SELF-LEARNING IN ENGLISH PRONOUNCIATION

USING GOOGLE TRANSLATE

(A STUDY AT FIRST GRADE SMPN 02 BANGKALAN)

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ABSTRACT

This study discusses the educational implications of learning pronunciation as a meaningful language learning activity, and investigates the use of Google Translate as a learning media that can improve and be highly accessible for students to learn pronunciation. And especially because during this pandemic covid-19, learning suddenly changes completely online and students are required to learn more independently. Teacher cannot focus on assisting in teaching pronunciation as well as in class. Students can learn on their own, which we later know as self-studying that usually using various online applications.

The research was conducted to answer (1) How Important Google Translate for students as a complementary tool to learn pronunciation?; (2) How students perceive the problems of using Google Translate?; (3) With whom do they feel more comfortable learning pronunciation, with Google Translate or an adult? Using a qualitative descriptive research approach, this research data was obtained from observations, questionnaires and online interviews with English teachers and 7i grade students of SMPN 2 Bangkalan, as well as documentation.

Research shows students like Google Translate because of its benefits which can help to learn pronunciation. But although the benefits are good, students also find the difficulties to use it, the sound output produced by GT was not very clear for them, so they had to repeat listening many times until they finally understood and could imitate the pronunciation. The difficulties were illustrated when some of them cannot distinguish plosives, such as /t/ and /p/ sound; fricative, i.e. /θ/ sound; and short vowels consist of /ʌ/, /ə/, /I/ and /ʊ/. Next the finding prove that students feel more comfortable studying with adults than GT, even though they stated that GT is very beneficial. Students need further explanation of how the sound process is emitted, and other activities in learning pronunciation.

Definition of the key terms : Pronounciation, Self-learning, Google Translate, and Learning media.

INTRODUCTION

Discussing the importance of pronunciation in learning English, this study discusses the educational implications of learning pronunciation as a meaningful language learning activity, and investigates the use of Google Translate as a learning media that can improve and be highly accessible for students to learn pronunciation.

When students master pronunciation, their English is of much higher quality than those who do not. Because pronunciation helps native speakers understand what students say because it expresses it with a fluent accent. According to most people, pronunciation can be likened to the stomach, which if it doesn't function, the food that enters cannot be digested. No matter how smart the students understand grammar and how rich the vocabularies they have, if they are not skilled in pronounciation, their speech will be difficult to understand by native speakers and even native speakers will also have difficulty understanding what we say. So, in addition to learning grammar and vocabulary, it is also important to learn how to pronounce.

But during this pandemic covid-19, the order of life changed drastically. Schools around the world are temporarily closed for indefinite deadlines. Learning suddenly changes completely online and students are required to learn more independently, including learning pronunciation of course. Teacher cannot focus on assisting in teaching pronunciation as well as in class. Students can learn on their own, which we later know as self-studying using various online applications to learn pronunciation.

It is explained in the journal Kurnia and colleagues (2019) that self-learning is a learning whose process is based on the initiative or interest of the students themselves (Munir, 2009: 248). Self-learning or better known as self-directed learning is carried out by students by realizing themselves what they need in learning, setting personal goals, making decisions about learning resources and strategies and assessing the results (Bangun: 2012).

In the same study it was written that Jonhson (2009) also clarified that self-learning provides freedom for students to discover how academic life is in accordance with everyday life. Students organize and adapt their actions to achieve the desired goals and make their own decisions and are responsible for those decisions. Next in this essay, the author use self-learning theory as the underlying theoretical framework in guiding the investigation of students' pronunciation learning process.

While the authors chose to research Google Translate or GT, because it is a free machine translation service for translating text and messages from one language to another. Not only can translate languages quickly, there is also a speaker facility to help users learn how to pronounce vocabulary. GT is the most popular instant translation engine in use in recent years. Because of its tremendous benefits, millions of people worldwide of all professions use it every day and more and more language learners are using it for learning purposes.

Bahri and Mahadi (2016) in their journal explained the finding of Garcia & Pena (2011) that novice learners with low language proficiency could benefit significantly more from using machine translation than students with high proficiency. More than what the instructors expected, they preferred to use it. In it is also written, Jin & Deifell (2013) showed that Google Translate ranks in the second top online English learning application that is widely used by language learners because of its simplicity. At the conclusion of their study also stated that students believe that the use of Google Translate accelerates their reading and writing skills in a foreign language while reducing their learning anxiety.

Because of all that has been mentioned earlier, the researcher is interested in conducting research with the title "**Self-Learning in English Pronounciation Using Google Translate".**

RESEARCH METHOD

Furthermore, this research done in SMPN 02 Bangkalan with a descriptive qualitative method use primary data or data collected by the researchers themselves that have never been collected before, either by way or over a certain period of time.

This type of research is a case study, which is carried out in a unified system in the form of the activities of a group of individuals under certain conditions. To obtain in-depth data, case study research uses interview techniques and documents. A case study will understand, analyze, and then interpret the meaning obtained from the phenomenon under study.

Researcher chosen SMPN 2 Bangkalan because apart from this school using online classes during the pandemic, this school is also a favorite school in the city, which illustrates that on average students can use sophisticated technology. Furthermore, the informants who have been submitted are students who often use the Google Translate application in grade 7i and their English teacher. The reseacher taken informants no more than 15 students. The data was collected virtyally using observation, questionare, interview and documentation

REVIEW OF LITERATURE

A. Self Learning

Quoting from the thesis of Tanjung Muharni (2019), Rusman (2014) explains the meaning of independent learning, namely when students try to understand the content of their own lessons, find their own sources of information and solve their own difficulties. Students indeed have to take more initiatives to carry out their own learning activities. That is according to the current conditions that especially because of the Covid-19 pandemic, conditions have changed totally face-to-face learning activities and we do not know when this will end.

Quoting the results of Martinis Yamin's study (2008: 118) in thesis of Tanjung Muharni (2019), independent learning has many benefits, namely: "it can foster a sense of responsibility among students, it can improve skills and problem solving skills, students can learn to make decisions, train to think, creative and critical, then make students confident and become teachers for themselves". Thus, it is very clear that independent learning greatly affects the improvement of students' abilities and makes it easier for students to develop their potential.

And beside that, there are also the weaknesses. In the journal by Iin Inayatul Maula (2020), some of the weaknesses of independent learning that must be considered are:

1. If self learning is used as the only method in teaching, then there is less interaction between teachers and students or between students and students. So it is necessary to plan small study groups on a regular basis.

2. Self learning strategies are not suitable for all students and teachers. Observations contained in his journal showed that, about 20% of students preferred to study in groups rather than individually.

3. Lack of self-discipline is usually due to a sense of laziness, causing delays in the completion of successful learning. Therefore, be more independent. So it is better to set a time limit that can be weekly or monthly which can be adjusted by students according to their respective speeds.
4. Students who are not yet mature can not be total in learning independently. They still need a lot of guidance.
5. Everything that is obtained in independent learning is still not necessarily true because it tends to be subjective, so it is necessary to conduct questions or discussions.

B. Pronounciation

According to Burns and Claire (2003, p. 5) as quoted in Rohman (2016: 3), pronunciation is about the production of sounds from language that affects someone who listens to it. Pronunciation is one of the important factors that must be learned to master the English language. Of course, because the way people pronounce words shows how fluently they speak the foreign language.

The elements of pronunciation according to Ramelan (2003: 22) as quoted in Rohman (2016: 9) are divided into two types, namely segmental features and suprasegmental features:

1. Segmental Characteristics

Segmental Characteristics are discrete unit that can be identified, either phisycally or auditorily, in the stream of speech. According to A Dictionary of Linguistics and Phonetics by David Crystal (2003), the segmental characteristics of the English language consist of three parts, namely vowels, diphtongs, and consonants.

2. Suprasegmental features

Suprasegmental features are the spects of speech that involve more than single sound segments. The principal parts are stress, intonation, tone, and syllable.

C. Google Translate

Google Translate is a machine translation provided by Google Company for free to translate one language into another. Not only can translate language quickly, it also includes a speaker facility to help users hear how to pronounce it. In a journal by Gennady Medvevev (2016), it is explained that GT works by analyzing hundreds of millions of natural bilingual text pairs (Koehn, 2009). Currently accessible via smartphone apps/interfaces and application programming interfaces (APIs) which can be incorporated into new software.

Following are some of the features that GT provides to its users:

1. Enter vocabulary

One of the easiest benefits of the translation method is introducing new vocabulary. Google Translate is an application that can replace students' offline bilingual dictionaries and help them know the correct spelling of the writing.

2. Sound input and output

Quoting from research by Supriyanta (2014), Reddy & Mahender (2013) explained how voice input works on Google Translate. In which GT develops the Google speech API or a framework to recognize speech, convert

it into text and enter it into the GT page so that results will appear based on speech recognition input. The voice input received by the smartphone will be sent to the GT server, which then the server performs recognition and converts it to text using the Hidden Markov Model (HMM) algorithm. The results of the voice-to-text conversion are then entered on the Google page, then Google will send the results to the android device.

Google Translate allows the user to enter the target word on a smartphone, but the pronunciation must be clear and accurate. This may be difficult for students with low English proficiency, because usually students mispronounce difficult words or those that sound almost the same as other words. Such as refrigerator, three and tree, and so on.

3. Put the picture

On Google Translate, users can use their cellphone camera to translate any text such as information boards or notes, either typed or handwritten. In addition, users can also translate text in photos that have been captured on the screen by previous smartphones. However, text that is small, dark, or in a certain format is generally less accurate when translated.

D. Learning Media

In discussing learning media, the researcher quotes from a book by Muhammad Ramli (2012). Media are all physical tools that can present messages and stimulate students to learn, such as books, films, tapes, and others. Media should be manipulated so that it can be seen, heard and read. From the above limitations, there is a conclusion that the media is anything that can be used to transmit messages from the sender to the recipient, so that it can stimulate students' thoughts, feelings, concerns, and interests so that the learning process runs optimally.

Broadly speaking, the functions of learning media can be grouped into three, namely:

1. Helping Teachers in Their Work

When used properly, can help overcome the weaknesses of teachers, both in mastery of the material and in the learning methodology. According to the analysis of learning technology that the use of media in learning can:
   a. Increase the productivity of the learning messages presented.
   b. Helping teacher develop the ability of psychological activities to understand messages according to their analytical power.
   c. Helping teacher to be creative in planning their educational programs, so that the development of learning messages can be designed properly
   d. Help integrate learning messages with auxiliary science materials that are closely related to the learning materials presented.
   e. Helping teacher convey learning messages consistently, because the subject does not deviate from what has been programmed.

2. Helping Learners

By using a variety of learning media that are selected appropriately and efficiently, it can help students in the following:
   a. Further improve understanding of learning materials.
   b. Can further accelerate the digestibility of learners to the material presented.
   d. Generating their deep cognitive, affective, and psychomotor power for the learning messages conveyed.

e. Helping the strength of the memory of students, because the nature of the learning media has a stronger stimulus power.

f. Helping students understand integrally the learning material presented, so that understanding of the subject matter presented is complete and meaningful.

3. Improve the Teaching and Learning Process

The use of various learning media that are selected appropriately and efficiently can assist in improving learning, including the following:

a. If the implementation of learning does not get the desired results in accordance with the minimum standards, then the teacher's obligation to repeat the learning. Here the media can help in enhancing the results to be achieved, the media used is further increased in quantity and quality.

b. If the use of one media has not been able to satisfy the teacher in learning, then in the next lesson the teacher can use other media, in order to achieve maximum results.

RESULT AND DISCUSSION

This section focuses on discussing the findings of how important Google Translate in English pronunciation self-leaning is based on the benefits and difficulties felt by students.

Based on the results of questionnaires and interviews, the researcher can conclude that what students of SMPN 2 Bangkalan do when they hear and imitate pronunciation from google translate is an self-learning activity. Because the aspects of the characteristics of self learning proposed by Mudjiman (2009) are fulfilled in their activities, namely information technology can be used as a learning medium in independent learning; Self learning can be done not only at school but also at home, and in any convenient place that allows learning to take place; Self learning can be carried out at any time the learner wants, between the time used for various other activities. Each learner has his own time presence, according to the time available to them; As well as the speed and intensity of learning activities that are determined by the students themselves, according to the needs and opportunities available; Learners have the right way of learning for themselves.

During this pandemic period, teachers have not been able to optimally teach students due to technical constraints in delivering material via cellphones especially in pronounciation learning, which cannot be optimal compared to face-to-face. Therefore, Mr. Anton as a teacher of 7i class SMPN 2 Bangkalan considers Google Translate to be the right medium for additional students learning pronunciation. Moreover, it has become common place that students use Google Translate for the purposes of learning English.

Research shows students like these online machines for self-study. Students stated that Google Translate is important, because of its benefits which can help to learn prononciation. By using it, students can freely choose whenever and wherever they will study. With that they can also choose any topic they will study, in this case the vocabulary they want to know how to pronounce, for example wanting to hear the pronunciation of a word or a sentence. Moreover, it is used for free and only takes one click. Their way of learning meets the aspects mentioned by Rusman (2014) in Tanjung Muharni (2019) thesis, that self-learning occurs when students try to understand the content of their own lessons, look for their own sources of information and solve their own difficulties. Students should take the initiative to carry out their own learning activities.

But nothing is perfect, including the Google Translate application. Although the benefits are good for students, they also find it difficult to use it. They judged that the sound

output produced by the online machine was not very hem for , so they had to repeat listening many times until they finally understood and could imitate the pronunciation. The difficulty is illustrated when some of them cannot distinguish plosives, such as /t/ and /p/ sound; fricative, i.e. /θ/ sound; and short vowels consist of /ʌ/, /ə/, /I/ and /ʊ/.

In plosives, students did not emphasize and exhale the /t/ sound at the beginning and in the middle of the word. They pronounce it like the sound t in Indonesian, which is breathless (for example in today and tree). In addition, did not make the slightest /t/ sound, both the Indonesian version and the English version when it is located at the end of a word (for example in the word elephant, which should be /ɛləfənt/, pronounced /ɛləfən/). They did not understand that in a t, they have to stop at one point; collect air and hold it; then let it pass through the mouth in the way described by David Crystal (2003).

After that still paraphrasing from David Crystal (2003), fricative, the sound made by forcing air out of the mouth through a narrow opening. This sound is emitted using the lips, teeth and tongue. The researcher observed that the students did not pronounce the /θ/ sound . They even pronounced it according to the t sound in the plosive (for example in the word thank you, they said /tæeŋk juː/.

The last one is a short vowel. As noted in Catherine Simonton's blog, when a syllable ends in a vowel and then a consonant (such as elephants and insects), the vowels are usually short. If a vowel is followed by more than one consonant, it is almost always short. The researcher found that the informants were not right in pronouncing short vowels, namely /ʌ/, /ə/, /I/ and /ʊ /. This could be seen in the short vowels in the words stomach, beautiful, and six which should be pronounced /stʌmək/, /ˈbjuːtəfʊl/, /sɪks/, some students even pronounce it with long vowel sounds, namely /stomec/, /ˈbjuːtiːfuːl/, and /siːks/. This condition occurs as stated in Nurul (2018), that it is because English has twelve vowels while Indonesian has only six. There are no /ɑː, æ, ɛː, I, ɔː, ʊ/ in Indonesian vowel. The concept of short and long vowel does not exist in Indonesian, hence these kinds of sounds will be probably considered the same by Indonesian students (Ying: 2011).

This is in accordance with what Iryani stated (2015, p. 5), that researcher conveyed before, that one of the factors that influenced the students' difficulty in pronouncing pronunciation is because there are several English sounds that are not in the student's mother tongue. The teacher is obliged to teach word stress, intonation, and connected speech. Meanwhile, in reciting diphtongs, students always succeed. This seems to be because in diphtongs, students do not need sound stress.

Next the finding prove that students feel more comfortable studying with adults than google translate, even though they often use it and it is very beneficial for them. They explained that because when with adults, there will be interaction so they can still ask if there is something they do not understand about how to pronounce it. The researcher concludes that students need further explanation of how the sound process is emitted, and other activities, a process that they could not get on Google Translate.

This is very much in line with what was formulated by Kenworthy (1987:1-2), listed in the thesis by Yosep Kusuma Wibawa (2014), regarding teacher's roles, or in this case adults in teaching pronunciation, namely helping students, checking whether they hear with good appropriate sound; help students make sounds, if students find difficulties in imitating new sounds, they should be guided to imitate the sound by giving explanations and examples; tell them what to produce with their mouths because learners very often miss something important while speaking, for example perhaps using stress inappropriately; and provide feedback, it is necessary to provide information about their correct or incorrect performance,

because learners usually do not know their mistakes in imitating pronunciation. In the online machine they can only listen without any further guidance.

CONCLUSION

Based on research on grade 7i students of SMPN 2 Bangkalan and the discussion of the findings that have been described previously, it can be concluded that the problems that often occur in learning pronunciation according to the teacher's delivery, which can be in the form of lack of clarity in pronunciation, and frequent embarrassment from students. During the COVID-19 pandemic, teachers have not been able to optimally teach students due to technical problems in delivering material via cellphone, which is not as optimal as when compared to face-to-face. Therefore, the teacher considered Google Translate to be the right medium for additional students learning pronunciation.

Students who often use Google Translate in learning pronunciation independently, consider the online application important because of its benefits. Based on research on grade 7i students of SMPN 2 Bangkalan and the discussion of the findings that have been described previously, it can be concluded that the problems that often occur in learning pronunciation according to the teacher's delivery, which can be in the form of lack of clarity in pronunciation, and frequent embarrassment from students. During the COVID-19 pandemic, teachers have not been able to optimally teach students due to technical problems in delivering material via cellphone, which is not as optimal as when compared to face-to-face. Therefore, the teacher considered Google Translate to be the right medium for additional students learning pronunciation.

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