

**UNDERGRADUATE THESIS**

**USING THE GOOGLE TRANSLATE MICROPHONE TO**

**IMPROVE THE STUDENTS' PRONUNCIATION AT UPTD**

**SMAN 3 MAJENE**



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**This thesis is written to fulfill a part of the requirements for obtaining the  
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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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## ABSTRAK

**YENNI YUFITA:** Using the Google Translate Microphone to Improve the Students' Pronunciation at UPTD SMAN 3 Majene. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat 2026.**

Penelitian ini bertujuan untuk mengetahui peningkatan pengucapan siswa melalui mikrofon Google Translate serta untuk mengetahui persepsi siswa terhadap penggunaannya dalam proses pembelajaran. Penelitian ini menggunakan metode penelitian kuantitatif, desain quasi-eksperimental yang melibatkan dua kelas yaitu kelas eksperimen yang diajar menggunakan Google Translate dalam latihan pengucapan dan kelas kontrol yang diajar melalui metode konvensional. Partisipan penelitian adalah siswa kelas sepuluh. Data dikumpulkan melalui tes pengucapan dan kuesioner persepsi siswa berdasarkan indikator Walgito (2010). Hasil menunjukkan bahwa penggunaan Google Translate memberikan peningkatan kepada kemampuan pengucapan siswa kelas eksperimen dari nilai pre-test 76.13 ke 85.95 pada post-test dibandingkan dengan kelas kontrol, dari nilai pre-test 76.13 ke 72.26 pada post-test. Selain itu, hasil kuesioner juga mengungkapkan bahwa siswa memiliki persepsi yang positif terhadap penggunaan Google Translate karena membantu mereka memahami dan melatih pengucapan bahasa Inggris dengan lebih mudah. Temuan ini menunjukkan bahwa Google Translate dapat digunakan sebagai alat bantu atau media pembelajaran yang efektif untuk membantu meningkatkan kemampuan pengucapan siswa serta memberikan pengalaman belajar yang lebih menarik dalam pembelajaran bahasa Inggris.

**Kata Kunci:** *Google Translate, Pengucapan, Persepsi Siswa, Fitur Mikrofon.*

## ABSTRACT

**YENNI YUFITA:** Using the Google Translate Microphone to Improve the Students' Pronunciation at UPTD SMAN 3 Majene. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat 2026.**

This study aimed to determine the improvement in students' pronunciation through Google Translate and to determine students' perceptions of its use in learning. This study used a quantitative method, quasi-experimental design involving two classes: an experimental class taught using Google Translate for pronunciation practice and a control class taught using conventional methods. This study participants were tenth-grade students. Data were collected through a pronunciation test and students perception questionnaire based on Walgito's (2010) indicators. The results showed that the use of Google Translate improved students' pronunciation in the experimental class, from a pre-test score of 76.13 to 85.95 on the post-test compared to the control class, from a pre-test score of 76.13 to 72.26 on the post-test. In addition, the questionnaire results also revealed that students had a positive perception of the use of Google Translate because it helped them understand and practice English pronunciation more easily. These finding indicated that Google Translate was used as an effective learning tool or medium to help improve students' pronunciation skills and provided a more interesting learning experienced in learning English.

**Keywords:** *Google Translate, Pronunciation, Students' Perception, Microphone Feature*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Pronunciation is the way of saying or pronouncing vocabulary in English. Pronunciation also means sounds that convey meaning. Pronunciation is part of speaking in English which includes articulations, emphasis and intonation. Pronunciation is one of the important elements in speaking because pronunciation in speaking affects the clarity and understanding of the interlocutor. In addition, pronunciation is a way of producing language sounds that are understood and recognized by other speakers in a language. In conclusion pronunciation is a way of pronouncing vocabulary with articulations, emphasis, and intonation that affect clarity and understanding in communication.

In general, pronunciation can be defined as the process of producing sounds that have meaning in two main aspects. First, sounds are considered important because they are part of a particular language system. In this context, pronunciation can be understood as the process of producing and understanding speech sounds. Second, sounds became meaningful because they are used in communication according to the context of their use. Thus pronunciation can also be interpreted as the act of the speaking in a particular communication situation (Dalton & Seidlhofer, 1994).

Based on the results of observations conducted by researcher on students of UPTD SMAN 3 Majene while researcher were implementing a teaching assistance program at the school in 2024, researcher saw that many students had difficulty pronouncing word in English. For example, the words kindness, thought, library, and comfortable. Sometimes when researcher asked them to imitate the correct pronunciation, most of them still had difficulty in imitating well and correctly. For example kindness they still pronounce it as /kɪndnəs/ when the correct one is /kaɪndnəs/ (the letter d is not pronounced). Another example is the word thought, they still pronounce it as /tʌʊgh/ when the correct one is /θɔ:t/ as well as with library and comfortable they still pronounce it as /lɪbrəri/ and /kamfɔrtəbəl/ when the correct one is

/laɪbrəri/ and /kʌmftəbəl/.

Seeing this situation researcher concluded that the pronunciation ability of students in this school was still very low. This was apparent when they were asked to say simple words in English, even though the researcher had given examples most of the students still made mistakes in pronunciation. To find out more about the reasons why they had difficulty pronouncing vocabulary, researcher then conducted interviews with several students. From the results of the interviews, revealed that the main obstacle they faced was the difficulty in pronouncing English vocabulary because they did not know how to pronounce the vocabulary correctly. In addition researcher also saw that when teacher asked questions in class, many students were silent and did not respond, not because they did not know the answer but they did not know how to pronounce the answer correctly. This difficulty in pronunciation made them hesitate and not confident in speaking English even though they actually wanted to try to answer questions from the teacher. According to Neri (2007), pronunciation is considered one of the most difficult skills in the process of learning and teaching English. Luluk Setyowati et al., (2017) also argues that pronunciation is one of the most difficult aspects in learning English. Mistakes in pronunciation can change the meaning of a sentence. The difficulty in learning pronunciation is students' ability to listen, namely how they understand information from teacher and friends, (Sain & Cobar, 2013).

Pronunciation is part of speaking in English and needs to be paid attention to. Good pronunciation makes what we say easily understood by others and helps us communicate our message clearly. Pronunciation is very important, especially for non-native speakers because sometimes if the pronunciation is wrong, it can hinder communication and create misunderstandings between the speaker and the listener, even if we don't have good pronunciation, it will be difficult for other people to understand what we are going to say. This statement is supported by Luluk Setyowati et al., (2017) the importance of pronunciation in English lies in its significant impact, because mistake in pronouncing word can be fatal. Just by mispronouncing one consonant or vowel in a word, the meaning conveyed

can change.

One solution that can be applied to this pronunciation problem is by using Google Translate. Google translate is a free translation tool that has been developed by Google. This tool can quickly translate sentences, documents from one language to another. Apart from that, Google Translate can also teach you how to pronounce vocabulary clearly, well and correctly. Through this tool pronunciation will become clearer and understandable.

Another way that is often used by other people to improve their pronunciation skills is by learning to listen to native speakers or watching YouTube. However, according to researcher, one easy and engaging method to improving students' pronunciation is using Google Translate microphone. This statement is supported by Khasanah et al.,(2022) who found that students positively evaluated the use of Google Translate as a pronunciation learning tool because it is practical and can be done independently. Therefore I choose Google Translate microphone as a tool to improve students' pronunciation. In Google Translate, not only the pronunciation can be heard, but there will be writing on how to pronounce the words you hear. In the Google Translate application, the language you want to use can be downloaded and can be used without the internet. In addition the advantages of Google Translate are mentioned by Windi Mustika Wati & Syarif Husin (2024), that Google Translate has a feature to enter text via text or voice. In this application, students can pronounce a word in English and then the application will assess the pronunciation of the word. In addition, Google translate has a speaker symbol by clicking on the speaker symbol, the sound will automatically come out according to the intended word or sentence this can make it easier for students who have difficulty in pronunciation to feel helped in improving their pronunciation skills, (Mugito et al., 2023). Based on the results of Zahra Medina's (2023) research, it show that the use of Google Translate can improve students' pronunciation. This can be seen in the experimental class that uses Google Translate getting higher scores compared to the control class. The average score of the experimental class increased from 45 to 70.7, while the control class reminded low from 30.7 to

29.7. It can be concluded that Google Translate helps students learn pronunciation better.

Based on the explanation above, the researcher is interested in using the Google Translate microphone to improve students' pronunciation skills and intends to conduct a study entitled "Using the Google Translate Microphone to Improve Students' Pronunciation at UPTD SMAN 3 Majene"

This study will be useful for readers in increasing insight and deeper understanding of how to learn pronunciation using Google Translate microphone. In addition, this study can also be a source of reference for readers who want to conduct research on similar topics or use it as basis for further research. With this study, it is hoped that readers can obtain clear information, in improving students' pronunciation skills using available technology.

## **B. Problem Identification**

Based on the background explanation, the researcher identified several problems as follows:

1. Students' pronunciation ability is still very low
2. Students have difficulty in speaking because they do not know how to pronounce a word correctly
3. Students are hesitate and lack confidence in speaking

## **C. Problem Limitation and Formulation**

Based on the identification of the problem above, the researcher will focus on the use of Google Translate microphone in improving students' pronunciation at UPTD SMAN 3 Majene. The researcher wants to know the effect of the Google Translate microphone on students' pronunciation. Here are some problem formulations:

1. Can the Google Translate Microphone improve the pronunciation of students at UPTD SMAN 3 Majene?
2. How do the students perceive about the use of Google Translate Microphone in improving their pronunciation?

#### **D. Research Objectives**

Based on the problem identification above, the objectives of this research are:

1. To find out whether Google Translate Microphone can improve the pronunciation of students at UPTD SMAN 3 Majene
2. To find out students' perceptions of using Google Translate Microphone as a pronunciation learning tool

#### **E. Research Benefits**

The benefits of this study consist of two, namely for students and for teachers.

##### **1. For Students**

This study hopes that students can learn pronunciation happily, students' pronunciation skills can improve, know how to pronounce well and correctly, are able to practice pronunciation directly, and are more active in learning independently.

##### **2. For Teachers**

This study hopes that teachers can easily teach and improve students' pronunciation by using the Google Translate application.

##### **3. For the Future Researchers**

For researchers, this study can serve as an example or reference for conducting further research on pronunciation using digital media such as Google Translate microphone.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on research findings on the use of Google Translate microphone to improve students' pronunciation, along with the data processing and discussion described in the previous chapter, the following conclusions can be drawn:

1. The use of Google Translate microphone has proven effective in improving the pronunciation skills of students in grade X of the UPTD SMAN 3 Majene. This is evident from the difference in pre-test scores from 76.13 to 85.95 in the post-test in the experimental class. The independent sample t-test results showed a sig. (2-tailed) 0.001, which is less than 0.05. This indicates a significant difference between the pronunciation skills of students taught using Google Translate and those not taught using Google Translate. Furthermore, the N-Gain value of 0.44 for the experimental class is higher than the -0.28 for the control class. Therefore, the use of Google Translate microphone can significantly improve students' pronunciation skills.
2. The questionnaire results showed that the use of Google Translate microphone was successful in improving students' pronunciation. From the questionnaire consisted of 15 statements that the researcher then administered to 23 students, it can be concluded that students showed a successful perception towards the use of Google Translate in pronunciation learning. This reflected in the results of the overall questionnaire score of 78,43%, which is in the successful category. Most students gave positive perception. Thus, Google Translate can be used as a learning medium that helps students improve their pronunciation skills and supports the pronunciation learning process more effectively.

#### **B. Suggestion**

Based on the conclusion above, the researcher offers several suggestions regarding this study for students and teachers.

1. For Students

Students are expected to be more active in practicing pronunciation using the Google Translate microphone. Students can learn independently by frequently listening and then learning to imitate the sound they hear. Furthermore, students are advised to practice pronunciation if they find a new word unfamiliar. It is also recommended that pronunciation practice be done anywhere and anytime not just in class, so that students' English pronunciation skills improve.

2. For Teachers

Teachers are advised to use the Google Translate microphone as a tool in practicing students pronunciation. This application can helped students hear and imitate pronunciation more clearly, making learning more engaging and preventing confusion.. Teachers can also expected to guide students during practice, providing examples, and then providing opportunities for students to practice pronunciation in class.

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