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THE EFFECT OF GOOGLE TRANSLATE TO INCREASE STUDENTS' VOCABULARY MASTERY AT SMAN 1 KEDIRI SKRIPSI Submitted as Partial Fulfilment of the Requirements for the Attainment of the Degree of Sarjana Pendidikan in English Language Education / By: ANDINI SHOLEHAH 2014050039 ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA PGRI KEDIRI 2023 APPROVAL PAGE Skripsi by: ANDINI SHOLEHAH NPM: 2014050039 Entitled: THE EFFECT OF GOOGLE TRANSLATE TO INCREASE STUDENTS' VOCABULARY MASTERY AT SMAN 1 KEDIRI Approved by the advisors to be proposed to The Education Examination Committee of University of Nusantara PGI Kediri Date: Kediri, July 27th, 2023 The Advisors, Advisor I Advisor II Dr. Sulistyani, M.Pd. Drs. Agung Wicaksono, M.Pd. NIDN. 0701056803 NIDN.

0711076802 ii _iii THE STATEMENT OF WRITING ORIGINALITY The undersigned below, I: Name : Andini Sholehah Sex : Female PDoB : Kediri, January 1st, 1998 NPM : 2014050039 Fact/Dept : FKIP/ English Language Education Department States that: This Skripsi was never submitted to any institute of higher education for any academic degree. This Skripsi totally independent of my work and not the result of plagiarism for the work of others. If someday proved of this Skripsi as a result of plagiarism.

I would be willing to bear all the legal consequences occur. Kediri, July 27th, 2023 Signed by, ANDINI SHOLEHAH 2014050039 iv Motto and Dedication Motto: All our dreams can come true, if we have the courage to pursue them. Walt Disney Indeed, with hardship [will be] ease. (Q.S. 94:6) Dedication This Skripsi is dedicated to : 1. My lovely parents (Mr. Eko and Mrs. Khoiriyah). 2.

My friends of English Language Education Department from Year 2019 and 2020. 3. My

intership friends at SMAN 1 Kediri. 4. My friends during Community Service (KKN) in Pakelan. 5. My big families from father and mother. v ACKNOWLEDGEMENT Praise and Graditute We pray to the presence of Allah SWT because only Him can the task of this Skripsi be completed.

This Skripsi entitles "The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri" is written to fulfill the requirements to obtain Bachelor of Education Degree in the major English Language Education Department. In this occasion, I would like to express my gratitude and appreciation to: Dr. Zainal Afandi, M.Pd. as the Rector of UNP Kediri who always give motivation and encouragement to the students. Dr. Mumun Nurmilawati, M.Pd.

as the Dean of Faculty Teacher Training and Education of UNP Kediri. Khoriyah, M.Pd. as the Head of English Language Education Department who always motivate the students. Dr. Sulistyani, M.Pd. as the first advisor who gives motivation, guiding, giving correction also suggestion to finish this Skripsi. Agung Wicaksono, M.Pd.

as the second advisor who gives additional knowledge and suggestion to complete this Skripsi. All of lecturers in English Language Education Department who give inspiration and knowledge to this research. vi vii Widayat, S.Pd. M.M. as Headmaster of SMAN 1 Kediri who has permitted the researcher to conduct this research at SMAN 1 Kediri. Abdul Khodir, S.Pd.

as English Teacher of SMAN 1 Kediri who gives motivation during this research. The students of X5 at SMAN 1 Kediri who become the participant of this research. My beloved parents (father and mother) who always give me support, suggestion, affection, and everything to finish this Skripsi. All of friends from English Language Education Department, Intership Program, and Community Service who always give real life knowledge in order to motivate the Skripsi. The last, researcher realizes that this Skripsi is far from perfect in the contents.

Therefore, it needs critics and suggestions from some aspects to make it perfect. Researcher hopes that this Skripsi is useful to the readers or other researchers. Kediri, July 27th, 2023 ANDINI SHOLEHAH NPM. 2014050039 Abstract Andini Sholehah The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, 2023. Skripsi, English Language Education Department, FKIP Universitas Nusantara PGRI Kediri, 2023.

Keywords: Effect, Google Translate, Vocabulary This research discusses about the effect

of Google Translate to the vocabulary mastery of Senior High School Students. In this era, students can operate online dictionary in the internet. It can be seen from the using of Google Translate. This research has some formulation of the problems such as: How is the students' vocabulary score before being taught by using Google Translate? How is the students' vocabulary score after being taught by using Google Translate? Is there any significant effect of using Google Translate on students' vocabulary mastery? Then, the purposes of this research are to find out the students' vocabulary score before being taught by using Google Translate, to find out the students' vocabulary score after being taught by using Google Translate, and to find out whether there is a significant effect of GT on students' vocabulary mastery.

Google Translate Ghaseni and Hashemian (2016) stated that Google Translate is the service of Google to provide the translation especially in the written text from one language to other language. Google Translate helps people to translate from one language to other language. Susanto (2017) stated that vocabulary becomes basic in learning foreign language. Vocabulary is the basic of the language.

This research uses experimental quantitative research. This research was conducted from October 2022 to December 2022. The place of this research was SMAN 1 Kediri. Beside that, the population of this research is Grade X. The sample of this research is Grade X5 with total 33 students. The mean of pre-test is 95.61, the highest score is 99, and the lowest score is 88.5. From the post-test, the mean is 91.23, the highest score is 98, and the lowest score is 79.

This factor happens because the result of translation sometimes are not suitable to the context. The conclusions of this research are Google Translate can help students to learn and to find out the meaning of vocabularies and it can find out the meaning from one. This research has some suggestions for some aspects. English teachers can use Google Translate in the teaching process and compare with other dictionaries.

Students can learn vocabulary with Google Translate and need to read the result of translation. Other researchers develop similar research about Google Translate and doing recheck the result of translation. viii PREFACE Firstly, I would like to thank you for Allah SWT for blessing and guiding.

Secondly, I would like to say thank you for: Rector of Universitas Nusantara PGRI Kediri, Dr. Zainal Afandi, M.Pd. Dean of Faculty of Teacher and Training Education, Dr. Mumun Nurmilawati, M.Pd. Head of English Language Education Department who gives support, Khoiriyah, M.Pd. My lecturer as the first supervisor who always gives me motivation, Dr. Sulistyani, M.Pd. My parents (father and mother) who give motivation.

My friends from English Language Education Department, my internship friends, and students from Grade X5. The writer realizes that this Skripsi still need suggestions. Kediri, July 27th, 2023 ANDINI SHOLEHAH NPM: 2014050039 ix

E.

CHAPTER I INTRODUCTION This chapter introduces
the research clearly.

The researcher explains about the research with statement from some sources,
questions, and purposes. In this chapter, there are some sub themes such as:
background of the problem, identification of the problem, limitation of the problem,
formulation of the problem, objective of the research, and significance of the research.
Background of the Problem Nowadays almost every activity uses technology.

Google Translate is one of the newest technologies. Many students have opened
Google Translate to translate and know the meaning of the words. The activity of
translation can be handled easily by using Google Translate. It can be seen that students
choose to operate Google Translate to translate vocabularies or sentences.

Google Translate assists students to translate from one language to other languages.

The easiness of Google Translate have become usual thing to the students. They can access everytime and everywhere easily. Zafitri and Harida (2017) stated that Google Translate provides more than 100 language with many levels. Google Translate gives facilitate many languages. Besides, students can learn new vocabularies from Google Translate.

Pratama and Utami (2022) stated that online dictionary gives convenience in mastering vocabularies for students. Google Translate is one of the example of online dictionary. Every people can access online dictionary easily. 1 2 Students can learn new vocabularies from many languages because Google Translate provides many languages. Google Translate is very helpful to learn vocabularies.

Learning vocabularies in this era is different. Technologies help students to develop vocabularies. Students can access new vocabularies unlimited with Google Translate. One of the problematic of students is they still do not know the context in getting the meaning of vocabulary. Alqahtani (2015) found that the lack of the knowledge about vocabulary is the main problem.

Vocabulary is important in learning language because many vocabularies can develop one or many skills in using language. Although, most of students do not have many vocabularies. They can enrich their vocabularies from many sources. One of the sources is Google Translate. Alqahtani (2015) found that students need to save many words and be selective to express the meaning or concept of their knowledge about vocabularies.

Google Translate is the media which can help students to translate and look for the suitable meaning. Google Translate is helpful for students because they can translate and use good vocabulary in their learning and communication to the others. On the other hand, ICT (Information and Communication Technology) develops quickly.

TELL (Technology Enhanced Language Learning) also gives assistance to the learners in using newest technology. Students in this era have known about Google Translate as new technology. Duong, Tran, and Nguyen (2021) found that Technology Enhanced Language Learning (TELL) is common thing because 3 students can increase their engagement and sharpen their knowledge. Google Translate provides the facilities for students especially for vocabularies knowledge.

Writer can meet and analyze some of the gap from this research. From the researchers before, writer meets 18 related research. Asyiah (2017) explained about the perception, strategies, and influences on the vocabulary teaching and vocabulary learning. Alqahtani (2015) explained about the importance of vocabulary in learning process and teaching

process.

Asiyaban and Bagheri (2012) discussed about the translation technique in learning vocabulary for pupils. Asmitazkirah (2019) explained about learning english with Google Translate. Duong, Tran, and Nguyen (2021) discussed about the technology in vocabulary learning. Ehara, Baba, and Sumita (2016) explained about the ability of translation through vocabulary ability of the students.

Ghasemi and Hashemian (2016) discussed about error analysis with Google Translate from English to Persian and vice versa. Habeeb (2019) explained about the effectiveness of Google Translate in Iraqi students from advantages to disadvantages. Herlina, Dewanti, and Lustiyantie (2019) discussed about Google Translate as an alternative tool in translation.

Krisnawati (2017) discussed about the role of Google Translate. Lessard-Clouston (2013) discussed about word lists about vocabularies in learning and teaching. Medvedev (2016) discussed about advantages and disadvantages of Google Translate in teaching English. 4 Nababan, Nuraeni, and Sumardiono (2012) explained about assessment in translation consists of 3 aspects such as: accuracy, acceptability, and readability.

Polakova and Klimova (2020) explained about the assesment about vocabulary knowledge through mobile application. Pratama and Utami (2022) discussed about Google Translate to the students in enhancing their vocabularies. Suhono, Zuniati, Pratiwi, and Hasyim (2018) explained about problems in translating abstract of scientific writing with Google Translate.

Yanti and Meka (2019) discussed about the using of Google Translate in the translation class. Zafitri and Harida (2017) argued that Google Translate is effective in the translation. Zainudin and Awal (2012) explained problematics and solutions in teaching translation technique.

Based on the previous studies, it can be concluded that many previous studies discuss about vocabularies in teaching also learning and about the using of Google Translate. Beside that, most of previous studies use university students as the objects. The research for Senior High School students still rarely use quantitative approach.

The focus of this research is about The Effectiveness of Google Translate for Senior High School students with quantitative approach to fill the shortage. This research contributes in enriching the vocabularies for students. Besides, this research also contributes in enriching the understanding about the use of Google Translate for learning

vocabularies.

The scope of this research is only for Senior High School Students in Grade X. Some objectives are to find out the s5core of students' vocabulary before and after using Google Translate. In Senior 5 High School, this research are still rarely carried out. Researcher wants to develop this research to Senior High School Students at SMAN 1 Kediri.

Previous studies learn about translation about vocabularies. This research discusses not only translation but also vocabularies. This research gives some practical and theoretical significance. Writer writes practical significance for teacher and for next researcher. Beside that, theoretical significance for some aspects such as: for next researchers, for students, and for readers.

Identification of the Problem This research discusses the research about Google Translate to increase the vocabulary. On the other hand, this research compares the score of vocabulary before using Google Translate and after using Google Translate. Google Translate provides facilities to the students especially in the translation and vocabulary.

Asmitazkirah (2019) found that people use thick dictionary to translate words, phrases, or sentences. Besides, they sometimes use technology to translate from one language to other languages. From this phenomenon, Google Translate can give impact to the vocabulary ability of the students. Vocabulary is important aspect in learning English.

Google Translate can assist them about learning new vocabularies for students. Students have known Google Translate and have applied Google Translate during learning process. 6 Beside that, this research discusses about how effective to use Google Translate to increase vocabulary mastery.

The ability of vocabulary is important to the students. Beside that, they need to know many vocabularies with suitable context. There are some examples of vocabulary such as: meaning of words, synonym, and antonym. Students can get new knowledge from vocabularies in order to use the language. Learning English has some skills such as: reading, speaking, writing, and listening. From this skill, it needs some vocabularies.

When we discuss about reading, it needs reading vocabulary. Limitation of the Problem This research discusses about effect of Google Translate to increase vocabularies. This research only discusses about effect, Google Translate, and vocabularies to students. The object is students of Grade X5 at SMAN 1 Kediri Year 2022/2023. Besides that, the

tests (pre-test and post-test) are about descriptive text.

Formulation of the Problem This research discusses about the effect of Google Translate to the vocabulary of students. There are some formulation of the problems such as: How is the students' vocabulary mastery before being taught by using Google Translate? 7 2. How is the students' vocabulary mastery after being taught by using Google Translate? 3.

Is there any significant effect of using Google Translate on students' vocabulary mastery? Objective of the Research This research discusses about the effect of Google Translate to the vocabulary of students. There are some objectives. Below are the objectives such as: 1. To find out the students' vocabulary mastery before being taught by using Google Translate. 2.

To find out the students' vocabulary mastery after being taught by using Google Translate. 3. To find out whether there is a significant effect of GT on students' vocabulary mastery. Significance of the Research This research has some significances or benefits. There are practical significance and theoretical significance in this research for some aspects.

Below are the significances such as: 8 Practical Significance For teachers Teacher can apply the process of teaching vocabulary with Google Translate. On the other hand, teacher can maximize the using of Google Translate to their students. For future researchers The future researchers can make new research about Google Translate. Beside that, they can use this research for their new researchers.

For students Students can use Google Translate to increase their vocabularies without feeling anxiety. They can also use Google Translate to develop their new vocabularies without any limitation. Theoretical Significance For future researchers The future researchers can use the innovation of the research as their references about the using of Google Translate.

Beside that, future researchers can increase their creative thinking to use this research about Google Translate for their new discovery. 9 For students Students know the context of vocabulary from Google Translate in the learning process. Besides, students can obtain the inspiration of vocabularies from Google Translate.

For readers Readers can know about how effective Google Translate is as media for increasing new vocabularies. On the other hand, readers can inspire to increase vocabularies from Google Translate as the media. Definition of Key Terms This research

is entitled The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri.

It has three keywords as the key terms. Below there are some key terms such as: Effect Centre (n.d.) stated that a term which used to signify an outcome or a result. Effect happens because there is the using of new thing. Effect gets the result as the change. 10 b. Google Translate Google Translate is an online dictionary which is used by language learners to translate language from one language to another.

Herlina, Dewanti, and Lustiyantie (2019) reviewed that Google Translate (GT) is used by language learner. c. Vocabulary Vocabulary is one of the element in learning English language. Usman (2016) stated that Vocabulary is key or main point of receptive skill (listening and speaking) and productive skill (reading and writing).

Vocabulary is important thing in the skills of English language. Beside that, Susanto (2017) argued that vocabulary is one of the basic in learning foreign language. Vocabulary becomes the basic to support language skill. Hatch and Brown (1995) stated that vocabulary is set of words for specific language. Vocabulary is about the words of language. Hornby (2006) stated that vocabulary is the words which people use or know about it.

Beside that, it is about words in particular language. CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS This chapter discusses about review of related literature and hypothesis. Besides, this chapter will explain about the references also hypothesis of the research.

This chapter consists of 4 sub themes such as: literature review, review of previous researchers, theoretical framework, and hypothesis. Literature Review In this chapter, it will be explained more about some of the literatures. Besides, there are some related theories about the topic from research. This chapter discusses about some theories about Google Translate and Vocabulary. Google Translate Google Translate is one of media in learning English.

Google Translate can be accessed everytime with internet connection. On the other hand, many students use Google Translate to understand the meaning of vocabulary. They can upgrade their vocabularies from Google Translate. Zafitri and Harida (2017) stated that Google Translate can predict the corresponding words and phrases in the source text also target text.

Google Translate can be used to translate vocabularies. It uses source text before

getting the meaning of vocabularies and target text after translating the vocabularies. When we open Google Translate, there are some tools for instance: translate by voice, listen, swap language, select input tool, turn on visual keyboard, detect language, text, images, documents, websites, save translation 11 12 copy translation, rate this translation, share translation, and did you mean (to correct grammar).

Jabal (2022) Google Translate has some features such as: write function, script function, camera translation function, voice translation function, and translate offline. All of these features have different characteristics and function. Write function is for translating words or sentences or phrase with typing. Then, camera translation function can be used when the text uses picture format. Voice translation function is for translating words or sentences with using voice.

The last is translate offline. Translate offline can help people to translate without using internet connection. Definition of Google Translate Maulida (2017) explained that Google Translate is free machine multilingual translation from Google. It can translate words, phrases, sentences, and text. Google Translate is special tool from Google to translate from one language to other languages.

Suhono, Zuniati, Pratiwi, and Hasyim (2018) inferred that Google Translate is machine system. It can produce meaning to other meaning in different languages. On the other hand, Ghaseni and Hashemian (2016) stated that Google Translate is the service of Google to provide the translation especially in the written text from one language to other language. Besides, Google Translate provides approximately 13 90 languages. Google Translate is available with approximately 90 languages.

It can assist people to translate it. Maulida (2017) explained that Google Translate is free machine multilingual translation from Google. It can translate words, phrases, sentences, and text. Google Translate is special tool from Google to translate from one language to other languages. Suhono, Zuniati, Pratiwi, and Hasyim (2018) inferred that Google Translate is machine system. It can produce meaning to other meaning in different languages.

On the other hand, Ghaseni and Hashemian (2016) stated that Google Translate is the service of Google to provide the translation especially in the written text from one language to other language. Besides, Google Translate provides approximately 90 languages. Google Translate is available with approximately 90 languages. It can assist people to translate it. Advantages of Google Translate Google Translate is very helpful for many people. It has some advantages to students.

Yanti and Meka (2019) argued that there are 3 advantages of Google Translate such as: fast, easy, and enriching vocabularies. Google Translate is very helpful for students because it can translate words, sentences, or texts text fastly. On the other hand, Google Translate is easy. Google Translate provides and displays the meaning only a few second after inputting the difficult words or sentences.

Google Translate can enrich vocabularies to students. It provides many 14 meaning from difficult words or sentences automatically. It makes students to know many new vocabularies. Disadvantages of Google Translate Google Translate also has some disadvantages. Although Google Translate is very helpful, it has disadvantages.

Yanti and Meka (2019) inferred that there are 3 disadvantages of Google Translate such as: Google Translate makes lazy to students, it has some grammatical errors, and the translation is not accurate also not readable. Medvedev (2016) stated that Google Translate has some disadvantages for example: some languages have no audio translation, words or sentences have unclear voice translation from Google Translate, and long texts are translated not correct.

Translation Translation is the process of transferring meaning from one language to other languages. Zainudin and Awal (2012) in Leonardi (2009) inferred that translation is mediation activity about meaning from source language to target language. Translation changes to the other language. Translation can use offline dictionary or online dictionary. Google Translate is categorized as online dictionary.

On the other hand, Google Translate can translate from one language to many languages fastly. It can make many people to use 15 Google Translate. The quality in translation has 3 main aspects such as: accuracy, acceptability, and readability. Ehara, Baba, Utiyama, and Sumita (2016) stated that particular method in measuring translation ability implies translation tests.

Translation test uses translating sentences. It is evaluated by evaluators or expert translators. This method is effective to know the ability of vocabularies especially in English language. Asiyaban and Bagheri (2012) in Cole (1998) indicated that when teacher gives definition of particular word, students try to find out the meaning in their First Language (L1). It uses translation strategy subconsciously. Students use translation to find the meaning.

Besides, they translate to the First Language or Indonesia as their daily language. Students translate some sentences or words from English to Indonesia. Vocabulary Vocabulary is needed in learning language. When students do not know many

vocabularies, it can be difficult to them. Vocabulary can be gotten from many sources such as: dictionary, book, internet, and so on.

Nunan (1991) in Hockett (1958) stated that the simplest aspect of learning a second language is vocabulary. Learning a second language needs vocabulary aspects. It can support the ability of students in learning other language skills. 16 Beside that, Hornby (2006) in Tyani (2014) stated that vocabulary is the words which people use. People use some words in their real life.

These words become vocabulary. Susanto (2017) stated that vocabulary becomes basic in learning foreign language. When people learn language, they need many vocabularies. Teaching Vocabulary Teaching vocabulary can be handled by teachers. Beside that, a friend to other friends can also teach vocabularies. Thornbury (2002) stated that teaching word combination or word formation is not always suitable to the rule-based.

On the contrary, the approach in combining contextualized exposure also frequent with consciousness-raising could be the best. Teaching vocabulary can be combined and it can get the best result. Although teaching word combination is different from word formation, it can be the combination with the best result.

This technique makes new innovation and discovery in teaching vocabulary. Krisnawati (2017) stated that one of the ways to teach English is with using Google Translate (GT). Google Translate (GT) can be the media in teaching English. Ur (2009) stated that one of the aspect in teaching vocabulary needs meaning relationship with using translation.

Translation is about the expressions or words in the mother tongue or first language from what teachers are taught to students. Learning Vocabulary Learning vocabulary is important. Vocabulary is needed for some skills in English Language such as: listening, speaking, reading, and writing. Students can 17 learn vocabulary from many sources.

Schmitt and Rodgers (2020) stated that developing vocabularies can use dictionary, word parts, word cards, and guessing from the context. Students can use and learn new vocabularies from many techniques. Using dictionary can help students to increase their vocabularies. Besides, using word parts and word cards can help them. On the other hand, students can also guess the vocabularies from the context.

It can infer suitable meaning and add new vocabularies to the students. Lessard-Clouston (2013) argued that using word lists can be used for learning new vocabulary items. Beside that, students need to use word lists. Although, they should

not be independent about the word lists. Distinguishing between using word lists to memorize known words and to learn new vocabulary items.

Strategy in learning vocabulary is needed. Students are better to know about the strategies. Aisyah (2017) stated that there are two major strategies in learning vocabularies such as: discovery strategy and consolidating strategy. These strategies have different characteristics. Discovery strategy is for finding the meaning of unfamiliar words.

This strategy happens during learning vocabularies from many skills. On the other hand, consolidating strategy is to store the vocabulary learnt to their memory. This strategy uses long term memory to learn vocabularies. Besides, students store vocabularies with their creative methods. It makes them to understand and remember the context of the vocabulary.

18 Kinds of Vocabulary Montgomery (2007) stated that vocabulary has some kinds such as: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Every skills need vocabularies. Listening vocabulary is needed when students learn about listening with using some medias. Beside that, speaking vocabulary is prepared for students in speaking activity. Students can use it for monologue also dialogue in daily life.

Students need reading vocabulary in reading activity. They can meet new vocabularies from non-print sources and print sources. Writing vocabulary appears when students write about anything. This activity needs some vocabularies to support the result of writing process. Dikilitas and Erten (2018) stated that vocabularies have relationships to the words such as: synonym, antonym, word formation, collocation, homonymy, homophony, homography, and superordination. Most of the examples can be used in this research to know the ability of vocabularies to the students.

Assessing Vocabulary Assessing vocabulary can be handled by teachers. From this activity, teachers can know the level of the students. Teachers can make a test about vocabularies to the students. It is customized by the topic of materials. They cannot use mix materials from a topic. Because some students can be confused. Thus, teachers should focus to the materials.

19 Polakova and Klimova (2020) explained that formative assessment of vocabulary can use mobile application. This style happens because of the development from technology. Mostly students have smartphone as their communication device. Kremmel and Schmitt (2018) stated that Vocabulary Levels Test (VLT) is tool for measuring

vocabulary knowledge. It is required for reading skills.

This research will use reading skill to know the vocabularies ability for students. Review of Previous Researches This research has some previous researchers before. It can be seen from many sources about this topic such as: Asyiah (2017); Alqahtani (2015); Asiyaban and Bagheri (2012); Asmitazkirah (2019); Dikilitas and Erten (2018); Duong, Tran, and Nguyen (2021); Ehara, Baba, and Sumita (2016); Ghasemi and Hashemian (2016); Suhono, Zuniati, Pratiwi, and Hasyim (2018); Habeeb (2019); Herlina, Dewanti, and Lustiyantie (2019); Krisnawati (2017); Kremmel and Schmitt (2018); Lessard-Clouston (2013); Maulida (2017); Medvedev (2016); Mourougan and Sethuraman (2017); Nababan, Nuraeni, and Sumardiono (2012); Polakova and Klimova (2020); Pratama and Utami (2022); Suhono, Zuniati, Pratiwi, and Hasyim (2018); Yanti and Meka (2019); Zafitri and Harida (2017); Zainudin and Awal (2012).

Asyiah (2017) explained about the perception, strategies, and influences of vocabulary teaching also vocabulary learning to the students. This research uses mix method (qualitative and quantitative method). The scope is English teacher and 20 Junior High School students. The theory of this research is concerning strategies were discovered that teachers incline to use fully contextual methods.

Although, students like determination and metacognitive strategies in Vocabulary Learning Strategies. From this research, the result is there are two major strategies in learning vocabulary such as: discovery strategy and consolidating strategy. On the other hand, Alqahtani (2015) explained about the importance of teaching and learning vocabulary. This research uses qualitative research.

The scope is for teacher. The theory of this research is vocabulary learning is a crucial component of learning a foreign language because the meanings of new words are frequently highlighted. From this research, the result is the importance of vocabulary learning as a crucial part in foreign language learning.

Besides, teachers can provide their students with the strategies of vocabulary learning in the opportunity to encounter words in more than one context. Asiyaban and Bagheri (2012) discussed about translation method to the vocabulary learner. This research uses quantitative method. The scope is Iranian learners of English. The theory of this research is First Language (L1) translation is better for the test than others especially in the translation.

performed better on the test than others. From this research, the result is technique of translation assisted children in keeping the words to be free active on their minds to

influence their communicative ability. 21 Asmitazkirah (2019) discussed about the using of Google Translate for learning English. This research uses qualitative approach.

The scope is Google Translate. The theory of this research is English translation with modern technology machine namely Google Translate. From this research, the result is Google Translate is effective in introducing and practicing vocabulary items to Indonesian learners of English language. Dikilitas and Erten (2018) discussed about the relationship of the words. This research is qualitative approach.

The scope is for homographs, homonyms, homophones, synonyms, and antonyms. The theory is there are some relationship of words such as: homographs, homonyms, homophones, synonyms, and antonyms. The result is homographs, homonyms, homophones, synonyms, and antonyms can be the example of word relationships.

Duong, Tran, and Nguyen (2021) discussed about the example of tool in Technology Enhanced Language Learning (TELL) at second-year students. This research is mix method (qualitative and quantitative method). This research discusses about vocabulary learning with Technology Enhanced Language Learning (TELL). The scope is only for Non-English students at Ho Chi Minh City University of Technology (HUTECH) especially 240 for first-year and second-year students. The theory of this research is the using of Technology Enhanced Language Learning (TELL) is common in learning English language to enrich knowledge retention and increase engagement. From this research, the result is second- year students often use TELL tool based English VLS than first-year students.

22 Ehara, Baba, Utiyama, and Sumita (2016) discussed about the ability of translation through vocabulary. This research uses quantitative method. The scope is translator. The theory of this research is translation ability is one of the most difficult language abilities to measure. From this research, the result is the proposed method estimates accurately in the translation ability and selects translators who have sufficient skills in translating a sentence. Ghasemi and Hashemian (2016) explained about error analysis of translation with Google Translate from English to Persian and vice versa.

It uses quantitative method. This research uses The scope is only for interpreter app namely Motarjem Hamrah. The theory of this research is many studies on Google Translate. But, only few researchers have considered the translation of Persian-English translation. From this research, the result is there is no significant differences between the qualities of Google Translate from English to Persian and vice versa.

Habeb (2019) told about the advantages and disadvantages of Google Translate for

Iraqi Students. This research uses quantitative method. The scope is Iraqi undergraduate students in the studying year 2018/2019. The theory of this research is technology becomes effective to assist students in improving their English language through the using of various applications.

From this research, the result is Iraqi students hold high level attitude in using machine translation (Google Translate). Google Translate has some advantages and disadvantages. Advantages are low cost, easy to access, and quick translate. Then, disadvantages are no proofread tool and grammatical mistake.

23 Herlina, Dewanti, and Lustiyantie (2019) discussed about Google Translate as the alternative tool in translating books. It is Case Study Research (CSR) with the method descriptive qualitative. The scope is students of 2017 at Applied Linguistic of Doctoral Program at Universitas Negeri Jakarta (UNJ).

The theory of this research is the using of Google Translate for academic activities and the translation of reference materials can encourage students to study and to develop to solve the problem about language issues. From this research, the result is most of Applied Linguistic of Doctoral Program students at Universitas Negeri Jakarta (UNJ) recognize Google Translate as an alternative tools references of translating book. Krisnawati (2017) discussed about role of Google Translate. It uses qualitative approach.

The scope is second semester of English Department Udayana University. The theory is Google Translate has advantages and disadvantages. Then, the result is Google Translate has the role also advantages and disadvantages to the students. Kremmel and Schmitt (2018) discussed about Vocabulary Level Test (VLT). This research uses qualitative research. The scope is for learners.

The theory of this research is VLT assesses learners knowledge at four frequency levels of English word families such as: 2,000, 3,000, 5,000 and 10,000. The name is "Levels Test." From this research, the result is tool to measure the knowledge of vocabulary in receptive skill for reading. Lessard-Clouston (2013) explained about word lists in vocabulary for teaching also learning. This research is qualitative with survey method.

The scopes are English teacher and adult learners. The theory of this 24 research is students will think or pick up simply about vocabularies in using also learning English. Thus, there is no focus on teaching them. From this research, the result is introducing the contributions from recent corpus in 2 lists of English formulaic expressions and 8 subject-specific English word lists about agriculture, business, engineering, medicine, and theology. Maulida (2017) explained about the perception of Google Translate

especially in translation.

This research uses qualitative method. The scope is 1st Semester, IIIrd Semester , Vth Semester, dan VIIth Semester of English Education in STKIP Banjarmasin. The theory of this research is Google translate is often used by students for translating. From this research, the result is Google Translate is helpful. Medvedev (2016) discussed about advantages and disadvantages of Google Translate in teaching English.

The scope is in the English Foundation Program at the Language Centre at Sultan Qaboos University in Oman. The theory of this research is the instant translation tool of Google Translate is effective. From this research, the result is Google Translate is effective in introducing and practicing Arab learners of English. This research uses qualitative method.

Mourougan and Sethuraman (2017) explained about the development and testing about hypothesis. It uses qualitative method. The scope is scientist. The theory of this research is hypothesis testing is an important activity of evidence-based research. From this research, the result is knowledge of the subject is from the extensive review of 25 literature and working knowledge about the concepts of basic statistical are desirable. Nababan, Nuraeni, and Sumardiono (2012) discussed about Translation Quality Assessment (TQA) and use descriptive qualitative method.

The scope is only for the assessor of translation or the expert of translators. The theory of this research is the importance of the assessment about translation with Translation Quality Assesment (TQA) as the model. From this research, the result is first TQA model produces assessment about translation holistically. Secondly, TQA model is applicable to the translation.

Third, TQA model opens the opportunity to assess the translation. Fourth, the effectiveness of TQA Model depends on the assessors in applying the translation. Polakova and Klimova (2020) discussed about the assessment of vocabulary with mobile application. Beside that, this research uses quantitative approach. The scope of this research is formative assessment through vocabulary mobile learning application.

The theory is assessment feedback is the crucial role in the process of learning improvement. This research gets the result that measured variables can assist educators in understanding the complex cognitive development of the students and improve learning process. Pratama and Utami (2022) discussed about Google Translate for teaching vocabulary. It uses qualitative method.

The scope is students of English Education students in Universitas Teknokrat Indonesia. The theory of this research is the 26 existence of online dictionaries can give great opportunity to students in mastering especially English language. From this research, the result is Google Translate is an alternative way to the students in mastering English language.

Suhono, Zuniati, Pratiwi, and Hasyim (2018) explained about problematic in translation of abstract scientific writing from Google Translate. This research uses descriptive method. The scope is machine translation. The theory of this research is there are many kinds of machine translation. The most access and easy to use is Google Translate.

From this research, the result is Google Translate is low quality and ineffective in the machine tools especially from translating sentences from Indonesia to English. Yanti and Meka (2019) argued that there are some advantages, disadvantages, solutions, and problems of Google Translate. It uses descriptive method. Beside that, the scope is for sixth semester students.

The theory of this research is the using of Google Translate to translate sentence by sentence and to enhance the vocabulary of students. The result is Google Translate has some advantages, disadvantages, solutions, and problems. Besides, 96% students using Google Translate frequently. Zafitri and Harida (2017) told about translating books, articles, or tasks is effective with Google Translate. It uses descriptive qualitative method.

The theory of this research is because of the development of technology, there are various tools to translate. One of the tools is Google Translate. The scope is students of Mathematic Faculty fo Universitas Negeri Padang. From this research, the result is Google Translate is effective to translate books, articles, or tasks.

27 Zainudin and Awal (2012) discussed about problems and solutions of cooperative in teaching translation techniques especially in the university. This research uses mix method (quantitative and qualitative method). The scope is students in a basic translation course at the School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. The theory of this research is an indispensable skill of translator is in the choosing of correct translation technique.

From this research, the result is Cooperative Work Procedures is helpful to the students in translating various types of the text. Theoretical Framework This research entitles The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri. This research discusses about Google Translate and vocabulary. Most of the students use Google Translate in the learning process.

Beside that, students can be known many new vocabularies meaning through Google Translate. Farahsani, Rini, and Jaya (2020) stated that Google Translate is the tool for translating written text from one language to another languages. It is one of the tool for translation. Google Translate is very helpful to the students.

Although Google Translate has advantages also disadvantages, Google Translate becomes favorite to the students. Translation activity can use Google Translate. One of the component of language is vocabulary. Hornby (2006) stated 28 that vocabulary is the words which person use it in the communication. Vocabulary is about words. Vocabulary consists of some types such as: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

Reading vocabulary can be used to know the level of vocabulary to the students. The relationship between Google Translate and vocabulary is the media to find out the meaning of vocabulary through the tool namely Google Translate. Furthermore, to know the level of the students teacher uses Vocabulary Level Tests (VLT).

Vocabulary of the students can be known from their abilities in reading skill. The model of questions are the idea from the researcher. The minimum score is 75. It is from the criteria of the school. Beside that, translation is used in this research. It correlates to the topic of this research which using Google Translate. This research uses pre-test, treatment, and post-test. The questions of the pre-test and post-test uses similar topic and similar model.

The difference is with using Google Translate and without using Google Translate. On the other hand, this research measures the ability of vocabulary skill from students in Senior High School. 29 Below is the graphic of theoretical framework of this research This research discusses about Google Translate to the vocabulary mastery.

Beside that, this research explains about the translation especially in reading skill. Students of SMAN 1 Kediri are asked to translate vocabularies in reading skill. Beside that, Asmitazkirah (2019) argued that students have found the benefits and disadvantages of Google Translate. Students can open and use Google Translate freely. They can consider advantages also disadvantages of Google Translate.

Suhono, Zuniati, Pratiwi, and Hasyim (2018) stated that Google Translate is easy to access although it cannot detect the quality of the product about translation. Google Translate can be accessed to the students when they have internet access. It can be helpful in translating. Google Translate is one of the online dictionary. It can help people

to find out the vocabularies when they get difficult. Beside that, Google Translate gives some 30 spaces to the users for entering the vocabularies.

Google Translate relates to the vocabularies. It can be seen that Google Translate gives many vocabularies meaning and synonym especially for a word. Google Translate is helpful especially for learners or students. They can get access this dictionary easily and quickly. Beside that, there are some languages in this dictionary which can be chosen to know the meaning from many languages.

Google Translate is the media for translating words or sentences to many languages and the media for teaching also learning about the translation of words. Google Translate can give the easiness to find out meaning and recognize the words from English to Indonesia also vice versa. Hypothesis This research uses quantitative research.

Mourougan and Sethuraman (2017) defined that null hypothesis is statement without actual relationship between variables and alternative hypothesis is the desire conclusion of the researcher. There are two is the hypothesis such as: Null Hypothesis (H0) is no effect in using Google Translate to increase vocabulary mastery. Alternative Hypothesis (H1) of this research is Google Translate has effect to increase vocabulary mastery.

CHAPTER III RESEARCH METHODOLOGY This chapter discusses about the methodology of the research clearly. Beside that, this chapter has some sub-themes such as: variables of the research, technique and approach of the research, place and time of the research, and population also sample. Variables of the Research Bacon-Shone (2022) stated that the definition of variable is operational about the concept in the research.

On the other hand, this research has 2 variables such as: independent variable and dependent variable. Bacon-Shone (2022) stated independent variable causes variation in another explanatory variable. Independent variable is not affected by dependent variable. Bacon-Shone (2022) stated that dependent variable is affected by independent variable. It depends on the independent variable.

Variable is something about measurement, manipulation, and control. This research has two main variables such as: independent variable and dependent variable. Independent variable of this research is Google Translate (GT) and dependent variable of this research is Students' Vocabulary Mastery. Independent variable of this research is Google Translate. Beside that, dependent variable of this research is Students' vocabulary mastery.

31 32 Technique and Approach of the Research Technique This research used quasi

experimental. The data would be taken from the scores of a class in Grade X. Researcher taught Grade X5 and give the tests to the students. Approach This research used quantitative approach. Because it told about the scores of students. It would provide pre-test, treatment, and post-test to one class at SMAN 1 Kediri. Students were given the examples the test from the topic of materials.

Then, they were taught by teacher. After that, teacher would give other test to them. The tests were not used similar questions. But, they used similar topic. Place and Time of the Research Place of the Research This research entitles "The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri". It took a place in one of Senior High School in Kediri. Writer took the place at SMAN 1 Kediri (Senior High School 1 Kediri).

This school is the first school in Kediri city. Beside that, it is favorite school in Kediri. There are many smart students with good quality in this school. Beside that, this school ever used English language as main language. It becomes the consideration in teaching and learning process. Students can adapt and develop their vocabulary to complete their abilities during learning process.

33 Time of the Research This research was held during the second internship (PLP 2). The estimation time of the research was three months. Before doing second internship (PLP 2), researcher needed to write the proposal and made the instrument about 3 months. It obtained the data from pre-test, treatment, and post-test.

Below is the table of the time of research No _Activities _Month 1 _Month 2 _Month 3 _Month 4 _Month 5 _Month 6 _ _1. _Writing proposal _v _v _ _ _ _ _ _2. _Develop the proposal _ _ _v _ _ _ _ _ _3. _Make the instruments _ _ _ _v _ _ _ _4. _Collecting data _ _ _ _ _V _ _ _5. _Data Analysis _ _ _ _ _ _v _ _Table 3.1. Time of Research Population and Sample Population Sugiyono (2019) stated that population is total collection of element about making inference.

Population is total of the collection from the research. Cresswell (2012) inferred that population is the groups which consist of many individuals 34 with similar characteristics. Population of this research is from the first grade or Grade X. On the other hand, this research obtained the data from Grade X.

Then, the population was all of students in Grade X at SMAN 1 Kediri. Sample Sample is narrower than population. Cresswell (2012) inferred that sample is subgroup from the target population which research plans to make generalization about target population. Writer obtains the data from Grade X. Besides, writer teaches only a class in Grade X5.

Thus, the sample of this research was only one class from Grade X5.

The total of the students was 33 students. Research Instrument and Data Collecting Technique Instrument Development Researcher used pre-test and post-test to obtain the data. The material was about vocabulary. On the other hand, researcher also used treatment in the middle of the test or after doing post-test.

Teacher had their own technique in obtaining the ability of vocabularies for students. Beside that, the topic pre-test and post-test were similar. These tests used similar questions as the total of the question. The total was 15 questions. Students needed to develop their creative thinking in doing pre-test and post-test. Besides, they should use Google Translate in doing post-test.

Pre-test was given in the first step. Then, students were given the treatment. During the treatment, students were taught by teacher about vocabularies and model of the questions. After treatment, students did post-test. It was the final test about 35 Table 3.2. Development about Instrument of Pre-test and Post-test vocabulary topic.

Below are the table of the development about instrument of pre-test and post-test. Indicator _Sub Indicator _Form of Questions _ _Students can define the synonym and antonym. _Students can find out the synonym and antonym from the word. _Short Answer _ _Students can translate words. _Students can understand the meaning from English to Indonesia. _Match _ _Students can translate sentences.

_Students can find out the meaning from English to Indonesia. _Essay _ _Steps of Collecting Data This research uses quantitative research. In collecting the data, it uses some of the steps. During collecting data, researcher needs some steps. This research used some steps such as: made instrument, teacher taught vocabularies to the students without using Google Translate and students did try-out, students did the pre-test, teacher obtained the score of pre-test and taught with Google Translate, students did the post-test, teacher obtained the scores, and teacher got process the data of this research. Pre-test During collecting data, researcher did pre-test. Pre-test was the first test to the students.

Researcher printed the questions and gave to the students. There were 16 36 questions. It consists of 3 parts for instance: Part A, Part B, and Part C. Part A was about reading vocabulary. There is a text entitles Ijen Crater. There were 10 questions. Every questions have different scores. Then, Part B was about matching. It matches about the translation. There were 10 questions in this part. Part C wass about Translation.

Researcher gave 5 questions to the students. The scoring of this test was based on every parts. Part A has 10 numbers. Every numbers have score 3.5. Part B had scores 2 for every numbers. Part C used the maximum score 9 and minimum score 3. It had some aspects for this parts such as: accurate, acceptability, and readability. Every aspects had minimum score 1 and maximum score 3.

Treatment After doing pre-test, researcher provided treatment to the students. Researcher gave treatment two times. It is held for two weeks. The first treatment was a week after pre-test, the topic is about descriptive text. Beside that, researcher gave the opportunity to students for discussing about this chapter. Researcher also discussed some questions from pre-test to the students.

The second treatment was held a week after the first treatment. The topic of the second treatment was about descriptive text and the discussion more about pre-test. During this meeting, researcher also discussed about the synonym, antonym, and meaning of the sentences or words from pre-test. Researcher also asked about what students use as dictionary. Then, teacher gave the discussion about Google Translate.

During these treatments, 37 researcher taught to the students. Moreover, researcher made evaluation to the students. Researcher obtained the questions about tenses especially in the translation method. Post-test This was the last test to the students. This test consists of 17 questions. Researcher printed the questions and give it to the students. This test consists of 3 parts for instance : Part A, Part B, and Part C. Part A was about reading vocabulary.

There was a text entitles Singapore. Part B was about matching. Part C was about Translation. Researcher gave 5 questions to the students. The scoring of this test was based on every parts. Part A had maximum score 3.5 for every number. Part B had score 2 for every numbers. The maximum score of Part C was 9 and minimum score was 3. The aspects of this score was accurate, acceptability, and readability.

Technique of Data Analysis Type of Analysis Analysis of the data in this research uses pre-test and post-test. Then, it is analyzed with SPSS version 20. The scores are inputted and there is the mean. This data is analyzed with Paired Sample T-Test and the significance is 0.05 or 5%. There are two hypothesis as the possibilities of this research. If the t-score is lower than the significance, H0 is accepted. Beside that, H1 is rejected.

If the t-score is 38 higher than significance, H0 is rejected. But, H1 is accepted. From this result, it can be known that this research is significant or not significant. Scores about pre-test and post-test are the consideration of this research. Norm of Decision This

research uses quantitative research. The norm of decision in this research is from the scores of pre-test and post-test. The significance of the tests is the decision of this research.

There are two hypothesis as the possibilities. Then, the hypothesis can be the result. If the significance is less than 0.05, there is no effect of Google Translate to the vocabulary. If the significance is in or more than 0.05, there is the effect of Google Translate to the vocabulary. Beside that, this research uses two hypothesis. Hypothesis null and hypothesis alternative are used in this research.

From hypothesis null, there is no effect about Google Translate to increase vocabulary for students. Then, from hypothesis alternative there is the effect about Google Translate to increase vocabulary for students. From the hypothesis, it can be concluded that the result of this research.

CHAPTER IV RESEARCH FINDING AND DISCUSSION This chapter tells about the research finding of this research. Beside that, it also explains about the discussion from this research. Research Finding This research has research findings. In the research findings, it tells about Google Translate. Beside that, in the research finding there are some sub topics such as: data analysis and hypothesis testing.

Description of Variable Variable is something about measurement, manipulation, and control. This research has two main variables such as: independent variable and dependent variable. This research uses quantitative approach with experimental technique. Researcher takes the data in SMAN 1 Kediri with class X. Beside that, it consists of 33 students with the details 17 boys and 16 girls.

The description of students' vocabulary mastery before they are taught using Google Translate Before teaching uses Google Translate, teacher gives pre-test to the student. It is about the material from the teacher. 39 40 There is a question about vocabulary. Students are asked to find out the synonym. Descriptive text is used in this test. They answer the question on the paper from the teacher. They do not open the dictionary to answer the question.

Teacher gives time to them about 100 minutes to do the pre-test. From the pre-test, there are three parts of the questions. Part A is about reading vocabulary, part B is about translation, and part C is about translating the sentences with using a text entitled Ijen Crater. There are 2 questions in the part A about vocabulary. Then, part B has 10 questions about translations. After that, there are 5 questions in the part C.

Treatment The treatment is given to the students after doing pre-test. Teacher gives treatment two times to the students. This treatment is held on two weeks after teaching with Google Translate. On the other hand, during this treatment students are taught with Google Translate. The first meeting discusses about descriptive text. During this meeting, students are given the example of descriptive text.

Beside that, students are explained about descriptive text. From this meeting students can define the content of this text. This meeting discusses about the vocabularies from the text. The second meeting discusses about synonym and antonym. Beside that, the teacher also discusses about how the result of translation with using Google 41 Translate. Teacher also asks the dictionary that students use.

This meeting discusses about from the text entitled Ijen Crater. From two meetings above, teacher discusses the topic about how to use Google Translate for translating vocabularies. Beside that, teacher asks students to define true answer.

The description of students' vocabulary mastery after they are taught using Google Translate After using Google Translate, teacher also gives post-test to the students. Post-test uses similar topic with pre-test. Students get the treatment 2 times from the teacher about descriptive text. Teacher asks students to know about the translation. They cannot open the dictionary during the test. Teacher gives time to them about an hour lesson (50 minutes). These tests are about translation and vocabulary.

Every tests have many parts of question. Besides, the scores of parts are different. Part A answers the information from reading the text. Part B is matching. This part has some questions about translating sentences and words. Then, Part C. Part C of pre-test and post-test are about translation of the sentence. This part has 5 questions. Every number in the part C has perfect score 9. It includes three aspects such as: accurate, acceptability, and readability.

These aspects has perfect score as follows: 3 for accurate, 3 for acceptability, and 3 for readability. This research gives the questions about translation to the students. 42 From post-test, researcher uses a text entitled Singapore as reading vocabulary. Beside that, researcher uses maximum score 20 for this questions about the text. Data Analysis This research uses quantitative research.

Data analysis of this research is analyzed with SPSS version 20. Beside that, the data analysis is taken from the score of pre-test and post-test. All of the scores are inputted in the SPSS. After that, researcher uses this application with the option paired sample T-Test. It can know the result of the analysis from pre-test and post-test. Researcher also

use lesson plan in this research to support the process of treatment.

The blue print of the research, question of pre-test, and post-test are attached in this research. The questions of pre-test and post-test are almost similar. Although the kinds of question is similar, it is in the different number. The data analysis can be seen from the score of pre-test and post-test. These scores are analyzed with SPSS 20. Beside that, researcher uses Microsoft Excel 2013 to know the graphic of the scores from every students.

After analyzing with this application, researcher finds out the average and the result of the test. All of the scores from a class are counted in this application. From the research, it is obtained three results. Below are the results such as: 43 Analysis of pre-test score Before teaching with Google Translate and translation, students are given pre-test from the teacher.

From this test, it gets the result that there are 33 students who join pre-test. The highest score is 99. Then, the lowest score is 88.5 For the mean of the score is 95.61. It is above the minimum criteria of this school. The minimum criteria of this school is 75. Although there are almost all of students join the test, the result is excellent. It can be seen from the table below.

The lowest score _The highest score _Mean of the score _Minimum criteria _ _88.5 _99 _95.61 _75 _ _Table 4.1. The Summary of the Scores for Pre-test Beside that, during pre-test students obtained good score. It can happen because the questions are easier than post-test. On the other hand, students do not depend on the online dictionary such as: Google Translate. During pre-test, most of the students get score 98.

There are 12 students who get score 98. There is a student with the lowest score. The score is 88.5. From the range score 88.5 to 93, there are 7 students. Then, the range score from 94.5 to 99 there are 24 students. Most of the students get the score above the minimum criteria. The minimum criteria is 75. During pre-test, there is a question about synonym. Students are asked to find out the synonym from the text entitled Ijen Crater.

Then, students are asked to 44 translate words and sentences of 10 numbers. This part uses match to find out the answer. The next part is translating sentences. There are 5 questions with long answers. Analysis of post-test score After teaching with Google Translate and translation, students are given the post-test. There are 33 students who join this test. From this post-test, it obtains the result that the highest score is 98. Besides, the lowest score is 79.

The mean of this score is 91.23 The minimum score from the school is 75. It can be seen from the table below. The lowest score _The highest score _Mean of the score _Minimum criteria _ _79 _98 _91.23 _75 _ _Table 4.2. The Summary of the Scores for Post-test Beside that, teacher gives treatment only 2 times to the students.

During the treatment, teacher got the limit time to explain how to use this dictionary. Beside that, teacher used 2 times for explaining the discussion of vocabulary from descriptive text. On the other hand, the questions are easier than post-test. From the post-test, a few students get score 92.5. There are 5 students with this core. Then, there is a student with lowest score. The lowest score is 79.

45 The range score from 79 to 89, there are 10 students. Beside that, the range score 90.5-98 there are 23 students. The total of the students are 33 students. Most of the students obtain the score above the minimum criteria. This research uses reading vocabularies and translation. Beside that, there are 35 questions and 3 parts. Every parts has different characteristics and how to assess it. Part A discusses about reading text.

This part uses text about descriptive text. There is 2 questions. Besides, the questions discuss about synonym and antonym. Then, Part B is about translation. Students are asked to find out the match answer of the question. The last part, Part C is about translation. Students are asked to translate sentences from English to Indonesia. There are 5 questions. Every parts of the questions use the suitable chapter in Grade X.

Researcher obtains the important points of the chapter from the teachers' advisor at this school. Beside that, researcher obtains the data during the second internship and during teaching also learning process. The significant effect between pre-test and post-test From the result of pre-test and post-test, there are significant effects to some aspects.

It can be seen from the highest score, lowest score, and mean. During the tests, researcher counts similar number of the students. Both of the tests there are 33 students. 46 Beside that, the questions of the tests are similar topic. Although, it uses different sentences and vocabularies. Then, the systems of scoring every parts of question are similar. Researcher do the treatment to the students two times after doing pre-test.

The result of post-test can be seen after doing treatment. In fact, the mean of post-test is lower than pre-test. This phenomenon happens because the results of the translation sometimes are not suitable with the context and students usually use other dictionaries. Below is the graphic of pre-test and post-test. This graphic shows that some of the

scores of pre-test is higher than post-test.

This graphic is counted with Microsoft Excel 2013. In this graphic, pre-test is showed with blue color. Then, post-test is showed with orange color. It can be seen that from 33 students their scores are dominant to the pre-test. Pre-test is held before two times of the treatment process. / Graphic 4.1. Graphic of pre-test and post-test 47 Hypothesis Testing Because this research uses quantitative approach, researcher uses hypothesis to make the decision of this research. It has two hypothesis such as: Null Hypothesis (H0) and Alternative Hypothesis (H1).

Null Hypothesis (H0) defines that the impossibility of the result in this research. Alternative Hypothesis (H1) defines that it can be the possibility of the result in this research. From this research, Null Hypothesis (H0) is no effect in using Google Translate to increase vocabulary mastery.

Alternative Hypothesis (H1) of this research is Google Translate has effect to increase vocabulary mastery. The hypothesis can determine the succeed of this research. It can be seen from the score of pre-test and post-test. These score are analyzed with SPSS. Then, there is the average of these tests. Beside that, researcher can know the result from the scores. Researcher can analyze the result of their pre-test and post-test.

Hypothesis testing can be obtained from hypotesis in this research. Then, it can be concluded from T-Test. Below is table about the result of T-Test (pre-test and post-test). 48 Paired Samples Test _ _ _Paired Differences _t _df _Sig. (2-tailed) _ _ _Mean _Std. Deviation _Std. Error Mean _5% Confidence Interval of the Difference _ _ _ _ _ _ _ _ _ _Lower _Upper _ _ _ _ _Pair 1 _Pretest - Posttest _4.379 _4.705 _.819 _4.327 _4.431 _5.346 _32 _.000 _ _Table 4.3. The Result of T-Test From this table above, it can be seen that the significance is 0.000. It is lower than 0.05 as the main significance. Beside that, this research is not significant. If the t-score is higher than significance, H0 is rejected. But, H1 is accepted.

The result of this paired samples test is the t-score is higher than the significance. From this research, the t-score is higher than the significance. It means than H1 is accepted and H0 is rejected. Google Translate has significant effect to the vocabulary mastery. Discussion This research entitles "The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri."

It discusses about the using of Google Translate. This research uses quantitative research. It is experimental with pre-test, treatment, and post-test. This research has some findings. The findings of this research such as: the significance of paired samples

test is 0.00. It means that there 49 is no significant effect of Google Translate to increase vocabulary learning of the students.

Beside that, the standard deviation of two tests are 4.705. Researcher finds out that Google Translate can be used as the media of teaching and learning. Besides, researcher and students need to make correction and read again the translation after using Google Translate. The previous studies of this research are from some different perspectives of the researchers such as: Pratama and Utami (2022), Schousboe (2012), Hornby, Pochnacker, and Kairdl (1992), and Dastjerdi and Ghobadi (2012). Pratama and Utami (2022) found that students agree with using Google Translate. It can increase vocabulary skill.

Besides, Google Translate can define various meaning to their vocabulary learning. This previous research uses university students as the sample. From the previous research, Schousboe (2012) entitled Google Translate, Translation Quality, and Translator Proficiency stated that Google Translate can assist in translation although it cannot be trusted. Google Translate has the role to help people in translating words, phrases, or sentences.

In fact, people cannot trust to the result directly. They can consider true result of the translation. Hornby, Pochnacker, and Kairdl (1992) stated that teaching translation needs process with the terminologies and efficient matching to the technical items in order to enrich ability of the students. Google Translate can be the media in teaching translation and teaching vocabularies to the students.

Besides, Google 50 Translate can determine the meaning about many words, phrases, or sentences. It can be suitable with the terminologies to the meaning in other language. Contrary with my research, it obtains the data that the score of post-test is lower than pre-test.

During this research, students do the post-test three weeks after doing pre-test. After doing the pre-test, students are obtained treatment from the teacher. Teacher teaches about vocabulary with using Google Translate. Dastjerdi and Ghobadi (2012) in the research entitled Does Technology Help? Google Translations vs Human Translation stated that the translation of Google Translate is valid, if it is from the summary of the text.

Google Translate can translate only the summary of the text and obtain the result without making the consideration to the context of the text. It is different from this research. This research uses pre-test and post-test to show the effect of Google

Translate. From these tests, students are asked to translate words and sentences.

Different from Pratama and Utami (2022), this research obtains the result that Google Translate is not effective in increasing vocabularies. It can be seen from the score of post-test is lower than pre-test. Beside that, the other factor is Google Translate is the tool which cannot define the meaning suitable with the context well.

Schousboe (2012) had different perspective with my research. This research only focuses to the translation. Although, this research focuses to the two topics about translation and teaching vocabularies. Then, this research uses Senior High School 51 students as the sample. Although the participants are almost similar age, the result is different. This research shows that the scores of the students decrease from pre-test to the post-test.

The treatment is held two times with Google Translate. Students can know the weakness of Google Translate. Most of them do not use Google Translate continuously. They usually use other dictionary to prevent error meaning or not suitable meaning with the context. From this phenomenon, Google Translate can be used by many people to translate some languages quickly and without suitable with the context.

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION This chapter tells about the conclusion of this research from the first chapter to the last chapter. Besides the conclusion, this chapter also discusses about implication and suggestion. Below are the conclusion, implication, and suggestion from this research. Conclusion This research is about "The Effect of Google Translate to Increase Students' Vocabulary Mastery at SMAN 1 Kediri."

This research discusses about the effect of Google Translate on vocabulary mastery. Researcher uses quantitative research as the approach. This research takes place in Senior High School. The population is all of class X. The sample of this research is only a class. It uses class X5. Researcher uses quantitative research in this research. The results of this research are the scores of pre-test and post-test.

Then, the analysis uses SPSS version 20 and Microsoft Excel 2013. Before analyzing this application, researcher uses two tests such as: pre-test and post-test. Before post-test, there is treatment from the teacher. Teacher gives material to the students about new topic and using Google Translate. Then, the scores of the tests are analyzed with using SPSS 20. This research is input the result of the SPPS 20 as the data.

52 53 It can be the consideration to know the hypothesis. If the hypothesis is alternative hypothesis, the result is there is an effect of Google Translate to increase vocabulary

learning. If the hypothesis is null hypothesis, the result is there is no effect of Google Translate to increase vocabulary learning.

There are 33 students during pre-test and post-test. The highest score is 98. The lowest score is 78. The score of pre-test is higher than post-test. Not only the scores, but also the mean of the tests. It can also be seen fom the mean of the two tests. The mean of pre-test is 95.61. Then, the mean of post-test is 91.23. It means that the students are good in pre-test. Before post-test, there are only 2 times of the treatments to the students.

On the other hand, teachers cannot give maximum treatments to the students because the limitation of the time during internship. On the other hand, Google Translate can help students to learn and to find out the meaning for the vocabularies. Google Translate is one of online dictionary in this era.

Ghaseni and Hashemian (2016) stated that Google Translate is the service of Google to provide the translation especially in the written text from one language to other language. Besides, it can give the meaning and synonym of a word. Hornby (2006) in Tyani (2014) stated that vocabulary is the words which people use. From the research, Google Translate has advantages and disadvantages. The advantages are such as: fast, easy, and enriching vocabularies.

However, the disadvantages are making lazy to students, having some grammatical errors, the translation is not accurate also not readable. Besides, the disadvantages are some 54 languages have no audio translation, words or sentences have unclear voice translation from Google Translate, and long texts are translated not correct. From the research of previous researchers, it can be concluded that Google Translate can be good media in teaching also learning translation.

Although Google Translate is helpful, students also teachers need to check the result of translation after using Google Translate. Beside that, from the previous researches stated that Google Translate is the tool which can find out the meaning from one language to other languages. Google Translate is the dictionary which can enrich vocabularies to the students and relates to the students to use it for translation.

It can be seen that this tool has disadvantages and users need to reread again the result of translation. The translation sometimes are not similar and suitable with the context. Implication Longman (2000) stated that implication is the probable effect of something later. Implication is the probability of the research. This research also has some implications.

There are two implications such as: theoretical implication and practical implication. Theoretical Implication Theoretical implication is available in this research. Theoretical implication talks about the theory in the implication of the theories. 55 Writer hopes that this research can have theoretical implication to be applied in this research.

There are some theoretical implications from this research such as: The first theoretical implication in this research is this research is researchers. Researchers can get insight about the using of Google Translate. Beside that, researchers can get additional knowledge about Google Translate. The second theoretical application in this research is students. Students become more knowledgeable about result of translation from Google Translate.

The third theoretical application in this research is teachers or lectures. Teachers or lecturers can get more knowledge about the result of translation from Google Translate. Beside that, they can teach vocabularies with using Google Translate. Practical Implication This research has practical implication. Practical implication is about the application from the implication in the theory.

Writer hopes that there are some practical implication which can be applied from this research. Below are some practical implications from this research such as: The first practical implication in this research is researcher can use this research as the source. Beside that, this research can be new development about dictionary in this modern era. 56 The second practical application in this research is students.

Students need to use Google Translate as their media in learning. This dictionary makes efficient to them because they can use it freely. The third practical application in this research is teachers or lectures. They can apply the using of Google Translate in translation and enriching vocabularies. Suggestion From this research, writers has some suggestion for some aspects.

Writer hopes that the suggestion will be the innovation especially for education (teaching and learning). This research has some suggestions for some aspects such as: for English teachers, for students, for lecturers, and for other researchers. Below are the suggestions: For English Teachers First suggestion is for English teachers. English teachers can use Google Translate in their teaching process.

Beside that, teachers also needs to give the additional knowledge about Google Translate. For Students Second suggestion is for students. Students can learn vocabulary with Google Translate. They can use Google Translate to help their tasks especially

vocabulary and translation. After using Google Translate, students need to read the result of the translation. 57 For Other Researchers Fourth suggestion is for other researchers.

Other researchers can develop similar research about Google Translate. Other researchers can get insight about how to use Google Translate well. On the other hand, other researchers can obtain good side from this research. BIBLIOGRAPHY Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, 3(3), 21-34. DOI: 10.20472/TE.2015.3.3.002.

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APPENDICES Appendix 1 : Questions of Pre-test PRE-TEST Name : Class : Number : Reading Text Please answer this question in this paper! Ijen Crater Ijen Crater is the biggest crater lake in Java. The sulfur crater lake lies between natural dams of deeply etched rock. It is 200 meters deep and contains about 36 million cubic meters of steaming acid water, shrouded in a smelling swirling sulfur cloud.

Inside the crater, the different color and size of stones are found. Indeed the crater of Ijen is a beautiful garden of stone as well. The principal attraction at Ijen is the large

crater lake that has much sulfur, which lies between shear walls of deeply furrowed rock at more than 200 meters. The Ijen Crater itself lies at approximately 2,300 meters above sea level. It forms a twin volcano with the now extinct Mount Merapi.

The temperature in Ijen Crater is 19-20oC at noon, but it drops at night. Near the crater rim, the temperature can fall to about 5oC. The enormous crater lake, which is 200 meters deep and covers an area of more than a million square meters, contains about 36 million cubic meters of steaming, acid water. Ijen Crater shows a special type of volcanic feature common to Indonesia, about 1 kilometer in diameter and 175 meters deep.

The floor is covered completely by a warm lake, milky blue green in colours held back by a dam in order to keep the hot, mineral laden water from raining the crop lands below. What is the title of the text above? What the deep of ijen creater? What can be found inside the crater? Where is the position of sulfur? What is the sea level of Ijen Crater? How about the temperature in Ijen Crater? Where does the temperature fall? What is the synonym of enormous? 65 66 Where is the special type of volcanic feature common to Indonesia? How is the characteristics of the floor in Ijen Crater? B. Match Match the words or phrases with the translation on the right side.

Give the line (or) No _Sentence _Translation _ _1. _Everyday _Dia perempuan bangun pagi sekali tiap akhir pekan. _ _2. _She always gets up early every weekend. _Setiap hari _ _3. _We prepare two cars to go to Jakarta. _Biasanya _ _4. _Usually _Kita menyiapkan dua mobil untuk pergi ke Jakarta. _ _5. _My sister has been being adult person. _Bukankah kamu membawa obat pribadimu? _ _6.

_Don't you bring your own medicines? _Kakak perempuanku telah sedang menjadi orang dewasa. _ _7. _My sister has seen the film. _Apakah anak-anak sedang merasakan kebahagiaan sekarang? _ _8. _Are the children feeling happiness now? _Adik perempuanku telah menonton film. _ _9. _The sky is very blue at Parangtritis beach. _Kami tidak boleh memakai baju biru di Pantai Popoh. _ _10. _We do not use blue clothes at Popoh beach.

_Langitnya sangat biru di Pantai Parangtritis. _ _ C. Translation Please translate the word or the sentences below! Ijen Crater is the biggest crater lake in Java. Answer: 67 Simpang Lima Gumul (SLG) is for Car Free Day on Sunday. Answer: Visitors do not bring foods in the Jatim Park. Answer: She will be being the wife of producer. Answer: My father will invest the money in the bank. Answer: Appendix 2 : Pre-test Score GRADE X-5 No _Name (Initial) _Score _ _1. _AGW _88,5 _ _2. _AJK _99 _ _3.

_AV _97 _ _4. _AD _83 _ _5. _AAR _96 _ _6. _BJV _96 _ _7. _CSAK _98 _ _8. _DRF _92 _ _9. _DPAV _90,5 _ _10. _DHC _98 _ _11. _DLN _94,5 _ _12. _FA _98 _ _13. _FT _92,5 _ _14. _GAG _98 _ _15. _HS _98 _ _16. _HAW _91,5 _ _17. _KAAH _97 _ _18. _KAS _97 _ _19. _MFPA _98 _ _20. _MAR _93,5 _ _21. _MHPA _98 _ _22. _NMS _98 _ _23. _NSA _98 _ _24. _RAN _97 _ _25. _SD _98 _ _26. _SAN _99 _ _27. _TAN _92,5 _ _28. _TJL _95,5 _ _29. _VSLN _97 _ _30. _WMH _97 _ _31. _YSL _98 _ _32.

_ZBT _93 _ _33. _ZARP _98 _ _ 68 Appendix 3 : Blue Print of Pre-test and Post-test Pre-test Indicator _Sub Indicator _Total of Questions _Part of question _Numbers _Form of Questions _ _Students can define the synonym. _Students can know the synonym from the word. _1 _A _8 _Short Answer _ _Students can translate word.

_Students can understand the meaning from English to Indonesia. _1 _B _1 and 4 _Match _ _Students can translate sentences. _Students can translate the sentences from English to Indonesia. _8 5 _B C _2,3,5,6,7,8,9, and 10 1,2,3,4, and 5 _Essay Essay _ _Post-test 69 Indicator _Sub Indicator _Total of Questions _Part of question _Numbers _Form of Questions _ _Students can find out the synonym. _Students can know the synonym. _1 _A _7 _Short answer _ _Students can find out the antonym. _Students can know the antonym.

_1 _A _9 _Short answer _ _Students can translate words. _Students can translate the words From English to Indonesia. _2 _B _1 and 4 _ Match _ _Students are able to translate sentences. _Students can translate the sentences from English to Indonesia. _ 8 5 _B C _2,3,5,6,7,8,9,10 1,2,3,4, and 5 _Essay Essay _ _Appendix 4 : Questions of Post-test Name : Class : Number : POST-TEST Reading Text Please answer this question in this paper! Singapore Singapore is a South-east Asian country located between Malaysia and Indonesia.

Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture.

Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road. What is the title of the text above? Where is the location of Singapore?

What is the special characteristic of Singapore with the small size? How is the comparison between Singapore and Indonesia? Why is Singapore known as The Asian Tiger Economy? Which paragraphs are the identification and description of the text above? What is the synonym of famous? What is the official mascot of Singapore? What is the antonym of big? Mention the tourism places in Singapore! 70 71 Match Match the words or phrases with the translation on the right side! No _Sentences or Words _Translation _ _1. _Usually. _Setiap Minggu. _ _2. _Mother always cooks foods everyday.

_Biasanya. _ _3. _Boys blow the ballon for his sister. _Yobel sudah berlibur. _ _4. _Every week. _Ibu selalu memasak makanan setiap hari. _ _5. _Yobel has spent his holiday. _Singapura berada di antara Malaysia dan Indonesia _ _6. _Aren't they lectures? _Anak perempuan jangan pulang tengah malam. _ _7. _My best friend is enterpreneurs. _Apakah anakmu bermain tiktok sekarang? _ _8. _Are your children playing tiktok now? _Anak laki-laki meniup balon untuk adik perempuanya..

_ _9. _Singapore is between Malaysia and Indonesia. _Sahabatku adalah wirausahawan. _ _10. _Girls do not go home in the midnight. _Bukankah mereka dosen? _ _ Translate Please translate the sentences below to Indonesia! 1. Singapore size is not as big as Indonesia Answer: 2. Ijen crater is the biggest crater lake in Java. Answer: 3. Children do not hold the fire and stove. Answer: 4. Mr. Ando will be being lecturer next year.

Answer: 5. Mondy will repair the bicycle next Sunday. Answer: _ 72 _ 73 Appendix 7 : The Statement of Doing the Research / 74 Appendix 8 : The Card of Skripsi Guidance Front / Back / 75 Appendix 9 : The Letter of Agreement / 76 Appendix 10 : Lesson Plan RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Sekolah : SMAN 1 KEDIRI Mata Pelajaran : Bahasa Inggris Kelas/Semester : X5 / Ganjil Materi Pokok : Descriptive Text Alokasi Waktu : 2 x 2 jp Tujuan Pembelajaran Memahami konteks atau makna kata dalam bacaan dari descriptive text.

Mampu menerjemahkan kata dan kalimat dari Bahasa Inggris ke Bahasa Indonesia. Mampu untuk mencari sinonim serta antonim suatu kata dari bacaan yaitu : descriptive text. Media Pembelajaran Papan tulis, spidol, kertas, laptop, Smartphone, dan Kamus elektronik (Google Translate).

Sumber Belajar Buku Bahasa Inggris kelas X, Buku tentang Grammar, dan File descriptive text. Langkah-Langkah Pembelajaran Kegiatan Pendahuluan (Pertemuan 1 dan 2) _ _Guru membuka kelas untuk mengawali pembelajaran. Guru menanyakan kabar kepada siswa. Guru melakukan absensi terhadap siswa. _ _Kegiatan Inti (45 Menit) _ _Kegiatan Pembelajaran (Pertemuan 1 dan 2) _ _Guru memberikan pembahasan materi secara lengkap.

Materi yang diberikan tentang descriptive text. _ _Guru memberikan contoh soal serta teori tentang materinya. Contoh soal yang diberikan adalah soal pre-test. _ _Guru membahas contoh soal yang diberikan dan terjemahannya yang sesuai. _ _Guru meminta siswa untuk melakukan perkiraan jawaban secara benar atau keliru. Guru memastikan jawaban siswa dengan benar dari media Google Translate. _ _Guru meminta siswa untuk membuka kamus dan mencocokkan.

Guru juga bertanya kamus apa yang biasa dipakai siswa. _ _Kegiatan Penutup _ _Guru dan peserta didik _ _Guru membahas jawaban serta mencocokkan dengan terjemahan yang ada pada kamus elektronik (Google Translate). Guru memberikan apresiasi jawaban siswa. Guru menutup kelas dengan berpamitan dan berdoa.

_ _ 77 78 Penilaian Diambil dari kehadiran serta dua test (pre-test dan post-test). Mengetahui, Kediri, 8 Desember 2022 Kepala SMA Negeri 1 Kediri Guru Mapel Bahasa Inggris WIDAYAT, S.Pd., M.M. ANDINI SHOLEHAH NIP 19651017 198811 1 002

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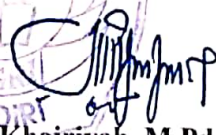
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