CHAPTER I

INTRODUCTION

A. Background

Language is crucial in human life due to the fact that without language, humans as individuals will now be unable to do something. Language is needed in this contemporary lifestyle, to speak with other nations. In Indonesia, English is the primary overseas language taught from junior high faculty up to college level. This is the right progress in training improvement in Indonesia to face the globalization (Trisvianti, 2018).

In coaching and getting to know activities, English has four language competencies to analyze; those are listening, speaking, reading, and writing. There are a few language additives which may not be ignored in English teaching and translation. moreover, there are many languages that need to be translated to mother tongue (Trisvianti, 2018).

consistent with Oxford advanced Learner´s Dictionary in Trisvianti (2018) translation defines as the process of changing something this is written or spoken into another language. Translation is a hard thing to do in every method of transferring the means from supply language (SL) to the target language (TL). it's far concluded that manner because an

unserious translation method will lead to misunderstanding of the message observed within the supply language (SL) to the goal language (TL). it is generally regarded that a textual content contains many factors that shelter the observe itself especially associated with the social way of life to both language (SL and TL). In different phrases, a translator has many boundaries on the technique of translation in translating a product.

In line with Nida and Taber (in Trisvianti (2018:24-25), the procedure of translation divided into three ranges this is analysis, transfer and restructuring. evaluation, the analytical section is the maximum decisive degree step for the translator. switch, is a degree used by the translator to switch content material, message, or which means contained within the supply language into the goal language.Restructuring, is a stage whilst the translator starts to pour the content material, which means and messages derived from the source language into written shape.

The problem for students of XI SMAN 3 Kediri is that they still have difficulties in translating, students are not interested in learning translation, and students are still weak in motivation to translate. However, students need to know what media in reading class will help them become more accessible and interested in learning translation. With media using the Duolingo application, students can increase enthusiasm,

motivation, and translate, learn more, and remember what you learn in developing skills that are expected to be better. The Duolingo application is an example of media that teachers can use to add to student translations to overcome previous translation problems. In theory, using the Duolingo app for Teaching English helps students learn foreign languages, especially English.

The purpose and use of the Duolingo Application media is to stimulate students' emotions. It helps students learn about the world and its existence, learn about other people, relationships, and emotional development, find joy in appreciating beauty, and stimulate their imaginations. Students should be interested in translating more. The Duolingo application can provide a more complex translation experience because readers are invited to participate in the action (Booker, 2012). Through learning a foreign language, students can broaden their knowledge, gain experience, develop new concepts, ensure continuous personal growth, and broaden the horizons of thinking necessary to adapt to a changing world. It classifies translating comprehension as an important skill in learning English.

Even though the teacher may have teaching power and choose the right strategies such as methods, techniques, media, and learning strategies, without teaching elements, most students are less interested in learning activities. The wrong

techniques and media used by the teacher will make the class not conducive, and not active in the learning process. Based on the experiences of interviews with teachers above, the researcher wants to conduct research to improve students' translation skills in teaching English using the Duolingo application so that students are more interested and understand more about translating. Teacher it is also expected that they will no longer be the center of the class but must influence students to be motivated, understand the material, and enrich their translations. Therefore, researchers use the Duolingo application so that students can more easily understand the text and become more interested in learning with the Duolingo application media.

Based on the statement above, the researcher would like to conduct a research entitled *"The use of Duolingo Mobile Application in teaching english to improve Students Translation Ability at Eleventh Grade Students of SMAN 3 Kediri".*

B. Research Question

Based on the background of the problem above, it is necessary analyze the use of the Duolingo application in Students Translation Ability mastery in eleventh grade students. The author formulates the research questions as follows:

➢ How duolingo can improve Students Translation Ability at the eleventh grade of SMAN 3 KEDIRI?

C. Research Objective

Considering Based on the formulation of the problem above, it aims to:

➢ The writer wants to know how the use of duolingo can improve Students Translation Ability at the eleventh grade of SMAN 3 KEDIRI

D. Significance of the Research

1. Theoretical significance

    a. Theoretically, the research findings will contribute to improve Students Transla

    b. The research findings can be used as a reference for the futureresearchers who want to conduct a similar research study.

    c. For the students of SMAN 3 Kediri, it can be used asa reference particularly in improving students' translation.

2. Practical significance

    a. For the students of SMAN 3 Kediri, this study is expected to give them a way to improve their translation through duolingo application.

    b. For the teachers, the research will be an input to improve their ability in choosing appropriate technique in teaching translation.

E. Scope of the Research

This study is limited in the focus to find out the influence of duolingo application to improve students' translation, especially word to word translation; English to Indonesian (reflexive pronoun, simple future tense, modals, present perfect tense and simple present tense) at eleventh grade

students of SMAN 3 Kediri.