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Improving Students' Vocabulary through Google Translate

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ABSTRACT

This paper aims to investigate the significant impact of Google Translate towards Students Vocabulary Mastery relate to Biographical Recount text on Reading Skill. Vocabulary becomes important in language learning and a significant role in various aspects of communication. Mastering vocabulary is crucial for achieving proficiency in English. Google Translate is a tool that can facilitate English learners mastering vocabulary by providing a platform for translation and linguistic practice. In this case, quasi-experimental was applied within eleven grade students as the population. Meanwhile, 32 students in class eleventh H (Multimedia) was as the control class and 34 students in class F (Multimedia) as the experimental class. In gaining the data, tests and documentation were applied. The independent sample t-test formula was used to analyse the data. The results indicated that the t-test results between pre and post-test both classes showed a significance value of 0.000, which is much smaller than the threshold of 0.05 ($0.000 < 0.05$). Therefore, it can be underlined that there is a notable difference in the vocabulary of students taught with Google Translate learning media compared to those taught without it. This finding affirms the effectiveness of Google Translate as a tool for significantly enhancing students' vocabulary.

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INTRODUCTION

In the past few decades, the development of technology has accelerated. Alongside the advancement of globalized technology, it has exerted significant influence across various aspects of life, including economic, political, social, cultural, and notably, education. The development of technology has fundamentally transformed the landscape of education. Technology presents new possibilities in teaching and learning methods, facilitating easier access to educational resources, and providing opportunities for more interactive and personalized learning experiences.[1] In this digital era, technology has become an inseparable part of education, particularly in the English language learning. Utilizing technology in classroom learning has become a necessary thing to do. More than that, the use of technology in learning also helps students understand the lesson more easily[2]. Technology enables quicker access to information and educational resources. If becomes important point in elaborates technology as teaching media at class for instance Google Translate. Therefore, it is necessary to develop an effective and innovative learning media instance at Google Translate in class learning[3].

Using Google Translate effectively for vocabulary improvement, students should pay attention to the words around the unfamiliar ones, use the tool to determine the difficult meaning, and avoid relying solely on Google Translate for phrases that require additional grammatical rules and non-Google-translated elements.[4] However, some students may have concerns about the accuracy of Google Translate, as it can sometimes produce grammatical errors and may not always provide the most appropriate translation. Additionally, Google Translate allows users to contribute to the translation quality by reviewing and submitting corrections for translations.

Google Translate not only facilitates text translation but also serves as a tool to enrich vocabulary in English. Using Google Translate effectively in teaching vocabulary requires careful planning, monitoring, and feedback. By following these steps, teachers can ensure that students develop comprehensive language skills while minimizing potential drawbacks.[5] Google Translate has gained popularity as an easily accessible and fast tool for

[1]Joseph South., Reimagining the Role of Technology in Education (U.S: Department Education,2017)

[2]Suci Rokhmawati and Henny M, "Penggunaan Instagram Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Inggris" 12, no. 2 (2018): 196–203.

[3]N Husen et al., "Inovasi Pembelajaran Bahasa Inggris: Optimalisasi Kosakata Melalui Teknologi Audio-Visual Di SMK Negeri 3 Tidore Kepulauan," *Barakti ...* 02, no. 1 (2023): 13–19.

[4] Gennady Medvedev, "Google Translate in Teaching English,".

[5] Maria Yanti and Lesly Martha C Meka, "The Students' Perception in Using Google Translate as

translating text from one language to another. It can translate all types of words and sentences into the desired language.[6] This translation machine is particularly helpful for students in translating foreign languages into Indonesian. Google Translate is one of the technologies that can be used as a medium for learning English vocabulary. Its ability to provide quick and accurate translations can assist students in understanding and memorizing new vocabulary. This is as expressed by Wuryantoro, which stated that machine translation is very helpful for students in easing the task of translating despite its many shortcomings.[7]

Google Translate as a medium for learning English vocabulary offers advantages in terms of ease of access and use. With its advanced features, Google Translate can help students understand and memorize new vocabulary more effectively.[8] As it stated on Andika Derian Ramadhani in his journal entitled "The Use of Google Translate in Supporting Students' English Learning", it explain that the use of google translate in learning is very useful in facilitating and supporting students' abilities in learning which is very effective and more efficient in the classroom[9]. The use technology such as Google Translate in learning English is crucial considering the importance of mastering vocabulary in understanding narrative texts such as biography recounts, where a wide vocabulary understanding enriches students' comprehension of the text.

Mastering English is an absolute thing that must be mastered by the millennial generation, especially in high school level. Studying vocabulary mastery is of utmost importance in learning English for students. A rich and diverse vocabulary forms the foundation of effective communication in English, enabling students to express themselves with clarity and precision.[10] Students should have sufficient vocabulary knowledge to be able to communicate in the foreign language they are learning. The more words the students learn, the more they can understand and express the language.

Mastery of vocabulary enhances reading comprehension, allowing students to

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a Media in Translation Class," 2019.

[6] Milda Ningsih Samir and Muhammad Basri, "The Effects of Google Translate Application on English Vocabulary Mastery of High School Students" 2, no. 2 (2023).

[7] Aris Wuryantoro, "Problematika dalam pembelajaran penerjemahan," *Linguista: Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya* 1, no. 1 (June 16, 2017): 30, https://doi.org/10.25273/linguista.v1i1.1316.

[8] Gennady Medvedev, "Google Translate in Teaching English," .

[9] Andika Derian Ramadhani, "Penggunaan Google Translate Dalam Menunjang Pembelajaran Bahasa Inggris Siswa," *Jurnal Pendidikan*, 2021.

[10] Wichuta Chompurach, "'Please Let Me Use Google Translate': Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing," *English Language Teaching* 14, no. 12 (November 16, 2021): 23, https://doi.org/10.5539/elt.v14n12p23.

understand a wide range of texts, from simple to complex, and grasp subtle nuances in meaning. Moreover, a strong vocabulary facilitates writing proficiency, empowering students to articulate their ideas coherently and persuasively. Knowing vocabulary is essential to understanding. The National Reading Panel states that increasing reading achievement requires efficient vocabulary education. Students that possess a large vocabulary find it easier to comprehend texts since they are able to identify and analyze word meanings in context.[11]

According to Richards, vocabulary is one of the most important components of language and one of things that to be noticed by the linguists. Vocabulary is more than just nouns. Teacher includes verbs, adjectives, adverbs, and prepositions.[12] According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language. The terms "words" here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made on of two or three words but express a single idea. In other case there are also compound words called as multi-word idioms, for example call it a day.[13] Elfrida H. Hiebert, Michael L. Kamil noted in "The National Reading Panel (NICHD) identified the components of reading as phonemic awareness, phonics, fluency vocabulary and comprehension.[14]

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.[15] Generically, vocabulary is the knowledge of meanings of words.[16]

Vocabulary is defined as a set of lexem including single words, compound words, and idiom lexeme is the smallest unit in the meaning system of the language that can be

[11] I Gede Sumerjaya, "Peningkatan Hasil Belajar Penguasaan Kosakata Bahasa Inggris Pada Materi Parts of Body Melalui Media Lagu Pada Siswa Kelas IVD SD WIDIATMIKA Tahun Pelajaran 2021/2022,".

[12] Jack C. Richards, *Curriculum Development in Language Teaching* (The Pitt Building, Trumpington Street, Cambridge, United Kingdom: The Press Syndicate of University Cambridge, 2001).

[13] Penny Ur, *A Course in Language Teaching*, 17th printing 2009 (Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, Delhi: CAMBRIDGE UNIVERSITY PRESS, 2009).

[14] Elfrieda H. Hiebert, *Teaching and Learning Vocabulary* (Mahwah, NJ: Lawrence Erlbaum., 2005).

[15] Marianne Celce, *Teaching English as a Second or Foreign Language*, Third Edition (United States of America: Library of Congress Cataloging, 2001).

[16] Hiebert, *Teaching and Learning Vocabulary*.

distinguished from other similar unit.[17] Vocabulary researcher have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.[18]

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.[19] Vocabulary is all the words that a person knows or uses.[20] Earlier studies highlighted that learning English as a second language is often focused on rehearsal strategies, and previous studies have addressed questions such as the maximum number of words that can be learnt at one time.[21] And the number of repetitions required to learn a list.[22] However, silent writing and silent repetition appeared to be less effective than the spoken repetition of words.[23] Furthermore, posited that rote repetition appeared to be a less effective learning strategy than spaced recall and structured reviews. Spaced recall and structured reviews have been proven to be effective vocabulary learning strategies.

The process of learning English as a second language has been copiously studied over the past four decades.[24] Previous studies on the subject centered on the keyword method, a technique that begins by introducing an acoustic link (e.g., finding a key word in the learners' first language (L1) that sounds like the foreign word) through an interactive image.[25] In particular argued that most previous studies overlook the use of L1 – one of the most essential attributes of second-language learners that make them fundamentally

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[17] Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 0 ed. (Routledge, 2013), https://doi.org/10.4324/9781315833835.

[18] Meliyana Junaid, Ummi Khaerati Syam, and Uyunnasirah Hambali, "The Implementation of Vocabulary Learning Strategies In Students Vocabulary Size," *English Language Teaching Methodology* 3, no. 1 (April 15, 2023): 38–51, https://doi.org/10.56983/eltm.v3i1.193.

[19] Jim Scrivener, *Learning Teaching*, 2nd ed., Second Edition (Macmillan, 2014).

[20] Bull Victoria, *Oxford Learner's Pocket Dictionary*, Forth (Oxford Oxford University Press, 2008).

[21] Yougen Lou Pei Xu, "The Impact of Strategy Training on Vocabulary Comprehension," *Open Journal of Social Sciences* Vol.4 No.3 (March 17, 2016).

[22] Anderson Jordan, A. M. J. P., "Learning and Retention of Latin Words and Phrases.," *Journal of Educational Psychology*, n.d., https://doi.org/10.1037/h0073011.

[23] Sarah Candry, Julie Deconinck, and June Eyckmans, "Written Repetition vs. Oral Repetition: Which Is More Conducive to L2 Vocabulary Learning?," *Journal of the European Second Language Association* 2, no. 1 (August 31, 2018): 72, https://doi.org/10.22599/jesla.44.

[24] Atieh Farashaiyan and Tan Kim Hua, "A Cross-Cultural Comparative Study of Gratitude Strategies between Iranian and Malaysian Postgraduate Students," *Asian Social Science* 8, no. 7 (May 28, 2012): p139, https://doi.org/10.5539/ass.v8n7p139.

[25] Richard C Atkinson and Michael R Raugh, "An Application of the Mnemonic Keyword Method to the Acquisition of a Russian Vocabulary," .

different from mother-tongue vocabulary learners.[26]

In addition, vocabulary mastery fosters listening and speaking skills, enabling students to comprehend spoken English accurately and express themselves fluently in conversations and presentations.[27] Furthermore, a broad vocabulary opens doors to academic success, as it enhances performance in language assessments and academic writing tasks.

Narrative texts, such as biography recounts, are crucial components of the English curriculum in high school level. A narrative essay is a type of essay that tells a story, often from the author's personal point of view. It usually follows a structure that includes an introduction with a thesis statement that sets up the action, transition sentences that connect events, core paragraphs that develop the story, and a conclusion that provides closure or insight. Narrative essays allow for creativity and can cover a wide range of topics, from personal experiences to fictional stories. They often include elements such as setting, characters, plot development, and a moral or reflection at the end. The narrative should be unified, interesting, coherent, climactic, and include vivid descriptions to effectively engage the reader.

To understand and analyze narrative texts effectively, having adequate vocabulary mastery is crucial. Therefore, English vocabulary learning plays a very important role in improving students' understanding of texts such as biography recounts. Mastery of vocabulary, especially in narrative texts like biography recounts, is essential for comprehending content and conveying information clearly. The need to learn vocabulary in narrative texts like biography recounts demonstrates that vocabulary mastery is a key aspect of understanding English texts. By utilizing Google Translate as a tool, it is hoped that students can improve their vocabulary mastery more effectively and efficiently, thus enhancing their understanding of narrative texts.

However, despite the availability and popularity of technologies like Google Translate, many schools still rely on conventional dictionaries as vocabulary learning tools. This can affect the effectiveness of learning and limit students' access to more advanced digital resources. The phenomenon that Google Translate offers convenience in enriching vocabulary is still not utilized by some schools, especially in MAN 1 Ponorogo.

Based on the researcher's preliminary interview with the English teacher of MAN 1

[26] Pei Xu, "The Impact of Strategy Training on Vocabulary Comprehension."

[27] Nur Rahmah, Muh Tahir, and Ahmad Talib, "The Effect of Vocabulary Mastery on Students' Reading Comprehension," *Reading Comprehension* 2, no. 1 (2023).

Ponorogo, teachers have not utilized Google Translate to support student vocabulary learning[28]. The understanding of verbs and word usage is good with the simple media used in the classroom, but it is expected that the use of more innovative learning media is intended to make students more interested in learning the new vocabulary they encounter. Students' lack of motivation and interest in learning vocabulary also has an impact on the addition of students' vocabulary. This can pose a challenge in delivering effective and comprehensive vocabulary learning. Further, the use of conventional dictionaries may not be as effective as Google Translate in enriching students' vocabulary. Therefore, there is a need for media innovation to aid in developing students' vocabulary.

Based on the researcher's preliminary interview with the students of MAN 1 Ponorogo, Students find it difficult to interpret a vocabulary word using a dictionary. With a dictionary student have difficulty remembering the meaning or meaning that has been interpreted before. During the interview, the researcher also asked whether the students had memorized some vocabulary and they said that if they added vocabulary in reading skills, especially, they still lacked understanding of the meaning because they had difficulty understanding the meaning of the vocabulary. [29]

Hence, it is necessary to reconsider to what extent the use of technology, such as Google Translate, can be a more effective solution in enhancing high school students' mastery of English vocabulary, especially in the current context where the use of conventional dictionaries still predominates. Therefore, it is crucial to explore the effectiveness of Google Translate as a more modern and efficient alternative in improving high school students' mastery of English vocabulary. Consequently, this research aims to encourage teachers to innovate learning media that can be applied as modern tools. This research also aims to provide learning media that support the acquisition of new vocabulary for students, particularly focusing on verbs. In this study, the researcher utilized material from the Independent Curriculum of grade XI, specifically Narrative Essay, because it was the material discussed at the time of the research[30].

Thus, research on the effectiveness of Google Translate in enhancing high school students' mastery of English vocabulary becomes relevant to bridge the gap between the need for effective vocabulary learning and the advancements in educational technology. Based on the background above, this study will examine the extent to which the

[28]Based on Interview with Mr. Abdullah Fikri (on Monday, February 19 2024 at 10.00 A.m)
[29]Based on Interview with Students MAN 1 Ponorogo (on Thursday, April 02 2024 at 10.00 A. m)
[30]Based on Interview with Mr. Abdullah Fikri (on Monday, February 19 2024 at 10.00 A.m)

effectiveness of Google Translate improves the English vocabulary mastery of students at the high school level, and its relevance in the context of educational technology development and the need for effective vocabulary learning in narrative texts.[31] Then, this research aims to investigate the significant impact of Google Translate towards Students Vocabulary Mastery relate to Biographical Recount text on Reading Skill.

RESEARCH METHOD

In this study, the researchers applied a quantitative quasi-experimental design. This research was conducted at MAN 1 Ponorogo, with the research population including all grade XI students in the 2023/2024 academic year. Purposive sampling was used to determine the sample for instance experimental group consist of 32 students of H (Multimedia class) and 34 students of F (Multimedia class) were as control group. As consideration similar abilities and characteristics based on the summative result was determined using of purposing sampling.

Table 1 Score of Sumatif Test Students

No	Class	Total Score	Mean
1	XI F	2.812	82,705882353
2	XI G	1.984	86,260869565
3	XI H	2.755	86,09375
4	XI I	2.044	85,166666667

The validity and reliability of this study were the results of the pre-test and post test conducted by researchers before the test taken in the control and experimental classes. The data were classified as valid if the significant r-value is more than r-table and used α = 5% level of significant (0.05) with df = n-2. Among is item that consist of multiple choice and filling the blank, all of them were valid and reliable.

In data collection, researchers used documentation in the terms of teaching modules, student attendance lists, student pre-test and post-test results. Indeed documentation was also applicable in conducting the data such the pre-test and post-test.

Then, this study applied several steps namely pre-test, treatment, and post-test to

[31] Muhammad Galang Isnawan, *Kuasi Eksperimen* (Nashir Al-Kutub Indonesia:2020)

evaluate the effect of translator application on students' vocabulary. In the first meeting in the experimental class, the researcher conducted a pre-test. Then, on the second and third meetings, Google Translate was used in class learning. Then the researcher conducted a post-test to measure the students' vocabulary improvement. Similar to the experimental class, the first meeting in the control class, researchers conducted a pre-test. Then, on the second and third meetings, researchers did not use Google Translate media, researchers only used Think Pair Share learning techniques.

The researcher analysed the data through three steps. First, normality was assessed using the product moment method. The decision-making criterion was that if the value of L count exceeds L table, H0 is rejected; if L count is less than L table, H0 is accepted. Based on the calculation results of SPSS 25 due to its comprehensive features. Once the data was confirmed to be normal, a homogeneity test was performed to determine if the different data groups being studied shared the same variance. In other words, homogeneity implies that the data sets have similar characteristics. Following the normality and homogeneity tests, a hypothesis test was conducted by comparing the post-test values of the experimental and control groups. The researchers used t-tests to evaluate the effectiveness of the study by comparing the average student learning outcomes. This hypothesis test aimed to determine whether using Google Translate as a learning tool is more effective in enhancing students' vocabulary mastery compared to conventional methods without it.[32]

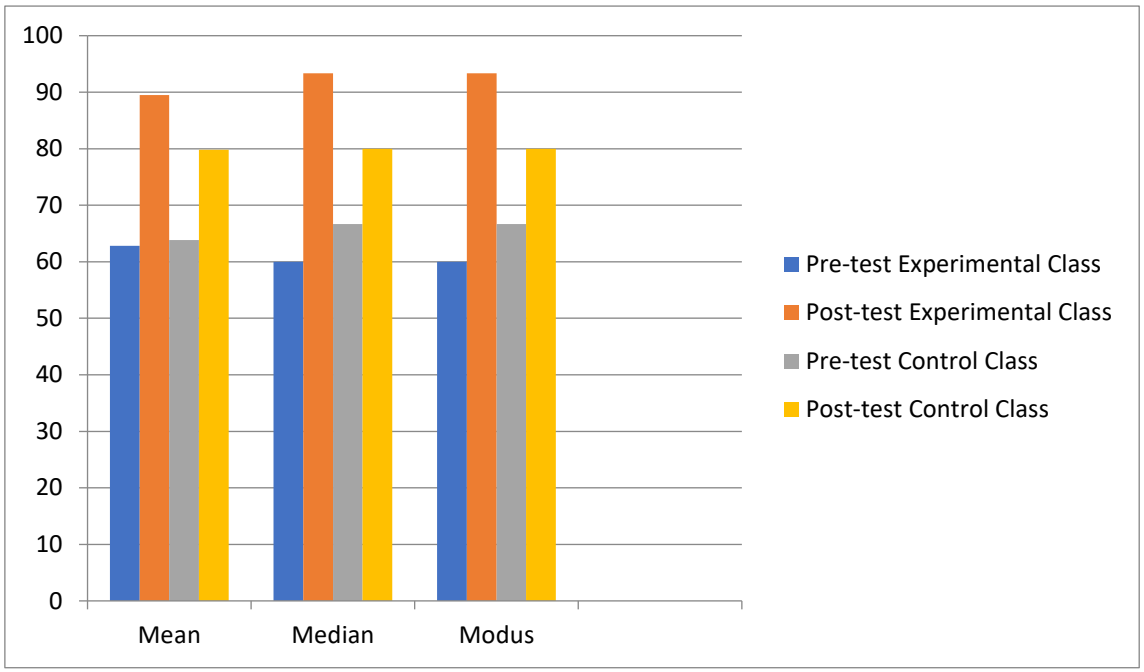
RESULT AND DISCUSSION

RESULT

In this research, the researcher used pre-test and post-test to determine the improvement of students' vocabulary by using google translate. Here is the result of pre test and post-test in experimental class and control class.

[32] Muhammad Galang Isnawan, *Kuasi Eksperimen* (Nashir Al-Kutub Indonesia:2020)

Figure 1. Result of Pre-test and Post-test of Experimental and Control Class



Based on the chart above, it can be seen that the mean of pre-test in experimental class was 62,82051 and the post-test in experimental class was 89,48718. From these data, the range of pre-test and post-test score in experimental class after using media google translate was 26,66667 It means there was an increase of students' vocabulary after using media google translate. Then the median of the pre-test in experimental class was 60 and the median of the post-test in experimental class was 93,333. Then, the modus of pre-test in experimental class was 60 and the modus of post-test in experimental class was 93,333.

Then, based on the chart above, it can bee seen that the mean of pre-test in control class was 63,82051 and the mean of post-test in control class was 79,79167. So, it could be said the range of pre-test and post-test in control class that was not given any treatment was 15,97116 After that, the media on pre-test in control class was 66,66667 and the post-test in control class was 80. Then, the modus of pre test in control class was 66,66667 and the modus of post-test in control class was 80.

After conducting the pre-test and post-test, the researchers analysed the results of the pre-test and post-test. Before analyse it, the researcher researchers used the n-gain of the experimental and control classes. Then to analyse the data, the researcher used SPSS 25. First, the researchers conducted a normality test. from the normality test conducted can be seen in the table below.

Table 4. Normality Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
n-gain score	Experiment Class	.124	26	.200*	.937	26	.116
	Control Class	.164	32	.028	.945	32	.101
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test conducted, the probability value in the significance column for the control class N-Gain data was 0.101, which was greater than 0.05. In addition, the probability value in the significance column for the experimental class N-Gain data is 0.116, also greater than 0.05. These results indicate that the null hypothesis (H_0), which states that the data is normally distributed, is accepted, and the alternative hypothesis (H_1), which states that the data is not normally distributed, is rejected. Thus, it can be concluded that the N-Gain data for the experimental and control classes are normally distributed. After the data was normal, then the next step is homogeneity test. It could be seen in the table below.

Table 5. The Result of the Homogeneity Test

Levene Statistic	df1	df2	Sig.
297	1	56	588

Based on the results of the homogeneity test using the Levene method, it is known that the significance value for the pretest data is 0.588 > 0.05. Which means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It is indicating that there is homogeneity in the variances of the n-gain result between two classed.

Furthermore, to see if there is an increase in the vocabulary of students who are treated with google translate media and those who are not. Then researchers used the t test. It could be seen in the table below.

Table 6. The Result of T-Test of N-Gain

		t-test for Equality of Means		
		T	df	Sig. (2-tailed)
Result of Pretest	Equal variances assumed	7.081	56	.000
	Equal variances not assumed	7.202	55.866	.000

Based on the table above, the t-test results obtained are seen from the significant value in the "variances assumed" column with a value of 0.00 <0.05. This shows that H0 is rejected, which means there is a significant difference in vocabulary skill improvement between students who use Google Translate learning media and students who do not use google translate the learning media. Thus, it can be concluded that the use of Google Translate learning media significantly improves students' vocabulary skills compared to traditional teaching media that do not use these tools. This result confirms the effectiveness of digital learning media in improving the quality of language learning, especially in enriching students' vocabulary.

DISCUSSION

Researchers conducted this study to determine the effect of Google Translate learning media in improving students' vocabulary. The discussion in this study examines the use of Google Translate learning media on the vocabulary of eleventh grade students at MAN 1 Ponorogo. This study produces data on pretest and posttest scores which are then analyzed by calculating the N-Gain value. The N-Gain value is obtained from the comparison of the difference between the posttest and pretest scores with the difference between the ideal maximum and pretest scores. The N-Gain value is used to answer the hypothesis which will be used as a reference to draw conclusions from this study.

Furthermore, the N-Gain data was tested for normality to determine the distribution of the data. The test results showed that the data in the experimental class and control class

were normally distributed, so it was continued with the homogeneity test. The homogeneity test showed that the data in both classes were homogeneous. Then, an independent sample t-test was conducted to see the significant difference between the two classes. All data testing was done using SPSS software.

From the t-test results, it is concluded that there is a significant difference in vocabulary improvement between students who use Google Translate learning media and students who do not use Google Translate learning media. The results of the analysis showed that students who used Google Translate as learning media experienced greater vocabulary improvement compared to students who used conventional learning methods. This finding indicates that Google Translate can be an effective tool in helping students enrich their vocabulary.

Based on research conducted by Nur Afni in her thesis, Google Translate is proven to be able to significantly increase students' vocabulary. This is due to its ability to provide instant translation and definition of words, which makes it easier for students to understand and remember new words. With quick and easy access to word meanings, students can be more effective in learning new vocabulary, making the learning process more efficient and enjoyable. This research highlights the potential of Google Translate as a useful learning tool in language education.[33]

In line with the research conducted by Ambarwati Emira Putri, it was found that the students considered Google Translate as an easy-to-use, practical, and efficient tool in translating various words. The students considered that Google Translate not only provides fast translation but is also able to handle a large amount of vocabulary with sufficient accuracy. This makes Google Translate an invaluable tool in the learning process, helping students enrich their vocabulary in a more interactive and enjoyable way. This research reinforces the view that technology can play an important role in supporting and improving the effectiveness of language education.[34]

Based on the results of the research conducted by Maria Yanti, it can be concluded that Google Translate can be an effective tool in translating sentences and paragraphs. However, although Google Translate is able to provide quick and easy-to-understand translations, its accuracy can vary depending on the complexity and context of the text

[33] Nur Afni, "Improving Students' Vocabularies Through Google Translate On The Second Semester Of Siyasah A, State Islamic University Of North Sumatera (Uinsu) In Academic Year Of 2017/2018" (UIN Sumatera Utara).

[34] Ambarwati Emira Putri, "Submitted in FulfilIing the Requirements For Gaining the Bachelor Degree In English Language Education,".

being translated. Therefore, students often need to double-check the translations provided by Google Translate to ensure accuracy before using them or submitting them. This research shows the importance of critical use and deep understanding when utilizing automatic translation tools in the learning process.[35]

Furthermore, from the data that has been analyzed, the researcher can conclude that the alternative hypothesis is accepted while the null hypothesis is rejected. In other words, the use of Google Translate learning media makes a significant difference in improving students' vocabulary. This is clearly seen from the results of the data obtained from the control class and the experimental class. Based on the results of this study, it can be said that the use of Google Translate as a learning tool is able to effectively improve the vocabulary skills of eleventh grade students at MAN 1 Ponorogo. This finding confirms that the integration of technology in language learning can have a significant positive impact on the development of students' linguistic abilities.

CONCLUSION

The mean score of experimental class was 89.48, while the mean score of control class was 79.79, according to earlier research and analysis. This variation suggests that there is a substantial difference between the two groups. Furthermore, a significance value of 0.000 is displayed in the t-test findings, which is significantly less than the 0.05 criterion ($0.000 < 0.05$). Thus, it could be said that students taught without the use of media have a much different vocabulary than students taught using Google Translate. This demonstrates that Google Translate is a useful teaching tool for expanding pupils' vocabulary. It can be underlined that interactive media is a crucial element in teaching and learning vocabulary in which the teacher should pay more attention.

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