

THE EFFECTS OF GOOGLE TRANSLATE APPLICATION ON ENGLISH VOCABULARY MASTERY OF HIGH SCHOOL STUDENTS

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Abstract

The study aims to determine the effects of translation apps on English vocabulary mastery of high school students. The method of this study was a Pre-Experimental design that consisted of one experimental class. The samples in this study were XII MIA SETIA students from SMAN 25 BONE. Samples were selected using a cluster random sampling technique with a total number of 17 students. The instrument for collecting data was Pre-test and Post-test. Based on calculations, the mean scores of post-test in the experimental class was 87.5. The results of the statistical hypothesis test using the paired sample t-test revealed the probability/significance level is less than the alpha level. Thus, the use of google translate has a positive effect on high school students English vocabulary mastery.

Keywords— *Vocabulary, Google Translate Application.*

INTRODUCTION

Given the importance of vocabulary mastery, especially for EFL students, the teacher should find out about approaches, strategies, and media that might aid in vocabulary learning. However, it has been shown that vocabulary teaching and learning are neglected in Indonesian English education. The majority of students and teachers lack a basic knowledge of learning strategies and vocabulary acquisition techniques (Kebiel in Asyiah, 2017). The value of vocabulary is not recognized by teachers, and vocabulary acquisition activities are not incorporated into the English curriculum. Students' lack of vocabulary seems to be a result of the described condition, which seems to be a serious obstacle to language development. Students' limited vocabulary is the main obstacle to learning English in an EFL setting (Priyono, 2004). Because languages rely on words, teaching vocabulary is vital for language acquisition (Alqahtani, 2015). Students cannot listen, read, speak, or write well without a sufficient vocabulary.

If our vocabulary is poor to do translation activities without assistance, we often depend on technologies. Translation is one of the most important abilities that language learners, especially English learners, must master. Translation application or translator software refers to any application that assists human translators in translating text from one language to another. It tries to increase speed and quality via automation and terminology management. When students encounter unfamiliar terminology, Google Translate may help them understand or determine the phrase and sentence's meaning. They should pay attention to the words around the unfamiliar ones. Students may use Google Translate to determine the meaning of unfamiliar or difficult terms in order to expand their English vocabulary. The study aims to determine the effects of Google

Translate on English vocabulary mastery of high school students. Thus, we seek to clarify the following research questions: “Is the use of Google Translate effective to improve the students’ English vocabulary mastery at high school?”

LITERATURE REVIEW

1. Vocabulary

The effective use of a foreign language requires a extensive vocabulary. Without it, a language learner would be unable to apply the structures and functions we have gained for communicative comprehension (Alqahtani, 2015). According to Schmitt and Mc Charty (1998), receptive and productive knowledge may be the only practicable method for measuring language knowledge. According to Miller in Murkolori (2011), a vocabulary is a collection of words that serve as the primary building blocks for constructing and understanding sentences. According to a recent research, teaching vocabulary may be difficult since many teachers are aware of the best practices in vocabulary education and do not always know where to begin when placing a classroom emphasis on word acquisition (Berne, 2008). According to both teachers and students, vocabulary acquisition is a vital part of language instruction (Walters, 2004). One of the most challenging aspects of teaching English as a second language is vocabulary development. Throughout the teaching and learning process, teachers will encounter challenges. They have trouble understanding how to teach students in a way that leads to good effects. Teachers must use responsibility while teaching vocabulary, a foreign language that is distinct from the students' native tongue. Moreover, they must remember that teaching English to youths differs from teaching English to adults. The teacher must plan ahead and use proper research techniques with the students. There are often several methods for teaching vocabulary.

Drilling is used to teach vocabulary via drilling, spelling, and active engagement in order to familiarize children with the word form and primarily its pronunciation. Because the spelling forms of English words cannot always be derived from their pronunciation, it is necessary to study word spelling. There are teaching vocabulary via the use of drawings and images. On chalkboards or flash cards, objects like drawings may be drawn. If they are composed of cards and wrapped with plastic, they may be reused in a variety of circumstances. They may aid young kids in absorbing and retaining instructional material more efficiently. Visuals are used to link students' prior knowledge to a new story, which helps them learn new words. Numerous vocabulary may be communicated via the use of illustrations or visuals. They are quite useful for defining unknown concepts. They should be used as often as possible. Images include posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. Images for vocabulary education may be found in several locations. In addition to those created by the instructor or learners, there are collections of bright images for schools. Newspaper and magazine photographs are also highly useful. Teaching language via mime, emotions, and gestures emphasizes the importance of movements and facial expressions in communicating, the word "mime or gesture" is useful (Alqahtani, 2015). Since it stresses communication, it may be used not just to explain the meaning of a word in a reading passage, but also in speaking activities. Several words may be introduced by mime, emotions, and gestures. Adjectives such as "sad," "happy," mime, and removing one's hat to teach the word "hat," among others. Several studies have shown the significance of gestures in second-language acquisition (L2). Particularly when addressing young students and beginners,

teachers use several gestures (Sime, 2001; Hauge, 1999). It is commonly acknowledged that "teaching gestures" may attract students' attention and make a course more engaging. Teaching vocabulary via comparison and enumeration. An enumeration is a list of every item in a comprehensive and well-organized collection. It is capable of conveying information. In other words, this method is useful for describing visually difficult terms. We may say "clothes" and then list or enumerate further examples. When the instructor specifies multiple objects, such as an address, a skirt, and trousers, the concept of "clothes" will become clear. Teaching vocabulary using contextual inference. Dubin (1993) and other L1 and L2 reading experts have recommended context-based guessing as a strategy for coping with novel material in unedited selections. The specific context, according to Alqahtani (2015), is "the other words and sentences around that term." Consequently, additional terms in the context of an unfamiliar word often "illuminate its meaning." These extra words may be found in the sentence containing the unknown word or in other sentences unrelated to the phrase containing the unknown word. Contextual learning requires not just extensive reading, but also participation in discussions and listening to tales, films, or radio broadcasts. Furthermore, this strategy encourages students to take risks and infer as many alternative meanings for words they do not comprehend as feasible. Therefore, this will assist youngsters build self-assurance so they can independently determine the meanings of words. Illustrations, the likeness of spelling or sound in the native language, and common knowledge are examples of indications that learners may employ to determine meanings independently (Walters, 2004).

2. Google Translate

Google Translate is an online machine translation service created by Google Inc. in 2006, according to Turovsky (2016). Google Translate supported just two languages in 2006, but more are being added and updated to fulfill consumer demand. Groves and Mundt (2015) went on to explain that Google Translate is a free web-based machine translation service that supports several languages and mobile devices. In addition, according to Medvedev (2016), Google Translate is free and quick, provides a selection of input and output languages, enables voice recognition, and can translate full web pages and files upon upload. According to Kharbach (2016), the capabilities of Google Translate include pronouncing the translated word, translating text from images or photographs, translating with voice, translating with handwriting, translating the complete document, and storing the translation in a phrasebook. According to history, a letter from a fan inspired one of Google's founders, Sergey Brin, to create Google Translate. Google, being a technological corporation, has a big worldwide audience, as is general known. However, the letter was written in Korean, a language no one could comprehend. The letter was then translated using Brin's machine translation program. "The raw fish shoe that he craved. Search Google for Green Onions!" The letter is written. Brin frowned after reading the text. Here is where the concept of developing a dependable computer translation system, which eventually became Google Translate, started. Despite its limitations, Google Translate has been fairly effective in addressing the need for translation services on the internet. After years of development, Google Translate is now directly integrated into its newest product, Google Pixel Buds. Google Translate is a free application that enables users to instantaneously translate between dozens of languages. It can translate words, phrases, and full web pages between the supported languages. Google Translation is a multilingual service that enables users to translate written content from one language to another. Google Translate

allows for the fast translation of text, even in seconds. If English learners see a foreign-language website, Google may translate one page of the site for them. This service is also compatible with the Google Chrome browser. There are many benefits to use Google Translate. Google Translate offers language translation services in various languages, and This translation database engine is quite comprehensive. Documents may be translated from any source language to any destination language. This program also includes a language for automated detection. The program can give insight when English learners input particular terms. Google can offer auto-suggestions if English learners misspell a term. For each of its users, Google Translate provides a service. This online translator service does not require a Google account to use. To gain access, simply go to the website and type in the source text. Google Translate's key selling point is its free service. Google does not charge any fees for translation services in many languages. When English learners need to acquire translation software, compare the two. The biggest disadvantage of this automatic translator application is its translation quality. Due to the machine's face issues, Google Translate is unsuitable for translating scientific and literary works. It may be risky to use this free service to translate important papers. The translation must be corrected by a human translator, regardless of the accuracy of the machine translation results. In addition, Google Translate continues to have difficulty interpreting command phrases, especially from English to Indonesian. Observe how a sentence such as "Throw the ball" or "Close the door" gets translated. In other words, translators who charge a fee are certainly superior at delivering freely accessible translation services.

METHODS

A. Research Design

This study used a quantitative methodology that collects data on a numerical scale. In this study, a pre-experimental design technique was used, with just one experimental class and no control class. It is a pre-experimental design since it is not yet an experiment because external factors still impact the formation of the dependent variable. The Researcher carried out this research through a three-step process: pretest-treatment-posttest to investigate whether the translator application improves students' vocabulary. After doing the treatment using Google Translate, the post-test was given to measure the results of the students' translation after the treatment. The diagram will present as follows:

Experimental group: R	O1	X	O2
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R: Subject of the study

X: Treatment

O1: Pre-test of experimental group

O2: Post-test of experimental group

B. Population, Sample, and Sampling

The population for this research was recruited from SMAN 25 Bone. The population of the study consisted of the twelve-year-old students enrolled in SMAN 25 Bone's six classes throughout the academic year 2022/2023. The researcher selected cluster random sampling after determining that six classes (populations) functioned as big clusters. This study's sample consisted of the XII MIA SETIA grade students at SMAN 25 Bone, academic year 2022/2023, with 6 male and 11 female participants.

C. Research Instrument

In this study, the researcher used a translation test as an instrument. In order to complete the experiment, the researcher administered tests to the students. The researcher distributed tests to determine the students' prior vocabulary. There were a total of 30 numbers on the test. The students were given a pre-test before treatment and a post-test after treatment. This test measures the students' vocabulary following treatment.

D. The Technique of Collecting Data

Before giving the treatment, the researcher gave the students a pre-test. The researcher then provided the treatment over the course of four meetings. It took the form of a teaching and learning process, utilizing Google Translate as the translation app. After the treatment, the researchers distributed a post-test in the same format to the students in order to determine their development after employing the translator application to the vocabulary teaching and learning process.

E. Data Analysis

To analyze the data, the researcher calculated the formula

\bar{X} , $S.d$, *Normality test*, and *t – test* using SPSS statistic Software.

FINDINGS**A. The Frequency and Rate Percentage of the Pre Test and Post Test**

No	Score	Classification	Frequency	Percentage	Frequency	Percentage
1	96-100	Excellent	0	0%	3	18%
2	86-95	Very Good	0	0%	9	53%
3	76 – 85	Good	0	0%	5	29%
4	66 – 75	Fairly Good	3	18%	0	0%
5	56 – 65	Fairly	13	76%	0	0%
6	36 – 55	Poor	1	6%	0	0%
7	0 – 35	Very Poor	0	0%	0	0%
Total			17	100%	17	100%

B. Mean Score and Standard Deviation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	60.6471	17	6.98159	1.69329
	POST TEST	87.5294	17	7.32391	1.77631

C. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRE TEST	.194	17	.089	.903	17	.078
POST TEST	.123	17	.200*	.947	17	.409

D. Hypothesis

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	17	-.492	.045

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-26.88235	12.35861	2.99740	-33.23656	-20.52814	-8.969	16	.000

Based on the table, It can be seen that the t count is -8.969 with probability/significance level of 0.000 ((p value) < 0.05) then null hypothesis (H_0) is rejected. It can be concluded that there is a difference in the average student test results before and after using google translate in learning English, which means that there is increase in English vocabulary in class XII MIA SETIA.

DISCUSSION

This research was conducted from August 8, 2022, to August 16, 2022, and four meetings (twice a week) were held at SMAN 25 Bone. The researcher employed the pair match method to examine the effect of utilizing Google Translate on students' English vocabulary mastery. The research began with a pretest, followed by treatment, and concluded with a posttest. According to the data analysis findings above, The pretest had a mean score of 60.6, while the post-test had a mean score of 87.5. It demonstrates that the relatively high level of student vocabulary has improved.

The findings of the study indicate that without language, students would not be able to fully grasp the lesson, would often find it difficult, and would be less motivated to learn. We believed that vocabulary is crucial. Thus, the involvement of the student in boosting vocabulary acquisition is vital. By emphasizing the importance of vocabulary in language acquisition, only a small percentage of language can be learnt without studying grammar, according to Wilkins and

Thornbury (2002). Without words, however, we are unable to communicate. When our vocabulary is inadequate to do translation jobs by ourselves, we often rely on additional technologies. Google Translate is the most often used program among students. Students of the English language might benefit from translator software, particularly when they want to expand their vocabulary. According to Saran and Seferolu (2010), digital technologies have the potential to narrow the accomplishment gap between remedial and advanced pupils. Therefore, the Google Translate app might be a useful tool for teaching vocabulary to English language learners.

In conclusion, Google Translate may help English learners expand their vocabulary. However, some students' comments appear with a range of emotions when they use Google Translate, although the most common is that. They regard the program to be unremarkable, while the majority feel that Google translate may enhance their language knowledge. They feared that the frequent grammatical faults in Google Translate may hinder their knowledge of grammar. In addition, the use of Google Translate at advanced discourse levels was controversial from an ethical standpoint when the translated writings were presented as the student's original contributions without any modification. According to a previous research conducted by Deris and Shukor (2019), advanced learners should not use Google Translate. Therefore, the researcher is not restricted to using Google Translate to translate texts. Google Translate is solely used for word translation. For phrases, the researcher must explain additional grammatical rules and non-Google-translated elements.

CONCLUSION

The study's results concluded that using Google translate as a medium in learning English can improve vocabulary mastery in class XII MIA SETIA SMAN 25 Bone. Based on the data above, the pre-test's mean score was 60.6 (very fairly), and the mean post-test score was 87.5 (good score), so the student's vocabulary improved by 44% and the results of the paired sample t-test with p-value is less than the alpha level. It means that the use of google translate has a positive effect on high school students English vocabulary mastery.

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