

CHAPTER I

INTRODUCTION

This chapter discuss the background of the research, statement of the problem, objective of the research, significance of the research, the scope of the research and operational definition of the research.

1.1 Background of the Research

Mahu (2012) states that English is the most spoken language around the world. 1 out of 5 persons understands it. In learning English, there are four skills that should be mastered. Those are listening, Speaking, reading, and writing. Speaking is the most important one of all because speaking is a productive skill and direct communication (Fu'adi, 2017). According to Dewi et al (2017) Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. While according to Klafrina (2013) says that speaking is an activity that includes people creating comprehensible sounds.

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

The old learning method is dominated by memorizing material without practice. This is less helpful for students in compiling long-term memory and training student creativity (Adilah, 2017). There is a great deal of change and convenience in learning English in this age because of the presence of technology. Current methodologies have changed due to the emergence of electronic tools and technology, technology provides new avenues for learners to explore the field of language learning. (Tabatabaei & Gui, 2011). The technology has dominant effects on all practices, especially in the modern era learning process, which gave us strength and weakness in the process of learning English. As we know, smart phones provide us with many advantages and convenience as learners can study and practice more easily anywhere and every time.

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

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

Based on the experience while teaching internship II in MAN 1 Kudus. Some students' have difficulty with pronunciation. Then the teacher suggested them to use Google Translate Application to learn pronunciation. Google Translate was chosen because it's considered easy to use by students whenever and wherever, by being used regularly twice a week, it can improve pronunciation skills. Through the pronunciation feature in google translate which can convert

voice to text and translate it into different languages. As said by Wongsuriya (2020) in his research entitled “Improving the Thai Students’ Ability in English Pronunciation through Google Translate Mobile Application”, this research was conducted for 4 weeks at Rajamangala University Technology Isan. The result of the research shows that the google translate application can be used as a tool for learning pronunciation, the results also show that the use of the Google Translate Application can improve students’ pronunciation skill in pronouncing difficult words.

According to the background above the researchers have conducted research on students’ perceptions of using Google Translate in learning pronunciation and also the writers wants to know the obstacles faced by students’ when using Google Translate. So the researcher conducted research with the title “Students’ Perceptions on Using Google Translate Application as Media in Learning Pronunciation at Tenth Grade of MAN 1 Kudus in Academic Year 2020/2021”.

1.2 Statement of the Problem

Based on the background of the research above, the writer formulates the statements of the problem as follows:

1. How is the students’ perceptions on using Google Translate Application as media in learning pronunciation at tenth grade of MAN 1 Kudus?
2. What obstacles do the students find when using Google Translate Application as media in learning pronunciation at tenth grade of MAN 1 Kudus?

1.3 Objectives of the Research

Based on the statement of the problem above, the objective of this research are to describe the students’ perceptions of using google translate and to describe the obstacles do students find when using Google Translate Application as media in learning pronunciation.

1.4 Significance of Research

The result of the research is expected to be beneficial theoretically and practically. Theoretically, it is expected that this research can be used as one of the references by the future researchers who will conduct the research related to pronunciation skill. Practically, the writer hopes that this research can give information to the teachers or lecturers about Google Translate Application in learning pronunciation, so that they can reflect the way they teach in learning pronunciation. Besides, for the students who read this research, the writer hopes that it can give information about Students' Perceptions on Using Google Translate Application as a Media in Learning Pronunciation.

1.5 Scope of the Research

The scope in this research is learning pronunciation using Google Translate Application and the limitation focuses on students' perception. This research will be conducted in MAN 1 Kudus and the data taken from 15 tenth grade students.

1.6 Operational Definition

Based on the title of the research, the writer clarifies the operational definition of each terminology as follow:

1. Perception

Perception is students' perception about using Google Translate Application as a media in learning pronunciation.

2. Google Translate Application

Google Translate Application is a free machine translation to translate text or voice from one language to another. Google Translate Application has many features, one of which is a pronunciation tool that can be used to learn to improve pronunciation skills.

3. Pronunciation

Pronunciation is the way in which a word is pronounced. Pronunciation is one of the important components in speaking ability to avoid pronunciation errors that can cause misunderstanding of meaning for listeners.

4. Obstacle

Obstacles is a thing that blocks ones way or prevents or hinders progress.

