THE EFFECTIVENESS OF TEACHING ENGLISH LANGUAGE USING ELSA SPEAK FOR ENHANCING STUDENTS' PRONUNCIATION ABILITY

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ABSTRACT

The study aims to know whether the ELSA Speak, as a means of teaching students' pronunciation, has significantly better results than the conventional method, and to evaluate the effectiveness of the ELSA Speak in teaching pronunciation to the second grade of junior high school students. This research is a quantitative design and uses a quasi-experimental approach. The sample of the research was 25 students of 8E for the experimental group and 25 students of 8F for the control group. The instruments in this research are a pretest, a posttest, and a questionnaire. The results after the posttest were analyzed using an independent sample t-test. With df = 48, at p = .05 of two-tailed, the critical value of t is 2.021. As the derived t = 8.514 exceeds the table of critical value of t, the null hypothesis (Ho) is rejected, and the alternative (Ha) is accepted. This means that ELSA Speak significantly gives better results in pronunciation teaching compared to the conventional method and is effective in teaching pronunciation to second grade junior high school students. The results were supported by questionnaire data. Most students gave positive responses of 80% or almost all students agreed that ELSA Speak improved their pronunciation.

Keywords: ELSA speak, pronunciation ability, teaching English.

INTRODUCTION

English is an international language used globally in various fields such as education, technology, trade, and communication. Ideally, learners should master all aspects of English, including pronunciation, as it is an essential component of speaking skills. Clear pronunciation enables speakers to communicate effectively and be easily understood by others. According to Hornby (2008) in Ramasari (2017) Pronunciation is defined as the way a word or a language is spoken or articulated. However, in reality, many learners, especially non-native speakers, struggle to produce accurate English sounds due to differences between their first language and the target language. This gap between what is expected and what happens in real classroom settings becomes a significant issue in English language learning.

In the 21st century, technology offers innovative solutions that can support language learning (Rahayu, et al., 2026). One of the technological tools that can be used to improve pronunciation skills is ELSA Speak, an AI-based application designed to help learners practice and correct their pronunciation. This application provides real-time feedback, interactive exercises, and personalized learning features, allowing students to practice anytime and anywhere. Ideally, technology like this should be integrated into formal education to create a more effective and engaging learning environment. However, in practice, the use of ELSA Speak in formal teaching especially for pronunciation remains limited.

Several researchers have highlighted the effectiveness of ELSA Speak. Mirani et al. (2024) reported that learners who used ELSA Speak experienced significant improvement in their pronunciation and speaking skills. Shahidi et al. (2023) found that the application enhances students' confidence and learning experiences due to its AI-based corrective feedback. Similarly, studies conducted by Rabiatul Adawiah et al. (2024) and Rinaepi et al. (2022) revealed that ELSA Speak not only improves pronunciation accuracy but also increases learners' motivation and engagement through its interactive and user-friendly features. Anggraini (2022) also stated that ELSA Speak actively involves students in language learning and makes classroom activities more dynamic.

This study aims to determine whether ELSA Speak can effectively improve students' pronunciation skills and to provide insights and recommendations for teachers and educational institutions regarding the use of technology in English language teaching. The novelty of this research lies in the integration of ELSA Speak within formal junior high school classroom settings, where such technology is still rarely implemented.

RESEARCH QUESTION

Based on the background of this research, the purpose of the research is intended to answer these questions:

1. Does ELSA speak as a means of teaching students' pronunciation ability have significantly better result than the conventional method?
2. Is ELSA speak effective to teach pronunciation to the second grade of junior high school student?

LITERATURE REVIEW

This literature review examines essential concepts and previous studies related to this research, including:

1. Pronunciation in English Language

Pronunciation is a part of speaking skills in the English language. A study by Smith (2019) in Yudi et al. (2024) explains that learners who have good pronunciation are often considered fluent speakers, even if their grammar and vocabulary are less advanced.

In other words, pronunciation refers to the act or result of producing the sounds of speech, which includes articulation, stress, and intonation, often in relation to a standard of correctness or acceptability.

2. The Teaching of Pronunciation

Teachers play a crucial role in helping students develop auditory awareness in language learning. This involves guiding learners to recognize and distinguish English sounds, which can be challenging due to interference from their native language. By helping learners form new sound categories, teachers support accurate listening and speaking skills, which are essential for effective communication.

According to Kenworthy (1988), the teacher's responsibilities in teaching pronunciation are as follows:

a. Helping learners notice critical aspects
b. Focusing on the most important elements
c. Organizing practice activities
d. Assessing how far learners have come
e. Building learner interest in speaking accurately

3. **ELSA Speak Application**
   ELSA Speak is an application that provides a variety of exercises and topics for users to practice, covering English words, phrases, and sentences. In addition, ELSA Speak includes an interactive dictionary that helps users pronounce the words or phrases they search for (Anggraini, 2022). According to Wahyu et al. (2020), ELSA Speak is an English Learning Speech Assistant created by Vu Van in 2015 in San Francisco, USA. The application uses Artificial Intelligence (AI) and speech recognition technology to support English learning, with the main purpose of helping learners improve and correct their English pronunciation effectively.

RESEARCH METHOD

To achieve the purpose of this study, a quantitative design with an experimental approach was employed. Considering the research problems and objectives, a quasi-experimental design was implemented. According to Thyer (2012) in Ginanjar (2019), when two groups are compared one receiving a treatment and the other receiving either no treatment or a standard treatment this approach is referred to as a quasi-experimental design. Therefore, the researcher aims to determine the effectiveness of this method in teaching pronunciation.

The schematic design of this study is illustrated as follows:

Table 1 Quasi-Experimental Research Design

Group	Pretest		Treatment	Posttest	
Experimental Group	Xe1		T	Xe1	
Control Group	Xe2		0	Xe2	

Mean of Pretest → t-test for independent groups

Mean of Posttest → t-test for independent groups

Result of t-test computation:

1. to ≥ t-table → Ho is rejected and Ha is accepted
2. to ≤ t-table → Ho is retained

The Research Variable

This study involves two types of variables: the independent variable and the dependent variable. According to Hardani et al. (2020) and Sodik & Siyoto (2015) in Abdullah et al. (2022), a research variable is any characteristic of an object that can be observed in a study. In quantitative research, variables are connected through a cause-and-effect relationship, involving independent and dependent variables. As stated by Nikmatur (2017) in Abdullah et al. (2022), the classification of variables based on their relationships is explained as follows:

1. Independent Variable: An independent variable is a variable whose values affect changes in the dependent variable and can be manipulated. In this study, the independent variable is the use of ELSA Speak in teaching English (X).

2. Dependent Variable: A dependent variable is a variable that is influenced by or depends on the value of the independent variable. In this study, the dependent variable is students' pronunciation ability (Y).

Population and Sample

This section outlines the population and sample involved in the research, providing details about the target group and the procedures used to select participants for the study.

1. **Population**
   The population is the group of people from whom data are collected for the research. According to Arikunto (2002) in Abdullah et al. (2022), the population is the entire set of research subjects. The population of this study consists of the eighth-grade students of SMPN 4 Pangalengan, which includes 8 classes. Each class has 36 students, resulting in a total population of 288 students.

2. **Sample**
   As stated by Soekidjo (2005) in Abdullah et al. (2022), a sample is a small portion taken from the entire population and is expected to represent it. This study used two eighth grade classes from junior high school as the sample. Class VIII E was designated as the experimental group, while Class VIII F served as the control group. Each class consisted of 25 students, resulting in a total of 50 participants.

Instrument of Collecting the Data

The researcher used three instruments to collect data. According to Hidayati (2019) in Abdullah et al. (2022), data are information in the form of numbers or categories derived from observed variables, which are calculated and measured to describe a problem. The instruments used in this study were a pretest, a posttest, and a questionnaire to identify students' difficulties in learning English, particularly in pronunciation. These tools enabled the researcher to obtain the necessary information from the students.

Research Procedure

According to Sugiyono (2009) in Zahra et al. (2025), the steps in quantitative research are as follows:

1. Identifying the problem: Finding research problems from real-life facts and theories through previous research and related literature.
2. Formulating the problem: Turning the problem into clear research questions.
3. Making hypotheses: Developing possible answers based on previous theories and research.
4. Choosing research methods: Selecting the appropriate methods to test the hypotheses.
5. Preparing research instruments: Preparing tools to collect data.
6. Collecting and analyzing data: Gathering data using tested instruments and analyzing it with the appropriate statistical tools.
7. Drawing conclusions: Summarizing findings to test hypotheses and answer research questions.

Procedure of Collecting the Data

The researcher followed these procedures for collecting data in the study, according to Adillah (2022):

1. Choosing the subjects of the research
2. Administering the pretest
3. Conducting the treatments
4. Administering the posttest
5. Administering the questionnaire
6. Analyzing the results of the tests and questionnaire

The Procedure of Data Analysis

This section explains how the research data were analyzed. The analysis included calculating the mean scores of the pretest and posttest, and conducting an independent t-test to determine whether there was a significant difference between the two groups.

1. **Formula of mean of the pretest score**

$$x = \frac{\sum x_1}{n}$$

Where :
X = mean of sample

$\sum x_1$ = total number of all individual observation of x
N = total number of observasion

2. **Formula of mean of the posttest score**

$$x = \frac{\sum x_2}{n}$$

Where :
X = mean of sample

$\sum x_1$ = total number of all individual observation of x
N = total number of observasion

3. **Formula for The Independent t Test**

The Formula for a t test between two different groups os scores is as follow:
The Computation
Step 1 : Calculate x_1
Step 2 : Calculate x_2
Step 3 : Calculate $\sum x_1^2$
Step 4 : Calculate $\sum x_2^2$
Step 5 : Calculate $(\sum x_1)^2$
Step 6 : Calculate $(\sum x_2)^2$
Step 7 : Obtain the number of score in each group
N_1 = the number of score in experimental group or group 1
N_2 = the number of scores in Control Group or Group
Step 8 : Enter the values in stpes 1-7 into the formula for the t-test

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} + \sum x_2^2 \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2}\right) \cdot \left(\frac{1}{N_2} + \frac{1}{N_2}\right)}}$$

Where:

x_1 = the mean of the scores of the Experimental Group
x_2 = the mean of the scores of the Control Group
$\sum x_1^2$ = the sum of the squares of the Experimental Group
$\sum x_2^2$ = the sum of the squares of the Control Group
$(\sum x_1)^2$ = the square of the sum of the scores of the Experimental Group
$(\sum x_2)^2$ = the square of the sum of the score of the Experimental Group
N_1 = the total number of scores in the Experimental Group
N_2 = the total number of the scores in the Control Group
Experiment Group [x_1]
Control Group [x_2]
Step 9 : Interpret the result of the computation

4. Formula of Questionnaire

The questionnaire in this study used the Guttman Scale. According to Rabbani (2020) in Abdullah et al. (2012), this type of scale provides only two answer options and requires a clear decision. If the statement is positive (favorable), answering “yes” is scored 1 and “no” is scored 0. Conversely, if the statement is negative (unfavorable), “yes” is scored 0 and “no” is scored 1.

In this research, according to Khothori and Suzanne (2020) in Lestari (2024), the data were then analyzed using the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Where :

P =Percentage
F = Number of "Yes" Answers

N =Total number of the respondent’s

Table 2 Percentage of Respondent Criterion

No	R (%)	Criterion
1	0	None
2	1-25	Small number of
3	26-49	Nearly half of
4	50	Half of
5	51-75	More than half of
6	76	Almost all of
7	99-100	All of

Source: https://www.researchgate.net/figure/R-Percentage-Respondents-Criterion_tbl1_329726667

FINDINGS AND DISCUSSION

Findings

This study used a quasi-experimental method with two groups that were experimental and control. The experimental group completed a pretest on July 23rd, 2025, while the control group completed a pretest on July 25th and July 29th, 2025. The treatment was given four times to the experimental group on July 29th, August 1st, August 5th, and August 8th, 2025, and to the control group on July 29th, August 4th, August 5th, and August 11th, 2025. Both groups took the posttest on August 12th, 2025. Data from the pre-test and posttest were analyzed using a t-test to examine the differences between the two groups.

Pretest

The pretest was administered to assess the students' pronunciation before the treatment. In this test, the students were asked to read aloud a short text about a past experience and to read aloud 10 selected words. The short story used in the test was titled *"A Parade in My Hometown."* During the pretest, many students encountered some difficulties. Most of them found it challenging to pronounce certain English words, especially those containing sounds that do not exist in their first language. Some students also appeared nervous, which made their reading less fluent and clear. This indicates that the students still need to improve their pronunciation and confidence in speaking English.

After collecting the data, the researcher calculated the students' pretest scores using the t-test formula. To make the process easier, the pre-est scores were organized into a table and arranged as follows:

Table 3 Students' Pretest Scores and Their Computation

No	Experimental Group			Control Group		
	Sample	X4	$X4^2$	Sample	$X_,$	$X_,^2$
1	Student 1	55	3025	Student 1	39	1521
2	Student 2	68	4624	Student 2	44	1936
3	Student 3	56	3136	Student 3	42	1764
4	Student 4	56	3136	Student 4	51	2601
5	Student 5	44	1936	Student 5	39	1521
6	Student 6	49	2401	Student 6	57	3249
7	Student 7	43	1849	Student 7	34	1156
8	Student 8	40	1600	Student 8	42	1764
9	Student 9	46	2116	Student 9	36	1296
10	Student 10	36	1296	Student 10	36	1296
11	Student 11	45	2025	Student 11	42	1764
12	Student 12	41	1681	Student 12	41	1681
13	Student 13	36	1296	Student 13	81	6561
14	Student 14	50	2500	Student 14	40	1600
15	Student 15	55	3025	Student 15	41	1681
16	Student 16	39	1521	Student 16	46	2116
17	Student 17	47	2209	Student 17	43	1849
18	Student 18	62	3844	Student 18	66	4356
19	Student 19	46	2116	Student 19	66	4356

20	Student 20	45	2025	Student 20	56	3136
21	Student 21	38	1444	Student 21	42	1764
22	Student 22	43	1849	Student 22	41	1681
23	Student 23	51	2601	Student 23	45	2025
24	Student 24	34	1156	Student 24	50	2500
25	Student 25	47	2209	Student 25	46	2116
Σ		Σx4 = 1172	$\Sigma x4^2$ = 56620	Σ	Σx, = 1166	$\Sigma x,^2$ = 57290

From the table above, it can be seen that in the experimental group, the highest score was 68 and the lowest was 34, with a mean score of 46.88. In the control group, the highest score was 60 and the lowest was 12, with a mean score of 46.64. Afterward, the researcher computed the pre-test data.

Furthermore, from the table above, it can be seen that the Experimental Group's total score (Σx4) is 1172, with a sum of squares ($\Sigma x4^2$) of 56620. In the Control Group, the total score (Σx,) was 1166, with a sum of squares ($\Sigma x,^2$) of 57290. The results showed that both groups had almost the same total score, but their mean scores were still below the minimum standard. Therefore, treatment was provided to improve the students' pronunciation ability.

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate $\bar{x}4$ (the mean of experimental group)

$$\bar{x}4 = \frac{\Sigma x1}{N4}$$

$$\bar{x}4 = \frac{1172}{25}$$

$$\bar{x}4 = 48.66$$

Step 2: Calculate $\bar{x},$ (the mean of control group)

$$\bar{x}, = \frac{\Sigma x2}{N,}$$

$$\bar{x}, = \frac{1166}{46.64}$$

$$\bar{x}, = 46.64$$

Step 3: Calculate Σx_1^2 (the sum of square of experimental group)

$$\Sigma x_1^2 = 56620$$

Step 4: Calculate Σx_2^2 (the sum of square of control group)

$$\Sigma x_2^2 = 57290$$

Step 5: Calculate $(\Sigma x_1)^2$ (the square of the sum of the scores of the experimental group)

$$(\Sigma x_1)^2 = (1172)^2$$

$$(\Sigma x_1)^2 = 1373584$$

Step 6: Calculate $(\Sigma x_2)^2$ (the square of the sum of the scores of the control group)

$$(\Sigma x_2)^2 = (1166)^2$$

$$(\Sigma x_2)^2 = 1359556$$

Step 7: Calculate the D*f* (sum the number of experimental group and control group)

N4 = 25

N, = 25

D*f* = N4 + N, – 2

D*f* = 25 + 25 – 2 = 48

Step 8: Enter the values obtained in steps 1-7 into the formula for the t-test.

$$t = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\left(\frac{\Sigma x_1^2 - \frac{(\Sigma x_1)^2}{N_1} + \Sigma x_2^2 - \frac{(\Sigma x_2)^2}{N_2}}{N_1 + N^2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{46.88 - 46.64}{\sqrt{\left(\frac{56{,}620 - \frac{(1172)^2}{25} + 57{,}290 - \frac{(1166)^2}{25}}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{0.24}{\sqrt{\left(\frac{56{,}620 - \frac{1{,}373{,}584}{25} + 57{,}290 - \frac{1{,}359{,}556}{25}}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{0.24}{\sqrt{\left(\frac{56{,}620 - 54{,}943.36 + 57{,}290 - 54{,}382.24}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{0.24}{\sqrt{\left(\frac{1{,}676.64 + 2{,}907.76}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{0.24}{\sqrt{\left(\frac{4{,}584.4}{48}\right)\left(\frac{2}{25}\right)}} = \frac{0.24}{\sqrt{(95.5)\left(\frac{2}{25}\right)}} = \frac{0.24}{\sqrt{7.64}} = \frac{0.24}{2.76} = 0.086$$

T-test value = 0.086

The calculation results show that the t-test value (to) = 0.086 < (t-table) = 2.021. Therefore, the null hypothesis (Ho) is retained. This indicates that there is no significant difference between the experimental group and the control group in students' English pronunciation. Therefore, further treatment using ELSA Speak will be given to improve students' pronunciation ability.

Posttest

After the treatment, the researcher administered a posttest to determine the effectiveness of ELSA Speak in teaching English. The posttest was different from the pretest but followed the same format. In this test, the students read aloud a short text titled *Monita's Blog* and pronounced a list of ten words.

After collecting the data, the researcher calculated the students' post-test scores using the t-test formula. To make the process easier, the post-test scores were organized into a table as follows:

Table 4 Students' Posttest Scores and Their Computation

No	Experimental Group			Control Group		
	Sample	X4	$X4^2$	Sample	$X,$	$X,^2$
1	Student 1	71	5041	Student 1	66	4356
2	Student 2	84	7056	Student 2	57	3249
3	Student 3	71	5041	Student 3	62	3844
4	Student 4	76	5776	Student 4	56	3136
5	Student 5	73	5329	Student 5	50	2500
6	Student 6	74	5476	Student 6	70	4900
7	Student 7	74	5476	Student 7	34	1156
8	Student 8	76	5776	Student 8	62	3844
9	Student 9	67	4489	Student 9	51	2601
10	Student 10	70	4900	Student 10	53	2809
11	Student 11	70	4900	Student 11	52	2704
12	Student 12	69	4761	Student 12	56	3136
13	Student 13	70	4900	Student 13	73	5329
14	Student 14	72	5184	Student 14	59	3481
15	Student 15	70	4900	Student 15	51	2601
16	Student 16	72	5184	Student 16	57	3249
17	Student 17	74	5476	Student 17	56	3136
18	Student 18	73	5329	Student 18	75	5625
19	Student 19	70	4900	Student 19	51	2601
20	Student 20	78	6084	Student 20	58	3364
21	Student 21	70	4900	Student 21	41	1681
22	Student 22	72	5184	Student 22	57	3249
23	Student 23	73	5329	Student 23	49	2401
24	Student 24	70	4900	Student 24	43	1849
25	Student 25	79	6241	Student 25	49	2401
Σ		ΣX4 = 1818	$\Sigma X4^2$ = 132532	Σ	ΣX, = 1388	$\Sigma X,^2$ = 79202

From the table above, it can be seen that in the Experimental Group, the highest score was 84 and the lowest was 67, with a mean score of 72.72. In the Control Group, the highest score was 75 and the lowest was 34, with a mean score of 55.52. Afterwards, the researcher computed the post-test data.

Furthermore, from the table above, it can be seen that the total score (ΣX4) of the Experimental Group is 1818, with a sum of squares ($\Sigma X4^2$) of 132,532. In the Control Group, the total score (ΣX,) was 1,388, with a sum of squares ($\Sigma X,^2$) of 79,202. These results show that the Experimental Group achieved a higher total score compared to the Control Group. Based on these data, the researcher carried out several steps using the t-test formula to calculate the t value and determine whether the treatment provided was effective.

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate $\bar{x}4$ (the mean of experimental group)

$$\bar{x}4 = \frac{\Sigma x1}{N4}$$

$$\bar{x}4 = \frac{1818}{25}$$

$$\bar{x}^1 = 72.72$$

Step 2: Calculate $\bar{x}$, (the mean of control group)

$$\bar{x}, = \frac{\Sigma x2}{N,}$$

$\bar{x}, = \frac{1388}{25}$

$\bar{x}, = 55.52$

Step 3: Calculate Σx_1^2 (the sum of square of experimental group)

$\Sigma x_1^2 = 132532$

Step 4: Calculate Σx_2^2 (the sum of square of control group)

$\Sigma x_2^2 = 79202$

Step 5: Calculate $(\Sigma x_1)^2$ (the square of the sum of the scores of the experimental group)

$(\Sigma x_1)^2 = (1818)^2$

$(\Sigma x_1)^2 = 3305124$

Step 6: Calculate $(\Sigma x_2)^2$ (the square of the sum of the scores of the control group)

$(\Sigma x_2)^2 = (1388)^2$

$(\Sigma x_2)^2 = 1926544$

Step 7: Calculate the D*f* (sum the number of experimental group and control group)

N4 = 25

N, = 25

D*f* = N4 + N, – 2

D*f* = 25 + 25 – 2 = 48

Step 8: Enter the values obtained in steps 1-7 into the formula for the t-test.

$$t = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\left(\frac{\Sigma x_1^2 - \frac{(\Sigma x_1)^2}{N_1} + \Sigma x_2^2 - \frac{(\Sigma x_2)^2}{N_2}}{N_1 + N^2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{72.72 - 55.52}{\sqrt{\left(\frac{132{,}532 - \frac{(1818)^2}{25} + 79{,}202 - \frac{(1388)^2}{25}}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{17.2}{\sqrt{\left(\frac{132{,}532 - \frac{3{,}305{,}124}{25} + 79{,}202 - \frac{1{,}926{,}544}{25}}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{17.2}{\sqrt{\left(\frac{132{,}532 - 132{,}204.96 + 79{,}202 - 77{,}061.76}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{17.2}{\sqrt{\left(\frac{327.04 + 2{,}140.24}{48}\right)\left(\frac{2}{25}\right)}}$$

$$t = \frac{17.2}{\sqrt{\left(\frac{2{,}467.28}{48}\right)\left(\frac{2}{25}\right)}} = \frac{17.2}{\sqrt{(51.40)\left(\frac{2}{25}\right)}} = \frac{17.2}{\sqrt{4.11}} = \frac{17.2}{2.02} = 8.514$$

T-test value = 8.514

The calculation results show that the t-test value (to) = 8.514 > (t-table) = 2.021. Therefore, the null hypothesis (Ho) is rejected, and the alternative (Ha) is accepted, This finding shows that there is a significant difference in results between the experimental group taught using the ELSA Speak application and the control group taught using conventional methods in improving students' pronunciation ability.

Quesionaire

The researcher administered a questionnaire to the students on August 12th, 2025. Afterward, the data were analyzed using a formula. The questionnaire consisted of 15 closed-ended statements and was completed by 25 students in the Experimental Group. The results of the questionnaire are presented in the table below:

Table 5 Students' questionnaire results in the experimental group

No	Questionnaire (Pertanyaan)	Yes	No
1	Do you like the English subject ? (Apakah Anda menyukai mata pelajaran Bahasa Inggris?)	20 (80%)	5 (20%)
2	Do you feel that learning English is something easy? *(Apakah Anda merasa bahwa mempelajari Bahasa Inggris merupakan hal yang mudah?)*	2 (8%)	23 (92%)
3	Do you think that pronunciation learning activity in English is something interesting? *(Apakah menurut Anda kegiatan pembelajaran pengucapan dalam Bahasa Inggris merupakan hal yang menarik?)*	20 (80%)	5 (20%)
4	Do you enjoy the process of learning English pronunciation using the ELSA Speak application? *(Apakah Anda menikmati proses belajar pengucapan Bahasa Inggris menggunakan aplikasi ELSA Speak?)*	25 (100%)	0 (0%)
5	Does regular practice with ELSA Speak help increase your confidance in pronouncing English words? (*apakah latihan secara rutin dengan ELSA Speak membantu meningkatkan kepercayaan diri anda dalam melafalkan kata-kata Bahasa inggris?)*	23 (92%)	2 (8%)
6	Do you think ELSA Speak gives you faster feedback on your pronunciation than the conventional method in class? (*Apakah kamu merasa ELSA Speak memberikan umpan balik pelafalan lebih cepat dibandingkan metode biasa yang digunakan di kelas?)*	18 (72%)	7 (28%)
7	Does ELSA Speak allow you to practice pronunciation more often than before? (*Apakah ELSA Speak memungkinkan Anda untuk berlatih pengucapan lebih sering daripada sebelumnya?)*	20 (80%)	5 (20%)
8	Do you feel that ELSA Speak supports many features for pronunciation practice? *(Apakah Anda merasa bahwa ELSA Speak mendukung banyak fitur untuk latihan pengucapan?)*	24 (96%)	1 (4%)
9	Do you prefer to use ELSA Speak for pronunciation practice? *(Apakah Anda lebih suka menggunakan ELSA Speak untuk latihan pengucapan?)*	22 (88%)	3 (12%)
10	Do you find the ELSA Speak application easy to use for practicing your English pronunciation?	22 (88%)	3 (12%

	(Apakah Anda merasa aplikasi ELSA Speak mudah digunakan untuk melatih pengucapan bahasa Inggris Anda?)		
11	do you feel that pronunciation practice through ELSA Speak gives a fun learning experinece? *(apakah anda merasa bahwa latihan pengucapan melalaui ELSA Speak memberikan pengalaman belajar yang menyenangkan?)*	20 (80%)	5 (20%)
12	Do you think that ELSA Speak helps you to understand how to move your mouth and tongue to make specific English sounds? *(Apakah menurut Anda ELSA Speak membantu Anda memahami cara menggerakkan mulut dan lidah Anda untuk menghasilkan bunyi-bunyi bahasa Inggris tertentu?)*	22 (88%)	3 (12%)
13	Do you think that ELSA Speak is a helpful tool for students at your grade level or second grade of junior high school) to improve their pronunciation? (Apakah menurut Anda ELSA Speak adalah alat yang berguna bagi siswa di tingkat kelas Anda atau kelas dua SMP untuk meningkatkan pelafalan mereka?	23 (92%)	2 (8%)
14	Would you recommend ELSA Speak to other students in your grade who want to improve their English pronunciation? *(Apakah Anda akan merekomendasikan ELSA Speak kepada siswa lain di kelas Anda yang ingin meningkatkan pengucapan bahasa Inggris mereka?)*	17 (68%)	8 (32%)
15	based on your experience, do you believe ELSA Speak is a highly effective tool that significantly improves English pronunciation for junior high school students? *(Berdasarkan pengalaman Anda, apakah Anda percaya bahwa ELSA Speak adalah alat yang sangat efektif yang secara signifikan meningkatkan pelafalan bahasa Inggris untuk siswa sekolah menengah pertama?)*	24 (96%)	1 (4%)

DISCUSSION

The findings from this study show that ELSA Speak as means of teaching students' pronunciation ability have significantly gives better results in pronunciation teaching compared to the conventional method. At first, both groups had almost the same pretest scores, which means their pronunciation skills were similar. However, after the treatment, the experimental group obtained a significantly higher mean score (72.72) than the control group (55.52). Moreover, the t-test proved that this difference was significant (t-observation 8.514 > t-table 2.021). Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This clearly shows that ELSA Speak is more effective than the conventional method in improving students' pronunciation skills.

In addition, this study also examined the overall effectiveness of ELSA Speak for second-grade students. The test results were supported by questionnaire data. Most students gave positive responses: 80% of the students agreed that ELSA Speak improved their pronunciation, 96% reported that ELSA Speak was easy to use, and 100% stated that ELSA Speak made learning more enjoyable. However, 32% of the students still experienced difficulty practicing independently. Nonetheless, the

majority of students felt that ELSA Speak was effective and motivated them to improve their pronunciation.

In addition, these results are consistent with the theories discussed in the previous chapter. Kenworthy (1987) and Odlin (1989) point out that learning pronunciation requires continuous practice and corrective feedback, which ELSA Speak can provide through real-time correction. Similarly, Stockwell and Hubbard (2013) explain that Mobile-Assisted Language Learning (MALL) supports flexible and independent practice. Furthermore, the students' positive attitudes align with Hamalik (1986) and Levie and Lentz (1982), who state that instructional media can increase motivation and interest in learning.

In conclusion, this study proved that ELSA Speak provides significantly better results than the conventional method and is effective for teaching pronunciation. As a result, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Thus, the overall findings highlight the importance of using technology-based applications such as ELSA Speak to improve students' pronunciation skills in English.

CONCLUSION

Based on the findings of the research findings, it can be concluded that using the ELSA Speak application is effective in improving students' pronunciation. The results showed a significant difference between the Experimental Group and the Control Group. Specifically, the mean score of the Experimental Group posttest was higher than that of the Control Group. Therefore, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_a) is accepted, indicating that there is a significant difference between teaching pronunciation using the ELSA Speak application and the conventional method for the second grade of SMPN 4 Pangalengan.

The questionnaire results further showed that most students gave positive responses toward learning English pronunciation using the ELSA Speak application. The students found English interesting and easy to learn and enjoyed practicing pronunciation through the app. Moreover, they believed that ELSA Speak was helpful in providing immediate feedback, useful features, and clear guidance for pronouncing English sounds. The students also reported that using ELSA Speak increased their confidence, motivation, and enjoyment during the learning process.

Therefore, it can be concluded that the use of the ELSA Speak application was effective in improving the English pronunciation of second grade students at SMPN 4 Pangalengan.

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