

**THE EFFECTIVENESS OF “ELSA” APPLICATION TO  
IMPROVE PRONUNCIATION MASTERY AT SEVENTH  
GRADE OF SMPN 8 PALOPO**

*A Thesis*

*Submitted to the Faculty of Education and Teacher Training at the State Islamic  
Institute of Palopo for Conducting Research to Complete Undergraduate Study in  
the English Language Education Study Program*



**IAIN PALOPO**

**MIFTAHUL JANNAH**

Reg. Number: 20 0202 0056

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2024**

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**IAIN PALOPO**

**Proposed by:**

**MIFTAHUL JANNAH**

Reg. Number: 20 0202 0056

**Supervised By :**

- 1. Prof. Dr. Sahraini, M.Hum.**
- 2. Devi Ismayanti, S.S., M.Hum.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2024**

## STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name: : Miftahul Jannah

Registration Number : 20 0202 0056

Faculty : Education and Teacher Training

Study Program : English Language Education Study Program

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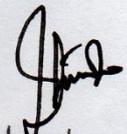
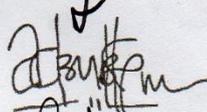
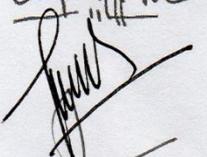
Miftahul Jannah  
NIM. 20 0202 0056

## THESIS APPROVAL

This thesis entitled "The Effectiveness of Elsa Application to Improve Pronunciation Mastery at Seventh Grade of Smpn 8 Palopo", which was written by Miftahul Jannah, Reg. Number 20 0202 0056, a student of English Language Education Study Program of IAIN Palopo, has been examined and defended in Munaqasyah session which was carried out on December 11<sup>th</sup>, 2024 it has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 30<sup>th</sup> December 2024

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Approved by

The Dean of Education and Teacher  
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.  
NIP. 19670516 200003 1 002

The Head of English Language  
Education Study Program



Husnaini, S.Pd.I., M.Pd.  
NIP. 19840820 200902 2 007

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12. The are extended to all follow researcher in the BIG Admirable 2020 batch, which has provided the researcher with support, encouragement, and connection in completing this thesis.
13. The researcher expects that this thesis useful to readers, english lecturers, and students. Since the researcher acknowledges that this thesis is not flawless, the researcher consider reader recommendations to make it better. The expects that everyone benefit from this thesis.

The researcher acknowledges that there are still issues with this thesis. As a result, the researcher is open to reader comments and recommendations for enhancement. The researcher prays that Allah SWT may continue to bless everyone.

Palopo, ... 2024



Miftahul Jannah

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## ABSTRACT

**Miftahul Jannah, 2024.** "*The Effectiveness of the 'ELSA' Application in Enhancing Pronunciation Mastery in Grade VII at SMPN 8 Palopo.*" Undergraduate Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Sahraini and Devi Ismayanti.

The aim of this research was to determine whether the use of the "ELSA" application could enhance students' pronunciation mastery at SMPN 8 Palopo. The researcher employed an experimental method, using purposive sampling, which involved 20 samples from Class 7.2 out of a population of 171 students across six classes. The instrument used in this research was a test. Data were analyzed statistically using SPSS version 20. The results showed that the mean post-test score was higher than the pre-test score, specifically (46.55 and 58.85). Additionally, the t-test value was 6.376 with a degree of freedom (df) of 19, which exceeded the t-table value of 1.729. The p-value of 0.005 was 0.000, indicating statistical significance. Thus, the null hypothesis (H0) was rejected, while the alternative hypothesis (H1) was accepted. This finding suggests that the application of the ELSA app effectively improved students' pronunciation mastery. The application can also assist teachers in teaching English, making it easier for students to comprehend and engage in the learning process.

**Keywords:** ELSA Application, English Language Speech Assistant, Pronunciation Mastery

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## ABSTRAK

**Miftahul Jannah, 2024.** “Efektivitas Penerapan Aplikasi “ELSA” untuk Meningkatkan Penguasaan Pengucapan di Kelas VII SMPN 8 Palopo.” Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Sahraini dan Devi Ismayanti.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan aplikasi "ELSA" dapat meningkatkan penguasaan pengucapan siswa di SMPN 8 Palopo. Dalam penelitian ini, Peneliti menggunakan metode eksperimen. Peneliti menggunakan sampel purposive, yang terdiri dari 20 sampel, yaitu kelas 7.2 dari 171 populasi terdiri dari 6 kelas. Instrumen dalam penelitian ini adalah tes. SPSS versi 20 digunakan untuk menganalisis data secara statistik. Hasil penelitian menunjukkan bahwa skor rata-rata pada *post-test* lebih tinggi dibandingkan dengan skor *pre-test*, yaitu (46,55 dan 58,85). Selain itu, nilai t-hitung sebesar 6,376 dengan nilai degree of freedom (df) sebesar 19, yang lebih tinggi dari t-tabel sebesar 1,729. Dengan nilai p (value) 0,005 yaitu sebesar 0,000 yang signifikan secara statistik, Maka hipotesis nol ( $H_0$ ) ditolak, sedangkan hipotesis alternatif ( $H_1$ ) diterima. Dalam hal ini berarti bahwa penerapan aplikasi ELSA membantu siswa untuk meningkatkan penguasaan pengucapan. Aplikasi ini dapat membantu guru dalam pembelajaran bahasa Inggris sehingga siswa lebih mudah memahami dan mengerti dalam pembelajaran.

**Kata Kunci:** (ELSA) Aplikasi Asisten Ucapan Bahasa Inggris, Penguasaan Pengucapan

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## ملخص الرسالة

**مفتاح الجنة، 2024.** "فعالية تطبيق برنامج (ELSA) في تحسين إتقان النطق لطلاب الصف السابع في المدرسة المتوسطة الحكومية الثامنة بمدينة بالوبو". رسالة بكالوريوس، برنامج تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف سهريني وديفي إسمائنتي.

يهدف هذا البحث إلى معرفة مدى فعالية استخدام تطبيق (ELSA) في تحسين إتقان النطق لدى طلاب المدرسة المتوسطة الحكومية الثامنة في مدينة بالوبو. اعتمد الباحث على المنهج التجريبي، واستخدم عينة قصدية مكونة من 20 طالبًا من الصف السابع (7.2) من أصل 171 طالبًا موزعين على 6 فصول. استخدم الباحث الاختبار كأداة لجمع البيانات، وتم تحليل البيانات إحصائيًا باستخدام برنامج SPSS الإصدار 20. أظهرت النتائج أن متوسط درجات الاختبار البعدي كان أعلى من متوسط درجات الاختبار القبلي، حيث بلغ (46.55) و(58.85) على التوالي. بالإضافة إلى ذلك، كانت قيمة  $t$  المحسوبة (6.376) أكبر من قيمة  $t$  الجدولية (1.729) بدرجة حرية (19). كما أن قيمة  $p$  (0.000) أقل من مستوى الدلالة الإحصائية (0.005)، مما يعني رفض الفرضية الصفرية ( $H_0$ ) وقبول الفرضية البديلة ( $H_1$ ). يشير ذلك إلى أن تطبيق برنامج "ELSA" يساعد الطلاب على تحسين إتقان النطق. يمكن لهذا التطبيق أن يكون أداة مفيدة للمعلمين في تعليم اللغة الإنجليزية، مما يسهل على الطلاب فهم المادة الدراسية.

الكلمات المفتاحية: تطبيق (ELSA)، مساعد النطق، إتقان النطق.

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# CHAPTER I

## INTRODUCTION

### A. Background

English pronunciation is the pronunciation of words in English which originates from the pronunciation procedures. Pronunciation is one of the elements in English that must also be mastered. Pronunciation is the form in which the basic symbols of language, segmental phonemes or speech sounds, appear and are arranged in patterns of sound, and loudness. Pronunciation is basic and is something that should be understood and comprehended by anyone who or is in the process of learning English communicatively. Pronunciation is the way we use to say words in English. In other words, mastering pronunciation involves understanding the phonological system and developing the mastery to articulate sounds clearly, ensuring that the listener can comprehend the intended meaning<sup>1</sup>.

Pronunciation is the production of important sounds used as part of a particular language code and to achieve meaning in the context of use<sup>2</sup>. Pronunciation refers to the process or outcome of producing sounds, encompassing aspects such as articulation, emphasis, and tone, typically in alignment with a recognized standard of accuracy or appropriateness. Pronunciation is an important mastery in English teaching, Pronunciation is not only one part of English subjects in class but also by studying pronunciation it can influence students' learning skills

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<sup>1</sup> Rina Rachmawati And Fibria Cahyani “Pengaruh Penggunaan Video Youtube Terhadap Peningkatan Pronunciation Skill Mahasiswa Mku Bahasa Inggris Iai Al-Khoziny Sidoarjo”, Jurnal Widyaloka Ikip Widya Darma, Vol 8, No 1, (2021) : 3

<sup>2</sup> Laelatul Ma’lah “Pronunciation Problem : A Study Of Indonesia Efl Students At State Junior High School 2 Kaligondang” [Thesis, English Department] Purwokerto, Teacher Training And Education Faculty University Of Muhammadiyah Purwokerto, (2016) : 5

to improve;<sup>3</sup> Learning English pronunciation can be a reference to complete the pronunciation sounds of English words, Pronunciation is learned by repeating sounds and correcting them when produced inaccurately<sup>4</sup>.

Good pronunciation mastery are a key element of a person's ability to communicate using any language. Intelligible pronunciation requires accurate production of many factors: For example stress, linking, rhythm, and intonation. There are four stages, namely listening understand, remember, evaluate, and respond<sup>5</sup>. Having good English pronunciation, correct and similar to native speakers, requires regular practice so that words can be pronounced correctly and are easily understood by the person you are talking to.<sup>6</sup> Good pronunciation is another essential mastery we need to develop.<sup>7</sup>

In pronunciation, Practice and guidance are very important to pronounce English correctly. The more you practice, the more you master and become proficient in English pronunciation. This really help simplify the two-way

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<sup>3</sup>Dina Rismawati, Yayan Suryana Et Al “The Effectiveness Of ELSA Speaking Application In Improving English Pronunciation” *Department Of English Education Faculty Of Teacher Training And Education*, 178

<sup>4</sup> Abbas Pourhosein Gilakjani “The Significance of Pronunciation in English Language Teaching” *International Journal of Research in English Education*, Vol 1, No 1, (2016) : 1 <http://dx.doi.org/10.5539/elt.v5n4p96>

<sup>5</sup> Parlindungan Pardede “*Improving Efl Students' English Pronunciation By Using The Explicit Teaching Approach*”, *Journal of English Teaching*, Vol 4, No 3, (2018) : 143 <http://dx.doi.org/10.33541/vol4iss3pp143>

<sup>6</sup> Luluk Setyowati, Yulia Ambarsari, ET AL (*Pelatihan Pelafalan Kata-Kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course*), *Jurnal pengabdian kepada masyarakat*, vol 8, No 1, (2017) <https://doi.org/10.26877/e-dimas.v8i1.1368>

<sup>7</sup> Amalia Yahya and Muliasri Arifin “The Influence Of Arabic Sound Toward English Pronunciation At English Department Students Of Iain Palopo, *Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol 3, No 2 : 2

communication process. According to Sukirman, Speakers utilize language to communicate messages to others. Therefore, language users need the ability to refer to objects that represent reality, describing features, names, events, and situations in alignment with their vocabulary<sup>8</sup>. If someone does not have the ability or skill to pronounce it well and correctly, then other people also have difficulty understanding the meaning of the sentence in question and there be quite a few misunderstandings regarding the meaning and purpose.<sup>9</sup> Teaching English has a very important role and is not just about introducing or presenting new words to students. Understanding means more than just memorizing the words.<sup>10</sup>

Through pronunciation, a person's ability to pronounce language further helped. Especially when communicating with other people verbally. By pronouncing a word, different sounds and pronunciations have different meanings and wrong pronunciation cause misunderstandings in communicate on<sup>11</sup>. Successful communication is characterized by clear pronunciation which will help understand the information conveyed from the speaker to the listener or vice versa.

English pronunciation is considered quite difficult for Indonesians. In some cases, difficulties arise due to language spelling. Irregular ones make pronunciation

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<sup>8</sup> Sukirman "Character Formation through Meaningful Relationships in Learning Interactions at Islamic Higher Education", *Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol 10, No 22, (2022) : 1964

<sup>9</sup> Agus Sholeh & Uun Mujahidin (Pronunciation Difficulties Encountered By Efl Students In Indonesia Sebuah Studi Kasus Pada Mahasiswa Kelas Integrated Course Semester 1 Fkip Bahasa Inggris Universitas Kanjuruhan Malang), *Jurnal Inspirasi Pendidikan*, vol 5, No 2 (2015)

<sup>10</sup> Sahraini "A Model Of Communicative Teaching And Learning Of English Vocabulary Through Interactive Activities" *Ethical Lingua: Journal Of Language Teaching And Literature*, Vol 2, No 1 (2015) : 1

<sup>11</sup> Cahyani eka puspa (Students' Pronunciation of English Sounds, Long Towels and Diphthong), *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* Vol 1, No1 (2018) : 1

even more difficult. The letters of English words do not represent their sounds and it is not always easy for students to see how English words should be pronounced, Or how the words they hear should be written. In addition to that, the source of pronunciation difficulties is also because English is a second language<sup>12</sup>. Where the first language is the language that is always used every day. This makes some students less interested in learning English.

Based on the professional training program carried out by researchers in 2023, Several factors cause low student pronunciation. The first is because English has different writing and spoken language. So it is a factor that some students are not interested in and avoid English lessons, Secondly some students have difficulty distinguishing between written words and spoken words. This is because English is known as an inconsistent language. Apart from that, Students also experience difficulty in distinguishing and pronouncing consonant sounds. Therefore, the author is interested in researching English. Especially students' pronunciation, using the Android learning media application ELSA.

The use of Android Application-based learning media as a step to improve the quality of education at this time continues to develop with the times. The use of Android-based learning media can also be said to be a flexible way of learning activities<sup>13</sup>. Besides that, According to Masruddin the use of technology in

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<sup>12</sup> Devy Angga Gunantar, Stefani Dewi Rosaria et al (Kesalahan Pengucapan Bahasa Inggris Pada Mahasiswa (Error Pronunciation)), *Jurnal Dinamika Sosial Budaya*, vol 22, No 2, (2020) <http://journals.usm.ac.id/index.php/jdsb>

<sup>13</sup> Muhammad Riyan "The Use of Android-based learning media in learning exposition texts" (Diksi), 29, No 2 (2021) : 205

learning can also increase student interest in the learning process<sup>14</sup>. Nana Sudjana in her book *Teaching Media* states that the media used in teaching and learning activities can improve learning outcomes. So by using media can make the teaching and learning process more effective. One of the important components in the teaching and learning process is educational tools.<sup>15</sup> Therefore, researcher are looking for Android teaching media such as applications that can overcome the problems they find during classroom teaching. The use of application-based Android media is seen as a useful first step in improving students' comprehension abilities.

Therefore, researcher use the Elsa application to improve pronunciation. According to Margaret Stevani et al, The Elsa application can improve students' pronunciation mastery students. Apart from that, The ELSA application also contains many features, especially in correcting errors in pronunciation<sup>16</sup>. Besides that, One of the main reasons i chose ELSA Application as a research is because this app provides an innovative approach to enhancing English language mastery through advanced voice recognition technology. ELSA holds significant potential to assist users, especially non-native speakers, in refining their pronunciation effectively. Moreover, ELSA offers an interactive, AI-driven learning experience that personalizes and enriches the learning process. Given the

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<sup>14</sup> Masruddin (Iain Palopo) and Husni Idris (Iain Manado) “Pengembangan Materi Blended Learning (BL) Mata Kuliah Bahasa Inggris yang berbasis English for Specific Purpose (ESP) untuk Mahasiswa Program Studi Pendidikan Agama Islam di IAIN Palopo dan IAIN Manado” (2015) : 1-2

<sup>15</sup> Nana Sudjana “Media Pengajaran”, (Bandung: Sinar Baru, 2015), 2

<sup>16</sup> Margaret Stevani, Joko Priono et al “Pergunaan Elsa Speak Untuk Meningkatkan Public Speaking Dan Pronunciation Bagi Siswa Smp Budi Murni 1 Medan”, Prosiding Seminar Pendidikan 2, Vol 2 (2020) : 3792 <https://prosiding.unma.ac.id/index.php/semnasfkip/issue/view/3>

increasing demand for English proficiency in today's globalized world, this application presents a highly relevant subject for research. In addition

The ELSA application offers a comprehensive solution for mastering English pronunciation through its advanced features. Utilizing cutting-edge speech recognition technology powered by artificial intelligence, ELSA analyzes pronunciation down to the phoneme level, providing precise feedback to help users correct errors. Designed specifically for non-native speakers, the app includes exercises that target common pronunciation challenges, ensuring effective learning. With real-time feedback on vowels, consonants, and intonation, users can immediately identify areas for improvement. As a mobile app, ELSA provides the flexibility to practice anytime and anywhere, allowing students to manage their learning schedule conveniently. By offering accurate and supportive training, ELSA boosts students' confidence in speaking English, helping them overcome the fear of making pronunciation mistakes.

Based on The Explanation Above, The Researcher Are Interested In Conducting Research Entitled The Effectiveness Of "ELSA" Application To Improve Pronunciation Mastery At Seventh Grade Of SMPN 8 Palopo.

## **B. Research Question**

Based on the background above, The researcher question is :

How the “ELSA” application is effective in improving students' pronunciation?

## **C. Objective of the Research**

The objective of this research is :

To describe the effectiveness of the “ELSA” application in improving their pronunciation during English learning sessions

## **D. Significance of the Research**

The conclusions of this study should demonstrate to be both theoretical and practical, as stated in the parts that follow :

### 1. Theoretically

- a. It is hoped that the research results add to this knowledge about pronunciation inside and outside the field, especially in the seventh grade SMP 8 Palopo which uses English application
- b. It is hoped that the results of this research provide input in improvement Efforts in students' pronunciation using English application

### 2. Practically

- a. For the teacher

This research hopes that the results of this research be useful for other teachers in teaching using English application

b. For the school

It is hoped that this research can be used as information about media use in English applications:

- 1) This research is expected to study and focus on school principals as well as teachers to better understand English applications to improve pronunciation for students in language learning English
- 2) It is hoped that this research be useful in learning English at school, thereby producing students who can speak English

c. For the research

Researcher hope to increase knowledge and insight regarding the use of English language applications to improve student pronunciation.

### **E. Scope of the Research**

This research is restricted to the improvement of students pronunciation mastery through the ELSA application. The students were given a list of words in a sentence is underlined in bold for observing, listening, and then practicing. The pronunciation assessment is focused on vowel sounds, especially in Consonant, Monophthong vowel, and diphthong sounds. Then this research was conducted on the students of SMP 8 Palopo.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Studies

There are several previous studies that are closely related to this research, these studies are :

Ita Sarmita Samad, et al (2020) “ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Mastery”. This research aims to know the effectiveness of using the ELSA Application in enhancing students' pronunciation skills. This type of research is a quantitative method. The subject of this research is the first-semester students in the academic year 2018/2019 English study program students of STKIP Muhammadiyah Enrekang. As a result use of the "ELSA Speak" application is effective in enhancing the pronunciation skills of the first-semester students of STKIP Muhammadiyah Enrekang.<sup>17</sup>

Anggraini (2022) “Improving Students’ Pronunciation Skill Using Elsa Speak Application” purpose of the research is to introduce the Elsa Speak Application as a medium to improve students' pronunciation mastery This research method is Classroom Action Research (CAR). Based on observations and questionnaires used as instruments. The researcher concluded that the use of the Elsa application was

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<sup>17</sup> Ita Sarmita Samad and Ismail Ismail “ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill” Majesty Journal , Vol. (2), No. 2: (July 2020) : 1, <https://doi.org/10.33487/majesty.v2i2.510>

able to improve the pronunciation ability of the XI-grade students of SMK Taruna Bhakti Kadugede.<sup>18</sup>

Muammar, et al (2022) “Improving Students’ Pronunciation Skill Using Elsa Speak Application”. The main aim of the research is to improve the student's pronunciation using the English Language Speech Assistant (ELSA) application. This research method is quantitative. The research subjects were 36 students of SMA Negeri 9 Makassar. Based on the Pre-test and Post-test used as instruments. As a result, the post-test increased by 2.2 points on the previous test. The researcher concluded, that the use of the English Language Speech Assistant (ELSA) application is significant in improving students' pronunciation<sup>19</sup>

Binti Aisyah, et al (2023) “Utilization of Elsa Speak to Enhance Students' Pronunciation Skill”. The research aims to evaluate the effectiveness of integrating the ELSA Speak application into English language instruction, with a focus on improving students' pronunciation skills. Quantitative as a method in this research. The research subjects were 36 students from XI MIPA 1 at Kademangan 1 High School. The research results demonstrated a significant improvement in students' pronunciation skills as a direct result of using the ELSA Speak application.<sup>20</sup>

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<sup>18</sup> Anggraini “Improving Students’ Pronunciation Skill Using Elsa Speak Application” *Journal of English Language and Pedagogy*, Vol 5, No 1, (2022) : 137 <http://dx.doi.org/10.33503/journey.v5i1.1840>

<sup>19</sup> Muamar Muamar, Hj. Andi Tenri Ampa et al “Improving The Students' Pronunciation Using English Language Speech Assistant (Elsa) Application (A Pre-Experimental Research At The Eleventh Grade Students Of Sman 9 Makassar)”, *Journal of Language Testing and Assessment (JLTA)*, vol 2, No 2 (2022) : 119 <https://doi.org/10.56983/jlta.v2i2.268>

<sup>20</sup> Binti Aisyah , Hesty Puspita Sari, et al “Utilization of Elsa Speak to Enhance Students' Pronunciation Skill ” *Prosiding Seminar Nasional Pendidikan FPMIPA*, Vol 1, No 2 (2023):157

Of the four related studies, there are some similarities between previous research and current research. There are similarities :

1. Research Focus: All studies, including the current study, focused on the use of mobile applications, especially the ELSA application, to improve students' pronunciation mastery.
2. Research Results: Previous studies and the current study found that the ELSA Application was very helpful in improving students' pronunciation . This application is considered effective and beneficial for teachers and students in English classes.

Differences between previous studies and the current study:

1. Number of Participants: Previous studies had varying numbers of participants, for example: Ita Sarmita Samad and Ismail (2020): First-semester students at STKIP Muhammadiyah Enrekang. Anggraini (2022): Grade XI students at SMK Taruna Bhakti Kadugede. Muammar, et al. (2022): 36 students at SMA Negeri 9 Makassar. Binti Asyah, Hesty Puspita Sari, et al. (2023): 36 students from XI MIPA 1 at SMA Kademangan
2. Research Method: Previous studies have used various research methods, such as:- Anggraini (2022): Classroom Action Research (CAR)- The current study uses an experimental method, which is different from several previous studies. Thus, although there are many similarities in the focus and results of the study, there are significant differences in the number of participants and the research methods used.

Based on 4 previous studies, the most relevant research is:

Muammar, et al (2022) Reason: Experimental Method with Pre-Test and Post-Test The study used an experimental method similar to this study, namely by measuring changes in students' pronunciation ability before and after the intervention (use of ELSA Speak application) through pre-test and post-test. Although the subjects of the study were high school students, the level is still quite close to the level of junior high school students, so the results and methods can be more relevant than other studies involving students or using different methods. Quantitatively Measured Results The study measured improvement in the form of score points, which is the same as this study. provides a quantitative picture of the effectiveness of the ELSA Speak application, which can help as a reference to develop a framework for analysis in this study. Although Muammar, et al (2022) a examined high school students, the similarities in the experimental method with pre-test and post-test and the subjects are close in age range and education level.

## **B. Some Pertinent Ideas**

### 1 Pronunciation

#### a. Definition of the Pronunciation

Pronunciation relates to the way sounds are produced to convey meaning in spoken language. Essentially, it refers to the specific manner in which a word is articulated. This includes the consonants and vowels of a language (segments) as well as elements of speech like stress and tone. Although these components are often discussed individually, they function together as a cohesive system.

Challenges in any of these areas can influence a person's pronunciation, affecting whether their speech is easy or difficult for others to understand<sup>21</sup>

Pronunciation is the process of producing speech sounds to facilitate communication. This refers to the ability to correctly emphasize and intonate a word in spoken language. Alternatively, pronunciation can be understood as the outcome of sound production, encompassing elements like articulation, stress, and intonation, which are associated with accuracy or appropriateness.<sup>22</sup>

#### b. Aspect of the Pronunciation

Pronunciation covers various aspects that clarify the method of articulation of words in spoken language, ensuring that they are understandable. It is more than just the meaning of words and involves the sounds of language, as well as considerations of stress, rhythm, and intonation in how people pronounce or pronounce words and sentences.

Stress and rhythm relate to how a speaker emphasizes certain words to convey their main meaning in the language. Intonation, on the other hand, involves the modulation of the sound waves when pronouncing words or sentences to give meaningful expressions.

In addition, pronunciation characteristics are divided into two main characteristics, namely segmental and Pre-segmental characteristics. Segmental is a combination of basic sound inventory and how to form spoken language. Segmental consists of the smallest units of sound phonemes consisting of

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<sup>21</sup> Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review." *International Journal of Research in English Education*, vol 1, No 1, (2016): 1-2

<sup>22</sup> Devi Mulatsih "Pronunciation Ability by Using English Song in Indonesian Students of UNSWAGATI Cirebon" *Journal of English Language and Learning*, Vol. 02 No 02, (2015) : 295

consonants and vowels. Pre-segmental is how sounds are produced in the general definition of body movement and expression focus related to how to speak a language consisting of intonation, and stress<sup>23</sup>.

Errors in pronunciation change the meaning of the message conveyed. There are 5 basic English pronunciations, namely vowels, consonants, articulation, word stress, and intonation :

#### 1. Vowels

In pronunciation, vowel sounds or vocal sounds play a very important role. According to Nafisa; The pronunciation element is a vowel, they are language sounds produced by the flow of air through the vocal cords and the narrowing of the vocal tract above the glottis. Vowels are vowels, namely A, I, U, E, O. In Indonesian and eɪ, aɪ, ju:, i:, ou, in English. In Indonesian vowels are pronounced simply, but in English there are differences in the pronunciation of several vowels, for example: "cat" and "saw" are the same uses the vowel a, but the pronunciation is different. In vowels, there are 2 types of sounds vowels monophthong and diphthong :

##### a) Monophthong

A monophthong is a group of letters that have one sound or single sound. For example : /æ/ Fat /fæt/, /e/ Best /best/, /ɒ/ Box /bɒks/, /ɔ:/ Sure /ʃʊ:(r)/, /ɑ:/ Dark /dɑ:k/,

/ʊ/ Cook /kʊk/, etc.

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<sup>23</sup> Rizkiyah "An Error Analysis In Pronouncing English Segmental Sounds Made By The Third Semester Of English Department Students At Muhammadiyah University Of Makassar" [Thesis, English Education Department] Makassar, Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar,( 2018) : 20-21

### b) Diphthong

The next vowel sound in English is the diphthong sound. A diphthong is a group of letters that have two sounds or double sounds. For example; ai (aɪlənd/island), au (aʊtfit/outfit), ei (dɪ'spleɪ/display), oi (bɔɪ/boy)<sup>24</sup>

## 2. Consonant

According to Sukarna Chakma, English consonants are also called consonants. Because without the help of vowel sounds, consonants cannot be sounded clearly. This means that consonants will not sound if they are not assisted by a vowel sound. Consonant is divided into two types; namely voiced consonants and unvoiced consonants

### a) Voiced consonants

Voice Consonant is a pronunciation which, when spoken, can cause sound vibrations. For example, vision, mob, zoo, gig, jam, then, van. However, there are voiced consonant sounds that cannot be compared with unvoiced consonants, namely like man, nine, ring, red, yes, etc

### b) Unvoiced Consonant

Namely, consonant sounds where the sound does not produce vibrations in the mouth. This proves that when you say one of these types of pronunciation, your lips, tongue, or throat do not vibrate at all. For example, the words mop, kick, two, fan, church, etc<sup>25</sup>.

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<sup>24</sup> Nafisa Raimovna Kobilova "Importance of pronunciation in english language communication." Academic research in educational sciences, vol 3 No 6 (2022): 592-597.

<sup>25</sup> Sukarna Chakma "Difficulty in pronunciation of certain English consonant sounds" Sripatum Chonburi Journal, vol 10, no 3 (2014): 113

Next there are, Intonation and rhythm, as we know. Intonation is the high and low pitch of a tone in a sentence which gives emphasis to certain words in a sentence. Intonation is also a variation of tone that is used to differentiate words. shows the speaker's attitude and emotions, marks the difference between a statement and a question, emphasizes a particular thing. In contrast to rhythm, rhythm is movement that regularly flows due to the constant appearance of accents.

Febriano Lasi mentions, Intonation and rhythm have differences. Intonation Intonation is the change in the rise and fall of sound in pronunciation which is used to express meaning in a sentence An example of correct use of intonation is "Are you going to the store?" and "You're going to the store!" Meanwhile, Rhythm involves controlling the speed and tone of pronouncing sentences in English. An example of the correct use of rhythm is "I'm not sure" (said in a rising and falling tone)<sup>26</sup>. Penny, Rhythm is characterized by tone units of a word or group of words that carry one central stressed syllable. Meanwhile, Intonation is the rises and falls in a tone that makes the tone of the pronunciation of English, often making a difference in meaning or implication<sup>27</sup>

Language sounds can be grouped into three main classes of sounds, namely diphthongs and vowels. English has 12 monophthong (vowel), 8 diphthongs and 24 consonant. As shown in the table below :

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<sup>26</sup> Febronia Lasi "A Study on the Ability of Suprasegmental and Segmental Aspects in English Pronunciation" *Journal of Language Teaching and Literature*, Vol 7, no 2 (2020) : 429-431 <https://doi.org/10.30605/25409190.222>

<sup>27</sup> Penny Ur "A Course in Language Teaching" Module 4, Teaching Pronunciation

**Table 2.1 of Consonant**

1	p	Pin (Phin), Lip (liph)	13	s	See (see)
2	b	Cab (kæb)	14	z	Zoo (zu)
3	t	To(tu)	15	ʃ	She (ʃhe)
4	d	Do (du)	16	ʒ	Measure (mʒiser)
5	k	Back (bæk)	17	h	Hello (hə'loʊɪ)
6	g	Beg (beg)	18	m	Me (me)
	tʃ	Cheek (tʃik)	19	n	No (nou)
8	dʒ	Judge (Jadʒ)	20	ŋ	Sing (siŋg)
9	f	Life (laif)	21	l	Live (lif)
10	v	View (View)	22	r	Red (red)
11	θ	Think (thinkh)	23	y	You (you)
12	ð	Bathe (beitha)	24	w	Win (win)

**Table 2.2 Monophthong Vowel**

1	ɪ	Bead	7	u:	shirt
2	i:	Hit	8	ɔ:	call
3	ʊ	Book	9	æ	hat
4	E	food	10	ʌ	run
5	ə	left	11	a:	Far
6	ɜ:	about	12	o	dog

**Table 2.3 Diphthong**

1	aɪ	cake	5	eə	fewer
2	eɪ	Toy	6	ɪə	where
3	əʊ	high	7	ɔɪ	go
4	aʊ	Beer	8	ʊə	house

Vowels are sounds with free air flow, while consonants are sounds with blocked or turbulent air flow. Vowels and consonants are interrelated in speech sounds, the position of the consonant is the movement at the beginning or end of the vowel. Based on the segmentation of speech sounds in consonants, sounds are divided into obscurant and sonorant.

Obscurant is a consonant with clear air flow limiting articulation in full closure or close approximation. This consonant is divided into three parts based on how it is pronounced, namely stops, fricatives and affricatives. While sonorant is a consonant that there is no restriction on the vocal tract or open nasal, it means that air is free to pass through the vocal tract.

### 3. Articulation

The manner of articulation refers to the vertical relationship between active and passive articulation, the distance between the structures from adjacent, preventing the air from widening, to wide apart, allowing the air to flow without obstruction. The manner of articulation is divided into several parts: stops, affricates, fricatives:

a. Stops

characterized by involving complete closure in the oral tract, preventing airflow out through the mouth either orally or nasally. Stops have several phonemes [p,b,m,t,d,n,k,g, ɟʒ,ʔ,tʃ].

b. Affricatives

produced like plosives involving a closing stage, an approximation stage, and a release stage. In affricatives, the active articulator remains close to the passive articulator and produces friction when air passes between them. The phoneme of the affricative is [ɟʒ,tʃ].

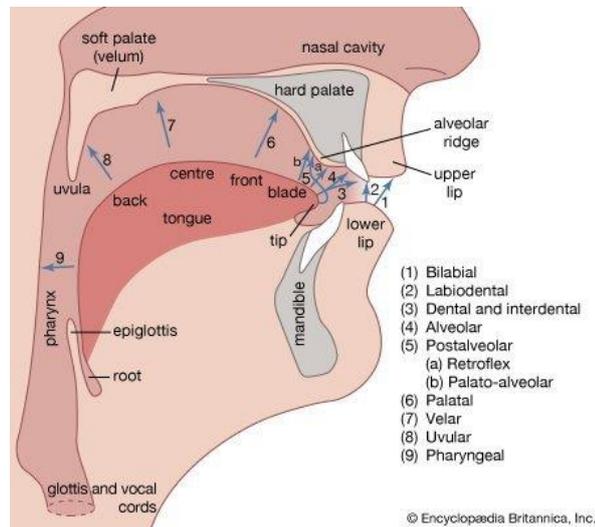
c. Fricatives

produced when the air stream moves in the oral tract with full or near closure and produces a hissing sound. Fricatives have several phonemes such as [f,v, ð,s,z,ʃ,ʒ,χ,x,h]

Unlike the rules of articulation, the place of articulation is the highest point position of the active articulator with the movement of some parts of the tongue but the lower lip is also an active articulator related to the passive articulator. Some places of articulation that include the movement of the tongue or lips are:

- 1) Bilabial: upper and lower lips close.
- 2) Labiodental: lower lip near upper lip.
- 3) Dental: tip of tongue position near upper front teeth.
- 4) Alveolar: tip or tongue blade that touches or near alveolar ridge.
- 5) Post-alveolar: tip of tongue behind lower teeth and tongue blade touches front of palate just behind alveolar ridge.

- 6) Palatal: tip of tongue near hard palate.
- 7) lar: back of tongue touches velum (soft palate).
- 8) uvular: back of tongue lifted toward velum
- 9) pharyngeal: back of tongue and uvular.<sup>28</sup>



Source: Wikipedia

#### 4. Word Stress

- a. Stress is the amount of volume a speaker gives to a particular sound, syllable, or word. Stress means the increase of certain syllables in a word and certain syllables or words in an utterance. Stressed sounds are louder and longer than other parts of speech. Listeners are aware when the speaker puts emphasis on his speech. Without emphasis, the words will sound strange

<sup>28</sup> I Ketut Wardana “Kesalahan Artikulasi Phonemes Bahasa Inggris Mahasiswa Prodi Bahasa Inggris Unmas Denpasar; Sebuah Kajian Fonologi Generatif” Jurnal Bakti Saraswati, Vol Vol.03 No.02 ( September 2014) : 78-81

b. Placement of stress in words

English word stress refers to the placement of stress on English words. There are two levels of word stress, primary stress and secondary stress. The syllable that is pronounced with the greatest stress in a word is primary stress, while the syllable that is pronounced with less stress than the syllable is secondary stress. Primary stress usually occurs on heavy syllables while secondary stress occurs on light syllables.

When talking about stress, then talking also about syllable and sentence stress. There are two types of stress, namely sentence stress and syllable stress. Sentence stress is the way stress is distributed on words and syllable stress is the way stress is distributed on syllables. there is a sign (\*) to place stress on a word.

On the other hand, some rules in stressing, but students do not get clearer material about it. Therefore, students experience obstacles in placing stress on syllables. Students must have good knowledge of English syllable stress placement so that their pronunciation is smoother. As an advantage, students can at least speak English with correct pronunciation. Therefore, if it is wrong in placing stress on syllables, then of course it makes the meaning of the word different, for example the word "dessert and desert", if a student emphasizes the first syllable means "dessert" but when emphasizing the second syllable, means "dessert".<sup>29</sup>

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<sup>29</sup> Siska Veronica, Syafrizal Sabaruddin Et Al "An Analysis On English Syllable Stress Placements Of Theenglish Study Program Students" Journal Of English Education And Teaching (Jeet), Vol 2, No 1 (2018) : 52 [Doi.Org/10.33369/Jeet.2.1.51-58](https://doi.org/10.33369/Jeet.2.1.51-58)

Example :

Syllable: 'Family

Syllable: Fa'miliar

Syllable: Na'tionally

Syllable: Nationali'zation

Note: the quotation given before the syllable is the primary stress, while after the syllable it is secondary. For example, the word Fa'miliar [fa' (primary) miliar (secondary)].<sup>30</sup>

## 5. Intonation

Intonation is a term in suprasegmental phonology that refers to the use of a distinctive tone or melody. In other words, intonation can be interpreted as a language melody where the voice rises and falls according to the context and meaning of the communication<sup>31</sup>. Intonation refers to how the voice can change pitch to convey meaning. In essence, intonation replaces punctuation in spoken language. For example, in this sentence: "Would you like to continue reading?" This question ends with a question mark, indicating that the tone increases at the end of the question.

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<sup>30</sup> Rohani Sri Margareth "An Analysis Of Word Stress Pronounced By The Seventh Semester Students At English Department Of Fkip Uir" [Thesis, English Language Education Teacher Training] Pekanbaru, Faculty Universitas Islam Riau Pekanbaru, (2020) : 15-16

<sup>31</sup> Fuji Lestari "An Analysis Of Students' Intonation Ability Of Third Semester At English Language Education Study Program Of Fkip Uir" [Thesis, English Language Education] Pekanbaru, Faculty Of Teacher Training And Education Universitas Islam Riau Pekanbaru, (2022) : 9

### c. Difficulties and Benefits of Students in Learning Pronunciation

There are several difficulties and benefits in pronunciation that previous research It was found that the students had problems with pronunciation of the English sounds of consonants, vowels, and diphthongs. The error can be caused by the absence of the sound in their mother tongue. Furthermore In teaching and learning English there are many components of language that are hard to master: grammar, pronunciation, vocabulary, discourse, and other components.

Moreover. There are three difficulties in teaching pronunciation. The first is concerned with the ear. The need for training the ear to observe and analyze perceived when it is realized that accurate imitation is impossible so long as accurate hearing is not achieved. The second is concerned with the matter of learning to make English speech sounds with our own organs of speech. The last is entirely different: it is that of knowing and remembering the distribution of speech sounds<sup>32</sup>. Apart from that, previous research found that students' difficulties in pronunciation, namely Mother tongue interference, Sounds System difference between L1 and L2 3, Inconsistency of English Vowels, and Influence of spelling on pronunciation.<sup>33</sup>

Apart from that, there are 4 benefits of pronunciation for students, namely :

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<sup>32</sup> Anis Komariah “Problems in Pronouncing the English Sounds Faced by the Students of SMPN 2 Halong, Banjar” *Journal of English Language and Pedagogy*, vol 1, No 2, (2018) : 1-3 <http://jurnal.ustjogja.ac.id/index.php/ELP>

<sup>33</sup> Rizki Lestari, Anna Leli Harahap et al “The Improving Of Students English Pronunciation Skill By Using English Pronunciation Digital At Man Labuhanbatu, SUMUT” *Journal on Education*, Vol 6, No 2 (2024) : 4-5 <http://jonedu.org/index.php/joe>

- a. **Clarity in Communication:** Proper pronunciation ensures that your message is conveyed clearly. Mispronunciations can lead to misunderstandings, confusion, and ineffective communication.
- b. **Credibility and Confidence:** When you speak with accurate pronunciation, you appear more credible and confident to your audience. People are more likely to trust and listen to someone who can articulate their thoughts well.
- c. **Social Integration:** If you are in an English-speaking environment, having good pronunciation can help you integrate better into the culture and society. It allows you to participate in conversations effortlessly.
- d. **Professional Success:** In the professional world, clear pronunciation is highly valued. It can impact job interviews, presentations, and overall career advancement<sup>34</sup>.

## 2. Learning media as a basis for teaching implementation

### a. Definition

Learning media is a tool used as a medium to convey messages and can stimulate the teaching and learning process by stimulating thoughts, feelings, and progress of the audience (students). Teachers who know how to use information tools effectively can increase students' interest in learning and the learning process, and students can understand the topics discussed by the teacher more quickly and easily. Therefore, it can be concluded that

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<sup>34</sup>Sanchana S, Red Fox Education, s.v . “The Significance of Pronunciation in English and How to Enhance It” , last updated July 27, 2023, <https://redfoxeducation.com/blogs/the-significance-of-pronunciation-in-english-and-how-to-enhance-it>

educational media is a component in the form of tools, methods, and strategies used in the learning process to support effective learning. Besides that teaching materials can support students in creating learning experiences that make learning more interesting, enjoyable, and interactive.<sup>35</sup>

Learning aids are the various components of the student environment that motivate them to learn. Learning aids can be understood as any tool that teachers can use to convey messages to students and vice versa. Thus it can stimulate students' thoughts, feelings, interests, and interests to streamline the learning process efficiently. Learning aids can also be understood as methods, approaches, and tools used to make communication more effective in the learning process<sup>36</sup>.

Arief Sadirman et al revealed that media is anything that can be used to convey messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process occurs<sup>37</sup>. Apart from that, Nana Sudjana in her book Teaching Media states that the media used in teaching and learning activities can improve learning outcomes. So by using media you can make the teaching and learning process more effective. One of the important components in the teaching and learning process is educational tools<sup>38</sup>.

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<sup>35</sup> Husnaini “Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students”, *Journal of Language Teaching and Learning, Linguistics and Literature*, Vol 10, No 1, (2022) : 543 <https://doi.org/10.24256/ideas.v10i1.2408>

<sup>36</sup> Leli Hasanah Lubis, Budi Febriani et al “The Use of Learning Media and its Effect on Improving the Quality of Student Learning Outcomes” *International Journal Of Education Social Studies And Management (IJESSM)* 3(2): (June 2023) 8 <http://dx.doi.org/10.52121/ijessm.v3i2.148>

<sup>37</sup> Arief S. Sadiman et al “Media Pendidikan” Op Cit., 7

<sup>38</sup> Nana Sudjana “Media Pengajaran”, (Bandung: Sinar Baru, 2015), 2

Android application-based learning media is something new in the world of education, this learning media usually takes the form of an educational application or an application that contains learning material and material. These application products can be downloaded on smartphones and gadgets with the Android operating system, usually available on Google Play or Play Store. Basically, Android application-based learning media is a learning media product in the form of an application that can be downloaded or downloaded on an Android-based smartphone.

According M. Riyan, Rapid technological developments encourage education to be in line with technological advances. Android is an operating system that is widely used because it has features that are easy for users to understand. Apart from that, the Android-based application created can be used in learning activities. The content created in this Android-based learning application contains learning materials. So that students not only focus on interesting content but can also understand the message or material presented by the teacher<sup>39</sup>. The use of the Elsa application learning media can increase students' confidence in speaking English. ELSA offers a safe and supportive environment for speaking practice.<sup>40</sup>

Based on the definitions put forward by the expert above, it can be concluded that learning media is materials, tools, or techniques used in teaching

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<sup>39</sup> Muhammad Riyan "Penggunaan Media Pembelajaran Berbasis Aplikasi Android Pada Pembelajaran Teks Eksposisi" Universitas Islam Negeri Syarif Hidayatullah Jakarta, Vol 29, no 2, (2021) : 206

<sup>40</sup> Alicia Syabina and Benni Ichsanda Rahman Hz "ELSA Speak Application as a learning media in practicing students' speaking skills : Student's voice", Journal of English Language Teaching, Vol 8, No 2 (2024) : 294 <https://journal.lppmunindra.ac.id/index.php/SCOPE/>

and learning activities with the aim that the process of interaction, communication, and education between teachers and students can take place effectively and effectively.

Researcher use application-based learning applications so that learning is not too abstract and boring. Apart from that, the use of applications in English learning materials is expected to improve students' pronunciation in the speaking aspect.

b. The benefit of Learning Media

Stated the benefits of learning media in the student learning process, namely<sup>41</sup>:

- 1) Learning media attract more attention so it fosters learning motivation.
- 2) Learning media have a more straightforward meaning to understand students better and allow them to master and achieve learning objectives.
- 3) Teaching methods more varied, not merely verbal communication through the teacher's speech so that students do not get bored and the teacher does not run out of energy, mainly if the teacher teaches every lesson.

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<sup>41</sup> Gammi & Aguz Zz “Developing Learning Media Using Flashcard Media From Scraps To The Young Learners Of Kampung Cerdas Rusunawa Pontianak”, (Doctoral Dissertation, Ikip Pgri Pontianak) (2022) Chapter 2

- 4) Students can do more learning activities because they listen to the teacher's description and other activities such as observing, doing, demonstrating, and acting

### 3. “ELSA” Application

#### a. Definition

ELSA is an artificial intelligence application used for learning to train english skills. This application was founded in 2015 and was created by a CEO from Vietnam named Vu Van and other colleagues. This application is included in the top 5 application category. Currently, It has been used by millions of students around the world.

“ELSA” is an abbreviation for English Language Speech Assistant. This application can be used to train students' pronunciation mastery to match the pronunciation of foreign speakers. The ELSA application can be downloaded freely on the App Store and Play Store. This ELSA application is equipped with a microphone icon which can be used directly by students to practice using the audio that has been recorded. This application is very useful for all students because it is easy to use so it can help us to learn pronunciation in English. English. It also has interesting features that can make students more enthusiastic about learning.

## b. Overview of “ELSA” Application



## c. How to use “ELSA” Application

The following are the steps for using the “ELSA” Application:

- 1) Open the Playstore or Appstore, search the "ELSA" then download it.
- 2) After following the steps as shown in the pictures, it means that you have entered the ELSA Speak application.
- 3) On the home screen, there are four menus, and the researcher will choose the "explore" menu.
- 4) Select the "topic" menu. From the menu, there are many topics for teaching speaking skills to students for treatment.

## d. Features of “ELSA” Application

In the “ELSA” Application, 6 features can be used for learning as below :

### 1) Dictionary

This feature provides the pronunciation of any word plus the opportunity to connect to Youglish.com, a website that offers YouTube clips with an audiovisual emphasis on specific sounds, words, or phrases.

## 2) Progress

This contains Elsa's pronunciation score and rating. Elsa's pronunciation score summarizes progress in three sections: Word Sound, Word Stress, and Conversation. Word sound determines the feedback about each phoneme, and word stress assesses syllable stress. The second improvement feature, the English pronunciation score, is a collection of scores from the Elsa activities. The third progress feature, "Scoring," allows users to record sentences and provide feedback on segmental issues such as consonant clusters, aspiration sounds, and schwa. Elsa provides correct score percentages and users can get a detailed report.

## 3) Coach

Based on current progress, Elsa has recommended this option for practice lessons. By following suggested routines, users can enhance their speaking abilities and pronunciation. Users can choose from courses like -Real-life Communication, which has multiple conversations to practice speaking skills and pronunciation, in addition to practicing with the suggested lessons.

## 4) Speech Analyzer

This feature allows users to practice conversations by responding to questions provided by the ELSA application.

## 5) Study Sets

With this function, users only need to type the name and material category to create or enter what they will learn in the column. For instance, in the food category, users can write terms like bread, meat, sweets, and more.

## 6) Course Finder

This feature enables users to select topics to learn based on their preferences, such as expressing gratitude, sharing opinions, introducing themselves, or describing something. They can then practice these topics and receive feedback from ELSA. The app provides scores for their performance, allowing users to refine their pronunciation based on the feedback received.

### e. There are advantages and disadvantages of “ELSA” Application

Below are the advantages and disadvantages of the “ELSA” Application :

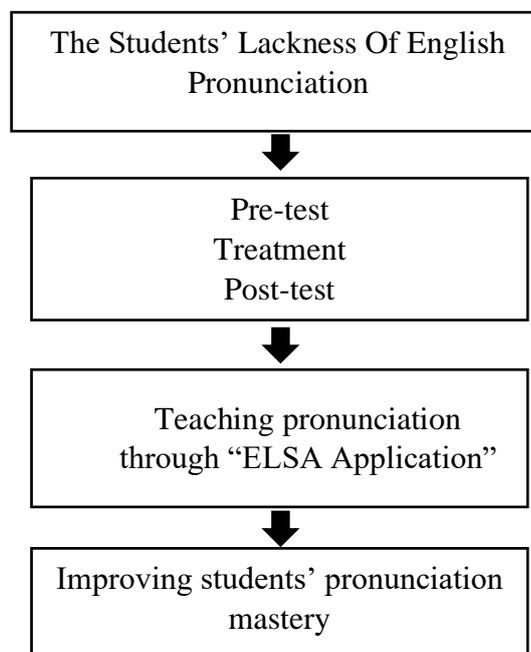
#### 1) The following are advantages :

- a. One of the key benefits of the ELSA Speak app is that it offers pronunciation exercises.
- b. Users can pronounce the suggested word or phrase and receive feedback (color-coded) for each phoneme, along with phonetic guidance to correct any mistakes.
- c. The app also includes intonation exercises, allowing users to practice syllable stress, sentence rhythm, and intonation.
- d. For improving pronunciation mastery, the app provides conversation practice, where users engage in dialogues and receive real-time feedback on both pronunciation and intonation at the word level.
- e. Users have the option to check sentences within the app, which are broken down into individual words for better practice.

- d. In addition, the Elsa Speak app features a free text input mode that allows users to hear pronunciation examples for any word or sentence. They can then practice speaking and receive instant feedback on their pronunciation.
  - e. The Elsa Speak app includes a dictionary feature that not only offers the pronunciation of any word but also allows users to link directly to Youglish.com.
  - f. Using proprietary artificial intelligence (AI) and automatic speech recognition (ASR), the app provides feedback on the accuracy of users' pronunciation.
  - g. Students can choose a topic and select from a range of lessons under that category.
  - h. Each lesson is categorized by proficiency level and offers various speaking and listening exercises.
  - i. Users can listen to the target sound's pronunciation and then record their own voice for comparison.
  - j. "ELSA" evaluates the accuracy of the recorded speech and offers feedback on both correct and incorrect pronunciations.
- 2) The following are disadvantages :
- a. To download and install the application, students need to have a smartphone.
  - b. The available topics are restricted to the content provided in the paid version.
  - c. It requires an internet connection to function.
  - d. It needs several times to open the Application.

The researcher comes to the conclusion that the drawback of using the Elsa program is that it needs a reliable network in order to generate correct feedback. In addition, the application cannot identify what the user is saying when utilizing it if the network is unreliable. Therefore, before using the ELSA program, users should ensure that their network connection is stable in order to prevent them from feeling bothered by its drawbacks.

### C. Theoretical Framework



### D. Hypothesis

Based on the review above, the researcher made the hypothesis formula as follows:

HI: The “ELSA” Application is effective to improve the student's pronunciation mastery of seventh grade at SMPN 8 Palopo

Ho: The “ELSA” Application is not effective to improve the student's pronunciation mastery of seventh grade at SMPN 8 Palopo

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

The researcher use an experimental design, which is a research method aimed at examining the impact of specific treatments on other factors under controlled conditions. In other words, an experimental design is utilized to investigate how one variable influences another.

The researcher use a pre-experimental design to determine whether the Elsa application could affect students' pronunciation. In this study, students underwent a pre-test to assess their pronunciation mastery before and after receiving treatment using the Elsa application. The process included a pre-test, treatment, and post-test. Below is an illustration of the design for the pre-test and post-test.

**Table 3.1 The design of one group pre-test and post-test**

Pre-test	Treatment	post-test
X1	O	X2

Notes :

X1 : Pre-test

O : Treatment

X2 : Post-test<sup>42</sup>

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<sup>42</sup> R. H. Norris, J. A. Webb et al "Analyzing Cause and Effect in Environmental Assessments", *Freshwater Science* 31, no 1 (2012) <https://www.journals.uchicago.edu/doi/10.1899/11-027.1>

## **B. Research Variabel**

There are two dependent in this research :

### 1. Independent Variabel (X)

Independent variables are factors that affect or determine the occurrence of the dependent variable. These variables are variables that are controlled and manipulated by researchers<sup>43</sup>. The independent variable in this research is the “ELSA” application.

### 2. Dependent Variabel (Y)

A dependent variable refers to a variable that is affected by or results from the presence of an independent variable. In this study, the dependent variable is pronunciation mastery.

## **C. Research Setting**

This study was carried out at SMPN 8 Palopo, located in Balandai Village, Bara District, Palopo City..

## **D. Population and Sample**

### 1. Population

The population of this research was students at SMPN 8 Palopo class VII which consists of six classes and totaling around 171 Students.

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<sup>43</sup> Rafika Ulfa “Variabel Penelitian Dalam Penelitian Pendidikan” *Al Fathonah : Jurnal Pendidikan dan Keislaman*, Vol 1, No 1 (2021) 346

## 2. Sample

The research involved seventh-grade students at SMPN 8 Palopo, with the researcher selecting one class consisting of 20 students from a total of 23 in class VII2. The sampling method used was purposive sampling.

### **E. Research Instrument**

The researcher used pronunciation tests using some words as many 44 words. The pre-test and post-test were conducted for 120 minutes. The aim of this test is to gather data on students' progress both prior to and during the teaching and learning process. Two types of pronunciation assessments are employed: a pre-test and a post-test. The pre-test is designed to assess students' pronunciation abilities before any instructional intervention takes place, while the post-test evaluates students pronunciation mastery after the intervention has been implemented.

### **F. The Procedure of Collecting Data**

#### 1. Pre-test

Before starting the class, the researcher introduce the lesson. Next, the researcher provides words in the form of sentences that are given bold as an initial research test and assesses the initial score in pronunciation mastery.

#### 2. Treatment

The treatment was given after the pre-test and was carried out in 12 meetings

##### a. In the first meeting

1) The researcher presents the indicator purposes of the meeting

2) The researcher explained the material about "Phonetic symbols" (Vowel Sounds)

- 3) Researcher give examples of material
  - 4) The researcher asks students to identify the material
  - 5) The researcher prepares the tools that will be used in studying pronunciation such as question sheets, cellphones, laptops, etc.
  - 6) The researcher describes the pronunciation material in general
  - 7) Directs students to listen carefully to the sound of each phonetic symbol
  - 8) Provides an explanation of the material being studied through the ELSA application. This is facilitated directly within the ELSA platform, there are various material features related to phonetic symbols, especially in vowel sounds
  - 9) Students begin to study the pronunciation exercises available in the elsa application
  - 10) Students be directed to listen carefully to native speakers. After that, students be directed to practice their voice by repeating what the native speaker said and the student's voice automatically be recorded by the elsa application
  - 11) The researcher directs students to see the scores and aspects of student pronunciation
  - 12) The researcher gives students examples of phonetic symbols in the vowel sounds material
  - 13) The researcher provides exercises and takes scores
- b. In the second meeting
- 1) The researcher presents the indicator purposes of the meeting

- 2) The researcher explained the material about "Phonetic symbol" (Vowel Sounds)
  - 3) The researcher asks students to identify the material
  - 4) The researcher prepares the tools that be used in studying pronunciation such as question sheets, cellphones, laptops, etc
  - 5) The researcher explains the material that has been studied in the first meeting
  - 6) The researcher directs students to start working on exercises on phonetic symbols in the form of a list of words on Vowels sounds given by the researcher.
  - 7) The researcher starts distributing paper
  - 8) The researcher directs students to enter the word list into the Elsa application and listen and start practicing
  - 9) The researcher gives grades
  - 10) Next, the researcher gives students homework, namely making a list of words in the form of Vowel sounds sentences of 7 words.
  - 11) The researcher distributes examples of vowel sound sentences of 5 sentences to each student
  - 12) Give students the opportunity to ask questions about things they don't understand about the material being discussed.
  - 13) Answer questions given by students regarding the material being taught
- c. The third meeting
- 1) The researcher presents the indicator purposes of the meeting

- 2) The researcher prepares the tools that be used in studying pronunciation such as question sheets, cellphones, laptops, etc
- 3) The researcher reviews the material covered during the second meeting.
- 4) The researcher re-explains the Pronunciation material and its aspects
- 5) researcher begins to check the assignments that have been given by the researcher in the second meeting.
- 6) Next, the researcher directs students to enter vowel sounds sentences that have been done at home into the ELSA application and directs students to go up to the board one by one.
- 7) The researcher assesses the pronunciation aspect and gives a score
- 8) Give students the opportunity to ask questions about things they don't understand about the material being discussed.
- 9) Answer questions given by students regarding the material being taught.

d. The fourth meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher asks students to identify the material
- 3) The researcher explained the material about "Phonetic symbols" (Vowel Sounds)
- 4) The researcher prepares the tools that be used in studying pronunciation such as question sheets, cellphones, laptops, etc
- 5) The researcher describes the pronunciation material in general
- 6) Directs students to listen carefully to the sound of each phonetic symbol

- 7) Explains the material studied using the ELSA application. In the ELSA application, there are various features of material related to phonetic symbols, especially in diphthong sounds
- 8) Students begin to study the pronunciation exercises available in the Elsa application
- 9) Students be directed to listen carefully to native speakers. After that, students be directed to practice their voice by repeating what the native speaker said and the student's voice automatically be recorded by the Elsa application
- 10) The researcher directs students to see the scores and aspects of student pronunciation
- 11) The researcher gives students examples of phonetic symbols in the diphthong sound material
- 12) The researcher gives students exercises and takes scores

e. The fifth meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher explained the material about "Phonetic symbols" (Vowel Sounds)
- 3) The researcher prepares the tools that be used in studying pronunciation such as question sheets, cellphones, laptops, etc
- 4) The researcher explains the material that has been studied in the fourth meeting
- 5) The researcher forms groups consisting of 2 people in one group

- 6) The researcher begins to give students a list of words in the form of diphthong sounds as many as 2 words.
- 7) Next, the researcher guides the students to practice with the ELSA application
- 8) The researcher directs each group to go up to practice and assess the pronunciation errors of students in one group by taking turns.
- 9) After that, the researcher takes the students' grades.

f. The sixth meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher prepares the tools that be used in studying pronunciation such as question sheets, cellphones, laptops, etc
- 3) The researcher explained the material about "Phonetic symbols" (Vowel Sounds)
- 4) The researcher describes the pronunciation material in general
- 5) Instruct students to listen carefully to the sound of each phonetic symbol
- 6) The researcher explains the material being studied using the ELSA app. In the ELSA application, there are various material features related to phonetic symbols, especially in consonant sounds
- 7) Students begin to study the pronunciation exercises available in the elsa application
- 8) Students be directed to listen carefully to native speakers. After that, students be directed to practice their voices by repeating what native speakers say and the students' voices automatically be recorded by the ELSA application

9) The researcher directs students to see the scores and aspects of students' pronunciation

10) The researcher gives examples of phonetic symbols to students in the consonant sounds material gives students exercises and takes scores

g. The seventh meeting

1) The researcher presents the indicator purposes of the meeting

2) The researcher prepare tools that used in studying pronunciation such as a question sheet, camera/handphone, laptop, etc.

3) The researcher re-creates groups based on the results of the scores obtained by students at meeting sixth meeting

4) The researcher groups students with the highest to lowest scores, namely students who get a score of 100-80 in one group of 5 people.

5) After that, the researcher starts to provide a list of words in the form of consonant sounds as many as 10 words. And each member of each group starts to study.

6) In each group member gets 2 lists of words

7) The researcher directs them to practice one by one.

8) The researcher starts to take the score, after that the researcher starts to add up the scores in each group. The group that gets the highest score passes the test at the next meeting

9) Give students the opportunity to ask questions about things they don't understand about the material being discussed.

10) Answer questions given by students regarding the material being taught

h. The eight meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher prepare tools that used in studying pronunciation such as a question sheet, camera/handphone, laptop, etc.
- 3) The researcher explains the material that has been studied in the previous meeting.
- 4) The researcher again announces to the students the scores obtained by each group in the 7th meeting
- 5) The group with the highest score gets less assignments than the group with the lowest score gets more assignments
- 6) In this meeting, the researcher gives phonetic symbol questions in the form of a list of words, namely consonant sounds.
- 7) A total of 5 words for the group with the highest score and 7 words for the group with the lowest score.
- 8) The researcher directs each group to start practicing. After that, the researcher gives a score.

i. The ninth meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher asks students to identify the material
- 3) The researcher prepares the tools that used in studying pronunciation such as question sheets, cellphones, laptops, etc.
- 4) The researcher describes the pronunciation material in general
- 5) Researchers explain the material on Tongue Twister

- 6) The researcher distributes paper leaflets about tongue twister exercises
- 7) Next, the researcher directs students to enter sample questions on the paper leaflets distributed by the researcher into the ELSA application
- 8) Next, the researcher directs students to practice after a native speaker
- 9) Next, the researcher gives students examples of exercises, namely providing a list of question sentences to each student and directing students to enter them into the Elsa application and take scores.

j. The Tenth Meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher prepares the tools that used in studying pronunciation such as question sheets, cellphones, laptops, etc.
- 3) The researcher forms a group consisting of 5 people.
- 4) The researcher directs students to stand from their seats to form a line extending backward and turning around except for the first member
- 5) Each group gets a task, namely memorizing 5 Tongue Twister words.
- 6) The first row gets the opportunity to memorize all the words given by the researcher.
- 7) Then the first member whispers the words he has memorized to the second person and so on until the last person
- 8) The last person write down the results of the words heard from the previous person on the board.
- 9) The group that successfully memorizes the most Tongue Twister words is the winner.

- 10) After that, the researcher gives the students a tongue Twister assignment  
checks the results of the students' pronunciation, and gives a score
- k. The eleventh meeting
  - 1) The researcher presents the indicator purposes of the meeting
  - 2) The researcher prepares the tools that used in studying pronunciation such as question sheets, cellphones, laptops, etc.
  - 3) During the next session, the researcher provided a summary of the material on word stress
  - 4) The researcher explained how to mention articulation and how to produce the sound
  - 5) The researcher directed the students to practice
  - 6) Next, the researcher gave a paper leaflet containing examples of Word stress sentences
  - 7) The researcher directed the students to practice and record the results of the practice in the ELSA application, after which the researcher gave a score.
  - 8) Next, the researcher distributed word stress questions to each group containing multiple choices
  - 9) Each group must choose one correct answer
  - 10) Next, the researcher directed the students in each group to enter the stress word into ELSA and practice it
  - 11) Representatives from the groups went up to answer the questions that had been answered and give a score

### 1. The twelfth meeting

- 1) The researcher presents the indicator purposes of the meeting
- 2) The researcher prepares the tools that will be used in studying pronunciation such as question sheets, cellphones, laptops, etc.
- 3) The researcher provides syllable material
- 4) The researcher also explains the syllable material
- 5) The researcher gives students the opportunity to practice how to produce a word from the material
- 6) After that, the researcher provides a sheet of syllable word lists of 1 to 2 syllables.
- 7) After that, the researcher directs students to enter the word list into the Elsa application
- 8) After that, students practice one by one using the Elsa application.
- 9) The researcher gives a score

### 3. Post-test

The post-test conducted after the treatment to assess the students' pronunciation mastery. This test follows the same format as the pre-test, consisting of 44 items. The purpose of this test is to determine whether the use of the ELSA application in teaching pronunciation effectively enhances the students' pronunciation abilities.

### 4. Analysis Results

The study examined the differences between the pre-test and post-test results.

#### a. Assessing the learner's pronunciation knowledge

Assessment is an important aspect that should not be forgotten in learning pronunciation mastery.

**Table 3.2 The Classification score for the test**

<b>Category</b>	<b>Range</b>	<b>Assessment Criteria</b>
<b>Excellent</b>	86-100	The students' got 38 to 44 correct answers
<b>Good</b>	71-85	The students' got 32 to 37 correct answers
<b>Average</b>	56-70	The students' got 26 to 31 correct answers
<b>Poor</b>	≤55	The students' got 1 to 25 correct answers

(Source : RPP MGMP Bahasa Inggris Kabupaten Luwu)<sup>44</sup>

#### b. Classifying The Student Score

Language test results are commonly presented as numerical scores, such as those for general English, which are ultimately intended for use by the individuals taking the test.

##### 1. Scoring the student's answer :

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number of test}} \times 100$$

<sup>44</sup>Tasdin Tahrir "Tata Kelola Media Pembelajaran Berbasis Audio Pada Mata Pelajaran Bahasa Indonesia di SMA Negeri 1 Larompong Kabupaten Luwu Utara, Universitas Negeri Makassar (2015)

## 2. Statical Analysis Test

Using SPSS version 20, to find out the mean and standard deviation of students, the paired sample statistic, and paired sample correlation of pre-test and post-test, as well as the pairs sample test.

## 5. Assessment of Hypothesis Acceptability

- a. For the t-test, if the t-count result is  $>$  t-table, then the formulated hypothesis ( $H_a$ ) is rejected, H zero ( $H_0$ ) is accepted
- b. If the t-count is  $<$  t-table, then the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

## G. Technique of Data Analysis

This study was related to experimental research. The analysis is connected to the computation in solving the problem statement and hypothesis. For instance, the researcher used a number of methods to analyze the data:

### 1. Descriptive Analysis

As explained by Sholikhah, descriptive statistics involve collecting, organizing, and processing data to present it clearly and offer an accurate depiction of the conditions or events represented by the data<sup>45</sup>. Essentially, the goal of descriptive statistics is to systematically present the data in a way that allows for specific interpretations or conclusions to be made.

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<sup>45</sup> Lilih Deva Martias, "Statistika Deskriptif Sebagai Kumpulan Informasi" Jurnal, Ilmu Perpustakaan Dan Informasi, Vol 16, No 01, (2021) : 40  
<https://doi.org/10.14421/fhrs.2021.161.40-59>

## 2. Test Normality

The normality test is a statistical technique used to ascertain whether or not a data set follows a normal distribution, according to Razali, N.R., and Wah, Y.B. in their article. A regularly distributed set of data lowers the likelihood of bias. Using the SPSS programme, the Kolmogorov-Smirnov Test was employed in this study to ascertain if the data distribution was normal. The variable is considered regularly distributed when its Asymp. Sig. value is more than the 5% significant level ( $> 0.050$ ); it is not normally distributed when its Asymp. Sig. value is less than the 5% significant level ( $0.050$ ).

## 3. Paired Samples T-Test

To ascertain if the means of two paired samples differ, the paired sample t-test is employed. The data must be regularly distributed in order for a paired sample t-test to function. A paired sample t-test does not need variance for homogenous data. To determine if the “ELSA” Application affects students' pronunciation mastery, the paired sample t-test will be employed in this study. The experimental class's pre-test and post-test data were compared using a paired sample t-test in order to address this issue. The researcher utilized SPSS version 20 for Windows to compute the paired sample t-test.

## **BAB IV**

### **FINDING AND DISCUSSION**

This chapter consists of two parts. The first part contains the research findings, and the second part contains the discussion. The researcher measured the scores on the pre-test and post-test. The purpose of the measurement was to find out the comparison before and after the treatment. The data results were analyzed statistically as follows.

#### **A . Findings**

##### **1. The result of the student test**

At this stage, the researcher presents the test results before and after the treatment stage.

##### **a. Pre-Test**

The researcher counted the students' correct answers in the pre-test to analyze their pronunciation mastery. Then the researcher calculated the pre-test scores statistically using SPSS 20. The results of the students' pre-test scores can be seen as follows:



5	Hap py ( <u>h</u> æp i)	hei pi	hap py	hap py	hæ pi	hæ pi	hep i	hei pi	hap py	hæ pi	hap py	hap py	hei pi	hæ pi	hæ pi	hep i	hap py	hei pi	hei pi	hep i	happ y	
6	Key ( <u>k</u> i)	ki kiy	kiy ki	kiy ki	ki kiy	ki key	key ki	ki ki	ki ki	ki ki	ki ki	ki ki	kiy ki	ki ki	ki ki	ki ki	ki ki	ki key	key key	key ki	ki	
7	Life ( <u>l</u> aif)	lif lif	lif lif	<u>l</u> aif laif	lif laif	lif laif	lif laif	lif laif	lif laif	lif laif	leif lif	lif lef	lif <u>l</u> aif	lif laif	lif lif	lif laif	lif lif	lif laif	lif laif	lef laif	laif	
8	Man go ( <u>m</u> æ ngou )	mæ ngo	mæ ngo	me ng	mi ngo	me ng	ma ng	me ng	mi ngo	me ng	me ng	mæ ngo	me ng	me ng	mi ngo	<u>m</u> æ ngo	ma ng	me ng	me ng	<u>m</u> æ ngo	me ng	ven

9	Run ( <u>rʌn</u> )	rʌn	rʌn	rʌn	rʌn	rʌn	rʌn	run	run	run	rʌn	run	rʌn	rʌn	run	rei n	rʌn	run	rʌn	run	rʌn	
10	Play ( <u>pleɪ</u> )	pleɪ	pleɪ	pleɪ	pleɪ	plaɪ	pleɪ	plaɪ	pleɪ	plaɪ	pleɪ	plaɪ	plaɪ	pleɪ	pleɪ	plaɪ	pleɪ	pleɪ	pleɪ	pleɪ	plaɪ	pleɪ
11	Sim ple ( <u>sim</u> <u>p.əl</u> )	sim pel	sim pel	sim ple	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim ple	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	<u>sim</u> <u>p.əl</u>	sim pel	sim pel	simp el
12	Tabl e ( <u>teɪ.b</u> <u>əl</u> )	teɪ. bəl	teb el	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	taɪ. bəl	Te bel	teb el	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	teb el	tab le	təɪ. bəl	teb el	teb el	teɪ.b əl	

13	Van ( <u>v</u> æn )	van	væ n	ven	Væ n	ven	væ n	ven	Væ n	ven	væ n	væ n	ven	ven	vo n	væ n	væn	ven	vo n	ven	ven
14	Wat er ( <u>w</u> ɔ.t ə)	wɔ.	wɔ. tə	wɔ. tər	Wa ter	wɔ. tə	wɔ. ute	wɔ. tər	wat e	wɔ. tə	gər .jən	wɔ. tə	wɔ. tə	wɔ. tə	wɔ. dər	wɔ. tə	wɔ. tə	wɔ. dər	wat e	wɔ. tə	gər.j ən
15	Zero ( <u>z</u> i.r oʊ)	zi.r	zi.r oʊ	zi.r oʊ	zi.r oʊ	zer o	zi.r oʊ	zer oʊ	zi.r oʊ	zer o	zi.r oʊ	zer o	zi.r oʊ	zer o	zer o	zer o	zər oʊ	zer oʊ	zi.r oʊ	zer o	zi.ro ʊ
16	Gard en ( <u>g</u> ər. dən)	gər	gər .dən	gar. dən	jar den	gər .dən	dja rde	gər .dən	gər .dən	gər .dən	gər .jən	dja rde	gər .dən	gar. dən	gər .dən	gər .dən	gər .dən	gər .dən	sim pel	gər .jən	simp el

17	Year (jɪr)	dir	jɪr	jɪr	Ye ar	jɪr	jɪr	yeɪ r	jɪr	yeɪ r	jɪr	jɪr	yea r	jɪr	ye r	jɪr	jɪr	jɪr	ye r	yeɪ r	jɪr	
18	Stro ng (stro ŋ)	strɔ	str ŋ	strɔ	str og	strɔ	str og	str og	strɔ	strɔ	strɔ	str og	str og	str og	str og	strɔ	str og	strɔ	strɔ	strɔ	strɔ	strɔŋ
19	Adju st (ə'dʒ st)	a'd	a'd	ə'd	a'd	a'd	ə'd	a'd	a'd	a'd	a'd	ə'd	ə'd	a'd	a'd	a'd	a'd	e'd	a'd	a'd	a'dʒz	
20	Che ese (tʃiz)	tʃiz	tʃiz	tʃiz	Chi z	dʒɪ	tʃiz	chi z	diz	dʒɪ	tiz	tʃiz	tʃiz	tʃiz	dʒɪ	dʒɪ	tʃiz	dʒɪ	tʃiz	dʒɪ	tiz	

21	Wis h (wɪʃ)	wɪʃ	wɪʃ	we s	Wi sh	wɪʃ	wɪʃ	wɪʃ	Wi sh	wɪʃ	wɪs h	we s	we s	we s	wɪs h	wɛ ʃh	wə ʃh	we s	wɪs h	wɪʃ	wish
22	Meas ure (me. ʒə)	mi. zə	me. ʒə	mis or	mɪʃ ɔr	mɪʃ ɔr	me. ʒə	mis or	mis or	mɪʃ ɔr	mis ʒə	mi. zə	mis or	me. ʒə	mis or	mis or	me. ʒə	mis or	mis or	mɪʃ ɔr	mis ʒə
23	Thir sty (θesti )	θes di	tars ti	θest i	θes ti	tars ti	tars ti	tars ti	die sti	tars ti	ties ti	θest i	θest i	tars ti	tərs ti	tars ti	θest i	tars ti	die sti	tars ti	tiesti
24	Fathe r (fɑðə )	fatə	fɑð è	fad è	fatə	fɑð è	fɑð è	fatə	fard è	fard è	fɑð è	fɑð è	fad è	fad è	fard è	fatə	fɑð è	fɑð è	fard è	fard è	fɑðè

**Table 4.2 Student Sounds Transcription of Monophthong Vowel**

No	Word List	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20
1.	Beet ( <u>Bi:t</u> )	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Biə</b> <b>t</b>	<b>Biə</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Biə</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Biə</b> <b>t</b>	<b>Bi:</b> <b>t</b>	<b>Ber</b> <b>d</b>	<b>Biə</b> <b>t</b>	<b>Bi:</b> <b>t</b>	bət	<b>Berd</b>
2	Sit ( <u>sɪt</u> )	sɪt	set	sɪt	sɪt	sɪt	sɪt	sɪt	sɪt	sid	set	sɪt	sɪt	set	sɪt	<b>sət</b>	sɪt	set	sɪt	sid	set
3	Cook ( <u>kʊk</u> )	kok	kok	kok	kok	cok	kok	kok	kok	kuk	kok	kok	kok	kok	kok	cok	kok	cok	kok	ku	<b>kok</b> k
4	Fool ( <u>fu:l</u> )	fu:l	fu:l	<b>fəl</b>	<b>fəl</b>	<b>fəl</b>	fu:l	fu:l	fu:l	fəul	fəul	fu:l	fu:l	<b>fəl</b>	fu:l	fu:l	fu:l	fə:l	fu:l	fu:l	<b>fəul</b>
5	Pet ( <u>Pɛt</u> )	Pɛt	Pɛt	Pɛt	Pɛt	Pɛt	<b>Pəd</b>	Pɛt	<b>Pəd</b>	Pɛt	Pɛt	<b>Pəd</b>	Pɛt	<b>Pəd</b>	Pɛt	Pat	<b>Pəd</b>	Pɛt	<b>Pəd</b>	Pat	Pɛt

6	Bird (Bɜ:d )	Bir d	Ber t	Bɜ: d	Bɜ: d	Ber t	Ber d	Bɜ: d	Bɜ: d	Ber t	Bɜ: d	Bɜ: d	Bɜ: d	Bɜ: d	Bɜ: d	Ber t	Ber d	Bɜ: d	Bɜ: d	Ber t	Berd
7	Take n (teikə n)	teik ən	teik ən	teik ən	teik ən	tak ən	tak ən	tek ən	teik ən	teik ən	taik en	tek ən	teik ən	tak ən	teik ən	tak ən	tak ən	tek ən	teik ən	teik ən	taike n
8	Mor e (mɔ: r)	mʊ r	mɔ :r	mʊ r	mɔ :r	mʊ r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mʊ r	mʊ r	mʊ r	mʊ r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ:r
9	Park (pɑ: k)	per k	pɑ: k	pɑ: k	pɑ: k	per k	pak k	pɑ: k	pɑ: k	per k	pɑ: k	per k	pɑ: k	per k	pɑ: k	per k	pak k	pɑ: k	pɑ: k	per k	pɑ:k



2	Mak e ( <u>mei</u> k)	mei k	mai k	mei k	mai k	me k	məi k	mai k	mai k	mei k	mai k	mei k	mai k	məi k	mai k	me k	məi k	mai k	mai k	mei k	mak
3	Go ( <u>gou</u> )	gou gou	gou gou	go geu	geu geu	gou gou	gou gou	go gou	go gou	gou gou	go gou	gou gou	gou gou	go gou	gou gou	geu geu	gou gou	go go	go go	gou gou	go
4	Roun d ( <u>raon</u> d)	rou n	rau nd	rau nd	rau nd	rau nd	rou nb	<b>əro</b> <b>un</b> <b>d</b>	<b>rən</b> <b>d</b>	<b>əro</b> <b>n</b>	rou nd	rou n	rau nd	rau nd	rau nd	rau nd	rou nb	rau nd	<b>rən</b> <b>d</b>	<b>əro</b> <b>n</b>	raon d
5	Bear ( <u>beər</u> )	beə d	bea r	beə r	Be ar	bie r	bea r	beə r	bər r	beə r	beə r	beə d	bea r	beə r	bea r	bie r	beə r	bea r	bər r	beə r	beər

6	Hear (hīar )	hīr	hīr	hīā	He ar	hīā	hīā	hīā	heā	hār	heā	hīr	hīā	hea	hīā	hīā	hīā	hīā	heā	hār	heār
7	Voic e (vōis )	vōi	vōi	fōis	vōi	vōi	fōis	vōi	vōi	vōi	fōis	vōi	vōi	fōis	vōi	vōi	fōis	vōi	fōis	vōi	fōis
8	Sure (sōar )	sōā	sōr	sōr	sōr	sōr	zur	sōā	sōā	sōā	sōr	sōā	sōr	sōr	sōr	sōr	sōā	sōā	sōā	sōā	sōr

**Table 4.4 Students' Score's in the Pre-Test**

No	Respondent	Student Correct Answer	Score	Classification
1	R1	25	56	Average
2	R2	25	56	Average
3	R3	26	59	Average
4	R4	20	45	Poor
5	R5	20	45	Poor
6	R6	24	54	Poor
7	R7	21	47	Poor
8	R8	22	50	Poor
9	R9	21	47	Poor
10	R10	17	38	Poor
11	R11	27	61	Average
12	R12	22	50	Poor
13	R13	17	38	Poor
14	R14	20	45	Poor
15	R15	14	31	Poor
16	R16	25	56	Average
17	R17	18	40	Poor
18	R18	19	43	Poor
19	R19	15	34	Poor
20	R20	16	36	Poor

**Table 4.5 The rating percentage score of student's correct answers in the Pre-Test**

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	71-85	-	-
Average	56-70	5	25%
Poor	≤55	15	75%
		20	100%

In addition, the researcher used SPSS 20 to statistically analyze the students' pre-test scores through descriptive statistics. The results of the descriptive statistics for the students' scores are presented below:

**Table 4.6 The Descriptive Statistics of students Pre-Test Scores**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	20	14	61	39.90	16.088
Valid N (listwise)	20				

Table 4.6 presents the descriptive statistics of the students' pre-test scores. There were 12 students in total. The lowest score on the pre-test was 14, while the highest score was 61. The average score was 39.90

#### c. Post Test

In the post-test, the researcher assessed the students' correct responses from the pre-test to evaluate students understanding of pronunciation. The pre-test scores were then analyzed statistically using SPSS 20. The results of the students' pre-test scores are shown below:



5	Hap py ( <u>h</u> æp i)	hei pi	hap py	hæ pi	Hæ pi	hæ pi	hæ pi	hei pi	hap py	hæ pi	hæ pi	hæ pi	hei pi	hæ pi	hæ pi	hep i	hap py	hei pi	hæ pi	hep i	happ y
6	Key ( <u>k</u> i)	ki kiy	kiy ki	kiy ki	ki key	key ki	ki ki	ki ki	ki ki	ki ki	ki kiy	kiy ki	ki ki	ki ki	ki ki	ki ki	key ke	key key	ki ki		
7	Life ( <u>l</u> aif)	laif laif	laif laif	laif lif	lif laif	laif laif	lif laif	laif leif	laif laif	lef laif	laif laif	laif laif	lif laif	laif laif	lif laif	laif lef	laif laif				
8	Man go ( <u>m</u> æ ngou )	mi ngo	mæ ngo	me ng	mi ngo	me ng	mæ ngo	me ng	mi ngo	me ng	me ng	me ng	me ng	<u>m</u> æ ngo	mi ngo	<u>m</u> æ ngo	ma ng	me ng	<u>m</u> æ ngo	me ng	mæn gou

9	Run ( <u>rʌn</u> )	rʌn	rʌn	rʌn	rʌn	rʌn	rʌn	rʌn	run	run	rʌn	rʌn	rʌn	run	rʌn	run	rei n	rʌn	run	rʌn	run	rʌn
10	Play ( <u>pleɪ</u> )	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ	plaɪ	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ	plaɪ	pleɪ	pleɪ	pleɪ	pleɪ	pleɪ
11	Sim ple ( <u>sim</u> <u>p.əl</u> )	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	<u>sim</u> <u>p.əl</u>	sim pel	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	sim pel	<u>sim</u> <u>p.əl</u>	<u>sim</u> <u>p.əl</u>	sim pel	<u>sim</u> <u>p.əl</u>	sim pel	sim pel	simp el
12	Tabl e ( <u>teɪ.b</u> <u>əl</u> )	teɪ. bəl	teb el	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	Te bel	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	teɪ. bəl	tab le	təɪ. bəl	teb el	teb el	teɪ.b əl	

13	Van ( <u>v</u> æn )	væ n	væ n	væ n	Væ n	ven n	væ n	ven n	Væ n	ven n	væ n	væ n	ven n	ven n	væ n	væ n	væ n	ven n	vo n	ven n	ven n	
14	Wat ( <u>w</u> ɔ.t ə)	wɔ. tə	wat er	wɔ. tər	Wa ter	wɔ. tə	wɔ ute	wɔ. tər	wat e	wɔ. tə	wɔ. tə	wɔ. tə	wɔ. tə	wɔ. tə	wɔ. dər	wɔ. tə	wɔ. tə	wɔ. tə	wat e	wɔ. tə	wate	
15	Zero ( <u>z</u> i.r ou)	zi.r ou	zi.r ou	zi.r ou	zi.r ou	zer o	zi.r ou	zer ou	zi.r ou	zi.r ou	zi.r ou	zer o	zi.r ou	zi.r ou	zer o	zer o	zi.r ou	zer ou	zi.r ou	zer o	zer ou	zi.ro u
16	Gard en ( <u>g</u> ar. dən)	gar .də n	gar .jən	gar .də n	jar den	gar .də n	dja rde n	gar .də n	gar .də n	gar .də n	gar .də n	dja rde n	gar .də n	gar. dən	gar .də n	gar .də n	gar .də n	gar .də n	sim pel	gar .jən	gar.d ən	

17	Year (jɪr)	dir	jɪr	yea r	jɪr	ye r	jɪr	jɪr	jɪr	jɪr	yeɪ r	jɪr									
18	Stro ng (stro ŋ)	strɔ	str	strɔ	strɔ	strɔ	str	strɔ	strɔ	strɔ	strɔ	str	str	str	str	strɔ	str	strɔ	strɔ	strɔ	strɔŋ
		ŋ	og	ŋ	ŋɔ	ŋ	og	ŋ	ŋɔ	ŋ	ŋɔ	og	og	og	og	ŋ	og	ŋ	ŋɔ	ŋ	ɔ
19	Adju st (ə'dʒ st)	a'd	ə'd	ə'd	a'd	a'd	ə'd	a'd	a'd	a'd	a'd	ə'd	ə'd	a'd	a'd	ə'd	a'd	e'd	a'd	a'd	a'dʒz
		ʒ	ʒst	ʒst	ʒ	ʒ	ʒst	ʒ	ʒ	ʒ	ʒ	ʒst	ʒst	ʒ	ʒ	ʒst	ʒ	ʒ	ʒ	ʒ	
20	Che ese (tʃiz)	tʃiz	tʃiz	tʃiz	tʃiz	dʒɪ	tʃiz	tʃiz	diz	dʒɪ	tʃiz	tʃiz	tʃiz	tʃiz	dʒɪ	dʒɪ	tʃiz	dʒɪ	tʃiz	dʒɪ	tiz
						z				z				z	z		z			z	

21	Wis h (wɪʃ)	wɪʃ	wɪʃ	we s	Wi sh	wɪʃ	wɪʃ	wɪʃ	Wi sh	wɪʃ	wɪʃ	wɪʃ	wɪʃ	we s	we s	wɪʃ	wɛ sh	wə sh	we s	wɪʃ	wish	
22	Meas ure (me. ʒə)	mi. zə	me. ʒə	mis or	me. ʒə	mɪʃ or	me. ʒə	mis or	mis or	mɪʃ or	mis ʒə	me. ʒə	me. ʒə	me. ʒə	ʒə	ʒə	ʒə	ʒə	ʒə	ʒə	ʒə	ʒə
23	Thir sty (θesti )	θes di	θest i	θest i	θes ti	tars ti	tars ti	tars ti	die sti	tars ti	ties ti	tars ti	θest i	tars ti	tərs ti	tars ti	θest i	tars ti	die sti	tars ti	tiesti	
24	Fathe r (fɑðə )	fɑð è	fard è	fad è	fatè	fɑð è	fɑð è	fatè	fard è	fard è	fɑð è	fɑð è	fad è	fad è	fɑð è	fɑð è	fɑð è	fɑð è	fard è	fard è	fɑðè	

**Table 4.8 Student Sounds Transcription of Monophthong Vowel**

No	Word List	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	
1	Beet ( <b>Bi:t</b> )	Bi:t	Bi:t	Bi:t	Biə	Bi:t	Bi:t	Biə	Bi:t	bət	Berd											
2	Sit ( <b>sɪt</b> )	sɪt	set	sɪt	sɪt	sɪt	sɪt	sɪt	sɪt	sid	sɪt	sɪt	sɪt	set	sɪt	sət	sɪt	sɪt	sɪt	sid	sɪt	
3	Cook ( <b>kʊk</b> )	kʊk	kʊk	kʊk	cʊk	cʊk	kʊk	kʊk	kʊk	kuk	kʊk	kʊk	kʊk	kʊk	kʊk	cʊk	kʊk	cʊk	kʊk	kuk	kʊk	
4	Fool ( <b>fu:l</b> )	fu:l	fu:l	fəl	fu:l	fəl	fu:l	fu:l	fu:l	fəul	fəul	fu:l	fu:l	fəl	fu:l	fu:l	fu:l	fə:l	fu:l	fu:l	fəul	
5	Pet ( <b>Pɛt</b> )	Pɛt	Pɛt	Pɛt	Pɛt	Pɛt	Pəd	Pɛt	Pəd	Pɛt	Pat	Pəd	Pɛt	Pəd	Pɛt	Pɛt						

6	Bird (Bɜ:d )	Bir d	Bɜ: d	Bɜ: d	Bɜ: d	Bɜ: d	Ber d	Bɜ: d	Bɜ: d	Ber t	Bɜ: d	Bɜ: d	Bɜ: d	Bɜ: d	Bɜ: d	Ber t	Ber d	Bɜ: d	Bɜ: d	Ber t	Berd
7	Take n (teikə n)	teik ən	teik ən	teik ən	teik ən	tak ən	tak ən	tek ən	teik ən	teik ən	teik ən	teik ən	teik ən	tak ən	teik ən	tak ən	tak ən	tek ən	teik ən	teik ən	taike n
8	Mor e (mɔ: r)	mɔ r	mɔ :r	mɔ r	mɔ :r	mɔ r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ r	mɔ r	mɔ r	mɔ r	mɔ :r	mɔ :r	mɔ :r	mɔ :r	mɔ:r
9	Park (pɑ: k)	pɑ: k	pɑ: k	pɑ: k	pɑ: k	per k	pak k	pɑ: k	pɑ: k	per k	pɑ: k	per k	pɑ: k	pɑ: k	pɑ: k	per k	pak k	pɑ: k	pɑ: k	pɑ: k	pɑ:k



2	Mak e ( <u>mei</u> k)	mei k	mei k	mei k	mai k	me k	māi k	mei k	mei k	mei k	mei k	mei k	mai k	mei k	mai k	mei k	māi k	mai k	mai k	mei k	meik	
3	Go ( <u>gou</u> )	gou gou	gou gou	gou gou	geu gou	gou gou	gou gou	gu gou	gou gou	gou gou	gou gou	gou gou	go go	go gou	gou geu	gou gou	gou gou	go gou	gou go	gou go	go	
4	Roun d ( <u>raon</u> d)	rou n	rau n	rau nd	rau nd	rau nd	rau nd	əro n	rōn d	rau nd	rau nd	rou nd	rau nd	rou nb	rau nd	rau nd	rau nd	rau nd	rau nd	rau nd	əro n	raon d
5	Bear ( <u>beār</u> )	beā d	ber r	beā r	Be ar	beā r	bea r	beā r	bār r	beā r	beā r	beā r	bea r	beā r	beā r	bie r	beā r	bea r	bār r	beā r	beār	

6	Hear (hīar )	hīa r	hīr	hīa r	He ar	hīa r	hīa r	hīa r	heā r	hār	hīa r	hea r	hīa r	hīa r	hīa r	bea r	hīa r	hīa r	heā r	hār	heār	
7	Voic e (vōis )	vōi s	vōi s	fōis	vōi s	vōi s	fōis	vōi s	vōi s	vōi s	vōi s	vōi s	vōi s	fōis	vōi s	vōi s	vōi s	vōi s	vōi s	fōis	vōi s	fōis
8	Sure (sōar )	sōa r	sōr	sōa r	sōa r	sōr	sōa r	sōr	sōa r	sōa r	sōr	sōa r	sōr	sōr	sōr	sōr	sōr	sōa r	sōa r	sōa r	sōa r	

**Table 4.10 Students' Scores in the Post-Test**

No	Respondent	Student Correct Answer	Score	Classification
1	R1	32	73	Good
2	R2	29	65	Average
3	R3	35	80	Good
4	R4	29	65	Good
5	R5	23	52	Poor
6	R6	29	65	Average
7	R7	26	59	Average
8	R8	19	43	Poor
9	R9	25	56	Average
10	R10	32	73	Good
11	R11	33	75	Good
12	R12	27	61	Average
13	R13	24	54	Poor
14	R14	25	56	Average
15	R15	21	47	Poor
16	R16	23	52	Poor
17	R17	24	54	Poor
18	R18	24	54	Poor
19	R19	19	43	Poor
20	R20	22	50	Poor

**Table 4.11 The rating percentage score of student's correct answers in the Post-Test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	86-100	-	-
Good	71-85	4	20%
Average	56-70	7	35%
Poor	≤55	9	45%
		20	100%

Furthermore, The researcher statistically measured the students' pre-test scores using SPSS 20. The results of the students' Descriptive Statistics scores can be seen below :

**Table 4.12 Descriptive Statistics of students Post Test Scores**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Post-test	20	43	80	58.85	10.584
Valid N (listwise)	20				

Table 4.12 shows the Descriptive Statistics of Students' Post-test Scores. The number of students was 20. In addition, the minimum post-test score is 43. In addition, the maximum score is 80. While the average score is 10.584

## 2. The Statistical Analysis Score

This statistic analysis score is used to determine the final results of the use of the pre-test and post-test, using SPSS 20, as follows :

**Table 4.13 Descriptive Statistics Pre Test and Post Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	20	31	61	46.55	8.678
Post-Test	20	43	80	58.85	10.584
Valid N (listwise)	20				

Table 4.13 reveals the Descriptive Statistics. In the pre-test, students got the highest score 61, and the lowest was 31. In the post-test, students got the highest score of 80 and the lowest score was 43.

**Table 4.14 Paired Samples Statistics Pre Test and Post Test**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test	46.55	20	8.678	1.941
Post Test	58.85	20	10.584	2.367

Table 4.14 displays the paired statistics. The data indicates that there are 12 students. Additionally, the mean score for the pre-test is 46.55, while the mean score for the post-test is 58.85.

And the standard deviation for the pre-test is 8.678, and for the post-test, it is 10.584. Furthermore, the standard error of the mean for the pre-test is 1.941, and for the post-test, it is 2.367.

**Table 4.15 Paired Samples Correlations Pre Test and Post Test**

		N	Correlation	Sig.
Pair 1	Pre Test Post Test	20	.615	.004

Table 4.15 presents the paired sample correlations. The data shows the number is 20. Besides, the score of correlations is 615, and the significant score is .004.

**Table 4.16 Tests of Normality Pre Test and Post Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TES T	.112	20	.200*	.967	20	.684
- POS T TES T	.156	20	.200*	.952	20	.391

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.16. Normality Test: As shown in the table above, the interpretation of the normality test indicates that the significance values (Sig.) for all data in both the Kolmogorov-Smirnov and Shapiro-Wilk tests are greater than 0.05. This suggests that the data is normally distributed. Therefore, since the data follows a normal distribution, parametric statistical methods, such as the paired sample t-test, are suitable for analysis.

**Table 4.17 Paired Samples Test Pre Test and Post Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 Pre test – Post test	-12.300	8.627	1.929	-16.338	-8.262	-6.376	19	.000

Table 4.17 illustrates the T-test of paired samples of pre-test and post-test. Table above shows the paired sample test score. The paired sample test presented the value of t (t-count) that is 6.376 under the degree of freedom (df) value 19, The standard of significant level is 0.05 (5%). Meanwhile, the significant 2-tailed is .000, It means the value of the significant level is bigger than the value of the significant 2-tailed. The results of the detailed test of t-test samples show a significant number between pre-test and post-test. In addition, the considerable value (2-tailed)  $p = .000, < 0.05$ .

The null hypothesis ( $H_0$ ) in this study is rejected, while the alternative hypothesis ( $H_1$ ) is accepted, indicating a significant difference between the two tests. Based on these results, it can be concluded that the ELSA Application learning method effectively enhances students' pronunciation.

### 3. Hypothesis Testing

The researcher concluded that the use of the ELSA Application resulted in a significant improvement in students' pronunciation, as evidenced by the difference between the pre-test and post-test scores. Based on statistical analysis at the 0.05 significance level, the degree of freedom (df) was calculated as  $N - 1$ , where  $N = 20$ , giving  $df = 19$ . With a p-value of 0.000 (which is less than 0.05), it was determined that the alternative hypothesis (H1) was supported, while the null hypothesis (H0) was rejected. This indicates that using the ELSA Application effectively enhanced students' pronunciation mastery.

### **B. Discussion**

Based on the data above the use of the ELSA application in improving English pronunciation mastery at the junior high school level is effective in helping students achieve the "Good" category (score 71-85, frequency is 4 and the percentage is 20%), but not enough to achieve the "Excellent" category. This is because the ELSA application focuses on improving basic pronunciation and correct pronunciation, but does not provide the advanced enrichment needed to achieve full excellence. At the junior high school level, students still need additional assistance and intensive practice to be able to achieve higher understanding and pronunciation mastery. Such as in-depth repetition exercises, pronunciation courses. This is also based on the limited duration and frequency of practice, considering that pronunciation mastery require time and intensive practice to be fully mastered. In addition. Although the ELSA application is effective as an aid with accurate speech

recognition features to improve pronunciation. But students' mastery to achieve pronunciation close to native speakers still requires more practice and additional assistance outside of sessions with the application.

Even so, some of the benefits of the elsa application according to Dina Rismawati, Yayan Suryana and Vina Agintina The ELSA application is very effective in pronunciation, who stated that the Elsa application is effective in improving students' pronunciation mastery. It can be concluded that the Elsa application is not only effective in teaching English pronunciation but also plays a significant role in fostering positive attitudes among students towards learning pronunciation<sup>46</sup>.

The ELSA application is highly beneficial and helps students improve their pronunciation mastery. It encourages students to be more engaged in responding to and answering questions during the learning process. This outcome aligns with the findings of Ita Sarmita Samad and Ismail, who noted that the features of the ELSA application make pronunciation lessons more engaging and motivate students to actively participate in mastering pronunciation. Students show enthusiasm for the activity. Additionally, Khalid Agam Ikhwana mentioned that ELSA Speak, as a supportive tool, delivers positive outcomes in enhancing the pronunciation abilities

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<sup>46</sup>Dina Rismawati, Suryana, Yayan, & Vina Agustiana “ The Effectiveness Of Elsa Speaking Application In Improving English Pronunciation, The Proceedings of English Language Teaching. Literature, and Translation (ELTLT)”: Vol (2022)

of class 10 AKL 2 students, and it boosts their enthusiasm for learning English, particularly in pronunciation<sup>47</sup>.

The ELSA application also makes students excited and prevents boredom in learning pronunciation. This aligns with research conducted by Hepy Adityarini, M. Ferizqo Fahdiansyah, and Vina Novitasari, which states that using the ELSA application, students not feel bored and not bored in learning pronunciation<sup>48</sup>.

However, the Elsa application has several other weaknesses as follows :

1. Internet Connection Dependence : ELSA requires a stable internet connection to fully utilize its features. In areas with slow or inconsistent connectivity, users may experience disruptions.
2. Paid Subscription :To access all features and learning materials, users must subscribe to the premium version. This may be considered too expensive by some, while the free version has many limitations.
3. Lack of Live Interaction : Despite using AI, ELSA cannot completely replace learning through live conversations with native speakers, which are often essential for understanding culture and language expression.

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<sup>47</sup> Khalid, Agam I, "Using English Language Speech Assistant (ELSA) to Improve English Pronunciation to The Tenth Grade Students of Pawiyatan Vocational High School". (Universitas Wijaya Kusuma Surabaya) 2022

<sup>48</sup>Hepy Adityarini, M. Ferizqo Fahdiansyah, Vina Novitasari, "Enhancing Students' Pronunciation using Android Pronunciation Application" Atlantis Press SARL, V, 10. No 1, (2021)

5. Limited Access to Different Accents : The app primarily focuses on standard English accents, such as American, which is less than ideal for those who want to learn other accents, such as British or Australian English.

6. Limitations of AI Analysis : While the speak recognition technology in the app is quite advanced, its pronunciation analysis can sometimes be less than accurate, especially when dealing with unique accents or certain sounds.

## CHAPTER V

### CONCLUSION DAN SUGGESTION

This chapter provides the conclusions and suggestions derived from the analysis and discussion of the data.

#### A. Conclusion

The researcher concluded from the study using the ELSA application can enhance students' pronunciation mastery at SMPN 8 Palopo. A noticeable difference in test scores was observed after the intervention phase. The increase was seen from the average pre-test stage score of 46.55 to a post-test score of 58.85. Based on this explanation, it was seen in students that using the ELSA application obtained a more significant increase, namely that the average post-test score was better than the average pre-test score.

This study shows the effectiveness of pronunciation improvement based on statistical score results. Based on SPSS edition 20 calculations, a 2-tailed significance value of 0.000 was obtained, smaller than the standard significance level of 0.005. In addition, the t-count value was 6.376 with a degree of freedom (df) value of 19, which was higher than the t-table of 1.729. With a p (value) score  $<0.005$  is 0,000 which is statistically significant, As a result of this statistical calculation state that H1 is accepted and H0 is rejected. This shows that by using the ELSA application there is a significant difference in students' pronunciation mastery.

## **B. Suggestion**

The researcher offers suggestions regarding the results of this study as follows:

### 1. For the Teachers

Teachers should apply appropriate methods, techniques, and tools in English language teaching to keep students engaged and ensure they enjoy the learning process. The ELSA application can be used by teachers to enhance students' pronunciation mastery, requiring only an Android smartphone and a stable internet connection.

### 2. For the Students

Students should make an effort to share students ideas and engage actively in the learning process, show a greater interest in learning English, focus on the teacher's explanations, and maintain a strong motivation to improve students english, particularly in pronunciation.

### 3. For the next Researcher

Future researchers can build upon this study to enhance students' pronunciation mastery and use it as a supplementary reference for students own research. Additionally, this can serve as a foundation for further studies in areas such as writing proficiency and other related fields.

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**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921  
Telp/Fax : (0471) 326048, Email : dpmpstpplp@palopokota.go.id, Website : http://dpmpstsp.palopokota.go.id

**SURAT KETERANGAN PENELITIAN**  
NOMOR : 500.16.7.2/2024.0811/IP/DPMPSTSP

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : MIFTAHUL JANNAH  
Jenis Kelamin : P  
Alamat : Jl. S. Paremang Belopa Utara Kab. Luwu  
Pekerjaan : Pelajar/Mahasiswa  
NIM : 2002020056

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**EFFECTIVENESS OF THE "ELSA" APPLICATION TO IMPROVE PRONUNCIATION MASTERY AT SEVENTH GRADE 8 PALOPO**

Lokasi Penelitian : SMP Negeri 8 Palopo  
Lamanya Penelitian : 19 Agustus 2024 s.d. 19 November 2024

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 19 Agustus 2024



Ditandatangani secara elektronik oleh :  
Kepala DPMPSTP Kota Palopo  
**SYAMSURIADI NUR, S.STP**  
Pangkat : Pembina IV/a  
NIP : 19850211 200312 1 002

**Tembusan Kepada Yth :**

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian

Dokumen ini diandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)





**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO**  
Alamat : Jl. Dr. Ratulangi No. 66 Balandal Palopo Telp (0471) 22921



### SURAT KETERANGAN PENELITIAN

Nomor: 421.3/ 341/SMPN.8/X/2024

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : MIFTAHUL JANNAH  
Tempat / Tgl Lahir : Pabburinti, 04 juli 2002  
NIM : 2002020056  
Jenis Kelamin : Perempuan  
Pekerjaan : Mahasiswa  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Jl. S. Paremang Belopa Utara Kab. Luwu

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 19 Agustus 2024 sd 19 November 2024, untuk kepentingan penulisan skripsi dengan judul **“EFFECTIVENESS OF THE “ELSA” APPLICATION TO IMPROVE PRONUNCIATION MASTERY AT SEVENTH GRADE OF SMPN 8 PALOPO ”**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 16 Oktober 2024

Kepala Sekolah,



**BAHRUM SATRIA, S.Pd.,M.M**  
NIP. 19670616 199503 1 007

## T-Distribution Table of Critical Values

Tabel Nilai t

d.f	$t_{0,10}$	$t_{0,05}$	$t_{0,025}$	$t_{0,01}$	$t_{0,005}$	d.f
<b>1</b>	3,078	6,314	12,706	31,821	63, 657	<b>1</b>
<b>2</b>	1,886	2,920	4,303	6,965	9,925	<b>2</b>
<b>3</b>	1,638	2,353	3,182	4,541	5,841	<b>3</b>
<b>4</b>	1,533	2,132	2,776	3,747	4,604	<b>4</b>
<b>5</b>	1,476	2,015	2,571	3,365	4,032	<b>5</b>
<b>6</b>	1,440	1,943	2,447	3,143	3,707	<b>6</b>
<b>7</b>	1,415	1,895	2,365	2,998	3,499	<b>7</b>
<b>8</b>	1,397	<b>1,860</b>	2,306	2,896	3,355	<b>8</b>
<b>9</b>	1,383	1,833	2,262	2,821	3,250	<b>9</b>
<b>10</b>	1,372	1,812	2,228	2,764	3,169	<b>10</b>
<b>11</b>	1,363	1,796	2,201	2,718	3,106	<b>11</b>
<b>12</b>	1,356	1,782	2,179	2,681	3,055	<b>12</b>
<b>13</b>	1,350	<b>1,771</b>	2,160	2,650	3,012	<b>13</b>
<b>14</b>	1,345	1,761	2,145	2,624	2,977	<b>14</b>
<b>15</b>	1,341	1,753	2,131	2,602	2,947	<b>15</b>
<b>16</b>	1,337	1,746	2,120	2,583	2,921	<b>16</b>
<b>17</b>	1,333	1,740	2,110	2,567	2,898	<b>17</b>
<b>18</b>	1,330	1,734	2,101	2,552	2,878	<b>18</b>
<b>19</b>	1,328	1,729	2,093	2,539	2,861	<b>19</b>
<b>20</b>	1,325	1,725	2,086	2,528	2,845	<b>20</b>
<b>21</b>	1,323	1,721	2,080	2,518	2,831	<b>21</b>
<b>22</b>	1,321	1,717	2,074	2,508	2,819	<b>22</b>
<b>23</b>	1,319	1,714	2,069	2,500	2,807	<b>23</b>
<b>24</b>	1,318	1,711	2,064	2,492	2,797	<b>24</b>
<b>25</b>	1,316	1,708	2,060	2,485	2,787	<b>25</b>
<b>26</b>	1,315	1,706	2,056	2,479	2,779	<b>26</b>
<b>27</b>	1,314	1,703	2,052	2,473	2,771	<b>27</b>
<b>28</b>	1,313	1,701	2,048	2,467	2,763	<b>28</b>
<b>29</b>	1,311	1,699	2,045	2,462	2,756	<b>29</b>
<b>30</b>	1,310	1,697	2,042	2,457	2,750	<b>30</b>
<b>31</b>	1,309	1,696	2,040	2,453	2,744	<b>31</b>
<b>32</b>	1,309	1,694	2,037	2,449	2,738	<b>32</b>
<b>33</b>	1,308	1,692	2,035	2,445	2,733	<b>33</b>
<b>34</b>	1,307	1,691	2,032	2,441	2,728	<b>34</b>
<b>35</b>	1,306	1,690	2,030	2,438	2,724	<b>35</b>
<b>36</b>	1,306	1,688	2,028	2,434	2,719	<b>36</b>
<b>37</b>	1,305	1,687	2,026	2,431	2,715	<b>37</b>
<b>38</b>	1,304	1,686	2,024	2,429	2,712	<b>38</b>
<b>39</b>	1,303	1,685	2,023	2,426	2,708	<b>39</b>

Sumber: Aplikasi Analisis Multivariate Dengan Program SPSS (Dr. Imam Ghozali)

The t-distribution table above provides the critical t-value for one-tailed and two-tailed t-tests, as well as the confidence interval. In this study, a 1-way t-statistic test was used where Df 20 using the n-01 formula, namely df 19. The one-way t-table test uses 0.05 (5%) where the t table in this study is 1,729.

## PRE – TEST AND POST TEST

### Table of Consonants:

Say the words in *bold* below correctly :

Sounds (b).	Sounds (m).	Sounds (w).	Sounds (tʃ).
<b>21. BALL</b>	<b>27. MANGO</b>	<b>33. WATER</b>	<b>39. CHEESE</b>
Sounds (d).	Sounds (n).	Sounds (z).	Sounds (ʃ).
<b>22. DOOR</b>	<b>28. RUN</b>	<b>34. ZERO</b>	<b>40. WISH</b>
Sounds (f).	Sounds (p).	Sounds (æ) r	Sounds (ʒ).
<b>23. LEAF</b>	<b>29. PLAY</b>	<b>35. MAN</b>	<b>41. MEASURE</b>
Sounds (h).	Sounds (s).	Sounds (y).	Sounds (θ).
<b>24. HAPPY</b>	<b>30. SIMPLE</b>	<b>36. YEAR</b>	<b>42. THIRSTY</b>
Sounds (k).	Sounds (t).	Sounds (ŋ).	Sounds (ð).
<b>25. KEY</b>	<b>31. TABLE</b>	<b>37. STRONG</b>	<b>43. FATHER</b>
Sounds (l).	Sounds (v).	Sounds dʒ.	Sounds (g).
<b>26. LIFE</b>	<b>32. VAN</b>	<b>38. ADJUST</b>	<b>44. GARDEN</b>

### Table of Monophthong Vowel :

Say the words in **bold** in below correctly:

Sounds (i:)	Sounds (u:)	Sounds (ə)	Sounds (a) o
9. <b>BEET</b>	12. <b>FOOL</b>	15. <b>TAKEN</b>	18. <b>FOG</b>
Sounds (i)	Sounds (e)	Sounds (ɔ:)	Sounds (ʌ)
10. <b>SIT</b>	13. <b>PET</b>	16. <b>MORE</b>	19. <b>CUT</b>
Sounds (ʊ)	Sounds (ɜ:)	Sounds (ɑ:)	Sounds (æ)
11. <b>COOK</b>	14. <b>BIRD</b>	17. <b>PARK</b>	20. <b>BAT</b>

### Table of Diphthong :

Say the words in **bold** in below correctly:

Diphthong (aɪ).	Diphthong (eə)
1. <b>TIME</b>	5. <b>BEAR</b>
Diphthong (eɪ).	Diphthong (ɪə)
2. <b>MAKE</b>	6. <b>HEAR</b>
Diphthong (oʊ)	Diphthong (ɔɪ)
3. <b>GO</b>	7. <b>VOICE</b>
Diphthong (aʊ)	Diphthong (ʊə)
4. <b>ROUND</b>	8. <b>SURE</b>

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Table of Diphthong

Diphthong (aɪ)	Diphthong (eə)
5. Time = / <b>t</b> aɪm/	6. Bear = /b <b>e</b> ər/
Diphthong (eɪ)	Diphthong (ɪə)
6. Make = /m <b>e</b> ɪk/	7. Hear = /h <b>i</b> ər/
Diphthong (oʊ)	Diphthong (ɔɪ)
7. Go = /g <b>o</b> ʊ/	8. Voice = /v <b>o</b> ɪs/
Diphthong (aʊ)	Diphthong (ʊə)
8. Round = /r <b>a</b> ʊnd/	9. Sure = /s <b>u</b> ər/

Table of Monophthong

Monophthong (i:)	Sounds (ə)
12. Beet = /b <b>i:</b> t/	15. Taken = /t <b>e</b> ɪkən/
Sounds (ɪ)	Sounds (ɔ:)
13. Sit = /s <b>ɪ</b> t/	16. More = /m <b>ɔ:</b> r/
Sounds (ʊ)	Sounds (a:)
14. Cook = /k <b>ʊ</b> k/	17. Park = /p <b>a:</b> k/
Sounds (u:)	Sounds (ɑ)
12. Fool = /f <b>u:</b> l/	19. Fog = /f <b>ɑ</b> g/
Sounds (ɛ)	Sounds (ʌ)
13. Pet = /p <b>ɛ</b> t/	19. Cut = /c <b>ʌ</b> t/
Sounds (ɜ:)	Sounds (æ)
14. Bird = /b <b>ɜ:</b> d/	21. Bat = /b <b>æ</b> t/

Table of Consonant

Sounds (b)	Sounds (w)
21. Ball = /bɔl/	33. Water = /wɔ.tə/
Sounds (d)	Sounds (z)
22. Door = /dɔr/	34. Zero = /zi.roʊ/
Sounds (f)	Sounds (æ)
23. Leaf = /lif/	35. Man = /mæn/
Sounds (h)	Sounds (y)
24. Happy = /hæpi/	36. Year = /jɪr/
Sounds (k)	Sounds (ŋ)
25. Key = /ki/	37. Strong = /strɒŋ/
Sounds (l)	Sounds dʒ
26. Life = /laɪf/	38. Adjust = /ə'dʒʌst/
Sounds (m)	Sounds (tʃ)
27. Mango = /mæŋɡoʊ/	39. Cheese = /tʃiːz/
Sounds (n)	Sounds (ʃ)
28. Run = /rʌn/	40. Wish = /wɪʃ/
Sounds (p)	Sounds (ʒ)
29. Play = /pleɪ/	41. Measure = /me.ʒə/

Sounds (s)	Sounds (θ)
30. Simple = /sɪmp.əl/	42. Thirsty = /θɛsti/
Sounds (t)	Sounds (ð)
31. Table = /teɪ.bəl /	43. Father = /fɑðə/
Sounds (v)	Sounds (g)
32. Van = /væn/	44. Garden = /gɑː.dən/

**Picture 1.1 Pre-Test**



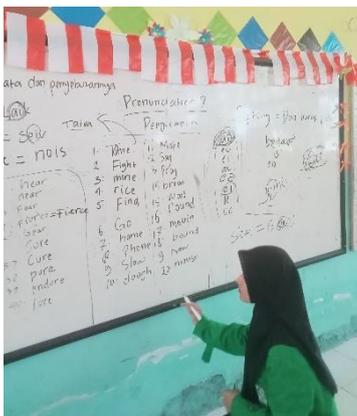
Picture 1.1 Application of pre-test to students

**Picture 1.2 Elsa Application**



Picture 1.2 Example of a screenshot of the application of student pronunciation, The image explains in the word "Make" the letter that symbolizes the color green means the student's pronunciation (correct) and Red means wrong. In all aspects, the student gets an orange score of 71% (Almost perfectly correct).

**Picture 1.3 Treatment**



**Picture 1.3 Application of learning activities  
and checking of student assignments**

**Picture 1.4 Post Test**



Picture 1.4 : Post-Test Implementation. In the implementation of this post-test, the same questions are used as in the implementation of the pre-test.

**Picture 1.5**



Picture 1.5 Group photo of class 7.2 students of SMPN 8 Palopo

## BIOGRAPHY



**Miftahul Jannah** was born on July 4th, 2002 in Belopa. She is the third child of the couple Amrullah and Maipa. When she was seven years old, she entered school in SDN Negeri 229 Lamunre and graduated in 2013. After that, she continued her education at SMP Negeri 1 Belopa, she graduated in 2017. Then, she continued her education at SMA Negeri 7 Luwu. She continued her education to get her bachelor's degree (S1) at the Palopo State Islamic Institute (IAIN), she took the English Language Education Study Program in the Tarbiyah and Teacher Training Department. She wrote her thesis entitled ***"THE EFFECTIVENESS OF "ELSA" APPLICATION TO IMPROVE PRONUNCIATION MASTERY AT SEVENTH GRADE OF SMPN 8 PALOPO."***