bibiana Clavijo and Patricia Marín. (2013). Identifying Translation Teaching Strategies: An Exploratory Study. *International Journal of Humanities and Social Science*, 3(21), p. 71.

¹⁶Sayed Ismail, Haroon Nasser, and Alsager Abdulfattah Omar. (2019). The Implications of Online Translation Courses on Instructors' Philosophy of Teaching. *Arab World English Journal (AWEJ) Special Issue on CALL*, 2(5), p. 177.

for many years, therefore its existence is considered very important.¹⁷ Likewise, Liao in Putrawan, Mustika, and Riadi stated that translation course plays an important role to help the learners to improve their English language learning.¹⁸

Teaching translation as a foreign language (EFL) in Indonesia is something that is needed to be done by educational institutions and it has been a tool that has long been used by teachers and students in the EFL learning process¹⁹ As an EFL, translation course is a compulsory subject that is taught in English literature and English education department at Indonesian universities only and it does not teach in primary, elementary, and senior high school specifically.²⁰

Kerangka Kualifikasi Nasional Indonesia (KKNI) is the name of the curriculum at the Indonesian university level. Competency standards for translation courses based on KKNI is students are expected to be able to attempt a good translation from English into Bahasa Indonesia and from Bahasa Indonesia into English at the level of discourse semantics and lexicon-grammar, in the form of a sentence, clauses, phrases, words, and morphemes, in the stories and information genres.²¹ However, most students do not translate the text based on the context, as Soang stated that the students only translate the text based on the text itself and do not pay attention to linguistics.²²

¹⁷Hossein Bahri and Tengku Sepora Tengku Mahadi. (2016). The Application of Mobile Devices in the Translation Classroom. *Advances in Language and Literary Studies*, 7(6), p. 237.

¹⁸Gede Eka Putrawan, I Wayan Mustika, and Bambang Riadi. (2019). Ibid, p.238.

¹⁹Ibid, p.236.

²⁰Dono Sunardi. (2017). Developing an Effective Teaching Method of “Translation”. *Lingua Didaktika Jurnal Bahasa dan Pembelajaran Bahasa*, 11(2), p.158.

²¹Suciati. (2018). *Silabus Mata Kuliah Translation*. Yogyakarta: Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta, p. 1

²²Lih-Lirng Soang. (2016). Translation Teaching: The Importance of the Translator’s Native Language. *Open Journal of Modern Linguistics*, 6(2), p. 248.

In the translation course teaching and learning process, the teacher taught about some aspects of translation such as translation technique, method, strategy, process, technical terms, cultural word, computer-assisted translation tool, and so on. Frequently, the students translate a text from Bahasa Indonesia into English and English into Bahasa Indonesia while in the translation teaching and learning process.

In their translation, they used a machine translation as one of CATT on their mobile phone to make it easier and faster. This phenomenon is caused by technology integration in English language learning. Frequently, when the students translate the text with Google Translate, they seem to only transfer the source text into the target text. Therefore, the quality of their translation product reveals their reliance on Google Translate. Translations by Google Translate often have some inappropriate vocabulary, leading to humorous results that human translators would not produce.

2. Technology Integration in Language Learning

In this 4.0 industry, the use of technology is commonly used by many people in various fields and that phenomenon has received considerable critical attention in the field of language teaching.²³ From kindergarten up to higher-level education, technology has been used to support the students to enhance their language education.²⁴ According to Grabe in Ghavifekr and Rosdy, technology

²³Gina Selvira Yanti and Rafika Nurhidayah. (2020). Practices on Technology Integration in ELT: A Review on Existing Research. *BRILIANT: Jurnal Riset dan Konseptual*, 5(2), p. 292.

²⁴ Mehmet Fatih Ürün. (2016). Integration of Technology into Language Teaching: A Comparative Review Study. *Journal of Language Teaching and Research*, 7(1), p. 76.

integration nowadays has gone through innovations and transformed our societies that have changed the way people think, work, and live.²⁵

Dockstader in Grabe in Ghavifekr and Rosdy defined technology integration as the use of technology to improve the educational environment.²⁶ Technology has a role to improve the educational environment, it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions, and also as a tool to enhance the entire teaching and learning process.²⁷

Technology as one of the impacts of modernization is something that is made to be used by many people to improve and make it easier for many people to carry out their activities, including in language learning. According to Rana in Pun, technology is not something that students need to be separated from; rather it's something that students need to embrace.²⁸ It means that technology itself cannot be separated from students during the learning process because students and technology live side by side.

There are various tools in technology supporting the learning process, such as computers, various applications in web 2.0 such as blogs, YouTube, and software and hardware applications.²⁹ As Gonzales and Louis in Hedayati,

²⁵Simin Ghavifekr and Wan Athira Wan Rosdy. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), p. 175.

²⁶ Ibid, p. 117.

²⁷ R. Raja and P. C. Nagasubramani. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1), p. 34.

²⁸ Min Pun. (2013). The Use of Multimedia Technology In English Language Teaching: A Global Perspective Crossing the Border. *International Journal of Interdisciplinary Studies*, 1(1), p. 29 – 30.

²⁹Salasiah Ammade, Murni Mahmud, Baso Jabu, and Suradi Tahmir. (2018), Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia. *International Journal of English Linguistics*, 8(6), p.107.

Reynolds, and Bown stated the integration of new technologies, such as the Internet, Web 2.0, wikis, blogs, podcasts, and other ever-changing digital facilities and gadgets, into second/foreign language teaching and learning requires a comprehensive understanding of the educational context and the factors that may affect the planning, process, and outcome of this synergy.³⁰

According to Chapelle in Jarvis and Achilleos, the term Computer-Assisted Language Learning (CALL) became established in language education in the early 1980s.³¹ Levy in Lwvy said CALL is the use of computers in the teaching and learning process as the search and study source.³² In addition, Derakhshan, Salehi, and Rahimzadeh defined CALL as an applicable tool to both language learning and teaching in and out of the classroom and it helps the pedagogical methods become more productive.³³

As the one commonly associated with CALL, Mobile-Assisted Language Learning (MALL) is the easier one. MALL is the use of mobile phones as a supporting tool in teaching and language learning.³⁴ Furthermore, a result of research conducted by Baleghizadeh and Oladrostam defined MALL gives a benefit

³⁰ Mohsen Hedayati, Bronwyn Reynolds, and Andy Bown. (2018). The Impact of Computer-assisted Language Learning Training on Teachers' Practice. *Journal of Language Teaching and Research*, 9(6), p.1127 – 1128.

³¹Huw Jarvis and Marianna Achilleos. (2013). From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU). *The Electronic Journal for English as a Second Language*, 16(4), p. 1.

³²M. Lwvy. (1197). *CALL: Context and Conceptualization*. Oxford: Oxford University Press, p. 233.

³³Ali Derakhsha, Danial Salehi, and Mahboubeh Rahimzadeh. (2015). Computer-Assisted Language Learning (Call): Pedagogical Pros and Cons. *International Journal of English Language and Literature Studies*, 4(3), p. 111.

³⁴ Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language Learning*. England: Pearson Education Limited, p. 45.

to the students on a multiple-choice grammar posttest than the participants in the control group.³⁵It shows both CALL and MALL have a very efficient impact in improving the quality of the English teaching and learning process both in the classroom inside and outside.³⁶Furthermore, most students use MALL in the language teaching and learning process.

2.1. Machine Translation in Language Learning

According to Mahardika, machine translation is one of the translation tools that helps the translator to translate the text which has the full responsibility in translating the language.³⁷ Machine translation can be defined as a program of a computer which is linked to a database of translations created by humans.³⁸ Further, Sinha and Gupto stated machine translation is a translation process that uses translation tools from the source text into the target text.³⁹ From those definitions of machine translation, it shows machine translation is a translation tool that can be accessed by using a mobile phone or personal computer which connects to the internet with aims to help the translator translate the text easier and faster.

Nowadays, machine translation has become available for everyone

³⁵Sasan Baleghizadehand Elnaz Oladrostam. (2010). The Effect of Mobile-Assisted Language Learning (MALL) on Grammatical Accuracy of EFL Students. *Mextesol Journal*, 34(2), p. 77.

³⁶Harwati Hashima. (2017). Mobile-assisted Language Learning (MALL) for ESL Learners: A Review of Affordances and Constraints. *Sains Humanika*, 1(5), p. 45.

³⁷Rizka Mahardika. (2017). The Use of Translation Tool in ELF Learning: Do Machine Translation Give Positive Impact in Language Learning? *Pedagogy: Journal of English Language Teaching*, 5(1), p.50.

³⁸Farida Repelita Waty Kembaren. (2018). *Ibid*, p. 106.

³⁹Ruchika A. Sinhal and Kapil O. Gupta. (2014). Machine Translation Approaches and Design Aspects. *IOSR Journal of Computer Engineering (IOSR-JCE)*, 16(1), p.23.

which is an extensive system and very popular.⁴⁰ Machine translation as a tool or supporting media as an easier way to translate text has played a useful role. In the use of media in the teaching and learning process, Allah SWT said in Holy Al-Qur'an Surah An-Nahl verse 125:⁴¹

أَعْلَمُهُمْ رَبَّنَا أَحْسَنُ هَيْبَاتِي وَجَادِلُهُمْ أَحْسَنَ قَوْلِ الْمُؤَبِّحِينَ بِكُتُبِنَا لِنُبَيِّنَ
بِالْمُهْتَدِينَ أَعْلَمُوهُ سَبِيلَهُ عُنْضَلِيمِن

The meaning: *“Invite ‘all’ to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord “alone” knows best who has strayed from His Way and who is “rightly guided”.*

In Ibnu Katsir *Tafsir* of the Surah above, Allah SWT said, ordered His messengers Muhammad SAW to call creatures to the way of Allah using wisdom (firm and correct words), as well, Ibn Jarir said and that is what Allah sent down to Muhammad from the holy book, *sunnah* and good lessons, that is about something in which there are prohibitions and provisions for humans and remind them with all that (*Al-Kitab, Sunnah and Mauizhoh*).⁴²

From Tafsir in Somantri above, explains that media in learning has a very important role in the teaching and learning process because using media can help students achieve the learning goal.⁴³ In line with this, technology development is very popular in recent years. The teachers and the students should keep up with

⁴⁰Joaquim Mor'e L'opez. (2015). *Machine Translationness: a Concept for Machine Translation Evaluation and Detection*. Universitat Oberta De Catalunya, p. 2.

⁴¹Abdul Haris Pito. (2018). Media Pembelajaran Dalam Perspektif Al-Qur'an. *Andragogi Jurnal Diklat Teknis*, 6(2), p.103.

⁴²Agus Somantri. (2017). Implementasi Al-Qur'an Surat An – Nahl Ayat 125 Sebagai Metode Pendidikan Agama Islam. *Jurnal Pendidikan Pascasarjana Magister PAI*, 2(1), p.54 – 55.

⁴³Abdul Haris Pito. (2018). *Ibid*, p. 98.

the technology developments by utilizing it in the learning process. In this case, using machine translation is one of the technology utilizations.

On this occasion, Koponen studied the correctness of machine translation and found out the subject's test was successfully deduced correct meaning without the source text in half of the edited sentences.⁴⁴ Arvianti carried out research about human translation versus machine translation of Instagram captions and the result he found out is that human translation and machine translation are different.⁴⁵ Those studies showed machine translation has benefits in translation. Besides, there are machine translations, namely, Bing, Google Translate, Yandex, SDL, and so on. However, Google Translate is the most widely used by the students.

3. Google Translate

According to Bahri and Mahadi, Google Translate is a machine translation by Google that can be accessed free in translating text from the source language into target languages.⁴⁶ Likewise, Boitet et al in Sukkhwan also defined Google Translate as a machine translation made by Google which automatically translates from one language into another language.⁴⁷ With that, Alhaisoni and Alhaysony said Google Translate is a machine translation that can be accessed throughout

⁴⁴Maarit Koponen. (2015). On the Correctness of Machine Translation: A machine Translation Post-editing Task. *The Journal of Specialised Translation*, 23(1), p. 118.

⁴⁵Gilang Fadhilia Arvianti. (2018). Human Translation Versus Machine Translation of Instagram's Captions: Who is the Best? *2nd English Language and Literature International Conference (ELLiC)* Vol. 2, p. 531.

⁴⁶Hossein Bahri and Tengku Sepora Tengku Mahadi (2016). Ibid, p. 165.

⁴⁷Sukkhwan, A. (2014), *Students' Attitudes and Behaviors towards the Use of Google Translate*. Thailand: Songkala University, p. 20.

smartphones and personal computers which can translate many languages.⁴⁸

From the definitions of Google Translate above, it can be concluded Google Translate is one of machine translations that can translate text, phrase, clause, and paragraph in one language to another language from the source language into target languages which can be accessed on a mobile phone or personal computer which connects with the internet. The Google Translate application can be seen in the figure below:



Figure 2.1
Google Translate Logo

In recent years, Google Translate is one of the famous applicable machine translations that is used by many people around the world.⁴⁹ Kroulek in Fitriyani claimed that Google Translate translates more than 100 billion words per day which supports 103 languages and the use of Google Translate is more than 500 million people.⁵⁰ The usage of Google Translate, the result and quality of the translation by the users are based on the Google Translate users themselves, as supported by Karami who stated the quality of Google Translate depends on the number of

⁴⁸Alhaisoni, E and AlhaysonyM. (2017). An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate. *Journal of International English Language Education*, 5(1), 74.

⁴⁹Hadis Ghasemi and Mahmood Hashemian. (2016). Ibid, p. 13.

⁵⁰Dian Zelina Fitriyani. (2018). Translation Process and Product of Google Translate in Translating Health Articles from English into Indonesian. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 188, p. 361.

human translated texts searched by Google Translate.⁵¹

The procedures of Google Translate have translated words, phrases, paragraphs, sections of a text, or a web page over 90 different languages.⁵² Google Translate is provided by Google Inc which can be used by entering text via an on-screen keyboard, handwriting recognition, or speech recognition.⁵³ Further, the illustration procedures of Google Translate can be seen in the figures below:



Figure 2.2
Google Translate Procedure Illustration from
Bahasa Indonesia into English

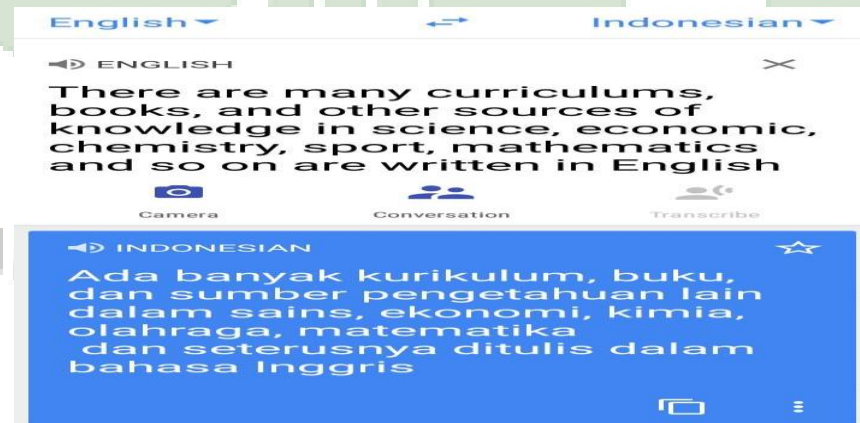


Figure 2.3
Google Translate Procedure Illustration from
English into Bahasa Indonesia

⁵¹Ibid, p. 13 – 14.

⁵²Sependi Napitupulu. (2017). Ibid, p.16.

⁵³Dyah Raina Purwaningsih. (2016). Ibid, 4.

Bahri in his study stated that using Google Translate can encourage students for doing classroom tasks and activities to study independently and to solve the problem of language learning by their strategies.⁵⁴ Besides, Purwaningsih found Google Translate has a limit like other machine translation, the limit of Google Translate is the number of paragraphs and the range of technical terms the users write can be translated, but it does not always deliver accurate translations.⁵⁵

4. The Importance of Students' Perception in Language Learning

Slameto in Sinaga stated perception is the process of entering information and messages into the human brain.⁵⁶ Besides, Sarlito in Listyana and Hartono defined perception as the selecting, obtaining, and interpreting process that is organized by sensory information.⁵⁷ Moreover, Sugihartono in Jayanti and Arista said perception is the ability of the brain to process the translation of stimulation that enters the human sense organs.⁵⁸ From those definitions of perception, the researcher concludes student perception is the process of students' brains to interpret something about information and messages of knowledge by using their senses organ product in the teaching and learning process.

In line with this, Pramitasari, Indriana, and Ariati in their research argued students' perception has played an important role in the learning and teaching process because students' perception of the efficiency and effectiveness of a

⁵⁴Hossein Bahri and Tengku Sepora Tengku Mahadi (2016), Ibid, p. 124.

⁵⁵ Ibid, p. 4.

⁵⁶Octovany Sinaga. (2018). Students' Perception on the Role of English Day Program in Speaking Skill Development. *Journal of English Teaching*, 4(2), p. 108.

⁵⁷Rohmaul Listyana and Yudi Hartono. (2015). Ibid, p. 121.

⁵⁸Fitri Jayanti and Nanda Tika Arista. (2018). Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura. *Kompetensi*, 12(2), p. 207.

learning method also influenced student learning motivation and student learning outcomes.⁵⁹ Furthermore, in language learning, students as participants in the teaching and learning process have powerful outcomes in the classroom.⁶⁰ It means students' perceptions are much needed for reflecting the students as teachers' partner in teaching and learning process and without students' perception, sometimes the teachers cannot understand their role as the transmission of knowledge.⁶¹

In students' perception in language learning, it might be positive or negative and every student has different perceptions, because they might have a different idea in the learning process. Besides, Soemanto defined the students to feel happy when they are in positive perception and unhappy in their negative perception.⁶² Students' positive and negative perception is very influential in their learning process. In that, when students have a positive perception or feel happy in the learning process, the goal of learning can be achieved easier and if the students have negative or feel unhappy in their learning process, they might be lazy and discouraged to learn, it means they can hurt their achievement.⁶³

⁵⁹Amelia Pramitasari, Yeniar Indriana, and Jati Ariati. (2011). Hubungan Antara Persepsi Terhadap Metode Pelajaran Kontekstual Dengan Motivasi Belajar Biologi Siswa Kelas XI IPA SMAN 1 Pangkalan Kerinci, Riau. *Jurnal Psikologi Undip*, 9(1), p. 96.

⁶⁰James L Gentilucci. (2004). Improving School Learning: The Students Perspective. *The Education Forum*, Vol. 68, p. 133.

⁶¹Jana Kalin and Barbara Steh. (2015). Students' Perspectives on Significant and Ideal Learning Experiences: A Challenge for the Professional Development of University Teachers. *Review of European Studies*, 7(12), p. 21 – 22.

⁶²Wasti Soemanto. (2006). *Psikologi Pendidikan*. Jakarta: RinekaCipta, p. 26.

⁶³Students' perception of school,(n.d.), Retrieved from www.as.wvu.edu/~sbb/comm221/chapters/attrib.htm

In this study, the researcher is interested to find out EFL pre-service teachers' perception of Google Translate utilization whether positive or negative in their translation course. In this case, the EFL pre-service teachers' positive and negative perceptions of Google Translate utilization in their translation course can be affected to their translation products. Moreover, the researcher will pay attention to EFL pre-service teachers' experience. Furthermore, if the EFL pre-service teachers' have a positive perception, they can use it as a medium to help them in translating text, in order hand, if they have negative perceptions, it means Google Translate cannot be used.

B. Related Studies

There are several previous studies that have a similarity about students' perception of Google Translate utilization in translation a course, as follow:

- 1) Yanti and Meka, in their study, tried to find out what students think and the effect of Google Translate in their translating process of 64 students. The researchers used a qualitative approach with a descriptive method. The instruments of this research were a questionnaire, translation task and interview. The result of this study is that a lot of students used Google Translate because they think it becomes a fast dictionary that can translate sentence by sentence and enrich students' vocabulary. However, almost all students realized that Google Translate would be good if the students rechecked the sentences. It can be concluded that the quality of Google Translate from a score of students' translation tasks was not good and not

too bad.⁶⁴

2) Amanda, in her study, aims to analyze students' perceptions of using Google Translate as a medium of translating English. The researcher applied a descriptive qualitative design with 25 students as research participants. The researcher gained the data using tests and questionnaires. The study showed the students using Google Translate when they have to know the meaning of the text, especially in translating English into Bahasa. They said using Google Translate is appropriate and very appropriate to them.⁶⁵

3) Rahayu, in her study, researched students' perceptions of Google Translate as a medium for translating English material by using the qualitative method as a design of the study. The researcher used an interview to gather the data. The participants of the research were 6th-semester students of the English department of the Muhammadiyah University of Makassar. The result of this study is the students argued Google Translate gives benefit to them to translate the text in Bahasa Indonesia into English and vice versa in their study program that has a lot of English material and also from Google Translate they can learn how to pronounce words and also to increase their vocabulary or synonyms.⁶⁶

The previous studies above focused on the advantages of Google Translate utilization in translation course. The researcher conducted a similar study with those previous studies, however, the researcher focused on EFL pre-service teachers' engagement and perception of Google Translate utilization in translation course.

⁶⁴Maria Yanti and Lesly Martha C. Meka. (2019). Ibid, p.128.

⁶⁵Ajeng Pratiwi Tri Amanda. (2019). Ibid, p. i.

⁶⁶Aisyah Riski Rahayu. (2021). Ibid, p. x.

Furthermore, the researcher applied the previous studies above as the comparison references in this study.



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