

The Influence Of AI Google Translation In Enriching Vocabulary Toward Student's Writing Skill At 8th Grade Of SMPN 1 Maospati In The Academic Year 2023/2024

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ABSTRACT

Abstract_ This research aims to determine whether Google Translate influences students' writing skills, whether the amount of vocabulary known affects their writing skills, and whether Google Translate and vocabulary mastery simultaneously influence students' writing performance. The research employed a quantitative method. The sample consisted of 29 students from Class 8A of SMPN 1 Maospati, Magetan. Data were collected through a quasi-experimental design using pretest and posttest procedures. To analyze the data, simple linear regression and multiple linear regression analyses were applied. The results indicate that Google Translate significantly influences students' writing skills, with a significance value of 0.004. Vocabulary mastery also significantly affects students' writing skills, with a significance value of 0.000. Furthermore, the combined influence of Google Translate usage and vocabulary mastery on students' writing abilities is significant, with significance values of 0.021 and <0.001, respectively.

Keyword: Google Translate, Influence, Vocabulary, Writing Skill

I INTRODUCTION

Writing ability is one of the most important things in learning English that should be learned, especially in the educational context (R Toba, 2019: 58). Furthermore, in Indonesia, English is used as a foreign language or a second language after Indonesian itself. However, not all students in Indonesia, especially at the junior high school level, have adequate writing skills in English or at least meet the standards for good writing in English. Most of them have problems with vocabulary and grammar, and the problems could vary for each student.

Such as the lack of known vocabulary, including errors in writing vocabulary, not knowing vocabulary in English, or mistaking vocabulary that has a similar pronunciation. Difficulty in constructing correct sentences, such as inverted sentences, inappropriate use of verb forms, or even lack of knowledge about the use of tenses, are the most common problems that could be found. This should also be one of the responsibilities of a teacher

in teaching English. But, unfortunately, not all teachers are aware or at least care about students' lack of writing ability in English.

Referring to their lack of vocabulary in English, such as difficulty in translating daily activities when writing. Often, some students who are aware of their shortcomings have their own initiative to learn new vocabulary, but for students who do not aware, they will not make any progress further. In this era of advanced technology, there are lots of tools, applications, or even AI machines or machine translation with artificial intelligence that can help with learning processes, including translating words to cover the students' lack. Even more, this machine can be accessed by anyone and opened via various devices.

Machine translation is a subset within the scope of computational linguistics (CL) or natural language processing (NLP) that delves into the exploration of using software for the purpose of converting text or speech from one natural language to another. This suggests that machine translation functions as a computational linguist, using explicit programming to decipher text from one language to another (Qun 2015 in SR. Nazmi · 2023: 19). While Ping (2009) (in Abdelaal & Alazzawie 2020: 409) proposes that Machine Translation (MT) is a discipline that focuses on the translation process, utilizing computer software for text transformation. It means that in short, Machine Translation is a computer-based translation engine.

One of these machine translations is Google Translate. Google Translate provides many conveniences for students, one of which is easy and free access. Google Translate is now available on various devices ranging from smartphones, tablets and computers. Accessing it is quite easy, just open the browser on your device and type the words, sentences or even paragraphs you want to translate. Not only that, Google Translate also has a camera feature, just press the camera button then point at the text you want to translate and press the shutter button then the text will be automatically translated. Apart from that, there is also a voice feature that we can use to learn how to pronounce foreign language vocabulary, and there are many more features offered by Google Translate.

The objectives of this research is to know wether did the AI Google Translation influence the students' writing skill, did the amount of known vocabulary influence the students' writing skill, and is there any influence of AI Google Translation in enriching vocabulary toward student's writing skill. Based on the objectives to be achieved in this research, these are the hypotheses that could be formulated. The null hypothesis (H0),

There is no influence between the writing skills of students with the AI Google Translate to enrich their vocabulary. The alternative hypothesis (H1), There is an influence between the writing skills of students with the AI Google Translate to enrich their vocabulary.

II. RESEARCH METHODOLOGY

Place and Time of The Research

The research took place at SMPN 1 Maospati, Kraton, Maospati, Magetan Regency, East Java 63392 in July 2024.

Approach and Research Design

The research design used is a quantitative research design with quasi quasi-experimental pretest and posttest. According to Creswell (2015) (in MA Tokan 2019, P 37), a Quasi-experiment refers to an experimental framework that is implemented in the absence of randomization, yet still includes the allocation of participants into specific groups. While the *pre-test and post-test* are used as a measurement of the students' writing skill before and after the treatment to see the changes that occur within the study.

Source of The Data

The population in this research is all of the 8th-grade students of SMPN 1 Maospati for the 2023/2024 academic year, with a total of 287 students from A class to I class. Then a sample is taken through the random sampling technique and the 8A class consists of around 30 students. This technique was used because the population was considered homogeneous, and each class had the same chance to become the sample.

Collecting The Data

The data is collected through the quasi-experiment pretest and posttest. The class is divided into two groups consisting of control group and experimental group. In the pretest both groups are working on the same task to write a descriptive text in three paragraphs in 30 minutes. After they do the pretest, an intervention is given to the experimental group. The experimental group is allowed to use Google Translate to aid their work on the posttest while the control group has to do their work by themselves. The task that used to collect the data is as follows :

1. Describe your favourite person in a descriptive text in three paragraphs! (famous person, idol, friend, fictional character or crush).
2. Describe your favourite family member in a descriptive text in three paragraphs!

After the data collected trougout the test, the simple linear regression and multiple linear regression is used to analyze the data.

III FINDINGS AND DISCUSSION

Research Findings

Table 1. Data Analysis Result

Variable	T-statistic	Significance	R-square
X1 toward Y	3,446	0,004	0,477
X2 toward Y	4,654	0,000	0,625
X1 & X2 toward Y	2,458 4,487	0,021 <0,001	0,480

After conducting data analysis, the results of the simple linear regression test on Google Translate toward students' writing skill is R Square=0.477, which means 47,7% of the variability in posttest scores can be explained by this regression model. In the t-statistic $t=3,446$ and the p value is 0,004 that smaller than 0,05. It indicates that Google Translate influence the students' writing skill.

The result of linear regression test on vocabulary toward students' writing skill is R Square=0,625. It means 62,5% of the variability in posttest scores can be explained by this regression model. In t- statistic $t=4,654$ and the p value is 0,000 that smaller than 0,05. It indicates the vocabulary highly influence the students' writing skill.

In the multiple linear regression test it shows R Square=0,840 which means 84% of the variability could be explained by this model. While in the t-statistic $t=2,458$ and 4,487. The p value is 0,021 on the Google Translate and <0.001 on the vocabulary. Both of the variable has a significant positive influence toward students' writing skill.

Discussion

From these results could be indicated that the use of Google Translate positively influences students' writing skills by increasing their vocabulary. Further more, the previous research (Guruh Suseno, 2023: 91) concluded that Google Translate can become a learning tool that has a great potential to help the learning process of the students in English classes. Which is in line with this research objective of understanding how Google Translate can improve learning outcomes in writing skills.

This research result also integrates a knowledge about the use of technology in education, with a special focus on Google Translate as an aid in improving language skills. This research results

add to existing understanding of how technology can influence learning outcomes, especially in the context of vocabulary development and writing skills. This is consistent with the literature showing that when used wisely, the educational technology can improve learning outcomes (N. Iswantara, *et al* 2023: 230). These findings also remind us of the importance of overcoming the limitations and challenges associated with the use of these technologies.

Based on the results of this research, a theory can be proposed that the Google Translate functions as a tool that can improve students' writing skills by enriching their vocabulary.

IV CONCLUSION AND SUGGESTION

Conclusion

In the end, these findings emphasize the importance of strategically utilizing educational technology to improve learning outcomes, while being aware of existing limitations and challenges. Using Google Translate as an aid in English language learning has great potential, but it must be done with a good understanding of its strengths and limitations. Google Translate as a substitute for a dictionary is a good development in terms of education, especially in the language learning process. This thing could encourage the development of students' learning process because of its various conveniences. However, using a tool also requires wisdom, just like a cooking tool that influences the results of a dish; Google Translate is also a tool. The resulting impact depends on how it is used and the level of mastery of the user.

Suggestion

For The Teaching Practice in the future, it is hoped that teachers can provide a more detailed understanding of learning and ensure that students really understand it. Just in case some teachers want to apply the learning methods using AI, such as Google Translate or even ChatGPT, an initial overview could be very useful to help them to know how to use it optimally. For The Other Researchers, comparing the effectiveness of Google Translate with other educational technology tools in a language learning context to determine which tool is most effective could become a good further research in the educational technology context.

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