IDEAS

Improving the Students' Pronunciation Ability by Using Elsa Speak App

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Abstract

The purpose of this study was to determine the improvement of students' pronunciation skills (Supra-segmental) in English using the ELSA Speak application and to determine student perceptions of the use of the ELSA Speak application. The location of this research is at the University of West Sulawesi. The approach used in this research is quantitative. The methodology used in this study is the One Group Pre-experimental design. The population in this study was class D class 2021 majoring in English at the University of West Sulawesi. The sampling method used in this study is a simple random sampling method. The research sample used was 20 people. The research data was collected through a pronunciation test given to students using pre-test and post-test as well as distributing perception questionnaires to students. The data in this study were analyzed using non-parametric analysis in the form of a T-test through SPSS. The students' pre-test means the score is 52.30 while the post-test mean score is 65.60. while the results of the T-test showed that sig. (2-tailed = 0.000) <0.05. That means the ELSA Speak application can significantly improve students' pronunciation skills in English. The results of the perception questionnaire are 82% which is included in the good category. This means that students respond well to the use of the ELSA Speak application.

Keywords: ELSA Speak, pronunciation, students' perception

Introduction

One of the most important factors in speaking skills, is pronunciation. However, there are still many people who do not pay attention to pronunciation, such as speaking and practicing reading pronunciation are aspects that cannot be avoided in English. Because in Indonesia there are so many regional languages that cause many accents that can affect pronunciation, it is necessary to determine the correct pronunciation in English in foreign-speaking countries such as Indonesia. Pronunciation is an important aspect of teaching and learning English at the elementary, middle, and tertiary levels in Indonesia. Especially in tertiary institutions, students of the English Department are not only acquire to master all language skills, listening, speaking, reading, and writing but also required to master subject matter in English such as teaching English, linguistics such as phonology, morphology, syntax, phonetics, also English literature, discourse analysis, and so on.

According to Ridwan (2017) the problem of disorders in the pronunciation of English as a foreign language are accents such as stress, rhyme, intonation, and speech sounds from the first language which affect the second language. Besides that, according to Rafael (2019) , "speakers usually have limited time to think and correct them when they are speaking, therefore pronunciation is very important." From these two opinions, we can see that pronunciation is the main factor that supports speakers to speak fluently, in this case in our country Indonesia, English is a foreign language, some people find it difficult to speak English because it is not similar to that language and one of the factors that makes them difficult is their pronunciation. Therefore, mastery of pronunciation is very important in language skills.

In the current era of modernization, technology is an aspect that can help humans. Maybe now we are familiar with the technology. Because it has become a necessity for humans. As Nurdyansyah(2017)said Education technology became a very interesting conversation in the 90s. Because at that time educational technology was used as a solution to solving problems in education. Before technology existed, people started by sending letters, doing work, and doing something that was still completely manual. According to Budiman(2017)With the technology for learning methods, students will have broader knowledge, for example, the Google search engine that has tons of articles and knowledge in them that we can access for free.   Human work has also been done by machines and humans are only tasked with operating the machine, especially in the field of education. Even English language learning will be greatly helped by technology in the form of applications. An application is computer software, or a small, most

common, specific program used for mobile devices. Many application technologies can be useful in the field of education, especially learning English. One of the useful applications for learning English is the ELSA *speak*.

ELSA (English Learning Speech Assistant) *Speak* can be a very useful medium in English learning, especially pronunciation, which is one of the important factors in mastering speaking skills. Elsa *speak* can help us to practice and hone our speaking skills in English by correcting incorrect pronunciation and explaining how to pronounce correctly in English. We can practice English language skills anytime and anywhere. Practicing with ELSA *Speak* regularly can help improve our speaking ability in English.

When the researchers conducted initial interviews with several students majoring in English 2021 at the Universitas Sulawesi Barat, some students revealed that learning to use applications was still rare. In addition, students have not been introduced to the Elsa *Speak* application, which can be used to learn English. Therefore, the researcher took the title "Improving the Students' Pronunciation Ability by Using Elsa *Speak* App at Universitas Sulawesi Barat".

Method

This research used a pre-experimental research design by using a one-group pre-test and post-test with the quantitative approach because the researchers wanted to established possible cause and effect between the dependent and independent variables. The researchers intended to describe the use of the ELSA *Speak* App to improve students' pronunciation at Universitas Sulawesi Barat by comparing student results before and after class at Elsa *Speak* App.

According to Creswell (2012) Population is a group of individuals who share the same characteristics. This research was conducted in January - February at the Universitas Sulawesi Barat. The population of this research is students majoring in English education 2021, Universitas Sulawesi Barat. According to Sugiyono (2012), the sample is part of the number and characteristics possessed by the population. This means that the sample represents a small part of the population. The sampling method used in this study was a simple random sampling method. In this study, researchers took an experimental group consisting of 20 students majoring in

English education class D 2021 at Universitas Sulawesi Barat.

In collecting data, the researchers used the following procedures as follows:

Pre-Test

The researchers gave an initial test consisting of a text that had been prepared by the researcher and asked the students to read it correctly. This test is valid in one meeting. The test was carried out by recording the students' voices while reading the text and then sending it to the researcher. This test aims to determine the initial ability of students before being given treatment from the Application.

Treatment

After conducting pre-tests, researchers introduced and implemented the strategy by providing treatment. Treatment was applied in 7 sessions.

Questionnaire

Researchers distributed questionnaires to students and then students gave answers according to the instructions in the questionnaire that had been distributed. The type of questionnaire that the researcher will use is a closed questionnaire, which contains questions accompanied by answer choices. Respondents can only answer with the choices given. The answer is usually with a tick, cross or circle. The number of statements that the researcher will give to students is 10 items.

Instrument

In carrying out this research, several research instruments that have been used to collect data are tests and questionnaires

Test

According to Effendy(2016)The test is the basis for measuring and assessing student success and provides individual guidance as a stimulant and impetus for students to be more active and studious. The test is given as a pre-test and a post-test. The purpose of the pre-test is to determine the student's level of pronunciation before using the ELSA Speak app, and the purpose of the test is to determine the student's increase in pronunciation skills after when using the ELSA Speak app.

Questionnaire

The questionnaire is a data collection technique used to solve a particular problem. The purpose of the questionnaire was to determine students' perceptions about the ELSA Speak App after being given a pre-test and post-test.

Technique of Data Analysis

Test

Descriptive statistics are a way of processing the collection and display of groups of data, providing a simple summary of samples and their sizes through a simple graphical analysis, forming the basis for almost all quantitative data analysis. Researchers analyzed the data using the Social Science Statistics Package (SPSS). Data analysis is a real effort to make the data reliable, know the differences in value techniques, and organize the data well. Analysis of this data will help determine the difference in outcomes between the pronunciation achievements scores of students taught through the use of the ELSA Speak application. To find out the significant difference between pronunciation in students who are taught using the ELSA Speak application, SPSS calculation is used.

Questionnaire

Data is collected from a tabular summary questionnaire. The questionnaire has four options: strongly agree, agree, disagree, and disagree strongly. The researcher then calculates the percentage of each response and uses ScalaLikert to determine the data.

Results

Researchers mentioned in a previous chapter that the method by which data is collected in this study uses tests (pre-test and post-test). This test was aimed at

collecting data on students' pronunciation abilities and was surveyed to obtain information on students' perceptions after using the ELSA Speak app.

Data analysis was performed using SPSS. Data analysis helps explain the conclusions of the survey data. Based on the data analysis of the pre-test and post-test, the researcher creates the table as follows:

Table 1.Categories data pre-test of experimental group

	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	5.0	5.0	5.0
	Very good	13	65.0	65.0	70.0
	Good	3	15.0	15.0	85.0
	Fair	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The table shows that there are 1 (5.0%) student in the excellent and 3 (15.0%) students in the Fair category.

Table 2.Categories data post-test of experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	7	35.0	35.0	35.0
	Very good	10	50.0	50.0	85.0
	Good	1	5.0	5.0	90.0
	Fair	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The table shows that there are 7 (35.0%) students who managed to

achieve the Excellent category. And there are 2 (10.0%) students who are categorized as Fair. It can be seen that the scores on the post-test data are better than the pre-test data.

Test of Normality

Table 3. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.198	20	.038	.862	20	.009
Post-Test	.228	20	.008	.876	20	.015

a. Lilliefors Significance Correction

Based on the normality test table in the Shapiro-Wilk column, it can be seen from the table that the significant value for the pre-test is 0.009 <0.05 and for the test it is 0.015 <0.05. The results of the standardization test are known as Asymp, Asymp values. Sig. (2 tails) <0.05, so we can conclude that the distribution of pre-test and post-test data areabnormal.

Test of Hypothesis

Researchers used the Wilcoxon t-test of SPSS instead of the paired sample t-test because the data did not contribute successfully. The Wilcoxon test belongs to the comparative or comparative hypothesis test and is part of nonparametric statistics.

Table 4. Wilcoxon Sign Rank Test

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	18[b]	9.50	171.00
	Ties	2[c]		
	Total	20		

a. Post-Test < Pre-Test
b. Post-Test > Pre-Test
c. Post-Test = Pre-Test

Based on the table, the negative rank or difference (negative) between the student's academic performance in the pre-test and post-test is zero, both for the values of N, Mean and Sum. A value of 0 indicates that there is no decrease (decrease) in value from before to after the test. a positive rating or (positive) difference between a student's academic performance for the pre-test and post-test, there are 18 N-values, meaning 18 students have increased academic performance from pre-test to after test. The mean or mean of the gain is 9.50. While the total number of steps or positive numbers is 171.00. The Ties indicates that there are 2 students with the same score before and after the test.

To prove the value is real or significant, we can prove it by looking at the following table:

Table 5. Wilcoxon Test Statistic

Test Statistics[a]

	Post-Test - Pre-Test
Z	-3.768[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

There are two bases for decision making in the Wilcoxon T-test:
1. if the value is significant (2-tailed) < 0.05 then H0 is rejected and Ha is accepted
2. if the value is significant (2-tailed) > 0.05 then H0 is accepted and Ha is rejected

Based on the table above, the significant value (2-tailed) is 0.00 < 0.05, it can be concluded that the null hypothesis (H0) is rejected and the Alternative hypothesis (Ha) is accepted. it can be interpreted that there is an increase in students' pronunciation skills in the post-test results after using the ELSA Speak App.

The results of the questionnaire show that the calculation of the percentage score of 82% is included in the Good category. This means that students are interested and have a positive perception of using the ELSA Speak Application. In other words, this application can be used to improve students' pronunciation ability; the available material can be easily understood and easy to use by students.

Discussion

In view of the aftereffects of the t-test the importance esteem (2-followed) is 0.00 < 0.05, it very well may be presumed that the invalid speculation (H0) is dismissed and the elective theory (Ha) is acknowledged. It very well may be deciphered that there is an expansion in understudies' elocution abilities in the post-test results in the wake of utilizing the ELSA Speak Application.

There are several studies on Elsa Speak that are in line with this research including Pangastuti(2021), where the results of this study indicate that the post-test results have a higher value than the pre-test results. this shows that the use of the ELSA Speak App affects improving students' pronunciation skills in learning English. There is also from Gelu(2020) were the results of the research shows that Elsa Speak gave positive impacts for students, such as improving students' pronunciation, improving students' motivations in speaking English, and improving students' confidence in Speaking English. The

test also showed improvement from the result of the pre-test and post-test.

In this case, the frequency distribution shows that in the pretest score there was 1 (5.0%) in the Excellent category, and 3 (25.0%) in the Fair category. while the posttest scores were 7 (35.0%) in the Excellent category, 2 (10.0%) in the Fair category. This means that most students experience an increase in pronunciation skills after being treated with the ELSA Speak Application. This finding shows that the ELSA Speak App can improve students' pronunciation.

The results of the questionnaire show that the calculation of the percentage score of 82% is included in the Good category. This means that students are interested and have a positive perception of using the ELSA Speak Application. In other words, this application can be used to improve students' pronunciation ability; the available material can be easily understood and easy to use by students. This is in line with the research of Darsih, Wihadi and Hanggara(2021) where the results of the distributed questionnaires indicate that students are interested in learning to speak using the ELSA Speak application. They decided that the ELSA Speak application was an online program that could have a beneficial impact on learning to speak. The ELSA Speak App inspires learners to learn pronunciation and vocabulary. And also research from Silaen and Rangkuti(2021) by distributing questionnaires, 25 students were asked about their perspectives on using the ELSA Speak App in Mixed Learning during the Covid-19 pandemic. This study reveals that the ELSA Speak App is a useful application to use in learning pronunciation in Mixed Learning during the Covid-19 pandemic.

Conclusion

Based on the data from the t-test analysis, it can be said that students' pronunciation learning improves significantly by using the ELSA Speak app. The results showed that the students' post-test was higher than the students' pre-test. If the significance value is < 0.05, H0 is rejected, meaning there is a significant effect between the independent variables. When the significance value is >0.05, then H0 is accepted, which means there is no significant effect between an independent variable on the dependent variable on the dependent variable. Therefore, it can be concluded that the use of the ELSA Speak application has a significant effect in improving students' pronunciation skills, which is indicated by the results of the t-test, the significant value (2 tails) is 0.00< 0.05, H0 is rejected and Ha is accepted. Students' perception of using the ELSA Speak app agreed on average with every statement in the questionnaire

with 20 students. The results of the questionnaire show that the calculation of the percentage score of 82% is included in the Good category. This means that students are interested and have a positive perception of using the ELSA Speak Application. Several factors make the ELSA Speak App great for students to use.

    a. Can be used anywhere and anytime.
    b. The application is easy to understand.
    c. Students enjoy learning English by using the Application
    d. Learning with ELSA Speak just got easier.

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