



**IMPROVING STUDENTS' VOCABULARIES THROUGH GOOGLE
TRANSLATE ON THE SECOND SEMESTER OF SIYASAH A, STATE
ISLAMIC UNIVERSITY OF NORTH SUMATERA (UINSU) IN
ACADEMIC YEAR OF 2017/2018**

THESIS

*Submitted to Tarbiyah Science Faculty of State Islamic University
North Sumatera Medan As a Partial Fulfillment of The Requirement for
SI Degree*

By

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(34.14.3.071)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

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Skripsi Berjudul: **Improving Students' Vocabularies Through Google Translate On The Second Semester Of Siyasa A, State Islamic University Of North Sumatera (Uinsu) In Academic Year Of 2017/2018** telah dimunaqasyahkan dalam Sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara di Medan pada tanggal:

03 Agustus 2018

21 Dzulkaidah 1439 H

dan telah diterima sebagai syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Pendidikan Bahasa Inggris pada Prodi Pendidikan Bahasa Inggris UIN Sumatera Utara Medan.

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Nur Afni** yang berjudul: **Improving Students' Vocabularies Through Google Translate On The Second Semester Of Siyazah A, State Islamic University Of North Sumatera (Uinsu) In Academic Year Of 2017/2018** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasanringkasan yang semuanya telah saya jelaskan sebelumnya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar yang di berikan Universitas batal saya terima.

Medan. Juni 2018

Yang membuat pernyataan

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ABSTRACT

NUR AFNI (34143071). IMPROVING STUDENTS' VOCABULARIES THROUGH GOOGLE TRANSLATE ON THE SECOND SEMESTER OF SIYASAH A, STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA (UINSU) IN ACADEMIC YEAR OF 2017/2018.

Mini Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science And Teachers' Training the State Islamic University Of North Sumatera, Medan (2018)

Keyword: Vocabulary, Google Translate

This research is aimed to improve students' vocabularies through Google Translate on the Second Semester of Siyasa A, State Islamic University of North Sumatera (UINSU).

The research was conducted by using Classroom Action Research. The subject of this study was students on the second semester of Siyasa A State Islamic University of North Sumatera (UINSU) in academic year of 2017/2018. Consist of 32 students. To collect the data, the instruments used were quantitative data and qualitative data (documentation and observation sheet). In analyzing the data, the mean of students' score for the test I was (81.25), and the mean of the students' score for the test II was (90.62). Based on documentation and observation sheet, it showed that the expression and excitement of the students were also improved.

It was found that teaching vocabulary through Google Translate could improve the students' ability. It is suggestion that English teacher apply this media as one of alternative in teaching vocabulary.

ACKNOWLEDGEMENT



Alhamdulillahirabbil‘alamin, all praise and thanks be to Allah SWT, because through His grace and guidance the writer can finish this proposal entitled “Improving Students’ Vocabularies Through Google Translate on The Second Semester of Siyasah A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018”.

Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

Completion of this proposal is not easy. It needs so much time, energy and money. Without the help from many people, this proposal might not be complete on time. So that I would like to express my sincere gratitude to:

1. My beloved father **Alm. H. Sugito** and my beloved mother **Hj. Esti Lubis**, who always given me advice, suggestion, spirit and finishing this final task and also their prayer as the greatest power on earth that makes me easy to do this thesis, big thanks for your endless love.
2. **Dr. Siti Zubaidah, M.A** and **Deasy Yunita Siregar, M.Pd** as my advisor who has guided me and given me advices and suggestion in writing this thesis.
3. **TGS. Prof. Dr. Saidurrahman, M.Ag**, as the rector State of Islamic University of North Sumatera (UIN SU).

4. **Dr. Amiruddin Siahaan, M.Pd** as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.
5. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the Head of English Department and **Maryati Salmiah, S.Pd, M.Hum** as the secretary, thank for the suggestion in implementing this research.
6. For all of lecturers in Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, especially in English Department.
7. My Beloved Brothers and Sister, **Muhammad Junaidi, SH, dr. Syarial Akbar, Mimi Sri Dewi, Am.Keb,** and **Sasmita Chairuna**. I love you so much, thanks for your prayer, supporting, and motivations. Let's make our parents proud to us.
8. My Husband, **Muhammad Fadhil, SH,** thanks for your prayer, motivations and supporting me all the time.
9. All my Close Friends, **Yommy Yuzira, S.Ked, Dwi Wulandari, S.Ak, Habibatun Thohura, SE, Ernisa Elia, S.Pd, Kalsum Wardan, S.Pd, Riza Syaflinda Putri, S.Pd, Miftah Wahyuna Hamid, S.Pd, Defitri, S.Pd** and all my classmates of PBI-3 Department of English Education. Who has given me motivation, happiness and life education. I hope we can achieve success and realize our dreams.

Although this proposal has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticism from the readers is so expect to the development in the future.

The writer's hope, this thesis may be useful for the writer and the readers as well as for the development of education in the future to be better. Amiin.

Medan, Juli 2018

Nur Afni
34143071

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one of the human primer need in alive, because language is a tool to communicate among Human, Animal, and others things in the world. We can not communicate or interact with others in our daily life and in the media social networking without language. Languages will be good when vocabulary is true.

Vocabulary is the basic skill of English. The vocabulary is the total number of words that make up language.¹ Vocabulary is the basis for the development of language, without knowing the vocabulary of a language, higher level language use (grammar, syntax, expository writing) is difficult or impossible.²

From the difinition above, vocabulary is a collection of words or phrases arranged in sequence and form the language and become the basis in learning English.

¹ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Hongkong: New Oxford University Press, 2004), p. 71.

² Debra L. Cook Hirai, et.al, *Academic Language / Literacy Strategies for Adolescents* (New York: Routledge, 2010), p. 45.

The teaching of vocabulary in Siyasa A is aimed to improving the vocabulary of the students because most of the students' skills are lacking in the exploiting of vocabulary. Recognizing such difficulties, it is not enough for an English teacher to prepare a list of students' words and memorize words. They are expected to give rich students and provide training to help them improve their vocabulary. Therefore, teachers should seek solutions and to develop students' vocabularies skills so that students can speak and write English text because they do not understand the proper technique to improve the vocabulary. To improve the vocabulary of students required appropriate techniques.

There are many ways to teach vocabulary to language learners. The First, Using E-Dictionary Media. The e-dictionary media is an audiovisual form of learning that is installed in a laptop or gadget media that helps teachers to stimulate learning where it is here to stimulate vocabulary learning in English learning. This e-dictionary media makes the learning process English becomes conductive and fun. Students become active and participate in the learning process of English.³ The Second, Teaching Vocabulary Using Blog. Blog is a website that usually contains a personal blogger journal that can be accessed by everyone online. Teaching with blogs has several advantages and advantages. When teachers and students are together online, the teacher can directly check the work of students and can directly give feedback on the work of these students. In addition, teaching with logs also facilitate peer-evaluation done in the classroom.

³ Andhika Pradhana Putra, "Improvement Vocabulary Skills Using E-Dictionary Media Class VI of 1 Teluk Purwokerto Elementary School," *Jurnal Fakultas Ilmu Pendidikan* (Mei 2016): 7

Due to the very open nature of the blog, then each student can see the results of the work of other students and can give each other comments or feedback. Furthermore teaching with blogs also allows students to explore other websites immediately.⁴

From technological developments researchers will use the online dictionary on google translate as a method to overcome the lack of vocabulary and help students in the process of learning English, especially in learning to master English vocabulary.

Online dictionary is a dictionary available on the Internet or the World Wide Web and accessed through a Web browser using a computer or mobile device, mainly by typing the query words into the search box on the site. Online dictionaries such as google translate provide direct and direct access through a large database of spelling and meaning of the word, plus some additional information, including variant spelling, pronunciation, inflection forms, origin, and also information about fun or comfort about how online words.

Students who do not learn vocabulary they can't speak or write and they will soon lose their interest in learning. Students who do not develop strong vocabulary skills during this time, will find it difficult to keep in touch with their friends using the English language.

Using an online dictionary on google translate as an alternative medium of teaching young learners can be regarded as the best way as it pleases them greatly.

⁴ B. Yuniar Diyanti, "Teaching Vocabulary Using Blog," <http://staffnew.uny.ac.id> (23 April 2018), p. 10

In addition, this is a valuable resource for developing listening, speaking, reading and writing skills of students. Authors are interested in using an online dictionary to enrich and enhance students' vocabulary mastery.

Based on phenomena above, I want to conduct a research with title **“Improving Students’ Vocabularies Through Google Translate On The Second Semester Of Siyasa A, State Islamic University Of North Sumatera (Uinsu) In Academic Year Of 2017/2018”**.

B. The Identification of the Study

The identification of the problems is formulated as follows:

1. The students’ ability in mastering vocabulary is low.
2. The students lack of vocabularies and grammar.
3. The students’ have less interest to bring dictionary.

C. The Limitation of the Study

Based on the background above, the reseacher limits the study on two factors: implementing online dictionary on Google Translate and the improving students’ vocabularies.

D. The Formulation of the Study:

1. How is the improvement students’ Vocabularies through Google Translate on the Second semester of siyasa A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018?

2. How is the implementation on google translate in improving students' vocabularies on the Second semester of siyasah A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018?
3. What are the effectiveness and weaknesses of Google Translate in improving students' vocabularies?

E. The Objective of the Study

1. To know the students' improvement on vocabularies after being taught by implementing Google Translate on the Second semester of siyasah A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018.
2. To know the implementation on google translate in improving students' vocabularies on the Second semester of siyasah A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018.
3. To know the effectiveness and weaknesses of Google Translate in improving students' vocabularies.

F. The Significance of the Study

The research will give some significance as follow:

1. To the English teachers, in order to motivate their students in learning English.
2. To the students, in order to improve their ability in mastering vocabularies.
3. For other researchers, to conduct more depth research in teaching vocabularies.

CHAPTER II

THEORITICAL REVIEW

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need be theoretically explained.

A. The Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

When vocabulary is discussed, it means that words are also discussed. Vocabulary is the stock of word in a language, or that is known or used by an individual, or that is associated with particular activity.⁵ Vocabulary is an important part of a language. The students should have enough vocabulary knowledge to communicate in foreign language learned. The more words the students learn, the more they can understand and express the language.

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language

⁵ Howard Jackson, *Grammar and Vocabulary*. (London: The Macmillan Press), 2016, p. 202.

acquisition, whether the language first, second, or foreign.⁶ Generically, vocabulary is the knowledge of meanings of words.⁷

Vocabulary is defined as a set of lexem including single words, compound words, and idiom lexeme is the smallest unit in the meaning system of the language that can be distiguished from other similar unit.⁸

Vocabulary researcher have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.⁹

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.¹⁰ Vocabulary is all the words that a person knows or uses.¹¹

⁶ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001), p. 285.

⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (USA: Lawrence Erlbaum Associates, Inc. (2005), p. 3

⁸ Richard J.C Lungman, *Dictionary of Language Applied Linguistics*. (Lunon: Loungman, 2000), p. 2.

⁹ John D. Bunting, *College Vocabulary*, (New York: Houghton Mifflin Company. 2006), p. 3

¹⁰ Jim Scrivener, *Learning Teaching*, (English: Heinemann Publishers Macmilan, 2005), p.74.

¹¹ Oxfort Dictionary, *Oxfort Learner's Pocket Dictionary*, (New York: Oxfort University Press, 2008), p. 495.

b. Kinds of Vocabulary

There are two kinds of vocabulary, they are active and passive vocabulary.¹² While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary.¹³ Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from John, Wiji divides vocabulary into four groups as follows:¹⁴

¹² John Read, *Assessing Vocabulary*, (Cambridge UK: Cambridge University Press, 2000), p. 154.

¹³ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (USA: Lawrence Erlbaum Associates, Inc, 2003), p. 3.

¹⁴ Wiji Lestari, *Improving Students' Vocabulary Mastery Through Word Clap Game*, (Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, 2013), p. 41-42.

- 1) The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- 2) The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- 3) The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.
- 4) The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

c. The Important of Vocabulary

Vocabulary is important because it is words which carry the content of what we want to say.

Vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone’s knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

d. Teaching Vocabulary

Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in leaning the language. Language teachers, therefore, should posses considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

In teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

2. Media

a. Definition of Media

Gerlach and Elly say that media was human being, material, or an event that built the condition which makes students be able in getting knowledge, skill or behavior. It means teacher, text book, and school environment are media. Specifically, meaning of media in learning process is tools or electric tools to get, to process and to rearrange visual or verbal information.¹⁵

¹⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2002), p.3.

In learning process, media has the important meaning. Because there is an obscurity in learning process that can be helped by using media. A difficult material can be simple to explain to the students by using media. Media can represent something difficult to say in words or sentences. Even abstract material can be concrete by using media. Therefore, the students will feel easier to understand the material than without using media.

Learning media has three roles, namely the role as an intentional role, the role of communication, and the retention role.¹⁶ Learning media is a vehicle for channeling or learning message containers. Learning media has a very important role in the teaching and learning process. Besides being able to attract students' attention, learning media can also convey the message they want to convey in each subject. In the application of learning in schools, teachers can create a learning atmosphere that attracts attention by utilizing creative, innovative and varied learning media, so that learning can take place by optimizing the process and oriented towards learning achievement.

In carrying out their duties as educators, teachers need to be guided by steps with religious teachings, according to the word of Allah SWT in Surah An-Nahl verse 44, namely:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

¹⁶ Umi Rosyidah, dkk, *Active Learning Dalam Bahasa Arab*, (Malang: UIN-Maliki Press, 2008), P. 96

The meaning: "We send down to you the Quran, so that you explain to mankind what has been revealed to them and that they think".

Likewise in the problem of the application of learning media, educators must pay attention to the development of the religious spirit of the students, because these factors are precisely the target of learning media. Without paying attention to and understanding the development of the child's soul or the level of thinking of students, teachers will be difficult to be expected to achieve success.

As the word of Allah SWT in Surah An-Nahl verse 125, namely:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهِمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (النحل : ١٢٥)

The meaning: "Call (humans) to the way of your Lord with good wisdom and lessons and argue them in a good way".¹⁷

Meaning: "Call (humans) to the way of your Lord with good wisdom and lessons and argue them in a good way". In the Tafsir Al-Qur'an Hidayatul Insan, mentioned:

- 1) Your Lord's Way; straight; which contains useful knowledge and pious charity.
- 2) Wisdom; meaning right on target; that is, by positioning something in its place. Included in the wisdom is preaching with knowledge, preaching by prioritizing the most important, preaching to the state of mad'u (those who

¹⁷ Ali Yusuf, *The Holy Qur'an: Text, Translation and Commentary*. (USA: Al-Rajhi Company. 2016), p. 689.

are indicted), speaking according to their level of understanding and ability, preaching with words that are easily understood by them, preaching by example, preach softly and smoothly. There are also those who interpret wisdom here with the Qur'an.

- 3) Good lessons; that is good advice and touching words. Including governing and prohibiting with targhib (encouragement) and tarhib (frightening). For example, explaining the benefits and rewards of doing the commandments and explaining the Madarrat and the punishment when doing the prohibition.
- 4) Reprove them in a good way; if the person charged is thinking that what he holds is truth or as a caller for ignorance, then it is refuted in a good way; that is, a method that can make the person want to follow reason and reason. These include using arguments that he believes, because they are more able to achieve intentions, and do not let the debate lead to quarrels and insults that can eliminate goals and do not produce benefits from it, even the aim is to show people to the truth, not to defeat or semisalnya. Ibnul Qayyim rahimahullah said, "Allah 'Azza wa Jalla made the level (in) preach according to the level of man; for a person who is welcoming, accepting and intelligent, where he does not oppose the right (right) and reject it, then it is preached by means of wisdom. For those who accept but have a negligent and delayed side, they are advised with good advices, that is by being ordered and forbidden with targhib (encouragement) and tarhib

(fearing), while for those who refuse and deny, they are debated in a good way. "18

From the above interpretation, it can be stated that the use of media in learning must consider the aspects of the message delivered are positives, and polite language as a means of delivering messages, and if denied, an educator must explain it in a logical language, so that students can receive it well. Thus, the media in delivering the message here is spoken language as a message delivery.

Allah the Almighty orders human to use a good way in teaching. As a teacher, it is important to determine a good way of teaching. Using media is the one of good ways in teaching. By using media, the aim of learning will be easy to achieve.

حَدَّثَنَا صَدَقَةُ بْنُ الْفَضْلِ : أَخْبَرَنَا يَحْيَى بْنُ سَعِيدٍ، عَنْ سُفْيَانَ قَالَ : حَدَّثَنِي أَبِي ، عَنْ مُنْذِرٍ، عَنْ رَبِيعِ بْنِ خُنَيْمٍ، عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ : خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًا مُرَبَّعًا، وَخَطَّ خَطًا فِي الْوَسْطِ خَارِجًا مِنْهُ، وَخَطَّ خُطَطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ ، وَقَالَ : (هَذَا الْإِنْسَانُ، وَهَذَا أَجْلُهُ مَخِيطٌ بِهِ - أَوْ: قَدْ أَحَاطَ بِهِ - وَهَذَا الَّذِي هُوَ خَارِجٌ أَمْلُهُ، وَهَذِهِ الْخُطَطُ الصِّغَارُ الْأَعْرَاضُ، فَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا، وَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا). (رواه البخاري)

The meaning: "Has told us Sodaqoh bin Fadhil, has given me the news of Yahya bin Sa'id from Sofyan, he said: Has told me my father from Mundzir of Robi 'bin Khusein and Abdullah RA, He said: The Prophet SAW never made a

¹⁸ M. Ramli, "Media Pembelajaran Dalam Perspektif Al-Qur'an Dan Al-Hadits" Ittihad Jurnal Kopertais Wilayah XI Kalimantan, 13.23 April 2015

line (picture) a rectangle and make another line in the middle until it comes out of the boundary (rectangle), then he makes a lot of small lines that point to the center line from the sides of the edge, then he says: This is the human picture. This rectangular line is a death that will surely override it, while this outline is a wishful thinking, and these little lines are various trials and calamities that are ready to block it. If he is free from one trial, another trial will surely befall, if he is free from the other trial, another trial will surely befall. (HR. Imam Bukhori) "

The Prophet SAW explained that the straight line contained in the picture is human, the rectangular image that circles it is the end, a straight line that passes through the picture is his hope and wish while the small lines around the straight line in the picture are calamities that always facing humans in their lives in the world.

In this picture the Prophet SAW explained about the nature of human life which has hope, dreams and dreams that are far ahead to reach everything he wants in this mortal life, and the dying that surrounds him that is always looking at him all the time so as to make man unable to avoid his death circle, meanwhile in his life, man always faces various calamities that threaten his existence, if he can avoid one calamity, another disaster is ready to block and destroy it, meaning that every human being is unable to guess or guess when death will pick him up.

Indirectly the Prophet SAW gave advice to them not to (just daydreaming) long dreaming (without realization), and to teach them to prepare themselves for death. This hadith shows us how the Prophet Muhammad was an educator who was very understanding of good methods in conveying knowledge to humans, he

explained an information through images to be more easily understood and absorbed by the mind and soul.¹⁹

In line with Rudy Brets, there will be 7 (seven) classification of media, namely :

- 1) Motion audio-visual media : Silent film, a movie on tv, tv and animation.
- 2) Silent audio-visual media : Film frames (slides) voiced
- 3) Audio semi motion : Writing moving voice.
- 4) Moving visual media : A silent movie.
- 5) Silent visual media : Mute slide, print pages, photos.
- 6) Audio media : Radio, telephon, audio tape.
- 7) Print media : Books, modules, brochures, pictures.

b. The Use of Dictionary

Dictionaries develop learner autonomy. They are a handy resource for researching different meanings, collocations, examples of use and standard pronunciation. If students know how to use them effectively, there are hundreds of hours of self-guided study to be had with a good dictionary. The best way to complement a dictionary investment is strong study skills.

¹⁹ M. Ramli, “*Media Pembelajaran Dalam Perspektif Al-Qur’an Dan Al-Hadits*” Ittihad Jurnal Kopertais Wilayah XI Kalimantan, 13.23 April 2015

c. Types of dictionary:

1) Paper Dictionaries

These can be bought cheaply and last a very long time. Students usually complain that big dictionaries are too bulky to bring to class.

2) Online Dictionaries

Many traditional dictionaries have online editions. Cambridge, for example, has an online advanced learners' dictionary at dictionary.cambridge.org, which is easy to use and provides examples of word use.

3) There are some excellent and specialised ones, such as etymonline.com, an etymological dictionary (dictionary that explains the origins of words).

4) Urbandictionary.com is a web-based slang dictionary. Like wiktionary.com, users can add content. It is interesting but some of the content is so obscure it is best described as idiosyncratic, not all the definitions are accurate, and many are vulgar (which is part of the point). Their value lies in ease of access to students who own computers, but it is probably also a good idea to direct your learners to traditional ones first.

5) Electronic Dictionaries

A big plus of electronic dictionaries is that they hold a large amount of data in a small space. However, they can be expensive, are attractive to

thieves, and they wear out after a few years. The biggest problem lies, paradoxically, in their ease of use.

3. Online Dictionary on Google Translate

Online dictionaries are easy to learn and use an online dictionary as a new electronic product based on multimedia technology has opened up new tasks for English language learners. Google translate of an online dictionary is one way to improve their English vocabulary.

Talking about Google Translate is to tell about media social networking which almost every people used it to translate or to understand about the meaning of the words and sentences by online.

Many people in the round of world know it. This is a social media which used by people who want to understand about the meaning of words and senteces from a language to another languages and one of them is indonesian to english or from english to indonesian.

a. Google Translate

Google Translate is a free translation service that provides instant translations between dozens of different languages. It can translate words, sentences and web pages between any combinations of our supported languages. With Google Translate, we hope to make information universally accessible and useful, regardless of the language in which it's.

b. Google Translate Work

When Google Translate generates a translation, it looks for patterns in hundreds of millions of document to help decide on the best translation for you.

Detecting patterns in documents that have already been translated by translators, google translate can make intelligent guesses as to what an appropriate translation should be. This process of seeking patterns in large amount of text is called “statistical machine translation”. Since the translations are generated by machines, not all translation will be perfect. The more human translated documents that google translate can analysis in specific language, the better the translation quality will be.

Google Translation is by no means a perfect translation service, you are still going to have to invest in those language classes if you want to be able to fluently communicate with speakers of foreign tongues but if you remember the online wasteland that preceded it, you will know it’s pretty darn good at conveying the gist of what you are trying to express.²⁰

c. Using Google Translate To teach English

Google Translate is one of great technique and interest to use in learning in classroom, because it is a free online translation tools available to use by teacher and students in teaching and learning process. Students can access this tool to find out what their need. For instance: The students want to find the synonym of the words and to know the using of the words.ect.

²⁰ Robert Quigley, “*How Does Google Translate Work?.*” August 12th, 2010, h. 2

Bear states that there are several Google Translate offer :

- 1) Translation
- 2) Translate search
- 3) Translator toolkit
- 4) Tools and resources

But here, He just explains about Google Translate as a translation tool and google translate as a translated search.

1) Google Translate : Translation

This is the most traditional tool. Enter text or any URL and google translate will provides translation in 52 languages, so you shall probably find what you need. Google Transalate translations are not perfect, but they are getting better all the time.

Ways to use Google Translate – translation in class

- (a) Have students write short texts in English, and translate them in to their oraginal language. Using google translate for translation can help students catch grammatical errors by spotting these errors in the translation.
- (b) Use authentic resources, but provide the URL and have students translate the original into their target language. This will help out when it comes to difficult vocabulary.

- (c) Make sure that students use Google Translate only after they have first read the article in English.
- (d) For beginners, ask students to first write short texts in their mother tongue. Have them translate into English and ask them to tweak translation.
- (e) Provide your own short text and let google translate into class' target language(s). Ask students to read the translation and then try to come up with the English original text.
- (f) If all else fails, use google translate as a bilingual dictionary.

2) Google Translate : Translated search

Google Translate also provides a translated search function. This tool is extremely powerful for finding accompanying content to help students take advantage of authentic materials in English. Google Translate provides this translated search as a way to find pages written in another language that focus on the search term you provided in English. In other words, if we're working on business presentation styles, using Google Translate translated search I can provide some background materials in English or any other language.

Ways to use google translate – translated search in class

- (a) When stuck on a grammar point, search on the grammar term to provide explanations in learners' mother tongue(s).

- (b) Use as a means to provide context in learners' mother tongue(s). This is especially useful if students aren't familiar with the topic area. They can become familiar with some of the ideas in their own language as well as in English to help strengthen the learning experience.
- (c) Use translated search to find pages on a particular topic. Cut and paste a few paragraphs out, have students then translate the text into English.
- (d) Google Translate translated search is fantastic for group projects. Often you'll find students don't have ideas, or are not sure where to begin. Sometimes, this is due to the fact that they aren't too familiar with the subject in English. Let them use translated search to get them started.²¹

4. The Effectiveness and Weaknesses of Google Translate

As a service, google translate is made to help in translating. Google translate is able to translate vocabulary quickly. Many words previously not found in the dictionary meaning can be found on google translate. Google translate also allows its users to translate into various languages. So, with this application, in fact students can be more economical because it does not need to buy a dictionary to translate into a language. In addition to translating as its main function, google translate also allows its users to learn pronunciation or pronunciation. This is an advantage that greatly benefits users if compared with using Google dictionary.

Google translate also has weaknesses. The system that exists on it makes google translate translated word by word without considering the word structure so that the translation of a sentence has a meaning that is much different than the

²¹ Bear, 2014. *Using Google Translate To Teach English*. USA. (http://en.wikipedia.org/wiki/Google_Translate). Diunggah pada 24 april 2018.

original sense. In other words, google translate translates vocabulary so it is possible to make mistakes if translated text form.²²

B. Related Study

1. Abdul aziz Ibraheem Fageeh (2014). Faculty of Sciences and Arts at Tanouma, King Khalid University, KSA. "Effects of Using the Online Dictionary for Etymological Analysis on Vocabulary Development in EFL College Students". This study has been designed to investigate the effects of using the Online Dictionary for presenting etymological analysis of new vocabulary items in hyperlinked words to students in an online environment, using the accompanying facilities of thesaurus, encyclopedia, and web on developing vocabulary building skills and inducing positive attitudes towards vocabulary learning in EFL students of the College of Languages and Translation, Abha. The study employs a triangulation of research methods, in which two groups studying Vocabulary II, one in traditional setting (control) and the other (experimental) via the Online Dictionary's etymological analysis feature in a Blackboard environment are examined for the development of vocabulary learning skills and their attitudes towards etymological analysis. The study bore out findings in favour of the new technique of vocabulary learning, i.e., etymological analysis, powered by the Online Dictionary in improving vocabulary learning and inducing to positive attitudes towards vocabulary instruction. The results are discussed in relation to the hypotheses and against the

²² Hidya Maulida, "Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris," *Jurnal Saintekom*, 7,1 (Maret 2017): 60.

research backdrop presented in the review of the literature. The study ends on a set of pedagogical implications and recommendations for further research.

2. Hidyda Maulida (2017). English Department, STKIP PGRI Banjarmasin. "Perception towards the use of google translate to translate English material". This study describes of students' Perception toward the use of google translate to translate English material. Interview is used in collecting data. The subject is the seventh grade students by considering that based on preliminary study, the use of google translate and they get many assignments to translate English material. Data shows that students' perception toward the use of online dictionary in translating English material is positive. It is stated that google translate gives help a lot. Students can translate faster and complete their assignment, although there is still weakness of translation result using google translate, google translate saves time in translation with context.
3. Ayşegül Takkaç Tulgar (Universal Journal of Educational Research 5(12B): 51-57, 2017). "Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present". Foreign language learning has always been a process carried out with the help of dictionaries which are both in target language and from native language to target language/from target language to native language. Dictionary use is an especially delicate issue for students in foreign language departments because students in those departments are expected to master the target

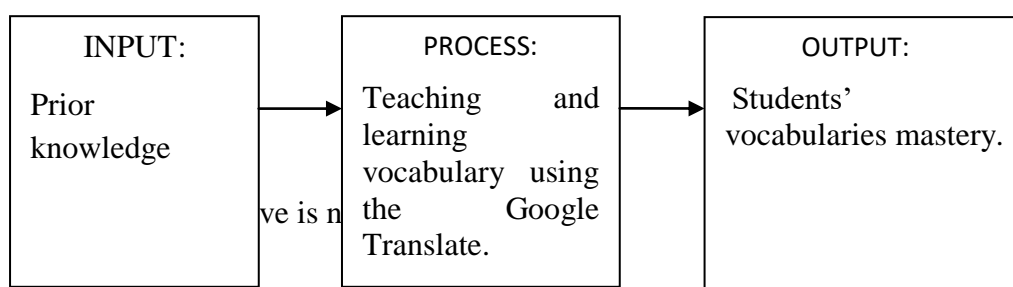
language to a degree to enable themselves to listen, speak, read and write in the target language. In this process, the effects of new developments in technology have also exerted their influence on the way students use dictionaries mentioned above. Based on the results of classroom observations and interviews, this study is intended to shed light on the way undergraduate students in foreign language departments in Turkey use print/online dictionaries and to highlight opinions on the advantages and disadvantages of dictionary use by students in those departments at present.

C. Conceptual Framework

The conceptual framework of this study is to use an online dictionary on google translate, because if students often use an online dictionary, they can improve their vocabulary and easily search for new English vocabulary.

In this research, thought concept will see about the use an online dictionary on google translate to improve students' vocabularies. If students often use an online dictionary on google translate, they will find the wrong vocabulary, which means they have improved their English vocabulary.

We can see the use online dictionaries on google translate in improving English vocabulary through the following diagram:



- Input : It refers to the student prior knowledge
- Process : It refers to the teaching and learning vocabulary using google translate is the main method in this research.
- Output : It refers to the students' vocabularies mastery after giving treatment.

D. Hypothesis

Based on the explanation of the theoretical and framework of thought above, the hypothesis of this research is through Google Translate can improve students' vocabularies on the second semester of Siyasah A, state Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is applied by using Classroom Action Research. Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.²³

According to Djuanaidi, Classroom Action Research consist of three words, there are:

1. Research

Research is an activity that aims to go through scientific methodology by collecting data and analyzed to solve the problem.

2. Action

Action is an activity deliberately done with a certain purpose in the form of activity cycle in order to improve or improve the quality or quality of teaching and learning process.

²³ M. Djuanaidi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang press, 2008), p.

3. Class

Class is a group of students who at the same time receive the same lessons from a teacher.²⁴

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' vocabularies. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages.

B. Research Setting and Sample

This research is conducted at Siyasa of Faculty of Sharia and Law, UIN-SU. It lies at Jln Williem Iskandar Pasar V No: 1 Medan. The research will be done in the last juni. This location is chosen because of the following reasons:

- 1) In UIN-SU has Siyasa, so it compatible to be research object.
- 2) The writer is one student of Tarbiyah Faculty UIN-SU, so it made the writer easy to do the research and compatible with the ability and limited in the time finance.
- 3) The students had enough number of facilities to use internet and the students were familiar with smartphone and internet.

²⁴ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT Raja Grafindo Persada, 2013), p. 45

In the second semester of Siyasaah , they are four classes A, B, C, and D. The subject of this research is the Second semester of Siyasaah A, Islamic University of North Sumatera (UINSU) Academic year 2017/2018. Class which is chosen to conduct a classroom action research is Siyasaah A that consists of 32 students.

C. Data collection

1. Instrument of Collecting Data

There are three instruments that used by the researcher in this research in collecting the data, they were:

a. Observation

Observation is purposed to find out information of action, such as the students' attitudes, the location, the facilities, the class situation and the obstacle that will be happened, and the other condition of the students.

b. Test

In classroom action research generally one of the thing assess is the students' achievement and the students' achievement is assessed by using test.²⁵ The aim of test is to know the students' vocabulary in English based on the indicators.

²⁵ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: PT Raja Grafindo Perkasa, 2008). P. 186

c. Documentation

Documentation was one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It was includes of students' attendance list, students' score, and the students' evaluation. Technique of documentation was one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, photo, and video.

D. Data Analysis

One of the important elements of a research is technique of data analysis. This study will use qualitative and quantitative data. The qualitative is used to describe the situation during the teaching and learning process. The quantitative data will be analyzed from the test to describe the improving of the students' vocabularies. Meanwhile, the quantitative data are collected and analyzed by computing the score of vocabulary text. To know the mean of the students score in each meeting, the following formulas will be applied.²⁶

$$X = \frac{\sum x}{N} \times 100\%$$

Where : x = the mean of the test

$\sum x$ = the total score

N = the number of the students

Next, to catagorize the number of students who are competent in vocabulary, the following formula is applied:

²⁶ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2006), p. 327.

$$P = \frac{R}{T} \times 100\%$$

Where : P = The percentage of students who got the point 70

R = The percentage of students who got point up to 70 above

T = the total number of the students

E. Research Procedure

The procedures of data collection for this study were conducted by conducting four meetings and two cycles.

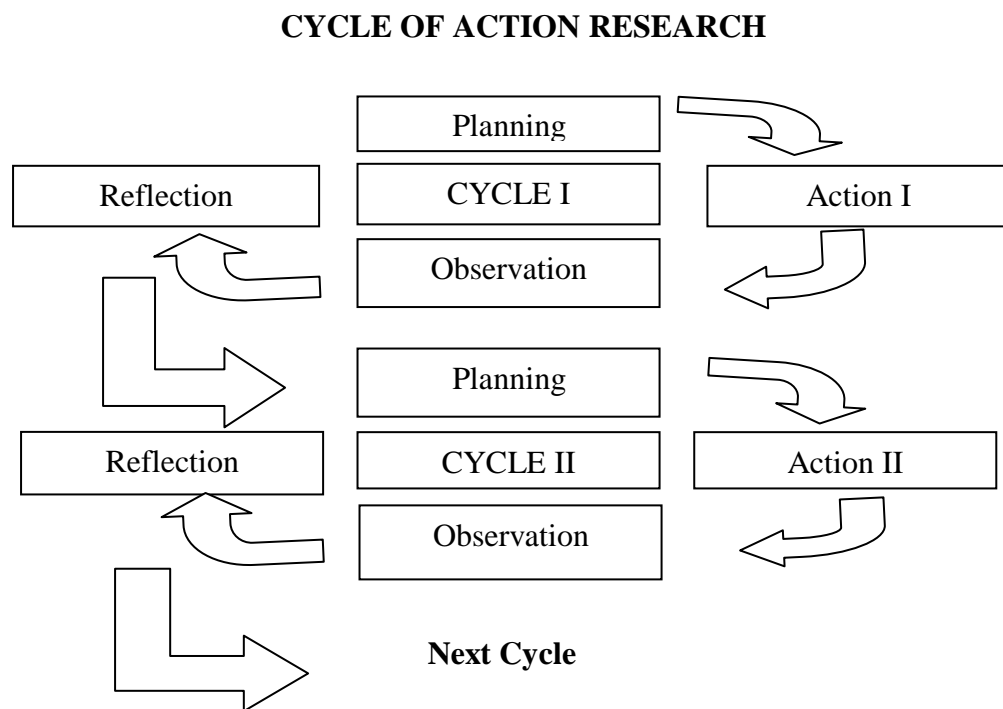


Figure 1

Action Research Model By: (Kemmis and Mc Taggard, 1989).

I. Cycle: 1

According to Suharsimi Arikunto, there are four steps in doing action that should be done by the teacher if they want to conduct a research about Action. Classroom Research approach, the steps are: planning, action, observation, and reflection.²⁷

1. Planning

This step explains about what, why, when, where, by whom, and how the action will be done. Ideally, the action did with the partner namely between the researcher and the teacher. Here the researcher arranged some plans to be done and preparing the material that made in the lesson plan as the teaching learning process by using Online Dictionary on Google Translate. The researcher preparing many things, as follows:

- a. Conducting the cycle in two meetings.
- b. Administrating the vocabulary learning process according to lesson plan.
- c. Conducting pre-test in order to know the students' basic ability in mastery vocabulary.
- d. Preparing material for vocabulary.
- e. Conducting a test of vocabulary by Google Translate.
- f. Preparing the instrument for collecting data, such as observation.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2010), p. 138-139.

2. Action

In this step, the students will be taught how to improve vocabulary by using Google Translate.

3. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. The process of observation was conducted by the observer to know the condition, process teaching learning, activity and ability that done by researcher and students. It was done to know the students' improvement on vocabularies after being taught by implementing online dictionary on google translate.

4. Reflection

In this step the researcher reflected some things, as follows:

- a. Reflecting the evaluation of teaching learning process.
- b. Reflecting and evaluating of what had been done in cycle 1.

II. Cycle 2

1. Planning

The researcher planned the implementation of lesson plan that related to the cycle 1 that had evaluated and developed for the action of cycle 2.

2. Action

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

3. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action.

4. Reflection

In this section, the researcher reflected the evaluation of learning process and evaluated what had been done in the cycle 2 to attain whether the students get progress in scores whether the students still low.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in vocabulary test. The qualitative data were obtained from observation sheets. The data were taken from class which consists of 32 students. The class named Siyasa A of the Second semester, Islamic University of North Sumatera (UINSU). It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meetings. So, there were four meetings for this research.

1. The Quantitative Data

The quantitative data were taken from the test result which carried out in four meetings which was conducted by applying four steps action research. In the first meeting of cycle I, the students were given an assessment and revise in cycle II. In the second meeting of every cycle the students' were taught by using Google Translate and giving assessment. The result of the students' score in every assessment in each meeting can be seen as follows:

Table 4.1 Score of the Students on Pre Test, Cycle I, Cycle II.

No	Initial Name	Pre-test	Post-test I	Post-test II
1.	AAD	50	90	90
2.	ANSS	50	80	80
3.	ASA	40	60	60
4.	DASP	70	90	90
5.	DRJ	40	80	80
6.	DSMD	40	90	90
7.	DSR	50	80	90
8.	EWP	40	80	80
9.	FM	30	80	90
10.	H	40	60	70
11.	IE	60	90	90
12.	IK	40	70	70
13.	MA	40	60	60
14.	MAH	50	90	90
15.	ME	40	80	80
16.	NKP	20	60	60
17.	NN	40	90	90
18.	NR	30	60	70
19.	RKR	40	60	80
20.	RSA	40	80	80

21.	RS	40	80	80
22.	SA	40	70	80
23.	SAH	60	80	90
24.	SR	70	90	90
25.	TG	20	70	70
26.	TP	40	80	90
27.	TPS	60	90	90
28.	VI	30	70	80
29.	VTH	50	80	90
30.	W	50	90	90
31.	YA	30	70	90
32.	YR	40	70	80
	TOTAL	$\Sigma X = 1,380$	$\Sigma X = 2,470$	$\Sigma X = 2,610$
	MEAN	$X = 43.12$	$X = 77.18$	$X = 81.56$

2. The Qualitative Data

The qualitative data were taken from observation sheet and documentation.

a. Observation Sheet

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in Vocabulary. But after thought by Google Translate, most of them realize that vocabulary is very important skill and enjoyable activity. In the second cycle they were more active and serious in vocabulary text and students had good interest in learning vocabulary text.

b. Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using Google Translate.

B. Data Analysis

1. The Quantitative Data

The improvement of students' mean kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 1380 and the number of students who took the test was 32 students, so the mean of students' score was:

$$\bar{X} = \frac{\sum x}{N} = \frac{1380}{32} = 43.12$$

In the post-test of the first cycle, the students' score was 2470 and the number of students who took the test was 32 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2470 = \frac{2470}{32} = 77.18$$

In the post-test of the cycle two, the students' score was 2610 and the number of students who took the test was 32 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2610 = \frac{2610}{32} = 81.56$$

The number of the students who pass the exam was calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{2}{32} \times 100\% = 6.25 \%$$

$$P2 = \frac{26}{32} \times 100\% = 81.25 \%$$

$$P3 = \frac{29}{32} \times 100\% = 90.62 \%$$

Where:

P = the percentage of students who get point up to 70

R = the number of students who get point up 70

T = the total number of students who took the test

P1 = the percentage of students who point up to 70 in pre-test

P2 = the percentage of students who point up to 70 in post test I

P3 = the percentage of students who point up to 70 in post test II

Table 4.2 the percentage of the students who got point up to 70

Test	Students got point up to 70	Percentage
Pre test	2 students	6.25 %
Post test I	26 students	81.25 %
Post test II	29 students	90.62 %

From the table above, it can be seen the improvement of the students' score. In the pre test, there was 6.25 % (2 Students) who got point up to 70. In post test I, there was 81.25 % (26 Students). In the post test II, there was 90.62 % (29 Students). The improvement from pre-test until the post test II was 84.37 %.

2. The Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

a. First Cycle

1) Planning

Based on the result of pre-test which had been administrated before, it was known that the level of students' ability at vocabulary mastery is low. Some problem also had been predicted. The researcher as the teacher, and the teacher

would be observer, who observed the teaching learning process in which Google Translate strategy was implemented. The researcher made lesson plan which involved scenario of teaching. The teaching material was about vocabulary on topic Actor Didi Petet dies aged 58.

2) Action

All plans that had arranged were conducted students were taught the way of teaching vocabulary well through Google Translate.

- (a) Explaining the procedure of Google Translate.
- (b) Giving a topic to students.
- (c) Teacher asked the students answer question well.
- (d) The students using Google translate to help in answering the question which they did not know the answer.
- (e) Teacher asked the students to do pre-test individually and students for sitting down in their place and examined their answer.
- (f) Teacher closed the meeeting and otivated the students to study hard.

3) Observation

In this observation, the observer recorded every action, comment, and certain behavior of students. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations, namely photos. There were many things which had been observed it follows:

- (a) Observer observed the students' activities and participation during the teaching learning process.
- (b) Many students were still confused about using Google Translate in learning vocabulary.
- (c) Many students were not active in doing the task and some students were serious in the class but there were some students still a little noise.

4) Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students.

The evaluation could be from students' result test and observation of the students' attitude. From the data, the researcher decided to continue cycle two in order to get the better result.

b. Second Cycle

The first cycle was started at the first meeting until second meeting. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get better improvement of the students' result. In doing the second cycle, the researcher felt better to begin because the researcher has already got the reflection from the first cycle to be used as the information on the students' problem.

Similar to the first cycle conducted to the second cycle with the same steps as follows:

1) Planning

Based on the reflection in the first cycle, the researcher rearranged the plan tend to the students' needs. Many activities that were done in this phase, they are:

- (a) Preparing and design the lesson plan
- (b) Preparing the text that were used during the cycle and evaluation
- (c) Preparing the observation sheet in order to find out the improvement that were exist during using Google Translate and also to see the students reaction and condition as a whole in the teaching learning.
- (d) Preparing the media that was needed when doing the teaching learning process.
- (e) Giving the motivation to the students.
- (f) Making evaluation and improvement toward the students' problem.
- (g) Giving more explanation about the subject and Google Translate and made all students understand.

2) Action

After this cycle was conducted, it was expected that the result was better than the first cycle. The researcher had tried the best in teaching the students and motivated them to improve their ability in vocabulary by using Google Translate. The teaching material was about vocabulary on topic Tornado's wrath ruined the city. The actions were:

- (a) The researcher as the teacher reviewed the students' achievement in the first cycle and gave motivation in order to do better action in the second cycle.
- (b) The researcher as the teacher explained the definition of Google Translate.
- (c) The researcher as the teacher gave chance for students to ask about Google Translate if they did not understand yet.

3) Observation

In this phase, the observation was done for the second cycle. The students' activity during teaching and learning process had been observed.

- (a) Where of the students were not confused about using Google Translate in learning vocabulary.
- (b) Most students were enthusiastic and serious using Google Translate when teaching learning process.
- (c) Many students tried to write their opinion confidently.

4) Reflection

In this phase, all students had been able to master the vocabulary related to the topics. Students' ability at vocabulary mastery had been improved. From the observations' result of every meeting, it could be concluded that teaching-learning process in which Google Translate applied could be run well.

The situation during the learning process was very actively, vividly, and conductively then the interaction between teacher and the students were better

than of in the first cycle where Google Translate had been successfully worked in helping students in adding their vocabulary.

Based on the reflection of this cycle, it was not needed to conduct the third cycle. The cycle of this research could be stopped because the students' ability at using vocabulary had been developed.

C. Research finding

The result was indicated that there was an improvement on the student ability in vocabulary by using Google Translate. It could be seen by the fact of the mean that the students' score in each cycle increased. The mean of the pre test was 43.12. The mean of post test I (cycle I) was 77.18 and in the post test II (cycle II) was 81.56.

The percentage of students who got point up to 70 grew up also. In pre test, students who got point up to 70 were only 2 of 32 students (6.25 %), in the post test I, there were 26 Students of 32 students (81.25 %), and in the post test II, there were 29 Students of 32 students (90. 62 %).

I organized all quantitative and qualitative data from all meetings. In every cycle, the researcher conducted evaluation. From the first evaluation, it was found that the students' achievement in vocabulary was still low. Next, the first cycle of classroom action research was conducted and students were given treatment of Google Translate. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

I also analyzed data to support the quantitative data (vocabulary score), namely the qualitative data which were taken from observation sheet. Observation result showed that the students gave good responses and good attitude during the teaching learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They become more active and interested in vocabulary. These all qualitative data support the research finding which is based on the quantitative data. Based on the result of quantitative data, it found that the application of Google Translate had successfully improved students' achievement in vocabulary.

D. Discussion

Using a media can influence the result of teaching. There are a lot of media can be applied in the classroom. When a teacher teaching in front of the class, that teacher should be to choose the good and creative media that can make their students understand the lesson and enjoy their study. As one of media, Google Translate used commonly in teaching learning process. It means that Google Translate can be used and understood anywhere. Google Translate are considered as the most effective media, which provide valuable assistance to the students conveying idea more easily. Google Translate are used in the teaching learning process should be familiar with the students, so the students will be easy to use and understand the vocabulary.

As the media of teaching learning English, especially vocabulary, Google Translate can be used in motivating the student to convey their ideas by

vocabulary and Google Translate can attract students attention in talking English language.

From the statistic data, the students' ability in vocabulary by using Google Translate as a media in the Post Test II shows the highest score was 90 and the Mean was 81.56, and if without media the highest score was 70 and Mean 43.12 It means that the students' score was increased.

The fact said that the students more interested in learning vocabulary by using Google Translate. They were fun and still serious to study about vocabulary. Based on the research in the second semester of Siyasah A State Islamic University of North Sumatera (UINSU), the researcher found that Google Translate were the good media to increase the students ability in vocabulary, because this media made the students enjoy, fun and easy to look for vocabulary as a material in class. The students also more braveness and had self confidence and know what they will talk. Based on the result, there was an improvement on the students' ability in vocabulary using Google Translate.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting Classroom Action Research (CAR) at the second semester of Siyasa A, State Islamic University of North Sumatera (UINSU), it can be concluded that Google Translate can improve the students' vocabulary and can help them to remember and keep their vocabulary.

Based on the result of the researcher, it could be concluded that:

1. The students' respond in language teaching when they were being taught by using Google Translate as media in teaching process was good. It could be seen from first cycle until the second cycle. The first cycle the researcher got the point that they still difficult in writing the sentences from vocabulary. Beside that the students did not gave attention to the teacher. They were not understood to make a sentences from vocabulary. The students responses in learning process in cycle II was good it could be seen on the students responds in cycle II because the students have got the better improvement by using Google Translate while teaching learning process.
2. The result of this research the researcher stopped until the second cycle because the students have got the better improvement by using Google Translate while teaching learning process.

3. From the qualitative data, observation sheet and documentation showed that using Google Translate was effective to improve the students' vocabularies.
4. After analyzing the data, it was found out that the students' vocabulary got improvement by using Google Translate. It was showed from the mean of the score in test I in first were, 77.18 and the mean of the test II in second cycle were 81.56 and also score improvement percentage of the students who got score up to 70 test I in first cycle were 26 of 32 students (81.25%) and test II in second cycle were 29 of 32 students (90.62).

B. Suggestion

There are some suggestions offered to improve a better skill achievement in study English based on finding research in this research, namely:

1. To English teacher, should be using media in class when teaching learning process to make enjoy, fun situation and enthusiastically the students and effective to improve students' vocabularies.
2. The students, Google Translate can be alternative to overcome students' boredom.
3. The reader or the other researcher who interest for further study related to this study.

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APPENDIX I

RENCANA PERKULIAHAN SEMESTER (RPS)

Matakuliah	: BAHASA INGGRIS	Sks	: 2
Program studi	: Siyasah A	Status	:Wajib tempuh
Semester	: 2 (dua)	Prasyarat:	_____
Peneliti	: Nur Afni	HP	: 081375552208
Email	: <u>nurafni150996@gmail.com</u>		

A. Deskripsi Matakuliah

Mata kuliah ini bertujuan membekali mahasiswa dengan kompetensi bahasa Inggris dasar, khususnya tata bahasa bahasa Inggris, yang menjadi landasan untuk mengembangkan keterampilan berbahasa (menyimak, berbicara, membaca, dan menulis). Bahan pembelajaran meliputi pengetahuan tentang jenis kata dan penyusunan kalimat bahasa Inggris dan penerapannya dalam pengungkapan makna dalam bahasa Inggris. Bahan disajikan lewat ceramah, diskusi, penugasan di dalam kelas. Penilaian dilakukan secara berkelanjutan berdasarkan partisipasi di kelas, tugas individual dan kuis.

B. Capaian Belajar

1. Sikap

- a. Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius sebagai dampak dari hakikat belajar kebahasaan bahasa Inggris.

- b. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika dan mengkaitkannya dengan hakikat kebahasaan Bahasa Inggris.
- c. Menginternalisasi nilai, norma dan etika akademik melalui refleksi terhadap nilai nilai yang terkandung dalam tatabahasa bahasa Inggris.

2. Pengetahuan

- a. Menguasai konsep-konsep esensial kebahasaan/tatabahasa bahasa Inggris.
- b. Menguasai konsep-konsep ketepatan dan kepatutan tatabahasa bahasa Inggris.

3. Keterampilan

- a. Mampu menerapkan konsep unsur-unsur tatabahasa secara tepat, patut dan berterima dalam berbahasa Inggris.

C. Penilaian

Penilaian berkelanjutan : 70%

Penilaian Ujian Akhir Semester : 30%

Penilaian total capaian belajar ; 100%

D. Jalannya Perkuliahaan

Pertemuan	Capaian Pembelajaran (Learning Outcome/LO)	Pokok bahasan	Media ajar	Metode Pembelajaran		Penilaian (evaluasi substantif)			Pustaka
				Yang dilakukan mahasiswa	Yang dilakukan dosen	Metode Penilaian	Kriteria Penilaian	Bobot Penilaian	
1- 2	1. Mahasiswa menguasai pengertian dasar, bagian-bagian kosakata dalam kalimat. 2. Mahasiswa mampu menulis kosakata dalam kalimat sebagai elemen dasar suatu paragraf dengan benar.	Actor Didi Petet dies aged 58	Google Translate	Menyimak, praktik, diskusi.	Menerangkan & memberikan feedback	Merekam kehadiran, keaktifan & tugas mahasiswa	Tugas	25 %	Actor Didi Petet dies aged 58
3-4	1. Mahasiswa mengetahui dan bisa menggunakan kosakata dalam kalimat.	Tornado's wrath ruined the city	Google Translate	Menyimak, praktik, diskusi.	Menerangkan & memberikan feedback	Merekam kehadiran, keaktifan & tugas mahasiswa	Tugas	25 %	Tornado's wrath ruined the city

	2. Mahasiswa mengetahui pengertian dasar paragraf dan bisa menulis kosakata sesuai kaidah yang benar.								
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APPENDIX II

Pre Test

Name :

Instruction!

Please write down the meaning from underlined word and make to the sentences!

Actor Didi Petet dies aged 58

Veteran actor Didi Widiatmoko, popularly known as Didi Petet, died at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning.

Didi's niece Muthia Kautsar said that Didi, who starred in a number of comedy and drama films in the 1980s and 1990s, collapsed and lost consciousness when attending an expo in Milan, Italy, recently.

“He just arrived home on May 10 after attending the exhibition. In that city, he collapsed and lost consciousness and returned home in a wheelchair,” she said.

On Tuesday, Didi was taken to Bandung for treatment. Muthia said no diseases were detected but he died on Friday.

Didi's body is laid out in his residence on Jl. Bambu Apus in Sasak Tinggi, Ciputat, South Tangerang. It has yet to be decided when and where he will be buried.

Vocabularies:

- | | |
|--------------------|-----------------|
| 1. Residence : | 6. Wheelchair : |
| 2. Niece : | 7. Treatment : |
| 3. Collapsed : | 8. Diseases : |
| 4. Consciousness : | 9. Decided : |
| 5. Exhibition : | 10. Buried : |

Sentence :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

APPENDIX III

Post Test I

Name :

Instruction!

Please write down the meaning from underlined word and make to the sentences!

Actor Didi Petet dies aged 58

Veteran actor Didi Widiatmoko, popularly known as Didi Petet, died at the age of 58 at his residence in Sasak Tinggi, Ciputat, South Tangerang, on Friday morning.

Didi's niece Muthia Kautsar said that Didi, who starred in a number of comedy and drama films in the 1980s and 1990s, collapsed and lost consciousness when attending an expo in Milan, Italy, recently.

“He just arrived home on May 10 after attending the exhibition. In that city, he collapsed and lost consciousness and returned home in a wheelchair,” she said.

On Tuesday, Didi was taken to Bandung for treatment. Muthia said no diseases were detected but he died on Friday.

Didi's body is laid out in his residence on Jl. Bambu Apus in Sasak Tinggi, Ciputat, South Tangerang. It has yet to be decided when and where he will be buried.

Vocabularies:

- | | |
|--------------------|-----------------|
| 1. Residence : | 6. Wheelchair : |
| 2. Niece : | 7. Treatment : |
| 3. Collapsed : | 8. Diseases : |
| 4. Consciousness : | 9. Decided : |
| 5. Exhibition : | 10. Buried : |

Sentence:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

APPENDIX IV

Post Test II

Name :

Instuction!

Please write down the meaning from underlined word and make to the sentences!

Tornado's wrath ruined the city

Tornado that occurred in russia moscow city yesterday has devastated the whole town in a matter of hours. The storm that occurred during the 39 minutes it has swept at least 49 buildings, four important buildings and swallowed dozens of casualties.

The storm that occurred this time worse than the worst storm ever recorded occurred in moscow since 1973, it can be said that this storm is the worst storm that ever occurred in moscow for 100 years.

To respond to this disaster, the local response agencies have been exerting all his strength to help evacuate victims of the storm. Although the weather has not improved but aid has been channeled to the victims. Not only from the Russian government, but in the form of material aid has been granted by various countries as an expression of their concern.

Vocabularies:

- | | | | |
|---------------|---|--------------|---|
| 1. Occurred | : | 6. Disaster | : |
| 2. Devastated | : | 7. Exerting | : |
| 3. Storm | : | 8. Channeled | : |
| 4. Swallowed | : | 9. Granted | : |
| 5. casualties | : | 10. Concern | : |

Sentence:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

APPENDIX V

Answer's Key

Pre-Test

- 1 Kediaman
- 2 Keponakan
- 3 Runtuh
- 4 Kesadaran
- 5 Pameran
- 6 Kursi roda
- 7 Perawatan
- 8 Penyakit
- 9 Memutuskan
- 10 Dikubur

APPENDIX VI

Answer's Key

Post Test 1

- 1 Kediaman
- 2 Keponakan
- 3 Runtuh
- 4 Kesadaran
- 5 Pameran
- 6 Kursi roda
- 7 Perawatan
- 8 Penyakit
- 9 Memutuskan
- 10 Dikubur

APPENDIX VII

Answer's Key

Post Test 2

1. Terjadi
 2. Menghancur leburkan
 3. Badai
 4. Menelan
 5. Korban jiwa
 6. Bencana
 7. Mengerahkan
 8. Disalurkan
 9. Diberikan
 10. Perhatian
-

APPENDIX VIII

Observation Sheet In Cycle I

Put a checklist (√) in column Yes and No based on observation

Focus	Activities	Yes	No
The researcher (as a teacher)	<ul style="list-style-type: none"> - The teacher prepares teaching material systematically and clearly -The teacher explain about definition, types , and formation of adverb -the teacher explain about google translate -the teacher gives chance to the students to ask some question, if any -The teacher try to solve the students problem - The teacher gives feed back to all students -the teacher manages the time effectively and efficiently 		
The students	<ul style="list-style-type: none"> -The students pay attention to the teacher explanation -the students ask question to the teacher if there is something unclear -the students answer question to that are given by the teacher -the students give good respond to the topic given 		

	<ul style="list-style-type: none"> -the students try to solve their problem seriously -all the students do their task 		
Context	<ul style="list-style-type: none"> -The classroom is save from crowded -The classroom is comfortable (clean and calm) -The classroom has teaching aids (chalk, black board, duster nd so on). 		

APPENDIX IX

Observation Sheet In Cycle II

Put a checklist (√) in column Yes and No based on observation

Focus	Activities	Yes	No
<p>The researcher (as a teacher)</p>	<ul style="list-style-type: none"> - The teacher prepares teaching material systematically and clearly -The teacher explain about definition, type, formation of adverb. -the teacher explain about google translate. -the teacher gives chance to the students to ask some question, if any -The teacher try to solve the students problem - The teacher gives feed back to all students -the teacher manages the time effectively and efficiently 		
<p>The students</p>	<ul style="list-style-type: none"> -The students pay attention to the teacher explanation -the students ask question to the teacher if there is something unclear -the students answer question to that are given by the teacher -the students give good respond to the topic given 		

	<ul style="list-style-type: none"> -the students try to solve their problem seriously -all the students do their task 		
Context	<ul style="list-style-type: none"> -The classroom is save from crowded -The classroom is comfortable (clean and calm) -The classroom has teaching aids (chalk, black board, duster nd so on). 		

APPENDIX X

Documentation







Nomor : Istimewa
Lamp : -
Perihal : Skripsi
An. Nur Afni

Medan, Juli 2018
Kepada Yth;
Bapak Dekan Fakultas Tarbiyah
dan Ilmu Keguruan UIN-SU
di –
Medan.

Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti, memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi:

Nama : Nur Afni
Nim : 34143071
Jur/Prodi : Pendidikan Bahasa Inggris
Judul : Improving Students' Vocabularies Through Google Translate on The Second Semester of Siyasa A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018.

Maka kami menilai bahwa skripsi sudah dapat diterima untuk munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN-SU Medan.

Demikianlah kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

Adviser I

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Nur Afni

NIM : 34143071

Jurusan : Pendidikan Bahasa Inggris

Judul : Improving Students' Vocabularies Through Google Translate on The Second Semester of Siyasah A, State Islamic University of North Sumatera (UINSU) in Academic Year of 2017/2018.

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, Juli 2018

Yang membuat pernyataan

Nur Afni
NIM. 34143071



BIOGRAPHY

Name : Nur Afni
Place & Date Of Birth : Tebing Tinggi, 15th
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Gender : Female

Father's Name : Sugito
Mother's Name : Esti Lubis
Address : Jl. Danau Maninjau. Lk. V, Tebing Tinggi.

Educational Background

Elementary School : SDN 165721 Tebing Tinggi (2003-2009).
Junior High School : MTS.S Al- Hasyimiyah, Tebing Tinggi
(2009-2011).
Senior High School : MAS Al- Hasyimiyah, Tebing Tinggi
(2011-2014).
Undergraduate program : S-1 Education English Department of Tarbiyah
Science Faculty, State Islamic University of
North Sumatera, Medan (2018).
Motto : "Never give up"