

CHAPTER I

INTRODUCTION

A. Background of Study

In the current era of globalization, language is a tool that can help us communicate with each other, whether interacting with fellow students at school or with the community. Humans express desires, messages, ideas and feelings to other people using language. One of the languages used is English, which is one of the languages of instruction used in social interactions. One of the most important elements for mastering English is vocabulary, so a strategy for developing vocabulary is needed, which can be done through lots of reading, listening, saying and writing it repeatedly.¹

As the most important foreign language in Indonesian, this language is one of the mandatory subjects taught in educational institutions. English is also considered a difficult subject for Indonesian students, because English is very different from Indonesian in terms of structure, pronunciation and vocabulary system. The government always strives to improve the quality of English language teaching. By improving the quality of teachers and other components involved in the educational process, English teaching in Indonesian improves over time.

Vocabulary is one of the important components in language. By mastering vocabulary well, you can connect the four skills of speaking, listening, reading, and

¹ Siti Habibah, "Pengaruh Penguasaan Kosakata Dan Rasa Percaya Diri Terhadap Prestasi Belajar Bahasa Inggris," *Journal of English Language Teaching* 2 No 3 (2023): 195.

writing. According to Nunan, vocabulary is an important part that makes it easier to use a second language, because without a correct vocabulary the language will not be able to function structurally and will be difficult to understand.²

In this millennial era, internet technology allows everyone to access information from all over the world anytime and anywhere. One tool that helps internet users to search for information effectively is Google. Where Google currently offers a variety of applications, one of which is Google translate which is a tool that can help with translation.

Google translate is a service provided by Google incorporation to translate text or web pages in one language into another language. Google translate doesn't have to be on a computer or laptop, but the translator only needs to be connected to the internet. This is translated into a foreign language, because sometimes there are many texts in the original international language, such as English that need to be understood. This is where the idea emerged for students to understand texts by translating them instantly which takes a relatively short time. One way is to use Google translate. This shows that technology has been used to participate in the translation development process in student learning. Google has translated more than 100 languages at various levels. For some languages, Google translate can speak translated text, highlight appropriate words and phrases in source and target texts, and act as a simple dictionary for single-word input. If language detection is

² Juli Wakana, "Meningkatkan Penguasaan Kosakata Bahasa Inggris Dengan Menggunakan Alfabeta Game Pada Siswa Kelas IV Di Madrasah Ibtidaiyah Azzahidin Pekanbaru" (UIN Sultan Sayrif Kasim Riau Pekanbaru, 2012).

selected, text in unknown language can be identified automatically. With Google translate, it can make it easier for students to acquire and master more vocabulary.³

Google translate has so far been considered effective in responding to the need for services. Another advantage of Google translate is that Google translate is a free application that allows users to translate dozens of languages instantly without paying. Google translate offers language translation services in various languages, and this translation database engine is quite comprehensive. Apart from that, on Google translate, documents can be translated from any source language to any destination language. Google translate also includes languages for automatic detection. Google translate can provide insight when English learners provide certain input terms, and can offer automatic suggestions if English learners misspell a term. With the many benefits of using Google translate mentioned above, it can help students determine the meaning of foreign or difficult terms to expand their English vocabulary mastery.⁴

Many studies have been conducted in line with Google Translate, such as Research from Mohammad Ulil Aidi “Students’ Perceptions of Using Google Translation Class in English Education Department of Universitas Muria Kudus 2019/2020”. The results showed that the students have high or positive perceptions of using Google Translate in General Translation Class.⁵

³ Hidy Maulida, “Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris,” *Jurnal Saintekom* 7 No 1 (2017): 58.

⁴ Milda Ningsih Samir, Muhammad Basri, and A Muliati M, “The Effect of Google Translate Application English Vocabulary Mastery of High School Students,” *Journal of English Education and Literature* 2, No. 2 (2023), 188.

⁵ Mohammad Ulil Aidi, “Students’ Perceptions of Using Google Translation Class in English Education Department of Universitas Muria Kudus 2019/2020” (Jawa Tengah, Universitas Muria Kudus, 2021).

Then, research from Lailatul Fadilah on “The Effect of Google Translate Application on the 8th Graders Writing Skills in SMPN 2 Larangan”. The results showed that the effect of application Google translate on the writing skills of 8th graders students at SMPN 2 Larangan had an effect on student vocabulary mastery.⁶

And last, research from Guruh Suseno on “Students’ Perceptions of Using Google Translate in Learning English on Reading Skills in the Eleventh Grade at SMAN 1 Nogosari”. The results showed that almost all students have positive perceptions when Google translate is used in learning English on reading skills.⁷

The similarity between previous study and this research is that they both researched about Google Ttranslate. Meanwhile, the difference between this research and previous study is this research examines about vocabulary mastery.

At Mts. Ziyadatut-taqwa Tlanakan, students 8th class are lazy about learning English, they think that English is difficult to learn, so they don’t know much vocabulary, even though vocabulary is very important in language. Not only that, they are also lazy about carrying thick English dictionaries which they feel are heavy to carry, so students are lazy about vocabulary. Student using Google translate to help translate texts without searching manually and more effectively, so that Google translate influence can also increase students’ vocabulary even more. Based on the background of the research, the researcher is interested in conducting a study

⁶ Lailatul Fadilah, “The Effect of Google Translate Application on the 8th Graders Writing Skills in SMPN 2 Larangan” (Madura, IAIN Madura, 2021).

⁷ Guruh Suseno, “Students’ Perceptions of Using Google Translate in Learning English on Reading Skills in the Eleventh Grade at SMAN 1 Nogosari” (Surakarta, UIN Raden Mas Said Surakarta, 2023).

entitled “**The Effect of Translate Applications on Class 8th Students Vocabulary Mastery at Mts. Ziyadatut-taqwa Tlanakan**”

B. Research Problem

According to John W. Creswell, Research problems are the educational issues, controversies, or concern that guide the need for conducting a study.⁸

Based on the background of the study above, the research problems in this research is “Is there effect in vocabulary mastery between the 8th graders who study vocabulary using Google Translate and 8th graders who study vocabulary not using Google Translate in MTS. Ziyadatut-taqwa Tlanakan?”

C. Research Objectives

Research objective is a statement of intend that specifies goals that the investigator plan to achieve in a study.⁹ The research objectives in this research is to measure significant different in vocabulary mastery between the 8th graders who study vocabulary using Google Translate and 8th graders who study vocabulary not using Google Translate in MTS. Ziyadatut-taqwa Tlanakan.

⁸ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 59.

⁹ Creswell, 111.

D. Significance of The Study

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).¹⁰

This study has two significance such us theoretical significance and practical significance.

1. Theoretically

Theoretically, the researcher expected the result of this study can provide useful information and extensive knowledge for the readers, especially about the effect of translation application on the student's vocabulary mastery.

2. Practically

The significance of this research is expected to be useful for:

a. For the students

This research as the effect of translate applications on student vocabulary mastery.

b. For the teachers

This research it is used to know the effect of applications on student vocabulary mastery.

c. For the other researcher

This research finding is the material which can be developed further and deeper by adding knowledge.

¹⁰ Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction*, 1st ed. (Malang: Penerbit Universitas Negeri Malang, 2010).

d. For the readers

This research can be read to enrich their knowledge

E. Scope and Limitation of The Study

The scope of research allows for the reviewer to know what type of information was gathered and how it was gathered to come to the analysis that was conclude. The limitation is potential weakness or problem with the study identified by the researcher.¹¹ While the scope and limitation of study are both entirely different in their own rights, they are both a very necessary and crucial part of any through research.

Scope of the study is the effect of translate applications on students vocabulary mastery in Mts. Ziyadatut-taqwa Tlanakan. The researcher limits the study of the 8th grades students of Mts. Ziyadatut-taqwa.

F. Assumption of The Study

Research assumption is basic assumption or postulate bout a matter relating to a research problem whose truth has been accepted by the researcher.¹² Its mean assumption is a provisional assumption that is considered true by the researcher and requires proof so that the assumption becomes the absolute truth.

¹¹ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 199.

¹² *Pedoman Karya Tulis Ilmiah* (Agama Islam Negeri Madura, 2020), 17.

Latief states that assumption believes that a person has a condition to carry out an activity, without the assumption that someone will not decide to do something.¹³

This study assumes that there is a significant difference between students 8th grades who study vocabulary using Google translate and students 8th grades who study vocabulary not using Google translate in Mts. Ziyadatut-taqwa Tlanakan.

G. Hypothesis

Hypothesis is statement in which the investigator makes a prediction about the outcome of the research.¹⁴ There are two hypotheses: null hypothesis (Ho) and alternative hypothesis (Ha). Null hypothesis (Ho) is a prediction about the population and is typically stated using the language of “no difference” (or “no relationship” or “no association”). Alternative hypothesis (Ha) indicates a difference (or relation or association), and the direction of this difference may be positive or negative (alternative directional hypotheses) or either positive or negative (alternative non directional hypotheses).¹⁵

¹³ Latief, *Research Methods on Language Learning an Introduction*, 49.

¹⁴ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 111.

¹⁵ Creswell, 188.

Based on the research objective above, the researcher creates a hypothesis as follow:

1. Ho: There is no significant difference between students 8th grades who study vocabulary using Google translate and students 8th grades who study vocabulary not using Google translate in Mts. Ziyadatut-taqwa Tlanakan.
2. Ha: There is a significant difference between students 8th grades who study vocabulary using Google translate and students 8th grades who study vocabulary not using Google translate in Mts. Ziyadatut-taqwa Tlanakan.

In this research, the researcher uses an alternative hypothesis: namely, there is a significant difference between students 8th grades who study vocabulary using Google translate and students 8th grades who study vocabulary not using Google translate in Mts. Ziyadatut-taqwa Tlanakan.

H. Definition of Key Terms

To avoid misunderstanding in comprehending this title, so that the researcher needs to explain the term in this title as follow:

1. Google translate application as media.

It is the kind of media to translate one language to another language.

2. English vocabulary mastery.

Vocabulary Mastery is the activity of mastering or the ability to understand and use words contained in a language, both spoken and written.

I. Previous Study

There are five previous studies on the effect of using applications in student vocabulary mastery. First, Research from Mohammad Ulil Aidi “Students’ Perceptions of Using Google Translation Class in English Education Department of Universitas Muria Kudus 2019/2020”. The approach in this research is qualitative with descriptive qualitative method. The population of this research is fourth semester students of General Translation Class in English Education Department. The results showed that the students have high or positive perceptions of using Google Translate in General Translation Class.¹⁶

Second, research from Lailatul Fadilah on “The Effect of Google Translate Application on the 8th Graders Writing Skills in SMPN 2 Larangan”. The approach in this research is quantitative research with quasi-experimental design. The total number of population was 64 students, and 32 students as total sample. The results showed that the effect of application Google translate on the writing skills of 8th graders students at SMPN 2 Larangan had an effect on student vocabulary mastery.¹⁷

Third, research from Guruh Suseno on “Students’ Perceptions of Using Google Translate in Learning English on Reading Skills in the Eleventh Grade at SMAN 1 Nogosari”. The approach of this research is qualitative research with

¹⁶ Mohammad Ulil Aidi, “Students’ Perceptions of Using Google Translation Class in English Education Department of Universitas Muria Kudus 2019/2020” (Jawa Tengah, Universitas Muria Kudus, 2021).

¹⁷ Lailatul Fadilah, “The Effect of Google Translate Application on the 8th Graders Writing Skills in SMPN 2 Larangan” (Madura, IAIN Madura, 2021).

survey method. In this research, the interviews were conducted with six respondents, while the questionnaires were filled in by 101 respondents from 107 students. The results showed that almost all students have positive perceptions when Google translate is used in learning English on reading skills.¹⁸

The fourth research from Andini Sholehah, Sulistyani and Agung Wicaksono “The Effect of Google Translate on Students’ Vocabularies”. The approach of this research is quantitative research with experimental method. The total number of this population is grade X and the sample is 33 students. The result of this research are the score and the mean of post-test are higher than pre-test because the result of translation with Google translate. From this research, it can be concluded that Google translate can be the media to translate vocabularies with comparing the result from the other dictionaries.¹⁹

The last research from Melita Nadhianti “An Analysis of Accuracy Level of Google Translate in English-*Bahasa Indonesia* and *Bahasa Indonesia*-English Translation”. The approach of this research is qualitative with descriptive qualitative method. The researcher took three translators as the population of target readers. The result showed that Google Translate, in both English-*Bahasa Indonesia* and *Bahasa Indonesia*-English translations are considered as inaccurate translation. From the finding of this research, it shows that Google Translate still

¹⁸ Guruh Suseno, “Students’ Perceptions of Using Google Translate in Learning English on Reading Skills in the Eleventh Grade at SMAN 1 Nogosari” (Surakarta, UIN Raden Mas Said Surakarta, 2023).

¹⁹ Andini Sholehah, Sulistyani, and Agung Wicaksono, “The Effect of Google Translate on The Students’ Vocabularies,” *Semdikjar* 6, (2023).

needs some improvements in making the output precise in meaning and it is more appropriate for Google Translate stands only as an aid in translating.²⁰

²⁰ Melita Nadhianti, "An Analysis of Accuracy Level of Google Translate in English-Bahasa Indonesia and Bahasa Indonesia-English Translation" (Yogyakarta, Universitas Yogyakarta, n.d.).