THE EFFECTIVENESS OF *ELSA SPEAK* TOWARD STUDENTS' PRONUNCIATION IN THE ELEVENTH GRADE OF SMK N 2 PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by
SITI HOERIYAH
STUDENT NUMBER. 2017404037

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024

STATEMENT OF ORIGINALITY

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Student Number	: 2017404037
Grade	: Undergraduate
Faculty	: Tarbiya and Teaching Training
Study Program	: English Education Study Program

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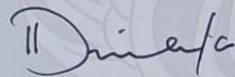Declare

Siti Hoeriyah

S.N 2017404037

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Written by Siti Hoeriyah (Student Number. 2017404037) English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto, was examined on October 11th, 2024 and declared for achieving Sarjana Pendidikan (S.Pd.) Degree.
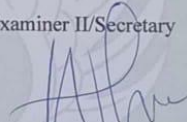
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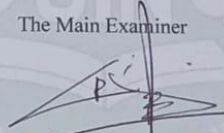
Examiner II/Secretary

Khairunnisa Dwinalida, M.Pd.
NIP. 199211152019032034

Windhariyati D.K., M.A., M.Pd.
NIDN. 2001049001

The Main Examiner

Yulian Purnama, S.Pd., M.Hum.
NIP. 197607102008011030

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 199801152005012004

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OFFICIAL NOTE OF SUPERVISOR

To,

The Head of Education Department Faculty of Tarbiya and Teacher Training,

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

In Purwokerto

Assalamu'alaikum Wr. Wb

After conducting guidance, review, direction, and correction, then through this letter, I convey that:

Name	: Siti Hoeriyah
Student Number	: 2017404037
Department	: Education
Study Program	: English Education Study Program
Faculty	: Tarbiya and Teacher Training
Title	: The Effectiveness of Elsa Speak Toward Students' Pronunciation in the Eleventh Grade of SMK N 2 Purwokerto.

I recommend that this thesis be submitted to the Head of Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, and examined in order to attain *Sarjana Pendidikan* (S.Pd.)/ Undergraduate Degree in English Education.

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Supervisor

Khairunnisa Dwinalida M.Pd.
NIP. 199211152019032034

THE EFFECTIVENESS OF ELSA SPEAK TOWARD STUDENTS' PRONUNCIATION IN THE ELEVENTH GRADE OF SMKN 2 PURWOKERTO

SITI HOERIYAH

S.N. 2017404037

English Education Department

Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto

ABSTRACT

Abstract: This study aims to analyze the effectiveness of the ELSA Speak application in improving the English pronunciation of grade XI students at SMK Negeri 2 Purwokerto in the academic year 2024/2025. The research design used was a quasi-experiment with experimental and control groups. The experimental group received treatment using the ELSA Speak application, while the control group was taught conventional methods and did not receive treatment using the ELSA Speak application. The results showed an increase in students' pronunciation ability in the experimental group compared to the control group. The data was analyzed using normality, homogeneity, and t-test to measure the difference in the pre-test and post-test mean scores using IBM SPSS V 27. This is indicated by the average post-test score of the experimental class of 79.23, which is higher than the control class, which only obtained an average of 74.34. The result showed that the t-test was 0.004, so H0 was accepted, and H1 was rejected. The ELSA Speak app proved effective as a learning medium that helps students improve their English pronunciation. This means that using ELSA Speak as a tool in the learning process of English pronunciation.

Keywords: pronunciation, ELSA speak, learning english

MOTTO

For indeed, with hardship [will be] ease.

(Q.S Al- Insyirah: 94:5-6)

Hidup itu Kejutan.

(Leonardo Edwid)

DEDICATION

I dedicate this thesis to:

My precious parents, Alm. Sakimin and Marsiah

My Grandparents, Alm. Makun and Misnem

My dearest uncles, aunties, cousins, and families

My cherished friends

All readers who have taken the time to read this thesis

PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled The Effectiveness of ELSA Speak Toward Students' Pronunciation in the Eleventh Grade of SMK N 2 Purwokerto could be completed.

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Siti Hoeriyah
Student Number. 2017404037

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CHAPTER I

INTRODUCTION

This chapter includes an introduction that covers the background of the study, the operational definition, the research question, the objective of the study, and its significance.

A. Background of the Study

Pronunciation is an essential aspect of learning a foreign language, claims Pollard (2008). Besides having an extensive vocabulary, someone who speaks with others should also have clear pronunciation. As a result, learning proper pronunciation is essential. According to Hornby (2008), "pronunciation is the way a language or particular word or sound is spoken." Because pronunciation is a crucial component of the spoken cycle, when a teacher taught English, particularly in spoken class, the teacher made sure to include pronunciation. According to Brown (2001), the conversation class is a small quantity of a mystery in language instruction. As a result, kids struggle with various speaking issues, from feeling embarrassed and afraid to speak to having trouble pronouncing words. (Rismawati, Suryana, & Agustiana, 2021).

Pronunciation is the act method of pronouncing a word. Hammer (2007) states that learning pronunciation presents particular challenges for students. Specifically, some students find it extremely difficult to understand speakers of different native tounges who may pronounce words differently than they do. According to students, learners frequently struggle with physical unfamiliarity when acquiring a foreign language. Additionally, some learners need help distinguishing between rising and falling patterns in intonation. Harmer (2001) asserts that many. Many students claim that mastering pronunciation is unnecessary and can even waste time. Additionally, when pronouncing a word or speech, it should be clear and well-pronounceable so that the listener may understand it, according to Sholeh and Muhaji (2015). Everyone needs to speak clearly to comprehend what others are saying. Furthermore, it can facilitate effective communication between individuals. According to the experience, a person was mispronounced or

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miscommunicated. It is due to mispronunciation and the use of the media to address the issue. This media may aid users in improving their pronunciation. The ELSA Speak smartphone app is the first item served for lunch. Users can practice and get better at pronouncing words correctly. In addition, using this program is easy and fun to use.

Based on preliminary research results in grade X DKV at SMK N 2 Purwokerto, the student's ability to speak English is restricted. This is caused by a lack of confidence to say, differences in the sound system between (LI) and (L2), inconsistent sounds in English, mother tongue interference, and the influence of spelling on pronunciation. They still have problems with pronunciation and their ability to master language skills. Thus, English language learning, especially speaking, requires communicative learning to build an interactive classroom environment and, in this way, can improve students' students' speaking skills. It is common for students to learn how to pronounce words in English. These learning habits must be addressed quickly, as they entail knowing both sides of the vocabulary: meaning and pronunciation. If the word's pronunciation needs to be corrected, even when you grasp its meaning, there will be an issue with using English. Therefore, most students aspire to speak English with a decent accent in the teaching process. To improve their pronunciation of English, they require additional materials. Not simply books or dictionaries. However, also from other media, such as laptops or televisions for watching movies, mobile phones for listening to music, etc.

Technology utilization has become an essential learning component inside and outside the classroom (Rismawati, Suryana, & Agustiana, 2021). Every language classroom supports using technology as a teaching tool and strategy. Language learning has benefited and been enhanced by the use of technology (Mofareh, 2019). Computer-based language exercises enhance students' cooperative learning. Ahmadi (2017) states that one of the essential learning elements is the methods teachers use in the classroom to facilitate the language learning process. Harmer (2007) and Genc Iter (2015) emphasize that

teachers should encourage learners to find appropriate activities using computer technology to be successful in language learning. One of the media is a pronunciation tool/software. These AI characteristics can match one of the devices in the ELSA name (Prayudi, 2021).

The English Language Speech Assistant (ELSA) application was designed by Vu Van in 2015 and is based in San Francisco, United States. It uses artificial intelligence (AI) and speech recognition to help improve and perfect English pronunciation. ELSA Speak differs from other apps in that it focuses exclusively on teaching vocabulary and grammar, and video file dictionaries help learners understand IPA spelling and pronunciation (Kholis & Adhan, 2021). ELSA Speak uses speech recognition technology that can help users improve their English pronunciation. With this technology, ELSA Speak can accurately detect more than 95% of user errors. Users can also get feedback to correct pronunciation errors. In the ELSA Speak App, students can learn pronunciation coverage, such as phonetics and phonology, and how words are written and articulated correctly (Silaen, Rangkuti, 2022).

In a previous study, Sarmita Samad and Aminullah (2019) examined how students perceived the ELSA Speak application in their pronunciation lessons. According to the study's findings, students believe the program is appropriate for teaching and learning. Based on the above information, the author is interested in using experimental methods to solve the issues. The research "The Effect of ELSA Speak Application on Students' Pronunciation in English." interests the author (Pangastuti, 2021). The purpose of the second study, done by Darsih (2020), was to determine how Kuningan University students perceived using the ELSA Speak app as part of their English Education Study Program. The ELSA Speak app was utilized in this quantitative study to gather information about EFL learners' perceptions of the app's impact on their speaking abilities, particularly in pronunciation. Ninety-four students from the English Education study program served as the topic of this research. Most students concluded that the ELSA Speak app helps improve their speaking skills.

Based on previous studies, several studies have successfully implemented using ELSA Speak in speech skills. However, research has yet to be found to report the effect of using ELSA Speak on teaching pronunciation to class X DKV students at SMK N 2 Purwokerto. Knowing the impact of using ELSA Speak in teaching pronunciation, experimental research is needed. Therefore, this study will examine using ELSA Speak in learning in tenth-grade students titled "The Effectiveness of ELSA Speak Toward Students' Pronunciation at SMK N 2 Purwokerto."

B. Clarification of Key Terms

Determining key terms is crucial for gathering clear information and establishing research guidelines. The research relies on key terms to guide its conduct. All of them are:

1. Pronunciation

In their pronunciation books, Dalton and Seidholfer (1994) state that pronunciation is a significant sound production and reception of sound speech. The second is to talk about pronunciation concerning the act of speaking. In simple terms, we can define pronunciation as speaking skills related to making the correct sound to achieve meaning in the context of use.

2. ELSA Speak

Anguera and Van (2016) state that there are currently three primary categories of exercises available in the English Language Speech Assistant (ELSA) application: phonetic suggestions to correct errors already present and pronunciation exercises where users pronounce a suggested word or phrase and receive feedback (highlighted in color) for each vowel. Along with phrase intonation, rhythm, and conversation exercises, practitioners of intonation exercises also practice syllable stress. Users can practice real-world conversions and receive immediate feedback on word-level tone and pronunciation.

C. Research Question

Based on the study's background, the research question for this study is: Is there any significant effect of ELSA Speak on students' pronunciation in eleventh grade in SMK N 2 Purwokerto?

D. Aim and Significance of the Study

This research aims to identify the effectiveness of using the ELSA Speak application as a learning media on students' pronunciation in the eleventh grade of SMK N 2 Purwokerto.

E. The Significances of the Study

The findings of this study are intended to be both theoretical and practical.

a. Theoretically, the study's findings can provide valuable information on pronunciation using ELSA Speak.

b. Practically, to push pronunciation using

F. Organization of the Paper

Creating a framework to classify the research structure is essential for clear, logical, and systematic research. This study is divided into five chapters as follows:

Chapter I includes an introduction that consists of the context of the study, operational definitions, the research question, the objectives, the significance of the research, and the structure.

Chapter II defines the theories related to the effect of ELSA Speak on students' pronunciation. First, it describes ELSA Spaeak's definitions, the advantages and disadvantages of ELSA Speak, its use, and the meaning of pronunciation. Second, it discusses pronunciation, which is divided into subtopics, including aspects of pronunciation, pronunciation problems, teaching pronunciation, and testing pronunciation. Third, it discusses previous studies, a conceptual framework, and a research hypothesis.

Chapter III This section provides the research methodology, which includes the kind of study, the population and sample, the time and place, the research variable, the data collection method, and the data analysis.

Chapter IV presents the data research's analysis, findings, and discussion.

Chapter V presents conclusions, limitations of the study, and suggestions for the research.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theory components used. These components include the theoretical framework, previous, and hypothesis.

A. **Theoretical Framework**

The theoretical framework presented the operational definition of this study using ELSA Speak and Pronunciation.

1. **ELSA Speak**
   a. **Definition of ELSA Speak**

   The ELSA Speak application is one of the versatile programmers with features (Masekan, 2024). Around the world, ELSA Speak is a virtual language teaching program utilized by individuals, language schools, colleges, and businesses. For English speakers whose mother language is not English, English Speaking Assistant, commonly known as ELSA Speak—Accent Reduction, is an application (software) (Becker & Edalatishams, 2019). Furthermore, it evaluates a user's pronouncing accuracy using "artificial intelligence assets" (AI), such as automated voice recognition (ASR). Additionally, it makes use of "artificial intelligence assets" (AI), including automatic speech recognition (ASR), to assess how well a user pronounces. The primary goal of this exercise is to improve your English pronunciation. Depending on the user's level of proficiency, it contains initial and final sounds, minimum pairs, schwa, that sounds, and consonant clusters.

   Samad and Ismail (2020) stated that the ELSA Speak app is one of the tools supporting education 4.0. English Language Speech Assistant is the acronym that ELSA stands for. The AppStore and Google Play both provide free downloads of this Android application. It has many features to help students with American accents speak words, phrases, and other terms more clearly by having them do different activities. It has a microphone icon so students can practice speaking as though they can hear sounds.

According to Kusumah (2017), ELSA Speak is a mobile application for iOS and Android. This program is created as an autonomous learning tool that enables English language study without requiring an instructor to be present. This app promises that using the most recent technologies will improve the learning experience for those who use it.

The ELSA software is available for download on Android and iOS, but users must pay a monthly fee to enjoy the premium features. When using this software for the first time, the user fills out the origin or significant language, which is utilized for later learning modifications, precisely as when using learning applications for other languages.

b. The Advantages of ELSA Speak

1. Easy to use and navigates through themes, talents, reports, etc.
2. Users can select the display language; suitable indicators of this program's intended audience are English, Vietnamese, or Japanese.
3. Depending on the users' proficiency, The lessons can include beginning and ending sounds, minimum pairs, schwa sounds, and consonant clusters.
4. Various topics include relationships, cuisine, entertainment, technology, and culture.

c. The Disadvantages of ELSA Speak

1. ELSA pays little attention to the supra-segmental characters, which are most likely helpful in accent reduction.
2. Ineffective system for recognizing pronunciation errors.
3. ELSA Speak offers only the incredible features available with an ELSA Pro account. Free account users can still use prominent features like correcting pronunciation, entering tests, and creating lessons. The free account has 1,600 lessons with 30 topics.

d. The Use of ELSA Speak

1. For iOS and Android users, install the app from the Play Store.
2. Users can either register for an account or move on to the next phase.
3. After that, the user can choose the course from the menu display.
4. The user will speak the words, sentences, or dialogues the ELSA application delivers after choosing the content.
5. The ELSA app will give the user a pronunciation fluency score, indicating where pronunciation mistakes are made.

2. Pronunciation
a. Definition of Pronunciation

Pronunciation is giving the authentic sounds of letters in words, proper accents, and many syllables. It means that the act or result of producing the sound of speech, including articulation, stress, and intonation, often concerns some standard of correctness. According to Yates, L. (2014), pronunciation is a lay term that is widely used in language learning and teaching to describe the way utterances are articulated (Mulatsih & Devi, 2015) Based on Gilakjani (2016), pronunciation is the production of English sounds.

Learning to pronounce sounds correctly involves repeating them and making corrections when necessary. However, according to Amep (2002), pronunciation is Learning to Produce the sounds that give meaning. Nunan (2003) also asserted that accurate pronunciation occurs during speech.

Pronunciation is how you pronounce a word or how language is usually used. Consider accents, silent vowels, reverse e's, and other things. Learning pronunciation requires studying phonetics. Phonetics studies speech patterns and sounds as they appear in different languages. We are interested in noises, how they form patterns, and how they change under various conditions. A phonetician's initial goal

is to ascertain what people do when they speak and listen to speech (Fromkin, Rodman, 2011).

b. Aspects of Pronunciation

There are two aspects of pronunciation, namely, segmental and suprasegmental features.

1. Segmental Features

The first features are segmental features or segmental phonemes. It is speech sounds that are used in words. In other words, it is described as the sound units of an utterance represented by phonetic symbols. Thus, segmental features are grouped into vowels and consonants.

a) Vowel

Vowel sounds are produced when the air goes freely from the larynx to the lips. According to Kelly (2000), vowels are articulated when a voiced airstream is shaped, utilizing the tongue and lips to alter the overall contour of the mouth. Since then, any vowel sound has a voice. The mouth cavity's organs modify the vocal tract's size and shape to produce vowel sounds with various qualities. Vowel sounds are classified According to 1) which part of the tongue is raised, 2) the degree of tongue height, and 3) the position of two lips, McMahon (2009).

Principally, there are 20 English vowels. Those are distinguished as pure vowels (monophthongs) and diphthongs. A single character represents pure vowels. The vowel stays consistent from the beginning of its production to the end (McMahon, 2009).

b) Consonant

All speech sounds occur when the airflow is obstructed in some way by the human speech organs. According to Kelly (2000), consonants are created by obstructing, restricting, or diverting airflow in various ways, including the location of the

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blockage, the type of obstruction, and the activity of the vocal cords. The various articulators do. For instance, "bilabial" denotes a closure made of both lips. The terms are fortis, consequential, and lenis, or weak, describe the force of articulation. 'Fortis' in spoken English is equivalent to unvoiced sounds, which call for a more vigorous airstream exhalation than 'lenis' sounds voiced in English.

The distinction is constructive for recognizing between sounds essentially expressed in the same way, but one uses the voice, and the other does not. The letter pairs /p/ (unvoiced and fortis) and /b/ (voiced and lenis) serve as examples. You can distinguish between voiced and unvoiced sounds by stroking your Adam's apple while speaking. Only vocal sounds will cause you to vibrate. Some voiced sounds, such as the /d/ at the end of hard /hɑ;d/, for example, when the voicing is less obvious, may occasionally be devoiced.

c) Diphthong

According to Kelly (2000), a diphthong combines two vowel sounds and entails switching between vowel sounds (eʟ/, as in rain). In English, the first sound in every phoneme is louder and lasts longer than the second. One purposeful glide is the deliberate shifting of the jaw, lips, and tongue between vowel positions. It is created in a single breathing impulse. Take words like "lay," "how," "hair," "boy," "poor," and so on. Phthongs come in three different varieties. They are known as falling, centering, and closing diphthongs.

Various languages, including English, which will be the subject of this study's investigation, have diphthongs in their inventory. "gliding vowels" refers to diphthongs, two combinations of two adjacent vowel sounds in the same syllable that can be correctly spoken when one vowel glides

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fast to another. Diphthong qualities also apply to two types of vowels that are pronounced in the same breath. According to technical definitions, this study's investigation targets the tongue moving during pronunciation (Desy et al., 2021).

According to Carr (2012), diphthongs are a series of two distinct vowel sounds that "squash" together. Phonophthongs provide phonetic explanations in a variety of languages, including English. He states that there are two kinds of diphthongs in GA (General American) and RP (Receive Pronunciation), also called British accents. Diphthongs are high-quality vowels that shift syllables.

1) Opening and shutting diphthongs. When the second vowel is spoken, the tongue's position is higher than the first; for example, /ai/ in time /taim/, fine /fain/, and /ei/ in make /meik/, take /teik/.

2) Making phone calls. The tongue is positioned lower while uttering the second vowel, /i ə/, as in fear /fiə(r), and /ə/, as in pure /pjə(r)/.

3) Diphthongs that center. When speaking the second vowel, the tongue should be in the id centre; more /mə(r)/, /ɛə /, like in there /ðɛə/.

b. **Suprasegmental Features**

Suprasegmental features refer to stress, tone, intonation, and others always present in segmental production and speech (Kholis, 2021). There are three kinds of supra-segmental features: stress, intonation, and syllable.

1. Stress

Word Stress is essential to English recognition (Kenworthy, 1987). Stress is one of the most crucial speech markers for English speakers to convey meaning. It can be characterized as a sound pressure applied to multiple

syllables within a word. "Stressor is the term used to describe the point in a word or phrase where pitch changes, vowel lengthens, and volume increases," according to Harmer (2007:32). This implies that we must emphasize the item that stands out above the others. Therefore, a stressed syllable pronounced longer and louder than the other syllables is called word stress.

2. Intonation

Speech uses changes in pitch, just like music does. Speakers can adjust the pitch of their voice while they talk, raising or lowering it as they like. In other words, intonation is the melody of speaking. (Kenworthy, 1987). The transition of a sound between high and low tones is known as intonation. Claims that the rise and fall of tone over syllables in speech constitutes intonation. Many diverse meanings can be expressed using intonation, including emotions and circumstances. These can be combined in various ways (rise-fall-rise, fall-rise-fall, etc.) and can be highly abrupt or gradually occurring. Pitch is a communication tool used by speakers. For instance, "Yes" can be spoken in a rising or falling voice. The increasing voice "Yes" denotes something like "I believe," "Maybe it is true," "You cannot be serious," "Wow, You are great," etc.

3. Syllable

Syllables are a unit that is challenging to describe scientifically precisely but very simple to understand. While the number of syllables in terms like cat, delay, fantastic, geography, and metamorphosis can be determined by anybody (albeit opinions on the number of syllables in words like girl, mile, and sour and other words may differ),

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no one is aware of the precise physical motion that the speaker does to produce a syllable (Kreidler, 2004).

As we discuss syllables, we are interested in two types of information: their structure and the relative prominence of syllables when two or more occur in succession. Every syllable in a language has a structure, which is a sequence of some of the phonemes.

The phonemes /k/, /a/, and /t/ make up the syllable cat; act and tack have the same three phonemes but are organized differently. In talking about syllable structure, we want to describe what general structures are conceivable for English syllables and what structures are not possible, not just the structures of specific syllables. Can there be syllables like "kt," "t," or "tk," for instance? Syllable structures vary depending on the language. Outlining the potential syllable forms characterizes a language's sound system.

Every syllable in English has a center or peak, a [+ syllabic] element. As we have seen, all vowels are, by definition, [+ syllabic]. Every word, phrase, or sentence has the same number of syllables as it does syllabic parts, and vice versa. In addition, the sonorant consonants /m, n, l, and r/ become syllabic in specific locations.

2. **Pronunciation Problem**

According to J. D. O'Connor (1980), teaching and mastering pronunciation have specific challenges. Which are:

a) Mother Tounge

Learning English can be challenging for international students, especially regarding pronunciation. When a newborn first begins to speak, he does it by listening to his mother's voice, and he will naturally copy her. Since he was young, he has grown

accustomed to speaking his native dialect. His mother tongue has some influence on his tendencies. Additionally, it will be challenging to alter his speech organs' natural movement patterns so that they generate foreign sounds. It is comprehensible. Because his speech organs are programmed to make the language spoken sounds. We become accustomed to making the sounds and employ the same speech organs to create them. However, a youngster raised in an English-speaking environment will develop English phonemes in addition to the collection of sounds that we all acquire.

b) Lend me your ears

All newborns can produce the entire range of sounds audible to humans. However, some students find it challenging to hear a specific pronunciation they desire to replicate, and people who speak several native languages frequently struggle with various sounds.

There are various strategies for handling this. For starters, movies, radio, and vinyl records can get their attention and get them to listen. You can progressively train the pupils' hearing to understand and practice by carefully repeating the phrases they hear. Students will be able to communicate clearly when they can hear clearly. Listening carefully is crucial; matching your performance to your hearing can help you pronounce English words accurately.

c) Sound and Intonation

Learning a foreign language frequently exposes children to physical and cognitive challenges, such as difficulties making sounds in some areas of the mouth, uvula, or nasal cavity. Despite having the same phonetics, certain sounds have differing distributions. Some people have trouble hearing pitch or recognizing patterns of rising or dropping of various pitches.

3. **Teaching Pronunciation**

Pronunciation instruction is thought to be crucial. In classes, though, it frequently gets overlooked. Learners of foreign languages must acquire an understandable language. Although learning how to pronounce words is also like being a native speaker (Kenworthy, 1988, p.17), she explains that acquiring pronunciation aims to be more comfortable with other speakers in a conversation. To teach pronunciation, the teacher helps students show how to pronounce the word correctly (Kenworthy,1988). However, it can be challenging for a speaker of a different language group to understand a learner who consistently mispronounces various phonemes (Kelly, 2000). Sometimes, they cannot imitate their teacher, and errors cannot be avoided. Then, the teacher gives them feedback for students. The input can be an explanation about paying attention to what they say. The teacher can also give them some exercises that lead students to learn pronunciation. However, there are many ways to teach students that would make them pronounce like a native speaker and comprehend each conversation (Kenworthy, 1988). Thus, an appropriate technique Is required. In his book, Kelly (2000) mentions several methods for teaching pronunciation. Those are drilling, chaining, and minimal pairs. Kelly and Suwarto (2006) use dubbing as a technique to teach pronunciation. It is said that pronunciation teaching should be creative and active. It also provides many pronunciation activities and exercises.

According to Harmer (2001), teachers can instruct students in pronunciation by acting out the sounds. The teacher presents, for instance, the sounds of /ʃ/ in ship and /tʃ/ in chip. Students could use this to compare and contrast two comparable sounds. He also clarifies how stress may be a teaching tool for educators. The teacher offers them a sentence that has been marked before. If they get to it, students should emphasise the underlined word or sentence while reading it aloud. Additionally, the teacher can use intonation to teach pronunciation. For

example, the teacher says, "This is MINE!" with a capital letter. When pronouncing the word "mine," students should raise their pitch. Students should arrange their pitch louder when pronouncing the word 'MINE.' From the explanation, we can conclude that pronunciation can be taught by introducing the element to the element.

4. Testing Pronunciation

There are two different tests for pronunciation. According to Lado (1961), the types of pronunciation testing are the production and recognition tests. The assessment of spoken language performance and proficiency includes pronunciation. Testing pronunciation requires students to be sensitive to English pronunciation, evaluate knowledge, and assign grades. There are several techniques to take into consideration while testing pronunciation. According to Alabbasi (2007), the categories of approaches include sound-to-phonemic symbols, minimal pairings of words, and sound-to-visuals. Having pupils read the provided words aloud is one of the most popular ways to assess pronunciation. Reading aloud while assessing pronunciation has several advantages, including 1) monitoring pronunciation, 2) preparing quickly, and 3) testing all pronunciation qualities. There are, however, several vital factors to take into account. Those who are literate are allowed to read aloud. Additionally, when reading aloud, it is simple to make the kids embarrassed (Octavia, 2017). Thus, the environment should not put students under pressure when teaching pronunciation by reading aloud.

B. Previous Studies

Several sources related to this research, including journals and previous studies, correlate with this research topic.

They are:

First, Maria Lidya Gelu conducted a study entitled "The Benefit of Using Elsa Speak in Role Play Class of SMA Negeri 9 Yogyakarta" in 2020. This study aimed to determine the benefits of using the Elsa Speak application

on students' pronunciation in English. (Gelu, 2020). The research used mixed methods, and the instruments used were research questionnaires and tests. Based on pre-test and post-test. This study showed that the post-test results had higher scores than the pre-test results. In addition, student responses to the questionnaire also showed a positive impact. This indicates that using the ELSA Speak application improves students' pronunciation skills in English. This study is similar to the ELSA Speak Application in teaching pronunciation. The difference lies in the method. Maria Lidya Gelu's research uses mixed methods, while this research uses experimental quantitative methods.

The second study is a thesis conducted by Belinda Lesmana in 2022 titled "Using ELSA Speak Application to Improve Students' Speaking Skill at UPT SPF SMPN 17 Makassar". This study aimed to improve the speaking skills of eighth-grade students at UPT SMPN 17 Makassar as measured by pre-test and post-test scores. Based on the results of data analysis, it is known that through the ELSA Speak application, which is easier to use and has very detailed procedures, students can more easily understand pronunciation and fluency in speaking English. Students also discovered some new vocabulary. This can be seen in the pre-test and post-test scores: the average score of students in the pre-test was 57.03 and increased to 76.30 in the post-test (Lesmana, 2022). The similarity with this study is that it uses an experimental quantitative method. The difference lies in the object and place of research conducted by Belinda Lesmana, who is researching Class VII at UPT SMPN 17 Makassar. In contrast, this research is X DKV class students at SMK N 2 Purwokerto.

The third is a thesis done by Muamar in 2022 entitled "Improving the Students' Pronunciation using English Language Speech Assistant (ELSA) Application (A Pre-Experimental Research at the Eleventh Grade Students' of SMAN 9 Makassar)."This study aims to develop students' pronunciation through ELSA application at SMAN 9 Makassar. Based on the post-test data, the average score of the students showed that the students' pronunciation in the post-test was higher than the pre-test, and the test score was higher than the t-

table value. (Muamar, 2022). The ELSA application significantly improves student pronunciation, as evidenced by the 1-test being higher than the t-table and the difference between the pre-test and post-test before and after the teaching and learning process through classroom applications. Research by Muamar has similarities with this study; both use experimental quantitative methods.

The fourth research, conducted by Endang Darsih, was conducted in 2021 and was entitled "Using ELSA Application in Speaking Classes: Students' Voices." The research shows that COVID-19 has caused a sudden change from face-to-face teaching methods to online learning, requiring teachers to use technology. The purpose of this study is to use the ELSA Speak application to help students in the English Department at the University Kuningan (Darsih, Wihadi, & Hanggara, 2020). To improve their English pronunciation skills. Based on data collection using pronunciation tests and interviews. The results showed that "ELSA Speak" can improve students' pronunciation. The average test scores from the second to the last cycle showed that the ELSA Speak application helped learners learn pronunciation more interestingly and quickly. Moreover, the features of this application can encourage students to practice pronouncing words. The similarity with this study is that it focuses on ELSA Speak in teaching pronunciation. The difference lies in the method. Endang's research uses a quantitative survey, while this research uses a quantitative experimental method.

C. Conceptual Framework

Pronunciation is a significant skill that someone learning a language must possess. It is the demonstration or way of articulating words, the expression of discourse, an approach to talking a word, particularly a way that is acknowledged or, by and large, comprehended, and a realistic portrayal of how a word is expressed, utilizing phonetic images.

Students who use media to learn English will be able to comprehend and create them. ELSA Speak is an application-based learning tool that is the subject of this study. The process of learning pronunciation is closely related

to this application. This software offers students a fresh and simple approach to learning pronunciation. ELSA Speak's main user interface is straightforward and offers navigation between topics, abilities, levels, reports, and other features.

In general, the conceptual definition of this research extends from investigating and comprehending the effectiveness of ELSA Speak on students' pronunciation in the eleventh grade of SMKN 2 Purwokerto.

D. Hypothesis

The hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable (Creswell J. W., 1994). This means the hypothesis in this research is to know the significant effect of ELSA Speak on students' pronunciation.

In this study, there are two hypotheses stated as follows:

H_1: There is a significant effect of using the ELSA Speak on students' pronunciation in the eleventh grade of SMKN 2 Purwokerto

H_0: Using the ELSA Speak on students' pronunciation in the eleventh grade of SMKN 2 Purwokerto has no significant effect.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method employed. It includes the type of research, the research setting, the population and sample, the data collection technique, and the data analysis technique.

A. Research Design

The study employed a quantitative experimental design to address the research issue. Using the ELSA Speak, this study attempts to detect changes in the phenomena that research participants encounter, such as variations in students' pronunciation exam results before and after the test. This research uses a quantitative quasi-experimental method to determine whether an item under examination has an effect (Creswell et al., 2012). This will involve applying the experiment to a control group that is not equivalent. The best way to find specific actions against other objects under controllable settings is to apply the pre-test and post-test control design (Creswell et al., 1994). A pre-experimental design was used in the study, which involved just one group and no comparison group between the experimental and control groups. Pronunciation.

This study involved two groups, and both administered t-tests to the research sample. The XI DKV I was an experimental group, and the XI DKV II was a control group used as a study sample. The ELSA Speak was applied to an experimental class, while standard strategy teaching was applied to a control class. The experimental and control groups were set up as follows:

$$\frac{O1 \quad X \quad O2}{O3 \qquad O4}$$

(Gay, 1981)

Notes

O1 = Pre-test result of the experimental group

O2 = Post-test result of the experimental group

O3 = Pre-test result of the control group

O4　= Post-test result of the control group

X　= Treatment

The control and experimental groups are based on the design above. After the experimental group received the ELSA Speak method treatment, both groups received a pre-test to compare with the post-test results. The control group given the treatment used the conventional method. This aims to determine whether the students treated using the ELSA Speak method can achieve higher scores than those taught using the traditional method.

B. Time and Location of the Research

This research was conducted at SMK N 2 Purwokerto, located on Jl. Jend. Gatot Subroto No. 81, Sitapen, Purwanegara, Kec. Purwokerto Timur, Banyumas Regency, Central Java. Based on preliminary research, this location was chosen because students still lack confidence and have pronunciation errors when learning English. In addition, schools still need to improve the use of appropriate media in teaching and learning. This research was held from 29 July until 14 August in the academic year 2024/2025.

C. Population and Sample

1. Population of Research

The research population comprises six departments, including the eleventh-grade students of SMKN 2 Purwokerto, in the academic year 2024/2025. The population in this study amounted to 538 students. The following data on grade XI students at SMK N 2 Purwokerto is presented. Random sampling is used in this study to select a sample of students from classes based on the sample drawn through spinner wheels, and all populations had the opportunity to be sampled.

Table 3 1 Research Population

No.	Expertise Programme	Number of students
1.	Teknik Perawatan Gedung (TPG)	72
2.	Desain Pemodelan dan Informasi Bangunan (DPIB)	72
3.	Teknik Ketenagalistrikan (TK)	72
4.	Teknik Mesin (TM)	108
5.	Teknik Elektronika (TE)	144

6.	Desain Komunikasi Visual (DKV)	70
	Total number of students	539

The term 'population' refers to a category of things or subjects.

The researcher chooses to study to draw generalisations about generalisations that can be used to make decisions (Sugiyono, 2015). Furthermore, population can be defined as the collection of entities or observations for which data are sought (Jolicoeur, 1999). In this study, the researcher randomly selected students from class XI DKV at SMK N 2 Purwokerto from class DKV 1 to DKV 2.

 2.   Sample of Research

The results of spin classes XI DKV I and XI DKV 2 became samples. Then, the wheels were spun again to select the treatment class and control class; class XI DKV I became the treatment class, which used the ELSA Speak with a total of 35 students and class XI DKV II became the control class, which used the previous strategies throughout the learning process with a total of 35 students.

The subjects of this research are XI DKV class students at SMKN 2 Purwokerto, with a total of two classes. The research subject is chosen because, based on the study results, the lack of English language skills is also found in DKV students. Previously, DKV was a Multimedia department in the current curriculum. There was a name change, but the vision and mission remained unchanged. This major includes various types, such as content creators, reporters, designers, and so on. In this era of digitalisation, content creators are a profession that is currently very popular with many people because we provide information to many people through the content being taken. Designers are one of the professions that are much needed throughout the world. With good English skills, students can maximise the various sources of information available for self-development, such as understanding English pronunciation well, enabling DKV students to integrate more easily into global design projects, helping DKV students overcome accent problems in pronunciation, and allowing them to communicate more clearly and easily. Yana (2016) found

that students' goals in learning English are for their future professional world and to support their academic activities. Initial interviews with several graduates and professional designers found they had difficulty speaking English, especially communicating and presenting to foreign clients.

Table 3 2 Sample of the Research

No	Class	Sample	Description
1.	DKV I	35	Experiment Class
2.	DKV II	35	Control Class
Total		70	

D. Variable and Indicators of the Research

a. Variables of the Research

This study used two variables: independent and dependent variables. The independent variable (X) uses ELSA Speak in pronunciation, while the dependent variable (Y) is effectiveness.

b. Indicators of the Research

This research's indicator was that learning pronunciation could be applied to utilising the ELSA Speak with the steps in the theoretical study.

E. Technique of Data Collection

The technique used to gather the data needed for a study was known as the data-collecting method. Various data-gathering techniques, including instrument testing, were employed in this investigation to fulfill the study's requirements. The oral test is the type of assessment utilized in this study. The variables to be measured are included in the words compiled so that the test instrument can draw its answers from the variables already studied. The procedures that were followed to get ready for the oral exam were as follows:

a. Selecting the pre-test experimental class and control class word lists.

b. Selecting the ELSA Speak version to be utilized in the trial lesson.

c. For the pre-and post-tests, select the words from ELSA Speak and the terms that demonstrate the pronunciation errors made by the pupils.

d. Conducting a validity test using an instrument.

e. Select appropriate words for both the pretest and the post-test.

1) Pre- Test

The pre-test was given to the experimental class and control class at the beginning of the meeting. The pre-test aims to determine students' initial abilities regarding the material to be presented and to measure the ability of the experimental and control classes to the equivalent. By giving a pre-test, the teacher would get an idea of how many students already have initial knowledge of the material that was given. The pre-test was read and pronounced 30 words orally, which was corrected by Mrs. Windhariyati D.K., M.A., M.Pd. and Endang Sartika S.Pd.I., M.A. The test consists of 30 words for Pronunciation that have been validated; each correct answer is given 4 points. So, the total score for all the correct is 100. Students pronounce well and correctly in the pronunciation test.

2) Post-test

A post-test is carried out after the treatment process is completed. This is the final form of evaluation of a lesson. The post-test was a written test that contained the same as the pre-test: read and pronounced 30 words orally that had been validated, and each correct answer was given 4 points. So, the total score for all correct is 100. Which was corrected and rater by Mrs. Windhariyati D.K., M.A., M.Pd., Lutfiana M.Pd., and Prapti Yuaningsih S.Pd. The post-test was carried out in both classes, namely the experimental class and control class, which aimed to measure mastery of the test consisting of 30 words for the pronunciation that have been given and perceive the final score, especially in the experimental class that had been given the ELSA Speak treatment, whether there was any increment after the treatment. Usually, the post-test score is good if students follow the lesson using the ELSA Speak treatment well.

To determine the pretest and posttest questions. The researcher adapted the questions from the words contained in the ELSA Speak

application. The pretest and posttest tests consisted of 30 words for pronunciation selected from the ELSA Speak application, which aimed to measure students' pronunciation errors. The supervisor and examiner also validated the pretest and posttest questions to ensure their suitability and validity. The test questions were developed in order to measure the test results effectively.

The indicators were developed from the theory of aspects of pronunciation proposed by Harmer (2007), which are essential for students to understand to improve their speech acquisition. The aspects of pronunciation that students should master to improve their pronunciation mastery are Vowels, consonants, diphthongs, and word stress (Harmer, 2007).

Before being validated, the total questions created by the researcher were 30 words created by the researcher. In this study, some criteria usually used for pronunciation include Vows, consonants, diphthongs, and word stress. The details of these criteria for the pretest and posttest are outlined in the following table:

Table 3 3 Indicators of the Pronunciation Test

No.	Indicators	Number of items	
		Pre-test	Post-test
1.	The students can understand the vowels of pronunciation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
2.	The students can understand the diphthongs of pronunciation.	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30
3.	The students can understand the	1, 2, 3, 4, 5, 6, 7, 8, 9,	1, 2, 3, 4, 5, 6, 7, 8, 9,

	pronunciation of the word stress.	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30
4.	The students can understand the consonants of pronunciation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30

While for the instrument testing, the researcher used a validity and reliability test to measure whether the test was valid and reliable.

F. Technique of Data Validity

1) Validity Test

According to Brown (1996), test validity is the degree to which a test measures what it claims to be measured. The validation test was conducted at SMK N 2 Purwokerto and tasted 34 students of the twelfth grade with 30 pronunciation tests. To know if the items were valid, the validation test should be compared with the $rtabel,$ whose $rtabel$ value for 30 students. The item validity test used the person product moment formula. Based on $df=(N\text{-}2)$, the number of samples is as much as $df=30\text{-}2=28$, with a level of 5% obtained $rtabel$ of 0,361.

The result of the validity test performed with the formula production moment using IBM SPSS V 27 can be seen in the table below:

Table 3 3 The results of Pre-test Validity

Number	Test Result		Conclusion
	R count	R table	
1.	0,738	0.361	Valid
2.	0,394	0.361	Valid
3.	0,566	0.361	Valid
4.	0,585	0.361	Valid

27

Number	Test Result		Conclusion
	R count	R table	
5.	0,819	0.361	Valid
6.	0,697	0.361	Valid
7.	0,680	0.361	Valid
8.	0,579	0.361	Valid
9.	0,509	0.361	Valid
10.	0,385	0.361	Valid
11.	0,838	0.361	Valid
12.	0,726	0.361	Valid
13.	0,560	0.361	Valid
14.	0,695	0.361	Valid
15.	0,721	0.361	Valid
16.	0,722	0.361	Valid
17.	0,507	0.361	Valid
18.	0,594	0.361	Valid
19.	0,552	0.361	Valid
20.	0,532	0.361	Valid
21.	0,390	0.361	Valid
22.	0,771	0.361	Valid
23.	0,696	0.361	Valid
24.	0,546	0.361	Valid
25.	0,488	0.361	Valid
26.	0,588	0.361	Valid
27.	0,532	0.361	Valid
28.	0,403	0.361	Valid
29.	0,382	0.361	Valid
30.	0,387	0.361	Valid

Table 3 4 The results of Post-test Validity

Number	Test Result		Conclusion
	R count	R table	
1.	0,594	0.361	Valid

2.	0'479	0.361	Valid
3.	0,476	0.361	Valid
4.	0,602	0.361	Valid
5.	0,628	0.361	Valid
6.	0,562	0.361	Valid
7.	0,578	0.361	Valid
8.	0,678	0.361	Valid
9.	0,673	0.361	Valid
10.	0,529	0.361	Valid
11.	0,449	0.361	Valid
12.	0,686	0.361	Valid
13.	0,595	0.361	Valid
14.	0,412	0.361	Valid
15.	0,528	0.361	Valid
16.	0,516	0.361	Valid
17.	0,446	0.361	Valid
18.	0,484	0.361	Valid
19.	0,393	0.361	Valid
20.	0,524	0.361	Valid
21.	0,566	0.361	Valid
22.	0,577	0.361	Valid
23.	0,582	0.361	Valid
24.	0,482	0.361	Valid
25.	0,437	0.361	Valid
26.	0,475	0.361	Valid
27.	0,535	0.361	Valid
28.	0,377	0.361	Valid
29.	0,418	0.361	Valid
30.	0,521	0.361	Valid

2) Reliability

According to Brown, reliability is the consistency of a test. The test must be reliable as a measuring instrument. Isnawati (2011) states that reliable tests are consistent and dependable. Cronbach's alpha can be used as a reliability test instrument. Triton and Sujianto (2009) state that the following examples of Cronbach's alpha values are possible:

Table 3 5 Cronbach's alpha value categories

Cronbach's Alpha	Interpretation
0,81-1.00	Very Reliable
0,61-0,80	Reliable
041-0,60	Quite reliable
0,21-0,40	Rather Reliable
0,00-0,20	Less Reliable

It is considered reliable if the Cronbach Alpha ≥ 0.6. Meanwhile, it is said to be unreliable if the Cronbach Alpha value obtained is < 0.6. used the IBM Statistics 27 application to calculate the reliability test in the test. The following are the reliability test results obtained on the pre-test questions:

Table 3 6Reliability test of Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.755	31

The results of the IBM SPSS Statistics 25 software output above show that Cronbach's Alpha pre-test value is 0,755, which is reliable for this pre-test question.

Furthermore, the results of the post-test question reliability test using Cronbach's Alpha value obtained:

Table 3 7 Reliability test of Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.658	31

Based on the results of the IBM SPSS Statistics 27 output above, the value of Cornbach's Alpha post-test is 0,658, which shows a reliability value of more than 0.6. Thus, the post-test question is reliable.

G. Techniques of Data Analysis

The pre-test and post-test data were used to analyse ELSA Speak's effectiveness in improving students' pronunciation. The data were calculated using IBM SPSS V 26 for Windows.

a. Normality test

A fundamental presumption for the techniques of parametric statistical analysis is that the data obtained follows a normal distribution. This was tested using the normality test. Kolmogrov-Smirnov was the test statistic employed for the normalcy test (Sugiyono, 2016). The IBM SPSS V 27 uses a graphical normalcy assessment that uses the normality test.

The criteria to identify the normality test are as follows:

a) If the significance value is < 0.05, therefore H_0 is rejected. This means that the data is not normally distributed.

b) If the significance value is > 0.05, therefore H_0 is accepted. It means the data are typically distributed.

b. Homogeneity

The homogeneity test was used to determine the similarity of the population and to find out before comparing the several groups (Arikunto & Suharsini, 1993). IBM SPSS V 27 was used to calculate the homogeneity test.

c. Hypothesis Test

The research hypothesis was to test whether the mean learning outcomes of the experimental class were dissimilar or not compared to the

control class. Therefore, this research used a t-test with the following statistical hypothesis.

$$H_0 : \mu E = \mu K$$

$$H_1 : \mu E \neq \mu K$$

μK: The mean population of the experiment class

μE: The mean population of the control class

In choosing a choice, H_0 was accepted, and H_0 was rejected if the significance was less than 0.05. H_0 was denied, and H_0 was approved if the importance was more than or equal to 0.05.

The effectiveness of ELSA Speak was determined by comparing the mean score of the experimental class learning outcomes to that of the control class. ELSA Speak might have been more successful if the experimental class's learning outcomes had had a lower mean score than the control class's.

This research used the IMB SPSS V 27 software tool to test this hypothesis. The limit of the significance level is 5% with the assumption that if the test results show <5% with 0.05, then $H0$ is rejected and $H1$ is accepted. The t-test formula is as follows (Sugiono, 2013):

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Dengan,

$$\sqrt{\frac{(n1 - 1)s_1^2 + (n2 - 1)s_2^2}{n1 + n2 - 2}}$$

Note:

t : Value

$\bar{x}1$: Mean score of the experimental group

$\bar{x}2$: Mean score of the control group

S_2^1 : Variance of the experimental group

S_2^2 : Variance of the control group

d. Scoring Rubric for Pronunciation

Students participated in pre-tests and post-tests for this study. Each test included a score system for assessment.

The following is an analysis of the assessment rubric adopted from the Brown (2004) below:

Table 3 8 Rubric Assessment of Pronunciation

Test Form   : Performance test
Indikator   : 30 Vocabularies

No	Aspects	Criteria				Score
		1	2	3	4	
1	Vowels	Vowel errors are frequently	Mispronounces some vowels consistently	Pronounces vowels correctly most of the time	Pronounces vowels correctly all the time	
2	Diphthongs	Diphthong errors are frequently	Mispronounces some diphthongs consistently	Pronounces diphthongs correctly most of the time	Pronounces diphthongs correctly at the time	
3	Consonants	Consonant errors are frequently	Mispronounces some consonants consistently	Pronounces consonants correctly most of the time	Pronounces consonants correctly at the time	
4	Word Stress	Frequently missing places stress	Places stress on the right syllable but miss places it on a word	Places stress on the right syllable but miss places it on a particular word	Places stress on the right syllable	

Scoring Test:
Score Per item   = V or DP (4) + C (4) + WS (4)
                        = 12
                        = 12 x 30
                        = 360 : 360 x 100 = 100

After the results of the students' test, they identified into five categories as follows:

33

Table 3 9 Category of Score Test

Category	Test Score
Very Excellent	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very Poor	0-20
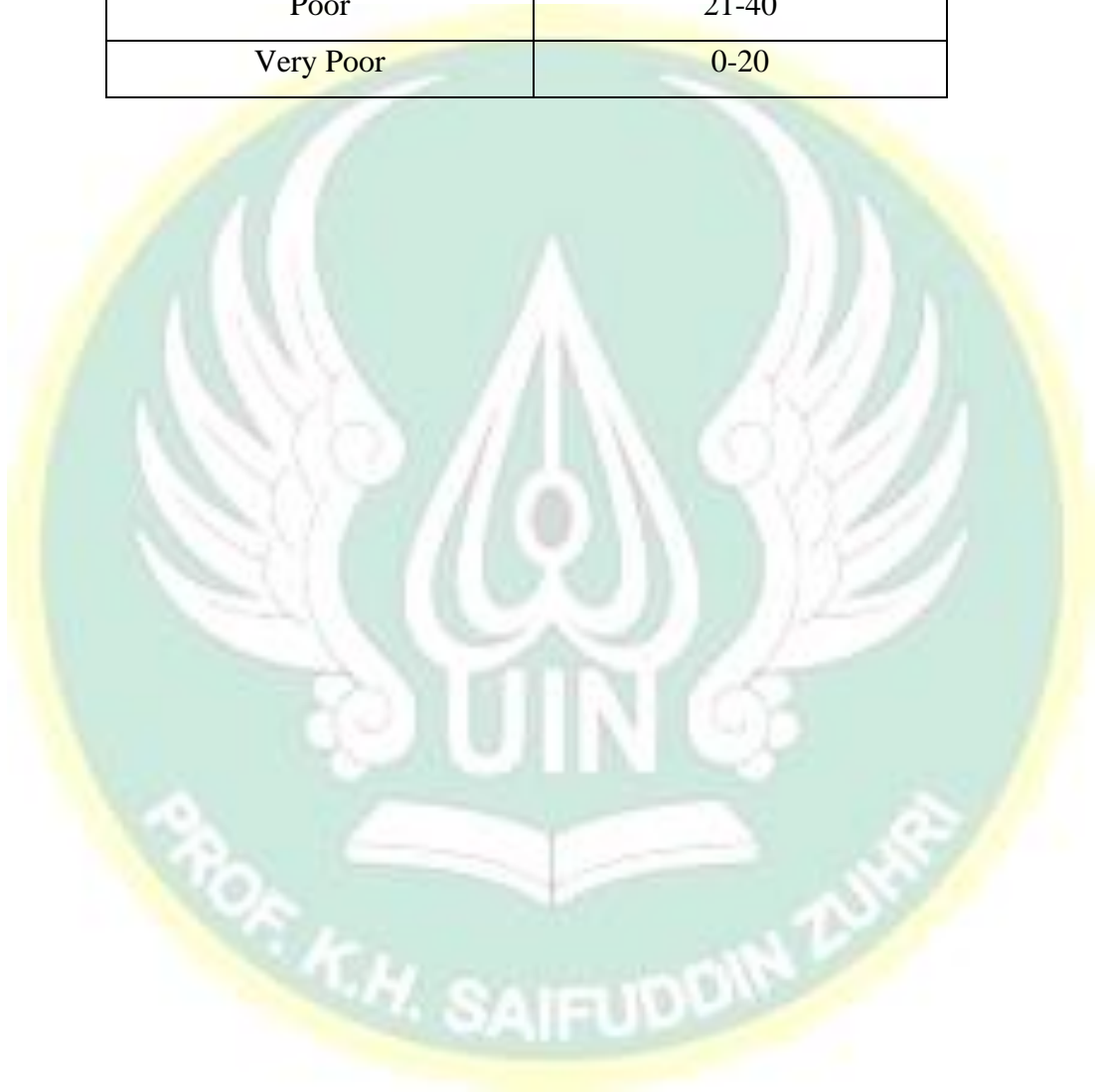
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the pre-and post-test methods for collecting information from students' tests in experimental and control classrooms.

A. Findings

This study, conducted at SMK N 2 Purwokerto, used a quasi-experimental design. With DKV 1 grade serving as the experimental group and DKV 2 grade serving as the control group, purposeful sampling was also utilized in the sample. This study assesses whether utilizing the ELSA Speak application significantly influences students' pronunciation in the eleventh grade at SMK N 2 Purwokerto.

1. Data Description

This section describes the data statistics pre-test and post-test for experimental and control classes. The data was collected from the results of the pre-test and post-test scores. Specifically, the pre-test and post-test were distributed to the students orally to identify their pronunciation. Table 4.1 shows the result data of the experimental class, while Table 4.2 shows the result data of the control class.

The pre-test and post-test results of the experimental and control groups were compared to determine the effect of the ELSA Speak Application. In addition, the experimental group administered treatment through ELSA Speak. However, the control group received the treatment using the conventional method. The research was conducted six times based on school policy while performing the treatment.

a. Pre-test and Post-Test of Experimental

The experimental class was DKV I grade SMKN 2 Purwokerto with 35 students. The students held the pre-test and post-test orally to describe things with a different theme for pronunciation. The data description of the pre-test and post-test in the experimental class can be seen as follows:

Table 4 1 Score of Pre-test and Post-test of Experimental Class

Students Code	Experiment Class	
	Pre-test	**Post-test**
SH 1	46	75
SH 2	43	81
SH 3	40	78
SH 4	58	86
SH 5	47	92
SH 6	39	93
SH 7	46	68
SH 8	60	82
SH 9	53	90
SH 10	50	75
SH 11	68	85
SH 12	68	87
SH 13	43	78
SH 14	50	82
SH 15	45	79
SH 16	40	69
SH 17	40	84
SH 18	42	71
SH 19	40	79
SH 20	41	60
SH 21	45	76
SH 22	65	83
SH 23	59	91
SH 24	45	78
SH 25	42	67
SH 26	39	75
SH 27	54	76
SH 28	39	83
SH 29	44	77
SH 30	40	79
SH 31	60	80
SH 32	41	77
SH 33	46	80
SH 34	50	78
SH 35	54	79
Mean	43.91	79.23
Median	44	79
Score Min	20	60
Score Max.	68	93

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The mean pre-test score for 35 students was 43.91, whereas the mean post-test score was 79.23, according to Table 4.1 (Score of Pre-test and Post-test of Experimental Class). Furthermore, the pre-test data indicated that the test had a minimum score of 20 and a maximum score of 68. In the meantime, the post-test had a minimum score of 63 and a maximum score of 93. According to the test result above, their scores increased after utilizing ELSA Speak to help the students pronounce. As a result, the data demonstrated a substantial disparity between the test-taking and pre-test student performance scores.

b. Pre-test and Post-test of Control Class

The control class was DKV II grade of SMKN 2 Purwokerto, consisting of 35 students. The pre-test and post-test were held orally by the students regarding pronunciation. The data description pre-test and post-test of the control class can be seen as follows:

Table 4 2 Score of Pre-test and Post-test of Control Class

Students Code	Control Class	
	Pre-test	Post-test
SH 1	28	73
SH 2	38	75
SH 3	50	68
SH 4	41	70
SH 5	44	58
SH 6	42	72
SH 7	51	71
SH 8	41	68
SH 9	61	77
SH 10	54	78
SH 11	43	80
SH 12	70	60
SH 13	38	71
SH 14	47	78
SH 15	36	78
SH 16	34	78
SH 17	45	77
SH 18	48	79
SH 19	26	65
SH 20	45	81

SH 21	49	78
SH 22	42	74
SH 23	50	63
SH 24	50	79
SH 25	49	78
SH 26	47	70
SH 27	40	69
SH 28	33	76
SH 30	47	79
SH 31	44	85
SH 32	40	75
SH 33	50	78
SH 34	53	70
SH 35	41	82
SH 37	39	89
Mean	44.46	74.34
Median	44	76
Score Min	26	58
Score Max.	70	89

The mean pre-test score for 35 students was 44.46, according to Table 4.2 (Score of Pre-test and Post-test Control Class). In the meantime, 74.34 was the mean post-test score. Furthermore, the pre-test data indicated that a score of 26 was the lowest and a maximum of 70. In the meantime, the post-test had a minimum score of 68 and a maximum score of 89. Their scores were raised in light of the results of the test above. The data results indicate that the student's performance differed significantly before and after the test. However, it was still more significant than the experimental class that used ELSA Speak.

2. Treatment Description

Based on preliminary research on eleventh-grade SMK N 2 Purwokerto, the students need help with low ability to speak English. The population used in this study was the eleventh grade of SMK N 2 Purwokerto, Banyumas Regency, in the academic year 2024/2025. The next step in this study was to take samples from two groups. One group was applied as an experimental group and one as a control group. There were 71 students in two classes. The experimental class compared thirty-five students, while in the control class,

students were taught the ELSA Speak. In the control class, the students were not taught the ELSA Speak.

1. Experimental Class

Before the treatment, the pre-test is on Monday, July 29, 2024. Students carried out the pre-test, which was an oral test. The students read 30 words for the pre-test. The research then gave them as an instructor in an experimental class. The students were treated using ELSA Speak for seven days. Here is the schedule for providing treatment to the experimental class.

Table 4 3 Schedule of Research in Experiment Class

No.	Day/Date	Meeting
1.	Monday, 29th July 2024	Pre-test
2.	Tuesday, 30th July 2024	Introduction to Internasional Phonetic Alphabet and Introduction to ELSA Speak Application.
3.	Wednesday, 31st July 2024	Sound - /p/, /t/, /k/ Sound - /i/, /I/
4.	Friday, 2nd August 2024	Sound - /s/, /ʃ/, /z/ Sound – R Sound: /r/, /ɝ/, /ɚ/
5.	Monday, 5td August 2024	Sound - /l/, /r/ Sound - /w/, /v/, /b/
6.	Wednesday, 7th August 2024	Sound - /ʃ/, /ʒ/, /tʃ/, /dʒ/ Sound – TH Sound: /θ/, /ð/ Sound - /eɪ/, /ɛ/, /æ/
7.	Friday, 9th August 2024	Sound- /u/, /ʊ/ Sound - Diphthongs Sound - /æ/, /ʌ/, /ɑ/
8.	Monday, 12th August 2024	Sound - /h/, /f/, /v/ Sound - /j/ (y), /ʒ/, /dʒ/
9.	Wednesday, 14th August 2024	Post-test

a. First Meeting

The first meeting was held place on Tuesday, July 30, 2024. Respondents from the experimental class received instruction on pronouncing English words correctly on this first day, including an introduction to the International Phonetic Alphabet. The instructor distributed papers about the subject matter being taught in this study. After that, the instructor gave a paper related to the subject matter of this study. The lecturer next went over the features of the ELSA Speak App. Subsequently, the teacher instructed the children to mimic the word's pronunciation using ELSA Speak. Examined the pupils' pronunciation and adhered to the proper pronunciation of the terms. The initial meeting took place in person in the classroom.

b. The Second Meeting

The second meeting was held on Wednesday, July 31, 2024. The second lesson covered "the sound /p/, /t/, /k/, and sound /i/, /I/" for the pupils in this meeting. In the learning process, the teacher-centered explanation of ELSA Speak instructed each student to use ELSA Speak independently to practice the designated sounds.

c. The Third Meeting

The second meeting was held on Wednesday, July 31, 2024. The second lesson covered "the sound /p/, /t/, /k/, and sound /i/, /I/" for the pupils in this meeting. In the learning process, the teacher-centered explanation of ELSA Speak instructed each student to use ELSA Speak independently to practice the designated sounds.

d. The Fourth Meeting

The third meeting was held on Friday, August 2, 2024. The second lesson covers "the sound /s/, /ʃ/, /z/, and sound R Sound: /r/, /ɜ/, /ɚ/." for the kids. The explanation of ELSA Speak in the learning process was teacher-centered. The instructor instructed

students to use ELSA Speak independently to practice the designated sounds.

e. The Fiffth Meeting

The date of the fifth meeting was Wednesday, August 7, 2024. The second section of "The Sound TH Sound: /θ/, /ð/, Sound - /ʃ/, /ʒ/, /ʧ/, /ʤ/and Sound /eɪ/, /ɛ/, /æ/ was taught to the pupils in this meeting. The explanation of ELSA Speak in the learning process was teacher-centered. The instructor instructed students to use ELSA Speak independently to practice the designated sounds.

f. The Sixth Meeting

The sixth meeting was held on Friday, August 9, 2024. On the sixth day, the pupils studied the second lesson on "Sound / u/, /ʊ/, Diphthongs and Sound /æ/, /ʌ/, /ɑ/." In the learning process, the teacher-centered explanation of ELSA Speak instructed each student to use ELSA Speak independently to practice the designated sounds.

g. The Seventh Meeting

The seventh meeting was held on Monday, August 12, 2024. On day seven, the pupils were taught the second lesson, "Sound /h/, /f/, /v/ and Sound /j/ (y), /ʒ/, /ʤ/." In the learning process, the teacher-centered explanation of ELSA Speak instructed each student to use ELSA Speak independently to practice the designated sounds.

2. Control Class

In the control class, the researcher did not give any treatment at all. The primary teacher of this class was the English teacher of SMK N 2 Purwokerto. The students learned about the materials mainly from videos and textbooks and using conventional methods such as lectures.

Then, the researcher conducted the pre-test on 29 July 2024. The researcher opened the lesson by praying together at the beginning of the learning activity. After that, the researcher conveyed the research

objectives to the students. They were instructed that a video of the pre-test must be recorded to do a pronunciation test. The pre-test activity took place during the lesson. Furthermore, the test was given in the form of 30 words. After obtaining the data, the researcher closed the class by praying together.

At the last meeting, the researcher only focused on giving the post-test. The post-test activity was carried out on 14 August 2024. This is intended to obtain data from the control class. At the beginning of this meeting, the researcher explained the purpose of the post-test. The students were instructed to take the post-test oral test. The post-test given was in the form of an oral test. The test given was in the form of words and consisted of 30 words different from the pre-test. After getting the data, the researcher closed the class by praying together.

3. **Data Analysis**

a. Normality Test

The normality test can be used to assess whether the sample used is representative of the population or not and to establish whether the data is in a normal distribution. The Kolmogorov-Smirnov method was applied in this work to verify normality. Check for normality with the presumption that the data is usually distributed if H0 is accepted and H1 is refused. The data is normally distributed if the computed normality value surpasses the significance threshold 0.05. The outcomes of the pre-test normality test for the experimental and control groups' respective experimental and control classes are as follows:

1) Normality of Pre-test

Table 4 4 Normality Test of Pre-test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Test pre-test	(DKV I) EKPERIMENTAL CLASS	.118	35	.200[*]	.966	35	.343
	(DKV 2) CONTROL CLASS	.114	35	.200[*]	.963	35	.280

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

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Based on the test results above, the significance of the Kolmogortov-Smirnov test on the pre-test results of the experimental class of 0.200> 0.05 and the control class pre-test results of 0.200> 0.05. Based on the decision-making criteria for the Kolmogortov-Smirnov test, the significance value of both is above the significance level of 0.05. This means that H_1 is rejected, and H_0 is accepted. It can be concluded that the experimental class and control class pre-test data are in a normal distribution.

2) Normality of Post-test

Table 4 5 Normality Test of Post-Test

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Post test	(DKV 1) EXPERIMENTAL CLASS	.134	35	.117	.968	35	.394
	(DKV 2) CONTROL CLASS	.140	35	.080	.961	35	.243

a. Lilliefors Significance Correction

The results above show that the significance value of the Kolmogorov-Smirnov test significant value on the post-test results obtained in the experimental class is 0.117 > 0.05. In contrast, in the control class, the significance value obtained is 0.080 > 0.05 control class. Based on the test decision-making criteria for the Kolmogorov-Smirnov test decision-making criteria, H_1 was rejected, and H_0 was accepted. So, the post-test and data obtained in the experimental and control classes are typically distributed.

b. Homogeneity Test

The homogeneity test is one of the pre-requisite tests that must demonstrate whether two or more sample data groups originate from populations with the same variance. The foundation for the homogeneity determination is whether the data are homogeneous or the data processing results are more than the 0.05 level.

Homogeneity of Pre-test

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Table 4 6 Homogeneity Pre-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Test pre-test	Based on Mean	2.815	1	68	.098
	Based on Median	2.811	1	68	.098
	Based on Median and with adjusted df	2.811	1	61.143	.099
	Based on trimmed mean	2.811	1	68	.098

In the table above, it is known that the significance value is 0,098. Where $0.098 > 0.05$, H_1 is rejected, and H_0 is accepted. This means that the data from the pre-test results of the experimental and control classes fulfil the assumption of homogeneity.

1) Homogeneity of Post-test

Table 4 7 Homogeneity of Post-test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Post test	Based on Mean	.019	1	68	.889
	Based on Median	.003	1	68	.959
	Based on Median and with adjusted df	.003	1	67.487	.959
	Based on trimmed mean	.010	1	68	.922

The table above shows that the significance value obtained is 0.889, so H_0 is accepted, and H_1 is rejected. This means that the data from the post-test results fulfil the homogeneity assumption.

c. **Independent Sample T-test**

1) Independent Sample T-test of Pre-test

The t-test can be done after determining whether the data taken is usually distributed. Data taken was normally distributed or not. The basis for decision-making, namely, if the value (2-tailed) < 0.05, then H_0 is rejected, and H_1 is rejected. The t-test was conducted by comparing the results of the pre-test scores of the experimental class and control class. The following are the results obtained:

Table 4 8 Independent Sample T-test of Pre-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Test pre-test	Equal variances assumed	2.815	.098	-.216	68	.829	-.543	2.510	-5.552	4.466
	Equal variances not assumed			-.216	60.780	.829	-.543	2.510	-5.562	4.477

Based on the table above, the significance value (2-tailed) is stated as 0.543, which is 0.543 ≥ 0.05, so H_1 was rejected, and otherwise, H_0 is accepted. This shows that if the two sample classes have the same initial ability in student pronunciation skills H_0: $\mu1 = \mu2$, the results of the experimental class and control class scores are not significantly different. Therefore, it can be said that initial ability. So, ELSA Speak learning can be used in the experimental class. Namely, classes XI DKV 1 and XI DKV 2 are the control classes using conventional learning.

2) Independent Sample T-test of Post-test

Table 4 9 Independent Sample T-test of Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Post test	Equal variances assumed	.019	.889	2.956	68	.004	4.886	1.653	1.588	8.183
	Equal variances not assumed			2.956	67.738	.004	4.886	1.653	1.588	8.184

Based on the table above, the significance (2-tailed) obtained is 0.004 < 0.05, indicating this. The obtained is 0.004, where 0.004 < 0.05 suggests that H_0 is rejected and H_1 $\mu1 \neq \mu2$, which means there is a difference between the experimental class using ELSA Speak and can improve a control class using conventional learning. Based on this, it can be concluded that learning using ELSA Speak can improve the pronunciation of XI DKV students at SMK N 2 Purwokerto.

B. Discussion

The research was conducted in SMK Negeri 2 Purwokerto. It aims to determine whether ELSA Speak significantly affects students' pronunciation in the Eleventh Grade of SMKN 2 Purwokerto. The sample was selected by random

sampling based on specific criteria. The experimental class was XI DKV 1 grade, and the control class was XI DKV 2 grade, with 35 students in each class.

In collecting data, they needed to conduct a pre-test, treatment, and post-test. Both classes received the same pre-test and post-test, but therapy was only given to the experimental class. Furthermore, the data instrument was tested before conducting the research. The validity test used three expert judgments from two lectures by UIN Prof. K.H. Saifuddin Zuhri Purwokerto and one English teacher of SMKN 2 Purwokerto.

At the analysis stage, preliminary observations and interviews were conducted with teachers and students to find out the problems experienced by teachers and students and experienced by teachers and students. The results showed that the learning process still uses conventional methods that are entirely similar to the lecture method. In addition, learning is still teacher-centred, resulting in students' need for more active participation in learning. Students in learning. This results in students' lack of interest in English learning due to monotonous learning and inability to understand the teacher's explanation. Students also expressed their need for help understanding English problems related to daily life, resulting in their laziness in working on English problems. Because of all these things, we are interested in using ELSA Speak learning media to improve students' English problem-solving skills.

The average (mean) of the experimental class in the paired sample in the pre-test statistical table is 43.91, and the post-test is 79.23 with 35 data. Based on the explanation of the two paired sample statistical tables in both classes, the experimental and control classes have almost the same pre-test mean values of 44.46 and 74.34. Therefore, the experimental class post-test average (79.23) was higher than the control class average (74.34), indicating that using the ELSA Speak application effectively improved students' pronunciation skills. This aligns with Ahmadi's statement that ELSA Speak aims to improve the language learning process, especially in speaking skills such as pronunciation, using AI technology.

After the pre-and post-tests, IBM SPSS V.27 was employed to calculate the normality and homogeneity test. The control class's pre-test results were

0.200>0.05, the experimental class's pre-test results were 0.200 > 0.05, and the outcome of the normalcy test was 0.117 > 0.05. The experimental class's post-test findings showed a significant value of 0.117 > 0.05. The result of the descriptive analysis was confirmed by hypothesis testing with Paired Sample T-test. In the control class and experiment class, sig were obtained. (2-tailed) of 0,004 < 0.05, it can be said that H_1 is accepted and H_0 is rejected. So, it can be concluded that using ELSA Speak media effectively improves the pronunciation skills of SMK N 2 Purwokerto grade XI students.

The difference between t-count and t-table in the control and experiment classes found a difference or effect higher in the experiment class than in the control class. It can be inferred that the class that received the treatment had more impact than the class that did not receive any treatment, even improvement.

In this study, using ELSA Speak can improve pronunciation in students. Students can improve pronunciation skills using Elsa Speak independently to enable them to learn outside the classroom; this is in line with the research of Nina, Izmi, and ELSA (2024) at UIN Prof. K. H. Saiffuddin Zuhri Purwokerto which shows that using technology in learning English pronunciation, In addition, in the learning process can increase student interaction and motivation, students can adjust to their abilities and needs, this improves student listening skills and students become more confident. As explained by Martin, Agustinus, and Lailatus (2022) in their research at SMK Kesehatan Kapuas Raya, the form of improving students' pronunciation ability to help develop language skills independently. This certainly makes the learning process faster and more effective.

The results of the study on students' pronunciation at SMK N 2 Purwokerto showed an increase, supporting the findings of previous studies. ELSA Speak can be a solution for teachers to provide more effective learning lessons, especially in teaching English pronunciation by Rabiatul, Andi, and Samtidar (2024); implementing ELSA Speak can increase students' interest and confidence in English, and providing real-time feedback can increase students' engagement in language learning. Thus, more accurate pronunciation, but also improving students' fluency and intonation. Another benefit of ELSA Speak,

according to Arum and Nanda Sekar (2023), is that it can improve students' pronunciation skills. Students are required to communicate directly with friends, thus improving students' pronunciation skills after using the ELSA Speak application in learning.

From the description above, it can be said that ELSA Speak can improve students' pronunciation. Previous research conducted by Aisyah, Hesti, and Bahrul (2023) states that ELSA Speak increases students' motivation and enthusiasm for learning English. ELSA Speak provides a fairer opportunity for all students to practice individually. This activity reduces dependence on direct instruction from the teacher and allows students to practice at any time. However, some variables cannot be controlled in implementing ELSA Speak, including the relatively short time; the limited duration may not be enough to evaluate the long-term impact of ELSA Speak in improving students' pronunciation. They are conditioned, so it takes time to change positions, which can cause noise.

Previous research conducted by Sholekhah and Fakhrurriana (2023) ELSA Speak discusses the potential of this application as a Mobile-Assisted Language Learning (MALL) tool that is very beneficial for English as a Foreign Language (EFL) learners to improve their English pronunciation skills. A first for ELSA Speak, the app is designed to help non-native English speakers improve their speaking and pronunciation skills using AI-based speech recognition technology. The app provides automatic feedback that allows users to correct pronunciation mistakes in real time. The second is Content Design and Gamification. The app offers a variety of fun, interactive exercises using a gamification approach, such as rewards and levels, to increase students' learning motivation. This makes the learning process more enjoyable. Next, ELSA Speak's Automatic Speech Recognition (ASR) technology uses Automatic Speech Recognition (ASR) to provide instant feedback on various aspects of pronunciation, including intonation and rhythm, so that users can correct their mistakes immediately. Fourth, ELSA Speak's Safe Learning Environment creates a safe and judgment-free learning environment where users can practice without worrying about being judged by others. Lastly, Personalised Digital Feedback The app also provides personalised

feedback according to each user's needs so they can focus on the areas that need improvement. The study highlights the great potential of ELSA Speak in helping EFL learners improve their pronunciation skills in an interactive, fun, and effective way.

This study's findings align with previous studies, which show increased vocabulary acquisition after using the Elsa Speak app. For example, a survey by Permatasari and Lubis (2024) showed that using the ELSA Speak app proved significantly more effective in improving EFL students' pronunciation skills than conventional methods such as U-Dictionary. With a more significant improvement in post-test scores, ELSA Speak was able to provide personalised and real-time feedback, thus helping students improve their pronunciation more efficiently and quickly. This research suggests the integration of AI-based technologies such as ELSA Speak in language learning for more optimised results. A paired t-test showed that the improvement in post-test results in the experimental group (ELSA Speak) was statistically significant compared to the control group, with a Sig (2-tailed) value of 0.001, which is smaller than the 0.05 threshold. This indicates that ELSA Speak significantly improves students' pronunciation skills more effectively than the conventional method.

Other studies, such as Ngoc and Thanh's (2024) study on Elsa Speak, showed that most students positively perceived using the Elsa Speak application in learning English pronunciation. Here are some of the main results of this study: Students appreciated the features that train the pronunciation of vowel sounds, consonants, word stress, and intonation. However, they did not favour aspects that train connected speech phenomena (such as word linking and sound reduction). Furthermore, clear instructions and activities focusing on rhythm, stress, and intonation help students understand and improve pronunciation. Most participants also felt that the app helped distinguish between vowel and consonant sounds. Students appreciated the voice recording feature and ease of navigation. However, some students complained that the sound quality was interrupted by noise and the interface was inconvenient. The Automatic Speech Recognition System Speech recognition feature was helpful as it provided immediate feedback on

pronunciation errors. However, the app was less responsive to external noise, which disrupted the learning process. These results show that Elsa Speak effectively improves students' pronunciation skills, although some technical aspects must be improved to enhance the learning experience.

The study of Ichda, Riandi, and Rizdki (2023) discusses two groups of students: an experimental group that uses the ELSA Speak application and a control group that gets different treatments. The experimental class uses ELSA Speak and Speech Recognition to assist students in identifying and correcting English pronunciation errors. There is immediate feedback on student pronunciation. If students make a mistake in pronouncing a word, the app notifies them and allows them to correct it. Furthermore, ELSA offers various exercises for pronouncing vowel sounds, consonants, and intonation in English. It facilitates students in practising the correct pronunciation of words. It is also Interactive and Engaging. The app is easy to use and considered attractive for students, which makes the learning process more interactive and lively. Moreover, the control class received a different treatment: using the U-Dictionary app as a learning tool. This app focuses more on translation and vocabulary than detailed pronunciation exercises like ELSA Speak. Although U-Dictionary has a pronunciation feature, it is not as interactive as ELSA Speak in providing immediate pronunciation feedback. Students do not get an automatic correction of their pronunciation errors as provided by ELSA Speak. Students in the control group relied more on teacher guidance for pronunciation improvement versus using automated technology in the experimental group. The main difference was that ELSA Speak provided instant and automatic feedback on student pronunciation. In contrast, in the control group, pronunciation practice relied more on traditional methods that did not provide real-time feedback.

Furthermore, ELSA Speak is quite a helpful app for English pronunciation practice, especially on segmental aspects such as phoneme sounds, according to Backer's (2019) review. It provides immediate feedback to users on their pronunciation accuracy and has various features to track users' progress. However, this app has shortcomings, such as being too heavy in focusing on segmental

sounds without paying attention to suprasegmental aspects (intonation, rhythm, and stress), which are more critical in improving pronunciation fluency and comprehensibility. Secondly, the limited accuracy of AI in identifying pronunciation errors can lead to less accurate results, especially for advanced learners. Thirdly, no features or approaches consider the individual needs of users or their native language background. Finally, linguistics or language acquisition experts do not contribute to developing this app, so its design is less than optimal for effective language learning. The app is suitable for beginners who want to improve the pronunciation of basic sounds. Still, it needs much improvement to become a more effective tool for accent reduction.

From the above results, using the ELSA Speak app in various learning environments, such as flipped, blended, and conventional classrooms, impacts the pronunciation skills of English as a foreign language (EFL) students differently. This is in line with Dehghanpour and Beheshti's research. Flipped classes (classes where students learn independently with technology before face-to-face sessions) proved to be the most effective in improving students' pronunciation skills compared to blended and conventional methods. The blended method (a combination of face-to-face and online learning) also gave better results than the conventional class, although not as good as the flipped class. The traditional class, which relied on face-to-face learning without any additional technology, gave the lowest results regarding pronunciation improvement. This study shows that learning methods incorporating technology, especially those that allow students to practice independently using apps such as ELSA Speak, are more effective in improving pronunciation skills. Therefore, it is recommended that teachers and learning material developers consider using flipped and blended methods to achieve more optimal results.

In Computer-aided pronunciation training in 2022: When pedagogy struggles to catch up by Sylvain Coulange, the ELSA Speak app is rated as one of the automated pronunciation training tools that focuses mainly on segmental aspects of pronunciation, such as individual phonemes. The first point is Segmental Focus: ELSA Speak provides feedback on the pronunciation of

individual phonemes (vowel and consonant sounds) by indicating which sounds are correct or incorrect through colour (green for correct, red for incorrect). However, the main focus is on the accuracy of the pronunciation of the sounds, not on suprasegmental aspects such as intonation and rhythm of the conversation. Following Visual Feedback and Detailed Feedback: ELSA provides visual feedback by highlighting the word or phoneme spoken by the user in different colours. The app also provides tips on correcting mispronunciations in specific segments, including the stress level of the word. Third Emphasis on Prosody: While most CAPT tools only focus on phonemes, ELSA has also started considering prosodic features (intonation and word stress). There are specific exercises where ELSA detects syllable stress and provides feedback regarding whether the syllable stress is correct. Moreover, Lack of Deep Suprasegmental Aspects. Exercise: One of the criticisms of ELSA is that although the app provides feedback on prosodic aspects, the main focus remains on individual sound practice. There is little in-depth practice on aspects such as intonation or rhythm, which are crucial for comprehensibility in everyday communication. Besides, the weakness of Overly Binary Feedback: While ELSA has advanced features in providing visual feedback, this feedback is sometimes too simplistic and does not fully account for more subtle errors or prioritise the most important ones.

The Nguyen (2024) study found that the ELSA Speak app significantly improved college students' English-speaking skills, particularly in pronunciation, grammar, and vocabulary. The app was effective in helping students practice autonomously, correct their pronunciation errors, and provide more practice opportunities compared to traditional classroom methods. Additionally, students exhibited positive attitudes towards using ELSA Speak, as it made learning English more interactive and enjoyable. The study also recommends that teachers enhance their digital literacy skills to incorporate mobile-assisted learning tools like ELSA better Speak into their lesson plans. Integrating mobile-assisted speaking activities gives students more opportunities to practice speaking skills outside the classroom. Teachers should also guide students in using these apps effectively to maximise their benefits. However, the study had limitations, such

as a small sample size and a short treatment period. It suggests that future research should involve larger participant groups and longer study durations for more comprehensive results.

Therefore, based on the findings of this empirical study and supported by the corpus of previous academic research, it is evident that integrating the ELSA Speak app is a powerful strategy to improve students' pronunciation skills. The nature of it for English pronunciation detection and correction. This allows the app to diagnose the user's pronunciation errors and provide specific guidance to correct the mistakes; pronunciation training features enable users to practice speaking English to native standards. The features include automatic evaluation, instructions on opening the mouth shape, bending the tongue, etc., and illustration pictures. On the other hand, ELSA will accompany the user in learning to speak English to sound like a native speaker, thus helping to boost the user's confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

The research's conclusion, limitations, and suggestions are described in this chapter.

A. Conclusion

This research aimed to determine the significant effect of ELSA Speak on students' pronunciation in the eleventh grade of SMK N 2 Purwokerto in the academic year 2024/2025. The research was conducted using a quasi-experimental method involving two groups: an experimental group treated using the ELSA Speak application and a control group that used conventional teaching methods. This experimental group consisted of 35 students who learned pronunciation using ELSA Speak, while the control group also consisted of 35 students who were taught using conventional methods. Data was collected through pre-tests and post-tests, which measured students' pronunciation ability.

The pre-test results showed that students' pronunciation skills in both groups were relatively low and not significantly different. However, after the treatment, the post-test results showed a significant improvement in the experimental group compared to the control group. The experimental group's average (mean) post-test score reached 79.23, while the control group only reached 74.34. this shows that using ELSA Speak is efficacious in improving the English pronunciation skills of grade XI students at SMKN 2 Purwokerto. The study results showed that the t-test showed a significance (2-tailed) value of $0.004 < 0.05$, indicating a statistically significant difference in pronunciation improvement between the experimental and control classes. This application can provide immediate feedback regarding pronunciation errors and allows students to learn independently more interestingly and interactively compared to conventional methods.

B. Limitation of study

Based on the research conducted, this has several limitations and time constraints. Using ELSA Speak takes longer, primarily since it is based on drilling, giving challenges, and repetitions.

C. Suggestion

At the end of this thesis entitled "The Effectiveness of ELSA Speak toward on Students' Pronunciation in Eleventh Grade of SMKN 2 Purwokerto, some can be made as follows:

1. **For the teachers**
   a. The teachers can apply the ELSA Speak app to teach pronunciation.
   b. By reading this, it is expected that English teachers can find strategies for teaching pronunciation to vocational students so that students feel happy learning to speak.

2. **Researcher**
   a. The study can serve as a further resource for individuals wishing to investigate the process of teaching English, particularly the pronunciation of ELSA Speak.
   b. The research can serve as an additional source of information for individuals who wish to investigate an English teaching method that heavily relies on ELSA Speak pronunciation.

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APPENDICES

APPENDIX 1

RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1463/Un.19/D.FTIK/PP.05.3/03/2024   29 Maret 2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMK N 2 Purwokerto
Kec. Purwokerto Timur
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Siti Hoeriyah
2. NIM	: 2017404037
3. Semester	: 8 (Delapan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Dsn. Anggaraksan desa Maruyungsari kec. Padaherang kab. Pangandaran
6. Judul	: The Effectiveness of ELSA Speak Toward Students' Pronunciation at SMK N 2 Purwokerto

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Efektivitas ELSA Speak Terhadap Pengucapan Siswa di SMK N 2 Purwokerto
2. Tempat / Lokasi	: SMK N 2 Purwokerto
3. Tanggal Riset	: 30-03-2024 s/d 30-05-2024
4. Metode Penelitian	: Kuantitatif Eksperimen

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Waka kurikulum, Guru Bahasa Inggris, dan Peserta didik

APPENDIX 2

RESEARCH PLACE LETTER

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 2
PURWOKERTO
Jalan Jenderal Gatot Subroto Nomor 81 Kranji, Purwokerto Timur Kode Pos 53116
Telepon 0281-635061 Faksimile 0281-635061 Surat Elektronik smkn2purwokerto@gmail.com

SURAT KETERANGAN
Nomor : 421.4/ 0556

Yang bertanda tangan di bawah ini :
a. Nama : Drs. BAMBANG SAPTONO
b. NIP. : 19650511 199203 1 008
c. Pangkat, Gol. : Pembina Tk I, IV/b
d. Jabatan : Kepala Sekolah

dengan ini menerangkan bahwa :
a. Nama : SITI HOERIYAH
b. NIM : 2017404037
c. Jurusan : Tadris Bahasa Inggris
d. Judul Penelitian : The Effectiveness of ELSA Speak Toward Students' Pronunciation at SMK N 2 Purwokerto

Dengan ini di Ijinkan untuk melaksanakan penelitian dan mengambil data untuk keperluan Tugas Akhir pada tanggal 30 Juni 2024 s.d. 30 Agustus 2024 di SMK Negeri 2 Purwokerto yang beralamat di Jl. Jend. Gatot Subroto No. 81 Purwokerto, Kelurahan Kranji Kecamatan Purwokerto Timur.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Purwokerto, 02 Juli 2024
KEPALA SMK NEGERI 2 PURWOKERTO

Drs. BAMBANG SAPTONO
Pembina Tk. I
NIP. 19650511 199203 1 008

Tembusan :
1. Arsip Tata Usaha

63

APPENDIX 3

LEMBAR EXPERT JUDGEMENT

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windhariyati Dyah Kusumawanti, M.A., M.Pd

NIDN : 2001049001

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar pretest dan posttest yang akan digunakan untuk penelitian berjudul **"The Effectiveness of ELSA Speak Toward Students' Pronunciation at SMK N 2 Purwokerto"** yang di buat oleh:

Nama : Siti Hoeriyah

NIM : 2017404037

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument lembar penelitian tersebut,

	Layak digunakan
√	Layak digunakan dengan revisi
	Tidak layak digunakan

Catatan (bila perlu)
- Sudah di follow up dengan baik.
- Terdiri dari instrument pre-post-tests, rubrik penilaian, lembar jawab (PA), lembar scoring siswa.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya

Purwokerto, 31 Mei 2024

Validator

Windhariyati D.K., M.A., M.Pd.

NIDN. 2001049001

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Endang Sartika S.Pd.I., M.A.

NIP   : 199110302023212040

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar pretest dan posttest yang akan digunakan untuk penelitian berjudul **"The Effectiveness of ELSA Speak Toward Students' Pronunciation at SMK N 2 Purwokerto"** yang di buat oleh:

Nama   : Siti Hoeriyah

NIM   : 2017404037

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument lembar penelitian tersebut,

	Layak digunakan
	Layak digunakan dengan revisi
	Tidak layak digunakan
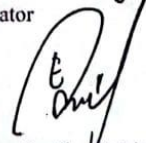
Catatan (bila perlu)

- Tambahkan sources / references untuk rubrik Penilaian.
....
....
....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya

Purwokerto, 3 Juli 2024

Validator

Endang Sartika S.Pd.I., M.A.

NIP. 199110302023212040

65

APPENDIX 4

RESEARCH INSTRUMENT

SOAL PRE TEST
ENGLISH PRONUNCIATION

Mata Pelajaran : Bahasa Inggris

Kelas : XI DKV I dan XI DKV II

Sekolah : SMK N 2 Purwokerto

Petunjuk _Pronunciation Test_

1. Siswa berdoa sebelum memulai pronunciation test.
2. Siswa dipanggil secara bergantian sesuai urutan absen untuk duduk di depan penguji.
3. Siswa melafalkan kata-kata di bawah ini dengan jelas dan teliti dan kemudian direcord dengan perekam / handphone oleh penguji.
4. Penilaian berdasarkan rubrik nilai di halaman 2

Di bawah ini merupakan vocabulary yang akan diujikan.

No.	Word list	No.	Word list	No.	Word list
1.	CUT	11.	SIT	21.	FIGHT
2.	PARK	12.	MORE	22.	THEIR
3.	BIRD	13.	FOOD	23.	FATE
4.	COOK	14.	FRONT	24.	SAVE
5.	FLUTE	15.	REST	25.	TOY
6.	SON	16.	GREAT	26.	CAKE
7.	FRIEND	17.	TOWN	27.	FAIR
8.	THEME	18.	THOUGHT	28.	AGE
9.	BAT	19.	VOICE	29.	COW
10.	WATCH	20.	BEIGE	30.	VASE

1

SOAL POST TEST
ENGLISH PRONUNCIATION

Mata Pelajaran : Bahasa Inggris

Kelas : XI DKV I dan XI DKV II

Sekolah : SMK N 2 Purwokerto

Petunjuk _Pronunciation Test_

1. Siswa berdoa sebelum memulai pronunciation test.
2. Siswa dipanggil secara bergantian sesuai urutan absen untuk duduk di depan penguji.
3. Siswa melafalkan kata-kata di bawah ini dengan jelas dan teliti dan kemudian direcord dengan perekam / handphone oleh penguji.
4. Penilaian berdasarkan rubrik nilai di halaman 2

Di bawah ini merupakan vocabulary yang akan diujikan.

No.	Word list	No.	Word list	No.	Word list
1.	CUP	11.	BIG	21.	WRITE
2.	FAR	12.	WARN	22.	CHAIR
3.	WORM	13.	BUT	23.	PAIN
4.	PUT	14.	LARGE	24.	LOUD
5.	BOON	15.	BED	25.	FIND
6.	WHAT	16.	EIGHT	26.	BAKE
7.	TEN	17.	DOWN	27.	LIGHT
8.	FLEET	18.	KNOW	28.	CASE
9.	FAN	19.	COIN	29	PLOUGH
10.	START	20.	SAY	30.	MADE

1

APPENDIX 6

RESULTS VALIDITY TEST OF PRE-TEST

item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	item_11	item_12	item_13	item_14	item_15	item_16	item_17	item_18	item_19	item_20	item_21	item_22	item_23	item_24	item_25	item_26	item_27	item_28	item_29	item_30	item_31
6	6	9	9	9	10	10	8	7	7	7	12	7	6	6	9	10	10	8	8	8	6	7	12	8	8	9	6	8	9	241
9	8	7	7	5	6	7	8	9	10	9	11	11	7	8	8	7	6	6	6	6	6	6	6	7	4	8	9	10	11	211
8	7	9	6	6	6	8	6	7	10	5	11	11	11	11	11	10	5	6	6	6	6	5	6	8	4	8	8	8	8	225
6	8	8	8	8	8	8	8	8	8	8	6	7	11	10	11	6	9	6	7	7	7	5	8	9	8	6	8	8	8	226
7	7	8	8	9	9	10	10	10	11	9	10	12	9	9	12	9	9	8	11	12	8	11	9	12	10	7	9	11	10	276
10	10	10	11	11	11	11	6	6	6	8	8	8	12	7	9	10	8	8	6	7	7	9	9	9	9	10	8	8	10	254
9	11	9	9	9	8	8	8	7	7	7	6	6	6	9	9	10	10	8	8	8	7	7	78	8	8	9	7	8	9	304
8	8	9	7	9	10	8	7	8	8	9	9	9	9	10	9	9	10	7	9	7	9	8	9	9	7	9	7	9	9	250
10	8	9	8	9	10	8	8	7	9	9	12	9	9	7	7	9	11	9	10	7	8	8	8	8	9	8	9	10	9	254
9	9	9	8	9	8	8	7	8	9	9	8	9	9	9	9	7	8	7	9	7	8	9	8	8	9	8	9	10	8	240
7	7	8	7	9	8	8	9	7	9	9	9	9	9	10	7	7	8	9	9	7	9	9	9	8	12	10	10	8	8	256
7	8	9	9	9	8	8	8	9	9	9	9	9	9	9	8	8	9	9	8	8	8	9	9	9	8	8	9	9	9	244
7	9	9	8	9	8	9	7	9	10	9	9	9	9	9	11	9	9	9	8	9	8	8	9	9	9	8	8	8	9	250
7	8	8	8	8	8	10	10	11	8	7	8	9	8	9	7	8	9	7	8	11	8	7	10	7	7	8	9	9	12	243
8	6	9	8	10	11	9	9	12	12	8	10	12	9	12	7	11	7	8	7	9	10	8	12	11	8	8	7	12	7	259
6	8	7	8	10	9	9	8	8	9	11	9	9	9	8	10	9	7	12	8	10	9	12	8	9	8	10	8	8	7	265
7	8	8	8	9	8	8	8	10	9	9	9	10	11	9	8	8	9	7	9	8	9	8	9	9	12	8	9	8	7	251
8	8	8	9	9	8	8	8	8	8	7	9	10	9	8	8	9	7	9	8	12	9	8	7	9	7	8	8	9	11	243
8	8	9	7	9	8	8	9	9	9	9	9	9	9	8	9	7	9	9	9	9	9	9	8	7	8	9	9	9	9	253
9	9	9	7	8	9	8	7	9	9	9	9	9	9	8	9	7	8	8	9	9	9	9	8	7	8	9	9	12	11	249
10	12	12	12	12	12	12	12	12	12	11	12	12	12	12	12	12	6	10	8	12	12	12	12	11	12	12	12	12	11	330
8	10	10	9	9	12	8	7	12	12	9	12	9	9	9	8	12	9	9	9	9	9	8	9	9	9	9	12	9	9	260
7	9	9	8	9	8	8	9	9	9	8	7	8	9	8	9	7	9	9	6	9	8	9	9	8	9	8	7	8	8	249
7	9	9	8	8	8	8	8	8	8	9	9	10	9	9	8	9	9	7	10	9	9	7	11	9	8	6	9	8	8	238
12	9	9	8	8	8	8	8	8	9	10	9	10	9	9	8	12	9	9	10	9	9	9	9	8	8	10	9	11	9	263
8	9	9	8	8	8	9	8	8	9	10	9	9	9	9	9	9	9	7	9	9	9	9	9	8	8	10	9	11	9	256
7	9	9	8	8	9	9	8	9	8	8	9	9	9	9	7	9	7	9	9	9	9	9	8	8	8	8	9	9	9	248
8	12	7	11	7	10	10	9	11	9	7	8	12	8	9	10	7	7	11	8	9	9	8	8	9	9	8	11	9	12	259
10	11	9	9	7	11	11	9	8	8	12	9	9	9	9	9	9	7	9	9	9	8	10	9	9	7	12	12	9	8	268
8	8	8	8	8	10	9	8	8	8	8	8	9	8	9	9	10	7	9	9	8	9	9	8	9	8	8	7	9	8	249
9	9	8	7	9	9	8	8	8	9	9	9	9	9	10	9	8	7	8	7	9	10	8	10	12	8	12	8	7	8	260
9	8	8	8	8	10	8	8	9	8	8	9	10	8	8	8	8	8	8	7	8	10	8	10	8	8	8	8	7	10	249
9	8	8	8	8	9	8	8	8	8	11	9	9	9	10	9	6	12	6	10	8	9	10	9	7	8	12	9	12	10	261
8	8	11	8	7	9	9	9	12	12	10	8	9	12	9	9	8	7	9	8	8	8	8	9	7	12	8	9	9	9	252

RESULTS VALIDITY TEST OF POST-TEST

item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	item_11	item_12	item_13	item_14	item_15	item_16	item_17	item_18	item_19	item_20	item_21	item_22	item_23	item_24	item_25	item_26	item_27	item_28	item_29	item_30	total
																														252
																														194
																														209
																														223
																														282
																														279
																														257
																														248
																														250
																														240
																														260
																														253
																														259
																														256
																														263
																														267
																														250
																														265
																														264
																														258
																														337
																														278
																														258
																														249
																														271
																														259
																														265
																														255
																														275
																														261
																														267
																														249
																														261
																														249

THE RESULTS OF PRE- TEST EXPERIMENTAL CLASS

...	Total	Score
	165	46
	153	43
	134	40
	210	58
	169	47
	136	39
	165	46
	215	60
	192	53
	182	50
	246	66
	246	68
	157	43
	182	50
	163	45
	143	40
	143	40
	152	42
	146	40
	150	41
	162	45
	234	65
	215	59
	162	45
	152	42
	141	39
	195	54
	143	39
	160	44
	147	40
	216	60
	148	41
	167	46
	182	50
	195	54

APPENDIX 10

THE RESULTS OF POST - TEST EXPERIMENTAL CLASS

THE RESULTS OF PRE- TEST CONTROL CLASS

APPENDIX 11

THE RESULTS OF POST- TEST CONTROL CLASS

LESSON PLAN

LESSON

1. EXPERIMENTAL CLASS

School Name   : SMK N 2 Purwokerto

Subject   : English

Grade/Semester   : XI/1

Time Allocation : 7 x 45 minutes (7x pertemuan)

Learning Topic   : Pronunciation

A. Competency
I know and practice English pronunciation by using ELSA. According to the International Phonetic Alphabet (IPA), I speak properly and correctly.

B. Basic Competency
We are identifying and practising English pronunciation by using ELSA. Speak correctly and adequately according to the International Phonetic Alphabet (IPA) and add vocabulary in English.

C. Learning Purposes
1. Students can pronounce common English words correctly and adequately by learning ELSA Speak.
2. Students can master the pronunciation of different sounds in English words.

D. Learning Materials

E. Learning Steps

First Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students 2. Students' prayers before studying 3. The instructor checks the students' attendant list 4. The instructor conditions the class in a conducive atmosphere for	5 minutes

	learning to begin the learning process.	
	5. The instructor introduces herself and conveys the objectives and steps during the research process.	
Core	1. The instructor asks students about their knowledge of pronunciation in English.	35 minutes
	2. The instructor introduces students to the International Phonetic Alphabet and explains its purpose and application.	
	3. The instructor distributes papers related to the material taught during the research.	
	4. The instructor writes on the International Phonetic Alphabet table symbol.	
	5. When students pronounce the International Phonetic Alphabet, they should be recorded and videoed so that it is clear that they are pronouncing it correctly.	
Closing	1. The instructor provides feedback on the learning process	5 minutes
	2. The instructor conveys the lesson plan at the next meeting.	

Second Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students 2. Students' prayers before studying 3. The instructor checks the students' attendant list 4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process. 5. The instructor introduces herself and conveys the objectives and steps during the research process.	5 minutes
Core	1. The instructor reviewed the material about ELSA Speak with the students. 2. The instructor instructs the students to mimic the pronunciation of each word in ELSA Speak. 3. The instructor models the pronunciation of the words in sentences and follows the students. 4. The instructor instructs the students to make small groups of 4 students in each group to practice for as long as possible. It consists of 4 students in each group to practice for 5-10 minutes.	35 minutes

	5-10 minutes. The instructor asks the students to come to the front of the class in groups. Front of the class in groups. 5. The instructor checks the students' pronunciation in the video Sound - /p/, /t/, /k/ and Sound - /i/, /I/ in groups and corrects the correct pronunciation.	
Closing	1. The instructor provides feedback on the learning process 2. The instructor conveys the lesson plan at the next meeting.	5 minutes

Third Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students 2. Students' prayers before studying 3. The instructor checks the students' attendant list 4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process. 5. The instructor introduces herself and conveys the objectives and steps during the research process.	5 minutes
Core	1. The instructor reviewed the material about ELSA Speak with the students.	35 minutes

Activity	Activity Description	Time Allocation
	2. The instructor instructs the students to mimic the pronunciation of each word in ELSA Speak.	
	3. The instructor models the pronunciation of the words in sentences, and the	
	4. students follow them.	
	5. The instructor instructs students to practice using ELSA Speak for a few minutes in a row of tables.	
	6. The instructor checks the students' pronunciation in the video Sound - /s/, /ʃ/, /z/ and Sound – R Sound: /r/, /ɜ/, /ɚ/	
	7. Students repeatedly use the ELSA Speak app.	
Closing	1. The instructor provides feedback on the learning process	5 minutes
	2. The instructor conveys the lesson plan at the next meeting.	

Fourth Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students	5 minutes
	2. Students' prayers before studying	
	3. The instructor checks the students' attendant list	
	4. The instructor conditions the class in a conducive atmosphere for	

		learning to begin the learning process.	
		5. The instructor introduces herself and conveys the objectives and steps during the research process.	
Core		1. The instructor reviewed the material about ELSA Speak with the students.	35 minutes
		2. The instructor instructs the students to mimic the pronunciation of each word in ELSA Speak.	
		3. The instructor models the pronunciation of the words in sentences, and the students follow them.	
		4. The instructor instructs students to practice using ELSA Speak for a few minutes in a row of tables.	
		5. Using video, The instructor checks the students' pronunciation of Sound - /l/, /r/ and Sound - /w/, /v/, /b/.	
		6. Students repeatedly use the ELSA Speak app.	
Closing		1. The instructor provides feedback on the learning process	5 minutes
		2. The instructor conveys the lesson plan at the next meeting.	

Fifth Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students 2. Students' prayers before studying 3. The instructor checks the students' attendant list 4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process. 5. The instructor introduces herself and conveys the objectives and steps during the research process.	5 minutes
Core	1. The instructor reviewed the material about ELSA Speak with the students. 2. The instructor instructs the students to mimic the pronunciation of each word in ELSA Speak. 3. The instructor models the pronunciation of the words in sentences, and the students follow them. 4. The instructor instructs students to practice using ELSA Speak for a few minutes in a row of tables. 5. The instructor checks the students' pronunciation of Sound - /ʃ/, /ʒ/, /ʧ/,	35 minutes

Activity	Activity Description	Time Allocation
	/ʤ/, Sound – TH Sound: /θ/, /ð/ and Sound - /eɪ/, /ɛ/, /æ/ 6. Students repeatedly use the ELSA Speak app.	
Closing	1. The instructor provides feedback on the learning process 2. The instructor conveys the lesson plan at the next meeting.	5 minutes

Sixth Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students 2. Students' prayers before studying 3. The instructor checks the students' attendant list 4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process. 5. The instructor introduces herself and conveys the objectives and steps during the research process.	5 minutes
Core	1. The instructor reviewed the material about ELSA Speak with the students. 2. The instructor instructs the students to mimic the pronunciation of each word in ELSA Speak. 3. The instructor models the pronunciation of the words in	35 minutes

	sentences, and the students follow them.	
	4. The instructor instructs students to practice using ELSA Speak for a few minutes in a row of tables.	
	5. The instructor checks the students' pronunciation of Sound- /u/, /ʊ/, Sound – Diphthongs and Sound - /æ/, /ʌ/, /ɑ/	
	6. Students repeatedly use the Elsa Speak app.	
Closing	1. The instructor provides feedback on the learning process 2. The instructor conveys the lesson plan at the next meeting.	5 minutes

Seventh Meeting

Activity	Activity Description	Time Allocation
Introduction	1. The instructor addresses the students 3. Students' prayers before studying 4. The instructor checks the students' attendant list 5. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process. 6. The instructor introduces herself and conveys the objectives and steps during the research process.	5 minutes

Core	7. The instructor reviewed the material about ELSA Speak with the students.	35 minutes
	8. The instructor instructs the students to mimic the pronunciation of each word in ELSA Speak.	
	9. The instructor models the pronunciation of the words in sentences, and the students follow them.	
	10. The instructor instructs students to practice using ELSA Speak for a few minutes in a row of tables.	
	11. The instructor checks the students' pronunciation of Sound - /h/, /f/, /v/ and Sound - /j/ (y), /ʒ/, /dʒ/	
	12. Students repeatedly use the ELSA Speak app.	
Closing	2. The instructor provides feedback on the learning process	5 minutes
	3. The instructor conveys the lesson plan at the next meeting.	

2. CONTROL CLASS

Modul Ajar Bahasa Inggris

A. Identitas Modul

Satuan Pendidikan	**: SMKN 2 Purwokerto**
Kelas	**: XI (Fase F)**
Alokasi Waktu	**: 4 JP (4 x 45 menit)**

B. Kompetensi Awal   **:** 1. Kemampuan memahami teks narrative

2. Keterampilan menggunakan pilihan kata

C. Profil Pelajar Pancasila   **:** Mandiri dan bernalar Kritis

D. Sarana dan Prasarana   : E-Book, Laptop, HP, dan Proyektor.

E. Target Peserta Didik : Berdasarkan pemetaan, target peserta didik di kelas terbagi atas: peserta didik regular, peserta didik yang mengalami kesulitan/lambat, dan peserta didik dengan capaiantinggi/cepat.

F. Model Pembelajaran yang Digunakan : **Discovery Learning**

G. Elemen   : Membaca-Memirsa (reading- viewing)

Pada akhir fase F , peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Peserta didik memahami kosakata akrab dan baru dengan dukungan dari isyarat visual atau petunjuk konteks. Mereka membaca dan menanggapi teks deskripsi sederhana dan familier dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi dasar dalam sebuah kalimat dan menjelaskan topik dalam teks yang dibaca atau dilihat.

H. Tujuan Pembelajaran

1. Peserta didik memahami kata- kata yang sering digunakan dalam Narrative Text
2. Peserta didik memahami kosa kata yang sering digunakan dan kosa kata yang baru yang digunakan dalam narrative text.
3. Peserta didik mengetahui dan menemukan informasi dasar dalam Narative text.
4. Peserta didik mampu menjelaskan topik yang telah dibaca dalam Narrative Text.

I. Pemahaman Bermakna

1. Teks Narrative adalah teks yang bercerita yang menceritakan fiksi atau cerita karangan yang dibuat untuk menghibur pembaca.

2. Ada beberapa jenis Narrative text seperti dongeng, cerita rakyat, maupun cerita fiksional lainnya.

J. Kegiatan Inti

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : *Narrative Text*. .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
KegiatanInti (90 Menit	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Narrative Text* dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan unsur kebahasaan yang akan dijawab melalui kegiatan belajar khususnya pada materi menyusun *Narative Text*. .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Narrative Text
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait menyusun Narrative Text . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup	
Penutup	• Peserta didik dan guru merefleksi kegiatan pembelajaran. • Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran. • Guru memberikan penghargaan, misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya.Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa..

K. Assessment

   1. Test Diagnostik

Jenis Tes	Pertanyaan	Kemungkinan Jawaban	Tindak Lanjut
Non-Kognitif	*1. Do you like reading?* *2. How much time do you spend reading a day?* *3. Who in your family likes reading?*	1. *I'm fine, Great* 2. *2 hours /Never* 3. *My Father /there is no one.*	Penguatan
Kognitif **Ongoing assessment**	1. Have you ever heard a story about Malin Kundang? 2. What kind of the story? 3. How the character of him? 4. What is the end of the story?	1. Yes, I have. 2. It is a Legend 3. He is an insubordinate man. 4. He is become a stone	Penguatan

   2. Asesmen Formatif

      Guru melakukan pendampingan dan penilaian saat peserta didik kerja kelompok menggali informasi tentang Narrative Text.

3. Asesmen Penilaian Sikap:
Terlampir 2
Assesment Sumatif
Peserta didik membaca Narrative text yang didepan kelas

JURNAL PENILAIAN SIKAP

NO.	NAMA	ASPEK YANG DINILAI												JUMLAH SKOR	NILAI SIKAP
		KERJA SAMA				KEAKTIFAN DALAM KELOMPOK				MENGHARGAI PERBEDAAN PENDAPAT					
		SB	B	C	PP	SB	B	C	PP	SB	B	C	PP		
1															
2															
3															
4															
...dst															

Kriteria penilaian :

SB   : Sangat Baik   = 4

B   : Baik   = 3

C   :Cukup   = 2

PP   : Perlu Pendampingan   = 1

Nilai = skor yang dicapai : skor maximal x 100

Lembar Kerja Peserta Didik (LKPD)
1. Snow White
2. Story of Toba Lake

The Snow White And Seven Dwarfs

One day, there was a queen sitting close to a very stunning window whereas tailoring and seeing the snow. Accidentally, her finger was cut by a stitching needle so 3 drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood that was stuck within the white of the snow looked terribly pretty. Suddenly the queen thought "If solely I had a toddler whose skin was as white as snow and whose lips were as red as blood".

as the time glided by, finally a queen gave birth to a really pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a really pretty and kind-hearted woman. She was referred to as Snow White.

However, once Snow White was regarding teenagers, the queen died owing to Associate in Nursing sickness. Once the queen's death, the king married once more. This new queen was wicked and despised Snow white. The queen gave orders that Snow White was to be treated as a servant.

Everyday the queen stood ahead of her magic mirror while asking "Who is the most stunning lady within the land?" and also the mirror continually answered, "You are the foremost stunning one in all all." The new queen asked constant questions everyday and also the mirror continuously answered the constant factor. However one day the mirror answered that the queen was so stunning however Snow White was rather more stunning than the queen. It created the queen so angry that she gave orders to at least one of her Huntsmen to require Snow White into the woods and kill her.

The huntsman had such a short heart that he couldn't do the deed. He told her to run away. In her fleeing into the woods, she found an area in which seven dwarfs lived. Their house was tiny and strange. Snow White entered the insufficient house and located it terribly untidy. Then, she began to shut down the whole house. upstairs she found seven very little beds. She was so exhausted that she stretched on one in all the beds. Shortly then, she was asleep on the bed.

When the Dwarfs came home they were shocked to seek out Snow White and after some argument, they set to let her keep. She is secure to cook and look after them. She lived there happily.

Unfortunately, The Queen discovered the place wherever Snow White was living and disguising herself as a witch. She then took a poisoned apple and kicked it off for the Dwarfs bungalow. She gave Snow White the poisoned apple to eat and as presently as she bit the apple, she sank into a state of mind.

Thinking she was dead, the Dwarfs engineered a glass coffin and placed her in it. For days she lay within the forest in her glass coffin. One day, the prince was riding through the forest searching for Snow White and located her. He leaned over and kissed her. She opened her eyes and sat up with a smile. everybody was happy at that point. The prince took Snow White to his palace wherever they were married and lived merrily ever once.

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

JURNAL PENILAIAN KETERAMPILAN MEMBACA

NO.	NAMA	ASPEK YANG DINILAI																JUMLAH SKOR
		FLUENCY				ACCURACY				PRONUNCIATION				INTONATION				
		S B	B	C	P P	S B	B	C	PP	S B	B	C	P P	S B	B	C	P P	
1																		
2																		
3																		
4																		
...dst																		

	KRITERIA	**KETERANGAN**
FLUENCY	SANGAT BAIK	Sangat lancar
	BAIK	Lancar
	CUKUP	Lancar, tapi masih ada hesitasi
	PERLU PENDAMPINGAN	Bila terjadi hesitasi
ACURRACY	SANGAT BAIK	Semua ucapan dapat dipahami
	BAIK	Sebagian besar dapat dipahami
	CUKUP	Sebagian kecil dapat dipahami
	PERLU PENDAMPINGAN	Semua ucapan tidak dapat dipahami
PRONUNCIATION	SANGAT BAIK	Semua ucapan benar
	BAIK	Sebagian besar ucapan sudah benar
	CUKUP	Sebagian kecil ucapan sudah benar
	PERLU PENDAMPINGAN	Hampir semua ucapan tidak benar
INTONATIOAN	SANGAT BAIK	Semua tekanan irama frasa kaliamat benar
	BAIK	Tekanan irama sebagian besar kata benar
	CUKUP	Tekanan irama sebagian kecil kata benar
	PERLU PENDAMPINGAN	Tekanan irama semua kata salah

Kriteria penilaian:

SB : **Sangat Baik** = 4
B : **Baik** = 3
C : **Cukup** = 2
PP : **Perlu Pendampingan** = 1

Nilai = skor yang dicapai X 100
          Skor maksimal

APPENDIX 13

THE RESULTS OF THE PRE-TEST AND POST-TEST IN THE EXPERIMENTAL AND CONTROL CLASS

Students Code	Experiment Class	
	Pre-test	Post-test
SH 1	46	75
SH 2	43	81
SH 3	40	78
SH 4	58	86
SH 5	47	92
SH 6	39	93
SH 7	46	68
SH 8	60	82
SH 9	53	90
SH 10	50	75
SH 11	68	85
SH 12	68	87
SH 13	43	78
SH 14	50	82
SH 15	45	79
SH 16	40	69
SH 17	40	84
SH 18	42	71
SH 19	40	79
SH 20	41	60
SH 21	45	76
SH 22	65	83
SH 23	59	91
SH 24	45	78
SH 25	42	67
SH 26	39	75
SH 27	54	76
SH 28	39	83
SH 29	44	77
SH 30	40	79
SH 31	60	80
SH 32	41	77
SH 33	46	80
SH 34	50	78
SH 35	54	79
Mean	43.91	79.23
Median	44	79
Score Min	20	60

Score Max.	68	93

Students Code	Control Class	
	Pre-test	**Post-test**
SH 1	28	73
SH 2	38	75
SH 3	50	68
SH 4	41	70
SH 5	44	58
SH 6	42	72
SH 7	51	71
SH 8	41	68
SH 9	61	77
SH 10	54	78
SH 11	43	80
SH 12	70	60
SH 13	38	71
SH 14	47	78
SH 15	36	78
SH 16	34	78
SH 17	45	77
SH 18	48	79
SH 19	26	65
SH 20	45	81
SH 21	49	78
SH 22	42	74
SH 23	50	63
SH 24	50	79
SH 25	49	78
SH 26	47	70
SH 27	40	69
SH 28	33	76
SH 30	47	79
SH 31	44	85
SH 32	40	75
SH 33	50	78
SH 34	53	70
SH 35	41	82
SH 37	39	89
Mean	44.46	74.34
Median	44	76
Score Min	26	58
Score Max.	70	89

DOCUMENTATION OF THE RESEARCH

Figure 1. Learning process used ELSA Speak in Experimental Class

Figure 2. Process pre-test and post-test

Figure 3. The treatment used ELSA Speak in Experimental Class

BIOGRAPHY

A. Profile

    3. Name   : Siti Hoeriyah

    4. Students' Number   : 2017404037

    5. Place/Date of Birth   : Ciamis, 22 August 2002

    6. Address   : Padaherang, Pangandaran

    7. Email   : sitihoeriyah07@gmail.com

B. Formal Education

    1. SD N 1 Maruyungsari   (2008 – 2013)

    2. SMP N 4 Padaherang   (2014 – 2017)

    3. SMK N 1 Padaherang   (2017 – 2020)

    4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto   (2020 – Sekarang)