

CHAPTER I

INTRODUCTION

1.1. Research Background

Google Translate (GT), a neural machine translation tool developed by Google, has proven to be an effective non-pedagogical resource in enhancing language learning, particularly in vocabulary acquisition. As Lieshout (2022) notes, GT serves as a versatile tool for translating text, documents, and webpages, and is accessible through various platforms, including web interfaces, mobile apps, and APIs. Research by Yanti (2019) highlights its potential as a learning medium, particularly in translation classes, while studies such as those by Kai and Hua (2021) and Inderawati et al. (2022) demonstrate its role in expanding vocabulary and improving writing skills. For example, GT has been shown to aid primary learners in constructing tenses and developing varied word choices in argumentative essays. Furthermore, as Octaberlina and Anggarini (2020) emphasize, vocabulary is foundational to mastering English skills speaking, reading, writing, and listening making tools like GT indispensable in language education. This research seeks to further validate GT's utility in academic settings, exploring its impact on vocabulary development among students at the University of Muhammadiyah Malang, and contributing to the broader discourse on integrating digital tools in language learning.

Based on Lieshout (2022) statement, a non-pedagogical resource that is generally used for automatic translation purposes is Google translate (GT).

Google created Google Translation, an international neural machine translation tool, to translate webpages, documents, and text between languages. It provides a web interface, an iOS and Android mobile app, and an API to assist developers in creating software programs and browser extensions. According to Yanti (2019) It is necessary to know whether or not the using of Google Translate gives good effect as a learning media for the sixth semester student in Translation class of English Education Study Program of the Faculty of Teacher Training and Education of Palangka Raya University. This research will reinforce this statement by using the same object samples from previous research. The research will be conducted by the researcher at University of Muhammadiyah Malang specifically in English Language Education Department 2023.

According to Kai & Hua, (2021) given that English does not have unique conjugations for most verbs and depends mainly on auxiliary verbs in constructing tenses, Google Translate offers a practical tool for teaching vocabulary to primary school learners. From this statement, Google Translate can be said to be a tool that can increase students' vocabulary indirectly. It also has been proven by Inderawati, Hayati, Merlina, at all, (2022) in their journal of English Community Journal. Through their analysis, they found an improvement of using google translate to make an argumentative essay. The authors found out that there were more variance in the word choices they used in each writing assignment, particularly when they quoted many lines provided by their instructor to supplement their essay writing. It was very clear

how they used Google Translate to help find new words, especially synonyms of the word. This could be evidence that Google Translate is useful for developing student vocabulary.

Vocabulary can be directly easy to understand when we start searching for the kind of meaning from the language itself. Moreover Octaberlina & Anggarini (2020) states that vocabulary is very important for improving an English skill belonging to speaking, reading, writing, and listening skills. In accordance with the Mahdiyah, (2024) article a person's vocabulary develops through a combination of reading, listening, and speaking experiences and a conscious effort to acquire new words. The statement approved that vocabulary has a link between the four aspects of English is significant and relevant. Is necessary for using good vocabulary to implement in communication. People can easily understand when we communicate for some reason while using fitted vocabulary. More vocabulary we have, the easier it will be for us to understand the English language.

A list of a kind of word, sometimes a phrase is called vocabulary. All words that a person is able to identify, comprehend, and utilize proficiently in speech and writing fall under this category. Comparing with Muhammad (2024) Vocabulary is a collection of letters containing single words, compound words, and expressions. Concluding from the statement, vocabulary is not only how to understand the languages, but also how to express them. According to Harmer, (2001) from what has been quoted by Manda, Talib, & Aeni, (2022) mentioned that vocabulary is divided into two

parts. There are two categories of vocabulary: active and passive. Harmer (2001) uses the term active vocabulary to refer to language that pupils have acquired and been taught with the intention of using it for themselves. The second type of vocabulary is passive vocabulary, which consists of terms that pupils are likely to encounter but not be able to generate.

Based on the statement above, the writer will use students from the English Language Education Department (ELED) 2023 University of Muhammadiyah Malang as a research sample. According to this year, ELED students' class of 2023 is already in their 3rd semester, where in this semester students are required to know a lot of vocabulary that will make their thesis activity run smoothly. several studies like this have also been researched before using the same research object, such as research that has been researched by Rahmah, Islamiah, & Nurhasana, (2020) with a research title *The Relationship Between Critical Thinking Ability And Vocabulary Learning Strategy in 6th Semester of English Department in Islamic University of Kalimantan*. Based on the aforementioned statements, it can be inferred that tactics for enhancing students' vocabulary while utilizing Google Translate have not yet been established in relation to the use of the tool. This research will focus on identifying what are the strategies of implementing google translate in increasing student vocabulary skill in Eled 2023.

This research should be researched because The implementation of Google Translate in improving student vocabulary skills in the English Language Education Department at the University of Muhammadiyah Malang

for the academic year 2023 warrants investigation for several reasons. Firstly, as evidenced by previous research, there is a growing recognition of Google Translate's potential as a supplementary tool for vocabulary acquisition, particularly in language education contexts. Secondly, understanding the effectiveness of Google Translate in enhancing vocabulary skills can inform pedagogical practices, providing educators with insights into innovative approaches to language learning and teaching. Thirdly, given the emphasis on vocabulary proficiency in academic pursuits, particularly in thesis writing and other scholarly activities, exploring the impact of Google Translate on vocabulary development among ELED students is pertinent to their academic success and professional advancement. Lastly, conducting

This research aligns with the ongoing efforts to leverage technology for educational enhancement, contributing to the broader discourse on the integration of digital tools in language education.

1.2 Research Problem

1. What is the preferable online platform to translate with improving vocabulary?
2. What are the strategies to implement Google Translate in improving Eled student vocabulary?

1.3 Purpose of Study

1. To identify what are the preferable online platform translation for improving student vocabulary in Eled 2023.

2. To identify the strategies of implementing google translate in increasing student vocabulary in Eled 2023.

1.4 Significant of Study

From this study, it is expected that several parties will be able to develop and make this study as a reference to continue to be developed and be able to develop interest in language and knowing the strategies on how use Google Translate in improving vocabulary as follows:

1. For future ELED students:

The hope of this research is that future ELED students can use it as a reference in enhancing their vocabulary or simply use this research as material for their future research.

2. For ELED teachers:

It assists in offering diverse learning opportunities in language, especially in improving vocabulary skill. and teachers can also identify in what way the students' vocabulary skills increase, so that it can possibly be applied to future ELED students.

1.5 Scope and Limitation

The focus of this research is on strategies for how Google translates Improving vocabulary skill in learning for students. The limitation of the study limits the research in English Language Education Department in University of Muhammadiyah Malang 2023.

1.6 Definition of Key Term

Many frequently used words that you may not be familiar with are utilized in this study. In order to get knowing them, the following keywords will frequently show up in this study:

1. Google translate.

Tools can be translating languages to another language is called translation machine. Google translate is one of the tools that usually people put on as a media can translate. Google translate also is one of modern technologies that can be used easily as a media translator. Moreover, modern technology can help teacher in their teaching mothed. Student probably more interest since the teacher use a kind of modern technology to teach.

2. Teaching Vocabulary

Every term that a person understands and uses is considered their vocabulary. It indicates that vocabulary is the entire set of words that make up a language and are utilized by an individual or group in communication. Vocabulary enables pupils to communicate with one another and convey ideas or messages. One of the key components of language acquisition is expanding one's vocabulary. Students who have a restricted vocabulary may find it challenging to communicate in English. Vocabulary is the collection of words used to construct grammatical structures.

3. Implementation

The process of putting a strategy, concept, design, or policy into practice is referred to as implementation. It entails carrying out the actions required to accomplish a specific aim or target. Planning or design, during which strategies are developed, choices are made, and resources are assigned, is frequently preceded by implementation. Allocating resources, assigning duties, coordinating efforts, keeping an eye on progress, and making adjustments as needed to guarantee the desired result are just a few of the actions that can be included in implementation. This phase is of utmost importance in the whole process of executing a project, program, or initiative Athif, (2024).

4. English Language Education Department student

There are around 304 students in English Language Education Department at the University of Muhammadiyah Malang this year. This research chooses student grade and 2023 who were in 3 semesters as a specific research object that include students around 76 in the grade who will guide the thesis writing in their next semester.