

CHAPTER I

INTRODUCTION

1.1 Research Background

Academic writing has several categories such as essay, conference paper, research paper and many more. One of familiar academic writing is thesis writing which has differences from other kind of writing (Lestari, 2020). Thesis writing is one of requirements which need to be fulfilled by students when they will graduate from their study at the university level. Thesis writing is a research activity followed by writing a report on the result of the research (Hardling, 2004). It means that the students have to conduct a research in order to fulfill the requirements and pass the study. It is not an easy work to conduct a research. Besides, a clear report is hard to write (Saehu, 2013). It means that students have to prepare everything well in order to facilitate the thesis writing process.

There were several problems faced by EFL students in writing thesis in bachelor degree as well as in master degree level. Fareed, Ashraf and Bilal (2016) stated that students usually have problem with grammar, tenses, references for their writing, they also do not have a good coherence in their writing and so on. Besides, Lestari (2020) stated that students still lack of English proficiency which became one of problems in writing a thesis. Those were problems which usually faced when students start to write their thesis. Students need to enrich their knowledge and also find a lot of sources in order to avoid those problems in writing.

Beside those problems, there was also the most common problem that faced by the students when they were in the process of thesis writing. The problem was lack of vocabulary. Vocabulary is a group of words in particular language. Vocabulary became one of challenging factors in writing and usually students do not have enough vocabulary (Fareed et al., 2016). This statement also supported by Husin and Nurbayani (2017) who stated that the students still hard to pour their idea due to lack of vocabulary, grammar and other factors. Vocabulary can impact writing skill, because choosing an appropriate word can affect whether the good or not a writing product.

In order to solve vocabulary problem, students usually use an online translation. An online translation can help students to solve vocabulary problem in writing, because students can enter their mother tongue and the online translation will give a proper word in target language which has the same meaning. This statement also supported by Chandra and Yuyun (2018) who stated that all the samples of their research use Google Translate in order to find a suitable vocabulary for their writing, to check their phrases and spelling. Therefore, the existence of online translation become very helpful for the students, especially students who learn a foreign language (English).

The most common online translation that usually used by students was Google Translate. Google Translate became the most familiar online translation nowadays, because everybody can access it freely every time and everywhere. The existence of machine translation is very helpful for students, because students can use

it in an instant way (Marito & Ashari, 2017). Besides it can work in an instant way, Google Translate also offers several languages which can be translated by one application only (Medvedev, 2016). Besides, it also provides several words which have the same meaning with the user search. Hence, the use of machine translation especially Google Translate became very popular in order to help the user to finish their task instantly.

However, although Google Translate has a lot of benefits for students, it also has several weaknesses. According to Chandra and Yuyun (2018), the result of translation in Google Translate sometimes lack of grammar and it also can give inaccurate result of translation if the user enters longer sentence on it. This statement also supported by Murtisari et al. (2019) who stated that besides the benefits, Google Translate also bring disadvantages for the user like, the tool will not work maximally when the user entered long sentence to be translated. Hence, it can be concluded that Google Translate cannot always give an accurate result of translation and user have to be careful to avoid these kinds of weaknesses of Google Translate.

Based on those aforementioned statements, the researcher conducted a short survey in order to know whether undergraduate EFL students use Google Translate on their thesis writing or not. Then the result was 73.3% respondents use Google Translate during thesis writing process. Therefore, this research conducted in order to investigate undergraduate EFL students' perception towards the use of Google Translate on their thesis writing process. Looking at the fact that the use of Google Translate was a common thing to do by the students even though the students already

know that it brings several weaknesses. Therefore, this research became important to be researched in order to know about undergraduate EFL students' perception towards the use of Google Translate, since there still limited researcher which investigate about undergraduate EFL students' perception towards the use of Google Translate in thesis writing. This research conducted in one of university in Bali, especially Buleleng regency, namely Ganesha University of Education. This university has English department in bachelor degree hence, it will help the sustainability of this research.

There were several researchers which have been conducted research about the use of Google Translate in writing and also thesis writing difficulties. The researches which related with this study such as; the ability of Indonesian EFL learners in writing academic papers (Husin & Nurbayani, 2017); the role of Google Translate for Indonesian EFL learner (Krisnawati, 2017); EFL students' attitudes towards the use of Google Translate (Alhaisoni & Alhaysony, 2017); EFL Students' Perception About Machine Translation (Marito & Ashari, 2017); the use of Google Translate in EFL essay writing (Chandra & Yuyun, 2019); Google Translate in language learning: Indonesian EFL students' attitudes (Murtisari et al., 2019); an analysis of students' difficulties in writing undergraduate thesis at English education program of Muhammadiyah university of Bengkulu (Lestari, 2020). Those were researches which related with the research that the researcher conducted.

This research has two purposes such as; 1) To investigate undergraduate EFL students' perception towards the use of Google Translate to help them in thesis

writing process. 2) To describe the strength and weakness that undergraduate EFL students perceived when using Google Translate in thesis writing process. Since this research engaged undergraduate EFL students to give their perception towards the use of Google Translate on their thesis writing which there still limited research discussed about this topic, it became the novelty of this research. Moreover, the result of the research is expected to contribute as a reading material to enrich the comprehension of the reader.

1.2 Problem Identification

The problem that has been identified can be presented as follow:

The problem of this study appeared, because the use of Google Translate became the most common thing to do when students have writing task. Most of students already know that Google Translate cannot provide a fully accurate translation but students still use it. Besides, the result of translation by using Google Translate usually lack of grammar. Those problem became essential to be researched in order to know what is the perception of undergraduate EFL students when they use Google Translate in their thesis writing especially for undergraduate EFL students in Ganesha University of Education.

1.3 Limitation of the Problem

This research was limited for undergraduate EFL students in Ganesha University of Education. The focus of this research was to know about undergraduate students' perception towards the use of Google Translate in order to help them in thesis writing process.

1.4 Research Questions

Based on the aforementioned problem identification, the research questions were formulated as follow:

1. What is the perception of undergraduate EFL students towards the use of Google Translate on thesis writing?
2. What are the strength and weakness that undergraduate EFL students perceive when using Google Translate in thesis writing process?

1.5 Research Objectives

Related with the above research questions, therefore the objectives of this research represented as follow:

1. To investigate undergraduate EFL students' perception towards the use of Google Translate to help them in thesis writing process.
2. To describe the strength and weakness that undergraduate EFL students perceived when using Google Translate in thesis writing process.

1.6 Research significance

This research expected to be able to give beneficial contribution in theoretical and also practical significance for the society, students and other researcher.

1. Theoretical Significance

The theoretical significance that expected by conducting this research was to give contribution to the development of knowledge about the use of Google Translate in order to help in writing task, especially thesis writing.

2. Practical Significance

This study was expected to give positive significance to the students, lecturers, and other researchers.

2.1 For Students

The result of this study expected to help students to consider the use of Google Translate to help them finish their writing task, especially thesis writing.

2.2 For Society

Google Translate was not only use by students but also use by wide community. By conducting this research, it was expected that the society can use the result of this research to enrich their knowledge and comprehension in term of the use of Google Translate as a translation tools in writing.

2.3 For Other Researchers

By conducting this research, it was expected that the result of this research can be a reference for conducting a similar study related to the online translation tool (Google Translate) especially the use of Google Translate in writing field.

1.7 Research Scope

The research design which used in this research was mix-method design. Then, this research conducted in Ganesha University of Education especially for undergraduate students from English Language Education. This research conducted in order to investigate about graduate students' perception towards the use of Google

Translate in thesis writing process as well as to describe the strength and weakness that undergraduate students perceive when using Google Translate as an online tool to help them in order to finish their thesis writing.

