

## CHAPTER 1

### INTRODUCTION

This introductory chapter contains the background of the study, research question, research objective, formulation of the hypothesis, significance of the research, scope and limitations of the research, and definition of key terms.

#### **A. Background of The Study**

Strong literacy skills are essential in the 21st century, particularly in a globalised world where communication across languages is essential. The development of digital technology has transformed the landscape of foreign language learning, including English. In Indonesia, English as a Foreign Language (EFL) is critical in equipping students with these skills.

Learning a foreign language is becoming increasingly important in the era of globalization, as the world is increasingly interconnected. It is known that English, as a global language, has become one of the important aspects in this era, leading to increasing public awareness of its role as the main means of communication in this global era.<sup>1</sup>

With the enormous development and vast globalization, English is required to be a major as it has spread and dominated in every sector as including economic, industry, health, education, and entertainment.<sup>2</sup> The

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<sup>1</sup>Dwi Astuti Wahyu Nurhayati, "Plosive and Fricative Sounds Produced by EFL Students Using Online Media: A Perspective on Learning English Phonology" 512, no. Icoflex 2019 (2021): 221–227.

<sup>2</sup>Dwi Astuti Wahyu Nurhayati, "Phonology and Online Media Used in Enhancing Listening Skill," *Indonesian Journal of EFL and Linguistics* 5, no. 2 (2020): 267.

ability to comprehend communication in various languages, particularly English as a foreign language, is a valuable skill. As the world becomes increasingly interconnected, proficiency in English has evolved into a pivotal determinant of success in various fields.<sup>3</sup> For students, researchers, and professionals, English language skills are essential for academic success, career advancement, and international recognition.

In the age of technological progress, new technologies have been used to enhance the teaching and learning of languages both inside and outside the classroom. Digital tools in today's digital era have great significance in learning since they have changed the way EFL students learn English. Students can use machine translation to benefit from understanding the content of information from different languages. Machine translation is an example of language technology, a computing field that deals with processing human languages for various purposes.<sup>4</sup> Machine translation is a process by which a computer program converts text from one language into another. It's not as accurate or fast as human translation, but it's more cost-effective and efficient for large volumes of text. It is also used to generate the basic translations that human translators can then edit and refine. Machine translation employs a semiotic model, translating signifiers from the source language to the target language, emphasizing equivalence.

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<sup>3</sup> Jie Peng, *The Impact of English Education on Social Development: Enhancing Career Opportunities and International Communication* (Atlantis Press SARL, 2024), [http://dx.doi.org/10.2991/978-2-38476-214-9\\_83](http://dx.doi.org/10.2991/978-2-38476-214-9_83).

<sup>4</sup> Inês Carvalho, Ana Ramires, and Montserrat Iglesias, "Attitudes towards Machine Translation and Languages among Travelers," *Information Technology and Tourism* 25, no. 2 (2023): 175–204, <https://doi.org/10.1007/s40558-023-00253-0>.

This model is particularly useful in translating texts but faces challenges in accurately identifying cultural contexts, resulting in literal translations.<sup>5</sup>

The integration of such tools in the classroom has proven effective in increasing student engagement, enhancing language skills, particularly vocabulary acquisition and listening comprehension and providing a more personalized learning environment.<sup>6</sup> Students and language learners have greatly benefited from various translation tools, among which Google Translate stands out as a popular translation machine for language students and a user-friendly machine translation service that supports multiple languages and various input methods, including text, voice, and images.<sup>7</sup> Google Translate assists EFL learners in developing skills such as writing, reading, pronunciation, and spelling.

Google Translate operates as a statistical machine translation system, enriched with a series of dictionaries and grammatical rules, phonological elements, and being well-known and easily accessible, it quickly translates a language from one to another in a short time.<sup>8</sup> In line with Pham et al., GT is a popular language-learning tool among students,

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<sup>5</sup> Muhammad Hasyim et al., "Artificial Intelligence: Machine Translation Accuracy in Translating French-Indonesian Culinary Texts," *International Journal of Advanced Computer Science and Applications* 12, no. 3 (2021): 186–191.

<sup>6</sup> Nurhidayah Sari, "The Role of Technology in Facilitating EFL Learning: A Case Study Approach," *Journal of Education Research* 5, no. 3 (2024): 4159–4167.

<sup>7</sup> "The Use of Google Translate in Efl Essay Writing," *LLT Journal: A Journal on Language and Language Teaching* 21, no. 2 (2018): 228–238.

<sup>8</sup> Turaeva Shakhida Egamberdievna and Turaeva Dilduza Daminovna, "Statistical Analysis in Performance of GT (Google-Translate) Among Learners and Professor-Teachers & Comparative Analysis in Translation of GT and Human Mind," *Journal of Critical Reviews* 7, no. 08 (2020): 2607–2619.

despite not being formally integrated into classrooms.<sup>9</sup> A recent systematic review by Mirzaeian & Oskoui highlights the growing interest in using Machine Translation (MT), particularly Google Translate, for language learning.<sup>10</sup> Google Translate (GT) is used not only in English as a Foreign Language (EFL) classrooms but also in general translations. By providing instant translations, these tools can assist learners in understanding foreign texts and expanding their language skills. Google Translate, as a readily accessible translation tool, offers a quick solution for students struggling to understand texts. On the one hand, Google Translate is believed to help students comprehend text content quickly. Google Translate is one tool that can fulfil the requirements for self-directed learning, a non-pedagogical resource generally used for automatic translation.<sup>11</sup>

Translation activities play a crucial role in knowledge development and international cultural exchange.<sup>12</sup> Translation involves transferring the message from the source language to the target language to retain the message contained in the source language, even though the form of the language of source is not maintainable to the target language. The process can be categorized into form-based translation, which focuses on the

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<sup>9</sup> Anh Tuan Pham et al., "University Students' Perceptions on the Use of Google Translate: Problems and Solutions," *International Journal of Emerging Technologies in Learning* 17, no. 4 (2022): 79–94.

<sup>10</sup> Vahid Reza Mirzaeian and Katayoun Oskoui, "Google Translate in Foreign Language Learning: A Systematic Review," *Applied Research on English Language* 12, no. 2 (2023): 45–78.

<sup>11</sup> Catharina Van Lieshout and Walcir Cardoso, "Google Translate as a Tool for Self-Directed Language Learning," *Language Learning & Technology* 26, no. 1 (2022): 1–19, <http://hdl.handle.net/10125/73460>.

<sup>12</sup> Maria Ulfa, "The Correlation Between Students' Translation Ability and The Frequency of Using Google Translate of English Study Program Students at Riau University," *Madah: Jurnal Bahasa dan Sastra* 14, no. 1 (2023): 1–12.

linguistic structure, and meaning-based translation, which prioritizes conveying the intended message.<sup>13</sup> As a bridge for cross-cultural communication, translation is essential for spreading new information and fostering understanding among speakers of different languages. communication that is presented.<sup>14</sup> It facilitates communication by making texts accessible to non-native speakers. However, despite its benefits, translation can pose challenges for EFL students, particularly when dealing with limited vocabulary and complex sentence structures, which may hinder comprehension and learning.

Using Google Translate can help overcome these challenges by providing immediate support and clarification, which in turn boosts students' self-confidence in translating English texts. When students are able to check their translations quickly and see how sentences are structured in the target language, they feel more assured about their abilities. This tool encourages them to engage actively with the text without fear of making mistakes, as they can verify and correct their work independently. How the meaning of one item relates to the meaning of others can also be useful in teaching, as it helps students grasp contextual connections more effectively.<sup>15</sup> As a result, students become more motivated to practice translating, gradually improving their skills and building a stronger

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<sup>13</sup> E Wityasminingsih, Politeknik Piksi Ganesha, and Nurfitriyah Halim, *Chapter · March* 2023, 2024.

<sup>14</sup> Fita Faridah et al., "An Analysis of Students Translation Narative Text Using Google Translate," *Tell-Us Journal* 9, no. 2 (2023): 396–412.

<sup>15</sup> Dwi Astuti Wahyu Nurhayati, "Improving Students' English Pronunciation Ability Through Go Fish Game and Maze Game," *Dinamika Ilmu* 15, no. 2 (2015): 215–233.

confidence in their capacity to understand and convey meaning accurately. Ultimately, the use of Google Translate fosters a positive learning environment where students gain confidence, become more autonomous learners, and develop a greater interest in mastering English translation.

This increase in self-confidence aligns closely with Albert Bandura's theory of self-efficacy, which is defined as an individual's belief in their ability to succeed in specific tasks or situations. Self-efficacy is an individual's judgment of their perceived self-capabilities to perform tasks or actions at the designated levels.<sup>16</sup> Self-efficacy beliefs have demonstrated convergent validity in influencing key indices of academic motivation, including the choice of activities, level of effort, persistence, and emotional reactions.<sup>17</sup>

According to Bandura, people with high self-efficacy are more likely to approach difficult tasks as challenges to be mastered rather than threats to be avoided. In the context of language learning, when students experience success using tools like Google Translate, their sense of self-efficacy is strengthened. This belief in their capabilities influences how much effort they invest, how persistent they are when facing difficulties, and their overall motivation to continue learning. Bandura also emphasizes that self-efficacy develops through mastery experiences, social modeling, verbal encouragement, and managing emotional states. Google Translate

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<sup>16</sup> Albert Bandura, W. H. Freeman, and Richard Lightsey, *Self-Efficacy: The Exercise of Control*, *Journal of Cognitive Psychotherapy*, vol. 13, 1999.

<sup>17</sup> Barry J. Zimmerman, "Self-Efficacy: An Essential Motive to Learn," *Contemporary Educational Psychology* 25, no. 1 (2000): 82–91.

can contribute to mastery experiences by allowing students to successfully complete translation tasks, thereby reinforcing their confidence and encouraging them to tackle more complex language challenges. Consequently, integrating Google Translate into language learning not only aids comprehension but also nurtures the psychological foundation necessary for sustained academic growth and self-directed learning.

Self-efficacy beliefs also provide students with a sense of agency to motivate their learning through the use of such self-regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy use. In addition, Alharbi indicated different motives for using Google Translate, good views towards its use, and a considerable improvement in the quantity and quality of written work. Students always used GT in completing writing tasks at both sentence and paragraph levels.<sup>18</sup> Most students post-edited the outputs before applying them.<sup>19</sup> As stated by Arfiana et al., there was a positive high correlation between students' writing ability and learning motivation in the Google Translate writing class.<sup>20</sup> It meant that the higher the motivation the learners had, the better the achievement the learners had. Therefore, motivation can be considered the most dominant factor in a learner's successful activity.

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<sup>18</sup> "The Use and Abuse of Artificial Intelligence-Enabled Machine Translation in the EFL Classroom: An Exploratory Study," *Journal of Education and e-Learning Research* 10, no. 4 (2023): 689–701.

<sup>19</sup> "'Please Let Me Use Google Translate': Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing," *English Language Teaching* 14, no. 12 (2021): 23.

<sup>20</sup> "Correlation Between Students Writing Ability and Learning Motivation in Google Translate Writing Class," *PROJECT (Professional Journal of English Education)* 5, no. 2 (2022): 334.

Often described as task-specific self-confidence, self-efficacy has been a key component in theories of motivation and learning in varied contexts.<sup>21</sup> Self-efficacy beliefs result from a complicated process of self-persuasion that relies on the cognitive processing of multiple sources of efficacy information communicated actively, vicariously, socially, and physiologically.<sup>22</sup> Self-efficacy concerns the extent to which people develop behaviours that allow them to persist within potentially stressful situations.<sup>23</sup> Self-efficacy is not a personality trait but a cognitive factor that serves as a context-dependent mediator of action. Perceived self-efficacy affects cognitive functioning, influencing the level of goal challenges individuals set for themselves, their commitment to those goals, and their ability to envision successful outcomes. The psychological construct of self-efficacy has been found to influence individuals' performance and coping abilities, enhancing motivation, and facilitating goal-setting, problem-solving, decision-making, and successful persistence in the face of difficulty. Self-efficacy not only plays a role in problem-solving, decision-making, goal-setting, and academic achievement but also influences motivation, persistence, and effort invested in tasks, as well as the ability to bounce back

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<sup>21</sup> Anthony R. Artino, "Academic Self-Efficacy: From Educational Theory to Instructional Practice," *Perspectives on Medical Education* 1, no. 2 (2012): 76–85.

<sup>22</sup> Albert Bandura, *Self-Efficacy and Educational Development*, *Self-Efficacy in Changing Societies*, 1995, <https://www.researchgate.net/publication/247480203>.

<sup>23</sup> Suzanne Graham, "Self-Efficacy and Language Learning—What It Is and What It Isn't," *Language Learning Journal* 50, no. 2 (2022): 186–207, <https://doi.org/10.1080/09571736.2022.2045679>.



from setbacks.<sup>24</sup> As an affective factor influencing cognitive and motivational processes, self-efficacy can motivate learners and encourage them to put in more effort once an action has been initiated.<sup>25</sup> Another factor that influences the success of achieving educational goals is student learning motivation, which refers to the encouragement given to individuals to carry out learning.<sup>26</sup> Motivation can be created when the level of playfulness is high.<sup>27</sup> Self-efficacy belief is an important factor in setting learning goals and investing effort in learning.<sup>28</sup> To achieve success, students must believe in their abilities and give maximum effort to get satisfactory results in completing assignments.

Self-efficacy is directly related to attitude, ease of use and usefulness.<sup>29</sup> When students believe they are capable translators, they are more likely to engage actively in translation tasks and seek out resources like Google Translate to support their learning. Moreover, using Google Translate can reinforce or challenge students' self-efficacy. Students'

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<sup>24</sup> Qing Li and Tai Yi Huang, "Scaling Students' Self-Efficacy on Machine Translation Post-Editing: Psychometric Properties of the Scale and Their Associations," *Participatory Educational Research* 10, no. 6 (2023): 229–244.

<sup>25</sup> Xiangyan Zhou, Xiangling Wang, and Xiaodong Liu, "The Impact of Task Complexity and Translating Self-Efficacy Belief on Students' Translation Performance: Evidence from Process and Product Data," *Frontiers in Psychology* 13, no. November (2022): 1–13.

<sup>26</sup> Nur Isroatul Khusna et al., "The Roles of Educators (Didactic, Reflective, Affective) To Enhance Motivation To Learn Social Science," *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial* 1, no. 2 (2022): 96–108.

<sup>27</sup> Rana Saeed Al-Marroof et al., "Understanding an Extension Technology Acceptance Model of Google Translation: A Multi-Cultural Study in United Arab Emirates," *International Journal of Interactive Mobile Technologies* 14, no. 3 (2020): 157–178.

<sup>28</sup> Mark Feng Teng and Junjie Gavin Wu, "An Investigation of Learners' Perceived Progress During Online Education: Do Self-Efficacy Belief, Language Learning Motivation, and Metacognitive Strategies Matter?," *Asia-Pacific Education Researcher* 33, no. 2 (2024): 283–295, <https://doi.org/10.1007/s40299-023-00727-z>.

<sup>29</sup> Al-Marroof et al., "Understanding an Extension Technology Acceptance Model of Google Translation: A Multi-Cultural Study in United Arab Emirates."

confidence in their ability to translate English reading texts may influence their attitude towards using Google Translate. Students' beliefs about their ability to translate English reading texts directly relate to their self-efficacy. This study can contribute to the understanding of how the use of technology such as Google Translate can affect students' self-confidence in their abilities, their motivation, and ultimately their learning outcomes in translating reading text. Training & Tidar suggest that the influence of the intensity of using Google Translate is multifaced, it can offer benefits such as facilitating translation, expanding vocabulary, and enhancing motivation, but it poses potential drawbacks such as inaccuracies, overreliance, and limited development of critical thinking skills.<sup>30</sup> Moelyono et al. indicated that GT was primarily used for translating larger texts, despite its occasional use for individual words. Furthermore, the primary benefits of GT, such as increased self-confidence, convenience, and use as a language scaffold, were recognised as reasons for students to rely on the technology.<sup>31</sup> In addition, the majority of participants expressed fear about working without GT. However, several acknowledged the possible negative impact on their language development their language learning. Nonetheless, several students emphasised the benefits.

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<sup>30</sup> “The Influence of the Intensity of Using Google Translate in Learning for Students of the English Education Study Program at Universitas Tidar,” *Journal of Research on Applied Linguistics Language and Language Teaching* 6 (2023): 67–79.

<sup>31</sup> “Google Translate in EFL Freshmen’s Writing Assignments: Uses, Awareness of Benefits and Drawbacks, and Perceived Reliance,” *Vision: Journal for Language and Foreign Language Learning* 12, no. 1 (2023): 47–66.

This study examines the correlation between the use of Google Translate and students' self-confidence in translating English reading text. This study aims to investigate the use of Google Translate among 11th-grade students at SMAN 1 Sutojayan Blitar and explore their self-confidence in translating English reading texts. The researcher hypothesizes that the intense use of Google Translate may affect students' self-confidence in translating reading texts. By understanding the extent to which students rely on Google Translate and their perceptions of its accuracy and usefulness, this research can contribute to a better understanding of the role of translation tools in language learning and provide insights for educators and language learners alike. This research is significant for several reasons. Firstly, it sheds light on the integration of technology in EFL learning, specifically the role of Google Translate. Secondly, it explores students' self-confidence in translating in the context of using machine translation tools.

Several prior studies on this topic have been conducted by various experts. One such study was carried out by Kurniawan et al., titled “The Correlation Between Students’ Perception of Google Translate and Their English Writing Skill,” which aimed to examine the correlation between students’ perception of Google Translate and their writing skill.<sup>32</sup> The study employed a correlational research design and used total sampling as the sample technique. Data were collected through a questionnaire and

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<sup>32</sup> Roy Yan Kurniawan, Wisma Yunita, and Dedi Sofyan, “The Correlation Between Students’ Perception of Google Translate and Their English Writing Skill,” *Wacana: Jurnal Penelitian Bahasa, Sastra dan Pengajaran* 19, no. 1 (2022): 33–39.

documentation. The findings revealed a moderate correlation between students' perception of Google Translate and their writing skills. This suggests that Google Translate is not a dominant factor affecting the writing skills of fourth-semester students in the English Education Study Program at Universitas Bengkulu.

The second study, conducted by Daya Priadi et al., entitled "The Correlation Between Google Translate Usage and The Interest in Reading English Articles," explored the relationship between Google Translate usage and students' interest in reading English articles.<sup>33</sup> This study used a quantitative correlational research design with purposive sampling. The results indicated a correlation between Google Translate usage and students' desire to read English-language publications.

Thirdly, Lia and Tunga conducted a study titled "Embracing Google Translate: EFL Students' Attitudes on Enhancing Literacy Practice," which investigated students' attitudes toward GT and how these attitudes influence their reading practices, considering behavioral, cognitive, and affective components.<sup>34</sup> The research employed a quantitative approach using convenience sampling and collected data via questionnaires. The results showed that students frequently use Google Translate for translating

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<sup>33</sup> Teman Daya Pribadi, Masfuad Edy Santoso, and Ihda Rosdiana, "The Correlation Between Google Translate Usage and The Interest in Reading English Articles," *Proceeding Pancasakti International Seminar on English Language Teaching (PISELT)* 23, no. July (2022): 214–222.

<sup>34</sup> Delfitha Lia and Novalita Fransisca Tunga, "Embracing Google Translate: EFL Students' Attitudes on Enhancing Literacy Practice," *Anaphora : Journal of Language, Literary, and Cultural Studies* 6, no. 1 (2023): 28–36.

words, paragraphs, essays, and articles. Cognitively, students have varied attitudes regarding the ethical implications of using Google Translate, with some perceiving it as a form of cheating depending on the context. Affectively, students tend to accept Google Translate as a normal tool, enjoy using it, and may even develop a dependency on its features.

Although numerous studies have explored the effects of Google Translate on various aspects of language learning, there is a notable lack of empirical research investigating the relationship between Google Translate usage and students' self-confidence in translating English reading texts, particularly at the high school level in Indonesia. Most existing studies focus on writing skills, vocabulary acquisition, or general attitudes toward Google Translate, but few address how this tool impacts learners' psychological readiness and confidence in translation tasks.

To address this gap, the present study focuses on 11th-grade students at SMAN 1 Sutojayan. This school was chosen because teachers there allow students considerable flexibility in using Google Translate as a learning aid, embodying a broader application of freedom to learn. However, such freedom must be supported by appropriate learning methods and models to be effective.<sup>35</sup> This environment thus provides an ideal context to examine whether and how this freedom influences students' self-confidence in translating English texts. Therefore, this study aims to explore the

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<sup>35</sup> Nur Isroatul Khusna et al., "New Technologies for Project-Based Empathy Learning in Merdeka Belajar (Freedom to Learn): The Use of InaRISK Application and Biopore Technology," *International Journal of Interactive Mobile Technologies* 16, no. 22 (2022): 94–110.

correlation between Google Translate usage and students' self-confidence in translating English reading texts at SMAN 1 Sutojayan Blitar.

### **B. Research Question**

Is there a correlation between the use of Google Translate and students' self-confidence in translating English reading texts?

### **C. Research Objectives**

To find the correlation between the use of Google Translate and students' self-confidence in translating English reading texts.

### **D. Formulation of Hypothesis**

A hypothesis is a temporary answer to questions obtained from theories and previous studies. It was a prediction of the phenomenon. Moreover, in formulating a hypothesis, the researcher has to ensure that the hypothesis is accurate and based on fact.

Alternative Hypothesis ( $H_a$ ):

There is a significant correlation between the frequency of using Google Translate and students' self-confidence in translating English reading texts.

Null Hypothesis ( $H_o$ ):

There is no significant correlation between the frequency of using Google Translate and students' self-confidence in translating English reading texts.

## **E. Significance of The Research**

### **1. Theoretically**

- a. This research can confirm or revise existing theories about foreign language acquisition, particularly those related to the role of technology in the learning process.
- b. The research results can contribute to the development of more comprehensive language learning models that incorporate the role of technology, such as Google Translate.
- c. This research can provide a deeper understanding of how students interact with technology in the context of language learning, as well as the factors influencing their confidence towards the translation process.

### **2. Practically**

#### **a. For Students:**

This research helps students understand the impact of using Google Translate on their learning process.

#### **b. For Teachers:**

Teachers can use the research findings to design more engaging and interactive learning activities and provide better support for students in using technology effectively.

#### **c. For Future Researchers**

This study adds to the body of knowledge on foreign language learning through the use of technology, offering insights for future research.

## **F. Scope and Limitations of The Research**

Based on the background and research problem, the scope and limitations of this study are defined as follows. This research aims to investigate the correlation between 11th-grade students at SMAN 1 Sutojayan Blitar and their self-confidence in translating English reading texts. Specifically, the study explores the extent to which students' use of Google Translate influences their confidence in translation.

The scope of this study is limited to a specific population—11th-grade students at SMAN 1 Sutojayan Blitar—which means the findings may not be generalizable to other populations due to potential differences in cultural background, access to technology, and individual learning experiences. Furthermore, while this research can identify correlations between variables, it cannot establish causation. Additionally, cultural factors and technological limitations within the study environment may affect the results and should be considered when interpreting the findings.

## **G. Definition of Key Terms**

### **1. Correlation**

The correlation is a statistical measure that describes the relationship between two variables. In this study, the researcher focused on the correlation between using Google Translate and self-confidence in translating English reading texts.



## 2. Google Translate

Google Translate is a statistically systemized and enriched fairly with a series of dictionaries and grammatical rules, phonological elements, and is well-known and easily accessible, quickly translates a language from one to another in a short time.<sup>36</sup>

## 3. Self-confidence

Self-confidence refers to an individual's belief in their own abilities, skills, and judgment to successfully perform tasks or face challenges. It reflects a positive attitude toward oneself and a sense of assurance in one's capacity to achieve goals or overcome difficulties. In the context of language learning, self-confidence influences a learner's willingness to engage with the texts, take risks in communication, and persist in learning despite difficulties.

## 4. Translation

Translation is the process of converting the source language into the target language. Translation is a process of transferring or rendering the written text from one language (SL) to another language (TL) without changing the meaning. Translation is considered a form of linguistic mediation, in which the content of a foreign language text (the

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<sup>36</sup> "Statistical Analysis in Performance of GT (Google-Translate) Among Learners and Professor-Teachers & Comparative Analysis in Translation of GT and Human Mind."

original) is transferred into another language by creating in this language an information and communication equivalent text.<sup>37</sup>

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<sup>37</sup> Al-Marroof et al., “Understanding an Extension Technology Acceptance Model of Google Translation: A Multi-Cultural Study in United Arab Emirates.”