CHAPTER 1

INTRODUCTION

This chapter discusses about (1) background, (2) problem of the study, (3) Resarch purpose, and (4) significance of the study.

1.1 Background

English has been established as the global language. By mastering English, we can easily communicate with people around the world. In Indonesia, learning English has been implemented with the criteria or minimum requirements that must be met by students to be declared as having graduated from a certain level of education. One of the requirements for Indonesian students who wish to pursue studies abroad is to have an English proficiency certificate, such as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or other language tests depending on the destination country and the institution's requirements. Considering the importance of having English proficiency, it is essential for the younger generation to be well- prepared in English to compete at both national levels.

According to Megawati (2016), learning English is very complex, as it comprises four skills: reading, writing , speaking, and listening. To achieve optimal English proficiency, professional language instructors are needed to produce high-quality students. Moreover, there must be a balanced portion of material mastery and practice. Therefore, utilizing effective and creative teaching methods is essential to help students master

the four skills optimally and in a balanced manner.While according to Amiruddin (2023), english functions as a connecting language when individuals or groups from different linguistic backgrounds gather and need a shared language to understand and communicate with each other. It is widely utilized in global trade, diplomatic relations, academic gatherings, aviation communication, tourism, and online interactions. Over time, English has become an essential tool for fostering global connections and facilitating international dialogue.

According to Pratiwi, et.al, (2024, p. 109-118) Listening is a fundamental skill in language learning. The inability to listen effectively can lead to misunderstandings, resulting in conflicts and avoidable problems. Therefore, listening skills need to be actively practiced to ensure effective communication. By understanding the speaker well, one can respond appropriately and avoid miscommunication. Good listening also helps build strong relationships and fosters mutual respect in conversations. Additionally, this skill enhances comprehension and critical thinking, which are essential for academic and professional success.

The listening instruction at SMA Negeri 15 Palembang was conducted using the lecture method with an organized and structured approach. At the beginning of the session, the teacher explained the importance of listening skills in English and how these skills would support the mastery of other skills, such as speaking, reading, and writing. The teacher then explained various effective listening strategies, such as

skimming and scanning, as well as how to understand the main ideas and detailed information in audio recordings. After that, students listened to a conversation or audio text related to the topic being studied.

Following the listening session, the teacher asked questions to assess students' comprehension and provided further explanations of words or phrases that might be difficult to understand. Although the lecture method remained more one-way, the teacher at SMA Negeri 15 Palembang ensured that students stayed engaged by providing opportunities for them to ask questions and participate in discussions, creating a more interactive and deeper learning atmosphere for developing listening skills.

Based on observations and experiences at SMA Negeri 15 Palembang, tenth-grade students had difficulty in listening. There are several problems identified in this study. First, students in the current generation faced challenges in listening skills, particularly in English, as many of them struggled to focus while listening due to their limited vocabulary. Second, many students where not accustomed to using effective listening strategies, such as listening with focus or attempting to understand meaning from context, which made it difficult for them to comprehend more complex audio material. Third, during the learning process at SMA Negeri 15 Palembang, it was found that students rarely used audiovisual or digital media, which hindered the development of their listening skills. One of the methods could be used to improve students' listening skills was choosing the methods that have been provided. The

method that was applied was teaching listening skills using an Indonesian- English translation application.

Indonesian-English translator was an application that helped you look up the dictionary and translated words and sentences from Indonesian to English, or translate English to Indonesian as well. This translator was free, and users were able to translate words or sentences quickly, conveniently, and easily. It also supported voice input and pronunciation, making it a practical tool for learning correct pronunciation in both languages.(Android apps on google play).

Previous studies related to research written by Yuliyanti, & Siahaan, (22 p. 38-50) which examined the effectiveness of using U-Dictionary Application in learning English the students of SMK Walisongo Bekasi. The author takes 20 students using the online dictionary as sample . The method used by the author is the questionnaire. As a result, it can be concluded that the U-Dictionary application can motivate them to learn English because by using this application learning can be easier,faster,and more practical. Meanwhile, students' difficulties in using the U-Dictuonary application are a bad signal and the lack of funds to fulfill quotas. According to the results of the students questionnaire, 14 out of 20 students (70%) found the application of u-dictionary learning to be highly fascinating.

According to Zabir (2018), a period change and transformation that occurs alongside rapid advancements in digital technology, the technology has become an essential tool in learning activities. The development of science and knowledge has technology to serve as an efficient medium for quickly searching and accessing

various learning materials. The utilization of digital technology in the learning process offers tremendous potential to accelerate the acquisition of learning skills and enhance students' life skills while simplifying educators' tasks in preparing teaching materials. Nearly every day, people interact with various forms of digital technology, from the internet to smartphones. Digital technology is also beneficial for learning, such as through smartphone application that offer English learning features, like the " Indonesian- English Translator"

Translation can be defined as a process of harmonizing or transferring the contents of a sentence expressed in a certain language into another language (Fitria, 2020b, 2020a, p. 14). Translation is a process of re-expressing a message contained in the source language into the target language without changing its meaning (Firdaus, 2016, p.14). Therefore, a translator must have the ability and good knowledge of both the source language and the target language, so that no there is a misunderstanding in conveying the message Rizkiyah, (2022, p. 14)

While According to Dhinar (2022), a translator must have the skills to understand the original language source, the culture of the country of origin of the translated language, quality references and dictionaries, language sensitivity such as being able to write and construct sentences well. So, a translator does not just translate random sentences. The sentence structure must be thought out in such a way that it is pleasant to read and easy to understand. Translators are expected to be able to transfer meaning from the source language to the target language well.

Among the fundamental skills we need to achieve success in life, listening is the most important–there is no meaningful communication without listening.

Developmentally, we listen before we learn to speak, read, or write. Brown, a pioneer in listening research, has noted that " The most important role of listening in language acquisition is that it forms the basis for all subsequent communication,(1987,P.5) . Heidegger, considered one of the greatest philosophers of the 20th century, recognizes the primacy of listening in creating meaning and in developing our relationships with each other (1962, P. 204). Listening grounds us in our life situations and enables us to maintain meaningful relationships with family, friends,and professional colleagues.

Based on the observation conducted by the researchers, many students still struggle in listening understand vocabulary due to their limited vocabulary,especially in English. With the difficulties that students have in listening skills, resulting in low student motivation in learning English. The issue occurs at SMA Negeri 15 Palembang during my two-month teaching practicum (PLP). During the learning process, students rarely uses audiovisual or digital media, which further hindered their listening skills. Therefore, I decided to select a translation application focused on voice translation to enhance student's listening skills in learning English. This study aims to explain the challenges faced in learning English and secondly, to identify solution for students' difficulties in mastering the language.

A teacher needs to be able to adapt teaching media to the times and to students' needs. Especially in this era of globalization, children tend to be more interested in looking at computer or phone screens than paying attention to a teacher at the front of the class. During the learning process, students might only

be able to focus for about ten to twenty minutes. This aligns with Robertus's opinion, which states that students' concentration in class is decreasing, with their attention span lasting only around 10 minutes. However, during recess, students often stay in the classroom just to look at and use their phones. This situation shows that today's generation is highly attracted to various applications available on their phones.

The use of a translation application became a highly beneficial learning tool for students. For students who had already been accustomed to using an English dictionary, adapting to this application will be easier and more time-efficient. Additionally, it was simple and portable. Students were able to download the app directly from the Play Store on their smartphones. Among the many English dictionary apps, one example was the "Indonesian-English Translator Application." This translator dictionary served as an electronic translation app that converted Indonesian into English and was available on smartphones, providing a practical solution for learning vocabulary and translation. The application not only offered text translations but also included an audio feature that played the translation aloud, which was very helpful for improving listening skills.

The use of translator dictionary application in improving students' listening skills is crucial for the following reasons: First, these applications help enhance vocabulary by allowing students to quickly find the meaning of unfamiliar words while listening to audio materials or conversations. By expanding their vocabulary, students can better understand the context and content

of the material they are listening to. Second, these application support independent learning. Translator dictionary applications provide flexibility for students to learn independently anytime and anywhere, without always needing teachers or peers to explain difficult words or phrases. Third, the audio features in these application enable students to hear the correct pronunciation of words, helping them recognize and distinguish sounds in the target language, thereby improving their listening skills. One of the strategies that teachers can use in English language learning is the use of English-Indonesian translation applications. A translation application is an app that leverages technological advancements.

According to Yuliyanti & Siahaan (2022) which examined the Effectiveness of Using U-Dictionary Application in Learning English, The students of SMK Walisongo Bekasi. The author takes 20 students using the online dictionary as a sample. The method used by the author is the questionnaire. As a result, it can be concluded that the U-Dictionary application can motivate them to learn English because, by using this application, learning can be easier, faster, and more practical. Meanwhile, students' difficulties in using the U-Dictionary application are a bad signal, and the lack of funds to fulfill quotas. According to the results of the students questionnaire, 14 out of 20 students (70%) found the application of U-dictionary learning to be highly fascinating.

Based on the explanation above, the purpose of this study is a solution to improve students' listening ability. Therefore, the researcher is interested in investigating the effectiveness of translator dictionary applications on students' listening ability.

1.2 Research Problem

1.2.1 Identification of problems

There are several problems in this study. Based on the identification, the writer identifies these problems as follows:

1. Students of SMA Negeri 15 Palembang especially tenth grade face challenges in listening skills, especially in English. Many students struggled to focus on listening due to their limited vocabulary.

2. Many students were not accustomed to effective listening strategies, such as listening with focus or trying to understand meaning from context, wich made it difficult for them to comprehend more complex audio material.

3. During the learning process at SMA Negeri 15 Palembang, it was found that students rarely used audiovisual or digital media, which hindered the development of their listening skills.

1.2.2 Limitation of the problem

1. The focus of this study was the use of voice translator application as a learning medium to improve students' listening skills in English.

2. Only the aspect of improving listening skills through the translator application was studied, without comparing it to other media or teaching methods.

3. This study was limited to the implementation of the "Indonesian- English Translator Application," which only provides text and audio translation features , with test material using narrative text without including other translator applications or additional methods for enriching students' understanding**.**

1.2.3 Formulation of the problem

The formulation of the problem in this study is**:** Is it effective of using a translator dictionary on students' English listening skills?

1.3   Research purposes

The aim of this study to find out the effectiveness of using the translator dictionary application in improving listening students'.

1.4   Significance of the study

1.4.1 For Students

Students are expected to be able to improve their English skills, especially listening, by using Indonesian-English translator applications.

1.4.2 For Teachers

The results of this study are expected to be useful for teachers to improve students' listening skills by utilizing platforms such as Indonesian-English translators.

1.4.3 For Other Researchers

The results of this study are expected to be useful information for other researchers so that they can be use as references if they want to know other perceptions about Indonesian-English translator application as a medium for improving students' listening skills.