

## ABSTRACT

Subhanadif Akmal Bariq. 2025. Exploring Students' Perceptions and Experience of Google Translate Text-to-Speech Feature in English Pronunciation Learning at SMA 4 Jember. Thesis, English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors (1) Muhlisin Rasuki M.Pd, M.A., Ed.D (2) Dr. Indri Astutik M.Pd

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Learning, English Language Learning, Qualitative Descriptive Design. This study investigated students' perceptions and experiences regarding the use of Google Translate's Text-to-Speech (TTS) feature for English pronunciation learning among tenth-grade students at SMA Negeri 4 Jember. Utilizing a descriptive qualitative research design, data was collected through semi-structured interviews and observations conducted from February 24 to February 26, 2025. The research aimed to explore students' usage patterns, perceived benefits, and the challenges they encountered, as well as the influence of TTS on their pronunciation confidence.

The findings indicate that students generally hold positive perceptions of Google Translate's TTS feature, viewing it as a useful and accessible tool for independent pronunciation practice. Participants highlighted the ease of use and mobility of the feature, which allowed for repeated listening and practice outside the classroom. These perceptions align with the Technology Acceptance Model (TAM), where perceived usefulness and ease of use significantly influence technology adoption. The TTS feature also served as a mediating artifact, consistent with Vygotsky's Sociocultural Theory, by providing consistent auditory input that students might not otherwise access.

However, the study also revealed significant challenges. Students reported limitations such as the robotic tone and flat intonation of the TTS voice, the inability to adjust playback speed for difficult words, and the absence of phonetic symbols or articulatory explanations. The lack of interactive feedback and real-time correction was also a major drawback, leading to uncertainty about pronunciation accuracy. Despite these limitations, students noted that private practice with TTS reduced anxiety and increased their willingness to speak English. Nevertheless, the persistent need for teacher support and personalized feedback for refining pronunciation, especially for complex features like intonation and stress, underscores that TTS is best utilized as a supplementary tool rather than a standalone replacement for traditional instruction. This research emphasizes the importance of a balanced, pedagogically sound integration of technology into pronunciation instruction, addressing both its strengths and weaknesses within the learning environment.