

**STUDENTS' ENGLISH VOCABULARY
(An Analysis By Using Automatic Translation, Students' Difficulties And Students'
Perception)**

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Abstract

At all levels, students must learn vocabulary. This is because children who have mastered a large amount of vocabulary will find it easier to comprehend foreign language books, particularly in English. However, it is difficult to recall and translate the vocabulary. Students extensively use automatic translation, an internet application, to translate foreign language terminology, believing it to be highly accurate. This study aims to determine the impact of automatic translation on students' vocabulary mastery, as well as their attitudes toward automatic translation, how frequently they use automatic translation programs, and which applications they prefer. Research results show that utilizing Google Translate to learn English assists students more than it causes drawbacks. Students used Google Translate as a quick lexicon to find word definitions. It's quite approachable. Students' vocabulary expanded, thanks in part to Google Translate. Students also separately translated passages using Google Translate.

Keywords : Automatic Translation, Students' Difficulties, Students' Perceptions, Students' Vocabulary.

INTRODUCTION

Translation is a critical piece of knowledge that language learners, particularly those who are studying English, must acquire. To improve their understanding, English learners will need a selection of English texts. The learners can accurately transmit the book's content by utilizing a high-quality translation. Therefore, it may facilitate their comprehension of the book's central message. Conversely, learners who are unable to effectively translate the book's content may experience a misinterpretation of the book's message. Then, they will encounter a significant challenge in comprehending the contents

of the book.

According to Bassnett, translation is the process of rendering a source language (SL) text into a target language (TL), while preserving the SL structure as closely as possible without significantly altering the TL structure.² When translating terms with comparable meanings, translators should prioritize accuracy over other factors.¹

Since English is a widely spoken language throughout the world. Learning English is crucial due to its widespread testing across the nation. There are many ways to learn English, one of which is through translation. Indonesia's junior high schools were the first to teach English. The inspiration for this title came from the author's personal experiences participating in PPL events at MTsN 6 HSU school. The book they use doesn't have all the words, which makes it challenging for them to finish their schoolwork. Those who use computerized versions to work from home, on the other hand, get good grades.

According to a previous study, translation involves determining the meaning of words in one language and their appropriate usage in another. When someone translates a paper, they also change the style and culture without changing the meaning. An earlier study outlines the criteria for a successful translation: it should accurately transfer the idea from the source language to the target language, maintaining its original meaning. This means that the translator needs to understand the source text before they translate the idea into another language.²

The fact that mastering vocabulary is an essential part of language learning. Acquiring vocabulary is crucial, as it is a prerequisite for proficient speaking, writing, and listening skills. It is also part of the translation process. In order to translate a text from English to Indonesian or vice versa, English learners must have a thorough understanding of the vocabulary used in a text. Students typically use a dictionary to translate complex words that were previously unfamiliar to us. In this scenario, we may have a basic understanding of the words used, but that does not guarantee that we will be able to accurately translate the entire text effortlessly. What is the rationale for this? In translation, it is essential to not only understand the overall meaning of a word but also to accurately select the appropriate vocabulary in the target language that aligns with the context.

¹ Susan Bassnett, *Translation Studies* (New York: Routledge, 2002), 12.

² Savitri Y, "An Analysis of Students' Translation Quality (Accuracy, Readability and Acceptability) in Translating an Informative Text Entitled YSEALito Indonesian (Thesis)," University of Lampung, Bandar Lampung 7, no. 2 (2018).

Linse, et.al (2005) defined language as a collection of words. A person's vocabulary is a collection of words that they are familiar with.³ According to Hiebert and Kamil (2005), vocabulary is defined as the comprehension of words' meanings.⁴ Based on the criteria above, scholars conclude that vocabulary is the foundation of a language and that learners would struggle to learn the target language if they did not comprehend it well enough.

After the researchers have discussed the definition of vocabulary, we will now discuss translation. According to an expert, Newmark (2001), translation is the process of replacing a written message or statement with another language.⁵ Translation is the act of conveying the meaning of a source language into a target language, whether it be written or spoken. When translating a text, a translator must assess its accuracy, comprehensibility, and reception.

Savitri (2018) asserts that correctness, readability, and acceptance are crucial criteria for assessing translation quality. The legislation emphasizes that Indonesian is the country's declared national and official language. Using automated translations in English can negatively affect pupils' mastery of Indonesian.

An investigation into students' use of automatic translations in accordance with Indonesian language regulations could allow for an analysis of their impact on language usage and vocabulary. Currently, there are numerous materials available that could improve students' understanding of foreign languages.

The evolution of tools commenced with printed resources, specifically books, commonly referred to as dictionaries. Eventually, dictionaries transitioned to electronic formats and evolved into online dictionaries, incorporating artificial intelligence (AI) technology. While this may be advantageous for certain individuals, it can be onerous for others and may even suppress students' curiosity about understanding a foreign language. The researchers seek to examine the influence of automated translation on students' vocabulary proficiency as well as their difficulties in employing automatic translation and their viewpoints on it.

³ Linse Caroline T and David Nunan, "*Practical English Language Teaching :Young Learners,*" McGraw-Hill ESL/Contemporary, New York 8, no. 24 (2005) : 216.

⁴ Elfrieda H Hiebert and Michael L Kamil, "*Teaching and Learning VocabularyBringing Research to Practice,*" New York 18, no. 1 (2005): 288.

⁵ Newmark P, "*Approach to Translation,*" New York : Pergamon Press 2, no. 1(2001).

A. LITERATURE REVIEW

1. Definition of Vocabulary

According to Maki and Christiani (2016), vocabulary is a set of words used to construct a language. This number of words is used to learn verbal or written representations of subjects and tasks, as well as word notes for specific purposes.

According to Ruppley, Logan, and Nichols (1998), vocabulary connects tales, concepts, and content, facilitating children's comprehension.⁶ According to Clark (1993), a lack of vocabulary makes it difficult to explain thoughts about people, places, objects, activities, relationships, and states effectively.⁷ According to Snow, Burns, and Griffin (1998), vocabulary, or lexicon, refers to the information preserved in memory, including word pronunciation and meaning.⁸

Vocabulary aptitude is a personal achievement that refers to the ability to grasp language. For employees to learn and comprehend the language, vocabulary is critical. Vocabulary skills are necessary for expressing originality and comprehending the words of others. A person's vocabulary knowledge fluctuates according to their motivation, willingness, and need for words. The review reveals that an employee's vocabulary can influence their English language skills.

According to Richards and Renandya, vocabulary has a substantial impact on an individual's speaking, listening, reading, and writing abilities.⁹ According to Read, vocabulary is important in language acquisition since it allows for better communication and comprehension. A strong vocabulary is required for effectively communicating ideas and interpreting those of others. He emphasizes the importance of vocabulary in language competency, claiming that a strong vocabulary enables people to convey their views clearly, read complex materials, and communicate effectively with others.¹⁰

Carter emphasized the significance of language in developing critical thinking skills.

⁶ Ruppley, W. H., Logan, J. W., & Nichols, W. D. (1998). Vocabulary instruction in a balanced reading program. *The Reading Teacher*, 52(4), 336- 346.

⁷ Bower, G. H., Clark M. C., Lesgold A. M., & Winzenz, D., (1969). Hierarchical Retrieval Schemes in Recall of Categorized Word Lists. *Journal of Verbal Learning and Verbal Behavior*, 8(3), 323-343, doi:10.1016/s0022-5371(69)80124-6.

⁸ Snow, B., & Burns, M. (2000). Griffin, 1998. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.

⁹ Jack Croft Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge, England: Cambridge University Press, 2002), p. 512

¹⁰ John Read, *Assessing Vocabulary* (Cambridge: Cambridge University. Press, 2000).

Individuals are able to effectively express their thoughts, evaluate the perspectives of others, and engage in analytical discussions when they possess a robust vocabulary. He holds the belief that tailoring language instruction can enhance students' critical thinking abilities.¹¹ Therefore, linguists have deduced from the aforementioned facts that acquiring vocabulary is crucial prior to learning the language itself, since it serves as a fundamental element in comprehending a language.

2. Automatic Translation

Vaswani defines automated translation as an AI-based system that translates spoken or written language into another language without any involvement from humans. Over the past few years, researchers and developers have dedicated significant research and development efforts to automatic translation in the fields of machine learning and natural language processing.¹²

Automated translation has made significant progress, but it still needs to make further progress in order to fully comprehend intricacies such as context and language. Various research endeavours have aimed to address this issue by exploring methods to incorporate a more comprehensive understanding of context into automated translation models. Koehn states that while it is important to provide faster access to information in several languages, the quality of machine translations is a significant issue. In formal or significant contexts, the likelihood of translation errors is higher.¹³

Sutskever asserts that ongoing research is underway to enhance the quality and precision of translations, given the growing emphasis on automated translations. A future study could investigate the development of more intricate models using state-of-the-art technologies and conduct in-depth analysis of linguistic components.¹⁴

Schuster asserts that Google Translate is a well-known example of an automatic translation system. If you want better translations from Google Translate, consider using neural machine translation (NMT) approaches. This is a sort of machine learning that uses

¹¹ Ronald Carter, *Vocabulary: Applied Linguistic Perspectives* (London: Routledge, 2002).

¹² Vaswani, A., Shazeer, N., Parmar, N., Uszkoreit, J., Jones, L., Gomez, A. N., & Polosukhin, I. (2017). *Attention is all you need in Advances in neural information processing systems* (pp. 5998-6008).

¹³ Koehn, P. (2010). *Statistical machine translation*. Cambridge University Press

¹⁴ Sutskever, I., Vinyals, O., & Le, Q. V. (2014). *Sequence to sequence learning with neural networks*. In *Advances in neural information processing systems* (pp.3104-3112)

neural networks.¹⁵ Automated translation continues to be a fascinating and vital area of study in support of cross-language communication, despite the fact that technological advancements and knowledge are always changing alongside one another. With the passage of time, it is anticipated that automatic translations will continue to advance in terms of both their sophistication and their dependability.

RESEARCH METHOD

For the composition of this thesis, qualitative research with descriptive design analytics served as the research method. Qualitative research is the analysis and accumulation of non-numerical data in order to describe new concepts or obtain insight into a problem or phenomenon. The sources of research data include interviews, observation and documentation. The subject of this research was grade 8th students, with a total number of 22 students. Those students must learn the English subject related translating text, stories, or creating an English paragraph. Most of those students used automatic translation application to do English task (examination in class also homework). Besides, the object of this research was automatic translation and its analysis. In this research, researcher used observation, questioner, and interview for collecting the data.

FINDINGS AND DISCUSSION

1. Findings of Observation and Its Analysis

Since this study's overarching goal is to identify the variables that motivate students to use automatic translation as a tool for vocabulary acquisition, it follows that the research will focus on students' abilities in this area. The research subjects were eighth graders from MTsN 6 HSU. Interviews and qualitative analysis of field notes provided the data used in this study. Observations revealed that, according to the English teacher, all learning resources (tools) are ready to go when the learning process starts with pre-learning, or preparations.

In class, the teacher went over the basics of automatic translation using telephones, with an emphasis on English language. The teacher does not specify the platform, but students are free to use any automatic translation tool that aids in their study. Aside from

¹⁵ Wu, Y., Schuster, M., Chen, Z., Le, Q. V., Norouzi, M., Macherey, W., & Dean, J. 2016. *Google's neural machine translation system: Bridging the gap between human and machine translation*. arXiv preprint.

that, every single student adheres to a teacher's instructions. Students are also responsible for preparing the appropriate media (tools) for learning. Students, for example, can use mobile media to get translation services.

The teacher's guidelines allow pupils to use their cell phones as study aids during English class. Throughout the course, the instructor provided explanations for learning English using automated translation media on his mobile device. Homographs, or words with the same spelling but different meanings, are another type of vocabulary item that teachers explain. As examples, we have the words "letter" and "letter" (meaning a written communication). Words' literal meanings could conflict with our preferred understandings, the instructor explains. It is essential to grasp the entire sentence's goal and context to determine the exact meaning of the word in issue; however, the provided interpretation is not erroneous. The researchers recorded the teacher's explanation of classroom learning.

According to the automated translation medium, the English class is full of engaged and enthusiastic students. While students are engaged in answering practice questions, the instructor closely monitors their progress. Students ask the teacher to clarify the meaning of words that don't match (words in unrelated sentences) on the machine, as they cannot translate every sentence instantly using automatic translation. However, students can only use machine translation for word-by-word searches.

Additionally, the instructor has a wonderful rapport with his pupils and gives each one his undivided attention. The teacher divided the class into four groups and gave each group practice answering questions. Quota, a reliable network, and an automated translation platform limit each group to a single smartphone representative carrying notes. After that, every student gets a question sheet from the teacher. To promote student engagement in group discussions, teachers cultivate an ideal setting. In the post-learning phase of the language class program, the teacher administers an assessment the following day.

The English class uses the students' completed homework as a basis for an in-class evaluation. Once all students have finished the teacher-provided question sheet, the instructor will have them work together to answer the questions before the end of the English language session. The investigation began with a reference to the average value.

Overall, students did well on the test; their scores were based on an average of all the questions they answered correctly (with a couple exceptions).

In order to make sure that the pupils remember all of the new information, the teacher reviews the important topics discussed in class (at the end of the English language session). The researchers concluded that the classroom setting was ideal for learning because of the abundance of useful material and the students' ease of movement around the space. The institution's location is ideal for those looking for high-speed internet.

2. Findings of Students' Close-Ended Questionnaire Result and Its Analysis

The researchers divided the questionnaire into two sections in order to guarantee a clear and succinct presentation of the data. The document comprised two sections: (1) general information and (2) students' viewpoints on the use of Google Translation for English learning. The researchers utilized a closed-ended questionnaire that employed a 4-point Likert scale. The scale included the alternatives SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). During the first phase, there were a total of three inquiries.

General Information

Question	SD	D	A	SA
Do you read English text a lot?	0,3%	14,1%	68,7%	15,1%
Do you know how to translate English words?	-	2,2%	68,1%	28,1%
Have you used Google Translate to help you learn English?	-	-	19%	81%

According to the table, the first question had a positive response rate of 84.4%. Out of 22 students, 16 reported frequently reading English text, whereas 6 reported rarely reading it. Then, the score for the second question was 96.2% positive in translating English text.

The final question in general information yielded 100% agreement from all participants. A total of 22 individuals utilized Google Translate for English learning purposes. The data suggests that students frequently utilize Google Translate for English learning.

The second component of the closed-ended questionnaire included three indicators: translation, use of Google Translate, and Google Translate Application. The table below represents the results of the second stage, which involved translation.

Students Translation Basic

No	Statement	SND	D	A	SA
1	I frequently translate texts into English every day.	-	7 (31,9%)	11 (50%)	4 (18,1%)
2	Whenever there is English text, I want to translate it.	-	3 (13,6%)	13 (59%)	6 (27,3%)
3	English text is fun for me to translate.	-	2 (9%)	15 (68,1%)	5 (22,7%)
4	I find it challenging to translate texts written in English.	-	6 (27,3%)	13 (59%)	3 (13,6%)
5	I need help from other people to translate text into English.	-	5 (22,7%)	11 (50%)	6 (27,3%)
6	I need tools that can help me interpret text into English.	-	3 (13,6%)	14 (63,6%)	5 (22,7%)

Statements 1-6 demonstrated the effect of students' curiosity and difficulty in translating. Number 1 revealed that 68.1% of pupils frequently translated English text. The second statement revealed that 86.3% of students translated English material when they encountered it. Third, 90.8% of students wanted to translate, but 72.6% considered the translating procedure challenging. A total of 77.3% of pupils require assistance with interpreting English material. According to the sixth assertion, 86.3% of students require translation tools, while 13.6% are unwilling to utilize them. Table 3 shows that the majority of students utilize Google Translate to learn English. According to assertion number six, 19 students require tools to translate English material.

The Use of Google Translate

No	Statements	SND	D	A	SA
7	When translating English texts, I always use Google Translate.	2 (9%)	5 (22,7%)	10 (45,5%)	5 (22,7%)
8	I never translate texts into English using Google Translate.	13 (59%)	5 (22,7%)	3 (13,6%)	1 (4,5%)
9	Google Translate is an app that I always have ready to use.	-	3 (13,6%)	7 (31,9%)	12 (54,5%)

10	Google Translate is an excellent tool for improving translation skills.	-	6 (27,3%)	13 (59%)	3 (13,6%)
11	Google Translate is a wonderful tool for process translation.	-	3 (13,6%)	12 (54,5%)	7 (31,9%)
12	I find every procedure translation to be easier with Google Translate.	-	2 (9%)	13 (59%)	7 (31,9%)
13	Google Translate does not accurately translate content in English.		5 (22,7%)	7 (31,9%)	10 (45,5%)
14	English content can be effectively translated using Google Translate.	-	2 (9%)	7 (31,9%)	13 (59%)
15	Results of the translation Google Translate is an excellent tool that precisely provides the information found in the dictionary.	-	6 (27,3%)	9 (41%)	7 (31,9%)
16	I used Google Translate to translate word for word.	-	5 (22,7%)	4 (18,1%)	13 (59%)
17	I do sentence translations using Google Translate.	-	2 (9%)	13 (59%)	7 (31,9%)
18	I use Google Translate to translate paragraph by paragraph.	-	5 (22,7%)	13 (59%)	4 (18,1%)
19	I need Google Translate to be able to translate.	4 (18,1%)	2 (9%)	12 (54,5%)	4 (18,1%)
20	I am too lazy to access the dictionary that Google Translate generates to translate text in the English language.	4 (18,1%)	2 (9%)	7 (31,9%)	9 (41%)
21	I don't want to learn new words to understand English writing because Google Translate does it for me.	2 (9%)	6 (27,3%)	14 (63,6%)	-

According to the data presented in table 4, a majority of 68.2% of students possess Google Translate readily available for use. 81.7% of students consistently rely on Google Translate for translating English content. Conversely, 16.1% of individuals refrained from utilizing it altogether. 72.6% of students using Google Translate to enhance their translation proficiency, 86.4% found it helpful in the translation process, and 90.9% found it facilitated ease in translation. Ninety-point-nine percent of the participants reported that Google Translate effectively translated English material. The results from Google Translate are

quite accurate, with 72.9% aligning with the entries in the dictionary, while 27.3% show discrepancies. The students utilized Google Translate to translate word by word with an accuracy rate of 77.1%, sentence by phrase with an accuracy rate of 90.9%, and to translate paragraphs with an accuracy rate of 77.1%. Based on the outcome, it can be inferred that students predominantly utilized Google Translate for translating sentences and paragraphs. Yanti and Meka stated that Google Translate is often used to translate texts and enhance students' vocabularies.¹⁶

While Google Translate aids in the translation of English material, a significant 43.7% of students acknowledged that it is less accurate in its translations. Google Translate discourages individuals from utilizing dictionaries and expanding their vocabulary, leading to laziness.

Google Translate Application

No	Statements	SND	D	A	SA
22	Google Translate is capable of translating text more quickly than other translation programs.	1 (4,5%)	5 (22,7%)	10 (45,5%)	6 (27,3%)
23	The internet network is not disrupted during the use of Google Translate.	4 (18,1%)	11 (50%)	5 (22,7%)	2 (9%)
24	Without accruing expenses, I am effortless to obtain the Google Translate application.	-	3 (13,6%)	16 (72,7%)	3 (13,6%)
25	Google Translate eliminates the necessity of studying English vocabulary.	5 (22,7%)	13 (59%)	4 (18,1%)	-
26	The necessity of studying English vocabulary is eliminated by Google Translate.	-	1 (4,5%)	20 (90,9%)	1 (4,5%)
27	A facility that produces deep sound The procedure of text translation in the English language is facilitated by Google Translate.	1 (4,5%)	1 (4,5%)	14 (63,6%)	6 (27,3%)
28	The procedure of language text translation in English is facilitated by	1 (4,5%)	1 (4,5%)	16 (72,7%)	4 (18,1%)

¹⁶ Yanti, M. (University of P. R., & Meka, L. M. C. (University of P. R. (2019). The students' perception in using google translate as a media in translation class. 3, 128-146.

	alternative translations in Google Translate.				
29	The term can be accurately translated by Google Translate.	-	4 (18,1%)	15 (68,1%)	2 (9%)
30	It is feasible for Google Translate to translate sentences in English with good accuracy.	-	3 (13,6%)	13 (59%)	4 (18,1%)
31	Google Translate is capable of accurately translating paragraphs.	-	6 (27,3%)	12 (54,5%)	4 (18,1%)
32	I meticulously translate English text using Google Translate.	1 (4,5%)	7 (31,8%)	10 (45,5%)	4 (18,1%)
33	Google Translate assists in comprehending language texts. Language: English	-	-	17 (77,2%)	5 (22,7%)
34	Google Translate has the potential to enhance the memorization of vocabulary.	-	2 (9%)	15 (68,1%)	5 (22,7%)
35	Google Translate frequently generates lengthy translation results.	2 (9%)	14 (63,6%)	6 (27,3%)	2 (9%)
36	Google Translate altered the meaning of the original text.	1 (4,5%)	9 (41%)	10 (45,5%)	2 (9%)
37	Google Translate can result in disorganized sentence structures.	3 (13,6%)	10 (45,5%)	9 (41%)	-
38	I can use Google Translate instead of a dictionary.	2 (9%)	8 (36,3%)	11 (50%)	1 (4,5%)
39	Google Translate is useful for translating text and speaking English when unfamiliar with the language.	1 (4,5%)	1 (4,5%)	16 (72,7%)	4 (18,1%)
40	Google Translate assisted me in translating due of my low vocabulary and memorization skills.	2 (9%)	3 (13,6%)	13 (59%)	4 (18,1%)

This table demonstrated that utilizing Google Translate had both advantages and problems for students. According to 72.8% of students, Google Translate is faster than alternative machine translations. Google Translate is free to use, so don't worry about the expense. Whereas internet connection affects the use of Google Translate, a bad connection can cause the result to be pending. The word detector and voice facility aid students' English

learning. 86.3% of students agreed that alternative translation in Google Translate improves the process of translating English material. The benefit of Google Translate encourages students to be meticulous in translating English text. It indicates that the more they read or translate English content, the more they become exposed to English learning.

For instance, it enhances students' understanding of the English language. As they were typically read, students would improve their vocabulary. Sukkhwan (2019) stated that Google Translate is primarily utilized for vocabulary acquisition.¹⁷ The utilization of Google Translate resulted in 54.5% of students no longer perceiving the necessity of using a dictionary. In addition, the benefits of Google Translate assist students' comprehension in English learning, particularly in cases where they lack command of terminology. However, Google Translate does have drawbacks. Occasionally, there is a significant delay in retrieving the translation results. A majority of the participants (54.5%) concurred that Google Translate alters the meaning of the original text. Another disadvantage of Google Translate is that it often disrupts sentence structure.

3. Findings of Interview's Result and Its Analysis

Researchers' study reveals that English teachers frequently use automatic translation systems to enhance their students' learning process. These tools can enhance students' vocabulary proficiency and facilitate their ability to locate the definition of particular phrases or terminology. Nevertheless, the use of automatic translation is not always flawless due to its strong association with mobile devices and a dependable internet connection. Students frequently encounter network connectivity problems. The teacher also holds the belief that automatic translation has the potential to boost pupils' self-assurance, thereby guaranteeing that the learning process aligns consistently with the intended curriculum. The researchers conducted interviews with students to get information on their utilization of automated translation. The results indicated that 17 students employed it regularly, 1 used it on a regular basis, 1 utilized it only for English language tasks, and 1 rarely made use of it. For translation purposes, the majority of students used Google, Google Translate, or Brainly.

¹⁷ Sukkhwan, A. (2019). Students' attitudes and behaviors towards the use of google translate. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.

The study additionally conducted a survey among students to gather information on the difficulties faced while utilizing automatic translation, the evaluation assigned to automatic translation, and the likelihood of its consistent usage. The typical student reported no troubles or challenges, aside from technological constraints such as internet connectivity and data limits. The participants gave automated translation a rating of 9 and indicated their intention to continue using it to learn the English language.

4. Discussion

In this section, researchers examine the findings of past studies. Next, researchers should link the findings to relevant ideas and test them to determine if they address the research question. In this study, the researchers attempted to describe students' linguistic ability using artificial translation. Because this study used observations and interviews to collect data, the findings demonstrated that teachers provided excellent instructions to students on how to install automatic translation software on their own cellphones. Follow-up observations revealed that students seemed to be actively using automatic translation.

The class atmosphere is nice, and the students actively participate in the teacher's explanations. They also appear pleased to be studying English with the assistance of computerized translation. This is consistent with the literature and language journals published in 2023, which claim that different factors, such as motivation and technological experience, improve students' vocabulary skills.

In general, research shows that using automatic translation in the classroom promotes learning. Furthermore, researchers' interviews suggest that using automatic translation can reduce and improve learning time.

According to the researchers' findings, English teachers frequently employ automated translation systems to help their pupils learn. These tools can help pupils enhance their vocabulary and understand certain phrases or terms. However, because of its tight relationship to mobile phones and a solid internet network, using automated translation is not always easy. Network difficulties are widespread among students.

The teacher also believes that automated translation can boost students' self-confidence by guaranteeing that the learning process follows the desired path. Researchers also asked students about their use of automated translation, discovering that 17 students used it frequently, 1 used it frequently, 1 would use it for English language assignments,

and 1 used it occasionally. To translate, most students used Google, Google Translate, or Brainly.

The study also polled students about the difficulties they encountered when using automatic translation, how they rated it, and whether they would continue to use it. The average student reported no challenges or difficulties, with the exception of technological concerns such as internet networks and quotas. They gave automated translation a 9 out of 10 and stated that they would continue to use it for English language study.

CONCLUSION

According to the research findings, students discovered more benefits than negatives when using Google Translate to learn English. Students used Google Translate as an efficient lexicon to help them search for word definitions. It is quite accessible. Google Translate helped students expand their vocabulary. Additionally, students used Google Translate to translate sentences individually. One significant disadvantage of Google Translate was its lack of precision. Google Translate was unable to accurately and contextually translate every word in the paragraph. According to Maulida (2017), Google Translate's translation results show a wide comprehension of text, but they lack precision and accuracy. There were many flaws in the translation. According to Putri and Ardi's (2015) findings, using Google Translate to translate Indonesian folk stories into English resulted in errors such as incorrect terminology, missing words, and the existence of unknown words.

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