

**IMPROVING PRONUNCIATION THROUGH THE USE OF
GOOGLE TRANSLATION AUDIO AT THE TENTH
GRADE STUDENTS OF SMA N 1 PORTIBI**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

ANANTA JUNITA HARAHAP
Reg. Number: 1920300047

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

**IMPROVING PRONUNCIATION THROUGH THE USE
OF GOOGLE TRANSLATION AUDIO AT THE TENTH
GRADE STUDENTS OF SMA N 1 PORTIBI**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as the partial fulfilment of the Requirement for
the Graduate Degree of Education (S.Pd) in English*

Written By:

ANANTA JUNITA HARAHAHAP

Reg. Number. 1920300047

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2024

**IMPROVING PRONUNCIATION THROUGH THE USE OF
GOOGLE TRANSLATION AUDIO AT THE TENTH GRADE
STUDENTS OF SMA N 1 PORTIBI**



A Thesis



*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as the partial fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

ANANTA JUNITA HARAHAP

Reg. Number. 1920300047

ADVISOR I

Dr. Hamka, M.Hum
NIP. 19840815 200912 1005

ADVISOR II

Sri Minda, M.Hum
NIDN. 2018018801

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

**STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

Term : Thesis
a.n. Ananta Junita Harahap

Padangsidempuan, 16 November 2023
To : **Dean of Tarbiyah and Teacher
Training Faculty**
In-
Padangsidempuan

Assalamu'alaikum warahmatullahi wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ananta Junita Harahap**, entitled "*Improving Pronunciation Through The Use of Google Translation Audio At The Tenth Grade Students Of SMA N 1 Portibi*". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teaching Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examined team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wa'alaikumsalam warahmatullahi wabarakatuh

Advisor I


Dr. Hamka, M.Hum
NIP. 19840815 200912 1005

Advisor II


Sri Minda, M.Hum
NIDN. 2018018801

DECLARATION OF SELF THESIS COMPLETION

The name who signed here :

Name : Ananta Junita Harahap
Registration Number : 19 203 00047
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty
The title of Thesis : Improving Pronunciation Through The Use Of
Google Traslation Audio At The Tenth Grade
Students of SMA N 1 Portibi

I hereby declare that I have arranged and written the thesis by myself without asking for illegal helping from the other side expect the guiding of advisors' team and without doing plagiarism along with the students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I did this declaration truthfully, if there is deviation and incorrect regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that was about dispossessed of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 16 November 2023

Declaration maker



Ananta Junita Harahap
Reg. Number 19 203 00047

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic civity of the Stat Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Ananta Junita Harahap

Registration Number : 19 203 00047

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

Kind : Thesis

For the development of science and technology, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non-Exclusive Royalty Right on my my thesis with entitled "Improving Pronunciation Through The Use Of Google Translation Audio At The Tenth Grade Students Of SMA N Portibi With all set Of equipment (if needed).

Based on the Non-Exclusive Royalty Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in the data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above, this statement is made truthfully to be used properly.

Padangsidmpuan, 16 Desember2023

The signed



Ananta Junita Harahap
Reg. Number 19 203 0004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

MUNAQOSYAH THESIS EXAMINERS

Name : Ananta Junita Harahap
Registration Number : 19 20300 047
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis : IMPROVING PRONUNCIATION THROUGH THE
USE OF GOOGLE TRANSLATION AUDIO AT THE
TENTH GRADE STUDENTS OF SMA N 1 PORTIBI


Chief,

Secretary,



Fitri Rayani Siregar, M.Hum
NIP. 19820731200912 2 004


Sri Minda, M.Hum
NIP. 19880118 202321 2 033

Members,


Fitri Rayani Siregar, M.Hum
NIP. 19820731200912 2 004


Sri Minda, M.Hum
NIP. 19851010201903 2 0072


Dr. Hamka, M.Hum.
NIP. 19840815 200912 1 005


Zainuddin, S.S.M.Hum
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : January, 11th 2024
Time : 14:00 WIB until finish
Result/Mark : 80.1 (A)
IPK : 3.48
Predicate : Sangat Memuaskan



MINISTRY OF RELIGIOUS AFFAIRS
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km, 4.5 Sihitang 22733
Telepon (0634) 2280, Faximile (0634) 24022

LEGALIZATION

Thesis : **IMPROVING PRONUNCIATION THROUGH THE USE OF GOOGLE TRANSLATION AUDIO AT THE TENTH GRADE STUDENTS OF SMA N 1 PORTIBI**

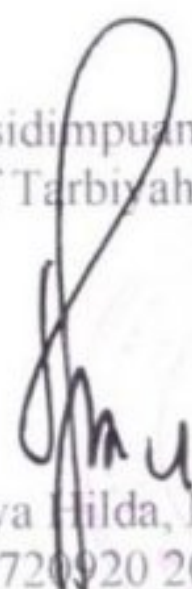
Name : **Ananta Junita Harahap**

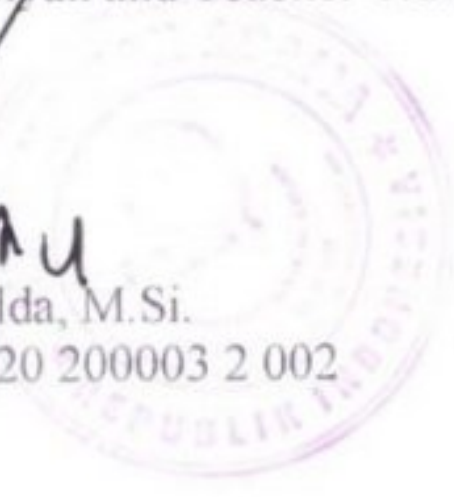
Reg. Numb : **19 203 00047**

Faculty/Department : **Tarbiyah and Teacher Training Faculty / TBI**

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidempuan, November 2023
Dean of Tarbiyah and Teacher Training Faculty


Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



ABSTRACT

Name : Ananta Junita Harahap
Register Number : 1920300047
Title Thesis : Improving Pronunciation Through the Use of Google Translation Audio at Tenth Grade Students of SMA N 1 Portibi

The objective of this research was to improve the pronunciation at the tenth grade students of SMA N 1 portibi by using google translation as Media. This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis and Taggart in Burns that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 30 students in class X-1. The focus of this research was improving the students' pronunciation. The techniques of data collection were test, observation and recording. Based on the result of the research, researcher found that the students' pronunciation was improved. It was supported by the result of the testing in cycle 1 was 68 and in the cycle 2 was 80. So, students' improvement in pronunciation by using google translation audio was good category (high). Students' problem in accent was difficulty to pronounce the words. Students' problems in fluency were difficult in pronunciation English fluently because their utterances low. Problem in pronunciation was researcher difficult to understand words even it was a familiar word. Problem in accent solved by give more practice to the students to make it better. Problem in fluency is solved by motivated them to try their pronunciation and to record their pronunciation so that they could know about their ability.

Keywords: Google Translate Audio, Improving, Pronunciation, Students.

ABSTRAK

Nama : Ananta Junita Harahap
NIM : 1920300047
Judul Skripsi : Meningkatkan Pengucapan Melalui Penggunaan Audio Google Terjemahan pada Siswa Kelas X SMA N 1 Portibi

Tujuan dari penelitian ini adalah untuk meningkatkan pengucapan pada siswa kelas X SMA N 1 Portibi dengan menggunakan Google Terjemahan sebagai Media. Penelitian ini dikategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan model yang dikemukakan oleh Kemmis dan Taggart dalam Burns yang melibatkan empat tahapan dalam satu siklus penelitian: perencanaan, tindakan, observasi, dan refleksi. Partisipan penelitian ini berjumlah 30 siswa kelas X-1. Fokus penelitian ini adalah meningkatkan pengucapan siswa. Teknik pengumpulan datanya adalah tes, observasi dan pencatatan. Berdasarkan hasil penelitian, peneliti menemukan bahwa pengucapan siswa meningkat. Hal ini didukung dengan hasil tes pada siklus 1 adalah 68 dan pada siklus 2 adalah 80. Jadi, peningkatan pengucapan siswa dengan menggunakan audio google terjemahan termasuk dalam kategori baik (tinggi). Masalah siswa dalam aksen adalah kesulitan mengucapkan kata-kata. Masalah kefasihan siswa adalah kesulitan dalam pengucapan bahasa Inggris dengan lancar karena ucapan mereka rendah. Masalah dalam pengucapan adalah peneliti kesulitan untuk memahami kata-kata meskipun kata tersebut familiar. Masalah dalam aksen diselesaikan dengan memberikan lebih banyak latihan kepada siswa agar lebih baik. Masalah kefasihan diselesaikan dengan memotivasi mereka untuk mencoba pengucapannya dan mencatat pengucapannya sehingga mereka dapat mengetahui kemampuannya.

Kata Kunci: Audio Google Terjemahan, Peningkatan, Pengucapan, Siswa.

ملخص البحث

الاسم
رقم التسجيل
عنوان البحث
العاشر في

أنانتا جونيتا هارهاب
١٩٢٠٣٠٠٠٤٧:
تحسين النطق من خلال استخدام ترجمة جوجل الصوتية لدى طلاب الصف
مدرسة ثانوية عليا ١ پورتيني

الهدف من هذا البحث هو تحسين نطق طلاب الصف في مدرسة پورتيني الثانوية العليا باستخدام خدمات الترجمة من كوسيط. يصنف هذا البحث ضمن بحوث الممارسة الصفية والتي تتكون من دورتين. يستخدم هذا البحث النموذج الذي اقترحه كيميس و تاغارت في بيرنز والذي يتضمن أربع مراحل في دورة البحث: التخطيط، والعمل، والملاحظة، والتفكير. وكان المشاركون في هذا البحث طالباً من طلاب الصف العاشر. ويركز هذا البحث على تحسين نطق الطلاب. تقنيات جمع البيانات هي الاختبارات والملاحظة والتسجيل. وبناء على نتائج البحث، وجد الباحثون أن نطق الطلاب تحسن. ويدعم ذلك نتائج الاختبار في الدورة الأولى من وفي الدورة الثانية من. ولذلك، فإن الزيادة في نطق الطلاب الذين يستخدمون خدمات الترجمة الصوتية تدرج في الفئة الجيدة (العالية). المشكلة التي يواجهها الطلاب ذوو اللكنة هي صعوبة نطق الكلمات. مشاكل الطلاقة لدى الطلاب هي صعوبات في نطق اللغة الإنجليزية بطلاقة بسبب انخفاض مستوى قدرتهم على التحدث. مشكلة النطق هي أن الباحثين يجدون صعوبة في فهم الكلمات على الرغم من أنها مألوفة. يتم حل المشكلات في اللهجة من خلال منح الطلاب المزيد من التدريب لتحسين قدراتهم. يتم حل مشاكل الطلاقة من خلال تحفيزهم على تجربة النطق وكتابة النطق حتى يتمكنوا من معرفة قدراتهم.

الكلمات المفتاحية: جوجل ترجمة الصوت، التحسين، النطق، الطلاب.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and thanks be to Allah SWT, because through His grace and guidance I can finish this proposal entitled "Improving Pronunciation Through The Use of Google Translation Audio At the Tenth Grade of SMA N 1 Portibi".

Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

It is a pleasure to appreciate the assistance and support of all professors, organizations, families, and friends who have contributed in various ways, enabling this thesis to be processed until it is a finished composition. I received a lot of advice and inspiration from various people as I worked toward completing this thesis. Consequently, I would want to take this opportunity to offer my sincere gratitude.:

1. Dr. Hamka M.Hum, my first advisor, and Mrs. Sri Minda, M. hum, my second advisor, have both patiently guided, encouraged, and advised me to complete this thesis.
2. Dr. H. Muhammad Darwis Dasopang, M. Ag, as the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpun who has offered his time and chance. As a result, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpun allowed me to learn and get some knowledge.
3. Dr. Lelya Hilda, M.Si., as the Tarbiyah Dean, the Faculty of Teacher

Education, and all the vices.

4. Mrs. Fitri Rayani, M.Hum., as the chief of the English Education Department.
5. All lecturers and all the academic cavities of UIN Syahada Padangsidimpuan who have been so helpful and generous with their knowledge when I was a students here.
6. My beloved parents Faisal Harahap and Pati Alam Siregar, thanks you so much for teaching me about patience and persistence, have supporting me mentally and physically during and after the end of the year at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you to my dear brothers Portibi Nauli, Tondi Parningotan. I would like to express my deepest gratitude to my beloved brother who has prayed and encouraged me to finish this thesis. I would like to express my sincere gratitude to my beloved sister Sri Efrida who have provided support, prayed, and encouragement so that I can finish this thesis.
7. Thank you to the Headmaster, English teacher, and grade X-1 SMA N 1 Portibi students.
8. Mrs. Siti Khadijah, S.Pd. who has help and given support to me in doing my research at SMA N 1 Portibi.
9. Thanks to my beloved friends, Gita, Tri, Reni, Nihlan, Melda, Yuni,

Ingrid, Meli, Purnama and also all of my friends in UIN Syahada Padangsidimpuan. Thanks for your help, patience, and care to support me from the start until finishing my thesis. Good luck to you.

10. Special thanks to Hindun Hasibuan, S.Pd. always giving motivation and support.

The word are not enough to say appreciation for your help and contributions to this thesis. May Allah guide you always and give you happiness in your life.

I realize this thesis cannot be considered perfect without critique and suggestions. Therefore, it is a pleasure for me to get critique and suggestions from the readers to improve this thesis.

Padangsidimpuan, November 2023



Ananta Junita Harahap
1920300047

TABLE OF CONTENTS

	Page
INSIDE TITTLE PAGE.....	i
LEGALIZATION ADVISOR SHEET	ii
LETTER OF AGREEMENT	iii
DECLARATION OF THESIS COMPLETION.....	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	v
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
ARABIC ABSTRACT.....	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xiii
LIST OF TABLES.....	xv
LIST OF FIGURES.....	xvi
LIST OF PICTURES	xvii
LIST OF APPENDIXES	xviii

CHAPTER I: INTRODUCTION

A. The Background of the Problem	1
B. The Identification of the Problem	6
C. The Limitation of the Problem	7
D. The Formulations of the Problem.....	8
E. The Objective of the Research	8
F. The Significances of the Research	8
G. The Indicator of the Action	9
H. Outline of the Thesis	10

CHAPTER II: LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description	13
1. Pronunciation	13
a. Definitions of Pronunciation	13
b. Teaching Pronunciation.....	15
c. The Element of Pronunciation	16
d. The Purpose of Pronunciation	17
e. Segmental Features of Pronunciation	18
f. Suprasegmental Features	25
g. Studetns' problems in English Pronunciation	32

2. Media.....	33
a. Defenition of Media.....	33
3. Google Translation Audio	35
a. Definitions of Google Translate	35
b. Defenition of Audio.....	40
c. Teaching Pronunciation by Using Google Translation Audio	42
d. The Effectiveness and weakness of Google Translaiton Audio	44
B. Review Related Finding.....	45
C. The Conceptual Framework.....	47
D. The Action Hypothesis.....	49

CHAPTER III: RESEARCH METHOD

A. The Place and Time of the Research.....	50
B. The Research Design	50
C. The Participant	51
D. The Instruments of the Research.....	52
E. The Research Procedure.....	54
F. The Technique of Data Analysis.....	59

CHAPTER IV: RESULT OF THE RESEARCH

A. The Result of Data Analysis.....	62
B. Data Analysis	73
C. The Comparative Result of the Action	74
D. Discussion of the Research Findings	82

CHAPTER V: CONCLUSSIONS, SUGGESTIONS AND IMPLICATIONS

A. Conclusions	87
B. Suggestions	88
C. Implications.....	88

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

	Page
Table II. 1 Short Vowel Sound and Symbol	19
Table II. 2 Long Vowel Sound and Symbol	20
Table II. 3 Example of Diphthongs	22
Table III. 4 Indicator in Pronunciation	45
Table III. 5 IThe Classification quality of students score	52
Table IV. 1 Pronunciation Score in the First Cycle	65
Table IV. 2 The Calculation of Students Mean Score in Cycle 1	67
Table IV. 3 Pronunciation Score in the Second Cycle	68
Table IV. 4 The Calculation of Students Mean Score in Cycle 2	70

LIST OF FIGURES

	Page
Figure II. 1 <i>The English Vowel Chart</i>	17
Figure II. 2 <i>The Main Features of Pronunciation</i>	20
Figure II. 3 <i>Conceptual Framework</i>	40
Figure IV. 1 <i>Histogram of Cycle 1</i>	68
Figure IV. 2 <i>Histogram of Cycle 2</i>	71
Figure IV. 3 <i>The Comparative of Indicators Score of Cycle 1 and Cycle 2</i>	72

LIST OF PICTURES

	Page
Picture III. 1 <i>Kemmis and Taggart Spiral Model Action Research</i>	43

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan of First Cycle
- Appendix 2 : Lesson Plan of Second Cycle
- Appendix 3 : Test Cycle 1
- Appendix 4 : Test Cycle 2
- Appendix 5 : Situation of the learning process of Cycle 1 and Cycle 2
- Appendix 6 : Students' Pronunciation scores in the First Cycle
- Appendix 7 : Students' Pronunciation score in Second Cycle
- Appendix 8 : The Comparative of percentage students' study
- Appendix 9 : Observation sheet teacher's activity in teaching learning process of the first cycle
- Appendix 10 : Observation sheet teacher's activity in teaching learning process of the second cycle
- Appendix 11 : The calculation of students' mean scores in pre-cycle
- Appendix 12 : The calculation of students' mean scores in cycle 1
- Appendix 13 : The calculation of students' mean scores in cycle 2
- Appendix 14 : Observation sheet students' indicator list of a problematic factor in the teaching learning process in the first cycle
- Appendix 15 : Observation sheet students' indicator list of a problematic factor in the teaching learning process in the second cycle

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language.¹ Pronunciation is not only used to speak, it is necessary to communicate and to make the meaning understood by others. To make sense in a way that can be heard and understood. According to Burns and Claire as quoted in Rohman. pronunciation is about the production of sounds from language that affects someone who listens to it.

Pronunciation is one of the important factors that must be learned to master the English language.² Of course, because the way people pronounce words shows how fluently they speak the foreign language.

Pronunciation is one of important aspects in English. pronunciation is the way of word or a language is customarily spoken. Pronunciation is realized and categorized by phonetic realization after recording the sound production. Phonetic realization refers to the details of pronunciation of sound which may appear in the lexical set of two sounds, the two specific sound examples will be considered here:

¹ A.S. Hornby, "Oxford Advanced Learner's Dictionary" (Oxford: Oxford University Press, 2016).

² Nurul Farida, "Self-Learning in English Pronunciation Using Google Translate," *Http://Repo.Stkipgri-Bkl.Ac.Id/1206/*, 2021.

vowel and consonant sounds.³ This statement clarifies the category of pronunciation on only two categories: vowel and consonant sounds. It means that pronunciation will be identified by only transcribing the phonetic realization first from the sound production by speech organ. The explanation above shows that the two categories of pronunciation will be as the real identification on the students' pronunciation in English language production. The two categories, vowel and consonant sounds are element of phonetics transcription on sound production.

Pronunciation is very important part when someone is transferring knowledge to other people.⁴ Someone needs to pronounce some words clearly enough to be understood. When the people are just good in a grammar and vocabulary, but if they are not pronouncing words correctly, the other people will not get understood. Learning will not succeed if the students do not participate actively in learning. Google Translate is a type of software used to learn pronunciation.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how

³ Hamka, "Standardizing Teaching English Vowels in Empowering Students' Pronunciation," *English Education English Journal for Teaching and Learning* 4 147, no. March (2016): 11–40.

⁴ AMEP A, "Teaching Pronunciation #1: What Is Pronunciation?," *AMEP Fact Sheet*, no. 1

(2019): 1,
http://www.ameprc.mq.edu.au/__data/assets/pdf_file/0010/229348/01Pronunciation.pdf.

the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.⁵ Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and its sounds. Based on the teacher in SMA N.1 Portibi, students understand the meaning but find difficulties to express the word on spoken language, because it is very different between how to spell and to pronounce the word.⁶ Students still confused when they are reading and speaking with others. Based on the students most of students get difficulties to speak English because they have lot of vocabularies and they do not know the way how to pronounce the words.⁷ In teaching learning process most of students want to speak English in a good pronunciation, they want to have more media to practice their English pronunciation not only from book or dictionary but also from the other media such as mobile phone, listening a song, or watch movie from television or from laptop.

In class X-1 SMA N 1 Portibi, the researcher found that students' pronunciation was low. This was indicated by students' difficulties, especially in did not know how to pronounce the word, from the classroom situation, the researcher found some indicators dealing with the low level of the students' pronunciation. The researcher noticed that the way the teacher taught

⁵ AMEP A.

⁶ M.S., "English Teacher in Class X SMA N.1 Portibi, Private Interview," 2022. P.162

⁷Students at X Grade SMA N.1 Portibi, "Interview in the Classroom," 2022.

pronunciation was not encouraging to be active. The teacher was not clear enough in explaining. Sometimes, the teacher spoke quickly, and the techniques the teacher used was boring.

Therefore, the technology nowadays is become an important thing in human life. The technology has gets into every aspect in our life including education aspect. For example, in the old days, people or students who learn foreign language is practicing how to pronounce a word by reading the sounds on the dictionary or listening to native speaker directly or by a certain recording and of course it is a little complicated to learn to pronounce a specific word. But today as the effect of advanced technology, people can listen the pronunciation of any words by just typing them in Google Translate.

There are many reasons why anyone would want to improve their pronunciation. At the most basic, clear pronunciation ensures clear communication, communicates confidence, competence and credibility. When you are conducting business within an international setting, it's important that you neutralize communication problems caused by differences in ways of speaking. Such as Google Translation Audio that can read any text with the accent and the language you want, start from English, French, and German etc. Google Translation Audio is change Text to Speech indifferent languages. It is suitable for many persons. They are someone who learning a foreign language and want to know how the pronunciation of a foreign language correctly, someone who want to practice reading in a foreign language, someone who lazy to read long passage.

They just use Google Translate to listen it without having read it. Google Translate is a free machine translation service provided by Google Company to translate text and messages from one language to another. Currently it can be accessed via a web interface along with an application smart phone/interface and application programming interface that can be accommodated into new software.

Google Translate is a free machine translation service provided by Google Company to translate text and messages from one language to another.⁷ Currently it can be accessed via a web interface along with an application smart phone/interface and application programming interface that can be accommodated into new software.

The teacher has applied various methods in class to improve the students' pronunciation, but the methods have not improved yet. Burri et al, suggest Google Translation Audio can to improve students' pronunciation skills.⁸ Renandya and Hu also mention this issue the failure of students in recognizing vocabulary occurs because of their ignorance with the way the words are pronounced in connected utterances, and partly due to its own fault pronunciation. Google Translation Audio can help students realize themselves has made a mistake in the pronunciation, the teacher can teach students the

⁷ Ninin Herlina, Ratna Dewanti, and Ninuk Lustiyantie, "Google Translate as an Alternative Tool for Assisting Students in Doing Translation: A Case Study at Universitas Negeri Jakarta, Indonesia," *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra* 18, no. 1 (2019): 70–78, <https://doi.org/10.21009/bahtera.181.06>.

⁸ Michael Burri, Honglin Chen, and Amanda Baker, "Joint Development of Teacher Cognition and Identity Through Learning to Teach L2 Pronunciation," *Modern Language Journal* 101, no. 1 (2017): 128–42, <https://doi.org/10.1111/modl.12388> p.97-110.

meaning of the word the words they will say first.⁹ The teacher asks students to find the meaning of the words they will use to make sure this will help the learner recognize that they are saying those words true or false. Lindsay states that Google Translate can be used as a pronunciation tool to equip students with learning tool to test or practice their own pronunciation. Learners can use the microphone provided by Google Translate to speak and then check the pronunciation evaluate themselves whether their pronunciation is right or wrong. Students are required to speak for themselves and then check their pronunciation, and if Google Translation can understand their pronunciation, it is hoped that people can also understand it what language learners say.

Basically, in teaching, students communicate in foreign language understandably, the teachers should be creative that can make the class enjoyable and interesting. So, the students are motivated and excited to study. The researcher uses google translate to improve students` pronunciation and researcher interest to do classroom action research to improve pronunciation of the Tenth Grade students` Of SMA N.1 Portibi. Hope that students can be more interested and easy to understand English pronunciations in teaching learning process at the classroom.

B. The Identification of the Problems

Pronunciation is one of important aspects in English. pronunciation is the way of word or a language is customarily spoken. it means that students most have the ability to understand the word and meaning, in learning english

⁹ NY: Routledge. W. A. Renandya, & Handoyo, P. (Eds.), English language teaching today (pp. 97-110). New York, 2021, 97–110.

especially in pronunciation many students at x grade in SMA N 1 face many problems in learning pronunciation. they are difficult how to pronounce the word when learning english.

Students' ability in learning pronunciation is influenced by many factors such as singing/listening to a song, watching videos, playing games, listening to story telling, conversational activity, and using media such as handphone, laptop, dictionary and google translation audio.

C. The Limitation of the Problem

Students ability in learning pronunciation is influenced by many factors such as singing/listening to a song, watching videos, playing games, listening to story telling, conversational activity, and using media such as handphone, laptop, dictionary and google translation audio.

In this research, the researcher does not discuss all factors in pronunciation. The researcher only focus on google translation audio. The researcher choose google translation audio to solve students problem with pronunciation.

The reason in this researcher for choose google translation audio as a medium for teaching vocabulary are based on several reasons. Google translation audio is one of the applications found on handphone and is easy to bring to school/class or is even often used by students. In addition, several finding and expert by previous research stated that google translation audio can affect the improvement students pronunciation. The other reason is google

translation audio is easy for students to use. So, it is important to prove that google translation audio can improve students pronunciation.

To avoid misunderstanding, the limits of study in order to make it more detail and focus, the researcher will focus on word stress and intonation. the researcher choose google translation audio to solve students problem with pronunciation. The google translate will only limit both stress and intonation. at tenth grade SMA N.1 Portibi academic year 2022/2023.

D. The Formulation of the Problem

Based on the previous background, the researcher formulated the research question as follow: How does google translation audio improve students' pronunciation in word stress and intonation at the tenth grade student of SMA N.1 Portibi?

E. The Objective of the Research

Based on the problem statement above, the objective of this research is to find out how is students' pronunciation improved by using of google translate at the tenth grade student of SMA N.1 Portibi.

F. The Significances of The Study

This research is expected to give some benefits:

1. To other researcher, the result if this research can be a reference for conducting other research related to this research study.
2. To the English teacher, the result of this research can give additional knowledge and to enrich their techniques in teaching English, especially pronunciation.

3. For the students, it can be an interesting method to learn pronunciation.

G. The Indicator of the Action

1. Improving

Improving is a process or a way of doing something to improve something or an effort to help students develop their skills to be better than before. Improving is a verb that has made something or becomes better. So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work a different way with a great quality and correctly.

2. Pronunciation

Pronunciation is a key element of learning oral skills in a second language. Pronunciation is how to pronounce or pronounce a vocabulary in English. This means that it may or may not be part of the student's regular classroom activities or self-study. Pronunciation determines understanding between speakers and listeners who convey or transfer messages, ideas, and thoughts. More precisely, pronunciation is the way a person pronounces words or sounds in a certain way so that his speech is easy to understand.

3. Google Translate

Google Translate is based on Machine Statistics Translation, which works by analyzing hundreds of millions of pairs of natural bilingual texts. This natural partner can serve as an authentic example of the use of language from the available languages. Google Translate was better than

traditional dictionaries with higher speed and accuracy especially for translations of collocations, phrases, and technical words. Regarding reading comprehension from the passages they are working on, it also provides a general core of the meaning of the text. Students are consciously aware of their own learning when they use Google Translate which leads to the production of more coherent texts by students.

4. Audio

Audio is listening to something that sounds, the sound that we listen to using our ears we can analyze and understand what we are listening to well. The sounds we hear can also be called audio which can only be heard but cannot be seen. Audio, sound or sound is something that is received by the listener's senses which is a vibration produced by an object as a result of movement or friction which will be received by living creatures, as a sound wave by the hearing system. Audio is an important element that can play a role in building a communication system in the form of sound in the form of an electrical signal that can carry sound elements.

H. Outline of the Thesis

The systematic of the research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follows:

In the first chapter, it is consist of background of the problem, identification of the problem it mean focus of problem included the specific problems that intended to the research, the limitation of the problem were about limits the problem that occur, formulation of the

problem were about the forming of the problem, the objectives of the research were about something that to research, the significances of the study were about the advantages of the research definition of key term and outlines of the script were about all sub chapter that important to explained in this research, the related findings of the research it consist of some finding that related to this research, that methodology of the research consist design (this research design by classroom action research), the source of data analysis (the research analyzed the data by using techniques as follows: editing the data, identification and classification of data, describe the data systematically, and give the conclusion or result from discussion that have done), and outline of thesis included the systematic of the stage of the research.

The second chapter consisted of theoretical description of the research focus. It included theory of the pronunciation, sounds of pronunciation, the perpose of teaching pronunciation, the elements of pronunciation, the definition of google translation audio, teaching pronunciation using google translation audio as media, the procedures of applying google translation in teaching pronunciation, the advantages and disadvantages google translation audio, review of related findings, conceptual framework and hypothesis of the action were also presented at the end of this chapter.

The third chapter is that about of research methodology. Research methodology consist of the place and the time of the research, research

design, the participants, instrument of collecting data, research procedure, and techniques of analyzing data.

The fourth chapter it consists of the result of the research which explains about findings, data discussion and threats of the research.

The fifth chapter is closing consist of conclusion and suggestion from the researcher.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical description

1. Pronunciation

In order to develop communicative efficiency in pronunciation, the students should understand how sounds are made, then how stress and intonation are used. This case is something the teacher can tell them through explanation and example. Furthermore, they also need hear the language used to. But, teacher must explain what pronunciation is and how it covers sounds, stress, and intonation in English. That is why, what is pronunciation?

a. Definition of Pronunciation

Pronunciation is a way how sounds are articulated by speakers marking their social class, education and so forth.¹⁰ Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication even it can be one of the factors which can lead to the conversation breakdown. Pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language.¹¹ Pronunciation as the acts of

¹⁰ Eva Machackova, "Teaching English Pronunciation to Secondary School Students with Focus on 'th' Consonants, <http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf>, 2018, 69.

¹¹ A.S. Hornby, *Oxford Advanced Learner's Dictionary, Fifth Edition* (Oxford: Oxford University Press, 2016), P.162

producing the sounds of speech including articulation, vowel formation, accent inflection and intonation often with reference to the correctness or acceptability of the speech sounds.¹² Pronunciation is an activity, shaping the output of the encoding stage, and a state, the external appearance of the message and input to the decoding stage.¹³ It is what the speaker does and what the hearer perceives and, so far as evaluation is called for, judges. It is so basic to language that it has to be considered in any general discussion of the topic. This statement clarifies the category of pronunciation on only two categories: vowel and consonant sounds. It means that pronunciation will be identified by only transcribing the phonetic realization first from the sound production by speech organ. The explanation above shows that the two categories of pronunciation will be as the real identification on the students' pronunciation in English language production.¹⁵ The two categories, vowel and consonant sounds are element of phonetics transcription on sound production.

Hornby said, pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language.¹⁴ Meanwhile, Rebecca defines pronunciation as the act of

¹² Rebecca M Dauer, "Accurate English Pronunciation," ed. Prentice Hall Regents, New Jersey (Prentice Hall Regents, 2019), P.197.

¹³ Gerald, Kelly., How to Teach Pronunciation (Essex: Pearson Education Limited, 2011), P.242.

¹⁵Hamka, "Standardizing Teaching English Vowels in Empowering Students' Pronunciation."

¹⁴ A.S. Hornby, *Oxford Advanced Learner's Dictionary, Fifth Edition* (Oxford: Oxford University Press, 2016), P.162

producing the sound of speech including articulation, vowel formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.

These above definitions have already covered the whole meaning of pronunciation. In general, it can be concluded that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

b. Teaching Pronunciation

The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes.¹⁵ It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misund

¹⁵ Andri Purwanto, “Teaching Pronunciation Using Varieties Of Pronunciation Teaching” 03, No. 02 (2019): 81–92.

erstand.¹⁶ It happens because Indonesian students have difficulties in pronouncing English words due to influence of students' seventh language and environment.

c. The Element of Pronunciation

The elements of English pronunciation divided into two parts namely segmental and suprasegmental features.¹⁷ The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature. The other one is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmental. On the other hand, suprasegmental cannot be studied in isolation.¹⁸ Suprasegmental features cannot be described, unless it deals with segmental. The researcher concludes that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot pronounce an utterance just from one side of them because both segmental and suprasegmental features are connected to each other.

¹⁶ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2016), p. 285. <https://library.unismuh.ac.id/opac/detail-opac?id=103328>

¹⁷ Ramelan, "English Phonetic," in *Https://Ejournal.Bbg.Ac.Id/Geej/Article/View/994* (Semarang: IKIP Semarang Press, 2018), P.12.

¹⁸ Purwanto, "Teaching Pronunciation Using Varieties Of Pronunciation Teaching." https://www.researchgate.net/publication/351163268_Teaching_Pronunciation_Using_Varieties_Of_Pronunciation_Teaching_Materials_And_Practices

d. The Purpose of Pronunciation

There are many factors that influence language teaching especially English pronunciation teaching. Besides teacher should select the media that is suitable to be applied in teaching English pronunciation, they are also hoped to know how to teach pronunciation well. By knowing the good way in teaching English pronunciation.

According to Harmer's alternatives in pronunciation teaching: There have three alternatives to convey. First, whole lesson: making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots: some teachers insert short, separate bits of pronunciation work into lesson sequences. The last alternative is integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson.¹⁹ In this case, teacher decides what alternative he or she chooses. By deciding the alternatives he or she uses in teaching English pronunciation, he or she can make a strategy based on the alternative to get a maximum result.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron says that "it is a crucial thing for teachers to take the responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out". In this case, the teacher should let the students

¹⁹ Jeremy Harmer, "Learning the Language of Practice," *Curriculum Inquiry* 17, no. 3 (2000): 293–318, <https://doi.org/10.1080/03626784.1987.11075294>.

know that they are studying about pronunciation and they are expected to be able to pronounce English words correctly.²⁰

e. Segmental Features of Pronunciation

English segmental features include vowels, diphthongs, consonants, stress, and intonation. Here are the classifications:

1) Vowel.

Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without obstruction. Vowels are sounds which are made without kind of closure to the escape of air through the mouth. They are sounds that are produced by movement of certain part of the tongue to a certain height but still not obstruction of the air stream. The quality of vowel depends upon the position of the tongue and lips.²¹ English vowels are divided into two kinds, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/. There are some processes that are responsible for the vowels production, those are:

the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue.

²⁰ Anggi Diah Pitaloka Et Al., "An Error Analysis Of Students' English Vowel Pronunciation An Error Analysis Of Students' English Vowel Pronunciation At The Sixth Semester Of Islamic Studies Of International Class Program Of State Islamic Institute (Iain) Of Samarinda," *Borneo Journal Of Language And Education* I, No. 1 (2021): 2021.

²¹ Hamka, "Standardizing Teaching English Vowels in Empowering Students' Pronunciation." <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1187/988>

Vowels are described in terms of height, backness/frontness and roundedness. In phonetics it is usual to symbolize the place of vowels in the mouth schematically by a chart as displayed below:

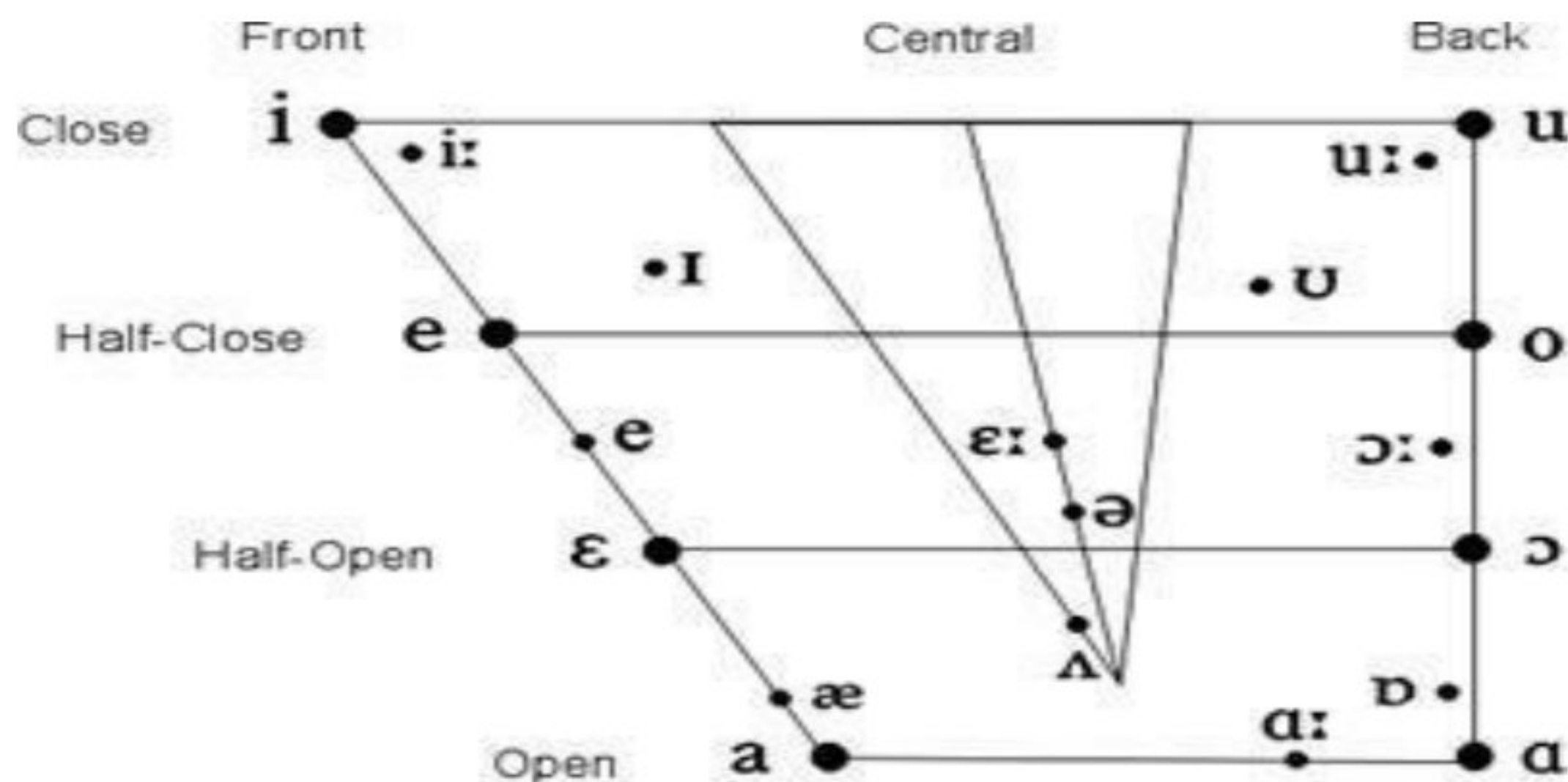


Figure 2.1
The English Vowel Chart

Jones states, vowels are some of the continuous voiced sounds produced without obstruction in the mouth unaccompanied by any frictional noise.²²

Jones in his book "The Pronunciation of English" classifies the vowels into 5 based on the position of the tongue:

- 1) Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/

²² Nur Afni, "Improving Students' Vocabularies Through Google Translate On The Second Semester Of Siyasa A, State Islamic University Of North Sumatera (Uinsu) In Academic Year Of 2017/2018," *Energies* 6, No. 1 (2018): 1-8.

feed.

- 2) Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.
- 3) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.
- 4) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
- 5) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ðə/ father.²³

Vowel divided in two kinds that are :

a) Short Vowels

Short vowels are vowel sounds around mid and central vowels.²⁴ The location of Short vowels describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens. It means that the sounds are shorter.

²³ Daniel Jones, "The Pronunciation of English Daniel," *Angewandte Chemie International Edition*, 6(11), 951–952. <https://Elibrary.Bsi.Ac.Id/Readbook/207992/the-Pronunciation-of-English>, no. Mi (2019): 5–24.

²⁴ Hamka, "Standardizing Teaching English Vowels in Empowering Students' Pronunciation." <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1187/988>

Table 2.1
Short Vowel Sound and the Symbol

Number	Symbol and Sound	Perception	Example
1	[i]	Front Mid High Central Vowel	[sit]
2	[e]	Front Mid High Vowel	[send]
3	[ɛ]	Front Mid Low Central Vowel	[get]
4	[æ]	Front Low Vowel	[bæk]
5	[ɒ]	Back Mid Low Central Vowel	[bɒv]
6	[o]	Back Mid High Vowel	[not]
7	[u]	Back Mid High Central Vowel	[put]
8	[ə]	Front Central Vowel	[ənd]
9	[ʌ]	Back Central Vowel	[kʌp]

b) Long Vowels

You may have noticed that these five long vowels are different from short vowels described in the previous study, not only in length but also in quality. If we compare some similar pairs of long and short vowels, for example [i] with [i:], or [u] and [u:] or [ɒ] and [ɑ:] we can distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length.²⁵ long vowel is essentially where the sound that a vowel makes matches its spoken name. This means we have a handy way of remembering which vowel sounds are long vowels in English. For example, th

²⁵ Hamka.p.11

e 'a' in cake is a long vowel sound, pronounced the same as the letter A in the alphabet. To give you another example, the letters 'e' and 'a' in the word 'beat' come together to form a long 'e' sound.²⁸

Table 2.2
Long Vowel Sound and the Symbol

Number	Symbol and Sound	Perception	Example
1	[i:]	Front High Vowel	See [si:]
2	[a:]	Back Low Vowel	Aunt [a:nt]
3	[ɔ:]	Back Mid Low Vowel	Saw [sɔ:]
4	[u:]	Back High Vowel	Too [tu:]
5	[ə:]	Front Central Vowel	Peat [pət:]

2) Diphthong.

Diphthong is included in a vowel sound with a special feature. Gerald Kelly draws that diphthong is a part of vowels in the main features of pronunciation diagram as follows:

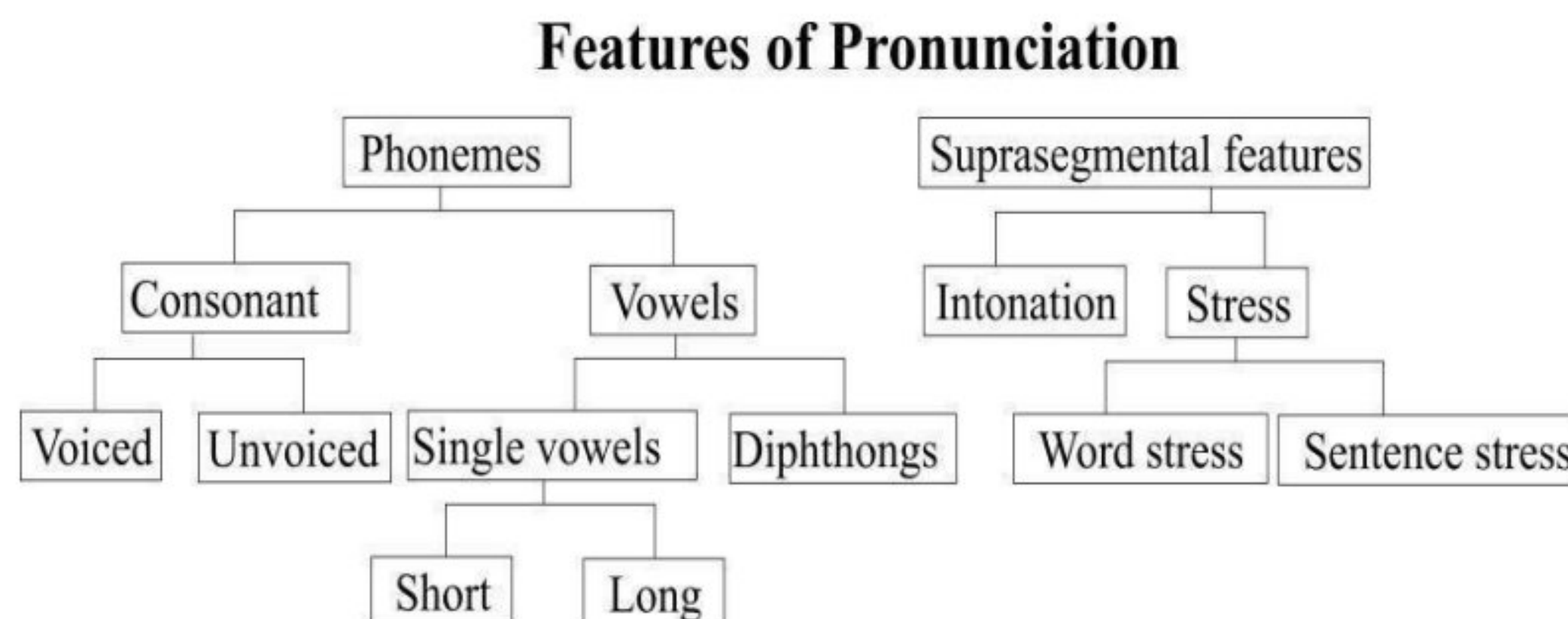


Figure 2.2
The Main Features of Pronunciation

Diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain).²⁶ The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: „lay“, „how“, „hair“, „boy“, „poor“, etc. Diphthongs are sounds, which involve a change in quality during their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indication the direction of the movement.²⁷

²⁶ Donal, A Indonesian Students' Difficulties In Pronouncing English Diphthongs . *JEE (Journal of English Education)*, 2(2), 55–62. Retrieved from <https://journal.upp.ac.id/index.php/JEE/article/view/446>

²⁷ Stefani Jessica, Hasan Basri, and Josep E Ohoiwutun, “Improving the Pronunciation Through Listening To English Songs,” *Journal of English Language Teaching Society (ELTS)* 3, no. 2 (2015): 1–10, <https://media.neliti.com/media/publications/244762-none-d2328eb2.pdf>.

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other. There are two kinds of diphthongs in English, centering diphthongs end with a glide toward /ə/ such as: /eə/, /iə/, and /ʊə/, they are called 'centering' because /ə/ is a central vowel and closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /əʊ/. The glide is towards a higher position in mouth. In other words, when movement of the tongue is carried out from the open vowel position to the close vowel position, the diphthong is said to be a closing diphthong. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a centering diphthong.

Table 2.3
Example of Diphthongs

Number	Symbol and Sounds	Example	Trascription
1	[eə]	Head	[heəd]
2	[iə]	Here	[hiə]
3	[ʊə]	Tour	[tuə]
4	[eɪ]	Day	[deɪ]
5	[ɪ]	Fine	[fɪ]
6	[ɔɪ]	Boy	[gəʊ]
7	[əʊ]	Go	[gəʊ]
8	[ɪ]	How	[hɪ]

3) Consonant

The term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ŋ, h, i, r, w, and j.

Based on the position of consonants, it can be divided into: a. Voiced consonants: / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ / b. Unvoiced consonants: / f, p, t, tʃ, k, θ, s, ʃ /. To know whether voiced or unvoiced consonant can be done by putting your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in your throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced. These are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words.

f. Suprasegmental Features

Suprasegmental features are like the style used in words or sentences. There are four kinds of suprasegmental features. They are stress, intonation, pause, rhythm.²⁸ The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it

²⁸ Bertil Malmberg, *Phonetics* Dover, and New York, "Libri," https://books.google.co.id/books/about/Phonetics.html?id=4TkGAQAIAAJ&redir_esc=y, 2018.

prominence. Stress can be classified into word stress and sentence stress.

A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has an important role in

English because different stress will differentiate a meaning and intention.

The second is intonation. Speech is produced with a sort of musical

accompaniment or intonation. Intonation is the tune of what we say. For

example if someone is getting angry, he will speak in a high tone. But when

he is sad, he will speak in a low tone. The third is pause. English is

spoken in groups of words which are separated by pause. There are two

kinds of pauses, a short one and a final one. The fourth is rhythm. It means

the beat of language. In English, rhythm is stress-timed.

For example, "Can you see the van?" the words see and van take primary

stresses for special purposes. This means that the time between two

primary stresses is the same. Based on the theories above, it can be

concluded that suprasegmental features strongly influence pronunciation.

While speaking, we have to apply the appropriate suprasegmental rules. If

not, our words will be meaningless or even occur misinterpretation from the

hearer.

1) Stress

Jones said, the force of the breath with which a syllable is pronounced

is called stress. stress refers to how loud a speaker makes a particular

sound, syllable or word when speaking it. It is in fact generally sufficient

ent to distinguish two degrees only-stressed and unstressed.²⁹ Stress syllables are marked when necessary by ‘placed immediately before them, thus father, 'f:ə, arrive, ə'raiv, opportunity, pə'tju:niti, what shall we do? '(h)wtəlwi:'du. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. The words stressed, accented and underlined are often used interchangeably. The main feature of the English language is the use of weak and strong accents. Stress has an important role in English because different stress will differentiate a meaning and intention.³⁰ Stressed syllables receive more stress and are louder than unstressed syllables. Using the right stress is very important for the correct pronunciation of words. In addition, he also said that sentence-level stress patterns in English may not be used in the same way as in their own language. In English, particular words in sentences are stressed or pronounced louder

to make be obvious. Maybe every language uses its grammar instead of words to change the same meaning. Therefore, people may not know when to usage strong stress in English sentences. someone who uses th

²⁹ Jones, “The Pronunciation of English Daniel.”

³⁰ Muhammad Asif and Ikram Anjum, “Text to Speech Software for Improving Pronunciation of Graduation Level Students Text to Speech Software for Improving Pronunciation of Graduation Level Students,” no. July (2022).

e accent pattern with the native language when speaking English will affect the foreign accent.

In pronunciation terms, stress relates to the process of adding air pressure to a particular part of a word whereas word stress relates to where the air pressure is placed. English word stress refers to the position of stress in English words. Word stress has two levels, namely primary stress and secondary stress. The primary stress of the word is indicated by the acute stress (') before the stressed syllable and the secondary stress by the comma before the stressed syllable. The primary stress mostly happens in heavy syllables, in monosyllables or polysyllable words, but may be unspecified and in polysyllable words or more than one word. Such as, the monosyllable words 'speak' and 'book' have primary stress, -a- in the word 'pronunciation', the syllable -ten- in the word 'attention' and -secin the word 'secondary' has the main stress, while the syllable aryhas the secondary stress. We can find out by looking at the stress of a word depending on its position, such as:

The Place of Stress Word

1 st syllable	'family
2 nd syllable	fa'miliar
3 rd syllable	natio'nally
4 th syllable	famili'arity
5 th syllable	nationali'zation

In dictionaries we will find the phonetic transcription of words because the sounds of the English language are usually represented as a phonetic transcription written in accordance with the International Phonetic Alphabet (IPA), that is, an alphabet established by the United Nations. IPA provides appropriate symbols for any sound of the language. Transcriptions of phonetic are also completed with accents to enlighten us of the location of the stress. The list below shows general word stress patterns that can help identify the position of word stress:

a. Stress and Part of Speech

Most groups of words, which can be employed as verbs or nouns, have different stresses to show different uses (Meyer, 2009). Meyer also states that nouns are stressed on the first syllable and verbs on the second, such as the word conduct as a noun is pronounced ['kɒndʌkt] and as a verb is pronounced [kən'dʌkt]. As a result, have to pay more attention to word class or the pronunciation of the words that are emphasized.

b. Stress and Derivation

Frequently, when the suffix is added to a word, the new form is emphasized on the syllable that is similar to the original word,

such as abandonment [ə'bændənmənt], abandon [ə'bændən],

reasonable [ˈri:znəbl], reason [ˈri:zn]. Words that can end in -sion-, -tion-, -graphy- and -ity- are mostly primary stressed on the syllable before the ending. Examples: decision [diːsiʒ], production [prəˈdʌkʃn], photography [fəˈtɒgrəfi] and ability [əˈbiləti]. This means that adding on e of these suffixes can cause the pronunciation to change.

Stress syllables in word have some characteristics. The characteristics of stress are intensity, fundamental frequency, and duration of stress syllable. First, Intensity in stressed syllable is as physical characteristic of sound that is heard louder than the unstressed syllable. Second, fundamental frequency in the stress syllable heard as the higher pitch and is as the vocal folds vibrate more quickly. Furthermore, the fundamental frequency can be defined as the provider a strong cue of stress. Last, duration acts as a stress cue which has perceived greater and longer.

2) Intonation

Intonation is thus quite independent of stress, with which it is sometimes confused by beginners.³¹ Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone.

³¹ Nur Afni, "Improving Students' Vocabularies Through Google Translate On The Second Semester Of Siyasa A, State Islamic University Of North Sumatera (Uinsu) In Academic Year Of 2017/2018," *Energies* 6, No. 1 (2018): 1-8,

But when he is sad, he will speak in a low tone.³² Intonation as punctuation. If we read something written, a period (.) indicates that the sentence ends. However if the writing is spoken or pronounced the punctuation marks can be known from the rise or fall of the speaker's intonation. In Language in England, "comma" is more often pronounced with a rising intonation and "full stop" with falling intonation. Example :

We're late
 //
 They've come
 /
 I will
 /
 He's gone
 /
 Will you?
 /
 Doesn't she?
 /
 Do they?
 /
 May I come in?

	Tone Symbol
High	(tinggi) [/]
Mid	(sedang) [-]
Low	(rendah) [\]
Rising	(naik) L/ I

³² Asif and Anjum, "Text to Speech Software for Improving Pronunciation of Graduation Level Students Text to Speech Software for Improving Pronunciation of Graduation Level Students."

Falling (turun) [-\]

Fall-Rise (turun dan naik) [V]

3) Rhythm

It means the beat of language. In English, rhythm is stress-timed. For example, "Can you see the van?" the words see and van take primary stresses for special purposes. This means that the time between two primary stresses is the same. Based on the theories above, it can be concluded that suprasegmental features strongly influence pronunciation. While speaking, we have to apply the appropriate suprasegmental rules. If not, our words will be meaningless or even occur misinterpretation from the hearer.

g. Students' Problems in English Pronunciation

In our country, English plays as a foreign language. Most of students use English only in school when they have a lesson in the classroom. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word Island is pronounced /'aɪ.lənd/. Whereas in Indonesian language, we pronounce it /island/. Another problem or difficulty in learning pronunciation is people's hearing. People have different hearing ability. It affects people to make mistakes when pronouncing words. Connor and

Davidson gives a good illustration related to how important our ears are.

He says:

“Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak.”³³

The above illustrations often occur to somebody who learns English. If one cannot listen to English pronunciation well, he cannot produce it well too. In general, it can be concluded that there are many differences between English and Indonesian pronunciation. The differences are dealt with English spelling system and suprasegmental features that do not exist in Indonesian language. It is possible that students find difficulties to comprehend English pronunciation. Therefore, to solve this problem, students need to encourage themselves to be more active in their learning.

2. Media

a. Definition of Media

Gerlach and Elly in Arsyad outline's stated that media was human being, material, or an event that built the condition which makes students be able in getting knowledge, skill or behavior. It means teacher, text book, and school environment are media. Specifically, meaning of media

³³ Kathryn M. Connor and Jonathan R.T. Davidson, ““Longman - Sounds English A Pronunciation,” *Depression and Anxiety* <https://id.scribd.com/doc/261876328/Longman-SoundsEnglish-A-Pronunciation-Practice-2020-Pdf> 18, no. 2 (2020): 76–82, <https://doi.org/10.1002/da.10113>.

in learning process is tools or electric tools to get, to process and to rearrange visual or verbal information.³⁴

In learning process, media has the important meaning. Because there is an obscurity in learning process that can be helped by using media. A difficult material can be simple to explain to the students by using media. Media can represent something difficult to say in words or sentences. Even abstract material can be concrete by using media. Therefore, the students will feel easier to understand the material than without using media.

Learning media has three roles, namely the role as an intentional role, the role of communication, and the retention role.³⁵ Learning media is a vehicle for channeling or learning message containers. Learning media has a very important role in the teaching and learning process. Besides being able to attract students' attention, learning media can also convey the message they want to convey in each subject. In the application of learning in schools, teachers can create a learning atmosphere that attracts attention by utilizing creative, innovative and varied learning media, so that learning can take place by optimizing the process and oriented towards learning achievement.

³⁴ Azhar, Arsyad Media Pembelajaran, (Jakarta: PT Raja Grafindo Persada, 2020), p.3.

³⁵ John Read, Assessing Vocabulary, (Cambridge UK: Cambridge University Press, 2000), p. 154.

3. Google Translation Audio

a. Definition of Google Translate

Google Translate is a free translation service that provides instant translations between dozens of different languages. It can translate words, sentences and web pages between any combinations of our supported languages. With Google Translate, we hope to make information

universally accessible and useful, regardless of the language in which it's. Google Translate is one of great technique and interest to use in learning in classroom, because it is a free online translation tools available to use by teacher and students in teaching and learning process. Students can access this tool to find out what their need.

Quigley stated that Google Translation is in no way, shape, or form an ideal translation administration; you are as yet must put resources into those language classes if you need to have the option to speak with speakers of unfamiliar tongues smoothly – however, if you recall the online no man's land that went before it, you will know it is pretty darn acceptable at passing on the essence of what you are attempting to communicate.³⁶ Google Translation is by no means a perfect translation service, you are still going to have to invest in those language classes if you want to be able to fluently communicate with speakers of foreign tongues

³⁶ Robert Quigley, "How Does Google Translate Work," *Angewandte Chemie International Edition*, 6(11), 951–952. 3, no. 1 (2019): 10–27.

es but if you remember the online wasteland that preceded it, you will know it's pretty darn good at conveying the gist of what you are trying to express.

Bear states that there are several Google Translate offer :

1. Translation
2. Translate search
3. Translator toolkit
4. Tools and resources

But here, Bear explains about Google Translate as a translation tool and google translate as a translated search.

1) Google Translate : Translation

This is the most traditional tool. Enter text or any URL and google translate will provides translation in 52 languages, so you shall probably find what you need. Google Translate translations are not perfect, but they are getting better all the time.

There are ways to use Google Translate – translation in class. Have students write short texts in English, and translate them in to their original language. Using google translate for translation can help students catch grammatical errors by spotting these errors in the translation.

- a) Use authentic resources, but provide the URL and have students translate the original into their target language. This will help out when it comes to difficult vocabulary.
- b) Make sure that students use Google Translate only after they have first read the article in English.
- c) For beginners, ask students to first write short texts in their mother tongue. Have them translate into English and ask them to tweak translation.
- d) Provide your own short text and let google translate into class of target language(s). Ask students to read the translation and then try to come up with the English original text.
- e) If all else fails, use google translate as a bilingual dictionary.³⁷

2) Google Translate : Translated search

Google Translate also provides a translated search function. This tool is extremely powerful for finding accompanying content to help students take advantage of authentic materials in English.

³⁷ Bear, "The Effect of Google Translate in Enhancing the Students' Vocabulary Mastery," *Pustakailmu.Id* <http://learningofenglish.blogspot.com/2015/02/the-effect-of-google-translate-to.html?m=1> 2, no. 1 (2022): 1–8,

Google Translate provides this translated search as a way to find pages written in another language that focus on the search term you provided in English. In other words, if we're working on business presentation styles, using Google Translate translated search I can provide some background materials in English or any other language.

There are ways to use google translate – translated search in class.

- a) When stuck on a grammar point, search on the grammar term to provide explanations in learners' mother tongue(s)
- b) Use as a means to provide context in learners' mother tongue(s). This is especially useful if students aren't familiar with the topic area. They can become familiar with some of the ideas in their own language as well as in English to help strengthen the learning experience.
- c) Use translated search to find pages on a particular topic. Cut and paste a few paragraphs out, have students then translate the text into English.
- d) Google Translate translated search is fantastic for group projects. Often you'll find students don't have ideas, or are not sure where to begin. Sometimes, this is due to the fact that they

aren't too familiar with the subject in English. Let them use translated search to get them started.³⁸

How teachers use Google Translate to train students to pronounce selected words. Here are suggested steps teachers can take in their pronunciation class practice:

- a. Students are first asked to say the words without using Google Translation Audio.
- b. The student then clicks the Google Translate microphone (from their smartphone or laptop), and say the words of their choosing.
- c. If the student pronounces the words correctly, the Google Translate microphone will activate the correct sound and words will appear.
- d. If the student pronounces the wrong words, Google Translate will appear with the wrong words with different translation meanings.
- e. then the teacher instructs students to type the words and listen to them using a google translation audio.
- f. In this case, students should try saying the words again until they can say them the words correctly. Only then did the Google

³⁸ Bear, 2016. How to Using Google Translate For Teaching English. USA. <https://www.thoughtco.com/how-to-using-google-translate-for-teaching-english-1211770> Diunggah pada 29 Mei 2018.

Translate microphone tak rights sound and pop up th e right word with the right translation.³⁹

b. D efinition of Audio

Audio is listening to something that sounds, the sound that w e listen to using our ears we can analyze and understand what we are listening to w ell. The sounds w e hear can also be called audio which can only be heard but cannot be seen. Audio, sound or sound is something that is received by the listener's s enses which is a vibration produced by an object as a result of movement or friction which will be received by living creatures, as a sound wave by the h earing system.⁴⁰ Audio is an important element that can play a role in building a communication system in the form of sound in th e form of an electrical signal that can carry sound elements. Audio consists of several stages, including the stage of taking the sound, th e connection in the transmission which contains th e sound, the amplifier, and others.

³⁹ Marie Josephine Aruna C.S, Kanmani, “N International Peer-Reviewed Open,” *Https://Www.Researchgate.Net/Publication/333808794_Using_Google_Translate_As_A_Pronunciation_Training_Tool* 4, No. 3 (2018): 375–79.

⁴⁰ Tobias Andersson, “Audio Classification and Content Description,” ... *Technology, Ericsson Research, Corporate Unit, Lulea, ...*, 2022.

Audio is a critical element of the content, and progress is being made in improving the audience experience in terms of quality, immersiveness and interactivity. As program production is a worldwide activity, where productions are distributed and exchanged, and many different companies and organizations are involved, having standards is vitally important.⁴¹ For audio there are different approaches to achieving an immersive and interactive experience. Immersiveness (often called 3D audio) is where sound can appear to come from any direction around the listener, including above and below. Interactivity can include the ability for listeners to adjust dialogue levels, change positions of sounds, or select different languages.

To achieve immersive sound, there are three fundamental approaches: channel-based, scene-based and object-based.⁴² With channel-based audio, each channel is sent directly to a loudspeaker in a particular location (examples are stereo, 5.1 and 22.2). Scene-based audio represents sound by a combination of dimensional components that combine to make a sound field, with Ambisonics (and Higher Order Ambisonics - HOA) being the primary technique to perform this. With scene-based audio the sound field has to be d

⁴¹ David Marston, "The Audio Definition Model," n.d., 1-3.

⁴² Marston.

encoded to a chosen speaker layout. Object-based audio represents the sound as separate elements (e.g. singer, drums), and adds positional information to them, so they can be rendered to be played out from the correct location. While each approach has pros and cons, we have to accept that not only will all three be used, but they might be combined in program. Interactivity can be achieved by using object-based audio. By sending audio objects separately to the end-user, they can easily control how those objects are rendered. As both channels and scene-based sound fields can be represented by audio objects, it can be considered that all audio can be treated as object-based.

c. Teaching Pronunciation by Using Google Translation Audio

Khasanah et al suggests that as the teacher we must not lose sight of educational purpose it has in the language classroom although it may be a popular tool to use with students.⁴³ Moreover, they explain about how to use google translation audio with active viewing technique that appropriate to teach specific detail or specific features of language like pronunciation.

Procedure of teaching pronunciation using google translation audio as following:

⁴³ Uswatun Khasanah, A.Hilal Madjdi, and Nuraeningsih Nuraeningsih, "Students' Perception on the Use of Google Translate in Learning Pronunciation," *Borneo Educational Journal (Borju)* 4, no. 1 (2022): 50–60, <https://doi.org/10.24903/bej.v4i1.912>.

Teacher's Activity	Procedure	Students Activity
<ol style="list-style-type: none"> 1. Teacher open the class by greetings and asks the students pray together. 2. Teacher checks the students attendance list. Teacher explain about the material that will be lesson. 	Opening	<ol style="list-style-type: none"> 1. Students answer the teacher greeting and pray before learn. 2. Students state the attendance by saying present. 3. Students listen carefully to the teacher.
<ol style="list-style-type: none"> 1. Teacher explain material about word stress and intonation. 2. Teacher shows the google translation audio. 3. Teacher asks each students to say one word with word stress and intonation without using google translation audio and Teacher listen to the students when they say it. 4. Teacher instruct students to type the words in google translate, then students check their pronunciation with google translation audio. 5. Teacher instruct students to pronounce the word correctly. 6. Teacher give feedback for the student job. 	Practicing	<ol style="list-style-type: none"> 1. Students understand to the teacher explanation. 2. Students pay attention to the teacher. 3. Students say the word with word stress and intonation. 4. Students type the word and then students check their pronunciation with google translation audio. 5. Students pronounce the words correctly. Students listen the teacher and understand it.

e

Teacher's Activity	Procedure	Student's Activity
<ol style="list-style-type: none"> 1. Teacher asks the students about their understanding about the material. 2. Teacher give test to students how to pronounce the words correctly. 3. Teacher make summarize and concludes today's learning. 4. Teacher closes teaching learning process 	<p>Closing</p>	<ol style="list-style-type: none"> 1. Students tell about their problem. 2. Students do their job. 3. Students listen to the teacher and make summarize about today's learning. 4. Students give greeting to the teacher.

d. The Effectiveness and Weakness of Google Translation Audio

The advantages of using Google Translation Audio are manifold. Consider a scenario where you're vacationing in Italy and you want to order your favorite dish in Italian. With the Google Translate app installed on your iPhone or Android device, you can simply speak into your device's microphone, and the app will transcribe and translate your words into the desired language.⁴⁴ This feature is particularly handy for real-time conversations. Let's say you're engaging in a lively discussion with a group of friends, each speaking a different language. As your friends speak, Google Translate Audio works its magic by transcribing and translating their spoken

⁴⁴ Herlina, Dewanti, and Lustiyantie, "Google Translate as an Alternative Tool for Assisting Students in Doing Translation : A Case Study at Universitas Negeri Jakarta, Indonesia."

⁴⁸ Herlina, Dewanti, and Lustiyantie.

words into your target language. This opens up a whole new realm of possibilities for cross-cultural connections and meaningful interactions. This is an advantage that greatly benefits users if compared with using Google dictionary.

Google translation audio also has weaknesses. The system that exists on it makes Google Translate translate word by word without considering the word structure so that the translation of a sentence has a meaning that is much different than the original sense.⁴⁸ In other words, Google Translate translates vocabulary so it is possible to make mistakes if translated text form.

B. Review related finding

Related to this research, the researcher found some research that had been done by other researchers. The first researcher is Asmawati and Fitriingsih. In his research found that the use of Google Translate in teaching English can help learners of English to improve their pronunciation due to factor such as practice sessions in which the learner can take risks without stress of error immediate feedback. Since the study was carried out for 16 weeks and two hours for each week with a small number of participants due to the

time constraint and the availability of the participants, it is suggested that similar experiments with a large number of subjects should be replicated.⁴⁵

The second research is written by Huang and Liao. found indicate that the digital material enhances students' spelling ability and self-study motivation, according to the interviews with students and teachers, observation, questionnaires and documentations. based on the results and the procedure: google translate technology gives English educators a tool for integrating informational teaching and English teaching materials. In addition, teachers can determine what computer-aided teaching content to apply without being limited by textbooks, which increases the richness of the teaching. Before memorizing words' pronunciation in order to effectively learn English.⁴⁶

The last was by Muna. with the title The researcher collected the data from the observation and tests. There are three cycles; teacher give difference of the students' achievement between the results scoring in every cycle was increasing. It was found that teaching pronunciation using pronunciation software is effective and helpful in improving students' ability of pronunciation skill. As the result in the tests that the students' improvement during the treatment through pronunciation software, the average of the tests scores increased from

⁴⁵ Nur Asmawati and Fitriningsih Fitriningsih, "Improving Pronunciation via Accent Reduction and Google Translate", *Journal of Humanities and Social Sciences Studies* 3, no. 12 (2021): 26–37, <https://doi.org/10.32996/jhsss.2021.3.12.4>.

⁴⁶ Yi-Ching Huang And Lung-Chuan Liao, "A Study Of Google Translate In Children ' S English Learning," *Teaching English With Technology*, 15(1), 14-30, <Http://Www.Tewtjournal.Org> A 15, No. 1 (N.D.): 14–30.

69.1025 in the pre cycle, it was becoming 77.5641 in the first cycle, it was becoming 80.1282 in the second cycle, and then it was becoming 87.4358 in the third cycle.⁴⁷

From the related findings above, there is difference and similarity with the researcher research. Asmawati and Huang, used google translate to improve students English sounds, word stress and intonation. The researcher use google translate to improve students' English word stress and intonation. While, Muna used a pronunciation software and the researcher use google translate and the researcher use two cycle in this research. The similarity between the previous research and the researcher's research is all of this research use google translate to improve the students' pronunciation.

C. The Conceptual Framework

The conceptual framework of this study is to use of google translation audio. because if students often use of google translation audio, they can improve their pronunciation and easily search for new English pronunciation.

In this research, thought concept will see about the use of google translate to improve students' pronunciation. If students often use an online dictionary on google translate, they will find the wrong pronunciation, which means they have improved their English pronunciation. Researcher can see improved

⁴⁷ Faizul Muna, "The Use of Pronunciation Software to Improve Students' Pronunciation.Semarang:UNNES.," 2022.

pronunciation the use of google translation audio in improving English pronunciation through the following diagram:

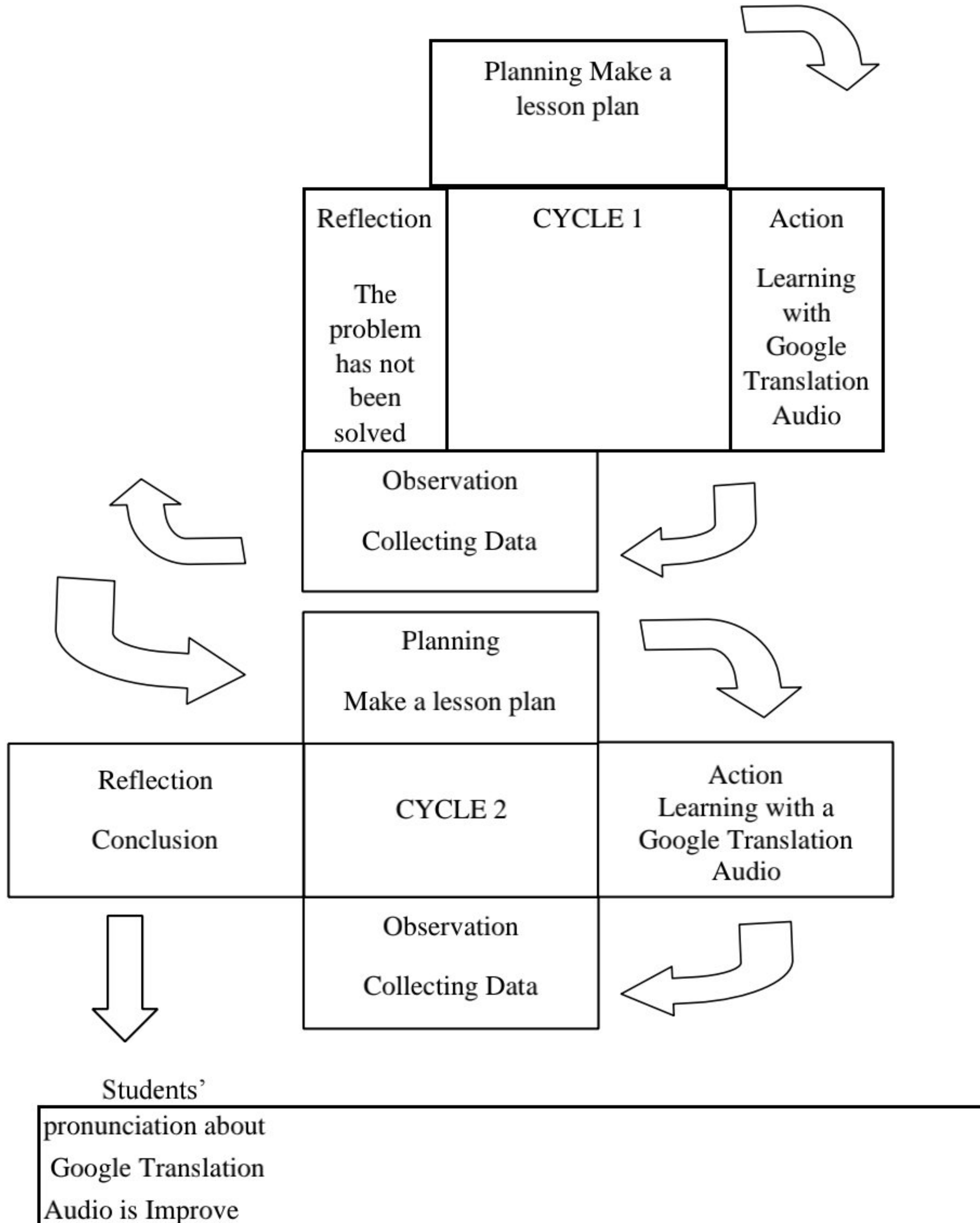


Figure 2.3
Conceptual Framework

D. The Action Hypothesis

Based on the explanation of the theoretical and framework of thought above, and expectations of the researchers research result related to this research. The hypothesis of this research is "Google Translation audio can improve to students Pronunciation in class X SMA N 1 Portibi."

CHAPTER III RESEARCH METHOD

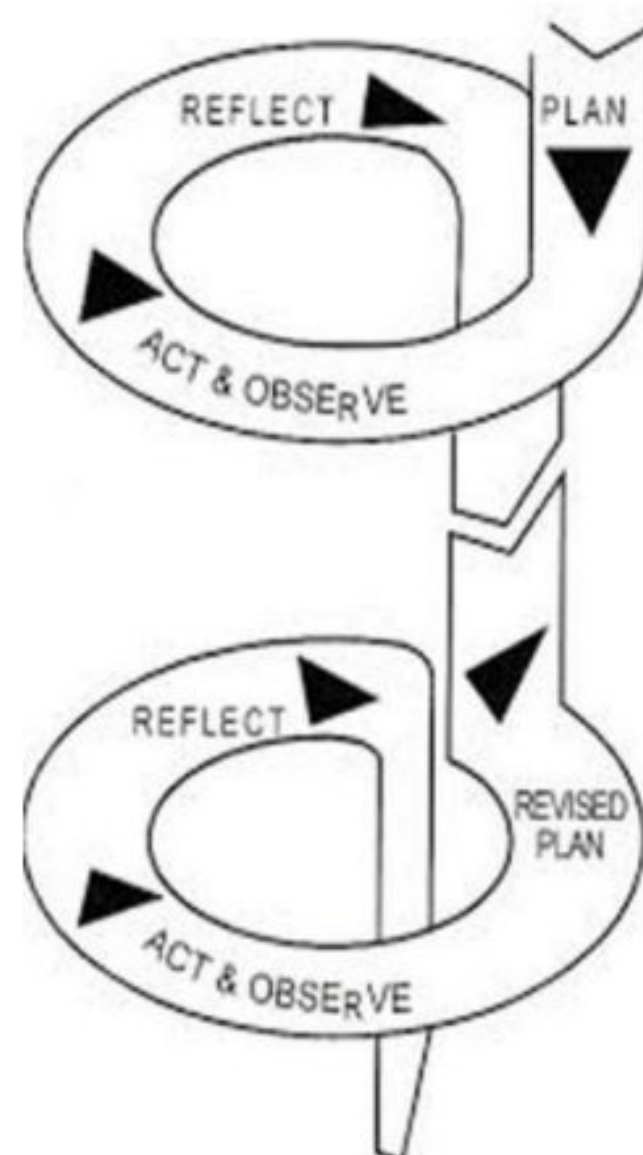
A. The Place and Time of the Research

The research will be conducted at SMA N 1 Portibi. The school is located on Jln. Gunung Tua-Binanga, KM. 9 Purba Bangun, Portibi. Padang Lawas Utara. This research will be conducted on June 2023 until finish.

B. The Research Design

This research is applied by using Classroom Action Research. Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' pronunciation. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages.



Picture 3.1
Kemmis and Taggart Spiral Model Action Research⁴⁸

C. The Participant

The participant of this research is classroom X-1, first class. The total numbers of subject were 30 students consisting of 19 females and 11 males. The present study is proceeding by conducting a preliminary study in which the researcher interview the English teacher that teaching class X-1 of SMA N 1 Portibi. It indicated that their pronunciation ability is still low. The class is chosen by the teacher and researcher because the researcher finds so many differences in students' intelligence and abilities in class X-1 and also the students still find many problems in their learning pronunciation process.

⁴⁸ Anne Burns, *Collaborative Action Research for English Language Teachers* (The Edinburgh Building, Cambridge CB2 2RU, UK: Cambridge University Press, 2019).

Research would be done collaborating with the teacher, at the tenth grade students of SMA N 1 Portibi.

D. The Instrument of the research

1. Instrument of Collecting Data

There are three instruments that used by the researcher in this research in collecting the data, they were:

a. Observation

Observation is purpos ed to find out information of action, such as the students' attitudes, the location, the facilities, the class situation and the obstacle that will b e happened, and the other condition of the students.

b. Test

Test is us ed for determining the students output for the lesson which is given. A test is a method of measuring a person's ability knowledge, one performance in a given domain.⁴⁹

In classroom action r es earch generally one of the thing ass ess is the students' achievement and the students' achievement is ass essed by using test.⁵⁰ The aim of test is to know th e students' pronunciation in English bas ed on the indicators.

⁴⁹ H.Douglas Brown,

“[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf,” *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

⁵⁰ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: PT Raja Grafindo Perkasa, 2018). P. 186

The test will use by the researcher to measure the students' pronunciation. This test will apply to improve students' pronunciation and also to find out the problem. The researcher will use pronunciation test as a test. The topic of the test will related to the previous learning that based on the students' textbook from the school. The test will consist with 10 items. The indicator of the score is in a following table:

Table 3.4
Indicator in Pronunciation

No	Aspect	Sub-aspects	Indicator	Items	Score	Total Score
1	T Word str. ess e s	One syllable	Students can pronounce in word Stress	1,6,9	1 items x 5 score	50
		Two syllable		2,4,10		
		Three syllable		3,5,7,8		
2	t Intonati on c	Rising	Students can pronounce word in Intonation	6,7,8,9,1 0		50
		Falling		1,2,3,4,5		
	o			Total score = 100		

nsists of 20 question consisting of 10 items word about vocabulary and 10 items sentences. Each question is given 5 scores. If all question (20 questions) are answered successfully the score is 100. Therefore, to achieve the completeness each students must be able to answer at least 16 question out of 20 question. The test question will also be validated by the English teacher of SMA N 1 Portibi.

a. Recording

The recording is the recorded audio that's stored on a tape or an electronic device. If you make a recording of your history class lecture, you'll be able to listen to it later when you study for the midterm exam.⁵¹ Recording as the process of the putting in writing and keeping on file relevant information about the client system; the problem; the prognosis; the intervention; the process of treatment; the social economic and health factors contributing to the situation and the procedures for termination or referral. This record is used to know students' pronouncing of Google translate words of Grade X SMA N 1 Portibi.

E. The Research Procedure

The procedures of data collection for this study were conducted by conducting four meetings and two cycles.

1. Cycle: 1

Kemmis and Mc Taggart in Burns outlined there are four steps in doing action that should be done by the researcher if they want to conduct a research about Action Classroom Research approach, the steps are: planning, action, observation, and reflection.⁵²

⁵¹ Aprajita Upadhyay, "Recording in SGWP," n.d. <https://academic.oup.com/bjsw/advancearticle-abstract/doi/>

⁵² Burns, *Collaborative Action Research for English Language Teachers*.

In this research, the researcher divided into two cycles for research procedure. The first cycle is divided into two meetings, and the second cycle is divided into two meetings. So, the researcher will meet with students in four meetings:

First meeting

1. Planning The activities that had been done in this stage are as follow:
 - a. Arranging schedule classroom action research
 - b. Make a lesson plan.
 - c. Preparing material for pronunciation.
 - d. Conducting a test of pronunciation by Google Translate.
 - e. Preparing the instrument for collecting data, such as observation.
2. Action
 - a. Arranging set formation.
 - b. Telling the purposes of learning.
 - c. Giving the topic for the students.
 - d. Introducing the activity performance.
 - e. Giving students function to be acted.
 - f. Introducing the procedures of google translation audio
 - g. Tasking students to execute the activity to test the students' pronunciation
 - h. Encouraging and concluding learning
3. Observation

- a. Situation of teaching-learning activity
- b. Students activity
- c. Students ability that done by researcher and students.

4. Reflection

In this step the researcher reflected some things, as follows:

- a. Discuss with the teacher about the action.
- b. Making any decision for the next meeting.
- c. Clarifying the problems found in the activity whether in the case of students or teacher.

Second meeting

1. Planning The activities that had been done in this stage are as follow:
 - a. Analyze the problem that had been found from first meeting
 - b. Make more a lesson plan
 - c. Prepare the observation work sheet
 - d. Prepare the text and that will be used in teaching learning activity.
 - e. Design the teaching pronunciation procedure by using google translation audio.
2. Action
 - a. Eliminating the problems which are found in the first meeting by motivating, encouraging, controlling and managing the class.
 - b. Reminding previous materials in the last meeting
 - c. Helping students to keep practicing in activity.

- d. Teacher gave the example the word with of word stress and intonation then discussed it together.
- e. Teacher asked the students to make their pronunciation correctly.

3. Observation

- a. Situation of teaching-learning activity
- b. Students activity
- c. Students ability that done by researcher and students.

4. Reflection

Reflection is gathered from the result of song test through the activities in the classroom..

2. Cycle; 2

Third meeting

1. Planning The activities that had been done in this stage are as follow:

- a. Arranging schedule classroom action research
- b. Make a lesson plan.
- c. Preparing material for pronunciation.
- d. Conducting a test of pronunciation by Google Translate.
- e. Preparing the instrument for collecting data, such as observation.

2. Action

- a. Teacher explained to the students' that google translation audio is a tool multilingual machine translation service.
- b. Teacher giving example of list words for students contains about google translation audio..

- c. And the teacher explain how to do the google translation audio.
 - d. Then the teacher instruct students to type the words and listen to them using a google translation audio.
3. Observation
 - a. Situation of teaching-learning activity
 - b. Students activity
 - c. Students ability that done by researcher and students.
 4. Reflection
 - a. Analyzing the result of the third meeting.
 - b. Analyzing the weakness and the teacher progress using google translate as a media of students' pronunciation.

Fourth meeting

1. Planning The activities that had been done in this stage are as follow:
 - a. Arranging schedule classroom action research
 - b. Make a lesson plan.
 - c. Preparing matrial for pronunciation.
 - d. Conducting a test of pronunciation by Google Translation audio.
 - e. Preparing the instrument for collecting data, such as observation.
2. Action
 - a. Teacher explained to the students' that google translation audio is a tool multilingual machin e translation s ervice.
 - b. Teacher giving example of list words for stud ents contains bout google translation audio.

- c. And the teacher explain how to do the google translation audio.
 - d. Then the teacher instruct students to type the words and listen to them using a google translation audio.
3. Observation
- a. Situation of teaching-learning activity
 - b. Students activity
 - c. Students ability that done by researcher and students.
4. Reflection

In this section, the researcher reflected the evaluation of learning process and evaluated what had been done in the cycle 2 to attain whether the students get progress in scores whether the students still low.

F. The Technique of Data Analysis

One of the important elements of a research is technique of data analysis. This study will use qualitative and quantitative data. The qualitative is used to describe the situation during the teaching and learning process. The

quantitative data will be analyzed from the test to describe the improving of the students' pronunciation. Meanwhile, the quantitative data are collected and analyzed by computing the score of speaking text. To know the mean of the students score in each meeting, the following formulas will be applied.

$$M = \frac{\sum x}{N}$$

Where :

M = the mean of the test

Σx = the total score

N = the number of students.⁵³

After calculating and assessing students' answer sheets, their score is classified in the table below, the purpose of this assessment after the exam takes place students and counts them, this is to find out the pronunciation of students and classify students' pronunciation through the use of Google translation audio.

Table 3.5
The classification quality of students' score:

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good

After the researcher found the mean scores of all students, it consulted the criteria as follows:

1. If the value of the mean score is 81 – 100%, it can be categorized as very high.
2. If the value of the mean score is 61 – 80%, it can be categorized as high.
3. If the value of the mean score is 41 – 60%, it can be categorized as enough.
4. If the value of the mean score is 21 – 40%, it can be categorized as low.

⁵³ Suharsimi Arikunto, *Manajemen Penelitian*, Sebelas (Jakarta: PT Rineka Cipta, 2010)

5. If the value of the mean score is 0 – 20%, it can be categorized as very low.⁵⁴

⁵⁴ Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula*, ed. By Husdarta and others (Bandung: Alfabeta, 2009), p. 83

CHAPTER IV

RESULT OF THE RESEARCH

This presents the research result. In this case, it discussed the way to improve students' pronunciation through Google translation audio at grade X-1 of SMA N 1 Portibi in the academic year 2022/2023. The below would describe the pre-cycle data analysis, data analysis, the discussion of the research result, and the discussion of the research findings.

A. The Result of Data Analysis

1. The Data From Pre Cycle

This page is about data analysis collected from the pre-cycle :

a. Data in the learning process.

The result of the observation and interviews of the teacher that have been made by researchers on the students in the learning process is still poor because the teacher does not use various methods for students. The teachers says she usually just explain the material from textbooks and seldom practices in a classroom. Then the students lack vocabulary because they know their language is not English.

b. Data on students' ability

The result of the data on students' ability in pronunciation comes from the observation that has been made by the researcher. The res.

researcher used observation sheet-type field notes to gather the data. The field notes are written records of what is heard, seen experienced, and thought. Students' ability in pronunciation is still low because they lack vocabulary and seldom practice in the classroom with the researcher.

Based on result of students score in pre cycle can be seen the improvement of students' mean kept growing from pre-cycle to first cycle the following:

No	Name of Students	Indicator		Test Score
		Word stress	Intonation	
1	AS	3	4	35
2	AP	3	2	25
3	AA	3	3	30
4	AP	3	4	35
5	AS	4	5	45
6	AA	4	3	35
7	BR	4	5	45
8	BS	5	5	50
9	CP	3	3	30
10	EH	3	4	35
11	HB	2	4	30
12	IP	3	3	30
13	IL	4	5	45
14	IS	5	4	45
15	JS	4	5	45
16	RA	3	3	30
17	LS	3	3	30
18	LH	4	3	35
19	NA	4	4	40
20	NT	3	5	40
21	NH	3	4	35

22	PR	3	3	30
23	RS	5	5	50
24	RN	3	4	35
25	RE	3	4	35
26	RB	3	3	30
27	SA	3	4	35
28	TF	4	3	35
29	WS	2	3	25
30	YS	3	4	35
Total		102	114	1.080
Mean		3,4	3,8	36

In the pre-cycle, total score of the students was 1.080 and the number of students who took the test was 30 students, so the mean of students score

$$M = \frac{\sum x}{N} = \frac{1080}{30} = 36$$

Where :

M = the mean of the test

$\sum x$ = the total score

N = the number of students

Based on the data above. There are some students who got high and low scores. There were two students who got low scores, and two students got high scores. In pre-cycle the students lowest score is 25 and the students highest score is 50.

2. The Data From Cycle 1

The first cycle was conducted for two meetings. The meeting was conducted for 90 minutes. Every meeting has been done for 2 x 45 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. There were some differences in each cycle. Therefore, the researcher made the activities for the first cycle as follows.

a. First Meeting

1) Planning

The first meeting was conducted on Saturday, October 28th, 2023. It was done in X-1 of SMA N 1 Portibi, consisting of 30 students. The class would be instructed by the researcher for each meeting during the research done in the classroom. It was done in the planning stage. The researcher had to prepare and plan the materials and apply the google translation audio that would be tough for the students. The researcher made a lesson plan and prepared a list of word stress and intonation. Then, prepare instruments for students.

2) Action

The activity in this stage was the implementation of the lesson plan, which means implementing every step arranged in the planning stage. The researcher came into the class with the English

teacher of X-1, Siti Khadijah Harahap, S.Pd. Then, the researcher explained that the purpose of this research was to complete data for the thesis. In the first step, the researcher greeted the students to open the class and then checked the students' attendance. The researcher explained the purpose was not for teaching like usual but for research. The researcher gave the learning material to the students about word stress and intonation.

In the second step before starting the lesson, the researcher asked the students to review the words. Then, the researcher continued by giving some explanation about google translation audio. Next, the researcher went to the materials. Then, the researcher explained the material to the students. The researcher gave a google translation audio to help students pronounce the words easily. Also, the researcher gave students a google translation audio to make pronunciation more interactive. Next, the researcher explained how to play that google translation audio. After explaining, there are 30 students in the class. The researcher asks each student to say one word and researcher listen to the students when they say it. Then researcher instruct students to type the words in google translate, then students check their pronunciation with google translation audio.

3) Observation

In this step, the researcher observed students' activities during teaching and learning, the students revealed confusion about word stress and intonation, lack of enthusiasm, and incomplete roles because they don't hear the researcher's instructions clearly. The researcher suggested providing more motivation in the next meeting.

4) Reflection

The meeting conclude that some students did not hear the teacher's instruction, possibly due to a lack of interest in the material. Additionally, some students had not completed their roles in the job, possibly due to not understanding the instruction. The researcher identified a need for more effort in developing students' pronunciation and suggested changes to improve in the next meeting.

b. Second meeting

1) Planning

The second meeting was conducted on Monday, October 30th, 2023. It was done in X-1 grade of SMA N 1 Portibi, consisting of 30 students. The researcher analyzed the first meeting result and prepared the necessary teaching materials.

2) Action

In this step, the researcher greeted the students cheerfully to open the class and students responded enthusiastically after that checked the students attendance list. In the second meeting, the researcher focused on eliminating the problem found in the first meeting by motivating, encouraging control, and managing the class. They also reminded students about the learning material from the previous meeting and introduced a google translation audio. There are 30 students. Then, the researcher explained how to do the google translation audio. Firstly, the researcher gave the list of words and asks each students to said the words with word stress and intonation, the researcher listen to the students when they said it. Next, the researcher instructed the students to type the words in google translate, then, students check their pronunciation with google translation audio. The researcher instructed the students to pronounce the word correctly.

Furthermore, the researcher instructed students to say list of word stress and intonation and recorded them, and saved their recording after they completed the instructions. After they completed their job the researcher give score for every word they say correctly.

3) Observation

In this phase, the researcher observed the students activity. The students showed increased interest and enthusiasm during the meeting, showing improvement compared to previous sessions. But half of the students problems were difficulty pronouncing English fluently because their utterances were low, hesitant, and occasionally hesitant because of grouping words, in the second meeting they calmly asked questions and completed over half of the tests on time.

4) Reflection

This action concludes that most of the students are still confused about pronouncing the word, the result of the first cycle in the test, there are some students got high and low score. There were 3 of students who got score of 55 (low), and 2 of students who got scores 80 (high). In cycle 1 the students lowest score is 55 and the students highest score is 80.

From the result above the researcher got the score of pre-cycle and cycle 1 is still low. In pre-cycle the researcher got the mean score is 36 and in first cycle the researcher got the mean score is 67,5 (68). So, in pre-cycle and first cycle has a difference in scores 32% which mean the students' scores are still low.

3. The Data From Cycle 2

The second cycle involved two meetings, each lasting 45 minutes or 90 minutes, followed by steps like planning, action, observation, and reflection. The meeting took place on Saturday, November 4th, and on Monday, 6th, 2023.

a. Third meeting

1) Planning

The first meeting of the second cycle was held on Saturday, November 4th, 2023. The researcher made changes in the action or teaching and learning process to overcome low motivation among students. They aim to increase interest and motivation in the second cycle.

2) Action

In this step, the researcher greeted the students cheerfully to open the class and students responded enthusiastically after they checked the students attendance list. In the third meeting, the researcher focused on eliminating the problem found in the first cycle by motivating, encouraging control, and managing the class. They also reminded students about the learning material from the previous meeting and introduced a google translation audio. There are 30 stud

ents in the class. The researcher asks each students to say one word with word str ess and intonation, th en, the researcher listen when students say it. After that, the researcher instructed the students to say one another word with word str ess and intonation also. N ext, th e researcher instructed the students to type the word in google translate and checked their pronounce. Then, the students say the correctly word.

3) Observation

The learning process improved in this meeting, with students focusing and following pronunciation lesson, enjoying, and being more enthusiastic about learning. They finished the material with enthusiasm.

4) Reflection

In this step, the researcher was carried out after obs erving stud ents and found satisfaction with th eir improv ement in pronunciation ability, enabling them to understand the pronunciation of words with word stress and intonation.

b. Fourth M eeting

A. Planning

The second cycle meeting was conducted on Monday, Nov ember 6th, 2023. In this meeting, the researcher would give the s

second test in the second cycle about learning material as learned previously to the students.

B. Action

In this step, the researcher greeted the students cheerfully to open the class and students responded enthusiastically after that checked the students attendance list. In the fourth meeting, the researcher continued to explain about word stress and intonation, the list of word stress and intonation word, and how to pronounce it. They also reminded students about the learning material from the previous meeting and introduced a google translation audio. They are 30 students in the class. The researcher give the list of word to the students. Then, the students say the word with word stress and intonation with use of google translation audio until their can pronounce correctly, the researcher will stay if the students had a problem.

Furthermore, the researcher instructed the students to say the list of word correctly, then, the researcher recorded, and save their recordings. After they completed their job the researcher give score for every word they say correctly.

C. Observation

The researcher observed students' pronunciation result and provided comments. They showed improvement through google translation audio, and in the last meeting, students appeared more enthusiastic and engaged in their pronunciation. All students the tests actively.

D. Reflection

In this step after calculating the students score, the students pronunciation ability is improved based on the second test in cycle 2, 4 of students got a score 70, 6 of students got a score 75, 11 of students got a score 80, 6 of students got a score 85, and 3 of students got a score 90.

The result of the second cycle in the test, there are some students got highest and lowest scores. There were 4 of students who got score of 70 (lowest), and 3 of students who got score of 90 (highest). In the second cycle the students' lowest scores is 70 and the students' highest is 90.

B. Data Analysis

This pages findings and discussion are based on the analysis of the data collected from implementing a google translation audio to improve 30 students pronunciation in each cycle of this research. The research

was done at the grade X-1 SMA N 1 Portibi. Related to the research findings: the data were attained from the teaching-learning process and evaluation. The aim of giving an evaluation assessment now is how far students are pronounced through google translation audio in this action research. The researcher applied quantitative analysis by using the formulation of the mean score that described the data as follows

To find out the average value of students for each cycle, the authors apply the following formula :

$$M = \frac{\sum x}{N}$$

Where :

M = the mean of the test

$\sum x$ = the total score

N = the number of students.

C. The Comparative Result of the Action

This pages is presented to show the results of research that has been carried out by researchers through pronunciation tests that are given to students. The researcher has conducted two cycles with four meetings. The test was carried out at meeting two and four. With the results below students:

Table 4.1
Pronunciation scores in the first cycle

No	Name of Students	Indicator		Test Score
		Word stress	Intonation	
1	AS	6	7	65
2	AP	7	7	70
3	AA	6	7	65
4	AP	6	7	65
5	AS	6	7	65
6	AA	7	8	75
7	BR	8	8	80
8	BS	8	6	70
9	CP	7	7	70
10	EH	7	7	70
11	HB	6	7	65
12	IP	7	8	75
13	IL	7	8	75
14	IS	6	8	70
15	JS	5	7	60
16	RA	5	6	55
17	LS	7	7	70
18	LH	5	6	55
19	NA	6	7	65
20	NT	8	8	80
21	NH	8	7	75
22	PR	7	8	75
23	RS	6	7	65
24	RN	5	6	55
25	RE	6	7	65
26	RB	6	7	65
27	SA	7	6	65
28	TF	6	7	65
29	WS	6	7	65
30	YS	5	8	65

Total	192	213	2.025
Mean	6,4	7,1	67,5

Based on the table above the total of students is 30, and the number of students doing the test is 30 students. The test pronounced the word stress and intonation. The students who got a score still low can be seen in the mean of students. The means score of the students is 67. To know the means of students is from the total score divided total of students who doing the test and the result is 67. The first test was done in the last meeting in cycle 1.

Table 4.2
The Calculation of students' Mean Scores in Cycle 1

Interval Class	F	X	Fx
0-89	2	80	160
5-79	5	75	375
0-74	6	70	420
5-69	13	65	845
0-64	1	60	60
5-59	3	55	165
F= 5	N= 30		2.025

$$M = \frac{\sum x}{N} = \frac{2025}{30} = 67,5 = 68$$

Where :

M = the mean of the test

Σx = the total score

N = the number of students.

From the table above, the calculation of students' mean scores in cycle 1 is 2.025 (68). To know the mean scores of the students is the total of the test divided by the total of the students who doing the test. Then the total is 67,5 (68). Based on the passed on minimum mastery criterion 68 of students from 30 students in class X-1 who still confused about word stress and intonation. So, the researcher made the second cycle to improve students pronunciation through google translation audio with the other trick in the teaching-learning process.

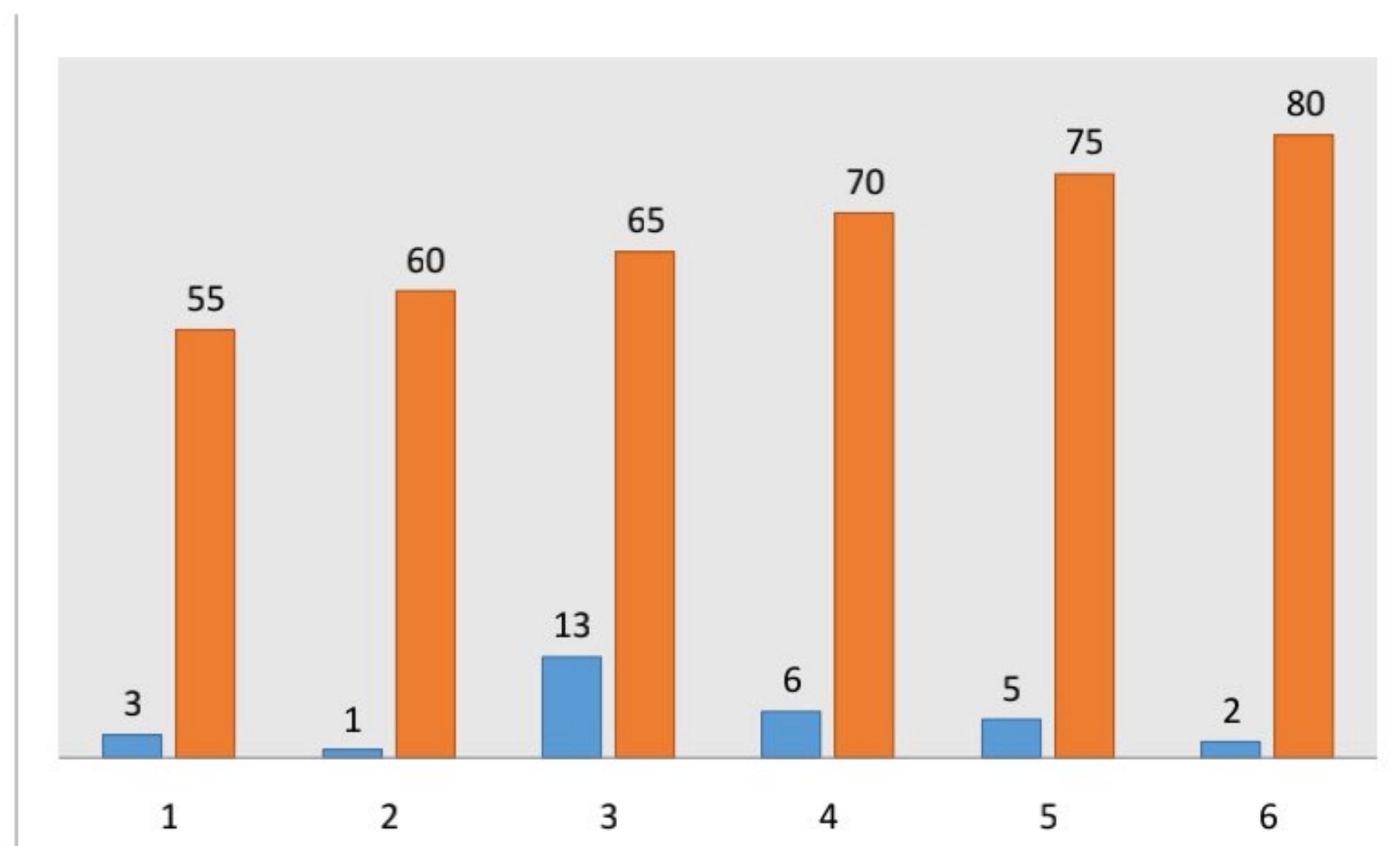


Figure 4.1 Histogram of cycle 1

The graphic of the students' scores above can be seen the students' pronunciation is still low. 3 students got a 55 score, 1 student got a 60 score, 13 students got a 65 score, 6 students got a 70 score, 5 students got a 75 score, and the last 2 students got a 80 score.

Table 4.3
Pronunciation scores in the second cycle

No	Name of Students	Indicator		Test Score
		Word stress	Intonation	
1	AS	7	8	75
2	Ap	7	7	70
3	AA	8	8	80
4	AP	8	8	80
5	AS	7	8	75
6	AA	8	8	80
7	BR	9	9	90
8	BS	9	9	90
9	CP	7	8	75
10	EH	8	9	85
11	HB	7	8	75
12	IP	8	8	80
13	IL	9	9	90
14	IS	9	8	85
15	JS	7	7	70
16	RA	7	8	75
17	LS	8	9	85
18	LH	8	8	80
19	NA	8	8	80
20	NT	9	8	85
21	NH	8	9	85
22	PR	8	9	85
23	RS	7	9	80
24	RN	8	8	80

25	RE	7	7	70
26	RB	8	8	80
27	SA	8	8	80
28	TF	7	7	70
29	WS	7	8	75
30	YS	8	8	80
Total		234	244	2.390
Mean		7,8	8,1	79,6

Based on the table above the total of students is 30, and the number of students doing the test is 30 students. The test pronounced the word stress and intonation the students who got scores improved can be seen in the mean of students. The means score of students is 79,6 (80). The means of students is from the total score divided total of students who did the test and the result is 79,6 (80). The second test was done in the last meeting in cycle 2.

Table 4.4
The Calculation of students' Mean Scores in Cycle 2

Interval Class	F	X	Fx
0-99	3	90	270
5-94	6	85	510
0-89	11	80	880
5-79	6	75	450
0-74	4	70	280
F= 5	N= 30		2.390

$$M = \frac{\sum x}{N} = \frac{2390}{30} = 79,6 = 80$$

Where :

a. = the mean of the test

Σx = the total score

b. = the number of students.

From the table above, the calculation of students' mean scores in cycle 2 is 2.390 (80). To know the mean scores of the students is the total of the test divided by the total of the students who doing the test. Then the total is 80. Based on the passed on minimum mastery criterion 80 of students from 30 students in class X-1 is improved.

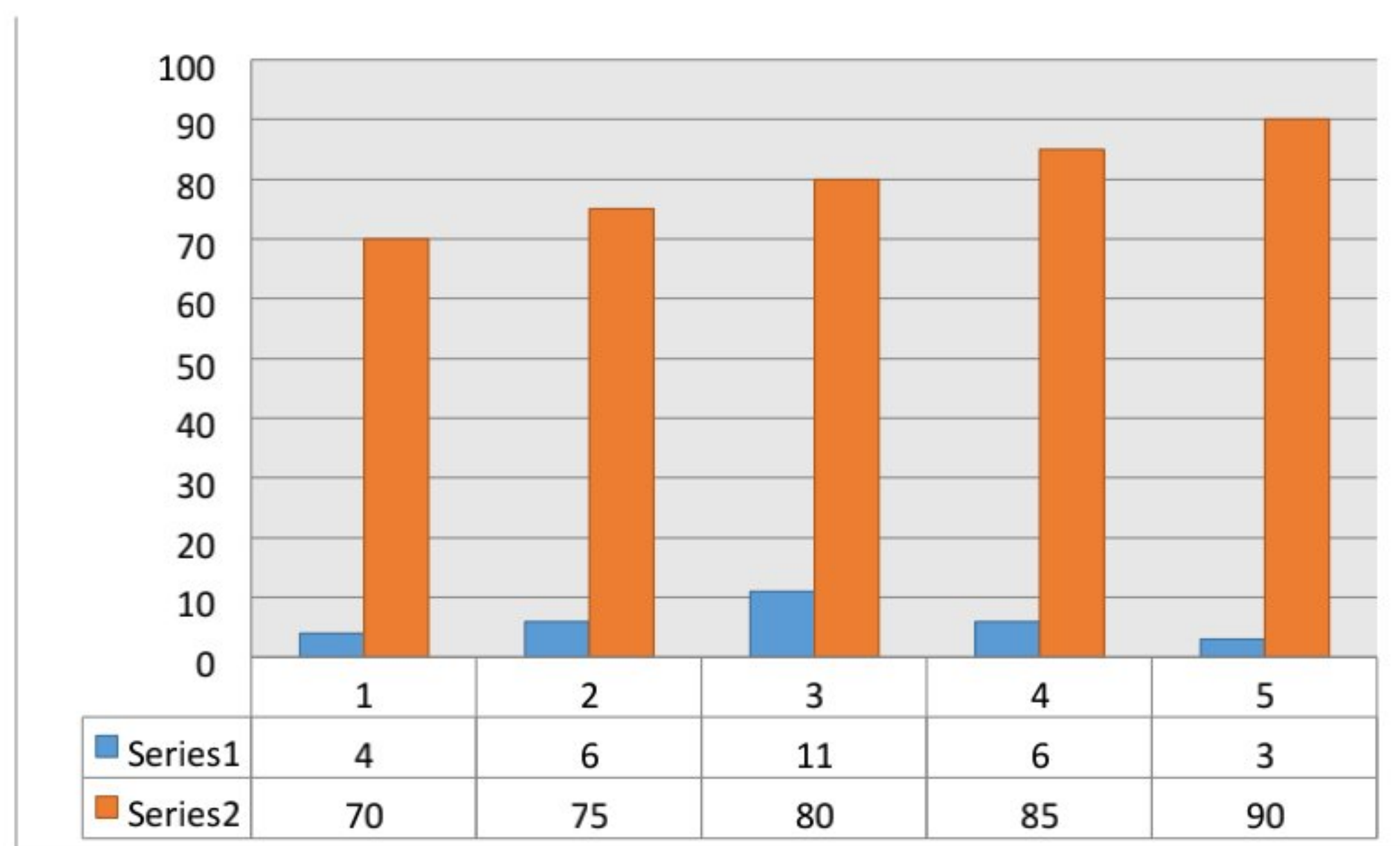


Figure 4.2 Histogram of cycle 2

Based on the histogram above, it was known that the students' score in pronunciation improved. The test was done in the last meeting in the second cycle. The total score of cycle 2 the students' pronunciation is 80 can the percentage of students is good in pronunciation. 4 students got

70 score, 6 students got 75 score, 11 students got 80 score, 6 students got 85

score, and 3 students got 90 score. So, the students improved their pronunciation in cycle 2.

From the result above the researcher got the scores of cycles 1 and 2 improved. In the first cycle, the total is 68 is still poor then in the second cycle 80 is improved. So, the researcher got the mean score for the word stress in the first cycle was 6.4 becoming 7.8 in the second cycle, and the intonation in the first cycle was 7.1 becoming 8.1 in the second cycle. So, all of the indicators were improved, from 68 in cycle 1 to cycle 2, 80 which has a difference score between cycle 1 and 2 is 12% which means the students' scores are improving.

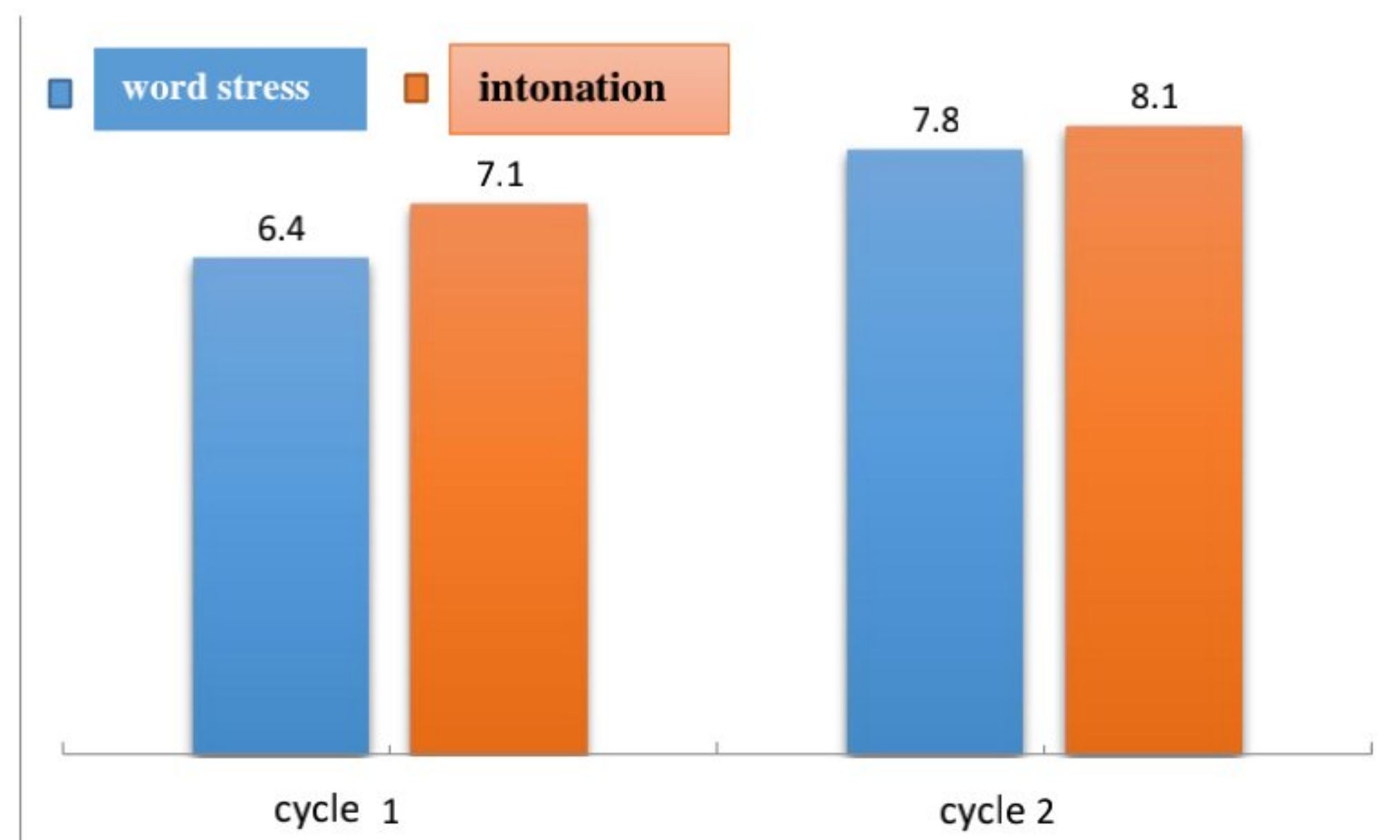


Figure 4.3 The Comparative of Indicators score in First cycle and second Cycle

From the figure the comparison of indicator scores in the first cycle and second cycle shows the mean score for the word stress in the first cycle was 6,4 becoming 7,8 in second cycle, and intonation in the first cycle was 7,1 becoming 8,1. It means all of the indicators are improved

D. Discussion of the research Findings

To improve the student's pronunciation the researcher conducted the research in 2 cycles, in the learning process used google translation audio to make students interested in learning the cycles where 30 students did the test. In the first cycle of the test 3 students got 55 score, 1 of student got 60 score, 13 students got 65 score, 6 students got 70, 5 students got 75 score, and 2 students got 80 score. In the second cycle, it could be concluded that the result of cycle 2 was better than the previous cycle therefore the researcher held cycle II which aims to get better results. 4 students got 70 score, 6 students got 75 score, 11 students got 80 score, 6 students got 85 score, and the last 3 students got 90 score.

In other words, the result was an improvement in the students' pronunciation in the learning process aimed at improving the students' pronunciation through google translation audio for the second-grade students of SMA N 1 Portibi.

Furthermore, there are related findings from this research. The google translation audio were the best technique in learning, the first researcher is Asmawati and Fitriingsih. in his research found that the use of google translate in teaching English can help learners of English to improve their pronunciation due to factor such as practice sessions in which the learner can take risks without stress of error immediate feedback. Since the study was carried out for 16 weeks and two hours for each week with a small number of participants due to the time constraint and the availability of the participants, it is suggested that similar experiments with a large number of subjects should be replicated.⁵⁵

The second research is written by Huang and Liao. found indicate that the digital material enhances students' spelling ability and self-study motivation, according to the interviews with students and teachers, observation, questionnaires and documentations. based on the results and the procedure: google translate technology gives English educators a tool for integrating informational teaching and English teaching materials. In addition, teachers can determine what computer-aided teaching content to apply without being limited by textbooks, which increases the richness of the teaching. Before memorizing words' pronunciation in order to

⁵⁵ Asmawati and Fitriingsih, "Improving Pronunciation via Accent Reduction and Google Translate".

effectively learn English.⁵⁶

The last was by Muna. with the title The researcher collected the data from the observation and tests. There are three cycles; teacher give difference of the students' achievement between the results scoring in every cycle was increasing. It was found that teaching pronunciation using pronunciation software is effective and helpful in improving students' ability of pronunciation skill. As the result in the tests that the students' improvement during the treatment through pronunciation software, the average of the tests scores increased from 69.1025 in the pre cycle, it was becoming 77.5641 in the first cycle, it was becoming 80.1282 in the second cycle, and then it was becoming 87.4358 in the third cycle.⁵⁷

The result of this research shows that using numbered heads together technique is effective in improving students' pronunciation in word stress and intonation. It can be seen from mean score, mean of gained score in cycle 1 (68) is enough, than in cycle 2 was (80). The data analyzed by using mean score. The result of calculation showed that in the significance degree of 12%. Based on related findings above, it can be concluded that pronunciation is one of big problem in the some school,

⁵⁶ Yi-Ching Huang And Lung-Chuan Liao, "A Study Of Google Translate In Children ' S English Learning," *Teaching English With Technology*, 15(1), 14-30, [Http://Www.Tewtjournal.Org](http://www.tewtjournal.org) A 15, No. 1 (N.D.): 14-30.

⁵⁷ Muna, "The Use of Pronunciation Software to Improve Students' Pronunciation.Semarang:UNNES."

and the teachers have been done a research about pronunciation by using google translation audio technique.

In this study, the research also had found that improvement of students' achievement through the title "Improving pronunciation through the use of google translation audio". The research design is classroom action research (CAR). Finally, the researcher findings of this research was students' pronunciation by using google translation audio can improve. It can be seen from the data analyze was increase of each cycle that had been gotten.

E. The Threats of the Research

- a. When doing the research, the researcher found that some threats in this research. The researcher found the students' weakness in the class when the teaching-learning process happened. So that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.
- b. Then, when the action research was done, still there were some students become trouble maker. It make another students did not have concentration. The researcher felt difficult for this time, because they did not hear the researcher as a teacher when explained the material. In this case, the researcher made one way

or solution. The students as trouble maker should be more pay attention.

- c. The last, the researcher was as a teacher in this research. The researcher was also as an observant, when the researcher doing the action, but when to observe the students, the researcher was as observant. The data was taken by test with any objective assessment. The action of the lesson plan should be affective and efficient. So it can be concluded that the result of this research should be objective, and all the activities of this research should be presented in the real situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the hypothesis, the researcher got an answer that google translation audio can improve students' pronunciation at grade X-1 SMA N 1 Portibi. Based on the test in cycle 1 and 2 students do the test 30 students. In cycle the students get a means score of 67.5 (68). furthermore in cycle 2 the students get a means score of 79,6 (80). Therefore, the hypothesis is accepted because activities of learning students improve in class X-1 SMA N 1 Portibi.

The progress on cycle 1 was still low improvement, the researcher observed the students were confused about google translation audio, lacked enthusiasm, and had incomplete roles. It means the students get into trouble and have difficulties such as being confused by material, lack of enthusiasm because they are still confused about the google translation audio, and incomplete roles like telling each other to be the next player in the google translation audio. So, in the next cycle, the researcher needs more effort into developing students pronunciation and suggest changes to improve in the next cycle.

The second cycle was significantly improved and appropriate to the minimal limit. In the learning process, the researcher observed the students were focused and following the pronunciation lesson, and were more enthusiastic about learning that the minimal limit is word stress and intonation because they understood clearly how to pronounce it.

B. Suggestion

There are some suggestions offered to improve a better skill achievement in study English based on finding research in this research, namely:

1. To English teacher, should be using media in class when teaching learning process to make enjoy, fun situation and enthusiastically the students and effective to improve students' pronunciation.
2. students have to develop their knowledge by studying pronunciation using google translation audio, students can improve their pronunciation more easy. They also can discuss their problems when they are learning with the teacher.
3. This research's findings may be compared to those of other studies, which reinforces the earlier studies' findings that word stress and intonation, and pronunciation ability were positively correlated.

C. Implication

This research has some implication in theoretically and practically as follow:

Theoretically, in this research, word stress and intonation are two aspects that can determine students' success in pronunciation. So, this research can be a relevant source for promoting the process of teaching and learning in the classroom.

Practically, the result of this research offers some implications. The first is for developing classroom activities and maximizing the use of media in the teaching and learning process. In addition, this research can be used as a source for the teachers to promote a successful teaching and learning process. The materials about how to perform pronunciation should be able to engage the students to extend and enrich their knowledge about word stress and intonation. The materials should be prepared and presented in appropriate and interesting way so that the students will fully understand the materials and the elements of constructing sentences and increase their awareness to produce word stress properly. By having better mastery in word stress and intonation the students will get better performing pronunciation

REFERENCES

- Afni, Nur. "Improving Students' Vocabularies Through Google Translate on the Second Semester Of Siyasa A, State Islamic University of North Sumatera (Uinsu) in Academic Year of 2017/2018." *Energies* 6, No. 1 (2018): 1–8. [Http://Journals.Sagepub.Com/Doi/10.1177/](http://Journals.Sagepub.Com/Doi/10.1177/)
- Amepr A, "Teaching Pronunciation #1: What is Pronunciation?," *AMEP Fact Sheet*, No. 1 (2019): 1, [Http://Www.Ameprc.Mq.Edu.Au/_Data/Assets/Pdf_File/0010/229348/01Pronunciation.Pdf](http://Www.Ameprc.Mq.Edu.Au/_Data/Assets/Pdf_File/0010/229348/01Pronunciation.Pdf).
- Andersson, Tobias. "Audio Classification and Content Description." ... *Technology, Ericsson Research, Corporate Unit, Lulea, ...*, 2022. <http://pure.ltu.se/portal/files/30931672/LTU-EX-04074-SE.pdf>.
- Arikunto, Suharsimi. *Manajemen Penelitian*, Sebelas (Jakarta: PT Rineka Cipta, 2010). <https://id.scribd.com/document/519414641/Suharsimi-Arikunto-1989-Manajemen-Penelitian>
- Asif, Muhammad, and Ikram Anjum. "Text to Speech Software for Improving Pronunciation of Graduation Level Students Text to Speech Software for Improving Pronunciation of Graduation Level Students," no. July (2022). *Academia.edu*" https://www.academia.edu/83180161/Text_to_Speech_Software_for_Improving_Pronunciation_of_Graduation_Level_Students
- Asmawati, Nur, and Fitri Ningsih Fitri Ningsih. "Improving Pronunciation via Accent Reduction and Google Translate." *Journal of Humanities and Social Sciences Studies* 3, no. 12 (2021): 26–37. <https://doi.org/10.32996/jhsss.2021.3.12.4>.
- Bear. "The Effect of Google Translate in Enhancing the Students' Vocabulary Mastery." <http://pustakailmu.id/index.php/pustakailmu/article/view/77%0Ahttp://pustakailmu.id/index.php/pustakailmu/article/download/77/60>. no. 1 (2022): 1–8.
- Burns, Anne. *Collaborative Action Research for English Language Teachers*. The Edinburgh Building, Cambridge CB2 2RU, UK: Cambridge University Press, 2019. https://www.academia.edu/36165854/Collaborative_action_research_for_english_language_teachers
- Burns, Anne and Stephanie Claire. *Pronunciation in Action for English Language Teachers*. The Edinburgh Building, Cambridge CB2 2RU, UK: Cambridge University Press, 2020.

- Burri, Michael, Honglin Chen, and Amanda Baker. "Joint Development of Teacher Cognition and Identity Through Learning to Teach L2 Pronunciation." *Modern Language Journal* 101, no. 1 (2017): 128–42. <https://doi.org/10.1111/modl.12388>.
- C.S, Kanmani, Marie Josephine Aruna. "N International Peer-Reviewed Open." https://www.researchgate.net/publication/333808794_using_google_translate_as_a_pronunciation_training_tool 4, No. 3 (2018): 375–79.
- Celc e-Murcia, Marianne. *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2016), p. 285. <https://library.unismuh.ac.id/opac/detailopac?id=103328>
- Connor, Kathryn M., and Jonathan R.T. Davidson. "'Longman - Sounds English A Pronunciation.'" *Depression and Anxiety* <https://id.scribd.com/doc/261876328/Longman-Sounds-English-A-Pronunciation-Practice-2020-Pdf> 18, no. 2 (2020): 76–82. <https://doi.org/10.1002/da.10113>.
- Dauer, Rebecca M. "Accurate English Pronunciation." edited by Prentice Hall Regents, New Jersey., 197. Prentice Hall Regents, 2019. <https://se7enlineradio.ub.ac.id/accurate-english-a-complete-course-inpronunciation-by-dauer-rebecca-m-dauer->
- Diah Pitaloka, Anggi, Ji H A M Rifaddin, Harapan Baru, Kec Loa, Janan Ilir, Kota Samarinda, And Kalimantan Timur. "An Error Analysis Of Students' English Vowel Pronunciation An Error Analysis Of Students' English Vowel Pronunciation At The Sixth Semester Of Islamic Studies Of International Class Program Of State Islamic Institute (Iain) Of Samarinda." *Borneo Journal Of Language And Education* I, No. 1 (2021): 2021. <https://journal.uinsi.ac.id/index.php/bjle/article/view/3138>
- Donal, A Indonesian Students' Difficulties In Pronouncing English Diphtongs . *JEE (Journal of English Education)*, 2(2), 55–62. Retrieved from <https://journal.upp.ac.id/index.php/JEE/article/view/446>
- Farida, Nurul. "Self-Learning in English Pronunciation Using Google Translate," <http://repo.stkipgri-bkl.ac.id/1206/>, 2021.
- Gerald, Kelly., *How to Teach Pronunciation* (Essex: Pearson Education Limited, 2019), P.242. https://books.google.co.id/books/about/How_to_Teach_Pronunciation.html?id=fnwmkQEACAAJ&redir_esc=y

- H. Douglas Brown. Teaching_by_Principles,_Second_(BookFi.org).pdf.” *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.
- Hamka. “Standardizing Teaching English Vowels in Empowering Students’ Pronunciation.” *English Education English Journal for Teaching and Learning* 4 147, no. March (2016): 11–40. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1187/988>
- Harmer, Jeremy. “Learning the Language of Practice.” *Curriculum Inquiry* 17, no. 3 (2020): 293–318. <https://doi.org/10.1080/03626784.1987.11075294>.
- Herlina, Ninin, Ratna Dewanti, and Ninuk Lustiyantie. “Google Translate as an Alternative Tool for Assisting Students in Doing Translation : A Case Study at Universitas Negeri Jakarta, Indonesia.” *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra* 18, no. 1 (2019): 70–78. <https://doi.org/10.21009/bahtera.181.06>.
- Hornby, A.S. “Oxford Advanced Learner’s Dictionary.” Oxford: Oxford University Press, 2019. <https://lib.ui.ac.id/detail.jsp?id=100665>
- Huang, Yi-Ching, And Lung-Chuan Liao. “A Study Of Google Translate In Children ’ S English Learning.” *Teaching English With Technology*, 15(1), 14-30, <Http://Www.Tewtjournal.Org> A 15, No. 1 (N.D.): 14–30.
- Jessica, Stefani, Hasan Basri, and Josep E Ohoiwutun. “Improving the Pronunciation Through Listening To English Songs.” *Journal of English Language Teaching Society (ELTS)* 3, no. 2 (2015): 1–10. <https://www.neliti.com/id/publications/244762/improving-the-pronunciationthrough-listening-to-english-songs>
- Jones, Daniel. “The Pronunciation of English Daniel.” *Angewandte Chemie International Edition*, 6(11), 951–952. <https://elibrary.bsi.ac.id/readbook/207992/the-Pronunciation-of-English>, no. Mi (2019): 5–24.
- Khasanah, Uswatun, A.Hilal Madjdi, and Nuraeningsih Nuraeningsih. “Students’ Perception on the Use of Google Translate in Learning Pronunciation.” *Borneo Educational Journal (Borju)* 4, no. 1 (2022): 50–60. <https://doi.org/10.24903/bej.v4i1.912>.
- Kunandar, Langkah Mudah Penelitian Tindakan Kelas, (Jakarta: PT Raja Grafindo Perkasa, 2018). P. 186

- Machackova, Eva. "Teaching English Pronunciation to Secondary School Students with Focus on 'th' Consonants." *What Is Pronunciation*. *AMPE Research Centre*, 2009. 30 June 2011. <http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf>, 2012, 69.
- Malmberg, Bertil, *Phonetics* Dover, and New York. "Libri." https://books.google.co.id/books/about/Phonetics.html?id=4TkGAQAIAAJ&redir_esc=y, 2018.
- Marston, David. "The Audio Definition Model," n.d., 1–3. <https://adc22.sched.com/event/19wex/introduction-to-the-audio-definition-model-and-its-use-for-spatial-audio-and-next-generation-audio-experiences>
- Muna, Faizul. "The Use of Pronunciation Software to Improve Students' Pronunciation. Semarang: UNNES.," 2022. [http://ejournal.umpwr.ac.id/index.php/scripta/article/view/1530/1449](http://ejournal umpwr.ac.id/index.php/scripta/article/view/1530/1449)
- Purwanto, Andri. "Teaching Pronunciation Using Varieties Of Pronunciation Teaching" 3, No. 2 (2019): 81–92. https://www.researchgate.net/publication/351163268_Teaching_Pronunciation_Using_Varieties_Of_Pronunciation_Teaching_Materials_And_Practices
- Quigley, Robert. "How Does Google Translate Work." *Angewandte Chemie International Edition*, 6(11), 951–952. 3, no. 1 (2019): 10–27. <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.
- Ramelan. "English Phonetic." In <https://ejournal.bbg.ac.id/geej/article/view/994>, 12. Semarang: IKIP Semarang Press, 2014.
- Rahman, Riska. *Relationship Among Students' Stress Word Production, Sentence Knowledge, and Speaking Ability the Department of English Education Relationship Among Students' Stress Word Production, Sentence Knowledge, and Speaking Ability*, 2023.
- Read, John. *Assessing Vocabulary*, (Cambridge UK: Cambridge University Press, 2000), p. 154.
- Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula*, ed. By Husdarta and others (Bandung: Alfabeta, 2009), p. 83
- Roach, Peter. "English Phonetics and Phonology (Peter Roach)." *Fragmentos: Revista de Língua E Literatura Estrangeiras*, 2020 https://www.academia.edu/20425274/English_Phonetics_and_Phonology_4th_edition_Peter_Roach.

Upadhyay, Aprajita. "Recording in SGWP," n.d.
<https://academic.oup.com/bjsw/advance-article-abstract/doi/>

W. A. Renandya, & Handoyo, P. (Eds.), English language teaching today (pp. 97-110). New York, 2021, 97-110.
https://books.google.com/books/about/English_Language_Teaching_Today.html?id=5CPkDAAAQBAJ

Zainal Aqib and M Chotibuddin. "Teori Dan Aplikasi Penelitian Tindakan Kelas: PTK', Deepublish,."
<[https://books.google.co.id/books?id=F8HDwAAQBAJ&lpg=PR5&ots=_Gs49G8GuI&dq=zainal Aqib %26 M. Chotibuddin&lr&hl=id&pg=PR4#v=onepage&q=zainal Aqib & M. Chotibuddin&f=false](https://books.google.co.id/books?id=F8HDwAAQBAJ&lpg=PR5&ots=_Gs49G8GuI&dq=zainal%26M.Chotibuddin&lr&hl=id&pg=PR4#v=onepage&q=zainal%26M.Chotibuddin&f=false)>, 2018, 102.

APPENDIXES I

RPP RENCANA PELAKSANAAN PEMBELAJARAN (CYCLE 1)

Nama Sekolah : SMA N 1 Portibi
Subject : Bahasa Inggris
Class/Semester : X-1
Pertemuan : 1 dan 2
Alokasi : 2 x 45 menit (dua pertemuan)

A. Standar Kompetensi

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, peduli dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

B. Kompetensi Dasar

1. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berkelanjutan (sustained) dalam konteks kehidupan sehari-hari.
2. Memahami percakapan sederhana sehari-hari dalam konteks profesional maupun pribadi dengan orang orang.

C. Indikator Siswa

dapat :

1. Siswa dapat meningkatkan pengucapan mereka dengan belajar menggunakan media google translation audio.
2. Dapat melafalkan kosa kata dengan baik dan benar.

D. Tujuan Pembelajaran

1. Siswa dapat meningkatkan Pronunciation melalui google translation audio
2. Mengucapkan kata dengan jelas
3. Memahami kata berdasarkan word stress dan intonation

E. Sumber Belajar

1. Text Book
2. Printed text mengenai list of word stress dan Intonation.
3. Google translation audio

F. Materi Pembelajaran

Word stress and Intonation

No	Word (vocabulary)
Word stress	
1	Study /'stʌ di/
2	Again /ə'geɪn/
3	Understand /,ʌn də'stænd/
4	Ability /ə'bi li ti/
5	Education /,e djʊ 'keɪ fən/
6	Reading /'ri: dɪŋ/
7	Positive /'pɒsɪtɪv/
8	Difficult /'dɪf.ɪ.kəlt/
9	Interesting /'ɪn tə rəstɪŋ/
10	Important /ɪm'pɔ: r.tənt/

No	Word
Intonation (Falling intonation)	
1	Sure /sʊə:/
2	Right /raɪt/
3	Good /gu:d /
4	Start /sta:t /
5	Stop /'stɒp/
Intonation (Rising Intonation)	
6	Those? /ðəʊz/
7	Who? /hu:/
8	Where? /wə:/
9	Four /fɔ:/
10	Them? /ðem/

G. Media/Alat bahan, dan sumber belajar

1. Media : Papan Tulis, Spidol, Handphone (google translation audio)
2. Sumber belajar: Buku Bahasa Inggris kelas X.

H. Langkah-langkah pembelajaran

Aktivitas Guru	Prosedur	Aktivitas Siswa
<ol style="list-style-type: none">1. Guru membuka kelas dengan mengucapkan salam dan mengajak siswa berdoa bersama.2. Guru memeriksa daftar hadir siswa.3. Guru menjelaskan tentang materi yang akan dipelajari.	<p>Pembukaan</p>	<ol style="list-style-type: none">1. Siswa menjawab salam guru dan berdoa sebelum pembelajaran.2. Siswa menyatakan kehadiran dengan menyebutkan hadir.3. Siswa mendengarkan guru dengan seksama.

<ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang tekanan kata dan intonasi. 2. Guru menunjukkan google translation audio 3. Guru meminta setiap siswa mengucapkan satu kata dengan penekanan kata dan intonasi tanpa menggunakan google translation audio dan Guru mendengarkan siswa ketika mengucapkannya. 4. Guru menginstruksikan siswa mengetikkan katakata tersebut di Google Translate, kemudian siswa memeriksa pengucapannya dengan google translation audio. 5. Guru menginstruksikan siswa untuk mengucapkan kata tersebut dengan benar. Guru memberikan catatan terhadap pekerjaan siswa. 	<p>Praktik</p>	<ol style="list-style-type: none"> 1. Siswa memahami penjelasan guru. 2. Siswa memperhatikan guru. 3. Siswa mengucapkan kata dengan tekanan kata dan intonasi. 4. Siswa mengetik kata tersebut kemudian siswa memeriksa pengucapannya dengan google translation audio. 5. Siswa mengucapkan kata-kata dengan benar. siswa mendengarkan guru dan memahaminya.
---	----------------	---

Aktivitas Guru	Prosedur	Aktivitas Siswa
1. Guru menanyakan pemahaman siswa terhadap materi. 2. Guru merangkum dan menyimpulkan pembelajaran hari ini. 3. Guru menutup proses belajar	Penutup	1. Siswa menceritakan masalahnya. 2. Siswa mendengarkan guru. 3. Siswa memberi salam kepada guru.

A. Penilaian

1. Setiap pengucapan yang benar di kasih skor 5
2. Skor maksimal 100.
3. Total = jawaban yang benar.

No	Komentar	Skor
1	Pengucapan yang Benar	5
2	Pengucapan yang salah	0

Teacher

Siti Khadijah Harahap, S.Pd
1983121020140220002

Researcher

Ananta Junita Harahap
1920300047

APPENDIX II

RPP RENCANA PELAKSANAAN PEMBELAJARAN (CYCLE 2)

Nama Sekolah : SMA N 1 Portibi
Subject : Bahasa Inggris
Class/Semester : X-1
Pertemuan : 3 dan 4
Alokasi : 2 x 45 menit (dua pertemuan)

A. Standar Kompetensi

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, peduli dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

B. Kompetensi Dasar

1. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berkelanjutan (sustained) dalam konteks kehidupan sehari-hari.
2. Memahami percakapan sederhana sehari-hari dalam konteks profesional maupun pribadi dengan orang orang.

C. Indikator Siswa

dapat :

1. Siswa dapat meningkatkan pengucapan mereka dengan belajar menggunakan media google translation audio.
2. Dapat melafalkan kosa kata dengan baik dan benar.

D. Tujuan Pembelajaran

1. Siswa dapat meningkatkan Pronunciation melalui google translation audio
2. Mengucapkan kata dengan jelas
3. Memahami kata berdasarkan word stress dan intonation

E. Sumber Belajar

1. Text Book

2. Printed text mengenai list of word stress dan Intonation.
3. Google translation audio

F. Materi Pembelajaran

Word stress and Intonation

No	Word (vocabulary)
Word stress	
1	Empty /'empti/
2	Careful /'kə:ful/
3	Success /s æk'səs/
4	Refuse / re'fyu:s /
5	Enough /i'nʌf/
6	Defeat / di'fi:t /
7	Together /tə'geð.ə:/
8	Excellence / 'eksələns /
9	Arrive / əraiv /
10	Example /ɪg'zæm.pəl/

No	Word
Intonation (Falling intonation)	
1	Write /raɪt/
2	Wait /weɪt/
3	Don't /dɒnt/
4	Here /hɪə/
5	Look /lu:k/
Intonation (Rising Intonation)	
6	His? /hɪz/
7	Yours? /jɔ:z/
8	Me? /mi:/
9	These? /ði:z/
10	Thirsty? /'θɜ:sti/

G. Media/Alat bahan, dan sumber belajar

1. Media : Papan Tulis, Spidol, Handphone (google translation audio)
2. Sumber belajar: Buku Bahasa Inggris kelas X.

H. Langkah-langkah pembelajaran

Aktivitas Guru	Prosedur	Aktivitas Siswa
<ol style="list-style-type: none">1. Guru membuka kelas dengan mengucapkan salam dan mengajak siswa berdoa bersama.2. Guru memeriksa daftar hadir siswa.3. Guru menjelaskan tentang materi yang akan dipelajari.	Pembukaan	<ol style="list-style-type: none">1. Siswa menjawab salam guru dan berdoa sebelum pembelajaran.2. Siswa menyatakan kehadiran dengan menyebutkan hadir.3. Siswa mendengarkan guru dengan seksama.
<ol style="list-style-type: none">1. Guru membagikan print test kepada siswa.2. Guru menyuruh siswa untuk membaca kosakata yang terdapat di print test.3. Guru menyuruh menetik kosakata di google translate.4. Guru menyuruh siswa untuk mendengarkan kosakata tersebut dengan menggunakan google translation audio.5. Guru menyuruh siswa mengucapkan kembali kosakata tersebut dengan benar.	Praktik	<ol style="list-style-type: none">1. Siswa menerima print test yang diberikan oleh guru.2. Siswa membaca kosakata.3. Siswa menetik kosakata di google translate.4. Siswa mendengarkan kosakata dengan menggunakan google translation audio.5. Siswa mengucapkan kembali kosakata tersebut dengan benar.

Aktivitas Guru	Prosedur	Aktivitas Siswa
4. Guru menanyakan pemahaman siswa terhadap materi. 5. Guru merangkum dan menyimpulkan pembelajaran hari ini. 6. Guru menutup proses belajar	Penutup	4. Siswa menceritakan masalahnya. 5. Siswa mendengarkan guru. 6. Siswa memberi salam kepada guru.

B. Penilaian

4. Setiap pengucapan yang benar di kasih skor 5
5. Skor maksimal 100.
6. Total = jawaban yang benar.

No	Komentar	Skor
1	Pengucapan yang Benar	5
2	Pengucapan yang salah	0

Teacher

Researcher

Siti Khadijah Harahap, S.Pd
1983121020140220002

Ananta Junita Harahap
1920300047

APPENDIX III

List of instruments for the test (cycle 1)

1. Pengantar

- a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/I mengenai pronunciation ability in English word stress and intonation!
- b. Jawaban ini tidak mempengaruhi posisi/prestasi anda disekolah ini!

2. Petunjuk

- a. Mengucapkan kata yang akan di record oleh guru pembimbing!
- b. Apabila ada yang kurang jelas tanyakan langsung kepada guru pembimbing!

3. Soal

Pronounced the word stress and intonation below :

No	Word (vocabulary)
Word stress	
1	Study /'stʌ di/
2	Again /ə'gein/
3	Understand /,ʌn də'stænd/
4	Ability /ə'bi li ti/
5	Education /,e djʊ 'keɪ fən/
6	Reading /'ri: dɪŋ/
7	Positive /'pɒsɪtɪv/
8	Difficult /'dɪf.ɪ.kəlt/
9	Interesting /'ɪn tə rəstɪŋ/
10	Important /ɪm'pɔ:r.tənt/

No	Word
Intonation (Falling intonation)	
1	Sure /sʊə:/
2	Right /raɪt/
3	Good /gu:d /
4	Start /sta:t /

5	Stop /ˈstɒp/
Intonation (Rising Intonation)	
6	Those? /ðəʊz/
7	Who? /hu:/
8	Where? /wə:/
9	Four /fɔ:/
10	Them? /ðem/

Validator



Dr. Hamka, M.Hum.
NIP/19840815 200912 1005

Researcher



Ananta Junita Harahap
Nim. 19 203 00047

APPENDIX IV

List of instruments for the test (cycle 2)

1. Pengantar

- c. Instrument ini hanya bertujuan untuk mengambil data dari siswa/I mengenai pronunciation ability in English word stress and intonation!
- d. Jawaban ini tidak mempengaruhi posisi/prestasi anda disekolah ini!

2. Petunjuk

- c. Mengucapkan kata yang akan di record oleh guru pembimbing!
- d. Apabila ada yang kurang jelas tanyakan langsung kepada guru pembimbing!

3. Soal

Pronounced the word stress and intonation below :

No	Word (vocabulary)
Word stress	
1	Empty /'empti/
2	Careful /'kə:ful/
3	Success /s æk'səs/
4	Refuse / re'fyu:s /
5	Enough /i'nʌf/
6	Defeat / di'fi:t /
7	Together /tə'geð.ə:/
8	Excellence / 'eksələns /
9	Arrive / əraiv /
10	Example /ɪg'zæm.pəl/

No	Word
Intonation (Falling intonation)	
1	Write /rɪt/
2	Wait /weɪt/
3	Don't /dɒnt/
4	Here /hɪə/

5	Stop /ˈstɒp/
Intonation (Rising Intonation)	
6	Those? /ðəʊz/
7	Who? /hu:/
8	Where? /wɛ:/
9	Four /fɔ:/
10	Them? /ðɛm/

Validator



Dr. Hamka, M.Hum.
NIP. 19840815 200912 1005

Researcher



Ananta Junita Harahap
Nim. 19 203 00047

APPENDIX V

Situation of the Learning Process cycle 1



APPENDIX VI

Situation of the Learning Process cycle 2



Students' pronunciation score in pre-cycle

APPENDIX VII

No	Name of Students	Indicator		Test Score
		Word stress	Intonation	
1	AS	3	4	35
2	AP	3	2	25
3	AA	3	3	30
4	AP	3	4	35
5	AS	4	5	45
6	AA	4	3	35
7	BR	4	5	45
8	BS	5	5	50
9	CP	3	3	30
10	EH	3	4	35
11	HB	2	4	30
12	IP	3	3	30
13	IL	4	5	45
14	IS	5	4	45
15	JS	4	5	45
16	RA	3	3	30
17	LS	3	3	30
18	LH	4	3	35
19	NA	4	4	40
20	NT	3	5	40
21	NH	3	4	35
22	PR	3	3	30
23	RS	5	5	50
24	RN	3	4	35
25	RE	3	4	35
26	RB	3	3	30
27	SA	3	4	35
28	TF	4	3	35
29	WS	2	3	25
30	YS	3	4	35
Total		102	114	1.080
Mean		3,4	3,8	36

APPENDIX VIII

Students' pronunciation score in cycle 1

No	Name of Students	Indicator		Test Score
		Word stress	Intonation	
1	AS	6	7	65
2	AP	7	7	70
3	AA	6	7	65
4	AP	6	7	65
5	AS	6	7	65
6	AA	7	8	75
7	BR	8	8	80
8	BS	8	6	70
9	CP	7	7	70
10	EH	7	7	70
11	HB	6	7	65
12	IP	7	8	75
13	IL	7	8	75
14	IS	6	8	70
15	JS	5	7	60
16	RA	5	6	55
17	LS	7	7	70
18	LH	5	6	55
19	NA	6	7	65
20	NT	8	8	80
21	NH	8	7	75
22	PR	7	8	75
23	RS	6	7	65
24	RN	5	6	55
25	RE	6	7	65
26	RB	6	7	65
27	SA	7	6	65
28	TF	6	7	65
29	WS	6	7	65
30	YS	5	8	65
Total		192	213	2.025
Mean		6,4	7,1	67,5

APPENDIX IX

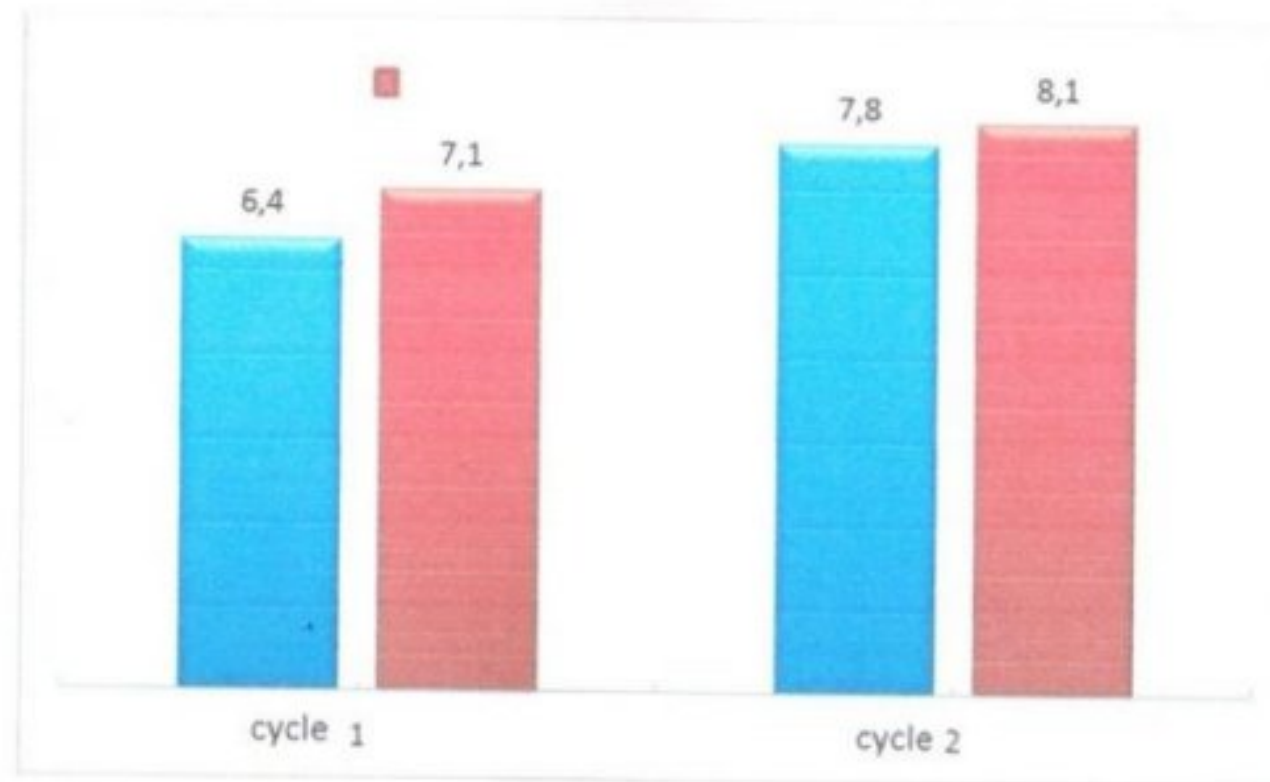
Students' pronunciation score in second cycle

No	Name of Students	Indicator		Test Score
		Word stress	Intonation	
1	AS	7	8	75
2	AP	7	7	70
3	AA	8	8	80
4	AP	8	8	80
5	AS	7	8	75
6	AA	8	8	80
7	BR	9	9	90
8	BS	9	9	90
9	CP	7	8	75
10	EH	8	9	85
11	HB	7	8	75
12	IP	8	8	80
13	IL	9	9	90
14	IS	9	8	85
15	JS	7	7	70
16	RA	7	8	75
17	LS	8	9	85
18	LH	8	8	80
19	NA	8	8	80
20	NT	9	8	85
21	NH	8	9	85
22	PR	8	9	85
23	RS	7	9	80
24	RN	8	8	80
25	RE	7	7	70
26	RB	8	8	80
27	SA	8	8	80
28	TF	7	7	70
29	WS	7	8	75
30	YS	8	8	80
Total		234	244	2.390
Mean		7.8	8.1	79.6

APPENDIX X

APPENDIX X

The comparative of students' who study



APPENDIX XI

APPENDIX XII

APPENDIX XI

Observation Sheet

Teacher Activity in Teaching Learning Process Classroom Action Research

School Name : SMA N 1 Portibi


Subject Matter : English

Class : X-1

Cycles : 1

No	Activities	Yes	No	Notes
A. INTRODUCTION				
1	The researcher says a greeting and introduces herself patiently	✓		
2	The researcher checks the attendance list	✓		
3	The researcher gives motivation before learning the material	✓		
B. ACTION				
4	The researcher explains about learning material	✓		
5	The researcher gives the printed about word stress and intonation	✓		
C. CLOSE				
6	The researcher concluded the material and last gave thanks after class was over	✓		

Teacher


Siti Khairani Harahap, S.Pd
1983121020140220002

Researcher


Ananta Junita Harahap
1920300047

APPENDIX XIII

APPENDIX XII

Observation Sheet

Teacher Activity in Teaching Learning Process Classroom Action Research

School Name : SMA N 1 Portibi


Subject Matter : English

Class : X-1

Cycles : 2

No	Activities	Yes	No	Notes
A. INTRODUCTION				
1	The researcher says a greeting and introduces herself patiently	✓		
2	The researcher checks the attendance list	✓		
3	The researcher gives motivation before learning the material	✓		
B. ACTION				
4	The researcher explains about learning material	✓		
5	The researcher gives the printed about word stress and intonation	✓		
C. CLOSE				
6	The researcher concluded the material and last gave thanks after class was over	✓		

Teacher


Siti Khadijah Harahap, S.Pd
1983121020140220002

Researcher


Ananta Junita Harahap
1920300047

APPENDIX XIV

APPENDIX XIII

The Calculation of students' Mean Scores in Pre-Cycle

Interval Class	F	X	Fx
0-64	2	50	100
5-59	5	45	225
0-44	2	40	80
5-39	11	35	385
0-34	8	30	240
5-29	2	25	50
F= 5	N= 30		1.080

$$M = \frac{\sum x}{N} = \frac{1.080}{30}$$
$$= 36$$

Where :

M = the mean of the test

$\sum x$ = the total score

N = the number of students

APPENDIX XV

APPENDIX XVI

APPENDIX XIV

The Calculation of students' Mean Scores in Cycle I

Interval Class	F	X	Fx
0-89	2	80	160
5-79	5	75	375
0-74	6	70	420
5-69	13	65	845
0-64	1	60	60
5-59	3	55	165
F= 5	N= 30		2.025

$$M = \frac{\sum x}{N} = \frac{2.025}{30}$$
$$= 67,5 = 68$$

Where :

M = the mean of the test

$\sum x$ = the total score

N = the number of students.

APPENDIX XVII

APPENDIX XV

The Calculation of students' Mean Scores in Cycle 2

Interval Class	F	X	Fx
0-99	3	90	270
5-94	6	85	510
0-89	11	80	880
5-79	6	75	450
0-74	4	70	280
F= 5	N= 30		2.390

$$M = \frac{\sum x}{N} = \frac{2.390}{30}$$
$$= 79,6 = 80$$

Where :

M = the mean of the test

$\sum x$ = the total score

N = the number of students.

APPENDIX XVIII

PPENDIX XVI

Observation Sheet


Indicator List of Problematic Factors in Teaching Learning Process at First Cycle

No	Name of Students	Activities		
		Students who sat on the move	Students who asked for permission	Students who made noise in the classroom
1	AS	✓		
2	AP			
3	AA			
4	AP			
5	AS			✓
6	AA			
7	BR			
8	BS		✓	
9	CP			
10	EH			
11	HB			
12	IP			
13	IL			
14	IS			✓
15	JS			
16	RA			
17	LS			
18	LH	✓		
19	NA			
20	NT			
21	NH			
22	PR			
23	RS			
24	RN			
25	RE			✓
26	RB			
27	SA			
28	TF			
29	WS			
30	YS			✓

Teacher


Siti Khadijah Harahap, S.Pd
Nip. 1983121020140220002

Researcher


Ananta Junita Harahap
Nim. 1920300047

APPENDIX XIX

APPENDIX XX

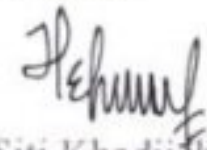
APPENDIX XVII

Observation Sheet

Indicator List of Problematic Factors in Teaching Learning Process at Second Cycle

No	Name of Students	Activities		
		Students who sat on the move	Students who asked for permission	Students who made noise in the classroom
1	AS			
2	AP			
3	AA			
4	AP			
5	AS	✓		
6	AA			
7	BR			
8	BS			
9	CP			
10	EH			
11	HB			
12	IP			
13	IL			
14	IS			✓
15	JS			
16	RA			
17	LS			
18	LH			
19	NA			
20	NT			
21	NH			
22	PR			
23	RS			
24	RN			
25	RE			✓
26	RB			
27	SA			
28	TF			
29	WS			
30	YS			

Teacher



Siti Khadijah Harahap, S.Pd
Nip. 1983121020140220002

Researcher



Ananta Junita Harahap
Nim. 1920300047



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B 424 /Un.28/E.1/PP.00.9/03/2023
Tempat : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

21 Maret 2023

th.
Dr. Hamka, M.Hum. (Pembimbing I)
Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Ananta Junita Harahap
NIM : 19 203 00047
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Improving Pronunciation Through the use of Google Translation Audio of the tenth Grade Students' of SMA N 1 Portibi

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida, S.Psi., M.A
NIP. 19801224 200604 2 001


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22081 Faximile (0634) 24022

Nomor : B - 5717 /Un.28/E/TL.00.9/10/2023
Lampiran :-
Hal : **Izin Penelitian**
Penyelesaian Skripsi

17 Oktober 2023

Yth. Kepala SMA N 1 Portibi

Dengan hormat, bersama ini kami sampaikan bahwa .

Nama : Ananta Junita Harahap
NIM : 1920300047
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Portibi Jae

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul "Improving Pronunciation Through The Use of Google Translation Audio at The Tenth Grade Students of SMAN 1 Portibi"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

P/h. Dekan

ketua Program Studi PAI



Dr. Agusima Nasution, M.A
NIP 197409212000511001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 PORTIBI
Jln.Gunungtua-Binanga Km.9 Purbabangun Kode Pos.22753
Kec. Portibi Kab.Padang Lawas Utara
Telepon. Email:sman.portibi@yahoo.com

Nomor : 421.3/148/SMA N 1/PTB/2023 Purbabangun, 27 Oktober 2023
Tempat : -
Isi : Izin Melaksanakan Penelitian
Kepada Yth : Rektor UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD
ADDARY PADANGSIDIMPUAN
c/q : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
di-

Padangsidempuan

Dengan hormat,

Sesuai dengan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-5717/Un.28/E/TL.00.9/2023 tanggal 17 Oktober 2023, tentang izin penelitian Penyelesaian Skripsi atas nama :

Nama : Ananta Junita Harahap
NIM : 1920300047
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Portibi Jae

Adalah benar nama tersebut di atas benar melaksanakan penelitian dengan judul "Improving Pronunciation through the use of google translation audio at the tenth grade students of SMA N 1 Portibi".

Demikian surat ini di sampaikan atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kepala Sekolah,

TONI SIMBOLON, S. Ag
DINAS PENDIDIKAN 196804022002121002

CURRICULUM VITAE



A. Identify

Name : Ananta Junita Harahap
Reg. Number : 19 203 00047
Place/Birthday : Rantau Prapat, 04 Juni 2000
Sex : Female
Religion : Islam
Address : Portibi Jae, Gunung Tua
Phone Number : 0822 1198 6496
Email : anantajunitaharahap20@gmail.com

B. Parents

Father's Name : Faisal Harahap
Job : Farmer
Mother's Name : Pati Alam Siregar
Job : Housewife

C. Educational Background

Elementary School : SDN 118319 Tasik Raja (2012) Junior
High School : SMP Swasta Tasik Raja (2015)
Senior High School : SMA Swasta Tasik Raja (2018)
Collage : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2019-2023)