STUDENTS' PERCEPTION ON USING *GOOGLE TRANSLATE TEXT TO SPEECH* IN LEARNING PRONUNCIATION SKILL FOR ELEVENTH-GRADE STUDENTS AT SMKN 3 JEMBER

THESIS

Compiled By:

ANDINI WAHYUNING RIZQI
SRN: 211101060025

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
MAY 2025

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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To Fulfill One of the Requirement for a Bachelor's Degree S. Pd
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Had Been Approved by Advisor

IHYAK MUSTOFA, S.S., M.Li.
NIP: 199403032022031004

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THESIS

This has been certified and has been approved by the board examiners
To fulfill the requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Study Program

Day: Thursday

Date: 22 of May 2025

Examiners Team

Chairman   Secretary

Dewi Nurul Qomariyah, S.S, M.Pd.   **Isnadi, M.Pd**
NIP.197901272007102003   **NIP.197106102014111004**

Members:

1. Prof. H. Moch. Imam Machfudi, Ph.D   (   )

2. Ihyak Mustofa, S.S., M.Li   (   )

Approved By
Dean of Tarbiyah and Teacher Training Faculty

Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

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MOTTO

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فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٦

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"So, surely with hardship comes ease. Surely with ˹that˺ hardship comes ˹more˺

ease" (QS. Al-Insyirah 5-6).[1]

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[1] The Holy Qur'an, Surah Al-Inshirah [94]: 5-6, retrieved from *https://quran.com/94/5-6*, accessed on April 28, 2025.

DEDICATION

I Proudly dedicated this research:

1. To my beloved parents, Mr. Abdul Hadi and Mrs. Anisatul Choiroh, thank you for your unwavering love, endless support, and constant encouragement in all that I do, both emotionally and financially. Words will never be enough to express my deepest gratitude for the sacrifices you have made. I am forever grateful, and always love you beyond words beyond the moon and back.

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4. Lastly, the author would also like to thank herself for choosing to persevere rather than give up, for remaining committed to every responsibility entrusted by God - both challenges and blessings. Thank you for being willing to grow, to endure the process, and to struggle with resilience in completing this thesis, even when the journey feels rough.

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Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching learning process, particularly in learning pronunciation.

Jember, May 28th, 2025

Andini Wahyuning Rizqi

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ABSTRACT

Andini Wahyuning Rizqi, 2025: Students' Perception on Using *Google Translate Text to Speech* in Learning Pronunciation Skill for Eleventh Grade Students at SMKN 3 Jember.

Keyword: Students' Perception, *Google Translate Text to Speech*, Strategy on Using Google Translate Text to Speech.

Learning English presents several challenges, one of them is mastering pronunciation skill. For overcoming the challenges, the technology such as *Google Translate Text to Speech* used as a learning tools. This research focused on how the students' perception on using *Text to Speech* feature from *Google Translate* for learning English pronunciation skill at eleventh grade students of SMKN 3 Jember.

The research focuses of this research are: 1) How is the students' perception on using *Google Translate Text to Speech* in learning pronunciation skill? 2) What are the strategies that students apply in using *Google Translate Text to Speech* in learning pronunciation?

The research objectives of this research are: 1) To explore students' perception on using *Google Translate Text to Speech* in learning pronunciation 2) To analyze the students' strategies on using *Google Translate Text to Speech* in learning pronunciation.

This research applied a mixed-method approach with an explanatory sequential design. The data were collected through close ended questionnaire and semi structure interview to get the detail information. The data were analyzed using a Likert scale for quantitative data and thematic analysis for qualitative data.

This research revealed that students generally had positive perceptions toward the use of *Google Translate Text to Speech* because it is accessible, practical, and helps improve their confidence in pronouncing English words. However, some students reported obstacles such as internet dependency and occasional inaccuracies in pronunciation. The strategies used by students included listening, imitating, and repeating the audio multiple times. With consistent use, students felt more confident in speaking English.

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CHAPTER I

INTRODUCTION

A.   **Research Background**

Nowadays, English is the most frequently used language in the world, its significance cannot be ignored or dismissed.[2] In field of education the purpose of English is to prepare students with the necessary skills to learn an international language. So, the teaching English effectively is one of the ways to follow the development in information and communication technology, in which English has a very important role.[3]

The importance of English in education has also been regulated in the policy it contained in Permendikbudristek No.12/2024 highlights "English as a critical subject in the curriculum for elementary, middle, and high schools. This regulation sets a timeline for English to transition from being an elective to a mandatory subject by the 2027/2028 academic year, aligning with efforts to prepare students for global challenges and the workforce"[4]. Therefore, more attention is required to give students an introduction for learning and mastering English as a foreign language.

In learning English, many skills that students must be mastered, one of them is pronunciation skill. It has a crucial role in making effective

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[2] Niyozova Aziza Ilyosovna, "Importance of the English Language in Today's World," *International Journal of English Learning & Teaching Skills* 6, no. 2 (2024): 22–24, https://doi.org/10.15864/ijelts.6205.

[3] Ambika Prasad Poudel, "Information and Communication TechnologY in English Language Teaching: Some Opportunities and Challenges," *Journal of Comparative & International Higher Education* 14, no. 4 (2022): 103–16, https://doi.org/10.32674/jcihe.v14i4.3874.

[4] Fitri Alfarisy, "Kebijakan Pembelajaran Bahasa Inggris Di Indonesia," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 3 (2021): 303–13.

communication.[5] Pronunciation is not only about correcting articulation but also to convey the meaning accurately and can be understood by others.[6] For Indonesian students, mastering pronunciation can be challenging because of the differences between English and their mother tongue that they used.[7] Errors pronunciation often led to misunderstanding. Which can hinder their ability to communicate confidently and effectively.[8]

Learning pronunciation is important because it can affect communication. Good communication will provide messages that are easily conveyed. Basically, communication has also been explained in the Qur'an surah An-Nisa verse 5:

وَلَا تُؤْتُوا۟ ٱلسُّفَهَآءَ أَمْوَٰلَكُمُ ٱلَّتِى جَعَلَ ٱللَّهُ لَكُمْ قِيَـٰمًا وَٱرْزُقُوهُمْ فِيهَا وَٱكْسُوهُمْ وَقُ

ولُوا۟ لَهُمْ قَوْلًا مَّعْرُوفًا

Give not unto the foolish (what is in) your (keeping of their) wealth, which Allah hath given you to maintain; but feed and clothe them from it, and speak kindly unto them.[9]

This last phrase of this verse highlights about how people have to communicate or speak each other kindly. It means that communication or

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[5] Vesna Prodanovska-Poposka, "A Study of Proper Pronunciation As a Factor of Successful Communication," *CBU International Conference Proceedings* 5 (2017): 778–83, https://doi.org/10.12955/cbup.v5.1024.

[6] Isabelle Darcy, "Powerful and Effective Pronunciation Instruction: How Can We Achieve It?," *Catesol Journal* 30, no. 1 (2018): 13–45.

[7] Suparwoto Sapto Wahono and Moch. Imam Machfudi, "Promoting Students ' English-Speaking Skills Using English Speaking Practice Application," *JOURNAL OF LANGUAGE INTELLIGENCE AND CULTURE* 5, no. 2 (2023): 181–90, https://doi.org/10.35719/jlic.v5i2.615.

[8] Abbas Gilakjani, Seyedeh Ahmadi, and Mohammad Ahmadi, "Why Is Pronunciation So Difficult to Learn?," *English Language Teaching* 4, no. 3 (2011): 74–83, https://doi.org/10.5539/elt.v4n3p74.

[9] Qur'an in English and Arabic: Q.S An-Nisa' 4:5 https://quran.com/.

speaking is one the important things that we have to learn. One of them is by learning pronunciation. It is an important part of language learning as it affects how we are understood by others. As God encourages us to learn to increase our knowledge, learning pronunciation reflects a dedication in correcting and perfecting our skills also honoring the gift language.

In this era, the traditional teaching and learning methods, particularly in language acquisition, have been completely transformed by the integration of technology into education.[10] Many programs and tools have been created to help students become more proficient in speaking, writing, listening, and reading, among other language skills. There are many media and technologies that can be used to help students in learning.[11] One of the media that usually used is *Google Translate*.[12] It is an engine that allows users to translate text from one language to another. This tool is used to help students with vocabulary, writing, and reading. *Google Translate* is a contemporary machine translation tool, offers translation services in more than 100 languages.[13]

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[10] Muhammad Reza Ahmadi, "The Use of Technology in English Language Learning," *International Jornal of Research in English Education* 1, no. 1 (2023): 432–33, https://doi.org/10.47689/xxia-ttipr-vol1-iss1-pp432-433.

[11] Rizky Andra Prayudi et al., "The Use of Technology in English Teaching & Learning Process," *Jurnal Riset Dan Inovasi Pembelajaran* 1, no. 2 (2021): 102–11, https://doi.org/10.51574/jrip.v1i2.38.

[12] Maria Yanti and Lesly C Martha Meka, "The Students' Perception in Using Google Translate as a Media in Translation Class," *Proceedings of International Conference on English Language Teaching (INACELT)* 3, no. 1 (2019): 128–46, http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt.

[13] Vlasta Kučiš and Sanja Seljan, "The Role of Online Translation Tools in Language Education," *Babel. Revue Internationale de La Traduction / International Journal of Translation* 60, no. 3 (2014): 303–24, https://doi.org/10.1075/babel.60.3.03kuc.

The main purpose of *Google Translate* is to translate words and phrases, but in this research the researchers used one of the features of *Google Translate* which is useful as a tool for learning pronunciation. It is the *Google Translate* Text to Speech which converts writing into a voice. It is used to determine the pronunciation of words and phrases in the target language. The way to use it is by typing the original language word first then it replaces with the target language in the *Google Translate* application, then press the speaker button icon until the pronunciation is heard. This tool is very helpful for students who are learning English. If there is any doubt about the pronunciation of a word, they can use it to verify its correctness. For this reason, students can quickly check the pronunciation of any term they don't understand by using the *Google Translate Text to Speech*.

Google Translate can be accessed easily by smartphone and computers. In this digitalization era, students prefer quick process. Using *Google Translate* works better than using a standard dictionary. However, people and students are used to using the internet. They can use it anytime and from anywhere, as long as the network is available.[14] As simple as open the *Google Translate*, students can translate sentence, long text and document instantly. Using *Google Translate* is more effective than using regular dictionary and highly help students. As simple as open *Google Translate*, students can translate sentences, long texts, and documents

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[14] Margiana Margiana and Syafryadin Syafryadin, "Students' Perception of the Use Google Translate in English Learning," *Jadila: Journal of Development and Innovation in Language and Literature Education* 3, no. 2 (2023): 171–82, https://doi.org/10.52690/jadila.v3i2.414.

instantly. Using *Google Translate* is more effective than using a regular dictionary and highly helps students.[15]

However, several studies have investigated about students' perception on using *Google Translate* in learning English. The students' perceptions of the use of the *Google Translate* application as a media for learning pronunciation are positive, because students can learn practically and independently. While the obstacles found by students when learning pronunciation, it could be errors, because it must be online. It takes a long time to load and low accuracy.[16] Another study stated that students' perceptions of the use of *Google Translate* in English class is positive. *Google Translate* helps them to translate and gives them more understanding of the English language. This shows that *Google Translate* is very helpful. Students can translate faster and complete their assignments. Although there are still weaknesses in translating using *Google Translate*, it saves time in translating English.[17]

Unlike the previous studies, this research focused on students' perception, *Google Translate Text to Speech* and learning pronunciation. Previous studies mostly examined *Google Translate* for translation and writing skill. Then, another study examined the positive perception only.

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[15] Sakhi Murad Ghorianfar, Juma Khan Pazhman, and Zabiullah Tabesh, "Students Attitudes and Perceptions Toward Using Google Translate at Ghor Institute of Higher Education," *Sprin Journal of Arts, Humanities and Social Sciences* 2, no. 11 (2023): 52–65, https://doi.org/10.55559/sjahss.v2i11.185.

[16] Uswatun Khasanah and A Hilal Madjdi, "Students ' Perception On The Use Of Google Translate In Learning Pronunciation," *Borneo Educational Journal* 4, no. 1 (2022).

[17] Sofia Nur Agustin and Siswana, "Students' Perception on the Use of Google Translate for English Learning," *UHAMKA International Conference on ELT and CALL (UICELL)* 6, no. December (2022): 346–57.

Therefore, this research aims to fill this gap by investigating the students' perception in both positive and negative perception on using *Google Translate Text to Speech* in learning pronunciation. Strategy in using *Google Translate Text to Speech* also provided.

Additionally, based on researcher's observation in real situation when researcher has been conducted teaching practice program at SMKN 3 Jember. The students have a similar problem related to pronunciation. Even though they were familiar into the word, but they still got the difficult and they doubt about how to pronounce it well. This happened because of their background; when researchers try to ask them, they have several lacks of learning English. One of them is they lack of confidence in learning English, especially in pronunciation. This factor occurs because English is still rarely used in their daily lives. It because the different sound systems in *Bahasa Indonesia* and English become a challenge for EFL learners in their speech production.[18]

Since the student feel difficulties in learning English especially in pronunciation, therefore the teacher introduced them to one of the features in *Google Translate*, namely Text to Speech which can provide correct pronunciation. After students are introduced to *Google Translate Text to Speech*, some of them try to use it as a pronunciation learning tool. Although the teacher introduces the use of this feature, sometimes the teacher still corrects it manually. Student who already use *Google Translate Text to*

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[18] Lina Septianasari, "Mother Tongue Issues and Challenge in Learning English As Foreign Language," *IJIET (International Journal of Indonesian Education and Teaching)* 3, no. 2 (2019): 204–14, https://doi.org/10.24071/ijiet.v3i2.1941.

Speech feel very helped by this feature. On the contrary, there are number of students who still unfamiliar with this feature in how to use it and sometimes there is no sound coming out from the sound.

Based on the researcher's observation, it is necessary to use several media in learning English that they familiar with, and they are already familiar with *Google Translate* in learning English. The use of *Google Translate* is expected to make a significant contribution in shaping students' strategies in learning pronunciation.[19] Through this feature, students can listen to the pronunciation of words or phrases directly from the native accents clearly, helping them to understand intonation, word stress, and correct pronunciation.[20] In addition, this feature allows students to repeat the audio in many times.[21] The use of strategies in learning pronunciation such as listening, imitation, and repetition becomes more effective by using of *Google Translate Text to Speech*.[22] The students can compare their pronunciation results with the available standards. With consistent practice and use of this technology, students can learn their pronunciation skills independently and be more confident in speaking English.

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[19] Catharina Van Lieshout and Walcir Cardoso, "Google Translate as a Tool for Self-Directed Language Learning," *Language Learning & Technology* 26, no. 1 (2022): 1–19, http://hdl.handle.net/10125/73460.

[20] Reima Al-Jarf, "Text-To-Speech Software for Promoting EFL Freshman Students' Decoding Skills and Pronunciation Accuracy," *Journal of Computer Science and Technology Studies* 4, no. 2 (2022): 19–30, https://doi.org/10.32996/jcsts.2022.4.2.4.

[21] Tira Nur Fitria, "Utilizing Text-to-Speech Technology: Natural Reader in Teaching Pronunciation," *JETLEE : Journal of English Language Teaching, Linguistics, and Literature* 2, no. 2 (2022): 70–78, https://doi.org/10.47766/jetlee.v2i2.312.

[22] Reima Al-Jarf, "Strategies for Effective Distance Learning in Foreign Language, Linguistics and Translation College Courses," *Journal of English Language Teaching and Applied Linguistics* 4, no. 4 (2022): 85–101, https://doi.org/10.32996/jeltal.2022.4.4.11.

This current research is expected to know how the students' perception on using *Google Translate Text to Speech* as a media in learning pronunciation and analyze the students' strategies in learning pronunciation through the use of *Google Translate Text to Speech*. Based on the explanation, the researcher attempts to conduct research entitled: "Students' Perceptions on Using *Google Translate Text to Speech* in Learning Pronunciation Skill for Eleventh-Grade Students at SMKN 3 Jember".

B. **Research Focus**

Based on the background that has been described, researcher presents the research focus as follows:

1. How is students' perception on using *Google Translate Text to Speech* in learning pronunciation?

2. What are the strategies that students apply in using *Google Translate Text to Speech* in learning pronunciation?

C. **Research Objectives**

Based on research focus, researcher present research objective as follows:

1. To explore students' perception on using *Google Translate Text to Speech* in learning pronunciation.

2. To analyze the students' strategies on using *Google Translate Text to Speech* in learning pronunciation.

D. Research Significance

Researcher expects that, this research will provide some significant benefits in identifying students' perception on using *Google Translate Text to Speech* in learning pronunciation skill. These significant benefits are categorized into two types: theoretical and practical significance.

1. Theoretical Significance

    Theoretically, the results of this research are expected to contribute to research and education, especially in understanding the role of *Google Translate Text to Speech* in learning pronunciation. Research and education, particularly in understanding vocational students' perceptions of *Google Translate Text to Speech* and the strategies students use in using *Google Translate Text to Speech* in learning pronunciation. Therefore, this research can be taken into consideration for practitioners in implementing *Google Translate Text to Speech*, such as in practical learning, regarding the use, disadvantages, and advantages of *Google Translate Text to Speech* according to student perception.

2. Practical Significance

    Besides the theoretical significance, this research is expected to be able to contribute practically. The researcher hopes that the study's outcome will be helpful in practice.

a. For Teachers

This research is expected to provide information for teachers to understand students' perceptions of using *Google Translate Text to Speech* in pronunciation. If students have positive perception, it can be a reference that the use of *Google Translate Text to speech* can be the one of tool in learning pronunciation. On the other hand, if students have negative perceptions, it can be used as consideration for the implementation of this tool as a pronunciation learning media.

b. Future Research

For other researchers, this research will serve as a reference to know the students' perceptions of using *Google Translate Text to Speech* and what the students' strategies are in using *Google Translate Text to Speech* in learning pronunciation skills. Additionally, it can serve as an innovation for new research, such as how to improve students' pronunciation skills through *Google Translate Text to Speech* or other media.

E. **Scope of Study**

The scope of this research is limited to investigate the vocational high school students' perception on using *Google Translate Text to Speech* in learning pronunciation skills and strategies they employ in using *Google Translate Text to Speech* in learning pronunciation skills. It focused on eleventh grade students' perceptions on using *Google Translate Text to*

Speech in pronunciation skill. In addition, interviews will be conducted to find out the process of learning pronunciation which used by eleventh grade students in using *Google Translate Text to Speech*.

This research conduct using a closed-ended questionnaire. Closed-ended questionnaires do not allow participants to add comments or further explanations to their choices. Therefore, this research lacks information on participants' opinions or additional explanations about the sources of their perception. In addition, interviews will be conducted to deepen perceptions that cannot be found using the questionnaire and to find out the strategies used in using *Google Translate Text to Speech*.

F. **Definition of Key Term**

In order to clarify the key term of this research, some definitions are put forward:

1. Students' Perception

In this research, the students' perception refers to the way students perceive, evaluate and make opinions about their experiences with a certain tool, method or situation. In this research, the perception included both positive and negative perception. Positive perception, where the student recognized the feature of audio in google translate as helpful, interesting and also effective. However, the negative perception recognized that the feature of audio in google translate as unhelpful, difficult and ineffective. It relates to the eleventh-grade students'

thoughts, feelings and attitudes towards using *Google Translate Text to Speech* in their learning process.

2. *Google Translate Text to Speech*

   Google Translate Text to Speech is a feature in *Google Translate* application that allows users to listen the pronunciation of words, phrases, or sentences in various languages. This tool is often used by language learners in learning their speaking and listening skills by giving accurate audio examples of the sounds of the target language.

3. Learning Pronunciation

   Learning Pronunciation refers to the process of acquiring the ability to produce language sounds accurately and fluently, including the correct use of stress, intonation and rhythm. It is an essential component of speaking skills in language learning, which helps learners to communicate effectively and can be understood by others.

4. Eleventh Grade Students

   Eleventh grade students are students who are in the second year of Senior High School or Vocational High School, usually aged 16-17. At this level, it is students transition period to a higher level of academic and personal development, preparing themselves for higher education or professional careers. In this grade, they engage in a variety of subjects designed to enhance their knowledge, skill and critical thinking abilities.

G. Systematic Discussion

Systematic discussion refers to the description of this undergraduate thesis sequences that start from the introductory chapter (Chapter I) to the closing chapter (Chapter V). The discussion systematic is descriptively written in narration, not in the form of table or contents. Discussion systematic of this research is as follows:

Chapter I: presents the undergraduate thesis introduction, such as research background, research focus, research objectives, research significance, key terms definition, and discussion systematic.

Chapter II: presents the review of related literature consisting of the previous research and this research theoretical framework.

Chapter III: presents the research method used in this current study that consists of research approach and design, research location, research subject, data collection technique, data analysis, data validity, and research procedure.

Chapter IV: presents the description of research object, data findings, discussion, and research result.

Chapter V: presents this current research conclusion and suggestion for further researches.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

1. Ananta Junita Harahap (2024) From State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Wrote a thesis for S1 degree entitled *"Improving Pronunciation Through the Use of Google Translate Text to Speech at Tenth Grade Students of SMAN 1 PORTIBI"*. The research aims to investigate how to improve students' pronunciation through the use of *Google Translate Text to Speech*. The study used Classroom Action Research design. To analyze the data, the researcher used both quantitative and qualitative. The data collection using observation, test and recording. The result of the research, researcher found that the students' pronunciation was improved. It was supported by the result of the testing cycle 1 was 68 and the cycle 2 was 80. So, students' improvement in pronunciation by using *Google Translate Text to Speech* was good category. Students' problem in accent was difficulty to pronounce the words. Students' problem in fluency were difficult in pronunciation English fluently because their utterances low. Problem in pronunciation was researcher difficult to understand words even it was familiar word. Problem in accent solved by give more practice to the students make it better. Problem in fluency is solved by motivated them to try their pronunciation.

2. Zahra Medina (2024) From State Islamic University Syarif Hidayatullah Jakarta. Wrote a thesis for S1 degree entitled *"Improving Students' Pronunciation Ability Through Microphone Google Translate"*. This research aims to find out the improvement of students' pronunciation ability through microphone *Google Translate*. To collect the data, the researcher used Quasi-Experimental Design. Experimental group and a control group to compare the effectiveness of the intervention and researcher gave pre-test and post-test to student. To analyze the data the researcher used T-Test Data Analysis. The result of the study showed that experimental class had improvement of their Pronunciation ability. The experimental pre-test mean score was 45, while the control class pre-test mean score was 30,7 based on statistical analysis. The microphone *Google Translate* was implemented in the experimental class, and the average score increased to 70.7 whereas the control class was 30. Based on the data the experimental class had a higher mean score in the post-test while the control class got the lower mean score, in conclusion using microphone *Google Translate* can improve student's pronunciation ability.

3. Wardatul Jannah (2024) From State Islamic University of Ar-Raniry Banda Aceh Wrote a thesis for S1 degree entitled *"EFL Students' Perception on The Use of Google Translate Text to Speech to Improve Their Pronunciation"*. This research aims to investigate EFL students' perception on the use of *Google Translate Text to Speech* to improve

their pronunciation. This research employs qualitative research as the methodology of collecting and analysing data. To analyze the data, the researcher used Qualitative Thematic Analysis. The result of This research showed that *Google Translate Text to Speech* has advantages in the form of easy to access, free, available on various devices, can be listened many times and quickly, has an accent like a native speaker, and boosts students' confidence in speaking. However, students are also aware that *Google Translate Text to Speech* has disadvantages, such as it cannot be used without an internet connection, low accuracy, sound quality and vocal emphasis unclear because it's too fast, and limited features. Accordingly, students felt *Google Translate Text to Speech* helped them in improving their pronunciation, but they also need to involve other tools to listen to correct pronunciation.

4. Guruh Suseno (2023) From State Islamic University of Raden Mas Said Surakarta. Wrote a thesis for S1 degree entitled *"Students' Perceptions of Using Google Translate in Learning English on Reading Skills in The Eleventh Grade at SMAN 1 NOGOSARI"*. This research aims to find out the students' perception of using *Google Translate* in learning English on reading skills in the eleventh grade at SMAN 1 Nogosari. The researcher used qualitative method with a survey study. To collect the data researcher used close-ended questionnaire, open ended interview and documentation. To analyze the data, the researcher used data reduction, data display and conclusion drawing and also the

researcher used triangulation of data collection techniques to validate the data. This research found that 72% of students have difficulties reading, and 75% have difficulties understanding English texts. Therefore, 88% of students use *Google Translate* to overcome difficulties in reading and understanding English texts. Moreover, 67% of students agree that *Google Translate* could be a learning tool for learning English, and 62% of students felt that *Google Translate* could improve students' reading skills. The advantages of *Google Translate* were that it was easy to use and had several advanced features. Features that students often use are the photo scan text feature and the native speaker feature. The weaknesses of *Google Translate* were only can be used in online mode and less accuracy when translating long sentences. The researcher concluded that almost all students have positive perceptions when *Google Translate* is used in learning English on reading skills.

5. Noviana Dwi Isnayanti (2023) From State Islamic University of Kiai Haji Achmad Siddiq Jember. Wrote a thesis for S1 degree entitled *"The Students' Perception of Using Google Translate in Writing an English Text at The Eleventh Grade of SMAN 4 JEMBER"*. This research aims to exploring students' perceptions of the use of *Google Translate* in the writing process of an English text. Moreover, This research also analyzed the students' strategies for using *Google Translate* effectively in the writing process. To collect the data used closed-ended

questionnaire and interview. Explanatory sequential design with combining quantitative as a primary methods and qualitative approach as a secondary method was conducted by researcher. To analyze the data researcher used a 4-points Likert scale analysis to find out whether students have positive or negative perception of using google translate in writing and researcher also used thematic analysis in qualitative data. The findings, students responded positively by agreeing with the statement in the questionnaire about using *Google Translate* to translate text into English when they write in that language. Thus, it concluded that students have a positive perception of the use of *Google Translate* in writing. Positive perception is a positive response toward *Google Translate* as the object being perceived. It shows a reaction of approval, recognition, and use of *Google Translate* as the writing assistant. However, students mentioned the drawbacks of Google Translate output during the interview, such as misinterpreting context and confusing tenses use. As a result, students included their strategies for efficiently utilizing *Google Translate*, including post-editing on the output of *Google Translate*. Students also reported novel strategies in writing, by switching between languages while writing to ensure that their work made sense in both languages and referring to a variety of assistance tools.

Table 2.1 Similarities and Differences
Between Previous Study and This Research

No	Research Title	Similarities	Differences
1.	Ananta Junita Harahap (2024) entitled *"Improving Pronunciation Through the Use of Google Translate Text to Speech at Tenth Grade Students of SMAN 1 PORTIBI".*	Both researchers have the same topic about pronunciation skill and the use of *Google Translate Text to Speech*.	a. The previous research focused on how improving students' pronunciation skill through *Google Translate Text to Speech* while the current research will focus on students' perception on using Google Translate Text to Speech in learning pronunciation. b. The previous research used Classroom Action Research, while current research use mix method research explanatory sequential design. c. The level participant was tenth grade Senior High School students while the current research focus on Eleventh-Grade Vocational High School students. d. Between previous and current research have different research location.
2.	Zahra Medina (2024) entitled *"Improving*	Both researchers have the same topic about pronunciation skill and the	a. The previous research focused on how to find out

No	Research Title	Similarities	Differences
	Students' Pronunciation Ability Through Microphone Google Translate".	use of *Google Translate Text to Speech*.	the improvement of student pronunciation ability through microphone *Google Translate* while the current research focus on students' perception on using *Google Translate Text to Speech* in learning pronunciation skill. b. The previous research used quantitative Quasi experimental design while the current research used mix method explanatory sequential design. c. The participant level of previous research was Islamiyah junior high school student while the current research focus on Vocational High School students. d. Between previous and current research have different research location.
3.	Wardatul Jannah (2024), *"EFL Students' Perception on The Use of Google Translate Text to Speech to Improve Their*	Both researchers have the same topic about students' perception on using *Google Translate Text to Speech* in pronunciation skill.	a. The previous research used qualitative while the current research use mix method approach. b. The level of participants is

No	Research Title	Similarities	Differences
	Pronunciation".		undergraduate students, while the present study will choose Vocational High School students as the participants. c. Between previous and current research have different research location.
4.	Guruh Suseno (2023) entitled *"Students' Perceptions of Using Google Translate in Learning English on Reading Skills in The Eleventh Grade at SMAN 1 NOGOSARI"*.	Both researchers have the same topic about students' perception on using google translate in learning English. The level of research participant from eleventh grade student. Use closed-ended questionnaire as a data collection technique.	a. The previous research focused on using *Google Translate* in reading skill while the current research focused on using *Google Translate Text to Speech* in learning pronunciation skill. b. Previous research used qualitative research while the current research use mix method. c. Previous research conducted in Senior High School Students while the current research in Vocational High School students. d. Between previous and current research have different research location.
5.	Noviana Dwi Isnayanti (2023) entitled, *"The Students'*	Both researchers have the same topic about students' perception on using google translate the research	a. The previous research focused on using *Google Translate* as a

No	Research Title	Similarities	Differences
	Perception of Using Google Translate in Writing an English Text at The Eleventh Grade of SMAN 4 JEMBER".	participant from eleventh grade student. The research method.	learning tool in writing skill while the current research focus on using *Google Translate Text to Speech* in learning pronunciation skill. b. Previous research conducted in Senior High School Students while the current research conduct in Vocational High School students. c. Between previous and current research have different research location

Based on the table above, it could be seen that the previous research had similarities and differences with the current research. The similarities are about the students' perception and pronunciation skill. The current research, in addition to analyze students' perception on using *Google Translate Text to Speech*. Therefore, students' strategies on using it in learning pronunciation is also analyzed. In this current research used mixed method approach. However, there are some differences where the previous research focused on how improving the students' pronunciation skill through *Google Translate Text to Speech*. The advantages of this research are complex and clear because researchers not only examine about the students' perception on using *Google Translate Text to Speech* but also it includes the explanation of students' strategies in learning pronunciation

using *Google Translate Text to Speech*. Then, the most common difference in these studies is the different locations. From this statement, according to the researcher, it is important to understand the views of vocational students on how to use *Google Translate Text to Speech* in learning pronunciation to guide them to use this tool effectively and correctly so that they can easily and without hesitation learn pronunciation.

B. **Theoretical Framework**

    1. **Perception**

        a.   Definition of Perception

           In terminology, according to the Longman Dictionary Contemporary English defined perception as "a) the way the people think about something and the idea of people; b) the way people perceive something with their sense of sight, hearing, etc.; c) the natural ability to understand or perceive something with the sense of sight; d) the natural ability for understanding or giving attention to something quickly". While etymologically, perception the word of *"perception"* comes from Latin *"perceptio"* *"percepio"* which means "taking, receiving, collecting and comprehending with the mind or senses".[23]

           According to Jean Piaget Perception is a cognitive process that involves structuring the relationships between the environment and the organism. Piaget also stated that perception is not merely

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[23] O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, https://doi.org/10.3968/10055.

about simple interactions but also about organizing sensory information to form a structured understanding of reality. He highlights that perception encompasses both affective and cognitive activities, which are interconnected yet distinct.[24]

Cherry also describes in the study that Perception depends on how the sense and the cognitive functions used to process information. Through the sense, people can identify and respond to environmental stimuli. The five senses of perception include: smell, sight, touch, sound and taste.[25] On the other hand, Goldstein also describes that perception as the means by which sensory information is transformed into cognitive experience emphasizing the active role of the receiver in constructing reality. This construction is not simply a passive perception of stimuli, but involves complex cognitive functions that interpret and give meaning to sensory input.[26]

Expectation and information also influence perception. Emberson and Amso highlight the dynamic relationship between cognition and perception by showing how knowledge acquisition can change perceptual processes without repeated exposure to

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[24] Jean Piaget, *The Psychology of Intelligence*, p.59.
[25] Kendra Cherry, "What Is Perception? Recognizing Environmental Stimuli Through the Five Senses," *Verywell Mind*, 2023, 1–6, https://www.verywellmind.com/perception-and-the-perceptual-process-2795839.
[26] Goldstein E. Bruce, Sensation and Perception (10th edition, cengage learning,2017).

stimuli.[27] There has been discussion regarding the difference between perception and cognition. While cognition includes higher-order functions such as thinking and reasoning, perception involves the rapid interpretation of sensory data. Perception serves as the primary input for cognitive processes, and the relationship between these processes is complex.[28]

b. Process of Perception

According to Qiong, the perception process has three stages, namely selection, organization and interpretation.[29]

1) Selection

The first stage of perception is selection. In this stage, the individuals filter the vast variety of sensory information they are met with, focusing on certain stimuli that stand out for their relevance or significance. This selective attention is crucial as it helps avoid information overload by allowing people to concentrate on what they find important or interesting. For example, in a crowded room, a person might focus on the voice of a friend while ignoring the surrounding noise.

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[27] Lauren L. Emberson, "Gaining Knowledge Mediates Changes in Perception (without Differences in Attention): A Case for Perceptual Learning," *The Behavioral and Brain Sciences* 39, no. 2010 (2016): e240, https://doi.org/10.1017/S0140525X15002496.

[28] Anders Nes, Kristoffer Sundberg, and Sebastian Watzl, "The Perception/Cognition Distinction," *Inquiry (United Kingdom)* 66, no. 2 (2023): 165–95, https://doi.org/10.1080/0020174X.2021.1926317.

[29] Qiong, "A Brief Introduction to Perception."

2) Organization

The second stage of perception. After selecting stimuli, the mind organizes them into structured patterns and categories. This stage creates coherence by grouping similar information. Categories depend on cultural and personal experiences, leading to differences in perception. For example, one person may classify animals as pets, while another may see them as food, depending on cultural norms.

3) Interpretation

The last stage of perception, the individuals give meaning to the organized stimuli. Interpretation is influenced by cultural values, beliefs and experiences, which can result in different perceptions of the same event. For instance, a public display of affection may signify friendliness in one culture but indecency in another.

c. Types of Perception

Perceptions can also be categorized into positive and negative types. Piaget explains that perceptions can be shaped either positively or negatively, influenced by the cognitive processes of centralization and decentralization.[30]

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[30] Jean Piaget, *The Psychology of Intelligence*, p.18

1) Positive perceptions

   Positive perception refers to favorable interpretations that encourage engagement with stimuli. Positive perception occurs when decentralization helps individuals understand and interpret stimuli objectively. Decentralization involves redistributing attention to different elements of a situation, correcting distortions caused by excessive focus on certain details. This balanced integration of elements results in a perception that is closer to reality, increasing accuracy and understanding. For example, when solving a problem, decentralization allows one to see the relationship between different parts, avoiding tunnel vision.

2) Negative perception

   Negative Perception involves unfavourable interpretations that may lead to avoidance or rejection. Negative perceptions arise when centering leads to distortions in understanding. Centering refers to cognitive focus on certain elements at the expense of others, exaggerating their importance or ignoring important details. This often leads to incomplete or biased interpretations. For example, in an argument, centralization can cause one to focus only on the tone of voice rather than the content of the discussion, leading to misinterpretation.

Understanding perception involves recognizing its stages and the various factors influencing how stimuli are interpreted. On the other hand, according to Cherry the types of perception are often differentiated by sense. These include the senses of sight, smell, touch, sound and taste. We use each of these senses, often simultaneously, to perceive our environment.

d. Students' Perception

Students' perception refers to how students interpret, understand, and respond to their education experiences. It reflects their views, attitude and beliefs about several aspects of learning process, including teaching methods, learning media, instructional materials and classroom activities. Perception having a vital role in shaping students' motivation, engagement and academic performance.

According to Santrock, Perception is affected by a variety of internal and external factors, including social interactions, past knowledge, and personal experiences. Even when students are exposed to the same learning environment, their subjective perceptions can vary greatly. These opinions frequently influence how students approach assignments and deal with difficulties.[31]

Tinio also highlights that students' engagement and participation can be raised by favourable opinions of instructional

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[31] John W. Santrock, *Educational Psychology* (6th ed., New York: McGraw-Hill Education, 2014), 45.

methods or learning resources. Students are more likely to become actively involved and perform better academically, for instance, when they believe that a specific teaching strategy is engaging. Negative opinions, on the other hand, could result in a lack of interest and motivation.[32]

Furthermore, according to Brown, the students' expectations and ambitions are strongly related to their perceptions. When teaching strategies suit their preferred means of learning, people are more likely to adopt a positive perspective. This link suggests that while creating instructional strategies to improve learning effectiveness, teachers must take students' perspectives into account.[33] Meanwhile, Schunk highlights how students' perceptions affect their conviction in their own skills and sense of self-efficacy. Positive views can foster resilience and self-assurance, while negative ones might cause worry and avoidance tendencies.[34]

In this perception theory, students' perceptions of the use of *Google Translate Text to Speech* can be analyzed through the definitions and processes of perception that have been described in the literature. The perception process consists of three important stages: selection, organization, and interpretation. The selection

[32] Maria F. Tinio, "ICT in Education: Potential and Challenges," *Asian Development Journal* 34, no. 2 (2013): 210.

[33] H. Douglas Brown, *Principles of Language Learning and Teaching* (6th ed., Boston: Pearson Education, 2015), 78

[34] Dale H. Schunk, *Learning Theories: An Educational Perspective* (7th ed., Boston: Pearson Education, 2016), 112.

stage helps understand how students choose to use the Google Translate Text to Speech tool as their learning tool, then the organization stage explains how they categorize the information that has been received by them, and finally the interpretation stage describes how they give meaning to their learning experience by using this *Google Translate Text to Speech*.

2. **Pronunciation**

   a. Definition of Pronunciation

   Pronunciation refers to the process of pronouncing a word, including uttering speech, the way a word is pronounced, particularly the commonly understood or accepted, and also the visual representation of the way a word is pronounced using phonetic symbols. Further definition of pronunciation also taken from oxford dictionary stated that Pronunciation is the way in which language or a particular word or sound is pronounced. It is a crucial component of communicative competence, as it crosses all areas of human life, which allows speakers and listeners to produce and understand each other's speech.[35]

   Pronunciation is usually taught by listening, repeating and imitating, as a student listen to the native speakers or audio recordings and try to reproduce the sound and pattern that they

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[35] Loc Tan Nguyen et al., "Teachers' and Learners' Beliefs About Pronunciation Instruction in Tertiary English as a Foreign Language Education," *Frontiers in Psychology* 12, no. August (2021), https://doi.org/10.3389/fpsyg.2021.739842.

hear.[36] In addition, resources such as pronunciation guides, dictionaries, language course and another learning media can provide assistance in learning and practicing correct pronunciation. Pronunciation emphasizes on how sounds are heard by the ear and also the spoken sounds produced inside the mouth.

Definition of pronunciation is variated. Pronunciation is the process or result produced by the voice in speaking, including intonation accent and pronunciation. In the field of language learning pronunciation commonly known as syntactic and semantic organization, which is first created in brain as a series of silent, instantaneous, electrical, and chemical processes, is converted into motor activity, which then produces acoustic effects, or audible sounds.

Pronunciation is also influenced by several factors, including the learners' first language, the acquisition of target language and individual differences. Understanding the influences is crucial to develop effective pronunciation teaching strategies that can meet the need of diverse learners.[37] In the context of language learning, pronunciation involves segmental features, such as individual sounds (phonemes) and suprasegmental features. Including stress,

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[36] Hasriani, Anwar, and Mujahidah, "Implementing Listen and Imitate Technique to Improve Pronunciation Skill," *Inspiring: English Education Journal* 1, no. 1 (2018): 1–12, https://doi.org/10.35905/inspiring.v1i1.828.

[37] Abbas Pourhossein Gilakjani, Lahijan Branch, and Islamic Azad University, "English Pronunciation Instruction: Views and Recommendations | Gilakjani | Journal of Language Teaching and Research," *Journal of Language Teaching and Research* 8, no. 6 (2017): 1249–55.

rhythm and intonation. Effective pronunciation teaching discusses these both aspects to improve learners' understandability and communicative effectiveness.[38]

b. Features of Pronunciation

According to Kelly, the features of pronunciation divided into two features such as:[39]

1) Segmental Feature

The segmental feature relates to individual sounds, also known as phonemes, which include vowels and consonant. Phonemes are different sounds within language. While there is not much difference in how individuals articulate sounds, we can still accurately describe how each sound is produced. When considering meaning, we look at how the use of one sound over another can change the meaning of a word. It is this principle that gives us the total number of phonemes in a given language.

For example, the word rat has the phoneme /ræt/. then, if we change the middle phoneme, we get /rot/, which results in a different word. If the reader pronounces /r/ in a slightly different way, then the word does not change, and we can still understand that we mean the same thing. As an analogy, our perception of colors may theoretically different (for example,

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[38] Darcy, "Powerful and Effective Pronunciation Instruction: How Can We Achieve It?".
[39] Kelly Gerald, *How to Teach Pronunciation (Longman, 2000) 1-3.*

your idea of "green" may not be the same as mine), but instinctively, we know that we tend to think of more or less the same things. We can look at a green traffic light and understand its meaning, and how it differs from a red light.

The voice can be voiced or voiceless (sometimes it can also be referred to as "voiceless"). A sound is voiced when the vocal cords in the larynx vibrate. From this explanation, it seems very easy to tell whether a sound is voiced or voiceless by placing a finger or two on your Adam's apple. If you produce a voiced sound, then you will feel the vibration; but if you do not feel any vibration in the larynx then it can be said to be a voiceless sound. the difference between /f/ and /v/, for example, can be heard by placing your upper teeth on your lower lip, exhaling continuously to produce /f/, then adding your voice to make /v/. Hold your Adam's apple while doing this, and you will feel the vibration.

Phoneme sets are made up of two categories: vowel sounds and consonant sounds. However, these don't necessarily correspond to the vowels and consonants we recognize in the alphabet. Vowel sounds are all voiced, and may be singular (such as /e/, as in the word let), or combinations, which involve moving from one vowel sound to another (such as /ei/, as in the word late); such combinations are known as diphthongs.

An additional term used is triphthong which describes the combination of three vowel sounds (such as (aua/ in sur or power). Single vowel sounds can be short (like /I/, as in the word hit) or long (like /i:/, as in the word heat). The symbol /:/ indicates a long sound. Consonant sounds can be voiced or unvoiced. We can identify many consonant pairs that are basically the same except for the voicing element (e.g. /f/, as in fan, and /v/, as in Van).

Table of Segmental Feature adopted from Kelly,2000(2)

Vowels		Diphthongs		Consonants			
iː	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
uː	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜː	shirt	əʊ	go	tʃ	church	n	no
ɔː	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑː	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

2) Suprasegmental Feature

As we have seen, segmental features or phonemes are the units of sound that we can analyze. While suprasegmental features, as the name implies, are features of speech that generally apply to groups of segments, English, or phonemes.

Features that are important in English are word stress, intonation, and how sounds change in connected speech.

With regard to individual words, we can identify and teach word stress. Usually, one syllable in a word will sound more outstanding than the other syllables, such as in the words Paper or Bottle. Word stress is usually indicated in a dictionary.

With regard to speech, everyone can learn about intonation and word stress, although as features, they are sometimes quite difficult to consciously recognize and explain. Word stress gives rhythm to an utterance. One or more words in each utterance are chosen by the speaker to be stressed, and thus made to stand out to the listener. Intonation, on the other hand, is the way in which the pitch of the voice rises and falls in an utterance. (When discussing speech, the term utterance is used instead of 'sentence', as it refers to anything we say, including grammatically incomplete sentences, and different ways of saying the same sentence).

Word stress in an utterance and intonation patterns are often associated with the communication of meaning. For example, in the following utterance, the speaker is asking a question for the first time. In this particular example, as you can hear on the CD, the tone of voice starts relatively high and

drops at the end, and ends relatively low. This intonation pattern is shown here using arrows.

a) Where do you live?

If the speaker has to ask the question a second time (in the case that the other person has been given the information, but has forgotten it), the voice will lower at the word where and rise again towards the end of the question. This shows the listener that the speaker is aware that they should know the answer.

b) Where do you live?

The following examples demonstrate how stress can play an equally important role in conveying meaning during communication. In these examples, the most emphasized syllables in the sentences are shown in capital letters. Make changes to the stressed syllable within the same sentence can subtly change the intended meaning. The implied interpretation is provided in parentheses after each sentence.

I'd like a cup of herbal TEA. (A simple request.)

I'd like a cup of HERbal tea. (Not any other sort of tea.)

I'd like a CUP of herbal tea. (Not a mug.)

The first example is like the default choice, at first time request, while in the other two examples there is an apparent attempt to clear up some misunderstanding between the speaker and the listener.

c.   Learning Pronunciation

Learning pronunciation is a learning process that involves the ability produce the sounds accurately and the prosodic features of a language. This includes the articulation of individual phonemes, as well as the mastery of word stress, rhythm and intonation patterns of the target language. The effective pronunciation is essential for clear communication and it is an important component that people need to learn in language proficiency.

Derwing and Munro describe that learning pronunciation is not just about imitating sounds; it requires an understanding of phonetic and phonological rules of language. This comprehension enables the learners to produce sounds which are not accurately but also appropriate to the context. The authors emphasize that pronunciation is a dynamic skill that requires continuous practice and feedback, highlighting the importance both of formal and informal practice in a variety of communicative contexts.[40] Another study also stated that learning pronunciation is very important for

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[40] Tracey M. Derwing and Murray J. Munro, *Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research* (Amsterdam: John Benjamins Publishing Company, 2015), 42.

the learners so that one can understand and convey meaning. So, it can be accepted and understood properly by other people.[41]

Furthermore, the role of technology in pronunciation learning has been gaining attention in recent years. A study by Kern discusses how the tools in language learning especially digital tools, such as speech recognition software and mobile applications, can provide learners with the instant feedback on their pronunciation. This instant feedback is crucial for self-correction and improvement for them, thus making technology is an invaluable resource in modern language learning environment.[42]

According to Kelly, learning pronunciation have several strategies, including as follows:[43]

a. Listening and Imitation

One of the most effective strategies in learning pronunciation is listening and imitation. Students improve their pronunciation by actively listening to native speakers attempting to imitate their speech patterns, stress, and intonation. This strategy allows students to observe how sounds are produced and practiced in natural context. Additionally, shadowing exercises, where student repeat

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[41] Putri Andini and Zaitun Zaitun, "The The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube," *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (2023): 201–6, https://doi.org/10.30605/jsgp.5.2.2022.1542.

[42] Rick Kern, "Perspectives on Technology in Learning and Teaching Languages," no. March 2006 (2014), https://doi.org/10.2307/40264516.

[43] Kelly Gerald, *How to Teach Pronunciation (Longman, 2000)*

phrases immediately after hearing them, can strengthen correct pronunciation habits.

Listening comprehension exercise in coursebooks are often designed to sound as realistic as possible, with participants speaking at a natural speed and using authentic language. For example, before listening task, teachers can highlight and practice certain aspects of pronunciation, such as contractions or stress patterns, in a controlled setting. This preparation allows students to focus on these elements during listening task and observe their use in context.

Extending the listening stage can also preface and drilling activities. Introducing listening tasks first can make pronunciation features more visible and relevant to comprehension. Students initially focus on the interpretation of the language and its pronunciation to complete the given task. After that, targeted pronunciation practice will follow, helping to reinforce what has been learned. The order of these activities may vary depending on the needs of the student, but a combination of listening and pronunciation activities can increase awareness and effective learning.

b. Drilling and Repetition

One of the main ways pronunciations is practiced in the classroom is through drilling. At its most basic, drilling simply

involves the teacher saying a word or structure, and asking students to repeat it. Being able to drill correctly is a basic and fundamental skill in language teaching. The technique has its roots in behaviourist psychological theory and the 'audio-lingual approach to teaching, both of which are now largely history, although drilling survives as a tried and tested classroom technique. The purpose of drilling is to assist students in learning to achieve better pronunciation of language items, and to help them remember new items that they may be new to. It is an important part of pronunciation practice in the classroom, and is probably the time in the lesson when students are most dependent on the teacher.

Drilling often comes after a process called eliciting, where the teacher encourages students to recall a previously learned word, phrase, or structure. To support this, teachers may use prompts, pictures, or actions, and if no student can provide the correct item, the teacher may supply it. Since English spelling and pronunciation can be tricky, it is usually better to conduct drilling before students see the written form of the language. Once the target item is identified, the teacher leads the drilling to focus on improving pronunciation.

The teacher's main role in drilling is to serve as a model for students to imitate, providing the correct pronunciation of

the word, phrase, or structure. Drilling often starts with choral repetition, where the whole class repeats the word or phrase together. This approach helps build students' confidence, as they can practice without feeling singled out.

After choral drilling, teachers usually move to individual practice, asking students one by one to repeat the item. This allows the teacher to check how well each student can pronounce the target item. Typically, the teacher selects students randomly, which helps keep everyone engaged and attentive during the activity.

Drilling plays a crucial role in teaching word stress, sentence stress, and intonation. Teachers should aim to provide natural examples of how language is used in different contexts, as small variations in stress and intonation can significantly affect the meaning and appropriateness of an utterance. To reinforce stress patterns, teachers often emphasize the rhythm by physically demonstrating it, such as tapping a surface, snapping their fingers, or pointing in the air. It's important for teachers to choose a method that feels natural to them and use it consistently.

Drilling is a vital part of pronunciation practice. However, some teachers tend to overlook it, assuming it is only necessary for beginner-level students. In reality, drilling

remains important for advanced learners as well. As students continue to expand their vocabulary with new words and phrases, they need to be confident in how to pronounce them correctly.

In summary, Pronunciation learning emphasizes the importance of listening and imitation in the learning process. Students learn correct pronunciation by listening to proper pronunciation models and trying them to imitate. In this context, Google Translate Text to Speech serves as a resource that allows students to listen to the pronunciation of words and phrases in the target language repeatedly, which can strengthen their understanding of sound patterns and also intonation. In addition, the theory also suggests that repeated practice is essential in the development of pronunciation skills. In this research could explore how students use Google Translate Text to Speech to get feedback on their pronunciation and how often they practice using this tool.

3. *Google Translate*

a. Definition of *Google Translate*

Google Translate is a multilingual translation tool created by *Google*, allowing users to translate text, speech, images, and

websites between various languages.[44] *Google Translate* was made in 2006 by Google Inc. and only provides two languages. Nowadays, *Google Translate* has become the most commonly used for translation and become more efficient over the past few years. *Google Translate* is a popular tool developed by *Google* for translating text, speech, images, and websites across more than 100 languages. It used advanced techniques like statistical and neural machine translation to deliver efficient and quick translations.

According to Alhaisoni and Alhaysony, its ease of access and compatibility with multiple devices have made it a favoured resource among students and educators for tasks like vocabulary learning, writing, and reading in a foreign language. However, the tool has limitations in accurately handling idiomatic expressions and complex grammar. While it is effective for basic translations, human intervention is often required for nuanced or contextually sensitive content. As such, its integration into educational practices should include training to ensure students use it effectively without over-relying on it.[45]

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[44] Ika Kartika Amilia and Darmawan Eko Yuwono, "A Study of the Translation of Google Translate," *Lingua : Jurnal Ilmiah* 16, no. 2 (2020): 1–21, https://doi.org/10.35962/lingua.v16i2.50.

[45] Eid Alhaisoni and Maha Alhaysony, "An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate," *International Journal of English Language Education* 5, no. 1 (2017): 72, https://doi.org/10.5296/ijele.v5i1.10696.

b. The Advantage and Disadvantages of *Google Translate*

Google Translate is widely known as an essential tool in language learning. While it has many benefits and also the limitations. This section outlines the advantages and disadvantages of *Google Translate* in learning and academic context. According to Amma the advantages and disadvantages of *Google Translate* including as follows:[46]

1) Advantages

There are five advantages of *Google Translate* in learning English.

First, the *Google Translate* has an instant translation, it is the ability from *Google* to provide immediate translations. This feature saves the users time, allowing them to understand the text in different languages quickly without needing extensive language knowledge.

Second, the accessibility from *Google Translate* is on multiple platforms, including smartphones and computers, making it easily accessible for users worldwide. This accessibility has contributed to its popularity, especially among students who rely on it for assignments.

Third, the wide language support from *Google Translate*, it supports diverse languages, allowing users to translate more

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[46] Chayyira Channia, "English Learners' Perceptions Using Google Translate for Doing Assignments: Advantages and Disadvantages," *Journal Of Language Education and Development (JLed)* 4, no. 2 (2023): 13–23, https://doi.org/10.52060/jled.v4i1.328.

than 249 languages. This extensive support makes it a valuable resource for individuals communicating across language barriers.

Fourth, Learning Tools: For many learners, *Google Translate* serves as a tool that helps improve vocabulary and comprehension. Users can see translations of words and phrases in context, which can improve their understanding of language structure and usage.

Fifth, Cost-Effective: As a free service, *Google Translate* provides significant value to users who may not have the funds to invest in professional translation services or language courses.

Besides the advantages of *Google Translate*. it also has limitations in the use of Google Translate it is called by the disadvantages.

2) Disadvantages

First, Inaccuracy, despite improvements in neural machine translation. *Google Translate* is not always accurate. Translations can be misleading or inaccurate, especially for idiomatic expressions, cultural nuances, and complex sentences. These inaccuracies can lead to misunderstanding or misinterpretation of the text.

Second, Over-reliance, many students tend to rely heavily on *Google Translate* to do their assignments, which can hinder their learning process. This dependency can result in a lack of engagement with the language itself, reducing opportunities to practice and improve language skills.

Third, Cultural context loss, *Google Translate* often fails to capture the cultural context behind certain phrases or expressions, resulting in translations that may not effectively convey the intended meaning. This limitation can be especially problematic in academic or professional settings where proper communication is essential.

Fourth, Quality of learning, the ease of use of *Google Translate* can discourage learners from developing translation skills or understanding grammar rules. When students choose to translate quickly instead of trying to learn the language themselves, their overall proficiency may stagnate or decline.

Fifth, Privacy concern, Users should also be aware that entering sensitive information into *Google Translate* may raise privacy concerns, as the data may be stored or used for other purposes by *Google*.

In conclusion, while *Google Translate* offers numerous advantages that facilitate communication and learning, it also presents significant limitations that users must navigate

carefully. Balancing the use of *Google Translate* with traditional learning methods is essential for maximizing its benefits while minimizing its limitations.

c. Feature of *Google Translate*

    Google Translate is a digital website which can be used to assist pronunciation practice, particularly when it comes to master about the American accent. According to Trang and Duong, *Google Translate* provides various features that are highly effective for learning pronunciation. These tools are particularly advantageous for language learners aiming to develop their speaking skills and build confidence in their ability to pronounce words correctly.[47] *Google Translate* is a free multilingual machine translation service that enables users to translate text, speech, images, websites, and real-time videos. It is accessible through a web interface, mobile apps for iOS and Android, and an application designed to help developers create browser extensions and software tools.

    One of its features includes a microphone function that allows users to check the meaning of spoken words. If the spoken word is not recognized, it indicates a mispronunciation. Additionally, this feature can be used to verify the correct pronunciation of any word. It used a sophisticated *Text-To-Speech*

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[47] Nguyen Minh Trang and Dai Hoc Binh Duong, "Using Google Translate As a Pronunciation Training Tool," *LangLit An International Peer-Reviewed Open Access Journal* 5, no. 4 (2019): 375–79, https://www.researchgate.net/publication/333808794%0AUSING.

(TTS) technology to convert written text into spoken language and allowing the user to listen the translated content.[48] It is a technology that converts written text into voice output, providing language learners with aural input in large and varied quantities. Since the feature was introduced, *Google Translate Text to Speech* has become an essential resource for language learners,[49] travelers,[50] and professionals who want to communicate effectively across language divides.[51]

This feature allows the students who learn language listen to the correct pronunciation of words and phrases in American accent exactly. By repeatedly listening to the *Text to Speech* feature students can correct their pronunciation, intonation, and rhythm, which are essential elements of American accent. The easy accessibility and the instant feedback from its feature also help them identify and correct the errors of pronunciation, leading active learning and greater awareness of the students' pronunciation challenges. In addition, the *Text to Speech* technology in *Google*

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[48] Van Lieshout and Cardoso, "Google Translate as a Tool for Self-Directed Language Learning."

[49] Sanchez Requena, Rosa Alonso-Pérez, and Alicia Sánchez-Requena, "Teaching Foreign Languages through Audiovisual Translation Resources: Teachers' Perspectives," *Applied Language Learning* 28, no. 2 (2018): 1–24, http://shura.shu.ac.uk/18464/.

[50] Jacklyn Gunadi, "Application of Natural Language Processing (NLP) for Multilingual Tourism : Google Translate for Effectiveness Communication," *Asian Journal of Language, Literature and Culture Studies* Volume 7, no. Issue 3, December (2024): Page 559-572, https://doi.org/10.9734/ajl2c/2024/v7i3205.

[51] Lucas Nunes Vieira, Minako O'Hagan, and Carol O'Sullivan, "Understanding the Societal Impacts of Machine Translation: A Critical Review of the Literature on Medical and Legal Use Cases," *Information Communication and Society* 24, no. 11 (2021): 1515–32, https://doi.org/10.1080/1369118X.2020.1776370.

Translate supports a variety of learning styles, making it as a useful tool for students.

In this research, the use of *Google Translate* is selected for a variety reasons: it is easily accessible at no cost to the user; it is easy to use, people are familiar with this platform, it is a popular website and application, and more importantly, the quality of the voice and speech that the speech recognizer synthesizes is considered to be of excellent quality.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This current research used explanatory sequential Mixed-method research design. Mixed-method design combining both quantitative and qualitative to obtain the greater results than using only quantitative or qualitative.[52] On the other hand, the sequential explanatory design is a popular strategy that typically use the quantitative data in the first phase to collect and analyze the data and the second phase will be followed up by using qualitative.[53]

In this research, the quantitative method conducted using close-ended questionnaire and collected together with semi-structured interview as a qualitative method. Because the quantitative data typically is given weight, and data is blended when secondary qualitative data collection is informed by initial quantitative results. Therefore, these two types of data are different but interrelated.[54]

The primary method in this research was quantitative method which is more dominant, to know the students' perceptions of using *Google Translate Text to Speech* in learning pronunciation skill. The quantitative data was prioritized because this research want to focus on proving whether *Google Translate Text to Speech* was a good assistant in learning

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[52] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2009),

[53] Ibid

[54] Ibid

pronunciation or not in students' perception. While, the qualitative data is used to deepen the strategies of using *Google Translate Text to Speech* that students use in learning pronunciation.

B. Research Location

This research conducted at SMKN 3 Jember. It is located in Jl.dr. Subandi No.31, Kelurahan Jember Lor, Patrang, Jember, Jawa Timur 68118, Indonesia. The reason why the researcher chose this location because English subject has been implemented. The second reason, based on the background that there are students who are still less qualified in pronunciation skills. The use of the internet was very much allowed in this school, making it easier for researchers to distribute questionnaires in data collection and making it easier for respondents to fill out questionnaires. As a result, by conducting this research, it is hoped that students can find out that there was a media that can help them in learning pronunciation, namely *Google Translate Text to Speech*. For the teachers, it hoped that they will be more aware with the development of media that can be used in teaching and learning activities.

C. Research Participants

The population of this research was the students of SMK Negeri 3 Jember on the eleventh-grade in academic year 2024/2025. The sample of this research used purposive sampling method. According to Donald Ary Purposive sampling refers to a purposeful selection process in which the researcher selects participants who have certain characteristics or

experiences that are important to the research.[55] Purposive sampling is highly relevant to this research because the researcher aims to find out the students' perception and the students' strategies on using *google translate* in learning pronunciation. Based on the criteria, the sample was chosen primarily from the "XI Tata Busana 3", where the students already received English lessons, and researcher got the recommendation from teacher to take this class because they have been familiar with the use of *Google Translate Text to Speech* as a learning tool in pronunciation.

D. Data Collection

Data collection technique used in this research was questionnaire and interview.

1. Questionnaire

This research used questionnaire for collecting the data. According to Cresswell, Questionnaire-based data collection systematically obtains information by using a list of pre-prepared questions which are asked to participants. These questions can be free-form or provide a set of predetermined answer options. This approach is widely used to collect quantitative data, especially to evaluate perspectives, actions or views within a given group. Statistical methods are then applied to examine trends or patterns in the responses. Often, questionnaires use Likert scales to measure levels of agreement or preference, besides factual questions that aim to obtain demographic

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[55] Donald Ary, Lucy C. Jacobs, Christine K. Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth, Cengage Learning, 2010),

information.[56] The questionnaire focused to know the students' perception on using *Google Translate Text to Speech*. Collecting data with a questionnaire using closed-ended questionnaire. It was distributed to 36 students' class "XI Tata Busana 3" of SMKN 3 Jember.. Based on the existing phenomena that in this class there are students have been familiar by the used of *Google Translate Text to Speech* for learning pronunciation tools.

Questionnaire data collection was carried out using procedures determined by the researcher. The researcher explained the procedure to students during the observation. However, it is re-explained to students before distributing the questionnaires.

The procedure follows these steps:

1) First, the researcher created questionnaire using *google form* and shared it with students through *WhatsApp group*.

2) Second, students complete the questionnaire with the direct guidance from researcher within set time around 40 minutes, during this process students can ask questions if needed.

3) After the students finish answering, the data had been automatically recorded and collected through google spreadsheet.

2. Interview

The second technique of collecting the data was interview. According to Cresswell, Interviews serve as a direct method for

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[56] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2009),

collecting data by engaging participants in conversations conducted in person, by phone, or within focus groups.[57] They usually follow an unstructured or semi-structured format, enabling respondents to express their insights and viewpoints comprehensively. Researchers pose open-ended questions to delve into intricate issues and record responses via notes, audio, or video. To maintain consistency, an interview guide is utilized, which outlines the main questions, probes for further clarification, and areas to document answers.[58]

In this research, the researcher used semi-structured interviews, where the researcher has more flexibility to pursue pre-existing ideas and can improvise the question. The researcher was expected to gain details from the answers given by participants. This interview investigated the students' strategy on using *Google Translate Text to Speech* in learning pronunciation. The selection of interviewee using purposive sampling. as Sugiyono said that Purposive sampling refers to a Purposive sampling is a data source sampling technique with certain considerations. This particular consideration, for example, the person who is considered to know best about what we expect, or maybe he is the master so that it will make it easier for researchers to explore the object or social situation under study.[59] The researcher has provided

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[57] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2009),

[58] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2009),

[59] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D. (Penerbit Alfabeta Bandung,2022).

several criteria in the selection of sources, the first based on their willingness. second, based on how long students have used *Google Translate Text to Speech*. which is all listed on the questionnaire statement first point. In this session, the researcher took 4 students to be interviewed who met the criteria.

E. **Data Analysis**

1. Questionnaire

The researcher used a 4 points Likert Scale to find out the students' perception both positive and negative perception of using *Google Translate Text to Speech* in learning pronunciation skill. The researcher measures participants' agreement and disagreement with the object of questionnaire. The questionnaire provided four options; namely, strongly agree, agree, disagree, and strongly disagree. Based on the answer that have been given by students. This, evaluated the students' perception on using *Google Translate Text to Speech* in learning pronunciation. Students who answered with "strongly agree" and "agree" are those who have positive perception. While students who answered "disagree" or "strongly disagree" they have negative perception.

The result of the data was analyzed using descriptive quantitative techniques. According to Sugiyono in his book "*Metode Penelitian Kuantitatif*" explains that descriptive statistics are used to analyze data

by describing the data that has been collected without making general conclusions.[60]

a. First, the questionnaire data collected from Google Forms automatically and recorded with Ms. Excel.

b. Secondly, the data analyzed statistically using the formula below:

$$P = \frac{f}{N} \times 100$$

P = Percentage.

f = Frequency, the number of students who chose a particular answer.

N = Total number of respondents who filled out the questionnaire.

2. Interview

The researcher used semi-structured interviews. The participant interviewed one by one and recorded on a smartphone recorder application and researcher noted it in the interview guideline. While, in analyzing the data, the researcher used analysis by Donald Ary. Which explained as follows:[61]

a. Familiarizing and Organizing

1) Familiarizing

Researcher must become familiar with the data by reading and re-reading, observing every detail the data that analyzes so that the researcher must be immersed the data.

[60] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D.(Penerbit Alfabeta Bandung,2022).

[61] Donald Ary, Lucy C. Jacobs, Christine K. Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth, Cengage Learning, 2010),

2) Organizing

To determine how many strategies related to learning pronunciation, the researcher reads the written interview results as well as listens repeatedly to the interview data obtained. This step made it easier for researchers to analyze.

b. Coding and Reducing

1) Coding

After becoming familiar and organized the data. For the next researcher step is coding. Coding here means to give a code to each data. The general of data coding in this research as follow: SN1 = Student Number (1) and initial of student's name.

2) Reducing

In addition, the researcher used bold, italic, and underline to emphasize certain words related to the learning strategy of pronunciation through *Google Translate Text to Speech* by students. The data were first disassembled and divided into small parts by the researcher. Then, the researcher selected sentences that illustrated the various strategies used in learning pronunciation. Furthermore, the researcher concluded that the sentences belonged to one of the categories of strategies in learning pronunciation using *Google Translate Text to Speech*.

c. Interpreting and Representing

1) Interpreting

In this section, the researcher restates the statement about statements that identify the strategies used in learning pronunciation using *Google Translate Text to Speech*. This interpretation usually involves reflecting on the words and actions of the research participants, followed by abstracting the essential understanding of those words and actions.

2) Representing

Representing data is the final stage in interview analysis, where the findings that have been identified are presented in a clear, systematic, and convincing way. This representation aims to convey the results of the analysis by supporting interpretations using raw data such as direct quotes from interviews, visualizations, or thematic narratives. in this research, the researcher used direct quotes from participants to support themes or findings in students' strategies for using *Google Translate Text to Speech* to learn pronunciation. These quotes provide authentic evidence for the interpretation of the data.

F.   Instrument of Research

The instrument of collecting data is closed-ended questionnaire to examine the students' perception on using *Google Translate Text to Speech* in learning pronunciation process and the semi structured interview to know the students' strategies when using it in learning pronunciation. Data is collected using both questionnaire and interview to find the research needs.

1.   Closed-ended Questionnaire

The closed-ended questionnaire was chosen because of the advantages for this research. The advantages are that its usually takes less time to collect the data and can examine more respondents. However, this instrument also has weakness. Closed-ended questionnaire provided four answers, these includes strongly agree, agree, disagree and strongly disagree. Therefore, this questionnaire did not provide an opportunity for participants to make the further explanations to their answers.

The instrument in the form of a questionnaire is designed by the researcher based in predetermined indicators that is relevant and significant to the research objectives. After designed, the questionnaire that contain 27 statements were tested for validity by the validator to ensure that each question or statement in the questionnaire actually measures what it is supposed to measure.

Table 3.1 Blue Print Questionnaire
"Students' Perceptions on Using Google Translate Text to Speech in Learning Pronunciation Skill for Eleventh-Grade Students at SMKN 3 Jember"

Section	Category	Positive/Negative Statement	Number of Statement
A	Students' Perception on Their Pronunciation Skill	Positive Statement	1,2,3,4,5
B	Students' Knowledge About *Google Translate*	Positive Statement	6,7,8,9,10,11,12
C	Students' Knowledge About *Google Translate Text to Speech*	Positive Statement	13,14,15,16,17,18
D	Students' Perception Toward the Use of *Google Translate Text to Speech* in Learning Pronunciation	Positive Statement	19,20,21,22,23,24,25, 26,27
TOTAL			**27 statements**

This questionnaire used Likert scale, which allowed the respondents to provide response based on the level of agreement or intensity, thus making it easier to analyze the data quantitatively. According to Creswell, Likert scale refers to a psychometric scale commonly used in quantitative research to measure individuals' attitudes, opinions, or perceptions toward a specific subject through a series of declarative statements. Likert scale presents a range of agreement options in an ordinal format, allowing researchers to capture the intensity of respondents' feelings or perceptions.[62] Each student's response was scored, and the total scores were calculated and converted into percentages to determine the tendency of students' perceptions,

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[62] Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.

whether positive or negative. Students who selected "Strongly Agree" and "Agree" were considered to have positive perceptions, while those who selected "Disagree" and "Strongly Disagree" were categorized as having negative perceptions.[63] In this research, the neutral option was eliminated because it avoided a large number of neutral answers from students due to students who did not want to look closely at the questions or statements that already existed.

The questionnaire used English, with Indonesian translations to make it easier for students to understand each question or statement. The questionnaire used a 4-Points Likert scale option, where each question provided four answer choices, including strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). It used an ordinal scale to help the researcher understanding students' perception toward *Google Translate Text to Speech* in learning pronunciation activity.

Table 3.2 Likert Scale Score

Option	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

2. Semi-structured Interview

The interview consist ten questions include the students' perception on using *Google Translate Text to Speech* and their strategies using *Google Translate Text to Speech* in learning pronunciation.

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[63] Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.

This section also explained how the qualitative data can be considered valid and reliable. To check the reliability, the researcher used source triangulation. Source triangulation refers to the use of multiple data sources in a study to increase the validity and credibility of research findings.[64] By collecting information from multiple sources, researchers can cross-verify data, identify inconsistencies, and gain a more comprehensive understanding of the phenomenon being studied. This approach helped reduce bias and ensures that the conclusions drawn are robust and trustworthy.

G. Research Procedure

In this research procedure, the plan for implementing the research was outlined, starting from the preliminary equipment, the actual research design development, and continuing through to the writing of the report.[65]

The stages of the research are as follows:

1. Pre-field Stage: This stage is conducted before the research begins, including problem analysis, identifying the focus of the problem, observation, and starting the permission process.

2. Implementation Stage: This stage involves data collection, data processing, and data analysis.

3. Reporting Stage: This stage involves preparing the research results in the form of a thesis.

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[64] Anita Bans-Akutey and Benjamin Makimilua Tiimub, "Triangulation in Research," *Academia Letters*, no. October (2021), https://doi.org/10.20935/al3392.

[65] Tim Penyusun, pedoman penulisan karya ilmiah (jember: UIN KHAS Jember), 48.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, findings and discussion are provided. It consisted of the description of the research object, findings and discussion.

A. **The Description of Research Object**

1. **Profile of SMKN 3 Jember**

    a. School Vision

        "The realization of graduates who are Religious, Intelligent, High-Achieving, Creative, and Highly Competitive".[66]

    b. School Mission

        1) Integrating and implementing religious values in the learning process.

        2) Conducting training programs to improve the competencies of educators and education personnel.

        3) Increasing the number of general and vocational subject teachers.

        4) Expanding school facilities and infrastructure.

        5) Enhancing link and match programs with industries.

        6) Guiding and involving students in various academic and non-academic competitions.

        7) Optimizing extracurricular activities through collaboration with institutions or professional personnel.

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[66] SMKN 3 Jember, *"Profil Sekolah,"* diakses 7 Maret 2025, https://www.smk3jember.sch.id/.

8) Enhancing students' creativity through academic and non-academic activities.

Organizing P5 (Pancasila Student Profile Project) continuously.

B. Findings

1. Finding of Quantitative data

In this session presents the findings to answer the first research problem, which asks about the students' perception of using *Google Translate Text to Speech* in learning pronunciation. The data was collected using the close-ended questionnaire which consisted of 27 statements for 36 participants. However, there were only 30 students who filled out the questionnaire because 6 students were unable to attend the class *Appendix 6*.

Picture 4.1
Explanation of the instruction for filling out the questionnaire

Based on questionnaire, there are four main topics namely, students' perception on their pronunciation skill, students' knowledge about *Google Translate*, students' knowledge about *Google Translate Text to Speech*, and students' perception toward the use of *Google*

Translate Text to Speech in learning pronunciation. There are four degrees of agreement: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

a. Students' Perception on Their Pronunciation Skill

From the questionnaire, the statements about students' perception on their pronunciation skill were from number 1 to 5. The table 4.1 showed the data from section A- students' perception on their pronunciation skill.

Table 4.1 Students' Perception on Their Pronunciation Skill

No	Statement	Frequencies of Responses							
		SD		D		A		SA	
		n	%	N	%	n	%	n	%
1.	I feel that my pronunciation skill is good.	4	13%	11	37%	12	40%	3	10%
2.	I feel can pronounce English word clearly.	3	10%	16	53%	9	30%	2	7%
3.	I feel my pronunciation skill improves with regular study.	0	0%	4	13%	16	53%	10	33%
4.	I feel my pronunciation improves with audio practice.	1	3%	2	7%	16	53%	11	37%
5.	I feel confident about my pronunciation when speaking English.	1	3%	10	33%	13	43%	6	20%

Based on the table 4.1 which presents about the students' perception on their pronunciation process. It showed that 40% agree with statement 1 and 10% choose strongly agree. Meanwhile,

37% students choose disagree while 13% students choose to strongly disagree. It could be seen that the highest percentage agreed with the statement 1. Therefore, it could be concluded that most of students feel that their pronunciation skills are good.

The result of statement 2 was 53% students choose disagree, 10% strongly agree, 30% agree, 7 % strongly agree. According to their choices of strongly disagree and disagree, the findings indicated that the majority of students feel that they could not pronounce English clearly.

Next, the result of statement 3 was shown in the table above that 53% of students choose agree and 33% of students choose strongly agree, while 13 % of students choose disagree. It can conclude that the majority of students feel their pronunciation skill improve with the regular study. while the 4% of students feel like regular study doesn't really improve pronunciation.

In statement 4 was shown that total of 53% of students agreed that practicing with audio helped improve their pronunciation, and another 37% strongly agreed. Meanwhile, only 7% of students disagreed and 3% strongly disagreed. It can conclude that most of them feel like learning pronunciation with audio practice very helped and it is easier for them to learn pronunciation.

In the last statement namely statement 5 was shown that, when speaking in English 43% of students agreed that they felt

confident with their pronunciation. However, 33% of students disagreed with this statement. Meanwhile, 20% of students strongly agreed, and only 3% strongly disagreed. It means that most of them feel confident with their pronunciation when speaking in English.

Based on the questionnaire regarding students' perceptions of their pronunciation skills, students felt that their pronunciation skills were good even though they felt that they could not pronounce English words clearly but this turned out to be overcome by students by improving it by studying regularly. another way can also practice using audio. Additionally, with good pronunciation they can be confident when speaking English.

b. Students' Knowledge about *Google Translate*

Table 4.2 Students' Knowledge About Google Translate

No	Statement	Frequencies of Responses							
		SD		D		A		SA	
		n	%	N	%	n	%	n	%
1.	I know the function of *Google Translate*.	1	3%	0	0%	8	27%	21	70%
2.	I know that *Google Translate* can help translate text quickly.	0	0%	0	0%	8	27%	22	73%
3.	I really understand the features of *Google Translate*.	1	3%	2	7%	11	37%	16	53%
4.	I realize that Google Translate has audio features namely, *Text to Speech*.	0	0%	1	3%	14	47%	15	50%
5.	I know that *Google Translate* provides accurate	0	0%	8	27%	18	60%	4	13%

	translations.							
6.	I feel the use of *Google Translate* can be used to learn new words.	1	3%	1	3%	16	53%	12	40%
7.	I realize always use *Google Translate* in the learning English process.	14	47%	5	17%	5	17%	6	20%

Based on the table above, In the statement there are 70% of students choose strongly agree and 27% of students choose agree in this statement. It means that they literally knew the function of *Google Translate*. Meanwhile, there were only 3% of students choose strongly disagreed in this statement.

Next, In the statement 2 a total of 73% of students strongly agree that *Google Translate* can help translate text quickly, while another 27% agree with this statement. There were no students who neither agree nor strongly disagree.

Then, In the statement 3 in terms of understanding the features of *Google Translate* there are 53% of students strongly agree that they really understood with the features available. Meanwhile, the another 37% agree of this statement. However, the 7% of students disagree with this statement, and there were 3% students choose strongly disagree.

The findings of statement 4 are 50% of students strongly agree that they realized there are the audio feature in *Google Translate* namely *Text to Speech*. While the 47% of students also

agree with this statement. However, there were 3% of students choose strongly disagree with this statement, and there are no students choose the strongly disagree.

The results of statement 5 showed that there are 60% of students agree with this statement that the *Google Translate* has an accurate translation. But, the 27% of students disagree with this statement. However, there were only 13% of students strongly agree with this statement and there were no students choose strongly disagree in this statement.

Next, In the statement 6 showed that 53% of students agreed that the use of *Google Translate* can be used to learn new words, while the 40% of students strongly agree with this statement. However, there were 3% of students disagree, and the another 3% of students strongly disagree with this statement.

Finally, it was shown by the results of statement 7 that the majority of students strongly disagree with 47% and disagree with 17%. On the other hand, 17% of students agree with this statement, and 20% Strongly agree. Thus, it can be concluded that the majority of students do not always use *Google Translate* for their English learning process.

From the overall results above, it can be concluded that students really know the use of *Google Translate*. Then, students also believe that *Google Translate* can translate any word quickly.

Students also understand the features in *Google Translate*, namely *Google Translate Text to Speech*. *Google Translate* can also produce accurate translation results that can be used to learn new words. However, students still rarely use *Google Translate* as a tool in the English learning process.

c. Students' Knowledge about *Google Translate Text to Speech*

Table 4.3 Students' Knowledge About
Google Translate Text to Speech

No	Statement	Frequencies of Responses							
		SD		D		A		SA	
		n	%	N	%	n	%	n	%
1.	I know how to use the *Text to Speech* feature in *Google Translate*.	2	7%	1	3%	14	47%	13	43%
2.	I know the use of *Google Translate Text to Speech* for learning pronunciation.	0	0%	1	3%	13	43%	16	53%
3.	I know that *Google Translate Text to Speech* can synchronize the source language and target language.	1	3%	1	3%	22	73%	6	20%
4.	I know that *Google Translate text to speech* can be used to learn American accent in pronunciation.	1	3%	7	23%	14	47%	8	27%
5.	I know that the audio from *Google Translate Text to Speech* can be played repeatedly.	0	0%	0	0%	12	40%	18	60%
6.	I believe that *Google Translate*	0	0%	1	3%	12	40%	17	57%

Text to Speech feature can help in learning my pronunciation.							

Based on the table above, including statement 1 there are 47% of students agree and 43% students strongly disagree. It means that majority of students well known about how to use the *Text to Speech* Feature in *Google Translate*. Meanwhile, 7% strongly disagree and 3% of students disagree it can be concluded that the students do not know how to use it.

Then, in the statement 2 there are 53% of students strongly disagree and the 43% agree with the statement about the use of *Google Translate Text to Speech* for learning pronunciation. From this result could know that the students understand about this feature for learning pronunciation. Meanwhile, 3% of students disagree with this statement. Thus, it can be concluded that between students who know and do not know, more students know and understand the usefulness of this feature for learning pronunciation.

Next, the statement 3 was shown that 73% choose agree and 20% strongly agree. From this percentage could be knew that the majority of student understand about the synchronize of the source language and target language in *Google Translate Text to Speech*. Meanwhile the 3% of students choose disagree and the another 3%

choose strongly disagree. It may be the students still misunderstand with the concept of synchronize language in this feature.

Then, In the statement 4 there are 47% students chose agree option and 27% chose strongly agree in this statement. Meanwhile 23% students chose disagree and the 3% chose strongly disagree. From this result it can conclude that more than half of students know that the *Google Translate Text to Speech* can be used to learn American pronunciation even though this feature can also use in another accent.

The result of statement 5 are 60% of students choose strongly agree and 40% choose agree. While none of them chose either disagree or strongly disagree. From this result, it can be concluded that students already know and are very aware that *Google Translate Text to Speech* can be played repeatedly.

Finally, it was shown by the results of statement 6 that majority of students strongly agreed with 57% and 40% agree. Only 3% of students disagree and no one choose strongly disagree. Thus, it can be concluded that the majority of students believe that this feature can help them in learning pronunciation.

From the results above, it can be seen and concluded that most students already know about how to use and utilize the *Google Translate Text to Speech* feature. Most of them also use it to learn pronunciation. This feature can also synchronize the original

language to the target language. Besides, this feature is also believed by them to learn American accents that are often used in learning English in class. This feature is also believed to be played repeatedly so they can play it repeatedly. Then, they also believe that this feature can be used to learn pronunciation.

d. Students' Perception Toward the Use of *Google Translate Text to Speech* in Learning Pronunciation

Table 4.4 Students' Perception Toward the Use of *Google Translate Text to Speech* in Learning Pronunciation

No	Statement	Frequencies of Responses							
		SD		D		A		SA	
		n	%	N	%	n	%	N	%
1.	*Google Translate Text to Speech* helps me in learning pronunciation.	1	3%	1	3%	15	50%	13	43%
2.	I feel it is easier to understand English pronunciation by listening to *Google Translate Text to Speech*.	1	3%	0	0%	14	47%	15	50%
3.	I know the use of *Google Translate Text to Speech* as a pronunciation learning tool.	0	0%	2	7%	12	40%	16	53%
4.	I feel learning pronunciation with *Google Translate Text to Speech* is more effective.	0	0%	1	3%	16	53%	13	43%
5.	I feel *Google Translate Text to Speech* feature	0	0%	0	0%	19	63%	11	37%

No	Statement	Frequencies of Responses							
		SD		D		A		SA	
		n	%	N	%	n	%	N	%
	is reliable for learning pronunciation.								
6.	I feel helped by the *Google Translate Text to Speech* feature for my learning pronunciation process.	3	10%	0	0%	13	43%	14	47%
7.	I feel that *Google Translate Text* to Speech provides clearer pronunciation than any other tool.	0	0%	5	17%	19	63%	6	20%
8.	I feel *Google Translate Text to Speech* is an effective tool for learning pronunciation,	0	0%	3	10%	17	57%	10	33%
9.	I recommend using *Google Translate Text to Speech* for learning pronunciation.	0	0%	1	3%	15	50%	14	47%

From the table 4.4, In statement 1 50% of students agree and the other student which is 43% of students choose strongly agree while 3% of students choose strongly disagree and other 3% choose disagree. From this statement it can be seen that *Google Translate Text to Speech* helps them in learning pronunciation.

The result of statement 2 was 50% of students strongly agree and 47% of students agree. Meanwhile, 3% of students strongly

disagree and no one choose disagree. It means that many students feel easier to understand pronunciation by listening through the Text to Speech feature in *Google Translate*.

Next, the result from statement 3 was that 53% of students strongly agree and 40% of students agree. Meanwhile 7% of students disagree and no one strongly disagree. It can be concluded that most students know the use of *Google Translate Text to Speech* as a pronunciation learning tool.

Then, the result for statement 4 was the majority of students agree that they feel learning pronunciation with the *Google Translate Text to Speech* is more effective. It was concluded by looking at the percentage of students who agree and strongly agree with the statement, where 53% agree and 43% strongly agree. Meanwhile, only 3% of students choose disagree and no students to strongly disagree.

The result of statement 5 are presented with the highest percentage of students agreeing with 63%. Meanwhile, 37% of students strongly agree, and no students choose both disagree and strongly disagree. Thus, from this result they feel that this feature is reliable for learning pronunciation.

For sixth statement, most students feel helped learning pronunciation by the *Google Translate Text to Speech*. It proved by the table shows percentage who strongly agree was 47% students

plus 43% agree. Besides, only 10% of 30 students strongly agree with this statement.

Furthermore, in statement 7 63% of students agree, 20% strongly agree, 17% disagree and there is no student strongly disagree. Moreover, the percentage of students who agree and strongly agree was greater than those who disagree and strongly disagree. It means students agree that *Google Translate Text to Speech* provides clearer pronunciation than any other tools.

After that, the statement 8 was 57% of students agree, 33% strongly agree, 10% disagree and no students strongly disagree. Of 30 students, 17 students chose to agree, which means more than half students chose that option. From the result, students agree that *Google Translate Text to Speech* is an effective tool for learning pronunciation.

Lastly, statement 9 showed that 50% of students agree with this statement, 47% strongly agree, 3% disagree, and no students strongly disagree. The highest percentage on the last statement was students who chose agree. Therefore, it can be concluded that students recommended using *Google Translate Text to speech* as a learning pronunciation tool.

According to the findings mentioned earlier, students often use *Google Translate Text to Speech* as a pronunciation learning tool. It really helps them in learning pronunciation. The students

believe that this Text to Speech feature helps them in learning pronunciation skills. In addition, students feel that *Google Translate Text to Speech* provides clearer audio and easier to understand English pronunciation by listening to it. However, the majority of them do not agree that they can pronounce English words clearly, but the existing of this feature they can learn pronunciation as well. they can also use it to learn American pronunciation which is widely used in English learning in class.

2. **Finding of Qualitative data**

In addition to the findings above, in order to explore how students use *Google Translate Text to Speech* when learning pronunciation. Semi-structured interviews were used in This research to provide a more detailed understanding of students' perceptions of *Google Translate Text to Speech*. The findings from the interviews show that there are two themes regarding the students' perceptions on the use of *Google Translate Text to Speech* in learning pronunciation by students and the second is the problems that students face and how students overcome it.

Picture 4.2
Interview with student

a. Students' Knowledge About Tools of Learning Pronunciation

The students' knowledge about tools in learning pronunciation besides *Google Translate Text to Speech* seems limited. From the interview results, some students admitted that they only know *Google Translate* as the only tool they use to learn pronunciation. this can be seen from the statements of SN1 and SN3 who said that they did not know of any other tools besides *Google Translate Text to Speech*. SN1 even stated directly that he did not know and did not understand other tools.

> *"I don't know and don't understand, I only know Google Translate Text to Speech"* SN1.

> *"I only know Google Translate Text to Speech"* SN3.

However, not all students have the same knowledge limitations. SN2 showed a larger understanding by mentioning some other applications that can also be used to learn pronunciation. *"Yes, I know there are many tools to learn pronunciation such as: Google Translate Text to Speech, Duolingo, Elsa Speak and DeepL"* SN2.

Besides that, SN4 also know the tools of learning pronunciation like Duolingo as she said: *"Yes, I know that there are Duolingo and Google Translate Text to Speech"* SN 4.

Based on the interview results, it can be assumed that most students still have limited knowledge about pronunciation learning

tools other than *Google Translate Text to Speech*. Only a small number of students mentioned other tools such as Duolingo, Elsa Speak, and DeepL. This shows that it is important to provide additional information or training on various alternative technologies that can be used to support pronunciation learning more and varied.

b. The Use of *Google Translate Text to Speech* by students

In the second question there are several opinions from students. First, there is an opinion from SN1 *"I always use Google Text to Speech"* (SN1). SN1 stated that she always used this *Text to Speech* feature from *Google*. The opinion from SN1 is also supported by SN3 who also frequently used *Google Translate Text to Speech*. *"Mostly I use this Text to Speech feature from Google for learning pronunciation"* (SN3).

Unlike SN1 and SN3 but SN2 and SN4 not only used *Google Translate Text to Speech* but also, they sometimes use other applications to support their pronunciation learning. but they sometimes still used *Google Translate text to speech*. as their explanation as follows, *"Yes, Sometimes I used Google Translate Tex to Speech. But sometimes use other tools for learning pronunciation"* (SN2).

SN4 explained that although she used other applications, she still used *Google Translate Text to Speech* more often because it is

familiar and has been known for a long time. *"Yes, I use Google Translate Text to Speech and sometimes using other tool, but mostly I use Google Translate Text to Speech because more familiar with the feature even though I used other application"* (SN4).

From this result, it can be concluded that the use of *Google Translate Text to speech* is often used by students in learning pronunciation. although there are those who use other applications to learn pronunciation, but they still often used it.

c. Students' Satisfaction with *Google Translate Text to Speech*

Based on interview about the satisfaction with *Google Translate text to Speech*, they are quite satisfied using the *Google Translate Text to Speech* feature. They consider this feature to be helpful in the process of learning English pronunciation, although there are some technical problems that are still felt. As mentioned by SN1 *"I am quite satisfied with the results produced by Google Translate Text to Speech"* (SN1).

However, some students said that they felt satisfied in a certain condition. As SN3 said that her satisfaction depended on the clarity of the sound produced. *"Sometimes satisfied sometimes not, it can be said to be satisfied because can match our expectations. less satisfied because sometimes the resulting voice is less clear and difficult to understand"* (SN3).

In the other hand, SN4 also shared a similar opinion, stating that the sound produced was sometimes satisfactory, but at the other time it was less clear. *"Quite satisfied, but sometimes it is also less clear the sound produced from Google Translate Text to Speech"* (SN4). Meanwhile, SN2 stated that she was not satisfied overall, as the sound was sometimes unclear and confusing. *"I less satisfied with the results produced because sometimes the sound produced is less clear and sometimes confusing"* (SN2).

In terms of general satisfaction, students showed varying degrees of satisfaction with the use of *Google Translate Text to Speech*. The majority of students were quite satisfied, especially when the voice produced matched their expectations. However, some students also showed dissatisfaction, especially regarding the clarity of the voice and the level of pronunciation clarity, which was sometimes still considered unclear and confusing.

d. The Shortcomings of *Google Translate Text to Speech*

Although it is considered helpful, some students also expressed its shortcomings. One of them is that the voice sounds robotic or unnatural. The same problem that is often encountered by students.

As mentioned by the SN4 *"Sometimes the audio come out from Google Translate Text to Speech is not natural like the robot voice. So, it makes me confuse to understand"*. The statement from

SN4 also supported by the statement from SN3, she said *"Yes, the unnatural robot-like voice confused me to the point that sometimes I had to repeat it to get a result that I could understand how to pronounce it well"*.

The other statement also mentioned by SN1 *"My difficulty in using the text to speech feature of google translate is like the sound produced from the audio is not clear so that is what makes me confused"*. Likewise, SN2 also stated but she preferred to explain clearly and she has a problem solving for herself *"The unnatural voice makes me less satisfied and have to repeat the words. however, if I still did not understand I prefer to change to another application"*.

It can be concluded that all students feel that sometimes the voice produced by the *Text to Speech* feature from *Google* is not entirely clear and also sometimes if repeated to get the desired results it makes them even more confused.

e. Students' Strategies in Using *Google Translate Text to Speech* Effectively in Pronunciation

In this section, the results of qualitative data are shown to answer the second formulated research focus. The second formulated research problem asks about the students' strategies in using *Google Translate Text to Speech* for learning pronunciation. From the Kelly's theory that there are 4 learning strategies that can

be used for teachers. Meanwhile, in this research, the researcher found there are 3 strategies that students can implement to learn pronunciation by themselves based on students' perception.

3. **Students' learning pronunciation strategy**

a. Listening and Imitation

In the process of learning pronunciation, students have their own strategies especially when using *Google Translate Text to Speech* feature. Some students prefer to focus on listening while, others combine listening and imitating sounds as a form of practice.

First statement from SN1 admitted that she used listening strategies more than imitating sounds. Nevertheless, she still imitates the voice occasionally as a form of additional practice. *"I often listen to audio but I rarely imitate. However, I still imitate it occasionally but I listen more"* (SN1).

Unlike SN1, SN2 chose to actively listen and imitate simultaneously. This strategy is considered effective for understanding pronunciation more clearly and deeply. *"I always listen and imitate at the same time so that I can understand and I can get the point clearly"* (SN 2).

SN3 used the strategy of listening the audio more than three times to ensure her comprehension of the sound. *"I can listen to the audio more than 3 times but to imitate it I usually only do it 2 times at most"* (SN3).

Meanwhile, SN4 showed flexible strategies depending on her learning objectives. If the goal is to understand more deeply, she will listen and imitate repeatedly. However, if she just wants to know how to pronounce a word, she simply listens without imitating. *"It depends on the target, if I want to know well, I listen it as often as possible and imitate it too. But if I just want to know how to pronounce, I just listen without imitating"* (SN4).

b. Repetition

In addition to the listening and imitation strategies, repetition is also one of the strategies that students often use in improving pronunciation skills. Repetition is considered to be able to clarify pronunciation and help students understand words more deeply. From interviews with students there were several varied answers generated from them. As stated by SN1 that she often used repetition strategies when learning pronunciation to make the voice clearer. *"Repeating is also one of the strategies I often use in learning pronunciation when using this feature to make it clearer"* (SN1).

Similarly, SN2 said that she used all pronunciation learning strategies, including repetition, to obtain good pronunciation results that are easy to understand. *"I often use all these pronunciation learning strategies including repetition in learning English so that I get a good pronunciation and I can understand it"* (SN2).

While, SN3 explained that she relied more on the repetition strategy, because she thought that listening once was not enough to understand the words heard. *"I mostly use this repetition strategy in learning pronunciation because if I only listen to the audio once without repeating it, I do not understand"* (SN3).

Meanwhile, SN4 used repetition selectively, only when she encounters a difficult word and wants to really understand its pronunciation. *"I use this repetition strategy only when I find a difficult word and then I want to know it well, so I repeat it. But if I do not want to know it deeply, I would not repeat it"* (SN4).

Based on the interview results, it can be concluded that students apply various pronunciation learning strategies when using *Google Translate Text to Speech*. These strategies include listening, imitation, and repetition of the audio. Some students focused more on the listening aspect, while others found it more effective to combine listening and imitation together. In addition, repetition is a quite dominant strategy, either used consistently or selectively, depending on the difficulty of the word and the student's learning objectives. These strategies reflect an individualized approach that adapts to the needs and comfort of each in learning English pronunciation.

C.   **Discussion**

In this section, the researcher provides an in-depth analysis of the research findings derived from both quantitative and qualitative data. The data were collected through the distribution of questionnaires and semi-structured interviews with selected participants. This study explored students' perceptions of using *Google Translate Text to Speech* in learning pronunciation, as well as the strategies they applied while using the feature. The results were classified based on levels of agreement in the questionnaire and recurring themes from interview responses. The following discussion outlines the findings and connects them to the two main research focuses and relevant theoretical perspectives. As follows:

1.   **How is Students' Perception of Using *Google Translate Text to Speech* in Learning Pronunciation?**

Based on Piaget[67] and Cherry's[68] theoretical framework of perception, students' perceptions of *Google Translate Text to Speech* are shaped through three main processes: selection, organization, and interpretation. At the selection stage, students choose this feature as a tool because of its ease of access and practicality. At the organization stage, students begin to categorize their experiences, for example, listening to the audio coming out of *Google Translate Text to Speech* to understand pronunciation. Then in the interpretation stage, they valued this experience as something useful in learning pronunciation. The type

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[67] Jean Piaget, *The Psychology of Intelligence*, p.59
[68] Cherry, "What Is Perception? Recognizing Environmental Stimuli Through the Five Senses."

of perception generated is considered as *"positive perception"* because students feel helpful, confident, and tend to recommend *Google Translate Text to Speech* to others.

This can be seen from the findings of quantitative data sourced from the results of a closed questionnaire consisting of 27 statements, students' perceptions of the use of *Google Translate Text to Speech* features in learning pronunciation tend to be positive. In statement number 22, "*Google Translate Text to Speech* helps me in learning pronunciation", 50% of students chose "agree" and 43% "strongly agree", indicating that most students feel helped in learning pronunciation. Furthermore, statement number 23, "I feel it is easier to understand English pronunciation by listening to Google Translate Text to Speech", obtained a response of 47% "agree" and 50% "strongly agree". Similarly, in statements number 25 and 26 which discuss the effectiveness and reliability of the *Google Translate Text to Speech* feature, the majority of students agree that this feature is effective (53% agree, 43% strongly agree) and reliable for learning pronunciation (63% agree, 37% strongly agree). Although in statement number 2, some students (53%) felt that they could not pronounce English words clearly, the results from other statements showed that this feature became a very instrumental tool in the learning process. This indicates that *Text to Speech* feature acts more as an audio input medium for

understanding correct pronunciation than as an active sound production training tool.

This finding is in line with previous research by Wardatul Jannah who also found that *Google Translate Text to Speech* provides easy access, sounds like a native speaker, and can be listened to repeatedly.[69] Nevertheless, as in her research, students also realized the weaknesses of it, such as high voice speed and unclear audio quality. In addition, This research also has similarities with Ananta Junita Harahap who found that the *Text to Speech* feature helped students in improving their pronunciation.[70]

Although the approach was different, this research supports the idea that although this feature is not a perfect tool, students' perceptions of it are generally positive both of college students and vocational high school students. Based on these findings, students' positive perception of using *Google Translate Text to Speech* is related to their familiarity with digital technology in their daily lives. They consider this feature to be easily accessible, practical, and can be used at any time. Thus, making it the first choice when they want to learn English pronunciation. In addition, its ability to be repeated many times provides room for students to learn independently. Although this feature

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[69]Wardatul Jannah, *EFL Students' Perception on The Use of Google Translate Text to Speech to Improve Their Pronunciation* (Banda Aceh: State Islamic University of Ar-Raniry, 2024).

[70] Ananta Junita Harahap, *Improving Pronunciation Through the Use of Google Translate Text to Speech at Tenth Grade Students of SMAN 1 PORTIBI* (Padangsidimpuan: State Islamic University of Syekh Ali Hasan Ahmad Addary, 2024).

is not perfect, for example in terms of voice clarity, it still makes a great contribution in building students' confidence in English pronunciation. Therefore, teacher assistance is still needed so that students do not rely on this online learning tool.

2. **What are The Strategies That Students Apply in Using *Google Translate Text to Speech* in Learning Pronunciation?**

    In terms of Kelly's theory about pronunciation learning, strategies used by students such as listening and imitation and repetition are an important part of the process of getting correct pronunciation.[71] Kelly's theory explains that listening and imitating the correct pronunciation of models, as well as repeated practice, can strengthen students' ability to understand and produce the right English sounds. In the context of using *Google Translate Text to Speech*, this strategy is very relevant because the *Text to Speech* feature on *Google Translate* allows students to hear pronunciation with an American accent and repeat it as needed. Thus, this feature becomes a supporting tool in implementing strategies that are in line with pronunciation learning theory.

    Based on the interview results, it was found that students have various strategies in using *Google Translate Text to Speech* to learn pronunciation. The most frequently used and familiar strategies for students are listening, imitation, and repetition. Some students such as SN2 and SN4 stated that they are not only listen, but also imitate the

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[71] Kelly Gerald, *How to Teach Pronunciation (Longman, 2000) 1-3.*

pronunciation they hear repeatedly in order to understand better. While other students such as SN1 focused more on listening, and only sometimes imitated. In addition, there are also students who use repetition strategies especially when they encounter words that are difficult to understand, as expressed by SN3 and SN4. This shows that although their learning strategies vary, this feature provides flexibility for students to suit their individual comfort and needs.

Learning strategies which found in this research, such as listening, imitating and repetition the audio from *Google Translate Text to Speech* also in line with the previous research. Wardatul Jannah mentioned that *Google Translate Text to Speech* have a strength such as, can be access anytime and anywhere, easy to use and allows students to listen the audio repeatedly, which indirectly supports the use of listening and repetition strategies.[72] In addition, Ananta Junita Harahap also stated in her research shows that the use of *Google Translate Text to Speech* can improve students' pronunciation, which was certainly achieved through active practices such as imitation and repetition.[73] Other findings also supported by Zahra Medina who used the *Google*

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[72] Wardatul Jannah, *EFL Students' Perception on The Use of Google Translate Text to Speech to Improve Their Pronunciation* (Banda Aceh: State Islamic University of Ar-Raniry, 2024).

[73] Ananta Junita Harahap, *Improving Pronunciation Through the Use of Google Translate Text to Speech at Tenth Grade Students of SMAN 1 PORTIBI* (Padangsidimpuan: State Islamic University of Syekh Ali Hasan Ahmad Addary, 2024).

Translate Microphone and noted improvement in pronunciation through hands-on practice, indicating the application of similar strategies.[74]

These findings reinforce that students naturally build active learning strategies when utilizing digital technology in the language learning process, especially when using *Google Translate Text to Speech*. This greatly assists students in implementing pronunciation learning strategies effectively. Frequently used strategies such as listening, imitating and repeating proved to be easy for students to help them learn pronunciation. From the interview results, the use of these strategies is very much based on the needs of each student. If the goal is only to better understand and know how to pronounce well and correctly, students tend to use the repetition strategy more often. However, if students want to master pronunciation more thoroughly, they prefer combine all strategies listening, imitation, and repetition. With the flexibility provided by the *Text to Speech* feature, students can learn according to their own abilities and learning targets, ultimately accelerating the process of pronunciation improvement.

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[74] Zahra Medina, *Improving Students' Pronunciation Ability Through Microphone Google Translate* (Jakarta: State Islamic University Syarif Hidayatullah, 2024).

CHAPTER V

CONCLUSION

In this chapter, conclusion and suggestion is provided. It consisted of the conclusion of the research and the suggestion.

A. Conclusion

1. Students have a positive perception of using *Google Translate Text to Speech* as an English pronunciation learning tool. They choose this feature because of its ease of access, its ability to present audio with relatively clear pronunciation, and because it can be played repeatedly. This perception is formed through the process of selection, organization, and interpretation of students' learning experiences, which ultimately makes them feel helpful, confident, and tend to recommend this feature for pronunciation learning.

2. Students apply several learning strategies that are in line with pronunciation learning theory, specifically listening, imitating, and repetition strategies. These strategies are based on the needs of each student and their learning goals, such as repeating difficult words or imitating to get the right pronunciation. The flexibility of using this feature supports effective and adaptive self-learning strategies.

B. Suggestion

1. English Teacher

   This research can be used by teachers as a consideration to improve students' pronunciation skills. when viewed from the existing

results from students that they have a positive perception of the use of *Google Translate Text to Speech* as a pronunciation learning tool. Then, it would be good for teachers when learning should encourage the use of technology such as *Text to Speech* features in learning English pronunciation but still in accordance with direction and supervision. Then it would be nice for teachers when learning should encourage the use of technology such as text to speech features in learning English pronunciation but still in accordance with direction and supervision, besides that it is important for teachers to use these tools to learn pronunciation combined with pronunciation learning strategies such as listening, repeating and imitating so that students' pronunciation skills will be more developed and learning will be more effective.

2. Future Researcher

For future researchers, this can be the basis for conduct further research to analyze students' pronunciation skills by using better strategies and tools, involving a wider and varied sample, Analyzing Effectiveness Compared to Other Tools. In addition, to find out research on how to improve students' pronunciation skills.

3. For Students

For students, It is recommended that students be more active in utilizing the Text to Speech feature of Google Translate as an independent pronunciation learning tool. In addition, students need to

get used to practicing pronunciation consistently, not only listening but
also trying to speak directly to improve their ability and confidence.

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Declaration of Authenticity

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name	:	Andini Wahyuning Rizqi
SRN	:	211101060025
Major	:	English Education Program
Faculty	:	Faculty of Education and Teacher Training
Institution	:	State Islamic University of Kiai Haji Achmad Siddiq Jember
Place, date of birth	:	Banyuwangi, June 17, 2003
Address	:	Sumberasri, Purwoharjo, Banyuwangi

Hereby declares that the thesis entitled: "Students' Perception on Using Google Translate Text to Speech in Learning Pronunciation Skill for Eleventh Grade Students at SMKN 3 Jember" is truly my original work, except in part of quotation and references, theory, sources, and data. I take references from experts.

Jember, 1st of May 2025
Author

Andini Wahyuning Rizqi
SRN. 211101060025

Appendix 2 **Matrix of Research**

Tittle	Variable	Indicator	Data Sources	Research Method	Research Focus
STUDENTS' PERCEPTION ON USING *GOOGLE TRANSLATE TEXT TO SPEECH* IN LEARNING PRONUNCIATION SKILL FOR ELEVENTH-GRADE STUDENTS AT SMKN 3 JEMBER	Students' Perception on using Google Translate Text to Speech Students' strategies in using Google Translate Text to Speech	Positive Perception Negative Perception Strategy of listening using Google Translate Text to Speech Strategy of imitating using Google Translate Text to Speech Strategy of repetition using Google Translate Text to Speech	Instrument: Close-Ended Questionnaire Semi structure Interview Data Questionnaire Interview	Research Approach: Quantitative and Qualitative Approach Research Design: Explanatory Sequential Design Data Collection: Close-Ended Questionnaire and Interview Data Analysis: Percentage and Descriptive Validity of Data: Source Triangulation	How is students' perception on using *Google Translate Text to Speech* in learning pronunciation? What are the strategies that students apply in using *Google Translate Text to Speech* in learning pronunciation?

QUESTIONNAIRE

Questionnaire for "Students' Perception on Using *Google Translate Text to Speech* in Learning Pronunciation for Eleventh Grade Students at SMKN 3 Jember"

Hello peeps!

My name is Andini Wahyuning Rizqi. I am an English Department student in Kiai Haji Achmad Siddiq State Islamic University of Jember. For completing my undergraduate thesis entitled **"Students' Perception on Using** *Google Translate Text to Speech* **in Learning Pronunciation for Eleventh Grade Students at SMKN 3 Jember".** I conduct this questionnaire to understand students' perception toward the use of Google Translate Text to Speech in learning pronunciation process. I need your help to give information based on your experience using Google Translate Text to Speech in learning pronunciation, about the advantages and disadvantages of Google Translate Text to Speech.

Please read the rules below for answering the questionnaire:

1. Fill in your identity correctly and clearly.
2. Please read the questionnaire carefully and do not rush.
3. You only need to fill in this questionnaire once, so make sure you answer carefully.
4. This questionnaire will not affect your grade or anything.
5. choose 1 out of 4 statements with instructions
   -SD "Strongly Disagree"
   -D "Disagree"
   -A "Agree"
   -SA "Strongly Agree" Thank you

 * Menunjukkan pertanyaan yang wajib diisi

1. E-Mail *
Personal Identity
2. Name: *

3. Gender *
Tandai satu oval saja.

◯   Male ◯ Female
4. Class *
◯   11 Tata Busana 3

5.   Experience in using Google Translate Text to Speech *

◯ < than 6 months ◯ 6-12 moths
◯ > than 1

6.   Are you willing to be interviewed?   *
Apakah anda bersedia untuk diwawancara?
◯ Yes, I am ◯ No, I am no

Section A

Students' Perception on Their Pronunciation Skill

1. I feel that my pronunciation skill is good   *

    (Saya merasa kemampuan pengucapan saya baik)

    12   3   4

    Stro   ○ ○ ○ ○   Strongly Agree

2. I can pronounce English word clearly   *

    (Saya dapat melafalkan kata-kata bahasa Inggris dengan jelas)

    1   2   3   4

    Stro   ○ ○ ○ ○   Strongly Agree

3. I feel my pronunciation skill improves with regular study

    * (Saya merasa kemampuan pelafalan saya meningkat dengan belajar secara teratur)

    1   2   3   4

    Stro   ○ ○ ○ ○   Strongly Agree

4. I feel my pronunciation improves with audio practice   *

    (saya merasa pelafalan saya meningkat dengan latihan audio)

    1   2   3   4

    Stro   ○ ○ ○ ○   Strongly Agree

5. I feel confident about my pronunciation when speaking English.*

    (Saya merasa percaya diri dengan pelafalan saya saat berbicara bahasa Inggris).

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

Section B

Students' Knowledge About *Google Translate*

6. I know the function of *Google Translate.*   *
    (Saya mengetahui fungsi *Google Translate*)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

7. I know that *Google Translate* can help translate text quickly*
    (Saya tahu bahwa *Google Translate* dapat membantu menerjemahkan teks dengan cepat)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

8. I really understand the features of *Google Translate.* *
    (Saya memahami fitur-fitur *Google Translate*)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

9. I realize that Google Translate has audio feature namely, *Google Translate Text to Speech**
    (Saya menyadari bahwa Google Translate memiliki fitur audio yaitu Google Translate *Text to Speech*)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

10. I know that *Google Translate* provides accurate translations. *
     (Saya tahu bahwa *Google Translate* memberikan terjemahan yang akurat)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

11. I feel the use of *Google Translate* can be used to learn new words. *
(Saya merasa penggunaan *Google Translate* dapat digunakan untuk mempelajari kata-kata baru)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

12. I realize always use *Google Translate* in the learning English process. *
(Saya selalu menggunakan *Google Translate* dalam proses pembelajaran Bahasa Inggris)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

Section C

Students' Knowledge About *Google Translate Text to Speech*

13. I know how to use the *Text to Speech* feature in *Google Translate**
(Saya tahu cara menggunakan fitur *Text to Speech* pada *Google Translate*)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

14. I know the use of *Google Translate Text to Speech* for learning pronunciation*
(Saya tahu bahwa penggunaan fitur *Google Translate Text to Speech* untuk belajar pengucapan)
Tandai satu oval saja.

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

15. I know that *Google Translate Text to Speech* can synchronize the source language and target language
(Saya tahu bahwa *Google Translate Text to Speech* dapat menyinkronkan bahasa sumber dan bahasa target)

	1	2	3	4	
Stro	◯	◯	◯	◯	Strongly Agree

16. I know that *Google Translate Text to Speech* can be used to learn American *
accent in pronunciation.
(Saya tahu bahwa *Google Translate Text to Speech* dapat digunakan untuk mempelajari aksen
Amrican dalam pengucapan)

     1 2 3 4

Stro ◯ ◯ ◯ ◯ Strongly Agree

17. I know that the audio from *Google Translate Text to Speech* can be played *
repeatedly
(Saya tahu bahwa audio dari *Google Translate Text to Speech* bisa diputar secara berulang
ulang)

     1 2 3 4

Stro ◯ ◯ ◯ ◯ Strongly AgreeI believe that Google Translate Text to Speech
feature can help in learning pronunciation.
(Saya percaya bahwa fitur *Google Translate Text to Speech* dapat membantu dalam belajar
pelafalan saya)

     1 2 3 4

Stro ◯ ◯ ◯ ◯ Strongly Agree

Section D

Students' Perception Toward the Use of *Google Translate Text to Speech* in Learning
Pronunciation

18. *Google Translate Text to Speech* helps me in learning pronunciation*
(*Google Translate Text to Speech* sangat membantu saya dalam belajar pelafalan)

     1 23 4

Stro ◯ ◯ ◯ ◯ Strongly Agree

19. I feel it is easier to understand English pronunciation by listening to *Google Translate
Text to Speech*

(Saya merasa lebih mudah memahami pengucapan Bahasa Inggris dengan mendengarkan
Google Translate Text to Speech)

     1 2 3 4

Stro   ◯ ◯ ◯ ◯   Strongly Agree

20. I know that the use of *Google Translate Text to Speech* as a pronunciation learning tool
(Saya tahu bahwa penggunaan *Google Translate Text to Speech* sebagai alat belajar pelafalan)

     1   2   3   4

Stro   ◯ ◯ ◯ ◯   Strongly Agree

21. I feel learning pronunciation with *Google Translate Text to Speech* more effective
(Saya merasa belajar pelafalan dengan *Google Translate Audio* lebih efektif)

     1   2   3   4

Stro   ◯ ◯ ◯ ◯   Strongly Agree

22. I feel *Google Translate Text to Speech* feature reliable for learning   *
pronunciation
(Saya merasa fitur *Google Translate Text to Speech* dapat diandalkan untuk belajar pelafalan)

     1   2   3   4

Stro   ◯ ◯ ◯ ◯   Strongly Agree

23. I feel helped by the *Google Translate Text to Speech* feature for my learning pronunciation
process.
(Saya merasa terbantu dengan fitur *Google Translate Text to Speech* dalam belajar pelafalan.)

     1   2   3   4

Stro   ◯ ◯ ◯ ◯   Strongly Agree

24. *Google Translate Text to Speech* provides clearer pronunciation than any other tool
(*Google Translate Text to Speech* memberikan pengucapan yang lebih jelas daripada alat
lainnya)

     1   2   3   4

Stro   ◯ ◯ ◯ ◯   Strongly Agree

25. I feel *Google Translate Text to Speech* is an effective tool for learning   *
pronunciation
(Saya merasa *Google Translate Text to Speech* adalah alat yang efektif untuk belajar pelafalan)

     1   2   3   4

Stro ◯ ◯ ◯ ◯ Strongly Agree

26. I recommend using *Google Translate Text to Speech* for learning pronunciation *
(Saya menyarankan penggunaan *Google Translate Text to Speech* untuk belajar pengucapan)

　　　　　　　　1　2　3　4

Stro ◯ ◯ ◯ ◯ Strongly Agree

all your answers are very meaningful for the researcher's success in completing the final project to reach and get a bachelor's degree.
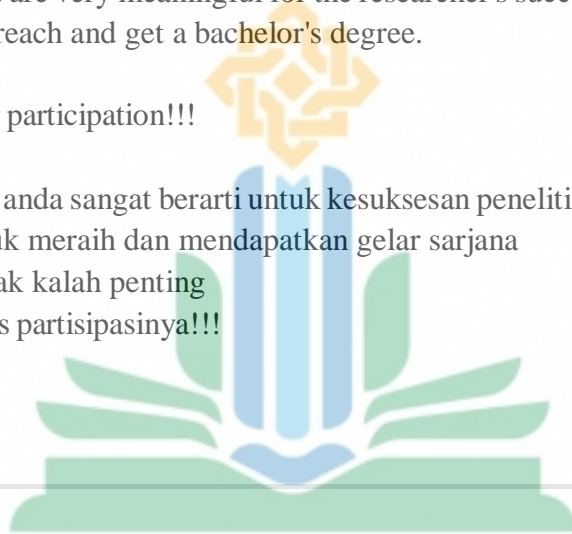last but not least
Thanks for your participation!!!

Semua jawaban anda sangat berarti untuk kesuksesan peneliti dalam melengkapi tugas akhir untuk meraih dan mendapatkan gelar sarjana
terakhir tapi tidak kalah penting
Terimakasih atas partisipasinya!!!

Appendix 4

Semi structure interview guide

English Version

1. Do you know any tools for learning pronunciation skill?
2. Do you use tool for learning pronunciation? If yes, please mention it!
3. Do you know the Google Translate text to speech? and how often you use it?
4. Are you satisfied with the result of Google Translate Text to Speech?
5. Are you having trouble in learning pronunciation using Google Translate Text to Speech? If yes please mention it based on your experiences!
6. How did you solve the problem you had while learning pronunciation using Google Translate Text to Speech?
7. Do you know there are several strategies in learning pronunciation? What is it? explain based on your experiences!
8. Do you know about listening, imitating and repetiting strategies in learning pronunciation?
9. From those steps, when do you use in learning pronunciation especially when using Google Translate Text to Speech
10. How do you use Google Translate Text to Speech effectively in learning pronunciation?

Indonesian Version

1. Apakah Anda tahu ada alat untuk mempelajari *pronunciation*?

2. Apakah Anda menggunakan alat bantu untuk belajar *pronunciation*? Jika ya, sebutkan!

3. Apakah Anda tahu *Google Translate Text to Speech*? Dan seberapa sering Anda menggunakannya?

4. Apakah Anda puas dengan hasil *Google Translate Text to Speech*?

5. Apakah Anda mengalami kesulitan dalam belajar pengucapan menggunakan *Google Translate Text to Speech*? Jika ya, sebutkan berdasarkan pengalaman Anda!

6. Bagaimana cara Anda mengatasi masalah yang Anda alami saat belajar pelafalan menggunakan *Google Translate Text to Speech?*

7. Apakah Anda tahu ada beberapa strategi dalam mempelajari *pronunciation*? Apa saja? Jelaskan berdasarkan pengalaman Anda!

8. Apakah Anda tahu tentang strategi *Listening, Imitating and Repetiting* dalam belajar *pronunciation*?

9. Dari langkah-langkah tersebut, mana yang Anda gunakan dalam belajar *pronunciation* terutama ketika menggunakan *Google Translate Text to Speech*

10. Bagaimana Anda menggunakan *Google Translate Text to Speech* secara efektif dalam belajar pelafalan?

INTERVIEW TRANSCRIPTION WITH STUDENTS

SMKN 3 JEMBER

Tanggal Wawancara: 7 Maret 2025

Tempat Wawancara: Gedung SMKN 3 Jember

Jenis Wawancara: Wawancara langsung

Responden: SN 1

Jenis Kelamin: Perempuan

Kelas: 11 Tata Busana 3

Peneliti: Selamat pagi, dengan siapa ini namanya?

SN 1: Selamat pagi kak, nama saya Firen

Peneliti: Baik,terimakasih. Bisakah saya meminta waktu kamu untuk wawancara?

SN 1: Dengan senang hati kak

Peneliti: Baik, disini saya ada ada beberapa pertanyaan yang nantinya harus kamu jawab dan disini saya ada 10 pertanyaan yang harus kamu jawab

SN 1: Siap kak

Peneliti: Oke, mulai dari yang pertama. Apakah kamu tahu ada alat untuk mempelajari pronunciation?

SN 1: Kalau dari saya sendiri tahu ada beberapa seperti: *Google Translate, YouTube*, atahu aplikasi belajar lainnya

Peneliti: Apakah kamu menggunakan alat bantu untuk belajar pronunciation? Jika ya, sebutkan!

SN 1: Iya kak pakai. Saya lebih sering menggunakan *Google Translate Text to Speech*

Peneliti: Berarti sudah tahu tentang *Google Translate Text to Speech* kan ya? Dan seberapa sering kamu menggunakannya?

SN 1: Lumayan sering sih kak, apalagi ketika saya tidak tahu bagaimana melafalkan suatu kata

Peneliti: Namun, apakah penggunaan *Text to Speech* ini digunakan saat belajar Pelajaran sekolah saja atahu ketika kamu menemukan sebuah kata dari manapun itu?

SN 1: Benar kak, selain digunakan untuk pelajaran sekolah khususnya ketika akan presentasi, saya juga sering menggunakan fitur ini untuk menemukan bagaimana cara pelafalan yang benar dari sebuah kata entah itu ketika saya baca buku atahu ketika saya *scrolling* sosial media sih kak.

Peneliti: Apakah kamu puas dengan hasil *Google Translate Text to Speech*?

SN 1: Lumayan puas sih kak, namun terkadang suara yang dihasilkan sama fitur ini seperti robot dan itu yang membuat saya sering untuk mengulanginya untuk memastikan kalau ini benar karena takut berbeda dengan native

Peneliti: Apakah kamu mengalami kesulitan dalam belajar pengucapan menggunakan *Google Translate Text to Speech?* Jika ya, sebutkan berdasarkan pengalaman Kamu!

SN 1: Kesulitannya ya ada di audio yang kurang natural itu kak, selain itu tidak ada

Peneliti: Bagaimana cara kamu mengatasi masalah yang Kamu alami saat belajar pelafalan menggunakan *Google Translate Text to Speech?*

SN 1: Biasanya sih diulang ulang mendengarkannya kak, didengerin sampai saya lancar dan sesuai dengan yang saya harap dan saya dapat

Peneliti: Apakah kamu tahu ada beberapa strategi dalam mempelajari *pronunciation?* Apa saja? Jelaskan berdasarkan pengalaman Kamu!

SN 1: Saya tahu beberapa strategi kak, seperti menirukan mereka ngomong, latihan terus dan diulang ulang

Peneliti: Apakah kamu tahu tentang strategi Listening, Imitating and Repeating dalam belajar *pronunciation?*

SN 1: Iya kak saya tahu

Peneliti: Dari langkah-langkah tersebut, mana yang sering kamu gunakan dalam belajar *pronunciation* terutama ketika menggunakan *Google Translate Text to Speech*

SN 1: Dari Langkah yang sudah disebutkan tadi saya sering menggunakan metode mendengarkan dan mengulang mendengarkan sih kak, kalau untuk menirukan jarang sekali karena lebih gampang mendengarkan menurut saya

Peneliti: Bagaimana kamu menggunakan *Google Translate Text to Speech* secara efektif dalam belajar pelafalan?

SN 1: Biasanya aku ketik dulu di Google Translate lalu ketika sudah muncul fiturnya aku dengerin berulang kali

INTERVIEW TRANSCRIPTION WITH STUDENTS

SMKN 3 JEMBER

Tanggal Wawancara: 7 Maret 2025

Tempat Wawancara: Gedung SMKN 3 Jember

Jenis Wawancara: Wawancara langsung

Responden: SN 2

Jenis Kelamin: Perempuan

Kelas: 11 Tata Busana 3

Peneliti: Selamat pagi, dengan siapa ini namanya?

SN 2: Pagi Miss, nama saya Luna

Peneliti: Baik,terimakasih. Bisakah saya meminta waktu kamu untuk wawancara?

SN 2: Sangat bisa Miss, silahkan

Peneliti: Nanti ada 10 pertanyaan yang harus kamu jawab ya!

SN 2: Siap Miss

Peneliti: Pertanyaan pertama, apakah luna tahu ada alat untuk mempelajari pronunciation?

SN 2: Iya tahu Miss, awal awal yang saya tahu ada *Google Translate Text to Speech*, lalu ada *Duolingo*, *Elsa Speak*, lalu yang terbaru ini saya tahu ada *DeepL*

Peneliti: Lalu, apakah kamu menggunakan alat bantu untuk belajar pronunciation? Jika ya, sebutkan!

SN 2: Iya pastinya saya menggunakannya, dan yang paling sering adalah *DeepL*, namun yang menurut saya paling masuk dan jelas pronunciationnya adalah *Elsa Speak* cuman kekurangannya aplikasi ini berbayar, juga saya sering menggunakan *Google Translate Text to Speech*

Peneliti: Lalu, apakah kamu tahu *Google Translate Text to Speech*? Dan seberapa sering kamu menggunakannya?

SN 2: Sangat tahu Miss, hampir setiap hari karena saya suka membaca novel berbahasa Inggris jadi lumayan sering menggunakan fitur ini juga apalagi saat menemukan koskata baru yang saya tidak tahu bagaimana cara melafalkannya saya akan langsung ke Google Translate lalu menggunakan fitur ini untuk mencari tahu bagaimana cara mengucapkan kata tersebut

Peneliti: Apakah kamu puas dengan hasil *Google Translate Text to Speech*?

SN 2: Kurang puas si, maka dari itu saya mencoba mencari aplikasi lain untuk belajar pronunciation ini, kadang hasil pelafalan dari audio antara 'R' dan 'L' kurang jelas apalagi ketika berdekatan

Peneliti: Apakah kamu mengalami kesulitan dalam belajar pengucapan menggunakan *Google Translate Text to Speech?* Jika ya, sebutkan berdasarkan pengalaman Kamu!

SN 2: Seperti yang sudah disebutkan sebelumnya Miss, saya mengalami kesulitan di pemahaman hasil audionya terkadang

Peneliti: Bagaimana cara kamu mengatasi masalah yang Kamu alami saat belajar pelafalan menggunakan *Google Translate Text to Speech?*

SN 2: Kalau saya sendiri beralih ke aplikasi lain, ketika saya merasa kurang jelas walaupun sudah berkali kali mengulanginya

Peneliti: Selanjutnya, apakah kamu tahu ada beberapa strategi dalam mempelajari pronunciation? Apa saja? Jelaskan berdasarkan pengalaman Kamu!

SN 2: Mendengar, mengulangi dan meniru

Peneliti: Apakah kamu tahu tentang strategi Listening, Imitating and Repeating dalam belajar pronunciation?

SN 2: Iya tahu Miss

Peneliti: Dari langkah-langkah tersebut, mana yang kamu gunakan dalam belajar pronunciation terutama ketika menggunakan *Google Translate Text to Speech*

SN 2: Semuanya sih Miss, pertama saya mendengarkan dengan seksama lalu saya ulangi juga mendengarnya lalu saya tirukan secara berulang ulang juga

Peneliti: Bagaimana kamu menggunakan *Google Translate Text to Speech* secara efektif dalam belajar pelafalan?

SN 2: Jadi, setiap saya menemukan kosakata baru yang sekiranya saya tidak tahu bagaimana cara melafalkannya saya akan menggunakan fitur *Text to Speech* ini sesuai dengan strategi mendengar, mengulang dan meniru tersebut

INTERVIEW TRANSCRIPTION WITH STUDENTS

SMKN 3 JEMBER

Tanggal Wawancara: 7 Maret 2025

Tempat Wawancara: Gedung SMKN 3 Jember

Jenis Wawancara: Wawancara langsung

Responden: SN 3

Jenis Kelamin: Perempuan

Kelas: 11 Tata Busana 3

Peneliti: Selamat pagi, dengan siapa ini?

SN 3: Pagi Miss, saya Chelsea

Peneliti: Oke Chelsea, apa kamu bersedia untuk saya wawancara hari ini?

SN 3: Iya Miss saya bersedia

Peneliti: Baik, terimakasih ya. Jadi nanti saya ada 10 pertanyaan yang harus kamu jawab

SN 3:Siap Miss

Peneliti: Oke langsung saja kita mulai dari yang pertama, apakah kamu tahu ada alat untuk mempelajari pronunciation?

SN 3: Iya, saya tahu Miss, tetapi yang saya tahu hanya *Google Translate Text to Speech*

Peneliti: Apakah kmau menggunakan alat bantu untuk belajar pronunciation? Jika ya, sebutkan!

SN 3: Iya Miss, saya menggunakan *Google Translate Text to Speech* saja

Peneliti: Berarti sudah tahu kan tentang *Google Translate Text to Speech*? Dan seberapa sering Kamu menggunakannya?

SN 3: Cukup sering Miss, semisal saya menemukan kata2 yang saya bingung bagaimana cara mengucapnya saya akan menggunakan itu

Peneliti: Apakah kamu puas dengan hasil *Google Translate Text to Speech*?

SN 3: Hmm, terkadang puas namun terkadang juga kurang puas karena terkadang suaranya kurang tepat, tetapi saya lebih banyak puasnya sih

Peneliti: Apakah kamu mengalami kesulitan dalam belajar pengucapan menggunakan *Google Translate Text to Speech?* Jika ya, sebutkan berdasarkan pengalaman Kamu!

SN 3: Pernah Miss, untuk suaranya sih Miss, karena suaranya kayak suara AI dan seperti robot sehingga terkadang membuat saya bingung

Peneliti: Bagaimana cara kamu mengatasi masalah yang kamu alami saat belajar pelafalan menggunakan *Google Translate Text to Speech?*

SN 3: Aku ulang ulang lagi untuk mendengarkannya sampai bener bener mendapatkannya (itu kalau kata kata sulit), kalau saya hanya penasaran sama kata dan tidak berniat untuk mempelajarinya secara mendalam saya hanya sekali sampai 2 kali mendengarkannya saja

Peneliti: Apakah Kamu tahu ada beberapa strategi dalam mempelajari *pronunciation*? Apa saja? Jelaskan berdasarkan pengalaman Kamu!

SN 3:Untuk pastinya saya kurang tahu sih Miss, hanya tahu mendengarkan secara berulang saja

Peneliti: Apakah kamu tahu jika strategi Listening, Imitating and Repeating itu termasuk dalam belajar pronunciation?

SN 3: Oh, jadi itu strategi belajar pronunciation. Saya baru tahu jika 3 itu masuk ke dalam strategi belajar pronunciation

Peneliti: Dari langkah-langkah tersebut, mana yang Kamu gunakan dalam belajar pronunciation terutama ketika menggunakan *Google Translate Text to Speech*

SN 3: Dari ketiga strategi itu saya gunakan sesuai dengan kebutuhan saya sih Miss, seperti jika saya sangat ingin mendalami bagaimana cara mengucapkan sebuah kata tersebut saya terkadang mengkombinasi 3 strategi tersebut agar saya lebih faham dan lancar. Namun, jika tidak saya hanya mendengarkan saja Miss

Peneliti: Bagaimana kamu menggunakan *Google Translate Text to Speech* secara efektif dalam belajar pelafalan?

SN 3: Semisal saya menemukan sebuah kata saya akan langsung menuju ke fitur ini lalu menegcek bgaiamana cara melafalkannya lalu saya dengarkan

INTERVIEW TRANSCRIPTION WITH STUDENTS

SMKN 3 JEMBER

Tanggal Wawancara: 7 Maret 2025

Tempat Wawancara: Gedung SMKN 3 Jember

Jenis Wawancara: Wawancara semi terstruktur secara langsung

Responden: SN 4

Jenis Kelamin: Perempuan

Kelas: 11 Tata Busana 3

Peneliti: Selamat pagi, dengan siapa ini?

SN 4: Pagi Miss, saya Nanda

Peneliti: Oke Nanda, apa kamu bersedia untuk saya wawancara hari ini?

SN 4: Iya Miss saya bersedia

Peneliti: Baik, terimakasih ya. Jadi nanti saya ada 10 pertanyaan yang harus kamu jawab

SN 4:Siap Miss

Peneliti: Baik, langsung saja ke pertanyaan pertama, apakah kamu tahu ada alat untuk mempelajari pronunciation?

SN 4: Iya tahu ada beberapa seperti Google Translate Text to Speech. Namun, dulu saya juga pernah memakai Duolingo juga tetapi sekarang sudah jarang

Peneliti: Lalu, apakah kamu menggunakan alat bantu untuk belajar pronunciation? Jika ya, sebutkan!

SN 4: Iya Miss, seperti yang sudah saya sebutkan saya menggunakan Google Translate text to Speech dan Duolingo

Peneliti: Seberapa sering kamu menggunakan fitur ini?

SN 4: Sebenarnya lumayan sering karena kan saya suka chat dengan karakter AI atau terkadang mengobrol dengannya jadi sebelum itu saya pastikan dengan ini pelafalan saya sudah baik karena kalau chat atau ngobrol dengan karakter AI menggunakan bahasa Inggris jarang sekali erornya Miss AI nya

Peneliti: Apakah Kamu puas dengan hasil *Google Translate Text to Speech*?

SN 4: Cukup puas sih, tetapi ada beberapa yang kadang sussah banget dibedainnya juga audionya terkdang sedikit sukar untuk difahami

Peneliti: Apakah kamu pernah mengalami kesulitan dalam belajar pengucapan menggunakan *Google Translate Text to Speech?* Jika ya, sebutkan berdasarkan pengalaman Kamu!

SN 4: Seperti yang sudah saya sebutkan tadi Miss, itu merupakan salah satu kesulitannya ada udio yang sukar difaham

Peneliti: Bagaimana cara Kamu mengatasi masalah yang Kamu alami saat belajar pelafalan menggunakan *Google Translate Text to Speech?*

SN 4: Kalau saya biasanya kalau sudah mentok dan bingung saya lebih memilih yasudahlah tidak usah tahu, namun terkdang saya beralih ke Aplikasi Tiktok untuk melihat atau mencari konten yang membahas tentang bagaimana cara melafalkan kata yang saya cari

Peneliti: Apakah kamu tahu ada beberapa strategi dalam mempelajari pronunciation? Apa saja? Jelaskan berdasarkan pengalaman kamu!

SN 4: Kalau saya sendiri jika ingih lebih faham saya akan mendengarkan secara berulang. Namun, kalau cuman ingin tahu didengar 1 kali saja

Peneliti: Apakah kamu tahu tentang strategi Listening, Imitating and Repeating dalam belajar pronunciation?

SN 4: Saya taunya dan biasanya menerapkan listening dan repeating saja Miss, kalau untuk Imitating saya sangat jarang

Peneliti: Dari langkah-langkah tersebut, mana yang kamu gunakan dalam belajar pronunciation terutama ketika menggunakan *Google Translate Text to Speech*

SN 4: Seperti jawaban pada pertanyaan Miss Andin sebelumnya, saya lebih sering menggunakan listening dan repeating, namun jika saya ingin tahu banget saya akan meirukan juga jadi saya mengkombinasi ketiganya

Peneliti: Bagaimana kamu menggunakan *Google Translate Text to Speech* secara efektif dalam belajar pelafalan?

SN 4: Kalau pingin tahu banget saya akan menggunakan Text to Speech ini secara sering dan menggunakan strategi strategi yang sudah disebutkan sebelumnya namun jika tidak terlalu ingin tahu saya seperti yasudahlah nanti saja

Appendix 6

ELEVENTH GRADE CLASS XI-FASHION DESIGN 3 SMKN 3 JEMBER

Respondent Number	Initial Name	M/F	Attendance
1.	AAN	P	✓
2.	ARS	P	✓
3.	AR	P	✓
4.	AFA	P	✓
5.	AIP	P	✓
6.	CR	P	✓
7.	CAP	P	✓
8.	DDB	P	✗
9.	DNA	P	✗
10.	EPR	P	✗
11.	EF	P	✓
12.	FYAC	P	✓
13.	IMDF	P	✓
14.	JA	P	✓
15.	KZ	P	✓
16.	LAP	P	✓
17.	Mu	P	✓
18.	NF	P	✓
19.	NHN	P	✗
20.	NA	P	✓
21.	ODFR	P	✗
22.	RNAA	P	✓
23.	RAKA	P	✓
24.	RM	P	✗
25.	RSW	P	✓
26.	SSMP	P	✓
27.	SFS	P	✓
28.	SAP	P	✓
29.	SLI	P	✓
30.	SM	P	✓
31.	SAR	P	✓
32.	TOFR	P	✓
33.	TAW	P	✓
34.	VPW	P	✓

35.	VPP	P	✓
36.	YK	P	✓

Appendix 7

Validation sheets

LEMBAR VALIDASI KUESIONER

STUDENTS' PERCEPTION ON USING *GOOGLE TRANSLATE TEXT TO SPEECH*
IN LEARNING PRONUNCIATION SKILL FOR ELEVENTH GRADE STUDENTS
AT SMKN 3 JEMBER

A. Pengantar

Berkaitan dengan adanya penelitian "Students' Perception on Using *Google Translate Text to Speech* in Learning Pronunciation Skill for Eleventh Grade Students at SMKN 3 Jember", penulis bermaksud mengadakan validasi kuisioner yang di gunakan dalam penelitian tersebut. Validasi ini di maksudkan untuk mengukur tingkat ke validan kuisioner, sehingga dapat di ketahui layak atau tidaknya kuisioner tersebut untuk di gunakan dalam pengumpulan data pada proses penelitian. Lembar validasi ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan *Google Translate Text to Speech* dalam belajar pronunciation dengan baik dan benar.

B. Petunjuk pengisian

Sebelum mengisi kuisioner validasi, saya mohon Bapak/Ibu membaca petunjuk pengisian kuisioner terlebih dahulu, sebagai berikut:

1. Dimohon Bapak/Ibu mengecek identitas terlebih dahulu

2. Bapak/Ibu dimohon untuk membaca dan mengoreksi kuisioner penelitian terlebih dahulu, kemudian mengisi lembar kuisioner validasi dengan memberi tanda centang (√) pada kolom nilai.

3. Pedoman penilaian validasi

   Sangat Benar : Skor 5

   Benar   : Skor 4

   Cukup   : Skor 3

   Kurang   : Skor 2

   Sangat Kurang: Skor 1

4. Selain memberikan jawaban di atas Bapak/Ibu juga dapat memberikan masukan dan saran terhadap kuisioner penelitian

C. Identitas Validator

Nama   : Dr. Ninuk Indrayani, M.Pd.

NIP   : 197802102009122002

Jenis Kelamin : Wanita

Instansi   : Dosen UIN KHAS Jember

D. Form Validasi

No	Aspek	Indikator	1	2	3	4	5
1.	Format	Petunjuk pengisian kuisioner di nyatakan dengan jelas					✓
		Bahasa yang di gunakan sesuai dengan tingkat pemahaman siswa					✓
		Menggunakan kata kata atau istilah yang berlaku secara umum					✓
		Pilihan jawaban di sajikan dengan konsisten dan jelas					✓
2.	Isi	Butir pertanyaan sesuai dengan tujuan penelitian					✓
		Pertanyaan mencakup aspek yang relevan tentang persepsi siswa tentang GTranslate TTS					✓
		Pertanyaan efektif untuk mengukur persepsi siswa terhadap Google Translate TTS					✓
		Pilihan jawaban mencerminkan berbagai tingkat pendapat siswa					✓
3.	Kontruksi	Pernyataan di rumuskan secara singkat					✓
		Kalimat mempunyai makna tunggal					✓

No	Aspek	Indikator	1	2	3	4	5
		tunggal					
		Kejelasan **rubrik** **penilaian** dengan skor penilaian					✔
		Panjang pernyataan sesuai tidak terlalu panjang dan tidak terlalu pendek					✔
		Setiap penyataan hanya berisi satu gagasan yang lengkap					✔
		Tidak ada indikator pertanyaan yang berulang					✔

Kesimpulan

Secara umum kuisioner ini di nyatakan:

1. Layak di gunakan utuk penelitian
2. Layak di gunakan dengan revisi
3. Tidak layak di gunakan untuk penelitian

*) Mohon Bapak/Ibu untuk melingkari salah satu

Saran dan Masukan

....

....

Jember, 20 Februari 2025

Mengetahui Validator,

Dr. Ninuk Indrayani, M.Pd,
NIP. 197802102009122002

LEMBAR VALIDASI KUESIONER

STUDENTS' PERCEPTION ON USING *GOOGLE TRANSLATE TEXT TO SPEECH*
IN LEARNING PRONUNCIATION SKILL FOR ELEVENTH GRADE STUDENTS
AT SMKN 3 JEMBER

A. Pengantar

Berkaitan dengan adanya penelitian "Students' Perception on Using *Google Translate Text to Speech* in Learning Pronunciation Skill for Eleventh Grade Students at SMKN 3 Jember", penulis bermaksud mengadakan validasi kuisioner yang di gunakan dalam penelitian tersebut. Validasi ini di maksudkan untuk mengukur tingkat ke validan kuisioner, sehingga dapat di ketahui layak atau tidaknya kuisioner tersebut untuk di gunakan dalam pengumpulan data pada proses penelitian. Lembar validasi ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan *Google Translate Text to Speech* dalam belajar pronunciation dengan baik dan benar.

B. Petunjuk pengisian

Sebelum mengisi kuisioner validasi, saya mohon Bapak/Ibu membaca petunjuk pengisian kuisioner terlebih dahulu, sebagai berikut:

1. Dimohon Bapak/Ibu mengecek identitas terlebih dahulu
2. Bapak/Ibu dimohon untuk membaca dan mengoreksi kuisioner penelitian terlebih dahulu, kemudian mengisi lembar kuisioner validasi dengan memberi tanda centang (√) pada kolom nilai.
3. Pedoman penilaian validasi
   Sangat Benar : Skor 5
   Benar   : Skor 4
   Cukup   : Skor 3
   Kurang   : Skor 2
   Sangat Kurang: Skor 1
4. Selain memberikan jawaban di atas Bapak/Ibu juga dapat memberikan masukan dan saran terhadap kuisioner penelitian

C. Identitas Validator

Nama   :   Yuli Andriani, S.S.
NIP   :   197606262006042034
Jenis Kelamin   :   Wanita
Instansi   :   Guru Bahasa Inggris SMKN 3 Jember

D. Form Validasi

No	Aspek	Indikator	1	2	3	4	5
1.	Format	Petunjuk pengisian kuisioner di nyatakan dengan jelas					✓
		Bahasa yang di gunakan sesuai dengan tingkat pemahaman siswa					✓
		Menggunakan kata kata atau istilah yang berlaku secara umum					✓
		Pilihan jawaban di sajikan dengan konsisten dan jelas					✓
2.	Isi	Butir pertanyaan sesuai dengan tujuan penelitian					✓
		Pertanyaan mencakup aspek yang relevan tentang persepsi siswa tentang GTranslate TTS					✓
		Pertanyaan efektif untuk mengukur persepsi siswa terhadap Google Translate TTS					✓
		Pilihan jawaban mencerminkan berbagai tingkat pendapat siswa					✓
3.	Kontruksi	Pernyataan di rumuskan secara singkat					✓

No	Aspek	Indikator	1	2	3	4	5
		singkat					
		Kalimat mempunyai makna tunggal					✓
		Kejelasan rubrik penilaian dengan skor penilaian					✓
		Panjang pernyataan sesuai tidak terlalu panjang dan tidak terlalu pendek					✓
		Setiap penyataan hanya berisi satu gagasan yang lengkap					✓
		Tidak ada indikator pertanyaan yang berulang					✓

Kesimpulan

Secara umum kuisioner ini di nyatakan:

1. Layak di gunakan utuk penelitian
2. Layak di gunakan dengan revisi
3. Tidak layak di gunakan untuk penelitian

*) Mohon Bapak/Ibu untuk melingkari salah satu

Saran dan Masukan

....
....
....

Jember, 20 Februari 2025

Mengetahui Validator,

Yuli Andriani, S.S
NIP. 197606262006042034

Appendix 8

Research permission letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-10273/In.20/3.a/PP.009/02/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Negeri 3 Jember
Jl.dr. Subandi No.31, Kelurahan Jember Lor, Patrang, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 211101060025
Nama : ANDINI WAHYUNING RIZQI
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; Students` Perception on Using Google Translate Text to Speech in Learning Pronunciation Skill For Eleventh Grade Students at SMKN 3 Jember selama; 5 (lima) hari di lingkungan lembaga wewenang Bapak WIDIWASITO, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 07 Februari 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 9

Journal of research activities

JURNAL KEGIATAN PENELITIAN

Nama Peneliti   :   Andini Wahyuning Rizqi

Judul Penelitian   :   Students' Perception on Using Google Translate Text to Speech in Learning Pronunciation for Eleventh Grade Students at SMKN 3 Jember

Lokasi Penelitian   :   SMK Negeri 3 Jember

No	Hari/Tanggal	Jenis Kegiatan	TTD
1.	Senin, 17 Februari 2025	Penyerahan surat permohonan penelitian	
2.	Senin, 17 Februari 2025	Konsultasi dengan Waka Kurikulum dan Guru Bahasa Inggris terkait penelitian	
3.	Kamis, 20 Februari 2025	Meminta validasi angket kepada Guru Bahasa Inggris sebelum distribusi	
4.	Jum'at, 07 Maret 2025	Melakukan penelitian di kelas XI Tata Busana 3 (distribusi angket)	
5.	Jum'at, 07 Maret 2025	Wawancara dengan siswi kelas XI Tata Busana 3	
6.	Jum'at, 07 Maret 2025	Melengkapi data data dan dokumentasi	
7.	Jum'at, 07 Maret 2025	Permohonan surat menyelesaikan penelitian sebagai akhir mengadakan penelitian	

Jember, 07 Maret 2025
Mengetahui,
Kepala Sekolah SMKN 3 Jember

Widiwasito, S.Pd., M.Pd
NIP. 19690415199703010

Appendix 10

Research finishing letter

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK NEGERI 3 JEMBER
Jalan dr. Subandi No. 31, Jember Lor, Patrang, Jember, Jawa Timur (68118)
Telepon : 0331- 484566 Laman : www.smk3jember.sch.id Pos-el : smktigajember@gmail.com

SURAT KETERANGAN IZIN PENELITIAN
Nomor: 000/130/101.6.5.21/2025

Kepala Sekolah Menengah Kejuruan (SMK) Negeri 3 Jember, dengan ini menerangkan bahwa :

Nama	:	ANDINI WAHYUNING RIZQI
NIM	:	211101060025
Universitas	:	Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris

Benar – benar telah melaksanakan uji penelitian di SMK Negeri 3 Jember untuk penyusunan Skripsi yang berjudul **"Students' Perception on Using Google Translate Text to Speech in Learning Pronunciation for Eleventh Grade Students at SMKN 3 Jember"**, yang dilaksanakan mulai 17 Februari 2025 sampai dengan 20 Februari 2025.

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Jember, 14 Maret 2025
Kepala Sekolah,

WIDI WASITO, S.Pd., M.Pd.
Pembina Utama Muda
NIP. 196904151997031010

Appendix 11

Turn it in check letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Andini Wahyuning Rizqi

NIM : 211101060025

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Students' Perception on Using *Google Translate Text to Speech* for Eleventh-Grade Students at SMKN 3 Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (17,4%)

1. BAB I : 22%

2. BAB II : 22%

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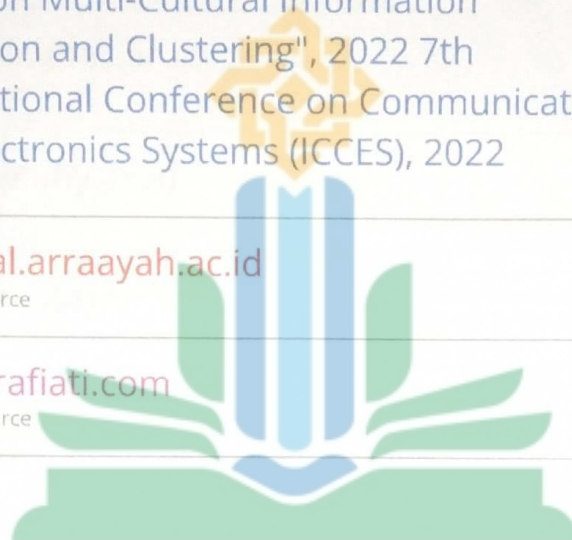
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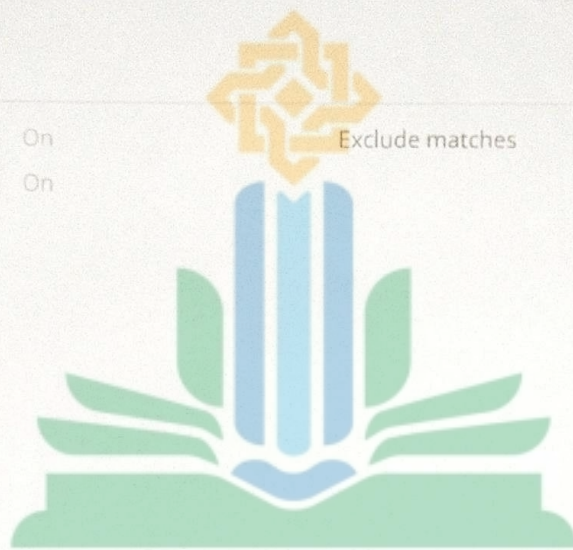| 0% SIMILARITY INDEX	0% INTERNET SOURCES	0% PUBLICATIONS	0% STUDENT PAPERS

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CURRICULUM VITAE

1. Personal Information:

Name	:	Andini Wahyuning Rizqi
NIM	:	2111011060025
Gender	:	Female
Place, date of birth	:	Banyuwangi, 17 June 2003
Address	:	Sumberasri, Purwoharjo, Banyuwangi
Religion	:	Islam
Faculty	:	Education and Teacher Training
Department/Major	:	English Education Program
E-Mail Address	:	andiniwahyuni688@gmail.com

2. Education Background:

Elementary School	:	MI NU 1 Sumberasri
Junior High School	:	MTs Mamba'ul Huda
Senior High School	:	MA Unggulan Mamba'ul Huda