

A THESIS

**ELSA SPEAK APPLICATION TO IMPROVE THE STUDENTS'
PRONUNCIATION AT MEMBER OF LIBAM (LINTASAN
IMAJINASI BAHASA MAHASISWA)
IAIN PAREPARE**



By

**SITI RAHMAYANA RAHMAN
REG NUM. 19.1300.064**

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

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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Thesis

As Partial Fulfillment of the Requirement for the Degree

of Sarjana Pendidikan (S.Pd.)

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to

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ENDORSEMENT OF CONSULTANT COMMISSIONS

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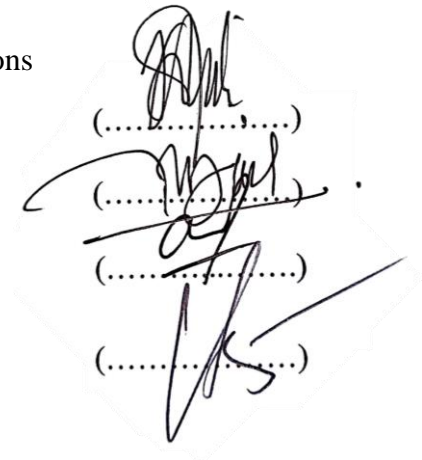
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Parepare, 26th June 2023
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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Siti Rahmayana Rahman. *Elsa Speak Application to Improve the Student's Pronunciations at Member of LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare* (Supervised by Hj. Nurhamdah and Munawir)

Students' are not accustomed to learning the pronunciation of English words. These learning habits need to be addressed immediately, as they require mastering both sides of the vocabulary meaning and pronunciation. Even though you understand the meaning of the vocabulary, if the pronunciation is wrong then this will be a problem for the use of English. In fact that teaching process most students want to speak English with good accent. They need more material to practice English pronunciation. Elsa Speak Application is one of the solution which overcome the student's low pronunciation. The purpose of this research to know the students' pronunciation at LIBAM IAIN Parepare and to know the improvement of students' pronunciation using Elsa Speak Application at LIBAM IAIN Parepare.

This research used experiment design with pre experimental, the sample used *cluster random sampling* which the total sample was 15 students of LIBAM and treatment was four meeting, pre and posttest. Analysis data by descriptive analysis. Instrument used for this research was speaking test.

The result of the research showed that The students' pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare showed the category of pretest as poor category which score 52.00 and posttest as very good category which score 82.00. The students' pronunciation at LIBAM related to the indicator that sound for vowel and consonant while indicator of stress for word stress and sentence stress. The improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare showed the analysis obtained $t_{hitung} 2.497 > 1.345$ which sum that null hypothesis was rejected and ha hypothesis was accepted. There is an Improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare

Keyword: *Elsa Speak Application, Pronunciations, LIBAM Organization*

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CHAPTER I

INTRODUCTION

A. Background

Pronunciation is a crucial term of the learning of oral skills in a second language. Pronunciation is the first thing that native speaker will be aware of along the conversation. Thus, they can perceive that a person is bad in English simply because he/she has poor pronunciation. Pronunciation continues to grow in importance because of its central roles in speech communication and speaker identity in leaning pronunciation in English which is very important.¹ So that there is no misunderstanding in communication between each other.

Students' are not accustomed to learning the pronunciation of English words. These learning habits need to be addressed immediately, as they require mastering both sides of the vocabulary meaning and pronunciation. Even though you understand the meaning of the vocabulary, if the pronunciation is wrong then this will be a problem for the use of English. In fact that teaching process most students want to speak English with good accent. They need more material to practice English pronunciation. Not just books or dictionaries. But also from other media like mobile phone, listen a song, or watch movie from television or from laptop.²

Technology is today's most valuable and effective tool to support language teaching and learning inside and outside the classroom. In the

¹Celce-Murcia, Teaching Pronunciation: A Course Book and Reference Guide (2nd ed.). (New York: Cambridge University Press,2010).

²Handayani, D, Teaching English Pronunciation Using Film (*Journal of English and Education*, 2017).

technology itself, AI (Artificial Intelligence) is unique in its kind that helps students learn everything in a fun and fast way. This app allows students to apply and practice according to their needs anywhere with no time limit. Not only that, students could personally set their way to learn.

The explanations above supported also possibly engage all the students to participate in learning. Fortunately, this is supported by Anastasiades, who said that it could be a "hook" to get students' desires to get involved potentially, students have the opportunity to study independently.³ This model of learning may impact to the students learning independency from the tool of learning media. These AI characteristics can match one of the devices in the ELSA name.

Based on the pre observing did by the researcher among the students of LIBAM at IAIN Parepare, it found that mostly students have difficulty in pronunciation, they can not produce the word in correct sound, and also many students just read the word by it's sound in indonesian version it assume because of influence from mother tongue, area of origin, and social Environment Pronunciation is one of the basic requirements of learner's competence and it also requires a place in language instruction. Some students argue that, the method using at class showed un interesting method. It only guide the students by asking to produce for many times. It seems like monotonous strategy which affect to the students interest. Generally, LIBAM is one of the organisation which their member come from all department and not only from English Major of IAIN Parepare.

³ Becker, Edalatishams, ELSA Speak – Accent Reduction [Review]. (*USA: Iowa State University*, 2019).

The reason of choosing LIBAM become the object of this research because LIBAM is become one of the favorite Organisation which vision in developing students' English comprehension which certain skill in pronunciation

Based on statement above, the writer will apply learning method that is not monotonous because the students can used the application for learning. Specifically that explain about English Language Speech Assistant (ELSA) application as designed by Vu Van in 2015, and is based in San Francisco, United States. It uses artificial intelligence (AI) and speech recognition to help improve and refine English pronunciation.

ELSA differs from other applications which focus exclusively on teaching vocabulary and grammar, ELSA uses speech recognition technology that can help users improve and enhance their English pronunciation. Vu Van, with this technology, ELSA can accurately detect more than 95% of user pronunciation errors. Users can also get advanced comments to correct pronunciation errors. This is one of the things that sets ELSA apart from other English language learning apps. ELSA Speak offers users over 1200 lessons and over 60 topics to practice pronunciation, from practicing pronunciation to the words and phrases they require.

ELSA is an application for android that can be freely downloaded from AppStore or Google Play. ELSA Speak is completed with a microphone icon that the students can use it directly to practice to speak like the audio has been listened. This application is very useful for all students because it is easy to use, so it can help us for learning pronunciation in English. It also has interesting features that can make students more enthusiastic in learning. This media will be

used after surveying many article which using from previous researcher in improving students pronunciation.

Based on the explanation above, the researcher finally conduct the research refers to the concept above by doing an experimental class which tittle “Elsa Speak Application to Improve the Students’ pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare”

B. Research Question

Based on the background of the study above, the research formulates research question as a follows:

1. What are the students’ pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare?
2. Is there any improvement of students’ pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare?

C. The Objective of the Research

Based on the research question, the objective of this research is formulated;

1. To know students’ pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.
2. To know the improvement of students’ pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

D. Significance of Research

The significance of the research is hopefully give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopefully know the Students' Pronunciation.

2. Teachers

The teacher can understand the students' pronunciation so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher's have conducted their research on using of Elsa Speak Application in teaching Pronunciation. Their findings are consecutively presented below:

1. First research was conduct from Sarmita which tittle "*Applying ELSA Speak Software in the Pronunciation Class: Students' Perception*". This study aims at finding out the students' perception towards the application of ELSA Speak software in their pronunciation class. A total number of 12 students are involved in this present study. Descriptive quantitative research design is applied in this study. It utilizes questionnaire to collect data and Likert-Scale to analyze the data. The result shows that students consider that the software is very good to be applied in learning pronunciation regarding the students' perception towards the ELSA Speak software shows the total score of the students' answer is 2597. It exists in the interval score of Quadrant 3 and Maximal score. Thus, it means that it is included in the strongly agree category. Based on the data, it can be assumed that the students think that the ELSA speak is very good to be used in pronunciation practice. They consider that this department program is very good in terms of its design on content, assessment/ flexibility, multimedia, and automatic speech recognition. It is also good in terms of its pedagogical design⁴

⁴ Sarmita "Applying ELSA Speak Software in the Pronunciation Class: Students' Perception" (*Jurnal Edumaspul*, 3 (1), Year 2019 – 63).

2. Second Research From Muhammad Raihan that “*The Use of Elsa Speak Application as the Media to Learn Pronunciation Autonomously*”. The purpose of the study was 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.⁵
3. This research from Nur Wahid that “*Improving students pronunciation ability using Elsa Speak APP*“.The purpose of this study was to determine the improvement of students' pronunciation skills (Supra-segmental) in English using the ELSA Speak application and to determine student perceptions of the

⁵ Muhammad Raihan, “The Use of Elsa Speak Application as the Media to Learn Pronunciation Autonomously, (*Journey: Journal of English Language and Pedagogy*, 5(1), 135-141. <https://doi.org/10.33503/journey.v5i1.1840>).

use of the ELSA Speak application. The location of this research is at the University of West Sulawesi. The approach used in this research is quantitative. The methodology used in this study is the One Group Pre-experimental design. The population in this study was class D class 2021 majoring in English at the University of West Sulawesi. The sampling method used in this study is a simple random sampling method. The research sample used was 20 people. The research data was collected through a pronunciation test given to students using pre-test and post-test as well as distributing perception questionnaires to students. The data in this study were analyzed using non-parametric analysis in the form of a T-test through SPSS. The students' pre-test means the score is 52.30 while the post-test mean score is 65.60. while the results of the T-test showed that sig. (2-tailed = 0.000) <0.05. That means the ELSA Speak application can significantly improve students' pronunciation skills in English. The results of the perception questionnaire are 82% which is included in the good category.⁶

According to the data above which explained about the previous research that those three research have similarity from the using of ELSA Speak application, the researcher is also doing study by using Elsa Speak application in order to improve the students speaking ability by experimental research.

⁶ Nur Wahid, “*Improving Students Pronunciation Ability Using Elsa Speak APP*”. Faculty of Teacher University of SULBAR, Majene, 2022 (E Journal).

B. Some Pertinent Ideas

1. Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the important aspects in English. In oral communication every sound, stress and intonation may convey meaning. In English speaking, we have to be very careful in pronouncing words, because when we mispronouncing it, the listeners will be misunderstanding about what we say.⁷

In dictionary of American English pronouncing said that, pronunciation is a learning to pronounce and spell English words is especially difficult because some sounds of the language can be spelled in many different ways. For example the sound in the word “eat”, represented by the phonetic symbol [i], can be spelled thirteen different ways, as illustrated in the following words : Caesar, be, sea, bee etc. and in oxford university press said that pronunciation is the way in which a language or particular word or sound is spoken and pronunciation is the act or manner or pronouncing articulate utterance.⁸

Pronunciation is the “Cinderella” area foreign-language teaching. She shows that studied pronunciation longer than pronunciation itself. For this reason, grammar and vocabulary have been much better understood by most

⁷Judy B,Gilbert, Teaching Pronunciation Using The Prosody Pyramid (*Newyork:Cambridge University Press*),p.10

⁸Oxford university press.*Oxford learners pocket dictionary*.

language teacher that pronunciation, which began to be studied systematically only short time before the beginning of twentieth century.⁹

Absolutely pronunciation is the element that very important in English, pronunciation is one of the most important thing that student have to master in order to communicate appropriately and fluently.¹⁰

Pronunciation is how to say a word in which it is made up of sound, stress and intonation. Sound deals only with sound 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.¹¹

Pronunciation is the sound that a speaker can imitate when he is listening to others. He continued that a language can use that imitation from the other. In this case, a listener can imitate from speaker and says something to other listener.¹² Pronunciation is a matter of noises, speech-sounds. Any accent is consisted of a regular system of sound.¹³

There are some concepts of pronunciation they are; definition of pronunciation and part of pronunciation that briefly with the explanation bellow:

Hornby states that pronunciation is (a) way in which a language is spoken, (b) way a person speaks (the word of) a language, and (c) way in

⁹ Marianne Celce-Murcia, Et A., Eds., *Teaching Pronunciation (A Course Book and Reference Guide)*, (New York: Cambridge University Press 2010), p.2.

¹⁰ Veronica Unun Pratiwi, Septi Iriani dan Arin Arianti. "Improving Students Pronunciation Skill Homophone Game (A Class Room Action Research At First Eleventh Grade Science Students.)"

¹¹ Michael Vaughan , *Test Your Pronunciation* (Person Education , England, 2002), p. 6.

¹² Bryrne Dann, "*Teaching Oral English*", (Longman Handbooks For Language Teacher.(London Group. 1986), p. 6.

¹³ Peter Strevens. *British and American English*. (cassell : London. 1978), p. 67.

which a word is pronounced.¹⁴ In other word, according to Byrne pronunciation is the sound that a speaker can imitate when he is listening to others. He continued that a language can use that imitation from the other. In this case the listener can imitate from speaker and then says something to other listener. Pronunciation is the act or way of pronouncing a word or words.¹⁵ The research concludes that pronunciation is the way someone utters a word or a language. Based on the explanation above that Pronunciation is a kind of language spoken role which referred to the certain way of spoken english like word, sound and its/ way to produce.

b. Indicators of Pronunciation

There are some indicators of pronunciation in English, they are:

1) Sound

Sound is passage of disturbance through air; it advances by causing vibratory motion of individual air molecules.¹⁶ Sound is; 1 sensation caused in the ear by the vibration if air other medium, 2 vibration caused this sensation, 3 what is or may be heard.¹⁷ An English sound divides two parts namely:

2) Vowel

Vowel is the tongue does not touch other parts of the mouth, teeth, or lips it is sound. Every vowel sound represents a syllable in a word. There

¹⁴Hornby *oxford advanced learner's dictionary*, (oxford university press, oxford: 1990), p. 337.

¹⁵Mariam Webster, *Meriam Webster's Elementary Dictionary*, (USA: meriam-webster INC, 2000), p. 387.

¹⁶John, Beech R, And Friend, *Assessment in Speech and Language Therapy*, <http://www.Answer.com> topic/pronunciation Downloaded on February 24.2020

¹⁷Madison Avenue, *Oxford Essential Dictionary*, (INC:University press,2003) p.420

are 17 different vowel sounds English; they all have voice which occurs as the vocal cords vibrate the vowel sounds differ by (1) the distance between the lips, (2) the shape of the lips, (3) the length of time the sounds is held.¹⁸

Table 2.1 English Vowel Sound Chart

No	Symbol	Example
1.	/iy/	East,Receive,Believe,sweet
2.	/I/	Hit,Lip,Been
3.	/ey/	Pay,wait,break
4.	/ε/	End,Men,Says,Said
5.	/æ/	Am,Bad,Bat
6.	/uw/	Too,Shoe,True
7.	/Ω/	Cook,Wolf,Would,Put
8.	/ow/	Oh,Open,Soul
9.	/ə/	Us, Umpire,Sunday,Blood
10.	/c/	Also,awful,pause
11.	/aw/	Out,Cloud,House,Town,How
12.	/a/	Calm,Large,Ma
13.	/u/	Woman,Look,Cook
14.	/iuw/	Cute,View,Beauty
15.	/oiy/	Boil,Soil,Boy
16.	/aiy/	My,Fly,Guy

¹⁸Jean Yates, *Pronounce it Perfectly in English, Barron's Educational Series*, (INC: Printed in USA, 1995) p.52

3) Consonant

A consonant is a speech in which the air is at least partly blocked and any letter which represent this.¹⁹ Consonant is a sound in spoken language is a sound in spoken language that is characteristic by a contraction or closure at one more points along the vocal tract. In oxford dictionary, consonant is speech sound made by (partly) stopping the breath with the tongue, lips etc.²⁰ The position of the tongue, lips and teeth

1. The way air is release
2. The use of, or absence of, voice

Table 2.3 Voiced and Voiceless of Consonants Sound

No	Symbol	Example
1.	/p/	Pay, Pat, Praise
2.	/b/	Cabs, Bag, Sobbed
3.	/t/	Ten, tip, tap
4.	/d/	Day, dad, tide
5.	/k/	Clean , ask, question
6.	/g/	Game, ghost, bag
7.	/f/	Trophy, tough, four
8.	/v/	Saves,of,ever
9.	/ch/	Catch, watching, lunch
10.	/j/	Jam, just, edges
11.	/sh/	Shame, ocean, sugar
12.	/zh/	Vision
13.	/s/	Bosses, cell, fast

¹⁹Wikipedia *Concise Oxford English Dictionary* <http://simple.wikipedia.org/wiki/Consonant>
Downloaded on march 2, 2015

²⁰Oxford University Press. “*Oxford Learners’ Pocket Dictionary*”. Four edition

14.	/z/	Easy, cousin, lazy
15.	/l/	Shelf, animal, place
16.	/r/	Pair, mirror, place
17.	/m/	Camp, games, comb
18.	/n/	Money, envy, plains
19.	/ŋ/	Singer, tongue, strong
20.	/θ/	Teeth, month, deaths
21.	/h/	Who, alcohol, hill
22.	/w/	One, sweet, why
23.	/y/	Year, Yellow

c. Stress

English word can be divided into syllables. Each spoken vowel sound makes one syllable. A syllable can be:

1. A vowel sound alone
2. A vowel before a consonant
3. A vowel after a consonant
4. A vowel between consonants.²¹

According to Yates that stress is a giving a louder and longer sound to the syllable or to the word. Syllable is sound that is not spelling. Stress is consisted in two elements, that is word stress and sentence stress.

²¹ Jean Yates, *“Pronounced it Perfectly in English”*. (Barron’s Educational, Series, INC: United states of American, 1995), p.142.

1) Word Stress

Word Stress is syllable emphasis in the word. Word stresses divided into two parts:

- a. Primary is the one syllable in a word that sticks out the most: It's longer, louder, and higher in pitch. For example, when saying the word "fantastic", the main stress is in the central syllable "tas".
- b. Secondary Stress is secondary pressure is said to increase with compound expressions. For example, vacuum cleaners. In a vacuum cleaner, the vacuum of the first syllable is mainly stressed, but the primary syllable of the cleaner is usually called the secondary pressure.

2) Sentence stress

Sentence stress is the emphasis of the word in the sentence. For Example I will go to the campus, the sentence stress put in the word of verb, "I *will* go to *the campus*".

3) Intonation

Intonation refers to the use of melody and the rise and fall of the voice when speaking.²² Each language uses rising and falling pitches differently, so that intonation is the "musical score" of language in every "tune" has a specially meaning. So the intonations can convey grammatical meaning as well as the speakers' attitude. Because it will tell whether a person is making

²² Paulatte Dale, Lilian Poms "*English Pronunciation Made Simple*".(Logman: United States of America.2005).p.105

statement or making a question when you promote your intonation. It will also indicate when person is confident, doubtful, shy annoyed or impatient.²³

2. Concept of ELSA Speak Application

a. History of ELSA Speak Application

The history of ELSA Speak Application started from Vu Van, CEO and co-founder of ELSA Speak, left Vietnam to pursue an MBA and Masters in Education at Stanford University. Vu was confident in her English vocabulary but knew she had a strong Vietnamese accent.²⁴ It fact that the professors and classmates could not always understand what she was saying, which led her to feel that her opinions in class were often dismissed.

b. Definition of Elsa Speak Application

Definition of ELSA is English Language Speech Assistant, is a fun and engaging app specially designed to help you improve your English pronunciation. ELSA's artificial intelligence technology was developed using voice data of people speaking English with various accents.²⁵ This allows ELSA to recognize the speech patterns of non-native speakers, setting it apart from most other voice recognition technologies. It has motto of Strict but caring, the ELSA AI Coach pays close attention to every bit of progress you make along the way, and reminds you when you go off track. You will be rewarded for your hard work.²⁶

²³ Jean Yates, *"Pronounced it Perfectly in English"*. (Barron's Educational, Series, INC: United states of American, 1995), p.675

²⁴ Web <https://elsaspeak.com/en/>

²⁵ Web <https://elsaspeak.com/en/>

²⁶ Web <https://elsaspeak.com/en/>

c. Advantages using Elsa Speak Application

1. AI Coach that Helps You Stay Focused & Motivated

First advantages is strict but caring, the ELSA AI Coach pays close attention to every bit of progress you make along the way, and reminds you when you go off track. You will be rewarded for your hard work.

2. Real-Time Speech Recognition Feedback

Second advantages is real time speech recognition feedback. We are the first and best speech recognition app designed to evaluate and give immediate, detailed feedback on pronunciation and fluency. This enables the learner to quickly identify and learn the correct pronunciation.

3. An Intelligent, Adaptive Learning System

Anoher advantages is that an Intelligent. ELSA gets smarter every day! Traditional language learning is transformed by our personalized English teaching technology. Our self-evolving AI analyzes performance and behavioral data to personalize each individual's daily curriculum.²⁷

d. Feature of Elsa Speak Application

1. Get Started item



²⁷ Web <https://elsaspeak.com/en/>

2. Learning Dashboard



3. Speaking Assessment

Exceptional IELTS speaking score predictor generates a score based on your pronunciation level to give you a clear picture of your current standing. The predictor checks a wide range of elements while a user speaks. It checks for these things:

- a) Flow of the language
- b) Sentence structure
- c) Choice of vocabulary used
- d) Whether the word stress is natural or not
- e) Intonation.²⁸

Press the record button, speak as you usually would and submit. A comprehensive report is released to provide appropriate feedback. The main idea is to focus on the qualitative aspect of the tone and accent. There is no need to panic if you initially receive a low score because that is what this app is for. Extensive regular practice on the app by following the tips

²⁸ Web <https://elsaspeak.com/en/>

and suggestions will yield impressive results. The score and practice are directly proportional. The more you practice, the higher the score will be.

4. Dictionary

You can speak a phrase and check a score, or scan an image so that the image can be converted to text. When you speak a phrase in English, it displays the exact phrase in your local language so that you know what it means. It also indicates your score in percentage. For example, if you say “bailout,” the app will analyze your pronunciation of the phrase and then show how well you said it. The result appears, “You sound xy% like a native speaker!”

The higher the score, the better it is. You can even tap on each word for detailed feedback.²⁹

5. Live Coach

In-person coaching can also be accessed to get expert guidance and achieve an optimal level of learning on every step.

One-to-one sessions are extremely useful to boost confidence and rectify mistakes. However, if you feel that you function well in a group setting with peers, group class is also available on all three levels: beginner’s group, intermediate group, and advanced group. These are all provided by the top coach. The lessons are 25 minutes long and cover the topics fully but do not rush, so the concepts are easy to grasp, which results in lifelong learning. One amazing part is that all group classes cost the

²⁹ Web <https://elsaspeak.com/en/>

same, irrespective of your chosen level. These classes have a fixed schedule, so this needs to be considered while booking a slot.

Most top coaches are from USA or Canada, but their accent is the same: American.

6. Track Your Daily Goal

You can cheat and not meet your regular goal, but ELSA will not let you escape. This smart technology has been planned carefully. It has a Fire icon on the right corner below, which shows how many minutes you've finished and how many are left.

Multiple Courses To Suit One's Needs

7. Pronunciation courses–

It has topics covering low-hanging fruit skills, tricky English sounds, essential consonants, long and short sounds, tricky consonants, and open vowels. These lessons are in order, and you cannot unlock any level randomly. Each topic consists of 35 lessons to provide comprehensive practice.

Speaking courses–This one has general and fun topics like self-introduction, family, food and drinks, entertainment, travel, education, relationship, beauty, wellbeing, business, environments, festive topics, everyday English, and many more.

8. Certificate course–

This one has IELTS Band preparations, starter edition, elementary and levels which go up to advanced level. They all include Oxford Business results.³⁰

e. Step of Implementing Elsa Application

1. Downloading

It has multi-platform compatibility as it is available on both the Apple Store and Google Play Store and does not require much memory space to be installed.

2. Log in

It has an excellent, intuitive interface. A short description of the app is given, along with statistics showcasing how many people have found it helpful.

3. Choosing Language

You are asked to choose your local language to personalize your learning journey. If your local language is not listed there, you can select “other” and specify.

The app then proceeds to ask about the purpose of practicing English. This allows it to align the topics according to one’s interests and goals. A student may choose ‘Education’ while a professional seeking to move abroad may choose ‘Live & Work Abroad.’ There are other options as well to cater to all the groups.

³⁰ Web <https://elsaspeak.com/en/>

Enter your English current level a from the three options' Beginner, Intermediate and Advanced.

4. Learn and Practice

In order to meet realistic targets, set a daily practice goal. It could be Casual practice (10 minutes per day), Medium practice (15 minutes per day), or serious practice (20 minutes per day).

One thing that impressed me is you can choose a time slot that suits your schedule the best. It has two benefits. An office worker is not bound to practice during work hours, so they can quickly go back home and practice comfortably. Other than this, setting a time helps act as a reminder not to miss practice. We have all been through that phase of elevated motivation in the initial days, which dies down eventually.

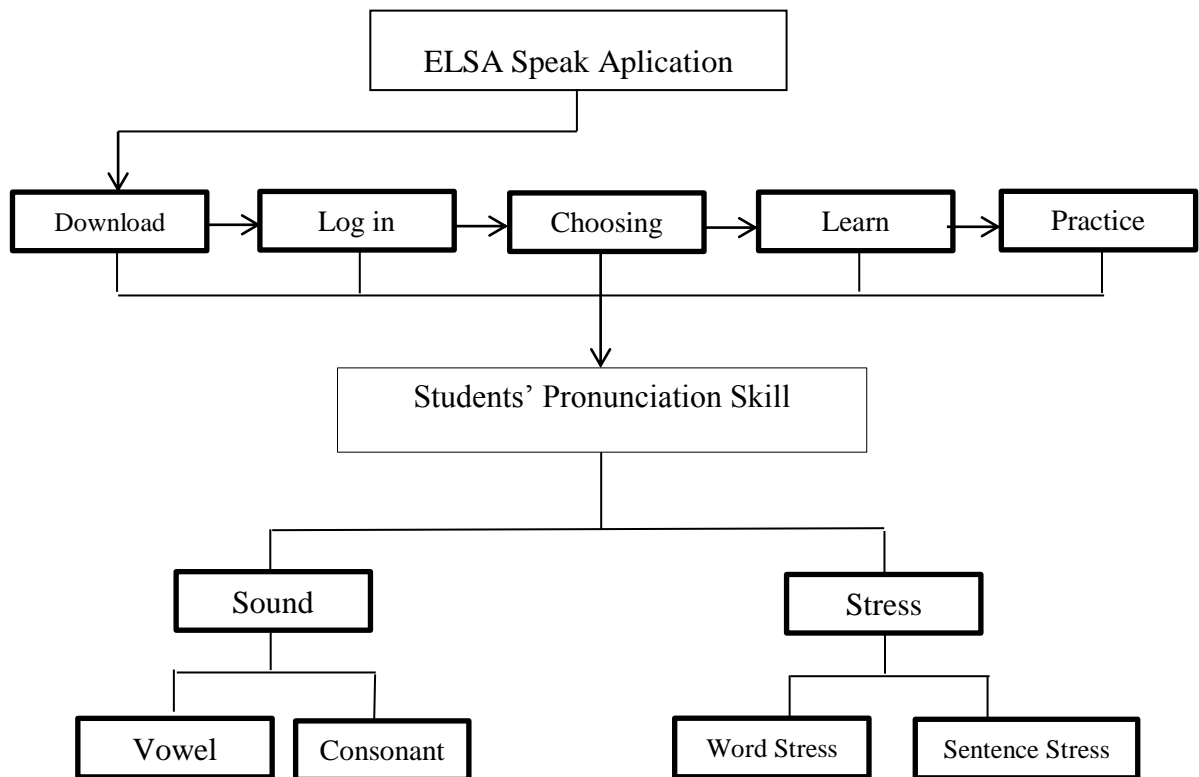
5. Practice with Couch

Once you've entered your personal details, you can begin learning from the comfort of your couch.³¹

C. Conceptual Framework

The main focus of this research is using of Elsa Speak Application in improving students' Pronunciation. The researchers design the conceptual framework of this research by showing diagram below:

³¹ Web <https://elsaspeak.com/en/>



Pucture 3.1 Conceptual Frameork

Elsa speak will be used to improve students pronunciation skill which beginning from the step of download, login, choosing class, learn and practice which all those steps will be implemented by the researcher. The other focused on students' pronunciation skill which referred to the indicator of sound, stress and intonation, the final result of this research will be improve of students' pronunciation skill at LIBAM IAIN Parepare.

D. Definition of Operational Variabel

The researcher explains about the operational variabel:

1. The independent variable is ELSA Speak Aplication which using for improving students pronunciation
2. The dependent variable is Students' Pronunciation which refers to the indicator of pronunciation namely: sound, vowel, consonant, stress,

E. Hypothesis

The researcher formulated the hypothesis as follow:

Ho : There is no improvement of students' Pronunciation after using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

H₁ : There is improvement of students' Pronunciation after using Elsa Speak Application at at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The researcher was intended to improve students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

Table 3.1 Pretest-Posttest Design



Ceterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration of the Research

The location of the research conducted at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare of IAIN Parepare. It located in Jln. Amal Bakti Soreang, and the researcher did the research a month.

C. Population and Sample of Research

1. Population

The population of this research were at LIBAM IAIN Parepare for the Member which the total of the students as shown in table below:

Table 3.1 The total sample can be shown below:

No	Generation	Female	Male	Total
1	Generation in year of 2021	54	31	85
2	Generation in year of 2020	43	45	88
3	Generation in year of 2019	61	21	82
4	Generation in year of 2018	66	29	95
5	Generation in year of 2017	73	32	105
Total		297	158	455

Sources : Organization of Lintasan Imajinasi Bahasa Mahasiswa IAIN Parepare

2. Sample

According to Sugiyono the sample is part of the number and characteristics possessed by the population. So the sampling technique in this research will followed the theory of *Cluster Random Sampling* which taking the sample randomly.³² The samples in this research were the Generation in year of 2020 because they were easy to be gathered for meetings and because this generation had been observing at beginning research. The total class of 2020 year generation were 7 Class which lead by tutor. The sample were 1 group English class which consisted of 15 students.

³² Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

D. Procedure of Collecting Data

1. Data Collection

Data collection was an indispensable step in research, because the data collected used to test the hypotheses that have been formulated in this study. In general, there were several methods of data collection techniques, namely.

a) Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of individual groups. The test will use in this research was test of pronunciation which refers to the oral test.

- 1) **Pre-test** was an activity to test the level of students' pronunciation of the material had been delivered, the pre-test was carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify the students' pronunciation.

b) Treatment

The researcher gave the treatment to students' and gave some materials about pronunciation material. This treatment conducted for four meetings. The procedure of the treatment as followed:

- 1) The research greeting to the students' to open the class.
- 2) The research gave direction to pray before learning.
- 3) The researcher introduced herself to all the students'.
- 4) The researcher gave motivation to the students' before teaching the materials.

- 5) The research checked the attendance list.
 - 6) The research explained the material and the activity will be used.
 - 7) The researcher used ELSA Speak Application at Class.
- c) The post-test was the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in pronouunciation. The smilar test given from pretest

E. Instrument of the Research

The instrument used was pronunciation test. The writer used a pronunciation test in this study as an instrument for collecting data, the test were pre-test and post-test. The purpose of giving was to find out the students' pronunciation after teaching by ELSA Speak Application. The post-test was given at the end of each class meeting.

F. Technique of Data Analysis

Data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data used statistical methods that have been available.³³

1. Descriptive Analysis

Method that serves to described an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any testbefore conducting infrential analysis.

³³Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), Cet.Ke-4. P. 243

- a) Scoring the students' correct answer of pre-test and post-test by using formula :

$$score = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

- b) Classifying the score students' classification as follow:

Table 3.3 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ³⁴

(Score: *Shuharsimi Arikunto, 2013;281*)

³⁴ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

c) Percentage of students' score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

a) To find out the average score following formula :

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

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

d) Calculating standard deviation of students' score in pre-test and post-test

following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

- S : The standard Deviation
- SS : The square root of the sum of square
- $\sum X^2$: The sum of square
- $(\sum x)^2$: Total square of the sum
- N : Total number of student ³⁵

³⁵ Rukminingsi, M.Pd, Dr. Gunawan Adhnan,. Ph.D, Prof. Muhammad Adnan Latief, M.A., Ph. D, *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*, 2020

Standard deviation used for measuring the mean score as valid as result data, which become generally score for representative the population average.

- e) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- t : Test of significance
- \bar{x}_1 : Mean score of Pre Test
- \bar{x}_2 : Mean score of Post Test
- SS_1 : Sum square of Pre Test
- SS_2 : Sum square of Post Test
- n_1 : Number of students' of Pre Test
- n_2 : Number of students' of Post Test
- 1 : Constant number
- 2 : Number of class ³⁶

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

³⁶ Nurvitasari, The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar, 2017.

CHAPTER IV

FINDINGS AND DISCUSSION

A. An overview of LIBAM

This research held in LIBAM as one of language organization in IAIN Parepare. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) is an organization at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM). This research conducted by using experiment design. Some of the step used namely giving pretest, treatment and posttest. The using of Elsa Speak Application implemented at LIBAM for fourth meetings.

Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) was an organization at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), It was founded by scholars in the field of language at the State Islamic College (STAIN) Parepare which is now the State Islamic Institute (IAIN) Parepare. They are Muhammad Gafur, Faisal Suyuti, and Jumaidi, which was originally just a meeting club which developed into a language association under the auspices of HMJ Tarbiyah.

Furthermore, it went through a process that was a bit polemical so that it legally became an intra-campus organization on June 5 2001. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), which had previously undergone several name changes from Language Institute (LB), Student Language Institute (LBM), only then became Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) on the management of Dirja Wiharja.

An organization is a collection of people who work together using certain resources to achieve their goals. In other words, the organization comprises people who work in a goal-seeking system. In achieving these goals, its members will always interact. Therefore, many students join intra-campus organizations, one of which is LIBAM. LIBAM belongs to the Student Activity Unit (UKM). UKM is an organization for developing student interests, talents, and skills at the PTKI level. Its membership consists of students across faculties and majors/study programs. This activity unit is a forum for PTKI students with the same orientation in developing interests, talents, and skills. In this case, LIBAM is oriented toward language development, especially in Arabic and English.

This research conducted at LIBAM in July 2023, the research implementing English Language Speech Assistant (ELSA) application to the students of LIBAM, ELSA is an application for android that can be freely downloaded from AppStore or Google Play. ELSA Speak is completed with a microphone icon that the students can use it directly to practice to speak like the audio has been listened. This application is very useful for all students because it is easy to use, so it can help us for learning pronunciation in English.

This application also has interesting features that can make students more enthusiastic in learning. This media will be used after surveying many article which using from previous researcher in improving students pronunciation.

This research conducting to the sample of LIBAM which total of sample were 15 students of third generation. The result findings can be explained below:

2. The Students' Pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

The first research question answered by the students' pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare. According to the data which identification through data evaluation, the data can be explained based on the test. Pre-test to students' to identify the students' pronunciation.

The test consisted by pre. The test result can be showed below:

- a) Result of Pre Test

Table 4.1 Result of Pre Test

hN0 e t a b l e S e r i c e	T Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	0	0,00
2	(Good) 66-79	0	0,00
3	(Fair) 56-65	5	33,33
4	(Poor) 40-55	7	46,66
5	(Very Poor) <39	3	20,00
Total		15	100,00

Sources: Data Evaluation 2023

According to the table showed that 5 students fell within the "Fair" category, corresponding to scores ranging from 56 to 65. These students'

percent for 33,33% of the total students. While their performance was relatively better than those in the "Poor" category, The poor category comprising 7 students (46,66% of the total), scored within the "Poor" category, which encompassed the score range of 40-55. This suggests that a significant proportion of students' exhibited lower performance levels in the pronunciation. Lastly, there were 3 students' classified as "Very Poor" this category present 20,00% in value of <39.

Table 4.2 Descriptive of Pre Test

Descriptive Statistics Pre Test					
		Minimum	Maximum	Mean	Std. Deviation
Data Sample	15	30.00	68.00	52.00	37,416
Valid N (listwise)	15				

Sources: Data SPSS

The table presents descriptive statistics for the post-test scores of the students. It provided information about the sample size (N), minimum and maximum scores, mean, and standard deviation. It can be explained that:

1. **Sample Size (N):** The sample size represent the number of students included in the analysis. In this case, there were 15 students whose pre-test scores were considered for the descriptive statistics.
2. **Minimum Score:** The minimum score indicated the lowest score obtained by any student in the pre-test. In this dataset, the minimum score was 30,00.

3. Maximum Score: The maximum score represent the highest score achieved by any student in the pre-test. In this case, the maximum score was 68.00.
4. Mean: The mean (also known as the average) is the sum of all the scores divided by the number of scores. It provided an estimate of the central tendency of the data. In this dataset, the mean pre-test score was 52.00.
5. Standard Deviation: The standard deviation measures the spread or variability of the scores around the mean. It indicated how much the scores deviate from the mean score. In this dataset, the standard deviation for the pre-test scores was 37.416.

b) Result of Post Test

Table 4.3 Result of Post Test

N0	B a s e d s : D : a t a	Category	Result of Post Test	
			Frequency	Percent
1		(Very Good) 80-100	8	53,33
2		(Good) 66-79	7	46,66
3		(Fair) 56-65	0	0
4		(Poor) 40-55	0	0
5		(Very Poor) <39	0	0
Total			15	100

Sources: Data of SPSS 25

The data provided in the table represented the results of the Post Test for a group of students, categorized based on their performance. The table consisted of five categories: Very Good, Good, Fair, Poor, and Very Poor, each representing a specific range of scores.

Students performed well in the Post Test. The category of "Very Good" category includes scores between 80 - 100, has the highest frequency, with 8 students falling within this range. This category percent for 53.33% of the total. It indicates that a significant proportion of students achieved excellent scores, demonstrating a high level of understanding and proficiency in the subject of pronunciation.

The "Good" category follows with 7 students scoring between 66 - 79. This category represents 46.66% of the total. These students also performed well, although their scores were slightly lower than those in the "Very Good" category. Students' performance can still be considered commendable, reflecting a solid grasp of the test material.

Table 4.4 Descriptive of Post Test

		Descriptive Statistics Post Test			
		Minimum	Maximum	Mean	Std. Deviation
Data Sample	15	60.00	98.00	82.00	76.90
Valid N (listwise)	15				

Sources: Data of SPSS 25

The table present descriptive statistics for the post-test scores of a sample group of students. The statistics provided information about the distribution, central tendency, and variability of the scores.

1. This represents the total number of observations or participants in the sample. In this case, there were 15 students included in the analysis.
2. This value represents the lowest score recorded in the post-test. In this sample, the minimum score was 60.00.
3. This value represents the highest score recorded in the post-test. In this sample, the maximum score was 98.00.
4. The mean (average) represents the central tendency of the data. It was calculated by summing all the scores and dividing by the total number of scores. In this sample, the mean score was 82.00. This indicated the average performance of the students in the post-test.
5. Std. Deviation: The standard deviation measures the dispersion or variability of the scores around the mean. It provided information about how spread out the scores are from the mean. In this sample, the standard deviation was 76.90. A higher standard deviation suggests a greater degree of variability in the scores.

These findings provide insights into the performance and distribution of scores among the students in the post-test, demonstrating both the average level of achievement and the range of individual differences in their scores.

3. The improvement of Students' Pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

The second findings explained about the improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare. The second research question answered by

Elsa Speak Application to Improve the Students' pronunciation, Some step explained by the researcher in doing for 4 meeting at class, the students are asked to join in one class for teaching and implementing Elsa Speak Application in teaching pronunciation.

Some of the step are followed below:

a. Using Elsa Speak Application

1) Opening Class

The using of Elsa Speak Application beginning from the first step that Opening Class which prepared all the learning aid. The language learning session and helps students prepare for the preparation activities. During this segment, the researcher introduces the lesson objectives and provides an overview of the topics or pronunciation skills that will be covered using Elsa Speak. The researcher explain the importance of effective pronunciation and fluency in language learning and establish the relevance of Elsa Speak in improving aspects. The opening class did by welcoming to the students, make small discussion and list the attendance for the students'. In the opening class also the students being introduced the Elsa Speak Application.

2) Main Class

The using of Elsa Speak Application in the second step which main class was the core component where students actively engage with Elsa Speak to practice their pronunciation and fluency skills. In this segment, students access the Elsa Speak app on their personal devices and work through the assigned lessons or pronunciation exercises. The researcher provided specific instructions, demonstrate how to use the app effectively,

and clarify any doubts and give questions that students. Students were encouraged to practice speaking aloud, following the app's prompts and utilizing the speech recognition technology to receive instant feedback.

The researcher circulated the classroom, providing individual support, guidance, and monitoring students' progress. Additionally, the teacher can incorporate interactive group activities, pair work, or discussions related to the lessons on Elsa Speak, Learning and peer-to-peer feedback. This active engagement with Elsa Speak during the Main Class allows students to develop their pronunciation skills, receive personalized feedback, and reinforce students understanding of the lesson content.

3) Closing Class

The using of Elsa Speak Application for the last in closing class. The Closing Class serves as a reflection session from the Main Class and provide closure to the language learning session. During this segment, the researcher facilitated a class discussion or reflection activity where students can share their experiences, challenges, and progress with using Elsa Speak. This provides an opportunity for students to express their achievements.

The researcher summarize the key takeaways from the lesson and highlight the importance of continued practice and improvement in pronunciation. Additionally, the Closing Class can include a brief review or preview of future lessons to maintain continuity and motivate students for language learning sessions. Finally, the teacher can assign additional practice or homework tasks on Elsa Speak, encouraging students to continue practicing their pronunciation skills outside the classroom.

c) Accumulation of Students Pronunciation

No	Test Result	Score	Category
1	Pre Test	52.00	Poor
2	Post Test	82.00	Very Good

Sources: Data of SPSS 25

The pretest represent the Pre scored 52.00 on this test, which the "Poor" category. And Post Test represent a score of 82.00, which the "Very Good" category. Based on the result that pretest categorized as poor which identified has no treatment, and posttest categorized as very good.

d) T-test Independent

The t-test Independent, also known as the independent samples t-test, is a statistical test used to determine if there is a significant difference between the means of two independent groups. It is commonly used when comparing the means of two different samples or groups to assess whether there is a statistically significant difference between them.

This assess the using of the ELSA Speak application in improving students' pronunciation, the t-test Independent can be employed as a statistical tool. The t-test Independent allows for a comparison between two groups: one group that utilizes the ELSA Speak application for pronunciation practice before use the application and another group which after use ELSA Speak application.

Following are the results of the data description:

Paired Samples Test									
		Paired Differences					t	f	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test Post_test	69.43	21,120	4.589	21,008	8,337	2.497	14	,000

Based on the results of the analysis, it is obtained that the t_{hitung} value is 2.497 where to find out whether the t_{hitung} value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t_{table} . And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is $n-1$, in this case it means $15-1 = 14$. It refer to the t_{table} value of 1.345.

If the calculated t_{hitung} was 2.497 and the t value from t_{table} (t distribution table) was 1.345., then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

The results of the analysis obtained $t_{hitung} 2.497 > 1.345.$, then the null hypothesis was rejected and the h_a hypothesis was accepted. So, there is an Improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

B. Discussion

1. The Students' Pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

The findings explained that students pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare categorized as poor in pretest and categorized as very good in posttest, it means that using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare may be assumed in perfect implementing because the post test result in very good.

The students were categorized as poor in their pronunciation abilities during the pretest. However, after implementing the Elsa Speak application and conducting the posttest, the students' pronunciation skills were classified as very good. These results suggest that the implementation of the Elsa Speak application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare can be considered highly effective in improving students' pronunciation. The significant improvement from the pretest to the posttest indicates that the application has successfully enhanced the students' ability to articulate sounds accurately and clearly.

The classification of the students' pronunciation skills as very good in the posttest reflects the positive impact of using Elsa Speak. It demonstrates that the students have developed a high level of proficiency in pronouncing words and sounds correctly, resulting in effective communication in the target language.

Based on these findings, it can be concluded that the implementation of the Elsa Speak application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare has been successful in achieving the desired outcome of

improving students' pronunciation skills. The results support the assumption that the application has been implemented perfectly, leading to the significant improvement observed in the posttest.

The classification of the students' pronunciation skills as very good in the posttest provides strong evidence of the positive impact of using the Elsa Speak application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare. This outcome demonstrates that the students have made significant progress and achieved a high level of proficiency in pronouncing words and sounds correctly, enabling them to engage in effective communication in the target language.

The findings of the posttest reveal that the implementation of the Elsa Speak application has been successful in achieving the desired outcome of improving students' pronunciation skills. The significant improvement observed from the pretest to the posttest indicates that the application has effectively facilitated the development of accurate and natural pronunciation patterns among the students.

Results further reinforce the assumption that the implementation of the Elsa Speak application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare has been executed perfectly. The students' classification as very good in their pronunciation skills suggests that the application has been integrated seamlessly into the language learning curriculum, enabling students to make substantial progress

The success of the implementation can be attributed to various factors, including the interactive and engaging nature of the Elsa Speak application, which motivated students to actively practice their pronunciation skills. The

targeted training, pronunciation guidance, and immediate feedback provided by the application have also contributed to the students' significant improvement

2. The improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

The second explanation referred to the students' pronunciation after using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare which get improvement after identifying by using statistic application. The implementation of the Elsa Speak application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare has been successful in improving students' pronunciation skills. The students' classification as very good in the posttest demonstrates the positive impact of the application, affirming the assumption of a perfect implementation. These results highlight the value of incorporating technology-based tools like Elsa Speak to enhance language learning outcomes, specifically in the domain of pronunciation proficiency.

The Elsa Speak application offers an interactive and engaging learning experience for students. It provides a platform where students can actively practice their pronunciation skills through various exercises, games, and real-time feedback. The interactive nature of the application keeps students motivated and invested in their pronunciation improvement.

The Elsa Speak application focuses specifically on pronunciation training. It utilizes advanced speech recognition technology to analyze students' pronunciation accuracy and provide instant feedback. This targeted approach allows students to identify and correct specific pronunciation errors, helping them develop more accurate and natural pronunciation patterns.

Elsa Speak application provides clear and concise pronunciation guidance. It offers models of native speakers pronouncing words and phrases, allowing students to listen and mimic the correct pronunciation. The application also provides visual representations of the sounds and offers explanations of the articulatory processes involved, helping students understand and produce the sounds accurately.

Advantages of using the Elsa Speak application is the flexibility it provides in terms of practice. Students can access the application on their mobile devices or computers, enabling them to practice pronunciation anytime and anywhere. This accessibility encourages regular and consistent practice, which is essential for improving pronunciation skills.

Elsa Speak application offers personalized learning experiences tailored to individual students' needs. It adapts to each student's skill level and progress, providing customized exercises and feedback based on their specific pronunciation strengths and weaknesses. This individualized approach allows students to focus on areas where they need the most improvement, maximizing the effectiveness of their practice session.

Implementation of Elsa Speak application has had a transformative impact on students' pronunciation skills, leading to significant improvements. The findings reveal that students have experienced a remarkable advancement in their ability to pronounce words accurately and effectively after utilizing the application. This underscores the efficacy of integrating technology-based tools, like Elsa Speak, to enhance students' pronunciation proficiency.

Elsa Speak application offers a dynamic and interactive platform that focuses specifically on pronunciation training. Through a variety of exercises, games, and real-time feedback, students are able to actively practice and refine their pronunciation skills. The application utilizes advanced speech recognition technology to analyze students' pronunciation accuracy and provide instant feedback, enabling them to identify and correct any errors or areas of improvement.

Result data related to the previous research conducted by Sarmita ("Applying ELSA Speak Software in the Pronunciation Class: Students' Perception") indicates that students perceive the ELSA Speak software as very good for learning pronunciation. This perception is based on factors such as the software's design, content, flexibility, multimedia, and automatic speech recognition.³⁷ This research related with the findings that the positive perception of the ELSA Speak software's effectiveness for learning pronunciation, as found in Sarmita's research, may have a relationship with the students' improved pronunciation skills observed in the LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare which the students' pretest score indicated a poor category (52.00), but their posttest score showed a significant improvement, reaching a very good category (82.00). It is possible that the positive perception of the software's effectiveness influenced the students' motivation and engagement, leading to improved pronunciation skills.

The research conducted at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare supports the findings of Sarmita's research regarding

³⁷ Sarmita "Applying ELSA Speak Software in the Pronunciation Class: Students' Perception" (Jurnal Edumaspul, 3 (1), Year 2019 – 63).

the positive perception of the ELSA Speak software. The significant improvement observed in students' pronunciation at LIBAM suggests that the use of the Elsa Speak Application had a positive impact on their pronunciation skills. The statistical analysis further supports this correlation by indicating that the improvement is significant

Another previous research conducted from Muhammad Raihan that “*The Use of Elsa Speak Application as the Media to Learn Pronunciation Autonomously*”. The purpose of the study was 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.³⁸ The correlation between this findings that the statistical analysis conducted at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare supports the findings of Muhammad Raihan's research by providing quantitative evidence of the improvement in students' pronunciation. The qualitative insights from Muhammad Raihan's research may further explain the factors that contributed to this improvement, such as the elements of pronunciation supported by the application and the students' autonomous learning strategies.

³⁸ Muhammad Raihan, “The Use of Elsa Speak Application as the Media to Learn Pronunciation Autonomously,” (*Journey: Journal of English Language and Pedagogy*, 5(1), 135-141. <https://doi.org/10.33503/journey.v5i1.1840>).

The third previous research conducted from Nur Wahid that “*Improving Students Pronunciation Ability Using Elsa Speak APP*“.The purpose of this study was to determine the improvement of students' pronunciation skills (Supra-segmental) in English using the ELSA Speak application and to determine student perceptions of the use of the ELSA Speak application. The location of this research is at the University of West Sulawesi. The approach used in this research is quantitative.³⁹ This research relevant with the previous that explain about the statistical analysis conducted at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare supports the findings of Nur Wahid's research, which aimed to determine the improvement of students' pronunciation skills using the ELSA Speak application. The significant improvement observed in both studies suggests that the application had a positive impact on enhancing students' pronunciation abilities.

Research conducted by Nur Wahid, focusing on the improvement of students' pronunciation skills using the ELSA Speak application, aligns with the findings of the students' pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare. Both studies indicate that the application contributed to the improvement of students' pronunciation. While Nur Wahid's research is more comprehensive and quantitative, the correlation lies in the shared objective of assessing the effectiveness of the ELSA Speak application in enhancing pronunciation skills

Students have gained access to a comprehensive set of tools and resources designed to support their pronunciation development. The application provides

³⁹ Nur Wahid, “Improving Students Pronunciation Ability Using Elsa Speak APP“. *Faculty of Teacher University of SULBAR, Majene*, 2022 (E Journal).

models of native speakers pronouncing words and phrases, allowing students to listen, mimic, and compare their own pronunciation to the desired standard. This visual and auditory guidance helps students understand the subtleties of pronunciation and enables them to make necessary adjustments to achieve more accurate pronunciation.

Significant advantages of the Elsa Speak application is its ability to personalize the learning experience for each student. The application adapts to individual skill levels, offering customized exercises and feedback tailored to address specific pronunciation challenges. This individualized approach ensures that students receive targeted practice and guidance, enabling them to overcome their unique pronunciation difficulties and make rapid progress.

Elsa Speak application facilitates consistent practice opportunities by providing students with the flexibility to engage with the materials at their own pace and convenience. The accessibility of the application on mobile devices and computers allows students to practice anytime and anywhere, ensuring regular exposure to pronunciation exercises and reinforcement of learned concepts. This frequent and consistent practice plays a vital role in solidifying new pronunciation patterns and achieving long-lasting improvements.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the focused research about Elsa Speak Application to Improve the Student's Pronunciations at Member of LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare, the conclusion explained below:

1. The students' pronunciation at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare showed the category of pretest as poor category which score 52.00 and posttest as very good category which score 82.00. The students' pronunciation at LIBAM related to the indicator that sound for vowel and consonant while indicator of stress for word stress and sentence stress.
2. The improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare showed the analysis obtained $t_{hitung} 2.497 > 1.345$ which sum that null hypothesis was rejected and H_a hypothesis was accepted. There is an Improvement of students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

B. Suggestion

1. For LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare

It suggest that continue the integration of Elsa Speak Application: Based on the findings that demonstrate the significant improvement in students' pronunciation skills, it is recommended to continue using the Elsa Speak application as an integral part of the language learning curriculum at LIBAM.

The application has proven to be effective in enhancing students' pronunciation, and its continued use can further consolidate their skills and foster continued progress

2. For Students

It suggest that to utilize Elsa Speak for regular practice: Encourage students to continue using the Elsa Speak application for regular pronunciation practice outside of class. Emphasize the importance of consistent practice in further improving their pronunciation skills. By incorporating regular practice sessions using Elsa Speak, students can continue honing their pronunciation abilities and maintain the progress they have achieved.

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APPENDICES


Appendix 01 : SK Consultant


KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3218 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
Mengingat	:	b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor. 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
Menetapkan	:	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;
Kesatu	:	Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd. 2. Munawir, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Siti Rahmayana Rahman NIM : 19.1300.064 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : ELSA Speak Application to Improve The Students' Pronunciation at English Student's of IAIN Parepare
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 29 Agustus 2022


Dekan
Zulfah

Appendix 02: Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id
VALIDASI INSTRUMEN PENELITIAN SKRIPSI	

Name of the Student : Siti Rahmayana Rahman

The Title of Thesis : Elsa Speak Application to Improve the Students' Pronunciation at member of LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare

Student Reg. Number : 19.1300.064

Faculty : Tarbiyah

Study Program : English Education Program

Instrument : Pronunciation Test

NAMA :

NIM :

SEMESTER :

Please Read the Word Below

SOUND

1. I heard her journey was worth the worry
2. Jim is in the picture
3. He would if he could
4. Please freeze the peas
5. She's as thin as he is, and she knew
6. Your war stories are boring
7. The man laughed, then left
8. Fred's cake failed the taste test
9. Paula lost her coat, but Aubrey bought awesome puppies.
10. The pet cat sat on the bed, please feed the cats
11. Our townhouse has a brown mouse
12. Her brother got a hot supper
13. Are the stars far from Mars?
14. That guy might buy my cycle
15. Keep practicing, it's not too much
16. They like green apples
17. He has lots of friends
18. His science class is interesting, they are wrong
19. We named him Mike
20. I can't reach Charles, He left with the dog
21. Will you judge Jack's team?
22. She's going to teach geometry

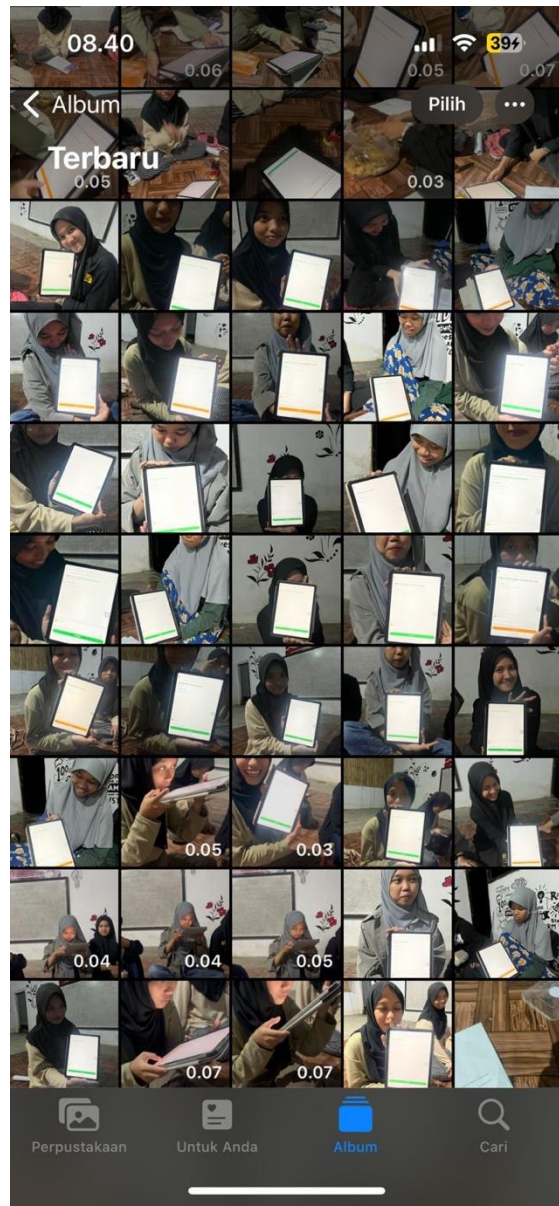
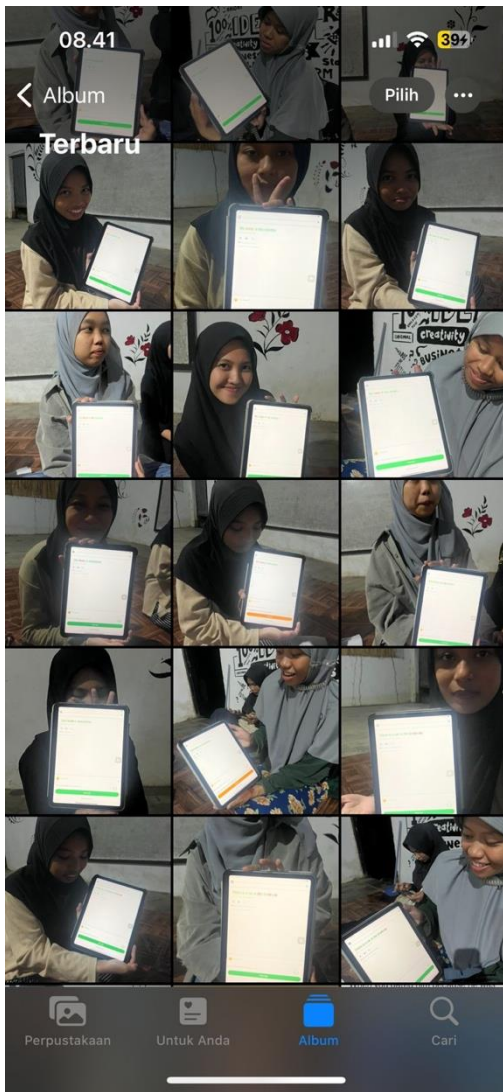
STRESS

- 1. Aunt Janet always makes long-distance calls**
- 2. Why's Charlie leaving?**
- 3. That's Jessica's ball**
- 4. We bought ours yesterday**
- 5. *He talks on the phone too much***
- 6. They warned you**
- 7. *This book is interesting***
- 8. *We were in the garden***
- 9. *There is a car in the driveway***
- 10. *I can figure out how to do it***



Source: Yates, Jean. (1995). *Pronounce it perfectly in English*. Barron's Educational Series, INC.

Appendix 03 : Documentation





Appendix 04 : Administration

		SRN IP0000452
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 452/IP/DPM-PTSP/5/2023		
Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
M E N G I Z I N K A N		
KEPADA		
NAMA	: SITI RAHMAYANA RAHMAN	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: BTN. TIMURAMA KOTA PAREPARE	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: ELSA SPEAK APPLICATION TO IMPROVE THE STUDENT'S PRONUNCIATION AT MEMBER OF LIBAM (LINTASAN IMAJINASI BAHASA MAHASISWA) IAIN PAREPARE	
LOKASI PENELITIAN	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
LAMA PENELITIAN	: 29 Mei 2023 s.d 29 Juni 2023	
a.	Rekomendasi Penelitian berlaku selama penelitian berlangsung	
b.	Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
Dikeluarkan di: Parepare Pada Tanggal : 31 Mei 2023		
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE		
		
Hj. ST. RAHMAH AMIR, ST, MM		
Pangkat : Pembina Tk. 1 (IV/b) NIP : 19741013 200604 2 019		
Biaya : Rp. 0.00		

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)





**LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Sekretariat: Jl. Amal Bakti No. 08 Sororang Kota Parepare, Hp: 082 396 059 245, email: libam.iainpp@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : 79/LIBAM/In.39/PR/VII/2023

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:


Nama : Siti Rahmayana Rahman
Nim : 19.1300.064
Prodi : Pendidikan Bahasa Inggris
Jenis Kelamin : Perempuan
Tempat/Tgl : Parepare, 17 Agustus 2001
Pekerjaan : Mahasiswa
Alamat : BTN. Timurama Kota Parepare

Benar-benar telah melakukan penelitian dengan judul "Elsa Speak Application to Improve the Student's pronunciation at Member of Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare" pada tanggal 10-29 Juni 2023 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 13 Juli 2023

Mengetahui,-
Ketua LIBAM IAIN Parepare,-


RAMLA
LIBAM NRA. 20.21.29

CURRICULUM VITAE



Siti Rahmayana Rahman, researcher is the daughter of the best couple, Drs. Abd. Rahman and Hj. Hasnah Daud, she was born on August 17th, 2001 in Parepare, Jalan BTN Timurama Block A 8/9, South Sulawesi, Indonesia. She has two brothers and two sisters. She is the fourth child of five in her family. She enrolled at SDN 3 Parepare and graduated in 2013. After graduating from elementary school, she continued her studies at SMP 10 Parepare, then graduated in 2016. After graduating from Junior High School, she continued to study in SMA 1 Parepare and graduated in 2019. In 2019, She was accepted in the English department at the Tarbiyah Faculty of IAIN Parepare and finish her study with the title of “*Elsa Speak Application to Improve the Students’ Pronunciation at Member of LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare*”