



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 2 Tahun 2023 Page 5041-5048

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Students' Ability in Pronouncing English Words by Using ELSA Speak Application of the Second-Year Students of SMA Eka Prasetya Medan

Sahlan Tampubolon¹, Dameasi Bulan P Lumban Gaol², Nenni Triana Sinaga³, Sanggam P
Gultom⁴

English Education Department, Mathematics Education

Universitas HKBP Nommensen Medan

Email: sahlantampubolon@gmail.com ¹✉

Abstract

Pronunciation is one of difficult to learn. There are particular problems occur in much pronunciation teaching and learning. The first, a lot of students can't do the challenging about the pronunciation clue. The second, every students have the capacity to produce the sounds since the baby. The third, the intonation is the most difficult aspect of pronunciation for many students. Elsa Speak Application is the application that can help the users to improve pronunciation. This study aims to describe the students' ability in pronouncing English words by using ELSA Speak Application of the second-year students of SMA Eka Prasetya Medan. Methodology used in this study descriptive qualitative, field research, library research. Instrument used collecting the data test, recording, and transcribing. Findings are, students' ability in pronouncing English words who the students able, less able or unable. From ten students, they were still lack when pronounce the English words such as words "Creator", "Drunk" , "Together" they pronounced this word wrong from ten students. Based on the data, the writer found that 2 students that can be able pronounced the words well. Students 4, 25 words able (83,3%), and 5 words almost correct (16,6%). Students 7, 22 words able (73,3%), and 8 words almost correct (26,6%).

Keyword: *ELSA Speak application, English Words, Pronunciation, and Students' Ability.*

Abstrak

Pengucapan adalah salah satu yang sulit dipelajari. Ada masalah khusus yang terjadi dalam banyak pengajaran dan pembelajaran pengucapan. Yang pertama, banyak siswa yang tidak bisa melakukan tantangan tentang petunjuk pengucapan. Kedua, setiap siswa memiliki kemampuan untuk menghasilkan bunyi sejak bayi. Ketiga, intonasi adalah aspek pengucapan yang paling sulit bagi banyak siswa. Aplikasi Elsa Speak adalah aplikasi yang dapat membantu pengguna untuk meningkatkan pengucapan. Penelitian ini bertujuan untuk mendeskripsikan kemampuan siswa dalam mengucapkan kata-kata bahasa Inggris dengan menggunakan Aplikasi ELSA Speak siswa kelas dua SMA Eka Prasetya Medan. Metodologi yang digunakan dalam penelitian ini deskriptif kualitatif, penelitian lapangan, penelitian kepustakaan. Instrumen yang digunakan adalah tes pengumpulan data, pencatatan, dan transkrip. Temuannya adalah, kemampuan siswa dalam mengucapkan kata-kata bahasa Inggris yang siswa mampu, kurang mampu atau tidak mampu. Dari sepuluh siswa, mereka masih kurang dalam melafalkan kata bahasa Inggris seperti kata "Creator", "Drunk", "Together" mereka salah melafalkan kata ini dari sepuluh siswa. Berdasarkan data, penulis menemukan bahwa 2 siswa yang dapat mengucapkan kata-kata dengan baik. Siswa 4, 25 kata mampu (83,3%), dan 5 kata hampir benar (16,6%). Siswa 7, 22 kata mampu (73,3%), dan 8 kata hampir benar (26,6%).

Kata Kunci: *Aplikasi ELSA Speak, Kata Bahasa Inggris, Pengucapan, dan Kemampuan Siswa.*

INTRODUCTION

Pronunciation is one of difficult to learn. Learning a language is not about getting a rules and tell it in vocabulary, but language is how you can say and the interlocutor understood what they said. Students think that so hard to do how to pronunciation well, because as the key of communication is determined by how well pronounce. Wijaya (2021:3) stated that in general, pronunciation is a key for student ability to communicate clearly and confidence pushes students to speak up. As students, they hope that will be able to pronounce English well, but a lot of think that English is so difficult because of the influence from mother tongue especially in pronunciation and feeling ashamed to speak English.

In speaking skills every students can be good learners communicate. Tampubolon, et al (2018:178) stated that the objective wants one of speaking is all about to provide information to the listener and to obtain information provided by the speaker, comprehend the spoken word at its natural pace, and the capacity to respond to inquiries that require a concise or detailed response. Since formal school many students didn't give how to improve their English skill, every students just learned how to write something without knowing how to pronounce the words. If we see people that have talked about something, they have varies of pronunciation of English.

According to Sidabutar, et al (2021:1663) the willingness to speak and active for learning-related knowledge exploration are examples of how students are motivated. So, student can learn more to know their ability in pronouncing English words from what they have talked each other. Because of English just a language, but if they try to learn, they can improve their second language. They are vary in their personalities, mannerisms, gestures, intonation, and other aspects. Then speaking, they pronounce in a distinct way. They use a variety methods to pronounce the words (Sinaga, 2019:267). So, the writer make the students' ability to know how far they can pronounce English words. Maybe, it will become one of the ways for them to measure their English pronunciation.

Anggraini (2022:136) stated that the English Learning Speech Assistant (ELSA) software was created in 2015 by Vu Van and is based in San Francisco, California, in the United States. It makes use of speech recognition technology and artificial intelligence (AI) to help with and refine English pronunciation. Users of the ELSA Speak Application can use speech recognition technology to aid them with their English pronunciation. For users to practice pronunciation, the ELSA Speak app offers more courses and more themes, starting with practicing English words, phrases, and sentences. An interactive dictionary is another element of the ELSA Speak app that teaches users how to pronounce the word or phrase they are looking for.

Saleh and Gilakjani (2020:490) stated that pronunciation is a fundamental aspect of spoken language which is important for effective communication. Pronunciation can be learnt by repeating sounds and correcting students when they make them wrong. Nurhayati (2019:2) stated phonology is the study of how sounds are chosen and arranged in a language in order to convey meaning. Phonology consists of two, English vowel and English Consonant. Khan (2020:2) stated a word is a speech sound, or combination of speech sounds, that can be communicated verbally or in writing and has a particular meaning for a concept, an object, or a thought.

One of the Senior High School in Medan, SMA Eka Prasetya have good reputation, but a lot of students are still lack of pronouncing English words. Therefore, the writer is interested to do this research because relation to the writer's observation of some of the students' reason. Based on the background, the writer conducted to do a study entitled "Students' ability in pronouncing English words by using ELSA Speak Application of the second-year students of SMA Eka Prasetya Medan."

RESEARCH METHOD

This study was conducted by using descriptive qualitative. Sidiq and Choiri (2019:3) stated that qualitative research is a research that the results of finding cannot get by using statistical technique. According to Nainggolan, et al (2019:7), source of the data is the subject which the data can be found The writer taken source of the data from the second year students of SMA Eka Prasetya Medan in academic year 2022/2023 that is XI-IPS, where the total number of the students are 10 students. Data got from students' pronunciation of the second year students of SMA Eka Prasetya Medan in academic year 2022/2023 that is XI-IPS.

Hardani, et al (2020:119) stated that the writer serves as the primary tool in qualitative research, but once the research question is established. In this study, the writer will use the instruments through: are test, recording, and transcribing. The writer used steps to analyze the data Miles and Huberman (2014), as follows: data condensation, data display, and drawing and verifying conclusion. This study was collected by these techniques are: the writer gave instructions about the pronunciation test to the students, the writer explained to the students about the pronunciation test, the writer gave the pronunciation test, the writer recorded students' pronunciation, then the writer transcribed the students' pronunciation in phonetic transcription.

RESLUTS AND DISSCUSSIONS

In the background, the writer has explained the information about the students' pronunciation reason. Based on the ability findings the speech sounds are produced by the students that able, less able, or unable pronounce the English words. Category in ELSA Speak Application is: Try again: 1%-39%; Almost Correct: 40%-79%; Excellent: 80%-100%.

1. KA

Able: 12 words, Almost Correct: 14 words, and Unable: 4 words.

2. EB

Able: 14 words, Almost Correct: 17 words, and Unable: 1 words.

3. RS

Able: 12 words, Almost Correct: 14 words, and Unable: 4 words.

4. NS

Able: 25 words, Almost Correct: 5 words, and Unable: 0.

5. JS

Able: 16 words, Almost Correct: 14 words, and Unable: 0.

- 6. YN
Able: 9 words, Almost Correct: 15 words, and Unable: 6 words.
- 7. SS
Able: 22 words, Almost Correct: 8 words, and Unable:0.
- 8. AN
Able: 7 words, Almost Correct: 20 words, and Unable: 3 words.
- 9. NB
Able: 3 words, Almost Correct: 16 words, and Unable: 6 words.
- 10. SL
Able: 11 words, Almost Correct: 13 words, and Unable: 6 words.

To know the ability of students in pronouncing English words, the writer calculated the data carried out by using formula from Sudjono (2009:43):

$$P = \frac{f}{n} \times 100\%$$

In which:

f = words' pronounced

n = total of words

100% = constant value

Table 1. Percentage of Students' Ability

No	Name of Students	Students Ability		
		Able	Less Able	Unable
1.	KA	40%	46,6%	13,3%
2.	EB	40%	56,6%	3,3%
3.	RS	40%	56,6%	3,3%
4.	NS	83,3%	16,67%	0
5.	JS	53,3%	46,6%	0

6.	YN	30%	50%	20%
7.	SS	73,3%	26,6%	0
8.	AN	23,3%	66,6%	10%
9.	NB	30%	56,6%	13,3%
10.	SL	36,6%	43,3%	20%

Based on the findings that have been described by the writer, it shows that problem statement that have been carried out by writer as presented in chapter one. The writer discussed the students' ability in pronouncing English words by using ELSA Speak Application. Based on the findings that have been described by the writer from pronunciation test and recording showed that some students error pronounce in English. The writer analyzed the data by collecting the data, reduction the, displaying the data, and making conclusion: drawing and verification. It discussed below:

1. It is said as less able because she was less able to pronounce well vowel and consonants in English words, were Eager /'i:gər/, After /'æf.tə/, Food /fud/, Urbanize /'ε.bə,naɪz/, Adult /ə'dʌlt/, Friend /frɛnd/, Define /dɪ'faɪn/, and Light /laɪt/. She also was Almost Correct > able > Unable.
2. It is said as less able because she was able to pronounce well vowel and consonants in English words correctly were Eager /'i:gər/, After /'æf.tə/, Food /fud/, Urbanize /'ε.bə,naɪz/, Adult /ə'dʌlt/, Friend /frɛnd/, Define /dɪ'faɪn/, and Light /laɪt/. She also was almost correct > able > Unable.
3. It is said as less able because she was able to pronounce well vowel and consonants in English words correctly were: After /'æf.tər/, Food /fud/, Ugly /'ʌ.gli/, Actor /'æk.tə/, Friend /frɛnd/, Book /bʊk/, Define /dɪ'faɪn/, and Hide /haɪd/. She also was almost correct > Words that able > Unable.
4. It is said as able because she was able to pronounce well vowel and consonants English words pronounced correctly by student 4 were: Eager /i:gə/, Field /fild/, After /'æf.tər/, Food /fud/, Urbanize /'ε.bə,naɪz/, Friend /frɛnd/, Imitate /'ɪ.mə,tet/, Bible /'baɪ.bəl/, Guilty /'gɪl.ti/, Define /dɪ'faɪn/, Hide /haɪd/, Jacket /'dʒæk.ət/, Together /tə'gɛ.ðə/, Busy /'bɪ.zi/, Light /laɪt/, Humble /'hʌm.bəl/, Unite /'ju,naɪt/, Table /'tæɪ.bəl/, and Enough /ɪ'nʌf/. She also was able > Words that almost correct.
5. It is said as less able because she was able to pronounce well vowel and consonants in English words pronounced correctly were: Eager /i:gə/, Field /fild/, After /'æf.tər/, Ugly /'ʌ.gli/, Book

/bʊk/, Guilty /'gɪl.ti/, Define /dɪ'faɪn/, Light /laɪt/, Humble /'hʌm.bəl/, Unite /'juˌnaɪt/, Table /'tæɪ.bəl/, Difficult /'dɪ.fi.kəlt/, Enough /ɪ'naʊf/, and Behaviour /bɪ'heɪv.jər/. She also was able > Almost correct.

6. It is said as less able because he was able to pronounce well vowel and consonants in English words pronounced correctly were: Eager /i:ɡə/, After /'æf.tər/, Friend /frɛnd/, First /fɛst/, Bible /'baɪ.bəl/, and Hide /haɪd/. He also was almost correct > Able > Unable.
7. It is said as able because he was able to pronounce well vowel and consonants in English words pronounced correctly were: Eager /i:ɡə/, Field /fɪld/, After /'æf.tər/, Course /kɔ:rs/, Food /fud/, Ugly /'ʌ.gli/, Actor /'æk.tə/, Friend /frɛnd/, First /fɛst/, Bible /'baɪ.bəl/, Define /dɪ'faɪn/, Jacket /'dʒæk.ət/, Together /tə'ɡe.ðə/, Busy /'bi:zi/, Humble /'hʌm.bəl/, and Difficult /'dɪ.fi.kəlt/. He also was able > Almost Correct.
8. It is said as less able because she was able to pronounce well vowel and consonants in English words pronounced correctly were: Eager /i:ɡə/, Adult /ə'dʌlt/, Book /bʊk/, First /fɛst/, and Hide /haɪd/. She also was almost correct > Able > Unable.
9. It is said as less able because she was able to pronounce well vowel and consonants in English words pronounced correctly were: After /'æf.tər/, Course /kɔ:rs/, Ugly /'ʌ.gli/, Adult /ə'dʌlt/, Guilty/'gɪl.ti/, and Hide /haɪd/. She also was almost correct > Able > Unable
10. It is said as less able because she was able to pronounce well vowel and consonants in English words pronounced correctly were: Eager /i:ɡə/, After 'æf.tər/, Course /kɔ:rs/, Ugly /'ʌ.gli/, Bible /'baɪ.bəl/, Hide /haɪd/, and Light /laɪt/. She also was almost correct > Able > Unable.

CONCLUSIONS

Considering the data analysis and the discussions in the previous chapter, the writer puts forward the following conclusions: based on findings, the students' pronunciation still lack when pronounce the English words such as words "Creator", "Drunk", "Together" they pronounced this word wrong from ten students. Based on the data, the writer found that students 4 and 7 that can say be able pronounced the words.

REFERENCES

- Anggraini. (2022). Improving students' pronunciation skill using ELSA Speak Application. *Journal of English Language and Pedagogy*. 5(1), 135-141.
- Hardani., & Auliya, N. H., & Andriani, H., & Fardani, R. A., & Ustiawaty, J., & Utami, F. E., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metodologi penelitian kualitatif dan kuantitatif*.

Yogyakarta: CV. Pustaka Ilmu.

- Khan, I. S. (2020). *Parts of speech*. 1st Edition. Hongkong: Literary English
- Miles, B. M., & Huberman, A.M. (2014). 3rd Edition. *Qualitative Data Analysis*. SAGE Publication: United States of America.
- Nainggolan, F., & Siahaan, D. A., & Sinurat, B., & Herman. (2021). An analysis of figurative language on Joe Bidens' victory speech. *International Journal on Integrated Education*. 4(3), 364-375.
- Nurhayati, D. A. (2019). *Intoduction to English Phonology*. 1st Edition. Tulungagung: Akademia Pustaka.
- Sidabutar, U., Sinaga, N. T., Sitorus, N., & Lestari, F. D. (2021). A multimodal analysis on a vocational English book and its effect on students' English proficiency. *Linguistics and Culture Review*, 5(3), 1651-1665.
- Sidiq, U., & Choiri. M. (2019). *Metode penelitian kuantitatif di bidang pendidikan*. 1st Edition. Ponorogo: CV. Nata Karya.
- Sinaga, N. T. (2019). The performance of English department students in retelling story: An Anthropolinguistic study. *International Journal of Research & Review*, 6(8), 266–276.
- Sudjono, A. (2009). *Pengantar statistik pendidikan*. Jakarta: Raja Grafindo.
- Tampubolon, S., & Sidabutar, U., & Sianturi, S. (2018). The effect of English laboratory use in speaking ability. *IJRR International Journal and Review*. 5(9), 176-182.
- Wijaya, S. R. (2021). Error analysis of chefs' pronunciation of English culinary terms. *Open Journal Systems*. 15(21), 5791.