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Students' Perception On The Use Of Google Translate In Learning Pronunciation

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Abstract
Since the Covid-19 pandemic that occurred in Indonesia, teaching and learning activities must be carried out online. Therefore, to improve students' pronunciation skills, the teacher suggests to students to use Google Translate Application as media to learn pronunciation independently. Google Translate is an application that has various features, one of them is the pronunciation feature that can convert sound into text. This feature can be used by students' to practice pronunciation so that it can train students' ability to pronounce difficult words. The aim of this research is to describe the students' perceptions of using Google Translate Application and to describe the obstacles do students find using Google Translate Application as media in learning pronunciation.

This research used descriptive qualitative research design. The participants of this research is 15 students of the tenth grade an Islamic public senior high school in Kudus, Indonesia. The data was collected by distributing a questionnaire to the respondents.

The result of this research shows the students' perception on using Google Translate Application as media in learning pronunciation was positive, because students can learn practically and independently. While the obstacles that students found when learning pronunciation using Google Translate were that Google Translate often had errors, could not be used offline, took a long time to load, and had low accuracy.

Therefore, to help students improve their pronunciation ability, students' can use Google Translate Application as learning media. To minimize obstacles when using Google Translate Application, it is recommended to use Wi-Fi, so that the connection is good so that loading can be faster and reduce errors.

Keywords: perception; Google Translate; pronunciation

1. INTRODUCTION

English is the most spoken language around the world (Mahu, 2012). There is 1 out 5 persons who use it as a means of communication. In learning English, there are four skills that should be mastered. Those are listening, speaking, reading, and writing.

Speaking is the most important one of all because speaking is a productive skill and direct communication (Fua'di, 2017). However, speaking is considered difficult for many students. There are some factors, one of them is pronunciation. This is because the features are very different from Indonesian. Indonesian vowels are not all the same as English vowels. All vowels in Indonesian are in English, but not all vowels in English are in Indonesian. For example is the sound of the vowel /i:/ in the word seen /i:/ and also the vowel /ʊ/ in the word book /bʊk/. That is why the pronunciation in English is difficult for students to pronounce correctly. (Hidayatullah, 2018) found that Pronunciation is one aspect of supporting the ability to speak English because speaking in English requires a good promotion of the language so that it can be conveyed clearly and understandably because either the pronunciation will change the meaning of it, actually causing other people to feel confused. Most of words have similar pronunciation but have different meaning so we have to pay attention with pronunciation.

The traditional learning method is dominated by memorizing material without practice. This is less helpful for students in compiling long-term memory and training student creativity (Adilah, 2017). There is a great deal of change and convenience in learning English in this age because of the presence of technology. The technology has dominant effects on all practices, especially in the modern era learning process, which gave us strength and weakness in the process of learning English. As we know, smart phones provide us with many advantages and convenience as learners can study and practice more easily anywhere and every time.

In this pandemic era, online teaching and learning is the only choice that teacher use to teach students. Therefore, students need additional media to learn pronunciation independently at home. According to (Taka, 2019), the use of learning media will create new interests and desires, inspire and stimulate learning practices, and also bring psychological influences to learners. The use of technology in the classroom has the potential to optimize learning, the use of technology can also be the right strategy to achieve learning goals (Hanif, et al, 2018). One of the media that can be used to learn pronunciation is Google Translate Application.

Google Translate Application is a free multilingual translation service founded by google. Launched since the 2000s. Google Translate Application is a popular translator application today. In (AIIOT, 2019) it is stated that the Google Translate Application can translate text, videos, images and speech into different languages.

Students usually learn pronunciation by listening to the teacher's dialogue during class learning, but in the current Covid-19 pandemic situation, learning is done entirely online using video conferences such as Zoom Meeting and Google Meet, but online learning does not always use video conferencing, there are times when learning is done using chat applications such as Whatsapp and Telegram. The lack of interaction between students and teachers causes less time for students to learn pronunciation. Therefore, students need additional media to learn pronunciation independently at home.

Based on an observation in an Islamic public senior high school in Kudus, some students' have difficulty with pronunciation. Then the teacher suggested them to use Google Translate Application to learn pronunciation. Google Translate was chosen because it's considered easy to use by students whenever and wherever, and can also improve their pronunciation skills. Through the pronunciation feature in google translate which can convert voice to text and translate it into different languages. Therefore, it is important to figure out how students perceived on the use of Google Translate in learning pronunciation and the obstacles encountered.

The use of learning media will create new interests and desires, inspire and stimulate learning practices, and also bring psychological influences to learner (Taka, 2019). One of the media that can be used to learn pronunciation is the Google Translate Application.

Google Translate is a free machine translation service provided by the Google Corporation for translating texts and messages between languages. It is currently available via a web interface, as well as mobile apps/interfaces and application programming interfaces (APIs) that can be integrated into new applications. GT supports over 100 languages as of 2016 (Translate, 2016).

There are several steps in using the Google Translate Application to learn pronunciation:

1. Open the Google Translate Application (from smartphone/laptop).
2. Click on Google Translate microphone.
3. Say the desired word (example: study).
4. If the learners' pronunciation is correct, the correct word will appear "student".
5. Whereas if the learners pronunciation is not correct, the wrong word will appear with a different translation meaning.
6. If such a case occurs then the learners has to repeat the pronunciation until the correct word appears.

This method can train learners' patience and make learners learn pronunciation harder but it is also fun. Learners will feel challenged and try to be able to pronounce word correctly, when they successfully do it, they will feel satisfied. This can increase learners' motivation in learning the pronunciation of this method.

There are 4 features of Google Translate Application as assumed from (Aidi, 2020), they are online dictionary, online thesaurus, spelling checker, and pronunciation tool. The pronunciation tool feature can help students learn pronunciation as they pronounce the word then the tool translates and provides the correct way in pronouncing the word.
Many teachers teach grammar and vocabulary to their students but leave pronunciation into their curriculum (Hismanoglu & Hismanoglu, 2011). Even though without proper pronunciation the listener will find it difficult to understand what the speaker is saying.

Instead, the primary goal of oral communication should be to communicate intelligibly. Since pronunciation errors can affect the accuracy of a person's delivery, pronunciation plays an important role in communication. Only simple pronunciation helps a listener to understand what is being said (Yusriati & Hasibuan, 2019). Pronunciation is very important to learn so that learners' become familiar with English pronunciation and can produce English pronunciation correctly (Aini, 2014). Being able to pronounce like native speakers was not the goal of pronunciation instruction, but the most important thing is accuracy in producing English sounds (Pourhossein, 2016).

Due to its prominence, there have been a number of studies investigating Google Translate. (Nguyen, 2019) revealed that google translate can be used as a student aid in learning pronunciation. Google Translate can be used for free and easy whenever and wherever students are. This makes it easier for students to practice pronunciation. It is also mentioned that by using Google Translate learning pronunciation will feel more fun and meaningful. It is in line with (Wongsuriya, 2020), who found out that the Google Translate Application can be used as media for learning pronunciation. The application proved that it can improve pronunciation skills that allows students to practice pronouncing difficult words. They became motivated and more confident in learning. Another research was conducted by Yanti & Meka (2019) who investigated students perception in using Google Translate as a media in translation class. They found that students experienced several problems when using Google Translate. The obstacles students found were that Google Translate could not be used offline and the accuracy of Google Translate was still low.

2. METHODOLOGY

In this research, the researchers uses descriptive qualitative research to investigate the students' perception on using Google Translate Application as media in learning pronunciation. To get the data, a questionnaire was distributed to fifteen students in a state Islamic senior high school in Kudus. The data was then analyzed qualitatively through several steps of coding and categorizing before drawing the conclusion.

3. FINDINGS

3.1 Students' perceptions on using Google Translate Application as media in learning pronunciation

To find out Students' perceptions on using google translate as media in learning pronunciation, the writers administered a questionnaire consisting 5 items. The result is presented in table below.

Table 1 Students' perceptions on using Google Translate Application as media in learning pronunciation

No	Statement	Frequency				
		SA	A	N	D	SD
1	The Google Translate Application can be used easily	10 (66.7%)	5 (33.3%)	-	-	-
2	I feel more fun when using Google Translate to learn pronunciation	2 (13.3%)	9 (60%)	4 (26.7%)	-	-
3	I can use Google Translate anytime and anywhere	5 (33.3%)	7 (46.7%)	3 (20%)	-	-
4	I can improve my pronunciation ability when using Google Translate	1 (6.7%)	9 (60%)	5 (33.3%)	-	-
5	I feel motivated when using Google Translate to learn pronunciation	1 (6.7%)	8 (53.3%)	6 (40%)	-	-

Based on the table 1, the result of first statement was 66.7% of students perceive that they strongly agree with that statement. Meanwhile, 33.3% of students have agree perception

with that statement. The result of second statement was 13.3% of students perceive that they strongly agree with that statement. Meanwhile, 60% of students have agree perception and 26.7% students' neutral with that statement. The result of third statement was 33.3% of students perceive that they strongly agree with that statement. Meanwhile, 46.7% of students have agree perception and 20% students' neutral with that statement. The result of fourth statement was 6.7% of students perceive that they strongly agree with that statement. Meanwhile, 60% of students have agree perception and 33.3% students' neutral with that statement. The result of fifth statement was 6.7% of students perceive that they strongly agree with that statement. Meanwhile, 53.3% of students have agree perception and 40% students' neutral with that statement.

3.2 The Obstacles When Using Google Translate Application in Learning Pronunciation Found By Students

Open-ended questionnaire was used to answer the second statement problem which is "What obstacles do the students' face when using the Google Translate in learning pronunciation?" there are 2 questions related to the obstacles in learning pronunciation using Google Translate. The finding of questionnaire result is shown in the table below.

Table 2 The Obstacles When Using Google Translate Application in Learning Pronunciation Found By Students

No	Students	Answer	
		1. Did you find the obstacle when using Google Translate in learning pronunciation?	2. What obstacles did you face when using the google translate in learning pronunciation?
1	Student 1	Yes	The answer is often not detected
2	Student 2	Yes	It takes a long time to load even though the network is good
3	Student 3	No	None
4	Student 4	Yes	Errors often occur while studying, the internet data must be on

5	Student 5	Yes, any obstacle	Sometimes Google Translate error cannot display the word
6	Student 6	No	None
7	Student 7	Yes	The words displayed are very different from what is spoken
8	Student 8	Yes	Cannot be used offline, the loading is slow, frequent errors, the words cannot appear
9	Student 9	Yes	Google Translate application often errors
10	Student 10	Yes	The internet data must be active. it cannot be used offline, so if the network is bad, it cannot be used
11	Student 11	Yes	The answers are often inaccurate
12	Student 12	No	none
13	Student 13	Yes	The internet data must be active before it can be used
14	Student 14	Yes	Cannot be used offline
15	Student 15	Yes	Internet quota must be active to be able to use the pronunciation feature

The table showed that students faced obstacles when learning pronunciation using Google Translate Application. The most problems deal with the internet connection that they must have mobile credit.

4. DISCUSSION

The first result of the students' perceptions on using Google Translate Application as media in learning pronunciation is Google Translate Application is easy to use. It showed by the statement "The Google Translate Application can be used easily", 66.6% of students perceive that they strongly agree with that statement. Meanwhile, 33.3% of students have agree perception with that statement with the total of the percentage 100%, it means that students had positive perception. It could be said that all of students perceive that Google Translate is easy to use.

The second result of the students' perceptions on using Google Translate Application as media in learning pronunciation is Google Translate Application makes learning more fun. It showed by the statement "I feel more fun when using Google Translate to learn pronunciation". 13.3% of students perceive that they strongly agree with that statement. Meanwhile, 60% of students agree and 26.7% students' neutral with that statement. It means that most of students feel more fun when using Google Translate to learn pronunciation.

The third result of the students' perceptions on using Google Translate Application as media in learning pronunciation is Google Translate can be used anytime and anywhere. It showed by the statement "I can use google translate anytime and anywhere". 33.3% of students perceive that they strongly agree with that statement. Meanwhile, 46.7% of students have agree perception and 20% students' neutral with that statement. It means that most of students perceive that Google Translate can be used anytime and anywhere. it supported by (Nguyen, 2019) who stated that Google Translate is a friendly teaching and learning tool, which is easy to use so that language learners can practice pronunciation whenever and wherever they want. Learning will become more fun and useful.

The fourth result of the students' perceptions on using Google Translate Application as media in learning pronunciation is Google Translate can improve pronunciation ability. It showed by the statement "I can improve my pronunciation ability when using Google Translate", 6.7% of students perceive that they strongly agree with that statement. Meanwhile, 60% of students have agree perception and 33.3% students' neutral with that statement. It could be said that Google Translate is good to support pronunciation learning. It is relevant to (Wongsuriya, 2020) who revealed that Google Translate Application can be used to improve the ability to pronounce difficult words.

The last result of the students' perceptions on using Google Translate Application as media in learning pronunciation is Google Translate can increase students' motivation in learning pronunciation. It showed by the statement "I feel motivated when using Google

Translate to learn pronunciation ", 6.7% of students perceive that they strongly agree with that statement. Meanwhile, 53.3% of students have agree perception and 40% students' neutral with that statement. It means that Google Translate can increase students' motivation in learning pronunciation. It supported the previous research conducted by (Wongsuriya, 2020) who found that language learners become motivated to practice pronunciation of vocabulary or sentences with difficult words after using Google Translate Application.

4.1 The Obstacles When Using Google Translate Application in Learning Pronunciation Found By Students

The second purpose of this research is to describe the obstacles do students found when using Google Translate Application in learning pronunciation. The obstacles that students found when learning pronunciation using Google Translate were that Google Translate often had errors, could not be used offline, took a long time to load, and had low accuracy.

The first result of the obstacles that students found when learning pronunciation using Google Translate is that Google Translate Application often had errors. It showed by the S1 answer that is "The answer is often not detected". And the similar answer that is according to the S4 answer, the obstacles of using Google Translate that is found by S4 in learning pronunciation that is "Errors often occur while studying". The S5 answer, the obstacles of using Google Translate that is found by S5 in learning pronunciation that is "Sometimes Google Translate error cannot display the word". The S8 answer, the obstacles of using Google Translate that is found by S8 in learning pronunciation that is "frequent errors, the words cannot appear". and then the S9 answer, the obstacles of using Google Translate that is found by S9 in learning pronunciation that is "Google Translate application often errors". It means that S1, S4, S5, S8 and S9 found the obstacles that students found when learning pronunciation using Google Translate is Google Translate Application often errors when used, such as not being able to display the words mentioned.

The second result of the obstacles that students found when learning pronunciation using Google Translate Application is could not be used offline. It showed by the S4 answer "the internet data must be on". And the similar answer that is according to the S8 answer that is "Cannot be used offline". Another similar answer that is from the S10, S13, S14, and S15. The S10 answer is "The internet data must be active". The S13 answer is "The internet data must be active before it can be used". The S14 answer is "Cannot be used offline". And the next is S15 answer that is "Internet quota must be active to be able to use the pronunciation feature". It means that to learn pronunciation using Google Translate

Application, students must turn on internet data and should have enough internet data. If students does not have enough internet data, the students cannot use the pronunciation feature on Google Translate Application. It also support by the result of the research conducted by (Yanti & Meka, 2019), they found that students found obstacles when using Google Translate Application. The obstacles students found is that some features on Google Translate Application could not be used offline.

The third result of the obstacles that students found when learning pronunciation using Google Translate Application was that it took a long time to load. It showed by the S2 answer "It takes a long time to load even though the network is good". And the similar answer that is according to the S8 answer that is "the loading is slow". It means that S2 and S8 found the obstacles that students found when using Google Translate to learn pronunciation was that Google Translate Application was slow in loading or responding.

The last result of the obstacles that students found when learning pronunciation using Google Translate Application is the low accuracy. It showed by the S7 answer "The words displayed are very different from what is spoken". And the similar answer that is according to the S11 answer that is "The answers are often inaccurate". It means that S7 and S11 found the obstacles that students found when using Google Translate Application to learn pronunciation is that the accuracy of Google Translate Application in responding is still low. This finding supports the research conducted by (Yanti & Meka, 2019) who revealed that the accuracy of Google Translate result was still low.

5. CONCLUSION

This study has showed that students had positive perception. It could be said that all of students perceive that Google Translate is easy to use because it is practical, provides a potential to help increased students pronunciation ability. As additional learning media, it supported and facilitated students in learning independently anytime and anywhere.

In learning English pronunciation using google translate, there are some obstacles. The obstacles that students encountered when learning pronunciation using Google Translate were that Google Translate often had errors, could not be used offline, took a long time to load, and had low accuracy. To solve it students can use Wi-Fi. Therefore students can enjoy in learning pronunciation.

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