

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains the research background, the research problem, the research objectives, the operational definitions, the significance of the research, and the research scope.

### **1.1 Background of the Research**

The rapid development of artificial intelligence (AI) technology has significantly transformed various field, particularly education, and has had a notable influence on language learning. A tool that commonly used by students is Google Translate, a machine translation service that assists with different academic tasks, including understanding reading materials and expanding vocabulary. With AI technology, Google Translate has become much faster and more precise, serving as a valuable aid for students needing help in understanding texts written in other languages.

According to (Turovsky, 2016) Google Translate was introduced in 2006 as a solution for bridging language gaps and improving cross-lingual communication. Since then according to (Caswell, 2020) Google Translate has evolved into a readily available, no-cost tool that countless individuals utilize every day to convert written content, papers, and even entire online sites.

Furthermore, as (Wei, 2021) points out, its popularity can be attributed to its convenience, user-friendly design, and ability to provide instant translations in over 100 languages. As a results of these features, Google Translate has emerged as a key tool in language learning process.

Based on (Axelina & Setiawan, 2021) research stated that this is in line with the problems found that in Indonesia learners, where students who learn English as a foreign language often experience difficulties understanding English texts. These difficulties include understanding unfamiliar vocabulary or complicated sentence structures. So based on research conducted by (Chan & Ang, 2017) stated that students rely on tools such as Google Translate to help them understand English texts while studying. While Google Translate can be helpful in translating single words or short phrases, its accuracy tends to suffer when dealing with longer texts or complex sentences, leading to grammatical errors and misunderstandings for students who use it as an aid in learning English. Despite these limitations, students continue to use it because it is easy to access, and the results provided by Google Translate tend not to take long.

The widespread utilization of Google Translate by students causes significant concerns regarding its efficacy in facilitating language acquisition, particularly in reading comprehension. Although Google Translate provides an easily accessible alternative, there is concern that students might become overly dependent on it, hindering their ability to develop their language abilities for independent learning. Therefore, it is essential to examine students' perceptions of Google Translate in terms of both its advantages and limitations in context of education.

According to (Muyassar, 2023) the use of Google Translate in education raises various opinions among educators. Some are concerned that the tool encourages independent learning and increases students' engagement with English texts. Others are concerned that it creates dependency on technology and reduces

critical thinking skills when learning a language. Despite this debates and differences of opinion, research focusing on high school students' perceptions of Google Translate as a tool for understanding English texts is limited.

Therefore, this study aims to fill this gap by analyzing students' perceptions at SMA Muhammadiyah 3 Jember regarding the usefulness of Google Translate in assisting their comprehension of English texts. The main objective of this study was to determine the level of students' perceptions regarding the utility of Google Translate by identifying the benefits and limitations perceived by students while using this tool. In addition, this research is expected to provide theoretical and practical significance; from a theoretical perspective, this research will contribute to expand understanding of Google Translate as a learning aid in learning English, and from a practical level, the results are expected to guide teachers and students on using Google Translate more effectively, enhancing students' ability to utilize this tool to improve comprehension and language skills.

## **1.2 Problem of the Research**

Based on this context, this study aims to answer the main question: What is the level of students' perception regarding the utility of Google Translate in assisting their comprehension of English texts?

## **1.3 Objective of the Research**

The objective of this research is to determine the level of students' perceptions regarding the utility of Google Translate in assisting them to comprehend English texts.

### 1.4 Operational Definition

Some key variables are defined operationally to ensure clarity for the readers. Among them are students' perception and Google Translate as a translation tool, which will be discussed in this study

#### 1) Perception

In this study, perception refers to students' views regarding the usefulness, accuracy, and ease of use Google Translate in assisting their understanding of English texts.

#### 2) Google Translate (GT)

Google Translate is a no-cost translation application designed by Google to convert text from one language to another. It offers full access to its features without requiring users to create an account or make any payments.

### 1.5 Significance of the Research

This study aims to offer both theoretical and practical significance.

#### 1) Theoretical Significance

From theoretical perspective, this research seeks to expand understanding of Google Translate as an AI-based translation tool in learning English.

The researcher hopes that the results of this study will provide readers with a deeper insight into how this tool affects students' comprehension of English texts.

#### 2) Practical Significance

On a practical level, this study's results will give clear advice for teachers and students on effectively using Google Translate in their learning. By

understanding the pros and cons of this tool, students are expected to use Google Translate more wisely, which should lead to better results in learning English and improved communication skills.

### **1.6 Scope of the Research**

This study has a scope that needs to be considered by readers, including this research is limited to eleventh-grade students at SMA Muhammadiyah 3 Jember, specifically focusing on their perceptions of using Google Translate in assisting them to comprehend English texts. This limitation was set to ensure a more focused and in-depth analysis, allowing the study to provide more relevant and significant results within context. In addition, by limiting the research to one location, a too broad discussion can be avoided, and the research direction can be maintained. Therefore, the results of this study may not be fully generalizable to student populations in other schools or regions.