



**THE EFFECT OF ELSA SPEAK APP ON
JUNIOR HIGH SCHOOL STUDENTS' PRONUNCIATION**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
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UNIVERSITY OF JEMBER**

2025



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Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Education
Department, Faculty of Education, Jember University

BY:

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DEDICATION

The thesis is honorably dedicated to:

1. My beloved parents, Suwandoko and Tri Wulandari,
2. My beloved grandfather and grandmother, Sumitro, Muniah, Subaji, and Subiah
3. My beloved uncle, aunt, and cousins,
4. My beloved lecturers,
5. My beloved friends, Meina Nur Aini, Ickda Aulin Nuza, Nurkholifatur Rahma, Anindita Risma Salsabila, etc.

MOTTO

“Accurate pronunciation unlocks confident communication.”

-Putri Diva Pitaloka

STATEMENT OF THESIS AUTHENTICITY

I declare that this thesis entitled “The Effect of Elsa Speak on Junior High School Students’ Pronunciation” is truly my work, is original and authentic, except for the quotations that I have cited the source. All materials taken from secondary sources have been fully acknowledged and properly referenced by the rules of scientific writing. I declare that the contents of this thesis are the result of my work that has been done since the date of commencement of the approved thesis title, and have not been submitted to any institution before, either in whole or in part, to qualify for other academic awards.

I have followed all ethical procedures and thesis writing guidelines applicable at the University of Jember and its related faculties, and maintained a scientific attitude in conducting this research. I am fully aware of the consequences of any violation of these procedures and guidelines, including the cancellation of my academic award, if in the future it is found to be inconsistent with this statement. I hereby grant the University of Jember the right to archive, reproduce, and communicate this thesis, in whole or in part, in any form of media, now or in the future, through the university/faculty library.

Accordingly, I make this statement truthfully, without any influence or pressure from any external party. I willingly accept any academic consequences of institutional policies.

Jember, July 16, 2025

Putri Diva Pitaloka

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SUPERVISOR APPROVAL

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Putri Diva Pitaloka

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SUMMARY

The Effect of ELSA Speak App on Junior High School Students' Pronunciation:

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Producing accurate English pronunciation is important for improving students' communicative competence. Mahmood, R. Q. (2023) found that although it plays an important role, pronunciation is often underestimated in instructional practices, especially when compared to other language components such as grammar, which typically receives more structured and consistent attention through classroom materials. To address this disparity, recent studies have incorporated technological innovations. The ELSA Speak app and its integrated dictionary feature are created to help students achieve accurate pronunciation. These digital resources are designed to assist students in articulating English words correctly and clearly, thereby enhancing their overall pronunciation ability.

This study used a quantitative method, with numerical data and a statistical analysis used to assess the intervention's effect. The research design employed was a quasi-experimental, specifically a post-test-only control group design, with two groups: an experimental and a control group. It should be highlighted that no pre-tests were administered before the beginning of the treatment phase; each group consisted of 30 people. The experimental group received English pronunciation instruction through the ELSA Speak app, whereas the control group learnt conventionally, depending exclusively on the researcher-facilitated listen-and-repeat method. Following three instructional meetings, all groups were evaluated using a pronunciation exam designed as a research tool for measuring learning outcomes. Furthermore, the instrument's reliability also relies on a high level of internal consistency. The selection of dictionary features in the app is based on their accessibility. These capabilities are offered without the need for the students to pay

for a subscription, making the app practical and accessible for a junior high school setting. According to the findings, using these features improved the English pronunciation accuracy of students in the experimental group compared to those in the control group, who only learned through a conventional strategy by listening and repetition activities with the researcher, without the use of technology. This difference was further substantiated through statistical analysis using the independent samples t-test, which produced a significance value of less than 0.001, indicating a highly significant result. Given that this value is well below the control group's significance level of 0.05, the results confirm a statistically significant improvement in pronunciation performance among students who utilized the ELSA Speak app as part of their learning process.

In conclusion, the findings suggest that the use of the ELSA Speak app, particularly its dictionary feature that has a beneficial impact on junior high school students' pronunciation of English words. This study offers empirical evidence that may serve as a valuable learning app for future research and provides practical insights for educators seeking to integrate accessible and effective pronunciation technology into classroom instruction.

CHAPTER 1. INTRODUCTION

This chapter consists of the research background, the research question, the research objective, and the research contributions. The following part will be presented below.

1.1 Research Background

Pronunciation is an important aspect of speaking skills (Mahmood, 2023). However, many people continue to neglect the reality that practicing English speaking, including precise pronunciation, is something that cannot be avoided. In Indonesia, teaching and learning English at the elementary, secondary, and university levels requires an emphasis on pronunciation (Zein et al., 2020). Students in secondary or junior high schools, in particular, must learn all language skills, such as listening, speaking, reading, and writing, as well as language components such as vocabulary, grammar, and pronunciation

According to Gilakjani (2016), pronunciation refers to the way English sounds are produced. It is developed through repetition and correction, particularly when students make errors. Pronunciation includes several key elements, such as consonants, vowels, and diphthongs, which are part of the segmental features of speech. Mastering these features is essential because clear pronunciation plays an important role in enhancing speaking skills and ensuring effective communication. While communication involves multiple elements, including vocabulary, grammar, fluency, and nonverbal cues, meaning pronunciation remains an important part of speaking skills. According to Gilakjani (2016), accurate pronunciation facilitates listeners' understanding of spoken messages more easily, especially when conveying meaning in real-time conversations. Good pronunciation supports clarity and reduces miscommunication, thus complementing other aspects of oral communication and enhancing overall intelligibility.

According to Andini and Zaitun (2023), when students study English as a foreign language, they frequently make common mistakes because they do not focus on pronunciation. Secondary school students go through similar experiences.

According to Afrifa-Yamoah et al. (2021), English students have difficulty in pronouncing English words correctly, particularly vowel sounds. They struggle to pronounce particular vowel sounds because the Indonesian language does not have those vowels. According to Anwar and Kalisa (2020), the Indonesian language does not have the diphthong sounds [iə], [uə], [er], [eə], and [əu] that occur in English.

Untari et al. (2024) stated that students may struggle to follow courses when they learn about pronunciation only from textbooks or dictionaries, while their teachers teach them how to pronounce specific words, because they are bored. Adding an extra meeting for teaching the students' pronunciation is not feasible due to the limited time specified by the curriculum board for teaching and learning. Therefore, using a mobile learning app can be an effective solution in classroom settings with limited time. Since pronunciation often requires frequent practice and individual feedback, which may not be fully achievable during standard English lesson hours, apps like ELSA Speak provide students with flexible access to targeted pronunciation exercises outside the classroom. This allows learners to continue improving their speaking skills independently, even beyond the constraints of scheduled school sessions. Stoughton & Kang (2024) argued that the Indonesian Generation Z always carries a device, such as a mobile phone or laptop, with them wherever they go. Mobile pronunciation apps can help users learn and enhance their English pronunciation without the need for a specific class time or location (Stoughton and Kang, 2024). Operating systems such as Android and iOS are popular among users.

In line with the difficulties stated earlier, there is one app that they can utilize to improve their pronunciation. According to Untari et al. (2024), ELSA Speak is a rapidly growing artificial intelligence tool for practicing the pronunciation of certain sounds. This means the app is suitable for those who want to practice pronunciation. The ELSA Speak app, a smartphone language learning tool, can help them learn pronunciation. Students can select their preferred language in the app settings, making it easy for them to decide which language to learn. The app provides students with a number of learning options. Additionally, there is one free feature called 'dictionary'. Although ELSA Speak provides various features

designed to improve pronunciation, most previous studies have focused on the app's guided modules and premium content. These studies often evaluated pronunciation improvement using structured lesson paths within the app, rather than individual features. In contrast, the dictionary feature, despite being freely accessible and offering personalized feedback, has received limited attention in empirical research. This study seeks to address that gap by investigating the specific impact of the dictionary feature on students' pronunciation performance.

ELSA Speak has shown a positive effect on students' pronunciation (Adillah, 2022; Akhmad & Munawir, 2022; Anggraini, 2022; Kholis, 2021; Rismawati et al., 2021; Samad & Ismail, 2020). Most of the previous studies used the material provided by the ELSA Speak app and guided learning paths. There is a feature that has not received enough academic attention it is the dictionary feature, which allows students to look up any word and practice its pronunciation independently. This feature provides immediate, individualized feedback and is easy to access because it is free, which makes it especially valuable in classroom contexts where premium features are often out of reach. Although this feature has great potential in supporting independent learning and improving phonological awareness, so far there has not been much research specifically reviewing it. Previous studies, such as those conducted by Samad & Ismail (2020), Kholis (2021), and Anggraini (2022)—have focused more on guided modules and overall pronunciation outcomes. The dictionary component of the ELSA Speak app has not been explored much separately. With this background, this study aims to examine the contribution of the free dictionary feature to students' pronunciation performance. The main focus is on how this feature plays a role in shaping their pronunciation skills, especially as a practical element that has received little attention in empirical studies on ELSA Speak.

1.2 Research Question

Is there any significant positive effect of the dictionary feature in the ELSA Speak app on students' pronunciation?

1.3 Research Objective

Based on the researcher's question above, the objective of the research is to describe the positive significant effect of the dictionary feature of the ELSA Speak app on students' pronunciation.

1.4 Research Contributions

Empirical and practical contributions are expected from the research findings.

This research gives empirical evidence that students' pronunciation abilities are significantly affected by the dictionary feature in the ELSA Speak app. In many classroom contexts, time constraints often limit the opportunity for focused pronunciation practice. Through this feature, students are able to select words independently, listen to native speaker models, and receive immediate feedback on their pronunciation using tools such as 'Speak' and 'Scan' image as part of the dictionary feature. By practicing outside scheduled lesson hours, students can strengthen their phonological awareness and segmental accuracy, including vowel, consonant, and diphthong sounds, without relying solely on teacher-led instruction. This strategy aligns with the principles of self-regulated learning and reinforces students' ability to monitor and improve their speaking performance in flexible, personalized ways. Although the previous studies have largely concentrated on the app's structured modules, this study draws attention to one of its less-utilized features, which is the dictionary feature. The fact that it is available for free without a premium subscription. These findings provide evidence for the hypothesis that, even in a time-constrained classroom, an easily accessible mobile app with immediate feedback can improve students' phonological awareness and pronunciation

Practically, this research provides an easy yet effective strategy for teaching pronunciation with ELSA Speak's dictionary feature. According to the findings, teachers can assign students to type and listen to the target words' pronunciation model; students practice pronouncing directly using the dictionary feature to get feedback; they repeat the steps with the teacher's guidance to reflect on their

development. This method increases students' confidence in their ability to pronounce new words while simultaneously encouraging individual practice. Thus, it is expected that the results of this research will help teachers incorporate mobile technology into pronunciation lessons in a more effective and significant way.

CHAPTER 2. LITERATURE REVIEW

The explanation of the pronunciation ability, the strategy in teaching pronunciation, the use of media in language teaching, the use of the ELSA Speak app as an English language learning app, the previous studies, and the research hypothesis are presented in this chapter.

2.1 Pronunciation ability

There are numerous expert definitions for pronunciation. Gilakjani (2016) defines it as “the production of English sounds”, emphasizing the importance of repetition and correction during the learning process. Initially, Po’latova and Yokutkhon (2024) stated that pronunciation is critical in language learning, which can influence students’ ability to communicate effectively and fluently. As a result, the experts’ definitions make it obvious that accurately pronouncing words, particularly when making sounds, is important because different pronunciations or sounds can have different meanings.

Accents from the first language can affect the way students pronounce words in the second language, such as stress, rhyme, intonation, and speech sounds, which are the cause of problems with English pronunciation in foreign languages. Based on Prahaladaiah (2024) states that "Pronunciation is very important because speakers usually have limited time to think about and fix pronunciation errors when they are speaking." In line with this, according to Dandee and Pornwiriyaakit (2022), teaching vocabulary and grammar alone will not enable students to communicate effectively in English if they are unable to pronounce sounds that people who are native speakers can comprehend. Students face difficulties pronouncing each word in English as a foreign language since English is not similar to the Indonesian language. From this statement, we can see that pronunciation is an important factor that influences students to speak English fluently.

Students frequently mispronounce words, especially those that sound the same. For instance, when they say the words meet /mi:t/ and mitt /mit/ (Adillah, 2022). Students may struggle to accurately make these sounds. Furthermore, this

occurs because English has more vowel sounds than the Indonesian language. The problem is further complicated by the fact that vowel sounds in English can differ depending on where they are in a sentence and the surrounding consonants. Mahmood, R. Q. (2023) concluded that students struggle with pronouncing words accurately due to the difficulty of English pronunciation. Finally, it can be inferred that English has a far broader range of vowel sounds than the Indonesian language, especially since the similar sounds that students regularly encounter make it difficult for them to tell the difference between each sound.

2.1.1 Aspect of Pronunciation

According to Gilakjani (2016), pronunciation involves some combinations of perceptual, articulatory, and interactional elements, including segmental, voice-setting, and prosodic features.

a. Segmental features

Segmental features are phonetically defined as units of sound. Phonemes are the basic components of pronunciation. Studying the target language's phonological system is important in comprehending the phonemic distinctions and phonetic forms of words and syllables, which involve specific phonemes. Segmental features refer to individual phonemes, such as vowels and consonants, that form the basic units of pronunciation. In this study, the instructional materials and lesson plans focused on the following sounds:

1. Vowel Sounds

- a) Short vowels: /ɪ/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/. Examples: *accept* /ə'sept/, *check* /tʃek/, *cover* /'kʌvər/
- b) Long vowels: /i:/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/. Examples: *clean* /kli:n/, *conceal* /kən'si:l/
- c) Diphthongs: /aʊ/, /eɪ/, /ɪə/, /ɔɪ/, /aɪ/, /oʊ/, /eə/. Example: *doubt* /daʊt/, *drain* /dreɪn/, *enjoy* /ɪn'dʒɔɪ/, *environment* /ɪn'veɪrənmənt/

2. Consonant Sounds

- a) Voiced consonants: /b/, /d/, /g/, /v/, /z/, /r/, /n/, /l/
- b) Voiceless consonants: /p/, /t/, /k/, /f/, /s/, /ʃ/

This study focuses on segmental features because they are the basic sounds,

like vowels, diphthongs, and consonants, that shape how words are spoken. These elements are key for students of English, especially junior high school students in Indonesia, who may find certain sounds difficult because they do not exist in their native language. By using apps like ELSA Speak, students can get precise feedback on these sounds and practice them individually. This makes their pronunciation sound clearer and helps avoid confusion in communication. Since segmental sounds are easier to measure and track than things like intonation or stress, they give a solid starting point for improvement. These segmental features were explicitly taught across three meetings, with students practicing pronunciation using the ELSA Speak app's dictionary feature. The app provided feedback on vowel clarity, consonant articulation, and overall fluency, helping students identify and correct segmental features.

b. Voice-setting features

Voice-setting aspects refer to the overall articulatory characteristics of speech segments. Farnetani and Recasens (2010) found that speakers of a certain language tend to use certain articulation positions in connected speech. It will happen when the characteristic of a sound, whether it is vocal or consonant, is affected by the production of the surrounding sound.

c. Prosodic features

According to Asghari et al. (2021), prosodic features are related to the suprasegmental features of speech, which include speech rhythm as well as affective, pragmatic, and syntactic communicative roles. Prosodic features are the levels of stress and intonation within syllables, sentences, phrases, and longer stretches of speech.

2.1.2 Factors Affecting Pronunciation

Each person has a different way of pronunciation depending on some factors. The factors that influence people's pronunciation come from a wide range of areas. The areas can be broadly categorized into physiological and linguistic factors.

a. Physiological Factors

Younger students tend to acquire pronunciation more effectively because their brains are still flexible and developing, which makes it easier for them to pick up and imitate new sounds. Singleton and Lesniewska (2024) emphasize that age plays an important role, as children are more flexible in adjusting articulation and replicating unfamiliar sounds. However, pronunciation mastery is not solely determined by listening skills; it also involves speech production, phonological awareness, and sustained exposure to the target language. Digital media such as ELSA Speak provide engaging and intuitive feedback that suits this age group, as shown by Permatasari and Lubis (2025), who found that younger students respond well to mobile-based articulation practice, strengthening early phonological development.

b. Linguistic Factors

Linguistic factors are known as elements of language use, structure, and rules that affect pronunciation. For instance, phonemes and phonological patterns for every language may be different from each other. These different patterns may affect the pronunciation of each individual if the patterns of the target language differ from those of the learners' native language. Differences in phonemic and phonological systems between a student's native language and the target language often result in pronunciation challenges (Duyen, 2024). ELSA Speak addresses this challenge by providing visual phonetic cues and native pronunciation models, allowing students to hear, compare, and adjust their articulation. Studies by Pham and Pham (2025) note that this feature helps mitigate mother-tongue interference through repeated exposure

c. Exposure Factors

Learning how to pronounce words correctly in English requires a lot of exposure (Cholisah et al., 2021). Speaking English, repeating words in English, watching movies, listening to music or podcasts, and participating in other English-related activities may help people learn pronunciation. The amount of exposure makes it easier for students of English to improve their pronunciation because they are already familiar with the vocabulary and accurate pronunciation. Hoeriyah

(2024) supports this, noting that mobile-assisted tools extend access to pronunciation input, particularly for students who have limited interaction with English outside of school. This suggests that exposure is important for learning pronunciation because imitation and listening have a major effect on pronunciation. Students can improve their ability to pronounce words correctly by increasing their exposure to spoken English, whether through educational institutions, media, or conversation

2.2. The Strategy in Teaching Pronunciation

Students' efforts to enhance their pronunciation are known as "pronunciation learning strategies." According to Yetkin (2017), learners frequently use social methods such as asking for peer support, testing pronunciation assumptions, and connecting sounds to visual representations. Individual characteristics such as age, gender, and the length of exposure to English can influence the pronunciation strategies students adopt. For instance, younger students may rely more on auditory imitation, while older students might focus on conscious articulatory adjustments. Gender-related differences may affect learning preferences or confidence levels in speaking tasks. Similarly, students with no prior experience in English tend to have a wider phonological foundation, allowing them to refine their pronunciation through more advanced methods. These factors interact uniquely with each student's style and may determine how effectively they respond to mobile-assisted pronunciation tools like ELSA Speak. In other words, a strategy refers to a broad and organized plan aimed at achieving a long-term goal, supported by a series of smaller strategies. In today's learning environment, young people, particularly those in school, tend to rely on technology-based solutions as part of their learning strategies. With the growing familiarity and accessibility of digital tools, they often choose apps that support their pronunciation development. This pattern reflects how technology plays an important role in shaping the learning strategies favored by younger generations.

The field of pronunciation learning strategies focuses on how students acquire pronunciation skills and how teachers design instructional strategies to support that

process. It connects closely to broader language learning strategies, particularly those that target speaking and listening. In classroom settings, teachers often face challenges in providing individualized support for every student. Therefore, they need to adopt approaches that include auditory methods, such as listening to native speakers, and visual techniques, which may involve diagrams of articulatory organs or phonetic transcription. These strategies enhance students' ability to notice and correct pronunciation errors. Moreover, when planning pronunciation activities, teachers can select specific pronunciation aspects based on the component they wish to target, such as segmental features like vowels and consonants, or suprasegmental aspects like stress and intonation.

2.3 The Use of Digital Media in Language Teaching

The media in general is a tool for conveying messages and can enhance the process of teaching and learning by influencing the students' thoughts, feelings, and abilities. Teachers who can utilize digital media appropriately give a lot of advantages to the teaching and learning process (Wahyuningtyas & Sulasmono, 2020). They can guide their students on how to learn English utilizing media, since students are very familiar with the use of digital media. Students and digital media such as mobile phones is hard to separate for this reason, teachers can take advantage of digital media by spreading the pros of using digital media for learning English to their students, teachers can convince them that learning English using digital media like English learning app will be more enjoyable than learning English only by using a textbook or a dictionary. There are some benefits of using technology or digital media for students:

1. The accessibility of using digital media like handphones is accessible for students to learn at any time and from anywhere in different kinds of situations, and they can also adjust to their own pace of study. In this study, ELSA Speak gives students the chance to practice pronunciation anytime they need it through its dictionary feature. They can choose words freely and repeat them as often as they want, even outside of school hours. Whether they are traveling, relaxing at home, or studying during breaks, the Speak and Scan Image tools provided by the dictionary feature help them get quick feedback about how they pronounce

words. According to ELSA Speak's official guide, the app's dictionary allows students to practice individual words with real-time feedback, making it a practical tool for independent pronunciation improvement.

2. Interactive learning of digital media. Teachers who can utilize digital media, such as language learning apps interactively, might gain students' motivation in learning by utilizing digital media. In this study, ELSA Speak was used to help students actively practice pronunciation. The dictionary feature, which includes Speak and Scan Image, allowed students to choose words, say them aloud, and get fast responses from the app. When teachers included these tools in class activities, students became more involved because they could hear correct examples and see how to improve. This kind of learning combines the use of technology, gives students more control, and helps them stay motivated through useful feedback. According to Yuliawati and Suryadi (2023), students reported increased confidence and oral communication skills when using ELSA Speak regularly, highlighting its effectiveness as an interactive learning tool.
3. The immediate feedback provided by digital learning will help students track their progress and help them learn from their mistakes based on the feedback given immediately. As we know, in Indonesian schools, there are a lot of students in one class. It is sometimes impossible for their teacher to give precise feedback to all of the students in the class. According to ELSA's official guide, the app's real-time feedback system helps users identify and adjust mispronounced sounds immediately, making it a practical solution for crowded classrooms where teacher attention is limited.

2.4 The Use of The ELSA Speak App as an English Language Learning App

Nowadays, students can utilize digital learning apps to help them learn English. Students can improve specific aspects of their language skills, particularly pronunciation, by using tailored features integrated in English learning app. Kulachit and Nuangchalerm (2021) stated that "The more students can pronounce words phonetically and accurately, the more likely they are to pronounce English similarly to native speakers." As a result, they are more confident in their

pronunciation.

There are plenty of English language learning apps that can help them master English. Those apps are accessible to students because most of them are free to access. With the help of these online tools, students may now learn English more easily, individually, and at their own pace, suiting their own needs along the way. A few apps include interactive exercises and courses that make learning English fun and easy. One example is the ELSA Speak app that will be used in this research.

English Learning Speech Assistant or ELSA Speak has been effective in improving students' pronunciation accuracy, allowing for better and more comprehensible spoken communication in English. Vu Van, a Vietnamese businessman who moved to the United States, is one of the founders of ELSA Speak. ELSA Speak is an app that teaches users how to pronounce words, practice listening, and repeat each sound. ELSA Speak offers accurate pronunciation corrections and explanations in English, allowing users to improve their speaking abilities. Users can practice their English language skills at any time and from anywhere.

Kholis (2021) stated that the ELSA Speak app allows students to improve their English pronunciation by hearing and repeating words. It is good to master the proper pronunciation of English words from the beginning so that we can sound like a native speaker. Akhmad, N. W., & Munawir, A. (2022) emphasized that students could learn English correctly by practicing every day because some features of this app are free. They could learn English daily by practicing with the English pronunciation app to have a positive effect on their word pronunciation. Making use of ELSA Speak constantly to learn how to speak correctly can help students become more fluent in English.

2.4.1 The Features of the ELSA Speak App

These are the features provided by the ELSA Speak app for students:

- a. When students click the feature “learn” they will find the “skills” menu. From this menu, students can learn various pronunciation components, such as consonants, vowels, and diphthongs. While in the “learn” menu,

students can access various interesting topics related to pronunciation, which are free to access.

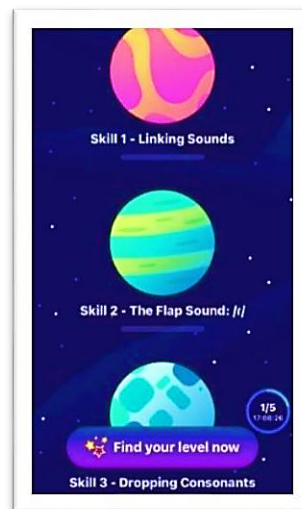


Figure 2.1 Learn menu

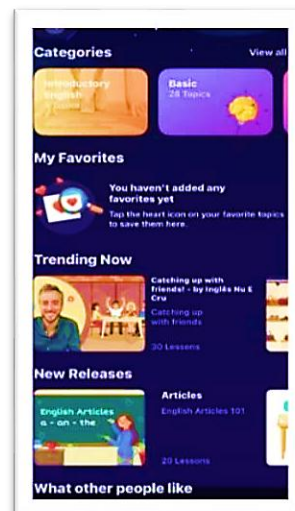


Figure 2.2 Learn menu (topic variation)

When students click “discover” they will find some tools, such as games, study sets to arrange what they want to study, a dictionary, a course finder, and a coach. There is an Artificial Intelligence (AI) feature in this app. The ELSA AI Conversations feature provides students with various interesting topics that can affect their pronunciation. By hearing the AI and trying to make conversation with the AI, students can engage on their pronunciation, because both scripted

and unscripted texts provide students with comprehensive feedback on pronunciation that covers word stress, pronunciation, fluency, voice intonation, grammar, and vocabulary analysis. They can take some benefits from this feedback feature because they will know which part they did the pronunciation wrong. It helps the students get better pronunciation. Overall, interactive components included in digital language learning apps provide focused pronunciation reinforcement, which is a helpful addition to traditional education. Their immediate feedback and repeating practice features help students gain confidence in pronouncing English words more clearly and correctly. According to Yuliawati and Suryadi (2023), students who used ELSA Speak regularly showed increased confidence and more accurate speaking performance, suggesting that interactive feedback and autonomous practice contribute positively to pronunciation development.

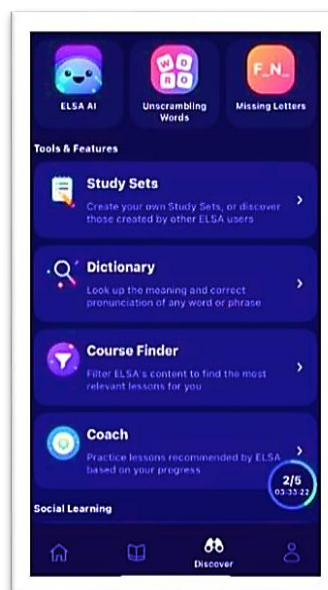


Figure 2.3 Discover menu

- b. The dictionary feature is one of the features that students can access without needing to change their ELSA Speak app to the pro version because this feature is free. There are some choices provided by this feature, such as speak mode, scan image mode, or they can also type manually the phrase

or vocabulary they want to speak.



Figure 2.4 Dictionary feature

When the users choose the manual feature, they need to type the phrase they want to learn. The app provides them with the phonetics and an example of AI pronunciation. There are two modes of AI, the normal and the slow mode. They can also add the phrase to their study sets. This feature also provides the definition and an example of a sentence using that phrase. This feature is also connected to some videos from the TED Talk YouTube channel.



Figure 2.5 Discover menu (Speak option)

- c. The ‘Speak’ option is the main part of the dictionary feature, and it was the focus of this research. It lets students say a word or phrase out loud and get quick feedback. The app shows a score and points out mistakes in pronunciation. These may include problems with vowels, consonants, intonation, or fluency. Students can also listen to how native speakers say the word, and then try to copy it. The app will then show how close their pronunciation is to the correct one. There is also another tool called Scan Image, which is part of the same dictionary feature. It helps students turn words from images into text and then practice saying them with feedback. Both tools, ‘Speak’ and ‘Scan’ images, are free to use without a premium account. In this research, when the researcher mentions the dictionary feature, we mean both the Speak and Scan image options together.

2.4.2 The Pros and Cons of ELSA Speak

A. The Pros of ELSA Speak

1. ELSA Speak’s individualized feedback helps students improve their pronunciation. Feedback is given instantly when they repeat a word or phrase from the AI feature. Students can take advantage of this because they can learn from their own mistakes when pronouncing words or sentences, allowing them to identify areas for improvement. As noted in the ELSA Speak pronunciation guide, the app used advanced speech recognition technology to analyze user speech and deliver real-time feedback on pronunciation accuracy, intonation, and fluency. This feature supports self-regulated learning and enables students to refine their speaking skills independently and effectively.
2. AI-powered technology features in ELSA Speak may provide detailed feedback and suggestions for improvement. Gamlem & Vattøy (2023) argued that teachers face difficulty in providing

feedback to all students due to the large number of students in a class or due to time constraints. It means that they would not always be able to provide detailed feedback and suggestions for each of the students, even though it is much needed.

3. The wide range of exercises provided in ELSA Speak gives students various ways to learn pronunciation according to what kind of exercises they are interested in. Because students come from different backgrounds and conditions, which means not all of them have the same interest in learning pronunciation, some of them may be interested in learning pronunciation through AI mode, while the rest of the students feel interested in learning pronunciation through a game mode. According to ELSA's Speak guideline, it comes with various ways of learning modes so students can choose the most enjoyable way of learning for them.

B. The Cons of ELSA Speak

1. According to Subscribed (2024), some features in ELSA Speak are not free, so students need to purchase for subscription cost so they can access all the features. If they do not purchase the app, they may find that some features are locked.
2. Since this app depends on internet access, students in areas that have difficulties with internet access may find it difficult to access it.

2.5 Previous Studies

To begin with, the study of improving the students' pronunciation ability by using the ELSA Speak app by Akhmad & Munawir (2022) said that there was a significant effect of using the app on students' pronunciation. The research data was collected through a pronunciation test given to students, utilizing pre-test and post-test, as well as disseminating perception surveys to students. The data in this study were analyzed utilizing nonparametric analysis within the framework of a T-test through SPSS. The students' pre-test implies the score is 52.30, whereas the post-test mean score is 65.60, and the results of the T-test appeared to be sig. (2-tailed =

0.000). Based on the perception survey, 82% of respondents gave favorable feedback regarding their experience using ELSA Speak. This high level of approval places the application in the category of being highly effective, particularly about student satisfaction and the perceived advantages in pronunciation learning.. This implies that students respond well to the utilization of the ELSA Speak app.

Then, students at Darul Istiqamah Cilallang Islamic boarding school's pronunciation skills increased dramatically with the ELSA Speak app, as shown in (Adillah, 2022). In this study, the pre-experimental method was used by the researcher. The researcher applied the pre-experimental method during this study. A test and a questionnaire served as the research instruments in this study. SPSS 22 edition was used for the statistical analysis of the data. The study's findings indicate that the average score on the post-test is greater than the pre-test score ($27.67 < 44.33$). In addition, the t-count value is 2.537 with a degree of freedom (df) value of 11, more than the t-table value of 1.796. 3,51 was the outcome of the students' questionnaire answers, and it was rated as "Good." This indicates that using the ELSA Speak app can help students become more proficient pronouncers. Students will find it easier to grasp and understand lessons and will be more engaged in studying English if teachers use this app to help them learn the language.

Another study by Anggraini (2022) found that students' pronunciation skills improved dramatically when they used the ELSA Speak app. With average scores rising from 70 points in the first cycle, 75 points in the second cycle, and 80 points in the final cycle, the results demonstrated that students' pronunciation performance improved throughout the three cycles. Students were able to increase their vocabulary, record their voices for feedback, and accurately hear and mimic sounds with the use of this app. Additionally, it was observed that the ELSA Speak program improved independent learning and made lessons on pronunciation more effective and engaging by offering real-time corrections. Furthermore, the study highlighted the need to select suitable technology and comprehend the requirements of students for efficient language learning.

Moreover, Samad and Ismail (2020) claimed that the substantial increase in students' post-test scores over their pre-test scores indicated that the ELSA Speak app

improved students' pronunciation skills. The rise in average scores from the pretest to the post-test demonstrated this progress. The average score before the test was 1.96. However, the average score after the test increased to 5.79. At a significance level of 0.05 and 29 degrees of freedom, the t_{count} (6.28) was found to be greater than the t_{table} value (1.699) in the t-test findings. According to the results, using the ELSA Speak app as a helpful additional tool in pronunciation lessons can significantly improve students' pronunciation abilities.

Additionally, Kholis (2021) concludes that the ELSA Speak App not only improves pronunciation skills but also motivates students by simplifying the learning process and offering instant corrections. He collected the data using a mix of quantitative and qualitative methodologies. The higher scores over several lesson cycles made this clear. There are 90% of students reported feeling more motivated and better after using the app. The 16 students' maximum pronunciation score was 70, and their average score was 60 before using the program. The average score increased to 72.7 after using the ELSA Speak App, while the best score was 75. The top score attained was 80, while the average increased to 75. The average increased to 80 in the last cycle, with 85 being the highest score.

Lastly, Rismawati et al. (2021) conducted a study on the effectiveness of the ELSA Speak app in improving English pronunciation. Tests, such as the pretest and post-test, were used to gather the data, which was then treated with quantitative analysis. The statistical results indicated a significant improvement, as reflected by a t-test where the t-value exceeded the critical value at the 0.05 level of significance ($t_{count} = 2.92 > t_{table} = 1.6773$). This outcome confirms that the use of ELSA Speak had a positive effect on students' pronunciation performance. Additionally, the results of the questionnaire indicate that students have a positive attitude toward using the Elsa app to learn how to pronounce words in English. Thus, it can be said that the Elsa app is useful for both teaching pronunciation and for keeping students motivated to learn English pronunciation. Therefore, the researcher recommends that English teachers use any app to increase their students' English proficiency to extend the literature on teaching English.

Based on some previous studies, the researcher of this study would like to

investigate whether the free dictionary feature of ELSA Speak app has a significant effect on junior high school students' pronunciation ability. However, the researcher has not found any research on students' pronunciation using only the dictionary feature provided by the ELSA Speak app. Most of the previous studies used the material provided or premium features by the ELSA Speak app. Unfortunately, most of the material provided by the ELSA Speak app is only accessible for a couple of days, and then students need to pay to upgrade to the pro version. Therefore, the researcher creates the material that is not taken from the app, but the researcher will only use the dictionary feature in ELSA Speak, which is one of the free features, to check the feedback on students' pronunciation, which will be the gap of this study.

2.6 Research Hypothesis

Based on the previous studies, this study hypothesizes that the use of the ELSA Speak application has a significant positive effect on students' English pronunciation ability.

CHAPTER 3. RESEARCH METHODS

This chapter is about the research design, the research context, the research participants, the data collection methods, and the data analysis methods. Each subject will be presented in the following section.

3.1 Research Design

The researcher used a quasi-experimental research design in this study, using a control and experimental group pre-test and post-test in a quantitative methodology, because the researcher's intent was to determine any potential effects between the dependent and independent variables. Quantitative methodology was a method used by the researcher to collect and analyze the data using numbers and statistics, while the quasi-experimental design was to identify the cause and effect between two variables. Creswell (2019) asserted that a quasi-experimental design is a suitable design for a condition where the researcher cannot make a new group for the experiment because of the prohibition of making new groups. For instance, in a school context. Therefore, the researcher could use the groups that already exist. By comparing students' performance on both groups after using the ELSA Speak app, the researcher obtained a result of the effect on junior high school students after using the ELSA Speak app to improve their pronunciation. The researcher used two groups as samples: the experimental group, which was taught using the ELSA Speak app, and the control group, which was taught without the use of the app. The instructional treatment spanned three sessions for both the control and experimental groups, each addressing targeted pronunciation elements as outlined in the lesson plan, namely vowel sounds, diphthongs, and consonant sounds. For the control group, these sessions were conducted on April 14, 15, and 22, 2025. Meanwhile, the experimental group underwent its sessions on April 16, 17, and 23, 2025. Each meeting was designed to last approximately 40 minutes, beginning with a brief theoretical explanation (10 minutes), followed by a practical segment (30 minutes) that utilized the ELSA Speak app. During this phase, students in the experimental

group were divided into two separate groups and practiced in distinct settings, with one group inside the classroom and the other outside the classroom. At the same time, the instructor rotated between them every 15 minutes for supervision. The post-test assessment was administered directly following the final session on April 28 for the experimental group and on April 30 for the control group. This assessment featured 30 vocabulary items and was evaluated automatically via the dictionary feature of ELSA Speak. The control group learned pronunciation by listening to the researcher's explanation. The following is an illustration of the research design used in this research:

Table 3.1 Treatment Comparison between The Two Groups

Post-test Only Design		
Select the control group	No treatment	Post-test
Select the experimental group	Experimental treatment	Post-test

Table 3.2 Research's Steps

Stage	Description
1. Collecting students' scores	Requested the English scores of 8 th -grade students from the teacher as baseline data.
2. Homogeneity Test (F-Test Two-Sample Variances)	Checked whether the students' English scores were homogeneous or heterogeneous.
3. Selecting Participants	a. If homogeneous ➡ Select participants using random sampling. This research will use simple random sampling using randomization. b. If heterogeneous ➡ Select two groups with nearly similar average score distributions.
4. Content Validity Check	The school's English teacher evaluated the test for content validity.
5. Treatment (Intervention)	The experimental group used the dictionary feature in the ELSA Speak app, while the control group followed the researchers' pronunciation.
6. Conducting the Post-Test	All participants took a pronunciation test after the treatments.

Stage	Description
7. Normality Test	The data was tested using a normality test to check if the data is normally distributed.
8. Homogeneity Test (Levene's Test)	Checked whether the students' Pronunciation Post-Test scores are homogeneous or heterogeneous.
9. Hypothesis Testing (Independent Sample T-Test)	Conducted an independent samples t-test to determine whether there is a significant difference between the experimental and control group.

3.2 Research Context

The research was conducted at one of the junior high schools in Jember, East Java, Indonesia. This junior high school uses the Emancipated Curriculum (Kurikulum Merdeka) for the eighth grade. This curriculum allows students to learn based on their interests and gives them the flexibility to learn and achieve the learning outcomes while fostering students' well-being. Besides that, with this curriculum, students are allowed to use phones to learn in school. They usually bring a mobile phone once a week, for the P5 lesson. A P5 lesson is a project-based learning activity designed to help students develop the core values of *Pelajar Pancasila* the ideal Indonesian student profile. This school also has good internet access because they have a Wi-Fi connection that its students can use. This is one of the services provided by the school for students that can help them learn pronunciation through a mobile app (ELSA Speak) because even if the feature is free to access, they still need internet access to use it.

3.3 Research Participants

Creswell (2019) mentions that a population is a group of people who have similar characteristics. The population of this research was junior high school students in Jember, East Java. The population was about 240 students. Participants in this study were the eighth-grade students from one of Jember's junior high schools during the 2024–2025 academic year. There were eight classes, with 30-35

students in each class. There were two groups: the experimental group and the control group. Class C was the experimental group, while Class D was the control group. Based on the initial score, they were classified as beginner. According to Casteel and Bridier (2021) the sample represents the number of people and characteristics of the population. This indicates that just a small part of the population is represented by the sample. To choose the sample, the researcher used a homogeneity test (the experimental group and the control group). After conducting the sampling procedure, the researcher selected two groups with similar characteristics to be used as the experimental and control groups.

3.4 Homogeneity test

This junior high school in Jember has a total of 244 eighth-grade students. To verify the consistency of English exam scores across all eight groups, the researcher employed an F-test to compare the variance in student scores due to their similarity in characteristics to the overall population. These selected groups shared comparable English proficiency levels, instructional methods, and learning environments. Therefore, the F-test results obtained from these samples were considered representative and could be generalized to the broader population. To verify the consistency of English exam scores across all eight groups, the researcher employed an F-test to compare the variance in student scores due to their similarity in characteristics to the overall population. The selected groups demonstrated comparable levels of English proficiency, received instruction through similar teaching approaches, and studied within alike learning settings. Their proficiency was assessed using standardized tools, showing only slight variation among group averages. Additionally, both groups followed communicative and pronunciation-based teaching methods guided by curriculum standards. The learning environments shared common features such as access to technology, comparable classroom sizes, and similar teacher-to-student interaction styles, ensuring consistent conditions across both settings. These selected groups shared comparable English proficiency levels, instructional methods, and learning environments. Therefore, the F-test results obtained from these samples were considered

representative and could be generalized to the broader population, as detailed in the following table.

Table 3.3 F-test for variances

	Variable 1	Variable 2
Mean	80.2	80.53333333
Variance	3.406896552	1.912643678
Observations	30	30
df	29	29
F	1.78125	
P(F ≤ f) one-tail	0.062919821	
F Critical one-tail	1.860811435	

The hypotheses of this homogeneity test are as follows:

- H_0 (Null Hypothesis): The variances of the population are homogeneous
- H_1 (Alternative Hypothesis): The variances of the two groups are not homogeneous (different).

Table 3.3 presents the results of the homogeneity test conducted using a Two-Sample F-test for Variances. The one-tailed P-value ($F \leq f$) obtained was 0.0629. Since this value exceeds the significance level (α) of 0.05, the null hypothesis (H_0) is accepted. This means there was no significant difference in the English score variation between the two groups, which were only selected to check if their English proficiency were similar before the treatment. After the researcher used random sampling, the researcher selected two groups, where Class C was the experimental group and Class D was the control group.

3.5 Data Collection Method

In this research, the researcher used a post-test design to gather the data, which was administered after the treatment. In this study, the researcher used an oral test to evaluate students' English pronunciation during the post-test phase. This test focused on key aspects of L2 oral proficiency, specifically pronunciation and fluency. To conduct the assessment, students were asked to pronounce a list of words that had been previously adapted and validated as part of the research

instrument.

The instrument that was used in this research was a pronunciation test. The pronunciation test was a test that contained a set of words selected to assess students' ability in English pronunciation. These words were adapted from the previous studies (Cholisah et al., 2021) and the English Nusantara book. The researcher used 30 words to examine the ability of students' pronunciation. During the three meetings, the researcher taught those thirty words that were different from the thirty words in the post-test. The post-test was conducted using 30 adapted English words that some of the words had already introduced over three instructional meetings. Instead of using a manual rubric, the researcher utilized the ELSA Speak's scoring system to evaluate and assess the students' pronunciation. Each student received personalized feedback that also provided them with the score based on their accuracy, intonation, fluency, and word stress when pronouncing the words. The scores provided by the app were in percentages that were recorded and used to calculate the average post-test performance by the researcher. To ensure test validity, the relevant junior high school English teachers examined and pilot-tested the vocabulary set before the post-test. The researchers also ensured that the vocabulary chosen was pedagogically appropriate and addressed a wide variety of phonological features. Those some of the vocabulary selection were based on credible sources, including a research by Cholisah et al. (2021) that looked at aspects influencing students' pronunciation abilities. Five vocabulary items were chosen from this study because they corresponded to the segmental features targeted in the lesson plan. The words chosen were not only based on the phonetics characteristic but also the level of complexity acceptable for junior high school students' abilities. This guarantees that the pronunciation test given remain both challenging but also accesible to students.

The classification of these vocabulary items, which were used as the research's lesson plan, is based on segmental features, such as vowels, diphthongs, and consonants, and is presented below to illustrate their role in pronunciation instruction.

Table 3.4 *Vocabularies from Cholisah et al. (2021)*

No.	Word	Segmental Feature	Subtype	Phonetic Transcript
1.	Accept	Vowel	Short vowels	/ək'sept/
2.	Borrow	Vowel	Short vowels	/'bɑ:r.ʊʊ/
3.	Poor	Vowel	Short vowel	/pʊr/
4.	Pour	Diphthong	/ɔ:r/	/pɔ:r/
5.	Right	Diphthong + Consonant	/aɪ/ + /t/	/raɪt/

Table 3.5 *Vocabulary from the English Nusantara Textbook*

No.	Word	Segmental Feature	Subtype	Phonetic Transcript
1.	Chapter	Vowel Consonant	+ Short vowel + /t/ /p/	/'tʃæptə/
2.	Clean	Vowel Consonant	+ Long vowel /i:/ + /n/	/kli:n/
3.	Check	Vowel Consonant	+ Short vowel /e/ + /k/	/tʃek/
4.	Conceal	Vowel	Long vowel /i:/	/kən'si:l/
5.	Contribute	Vowel	Mixed vowels /ɒ/ /ɪ/, /ju:/	/kən'trɪbjʊ:t/
6.	Cover	Vowel Consonant	+ Short vowel /ʌ/ + /v/, /r/	/'kʌv.ə/
7.	Defenders	Vowel Consonant	+ Short vowels /ɪ/ /e/, /ə/	/dɪ'fen.də/
8.	Decay	Diphthong	/eɪ/	/dɪ'keɪ/
9.	Drain	Diphthong	/eɪ/	/dreɪn/
10.	Environment	Diphthong	/aɪ/	/ɪn'vaɪrənmənt/
11.	Face	Diphthong	/eɪ/	/feɪs/
12.	Hair	Diphthong	/eə/	/heə(r)/
13.	House	Diphthong	/aʊ/	/haʊs/
14.	Hope	Diphthong	/oʊ/	/hoʊp/
15.	How	Diphthong	/aʊ/	/haʊ/
16.	Island	Consonant	Voiced /l/, /n/, /d/	/'aɪlənd/
17.	Least	Consonant	Voiceless /s/, /t/	/li:st/
18.	Ocean	Consonant	Voiceless /ʃ/	/'oʊʃən/
19.	Should	Consonant	Voiceless /ʃ/	/ʃʊd/
20.	Reduce	Consonant	Voiced /r/, /d/	/rɪ'du:s/
21.	Waste	Consonant	Voiceless /s/, /t/	/weɪst/

No.	Word	Segmental Feature	Subtype	Phonetic Transcript
22.	Wrappers	Consonant	Voiceless /p/, /s/	/'ræpərz/
23.	Write	Consonant	Voiceless /t/	/raɪt/
24.	Enjoy	Diphthong	/ɔɪ/	/ɪn 'dʒɔɪ/
25.	Fear	Diphthong	/ɪə/	/fɪə(r)/

The vocabulary used in both the teaching activities and the post-test was carefully chosen from two main sources: Cholisah et al. (2021) and the English for Nusantara textbook. Words from Cholisah et al. (2021) were selected because the study gave strong support to pronunciation learning. The explanation of the vocabulary sources in this study shows the importance of a clear understanding of the sounds in language, especially vowels and diphthongs, for junior high school students. The vocabulary used has been proven effective in supporting the improvement of pronunciation skills, so its selection is in line with the learning objectives and previous research results.

On the other hand, vocabulary taken from the book English for Nusantara was chosen because this book is part of the national curriculum and is familiar to students. The use of vocabulary from this book is considered appropriate because, in addition to supporting national learning standards, the words also feel natural and relevant in the context of students' daily lives in Indonesian junior high schools.

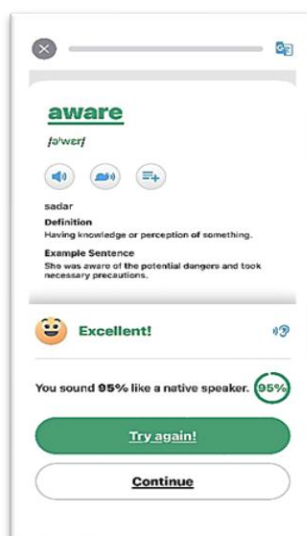
This helped make the pronunciation tasks feel more realistic and easier to follow. By combining both sources, the researcher tried to create a balance between theory and practice, also selecting vocabulary that was useful for learning and matched the students' level of ability

The vocabulary used during classroom sessions was different from the vocabulary included in the post-test. The selection of vocabulary in the learning process is tailored to the lesson topic and carefully chosen to be easier to understand and already familiar to junior high school students. The vocabulary is introduced gradually over three sessions, each focusing on vowels, diphthongs, and consonants as part of strengthening students' basic pronunciation skills. In contrast, the vocabulary in the post-test is designed to measure students' overall pronunciation

skills, not just evaluate their memory of the words that have been taught. This approach is taken to ensure that the test results objectively reflect students' actual abilities.

Although most of the post-test vocabulary is different from what was taught, some words are intentionally retained. These same words serve to see how well students understand key sounds such as vowels and diphthongs. Some words are also repeated because they are part of the curriculum and are frequently used in class. Although there are some words in common, most of the vocabulary in the post-test was selected separately and reviewed by English teachers to ensure its suitability for students' abilities, relevance to the curriculum, and relevant phonological challenges. By separating the vocabulary used in teaching and testing, this study was able to provide a fairer and more accurate measurement of the contribution of ELSA Speak's dictionary feature in improving students' pronunciation skills. This approach also strengthens the validity of the results, as students are assessed based on their general understanding of sounds, rather than simply remembering words that have been taught.

The students examined by pronouncing the set of words out loud after receiving treatment. Students in the experimental and control groups were tested using the ELSA Speak app. The reason is that the feedback provided by the ELSA Speak app also shows the score of the pronunciation result. The score from ELSA Speak was used as the students' score.



*Figure 3.1 Score provided by the dictionary feature**Table 3.6 Vocabulary Comparison*

No.	Vocabulary Meeting 1 (Vowel Sounds)	Vocabulary Meeting 2 (Diphthongs)	Vocabulary Meeting 3 (Consonants)	Vocabulary in Post-Test	Status
1.	Accept	Doubt	Island	Accept	Retained
2.	Borrow	Drain	Least	Aware	Retained
3.	Chapter	Fear	Poor	Chapter	Retained
4.	Clean	Enjoy	Pour	Clean	Retained
5.	Check	Environment	Should	Ocean	Retained
6.	Conceal	Face	Right	Conceal	Retained
7.	Contribute	Hair	Reduce	Parasite	Changed
8.	Cover	House	Waste	Cover	Retained
9.	Defenders	Hope	Write	Defenders	Retained
10.	Decay	How	Wrappers	Decay	Retained
11.	-	-	-	Pliers	Changed
12.	-	-	-	Drain	Changed
13.	-	-	-	Reign	Changed
14.	-	-	-	Rely	Changed
15.	-	-	-	Environment	Retained
16.	-	-	-	Dog	Changed
17.	-	-	-	Time	Changed
18.	-	-	-	Bookshelf	Changed
19.	-	-	-	Boat	Changed
20.	-	-	-	Hard	Changed
21.	-	-	-	Island	Retained
22.	-	-	-	Dirty	Changed
23.	-	-	-	Ocean	Retained
24.	-	-	-	Easy	Changed
25.	-	-	-	Effect	Changed
26.	-	-	-	Flood	Changed
27.	-	-	-	Hesitantly	Changed
28.	-	-	-	History	Changed
29.	-	-	-	Waste	Retained

No.	Vocabulary Meeting 1 (Vowel Sounds)	Vocabulary Meeting 2 (Diphthongs)	Vocabulary Meeting 3 (Consonants)	Vocabulary in Post-Test	Status
30.	-	-	-	Write	Retained

3.6 Data Analysis Method

After collecting data from the pronunciation tests, the researcher analyzed it using calculations explained in the following sections.

a) Validity

According to Luoma (2004), if the test fits the criteria and measures the objective, it can be considered that the test is valid. In this study, the instrument used is an oral pronunciation test. Content validity was the type of validity that was employed in this study to assess the test's quality. Content Validity is a test to assess a representative sample of the subject matter content. The focus of content validity is the quality of the sample and not simply on the appearance of the test. When it comes to content validity, the exam accurately captures what has been taught and what the teacher wants her students to know. According to Gamlem and Vattøy (2023), expert judgment plays a critical role in ensuring that the items within an instrument are both appropriate and relevant for the intended population, thereby strengthening the validity of the research design.

A pronunciation test containing a range of English vocabulary items was utilized as the main instrument in this research. To ensure its quality, the instrument underwent a content validity evaluation. For this purpose, an English teacher from one of the Junior High Schools where this study took place was consulted to provide expert judgment and feedback. Based on her validation, several vocabulary items were revised to better align with the students' proficiency levels. The involvement of English teachers as content validators in this study was carefully planned and followed established guidelines for evaluating research instruments. As noted by Creswell (2019), content validity helps to confirm that each item in an instrument truly reflects

what needs to be measured. In this case, the focus was on junior high school students' pronunciation skills, which match the curriculum and their level of English. The teacher is well-qualified for this role because they work directly with the students, they understand their strengths, weaknesses, and learning needs. They also know the national standards and teaching materials used in class. This supports the view of Gamlem & Vattøy (2023), who highlighted the importance of expert input to make sure research instruments fit real classroom settings. So, selecting teachers was not just a formality; it was a meaningful way to improve the quality of the vocabulary list in the post-test, making sure it fit the students' phonological level and helped measure pronunciation clearly and fairly. A detailed comparison of the vocabulary items before and after validation, several vocabulary items were revised to better align with the students' proficiency levels and the content's contextual relevance. A detailed comparison of the vocabulary items before and after validation were presented in Appendix 9.

Appendix 9 illustrated that certain vocabulary items were retained in the pronunciation test instrument due to some consideration. These words were selected based on their alignment with the study's objectives, their suitability for junior high school students' proficiency levels, and their inclusion of phonological variations that enable effective evaluation of students' pronunciation skills. This consideration was suggested by the English teacher of the junior high school where this research took a place

There were some retained vocabulary items, such as *chapter*, *clean*, *cover*, *decay*, *defends*, *drain*, *environment*, *island*, *waste*, *write*. These words were chosen due to their relevance to junior high school English curriculum as explained previously, their varied grammatical forms, and their phonological features that present a suitable level for junior high school students' pronunciation. Additionally, these words are commonly used in classroom instruction and daily learning activities, making them appropriate for use in this research's pronunciation assessment instrument.

In the meantime, to enhance and increase the level of pronunciation

difficulty, several vocabulary items were revised. The vocabulary selection in this study was adapted to the junior high school English curriculum. In addition to considering diverse grammatical functions, the researchers also selected words with challenging phonological characteristics—such as complex consonant clusters, unusual vowel combinations, and sounds rarely found in the students' native languages. Simple words like "borrow," "check," and "house" were replaced by more complex vocabulary words, such as "parasite," "reign," and "humming," which were deemed more appropriate for practicing pronunciation skills. Several additional words, such as "aware," "ocean," and "humming," were also included to broaden the scope of the assessment and provide more varied challenges for students. Although slightly more challenging, this vocabulary is still appropriate for junior high school students because it reflects the segmental features commonly taught in schools. According to Nurjamin (2023), segmental elements, such as individual sounds, should be the primary focus in formal pronunciation instruction.

b) Reliability

The consistency of a metric is related to its reliability. When completing an instrument designed for assessing pronunciation, a participant should provide the same pronunciation way for each time the test is given. This study only used 1 rater, which was the ELSA Speak app itself. Cronbach's Alpha was used to evaluate whether the items of the instruments were interrelated with one another. The higher the alpha value, the better the score consistency.

Table 3.7 Cronbach's Alpha

Indicator	Scores
Cronbach's Alpha	0,821
Number of Statement Items	60

According to Nunnally & Bernstein (1994), who proposed that:

- ≥ 0.90 : Very reliable
- 0.80 - 0.89: High reliability

- 0.70 - 0.79: Fair reliability

- < 0.70: Low reliability

Based on the test results, the research instrument demonstrated strong reliability, as indicated by a Cronbach's Alpha value of 0.821. The reliability of the instrument in this study, as demonstrated by a Cronbach's Alpha score of 0.821, reflects that the reliability of the research instrument was statistically on a high level of internal consistency between items. This means the instrument effectively measures the intended variables. This score makes the research instrument worthy enough for further statistical analysis.

c) Normality Test

A normality test was conducted to ensure that the pronunciation scores between the experimental and control groups were normally distributed. This step is important and needs to be conducted by the researcher to determine the suitable type of statistical analysis to ensure the accuracy of the ELSA Speak app. For this research, the researcher used the Shapiro-Wilk test to examine the normality of the data. Although the total number of data collected across both groups was 60 (30 students in the experimental group and 30 students in the control group), the normality test was applied to each group separately, not as a single combined dataset

According to Ghasemi and Zahediasl (2012), the Shapiro-Wilk test is more powerful and appropriate than the Kolmogorov-Smirnov test when the sample size per group is less than 50, as is the case in this research. Each group in this study consisted of 30 students, so the Shapiro-Wilk test was chosen as the most appropriate method to detect normality in the data within each group. This test helps ensure that the data meets the assumptions required for parametric statistical analysis.

d) Independent Samples T-Test

Since the test met the assumption of normality, the independent samples t-test was applied to compare the mean scores between the experimental and control groups. The independent samples t-test was conducted to determine whether there was a significant difference between the experimental and

control groups in terms of their pronunciation post-test scores. The Independent Samples T-Test is generally used to compare the means of two different groups, in this research were the experimental and control groups, so this method was deemed appropriate for evaluating the effect of the treatment in this study. The analysis was conducted using SPSS, and interpretation was based on the Sig. (2-tailed) value shown in the output. If the significance value is below 0.05, it indicates a significant difference between the two groups. This means that the treatment utilized the ELSA Speak app may have had a significant impact on students' pronunciation outcomes.

CHAPTER 4. FINDING AND DISCUSSION

This chapter presents the results of the post-test, including the normality test, homogeneity test, and independent samples t-test. Furthermore, a discussion of the findings will follow the presentation of the data analysis. Each component is described comprehensively in detail in the following sections

4.1 Post-Test Results Data Description

The results of the study on how the ELSA Speak app affected the pronunciation of students at one of the Jember Junior High Schools are shown in this chapter. The data gathered during three instructional meetings served as the basis for the analysis. The experimental group received treatment using the ELSA Speak app during the treatment phase, while the control group received treatment using a traditional strategy that included teacher modeling and explanations. A post-test was given to evaluate pronunciation ability after the three meetings. The students used the ELSA Speak app as a learning tool to pronounce each of thirty distinct vocabulary words on the test. The following section provides an overview of the findings and analysis of the data gathered.

4.1.1 Experimental and Control Group Statistical Descriptive

Table 4.1 Descriptive statistics of experimental and control groups

Statistical	Experimental Group	Control Group
Number of respondents (N)	30	30
Mean	87,93	82.70
95% Confidence interval	86,63 – 89,23	81,59 – 83,81
Median	88,00	82,00
5% Trimmed mean	87,81	82,67
Standard deviation	3,483	2,961
Variance	12,133	8,769
Skewness	0,395	0,212
Kurtosis	0,005	-1,081
Minimum score	82	78
Maximum score	97	88
Range	15	10

Statistical (IQR)	Experimental Group	Control Group
	6	5

As shown in Table 4.1, group 1, with the number of respondents was 30 as the experimental group and received scores that ranged from 82 as the minimum score to 97 as the maximum score. The table shows that the average score of this group was 87,93, which means the average score of this group was quite high. Interestingly, the low standard deviation was 3,483, that students performed consistently is suggesting the treatment may have had a good impact, with a narrow score distribution that was close to the mean. These scores determined that most of the students in the experimental group performed well on the pronunciation post-test that was conducted after the treatment. The estimated range where the actual average score is expected to fall is the 95% confidence interval. The experimental group interval in this research was 86,63-89,23, which showed a higher probability that the actual average falls within that range.

In contrast, the data provided in Table 4.1 showed that the control group or the Group 2 as the comparison group. Comparing this group with the experimental group, the experimental group showed stronger performance in pronunciation because the mean score of the experimental group was 82.70. The students in this group received score ranging between 78 to 88. These results showed that even though some of the students showed improvement in the level of pronunciation ability, relatively same with no significant differences. This difference indicated that the implementation of the treatment, utilizing the ELSA Speak, gave a positive contribution towards the improvement of students' pronunciation in the experimental group. These findings not only foster the effectiveness value of the treatment, but also provide a chance to maximize technology as a learning tool to help both teachers and students.

4.2 Inferential Statistical Analysis

4.2.1 Normality Test

Before conducting the parametric statistical analysis, the researcher conducted the normality test to ensure that the data gathered were normally distributed. In this research, Shapiro-Wilk was the suitable normality test that the

researcher used because this test was known for its high accuracy when the researcher used it to measure samples that were less than 50. With this consideration, the Shapiro-Wilk was more suited the research. This also showed the researcher's careful attention to ensure that the normality assumption was fulfilled before conducting other tests.

Table 4.2 Tests of normality

Group	Test	Statistic	df	Sig.
Group 1	Kolmogorov-Smirnov	0.111	30	0.200*
	Shapiro-Wilk	0.969	30	0.505
Group 2	Kolmogorov-Smirnov	0.150	30	0.082
	Shapiro-Wilk	0.947	30	0.141

Normality is defined by the following criteria:

- If the Sig. value is > 0.05 , then the data is normally distributed.
- If the Sig. value is ≤ 0.05 , then the data is not normally distributed.

The results of the Shapiro-Wilk test showed that the significance was 0,505 for the experimental group and 0,141 for the control group. Those scores exceed 0,05, which means that the data in both groups were normally distributed. These findings gave the researcher a basis that the normality assumption was fulfilled. In other words, the researcher could continue the analysis using the parametric statistical analysis. In this research, the researcher used an independent samples t-test. Ensuring that the normality test was fulfilled was important to ensure that the differences in the data occurred because of the effect of the intervention and not because of the data distribution.

4.2.2 Homogeneity of Variance

A homogeneity test was conducted to find out whether the variances between the experimental and control groups were the same or homogeneous. This step was very important because the parametric statistical analysis, like the independent sample t-test, relied on the assumption that both groups have to be in the same variance. Based on Nwobi and Akanno (2021), if the data is more likely to be not normally distributed or skewed, the Levene's test is suitable to analyze the

result of the post-test. This homogeneity test can still provide an accurate result even though the data was not normally distributed. The data is said to be homogeneous if the significance (p) is $\geq 0,05$. This condition shows that the data come from a homogeneous population. Fulfilling this assumption helps the researcher to ensure that further statistical analysis is valid and meaningful.

Table 4.3 Levene's test results

Assumption	Levene's Test F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval
Equal variances assumed	3.42	0.561	6.270	68	< 0.001	5.233	0.835	3.562 – 6.904
Equal variances not assumed			6.270	56.535	< 0.001	5.233	0.835	3.562 – 6.905

The decision criteria in Levene's Test are:

- If the Sig. value is > 0.05 , then the variances between groups are homogeneous (uniform).
- If the Sig. value is ≤ 0.05 , then the variances between groups are heterogeneous (not uniform).

The rest results showed that the significance value (Sig.) was 0.561, which is greater than 0.05. This finding indicates that the variances of the two groups are homogeneous, which fulfills the assumption of variance equality. Thus, further statistical analysis can be conducted by the researcher, with the result of the homogeneity test as the basis that ensures the results are reliable and based on valid conditions

4.2.3 Independent Samples T-Test

An independent samples t-test was used to see if there was a statistically significant difference in post-test scores of the experimental and control groups. This test helps compare the average scores of two independent groups, to find out whether the difference is real or just occurs because of random sample variation. By using this test, the researcher can be more confident that the results of the research reflect the actual effect off the treatment, and not only just a coincidence.

Table 4.4 Independent samples t-test

	Levene's Test F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval
Equal variances assumed	3.42	0.561	6.270	58	0.000	5.2333	0.835	3.562 – 6.904
Equal variances not assumed	—	—	6.270	56.535	0.000	5.2333	0.835	3.562 – 6.905

The results of the independent samples t-test revealed a t-value of 6.270 with 58 degrees of freedom and a two-tailed significance value of 0.000. Because this value falls below the significance 0.05, it can be said that there was a statistically significant difference between the experimental and control groups. The mean difference of 5.2333 scores indicates that students in the experimental group achieved higher post-test scores, with the 95% confidence interval, ranging from 3.5625 to 6.9042, supporting the consistency and reliability of this difference.

Based on this finding, it can be concluded that there was a significant difference in the students' pronunciation performance between the students who used the ELSA Speak rather than the students who only used a conventional teaching strategy. The experimental group that used the ELSA Speak showed higher post-test results comparing the control group.

4.3 Observed Outcomes from Treatment Implementation

The instructional method in this study consisted of three structured meetings designed to help students learn some key components of English pronunciation, such as vowel sounds, diphthongs, and consonants. Each session integrated the use of the ELSA Speak app, this app was selected by the researcher because it is accessible, affordable, and offers real-time feedback, especially the dictionary feature. This research not only emphasized theoretical understanding but also encouraged active student engagement, guided practice, and self-assessment.

In the first meeting, students from the experimental group focused on learning vowel sounds. The researcher gave a word list, and then they typed those

words into the dictionary feature in the ELSA Speak app. Students need to listen to the AI mode that students can play at normal or slow speed, then they need to imitate the correct pronunciation. After that the feature gave them the personalized feedback, including the score and specific indicator that showed which aspect of pronunciation that need to be corrected, like the articulation of the vowels, intonation, or accuracy. Unlike the conventional teaching strategy that sometimes make the students hard to find out their own phonetic mistakes, this personalized feedback provided by the app help them to find out their mistake and learn the correct pronunciation. The goal was not to make the students sound 100 percent like a native speaker but to help them pronounce word clearly and confidently.

In the second meeting, the students in both groups focused on diphthongs that often become a challenge for Indonesia English students. Some words like *doubt*, *house*, and *face* were used in the lesson plan. Interestingly, students started to improve pronunciation accuracy after some practice repetition. This strategy fostering the awareness of how their tongue moves and how complex vowel patterns, that traditional teaching strategy often miss.

In the third meeting, both groups focused in learning consonants. Particularly, the voiced and voiceless consonants, like *write* and *island*. Students practice using the word list given, and with the help of personalized feedback. This app also provides an example of an audiovisual using the link that leads the students to a related YouTube video, so that gained the students' understanding of the pronunciation.

To test the pronunciation ability after the treatments, the researcher conducted the post-test in a quiet room outside of the class so students could be more focused. Both classes have thirty students, and when the post was conducted, the researcher divided each class into two groups consisting of fifteen students. The students were asked to pronounce the thirty words using the dictionary feature, and then the app would provide the scores that were used as the data results of the post-test. The post-test was conducted in a prayer room because this room is quiet and far from any distractions. The first 15 students would do the post-test first, while the others wait in the classroom. The average time that each student needed was

four minutes, and the overall test for the 2 small groups was two hours. Due to the English lessons being limited to around 40 minutes. The researcher used the time of the P5 (Project-Based Learning) lesson the next day. Since this strategy also aligned with an emancipated curriculum that fosters a flexible learning strategy and is student-centered. The procedure and time of the post-test were consistent for both classes to ensure the results were valid.

4.4 The Discussion Findings

The statistical findings that were presented earlier strongly support the positive and significant effect of the learning strategy used by the researcher. The experimental group showed higher significance scores compared to the control group. The three meetings that integrated the dictionary feature showed that it gave a positive significant effect on students' pronunciation. The independent sample t-test showed a p value = 0.000, with a mean score difference of 5.2333 and a 95% confidence interval. These findings indicated that the intervention during the treatments had a positive and significant effect.

This research finding also aligns with the grand theory, which was discussed earlier, especially about the importance of pronunciation to ensure better communicative competence. Gilakjani (2016), said that a consistent phonological practice is important to shape the accurate pronunciation, including the segmental features, like voice setting and prosodic features. The dictionary feature of the ELSA Speak app helps students to learn pronunciation accurately, whether the pronunciation of vowel sounds, diphthongs, or consonants.

The pronunciation learning strategy in this research also aligns with the phonological concept presented by Cholisah et al. (2021), which emphasized that exposure to phonological awareness would help students get better in pronunciation. Through the activities, such as listening to AI pronunciation and self-practice, the students actively engage in the learning activity, so that their phonological awareness is increased.

Stoughton and Kang (2024), also align with the research findings that highlighted the importance of personalized feedback in learning pronunciation

using technology. This immediate feedback allows students to identify their mistakes as fast as possible.

Furthermore, this strategy also aligns with Dandee and Pronwiryakit's (2022), who argued that effective pronunciation learning must go beyond vocabulary and grammar. A similar finding was expressed by Wahyuningtyas and Sulasmono (2020), who emphasize the role of digital media in providing an interactive, flexible, and adaptive learning experience. While ELSA Speak plays a role in providing personalized feedback, the teacher's role remains essential as a facilitator, interpreter of the feedback, and motivator in the pronunciation practice. This research also draws support from research by Akhmad and Munawir (2022), Adillah (2022), and Anggraini (2022). Even though this research only used the free dictionary feature, but still gave significant results.

Moreover, these results support previous research by Samad and Ismail (2020), Riswamati et al. (2021), and Kholis (2021) shows that a mobile app can overcome time and accessibility and boost student engagement by providing personalized feedback. Despite the positive results, this study also has limitations that require consideration. The research's findings may be impacted by outside variables like potential post-test distractions, the quality of the students' devices, internet connectivity, and student motivation. Those outside variables that occurred during the treatments were hard to prevent by the researcher. In order to prevent those factors, future research could increase the length of the treatment, incorporate pre- and post-tests, and take into account other factors like student independence, engagement level, and technology access.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the research findings and discussions in the previous chapter.

5.1 Conclusion

The results of this research demonstrate that the dictionary feature of ELSA Speak is an effective tool for improving students' pronunciation. As shown in the previous chapter, the experimental group outperformed the control group. Other than that, this feature also provides real-time feedback capacity that can help students accept personalized feedback to help them add more pronunciation exposure and which the conventional methods cannot consistently provide. This advantage helps students engage meaningfully with segmental features at their own pace. Based on the result of this research, the dictionary feature can be considered as an alternative pronunciation learning strategy for junior high school students.

5.2 Suggestions

5.2.1 Suggestion for Teachers

- a. Teachers may use mobile apps such as ELSA Speak as major tools that would assist students in getting accurate pronunciation
- b. The personalized feedback helps the teacher to improve students' accuracy in pronunciation by utilizing the app's dictionary feature with automatic scoring system.
- c. Through an interactive teaching strategy, the teacher may create pronunciation learning activities like role plays and conversation simulations, and maximize the existence of mobile app to boost students' speaking confidence.

5.2.2 Suggestions for Students

- a. The students could add more practice sessions to get the best results in improving pronunciation, they can also use the ELSA Speak dictionary

feature often and regularly.

- b. Use another feature of the app, besides just using the dictionary feature. Students who want to improve their pronunciation ability could use other features, like the games feature provided by the app as well as through exercises provided by the app.
- c. Increase exposure to the English language, students need to add more exposure to the English language; they could do that by watching movies, podcasts, and peer conversations for reinforcement of pronunciation improvement

5.2.3 Suggestions for Future Researchers

- a. A wider variety of research designs may be used by future researchers. Future research may use various experimental strategies, like pre-test and post-test designs, in order to more accurately evaluate students' pronunciation skills both before and after treatments.
- b. Future researchers could broaden the population and sample size. The larger samples and more varied population help increase the generalizability of the findings.
- c. Other features provided by the ELSA Speak app could be investigated by future researchers. Future research could look at how the app's other features, like AI based games of conversation simulations could affect students' ability to pronounce words correctly.

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APPENDICES

APPENDIX 1

TRYOUT TEST

Vocabulary Pronunciation Test

Instructions:

1. Read the words in the table below aloud.
2. Record your pronunciation using the voice recorder app on your phone.
3. Submit your recording via (G-drive)
4. Pay attention to pronunciation accuracy.

Vocabularies

Accept	Face
Borrow	Hair
Chapter	House
Clean	Hope
Check	How
Conceal	Island
Contribute	Least
Cover	Poor
Decay	Pour
Defenders	Should
Doubt	Right
Drain	Reduce
Fear	Waste
Enjoy	Wrappers
Environment	Write

APPENDIX 2

Vocabulary Source Reference and Segmental Classification Before Content Validation

A. Phonetic Transcript

No.	Vocabulary	Source	Phonetic Transcription (US)
1	Accept	Cholisah et al. (2021)	/ək'sept/
2	Borrow	Cholisah et al. (2021)	/'bɑ:r.oo/
3	Chapter	English for Nusantara – Page 1	/'ʃæptə/
4	Clean	English for Nusantara – Page 16	/kli:n/
5	Check	English for Nusantara – Page 151	/tʃek/
6	Conceal	English for Nusantara – Page 241	/kən'si:l/
7	Contribute	English for Nusantara – Page 151	/kən'trɪbjʊ:t/
8	Cover	English for Nusantara – Page 159	/'kʌv.ə/
9	Defenders	English for Nusantara – Page 257	/dɪ'fen.də/
10	Decay	English for Nusantara – Page 185	/dɪ'keɪ/
11	Doubt	English for Nusantara – Page 5	/daʊt/
12	Drain	English for Nusantara – Page 191	/dreɪn/
13	Fear	English for Nusantara – Page 259	/fɪə(r)/
14	Enjoy	English for Nusantara – Page 7	/ɪn'dʒɔɪ/
15	Environment	English for Nusantara – Page 221	/ɪn'vaɪrənmənt/
16	Face	English for Nusantara – Page 276	/feɪs/
17	Hair	English for Nusantara – Page 248	/heə(r)/

No.	Vocabulary	Source	Phonetic Transcription (US)
18	House	English for Nusantara – Page 147	/haʊs/
19	Hope	English for Nusantara – Page 276	/hoʊp/
20	How	English for Nusantara – Page 280	/haʊ/
21	Island	English for Nusantara – Page 222	/'aɪlənd/
22	Least	English for Nusantara – Page 184	/li:st/
23	Ocean	English for Nusantara – Page 205	/'oʊʃən/
24	Poor	Cholisah et al. (2021)	/pʊr/
25	Pour	Cholisah et al. (2021)	/pɔ:r/
26	Should	English for Nusantara – Page 3	/ʃʊd/
27	Right	Cholisah et al. (2021)	/raɪt/
28	Reduce	English for Nusantara – Page 132	/rɪ'du:s/
29	Waste	English for Nusantara – Page 285	/weɪst/
30	Write	English for Nusantara – Page 14	/raɪt/

APPENDIX 3

LESSON PLAN MEETING 1 (EXPERIMENTAL GROUP)

Subject	: English
Level	: Junior High School
Class	: VIII
Language	
Competence	: Pronunciation
Topic	: Vowel sounds
Time Allocation	: 1 x 40 minutes

I. CAPAIAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

II. CAPAIAN PER ELEMEN

Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat

dan kata kerja sederhana.

Learning Steps-Meeting 1

Topic	Be yourself
Learning Objective	Practice pronouncing English vowel sounds
Meaningful Understanding	Students are able to pronounce English vowel sounds, then practice it on each word provided by the teacher related to the topic
Provocative Questions	Do you think our accent or the way we speak can affect our first impression of someone? Does your fluency boost your confidence?

III. LEARNING MATERIALS

The definition

Vowel sounds are the sounds we make when pronounce a word without blocking the air too much. The example of vowels in English is “/i/, /e/, /æ/, /ʌ/, /ʊ/, /ʊ/, /i:/, /ɑ:/, /ɔ:/ /u:/, /ɜ:/, /ə/ (schwa)”. Pure vowels or monophthongs are vowels that have a single, constant sound throughout their articulation.

There are two types of monophthongs:

1. Short Vowel
2. Long Vowel

Word	Vowel Sound	Short / Long	Transcript
Accept	/ə/ /e/	Short	[ək'sept] → /ə/ in <i>a</i> , /e/ in <i>cept</i>
Borrow	/ʊ/ /ə/	Short	/'bɑ:r.ʊv/ → /bɑ:r/ in <i>car</i> , /ʊv/ in <i>go</i>
Chapter	/æ/ /ə/	Short	['tʃæptər] → /æ/ in <i>chap</i> , /ə/ in <i>ter</i>
Clean	/i:/	Long	[kli:n] → /i:/ in <i>clean</i>

Check	/e/	Short	[tʃek] → /e/ in <i>check</i>
Conceal	/ə/ /i:/	Short & Long	[kən'si:l] → /ə/ in <i>con</i> , /i:/ in <i>ceal</i>
Contribute	/ɒ/ /ɪ/ /ju:/	Short & Long	['kɒntrɪbju:t] → /ɒ/ in <i>con</i> , /ɪ/ in <i>trib</i> , /ju:/ in <i>bute</i>
Cover	/ʌ/ /ə/	Short	['kʌvər] → /ʌ/ in <i>cov</i> , /ə/ in <i>er</i>
Defenders	/ɪ/ /e/ /ə/	Short	[dɪ'fendərz] → /ɪ/ in <i>de</i> , /e/ in <i>fend</i> , /ə/ in <i>ers</i>
Decay	/ɪ/ /eɪ/	Short & Long	[dɪ'keɪ] → /ɪ/ in <i>de</i> , /eɪ/ in <i>cay</i>

IV. LEARNING TOOLS AND MEDIA

1. Audio file: dictionary feature from ELSA Speak App
2. Worksheet: list of vocabulary that will be pronounced by the students.

V. LEARNING ACTIVITY

A. Introductory Activity (10 minutes)

1. The teacher opens the learning activity by praying and checking students' attendance.
2. The teacher asks a simple question "Do you think our accent or the way we speak can affect our first impression of someone? Does your fluency can boost your confidence?"
3. The teacher gives the students the opportunity to answer the questions.
4. The teacher explains that "Be Yourself" means to be yourself including in the way we speak and communicate. Proper pronunciation of words is an important part of being confident.
5. The teacher gives further information according to the students' questions. The teacher explains about the ELSA Speak app that will be used by the

students to learn pronunciation and shows them on a projector how to use the ELSA SPEAK app.

B. Core Activity (25 minutes)

1. The teacher explains all vowel sounds provided in English using audio.
2. The teacher gives the students a piece of paper consisting of the list of vocabulary.
3. Students try to pronounce individually each vocabulary provided.
4. Students try to use the ELSA Speak app to find out the correct pronunciation of each word, then try to pay attention to how to pronounce the vowel sounds. They need to type the word on the dictionary feature, then the app will show them the correct pronunciation, the transcript, and how fast they want to listen to the native speaker's pronunciation. After that, they can try to pronounce the word by themselves and the app will give them direct feedback according to their pronunciation so that they will know their mistakes in pronouncing the word.
5. Students are divided into two groups:
 - a. Group A stays in the classroom
 - b. Group B moves to a designated outdoor area (e.g., school corridor or garden)
 - c. Each group uses the ELSA Speak app to practice pronunciation independently
 - d. Students type the target words, listen to native pronunciation, and use the Speak feature to receive feedback
6. The teacher rotates between the two groups, spending 10 minutes with each group to observe, guide, and provide support.
7. Students make a conclusion or give their opinion after using the app.

C. Closing Activity (5 minutes)

1. The teacher gives them feedback according to their pronunciation.
2. Teacher asks the students, "What did we learn in today's class? How do you feel about it?"
3. Individual homework:

Students need to find 5 other words that have the same vowel sounds then practice by themselves.

4. The teacher informs the students about the topic of their learning activity for the next meeting.
5. Teacher closes the class.

APPENDIX 4

LESSON PLAN MEETING 1 (CONTROL GROUP)

Subject	: English
Level	: Junior High School
Class	: VIII
Language	
Competence	: Pronunciation
Topic	: Vowel sounds
Time Allocation	: 1 x 40 minutes

I. CAPAIAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

II. CAPAIAN PER ELEMEN

Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Learning Steps-Meeting 1

Topic	Be yourself
Learning Objective	Practice pronouncing English vowel sounds
Meaningful Understanding	Students are able to pronounce English vowel sounds, then practice it on each word provided by the teacher related to the topic
Provocative Questions	Do you think our accent or the way we speak can affect our first impression of someone? Does your fluency can boost your confidence?

III. LEARNING MATERIALS

The definition

Vowel sounds are the sounds we make when pronounce a word without blocking the air too much. The example of vowels in English is “/i/, /e/, /æ/, /ʌ/, /ʊ/, /ʊ/, /i:/, /ɑ:/, /ɔ:/ /u:/, /ɜ:/, /ə/ (schwa)”. Pure vowels or monophthongs are vowels that have a single, constant sound throughout their articulation.

There are two types of monophthongs:

1. Short Vowel
2. Long Vowel

Word	Vowel Sound	Short / Long	Transcript
Accept	/ə/ /e/	Short	[ək'sept] → /ə/ in <i>a</i> , /e/ in <i>cept</i>
Borrow	/ʊ/ /ə/	Short	/'bɑ:r.ʊ/ → /bɑ:r/ in <i>car</i> , /ʊ/ in <i>go</i>
Chapter	/æ/ /ə/	Short	['tʃæptər] → /æ/ in <i>chap</i> , /ə/ in <i>ter</i>
Clean	/i:/	Long	[kli:n] → /i:/ in <i>clean</i>
Check	/e/	Short	[tʃek] → /e/ in <i>check</i>

Conceal	/ə/ /i:/	Short & Long	[kən'si:l] → /ə/ in <i>con</i> , /i:/ in <i>ceal</i>
Contribute	/ɒ/ /ɪ/ /ju:/	Short & Long	['kɒntrɪbjʊ:t] → /ɒ/ in <i>con</i> , /ɪ/ in <i>trib</i> , /ju:/ in <i>bute</i>
Cover	/ʌ/ /ə/	Short	['kʌvər] → /ʌ/ in <i>cov</i> , /ə/ in <i>er</i>
Defenders	/ɪ/ /e/ /ə/	Short	[dɪ'fendərz] → /ɪ/ in <i>de</i> , /e/ in <i>fend</i> , /ə/ in <i>ers</i>
Decay	/ɪ/ /eɪ/	Short & Long	[dɪ'keɪ] → /ɪ/ in <i>de</i> , /eɪ/ in <i>cay</i>

IV. LEARNING TOOLS AND MEDIA

1. Worksheet: list of vocabulary that will be pronounced by the students.

V. LEARNING ACTIVITY

A. Introductory Activity (10 minutes)

1. The teacher opens the learning activity by praying and checking students' attendance.
2. The teacher gives asks a simple question. Do you think our accent or the way we speak can affect our first impression of someone? Does your fluency boost your confidence?
3. The teacher gives the students the opportunity to answer the questions.
4. The teacher explains that “Be Yourself” means to be yourself including in the way we speak and communicate. Proper pronunciation of words is an important part of being confident.
5. The teacher gives further information according to the students' questions. The teacher explains that they.

B. Core Activity (25 minutes)

1. The teacher explains all vowel sounds provided in English using audio
2. The teacher gives the students a piece of paper consisting of the list

of vocabulary.

3. Students try to pronounce individually each vocabulary provided.
4. Students will pay close attention to the teacher's pronunciation as she says each word three times. After that, they will repeat each word after me. Then, they will practice the pronunciation by themselves. Finally, they will listen to their seatmate's pronunciation and give feedback, and vice versa.
5. The teacher guides the course of the class by providing direction or reinforcement by giving positive reinforcement such as verbal praise
6. The teacher asks the students to pronounce each word with their seatmate in front of the class.

C. Closing Activity (5 minutes)

1. The teacher gives them feedback according to their pronunciation.
2. The teacher asks students, "What did we learn in today's class? How do you feel about it?"
3. Individual practice:
The students need to find 5 other words that have the same vowel sounds then practice by themselves.
4. The teacher informs the students about the topic of their learning activity for the next meeting.
5. The teacher closes the class.

APPENDIX 5

LESSON PLAN MEETING 2 (EXPERIMENTAL GROUP)

Subject	: English
Level	: Junior High School
Class	: VIII
Language	
Competence	: Pronunciation
Topic	: Diphthongs
Time Allocation	: 1 x 40 minutes

I. CAPAIAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

II. CAPAIAN PER ELEMEN

Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan

kata kerja sederhana.

Learning Steps-Meeting 2

Topic	I know I can do it
Learning Objective	Practice pronouncing diphthong
Meaningful Understanding	Students are able to pronounce diphthong, then practice it with their friends through a dialog provided by the teacher related to the topic
Provocative Questions	Why do you think some students are afraid to speak English out loud? How can we overcome that fear?

III. LEARNING MATERIAL

Diphthongs are vowel sounds that glide from one position to another within the same syllable. In English, they are essential for clear pronunciation and fluency.

Below are the target words and their diphthong sounds:

Word	Diphthong	Transcript
Doubt	/aʊ/	/daʊt/
Drain	/eɪ/	/dreɪn/
Fear	/ɪə/	/fɪə(r)/
Enjoy	/ɔɪ/	/ɪn' dʒɔɪ/
Environment	/aɪ/	/ɪn' vaɪ.rən.mənt/
Face	/eɪ/	/feɪs/
Hair	/eə/	/heə(r)/
House	/aʊ/	/haʊs/
Hope	/oʊ/	/hoʊp/
How	/aʊ/	/haʊ/

IV. LEARNING TOOLS AND MEDIA

1. Worksheet: list of vocabulary that will be pronounced by the students.

V. LEARNING ACTIVITY

A. Introductory Activity (10 minutes)

1. The teacher opens the learning activity by praying and checking students' attendance.
2. The teacher asks the students "Why do you think some students are afraid to speak English out loud? How can we overcome that fear?"
3. The teacher gives the students time to identify and think about the answers to those questions.
4. The teacher gives the students the opportunity to answer the question.
5. The teacher gives further information according to the students' answers.

B. Core Activity (25 minutes)

1. The teacher introduces the term diphthongs and gives a simple explanation "A diphthong is when your mouth moves from one vowel sound to another in the same syllable".
2. The teacher pronounces some words slowly, emphasizing the diphthong sounds.
3. The teacher asks "Which of these words do you find difficult to pronounce? (Encourage students to share their thoughts).
4. The teacher asks students to try the ELSA Speak app to find out the correct pronunciation of each word then try to pay attention to how to pronounce the diphthongs. They need to type the word on the dictionary feature, then the app will show them the correct pronunciation, the transcript, and how fast they want to listen to the native speaker's pronunciation. After that, they can try to pronounce the word by themselves, and the app will give them direct feedback according to their pronunciation so that they will know their mistakes in pronouncing the word.
5. Students are divided into two groups:
 - a. Group A stays in the classroom
 - b. Group B moves to a designated outdoor area (e.g., school corridor or garden)
 - c. Each group uses the ELSA Speak app to practice pronunciation independently
 - d. Students type the target words, listen to native pronunciation, and use

the Speak feature to receive feedback

6. The teacher rotates between the two groups, spending 10 minutes with each group to observe, guide, and provide support.

C. Closing Activity (5 minutes)

1. The teacher informs the students about the topic of their learning activity for the next meeting.
2. The teacher closes the class.

APPENDIX 6

LESSON PLAN MEETING 2 (CONTROL GROUP)

Subject	: English
Level	: Junior High School
Class	: VIII
Language	
Competence	: Pronunciation
Topic	: Diphthongs
Time Allocation	: 1 x 40 minutes

I. CAPAIAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

II. CAPAIAN PER ELEMEN

Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan

kata kerja sederhana.

Learning Steps-Meeting 2

Topic	I know I can do it
Learning Objective	Practice pronouncing diphthong
Meaningful Understanding	Students are be able to pronounce diphthong, then practice it with their friends through a dialog provided by the teacher related to the topic
Provocative Questions	Why do you think some students are afraid to speak English out loud? How can we overcome that fear?

III. LEARNING MATERIAL

Diphthongs are vowel sounds that glide from one position to another within the same syllable. In English, they are essential for clear pronunciation and fluency. Below are the target words and their diphthong sounds:

Word	Diphthong	Transcript
Doubt	/aʊ/	/daʊt/
Drain	/eɪ/	/dreɪn/
Fear	/ɪə/	/fɪə(r)/
Enjoy	/ɔɪ/	/ɪn' dʒɔɪ/
Environment	/aɪ/	/ɪn' vaɪ.rən.mənt/
Face	/eɪ/	/feɪs/
Hair	/eə/	/heə(r)/
House	/aʊ/	/haʊs/
Hope	/oʊ/	/hoʊp/
How	/aʊ/	/haʊ/

IV. LEARNING TOOLS AND MEDIA

1. Worksheet: list of vocabulary that will be pronounced by the students.

V. LEARNING ACTIVITY

A. Introductory Activity (10 minutes)

1. The teacher opens the learning activity by praying and checking students' attendance.
2. The teacher asks the students "Why do you think some students are afraid to speak English out loud? How can we overcome that fear?"
3. The teacher gives the students time to identify and think about the answers to those questions.
4. The teacher gives the students the opportunity to answer the question.
5. The teacher gives further information according to the students' answers.

B. Core Activity (25 minutes)

1. The teacher introduces the term diphthongs and gives a simple explanation "A diphthong is when your mouth moves from one vowel sound to another in the same syllable".
2. The teacher pronounces some words slowly, emphasizing the diphthong sounds.
3. Teacher asks "Which of these words do you find difficult to pronounce? (Encourage students to share their thoughts).
4. Students will pay close attention to the teacher's pronunciation as she says each word three times. After that, they will repeat each word after me. Then, they will practice the pronunciation by themselves. Finally, they will listen to their seatmate's pronunciation and give feedback, and vice versa.
5. The teacher guides the course of the class by providing direction or reinforcement by giving positive reinforcement such as verbal praise
6. The teacher asks the students to pronounce each word with their seatmate in front of the class.
7. Students conclude or give their opinion after using the app.

C. Closing Activity (5 minutes)

1. The teacher informs the students about the topic of their learning activity for the next meeting.
2. The teacher closes the class.

APPENDIX 7

LESSON PLAN MEETING 3 (EXPERIMENTAL GROUP)

Subject	: English
Level	: Junior High School
Class	: VIII
Language	
Competence	: Pronunciation
Topic	: Consonant sounds
Time Allocation	: 1 x 40 minutes

I. CAPAIAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

II. CAPAIAN PER ELEMEN

Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Learning-Steps Meeting 3

Topic	Be yourself
Learning objective	Practice pronouncing English consonant sounds
Meaningful Understanding	Students be able to pronounce English consonant sounds, and then practice them in short sentences provided by the teacher related to the topic.
Provocative Questions	How do you feel when you try to pronounce English words correctly? Do you feel confident or nervous? Why?

III. LEARNING MATERIAL

The definition

Consonant sounds will happen when airflow from the lungs is partially or totally blocked as it passes through the vocal tract, a speech sound known as a consonant sound is produced.

Voiced and Voiceless Consonants

1. Voiced: Vocal cords vibrate when you say the sound (e.g., /b/, /d/, /g/, /v/, /z/).
2. Voiceless: Vocal cords do not vibrate, only air moves out (e.g., /p/, /t/, /k/, /f/, /s/).

Word	Consonant	Voiced	Voiceless
Island	/s/, /l/, /n/, /d/	/l/, /n/, /d/	/s/
Least	/l/, /s/, /t/	/l/	/s/, /t/
Ocean	/ʃ/, /n/	/n/	/ʃ/
Poor	/p/, /r/	/r/	/p/
Pour	/p/, /r/	/r/	/p/
Should	/ʃ/, /d/	/d/	/ʃ/
Right	/r/, /t/	/r/	/t/
Reduce	/r/, /d/, /s/	/r/, /d/	/s/
Waste	/w/, /s/, /t/	/w/	/s/, /t/
Wrappers	/r/, /p/, /s/	/r/	/p/, /s/
Write	/r/, /t/	/r/	/t/

Some words contain a combination of voiced and voiceless sounds. Words like **honest** and **island** have silent letters, such as the **h** in honest and the **s** in the island.

IV. LEARNING TOOLS AND MEDIA

1. Worksheet: list of vocabulary that will be pronounced by the students.

V. LEARNING ACTIVITY

A. Introductory Activity (10 minutes)

1. The teacher opens the learning activity by praying and checking students' attendance.
2. The teacher greets the students "Good morning, everyone! How are you doing today?"
3. The teacher asks "How do you feel when you try to pronounce English words correctly? Do you feel confident or nervous? Why?"
4. Have students share their thoughts with a partner for 1 up to 2 minutes. Then, invite a few students to share their answers with the class.
5. The teacher gives further information or encouragement according to the students' answer.

B. Core Activity (25 minutes)

1. The teacher explains about consonant sounds provided in English.
2. The teacher gives the students a piece of paper consisting of the list of vocabulary.
3. Students try to pronounce individually each vocabulary word provided.
4. Students try to use the ELSA SPEAK app to find out the correct pronunciation of each word then try to pay attention on how to pronounce the consonant sounds. They need to type the word on the dictionary feature, then the app will show them the correct pronunciation, the transcript, and how fast they want to listen to the native speaker's pronunciation. After that, they can try to pronounce the word by themselves that the app will give them direct feedback according to their pronunciation so that they will know their mistakes in

pronouncing the word.

5. Students are divided into two groups:
 - a. Group A stays in the classroom
 - b. Group B moves to a designated outdoor area (e.g., school corridor or garden)
 - c. Each group uses the ELSA Speak app to practice pronunciation independently
 - d. Students type the target words, listen to native pronunciation, and use the Speak feature to receive feedback
6. The teacher rotates between the two groups, spending 10 minutes with each group to observe, guide, and provide support.

C. Closing Activity (5 minutes)

1. The teacher informs the students about the topic of their learning activity for the next meeting.
2. The teacher closes the class.

APPENDIX 8

LESSON PLAN MEETING 3 (CONTROL GROUP)

Subject	: English
Level	: Junior High School
Class	: VIII
Language	
Competence	: Pronunciation
Topic	: Consonant sounds
Time Allocation	: 1 x 40 minutes

I. CAPAIAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.

II. CAPAIAN PER ELEMEN

Menyimak-Berbicara

Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan

kata kerja sederhana.

Learning Steps Meeting-2

Topic	Be yourself
Learning objective	Practice pronouncing English consonant sounds
Meaningful Understanding	Students be able to pronounce English consonant sounds, then practice them on short sentences provided by the teacher related to the topic
Provocative Questions	How do you feel when you try to pronounce English words correctly? Do you feel confident or nervous? Why?

III. LEARNING MATERIAL

The definition

Consonant sounds will happen when airflow from the lungs is partially or totally blocked as it passes through the vocal tract, a speech sound known as a consonant sound is produced.

Voiced and Voiceless Consonants

1. Voiced: Vocal cords vibrate when you say the sound (e.g., /b/, /d/, /g/, /v/, /z/).
2. Voiceless: Vocal cords do not vibrate, only air moves out (e.g., /p/, /t/, /k/, /f/, /s/).

Word	Consonant	Voiced	Voiceless
Island	/s/, /l/, /n/, /d/	/l/, /n/, /d/	/s/
Least	/l/, /s/, /t/	/l/	/s/, /t/
Ocean	/ʃ/, /n/	/n/	/ʃ/
Poor	/p/, /r/	/r/	/p/
Pour	/p/, /r/	/r/	/p/
Should	/ʃ/, /d/	/d/	/ʃ/
Right	/r/, /t/	/r/	/t/
Reduce	/r/, /d/, /s/	/r/, /d/	/s/
Waste	/w/, /s/, /t/	/w/	/s/, /t/
Wrappers	/r/, /p/, /s/	/r/	/p/, /s/

Write	/r/, /t/	/r/	/t/
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Some words contain a combination of voiced and voiceless sounds. Words like **honest** and **island** have silent letters, such as the **h** in honest and the **s** in island

IV. LEARNING TOOL AND MEDIA

Worksheet: list of vocabulary that will be pronounced by the students.

V. LEARNING ACTIVITY

A. Introductory Activity (10 minutes)

1. The teacher opens the learning activity by praying and checking students' attendance.
2. The teacher greets the students "Good morning, everyone! How are you doing today?"
3. The teacher asks "How do you feel when you try to pronounce English words correctly? Do you feel confident or nervous? Why?"
4. Have the students share their thoughts with a partner for 1 up to 2 minutes. Then, invite a few students to share their answers with the class.
5. The teacher gives further information or encouragement according to the students' answers.

B. Core Activity (25 minutes)

1. The teacher explains about consonant sounds provided in English using audio
2. The teacher gives the students a piece of paper consisting of the list of vocabulary.
3. Students try to pronounce individually each vocabulary provided.
4. Students will pay close attention to the teacher's pronunciation as she says each word three times. After that, they will repeat each word after me. Then, they will practice the pronunciation by themselves. Finally, they will listen to their seatmate's pronunciation and give feedback, and vice versa.
5. The teacher guides the course of the class by providing direction or reinforcement by giving positive reinforcement such as verbal praise

- 6.
7. The teacher asks the students to pronounce each word with their seatmate in front of the class.
8. Students conclude or give their opinion after using the app.

C. Closing Activity (5 minutes)

1. The teacher informs the students about the topic of their learning activity for the next meeting.
2. The teacher closes the class.

APPENDIX 9

FINAL VOCABULARY INSTRUMENT AFTER EXPERT VALIDATION

No	Vocabulary before validation	Vocabulary after validation	Description
1.	Borrow	Aware	Changed
2.	Check	Ocean	Changed
3.	Contribute	Parasite	Changed
4.	Doubt	Pliers	Changed
5.	Fear	Reign	Changed
6.	Enjoy	Rely	Changed
7.	Face	Dog	Changed
8.	Hair	Time	Changed
9.	House	Bookshelf	Changed
10.	Hope	Boat	Changed
11.	How	Hard	Changed
12.	Least	Dirty	Changed
13.	Poor	Easy	Changed
14.	Pour	Effect	Changed
15.	Should	Flood	Changed
16.	Right	Hesitantly	Changed
17.	Reduce	History	Changed
18.	Wrappers	Humming	Changed
19.	Accept	Honest	Retained
20.	Chapter	Chapter	Retained
21.	Clean	Clean	Retained
22.	Cover	Cover	Retained
23.	Decay	Decay	Retained
24.	Defenders	Defenders	Retained
25.	Drain	Drain	Retained
26.	Environment	Environment	Retained
27.	Island	Island	Retained
28.	Waste	Waste	Retained
29.	Conceal	Conceal	Retained
30.	Write	Write	Retained

**VOCABULARY REVISIONS BASED ON SEGMENTAL SIMILARITY
AND PHONOLOGICAL RELEVANCE**

No	Before Validation	After Validation	Similarity	Reason for Change
1.	House	Bookshelf	Both contain /s/ consonant.	Students pronounced /s/ in “house” clearly but struggled with /ʃ/ in “bookshelf.” This change allows assessment of contrast between /s/ and /ʃ/.
2.	Pour	Effect	Both contain central vowels.	“Pour” has /ɔ:/ often overstressed, while “Effect” includes /ɪ/ and /ɛ/, more suitable for short vowel evaluation.
3.	Poor	Easy	Both have long vowels (/ʊə/ vs /i:/).	“Poor” contains a challenging diphthong. “Easy” is familiar and also useful to assess /z/ and /i:/ pronunciation.
4.	Check	Ocean	Both contain /ʃ/ or /tʃ/.	“Check” features /tʃ/, while “Ocean” has /ʃ/, enabling contrast testing between these fricatives.
5.	Face	Dog	Both end with a clear consonant (/s/ vs /g/).	“Face” includes diphthong /eɪ/, while “Dog” has a simpler structure suitable for beginners with /ɒ/ and /g/.
6.	Enjoy	Rely	Both have diphthongs (/ɔɪ/ vs /aɪ/).	“Enjoy” uses the less familiar /ɔɪ/. “Rely” contains stable /aɪ/, ideal for assessing common diphthong use.
7.	Doubt	Pliers	Both have diphthongs /aʊ/ and /aɪ/.	“Doubt” includes a silent consonant that confuses learners. “Pliers” has clearer phonology, good for diphthong and final /z/ evaluation.

No	Before Validation	After Validation	Similarity	Reason for Change
8.	Hair	Time	Both have diphthongs (/eə/ vs /aɪ/).	“Hair” with /eə/ is harder to perceive. “Time” is more familiar, helps assess /aɪ/ and /m/ sounds.
9.	Hope	Boat	Both share /əʊ/ diphthong.	“Boat” is more phonologically stable and easier to identify compared to variations in “Hope.”
10.	How	Hard	Both have /aʊ/ and /ɑː/.	“Hard” allows evaluation of long vowels and final /d/, while “How” is often rushed in speech.
11.	Least	Dirty	Both end with /t/.	“Dirty” better supports evaluation of central vowel /ɜː/ and /t/. “Least” is often mispronounced without the final /t/.
12.	Right	Hesitantly	Both include /aɪ/ diphthong and /t/.	“Hesitantly” provides broader vowel and consonant variety—ideal for advanced learners.
13.	Reduce	History	Both contain /r/ and /s/.	“History” is more stable and appropriate for middle school level, while “Reduce” includes /juː/ which is often mispronounced.
14..	Wrappers	Humming	Both have doubled consonants.	“Humming” is simpler, using /ŋ/ and aiding evaluation of final nasal sounds. “Wrappers” often lacks clear /p/ in student speech.
15.	Should	Flood	Both end with /d/.	“Flood” uses clearer /ʌ/ vowel, better for segmental analysis compared to /ʊ/ in “Should.”
16.	Contribute	Parasite	Both have three syllables and diphthongs.	“Parasite” offers more stable vowels (/æ/, /ə/, /aɪ/) than “Contribute,” which includes commonly mispronounced /juː/.

No	Before Validation	After Validation	Similarity	Reason for Change
17. Fear		Decay	Both contain diphthongs (/ɪə/ vs /eɪ/).	“Decay” is more familiar and supports evaluation of /ɪ/ and /eɪ/, while “Fear” is often reduced to /fɪr/.
18. Borrow		Aware	Both use diphthongs (/əʊ/ vs /eə/).	“Aware” is phonetically more stable and suited for analysis of /ə/ and /eə/, unlike “Borrow,” which often sounds like /ɔ:/.

APPENDIX 10

STUDENTS' SCORES FROM THE ELSA SPEAK APP

A. Some scores of the experimental group

The figure displays four screenshots from the Elsa Speak app, arranged in a 2x2 grid. Each screenshot shows a word card with its phonetic transcription, definition, and example sentence. Below each card is a feedback message indicating the user's pronunciation score as a percentage of a native speaker's, along with a 'Try again!' or 'Continue' button.

Top Left Screenshot: 'write'
 Word: **write** /raɪt/
 Definition: To put words or symbols on paper or a digital medium to convey information or ideas.
 Example Sentence: menulis
 Feedback: Almost Correct (77%)
 Button: Try again!

Top Right Screenshot: 'waste'
 Word: **waste** /weɪst/
 Definition: Unwanted or discarded material or substances that have no further use or value.
 Example Sentence: Throwing away food that is still edible is a form of waste.
 Feedback: Excellent! (98%)
 Button: Try again!

Bottom Left Screenshot: 'rely'
 Word: **rely** /rɪˈlaɪ/
 Definition: To depend on someone or something for support, help, or guidance.
 Example Sentence: I rely on my alarm clock to wake me up in the morning.
 Feedback: Excellent! (97%)
 Button: Try again!

Bottom Right Screenshot: 'reign'
 Word: **reign** /reɪn/
 Definition: The period of time during which a ruler or monarch holds power.
 Example Sentence: Queen Elizabeth II's reign began in 1952 and continues to this day.
 Feedback: Excellent! (98%)
 Button: Try again!

decay
/dɪˈkeɪ/

kerusakan

Definition
The gradual deterioration or decomposition of something over time.

Example Sentence
The decay of organic matter can result in the release of unpleasant odors.

😊 **Excellent!**

You sound **96%** like a native speaker. **96%**

[Try again!](#)

[Continue](#)

parasite
/ˈpɛ.rə.saɪt/

parasit

Definition
An organism that lives on or in another organism and benefits at the expense of its host.

Example Sentence
Ticks are parasites that feed on the blood of animals.

😊 **Excellent!**

You sound **91%** like a native speaker. **91%**

[Try again!](#)

[Continue](#)

pliers
/ˈplɑɪ.əz/

Tang

Definition
A tool with two handles used for gripping, bending, or cutting objects.

Example Sentence
He used the pliers to tighten the loose screw.

😍 **Excellent!**

You sound **94%** like a native speaker. **94%**

[Try again!](#)

[Continue](#)

ocean
/ˈoʊ.jən/

samudra

Definition
A vast body of saltwater covering most of the Earth's surface.

Example Sentence
The ocean is home to countless marine species and plays a crucial role in regulating the planet's climate.

😊 **Excellent!**

You sound **99%** like a native speaker. **99%**

[Try again!](#)

[Continue](#)

B. Some scores of the control group

write
/raɪt/

menulis

Definition
To put words or symbols on paper or a digital medium to convey information or ideas.

Example Sentence
I wrote a letter to my friend.

Almost Correct

You sound **77%** like a native speaker.

Tap on each word for detailed feedback

Try again!

Continue

waste
/weɪst/

limbah

Definition
Unwanted or discarded material or substances that have no further use or value.

Example Sentence
Throwing away food that is still edible is a form of waste.

Excellent!

You sound **98%** like a native speaker.

Try again!

Continue

rely
/rɪˈlaɪ/

mengandalkan

Definition
To depend on someone or something for support, help, or guidance.

Example Sentence
I rely on my alarm clock to wake me up in the morning.

Excellent!

You sound **97%** like a native speaker.

Try again!

Continue

reign
/reɪn/

memerintah

Definition
The period of time during which a ruler or monarch holds power.




Example Sentence
Queen Elizabeth II's reign began in 1952 and continues to this day.

Excellent!

You sound **98%** like a native speaker.




Try again!

Continue

parasite



/ˈpɛr.ə.saɪt/






parasit

Definition
An organism that lives on or in another organism and benefits at the expense of its host.




Example Sentence
Ticks are parasites that feed on the blood of animals.

 **Excellent!**


You sound **91%** like a native speaker. 




[Try again!](#)

[Continue](#)

pliers



/ˈplɑː.əz/






Tang

Definition
A tool with two handles used for gripping, bending, or cutting objects.




Example Sentence
He used the pliers to tighten the loose screw.

 **Excellent!**


You sound **94%** like a native speaker. 




[Try again!](#)

[Continue](#)

ocean



/ˈoʊ.ʃən/







samudra

Definition
A vast body of saltwater covering most of the Earth's surface.

Example Sentence


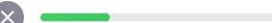

 **Almost Correct**


You sound **71%** like a native speaker. 

 Tap on each word for detailed feedback




[Try again!](#)

[Continue](#)

decay



/dɪˈkeɪ/






kerusakan

Definition
The gradual deterioration or decomposition of something over time.

Example Sentence
The decay of organic matter can result in the release of unpleasant odors.

 **Excellent!**


You sound **96%** like a native speaker. 

[Try again!](#)

[Continue](#)

APPENDIX 11

SPSS STATISTICAL TABLES

1. Reliability Test Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	60

2. Descriptive Statistics of Post-Test Results by Group

		1Eksperimen2Kontrol		Statistic	Std. Error			
PostTest	1	Mean		87.93	.636			
		95% Confidence Interval for Mean	Lower Bound		86.63			
			Upper Bound		89.23			
		5% Trimmed Mean		87.81				
		Median		88.00				
		Variance		12.133				
		Std. Deviation		3.483				
		Minimum		82				
		Maximum		97				
		Range		15				
		Interquartile Range		6				
		Skewness		.395	.427			
		Kurtosis		.005	.833			
		2	2	Mean		82.70	.541	
				95% Confidence Interval for Mean	Lower Bound		81.59	
					Upper Bound		83.81	
				5% Trimmed Mean		82.67		
				Median		82.00		
				Variance		8.769		
Std. Deviation				2.961				
Minimum				78				
Maximum				88				
Range				10				
Interquartile Range				5				
Skewness				.212	.427			
Kurtosis				-1.081	.833			

3. Normality Test Results for Post-Test Scores

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PostTest	1	.111	30	.200 [*]	.969	30	.505
	2	.150	30	.082	.947	30	.141

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

4. Homogeneity and Independent Samples T-Test Results for Post-Test Scores

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
PostTest	Equal variances assumed	.342	.561	6.270	58	<.001	<.001	5.233	.835	3.562	6.904
	Equal variances not assumed			6.270	56.535	<.001	<.001	5.233	.835	3.562	6.905

APPENDIX 12**Total Pronunciation Scores for 30 Words for Each Student**

No	Students' Code	Group	Score Total
1	EXP-01	Experimental	92
2	EXP-02	Experimental	97
3	EXP-03	Experimental	90
4	EXP-04	Experimental	89
5	EXP-05	Experimental	91
6	EXP-06	Experimental	93
7	EXP-07	Experimental	91
8	EXP-08	Experimental	91
9	EXP-09	Experimental	90
10	EXP-10	Experimental	92
11	EXP-11	Experimental	88
12	EXP-12	Experimental	91
13	EXP-13	Experimental	89
14	EXP-14	Experimental	88
15	EXP-15	Experimental	82
16	EXP-16	Experimental	88
17	EXP-17	Experimental	86
18	EXP-18	Experimental	83
19	EXP-19	Experimental	85
20	EXP-20	Experimental	87
21	EXP-21	Experimental	85
22	EXP-22	Experimental	83
23	EXP-23	Experimental	84
24	EXP-24	Experimental	86
25	EXP-25	Experimental	84
26	EXP-26	Experimental	85
27	EXP-27	Experimental	85
28	EXP-28	Experimental	86
29	EXP-29	Experimental	89
30	EXP-30	Experimental	88
31	CON-01	Control	78
32	CON-02	Control	86
33	CON-03	Control	88
34	CON-04	Control	86
35	CON-05	Control	79
36	CON-06	Control	78

No	Students' Code	Group	Score Total
37	CON-07	Control	79
38	CON-08	Control	88
39	CON-09	Control	83
40	CON-10	Control	85
41	CON-11	Control	86
42	CON-12	Control	80
43	CON-13	Control	82
44	CON-14	Control	83
45	CON-15	Control	81
46	CON-16	Control	81
47	CON-17	Control	81
48	CON-18	Control	81
49	CON-19	Control	81
50	CON-20	Control	80
51	CON-21	Control	85
52	CON-22	Control	80
53	CON-23	Control	80
54	CON-24	Control	84
55	CON-25	Control	85
56	CON-26	Control	82
57	CON-27	Control	87
58	CON-28	Control	86
59	CON-29	Control	82
60	CON-30	Control	84

APPENDIX 13

DOCUMENTATION

