


## IMPROVING THE STUDENTS' PRONUNCIATION USING ENGLISH LANGUAGE SPEECH ASSISTANT (ELSA) APPLICATION

(A PRE-EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMAN 9 MAKASSAR)

Muamar<sup>1</sup>, Hj. Andi Tenri Ampa<sup>2</sup>, St. Asmayanti AM<sup>3</sup>

<sup>1,2,3</sup>English Education Department/Muhammadiyah University of Makassar, Makassar, Gunung Sari and 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 14, 2022 Revised: August 19, 2022 Accepted: August 29, 2022 Published: December 15, 2022</p> <p><b>Keywords:</b> ELSA Application Pronunciation Diphthong</p>	<p>The purpose of this study is to use the English Language Speech Assistant (ELSA) application to help students pronounce words more clearly. Pre-experimental quantitative research was used in this study. In this study, 36 SMAN 9 Makassar students participated. The test consisted of 40 words for both the pre-test and post-test. The study's conclusions showed that the English Language Speech Assistant (ELSA) application had a big impact on how well pupils pronounce words. This was demonstrated by the average pre-test score before treatment, which was 51.94, and the average post-treatment score, which was 63.47, with a percentage improvement of 22.19%. This indicates that students' pronunciation is getting better.</p> 
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<p><b>Corresponding Author:</b> Muamar, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351117517@unismuhmakassar.ac.id</p>	

### INTRODUCTION

The most significant language in the world is English, since it's a foreign language. Lots of people speak it as a first or second language throughout the world. In addition, the English language is the key that unlocks the gates to technical and scientific information, which is essential for the economy and politics development of many nations worldwide.

English is a basic prerequisite for job seekers, all schools in Indonesia teach English as a Foreign Language. It was taught at all levels of education. As they study English, students are expected to develop skills in speaking, reading, writing and listening. One skill that needs to be mastered is speaking, but when we speak it requires good and accurate pronunciation because it can help people to understand the words that we talk other people.

Pronunciation is very important because it is closely related to vocabulary development (Tarigan, 2011: 132). It requires a sensitive awareness of speech. If students are familiar with speaking, they don't want to provide explicit information. Speech is very important in the development of concepts because it involves distinguishing between sounds that are combined to form words and concepts. To know good and correct speech, requires regular and structured training regular and structure training is the key to the success of any skill, including the ability to pronounce words correctly and accurately.

Indonesian students' are not accustomed to learning the pronunciation of English words. These learning habits need to be addressed immediately, as they require mastering both sides of the vocabulary: meaning and pronunciation. Even though you understand the meaning of the vocabulary, if the pronunciation is wrong then this will be a problem for the use of English. So, the majority of pupils desire to speak English well during the instructional process.

Technology is today's most valuable and effective tool to support language teaching and learning inside and outside the classroom. In the technology itself, AI (Artificial Intelligence) is unique in its kind that helps students learn everything in a fun and fast way. This app allows students to apply and practice according to their needs anywhere with no time limit. Not only that, students could personally set their way to learn. Then, it can also possibly engage all the students to participate in learning. Fortunately, this is supported by Blumenfeld et al. as quoted in Anastasiades (2012), who said that it could be a "hook" to get students' desires to get involved Potentially, students have the opportunity to study independently.

The English Language Speech Assistant (ELSA) software was created in 2015 by Vu Van and is founded in San Francisco, California, in the USA. In order to enhance and perfect English pronounce, it makes use of speech synthesis and (AI) (Pillar, 2013). ELSA differs from other applications which focuses exclusively on teaching vocabulary and grammar, With the aid of speech recognition technology, ELSA users can refine and improve their pronunciation. (Vu Van, 2016) With this technology, ELSA can accurately detect more than 95% of user pronunciation errors. Users can also get advanced comments to correct pronunciation errors. This is one of the things that sets ELSA apart from other English language learning apps. ELSA Speak offers users over 1200 lessons and over 60 topics to practice pronunciation, from practicing pronunciation to the words and phrases they require.

## RESEARCH METHOD

The data in this study were analyzed quantitatively by the researcher pretest and posttests were used in the researcher's pre experimental research approach to gauge the students' pronunciation skills. The researcher gave pre-test to students' before giving the treatment. When the treatment complete, researcher gave a posttest.

Students in class XI IPA 3 at SMA Negeri 9 Makassar are the focus of this study. In this study, the researcher collected data using pronunciation test as a instrument. Used the instrument in this research aims to obtain data on the achievement of results learn in the realm pronunciation.

## RESULT AND DISCUSSION

### RESULT

#### 1. Improvement of Students Pronunciation Using English Language Speech Assistant (ELSA) Application

The following could indicate how well a student's pronunciation has improved:

Kind of Test	Mean Score	Improvement
Pre - Test	51.94	22.19%
Post - Test	63.47	

The aforementioned chart demonstrated that while the students' mean score on the posttest was 63.47, their mean score on the pretest was 51.94. Following the use of the English Language Speech Assistant (ELSA) application in the classroom, it was determined that student pronunciation has improved (22.19%).

#### 2. Significance Testing

Having obtaining the data, the researcher used a t-test to examine it. The t-test value, which was greater than the t-table value of 1.68957, was 11.501. It was discovered that students in the eleventh grade at SMA Negeri 9 Makassar improved their pronunciation by utilizing the English Language Speech Assistant (ELSA) application.

t-test	t-table	Comparison	
11.501	1.68957	$t\text{-test} < t\text{-table}$	Significant

To determine whether the use of the English Language Speech Assistant (ELSA) application in teaching pronunciation was significant, the researcher made comparisons the t-test value and t-table. To determine the degree of freedom (df), the researcher used the formula  $N-1=36-1=35$ . For the level of significance ( $p$ )=0,05 and  $df=35$ , t-table received a score of 1.68957. After doing the t-test calculation, the result was 11.501, which shows that the results of the t-test and t-table were different ( $11.501 > 1.68957$ ).

## DISCUSSION

According to the research's finding, class XI of SMAN 9 Makassar's pupils had very poor pronunciation based on their score on the English Language Speech Assistant (ELSA) application's pronunciation test. It was due to the fact that most students lacked proper word pronunciation skills.

At the first session of treatment, the researcher discovered that the majority of the students had pronunciation issues since they still found it challenging to pronounce specific consonants. They made effort to say specific sounds correctly from the second to the until the last, and they also paid attention to the explanations that the researcher gave them at each meeting's end.

The researcher administered a posttest to gauge the students' performance after implementing the English Language Speech Assistant (ELSA) application in English learning and teaching up until the last treatment session. the researcher attempted to gauge the students' pronunciation improvement after administering the posttest. The typical grade for the pupils on the pre-test was 51.94%, while their average score on the post-test was 63.47%. The study discovered that there was a 22.19% improved in the pupils' pronunciation from the pre-test to the post-test.

The researcher discovered use the t-test that the value of the t-test (11.51) was higher than the value of the t-table (1.68957) at the degree of importance 0.05 at the degree of freedom (df) of 35. It is the end product of the pupils being taught proper pronunciation using the ELSA application.

The researcher discovered that the pupils' pronunciation had improved as a result of the t-test results. This indicates that the pre-test results before and after the teaching and learning processes carried out using the English Language Speech Assistant (ELSA) program in the classrooms showed a substantial difference. It was possible for the students to broaden their fresh expertise and information since they learnt and practiced pronouncing various words by the English Language Speech Assistant (ELSA) application in the classroom. The pupils in XI IPA 3 at SMAN 9 Makassar have improved, according to the data.

## CONCLUSION

The researcher came to the conclusion that the use of the English Language Speech Assistant (ELSA) application at the eleventh grade students of SMAN 9 Makassar enhanced the students' pronunciation based on the findings and discussion in the preceding chapter. The test value (11.501), which was greater than t-table value, and the mean score of the pre and posttests (51.94 and 63.47) respectively, demonstrated that the students' pronunciation improve after the tests (1.68957).

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