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

Aplikasi Elsa Speak Untuk Meningkatkan Pronunciasi Siswa Pada Anggota LIBAM (Lintasan Imajinasi Bahasa Mahasiswa)

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ABSTRACT

The lack of familiarity among students with learning English word pronunciation is a pressing issue that needs immediate attention. Mastering both the meaning and pronunciation of vocabulary is crucial. Many students aspire to speak English with a good accent, and they would greatly benefit from additional resources to practice pronunciation. One such solution is the Elsa Speak Application, which has proven effective in addressing students' pronunciation difficulties. In this research conducted at LIBAM IAIN Parepare, an experiment design using pre and posttests was implemented with a sample of 15 students selected through cluster random sampling. The results indicated that students' pronunciation at LIBAM was initially categorized as poor in the pretest (score: 52.00), but significantly improved to a very good category in the posttest (score: 82.00). The indicators focused on vowel and consonant sounds, as well as word and sentence stress. The analysis of the improvement demonstrated that the null hypothesis was rejected (t-value: 2.497 > 1.345), confirming the acceptance of the alternative hypothesis. Therefore, the research concluded that there was a noticeable improvement in students' pronunciation using the Elsa Speak Application at LIBAM IAIN Parepare.

Keywords: Elsa Speak Application, LIBAM Organization, Pronunciations

ABSTRAK

Kurangnya pemahaman siswa dalam mempelajari pengucapan kata bahasa Inggris merupakan masalah mendesak yang memerlukan perhatian segera. Menguasai arti dan pengucapan kosakata sangatlah penting. Banyak siswa yang ingin berbicara bahasa Inggris dengan aksen yang baik, dan mereka akan mendapat manfaat besar dari sumber daya tambahan untuk melatih pengucapan. Salah satu solusinya adalah Aplikasi Elsa Speak yang terbukti efektif mengatasi kesulitan pengucapan siswa. Dalam penelitian yang dilakukan di LIBAM IAIN Parepare ini dilaksanakan desain eksperimen menggunakan pre dan posttest dengan sampel sebanyak 15 siswa yang dipilih melalui cluster random sampling. Hasilnya menunjukkan bahwa pengucapan siswa di LIBAM awalnya dikategorikan buruk pada pretest (skor: 52,00), namun meningkat secara signifikan menjadi kategori sangat baik pada posttest (skor: 82,00). Indikatornya terfokus pada bunyi vokal dan konsonan, serta tekanan kata dan

kalimat. Analisis perbaikan menunjukkan bahwa hipotesis nol ditolak (nilai t: 2,497 > 1,345), membenarkan penerimaan hipotesis alternatif. Oleh karena itu, penelitian ini menyimpulkan bahwa terdapat peningkatan nyata dalam pengucapan siswa yang menggunakan Aplikasi Elsa Speak di LIBAM IAIN Parepare.
Kata kunci : Aplikasi Elsa Speak, Organisasi LIBAM, Pelafalan

A. INTRODUCTION

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 (Yates 2016). 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 (Gilbert 2010) in English which is very important. 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 (Celce-Murcia, Brinton, and Goodwin 2010). 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 (Dann 1986). But also from other media like mobile phone, listen a song, or watch movie from television or from laptop. Technology is today's most valuable and effective tool to support language teaching and learning inside and outside the classroom (Pratiwi, et al 2019). In the 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 (Sardi et al, 2017). 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 same as found on study investigated that pronunciation is a big challenge for students who run ITTP or Intensive TOEFL Training Program at IAIN Parepare as well (Sardi et al, 2022), 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.

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. 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 METHOD

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 (Sugiono 2017). The researcher was intended to improve students' pronunciation using Elsa Speak Application at LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare. 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. 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.

C. FINDINGS AND DISCUSSION

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

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of the step used namely giving pretest,

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	115	30.00	68.00	52.00	37,416
Valid N (listwise)	115				

Sources: Data SPSS

treatment and posttest. The using of Elsa Speak Application implemented at LIBAM for fourth meetings.

Before conducting learning using the Elsa application, researchers first test students' initial abilities using a series of tests, so that results are obtained as in the following picture:

Based on the picture above, the average student score was 52, which is considered very low for students' pronunciation abilities with a minimum score of 30 and a maximum score of 60. After carrying out the pre-test and getting the results as above, the researcher continued the research by providing pronunciation learning treatment using the Elsa Speak application which was

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	315	60.00	98.00	82.00	76.90
Valid N (listwise)	315				

Sources: Data of SPSS 25

carried out over 4 meetings(Arikunto 2018).

After carrying out pronunciation learning using the Elsa Speak application, researchers will test students' pronunciation abilities by conducting a post-test with the same format as the pre-test, after carrying out the test the results are as follows:

Based on the picture above, the average student score was 82, which is considered very very for students' pronunciation abilities with a minimum score of 60 and a maximum score of 98.

After getting the results of the pre-test and post-test scores, the researcher then used a paired sample T-test to find out how much the students' abilities compared before and after learning using the Elsa Speak application. The spss output results for the Paired Sample T-test can be seen in the following table :

Based on the results of the analysis, it is obtained that the thitung value is 2.497 where to find out whether the thitung value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the ttable. And to see the ttable it must be

Paired Samples Test

		Paired Differences					t	df	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 (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 15-1 = 14. It refer to the ttable value of 1.345.

If the calculated thitung was 2.497 and the t value from ttable (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 thitung 2.497 > 1.345., then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an Improvement of students' pronunciation using Elsa Speak Application at

LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare.

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 (Vaughan 2002).

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 (Wahid 2022).

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 (Sarmita 2019). 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 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.

D. 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 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 thitung 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.

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