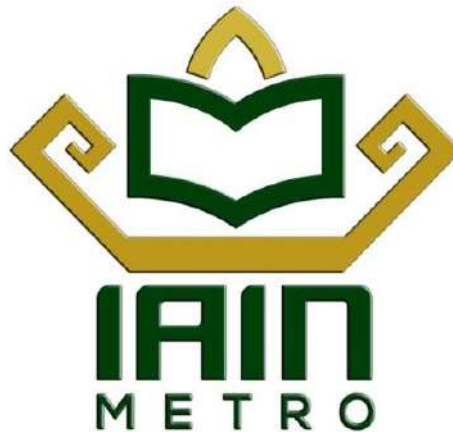


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING *ELSA SPEAK* APPLICATION ON  
THE STUDENTS PRONUNCIATION SKILL AT THE FIRST  
SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT OF STATE INSTITUTE FOR  
ISLAMIC STUDIES OF METRO**

**By:  
Atikah Azizah  
Student Number. 2001050004**



**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1446 H/2024 M**

**THE INFLUENCE OF USING *ELSA SPEAK* APPLICATION ON  
THE STUDENTS PRONUNCIATION SKILL AT THE FIRST  
SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT OF STATE INSTITUTE FOR  
ISLAMIC STUDIES OF METRO**

**Presented as a Partical Fulfillment of the Requirements  
for teh Degree of Sarjana Pendidikan (S.Pd.)**

**By:  
Atikah Azizah  
Student Number. 2001050004**

**Sponsor:  
Dr. Much Deiniatur, M.Pd.B.I.**


**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1446 H/2024 M**


### APPROVAL PAGE


Name : Atikah Azizah  
Student Number : 2001050004  
Department : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : THE INFLUENCE OF USING ELSA SPEAK  
APPLICATION ON THE STUDENTS PRONUNCIATION  
SKILL AT THE FIRST SEMESTER ON STUDENTS OF  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

### APPROVED BY:

To be examined in Munaqosyah in Tarbiyah and Teacher Training of State  
Islamic Institute (IAIN) of Metro.



Head of English Education  
Department  
  
**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006

Metro, 17 September 2024  
Sponsor  
  
**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006

## NOTIFICATION LETTER

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Atikah Azizah**

To :  
The Honorable of the Head of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*



We have given guidance and enough improvement to research thesis script which is written by:

Name : Atikah Azizah  
Student Number : 2001050004  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : THE INFLUENCE OF USING ELSA SPEAK APPLICATION  
ON THE STUDENTS PRONUNCIATION SKILL AT THE  
FIRST SEMESTER ON STUDENTS OF STATE INSTITUTE  
FOR ISLAMIC STUDIES OF METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Head of English Education  
Departement



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006

Metro, 17 September 2024  
Sponsor



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006

## NOTA DINAS

Nomor :  
Lampiran : -  
Perihal : **Mohon Dimunaqosyahkan Skripsi  
Atikah Azizah**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Atikah Azizah  
NPM : 2001050004  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON  
THE STUDENTS PRONUNCIATION SKILL AT THE FIRST  
SEMESTER ON STUDENTS OF STATE INSTITUTE FOR  
ISLAMIC STUDIES OF METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu'alaikumWr. Wb.*

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006

Metro, 17 September 2024  
Pembimbing



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**RATIFICATION PAGE**

No. 6-4820/In.20.1 / D / PP.00.9 / 10 / 2024

An undergraduate thesis entitled: THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL AT THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION OF STATE ISLAMIC INSTITUTE OF METRO, Written by Atikah Azizah, student number: 2001050004, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, October 9<sup>th</sup>, 2024 at 08.00-10.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson	: Dr. Much Deiniatur, M.Pd.B.I	(.....)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(.....)
Examiner II	: Yeasy Agustina Sari, M.P.d	(.....)
Secretary	: Leny Setyana, M.Pd	(.....)



The Dean of Tarbiyah and Teachers Training Faculty

  
**Dr. Zuhairi, M.Pd**  
 NIP. 19620612 198903 1 006 *op*

**THE INFLUENCE OF USING *ELSA SPEAK* APPLICATION  
ON THE STUDENTS PRONUNCIATION SKILL AT THE  
FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT OF STATE INSTITUTE  
FOR ISLAMIC STUDIES OF METRO**

**ABSTRACT**

**By:  
Atikah Azizah**

The objective of this research was to find out whether there is any positive and significant influence of using ELSA Speak application towards students' pronunciation skill at the first semester of the English Education Department at State Institute for Islamic Studies Metro.

This research used quantitative research especially experimental research design. The experimental design for this research is a quasi experimental research. The population for this research consists of first-semester students. The researcher chose first-semester students, with class B (15 students) as the experimental group and class A (16 students) as the control group. To collect the data, the researcher use test, documentation, and questionnaire. To analyze the data, the researcher used Independent sample t-test by using SPSS.

In this research, the probability number Sig. (2-tailed) was 0.000. As a result, since the probability or Sig number (2-tailed) was  $< 0.005$ , hence the null hypothesis  $H_0$  is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means there is any positive and significant influence of using ELSA Speak Application towards students' pronunciation skill at the First Semester Students of English Education Department of State Institute for Islamic Studies of Metro.

**Keyword:** *ELSA Speak Application, Pronunciation skill*

**PENGARUH PENGGUNAAN APLIKASI ELSA SPEAK TERHADAP  
KETERAMPILAN PENGUCAPAN MAHASISWA SEMESTER 1  
JURUSAN TADRIS BAHASA INGGRIS  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**

**ABSTRAK**

**Oleh:  
Atikah Azizah**

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan aplikasi ELSA Speak terhadap keterampilan pengucapan siswa pada semester pertama Jurusan Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Metro.

Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian eksperimen. Desain eksperimen pada penelitian ini adalah penelitian quasi eksperimen. Populasi penelitian ini terdiri dari mahasiswa semester satu. Peneliti memilih mahasiswa semester satu, dengan kelas B (15 siswa) sebagai kelompok eksperimen dan kelas A (16 siswa) sebagai kelompok kontrol. Untuk mengumpulkan data, peneliti menggunakan tes, dokumentasi, dan angket. Untuk menganalisis data, peneliti menggunakan uji Independent sample t-test dengan menggunakan SPSS.

Dalam penelitian ini, angka probabilitas Sig. (2-tailed) adalah 0,000. Oleh karena itu, karena probabilitas atau angka Sig (2-tailed) < 0,005, maka hipotesis nol  $H_0$  ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Artinya terdapat pengaruh positif dan signifikan penggunaan Aplikasi ELSA Speak terhadap kemampuan pengucapan pada Mahasiswa Semester Pertama Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Negeri Metro.

**Kata Kunci:** *Aplikasi ELSA Speak, Keterampilan pengucapan*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Atikah Azizah  
Student Number : 2001050004  
Department : English Education  
Faculty : Tarbiyah and Teacher Training Faculty

State that this undergraduate thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliographies mentioned.

Metro, 11 June 2024

The Researcher,



**ATIKAH AZIZAH**

Student ID. 2001050004

## ORISINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama : Atikah Azizah  
NPM : 2001050004  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 Juni 2024

Yang Menyatakan,



**ATIKAH AZIZAH**

NPM. 2001050004

## **MOTTO**

No matter how hard it was on you, know that today was not a waste. You may not have made much progress but still you have managed to show up and did your best, give yourself credit for surviving this day.

- Dhiman -

No matter what and how much you've achieved! hope that you know that you're doing well and deserve an applause.

- Dokyeom -

## DEDICATION PAGE

*This undergraduate thesis would highly be dedicated to:*

*My beloved parents, Mr. Bambang Hermanto and Mrs. Harneti and my beloved brothers and sister, Nursifa, Maryanto, Muhammad Hafizh and Tia Kurniawan, who always provided me with support financially, power, and advice in my life and studies, thank you a lot for your everlasting love and incessant prayer.*

*My beloved friend Fera Esti Rahayu, who has always been by my side in both difficult and joyful times as we going through our final semester together, who has patiently been a place for me to vent all this time and has supported each other until this thesis is completed. Thank you for being my sister and my best friend, and let's remain friends until later.*

*My beloved friend Nisrina Alya Rifa who help me finish this undergraduate thesis and always support me in any condition, and also always remind me to completed this thesis.*

*All of my friend in TBI'20, especially Clown's Crown who always support and help one another about the college.*

*Especially to myself, thank you for completing this thesis, thank you for being able to survive and fight until now, thank you for being here, and thank me for always loving myself.*

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*, first and foremost, the researcher is grateful to Allah SWT, the Most Gracious and Merciful, for His abundant blessings that enabled me to complete this undergraduate thesis entitled, “THE INFLUENCE OF USING *ELSA SPEAK* APPLICATION ON THE STUDENTS PRONUNCIATION SKILL AT THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES METRO.” These benefits and gifts were the only reason the researcher didn't give up today. Then, peace and salutation be upon our beloved prophet Muhammad SAW, who has taught us how to live in harmony; may peace be upon Him. This research would not be accomplished without any motivation, help and support from a lot of people.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag as the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd, as the Head of English Education Study Program.
4. Syahreni Siregar, M.Hum and Dr. Much Deiniatur, M.Pd, as the thesis supervisor who supports the completion of this thesis. Thanks for all of your suggestions, recommendations, and encouragement for this graduating paper.
5. All lectures of English Education Department who have taught and educated for the researcher during her study at State Institute for Islamic Studies of Metro.

Finally, in this research realized that this undergraduate thesis was not perfect. The researcher sincerely apologizes for any mistakes that may be present and welcomes suggestions and constructive criticism to improve the quality of the research. The researcher hope that this thesis will be beneficial, especially for future researchers, as well as for the university and all readers in general.

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>APPROVAL PAGE</b> .....	<b>iii</b>
<b>NOTIFICATION PAGE</b> .....	<b>iv</b>
<b>RATIFICATION PAGE</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>STATE OF ORIGINALITY</b> .....	<b>ix</b>
<b>MOTTO</b> .....	<b>xi</b>
<b>DEDICATION</b> .....	<b>xii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>xiii</b>
<b>TABLE OF CONTENTS</b> .....	<b>xv</b>
<b>LIST OF TABLE</b> .....	<b>xviii</b>
<b>LIST OF FIGURE</b> .....	<b>xix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study.....	1
B. Problem Identification.....	3
C. Problem Limitation .....	3
D. Problem Formulation.....	4
E. Objective of the Research.....	4
F. Benefit of Study .....	4
G. Prior Research .....	5
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>8</b>
A. Definition of Speaking .....	8
B. Component of Speaking .....	9
1. Comprehension.....	9
2. Grammar .....	10
3. Vocabulary.....	10
4. Pronunciation.....	10
5. Fluency .....	11

C.	Concept of Pronunciation.....	12
1.	The Definition of Pronunciation.....	12
2.	The Importance of Pronunciation .....	13
3.	The Purpose of Pronunciation .....	15
D.	The Aspect of Pronunciation.....	16
1.	Sounds .....	16
2.	Stress.....	16
3.	Pitch and Intonation.....	18
E.	Concept of <i>ELSA Speak</i> Application.....	19
1.	Definition of <i>ELSA Speak</i> Application.....	19
2.	The Features of <i>ELSA Speak</i> Application.....	20
3.	Advantages and Disadvantages of <i>ELSA Speak</i> Application .....	22
F.	Research Hypothesis .....	23
	<b>CHAPTER III RESEARCH METHOD.....</b>	<b>25</b>
A.	Research Design .....	25
B.	The Operational Definition of Variables.....	26
1.	Independent Variable.....	26
2.	Dependent Variable .....	27
C.	Population, Sample, and Technique Sampling.....	27
1.	Population.....	27
2.	Sample .....	27
3.	Technique Sampling.....	28
D.	Data Collecting Technique.....	28
1.	Test .....	28
2.	Documentation.....	29
3.	Questionnaire.....	29
E.	Research Instrument .....	30
F.	Data Analysis Technique .....	30
	<b>CHAPTER IV RESULT OF THE RESEARCH.....</b>	<b>32</b>
A.	Description of the Research .....	32
1.	Description of Research Location .....	32



2. Result of Research Data .....	34
B. The Influence of Using <i>ELSA Speak</i> Application .....	38
1. Prerequisite Test .....	38
2. Hypothesis Testing .....	41
C. Discussion .....	42
D. Limitation .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>46</b>
A. Conclusion.....	46
B. Suggestion .....	46
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>BIOGRAPHY</b>	

## LIST OF TABLE

Table 1. Data of Accomplishment in Pronunciation Assessment at the First Semester of English Education Department .....	2
Table 2. Rubric of Measuring Speaking .....	11
Table 3. The Alternative Answer and Scoring .....	30
Table 4. The Frequency Distribution of Pre-Test Experiment.....	34
Table 5. The Frequency Distribution of Pre-Test Control .....	35
Table 6. The Frequency Distribution of Post-Test Experiment .....	36
Table 7. The Frequency Distribution of Post-Test Control.....	37
Table 8. The Result of Descriptive Research.....	37
Table 9. The Result of Normality Test by Using <i>SPSS</i> .....	39
Table 10. The Result of Homogeneity Test by Using <i>SPSS</i> .....	40
Table 11. The Result of Independent T-Test by Using <i>SPSS</i> .....	41
Table 12. Independent Sample T-Test .....	41

## LIST OF FIGURE

Figure 1. <i>ELSA Speak</i> App View .....	19
Figure 2. Interactive Dictionary in <i>ELSA Speak</i> App .....	20
Figure 3. Features of the <i>ELSA Speak</i> App .....	22

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is considered to be an important subject to learn as it is used as a language for communication and exchange of knowledge and information in many areas of human life, especially in education. In learning English, there are four skills are considered, namely speaking, listening, writing, and reading. These four skills are essential to learn or know. These four skills are essential, but other skills are also crucial, called micro-skills which consist of grammar, vocabulary, pronunciation, and spelling.<sup>1</sup>

According to Jarvis, speaking one of the four skills in English language learning, is considered one of the hardest things in learning language. When teachers were teaching English, especially in spoken class, the teacher absolutely involved pronunciation because it is the important part of spoken cycle.<sup>2</sup>

In the usual way, listen and repeat is the most appropriate method of pronunciation for students. The teacher wants students to memorize the conversation in front of the class, and he's asking them to read together. It is supported by Hancock, he proposes that the teacher should be a model to

---

<sup>1</sup> Maulina Maulina and Sari Yustika, "Harvest : An International Multidisciplinary and Multilingual Research Journal," *Harvest: An International Multidisciplinary and Multilingual Research Journal* II, no. I (2022): 55–63.

<sup>2</sup> Scott Jarvis, "An Introduction to Applied Linguistics: Norbert Schmitt (Ed.)," *International Journal of Bilingual Education and Bilingualism* 7, no. 4 (2004): 320–23.

maintain the students' pronunciation through listen and repeat.<sup>3</sup> Good pronunciation will generate listeners' interest and understanding of what is being said.

In this study, teaching and learning in pronunciation studies using social media and technology tools is the focus of research. Pronunciation is the most important component of speaking skills. It refers to how a person produces words and receives sounds from spoken words.<sup>4</sup>

The researcher carried out a pra survey of English Education Department of State Institute for Islamic Studies of Metro on January 4, 2024. Researcher obtained English speaking score data from speaking lecturer, and from students' speaking performance in the pra survey process.<sup>5</sup> The result of pre-survey could be presented in the table below:

Table 1.  
Data of Accomplishment in Pronunciation Assessment at the First Semester of English Education Department

No.	Class	Minimum Criteria that have been Accomplished		Total
		≤70	≥81	
1.	1-A	9	7	16
2.	1-B	3	12	15
<b>Total</b>		<b>12</b>	<b>19</b>	<b>31</b>
<b>Percentage</b>		<b>38.71%</b>	<b>61.29%</b>	<b>100%</b>

Based on pra survey conducted 31 first semester students from the English Education Department at the State Institute for Islamic Studies Metro, the researcher discovered that while the students were fairly confident in their

<sup>3</sup> "Hancock, Mark " Pronunciation Games" (Cambridge Copy Collection, 1996).

<sup>4</sup> Paul Nation and Paul Meara, *An Introduction to Applied Linguistics*, N. Schmitt (Ed.), Hodder Education Publishers (Routledge, 2010).

<sup>5</sup> Harya, Trisna Dinillah, "Data of Accomplishment in Pronunciation Assessment at the First Semester of English Education Department" (2024).

word pronunciation, they still made some errors. Based on the data above the researcher concluded that 61.29% of student passed and 38.71% of students failed. Although many have passed, some of them still make mistakes in pronouncing words and it can be said that their English language skills are inadequate. Related to the problem, in order to make the student's ability to speak better, the researcher use a media to solve the problem of student's pronunciation skill by using *ELSA Speak* application.

## **B. Problem Identification**

Problem identification in this study, the researcher identified problems regarding pronunciation skills as follows:

1. Most students are afraid of being wrong try to pronounce words in English.
2. The students have pronunciation problem.
3. Students have difficulty to pronounce the words.

## **C. Problem Limitation**

Based on the problems above, the researcher limits the problems in the first problem that the students make a mistake in pronouncing words. So, the researcher will use *ELSA Speak* application media toward the student's pronunciation skill at the first semester of the English Education Department at State Institute for Islamic Studies Metro.

#### **D. Problem Formulation**

Based on the above background of study and problem identification, the researcher formulated the problem in this research as: “Is there any positive and significant influence of using *ELSA Speak* application towards students’ pronunciation skill at the first semester of the English Education Department at State Institute for Islamic Studies Metro?”

#### **E. Objective of the Research**

From the pre-survey that researcher conducted, the pronunciation of first-semester students of English Education Department of the State Institute for Islamic Studies of Metro still had several words that were mispronounced, therefore researcher used *ELSA Speak* as a media to know how far the *ELSA Speak* application could influence pronunciation first-semester students of English Education Department of State Institute for Islamic Studies of Metro.

#### **F. Benefit of the Study**

1. For the Students
  - a. To motivate the students to master pronunciation, enrich their knowledge, and improve their pronunciation.
  - b. To enable the students will feel enjoy and interest in the English learning process and improve the students’ pronunciation skills.
2. For the Teachers
  - a. To enable give English teachers some ideas of various ways of teaching pronunciation to students in the classroom.

- b. This research can be used as information, especially about the process of teaching pronunciation through *ELSA Speak* application.

### 3. For the Researcher

The results of this study were expected to provide information and references in teaching English by using *ELSA Speak* application.

## G. Prior Research

This research was conducted by considering several previous studies. The prior research was conducted by Ita Samardi Samad and Ismail, entitled: “ELSA Speak Application as a Supporting Media in Enhancing Students’ Pronunciation Skill.” In this prior research, the researcher used the pre-test and post-test to collect the data. The prior research has similarities and differences with this study, the similarities between this prior research are equally focused on developing pronunciation and using *ELSA Speak* application as a media. The difference between this study and the prior research is in subject or population.<sup>6</sup> It can be concluded that the results of both studies also have differences.

The next prior research was conducted by Enni Erawati Saragih, Nur’aini Putri Tabrani, and Nur Muthmainnah, entitled: “The Use of Digital Feedback on ELSA Speak in Learning Pronunciation for Seventh Grade of Junior High School.” The researcher qualitative research. The prior research has similarities and differences with this study, the similarities between the prior research with this study are equally focused on developing pronunciation

---

<sup>6</sup> Ita Sarmita Samad and Ismail Ismail, “ELSA Speak Application as a Supporting Media in Enhancing Students’ Pronunciation Skill,” *Majesty Journal* 2, no. 2 (2020): 1–7



and using *ELSA Speak* application as a media. The differentiation sample that the prior research used sample of seventh grade of Junior High School, whereas this research study used sample of the first semester English Education Department at State Institute for Islamic Studies Metro as a research sample.<sup>7</sup> It can be concluded that the results of both studies also have differences.

Then, the prior research was conducted by Anggraini, entitled: "Improving Students' Pronunciation Skill Using ELSA Speak Application." In this prior research, researcher use a test pronunciation and interviews in CAR to collect the data. The prior research has similarities and differences with this study, both of the researches use *ELSA Speak* application as a teaching media. In addition, both the researches are equally focused on developing pronunciation. The subject or population of this study differs from the previous study. The prior research used sample of Easy English Course (EEC) at Basic class level whereas study used sample the first semester of the English Education Department at State Institute for Islamic Studies Metro.<sup>8</sup>

From the prior research above, the novelty The novelty in the thesis titled "The Influence of Using ELSA Speak Application on the Students' Pronunciation Skill at the First Semester Students of English Education Department of State Institute for Islamic Studies of Metro" it focuses on a

---

<sup>7</sup> Enni Erawati Suragih, Nur'aini Putri Tabrani, and Nur Muthmainnah, "The Use of Digital Feedback on Elsa Speak in Learning Pronuncitaion for Seventh Grade of Junior High School," *JEELL (Journal of English Education, Linguistics and Literature) English Department of STKIP PGRI Jombang* 8, no. 1 (2021)

<sup>8</sup> Anggraini Anggraini, "Improving Students' Pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no. 1 (2022): 135–41

specific population: first-semester students of the English Education Department at the State Institute for Islamic Studies of Metro. Unlike previous studies that examined the usage of the ELSA Speak application in a variety of educational contexts, such as junior high school students or language course participants, this study focuses on the influence of the program on a specific group of learners in a higher education setting. This project intends to provide fresh insights into how ELSA Speak can be successfully integrated into university-level English education, contributing to a better understanding of pronunciation skill development in this environment.

## CHAPTER II THEORETICAL REVIEW

### A. Definition of Speaking

Speaking is important to master the ability to communicate in a language, because people tend to use languages for understanding what others are thinking and feeling. Language, in particular English, is also being taught to widen students' knowledge so that they can understand what others are thinking and feeling. It is because English is the language of nearly every science book.

In speaking, individuals actively use language to convey meanings, enabling others to understand them. Based on Cameron opinion that speaking is: "The active use of language to express meanings so that other people can make sense of them."<sup>1</sup> In speaking, individuals actively use language to convey meanings, enabling others to understand them.

According to Richards, mastering English speaking skills is crucial for all EFL learners. Consequently, students will evaluate their success in language studies and the effectiveness of their English courses based on how much they believe they have improved and developed their speaking skill.<sup>2</sup>

---

<sup>1</sup> Lynne Cameron, "Cambridge Language Teaching LIBRARY Group Dynamics in the Language Classroom by Zoltán Dörnyei and Tim Murphey Language Learning in Distance Education by Cynthia White Language Learning in Intercultural Perspective Edited The Language Teaching Matrix Moti," *Cambridge University Press*, 2001, 14

<sup>2</sup> Jack C Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: [www. Finchpark. Com/Courses/Tkt/Unit\\_07](http://www.finchpark.com/Courses/Tkt/Unit_07)," *Richards-Teaching-Listening-Speaking. Pdf*, 2008, 1–37.

Additionally, speaking is defined as the process of formulating and expressing one's thoughts using spoken and written signs, which can have different meanings depending on the context. It is supported by Chaney that said speaking is: "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts."<sup>3</sup>

Based on the definitions above, the writer concludes that speaking is the ability to construct and share meaning through utterances that are not only linguistically connected but also pragmatically appropriate. This involves using verbal and non-verbal signs to effectively communicate one's thoughts and ensure understanding by others.

## **B. Components of Speaking**

In teaching speaking, there are certain aspects that the teacher must concern about; those are pronunciation, grammar, vocabulary, proficiency, and comprehension.

### **1. Comprehension**

Comprehension is the way to understand something, comprehension's also an essential component of our conversation because we have to make it easy for other people to understand us. Comprehension points to the fact that members know the nature of the research assignment, even when the process are complicated and involve risk as a

---

<sup>3</sup> Emma Rosana Febriyanti, "English Problems of Teaching Speaking of English as a Foreign Language: English as a Foreign Language," *Teaching Speaking of English as Foreign Language: Problems and Solutions*, 2020

result, in understanding information additionally, it is purpose to create the listeners easily to receive some information from the speakers.

## **2. Grammar**

The grammar is the study of words and how students use them in their sentences. The grammar principle may be described as a rule that can be used to make speech coherently formed of grammatical elements in this language. In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units. Grammar is important to make sure that the students' ability is correct in oral and written aspect.

## **3. Vocabulary**

Vocabulary is necessary for speaking. The power of words has been shown to be one of the keys for a successful communication. The basic building blocks for language learning are vocabulary. The student must know the meaning of words, what they mean and how to spell them. We'll be able to talk about our ideas, thoughts and feelings more clearly in many vocabularies. When we use the spoken language everyday, our vocabulary becomes known.

## **4. Pronunciation**

One of the most important elements that a good English speaker uses is pronunciation. Pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation more peripherally gesture, eye contact, and body language. In addition, the segmentality features are vowels and consonants as well as intonation pattern.

## 5. Fluency

Fluency is the role of good communication in other words is the purpose of the students learns to speak. Sharing information doesn't have to take a lot of time. They can speakerly and easily without many times to think as like "emh" and stop they speak. Fluency is the ability to speak automatically and rapidly. It means that the speaker will be able to speak automatically and rapidly.

Table 2.  
Rubric of Measuring Speaking<sup>4</sup>

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	Generally natural delivery, only occasional halting when searching for appropriate words/expressions	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts	The student speaks so little than no 'fluent' speech can be said to occur
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but coimprehension is not impeded	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation	Words are unintelligible
Vocabulary	Effective use of vocabulary for the task with few inappropriacies	For the most part, effective use of vocabulary for the task with some examples	Limited use of vocabulary with frequent inappropriacies	Inappropriate and inadequate vocabulary

<sup>4</sup> Cyril J Weir, "Language Testing and Validation: An Evidence-Based Approach," *Research and Practice in Applied Linguistics* 9, no. 1 (2005).

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
		of inappropriacy		
Grammatical Accuracy	Very few grammatical errors evident	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension	Speech is broken and distorted by frequent errors	Unable to construct comprehensible sentence
Interactional Strategies	Interacts effectively and readily participates and follows the scission	Use of interactive strategies generally adequate but at times experiences some difficulty in maintaining interation consistently	Interaction ineffective. Can seldom develop an interaction	Understanding and interaction minimal

## C. Concept of Pronunciation

### 1. The Definition of Pronunciation

The Oxford Dictionary explained that pronunciation is how a language, word, and sound be spoken. Pronunciation is an important form of learning conducted in teaching English. English teaching has a phoneme (sound of words) and slightly difficult pronunciation to be taught to students.

In addition, Richard says that pronunciation is the manner in which way a certain sound or sounds are made. It indicates that the study of linguistic sound was the main focus of pronunciation. It means that pronunciation focused on studying the sound of the language. It covered the topic of how sound is created.

Furthermore, Hancock explain that teaching pronunciation frequently involves the teacher playing a model for student to imitate. This indicate that pronunciation was a type of activity in which the teacher demonstrated to the students. It means, pronunciation was some kind of exercise where the teacher provided the students in how the way the language spoken. Then the students were able to pronounce the words or sentences accurately.

Based on the explanation above, the researcher concluded that pronunciation refers is crucial, because in the end, it doesn't matter, how paraphrase.

## **2. The Importance of Pronunciation**

Pronunciation is crucial, because in the wnd, it doesn't matter how well pupils use grammar or words if no one can comprehend. Next, students need to be able to understand the sound and make their own sounds. The rhythm and the cadence of English, how they're related to each other language. Students' good pronunciation can be understood even if they make mistakes in other areas, while those with unfamiliar utterances remain inaccessible, even if they express themselves through various vocabulary and complete grammar.<sup>5</sup>

English pronunciation is considered the most difficult to master and develop. In some cases this may be due to a number of factors, e.g.

---

<sup>5</sup> Alim Sukrisno, "English Verb-Markers Serving As an Accurate Predictor of English Pronunciation : The Case of A" 1, no. October (2015): 13–18.



irregular spelling correspondence and influencing the learning process based on influences such as age, motivation or level of exposure.<sup>6</sup>

Good pronunciation allows students to be understood despite mistakes in other areas. In contrast, students with unclear pronunciation may remain incomprehensible, even if they use a wide range of vocabulary and correct grammar. These are the phonetic skills, the integrated motivation of learners in order for them to succeed. Only a few students understand the importance of good pronunciation. It is the teacher's responsibility to encourage students to focus on learning pronunciation carefully and assist them in producing correct English sounds. Teachers should emphasize to their students that pronunciation is the foundational aspect of their first English lesson. Students may not be able to learn well unless they practice good pronunciation at the beginning of their learning process. It is therefore important to learn about the pronunciation of these words. Otherwise, there can be an impact on student achievement as a whole.<sup>7</sup>

In conclusion, pronunciation is an important aspect of communication. Although, a lot of students think that the hardest thing to

---

<sup>6</sup> Phra Sinphasith (Meuangdenxoum) Chantapanyo, "A Study of English Pronunciation Skill: A Case Study of Primary School Students Grade 4-6 at Wat Maiyainui School in Bangkok," 2016, 113

<sup>7</sup> Kenworthy, Joanne. "Teaching English Pronunciation," Longman Handbooks for Language Teachers, 1987.

learn English is pronunciation, and they're benefiting from clear support that they were starting their language study.

### **3. The Purpose of Pronunciation**

The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they're going to use it.<sup>8</sup> The teacher's got to focus his attention on that important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker-like variations.

In teaching the different used of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing was a useful starting point and examples should be taken of these sounds used between two vowels, as in rated, raided, sighting, siding, a tin, a din, etc. The distinction must be emphasised in the initial position before the vowel. The presence or lack of aspiration, and in the last position of the preceding vowel lengthened to/d. Other allophonic possibilities such as lateral plosion (as in little, puddle) or nasal plosion (as in kitten, goodness) are not crucial for the students' intelligibility, though they must be able to understand words said in this way.

Based on the explanation above, the researcher concluded that the primary objective of learning pronunciation was for students to be able to

---

<sup>8</sup> Geoffrey Broughton, Cristopher Brumfit, Anita Pincas, Roger D. Wilde., Teaching English A Foreign Language, Second Edition (New York: University of London Institute of Education, 1980), 58.

produce English speech that is clear and comprehensible in the contexts where they will use it.

#### **D. The Aspect of Pronunciation**

According to Harmer, there are three key aspects of English pronunciation besides speed and volume that are closely linked to meaning and must be understood.<sup>9</sup>

##### **1. Sounds**

Words are made up of individual sounds (or phonemes). For example, “beat” = /b + t/ (i: is the symbol for the sound “e”). “Coffee” = /ˈkɒfi/ and “Case” = /keɪs/.

Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one-to-one correspondence between written letters and spoken sounds. Thus the “C” of “Cat” is pronounced differently from the “C” of “Case”, but is the same as the “C” of “Coffee”.

“Though,” “Trough,” and “Rough” all have the /ʊ/ spelling but it is pronounced differently in each case. Different spelling can have the same sound too: “Plane” and “Gain” both have the same vowel sound, but they are spelt differently.

---

<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching* Fourth Edition England. (Pearson Education Limited 2007)

By changing one sound, we can change the word and its meaning. If we replace the sound /m/, for example we get “Meat” instead of “Beat.” And if we change /i:/ to /I/ we get “Bit” instead of “Beat.”

## 2. Stress

The second area of importance is stress—in other words, where emphasis is placed in words and sentences. Stress is a feature of words not only when the word contrasts phonemically with its minimal pair partner, but also in giving shape to a word as spoken.<sup>10</sup>

The stressed syllable (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying that syllable, e.g. “Important,” “Medicine,” etc. Moreover, in many longer words, there is both a main stress and a secondary stress, e.g. interpretation, where “Ter” has the secondary stress and “Ta” the main stress. In addition, different varieties of English could often stress words differently.

For example, British English speakers usually say “Advertisement” whereas some American speakers say “Advertisement.” The placing of the stress can also affect the meaning of word. For example, “Import” is a noun, but “Import” is a verb. In phrases and sentences, we give special emphasis to certain parts of the sentence (by changing our pitch,

---

<sup>10</sup> Geoffrey Broughton, Cristopher Brumfit, Anita Pincas, Roger D. Wilde., Teaching English A Foreign Language, Second Edition (New York: University of London Institute of Education, 1980), 58.

increasing the volume), e.g. “I’m a teacher because I like people.” But we could change the meaning of the sentence by placing the stress somewhere else, for example, “I’m a teacher because I like people.” You can imagine this being said as an angry response to someone asking a teacher to do something terrible to their students. If, on the other hand, the sentence is said with the main stress on the word “I” it is suggested that this is what makes the speaker different from others who do not like people. Teachers use a variety of symbols to show stress, e.g.

### **3. Pitch and Intonation**

Pitch describes the level at which you speak. Some people have high-pitched voices, others say things in low-pitched voice. When we pitch the words we say, we may use a variety of different levels higher when we are excited or terrified, for example, but lower when we are sleepy or bored.

Intonation is often described as the music of speech. It encompasses the moments at which we change the pitch of our voices in order to give certain messages. It is absolutely crucial for getting our meaning across. The word “Yes”, for example, can be said with a falling voice, a rising voice or a combination of the two. By changing the direction of the voice, we can make “Yes” mean “I agree” or “Perhaps it’s true” or “You can’t be serious” or “Wow, you are so right” or any number of other things. Teachers often use arrows or wavy lines to show intonation tunes (pitch change).

Notice that the first question seems to be a genuine request for information, whereas the second is asking for confirmation of something the speaker assumes to be true. We know this because the two different intonations convey different meanings.

Based on the aspect of pronunciation above, it could be concluded that there was five-scale category of pronunciation explained by Rui Ma that could be a guide to diagnose students' difficulties.<sup>11</sup> In this study researcher focuses on sound where is same as mispronounce.

## **E. Concept of *ELSA Speak* Application**

### **1. Definition of *ELSA Speak* Application**

*ELSA Speak* application is one of the media that can support era 4.0 education. *ELSA* stands for English Language Speech Assistant. It is an application for android that can be freely downloaded from AppStore or GooglePlay. It is designed with various features to improve the learners' pronunciation with the American accent by exercising them with various practices to pronounce a word/phrase/sentence correctly. It is completed with a microphone icon that the learner can use it directly to practice to speak like the audio has been listened.

---

<sup>11</sup> Rui Ma, "The Role of Pronunciation in Speaking Test Ratings," *BYU Thesis And Dissertations Archive*, 2015



Figure 1.  
*ELSA Speak* App View

Vu Van, who is based in San Francisco, USA, developed the English Learning Assistant Speech *ELSA* application in 2015. It utilizes Artificial Intelligence (AI) and speech recognition to help improve and perfect English pronunciation (Pilar).<sup>12</sup>

## 2. The Features of *ELSA Speak* Application

The *ELSA Speak* application will use speech recognition technology to help users in their English speaking skills. *ELSA Speak* Application provides more lessons and more topics for users to practice pronunciation, starting from practicing English words, phrases, and sentences.

---

<sup>12</sup> Pilar Rodríguez-Arancón, Jorge Arús Hita, and Cristina Calle, “The Use of Current Mobile Learning Applications in EFL,” *Procedia - Social and Behavioral Sciences* 103 (November 1, 2013): 1189–96, <https://doi.org/10.1016/j.sbspro.2013.10.446>.



Figure 2.

#### Interactive Dictionary in *ELSA Speak* App

An interactive dictionary, which will help users to pronounce the word or phrase they are looking for, is another feature offered by *ELSA Speak* application.

The main function of this system is to train the English language correctly using the advanced *ELSA* technology. This means that, with an accuracy rate of up to 95%, the application can detect the user's incorrect pronunciation. *ELSA* has provided more than 1.200 lessons and more than 60 topics for users to practice pronunciation starting from practicing pronunciation of English words, phrases, and sentences.

*ELSA Speak* application is one of the flexible programmers that features (Shrum & Glisan). *ELSA Speak* is virtual language teacher software, used by individuals, language schools, universities, and corporations around the world.





Figure 3.

#### Features of the *ELSA Speak* App

This application is very useful for all students because it is easy to use, so it can help us for learning pronunciation in English. It also has interesting features that can make students more enthusiastic in learning.

### 3. Advantages and Disadvantages of *ELSA Speak* Application

A previous related study examined the perception of students in their pronunciation class of the *ELSA Speak* application. The study concluded that the students feel that the software is appropriate for teaching and learning.<sup>13</sup>

a. The advantages of *ELSA Speak* application, as follows:

1) *Elsa Speak* application offers pronunciation exercises.

---

<sup>13</sup> Samad and Ismail, "ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill." *Majesty Journal*, vol 2 (2), p1-7

- 2) Users receive color-coded feedback on their pronunciation for each phoneme and phonetic instructions to correct errors by speaking the suggested word or phrase.
  - 3) Conversation practice is also available to improve speaking skills, with users receiving instant feedback on both pronunciation and intonation at the word level.
  - 4) This app utilizes “proprietary artificial intelligence” (AI) such as automatic speech recognition (ASR) to evaluate users’ pronunciation accuracy.
  - 5) The accuracy of recordings is determined by *ELSA Speak* application, which provides feedback on both correct and incorrect pronunciations.<sup>14</sup>
- b. The disadvantages of *ELSA Speak* application, as follows:
- 1) The available topics are restricted to paid content.
  - 2) It requires an internet connection to operate.
  - 3) Students are required to possess a smartphone in order to download and install the application.

The researcher is interested in investigating improving the use of *ELSA Speak*. The skills of student pronunciation, based on its context. It’s aimed at answering questions research question which investigates whether or not the *ELSA Speak* app is capable of improve students’

---

<sup>14</sup> Puja Aswaty and Ayu Indari, “The Effect of Using Elsa (English Language Speech Assistant) Speak Application on Students’ Speaking Ability for the Eleventh Grade of Mas Darul Al Muhajirin in the Academic Year 2021/2022,” *Serunai : Jurnal Ilmiah Ilmu Pendidikan* 8, no. 1 (2022): 18–23

pronunciations skills. Theoretical and practical significance is expected to be gained from this research. In theory, it provides valuable input to the teacher in terms of media used in the teaching and learning process. In addition, the results of this research are anticipated to be beneficial for 4.0 educational system. In practice, it is hoped that students will be able to take advantage of *ELSA Speak* learning.

#### **F. Research Hypothesis**

Based on the frame of thinking, the researcher will formulate the hypotheses as follow:

Ha: There is a positive and significant influence of using *ELSA Speak* application towards students' pronunciation skill at the first semester students of English Education Department of State Institute for Islamic Studies of Metro

Ho: There is no a positive and significant influence of using *ELSA Speak* application towards students' pronunciation skill at the first semester students of English Education Department of State Institute for Islamic Studies of Metro.

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

To conduct the research, the researcher used quantitative research especially experimental research design. The experimental design use to find out the cause and effect between dependent and independent variables. Donald state the experimental research is a plan to do research using an active independent variable.<sup>1</sup>

The experimental design for this research is a quasi experimental research. This study employed an experimental research method to investigate the influence of using the *ELSA Speak* application on students' pronunciation skills. In a quasi-experiment, the researcher employs control class and an experimental class without randomly assigning participants to these groups. Students will first complete a pre-test to assess their pronunciation skills before the treatment. Following the preliminary examination, students will actively participate in the treatment, and then complete a post-test. The pre-test is designed to evaluate students' pronunciation skills prior to the treatment, while the post-test aims to assess the significant influence of the *ELSA Speak* application on their pronunciation skills.

The purpose of this research is to know if *ELSA Speak* application can influence students' abilities in pronunciation. This research contains two

---

<sup>1</sup> Donald Ary et. al, Introduction to Research in Education Eighth Edition, (Belmont: Nelson Education, Ltd, 2010), p. 301.

variables: *ELSA Speak* application (X), which is the independent variable, and students' pronunciation skill (Y), which is the dependent variable.

This research aimed to examine the influence of using *ELSA Speak* application as a media on the pronunciation abilities of first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro.

## **B. The Operational Definition of Variables**

An operational definition is based on the specific characteristics of the object being defined. Meanwhile, variables refer to the data we collect from these units.

### **1. Independent Variable**

An independent variable is a characteristic or quality that affects a result or a dependent variable.<sup>2</sup> The independent variable in this study is the *ELSA Speak* application. It is designed with various features to improve the learners' pronunciation with the American accent by exercising them with various practices to pronounce a word/phrase/sentence correctly.

The researcher measures the independent variable by using pre-tests and post-tests. The pre-test is designed to test the students' pronunciation skills before the treatment, while the post-test is used to evaluate the positive and significant influence of the *ELSA Speak* application on students' pronunciation skills.

---

<sup>2</sup> Creswell, John W., and J. David Creswell. *Mixed Methods Procedures. Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018

The indicators of this variable are as follows:

- a. Students are able to pronounce a words correctly.
- b. Students are able to more enjoy and interest in learning English.

## **2. Dependent Variable**

A dependent variable is a factor that is expected to be affected by one or more independent variables. It is the variable that changes as a result of the influence of the independent variable. In this research, the dependent variable (Y) is pronunciation skill. The indicators of this dependent variable include fluency, mispronunciation, and overall pronunciation accuracy.

## **C. Population, Sample, and Sampling Technique**

### **1. Population**

Daniel argues a population is a group of people or similar objects in an area.<sup>3</sup> Based on the arguments above, the researcher concluded population is the group that will be the subject of research. The population for this research consists of students from the English Education Department who are currently studying speaking subjects. The researcher focused on first-semester students as the population.

### **2. Sample**

A sample is a subset of the population. According to Margono, a sample is a portion of the population selected using specific methods to serve as a representative example. The researcher chose first-semester

---

<sup>3</sup> Mujis, Daniel, "Doing Quantitative Research in Education with SPSS" (Second Edition, 2010)

students, with class B (15 students) as the experimental group and class A (16 students) as the control group.

### **3. Sampling Technique**

There are various techniques available for determining the sample in research. According to Yogesh Kumarsingh, sampling is a crucial technique in behavioral research, and research cannot proceed without it.<sup>4</sup> In this study, a simple random sampling method was used.

According to Sugiyono, simple random sampling technique is a technique of taking samples from members population that is carried out randomly regardless of the strata that exist in population.<sup>5</sup> So because used of this sample is simple, researcher used a simple random sampling technique to complete this research. Sampling is done at random on participants of the sampled population.

The researcher choosed the First Semester Students of English Education Department of State Institute for Islamic Studies of Metro because some of the students have low score speaking skill, as experiment class.

### **D. Data Collecting Technique**

The researcher used some methods to get more information that supports this research for collecting the data, such as:

---

<sup>4</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Age International, 2006).

<sup>5</sup> Sugiyono, Sugiyono "Metode Penelitian Kuantitatif, Kualitatif, dan R&D," 2015.

## **1. Test**

Researcher obtained data by conducting tests. Donald argues that a test is the giving of an assignment or a series of tasks or orders that must be finished by students. The results of the implementation of the test were used to get certain conclusions from students.<sup>6</sup> Based on the explanation above, the researcher used tests as the data collection method to evaluate the influence of the ELSA Speak application on students' pronunciation skills. Pronunciation skills were measured through oral pre-tests and post-tests. The assessment involved having students pronounce a series of words or short conversations. Each student was required to answer 10 questions by correctly pronouncing the provided words or conversations. The students' scores were based on the number of correct pronunciations they achieved.

## **2. Documentation**

Documentation is a method for gathering information from written sources such as books, journals, magazines, notes, and other documents. Collecting data on a variable found in document form is known as data documentation. This method is used to obtain historical data on students and other elements of the State Institute for Islamic Studies Metro.

---

<sup>6</sup> Donald Ary, Lucy C. Jacobs, Christine K. Sorensen. "Introduction to Research in Education", p. 201 : 2009



### 3. Questionnaire

A questionnaire is a method of collecting data by asking respondents to answer a series of questions. In this study, the data collected pertained to the level of student satisfaction with the teaching method using the ELSA Speak application among first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro. To collect this data, a questionnaire was employed, and respondents were asked to provide answers to the questions provided.

Table 3.  
The Alternative Answers and Scoring

Alternative Answers	Scoring
Very Satisfied	4
Satisfied	3
Not Satisfied	2
Very Dissatisfied	1

#### E. Research Instrument

Margono believes that the research instrument is planned data collection a technique designed to obtain the necessary data.<sup>7</sup>

- a. The research instrument used in this study was an oral pre-test and post-test. Additionally, the researcher evaluated students' pronunciation learning by assessing their ability to pronounce a series of words or short conversations. Each student was required to answer 10 questions and pronounce the words or short conversations accurately. The assessment of both the pre-test and post-test was conducted by the researcher.

---

<sup>7</sup> Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155.

- b. Instrument use in documentation method for gathering information from written sources such as books, journals, magazines, notes, and other documents. Documentation is also required to obtain information from research activities, such as student involvement in pre-test and post-test, as well as data from pre-test, post-test.
- c. The paperwork also required the use of a questionnaire to assess how it effects student pronunciation and thoughts about the *ELSA Speak* application. There are 15 questions on the questionnaire given to students and the students have to answer it.

#### **F. Data Analysis Technique**

To examine whether using the *ELSA Speak* application has a positive and significant impact on students' pronunciation skills among first-semester students in the English Education Department of the State Institute for Islamic Studies of Metro, the researcher analyzed the data using t-test. The t-test assesses the mean differences in data to determine if there is a significant influence or not.

To determine whether there is a positive and significant influence of using the *ELSA Speak* application on students' pronunciation abilities, the researcher analyzed the data using an independent sample t-test with SPSS 29 for Windows. The hypothesis for the analysis was as follows:

Ho: There is no positive and significant influence of using *ELSA Speak* on the students' pronunciation ability of the tenth grader at the first semester students

of English Education Department of State Institute for Islamic Studies of Metro in academic year of 2023/2024.

Ha: There is positive and significant influence of using *ELSA Speak* on the students' pronunciation ability of the tenth grader at the first semester students of English Education Department of State Institute for Islamic Studies of Metro in academic year of 2023/2024.

Independent sample t-test guidelines:

- a. If the probability or Sig.  $< \alpha$  (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig.  $> \alpha$  (0.05), then the null hypothesis (Ho) is accepted.

## **CHAPTER IV RESULT OF THE RESEARCH**

### **A. Description of the Research**

There is the description of the Research that have been done by the researcher.

#### **1. Description of Research Location**

There is the description of Research Location in this study.

##### **a. The Description of State Institute for Islamic Studies of Metro**

State Institute for Islamic Studies of Metro is located on Jl. Ki Hajar Dewantara, No. 15A, Iringmulyo, Kec. Metro Timur, Metro City, Lampung Province. It was only one the State Institute for Islamic Studies in this city. This Islamic Institute which was one famous and favorite university. IAIN Metro has a clear vision and mission. Its vision is to become an innovative Islamic educational institution that integrates socio-ecotechno-preneurship, rooted in Islamic values and Indonesian culture. To realize this vision, the university has outlined several missions, including: implementation Islamic values in education, community service, and research; fostering productivity and innovation in academic management through scientific research and teaching methods; encouraging socio-ecotechno-preneurship in the application of the university's three pillars; and implementing a professional and efficient institutional management system based on information technology.

The English Education Study Program aims to prepare students to become professional English teachers capable of applying, establishing, and expanding English education with a strong Islamic foundation. The program continuously strives to improve and enhance the quality of the teaching and learning process to ensure ongoing development and progress. In line with this goal, the program is committed to advancing the standards of education.

b. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiyah faculty in State Institute for Islamic Studies Metro which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj. I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

## **2. Result of Research Data**

a. The Result of Pre-Test Score

The researcher measured the students' pronunciation skill by using pre-test before giving the treatment. The purpose of pre-test is to

know the students' skill in pronunciation before the treatment is given, in this research the researcher used an oral test that the researcher asked the students to read some sentence. The result of pre-test could be shown as follows:

Table 4.  
The Frequency Distribution of Pre-Test Experiment

No.	Class Interval	Frequency	Perncentage
1.	55-58	2	13.4%
2.	59-62	5	33.3%
3.	63-66	4	26.7%
4.	67-70	-	-
5.	71-74	2	13.3%
6.	75-78	2	13.3%
<b>Total</b>		<b>15</b>	<b>100.0%</b>

Based on the data above, it can be concluded that 15 students as the researcher sample can be divided: the students for score 55-58, the percentage was 13.4%, and the students that included for score 59-62 was 33.3%, the students that included for score 63-66 was 26.7%, next the students that included for score 67-70 was 0%, then the students that included for score 71-74 was 13.4%, and the last, the students for 75-78 was 14.4%.

Furthermore, the researcher also conducted pre-test to the control class. The result of pre-test could identified as follows:

Table 5.  
The Frequency Distribution of Pre-Test Control

No.	Class Interval	Frequency	Perncentage
1.	50-54	2	13.3%
2.	55-59	1	6,7%
3.	60-64	2	13.3%
4.	65-69	4	26.6%
5.	70-75	6	40.1%
<b>Total</b>		<b>15</b>	<b>100%</b>

Based on the data above, it can be concluded that 15 students as the researcher sample can be divided: the students for score 50-54, the percentage was 13.3%, and the students that included for score 55-59 was 6.7%, next the students that included for score 60-64 was 13.3%, then the students that included for score 65-69 was 26.6%, and the last the students that included for score 70-75 was 40.1%.

b. The Result of Post-Test Score

After the students completed the pre-test, and the experimental group received treatments using the ELSA Speak application, the researcher administered a post-test. Although the post-test instrument different from the pre-test, it maintained the same pattern and level of difficulty.

Before conducting the post-test, the experimental group had already received treatments through the ELSA Speak application. The post-test was carried out in order to know the students' pronunciation skills after the treatments. The results of the post-test for the experimental class are outlined as follows:

Table 6.  
The Frequency Distribution of Post-Test Experiment

No.	Class Interval	Frequency	Perncetage
1.	65-69	3	20.0%
2.	70-74	2	13.3%
3.	75-79	1	6.7%
4.	80-84	5	33.4%
5.	85-90	4	26.6
<b>Total</b>		<b>15</b>	<b>100.0%</b>

Based on the data above, it can be concluded that 15 students as the researcher sample can be divided: the students for score 65-69, the

percentage was 20.0%, and the students that included for score 70-74 was 13.3%, next the students that included for score 75-79 was 6.7%, then the students that included for score 80-84 was 33.4%, and the last the students that included for score 85-90 was 26.6%.

Furthermore, the researcher also conducted post-test to the control class. The result of post-test could identified as follows:

Table 7.  
The Frequency Distribution of Post-Test Control

No.	Class Interval	Frequency	Percentage
1.	50-58	2	13.3%
2.	59-63	3	20.0%
3.	64-68	2	13.3%
4.	69-73	7	46.7%
5.	74-78	1	6.7%
<b>Total</b>		<b>15</b>	<b>100.0%</b>

Based on the data above, it can be concluded that 15 students as the researcher sample can be divided: the students for score 50-58, the percentage was 13.3%, and the students that included for score 59-63 was 20.0%, next the students that included for score 64-68 was 13.3%, then the students that included for score 69-73 was 46.7%, and the last the students that included for score 74-78 was 6.7%.

c. Descriptive Statistic of Research Data

Table 8.  
The Result of Descriptive Research  
Statistics

	PREEKS	POSTEKS	PREKNTRL	POSTKNTRL
N	Valid	15	15	15
	Missing	0	0	0
Mean		64.07	78.93	65.07
Std. Error of Mean		1.827	2.260	1.946
Median		63.00	80.00	68.00
Mode		59	90	70
Std. Deviation		7.076	8.754	7.535
Variance		50.067	76.638	56.781



Range	23	25	25	28
Minimum	55	65	50	50
Maximum	78	90	75	78
Sum	961	1184	976	989

Based on the result of the descriptive statistic research data table, the number of respondents was 30 students. The value obtained from the experimental class results pre-test score was the mean 64.07 standard deviation 7.076, the maximum value was 78 the minimum was 55, and post-test score was the mean 78.93 standard deviation 8.754, the maximum value was 90 the minimum was 65, while the value obtained in the control class pre-test mean 65.07 standard deviation 7.535, the maximum value was 75 the minimum was 50, and post-test score was the mean 65.93 standard deviation 8.163, the maximum value was 78 the minimum was 50.

## **B. The Influence of Using *ELSA Speak* Application**

After conducting the research activities using the *ELSA Speak* application, the researcher analyzed the data using an independent sample t-test in SPSS 29 for Windows. The purpose of the analysis was to determine whether there was a positive and significant effect of using the *ELSA Speak* application on the pronunciation skills of first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro. It would be ( $H_0$ ) rejected if there was a positive and significant influence of using *ELSA Speak* application toward the students' pronunciation skill and ( $H_0$ ) accepted if there was no positive and significant influence of using *ELSA Speak* application toward the students' pronunciation skill.

## 1. Prerequisite Test

### a. Normality Test

The normality test is conducted to assess whether the data follows a normal distribution. It helps determine if the collected data is normally distributed or comes from a normal population. To obtain the results for the normality test, the researcher used SPSS 29 for Windows with the following steps:

Ho: The data that has been collected was abnormally distributed.

Ha: The data that has been collected was normally distributed.

Normality test guidelines:

- 1) If the probability or Sig. (Shapiro-Wilk)  $> \alpha$  (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (Shapiro-Wilk)  $< \alpha$  (0.05), then the null hypothesis (Ho) is accepted.

Table 9.  
The Result of Normality Test by Using *SPSS*

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Post-Test Experiment	.148	15	.200*	.923	15	.214
	Post-Test Control	.200	15	.109	.901	15	.100

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

a. Lilliefors significance correction.

Based on the table, could be seen that all the probability or Sig. number (Shapiro-Wilk) from the whole 2 classes were 214,100. Since the probability or Sig. number (Shapiro-Wilk)  $>$  than the  $\alpha$  (0.05),

hence the  $H_0$  is rejected and the  $H_a$  is accepted. It means, the whole data that has been collected was normally distributed.

b. Homogeneity Test

The homogeneity test is used to determine whether the variances of two or more distributions are equal. To obtain the data for the homogeneity test, the researcher used SPSS 29 for Windows with the following steps:

$H_0$ : Data did not homogenous.

$H_a$ : Data homogenous.

Homogeneity test guidelines:

- 1) If the probability or Sig. (Based on Mean)  $> \alpha$  (0.05), then the null hypothesis ( $H_0$ ) is rejected.
- 2) If the probability or Sig. (Based on Mean)  $< \alpha$  (0.05), then the null hypothesis ( $H_0$ ) is accepted.

Table 10.  
The Result of Homogeneity Test by Using *SPSS*  
**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	.332	1	28	.569
Based on Median	.357	1	28	.555
Based on Median and with Adjusted df	.357	1	26.204	.555
Based on Trimmed Mean	.330	1	28	.570

Based on the table it could be concluded that based on mean the Sig. number  $0.569 > 0.05$ . So that, the  $H_0$  is rejected and the  $H_a$  is accepted. It means that the data was homogeneous.

## 2. Hypothesis Testing

Hypothesis testing was conducted to determine whether there was a significant effect of variable X (ELSA Speak Application) on variable Y (students' pronunciation ability). Several methods were available for testing the hypothesis, such as performing a t-test manually or using a computerized t-test with the SPSS application.

Based on the normality and homogeneity tests, the data was found to be both normal and homogeneous. Therefore, the independent sample t-test using SPSS 29 for Windows was applied, with the hypothesis stated as follows:

Ho: There is no positive and significant influence of using *ELSA Speak* application on the students' pronunciation skill of the first-semester students of English Education Department of State Institute for Islamic Studies of Metro.

Ha: There is positive and significant influence of using *ELSA Speak* application on the students' pronunciation skill of the first-semester students' of English Education Department of State Institute for Islamic Studies of Metro.

Independent sample t-test guidelines:

- a. If the probability or Sig. number  $< \alpha$  (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig. number  $> \alpha$  (0.05), then the null hypothesis (Ho) is accepted.

Table 11.  
The Result of Independent T-Test by Using SPSS

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Experiment	15	78.93	8.754	2.260
	Post-Test Control	15	65.93	8.163	2.108

Table 12.  
Independent Sample T-Test  
Independent Samples Test

	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	95% Confidence Interval of the Difference	
								Low	Up
Equal variance assumed	.332	.569	4.206	28	.000	13.000	3.091	6.669	19.331
Equal variances not assumed			4.206	27.864	.000	13.000	3.091	6.668	19.332

From the table, it is clear that the Sig. (2-tailed) value was 0.000. Since this value is less than 0.005, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This indicates a significant difference in learning outcomes between the experimental class, which received treatment, and the control class, which did not.

Based on the statistical data, there is a notable difference in the mean scores. The researcher concluded that the use of the ELSA Speak Application had a positive and significant impact on the pronunciation skills of first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro.

### C. Discussion

The ability to communicate through language is important to be mastered because it enables people to understand each other's thoughts and feelings. Learning English aims for students to use the language actively in real-life conversations. Therefore, English learners must develop their pronunciation skills, as pronunciation is essential for speaking to do an oral communication.

In this research the researcher used *ELSA Speak* application. *ELSA Speak* application is one of the media that can support era 4.0 education. *ELSA* stands for English language speech assistant. It is designed with various features to improve the learners' pronunciation with the American accent by exercising them with various practices to pronounce a word/phrase/sentence correctly.<sup>30</sup>

In general, before conducted the research, the researcher gave pre-test in order to find out the prior knowledge of the students' pronunciation skill before the treatment was given. After the treatments were applied, it was evident that there were significant differences in the post-test scores between the experimental group and the control group.

Based on the results of an independent sample t-test conducted using SPSS 29 for Windows, the average score of the experimental group was 78.93, which was higher than the control group's average of 65.93. Furthermore, the

---

<sup>30</sup> Samad and Ismail, "ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill" *Majesty Journal* 2, no. 2 (2020): 1-7.

probability value (Sig 2-tailed) was 0.000, which is less than the significance level  $\alpha$  (0.005), leading to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). This indicates that the use of the *ELSA Speak* application has a positive and significant impact on the pronunciation skills of first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro.

This research focused at the students' pronunciation skill of the first-semester students of English Education Department of State Institute for Islamic Studies of Metro, as they often struggle with correctly pronouncing words or vocabulary. This difficulty stems from limited exposure to native speakers and how they pronounce words.

The *ELSA Speak* application is used by the researcher to address the issues and facilitate the learning process of pronunciation skills. This approach aims to make the students' learning experiences enjoyable. It also allows the students to explore their capabilities to a greater extent. Furthermore, there is a noticeable difference in the students' pronunciation mastery results, demonstrating the *ELSA Speak* application as a viable tool for pronunciation learning.

#### **D. Limitation**

The research was carried out among first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro. The focus of the study was on the pronunciation skill using the *ELSA*

Speak application. The findings indicate that the *ELSA Speak* application effectively aids students in correctly pronouncing words.

As a result, after doing the research and collecting the data for testing and documentation, the researcher discovered various limitations, such as challenges with the students' pronunciation mastery. The first issue was that the children were unsure of the English word. For example, the term "poor" should be sounded as / pɔ:(r) / rather than / pɒ(r) /, as it is frequently pronounced in Indonesian. The second reason was that the children were hesitant to practice pronunciation.

Finally, the research results explained the theory of the positive and significant influence of using the *ELSA Speak* application on students' pronunciation skills. The *ELSA Speak* application helped first-semester students in the English Education Department at the State Institute for Islamic Studies of Metro improve their pronunciation.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of the study, the researcher concluded that using *ELSA Speak* application had a favorable and significant impact. In other words, using the *ELSA Speak* application had an effect on the pronunciation capacity of first-semester students of the English Education Department of the State Institute for Islamic Studies of Metro.

The result could be defined that there were significant differences in pronunciation scores between the experimental and control classes, with the experimental class having a higher post-test score. The average score for the control class is 65.93, whereas for the experimental class it is 78.93. The comparison revealed that students in the experimental class had higher posttest scores than those in the control class. The probability or Sig number (2-tailed) was 0.000, which is less than the  $\alpha$  (0.005). Therefore, the null hypothesis  $H_0$  is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Therefore it is concluded that *ELSA Speak* Application can give a positive and significant influence toward students' pronunciation. By applying *ELSA Speak* Application, students' pronunciation skill can be improved. Hence, *ELSA Speak* Application in teaching and learning can make a good improvement.

## **B. Suggestion**

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For the teacher, it is recommended to utilize the *ELSA Speak Application* to help students comprehend the correct pronunciation of English words more effectively.
2. For the students, students are encouraged to actively commit to learning English, with a particular focus on practicing pronunciation.
3. For the headmaster, the headmaster's role in supervising the English instructor is to use technology to help students learn English, so that students are more interested about learning English.
4. For the next researcher, the research can be used as a valuable reference for the next researcher.

## BIBLIOGRAPHY

- Anggraini, Anggraini. "Improving Students' Pronunciation Skill Using Elsa Speak Application." *Journey: Journal of English Language and Pedagogy* 5, no. 1 (2022): 135–41. <https://doi.org/10.33503/journey.v5i1.1840>.
- Aswaty, Puja, and Ayu Indari. "The Effect of Using Elsa (English Language Speech Assistant) Speak Application on Students' Speaking Ability for the Eleventh Grade of Mas Darul Al Muhajirin in the Academic Year 2021/2022." *Serunai : Jurnal Ilmiah Ilmu Pendidikan* 8, no. 1 (2022): 18–23. <https://doi.org/10.37755/sjip.v8i1.616>.
- Cameron, Lynne. "Cambridge Language Teaching LIBRARY Group Dynamics in the Language Classroom by Zoltán Dörnyei and Tim Murphey Language Learning in Distance Education by Cynthia White Language Learning in Intercultural Perspective Edited The Language Teaching Matrix Moti." *Cambridge University Press*, 2001, 14. [www.cambridge.org](http://www.cambridge.org).
- Chantapanyo, Phra Sinphasith (Meuangdenxoum). "A Study of English Pronunciation Skill: A Case Study of Primary School Students Grade 4-6 at Wat Maiyainui School in Bangkok," 2016, 113. [file:///C:/Users/umwar/Desktop/Thesis-Phra Sinphasith Chatapanyo \(Meuangdenxoum\).pdf](file:///C:/Users/umwar/Desktop/Thesis-Phra%20Sinphasith%20Chatapanyo%20(Meuangdenxoum).pdf).
- Creswell, John W., and J. David Creswell. *Mixed Methods Procedures. Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018.
- Donald Ary, Lucy C. Jacobs, Christine K. Sorensen. "Introduction to Research in Education", p. 201 : 2009
- Febriyanti, Emma Rosana. "English Problems of Teaching Speaking of English as a Foreign Language: English as a Foreign Language." *Teaching Speaking of English as Foreign Language: Problems and Solutions*, 2020. [http://science.i-edu.uz/index.php/archive\\_jspi/article/view/1958](http://science.i-edu.uz/index.php/archive_jspi/article/view/1958).
- Hancock, Mark "Pronunciation Games" (Cambridge Copy Collection, 1996).
- Harya, Trisna Dinillah, "Data of Accomplishment in Pronunciation Assessment at the First Semester of English Education Department" (2024).
- Jarvis, Scott. "An Introduction to Applied Linguistics: Norbert Schmitt (Ed.)." *International Journal of Bilingual Education and Bilingualism* 7, no. 4 (2004): 320–23.
- Jeremy, Harmer. "The Practice of English Language Teaching" Fourth Edition England (Pearson Education Limited, 2007)

- Kenworthy, Joanne. "Teaching English Pronunciation," Longman Handbooks for Language Teachers, 1987.
- Ma, Rui. "The Role of Pronunciation in Speaking Test Ratings." *BYU Thesis And Dissertations Archive*, 2015. <http://scholarsarchive.byu.edu/etd>.
- Maulina, Maulina, and Sari Yustika. "Harvest : An International Multidisciplinary and Multilingual Research Journal." *Harvest: An International Multidisciplinary and Multilingual Research Journal II*, no. I (2022): 55–63.
- Mujis, Daniel, "Doing Quantitative Research in Education with SPSS" (Second Edition, 2010)
- Nation, Paul, and Paul Meara. *An Introduction to Applied Linguistics*, N. Schmitt (Ed.). Hodder Education Publishers. Routledge, 2010.
- Richard, Jack C. "Teaching Listening and Speaking From Theory to Practice, Available on: [www. Finchpark. Com/Courses/Tkt/Unit\\_07.](http://www.finchpark.com/Courses/Tkt/Unit_07)" *Richards-Teaching-Listening-Speaking. Pdf*, 2008, 1–37.
- Rodríguez-Arancón, Pilar, Jorge Arús Hita, and Cristina Calle. "The Use of Current Mobile Learning Applications in EFL." *Procedia - Social and Behavioral Sciences* 103 (November 1, 2013): 1189–96. <https://doi.org/10.1016/j.sbspro.2013.10.446>.
- Samad, Ita Sarmita, and Ismail Ismail. "ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill." *Majesty Journal 2*, no. 2 (2020): 1–7. <https://doi.org/10.33487/majesty.v2i2.510>.
- Singh, Yogesh Kumar. *Fundamental of Research Methodology and Statistics*. New Age International, 2006.
- Sugiyono, Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D," 2015.
- Sukrisno, Alim. "English Verb-Markers Serving As an Accurate Predictor of English Pronunciation : The Case of A" 1, no. October (2015): 13–18.
- Suragih, Enni Erawati, Nur'aini Putri Tabrani, and Nur Muthmainnah. "The Use of Digital Feedback on Elsa Speak in Learning Pronunciation for Seventh Grade of Junior High School." *JEELL (Journal of English Education, Linguistics and Literature) English Department of STKIP PGRI Jombang* 8, no. 1 (2021): 133. <https://doi.org/10.32682/jeell.v8i1.1937>.
- Weir, Cyril J. "Language Testing and Validation : An Evidence-Based Approach." *Research and Practice in Applied Linguistics* 9, no. 1 (2005)

# APPENDICES

05/12/23, 09.50

IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-5350/In.28/J/TL.01/11/2023  
 Lampiran : -  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
 Kepada Kaprodi Tadris Bahasa  
 Inggris IAIN Metro Tadris Bahasa  
 Inggris IAIN Metro  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ATIKAH AZIZAH**  
 NPM : 2001050004  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : **THE INFLUENCE OF USING ELSA SPEAK  
 APPLICATION ON THE STUDENTS' PRONUNCIATION  
 SKILL OF THE THIRD SEMESTER AT IAIN METRO.**

untuk melakukan prasurvey di Tadris Bahasa Inggris IAIN Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 November 2023  
 Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
 NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-2116/In.28.1/J/TL.00/05/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.  
NIP : 19880308 201503 1 006  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Atikah Azizah  
NPM : 2001050004  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL OF THE FIRST SEMESTER AT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*



6/7/24, 7:23 AM

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : 2635/In.28.1/J/TL.00/06/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Syahreni Siregar (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ATIKAH AZIZAH**  
NPM : 2001050004  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL AT THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 Juni 2024

Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**

NIP 19880308 201503 1 006

CS Scanned with CamScanner

<https://sisimik.metrouniv.ac.id/page/mahasiswa/bimbingan/mhs-daftar-bimbinganskripsi1-qrcode>





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id/E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Atikah Azizah  
 NPM : 2001050004

Program Studi : TBI  
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa/ 30/2024		Chapter I - Revise the title - objective & background - prior research - Revise the typing - Bibliography & footnote	
2	Tuesday 13/02/2024		- Revise the prior research - Chapter II * Insert the definition of <u>Speaking</u> * Enrich the theories of: - Pronunciation - ELSA speak.	
3	Tuesday 08/03/2024		- <u>Spelling of Speaking</u> (insert) - elaborate clearly the application of ELSA	

Mengetahui,  
 Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing

**Syahreni Siregar, M.Hum.**  
 NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**


Nama : Atikah Azizah  
 NPM : 2001050004

Program Studi : TBI  
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	19/03/2024	AK	- Tidy up / Revise the Introduction	
5	07/05/2024	A	Revise Chapter III - Method / technique analysis data - Random Sampling	
6	14/05/2024	HT	- formulation - Reference	
7	15/05/2024	AK	Ace Next to proposal seminar	

Mengetahui  
 Ketua Program Studi TBI  
  
**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing

  
**Svahreni Siregar, M.Hum.**  
 NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Atikah Azizah  
NPM : 2001050004

Jurusan : TBI  
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 04/05/2024	1	Acc Research Instrument	

Mengetahui  
Ketua Jurusan TBI

**Dr. Much Dainiatur M.Pd.B.L.**  
NIP. 19880308 201503 1 006

Dosen Pembimbing

**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA RI  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111 Telp. (0725) 41507, Fax (0725) 47296,  
 Email : [ftik.iain@metrouniv.ac.id](mailto:ftik.iain@metrouniv.ac.id) Website : [www.ftik.metrouniv.ac.id](http://www.ftik.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama Mahasiswa : Atikah Azizah

Fakultas/Jurusan : FTIK/Tadris Bahasa Inggris

NPM : 2001050004

Semester/TA : IX/2024

NO	Hari/Tgl	Hal Yang Dibicarakan	Tanda Tangan Dosen
	August, 23 2024	- Check Footnote and Bibliography	
	September 02, 2024	- Add theories on Discussion. - Add the suggestions for the next researcher	
	September 05, 2024	Acc for Munasosyal.	



Dosen Pembimbing,

**Dr. Much Deiniatur M.Pd.B.I**  
 NIP.19880308 201503 1 006

Mahasiswa Ybs,

**Atikah Azizah**  
 NPM. 2001050004

6/10/24, 3:35 PM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2673/In.28/D.1/TL.01/06/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : ATIKAH AZIZAH  
NPM : 2001050004  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di Tadris Bahasa Inggris IAIN Metro, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL AT THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 10 Juni 2024

Mengetahui  
Pejabat Setempat  
Dr. Muchlisatun, NIP. 196311111111111111

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

6/10/24, 3:34 PM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-2674/In.28/D.1/TL.00/06/2024  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KETUA PRODI Tadris Bahasa  
Inggris IAIN Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2673/In.28/D.1/TL.01/06/2024, tanggal 10 Juni 2024 atas nama saudara:

Nama : **ATIKAH AZIZAH**  
NPM : **2001050004**  
Semester : **8 (Delapan)**  
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada KETUA PRODI Tadris Bahasa Inggris IAIN Metro bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di Tadris Bahasa Inggris IAIN Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL AT THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 10 Juni 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-2116/In.28.1/J/TL.00/05/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.  
NIP : 19880308 201503 1 006  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Atikah Azizah  
NPM : 2001050004  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL OF THE FIRST SEMESTER AT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 8 Mei 2024  
Ketua Jurusan TBI  
  
Dr. Much Deiniatur, M.Pd.  
NIP.19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-891/ln.28/S/U.1/OT.01/09/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ATIKAH AZIZAH  
NPM : 2001050004  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050004

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 September 2024  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**

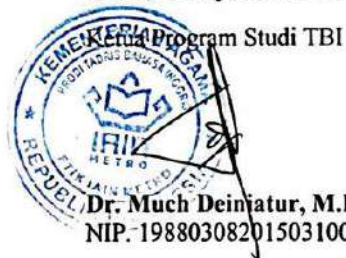
Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Atikah Azizah  
NPM : 2001050004  
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 17 September 2024



**Dr. Much Deiyatur, M.Pd.B.I.**  
NIP. 198803082015031006

**PRE-TEST ENGLISH PRONUNCIATION****Please pronounce the sentences bellow correctly!**

1. Azizah teaches English.
2. I am feeling sleepy.
3. The girl wearing the blue dress is my sister.
4. We could not witness the sunset because we reached late.
5. Though we had some discomfort, we enjoyed ourselves.
6. Children generally like playing outdoor games.
7. Although my mom was not keeping well, she cooked for all of us.
8. I woke up this morning listening to the chirping of the birds.
9. Wake up early and be ready before 8.
10. The train leaves the station at 11 p.m. tomorrow.

## **POST-TEST ENGLISH PRONUNCIATION**

**Please pronounce the sentences bellow correctly!**

1. The teachers were preparing for the exam next week at the office.
2. My sister had a headache this morning, i hope she will get better soon.
3. Fera would like to go to the market earlier before it starts to rain.
4. I will be watering the plants tomorrow morning.
5. She loves write short stories in the local coffee shop.
6. I was eating lunch when you arrived.
7. I swam in the sea everyday on holiday.
8. It was raining while i was watching TV.
9. The sun shines brightly in the morning.
10. Factories pollute the environment.

### Scoring of Pronunciation

Classification	Score	Criteria
Excellent	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
Good	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
Adequate	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
Bad	1	Words are unintelligible.

### Pre-Test Score of Student's Pronunciation

#### CONTROL CLASS

No	Students' Name	Score	Category
1.	ARS	50	Failed
2.	AZ	69	Failed
3.	AD	70	Passed
4.	AWR	62	Failed
5.	AF	68	Failed
6.	INA	70	Passed
7.	KNI	65	Failed
8.	MAH	66	Failed
9.	NHU	50	Failed
10.	RGA	60	Failed
11.	RFS	59	Failed
12.	SA	70	Passed
13.	SLK	75	Passed
14.	SM	72	Passed
15.	ZAM	70	Passed
<b>Total</b>		<b>976</b>	
<b>Average</b>		<b>65,1</b>	
<b>Highest Score</b>		<b>75</b>	
<b>Lowest Score</b>		<b>50</b>	

### Pre-Test Score of Student's Pronunciation

#### EXPERIMENTAL CLASS

No	Students' Name	Score	Category
1.	AAD	55	Failed
2.	CF	56	Failed
3.	DP	59	Failed
4.	ES	60	Failed
5.	FPS	64	Failed
6.	GM	75	Passed
7.	KIL	60	Failed
8.	KCD	78	Passed
9.	NA	59	Failed
10.	SPA	65	Failed
11.	SK	63	Failed
12.	VAM	64	Failed
13.	YM	59	Failed
14.	ZF	70	Passed
15.	ZI	73	Passed
<b>Total</b>		<b>960</b>	
<b>Average</b>		<b>64</b>	
<b>Highest Score</b>		<b>78</b>	
<b>Lowest Score</b>		<b>55</b>	

### Post-Test Score of Student's Pronunciation

#### CONTROL CLASS

No	Students' Name	Score	Category
1.	ARS	50	Failed
2.	AZ	69	Failed
3.	AD	70	Passed
4.	AWR	63	Failed
5.	AF	68	Failed
6.	INA	70	Passed
7.	KNI	65	Failed
8.	MAH	72	Passed
9.	NHU	50	Failed
10.	RGA	60	Failed
11.	RFS	59	Failed
12.	SA	73	Passed
13.	SLK	78	Passed
14.	SM	72	Passed
15.	ZAM	70	Passed
<b>Total</b>		<b>989</b>	
<b>Average</b>		<b>66</b>	
<b>Highest Score</b>		<b>78</b>	
<b>Lowest Score</b>		<b>50</b>	

### Post-Test Score of Student's Pronunciation

#### EXPERIMENTAL CLASS

No	Students' Name	Score	Category
1.	AAD	65	Failed
2.	CF	66	Failed
3.	DP	72	Passed
4.	ES	87	Passed
5.	FPS	80	Passed
6.	GM	90	Passed
7.	KIL	75	Passed
8.	KCD	90	Passed
9.	NA	69	Failed
10.	SPA	90	Passed
11.	SK	80	Passed
12.	VAM	82	Passed
13.	YM	71	Passed
14.	ZF	83	Passed
15.	ZI	84	Passed
<b>Total</b>		<b>1184</b>	
<b>Average</b>		<b>79</b>	
<b>Highest Score</b>		<b>90</b>	
<b>Lowest Score</b>		<b>65</b>	



## PREREQUISITE TEST

### 1. Normality test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation Score	Post-Test Experimental (ELSA Speak Application)	.148	15	.200 <sup>*</sup>	.923	15	.214
	Post-Test Control	.200	15	.109	.901	15	.100

### 2. Homogeneity test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pronunciation Score	Based on Mean	.332	1	28	.569
	Based on Median	.357	1	28	.555
	Based on Median and with adjusted df	.357	1	26.204	.555
	Based on trimmed mean	.330	1	28	.570

### 3. Hypothesis test

#### The Result of Independent Sample T-test using SPSS

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pronunciation	Class B	15	78.93	8.754	2.260
Score	Class A	15	65.93	8.163	2.108

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pronunciation Score	Equal variances assumed	.332	.569	4.206	28	.000	13.000	3.091	6.669	19.331
	Equal variances not assumed			4.206	27.864	.000	13.000	3.091	6.668	19.332

## QUESTIONNAIRE

QUESTIONNAIRE

Name : Gusti Mukharom  
Class : 0

Keterangan:  
STS = Sangat Tidak Setuju      SS = Sangat Setuju  
TS = Tidak Setuju              S = Setuju

No	Pertanyaan	STS	TS	S	SS
1.	Saya merasa senang saat belajar Bahasa Inggris				✓
2.	Bahasa Inggris adalah mata kuliah favorit saya				✓
3.	Mata kuliah Bahasa Inggris menambah pengetahuannya, salah satunya berbicara dalam Bahasa Inggris			✓	
4.	Bahasa Inggris merupakan Bahasa Internasional yang harus di pelajari				✓
5.	Jari pembelajaran Bahasa Inggris sangat akan sangat bermanfaat bagi saya			✓	
6.	Pembelajaran Bahasa Inggris kurang menarik bagi saya	✓			
7.	Materi pembelajaran Bahasa Inggris terlalu sulit bagi saya	✓			
8.	Aplikasi ELSA Speak sangat menarik				✓
9.	Saya sangat senang belajar menggunakan ELSA Speak Application			✓	
10.	ELSA Speak Application memudahkan dalam belajar Bahasa Inggris			✓	
11.	ELSA Speak Application mengurangi rasa bosan saat belajar Bahasa Inggris				✓
12.	ELSA Speak Application dapat membantu dalam belajar Speaking			✓	
13.	ELSA Speak Application dapat membantu dalam			✓	

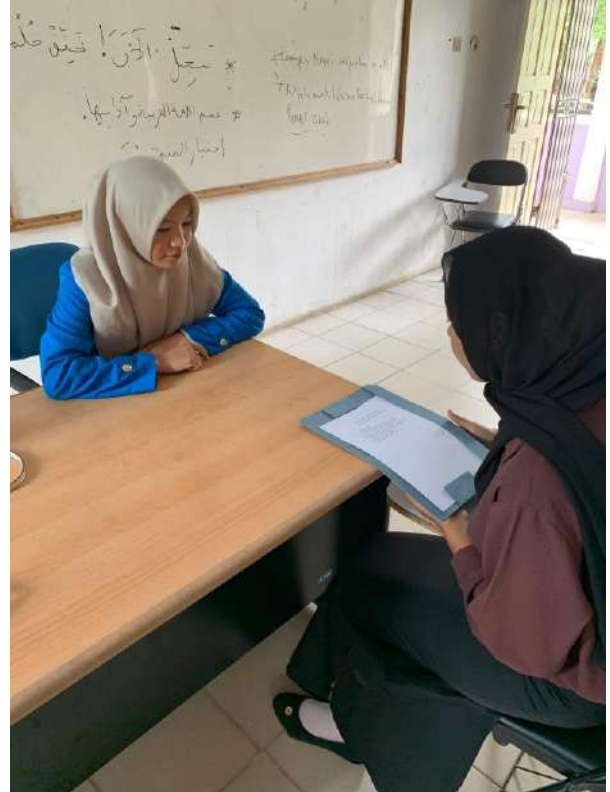
Scanned with CamScanner

14.	Aplikasi ELSA Speak memudahkan para pelajar dalam belajar Bahasa Inggris			✓	
15.	Aplikasi ELSA Speak cocok di gunakan sebagai media pembelajaran Bahasa Inggris yang menarik			✓	

Scanned with CamScanner

## THE DOCUMENTATION OF RESEARCH

### 1. Pre-Test Activity



## 2. Treatment Activity



The researcher introduces ELSA Speak Application to the students



The researcher explain step by step using ELSA Speak Application



The students practicing pronunciation using ELSA Speak Application



### 3. Post-Test Activity



# THE INFLUENCE OF USING ELSA SPEAK APPLICATION ON THE STUDENTS PRONUNCIATION SKILL OF THE FIRST SEMESTER

rmv.doc

## ORIGINALITY REPORT

**20%**

SIMILARITY INDEX

**21%**

INTERNET SOURCES

**9%**

PUBLICATIONS

**5%**

STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<b>repository.metrouniv.ac.id</b> Internet Source	<b>16%</b>
<b>2</b>	<b>123dok.com</b> Internet Source	<b>1%</b>
<b>3</b>	<b>Submitted to Ajou University Graduate School</b> Student Paper	<b>1%</b>
<b>4</b>	<b>ejournal.unis.ac.id</b> Internet Source	<b>1%</b>
<b>5</b>	<b>proceeding.unnes.ac.id</b> Internet Source	<b>1%</b>

Exclude quotes  On

Exclude bibliography  On

Exclude matches  < 1%



## CURRICULUM VITAE



The name of the researcher is Atikah Azizah. She was born on Jakarta, on 14 March 2002. The researcher is the third child of three children from Mr. Bambang Hermanto and Mrs. Harneti. In 2014 the researcher graduated from education at MIN 1 Metro. Then, the researcher continued her studies at SMP Negeri 3 Metro until graduated in 2017, then the researcher continued her education at SMA Muhammadiyah 2 Metro until graduated in 2020.

After graduating from SMA Muhammadiyah 2 Metro, the researcher continued her study at State institute for Islamic Studies of Metro. At the same year, she was registered as an S1 student of English Education Department at State institute for Islamic Studies of Metro.