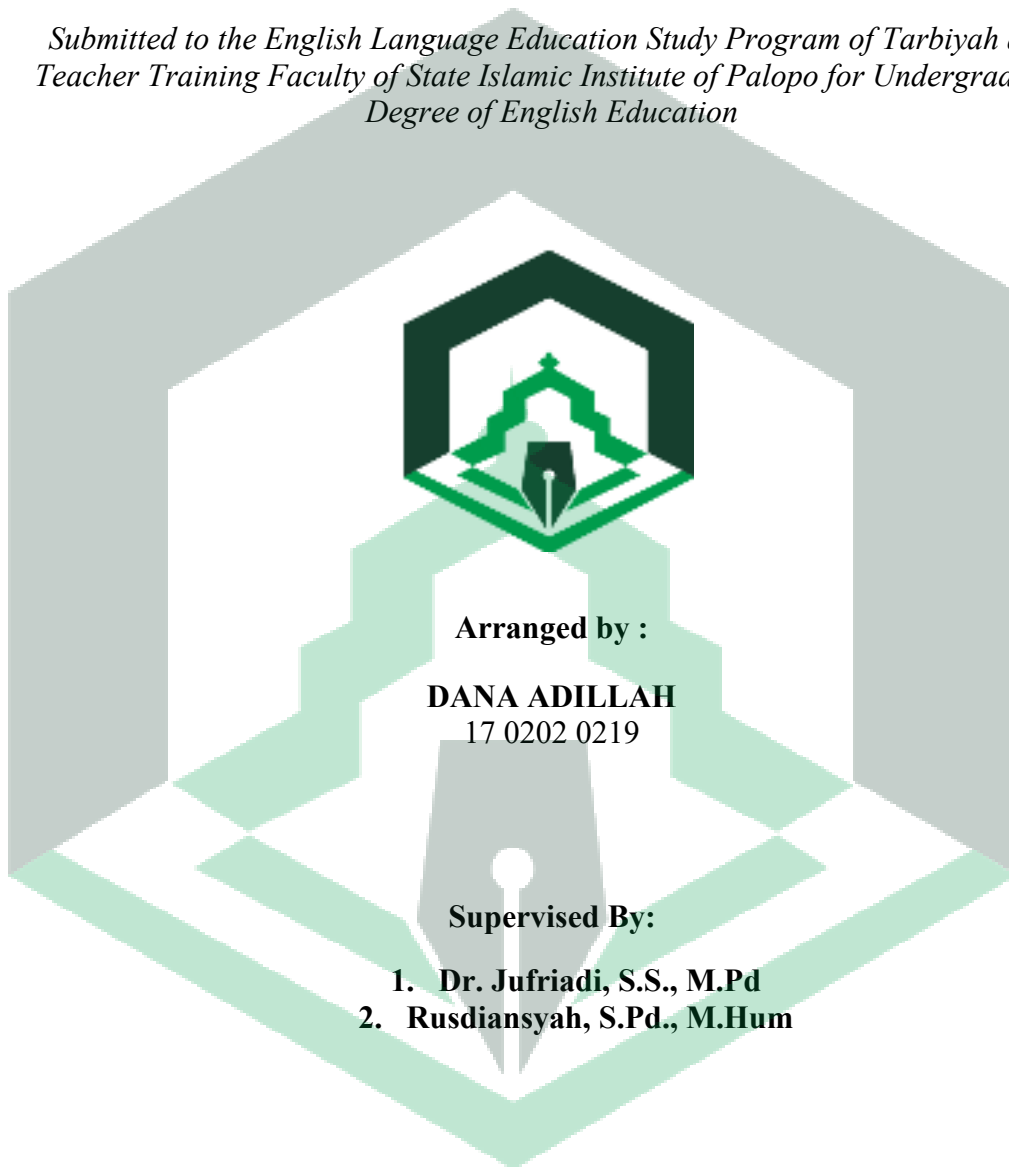


**IMPROVING STUDENTS' PRONUNCIATION THROUGH
ELSA SPEAK APPLICATION OF MADRASAH ALIYAH OF
DARUL ISTIQOMAH CILALLANG BOARDING SCHOOL**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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THESIS APPROVAL

This thesis entitled "Improving Students' Pronunciation Through Elsa Speak Application of Madrasah Aliyah of Darul Istiqomah Cilallang Boarding School" which was written by Dana Adillah, Reg. Number 17 0202 0219, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty at Sate Islamic Institute of Palopo (IAIN Palopo), has been examined and defended in **Munaqasyah** session which was carried out on February, 23th 2023. Coincided with Sya'ban, 2th 1445 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, 2th March 2023

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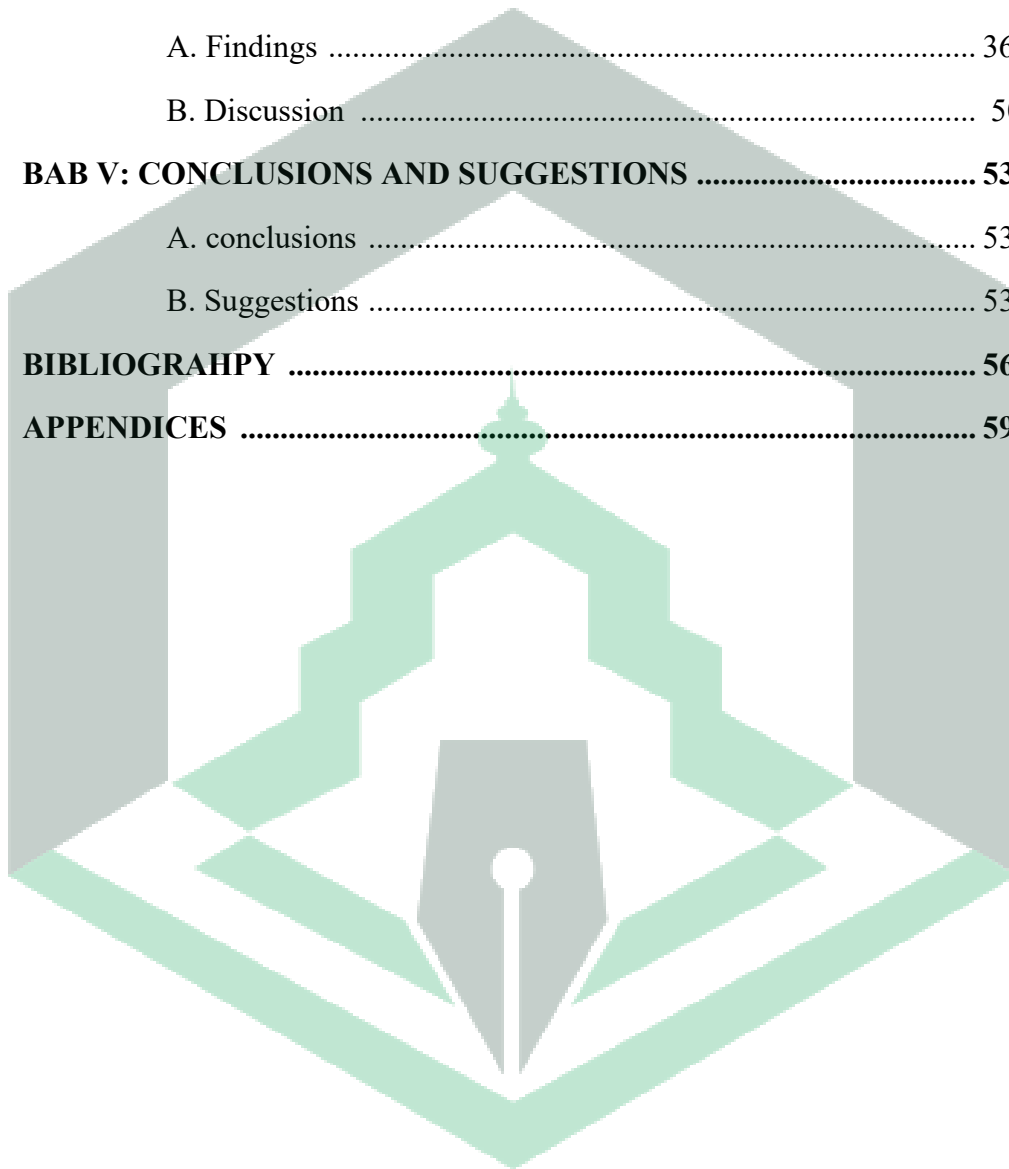
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ABSTRAK

Dana Adillah, 2022. *"Improving Students' Pronunciation Through Elsa Speak Application of Madrasah Aliyah of Darul Istiqomah Cilallang Boarding School,"* A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under Supervisor, Dr. Jufriadi S.S., M.Hum was the first consultant, and Rusdiansyah, S.Pd., M.Hum was the second consultant.

This study aims to determine whether the use of the ELSA Speak application can improve students' mastery of pronunciation at the Darul Istiqomah Islamic boarding school and to determine students' perceptions of using the ELSA Speak application in improving students' pronunciation mastery at Darul Istiqomah Cilallang Islamic boarding school. The researcher adopted the pre-experimental method in this research. The researcher used a total sampling sample, of which the students consisted of 14 students. The instrument in this research was a test and a questionnaire. The data was analyzed statistically by using SPSS 22 edition. The result of the research revealed that the mean score on the post-test is higher than the score on the pre-test score ($27.67 < 44.33$). Besides, the value of the t-count is 2.537 with the degree of freedom (df) value 11, which is higher than the t-table 1.796. It means that the use of ELSA Speak application helps the students to improve their pronunciation mastery. The result of the student's responses to the questionnaire was 3,51, which was classified as "Good." It indicates that respondents agree with the statement. Learning by using the Elsa Speak application motivates students to increase their vocabulary. The students responded positively to the statements in the questionnaire. The implication of this research is that students' mastery of pronunciation knowledge can increase. This application can assist teachers in learning English, so students will find it easier to know and understand lessons, and students will feel interested in learning English.

Keyword: ELSA Speak Application, Pronunciation Mastery.

CHAPTER 1

INTRODUCTION

A. Background

English is the international Language, and English is a unifying language for all the world countries. Because of that, people are easy to communicate with wherever he is. The English Language was used not only in specific fields of work but also in specific fields. English is required when people do work, allowing themselves to be met by strangers, such as in an airplane or restaurant, when doing business with a computer, etc.

Fraser said that pronunciation is essential not only to communicate ideas easily but also to understand other speakers well. It is particularly important to integrate Pronunciation into beginner classes as it will, from the very beginning, help avoid the risks of fossilization and stabilization of pronunciation habits.¹ This integration can be achieved through various activities such as drills, listening and imitating, and computer-assisted pronunciation teaching.²

English is an essential communication tool to keep up with the world's globalization era, one of which is in Indonesia. Having good English pronunciation, correct and similar to native speakers, requires regular practice so

¹ Fraser, "Teaching pronunciation: A handbook for teachers and trainers. Three frameworks for an integrated approach." *Department of Education, Training and Youth Affairs*, (2001)."

² González, "Text-to-Speech Applications Used in EFL Contexts to Enhance Pronunciation."

that words can be pronounced correctly and easily understood by the other person.³ Pronunciation training provided by the teacher will help students improve their speaking skills in the future.⁴ They need practice and guidance from their English teacher to pronounce English correctly. The more they practice, the more master of English pronunciation for new words will be. This will significantly assist the two-way communication process smoothly. If someone does not have sound and correct pronunciation skills, other people will have difficulty understanding the word or sentence in question, and misunderstandings will occur.⁵

One of the most important things in mastering English is learning good and correct pronunciation. Through pronunciation, a person's ability to pronounce the Language will be more helpful, especially in terms of communicating with other people orally⁶. Pronunciation is a way to pronounce words or produce sounds using the mouth organs correctly⁷. Different pronunciations will have different meanings, and wrong pronunciation will lead to misunderstandings in communication. Errors in articulation were analyzed through several types of

³ Luluk Setyowati, Yulia Ambarsari, and Nurul Badriyatul Muthoharoh "Pelatihan Pelafalan Kata-Kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course," *E-DIMAS* 8, (Mey 18, 2017) : 2 <http://journal.upgris.ac.id/index.php/e-dimas/article/view/1368>

⁴ Harmer, *The Practice of English Language Teaching*, (Inggris, Pearson Education, 2007).

⁵ 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* 5, (August 12, 2015).

⁶ "Cahyani, E. P., Chandra, N. E., & Arini, D. N, Students' Pronunciation of English Sounds; *Long Vowels and Diphthongs*, *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 1, no.1, (2018).

⁷ Kustanti, and Prihmayadi, Fakultas Adab dan Humaniora UIN Sunan Gunung Djati Bandung, "Problematika Budaya Berbicara Bahasa Inggris." *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam* 14, No.1 (Juni 20, 2017): 161-174 <https://journal.uinsgd.ac.id/index.php/jat/article/view/1798/1197>

pronunciation errors. Some errors in articulation or pronunciation are Substitutions, Omissions, Distortions, and Additions or abbreviated with the acronym SODA⁸. The definition of SODA is as follows: (1) Substitutions are replacing one sound with another ("*wed*" for "*red*," "*thoap*" for "*soap*," and "*dut*," for "*duck*," (2) Omissions also known as deletions, are omitting a sound in a word and these errors greatly affect clarity, making speech more difficult for listeners to understand ("*p ay the piano*" for "*play the piano*," "*g een nake*" for "*green snake*," (3) Distortions are producing sounds in unusual ways (nasalized to sound like "*m*" for "*pencil*," and "*sun*" is pronounced sounds like "*slushy*"), (4) Additions are adding an extra sound in a word ("*buhlack horse*" for "*black horse*," and "*doguh*" for "*dog*."

When someone makes a mistake in English pronunciation, or what is known as error pronunciation, the student generally does not realize it. Therefore they do not correct the pronunciation error.⁹ They need someone more skilled or their teacher to correct pronunciation errors. With the rapid development of technology, a smartphone is a tool that provides many applications that can be used to develop knowledge. In addition to developing knowledge, applications available on smartphones can also be used to improve understanding and the learning process in English. Diphthongs are problems that often occur in pronunciation. Currently, an application is available to measure the accuracy of pronunciation, namely the ELSA Speak application.

⁸ Daymut, Julie A. "Types of Articulation Errors—A Simple Guide," no. 201 (2009):2 <https://www.handyhandouts.com/viewHandout.aspx>.

⁹ Mustikareni, Error analysis on English diphthongs pronounced by the students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English debate on "Relax" TV Program of TVRI, *Semarang State University*, (2013).

Based on the researcher's pre-observation on the speaking class and interview at the eleventh grade Darul Istiqomah Cilallang Boarding School, students make errors in pronouncing the words, especially pronouncing the words that have similar sounds. For example, the students have the most difficulty in differentiating and pronouncing vowel sounds in words *meet* /mi:t/ and *mitt* /mit/ and *most* /mo:st/ and *list* /list/.

Based on the observations that writers have been doing, that is because English has different writing and speech, so it is a factor that some students do not interested in, are disinterested, and avoid English lessons. And due to the student's lack of knowledge in the lesson on descriptive text, narrative text, and how to create a good text that corresponds with the structured English Language to list. English is a lesson included in the curriculum, and it is the subject of compulsory study-training grade school, followed by the national exam. Both from an elementary level, junior high, and high school equals.

In addition, the students also have difficulty in differentiating and pronouncing consonant sounds in the words *live* /laɪv/ and *life* /laɪf/ and words *bath* /bæθ/ and *bathe* /beɪð/. They should have mastered this basic pronunciation in the first year. This is why the researcher is interested in using the appropriate technique that can help the students improve their English pronunciation of similar sounds of words with the hope that the technique can solve the problem. More than 85% of them are wrong to pronounce some words, such as pronouncing words "delicious," pronounce it "delisus," or "delisos ." It should be /dɪ'liʃ.əs/ because the sound /ʃ/ is unavailable in their mother tongue. They said

that pronunciation is complicated to learn and to be mastered. Some students find it difficult to differentiate between the words written and pronounced words. It is because English is known as an inconsistent Language. For example word coffee this word should be pronounced as /'kɒfi/.

Based on the author's observations through interviews with Madrasah Aliyah (MA) school teachers, he said that students were not too interested and even avoided English lessons because English is a language that is rarely used in students' daily lives, in addition to school conditions that require the rest to use Arabic. In communicating, and also, my current profession is not from an educational background. So the ability of students in English is very less, especially in pronunciation.

Based on the interview above, the writer is interested in researching English, especially in students' pronunciation, using the ELSA Speak application.

B. Problem Statement

Based on the background, the researcher formulated one research question as follows:

1. Can a student of Darul Istiqomah Cilallang Boarding School improve their pronunciation by using the ELSA Speak application?
2. How does a student of Darul Istiqomah Cilallang Boarding School respond to the use of the ELSA Speak application?

C. The objective of the Research

To find out whether or not a student of Darul Istiqamah Cilallang Islamic Boarding School improves their pronunciation by using the Elsa Speak application.

D. Significant of the Research

The result of this research is expected to give two advantages. Those are theoretical and practical.

1. Theoretical Significances

This research is expected to improve their English pronunciation and develop knowledge through the ELSA Speak application in students in the Madrasah Aliyah of Darul Istiqamah Islamic Boarding School Cilallang.

2. Practical Significances

a. For teacher

This research is expected to help teachers to find more creative ways in their learning process. Teachers can use the ELSA Speak application where this application can improve student pronunciation and increase student interest in learning English with the features in the application.

b. For students

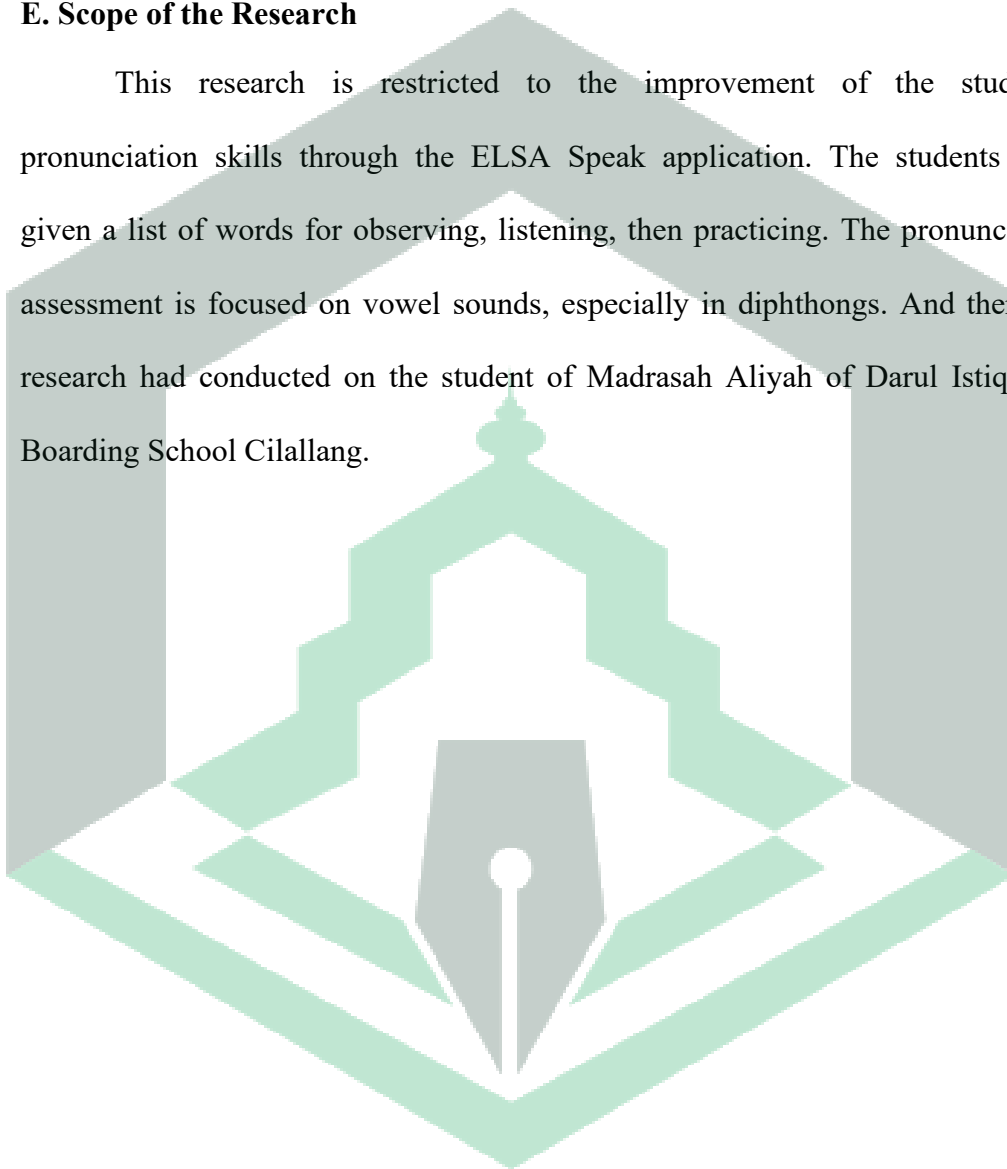
This research gives a new creative teaching experience and makes students feel excited about the teaching-learning process, and guides students to be more confident in front of the audience.

c. For the further research

Hopefully, this thesis can be one of the references for the next researchers who are interested in developing similar research.

E. Scope of the Research

This research is restricted to the improvement of the students' pronunciation skills through the ELSA Speak application. The students were given a list of words for observing, listening, then practicing. The pronunciation assessment is focused on vowel sounds, especially in diphthongs. And then this research had conducted on the student of Madrasah Aliyah of Darul Istiqomah Boarding School Cilallang.



BAB II

REVIEW OF RELATED LITERATURE

A. Previous relevant research

In writing this thesis, the researcher finds some related studies. They are cited below:

Rinaepi conducted the first research, Henni Rosa Triwardani dan Raysal Nur Azi, "*The Effectiveness Of Elsa Speak Application To Improve Pronunciation Ability.*" The researcher applied experimental research. The instrument used to collect data in this research were observation, test, and documentation. Using a random sampling technique, the researcher took a sample of 11 students from a total population of 37 students of class XI SMK Taruna Bhakti Kadugede. The result showed that the use of Elsa Speak could improve students' learning motivation, and the results of statistical analysis of the Pre-Test and Post-Test show that using Elsa Speak can improve students' pronunciation ability. This research concludes that ELSA Speak can improve the pronunciation ability of the XI-grade students of SMK Taruna Bhakti Kadugede.¹⁰ The difference between previous in this research uses a quantitative method in experimental design. The sample taken is 11 grade XI students chosen by random sampling technique. It utilizes observation, testing, and documentation as the instruments of this research.

¹⁰ Rinaepi, Henni Rosa Triwardani dan Raysal Nur Azi "The Effectiveness Of Elsa Speak Application To Improve Pronunciation Ability." *Jurnal Fakultas Keguruan & Ilmu Pendidikan* Vol. 3, No. 1, Juni 2022"

The second research was conducted by Dinda Pangastuti, entitled "*The Effect Of 'Elsa Speak' Application On Students' Pronunciation In English.*" This study applies a quantitative method using a pre-experimental research design. The population in this study were 8th-grade junior high school students in a tuition center called Rumah Belajar Unggulan. The data were collected by conducting pre-test and post-test. The results of this study indicate that the post-test results have a higher score than the pre-test results. The highest score for pre-test students was 75, while the lowest was 45. The highest score for pre-test students was 80, while the lowest was 45. This shows that using the ELSA Speak application improves students' pronunciation skills in English.¹¹ The difference between the research above and this research lies in the subject. where researchers previously used subjects in grade 8 junior high school, while researchers are now using subjects at Madrasah Aliyah.

Ita Sarmita Samad conducted the third research, Aminullah, in research entitled "*Applying ELSA Speak Software in the Pronunciation Class: Students' Perception.*" The population of this research is the English education program of STKIP Muhammadiyah Enrekang in the academic program of 2018/2019. Meanwhile, the sample is the third-semester students of the program, with a total of 12 students. In this research, the researcher used a descriptive quantitative research method. In collecting data, the researcher utilized a questionnaire and a Likert Scale to analyze the data. The result shows that students consider the

¹¹ Dinda Pangastuti, "*The Effect Of 'Elsa Speak' Application On Students' Pronunciation In English,*" *Prosiding Pekan Ilmiah Mahasiswa 1*, no.1 (March 12, 2021):4 <http://ejournal.unis.ac.id/index.php/PKIM/issue/view/152>

software excellent to be applied in learning pronunciation.¹² The difference between research above this research differ in the title and research method. The previous researchers focused more on students' perspectives and used quantitative descriptive research methods. Meanwhile, researchers are now more focused on improving students' pronunciation and using pre-experimental research methods.

Anggraini conducted the fourth research, entitled "*Improving Students' Pronunciation Skill Using Elsa Speak Application.*" the research method used in this user was Classroom Action Research (CAR). The data were collected through a test of Pronunciation and Interviews in Classroom action research. The researcher made three cycles and gave a score for each cycle. In the first cycle, the students' Average score is 70 points, the second cycle is 75 points, and the last cycle is 80 points. ELSA Speak application helps students pronounce various words more quickly and comprehensively. The results showed that the use of the ELSA Speak Application had provided convenience and benefits for students in improving their English Pronunciation skills by using the ELSA Speak application¹³. The difference between the research above this research is in the research method, namely the Classroom Action Research (CAR) method. Meanwhile, the researcher is now using the Pre-Experimental method.

Adhan Kholis conducted the fifth research entitled "*Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation*

¹² Sarmita Samad and Aminullah, "Applying ELSA Speak Software in the Pronunciation Class," *Edumaspul - Jurnal Pendidikan* 3, no.1 (2019), <https://ummaspul.e-journal.id/maspuljr/article/view/85>

¹³ Anggraini, "Improving Students' Pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no.1 (2022), <http://ejurnal.budiutomomalang.ac.id/index.php/journey/article/view/1840>

Skills.” This study dealt with classroom action research (CAR) as the research design. Collaboration of both qualitative and quantitative methods was also the concern of this study. In collecting data checklist of observations and a questionnaire were used. The test and non-test techniques were also employed. In knowing the students’ pronunciation skills, the technique of testing was applied by giving a spelling word test. In cycle 1, after using the ELSA Speak app, the student's scores increased by about 72.7 from 16 students, while the maximum score was 75. Secondly, in cycle two, for the results, students get better scores than in cycle one. The average score of the students' pronunciation test was 75 from 16 students, while the highest scores were 80. In the last cycle, the students' scores were excellent, with 80 from 16 students. The highest scores were 85. As shown above, the student's achievement in sounding words was greatly increased. It meant that the ELSA Speak app could support the students in improving their Pronunciation¹⁴. The difference in the research above in this study lies in the research method. previous research used classroom action research methods, using observation data collection checklists and questionnaires. Meanwhile, researchers are now using the pre-experimental method.

The overall difference from this researcher lies in the material used, which in this study used diphthong material while the previous researchers used material entitled what are we going to do today? There are several items in which a lot of material can be learned by students. Researchers also use an application that has been upgraded to be able to access all existing features so that it can make it easier

¹⁴ Kholis, "Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills." *Pedagogy: Journal of English Language Teaching* 9, no. 1 (2021), <https://e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/2723>

for students to learn English, especially learning pronunciation. Then the method used by researchers is pre-experimental research design.

B. The Concept of Pronunciation

To develop communicative efficiency in pronunciation, the students should understand how sounds are made, then how stress and intonation are used. This case is something the teacher can tell them through explanation and example. Furthermore, they also need to hear the Language used. But, the teacher must explain what pronunciation is and how it covers sounds, stress, and intonation in English. That is why what is pronunciation?

1. Definition of Pronunciation

Pronunciation is essential in English-speaking activity since it can highly influence the meaning of utterances¹⁵. If someone makes an error in pronouncing some words in a sentence, it can disturb the communication; even it can be a factor leading to a conversation breakdown.

Hornby gives three definitions of pronunciation. First, pronunciation is how a language is spoken. Second, pronunciation is a person's way of speaking a language or words of a language. Third, pronunciation is how a word is pronounced.¹⁶

Those above definitions have already covered the whole meaning of pronunciation. Generally, it can be concluded that pronunciation determines an

¹⁵ Miftahur Rohman, "The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation" (UIN WALISONGO, 2016).

¹⁶ Hornby, "Oxford Learner's Pocket Dictionary." *New York: University* (2003)

understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is how a person utters words or sounds in a certain way to make the speech easy to understand.

Based on the preview, it has been obvious why pronunciation is essential. Good pronunciation can also give a plus value to students who master it. It gives them more self-confidence when they are speaking socially. Moreover, people will be amazed and interested in talking.

Indeed, students don't need to speak as well as native speakers without any accent, but their accent must be close to the standard; of American or British English. The ability to pronounce like a native speaker may be difficult, but it is not impossible. The better pronunciation, the easier interlocutor will understand. So, it will take to successful communication.

Pronunciation is essential in communication mispronunciation can change the meaning of the message. Communication, the concept of pronunciation, may include the sound of a word. States and Rhythm. Penny Ur considers the concept of pronunciation in several items, as follows:

- a. The sound helps list out define the sounds or phonemes of the Language by writing than down using phonetic representation.
- b. Rhythm and stress are characterized by tone units of a word or group of words that carry one central stressed syllable.

c. 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.¹⁷

She discussed further that another aspect that can cause the mispronunciation of the English Language is the learner's ability Penny Ur says that learners' make Pronunciation it can be caused by various sources, some of them are:

a. A particular sound may not exist in the mother tongue, so the learners are not used to forming it and therefore lands to substitute the nearest equivalent that hers or she knows.

b. A sound exists in the mother tongue but not as a separate phoneme. That is to say. The learners close not know the meaning.

c. The learners make the actual sounds right but have not learned the stress or patterns of the words, or they are using an intonation from their mother tongue, which is inappropriate to the target language.¹⁸

2. The Components of Pronunciation

Learning English pronunciation must begin by learning its sounds first, which are vowel and consonant sounds. These are the basics of introducing spoken English. Unlike the Indonesian Language, English has 24 consonants and 23 vowels, and diphthongs. Among those sounds, some particular sounds are not found in the Indonesian Language. It is called contrastive sound. They are Dental fricatives /θ/ and /ð/, Palato-alveolar fricatives /ʃ/ and /ʒ/, Palato-alveolar affricate

¹⁷ Penny, "A Course in Language Teaching. Module 4. Teaching Pronunciation."

¹⁸ Penny Ur, *A Course in Language Teaching Trainee Book Trainee's Book*, First edition (Inggris, Cambridge University Press 1996), 19.

/tʃ/ and /j/. While in vowels, the absent sounds are front vowels /æ/, diphthong /ɪə/, diphthong /eə/, diphthong /ʊə/, and diphthong /əʊ/.

C. English Pronunciation Tips

First, students do not have to worry about not having a native- English accent. Students need to speak clearly so that people can understand them. However, there are many things that students can do to improve their pronunciation and speaking skills.

1. Listen to spoken English as often as possible. This is one of the best ways to learn English pronunciation directly from the native speaker because they will help students how to pronounce a word and give it correctly for the wrong Pronunciation. It can begin with turning on the TV and watching English channels like BBC world news or VOA or listening to English programs on the radio like music. Students then model their pronunciation on what they listen to.
2. Learn the phonetic alphabet. Students can use the phonetic alphabet page (at the beginning of most good dictionaries) as a guide to pronouncing new words. Good dictionaries will tell students about pronunciation through a unique system called phonetic transcription. The most popular phonetic alphabet is the International Phonetic Alphabet.
3. Learn to recognize the spelling patterns. There are often many ways to pronounce a particular spelling pattern, but it certainly helps to know the variation. For example, the pattern "on" at the end of the word is pronounced "ʃn" as in information and motion, "ough" can be pronounced "off" as in enough, challenging, and laugh, or "əu" as in although and dough.

4. Practice speaking as much as possible. This is one of the best ways to improve pronunciation skills, especially in contrastive sounds that students may find difficult to pronounce. Commonly, most students need to be more active and active in speaking English, even in the classroom. Therefore, a new method can be used, the think-pair-share strategy. This strategy can encourage students to speak more actively during the learning process¹⁹.

D. Classifications of English Sounds

Ramelan, consonants are calmly classified into the basic of following three variables:

1. The place where the optimum contraction occurs is called the place of articulation or point of articulation.
2. How the air is obstructed by the articulation this variable is called the manner of articulation or type of articulation.
3. The activity of the vocal cords. That is, whether the vibration of the cords accompanies the obstruction of the air above the larynx or not²⁰.

a. Consonant sounds

Table 2.1: Dental fricatives /θ/ and /ð/

three /θri:/	month /m [^] nθ/	thrill /θrɪl/	earth /ɜ:θ/
path /pa:θ/	myth /mɪθ/	death /deθ/	thief /θi:f/
those /ðəʊz/	mother /m [^] ðə(r)/	brother /'brðə(r)/	

¹⁹ Muhammad Zulfikar Sahabuddin Laide, "Improving The Students' Mastery Of Pronunciation Through Team Assisted Individualization" (UNIVERSITAS MUHAMMADIYAH MAKASSAR, 2018)

²⁰ Asdar Muhamad Tang, "The Ability of The First Year Students SMA Negeri 1 Seram Utara (Maluku Regency) to Pronounce English Consonant Sounds" (UIN Alauddin MAKASSAR, 2013)

there /ðeə(r)/ leather /leðə(r)/ breathe /bri:ð/

(Anditenriampa: 30)

Table 2.2: Palato-alveolar Fricatives /ʃ/ and /ʒ/

she /ʃi:/ trash /træʃ/ nation /'f nɪʃ/ should /ʃʊd/
shop /ʃɒp/ finish /fɪnɪʃ/ British /brɪtɪʃ/ English /ɪŋlɪʃ/
usual /'ju:ʒuəl/ measure /'meʒə(r)/ garage /'gæra: ʒ/
closure /'kləʊʒə(r)/ treasure /'treʒə(r)/ beige /beɪʒ/

(AndiTenriAmpa: 32)

Table 2.3: Palato-alveolar Affricate /tʃ/ and /dʒ/

child /tʃaɪld/ branch /bra:ntʃ/ lecture /'lektʃə(r)/
Search /sɜ:tʃ/ catch /kætʃ/ rich /rɪtʃ/ cheek /tʃi:k/
job /dʒɒb/ edge /eɪdʒ/ age /eɪdʒ/ biology /baɪ'ɒlədʒi/
geology /dʒi'ɒlədʒi:/ joke /dʒəʊk/ surgeon /'sɜ:ʒən/²¹

(AndiTenriAmpa: 33)

b. Vowels and diphthongs

Table 2.4: Diphthongs /æ/

bad /bæd/ man /mæn/ cat /cæt/ bag /bæg/
knack /næk/ sad /sæd/ stand /stænd/ tank /tæŋk/

Table 2.5: Diphthong /ɪə/

²¹ Ampa, "English Phonology". *English Education Department Makassar Muhammadiyah University (2008)*

year /jɪə(r)/ clear /kɪə(r)/ tear /tɪə(r)/ dear /dɪə(r)/
idea /aɪˈdɪə/ near /nɪə(r)/ fear /fɪə(r)/ here /hɪə(r)/
mere /mɪə(r)/ beard /bɪəd/ beer /bɪə(r)/ hear /hɪə(r)/

Table 2.6: Diphthong /eə/

pair /peə(r)/ bear /beə(r)/ air /eə(r)/ pear /peə(r)/
chair /tʃeə(r)/ fair /feə(r)/ hair /heə(r)/ care /keə(r)/
scare /skeə(r)/ air /eə(r)/ rare /reə(r)/ tear /teə(r)/

Table 2.7: Diphthong /ʊə/

Pure /pjʊə(r)/ cure /kjʊə(r)/ obituary /əˈbɪtʃʊəri/
tour /tʊə(r)/ furious /fjʊər iəs/ mature /məˈtʃʊə(r)/
sure /ʃʊə(r)/ poor /pʊə(r)/ assure /əˈʃʊə(r)/

Table 2.8: Diphthong /əʊ/

go /gəʊ/ spoke /spəʊk/ so /səʊ/ know /nəʊ/
tone /təʊn/ bone /bəʊn/ boat /bəʊt/ phone /fəʊn/
row /rəʊ/ coat /kəʊt/ home /həʊm/ load /ləʊd/

c. The Ways of Producing English Sounds

The sounds of Language can be grouped into classes. There are two main classes of sounds, namely consonants and vowels. English has 24 consonants and 23 vowels and diphthongs, but when we compare it with the Indonesian Language, it has only 22 consonants and 11 vowels and diphthongs. This means

some sounds in English are not found in the Indonesian Language. Because of the inexistence of the Indonesian Language, Many Indonesian students need help to produce these foreign sounds ideally. It, therefore, should learn. Knowing how to pronounce these sounds will help students improve their pronunciation, especially in foreign sounds.

1. Consonant Sound

A. Kurniati states that consonants are produced or articulated with a narrow or complete closure of the vocal tract. The air stream is either blocked momentarily or restricted so much that noise is produced as the air stream passes the constriction²².

a) Dental fricatives /θ/ and /ð/

The /θ/ and /ð/ sounds are produced with the tip or blade of the tongue, the upper front teeth, and the lower teeth. When these sounds are produced, the tip or blade of the tongue is close to the upper front and lower teeth, which forms the narrowing, so the breath is forced to go through the mouth. The difference between /θ/ and /ð/ is in vibration. /θ/ is a voiceless consonant, and /ð/ is voiced one²³.

b) Palato-alveolar fricatives /ʃ/ and /ʒ/

²² Kurniati, "Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Humaniora (S. Hum.) in English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar."

²³ Metrick, "Pronunciation of English Dental Fricatives by Slovak University EFL Students." *International Journal of English Linguistics* 7, no.3, (2017) <http://www.ccsenet.org/journal/index.php/ijel/article/view/64987>

The /ʃ/ and /ʒ/ sounds are produced with the blade of the tongue and the back of the alveolar ridge. These sounds are produced by narrowing the blade of the tongue and the back of the alveolar ridge so all the breath is forced to go through the mouth. The difference between /ʃ/ and /ʒ/ is in vibration. /ʃ/ is voiceless, and /ʒ/ is a voiced one.

c) Palato-alveolar Affricate /tʃ/ and /dʒ/

The /tʃ/ and /dʒ/ sounds are also produced with the blade of the tongue and the back of the alveolar ridge, but when these sounds are produced, the tongue comes up to make contact with the back part of the alveolar ridge to form closure. The breath is trapped for a short time before passing through the mouth. The difference is /tʃ/ is voiceless, while /dʒ/ is voiced one.

2. English Vowels

a. What is a vowel?

According to Crystal, a vowel is a phonetic sound articulated without complete closure in the mouth or a degree of narrowing, producing audible friction. The air escapes evenly over the center of the tongue²⁴. Then according to Jackson, the vowel is the sound made by many kinds of closure or impediment to the escape of air through the mouth.²⁵

²⁴ Crystal, *A Dictionary of Linguistics and Phonetics*, sixth edition (Wiley, 2008).

²⁵ Jackson, *Analyzing English: An Introduction to Descriptive Linguistics*, (Elsevier Science & Technology, 1980).

There are three dimensions that we should know to describe English vowels.

1) The high of the tongue or the openness of the mouth. It is related to close (/ɪ/, /i:/, /ʊ/, /u:/), half close, half open or mid (/e/, /ɜ:/, /ɜ:/, /ə/), open (/ /, /o/, /ɑ:/, / /).

2) The areas of the mouth having the highest part of the tongue or the general area of the mouth in which the vowels are made. It is related to front (/i:/, /ɪ/, /e/, /æ/) central (/ə/, /ɜ:/, / /) and back (/u:/, /ʊ/, /ɜ:/, /o/, /ɑ:/).

3) The shape of the lips. It is related to rounded (/u:/, /ʊ/, /ɜ:/, /o/) and spread (/i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɜ:/, /ə/, / /).

b. Vowels and diphthongs

A diphthong is included in a vowel sound with a unique feature. Kelly states diphthong is a combination of two vowel sounds and involves moving from one vowel sound to another (like /eɪ/, as in the rain). The first sound in each phoneme is more prolonged and louder than the second in English²⁶. An intentional glide (or movement of the tongue, lips, and jaw) is made from one vowel position to another.

1. vowel /æ/

The /æ/ sound is produced in the front part of the mouth between half open and open area. In producing this sound, the mouth is slightly more open than /e/.

2. Diphthong /Iə/

²⁶ Kelly, Gerald "How to Teach pronunciation." *Harlow, Essex: Pearson Education Limited* (2001).

The /ɪə/ diphthong begins with the sound /i:/, is produced in the front part of the mouth, and moves toward the sound /ə/ that are produced in the central part of the mouth. This diphthong is produced from the high vowel to the mid vowel.

3. Diphthong /eə/

The /eə/ diphthong begins with the sound /e/ that is produced in the front part of the mouth and moves toward the sound /ə/, produced in the mouth's central part. This diphthong is produced from lowered vowel to the mid vowel.

4. Diphthong /ʊə/

The /ʊə/ diphthong begins with the sound /ʊ/ that, produced in the back part of the mouth, moves toward the sound /ə/ that, produced in the central part of the mouth. This diphthong is produced from the high vowel to the mid vowel.

5. Diphthong /əʊ/

The /əʊ/ begins with the sound /ə/ that is produced in the central part of the mouth and moves toward the sound /ʊ/ produced in the back part of the mouth. This diphthong is produced from mid vowel to high vowel.

E. The Concept of Elsa (English Language Speech Assistant) Speak Application

1. Nature of Elsa Speak Application



<https://play.google.com/store/apps/details?id=us.nobarriers.elsa>

Media is a means of communication and a source of information. Media is also considered an instructional system of the teaching-learning process. It can be concluded that the media can facilitate the teaching and learning process and also can search for information easily²⁷.

Currently, the use of mobile technology has been increased in a considered way thanks to the ease of use and low cost of the applications focused on the learning of foreign languages. There is a wide variety of applications, such as for the development of linguistic competencies, pronunciation, speaking, listening, reading, and writing. Among them, the writer selected Elsa to speak application as a tool to improve the English pronunciation skill of the students. ELSA Speak application can be used as a medium to help the learner.

Learning English has now become easy and fun. With ELSA Speak, you can practice your English skills anytime and anywhere. Supported by 'speech recognition technology, Artificial Intelligence (AI), and Application Programming Interface (API).

ELSA is a technological application that helps learners speak English more fluently. one of the distinguishing features of its API is its focus on pronunciation, which can recognize non-native speakers' speech with an accuracy of more than 95% and design learning to become a native speaker. In addition, the API from ELSA provides detailed feedback for the pronunciation of scripted and

²⁷ Benyamin, Kristina “Daily English Conversation Application as Teaching Media to Enhance Students’ Listening Comprehension at SMP Negeri 35 Makassar.(Supervised by Ramli and A. Hamzah Fansury).”

non-scripted texts, including word stress, pronunciation, fluency, voice intonation, grammar, and vocabulary analysis. Learners will also receive customized and interactive AI-driven exercises on any topic and offer natural learning methods that every learner can benefit from.

Learning English can be much easier if you know to use this application by studying some of the pronunciation contained in this application. The author realizes that the English learning method comes from real situations and is considered an effective method, so the author uses this application to help improve your pronunciation skills easily.

2. Main functions of this app

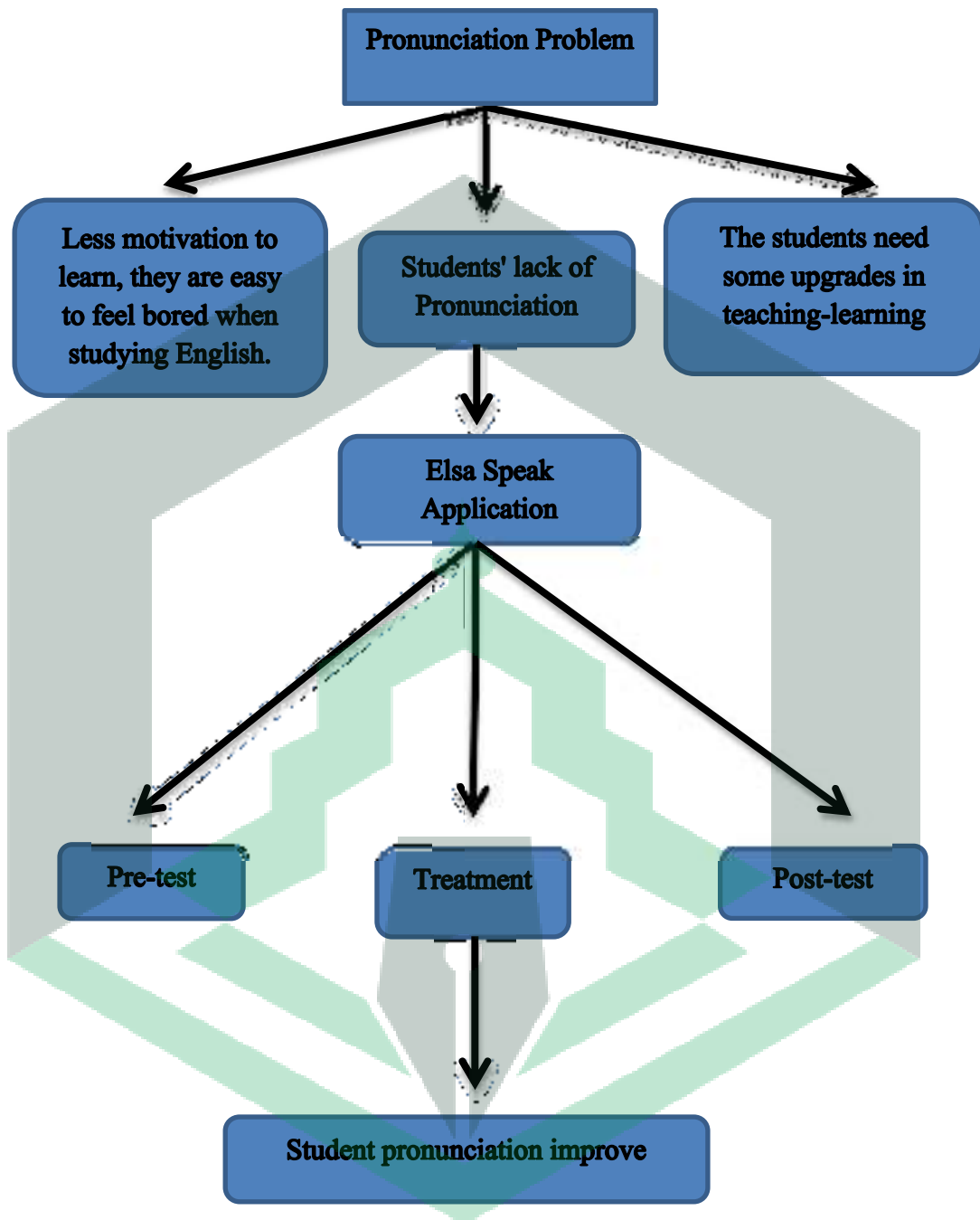
- 1) Get a curriculum tailored to your level, focus on the right words and find English learning tips.
- 2) Learn to speak 2000+ most popular English words with perfect Pronunciation.
- 3) Get 'instant feedback' on how to speak your English properly.
- 4) Practice common everyday phrases such as at work, during job interviews, and while on vacation.
- 5) Practice English easily and fun, anywhere and anytime.
- 6) Get results fast! 27 hours of practice with ELSA is the equivalent of taking one semester of an American University study program to practice proper word pronunciation and accent reduction.
- 7) Improve your speaking skills to prepare for TOEFL, IELTS, and TOEIC.
- 8) Increase your confidence to speak English with anyone and seize many opportunities in your life.

F. Conceptual Framework

In theoretical framework shows that will be constructed in this research is the use of ELSA Speak to improve the students' pronunciation mastery. All activities in the class use this technique.



Flowchart of conceptual Framework:

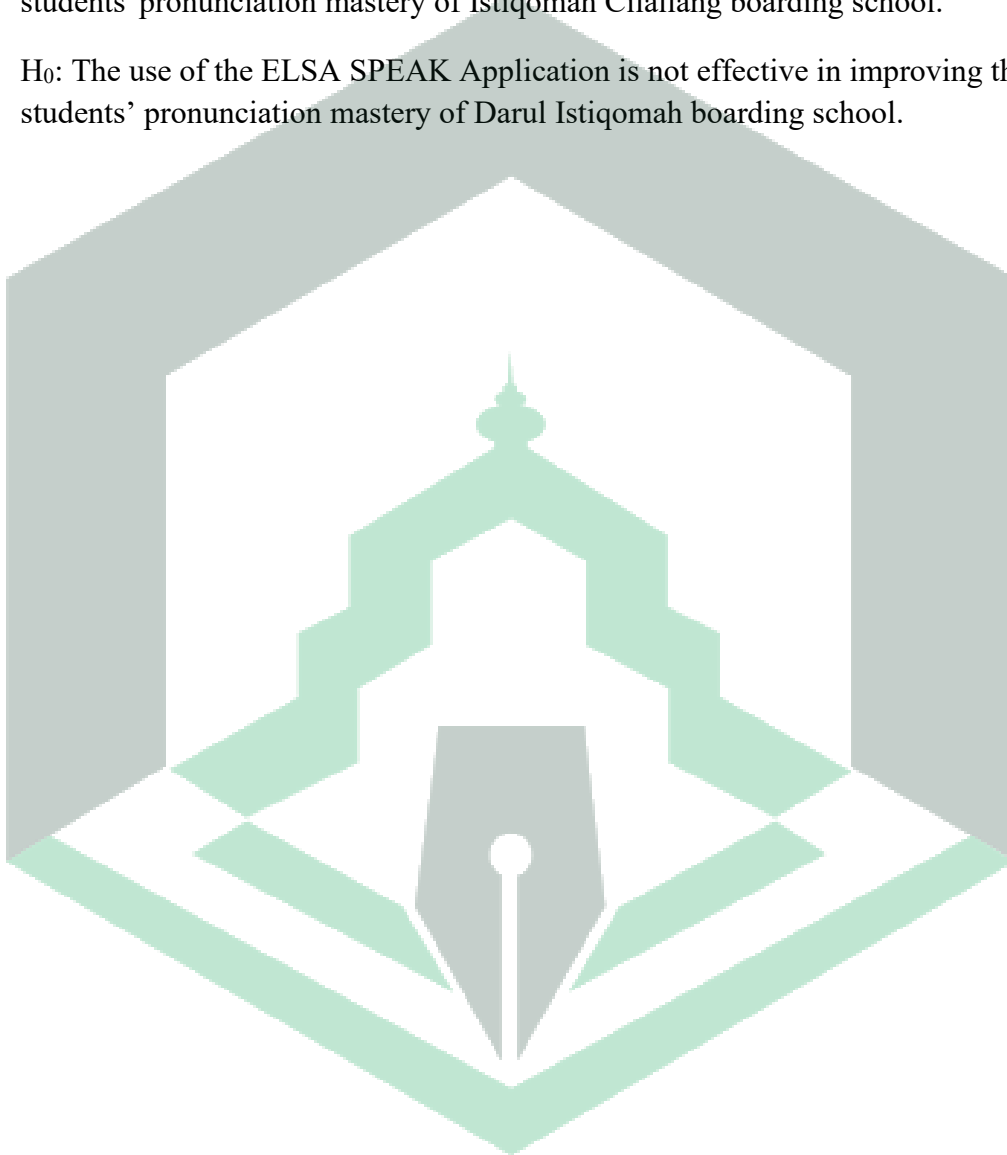


G. Hypothesis

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

H₁: The use of the ELSA SPEAK Application is effective in improving the students' pronunciation mastery of Istiqomah Cilallang boarding school.

H₀: The use of the ELSA SPEAK Application is not effective in improving the students' pronunciation mastery of Darul Istiqomah boarding school.



BAB III

METHOD OF RESEARCH

A. Research Design

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as the "research design." In this research, the researcher used an experimental design. The experimental design sets the conditions necessary to demonstrate a cause-and-effect relationship²⁸. This means that the experimental design is a research design used to find the effect of one variable on other variables.

The researcher used a pre-experimental design to find out whether the use of the Elsa Speak application can affect students' pronunciation or not. In this study, students will do a pre-test to determine their mastery of pronunciation after treatment using the Elsa Speak application. Researchers did pre-test, treatment, and post-test. The following is an illustration of the pre-test and post-test designs for one group.

Table 3.1 The Design of One-Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
X ₁	O	X ₂

²⁸ Norris 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>

Notes:

X_1 = Pre-Test

O= Treatment

X_2 = Post-Test²⁹.

B. Research Variable

In this research, there are two variables, namely, the independent variable and the dependent variable.

1. Independent Variable (X)

The independent variable is the variable that affects or causes the change or the emergence of the dependent variable. This variable is the variable that is controlled and manipulated by the researcher³⁰. The independent variable in this study is the teaching and learning process using the ELSA Speak application.

2. Dependent Variable (Y)

Dependent variables are variables that are influenced or become a result of the independent variable. The dependent variable in research is improving pronunciation mastery.

C. Population and Sample

1. Population

The population in this research will be the students of Madrasah Aliyah Darul Istiqomah Boarding School Cilallang in the 2022/2023 academic year. The total population was 20 students.

²⁹ Siyoto and Sodik, "Dasar Metodologi Penelitian," 23.

³⁰ "Tati Lumappa, Improving Students' Vocabulary Mastery by Using Board Race Game at the Seventh Grade of SMP Nusa Prima Lamasi" (IAIN PALOPO, 2021)"

2. Sample

In determining the sample, the researcher uses the total sampling technique. The sample in this research consists of 13 students in a single class.

D. Instrument of the Research

1. Test

The researcher used the pronunciation test using a word list to collect information about the student's progress before and during the teaching and learning process. There are two aspects of the pronunciation test: pre-test and post-test. A pre-test was used to assess the students' pronunciation before they received treatment from the instructor. A post-test will be used to assess students' pronunciation after they receive treatment.

2. Questionnaire

The questionnaire is the students' perception when applying the Elsa Speak application to improve their pronunciation mastery during the learning process. This questionnaire is an answer that was filled out by students. This study used a closed questionnaire. Furthermore, researchers used a Likert scale. There are four options, namely, strongly agree (4), agree (3), disagree (2), and strongly disagree (1), used to find out data about the use of pronunciation applications to improve their pronunciation mastery.

E. Procedure of the Data Collection

In conducting the research, the researcher will apply some procedures:

1. Finding the Subject of the Research

The researcher chooses the students in the Madrasah Aliyah of Darul Istiqomah Cilallang Boarding School as the research subject. The sample in this research consists of 13 students in a single class.

2. Administering the Pre-Test

Before starting the class, the researcher will introduce the lessons and student achievement. Then the researchers provided motivation to make students interested in learning. Next, the researcher gave the students the words contained in the application as a research pre-test and initial scores in the mastery of Pronunciation.

3. Conducting Treatments

Treatment is given after the pre-test and is done for five meetings. The steps are:

- a. In the first meeting, the researcher introduced the phonetic symbols to the students and how to produce them.
- b. In the second meeting, The researcher gave the word that was included in the diphthongs **aɪ**, **eɪ**, **ɔɪ**, and **ɪə**, and the researcher asked the students to pronounce the word after hearing the native speaker.
- c. In the third meeting, The researcher gave the word that is included in the diphthongs **eə**, **uə**, **au**, and **əu** sound, and the researcher asked the students to pronounce the word after hearing the native speaker.

d. In the fourth meeting, the researcher accessed the ELSA Speak application, in which there was material about diphthong sounds. Where there are 3 levels in the diphthong material itself, level 1 Work. After that, the researcher asked the students to listen listen to the native speaker. After that, the researcher gave the students the opportunity to try to follow what the native speaker said.

e. In the fifth meeting, the researcher accessed the ELSA Speak application, in which there was material about diphthong sounds. Where there are 3 levels in the diphthong material itself, level 2 Sport, after that the researcher asked the students to listen listen to the native speaker. Behind that, the researcher gave the students the opportunity to try to follow what the native speaker said.

f. In the sixth meeting, the researcher accessed the ELSA Speak application, in which there was material about diphthong sounds, where there are 3 levels in the diphthong material itself, level 1 Work. After that, the researcher asked the students to listen listen to the native speaker. After that, the researcher gave the students the opportunity to try to follow what the native speaker said.

g. The researcher will ask the student to practice the material in front of the class.

4. Administering the Post-Test

Post-test will be done after the treatment. It has an implementation in order to know the student's pronunciation. The test in this part is the same as in the pre-test composition. It consists of 32 items. The goal of this test is to know whether the ELSA Speak application in teaching pronunciation can improve students' Pronunciation or not.

5. Giving the Questionnaire

After giving the post-test, the researcher will conduct a questionnaire to get students' responses about using the ELSA Speak application to improve their pronunciation mastery. This questionnaire includes 10 questions. The answer Likert scale is given from number 1 to 4, where number 1 is the lowest score, "strongly disagree," then number 2 is "disagree," then number 3 is "agree," and the highest score is 4, where students "strongly agree."

6. Analyzing the Result of the Post-Test and Questionnaire

In analyzing the result, the researcher compared the result of the pre-test, post-test, and questionnaire.

F. The Technique of Data Analysis

To analyze the student's pronunciation mastery, the researcher collects the data by doing the procedure as follows:

1. Assessing the learner's pronunciation knowledge

In learning pronunciation mastery, an important aspect that should not be forgotten is assessment.

Table 3.2 The Measurement of Pronunciation

Category	Range	Assessment Criteria
Excellent	86-100	The students' got 26 to 30 correct answers
Good	71-85	The students' got 22 to 25 correct answers
Average	56-70	The students' got 16 to 21 correct answers
Poor	≤55	The students' got 1 to 15 correct answers

2. Classifying the Student's Score

Language test results are very often reported as numbers or scores, such as English general, and the score that is ultimately intended to be used by test users.³¹

Students' score or the test is classified into criteria as follows:

Table 3.3 The Classification Score for the Test

No	Score	The Ability Scale	Classification
1	86-100	4	Excellent
2	71-85	3	Good
3	56-70	2	Average
4	≤55	1	Poor

(Source: RPP MGMP Bahasa Inggris Kabupaten Luwu³²)

3. Test

Scoring the student's pronunciation test answer

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total point}} \times 100$$

4. Calculating the test result of pronunciation mastery

³¹ Davies and Elder, "The Handbook of Applied Linguistics." *Wiley* (2008), <https://books.google.co.id/books?id=2m0V1eUe1GoC>.

³² Tahrim, Tasdin "Tata Kelola Media Pembelajaran Berbasis Audio Pada Mata Pelajaran Bahasa Indonesia Di SMA Negeri 1 Larompong Kabupaten Luwu," *Universitas Negeri Makassar* (2015)

The researchers used the SPSS 20 edition to calculate the percentage and mean score of the students' pronunciation test at once the pre-test and post-test were determined.

5. Measuring the evaluation of the questionnaire using a Likert scale, the rating of each statement is as shown:

Table 3.4 The Likert Scale

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

Table 3.5 The Score Criteria

No.	Criteria	Score	Meaning
1.	Good	3,51-4,0	Most respondents strongly agree with the statement.
2.	Quite good	2,51-3,50	Most respondents agree with the statement.
3.	Less good	1,51-2,50	Most respondents disagree with the statement.
4.	Not good	00-1,51	Most respondents strongly disagree with the statement.

The data will analyze the result of the questionnaire qualitatively by calculating the participant's answer percentage. The questionnaire data analysis applied in this research is the perception of students that can be formulated as follow:

$$X = \frac{\sum X}{N}$$

Mean:

X = Average

$\sum X$ = Total answers

N = Total questions



BAB IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the findings of the research, and the second section deals with the discussion. The researcher measured the score in the pre-test, post-test, and questionnaire. The purpose of the measurement was to find out the comparison before and after treatment. Besides, the researcher used the questionnaire to find out the students' perceptions. The result of the data has been analyzed statistically in the following. Findings.

A. Findings

1. The result of the Student Test

In this stage, the researcher presented the result of the test before and after the treatment stage.

a. Pre-test

In the pre-test, the researcher calculated the students' correct answers in order to analyze their pronunciation understanding. Furthermore, the researcher calculated the pre-test score statistically by using SPSS 20. The result of students' pre-test scores can be seen as follows:

Table 4.1 Students' Sound Transcription

No	Word	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
1	Like (laɪk)	/laɪk / /	/lɪk/ / /	/lɪk/ / /	/lɪk/ / /	/laɪk / /	/laɪk / /	/lək/ / /	/laɪk / /	/lɪk/ / /	/ lɪkə/ / /	/laɪk / /	/laɪk / /
2	Arrive (ə'raɪv)	/ə'raɪv/ / /	/əre v/ /	/əre v/ /	/əre v/ /	/ʌrɪv ə/ /	/əɪv / /	/ərv/ / /	/əɪv / /	/əɪv / /	/ʌrɪə pe/ /	/əɪv / /	/ə'raɪv/ / /
3	Tie (taɪ)	/taɪ/ / /	/tɪ/ / /	/tɪ/ / /	/tɪ/ / /	/tɪk/ / /	/teɪk / /	/bɪ/ / /	/tɪ: / /	/tɪ/ / /	/tɪə/ / /	/təɪ/ / /	/taɪ/ / /
4	Climate (klaɪm)	/klaɪm/ / /	/klɪ m/ /	/klɪb / /	/lɪm/ / /	/klɪb / /	/klɪ m/ /	/klɪb / /	/klɪ m/ /	/klɪ m/ /	/klɪ m/ /	/kəɪ m/ /	/klaɪm/ / /
5	Break (breɪk)	/breɪk/ / /	/breɪk/ / /	/breɪk/ / /	/brɪk / /	/breɪk / /	/brɪk / /	/breɪk / /	/braɪ k/ /	/brɪk s/ /	/bəə r/ /	/bələ k/ /	/breɪk/ / /
6	Rain (reɪn)	/reɪn/ / /	/leɪn / /	/raɪ n/ /	/raɪ n/ /	/raɪ d/ /	/raɪ n/ /	/reɪ n/ /	/rəɪ n/ /	/reɪ n/ /	/raɪ n/ /	/raɪ n/ /	/raɪ n/ /
7	Save (seɪv)	/ seɪv/ / /	/seɪv ə:d/ / /	/seɪv / /	/sʌv/ / /	/seɪv / /	/seɪv / /	/seɪv / /	/seɪv / /	/sɪv/ / /	/sav ə/ / /	/seɪv / /	/seɪv / /
8	Afraid (ə'freɪd)	/ə'freɪd/ / /	/ə'fr aɪd/ / /	/əfrɪ n/ /	/əpr eɪ/ /	/ə'fr aɪd/ / /	/ə'fr aɪd/ / /	/ə'fr eɪd/ / /	/ə'fr aɪd/ / /	/ə'fr eɪd/ / /	/əpr eɪ/ /	/ə'fr aɪd/ / /	/ə'fr aɪd/ / /

9	Choiс e (tʃɔis)	/ tʃɔis / /	/krei l/ /	/kaʊ k/ /	/kɔt ɪ/ /	/kɔi k/ /	/tʃɔi s/ /	/kɔk ɪ/ /	/kɔʊ kɪ/ /	/kɔk ɪ/ /	/tʃɔi çə/ /	/kɔi k/ /	/kɔʊ sə/ /
10	Noice (noiz)	/ noiz/ /	/nɔk ɪ/ /	/naʊ k/ /	/nɔi kɪ/ /	/nɔi d/ /	/nɔis / /	/nɔt keɪ/ /	/nɔi kɪ/ /	/nɔi k/ /	/nɔic ə/ /	/nɔi k/ /	/nɔiz / /
11	Oil (ɔil)	/ɔil/ / /	/ ɔil/ /	/ɔil/ / /	/ ɔil/ /	/ ɔil/ /	/ ɔil/ /	/ɔil/ / /	/ɔil/ / /	/ ɔlə/ /	/ɔil/ / /	/ɔil/ / /	/ɔil/ / /
12	Anno yed (ə'noɪ d)	/ənn ɔyɛ d/ /	/ənlɪ k/ d/ /	/ənn ɔyɪ d/ /	/ənn ɔyɪ d/ /	/ə'n ɔɪd/ d/ /	/ə'n yəʊ d/ /	/ə'n dɪyʊ d/ /	/ənn əyəd / /	/ənn ç/ /	/ənn çyəd / /	/ənn ayəd / /	/ənn çyəd / /
13	Ear (ɪər)	/eɪr/ / /	/eɪr/ / /	/eər/ / /	/et/ / /	/ɪr/ / /	/ɪər/ / /	/eɪr/ / /	/eɪr/ / /	/ər/ / /	/eɪr/ / /	/eɪr/ / /	/eər/ / /
14	Near (niər)	/niər/ / /	/nɛr/ / /	/nɛə r/ /	/niə r/ /	/niər/ / /	/niə r/ /	/nɔi r/ /	/niə r/ /	/niər/ / /	/niər/ / /	/nɛə r/ /	/nɛə r/ /
15	Pier (piər)	/piər/ / /	/piə r/ /	/piər/ / /	/peɪ r/ /	/piər/ / /	/piə r/ /	/peɪ r/ /	/piər/ / /	/piər/ / /	/piər/ / /	/piə r/ /	/piə r/ /
16	Beard (biərd)	/beɪr d/ /	/bɛr d/ /	/biəd / /	/bɛr / /	/diər/ / /	/biər / /	/bɛr d/ /	/biər / /	/bɛə r/ /	/biər / /	/bɛə rd/ /	/bɛə rd/ /
17	Hair (heər)	/heɪ r/ /	/heɪ r/ /	/heɪ r/ /	/hiər/ / /	/haɪ r/ /	/haɪ r/ /	/haɪ r/ /	/haɪ r/ /	/haɪ r/ /	/haɪ r/ /	/haɪ r/ /	/haɪ r/ /
18	There (ðeər)	/ðeə r/ /	/teɪr / /	/tri: / /	/tri/ / /	/diər/ / /	/teɪr / /	/deɪ r/ /	/tri/ / /	/tri/ / /	/teɪr / /	/teər / /	/ðeə r/ /
19	Tear (teər)	/teɪr / /	/teɪr / /	/tɛər / /	/tɛər / /	/teɪr / /	/teɪr / /	/teər / /	/teər / /	/teər / /	/teər / /	/teər / /	/teər / /

	(teər)	/	/	tɪr/			/	teɪr/	/	/	/	/	/
20	Pair	/peɪ	/paɪ	/paɪr	/paɪr	/paɪr	/paɪr	/paɪr	/paɪ	/bəə	/paɪr	/paɪr	/paɪr
	(peər)	r/	r/	/	/	/	/	/	əɪr/	r/	/	/	/
21	Pure	/pəʊr/	/pʊr	/pəʊr/	/pʊr	/pʊr	/pʊr	/pʊr	/pʊr	/pʊɪ	/pʊr	/pʊr	/pʊr
	(pjʊə r)	/	/	/	/	/	/	/	/	r/	ə/	/	/
22	Lure	/lʊr/	/lʊr/	/ləʊr/	/lɔr/	/lɔr/	/laʊr	/lɔr/	/lɔr/	/lɔr/	/lɔr	/ləʊt	/lɔr/
	(ljʊər)						/				ə/	/	
23	Tourism	/tʊrɪ z/	/tʊər ɪ əz/	/zʊtr i:/	/tʊər ɪz/	/dət ʊər əz/	/tʊər zɪm/	//tʊə r/	/tʊər ɪz/	/tʊər ɪz/	/tʊər ɪz/	/tʊər zɪm/	/tʊər zɪm/
24	Poor	/pʊr/	/	/paʊ r/	/pʊr	/pɔ:r	/pʊr	/pʊr	/pɔ:r	/pʊr	/pʊr	/pɔ:r	/pɔ:r
	(pʊər)	fɔ:r/	r/	/	/	/	/	/	/	/	/	/	/
25	Brown	/bra ʊn/	/bra ʊn/	/bra ʊn/	/bra ʊn/	/bra ʊn/	/bra ʊn/	/bra ʊdə n/	/bra ʊn/	/brʊ /	/brʊ /	/bra ʊn/	/bra ʊn/
26	Hound	/haʊ nd/	/haʊ n/	/kaʊ n/	/haʊ n/	/haʊ n/	/haʊ n/	/haʊ n/	/haʊ n/	/hʊd /	/hʊ m/	/haʊ n/	/haʊ n/
27	Now	/ naʊ/	/nəʊ /	/naʊ /	/naʊ /	/naʊ /	/nəʊ /	/nəʊ /	/nəʊ /	/nʊ/ /	/nʊd /	/naʊ /	/nəʊ /
28	Sound	/saʊ /	/saʊ /	/saʊ /	/saʊ /	/saʊ /	/səʊ /	/səʊ /	/səʊ /	/səʊ /	/sʊd /	/sʊn /	/səʊ /

	d (saʊn d)	n/	n/	n/	n/	n/	n/	dən/	n/	d/	/	/	n/
29	Ocea n (‘əʊf ən)	/‘əʊ ʃən/	/əʊk eɪl/	/əʊk ən/	/əʊk ən/	/əʊk ən/	/‘əʊ ʃən/	/‘əʊ kən/	/‘əʊ kɪn/	/‘əʊ kən/	/‘əʊ kən/	/‘əʊ kɪən	/‘əʊ ʃən/
30	Slow (sləʊ)	/	/ləʊ sləʊ	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/	/slə ʊ/
31	Thou gh (ðəʊ)	/təʊ f/	/təʊ/ /	/tʊk /	/dəʊ /	/təʊ k/	/təʊ k/	/dʊk /	/təʊ k/	/dʊk /	/tʊr/ /	/təʊ k/	/hʊʊ k/
32	Wind ow (‘wɪn dəʊ)	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə	/‘wɪ ndə

Table 4.2 Students’ Scores in Pre-Test

No	Respondent	Students Correct Answer	Score	Classification
1.	R1	18	60	Average
2.	R2	6	20	Poor
3.	R3	7	23	Poor
4.	R4	6	20	Poor
5.	R5	10	33	Poor
6.	R6	11	36	Poor

7.	R7	6	20	Poor
8.	R8	7	23	Poor
9.	R9	5	16	Poor
10.	R10	4	13	Poor
11.	R11	7	23	Poor
12.	R12	14	45	Poor

Based on the data in table 4.2 shows the students' pre-test scores. From the table above, there were 11 students who achieved a "Poor" score. There was 1 student who got an "Average" score. In addition, there were no students who achieved a "Good" or "excellent" score.

The researcher measured the students' pre-test scores statistically by using SPSS 20. The result of the students' statistical scores can be seen below.

Table 4.3 The Descriptive Statistics of Students' Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	12	13	60	27.67	13.607
Valid N (Listwise)	12				

Table 4.3 shows the descriptive statistics of students' pre-test scores. The number of students was 12. Besides, the minimum score in the pre-test was 13. In addition, the maximum score in the pre-test was 60. The mean score was 27.67.

Table 4.4 The Rating Percentage Score of Students' Correct Answers in Pre-test

No.	Classification	Range	Frequency	Percentage
1.	Excellent	86-100	-	
2.	Good	71-85	-	
3.	Average	56-70	1	8.33%
4.	Poor	≤55	11	91.67%
Total			12	

According to the data in table 4.4, it shows that there is 1 student achieved "Average" with a score range of 56-70, which calculates to 8.33%, 11 students achieved a "Poor" score under the range score ≤ 55 that, which calculates to 91.67%, and there were no students who achieved a "Good" and "excellent" range score.

b. post-test

In the post-test, the researcher calculated the students' correct answers in order to analyze the pronunciation list understanding. Furthermore, the researcher calculated the post-test score statistically by using SPSS 20. The result of students' post-test scores can be seen as follows:

Table 4.5 Students' Sound Transcription

No	Wordlist	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12
1	Smile (smail)	/sma il/	/sma ik/	/sma il/	/sma il/	/sma il/	/sma il/	/sme il/	/sma il/	/sma il/	/sem i/	/sme i/	/sma il/

2	Cry (krai)	/krai /	/krai /	/krai /	/krei /	/tʃeɪ /	/krai /	/krai /	/krai /	/krai /	/tʃri/ /	/krei /	/ker /
3	Behind (bi'ham d)	/bi'h ain/ /	/bɪk/ aid/ /	/bi'h aid/ /	/bi'h it/ /	/beɪŋ / /	/bi'h ain/ /	/beɪ ts/ /	/bi'h aind / /	/bi'h aid/ /	/biŋ/ /	/beɪ heid /	/bɪt/ /
4	Mine (main)	/mai n/ /	/mɪn / /	/mai n/ /	/meɪ ni/ /	/mai n/ /	/mai n/ /	/meɪ ts/ /	/mai n/ /	/mai nt/ /	/mi/ /	/mai /	/mɪn ɪ/ /
5	Bike (beɪk)	/bai k/ /	/bɪk/ / /	/bek / /	/beɪ k/ /	/bai k/ /	/bai k/ /	/bek / /	/beɪ k/ /	/beɪ k/ /	/bɪk/ / /	/beɪ k/ /	/bɪk/ / /
6	Wait (weɪt)	/weɪ t/ /	/weɪ t/ /	/weɪ t/ /	/weɪ t/ /	/waɪ t/ /	/weɪ t/ /	/wat s/ /	/weɪ t/ /	/weɪ t/ /	/waɪ t/ /	/weɪ t/ /	/waɪ t/ /
7	Mail (meɪl)	/meɪ l/ /	/meɪ l/ /	/mai l/ /	/mai l/ /	/mai l/ /	/mai l/ /	/mai l/ /	/meɪ l/ /	/meɪ l/ /	/mai / /	/meɪ l/ /	/mai l/ /
8	Clay (kleɪ)	/kleɪ / /	/klaɪ / /	/kleɪ / /	/kleɪ / /	/klaɪ / /	/kleɪ / /	/kaɪl / /	/kleɪ / /	/kleɪ / /	/klaɪ / /	/kleɪ / /	/klaɪ / /
9	Join (dʒɔɪn)	/dʒɔɪ n/ /	/dʒɔɪ n/ /	/dʒɔɪ ŋ/ /	/ɔɪn/ n/ /	/dʒɔɪ n/ /	/dʒaɪ n/ /	/dʒɔɪ n/ /	dʒɔɪ n/ /	/dʒɔɪ / /	/dʒɔɪ n/ /	/dʒɔɪ / /	/dʒɔɪ n/ /
10	Destroy (di'strɔɪ)	/dest rɔɪ/ trɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /	/dɪ's trɔɪ/ trɔɪ/ trɔɪ/ trɔɪn trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ trɔɪ/ ter/ /
11	Boil (bɔɪl)	/bɔɪl / /	/bɔɪl / /	/bɔɪ/ / /	/bɔɪl / /	/bɔɪ/ / /	/bɔɪl / /	/bɔɪl / /	/bɔɪl / /	/bɔɪl / /	/bɔɪ/ / /	/bɔɪ / /	/bɔɪl / /
12	Toy (tɔɪ)	/tɔɪ/ / /	/tɔɪ/ / /	/tɔɪ/ / /	/tɔɪ/ / /	/dɔɪ/ / /	/tɔɪ/ / /	/deɪt s/ /	/tɔɪ/ / /	/tɔɪ/ / /	/tɔɪ/ / /	/tɔɪ/ / /	/tɔɪ/ / /
13	meteo ri te ('mi:tiə	/'mi: tiərə it/ /	/'mit ɪrɪk/ / /	'mi:t əriet / /	/mi:t iəri:t/ / /	/mət rɔɪ/ / /	/mi:t ɔraɪt / /	/mət reɪs/ / /	/mət eɔɪ at/ /	/mət eɔɪ at/ /	/mət eɔɪt e/ /	/mət eɔɪt / /	/mət eɔɪt / /

	rait)												
14	Real (riəl)	/riəl/ /rɪəl/	/rɪəl/ /rɪəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/	/riəl/ /riəl/
15	Dear (diər)	/diər/ /dɪər/	/dɪər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/	/diər/ /dɪər/
16	Year (jiər)	/jiər/ /jɪər/	/jɪər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/	/jiər/ /jɪər/
17	Air (eər)	/eər/ /ɛər/	/ɛər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/	/eər/ /ɛər/
18	Mayor (meər)	/meə/ /mɛər/	/mɛə/ /mɛə/	/meə/ /mɛə/	/meɪ/ /mɛɪ/	/mɛə/ /mɛə/	/maɪ/ /mɛɪ/	meɪ/ /mɛɪ/	/mɛə/ /mɛə/	/maɪ/ /mɛɪ/	maɪ/ /mɛɪ/	/mɛə/ /mɛə/	/mɛə/ /mɛə/
19	Vegetarian (vedʒə'teəriən)	/vedʒə'teəriən/ /vɛdʒə'teəriən/	/vɛgə'treɪn/ /vɛgə'treɪn/	/vedʒə'teəriən/ /vɛdʒə'teəriən/	/vɛgə'taɪn/ /vɛgə'taɪn/	veg' /vɛg/	/vedʒə'teəriən/ /vɛdʒə'teəriən/	/vɛgə'taɪn/ /vɛgə'taɪn/	/vɛgə'taɪn/ /vɛgə'taɪn/	/vedʒə'teəriən/ /vɛdʒə'teəriən/	/vɛgə'teəriən/ /vɛgə'teəriən/	vegə' /vɛgə'/	vegə' /vɛgə'/
20	Spare (speər)	/speɪ/ /spɛər/	/spɛɪ/ /spɛər/	/speɪ/ /spɛər/	/spi: /spɪ:/	/speɪ/ /spɛər/	/spɛɪ/ /spɛər/	/speɪ/ /spɛər/	/speɪ/ /spɛər/	/speɪ/ /spɛər/	/speɪ/ /spɛər/	/speɪ/ /spɛər/	/speɪ/ /spɛər/
21	Flower ('flaʊər)	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/	/'flaʊər/ /flaʊər/
22	During ('dʒʊərɪŋ)	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/	/'dʒʊərɪŋ/ /dʒʊərɪŋ/
23	Tour ('tʊər)	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/
24	tour ment	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/	/'tʊər/ /tʊər/

	('tuərnə mənt)	ənt/ t/	ən/ t/	mən t/	ən/ /	ən/ /	mən /	ɪr/ /	ənt/ t/	mən t/	ən/ /	mət/ /	əns/ /
25	Gown (gaʊn)	/gəʊ n/	/grəʊ ʊ/	/gəʊ n/	/gəʊ nt/	/gəʊ n/	/gəʊ n/	/gəʊts /	/gəʊ n/	/gəʊ n/	/gəʊ n/	/gəʊ n/	/gəʊ n/
26	Account (ə'kaʊn t)	/ə'k əʊnt/ ʊ/	/ə'd zəna ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/	/ə'k əʊnt/ ʊ/
27	Out (aʊt)	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /	/aʊt/ /
28	House (haʊs)	/haʊ s/	/haʊ s/	/haʊ s/	/haʊ s/	/haʊ s/	/haʊ s/	/haʊ se/	/haʊ s/	/haʊ s/	/haʊ se/	/haʊ s/	/haʊ s/
29	Widow ('wɪdəʊ)	/'wɪ dəʊ/ ʊ/	/'wɪ ndəʊ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ ndəʊ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/	/'wɪ dəʊ/ ʊ/
30	Clove (kləʊv)	/klə ʊv/	/klə ʊm/ ʊv/	/klə ʊv/	/klə ʊv/	/klə v/	/klə v/	/klə v/	/klə ʊv/	/klə ʊv/	/klə ʊv/	/klə ʊv/	/klə ʊv/
31	Globe (gləʊb)	/glə ʊbi/ ʊ/	/glə ʊb/ ʊ/	/glə ʊb/ ʊ/	/glə ʊb/ ʊ/	/glə b/	/glə be/	/glə be/	/glə ʊb/	/glə ʊb/	/glə /	/glə bi/	/glə ʊ/
32	Flow (fləʊ)	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /	/fləʊ /

Table 4.6 Students' Scores in Post-Test

No	Respondent	Students Correct Answer	Score	Classification
1.	R1	23	77	Good

2.	R2	10	33	Poor
3.	R3	21	70	Average
4.	R4	17	57	Average
5.	R5	7	23	Poor
6.	R6	17	57	Average
7.	R7	4	13	Poor
8.	R8	20	67	Average
9.	R9	18	60	Average
10.	R10	4	13	Poor
11.	R11	11	36	Poor
12.	R12	8	26	Poor

Based on the data in table 4.6 shows the students' post-test scores. From the table above, there were 6 students who achieved a "Poor" score. Besides, there were 5 students who achieved an "Average" score. In addition, there was 1 student who got a "Good" score. Moreover, there was no student who achieved an "Excellent" score.

The researcher measured the students' pre-test scores statistically by using SPSS 20. The result of the students' statistical scores can be seen below.

Table 4.7 The Descriptive Statistics of Students' Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	12	13	77	44.33	22.880
Valid N	12				

(Listwise)				
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Table 4.7 shows The Descriptive Statistics of Students' Post-test Scores. The number of students was 12. Besides, the minimum score of the post-test was 13. In addition, the maximum score was 77. Meanwhile, the mean score was 44.33.

Table 4.8 The Rating Percentage Score of Students' Correct Answers in Pre-test

No.	Classification	Range	Frequency	Percentage
1.	Accelent	86-100	-	
2.	Good	71-85	1	8.33%
3.	Average	56-70	5	41.67%
4.	Poor	≤55	6	50.00%
Total			12	

According to the data in table 4.8, it shows that there is 1 student achieved "Good" with a score range of 71-85, which calculates to 8.33%, 5 students achieved an "Average" score under the range score 56-70 that, which calculates to 41.67%, and 6 students achieved "Poor" score with range score ≤55 which calculate into 50.00%.

2. The Statistic Analysis Score

a. The Paired sample T-test

Table 4.9 The Paired Sample T-test

		Mean	N	Std. Deviation	Std. Error Mean

Pair	Pre-test	27.67	12	13.607	3.928
	Post-test	44.33	12	22.880	6.605

Table 4.9 revealed the paired sample t-test. The data presented show the number of students is 12. Besides, the mean score for the pre-test is 27.67, and the mean score for the post-test is 44.33. In addition, the standard deviation for the pre-test is 13.607, and the standard deviation for the post-test is 22.880. Moreover, the standard error mean for the pre-test is 3.928, and the standard error mean for the post-test is 6.605.

b. The Paired Sample Correlations

Table 4.10 The Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & post-test	12	,307	,332

Table 4.10 presents the paired sample correlations. The data shows the number is 12. Besides, the score of correlations is 307, and the significant score is 332.

c. The Pair sample Test

Table 4.11 The Paired Sample Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper

Pair	pretest		22.753	6.568	31.12	2.210	2.537	11	,028
1	-	16,667			3				
	posttest								

Table 4.11 shows the paired sample test score. The paired sample test presented the value of t_c (t-count) that is 2.537 under the degree of freedom (df) value 11, while the t_t (t-table) is 1.796. the standard of significant level is 0.05 (5%). Meanwhile, the significant 2-tailed is 028. it means the value of the significant level is bigger than the value of the significant 2-tailed. The result of the data indicated that H_1 (Alternative Hypothesis) is accepted, and H_0 (Null Hypothesis) is rejected. It indicated that the use of the ELSA Speak Application is effective in improving the student's pronunciation mastery of Darul Istiqomah boarding school.

3. Questionnaire

The researcher distributed the questionnaire after the treatment and post-test phase in the experimental class. The questionnaire has been validated by experts and got a score of 3.6, which is declared feasible to use. The purpose of the questionnaire is to find out the student's perception of the use of the ELSA Speak Application during the lesson. The option refers to the Likert scale, which contains several values, those are (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. The interpretation of the questionnaire score result is presented as follows.

Table 4.12 The Students' Total Respos for Questionnaire

Statement Number												
Respondent	1	2	3	4	5	6	7	8	9	10	Mean	Category
R1	3	3	3	4	3	2	1	2	1	2	3.30	Quite Good
R2	4	3	3	4	2	2	1	3	2	4	2.90	Quite Good
R3	3	4	4	4	4	1	1	1	1	4	3.60	Good
R4	4	4	4	4	3	2	1	1	2	4	3.40	Quite Good
R5	4	4	3	4	4	1	2	1	1	2	3.70	Good
R6	3	4	3	3	4	2	4	2	3	2	3.00	Quite Good
R7	4	3	4	4	4	4	3	3	3	3	3.50	Quite Good
R8	4	4	4	4	4	4	4	4	4	2	3.80	Good
R9	4	4	4	4	4	4	4	4	4	2	3.80	Good
R10	3	4	4	4	3	4	4	4	4	4	3.80	Good
R11	4	4	4	4	4	4	4	4	4	4	4.00	Good
R12	4	4	4	4	4	2	4	4	2	1	3.30	Quite Good
Mean Score											3.51	Good

Based on the table of reveals, the student's statement is 3,51, which is categorized into the "Good" category. It means respondents agree with the statement. The results indicate that the use of the ELSA Speak application to increase pronunciation mastery is effective for the students. This result confirms that students agree that the use of the ELSA Speak application is acceptable in helping the students during the learning of pronunciation mastery.

B. Discussion

Based on the data from the experimental class that used the ELSA Speak application to analyze students' pronunciation mastery, there are differences in the test results that show up after the treatment phase. The increase is evident from the pre-test stage's mean score, which was 27.67, into a post-test score of 44.33. Based on the explanation, it was shown to the students that using the ELSA SPEAK application obtained more significant improvement than the post-test mean score was better than the pre-test mean score.

This study shows the effectiveness of improving pronunciation mastery based on the results of statistical scores. Based on SPSS 22nd edition calculations, it was found that the significance of the 2-tailed was .028, which was greater than the standard significance level of 0.05 ($.028 < 0.05$). The results of this statistical calculation state that the researcher H_1 is accepted and H_0 is rejected. This shows that by using the ELSA Speak application, there is a significant difference in students' mastery of pronunciation.

The ELSA Speak application is effective for use in teaching pronunciation but is also effective in maintaining students' attitudes, this result is in line with Dina Rismawati, Yayan Suryana and Vina Agustina who stated that the application of Elsa was effective in improving students' pronunciation skills and the results taken from the questionnaire showed that students demonstrated positive attitude towards the use of the Elsa application in learning English pronunciation. Therefore, it can be said that the Elsa application is not only

effective for teaching pronunciation but also effective in maintaining students' attitudes in learning English pronunciation³³.

The ELSA Speak application is useful and can help students learn to master pronunciation. The students' more active in responding and answering the questions during learning process. This result is in line with Ita Sarmita Samad and Ismail that the features in the ELSA Speak application in teaching pronunciation can make teaching more interesting and encourage students to participate more actively in the learning process to learn the master of pronunciation. The students were enthusiastic about the activity³⁴. Beside that, Khalid Agam Ikhwana stated that ELSA Speak as a supporting application gave positive results in improving the pronunciation skills of grade 10 AKL 2 students, and with this ELSA Speak application it made students more enthusiastic about learning English, especially in learning pronunciation³⁵.

The ELSA Speak application also make students' enthusiastic and does not bored to learn pronunciation. This is in line with the research from Hepy Adityarini, M. Ferizqo Fahdiansyah, Vina Novitasari stated that using the ELSA

³³ Rismawati, D., Suryana, Y., & Agustiana, V. (2022). The Effectiveness Of Elsa Speaking Application In Improving English Pronunciation, *The Proceedings of English Language Teaching, Literature, and Translation (ELTLT)*, Vol 10, no.1, 177–184. <https://proceeding.unnes.ac.id/index.php/eltlt2021/article/view/1329>

³⁴ Ita Sarmita Samad and Ismail, "ELSA Speak Application as a supporting Media and Enhancing Students' Pronunciation ability ," *Majesty Journal* Vol. 2 no. 2(2020), <http://doi.org/10.33487/majesty.v.2i2.510>

³⁵ Khalid Agam Ikhwana, "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)

Speak application³⁶.

Researcher distributed questionnaires to find out students' perceptions after implementing the ELSA Speak application at the treatment stage. The results describe a positive response from students in applying the ELSA Speak application to improve pronunciation mastery during the study. The response confirmed that the students agreed that the ELSA Speak application could help them improve their mastery of pronunciation. This result is in line with Nur Wahid Akhmad and Ahmad Munawir, which state that students' perceptions of the ELSA Speak application can improve students' pronunciation skills in English significantly. Thus, it is recommended to use this application in pronunciation practice³⁷.

³⁶ Hepy Adityarini, M. Ferizqo Fahdiansyah, Vina Novitasari, Enhancing Students' Pronunciation using Android Pronunciation Application, *Atlantis Press SARL*, Vol 10,no.1, <https://doi.org/10.2991/assehr.k.220503.089>

³⁷ Nur Wahid Akhmad and Ahmad Munawir, "Improving the Students' Pronunciation Ability by using ELSA Speak Application," *IDEAS 10*, no. 1 (2022), <http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/2868>.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the finding and discussion of the data analysis.

A. Conclusion

Based on the finding and discussion of the research, the researcher concluded that using the ELSA Speak application can improve Students' pronunciation skills of Madrasah Aliyah of Darul Istiqomah Cilallang Boarding School. It is shown that the testing "t" table shows that the t_{test} (2.537) is bigger than the t_{table} (1.796). When the t_{test} is bigger than t_{table} ($t_{test} > t_{table}$), the students' speaking skill was improved.

The result of the student's responses to the questionnaire indicates that most respondents agree that ELSA Speak application effective to learn pronunciation. It can be confirmed that the use of the ELSA Speak Application is effective in improving pronunciation mastery.

B. Suggestion

The researcher gives suggestions for this research result as follows:

1. For teachers

The teacher should be to use an appropriate method, technique, or media to teach English learning in order for students not bored and can be fun. The teacher may use an ELSA Speak application as a supporting tool in improving students'

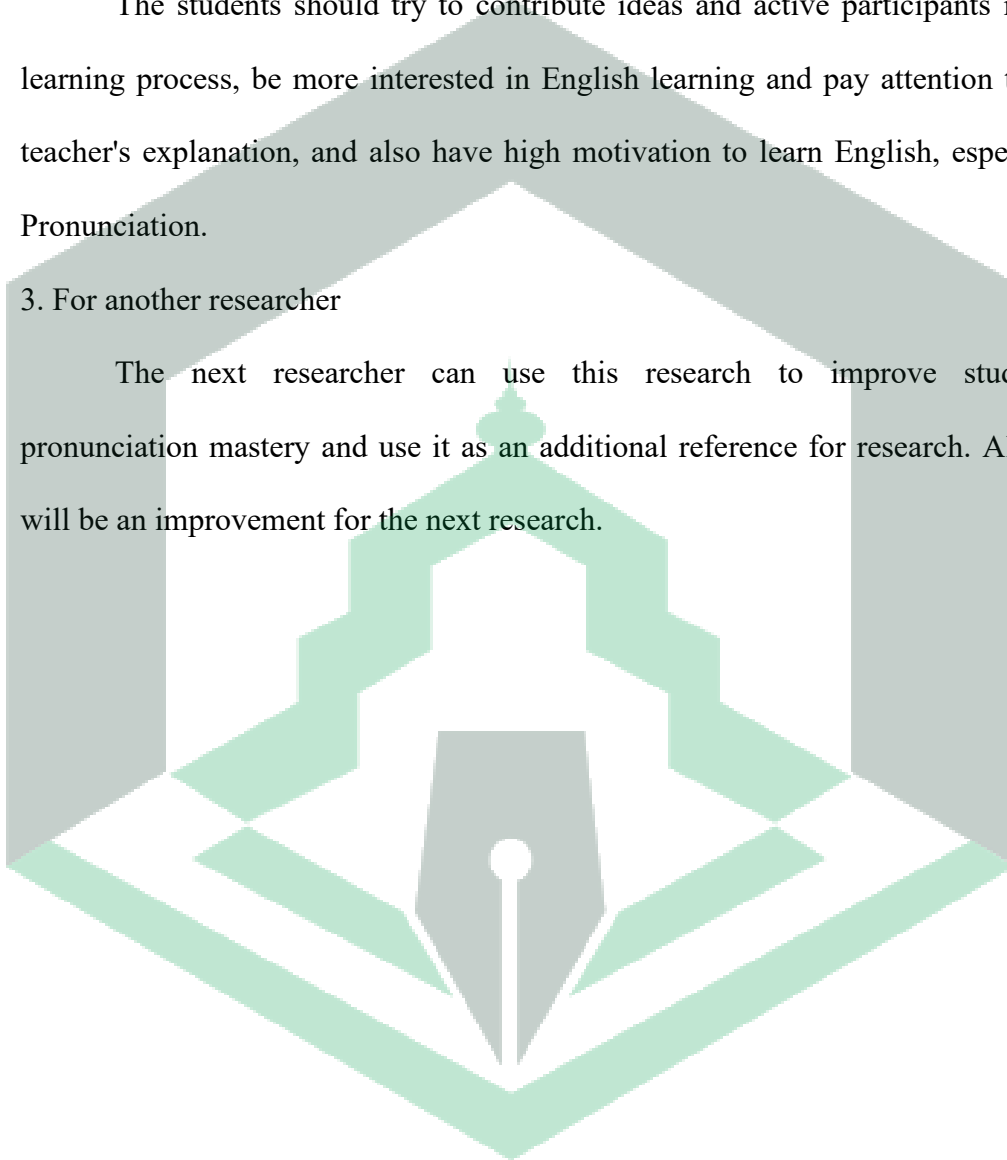
pronunciation skills. Before applying it, the teacher should have an Android smartphone and a good internet connection.

2. For students

The students should try to contribute ideas and active participants in the learning process, be more interested in English learning and pay attention to the teacher's explanation, and also have high motivation to learn English, especially Pronunciation.

3. For another researcher

The next researcher can use this research to improve students' pronunciation mastery and use it as an additional reference for research. Also, it will be an improvement for the next research.



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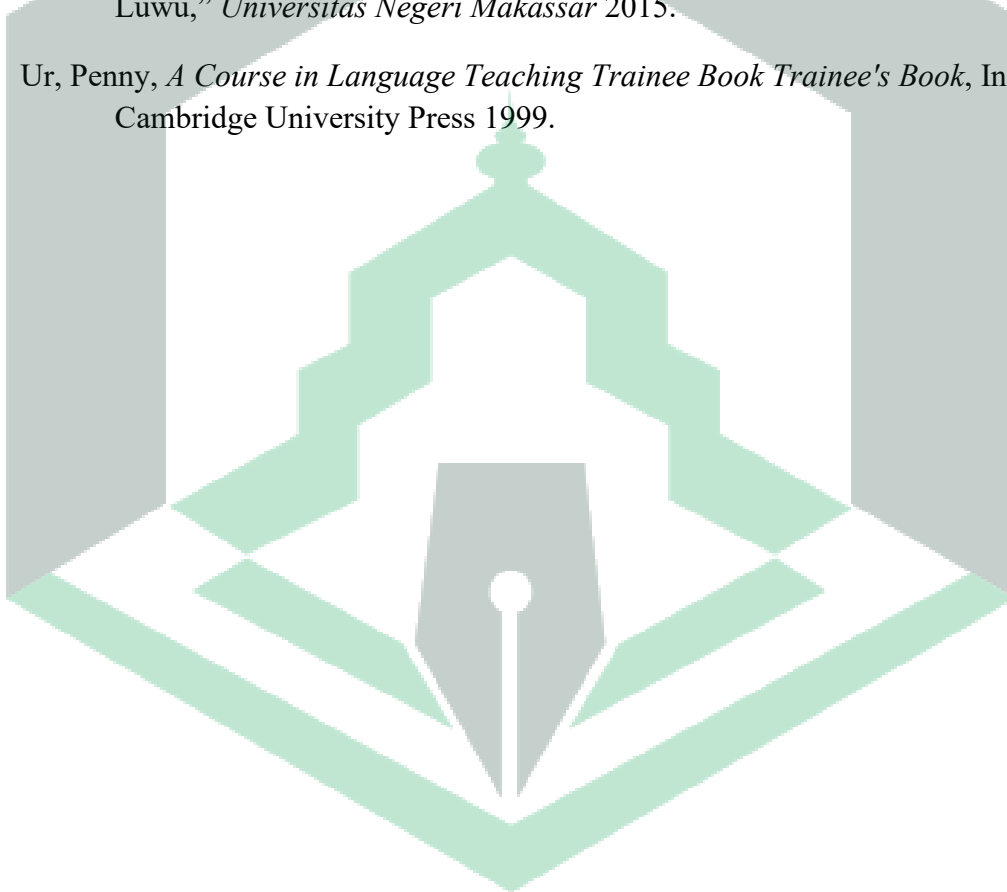
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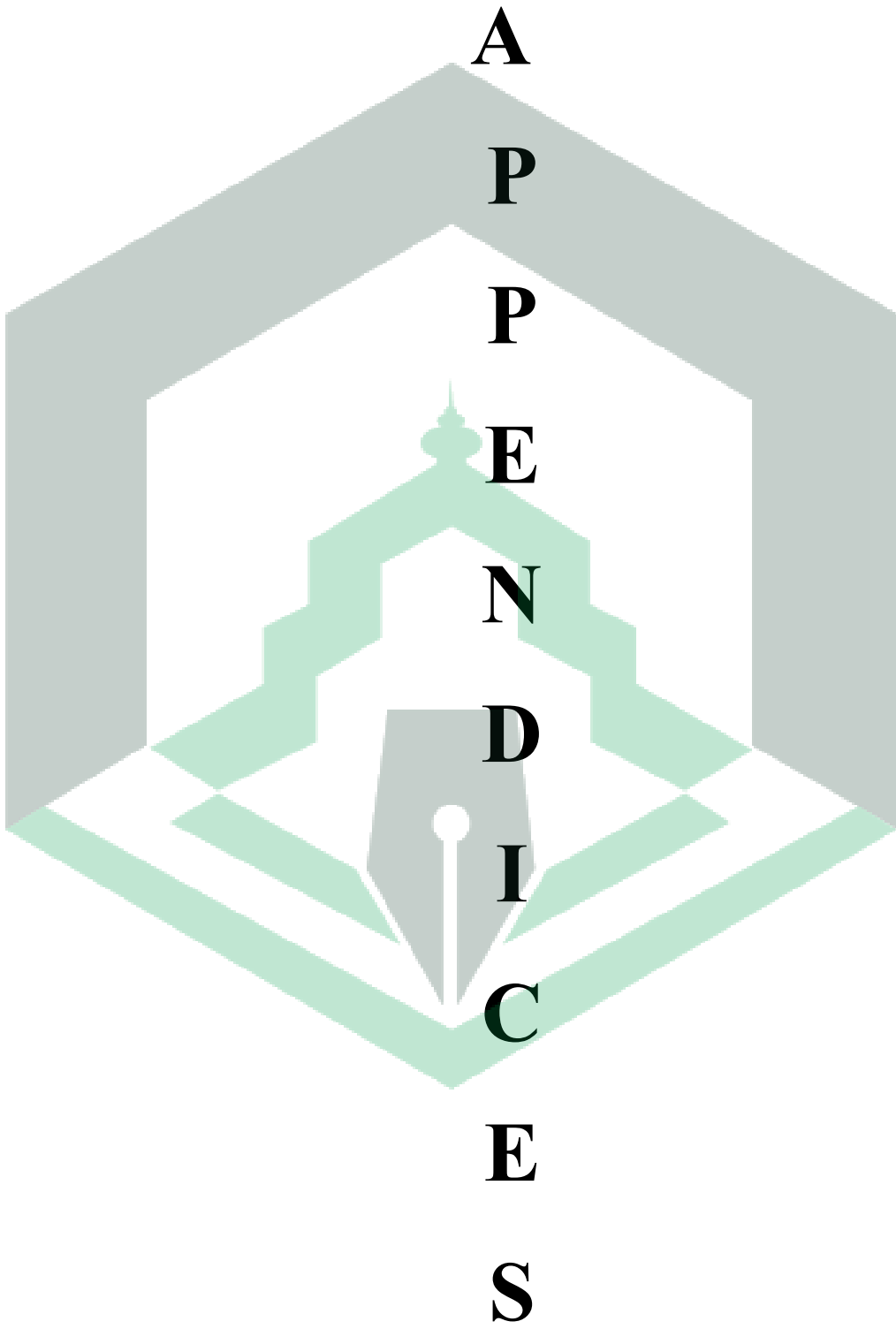
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PRE-TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Like
2. Arrive
3. Tie
4. Climb

Diphthong (eɪ)

5. Break
6. Rain
7. Save
8. Afraid

Diphthong (ɔɪ)

9. Choice
10. Noice
11. Oil
12. Annoyed

Diphthong (ɪə)

13. Ear
14. Near
15. Pier
16. Beard

Diphthong (eə)

17. Hair
18. There
19. Tear
20. Pair

Diphthong (uə)

21. Pure
22. Lure
23. Tourism
24. Poor

Diphthong (aʊ)

25. Brown
26. Hound
27. Now
28. Sound

Diphthong (əʊ)

29. Ocean
30. Slow
31. Though
32. Window

LEMBAR JAWABAN

Diphthong (aɪ)

1. Like : /laɪk/ (suka)
2. Arrive : /əˈraɪv/ (tiba)
3. Tie : / taɪ/ (mengikat)

4. climb : /klaɪm/ (mendaki)

Diphthong (eə)

17. Hair : /heə(r)(rambut)
18. There : /ðeə/ (di sana)
19. Tear : /teər/
(merobek)

20. Pair : / peər/
(pasangan)

Diphthong (eɪ)

5. Break : / breɪk/ (merusak)

6. Rain : : / reɪn/ (hujan)

7. Save : : /seɪv/ (menyimpan)

8. Afraid : : / əˈfreɪd/ (takut)

Diphthong (ʊə)

21. Pure : / pʃʊə(r)/
(bersih)
22. Lure : : / lʊə(r)/
(memancing)
23. Tourism : : /ˈtʊəɪzəm/
(pariwisata)
24. Poor : : / pʊə(r)/ (miskin)

Diphthong (ɔɪ)

9. Choice : : /tʃɔɪs/ (memilih)

10. Noise : : /nɔɪz/ (kebisingan)

11. Oil : : /ɔɪl/ (minyak)

12. Annoyed : : /əˈnɔɪd/ (terganggu)

Diphthong (aʊ)

25. Brown : : / braʊn/
(Cokelat)
26. Hound : : / haʊnd
(anjing)
27. Now : : / naʊ/
(sekarang)
28. Sound : : / saʊnd/ (suara)

Diphthong (ɪə)

13. Ear : : / ɪə(r)/ (telinga)
14. Near : : / nɪə(r)/ (di dekat)
15. Pier : : / pɪə(r)/ (dermaga)
16. Beard : : /bɪəd/ (jenggot)

Diphthong (əʊ)

29. Ocean : : / ‘əʊʃn/ (lautan)
30. Slow : : / sləʊ/(lambat)
31. Though : /ðəʊ/ (meskipun)
32. Window : : /ˈwɪndəʊ/
(jendela)

Note: Standarisasi Kamus Oxford

POST-TEST

Diphthong (aɪ)

1. Smile
2. Cry
3. Behind
4. Mine

Diphthong (eɪ)

5. Bike
6. Wait
7. Mail
8. Clay

Diphthong (ɔɪ)

9. Join
10. Destroy
11. Boil
12. Toy

Diphthong (ɪə)

13. meteorite
14. Real
15. Dear
16. Year

Diphthong (eə)

17. Air
18. Mayor
19. Vegetarian
20. Spare

Diphthong (uə)

21. Flower
22. During
23. Tour
24. Tournament

Diphthong (aʊ)

25. Gown
26. Account
27. Out
28. House

Diphthong (əʊ)

29. Widow
30. Clove
31. Globe
32. Flow

LEMBAR JAWABAN

Diphthong (aɪ)

1. Smile : /smaɪ/ (senyum)
2. Cry : /kraɪ/ (menangis)
(walikota)
3. Behind : / bɪ'haɪnd/ (di belakang)
4. Mine : / maɪn/ (milikku)

Diphthong (eɪ)

5. Bike : / beɪk/
6. Wait : / weɪt/
7. Mail : / meɪl/
8. Clay : / cleɪ/

Diphthong (ɔɪ)

9. Join : / dʒɔɪn/
10. Destroy : / di'strɔɪ/
11. Boil : / bɔɪl/
12. Toy : / tɔɪ/

Diphthong (ɪə)

13. meteorite: / 'mi:tiəraɪt/
14. Real : / riəl/
15. Dear : / diə/
16. Year : / jɪə/

Diphthong (eə)

17. Air : / eə/ (udara)
18. Mayor : / meə/

19. Vegetarian : / vedʒə'teəriən/
20. Spare : / speə/ (meluangkan)

Diphthong (ʊə)

21. Flower : / flauə/
22. During : / 'dʒʊəriŋ/
23. Tour : / 'tʊə/
24. Tournament: / 'tʊənmənt/

Diphthong (aʊ)

25. Gown : / gaʊn/
26. Account : / ə'kaʊnt/
27. Out : / aʊt/
28. House : / haʊs/

Diphthong (əʊ)

29. Widow : / 'wɪdəʊ/
30. Clove : / kləʊv/
31. Globe : / gləʊb/
32. Flow : / fləʊ/

QUESTIONNAIRE

Nama :

Kelas :

Kusioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran Pronunciation (Pengucapan) pada mata pelajaran bahasa Inggris

Petunjuk Pengisian!

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah **salah satu** jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS (4) : Sangat Setuju

S (3) : Setuju

KS (2) : Kurang Setuju

TS (1) : Tidak Setuju

No.	Dalam pronunciation mastery (penguasaan pengucapan)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa inggris menggunakan aplikasi Elsa Speak.				
2.	Mempelajari pengucapan bahasa inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak.				
3.	Aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa inggris.				
4.	Saya menyukai pembelajaran pengucapan bahasa inggris dengan menggunakan aplikasi Elsa Speak.				
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.				
6.	Belajar pengucapan bahasa inggris dengan menggunakan aplikasi Elsa Speak tidak membantu saya dalam memecahkan masalah dalam pembelajaran.				
7.	Penggunaan aplikasi Elsa Speak menarik bagi saya.				
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempersulit saya dalam menerima pembelajaran.				
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.				
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai				

	pengucapan bahasa Inggris.				
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : Madrasah Aliyah Pondok Pesantren Darul Istiqomah

Cilallang

Mata Pelajaran : Bahasa Inggris

Pertemuan : 1 (Pertama)

Materi Pokok : Phonetic Symbols

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah mendengarkan penjelasan materi dari aplikasi ELSA Speak, peserta didik diharap mampu meningkatkan kemampuan pengucapan siswa.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi ELSA SPEAK Application
- Speaker

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mendengarkan dengan baik bunyi dari masing-masing symbol Phonetic.

Kegiatan Inti (30 Menit)

1. Menjelaskan materi yang dipelajari dan membagikan kertas selebar kepada siswa yang berisikan list phonetic symbols.
2. Menjelaskan cara pengucapan bunyi symbol phonetic kepada siswa sebelum siswa mengucapkan list phonetic symbols satu persatu.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dan tidak tau pengucapan phonetic symbols yang benar.
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan.

Kegiatan Penutup (10 Menit)

1. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
2. Memberi penguatan kepada siswa berupa motivasi dll.
3. Menutup kelas dengan berdoa dan salam

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Institusi : Madrasah Aliyah Pondok Pesantren Darul Istiqamah

Cilallang

Mata Pelajaran : Bahasa Inggris

Pertemuan : 2 (Kedua)

Materi Pokok : Diphtong (aI, eI, oI, and Iə)

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah mendengarkan penjelasan materi dari aplikasi ELSA Speak, peserta didik diharap mampu meningkatkan kemampuan pengucapan siswa.

B. Model Pembelajaran
Blended Learning

C. Media / Sumber Belajar

- Aplikasi ELSA Speak
- Speaker

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari

2. Menginstruksikan kepada siswa untuk mendengarkan dengan baik bunyi dari masing-masing symbol Phonetic terkhusus diphthong aI, eI, oI, and Iə.

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dan membagikan kertas selebar kepada siswa yang berisikan list phonetic symbols terkhusus diphthong aI, eI, oI, and Iə.
2. Menjelaskan cara pengucapan bunyi diphthong kepada siswa sebelum siswa mengucapkan list bunyi diphthong aI, eI, oI, and Iə.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama.
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan.

Kegiatan Penutup (10 Menit)

1. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
2. Memberi penguatan kepada siswa berupa motivasi dll.
3. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : Madrasah Aliyah Pondok Pesantren Darul Istiqomah

Mata Pelajaran : Bahasa Inggris

Pertemuan : 3 (Ketiga)

Materi Pokok :Diphthong (eə, uə, au and əu)

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah mendengarkan penjelasan materi dari aplikasi ELSA Speak, peserta didik diharap mampu meningkatkan kemampuan pengucapan siswa.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mendengarkan dengan baik bunyi dari masing-masing symbol Phonetic terkhusus diphthong eə, uə, au and əu.

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dan membagikan kertas selebar kepada siswa yang berisikan list phonetic symbols terkhusus diphthong eə, uə, au and əu.
2. Menjelaskan cara pengucapan bunyi diphthong kepada siswa sebelum siswa mengucapkan list bunyi diphthong eə, uə, au and əu.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama.
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan.

Kegiatan Penutup (10 Menit)

1. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan.
2. Memberi penguatan kepada siswa berupa motivasi dll.
3. Menutup kelas dengan berdoa dan salam.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : Madrasah Aliyah Pondok Pesantren Darul Istiqomah

Mata Pelajaran : Bahasa Inggris

Pertemuan : 4 (Keempat)

Materi Pokok : Level 1 (Work)

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah mendengarkan penjelasan materi dari aplikasi ELSA Speak, peserta didik diharap mampu meningkatkan kemampuan pengucapan siswa.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi ELSA Speak
- Speaker

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari

2. Menginstruksikan kepada siswa untuk mendengarkan dengan baik pelajaran yang akan diberikan melalui aplikasi ELSA Speak.

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi ELSA Speak. Di dalam aplikasi ELSA Speak terdapat materi yang sesuai dengan bunyi diphtong.
2. Menjelaskan cara kerja aplikasi Elsa Speak kepada siswa dimana di level 1-Work terdapat 6 lesson yaitu lesson 1 – Can you hear the difference between now and know?, lesson 2- Work words, Lesson 3- Work Phrases, lesson 4- Stress these words: employer, programming, avoid, lesson 5- Work sentences, lesson 6- Working overtime. Setelah itu, siswa akan diarahkan untuk mendengarkan dengan baik native speaker. Setelah itu, siswa akan diarahkan untuk memilih dan mengucapkan yang telah disediakan dalam aplikasi dan secara otomatis suara siswa akan direkam oleh aplikasi dan memberikan penilaian.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama.
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan.

Kegiatan Penutup (10 Menit)

1. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan.
2. Memberi penguatan kepada siswa berupa motivasi dll.
3. Menutup kelas dengan berdoa dan salam.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Institusi : Madrasah Aliyah Pondok Pesantren Darul Istiqomah

Mata Pelajaran : Bahasa Inggris

Pertemuan : 5 (Kelima)

Materi Pokok : Level 2 (Sports)

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah mendengarkan penjelasan materi dari aplikasi ELSA Speak, peserta didik diharap mampu meningkatkan kemampuan pengucapan siswa.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi ELSA Speak
- Speaker

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mendengarkan dengan baik pelajaran yang akan diberikan melalui aplikasi ELSA Speak.

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi ELSA Speak. Di dalam aplikasi ELSA Speak terdapat materi yang sesuai dengan bunyi diphthong.
2. Menjelaskan cara kerja aplikasi Elsa Speak kepada siswa dimana di level 2- Sports terdapat 6 lesson yaitu lesson 1 – It is play or plea, lesson 2- Sports words, Lesson 3- Sports Phrases, lesson 4- Can you stress the word disappointing?, lesson 5- Sports sentences, lesson 6- Soccer fan. Setelah itu, siswa akan diarahkan untuk mendengarkan dengan baik native speaker. Setelah itu, siswa akan diarahkan untuk memilih dan mengucapkan yang telah disediakan dalam aplikasi dan secara otomatis suara siswa akan direkam oleh aplikasi dan memberikan penilaian.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama.
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan.

Kegiatan Penutup (10 Menit)

1. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan.
2. Memberi penguatan kepada siswa berupa motivasi dll.
3. Menutup kelas dengan berdoa dan salam.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : Madrasah Aliyah Pondok Pesantren Darul Istiqomah
Mata Pelajaran : Bahasa Inggris
Pertemuan : 6 (Keenam)
Materi Pokok : Level 3 (Food & Drink)
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah mendengarkan penjelasan materi dari aplikasi ELSA Speak, peserta didik diharap mampu meningkatkan kemampuan pengucapan siswa.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi ELSA Speak
- Speaker

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mendengarkan dengan baik pelajaran yang akan diberikan melalui aplikasi ELSA Speak.

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi ELSA Speak. Di dalam aplikasi ELSA Speak terdapat materi yang sesuai dengan bunyi diphthong.
2. Menjelaskan cara kerja aplikasi Elsa Speak kepada siswa dimana di level 3- Food and drink terdapat 6 lesson yaitu lesson 1 –Similar words : boil & bowl?, lesson 2- Food and drink words, Lesson 3- Food and drink Phrases, lesson 4- Stress these words: avocado, tomato, supposed, lesson 5- Food and drink sentences, lesson 6- Trying a new restaurant. Setelah itu, siswa akan diarahkan untuk mendengarkan dengan baik native speaker. Setelah itu, siswa akan diarahkan untuk memilih dan mengucapkan yang telah di sediakan dalam aplikasi dan secara otomatis suara siswa akan di rekam oleh aplikasi dan memberikan penilaian.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama.
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan.

Kegiatan Penutup (10 Menit)

1. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan.
2. Memberi penguatan kepada siswa berupa motivasi dll.
3. Menutup kelas dengan berdoa dan salam.



QUESTIONNAIRE

Nama : RESTU DAM

Kelas : X

Kuisisioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Petunjuk Penelitian!

1. Buatlah pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Lilah pernyataan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Carakaian

- SS (4) : Sangat Setuju
 S (3) : Setuju
 KS (2) : Kurang Setuju
 TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak			✓	
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak			✓	
3.	aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris.			✓	
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak		✓		✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak			✓	✓
6.	Belajar Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memecahkan masalah dalam pembelajaran.			✓	
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam menerima pembelajaran.			✓	
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.				✓
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan bahasa Inggris.			✓	

QUESTIONNAIRE

Nama : Yusuf, Abdus - Sals

Kelas : 11

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Pernyataan / Pernyataan

1. Berapakah pertanyaan pada tes yang telah disediakan, kemudian jawaban adalah satu.
2. Jawaban yang salah mengakibatkan keabahan yang Anda rasakan.
3. Tidak terdapat jawaban BENAR atau SALAH. Jawaban yang salah akan dengan keabahan. Anda akan sangat bergairah bagi sendiri.
4. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan diabaikan. Jawaban Anda hanya untuk keperluan sendiri.
5. Kebenaran atau salahnya jawaban yang diabaikan.
6. Atas partisipasi Anda sendiri mengucapkan banyak terima kasih.

Tuliskan pernyataan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) Sangat Setuju
 S (3) Setuju
 KS (2) Kurang Setuju
 TS (1) Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosakata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari penguasaan bahasa Inggris menggunakan aplikasi Elsa Speak.				✓
2.	Memperoleh penguasaan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak.				✓
3.	aplikasi Elsa Speak sangat menarik diterapkan dalam pembelajaran penguasaan bahasa Inggris.				✓
4.	Saya menyukai pembelajaran Penguasaan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.				✓
5.	Penggunaan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.				✓
6.	Belajar Penguasaan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membuat saya dalam suasana belajar dalam pembelajaran.				✓
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak, Meningkatkan saya dalam suasana pembelajaran.				✓
9.	Saya mudah merasakan tugas penguasaan setelah menggunakan aplikasi Elsa Speak.				✓
10.	Pembelajaran menggunakan aplikasi Elsa Speak mempermudah dalam menguasai penguasaan Bahasa Inggris.	✓			

QUESTIONNAIRE

Nama : *Ady Pratomo*

Kelas : *1001*

Kuisisioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pengucapan) pada mata pelajaran Bahasa Inggris.

Pernyataan Pengujian:

1. Bacalah pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Isilah pernyataan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) : Sangat Setuju
- S (3) : Setuju
- KS (2) : Kurang Setuju
- TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosakata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak.				✓
2.	Kempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak.				✓
3.	Aplikasi Elsa Speak sangat cocok digunakan dalam pembelajaran pengucapan bahasa Inggris.			✓	
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.				✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.				✓
6.	Belajar Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membuat saya lebih mudah dalam menyelesaikan masalah dalam pembelajaran.				✓
7.	Penggunaan aplikasi Elsa Speak. Menarik bagi saya.			✓	
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak. Mempermudah saya dalam menyelesaikan pembelajaran.				✓
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.				✓
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris.			✓	

QUESTIONNAIRE

Nama : RIFD YUSUF

Kelas : X *(Gardha)*

Kuisisioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pengucapan) pada mata pelajaran Bahasa Inggris.

Contoh Perintah:

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Jika mendapat jawaban BENAR atau SALAH, jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua soal yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Tuliskan pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan:

Keterangan:

- SS (4) : Sangat Sesuai
- S (3) : Sesuai
- KS (2) : Kurang Sesuai
- TS (1) : Tidak Sesuai

No.	Dalam vocabulary mastery (penggunaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa inggris menggunakan aplikasi Elsa Speak				✓
2.	Mempelajari pengucapan bahasa inggris lebih mudah apabila menggunakan aplikasi Elsa Speak				✓
3.	Aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris.				✓
4.	Saya menyukai pembelajaran Pengucapan bahasa inggris dengan menggunakan aplikasi Elsa Speak.				✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.				✓
6.	Belajar Pengucapan Bahasa Inggris dengan menggunakan aplikasi Elsa Speak membuat saya dalam menyelesaikan masalah dalam pembelajaran				✓
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam menerima pembelajaran.				✓
9.	Saya mudah menggunakan fitur pengucapan setelah menggunakan aplikasi Elsa Speak.				✓
10.	Pembelajaran tanpa aplikasi Elsa Speas mempermudah dalam menguasai pengucapan Bahasa Inggris.	✓			

QUESTIONNAIRE

Nama : ARZA MUCILAWATI

Kelas : IX

Kuisioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pegucapan) pada mata pelajaran Bahasa Inggris.

Petunjuk Pengisian:

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan pada skala menggunakan nilai Anda rasakan (dikembangkan). Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Jawab pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang sesuai disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) : Sangat Setuju
 S (3) : Setuju
 KS (2) : Kurang Setuju
 TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosakata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak.				✓
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak.			✓	
3.	Aplikasi Elsa Speak sangat enak diterapkan dalam pembelajaran pengucapan bahasa Inggris.				✓
4.	Saya menyukai pembelajaran pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.				✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.				✓
6.	Belajar Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memecahkan masalah dalam pembelajaran.				✓
7.	Penggunaan aplikasi Elsa Speak menarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam menerima pembelajaran.				✓
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.				✓
10.	Pembelajaran tanpa aplikasi Elsa Speak mempersulit dalam menguasai pengucapan Bahasa Inggris.				✓

QUESTIONNAIRE

Nama : SYLLA, SYLLA

Kelas : IK 1

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pegucapan) pada mata pelajaran Bahasa Inggris.

Pengantar Penelitian

1. Bacalah pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan.
4. Jawaban Anda hanya untuk keperluan peneliti.
5. Mohon diisi semaksimal yang ditanyakan.
6. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Jilah persepsi yang dibawah ini dengan memberikan tanda (✓) pada kalcepi yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) : Sangat Setuju
 S (3) : Setuju
 KS (2) : Kurang Setuju
 TS (1) : Tidak Setuju

No.	Dalam variabel mystery (penguasaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan Bahasa Inggris menggunakan aplikasi Elsa Speak				✓
2.	Kemampuan pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak				✓
3.	Aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris.				✓
4.	Saya menyukai pembelajaran Pengucapan Bahasa Inggris dengan menggunakan aplikasi Elsa Speak.				✓
5.	Penggunaan saya bertumbuh baik dengan menggunakan aplikasi Elsa Speak.				✓
6.	Profil Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memahami materi dalam pembelajaran.				✓
7.	Penggunaan aplikasi Elsa Speak. Menarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak. Mempermudah saya dalam materi pembelajaran.				✓
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.				✓
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris.		✓		

QUESTIONNAIRE

Nama : NIKA FURIA-U

Kelas : X

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Petunjuk Penilaian:

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan kondisi yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH, jawaban jujur yang sesuai dengan kondisi Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) : Sangat Setuju
 S (3) : Setuju
 KS (2) : Kurang Setuju
 TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosakata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak.			✓	
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak.			✓	
3.	aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris.				✓
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.			✓	✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.			✓	✓
6.	Belajar Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memecahkan masalah dalam pembelajaran.			✓	✓
7.	Penggunaan aplikasi Elsa Speak. Menarik bagi saya.			✓	✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam meneruskan pembelajaran.			✓	✓
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.			✓	✓
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris.	✓			✓

QUESTIONNAIRE

Nama : OMK YONG DWI S.

Kelas : XI

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Pernyataan

1. Banyak pernyataan pada lembar yang telah disediakan, kerumitlah pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban/jawab yang sesuai dengan kondisi Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan dalam pertimbangan jawaban Anda hanya untuk kepentingan peneliti.
4. Mafhum di atas semua benar yang ditanyakan.
5. Anda berpartisipasi aktif, penuh, mengemukakan banyak informasi.

Dalam pernyataan dibawah ini dengan mencentokkan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan

- SS (4) : Sangat Setuju
 S (3) : Setuju
 KS (2) : Kurang Setuju
 TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penggunaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak.			✓	
2.	Mempelajari, penggunaan, review Inggris lebih mudah dipelajari menggunakan aplikasi Elsa Speak.			✓	
3.	Aplikasi Elsa Speak sangat cocok digunakan dalam pembelajaran pengucapan bahasa Inggris.			✓	
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.			✓	
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.			✓	
6.	Belajar Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memahami dan dalam pembelajaran.		✓		✓
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak. Mempermudah saya dalam menerima pembelajaran.		✓		
9.	Saya sudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.			✓	
10.	Pembelajaran menggunakan aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris.		✓		

QUESTIONNAIRE

Nama : ISGOLANNA

Kelas : IGV5

Kuisdorm ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pengucapan) pada mata pelajaran Bahasa Inggris.

Pernyataan/Pengucapan:

1. Berikut pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban HEBAT atau SANGAT HEBAT. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Melisis diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Jika pernyataan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) : Sangat Setuju
- S (3) : Setuju
- KS (2) : Kurang Setuju
- TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (pengucapan kata-kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak				✓
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak				✓
3.	Aplikasi Elsa Speak sangat menarik dan menyenangkan dalam pembelajaran pengucapan bahasa Inggris.				✓
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak				✓
5.	Pengucapan kata bertambah baik dengan menggunakan aplikasi Elsa Speak.				✓
6.	Kejadian Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membuat saya tertarik dalam pembelajaran.		✓		
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam menerima pembelajaran.				✓
9.	Saya sudah mempersiapkan tugas pengucapan sebelum menggunakan aplikasi Elsa Speak.		✓		
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris.	✓			

QUESTIONNAIRE

Nama : Yusuf

Kelas : 302

Kuisisioner ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Petunjuk Jawaban:

1. Bacalah pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Memberikan semua jawaban yang dirangsang.
5. Max partisipasi Anda, peneliti mengucapkir banyak terima kasih.

Tanda pertanyaan dibawah ini dengan memberikan tanda (+) pada kolom yang telah disediakan sesuai dengan yang anda rasakan.

Keterangan:

- SS (4) : Sangat Sesuai
 S (3) : Sesuai
 KS (2) : Kurang Sesuai
 TS (1) : Tidak Sesuai

No.	Dalam vocabulary mastery (penguasaan lisan kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak				✓
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak			✓	✓
3.	aplikasi Elsa Speak sangat cocok digunakan dalam pembelajaran pengucapan bahasa Inggris.			✓	✓
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak			✓	✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak			✓	✓
6.	Belajar Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam menyelesaikan masalah dalam pembelajaran			✓	✓
7.	Penggunaan aplikasi Elsa Speak. Menarik bagi saya.			✓	✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak. Mempromosikan saya dalam meningkatkan pembelajaran.			✓	✓
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak			✓	✓
10.	Pembelajaran tanpa aplikasi Elsa Speak kurang efektif dalam menguasai pengucapan Bahasa Inggris.			✓	✓

QUESTIONNAIRE

Nama : THEA KIKIR

Kelas : 2.42

Kuisiomer ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Pernyataan Penelitian:

1. Soal-soal pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban-jawab yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Sebelum diisi semua orang yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Tetaplah pernyataan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

- SS (4) Sangat Setuju
- S (3) Setuju
- KS (2) Kurang Setuju
- TS (1) Tidak Setuju

No.	Isi pernyataan	TS (1)	KS (2)	S (3)	SS (4)
1.	Dalam vocabulary mastery (penguasaan kosa kata) Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak.			✓	
2.	Kemampuan pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak.			✓	
3.	Aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris.			✓	✓
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.			✓	✓
5.	Penggunaan saya bertambah baik dengan menggunakan aplikasi Elsa Speak.			✓	
6.	Sebagai Pembelajaran bahasa Inggris, aplikasi Elsa Speak membantu saya dalam menyelesaikan masalah dalam pembelajaran.			✓	✓
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya.			✓	✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam menerima pembelajaran.			✓	✓
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.			✓	✓
10.	Pembelajaran dengan aplikasi Elsa Speak mempermudah dalam menguasai pengucapan bahasa Inggris.			✓	✓

QUESTIONNAIRE

Nama : XXXXXX

Kelas : XX

Kuisdonyor ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran pronunciation (Pronunciation) pada mata pelajaran Bahasa Inggris.

Sebelumnya Perhatikan!

1. Bacalah pernyataan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi sesuai sembar yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Tetap semangat! dijawab ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang Anda rasakan.

Keterangan:

- SS (4) : Sangat Setuju
 S (3) : Setuju
 KS (2) : Kurang Setuju
 TS (1) : Tidak Setuju


No.	Daftar vocabulary mastery (penggunaan kata-kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak			✓	✓
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak			✓	
3.	aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris.			✓	
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak.				✓
5.	Pengucapan saya berubahlah baik dengan menggunakan aplikasi Elsa Speak.		✓		
6.	Dalam penggunaan bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memecahkan masalah dalam pembelajaran.			✓	
7.	Penggunaan aplikasi Elsa Speak. Merarik bagi saya.				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak. Mempermudah saya dalam menerima pembelajaran.			✓	
9.	Saya mudah mengerjakan tugas pengucapan setelah menggunakan aplikasi Elsa Speak.			✓	
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris.	✓			











No.	Dalam vocabulary mastery (penguasaan kata-kata)	TS (1)	KS (2)	S (3)	N (4)
1.	Saya merasa senang ketika mempelajari pengucapan bahasa Inggris menggunakan aplikasi Elsa Speak				✓
2.	Mempelajari pengucapan bahasa Inggris lebih mudah dipahami menggunakan aplikasi Elsa Speak			✓	
3.	aplikasi Elsa Speak sangat cocok diterapkan dalam pembelajaran pengucapan bahasa Inggris			✓	
4.	Saya menyukai pembelajaran Pengucapan bahasa Inggris dengan menggunakan aplikasi Elsa Speak				✓
5.	Pengucapan saya bertambah baik dengan menggunakan aplikasi Elsa Speak		✓		
6.	Dalam mempelajari bahasa Inggris dengan menggunakan aplikasi Elsa Speak membantu saya dalam memecahkan masalah dalam pembelajaran			✓	
7.	Penggunaan aplikasi Elsa Speak Menarik bagi saya				✓
8.	Pembelajaran dengan menggunakan aplikasi Elsa Speak mempermudah saya dalam menerima pembelajaran			✓	
9.	Saya mudah menguasai tugas pengucapan setelah menggunakan aplikasi Elsa Speak				✓
10.	Pembelajaran tanpa aplikasi Elsa Speak mempermudah dalam menguasai pengucapan Bahasa Inggris	✓			