

**EFL STUDENTS' PERCEPTION ON THE USE OF GOOGLE
TRANSLATE AUDIO TO IMPROVE THEIR
PRONUNCIATION**

THESIS

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Their Pronunciation**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 16 April 2024

Saya yang membuat pernyataan,



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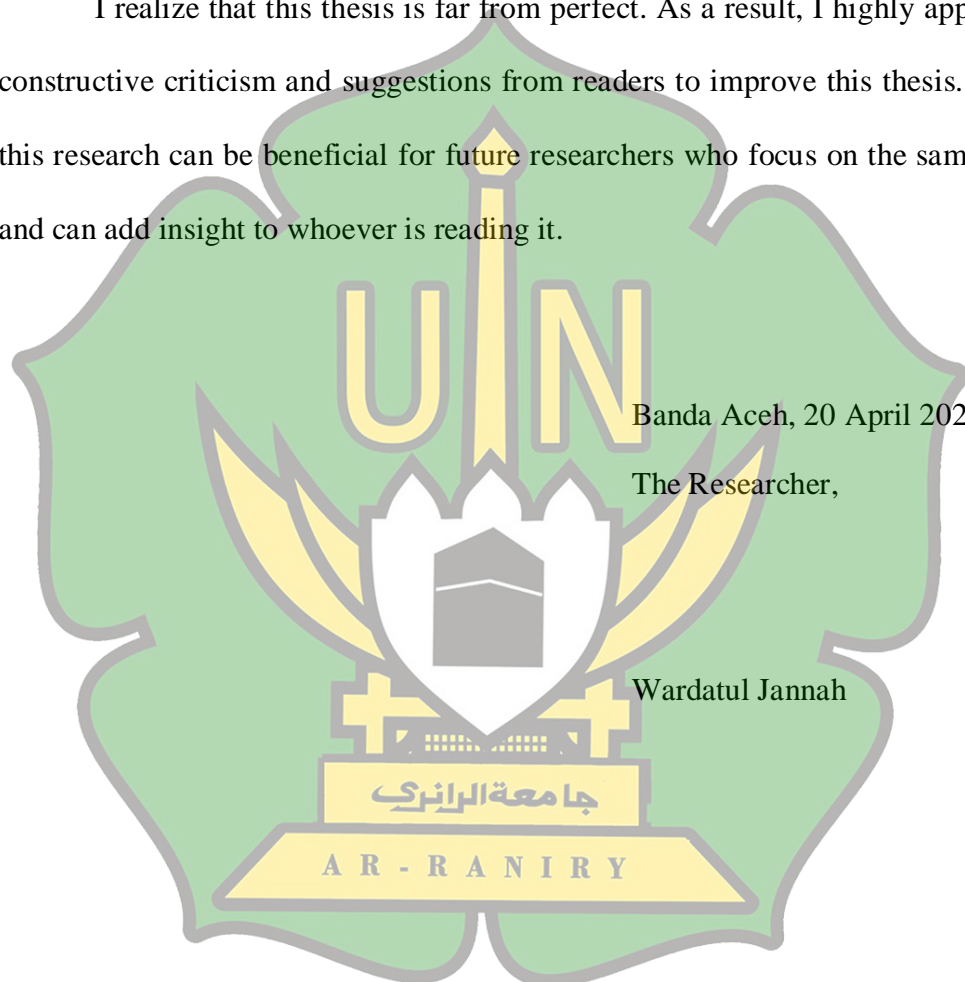
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I realize that this thesis is far from perfect. As a result, I highly appreciate constructive criticism and suggestions from readers to improve this thesis. I hope this research can be beneficial for future researchers who focus on the same topic and can add insight to whoever is reading it.

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ABSTRACT

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Correct pronunciation is important to avoid misunderstandings in communication. The audio feature in Google Translate is used by students to listen to the correct pronunciation of English. This study aimed to find out EFL students' perception on the use of Google Translate audio to improve their pronunciation. In collecting data, the researcher used qualitative approach through interview techniques. A purposive sampling technique also applied to determine participants. The participants were ten students of English Education Department batch 2021 and 2019. The data was collected by using semi-structured interview and thematic analysis. The result of this study showed that Google Translate audio 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 audio 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 audio helped them in improving their pronunciation, but they also need to involve other tools to listen to correct pronunciation.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT.....	iv
TABLE OF CONTENT.....	v
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION.....	1
A. Background of Research	1
B. Research Questions.....	4
C. Research Aims	4
D. Significance of Research.....	4
E. Research Terminologies	5
CHAPTER II LITERATURE REVIEW	8
A. Concept of Perception.....	8
1. Definition of Perception.....	8
2. Process of Perception.....	10
B. Concept of Google Translate	11
C. Concept of Pronunciation.....	13
D. Previous Studies	14
CHAPTER III RESEARCH METHODOLOGY	16
A. Research Design	16
B. Research Site and Participant.....	17
C. Technique of Data Collection	17
D. Technique of Data Analysis.....	18
CHAPTER IV FINDINGS AND DISCUSSION	21
A. Research Findings	21
B. Discussion	25

CHAPTER V CONCLUSION AND SUGGESTION	36
A. Conclusion	36
B. Suggestion	37
REFERENCES	38
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter to Conduct Field Research
- Appendix C Confirmation Letter from Department of English Language Education
- Appendix D List of Interview Questions



CHAPTER I

INTRODUCTION

This chapter presents background of research, research questions, research aims, significance of research, and research terminologies.

A. Background of Research

Correct pronunciation is important for English as a Foreign Language (EFL) students to avoid misunderstandings in communication. EFL students use technology to help them check correct pronunciation. There are many media and technologies that can be used to help students in learning (Prayudi et al. 2021). One of them is Google Translate. Google Translate is an application that functions to translate a word to a long sentence in multiple languages.

According to Wirantaka & Fijanah (2021), Google Translate is a machine translation tool that allows users to translate text from one language to another. This tool is used to help students with their vocabulary, writing, and reading. Google Translate, a contemporary machine translation tool, offers translation services in more than 100 languages. To make things easier for users, this application can translate text, conversation, snap, view, and write. Users could swiftly input a word or series of words to be translated by typing. The "talk" option is the greatest if people want to translate a conversation.

Google Translate can be easily accessed through computers and smartphones. In this modern age, students prefer quick solutions that don't

involve a lengthy process. As mentioned by Margiana & Syafryadin (2023), Google Translate helps students translate faster than using traditional method such as a regular dictionary. By simply opening Google Translate, students can instantly translate sentences, long texts, and documents. Using Google Translate is more effective than using a regular dictionary and can be a great help for students.

Even though the main function of Google Translate is to translate words and sentences, it turns out this application has many features that can help its users. One of its features is audio. Audio Google Translate functions to find out how to pronounce words to sentences in the target language. The way to use it is by typing the target language word in Google Translate application, then pressing the speaker button icon until the pronunciation is heard (Prasad, 2023). Audio Google Translate is very helpful for students who are learning English. If they have any doubts about the pronunciation of a word, then they can run to Google Translate audio to check. Therefore, only with Google Translate audio, students can easily check the pronunciation of any word they're unsure of.

Pronouncing words correctly in English has a significant impact on students' confidence to speak in class. Without proper pronunciation, students find it difficult to communicate with one another and end up remaining mute out of fear of making a mistake. Many students are able to comprehend English, but many struggle with word pronunciation. Sometimes it is tough for the students to provide ideas when the teacher asks them to do so in English because they are

unsure of how to phrase it. Mispronouncing something can lead to misunderstandings about the speaker's meaning or information (Purba, 2018).

Several studies have investigated about students' perception on the use of Google Translate in learning English. A study conducted by Agustin & Siswana (2022) found that Google Translate has more advantages than disadvantages, because Google Translate is an application that can help students quickly find the meaning of words, translate sentence by sentence, and pronounce the word correctly. Another study held by Samad et al. (2023) showed similar results, which students gained many benefits from using Google Translate such as the wide availability of vocabulary in customizing the translation that students want and saving time because it can be accessed quickly.

Unlike the previous studies, this study will be focused on the Google Translate audio and pronunciation. Previous studies have mostly examined Google Translate for translation and writing. Research that discusses the audio feature in this application is very limited. Therefore, this study aims to fill this gap by investigating EFL students' perception on the use of Google Translate audio to improve their pronunciation. By conducting this research, it is expected to contribute to the development of knowledge related to the audio feature in Google Translate to improve pronunciation.

Additionally, in the first semester of colleges, English department students will meet with Vocabulary and Pronunciation courses. This is one of the proofs that pronunciation is very crucial in language and communication. To correct

pronunciation mistakes, they can check it on Google Translate audio. Therefore, the present study would like to explore the EFL students' perception on the use of Google Translate audio to improve their pronunciation.

B. Research Questions

Based on the above explanations, the main question is broken down into the following some questions:

1. How do the EFL students perceive the advantages of using Google Translate audio to improve their pronunciation?
2. How do the EFL students perceive the disadvantages of using Google Translate audio in learning pronunciation?

C. Research Aims

The aims of the research are as follows:

1. To find out how the EFL students perceive the advantages of using Google Translate audio to improve their pronunciation.
2. To find out how the EFL students perceive the disadvantages of using Google Translate audio in learning pronunciation.

D. Significance of Research

By investigating how EFL students' perceive on the use of Google Translate audio in improving their pronunciation, this research contributes valuable insights for English Education Department students, academics, and researchers. Specifically for English Education Departement students, the results

of the research are expected to be a reference tool for them in the process of improving their English pronunciation. For Academics, this research is expected to add references in developing knowledge related to the use of Google Translate audio as a tool to improve students' pronunciation. So that they can consider whether this application can be used when teaching pronunciation or not. For Researchers, the results of this study can be used as material for further research to add insight and knowledge about the use of Google Translate audio in improving students' pronunciation.

E. Research Terminologies

In order to clarify the term used in this research, I would like to explain the meaning of the following terminologies.

1. Students' Perception

Everyone has different perception. According to Diana et al. (2021), perception is the act of perceiving, choosing, arranging, and interpreting external stimuli. Because it helps us make sense of the various events going on around us, perception is essential to our daily existence. Perception, thus, can be characterized as the process by which an individual assigns meaning to an object, influenced by their desires, feelings, experiences, and knowledge (Ledy & Syafriadin, 2023). EFL students' perception in this study refers to how English Education Department Students' (PBI) perceive The Use of Google Translate audio in improving their pronunciation.

2. Google Translate Audio

Brahmana et al. (2020) state that Google Translate, a translation engine, offers translation services for up to 90 languages. In addition to translating words, it can also translate phrases, text passages, and entire Web pages. The online community has made extensive use of its multilingual service. Additionally, Google Translate is available as an application (Maricar & Panjaitan, 2019).

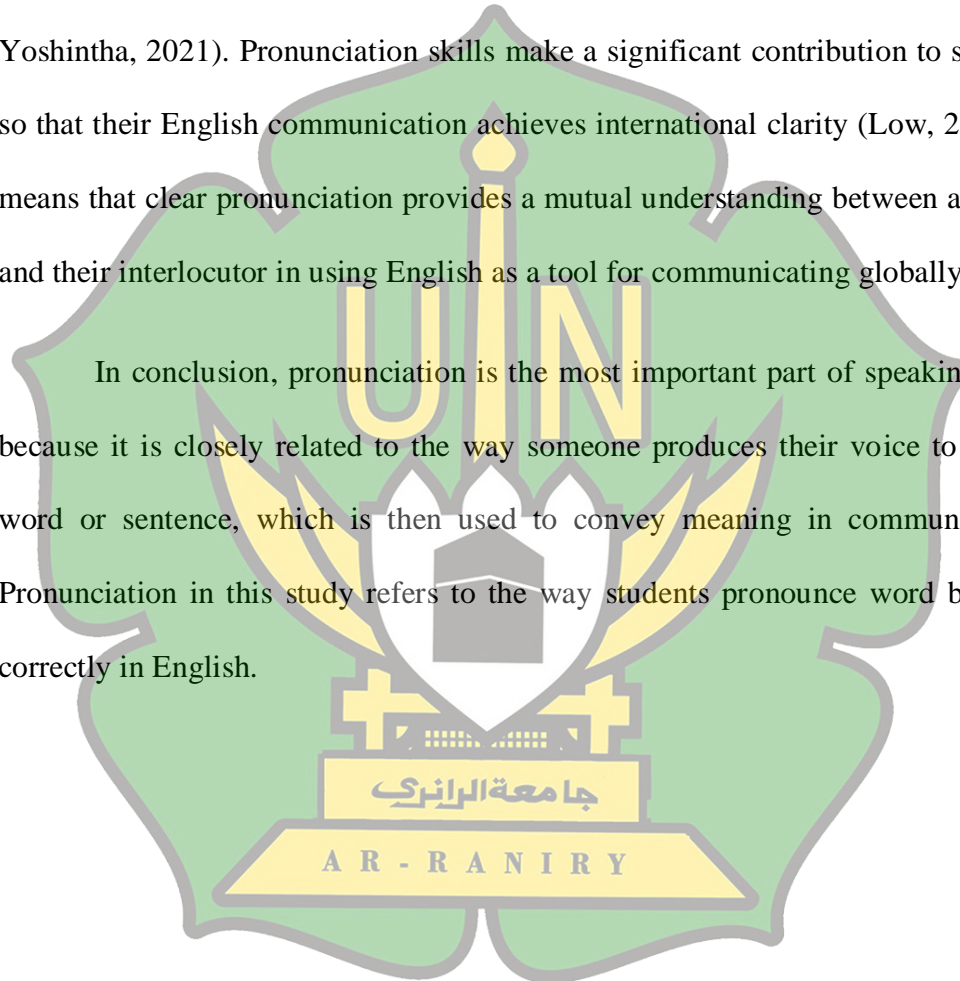
In conclusion, Google Translate is a translation engine that translates the source language into the target language. Google Translate audio in this study means a feature for listening the pronunciation of the target word in the Google Translate application. This feature functions for users who want to listen the pronunciation word by word and sentence by sentence in their target language. Therefore, users can find out how a word is pronounced by checking it on Google Translate audio.

3. Pronunciation

Pronunciation is a part of speaking skills related to how humans produce sounds and pronounce words. Being part of speaking skills, pronunciation plays a role as an significant factor in learning English, especially in fluency of communication (Shafwati, 2022). Therefore, accurate pronunciation is crucial to avoid misunderstandings. According to Herawati and Mauriyat (2022), pronunciation refers to the act or style of pronouncing words; it is also an utterance of speech, a way of expressing a word, particularly one that is accepted or understood.

Arajulayana & Martinez (2022), on the other hand, described pronunciation as the act of making certain sounds that are then used to deliver meaning and aid in communication between speakers and listeners. The goal of correct pronunciation is not to achieve perfection, but to clarity (Riadil & Yoshintha, 2021). Pronunciation skills make a significant contribution to students so that their English communication achieves international clarity (Low, 2022). It means that clear pronunciation provides a mutual understanding between a person and their interlocutor in using English as a tool for communicating globally.

In conclusion, pronunciation is the most important part of speaking skills because it is closely related to the way someone produces their voice to form a word or sentence, which is then used to convey meaning in communication. Pronunciation in this study refers to the way students pronounce word by word correctly in English.



CHAPTER II

LITERATURE REVIEW

This chapter contains literature review related to the research topic. The literature review consist of concept of perception, concept of Google Translate, concept of pronunciation, and previous studies.

A. Concept of Perception

1. Definition of Perception

Perception is the process of responding to information received by the brain. Qiong (2017, p. 18) defined perception as "the way you think about something and your idea of what it is like, the way you notice things with your senses of sight and hearing, and the innate ability to understand or notice things quickly." This definition is supported by the Longman Dictionary of Contemporary English. Qiong (2017) added that perception is defined as the process of becoming aware of or comprehending sensory data in philosophy, psychology, and cognitive science. The Latin terms *perceptio* and *percipio* are the source of the English word perception, which signifies "apprehension with the mind or senses, receiving, collecting, and action of taking possession."

According to Cherry (2023), perception, on the other hand, relates to how our senses see the outside environment. It is the process of being conscious of things and connections through the use of our senses. This is how it happens. The five senses of perception includes: sound, smell, sight, touch, and taste.

One way to define perception is a person's anticipation of an item, which can include other people, organizations, agencies, and other entities. There are two definitions of perception: the broad definition and the restricted definition. Perception is described as a vision or understanding, that is, how people interpret or perceive a certain thing, in a broad sense. In a restricted sense, perception is defined as perceiving how each individual views an object. A person's perspective of the thing he is looking at shapes the attitude that he will adopt. It implies that the way in which these students comprehend the subject may be influenced by their perception from Triyono & Febriani (in Yunita & Maisarah, 2020).

Positive and negative aspects can be distinguished in perception. A positive outlook is a priceless gift that equips one with the courage and self-assurance needed to face challenges, look beyond oneself, and adapt to the outside world. It promotes relationship building and giving to others. A person with a negative perception is more likely to concentrate on their own needs and strive to establish and validate their own value (Khotimah et al. 2021). As mentioned by Lindawati et al. (2022), factors such as feelings, attitudes, personality, motivation, physical condition, interests, hopes, and needs influence the difference perceptions of each person.

Based on the explanations regarding perception above, it can be concluded that perception is the process by which a person responds to stimuli based on the information he receives through the senses of sight, touch, smell, hearing, and taste. In this study, the definition of perception chosen is the restricted definition.

Because this study wants to know how someone views an object and they respond to it with a subjective opinion.

2. Process of Perception

Qiong (2017) divided three stages of perception process: selection, organization, and interpretation.

1. Selection

In order to translate environmental stimuli into meaningful experiences, selection is the first step in the perception process. The words we are hearing, the witness to an accident, the ticking of a clock, to mention a few, are just a few examples of the vast diversity of information that continually bombards us in our daily lives. All these sensations are concurrently reaching our sensory organs, waiting to be processed, because everything in our universe is inclusive. It is not possible for us to process all of the information at our disposal, as this would lead to disarray and chaos. As such, our perception of the surroundings is selective, allowing us to take in only a portion of the information.

2. Organization

Organization is the second step in the perceiving process. Once we have chosen the relevant data from the outside world, we must establish some sort of meaningful pattern to help us arrange the data. Because this level of organization is achieved by classifying objects or individuals, some academics also refer to it as classification. The social and physical events and objects we encounter in this stage of perception will have shape, color, texture, size, etc. right away. When

asked to define a human being, for example, some people might do so based on skin color, while others might do it based on race or nationality. When we close our eyes and imagine what our university library looks like, we see a structured space with both an interior and an outside structure.

3. Interpretation

Interpretation, or giving the chosen stimuli a meaning, is the third step of perception. We attempt to make sense of the classified and consistent patterns formed by the chosen stimuli by giving them meanings. However, different persons could interpret the same stimulus in various ways. When a police officer shows up at the scene of the crime, for example, different people may take it differently. While the victim may find it comforting and relieving, the perpetrator will undoubtedly be terrified. Another example is that, while giving each other a large embrace or kiss in public is a popular way to say "Hello!" in several western countries, it is always regarded as a "lovemaking" gesture in many other cultures.

B. Concept of Google Translate

Google Translate is an application launched by Google to translate a language into the target language. Some researchers explain the definition of Google Translate. According to Sutrisno (2020), A free and useful online translation tool, Google Translate enables millions of users worldwide to translate words, phrases, sentences, and paragraphs into the language of their choosing. As a tool for translating across languages, Google introduced the Google Translate website and application. Billion words are translated every day with it, and 500

million individuals have used it globally since 2006. Once it was a webpage, an app was created and could be downloaded to be used on any mobile device as mobile technology proliferated. Language learners have turned to the Google Translate App (GTA) in order to assist them in learning a particular language because it offers translation services in a number of languages. Google Translate not only translates in text form, but also handwriting, written photos, voice, and direct conversation sentences. Google Translate helps users who want to quickly translate vocabulary into a foreign language (Maricar & Panjaitan, 2022).

Fajrie et al. (2022) stated that Google Translate was first developed as a statistical machine translation service. Before the text was translated into the target language, it had to be written in English. Because Statistical Machine Translation (SMT) used predictive algorithms to translate texts back then, the translation had poor grammatical accuracy. Nevertheless, Google initially refrained from hiring specialists to address this limitation because of the dynamic nature of language. Google changed its translation strategy in November 2016 and began using neural machine translation technology. Tests show that it translates whole sentences at a time using deep learning algorithms, with higher accuracy between English and French, German, Spanish, and Chinese.

Google Translate can be a supporting media for learning English, especially for EFL students. As mentioned by Lestari et al. (2023), students always access Google Translate many times when they do not know the meaning of a word, text, and sentence. Google Translate services are also utilized by EFL students to check synonym and pronunciation of a word.

In conclusion, Google Translate is an online application that focuses on translating word for word into foreign languages or vice versa. As a media for learning English, Google Translate has various tools such as: audio to hear the pronunciation; camera to translate sentences or words directly from books, printed documents, etc.; screenshots of journals, posters, and more.

C. Concept of Pronunciation

Pronunciation is the way of human pronounce word by word correctly. Purba (2018) defined pronunciation as the manner in which a word is pronounced. A person must pronounce each word effectively in order to communicate a message or provide information. In English, pronunciation is crucial for communication because a mispronounced word can produce misunderstandings among listeners. Not only is it important to know how to pronounce words correctly, but we also need to be aware that English pronunciation can be challenging in general. This is because, as we have already established, the complexity of the English language contributes to the fact that some words sound different when written down.

The respiratory system, oral cavity, voice cords, lips, tongue, nose, and other parts of the body work together to produce the complicated system that is word pronunciation. Lihavi (in Nurullayevna, 2020) asserts that proper pronunciation is a picture puzzle made up of four crucial components: related speech, stress, intonation, and proper articulation. All of the picture's components must be worked on because each one has a specific role to play in how the picture

comes together and looks. The task of the speech apparatus in producing sound correctly is called articulation. We are able to discern a distinct division of sounds when they are articulated correctly. "The most significant and challenging issue that non-native speakers encounter when learning a foreign language is pronunciation," claims Petrov (in Nurullayevna, 2020, p. 5). Mispronounced words can cause misunderstandings, bad impressions, and poor communication. Interpersonal communication is a vital aspect of human existence.

Based on the explanations experts as described above, it can be concluded that pronunciation is the way human pronounce word by word correctly. A person needs to pronounce a word with the correct pronunciation to avoid misunderstanding.

D. Previous Studies

Some previous studies related to EFL students' perception on the use of Google Translate audio to improve their pronunciation have been discovered. Khasanah et al. (2022) conducted about students' perception on the use of Google Translate in learning pronunciation. This study involved 15 tenth grade students of Islamic public senior high school in Kudus, Indonesia. The results showed that all students perception was positive. All students believe Google Translate to be user-friendly due to its practicality to improve pronunciation.

Sari (2020) also investigated about practicing English pronunciation through Google Translate and Talktyper based on students' perception. The results of this study showed that Google Translate facilitates feedback and

provides unlimited English vocabulary for students' pronunciation practice. Therefore, the researcher claimed that Google Translate can be a promising alternative for students when studying independently outside of school.

Another relevant study was conducted by Margiana & Syafradin (2023) on students' perception of the use of Google Translate in English learning. This is a descriptive quantitative research conducted at STKIP Muhammadiyah Pagar Alam's and the participants were English Department students for academic year 2022-2023. This study found that students utilized technology to assist them in translating, checking synonyms, and diction. It also mentioned that students who used Google Translate were encouraged to practice their pronunciation on Google Translate's audio feature and inspired them to learn English.

The previous studies more focus on translation in Google Translate. Research that discusses audio on Google Translate for pronunciation is limited. But even that, not in detail. Therefore, the present study will focus on investigating EFL students' perception on the use of Google Translate audio to improve their pronunciation, which includes the advantages and disadvantages of the application.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methods of conducting the research which consist of research design, research site and participant, technique of data collection, and technique of data analysis.

A. Research Design

This research is about an investigate EFL students' perception on the use of Google Translate audio to improve their pronunciation. This study employs qualitative research as the methodology of collecting and analyzing data. Qualitative research methods refer to techniques of investigation that rely on nonstatistical and nonnumerical methods of data collection, analysis, and evidence production (Bhangu et al. 2023). The type of research conducted in this research is phenomenology because this research is based on the students' experience in using Google Translate audio to check their English pronunciation.

Data was obtained through semi-structured interview with English Language Education Department students at UIN Ar-Raniry. The process of collecting data involves creating interview questions, transcribing the interviews, analyzing the interview transcript using thematic analysis, and reporting the results of the analysis in the form of findings and discussion as in the next chapter. The researcher's purpose in using qualitative research is because qualitative research can explain, elaborate, and describe in depth about of EFL students'

perception on the use of Google Translate audio to improve their pronunciation.

The research results are presented in the form of a descriptive.

B. Research Site and Participant

This study was conducted at the English Education Department, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry Banda Aceh. This location chosen for study because the data at this location is related and suitable to the phenomenon of this research. Besides that, the research location is reachable.

The purposive sampling technique used in this study. Purposive sampling is a kind of non-probability sampling where the researcher or investigator chooses which subjects to include in the sample based on a number of factors, according to Oliver (in Obilor, 2023). Therefore, the researcher selects the participants based on the appropriate characteristics and fulfills the criteria, as follows:

- 1) Students of English Language Education Department UIN Ar- Raniry.
- 2) Students are in semester 4 above.
- 3) Students have experienced in checking pronunciation on Google Translate audio.

The participants of this study were ten students of English Language Education Department. Furthermore, Creswell & Creswell (2018) stated that the range of participants for phenomenology is three to ten. Participants were asked to respond to 10 questions based on their ideas and experiences.

C. Technique of Data Collection

This research used interview to obtain data. A qualitative research approach called an interview is one that uses questioning to gather data. Primary data sources in this study obtained from interview with participants. Meanwhile, secondary data sources obtained from recording interviews. Researcher extracted information from communication or dialog through prepared questions. The participants' answers become information which then become research data. The type of interview used is a semi-structured interview. According to Aung et al. (2021), a semi-structured interview is more flexible in terms of changing the order questions and for a more extensive follow-up participants response. It is neither too rigid nor too open and allows new questions if needed to be brought up during the interview session based on the answers given by the participant.

D. Technique of Data Analysis

Qualitative data analysis is a process of gathering, structuring and interpreting qualitative data to understand what it represents. In this research, the data analysis used is thematic analysis. Thematic analysis is a method of analyzing data that focuses on finding themes and describing, elaborating on, supporting, and connecting them. It is predicated on the assumption that all information communicated has meaning, and that meaning can be inferred by locating a central thought or a group of related ideas that provide a comprehensive meaning for the information (Kampira, 2021).

Braun & Clarke (2006) divided six phases of thematic analysis process, as follows below:

1. Familiarisation With the Data

At this stage the data obtained from the interview will be examined and re-read to understand the context, characteristics and meaning as a whole. Apart from that, it also involves making initial notes on ideas that arise to obtain information.

2. Generating Initial Codes

At this stage the researcher will assign a code or label (in interview transcript) to each data that answers the research question in the form of words or sentences.

3. Searching for Themes

At this stage the codes or labels that have been given to the data will be grouped into interconnected codes to become themes. The themes here are important topics in research that lead to research objectives.

4. Reviewing Themes

This stage involves re-examining the themes that have been created to ensure that certain themes are consistent and in accordance with the overall data. Here we can see whether there is data that needs to be moved, combined, or split into new or different themes.

5. Defining and Naming Themes

At this stage the researcher will give a name or title to the data that can present the essence of the theme. Each theme in the data will be expanded, described and detailed.

6. Writing Report

At this stage the researcher will write and present the results of the thematic analysis in the form of a report that is interconnected, systematic and comprehensive. As well as making quotations from relevant data to illustrate existing themes. In addition, at this stage there will be discussion and interpretation of the results of the thematic analysis.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher elaborates the findings of research based on data collected and end it with a discussion. The findings are meant to answer the research questions in chapter one: 1.) How do the EFL students perceive the advantages of using Google Translate audio to improve their pronunciation. 2.) How do the EFL students perceive the disadvantages of using Google Translate audio in learning pronunciation.

A. Research Findings

This research aims to find out the EFL students' perception on the use of Google Translate audio to improve their pronunciation. The researcher conducted face-to-face interview with the participants. Ten participants in this study were given initial codes from their own names are, AS, UL, NA, AIN, TAR, SI, NAN, MRA, RU, FA. All participants are students of English Education Department of UIN Ar-Raniry Banda Aceh who have experienced in using Google Translate audio to improve their pronunciation. There were four participants from batch 2021 and six participants from batch 2019. Each participant was given 10 questions to obtain information about their perceptions on the use of Google Translate audio to improve their pronunciation.

The interview transcripts in this study analyzed thematically and manually. After analyzing, the researcher found the answer of the first and the second

research questions. The first research question showed the advantages of using Google Translate audio in improving pronunciation, which consist of Google Translate focus, easy to access, how Google Translate pronounces words, Google Translate audio plays a role in boosting students' confidence in speaking, and Google Translate in improving students' pronunciation. In the second research question, the disadvantages of using Google Translate audio in learning pronunciation, which consist of the types of problems faced by students when using Google Translate audio, limited features, sound quality and vocal emphasis on Google Translate, and need to involved other tools.

1. The Advantages of Using Google Translate Audio in Improving Pronunciation

The findings indicates that all participants have used Google Translate audio as a tool to improve their pronunciation. Therefore, the researcher found a variety perception based on their experience regarding the advantages of using Google Translate audio in improving pronunciation.

1.1 Google Translate Focus - R A N I R Y

All students shared their experiences in using Google Translate and used Google Translate according to their own needs. Moreover, their needs are in line with the main function or focus of Google Translate, which is to translate words, texts, and voices. Participants were helped a lot just by utilizing the features provided by Google Translate in achieving their targets, as UL stated:

“I usually using the audio in Google Translate when translate some vocabularies that I don't know the meanings. And then, vocab that I hear from the research or the vocabulary from the song that I don't know what

is the meaning and then I go to the Google Translate to translate the vocabulary.”

SI also stated:

“I used Google Translate audio when I don’t know how to utter or pronounce words that I have been looking for. Then translate text assist me to explore meanings.”

MRA added:

“My experience when I am using the Google Translate, when I want to know about the meaning of the text. I take all the texts and put it on Google Translate. And when I don’t know how to pronounce the text that I take, I used the audio of the Google Translate.”

Based on the experiences shared by the participant above, it can be concluded that they are not only using Google Translate in its main focus as a translator application (app), but also listening to the audio to listen the correct pronunciation of various vocabulary. The availability of audio features in this translator application is an advantage for students.

1.2 Easy to Access

One of the best things from Google Translate audio is very easy to access. All participants can easily access Google Translate audio on their smartphone, laptop, and computer.

TAR explained:

“It is very easy to access and it’s available in every devices. “

“Because it is easy to access and it is affordable like we don’t need to pay to access it.”

Similarly, NAN argued:

“Advantages of Google Translate audio, the first is accessibility, Google Translate is free and available on most devices. And then, convenience, it allows me to hear the pronunciation instantly.”

RU also revealed:

“In my experience after using this feature, the advantages of this feature is the first one, is very easy to access. And then, we just type the word and the meaning and this feature automatically correct our pronunciation. And then, and second advantages is this feature can be played back, so that it can be heard many times to correct our pronunciation.”

From the participants answers above, the researcher concluded that the biggest advantages of using audio in Google Translate are it is easily accessible, free, can be played multiple times, and available on every device.

1.3 How Google Translate Pronounces Words

One participant shared that the advantage of listening to audio in Google Translate is the way the app pronounces words. Specifically related to how the audio accents in this application. The accent that is almost the same as the native speaker and makes participants feel comfortable. As a result, participant felt helped, as stated by AIN below:

“One of the most advantage that I think is because the Google Translate can provide the closest one of the way British or American accent actually pronounce the word.”

“Maybe, because the Google audio give almost the same like the native speakers do.”

1.4 Google Translate Audio Plays a Role in Boosting Students' Confidence in Speaking

Correct pronunciation is crucial in speaking. Mispronunciations can lead to misunderstandings in communication. Therefore, most participants agreed with correct pronunciation boosts students confidence in speaking. To achieve correct pronunciation, they claimed that the audio in Google Translate is involved in helping to improve their pronunciation so that they are confident in speaking.

MRA told:

“After I listen the pronunciation from the audio Google Translate, I feel more confident because I have to know how to pronounce the words.”

RU agreed:

“I feel more confident after using this audio on Google Translate, because my pronunciation is much better. Because I can compare my pronunciation with the native pronunciation in audio Google Translate. So, I think I can increase my English pronunciation.”

Regarding this, it can be concluded that students' confidence in speaking was boosted by utilizing the advantages of the audio features in Google Translate to listen the correct pronunciation.

1.5 Google Translate Audio in Improving Students' Pronunciation

Here, the researcher found that all participants agreed that Google Translate audio can improve their pronunciation. Especially when they hesitate and don't know how to pronounce a word in English, then they will open the audio in Google Translate to listen how to pronounce it, as revealed by UL:

“...because it makes me better when I hesitate the way I say the word, and then I go to Google Translate and write text and listen how to say the

word, and I think it's more easier to understand the Google Translate audio. I can listen more, more, and more the words to Google Translate before I speak about the word.”

Similarly, some participants revealed that hearing the pronunciation in the Google Translate audio improved their pronunciation.

NA said that:

“Yeah, if I have to talk to someone directly and you know quick situation, I can check the pronunciation quickly using the Google Translate. And it improved me a lot.”

RU Agreed:

“I think this feature is really help. Helps me in improving my correct English pronunciation. I think my english pronunciation improve after I use this feature. Because by listening to the correct pronunciation, I am comparing with own speech one and then improve my pronunciation skills as time goes by.”

MRA also Agreed:

“It improve my pronunciation after using Google Translate audio.”

From the participants answer above, it showed that Google Translate audio is relied upon by students while they are confused and don't know how to pronounce a word in English. Through this advantage, the participants admitted that their pronunciation improve.

2. The Disadvantages of Using Google Translate Audio in Learning Pronunciation

There is no application that is absolutely perfect in carrying out its functions. Each participant shared their perceptions regarding the disadvantages of audio in Google Translate that they encountered. The researcher found various

responses from participants regarding the disadvantages of using Google Translate audio in learning pronunciation.

2.1 The Types of Problems Faced by Students When Using Google Translate Audio

While using Google Translate audio to improve their pronunciation, participants encountered several problems in this application, they are:

2.1.1 Internet Problem

Some participants had problems related to the internet network while using Google Translate, as told by AS in the following:

“For the audio feature, I can’t use it if it in offline mode. It need to be online. So, it’s a problem for me because you can’t use it when you are in a place doesn’t have internet. So, I think that is the main problem of using Google Translate audio.”

UL also agreed with her:

“Sometimes, I can’t use the Google Translate when offline network.”

From the participants’ explanation, the researcher can see that some participants have difficulty in accessing Google Translate audio when they are in a place that does not have an internet network. In addition, the participants’ internet network must always be in online mode. They cannot listen to audio on Google Translate in offline mode.

2.1.2 Accuracy Problem

Accuracy plays an important role in pronunciation. Inaccurate pronunciation makes it difficult for listeners to understand. This is how some

participants felt about using audio on Google Translate. They had problems with the accuracy of pronunciation by the audio feature. NAN said that the accuracy in Google Translate is sometimes not perfect, such as stated by NAN below:

“Problems that I often encounter is first, accuracy, the pronunciation accuracy of Google Translate is sometimes not perfect, especially for complex words or regional accents. Additionally, the audio sounds robotic.”

Meanwhile, RU also had the same statement and said that the audio pronunciation on Google Translate is less accurate and unclear. She also revealed as follows:

“Sometimes the pronunciation of the audio is less accurate and unclear, especially difficult to understand.”

2.2 Limited Features

Most participants expressed their views on the limitations of the features in Google Translate audio. At times, these limitations made participants feel difficult. Therefore, additional features in Google Translate are urgently needed. Features in Google Translate audio that participants require include speed levels and a pause button, as told by NA in the following:

“And sometimes the audio is not really clear because it fast and there is no slow motion tools in the APP.”

Similarly, FA said that:

“Sometimes, I encounter problems while using Google Translate audio, the problem is like the speaker’s voice or sounds is too fast and I should repeat it again several times. We cannot make that sounds become slow.”

The different statement above, AIN's view can be inferred that she needs a sentence reader feature from the photo or screenshot feature because Google Translate audio can only read words that are directly typed in the app.

AIN said:

“Google Translate does not provide the way it can be read in written form.”

2.3 Sound Quality and Vocal Emphasis of Google Translate Audio

Here, students' perception of the sound quality and vocal emphasis of Google Translate audio are divided into two responses. First, those who respond that the sound quality and vocal emphasis are clear, as AS said:

“I think the quality and vocal very clear so far.”

Another statement added by RU:

“I think for now, the quality of the Google Translate audio is clear enough and understandable.”

Second, the participants who provided contra views. In contrast to the first responses, there were more participants who said that the sound quality and vocal emphasis on Google Translate audio is unclear and difficult to listen to, especially when listening to long texts, as SI said:

“But just one thing makes me uncomfortable like the speaker sound is unclear.”

MRA also said that:

“I think the sound quality and vocal emphasis in Google Translate audio, when I search the text that only words by words it's easy to listen the audio. But, if I put the long text, maybe one sentence or two sentences,

sometimes it hard to me to listen some words that pronounce by Google Translate. Because it so fast I think or so heavy, it so hard to listen.”

NAN added that the voice on Google Translate sounds robotic and unnatural. She is more comfortable with a voice that sounds like an ordinary human, such as claimed by NAN:

“Additionally, the audio sounds robotic.”

2.4 Need to Involve Other Tools

All participants agreed that Google Translate is a very helpful app for learning pronunciation, but it is not the best app. Some participants were not satisfied with just using the audio in Google Translate to help improve their pronunciation. To overcome this problem, they also involved other tools to help improve their pronunciation. Two of the participants chose another app such as Meriam Webster Dictionary and YouTube videos, as mentioned by NA below:

“....sometimes when I got not satisfied with the Google Translate app, I used another app Meriam Webster Dictionary.”

NAN also added that:

“...I feel quite confident after listening to the audio, but sometimes I also watch YouTube video of native speakers to feel even more confident.”

Other participants chose to watch movies to improve their pronunciation, especially for listening to longer sentences or texts, as explained by TAR:

“...the Google Translate only helps me improve my pronunciation of some words, and to improve the pronunciation of the sentences or complex sentences I prefer to watch the movie.”

The second argued supported by AIN, and she argued that:

“Because mostly in the movies or films we can know the right pronunciation.”

Based on the participants' responses, researcher concluded that to achieve satisfaction in using applications to improve pronunciation, they involved other tools or sources. Not everyone is satisfied with one app. Everyone has their own standard of satisfaction.

B. Discussion

This section elaborates the discussion according to the research findings above. This study aimed to investigate EFL students' perception on the use of Google Translate audio to improve their pronunciation based on their experiences and opinions. The researcher explains the discussion based on the results of interviews with participants to answer the first and the second research questions. Several important points that emerge are elaborated in the following:

1. The Advantages of Using Google Translate Audio in Improving Pronunciation

The first research question is about the advantages of using Google Translate audio in improving pronunciation based on EFL students' perception. According to the interview results, most participants shared the same perception about the advantages of using Google Translate audio in improving their pronunciation. All students use Google Translate to translate languages since they are English students. From their translation experience, students know other features provided by Google Translate, such as audio to listen pronunciation. This

is relevant to Maricar & Panjaitan (2022) although Google Translate's main function is to translate languages, the application also provides audio features for users who want to learn pronunciation. This feature is particularly advantageous when compared to using a dictionary.

Google Translate audio is an easily accessible application. Most students consider the ease of accessing audio in Google Translate to be an advantage. They don't need to worry about smartphones not supporting the use of Google Translate. As an application available on every device, everyone can access it on the various types of smartphones they own. As Andari et al. (2021) argued, Google Translate is popularly used because it's easy to access on all smartphones.

How Google Translate audio pronounces a word is also an advantage for students. Google Translate provides accents according to the language the user chooses. As Fitria (2023) said, Google Translate provides American English accents for users whose target language is English. The way Google Translate pronounces this word makes students feel comfortable and helped a lot. Students can follow how Google Translate pronounces a word with American accent. This feature is useful in building EFL students' self-confidence when communicating with native speakers because it gives the impression that their pronunciation and speaking skills are good.

Based on Baldissera & Tumolo (2021), pronunciation takes a crucial place in successful communication. Mistakes in pronunciation result in a lack of confidence in speaking. Purba (2018) also said that a person must pronounce each

word correctly to avoid misunderstandings in providing information. As EFL students, participants try to improve their pronunciation to become better day by day. So that students do not feel worried about pronunciation errors when appointed by the lecturer to speak in class. Therefore, they agree that correct pronunciation boosts students' confidence in speaking. To get the correct pronunciation, students check the pronunciation on Google Translate audio. Students also compare their pronunciation with the pronunciation in Google Translate audio. They will correct it if their pronunciation is still wrong and much different from the audio in Google Translate. Accordingly, Google Translate audio is very reliable in sudden situations to listen pronunciation.

Therefore, the advantages of Google Translate audio helped the participants to improve their pronunciation. Whenever they were unsure about the pronunciation of an English word, they checked it on Google Translate audio. This audio feature helped them in listening to the correct pronunciation repeatedly and quickly, which in turn improved their pronunciation. In this case, Minh Trang (2019) said that students can use Google Translate audio to evaluate whether their pronunciation is correct or incorrect.

2. The Disadvantages of Using Google Translate Audio in Learning Pronunciation

The second research question is about the disadvantages of using Google Translate audio in learning pronunciation. All participants faced various problems while using the audio of Google Translate to improve their pronunciation. These problems are the first disadvantages of Google Translata audio. The problems

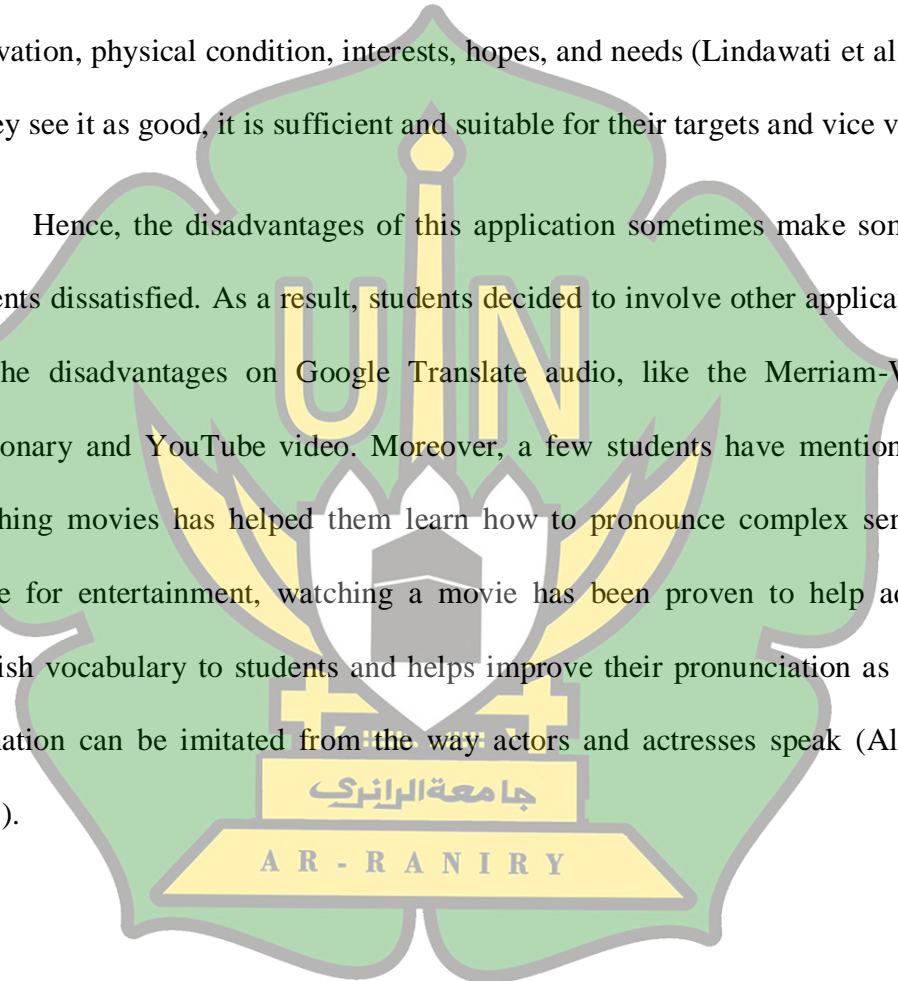
include problems with internet connectivity and accuracy. As the updated version of Google Translate audio requires an internet connection, students find it difficult to use when they are in a place with no internet network. The students also mentioned that the pronunciation in Google Translate is often inaccurate, especially for longer texts. Therefore, students find it difficult to catch the correct pronunciation of the audio in Google Translate. This idea is supported by Khasanah et al. (2022), which states that students experienced some challenges while learning pronunciation using audio in Google Translate, such as no being able to used in offline mode, frequent errors, and low accuracy.

Using applications to train pronunciation benefits students (Haryadi, 2020). However, every application has its disadvantages or limitations. From time to time, students need to listen to the audio again in Google Translate because the application does not provide a speed setting feature. Apart from that, the audio feature cannot speak words that are not directly typed or copied and pasted into the application. Therefore, it can be concluded that students need additional speed-setting features so that they are delighted with using Google Translate audio to help their pronunciation.

The findings also indicate that sound quality and vocal emphasis are essential in helping students learn pronunciation. Here, students' perceptions are divided into two. First, students responded well to the sound quality and vocal emphasis of Google Translate audio. For them, the sound quality and vocal emphasis are clear. Second, students who respond in a contradictory way. This response was more than the first. For them, the sound quality and vocal emphasis

on Google Translate are unclear, difficult to listen to, and unnatural. From these two responses, it can be concluded that the sound quality and vocal emphasis in Google Translate audio depends on each individual's perception and how they view it. Perceptions differ due to factors such as feelings, attitudes, personality, motivation, physical condition, interests, hopes, and needs (Lindawati et al. 2022). If they see it as good, it is sufficient and suitable for their targets and vice versa.

Hence, the disadvantages of this application sometimes make some EFL students dissatisfied. As a result, students decided to involve other applications to fill the disadvantages on Google Translate audio, like the Merriam-Webster Dictionary and YouTube video. Moreover, a few students have mentioned that watching movies has helped them learn how to pronounce complex sentences. Aside for entertainment, watching a movie has been proven to help add new English vocabulary to students and helps improve their pronunciation as well as intonation can be imitated from the way actors and actresses speak (Alolaywi, 2023).



CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusion and suggestion of the study based on findings and discussion on the previous chapter.

A. Conclusion

This study aimed to investigate EFL students' perceptions on the use of Google Translate audio to improve their pronunciation. Based on the findings and discussion in the previous chapter, researcher found that using Google Translate audio can improve students' pronunciation. Some advantages of Google Translate audio are 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, Google Translate audio is not a perfect tools that can be fully recommended for improving pronunciation because it has various disadvantages. Due to several problems faced by students when using it, such as it cannot be used without an internet connection, and at times, it is inaccurate and unclear because the sound is too fast. Students cannot make Google Translate audio the only tool for learning pronunciation. They also use other applications and tools, such as watching movies, to achieve better pronunciation. Therefore, the researcher concluded that Google Translate audio could be an option to improve pronunciation, but it is important to involve other applications or tools that can

reach students' targets in improving their pronunciation. There are countless other resources available that can assist learners in achieving their language goals.

B. Suggestion

The researcher would like to offer some suggestions for English Education students, academics, and further researchers. Listening to the pronunciation of words in Google Translate audio can help improve students' pronunciation. However, based on the results of the research, students are better off involving other tools to achieve good pronunciation. For academics, it is expected to recommend audio in Google Translate to students to check pronunciation when learning because Google Translate can be accessed quickly and easily.

For further researchers, it is expected to conduct more profound research related to students' perception on the use of Google Translate audio to improve pronunciation. Nevertheless, with a focus on highlighting the comparison between Google Translate audio and other applications or tools so that the results can find out which tool is the best to help improve students' pronunciation. Hence, this research can be used as a source or reference for further research.

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Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2744/Un.08/FTK/Kp.07.6/03/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA


DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH


Menimbang	<p>a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;</p> <p>b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;</p> <p>c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.</p>				
Mengingat	<ol style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh. 				
Menetapkan	<p>MEMUTUSKAN</p> <p>Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa</p>				
KESATU KEDUA	<p>Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-11430/Un.08/FTK/Kp.07.6/10/2023 Menunjuk Saudara</p> <table border="0"> <tr> <td>1. Dr. Muhammad Nasir, M.Hum</td> <td>Sebagai Pembimbing pertama</td> </tr> <tr> <td>2. Drs. Amiruddin, M.Pd</td> <td>Sebagai Pembimbing kedua</td> </tr> </table>	1. Dr. Muhammad Nasir, M.Hum	Sebagai Pembimbing pertama	2. Drs. Amiruddin, M.Pd	Sebagai Pembimbing kedua
1. Dr. Muhammad Nasir, M.Hum	Sebagai Pembimbing pertama				
2. Drs. Amiruddin, M.Pd	Sebagai Pembimbing kedua				
KETIGA	<p>Untuk membimbing Skripsi</p> <p>Nama : Wardatul Jannah</p> <p>NIM : 190203015</p> <p>Program Studi : Pendidikan Bahasa Inggris</p> <p>Judul Skripsi : Students' Perception on the Use of Google Translate Audio to Improve Pronunciation</p>				
KEEMPAT	<p>Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku</p>				
KELIMA	<p>Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.</p>				
KEENAM	<p>Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;</p> <p>Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.</p>				

Ditetapkan di : Banda Aceh
 Pada tanggal : 22 Maret 2024
 Dekan.

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.


Safrul Muluk



Appendix B Recommendation Letter to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2035/Un.08/FTK.1/TL.00/2/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

ka. Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry
Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan
bahwa:

Nama/NIM : **WARDATUL JANNAH / 190203015**

Semester/Jurusan : **X / Pendidikan Bahasa Inggris**

Alamat sekarang : **Jln. Banda Aceh - Medan km. 12,5 Desa Niron, Kec. Suka Makmur, Kab.
Aceh Besar**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan
bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam
rangka penulisan Skripsi dengan judul ***Students' Perception on the Use of Google
Translate Audio to Improve Pronunciation***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami
mengucapkan terimakasih.

Banda Aceh, 13 Februari 2024

an. Dekan

جامعة الرانيري

Wakil Dekan Bidang Akademik dan
Kelembagaan,

AR - RANIR



Berlaku sampai : 22 Maret
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation Letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B- 092 /Un.08/PBI/Kp.01.2/03/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : **WARDATUL JANNAH**
 NIM : 190203015
 Fak/Prodi : Pendidikan Bahasa Inggris/ Fakultas Tarbiyah Keguruan
 Alamat : Niron Aceh Besar

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

“Students’ Perception on the Use of Google Translate Audio to Improve Pronunciation”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

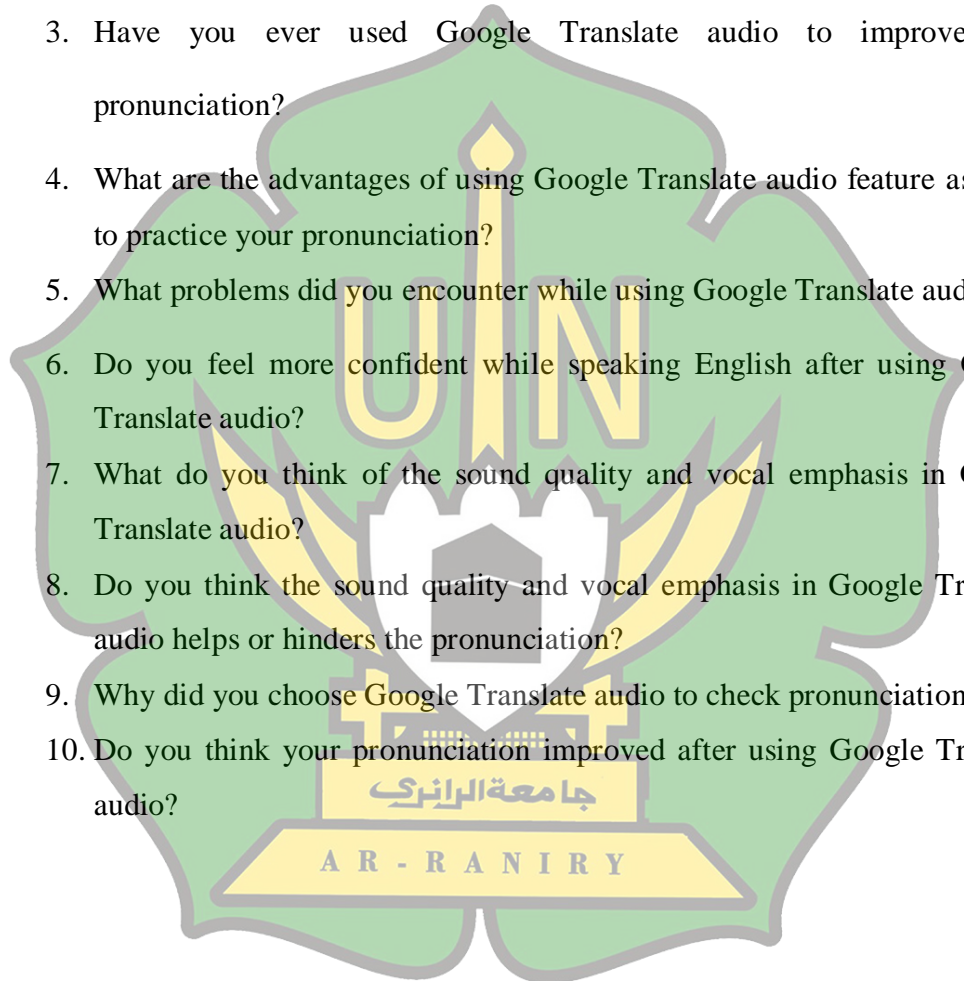
Banda Aceh, 4 Maret 2024
 Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana

Appendix D List of Interview Questions

List of Questions for Interview:

1. Have you ever used Google Translate to translate text or listen to audio?
2. What is your experience in using the audio on Google Translate?
3. Have you ever used Google Translate audio to improve your pronunciation?
4. What are the advantages of using Google Translate audio feature as a tool to practice your pronunciation?
5. What problems did you encounter while using Google Translate audio?
6. Do you feel more confident while speaking English after using Google Translate audio?
7. What do you think of the sound quality and vocal emphasis in Google Translate audio?
8. Do you think the sound quality and vocal emphasis in Google Translate audio helps or hinders the pronunciation?
9. Why did you choose Google Translate audio to check pronunciation?
10. Do you think your pronunciation improved after using Google Translate audio?



AUTOBIOGRAPHY

1. Name : Wardatul Jannah
2. Place/Date of Birth : Niron/15 April 2001
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Jln. Banda Aceh-Medan, km. 12,5, Desa
Niron, Kec. Suka Makmur, Aceh Besar.
7. Email : 190203015@student.ar-raniry.ac.id
8. Occupation : Student of Department of English
Language Education.
9. Parents
 - a. Father's Name : Bakri
 - b. Mother's Name : Erna
 - c. Father's Occupation : Farmworker
 - d. Mother's Occupation : Housewife
 - e. Address : Jln. Banda Aceh-Medan, km. 12,5, Desa
Niron, Kec. Suka Makmur, Aceh Besar.
10. Educational Background
 - a. Elementary School : MIN Bukloh (MIN 39 Aceh Besar)
 - b. Junior High School : MTsN Jeureula (MTsN 4 Aceh Besar)
 - c. Senior High School : SMAN 1 Ingin Jaya
 - d. University : Department of English Language
Education, *Fakultas Tarbiyah dan
Keguruan*, UIN Ar-Raniry

Aceh Besar, 21 April 2024

The Writer

Wardatul Jannah