

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Perception

1. Definition of Perception

Perception is a human's cognitive knowledge of a world with full awareness of where always philosophic or scientific reasons behind (Efron, 1969). It is an awareness of the environment based on people's understanding through their physical sense. Perception is analyzed, evaluated to get the interpretation. Perception is not always about reality, because it is learned from interaction with the environment. It can be said, perception is formed since the childhood phase.

2. Factors Affect Perception

There are two kinds of factors:

a. Internal

First, the information enters the sensory, it affects someone to perceive and interpret the environment it is called by physiological. Then, energy affects someone to gives attention or focuses on something which can seem, but the energy is different in each person and it makes different perception. Third, it depends on the tendency of someone by the stimulus.

Forth, to provide someone's needs comes from how strong an individual looks for the object and it is now as unidirectional needs.

Fifth, there are experience and memory. It depends on how far someone can remember the past events of their life to get the stimulation on detailed understanding. The last is mood. Emotional feeling affects an individual's attitude, includes how an individual can accept, react, and remember.

b. External

The characteristic of an object or an environment is the size and placement. The bigger the size of the perceived stimulus, the higher is the probability that it will be noticed. Dominance is established by size and it overrides other things and thereby enhances perceptual selection. Color, uniqueness and contrast (stimuli that contrast with the surrounding environment are more likely to be selected for getting attention, a contrasting effect can be caused by color, or any unusual factor).

The intensity can be known, e.g. while reading passage, a person comes across a few lines printed in bold letters. He automatically pays more attention to these lines. For other example, underlined sentences and the ones in italics are generally more attentively read. Then, the principle of the higher the intensity as external stimulus, the more likely it will be perceived is not always valid. In contrary, if the intensity is important, why a whisper by a student in a classroom is effective in getting attention by a teacher. Here, the answer lies in the fact that a whisper often contrasts with the rest of the noisy

environment, and so gets noticed. Therefore, the intensity factor has to be considered in the light of the situation i.e. frame of reference and motion (Asrori, 2009).

B. *Google Translate*

1. General Information about *Google Translate*

Developed by Google after was created in 2006, it comes to be the mostly alternative for people around the world which can be accessed everywhere, anywhere for free. It consists of 109 languages, that used by more than 500 million users as the multilingual neural machine translation also easy to use program. It offers a quick translation, although it is still found that there are some inaccuracies or translation which cannot be read.

2. The Advantages of Using *Google Translate*

a. As a translator

Translation is an exchange process of language that is expected for the result can give the equivalence of meaning, message or structure. It can be human as or tools as the media of translating.

The essential of *Google Translate* is for translating the source language (L1) to the target language (L2). It is qualified as translation tool which offers the arrangement of words, phrase, sentence or paragraphs.

b. As electronic dictionary

Since the era is developed by so many sophisticated technology that suits to the needs of human for life, in learning language the use of conventional technology is replaced by e-dictionary consistently.

It offers a free access usage, which can be used anytime and everywhere that is just need Internet connection. In addition, it gives Thesaurus online vibes which serves referral choice of words that are same / synonym (Low, 2016).

c. As a learning tool

Many of users are foreign learners in multiple levels of understanding English. *Google Translate* fulfill the needs of them. It can be used from any range ages. It is helpful for users, especially for students that use it because of their lack of vocabularies.

It helps to learn the correct pronounce, by using the ‘sound’ icon which is voiced by native speakers. It also helps to fix the wrong or mistakes in writing (typos).

3. Common Error and Mistakes

In translation of *Google Translate*, it can be found the common errors and mistakes. There are two examples of quotations based on “*Malin Kundang*” story.

(L1) *They didn't earn much as fishing was their only source of income.*

(L2) Mereka tidak **menghasilkan banyak** karena memancing adalah satu-satunya sumber pendapatan mereka.

From the lines above, the accuracy of meaning is not really good. But, the whole meaning of the text can be read. The word ‘*earn*’ in literal is ‘*menghasilkan*’, yet in one sentence it should be translated more natural. It can be, ‘*Mereka tidak cukup memperoleh pemasukan...*’ or ‘*Mereka tidak memiliki cukup uang...*’

(L1) *The villagers recognized him. The news ran fast in the town.*

(L2) Berita itu **mengalir cepat** di kota

Based on the lines above, the word ‘ran fast’ literally means ‘*berlari cepat*’, but the synonym words that close to that word can be ‘spread’. Thus, for the meaning, instead of using ‘*mengalir cepat*’, it is more natural or proper if using ‘*menyebarkan dengan cepat*’ or ‘*menyebarkan luas*’.

C. Narrative Text

1. Definition of Narrative Text

It is one of four classical rhetorical modes or ways that writers use to present information. The others include an *exposition*, which explains and analyzes an idea or set of ideas; an *argument*, which attempts to persuade the reader to a particular point of view; and a *description*, a written form of a visual experience (Nordquist, 2019).

Narrative text is a text which for amuse or entertain readers that does not need to be factual. It should tell about an event or audience would find engaging. It should be detailed, clear and arranged

chronologically.

In senior high school level, it is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others.

2. Generic Structures of Narrative Text

It consists of title, orientation, complications, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson (1997) who argue that a narrative text, i.e.:

a. Title

It is used to get attention of the readers to read the text. It usually uses attractive but simple that easy to remember line.

b. Orientation

In this part, readers are introduced to the main characters and possibly some minor characters which also answers question about what, where and when the story occurs. The text starts the point of the text (story).

c. Complication

The complication is where the text begins the conflict that presents some important events which becomes bigger close to the climax Some of the events can be unpredictable and will make

the characters are able to develop theirs.

d. Sequence of events/ climax

The characters face the conflict that happens. It is critical moment and the characters (main) needs to react about the things that should be done. It shows how they can handle and solve it.

e. Resolution

After the climax, the crisis is solved. There are two possibilities that are can be better or worse solution.

f. Re-orientation

It consists of closure of the events that shows how the conflict is solved.

g. Coda

The conclusion or ending statement about of how the story ends.

3. Language Features of Narrative Text

Narrative text is identical by the using of Past tense and Past Continuous tense. It focuses on specific characters. The adjective shows and provide the description. It tells the past events by using time signal that relates to the situation (e.g *once upon a time, long time ago, one day, last...., then*). It uses temporal conjunctions as like *when, while, after that, before*. It uses action verb. Adverb or adverbial phrase refers to the current place of the events.

E. Previous Studies

As stated from chapter I about some of previous studies which are shown in short, it can be explained if all of them have relations to this study. The utilization of *Google Translate* can be indicated as the learning media during translating activity. *Google Translate* offers practical translation for the users, especially foreign languages to improve their ability on understanding the text. The research article result which is entitled “*Pemanfaatan Google Translator Sebagai Media Pembelajaran Pada Terjemahan Teks Berita Asing*” shows that *Google Translate* gives formal equivalence if the text is just word by word, sentence by sentence, or formed on short text it gives clear translation (Al-Ayubi, 2017).

Even, it is conformable to the translation result and many reviews from the users, majority of them underlines it. On the other hand, *Google Translate* gives more benefits to the users directly. On “*Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris*”, it shows that using *Google Translate* is so helpful during time constraints when translating (Maulida, 2017). By considering this, the teachers can review or project what and how much impact in learning narrative text can be obtained from the results of the *Google Translate* translation that used by students. Perception affects the reviews of usage of *Google Translate*. It is started from the opinion, situation, and knowledge of someone which concludes tool can be detected as quality media. The standard of this can be diverse, but in general, if the translation tool can be used and gives the result immediately even it is in short or long text, users will use it as

the supporting media which is almost able to confirmed as the main media of translation. Although it is not really appropriate to the context in a long text some of them (in short text) is accurate. While on teachers' perception, it discuss about the method of theirs which can be read on "*Teachers' Perception on Students' Learning Style and Their Teaching*" or related article, "*Perceptions of Teachers and Students on The Qualities of An Effective Translation Teacher*".