

**A THESIS**

**IMPROVING STUDENTS' PRONOUNCIATION IN THE THIRD  
GRADE MIPA OF MA DDI KANANG THROUGH ELSA SPEAK  
APPLICATION**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2024**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Intitute of  
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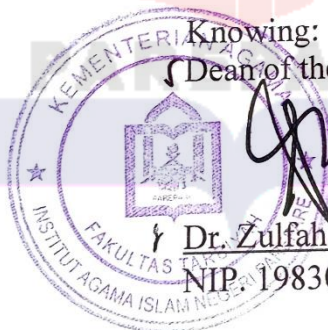
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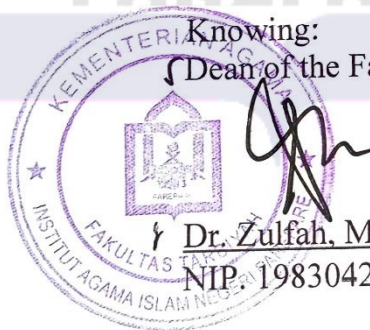
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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

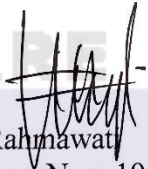
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## ABSTRACT

**Rahmawati.** *Improving Students' Pronunciation in the Third Grade MIPA of MA DDI KANANG Through ELSA Speak Application.* (Supervised by Nurhamdah and Yessicka Noviasmy)

The purpose of this study was to determine whether the used of the ELSA Speak application in learning English was able to improve students' pronunciation of third grade MIPA 1 MA DDI Kanang.

This research focused on pre-experimental research in one class pre-test and post-test. The population of this research was class XII MIPA MA DDI Kanang, which consists of 85 students. The researcher took one class as the research sample, namely class XII MIPA 1 which consisted of 30 students. The data were obtained from the pronunciation test while doing reading text in the pre-test and post-test.

The results of this study indicated that the used of the ELSA Speak application is able to improve students' pronunciation which includes fluency, accuracy, and intonation. This can be seen in the average score of students in the pre-test, which is 58.66 and increases to 78.03 in the post-test. This means that the use of the ELSA Speak application in learning English can improve students' pronunciation in class XII MIPA 1 MA DDI Kanang.

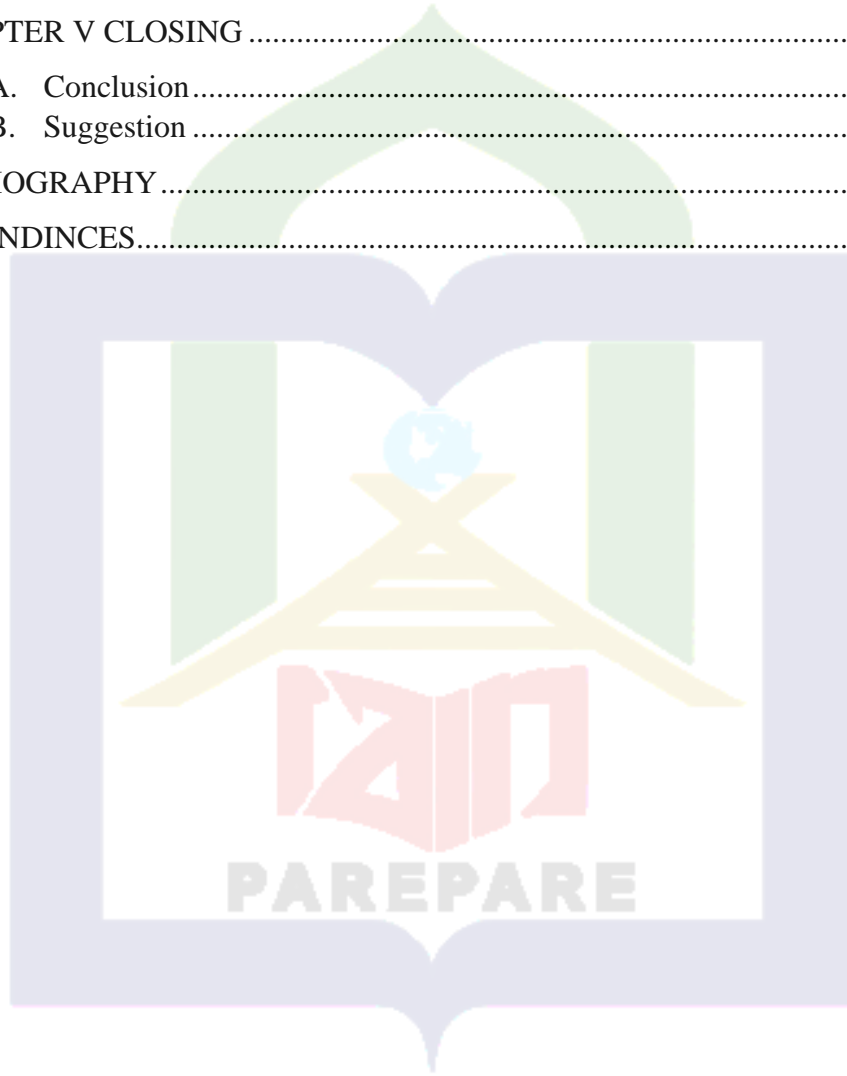
**Keywords:** *Pronunciation, ELSA Speak Application*



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## CHAPTER I

### INTRODUCTION

#### A. Background

There are several factors that cause students to experience difficulties in speaking English such as lack of vocabulary and students often seem to think what they are going to talk about. Another factor is the lack of practice, which causes students to become not fluent in speaking English. This can also be triggered by unsupportive environmental factors because in the environment there is no role model in speaking, also not a few students feel afraid in public to speak English their pronunciation is not fluent so that causes students to be doubtful and not confident in speaking.

Pronunciation is very important thing to learn and master, pronunciation is the way that use to pronounce word in English. According to Ridwan (2017) the problem of interference in the pronunciation of English as a foreign language are accents such as stress, rhyme, intonation, and speech sounds of the first language which affect the second language.<sup>1</sup> Speaking are the most important skill in English that must be mastered by students.

One of the most important factors in speaking skills, is pronunciation. However, there are still many people who do not pay attention to pronunciation, such as speaking and practicing reading pronunciation are aspects that cannot be avoided in English.<sup>2</sup> The purpose of learning pronunciation is for English learners to be able to pronounce

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<sup>1</sup> Nur Wahid Akhmad, Ahmad Munawir “Improving the Students’ Pronunciation Ability by Using Elsa Speak App” vol. 10 No.1 P. 847, 2022.

<sup>2</sup> Nur Wahid Akhmad, Ahmad Munawir “Improving the Students’ Pronunciation Ability by Using Elsa Speak App” vol. 10 No.1 P. 847, 2022.

a words like a native speaker's accent, but in a simple way that language learners can pronounce the words accurately enough so that it can be more easily understood by the person others.

To improve students' pronunciation skills students should practice speaking with native speaker, but is very difficult for students. One of way to improve students' pronunciation without having to meet native speakers is to use technology. Along with the development of the time, technology has important role in various field, especially in the world of education. Technology in education has provided various innvations that can be implemented in learning using a phone accessed of the internet. One type of mobile learning is Mobile Assisted Language Learning (MALL) which is related to the use of mobile technology in the language learning process (El-Hussein, 2010).

One of the media that can help students in improving their pronunciation is ELSA Speak application. The English Learning Speech Assistant (ELSA) application was designed by Vu Van in 2015 and is based in San Francisco, United States. it utilizes Artificial Intelligence (AI) and speech recognition to help improve and perfect English pronunciation (Pilar, 2013).<sup>3</sup> ELSA Speak Application provides various features that will greatly assist students in improving their pronunciation skills. ELSA Speak Application uses speech recognition technology that can help users to help improve their English pronunciation. For users to practice pronunciation, the ELSA Speak app offers more courses and more themes, starting with practicing English words, phrases,

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<sup>3</sup> Anggraini "*Improving Students' Pronunciation Skill Using Elsa Speak Application*", vol 5 No.1 P. 136, Journal English Language of Pedagogy, 2022.

and sentences. An interactive dictionary is another element of the ELSA Speak app that teaches users how to pronounce the word or phrase they are looking for.

ELSA (English Learning Speech Assistant) can be a very helpful tool for learning English, especially pronunciation, which is one of the key components of improving speaking abilities. ELSA Speak Application can assist us in developing and refining. By pointing out errors in pronunciation and describing how to pronounce words correctly in English, you can improve your English speaking abilities. We may always and anyplace practice our English language skills. Regular practice with ELSA Speak can help us get better at speaking English.

The researcher made observations at MA DDI Kanang by conducting interviews with one of the English teachers about how students learn English. The researcher got information that students at MA DDI Kanang on average liked English lessons but there some obstacles students faced in speaking, one of their way of pronunciation. Many of students are stilled emberassed to speak English because they are afraid of pronouncing a word wrong. From the explanation above, MA DDI Kanang students really need the ELSA Speak Application to help improve their pronunciation because the ELSA Speak Application provides feed back to its users so the students can find out where their pronunciation mistakes are, this research entitled “Improving Students’ Pronunciation In the Third Grade MIPA of MA DDI Kanang Through Elsa Speak Application”.



## **B. Research Question**

Based on the background of the the study above, the research question was formulated as follows “Is ELSA Speak Application able to improve students’ pronunciation in the third grade MIPA of MA DDI KANANG?”

## **C. Objective of the Research**

Based on the research question above, the objective of the research as follows :

To find out whether ELSA Speak Application is able used to improve students’ pronunciation in MA DDI KANANG.

## **D. Significances of the Research**

After finishing the research, the researcher hopes the result of this research can give benefits for:

1. Students

The ELSA Speak Application is expected to be used as away of learning to improve pronunciation ability.

2. Teachers

This research is expected to use ELSA Speak Application as a source to teaching students’ pronunciation.

3. The next researcher

This research will support and motivate the other researchers to conduct research that will be a resource in involving ELSA Speak Application as a training process to enhance pronunciation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous research Findings

Previous research findings consist of previous research related to using ELSA Speak Application in improving pronunciation, those research are:

Muhammad Raihan Taqy conducted a study to investigate the elements of pronunciation that the ELSA Speak application supports and how students learned autonomically in pronunciation learning. The research was qualitative. The respondents of this research were 3 students of the English Education Department of IAIN Salatiga that have already use the application for at least 1 month. The interview was conducted in order to collect the data. The data was analyzed and interpreted through a qualitative procedure. The findings showed that the ELSA Speak application supports the elements of pronunciation such as vowel sounds, consonant sounds, diphthong, word stress, and intonation. In addition, based on the students' experience using ELSA Speak application, the research showed students' learning autonomy such as deciding the learning topic, deciding learning time allotment, correcting their own mistake in the learning process, evaluating learning performance, deciding the important and the needs in learning pronunciation, learning independently, testing learning progress, being responsible on their learning process, and practicing what they have learned.<sup>4</sup>

Belinda Lesmana conducted a study to determine whether the use of the ELSA Speak application in learning English was able to improve the speaking ability of eighth

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<sup>4</sup> Muhammad Raihan Taqy "The Use of Elsa Speak Application As a Media to Learn Pronunciation Autonomously" *e-repository.perpus.iainsalatiga.ac.id*. Accessed on 16 April, 2023

grade students at UPT SPF SMPN 17 Makassar. This research focused on pre-experimental research in one class pre-test and post-test. The population of this research is class VIII SMPN 17 Makassar in the academic year 2021/2022 which consists of 165 students. The researcher took one class as the research sample, namely class VIII which consisted of 33 students. The data were obtained from the speaking ability test while doing the dialogue in the pre-test and post-test. It can be concluded that the results of this study indicate that the use of the ELSA Speak application is able to improve students' speaking skills which includes grammar, content, pronunciation, vocabulary and fluency. This can be seen in the average score of students in the pre-test, which is 57.03 and increases to 76.30 in the post-test. This means that the use of the ELSA Speak application in learning English can improve students' speaking skills in class 8.3 at UPT SPF SMPN 17 Makassar.<sup>5</sup>

Muammar conducted a study aimed to improved the students' pronunciation used English Language Speech Assistant (ELSA) application. This research used pre-experimental research by quantitative method. There were 36 students of SMA negeri 9 Makassar involved in this research. The test was pronouncing words which consisted of 40 words for pre-test and post-test. The findings of the study indicated to the used English Language Speech Assistant (ELSA) application is significant in improve students' pronunciation. this was because the students learned and practiced to pronounce some words through English Language Speech Assistant (ELSA) application in the classroom and proved by the average score pre-test before treatment was 51.94 and the average score after treatment was 63.47, the percentage of the

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<sup>5</sup> Belinda Lesmana " Using Elsa Speak Application To Improve Students' Speaking Skill at UPT SPF SMPN 17 MAKASSAR " <https://repository.unibos.ac.id/>. Accessed on 16 April, 2023.

improvement was 22.19%. While the value of test was higher than value of t-table (11.501>1.689570). This means that there is improvement of students' pronunciation.<sup>6</sup>

Bahram Dehghanpour, Zhaleh Baheshti and Mahmud Jalali conducted study aimed at considering the effects of flipped, blended, and conventional classes on developing pronunciation features among Iranian EFL learners. It also investigates the role of the ELSA app in flipped, blended, and conventional classes. For this purpose, a total number of 120 pre-intermediate EFL learners (boys and girls) were chosen to take part in the study. They were divided into different classes including flipped, blended, and conventional classes. According to the results of this study, flipped classes was more effective in terms of improving students' pronunciation compared to blended and conventional classroom. Also, based on the results, the blended method was the second method that had the highest efficiency among the three. Overall, it was concluded that using flipped and blended methods could be effective in terms of enhancing the level of pronunciation among students and they need to be taken into consideration by material developers, designers, and teachers.<sup>7</sup>

The next researcher is Samad (2019), this study was conducted to finding out the students' perception towards 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

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<sup>6</sup> Muammar “ Improving the Students’ Pronunciation Using English Language Speech Assistant (ELSA) Application ( A Pre-experimental Research at the Eleventh Grade Students’ SMAN 9 MAKASSAR)” <https://digilibadmin.unismuh.ac.id>. Accessed on 19 April, 2023.

<sup>7</sup> Bahram Dehghanpour, Zhaleh Baheshti and Mahmud Jalali “Role of Flipped, Blended, and Conventional Learning Environments on Developing Pronunciation of EFL Learners Using ELSA App”. <https://journals.iau.ir>. Accessed on 16 April, 2023

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 towards 24 the use of the ELSA Speak application in pronunciation class is very good. The researcher also suggested using this application in pronunciation practice.

Anggraini conducted this research discusses how ELSA Speak Application as learning media can improve students' pronunciation skills. The data were collected through a test of pronunciation and Interviews in Classroom action research. The researcher made three cycles and gave a score for each cycle. In the first cycle, the students' Average score is 70 points, the second cycle is 75 points and the last cycle is 80 points. ELSA Speak application helps students pronounce a variety of words more easily and comprehensively. The results showed that the use of the ELSA Speak Application has provided convenience and benefits for students in improving their English Pronunciation skills by using the ELSA Speak application.<sup>8</sup>

Based on the five previous research above, the similarities between this research and the previous research above is each research conducted study about English Learning Speech Assistant (ELSA) application to improve students' pronunciation, while the difference between previous research and this research is this focus to find out is English Learning Speech Assistant (ELSA) application able in improving pronunciation or not.

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<sup>8</sup> Anggraini “ Improving Students’ Pronunciation Skill Using Elsa Speak”. <https://www.researchgate.net/publication/35971649>. Accessed on 19 April, 2023

## B. Some Pertinent Idea

### 1. The Concept of Pronunciation

#### a. Definition of Pronunciation

Pronunciation is how to say a word in which it is made up of sound, stress, and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing. Probably the simplest way to do so is to write which carries the central stressed syllable. Some words are stressed in the initial syllable and some others at the end. Such as ‘record and re’cord’. The change or stress in this word is caused by the grammatical function as noun and the second is verb. This means that the words in English may change their stress, which means the tune you see when you are speaking, the music of speech.<sup>9</sup>

Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (received pronunciation), which is an accent often used on the BBC and other news media in some course materials for language learners, but it also common to hear a variety of regional accents of English from across the world.<sup>10</sup>

Pronunciation is how a word or a language is spoken. This can refer to generally agreed sequences of sounds used to pronounce a given word or language in a specific dialect, or simply to how a particular person speaks a

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<sup>9</sup> Muhammad Ahdar “The Identification of English Pronunciation Error on Vowels Made by Students at the Tenth Grade of Islamic Boerding School Lebani of Mamuju”,2017. P. 20

<sup>10</sup> Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/pronunciation>. Accessed on 2 May 2023

word or language. In other words, pronunciation is the way we have spoken English simply and understandably. Depending on a variety of factors, a word can be spoken by various people or groups in different ways.

According to Harmer, pronunciation is how to say a word in which it is made up of sounds, stress and Intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something.<sup>11</sup>

According to Kristina and Diah, pronunciation is the act or manner of pronouncing words utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally.<sup>12</sup>

#### b. Kinds of Pronunciation

There are three kinds of pronunciation namely, native pronunciation, native like pronunciation, and non-native like pronunciation.

##### 1. Native pronunciation

Native pronunciation is the way expressing word by native speaker. The style of this pronunciation is atypical one that is difficult for non-native to do the same thing.

##### 2. Native like pronunciation

Native like pronunciation is the way of expressing words by non-native speaker but sounds like native one. The style of this pronunciation is usually

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<sup>11</sup> Jeremy Harmer "The Practice of English Language"(Edition: London and New York LongManm, 1991), P.33

<sup>12</sup> Dyah Indri Fitri , Handayani "Teaching English Pronunciation Using Film", (Journal of English and Education), vol. 5 No.2. P. 195. 2017

found in the countries where English is taught and learned as a second or a foreign language.

### 3. Non-native like pronunciation

Non-native like pronunciation is all English learners in countries where English is used as a foreign language. The learners of the language find it very difficult to use a native like pronunciation. They use their own ability to pronounce the word as it is. For this kind, we can find it many countries in Asia to do the same thing.<sup>13</sup>

#### c. Part of Pronunciation

There are three part of pronunciation: sounds, stress and intonation.

##### 1. Sound

Speech is incredibly complex activity. It involves coordinated efforts of all the participating part of the vocal tract. One of the basic exercises in voice control is breath control, which involves training certain muscles involved in air expulsion, the first step in producing sounds. Air proceeds from lungs through the trachea to the larynx, commonly called the voice box, which houses the vocal cords. If the cords are slightly tensed, the passage of air sets the vocal cords vibrating, which gives a basic sound quality to the air stream, which continuous into the pharynx, where basic voice quality is established.

In the narrow sense, a vibration wave causing a disturbance in the pressure and density of the air and having a frequency of 20 to 20.000 oscillations per second that are detectable by the organs of hearing. In the

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<sup>13</sup> Muhammad Ahdar “The Identification of English Pronunciation Error on Vowels Made by Students at the Tenth Grade of Islamic Boarding School Lebani of Mamuju”,2017. P. 21



broader sense, general term for the smallest acoustic or articulator element of spoken language that can be perceived.<sup>14</sup>

a. Vowel

Vowels are letters that represent speech sounds where air leaves the mouth without any blockage by the tongue, lips, or throat. The vowels in the alphabet are *a, e, i, o, u*, and sometimes *y*. All other letters in the English alphabet are consonants, which represent speech sounds where air is blocked somehow before leaving the mouth.

Vowels are voiced continuous sounds involving no interruption in the flow of air through the oral cavity. Different vowel sounds result from changing the shape of the mouth: each vowel is associated with a different configuration of the tongue and lips.

Vowels play a major role in both spelling and grammar. They also have a direct impact on how consonants are used, such as spelling words with double consonants. Consider the difference between *hop* and *hope* which, as present participles, become *hopping* and *hoping*. The presence of the silent *e* at the end changes the rules for how to conjugate certain words.

Even though there are only five (sometimes six) vowels in the alphabet, they can be combined in a variety of ways to change their sounds, which results in more than a dozen distinct vowel sounds in American English. Without getting too confusing, we can divide these vowel sounds into two categories: short vowels and long vowels.

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<sup>14</sup> Hadumod Bussmann, *Dictionary of Language and Linguistics*, (London and New York: Routledge, 1996), P.1094-1095.

Short vowels are the standard pronunciation of vowels—usually when there is only one vowel in the word—especially in short words.

- *a* as in *cat*
- *e* as in *wet*
- *i* as in *big*
- *o* as in *clock*
- *u* as in *but*

Long vowels are a little more complex. Generally, they're created by combining two vowels, where one is typically silent. Often they're pronounced like the name of the vowel; for example, the long vowel sound in *eat* is pronounced like the name of letter *e*.

- *a* as in *cake*
- *e* as in *street*
- *i* as in *like*
- *o* as in *phone*
- *u* as in *use*

The same vowel can make different sounds, depending on whether it's paired with another vowel. When vowels are used alone in a syllable, they make a short vowel sound, such as the *i* in *big*. When vowels are combined with another vowel, typically a silent vowel, they can make a long vowel sound that's usually pronounced like the letter's name, such as the *ea* in *eat*, which sounds like the name of the letter *e*.<sup>15</sup>

<sup>15</sup> <https://www.grammarly.com/blog/vowels/>

## b. Diphthongs

Received Pronunciation (RP) has a large number of diphthongs, sounds which consist of a movement or glide from one vowel to another. A vowel which remains constant and does not glide is called a pure vowel, and one of the most common pronunciation mistakes the result in a learner of English a “foreign” accent is the production of pure vowels where a diphthong should be pronounced.

In terms of length, diphthongs are like the long vowels describe above. Perhaps the most important thing to remember about all the diphthongs is the first part is much longer and stronger than the second part; for example, most of the diphthong aɪ (as in the word ‘eye’, ‘I’) consist of the a vowel, and only in about the last quarter of the diphthong does the glide to /ɪ/ begin. As the glide to /ɪ/ happens, the loudness of the sound decreases. As a result, the /ɪ/ part is shorter and quieter. Foreign learners must, therefore, always remember that the last part of English diphthongs must not be made too strongly.

## c. Trip thongs

The most complex English sounds of the vowel type are the trip thongs. They can be rather difficult to pronounce, and very difficult to recognize. A trip thong is a glide from one vowel to another and then a third, all produced rapidly and without interruption. For example, a careful pronunciation of the word ‘hour’ begins with a vowel quality similar to a:, goes on to a glide towards the

back close rounded area (for which we use the symbol  $o$ ), then ends with a mid-central vowel (schwa,  $\ə$ ). We use the symbols  $\ə o \ə$  to represent the way to pronounce 'hour', but this is not always an accurate representation of the pronunciation.<sup>16</sup>

#### d. Consonant

Consonant sounds are determined by the position of the tongue, lips, and teeth, the way air is released, and the use of, or absence of, voice. The consonant may be grouped according to how the sounds are produced. The sounds within these groups can be further classified according to the place of articulation, that is, the position of the lips or tongue as the sounds are made.<sup>17</sup>

Consonants are letters that represent certain speech sounds, specifically sounds that involve blocking the air before it leaves the mouth, such as with the tongue, lips, or throat. Most letters of the English alphabet are consonants, except for *a*, *e*, *i*, *o*, and *u*, which are vowels. Consonants are letters that stand for a type of sound we use in speech. These sounds involve a partial or complete closure of the vocal tract: for example, placing the tongue behind the front teeth, as with the consonants *t* and *d*; or closing your lips, as with the consonants *b*, *m*, and *p*.

<sup>16</sup> Peter Roach, *English Phonetics and Phonology*, p.19-26.

<sup>17</sup> Muhammad Ahdar "The Identification of English Pronunciation Error on Vowels Made by Students at the Tenth Grade of Islamic Boarding School Lebani of Mamuju", 2017.

## 2. Stress

Stress is an important feature of English word recognition (Kenworthy in Gilakjani, 2012: 126). Ramelan (24 1985) says that stress is the level of strength or brilliance of syllables spoken to give meaning. Stress can be classified into three types of stress, namely; high stress or primary stress, moderate stress or secondary stress and low stress or no stress (Wahyukti, 2008: 30). Stress plays an important role in English because different stress will differentiate meaning and intent.<sup>18</sup>

Stress refers to the degree of force and loudness. It indicates the importance of asyllable (a part of a word), and the importance of certain words in phrases and sentences.

### 1.) Locating the Sressed Syllable

What is stress? In its simplest terms, it is an increase in the loudness of a word or syllable. Let us look at a three-syllable word from the point of view of trying to find which syllable is stressed: “discover.” If you have a good ear for stress, you need only to say the word (out loud or, better yet, to yourself) to find the stressed syllable. If you are not used to locating the stress, you will need to use the test of stressing the wrong syllable. Say the word “discover” three times, each time stressing a different syllable: DIScover, disCOver, discoVER. The second sound should sound most natural to you. After you have used this technique for a while, you should

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<sup>18</sup> Gertrude, F. Orion, “Pronouncing American English: Sound, Stress, and Intonation” *Boston: Heinle&Heinle Publishers*, 1988. P.19.

be able to abandon it and be able to find stress in a word just by saying the word to yourself.

## 2.) The Phonetic Effects of Stress

The effect of stress is to: (1) increase the duration of the syllable, (2) increase the loudness (amplitude) of the syllable, and (3) increase the distinctness of the vowel quality. All these factors, or any combination of them, may play the role of signaling stress in any particular syllable. The changes in loudness and vowel quality are probably the easiest for us to hear, but, being used to normal English pronunciation, we often find even these features hard to hear.<sup>19</sup>

## 3.) Level of Stress

For most practical purposes, the continuum from strongest to weakest stress is divided into three identifiable levels of stress. The three levels are primary (the strongest), secondary (medium), and weak or tertiary.

### a. Word Stress

Word stress means stressing the important words in a sentence, saying them with more force than other words, and holding them at a higher pitch. Word stress is very important. It gives meaning to the words you say.'

### b. Sentence Stress

In the same way sentences have parts which are strong (sentence stresses) and parts which are weak (unstressed and sometime reduced

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<sup>19</sup> Ian R. A., Mackay "Introducing Practical Phonetics (USA: Little, Brown and Company(Inc.))" 1978, P.141-143.

words). Sentence stressed are the strong parts in the rhythm of the sentence. The speaker gives more strength to certain parts to help the listener get the sense (or the meaning) of the sentence.’<sup>20</sup>

### 3. Intonation

In studying intonation, the learners study how pitch of the voice rises and falls and how speakers use this pitch variation to convey linguistic meaning. It also involves the study of the rhythm of speech and the study of how the intonation of accented. Intonation is musical score of language, it create the melody. Each tune has a special meaning. Intonation is major suprasegmental which in English described as a rising or falling pitch over a group of words, intonation refers to the various tones of by using different tones, the speaker gives meaning and expression to the words he says.<sup>21</sup>

#### a. Transcription of Intonation

Most transcription conventions have been devised for describing one particular accent or language, and the specific conventions therefore need to be explained in the context of what is being described. However, for general purposes the International Phonetic Alphabet offers the two intonation marks shown in the box at the head of this article. Global rising and falling intonation are marked with a diagonal arrow rising left-to-right [ $\nearrow$ ] and falling left-to-right [ $\searrow$ ], respectively. These may be written as part of a syllable, or separated with a space when they have a

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<sup>20</sup> Nurlia, “Pronunciation Skill of The Course Students (a Study at International English course Parepare)” 2012. P. 23

<sup>21</sup> Ummu Khair “The use of Digital Dictionary in Learning Pronunciation of Third Semester of English Education Program at STAIN PAREPARE”, 2018. P. 11

broader scope:

*He found it on the street?*

[ hi: 'faʊndɪt | ɒnðəʃ' 'stri:t || ]

Here the rising pitch on *street* indicates that the question hinges on that word, on where he found it, not whether he found it.

*Yes, he found it on the street.*

[ ʌ'jes || hi 'faʊndɪt | ɒnðəʃ' 'stri:t|| ]

*How did you ever escape?*

[ ʃ'haʊdɪdju: | 'evə | əʌ' 'skeɪpl ]

Here, as is common with *wh-* questions, there is a rising intonation on the questionword, and a falling intonation at the end of the question.

In many descriptions of English, the following intonation patterns are distinguished: *Rising Intonation* means the pitch of the voice rises over time [ʃ]; *Falling Intonation* means that the pitch falls with time [ʌ]; *Dipping* or *Fall-rise Intonation* falls and then rises [ʌʃ]; and *Peaking* or *Rise-fall Intonation* rises and then falls [ʃʌ].

#### b. Function of Intonation

Perhaps the longest was that of W.R.Lee who proposed ten. J.C. Wells and E.Couper-Kuhlen) both put forward six functions. Wells's list is given as follows; the examples are not his: Attitudinal function ((for expressing emotions and attitudes). Example: a fall from a high pitch on the 'mor' syllable of "good morning" suggests more excitement than a fall from a low pitch), grammatical function((to identify grammatical structure). Example: it is claimed that in English a falling pitch movement



is associated with statements, but a rising pitch turns a statement into a yes–no question, as in *He's going home?*. This use of intonation is more typical of American English than of British. It is claimed that some languages, like Chickasaw and Kalaallisut, have the opposite pattern from English: rising for statements and falling with questions.), focusing((to show what information in the utterance is new and what is already known). Example: in English *I saw a man in the garden* answers "Whom did you see?" or "What happened?", while *I saw a man in the garden* answers "Did you hear a man in the garden?"), discourse function((to show how clauses and sentences go together in spoken discourse). Example: subordinate clauses often have lower pitch, faster tempo and narrower pitch range than their main clause, as in the case of the material in brackets in "The Red Planet [as it's known] is fourth from the sun"), psychological function((to organize speech into units that are easy to perceive, memorize and perform). Example: the utterance "You can have it in red blue greenyellow or black" is more difficult to understand and remember than the same utterance divided into tone units as in "You can have it in red | blue | green | yellow | or black"), indexical function (to act as a marker of personal or social identity). Example: group membership can be indicated by the use of intonation patterns adopted specifically by that group, such as street vendors or preachers. The so-called high rising terminal, where a statement ends with a high rising pitch movement, is said to be typical of younger speakers of English, and possibly to be more widely found

among young female speakers.).<sup>22</sup>

## 2. The Concept of ELSA Speak Application

ELSA Speak application is a technology that can be used in learning English. Using technology still has become more general, including learning English. The reason for using technology in learning English more widely is that it has many advantages. For instance, pronunciation would improved with used pronunciation test apps. Communication skills also more proficient. Furthermore, technology helps education be expanded, and modern technology supports people to achieve many outstanding achievements in future learning, particularly in learning English. Technology is the invention, change, use, and knowledge of tools, machines, techniques, professional skills, systems, and organizational methods, to solve a problem, improve an existing solution, achieve a goal, or perform a specific function. Using technology in learning English uses software or applications on phones or computers that can assist in learning. Application software is used, such as Duolingo, Elsa Speaking, Oxford's Dictionary, etc.<sup>23</sup>

Each program is designed to assist users with specific processes, which may be related to productivity, creativity and/or communication. There are so many technologies or application software that can be downloaded from the internet, in terms of learning English. “ELSA Speak” (English Learning Speech Assistant) was designed by Vu Van from Vietnam in 2015, and is based in San Francisco, United States. ELSA was also listed as one of the 13 promising tech startups in Southeast

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<sup>22</sup> Muhammad Ahdar “The Identification of English Pronunciation Error on Vowels Made by Students at the Tenth Grade of Islamic Boerding School Lebani of Mamuju”,2017. P. 33

<sup>23</sup> Van Lam Kieu , Dang Truc Anh , Pham D. Bao Tran , Vo T. Thanh Nga , Pham V. Phi Ho “The Effectiveness of Using Technology in Learning English”. 2021. P. 24

Asia by the South China Morning Post. It is designed to help learners speak English clearly, fluently and confidently. ELSA is very easy to get by downloading it on the Play or App Store on your smartphone.

With the advanced ELSA technology, its main function is to train English pronunciation accurately. This means that the application can detect the user's pronunciation errors with an accuracy rate of up to 95%. 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. Another feature offered is an interactive dictionary, which would help the user how to pronounce the word or phrase he is looking for. This app makes use of Artificial Intelligence (AI) and voice recognition to help improve and perfect English pronunciation. In addition according to Lengkanawati (2016) there should be an adjustment of the instructing given students so that the subject matter can be more dynamic in the learning methods. ELSA Founder & CEO Vu Van said that pronunciation is the biggest challenge in learning English, so it becomes a barrier to speak fluently and confidently.<sup>24</sup>

ELSA Speak - Accent Reduction is an application (app) for English that is not a mother tongue accent and stands for English Speaking Assistant (Becker and Edalatishams, 2019). It also uses "artificial intelligence assets" (AI), such as automatic speech recognition (ASR), to provide information about the accuracy of a user's pronunciation. This activity mainly focuses on practicing English pronunciation. includes initial and final sounds, minimum pairs, schwa, that sounds, and consonant clusters, it depends on the user's proficiency level.

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<sup>24</sup> Belinda Lesmana “ Using Elsa Speak Application To Improve Students’ Speaking Skill at UPT SPF SMPN 17 MAKASSAR”, 2022. P. 6-7.

The basic interface of ELSA is simple because it navigates the learners into topics and skills, levels, reports and other functions. This is in line with AI's ability to provide a proactive, accessible, and comprehensive teaching and learning environment (Ghavifekr and Rosdy, 2015). ELSA users can listen to the sound they want and then record it on their own. It determines the recording accuracy and provides feedback (Becker & Edalatishams, 2019) 8 Additionally, Becker and Edalatishams (2019) added that ELSA allows users to set goals via the account, set a daily reminder, and view the app's terms and policies. Anguera and Van (2016) states that the English Language Speech Assistant (ELSA) application currently offers three main types of exercises; pronunciation exercises users pronounce a suggested word or phrase and receive feedback (highlighted in color) for each vowel, as well as phonetic suggestions to correct existing errors. Intonation exercise users practice syllable stress in addition, to sentence intonation, rhythm and conversation exercises. Users practice real-life conversations and get instant feedback on their pronunciation and word-level tone.<sup>25</sup>

#### 1. The advantages of English Language Speech Assistant (ELSA)

- a) Simple and provides navigation between topics and skills, levels, reports, etc.
- b) Users can set the display language (English, Vietnamese or Japanese are good target audience indicators for this program).
- c) Depending on the skill level of the user, the skills include exercise such as starting and ending sounds, minimal pairs, schwa, th-sounds, and consonant clusters.

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<sup>25</sup> Muammar "Improving the Students' Pronunciation Using English Language Speech Assistant (ELSA) Application (A Pre-Experimental Research at the Eleventh Grade Students' of SMAN 9 Makassar), 2022. P. 6-7

- d) The topics include food, entertainment, technology, culture, daily conversation, and relationships, among many others.

## 2. Disadvantage English Language Speech Assistant (ELSA)

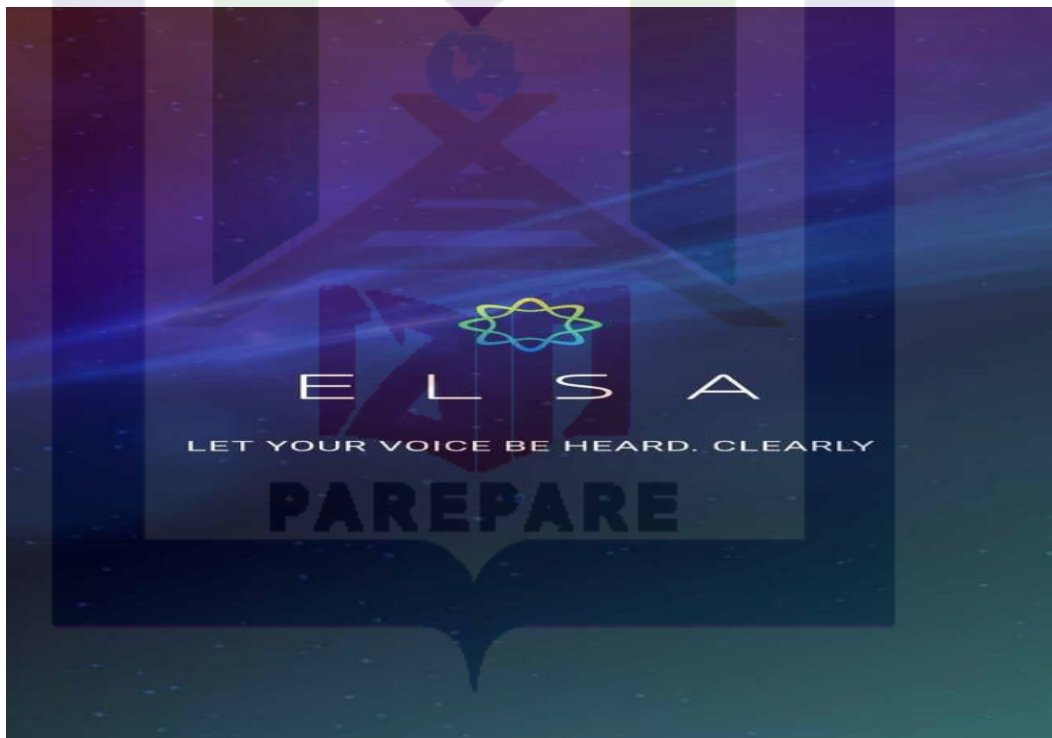
- a) ELSA hardly focuses on supra segmental features that are likely to be the most beneficial in accent reduction.
- b) Inaccurate system for catching mispronunciations.

## 3. Features of English Language Speech Assistant (ELSA) Reported through the official website [ELSASpeak.com](http://ELSASpeak.com) these features are as follows:

- a) American English pronunciation, is an excellent feature of the app this. developed through Artificial Intelligence (AI) technology that allows apps to interact and talk using American English accent, this feature will teach you how speak in English sentences, user will listen to a word or sentence spoken by the application and the user is required to rephrase. The app will later evaluate whether what the user is saying is correct or not.
- b) Free online dictionary, a dictionary that the user can use, which contains the necessary words for the latter to learn and how it is pronounced.
- c) Proven personalized curriculum, using a curriculum tailored to the needs of users to learn English on a large scale. For example, how to pronounce sentences and expressions, everyday conversation and others.
- d) Free assessment test, another excellent feature of this application is a test that tests the extent to which the user understands the material under that has been studied, then the results will be presented in the form of data accompanied by

weaknesses that the users may experience.<sup>26</sup>

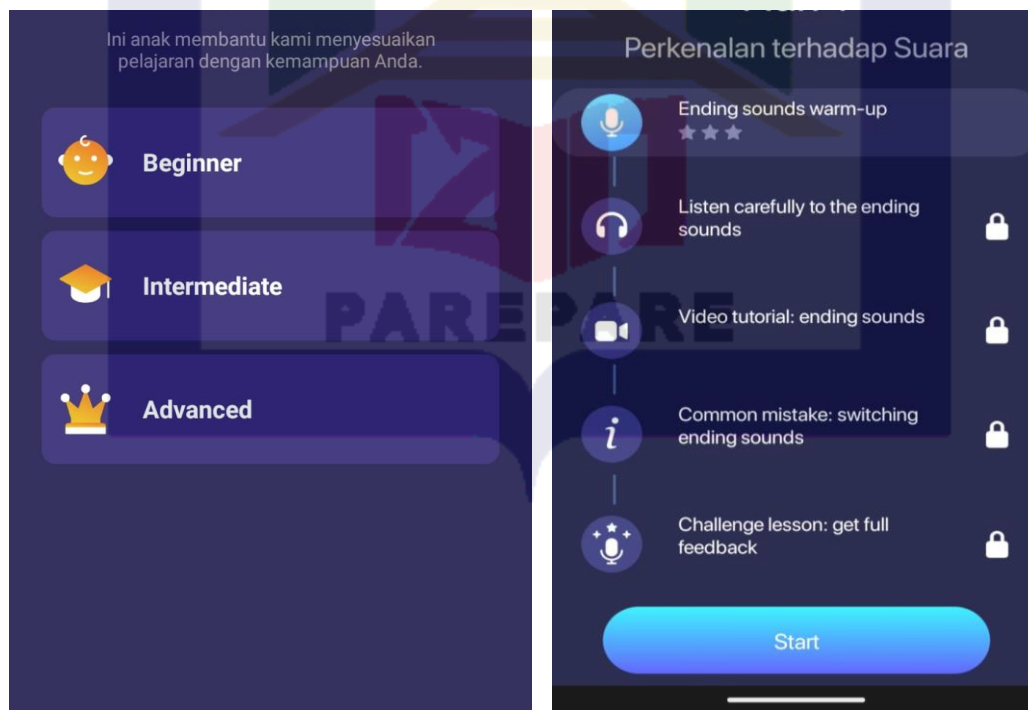
3. The Use of ELSA Application
  - a. The first download the app on play store for Android users and App store for IOS users.
  - b. The user register account or can skip the next stage.
  - c. Then, on the learning menu view the user can choose which material to study.
  - d. After selecting the material, the user will pronounce a word, sentence, or conversation provided by ELSA app.
  - e. ELSA app will give a score to the user regarding the fluency of pronunciation and ELSA app will mark the location of pronunciation error.



<sup>26</sup> Edalatishams, I., & Becker, K. ELSA Speak – Accent Reduction [Review]. USA: Iowa State University, 2019.



Picture 2.1 ELSA Speak Main Display





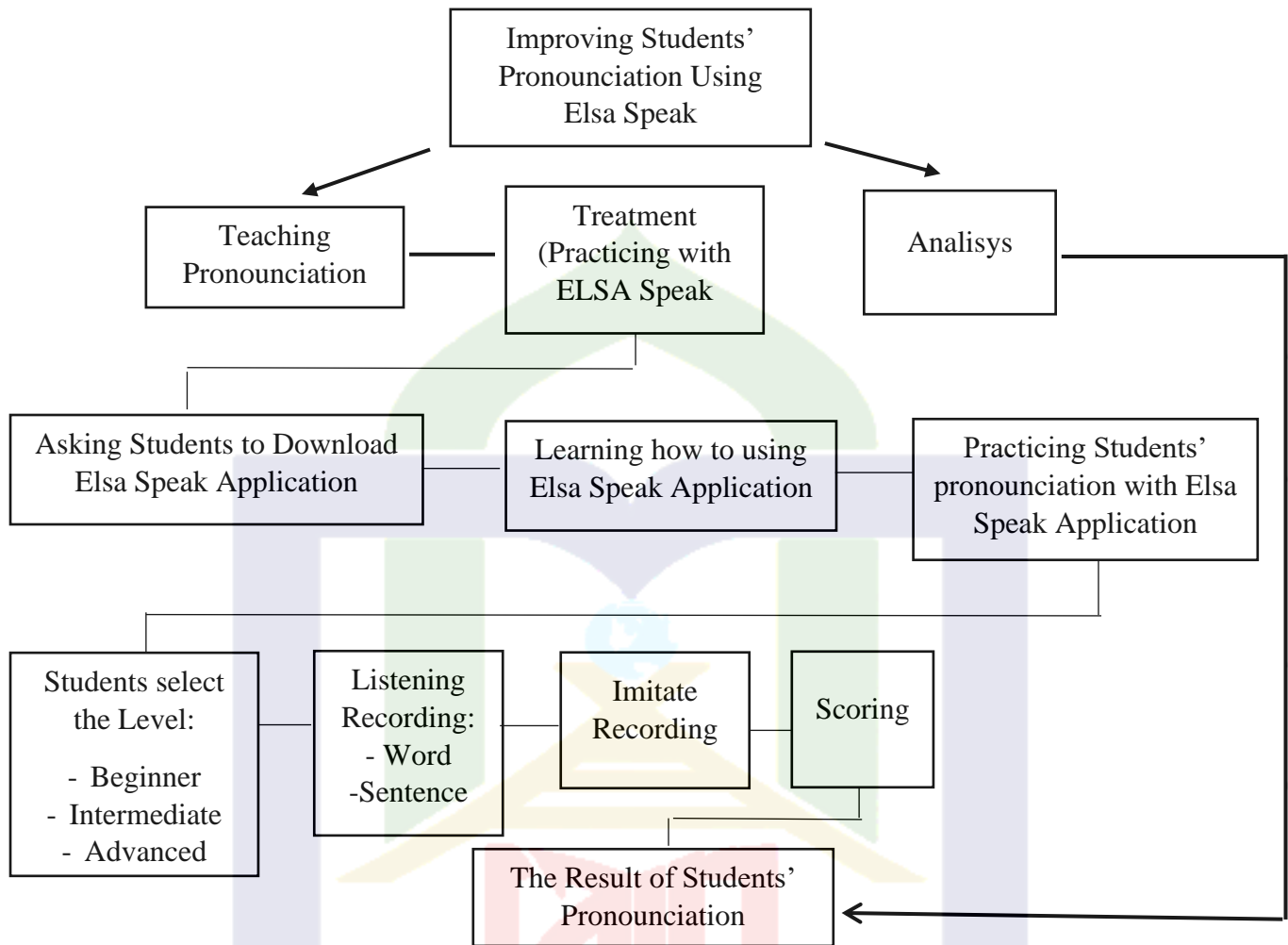




Picture 2.3 ELSA Assessment of Test Scores

### C. Conceptual Framework

The framework in a study aims to provide convenience to researchers and be able to get the basic concepts in the desired research. The framework is a brief description of the research that would be carried out by someone, and from this we can understand the intent, flow and objectives of the research that would be carried out. The researcher design the conceptual framework of this research by showing diagram below:



Pictures 2.4 Conceptual Framework

The used of the ELSA Speak application at MA DDI Kanang is used to assist teachers and students in learning to speak English especially for learning pronunciation. In this study, the researcher taught a little theory about the basics of pronunciation. It starts with the Researcher analyzed by giving the pre test. From the pre test the Researcher collection of data and analyzed students pronunciation. After given the pre test, the Researcher provide treatment by giving students the opportunity to access and practice with ELSA Spaek application. The last, the Researcher gave a post test to determine

the improvement of students' pronunciation from the use of the ELSA Speak application.

#### **D.Hypothesis**

In various literatures. The definition of a hypothesis is constructed by experts from various angles view. According to Rogers (1966), hypothesis is a single tentative conjecture used formulate a theory or experiment and put it to the test, Creswell, J.,W. & Creswell, J., D. (2018), the hypothesis is formal statement present the expected relationship between the independent variables and dependent variable, and Abdullah (2015) , hypothesis is a temporary answer to be tested truth through research.<sup>27</sup>

Based on the conceptual framework, the researcher formulated the following hypothesis:

1. Null Hypothesis (Ho). There is no improvement of the students' pronunciation by using ELSA Speak Application on the XII MIPA of MA DDI Kanang.
2. Alternative Hypothesis (Ha). There is an improvement of the students' pronunciation by using ELSA Speak Application on the XII MIPA of MA DDI Kanang .

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<sup>27</sup> Jim Hoy Yam, & Ruhayat Taufik "Hipotesis Penelitian Kuantitatif" *Jurnal Ilmu Admiistrasi* , 2021.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Design in terms can be interpreted as a series of processes or activities that involve various parties who participate to realize an idea that has been planned.<sup>28</sup> A research design can also be applied to test learning strategies in a educational institutions to develop the intelligence level of students. In a study, of course there is a system design that aims to improve, solving the problem that has been fragmented so that it returns to a unified whole complete/perfect by involving various components.<sup>29</sup> The type of this research is quantitative research by applied pre-experimental design with pre-test and post-test. It aims to know whether using ELSA Speak Application can improve students' pronunciation in the Third Grade MIPA of MA DDI Kanang.

#### B. Location and Duration of the Research

The location of this research take a place at MA DDI Kanang. This research use quantitative research that have several times to collect and analyzed data. So that research need around two month to collect and analyze data.

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<sup>28</sup> Agus Suprpto "Metode Pengumpulan Data dan Analilis Data : Langkah Vital Proses Penelitian", 2013.

<sup>29</sup> Warkim dan Hafiz Novanda Ichwan "Analisa dan Desain Sistem Kehadiran Pegawai Pada Pusat Penelitian Perkembangan Iptek Lembaga Ilmu Pengetahuan Indonesia" *Studia Informatika : Jurnal Sistem Informasi*, vol.8 No.2, 2015.

### C. Population and Sample

#### 1. Population

The population in this research was the third grade MIPA of MA DDI Kanang. The total of the population is 85 students divided into 3 class.

Table 3.1 Number of class XII MIPA MA DDI Kanang

| No | Class             | Number of students |
|----|-------------------|--------------------|
| 1. | XII MIPA 1        | 30 Students        |
| 2. | XII MIPA 2        | 28 Students        |
| 3. | XII MIPA 3        | 27 Students        |
|    | Total of Students | 85 Students        |

*Source:Administration MA DDI KANANG*

#### 2. Sample

The sample is part of the total population to be studied as a representative of the entire population and can represent all the characteristics of the population.<sup>30</sup> Therefore. To obtain data, the sample was taken in this research was XII MIPA 1 class which consisted of 30 students.

### D. Variable of the Research

Variable are components that would become the object of research observation. This research involves two variables, namely the ELSA Speak Application and the pronunciation.

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<sup>30</sup> Maimuna K. Tarishi Ramadhani Khija, ludovick Uttoh, "Teknik Pengambilan Sampel," vol 13, no. 3 (2015): 1576– 80.

### **E. Instrument of the Research**

The aims of instrument is as a media that would be used to collect data in the research. In this research, researcher would be used reading text to evaluate the learning pronunciation trough ELSA Speak Application. It is a reading short story to measure the skill of the students to comprehend pronunciation of word. The test that would be used in the pre-test and post-test to measure students pronunciation ability before and after treatment and also to prove whether ELSA Speak Application is effectively used to improve students' pronunciation after the treatment carried out.

### **F. Procedure of Data Collection**

The researcher conducted test collecting data, namely pre-test and post-test. The pre-test give to identify the students' pronunciation ability before giving treatment, and post-test is used to fine out the improvement of students' pronunciation after giving treatment. The procedure of data collection that will be used as follows:

1. Pre-test

Before conducting the treatment, pre-test such as reading text already had been prepared by the researcher to fine out data about students' pronunciation before using ELSA Speak Application. The researcher took the data by asked the students to read the text while the researcher assess the fluency, intonation, and the accuracy of students' pronunciation.

2. Post-test

After the treatment, the researcher give a post-test to measure the students' improvement in pronunciation by using ELSA Speak Application. The researcher giving the reading text, but the text were different from the pre-

test so that it was easier for researcher to find out whether ELSA Speak Application effective improve students' pronunciation after giving the treatment.

### 3. Treatment

After the pre-test, the researcher gave treatment to the students. The researcher using ELSA Speak Application as a way to improve students' pronunciation. The treatment process will be carried out for four meetings.

Below will be describe the treatment steps that the researcher carried out at each meeting.

#### *a. First meeting*

- 1) The researcher open the class and then check the attendance of all students.
- 2) The researcher introduce herselfes to students and explain the purpose of conducting research and what students must do during research.
- 3) The researcher invite the students to download ELSA Speak Application.
- 4) The researcher direct students to log into ELSA Speak Application.
- 5) The researcher explain the function, features, and how to used of ELSA Speak Application.
- 6) The researcher gives some reading text to students and asked the students to read in front of the class while the researcher assess the fluency, accuracy, and the intonation of students' pronunciation.
- 7) After all students read the text and the researcher have assess all students pronunciation, researcher close the class.

**b. Second meeting**

- 1) The researcher open the class and then check the attendance of all students.
- 2) The researcher direct the students to open ELSA Speak Application.
- 3) The researcher explain how to use ELSA Speak Application.
- 4) The students try to use and practice their pronunciation with ELSA Speak Application.
- 5) The researcher would help the students if they find some obstacle in using ELSA speak Application.
- 6) After all students practice with ELSA Speak Application the researcher close the class.

**c. Third meeting**

- 1) The researcher open the class and then check the attendance of all students.
- 2) The researcher direct the students to open ELSA Speak Application.
- 3) The students try to use and practice their pronunciation with ELSA Speak Application.
- 4) The researcher would help the students if they find some obstacle in using ELSA speak Application.
- 5) After all students practice with ELSA Speak Application the researcher close the class.

**d. Fourth meeting**

- 1) The researcher open the class and then check the attendance of all students.
- 2) The researcher direct the students to open ESLA Speak Application.



- 3) The students try to use and practice their pronunciation with ELSA Speak Application.
- 4) The researcher gives some reading text to students and asked the students to read in front of the class while the researcher assess the fluency, accuracy, and the intonation of students' pronunciation.
- 5) After all students reading the text and the researcher have assess all students pronunciation, researcher close the class.

The following is the grading rubric that will be used to assess students' pronunciation ability.

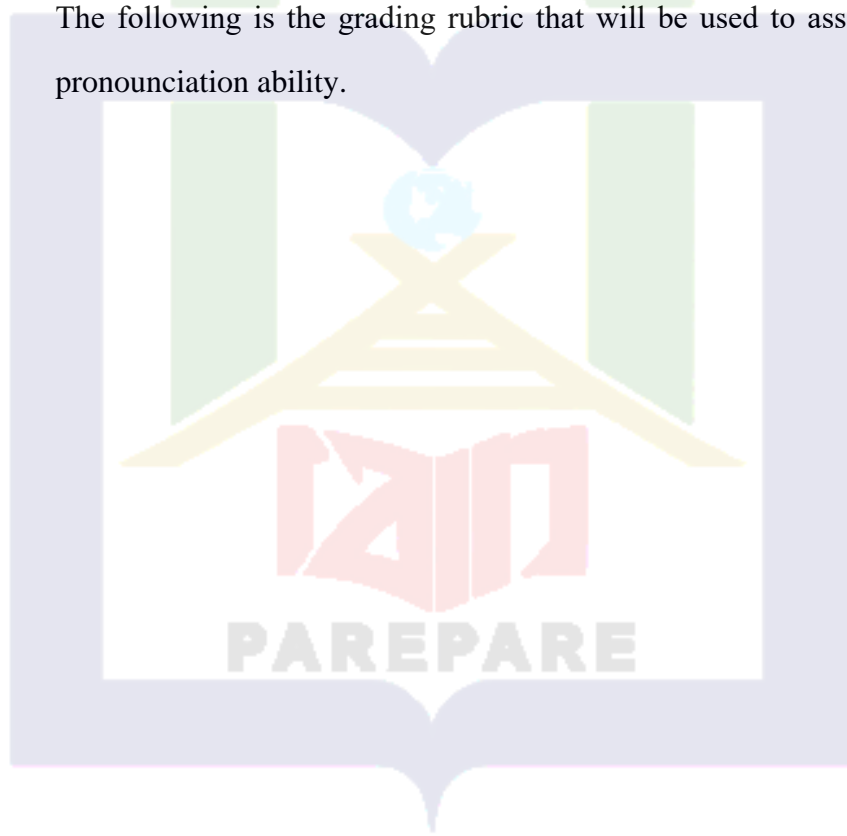


Table 3.2 Pronunciation Assessment Rubric

| <b>PRONUNCIATION ASSESSMENT RUBRIC</b> |              |   |
|--|--------------|---|
| <b>Aspect</b>                          | <b>Score</b> | <b>Explanation</b>  |
| Fluency                                | 5            | Not fluent Very fluent  |
|  | 4            | Fluent  |
|  | 3            | Fluent, but there is still hesitancy                          |
|  | 2            | When hesitancy occurs   |
|  | 1            | Not fluent  |
| Accuracy                               | 5            | All pronounce can be understood                               |
|  | 4            | Most of word can be understood                                |
|  | 3            | Some words can be understood                                  |
|  | 2            | There are still many mistakes                                 |
|  | 1            | All pronounce is incomprehensible                             |
| Intonation                             | 5            | The stress/rhythm of all words, phrases, sentences is correct |
|  | 4            | The stress/rhythm of most of the words is correct             |
|  | 3            | The stress/rhythm of a few words is corret                    |
|  | 2            | The stress/rhythm still many mistake                          |
|  | 1            | The stress/rhythm of all the words is wrong                   |

Source: *aguswaryanto.wordpress (English Teacher Assessment Rubric)*

3.3 Table of Classification Score

| No | Score  | Characters | Classification |
|----|--------|------------|----------------|
| 1. | 80-100 | 5          | Excellent      |
| 2. | 66-79  | 4          | Good           |
| 3. | 56-65  | 3          | Fair           |
| 4. | 40-55  | 2          | Poor           |
| 5. | < 39   | 1          | Very Poor      |

### G. Technique of Data Analysis

According to Suharsimi Arikunto, in his book, formally defines data analysis as the process of delineating efforts to find topics and formulate hypotheses suggested by the data, Data are collected in the form of pre-test and post-test results and compared.<sup>31</sup>

Furthermore, to find out students' abilities after learning to improve students' pronunciation using Elsa Speak App, the researcher conducted tests before and after learning where the test results would be calculated and analyzed and then compared to find out whether there was an increase after learning or not.

The following is the procedure that the researcher would through in analyzing the data.

1. To calculate the percentage increase in student scores on the pre-test and post-test, researchers would be used the following formula:

$$scores = \frac{\text{students corect answer}}{\text{the total items}} \times 100$$

<sup>31</sup> Suharsimi Arikunto, *Proses Penelitian Suatu Pendekatan Praktis* (Jakarta : Rineka Cipta, 2006), h. 151

2. Furthermore, to find out the mean score of students' test, researchers would be used the following formula:

$$X = \frac{\sum x}{N}$$

In which:

X : Mean Score

$\sum$  : The total score

N : The total of number students

3. The researcher calculating standard deviation of score by using the formula.

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{(N-1)}}$$

In which:

SD: Standard deviation

$\sum x^2$ : The sum of score

$(\sum x)^2$ : The square of the sum of score

N: The total of the number

4. Finally, to find out the significant difference between the pre-test and post-test scores, the writer would be used the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

In which:

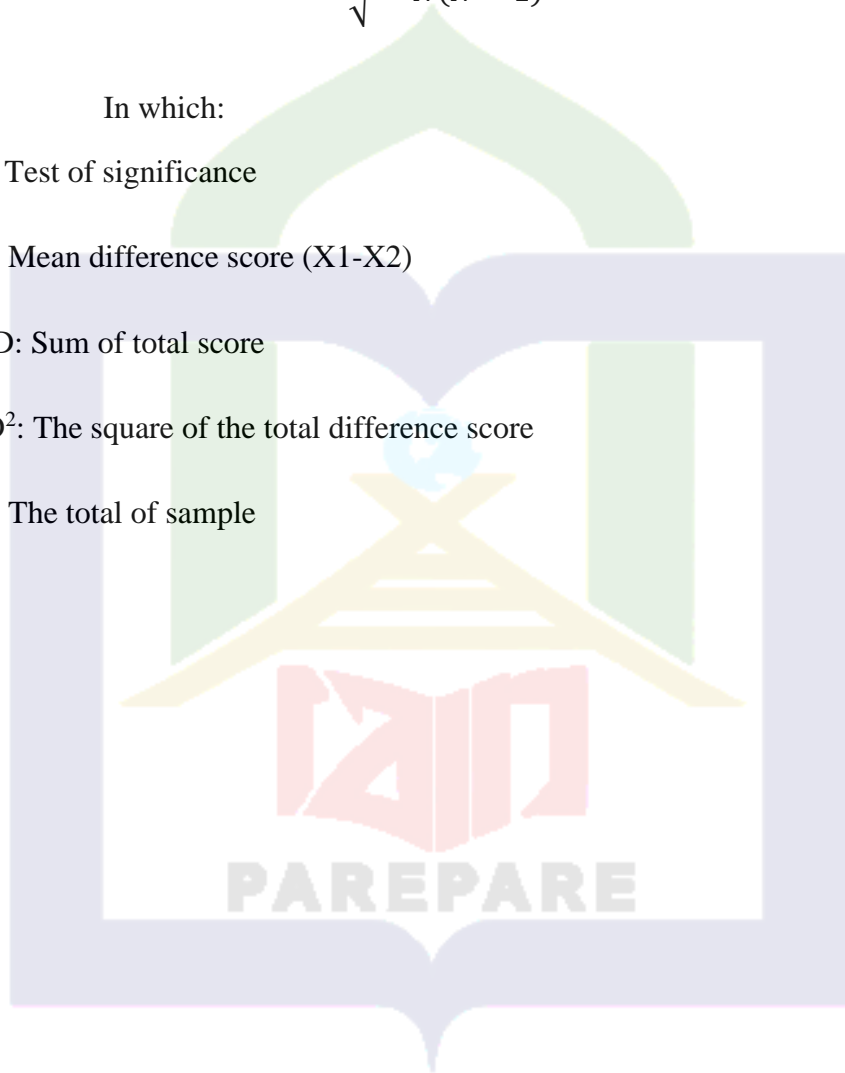
T: Test of significance

D: Mean difference score (X1-X2)

$\sum D$ : Sum of total score

$\sum D^2$ : The square of the total difference score

N: The total of sample



## CHAPTER IV

### FINDINGS AND DISSCUSSION

The findings presented the results of data collected through tests to see the comparison of students after being given treatment using the ELSA Speak application. In the discussion section, the researchers presented their findings.

#### **A. Findings**

The findings of this study related to the students' pre-test and post-test results. Pre-test is given to students by preparing reading texts to test students' pronunciation before being given treatment using the ELSA Speak application. While the post test is given after receiving treatment to be able to find out the comparison of students' pronunciation. Student scores were obtained after conducting pre-test and post-test. The assessment of student scores includes fluency, accuracy and intonation. Data analysis was obtained based on the results of the pre-test and post-test.

In this section consist of two parts, the part of dealing with the finding of this research and discussions. The finding in this research are in form of a description of the result consisting of the descriptions of the result of data collection through tests which can be discussed in the section below.

#### **1. The Students Pre-test and Post-test Score of Classification**

The results of this research relate to placement of students before and after testing. A pre-test was conducted by researchers before treatment to determine students' pronunciation, and a post-test was administered to determine students' pronunciation after treatment, and the results of the post-test in this research could answer questions from the hypotheses that had been designed by the researcher.

This research aims to determine whether using Elsa Speak Application can improve students' pronunciation in the third grade Mipa 1 MA DDI Kanang. Thus, the results of this research are closely related to the classification of students' pre-test and post-test, the percentage of frequency and level of student scores, the average value and standard deviation of the pre-test and post-test, and the hypothesis testing conducted.

Students' pre-test scores in results to answer students' pronunciation in the third Mipa 1, to know the classification the results can be seen below:

a. The Score of Students Pre-test

Table 4.1 The Classification Students' Score of Pre-test

| No | Classification of Students Score Pre-test | Students |
|----|---|----------|
| 1  | 80-100 (Excellent)                        | -        |
| 2  | 66-79 (Good)                              | 2        |
| 3  | 56-65 (Fair)                              | 8        |
| 4  | 40-55 (Poor)                              | 18       |
| 5  | ≤39 ( Very Poor)                          | 2        |

*Data source: The students score in pre-test*

The data in the table above show that none of the students achieved excellent classification on the pre-test, 2 students achieved good classification, and 8 students achieved fair classification, 18 students got poor classification and 2 students got very poor classification. This means that the students' pronunciation ability was low.

After the researcher gives a score on the pre-test results, the researcher then make a tabulation and analyzes the score in the form of a percentage. Scores are classified into five levels as follows:

b. The Score Percentage of Students Pre-test

Table 4.2 Percentage of Students Score of the Pre-test

| Classification | Score  | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent      | 80-100 | -         | -          |
| Good           | 66-79  | 2         | 7%         |
| Fair           | 56-65  | 8         | 26%        |
| Poor           | 40-55  | 18        | 60%        |
| very poor      | ≤39    | 2         | 7%         |
| Total          |        | 30        | 100%       |

*Data source: The students percentage pre-test of XII Mipa 1 MA DDI Kanang.*

From the table above, we can see that the percentage of students' average reading comprehension scores is still low because one only students' get the one highest scores in the excellent classification, and most students classifications of poor or very poor.

c. The Students Score of the Result Post-test

After analyzing the students pre-test, the researchers conducted post-test analyzes of the students as shown in the following table.

Table 4.3 The Classification Students' Score of Post-test

| No | Classification of Students Score Post-test | Students |
|----|--|----------|
| 1  | 80-100 ( Excellent)                        | 18       |
| 2  | 66-79 (Good)                               | 11       |
| 3  | 56-65 (Fair)                               | 1        |
| 4  | 40-55 (Poor)                               | -        |
| 5  | ≤39 ( Very Poor)                           | -        |

*Data source: The students score of post-test*

This table shows the increase in students' classification scores after treatment with used Elsa Speak App. The data in the table above, showed that 18 of students got



excellent scores on the post-test, 11 students got good scores, and 1 student got poor scores. This means that students' reading comprehension has improved significantly.

After the researcher provides the classification, the researcher creates a table and analyzes the ratings as percentages. This score is broken down into her five levels as follows:

d. The Score Percentage of Students Post-test

Table 4.4 Percentage of student scores after post-test

| Classification | Score  | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent      | 80-100 | 18        | 60%        |
| Good           | 66-79  | 11        | 37%        |
| Fair           | 56-65  | 1         | 3%         |
| Poor           | 40-55  | -         | -          |
| very poor      | ≤39    | -         | -          |
| Total          |        | 30        | 100%       |

*Data source: The students percentage post-test of XII Mipa 1 MA DDI Kanang.*

According to the information presented, it has been demonstrated that using Elsa Speak App can improve students' pronounciaton, as a majority of them achieved outstanding and satisfactory results.

1) Mean of score Pre-Test

$$X = \frac{\sum x}{N}$$

$$X = \frac{1580}{30}$$

$$= 52.66$$

2) Mean score of Post-Test

$$X = \frac{\sum x}{N}$$

$$X = \frac{2341}{30}$$

$$= 78.03$$

3) Standar Deviation of Pre test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{(N - 1)}}$$

$$SD = \sqrt{\frac{85248 - \frac{(1580)^2}{30}}{(30 - 1)}}$$

$$SD = \sqrt{\frac{85248 - \frac{(2.496.400)}{30}}{29}}$$

$$SD = \sqrt{\frac{85248 - 83.213,333}{29}}$$

$$SD = \sqrt{701.60}$$

$$SD = 26,48$$

4) Standard Deviation of Post-Test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{(N - 1)}}$$

$$SD = \sqrt{\frac{194.618 - \frac{(2341)^2}{30}}{(30 - 1)}}$$

$$SD = \sqrt{\frac{194.618 - \frac{(5.480,281)}{30}}{29}}$$

$$SD = \sqrt{\frac{194.618 - 182.676,033}{29}}$$

$$SD = \sqrt{411,79}$$

$$SD = 20.29$$

Table 4.5. The Mean Score of Students of Pre-test Post-Test and Standard

| Deviation of the Pre-Test and Post-Test |            |                        |
|---|------------|------------------------|
| Test                                    | Mean score | Standard Deviation (D) |
| Pre-Test                                | 52.66      | 26.68                  |
| Post-Test                               | 78.03      | 20.29                  |

*Data source: The mean score and standard deviation of pre-test and post-test*

The information presented in the table above displays that the mean score for the pre test was 52.66, whereas the mean score for the post-test was 78.03. Additionally, the standard deviation for the pre-test was 26.68, and for the post-test, it was 20.29.

- e. The result of T-test and T-table

The calculating of t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{27,5}{\sqrt{\frac{22.165 - \frac{(825)^2}{30}}{30(30-1)}}$$

$$t = \frac{27,5}{\sqrt{\frac{22.165 - \frac{680.625}{30}}{30(29)}}$$

$$t = \frac{27,5}{\sqrt{\frac{22.165 - 22.687,5}{870}}}$$

$$t = \frac{27,5}{\sqrt{\frac{5225}{870}}}$$

$$t = \frac{27,5}{\sqrt{6,01}}$$

$$t = \frac{27,5}{2,45}$$

$$t = 11,224$$

Thus, the t-test value is 11,224

To find out the degree freedom or df, the researcher used the formula below:

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

Picture 4.1 Distribution Table

| dk       | $\alpha$ untuk Uji Satu Pihak ( <i>one tail test</i> ) |       |       |        |        |        |
|----------|--|-------|-------|--------|--------|--------|
|          | 0,25   | 0,10  | 0,05  | 0,025  | 0,01   | 0,005  |
|          | $\alpha$ untuk Uji Dua Pihak ( <i>two tail test</i> )  |       |       |        |        |        |
|          | 0,50   | 0,20  | 0,10  | 0,05   | 0,02   | 0,01   |
| 1        | 1,000  | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 |
| 2        | 0,816  | 1,886 | 2,920 | 4,303  | 6,965  | 9,925  |
| 3        | 0,765  | 1,638 | 2,353 | 3,182  | 4,541  | 5,841  |
| 4        | 0,741  | 1,533 | 2,132 | 2,776  | 3,747  | 4,604  |
| 5        | 0,727  | 1,476 | 2,015 | 2,571  | 3,365  | 4,032  |
| 6        | 0,718  | 1,440 | 1,943 | 2,447  | 3,143  | 3,707  |
| 7        | 0,711  | 1,415 | 1,895 | 2,365  | 2,998  | 3,499  |
| 8        | 0,706  | 1,397 | 1,860 | 2,306  | 2,896  | 3,355  |
| 9        | 0,703  | 1,383 | 1,833 | 2,262  | 2,821  | 3,250  |
| 10       | 0,700  | 1,372 | 1,812 | 2,228  | 2,764  | 3,169  |
| 11       | 0,697  | 1,363 | 1,796 | 2,201  | 2,718  | 3,106  |
| 12       | 0,695  | 1,356 | 1,782 | 2,179  | 2,681  | 3,055  |
| 13       | 0,692  | 1,350 | 1,771 | 2,160  | 2,650  | 3,012  |
| 14       | 0,691  | 1,345 | 1,761 | 2,145  | 2,624  | 2,977  |
| 15       | 0,690  | 1,341 | 1,753 | 2,131  | 2,602  | 2,947  |
| 16       | 0,689  | 1,337 | 1,746 | 2,120  | 2,583  | 2,921  |
| 17       | 0,688  | 1,333 | 1,740 | 2,110  | 2,567  | 2,898  |
| 18       | 0,688  | 1,330 | 1,734 | 2,101  | 2,552  | 2,878  |
| 19       | 0,687  | 1,328 | 1,729 | 2,093  | 2,539  | 2,861  |
| 20       | 0,687  | 1,325 | 1,725 | 2,086  | 2,528  | 2,845  |
| 21       | 0,686  | 1,323 | 1,721 | 2,080  | 2,518  | 2,831  |
| 22       | 0,686  | 1,321 | 1,717 | 2,074  | 2,508  | 2,819  |
| 23       | 0,685  | 1,319 | 1,714 | 2,069  | 2,500  | 2,807  |
| 24       | 0,685  | 1,318 | 1,711 | 2,064  | 2,492  | 2,797  |
| 25       | 0,684  | 1,316 | 1,708 | 2,060  | 2,485  | 2,787  |
| 26       | 0,684  | 1,315 | 1,706 | 2,056  | 2,479  | 2,779  |
| 27       | 0,684  | 1,314 | 1,703 | 2,052  | 2,473  | 2,771  |
| 28       | 0,683  | 1,313 | 1,701 | 2,048  | 2,467  | 2,763  |
| 29       | 0,683  | 1,311 | 1,699 | 2,045  | 2,462  | 2,756  |
| 30       | 0,683  | 1,310 | 1,697 | 2,042  | 2,457  | 2,750  |
| 40       | 0,681  | 1,303 | 1,684 | 2,021  | 2,423  | 2,704  |
| 60       | 0,679  | 1,296 | 1,671 | 2,000  | 2,390  | 2,660  |
| 120      | 0,677  | 1,289 | 1,658 | 1,980  | 2,358  | 2,617  |
| $\infty$ | 0,674  | 1,282 | 1,645 | 1,960  | 2,326  | 2,576  |

After obtaining the degree of freedom, the table at the degree of freedom 29 is in significant degree of ( $\alpha$ ) 0.05, the table value 1.669, the table following have shown

that the t-test was greater than t-table value. So, it indicated that there was significant difference between the students pre-test and post-test result.

Table 4.6 The test of Significant

| Variable            | T-Test | T-Table Value |
|---------------------|--------|---------------|
| Pre Test- Post Test | 11,224 | 1.699         |

*Data source: primary data processing*

f. Testing of Hypothesis

This level significant ( $\alpha$ ) 0.05 (5%)  $df=29$ , then the value of the t-table is 1.699 while the value of t-test is 11,224. That's means that the t-test value is higher than the t-table ( $35.52 \geq 11,224$ ) for the level significant 5%. So, it can be concludes that the use Elsa Speak App can improve students' pronunciation in the third grade Mipa 1 MA DDI Kanang. So, based on the results above ( $H_0$ ) or the null hypothesis is rejected and ( $H_a$ ) or the alternative hypothesis is accepted.

g. The Improving of Students' Pronunciation in Learning Process

The researcher found that learning using Elsa Speak application improve the students' pronunciation by three processes in learning they are repetition, imitation and practice process. The first is repetition the sound, make students listen carefully and hearing well what the speaker said and familiar the words on the sound. The second is imitation, make the students able to say the words correctly and know how the words pronounced. The last is practice, the most important that makes students practice the words on the Elsa Speak Application and they repeat that frequently to make the accustomed to say the words well like the speaker on the application.

In addition, the researcher also found that learning using Elsa Speak application makes students enjoy in learning pronounciatin and make them interested to train they

tongue to produce these word like native speaker on the Elsa Speak Application. Besides that, learning using Elsa Speak Application also suitable to teach pronunciation, because the students can see and hear how the words are producing correctly. And also, the students are not bored to study pronunciation in the classroom because they are enjoy and relaxed the material.

From the table 4.5 that were this two thing being compare (Pre-test and Post-test) showing the result that Elsa Speak Apps can improve the student' pronunciation. The advantage of using the Elsa Speak application is that it can attract students' interest in learning English, especially speaking and pronunciation. The students are no longer afraid to speak the wrong way because the application is given a very detailed explanation.

In improving students' pronunciation, the researcher used an Elsa Speak application . From many features on Elsa Speak, the researcher chose to used pronunciation levels to help students improve their pronunciation.

The first step in carrying out this research is to do a pre-test. The pre-test was conducted using the method of reading text. The way the researcher evaluates the fluency, accuracy and intonation of students is using the assessment rubric. The results of the pre-test show 52.66 as the mean score which means that the students' pronunciation is classified as poor. In this case, it was found that the students' pronunciation was still very lacking. The results of the pre test showed that none of the students got excellent classification. One of the problems of students who are not fluent in English is the lack of confidence and lack of interest in learning English. The Researcher can conclude that there is still a lack of student interest in learning to speak

English in the current era. The purpose of this step is to measure the scores that students have before got treatment using the Elsa Speak application.

In this second step, the researcher applied for twice treatments to the students using the Elsa Speak application. The first treatment, the researcher explained about the Elsa Speak application and how to use it to students. Because the research that took place at MA DDI Kanang that allow students to bring cellphones to school, the researcher used cellphones as teaching media tools. In the first treatment, the researcher asked students to follow the dialogue contained in the Elsa Speak application. Then the researcher called the students one by one to practice directly by looking at the dialogue text. In the second treatment, the researcher repeated the same incident by asking students to follow the dialogue text in the Elsa Speak application. The purpose of each of these treatments is to educate students and also to analyze whether the Elsa Application can be useful for learning how to speak English and improving students' pronunciation.

After the treatment was carried out, the researcher then conducted a post test to measure the students' pronunciation after the treatment. The researcher repeats the same process as in the pre test but different reading text. Based on the results collected by the researchers, students got a score of 78.03 as the mean score. The mean score on the student's post-test is classified as good. At this step, the students demonstrate their ability to speak clearly and well.

## **B. Discussion**

Based on the explanation above, the researcher conclude that learning using Elsa Speak Application can improve students pronunciation in the third grade MIPA 1 MA DDI Kanang, where the result of the pre-test showed 52.66 as the mean score,



and the result of the post-test showed 78.03 as the mean score. According to the findings of Belinda Lesmana in her Thesis, ELSA Speak application can improve students speaking skill especially in pronunciation. ELSA Speak application is easier to use with very detailed procedures, it is easier for students to understand pronunciation and fluency in speaking English. Students also discover some new vocabulary.

From the researcher findings it can be concluded that the Elsa Speaking application provides an increase in students' pronunciation as measured by scores. Some students showed a significant improvement after being given the treatment twice. It was proven that the Elsa Speak application is very easy to understand and the students enjoy learning to speak in English. The Elsa Speak application can attract students' interest in learning to speak English because it has many features that make it easier for students to understand it. The used of Elsa Speak application makes it easier for students to understand the material.

This finding also strengthened by Muammar which states that the ELSA Speak application is suitable for learning pronunciation. There are many categories of content available which are good such as courses related to English proficiency level. Indeed, features such as vowel and consonant sounds, diphthongs, syllables, and word stress can be references for studying. From the students' participation to the use of the English Language Speech Assistant (ELSA) application in pronunciation, students' improvement is quite high. This is related to the theory regarding the advantages of ELSA Speak application:

- a) Simple and provides navigation between topics and skills, levels, reports, etc.
- b) Users can set the display language (English, Vietnamese or Japanese are good

target audience indicators for this program).

- c) Depending on the skill level of the user, the skills include exercise such as starting and ending sounds, minimal pairs, schwa, th-sounds, and consonant clusters.
- d) The topics include food, entertainment, technology, culture, daily conversation, and relationships, among many others.



## CHAPTER V

### CLOSING

This chapter will discuss the conclusions of the researchers' findings and the submission of suggestions by researcher.

#### A. Conclusion

From the results of the research and also the topic of discussion, it can be concluded that the Elsa Speak application can improve students' pronunciation in third grade MIPA MA DDI Kanang. The Elsa Speak application which shows an increase in students' English proficiency is measured by pre-test show 52.66 as the mean score and post-test show 78.03 as the main score. Based on the results of data analysis, it can be seen that through the Elsa Speak application, which is easier to use with very detailed procedures, it is easier for students to understand pronunciation and fluency in speaking English. Students also discover some new vocabulary. Given the current era, English is one of the languages that must be mastered as a support in the future.

The author hopes that teaching English using a medium can be an inspiration the reaserch finding and also the discussion topic we can concludes that Elsa Speak Application can improve students' pronunciation. This Elsa Speak application that show improvement for the student ability in speaking English was measured by the score of the pre-test and post-test. We can see that through Elsa Speak applications which is more simpler to use, and more easier to get the student from senior high school can easily learning English from their phone.

## B. Suggestion

Based on the conclusions that the authors have made, the authors also want to provide some suggestions and recommendations:

1. For English teachers, it is recommended to use several different techniques such as using the Elsa Speak application in teaching pronunciation. In the Elsa Speak application there are many discussion topics that are very suitable and easy to practice students' pronunciation. However, this application is good for use on a stable network.
2. For students this method is very suitable to be applied because it can still be given examples of pictorial dialogues so that they are more imaginative in learning and influence students' interest in learning English.
3. For the next researcher, similar research may be improved by trying to be more creative in applying the Elsa Speak application.
4. For the founders of ELSA Speak Application, researcher hope that there will be an additional feature where the ELSA Speak App users not imitate but they speak and then their errors corrected by the application.

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# **APPENDICES**

|   |   |
|---|---|
|  | <p style="text-align: center;"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b><br/> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN)</b><br/> <b>PAREPARE</b><br/> <b>FAKULTAS TARBIYAH</b><br/> <b>Jl. Amal Bhakti No. 8 Soreang 911331 Telepon (0421) 21\307</b></p> |
|   | <p style="text-align: center;"><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b></p>   |

NAMA MAHASISWA : RAHMAWATI  
NIM : 19.1300.002  
FAKULTAS : TARBIYAH  
JUDUL : IMPROVING STUDENTS' PRONUNCIATION  
IN THE THIRD GRADE MIPA OF MA DDI  
KANANG THROUGH ELSA SPEAK  
APPLICATION

**Intsrumen Penelitian**

Dalam penelitian ini, peneliti akan menggunakan metode pre-experimental sehingga pada penelitian ini peneliti akan memberikan pre-test dan post-test terhadap kelas yang akan dijadikan sebagai sampel penelitian seperti berikut ini.

**Instrument of Pre-test**

**Reead the Text Below Correctly and Accucately!**

**My Daily Activity**

From Monday to Saturday, I usually wake up at 5 o'clock in the morning. I need to prepare myself to school. There are many activities I have to do before going to school.



First of all, I do my bed until it is very tidy. After that, I sweep the floor. I love to see my room neat and clean. When I still feel sleepy, I walk around my house. Also, I do some physical movements to stretch my body.

Then, I prepare some books based on schedule. I do not want to leave any book at home. I wash my face, brush my teeth, then have a shower. Finally, I eat breakfast after wearing my school uniform. Before going to school I hug my parents. I enjoy learning time at school. I like to play with my friends too.

The school finished at 1 p.m. After school, I change my uniform then have lunch. I usually help parents to cook for our dinner then help to wash dishes after eating. After watching TV for one hour, I study and do my homework. At the end, I go to sleep at 9 p.m

### **Instrument of Post-test**

#### **Read the Text Below Correctly and Accucately!**

##### **Holiday**

Two weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there.

It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long.

Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and uploaded them to youtube. By doing this, we could kill our boredom of staying at home because of the rain and make a creative activity instead

Parepare, 4 September 2023

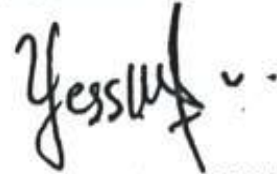
Approved by

Consultant



Hj. Nurhamdah, S.Ag., M.Pd.  
NIP. 19731116199803 2 007

Co-Consultant



Yessicka Noviasmy, M.Pd.  
NIDN. 2029119004



**THE RESULT OF PRE-TEST AND POST-TEST**

| No | Pre Test |         | Post Test |         | Devition |       |
|----|----------|---------|-----------|---------|----------|-------|
|    | $X_1$    | $X_1^2$ | $X_2$     | $X_2^2$ | D        | $D^2$ |
| 1  | 67       | 4489    | 90        | 8100    | 23       | 529   |
| 2  | 60       | 3600    | 87        | 7569    | 27       | 729   |
| 3  | 60       | 3600    | 90        | 8100    | 30       | 900   |
| 4  | 60       | 3600    | 88        | 7744    | 28       | 784   |
| 5  | 52       | 2704    | 77        | 5929    | 25       | 625   |
| 6  | 62       | 3844    | 82        | 6724    | 20       | 400   |
| 7  | 62       | 3844    | 77        | 5929    | 15       | 225   |
| 8  | 55       | 3025    | 80        | 6400    | 25       | 625   |
| 9  | 52       | 2704    | 87        | 7569    | 35       | 1225  |
| 10 | 50       | 2500    | 77        | 5929    | 27       | 729   |
| 11 | 52       | 2704    | 82        | 6724    | 30       | 900   |
| 12 | 68       | 4624    | 95        | 9025    | 27       | 729   |
| 13 | 50       | 2500    | 87        | 7569    | 37       | 1369  |
| 14 | 42       | 1764    | 70        | 4900    | 28       | 784   |

|              |      |       |      |         |     |        |
|--------------|------|-------|------|---------|-----|--------|
| 15           | 40   | 1600  | 70   | 4900    | 30  | 900    |
| 16           | 52   | 2704  | 70   | 4900    | 18  | 324    |
| 17           | 52   | 2704  | 77   | 5929    | 25  | 625    |
| 18           | 60   | 3600  | 85   | 7225    | 25  | 625    |
| 19           | 60   | 3600  | 88   | 7744    | 28  | 784    |
| <b>20</b>    | 47   | 2209  | 80   | 6400    | 33  | 1089   |
| <b>21</b>    | 50   | 2500  | 77   | 5929    | 27  | 729    |
| <b>22</b>    | 52   | 2704  | 85   | 7225    | 33  | 1089   |
| <b>23</b>    | 50   | 2500  | 80   | 6400    | 30  | 900    |
| <b>24</b>    | 55   | 3025  | 75   | 5400    | 20  | 400    |
| <b>25</b>    | 37   | 1369  | 67   | 4489    | 30  | 900    |
| <b>26</b>    | 37   | 1369  | 62   | 3844    | 25  | 625    |
| <b>27</b>    | 47   | 2209  | 82   | 6724    | 33  | 1089   |
| <b>28</b>    | 62   | 3844  | 87   | 7569    | 25  | 625    |
| <b>29</b>    | 40   | 1600  | 73   | 5329    | 33  | 1089   |
| <b>30</b>    | 47   | 2209  | 80   | 6400    | 33  | 1089   |
| <b>Total</b> | 1580 | 85248 | 2341 | 194.618 | 825 | 22.165 |

## SURAT IZIN MELAKSANAKAN PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-5148/In.39/FTAR.01/PP.00.9/12/2023 07 Desember 2023  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI POLEWALI MANDAR  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di

KAB. POLEWALI MANDAR

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

|                          |   |
|--------------------------|---|
| Nama                     | : RAHMAWATI   |
| Tempat/Tgl. Lahir        | : BATETANGGA, 19 Juli 2001                                  |
| NIM                      | : 19.1300.002   |
| Fakultas / Program Studi | : Tarbiyah / Pendidikan Bahasa Inggris                      |
| Semester                 | : IX (Sembilan)   |
| Alamat                   | : KANANG, DESA BATETANGGA KEC. BINUANG KAB. POLEWALI MANDAR |

Bermaksud akan mengadakan penelitian di wilayah KAB. POLEWALI MANDAR dalam rangka penyusunan skripsi yang berjudul :

IMPROVING STUDENTS' PRONOUNCIATION IN THE THIRD GRADE MIPA OF MA DDI KANANG THROUGH ELSA SPEAK APPLICATION

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,



Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010

### SURAT IZIN PENELITIAN



## PEMERINTAH KABUPATEN POLEWALI MANDAR DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl Manunggal NO 11 Pekkabata Polewali, Kode Pos 91315

#### IZIN PENELITIAN

NOMOR : 503/0790/PLJDPMPTSP/XIV/2023

- Dasar
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar
  3. Memperhatikan
    - a. Surat Permohonan Sdr RAHMAWATI
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor B-0790/Kesbangpol/B 1410 7011/2023 Tgl 13-12-2023

#### MEMBERIKAN IZIN

Kepada

Nama : RAHMAWATI  
 NIM/NIDN/NIP/NPn : 191300002  
 Asal Perguruan Tinggi : IAIN PAREPARE  
 Fakultas : TARBİYAH  
 Jurusan : PENDIDIKAN BAHASA INGGRIS  
 Alamat : BATETANGGA KEC. BINUANG  
 KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di MA DDI Kanang Kabupaten Polewali Mandar yang dilaksanakan pada bulan Desember 2023 s.d Februari 2024 dengan Proposal berjudul "IMPROVING STUDENTS' PRONUNCIATION IN THE THIRD GRADE MIPA OF MA DDI KANANG THROUGH ELSA SPEAK APPLICATION"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah setempat
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas
6. Izin Penelitian ini hanya berlaku 6 bulan sejak diterbitkan

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya

Ditetapkan di Polewali Mandar  
Pada Tanggal, 13 Desember 2023



Kepala Dinas Penanaman Modal dan  
Pelayanan terpadu Satu Pintu,  
  
 Drs. Mujahidin, M.Si  
 Pangkat Pembina Utama Muda  
 NIP. 196606061998031014

Terbitnya surat ini mengharuskan di tempel



Dokumen ini telah diterbitkan secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Badan Sertifikasi Elektronik (eSfE), Badan Siber dan Sandi Negara

## SURAT SELESAI MENELITI



PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI) AL-HISAN KANANG  
**MADRASAH ALIYAH**  
**KABUPATEN POLEWALI MANDAR**

ALAMAT: Kanang, Desa Batetangga Kec. Binuang Kab. Polewali Mandar Prov. SULBAR Phone: (0428) 2410256-2410084

### SURAT KETERANGAN

Nomor: B-003/MA.31.03.005/PP.00.6/01/2024

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

|                    |                             |
|--------------------|-----------------------------|
| Nama               | : RAHMAWATI                 |
| NIM                | : 191300002                 |
| Jenis Kelamin      | : Perempuan                 |
| Instansi/Pekerjaan | : IAIN Parepare             |
| Fakultas           | : Tarbiyah                  |
| Jurusan/Prodi      | : Pendidikan Bahasa Inggris |

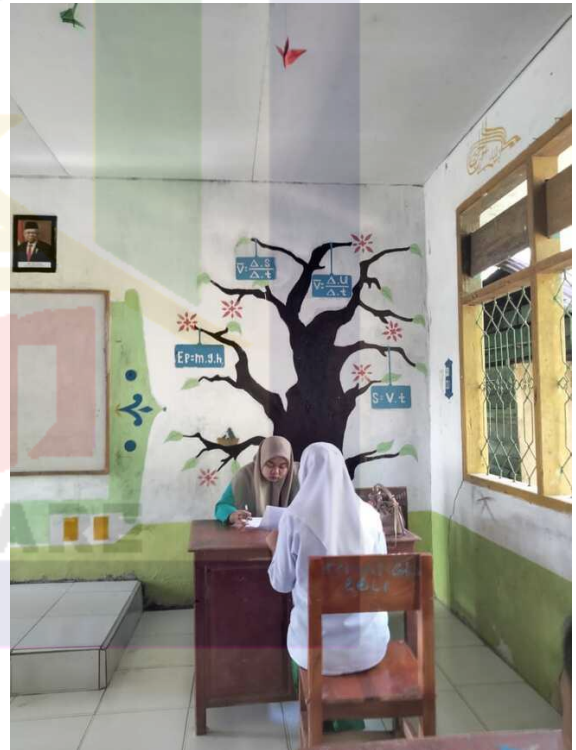
Benar telah melakukan penelitian di Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar, selama 2 (Dua) bulan terhitung mulai Desember s/d Januari 2024 dengan judul:

**"IMPROVING STUDENTS' PRONUNCIATION IN THE THIRD GRADE MIPA OF MA DDI KANANG THROUGH ELSA SPEAK APPLICATION"**

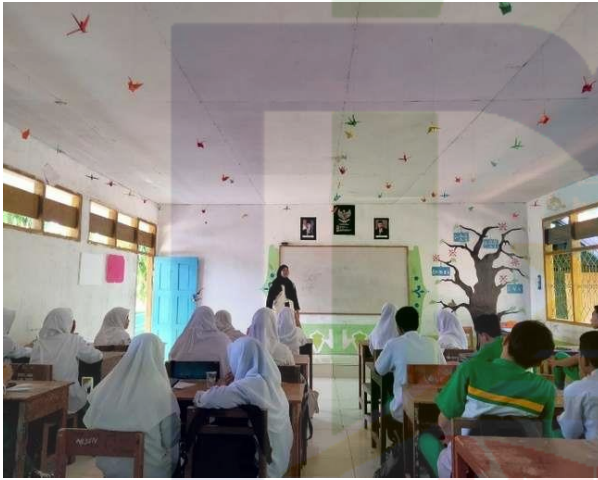
Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



## DOCUMENTATION









## CURRICULUM VITAE



**Rahmawati**, she has born in Batetangnga on 19<sup>th</sup> July 2001. She is the first child from four children in her family from the couple, Drs. Abd. Rahim and Muliati. She has three sisters. The first sister is Sulistiawati and the second sister is zaskiyah and the last sister is Rafailah. In 2005 she entered and she began her study in the kindergarten RA DDI Kanang, Desa Batetangnga, Polewali Mandar and she graduated in 2007. She continued her study in elementary school at MI DDI Kanang and graduated in 2013. Then she continued her school at MTs DDI Kanang and graduated in 2016. Next, she went to MAN 2 Kota Parepare continued her study and graduated in 2019 and She has actived in EMC Organization (English Meeting Club) as general treasure since 2018-2019. In 2019 she registered in IAIN Parepare to continued her study and she took Tarbiyah Faculty and focused on English Education Program.. During the study. The last in 2023, she has completed her skripsi with title "**Improving Students' Pronunciation in the Third Grade MIPA of MA DDI KANANG Through ELSA Speak Application**".

