USING ELSA APPLICATION IN TEACHING PRONUNCIATION OF THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 PALEMBANG

THESIS

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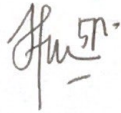
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Using ELSA Application in Teaching Pronunciation of The Eleventh Grade Students of SMK Muhammadiyah 2 Palembang, beserta seluruh isi nya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Motto and Dedication

Motto:

<center>"your future is waiting for you."</center>

Dedication:

This thesis is dedicated to:

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ABSTRACT

As one of the language aspect, pronunciation is very important especially when students want to speak English in front of the class or outside the class. The method used in this research was quasi experimental method. The population of this research was all the eleventh grade students of SMK Muhammadiyah 2 Palembang. The total number of population was 178 students. The samples were 62 students from 178 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using pretest and posttest. The result of the test was analyzed by independent sample t-test. The result of data analysis showed, the mean in posttest of experimental group was 57.68, it was higher than the mean posttest of the control group which was 52.68. The result of T-Test obtained significance (sig. 2 tailed) was 0.034, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, It means that there was significant differences between students who taught by using ELSA application and without using ELSA application in learning process.

ABSTRACT
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Last but not least, she hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang, 11 April 2023
The researcher,

Belgy Inka Lawrence

TABLE OF CONTENT

LIST OF APPENDICES

Appendices
1. Usulan Judul Skripsi
2. Surat Tugas Bimbingan Proposal Skripsi
3. Surat Undangan Seminar Proposal
4. Daftar Hadir Dosen Penguji Seminar Proposal
5. Daftar Hadir Simulasi Proposal Mahasiswa
6. Lembar Persetujuan Perbaikan Seminar Proposal Skripsi
7. Surat Keputusan (SK) Dosen Pembimbing
8. Kartu Laporan Kemajuan Bimbingan Skripsi
9. Surat Keterangan Penelitian dari SMP Muhammadiyah 4 Palembang
10. Surat Permohonan Ujian Skripsi
11. Surat Persetujuan Ujian Skripsi
12. Surat Undangan Ujian Skripsi
13. Daftar Hadir Dosen Penguji Skripsi
14. Bukti Perbaikan Skripsi Hasil Ujian
15. Rencana Pelaksanaan Pembelajaran (RPP)
16. Absen Kehadiran Siswa SMK Muhammadiyah 4 Palembang
17. Test Instrument
18. Documentation

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research, objective of the research, and significance of the research.

A. Background of the Research

Learning English as a foreign language means learning, aspect of language such as vocabulary, grammar, and pronunciation and also for language skills such as: listening, speaking, reading, and writing. As one aspect of language, pronunciation is very important especially when students want to speak English in front of the class or outside the class. According to Pourhosein (2012 ,p.119), "pronunciation is an integral part of foreign language learning because it directly affects the learner's communicative competence as pronunciation correctly so that it can be understood".

Because pronunciation refers to how words or language is said, it cannot be undervalued in the study of language. The major sound production of words used to communicate accurately will help spoken language comprehension as well as production. Odisho (2003, p.57), states that "pronunciation is the production of speech sounds that must be understood by others". It appears that pronunciation is the primary aspect of the cover that people pay attention to. Pronunciation, in essence, is the study of methods for pronouncing words in the English language. Pronunciation skills are crucial for effective communication. If not, other people won't understand what you're trying to say.

In learning pronunciation, students must be able to pronounce English sounds correctly. Most of them mispronounce the words when talking about presenting the material in front of the class. Based on the formal study Sholeh,A., & Muhaji, U. (2015, p.706) reported there were seven problems with pronunciation skills such as:

1. Difficulty in eliminating the influence of the mother tongue which is still strong.
2. Difficulty in pronouncing proper consonants and vowels (Difficulty in getting used to the pronunciation of phonetic sounds in English)
3. Difficulty in determining stressed and unstressed syllables.
4. Difficulty in recognizing and pronouncing the weak sounds
5. Difficulty in identifying homographs (words with the same spelling but different pronunciations) and homophones (words with different spellings but with the same pronunciation)
6. Difficulty in pronouncing proper syllables/difficulty in identifying the number of syllables to be pronounced in a word.
7. Difficulty pronouncing the suffix of a word correctly.

Based in the certain researcher's interview with English teacher in SMK Muhammadiyah 2 Palembang on 09th October 2022, the researcher find out there were four problems in pronunciation practice such as: Lack of practice in English pronunciation, Embarrassed to try, Having motivation to learn, Having skill upgrade in English

Harmer (2007,p.249) explained that there are some difficulties in teaching and learning pronunciation. These are:
1. What students' can hear Some It is very difficult for some students to hear the specific pronunciation they want to reproduce. Oftentimes, people who speak different native languages have difficulty with different sounds. There are two ways to handle this. first, the teacher can show how to make sounds through demonstrations, diagrams, and explanations. Teachers can also get their attention when there is a sound in the recording or conversation. Thus, the teacher gradually trains the students' hearing. When students can hear properly, students are on their way to being able to speak properly.
2. What students' can say All children are born with the ability to make a wide range of sounds available to humans. But as

students grow and focus on one or two languages, students lose the habit of making some of these sounds. Learning a foreign language often presents students with physical cognition problems (ie making sounds through certain parts of the mouth, uvula, or nasal cavities is actually physically (difficult). To avoid this problem, the teacher must be able to show and explain where sounds are made (for example, where is tongue in relation to teeth? what is the shape of the lips when composing a certain vowel?

To overcome the problems, it's very needed to have such good learning media or learning devices in terms of technology use, one of them the ELSA application. To overcome such problems in pronunciation practice it's very important for teachers to have such media. Since the first android explosion in Indonesia, android has been used in the educational sector for quite some time. The availability of educational applications serves as evidence for this. The process of impossible. Many pronunciation learning resources available on smartphones today have been organized more logically by learning requirements.

Students' ability to pronounce words correctly can be helped by using the right educational resources. Additionally, using technology as a kind of media is strongly advised in today's society. Numerous studies back up this assertion. Researchers like Sasmita (2012, p.12), Amri and Gusmina (2013, p.1), and Erniwati, Safar, and Marnalita (2013, p.1) discovered that this kind of technology was useful in assisting students with proper pronunciation.

Elsa is an application that uses artificial intelligence technology and was created by a team working on educational and internet products. Elsa may be accessed via a smartphone. Through the use of mobile-based learning or mobile learning, this application facilitates independent learning. The Bill and Melinda Gates Foundation's SXSWedu Launch startup competition is where a quick introduction to

this program was initially presented in early 2016. The Elsa program is meant to assist those who desire to learn to speak, particularly English, as the name suggests. Features like speech recognition technology support, an individualized curriculum that has been proven effective, a free online dictionary, and a free assessment test are all provided by this program. One of the media that can be utilized to study, especially English, is this application.

The Elsa Speak application is made and built with features that can assist users in learning English pronunciation with the right accent and overcoming difficulties in learning languages, especially English. According to Dodigovic (2007, p,1) "This program is intended to make speaking easier and deepen understanding of the English language. It is an excellent tool for correcting mistakes in a second language". The app has received 10 million downloads from the Google Play store and is now rated 7th in the Education category.

Even though, Indonesian is the national tongue, it is nevertheless necessary to learn English as technology advances and the world around us changes. Nearly every nation, including Indonesia, is accustomed to talking with other nations. However, there are disparities in the dialects they employ and are influenced by local accents, as noted in Bruce Smith, Ann R. Bradlow, and Tessa Bent's (2003, p,121) The impact of their mother tongue is one of the pronunciation issues that EFL students encounter. According to Sholeh&Muhaji, (2015, p.25) the majority of Indonesian students' pronunciation is still influenced by their home tongue.

In general, pronunciation instruction was not given enough emphasis in class, which prevented them from learning how to say the words correctly. Other issues include the inability to speak English, a limited vocabulary, and fear of pronouncing words incorrectly. Based on the issues, and ideas, the researcher came across the issue of how to enhance students' pronunciation abilities simply and enjoyably. Every student today has a smartphone, making it simpler for them to study

anywhere and at any time. This is related to the Elsa program. With those exceptions, the Elsa application is regarded as enough for use as a virtual trainer. Therefore, researcher tries to do research entitled " Using ELSA application in teaching pronunciation of the eleventh- grade student in SMK Muhammadiyah 2 Palembang "

B. Formulation of the Problem

The research is formulated in the following question :

"is there any significant difference between the students who taught by using ELSA Application and those who taught by using conventional method?"

C. Objective of the Research

In keeping with the problem, the objective of the research is to find out the significant relationship to teach English Pronunciation by using ELSA application and those taught by using conventional method to the Eleventh Grade Students of SMK Muhammadiyah 2 Palembang

D. Significance of the Research

The significance of this research is:

1. For the Researchers
    This research used to get a reference source for further research, as well as provide insights for other research on the application of ELSA as a learning media to improve English pronunciation skills.

2. For English Teachers
    This study is useful for help teachers to find new ways of teaching to achieve the goal of change, especially in English pronunciation skills

3. For Students
    Hopefully, this research can help students to improve their English pronunciation skills easily and correctly in a fun way by using the ELSA application and their motivation to learn English.

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