

**STUDENTS' PERCEPTIONS ON USING ELSA SPEAK
(Focusing on Language Exchange Application
in Developing Pronunciation Skills)**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2021 M / 1442 H**

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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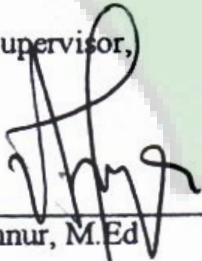
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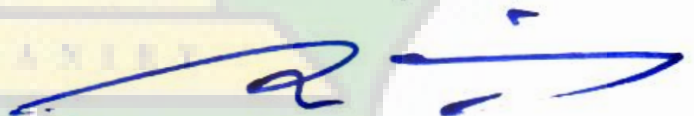
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all Praises are due to the Almighty Allah SWT, The Most Gracious, The Most Merciful I would like to praise to Allah the Almighty for His countless grace and blessings, who always raises me up whenever I am down and guided me in every step, blessed and given me the chance, inspiration, and power to finish this thesis. Peace and salutation are being upon to our beloved Prophet Muhammad SAW, who has brought us from the darkness into the lightness, who has shown us the perfect example of the greatest human being.

First of all, I would like to dedicate my deepest gratitude and appreciation to Alfiatunnur, M.Ed as my main supervisor and Rahmi Fhonna, MA as my co-supervisor that always been patiently guided me, for their valuable advices, supports, insightful comments, valuable correction and immense knowledge during the thesis writing. My appreciation is also addressed to Dr. phil Saiful Akmal, S.Pd.I., MA my academic advisor who guides me since my first semester until almost the last semester, and Drs. Mustafa Ar, MA. (TESOL), M.A (DAS), Ph.D. as my academic advisor now in English Education Department and all of lecturers at Tarbiyah Faculty of UIN Ar-Raniry. Especially, for all the lecturers and staffs of English Department who have taught, helped and guided me during my study in English Language Education Department and when I got sick

in the first and second semester ago. Thank you so much for all the motivations and suggestions.

Secondly, I would like to thank and send a lot of love to my family, my wonderful beloved father, Alm. Tajuddin Ali and my lovely beloved mother, Ratna Susanti, SE. Then, Yuniarti, my sister who is also as my second mother, whose are selfless sacrificial life and their great efforts with pain, tears and unceasing prayers has enabled me to be in this position right now. Thank you for the patience and trust you gave me all the time. Also, to my beloved sister, Tara Zuhdia Zahira, and my beloved brother Andika Tri Prasetya for their love, understanding, supports and kindness.

Next, my thanks are also addressed to my best friends Suci Annisa Tiara, Marfitrah Alfiami, Widya Zurnaningsih who are always by my side, supported and encouraged me all the time when I was sad and having a hard time during my study. Thank you for the inspiration and happiness that we shared together all this time. Also, special thanks to Unit 5 PBI students' batch 2015 who has helped and guided me during my nerve constriction pain, (LBP) Schelzia and for all of my friends that I cannot mention one by one. Thank you for all of your companions all this time. May Allah Almighty bless all of you.

Banda Aceh, July 12th 2021
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ABSTRACT

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Thesis : Students' Perceptions on Using ELSA Speak (Focusing on Language Exchange Application in Developing Pronunciation Skills)
Main Supervisor : Alfiatunnur, M.Ed
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Keywords : Students' Perception; Student, Elsa Speak Application, and Perception

ELSA *Speak* application is one of social media as the valuable resource to support Students' educational communication and collaboration. This research was conducted to find out students' perception on the effectiveness of ELSA *Speak* application in developing students' pronunciation skill. This study used qualitative method that focused on the descriptive qualitative method which the data were collected from interviews and conducted in two weeks. The participants taking part in this research were 10 students of English Department of UIN Ar-Raniry. In obtaining the data, the researcher used in-depth interview. After finishing the interview, the results were elaborated and analyzed by the researcher. The results of the study showed that ELSA Speak Application gave a good impact for the students in pronunciation based on their perception. In summary, the results also showed some advantages and disadvantages of ELSA Speak Application.

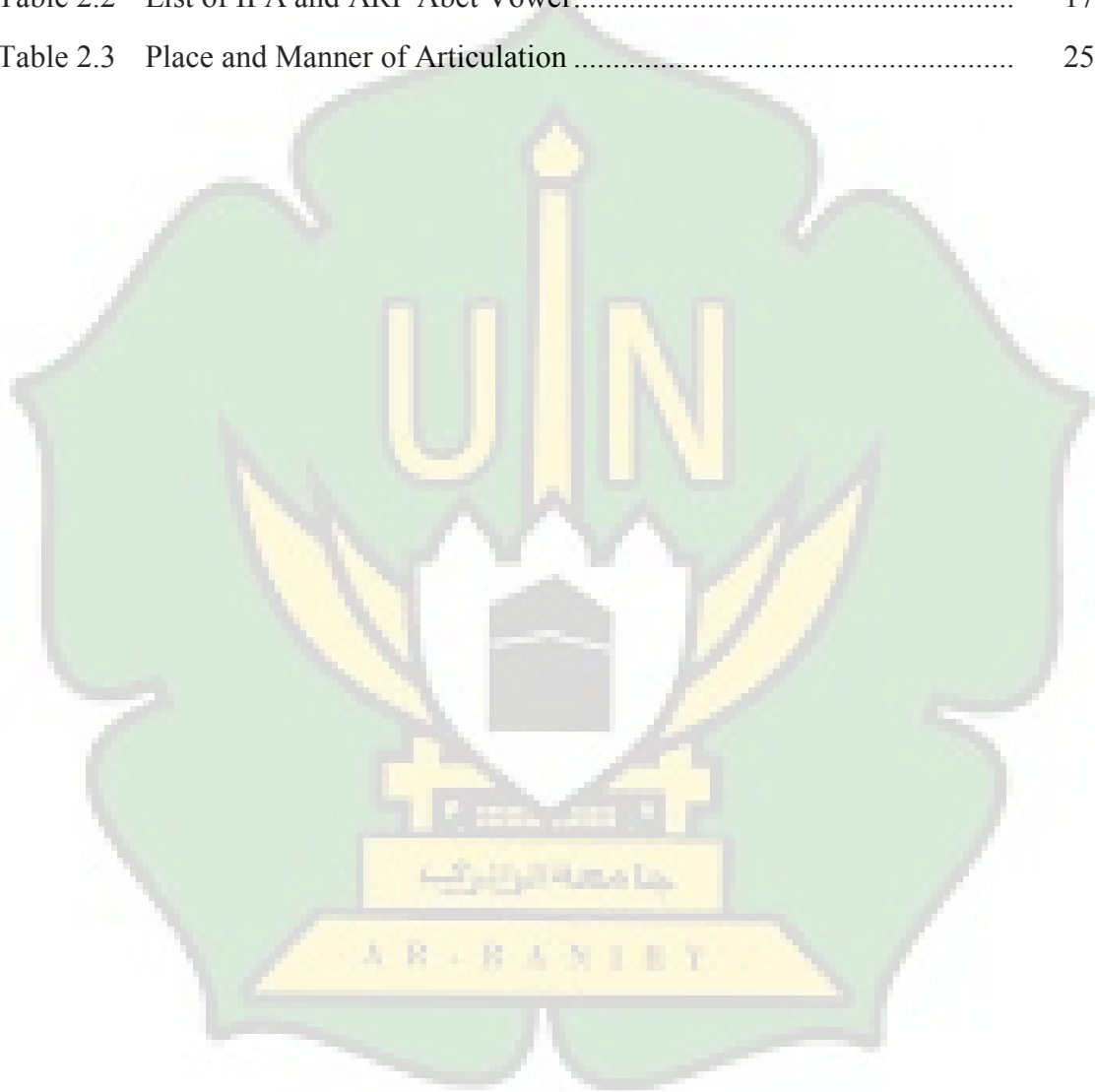
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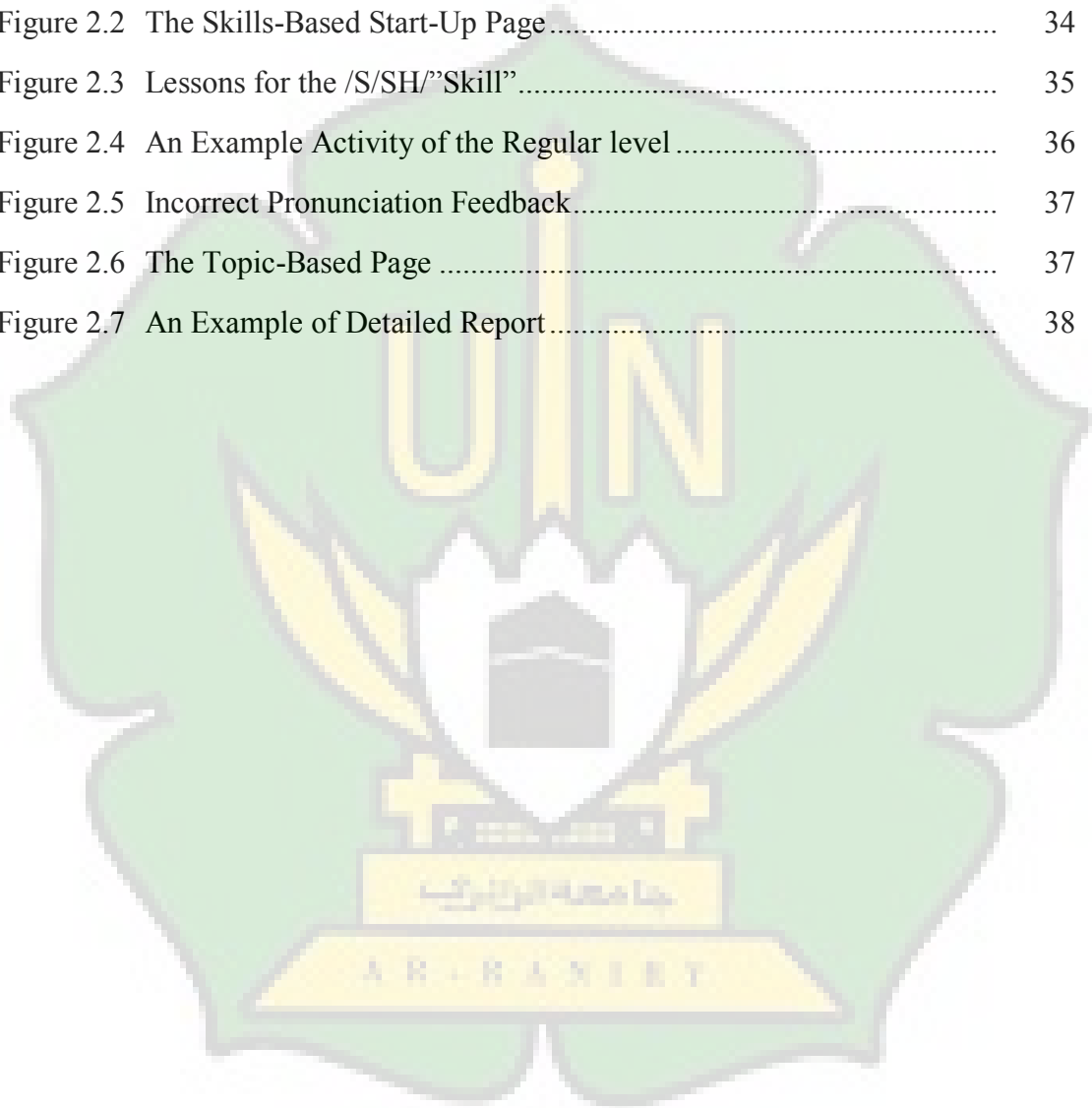
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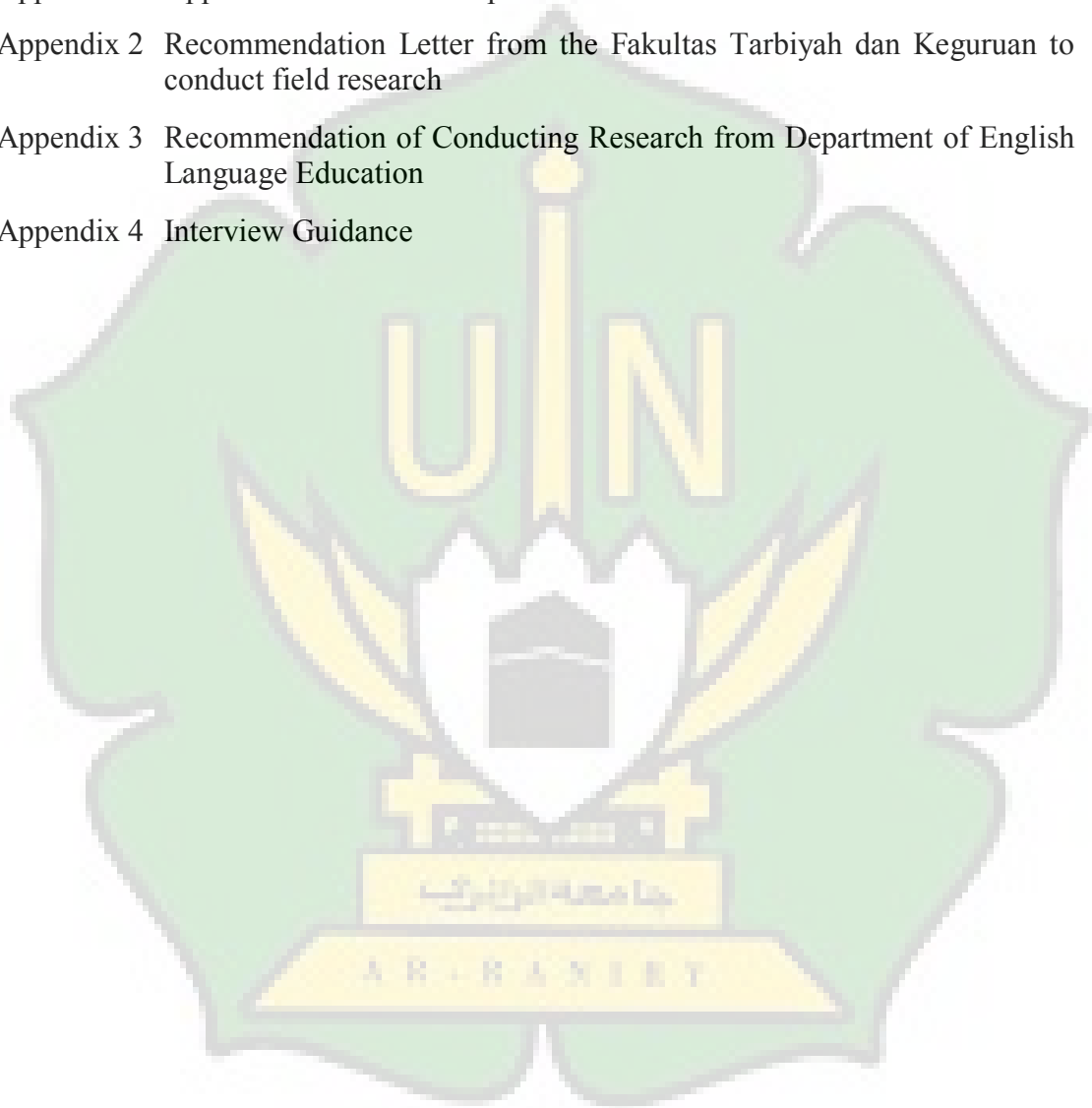
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CHAPTER 1

INTRODUCTION

A. Background of The Study

According to Khan (2020 as cited in Ilham, 2020), a student is any character who involves in a group to get a numerous variety of education. The character is known as a human who learns information no matter the age or origin, to develop knowledge and morals of the perpetrators' study. Student is the most important component in in the ongoing teaching and learning process.

In mastering all languages including English, students are required to master four main elements, namely reading, writing, speaking, and listening. These 4 factors are interconnected; however, have specific variations in the process, Zaky (2017). One of the skills above that is important to be learned is Speaking, which is ability by using a language accurately to specific someone's idea, opinions, or feelings, to get statistics and information from different those who do communication, Laksana (2016). Talking about speaking is the same as talking about pronunciation.

According to Handayani (2017) Pronunciation is a way of speaking that can be generally understood and accepted by using language sounds, correct stress, rhythm, and intonation. Gilakjani (2016) argued that pronunciation is learned by repeating sounds of the language and correcting them when produced inaccurately well. Hence, Mazrida (2019) suggested that lecturers should explain

that pronunciation is their very first lesson in learning English. Therefore, it is important to learn from the beginning of learning. If their pronunciation is bad, it will affect the future like as difficult to sound a word correctly and will harm the conversation.

Speaking and pronunciation are closely interrelated. When speaking, there is a lot of number of words are produced that have meaning, while pronunciation is a good way to sound words and distinguish meanings to talk with others. To achieve smooth communication, students need to learn pronunciation to avoid misunderstandings in interactions, especially in speech, Franscy (2016). However, how if each other incorrectly sound a word out when communicate? There will be misunderstandings between one another, let alone the delivery in a foreign language. Aufa (2017) stated that as foreign language learners, Indonesian students often find obstacles with pronunciation when speaking, reading, or listening to English words. This can be caused due to external factors and internal factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while external factors come from outside of the learners, such as the situation or environmental conditions, learning materials, and how the teacher handles the English learning process class. Kenworthy (1987, as cited in Aufa, 2017, p.2) observed that "there are many factors affecting pronunciation learning for EFL students such as hearing, native language, and age of learners".

According to Tulaktondok (2017, p.4), “Pronunciation subject will help students to know and produce English sounds properly and clearly. On the contrary, based on prior observation, many students in Torajan still have difficulty pronouncing English properly. For instance, student pronounces [pen] in word "pan" that should be pronounced as [pæn], student pronounces word “examination” as [eksʌmɪneɪʃn] that should be pronounced as [ɪg,zæm.ɪ'neɪ.ʃ n], word “police” should be pronounced as [pə'li:s], but some students are pronounced as [polais]. It is important to the students to aware of their error and corrects it before they fossilize the wrong sounds”.

In learning languages, the difficulty in sounding foreign words spoken is very reasonable. However, despite these difficulties, if people want to learn them well, then there are many benefits from studying them.

From the explanation of the previous researcher above, it can be concluded that learning pronunciation is very important. Amep (2009, as cited in Zahira, 2016) said that pronunciation is very important in the language learning process. Students with good pronunciation will be easier to understand and accept, even if there are errors in other fields. Meanwhile, students with poor pronunciation will be difficult to understand even if the word structure is perfect. If students have poor pronunciation tends to be considered less competent, less educated, and less knowledgeable. Listeners only react when people speak. Therefore, learning pronunciation is better. Students can also learn independently by downloading applications that provide English lessons and items that have

English pronunciation in them on smartphones or computers. Additionally, there are many ways to learn pronunciation; one of them is by using the ELSA Speak Application, Corp (2018)

ELSA Speak is a powerful application for those who want to learn or practice their accent and pronunciation in general by taking a pronunciation test and then it is going to analyze their pronunciation based on their native score, Brinkmann (2017).

Chang (2016) told that this application however is not intended to erase one's cultural identity. Van (Founder of ELSA *Speak* in 2015) believed that accents are just a manifestation of one's presentation and not an integral part of one's soul. Van believes that her technology can be used not only on ESL Individuals but also in those with speech difficulties.

Although students may not study English anymore after graduating from college, students must have responsibility for "the title" that has been achieved; especially for those from the English department. It would be very embarrassing if their pronunciation is still not right. Therefore, in this study, the writer tries to explore pronunciations using the *ELSA Speak* application, which aims to see if there is a better development of pronunciations by referring to students' perceptions about using the application.

B. Previous Studies

Pronunciation is one of the important points that students must have. However, most students still make mistakes in pronouncing English words in communication. Therefore, students need an effective medium that can help improve pronunciation in English words. Based on the era of globalization where students are accustomed to using technology such as smartphones, ELSA Speak is then considered as an appropriate learning medium for learning pronunciation. Many researchers have conducted studies in terms of using Elsa Speak in developing English pronunciation skills. The writer only provides a few studies which only refer to the research that has been done.

Aminullah and Samad (2019) conducted a research with the title "Application of ELSA Speak Software in Pronunciation Class: Student Perception" in the English Education Study Program of STKIP Muhammadiyah Enrekang in the 2018/2019 Academic Study Program, the researchers say that this research is focused on knowing students' perceptions towards the implementing of the ELSA Speak software in the pronunciation class. A total of 12 students in the third semester are involved in this study. Descriptive quantitative research design is applied in this research. It uses a questionnaire to collect data and a Likert Scale to analyze the data. The results show that students rate this software as very good to be applied in learning pronunciation.

Dini, Aenida, Fauziah, and Saepuloh (2020) conducted a study on the Elsa Speak application as an innovation in improving better English

pronunciation in Society 5.0 Era: Student Perceptions. This study aims to investigate and find out what are the students' perceptions of improving pronunciation skills by using Elsa Speak. ELSA stands for English Language Speech Assistant which focuses on students' perceptions. This research is conducted in several high schools in Majalengka. This application is used to train students' pronunciation to match the pronunciation of foreign speakers. For data analysis, researchers use a qualitative descriptive method. The subjects in this study consist of six high school students. The research instrument uses a Google form to collect the data which has a questionnaire consisting of 15 questions. Based on the research, the result shows that the students mentioned the ELSA Speak application has a good effect on learning how to pronounce English.

Hidayati and Rosyid (2020) researched about English Pronunciation Learning through Mobile Assisted Language Learning (Mall): Potentials and Barriers. This research is focused on determining the use of Mobile Assisted Language Learning (MALL) in English Pronunciation learning. This qualitative research uses a case study involving 30 students of the English Language Education Study Program. Data obtained through observation, questionnaires, and Focus Group Discussion (FGD). The results show that the use of MALL has provided many conveniences and benefits for the average student in improving their English Pronunciation skills through the use of the ELSA Speak application. It is just that there may be obstacles that occur in the learning process more on signal and network constraints. It can be implied that learning English must more

often integrate or include cellphones to improve the function of the cellphone itself in the development of English learning.

Aratusa (2019) discussed the using accent reduction software to improve English pronunciation for beginners. The majority of research in computer-assisted learning has focused on the use of computer applications in teaching or training English pronunciation. However, most studies focus on improving English pronunciation at the university level, while studies to improve English pronunciation for beginners with the help of software are limited. The basics of pronunciation skills must be taught early to provide a better pronunciation of English in the future. In this study, the writer implements accent reduction software to improve English pronunciation for the first year of Junior High School in Palu, Central Sulawesi. This research uses experimental methods. Classes with 30 beginner English students are given pronunciation improvements using the ELSA Speak software for 16 weeks with duration of 90 minutes per meeting.

The software is installed on school desktops and notebooks as well as on other mobile devices of students to enable independent practice. Meanwhile, control classes are taught by an English teacher as usual. Initial tests are given to both classes before treatment began and after treatment is completed, a post – test is again given to both classes. In addition, a questionnaire survey is also distributed to all students after the treatment session is over to understand their perceptions of using software in teaching pronunciation. Statistical calculations

show the achievement of the treatment class pronunciation is significantly higher than the control class. The survey results also show that students have higher satisfaction related to motivation, imitation, flexibility, and learning independence.

Then, Lidya (2020) informed that the research, Benefits of using ELSA speak in role play class of SMA Negeri 9 Yogyakarta, focused on answering the research question, namely 'what is the advantage of using ELSA Speak in the Role Play Class at SMAN 9 Yogyakarta?' Researchers conduct tests and distribute questionnaires to 11 students in the Role Play class of SMAN 9 Yogyakarta to obtain data. The results show that ELSA Speak has positive impacts on students, such as improving students' pronunciation, increasing students' motivation in speaking English, and increasing students' confidence in speaking English. The test also shows improvement in pre – test and post – test results. In addition, students' responses to the questionnaire also show positive impacts.

Last, Kusumah (2017) did a research, Effects of Media Use Learning Assisted with the Elsa Speak Application on Self-Confidence Speaking English (Quasi-Experimental Study of Class XI High School Students Negeri 14 Bandung). Focusing on this research, Elsa Speak functions as a learning medium is used to influence students in learning English, especially in speaking skills so that students will have confidence when speaking in English. The problems that will be answered in this study are: "Is there a difference in confidence in speaking

English between the experimental class and the control class?". The method used in this study is a quasi – experimental control group pretest-posttest design. The results of hypothesis testing using the Mann-Whitney test with a p-value is estimated by $0.000 < 0.05$. It is concluded that there are differences in speaking confidence between the experimental class and control class.

In conclusion, ELSA Speak can be a simple, interesting, and motivating way to learn pronunciation. Therefore, ELSA Speak can be used as a source media in learning pronunciation.

C. Research Question

To achieve the purpose of the research, the writer formulates a research question: What are the students' perceptions on the use of ELSA Speak (Language exchange application in developing pronunciation skills)?

D. Research Aim

This research aims to investigate the students' perception on the use of ELSA Speak (Language exchange application in developing pronunciation skills).

E. Significance of The Study

This study will contribute some positive benefits to students and the researcher. It might offer new knowledge about other media for the English

learning process for the Students both in school and university. It also gives information about the advantages of the *ELSA Speak* which can be used by the next researchers who are concerned about this application or any good device to learn English.

F. Research Terminologies

1. Perception

In philosophy, psychology, and cognitive science, Perception is the process of reaching an understanding or awareness of the sensory information that is around. The word "perception" comes from the Latin word *perceptio, percipio*, and means "To receive, to collect, and to act" (Qiong, 2017). In this study, the perception is specialized as an idea of the English Students of UIN Ar-Raniry toward *ELSA Speak* Application. The students' perception will contribute in determining whether the Application helps the students in learning pronunciation and being used easily.

2. Pronunciations

Pronunciation is the process of sounding out a word that distinguishes one letter from another. *Pronunciation* is an action or way of saying a word. Many words in English are not pronounced according to their spelling, and many sounds can be represented by more than one letter combination, Nordquist (2020). Pronunciation teaching is the teaching of aspects that affect the meaning

of sentences through segmental phonemes. Gilakjani (2016) said that English pronunciation is one of the most difficult skills to acquire and students should spend a long time to improve their pronunciation. In this study, the pronunciation which is sounded by the ELSA Speak Application would be the focus. The English students' pronunciation ability would be the concern of the researcher.

3. Elsa Speak Application

ELSA Speak Application is made and designed with features that help its users to overcome language learning difficulties, especially English by practicing their accent correctly. It is hoped that this application can help to facilitate speaking and improve insight about English. This application is supported by features such as speech recognition technology support, a proven personalized curriculum, a free online dictionary, and a free assessment test. The pronunciation application clearly shows that focusing pronunciation instructions on suprasegmentally features that can help the learners to improve their fluency and better pronunciation, as mentioned by Derwing & Rossiter (2003); Kang, Rubin, & Pickering (2010). This application is one of the features that can be used in language learning especially English students. As the concern of this study, the application that will be focused is the applications that are used by English Students of UIN Ar-Raniry.

BAB II

LITERATURE REVIEW

In this chapter, the researcher provides a brief explanation of the literature related to the study. The explanations are about Pronunciation, ELSA Speak, and Perception as media to improve English Pronunciation Skills.

A. Pronunciation

1. Definition of Pronunciation

It cannot be denied that pronunciation is the most important part of language acquisition and an important component in communication. According to Yansyah (2018) stated that Pronunciation took from English pronounce which means chiming or sounding. Practically refer in the field of linguistics and language learning as the main production of spoken language and the main aspects that distinguished it to be written.

“English pronunciation involves the production of each sound and pronunciation of words, phrases, and sentences with correct spelling, compressing, and/or correct intonation. In addition, there is a way how to read the word correctly called 'phonetic transcription' (phonetic transcript), which is defined as a kind of alphabetic writing where each letter represents a sound. Phonetic transcript aims to provide clear and unambiguous to the language

learner, for example, the sound of which one should be used on a word or phrase, and in what order to use the sound” (Hidayatullah, 2018, p.100).

Fraenkel (1984, as cited in Topi, 2019, p.3) expressed that “There are two main steps to learning how to pronounce a language: Receptive/list stage: In this stage, we learn to differentiate the significant sounds and patterns by listening to the word, Productive/speaking stage: By this stage, we learn to speak or to produce what we have learned before”.

2. The Materials in Pronunciation

a. Phonology

Phonology is a branch of linguistics that concentrates on the systematic organization of sounds in language. It has traditionally focused on phoneme systems in a particular language (commonly called phonemic or phonetic) but can also include any linguistic analysis at the sub-word level (including syllables, onset, and rhyme, articulation movements, articulations features, Mora, etc.) or at all levels of language where sounds are thought to be structured to convey linguistic meaning, Setiawati (2021).

According to Fikriyah (2019), in phonetics symbols, any symbols are called International Phonetic Alphabet (IPA). Dobrovolsky & Katamba states that the IPA has been involving since 1888. This transcription system (IPA) tries to represent every sound of human speech with a single symbol.

According to Saputra (2017) there are 3 basic differences regarding phonology and phonetics in English; those are: Phonetic studies are not limited to a specific language, whereas phonology can be studied in only one language.

1. Phonetics studies how sound is produced, whereas phonology studies the various forms of speech in different languages.
2. Phonetics focuses more on descriptive linguistics, while phonology focuses more on linguistic theory.

The bottom line: Phonology studies the focus on how sounds are pronounced, while phonetic is the result of pronouncing sounds and is used as a tool of communication.

Another type of phonetic alphabet is ARPAbet. However, it is specifically designed for American English and uses the symbols of the American Standard Code for Information Interchange (ASCII); this can be considered as a convenient ASCII representation of the American English subset of IPA (Jurafsky & Martin, 2007: 2). Below are the examples of IPA and ARPAbet consonants shown in table 2.1.

Table. 2.1

List of IPA and ARPAbet consonants

Table 2.1 List of IPA and ARPAbet consonants

ARPAbet Symbol	IPA Symbol	Word
[p]	[p]	p <u>ars</u> ley
[t]	[t]	t <u>ea</u>
[k]	[k]	c <u>oo</u> k
[b]	[b]	b <u>ay</u>
[d]	[d]	d <u>ill</u>
[g]	[g]	g <u>arlic</u>
[m]	[m]	m <u>int</u>
[n]	[n]	n <u>utmeg</u>
[ng]	[ŋ]	bak <u>ing</u>
[f]	[f]	f <u>lour</u>

[v]	[v]	clo <u>v</u> e
[th]	[θ]	<u>th</u> ick
[dh]	[ð]	<u>th</u> ose
[s]	[s]	s <u>o</u> up
[z]	[z]	egg <u>s</u>
[sh]	[ʃ]	squ <u>ash</u>
[zh]	[ʒ]	ambros <u>ia</u>
[ch]	[tʃ]	<u>ch</u> erry
[jh]	[dʒ]	<u>j</u> ar
[l]	[l]	<u>l</u> icorice
[w]	[w]	ki <u>w</u> i
[r]	[r]	<u>r</u> ice
[y]	[j]	<u>y</u> ellow
[h]	[h]	<u>h</u> oney

Source: Jurafsky & Martin, (2007: 33)

Not only consonants but also there are IPA and ARPAbet in vowel as listed in table 2.2.

Table 2.2

List of IPA and ARPabet Vowels

Table 2.2 List of IPA and ARPabet vowels

ARPabet Symbol	IPA Symbol	Word
[iy]	[i]	lily
[ih]	[ɪ]	lily
[ey]	[eɪ]	daisy
[eh]	[ɛ]	pen
[ae]	[æ]	aster
[aa]	[ɑ]	poppy
[ao]	[ɔ]	orchid
[uh]	[ʊ]	wood
[ow]	[oo]	lotus
[uw]	[u]	tulip
[ah]	[ʌ]	buttercup
[er]	[ɜ]	bird
[ay]	[aɪ]	iris
[aw]	[aʊ]	sunflower
[oy]	[ɔɪ]	soil

Source: Jurafsky & Martin, (2007: 34)

Based on various variations of pronunciation symbols, the writer uses the phonemic symbol as the symbol of pronunciation in this study.

b. Vowel

Ambelagin and Arianto (2018) reviewed an additional study conducted by Ambalegin & Suryani (p. 80), in this discussion, mentioned vowel sounds are produced by passing air through various mouth shapes with different positions of the tongue and lips and with the airflow relatively unobstructed by narrow passages except in the glottis. In addition, the characteristics of articulations, there are three categories of vowel sounds; closed vowel sounds (/i:/ /ɪ/ /ʊ/ /u:/), mid vowel sounds (/e/ /ə/ /ɜ:/ /ɔ:/), and open vowel sounds (/æ/ /ʌ/ /ɑ:/ /ɒ/). Kelly (p. 35-36) also mentions that diphthong is a combination of two vowel sounds.

Based on the characteristics of its articulation, there are three categories of diphthong sounds; centering diphthongs (/ɪə/ /ʊə/ /eə/), closing diphthong ending in /ɪ/ (/eɪ/ /ɔɪ/ /aɪ/), and closing diphthong ending in /ʊ/ (/əʊ/ /aʊ/). McMahon (p. 69) explains that vowels are indicated as long marked by symbol [:] and short vowel sounds.

c. Syllables

Vowels can be monophthong, diphthong, or triphthong. To understand these terms, you must first understand what a syllable is, and the best way to explain it is with an example.

Say each of these words aloud to yourself:

- *Mouse* (1 syllable)
- *Rabbit* (2 syllables)
- *Kangaroo* (3 syllables)
- *Barracuda* (4 syllables)
- *Hippopotamus* (5 syllables)

A syllable is a 'unit of pronunciation'. A word can have one syllable or two syllables that say something about the *rhythmic character* of the word.

A word must have at least one syllable; even the word 'a' has one syllable. A word has two syllables if there are two vowel sounds combined by a consonant sound, or, in other words, two vowel sounds *connected* by a consonant sound. A word has three syllables when two vowels are combined with one consonant sound, et cetera.

d. Monophthongs, Diphthongs & Triphthongs

A monophthong is a vowel sound in a syllable, and a diphthong is two vowel sounds in a syllable. Let us say the word 'guy'. Here are 2 vowels that are the same, but they are in one syllable, without any consonants dividing them. For example, 'guy' contains one diphthong: aɪ . To be even simpler: a monophthong is a single vowel and a diphthong is a double vowel. In English, a pair of triple vowels is called triphthong, such as in the word 'fire', which has three vowels a , i and ə stuck together in one syllable: faɪə . Roach (p. 23) added that the most complex vowel sound in English is triphthong. It is a little bit difficult to pronounce and a little bit hard to

recognize. Triphthongs are the sound from one vowel to another and then to the third vowel, all produced quickly and without distraction. The triphthongs can be identified as being composed of five close diphthongs with schwa /ə/. These are the lists of the triphthongs eɪə (as in layer, player), aɪə (as in liar, fire), ɔɪə (as in loyal, royal), əʊə (as in lower, mower), and aʊə (as in power, hour).

At this level, it might feel a little complicated but remember: all of the diphthongs and triphthongs are made from the monophthongs. For example, the diphthong **ai**, as in the word 'guy', is made from the two monophthongs **a** and **i**. Thus, once learning the monophthongs, the diphthongs and triphthongs are a little bit easier. Also, 4 of the monophthongs in English are shorter versions of the other monophthongs. For example, **a:** (long, as in 'are') and **a** (short, as in 'up'), **ɛ:** (long, as in 'air') and **ɛ** (short, as in 'egg'). So once trained in the long version, it becomes easier when training the short version.

All the 24 vowel sounds come from only ten basic sounds. Every word in English regardless of spelling is pronounced using several combinations of these ten sounds:

These ten basic sounds are: **a: ə: æ: ɛ: i: ɪ: ʊ: ɔ: ɒ** (John, 2017).

The Front-Back Dimension			The High-Low Dimension			Lip Position
Front	Back	Central	High	Low	Mid	Rounded
[ɪ] kit	[ɑ:] lot	[ə] about	[ɪ] kit	[æ] trap	[eɪ] face	[ʊ] foot
[ɛ] dress	[ʊ] foot	[ɜr] nurse	[i:] fleece	[ɑ:] lot	[o:] goat	[ɔ:] thought
[æ] trap	[ɔ:] thought	[ʌ] strut	[ʊ] foot		[ɛ] dress	[o:] goat
[i:] fleece	[o:] goat		[u:] goose		[ɔ:] thought	[u:] goose
[eɪ] face	[u:] goose				[ə] about	
					[ɜr] nurse	
					[ʌ] strut	

Figure. 2.1 The Anatomy of Vowels, (McMahon, 2002)

e. Consonant

Articulatory phonetics can be seen as divided into three areas for describing consonants. These are voice, place, and manner respectively. Each of these will now be discussed separately, although the three areas are combined in speech production.

a) Voice

Voice (or vocalization) is the sounds produced by both humans and other vertebrates by using the lungs and the vocal folds in the larynx or voice box. But the sound is not always produced as speech, such as Babies babbling and cooing; barking animals, groan, whinny, growl, and meow; and adult humans laugh, sing, and cry. Sound is produced by the flow of air from the lungs when the vocal cords are held together. When the air passes through the vocal cords, the pressure becomes strong then the vocal cords vibrate. If the vocal cords in the larynx do not vibrate normally, speech can only be produced as a whisper.

b) Place and Manner of Articulation

In phonetics, there is a branch called articulatory phonetics. In that branch, one of the most important keywords is "Place of Articulation" or "Point of articulation". In phonetics, sounds are produced by the mouth about talking or what is said. Meanwhile, articulation is the process of creating sound for everyday speech, Zabir (2020). Then, the manner of articulation of a sound is how the airflow passes through your vocal tract. The rules of articulation describe how the running air creates different speech sounds, Josh (2019)

The following are places of articulation based on Marc (2017);

1. Bilabials

Bilabial is a consonant sound that is produced by using both lips at the same time. Examples of these sounds in English are *B, M, P*. Read aloud, and remember how to use both lips when spelling words in bold: ***bump***.

2. Labiodentals

Labiodental also quite easy; it is articulated by using the upper front teeth both and the lower lip. The examples in this sound in English sentences are quite a lot in words containing the letters *F* and *V*. Try to pronounce the word ***favor*** and notice the point of articulation.

3. Linguolabials

Linguolabials are articulated by using the upper lip and both the tongue.

There are very few Linguolabial sounds known in the language. Here are the ways to pronounce the linguolabial consonant [*ɮ*]:

1. Try to pronounce the letter *p*. Make sure the lips are together
2. Replace the lower lip with the tip of the tongue.
3. Sound the letter *p* in this way.

The result should be the linguolabial [t̟].

Pro Tip: When learning to speak a language that uses a lot of linguolabials, Moisturize the lips (It is known that saliva causes chapped lips).

4. Dental

Some languages have dental consonants where only the tongue and the teeth are used. English has two dental sounds: [θ] and [ð]. These consonants are found respectively, in the word *thing* and *this*.

5. Alveolars

The point of alveolar consonant articulation is located near the alveolar ridge, which is the area between the upper front teeth and the palate. Try to pronounce words such as *tow* and *zap*.

6. Palato - Alveolars

Palato – alveolars occur in the mouth slightly deeper than alveolars. There are at least two such sounds in Standard American English: [ʃ], present in a word like *sheep*, and [ʒ], found in a word like *occasion*.

7. Retroflex

A distinctive feature of some retroflex consonants is that the tongue is slightly curved when produced. Some speakers of Standard American English use

a retroflex consonant: the [ɻ^w]. It occurs in pretty much any word that starts with *R* followed by a vowel such as *red* and *real*.

8. Alveolo – Palatal

This articulation point is for pronouncing out familiar sounds like the *sh* in *sheep*.

9. Palatal

It is located on the inside of the mouth, where the back of the tongue is used to produce sound. The approximant [j], found in the word *yet*, is also a palatal. Notice and feel that the back of the tongue is almost touching the roof of the mouth to sound the letter *Y*.

9. Velar

There are many velars in English, so it should be easy enough to learn what their point of articulation is. Try reading the word *King* aloud, using standard American English pronunciation, which has both the velars [k] and [ŋ] as both the first and last consonant sounds, respectively.

10. Uvular

It is located a little deeper in the mouth, there is found the uvula (small object hanging from above) which is used to sound out the uvular consonants. Unfortunately, there is no Standard American English, but imagine the tongue has to reach a slightly deeper area than the *ng* in *king*.

11. Pharyngeals and Epiglottal

This consonant is pronounced with the pharynx or epiglottis (depending on the sound of the consonant) which is located in the throat. Usually, these consonants are in Arabic letters, such as *h*, *kh*, *'a*, and *Q*.

12. Glottal

The glottis is even deeper than the pharynx and epiglottis in the throat. The glottis sound is usually used to sound the letter *h* in English; [*h*]. Try to pronounce the words *happy* and *heat* and feel how far these voices come from. Glottal sounds found in other languages also come from this location.

PVM Chart: English

		MANNER	VOICING	PLACE								
				LABIAL		CORONAL				DORSAL		
				Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal	
OBSTRUENTS	Stop	Voiceless		p			t			k	ʔ	
		Voiced		b			d			g		
	Fricative	Voiceless			f	θ	s	ʃ				h
		Voiced			v	ð	z	ʒ				
	Affricate	Voiceless							tʃ			
		Voiced							dʒ			
SONORANTS	Nasal	Voiced		m			n			ŋ		
	LIQUID	Lateral	Voiced				l					
		Rhotic	Voiced						r			
	Glide	Voiced		w					j	w		

Table 2.3 Place and Manner of Articulation (Bowen, 2017)

For many English learners, one of the hardest things to understand about this language is its pronunciation. Not only are there lots of accents to get used to

- American, British, Australian, and so on - but there are lots of fundamental sounds in a language that can be difficult to produce.

f. Stress

a. Definition

Word stress is a *magic key* to understanding spoken English. Native English speakers use the word stress naturally. The stress of the word is so natural to them that they do not even know they use it. Non-native speakers who speak English with native speakers without using stress face two problems: Difficult to understand native speakers, especially for those who speak fast.

Mwestwood (2020) stressed in linguistic is a form of emphasis placed on a particular word or syllable. This emphasis can be lexical or syntactic. English has a variety of stresses that contribute to the complexity of the language. Stress patterns produce a variety of effects on listeners. They can emphasize specific words and contrasts or focus concerning meaning, for example, the differences between the pronunciations of phrases "the white house" and "The White House" indicate that one phrase is simply describing a house that is white color, while the other is the residence of the President of the United States.

Lexical stress involves the difference in the meaning of a word. When stress is placed on a particular syllable, a word can mean one thing, while it can mean something else if the emphasis is placed on a different syllable. For example, depending on the pronunciation of the noun *August* and the adjective *august*, the distinction between the two words is made for the listener.

Even with words that are spelled differently, the meaning is conveyed through the stress that is exerted on them, for instance: regardless of the words, listeners can distinguish lexical differences between *insight* and *incite*.

In English, there is something called variable stress. Different regional dialects, for example: place stress on specific syllables in words, such as: in the Deep South, the name Monroe is pronounced with a stress on the first syllable, while in Central American dialects, stress is on the second syllable. The stress that is placed on the words in a sentence is called sentence stress or prosodic stress. This type of stress involves phrasal stress or contrastive stress. Phrase stress, for example, involves stress extending the stress word by at least two levels. Again, regional dialects are often indicated by this other type of stress, for example: in contrast to Central American dialects, South dialects often end sentences in an ascending tone.

b. Rules of Word Stress

Kelly (2011, as cited in Saiful, 2020) mentioned that relation of the word stress system in English proposes some rules of word stress.

1. Core vocabulary. Many 'Daily' nouns and two-syllable long nouns are stressed in the first syllable, for example, *SISter*, *BROther*, *Mother*, *WATER*, *PAPER*, *Table*, *COFfee*, *Lovely*, etc.

2. Prefixes and suffixes. These are usually not stress in English, for example: *QUIetly*, *oRIGinally*, *deFEctive*, etc. (Note the exceptions, *though*, among prefixes, like *BIcycle* and *DISlocate*).
3. Compound words. Words that are formed from a combination of two words, tend to be stressed in the first syllable. For example: *POSTman*, *NEWSpaper*, *TEApot*, *CROSSword*, etc.
4. Have multiple rules. According to him, in the case of words that can be used as both a noun and a verb, the noun will tend to be emphasized in the first syllable (in line with the 'core vocabulary' rule above) and the verb in the last 5 syllables (in line with the prefix rule), for example, *Import* (noun), *imPORT* (verb); *REbel* (noun), *reBEL* (verb); and *INcrease* (noun), *inCREASE* (verb).

However, Indonesian speakers tend to put wrong stress on English words when speaking English. They usually apply stress in the second syllable or at the end of a word and many times even applying pressure wherever they like or without stress. This occurs due to differences in the word stress system between Indonesian and English. The word stress system in Indonesian is not as complex as English. Indonesian speakers are greatly influenced by the stress system in the Indonesian language. This causes misunderstanding and cannot even be understood by native English speakers.

c. Types of Stress

According to Williamson (2016), some syllables in a polysyllabic word (Words that contain many syllables) can be emphasized more than others, which are given stress. This extra advantage is achieved primarily, though not exclusively, by the speaker raising the pitch of the voice forming the syllables. All English words have one syllable that is stressed primarily. Many polysyllabic words also have other syllables that are under secondary stress. Syllables that are under secondary stress are still prominent but are less prominent than syllables with primary stress. On the other hand, some syllables are not stressed at all, that is without the stress that can be marked the primary stress with a superscript sign (ˈ) just before the affected syllable. Secondary stress can be indicated by a subscript sign (ˌ) immediately before the affected syllable and the unstressed syllable will be left unmarked. Note the following polysyllabic words.

programmer /ˈprɒɡræmə/

Primary stress appears on the first syllable, secondary stress on the second and third syllables, and in the final, the syllable is not stressed. However, not all English words are neatly patterned like this: stress can fall on a syllable in any position, e.g.

<i>photograph</i>	/ˈfəʊtəɡrɑːf/
<i>underpants</i>	/ˌʌndəˈpænts/
<i>announcing</i>	/əˈnaʊnɪŋ/

Furthermore, not every polysyllabic word has secondary stress. Whereas the last example of the announcement above shows primary and secondary stress along with unstressed syllables, the word *announcer* has absolutely no secondary stress.

<i>announcer</i>	/ə'naʊnsə/
------------------	------------

The primary stress must be evident, but the other two words are not emphasized. Look at the word *perfect* in the following example.

<i>a perfect life</i>	/ə 'pɜːfɛkt 'laɪf/
-----------------------	--------------------

Here, the syllable word *perfect* receives primary stress on the first syllable and secondary stress on the second syllable. Now, compare this word with the *perfect* in the following example.

<i>to perfect life</i>	/tu pə'fɛkt 'laɪf/
------------------------	--------------------

In this case, the primary stress is on the second syllable and there is no secondary stress at all. It is clear that the two words function differently in each instance, that is, belong to a different class of words. The first *perfect* is an adjective and the second serves as a verb. See how stress placement can perform a contrasting function. However, unlike phonemes, which are always contrasting, stress patterns may not always be the case. Look at the following profile words.

<i>a profile</i>	/ə 'prəʊ,faɪl/
<i>to profile</i>	/tu 'prəʊ,faɪl/

The first use of *profile* is as a noun and the second as a verb. However, in both instances, the primary stress is placed on the first syllable and the secondary stress on the second syllable. Therefore, stress alone is insufficient to contrast these two uses of the word *profile*.

g. Connected Speech

When speaking, do not speak one by one even though it is clear but continuous, it means that there is a significant difference between the pronunciation of the words in isolation and the pronunciation of the complete sentence to which the speech is connected. In linguistics, this sequence is called connected speech. In connected speech, various processes emerge that link sounds, correlate, delete or even change (Idiomas, 2020).

a) Features of Connected Speech

Taylor (2020) stated that here are some of the more common features of connected speech:

1. Assimilation

Assimilation occurs when a phoneme (sound) in a word causes a change in the sound of the word next to it, try to say the following pair of words for example:

- in Bath
- last year

- Hyde Park

It will be seen and felt that the last sound of the first word changes in each case. The /n/ sound becomes /m/, /t/ becomes /tʃ/ and /d/ becomes /b/.

2. Elision

Elision is the loss of a phoneme, most often the last phoneme of a word and the most common are / t / and / d / sounds. Take a look at the following examples:

- left-back
- stand by
- looked back
- I must go

In each case, the last phoneme of the first word is omitted (lost). In simplest terms, the reason is the time and effort it takes to change the mouth position from / t / to / b / sound (as in the first example) or / t / to / g / sound (as in the last example).

3. Delayed Plosion

Our "red dye" and "red eye" are examples. To articulate "red dye", pause briefly before / d / sounds. / D / is an example of a plosive consonant sound where the vowel stops all airflow. Other examples are / b / d /, / g /, / p /, / t / and / k /. Pause before plosives gives us the name of this feature, pending plosives. Another example: right tie (delay) – right eye (without delay).

4. Catenation

In catenation, the last consonant of the first word is combined with the vowel sound at the beginning of the second word, for examples:

- Pick it up – (learners will hear something like *pi ki tup*)
- What is it – (learners will hear something like *wo ti zit*)

B. ELSA Speak

Accent Reduction is an application (application) to reduce accents of non-native English. *ELSA* (short for "English Language Speech Assistant") has a free version as well as a paid version for Android and Apple products. *ELSA* paid versions can be purchased for \$ 3.99 per month, \$ 8.99 for three months, or \$ 29.99 for one year. As described on their website, this application uses "proprietary artificial intelligence" (AI) including automatic speech recognition (ASR) to provide input on the user's pronunciation accuracy. This review will provide an overview of the basic features before moving on to a critical evaluation of the free version of the app.

1. Description of ELSA Speak

The basic *ELSA* interface description is simple and provides navigation between topics and skills, levels, reports, and other features. The users can set the display language (English, Vietnamese or Japanese - a good indicator of the target audience for this application). Depending on the user's proficiency level,

these skills include exercises such as *start and end sounds*, *minimal pairs*, *schwa*, *th sound*, and *consonant clusters*. Applied linguists usually refer to these as segmental phonemes – individual sounds in a word. Topics include *food*, *entertainment*, *technology*, *culture*, *everyday conversation*, and *relationships*, among many others.

Figure 2.2 shows the default skill-based page, which appears after the user selects their proficiency level.

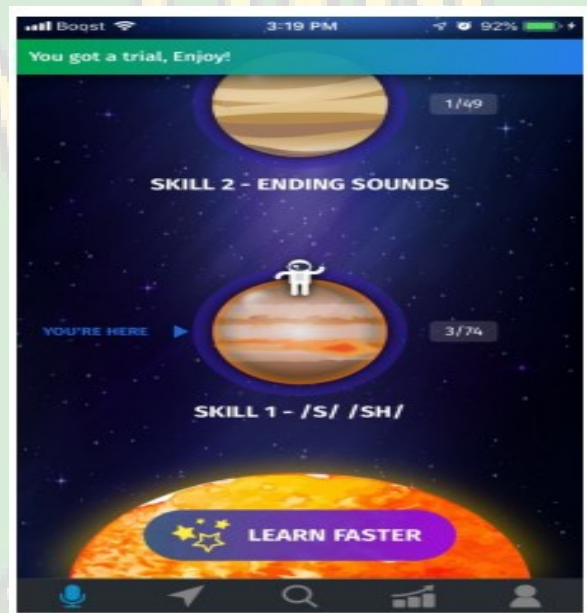


Figure 1. The Skills-Based Start-Up Page

Figure 2.2 The Skills- Based Start-Up page

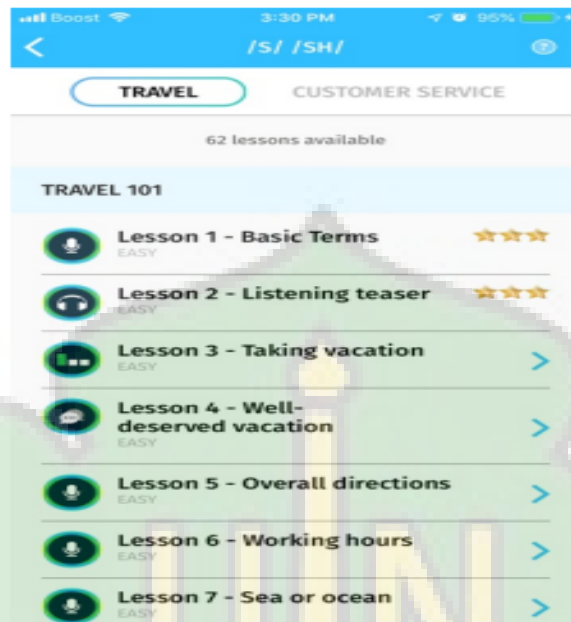


Figure 2 Lessons for the /S/ /SH/ "Skill"

Figure 2.3 lessons for the /S/ /SH/ "Skill"

After selecting a skill (for example, “/ S / / SH /” as shown in figure 1.3), learners can select a topic from several lessons. Each lesson is labeled for proficiency level and includes a variety of speaking and listening opportunities.

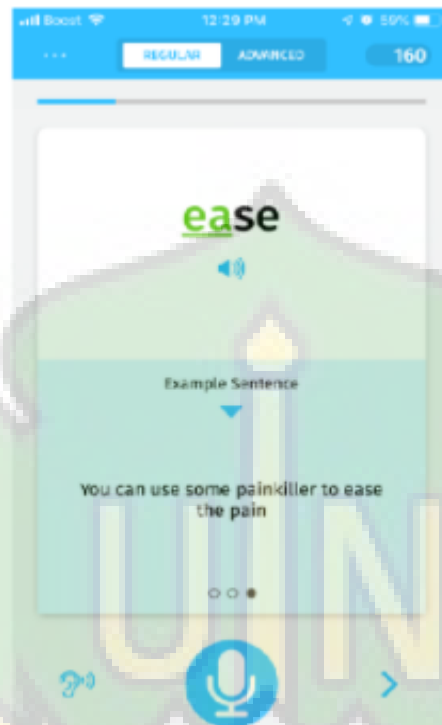


Figure 3 An Example Activity at the *Regular* Level

Figure 2.4 An Example Activity at the *Regular* Level

Figure 1.4 illustrates the exercise at a regular level with the learner's voice that is the key point in the assessment. The user listens to the student's voice pronunciation and then records them. *ELSA* determines tone accuracy and provides feedback for correct and incorrect pronunciations. Correct pronunciation results in a bell sound accompanying scores of up to 100; incorrect pronunciation brings up a buzzing sound along with the correct pronunciation of the sound or word and an opportunity to review the recorded incorrect sound for comparison purposes. An example of feedback provided for user mispronunciation is shown in Figure 1.5.



Figure 4 Incorrect Pronunciation Feedback

Figure 2.5 Incorrect Pronunciation Feedback



Figure 5 The Topic-Based Page

Figure 2.6 The Topic-Based Page

Apart from arranging by skill, *ELSA* also provides various “Topics” on the bottom menu, as shown in Figure 1.6.

The app also includes a dictionary that provides the pronunciation of any word as well as the opportunity to connect to Youglish.com, a website that offers YouTube clips with an audiovisual emphasis on a specific sound, word, or phrase. *ELSA* also offers a multi-faceted feature called "Progress" which contains "Word Bank", "ELSA Pronunciation Score" (EPS), and "Assessment." "Word Bank" offers a summary of progress in three parts: "Voice of the Word," "Stress," and "Conversation".

Word sounds determine feedback about individual phonemes and word stress assesses syllable stress. The second progress feature, EPS, is the aggregate of scores from *ELSA* activities. A third advance feature, "Assessment," lets users record 13 sentences and then provide feedback on segmental problems such as consonant clusters, aspirational voices, and schwa. *ELSA* provides the correct percentage of scores, and users can also get detailed reports.



Figure 6 An Example of Detailed Report

Figure 2.7 An Example of Detailed Report

Figure 1.7 illustrates an example of a detailed report. Green letters indicate that the learner is pronouncing the sound correctly; yellow letters indicate that the sound is mostly correct, and red letters mean the sound is pronounced incorrectly. Although the test is provided as a way to measure "speaking proficiency level" and encourage learners to produce sentences, the feedback is still focused on individual segmental voices. In addition to these features, *ELSA* offers a learner "Profile", where learners can customize settings regarding feedback, sharing, and notifications. In addition, in the profile, learners can identify goals, set daily reminders, and view application requirements and policies.

2. *Evaluation of ELSA Speak*

As claimed on its website, *ELSA* has been promoted on several digital media sites and magazines and has a 4.5 / 5 rating out of 23,000 users. This application of pronunciation can be improved in many ways. This section will provide a critical evaluation of these pronunciation applications about best practices for Mobile Assisted Language Learning (MALL), using the Reinders and Pegrum (2016) framework.

One of the main drawbacks of this application is that *ELSA* only focuses on the segmental aspect of pronunciation. The Voice of the Individual is not the point of the problem; but the lack of balance in Figure 5 with *Topics*, page Figure 6 with *the example of Detailed Report* between segmental and suprasegmentally

practice opportunities that are a problem. The pronunciation research literature clearly shows that focusing pronunciation instructions on suprasegmentally features improves comprehension and fluency more than segmental focus (e.g., Derwing & Rossiter, 2003; Kang, Rubin, & Pickering, 2010, as cited in Becker and Edalatishams, 2019). Kang et al. (2010) noted that "Listeners can tolerate a great deal of inaccuracy in pronouncing consonants and vowels," (p. 555) as long as the suprasegmentally features are somewhat accurate. While two of the categories in Reinders and Pegrum's (2016) A framework for evaluation of MALL applications regarding application design with a pedagogical approach, *ELSA* has almost no focus on suprasegmentally features that may be most useful in accent reduction.

Another category in the Reinders and Pegrum (2016, as cited in Becker and Edalatishams, 2019), framework is the potential cost of education. *ELSA's* developers have misrepresented the capabilities of their proprietary AI systems, often mistaking the wrong sound as true. The documentation does not provide any information about accuracy or testing. Additionally, *ELSA* appears to be developed with a focus on quantity rather than quality. This app has hundreds or even thousands of individual exercises on segmental phonemes, but with an inaccurate system for catching pronunciation errors combined with a lack of attention to suprasegmentally features; it is unlikely to be effective for expert English learners or smart learners. Even with the paid version of the app, users

only get access to more lessons; it does not offer a much better version except in providing additional practice on the same skills and topics.

Application design correspondence with Second Language Acquisition Principles (SLA) is another category in Reinders and Pegrum's (2016) framework. In a meta-analysis of studies in second language pronunciation instruction, Lee, Jang, & Plonsky (2014) found that important aspects among many studies were segmental and suprasegmentally inclusions. Lee et al. (2014) further suggested three important aspects of SLA related to pronunciation:

- (1) Using segmental and suprasegmentally approaches,
- (2) Balancing the lessons with needs analyses, and
- (3) Considering demographic information such as learner backgrounds and/or first languages.

ELSA does not implement a suprasegmentally approach nor needs analysis. Since users can enter information about their language background in their user profiles, it can be said that these three aspects have been considered in the *ELSA* design, although it is unclear how the designation of the first language affects the interaction between the learner and the application.

The final category of the MALL evaluation framework relates to influence, defined by Reinders & Pegrum (2016) as involvement and attention to effective filters. Since the accurate evaluation of *ELSA* applications in this category will require the assessment of non-native speakers, it will not be

discussed here but will be an appropriate consideration for further application development.

Some of these problems can be at least partially explained by the fact that the *ELSA* development team does not include other applied linguists or English learning experts. Although the 11 employees featured on the website of the application have backgrounds in speech processing, software development, and engineering. A linguistic perspective or SLA is needed to make this application more useful for the audience.

Finally, the seemingly surface-only (but important) critique of the *ELSA* Corporation website and app is a few typos. This includes but is not limited to missing words, non-plural nouns (Ex. "input"), and confusing if not conflicting references to numbers and other statistics without reference to any source. One typo that looks particularly awful is the misspelling of the word diphthong [sic] on the assessment page.

3. Conclusion of Elsa Speak

ELSA is an app that has made a big step in the world of AI for practicing speech pronunciation. However, to make a breakthrough in the world of accent reduction, it needs to be expanded to include aspects of suprasegmentally pronunciation. A lack of attention to what many applied linguists consider to be the most important part of accent reduction combined with smaller issues like

typos causes the app to lose face with the expert population (language teachers) who are best positioned to evaluate, market, and promote it.

C. Perception

1. Definition of Perception.

As quoted by Sharma (2019), the different stimuli that are around us stimulate our sense organs. Many of these stimuli are received and become sensations. These sensations are transmitted to the part of the brain in question. Then the brain will translate these sensations. Only after such an interpretation do we understand what stimulation is. Hence in understanding the world around us, attention occurs first then it is followed by sensations and is finally understood by the brain. This process of interpreting the stimulus is known as perception.

In conclusion, students' perceptions are the students' way of looking at a problem based on their thinking. In this study, perception played an important role as data was collected from student of English Department of UIN Ar-raniry experiences to determine how they perceived and their interest is in using ELSA Speak as a media in helping them in improving English pronunciation skills.

2. The factors affecting the Perceptions of People

According to Sharma (2019), there are differences in each person in perceptual ability. Two people may have the same perception with different stimuli.

a. Perceptual learning:

Based on past experiences or special training have received, each of us learns to emphasize some sensory input and ignoring others. For example, blind people identify people by their voice or by the sound of their footsteps.

b. Mental set:

Set refers to the preparation or readiness to receive some sensory input. Such expectation keeps the individual ready with good attention and concentration, for example: when expecting a train to arrive, listening to the horn or sound even though there is a lot of noise disturbance.

c. Motives and needs:

Our wants and needs will inevitably influence our views or perceptions. For example, hungry people are motivated to only recognize food items among other articles. His attention cannot be directed elsewhere until his motives or desires are fulfilled.

d. Cognitive styles:

People perceive the phenomena that are happening around them differently. It is said that flexible people will have good attention and are less affected by distracting influences and less dominated by internal needs and motives than or people on the limited end.

As seen above, perception is the process of analyzing and understanding the stimulus for what it is. But perhaps, it is not always possible to see what kind

of stimuli are in reality. Consciously or not, sometimes stimuli errors are often created and misinterpreted.

Based on the types of perceptions above, perceptual learning will be used as a reference for perception in this study. Because this opinion is based on what other people feel is something that is felt in their environment.



CHAPTER III

RESEARCH METHODOLOGY

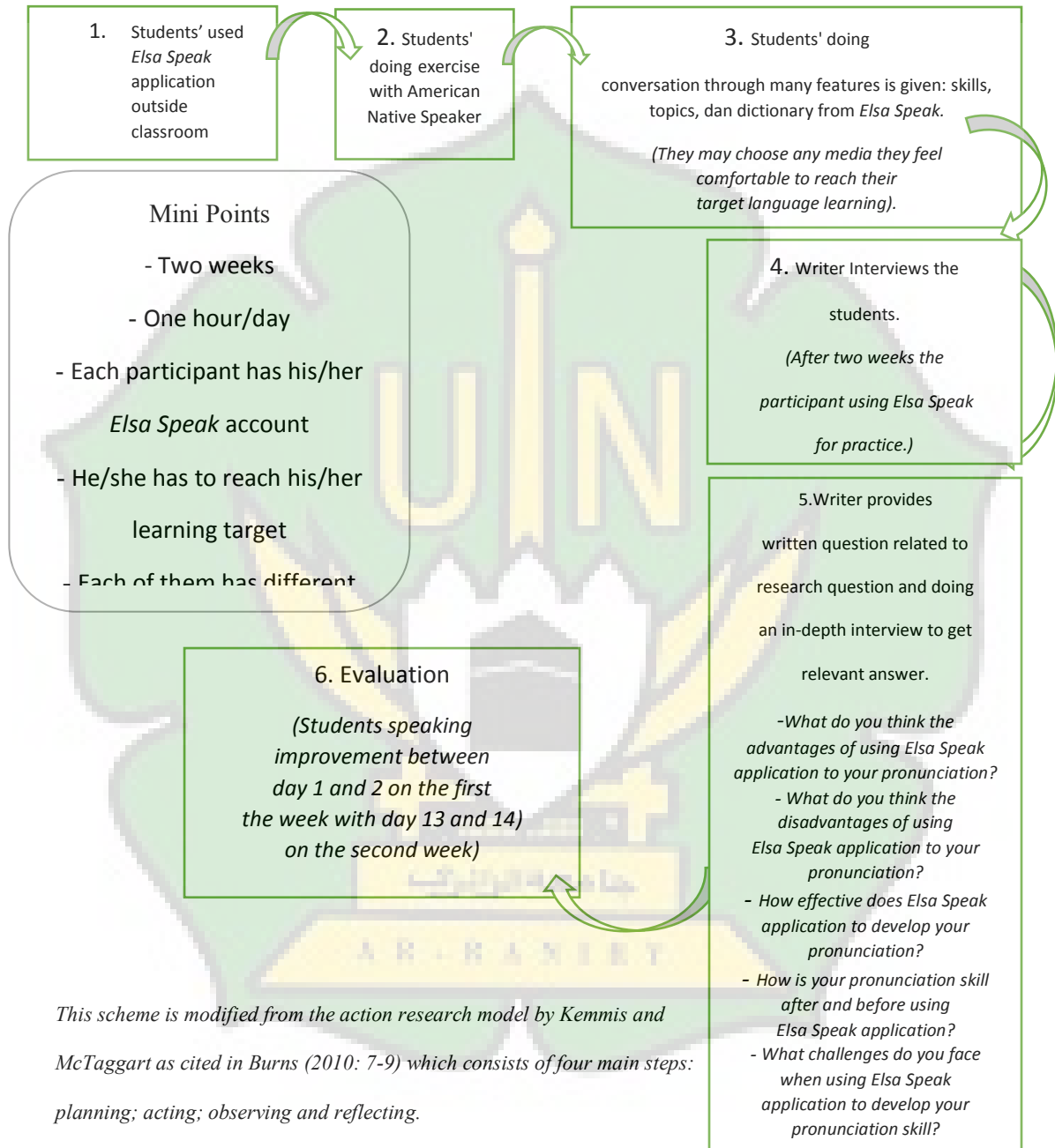
This chapter is describing the research design, research participant, method of data collection, and method of data analysis.

A. Research Design

This research design is given to provide a framework for a study, Sileyew (2019). In this study, the researcher used qualitative research methods, because one of the characteristics is to explain and describe the research phenomenon. This research was focused on qualitative descriptive research which is part of a qualitative approach where one of its functions is to analyze social activities and phenomena that occur around. Descriptive qualitative research translates data relating to social conditions, connections between variables that occur as well as the emergence of existing facts and their effects on the environment. The results of qualitative descriptive are factual empirical information; Adhi (2020). In this research, the researcher described and explained students' perception of using *the Elsa Speak* application to develop skills in pronunciation.

Furthermore, the researcher implemented the research design as it is mentioned in RPS (Research Plan Scheme) which consists of six processes:

RESEARCH PLAN SCHEME



B. Research Participant

The participants of this research are the students from the English Department of UIN Ar-Raniry Banda Aceh from several classes in the 8th semester. The students are gotten from letting 17's TEN WhatsApp group from one of the students that is also the writer's friend, Students use *Elsa Speak* applications outside the classroom as learning media to develop their pronunciation skills. Thus, in this research purposive sampling is used to choose the sample.

According to Sugiyono (as cited in Hidayat, 2017), the meaning of purposive sampling is "A technique for determining research samples with certain considerations aims at making the data obtained later more representative". Then, Crossman (2020) stated that "A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling". However, in the research, the researcher invites 10 students who use the application to be interviewed to give relevant answers to the research questions with the following criteria:

1. The students of the 8th semester
2. English department Students' of UIN Ar - Raniry
3. Using the *Elsa Speak* application

C. Methods of Data Collection

Interview, which is a question and answer process of information between two or more people, both face-to-face, or through other social networks, was used as data collection in this study. According to Reddy (2020), “An interview definition can be crafted as a gentle conversation between two people or more where questions are asked to a person to get the required responses or answers”. Then, Putri (2020) said “*In-depth interview* is a method of collecting data which is often used in qualitative research. *In-depth interviews* are generally the process of obtaining information for research purposes utilizing face-to-face answers between the interviewer and the informant or interviewee, with or without using interview guides, interviewers and informants involved in social life that is relatively long”. In this study, the researcher provided some written questions to get detailed information from the interviewees in using the *Elsa Speak* application to develop students’ pronunciation skills.

This researcher used a *semi-structured interview* in which the questions are systematically listed and directly answered by the participant. Each participant was asked the same questions yet the only difference was in following up questions that were used to clarify their responses. While interviewing the participants, the researcher asked some questions about students’ perceptions of the effectiveness of *the Elsa Speak*: whether it developed students’ pronunciation skills in English. Then, the researcher recorded the whole interview to support the researcher to obtain the data.

D. Method of Data Analysis

Data analytics is the science of analyzing raw data to make conclusions about that information, Frankenfield (2020). In this research, to report the result of the data, the researcher analyzed the data using thematic analysis. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set, Nowell et al.(2017).

Moreover, the recorded data was transcript into sentences. In the transcribed interview, to simplify the data, the researcher used the students' initial names. After collecting the data, the data was organized according to the questions, transformed and analyzed from the interview based on what the participants' idea about their perception of the effectiveness of using the *Elsa Speak* application to develop their pronunciation skills. Then, the researcher explained descriptively to answer the research question.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter discussed the result from the data interview analysis. The purpose of this research is to achieve the answers about students' perception on the effectiveness of *ELSA Speak* (Language Exchange Application in developing students' Pronunciation skill).

In this section, the researcher would elaborate the data analysis from *in-depth* interview. The interview was conducted in two weeks by the researcher. The questions were provided to 10 students from 8th year of English department UIN Ar – Raniry, Banda Aceh. The researcher addressed five main questions to get students' information about their perceptions on the effectiveness of *ELSA Speak* (language exchange application to develop students' pronunciation skill). The interview got from face to face interview and some of them was from other social networks, such as phone, and voice video call by WhatsApp. It was found that the results from each participant were varied.

1. The Advantages of ELSA Speak Application

1) ELSA Speak as A Medium of Learning Pronunciation

In interview, the writer asked each participant about the ELSA Speak as medium for learning pronunciation that they got from the ELSA *Speak* application. Here are the answers from 4 of 10 students; the answer from each participant is similar.

Bella said:

Elsa Speak provides many benefits for me. Correcting my pronunciation. This application can guest the level of our English skill and then provides the appropriate lesson to the users to say the word or sentence with correct pronunciation, intonation, and stress. Besides Elsa Speak also provides evaluation results like a scoring with one of the miss pronunciations of its word or sentence.

Sabila said;

I think this application has very beneficial for students especially to English student because this app can help students to improve their pronunciation since the application contents a lot of exercises that focus on pronunciation and then this application also can adjust our level of English. So, we know which levels that should suitable for us and then it also gives us the chance to record our pronunciation and then gives the chance to listen to it and record it back.

Added by Vanilla who said:

I think this application for my pronunciation works very well. Because it could make my pronunciation better of course. Then, we learn much thing in that. We learn about vowel and also about the word stress, intonation and articulation of the word, it really works for my pronunciation.

Nella said:

I think there are several advantages of using the ELSA Speak. It helps me to improve my pronunciation skill. Put the stress on the correct syllable and also the intonation.

As the above explanations from 4 of 10 others', it can be deduced that the participants gave similar answers as week one that most of the participant said that one of the advantages of the ELSA *Speak* is helping them improve their pronunciation skills better like native speakers, because this application detects errors and scores their pronunciation recorded in the application and adds more explanation in detail to make the users understand, also a lot of vocabularies provided and they become more aware and attentive about word stress on syllables, and intonation of words.

Kholis (2021) also explained that ELSA Speak helps students to pronounce various words more easily and comprehensively. Also, available features offered by this application like instant feedback allow students to pronounce correctly. In conclusion, ELSA Speak can improve students' pronunciation skills very well and effectively. It can even motivate students to engage in pronunciation learning. The researcher perceived that the students have positive perceptions about the ELSA Speak as a medium for learning pronunciation of using ELSA *Speak*, such as encourage the students in improving their pronunciation skills and enhancing students' self-confident in speaking.

2) *The Various Interesting Activities Carried Out By ELSA Speak Application*

Participants gave similar answers about how Elsa *Speak* application developed their pronunciation by all the activities that were given.

Nur said:

For beginner learners, it is very effective. It will help them to know and understand the stress in the word and help them to pronounce the word by giving a word how it must be pronounced. The last is it will help them in how to sound the word.

Added by Bella who said:

This application is very smart. When I miss pronounce a word. It will be corrected by the app and I can repeat it. In this application, we are trained to speak like a native speaker. I learn a lot about how to pronounce using correct stress and intonation. Then we are also trained to improve the pronunciation of several mispronounced letters sounds.

Vanilla also said:

Elsa Speak is effective for me, but not all. Because you know that pronunciation is a little bit complex and we are speaking with each other. We are not speaking one word, but we are speaking with sentence and more than sentence, and to practice a sentence, that is not really effective in such as we use a very level of sentences and we are not native. Hence, from beginner, intermediate, and advance we have a different level of skill.

Then, Nella stated:

Elsa Speak is very effective to improve my vocabulary and pronunciation skill. Because the application is not only judged our pronunciation was it correct or not. But also correct the explanation when we mispronounced the word. Elsa Speak also produces the definition of the word and how to produce the sounds like if we mispronounced the word. Elsa Speak will provide such as how to pronounce the 'ph' sounds like close your lips to stop the air from coming out and others.

Salimah said:

ELSA Speak is not too bad application.

Azzam said:

Yes, Elsa Speak is very detail in showing you which part of your intonation if you mispronouncing the word. For example, if you miss in stressing area in certain word. Then Elsa Speak will show you in part of this you are mispronouncing and they give us the feedback. Very good feedback in correcting us in a good way.

Based on the students' perceptions above, most of them answered that the application is effective enough and two students thought that this application is not really effective, but it is good for beginner learners. It can be deduced that this application is really effective for basic learners in developing their pronunciation skill with all menu that has been provided by this application. Although, some of them assumed that, it is not a really effective online learning media. But it can be implied that this application is effective enough. Because It studies how students hear, voice, pronounce, vocalize, and affirm English words in spoken language, but students often pronounce the wrong words so that the spoken words have the wrong meaning, as supported by Kholis (2021). As a student, commitment is an obligation, because the online course is a course that uses a student – centered learning system, it is certain that you must have motivations and a strong will to learn. If you like to be lazy and often

procrastinate studying time, then learning results will not be optimal, as supported by Murta (2018).

3) *The Motivation in Learning Pronunciation by ELSA Speak Application*

Most of the participants answered that their pronunciation skill has an improvement. Especially for one of skill that is the most from the components of pronunciation.

Bella said:

I rarely speak in English, because I was afraid there will be mistakes in pronunciation. But Elsa Apps helps me to become more confidence. Before, many people do not understand about what I said. I am sure it is because my pronunciation problem. After using the application, I become more fluent and confident in speaking. ELSA helps me to practice pronunciation every day. Now I get many improvements in my pronunciation skill such as sounds, stress word and intonation, and the most dominant is improving the voice.

Chaira said:

I think before using this application. I cannot pronounce some words correctly and some words mistakenly and then I did not too much aware about this stress, sounds, and intonation. Hence, my pronunciation skill components were rather worse. But after using this application, I can improve my pronunciation skill component. Such as correct stress, voices, places of articulation, and also intonation. My pronunciation was not good but it has an improvement because of using this application, properly I think with this application, I am a little bit improve in stress rather than other pronunciation skills components.

Sabila said:

Before I use this application, actually I do not really pay attention to my stressing because I do not really 'stress' the word. But since I use this application, I know how to stress the word in which part I have to stress. Then, I also know the false after I use this application. Because it

gives feedback and I know which part I can change it and which part is not good enough and the most improvement is in the stressing.

Nella said:

Before using Elsa Speak, I feel difficult to determine where I have to put the stress in the first syllable or in the second syllable and also about the intonation. But after using this application. I have many improvements. I think especially in pronunciation. Such as voice, stress word and intonation and the most dominant is in the word stress.

Ghina said:

Before using this, I can say that my pronunciation is like in under average and after using this application, it improves my ability in pronouncing like 8 score. If I sort, 1 to 10 is 8 it is a score for myself. Really helpful for me when I improve my expectation of pronunciation. when I said a word and I know how I pronounced was the false word that I should fall it down. It makes me know how to make an expression with this word when stressing this word. I mean that to explore my expression. I should speak to others with this stress and intonation.

Finally, Salimah said:

Before using this application, my pronunciation is just like you know, I did not have a great accent, a great intonations and good stress word. But after I use this app, there are some improvement in pronouncing skill in me such as sounds, stress and intonation. The most for me is in intonation.

Based on the information above, the researcher perceived that the students have positive perceptions about the advantages of using *ELSA Speak*, such as encourage the students in improving their pronunciation skills and enhancing students' self-confident in speaking. They are more confident with their pronunciation skills. It also motivates them more to use the app to practice their

pronunciation. By practicing often, they particularly learn by themselves to know more about the other word sound. It is supported by the previous research conducted by Kusumah (2017) which resulted the students' confidence was increasing after using ELSA Speak application. Hence, ELSA Speak application builds students' confident and motivation better.

2. The Disadvantages of Elsa Speak Application

1) Participants' Challenges in Using ELSA Speak Application

Otherwise, using *Elsa Speak* application to develop students' pronunciation skill have a lot of disadvantages, all the students argued that there are some problems in using *Elsa Speak*.

Firsly, Nur said:

Elsa Speak is a kind of application. It is very limited for the free trials for exercise, and I will not do payment money for one application.

Sabila replied:

The challenges that I faced actually is the internet connection. Because it is an online application and we have to use internet and sometimes I run out of internet connection. Then I also have to pay more if I want to use other higher exercise if I already finish our exercise.

Then, Vanilla said:

Not really much challenges but as I said before, this is about the accent. Not all people have the right accent for using Elsa application. Elsa application itself appropriate for American accent. But when you have a different accent and then they detected it. You do not pass the test. That is not really a challenge. But another challenge, I think Elsa application is not free for all. We have to use an internet connection. I think that a kind of challenge. So, challenge is not in case about pronunciation. In case the application itself, but it is also about our ability to reach out our Elsa application.

Lastly, Azzam said:

You know, every time we want to use the Elsa Speak application or AI (Artificial Intelligence) we need to have a good internet connection. Because all application that provides education, need to be online mode. So, every time I go to certain area which is not good connection in the area, it is very challenging, because sometimes I cannot open this application if my connection lost. I need to find another place which have good internet connection in order to start this learning.

Overall, All the students argued that there are some problems in using Elsa *Speak*. The answer from each participant is similar, they are: the internet connection, limited free trials, and Lack of good grasp of sound. Mataniari (2019) said that leaning through the application does require adequate internet network. Sometimes you experience problems on a slow internet network and difficult signal. Applications that have many features such as video, live chat and so on will definitely not run smoothly just because of a bad internet connection. Darsih, Wihadi, and Anggara (2020) added apart from all the benefits from the ELSA Speak application, some students have difficulty because there are several levels which is still locked and must be filled. ELSA Speak application audio

response still not strong enough to filter out noise from outside, hence, the users have to repeat the sound. However, not all online applications have sufficient quality although there are currently many applications that offer language courses, not all of them have good quality and complete features to help the learning process. This causes many to choose the wrong application so that they are not optimal in learning. But besides that, learning languages online is very flexible. Learning a language through the application means you can be more – free in managing your study schedule at any time. Unlike studying in a course, you are already bound by a set schedule and usually if you are unable to attend there is no substitute class as mentioned by Mataniari (2019).

B. Discussion

The purpose of this research is to find out students' perceptions on using *ELSA Speak* application (Language exchange application to develop students' pronunciation skill). The research question of this research is what are the 8th year student' of English department UIN Ar – Raniry Banda Aceh perceptions on using *ELSA Speak* application (Language Exchange application in developing pronunciation skill).

Based on the results of the interview conducted by the researcher in two weeks, most of the students gave answers about the effectiveness of *ELSA Speak* application in developing their pronunciation skills. Most of the students have an improvement and also challenges when using *ELSA Speak* for speaking

with American natives on the application. It is supported by Dini, Aenida, Fauziah, and Saepuloh (2020) who conveyed that the ELSA Speak App improves the students' pronunciation skills. In Addition, they agreed that this application is very helpful for those basic learners. They can learn from home or everywhere. In addition, the students also satisfy about the features and exercises that are provided by the ELSA Speak application. By doing the exercises, the students know more about the knowledge of pronunciation and practice it to avoid any mispronunciation of the word. This application gives evaluation result and gives some chances to correct the miss pronunciation words. As mentioend by Hidayatullah (2018) if the students pronounce the word incorrectly, it will lead to the wrong meaning of the concern word. Thus, the application is effective and helpful for the students.

However, there are some challenges that faced by the students, because this is an online learning application. It needs a good connection to access all the features there. Though, there are some free trials, but it needs good internet connection and quota enough to download and try all the trials. Unfortunately, many students here do not want to spend money for only one learning application. It is similar with Reinders and Pegrum (2016) who stated that the ELSA Speak Application requires payment to enter more features in the app so that it leads the users to use the app rarely. Also, sometimes, it cannot catch a focus sound from the student. It takes every sound around clearly and perfectly. Hence, the result is not as expected. The last argued, they assumed that this

application only accepts one accent that is American accent, so if the students used British accent, it will say that it is 'Incorrect' though it was correct.

Furthermore, the students who prefer British to American accent do not obtain any good progress in improving their specific accent. As the app is set for the American accent, it produces all American way. It is contrary with Kang (2010) who said that the students can tolerate a great deal of inaccuracy in pronouncing consonants and vowels. However, the average students answered that they had progress in their pronunciation skills among five components of pronunciation such as stress word, vocabulary, voice, and intonation. Their stress word is the most improved one. It is supported by Aratusa (2019) who said that ELSA Speak Application assists the English Learner in understanding the basic of word pronunciation such as stress, vowels and consonants.

The result also showed that the students were helped the most in stressing the sound of the word. Similar with Mwestwood (2020) who said that the stress in linguistic is important to clear the sound of the word and in pronunciation field, stress is all found in materials of language. The Application enhances the students' awarnesse of stress in pronoucing the word. English Pronunciation is a basic skill that should be aware off so that the correct pronunciation of word can be sounded. Different with Indonesian, English pronunciation have phonemes (sounds of words) and pronunciation are quite difficult based on Oxford dictionary. Nevertheless, the ELSA Speak Application has been set to ease the

users of Indonesian to apply the app, as mentioned by Reinders & Pegrum (2016) the application should consider the native language of the users.

Today, artificial intelligence (AI) is a particular interest in language teaching because it can assist and enhance language learning for all levels of education. Similar with Aminullah and Samad (2019) conveyed that the modern language application is more often used in this era to encourage the students to learn with the technology. Again, it has a useful role to complement language teaching as ELSA Speak App one of the Automatic Speech Recognition (ASR) used to teach pronunciation. It studies how students hear, voice, pronounce, vocalize, and affirm English words in spoken language, but students often pronounce the wrong words so that the spoken words have the wrong meaning as mentioned by Kholis (2021).

In this research, the researcher gets the answers from the students about the effectiveness on using ELSA Speak as an online learning media to improve pronunciation skill, the students enjoyed and shared positive results for using this application, though it was not really effective in, but it helped and useful for English beginner. In conclusion, most of the students do think *ELSA Speak* application is effective for developing their pronunciation skill in their daily speaking and the features in the application also satisfy them in using the application.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections namely conclusion and recommendation. First, it discusses about the findings of the previous chapter. Second, it is provided some suggestions related to students' perceptions on the effectiveness of using ELSA Speak application. The suggestions will be beneficial for the improvement of the future researcher.

A. Conclusions

The purpose of the research is to figure out the students' perception on the effectiveness of using ELSA Speak application to develop their pronunciation skill. The participants that were selected are the students in Eighth semester and students who have used the ELSA Speak. Based on the research findings and discussion, beside all the lack of this application such as must have a good internet connection, limited free trials, only accept one accent (American accent), and poor sound catch. The writer concluded that the use of *Elsa Speak* application in developing pronunciation skill is effective enough. Furthermore, *Elsa Speak* application can enrich students with a variety of knowledge about vocabulary, stress word, sound, intonation, and place of articulation with IPA style for developing their education of pronunciation skill; it can be enjoyable and encourage self – confident because they learn it with native speaker directly.

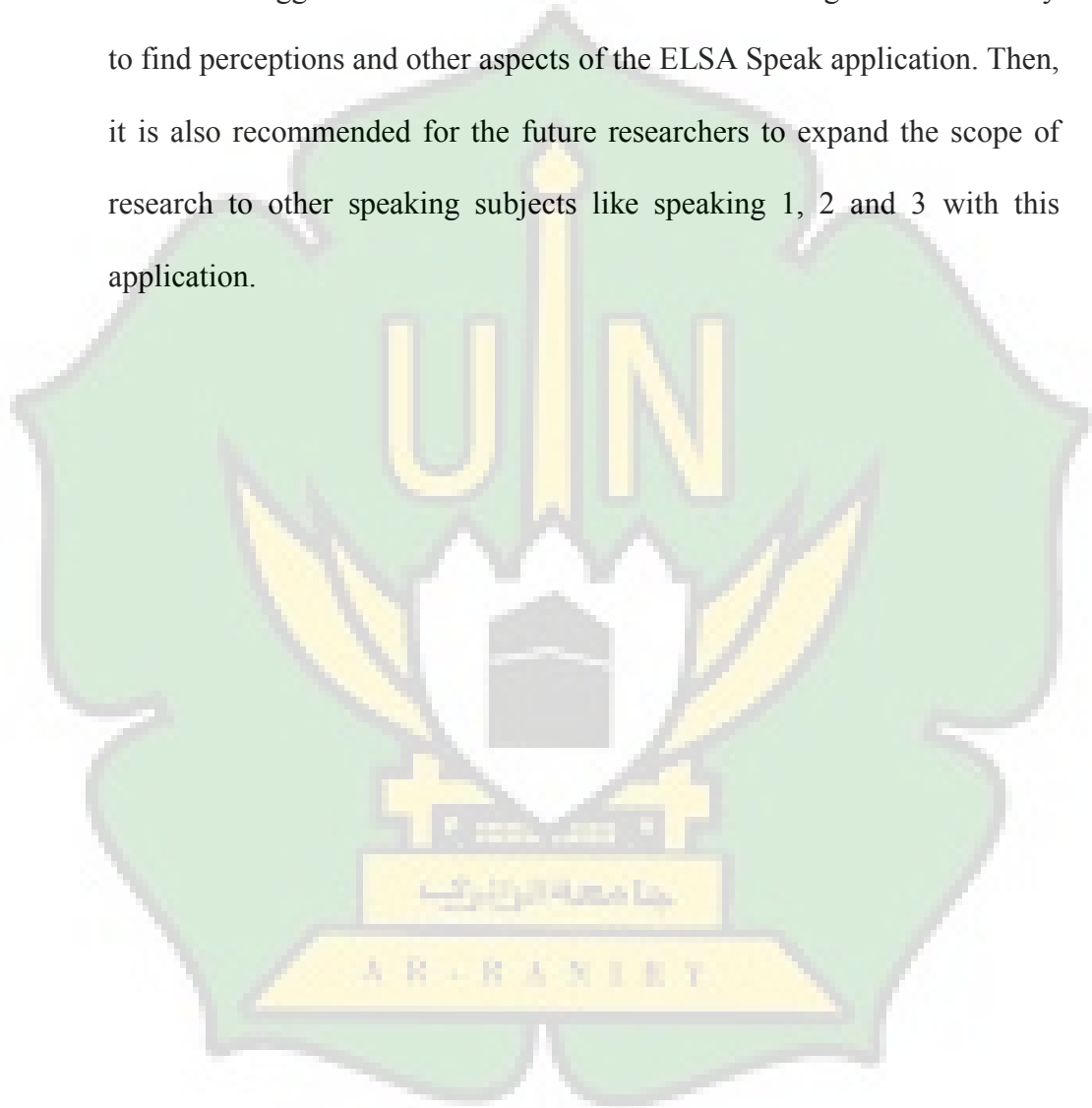
However, the students answered that word stress is the most one that improves from the five components of pronunciation after using *ELSA Speak* application. The researcher proved that students' perception on the effectiveness of *ELSA Speak* application was effective for pronunciation development especially for beginner students. This application educates us about the knowledge of pronunciation.

B. Suggestions

It was found that some students' perceptions on using the *ELSA Speak* application and how the application helps students in improving their pronunciation better. Therefore, the researcher would like to give some recommendations as follows:

1. For students, they can use the application to help them in correction their pronunciation. Students can use *ELSA Speak* for free and premium. The writer suggests that students to use premium *ELSA Speak*, if they want to learn more material. But if students do not want to pay for it, free trial is enough for beginners.
2. For lecturers, hopefully this finding will be a good choice for college. Choose the *ELSA Speak* application as a supporting tool in improving better pronunciation and increasing student confidence.

3. For further researchers, this research is limited to 8th semester students at English Department of Ar – Raniry State Islamic University. The researcher suggests that future researchers could investigate more broadly to find perceptions and other aspects of the ELSA Speak application. Then, it is also recommended for the future researchers to expand the scope of research to other speaking subjects like speaking 1, 2 and 3 with this application.



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INTERVIEW GUIDANCE

I. After *One Week* Using ELSA Speak Application.

1. What do you think about the advantages of using ELSA Speak application in your pronunciation?
2. What do you think about the disadvantages of using ELSA Speak application in your pronunciation?
3. What challenges do you face when using ELSA Speak application in developing your pronunciation skill?
4. How does effective ELSA Speak application in developing your pronunciation?
5. How is your speaking skill before and after using ELSA Speak application?

II. After *two weeks* using ELSA Speak application.

1. What do you think about the advantages of using ELSA Speak application in your pronunciation?
2. What do you think about the disadvantages of using ELSA Speak application in your pronunciation?
3. What challenges do you face when using ELSA Speak application in developing your pronunciation skill?
4. How effective does ELSA Speak application in developing your speaking?
5. How is your speaking skill before and after using ELSA Speak application?