

THE EFFECT OF USING ELSA SPEAK APPLICATION FOR STUDENTS' PRONUNCIATION AT SMK KESEHATAN OF KAPUAS RAYA SINTANG

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Abstract: This research aims to investigate the effect of using the Elsa Speak application on students' pronunciation of SMK Kesehatan of Kapuas Raya Sintang in the academic year 2021/2022). The design of this research used quasi-experimental research in quantitative research. The sample of this research was XI Clinical Pharmacy as the class control and XI Nursing Assistant as the class non-control. The class control was taught by using the *Elsa Speak* application and class non-control was taught without using the *Elsa Speak* application. This selection based on purposive sampling technique. The researcher gave test in the form of pre-test and post-test to the control and non-control classes. The result of this research indicated that the *Elsa Speak* application was significant in improving students' pronunciation. This was proven by the average score before treatment was 46.03 and the average score after treatment has given was 76.46. It means that using the *Elsa Speak* application showed a positive effect size. It was 0.58, the criteria were Moderate Effect to be implemented for students, especially for the eleventh-grade students of SMK Kesehatan of Kapuas Raya Sintang.

Keywords: Elsa Speak Application; Pronunciation; Quasi-Experimental Research

INTRODUCTION

The English language has three main aspects to learn including phonetics, grammar, and vocabulary (Taqy, 2021). Phonetics is a language division that studies how to create sound or how to speak. Moreover, phonetics is a branch of linguistics that studies how humans produce and perceive sounds. Pronunciation is how a word or language is spoken. "pronunciation has an important role in communicating" (Maslakhatin & Lianawati, 2017: p,115). Further, the researcher took the research about pronunciation because it is important, especially in daily life which the person should say correctly.

Besides it, according to Sholeh & Muhaji (2015), if someone pronounces a word or utterance, the pronunciation should be good and understandable, so the listener can understand it. All the people need good to pronounce to understand the person's said. In addition, it can give good communication between one person to other people.

Based on the researcher's experience got a mispronunciation or miscommunication of a person. It is because of mispronunciation and to resolve the problem, the researcher uses the media. This media could help to improve the pronunciation skill of users. The first product for lunch is a mobile app called *Elsa Speak*. It allows the users to practice and improve their pronunciation. Besides, this application is easy and fun to use.

The researcher chooses SMK Kesehatan of Kapuas Raya Sintang because the researcher was teaching practice there. It showed that many students have a problem learning English, especially pronunciation because characterized by their accent. In brief, this researcher uses the *Elsa Speak* application could improve the students' pronunciation at SMK Kesehatan of Kapuas Raya Sintang.

Pronunciation is how a word or a language is spoken. In addition, according to Paulston & Burder (1976), it is about how people create sound in a language. The

statement of pronunciation alludes to the manner of producing sounds to communicate meanings (Yates, 2002). Therefore, in communication, it is important to say good pronunciation because every word is easy to understand. Elsa Speak has a mobile app, with allows users to practice and improve pronunciation and intonation skills through a series of server evaluations. So, in addition, according to Taqy (2021) Elsa Speak is an English pronunciation app that helps people speak English confidently and clearly. The most accurate and useful test people can take to discover their English speaking proficiency level.

The first study is conducted by Samad & Aminullah (2019), this study was conducted to find out the student's perception of the application of *Elsa Speak* software in their pronunciation class. This research was performed by 12 third-semester students of the English education program of STKIP Muhammadiyah Enrekang in the academic program of 2018/2019. A descriptive quantitative research design is applied in this study. The researcher use utilizes a questionnaire to collect data and a Likert scale to analyze the data. Based on the data analysis and the objective of the research, the researcher concludes that the student's perception of the use of the *Elsa Speak* application in pronunciation class is very good. The researcher also suggested using this application in pronunciation practice.

The second study is conducted by Darsih (2020), the research was conducted to find out the students' perception of the English Education Study Program of Kuningan University on the use of the *Elsa Speak* app. This study was quantitative with the questionnaire used to get validity to relate to EFL learners' perspective on using the *Elsa Speak* app on their speaking ability especially pronunciation aspect. The subject of this research was 94 students from the English Education study program. The result was the majority of the students agreed that

the *Elsa Speak* app is a useful app to improve their speaking ability.

The third study is conducted by Samad (2020) & Ismail (2019), this research aimed at verifying the effectiveness of using the *Elsa Speak* Application in enhancing students' pronunciation skills. It applied a quantitative method. It used a pre-experimental research design, in particular. The population was STKIP Muhammadiyah Enrekang's English study programme. The sample was the first semester students in the academic year 2018/ 2019. It was chosen through the purposive sampling technique by considering that the sample took the pronunciation course at that time. The data were collected using the recording by pre-test and post-test. The results were statistically analyzed. The result shows that the pre-test results display a value of 1.96, while the mean after the test is 5.79 with a significance level of 0.05 at 29 degrees (29), the t-test 6.28 was higher than the t-table of 1 699. It indicated that the use of the *Elsa Speak* application is effective in enhancing the pronunciation skill of the first-semester students of STKIP Muhammadiyah Enrekang.

RESEARCH METHOD

To apply the method in this research was a quasi-experimental design. According to Stouffer (1950), an experimental approach to casual research is done in field settings. The researcher took two classes, there is class control is XI Clinical Pharmacy and class non-control is XI Nursing Assistant. The researcher will give the pre-test, treatment, and post-test.

RESULT AND DISCUSSION

This section discusses the result of pre-test and post-test from both classes; control and non-control class, normality testing, the analysis of hypothesis, reliability testing, validity testing, and the analysis of the standard difficulty of test items. By discussing the parts, potential readers are expected to be able to understand the effect of using the *Elsa Speak* application on

students' pronunciation skills through this research finding and discussion.

The result of Normality Testing

In this research, the researcher used the Lilliefors formula to test the normality of the data. The result showed that the L_0 (count) $>$ L_{table} then the sample comes from a population that is normally distributed. Based on the table above, L_0 is the largest value of $|F(Z_i) - S(Z_i)|$ then gets 0.167, and L_{table} is obtained from the $L_{table} = 0.161$ (Haniah, 2013). It means the H_0 was accepted and H_1 was rejected. Further, the sample of the population that was normally distributed.

The result of Homogeneity Testing

In the next step, the researcher got of F_{count} 1.22, and F_{table} from df (degree of freedom) of two variables was 4.20 (Bustami, et al., 2014). The result of F_{table} can be seen in appendix 30. It means $F_{count} <$ F_{table} . So, the conclusion is that pre-test in-class control and non-control were homogenous.

After the researcher knew the pre-test in class control was homogenous. Thus, the researcher looking for post-test in class non-control.

The result of the Pre-Test Score

The pre-test showed that the mean score of class control was lower than class non-control. The researcher conducted of pre-test in class control and non-control the lowest score of 60 students was 35 with the number of students who get it was 1 person. Moreover, the highest score of 60 students was 1 person who got the highest score of 70 but the highest score was still lower than the KKM which had been determined by SMK Kesehatan of Kapuas Raya Sintang was 75.

The result of the Post-Test Score

Based on the result of the post-test the researcher found that the mean score of the post of class control was higher than class non-control. Therefore, the researcher concludes that the mean score of students

taught by using the *Elsa Speak* application was better than the mean score of students who taught without the *Elsa Speak* application. the researcher conducted post-test in class control and non-control the lowest score of 60 students was 58 with the number of students who get it is 1 person. Moreover, the highest score of 60 students was 1 person who got the highest score of 82 and the highest score was higher than the KKM which had been determined by SMK Kesehatan of Kapuas Raya Sintang 75.

t-Test

Based on the result of the independent sample test, showed the result of the t-test from the post-test in class control and class non-control. It indicated that there was a significant difference between the mean score from the class control which was 76.46 and class non-control was 63.96. The standard deviation of class control was 13.09 and class non-control was 14.66.

The data of the independent sample test shows that the result of t_{table} ($df = 28$) = t_{table} was 1.701 and $t_0 = 27.77$. Moreover, the researcher concluded that t_0 was higher than t_{table} ($27.77 >$ 1.701). It means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it was proved that the using *Elsa Speak* application affects increased students' pronunciation.

The Effect of Size

In order to know the effect size level of the research, the researcher used the calculation by Cohen (Fatah, 2019). In this calculation, the mean and the standard deviations of post-test from control and non-control classes are required which have been obtained from group descriptive statistics table. The means score of control class is 76.46 while the non-control class is 63.69. Meanwhile, the standard deviation of control class is 22.92 and the non-control class is 19.69. After obtaining the result it can be seen that the effect of size is 0.58. Based on the basic of Cohen (Fatah, 2019) effect of

size criteria was Moderate Effect, it indicates that the students in control class are affected by *Elsa Speak* application that their pronunciation knowledge is enhanced.

The Analysis of Hypothesis

The research was conducted to answer the research question: "How does the effect of using the *Elsa Speak* application on students' pronunciation skills?". The statistical hypothesis is explained as follows:

- a. (H0): There is no improvement in the students' pronunciation.
- b. (H1): There is an improvement in the students' pronunciation.

In addition, according to Sarwono (2022) the assumption of the statistical hypothesis:

- a. If $t_0 > t_{table}$ then H0 is rejected and H1 is accepted.
- b. If $t_0 < t_{table}$ H0 is accepted and H1 is rejected.

Based on the result of t_0 (27.77) is higher than the t_{table} (1.701) in the significant level of $\alpha = 0.05$ (5%). Therefore, the $t_0 > t_{table}$ means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Thus, it indicated that the use of the *Elsa Speak* application is effective to develop students' pronunciation in the eleventh grade of students at SMK Kesehatan of Kapuas Raya Sintang.

Discussion

Based on the previous chapter, the researcher analyses that the *Elsa Speak* application have the potential to improve students' pronunciation skill. Further, the researcher hypothesized that the *Elsa Speak* application may also give an effect on the students' pronunciation skills. Moreover, this research is useful for other researchers that study on *Elsa Speak* application. In brief, at the beginning of the activity, the test was administrated to know the level of validity and reliability of the test instrument. After knowing the validity and reliability of the test instrument, the researcher gave the pronunciation test of class control and non-

control. It is to know the correlation among the variables. Pronunciation refers to the production of sound. Furthermore, in the pronunciation test the researcher gave a different test. The instrument of the test was 15 items. 10 items form words and 5 items form sentences. The test pronunciation was taken by 30 students in a pre-test and post-test.

In class control that has the mean of the pre-test was 46.03 before doing the treatments by using the *Elsa Speak* application. Further, the mean of the post-test score was increased to 76.47 after doing treatments. Moreover, the students' mean scores for class control of post-test were highest scores than class control of pre-test. In addition, the result of this research is similar to Gelu (2020), the improvement from the result of the pre-test and post-test to investigate after using the *Elsa Speak* app for senior high school students by using pre-test and post-test.

By analyzing the result of the data calculation in the previous chapter, where the alternative hypothesis (H1) was accepted, it means that there is a correlation between taught used *Elsa Speak* application and without it (originally) at SMK Kesehatan of Kapus Raya Sintang in the academic year 2021/2022. In other words, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Further, the researcher used a quasi-experimental design, an experimental approach to casual research done in field settings (Stouffer, 1950). The research focuses on pronunciation. It is how a word or a language is spoken. In addition, according to Paulston & Burder (1976), it is about how people create sound in a language. The statement of pronunciation alludes to the manner of producing sounds to communicate meanings (Yates, 2002). Therefore, in communication, it is important to say good pronunciation because every word is easy to understand and the researcher used media, which can help the students to learn English (Aboagye et al., 2020), especially pronunciation. Some

researchers who had found that it is effective to use the kinds of technology in helping students to have good pronunciation. The improvement of technology is easily conducted with the help of teaching technology, including teaching pronunciation. Especially, the *Elsa Speak* application. *Elsa Speak* has a mobile app, which allows users to practice and improve pronunciation and intonation skills through a series of server evaluations. So, in addition, according to Taqy (2021), *Elsa Speak* is an English pronunciation app that helps people speak English confidently and clearly. The most accurate and useful test people can take to discover their English-speaking proficiency level.

CONCLUSION

To conquer the students' miss-communication, the researcher intended to use the *Elsa Speak* application as a solution to enhance students' miss-communication, especially pronunciation skills. In this case, the researcher used communication activities where the design activities for the students to practice specific sounds when the person listens someone to speak and pays attention to the melody it hears, it is intonation. Based on it, according to Kelly (2000), the term intonation refers to the way the voice goes up and down in pitch when the person speaking. In addition, as well as helping to determine what to mean, intonation gives us clues about the attitude of the speaker.

Moreover, about stress, according to Birjandi (2005) describe the word stress means "loudness". It also stated that stress is a term that we apply to words in isolation that have more than one syllable. In addition, he stated that certain stressed syllables are made with more effort than unstressed ones; the muscle in the lungs seem to expel air more aggressively than for unstressed syllables. Based on the explanation above, it can be concluded that a word with more than one syllable at least has one stressed syllable, and also when there is a stressed syllable, the other syllables need to be

unstressed. For one syllable to be perceived as stressed, the syllables around it need to be unstressed (Kelly, 2000).

In this research, students had difficulty pronouncing the words "foreign", they read it according to the letters. Furthermore, the word "foreign" is included in the labio-dental because the reader pronounces the word using the lower lip and the upper teeth such as / 'fɔ. rən/ and this is the correct pronunciation according to the *Elsa Speak* application. taught by using the *Elsa Speak* application of pronunciation are expected to achieve better pronunciation.

The result of hypothesis testing showed that the use of the *Elsa Speak* application gave a significant effect of size was 0.58, the criteria was Moderate Effect. It indicates that the students in control class are affected by *Elsa Speak* application that their pronunciation knowledge is enhanced.

Also, it is proven by the calculation result of the independent sample t-test, the result of t_0 was higher than t_{table} . Moreover, there were significant between students who taught by using the *Elsa Speak* application and without the *Elsa Speak* application (original).

After calculating the normality testing, it proved that the significance of the data from class control and non-control in pre-test and post-test were normal. The pre-test score showed the data of Lilliefors to find out L_0 . In class, the control was 0.192 and the class non-control was 0.346. Meanwhile, the post-test scores also showed the data of Lilliefors to find out L_0 . In-class control was 0.208 and the class non-control was 0.267. It concludes that both of the classes in pre-test and post-test were lower than $L_{table} = 0.161$. It means the result was normal.

In another way, the data analysis that used an independent sample t-test proved statistically the effect of using the *Elsa Speak* application. It can be seen the statistical significance shown by the post-test data analyzed that the results were $t(df = 28) = 22.77$ and t_{table} was 1.701.

Moreover, the researcher concluded that t_0 was higher than t_{table} ($22.77 > 1.701$). It means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it was proved that the using *Elsa Speak* application affects increased students' pronunciation.

From the data analysis above, the researcher concludes that the *Elsa Speak* application can give a significant effect on students' pronunciation. It is because the score on the pronunciation test after the researcher did the treatments was higher than before being taught by the *Elsa Speak* application. It means that using the *Elsa Speak* application showed a positive effect to be implemented for students, especially for the eleventh- grade students of SMK Kesehatan of Kapuas Raya Sintang.

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