USING ENGLISH LANGUAGE SPEECH ASSISTANT (ELSA) SPEAK APPLICATION) TO IMPROVE STUDENTS' OF SMP KATOLIK ST. JOHANIS LAIKIT PRONUNCIATION ABILITY

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Abstract: This research is aimed to find out whether or not English Learning Speech Assistant (ELSA) Speak), a smartphone application can be used as a teaching media to improve the pronunciation ability of students of SMP Katolik St. Johanis Laikit pronunciation ability. This research using quantitative approach through the experimental method by used Pretest-Posttest Design. The sample taken from the students of 8th grade at SMP Katolik St. Johanis Laikit that consist of 20 students. The instrument tests that used in this research to collect the data are oral tests by giving 20 questions to the students on the pre-test and the 15 same questions that are valid on the post-test. Based on the result, in the pre-test one student got the highest score that is 8 and three students got the lowest score that is 2, in the post-test five students got the highest score that is 10 and one students got the lowest score that is 5. The mean score on the pre-test is 4.6 and the mean score on the post-test is 7.9. From all the results the researcher concluded that the use of appropriate teaching media can affect students' learning outcomes that is also can be concluded that students' pronunciation ability has significantly improved after using the teaching media.

Keywords: *Pronunciation ability, Smartphone application, ELSA Speak, Fun and Enjoyable Learning.*

INTRODUCTION

English is an international language used all over the world to communicate (Liando, Tatipang & Lengkoan, 2022). As an international language, English plays an important role in the world. English helps connect us to the world also helps us in our personal and professional life. This makes English nowadays important to learn. As an

international language, English is taught and studied all over the world, including in Indonesia (Lengkoan & Rombepajung, 2022).

Mastering English speaking is important for students in learning English as a foreign language (Andries, Hampp, Rombepajung & Lengkoan, 2019). Kosar and Bedir (2014) state that "speaking is the core of language learning". The statement before is assumption that the measure of students' success in learning English are seen from their speaking ability. Pronunciation skill is the fundamental basic for students who want to master speaking skill. According to Makasoe, Liando & Rombepajung, (2022) "pronunciation is the production of sounds that is used for making meaning". Based on the statement in able to speak English well and to convey information correctly good pronunciation needs to be practiced by students.

Liando, Pajow and Maru (2021) and Tatipang et al, (2022) stated that "as a teacher we must know what students should need in learning" and Macaro (1997) in (Liando, 2015) state that "teacher is the important figure in classroom" so to increase students' interest in learning pronunciation, teachers should know new things that are needed in learning activity. There are so many ways to make learning activities more interesting in this modern era. The role of fun and enjoyable learning has identified important in students' learning activity. (Davis, 2001) recommends that a "focus on creating programs that emphasize fun in learning is needed for adults". Learning that is not rigid and relaxing is a form of fun and enjoyable learning. Bowman and Kearns (2007), found that "using a variety of approaches to learning helps to make learning interesting and fun". To make learning process more fun and make it easier for students to understand and not get bored in learning, the researcher use media that are familiar to them, that is smartphone.

With the development of technology smartphone can be very useful including to learn English. There are so many supporting applications that can be used to learn English. One of the smartphone applications that support learning English, especially for improving students' pronunciation ability is the English Language Speech Assistant (ELSA) Speak application. The use of enjoyable and fun learning while utilizing current technology by using familiar learning media that are most often used by students. The

researcher wanted to find out how influential this teaching with English Language Speech Assistant (ELSA) Speak application in improving students' of SMP Katolik St. Johanis Laikit English pronunciation ability.

RESEARCH METHOD

This research using quantitative approach to determine how influential this research has on students as research subjects. The research method that used was the experimental method by used Pretest-Posttest Design. In this research, students were given a pretest with pronunciation test. Then after that students were given special treatment that is learning using ELSA Speak application. After being given treatment, students were gave the final test for the posttest.

The Population in this research is the students of SMP Katolik St. Johanis Laikit. The sample taken from the students of 8th grade at SMP Katolik St. Johanis Laikit that consist of 20 students. In collecting the data researcher used two tests to determine the students' pronunciation ability before and after treatment. The instrument tests that used in this research to collect the data are oral tests by giving 20 questions to the students on the pre-test and the same 15 questions that are valid on the post-test. The questions consist noun words with three or more syllables. In scoring the pre-test and post-test the researcher used scoring without correction formula by Reksaayu Sagitri (2012) and In analyzing the data the researcher used mean score formula by Hatch and Farhady (1982).

FINDINGS

This research conducted at SMP Katolik St. Johanis Laikit, with 20 students that participated in this research. The researcher used quantitative research with the pre-experimental method by use pre-test and post-test design. In this research, to measure the research instrument, the researcher used statistical correlation calculations. Where this research measure student scores based on the number of questions answered correctly or incorrect. The validity test that used in this research was the *biserial point*

correlation calculation and the reliability test used the KR21 formula (Iskandar, 2012).
The results of the validity and reliability are as follows:

Table 1: Results of Validity Test

Students	Questions																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	1	1	1	1	14
2	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	6
3	0	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	0	1	0	0	10
4	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	0	0	1	10
5	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	10
6	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	6
7	0	0	1	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	10
8	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	1	14
9	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	16
10	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	6
11	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	4
12	1	1	1	0	0	0	0	1	1	1	0	1	1	0	0	1	0	1	1	1	12
13	1	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	6
14	1	0	0	0	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	6
15	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	4
16	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	4
17	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	12
18	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	6
19	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	14
20	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	1	0	1	1	14
R-Table	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	0.4438	
R-Item	0.489350183	0.072281812	0.479463301	0.489350183	0.527744814	0.527744814	0.048935018	0.477483403	0.265033312	0.527744814	0.505972686	0.527744814	0.075392116	0.578006225	0.575451086	0.734025274	0.335624311	0.489350183	0.477483403	0.527744814	
Result	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	

Based on the table above, it can be seen that from 20 questions used in the pre-test, 5 questions were invalid. The invalid questions then no longer used in the post-test. From the calculation of the valid instrument above researcher find out the value of the valid instrument is **0.8256**. The interpretation of reliability value are as follows:

0.00 – 0.20 : Very Weak

0.21 – 0.40 : Weak

0.41 – 0.60 : Enough

0.61 – 0.80 : High

0.81 – 1.00 : Very High

That means these instruments are **very high** reliable.

The researcher found the data after conducted two meetings. In the first meeting, the researcher teaching the students using the reguler way on how to pronounce certain words, by using Youtube video as a media. After teaching the students, the researcher gave a pre-test with 20 noun words to be pronounce (oral test). In the pre-test the researcher found that many students can not pronounce the test words correctly.

Furthermore in the second meeting, the researcher gave a treatment that learn how to pronounce certain words using ELSA speak application. The researcher explain how to used the application, and ask the students to find certain words to be learn how to pronounce it. After that the researcher gave post-test with the same 15 noun words that are valid to be pronounce, to see the result of the students learning whether or not there is an improvement on their pronunciation ability.

After getting the data, the researcher used frequency distribution matrix and after that the result in frequency polygon. In presenting the data researcher makes tables and explanations as follows:

Table 2: Students' Score in Pre-Test (O1) and Post-Test (O2)

Students	Pre-test Score	Post-test Score	Gained Score
1	7	10	3
2	3	7	4
3	5	9	4
4	5	8	3
5	5	7	2
6	3	8	5
7	5	9	4
8	7	10	3
9	8	10	2
10	3	6	3
11	2	5	3
12	6	8	2
13	3	6	3
14	3	8	5
15	2	6	4
16	2	6	4
17	6	10	4
18	3	7	4
19	7	10	3
20	7	9	2
Total	92	159	

In the table shows that there were 20 students took apart in the tests, four students increased 2 points, seven students increased 3 points, seven students increased 4 points and two students increased 5 points. From the achievement score in

the pre-test and post-test can be known that students' score in the pre-test lower than the score in the post-test.

Table 3: The Computation of the Mean Score ($\bar{x}$) of Pre-Test (O1) and Post-Test (O2)

Mean Score of Pre-Test = $\bar{x}$ = $\frac{\Sigma X}{N}$	Mean Score of Post-Test = $\bar{x}$ = $\frac{\Sigma X}{N}$
$\Sigma X = 92$	$\Sigma X = 159$
$N = 20$	$N = 20$
$\frac{\Sigma X}{N} = \frac{92}{20}$	$\frac{\Sigma X}{N} = \frac{159}{20}$
$\bar{x} = \frac{\Sigma X}{N} = \frac{92}{20} = 4{,}6$	$\bar{x} = \frac{\Sigma X}{N} = \frac{159}{20} = 7{,}9$
$\bar{x} = 4{,}6$	$\bar{x} = 7{,}9$

Table 4: The Frequency Distribution Matrix of Pre-Test (O1)

Scores	Frequency	Tally	Frequency Percentage (%)
8	1	A	5%
7	4	C	20%
6	2	B	10%
5	4	D	20%
3	6	Ea	30%
2	3	C	15%
		N = 20	

The table above shows the frequency distribution matrix of scores obtained by 20 students who took part in the pre-test. From the 20 students, one student gets the highest score that is 8 or 5%, three students get the lowest score that is 2 or 15%. Table 3 also shows there are four students that get 7 or 20%, 2 students got six or 30%, 4 students got five or 20% and 6 students got three or 15%.

Table 5: The Frequency Distribution Matrix of Post-Test (O2)

Scores	Frequency	Tally	Frequency Percentage (%)
10	5	E	25%
9	3	C	15%
8	4	D	20%
7	3	C	15%
6	4	D	20%
5	1	A	5%
		N = 20	

This table shows the frequency distribution matrix of scores that obtained by 20 students in the post-test. There are 5 students gets the highest score that is 8 or 25%, one student get the lowest score that is 5 or 5%. Table 3 also shows there are three students that got 9 or 15%, four students got 8 or 20%, three students got 7 or 15% and four students got six) or 20%.

Based on the findings before which show the frequency distribution of O1 and O2, the researcher made a figure the frequency polygon combination of the pre-test and post-test as follow:
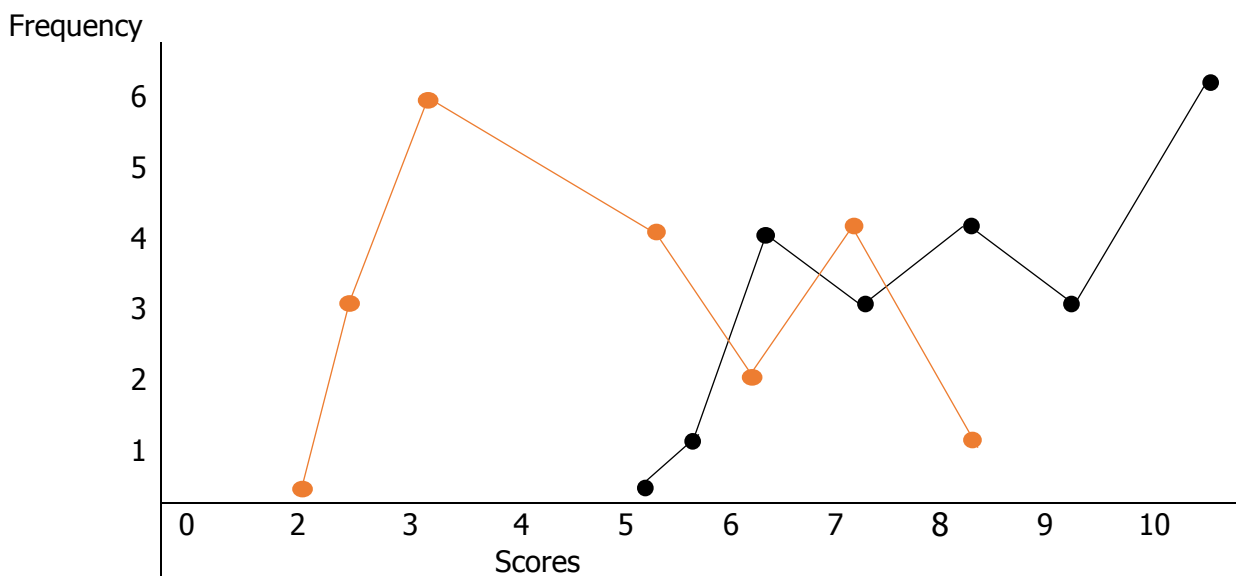
<div align="center">

——————— Pre-Test

——————— Post-Test

</div>

Figure 1: The combination of frequency polygon on pre-test and post-test

DISCUSSION

The result of the data analysis in this research shows some facts. The researcher found that the used of smartphone application has a positive impact on improving students pronunciation ability. The treatment or teaching media used in this research can increase students' achievement, the scores of the pre-test and pos-test as shown in the previous section guarantee that students had better progress after the use of English Language Speech Assistant ((ELSA) Speak Application) as teaching media.

In the pre-test one student got the highest score that is 8 and three students got the lowest score that is 2, in the post-test five students got the highest score that is 10 and one students got the lowest score that is 5. The mean score on the pre-test is 4.6 and the mean score on the post-test is 7.9 it is also can be concluded that students' pronunciation ability were significantly improved after using the teaching media or the treatment. Furthermore in the figure one of frequency polygon of all the sudents' score on the pre-test and the post-test showed the differences between the score statistically. English Language Speech Assistant ((ELSA) Speak Application) can help students in learning English especially in improving their pronunciation ability. English Learning Speech Assistant ((ELSA) Speak Application) also can help teacher to make a fun and enjoyable learning to students in English class.

As show on the table of students' achievement, it can be conclude that English Language Speech Assistant ((ELSA) Speak Application) can develop students' pronunciation ability and help them to fulfill the categories that the researcher focused on (Pronouncing Noun Words with Three or More Syllables).

Therefore, from all the results the researcher concluded that the use of appropriate teaching media can affect students' learning outcomes. In particular, in

learning pronunciation, based on the results that the researcher find out on the class that it will be better to used media that are familiar to students and makes them use it by themselves rather than just makes student paying attention on the teacher because it will makes the students get bored and even lazy to learn. Compare to when they used media that are familiar to them that is smartphone, the students get excited because they will use their own smartphone with an easy way to learn.

CONCLUSION

This research is a quantitative research that was used to examine whether or not using ELSA Speak Application can improve students' pronunciation ability. Based on the results of the findings and discussion, it can be concluded that there was an improvement in students' pronunciation ability by using English Languge Speech Assitant (ELSA Speak Application) as the taching media to the 20 students at the 8th grade of SMP Katolik St. Johanis Laikit.

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