

**STUDENTS' EXPERIENCE OF USING GOOGLE
TRANSLATE TO PRACTICE PRONUNCIATION FOR EFL
CLASSROOM ACTIVITY: A NARRATIVE STUDY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department



By:

SANIA FITRIANA

SN. 2519094

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H.ABDURRAHMAN WAHID PEKALONGAN
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2023**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Sania Fitriana
NIM : 2519094
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“STUDENTS’ EXPERIENCE OF USING GOOGLE TRANSLATE TO PRACTICE PRONUNCIATION FOR EFL CLASSROOM ACTIVITY: A NARRATIVE STUDY”** adalah benar-benar karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 21 November 2023

Yang menyatakan



SANIA FITRIANA

NIM. 2519094

Nadia Faradhillah, M.A
Jl. Futsal Perumahan Buaran Indah Blok B 121, Kota Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) eksemplar
Hal : Naskah Skripsi
Sdri. Sania Fitriana

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c/q.Ketua Program Studi TBIG
di
PEKALONGAN

Assalamu'alaikumWr. Wb.

Setelah dilakukan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Sania Fitriana

NIM : 2519094

Prodi : Tadris Bahasa Inggris

Judul : Students' Experience of Using 'Google Translate to Practice Pronunciation for EFL Classroom Activity: A Narrative Study

Dengan ini mohon agar skripsi tersebut dapat segera dimunaqasahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya saya sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 20 Oktober 2023
Pembimbing


Nadia Faradhillah, M.A
NIP. 199304062020122015



APPROVAL SHEET

The dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

NAME : SANIA FITRIANA

SN : 2519094

**TITLE : STUDENTS' EXPERIENCE OF USING GOOGLE
TRANSLATE TO PRACTICE PRONUNCIATION FOR
EFL CLASSROOM ACTIVITY: A NARRATIVE STUDY**

Has been examined and approved by the panel of examiners on Thursday, November 09, 2023 as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

M. Ali Ghufron, M.Pd.
NIP.19870723 202012 1 004

Examiner II

Chubbi Millatina Rokhuma, M.Pd
NIP. 19900507 201503 2 005

Pekalongan, 21th November 2023

Assigned by

The dean of FTIK

K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Mdn. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGMENT

Alhamdulillah, all praises and thanks to Allah SWT who has granted me strength and blessing in accomplishing my thesis. Then, be peace upon my prophet Muhammad SAW.

1. First and foremost, I would like to express my deepest gratitude to my beloved parents Mr. Nur Fathoni and Mrs. Ulfatun Nashriyah, S.Pd. who have given guidance, warmth, countless prayers, and unconditional love more than the researcher could ask.
2. Second, I could not have undertaken this journey without Mrs. Nadia Faradhillah, M.A., as my supervisor. Thank you for supervising my thesis and motivating me to finish this thesis by giving advice, comments, and corrections that have made me learn many things in this journey. I am very grateful to him for giving me full attention.
3. Third, I would like to thank student number 4119192 who has helped me when I needed it and accommodated my complaints while working on my thesis. Thank you also for accompanying and supporting me all this time.
4. I am also thankful to have my beloved sister Ennike Setianingrum S.Pd., who has supported me and always given me something I needed all this time.
5. Thank you to my beloved friends Dian Aenur Rofifah, Nisa Farahdila Putri, and Dini Fika Kamali who have struggled together in this world of thesis.
6. Last but not least, I want to thank me. I want to thank me for believing in me. I want to thank me for all doing this hard work. I want to thank me for having no days off. I want to thank me for never quitting. I want to thank me for always being a giver and trying to give more than I receive.

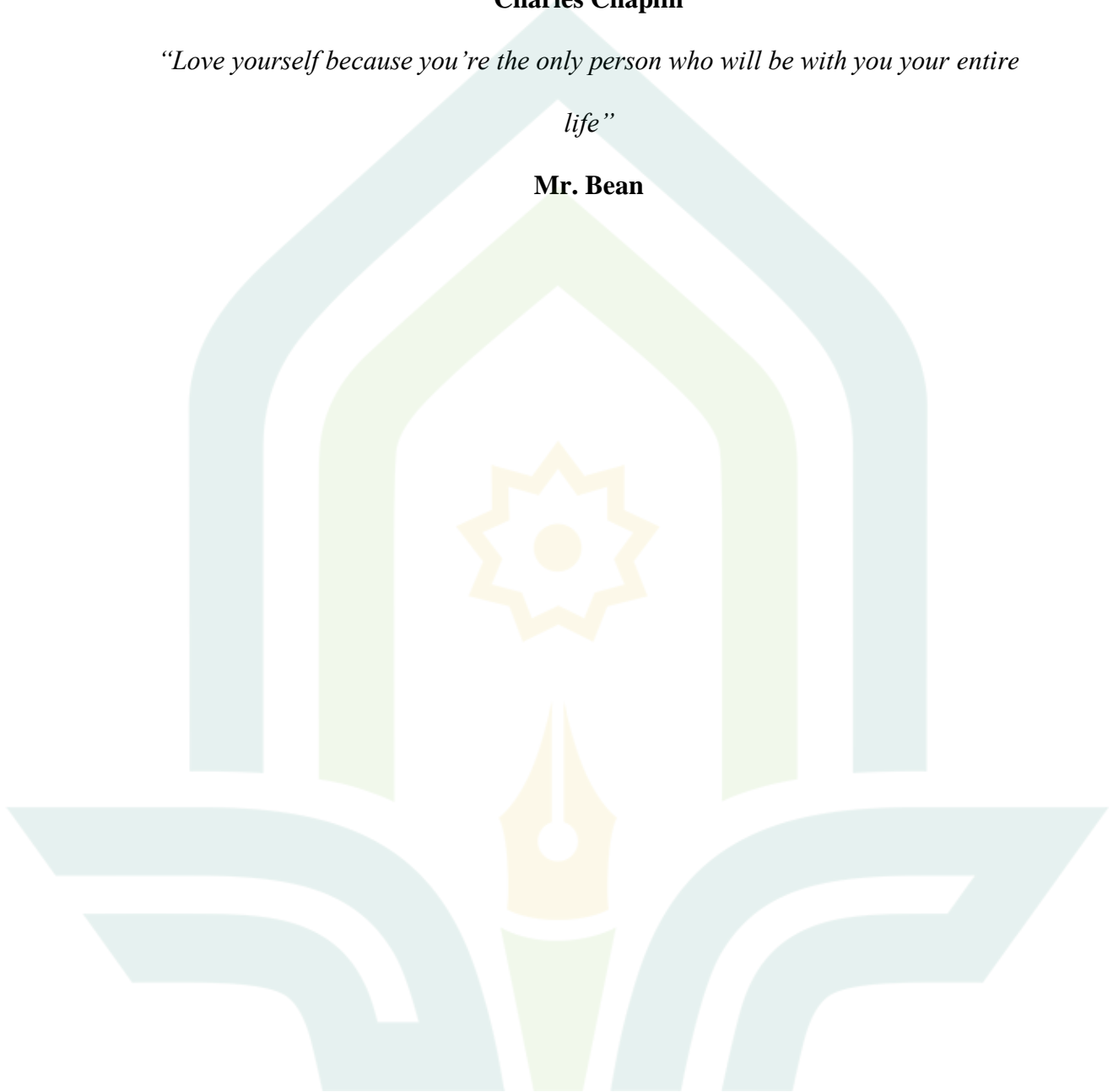
MOTTO

“You’ll never find a rainbow if you’re looking down”

Charles Chaplin

*“Love yourself because you’re the only person who will be with you your entire
life”*

Mr. Bean



ABSTRAK

Pengucapan merupakan salah satu bagian keterampilan berbicara yang mempunyai peranan penting. Mengucapkan kata dengan benar membuat percakapan berjalan dengan baik dan mudah dimengerti. Namun di Indonesia pengucapan bahasa Inggris belum mendapat perhatian yang sama. Terlebih lagi, kini pembelajaran pengucapan dapat dilakukan secara mandiri oleh para mahasiswa dengan bantuan aplikasi pengucapan, salah satunya Google Translate. Teknologi seperti smartphone sudah tidak asing lagi untuk membantu mahasiswa dalam kegiatan belajar. Khusus untuk melatih pengucapan, mahasiswa dapat menggunakan Google Translate untuk berlatih pengucapan dalam kegiatan kelas EFL. Penelitian ini bertujuan untuk mengetahui pengalaman siswa menggunakan Google Translate untuk melatih pengucapan dalam aktivitas kelas EFL. Pendekatan kualitatif studi kasus digunakan dalam penelitian ini. Partisipan penelitian ini adalah mahasiswa semester tiga dan lima Jurusan Pendidikan Bahasa Inggris. Data dikumpulkan melalui wawancara. Hasil penelitian ini menunjukkan seluruh aspek pengucapan digunakan oleh seluruh partisipan, yaitu bunyi segmental, suku kata, tekanan, ritme, dan intonasi. Selain itu, ada beberapa alasan peserta menggunakan Google Translate untuk berlatih pengucapan, yaitu praktis, mudah diakses, dan gratis.

Kata Kunci: Pengalaman Siswa, Google Translate, Pengucapan, EFL Classroom

ABSTRACT

Pronunciation is a part of speaking skills that has an important role. Pronouncing words correctly makes the conversation go well and is easy to understand. However, in Indonesia, pronunciation has been receiving different attention. Moreover, learning pronunciation can be done independently by the students with the help of pronunciation applications, one of which is Google Translate. Technology such as smartphones is familiar to assist students in learning activities. To practice pronunciation, students can use Google Translate for EFL classroom activities. This study aims to determine students' experience using Google Translate to practice pronunciation for EFL classroom activity. A qualitative case study approach has been used in this research. The participants of this study are third and fifth-semester students of the English Education Department. The data was collected through interviews. The results of this study showed that all of the pronunciation aspects are used by all participants, namely segmental sounds, syllables, stress, rhythm, and intonation. In addition, there are several reasons why the participants used Google Translate to practice pronunciation, namely practical, easy accessibility, and free of charge.

Keyword: Students' Experience, Google Translate, Pronunciation, EFL Classroom

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Students’ Experience to Practice Pronunciation for EFL Classroom Activity: A Narrative Study”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Moh. SugengSolehuddin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Nadia Faradhillah, M.A., my supervisor who has given me suggestions, guidance, and time in writing this thesis.

5. All lecturers and staff of English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.
6. My beloved parents who have given me endless support, prayer, encouragement, and advice in writing this thesis.
7. My partner who always accompanies and support me.
8. My best friends who hasstruggled through the journey together since the very beginning.
9. Everyone who had met and created any moment with me, you have given me alot of lessons.

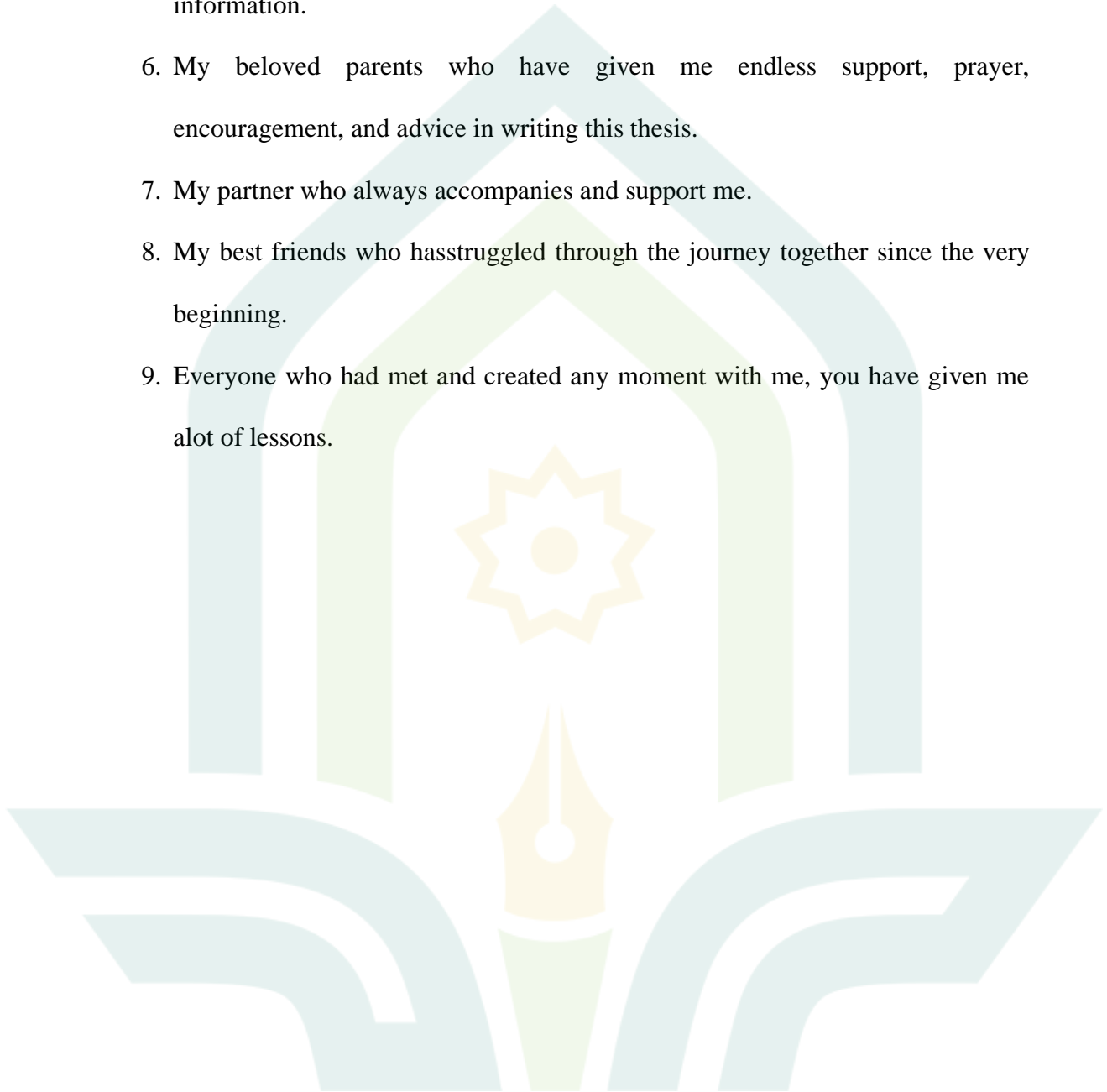


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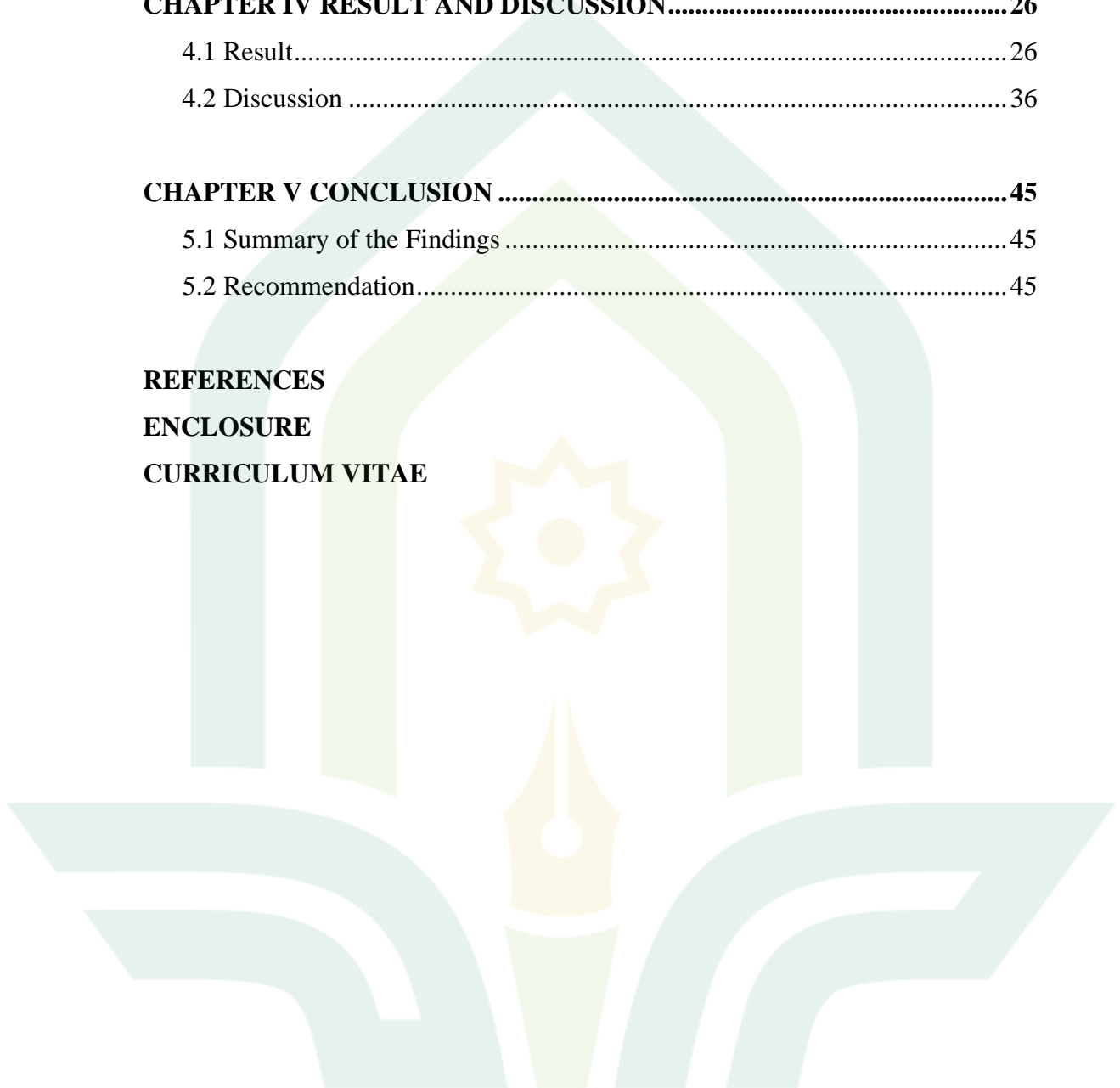
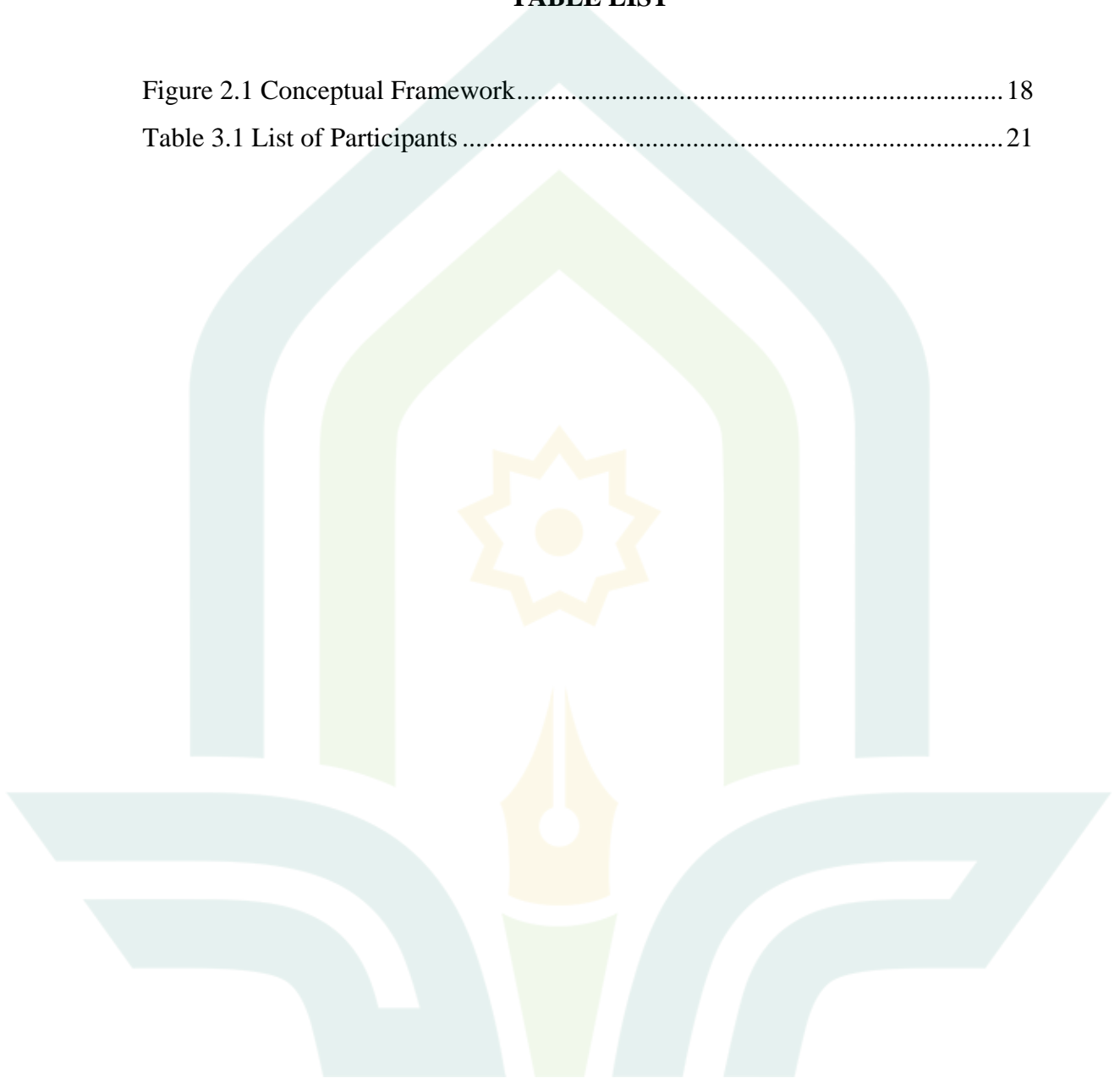


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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Pronunciation is a part of speaking skills that has an important role. Pronouncing words correctly makes the conversation go well and is easy to understand. Pronouncing correctly is an important aspect and an essential element of communication. Therefore, in learning to speak in the classroom, pronunciation should be the most concern for teachers. Hidayatullah (2018), as cited in Khasanah, Madjdi and Nuraeningsih (2022), found that pronunciation is one of the supporting aspects of English speaking skills because speaking in English requires good pronunciation in order to be able to convey clearly and understandably. It is because wrong pronunciation will change the meaning, which makes others feel confused since many words have similar pronunciations. However, they have different meanings that should be paid attention to.

According to Purwanto (2019), in ESL settings, students must improve their understanding of English for classroom activities and communicate and interact in English outside of the classroom in various situations. If they cannot understand easily, they will be cut off from conversations with native speakers (Gilbert, 1984). Ati and Parmawati (2022) stated that many students are still worried when using English because they think it is demanding and complex. This usually happens

because they are afraid of making mistakes. For example, when they speak in public or in front of the class (a presentation), they need more confidence and feel anxious about making mistakes and getting unpleasant audience reactions. Moreover, Ati and Parmawati (2022) argue that using oral presentations in the EFL classroom is crucial because it positively affects students' proficiency levels. Some students rarely speak English in class and do not speak outside the classroom with their friends. Thus, students need to practice English in the classroom to speak it. Oral presentation activities provide an excellent opportunity for students to develop this skill by requiring them to speak for a few minutes in a structured manner while conveying various aspects of a single topic (Nadia, 2013).

However, in Indonesia, pronunciation has been receiving different attention. Based on Purwanto and Andri (2019), some students need help with pronunciation. In speaking English, with very little or poorly practised pronunciation skills, they need help making themselves be understood or understanding others. Gilakjani (2012) states that English pronunciation is one of the most challenging skills to acquire, and learners must spend much time improving their pronunciation. Traditional learning methods are dominated by memorizing vocabulary without practising. The five fundamental aspects of learning English are speaking, writing, listening, reading, and grammar. On the other hand, good pronunciation is essential for students in EFL class activities.

Khasanah, Madjdi, and Nuraeningsih (2022) argue that there are many changes and conveniences in learning English in this age due to the presence of technology. Technology has a dominant effect on all practices, especially in the learning process in the modern era, which gives us advantages and disadvantages in learning English. As we know, smartphones give us many advantages and conveniences as learners so that they can learn and practice more easily anywhere and anytime.

Moreover, learning pronunciation can be done independently by the students with the help of pronunciation applications, one of which is Google Translate. Adilah (2017) says traditional learning methods are dominated by memorizing material without practice, which does not help the students compile long-term memory and train their creativity. Furthermore, she mentions that using Google Translate helps speed up pronunciation practice. It can be used directly and practically without a thick English dictionary, making students too lazy to carry it around (Bayu, 2020). Today, students use Google Translate to practice pronunciation for EFL class activities. There are three features owned by the Google Translate application as assumed (Aidi, 2020), namely an online dictionary, spell checker, and pronunciation tool. The pronunciation tool gives the correct way to say the word, which can help students learn pronunciation independently in audio form and phonetic transcription.

The researcher discovered pronunciation issues among students in the English education department based on the discussion above. One of

the problems faced by students in EFL classes is weak pronunciation. Many use Indonesian, some switch between Indonesian and English, and few use English for class presentations. Moreover, the pronunciation used still needs to be improved. Hence, the audience listened to them and needed help understanding what the presenter said. The researcher saw that several EFL students who used Google Translate for activities in class showed that their pronunciation was quite promising during presentations or any activities in class.

Seeing this fact, the researcher wants to see how students experience using the Google Translate application in EFL classes. This will show whether this application can help students with correct pronunciation. Based on this description, the researcher is interested in conducting a study titled "Students' experiences in using Google Translate to practice pronunciation for EFL classroom activity: a narrative study".

1.2 Formulation of the problem

This study provides one research question. The researcher explores:

1. How are students' experiences of using Google Translate to practice pronunciation for EFL classroom activity?
2. Why do students use Google Translate to assist them practicing pronunciation?

By using the problem formulation, the researchers hope to know more about students' experiences in using Google Translate for

pronunciation practice. Researcher will envision the reality as a reflection for our department.

1.3 Operational Definitions

To avoid misunderstanding the terms in this study, the researcher provides several definitions relating to the research as follows:

1. Google Translate: Google Translate is a free machine translation service provided by the Google Corporation for translating texts and messages between languages (Khasanah et al., 2022).
2. EFL Classroom activity: means some activities in which students demonstrate their educational activities using teamwork or individually in referring to situations of teaching/learning English as a foreign language in university level classes such as presentations, question and answer, debates, etc (Agustin et al., 2019).
3. Experience: The process of acquiring knowledge or skills from doing, seeing or feeling something (Cambridge Dictionary).
4. Pronunciation: Pronunciation is the way in which language spoken; the way in which a word is pronounced; the way a person speaks the words of language (Hornby, 1987).

1.4 Aims of The Study

The study aimed to explore the students' experience regarding using Google Translate to practice pronunciation for EFL classroom activity and to find out why students use Google Translate to practice pronunciation.

1.5 Significance of the Study

Theoretical: This study will investigate how the results of students' experience in using Google Translate to practice pronunciation. In addition, the researcher hopes that this study can serve as an example for other studies.

Empirical: This study will provide information regarding the responses of students' experiences in using Google Translate to practice pronunciation for EFL classroom activity.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the result and discussion, the findings revealed that EFL students used Google Translate for practicing pronunciation with various aspects and reasons. The students used pronunciation aspect, namely segmental sounds, syllable, stress, rhythm, and intonation. Almost the students used all of the aspects and some of students are not used all of aspects. In addition, Google Translate are useful for the students with various benefits, namely practical, accessible, and free of charge. Those are some reasons why the students used Google Translate for practicing pronunciation.

5.2 Recommendation

Based on the conclusions stated above, the following are the implications and recommendations for further related research which are highly recommended by researchers. These suggestions are taken as follows:

All students of the Islamic university in Pekalongan stated that the use of Google Translate has significantly changed their approach to EFL classroom activity. Therefore, from now on, students can utilise Google Translate. By using Google Translate to help students improve their

pronunciation in classroom activities, they will feel more confident in pronouncing the words in front of the audience because they have learned the pronunciation using Google Translate.

This research can be a guide for Islamic university in Pekalongan students and lecturers to measure the fluency level of English pronunciation before and after using Google Translate. It can also be used as a reference to create a better teaching and learning environment.

More research needs to be done to find out more about practice pronunciation using Google Translate. This research should be conducted on a large scale and over a long period or continued using other methods.



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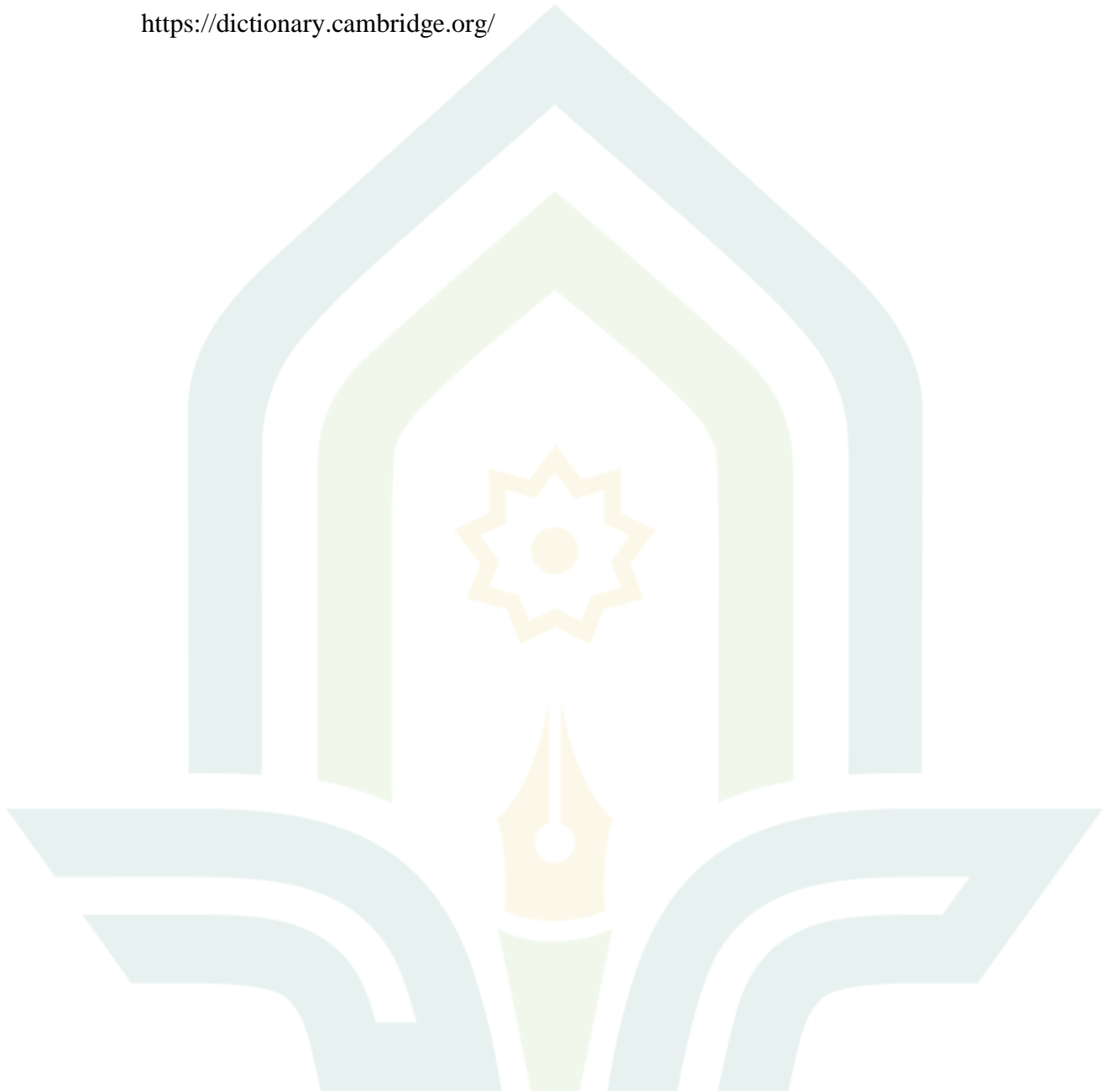
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<https://dictionary.cambridge.org/>



CURRICULUM VITAE

Name : Sania Fitriana

Student Number : 2519094

Place and Date of Birth : Batang., December 17th, 2001

Gender : Female

Address : Sendang Wungu rt 05 rw 03 Ds. Kutosari, Kec.
Grisngsing, Kab. Batang

Educational Background : 1. MI Assasiyyatul Huda Kutosari (2013)
2. MTs Futuhiyyah 2 Mranggen Demak (2016)
3. MAN 1 Kota Semarang (2019)
4. English Education Department, Faculty of
Education and Teacher Training, UIN K.H
Abdurrahman Wahid Pekalongan (2023)