



A Study on the Use of Google Translation: Text-to-Speech Application Used by the Students of English Study Program of Nzzusa Cendana University in Practicing English Pronunciation

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ARTICLE INFO	ABSTRACT
Article history Received : March, 25th 2026 Revised : April, 26th 2026 Accepted : May, 30th 2026 OPEN ACCESS	This study analyzed second-semester English students' perceptions at Nusa Cendana University's English Study Program toward using Google Translation Text-to-Speech (TTS) feature for practicing English pronunciation, along with associated challenges. Employing a descriptive qualitative design, it involved 20 randomly selected participants using questionnaires with Likert scales and open-ended questions, plus semi-structured interviews with five respondents. Findings reveal predominantly positive perceptions: 85% agreed Text-to-Speech improves pronunciation skills and accents, 85% noted boosted confidence, and 85% recommended it as a flexible, anytime-accessible tool. However, 45% were neutral and 20% disagreed on its superiority over other methods, citing preferences for human interaction due to Text-to-Speech less natural sound. Key challenges included unnatural intonation (monotonous/robotic), limited accent options (mainly American English), and occasional inaccuracies in pronunciation, especially for complex words or long texts. Students addressed these by using supplementary resources like YouTube, native speaker videos, Grammarly, or apps such as ELSA Speak. The study concludes Text-to-Speech serves as an effective self-directed aid for pronunciation practice when combined with interactive human methods for optimal naturalness and accuracy. The study also highlights technology's role in English for Language (EFL) learning.
Keywords:	<i>Perception, Google Translation, Text-to-Speech, Speaking, and Pronunciation</i>

1. Introduction

English is an international language; it is the most widespread medium of global communication (Liando & Tatipang, 2022). In the use of English, there are what is commonly called the skills or abilities in communication, where someone who wants to be skilled in English must have four skills. These skills are known as the four language skills and are essential for effective communication in English: reading, writing, listening, and speaking.

Speaking, as one of the four skills in English, refers to the ability to effectively communicate in the English language. The main purpose of speaking is to communicate (Tarigan, 2008). Muzdalifah et al. (2020) stated that “the ability to speak English is a priority for learners.” Speaking ability is a significant part of learning English. In learning proper English pronunciation, students need to keep expanding their skills in ways that suit their individual learning styles. Kurnia et al. (2019) explained that self-learning is a learning process that is based on the students’ initiative or interest. In this case, the use of technology can be one of the ways to help students learn in this technological era.

Sagita and Jamaliah (2021) said that technology plays an important role; it has developed rapidly and dominates all aspects of life. In education, technology offers various applications that support independent learning, accessible anytime and anywhere, such as Google Translate, Google Classroom, Duolingo, Canva, etc. Taka (2019) argued that using learning media creates new interests and desires, inspires and stimulates learning practices, and has psychological effects on learners. One widely used application for learning English is Google Translation. Google Translation can translate text, videos, images, and speech into different languages. Nguyen (2019) noted that Google Translate can be used as a student aid in learning pronunciation.

In Google Translation, there are three ways for students to utilize this application: text-to-text, images, and text-to-speech. In addition to learning vocabulary, students can also learn pronunciation through text-to-speech. Trivedi et al. (2018) affirmed that Text-to-Speech is a process in which input text is first analyzed, then processed and understood, and then the text is converted to digital audio and then spoken. Text-to-speech (TTS) technology significantly assists students in learning pronunciation by providing clear audio of words, with a voice that sounds like a native speaker. Yates (2017) mentioned that learners with good pronunciation in English are more likely to be understood, even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Good pronunciation is essential for achieving intelligibility and fluency, and it can help learners overcome anxiety related to oral communication. If pronunciation is poor, the process of interaction and the delivery of information will be hindered. Burri and Baker (2019) expressed that the best way to improve students’ pronunciation skills is to facilitate their experience with it.

Yoshida (2016) said that, consequently, to be successful in acquiring good English pronunciation, learners must recognize their own mistakes and be willing to make efforts to enhance their pronunciation proficiency. Pronunciation plays an important role in achieving proficiency in English. When communicating orally in English, it can sometimes be difficult to be understood due to a limited vocabulary and a lack of knowledge about how to pronounce words correctly in conversation.

Based on the awareness and needs of English students in practicing pronunciation, the researcher sees that in the process of learning English, of course, there must be a responsibility on English students to continue to train and improve their English skills. This is especially about clarity in pronunciation, because the success of an interaction and communication process can be successful or not everything requires clarity in pronunciation so that pronunciation is very important to train. Which of course, in the learning process lecturers do not focus on pronunciation so that the importance of responsibility and awareness of the students themselves to practice their English pronunciation. In this case, one technology that often helps English students is the Text-to-Speech feature of Google Translation. Therefore, the researcher intends to conduct research with the title: "A Study on the Use of Google Translation: Text-to-Speech Application Used by the Students of English Study Program of Nusa Cendana University in Practicing English Pronunciation".

2. Research Method

This study used a descriptive qualitative research method. The researcher was classified as descriptive qualitative because the data was described in words rather than numbers, and was evaluated through the perceptions of students. The study included 20 participants. The sample was chosen using random sampling technique with the paper lottery method. The researcher collected all the names of students contained in the attendance list in the second semester starting from classes A, B, C, and D, totaling 147 students. Each name was printed out, cut into small pieces of paper, rolled up, and placed in a bowl to be drawn. The researcher put a roll of paper that already contained the student's name into the bowl, then stirred, and the researcher took 20 papers according to the desired sample size.

To obtain research data, this study used two research instruments, which are questionnaire and interview as data collection methods. In questionnaire instrument, to answer the first problem about perception, this study used Likert scale and to answer the second problem about the challenges, this study used open ended question. The questionnaire was used by the

researcher in this research to collect data in the form of words or descriptions that could help in understanding the perceptions of the students studied. The researcher used questionnaire solely as a tool to explore respondents' understanding, perceptions or experiences, in the form of data not in numbers, which is then analysed in depth. The researcher used a questionnaire as one of the data collection methods, combined with interviews, to obtain broader and more accurate information.

In interview instrument, this study used semi-structured interview. Thus, this method allows the researcher to ask additional questions to explore more detailed information based on the respondent's answers and provides freedom to respondents to provide more detailed answers. For the data collection technique through this interview, the researcher did not interview all participants. However, the researcher only chose 5 English student participants who had previously answered the questionnaire as representatives to be interviewed.

The data then analyzed by using a thematic analysis technique according to Braun and Clarke (2006): (1) Identifying, identified the important or interesting parts of the data (2) Analyzing, through several steps of coding and categorization before drawing the conclusion (3) Reporting patterns in the data, presented the research findings then discussed and explained the results of the study.

3. Research Findings and Discussion

Research Findings

This study presented the research findings from the questionnaire and interview instruments.

3.1 Questionnaire

The table shows the data from questionnaire about the perceptions of English students of Nusa Cendana University in the use of Google Translation: Text to Speech in practicing English pronunciation. There are 20 respondents from English students in the second semester of grades A, B, C and D in this questionnaire.

Table 3.1 Students perceptions

No .	Statement	Scale				
		SA	A	N	D	SD
1.	Google Translate: Text to Speech helps improve my pronunciation skills	4 (20%)	13 (65%)	3 (15%)	–	–
2.	Google Translate : Text to Speech can be an effective tool in improving pronunciation such as accent in English	5 (25%)	12 (60%)	2 (10%)	1 (5%)	–
3.	Google Translate : Text to Speech is one of the most fun methods of practicing pronunciation	3 (15%)	13 (65%)	3 (15%)	1 (5%)	–
4.	Google Translate : Text to Speech accelerates my progress in mastering English pronunciation	2 (10%)	12 (60%)	4 (20%)	2 (10%)	–
5.	Google Translate : Text to Speech affects my motivation to improve my English pronunciation skills	1 (5%)	10 (50%)	8 (40%)	1 (5%)	–
6.	Google Translate : Text to Speech affects my confidence level in pronouncing English words	4 (20%)	13 (65%)	3 (15%)	–	–
7.	Google Translate: Text to Speech is more effective than other methods/tools in learning pronunciation	–	7 (35%)	9 (45%)	4 (20%)	–
8.	I recommend Google Translate : Text to Speech as an effective pronunciation learning tool for English learners	3 (15%)	14 (70%)	3 (15%)	–	–
9.	I prefer Google Translate : Text to Speech to practice pronunciation rather than listening to human-generated speech	2 (10%)	5 (25%)	8 (40%)	4 (20%)	1 (5%)

10.	I can use Google Translate : Text to Speech anytime and anywhere	7 (35%)	8 (40%)	5 (25%)	—	—
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Based on the table 3.1, the following are the result findings of each statement:

1. The result of first statement is 20% (4 students) have strongly agree, 65% (13 students) have agree and 15% (3 students) have neutral with that statement.
2. The result of second statement is 25% (5 students) have strongly agree, 60% (12 students) have agree, 10% (2 students) have Neutral and 5% (1 student) have disagree with that statement.
3. The result of third statement is 15% (3 students) have strongly agree, 65% (13 students) have agree, 15% (3 students) have neutral and 5% (1 student) have disagree with that statement.
4. The result of fourth statement is 10% (2 students) have strongly agree, 60% (12 students) have agree, 20% (4 students) have neutral and 10% (2 students) have disagree with that statement.
5. The result of fifth statement is 5% (1 student) have strongly agree, 50% (10 students) have agree, 40% (8 students) have neutral and 5% (1 student) have disagree with that statement.
6. The result of sixth statement is 20% (4 students) have strongly agree, 65% (13 students) have agree and 15% (3 students) have neutral with that statement.
7. The result of seventh statement is 35% (7 students) have agree, 45% (9 students) have neutral and 20% (4 students) have disagree with that statement.
8. The result of eighth statement is 15% (3 students) have strongly agree, 70% (14 students) have agree and 15% (3 students) have neutral with that statement.
9. The result of ninth statement is 10% (2 students) have strongly agree, 25% (5 students) have agree, 40% (8 students) have neutral, 20% (4 students) have disagree and 5% (1 student) have strongly disagree with that statement.
10. The result of tenth statement is 35% (7 students) have strongly agree, 40% (8 students) have agree and 25% (5 students) have neutral with that statement.

Table 3.2 Students Challenges

No.	Students	Answer		
		1) Did you find the challenges when using Google Translate : Text to Speech in learning pronunciation?	2) What challenges did you face when using Google Translate : Text to Speech in learning pronunciation?	3) What were the solutions that you did to solve the challenge/problem?
1.	KLM	No	I didn't have challenges	It's easy to use. What you need is listen carefully to it
2.	AR	Yes	Limited emphasis and intonation	Listen to Native Speakers
3.	MTK	Yes	Translate: Text-to-Speech generally uses unnatural or monotonous intonation and sometimes struggles to pronounce words with different accents. In addition, the pronunciation of certain words, especially slang words, is often incorrect, which can be very confusing for English language learners	The solution is to use additional resources such as online dictionaries that provide audio pronunciations from native speakers, or by watching videos of native English speakers
4.	MRB	So far I have not found any challenges	For me personally, I have not encountered any	Because in using Google Translate I did not find any challenges so I think there is no solution that I can provide, it's

		while using Google Translate	challenges when using Google Translate	just that we have to be more careful in using Google Translate
5.	BDR	Yes, there were challenges	Challenges included unnatural intonation, limited voice options, and occasional inaccuracies in pronunciation	Solutions included using additional language apps, listening to native speakers, and practicing with feedback from teachers or language partners
6.	KPG	No	There is no challenges	Nothing
7.	YTR	Yes, and the challenge is from the network	The challenge is network	Look for a place where the network is good and smooth
8.	MAN	Yes	Grammatical errors	Use grammarly to help
9.	VJH	No	I've rarely use it	Nothing
10.	EDK	Sometimes it can be challenging for me	Sometimes Google Translate isn't that accurate so I have find other source for practice	I just find another source to improve my pronunciation
11.	IPT	Yes	Sometimes I got wrong when try to translate my words and I need to improve my Speaking skill	I try with another ways to get to know a few words that I think are easy to understand first
12.	FDE	Yes	Sometimes there are pronunciations that are the same as words with other meanings, which makes it difficult for me to follow the pronunciation	I continue to practice and listen carefully and use the voice feature so that what I say matches the word I want to learn
13.	TTH	Yes	Using Google Translate Text to Speech for pronunciation practice has	To overcome the challenges of using Google Translate Text to Speech for pronunciation

			limitations, such as unnatural voice, lack of feedback, and limited accent options, making it less effective for learning accurate and natural pronunciation	practice, learners can try several solutions. One effective method is using specialized pronunciation apps like ELSA Speak or Speechling, which provide real-time feedback and help users imitate native accents. Listening to native speakers through podcasts, movies, or YouTube videos can also improve listening and intonation skills. Practicing with a language partner or tutor allows for interactive speaking and correction. Additionally, recording one's own voice and comparing it to native pronunciation can help identify and correct errors.
14.	MFJ	I don't find any challenges when using Google Translate because it really helps me to know the pronunciation of a word in English, and so that I don't pronounce	I don't find any challenges when using Google Translate because it really helps me to know the pronunciation of a word in English, and so that I don't pronounce it wrong when speaking.	Maybe some solutions that I will do to overcome the problems that I often do in pronouncing words incorrectly in English by asking friends or people who understand better and of course I will use several applications to improve my English skills.

		it wrong when speaking.		
15.	GBA	No	Nothing	Nothing
16.	MYS	Yes	When translating a long text whose translation is straight forward with inappropriate English grammar	Correct each statement that has been translated from Google Translate using the Grammarly application
17.	MCN	Yes, like the pronunciation of letters that sound the same	A bit difficult pronunciation	By continuing to practice pronunciation and developing English language exercises
18.	TR	No, because I think this method is easy to use anytime and everywhere	Yes, Yes, because sometimes when I use Google Translate, it doesn't translate the grammar correctly	As a solution, I usually prefer using another app that translates more effectively
19.	HB	Yes, I did	Sometimes when I use the feature, I struggle to imitate certain words because it is hard to pronounce it	Usually, I will go to Youtube and find the pronunciation video of the word from a real person
20.	IK	Sometimes	Too fast	Keep listening

The table 3.2 shows that there are 13 students faced challenges when practicing English pronunciation using Google Translation: Text to Speech feature and 7 students did not face the challenges.

3.2 Interview Result

Five students were randomly selected from twenty respondents in the questionnaire to be interviewed. They had positive and negative perspectives on using Google Translation to practice English pronunciation. The interview instrument had 5 questions, including first and second research problems in one interview. The following are the research findings from interview:

1. For the first question about “is it true that Google Translate's Text-to-Speech can help improve students' English pronunciation?” all students had positive perception. It means they agree with that question.
2. For the second question about “do students agree that using Google Translate's Text-to-Speech feature can help practice pronunciation and improve accents?” all students had positive perception. It means they agree with that question.
3. For the third question about “referring to questionnaire statement number 7: "Google Translate's Text-to-Speech is more effective than other methods/tools for practicing pronunciation." three students had positive perception and two students had negative perception. It means that not all students agree if Google Translation: Text-to-Speech is more effective than other methods/tools for practicing pronunciation.
4. For the fourth question about “regarding questionnaire statement number 9: "Text-to-Speech pronunciation is better than listening to human speech” only one student had positive perception and four students had negative perception. It means that most of students disagree if Text-to-Speech pronunciation is better than listening to human speech.
5. For the fifth question about “have you ever faced challenges while using Text-to-Speech? If so, what solutions have you found to overcome these challenges?” all the five students had negative perception. It means that all students faced challenges while using this application.

Discussion

In this discussion, the researcher described the research findings and analyzed students' perceptions of using Google Translation Text-to-Speech in practicing English pronunciation to answer the research problems.

Based on the first and second result, this screams positive perception overall—most students think it's actually helping them fix pronunciation problem. It helps fix accents and

pronunciation. This research is supported by the research of Harahap A.J (2014) it is concluded that Google Translation audio effectively improves students' pronunciation especially in improving accent and fluency. That lines up perfectly with what the researcher saw in the results. However, some students find that the Text-to-Speech feature in Google Translation has limited accent options. This is in line with Fitria's research (2023) which emphasized that Google Translate provides an American English accent for users whose target language is English. Therefore, Google Translation only provides an American English accent, which is the reason why the accent options are limited. So that, that's the core issue: by sticking mostly to American English, it doesn't give learners much variety, like British or Australian accents, which could make practice even more effective for different goals.

The data also reveals that 85% students surveyed agreed with the statement that Google Translation Text-to-Speech can affects their confidence level in pronouncing English words. This statement is in line with the study conducted by Ajeng Larasati (2015) which revealed that there is a significant correlation between the use of the Google Text-to-Speech application and the confidence of students in speaking English. This also highlights the difference at the same time that some students struggled to copy tricky words from the application. English pronunciation is inconsistent. For example, "through" and "thorough" look similar but sound different. The homophones trip up learners. This statement is supported by Medvedev (2016), who noted that Google Translate allows students to enter a target word on their devices, but the pronunciation must be clear and accurate for the tool to work effectively. For that reason, this could be one of the reasons why students lack confidence in speaking English. The Text to Speech voices blend similar sounds together in a robotic way that's tough to copy exactly, especially for vowels or clusters like "th" or "r." It leaves learners second-guessing themselves.

The research also found that 35% students agreed and 45% have neutral with the statement that Google Translation Text-to-Speech is more effective than other methods or tools in learning pronunciation. This aligns with the research of Windi & Syarif (2024), which explained that the effectiveness of using the Google Translate application for teaching English pronunciation is high. However, interestingly, it was found that there are differing opinions about the challenges faced by some students when practicing English pronunciation using Google Translation Text-to-Speech, where sometimes Google Translation Text-to-

Speech is not very accurate. The findings of this research also support the research conducted by Yanti & Meka (2019), which said the accuracy of Google Translate's results is still low.

Interestingly, our data shows that most of students agreed that they can use Google Translation Text-to-Speech anytime and anywhere, which totally makes sense because it's right there on their phones—no fancy setup needed. This data is supported by Nguyen (2019), who expressed that Google Translate is a user-friendly teaching and learning tool, easy to use so language learners can practice pronunciation whenever and wherever they want. Therefore, students can easily use this application. The data also shows 85% students perceived that they recommend Google Translation Text-to-Speech as an effective pronunciation learning tool for English learners. It's not perfect, but for building confidence and getting instant audio models, it's a game-changer compared to waiting for a teacher. However, there are differing opinions regarding the findings of Dhony & Ahmad (2023), who identified that Google Translate does not always have a positive impact and one of the negative effects is creating a sense of dependence and causing laziness to learn English further. From what the researcher seen in the data, this rings true. Most students loved the convenience. But some got lazy about deeper learning. They skipped conversation partners or drills. It helps for short-term gains. But it can hurt long-term independence if overused. Overall, it's a solid supplementary tool. We should pair it with other activities. These push students beyond just listening and repeating.

Based on the research, it is found that one of the challenges that students faced when practicing English pronunciation using Google Text-to-Speech is network problem. This findings is in line with research conducted by Brahmana et al. (2020) one of the challenges that students faced was an incorrect connection while translating. The researcher view that it's frustrating because this free tool is supposed to make learning accessible anywhere, but if your signal drops, you're back to square one. Furthermore, in order to overcome this problem, based on students' solution is to look for a place where the network is good and smooth. Despite the predominantly positive perceptions, several challenges emerge from the data such as the problem of intonation and the difficulty of imitating or pronouncing some difficult words. Therefore, the researcher conclude the solution used by most of students to overcome these challenges is listen to Native Speakers through podcasts, YouTube videos or movies. This solution supported Alolaywi's (2023) research, where he reported that aside from entertainment, watching a movie has been proven to help add new English vocabulary to students and helps improve their pronunciation as well as intonation that can be imitated

from the way actors and actresses speak. Another different solution is to practice with a language partner or tutor that allows for interactive conversation and correction.

In wrapping up, the research demonstrates that Google Translation Text-to-Speech is perceived positively by most students as an effective tool to improve English pronunciation, accent, and confidence. Despite some challenges such as unnatural intonation, limited accent options, occasional inaccuracies, and difficulties with certain words, students find the application practical for use anytime and anywhere and recommend it for pronunciation practice. To address these challenges, students employ solutions like listening to native speakers, using additional language resources, and practicing with partners or tutors. Therefore, students mostly view Google Translation Text-to-Speech as a practical win for pronunciation, accent, and confidence—easy to grab anywhere and worth recommending. Challenges like limited accents, inaccuracies, intonation glitches, and tough words are real, but their workarounds (native media, partners) show smart adaptation. The researcher view, it's a strong sidekick for language learning—pair it right with other methods, and then it works best, but don't use it alone. Technology in education has upsides and limits.

4. Conclusion

The study reveals that students generally hold positive perceptions of Google Translation's Text-to-Speech (TTS) as an accessible and effective tool for practicing English pronunciation, boosting motivation, confidence, and progress. While most recommend it for its anytime-anywhere availability, some disagree on its superiority over human interaction or other tools, emphasizing the need for real accents and conversations. Challenges like robotic intonation, application limitations, inaccuracy, fast speech, and network issues were common, but students effectively addressed them through strategies such as listening to native speakers, using supplementary resources like YouTube, recording and comparing their own speech, partnering with tutors, and seeking stable networks. Overall, Google Translation: Text to Speech serves as a valuable supplementary aid for pronunciation practice, best complemented by human-centered methods for optimal results.

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