

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

Vocabulary is a collection of words that a person knows and uses in writing and communication. Vocabulary includes word meanings, word order, and how to use words in the correct context. According to (Hamdani, 2020), vocabulary is an important part of language proficiency and forms an important basis for how well a person communicates through speaking, listening, reading, and writing. Having a good understanding of vocabulary is essential for anyone who wants to master reading, participate in discussions, or produce written material in English. This means that mastering new vocabulary in English is an important part of the English language learning process. According to (Salawazo et al., 2020), vocabulary, as one of the fields of study in language, plays an important role for students in mastering the language. The development of students' vocabulary is an important part of language development. According to (Wahyudin et al., 2021), mastering vocabulary is very important for students learning English. If vocabulary is limited, students will have difficulty understanding what others are saying and expressing what they want to convey clearly. Vocabulary mastery is not limited to the number of words known, but also how well students understand the meaning and usage of those words. The process of learning vocabulary is not only done through memorization, but also through speaking, writing, and reading actively in various contexts. Repeated exposure to vocabulary and the use of learning strategies such as word mapping and regular repetition can help strengthen memory and natural word usage.

Students face various challenges in learning English vocabulary. According to (Sari & Aminatun, 2021), mastering English vocabulary is not easy. It takes a long time to be able to speak English fluently. In addition, there are many aspects of English that must be mastered, one of which is vocabulary. The number of words that must be mastered makes it difficult for students because they have to memorize many words. English has a very broad vocabulary, so students need to memorize many words to be able to communicate well. Furthermore, words in English have different pronunciations depending on the context and situation. This requires learners to understand how to pronounce words correctly. Not only that, but one word can have different meanings, and there are also words that are similar but have different meanings, so learners must be careful in understanding the meaning of each word.

According to (Surmanov & Azimova, 2020) students face various difficulties when learning vocabulary. Some of the causes are that students have difficulty mastering vocabulary, especially in terms of pronunciation, spelling, memorizing long words, and understanding their meanings. Students

must be familiar with a large number of words, differences in pronunciation, and the diversity of meanings that need to be understood. Automatic translation applications can be effective tools if used wisely. Google Translate is a popular and widely used translation tool for translating words. Google Translate is a machine translation service developed by Google to translate any language. This service is available on various devices such as smartphones and computers, and can be accessed via the website. Combining technology with active learning strategies will help students build a strong vocabulary and use English correctly. By typing in an unknown word, learners can quickly find out its meaning. The automatic pronunciation feature helps them listen and learn the correct pronunciation. Additionally, some apps also provide synonyms and more detailed explanations of meanings, resulting in a better understanding of word variations. With a better understanding of how students use Google Translate, it is hoped that this can help develop better guidelines and recommendations for educators and students regarding the use of this tool in an educational context. (Perdana & Arifani, 2024).

According (Alam, 2020), in today's era, translation machines play a very important role, for example Therefore, one application of translation using technology is by using Google Translate, which can translate words from English to Indonesian. The ease and convenience of this application make it a popular learning tool. Students can learn independently whenever they need assistance. Google Translate provides new insights and discoveries (Wirantaka & Fijanah, 2021). Google Translate can also function as a translator that understands English and improves students' language knowledge. The use of Google Translate as a translation machine is useful for improving students' understanding of English vocabulary and improving their English skills. Google Translate can be a practical "tool" to meet the currently limited need for bilingual materials, especially during the transition phase. This tool can accelerate the process of adapting local materials into bilingual or English versions, giving students wider access to texts in English (K. N. Manik et al, 2025). Furthermore, Google Translate can serve as a vocabulary learning aid: students can use it to understand unfamiliar words that appear in relevant materials or readings, thus reducing the potential for "unknown vocabulary" to become a barrier when working on reading questions. Thus, integrating Google Translate into the learning process can strengthen the balance between teaching materials and evaluation, so that the validity of exam content can be 'driven' by students' vocabulary readiness (Manik, K. N. (2023).

In such situations, Google Translate can be an effective tool: when students encounter difficult unfamiliar words in bilingual or translanguaging discussions, they can immediately check the meaning or significance of the word in the local language or alternative English, so that communication is not hampered and vocabulary learning continues to move forward (Manik, K. N. et al, 2024). The integration of Google Translate into metacognitive reading strategies not only helps address vocabulary barriers directly, but also strengthens the metacognitive process in language learning, that is, students are not simply "using a tool," but are taught to actively monitor and reflect on their own understanding. (Manik

et al, 2024). In the context of language learning, especially mastering pragmatic vocabulary containing social elements, Google Translate can function as a strategic tool: students can use the tool to translate deictic pronouns, social expressions, or less familiar politeness phrases, then re-analyze the translation based on the context of the speech and pragmatic theory, (Manik, K. N., 2023). However, to ensure that translation applications are truly beneficial for learning, their use must be combined with active learning strategies. Students should not only translate words but also try to use them in sentences, discuss them, and read diverse texts. Teachers also play a crucial role in guiding the wise use of this tool, ensuring students continue to think critically and learn to understand the meaning and context of words deeply.

According to (Gumartifa et al., 2022) users of Google Translate should review the translation results to understand the true meaning of the text. Therefore, the use of Google Translate should be focused on improving language comprehension, not merely on quickly finding the meaning. Therefore, it is important for educators to provide guidance and instructions to students on how to use Google Translate wisely and efficiently, so that this application can truly function as a tool that supports a more developed and sustainable language learning process. This study aims to investigate the use of Google Translate among junior high school students and teach students how to use Google Translate as a learning tool to improve English words. That way, students can take advantage of the use of Google Translate as a technology to translate a word into English accurately.

## **1.2. Formulation of the Problem**

1. What is the role of Google Translate in improving students' English vocabulary skills?
2. How big is the role of Google Translate in helping students understand the meaning of words in context?
3. Is there any difference in vocabulary acquisition between students who utilize Google Translate and from students who do not utilize Goggle Translate?

## **1.3. Problem Formulation Procedure**

1. Asses the role of Goggle Translate in learning English vocabulary
2. Analyze the role of Google Translate in helping students translate English words
3. Identify students who use Goggle Translate by giving them English vocabulary questions

#### **1.4. Research Objectives**

1. To find out whether the use of Google Translate can improve students' English vocabulary mastery..
2. To find out the extent to which Google Translate plays a role in helping students learn English words.
3. To identify differences in vocabulary learning between students who use Google Translate

#### **1.5. Research Benefits**

##### **1. Theoretical Benefits**

This research is expected to help in the development in the field of English language learning, especially in the use of digital technology such as Google Translation in learning vocabulary. The findings of this study can also be mentioned by other researchers who want to further examine the role of technology in language learning.

##### **2. Practical Advantages**

- a. For English language teacher this research provides information on how students can learn new vocabulary using Google Translate, which allows teachers to consider using this application as one of the media that helps the learning process.
- b. For students this research helps students' perception of the benefits and limitations of using Google in learning in English, and encourages them to be more active and independent when enriching vocabulary words
- c. For school this research can be used as a reference for schools considering the use of digital technology, such as Google Translate, as an additional learning tool to assist in teaching English vocabulary in the classroom.

#### **1.6. Previous Research**

Previous studies have show that Google Translate greatly helps students in learning new English words.

Suardi, S., Ampareng, T., & Alviani, A. (2025) wrote a journal titled Students' Perceptions on the Role of Google Translate in Learning English published in 2025. The method used is the qualitative method. Their research aimed to determine the role of Google Translate in English learning. Their research was conducted at the Dewantara Polytechnic. Their findings indicate that Google Translate plays a significant role, especially for English learners.

Ting, F. K., & Tan, K. H. (2021) wrote a journal titled Enhancing English Language Vocabulary Learning among Indigenous Learners through Google Translate published in 2021. Their research aimed to examine the impact of using Google Translate on learning English vocabulary. Their research involved Iban students, their findings Google Translate can be an alternative learning tool in teaching vocabulary.

Lam, Kok Wei. (2021) wrote a journal titled The Use of Google Translate in English Language Learning: How Students View It published in 2021. His research aimed to analyzing students' perceptions about the use of Google Translate in English learning. His research was conducted at the Malaysian polytechnic His findings Students are positive about the use of Google Translate in learning

Nazmi, S. R. (2023) wrote a thesis titled The Influences of Google Translate on Students Translation Skills published in 2022. The method used is the qualitative method. Her research aimed exploring the influence of Google Translate on students. Her research was conducted at the State Islamic University. Her findings Google Translate has an important role in translation

Mastang, Mastang & Afifah, Afifah & Fatima, Fatima. (2024) wrote a journal titled Students' Perception Regarding the Use of Google Translate for English Text Translation published in 2024. The method used is the qualitative method. Their research to find out students' perceptions regarding the use of Google Translate to translate English texts. Their research was conducted at the State Islamic University. Their findings the use of google translate is easy to use

### **1.7. Novelty of Research**

There is limited research that explores how Google Translate impacts students' independence in developing English vocabulary outside of formal classrooms, especially in the digital age where students are increasingly learning independently through digital devices. This research suggests that Google Translate could be an innovation in independent learning and facilitate student vocabulary discovery. This research suggests that students can learn independently using Google Translate to learn unfamiliar vocabulary.

### **1.8. Scope and Limitation of the Study**

This study focuses on investigating the role and influence of Google Translate as a digital tool that plays a role in the process of learning English vocabulary for secondary school students. The scope of this study is limited to seventh grade students at Junior High School 19. This study specifically seeks to find out how students use Google Translate to find, understand, and remember new English words in learning. Furthermore, this study examines the way of using Google Translate and students' vocabulary mastery. This study does not summarize the evaluation of grammar proficiency, pronunciation skills, or overall language competence, because the focus of this study is only on vocabulary acquisition through the use of Google Translate