

**THE EFFECTIVENESS OF ELSA SPEAK APPLICATION TOWARDS  
STUDENTS' PRONUNCIATION AT MA PLUS KHAIRUDDIN MALANG**

**THESIS**

By:  
**Lukluil Maknun**  
**NIM. 200107110066**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG  
2024**

**THE EFFECTIVENESS OF ELSA SPEAK APPLICATION TOWARDS  
STUDENTS' PRONUNCIATION AT MA PLUS KHAIRUDDIN MALANG**

**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partical  
Fulfilment of The Requirement of the Degree of English Language Teaching  
(S. Pd) in English Education Department*

**By**

Lukluil Maknun  
NIM. 200107110066

**Advisor**

DR. Alam Aji Putera, M.Pd  
NIP. 19890421201802011153



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM MALANG STATE ISLAMIC  
UNIVERSITY MALANG  
June, 2024**

APPROVAL SHEET

**THE EFFECTIVENESS OF ELSA SPEAK APPLICATION  
TOWARD STUDENTS ENGLISH PRONUNCIATION AT  
MA PLUS KHAIRUDDIN MALANG**

**THESIS**

By:

**Lukluil Maknun**

NIM. 200107110066

Has been approved by the advisor for further approval by the board of examiners

Advisor,



**Dr. Alam Aji Putera, M.Pd**

NIP. 19890421201802011153

Acknowledged by  
Head of English Education Department,



**Prof. Dr. H. Langgeng Budianto, M.Pd**

NIP. 197110142003121001

LEGITIMATION SHEET

THE EFFECTIVENESS OF ELSA SPEAK APPLICATION  
TOWARDS STUDENTS' PRONUNCIATION AT MA PLUS  
KHAIRUDDIN MALANG

THESIS

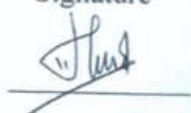

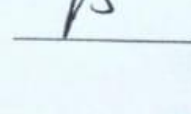
By:

Lukluil Maknun (200107110066)

Has been defended in front of the board of examiners on the date of (... ..th  
2024) and declared PASS


Accepted as the Degree of English Language Teaching (S.Pd) requirement in the  
English Education Department, Faculty of Tarbiyah and Teacher Training.

The Board of Examiners,

		Signature
1. Wahyu Indah Mala Rohmana, M.Pd NIP. 199210302019032017	Chairman	
2. Dr. Alam Aji Putera, M.Pd NIP. 19890421201802011153	Advisor	
3. Dr. Hj. Meinarni Susilowati, M.Ed NIP. 196705031999032001	Main Examiner	

Approved by

Dean of Tarbiyah of Teacher Training Faculty Maulana Malik Ibrahim Malang  
State Islamic University

  
Dr. H. Nur Ali, M.Pd  
NIP.19650403 1998031 002

Dr. Alam Aji Putera, M.Pd  
Lecturer of Faculty of Tarbiyah and Teacher Training  
Maulana Malik Ibrahim State Islamic University

---

**THE OFFICIAL ADVISORS' NOTE**

Page : Lukluil Maknun Malang, May 30, 2024

Appendix : 3 (Three) Copies

The Honorable,

Dean of Tarbiyah and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

In

Malang

*Assalamu'alaikum Wr. Wb*

After conducting several times of guidance in terms of content, language, writing, technique, and after reading, students' thesis as follow:

Name	: Lukluil Maknun
Student ID Number	: 200107110066
Department	: English Education
Thesis	: The Effectiveness of ELSA Speak Application Towards Students' Pronunciation at MA Plus Khairuddin Malang

Therefore, we believed that the thesis of Lukluil Maknun has been approved for futher approval by the board examiners.

*Wassalamualaikum Wr. Wb*

Advisor,



**Dr. Alam Aji Putera, M.Pd**  
NIP. 19890421201802011153

## **APPROVAL**

This is certify that the thesis of Lukluil Maknun has been approved by the advisor for futher approval by the board of examiners.

Malang, May 30, 2024

Advisor,



**Dr. Alam Aji Putera, M.Pd**

NIP. 19890421201802011153

## DECLARATION OF AUTHORSHIP

*Bismillahirrahmanirrahim,*

Here with, I:

Name : Lukluil Maknun  
Student ID Number : 200107110066  
Department : English Education  
Address : Jl. Mertojoyo Selatan Blok A, No. 3 merjosari, ke.  
Lowokwaru, Kota malang.

Declerate that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgment, the result of any other person.
3. Should it later be faound that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang,....., 2024



Lukluil Maknun

NIM. 200107110066

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“ Because together with difficulty indeed comes easiness”

( Q.S. Al Insyirah 5-6)



## **THESIS DEDICATION**

I decided on this thesis for my beloved family, my father, Drs. Khumaidi, M.Hum, my mother Yaumal Jum'ati, M.Pd, my grandmother Halimah, my aunty Lailatul Rahmawati, M.Kes and all my family whom I cannot mention one by one, who have supported, motivated, encouraged, and prayed for me. I also dedicate this thesis to Dr. Alam Aji Putera, M.Pd, as my thesis supervisor, who helps and provides helpful guidance and suggestions so that I can complete my thesis well. Also, all my friends, whom I cannot mention individually, have given me encouragement, prayers, support, and motivation and have always helped each other prepare this thesis.

## ACKNOWLEDGEMENT

### *Bismillahirrahmanirrahim*

Praise be to the presence of Allah SWT, who has bestowed his grace and guidance so that the researcher was given the strength to complete the final assignment entitled “The Effectiveness ELSA Speak Application Toward Students’ Pronunciation at MA Plus Khairuddin Malang.” My prayers continue to be given to the prophet Muhammad SAW, who has brought life and guidance to humanity.

For the completion of writing this thesis to complete the final assignment at the undergraduate level, the researcher would like to thank many parties who have helped the researcher in the smooth running of this research. The researcher believes that with help and support, the researcher could complete this thesis quickly. With humbly, the researcher would like to express gratitude to:

1. Allah SWT who has given health and strength to researcher so that resercher are able to carry out thesi writing and research. Sholawat and greetings do not forget to be sent to the prophet Muhammad SAW who has led mankind to be bright path, namely Islam.
2. To my beloved family, my father, Khumaidi; my mother, Yaumul Jum’ati; my grandmother Halimah also, my aunty Lailatul Rahmawati, and other families who never stop giving prayers and support to researcher in completing this education.
3. Prof Dr. H. M. Zainuddin M.A as the Rector of the State Islamic University of Maulana Malik Ibrahim Malang.
4. Prof Dr. H. Nur Ali, M.Pd as the dean of Faculty of Tarbiyah and Teacher Training UIN Maulana Malik Ibrahim Malang.
5. Prof Dr. H. Langgeng Budianto, M.Pd as the head of English Education Department.
6. Dr. Alam Aji Putera, M.Pd as a advisor who always patiently guides researcher from the beggining of writing a thesis proposal, examining and providing advice and direction to researcher until the completion of writing this thesis.

7. All lecturers in the English Education Department who have helped the learning process for four years. With the knowledge that has been given, researcher can reach this stage.
8. Zulhadi Z., S.Pd., M.Pd, as the headmaster and English teacher of MA Plus Khairuddin Malang who has given permission to researcher to conduct research, starting from conducting pre-test, treatment, and post test.
9. All students in the 1st-grade science and social class who have given time to help the researcher collect data as part of the research process, thank you for your cooperation, and hopefully, you can achieve your goals. My dearest friends and good people, Ana Maghfiratu A., Farah Zharifah P.N., Olivia Maslakhatul Ilmi, Nur Tasya Erzarida S., Prima Illiyyun N., Ayu H. Dwi A., Arrizal Ocha W.P, Diva Amilta Putri P.N, Nila Arsyada, Shofi Ainun, M. Najib Mubarok, Akmalul Abbad S.M., Irvan Kurniawan who support me, from the start of this thesis writing process.

Rendezvous 2020 (the English Education 2020). I appreciate all of the happiness and sadness we have shared. I hope your future is filled with success.

Malang, 01 June, 2024

Lukluil Maknun

NIM: 200107110066

## LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

### A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Long Vocal (a)	= <u>^</u> a
Long Vocal (i)	= <u>î</u>
Long Vocal (u)	= <u>^</u> u

### C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= <u>^</u> u
إي	= <u>î</u>

## TABLE OF CONTENT

<b>SUBMISSION SHEET</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>LEGIMATION SHEET</b> .....	<b>iii</b>
<b>THE OFFICIAL ADVISORS NOTE</b> .....	<b>iv</b>
<b>APPROVAL</b> .....	<b>v</b>
<b>DECLARATION OF AUTHORSHIP</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>THESIS DEDICATION</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>LATIN ARABIC TRANSLITERAION GUIDE</b> .....	<b>xi</b>
<b>TABLE OF CONTENT</b> .....	<b>xii</b>
<b>LIST OF TABLE</b> .....	<b>xv</b>
<b>LIST OF DIAGRAM</b> .....	<b>xvi</b>
<b>LIST OF PICTURE</b> .....	<b>xvii</b>
<b>LIST OF APPENDICES</b> .....	<b>xviii</b>
<b>ABSTRACT</b> .....	<b>xix</b>
<b>ABSTRAK</b> .....	<b>xx</b>
<b>مستخلص البحث</b> .....	<b>xxi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Research Question .....	6
1.3 Research Objective .....	7
1.4 Scope and Limitations of Study .....	7
1.5 Significance of Study .....	7
1.6 Definition of Key Terms .....	8
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>9</b>
2.1 Pronunciation .....	9
2.2 Mobile Application in Language Learning .....	9
2.3 Kinds of Pronunciation .....	10
2.4 The Importance of Pronunciation .....	13
2.5 ELSA Speak Application .....	13
2.6 Teaching Pronunciation Using ELSA Speak .....	14
2.7 Previous Study .....	16
2.8 Research Framework .....	18
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>21</b>
3.1 Research Design .....	21
3.2 Time and Location of the Research .....	22
3.3 Research Variables .....	23
3.3.1 Identification .....	23
3.4 Research Population and Sample .....	24
3.4.1 Population .....	24

3.4.2 Sample .....	25
3.5 Data Sources .....	25
3.5.1 Primary Data .....	25
3.5.2 Secondary Data .....	26
3.6 Research Instrument .....	26
3.7 Validity and Reability .....	30
3.7.1 Validity .....	30
3.7.2 Reability .....	31
3.7.2.1 Scale Reliability .....	31
3.7.2.2 Test Reability .....	32
3.8 Data Collection Technique .....	33
3.8.1 Pre-Test .....	33
3.8.2 Treatment .....	33
3.8.3 Post-Test .....	34
3.9 Data Analysis .....	34
3.9.1 The Normality Test .....	35
3.9.2 Homogeneity Test .....	36
3.10 Research Hypothesis .....	36
3.10.1 Null Hypotheses (H <sub>0</sub> ) .....	36
3.10.2 Alternative Hypotheses (H <sub>a</sub> ) .....	36
3.11 Technique of Collecting Data .....	37
3.11.1 Pre-Test .....	37
3.11.2 Treatment .....	37
3.11.3 Post-Test .....	38
3.12 Data Analysis .....	38
3.12.1 Normality Test .....	39
3.12.2 Homogeneity Test .....	39
3.12.3 T-Test .....	39
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>41</b>
4.1 Finding .....	41
4.1.1 Validity Test .....	41
4.1.2 Reliability Test .....	46
4.1.3 Data Analysis of Pre-Test .....	47
4.1.4 Data Analysis of Post-Test .....	51
4.1.5 Students' Achievement in Pronunciation Before and After Using ELSA Speak Application .....	57
4.1.6 Result of Normality Testing .....	60
4.1.7 Result of Homogeneity Testing .....	61
4.1.8 Result Hypothesis Testing .....	61
4.2 Discussion .....	63

<b>CHAPTER V CONCLUSION .....</b>	<b>67</b>
5.1 Conclusion .....	67
5.2 Suggestion .....	68
<b>REFERENCES .....</b>	<b>70</b>
<b>APPENDICES .....</b>	<b>73</b>

## LIST OF TABLE

Table 1.1 Research Framework .....	19
Table 3.1 Two Groups of Quantitive Research by Using Experimental Research .....	22
Table 3.2 Schedule of the Research .....	23
Table 3.3 Correlation Coefficient Value .....	32
Table 4.1 Table Taxonomy Bloom .....	42
Table 4.2 Pre-Test Score of Experimental Class .....	47
Table 4.3 Descriptive Statistic of Pre-Test Experiment Class .....	48
Table 4.4 Pre-Test Score of Control Class .....	49
Table 4.5 Descriptive Statistic of Control Class .....	50
Table 4.6 Post-Test Score of Experimental Class .....	52
Table 4.7 Descriptive Statistic of Post-Test Experimental Class .....	54
Table 4.8 Post-Test Score of Control Class .....	55
Table 4.9 Descriptive Statistic of PostTest Control Class .....	57
Table 4.10 Result Pre-Test and Post-Test of Experimental Class .....	58
Table 4.11 Resul Pre-Test and Post-Test of Control Class .....	59
Table 4.12 Normality Testing .....	60
Table 4.13 Homgenity Testing .....	61
Table 4.14 Result Gain Score Experimental Class and Control Class .....	62
Table 4.15 Result Hypothesis Testing .....	62



## LIST OF DIAGRAM

Diagram .1 Pre-Test Experimental Class .....	48
Diagram 4.2 Pre-Test Control Class .....	50
Diagram 4.3 Post-Test Experimental Class .....	53
Diagram 4.4 Post-Test Control Class .....	58

## LIST OF PICTURE

Picture 3.1 Picture of Validity Test .....	45
Picture 3.2 Picture of Reliability Test .....	46

## LIST OF APPENDIANCE

Appendix I Survey Permit .....	74
Appendix II Research Permission Letter .....	75
Appendix III Instumental Validation Letter Permission .....	76
Appendix IV Validation sheet.....	77
Appendix V Try-Out Test English Pronunciation .....	79
Appendix VI Pre-Test .....	83
Appendix VII Post-Test .....	84
Appendix VIII Students Pre-Test Evaluation Sheet .....	85
Appendix IX Students Post-Test Evaluation Sheet.....	87
Appendix X Letter of Completion Research.....	89
Appendix XI Documentation .....	90
Appendix XII Proposal Consultation Logbook.....	91
Appendix XIII Thesis Consultation Logbook.....	92
Appendix XIV Curriculum Vitae.....	93

## **ABSTRACT**

Maknun, Lukluil. 2024. The Effectiveness of ELSA Speak Application Towards Students' Pronunciation at MA Plus Khairuddin Malang. Thesis, department of English Education. Faculty of Tarbiyah and Teaching Science. State Islamic University Maulana Malik Ibrahim Malang.

Advisor: Dr. Alam Aji Putera, M. Pd

**Key words:** ELSA Speak Application, Pronunciation,

English has become an international communication tool. So that students are required to master English. However, it is found that students have difficulty learning English at school. Seeing the age of senior high school level still experiencing difficulties, teachers need to pay more attention to learning English, especially pronunciation. Pronunciation rarely gets a special focus, so students cannot pronounce precisely what will be said, and misunderstandings often occur. This study aims to evaluate the effectiveness of the application in improving students' pronunciation skills. ELSA Speak is an artificial intelligence (AI) based application created to help users practice and improve their English pronunciation. The method used in this study is a quantitative with quasi-experimental design. The subjects of this study consisted of 40 high school students at MA Plus Khairuddin Malang who were divided into two classes, namely, the experimental class and the control class. The results showed that the experimental class improved significantly in English pronunciation compared to the control class. Quantitative data analysis showed an average increase in the experimental class of 81.25. at the same time, the control class showed an average student score of 50.85. Using an attractive application can increase students' attention to learning English pronunciation. Thus, it can be concluded that the ELSA Speak application is an effective tool for teaching students English pronunciation.

## ABSTRAK

Maknun, Lukluil. 2024. The Effectiveness of ELSA Speak Application Towards Students' Pronunciation at MA Plus Khairuddin Malang. Skripsi. Departemen Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera, M.Pd.

**Kata Kunci:** Aplikasi ELSA Speak, Pelafalan

Bahasa Inggris telah menjadi alat komunikasi secara internasional. Sehingga siswa dituntut untuk menguasai bahasa Inggris. Namun pada faktanya ditemukan siswa kesulitan dalam mempelajari bahasa Inggris di sekolah. Melihat usia setingkat MA/SMA masih mengalami kesulitan maka guru perlu memberikan perhatian lebih terhadap pembelajaran bahasa Inggris terutama pada pelafalan. Pelafalan jarang mendapatkan fokus secara khusus sehingga siswa tidak dapat melafalkan secara tepat apa yang akan diucapkan dan sering terjadi kesalahan pemahaman. Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan aplikasi dalam meningkatkan kemampuan pengucapan siswa. ELSA Speak merupakan aplikasi berbasis kecerdasan buatan (AI) yang dibuat untuk membantu pengguna mempraktikkan dan memperbaiki pelafalan bahasa Inggris mereka. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan quasi-eksperimental dengan desain. Subject penelitian ini terdiri dari 40 siswa tingkat sekolah menengah atas di MA Plus Khairuddin Malang yang dibagi menjadi dua kelas yaitu, kelas eksperimen dan kelas control. Hasil penelitian menunjukkan bahwa kelas eksperimen mengalami peningkatan secara signifikan dalam pelafalan bahasa Inggris dibandingkan dengan kelas control. Analisis data kuantitatif menunjukkan peningkatan rata-rata pada kelas eksperimen sebesar 81,25. Sedangkan kelas control menunjukkan nilai rata-rata siswa 50,85. Penggunaan aplikasi yang menarik dapat meningkatkan perhatian siswa untuk mempelajari pelafalan bahasa Inggris. Sehingga dapat disimpulkan bahwa ELSA Speak merupakan alat yang efektif untuk pembelajaran pelafalan bahasa Inggris siswa.

## مستخلص البحث

مكونون, لؤلؤ ال ( 2024 ) فعالية تطبيق "إيلسا سفيك" (ELSA Speak) على نطق التلاميذ في مدرسة الثناوية العلي (MA PLUS) خير الدين مالانج. قسم التدريس اللغة الإنجليزية، كلية علوم التربية و المدرسة, جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج

المشرف : الدكتور عالم أجي فوترا, الماجستير

الكلمات المفتاحية : تطبيق "إيلسا سفيك"، نطق

أصبحت اللغة الإنجليزية وسيلة اتصال دولية. لذلك يطلب من الطلاب إتقان اللغة الإنجليزية. ولكن في الواقع، وجد بعض التلاميذ صعوبات في تعلم اللغة الإنجليزية في المدرسة. نظرا لأن عمر مستوى مدرسة الثناوية (MA / SMA) لا يزال يواجه صعوبات، يحتاج المعلمون إلى إيلاء المزيد من الاهتمام لتعلم اللغة الإنجليزية، خاصة في النطق. نادرا النطق على تركيز خاص حتى لا يتمكن التلاميذ من نطق ما سيقال بالضبط وغالبا من خطأ الفهم.

تهدف هذه الدراسة إلى تقييم فاعلية استخدام التطبيق في تحسين مهارات النطق للتلاميذ. "إيلسا سفيك" (ELSA Speak) هو تطبيق قائم على الذكاء الاصطناعي (Artificial Intelligence) الذي إنشأه لمساعدة المستخدمين على ممارسة وتحسين نطقهم باللغة الإنجليزية. الطريقة المستخدمة في هذه الدراسة هي طريقة شبه تجريبية مع تصميم باستخدام اختبار ما قبل الاختبار البعدي. تألف موضوع هذه الدراسة من 40 تلميذا في المدرسة الثانوية في مدرسة الثناوية العلي (MA PLUS) خير الدين مالانج الذين تنقسمون إلى فصلين، وهما الفصل التجريبي والفصل الضابط.

ظهرت النتائج من الفصل التجريبي زيادة الكبيرة في نطق اللغة الإنجليزية مقارنة بالفصل الضابط. أظهر تحليل البيانات الكمية زيادة متوسطة في الفصل التجريبي بلغت 81.25 تلميذا. بينما أظهر متوسطة في الفصل الضابط بلغت 50.85 تلميذا. يمكن أن يؤدي استخدام التطبيق المثيرة للاهتمام إلى زيادة انتباه التلاميذ إلى تعلم نطق اللغة الإنجليزية. حتى الإستنتاجات من ذلك هي أن "إيلسا

سفيك" (ELSA Speak) أداة فعالة في تحسين نطق التلاميذ للغة الإنجليزي

# CHAPTER I INTRODUCTION

This chapter explains the background of study, research questions, purpose of the research, limitation of the research, the research objectives and significance of the research, and also the definition of key terms.

## 1.1 Background of the Study

English serves as a global communication medium (Crystal, 2003). English has become a widely spoken language worldwide. As we know, English has become a language that we often hear daily. English has become one of the skills that every student must have to be ready to compete after graduation. At the senior high school level, learning English is the main focus because it plays a vital role in global communication.

In research conducted by Thooyibah (2019). One of the obstacles to learning English is pronunciation. Most learning in Indonesia still focuses on mastering grammar and vocabulary only. However, pronunciation is also important because it influences understanding of the information obtained.

Pronunciation plays an important role in foreign language communication. Correct pronunciation is a basis for efficient communication in English. With correct pronunciation, the information can be conveyed according to the intent and purpose. The importance of pronunciation in language is also indirectly commanded by Allah in Surah Al Muzammil verse 4:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْفُرْآنَ أَنْ تَرْتِيلاً

*"or (you should read) a little more than that and read the Quran slowly and tartly."*

This verse states that it is essential to learn the language's pronunciation. However, this verse emphasizes the importance of good delivery so the listener can understand the message well. This is important because pronunciation is an essential component of spoken language proficiency.

Pronunciation conveys the speaker's origin, social background, personal and community identity, attitudes, goals, as well as the roles and positions they are playing in a certain communication setting (Martha et al., 2019). Therefore, it is necessary to learn English pronunciation well and correctly.

Students often have difficulty in developing pronunciation skills. The teenager phase is a time when phonetic changes occur frequently and can interfere with students' ability to pronounce accurately. The factors that influence students in learning English pronunciation are the language habits daily used and inappropriate media learning practice. Based on this problem, as a foreign language learner (EFL), appropriate methods and media are needed to improve pronunciation skills. Because, it will be difficult to pronounce some words in English whose pronunciation is different from Indonesian.

Indonesia has a diversity of languages, it really influences the way they are pronounce English. Therefore, research is needed to solve this problem. because pronunciation can influence the information that will be received.

The English language encompasses four primary language skills: reading, listening, speaking, and writing. Furthermore, it is essential to teach many language components, including pronunciation, spelling, grammar, and vocabulary, to facilitate the development of language proficiency. According



to Erdogan (2019) Develop the ability to analyze and solve problems in order to effectively navigate through the vast amount of information accessible via technology.

Besides, MA Plus Khairuddin has not integrated pronunciation learning with technology and does not focus on learning pronunciation. So, it will be a novelty whether ELSA speaking technology can help students learn pronunciation at school. One application that can help students in learning English is ELSA Speak.

Meanwhile, Elsa is an application included in the (MALL) Mobile Assisted Language Learning category. ELSA Speak is a technology designed to help language learners improve their pronunciation. The Researcher chose the ELSA speak application because this application is quite complex and can help students practice English pronunciation practically and flexibly. It can be used anywhere. Which is adjusted to the level of the student in learning pronunciation.

There are many advantages, the first is in terms of providing various learning features such as: 1) The speed in detecting errors in pronunciation which is indicated by a color change in the wrong word; 2) Students can participate actively in the learning process with the interactive exercise; 3) There are many kinds of topic to do pronounce practice. Such as relationship, family, common mispronunciations; 4) we can practice directly with the native speaker to pronounce some words and they will give feedback in real time; 5) The application give score result in the end of practice included the level of

practice; 6) These exercises promote involvement and help enhance pronunciation skill in a practical and enjoyable; 7) There is an online dictionary

The uniqueness of ELSA Speak lies in its ability to provide real-time feedback and pronunciation practice to individual needs. Starting from beginner to advanced level. Apart from that, Elsa Speak also has various interesting features that students can try for free so that it can provide variety in learning. Therefore, researcher interested in knowing the effectiveness of ELSA Speak application in students' pronunciation.

While exploring various journal resources to address these challenges. Researchers found research conducted by (Zakiyah et al. 2023). This research aims to determine whether the Elsa Speak English program impacts students' pronunciation in classes at SMAN 10 Pandegelang. This study shows a difference of more than 0.05. Based on the results of hypothesis testing, this application affects students' pronunciation. The recommendations from this research are as follows: For educators, the Elsa Speak application can be an alternative medium for improving student pronunciation. This research discusses students' low motivation to learn English.

The next relevant study by Akhmad and Munawir (2022). The aim of this study was to evaluate the improvement of students' English pronunciation skills, specifically in the areas of supra-segmental characteristics, by using the ELSA Speak application. Furthermore, the research sought to assess students' viewpoints about the use of the ELSA Speak software. The research is being undertaken at the University of West Sulawesi. This research utilizes a

quantitative methodology. The study used the One Group Pre-experimental design methodology. The study focused on the demographic of students majoring in English in class D of the 2021 cohort at the University of West Sulawesi.

The sampling technique used in this research is a type of simple random sampling. The data in this research were analyzed using non-parametric analysis, specifically a T-test, conducted using SPSS. The pre-test mean score of the students is 52.30, while the post-test mean score is 65.60. The results of the T-test indicated that the significance level (2-tailed) is 0.000, which is less than 0.05. Consequently, the ELSA Speak application has the capacity to greatly enhance pupils' English speech abilities. Consequently, pupils exhibit positive receptiveness towards the use of the ELSA Speak application.

The third related study conducted by (Darsih et al., 2021) purposed to find out the use of the Elsa Speak application in speaking for English language study program students. This research uses a quantitative approach. The findings indicate that students' perception of the content design of the ELSA Speak app generated a total score of 86.5%. The results indicate that a significant proportion of students expressed their agreement about the efficacy of the ELSA Speak App as a valuable instrument for enhancing their speaking skills, especially in relation to pronunciation.

Based on previous research that has been conducted on the ELSA Speak application for English language learning, this research specifically focuses on

the use of mobile applications, especially the ELSA Speak application for pronunciation. The difference between this research and other research lies in the quasi-experimental data collection method.

This is an urgent need for research to be carried out because it will affect students' ability to pronounce English, especially at the senior high school level. MA Plus Khairuddin Malang is one of the samples to find out whether this media is suitable to be applied as a companion in learning English classes. Therefore, this study is entitled. “ **The Effectiveness Of Elsa Speak Application Towards Students’ Pronunciation At Ma Plus Khairuddin Malang**”.

## **1.2 Research Question**

By looking at the urgency of student pronunciation at school, what this researcher did was to find out how the effective learn pronunciation with an ELSA SPEAK application learning by students at school. The research question that will focus this research is "Is there any significant difference in learning using Elsa Speak media towards student pronunciation at MA Plus Khairuddin Malang ?

### **1.3 Research Objective**

This study intends to assess the efficacy of ELSA Speak in improving the English pronunciation of senior high school students, based on the previously discussed formulation of research questions.

### **1.4 Scope and Limitations of Study**

This research limitation is to find out the effectiveness ELSA speak on students pronunciation at tenth grade MA Plus Khairuddin Malang. The scope of this research is the tenth grade students senior high school. The researcher used two classes, namely class 10 MIPA with 18 students and class 10 IPS with 23 students.

### **1.5 Significance of Study**

The significance of a study in the context of research refers to its importance or relevance in an academic or practical setting. It encompasses several aspects that explain why the study is important or worthwhile to conduct:

1. For EFL students, this research provides some information about the application of ELSA Speak to encourage students to practice pronunciation. Apart from that, students are expected to be more enthusiastic in learning pronunciation in class.

2. For teachers, this research is useful in providing information about how to guide and facilitate students in practicing their pronunciation by implementing ELSA Speak, so that teachers can use it as a reference to help them when teaching pronunciation in class.

3. This research can be a reference for parties interested in similar topics for further research.

## **1.6 Definition of Key Terms**

This research presents various essential terminology, which include:

### **1.6.1 ELSA Speak App**

ELSA Speak is a digital application designed to practice English language skills, focusing on developing speaking and pronunciation proficiency. As a virtual language teacher, ELSA Speak utilizes automatic speech recognition technology, enabling learners to enhance their speaking abilities and pronunciation from anywhere.

### **1.6.2 Pronunciation**

*Pronunciation* is the act or manner of speaking words, encompassing both the production and reception of speech sounds to convey meaning. It refers to the accepted or generally understood way of vocalizing words.

## **CHAPTER II LITERATURE REVIEW**

This chapter will provide a comprehensive overview of all items and sources used in the research. It will also present the research framework researchers will use during the experiment. Next, this section will describe the research variables, namely pronunciation, mobile applications in language learning, and pronunciation learning using the ELSA Speak application.

### **2.1 Pronunciation**

Pronunciation is a basic skill that must be mastered by everyone who wants to learn English (Kobilova, 2022). Pronunciation by Oxford definition is “the way in which a language or a particular word or sound is pronounced” Meanwhile, according to Akhmad and Munawwir (2022) Pronunciation is one of the most crucial aspects of speaking ability. Based on reference above it can be concluded that pronunciation is the basic skill to learn how to pronounce a particular word or sound because it can be affected by the information to be received.

### **2.2 Mobile Application in Language Learning**

Mobile applications have been found to be effective in language learning. Studies have shown that integrating mobile applications in language learning can improve students' performance and increase their motivation. Another study by Berns et al., (2015) shows that over the last twenty years, several efforts have been made to include various mobile devices and applications to facilitate both official and casual learning procedures. Overall, mobile applications have the potential to enhance language learning and improve students' performance and motivation.

### 2.3 Kinds of Pronunciation

There are two primary components to pronunciation, and they should be connected to one another. According to Adult Migrant English Program (AMEP) Research Center (2002), Segmental features are the first, while supra-segmental traits are the second.

#### 1) Segmental

Segmental feature refers to the phonetic components arranged in a linear succession. This characteristic may be assessed at every phase of schooling. A segmental phoneme is a phoneme that may be divided into smaller constituent components. In phonetics, segmental characteristics are the discrete phonetic components ordered in a certain order during speech. These characteristics include the sounds made by the articulatory organs, including vowels and consonants, which are the fundamental units of spoken language. Every educational level must comprehend segmental elements because they are the foundation for proper pronunciation and comprehension when learning a language.

Example pronouncing the word "NATURAL," it may be segmented into three syllables as "NA-TU-RAL" or further fragmented into smaller syllables as "N-A-T-U-R-A-L." Segmental characteristics in linguistics include vowels, diphthongs, and consonants. Below is an explanation of segmental features, including the following:



a) Vowel

A vowel is an auditory signal generated by unobstructed airflow across the vocal tract. The term "free passages" refers to the production of vowel sounds without any constriction in the mouth. Vowel sounds may be classified into two categories. They are lengthy.

The vowel sounds in question exhibit specific patterns, including /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, as well as short vowel patterns such as /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, and /ɒ/.

However, the concept of vowel sound is elucidated by the vertical dimension, anteriority, posteriority, and circularity of your oral cavity.

b) Diphthong

A diphthong is formed by the merging of two vowel sounds, transitioning smoothly from one vowel sound to another. Examples of phonemes include the sounds /eə/, /ɪə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /əʊ/. These sounds need a higher location in your mouth and they create a combined sound.

c) Consonant

Consonants are sounds in language that are produced when flow of air is partially or completely obstructed by the tongue, teeth, lips, roof of the mouth, or other parts of the vocal tract.

(Ramlan, 2003) state that there are 24 consonant's phonetics those are, p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ŋ, h, i, r,

w, j. The consonant phonetic alphabets are divided into two halves depending on their locations.. 1) voiced which are ( b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ )it will feel when there is vibration while you speaking 2) unvoiced which are (f, p, t, ʃ, k, θ, s, ʃ) there is no vibration while you speaking.

## 2) Supra-segmental

Supra-segmental aspects in pronunciation refer to the features or elements of speech that extend beyond individual sounds or segments. According to Adult Migrant English Program (AMEP) Research Center (2002) Students should become proficient in the primary aspect of pronunciation, which is supra-segmental. Also it has four kinds, which are stress, intonation, pause and rhythm.

### a) Stress

Means that focus of the word meaning follow the details explanation and example of stressing word “ I will **pre**sent the project tomorrow”. The stress is on the first syllable “pre”, indicating the action of presenting something.

### b) Intonation

Intonation refers to the rise and fall of pitch in speech. Which can convey different meaning, emotion, attitudes, or grammatical structures. for example talking with their teachers, of course they well use low intonation to express their attitude for them. On the other hand, when talk to their friends, they well use low and high intonation. Based on the example above, it can conclude that intonation based on emotion.

c) Rhythm

Rhythm in the context of learning English pertains to the arrangement of emphasized and unemphasized syllables in spoken English words and phrases. It refers to the inherent rhythm or pattern that arises from the interchange of powerful and feeble components in spoken communication. This usually happened when we are talking about something to someone else

d) Pause

A pause often occurs during a group presentation when there is a momentary break in speaking, allowing for either a moment of silence or an opportunity for someone else to speak. There are two types of Pauses, such as brief pauses and concluding pauses.

Following the previous theoretical explanations by According to Adult Migrant English Program (AMEP) Research Center (2002), the researcher might draw the conclusion that segmental and supra segmental characteristics significantly facilitate students' acquisition of pronunciation. The researcher is not doing study on the phonetics of vowels, diphthongs, and consonants. However, the researcher is only concentrating on the aspect of enhancing pupils' English pronunciation.

## **2.4 The Importance of Pronunciation**

Pronunciation is important to learn for students. Especially at senior high school level. According to Botley (2017) pronunciation plays a crucial role in language learning By learning the correct way of pronunciation, this is can increase students' confidence in speaking or communicating using English. one

example is the students at the MA Plus Khairuddin Malang school. The students tend not to be confident when asked to speak or explain in English in front of the class, one of the factors causing this cause they are cannot pronounce the words correctly.

Successful communication relies on learners' ability to convey messages competently, clearly, and dynamically (Syahrul and Lestari, 2024). Therefore, researchers feel that this pronunciation needs to be studied more deeply from an early age so that they can get used to pronouncing words or sentences in English competently.

## **2.5 ELSA Speak Application**

ELSA Speak is language speech assistant. This app specially designed to help the user improve their English pronunciation. According to Sholekhah and Fakhurriana (2023) Elsa Speak smartphone software is designed to help non-native English speakers get better at pronouncing words correctly and speaking the language.

Elsa Speak is a digital application based on artificial intelligence. This application has a pretty good rating of 4.8 on the Play Store and has been used by more than 10 million people in this world. The release of this application occurred in 2016. The artificial intelligence technique known as 'ELSA' was built utilizing speech data from individuals speaking English with diverse accents.

ELSA has the capability to discern the speech patterns of individuals who are not native speakers, distinguishing it from the majority of other voice recognition algorithms. This application very effective for students cause this

application has complete level pronunciation skill training from beginner to advanced. Apart from that, this application can also be used privately. So it is suitable for students who are embarrassed to practice in public. because in ELSA Speak there is an Artificial Intelligence (AI) feature that will provide feedback without anyone will judge.

## **2.6 Teaching Pronunciation Using ELSA Speak**

English language instruction at the senior high school level is important as students will soon be entering both the workforce and higher education, which both require proficiency in the english language. According to Vania (2023) shows the issue mentioned above that, Elsa Speak can help students to provide a lot of exercises and teachers can have difficulty in giving exercises while teaching pronunciation this software can address this difficulty by providing lots of exercises with any kind of topic.

## **2.7 Previous Study**

The researcher conducted a thorough literature review, analyzing previous research to build a foundation for the current research. This study draws on a critical literature review, which provides important contextual background and informs the research framework, including the following:

The first study was carried out by Phetsut and Waemusa (2022) titled "Effectiveness of Mobile Assisted Language Learning (MALL)-Based Intervention on Enhancing Oral Accuracy in Thai EFL Learners." This article presented the findings of a broader quasi-experimental research effort that sought to examine the impacts of a Mobile-Assisted Language Learning

(MALL) intervention. The research included 80 Thai students, both male and female, who were 17 years old and learning English as a foreign language. These students were in Grade 11 and had a lower intermediate level of English proficiency. They were enrolled in an English course at a secondary school located in southern Thailand. The data revealed that the application had considerable benefits on increasing the learners' spoken accuracy. These findings also provide valuable insights into optimizing the use of accessible mobile devices in conjunction with classroom activities.

Both studies focus on Mobile-Assist Language Learning (MALL), which can help students with oral correction. The difference in this research lies in the application used. In this research, researchers use ELSA Speak as a learning medium. Meanwhile, previous research only explained MALL in general terms without specifying what applications were used.

The second research conducted by Pinontoan (2022) entitled “Using English Language Speech Assistant (ELSA) Speak Application to Improve Students’ of SMP Katolik ST. Johanis Laikit Pronunciation Ability”. This study used a quantitative approach, specifically using the experimental technique with a Pretest-Posttest Design. The sample was collected from a group of 20 pupils in the 8th grade at SMP Katolik St. Johanis Laikit. The study used oral tests as instruments for data collection. The pre-test consisted of 20 questions, while the post-test had the same 15 questions that were deemed legitimate.

According to the results, one student achieved the greatest score of 8 in the pre-test, while three students obtained the lowest score of 2. In the post-test, five students achieved the highest score of 10, while one student obtained the lowest score of 5. The average score on the pre-test is 4.6, whereas the average score on the post-test is 7.9. The researcher's analysis indicates that the use of suitable instructional media has a discernible impact on students' academic achievements. Additionally, it can be inferred that the students' pronunciation skills have notably improved after the implementation of the teaching media.

Both studies used the same learning media, ELSA Speak, and focused on pronunciation. However, these studies are different in the practical methodology and target participants. In contrast to previous research, which focused on junior high school students, this research examines senior high school students to explore the application of this media at different educational levels.

The last previous research was conducted by Sholekhah and Fakhurriana, (2023) entitled "The Use of ELSA Speak as a Mobile-Assisted Language Learning (MALL) towards EFL Students' Pronunciation". This research examines the potential of using the ELSA Speak as a Mobile-Assisted Language Learning (MALL) tool to enhance students' pronunciation. This study investigates the probability of using ELSA Speak as a Mobile-Assisted Language Learning (MALL) tool to improve students' pronunciation. ELSA is an acronym for "English Language Speech Assistant." This research also

examines the impact and capacity of the ELSA Speak application in enhancing pronunciation skills via the use of a qualitative research approach and a library research technique.

The findings underscore the need of including a content design of superior quality, an efficient pedagogical and instructional design, gamified learning characteristics, automated voice recognition technology, a secure learning environment, and personalized digital feedback. Based on Sholekhah and Fakhurriana (2023) research results, state the ELSA Speak application has substantial potential to enhance students' pronunciation abilities. The findings of this study underscore the importance of using state-of-the-art mobile apps for language acquisition and emphasise the potential advantages for students seeking to enhance their pronunciation skills.

The similarity is that both studies use the same research media, ELSA speaking, and the same research focus, pronunciation. However, the difference between Sholekhah and Fahrurriana's research and the research that will be carried out by researchers lies in the data collection technique. The research carried out by previous researchers used library research, while this research used quasi-experimental.

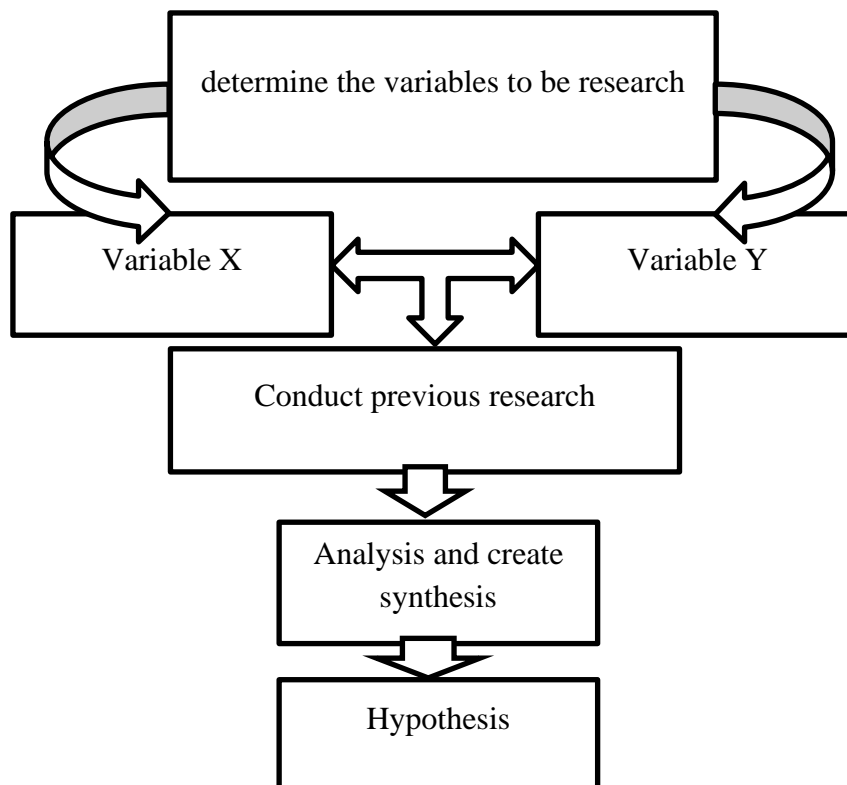
## **2.8 Research Framework**

In conducting research, a framework is needed to become the basic concept of research. According to Sugiyono (2009) states that a framework of thinking is a concept that provides a causal relationship between two or more



variables in providing temporary answers to problems in research. From this explanation it can be concluded that a Research framework is a concept that provides a hypothetical causal relationship to two variables. which produces cause and effect to provide temporary research answers. Based on this explanation, the researcher will present a framework for thinking in this research:

**Table 1.1**  
**Research Framework**



Based on the table above, the researcher begins the topic search by determining the variables. In this research there are two variables, namely, ELSA Speak as the independent variable (X). for the second variable, namely Pronunciation as Variable (y). After finding the research variables, researcher

started looking for previous studies that had similar topics. In this case, the researcher found 10 scientific articles in the search process.

From this search, the researcher begins to read or in the table above it is called analysis and makes a synthesis. In this analysis process, the researcher decided to choose 3 scientific journals that had similar topics. The first scientific journal is conducted by Phetsut and Waemusa (2022) entitled "Effectiveness of Mobile Assisted Language Learning (MALL)-Based Intervention on Developing Thai EFL Learners' Oral Accuracy.

This article discusses Mobile Assisted Language Learning (MALL) can help students oral correctness in Thailand. and the second study conducted by Pinontoan et al., (2022) entitled "Using English Language Speech Assistant (ELSA) Speak Application to Improve Students' of ST Catholic Middle School Johanis Laikit Pronunciation Ability". This journal has the same research variable focus, namely ELSA speaking and pronunciation.

Then the last previous study conducted by Sholekhah & Fakhurriana (2023) entitled "The Use of ELSA Speak as a Mobile-Assisted language Learning (MALL) towards EFL students' Pronunciation". This is where the researcher can begin to draw a hypothesis for the research that will be carried out, namely that "There is an effective influence of using Elsa Speak in students' pronunciation learning".

According to some explanation in above, the researcher can produce a hypothesis in this research, namely "ELSA Speak Application can improve students' pronunciation at Senior High school.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology, which includes details about the setting and duration of the study. About the setting and duration of the research, research methods, population and samples, data collection approaches, methods used for data analysis, and an overview of the hypotheses.

#### **3.1 Research Design**

The Research design in this study is used a quantitative approach specifically quasi-experimental . Quantitative data refers to a research approach that relies on objective and measurable information, often in the form of numerical data. This data is analyzed using statistical methods to test hypotheses and provide conclusions relating to the research subject concern.

Based on Sugiono (2009) research based on experiments, research method that aims to find the effect of certain treatments in controlled conditions in a certain form. This quasi-experimental model has two models, namely time series design and non-equivalent Control Group Design. So the focus of this experiment will be divided into two group consisting of two classes: the experimental class and the control class. In this research, both of the class were selected. The two classes will get different treatment. The experimental class will get learning pronunciation using the ELSA Speak application. Then, for the control class using conventional teaching methods without the ELSA Speak application.

The experimental class will go through three processes during the research, namely; 1) pre-test; 2) treatment using the ELSA Speak application;

3) post-test. The different from control class is , they will undergo three stages during this research, namely; 1) pre-test; 2) conventional learning 3)post test. The pre-test in this study serves to measure students' initial ability to pronounce words or sentences in English before treatment. On the other hand, the pre-test aims to show the significance of ELSA Speak in students' English pronunciation learning.

After conventional treatment and teaching, students in the experimental class and control class will do a post test. By conducting this post test, researchers can measure students' English pronunciation abilities after treatment. with the aim of determining whether significant differences emerged between the two experimental and control classes using ELSA Speak on learning outcomes. According to Creswell (2012) there are two groups in quantitative research using experimental research which can be illustrated as:

**Table 3.1**

**Two groups of Quantitative research by using Experimental Research**

Control group	Pre-test	No-treatment	Post-test	10 IPS
Experimental group	Pre-test	Experimental Treatment	Post-test	10 IPA

### **3.2 Time and Location of the Research**

This study was conducted in the even semester of the 2023/2024 academic year in Januari and February at MA Plus Khairuddin that is located in Gondanglegi, Malang regency, east java.

**Table 3.2**  
**Schedule of the Research**

No.	Activity	Date
1.	Observation	15 <sup>th</sup> , December 2023
2.	Pre-Test	27 <sup>th</sup> , March 2024
3.	Giving Treatment	25-26 <sup>th</sup> , April 2024
8.	Post-Test	6 <sup>th</sup> , May 2024

### 3.3 Research Variables

Variable refers to the elements or factors that are observed, measured, or manipulated in a study. Variables can be characteristics, condition, or values that can have an impact or influence on the phenomenon or object being studied. According to Sugiyono (2009) states that research variable is a feature or value of object, activities or people that have specific variations that are determined by researchers to be learned so that a conclusion is obtained. Related to explanation in above, this study the research variables is ELSA speak and Pronunciation.

#### 3.3.1 Identification of Variables

Based on the explanation above regarding the meaning of variables. It is known that there are two types of variables used in this study, namely independent variables and dependent variables.

##### a. Independent variable

Independent variables are often known as free variables. Sugiyono (2007) states that the variable has an impact on the alteration or the

appearance of the dependent variable. The independent variable in this study is the ELSA Speak application.

b. Dependent variable

Dependent variable is a variable that is observed or measured to see how changes in the independent variable affect it. Related to Sugiyono (2009 ) statement dependent variable that is influenced or occurs due to the existence of an independent variable. According to the definition, this research dependent variable (y) is students' pronunciation.

### **3.4 Research Population and Sample**

This section contains the population and sample used in the study.

Sample is an object used in research and is part of the population.

#### **3.4.1 Population**

Population can be defined based on various criteria, such as age, gender, location, or any other relevant characteristic. According to Sugiono (2007) Population refers to a specific region that includes things or persons with predetermined attributes and characteristics, as specified by researchers for the purpose of study.

Based on the definition above the population of this study were 10th grade high school students of MA Plus Khairuddin Malang with a total population of 41 students. consisting of male and female students from 15 to 16 years old. With a total population of 41 students, it

consists of 19 students of 10<sup>th</sup> grade MIPA and 23 students 10<sup>th</sup> grade IPS. which will divided into two research classes consisting of the experimental class (X), namely class 10 Mipa and class 10 IPS which would be the control class (Y) during this research.

### **3.4.2 Sample**

Sample is one of the many attributes shown by the population. Sugiyono (2009) asserts that the sample represents a subset of a population in study, including both its quantity and features. This study applied to 20 students of 10<sup>th</sup> grade MIPA of MA Plus Khairuddin Malang.

## **3.5 Data Sources**

The data sources in this research contain the information needed to find the research object in this study entitled "The Effectiveness of ELSA Speak Application Towards Students Pronunciation at MA Plus Khairuddin Malang" the researcher will collect data using pre-test and post-test.

### **3.5.1 Primary Data**

Primary data is information that is collected or obtained directly by researchers from the source for certain specific purposes. In this study, researchers will conduct direct experiments on grade 10 students at MA Plus Khairuddin Malang by using test namely pre-test and post test. This test will be carried out by class 10 MIPA as the experimental class and 10 IPS as the control class.

### **3.5.2 Secondary Data**

Secondary data is information collected by other parties for purposes that are not directly related to the research being conducted. Such as; scientific journals, books, research results of official institutions, online databases and others. This aims to strengthen primary data of this study. In this study, researcher used secondary data in the form of scientific journals, book and several articles.

### **3.6 Research Instrument**

Research instruments are tools used to systematically and reliably collect data and information for a research. In this study researchers used spoken test in form of paragraph text which is then read by students to find out the pronunciation determine the results of treatment of objects. In this study, researcher used spoken test to know the 10<sup>th</sup> grade students of MA Plus Khairuddin Malang sidemen in pronunciation.

To obtain the data the researcher wants, there were two kinds of test that will be used in this research namely pre-test and post-test. It is need to be carried out to find out more specific data. At this pre-test stage the researcher will carry it out in both (experimental and control) classes with the aim of being able to measure students' initial abilities before the ELSA speak treatment. then in the next stage these two classes received different treatment for the experimental class received treatment using ELSA speak while the control class did not. In the final step, a post-test will also be held in both classes (experimental and control) to determine changes after treatment, namely in the experimental class and the control class without treatment.



The pre-test and post-test given by the researcher were in the five questions about descriptive text related to the material the respondent had studied. Below is the rubric that will be used in the Assessment rubric adapted from Brown (2007):

No	Rated Aspect	Score
1.	<p>Vowel</p> <ul style="list-style-type: none"> <li>- Errors are frequent more than 3 times in one sentence</li> <li>- Pronounces some vowels incorrectly consistently</li> <li>- Make in consistent syllable of multisyllabic words, but miss place it on certain words</li> <li>- pronounces vowels correctly most of time</li> <li>- Pronounces vowel correctly all the time</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
2.	<p>Consonant</p> <ul style="list-style-type: none"> <li>- Consonant errors are frequent more than 3 times in one sentence</li> <li>- Pronounces some consonant incorrectly consistently</li> <li>- Make in consistent consonant errors</li> <li>- Pronounces consonants correctly most of time</li> <li>- Pronounces consonants correctly all the time</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
3.	<p>Word Stress</p> <ul style="list-style-type: none"> <li>- Frequently miss places stress on multisyllabic words more than 3 times in one sentence</li> </ul>	<p>1</p>

	<ul style="list-style-type: none"> <li>- Places stress on the right syllable of multisyllabic words, but miss place it on large number of words</li> <li>- Places stress on the right syllable of multisyllabic words, but miss place it on certain words</li> <li>- Places stress on the right syllabic words, but miss place it on a few words</li> <li>- Places stress on the right syllabic words all the time</li> </ul>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
4.	<p>Fluency</p> <ul style="list-style-type: none"> <li>- Frequent repetition always do correction on spoken ability</li> <li>- Can handle with confident, but not with facility</li> <li>- Can discuss particular interest of competence with reasonable ease</li> <li>- Able to use the language fluently on all levels normally pertinent to professional need</li> <li>- Has complete fluency in the language such as the speech is fully accepted by educated natives speaker</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	<p>ELSA Speak</p> <ul style="list-style-type: none"> <li>- always make mistakes in practice features of ELSA Speak and the result is incorrect at all</li> </ul>	<p>1</p>

	- often make mistakes in practice features of ELSA Speak and the result mostly incorrect	2
	- rarely make mistakes in practice features of ELSA Speak and the result mostly incorrect	3
	- Can use ELSA Speak features and the result almost correct	4
	- Can use ELSA Speak feature and results are correct at all	5
	<b>Total</b>	<b>25</b>
	<b>Score Calculation</b> = $\frac{\text{total score}}{\text{maximum score}} \times 100$	

**Note:**

<b>Value</b>	<b>Criteria</b>
80 - 100	Very good
70 - 79	Good
60 - 69	Sufficient
50 – 59	Poorly
0 - 40	Failed

### 3.7 Validity and Reliability

Validity and reliability are important aspects of research instruments, such as, questionnaire and test, to ensure that they accurately measure what they are intended to measure. Validity and reliability refers to the accuracy of the questionnaire or test in measure validity and reliability will be examined to gauge the accuracy and dependability of the research tool.

#### 3.7.1 Validity

Validity according to Newton (2012) is defined as the extent to which theory and data justify the interpretations of test results that suggested applications of the tests entail. In different context Validity evaluates the soundness, correctness, and truth of a claim, argument, or experiment in a variety of situations, including testing, logic, and research. Validity, for instance, guarantees that research methodologies measure what they are supposed to assess and that the outcomes are reliable and meaningful.

To measure validity is a measure of how good a question is in the questionnaire actually created and can measure the object to be measured validity, researchers can use SPSS or excel, in this study researcher used excel with Bivariate Pearson formula:

$$R_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Note:

$r_{xy}$  = Correlation coefficient between variables X and Y

N = Total Number of respondents

$\sum X$  = Total score of items

$\Sigma Y$  = individual total scores

$\Sigma X^2$  = Sum of the squared scores of the questions

$\Sigma X^2$  = The total squared score of the question

According to Sugiyono (2009) an instrument can be said to be valid if Value of  $r$  count  $\geq r$  table in sig. 0,05. And here is the following result of the validity test carried out at MAN 1 Malang.

### 3.3 Picture of Validity Test

1	2	Responden	butir soal																				Total
			q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	
3	Adeita Kartika A.M	4	4	5	3	4	4	2	3	5	4	4	1	4	4	5	3	2	4	1	2	68	
4	Ahmad Sofyan S.	4	4	4	5	5	4	4	5	4	5	5	2	5	4	4	4	1	4	4	3	80	
5	Alfarrosi Naji El Adi	2	2	2	3	3	2	3	2	3	3	3	5	1	3	3	3	3	3	5	4	58	
6	Alia Azarotus S.	5	5	4	4	4	5	5	5	5	4	3	1	4	5	5	5	2	4	4	2	81	
7	Amalia	4	4	5	5	5	4	4	5	5	5	5	2	5	4	5	5	4	3	3	2	84	
8	Amrullah	5	5	5	5	5	5	5	4	4	4	4	2	5	5	5	4	3	4	3	3	85	
9	Andika Rafi Febrianto	4	4	5	5	4	4	4	5	5	5	5	3	4	4	4	5	3	5	2	3	83	
10	Annadhivatul Azizah	4	4	5	3	4	4	5	5	4	5	5	4	5	5	4	5	3	4	2	2	82	
11	Azzahro Najwa salsabila	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	3	4	95	
12	Camelia Aminatuz Zahra	4	5	5	5	5	5	4	4	4	5	4	3	5	4	4	4	4	3	3	3	83	
13	Daniel Rizky Maulana	5	5	4	4	4	5	5	5	5	5	5	2	4	4	5	4	2	5	2	2	82	
14	Dewi Retno Ningsih	4	4	5	5	4	4	4	4	4	5	5	3	5	5	4	5	3	5	3	3	84	
15	Diena Zalia Salsabila	4	4	5	5	5	4	4	4	4	4	4	2	4	4	4	4	2	4	1	2	74	
16	Hikmah Abillah Putra N	5	5	4	5	5	5	3	5	5	4	4	4	5	3	3	5	4	5	2	2	83	
17	Lailatul Isti' anah	5	5	5	5	3	5	4	4	4	5	5	3	5	4	4	5	2	5	1	2	81	
18	Lailatul Qomariyah	4	4	4	4	4	4	4	5	5	5	5	4	5	4	3	3	3	5	2	2	79	
19	Lailatul Najwa M.	4	5	4	5	5	3	3	5	4	4	4	2	5	5	5	5	4	5	2	2	81	
20	M. Hikmal Abroril A.	5	5	5	5	5	5	4	4	4	5	5	3	5	4	4	4	3	3	3	3	84	
21	Mochammad Ivan R.	4	4	5	5	4	4	4	4	4	5	5	3	5	5	5	5	3	5	4	3	86	
22	Moh. Ady Eka Pratama	5	5	4	5	5	5	5	5	5	4	4	4	4	5	4	4	4	5	4	3	89	
23	Muhammad Min A. Y.	4	4	5	5	5	4	5	5	5	5	5	3	4	4	4	5	2	4	3	3	84	
24	Naila Salsabila	5	5	5	5	5	5	4	4	4	4	4	3	3	5	5	5	3	5	2	2	83	
25	Naura Feriska M.	4	4	5	4	4	4	5	5	5	5	5	2	4	4	5	5	2	4	2	2	80	
26	Naura Izzati Salsabila	5	5	4	5	5	5	5	5	4	4	5	4	5	5	5	4	3	4	4	4	90	
27	Putri Narendra D. D. C	4	4	5	5	4	4	5	5	4	4	4	3	4	4	3	3	3	4	3	3	78	
28	Sayyidatul Husna	5	5	5	5	4	5	5	5	4	5	5	3	5	5	5	5	2	5	3	3	89	
29	Sheiza Rohmatul Ilmi	5	5	4	5	5	5	4	4	4	4	4	3	4	5	5	5	3	5	1	1	82	
30	Shofiatul Azizah	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	4	4	96	
31	R hitung	0.731	0.719	0.488	0.634	0.511	0.693	0.605	0.680	0.365	0.525	0.540	0.158	0.678	0.619	0.424	0.571	0.359	0.424	0.156	0.259		
32	R tabel	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361		
33	Keterangan	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	tdk valid	Valid	Valid	Valid	Valid	Valid	tdk valid	Valid	tdk valid	tdk valid		
34	Varians	0.470	0.480	0.476	0.460	0.406	0.544	0.656	0.556	0.321	0.332	0.407	0.958	0.772	0.396	0.534	0.550	0.692	0.534	1.175	0.608	11.328	
35																						53.3068	
																						Jumlah Total	

From the validation test results above, the question is valid if  $r$  count  $> r$  table. The calculated  $r$  value is obtained from the results of the value of each question item with the student's total score using Excel. From the results of these calculations, it is known that from questions 1 to 20, there are four questions where the calculated  $r$  is  $< r$  table (invalid). Namely questions number 12, 17, 19, and 20. It can also be seen that there are 16 valid questions after the validation test; valid questions include numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15,

16, and 18. Thus, the instrument is valid because 18 of the total 20 questions tested have a calculated r value > r table.

### 3.7.2 Reliability

Reliability in research studies contexts it refers to Newton (2012) the constancy and stability of measurements or observations over a period of time, across several raters, or in different conditions. It assesses the degree to which something delivers the same outcomes whether given many times or by various people. In essence, a dependable measure or instrument will consistently produce the same results when used in the same manner and under the same conditions. In this research, the researcher will use excel as a tool to calculate the reliability.

#### 3.7.1.1 Scale Reliability

To measuring the scale of reliability, researcher used Cronbach's Alpha formula.

$$R_{tt} = \left[ \frac{K}{K-1} \right] \left[ 1 - \frac{\sum S_1^2}{S_t^2} \right]$$

**Description :**

$R_{tt}$  = Intrument reliability coeficient

$K$  = Number of valid instrument

$\sum S_1^2$  = Number of item variants

$S_t^2$  = Variant of total score

Sugiyono (2009) Value of r count > r table 5%, then the item is accepted. And here is the following result table:

Based on Sugiyono (2009) Item validity can be said to be valid if the calculated  $r$  is bigger than the table  $r$  with significance of 0.05.

### 3.7.1.2 Test Reliability

To measure the reliability of the test, researcher used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K - 1} \left( \frac{v_t - \sum pq}{v_t} \right)$$

#### Description :

$R_{tt}$  = Test reliability

$k$  = Number of valid items

$v_t$  = Variance total

$p$  = Proportion of subject who answered the questions correctly

$q$  = Proportion of subject who answered the question incorrectly

$\sum pq$  = Number of multiplication results between  $p$  and  $q$

**Value of  $r$  count  $>$   $r$  table 5%, then the item is accepted.**

The following table is an interpretation of correlation coefficient value according to Sugiyono (2009) ;

**Table 3.3**

#### Interpretation Correlation coefficient value

Coefficient Interval	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

### 3.4 Picture Reliability Test

Respondent	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	Total	
Adelia Kartika A.M	4	4	5	3	4	4	2	3	5	4	4	1	4	4	5	3	2	4	1	2	68	
Almad Sofyan S.	4	4	4	5	5	4	4	5	4	5	5	2	5	4	4	4	1	4	4	3	80	
Alfarrosi Najri El Adi	2	2	3	3	2	3	2	3	3	3	3	1	3	3	3	3	3	3	5	4	58	
Alfa Renevina S.	5	5	4	4	4	5	5	5	4	3	1	4	5	5	5	2	4	4	2	81		
Amalia	4	4	5	5	5	4	4	5	5	5	2	5	4	5	5	4	3	3	3	84		
Anursilah	5	5	5	5	5	5	4	4	4	4	2	5	5	5	4	3	4	3	3	85		
Andika Rafi Febrianto	4	4	5	5	4	4	4	5	5	5	3	4	4	4	5	3	5	2	3	83		
Anandhivani Anzrah	4	4	5	3	4	4	5	5	4	5	5	4	5	5	4	5	3	4	2	87		
Azraha Najwa Salsabil	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	3	4	95		
Caeniella Arminatus Zahid	4	5	5	5	5	4	4	4	5	4	5	5	4	4	4	4	3	3	3	83		
Daniel Remy Maulana	5	5	4	4	4	5	5	5	5	5	2	4	4	5	4	2	5	2	2	82		
Dewi Retno Ningsih	4	4	5	5	4	4	4	4	5	5	3	5	5	4	5	3	5	3	3	84		
Dena Zalia Salsabila	4	4	5	5	4	4	4	4	4	4	2	4	4	4	4	2	4	1	2	74		
Hikmah Abillah Putra N	5	5	4	5	5	5	3	5	5	4	4	4	5	3	3	5	4	5	2	83		
Lailani Ist'annah	5	5	5	5	3	5	4	4	4	5	5	3	5	5	4	4	5	2	5	81		
Lailani Qomariyah	4	4	4	4	4	4	4	5	5	5	4	5	4	3	3	3	5	2	2	79		
Lailana Najwa M.	4	5	4	5	5	3	3	5	4	4	4	2	5	5	5	4	5	2	2	81		
M. Hani Albarani A.	5	5	5	5	5	4	4	4	5	5	3	5	4	4	3	3	3	3	3	84		
Mochammad Ivan R.	4	4	5	5	4	4	4	4	5	5	3	5	5	5	5	3	5	4	3	80		
Moh. Adv Eka Pratama	5	5	4	5	5	5	5	5	5	4	4	4	4	5	4	4	4	5	4	89		
Muhammad Mta A. Y.	4	4	5	5	5	4	5	5	5	5	3	4	4	4	5	2	4	3	3	84		
Nala Salsabila	5	5	5	5	5	4	4	4	4	4	3	3	5	5	5	3	5	2	2	83		
Naura Ferrika M.	4	4	5	4	4	4	5	5	5	5	2	4	4	5	5	2	4	2	2	80		
Naura Izzah Salsabila	5	5	4	5	5	5	5	4	4	5	4	5	5	5	4	3	4	4	4	90		
Putri Narendra D. D. C	4	4	5	5	4	4	5	5	4	4	3	4	4	3	3	3	4	3	3	78		
Saryadani Husna	5	5	5	5	4	5	5	5	4	5	5	3	5	5	5	2	5	3	3	89		
Sheza Rohmatul Iltis	5	5	4	5	5	5	4	4	4	4	3	4	5	5	5	3	5	1	1	82		
Shofiatul Anzrah	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	4	4	90		
<b>R Count</b>	<b>0.731</b>	<b>0.719</b>	<b>0.488</b>	<b>0.634</b>	<b>0.511</b>	<b>0.693</b>	<b>0.605</b>	<b>0.688</b>	<b>0.365</b>	<b>0.525</b>	<b>0.540</b>	<b>0.138</b>	<b>0.678</b>	<b>0.618</b>	<b>0.424</b>	<b>0.571</b>	<b>0.359</b>	<b>0.424</b>	<b>0.156</b>	<b>0.259</b>		
<b>R Table</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>		
<b>Note</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>	<b>Valid</b>		
<b>Varians</b>	<b>0.470</b>	<b>0.460</b>	<b>0.476</b>	<b>0.460</b>	<b>0.406</b>	<b>0.544</b>	<b>0.656</b>	<b>0.556</b>	<b>0.821</b>	<b>0.382</b>	<b>0.407</b>	<b>0.988</b>	<b>0.772</b>	<b>0.396</b>	<b>0.534</b>	<b>0.590</b>	<b>0.692</b>	<b>0.534</b>	<b>1.175</b>	<b>0.608</b>	<b>11.328</b>	
																					<b>53.5968</b>	
																					<b>Total Score</b>	

TESTING CRITERIA		
VALUE	CRONBACH'S ALPHA SCORE	CONCLUSION
0.70	5.031	RELIABLE

BASIS FOR DECISION MAKING	
If the Cronbach Alpha value > 0.70 then reliable	
if the Cronbach Alpha value < 0.70 then it is not reliable	

Based on the table above, The results of the Cronbach alpha value can be obtained from the acquisition of the number of students with the acquisition of the total variance and total student score. With systematic K-R-20 calculations. The result of this calculation is 5,031. Thus, based on the basis for decision-making that has been determined that this instrument is reliable to use because the value is 5.031 > 0.70.

### 3.8 Data Collection Technique

In this section we will describe the data collection techniques that will be performed by researchers during conducting research at MA Plus Khairuddin Malang.

#### 3.8.1 Pre-Test

Pre-test data collection is a process of collecting information or data given to the sample to be studied. with the aim of knowing the initial information about the condition of the subject before it is planned to be given treatment. In this study the researcher will give descriptive text. Then, the order the students to read the text and answer 5 questions. The questions



were answered to the researchers one by one. this pre-test will be conducted in both classes, namely class X IPS as the experimental class and class X IPS as the control class. with an allocation of 40 minutes.

### **3.8.2 Treatment**

Treatment is a stage of media treatment of students. At this stage, the researcher gave two treatments to students in the control and experimental classes. In the experimental class, at the first treatment, the researcher will explain the functions and procedures for using the ELSA Speak application. After that, the researcher introduced the ELSA Speak application to students at the second meeting, explaining its functions and how to use it. Then, learning is carried out according to the material in class. However, in this learning process, they will connect their book reading to find the correct pronunciation in the ELSA Speak audio dictionary. So that they do not just read; they can spot the mistakes, and it will develop their language pronunciation skills. On the other hand, the control class received learning treatment without using the ELSA Speak application. However, control and experimental classes will be given the same learning and materials.

### **3.8.3 Post-Test**

The post-test provides an understanding of the impact or changes after learning using ELSA Speak on students' pronunciation at MA Plus Khairuddin. The post-test will measure the abilities of students in the control class and experimental class after receiving several treatments using or not using ELSA Speak. Then, the researcher will ask students verbal

questions based on the text given at the treatment stage. The results of this test are to determine whether there is a difference between the control class (10 Social Sciences), which was given learning without ELSA Speak, and the experimental class (10 MIPA) learning using ELSA Speak.

### **3.9 Data Analysis**

Data analysis refers to the process of organizing data sets into patterns, classifications, and basic descriptive units. According to Sugiyono (2009) Data analysis is an activity after data from all respondents or data sources has been collected. The aim is to collect data from respondents to clarify and explain. The pre- and post-test scores that students completed for this study produced quantitative data, which was evaluated using Microsoft Excel and SPSS. The data gathered for this study will include evidence that either corroborates or refutes the research premise. This study used a statistical testing methodology to identify substantial disparities in scores in order to assess the efficacy and practice of using Collaborative Pronunciation learning with the media, namely ELSA Speak, to improve students' pronunciation skills. In this section the researcher will process the data from pre-test and post test of control and experimental class as data source. The procedures were used to analyze the data in this study:

#### **3.9.1 The Normality Test**

The purpose of the normality test is to ensure that the data used in statistical analysis meets the assumptions of normal distribution. In the context of a normality test, when we say that the data "meets" the assumptions of a normal distribution.

Based on the results of the normality tests that have been carried out, does not show significant evidence that the data does not come from a normal distribution. In other words, if the p value of a normality test is greater than a predetermined significance level (usually 0.05).

According to the test we can consider that the data is “approaching” a normal distribution. The normality test is conducted by extracting data from the chosen dataset, namely the pre-test data. The process of assessing normality in this study was conducted using SPSS version 22.

1. Hypothesis:

$H_a$ : The populations from which the gain score data for students in the experimental class and control class are drawn are normally distributed.

$H_0$ : The populations from which the gain score data for students in the experimental class and control class are drawn are not normally distributed.

2. Significances Level  $\alpha = 0.05$

3. Statistical test: SPSS version 22

4. Decision Criteria:

$H_0$  is rejected if  $\text{Sig.} \leq \alpha 0.05$

### **3.9.2 Homogeneity test**

The homogeneity test is performed to see whether there is a statistically significant difference in the variability of skills data between the experimental class and the control class. The homogeneity test may be assessed by examining the pre-test results received from both the control and experimental classes. Homogeneity testing was conducted with SPSS version 22 in this study to have the homogeneity of data with the significant level more than  $\alpha = 0.05$ .

### **3.10 Research Hypothesis**

Based on assumptions, researchers can draw two hypotheses, namely:

#### **3.10.1 Null Hypotheses (H<sub>0</sub>)**

ELSA Speak application does not improve students' pronunciation in class X MA Plus Khairuddin Malang.

#### **3.10.2 Alternative Hypotheses (H<sub>a</sub>)**

ELSA Speak application improve students' pronunciation in class X MA Plus Khairuddin Malang.

### **3.11 Technique of Collecting Data**

there are two main things according to Sugiyono (2009) that influence the quality of research data in quantitative research: the quality of the instruments and the quality of data collection. This section will explain the data collection process based on primary data sources, from pre-test to post-test.

#### **3.11.1 Pre-test**

First, when implementing the treatment, the researcher will provide a pre-test to assess the students' comprehension at the first meeting. Each experimental class and control class will get this exam.. Then the researcher will be asked one question orally related to the descriptive text individually. The results will be an initial benchmark for comparing the experimental class and control class before treatment.

#### **3.11.2 Treatment**

Then, at the second and third meeting the researcher explained several features and procedures for using the ELSA Speak application to integrate learning with this media. The researcher started by choosing a topic, practicing word-by-word pronunciation, and conducting conversations using direct feedback from ELSA Speak, up to the pronunciation dictionary. After that, the researcher provided several vocabulary words from the descriptive text to demonstrate how they were pronounced in the ELSA Speak application. In this section, the researcher focused students on using a pronunciation dictionary for their practice in

class. The experimental and control classes received the same material, namely descriptive text.

### **3.11.3 Post test**

The post-test was carried out to measure students' abilities after treatment using ELSA Speak (experimental class) and those who were not given treatment (control class). Both classes will be given one oral question which is not much different from the pre-test, namely about descriptive text. The results of this test will show that there is a significant difference between the experimental class that was treated using the ELSA Speak application and the control class without using ELSA Speak.

### **3.12 Data Analysis**

Data analysis is the methodical process of examining, refining, transforming, and organizing data in order to uncover important insights, make well-informed judgments, and support decision-making. The data analysis in this research used the pre-test and post-test findings obtained from both the experimental class and the control class. Then the researcher will analyze the data by comparing the results of the pre-test and post-test of control class and experimental class students. To determine these differences, researchers used statistical tests (t-test). so the hypothesis will be tested using a significance level of 0.05 (95%). This t-test will also show whether there is a significant difference or not between the pre-test and post-test.

### **3.12.1 Normality Test**

The normality test in This study aims to ascertain the normal distribution of the data. The researcher used the Shapiro-Wilk test to assess normality due to the very small sample size in this study, namely consisting of 18 students. The normalcy test was conducted using SPSS version 22, which has the following criteria. If the results of the normality test exceed a significance level of 0.05, it indicates that the data distribution may be classified as regularly distributed. However, if the result is below 0.05, it may be inferred that the data distribution does not follow a normal distribution.

### **3.12.2 Homogeny Test**

The homogeneity test is used to determine if two sets of data exhibit homogeneity or not. The homogeneity test will be conducted using SPSS version 22 in order to assess the homogeneity of the data, with a significance threshold of  $\alpha=0.05$ .

### **3.12.3 T-test**

The t-test is a data analysis process carried out to determine the significance of the difference between students' pronunciation skills using the ELSA Speak application in the experimental class and students' pronunciation skills without using the ELSA Speak application in the control class. The researcher further performed an autonomous test to see whether there was a disparity in the mean of unpaired samples. Specifically, the data refers to the scores obtained from the post-test of

both the experimental class and the control class. The t-test used in this study is Independent Samples T-test with twos-tailed test of significance by using SPSS version 22. If the result shows Sig. (2-tailed)  $>$  sig  $\alpha = 0.05$  (5%), then the null hypothesis is accepted. But, if Sig. (2- tailed)  $<$  sig  $\alpha = 0.05$  (5%), then alternative hypothesis is accepted.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter contains data analysis from Pre-test, Post-test, Normality test, Homogeneity test, Data analysis from post-test, Hypothesis test, and discussion.

#### 4.1 Finding

This section, the results obtained during the research will be explained, including Pre-test, Post-test, and normality test to hypothesis test results. The explanation of this research will be divided into several sub-chapters below:

##### 4.1.1 Data analysis of Pre-Test

The pre-test was carried out on March 27, 2024. The pre-test was carried out once before treatment. In carrying out this pre-test, students answer five questions orally asked by the examiner. Participants come forward one by one to answer questions orally with a pre-test duration of 40 minutes. then the researcher will provide an assessment with a value range of 1 to 5 based on the assessment rubric from Brown (2007) so that the researcher can provide conclusions on the research results before any treatment is carried out. Following is the results table:

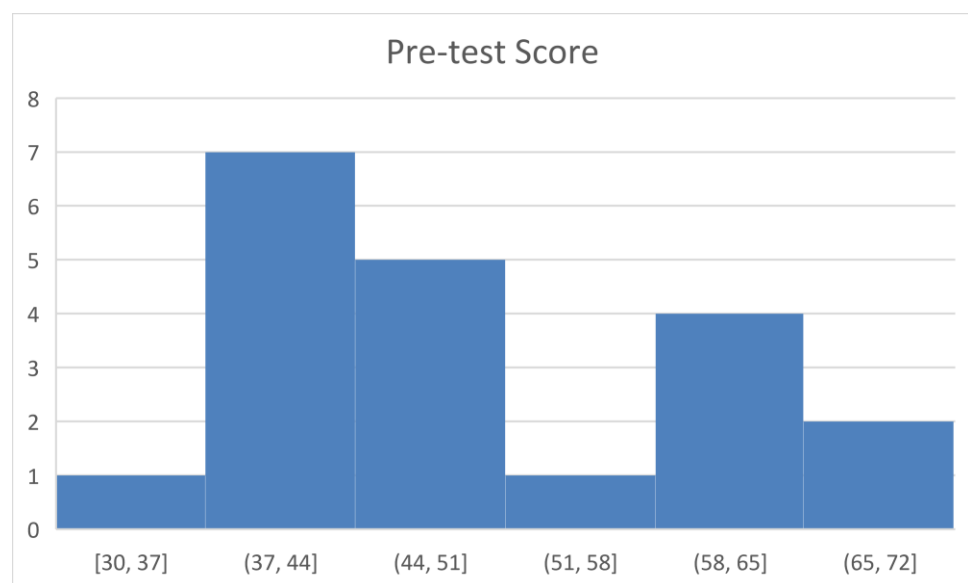
*Table 4.1 Pre-Test Score of Experimental Class*

no	Nama	Pre-test score
1	AFR	44
2	AM	60
3	AKM.	40
4	AK	48
5	DNS	48
6	LF	45
7	MHW	40

8	MIF	30
9	MIAS	45
10	MKQA	60
11	MZA	44
12	MK	44
13	NF	72
14	NS	64
15	RAM	60
16	RAS	68
17	SM	48
18	SNA	56
19	UH	40
20	ZR	40
	$\Sigma$	<b>996</b>
	<b>Average</b>	<b>49,8</b>

Based on the results above, from the pre-test results in Table 4.1, it can be seen that the score from Class 10 Science as an experimental class, the lowest student post-test score is 30, and the highest score is 72. So, the average is 49.8. The student's score at this stage is based on the sum of the scores for each item on the assessment rubric. The distribution of students' pre-test scores can be seen in the following histogram graph:

*Diagram 4.1 Pre-test Experimental Class*



Based on the histogram above, mostly students score still in the 37-44 range. It can be seen from the height depicted in the histogram. There are 7 students from total 20 students at that range. Also based on the histogram above, we can see that there is no student succeeded in passing the minimum score (KKM) which is 75. The highest score at the pre-test stage only reached 72. The descriptive statistic of the experimental class post-test score data is as follows:

*Table 4.2 Descriptive Statistic of Pre-test Experiment Class*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_EKS	20	30	72	49.80	11.024
Valid N (listwise)	20				

Based on the descriptive table, the pre-test minimum score is 30 and maximum score is 72 with an average of 49.80. this table also shows the standard deviation 11.024, which means that this data shows the distribution or variation of the pre-test scores among the subject tested. If the standard deviation is higher, then the greater value of pre-test variation among subjects.

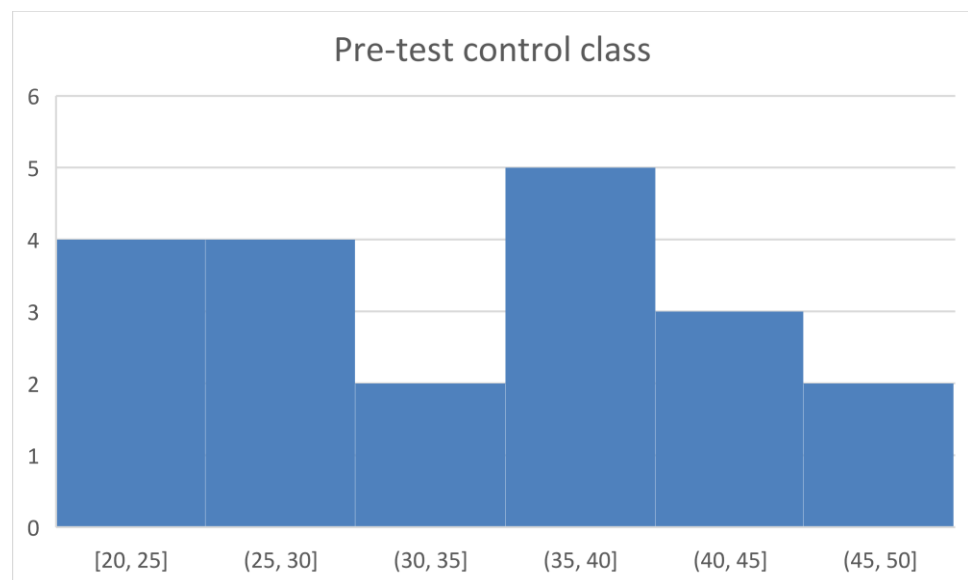
*Table 4.3 Pre-test Score of Control Class*

No	Initial Name	Post-Test Score
1	AYR	30
2	ADP	24
3	AW	30
4	AM	40
5	AYN	44
6	AVS	50
7	ES	40
8	FSA	40

9	GSR	45
10	HNI	28
11	HRR	35
12	HKW	24
13	HA	24
14	KS	28
15	MAK	20
16	MAKI	45
17	MAM	40
18	NR	48
19	RA	36
20	SS	32
	$\Sigma$	<b>703</b>
	<b>Average Score</b>	<b>35.15</b>

According to the result above, From the pre-test result in control class it can be seen that the results of the scores from 10 IPS Class as the control class, that the lowest post-test score of students is 24 and the highest score is 50. Then, the average is 35.15. For the distribution of students' pre-test scores, it can be seen from the following histogram chart :

*Diagram 4.2 pre-test control class*



Based on the histogram above, mostly students score still in the 20-30 range. It can be seen from the height depicted in the histogram. There

are 8 students from total 20 students at that range. Also based on the histogram above, we can see that there is no student succeeded in passing the minimum score (KKM) which is 75. The highest score at the pre-test stage only reached 50. The descriptive statistic of the experimental class post-test score data is as follows:

*Table 4.4 Descriptive statistic of Control Class*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_CTRL	20	20	50	35.15	8.946
Valid N (listwise)	20				

Based on the descriptive table, the pre-test minimum score is 20 and maximum score is 50 with an average of 35.15. this table also shows the standard deviation 8.946, which means that this data shows the distribution or variation of the pre-test scores among the subject tested. If the standard deviation is higher, then the greater value of pre-test variation among subjects. The pre-test carried out in both experimental and control classes concluded that the experimental class had a higher average, 49.8, while the control class had 35.15 before Treatment.

#### **4.1.2 Data Analysis of Post Test**

The post-test was conducted on May 6, 2024, coinciding with the final day of treatment using the ELSA Speak Application in the classroom. This assessment involved presenting students with five questions, distinct from those in the pre-test, yet focused on material related to descriptive text. These questions aimed to assess students' comprehension and mastery of the text covered during the treatment phase.

The post-test was in form of essay and voice record with 40 minutes of lesson. Just like the pre-test, in its implementation, students are asked to answer the question and after they are done to do the question the researcher record one by one the voice of the students. The purposes to ensure if the recorded voice is not heard clearly, researchers can immediately detect it through their writing to minimize errors in assessing research result. It can be seen from the result of the students' post-test scores in the following table that there is a comparison of scores from before giving treatment in the classroom.

*Table 4.5 post-test Score of Experimental Class*

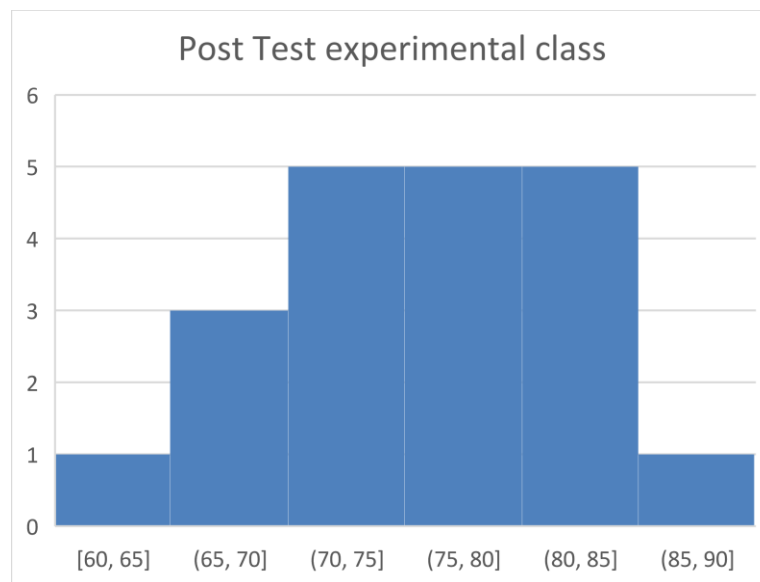
No	Initial Name	Post Test Score
1.	AFR	85
2	AM	80
3	AKM	85
4	AK	85
5	DNS	85
6	LF	80
7	MHW	75
8	MIF	80
9	MIAS	80
10	MKQA	75
11	MZA	80
12	MK	65
13	NF	90
14	NS	85
15	RAM	90
16	RAS	85

17	SM	85
18	SNA	85
19	UH	80
20	ZR	70
	$\Sigma$	<b>1625</b>
	<b>Average Score</b>	<b>81.25</b>

From the post-test result in table 4.1 it can be seen that the results of the scores from 10 IPA Class as the experimental class, that the lowest post-test score of students is 65 and the highest score is 90. With the acquisition of these values, the average obtained is 81.25. For the distribution of students' post-test scores, it can be seen from the following histogram chart

:

*Diagram 4.3 Post-test experimental Class*



Based on the diagram above, it can be seen the distribution of student scores from the lowest to highest, along with the number of students (frequency) at each value in the experimental class. Based on the histogram graph in the 65-70 range

there are 3 students, then in the 70-75 there are 5 students, in the 75-80 range there are 5 students, in the 80-85 range also there are 5 students, and in the 85-90 only one student. From the results based on the histogram above, it can be concluded that who students in the class scored below the passing score or KKM, which is 70. The descriptive statistic of the experimental class post-test score data is as follows:

*Table 4.6 Descriptive Statistic of Post-Test Experimental Class*

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
POST_TES T_EKS Valid N (listwise)	20	30	65	90	1560	81.25	1.598	7.145	51.053

Based on the data table processed with SPSS, it shows that the range of data namely the difference between maximum and the minimum score in the post-test experimental class is 30. The minimum score obtained is 65 and the highest score is 90. Then, the total number of score obtained from the post-test data for this experimental class is 1.560 and shows a mean is 78with the standard error 1.598. apart from that, the standard deviation in the table shows how far the data is spread from the mean is 7.145. then the variance data in the post-test experimental data shows the variability or how spread out the data is by multiplying the standard deviation which shows a result of 51.053. then the total number of valid data from the table data above shows 20 data, which means all existing data is used.

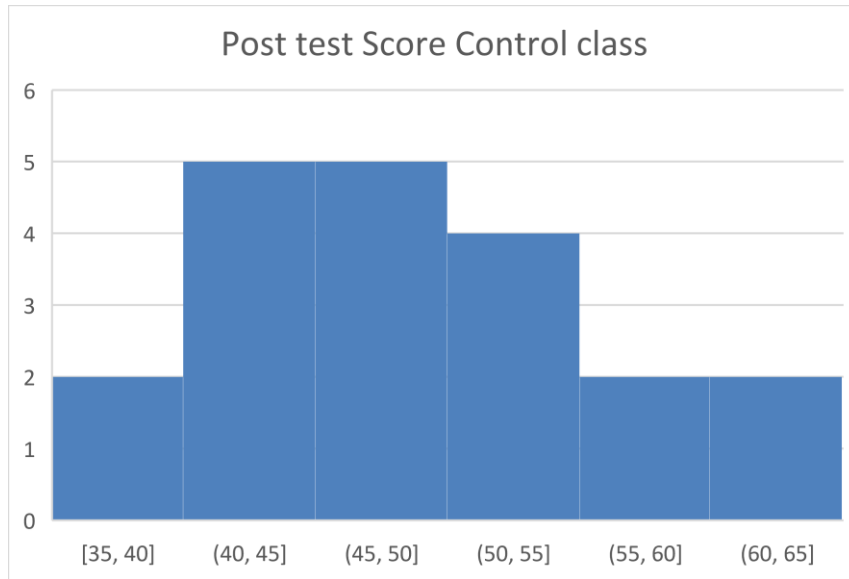


Table 4.7 Post test Score of Control Class

no	Initials name	Post test score
1	AYR	50
2	AAP	45
3	AW	45
4	AM	60
5	AYN	50
6	AVS	60
7	ES	65
8	FSA	45
9	GSR	65
10	HNI	55
11	HRR	52
12	HKW	50
13	HA	45
14	KS	50
15	MAK	45
16	MAKI	55
17	MAM	50
18	NR	55
19	RA	35
20	SS	40
	$\Sigma$	<b>1017</b>
	<b>Average Score</b>	<b>50.85</b>

According to the result post-test control class displayed in table 4.8, it can be seen from the test result of class 10 IPS MA Plus Khairuddin Malang , it can be seen the lowest score is 40 and the highest score is 65. Then the total score of the data is 1017 with the acquisition of these values the average obtained is 50.85. for the distribution of student scores, it can be seen from the following histogram graph:

*Diagram 4.4 Post-test Control Class*



Based on the histogram graph above, it can be seen the distribution of student scores from the lowest to highest, along with the number of students (frequency) in each score in the control class. Based on the histogram graph in the 35-40 range there are 2 students, in the range 40-45 range there are 5 students, also in the range 45-50 there are 5 students, then in the range 50-55 range there are 4 students, in the 55-60 range there are 2 students, and in the 60-65 range there are 2 students. From the listed on the histogram graph, it can be concluded that all students in the class scored below passing score or KKM, which is 75. The descriptive statistic of the control class post-test score data is as follows :

Table 4.8 Descriptive statistic of Post-test Control Class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
POST_TEST_CONT	20	35	35	70	1047	52.35	1.898	8.487	72.029
Valid N (listwise)	20								

Based on table 4.8 descriptive statistic, the number of observations (n) is 20 with a range of values of 35 which shows the difference between the highest score is 70 and the lowest score is 35 in the post-test control class. Then the total number of all post test control sample score is 1047 and also mean value of 52.35. Also the table show the standard deviation in the control class post-test showed the number 8.487 which shoes how far the values in the sample are spread out from the average. And the variance value is 72.029 which is obtained from the standard deviation which gives a measure of the total variation in the sample.

#### 4.1.3 Students' Achievement in Pronunciation Before and after Using ELSA Speak Application

This section explains the differences in student scores before and after using ELSA Speak compared to those who did not use the ELSA Speak application for learning pronunciation. For a more detailed explanation, see the table below:

*Table 4.9 Result Pre-test and Post-test of Experimental Class*

No	Initials name	Difference		Description
		Pre-test	Post-test	
1	AFR	44	85	Increase
2	AM	60	80	Increase
3	AKM	40	85	Increase
4	AK	48	85	Increase
5	DNS	48	85	Increase
6	LF	45	80	Increase
7	MHW	40	75	Increase
8	MIF	30	80	Increase
9	MIAS	45	80	Increase
10	MKQA	60	75	Increase
11	MZA	44	80	Increase
12	MK	44	65	Increase
13	NF	72	90	Increase
14	NRS	64	85	Increase
15	RAM	60	90	Increase
16	RAS	68	85	Increase
17	SM	48	85	Increase
18	SNA	56	85	Increase
19	UH	40	80	Increase
20	ZR	40	70	Increase
Average		49,8	81.25	Increase

From the table of pre-test and post-test results for the experimental class, it can be seen that there are differences in student scores. The pre-test was given before the ELSA Speak treatment in class, and the post-test was given after the treatment. From these two results, there is an increase in student scores. Apart from that, the average score obtained in the pre-test score for the experimental class was originally 49.8, and the average post-test score was 81.25, meaning that the average score increased by 31.45. From these results, it can be concluded that there is an opportunity for values to be of better significance after treatment. It can be a solution for teachers to help students improve their pronunciation by using ELSA Speak.

*Table 4.11 result Pre-test and Post-test of Control Class*

No	Name	Control Class		Description
		Pre-test	Post-test	
1	AYR	30	50	Increase
2	AAP	24	45	Increase
3	AW	30	45	Increase
4	AM	40	60	Increase
5	AYN	44	50	Increase
6	AVS	50	60	Increase
7	ES	40	65	Increase
8	FSA	40	45	Increase
9	GSR	45	65	Increase
10	HNI	28	55	Increase
11	HRR	35	52	Increase
12	HKW	24	50	Increase
13	HA	24	45	Increase
14	KS	28	50	Increase
15	MAK	20	45	Increase
16	MAKI	45	55	Increase
17	MAM	40	50	Increase
18	NR	48	55	Increase
19	RA	36	35	Increase
20	SS	32	40	Increase
Average		35.15	50.85	Increase

Based on the table above, It is evident that there are variations in the student scores from the control class's pre- and post-test results table. It is evident from these two results that student scores are rising. Additionally, the control class's pre-test average was initially 50, and its post-test average was 50.85. In contrast to the experimental class, the control class's average value rose by 15.7. It is clear from these findings that the pre-test average is lower than the post-test average.

### 1.1.2 Result of Normality Testing

In order to ascertain if the data in this study were regularly distributed or not, the normality test was performed. Under the assumption that the data is normally distributed, the shapiro-wilk test was used to determine the degree of normalcy in this investigation. The data is normally distributed with a significance threshold of 0.05 if L count, which is  $0.05 \leq L \text{ sig.}$

*Table 4.12 Normality Testing*

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	pre-experimental	.215	20	.016	.931	20	.164
	post-experimental	.160	20	.191	.933	20	.177
	pre-control	.156	20	.200*	.952	20	.399
	Post-control	.143	20	.200*	.957	20	.486

Based on Ayuningtyas (2012) The Shapiro-Wilk test is used in this study's normalcy test. Because the Shapiro-Wilk test is more effective if the data are less than fifty. The Shapiro-Wilk test results for the experimental class pre-test are 0.164, the experimental class post-test is 0.177, the control class pre-test is 0.399, and the control class post-test is 0.486, as can be seen from the data above. the Shapiro-Wilk test results for every value that have a value greater than 0.05 in the end. It denotes a regularly distributed set of data.

### 1.1.3 Result of Homogeneity Testing

Then which comes after the homogeneity and normality tests. This is required to help researcher draw solid conclusions about the events they have seen and to help them base their decisions on solid data.

*Table. 4.13 Homogeneity Testing*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.051	1	38	.822
	Based on Median	.050	1	38	.825
	Based on Median and with adjusted df	.050	1	37.895	.825
	Based on trimmed mean	.069	1	38	.795

The table displays the results of Levene's Test to determine the homogeneity of variance between groups. This Test was used to determine whether the variances between groups were equal. This table shows four tests based on various measures of central tendency: mean, median, median with adjusted df, and trimmed mean.

Based on Mean: Levene Statistics: 0.051, df1: 1, df2: 38, Sig. (p-value): 0.822 These results show that the p-value of 0.822 is much greater than 0.05, which means there is no significant evidence that the variance between groups is different. Based on Median: Levene Statistics: 0.050 df1: 1, df2: 38, Sig. (p-value): 0.825 This Test shows almost the same results as the Test based on the mean, with a p-value of 0.825, which is also much greater than 0.05, confirming that the variance between groups is not significantly different. Based on the Median with Adjusted df: Levene Statistics: 0.050, df1: 1, df2: 37.895, Sig. (p-value): 0.825 This result is also consistent with the

previous median Test; even though df was adjusted, the p-value remained at 0.825, indicating no significant difference in variance between groups.

Based on Trimmed Mean: Levene Statistics: 0.069, df1: 1, df2: 38, Sig. (p-value): 0.795 This Test uses the trimmed mean and produces a p-value of 0.795. This value is also greater than 0.05, indicating that the variance between groups is not significantly different. The conclusion of the four tests (based on mean, median, median with adjusted df, and trimmed mean) is that all p-values are much greater than the 0.05 significance level.

This means we fail to reject the null hypothesis, which states that the variances between groups are equal. In other words, there was no significant difference in variance between groups based on the results of these tests. This indicates that the assumption of homogeneity of variance is met in the data tested.

#### **1.1.4 Result Hypothesis Testing**

Hypothesis testing is the final step of testing in this research after carrying out normality and homogeneity tests. This necessary to assist researchers in making strong and objective inference about the observed phenomena to make decisions based on strong evidence.

In order to ascertain if there was a significant difference between the class that used the ELSA Speak application and the class that did not, the researcher analyzed the data using a hypothesis test or t-test. Researchers analyze data using SPSS, and the findings are shown in the table below:



*Table 4.14 Result Gain score Experimental Class and Control class*

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	post_exsperiment	20	81.25	6.257	1.399
	post_control	20	50.20	7.865	1.759

After applying certain treatments, the table shows descriptive statistics for two groups, the experimental group and the control group. The following is a detailed explanation of the table results:

In the post\_experiment Class: Number of Samples (N) 20, Mean (Average) 81.25, Std. Deviation 6.257, Std. Mean error 1,399. While in the control class with Number of Samples (N) 20, Mean 50.20, Std. Deviation 7.865, Std. Mean error 1,759.

Thus, the experimental group had an average score of 81.25, while the control group had an average score of 50.20. This shows that the experimental group's average score was much higher than the control group after the treatment was given.

Then, the standard deviation in the experimental group was 6.257, while in the control group, it was 7.865. The larger standard deviation in the control group indicates that the scores in this group are more variable than the experimental group. Then, it was discovered that the average standard error in the experimental group was 1,399, while in the control group, it was 1,759. The lower standard error in the experimental group indicates that the mean estimates for this group are more precise than the control group.

Thus, it can be concluded from the table results that after treatment, the experimental group showed a higher average score than the control group,

with lower variation in scores. This may indicate that the treatment given to the experimental group improved scores more effectively than the control group.

*Table 4.15 Result Hypothesis Test*

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
students score result	Equal variances assumed	.889	.352	13.817	38	.000	31.050	2.247	26.501	35.599
	Equal variances not assumed			13.817	36.171	.000	31.050	2.247	26.493	35.607

Based on the results of the t-test shows an F value of 0.833. Significance (Sig.): 0.367. Because of the Sig value. (0.367) is greater than 0.05, then the assumption of equality of variance is met. Therefore, the first line in the t-test (Equal variances assumed) will be used for further interpretation. Meanwhile, the t-test results show a t-value of 12.708 with 38 degrees of freedom and a significance of 0.000. A significance value much smaller than 0.05 indicates that there is a statistically significant difference between the average "learning outcomes" of the two groups tested. The average difference found was 29.300, with a standard error of 2.306. The 95% confidence interval for this mean difference ranges from 24.632 to 33.968. Based on these results, it can be concluded that there is a significant difference in "students score result" between the two groups tested, with the first group having a higher average score of 29,300 than the other group.

## 4.2 Discussion

This research was conducted at MA Plus Khairuddin Malang using a quasi-experimental research method. The researcher conducted research in

two different classes as a sample. 10th grade IPA was the experimental class, and 10th grade IPS was the control class. Both classes have the same number of students, namely 20 students, where all students in both classes are asked to do the same pre-test and post-test questions, and all students can follow them. Researchers took two class samples to determine whether there was an effect on the class given treatment (experimental class) and compared it with the class not given treatment (control class). The purpose of the treatment is to apply the ELSA Speak Application in the classroom. In the experimental class, learning is applied with the ELSA Speak Application, but learning is carried out as usual in the control class. Before conducting research in experimental and control classes, the researcher tested the items in another school.

The researcher chose class 10F at MAN 1 Malang. This trial aimed to determine the validity and reliability of the questions that would later be used as pre-test and post-test questions. The test consists of 20 questions with a processing time of 40 minutes. Then, the researcher found 15 valid questions and five invalid questions. Testing the validity of these questions was carried out to determine the accuracy of the questions that would be used later. This is correlated to Newton (2012), who states that validity is carried out to the extent to which theory and data justify the interpretations of the test results. In addition, reliability calculations must also be carried out to determine whether the research instrument is suitable for use or not. According to Newton (2012) they are told that reliability is the terminology used to ensure the consistency and stability of measurements or

observations over a period of time, across several raters, or in different conditions.

The pre-test was conducted before the ELSA Speak Application was applied in the classroom, followed by post-test treatment. The pre-test was given to determine students' initial ability before being given treatment, for which students were asked to answer questions according to their abilities. Then, the next step is to give treatment in the experimental class. The researcher conducted two treatments in the classroom, with one treatment adjusting the lesson hour, which is 40 minutes.

In the first treatment, the researcher opened the learning process by greeting, introducing herself, and motivating the students. After that, the researcher asked triggering questions related to the material to be learned, such as "Have you ever gone to a historical place ?" and continued with other questions. While asking questions, the researcher introduced the application that was to be learned during the lesson. The condition of the class during the first treatment, most of the students looked not enthusiastic and did not pay attention when the researcher explained. However, it is not a big problem because the researcher also follows up and shares the material in the WhatsApp group after class. In the first meeting, the researcher ordered them to bring their phone to practice. This time, all students enthusiastically practised.

At the next meeting, students in the experimental class were given an introduction to the features of ELSA Speak. After the introduction to the

application is complete, students are invited to try the application. At this stage, the researcher directed students to choose a topic about “Festival Around the World”, and then students began to try the pronunciation practice steps with enthusiasm.

In the next meeting, the researcher provided again treatment to the students. However, in this treatment, the researcher provides texts related to historical places. The text used is about Tanjung Putting National Park and the Taj Mahal. In this case, students are given both texts; then, the researcher gives students the freedom to choose whether they want to learn the pronunciation of any words in the text. Then, students are given instructions on how to open the “dictionary” section of the ELSA Speak application to learn the correct pronunciation.

Then, at the last meeting, students were again given the text “Tanjung Putting National Park and the Taj Mahal” and asked questions related to the text's content. At times like that, students cannot put together words to answer directly easily. So, the researcher provided a paper for students to write in advance what they would say. That way, they will read again and again so they can pronounce the words correctly. This application allows students to practice anytime and anywhere. Moreover, you can set the duration of learning using this application.

Apart from that, students can directly find out their progress in practising English pronunciation. According to Kobilova (2022), pronunciation is a basic skill that must be mastered by everyone who wants to learn pronunciation. Because our native language is not English, more

practice is needed to get used to pronouncing English words properly and correctly so that the information does not cause misunderstandings. Starting to practice pronunciation every day can increase a person's confidence in communicating.

This study aimed to evaluate the effectiveness of the ELSA Speak application in improving students' pronunciation at MA Plus Khairuddin, Malang. The findings of the independent samples t-test provide significant insights into the impact of this digital tool on students' pronunciation skills.

Levene's Test for Equality of Variances yielded an F-value of 0.833 with a significance level (Sig.) of 0.367. The assumption of equal variances is met since the significance value is greater than 0.05. This allows us to rely on the t-test results assuming equal variances.

The t-test for Equality of Means revealed a t-value of 12.708 with 38 degrees of freedom and a significance level (2-tailed) of 0.000. The mean difference in pronunciation scores between the experimental group (who used ELSA Speak) and the control group (who did not use the application) was 29.300, with a standard error difference of 2.306. The 95% confidence interval for the mean difference ranged from 24.632 to 33.968.

These results indicate a statistically significant improvement in pronunciation scores for the students who used the ELSA Speak application compared to those who did not. The substantial mean difference of 29.300 points highlights the application's effectiveness in enhancing students' pronunciation skills. The confidence interval further supports this finding, as it does not cross zero, affirming the reliability of the observed difference.

The significant improvement observed can be attributed to the interactive and engaging nature of the ELSA Speak application, which provides immediate feedback and personalized practice for learners. This aligns with previous research suggesting that technology-assisted language learning tools can enhance language skills by providing a more engaging and responsive learning environment.

The findings of this study align with and extend the results of previous research on the effectiveness of technology-assisted language learning tools. Numerous studies have demonstrated the positive impact of digital applications on various aspects of language acquisition. For instance, a study by (Pinontoan et al., 2022) found that using suitable instructional media has a discernible impact on students' achievements. A similar study by Sholekhah and Fakhurriana (2023) reported the importance of using state-of-the-art mobile apps for language acquisition. It emphasised the potential advantage for students seeking to enhance their pronunciation skills.

This also has been proven in the previous chapter that there was an increase in student scores in the experimental class which started with an average score 49.8 to 81.25 proving that there was an increase of 31.45 to students who learned using the ELSA Speak application so that it was effectively used in earning pronunciation. This value is likely to increase if students continue to practice it. Because learning pronunciation requires habituation and lots of practice.

In this study, students at MA Plus Khairuddin, Malang, experienced a statistically significant improvement in their pronunciation scores using the ELSA Speak application. The observed mean difference of 15,7 points between the experimental and control groups aligns with the findings of Luo (2016) who demonstrated that students utilizing speech recognition software significantly enhanced pronunciation accuracy. This consistency indicates that interactive digital tools providing personalized learning experiences and real-time feedback can effectively enhance language learners' pronunciation skills.

In conclusion, the study provides strong evidence supporting the effectiveness of the ELSA Speak application in improving pronunciation among students at MA Plus Khairuddin, Malang.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

Based on the results of the research that has been conducted, it can be concluded that ELSA Speak application is effectively used in learning student pronunciation. This is because this application can be very flexible to be accessed at any time and has many topics and features such as dictionaries, practice sessions that can be selected according to ability from beginner to advanced level.

According to Sugiyono (2009) the results of the independent sample t- test using SPSS.  $H_0$  is rejected and  $H_a$  is accepted if (2-tailed) is  $< 0.05$ . and if the significance  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected. In this study was found significance result is 0.000 which is  $<$  than 0.05. it can be conclude  $H_a$  was accepted and  $H_0$  was rejected. Thus, the ELSA Speak application toward students' pronunciation at MA Plus Khairuddin Malang is "effective" and there are changes after treatment.

#### **5.2 Suggestion**

Based on research result and students' interest in learning based on technology in the classroom considering the enthusiasm of students in learning pronunciation using ELSA Speak application at MA Plus Khairuddin Malang. This application can be utilized further to get much more optimal results.

### 5.1.1 The English Teacher

Considering the feasibility of implementing the ELSA Speak application in learning pronunciation for students at MA Plus Khairuddin Malang. In this study, the researcher proposed that teachers in class 10 MA Plus Khairuddin Malang use the ELSA Speak application in classroom. Teachers are also advised to modify the implementation of ELSA Speak in learning pronunciation to suit the material that needs to be studied .

### 5.1.2 The further researcher

This research can be used as a reference in exploring the use of technology in learning for general and the use of ELSA Speak application in learning pronunciation in particular. Future researchers should use other methods to find more specific result.

## REFERENCES

- Akhmad, N. W., & Munawir, A. (2022). Improving the students' pronunciation ability by using elsa speak app. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 846–857. <https://doi.org/10.24256/ideas.v10i1.2868>
- Berns, A., Palomo-duarte, M., Doderó, J. M., Ruiz-ladrón, J. M., & Márquez, A. C. (2015). Mobile apps to support and assess foreign language learning. *EUROCALL* 51–56.
- Creswell, J. (2012). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications
- Crystal, D. (2003). English as a global language. *Cambridge University Press*. <https://doi.org/https://doi.org/10.1017/CBO9780511486999>
- Darsih, E., Wihadi, M., & Hanggara, A. (2021). Using elsa app in speaking classes: Students' Voices. *April*. <https://doi.org/10.4108/eai.12-12-2020.2304993>
- Erdogan, V. (2019). Integrating 4c skills of 21st century into 4 language skills in efl classes. *International Journal of Education and Research*, 7(11), 113–124. [www.ijern.com](http://www.ijern.com)
- Kobilova, N. R. (2022). Importance of pronunciation in english language communication. *Academic Research in Educational Sciences*, 3(6), 1. [https://t.me/ares\\_uz](https://t.me/ares_uz)

- Luo, Y., (2016). The effectiveness of speech recognition applications in improving pronunciation accuracy among English language learners. *Journal of Language and Education*, 2(2), 1-10. DOI: 10.5539/jle.v2n2p1
- Rogerson-Revell, M. C. P. & P. (2019). The nature of pronunciation. *Springer*, 1–55. [https://doi.org/https://doi.org/10.1057/978-1-137-47677-7\\_1](https://doi.org/https://doi.org/10.1057/978-1-137-47677-7_1)
- Newton, P. E. (2012). Clarifying the consensus definition of validity. *Measurement*, 10(1–2), 1–29. <https://doi.org/10.1080/15366367.2012.669666>
- Oxford Dictionary. (2023). Definition of pronunciation <https://www.oxfordlearnersdictionaries.com/definition/english/pronunciation>
- Pennington, M. C., & Rogerson-Revell, P. (2018). The nature of pronunciation. *Springer*. 51-55. . [https://doi.org/10.1057/978-1-137-47677-7\\_1](https://doi.org/10.1057/978-1-137-47677-7_1)
- Pinontoan, K. A., Pelenkahu, N., & Muntuuntu, M. C. (2022). Using english language speech assistant (elsa) speak application to improve students' of smp katolik st. johanis laikit pronunciation ability. *JoTELL Journal of Teaching English*, 1(11), 1227–1237.
- Phetsut, P., & Waemusa, Z. (2022). Effectiveness of mobile assisted language learning (mall)-based intervention on developing thai efl learners' oral accuracy. *International Journal of Technology in Education*, 5(4), 571–585. <https://doi.org/10.46328/ijte.271>
- Ramlan. (2003). *English phonetics*. Semarang. UNNES Press

- Sholekhah, M. F., & Fakhurrriana, R. (2023). The use of elsa speak as a mobile-assisted language learning (mall) towards efl students' pronunciation. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 2(2), 93–100. <https://doi.org/10.37058/jelita.v2i2.7596>
- Sugiyono. (2009). *Educational research methods: Quantitative, qualitative and R & D*. Alfabeta
- Sylvia, M. L., & Murphy, S. (2023). Exploratory data analysis. *Clinical Analytics and Data Management for the DNP*. 3(5). <https://doi.org/10.1891/9780826163240.0014>
- Tamala, V. V., & Santosa, M. H. (2023). *Pedagogy-driven technology integration in english language teaching*. Nilacakra.
- Thoyyibah, L. (2019). Students' background towards learning english. *JALL*. 3(1). 54–60. <http://dx.doi.org/10.25157/jall.v3i1.2644>.
- Zakiah, I., Elang Gumelar, R., Education, E., & Anwar Banten, ul. (2023). The effect of english language speech assistant (elsa) speak application on students' pronunciation mastery at the tenth grade of sman 15 pandeglang in academic year 2022/2023. *Tambusai Education Journal*. 7(3). 23109–23114.

# **APPENDICES**

## Appendix I Survey Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 3152/Un.03.1/TL.00.1/12/2023  
Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

11 Desember 2023

Kepada

Yth. Kepala MA Plus Khairuddin  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK), Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Lukluil Maknun  
NIM : 2001107110066  
Tahun Akademik : Ganjil - 2023/2024  
Judul Proposal : The Effectiveness of Elsa Speak Application Toward Students' English Pronunciation at Ma Khairuddin Malang

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan,  
Alam Dekan Bidang Akademik  
  
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

## Appendix II Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 1164/Un.03.1/TL.00.1/03/2024  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

26 Maret 2024

Kepada

Yth. Kepala MA Plus Khairuddin Malang  
di  
Kabupaten Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Luklul Maknun  
NIM : 200107110066  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2023/2024  
Judul Skripsi : **The Effectiveness Elsa Speak Towards Student's Pronunciation at MA Plus Khairuddin Malang**  
Lama Penelitian : **Maret 2024** sampai dengan **Mei 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

An Dekan  
Wakil Dekan Bidang Akaddeмик  
  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



### Appendix III Instrument Validation Letter Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : B-326 /Un.03/FITK/PP.00.9/01/2024 29 Januari 2024  
Lampiran : -  
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.  
**Ima Mutholiatil Badriyah, M.Pd**  
di -  
Tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Luklul Maknun  
NIM : 200107110066  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effectiveness of ELSA Speak Application Towards  
Students' Pronunciation at MA Plus Khairuddin  
Malang  
Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



## Appendix IV Validation Sheet

### Validation Sheet English Speaking Test

"The effectiveness of ELSA Speak Application Towards Students' Pronunciation at MA Plus  
Khairuddin Malang"

Validator : Ima Mutholiatil Badriyah, M.Pd  
NIP : 19831217201802012155  
Expertise : Development of learning media  
Instance : Maulana Malik Ibrahim State Islamic University of  
Malang Validation Date : (29/01/2024)

#### A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 20 form of English question in oral form. This instrument will be addressed to the research subjects, namely tenth-grade of senior high school at MA Plus Khairuddin students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

#### B. Guidance

- a. In this section, assess by ticking (✓) with the following criteria to the columns below:
  - 1 : Very Poor
  - 2 : Poor
  - 3 : Average
  - 4 : Good
  - 5 : Excellent
- b. Please give comments and suggestion in the columns below

**C. Validation Sheet**

No	Aspect	Score				
		1	2	3	4	5
1.	The suitability of the instrument with students' basic competencies based on the 2013 curriculum, namely capturing meaning contextually and compiling descriptive text orally in simple form					✓
2.	Clarity of question items contained in the research instrument				✓	
3.	The research instrument is relevant with the research objectives				✗	✓
4.	The research instrument can help the researcher find out students' abilities in speaking skills.				✗	✓
5.	The research instrument is easy to understand				✓	
6.	The research instrument using proper grammar.					✓
7.	The subject matter must be formulated clearly and unequivocally					✓

**D. Suggestion**

.....

.....

.....

.....

.....

**E. Conclusion**

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ✓ b. The instrument can be used with alight revision.
- c. The instrument can be used with many revision.
- d. The instrument can be used.

Malang, Februari ....., 2024  
Validator,



Ima Mutholiatil Badriyah, M.pd  
19831217201802012155

## Appendix V Try Out-Test English Pronunciation

### QUESTION GRID OF VALIDITY

#### KISI-JISI SOAL VALIDITAS PRONUNCIATION

**Nama Sekolah : MA Plus Khairuddin Malang**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : X/Genap**

**Jumlah Soal : 20**

**Waktu : 40 Menit**

<b>Capaian Pembelajaran</b>	<b>Chapter /Unit</b>	<b>Learning Objectives</b>	<b>Type of Question</b>	<b>Number of Question</b>
Pada akhir fase E, peserta didik berkomunikasi dalam bahasa Inggris dengan menggunakan teks tulisan, lisan, dan visual sesuai dengan situasi, tujuan, dan pemirsa atau pembaca. Di tahap ini, pembelajaran bahasa Inggris bergantung pada berbagai	Historical places	1. Merespon teks secara lisan mengenai teks deskriptif terkait tempat wisata bersejarah 2. Dapat melafalkan kata-kata yang terdapat dalam teks deskriptif	Oral Exam	1-20

<p>jenis teks, termasuk narasi, deskripsi, prosedur, eksposisi, recount, laporan, dan teks asli. Mereka membaca teks yang ditulis untuk memperoleh pengetahuan dan informasi. Bahasa Inggris mulai mengembangkan keterampilan inferensi tersirat, yaitu kemampuan untuk memahami informasi. Peserta didik membuat teks tulisan dan visual yang lebih beragam dengan mempertimbangkan tujuan dan tujuan pembaca.</p>		<p>3. Mendemonstrasikan teks descriptive terkait tempat wisata dan bangunan bersejarah terkenal lainnya.</p>		
---	--	--	--	--

## VALIDITY TEST

**Name** :

**Student number** :

**Please Answer the questions below within 40 minutes. Write your answers on the answer sheet provided!**

1. Please tell me one of the historical places in your city.
2. Tell us a historical place that you have visited.
3. Please Mention the differences between the uniqueness of historical places in your city and other cities that you know.
4. Where do you know the story of the historical place?
5. Do you know about taj mahal? If yes, please describe it.
6. . Please tell us briefly about a historical place that you know.
7. Please describe one of the famous historical places in Indonesia.
8. Please Describe about Tanjung Putting National Park.
9. please mention the typical animals in Tanjung Putting National Park. ( one of them only)
10. Please determine the uniqueness of the picture below



11. How is Tanjung Putting known to be a famous ecotourism destination?

10. Please Give a brief analysis between the two images below based on their history



13. Find the uniqueness of the two historical places.

14. Please tell me a conclusion about one of that pictures, based on its history.

15. Please compare Tanjung Puting national park with other national parks that you know!

16. Why is taj mahal categorized as one of the historical places?

17. How do you explain the beauty and diversity of nature in your city to someone you just meet ?

18. How do you plan to explain the beauty and diversity of nature in Tanjung Puting National Park to someone who has never heard of it before?

19. How do you explain explain the beauty of Taj Mahal to someone who has never heard of it before?

20. How do you plan to explain the beauty and diversity of nature in your city to someone who has never heard of it before?

## **Appendix VI Pre-Test**

### **PRE-TEST**

**Name :**

**Student Number :**

**Please Answer the questions below within 40 minutes. Write your answers on the answer sheet provided!**

1. Please tell me one of the historical places in your city.
2. Where do you know the story of the historical place?
3. Please describe one of the famous historical places in Indonesia.
4. Please Mention the differences between the uniqueness of historical places in your city and other cities that you know.
5. How do you plan to explain the beauty and diversity of nature in your city to someone who has never heard of it before?

**Answer:**



## Appendix VII Post-Test

### POST-TEST

**Name :**

**Student Number :**

**Please Answer the questions below within 40 minutes. Write your answers on the answer sheet provided!**

1. Tell us a historical place that you have visited.
2. Do you know about taj mahal? If yes, please describe it.
3. Please Describe about Tanjung Putting National Park.
4. Why taj mahal categorized as one of the historical places?
5. How do you plan to explain the beauty and diversity of nature in (Tanjung Putting National park and Taj Mahal ) to someone who has never heard of it before? **(Choose one only)**

**Answer:**

**Appendix VIII Students Pre-Test Evaluation Sheet**

Name	Rated Aspect					Total score
	Vowel	Consonant	Word Stress	Fluency	The Use ELSA Speak App	
AFR	3	3	2	1	3	44
AM	3	2	2	2	3	60
AKM	1	4	2	1	3	40
AK	4	4	3	2	3	48
DNS	4	4	3	2	3	48
LF	3	3	2	3	3	45
MHW	2	2	2	2	2	40
MIF						30
MIAS	2	2	3	3	4	45
MKQA	3	3	3	3	3	60
MZA	3	2	2	2	2	44
MK	3	2	2	2	2	44
NF	4	4	3	4	3	72
NRS	3	2	3	2	3	64
RAM	3	3	3	3	3	60

RAS	4	4	3	2	3	68
SM	4	4	3	2	3	48
SNA	3	3	3	3	4	56
UH	3	2	1	2	2	40
ZR	2	2	2	1	2	40

**Score Calculation =  $\frac{\text{Total Score}}{25 (\text{Max Total Score})} \times 100$**

**Appendix IX Students Post-Test Evaluation sheet**

Name	Rated Aspect					Score Calculation
	Vowel	Consonant	Word Stress	Fluency	The Use ELSA Speak App	
AFR	3	3	2	1	5	85
AM	3	3	4	3	3	80
AKM	1	4	2	1	3	85
AK	3	3	3	3	5	85
DNS	3	3	3	3	4	85
LF	4	3	3	4	5	80
MHW	3	3	3	3	3	75
MIF	3	3	4	3	3	80
MIAS	3	3	4	3	3	80
MKQA	3	3	3	3	4	75
MZA	3	3	3	3	4	80
MK	3	3	3	3	3	65
NF	4	3	4	3	4	90
NRS	3	2	3	2	3	85
RAM	4	4	4	4	5	90
RAS	4	4	3	3	5	85

SM	3	3	3	3	4	85
SNA	3	3	3	4	4	85
UH	3	2	1	2	2	80
ZR	2	2	2	2	3	70

**Score Calculation =  $\frac{\text{Total Score}}{25 (\text{Max Total Score})} \times 100$**

## Appendix X Letter of Completion Research



**YAYASAN KHOIRUDDIN  
MADRASAH ALIYAH KHAIRODDIN**  
STATUS AKREDITASI A NSM 131235070008 NPSN 20584214  
Jalan Murcoyo I Gondanglegi, Kabupaten Malang 65174  
Telepon 0341-879737, Faksimile 0341-879737, Whatsapp 08113770171  
Posel: ma\_khairuddin71@gmail.com Laman: www.makhairuddin.sch.id  
*Smart Digital Islamic School*

SURAT KETERANGAN  
NOMOR: 36/SKET/MASKHA/V/2024

Yang bertandatangan di bawah ini, saya;

Nama : Zulhadi Z, S.Pd, M.Pd.,  
Jabatan : Kepala Madrasah Aliyah Plus Khairuddin,  
Unit kerja : Madrasah Aliyah Khairuddin,  
Alamat : Jl Murcoyo I, RT 14 RW 04, Gondanglegi, Malang.

Menerangkan bahwa;

Nama : Lukluil Maknun,  
NIM : 200107110066,  
Pendidikan : Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim  
Malang Fakultas Ilmu Tarbiyah dan Keguruan,  
Nama Orang Tua: Tadrīs Bahasa Inggris – S1,  
Alamat : The Effectiveness of ELSA Speak Toward Students'  
Pronunciation at MA Plus Khairuddin Malang.

Yang bersangkutan adalah benar-benar telah melakukan penelitian di Madrasah Aliyah Plus Khairuddin bulan Maret s.d. Mei 2024.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.



Gondanglegi, 02 Mei 2024

Kepala Madrasah,

*Zulhadi*  
Zulhadi Z., S.Pd., M.Pd.  
NUPTK 8442748651200042










## Appendix XI Documentation




## Appendix XII Proposal Consultation Logbook

### LEMBAR BIMBINGAN PROPOSAL SKRIPSI

Nama : Lukluil Maknun  
 NIM : 200107110066  
 Judul : The Effectiveness of ELSA Speak Application Towards Students' Pronunciation At MA Plus Khairuddin Malang  
 Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1.	21 September 2023	Konsultasi Pertama dan Pengajuan Judul	
2.	20 Oktober 2023	Background of Study	
3.	22 November 2023	Penyerahan Bab 1	
4.	20 Desember 2023	Penyerahan bab 1,2,3	
5.	27 Desember 2023	Penyerahan revisi bab 1,2,3 dan pembuatan booklet	
6.	14 Januari 2024	Penyerahan revisi booklet	
7.	29 Januari 2024	Penyerahan revisi 2 booklet	
8.	30 Januari 2024	Instrumen penilaian	
9.	1 Februari 2024	Penyerahan final booklet & final draft	

Mahasiswa,

  
 Lukluil Maknun  
 NIM. 200107110066



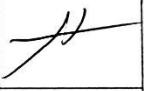
Malang, 01 Februari 2024  
 Mengetahui,  
 Dosen Pembimbing,

  
 Dr. Alam Aji Putera, M.Pd  
 NIP. 19890421201802011153



## Appendix XIII Thesis Consultation Logbook

### Appendix XII Thesis Consultation Logbook

Tanggal	Bab / Materi Konsultasi	Saran / rekomendasi / catatan	Paraf
21/5 /29	Bab 9	Deskripsi tabel kurang lengkap & manifest	
27/5 /29	Bab 9 & 5	-	
30/5 /29	Bab 9 & 5	Rubrik evaluasi	

## Appendix XIV Curriculum Vitae

### Curriculum Vitae

Nama Lengkap : Lukluil Maknun  
Tempat, Tanggal Lahir : Jember, 29 Mei 2001  
Jenis kelamin : Perempuan  
Agama : Islam  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang  
Alamat Rumah : Dusun Igir-igir RT 07/RW 09 Cakru, Kec. Kencong, Jember  
No. Hp / Telp : 082331837437  
Alamat Email : [lukluilma93@gmail.com](mailto:lukluilma93@gmail.com)



### Riwayat Pendidikan

1. 2010 – 2015 MI Jawahirul Ulum Cakru
2. 2015 – 2017 SMP Trunojoyo Cakru
3. 2017 – 2020 SMA Nurul Jadid Probolinggo
4. 2020 – 2024 UIN Maulana Malik Ibrahim Malang

Malang, 01 Juni, 2024  
Mahasiswi,

Lukluil Maknun  
NIM. 200107110066