

THE USE OF GOOGLE TRANSLATE IN ENHANCING THE STUDENTS' VOCABULARY

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Abstract

Learning English is very important, because English has become international language, even though in our country it is still as a foreign language, but it is very important to master it because many aspect in our activity using English such as in business activity, technology operate, in tourism, and the names of technology products. There are so many ways to master this language. Teaching vocabulary helps students understand and communicate with others in English. Existence of online dictionaries give students a great opportunity to master this language. Google translate becomes an alternative way for students to master English language. The focus of this research is to find out whether the effect of Google translation can enhance vocabulary mastering English education students in Universitas Teknokrat Indonesia.

Key words: Learning English, Google translate, Teaching Vocabulary

INTRODUCTION

Language is one of the human primer need in alive , because language is a tool to communicate among Human, Animal, and others things in the world. We cannot communicate or interact with others in our daily life and in the media social networking without language . Languages will be good when vocabulary is true (Mandasari & Aminatun, 2020; Utami et al., 2020). Human language is unique and complex because it has to produce, practice, and must be trained to get a good communicate with others. So, the teacher must be creative to make the students skills means their English skill such as speaking, writing, reading , and listening skill are good (Muhammad Yuseano Kardiansyah & Qodriani, 2018; Mandasari, 2016; Skill, n.d.).

In mastering those skills, they must be supported by some elements of languages, they are pronunciation, grammar and vocabulary. It is impossible to master those skills without their supporting.

Learning English is very important, because English has become international language, even though in our country it is still as a foreign language, but it is very important to master it because many aspect in our activity using English such as in business activity, technology operate, in tourism, and the names of technology products (Erya & Pustika, 2021; Rahmania & Mandasari, 2021; Wahyudin & Sari, 2018). English is also called as the target language that has to be taught in schools in today's Indonesian curriculum.

Therefore the student are hoped to enhance their ability in English (Pratiwi & Ayu, 2020; Putri & Aminatun, 2021; F. M. Sari & Wahyudin, 2019).

Teaching vocabulary is one of the key to enhance students English skill and it is also as a based element to build students language skill. Ambarwati & Mandasari (2020); Rido & Sari (2018); S. N. Sari & Aminatun (2021) noted, “learners carry around dictionaries and not grammar books. Teaching vocabulary helps students understand and communicate with others in English.

Students can not listen, read, speak and write well without possessing sufficient vocabulary. They can not establish their ability to communicate and convey their need as good as possible without having enough vocabulary (Aminatun & Oktaviani, 2019; Pranoto & Suprayogi, 2020; Tuhuteru & Iriani, 2018).

LITERATURE REVIEW

The mastery of vocabulary is difficult task to do, because vocabulary is complex. This complexity brings difficulties to the students who try to master vocabulary. The difficulties may arise from the word itself and it is very hard to overcome. This probably caused by the word forms, various meaning, and word choices (F. M. Sari, n.d.; Simamora & Oktaviani, 2020). With the growth of the technology in the world, particularly in media social networking, there are many application or software such as mozilla firewox, google chrome, google, google translate, gmail, yahoo, and any others applications and we can use all of them via online to help our activities. We have most potential to use it in our daily activities. For instance, to learn, to chat or to communicate with our friends, to get information, to sell the products, and any others activities we can do. From the growth of the technology above, the researcher is going to use one of the applications as a method to help the students in the learning process of English, particularly in learning to master the English vocabulary (Pranoto & Suprayogi, 2020; Yulianti & Sulistyawati, n.d.). Actually , There are, of course, many methods or techniques which can help the students to enlarge and master the English vocabulary. One of them can be applied to help the students in mastering vocabulary by google translation. This idea come from my experience to enhance my vocabulary (Qodriani, 2021; F. M. Sari et al., 2013). Google translate is a free, multilingual statistical machine-translation service provided by Google Inc to translate written text from one language into another (M Yuseano Kardiansyah & Salam, 2020; Kuswoyo, 2014). One of them is English to Indonesian and Indonesian to English. Google

translation is unique because in Google translation (GT) has the sufficient to comprehend the meaning of the words, to verbalize the word, and the example of the using of the words. In Google translation we can explore the result of the meaning of the word to Book Prase and we can convert it to microsoft excel to make the list of the words (Mandasari & Agusty, n.d.; Oktaviani et al., 2021; Suprayogi et al., 2021).

The researcher chooses Google translation because Google translation help and encourage many learners to sustain their interest and work. With Google translation student has a lot of fun and get rid of their tiresome during the lesson. Google translation sufficient to comprehend or to know the meaning of the words and sentences. When the students find the unfamiliar words, they should see words surrounding the unfamiliar words (Ayu et al., 2017; Pranoto & Afrilita, 2019).

The Google translation is useful in guiding the students to figure out the meaning of unfamiliar words or difficult words they find. The aim of this research is intended to find out whether the effect of Google translation can enhance vocabulary mastering English education students in Universitas Teknokrat Indonesia.

METHOD

In this paper, the writer use descriptive – qualitative method which the aim is to describe “what exist” with respect to variables or condition in a situation”. Then Pahdi et al. (2020) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible.

In this research, the researcher chose the subject by applying certain criteria. “Qualitative studies more typically use nonrandom or purposive selection techniques based on particular criteria” (Helmy et al., 2018). It meant that the researcher does not take a subject randomly to get appropriate data in this research. The subject of this research were English language students batch 17 that consist of 40 students in Universtas Teknokrat Indonesia.

According to Suryono & Subriadi (2016) the qualitative inquirer deals with data that are in the form of words and pictures rather than numbers and statistics. Data in the form of quotes from documents, field notes, and interview or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of this study. Data in this research were needed to answer the research question. In this research, data could be collected from the English education students batch 17 at Universitas Teknokrat Indonesia.

The data source is a source where the data were taken from. In this research, the researcher used interview guide and observation sheet to collect the data. Therefore, researcher get data source from the English education students batch 17 at Universitas Teknokrat Indonesia who take Academic Writing subject.

In this method is used to collect information about the effect of google translate in enhancing students vocabulary mastery in the classroom, how they use google translate to enhance their vocabulary. The ways in doing observation are :

1. The researcher prepares the observation sheet.
2. The researcher joins in the classroom.
3. The researcher observes when English education students using their google translate to enhance their vocabulary mastery.
4. The form of observation is questionnaire.

RESULTS AND DISCUSSION

In this section, the result of the questionnaire given for English education students batch 17 in Universitas Teknokrat Indonesia will be shown in the table below. There are 5 question given for English education students in Universitas Teknokrat Indonesia in order to know the effect of google translate in enhancing students vocabulary mastery in the classroom. The questions are in the form of structural questionnaire which consist of “Yes” or “No” questions only. The questions are :

Table 3.1

The effect of google translate in enhancing students’ vocabulary mastery in the classroom

No	Question	Yes	No
1.	Do you use google translate in learning English ?	40	-
2.	Is google translate easy to use ?	40	-
3.	Does your vocabulary increase when you use google translate ?	40	-
4.	Do you have a trouble when you use google translate ?	-	38
5.	Is google translate better in teaching vocabulary compared with other	36	-

	online dictionaries ?		
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Discussion :

1. Do you use google translate in learning English ?

In the first question, the result is that all of participants in this research use google translate in learning English language. It means they like using that application in order to help them learn English because they are easy to have that application by downloading on playstore.

2. Is google translate is easy to use ?

In the second question, the result is that all of participants in this research have agreed that google translate is easy to use. It means they are still able to operate it although they have no internet connection and it makes them more comfortable to use it without worry about having quota.

3. Does your vocabulary increase by using google translate ?

In the third question, the result is that all of participants in this research have agreed that their vocabulary get increased by using google translate. It means this online dictionary can enrich students' vocabulary stock because they can see various meaning for a word in this application. It is in line with the result of study conducted by (Novanti & Suprayogi, 2021; Suprayogi & Novanti, 2021)

4. Do you have a trouble when you use google translate ?

In the fourth question, the result is that most of participants in this research have agreed that they do not have a trouble when they use google translate. It means that this application is very easy to be used by the students even, when they have no internet connection, they are still able to use it.

5. Is google translate is better in teaching vocabulary compared with other dictionaries ?

In the last question, the result is that most of participants in this research have agreed that google translate is better in teaching vocabulary compared with other dictionaries. It means beside this application is easy to be operated, this application also can be a good media to teach vocabulary for students. This is in line with previous study thst conducted by (Mandasari et al., n.d.; Puspita, 2021)

CONCLUSION

This section presents the conclusion of the research. The process of the research took time about 3 weeks since November, 22nd 2019. There were many responses that students given. In conclusion, English language become an important language in this era or usually called as an international language. In English language, there are so many aspects that students have to master. Vocabulary becomes one of the important aspect to master English language because having many vocabulary stock will help students easier in mastering English language (Amelia, 2021; MULIYAH et al., 2021). The existence of online dictionaries give an easiness for students nowadays in mastering vocabulary and google translate becomes one of the key to help students mastering English. Therefore, maximizing the use of google translate can help students to enrich vocabulary in the classroom (Ahluwalia, 2020; Kuswoyo, 2014; Series, 2021).

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