THE EFFECTIVENESS OF ELSA SPEAK APPLICATION TO IMPROVE PRONUNCIATION ABILITY

Rinaepi, Henni Rosa Triwardani dan Raysal Nur Azi
Email: rinaefirahmadi@gmail.com, hennirt8@gmail.com, Azinur267@gmail.com

Abstract
English pronunciation is one of essential aspect to learn English as a second language. It becomes the reason why this research conducted. The existence of ELSA application as a media is considered to be something new that able to make learners more interested to learn English. The use of this media aims to take advantage of technological advances in an effort to make it easier for students to improve their pronunciation skills which will then be very useful for students when facing the world of international work. The researcher uses experimental research in which Elsa Speak is the independent variable and pronunciation is the dependent variable. By using random sampling technique the researcher took sample of 11 students from a total population 37 students of class XI SMK Taruna Bhakti Kadugede and data collection techniques is observation, test, and documentation. The result showed that the use of Elsa Speak can improve students’ learning motivation by 25.45%, and the results statistical analysis of the Pre-Test and Post-Test show that using Elsa Speak can improve students’ pronunciation ability by 17 %. The conclusion of this research is that Elsa Speak is able to improve the pronunciation ability of the XI grade students of SMK Taruna Bhakti Kadugede.

Introduction
Pronunciation in learning English is one of the basic skills that is essential in developing oral language skills, listening and speaking. Without adequate pronunciation mastery, it is impossible for someone to speak English. Pronunciation error can lead to misunderstanding. To be understood by other people, we must be able to pronounce English correctly and to be able to understand other people's English, we must be able to capture and understand other people's pronunciation.

Mastery of Pronunciation includes the ability to understand the sound system or phonology of English to produce English sounds properly and correctly, which includes loose words, phrases, sentences and English dialogue or discourse. Understanding requires theory, and to be able to produce requires a lot of practice or practice. However, at school the pronunciation learning is not explicitly given, only inserting it in the delivery of the material by the teachers, ideally junior high school students who must be ready to enter the world of work have mastered the theory of the English sound grammar system and are able to pronounce English correctly, so they don't will make mistakes in pronouncing English words, phrases or sentences. What they really need considering the times that have entered the global era. However, this is not always the case. Only about 20% of vocation high school students are able to master English well, the rest still have difficulty in pronouncing and understanding English words. Even worse, if they are asked to check into a dictionary, they are unable to read the sound symbol correctly. This fact shows that Pronunciation learning has not been maximally successful which will have a
negative impact on the overall mastery of English, especially in spoken language. For this reason, serious efforts need to be made so that this lecture can be maximally successful.

Students are the main component in determining learning outcomes, because they are the subjects of learning activities. Student learning outcomes are largely determined by learning motivation, willingness to learn, activeness in the learning process and the ability to receive and process learning materials. These differences in student characteristics will affect different learning outcomes. Students with high learning motivation will try their best to achieve the desired learning outcomes. For that learning must be able to generate student learning motivation. In addition, motivation to learn, early abilities also determine learning outcomes. Students with sufficient initial abilities tend to be easier to accept and process teaching materials and exercises compared to students with low initial abilities. Students' diverse initial abilities tend to make it difficult for teachers to plan and manage teaching. Based on observations so far, good pronunciation learning results can only be achieved by students who have sufficient initial abilities, while students with low initial abilities show less satisfactory results.

Teachers or lecturers also participate in determining the level of learning outcomes of their students. The role of the lecturer in pronunciation learning is as manager of learning activities, as a motivator, facilitator and model. Pronunciation instructors must be able to design appropriate learning activities, choose suitable materials, assist students in training, monitor student practice and learning progress, and also be able to become examples or models of how to pronounce English properly and correctly. The teacher's workload that is too dense sometimes triggers less than the maximum effort and the teacher's role in the teaching and learning process.

Apart from being determined by the learning actors, namely students and teachers, the learning outcomes of Pronunciation are also determined by the learning content and the media used to convey the learning message. However, in Indonesia, pronunciation learning is not clearly included in the curriculum so that pronunciation learning in schools only counts on the development of the school curriculum and the level of teacher concern with students' English pronunciation. While the media used is determined by many things, including the availability and quality of the media, the willingness and ability of teachers to choose and use the media, and the availability of supporting facilities and infrastructure. Most of the pronunciation learning media in schools are only dictionary books and the teacher as the model. This is considered quite heavy and tiring for the teacher when teaching, and from the student's point of view, modeling this method is not sufficient, because examples of speech can only be heard once or twice, so students will quickly forget. Students need a speech model that can be heard any time needed, while the lecturer needs a tool that can ease their work. This problem can be overcome with the availability of appropriate learning media.

In fact, modern era offers media for teaching Pronunciation using a computer, for example an audio-visual dictionary. Many pronunciation exercises and materials have also been offered via the internet. This condition is very conducive for both teachers and students, so that they can look for more, more varied and more interesting learning resources. But unfortunately, not all teachers and students are able to carry out this activity. In addition, time can also be a constraint because the amount of material available, sometimes unlimited, has not been selected and arranged according to learning needs. In the development of the modern era, there are many learning media for pronunciation on smart phones that are arranged more systematically according to learning needs.
The Effectiveness of Elsa Speak Application To Improve Pronunciation Ability

English has a different pronunciation method, we often encounter several words that have a pronunciation that is completely similar, some word have the same writing but the pronunciation is different. This cannot be underestimated, because different pronunciation can produce the different meanings. Basically, learning English pronunciation lies in how we pronounce vowels and consonants correctly. According to Fabelia (2013) the important aspects that must be studied are:

1. Word stress - the sound stress of the word
2. Sentence stress - the sound stress in the sentence
3. Circle - connection to the word
4. Intonation - the rise and fall of the tone of voice when speaking

Generally, pronunciation learning is not too stressed at school so that students unknown the basics of good pronunciation which then makes students unable to learn how to pronounce correctly. From there the researcher find the problem of how to improve pronunciation skills which are quite easy and the students enjoy. Elsa Speak application relates to current condition of learners in which each student has a smartphone so that it makes easier for them to study everywhere and everytime. In addition, Elsa Speak application is thought to be an application that is sufficient enough to be used as a virtual coach.

Research Method

This research use quantitative method in experimental design. Experimental research is research in which the researcher deliberately generates an event or situation, in other words. This experimental research is in the form of pre-experimental with one-group pre-test and post-test design. There is a pretest, before being given treatment. Thus the treatment results can be found to be more accurate, because it can compare with the conditions before being treated. According to Sugiono (2017: 74) this design can be described as follows:

\[ O_1 \times O_2 \]

\[ O_1 = \text{pretest value (before being given treatment)} \]
\[ O_2 = \text{posttest value (after treatment)} \]
\[ X = \text{treatment} \]

The population of this research is 32 students. The sample taken is 11 students at grade XI that chosen by random sampling technique. It utilizes observation, test and documentation as the instruments of this research.

Result and Discussion

Based on data collected from 11 respondents with a value of \( r \) table = 0.602, there are 11 correlation coefficients. As has been stated that, the correlation coefficient is equal to the value of \( r \) table or more (\( r \) table = 0.602) then the instrument item is declared valid. From the test instrument test, it turned out that the correlation coefficient of all items was greater than \( r \) table, so that all items in the research instrument were declared valid. With the lowest value of \( r \) count is 0.627 and the highest value of \( r \) count is 0.891. Furthermore the reliability of the research instrument = 0.898. Because based on testing the research instrument was valid and reliable for all the items, the research instrument could be used for measurement in the context of measuring data.

The results obtained from the data collection indicate that the average score of student achievement at the pretest and posttest has a significant difference. The difference in the percentage of the pretest and posttest has a difference of 17.0, the pretest results are 59.64 while
the posttest results are 76.64. After the post-test results were obtained, the researcher compared the post-test averages at the KKM score interval. While he posttest average score was 76.64 included in the KKM interval (75-87), it can be concluded that the application of Elsa Speak application as learning media can improve student achievement in pronunciation ability at Class XI of SMK Taruna Bhakti Kadugede is Good. In 2019/2020 SMK Taruna Bhakti Kadugede set the KKM in class XI is 75. Class XI students are expected to be able to exceed the predetermined KKM score. Researcher calculated the percentage of students who were able to exceed the KKM score. Below the researcher presents the percentage results of the student's KKM completeness at the pretest and post-test. In the pretest student learning achievement has not been able to reach a value of 75 as the KKM because students have not been able to master and understand the learning material. However, after conducting the treatment with the application of the Elsa Speak application as learning media, the student achievement was Improve and of course it affected the percentage of student KKM achievement.

We find that after learning by using Elsa Speak application, the percentage of student learning achievement has increased, students who reached KKM there are 82% students. In other words there were 9 students out of a total of 11 students who achieved the value of KKM, while there were still 18% of students who have not been able to reach the score of KKM in other words there are still 2 students out of a total of 11 students who not reached the KKM score. There is an increase an increase in the percentage of students' KKM achievement between the pretest and post-test, was found that 82% of the percentage increase in the student's KKM score achievement. In other words, all of the students' pretest achievements have not reached a score of KKM and then given treatment in learning using Elsa Speak application as learning media, it has increased by 82%, namely 9 students who have reached a value of KKM.

Researchers tested the paired sample T-test on SPSS 23 for windows software. The paired sample t test was used to determine whether there was a difference in the mean of the two paired samples. Based on the results of the paired sample T-test on the SPSS 23 for windows software with a significance level of 0.05, the Sig. (2-tailed) is 0.000. Because the Sig. (2-tailed) is smaller than 0.05, it can be concluded that there is a significant difference in student achievement in pronunciation subjects from the pretest and posttest data. Furthermore, it can be seen from the average difference between the pretest and posttest data that is 17.00. This means that in the learning process student achievement increased by 17%. Judging from the difference from the lowest score between the pretest and posttest is 18 with the lowest value in the pretest data is 44 while in the posttest data is 62. Then seen from the difference of the highest between pre-test and post-test score is 21 with the highest value data pre-test is 68 while the highest value data posttest is 89. Based on research data, the application of Elsa Speak application as learning media can improve learning achievement in class XI SMK Taruna Bhakti Kadugede. The increase in learning achievement can be seen from the results of research which shows an increase in test scores in class XI students of SMK Taruna Bhakti Kadugede, namely the pretest and posttest results have an average increase of 21% and an increase in the achievement of KKM score achievement by 82%.

In this study, the Elsa Speak application as learning media was applied to Pronunciation skills. The researcher followed the learning materials provided by Elsa Speak application. Then the researcher made a learning implementation plan in which the Elsa Speak application was applied. After making a learning implementation plan, the researcher treats students. The stages of implementing the Elsa Speak application are carried out in the learning process, starting from the material introduction stage or orientation, the tracking stage to the transfer stage.
The Effectiveness of Elsa Speak Application To Improve Pronunciation Ability

The learning achievement of students of class XI SMK Taruna Bhakti Kadugede on pronunciation skills after being given treatment, namely the application of the Elsa Speak application media has increased from the results of the pre-test where the initial average value only reached 59.64 after being given treatment increased in the posttest results with an average score of 76.64 obtained the difference between the pretest and posttest mean scores of 17. Based on the results of the research, the researcher analyzed the achievement of the value of 75 as the KKM value that had been determined in class XI SMK Taruna Bhakti Kadugede increased by 82% in the posttest score which means there were 9 students out of 11. The total number of students who have reached the KKM score.

Based on data from the student learning activity, it showed that the first indicator, namely answering questions, has increased well, from 45.45% to 81.82%. This showed that with Elsa Speak application, student learning activities when answering the questions raised by the teacher are enthusiastic about answering these questions. The second indicator, namely asking questions, has also increased, from 54.55% to 72.73%. This increase was due to the application of Elsa Speak application directing students in stimulating curiosity and asking questions about the material being studied. Judging from the third indicator about finding key words to the topic of the problem has increased from 54.55% to 63.64%. In this indicator students are directed to look for key words to the topic of the problem in order to understand how the sound is produced. Then in the fourth indicator about concluding the problem topic, it also increased from 63.64% to 90.91%. The last indicator is restating the discussion with its own vocabulary, from the results of observations of student learning activities on this fifth indicator also increased from 36.36% to 72.73%. With the average of the results of the observation of student learning activities increased from 50.90% to 76.36%. Based on the data from the observation of student learning activities, the application of Elsa Speak application can improve students' ability, of course, in pronunciation in Class XI SMK Taruna Bhakti Kadugede.

Based on the results of research that has been tested using paired sample T-test on SPSS 23 for windows software with a significance level of 0.05, the Sig. (2-tailed) is 0.000. Because the Sig. (2-tailed) is smaller than 0.05, it can be concluded that there is a significant difference in student achievement in pronunciation ability from the pretest and posttest data. After conducting the hypothesis test, namely the paired sample t test on SPSS 23 for windows software, it can be concluded that the hypothesis that the researcher adopted, namely the application of Elsa Speak application learning media can improve students' ability in the pronunciation skills of class XI SMK Taruna Bhakti Kadugede is accepted.

Analysis
The analysis of the research data states that Elsa Speak application can improve students' ability to pronounce in class XI SMK Taruna Bhakti Kadugede. It can be seen from the research results which prove that the increase in student test scores is 17, the achievement of the KKM is 82% and the increase in student learning activities is 23% it means that H0 is accepted. In the process of learning to think, knowledge is not obtained as a result of transfer from other people, but knowledge is obtained through their interactions with objects, phenomena, experiences and the existing environment. A knowledge is considered true, when that knowledge is useful for dealing with and solving problems or phenomena that arise. Therefore, the Elsa Speak application provides experiences about problems in pronunciation that stimulate students to achieve an understanding of the object, analyze and construct it so that new knowledge is formed in the individual.
In pronunciation learning, of course, there is a lot to do with language acquisition, speech organ, listening, etc., Students are directed to explore their ability to speak English individually. For this reason, Elsa Speak application develops language discussion topics based on students’ experiences in daily life.

In pronunciation learning, of course, there is a lot to do with language acquisition, speech organ, listening, etc., students are directed so that they can explore their ability to speak English individually. For this reason, Elsa Speak application develops language discussion topics based on students’ experiences in daily life.

**Conclusion**

The conclusion of the research on the application of Elsa Speak application for improving student learning achievement in pronunciation ability in class XI SMK Taruna Bhakti Kadugede in the 2020/2021 academic year, as follows:

1) *Elsa Speak* application as a learning medium is able to meet the needs of the XI grade students of SMK Taruna Bhakti Kadugede where it presents theories that are relevant to daily activities as well as training that is quite easy to do.

2) *Elsa Speak* application learning media can increase student attitude and motivation because it uses interesting features as well as fairly easy use via smartphones, besides that Elsa Speak is also able to improve student attitudes because it uses a theory that suits the needs of class XI students of SMK Taruna Bhakti Kadugede.

3) *Elsa Speak* application as a learning medium was effectiveness to improve the pronunciation skills of students of class XI SMK Taruna Bhakti Kadugede. This is based on an increase in the average value of 17%. The application of Elsa Speak also increased the percentage of students in achieving KKM by 82%.

**Bibliography**


