

**THE USE OF GOOGLE TRANSLATE APPLICATION TO IMPROVE  
STUDENTS' PRONUNCIATION AT THE 7<sup>th</sup> GRADE STUDENTS  
OF SMP NEGERI 3 PALU**



**Skripsi**

Submitted in partial fulfillment of the requirements for gaining the degree of Sarjana  
Pendidikan (S.Pd) at English Tadrīs Department Faculty of Tarbiyah and Teacher  
Training at Datokarama State Islamic University Palu

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**2023**

### **Statement of Thesis Authenticity**

I hereby declare that this thesis entitled: *“The Use of Google Translate Application to Improve Students’ Pronunciation at the 7<sup>th</sup> Grade Students of SMP Negeri 3 Palu”*, has been officially approved as my own work and it has not been and will be not submitted in the whole or in part another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, in declare comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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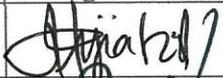
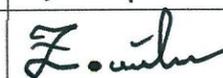
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## LEGALIZATION

A thesis by **Afifah Balqis**, NIM. 18.1.16.0040 entitled “**The Use of Google Translate Application to Improve Students’ Pronunciation at the 7<sup>th</sup> Grade Students of SMP Negeri 3 Palu**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 20<sup>th</sup> January 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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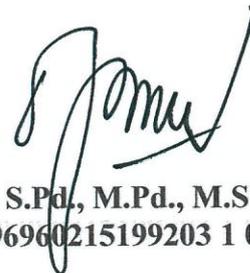
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Because of the researcher's limitations, the researcher realizes that this research still has many flaws. Hopefully, this research will have some values for her and the reader.

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## ABSTRACT

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**Judul : The Use of Google Translate Application to Improve Students' Pronunciation at the Seventh Grade Students of SMP Negeri 3 Palu**

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This research entitled “The Use of Google Translate Application to Improve Students' Pronunciation at the Seventh Grade Students of SMP Negeri 3 Palu. This research was aimed to find out whether the use of Google Translate Application can improve or not students' pronunciation in short and long vowel sounds at the seventh grade students of SMP Negeri 3 Palu.

The method of this research was quantitative research. This research used quasi-experimental design. The total number of population was 352 students. The researcher used purposive sampling and was classified into two classes, experimental class (class 7 K) and control class (class 7 I). The experimental class consisted of 29 students. The control class consisted of 30 students. Furthermore, the researcher used an oral test as the instrument of the research. There were the pre-test and post-test as an oral test consist of 15 English words and 5 sentences. After the pre-test, experimental class received a treatment of pronunciation learning by using Google Translate Application. Meanwhile, in the control class the researcher conveyed material along with writing how to pronounced that words. The researcher taught pronunciation was conducted based on lesson plan. At the end of the treatment, the researcher conducted a post test.

Based on the result, the mean score of experimental class was (51.14). Then, after the treatment the researcher gave the post-test and it was reached (76.14). Meanwhile, the mean score of control class was from (49.99) to (68.88). Then, the result of data analysis t-test and t-table were used to analyze the data. T-test > t-table ( $3.51 > 1.672$ ) which meant that ( $H_a$ ) was accepted and ( $H_0$ ) was rejected. It meant, the use of Google Translate Application can improve students' pronunciation in short and long vowel sounds.

The conclusion of this research, the use of Google Translate Application was effective to improve students' pronunciation in short and long vowel sounds at the seventh grade of SMP Negeri 3 Palu. Google Translate Application as media can help students and teachers in learning pronunciation. This media was easily usable anytime and anywhere.

**Key words :** *Google Translate Application, Improve, Pronunciation*

# CHAPTER I

## INTRODUCTION

### A. Background

Language is the most important thing to communicate with others. Language as a tool of communication has an important role to reveal an intention to someone else.<sup>1</sup> Each country has a different language, starting from the sound, the way it is pronounced and the different meanings. In globalization era, mastering foreign languages, especially English, is a need. Learning foreign languages can help us to get a job in the future and help us to communicate with people from various countries. English is an international language, it appears to be an effective method for communication.

In learning English, there are four skills that must be mastered by students, including speaking, listening, reading and writing. In addition, there are several language components that must be mastered such as pronunciation, vocabulary and grammar. In this research, the researcher focused on pronunciation.

Pronunciation is an important part of English language by the students who learn English<sup>2</sup>. Pronunciation is learned by having to repeat the sounds and trying to correct if they are inaccurate pronunciation. Errors in pronouncing a word make it difficult for listener to understand. So, good pronunciation can help students to become better speaker.

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<sup>1</sup> Fajar Mukhtar, *The Students Motivation in English Language Learning of Eight Graders at MTS Darul Amin Palangkaraya, Thesis*, (Palangkaraya: MTS Darul Amin, 2017), 2

<sup>2</sup> Yusriati, “*The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU*”, (Journal of English Education and Teaching, 2019) Vol. 3, 230

In English pronunciation, there are two elements that students should learn, segmental features and suprasegmental features. All the consonant and vowel phonemes are segmental features.<sup>3</sup> In this research, the researcher focused on vowel sounds. Vowels are the sounds which produced by air that flows without any obstacle from larynx to the lips.<sup>4</sup>

There are many types of media that can be implemented by teachers of English in the classroom in teaching pronunciation. To make it easier to pronounce difficult words in English, students and teachers can take the advantage of technology. Currently, communication technology develops remarkably it becomes a part of daily life. People can make the best use of technology, because it could make our work easily.

The role of technology in the field of education is fourfold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process.<sup>5</sup> The use of technology can help students understand learning materials and make it easier for students to find material including translation tool technology that plays an important role for English learning in school. One of them is the Google Translate application.

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<sup>3</sup> Lok Raj Sharma, *Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English*, (Journal Interdisciplinary Research in Education, 2021: Vol 6, Issue 2), 64

<sup>4</sup> Victoria Fromkin, *An Introduction to Language*, (Newyork: Rinehart and Winston Inc, 1988), 139

<sup>5</sup> R. Raja, P.C. Nagasubramani, *Impact of Modern Technology in Education* (Journal of Applied and Advanced Research, 2018: 3(Suppl. 1), 34

Google Translate, offered by Google is highly visited online by users around the world<sup>6</sup>. This app can be accessed anytime and anywhere, even when people are offline the app is still can be used. Google Translate is simple and fast to use, easier than using a dictionary. By using Google Translate, the students can learn how to pronounce and translate a word or sentence. This activity also improve students' knowledge and make them learn a new thing whenever they use Google Translate.

Based on the researcher's pre observation at the 7<sup>th</sup> Grade of SMP Negeri 3 Palu, the problems were many students made some errors in pronouncing English vowels in an English text. Many students only pronounced the word based on what is written in the text. The students pronounced the words unclearly, then it affected their accuracy in pronouncing the words. For example, the word *us* was pronounced *Ūs* instead of /ʌs/ and the word *mother* was pronounced /*moder*/. This was because at their Elementary School, English learning had not been implemented. Mother tongue also took place as the reason. So when they were in Junior High School, they difficult in pronouncing and understood the meaning of each word. In addition, the teachers at SMP Negeri 3 Palu only conveyed it orally without any media that made it easy for students to pronounce the words. Based on the problems above, the researcher was interested in teaching pronunciation by using the Google Translate Application. The reason for choosing this media was because this application can not only improve students' pronunciation but also help other abilities such as speaking skill and vocabulary mastery.

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<sup>6</sup> Lesly Martha C. Meka, *The students' perception in using Google Translate as a media in translation class* (International Conference on English Language Teaching, 2019),128

The researcher focused on the use of short and long vowel sounds, because based on learning material at school. As the example they used short and long vowel sounds to describe things. The result of this research was expected to help students to improve pronunciation through this translator tool.

Based on previous the explanation, the researcher was interested in choosing the title of the research as, **“The Use of Google Translate Application to Improve Students’ Pronunciation at the 7<sup>th</sup> Grade Students of SMP Negeri 3 Palu”**.

## **B. Problem of the Research**

Based on the background above, the researcher formulated the problem of the research as follows: “Is the use of google translate application effective to improve students’ pronunciation in short and long vowel sounds at the 7<sup>th</sup> grade students of SMP Negeri 3 Palu?”

## **C. The Objective and Significance of the Research**

### **1. The objective of the Research**

The objective of this research was to find out whether the use of google translate application effective improve or not students’ pronunciation in short and long vowel sounds at the 7<sup>th</sup> grade students of SMP Negeri 3 Palu.

## **2. Significance of the Research**

The findings of the research expected to be beneficial for :

- a) The Students: This media can support the students to improve pronunciation so that they can speak English well.
- b) The Teacher: This media can give an additional contribution to English teachers to improve the quality of teaching and learning process, especially in pronunciation ability.
- c) Other Researchers: The findings of the research may give them matters as a consideration when they are going to conduct research which is similar to this topic

### **D. Outlines of the Research**

This skripsi consisted of five chapters, each of which has its discussion but is closely related to one another. To get an overview of the five chapters, the researcher will outline the contents of the proposal as follows:

In the first chapter, the introduction included background, problem of the research, objectives and significance research, and the outlines of research.

In the second chapter, a literature review is described as a theoretical basis for research which included previous research, theoretical review consisted of several section such as definition of pronunciation, element of pronunciation, teaching pronunciation, definition and features of google translate application, the advantages of google translate application, framework, and hypothesis.

In the third chapter, the research method included research approach and design, population and sample, research variable, operational definition, research instrument, data collection techniques, data analysis techniques.

In the fourth chapter, the research findings included the result of students' pre-test and post-test of two classes in experimental class and control class, the result of deviation and square deviation of two classes in experimental and control class, testing hypothesis and discussion included describe of the research.

In the fifth chapter, the research discussed the conclusion and suggestion.

## CHAPTER II

### LITERATURE OF REVIEW

#### A. Previous Research

The first research, the research was conducted by Andi Wirantaka and Mahdiana entitled “Effective Use of Google Translate in Writing”. This research used qualitative approach and aim to investigate teachers’ perception of the effective use of Google Translate in students’ writing. The participants of this research were six teachers of an English Education Department of a private university in Yogyakarta. This research revealed that teacher found Google Translate effective to be used by the students in their writing activity.<sup>1</sup>

The second research, the research was conducted by Uswatun Khasanah entitled “Students’ Perception on the Use of Google Translate in Learning Pronunciation”. This research used descriptive qualitative research design. The participants of this research were 15 students of the tenth grade an Islamic Public Senior High School in Kudus, Indonesia. This research showed that students had positive perception. It could be said that all of students perceive that Google Translate is easy to use because it is practical, provides a potential to help increased students pronunciation ability. As additional learning media, it supported and facilitated students in learning independently anytime and

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<sup>1</sup> Andi Wirantaka and Mahdiana Syahri Fijanah, “*Effective Use of Google Translate in Writing*”, (Atlantis Press Journal, Vol. 626, 15, 12 Jun 2022)

anywhere.<sup>2</sup> The differences between previous researches with this research was in research design, this research used quantitative research design.

The third research, the research was conducted by Hamidreza Khademi entitled “Learning Pronunciation with Google Translate”. The purpose of this research was to explore Google Translate and its built in speech technologies text to speech and automatic speech recognition feature (TTS and ASR) as pedagogical tools in the acquisition of L2 English pronunciation (past –ed allomorphy) in terms of awareness, perception and production in a teacher guided semi autonomous context. This research used mixed methods. The test results showed there were significant improvements in both awareness and perception of English past –ed allomorphy.<sup>3</sup>

From the three previous researches above, there were similarities and differences between the previous researches and this research. The similarity was using Google Translate application. Then, the differences between three previous findings above with this research were: (1) the first previous finding focused on teachers’ perception of the effective use of Google Translate in students’ writing. (2) the second previous finding focused on finding out students’ perception about Google Translate to help their pronunciation. (3) the third previous findings focused on the acquisition of English Past-ed pronunciation. Then, in this research

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<sup>2</sup> Uswatun Khasanah, A. Hilal Madjdi, Nuraeningsih, “*Students’ Perception on the Use of Google Translate in Learning Pronunciation*”, (Borneo Educational Journal) Vol.4, No 1, 12 June 2022

<sup>3</sup> Hamidreza Khademi, “*Learning Pronunciation with Google Translate: Focus on English Past –ed*”, Thesis (Canada, Concordia University, 2021) 14 June 2022

the researcher focused on vowels sound, especially short and long vowels sound by using Google Translate.

## **B. Theoretical Review**

### **1. Definition of Pronunciation**

Pronunciation is to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable.<sup>4</sup> Pronunciation plays an important role in communication because pronunciation errors can affect the clarity of a person's delivery.<sup>5</sup> It means, pronunciation is the most important aspect in communication. Pronunciation is the study of how we pronounce the sound of words in order to make our English sound clear so that others can understand what we say if our pronunciation clear.

### **2. Element of Pronunciation**

The sounds system in English language divided into three groups, such as:

#### **a. Vowels**

Vocals are defined as vowels in the formation of air out through the throat a mouth without restriction and narrowing so that no friction is heard.<sup>6</sup> A vowel is a sound that you pronounce with your mouth open, such as a, I, u, e, o. Vowel is divided into two parts such as monophthong and diphthong. Monophthong or single vowel sounds have two types of sound namely long vowels and short vowels in

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<sup>4</sup> Penny Ur, *a Course in Language Teaching: Practice and Theory*, (Cambridge : Cambridge University Press, 1996), 4

<sup>5</sup> Yusriati, "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU", (Journal of English Education and Teaching, Vol. 3 No. 2, 2019 ), 234

<sup>6</sup> Mohammad Syarif Hidayatullah, *Improving Students' Pronunciation Through Western Movie Media* (Journal al-Lisan, Vol. 3 No. 1, 2018), 100

English. There are 12 monophthong or single vowels sound, those are /i:/, /ɪ/, /u:/, /ʊ/, /e/, /ə/, /æ/, /ɑ:/, /ɔ:/, /ʌ/, /ɜ:/, /ɒ/.

Long vowels is a long sound. Long vowels consist of /i:/, /u:/, /ɑ:/, /ɔ:/, and /ɜ:/.

Example words: 'see', 'you', 'her', 'more', 'large'. Short vowels is a short sound.

Short vowels consist of /ɪ/, /æ/, /e/, /ʌ/, /ə/, /ɒ/ and /ʊ/. Example words: 'fish', 'look', 'get', 'the', 'have', 'but', 'of'.

There are three categories of vowels sound based on the characteristics of the articulation, such as open vowels sound, mid vowels sound, close vowels sound. For open vowels sound the tongue is low in the mouth. Open vowels sound consist of /æ/, /ʌ/, /ɑ:/ and /ɒ/. For mid vowels sound the tongue is neither high nor low in the mouth. Mid vowels sound consist of /e/, /ə/, /ɜ:/ and /ɔ:/. For close vowels sound the tongue is quite high in the mouth. Close vowels sound consist of /i:/, /ɪ/, /ʊ/ and /u:/.<sup>7</sup>

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<sup>7</sup> Gerald Kelly, *How to Teach Pronunciation*, (England: Pearson Education Limited, 2000), 31

The description of short and long vowels sound one by one based on the pronunciation:

1) Vowel /I/

To make the /I/ sound, mouth slightly open, lower jaw slightly lowered.

Lower lip in a slightly open position in a relaxed manner.<sup>8</sup>

2) Vowel /ə/

Mouth open slightly. Tongue is in normal position. Lower jaw slightly down and the voice makes a short, soft noise.<sup>9</sup>

3) Vowel /e/

Mouth open with the position of the side of the lips widening to the right and left. The jaw will automatically lift up slightly. Normal tongue position, sometimes the front end of the tongue will touch the lower teeth on the back side.<sup>10</sup>

4) Vowel /ʌ/

To make this sound, mouth slightly open. The jaw is lower more relax so that the lower lip will slightly drop following the jaw movement. The back of the tongue is slightly pressed down in a relax manner.<sup>11</sup>

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<sup>8</sup> Mr. Bob Kampung Inggris, *Super Pronunciation*, (Pare, Kediri, Jawa Timur: Tim Mr. Bob Kampung Inggris) 26

<sup>9</sup> Ibid, 20

<sup>10</sup> Ibid, 23

<sup>11</sup> Ibid, 29

## 5) Vowel /ɒ/

To make this sound, lips slightly rounded. Jaw position varies can follow mouth movement or slightly lower. The tongue is slightly pressed to form a flat position.<sup>12</sup>

## 6) Vowel /æ/

Mouth open with the tip of side lips widening to the right and left like a smile. The jaw is lower causing the mouth to open wider.<sup>13</sup>

## 7) Vowel /ʊ/

Mouth slightly open casually. The lips are slightly advance and the ends of right and left sides of the lips are close. Jaw slightly raise and slightly forward.<sup>14</sup>

## 8) Vowel /ɜ:/

Mouth slightly open and the lips follow mouth. The jaw normally follows the movement of the mouth being opened. Tongue in a normal and relax position.<sup>15</sup>

## 9) Vowel /ɔ:/

Mouth slightly open, the shape of the lips is rounded like a circle and slightly forward. The jaw sill slightly rise upward following the movement of the mouth and the shape of the lips. The surface of the tongue doesn't touch anything in the mouth.<sup>16</sup>

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<sup>12</sup> Ibid, 32

<sup>13</sup> Ibid, 35

<sup>14</sup> Ibid, 38

<sup>15</sup> Ibid, 41

<sup>16</sup> Ibid, 44

## 10) Vowel /ɑ:/

Mouth slightly open, jaw slightly down. Open lips relax, following the downward movement of the jaw. Make a sound long.<sup>17</sup>

## 11) Vowel /i:/

Mouth open like a smile, the jaw slightly rises following the movement of the mouth. Tongue slightly upward following the jaw. The teeth are slightly close, leaving a small open space where the /i:/ sound will appear.<sup>18</sup>

## 12) Vowel /u:/

Mouth slightly open with, the lips forward. The tongue is raised without touching other parts in the mouth. Jaw position is raised following the movement of the mouth.<sup>19</sup>

## b. Diphthong

A diphthong is a combination of two vowel sounds. Diphthongs have two sounds related to vowels. In English, there are eight diphthongs such as /ɪə/, /ʊə/, /eɪ/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/ and /aʊ/. Example of the word 'time' is pronounced /taɪm/.

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<sup>17</sup> Ibid, 47

<sup>18</sup> Ibid, 51

<sup>19</sup> Ibid, 53

**Table 2.1**  
**The Phonemic Alphabet Vowels<sup>20</sup>**

VOWELS	
SYMBOL	EXAMPLE
/ɑ:/	<u>A</u> rm, p <u>a</u> rt
/æ/	<u>A</u> pple, b <u>l</u> ack
/aɪ/	<u>E</u> yes, d <u>r</u> ive
/a ʊ/	<u>O</u> ut, n <u>o</u> w
/e/	<u>E</u> nd, p <u>e</u> n
/eɪ/	<u>E</u> ight, d <u>a</u> y
/eə/	<u>A</u> ir, w <u>e</u> ar
/ɪ/	<u>I</u> t, s <u>i</u> t
/i:/	<u>E</u> at, s <u>e</u> e
/ɪə/	<u>E</u> ar, n <u>e</u> ar
/ɒ/	<u>O</u> pposite, s <u>o</u> p
/əʊ/	<u>O</u> pen, p <u>h</u> one
/ɔ:/	<u>A</u> lways, m <u>o</u> re
/ɔɪ/	<u>B</u> oy, j <u>o</u> in
/ʊ/	<u>W</u> ould, s <u>o</u> od
/u:/	<u>Y</u> ou, ch <u>o</u> ose
/ʊə/	<u>S</u> ure, t <u>o</u> urist

<sup>20</sup> Hewings, Martin, *Pronunciation Tasks* (Cambridge : Cambridge University Press, 1993), vi

/ɜ:/	<b><u>E</u>arly, b<u>ir</u>d</b>
/ʌ/	<b><u>U</u>p, l<u>u</u>ck</b>
/ə/	<b><u>A</u>go, do<u>ct</u>or</b>

Source: Hewings, Martin, Pronunciation Task

c. Consonant

In English, there are twenty four (24) consonants such as : b, p, d, t, f, v, s, z, k, g, ʒ, ʃ, tʃ, θ, ð, dʒ, m, n , ŋ, r, l, h, j, and w. Consonant is letters other than vowels. Consonants divided into two such as voice consonants and unvoiced consonant. Voice consonant is when spoken the sound causes a vibration in the throat. There are 15 of voice consonant d, b, r, v, ð, z, ʒ, n, m, ŋ, w, j, l, g, and dʒ . on the other hand, voiceless consonant is a sound that will not cause vibration when spoken. There are nine of voiceless sound such as h, t, p, k, f, θ, s, ʃ, tʃ English Consonants may be classified by the manners of articulation as plosive, fricative, affricate, nasal, lateral and approximants. Futher classifications may be made by the place of articulation as bilabial, labiodentals, dental, alveolar, palate-alveolar, palatal, velar, and glottal. <sup>21</sup> The table as follow :

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<sup>21</sup> Marni Binti Making, "Pronunciation Errors in Reading text Made by Second Semester Students at English Literature Department of Adab and Humanities Faculty 2016/2017 Academic Year", Thesis (UIN Makassar:2017), 25

Table 2.2<sup>22</sup>

Place of Articulation	Bila bial	Labio dental	Dental	Alveo lar	Palato - Alveo lar	Palatal	Velar	Glottal
Manner of Articulator								
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Nasal	M			N			ŋ	
Lateral				L				
Approxima nt	W				r	J		

<sup>22</sup> Roach, Peter *English Phonetics and Phonology* (United Kingdom: Cambridge University Press, 1998), 40

### 3. Teaching Pronunciation

In mastering English as a foreign language, the students should learn English both in written form and oral form. In the spoken form, pronunciation is important because having bad pronunciation may lead to misunderstanding in communication although a speaker has a good command of grammar. Therefore, teaching pronunciation to the students is considered important.<sup>23</sup>

Based on the statement above, the teacher should teach pronunciation to students. If students make a mistake, the teacher should correct the difficulties or errors that are spoken by students. So that students can feel confident when speaking English and can help students listen English well. The goal learning of pronunciation is to make it easier for the speaker and listener in communication in conveying a message. The message will be easy to receive if it is conveyed clearly and understandably, so that what the speaker means from listener can be received according to its purpose. In the current era, the use of technology can help teaching pronunciation to be easy with the existence of media. Using media to teach pronunciation may be the solution. The media that will be used in this research is Google Translate Application.

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<sup>23</sup> Nunung Setiyo Rini, "Improving Students' Mastery in Pronouncing Consonant /ff/ And /v/", (Journal of English Language Teaching) April, 2016, 3

#### **4. Google Translate Application**

##### **a. Definition of Google Translate Application**

Google Translate is a free machine translation provided by Google to translate one language into another language. It can also help users know how to pronounce the words they want to say.

##### **b. Features of Google Translate Application**

Following are some of the features that Google Translate provided to its users:

###### 1) Typing feature

In this feature, users can translate words or sentences by typing them in the application.

###### 2) Handwriting feature

Users can write letter, words, to sentences on the application. The Google Translate will translate the text into typed words or sentences in the intended language. This feature is denoted by the “pen” symbol located at the top right of the screen

###### 3) Camera translation feature

Not only can translate through typed or written words or sentences, Google Translate also provides a camera feature. To enjoy this feature, users only need to take a picture of the word or sentence they want to use. Then application will automatically read the image and then translate it into the desired language.

4) Tap to translate feature

Users can directly translate words or sentences without having to open Google Translate Application.

5) Transcribe feature

The latest feature of Google Translate that allows users to record live conversation. This feature allows the translation process with a long duration. In addition, the translation results will also be directly displayed on the screen.<sup>24</sup>

6) Offline feature

Users can download the language they want to use first.

7) Sound input and output

Google Translate provides a feature for users to pronounce the desired word, but the pronunciation must be clear and accurate. If the result is the same as the desired pronunciation, the results that appear on the screen are in accordance with the desired. This feature is very helpful for users in checking the intelligibility of pronunciation.

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<sup>24</sup> from, <https://kumparan.com/> on Jun 2022

### **c. The Advantages of Google Translate in Teaching Pronunciation**

As a service, Google Translate is created to assist in translating. Google Translate is able to translate vocabulary quickly. Many words that were not previously found in the dictionary of their meanings can be found on google translate. It also allows users to translate into various languages. So with this application, students can actually save more because they don't need to buy a dictionary to translate into a language. Apart from translating as its main function, google translate also allows users to learn pronunciation. This is an advantage that is very beneficial for users if compared with using dictionary.<sup>25</sup>

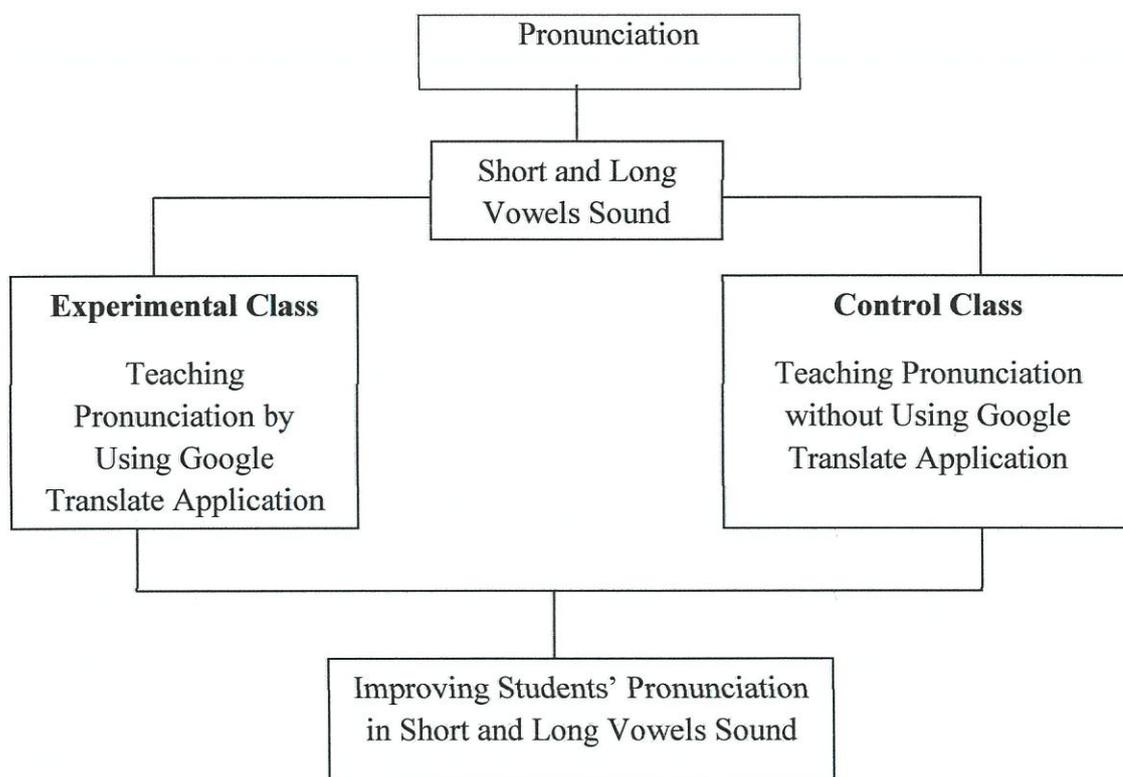
For students who want to learn English, especially how to pronounce a word, Google translate can be used in learning pronunciation. Students can easily learn pronunciation independently with the help of the google translate applicaton. Google translate provides various feature, one of them is pronunciation feature. Type the word you want to know the pronunciation of, then click the speaker symbol and the sound of the word you type will appear. Google Translate also provided a sound input feature for users to pronounce the desired word, but the pronunciation must be clear and accurate. If the result is the same as the desired pronunciation, the results that appear on the screen are in accordance with the desired. This feature can help students during pronunciation learning process.

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<sup>25</sup> Wisdayansyah, *EFL Students' Attitudes on Using Google Translate in Writing Class at IAIN Palangkaraya*, Thesis, (Palangkaraya : IAIN Palangkaraya, 2019), 23-24

### C. Framework

Pronunciation is the study of how we pronounce or produce the sound of word, so that others can understand what we talking about. In this research, the researcher focused on vowels sound, especially short and long vowels by using Google Translate Application. Divided into two groups, the first was an experimental class. In the experimental class, the researcher used Google Translate Application in teaching pronunciation. The second was a control class. In control class, the researcher didn't use Google Translate Application in teaching pronunciation. By using this application, students expected improve their pronunciation in short and long vowels sound.



#### **D. Hypothesis**

A hypothesis is a provisional conjecture that has yet to be proven true.<sup>26</sup>

The hypothesis of this research are as follows:

Alternative Hypothesis (Ha): Google Translate Application is effective to improve students' pronunciation in short and long vowels sound at the seventh grade students of SMP Negeri 3 Palu

Null Hypothesis (H0): Google Translate Application is not effective to improve students' pronunciation in short and long vowels sound at the seventh grade students of SMP Negeri 3 Palu

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<sup>26</sup> Prof. Dr. A. Muri Yusuf. M.Pd., *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan Edisi Pertama*, (Indonesia : Kencana, 2014), 130

## CHAPTER III

### METHODOLOGY

#### A. Research Design

In this research, the researcher used quantitative research. Quantitative research is a research method used to examine certain populations or samples, collect data using research instruments and analyze quantitative/statistical data with the aim of testing predetermined hypothesis.<sup>1</sup> The researcher applied quasi-experimental because the researcher wanted to teach pronunciation by using Google Translate Application. A Quasi experimental design is a method used for finding the effect of treatment towards another control condition.<sup>2</sup> The design involved two categories, divided into experimental class and control class. The experimental class was the class that received pronunciation learning by using Google Translate Application. The control class was the class that did not receive pronunciation learning by using Google Translate Application.

To view the results, the two classes gave pre-test and post-test. The goal of the test was to found out the improvement students' ability and to compare the significant results of the two classes before and after treatment by using Google Translate Application. The following table shows the pre-test and post-table :

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14 <sup>1</sup> Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Penerbit Alfabeta, 2015)

<sup>2</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rhineka Cipta, 1990) 22

Quasi-Experimental Design<sup>3</sup>

Pre and Post Test Design

Time

**Table 3.3 Quasi-Experimental Design**

Select Controlled Group	Pre-test	No treatment (conventional method)	Post test
Select Experimental Group	Pre-test	Experimental Treatment (using Google Translate Application)	Post test

Based on the table 3.1, it can be seen that the researcher conducted pre test to the two groups. The experimental group was class 7 K, while the control group was class 7 I.

## B. Population and Sample

### 1. Population

Population is a group of people or things that attract researcher and an object to generalize the result of the research.<sup>4</sup> The population of this research was

<sup>3</sup> John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (USA : Pearson Educational Inc, 2012), 310

<sup>4</sup> Jack R. Fraenkel, Norman E. Wallen, Helen H. Hyun, *How to Design and Evaluate Research in Education Eight*, (New York:Mc Graw Hill, 2012), 68

the seventh grade of SMP Negeri 3 Palu. The total numbers of population were 352 students.

**Table 3.4**

**The Population of Students**

No.	Classes	Populations
1	VII A	32
2	VII B	32
3	VII C	32
4	VII D	32
5	VII E	32
6	VII F	32
7	VII G	32
8	VII H	32
9	VII I	32
10	VII J	32
11	VII K	32

## 2. Sample

Sample is a group in research study on which information is obtained.<sup>5</sup>

The sampling technique used in this research was purposive sampling. Purposive

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<sup>5</sup> *Ibid*, 100

sampling is a sample selected specifically based on research objectives.<sup>6</sup> The objective of this research was to find out whether the use of google translate application effective improve or not students' pronunciation in short and long vowel sounds at the 7<sup>th</sup> grade students of SMP Negeri 3 Palu.

The samples of this research were students of VII SMP Negeri 3 Palu. Sample of this research was two classes, they divided in two groups. The first group was class K consisted of 29 students as an experimental group and the second group was class I consisted of 30 students as a control group. In addition, based on the criteria, the researcher chose two classes as samples because they were at the same grade, they have the same English skills and based on the teacher assigned to guided the researcher taught in the two classes.

### C. Research Variable

This research consisted of two variables such as an independent and dependent variable. The independent variable was Google Translate Application and the dependent variable was improving students' pronunciation.

### D. Operational Definition

1. Pronunciation is the study of how to pronounce or produce the sound of a word, so that others can understand what is being talking about.
2. Vowel sound is a sound that you pronounce with your mouth open, such as a, I, u, e, o.
3. Short vowel is a short sound. Short vowels consist of /ɪ/, /æ/, /e/, /ʌ/, /ə/, /ɒ/ and /ʊ/.

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<sup>6</sup> Hardani, S.Pd., M.Si, DKK, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020), 368

4. Long vowel is a long sound. Long vowels consist of /i:/, /u:/, /ɑ:/, /ɔ:/, and /ɜ:/
5. Google Translate is a free machine translation provided by Google to translate one language into another language. It can also help users know how to pronounce the words they want to say.

#### **E. Research Instrument**

Obtaining the data, the researcher used test as instrument. A test, in simple terms is a method of measuring a persons' ability, knowledge or performance in a given domain.<sup>7</sup> In this case, the researcher gave pre test and post test to students in the form of oral test.

#### **F. Techniques of Data Collection**

The researcher used pre test, treatment and post test to collect data of the research.

##### **1. Pre test**

The pre test conducted at the first meeting before students get a treatment. It aimed to measure students' ability in pronunciation. In the pre test, the researcher gave oral test, then the researcher asked students to pronounce 15 English words and 5 sentences.

##### **2. Treatment**

The experimental group received a treatment of pronunciation learning by using Google Translate Application, while the control group there was no treatment to be applied in that class. After the researcher gave pre test, the

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<sup>7</sup> H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, (New York: San Fransisco State University Press, 2004), 3

researcher did the treatment 4 meetings by using google translate application as a media for learning pronunciation in the experiment group. Firstly, the researcher explained the objective learning that achieved and gave materials that was studied. The researcher provided a list of words for them to pronounce. The researcher gave example how to use Google Translate Application. Then, the researcher explained about pronunciation, especially short and long vowel sounds. During this process, students practiced how the vowel sounds and the word pronounced with the help of Google Translate and practiced it by themselves. Students used Google Translate to found out how to pronounce it. Students gave the opportunity to listen and learn to repeat for 15 minutes to found out the pronunciation of these words. While in control class, the researcher provided a list of words, along with writing how to pronounced it. Then, the researcher called the students one by one, to asked students to repeated the words accurately.

### 3. Post test

Post test is conducted in order to know any improvement and difference in both experimental group and control group during pronunciation learning. Students gave a post test that is the same as for the pre test. It aimed to knew how far the students' improvement in pronunciation by using Google Translate application. The researcher gave students an oral test to pronounce 15 English words and 5 sentences.

## G. The Technique of Data Analysis

To analyze the data, the researcher used the procedure as follows:

### 1. Scoring Rubric of Pronunciation Test.<sup>8</sup>

**Table 3.5**

#### **Rubric of Pronunciation**

<b>INTELLIGIBILITY</b>	4	Produces clear sound in every word
	3	Produces a very few unclear sound in certain word
	2	Produces some unclear sound in some words
	1	Most of the words are produces unclearly
<b>FLUENCY</b>	4	The sentences are pronounced fluently without any hesitation
	3	The sentences are pronounced fluently but there is little hesitation
	2	Pauses for a while in some words showing hesitation
	1	Too many causes in most of the words showing hesitation
<b>ACCURACY</b>	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding
	1	Most of the words are pronounced inaccurately so it causes misunderstanding

(Adapted from: Prof. Dr. M. Soenardi Djiwandono, *Tes Bahasa: Pegangan*

*Bagi Para Pengajar Bahasa*, (Malang: PT. Macanan Jaya Cemerlang).

<sup>8</sup> Prof. Dr. M. Soenardi Djiwandono, *Tes Bahasa: Pegangan Bagi Para Pengajar Bahasa*, (Malang: PT. Macanan Jaya Cemerlang).

2. The researcher used the score of the individual score of pre-test and post-test by Arikunto:<sup>9</sup>

$$\Sigma = \frac{x}{N} \times 100$$

Where:

$\Sigma$  : Standard Score

X : Obtained Score

N : Maximum Score

100 : Constant Score

3. Classifying students' scores

**Table 3.6**

**Classify Students' Score**

<b>Final score</b>	<b>Category</b>
86-100	Excellent
71-85	Good
56-70	Enough
$\leq 55$	Poor

Source: Scala assessment based on the rule of education and culture minister 104 in 2014.<sup>10</sup>

<sup>9</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006)

<sup>10</sup> Siti Wachidah, DKK, *Buku Guru Bahasa Inggris When English Rings a Bell*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, Edisi Revisi 2017), 22

4. The mean score of the students' achievement:

$$\chi = \frac{\Sigma X}{N}$$

Where :

$\chi$  : Mean score

$\Sigma \chi$  : The sum of all score

N : The total number of sample<sup>11</sup>

Then, the researcher will determine the square deviation score by using the formula designed by Arikunto (2010:335)

$$\text{Experiment class } \Sigma x^2 \chi = \Sigma \chi^2 - \frac{(\Sigma \chi)^2}{N}$$

$$\text{Control class } \Sigma y^2 y = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

Where:

$\Sigma x^2 \chi$ : the sum of the square deviation

$\Sigma \chi^2$  : the sum of deviation

N : a total of students<sup>12</sup>

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<sup>11</sup> Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2004), 88

<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian: Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), 335

After determined the score of square deviation, the researcher computed them using the formula proposed:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

*t*: test

*Mx*: Mean of experiment group

*My*: Mean of control group

*Nx*: the total of students experiment group

*Ny*: the total of students control group

$\sum x^2$ : Deviation of experiment group

$\sum y^2$ : Deviation of control group<sup>13</sup>

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<sup>13</sup> Ibid, 356

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### **A. Research Finding**

In this section, the researcher discussed the findings of the pronunciation test scores, which was completed by the class 7 I and class 7 K. The experimental class received a treatment of pronunciation learning by using Google Translate Application in class 7 K as experimental class. While in class 7 I as control class, the researcher provided a list of words along with writing how to pronounce that words. The control class did not receive pronunciation learning by using Google Translate Application. Before treatment, students had to take an oral test as pre-test, which consisted of pronounce 15 English words and 5 sentences to know their ability in pronunciation. After four conducted the treatment, the researcher gave post-test to know any improvement and difference in both experimental class and control class during pronunciation learning. The data collected from 59 students at the seventh grade students of SMP Negeri 3 Palu. The data were analyzed in 4 steps. The first step, the researcher gave the pronunciation test pre-test and post-test by using individual score by Arikunto. The second, the researcher calculated mean score of students by Sukardi. The third, the researcher determined the deviation and square deviation score by using the formula designed by Arikunto (2006:306). The last, the researcher tested the hypothesis to determine whether it was accepted or rejected.

### 1. The Result of Pre-test

The researcher gave pre test in the experiment group (class 7 K) on Saturday 15<sup>th</sup> of October 2022 and in control group (class 7 I) on Tuesday 11<sup>th</sup> of October 2022.

**Table 4.7**

**The Result of Students' Pre-test in Experimental Class**

No	Initial	Pre-test						Score	Classification
		INT	FLU	ACC	Total	Max Score			
1	AZ	2	1	1	4	12	33.33	Poor	
2	AJN	2	1	1	4	12	33.33	Poor	
3	ASR	3	3	1	7	12	58.33	Enough	
4	BSL	2	2	1	5	12	41.66	Poor	
5	DDW	3	2	2	7	12	58.33	Enough	
6	FSA	3	3	2	8	12	66.66	Enough	
7	GAQ	2	2	1	5	12	41.66	Poor	
8	IMI	3	3	2	8	12	66.66	Enough	
9	KSF	3	3	2	8	12	66.66	Enough	
10	MDF	2	2	1	5	12	41.66	Poor	
11	MAF	2	2	2	6	12	50	Poor	
12	MI	1	1	1	3	12	25	Poor	
13	NDY	1	1	1	3	12	25	Poor	
14	NS	2	2	1	5	12	41.66	Poor	
15	NM	4	3	3	10	12	83.33	Good	
16	NZR	3	3	2	8	12	66.66	Enough	
17	NAP	3	2	3	8	12	66.66	Enough	
18	NH	2	1	2	5	12	41.66	Poor	
19	RAZ	1	1	1	3	12	25	Poor	

20	RFP	2	2	1	5	12	41.66	Poor
21	RAR	3	2	2	7	12	58.33	Enough
22	RI	1	1	1	3	12	25	Poor
23	RFD	2	1	1	4	12	33.33	Poor
24	SAA	3	3	3	9	12	75	Good
25	SNH	3	3	3	9	12	75	Good
26	SR	2	2	2	6	12	50	Poor
27	SYL	3	3	1	7	12	58.33	Enough
28	TZ	3	3	2	8	12	66.66	Enough
29	WS	3	2	3	8	12	66.66	Enough
<b>Total</b>							<b>148.32</b>	
<b>Mean</b>							<b>51.14</b>	<b>Poor</b>

Based on the data shown in table 4.4, it can be seen that the highest score of the experimental class in the pre-test was 83.33, while the lowest score was 25. From the result students' pre-test in experimental class there were three students who got good score (10.34%), eleven students who got enough score (37.93%), fifteen students who got poor score (51.72%).

Based on the results of pre-test, the students failed to pronounced a word. Many students pronounced the word based on what is written. Most of the words were pronounced inaccurately, so it affected misunderstandings. Students pronounced a few words with pauses showing hesitation and they did not understand what was vowel sounds especially short and long vowel sounds.

After calculating the students' total score, the researcher computed the students' mean by using formula the below:

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

$$\bar{x} = \frac{148.32}{29}$$

$$\bar{x} = 51.14$$

Based on the data above, it can be seen mean score of the pre-test in experiment class was 51.14 it was poor category. After calculating the data, the researcher calculating the students' mean score of the pre-test in control class.

**Table 4.8**  
**The Result of Students' Pre-test in Control Class**

No	Initial	Pre-test						Classification
		INT	FLU	ACC	Total	Max Score	Score	
1	AR	2	2	1	5	12	41.66	Poor
2	APR	1	1	1	3	12	25	Poor
3	BS	3	2	3	8	12	66.66	Enough
4	FP	2	2	1	5	12	41.66	Poor
5	MR	2	1	1	4	12	33.33	Poor
6	MSY	1	1	1	3	12	25	Poor
7	MF	1	1	1	3	12	25	Poor
8	MJ	3	3	2	8	12	66.66	Enough
9	DM	3	2	1	6	12	50	Poor
10	MFI	2	2	2	6	12	50	Poor
11	FA	3	2	1	6	12	50	Poor
12	NS	2	2	2	6	12	50	Poor
13	RM	3	2	2	7	12	58.33	Enough
14	RSD	1	2	1	4	12	33.33	Poor
15	SRL	3	2	2	7	12	58.33	Enough
16	UH	3	2	2	7	12	58.33	Enough
17	ANS	3	3	2	8	12	66.66	Enough

18	BM	2	2	1	5	12	41.66	Poor
19	CA	4	3	3	10	12	83.33	Good
20	DN	1	1	1	3	12	25	Poor
21	CAN	4	3	2	9	12	75	Good
22	JP	3	3	3	9	12	75	Good
23	KKM	3	2	3	8	12	66.66	Enough
24	MMP	2	2	2	6	12	50	Poor
25	NR	2	1	1	4	12	33.33	Poor
26	NKF	3	3	2	8	12	66.66	Enough
27	SA	1	2	2	5	12	41.66	Poor
28	SR	1	1	1	3	12	25	Poor
29	MRM	3	2	2	7	12	58.33	Enough
30	MAG	3	2	2	7	12	58.33	Enough
<b>Total</b>							<b>149.99</b>	
<b>Mean</b>							<b>49.99</b>	<b>Poor</b>

Based on the data shown in table 4.5, it can be seen that the highest score of the control class in the pre-test was 83.33, while the lowest score was 25. From the result students' pre-test in control class there were three students who got good score (10%), ten students who got enough score (33.33%) and seventeen students who got poor score (56.66%).

Based on the result of pre-test, the students failed to pronounce a word. Many students pronounced the word based on what is written. Most of the words were pronounced inaccurately, so it affected misunderstandings. Students pronounced a few words with pauses showing hesitation and they did not understand what was meant by vowel sounds especially, short and long vowel

sounds. After calculating the students' total score, the researcher computed the students' mean by using formula the below:

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

$$\bar{X} = \frac{149.99}{30}$$

$$\bar{X} = 49.99$$

Based on the data above, it can be seen mean score of the pre-test in control group was 49.99 it was poor category. After calculating the data, the researcher calculating the students' mean score of the post-test in experimental class.

## 2. The Result of Post-test

The researcher gave post-test in the experiment class (class 7 K) on 05<sup>th</sup> November 2022 and in control class (class 7 I) on 01<sup>st</sup> October 2022.

**Table 4.9**

### The Result of Post-test in Experimental Class

No	Initial	Post-test						
		INT	FLU	ACC	Total	Max Score	Score	Classification
1	AZ	3	3	2	8	12	66.66	Enough
2	AJN	3	2	2	7	12	58.33	Enough
3	ASR	3	3	3	9	12	75	Good
4	BSL	3	2	2	7	12	58.33	Enough
5	DDW	3	3	3	9	12	75	Good
6	FSA	3	3	3	9	12	75	Good
7	GAQ	4	3	3	10	12	83.33	Good
8	IMI	4	3	4	11	12	91.66	Excellent
9	KSF	4	4	3	11	12	91.66	Excellent

10	MDF	3	2	2	7	12	58.33	Enough
11	MAF	3	3	3	9	12	75	Good
12	MI	3	2	2	7	12	58.33	Enough
13	NDY	3	2	2	7	12	58.33	Enough
14	NS	4	3	2	9	12	75	Good
15	NM	4	4	4	12	12	100	Excellent
16	NZR	3	3	4	11	12	91.66	Excellent
17	NAP	4	3	3	10	12	83.33	Good
18	NH	3	3	3	9	12	75	Good
19	RAZ	3	2	2	7	12	58.33	Enough
20	RFP	3	3	2	8	12	66.66	Enough
21	RAR	4	4	3	11	12	91.66	Excellent
22	RI	3	2	3	8	12	66.66	Enough
23	RFD	3	2	2	7	12	58.33	Enough
24	SAA	4	4	3	11	12	91.66	Excellent
25	SNH	4	4	3	11	12	91.66	Excellent
26	SR	4	3	3	10	12	83.33	Good
27	SYL	3	3	3	9	12	75	Good
28	TZ	4	3	3	10	12	83.33	Good
29	WS	4	4	3	11	12	91.66	Excellent
<b>Total</b>							<b>220.82</b>	
<b>Mean</b>							<b>76.14</b>	<b>Good</b>

Based on the table 4.6, the highest score of post-test in the experimental class was 100, while the lowest score was 58.33. From the result students' post-test in control class there were eight students who got excellent score (27.58%), eleventh students who got good score (37.93), ten students who got enough score (34.48%). Therefore, it can be concluded that the score of post test in experimental class was higher than the score of pre-test.

The students pronounced the words clearly and fluently. Students pronounced nearly whole words accurately and only few words pronounced inaccurately, so that it did not cause any misunderstanding.

After calculating the data, the researcher calculating the students' mean score of the post-test in control class.

**Table 4.10**

**The Result of Post-test in Control Class**

No	Initial	Post-test						Classification
		INT	FLU	ACC	Total	Max Score	Score	
1	AR	2	2	2	6	12	50	Poor
2	APR	2	2	2	6	12	50	Poor
3	BS	4	3	3	10	12	83.33	Good
4	FP	3	2	2	7	12	58.33	Enough
5	MR	2	2	2	6	12	50	Poor
6	MSY	2	2	2	6	12	50	Poor
7	MF	2	2	2	6	12	50	Poor
8	MJ	3	3	3	9	12	75	Good
9	DM	3	2	2	7	12	58.33	Enough
10	MFI	3	2	3	8	12	66.66	Enough
11	FA	3	2	2	7	12	58.33	Enough
12	NS	4	3	2	9	12	75	Good
13	RM	3	3	3	9	12	75	Good
14	RSD	2	2	2	6	12	50	Poor
15	SRL	4	3	2	9	12	75	Good
16	UH	4	3	3	10	12	83.33	Good
17	ANS	4	3	4	11	12	91.66	Excellent
18	BM	3	3	2	8	12	66.66	Enough

19	CA	4	3	4	11	12	91.66	Excellent
20	DN	3	2	2	7	12	58.33	Enough
21	ACN	4	3	3	10	12	83.33	Good
22	JP	4	3	3	10	12	83.33	Good
23	KKM	3	3	3	9	12	75	Good
24	MMP	4	4	3	11	12	91.66	Excellent
25	NR	2	2	2	6	12	50	Poor
26	NKF	4	3	3	10	12	83.33	Good
27	SA	3	2	2	7	12	58.33	Enough
28	SR	3	2	2	7	12	58.33	Enough
29	MRM	4	3	3	10	12	83.33	Good
30	MAG	4	3	3	10	12	83.33	Good
<b>Total</b>							<b>206.65</b>	
<b>Mean</b>							<b>68.88</b>	<b>Enough</b>

Based on the table 4.7, the highest score of post-test in the control class was 91.66, while the lowest score was 50. From the result students' post-test in control class there were three students who got excellent score (30%), twelve students who got good score (36.66%), eight students who got enough score (26.66%) and seven students who got poor score (23.33%).

The students pronounced the words clearly and fluently. Students pronounced nearly whole words accurately and only few words pronounced inaccurately, so that it did not cause any misunderstanding. Therefore, it can be concluded that the score of post test in control class was higher than the score of pre-test.

After calculating the students' total score of the post-test, the researcher calculated the students' mean score by using formula the below:

$$\chi = \frac{\Sigma\chi}{N}$$

$$\chi = \frac{206.65}{30}$$

$$\chi = 68.88$$

After calculating data, can be seen the students' mean score of the control class was 68.88 it was enough category.

### 3. The Result of Deviation and Square Deviation

**Table 4.11**

**The Result of Deviation and Square Deviation in Control Class**

No	Initial	Scores		Deviation (D)	Square deviation (D <sup>2</sup> )
		Pre-test	Post-test		
1	AR	41.66	50	8.34	69.38
2	APR	25	50	25	625
3	BS	66.66	83.33	16.67	277.88
4	FP	41.66	58.33	16.67	277.88
5	MR	33.33	50	16.67	277.88
6	MSY	25	50	25	625
7	MF	25	50	25	625
8	MJ	66.66	75	8.34	69.55
9	DM	50	58.33	8.33	69.38
10	MFI	50	66.66	16.66	277.55
11	FA	50	58.33	8.33	69.38
12	NS	50	75	25	625
13	RM	58.33	75	16.67	277.88
14	RSD	33.33	50	16.67	277.88
15	SRL	58.33	75	16.67	277.88

16	UH	58.33	83.33	25	625
17	ANS	66.66	91.66	25	625
18	BM	41.66	66.66	25	625
19	CA	83.33	91.66	8.33	69.38
20	DN	25	58.33	33.33	111.08
21	CAN	75	83.33	8.33	69.38
22	JP	75	83.33	8.33	69.38
23	KKM	66.66	75	8.34	69.55
24	MMP	50	91.66	41.66	173.55
25	NR	33.33	50	16.67	277.88
26	NKF	66.66	83.33	16.67	277.88
27	SA	41.66	58.33	16.67	277.88
28	SR	25	58.33	33.33	111.08
29	MRM	58.33	83.33	25	625
30	MAG	58.33	83.33	25	625
<b>Total Scores</b>				$\Sigma \bar{y} = 566.68$	$\Sigma \bar{y}^2 = 935.45$

Based on the table above, can be seen that the highest score of deviation in control class was 41.66 and the highest score of square deviation was 277.88.

To get the result of deviation, the score of post-test was reduce by the score of pre-test

**Table 4.12**

**The Result of Deviation and Square Deviation in Experimental Class**

No	Initial	Scores		Deviation (D)	Square deviation (D <sup>2</sup> )
		Pre-test	Post-test		
1	AZ	33.33	66.66	33.33	111.08
2	AJN	33.33	58.33	25	625
3	ASR	58.33	75	16.67	277.88

4	BSL	41.66	58.33	16.67	277.88
5	DDW	58.33	75	16.67	277.88
6	FSA	66.66	75	8.34	69.55
7	GAQ	41.66	83.33	41.67	173.63
8	IMI	66.66	91.66	25	625
9	KSF	66.66	91.66	25	625
10	MDF	41.66	58.33	16.67	277.88
11	MAF	50	75	25	625
12	MI	25	58.33	33.33	111.08
13	NDY	25	58.33	33.33	111.08
14	NS	41.66	75	33.34	111.15
15	NM	83.33	100	16.67	277.88
16	NZR	66.66	91.66	25	625
17	NAP	66.66	83.33	16.67	277.88
18	NH	41.66	75	33.34	111.15
19	RAZ	25	58.33	33.33	111.08
20	RFP	41.66	66.66	25	625
21	RAR	58.33	91.66	33.33	111.08
22	RI	25	66.66	41.66	173.55
23	RFD	33.33	58.33	25	625
24	SAA	75	91.66	16.66	277.55
25	SNH	75	91.66	16.66	277.55
26	SR	50	83.33	33.33	111.08
27	SYL	58.33	75	16.67	277.88
28	TZ	66.66	83.33	16.67	277.88
29	WS	66.66	91.66	25	625
<b>Total Scores</b>				$\sum \chi = 725.01$	$\sum \chi^2 = 908.36$

Based on the table above, can be seen that the highest score of deviation was 41.67 and highest score of square deviation was 277.88. To get the result of deviation, the score of post-test was reduce by the score of pre-test.

The researcher calculated the score deviation of both class after obtaining the scores deviation and square deviation of the control class and experimental class by using the formula:

$$My = \frac{\Sigma y}{N}$$

$$= \frac{566.68}{30}$$

$$= 18.88$$

$$Mx = \frac{\Sigma x}{N}$$

$$= \frac{725.01}{29}$$

$$= 25.00$$

After calculating the sum of score deviation, the researcher calculated the sum of square deviation of both control and experimental class by using the formula:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma y)^2}{N}$$

$$= 935.45 - \frac{(566.68)^2}{30}$$

$$= 935.45 - \frac{321.12}{30}$$

$$= 935.45 - 10.70$$

$$= 924.75$$

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma x)^2}{N}$$

$$= 908.36 - \frac{(725.01)^2}{29}$$

$$= 908.36 - \frac{525.63}{29}$$

$$= 908.36 - 181.25$$

$$= 727.11$$

After that, the researcher calculated the t-test to know significance difference between control and experimental class:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{25.00 - 18.88}{\sqrt{\left(\frac{727.11 + 924.75}{29 + 30 - 2}\right)\left(\frac{1}{29} + \frac{1}{30}\right)}}$$

$$t = \frac{6.12}{\sqrt{\left(\frac{165.18}{57}\right)\left(\frac{29}{870} + \frac{30}{870}\right)}}$$

$$t = \frac{6.12}{\sqrt{\left(\frac{2.897}{57}\right)\left(\frac{59}{870}\right)}}$$

$$t = \frac{6.12}{\sqrt{(50.82)(0.06)}}$$

$$t = \frac{6.12}{\sqrt{(3.04)}}$$

$$t = \frac{6.12}{1.74}$$

$$t = 3.51$$

#### 4. Testing hypothesis

The final step is hypothesis testing, the researcher had to test the hypothesis after analyzing data. The researcher tested the hypothesis to determine whether it was accepted or rejected. If t-tested value was higher than t-table value, it means that hypothesis alternative (Ha) was accepted or that there were significant differences in dependent variable. In this case, the use of google

translate application can improve students' pronunciation at the seventh grade of SMP Negeri 3 Palu, especially in short and long vowel sounds. Furthermore, if t-tested was lower than t-table, it means hypothesis null ( $H_0$ ) was rejected or there were significant differences in dependent variable. In this case, the use of google translate application can not improve students' pronunciation at the seventh grade of SMP Negeri 3 Palu.

In ordered to know, whether the hypothesis was accepted or rejected. The researcher continued by counting the t-table. The researcher applied formula degree of freedom (df) ( $N_x + N_y - 2$ ) to found that t-tested of this research, the by calculated t-table by using level significance 0.05 as follows:

$$\begin{aligned} \text{Degree of freedom} &= N_x + N_y - 2 \\ &= 29 + 30 - 2 \\ &= 57 \\ \text{Df } 57 &= 1.672 \end{aligned}$$

Based on the result of data analysis above, it can be seen t-table was 1.672, while t-test was 3.51. It means, it was accepted. In this case, the use of google translate application effective improve students' pronunciation at the 7<sup>th</sup> grade of SMP Negeri 3 Palu.

## **B. Discussion**

In doing this research, firstly the researcher delivered a research permit to the principal and met English teacher on 07<sup>th</sup> October 2022 to discussed about timing of the research. Then, the teacher asked the researcher to enter the class on

11<sup>th</sup> October 2022 in control class. While in experimental class was given on 15<sup>th</sup> October 2022. The researcher conducted the pre-test for students before giving the treatment. It aimed to find out students' ability in pronunciation. In the pre test, the researcher gave oral test, the researcher called students one by one and asked to pronounce 15 English words and 5 sentences.

Based on the result of pre-test, the researcher found that the students found some errors in pronouncing English vowels. The students did not know how to pronounce the words provided. They only pronounced the word based on what is written in the text. The students pronounced the words unclearly and not fluently. Then, it affected their accuracy in pronouncing the words. Thus, the students did not feel confident to pronounce the words. For example, the word "need" was pronounce "ned" instead of /ni:d/ and the word "cup" was pronounce "cup" instead of /cʌp/. After got the problems, the researcher gave the treatments to experimental class. The treatment was four times by using Google Translate Application as a media for learning pronunciation and taught based on the lesson plan. While in control class, there was no media for learning pronunciation. The researcher provided a list of words and written how to pronounced it and taught based on the lesson plan.

The experimental class received a treatment of pronunciation learning by using Google Translate Application started from on 18<sup>th</sup> October-31<sup>st</sup> October 2022 . Firstly, the researcher explained the objective learning that achieved and gave materials that studied. Every meeting, the researcher discussed 3 vowel sounds. Then, the researcher gave example about how to use Google Translate

Application. After that, the researcher explained about pronunciation, especially short and long vowel sounds. Students used Google Translate Application to find out how to pronounce it. First day of treatment discussed about sounds /i:/, /I/ and /e/ on 18<sup>th</sup> October 2022. Second day of treatment discussed about sounds /ə/, /ɔ:/ and /u:/ on 22<sup>nd</sup> October 2022. Third day of treatment discussed about sounds /ɒ/, /ɜ:/ and /ɑ:/ on 25<sup>th</sup> October 2022. The last day of treatment discussed about sounds /æ/, /ʌ/ and /ʊ/ on 31<sup>st</sup> October 2022.

While in control class, the researcher conveyed material along with writing how to pronounce it without the help of Google Translate Application started from on 18<sup>th</sup> October-28<sup>th</sup> October 2022.

After giving the treatments, the researcher gave the post-test to both classes. It aimed to know any improvement and difference in both experiment class and control class during pronunciation learning. The post-test was given on 05<sup>th</sup> November 2022 in experimental class, while in control class was given on 01<sup>st</sup> October 2022. The researcher found some progress in the students' pronunciation. They can pronounce the words clearly and can pronounce vowel sounds accurately. The students knew how to pronounce the words provided.

The researcher computed the result of post-test of both class. The mean score of the experimental class was 76.14 and the control class was 68.88. There was an improvement of the result of experimental class that was 25. It was raised up from 51.14 to 76.14 it was good category. By looking at the improvement, the researcher concluded that Google Translate Application was useful in improving pronunciation ability.

From the data analysis, the researcher concluded that learning pronunciation by using Google Translate Application was useful in improving the students' pronunciation ability, especially in short and long vowel sounds. Google Translate Application as media can help students to practice their pronunciation anytime and anywhere. It was proved by the students' score in the post-test of experimental class. It showed that there was a significant improvement on students' pronunciation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on research finding, the researcher concluded that the use of Google Translate Application is effective to improve students' pronunciation in short and long vowel sounds at the seventh grade of SMP Negeri 3 Palu. Before did the treatment by using Google Translate Application, the mean score of experimental class was 51.14. Then, after the treatment the researcher gave the post-test and it was reached 76.14. In addition, the result of data analysis indicated that the research hypothesis was accepted. It was analyzed by comparing the score of t-test and t-table. The result of t-test was 3.51, while t-table was 1.672. It means, that the use of Google Translate Application is effective to improve students' pronunciation in short and long vowel sounds at the seventh grade students of SMP Negeri 3 Palu.

#### B. Suggestion

The use of Google Translate Application for learning pronunciation as media was proved to have helped learn pronunciation. This media was identified to be use anytime and anywhere. Furthermore, this media help resolved their difficulties in pronouncing English words. The researcher made the following suggestions:

1. Teachers may use this media in teaching activities to improve students' pronunciation. It is because Google Translate Application can help students to improve their accurate pronounce.

2. Students should often practice their pronunciation. Google Translate Application is very easy and useful to improve pronunciation. This media can be use anytime and anywhere, so the students can use it whenever they want to learn.
3. The result of this research can be used as a reference for similar research in different context in the future.

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## LESSON PLAN

**School** : SMP Negeri 3 Palu City

**Subject** : English

**Class/Semester** : VII/1

**Topic** : I'm Proud of Indonesia

**Allocation of Time** : 3 x 40 Minutes

### A. Standar Competence :

KI 1 dan KI 2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan global

KI 3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahun tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Basic Competence

3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

### C. Learning Objectives :

After following the learning process, students are expected to be able to:

- Pronounce vowels sound /i:/, /I/, /e/ correctly
- Pronounce the words that have been provided with clear pronunciation

### D. Learning Media and Learning Resources :

- Media : Marker, Whiteboard, Worksheet, Handphones, Google Translate
- Learning Resources : 2013 Curriculum Supporting Book for English Subject When English Rings The Bell, Class VII, Ministry of Education and Culture.

### E. Learning Material :

#### Vowels Sound /i:/, /I/, /e/

- 1) Sound /i:/ diucapkan dengan cara melebarkan bibir seperti tersenyum lebar. Perlu adanya tekanan dan durasi panjang ketika mengucapkan sound ini. Contoh kata see
- 2) Sound /I/ diucapkan dengan cara menurunkan rahang bawah sedikit. Bibir tidak perlu dibuka lebar dan tidak perlu adanya penekanan ketika mengucapkan sound ini. Contoh kata : big
- 3) Sound /e/ diucapkan dengan cara setengah tersenyum dan ucapkan dengan bunyi yang pendek. Contoh kata: pen

#### Borobudur Temple

Borobudur **temple** is one of the most beautiful tourist resorts in Indonesia. It is situated in **central** Java. Borobudur temple is one of the **seven** wonders of the world **which needs to be** preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was **built** by Syailendra Dynasty during the *eighth century*. *It needed more than two million river stones. It is the biggest temple in the world.* After going into some **restorations**, Borobudur is **visited** by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple **because** of its **beauty**, its **elegance** and the story of the **relief** on its walls.

**Please use Google Translate application. Repeat as much as possible. Then, do it over and over. Until you know, how to pronounce each word.**

**List of word :**

Central	Be	Visit	Away
Temple	Built	Because	Speak
Seven	River	Beauty	English
Need	Biggest	Elegance	Language
Which	Restorations	Relief	Friend

**F. Teaching Methode :**

1. Technique : By Using Google Translate Application
2. Method : Communicative Language Teaching
3. Approach : Scientific Approach

**Meeting 1**

**Learning Activities :**

**a) Pre- Activity**

1. The teacher greets the students.
2. The teacher invites the students to pray.
3. The teacher checks the students' attendance list
4. The teacher explains the objective learning that will be achieved.
5. The teacher practices how to use google translate. For example, download first the application on google play store, Then open the application. Click English-Indonesian. Then type your words to translate. After that, you can check how to pronounce that words
6. The teacher gives a text related to the materials to be studied

**b) Main Activities**

**Observing**

1. The teacher explains about pronunciation and how to pronounce vowels sound /i:/, /I/, /e/ and example of the words by using Google Translate Application
2. The teacher asks students to pronounce vowels sound /i:/, /I/, /e/ example of the words by using Google Translate Application

**Questioning**

### **Questioning**

1. The teacher give the opportunity for students to ask about material has not been understood

### **Associating**

1. The teacher asks students to try how to pronounce the words that have been provided with the help of google translate

### **Communicating**

1. The teacher calls the students one by one
2. Students are asked to repeat the words with more attention to the vowels sound

### **c) Post Activities**

1. The teacher asks the students whether they have understood about the material or not.
3. The teacher concludes the materials
4. The teacher gives motivation to students
5. The teacher and students pray together to end the meeting

## LESSON PLAN

**School** : SMP Negeri 3 Palu City

**Subject** : English

**Class/Semester** : VII/1

**Topic** : I'm Proud of Indonesia

**Allocation of Time** : 3 x 40 Minutes

### A. Standar Competence :

KI 1 dan KI 2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan global

KI 3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahun tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Basic Competence

3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

### C. Learning Objectives :

After following the learning process, students are expected to be able to:

- Pronounce vowels sound /ə/, /ɔ:/, /u:/ correctly
- Pronounce the words that have been provided with clear pronunciation

### D. Learning Media and Learning Resources :

- Media : Marker, Whiteboard, Worksheet, Handphones, Google Translate
- Learning Resources : 2013 Curriculum Supporting Book for English Subject When English Rings The Bell, Class VII, Ministry of Education and Culture.

### E. Learning Material :

#### Vowels Sound /ə/, /ɔ:/, /u:/

- 1) Sound /ə/ diucapkan dengan cara mulut terbuka sedikit dengan santai. Lidah berada pada posisi normal dan rahang bawah sedikit turun. Contoh kata Agree
- 2) Sound /ɔ:/ diucapkan dengan cara mulut sedikit terbuka. Bentuk bibir membulat menyerupai lingkaran dan sedikit maju. Ujung dan permukaan lidah tidak menyentuh apapun didalam mulut. Ucapkan bunyi sedikit panjang. Contoh kata : Always
- 3) Sound /u:/ diucapkan dengan cara mulut terbuka sedikit dengan posisi bibir dimajukan. Bibir didorong ke depan membentuk lingkaran kecil dan ucapkan bunyi sedikit panjang. Contoh kata: Blue

#### An Elephant

**Elephants** are the largest land animal in the world. They are from Asia and Africa. They are **herbivores**. They eat grass, leaves, branches and **fruit**. An elephant has a big body with **four** legs. It has large but thin ears and **small** eyes. It **also** has one long nose called trunk. It uses the trunk to lift the **food**. Its skin is grey and hairless. It has a short tail. Their habitat is **usually** in the **forest** or in the **zoo**. The elephants are strong animals. They can carry heavy **loads**.

**Please use Google Translate application. Repeat as much as possible. Then, do it over and over. Until you know, how to pronounce each word.**

**List of word :**

Also	Elephant	Usually	Cute
An	Four	Forest	Mood
Fruit	Herbivores	Call	Again
Food	Small	Hairless	Agree
Zoo	Loads	Awkward	Tall

**F. Teaching Methode :**

1. Technique : By Using Google Translate Application
2. Method : Communicative Language Teaching
3. Approach : Scientific Approach

**Meeting 2**

**Learning Activities :**

**a) Pre- Activity**

1. The teacher greets the students.
2. The teacher invites the students to pray.
3. The teacher checks the students' attendance list
4. The teacher explains the objective learning that will be achieved.
5. The teacher gives a text related to the materials to be studied

**b) Main Activities**

**Observing**

1. The teacher explains the material
2. The teacher explains how to pronounce vowels sound /ə/, /ɔ:/, /u:/ and example of the words by using Google Translate Application

3. The teacher asks students to pronounce vowels sound /ə/, /ɔ:/, /u:/ example of the words by using Google Translate Application

### **Questioning**

1. The teacher gives the opportunity for students to ask about material has not been understood

### **Associating**

1. The teacher asks students to try how to pronounce the words that have been provided with the help of google translate

### **Communicating**

1. The teacher calls the students one by one
2. Students are asked to repeat the words with more attention to the vowels sound

### **c) Post Activities**

1. The teacher asks the students whether they have understood about the material or not.
3. The teacher concludes the materials
4. The teacher gives motivation to students
5. The teacher and students pray together to end the meeting

## LESSON PLAN

**School** : SMP Negeri 3 Palu City

**Subject** : English

**Class/Semester** : VII/1

**Topic** : I'm Proud of Indonesia

**Allocation of Time** : 3 x 40 Minutes

### A. Standar Competence :

KI 1 dan KI 2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan global

KI 3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahun tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Basic Competence

3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

### C. Learning Objectives :

After following the learning process, students are expected to be able to:

- Pronounce vowels sound /ɒ/, /ɜ:/, /ɑ:/ correctly
- Pronounce the words that have been provided with clear pronunciation

### D. Learning Media and Learning Resources :

- Media : Marker, Whiteboard, Worksheet, Handphones, Google Translate
- Learning Resources : 2013 Curriculum Supporting Book for English Subject When English Rings The Bell, Class VII, Ministry of Education and Culture.

### E. Learning Material :

#### Vowels Sound /ɒ/, /ɜ:/, /ɑ:/

- 1) Sound /ɒ/ diucapkan dengan cara mulut terbuka. Turunkan rahang hingga bibir sedikit membulat dan ucapkan bunyi sedikit pendek. Contoh kata Office
- 2) Sound /ɜ:/ diucapkan dengan cara mulut sedikit terbuka. Bibir sedikit ke depan hamper membentuk lingkaran. Lidah ditarik ke belakang sehingga ujung depan lidah tidak menyentuh apapun, sedangkan sisi belakang lidah menempel pada langit-langit mulut. Contoh kata : Earth
- 3) Sound /ɑ:/ diucapkan dengan cara mulut sedikit terbuka. Rahang sedikit diturunkan. Lidah tidak berubah posisi, mengikuti gerakan rahang ke bawah. Contoh kata: Father

#### My Father

My **father** is a **doctor**. He is **thirty**-three years old. He has blue eyes with short black hair. He has **long arms** and long legs. He likes wearing a **sunglasses** and a shirt every time he goes out. He is very **hard worker**. He loves his family. The distance from the house and the **hospital** is very **far**, so he drives the **car** to the hospital. Before going to the hospital, my father always takes me to school. My father likes fruits. His favorite fruit is **orange**. My father loves bird. He has five different kinds of birds at home. Every Sunday morning, my father plays **guitar** while singing with his birds.

**Please use Google Translate application. Repeat as much as possible. Then, do it over and over. Until you know, how to pronounce each word.**

**List of word :**

Father	Worker	Guitar	Prefer
Thirty	Hospital	Arm	Start
Doctor	Far	Long	Calm
Sunglasses	Car	Orange	Large
Hard	Bird	Shirt	Operation

**F. Teaching Methode :**

1. Technique : By Using Google Translate Application
2. Method : Communicative Language Teaching
3. Approach : Scientific Approach

**Meeting 3**

**Learning Activities :**

**a) Pre- Activity**

1. The teacher greets the students.
2. *The teacher invites the students to pray.*
3. The teacher checks the students' attendance list
4. The teacher explains the objective learning that will be achieved.
5. The teacher gives a text related to the materials to be studied

**b) Main Activities**

**Observing**

1. The teacher explains the material
2. The teacher explains how to pronounce vowels sound /ɒ/, /ɜ:/, /ɑ:/ and example of the words by using Google Translate Application
3. The teacher asks students to pronounce vowels sound /ɒ/, /ɜ:/, /ɑ:/ example of the words by using Google Translate Application

### **Questioning**

1. The teacher gives the opportunity for students to ask about material has not been understood

### **Associating**

1. The teacher asks students to try how to pronounce the words that have been provided with the help of google translate

### **Communicating**

1. The teacher calls the students one by one
2. Students are asked to repeat the words with more attention to the vowels sound

### **c) Post Activities**

1. The teacher asks the students whether they have understood about the material or not.
3. The teacher concludes the materials
4. The teacher gives motivation to students
5. The teacher and students pray together to end the meeting

## LESSON PLAN

**School** : SMP Negeri 3 Palu City

**Subject** : English

**Class/Semester** : VII/1

**Topic** : This is My World

**Allocation of Time** : 3 x 40 Minutes

### A. Standar Competence :

KI 1 dan KI 2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan global

KI 3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahun tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Basic Competence

3.4 Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

### C. Learning Objectives :

After following the learning process, students are expected to be able to:

- Pronounce vowels sound /æ/, /ʌ/, /ʊ/ correctly
- Pronounce the words that have been provided with clear pronunciation

### D. Learning Media and Learning Resources :

- Media : Marker, Whiteboard, Worksheet, Handphones, Google Translate
- Learning Resources : 2013 Curriculum Supporting Book for English Subject When English Rings The Bell, Class VII, Ministry of Education and Culture.

### E. Learning Material :

#### Vowels Sound /æ/, /ʌ/, /ʊ/

- 1) Sound /æ/ diucapkan dengan cara mulut terbuka dengan ujung samping bibir melebar ke samping kanan dan kiri seperti bentuk senyuman. Contoh kata Angry
- 2) Sound /ʌ/ diucapkan dengan cara mulut sedikit terbuka dan ucapkan dengan bunyi sedikit pendek. Contoh kata : Up
- 3) Sound /ʊ/ diucapkan dengan cara mulut sedikit terbuka dengan santai. Bibir sedikit dimajukan, ujung sisi bibir kanan dan kiri tertutup. Contoh kata: Cook

There are many things in the living room. There is a big window. There are a pair of red curtains on the window. There is a big picture next to the window, to the right of it. There are three small pictures to the left of the window. There is a **gun** on the wall. There is a big sofa with a coffee table. There is a **black** carpet with the sofa. The coffee tables on the carpet. A **cup** of coffee is on the table. Next to the sofa, to the left, is a **cabinet**. There are a big television, a table **lamp** and a telephone on the cabinet. There are many packages beside television. Near the cabinet there is a green plant in a pot. There is a **book** shelf. It has two drawers at the bottom. There are many books in the shelf. There two **bags** in the top shelf.

**Please use Google Translate application. Repeat as much as possible. Then, do it over and over. Until you know, how to pronounce each word.**

**List of word :**

Book	Lamp	Lunch	Woman
Gun	Packages	Look	Cook
Black	Bag	Have	Took
Cup	Us	As	Sugar
Cabinet	Run	Would	Summer

**F. Teaching Methode :**

1. Technique : By Using Google Translate Application
2. Method : Communicative Language Teaching
3. Approach : Scientific Approach

**Meeting 4**

**Learning Activities :**

**a) Pre- Activity**

1. The teacher greets the students.
2. *The teacher invites the students to pray.*
3. The teacher checks the students' attendance list
4. The teacher explains the objective learning that will be achieved.
5. The teacher gives a text related to the materials to be studied

**b) Main Activities**

**Observing**

1. The teacher explains the material
2. The teacher explains how to pronounce vowels sound /æ/, /ʌ/, /ʊ/ and example of the words by using Google Translate Application
3. The teacher asks students to pronounce vowels sound /æ/, /ʌ/, /ʊ/ example of the words by using Google Translate Application

### **Questioning**

1. The teacher give the opportunity for students to ask about material has not been understood

### **Associating**

1. The teacher asks students to try how to pronounce the words that have been provided with the help of google translate

### **Communicating**

1. The teacher calls the students one by one
2. Students are asked to repeat the words with more attention to the vowels sound

### **c) Post Activities**

1. The teacher asks the students whether they have understood about the material or not.
3. The teacher concludes the materials
4. The teacher gives motivation to students
5. The teacher and students pray together to end the meeting

## PRE-TEST WORKSHEET

**Please pronounce the word below with correct pronunciation!**

1. Need
2. Built
3. Speak
4. Friend
5. Cute
6. Animal
7. Also
8. An
9. Elephant
10. Father
11. Thirty
12. Doctor
13. Black
14. Book
15. Cup

**Please pronounce sentences below with clear pronunciation!**

1. There is a big picture next to the window
2. Elephant eats grass, leaves, branches and fruit
3. My father plays guitar
4. His favorite fruit is orange
5. Borobudur temple is one of the most beautiful tourist resorts in Indonesia

## POST TEST WORKSHEET

**Please pronounce the word below with correct pronunciation!**

1. English
2. Language
3. Be
4. Which
5. Run
6. Sugar
7. Lamp
8. Cook
9. Car
10. Sunglasses
11. Awkward
12. Food
13. Lunch
14. Bird
15. Large

**Please pronounce the sentences below with clear pronunciation!**

1. My father is very hard worker
2. There is a gun on the wall
3. There are many packages beside television
4. Most of them admire Borobudur temple because of its beauty
5. There is an elephant in the zoo

### Distribusi Nilai T-table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

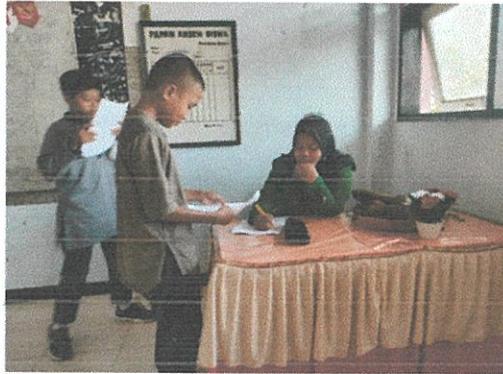
Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)



The researcher delivered a research permit to the principal of SMP Negeri 3 Palu



The researcher gave pre-test in experimental class



The researcher gave pre-test in control class



The researcher explained how to use google translate application



The students tried to use google translate application



The researcher taught based on lesson plan without google translate application in control class



The researcher gave post-test in experimental class



The researcher gave post-test in control class

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 590 TAHUN 2021

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2020-2021

MEMUTUSKAN

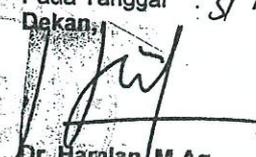
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. Andi Muhamad Dakhlan, S.Pd.I., M.Pd
2. Zuhra, S.Pd., M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Afifah Balqis
- NIM : 18.1.16.0040
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE EFFECT OF GOOGLE TRANSLATE APPLICATION TO IMPROVE VOCABULARY MASTERY OF 9 GRADE STUDENTS OF SMP NEGERI 3 PALU CITY

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 8 Agustus 2021

Dekan,

  
  
Dr. Hamlan, M.Ag  
NIP. 196906061998031002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : 4658 /Un.24/F.I/PP.00.9/10/2022

Palu, 4 Oktober 2022

Lampiran : -

Hal : Izin Penelitian Untuk  
Menyusun Skripsi

Yth. Kepala SMP NEGERI 3 PALU

Di

Tempat

*Assalamualaikum wr.wb.*

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Afifah Balqis  
NIM : 181160040  
Tempat Tanggal Lahir : Balikpapan, 10 Juli 1998  
Semester : IX (Sembilan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Lombok  
Judul Skripsi : THE USE OF GOOGLE TRANSATE APPLICATION TO  
IMPROVE STUDENTS' PRONUNCIATION AT THE  
SEVENTH GRADE STUDENTS OF SMP NEGERI 3 PALU  
No. HP : 085240730356

Dosen Pembimbing :

1. Andi Muh. Dakhalan, S.Pd., M.Pd.
2. Zuhra, S.pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.





PEMERINTAH KOTA PALU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 PALU



NSS : 201186001003

Alamat : Jl. Kemiri No. 35 Telp. 421992

Kelurahan : SIRANINDI  
Kecamatan : Palu Barat  
Kota : Palu

Propinsi : SULAWESI TENGAH  
Telp. : (0451) 421992  
Kode Pos : 94223

**SURAT KETERANGAN**

Nomor : KP.7/ 772 /421.3/ Pend

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Palu, menerangkan bahwa :

Nama : AFIFAH BALQIS  
NIM : 181160040  
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian di SMP Negeri 3 Palu,  
Pada tanggal 07 Oktober sd. 07 November 2022, dalam rangka penyusunan Skripsi dengan  
Judul :

**" THE USE OF GOOGLE TRANSLATE APPLICATION TO IMPROVE STUDENTS'  
PRONUNCIATION AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 3 PALU "**

Sesuai surat dari Dekan UIN Datokarama Palu, tanggal 04 Oktober 2022,  
Nomor : 4658/Un.24/F.I/PP.00.9/09/2022.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Palu, 14 November 2022

Kepala Sekolah,  
  
MASRI M. LAPENNA, S.Pd., M.Pd  
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## **Curriculum Vitae**

### **Personal Detail**

Name : Afifah Balqis  
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### **Education Background**

- 2005-2008 : SD Negeri 001 Balikpapan
- 2009-2011 : SD Negeri 020 Balikpapan
- 2011-2013 : Pondok Pesantren SMP Muhammadiyah 3 Al-Muhajidin Balikpapan
- 2013-2016 : SMK Negeri 3 Balikpapan  
Majoring of Business Manajemen