

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents a brief description of whole content of the research. This chapter includes background of the study, the statement of the problem, objective of the study, significance of the study, scope of the study, definition of terms, and thesis organization.

#### **1.1 Background of the Study**

Traditional method of teaching refers to the ways of teaching which apply or use pencil-paper based system. Teaching translation using traditional method could make students bored (Hartono, 2015). It seems that the students' boredom is caused by the monotonous system of traditional method. Today, technology offers teachers to make teaching and learning activities in translation class more attractive. Google Docs is one of the media which can be used to make teaching and learning activities in translation class more interesting. It is created by Google, which provides four main alternatives: Google Documents, Google Spreadsheets, Google Presentations, and Google Drawing, all of which share features comparable to those found in the Microsoft Office apps (Jannah, 2017).

One of online translation tools commonly used in Indonesia to assist students in learning translation is Google Translate. Google Translate can assist students in translating the text. Most of the students are familiar with this tool. However, there are some positive and negative effects for the students regarding the use of Google Translate. According to Kusmayadi (2014), the adverse result of using Google Translate is that learners depend too heavily on it. However, they do not learn much as Google Translate translation method is too instant. Whereas features on Google Translate are also useful in assisting students to solve translation problems. Recently, there is another online tool which is also used in translation class namely Google Docs. However, it is still less familiar to apply Google Docs in translation class. For that reasons this study will discuss the use of Google Docs in translation class.

While Google Docs has no characteristics to translate a document as Google Translate can do, it is common for translators to use Google Docs to translate a document collaboratively. They can work together in the same files from anywhere and everywhere as long as they have internet connection. Dekeyser and Watson (2006) suggest using Google Docs as a collaborative tool as it is a lightweight application, supports simultaneous editing job, and enables various editors. They used Google Docs to cooperate on the present paper, as well as on another papers, and slides. They stated that Google Docs is an excellent platform for collaboration. Since the research is conducted in 2006, they mentioned several limitations of Google Docs, such as Google Docs, do not support offline document editing, mathematical formulae, citations, figures, tables, and a bibliography, do not restrict access to files, and do not build HTML. Meanwhile, today, there are some improvements that had been made to the platform. It promotes offline document editing, mathematical formulas, quotations, numbers, tables, and bibliography, limits document access, and builds HTML.

The use of Google Docs as a media of teaching and learning is rarely conducted and still limited to teaching writing in Indonesia. A study entitled “Using Google Docs as Online Collaborative Writing Platform for the Development of Students’ Writing Skill” by Jannah (2017) is conducted in Padang, West Sumatra, Indonesia. The result of the study shows that by integrating technology such as Google Docs into learning process can help improving students’ writing skills. However, to the best of my knowledge, there almost no single study has been reported on the implementation of Google Docs in translation class. For that reason, this study is going to discuss the use of Google Docs as an online collaborative tool in translation class.

Based on the explanation stated formerly, this study attempts to reveal the implementation of Google Docs in translation class, and to find the responses of the lecturer and students toward the use of Google Docs in the classroom.

This study will be conducted to undergraduate students of English Literature Department in one of the universities in Bandung who take Translating Specific English Texts. The lecturer has been using Google Docs in translation class since

2017. Besides as a lecturer, she is also a translator. She introduced the platform to the students since she has some experiences in working collaboratively with other translators using Google Docs. She realized that introducing computer assisted tool software will train the students to become good translators. According to Sofyan and Tarigan (2016), today, the professional translators should be able to understand and use technology to the maximum advantage. Using internet and computer are technical skills, that is why giving an introduction of Google Docs to the students is needed. So, they will know how to utilize it appropriately.

## **1.2 The Statement of the Problem**

1. How is Google Docs implemented in translation class?
2. What are the students' responses towards the use of Google Docs in the classroom?

## **1.3 Objective of the Study**

The aims of the study can be formulated as follows:

1. to identify and analyze how Google Docs is implemented in translation class;  
and
2. to find out students' responses towards the use of Google Docs in the classroom;

## **1.4 Significance of the Study**

Theoretically, the study is expected to enrich collaborative learning implementation in Indonesian context. For professions and institutions, the study is expected to help English teachers, particularly at university level, to create and provide effective, efficient and dynamic teaching by the assistance of computer supported collaborative learning.

## **1.5 The Scope of the Study**

This research will be conducted to undergraduate students of English Literature department in one of the universities in Bandung who take Translating Specific English Texts. This study aims to identify and analyze the implementation of Google Docs in translation class, and reveal the students' responses toward the use of Google Docs in the classroom.

## **1.6 Definition of Terms**

The following are the key terms which are used in the study to avoid misunderstanding of this study:

### **1.6.1 Online collaboration**

Collaboration can be defined as a coordinated, synchronous activity that is the result of an ongoing attempt to construct and maintain a shared conception of a problem (Reyna, 2013). Online collaboration in this study refers to the use of Google Docs as the process where user's comments and works are visible to all collaborator instantly.

### **1.6.2 Google Docs**

Google Docs is a free web-based application in the Google Docs suite that allows users to create, share, and edit online documents, spreadsheets, presentations, and forms (Chu & Kennedy, 2010). Users can simply log in to the service to access their files and the tools to manipulate them. Google Docs in this study is used as learning media in order to support the traditional face to face class.

### **1.6.3 Translation**

Translation is a process of delivering the meaning of a text from source language into target language (Newmark, 1988). Translation in this study is related to the Translation of Specific English Text subject where students should translate various specific texts from English to Indonesian.

## 1.7 Organization of the Thesis

This paper is organized into five chapters. Chapter one is a general introduction. It consists of the background of the study, the research question, the purpose of the study, the scope of the study, the significance of the study, the terms used in the paper, and the organization of the paper. Chapter two discusses the relevant literature on reading comprehension and literature. This is considered as the conceptual context about how literature talks about the issue. Chapter three delivers the methodology used to conduct this study. It presents the research design, the data collection methods, and the data analysis. Chapter four illustrates and analyzes the data collected in an attempt to answer the research questions. Chapter five summarizes the findings, specifies how these answer the research questions, points out the main limitations of the study and recommends propositions for further research in the future.