# CHAPTER I

# INTRODUCTION

This research elaborates and discusses the effect google translation to increase Students Vocabulary. In this chapter, the writer will present the background of the study, problem of the study, objective of the study, scope of the study, and significances of the study.

## 1.1 The Background of the Study

Language is very important for human life as a tool of communication between two or more people and has main role to make people understand. Language as a means of communication conveys ideas, opinions, and feeling among or between two participants in oral or written form. There are many languages in the world, one of them is English.

English is an international language which used by most of people in the world. It can be used in many aspects of human life such as business, media, education, etc. According to Wierzbicka (2006:3) English is the language of international air traffic control and the chief language of world publishing, science, and technology. If we search of work, we must know English language such as active or passive English. In Indonesian English is not as a second language but English is a foreign language.

In Indonesian, English has become the first foreign language. That"s why many people in Indonesian still can"t speak in English. They do not use English in daily life, whereas English is very important language that has to be known

because English is an International language where people from one country use English to

communicate to other people with other countries. Now a day, English as a global language. English as a global language is used in many countries to create competitive generation. It can be used in all aspect of human life such as science, education, commerce, sport, art, and technology. Teaching vocabulary is one of the key to increase students English skill and it also a based element to build students language skill.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on word (Alqahtani, 2015:183). Student can not listen, read, speak, and write well without prossesing sufficient vocabulary. They can not establish their ability to communicate and convey their need as good as possible without having enough vocabulary.

Google translation is unique because in google translation (GT) has 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 phrase and we can convert it to microsoft excel to makethe list of the words. The researcher chooses Google translation because Google translation helped the learners to sustain their interest and work. With Google translation students have a lot of fun rid off their tiresome during the lesson, The researcher choose this GT because people really need the simple ways to get knowladge and they need the most interest. Here so many people used GT especially                    in                    English                    students.

Google translation (GT) sufficient to comprehend or to know the meaning of the word and sentence. When the students find the unfamiliar words. They should see words surrounding the unfamiliar words. The google translation is usefull in guiding the students to figure out the meaning of unfamiliar words or difficult words they find on their text.

Here the researcher realized the fact above, reseacher conducted "The Effect of Using Google Translation to Increase Students" Vocabulary of the Second Semester at Nommensen HKBP University Medan".

**Table 1.1 Students' Score on Preliminary Observation Second Semester at**

**Nommensen HKBP University of Medan**

| No | Name | Writing Score |
|----|------|---------------|
| 1 | JBB | 25 |
| 2 | MV | 32 |
| 3 | TAS | 35 |
| 4 | JES | 55 |
| 5 | AP | 43 |
| 6 | MM | 52 |
| 7 | HNS | 45 |
| 8 | DSH | 35 |
| 9 | MSA | 26 |
| 10 | AGS | 45 |
| 11 | CP | 42 |
| 12 | SHT | 55 |
| 13 | SEV | 40 |
| 14 | IM | 33 |
| 15 | RS | 35 |
| 16 | MJC | 44 |
| 17 | KS | 55 |
| 18 | EYS | 40 |
| 19 | ARS | 36 |
| 20 | SN | 21 |

## 1.2 Problem of the Study

Based on the explanation above, the problem of this study is formulated as follows: "Does Using Google Translation affect Students" Vocabulary at second semester Nommensen HKBP University?"

## 1.3 Objective of the Study

The objective of the study is to find out whether the use of Google Translation increase students" vocabulary at Second semester Nommensen HKBP University Medan.

## 1.4 Scope of the Study

The researcher is under the discipline of applied linguistics. This is restricted to teaching vocabulary by using Google Translation for the second semester at HKBP Nommensen University. The students would operate Google Translation to find out the underline words on their text and write the words in their paper with the meaning. But This study focused only to the discussion about translating recount text for second semester.

## 1.5 Significance of the Study

In this result of the study are expect to be beneficial both theoretically and practically elaborated in the following section:

1. Theoretical Significance

    1. To become a new perspective in teaching vocabulary.

    2. To become model in the research of research of teaching vocabulary.

2.  Practical significance.

   1.  Students.

      The result of this study is to improve students" vocabularies. The findings of this study are expected to be useful for the learning of english as a foreign language especially in teaching writing and giving useful information to the teacher so that he/she will be more creative in implementing the translation ability especially in writing vocabulary.

   2.  For the teachers/lecturers: to get new information for teaching writing.

   3.  For other researchers: to do the further research about effect google translation.

**1.6 Hypotesis**

The hypothesis the research proposed in terms of the null hypothesis (Ha) and the alternative hypothesis (Ho).

   Ha:  Google Translation significantly can affect to increase students" vocabulary at Second semester students of Nommensen HKBP University Medan.

   Ho: Google Translation does not significantly affect to increase students" vocabulary at Second semester students of Nommensen HKBP University                                                                                  Medan.

# CHAPTER II

# REVIEW OF LITERATURE

This chapter discusses some theories to support the topic of the study. The first, theory about vocabulary includes the understanding of vocabulary from some experts, theory about google translation and translation.

## 2.1 Theoritical Framework

In Theotitical Framework, the writer will discuss about language, english, vocabulary, google translation, and translation.

## 2.2 Language

Language is principal means of human being to communicate one another. It is the way to conveying something. Language has an important role in everyday people in doing every interaction. People use different language because every country has their own language.

Language is the expression of the people who use it, and should reflect the nature and the experience of the speakers Baugh & Cable (2005:341), ". Pinker (1997:18) states that, Language is a complete, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently."

The writer concludes that language is a complex, specialized skill which develops in the child spontaneously and reflects to the nature and the experiences                           of                          the                          speaker.

## 2.3 English

English is a global language and used in education, technology, social status, and modernization. According to Wierzbicka (2006:3). "English is the language of international air traffic control and chief language of world publishing, science, and technology". Patel and Jain (2010:11) states that, English is the link language, serving to connect people of various regions and diverse backgrounds. Based on the explanation the writer make a conclusion that English is the language which used worldwide to connect people of various regions and diverse background. English has four skill, they are: Listening, Speaking, Reading and Writing.

## 2.4  Vocabulary

Vocabulary is the core component of all aspects of language competences. Someone's vocabulary greatly affects the ability in learning language primarily for reading. Indonesian students who study English as a foreign language, especially junior high school students, have difficulty in reading English text words are very frequently emphasized, whether in books or in verbal communication.Based on Nation (2001:51).

Vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication Alqahtani (2015:92). Schmitt and Mc Charty (1997:28); in Setiawan (2010:147) state that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. While, Miller in Murkolori (2011:48) stated

vocabulary is a set of word that are the basic building blocks used in the generation understanding of sentence.

Montgomery (2007:92) in his book showed that there are four types of vocabulary:

1. Listening vocabulary

   Listening Vocabulary refers to the words we hear and understand. Starting in the womb, fetuses can detect sound as early as 16 weeks. Furthemore, babies are listening during all their waking hours-and we continued to learn new words this way all of our lives. By the time reach adulthood, most of us will recognize and uderstand close to 50,000 words.

2. Speaking vocabulary

   Speaking vocabulary refers to the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. The words we use when we speak. Our speaking vocabulary is relatively limited. This number is much less than our listening vocabulary most likely due to ease of use.

3. Reading vocabulary

   Reading vocabulary refers to words we understand when we read text. We can read and understand many word that we do not use in our speaking vocabulary.

4. Writing vocabulary

According to Dempsey, Pytlikzilling and Burning (2019:14) Writing is a key factor in the problem splving and critical thinking skills. Writing vocabulary refers to the words we can retrieve when we write to express ourself. We generally find it easer to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same in writing. Our writing vocabulary is strongly influenced by the words we can spell.

**Example of text:**

**Blessing behind Tragedy**

There was a black family in Scotland years ago. They were Clark family with nine children. They had a dream to go to America. The family worked and saved. They were making plan to travel with their children to America. It had taken several years but finally they had saved enough money. They had gotten passport. They had booked seats for the whole family member in a new liner to America. The entire family was full of anticipation and excitement with their new life in America. However few days before their departure, the youngest son was bitten by a dog. The doctor sewed up the boy. Because of the possibility of getting rabies, there were being quarantined for long days. They were in quarantine when the departure time came. The family dreams were dashed. They could not make the trip to America as they had planned. The father was full of disappointed and anger. He stomped the dock to watch the ship leaved without him and his family. He shed tears of disappointment. He cursed both his son and God for the misfortune. Five days later, the tragic news spread throughout Scotland. The ship, the mighty Titanic, had shank. It took hundreds of passenger and crew with it.

Titanic which had been called the unsinkable ship had sunk. It was unbelievable but it was. The Clark family should have been on that ship, but because of the bitten son by a dog, they were left behind. When the father heard the news, he hugged the son and thanked him for saving the family. He thanked God for saving their lives. It was a blessing behind a tragedy.

### 2.4.1 Teaching Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015:21). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne, 2008:121). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004:24).

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student˶s native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

**2.4.2 Techniques of Teaching Vocabulary**

Commonly, there are several techniques concerning the teaching of vocabulary.

1. Teaching vocabulary using Objects

    This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration Takač & Singleton, (2008:186).

2. Teaching vocabulary by drilling, spelling, and active involvement

    Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury 2002:24). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Beaton in Reed, 2000:30). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out words meaning by elicitation (Takac (2008:30); Singleton (2008:26).

    Elicitation maximizes learners" speaking opportunities, and acts as a way of checking learners" understanding. This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2006:30) argues that teachers are suggested to conduct planned

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presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, Singleton (2008:74) points out that in choosing which techniques to be used in the classroom, teachers consider time availability, the content or teaching material.

3. Teaching vocabulary using drawing and picture

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.They can help young learners easily understand and realize the main points that they have learned in the classroom. Teaching vocabulary using pictures connect students" prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible.

The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines.

Visual support helps learners understand the meaning and helps to make the word more memorable.

4. Teaching vocabulary using mime, expressions and gestures.

   The term "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication (Alqahtani, 2015:16). At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition. Teachers tend to gesture a lot (Sime 2001:118); Hauge (1999:80), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007:71) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy

to understand. This teaching strategy is thus relevant for comprehension Tellier (2007:94). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge 1999:405); (Sime 2001:420). In addition to supporting comprehension, teaching gestures may also be relevant for learners‟memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis.

5. Teaching vocabulary using enumeration and contrast

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc ,and then the meaning of the word "clothes" will became clear. The same is true of „vegetable‟ or‟ furniture", "for example Gruneberg & Sykes (1991:229). Some words are easily explained to

learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "red", there is an "in between" word "pink". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt Alqahtani in Alpino Susanto (2015:122). It is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionary essentially use words to explain words, and in this process, synonyms are often used Elisabeth (1999:95).

6. Teaching vocabulary through guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists Dubin (1993:41). Alqahtani (2015:161) considered the specific context as „„the other words and sentences that s urround that word, it follows that other words in the context of the unfamiliar word often „throw light on" its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Learning from context not only includes learning from extensive reading, but also learning from taking part in a

conversation, and learning from listening to stories, films, television or the radio Nation (2001:22). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner"s ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge Walters (2004:164).

## 2.5 Genre

Genre is a kind which describes the general of the text. There are some kinds of the genre such as: narrative, recount, procedure, report, descriptive, spoof, anecdote, etc. the effectiveness of writing genre can be formed in three ways. They are: knowing the purpose of the writing, the good arrangement of a text element, and the good grammatical structure.

## 2.5.1. Kinds of Genres Texts

According to Wignel, (2013:79), there are thirteen genres of writing form. They are report, narrative, spoof, exposition, analytical exposition and hortatory exposition, discussion, explanation, procedure, review, description, recount, news item and anecdote. It can be concluded that descriptive text is a text for describe person, place or a thing by visual

experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may told about their traits of character and personality

a. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. According to Rebecca, (2003:2), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

b. Recount.

Recount is a text which retells events or experience in the past by clause& Anderson (2003:57). Its purpose is to perform or to entertain the audience. The other definition is text which tell somebody about something especially that she/he has experience of series of related events. Recount also is kind of text which retells the action happened in the past. Recount almost has the same form with narrative because both recount and narrative has a function to tell the activity or events in the past. The different is recount tells the activity or event not only to give information but also to give a moral lesson by presenting a problematic experience and then will be ended by problem solving.

c. Report.

Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment Susilohadi, (2008:11).

d. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue that contains three components; the issue, argument, and conclusion or recommendation

e. Explanation

Explanation is a written English text in which tells process relating to form of natural, social, and cultural phenomena. Explanation is to say "why" and "how" about the forming of the phenomena. It is often found in science, geography, and history text book. And the purpose of explanation text is to explain how and why something happen and to tell process relating to forming of natural, social, and cultural phenomena.

f. Hortatory Exposition

Hortatory exposition is written text in which the writer persuades people that something should or should not be case. Its social function is to persuade the reader that the write"s ideas is important to be discussed (Interlanguage, 2008:161).

g. Procedure.

Procedure is a text which consist of elaborate of step in making something. The purpose of this text is to help readers how to do or make something. An example if this is cooking recipe.

h. Review

Review is a text which consist of opinion to critique or to evaluate an art work or even for public audience. Review is used to summarize, analyze, and respond the art work. Some example of review is a summary of a movies, TV shows, concert, books, etc.

i. Spoof

Spoof is kind of genre used to retell an event with humorous twist. In writing, a spoof is known as a narrative text. It narrates as series of events. It introduces a number of characters. They can be human and non-human realized by theirs communicate interaction in the events.

j. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or assuming incident. The purpose of anecdote text is to entertain the readers.

k. News item

News item is a factual text which informs the reader about events of the day which are considered newsworthy or important. l. Descriptive

Descriptive is written English text in which the writer describes object. In the text, the object can be a concrete or abstract. It can be a

process, one an animal, or a tree, or a house, or camping. It can be about any topic. Description is a text containing two components i.e. identification is to identify the object to describe, the description is to describe parts, qualities, and characteristics of the part of the object.

m. Analytical Exposition

Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter. It is a kind of text type that presents one side of an issue in a form of arguments. The purpose of analytical exposition is to persuade the readers by presenting one side of an argument.

## 2.5.2 Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its purpose is to entertain or informing the reader. Or a text which retells event or experiences in the past.

Writers should remember that while the purpose is to retell they still need to craft their retelling to be interesting to the reader.  Rather than retelling every minor detail, the writer needs to select important information or events, and expand on these in an interesting manner.  If you were recounting a sports day, you could focus on the place, time, events and results (which may be appropriate for a report), but to interest, the reader thinks about what would lift this above the dreary detail - What was the highlight of the day for you?  How did you feel when you tripped just before the finish line?  Did anything funny or surprising occur?

**2.6 Definition Google Translation**

Based on Google Translate blog written by Turovsky (2016), Google Translate (GT) is an online machine translation made in 2006 by Google Inc. In 2006, GT only provides two languages, and then the languages keep being added and updated based on the people needs. Then, Groves & Mundt (2015) wrote that GT is a free web-based machine translation that can translate in many languages and also has an application for mobile devices. Furthermore, Medvedev (2016) wrote that GT is free, instant, has a variety of languages for input and output, allows voice recognition, can translate entire web pages and entire files by upload it. According to Kharbach (2016), the features that GT provides includes, such as pronouncing the word translated, translating text from an images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook.

Because of its features, Kroulek (2016) said that GT is being the most popular MT tool in the world. That statement is supported with Henry's (2014) voting result which came out with Google Translate as the winner of the best language translation tools. Barré (2011) also said that GT provides the best translation compared to the others MT

According to history, the beginning of making google translate is when one of the founders of Google, Sergey Brin received a letter from a fan. As is known, Google as a technology company does have many fans from various parts of the world. However, the letter was in Korean and no one understood the language. Brin then translated the letter through his machine translation. The letter then reads: "The piece of raw fish shoe he wanted. Google Green Onions! Brin

frowned after reading the reader. From here the inspiration for making a reliable translation machine, until finally Google Translate was born. With imperfect capabilities, Google Translate has been quite successful in filling the niche of translation services in the internet world. After 11 years of work, now Google Translate has also been integrated directly with Google's newest product called Google Pixel Buds.

Google translate is a free translation service that provide instant translation between dozens of different languages. It can translate words, sentence and web pages between any combination of our supported language.

Google translation is a multilingual service provided by Google Inc. to translate written text from one language into another. Larson (1984: 532) states that translation consists of transferring the meaning of the source language into the receptor language. Catford (1965:7) defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).Catford‟s defenition of translation is obviously still at textual material. Whereas it is not only the textual material that needs to be replace.

**2.6.1 Types of Translation**

Catford (1978: 21) divides the three aspects of translation differently, those are:

1. Basic or General Translation

    These are types of translation that do not require absolute accuracy and that give the translation a lot of flexibility. The source text is usually non-technical and in simpler vocabulary. The simplicity makes the

translator"s work much easier, as it is easy to translate vocabulary, phrases, and sentences. Examples of these types of translation would include letters, relatively simple business pieces, such as employee manuals, and a lot of website content and blog posts.

2. Legal Translation

This is a far more complex type of translation, for it requires a deep knowledge and understanding of legal terms in both a native language and the target language. Most translators who work in legal specialization have a legal background themselves – it"s just necessary because of the absolute need for accuracy and correct terminology. One slip or mistake can alter the terms of a treaty, an international contract, or an agreement between a company and foreign workers. Legal translations require human, not machine, translation, and a professional translation service will only use humans for these types of translations.

3. Medical, Scientific Research Articles

This is another area that calls for lots of specialization and human, rather than machine, translation. Terminology is complex in these areas, and translators who have or have been trained in such terminology. Today, medical and scientific research has a global reach and studies are translated in a wide variety of languages, so that scientists can collaborate.

4. Localization

This type of translation is used by e-commerce businesses who want their websites and apps localized for target audiences. If it is only text that is being translated, much of this falls into the category of basic or

general translation. However, when there are concerns with coding, obviously, a developer must be used. The ot her issue with localization is the cultural and societal customs of the target audience, and translation requires honoring those. Many businesses have made mistakes with literal translations that have gone wrong. Some of the types of translation in English as the source language can offend target language audiences or cause big mis-understandings.

5. Financial Translations

Many of these will fall into other categories, specifically basic and legal. Depending on the documents, translators of all different levels of expertise will be required. There may be reports, correspondence, managerial and employee content/manuals, policies and procedures, and more. Many will require expert translation to prevent mis-understandings.

6. Literary Translation

While many people think of this as a simple type of translation – novels, poetry and such – in fact it is quite difficult. Consider a book written in English. It has idioms, expressions, humor, sarcasm and other figurative language that cannot be literally translated into another language. Experts in both languages will need to understand the linguistic nuances of the target language, so that the same meaning and connotations are transferred to the target audience readers.

**2.6.2 Methods of Translation**

Newmark (1988:87) mentions the method related to whole text.

1. Word for word translation.

In which the source language (SL) word is preseved and the word translated singly by their most common meanings, out of context.

2. Literal Translation.

In wich the source language gramatical constructions are converted to their nearest target language eguivalents, but the lexical words are again translated singly, out of context.

3. Faithful Translation.

It''s attempts to produce the precies contextual meaning of the original within the constraits of the target language gramatical structures.

4. Semantic Translation.

Wich differs from „faithful translation" only an as far as it must take more account of the aesthetic value of the source langauge text.

5. Adaptation.

Which is the frees form of translation, and is used mainly for plays (comedies) and poetry: the themes, characteristic, plots are usually preseved, the source language culture is covereted to the targe language culture and the text is rewritten.

6. Free Translation.

It produce the target language text without the style,form, or content of the original.

7. Idiomatic Translation.

It reproduce the message of the original but tends to disort nuances of meaning by preferring colloquialisms and idioms where these do not exist in                                       the                                       original.

8. Communicative Translation.

It attempts to render the exact contextual meaning of the original such a way that both content and language are readily acceptable and comprehensible to the readship.

### 2.6.3 The advantages of Google Translate

Google Translate can be used to translate text faster, even in seconds. If you find a website in a foreign language, Google can automatically translate one page of the website. This service is also integrated with Google Chrome (browser).

1. Google Translate provides translation services for many languages. This translator database engine is indeed very complete. You can translate documents from the source language to the target language you want. Even this software is also equipped with an automatic detection language. When you type with certain words, the software is able to provide insight. If you mistype a certain word, Google can display auto-suggestions.

2. Google Translate offers a service for each of its users. You don't need to have a Google account to access this online translator facility. You only need to access the website and enter the source text to access.

   3. This is free service is the main attraction of Google Translate. For translation services in many languages, Google does not charge any fees. Just compare it when you need to buy translation software.

### 2.6.4 The Weakness of Google Translate

The main drawback of this automatic translator software is the quality of the translation. Google Translate is not very suitable for translating scientific or literary works due to the limitations of the machine for the context of the text. If you use this free service to translate important documents it can be very risky. No matter how good the results of this machine translation are, the translation still needs to be revised again by the translator (human).

In addition, Google Translate is still unable to translate command sentences, especially from English to Indonesian. Write the sentence "Throw the ball" or "Close the door" and see the translation. In other words, translators who offer professional services to clients at a certain rate are certainly much better at free services that can be obtained easily.

## 2.7 Previous Research

This study about The effect of google translation to increase students" vocabulary and has been conducted by several researcher. In this case the writer takes some previous researches from some journals, namely:

1) Trisviati (2018). "Student Translation Process Translating Text at The Twelve Grade of SMA N 1 Air Joman". The purpose of this study to find kind of translation processing translating text are used by the students at the twelve grade of SMA N 1 Air Joman. The similiarities is both of this research used Experimental Quantitative as research design, while the differences between previous research with this research is seen from the theory that used in analyzing

data, the previous research used Miles and Huberman, and in this research will use theory of Murkolori.

2) Lestianna Zafitri and Eka Sustri Harida. (2017)." The Effectiveness of Using Google Translation  of Universitas Negeri Padang. The Purpose of this study was to investigate the information about the effectivness of using google translate  on students translation  at mathematic faculty of university Negeri Padang. The similiarities of this research is both of this research  used Experimental quantative as instrument, while the differences  between previous research with this research is seen from the theory that used in analyzing data, the previous research used Bungin and Burhan theory, and this research will use theory of Burning.

3) Sylvi Octaviani Chandra and Ignasia Yuyun. (2017). "The Use of Google Translate in EFL Essay Writing". The purpose of this study was to investigate further the partice of GT in EFL essay writing as wells as its role in language learning. The similarities of both of these research are using google translated in teaching vocabulary especialy in English and both of these research used Eksperimental Quantitative as Research Design. The previous research used mediated-observation and interview as instrument. The differentiate of these research is the Previous research used theory of Indarta, while this research will use theory of Schmitt.

**2.8 Conceptual Framework**

Teaching is the process of giving instruction to do something to someone. Teaching is one of the ways to transfer the knowledge and information to another people. In teaching a subject matter, teacher is required to be more creative and

have various kinds of technique to enhance the students" achievement especially in learning writing vocabulary.
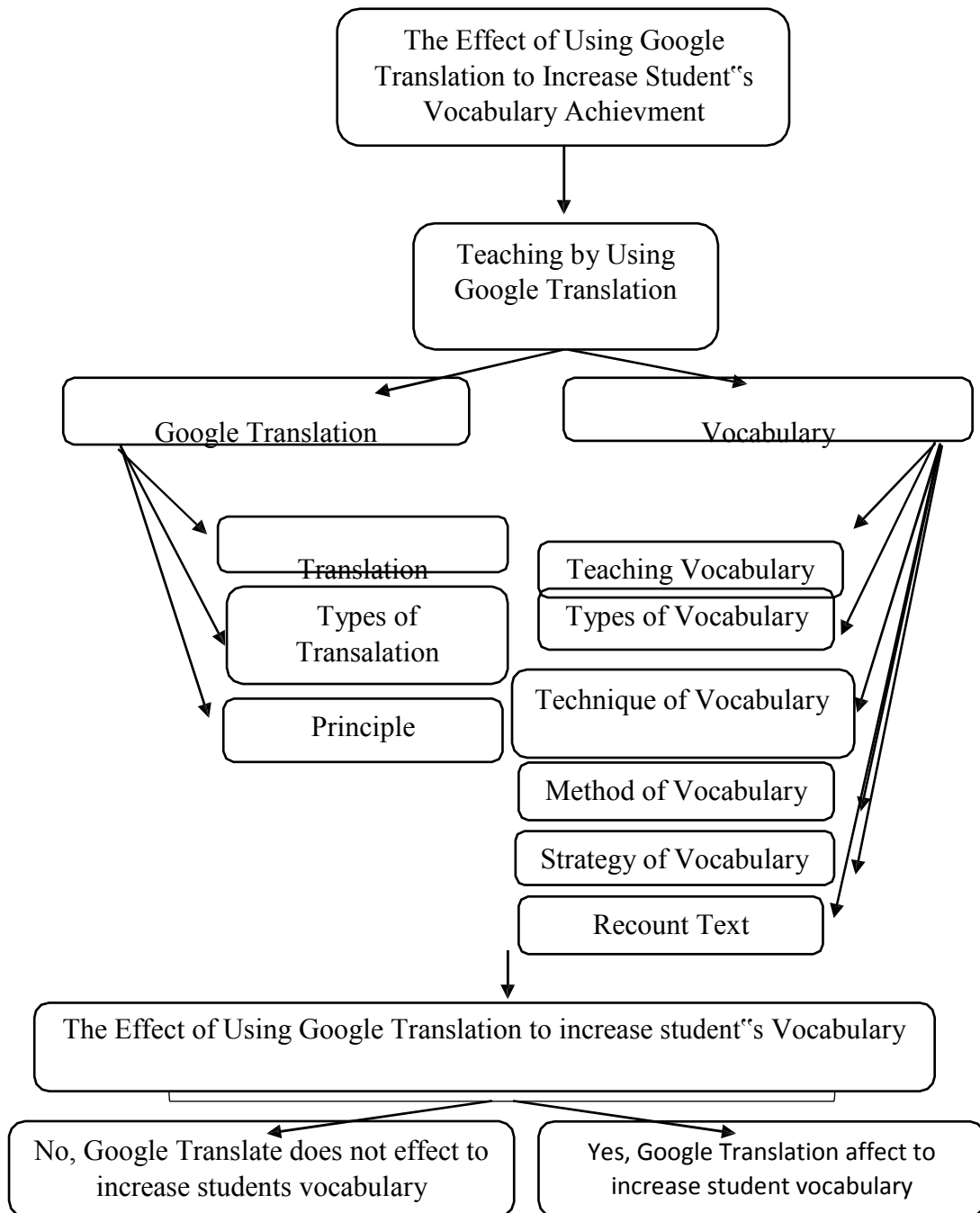
```
                    ┌─────────────────────────────┐
                    │   The Effect of Using Google │
                    │ Translation to Increase Student"s │
                    │    Vocabulary Achievment     │
                    └─────────────────────────────┘
                                   │
                                   ▼
                        ┌────────────────────┐
                        │  Teaching by Using │
                        │  Google Translation│
                        └────────────────────┘
                          ╱                  ╲
                         ▼                    ▼
          ┌─────────────────────┐    ┌─────────────────────┐
          │  Google Translation │    │     Vocabulary      │
          └─────────────────────┘    └─────────────────────┘
```

| Translation | Teaching Vocabulary |
| Types of Transalation | Types of Vocabulary |
| Principle | Technique of Vocabulary |
| | Method of Vocabulary |
| | Strategy of Vocabulary |
| | Recount Text |

The Effect of Using Google Translation to increase student"s Vocabulary

| No, Google Translate does not effect to increase students vocabulary | Yes, Google Translation affect to increase student vocabulary |

**Figure 2.9.1 Conceptual Framework: The effect of Using Google Translation**

**to Increase Student's Vocabulary.**

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**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter deals with the research design, population and sample, instrument of collecting data,procedure of collecting data, scoring test.

**3.1 Research Design**

This research used an Experimental Quantitative research design. It was involved the students in groups where the experimental research needs two groups as the sample, they are experimental group and control group. The experimental group is the group that receives treatment by using (GT), while the control group is the group that receives the learning process without treatment. The pre-test and post-test would be administered to both groups. The design is the following:

**Table 3.1The Design of the Study.**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental | √ | Google Translation (GT) | √ |
| Control | √ | With Dictionary | √ |

**3.2 Population and Sample**

**3.2.1 Population**

Sugyono (2013:117) Population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. It means that population must be a group of individuals where the survey was applied. The population of this study was taken

from the second semester of Nommensen HKBP University Medan. There are two classess in this research . The total of number of population are 20 students.

### 3.2.2 Sample

From the whole population, there are two classes that was taken as the sample of the research, they are students of second semester as control group and experimental group. In control group consists of 10 students and in experimental group consists of 10 students too. So, the total of sample was 20 students.

### 3.3 Technique of Collecting the Data

In this study, the test used as the instrument of collecting the data. The teacher was given the text to both of experimental and control group. And ask them to translate the text.

### 3.4 Instrument of Collecting Data

This study used vocabulary test as an instrument, by using pre-test, treatment, and post test. In this research the researcher used recount text as the instrument of collecting data. This test consist of 10 sentences and ask the students to translate the sentences.

### 3.4.1 Procedure of Collecting Data

The procedure used to solve the problem. The procedure in collecting data in this case is test. The researcher was conducted an experimental group and control. The experimenrtal group was given the treatment by students" assisment while the control group was conventional treatment. The research procedure consists of three parts namely Pre-test, the treatment and Post-test.

### 3.4.1 Pre-Test

The test have done to measure the students" ability in vocabulary. The test have done before treatment. The forms was translating the underline sentences in recount text..

### 3.4.2 Treatment

The treatment was given to students after the writer get the score in pre-test. If the score in pre-test is not good so it have done. In the experimental group, the students was achieve the treatment by using students" assessment, while control group was teach vocabulary without using the treatment assessment.

| Experimental Group | Control Class |
|---|---|
| 1. Teacher was greet the students to open the class (introduction). <br> 2. Teacher was given brainstorming to the students about lesson. <br> 3. The teacher was given pre-test. <br> 4. The teacher was ask to the student to translate the underline sentences or on the topic. <br> 5. Teacher collected their paper. <br> 6. Teacher was explained the study and than gave treatment to students (Google Translate)". <br> 7. Teacher was given post-test to the student and ask them to translate the underline sentences by using Google Translation. <br> 8. Teacher was given the conclusion about the lesson. | 1. The teacher was greet the students to open the class (introduction). <br> 2. The teacher was given brainstorming to the students about lesson. <br> 3. Teacher was given pre-test. <br> 4. Teacher asked them to translate the text. <br> 5. teacher collected their paper. <br> 6. Teacher was explained the matery with conventional method. <br> 7. Teacher was given the student post-test and ask them to translate used dictionary. <br> 8. Teacher was given the conclusion of the lesson. |

### 3.4.3 Post-Test

After conducting the treatment, post – test was given to the sample. The test items in the post- test is exactly the same as those in the pre-test. It was intend to know the mean score of experimental and control group.

### 3.5 Scoring of the Students' Translation

To measure Students" translation, the writer used Nababan"s Theory. According to Nababan (2012:110) in the assessment of translation quality (PKT) there are three criterias that should be fulfilled, namely accuracy (accurate), Readability (readable), and acceptibility (natural).

**Table 3.3**
**Table of Scoring Vocabulary**

| Keakuratan | | |
|---|---|---|
| **Skala** | **Defenisi** | **Kesimpulan** |
| 3 | Makna kata,frasa, kaluasa, dan kalimat bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran; sama sekali tidak terjadi distorasi makna. | Akurat |
| 2 | Sebagian besar makna kata,frasa,kalusa,dan kalimat bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun,masih terdapat distoris makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang dihilangkan, yang menggagu keutuhan pesan. | Kurang Akurat |
| 1 | Makna kata, frasa, kalausa, dan kalimat bahsa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran atau dihilangkan (deleted). | Tidak akurat |
| Keberterimaan | | |
| **Skala** | **Defenisi** | **Kesimpulan** |
| 3 | Terjemahan tersa alamiah; istilah teknis yang digunakan lazim digunakan di bidang blog dan akrab bagi pembaca;kata, farasa, klausa, dan kalimat yang digunakan sudh sesuai dengan kaidah kaidah bahasa Indonesia. | Berterima |
| 2 | Pada umumnya terjemahan sudah terasa alamiah" namaun ada sedikit masalah pada penggunaan istilah teknis atau terjadi kesalahan gramatikal. | Kurang Berterima |
| 1 | Terjemahan tidak alamiah atau terasa seperti karya | Tidak Berterima |

| Skala | Defenisi | Kesimpulan |
|-------|----------|------------|
| | terjemahan; istilahteknis yang di gunakan. | |
| **Keterbacaan** | | |
| 3 | Kata, frasa, klausa, dan kalimat terjemahan dapat dipahami dengan mudah oleh pembaca | Tingkat Keterbacaan Tinggi |
| 2 | Pada umumnya terjemahan dapat dipahami oleh pembaca; namaun ada bagian tertentu yang harus dibaca lebih dari satu kali untuk memahami terjemahan. | Tingkat Keterbacaan Sedang |
| 1 | Terjemahan sulit dipahami oleh pembaca | Tingkat keterbacaan Rendah |

## 3.6 The Technique of Analyzing Data

In analyzing data , the researcher was do some activities such as:

1. The researcher collected the data from students" worksheet.

2. After collecting the data, the researcher analyze the data with determine the Mean of the scoring data and compare students" score in experimental and control group.

3. After finding the mean, the researcher calculated the Standart Deviation and variance.

4. The last step the teacher will use t-test formula to prove the hypothesis.

$$t = \frac{Mx^2 - My^2}{\sqrt{\left[\frac{\pounds x^2 + \pounds y^2}{Nx + Ny - z}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

in which :     Mx: mean of the experimental class

My: mean of the control class

£X: the deviation square of the experimental class

£Y: the deviation square of the control class

Nx: the total number of samples of the experimental class

Yy: the total number of samples of the control class