THE IMPLEMENTATION OF DIRECT METHOD ASSISTED BY GOOGLE TRANSLATE TO IMPROVE STUDENTS PRONUNCIATION

SKRIPSI

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ABSTRACT

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The study was aimed to investigate direct method assisted by Google translate voice able to improve students' pronunciation and to describe the students activity in learning. This study applied class room action research. It was done through planning, action, observation, and reflection. The location research was SMA SWASTA PEMNAS PAGAR MERBAU. The subject of this research consisted 28 students. Based on the oral test score, students score keep improving in every test. In pre-test, the mean score was 55,3, in the first cycle test the mean score was 72,3, and the second cycle test the mean score was 85,9. The improvement was also indicated from the percentage of the students' test. In pre-test none of students point more than 75. In first cycle test 50% some students got point more than 75 and in second cycle test 100% all students got point more than 75. Based on the observation result of students activity from pre- test, cycle I, and cycle II, the students' were more interested and active. They improved their self-confidence to pronounce the word by using direct method assisted Google translate voice, that was proven from the improvement of students score. It means that teaching by using direct method assisted by Google translate voice improved the students pronunciation. Direct method assisted by Google translate voice made students feel enjoyed, have fun, comfortable, and improve their self-confidence.

Key Words: Direct Method, Google Translate Voice, Pronunciation

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CHAPTER I

INTRODUCTION

A. The Background of Study

English language is quite difficult for Indonesian learners. In some cases the difficulties are due to the fact that the irregular spelling of the language offers poor guidance to its pronunciation. In other cases, difficulties are due to interference (negative transfer) from the first language to target language. There are two fundamental principles in the general strategy of pronunciation teaching. On the one hand pronunciation teaching has to be integrated with other skill (listening, speaking, reading and writing), and with other aspects of language (grammar, lexis, style, function and discourse). According to Gilakjani (2012) stated that pronunciation is an integral aspect of communicative competence that can impact the desire to use the language as well as the quantity and quality of input received and output produced.

To achieve minimum completeness criteria in learning especially in speaking have a standard competence based on Education Unit Level of curriculum that the students should be able to express the meaning in short functional text and monologue in the form of reports, narrative and analytical exposition in the context of daily life. The English teacher in school SMA SWASTA PEMNAS PAGAR MERBAU expected the students get ABLE predicate in their pronunciation at reading or speaking activity and get minimum score 75.

In reality based on researcher's during PPL many students still low in their pronunciation when the researcher teaching in eleven grade 50% from 30 student have low ability in their pronunciation.According to Hanantio based on his research result (2013) stated that 60% of students statedthat English was difficult, and only 4% said that English was easy to understand from his perspective. 72% of students have not got the best result at English language properly. 52% of students stated that they learned English by listening to English music. Meanwhile, the percentage interest of the students to continue their education in the field of English language is only 40% compared with students who are not interested in continuing their education in the field of English language because they are more interested in continuing their education in other subject areas.

Similarly, the problems above are occurred at researcher interview in SMA SWASTA PEMNAS PAGAR MERBAU with English teacher, she said that many student still low in their pronunciation studentshave low ability in their pronunciation in reading and speaking activity.In fact, according to Littlewood (1984) states that The main problem faced by the students of senior high school when they speak is the difficulty in composing the words or sentences. The problem researcher found first, when they are speaking, they constantly estimate the listener, knowledge and assumption, in order to select the language that will be interpreted in accordance with our intended meaning.Second when the students are asked to read a kind of reading text, the most emergent problem gained is difficult for them to read some difficult word, for example the students are shy to

read a text because they are don't know how the pronunciation, low motivation, less self-confidence, afraid of making mistakes, sometimes are reluctant to speak English. Third, students look confuse if the teacher call one by one of them to read some sentence or paragraph.

In this case teachers must using an interesting method and media to present teaching materials, teaching strategy and media is one of important factors in teaching learning process. The appropriate strategy and media in teaching pronunciation can make the students have motivation, enjoy and don't feel bored in learning pronunciation that also help teachers in creating fun class. Many strategy and media can teachers use to motivating the student's, one of them researcher will use direct method assisted by Google translate voice to improve students pronunciation. According to Setiyadi (2006) stated that the direct method is believed to be the first method that encourages language teachers to teach a second/ foreign language by modeling first language learning.According to Macnee the advantage of direct method states that It is the quickest way of getting started". In a few months over 500 of the commonest English words can be learnt and used in sentences. This serves as a strong foundation of further learning.

Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs. Since it offers quick and rather accurate dual translation services in a variety of languages, students have discovered the benefits of this application and tend to use it more often both inside and outside the classroom.Google Translate developers admit that some languages have fewer available chunks and that is why their software did not discover many of them.

Also, the translation will often depend on a particular language or a language pair. According to Medvedev (2016)states that Google Translate has some undeniable advantages: it is free, instant; it offers a variety of languages for input and output; it allows voice recognition, translation of entire web pages, and an upload of entire files for instant translation.

For this reason, the researcher triedto find a solution by "implementation of direct method assisted by Google translate voice". In hope, the students can understand more and have motivation to improve their pronunciation.

B.The Identification of Problem

The problems of this study were identified as follows:

1. The students had low ability in pronouncing English word.
2. The students pronunciation was still interference of their regionally.
3. The teacher used conventional method in learning process.

C. The Scope and Limitation of Study

Based on identification of problem above, the researcher focused on teaching pronunciation,and limitation was only relatedto the difficult words in narrative text from book 'English Today for SMA Grade XI'.

D. The Formulation of the Study

Based on scope and limitation, the problemsof this research wereformulated as follow:

1. Isthereany effect of direct method assisted by Google translate voice ableto improve the students' pronunciation?

2. How is the students' activities in learning process by implementing direct method assisted by Google translate voice?

E. The Objective of Study

The objectives of study wereas follows:

1. Toinvestigate direct method assisted by Google translate voice able to improve students' pronunciation.

2. To describe the students' activities after applying direct method assisted by Google translate voice.

F. The Significance of Study

The result of this study was expected to be useful and meaningful for theoretical and practical

1. Theoretical

This research is to enrich the knowladge and theories about the implementation of direct method to improve the students pronunciation by using Google translate voice as a media, will be very useful in adding to the discourse and scintific discourse of education in the world.

2. Practically

1. The teacher and candidate of teacher who teach English, it gives the alternative solution to improve students' pronunciation.

2. The students, that want to pronounce English word by more enjoyable way.

3. Other researcher, who are interested in doing research related in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or term in the research concern. Some terms were used in this research and they needed to be theoretically explained. In this following part, theoretically termswere present.

1. Pronunciation

According to Kelly (2000) that a consideration of learnerspronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learners who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

1.1 Types of Pronunciation

No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings: there are also individual peculiarities for which it is difficult or impossible to account.

According to Jones (1986) states that types of pronunciation are "Good" speech and "Bad" speech. 'Good' speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. 'Bad' speech is a way of talking which is difficult for most people to understand. It is caused by mumbling or lack of definiteness of utterance.

A person may speak with sounds very different from those of his hearers and yet be clearly intelligible to all of them, as for instance when a Scotsman or an American addresses an English audience with clear articulation. Their speech cannot be described as other than 'good'. But if speaker with an accent similar to that they cannot readily catch what he says , his way of speaking must be considered 'bad'.

1.2 A Description of English Pronunciation Features

The sound system of English language combines three categories of pronunciation features: segmental features, suprasegmental featuresand connected speech features.

1.2.1 Segmental Features

The segment (sound) refers to the smallest unit of speech.Segmentinclude two types: consonants and vowels.

a. Consonant

Some consonant are breathed and others are voiced, to every breathed consonant (other than the 'glottal stop') there corresponds a voiced consonant ,i.e. one produced with the same position or movement of the articulating organs, but with voice substituted for breath or voice versa. Thus v corresponds to f, and b to p. the breathed consonants do not occur regularly in English.

Consonant, as mentioned earlier, can be voiced or unvoiced. The articulation of /p/ or /b/ is effectively the same, the only difference being that latter is voiced and the former is unvoiced. As the relative force involved in producing /p/ is greater than that used to produce /b/, the terms fortis (strong) and lenis (weak) are sometimes used. Tray holding a small slip of paper in front of your mouth and making both sounds; the paper should flap /p/ and hardly move for /b/. essentially , in English at least,'fortis' applies to unvoiced consonant sounds like /p/, whereas 'lenis' describes their voiced counterparts like /b/. in addition to presence or absence of the manner and place of articulation.

With regard to the manner of articulation, the vocal tract may be completely closed so that the air is temporarily unable to pass through. Alternatively there may be a closing movement of the lips, tongue or throat, so that it is possible to hear the sound made by air passing through. Or, as in the case of nasal sounds, the air is diverted through the nasal passages. The various terms used are explained in the following table.

Table 2.1 Manner of Articulation

Manner Of Articulation	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft plate is also raised. Air pressure increases behind the closure, and is then released ' explosively', e.g. /p/ and /b/.
Affricative	A complete closure is made somewhere in the mouth, and the soft palte is raised. Air pressure increases behind the closure, and the released more slowly than in plosives e.g. /tʃ/ and /Dʒ
Fricative	When two voval organs come close enough together for the movement of air betweeen them to be heard ,e.g. /f/ and /v/
Nasal	A closure is made by the lps, or by the tongue againts the palate, the soft palate is lowered, nad air escapes through the nose, e.g. /m/ and /n/
Lateral	A partial closure is made by the bllade of the tongue againt the alveolar ridge. Air is able to flow arround the sides or the toungue.e.g. /i/
Approximant	Vocal organt come near to each other, but not so close as to cause audible friction, e.g. /f/ and /w/.

With regard to place of articulation, the following table summarises the main movement of the various articulators.

Table 2.2 Place of Articulation

Place of Articulation	
Bilabial	Using closing movement of both li[s, e.g. /p/ and /m/
Labio –Dental	Using the lower lip and the upper teeth, e.g. /f/ and /v/
Alveolar	The tongue tip is used either between the teeth or close to the upper teeth, e.g. /Ɵ/ and /ð/
Palato –Alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, .e.g. /tʃ/ and /dʒ
Palatal	The front of the tongue is raised close the palate, e.g. /j/

Velar	The back of the toungue is raised close the palte, e.g. /k/ and /ŋ/
Glottal	The gap between the vocal cords is used to make audilble friction , e.g. /h/

b. Vowels

If the tongue is heald very close to the roof of the mouth and a voiced air stream of ordinary force is emitted, a frictional noise is heard in addition to the voice. The sounds is a consonant. In the production of vowels the tongue is held at such perceptible frictional noise. When the tongue takes up vowel position, a resonance chamber is formed which modifies the quality of tone produced by the voice, and give rise to a distinct quality or tamber which we call a vowel. The number of possible vowels is very large, but the number actually used in any particular language is small.

(a) The Pure Vowel Sounds

The word 'pure' here is used to differentiate single vowel sounds from diphthongs, which we will consider later. The sounds have been divided up into categories, according to the characteristics of their articulation, and each categories begins with a brief outline. All of the sounds, together with the example words, are on the CD.

The tables on the following pages give the following information. A diagram of the 'vowel space' (or the part and throat which is used in the production of vowel) is shown. The dot on each diagram represents the height of the tongue, and also the part of the tongue which is raised. The phonemic symbol

is shown. The characteristic of the sound are described. Tongue and lip position are referred to, example words are given to illustrate the spelling/sound relationship. See the diagram lip position
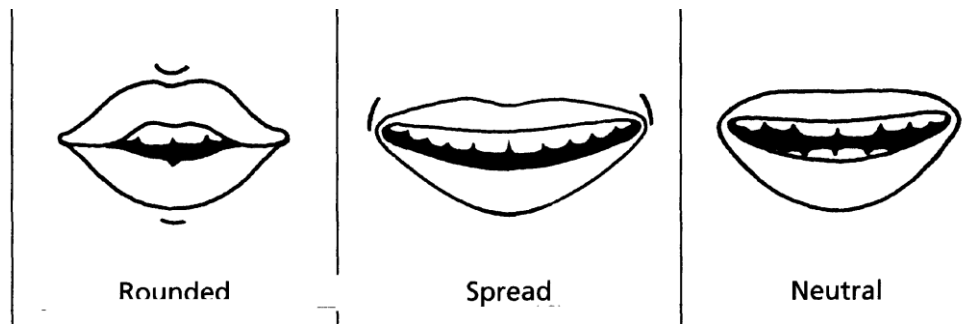
Picture 2.1
Diagram of Lips Position

(1) Rounded: the lips are pushed forward into the shape of a circle. Example sound: /ʊ/, (2) Spread: the corners of the lips are moved away from each other, as when smiling. Example sound: /i:/, (3) Neutral: the lips are notnoticeably rounded or spread. Example sound:/ ə/

Table 2.3Characteristics of Pure English Vowel

Pure Vowel Sound	Part Of Tongue Involved	Height Of Tongue Raised	Shape Of Lips	Length	Position In Word: Initial, Mid & Final
\i:\	Front	Slightly below the close position	Spread	Long	Eat-meat-sea
\I\	Front, but nearer to the center	Above the half close position	Spread	Short	Ink-fig-happy
\e\	Front	Between the half-open & half-close position	Neutral(neither spread nor closed)	Short	Any-red
\æ\	Front	Between the half-open and open position	Neutral	Neutral (neither short nor long)	Aple-fat

\u:\	Back,but between the center and the back	Quite close to the upper roof of the mouth	Close rounded	Long	Tool-stew
\ʊ	Back, but nearer to the center	Above high close position	Closely but loosely rounded	Short	Put-weak-form of "to"
\ ɒ\	Back	Between half open & half closed position	Medium rounding	Long	All-more-law
\a:\	Back, but between the center and the back	Open position	Neutrally open	Long	Art-heart-car
\ ɜ: \	back central	between half close & half open	neutrally spread	Long	earth-girl-fur
\ ʌ\	Central Slightly	Below the half open position	neutrally open	Short	onion-cut
\ ə\	Central	between half open & half close when occurs initially, and between half open to open when occurs finally.	neutral lip position	Short	Again, perhaps, banana

1.1.2 Connected Speech Features

Another related dimension to the articulation of English sounds is theadjustments of these sounds in connected speech, and which reflectnative speakers' attempts to connect words and syllables smoothly inthe normal stream of speech according to Avery & Ehrlich (1992) states thatWhen describing how

sounds are articulated in connected speech,the following areas should be highlighted:

a.***Linking (Liaison)***: It refers to the connection of one word'sfinal sound to the initial sound of a following one in speech(e.g., *blue ink*→\blu:wɪŋk\ and *left arm*→\lef ta:m\).

b. ***Assimilation***: It refers to the linking of consonants in whichthe place of articulation of the first consonant is assimilated tothe following one (e.g., *I can't go*→\aɪ kəŋgəʊ\ &*I can't*

believe it→\aɪ kəmbɪli:vɪt\).

c. ***Palatalization***: It refers to the linking of sounds in which thetwo sounds change into a palato-alveolar sound (e.g., \d\ +\j\→\ʤ\, \s\+ \j\→\ʧ\, \t\ +\j\→\ʃ\ and \z\+\j\→\ʒ\). It occursregularly with words such as 'did', 'would', and 'could' whenfollowed by 'you'.

d. ***Deletion (Elision, Ellipsis, or Omission)***: It refers to theprocess in which a consonant sound is not articulated withinconsonant cluster at word boundaries (e.g., *text×book*, *hand×s*and *blind×man*) with the exception of consonant clustersstarting with grammatical endings such as and *missed chances*.

1.2.3Suprasegmental Features

According to Trask (1996) states that the suprasegmental feature as "a phonologicalelement whose domain is something larger than a single segment andwhose phonetic realization can only be described by reference toadjoining

domains in the same utterance". Suprasegmentalfeatures include stress (word stress& sentence stress), rhythm andintonation.

a. ***Word Stress:*** When one English word has more than one syllable, oneof these is made to stand out more than the other(s). The syllable thatreceives the greater intensity of sound is referred to as stressedsyllable, and the stress that is placed upon that syllable is variouslyassociated with greater loudness, higher pitch and greater duration.The placement of English word stress is not fixed; however, thereare few generalizations.

b. ***Sentence Stress***: Sentence stress refers to the various stressedelements of each sentence. In Englishsentences, stress is usually placed on content words including nouns,main verbs, adverbs, adjectives, question words and demonstratives;whereas, function words such as articles, prepositions, auxiliaries, andrelative pronouns, are usually unstressed Another related aspect to sentence stress is called *prominence*. Itrefers to the greatest degree of stress placed on a particular element ina sentence. It is placed on the stressed syllable of the word that thespeaker wishes to highlight, and it can be placed on any elementdepending on the context. There are three circumstances governing the placement ofprominence

1. normal prominence: the placement of prominence on the wordthat signals new information;

2. emphatic stress: the placement of prominence on the word thathighlights particular information (similar to normalprominence but produced by greater degree of emphasis);

3. contrastive stress: the placement of prominence on the wordthat communicates contrasted information.

c. ***Rhythm***: described English rhythm as"the regular patterned beat of stressed and unstressed syllables andpauses". In English speech, there is a tendency for stressed syllables tooccur at regular intervals. This stress-timed nature of English meansthat the length of an utterance does not depend on the number ofsyllables, but on the number of stresses. Therefore, the amount oftime needed to say an English sentence depends on the number ofstressed syllables, not all syllables.

d. ***Intonation:*** Intonation is generally defined as the manipulation ofpitch for linguistic and paralinguistic purposes.Pitch refers to the relative highness or lowness of the voice,and there are four levels for phonetic pitch in English; extra high,high, middle and low. The movement of pitch within an intonation unit (thought group)is referred to as the intonation pattern (contour). Here are the mostcommon intonation patterns in English: (1) Rising-falling intonation in which pitch level raises frommiddle to high then falls to low and rising intonation in which pitch moves from middle to high.

The manipulation of pitch in English coveys several functions:grammatical, social and conversational, and here is a brief descriptionof these functions. Intonation reflects the grammatical function of an utterance.Unmarked grammatical utterances (neutral utterances) havepredictable intonation; for example:
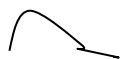
a. She has gone. (A declarative statement produced with rising-falling intonation)

b. Where has she gone? ('wh' question produced with rising falling intonation)

c. Has she gone? (*yes\ no* question produced with rising intonation)

However, these neutral utterances are sometimes marked, and prominence is placed on otherwise elements than predicted to communicate special intention; for example:

a. She's gone. (A statement produced with rising intonation and indicates disbelief or surprise.)

b. Where has she gone? ('*wh*' question produced with rising intonation expresses surprise or disbelief.)

c. She's gone, hasn't she? \ she's gone, hasn't she? (The falling intonation with tag question expresses confidence and certainty, and the rising one expresses the reverse.)

Intonation has also a social function. It reflects the speaker's attitude and emotion. Pitch changes can signal many different meanings for the same utterance and thereby they play an important role in communicating speakers' intentions. Various emotions can be expressed by changing pitch range, as follows:

(a) Great (neutral); (b) Great (enthusiastic); and (c) Great (sarcasm).

In addition to the grammatical and social function, intonation has aconversation management function. It lets the listener know if thespeaker wants to continue or is ready to yield the floor for him. InEnglish conversations, many complete grammatical strings are notperceived as complete when they are not produced with utterance-finalintonation, and thus indicate that the speaker is not finished.

1.3The Physiology of Pronunciation

According to Kelly (2000) that to a certain extent we can learn to use our speech organs in new ways in order to produce learnt sounds in a foreign language, or to lose sounds from our own language which are not appropriate in the foreign language. It seems, however, that after childhood our ability to adopt an unfamiliar set of sounds diminishes somewhat.

The diagram below shows the location of the main areas of the head and neck associated with the production of sounds. In the human larynx (or "voice cox", as it commonly known), there are two flaps of elastic, connective tissue known as vocal cords, which can open and close. During normal breathing, and also in the production of unvoiced sounds, the cords are open. When the edges of the vocal cords come close together, the air which passes between them makes the vibrate, resulting in voicing. We speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. See the diagram below, the nasal cavity comes into play for certain sounds, and the movement of the lower jaw is also important.

Articulation happens when the airstream is interrupted, shaped, restricted or diverted.
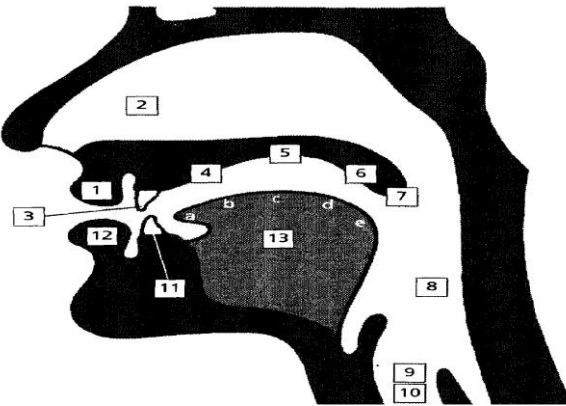
Picture 2.2
Diagram Organ of Speech

1.Upper Lip

2. Nasal Cavity

3. Upper Teeth

4. Alveolar Ridge

5.Hard Palate

6.Soft Palate

7.Uvula

8.Pharynx

9.Glottis

10.Larynx

11.Lower Teeth

12.Lower Lip

13.Tongue

a. Tip

b. Blade

c. Front

d. Centre

e. Back

2. Direct Method

The direct method is a method of language teaching associated with Francious and Charles Berlitz. The method came about as much needed replacement for the grammar Translation Method. The history of the method took along way before it had its relatively typical features. At first the method was given different names in different countries and the sort of teaching engendered by the Direct Method was quite different among countries. A brief story of the birth of the method adapted from Mackey (1975) is presented here in book Setiyadi Teaching English As Foreign Language.

Although Direct Method was introduced in France, the method was first ignored in the country. The method found some support in Germany, Scandinavia, and finally people in France accepted the method at the run at the turn. Later, the method developed in England and the United States. Since the method developed in different countries the language teaching engendered by this method was at first disorganized and different people tried to understand the idea introduced by Gouin in different ways.

The characteristics of direct method according to kardi and Nur (2000, cited in Shoimin(2014) as follows.

a. Their learning goals and influence of the model on students including learning assessment procedures

b. Syntax or overall pattern of grooves dab learning activities

c. System management and learning environment models are required. In this case study model noticed environment variables, namely academic focus, direction

and control of teachers, high expectations for student progress, time, and a neutral impact on learning.

2.1 Procedures of Direct Method

A stated earlier, language teaching presented through the Direct Method may take different forms. No standardized procedures characterizes the method. Different people may develop their own procedures as long as the procedures are based on the principles of the method. Nowadays, there is not much literature related to the method even though still many people use techniques that can be classified under the principles of the method in teaching another language in the classroom. The principle procedure is that language is first introduce through the ear, and then reinforced through the eye and hand by reading and writing. The following procedure is adaptedaccording to Larsen-freeman (2000) and setiyadi (2006).

1. Each student has a reading passage in front of him/her.

2. The students are called on one by one and they read the text loudly.

3. After the students finish reading the passage , they are asked in the target language if they have question.

4. The teacher answers the students' question in the target language.

5. The teacher works with the students on the pronunciation.

6. The teacher give question to the student and the questions and statements are about the students in the classroom.

7. The students make up their own questions and statement and direct them to other students in the classroom.

8. The teacher instruct the students to turn to an exercise in the lesson which asks them to fill in the blanks.

9. The student read a sentence out loud and supply the missing word as they are reading.

10. The teacher asks the students to take out their notebooks and he/she gives them a dictation; the passage is about the topic that has been discussed.

Another way of teaching a language through the Direct Method is also suggested by Titone (cited in Richards and Rodgers, 2001). This way is actually not a procedures but more as a set of technique suggested by Berlitz, one of the American reformers who attempted to build a language teaching methodology based on the Direct Method. These technique are still popular among language teachers even though these techniques are not arranged procedurally: (1) Never translate: demonstrate, (2) Never explain: act, (3) Never make a speech: ask questions, (4) Never imitate mistakes: correct, (5) Never speak single words: use sentences, (6) Never speak too much: make student speak much, (7) Never speak the book: use your lesson plan, (8) Never jump around: follow your plan, (9) Never go too fast: keep the pace of the student, (10) Never speak too slowly: speak normally, (11) Never speak quickly: speak naturally, (12) Never speak too loudly: speak naturally, and never be impatient: take it easy.

The birth of Direct Method really contributed a great deal to improvement in teaching another language in the world. Because of the method language

teaching gradually has swung from the teaching of grammar to teaching to communicate in the target language. The direct method is believed to the first method that encourages language teacher to teach a second/ foreign language by modeling first language learning. In this method grammar is taught inductively with no explanations of grammar rules, which is really an improvement in language teaching.

2.2 Principles of Direct Method

Even though the direct method has derived from psychology, the method has some principles related to learning foreign language. According to Setiyadi (2006) that the following principles are some of the characteristics of the Direct Method regarding to language learning.

1. Grammar is taught by situations and trough inductive process.
2. The syllabus is based on situation and related to everyday vocabulary and structure.
3. Grammar and vocabulary is thought orally.
4. Concrete meanings are made clear by presenting physical objects and abstract ones through association of ideas, not through translation.
5. Repetition of new materials is encouraged to make language learners acquire the language naturally.
6. Listening and imitating sounds are drilled so that language learners become automatic in producing the sounds.

7. Language learners learn the target language in the class most of the time.

8. Sounds of the language are essential and presented at the beginning of the course.

9. Reading follows listening and speaking , and reading texts are based on the materials of the two skill.

10. Many new items are presented in the same lesson in order to make the language natural.

The principles of direct method kept developing from year to year. There was always some effort to systemize the teaching of language and the method was also combined with other traditional methods. Descriptive phonetics and reading texts were also added to the method to meet the demands at that time. The combination with the direct method was eventually called " eclectic method".

2.3 Advantages and Disadvantages of Direct Method

The advantages of direct method according to Arishoimin:

1. Teachers are more able to control the content of the material and the order information received by the students so as to maintain the focus on what should be achieved by students.

2. It is the most effective way to teach concepts and skills that are explicit to students who are low achievers though.

3. Can be used to build a model of learning in a particular field of study.

4. Stresses listening activities (through lectures) and the activity observed (with demonstration) that helps students learn to match these ways.

5. Provide a challenge to consider the gap between theory and observation.

6. Hereinafter applied effectively in large classes and small classes.

7. The students' performance can be monitored carefully.

   The disadvantage of direct method :

1. Because teachers play a central role in this model, the success of this study depends

   on the image of teachers.

2. It depends on the style of the teacher communication.

3. If the material is more complex, detailed or abstract, direct method learning may not

   be able to give students ample opportunity to process and understand the

   information conveyed.

4. If overused, direct learning model will make students believe that teachers will tell

   students all there is to know.

3. Google Translate

   Internet is also called the contemporary mass media, because it meets the requirements as a mass media, such as the intended audience dispersed, heterogeneous, and Anonymous and through print or electronic media, so that messages can be received the same information simultaneously and for a moment by the audience. Even Rusman (2002) that the Internet is a giant library of the world, because in the Internet there are billions of resources, so we can use the information as needed.

   Google translate is the machine translation will not follow the pathway which Gouanvic (2005) describes as more or less subjective choices made by translators who are free to translate or not to translate. This Shakespearean dilemma is given by Google Translate as an affirmative response,

regardless of the input items. Being an important member of the "Google family", Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs.

Google Translate developers admit that some languages have fewer available chunks and that is why their software did not discover many of them. Also, the translation will often depend on a particular language or a language pair. Moreover, Google Translate has some undeniable advantages: it is free, instant offers a variety of languages for input and output; it allows voice recognition, translation of entire web pages, and an upload of entire files for instant translation.

To follow up on Rashid's comments, the most obvious advantage of instant translation is its speed. The result is achieved by a mere click of a mouse or a tap of a finger. Such immediacy also has a negative side to it, which can be demonstrated by a number of instances from my classroom observation and practice in Oman. We will take the four commonly used assessment rubrics to look at some cases of using the Google Translate application: task response, coherence and cohesion, lexical resource, grammar and accuracy.

a. **Task Response**

With Google Translate, the response to the task of translating a word, sentence or a full website is available at the click of the mouse or a tap of a finger. The machine translation will not follow the pathway which Gouanvic (2005) describes as more or less subjective choices made by translators who are free to translate or not to translate. This Shakespearean dilemma is given by Google

Translate as an affirmative response, regardless of the input items. Let us illustrate this with some English neologisms which may enter other languages.
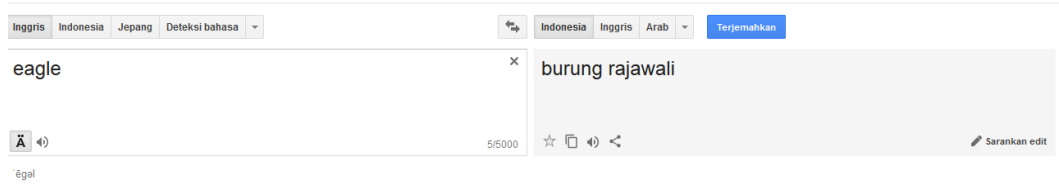
Google 'translation' of the word 'eagle'

b. Coherence

Google Translate, as we stated above, is based on various significant patterns which are later used to translate to and from a foreign language. In this case cohesion may be lost, e.g. in cases of some tongue twisters.
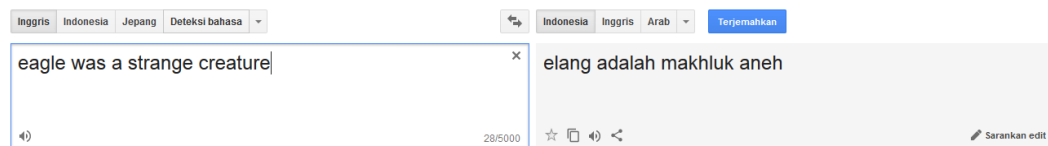
Google translation of an English tongue twister

Since Google Translate takes into account statistically significant chunks, it is advisable to provide input as a basic pattern rather than individual words to create a minimal context. The example below will illustrate this approach.

The difference in Google translation of an individual word „cover" and a phrase „cover the World Cup"

c. Lexical Resource

Google Translate is likely to be most frequently referred to by the English language learners to look for the translation of individual words. In cases of

synonyms, the discrepancy between input and output presents one of the main challenges for Google Translate. This is when the Arabic part appears to be completely the same, whereas the English equivalent presents a significant difference in meaning. dictionaries. Let us illustrate this with the following pair: *guarantee* and *warranty*.

Google translation of "guarantee" and "warranty" into Indonesia

This example again shows us the need to bring about more critical analysis on the part of the educator and the learner. Critical thinking in translation is also needed in cases of lexemes which, according to Carter (2012), help us to represent the polysemy – or the existence of several meanings – in individual words (p.23). So, critical thinking really comes into play when students scan the available translated option in search of the proper equivalent.
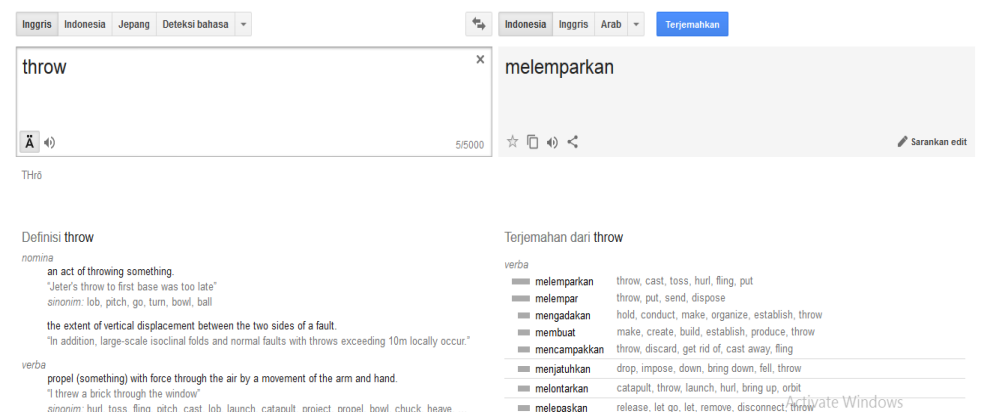
Google translation of the word "throw" into Indonesia with its numerous meanings

3.1. Voice Output

Google Translate allows you to enter a target word on your smartphone, but the pronunciation must be clear and accurate, which is not always the case with lower level language students. This is especially true when it comes to commonly mispronounced words by indonesian learners of English like *license*, *plumber*, *radar*, *shovel*, more academic words like *page*, *language*, *college*, etc. as well as some individual sounds, e.g. [p] and [dʒ]. Google Translate is playable in the classroom but the English pronunciation comes in machine-made quality and represents only the American English accent.

Google voice output

3.2. Advantages and Disadvantages of Google Translate

The readers can Google for themselves more about the Google Translate application. Instead, we thought it would be better to ask some local computer geeks. One of my former pre-intermediate students agreed to write his view on the advantages and disadvantages of Google Translate. According to Medvedev (2016) that Google Translate can be effectively used to introduce and practice

vocabulary items with Arab learners of English are offered.Below is what Rashid wrote, and it is in his original grammar and wording:

Bad in Google Translate: (1) Long texts translated incorrectly, (2) Voice translation unclear, and some languages have no audio translation. *Good* in Google Translate: (1) Translation without the Internet, (2) The speed of translation in all language, (3) You can save the translation of certain texts, and can training on specific text by voice.

Regardless of the disadvantages stated above, some of our students may still follow Rashid's example and choose to use instant translation tools, especially when it comes to their reading and writing needs and outcomes. Language students often refer to Google Translate as a convenient and easily accessible tool, but without proper guidance from language instructors they are likely to face certain difficulties, which are described in the sections below.

B. Conceptual Frame Work

English is the first foreign language in Indonesia. It function as a tool eo attend the modern technology and science development in our education. Therefore the students are expected to have at least passive knowledge of English conversations whether both in learning process and daily activities. In fact their ability is still low especially in pronunciation. Language learning should be presented communicatively in the classroom.

For the senior high school students, the motivation is to learn is fun learning and interesting. The researcher think that it is better to use direct method

with combination of Google translate voice as a media to improve students pronunciation because internet is the human needed in this area. The following explanation are the general implementation of direct method to improve students pronunciation by using Google translate voice as a media will be done by the researcher in this research.

C. Hypothesis

The two hypothesis will be formulated in this study as following :

1. Ho: Direct method assisted by Google translate voice is not able to improve the students pronunciation .

2. Ha: Direct method is effectiveto improve students pronunciation assisted by Google translate voice.

CHAPTER III

THE RESEARCH METHOD

A. Location of Research

This research wasconducted at SMA SWASTA PEMNAS Pagar Merbau Kab. Deli Serdang in Academic Years 2016-2017. The reason of researcher chose this school because it was accessible to do the research and the researcher found the problem.

B. Subjectof Research

In this research, the subject of the research was theeleventh grade of SMA PEMNAS Pagar Merbau KabupatenDeli SerdangAcademic Year 2016-2017. There is one class in grade XI.The number of the student consisted of 28 students.

C. Research Design

The design of research was classroom action research by Kemmis&McTeggart model. The research had two cycles within each cycleconsisted of four phases, they are : planning, acting, observing, and reflecting. the figure below is the design of classroom action research. The researcher did the research in two cycles and gave the pre-test in first meeting.
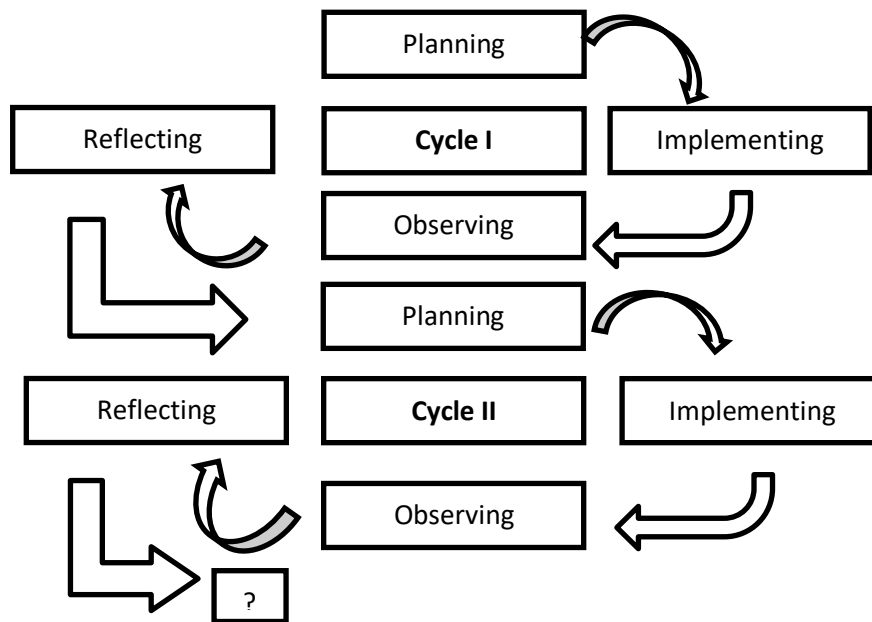
Picture 3.1
Kemimis&Mc Taggart Model of Classroom Action
ResearchInSuharismiArikunto (2010)

D. Research Procedure

In this methodology the researcher applied classroom action research which further define as a cycle process of action. To make clear, the design at the action study was described as follow.

1. **First Cycle**

   a. **Planning**

   The activities in the planning were as follows:

   a) Prepare the teaching facilities

   b) Prepare research instrument, such as observation format to observed the teaching and learning process, questionnaire and diary notes.

c) Prepare the test , include pre-test and post-test. Pre test to know the students' pronunciation before using method and media. And post test to know the improvement the students' pronunciation after using method and media.

b. **Action**

Action is the process of doing something. It is implementation of planning.

The activities in action were as follows:

a) Giving pre-test and questionnaire

b) Teaching material English by using direct method by using Google Translate voice as a media

c) Giving post-test and questionnaire

c. **Observation**

Observation is the most important thing to get the information of action during the teaching learning process. Observation is while the action doing. It was done to all students' activities, participants, class events and climate. Both teacher and students' behavior are observe by collaborator in observation sheet. It is necessary to know about the students' attitudes but also collect the data. In this case, the researcher observe the students' problem.

d. **Reflection**

Reflection is a feedback process of the action. It was use to help the teachers make decision because the reflection is do in order to analyze the situation and make conclusion what to do next. In this phase, the researcher reflect on everything that in the first cycle and made conclusion. The reflection process is based on the data, speaking test, interview sheet and observation sheet. The weakness and the strengths in cycle I in other to modify and improve it in cycle II.

2. The Second Cycle

The purpose of the second cycle was to improve or prove the data in the first cycle. The second cycle also consisted of the four steps such as: planning, action and reflection.

In this cycle, there were some activities.

a. Identifying the new problem in the first cycle based on the result of evaluation in the first cycle

b. Revising and improving the scenario of the teaching and learning process by using direct method and Google translate voice as a media

c. Preparing the students' assignment

d. Designing the observation sheet

E. Instrument of Research

Instrument of research which use in this research are:

1. The test

   The instrument for collecting data use oral test, which consisted by using a text. In this study the oral test was used to measure the students competence in either pronunciation or speaking. The test gave in three times which is pre- test in cycle I and post test in cycle 2. Pre-test was gave before teaching and learning process and post-test was gave after teaching in each cycle . the test that was used consisted of one little of text. In order to make test acceptable for its purpose. The researcher gave the score based on the pronunciation of the students. if they were successful to pronounce the word, they got predicate ABLE, if they failed to pronounce the word, they got predicate UNABLE.

2. Diary note

   Diary note was taken from personal records by the researcher herself that waswrite in daily note.

3. Questionnaire/ interview

   Questionnaires or interviews wasused to collected the information about students' attitude, perception, point of view and felling in learning English.

4. Observation sheet

   It was used to identified all the conditions that happen during teaching learning process.

F. Technique of Collecting Data

In this research, the researcher was performed by administrating two cycles. The researcher had given pre-test. There was and identification at the first meeting in order to get the background situation of the teaching learning in the class and the real information of the condition students in their pronunciation. Then, it was continue with planning, action, observation, and reflection. To evaluate the students' improvement in their pronunciation, the researcher used oral test.

G. Technique of Data Analyze

This study applied qualitative and quantitative data. The qualitative data will be taken from describing the situation during the teaching and learning processes and to see the student opinion as well as their feeling during the teaching activity. Quantitative data to analyze the score of the student. By applying these data to get satisfy result. The qualitative data will be analyze from the observation sheet, questionnaire, and diary notes. The quantitative data will take from computing the percentage of the student score after give the test.

To know the development of the student for each cycle, the test will calculate by apply the following formula:

a) Mean of students' score

The researcher applied the following formula to know the mean of students' score for the cycle:

$$\overline{X} = \frac{\sum x}{N} \ 100\%$$

Where: $\overline{X}$ = Mean of the students' scores

$\sum x$ = Total scores

N = Total number of student

SuharsimiArikunto, (2006)

b) In categorizing the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = Percentage of master students

R = Number of master students

T = Total number of students taking the best

SuharsimiArikunto, (2006)

The criteria of ability was 75 which based on minimum ability criterion of SMA SWASTA PEMNAS PAGAR MERBAU.

N > 75 Able

N < 75 Unable

BAB IV

DATA AND DATA ANALYSIS

A . Data

This research involved qualitative and quantitative data. The quantitative data was obtained from oral test, and the qualitative data was obtained from observation sheet and interview sheet. The data was taken from one class, it was X which consisted of 28 students.

Since the data about the students' ability was not significantly improved one cycle, it was needed to conduct the next cycle, so this research was accomplished in two cycles. First meeting included pre- test and the second meeting was cycle I and the third and fourth meeting was cycle II.

1. The Quantitative Data

Pre -test was given before running cycle I. The researcher gave the topic about narrative text to all students and tried to pronounce the difficult word from the text. The point of pre-test was presented below:

Table 4.1
Students' score in pre- test

No	Students' initial name	fluency	Accuracy	Pronunciation	intonation	Total score	Ability
1	AR	15	10	20	15	60	**Unable**
2	AW	10	10	10	10	40	**unable**
3	ARP	15	10	10	10	45	**unable**
4	BS	15	10	15	15	55	**Unable**

5	DSP	15	15	10	10	50	**Unable**
6	DS	20	15	10	10	55	**Unable**
7	DD	15	10	25	15	65	**Unable**
8	DN	15	15	15	20	65	**Unable**
9	DAM	10	15	10	10	45	**Unable**
10	DA	20	15	10	10	55	**Unable**
11	DAG	15	20	15	15	65	**Unable**
12	EW	15	20	20	10	65	**Unable**
13	HY	15	15	15	15	60	**Unable**
14	HS	15	15	20	10	60	**Unable**
15	JP	15	10	10	10	45	**Unable**
16	LMS	15	10	15	10	50	**Unable**
17	MAP	10	15	10	10	45	**Unable**
18	MAJ	20	15	15	15	65	**Unable**
19	MIP	15	15	15	10	55	**Unable**
20	PRS	10	10	15	15	50	**Unable**
21	RFS	15	15	10	20	65	**Unable**
22	RR	10	15	15	15	55	**Unable**
23	SA	20	10	15	15	60	**Unable**
24	VI	15	15	20	10	60	**Unable**
25	WL	15	15	10	20	60	**Unable**
26	YW	15	10	15	20	60	**Unable**
27	YV	15	15	10	10	50	**Unable**
28	ZE	10	15	10	10	45	**Unable**
Total Number		1550					
Mean Score		55,3					

Table 4.2
Finding The Students Frequency in Pre-Test

Value	F	%	Able	Unable
10	0			Unable
15	0			Unable
20	0			Unable
25	0			Unable
30	0			Unable
35	0			Unable
40	1	3,6%		Unable
45	5	17,8%		Unable
50	4	14,3%		Unable
55	5	17,8%		Unable
60	7	25%		Unable
65	6	21,5%		Unable
70	0			Unable

75	0			Unable
80	0			Unable
85	0			Unable
90	0			Unable
95	0			Unable
100	0			Unable
Total Number	**28**	**100**	**0**	**28**
Percentage		**100 %**	**0 %**	**100%**

Based on the result of pre-test students' mean score was 55,3 the number of able was 0% (28 students) and the number of students unable was 100% (28 students)

Students score in cycle I showed on diagram below
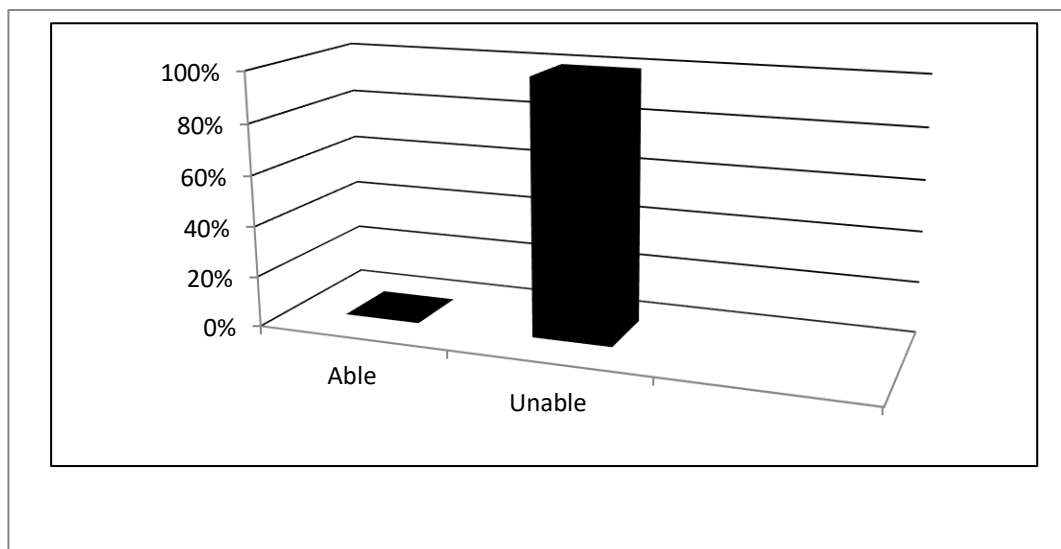
Picture 4.1 Diagram of Pre-test

The table and diagram above showed that there was 28student or 0% of the sample who was regarded as able, meanwhile the students who were categorized as an unable were 28 students or 100%. From the data obtained, it might be concluded that the X grade had a bad score. So, to improved the students' score

in their pronunciation, the researcher direct method assisted by goggle translate

voice.

Table4.3
Students' Score in Cycle I

No	Students' Initial Name	Fluency	Accuracy	Pronunciation	Intonation	Total Score	Ability
1	AR	20	20	20	20	80	**Able**
2	AW	20	20	20	15	75	**Able**
3	ARP	20	20	15	15	70	**Unable**
4	BS	15	10	15	15	55	**Unable**
5	DSP	20	20	25	20	85	**Able**
6	DS	15	20	20	15	70	**Unable**
7	DD	20	20	20	20	80	**Able**
8	DN	25	15	20	20	80	**Able**
9	DAM	15	15	20	15	65	**Unable**
10	DA	15	15	15	10	55	**Unable**
11	DAG	15	15	20	20	70	**Unable**
12	EW	15	15	15	20	65	**Unable**
13	HY	15	15	20	20	70	**Unable**
14	HS	20	20	20	20	80	**Able**
15	JP	15	20	20	20	75	**Able**
16	LMS	20	20	25	20	85	**Able**
17	MAP	20	25	20	20	85	**Able**
18	MAJ	15	15	25	15	70	**Unable**
19	MIP	20	20	20	20	80	**Able**
20	PRS	15	15	20	20	70	**Unable**
21	RFS	25	20	15	20	80	**Able**
22	RR	15	15	20	25	75	**Able**
23	SA	15	15	20	10	60	**Unable**
24	VI	15	15	20	15	65	**Unable**
25	WL	15	15	20	20	70	**Unable**
26	YW	20	25	15	15	75	**Able**
27	YV	20	20	20	20	80	**Able**
28	ZE	15	15	15	10	55	**Unable**
Total Number		2025					
Mean Score		72,3					

Table 4.4
Finding The Students Frequency in Cycle I

Value	F	%	Able	Unable
10	0			
15	0			
20	0			
25	0			
30	0			
35	0			
40	0			
45	0			
50	0			
55	3	10,7%		Unable
60	1	3,5%		Unable
65	3	10,7%		Unable
70	7	25%		Unable
75	4	14,3%	Able	
80	7	25%	Able	
85	3	10,7%	Able	
90	0			
95	0			
100	0			
Total Number	28	100	14	14
Percentage		100%	50%	50%

Based on the result of cycle I students' mean score was 72,3 the number of able was 50% (14 students) and the number of students unable was 50 % (14 students)

The percentage in cycle I shown in the chart below
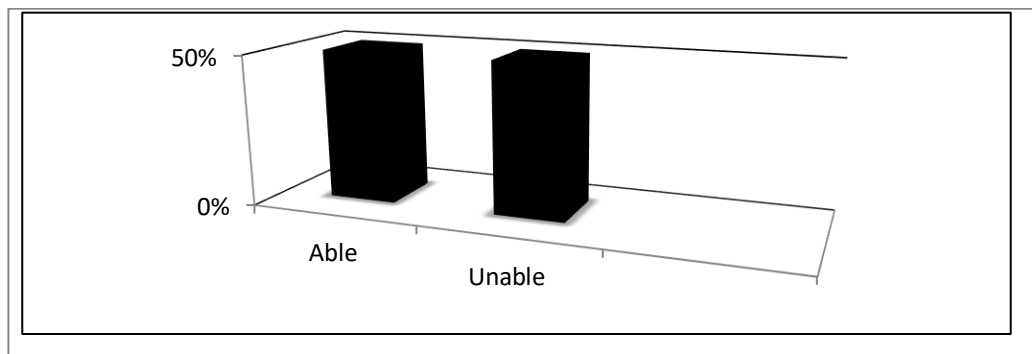
Picture 4.2 Diagram of Cycle I

The table and diagram above showed there were 14 students or 50% of sample who were regarded as able, meanwhile the students who were categorized as unable were 14 students or 50%. From the data obtained, it can be showed there were different data from pre-test to cycle I. And for getting maximal score, the researcher gave second test in cycle II with a different topic.

Table 4.5
Students' Score in Cycle II

No	Students' initial name	Fluency	Accuracy	Pronunciation	Intonation	Total score	Ability
1	AR	20	20	25	25	90	**Able**
2	AW	25	20	25	15	85	**Able**
3	ARP	25	20	25	25	95	**Able**
4	BS	20	20	25	25	90	**Able**
5	DSP	25	25	20	20	90	**Able**
6	DS	20	25	20	20	85	**Able**
7	DD	20	25	25	15	85	**Able**
8	DN	20	25	25	20	90	**Able**
9	DAM	20	20	20	20	80	**Able**
10	DA	15	25	25	25	90	**Able**
11	DAG	20	20	20	20	80	**Able**
12	EW	25	25	25	15	90	**Able**
13	HY	25	15	25	15	80	**Able**
14	HS	20	20	25	25	90	**Able**
15	JP	20	20	25	25	90	**Able**
16	LMS	20	20	25	20	85	**Able**
17	MAP	20	20	20	20	80	**Able**
18	MAJ	20	20	25	20	85	**Able**
19	MIP	20	15	25	20	80	**Able**
20	PRS	25	25	25	15	90	**Able**
21	RFS	20	20	20	20	80	**Able**
22	RR	20	25	25	20	90	**Able**
23	SA	20	25	25	15	85	**Able**
24	VI	15	20	25	25	85	**Able**
25	WL	20	20	20	20	80	**Able**
26	YW	25	25	25	15	90	**Able**
27	YV	25	20	20	20	85	**Able**

28	ZE	20	20	20	20	80	**Able**
Total Number		2405					
Mean Score		85,9					

Table 4.6
Finding The Students Frequency in Cycle II

Value	F	%	Able	Unable
10	0			
15	0			
20	0			
25	0			
30	0			
35	0			
40	0			
45	0			
50	0			
55	0			
60	0			
65	0			
70	0			
75	0			
80	8	28,6%	Able	
85	8	28,6%	Able	
90	11	39,2%	Able	
95	1	3,6%	Able	
100	0			
Total Number	**28**	**100**	**100**	**0**
Percentage		**100%**	**100%**	**0%**

Based on the result of cycle II students' mean score was 85,9 the number

of students able were 100% (28 students) and the number of the students unable

were not found.

Students score in cycle II showed on diagram below :
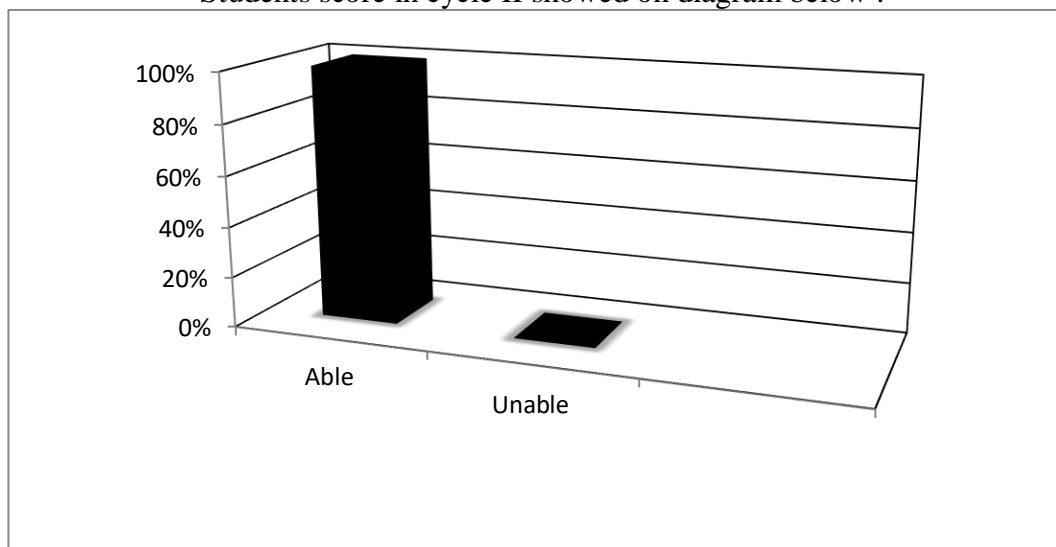
Picture 4.3 Diagram of Cycle II

     The table and diagram above showed that there were 28 students or 100% of the sample who were regarded as able, meanwhile the students two were categorized as an unable were not found. From the data obtained, it might be concluded that X grade academic year 2016/2017 were improved their pronunciation by implemented direct method assisted by Google translate voice.

The improvement of students' score
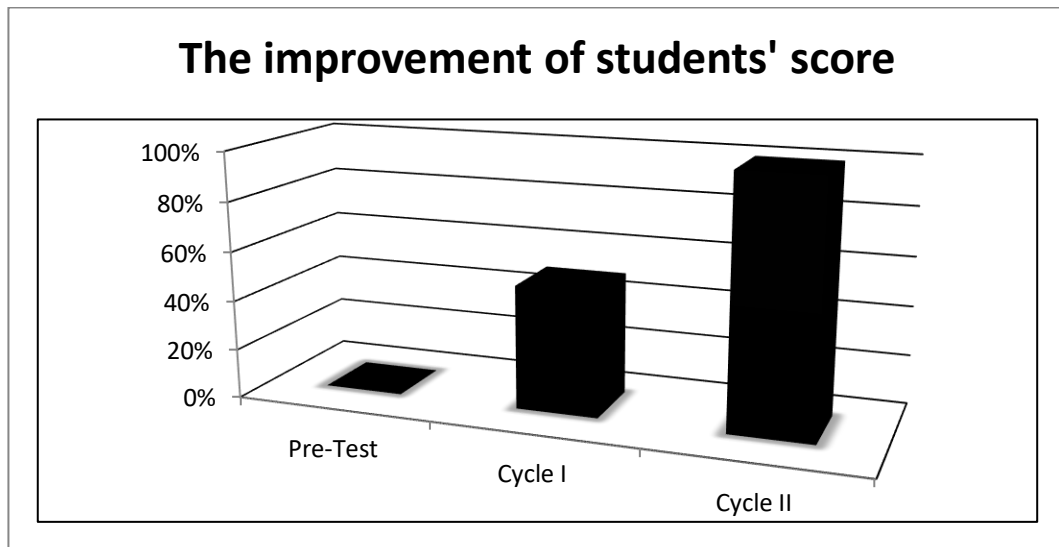
Picture 4.4The improvement of Students'Score

Table 4.7
The Improvement of Students' Score in Pre-Test, Cycle I and Cycle II

No	Students Initial Name	Pre-test	Cycle I	Cycle I
1	AR	60	80	90
2	AW	40	75	85
3	ARP	45	70	95
4	BS	55	55	90
5	DSP	50	85	90
6	DS	55	70	85
7	DD	65	80	85
8	DN	65	80	90
9	DAM	45	65	80
10	DA	55	55	90
11	DAG	65	70	80
12	EW	65	65	90
13	HY	60	70	80
14	HS	60	80	90
15	JP	45	75	90
16	LMS	50	85	85
17	MAP	45	75	80
18	MAJ	65	70	85
19	MIP	55	80	80
20	PRS	50	70	90
21	RFS	65	80	80
22	RR	55	75	90
23	SA	60	60	85

24	VI	60	65	85
25	WL	60	70	80
26	YW	60	75	90
27	YV	50	80	85
28	ZE	45	55	80
	Total Number	**1550**	**2025**	**2405**
	Mean	**55,3**	**72,3**	**85,9**
	Number of students that able	**0**	**14**	**28**
	Number of students that unable	**28**	**14**	**0**
	Percentage of student that able	**0%**	**50%**	**100%**
	Percentage of students that unable	**100%**	**50%**	**0%**

The result showed the improvement of the mean score of the students score from the pre-test to cycle II. The pre-test was only 55,3, the cycle I was 72,3 and the cycle II was 85,9. The total of able students in pre- test was 0% and total of unable was 100%, the total of able in cycle I was 50% and the total unable 50%, and the total of able students in cycle 2 was 100% and the total unable students was 0%. It could be concluded that direct method assisted by Google translate voice could improved the students pronunciation ability.

2. The Qualitative Data

The qualitative data were taken from the observation sheet, dairy notes and interview sheet. The observation sheet used to show the most of the students were active and enthusiastic in pronunciation ability by using direct method assisted by Google translate voice. Diary notes were used to know the students development

in learning activity. At least, interview sheet were used to know the students' responded in learning by using direct method assisted by Google translate voice.

B. The Data Analysis

1. The Analysis of TheQuantitative Data

Four meetings were conducted in this research and one of them was for the pre- test. The researcher gave oral test from reading a narrative text every meeting. In the first meeting the researcher gave one topic to all students and tried to pronounce the difficult word from the text one by one. It was found that the mean score of the students was after the researcher knew the students' score, researcher used direct method assisted by Google translate voice in teaching pronunciation.

The increase showed that by using direct method assisted by Google translate voice. Students were able to improved their pronunciation ability. The mean of the students' score in last meeting was the highest of all meetings, so it could be concluded that the students ability in their pronunciation was increased. Therefore, it could be concluded that the use of direct method assisted by Google translate voice could improved the students' ability in their pronunciation.

$$X = \frac{\sum X}{N} \times 100\%$$

Where : x $\qquad$ = the mean of the students, score

$\qquad \sum x \qquad$ = The total score

$\qquad$ N $\qquad$ = Number of the students

In pre-test the total score of the students' and the number of the students was 28. So the mean was:

$$X = \frac{1550}{28} = 55,3$$

In cycle I the total score of the students' was 2015 and the number of the students was 28. So the mean was:

$$X = \frac{2025}{28} = 72,3$$

In cycle II The total score of the students was 2405 and the number of the students was 28. So he mean was:

$$X = \frac{2405}{28} = 85,9$$

The percentage of master students could also be seen by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

The percentage of the improvement of students' pronunciation ability cold be seen as follows:

Where: P= The percentage of

master students'

                                                                R= The number of

master students'

                                                                T=The total number of

students (28)

P₁ $= \frac{0}{28} \times 100\% = 0\%$

$$P_2 \qquad\qquad =\frac{14}{28} \text{ x } 100\% = 50\%$$

The result showed the improvement of the students' mean score from the pre- test, cycle I, cycle II, that was 55,3 , 71,9 , and 85,9. The percentage of master students' also improve from test to test. It could be concluded that the direct method assisted by Google translate voice could improved the students' pronunciation.

2. The Analysis of Qualitative Data

The qualitative data was collected from observation sheet, diary notes and interview sheet that was analyzed as follows:

2.1 Observation Sheet

Based on the collected in observation sheet it was interfered that been improved and to know the students' activity during learning process. The researcher explained the purpose of the study, gave good motivation and encouragement to the students, and told them to study more. In addition, the researcher fulfilled the source and learning media. The researcher then did the learning process in a systematic and interesting way.

In pre-test before implemented direct method assisted by Google translate voice. In first observation the researcher done the introduction before students activity,many students are less motivated in learning. Second observation is students activity,on the students' activity listen to the teacher's explanation, many students listen to the teacher's explanation but still talk friend nearby. On the students activity in learning process, many students are less active in practice and

do not practice the task. On the students activity in helping friends, the many students willing to help, passive, and do not understand to the problem given and on the students' activity done the task given, the students practice the task, inaccurate, not understanding. and the last observation is closing activity, when the students' conclude the material, the students giving conclusion but not suitable with the material. And when answer the evaluation question the students answer the question have given, but not right.

In cycle I after implemented direct method assisted by Google translate voicestudents activity on observation sheetgot point 3-4. In first observation the researcher done the introduction before students activity the some studentsare motivated and less active in learning activities. Second observation is students activity, on the students' activity listen to the teacher's explanation, some students listen to the teacher's explanation but sometimes talk friend nearby. On the students activity in learning process, the some students are active but do not practice the task and other students active and practice the task. On the students activity in helping friends, some students willing to help, active, but not understand to the problem given and other students have willing to help, active, and understand to the problem given. And on the students' activity done the task given, some students practice the task, accurate, not understanding. and the last observation is closing activity, when the students' conclude the material, the students giving conclusion but not suitable with the material. And when answer the evaluation question the students answer the question have given, but there is any mistake.

Based on observation in pre-test and cycle I there is improvement on the students activity in learning process. And in cycle II all of students activity on the observation sheet havegot point 4, the students are motivated and very active in the learning activity. Every students have understanding the material and practice the task clearlythey were response to the teacher explanation. That is suitable with the mean score of the students have got.

1.2 Interview Sheet

Based on the data collected in the interviews sheet interfered that god way to collects information about students attitude, perception, point of view and feeling in learning English. before conducting direct method assisted by Google translate voice the researcher interviewed with some students to know they response and their felling during learning activity by implementing direct method assisted by Google translate voice. They do not interested in English subject some reason why students do not like to learn English and speak English. because they do not know how to pronounce the word, less self-confidence and students confuse to read or speak because the written and how to pronounce is different.

And after conducting direct method assisted by Google translate voice the researcher interviewed some students. The students when during learning activity, students enjoy and fun in learning English. some students said that direct method assisted by Google translate voice was suitable method and media. The media was interested for students to help them understand how to pronounce the word and then they can tried or used the media at home.

1.3 Diary Notes

Based on the data collected in the diary notes interfered that the instrument has function to record the events in teaching learning process.diary notes was describe the general impressions of the classroom and its climate.

a. First Meeting

In the first meeting, pre-test was conducted.the students were read one by one the topic about a narrative text that gave from the researcher. when they read text students felt confused and bored because they did not how pronounce the word by word or sentence by sentence. The researcher gave the list of difficult word from the text and students tried to pronounce the word. They still noisy and asked to other friends or researcher how to pronounce the word.

b. Second Meeting

In this meeting, the researcher was thought direct method assisted by Google translate voice. The researcher had explained the rule to do, they still looked confused. The researcher guided the students to read a text and correct the their pronunciation assisted by Google translate voice. And then the researcher call they name on by one and instruct them to pronounce the list of difficult word. The students pronounce the word and then the researcher instructed them to listen the voice out-put from Google translate. at the and this cycle did not finished because the time not enough and will be continuous in the third meeting.

c. Third Meeting

In this meeting, the researcher continuous the second meeting. After all of students do their assignment to pronounce the difficult word some of students unable to pronounce the word clearly.Seeing the result of cycle I, some students looked confused so the teacher gave motivation to the students they can tried the media at home if they have internet access or smartphone.

d. Fourth meeting

The students can understood, more active and spirit after applied direct method assisted by Google translate voice and the result could the was very well. During the final meeting, the students had been mastering their pronunciation and all of them able to pronounce the difficult word from narrative text clearly by using direct method assisted by Google translate voice.

C.Research Findings

Based on the data analysis, it was derived that the students' ability in their pronunciation by direct method assisted by Google translate voice was increased significantly. The students more active and understood how to pronounce the word. It could be seen through comparing the result of the test, observation sheet, and interview sheet, starting from the pre – test, cycle I and cycle II, that the score improved cycle by cycle until it reached the mastery standards and even more.

The next improvement could be seen through the increasing mean in each season of the test. The mean of the score from the pre – test until cycle II (55,3), (71,9), (85,9) was improved. In addition, the percentage

of able students' also added from (0%), (50%),(100%). And based on researcher observation and interviewed the students activity in learning from pre-test, cycle I, cycle II had increasing before applied direct method all students not interested to learn English especially in pronunciation subject. And after applied direct method assisted by Google translate voice the students had interested and fun in learning the students active and practice the task. This had proved that direct method assisted by Google translate voice was one of effective strategy applied to the students' especially the pronunciation of students' ability.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, theconclusion was stated that there was improvement of students pronunciation ability by using direct method assisted by Google translate voice in teaching pronunciation. It was showed by the mean of the students'. In the pre-test showed 55,3 (0 students'), in cycle I showed 72,3 (14 students') and in cycle II 85,9 (28 students') so there was improvement from pre-test until cycle II. And based on the observation result of students activity from pre- test, cycle I, and cycle II, the students' more interested, active and improve their self-confidence to   pronounce the word by using direct method assisted Google translate voice, that showed from the improvement of students score. It was proved that from all the students' can finish the oral test and got the score more than 75.

B. Suggestion

In relation of conclusion, suggestion are stage as following:

1. This study help the teacher and students of English provide the information about the material been taught.

2. This is realized that in direct method assisted by Google translate voice improving students pronunciation ability had important part as the means to diagnosing the students' speaking skill.

3. The students become more interested in learning process by using direct method assisted by Google translate voice. The teacher can use direct method assisted by Google translate voice in teaching students' pronunciation because it is an interesting way to improve the students self confidence when they will pronounce the English word and speaking practice.

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LESSON PLAN

(Cycle I)

School	**: SMA SWASTA PEMNAS PAGAR MERBAU**
Subject	**: English**
Grade/Semester	**: XI/ II**
Topic	**: Pronouncing the Difficult Word From Narrative Text**
Skill	**: Reading**
Time allocation	**: 2x 45 minutes (2 Meetings)**

1.Competency Standards **:**Understanding the meaning of the text monologue / essay in the form of a narrative, spoof and hortatory exposition accurately, fluently, and acceptable in the context of everyday life and to use science.

2.Basic Competency **:**Understand and respond to the meaning of the text monologue / essay using a variety of

written language accurately, fluently and acceptable in the text form: narrative, spoof and hortatory exposition, narrative and analytical exposition.

3. Indicator:

a. Identify the difficult word in text narrative
b. Pronounce the difficult word of text.

4.The Objective Of Study

a. To know the difficult word in text.
b. To pronounce the difficult word clearly.

5. Characteristic Of Student

Respect

Diligent

Courage

6. The Material OfStudy. Narrative text

Example from English book

The Eagle And The Arrow

Eagle was a strange creature. He got his fun out of teasing and frightening the little birds. Even when he was not hungry, he would soar through the sky and swoop down of some unsuspecting birds and pretend to prey on them. The poor little birds would cower with fear and try to fly away.

Eagle would just burst into laugh and flap his wings disdainfully." I am the King of the sky! How scared you all are of me," he would exclaim.

The birds did not like eagle and they all thought has was very mean, for the other eagles swooped down on the smaller birds only when they were hungry.

Once it so happened that a flock of pigeons was flying in the sky and Eagle decided to scare them. He came swooping down on them from out of the blue. The pigeons shrieked and scattered in different direction.

Just then Eagle's sharp ears caught a whizzing sound. He turned around and saw its source! An arrow! Sure the arrow was not meant to him but for the pigeons, Eagle just turned away. But the pigeons had flown out of the way!

"Swick!" the arrow struck Eagle in the heart and he started fluttering to the ground." Oh no, I don't want to die," said Eagle," I have so many years to live….." But he was loosing his blood very fast. He fell to the ground with a thud and with dying eyes at the killer arrow.

7. Learning Method :

Method   : Direct method

8. The Step Of Learning Activity

A. Introduction Activities

Teacher opens the lesson by greeting to the student.

 Good Morning student, How are you this morning ?

Teacher lead the pray and giving motivation

Teacher check the students' attendance (asking who is absent).

Teacher introduces the topic and objective of the material.

B.Core Activities

Exploration

Teacher give a text in English Book Today For SMA Grade XI

Teacher call the student one by one to read the text.

Teacher identify and record the difficult word student can't to pronounce.

Student read a text and then ask to the teacher the difficult word in to target language.

> Elaboration

Teacher use Google translate voice to answer student question.

Student listen carefully the voice.

Teacher instruct the student to repeat what them listen until their able to pronounce the word

Student answer the question from text.

> Confirmation

Each student pronounce the difficult word in the table that have identify.

Read the answer question.

> **Closing activities**

Teacher instruct the students to read / and repeat the material at home

Teacher close the lesson by greeting and saying hamdalah.

9.Resources , Tools, And Material

Tools   : Copy paper, laptop, speaker, infocus,

Material   : text book narrative text

Resources   : English Today For SMA Grade XI

Task

1. Pronounce the difficult word clearly !

Evaluation Guide

ASPEK	Meeting		
	Pre-test	Cycle I	Cycle II
1. Fluency			
2. Accuracy			
3. Pronunciation			
4. Intonation			
Total			

Medan ,   February 2016

Known by

Teacher

Researcher

(Marwiyah.S.Pd)

(Dian Arjuni Maya Pani)

Head Master of

SMA SWASTA PEMNAS PAGAR MERBAU

(Eldiana.S.Pd)

APPINDIX II

LESSON PLAN

(Cycle II)

School   : SMA SWASTA PEMNAS PAGAR MERBAU

Subject   : English

Grade/Semester   : XI/ II

Topic   : Pronouncing the Difficult Word From Narrative Text

Skill

                                     : Reading

Time allocation   : 2x 45 minutes (2 Meetings)

1.Competency Standards   :Understanding the meaning of the text monologue / essay in the form of a narrative, spoof and hortatory exposition accurately, fluently, and acceptable in the context of everyday life and to use science.

2.Basic Competency   :Understand and respond to the meaning of the text monologue / essay using a variety of

written language accurately, fluently and acceptable in the text form: narrative, spoof and hortatory exposition, narrative and analytical exposition.

3. Indicator:

    c. Identify the difficult word in text narrative

    d. Pronounce the difficult word of text.

4.The Objective Of Study

    c. To know the difficult word in text.

    d. To pronounce the difficult word clearly.

5. Characteristic Of Student

    Respect

    Diligent

    Courage

6. The Material OfStudy. Narrative text

Example from English book

The Eagle And The Arrow

Eagle was a strange creature. He got his fun out of teasing and frightening the little birds. Even when he was not hungry, he would soar through the sky and swoop down of some unsuspecting birds and pretend to prey on them. The poor little birds would cower with fear and try to fly away.

Eagle would just burst into laugh and flap his wings disdainfully." I am the King of the sky! How scared you all are of me," he would exclaim.

The birds did not like eagle and they all thought has was very mean, for the other eagles swooped down on the smaller birds only when they were hungry.

Once it so happened that a flock of pigeons was flying in the sky and Eagle decided to scare them. He came swooping down on them from out of the blue. The pigeons shrieked and scattered in different direction.

Just then Eagle's sharp ears caught a whizzing sound. He turned around and saw its source! An arrow! Sure the arrow was not meant to him but for the pigeons, Eagle just turned away. But the pigeons had flown out of the way!

"Swick!" the arrow struck Eagle in the heart and he started fluttering to the ground." Oh no, I don't want to die," said Eagle," I have so many years to live….." But he was loosing his blood very fast. He fell to the ground with a thud and with dying eyes at the killer arrow.

9. Learning Method :
Method: Direct method

10. The Step Of Learning Activity
B. Introduction Activities

> Teacher opens the lesson by greeting to the student.
> Good Morning student, How are you this morning ?
> Teacher lead the pray and giving motivation
> Teacher check the students' attendance (asking who is absent).
> Teacher introduces the topic and objective of the material.

B.Core Activities

Exploration

> Teacher give a text in English Book Today For SMA Grade XI
> Teacher call the student one by one to read the text.
> Teacher identify and record the difficult word student can't to pronounce.

Student read a text and then ask to the teacher the difficult word in to target language.

➢ Elaboration

Teacher use Google translate voice to answer student question.

Student listen carefully the voice.

Teacher instruct the student to repeat what them listen until their able to pronounce the word

Student answer the question from text.

➢ Confirmation

Each student pronounce the difficult word in the table that have identify.

Read the answer question.

➢ **Closing activities**

Teacher instruct the students to read / and repeat the material at home

Teacher close the lesson by greeting and saying hamdalah.

9.Resources , Tools, And Material

Tools   : Copy paper, laptop, speaker, infocus,

Material   : text book narrative text

Resources   : English Today For SMA Grade XI

Task

2. Pronounce the difficult word clearly !

Evaluation Guide

ASPEK	Meeting		
	Pre-test	Cycle I	Cycle II

1. Fluency			
2. Accuracy			
3. Pronunciation			
4. Intonation			
Total			

Medan ,   February 2016

Known by

Teacher

Researcher

(Marwiyah.S.Pd)

(Dian Arjuni Maya Pani)

Head Master of

SMA SWASTA PEMNAS PAGAR MERBAU

(Eldiana.S.Pd)

APPINDIX III

Oral Test Item

Pronounce The difficult word from text book!

Words	Pronunciation	Meaning
Eagle	ˈēgəl	
Arrow	Arō	
Creature	ˈkrēchər	
Soar	Sôr	
Swoop	swo͞op	
Unsuspecting	ənsəˈspekting	
Prey	Prā	
Cower	ˈkouər	
Burst	bərst	
Piercing	ˈpiərsing	
Flap	Flap	
Disdainfully	Disdainfully	
Flock	Flak	
Shrieked	Shrēk	
Scattered	ˈskatər	
Whizzing	whizzing	
Heart	Hart	
Fluttering	ˈflətər	
Thud	Thəd	
Exclaim	ikˈsklām	

Aspek	Value
Fluency	
Accuracy	
Pronunciation	
Intonation	

Total	

APPINDIX IV

The Observation Result of Students Activities in Pre-test

No	Students activities	Score
A	Introduction 1. Students are motivated to learn a. Students are not motivated in learning activities. b. Students are less motivated in learning activities. c. Students are motivated and less active in learning activities. d. Students are motivated and very active in the learning activities.	 1 2 3 4
B	Activities 1. Listen to the teacher's explanation a. Student do not listen to the teacher's explanation and talk with friends nearby b. Students listen to the teacher's explanation but still talk with fiend nearby c. Student listened to the teacher's explanation but sometimes talk with friends nearby d. Students listen to the teacher's explanation and didn't talk with her friends 2. Student activities a. Students are not active in practice and do not practice the task b. Students are less active in practice and do not practice the task c. Students active but do not practice the task d. Students active and practice the task 3. Helping friends a. Unwilling to help, passive, and does not understand to the problem given. b. Willing to help, passive, and not understand to the problem given. c. Willing to help, active, but not understand to the problem given. d. Willing to help, active, and understand to the problem given.	 1 2 3 4 1 2 3 4 1 2 3 4

	4. Done the task given		
	a. Do not practice the task	1	
	b. Practice the task, inaccurate, not understanding.	2	
	c. Practice the task, accurate, not understanding.	3	
	d. Practice the task, accurate, and understanding	4	
C	Closing		
	2. Students conclude the material.		
	a. Do not give conclusion	1	
	b. Giving conclusion, but not suitable with the material.	2	
	c. Giving conclusion but less fit with the material have learned.	3	
	d. Giving conclusion and suitable with the material have learned.	4	
	3. Answer the evaluation question		
	a. Not answer the evaluation question have given, not understand.	1	
	b. Answer the question have given, but not right.	2	
	c. Answer the question given, but there is any mistake.	3	
	d. Answer the question have given and all right.	4	

APPINDIX V

The Observation Result of Students Activities in Cycle I

No	Students activities	Score

A	Introduction
	1. Students are motivated to learn
	
	   e. Students are not motivated in learning activities.
	   f. Students are less motivated in learning activities.
	   g. Students are motivated and less active in learning activities.
	   h. Students are motivated and very active in the learning activities.
		
		1
		2
		3
		4

B	Activities
	5. Listen to the teacher's explanation
	   e. Student do not listen to the teacher's explanation and talk with friends nearby
	   f. Students listen to the teacher's explanation but still talk with fiend nearby
	   g. Student listened to the teacher's explanation but sometimes talk with friends nearby
	   h. Students listen to the teacher's explanation and didn't talk with her friends
	6. Student activities
	   e. Students are not active in practice and do not practice the task
	   f. Students are less active in practice and do not practice the task
	   g. Students active but do not practice the task
	   h. Students active and practice the task
	7. Helping friends
	   e. Unwilling to help, passive, and does not understand to the problem given.
	   f. Willing to help, passive, and not understand to the problem given.
	   g. Willing to help, active, but not understand to the problem given.
	   h. Willing to help, active, and understand to the problem given.
	8. Done the task given
		
		1
		
		2
		
		3
		
		4
		
		1
		
		2
		
		3
		4
		
		1
		
		2
		
		3
		
		4

	e. Do not practice the task	1
	f. Practice the task, inaccurate, not understanding.	2
	g. Practice the task, accurate, not understanding.	3
	h. Practice the task, accurate, and understanding	4
C	Closing	
	4. Students conclude the material.	
	e. Do not give conclusion	1
	f. Giving conclusion, but not suitable with the material.	2
	g. Giving conclusion but less fit with the material have learned.	3
	h. Giving conclusion and suitable with the material have learned.	4
	5. Answer the evaluation question	
	e. Not answer the evaluation question have given, not understand.	1
	f. Answer the question have given, but not right.	2
	g. Answer the question given, but there is any mistake.	3
	h. Answer the question have given and all right.	4

APPINDIX VI

The Observation Result of Students Activities in Cycle II

No	Students activities	Score
A	Introduction 1. Students are motivated to learn	
	i. Students are not motivated in learning activities.	1
	j. Students are less motivated in learning activities.	2
	k. Students are motivated and less active in learning activities.	3
	l. Students are motivated and very active in the learning activities.	4
B	Activities 9. Listen to the teacher's explanation	
	i. Student do not listen to the teacher's explanation and talk with friends nearby	1
	j. Students listen to the teacher's explanation but still talk with fiend nearby	2
	k. Student listened to the teacher's explanation but sometimes talk with friends nearby	3
	l. Students listen to the teacher's explanation and didn't talk with her friends	4

	10.	Student activities	
	i.	Students are not active in practice and do not practice the task	1
	j.	Students are less active in practice and do not practice the task	2
	k.	Students active but do not practice the task	3
	l.	Students active and practice the task	4
	11.	Helping friends	
	i.	Unwilling to help, passive, and does not understand to the problem given.	1
	j.	Willing to help, passive, and not understand to the problem given.	2
	k.	Willing to help, active, but not understand to the problem given.	3
	l.	Willing to help, active, and understand to the problem given.	4
	12.	Done the task given	
	i.	Do not practice the task	1
	j.	Practice the task, inaccurate, not understanding.	2
	k.	Practice the task, accurate, not understanding.	3
	l.	Practice the task, accurate, and understanding	4
C	Closing		
	6. Students conclude the material.		
	i.	Do not give conclusion	1
	j.	Giving conclusion, but not suitable with the material.	2
	k.	Giving conclusion but less fit with the material have learned.	3
	l.	Giving conclusion and suitable with the material have learned.	4
	7. Answer the evaluation question		
	i.	Not answer the evaluation question have given, not understand.	1
	j.	Answer the question have given, but not right.	2
	k.	Answer the question given, but there is any mistake.	3
	l.	Answer the question have given and all right.	4

APPENDIX VII

I. Interviewing the students before conducting direct method assisted by Google translate voice.

1. R   : Do you like study English?

   AW   : Yes, I like study English

   RR   : Not really

   DS   : No

   DAM   : Yes

   LMS   : Sometimes I like

2. R   : Do you like to speak in English?

   AW   : No I don't like to speak English

   RR   : No miss, because I can't

   DS   : No miss

   DAM   : No miss

   LMS   : Actually no miss

3. R: why you didn't like to speak English ?

   S: I don't understand how to pronounce the word miss

   S: I feel shy if I speak English miss

   S : because it not our language

   S : because the written and when I read is different miss

S : I don't know how to speak English.

4. R   : What are your difficulties in speaking English ?

    AW   : The pronunciation miss

    RR   : Less vocabulary miss

    DS   : I can't to pronounce the word miss

    DAM   : My pronunciation is not clear.

    LMS   : Very difficult to pronounce the foreign language.

II. Interviewing the students after conducting direct method assisted by Google translate voice.

1. R   : In your opinions, Does Google translate voice interested media?

    ZE   : Yes miss, it is interesting media I like it

    AR   : I not feel bored when study miss

    PRS   : I can try this media at home miss

    MIP   : It is a good solution miss

    DN   : I can't listen the voice clearly if a not focus.

2. R   : Does direct method assisted by Google translate voice help you in learning English?

    ZE   : Yes miss, it is very help me

    AR   : Yes miss, because the method and media suitable

    PRS   : Actually yes miss

    MIP   : Yes miss, really help me

    DN   : Yes miss

3. R : Does direct method assisted by Google translate voice more enjoyable in learning environment?

ZE : Yes miss, I enjoy for this learning

AR : Yes miss, I have fun this learning

PRS : Of course miss

MIP : Yes miss

DN : Yes miss

4. R : How do you feel during learning activity use Google translate voice assisted by Google translate voice?

ZE : I feel enjoy, and I have motivation to improve my pronunciation

AR : I feel comfortable

PRS : I got my self confidence

MIP : I more understood how to pronounce the word

DN : I don't afraid again to make mistake when speak English

APPENDIX VIII

Diary Notes

First Meeting

In the first meeting, pre-test was conducted. the students were read one by one the topic about a narrative text that gave from the researcher. when they read text students felt confused and bored because they did not how pronounce the word by word or sentence by sentence. The researcher gave the list of difficult word from the text and students tried to pronounce the word. They still noisy and asked to other friends or researcher how to pronounce the word.

Second Meeting

In this meeting, the researcher was thought direct method assisted by Google translate voice. The researcher had explained the rule to do, they still looked confused. The researcher guided the students to read a text and correct the their pronunciation assisted by Google translate voice. And then the researcher call they name on by one and instruct them to pronounce the list of difficult word. The students pronounce the word and then the researcher instructed them to listen the voice out-put from Google translate. at the and this cycle did not finished because the time not enough and will be continuous in the third meeting.

Third Meeting

In this meeting, the researcher continuous the second meeting. After all of students do their assignment to pronounce the difficult word some of students unable to pronounce the word clearly. Seeing the result of cycle I, some students looked confused so the teacher gave motivation to the students they can tried the media at home if they have internet access or smartphone.

Fourth meeting

The students can understood, more active and spirit after applied direct method assisted by Google translate voice and the result could the was very well. During the final meeting, the students had been mastering their pronunciation and all of them able to pronounce the difficult word from narrative text clearly by using direct method assisted by Google translate voice.