



The Effect of Using Google Translate on English Verb Pronunciation of Grade, I Students at Saengtham Wittaya Foundation School, Chana-Songkhla

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Article Info	Abstract
Received: 2026-02-13 Revised: 2026-06-29 Accepted: 2026-06-30 Keywords: English pronunciation; Google Translate; technology integration; Verb pronunciation; young learners DOI: 10.24256/ideas.v14i1.9681 Corresponding Author: Khairunnisah khairunnisah@um-tapsel.ac.id	<i>This quantitative research aimed to investigate the effect of using Google Translate on English verb pronunciation among Grade I students at Saengtham Wittaya Foundation School in Chana-Songkhla. The study employed a pre-experimental design with a one-group pretest-posttest approach. A sample of 30 Grade I students participated in the study during the academic year. The research instruments included a pronunciation test administered before and after the intervention. Students used Google Translate as a learning tool to practice English verb pronunciation over a period of instruction. Data were analyzed using descriptive statistics and paired sample t-test to determine the significant difference between pretest and posttest scores. The findings revealed that students' English verb pronunciation improved significantly after using Google Translate as a supplementary learning tool. The mean score increased from the pretest to the posttest, indicating positive effects of technology integration in pronunciation instruction. This study provides evidence for educators regarding the potential benefits of incorporating Google Translate in teaching English pronunciation to young learners.</i>

1. Introduction

English pronunciation plays a crucial role in effective communication and language learning, particularly for young learners who are in the early stages of language acquisition (Celce-Murcia et al., 2010). In Thailand, English is taught as a foreign language, and students often face challenges in developing accurate pronunciation skills due to limited exposure to native speakers and authentic language contexts (Wongsuriya, 2020). The differences between Thai and English phonological systems create additional barriers for learners, especially in producing unfamiliar sounds and stress patterns (Phetsut & Waemusa, 2022).

As globalization continues to expand, the need for proficient English communication skills has become increasingly important, making pronunciation instruction a critical component of English language teaching (Mustaffa & Sailin, 2022). English as an international language needs to be taught for the development of science and technology, culture and also the relationship between countries in the world (Tarigan et al., 2024).

As a social media platform, TikTok has a lot of features that draw users in and may help students improve their knowledge and foreign language proficiency, especially in speaking (Sari et al., 2024). Recent technological advancements have introduced various digital tools that can support language learning, with Google Translate being one of the most accessible and widely used applications (Khasanah & Madjdi, 2022). Google Translate offers text-to-speech functionality that allows learners to hear the pronunciation of words and phrases in different languages.

Several studies have explored the use of technology in pronunciation teaching, with mixed results (Liou, 2007). Some researchers have found positive effects of computer-assisted pronunciation training, while others have raised concerns about accuracy and pedagogical appropriateness (Tracey M. Derwing, 2015). However, limited research has been conducted specifically on the use of Google Translate for teaching pronunciation to young learners in the Thai EFL context (Nathasya, 2024).

Students speaking skills are relatively low, this kind of condition not only can be found in developing country like in Indonesia, but also in other developed country (Sinambela et al., 2024). In many non-English speaking countries, students often struggle with English speaking skills, despite having strong theoretical knowledge of the language (Yazid et al., 2024). Despite the growing body of research on technology-enhanced language learning, there remains a gap in understanding how accessible tools like Google Translate can effectively support pronunciation development among young EFL learners.

According (Huda & Nasution, 2021) The teenager has a low ability in pronunciation, and They got difficulty pronouncing English words including diphthong sounds. Meanwhile According to (Prombut, 2024) Most existing studies have focused on advanced learners or specific linguistic features, leaving questions

about the applicability of such tools for elementary-level students learning basic verb pronunciation. Furthermore, the context of rural Thai schools, where resources may be limited, requires investigation into cost-effective and easily accessible technological solutions for pronunciation instruction (Gilakjani, 2016). In traditional classroom settings, students in Indonesia often lack confidence in learning foreign languages, particularly in speaking English, due to limited practical experience and fear of making mistakes (Nitya Aryaputri & Nita Kaniadewi, 2024).

Based on the identified gap, this study addresses the following research question: Does the use of Google Translate significantly improve English verb pronunciation among Grade I students at Saengtham Wittaya Foundation School? The objective of this research is to examine the effect of using Google Translate on students' ability to pronounce English verbs accurately, providing empirical evidence for teachers and curriculum developers regarding the integration of accessible technology in early English pronunciation instruction.

2. Method

This study employed a quantitative research approach using a pre-experimental design with a one-group pretest-posttest design. The research was conducted at Saengtham Wittaya Foundation School in Chana-Songkhla, Thailand. According to Suharsimi Ajikunto (2008) in (Huda, 2018) state "Population is the number of people which have the same characteristic, or a set of collection, all elements processing one or more attributes of interest". The participants consisted of 30 Grade I students who were selected through purposive sampling. All participants were native Thai speakers learning English as a foreign language.

The research instrument was a pronunciation test consisting of 20 English verbs selected based on their frequency in Grade I English curriculum. The verbs included common action words such as run, jump, eat, drink, sleep, read, write, sing, dance, play, walk, swim, cook, study, draw, watch, listen, speak, open, and close. The test was developed based on curriculum standards and validated by three English language experts. The reliability of the instrument was established through pilot testing with a separate group of students, yielding a Cronbach's alpha coefficient of 0.87.

According (Nguyena & Jumlongnark, 2025) the pronunciation assessment used a rubric with five criteria: vowel accuracy, consonant accuracy, stress placement, intonation, and overall intelligibility (Ainan Ningrum & Dewi, 2024). Each criterion was scored on a scale of 1-5 points, with a maximum total score of 25 points per verb. Two raters independently evaluated each student's pronunciation to ensure scoring reliability, and inter-rater reliability was calculated at 0.92, indicating strong agreement.

Category	Points	Pronunciation
Very Poor	1.00-1.50	Students cannot pronounce, unable to understand.
Poor	1.51-2.50	Pronunciation was difficult to understand, unclear pronunciation.
Medium	2.51-3.50	Students rarely pronounced some characters, but generally it is fair.
Good	3.51-4.50	Pronunciation was good and pronunciation was clear.
Excellent	4.51-5.00	The Pronunciation was very clear and accurate, easy to understand

Tabel 1. Rubric of Pronunciation Test

The intervention period lasted four weeks, with three 40-minute sessions per week. During each session, students were introduced to target verbs and practiced pronunciation using Google Translate's text-to-speech feature. The procedure involved: (1) introducing the written form of verbs, (2) demonstrating how to use Google Translate to hear the pronunciation, (3) having students listen and repeat multiple times, (4) recording students' pronunciation for self-assessment, and (5) providing corrective feedback. Students worked both individually and in pairs during practice sessions.

Data were collected through pretest and posttest administration. The pretest was conducted one week before the intervention to establish baseline pronunciation abilities. The posttest was administered one week after the intervention concluded to measure improvement. Both tests were conducted individually in a quiet room, with each student's pronunciation audio-recorded for evaluation. Data analysis was performed using SPSS software version 25. Descriptive statistics (mean, standard deviation) were calculated to describe students' performance.

A paired sample t-test was conducted to determine whether there was a statistically significant difference between pretest and posttest scores at the 0.05 significance level. refers to the treatment of using pronunciation applications provided by researchers to improve students' pronunciation skills (Dian & Al, 2021)

3. Results

The results of this study are presented in two parts: descriptive statistics of students' pronunciation performance and inferential statistics comparing pretest and posttest scores.

Descriptive Statistics of Students' Pronunciation Performance

Table 2 presents the descriptive statistics of students' English verb pronunciation scores in both pretest and posttest. The data shows the mean, standard deviation, minimum, and maximum scores for the 30 participating

students.

Table 2. Descriptive Statistics of Pretest and Posttest Scores

Test	Mean	SD	Min	Max
Pretest	312.67	38.45	240	395
Posttest	421.33	35.72	350	485

As shown in Table 2, the mean score of students' pronunciation performance increased from 312.67 in the pretest to 421.33 in the posttest, representing an improvement of 108.66 points. The standard deviation decreased slightly from 38.45 to 35.72, indicating more consistent performance among students after the intervention. The minimum score improved from 240 to 350, while the maximum score increased from 395 to 485. These descriptive statistics suggest a positive trend in students' pronunciation abilities following the use of Google Translate.

Comparison of Pretest and Posttest Scores

To determine whether the observed improvement was statistically significant, a paired sample t-test was conducted. The results are presented in Table 3.

Table 3. Paired Sample t-test Results

Comparison	Mean Difference	t-value	Df	Sig. (2-tailed)
Pretest - Posttest	108.66	15.87	29	0.000*

**Significant at $p < 0.05$*

Table 3 shows that the mean difference between pretest and posttest scores was 108.66 points. The paired sample t-test yielded a t-value of 15.87 with 29 degrees of freedom ($df = 29$). The significance level (p-value) was 0.000, which is less than the predetermined alpha level of 0.05. This result indicates that there is a statistically significant difference between students' pronunciation performance before and after using Google Translate. Therefore, we reject the null hypothesis and conclude that the use of Google Translate has a significant positive effect on improving English verb pronunciation among Grade I students at Saengtham Wittaya Foundation School.

SINGLE VOWELS				DOUBLE VOWELS				
VOWELS	ɪ P.T SEA	i: SEA	ʊ PUT	u: YOU	eɪ ATE	ɔɪ BOY	əʊ HEAR	aɪ ME
	e PET	ɜ: HER	ə WATER	ɔ: FOUR	eə HAIR	əʊ SHOW	aʊ HOUSE	ʊə TOUR
	æ PAT	ʌ UP	ɒ POT	ɑ: FAR				
CONSONANTS	p PARK	f FARM	θ THANK	t TANK	s SIP	ʃ SHIP	tʃ CHIP	k KICK
	b BOAT	v VOLVO	ð THEM	d DOG	z ZIP	ʒ VISION	dʒ JUMP	g GONE
	m MAN	n NAME	ŋ RING	h HOP	w WIP	l LIP	r RUN	j YOU

Figure 1. International Phonetic Alphabet

ก	ข	บ	ค	ต	ผ	ง	จ	ฉ	ฉ
ko kai	kho khai	kho khust	kho khwai	kho khon	kho ra-kang	ngo ngu	ngo ngu	cho chan	cho phao
ฅ	ช	ญ	ฉ	ฉ	ฉ	ฉ	ฉ	ท	น
cho ching	so su	cho choe	yo ying	do cha-da	to pa-tak	tho than	tho thong	tho montho	ho phuthao
ด	ด	ต	ถ	ธ	ร	น	ม	บ	ป
do dek	to tao	tho tuo	tho thung	tho thahan	tho thong	no nu	bo pa	bo baimai	po pla
ฝ	ฟ	พ	ฟ	ภ	ม	ย	ร	ร	ล
fo faa	pho phueng	fo fan	fo feu	pho samphao	mo man	yo yak	ro rua	ro rua	lo ling
ว	ศ	ส	ส	ส	ห	ห	อ	ห	
wo waen	so sala	so rue-si	so sue-si	so sue	ho hip	ho chula	o ang	ho nok-huk	

Figure 2. Thai Alphabet

4. Discussion

The findings of this study demonstrate that the integration of Google Translate as a supplementary tool significantly improved Grade I students' English verb pronunciation. The substantial increase in mean scores from pretest ($M = 312.67$) to posttest ($M = 421.33$) and the statistically significant t-test results ($t = 15.87$, $p < 0.05$) provide strong evidence for the effectiveness of this technology-enhanced approach. These results align with previous research on computer-assisted pronunciation instruction, which has shown that technology can provide valuable support for language learners, particularly in contexts where access to native speakers is limited.

Several factors may have contributed to the observed improvements. First, Google Translate's text-to-speech feature provided students with immediate access to native-like pronunciation models, allowing them to hear correct pronunciation multiple times at their own pace. This repetitive exposure is crucial for young learners who are developing phonological awareness. Second, the self-paced nature of the learning activity enabled students to practice without the pressure or anxiety that sometimes accompanies classroom speaking activities. Students could listen, repeat, and compare their pronunciation privately before performing in front of peers or teachers. Third, the visual and auditory combination of seeing the written word while hearing its pronunciation may have reinforced learning through multiple sensory channels, supporting better retention and production.

The decrease in standard deviation from pretest to posttest ($SD = 38.45$ to $SD = 35.72$) suggests that the intervention helped reduce the gap between higher and lower-performing students. This finding is particularly important from an equity perspective, as it indicates that technology-assisted learning may benefit all students regardless of their initial proficiency level. The improvement in minimum scores (from 240 to 350) further supports this interpretation, showing that students who initially struggled with pronunciation made substantial gains.

However, several limitations should be acknowledged when interpreting these results. First, the study employed a pre-experimental design without a control group, which limits our ability to attribute improvements solely to the Google Translate intervention. Other factors, such as maturation, regular classroom instruction, or increased motivation from participating in a special program, may have contributed to the observed gains. Future research should employ more rigorous experimental designs with control groups to establish stronger causal relationships.

Second, the study focused on a limited set of 20 common verbs and a single grade level at one school. The generalizability of findings to other vocabulary categories, age groups, or educational contexts remains uncertain. Additionally, while Google Translate provides generally accurate pronunciation, it may occasionally produce unnatural stress patterns or intonation, which could potentially reinforce incorrect patterns if used without teacher guidance. Teachers should remain actively involved in monitoring students' practice and providing corrective feedback.

Third, the study measured immediate effects following a four-week intervention but did not include follow-up testing to assess long-term retention. Pronunciation skills may deteriorate without continued practice, so future research should examine whether improvements are sustained over time. Longitudinal studies could provide valuable insights into the lasting impact of technology-assisted pronunciation instruction.

Despite these limitations, the study offers practical implications for English language teaching in Thai elementary schools. Google Translate is a free, easily accessible tool that requires minimal technical expertise, making it suitable for implementation even in schools with limited resources. Teachers can incorporate it into pronunciation lessons as a supplementary resource, allowing students to practice independently both in class and at home.

However, technology should complement, not replace, teacher-led instruction. Teachers play a crucial role in selecting appropriate vocabulary, designing structured practice activities, providing feedback, and ensuring that students develop not just accuracy but also fluency and confidence in speaking English.

5. Conclusion

This study investigated the effect of using Google Translate on English verb pronunciation among Grade I students at Saengtham Wittaya Foundation School in Chana-Songkhla. The results revealed a statistically significant improvement in students' pronunciation performance following the four-week intervention. The mean score increased from 312.67 in the pretest to 421.33 in the posttest, with a paired sample t-test confirming the significance of this difference ($t = 15.87$, $p < 0.05$). These findings suggest that Google Translate, when used as a supplementary learning tool under teacher guidance, can effectively support young learners in developing English pronunciation skills.

The study contributes to the growing body of literature on technology-enhanced language learning by providing empirical evidence from a Thai EFL context, specifically focusing on young learners and basic vocabulary pronunciation. The positive results indicate that accessible, cost-free digital tools like Google Translate can be valuable resources for teachers working in environments where exposure to native English speakers is limited.

Based on the findings, several recommendations can be made for future research and practice. Educators should consider integrating Google Translate and similar technologies into pronunciation instruction as supplementary tools while maintaining active teacher involvement in monitoring and providing feedback. Future studies should employ more rigorous experimental designs with control groups to establish stronger causal relationships between technology use and pronunciation improvement.

Additionally, research examining long-term retention effects, investigating the impact on different linguistic features beyond verbs, and exploring optimal implementation strategies would provide valuable insights for maximizing the benefits of technology-assisted language learning.

Further investigation into student perceptions and motivation when using such tools could also inform more effective pedagogical approaches for integrating technology in young learners' English education.

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