

THE EFFECT OF 'ELSA SPEAK' APPLICATION ON STUDENTS' PRONUNCIATION IN ENGLISH

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Abstrak

Pada saat ini, teknologi merupakan hal yang lumrah sebagai sumber belajar, salah satunya adalah penggunaan sebuah aplikasi untuk menunjang proses pembelajaran. Penelitian ini bertujuan untuk mengetahui efek dari aplikasi *ELSA Speak* terhadap pengucapan/pelafalan siswa dalam Bahasa Inggris. *ELSA* merupakan singkatan dari *English Language Speech Assistant*. Aplikasi ini dapat digunakan untuk melatih kemampuan pelafalan siswa agar sesuai dengan cara pelafalan dari penutur asing. Penelitian ini menerapkan metode kuantitatif dengan menggunakan desain penelitian pra-eksperimental. Populasi dalam penelitian ini adalah 5 orang siswa kelas 8 Sekolah Menengah Pertama (SMP) dalam sebuah bimbel bernama Rumah Belajar Unggulan. Pengumpulan data dilakukan dengan cara melakukan *pre-test* dan *post-test*. Hasil penelitian ini menunjukkan bahwa hasil *post-test* memiliki nilai yang lebih tinggi dibandingkan hasil *pre-test*. Hal ini menunjukkan bahwa penggunaan aplikasi *ELSA Speak* memiliki efek dalam meningkatkan kemampuan pengucapan/pelafalan siswa dalam Bahasa Inggris.

Kata kunci: *ELSA Speak*, Pengucapan/Pelafalan, Aplikasi

Abstract

At this time, technology is commonplace as a learning resource, for example is the use of an application to support the learning process. This study aims to determine the effect of ELSA Speak application on student's pronunciation in English. ELSA stands for English Language Speech Assistant. This application can be used to train students' pronunciation skills to match the pronunciation of foreigners/native speakers. This study applies a quantitative method using a pre-experimental research design. The population in this study were 8th grade of 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. This shows that the use of ELSA Speak application has an effect in improving students' pronunciation skills in English.

Keywords: *ELSA Speak, Pronunciation, Application*

A. Introduction

English is a global language that has been widely used in several countries and it becomes international language. It indicates that learning English is important. In learning English, students are expected to be able to master all

of English skills; listening, speaking, reading, and writing. They are abilities that need to be improved by students, including in junior high school level (Niah & Pahmi, 2019).

Speaking is an important skill. Speaking in English is becoming increasingly important in

international communication. However, students often ignore the importance of the ability to speak in English, because a process to pronounce an English sound is difficult for a student who learns English as a foreign language in particular when a teacher is also not a native speaker and failure to pronounce an English sound properly might result in misunderstanding of meaning (Aratusa, 2019), though this ability is very useful for them. By mastering English, they can be more helped in various things such as communicating with people from other countries, they can be used in work, they can teach knowledge to people who do not know, etc.

From the explanation above, the writer concludes that speaking is very important to learn and as one of the skills needed. However, speaking in English is not easy for some students. They found some of the difficulties in the speaking process such as errors in pronunciation, lack of vocabulary, or feel shy to speaking in front of people. For instance, Indonesia has many different dialects or accents based on their region. Then most of the Indonesian students' pronunciation will be affected by their dialect and thus their foreign language will be sounded unnaturally (Samad & Ismail, 2020). Some of them have difficulty in pronunciation because of influence from mother tongue, area of origin, and social environment.

Pronunciation is one of the basic requirements of learner's competence and it also requires a place in language instruction (Yürük, 2020). Pronunciation is a

crucial ingredient of the learning of oral skills in a second language (Hismanoglu & Hismanoglu, 2010). Pronunciation is the first thing that native speakers will be aware of along the conversation. Thus, they can perceive that a person is bad in English simply because he/she has poor pronunciation (Sarmita Samad & Aminullah, 2019). Pronunciation continues to grow in importance because of its central roles in speech communication and speaker identity. Being able to communicate in English is relatively indispensable in today's world in the light of the increased people's mobility, joint study programmes, commercial networks, information technology, medicine, diplomacy, and many more (Por et al., 2012). And also in daily life, such as while shopping, traveling, dining, and even in using the social media sites the individuals are required to understand the English language (Cavus, 2016). Therefore, leaning pronunciation in English is very important. So that there is no misunderstanding in communication between each other.

The emergence of the globalisation process has generated a lot of cultural, political, economic, technological, scientific, and information exchange which is often mediated by translators and interpreters. Therefore, the need for well-trained linguists who are able to effectively convey a message, be it written or spoken, from one language to another has also arisen (Şimon et al., 2015). This communication includes the use of oral language, and helps explain the increasing diffusion of English and learning throughout

the world (Martins et al., 2016). The era 4.0 education should support the students independently. The learning is shaped to students-centered. It allows the students to learn by themselves utilizing various sources of media (Samad & Ismail, 2020). Teaching era in 4.0 cannot be separated with Information and Communication Technology (ICT) (Suryani et al., 2019). The development of hardware technology for mobile devices, like smart phones and tablet computers, enhances the convenience of learning both inside and outside of the classroom (Sudarmaji, 2021). The combination of mobile devices and related software may support individual and cooperative learning in classrooms (Hao et al., 2019). One of them is to use media applications that can be installed on mobile phone. In using android as media learning, the teachers are easy to download and find many applications for teaching and learning process (Abbas & Fathira, 2020).

The students in junior high school need to be provided with interesting speaking materials, meaningful activities, and opportunities to learn speaking and pronunciation learning independently. Many students feel sleepy and bored when listening to the teacher speak in front of the class, especially in a language that the students do not understand. May be because the teacher does not use good techniques or methods in the classroom. Students' low motivation is reflected in their assessment of English as a boring and difficult subject. This might be

one of the results of a teaching and learning process which tends to be repetitive and lack creativity. Therefore, teachers should facilitate this learning by not only explaining meanings but also modeling the pronunciation of these words (Cerezo et al., 2019). Teachers need to make the material more interesting and motivating, so that the students can advance in speaking. And also the more students feel confident to initiate practice to communicate in English the more likely they improve their pronunciation (Haryadi, S & Aprianoto, 2020).

Based on statement above, the writer will apply learning method that is not monotonous because the students can use the application for learning. It is called *ELSA Speak*. *ELSA* stands for English Language Speech Assistant. It is an application for android that can be freely downloaded from *AppStore* or *Google Play*. *ELSA Speak* is completed with a microphone icon that the students can use it directly to practice to speak like the audio has been listened. This application is very useful for all students because it is easy to use, so it can help us for learning pronunciation in English. It also has interesting features that can make students more enthusiastic in learning.

A previous related study examined the perception of students in their pronunciation class of the *ELSA Speak* application (Sarmita Samad & Aminullah, 2019). The study concluded that the students feel that the software is appropriate for teaching and learning.

Based on the explanation above, the writer interests to use experimental to overcome the problems. The writer interests to conduct the research entitled "The Effect of *ELSA Speak* Application on Students' Pronunciation in English."

B. Methodology

This research applied experimental research design. Specifically, it used pre-experimental design since the total of the students is only five. The population the students in a tuition center called Rumah Belajar Unggulan and the sample is the 8th grade of junior high school students.

In this study, the instruments used were pre-test and post-test. It consisted of 5 items were used to test the students' pronunciation. In addition to assessing pronunciation, the writer also assessed intonation, fluency, and accuracy of meaning. Each aspect has the lowest score is 1 and the highest is 5. The table 1 illustrated the scoring system clearly.

Table 1. The Scoring System of the Test

Aspect	Description
Pronunciation	5 (81 % - 100 %) = Almost perfect
	4 (61 % - 80 %) = There is an error but it does not interfere with the meaning
	3 (41 % - 60 %) = There are

	some errors and interfere with the meaning 2 (21 % - 40 %) = There are lots of mistakes and interfere with the meaning 1 (1 % - 20 %) = Too many mistakes so hard to understand
Intonation	5 = Almost perfect 4 = There is an error but it does not interfere with the meaning 3 = There are some errors and interfere with the meaning 2 = There are lots of mistakes and interfere with the meaning 1 = Too many mistakes so hard to understand
Fluency	5 = Very fluent 4 = Fluent 3 = Quite fluent 2 = Less fluent 1 = Not fluent
Accuracy	5 = Very accurate

	4 = Accurate 3 = Quite accurate 2 = Less accurate 1 = Not accurate
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No.	Nama Siswa	Skor yang diperoleh				Jumlah skor yang diperoleh	Jumlah skor akhir
		Aspek 1 (Pengucapan)	Aspek 2 (Intonasi)	Aspek 3 (Kelancaran)	Aspek 4 (Ketepatan Makna)		
1.	Princes Joice Travela	4	4	4	3	15	75
2.	Adinda Suciwati Apta E.	2	3	3	2	10	45
3.	Sarah Raihaanun	3	3	3	3	12	60
4.	Dida Rahmawati	2	4	3	3	12	60
5.	Dita Adelia Vernanda	3	3	3	3	12	60

Treat was conducted after the pre-test. The students learned how to pronounce the sentences sounds correct by using the *ELSA Speak* application. They had been asked to listen to the sentences in the 3 times before they say it. Afterward, the post-test was given. Principally, it was no different from the pre-test that has been done previously. Besides, the witer utilized a video recorder during the test to facilitate in analyzing the students' pronunciation.

The data collected was analyzed through the formula suggested by Sutomo (1985:23) as folows:

$$\text{Individual Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 10$$

C. Result and Discussions

The result of the students' pre-test is shown through the following picture.

Picture 1. The Students' Pre-Test Score

The highest score for pre-test students was 75 while the lowest score was 45 in Picture 1. The writer was calculated the data on the basis of the previously explained formula to obtain the result. It shows that the pronunciation skills of the students are bad.

Once the students had been treated, the writer then tested the students for advances in the pronunciation skills of the students. Furthermore, it is a way to determine whether or not the pronunciation skills can be improved by this application. The result of the post-test can be seen in the following picture.

Picture 2. The Students' Post-Test Score

No.	Nama Siswa	Skor yang diperoleh				Jumlah skor yang diperoleh	Jumlah skor akhir
		Aspek 1 (Pengucapan)	Aspek 2 (Intonasi)	Aspek 3 (Kelancaran)	Aspek 4 (Ketepatan Makna)		
1.	Princes Joice Travela	4	4	4	4	16	80
2.	Adinda Suciwati Apta E.	2	3	3	2	10	45
3.	Sarah Raihaanun	4	4	3	3	14	70
4.	Dida Rahmawati	3	4	3	3	13	65
5.	Dita Adelia Vernanda	3	4	3	3	13	65

The highest score for pre-test students was 80 while the lowest score was 45 in Picture 2. The writer was calculated the data on

the basis of the previously explained formula to obtain the result. Four students got a better score than the pre-test (1, 3, 4, 5), and one student got the same score as the pretest (2). It shows that the pre-test is less than the score for the post-test students.

Thus, it can be concluded that the research hypothesis was accepted. In other words, *ELSA Speak* application have an effect to pronunciation skills of the 8th grade of junior high school students in a tuition center, Rumah Belajar Unggulan.

D. Conclusion

In conclusion, the witer concluded that *ELSA Speak* application has an effect to students' pronunciation in English. It is prove by seeing the result of the post-test score that is higher than the students' pre-test score. Then, *ELSA Speak* application can supporting the students in improving their pronunciation skills. Thus, this application is highly recommended for supporting the pronunciation class.

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