# **CHAPTER I INTRODUCTION**

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with the background of the study, the reason for choosing the topic, the scope of the study, the research question, the purpose of the study, the significance of the study, and clarification of terms.

## **Background of the Study**

There are various languages in this world and English is one of the main languages. English language used by many people in the world. Today's era we cannot underestimate or ignore English as the majority language world. And English not only serves as a communication tool, but also makes life easier for now and in the future. English has been playing the main part in several sectors including medicine, engineering, and education (Nishanthi, 2018). The English language plays an important role in all aspects of society, and therefore learning and mastering it would greatly give advantage to the person concerned (Mahu, 2012).

At this time the world was shocked by the outbreak of a virus called Corona or what is often referred to as Covid-19. Due to the impact of this virus in the field of education, the Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim issued circular number 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period of the Spread of the Corona Diseases-19 Virus. In order to break the chain of spreading this virus, the government has allowed to close learning activities in schools and implement bold learning. This also has an impact on translation learning where the teaching must be carried out online.

Translation is to express the meaning of the text into the target language, which is exactly what the author intends to convey. According to Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text. It is in line with Machali (2000), he says that translation is the replacement of text material in one language (SL) with equivalent text material in another language (TL). Furthermore, in online translation teaching, teachers need a multimedia that can make it easier for them to provide materials to students.

In this era of globalization, many media can be used to support learning. One of them is online-based multimedia. According to Almara'beh, Amer, Sulieman (2015), multimedia is a natural combination of various mass media such as text, audio, and video which can be developed using computer-based software and hardware as well as the internet. Because there is many multimedia available, especially those based on the internet, teachers must be smart in choosing multimedia that is suitable for the learning being taught to students. One of the internet-based multimedia that is suitable for teaching translation is the Google Classroom.

Google Classroom is an online learning application that can be used for free and can make it easier for teachers to teach online. According to Bell (2015, p. 4), Google Classroom is a free application designed to help students and teachers communicate, collaborate, organize and manage assignments, go paperless, and much more. The use of Google Classroom can be done by multiplatform, which can be through computers and can be via devices. Teachers and students can visit the https://classroom.google.com site or can download the play store application on Android or through the app store on iOS with the keyword Google Classroom. The use is free of charge so that the utilization can be carried out according to need. Furthermore Iftakhar (2016), states that Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. The facilities available in Google Classroom to support learning are numerous.

However, in reality, there are very few teachers who use internet-connected computer facilities for learning activities. These problems make the teacher in delivering the material still using the lecture method which can be said to be monotonous and boring besides that the teacher is also not optimal in delivering learning, so it does not foster a sense of enthusiasm for students. Anderson, Sandra, & Standerford (2011) states that they saw one of the main challenges as the “disconnect between the way teachers were taught to teach”, and how the course content must be delivered in an effective online classroom.

In line with the topic of this study found by the writer, there are three related previous studies. The first previous study was a journal with the title "Teaching Translation Through the Interactive Web". This journal concluded that using technology in teaching translation could make students more enthusiastic and learn more about translation than before. Then before using technology in teaching translation, the teacher and students felt bored and monotonous in delivering learning. (Hartono, 2015).

The second previous study that discussed translation was "The effects of technology on translation students in academic translation teaching" written by (Odacıoglu & Kokturk, 2015). This journal intended to discuss touching upon the effects of technological developments on translation teaching in the 21st century. These technological developments were usually in the area of Information Technology (IT) contributing to the fast growth of the computer industry. The popularization of the computer, especially in the early 1980s changed actually the way translator follows in the translation process through the appearance of useful translator tools including translation memories, terminology databases, translation management programs, electronic corpora, and so forth. In the past, a translator had to translate using a typewriter or paper and pen. However, the development of the technology encouraged the translation industry or more appropriately, the localization industry to adopt new tools in the translation process. While explaining all these points, the study followed a descriptive and comparative methodology.

The third previous study was a journal with the title "The use of blogs in teaching and learning translation". This journal is written by (Azizinezhad & Hashemi, 2011). This journal concluded that the use of media in teaching translation was very effective and has received a positive response from students. In this journal, the learning media used was a blog. Blogs were an effective and efficient method of allowing students to access information as it is needed and to make connections between explicit knowledge from textbooks and tacit knowledge gained as students see how others can and are using the knowledge being shared. Blogs also introduced students to online learning communities so they could access and evaluate information, and construct new learning paradigms for themselves. Finally, effectively modeling ways to use blogs as a teaching and learning tool was a useful skill for our students to have as they embark on their journey of life-long learning.

Previous studies have similarities with this study in that they all examined translation. However, this study is different from the research above where this study analyzes teaching translation using Google Classroom during Covid-19 which can be used for further research on translation. In addition, a striking difference from this study is the time and place in this study, namely when the Covid-19 pandemic broke out in Indonesia so that online learning was the only option to continue learning activities.

In particular, this study focuses on how teachers teach translation using Google Classroom during the Covid-19 pandemic. This study proposes a qualitative study to analyze teaching translation strategies using Google Classroom.

## **The Reasons for Choosing the Topic**

This research focuses on the analysis of teaching translation course using Google Classroom. There are several reasons why the researcher chose the topic, there are as follows:

1. Google Classroom is one of the most widely used media in online learning.
2. Translation is one of the important subjects in studying English.
3. The researcher wants to know whether translation learning using Google Classroom during the Covid-19 pandemic is effective or not.

## **The Scope of the Study**

This research focuses on teaching translation course using Google Classroom at a university in Garut. So, the researcher analyzes how teachers teach translation courses using Google Classroom to make it easier for students to learn translation courses. The participants of this study are English translation teachers.

## **Research Questions**

Based on the background of the research above, the research questions in this study are:

1. What are the teachers' strategies in teaching translation using Google Classroom during the covid-19 pandemic?
2. What are the advantages and disadvantages of Google Classroom in teaching translation during the covid-19 pandemic?

## **The Purposes of the Study**

Based on research question that mention before, thus the purposes of this research are to analyze teacher strategies in teaching translation using Google Classroom during the covid-19 pandemic and to find out the advantages and disadvantages of Google Classroom in teaching translation during the covid-19 pandemic.

## **The Significance of the Study**

The significance of this research expects to provide some advantages for English translation teaching and learning process. The significances of this research are:

* + 1. **Theoretical**

This research is expected to be a reference and academic knowledge about how to teach translation using Google Classroom during the Covid-19 pandemic. Furthermore, this research can also be used to increase knowledge about strategies for teaching translation using Google Classroom during the Covid-19 pandemic.

* + 1. **Practical**

1. For the researcher

This research is expected to find knowledge about how to teach translation using Google Classroom effectively.

1. The students

This research is expected that students can be helped in learning and understanding translation course using media, especially Google Classroom.

1. English translation teachers as a subject of the research

This research is expected that teachers will benefit from this research because they can learn how to analyze how to teach translation using Google Classroom.

1. The institution in the college

The research is expected to enrich knowledge about how to teach translation effectively using Google Classroom in universities.

## **Clarification of Terms**

In this section, the researcher presents the clarification of key terms to avoid ambiguity, misunderstanding, and misinterpretation. There are:

1. Translation is the skill of understanding the source text and rendering it in the target language by using the register, the background knowledge, and other language resources according to the intended purpose. (Kelly, 2005)
2. Google Classroom is a free application designed to help students and teachers communicate, collaborate, organize and manage assignments, go paperless, and much more!. (Bell, 2015)
3. Covid-19 is an infectious disease caused by a newly discovered coronavirus. (WHO, 2020)
4. A pandemic is a disease outbreak that spreads across countries or continents. (Robinson, 2020)