

Improving The Pronunciation Ability Of Class X Pplg 1 Students Through Google Translate Voice In Descriptive Text Learning

Andi Mugito¹, Sumarjo², Fitri Yulianti³

¹Pendidikan Bahasa Inggris, Pascasarjana, Universitas PGRI Semarang, Kota Semarang

²Guru Bahasa Inggris, SMK Negeri 2 Semarang, Kota Semarang

³Dosen Pendidikan Bahasa Inggris, Universitas PGRI Semarang, Kota Semarang

E-mail: 1andimugito18@gmail.com, 2sumarjosmk2@gmail.com, 3fitriyulianti@upgris.ac.id

ABSTRACT

This research aims to improve the students from X PPLG 1 SMK Negeri 2 Semarang ability in pronunciation by using google translate voice. The researchers focus on the student problems that can be improved through the application of technology to the descriptive text learning process. This research was carried out in 2 cycles and in each cycle there were activities such as planning, implementation, observation and reflection. This type of research is Classroom Action Research which uses qualitative and quantitative methods. To obtain the results or data, researchers use data collection techniques, such as observations, tests, field notes and documents that function as recorders of student pronunciation in the classroom. The results of the data from this research show that students in the pre-test got an average score of 47.11, then in the post-test cycle I students got an average score of 61.11 and in the post-test cycle II students got an average score of 80.00. Based on the result of the data, shows that research on the application of Google Translate Voice to improve students' pronunciation skills was successful and experienced improvement in each implementation, starting from pre-test to post-test cycle I and from post-test cycle I to post-test cycle II.

Keywords: The ability of pronunciation, Google translate voice, Descriptive text

1. INTRODUCTION

English is an international language that is generally used to communicate between citizens of one country and citizens of another country. The government's efforts to provide English language learning in schools is a form of the government's concern for citizens' foreign language skills so that they can develop more in the face of rapid changes in times and technology. Technology that is currently developing almost entirely uses English, giving rise to a new ability for people all over the world that must be understood.

In learning English at school, the curriculum deepens students' abilities with four skills such as listening, reading, writing and speaking that must be learned. However, in fact, there are often students who cannot master it thoroughly. Therefore, as a teacher, you must have lots of creative and innovative ideas so that students can learn comfortably and can attract students' attention to slowly love English itself. As in the quote from the speech of the Minister of Education and Culture, Nadiem Makarim, at the Opening of Activist Teacher Education by the Ministry of Education and Culture (Kemendikbud), Thursday (15/10/2020). "Our goal is only one, learning that supports students, learning that liberates students' thinking and potential,". In this way, teachers need to involve the interests of students and follow current developments in every English language learning process which aims to create a learning atmosphere that is fun to participate in. For example, in the English learning process, teachers can utilize the latest technology that can be implemented into it.

Meanwhile, teachers also need to pay attention to the facilities in the school so that they can be used as media in the learning process. The passage of time means that habits that used to exist slowly begin to change, for example in learning English in ancient times using dictionaries to look for meanings or meanings of words in English that were not previously known. But nowadays, students can use technology such as smartphones and good internet

networks to access Google Translate as an alternative medium for searching for words in English that they don't yet know the meaning of.

This research focuses on pronunciation skills which are part of speaking skills which can be improved through the use of technology, namely Google Translate Voice, in the learning process with descriptive text material. Researchers in the observation process found a problem in the form of students' poor and correct pronunciation skills. Teachers in the process of learning descriptive text often give directions on correct pronunciation to students, but students still pronounce it in the wrong and inaccurate way. Researchers in this case think that this can be improved by applying media such as Google Translate Voice to become a reference for students to pronounce words or sentences in English. Google translate has a feature that is often forgotten when used to translate, namely there is a feature to produce sounds according to the desired language, in this case English. In this way, researcher has the desire to use this media to help solve existing problems in learning, namely students' poor pronunciation skills. Researchers hope that the application of Google Translate Voice media to the learning process can change the way of learning while improving students' pronunciation or pronunciation skills in descriptive text learning material. Researcher considers that by using technology such as Google Translate Voice, the learning process will be faster and easier for students to understand good and correct pronunciation. In the learning process, students can immediately listen to the correct pronunciation of words or sentences in English through the sound produced by Google Translate Voice.

Pronunciation

When learning English, pronunciation skills are skills that need to be paid attention to. With good pronunciation, the meaning conveyed is clear. Pronunciation is a science that studies techniques on how to pronounce vocabulary in English, so it is very

important to pronounce vocabulary well and correctly when communicating. In line with the explanation (Botley, 2017) that pronunciation is important where there are many sounds and words in English that are difficult to pronounce correctly. Having good pronunciation of English words can make communication with the person you are talking to or native speakers easier to understand. In pronunciation skills there are aspects including accuracy, fluency, intonation, and stress. In line with the opinion of Ali Mustadi (2013: 35), that the aspects assessed in pronunciation are fluency of spelling and pronunciation, accuracy of spelling pronunciation, stressing, and intonation. In this way, pronunciation skills are very important to learn to improve speaking skills when communicating.

In learning pronunciation, listening is the most effective way to teach pronunciation. "By listening, children are preparing to replicate the sounds when they speak" (Caroline T. Linse 2005: 25). This is of course the same as how parents teach children to practice speaking. Likewise, when learning pronunciation in English, the first thing that is done is for students to start listening and then continue by imitating. In this case, teachers need to provide good pronunciation practice to students and ask students to imitate them. Listening is a receptive skill or the skill of receiving information. Through hearing, students will retain the information that has been conveyed so that when they are asked to pronounce it independently they will be able to follow the pronunciation method according to the teacher's previous instructions.

Helena Curtain and Carol Ann Dahlberg (2010: 3) explain several effective ways to teach foreign languages to students, namely teachers must pronounce them slowly, use clear pronunciation or pronunciation, use short sentences that are not too complex, do lots of repetition. , often checking students' understanding of what the teacher says, using body gestures and visual reinforcement then using lots of concrete media, and involving students in conversation. Teachers need to patiently guide students on how to pronounce words

or sentences in English properly and correctly. According to (Botley: 2017) if you often do English pronunciation correctly, you can increase your self-confidence and communication skills. This is of course the ability of the students themselves. Apart from that, by repeating it frequently and repeating it gradually, there will be sufficient changes in the student's pronunciation abilities.

Then in the correct pronunciation system in English according to (Yusdi: 2010):

1. Vowels

Vowels are defined as 'living letters in which air comes out through the throat and mouth, without obstruction or constriction so that no friction is heard'. There are three vowels in English which are divided into three groups; front, middle and back vowels.

2. Diphthongs

Diphthongs are sounds created by moving one vowel position to another. Phonetically, diphthongs are represented by a sequence of two letters, the first indicating the starting position and the second indicating the direction of movement.

3. Consonants

Consonants are sounds or letters (living or dead letters) in which air does not come out smoothly through the mouth and throat, but experiences resistance or narrowing so that friction is heard.

4. Clusters

Clusters are a number of words read in one breath, for example, film, spending, struggle, knuckle and pronunciation. To produce such English sounds, the speech organs must move precisely. In the production of this sound, air comes from the lungs through the air cavity (trachea), and then passes through the esophagus, throat and oral cavity which are regulated by the speech organs. Next, the vocal cords are located in the throat; resembles two lips. The tape can be separate or closed so that it can completely close the air cavity. When the vocal cords approach each other and air is forced in the passage, the vocal cords vibrate, producing a sound known as 'voiced'. When the vocal cords move apart and air passes through them, the sound

produced is known as 'breathed', and the sound produced in the middle of the glottis as 'whisper'.

Meanwhile, in linguistics, there is the term phoneme which is the smallest sound unit in a language that is capable of giving different meanings, such as /s/ in sing and /r/ in ring. According to Murray in Allyn and Bacon (1995), phonemes are the main concept in phonology, which are different categories of sounds used and accepted by native speakers. In English, there are around 44 phonemes which are divided into two main categories: vowel phonemes and consonant phonemes. The following is a further explanation regarding these two categories:

1) Vowel Phonemes

Vowel phonemes in English are sounds produced without significant obstruction in the flow of air through the oral cavity. There are about 15 vowel phonemes in English, but this number can vary depending on regional dialect. Some examples of vowel phonemes in English include:

/i:/ - [i:] (example: "see")

/ɪ/ - [ɪ] (example: "sit")

/eɪ/ - [eɪ] (example: "day")

/æ/ - [æ] (example: "cat")

/ɑ:/ - [ɑ:] (example: "car")

/ɔ:/ - [ɔ:] (example: "four")

/ʊ/ - [ʊ] (example: "book")

/u:/ - [u:] (example: "blue")

2) Consonant Phonemes

Consonant phonemes in English are sounds that involve obstruction or narrowing of air flow through the oral cavity or throat. There are approximately 29 consonant phonemes in English, and this number can also vary by dialect. Some examples of consonant phonemes in English include:

/p/ as the word "pat"

/b/ as the word "bat"

/t/ as the word "top"

/d/ as the word "dog"

/k/ as the word "cat"

/g/ as the word "go"

/f/ as the word "fish"

/v/ as the word "van"

By understanding these phonemes, students can understand how sounds in English are used to form different words and utterances. Keep in mind that the

pronunciation of phonemes can differ between different dialects and accents in English.

After phonemes, in pronunciation there are also terms that need to be paid attention to, namely diphthongs. Diphthongs are sounds that consist of two sounds and are found in two syllables. The characteristics of diphthongs are that when they are pronounced, the position of the tongue is different from one another (Jones, 1958:22). The following are examples of diphthongs in English including:

"ai" in word "rain"

"ei" in word "eight"

"oi" in word "coin"

"ou" in word "house"

"au" in word "autumn"

"oo" in word "food"

Based on the explanation above, students need to be trained regularly to get the right pronunciation. Apart from that, researchers think that teachers must utilize media such as in the example in this research, namely Google Translate Voice as a medium to help with problems faced by students in pronunciation skills.

Google Translate Voice

The very fast development of the times and technology means that the world of education must be able to adapt everything. For example, in terms of learning English at school. Teachers can apply artificial intelligence such as the Google Translate application as a supporting medium for learning English. In line with John McCarthy (1956), artificial intelligence is every element of learning or other characteristics of intelligence that we often get theoretically and through principles that can be described precisely and effectively so that a sophisticated machine can be used to simulate it in classroom learning. By using Google Translate, which is the latest technology product, in the learning process, the implementation will be easier and faster. Google Translate or Google Translation is a service provided by Google to translate text or web pages in one language into another language (http://id.m.wikipedia.org/wiki/Google_Terjemahan). According to Catford (1974),

translation is the replacement of textual material in one language by equivalent textual material in another language that we often use in the classroom. Nowadays, the majority of students need Google Translate to support the learning process with English material to make it easier and more practical.

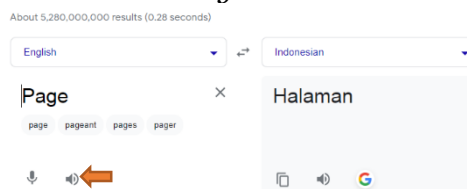
Google translate is generally used by most people as a practical medium for translating words or sentences in foreign languages into the language they want to know the meaning and meaning of. Apart from that, in Google Translate there is also a pronunciation feature that users can listen to directly. The term for this is google translate voice. With this, users or students will get information on how to pronounce it properly and correctly according to the accent and intonation of the word or sentence it comes from. Then Google Translate also of course has advantages and disadvantages in its use. As a service, Google Translate was created to assist in translation. Google translate is able to translate vocabulary quickly. Many words whose meanings were not previously found in the dictionary can be found by using Google Translate. It also allows users to translate into various languages from each country. So with Google Translate, students can save more by not buying a dictionary to use as a language translation medium. For students at school, of course Google Translate is quite helpful for translating from their native language into another language, especially English (Santoso, 2010: 10-11).

Apart from translating language or sentences which is its main function, Google Translate also allows students to learn pronunciation. This is an advantage that really benefits users when compared to using a dictionary. In this way, students' abilities in pronunciation will be improved quickly and effectively. Of course, this is artificial intelligence created by humans to make all activities or work easier. According to Alan Turing (1950), a computer program that we often use in our daily activities can consistently provide intelligent understanding and be truly intelligent. With artificial intelligence, it

will be able to have a positive impact on the human environment.

Google translate also basically has a weakness as stated by Wuryantoro, namely that the translation machine really helps students in easing the task of translating even though it has many shortcomings (Wuryantoro, 2015: 1). Furthermore, the weakness is that it cannot be used if there is no quota or good signal from the user. Apart from that, the existing Google Translate system makes Google Translate translate word for word without considering the structure of the words so that the translation result of a sentence has a very different meaning compared to the original meaning. In this research, researchers focus on students' abilities that can be improved through Google Translate Voice media. Voice means sound, so students can sound out words in Google Translate by clicking on the speaker symbol in the application. The advantages of this application can be utilized by teachers in the English language learning process which has not been widely applied in schools or classes, specifically on students' pronunciation abilities. Example of speaker symbol on Google Translate Voice, as follows:

Picture 1.1 *Google translate voice*



As in the picture above, the voice in question is included in the Google Translate section itself. By clicking on the speaker symbol on Google Translate, the voice will automatically come out according to the intended word or sentence. Of course, this makes it easier for students who have difficulty in pronunciation to feel helped in improving their abilities in English learning material.

This type of article is a classroom action research that carried out in class X PPLG 1 SMK Negeri 2 Semarang. According to Noviana and Huda (in Nurgiansyah et al, 2021:13) explain that classroom action research is an activity of looking closely at objects by paying attention to certain rules

to obtain useful information with the aim of improving the quality of learning. In this case, the teacher is the person who best understands what students need in the learning process in class.

Classroom Action Research is one of the efforts that teachers can make to improve the quality of teachers' roles and responsibilities, especially in managing learning. (Sanjaya, 2005: 13). As additional information, according to Kurniasih and Berlin (2014: 3) Classroom Action Research is research that is casuistic in nature and has a context in certain conditions, circumstances and situations that exist in the classroom which is carried out to solve problems that occur in order to improve the quality of learning in the classroom. class.

In this research, the problem that exists is that students' abilities in pronunciation are still low. Of course, these problems can be suppressed or improved by implementing Google Translate Voice media into the classroom learning process.

2. METHOD

The research model that will be carried out is classroom action research which aims to improve the quality of learning in the classroom. According to Azizah et al (2021:17), they explain that classroom action research (PTK) is research carried out by teachers or researchers in a class to determine the consequences of actions taken on research subjects in that class. This research refers to Collaborative Classroom Action Research conducted between students, English teachers and field supervisors located at SMK Negeri 2 Semarang.

With classroom action research or PTK, teachers can improve their performance and professionalism through self-reflection, namely efforts to identify weaknesses in the learning process they carry out, then plan for improvement processes and implement improvement processes in the learning process in accordance with the learning program. which he had prepared and ended with reflection (Sanjaya, 2016). According to (Susilo et al., 2022), classroom action research can be interpreted as a problem

solving strategy that utilizes real action and the process of developing capabilities in detecting and resolving problems.

Based on the theory above, teachers can carry out classroom action research in stages by observing the learning process they have delivered. The teacher makes an observation or observations in the process in the hope of finding weaknesses or problems faced by students. Apart from that, teachers also need to pay attention to the characteristics and needs of students in the learning process. So using technology can also affect the quality of learning. In this case, teachers can use technology as a treatment to improve students' skills.

The classroom action research that will be carried out refers to the results of observations and observations in each learning activity in the classroom. This research refers to Arikunto (2012: 16) that in classroom action research there are four outline stages in the implementation process, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

This research uses quantitative and qualitative methods, namely quantitative data obtained from students' skill scores consisting of pre-test and post-test, while qualitative data is a description of the learning process during the implementation of the action. This classroom action research refers to Kemmis & Mc Taggart, where there are four components, namely planning, acting, observing and reflecting. These four components are seen as a cycle. The four components can be described as follows:

1. Planning

In this stage the researcher obtains data, namely the problems that students face during learning activities. This is done at the pre-cycle stage. All stages of action are detailed in the action plan. The planning step includes thorough preparation of all requirements for carrying out activities, starting from teaching materials/materials, learning plans which include teaching methods/procedures, as well as observation/evaluation techniques and tools.

2. Acting

The action or implementation stage is the implementation of all previously planned plans. The stages that take place in this class represent the reality of all educational theories and learning strategies developed previously. Researchers also conducted studies and observations of teacher actions during the action implementation stage.

3. Observing

Observation activities are carried out simultaneously with the implementation of actions. At this stage, data regarding the implementation of actions from the plans that have been made and their impact on the learning process and outcomes are collected using observation instruments that have been developed. In this classroom action research, it was carried out collaboratively due to the presence of colleagues as observers, it was hoped that the observation activities could truly capture all changes in learning performance as a result of the implementation of classroom action research.

4. Reflecting

Next, the reflection stage is used to process data/input obtained when making observations. This is a reflection. The collected data is then examined, investigated and analyzed to determine the successes and shortcomings in the learning process that has been implemented. The reflection process plays a very important role in determining the success of classroom action research.

Then there is an assessment rubric which is used as a reference for researchers to assess students' skills in pronunciation, as follows:

Table 1.1 Rubric of *Pronunciation*

Aspects	Score	Explanation
<i>Pronunciation</i>	5	Easy to understand and has a native speaker's accent
	4	Easy to understand even with a certain accent
	3	There are pronunciation problems that require the listener to concentrate fully and sometimes there are misunderstandings
	2	Difficult to understand because there are pronunciation problems, often asked to repeat
	1	The pronunciation problem is serious so it can't be understood

Source: Brown (2004)

The pronunciation assessment rubric has 5 assessment categories with various types or levels, namely from 1 to 5. The maximum score that students can produce is 100 and the minimum score is 20. The scores produced by each student are then converted into categorization as follows. following:

Table 1.2 Value Conversion

SCORE	INTERPRETATION
100	Very Good
80	Good
60	Enough
40	Less
20	Very Less

Then, to find out the score of each individual student's pronunciation skills after implementing Google Translate Voice media, the researcher used a reference such as the score obtained divided by the maximum score which was then multiplied by 100. As in the following explanation:

$$\frac{\text{Score Obtained}}{\text{Score Maximum}} \times 100$$

Explanation:

Score obtained = scores obtained by students

Score maximum = The maximum number of scoring rubrics is 5

Then, in finding the average score obtained by students after implementing Google Translate Voice media to improve pronunciation, researchers used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Explanation:

\bar{X} = Average Value

$\sum x$ = The sum of all values

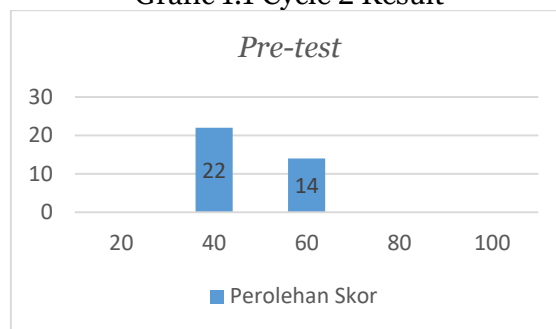
N = All of students

To be able to categorize this classroom action research as successful or not, the researcher can look at the average score obtained from each cycle. From the pre-test, post-test cycle 1 and finally post-test cycle 2 activities, the researcher explained all the total scores obtained either individually by students or the average score obtained after implementing Google Translate media in an effort to improve participants' pronunciation skills. students in classroom learning.

3. FINDING AND DISCUSSION

Before implementing the cycle, researcher carried out activities to determine the initial condition of students, namely in pronunciation skills. These activities are carried out in conventional learning. In this case, the activity carried out by the researcher was a pre-test to determine the level of students' pronunciation abilities before implementing Google Translate Voice media. Students in this activity are asked to say sentences in English. The results of the pre-test activities are as follows:

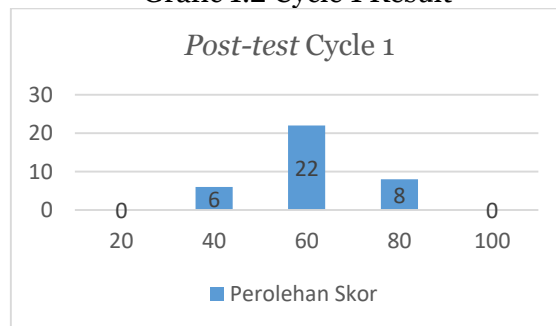
Grafic 1.1 Cycle 2 Result



The pre-test results show that the level of students' ability in pronunciation skills in class X PPLG 1 is still relatively low. This is shown by the total number of students being 36, there are 14 students who got a score of 60 and 22 students who got a score of 40. Then if you calculate the average score with the total number of students in class The average is 47.77 which is included in the poor category.

The next step taken was to apply Google Translate Voice media as a treatment to improve students' abilities in pronunciation. The results obtained are as follows:

Grafic 1.2 Cycle 1 Result



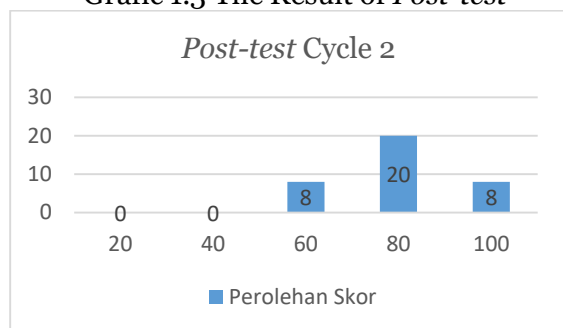
From the data produced in cycle 1 activities, there was an increase in the scores obtained as shown in the table, namely there were 8 students who had received a score of 80, 22 students had received a score of 60 and there were still students who had received a score of 40, namely 6 students. educate. Then the average score obtained was 61.11. Of course, with the results obtained, there needs to be re-treatment which can be carried out in order to get better results than the activities in cycle 1.

In cycle 1 activities, students had a problem, namely the signal on the smartphone they were using. Because basically when using Google Translate

voice media it must be supported by a stable signal. Apart from that, students were less serious about the researchers' efforts to apply Google Translate Voice media, namely by only listening to the sound produced once without repeating it. Of course, this is an evaluation and reflection that needs to be considered so that the cycle 2 activity process is not repeated and gets the expected score.

In carrying out cycle 2, the sequence of activities carried out is still the same, starting from planning, implementation, observation and reflection. The following are the results of the scores obtained in cycle 2 activities:

Grafic 1.3 The Result of *Post-test*

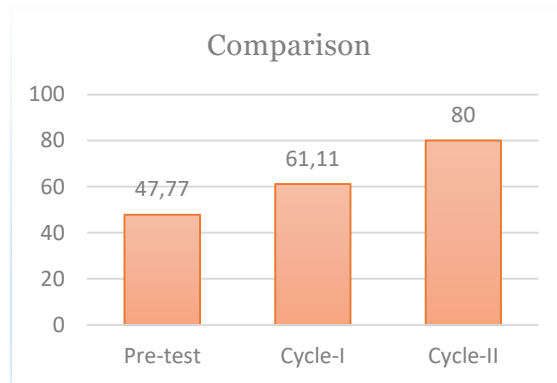


The results obtained in cycle 2 activities increased quite a lot, as evidenced by the fact that there were 8 students who got a score of 100. This was the expected result, namely that there were students who could get a score of 100. In addition, there were 20 students who got a score of 100. a score of 80 and there were 8 students who got a score of 60. And if you take the average score obtained in cycle 2 activities you can get a score of 80.00.

From the score data produced in cycle 2 activities, the researchers considered that treatment of the pronunciation abilities of class X PPLG students with Google Translate Voice media was sufficient.

The next step taken was to compare the scores obtained from the pre-test, post-test 1 and post-test 2 activities and obtained the following results:

Grafic 1.4 Comparison of Average Scores



The data above shows that students' scores in pronunciation ability have increased in each implementation of the activity, both from pre-test to cycle I and from cycle I to cycle II.

Researcher in carrying out this classroom action research felt that it was sufficient and stopped research activities in cycle II. The results obtained show the effectiveness of technological media such as Google Translate Voice in improving the pronunciation abilities of class Apart from being used to translate words, Google Translate can also function as a reference in pronouncing words or sentences in English so that they are better and clearer. In this case, the term used is google translate voice.

4. CONCLUSION

Based on the results of classroom action research conducted in class Apart from having a function as a translator, this media can also be used to improve students' pronunciation abilities. Moreover, in this research, the students who were used as research objects had limitations or problems in pronunciation.

The success that occurred in this research can be seen in the average score obtained, namely in the pre-test it was 47.77, then in the post-test cycle I it was 61.11 and finally in the post-test cycle II it was 80.00. Of course, from these results it can be concluded that there is always an increase in each phase of its implementation in the English language learning process in the classroom. As a teacher, of course you need to have a good adaptive level so that when presenting learning in class you can provide innovations that can change the classroom atmosphere to make it more enjoyable. As

is the case nowadays, teachers are required to understand technology well. Considering that technological developments are very fast. This sometimes creates a gap in understanding of technology between students and teachers in the classroom learning process. Of course, this is in line with research that has been carried out, namely utilizing technology in the learning process in English classes to improve students' pronunciation skills through Google Translate Voice media.

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