

CHAPTER I

INTRODUCTION

This chapter includes the background of the study, research question, research objective, research limitation, research hypothesis, significances, and the definition of key words.

A. Background of The Study

Gaining proficiency in vocabulary is crucial for learning English since it enhances all other language abilities, such as listening, speaking, writing and reading (Juliana, 2021). Strong vocabulary helps students participate in meaningful conversations, understand oral and written language more quickly, and communicate clearly and effectively (Nurhayati & Lolong, 2024). As stated by Nurhayati & Lolong, (2024), vocabulary acquisition techniques are essential for improving vocabulary knowledge, especially when learning English.

Although vocabulary can be taught using several intriguing methods or procedures, it is actually rather difficult to master. To help students grasp the word and its meaning, teachers typically teach vocabulary word by word. It is necessary to teach vocabulary in detail. Before pupils leave the classroom, a teacher should be able to help them understand and ensure that they will remember the language they have learnt. Because pupils typically learned the word, but they frequently forget it the next day.

By providing cutting-edge tools and resources that enhance the process' interactivity, effectiveness, and engagement, technology has completely

transformed language acquisition. It provides students with a range of authentic resources, such as books, articles, podcasts, and films, which improves their comprehension of the language in practical settings. Interactive resources that provide engaging exercises and instant feedback, like virtual classrooms, online games, and language learning applications, help students become more proficient translators (Rahmawati et al., 2024).

One Google Lens is one of the outcomes of technology advancement. Using the camera on a smartphone, users can instantly identify, search for, and translate text with Google Lens, an artificial intelligence-based tool.(Rachmayanti, 2025). The software offers more pertinent information in addition to instantaneous text translation. This aids pupils in contextually comprehending the meaning of new words.

The first earlier study was conducted by Akbar et al., (2024). This study examined how well Year 11 students' vocabulary mastery was enhanced by the Mind Map Technique. The Mind Map Technique has been found to help English teachers increase their student's vocabulary.

The second earlier study was conducted by Rahmawati et al., (2024). This study investigated how well Google Lens's real-time translation features could improve students' learning of English vocabulary. When compared to conventional learning approaches, Google Lens was proven to dramatically increase word retention and understanding.

The third prior study was conducted by Widayanti et al., (2023). The objective of this study is to improve students' vocabulary mastery by using visual

aids in English language instruction. The study found that using visual media to teach English vocabulary at the primary school level can be a successful approach.

The results of interviews with English teachers indicate that there are issues with the vocabulary learning process, which explains why 11 students scored extremely well and 27 students failed the vocabulary test in the 7th grade of SMPN 2 ASEMBAGUS school year 2025/2026. Students usually have trouble remembering new words, which makes them frustrated when they have to use a dictionary to grasp words they are unfamiliar with. Because dictionaries can be time-consuming to use and heavy to carry, this dependency may not be feasible.

The objective of this research is to know how Google Lens may be used to teach vocabulary in the classroom and how using it can help students' vocabulary grow. This seeks to ascertain whether Google Lens is effective in giving users rapid and precise access to translations, as well as whether students can comprehend and use the vocabulary in a learning environment that meets their curriculum requirements. The aforementioned research and this study have both similarities and differences. The vocabulary learning aspects of this study and earlier research are similar, and the latter study used Google Lens in a different course. The utilization of picture media and the mind mapping method in vocabulary instruction, however, sets this study apart from the other two.

B. Research Question

The research question is there a significant different in vocabulary mastery between students taught using Google Lens and those taught using dictionary.

C. Research Objective

Based on the research question, the objective of this research is to examine the effectiveness of Google Lens in improving students' vocabulary mastery.

D. Research Limitation

The limitation of this research are students in 7th grade in SMPN 2 Asembagus. After then, the students were divided into two groups that are a control and an experimental group. The experimental group consisted of seventh-grade students from class 7A, while the control group consisted of seventh-grade students from class 7B. The test items mainly measured meaning and word use aspects of vocabulary mastery.

E. Research Hypothesis

A hypothesis is a prediction about the relationship between two variables. The researcher uses two hypotheses in this study which are stated as follows:

- H_a (Alternative Hypothesis): there is a significant difference in vocabulary mastery between students taught by using Google Lens and those taught using dictionary.
- H_o (Null Hypothesis): there is no a significant difference in vocabulary mastery between students taught by using Google Lens and those taught using dictionary.

F. The Research Significances

The findings of the research might to be valuable for both teachers and students.

1. For the teachers

The teacher might provide a reference to the improvement of the process learning and teaching, particularly with the use of vocabulary. Google Lens can help students become more effective in vocabulary. Giving teacher other point of view on the way to teach English.

2. For the students

Providing ways for students to improve their vocabulary. Students are motivated to gain an extensive understanding of the teaching-learning process, which provides them with a way of learning English.

3. For Future researchers

For more researchers who are interested in studying how Google Lens is used could expand this research by involving different grade levels, a larger and more diverse sample, or comparing Google Lens with other types of digital learning media.

G. The Definition of Key Terms

1. Google Lens

Google developed an image recognition technique that uses a device's camera to recognize and understand text, objects, locations, and other visual information.

2. Vocabulary Mastery

Vocabulary mastery could involve students' abilities to comprehend, memorize, and apply new words or phrases in their language learning process.