



The Effect Of Using Elsa Speak Application To Improve Students' Pronunciation

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ABSTRACT

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Based on researcher observation, it was found some of the students have problem when pronouncing several words. This research discusses The Effect of Using Elsa Speak Application to Improve Student's Pronunciation. The purpose of this research was to find how the effect of ELSA Speak Application to improve students' pronunciation. The design of this research was pre-experimental with quantitative approach. The researcher used cluster sampling that choose 1 class that consisted 19 students. Technique of collecting data is using pronunciation test. the researcher gave pre-test before give the treatment by using ELSA Speak Application, and give the posttest after treatment. The technique of data collecting was a test. The technique of data analyzing data, the researcher used paired sample t-test formula by using SPSS 22. After analyzing the data, the researcher found that there is a significant effect of using ELSA Speak Application to improve students' pronunciation.

Introduction

Speaking is an important skill, because it is used to communicate with people. This implies that the student should be able to use pronunciation which is good enough for them to be always understood, if their pronunciation is not up to this standard, it is thought, then there is a serious danger that they will fail to communicate effectively (Harmer, 2007). To ensure that we don't mispronounce words when speaking, we must learn the pronunciation.

Pronunciation is as important as the other aspects of the English language, especially in communication. Communication can happen when there is a connection between the speaker and the listener. The listener will understand if we can pronounce it correctly and if we mispronounce it there will be a miscommunication. In other words, pronunciation is important for successful communication because it is an important communicative competence.

Based on the results of preliminary research by the researcher many problems were found. Based on the perspective researcher, students have some problems in pronounce the word correctly. Some students are still carried away by the mother tongue. Some students are less using English pronunciation in the class. Some students feel less confident and afraid of making mistakes in pronunciation.

Nodaway, people can learn pronunciation from technology to correct some pronunciation problems. The use of technology has developed into an important function in classroom and non-classroom learning. For education, technology will come to support guidance in language learning. To make learning process more fun and make it easier for students to understand and not get bored in learning, the researcher use media that are familiar to them, that is smartphone.

The use of technology smartphone cans be very useful including to learn English, there are so many supporting applications that can be used to learn English. One of the smartphone applications that support learning English, especially for improving students' pronunciation is the English Language Speech Assistant (ELSA) Speak application. In this paper, the researcher will use ELSA Speaking Application to help students in improving their pronunciation. ELSA Speak application is supported by features such as Speech Recognition, Proven Personalized Curriculum, Free Online Dictionary and Free Assessment, is one of the intelligent artificial intelligence technologies for mastery of language, especially to measure speaking skills.

A. Pronunciation

Pronunciation is a basic skill that is very important in developing speaking, listening, and speaking English skills. According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. If the pronunciation of a speaker falls below this level, the speaker will be not be able to communicate without paying attention to the listener knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because has a strange and heavy accent. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. By learn pronunciation, you will know how to pronounce a word correctly (Cakmak, 2019). Understanding pronunciation is important since it deals with how to correctly produce speech sounds in English that are related to meaning. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound. The study of pronunciation has become an important aspect in teaching English as a foreign Language. In learning process, student may face difficulty which is crucial to be described and analyzed. Pronunciation has become a dilemma for students. Many persons sometimes made a mistake when they speak in English. And some of them are mistakes in stress and intonation. Additionally, Harmer (2007) stated that learn pronunciation doesn't only

make students aware of different sound and sound feature, but it can also improve their pronunciation. So, pronunciation is one of the most important aspects of language instruction and one of the basic requirements of learners' competence.

In fact, it is not easy because there are many problems faced by students when learn pronunciation. The problem is difficulties in the speaking process such as errors pronunciation, lack of vocabulary, or feel shy to speaking in front of people. According to Ridwan (2017) the problem of disorders in the pronunciation of English as a foreign language are accents such as stress, rhyme, intonation, and speech sounds from the first language which affect the second language. Some people find it difficult to speak English because it is not similar to that language and one of the factors that makes them difficult is their pronunciation. Therefore, mastery of pronunciation is very important in language skills.

It is important to mastery pronunciation since pronunciation deals correctly with how to make speech sounds in English that related to meaning. The attention to students' pronunciation errors that can inhibit communication is a fundamental concern about why it is important with pronunciation in classroom. A consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom (Kelly, 2000). Therefore, learning pronunciation is important. So that there is no misunderstanding when communication with each other.

Fraenkel (1984), it is generally accepted that there are two stages in learning how to pronounce a language:

1. The receptive/listening stage is where we identify the sounds and patterns that are important in the language. It means that the first stage of learning how to pronounce is completed by listening to the language sound and pattern.
2. Productive/ speaking stage in which we learn to produce what we have already learned to discriminate auditorily.

As pronunciation has many aspects to be a concern, Kelly (2000) in his book has to define pronunciation into several elements are following: 1) Vowel; 2) Consonant; 3) Word Stress; 4) Intonation.

1. Vowel

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall 12 shape of the mouth. O'Connor (1980) Vowel sounds are produced by air from the lungs which vibrate when the air in the mouth in not blocked. There are five vowels in English (a, e, i, o, u) which compose the different vowel sound and are made by lowering the jaw and by changing the position of tongue. The illustrations of the basic lip positions which are used in describing the articulation of vowel sounds.

2. Consonant

Fromkin et al (2003), consonants are produced with some restriction or closure in the vocal tract that hinder the flow of air from the lungs. Consonants are formed by interrupting, restricting, or diverting the airflow in a variety of ways.

a. The manner of articulation

The interaction of the several articulators with the airstream is referred to as the articulation process. The state of several terms in the manner of articulation.

b. Place of articulation

Sinurat (2013) says the place or point of the articulation refers to the speech organs involved in the production of the consonant. Place of articulation is where in the vocal tract the airflow restriction occurs

c. The force of articulation

The following terms used in force of articulation are fortis or strong, and lenis or weak.

3. Word Stress

Birjandi (2005) describe the word stress means “loudness”. He also stated that stress is a term that we apply to words in isolation that have more than one syllable. In addition, he stated that certain stressed syllables are made with more effort than unstressed ones; the muscle in the lungs seem to expel air more aggressively than for unstressed syllables.

4. Intonation

More important than what we say is how we express it. Dardjowidjojo (2009) states that intonation is the melodic rise and fall of pitches that a human use to express his meaning or feeling through language. Without intonation, it is impossible to comprehend the movements and emotions associated with a word. When you listen to someone speak and focus on the melody you hear, it is intonation. Intonation has been characterized as “the rising and falling of the voice to various pitch levels during the articulation of an utterance” (Celce-Murcia, et al., 1996) or, more simply, “the pitch pattern in a sentence” (Ladefoged, 2006).

Here are the identify of intonation patterns stated by Gerald Kelly in his book by the following statements:

- a. Information questions with Who, what, where, etc: Falling intonation (if being asked for the first time), e.g. What’s your name? What’s the time? Where do you live?
- b. Questions expecting a ‘yes/ no’ answer: Rising (Is it the blue one? Have you got a pen?)
- c. Statements: Falling (He lives in the house on the corner. It’s over there.)
- d. Imperative: Falling (Sit down. Put on the table.)

B. *ELSA Speak Application*

Each software is made to help users with specific task, which could be connected to communication, creativity, or productivity. In terms of learning English, there are a ton of technologies or application software that can be downloaded on the internet. ELSA (English Learning Speech Assistant) Speak

Application was designed by Vu Van from Vietnam in 2015, and is based in San Francisco, United States. ELSA was also listed as one of the 13 promising tech startups in Southeast Asia by the South China Morning Post. It is designed to help learners speak English clearly, fluently and confidently. ELSA is very easy to get by downloading it on the Play or App Store on your smartphone.

The main goal of trying ELSA technology is to practice English pronunciation accurately. This means that the application can detect the user's pronunciation errors with an accuracy rate of up to 95%. ELSA has provided more than 1,200 lessons and more than 60 topics for users to practice pronunciation starting from practicing pronunciation of English words, phrases and sentences. An additional feature is an interactive dictionary that teaches users how to pronounce the words or phrases they are looking for. This app can help improve and perfect English pronunciation. A previous related study examined the perception of students in their pronunciation class of the ELSA Speak application (Samad & Aminullah, 2018). The study came to the conclusion that the students felt the program was suitable for both teaching and learning. This app also features 7 Best English Pronouncement Apps, which support students' fluent, clear, and confident speech in English. In addition, according to Lengkanawati (2016) there should be an adjustment of the instructing given students so that the subject matter can be more dynamic in the learning methods. ELSA Founder & CEO Vu Van said that pronunciation is the biggest challenge in learning English, so it becomes a barrier to speak fluently and confidently.

Method

The research approach used in this research is the quantitative approach. The design of this research is pre-experimental research and use pre-test and post-test design. Gay (2012) states that only experimental research can evaluate hypotheses to determine cause-and-effect relations. Pre-test and Post-test experimental design an example of the type of the situation where this technique is appropriate. You assess each person on some continuous measure at the time 1, and the again time 2, after exposing them to some experimental manipulation or intervention. This approach is also used when you have matched pairs of subjects.

The research will be held in SMKS Nur Ilham Pinggir from Mei to June 2023 in the eleventh-grade academic year 2022/2023. The subject of the research is the eleventh grade of SMKS Nur Ilham Pinggir in the academic year 2022/2023 and the object of the research is the effect of using ELSA Application to improve students Pronunciation.

A population is any group of individuals that have one or more characteristics in common that are interesting. Creswell (2012) said the Population is a group of individuals who share the same characteristics. They are:

Table 1: The Population of The Research

No	Classes	The students
1	XI TKJ	19
TOTAL		19

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n
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rese

arch, the researcher takes one class as sample of the research, the population of the study are students at eleventh grade in SMKS Nur Ilham Pinggir.

The research used the cluster sampling. Sugiyono (2013) states that cluster sampling is area sampling technique that is used to choose the sample if the object or source of the research are wide. The sample in this research is the XI TKJ class which consisted 19 students. So, the researcher chooses XI TKJ Class as a sample of this research. The following table is the details for population and sample.

Table 2: The Sample of The Research

No	Sample	Total
1	XI TKJ	19

A. The Technique of

Data Collecting

In this research, the researcher will compare pre-test and post-test score. Test is used to measure the students' pronunciation. The test serves as a basis for measuring and assessing student success and serves as encourage and inspiration for students to be more active and diligent in learning. In this technique, the researcher will collect data by doing test, Effendy (2016). The purpose of the pre-test is to determine the student's level of pronunciation before using the ELSA Speak app, and the purpose of the test is to determine the student's increase in pronunciation skills after when using the ELSA Speak app

1. Pre-Test
Pre-test was used to measure before given the treatment.
2. Post-Test
Post-test was used to measure after given the treatment.

B. The Technique of Data Analyzing

In this research, the researcher used test as the data collection. To know whether the result of the research statistically significant or not, the researcher will analyze the data by using paired sample t-test.

Then the data from the classroom observation will use the category standard as follows:

Table 3: The level of students' score

No.	Test Score	Categorization
1	80-100	Excellent
2	60-79	Good
3	50-59	Average
4	0-49	Poor

Then, to measure the data from speaking test' result of pretest and posttest, mean score, standard deviation, will be analyzed by using percentage in SPSS (Statistic product and statistic solution) version 22.0 program.

The researcher will conclude that if $t_o < t_{table}$, H_o is accepted. It means that there is significant effect of using ELSA Speak Application to the student's pronunciation at The SMKS Nur Ilham Pinggir. If $t_o > t_{table}$, H_a is accepted. It means that there is no effect of using ELSA Speak Application to the student's pronunciation at the SMKS Nur Ilham Pinggir.

Finding and Discussion

A. The Data Descriptive of Pre-Test in Sample Class

Mean of pre-test score from 19 students was 63,42, which was considered to "Good" Categorize. Minimum score was 50 and maximum score is 80, standard deviation from these scores was 10.007. there were 3 students got 50 (15.8%), there were 3 students got 55 (15.8%), there were 4 students got 60 (21.1%), there were 3 students got 65 (15.8%), there were 1 student got 70 (5.3%), there were 3 students got 75 (15.8%), there were 2 students got 80 (10.5%).

B. The Data Descriptive of Post-Test in Sample Class

Mean of post-test score from 19 students was 77.37, which was considered to "Good" Categorize. Minimum score was 60 and maximum score is 95, standard deviation from these scores was 9.912. there were 1 student got 60 (5.3%), there were 3 students got 65 (15.8%), there were 3 students got 70 (15.8%), there were 1 student got 75(5.3%), there is 5 students got 80 (26.3%), there were 3 students got 85 (15.8%), there were 2 students got 90 (10.5%), there were 1 student got 95 (5.3%).

C. Normality Test

Table 4: Homogeneity Test Result

	KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
NILAI- PRONUNCIATION TEST	PRE- TEST	.160	19	.200*	.921	19	.119
	POST- TEST	.184	19	.091	.952	19	.426

Based on the table, the data on pretest and posttest are normally distributed. It can be seen from the Sig. score of pretests that is higher than the level of significance ($0.200 > 0.05$).

Besides, the Sig. score of the posttest is also higher than the level of significance ($0.091 > 0.05$). So, this show that the data is normally distributed

D. Homogeneity Test

Table 5: Homogeneity Test Result

		Levene			
		Statistic	df1	df2	Sig.
NILAI-	Based on Mean	.000	1	36	.987
PRONOUNCIATI	Based on Median	.016	1	36	.900
ON	Based on Median and with adjusted df	.016	1	35.967	.900
	Based on trimmed mean	.000	1	36	.992

Based on the table, it was clear that significance of homogeneity of variance is normally distributed. The value of the Lavene test show in the Based on Mean with Sig. of $0.987 > 0.05$, which means that the variance is called homogeneous.

E. Hypothesis Test

Table 6: Hypothesis Result

	Paired Differences					T	Df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE- TEST – POST- TEST	-13.947	9.513	2.182	-18.532	-9.362	-6.391	17	.000

Based on the table, output paired test shows the result of compare analysis with using T-test. The difference mean score of pretest and posttest is -13.947. Standard deviation is 9.513. Standard deviation error mean is 2.182. The lower difference is -18.532 and upper difference is -9.362. the result of t_{count} is -6.391. The significant 2-tailed is .000 and the significant level is 0.05. It means that the significance value is smaller than significance level ($0.000 < 0.05$). It means that the data is valid. It also can be described in the graphic of paired sample test below:

The interpreting to, the researcher used two ways

1. By comparing to t_{table} from $df = 17$, the level of significance of 5%. It can be seen that $-6.391 < 2.110$ or $t_{\text{count}} < t_{\text{table}}$. It means that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.
2. By comparing number of significances based on the result of paired sample t-test that the significant 2-tailed $< t_0$ significant level. It can be seen from Sig. 2-tailed is $0.000 < \alpha$ from sig level is 0.05 thus H_a was accepted and H_0 was rejected. In other word, the data is valid.

Conclusion

Based on the score of gathered from SPSS 22, it shows that t count was lower than t table. The finding of t count was -6.391 while the level of significance of 5% was 2.101. It showed that $-6.391 < 2.110$ or $t_{\text{count}} < t_{\text{table}}$. Therefore, the researcher conclude the H_a was accepted and H_0 was rejected. The effect size for the difference was large. In other word, there was significant effect of using ELSA Speak application to improve students' pronunciation at eleventh grade at SMKS Nur Ilham Pinggir.

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