A THESIS

THE USE OF ELSASPEAK APPLICATION COMBINED WITH PEPPERMINT LEARNING METHOD TO FACILITATE PRONUNCIATION.

THESIS

Submitted in partial Fulfilment of the Requirements for Gaining the Bachelor Degree in English Language Education

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EDUCATION AND TEACHER TRAINING FACULTY

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is my work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited following ethical standards.

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Assalamualaikum Wr.Wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum Wr. Wb.

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DEDICATION

The thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang, especially Education and Teacher Training faculty and English Education Department.
2. My respectable and beloved parents, Mr. Slamet Heru S.Pd.I and Mrs. Musyarofah.
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ABSTRACT

Title : THE USE OF ELSASPEAK APPLICATION COMBINED WITH PEPPERMINT LEARNING METHOD TO FACILITATE PRONUNCIATION

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One of the issues faced by the EFL students in pronunciation is the influence of their mother tongue most of the students' pronunciation in Indonesia is still affected by their native language. The purpose of this research is to find out the use of elsaspeak application combined with peppermint learning method to facilitate pronunciation. This research was analyzed in class XI MIA MA NU Raudlatul Mu'allimin Wedung. The research method used is a pre-experimental research design with pre-test and post-test. Pre-experimental design is a design that includes only one group or class that is given pre and post-test, the population of the students are 109 and the sample are 36. Design his one-group pretest and posttest design, was carried out on one group without the presence of a control or comparison group. Furthermore, to analyze the research data using SPSS Statistics 16. The results showed that the average value of pre-test score was 59.7500 and the value of post-test score was 79.7222. This means that there is a significant difference in the average value of the test. Hypothesis testing shows that sig. The calculated t value is 19.640 with an alpha of 0.05 which means it has a t table of 2.0301. In other words, t count > t table. This shows that H0 is rejected and HI is accepted. Based on the research, the use of elsaspeak application combined with peppermint learning method can facilitate pronunciation.

Keywords: ELSASPEAK Application, PEPPERMINT Learning Method, Pronunciation.

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The writer,

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MOTTO

“BAGAIMANA MUNGKIN AKU MENJADI KHAWATIR SEDANGKAN AKU ADALAH HAMBA DARI YANG MAHA MEMBERI PETUNJUK”.

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CHAPTER I

INTRODUCTION

In this part, the researcher inspects the introduction of the survey. This chapter consists of five parts. There is a background of the research, the reason for choosing the topic, the research question, the research objective, and the significance of the research.

A. BACKGROUND OF THE RESEARCH

In Indonesia, the English language has turned into a vital piece of public training as reflected in a few government arrangements. A critic comes from Sugiharto (2013)[1] who contends that the public authority has become fixated on the idea of Western scholarly practice. He, moreover, states that the Indonesian public framework has taken on the philosophy of inward nations to its instructive way of thinking. For instance, the public authority set up worldwide schools meaning to deliver graduates that can contend broadly and universally. In the execution, the strategy requires understudies and educators to communicate in English in each course, besides in Bahasa Indonesia (Indonesian language) course. Notwithstanding, the strategy has not run very well since there are as yet numerous instructors and understudies who can't communicate in English accurately.

[1] Setiono Sugiharto, 'Rethinking Globalization, Reclaiming the Local: A Post-Colonial Perspective of English Language Education in Indonesia', *The Indonesian Quarterly*, 41.3 (2013), 148–66.

Jafari, Dabaghi, and Vahid Dastjerdi (2015) and Levin and Wadmany (2006a)[2] expressed that one of the significant pieces of schooling is innovation-upgraded instruction. They continued that teachers are the main elements of change whose views support or prevent the success of any educational reform.

Utilizing fitting showing media can assist understudies with being equipped for articulating the words appropriately. Also, the utilization of innovation as one of the types of media is suggested these days. Some studies support this notion. Sasmita (2012)[3] , Amri and Gusmina (2013)[4], Erniwati, Syafar, and Marnalita (2013)[5] are a few scientists who had observed that it is successful to involve the sorts of innovation in assisting understudies with having a decent articulation.

There are so many developments that can be downloaded from the web. As far as articulation practice, there is programming in particular "ELSA Speak: English Accent Coach" which is can be downloaded through the play/application store on a cell phone. It is

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[2] Davood Jafari, Azizolah Dabaghi, and Hossein Vahid Dastjerdi, 'The Effects of Integrating ICT Resources into Reading Comprehension in Iranian High School', *International Journal of Research Studies in Language Learning*, 4.2 (2014), 57–68 <https://doi.org/10.5861/ijrsll.2014.851>.

[3] emilda farah Sasmita, 'The Use of "Euro Talk Interactive" Software to Improve Pronunciation. Tanjung Pura University.', *The Use of "Euro Talk Interactive" Software to Improve Pronunciation. Tanjung Pura University.*, 27.7 (2009), 1–14.

[4] English Language and Teaching Program, 'Englishspeak.Com as Media for Teaching Pronunciation of Junior High School Students. State University of Padang.', September, 2013.

[5] Anshari Syafar, 'Using Audio Cambridge Advanced Learner ' S Dictionary (Cald) To Improve', 1.1 (2013).

intended to assist students with communicating in English, smoothly, and certainly ("7 Best English elocution Apps," 2019)[6]. The highlights given in this application are intended to practice the students to say the words accurately, for example, vowel, consonant, and word pressure.

Peppermint stands for the applied learning process stage, namely Plan (planning), Explore (Knowledge), Practice (work), Perform (presentation), Inquiry (search), and Reflect (evaluation). Meanwhile, Memorize (memorization) and INT (Internet) are used as learning resources.

According to Haryadi, Rudi. "Metode Peppermint Membawa Rudi Haryadi jadi Guru Terbaik dari Indonesia." Pikiran Rakyat com, https://www.pikiran-rakyat.com/pendidikan/pr-01317813/metode-peppermint-membawa-rudi-haryadi-jadi-guru-terbaik-dari-indonesia. Accesed on juli,2021. the method he created has three advantages. (Grammar) The advantage is being able to familiarize students with the culture of the industrial world that is simulated in learning, engaging understudies to masterpieces abilities, and fusing the School Literacy Movement (GLS).

Essentially all senior optional school understudies have the web on their hands. Every one of them has a cell phone that they can use to get to the web. Thusly, they should exploit the web for a positive

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[6] Ita Sarmita Samad and Aminullah Aminullah, 'Applying ELSA Speak Software in the Pronunciation Class: Students' Perception', *Edumaspul - Jurnal Pendidikan*, 3.1 (2019), 56–63 <https://doi.org/10.33487/edumaspul.v3i1.85>.

explanation. The speakers can give their commitment to lead their understudies to the useful utilization of the web also. One of the ways is by acquainting them with the wellsprings of applications that they can use as media in learning English.

Based on that assumption, the researcher is interpreted in doing research entitled *"The Use Of Elsaspeak Application Combined With Peppermint Learning Method To Facilitate Pronunciation."*

B. REASONS FOR CHOOSING TOPIC

This research talked about The Use Of Elsaspeak Application Combined with Peppermint Learning Method To Facilitate Pronunciation. The explanations behind picking this point aren't anything else than:

1. Pronunciation ability is critical to master since articulation is essential expertise for acquiring talking. With the right elocution, we are familiar the significance and motivation behind correspondence.
2. The researcher was concerned about exploring the use of elsaspeak application that combined with peppermint learning method in their learning about pronunciation and considered that it can facilitate the teacher to teach pronunciation.

C. RESEARCH QUESTION

1. how are the differences in pronunciation skills before and after learning using elsaspeak and peppermint learning methods?

D. RESEARCH OBJECTIVE

As indicated by the issue of the review, the fundamental goal of this examination is to find out how the differences in pronunciation skills before and after learning using elsaspeak and peppermint learning methods.

E. LIMITATIONS OF THE STUDY

The research was limited to limit the focus of the research itself. The limitations of this study were:

1. The instruments of this research haven't been tried out yet.
2. The research method used is preferred or recommended to use instrumental research because the treatment used is only limited to explaining the Elsaspeak application.

F. PEDAGOGICAL SIGNIFICANCE

The aftereffects of this exploration were relied upon to give a commonsense advantage as follows

a. For the students.

the students have experienced pronunciation learning using elsaspeak application and also combined with peppermint learning method.

b. For the teachers/lecturers.

This research can equip teachers and educators in learning pronunciation using Elsaspeak application and peppermint learning method.

c. For the researcher

As long as this research is a final assignment in the college, the researcher hopes can provide the best writing for all circles.

d. For the next researcher.

The researcher wants that the result of this research could be useful for other researchers as a reference in research on the field.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents Previous Research and the Review of Related Literature. Previous research helps the researcher find the weakness in earlier research related to this study so that the researcher can improve and complete it to make it more useful for education. The survey of related writing can assist the analyst with further developing their examination.

A. PREVIOUS RESEARCH

1. Applying ELSA Speak Software in the Pronunciation Class: Students' Perception.

   The first research has been conducted by Ita Sarmita Samad; Aminullah Aminullah[7]. They directed an exploration entitled "Applying ELSA Speak Software in the Pronunciation Class: Students' Perception". Which examines "the students' perception towards the application of ELSA Speak software in their pronunciation class".

   The technique utilized by the analyst is quantitative exploration. The information source is taken from the English training system of STKIP Muhammadiyah Enrekang in the scholarly program of 2018/2019. The data is the rhetoric capacities considering the application. The data gathering procedure is using a survey to accumulate the data. The poll

[7] Sarmita Samad and Aminullah.

depended on the EFL/ESL elocution showing programming assessment instrument which is planned by Martins, Levis, and Borges. The number of the questionnaire is 72 items. It is intended to see no less than 5 primary concerns: the substance, instructive, appraisal/adaptability, media, and programmed discourse acknowledgment plan.

The aftereffect of this examination depends on the exploration discoveries and conversation, it tends to be inferred that the understudy's discernment towards the utilization of ELSA Speak programming in elocution class is excellent. Hence, it is recommended to involve this application in articulation practice. Besides, the future scientist in this field is recommended to concentrate on the connection between the understudies' impression of ELSA Speak programming and their learning result. The gap of this research is don't know about the learning outcome from ELSA SPEAK application. So from my research, I will give the learning outcome from the application.

2. ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill.

The second research has been conducted by Ita Sarmita Samad1, Ismail[8] . They are leading an exploration entitled

[8] Ita Sarmita Samad and Ismail Ismail, 'ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill', *Majesty Journal*, 2.2 (2020), 1–7 <https://doi.org/10.33487/majesty.v2i2.510>.

“ELSA Speak Application as a Supporting Media in Enhancing Students’ Pronunciation Skill”. Which examines "Use of ELSA Speak in further developing understudy elocution abilities in light of its specific circumstance”.

The technique utilized by the scientist is the experimental research design. The information source is taken from the main semester understudies in the scholarly year 2018/2019. The information is the elocution abilities given the application. The data gathering methodology is using pre-test and post-test. It is comprised of 35 things which 30 things are to test the understudies' assertion articulation. In the interim, the rest 5 things were utilized to test the understudies' sentence articulation. As far as the word articulation test, the score given for everything was 1 and for the sentence elocution test, the score given for everything was 2.

The analyst makes a few determinations that depend on the information examination depicted already. The principal, ELSA Speak Application can improve the understudies' articulation abilities. It is demonstrated by seeing the aftereffect of the posttest score (5.79) that is higher than the understudies' pre-test score (1.96). The second, ELSA Speak is a viable medium to be utilized in supporting the understudies in further developing their articulation abilities. Accordingly, this application is enthusiastically suggested for supporting the articulation class. This investigation opening is the goal of the assessment. In this research, the target is STKIP

Muhammadiyah Enrekang's English study program but in my research is the student who studies in a private school.

3. Using Orai Application In Teaching Pronunciation.

The third research has been conducted by Lilis suryani[9]. He led research entitled “Using Orai Application In Teaching Pronunciation”. Which talks about "find the genius and cons from understudies as the fundamental client in involving ORAI application in learning articulation".

The procedure which used by the expert in the subjective examination strategy. The information source is taken from 35 understudies of the third semester of English understudies in IKIP Siliwangi. The information is the elocution abilities given by the Orai application. The data collecting technique by observation and interview.

The outcome and the finish of this exploration are the aftereffects of the examination showed that the vast majority of the members concur that ORAI carries more advantages to the educating and learning process in an elocution practice class. From 35 or 86% members or 30 members concur that ORAI helps them in further developing their elocution expertise and assist them with being more sure about doing English talking

[9] Lilis Suryani, Trisnendri Syahrizal, and Ula Nisa El Fauziah, ‘Using Orai Application in Teaching Pronunciation’, *Indonesian EFL Journal*, 5.2 (2019), 93 <https://doi.org/10.25134/ieflj.v5i2.1835>.

with legitimate sounds. On the other hand, 5 or 14% of participants think that it is very difficult to do pronunciation practice with ORAI their understanding can be characterized into 4 classifications, they are availability, agreeableness, detail, and incorporated learning. While a portion of the understudies didn't demonstrate that they would have rather not utilized this application, they recently conveyed that this application has shortcomings. Their cons on the usage of ORAI are assembled into two classes; topic difficulties and technicalities. Then again, the instructor should contemplate the subject for the understudy. The subject must be reasonable for the understudy's capacity and level. Besides, the web affiliation can be pursued for the execution of this application. Thus, a decent association can assist the understudies with advancing adequately.

4. Improving the Thai students' ability in English pronunciation through the mobile application.

The fourth examination has been led by Penkhae Wongsuriya[10]. He led research entitled "Improving the Thai students' ability in English pronunciation through the mobile application." Which talks about "look at English elocution by understudies in a distant region and to assess the understudies'

[10] Penkhae Wongsuriya, 'Improving the Thai Students' Ability in English Pronunciation through Mobile Application.', *Educational Research and Reviews*, 15.4 (2020), 175–85 <https://doi.org/10.5897/ERR2020.3904>.

presentation in English articulation utilizing Google interpret versatile application".

The system which used by the researcher is Qualitative and quantitative techniques. The information source is taken from 24 second-year understudies in the English for International Communication program. The data is English verbalization through the adaptable application. The data-gathering technique is explored and translated subjectively and quantitatively. T-Test was employed to analyze that data.

The end and the aftereffect of this examination are The Google Translate application was utilized for improving the way to express troublesome words. The verbalization tests were tried and checked by three subject matter experts. The accuracy of English elocution tests was checked by two local speakers and 1 Thai educator from the Rajamangala University of Technology Isan. The articulation tests were at long last reexamined by remarks made by every interested individual. After being redressed, the elocution tests were utilized to inspect the participants‟ articulation. Before beginning the test research, every member should work on utilizing the Google Translate application and pose inquiries concerning how to utilize the application. Then, at that point, every member needed to take pre-articulation tests. And afterward, they needed to work on articulating jargon and sentences of troublesome words accurately by utilizing the Google Translate application. The length of utilizing the Google Translate application was a month barring pre and post-meeting: practice

3-4 times a week. After utilizing the Google Translate application, the participant‟s elocutions were recorded in pre and post-meeting. Three experts scored their pronunciations.

At long last, the scores of their pre-test were contrasted and those of post-tests in the wake of utilizing the Google Translate application. The utilization of their versatile application gadgets abilities can assist language students with having additional growth opportunities, arranging learning without their way of life and native language. Henceforth, the right elocution and insight are fundamental for creating fruitful oral/aural language capability. While this doesn't need unequivocal utilization of the portable setting, the advantageous miniature learning valuable open doors given by the versatile stage is an extensive benefit.

5. Using Kahoot As A Skill Improvement Technique In Pronunciation.

The fifth examination has been led by Nurcihan Yürük[11]. He directed an exploration entitled “Using Kahoot As A Skill Improvement Technique In Pronunciation”. In which discuses 1. Tricky for second-year understudies of the division of English interpretation and translation. 2. Using Kahoot application as a pronunciation development activity in the

[11] Nurcihan Yürük, ‘Using Kahoot as a Skill Improvement Technique in Pronunciation’, *Journal of Language and Linguistic Studies*, 16.1 (2020), 137–53 <https://doi.org/10.17263/JLLS.712669>.

instructional process have a significant effect on pronunciation development.

The strategy utilized followed the two gatherings (control and experimental) with a pre-post-test design. The data source is taken from second-year undergraduate students at an advanced level from the Translation and Interpretation and English Language and Literature Departments at Selçuk University in Turkey. It incorporates 60 members and 36 of the members were female and most of them were male. The understudies went between 18-22 years old. Every one of the members went to preliminary classes in their first year at the college. The data is English explained through the Kahoot application. The data collecting and analysis technique is At the beginning of the study, the researcher gave the diagnostic test to the participants of the study to determine the problematic sounds that were pronounced by the participants before implementing the instruction process. The voices of the participants were recorded by the researcher while they were reading the text in the diagnostic test and then, these recordings were evaluated by the researcher and two experts from the Translation and Interpretation Department of Selçuk University to find out the problematic sounds pronounced by the participants. These recordings were by the analyst and two specialists from the Translation and Interpretation Department of Selçuk University to discover the risky sounds articulated by the members. These accounts were assessed as totally True or False as indicated by the exhibitions of the members in regards

to tricky sounds. The assessment interaction of the indicative test required four days for both the control and the exploratory gatherings. From that point forward, members were isolated into control (30) and test (30) gatherings. Then, at that point, the pre-trial of the review was directed to the members. For the trial segment of the review, essential elocution guidance exercises from the book were given uniquely to the benchmark group (App.C.) and Kahoot activities on problematic sounds were given to the experimental group on the Kahoot platform (App. D). The pre-trial of the review was given to members in both control and examination bunches after the guidance interaction as the post-test to see if there was a huge distinction between the gatherings as far as their turn of events. The consequences of the pre-test and post-test were genuinely dissected (t-test) and the discoveries of the post-test revealed that the pronunciation skills related to problematic sounds of the experimental group were developed as a result of using the Kahoot application.

The end and the outcome are Kahoot is a great decision for showing understudies because of the simple admittance to versatile devices, availability of WiFi, and understudies' fondness for PC games. Tools like Kahoot make positive energy, support investigation, and add enjoyment to the instructive setting by expanding understanding and motivation. Perhaps most essentially, the utilization of uses like Kahoot builds understudy commitment by engaging all understudies, particularly withdrawn and timid ones, combining both a

helpful quick-moving learning climate and cordial rivalry (Kapp, 2012).eLearning applications including the elements of games are not now and then endorsed and are not accepted to be the consequence of genuine work or deserving of consideration. However, the present study showed that Kahoot! builds up the work and want of the understudies to take part in realizing, this eLearning stage can give a climate that supports learning and adds dynamic interest in the study hall.

6. Evaluating A 3-D Virtual Talking Head On Pronunciation Learning.

The 6th exploration has been led by Xiaolan Peng, Hui Chen, Lan Wang, Hongan Wang[12]. He directed an examination entitled "Evaluating A 3-D Virtual Talking Head On Pronunciation Learning". In which discuses 1. Language understudies recognize the ALT with the three-layered talking head. 2. Language understudy's impressions of the three show conditions of the ALT. 3. Language understudies perform including the ALT in the three show conditions.

The technique utilized by the scientist is Subjective assessment is needed to evaluate combined talking heads far as both visual talk mix clearness and ease in the LIPS2008 Visual Speech Synthesis Challenge. The information source is taken

[12] Xiaolan Peng and others, 'Evaluating a 3-D Virtual Talking Head on Pronunciation Learning', *International Journal of Human Computer Studies*, 109.May 2017 (2018), 26–40 <https://doi.org/10.1016/j.ijhcs.2017.08.001>.

from Thirty-three non-Chinese speakers (30 men, 3 ladies, M = 28 years, SD = 2.9 years) who partook in try 1. All participants were foreign Ph.D. understudies from the University of Chinese Academy of Sciences, who had gone to a similar Chinese language learning class for just fourteen days. The information gathering and investigation strategy by applying both abstract and objective techniques to concentrate on client acknowledgment of the three-dimensional talking head, client relative impressions, and elocution execution under various conditions. The abstract appraisals show that the three-dimensional talking head accomplished a significant degree of client acknowledgment, and both three-dimensional and HF were liked to AU. The genuine elocution learning upgrades show that three-dimensional was more advantageous than AU concerning cutting edge alveolar, bladepalatal, lingua-palatal, open-mouth, open-mouth(- I), and round-mouth.

The end and result are significant to give directions on inward articulatory developments for non-local grown-up students to learn new elocutions. The proper arrangement of the three-layered talking head, with a significantly agreeable appearance and precise articulatory turns of events, might have added to the better show of the individuals in three layered than those in HF and AU. Individuals' extraordinary execution concerning the initials and finals that were overpowered by inside articulator advancements was acquired presumably by noticing or copying the extra data introduced by the three-dimensional talking head. The members in HF didn't

accomplish any preferable presentation overdid those in three dimensional and AU, which might be because HF passed on a few immaterial subtleties that may effectively occupy members' consideration. As a rule, we recommend that any talking head utilized for elocution preparing ought to be planned with a characteristic however not excessively sensible face, clear and OK articulator developments, and minimal distinctive data that is marginally connected with the usefulness.

B. LITERATURE REVIEW

A. ELSA SPEAK application

Muhammad, Yasser. "Elsa Speak App.", *elsaspeak.net, 11* April 2018, https://elsaspeak.net/elsa-speak-app/. Accessed on 4 July 2021. This is an application intended for supporting individuals who have an interest in considering and rehearsing English abilities. By utilizing various approaches to rehearsing English, this application will assist us with further developing our talking abilities most expertly.

The capacity of this application is First, Elsa Speak App gives numerous discourse sounds of local speakers and they are organized into various illustrations. In this way, the clients can rehearse and further develop listening abilities consistently and recall precisely the complement of local speakers. The intonation which is utilized in all sounds is right, which permits clients to rehearse precisely all along.

Furthermore, this application can perceive your voice precisely and contrast it with the standard emphasis of local speakers. Subsequently, assuming your elocution is mistaken or your inflection is vastly different from the highlight of local speakers, Elsa Speak App will naturally fix it and give the important amendment.

Thirdly, this application gives various approaches to getting the hang of, going from intriguing talking illustrations, day by day discussions to beautiful and critical melodies. Along these lines, the client will have more opportunities to gain admittance to various ways of acquiring and working on talking abilities.

Fourthly, the client is upheld by the internet-based word reference, which permits them to take a look at the importance of new words. This will save a lot of time and assist the client with finding the significance of new words right away.

To utilize Elsa Speak App, right off the bat, you want to download this application from application stores. This application is presently accessible in Google Play and App Store so you can without much of a stretch download and utilize it on cell phones, tablets, etc.

Also, work on the application and afterward find each capacity of the application. You will observe a ton of intriguing capacities which is given in this application. With just 10 minutes of rehearsing and considering this application, you can further develop your talking ability productively.

Muhammad, Yasser. "Elsa Speak App." , *elsaspeak.net, 11* April 2018, https://elsaspeak.net/elsa-speak-app/. Accessed on 4 July 2021. Elsa Speak App is one of the least demanding and most agreeable applications for individuals who expect to concentrate on English themselves. Besides, this application is additionally accessible in numerous application stores and sites, which permits us to download and utilize it right away. Along these lines, to further develop your English, particularly talking abilities, continuously, we should download this application now and get the most definite guidance.

In other sources, Becker, K., & Edalatishams, [13]explain this application. ELSA's basic interface is simple and provides navigation between topics and skills, levels, reports, and other features. Users can set a display language (English, Vietnamese, or Japanese – good indicators of the target audience for this app Contingent upon the capability level of the client, the abilities incorporate activities like start and finishing sounds, negligible sets, schwa, thsounds, and consonant groups. Applied linguists typically refer to these as

[13] I Becker, K., & Edalatishams, 'ELSA Speak – Accent Reduction [Review]', *Proceedings of the 10th Pronunciation in Second Language Learning and Teaching Conference*, October, 2019, 434–38 <https://www.researchgate.net/profile/Kimberly_Becker3/publication/334001515_ELSA_Speak_-_Accent_Reduction_Review/links/5da29854299bf116fea2196d/ELSA-Speak-Accent-Reduction-Review.pdf>.

segmental phonemes— individual sounds within a word. The topics include food, entertainment, technology, culture, daily conversations, and relationships, among many others.

Clients pay attention to the way to express the objective sound and afterward record themselves. ELSA decides the precision of the recording and gives input to right and erroneous elocutions. Correct pronunciation elicits a bell sound accompanying a score up to 100; inaccurate elocution evokes a humming sound alongside the right way to express the sound or word and a chance to audit the recorded wrong sound for examination purposes.

Besides organizing by skill, ELSA also provides “Topics” in the bottom menu, the application likewise incorporates a word reference that gives the way to express any word in addition to the amazing chance to interface with Youglish.com, a website offering YouTube clips with audiovisual emphasis on particular sounds, words, or phrases. ELSA additionally offers a multi-layered element called "Progress" containing a "Word Bank," "ELSA Pronunciation Score" (EPS), and “Assessment.” “Word Bank” offers a progress summary in three sections: “Word Sound,” “Word Stress,” and “Conversation.” Word sound specifies feedback about individual phonemes and word stress assesses syllable stress.

The second progress feature, EPS, is a collection of scores from ELSA activities. The third advancement highlight, the "Appraisal," permits clients to record 13 sentences and

afterward gives input on segmental issues, for example, consonant bunches, yearning sounds, and schwa. ELSA gives a rate-right score, and clients can likewise get a nitty-gritty report. Figure 6 illustrates an example of a detailed report.

The green letters indicate that the user correctly pronounced the sound, the yellow letters indicate that the sound was mostly correct, and the red letters imply that the sound was erroneously articulated. Even though the test is promoted as a method for estimating "talking capability level" and prompts clients to deliver sentences, input is as yet centered around individual segmental sounds.

Other than these elements, ELSA offers a client "Profile," where clients can redo settings about input, sharing, and warnings. Additionally, in the profile, users can identify goals, set a daily reminder, and view the app's terms and policies.

According to Fitria (2015)[14] constraints are relevant often appears when dealing with English, namely feeling lazy (lazy), feeling shame (shame), fear (fear), boredom (boring), and lack of trust self (lower confidence). The answer from statement above can be answer with statement from Afiatin &

[14] Anis Syafitri, Audi Yundayani, and Wisnu Kala Kusumajati, 'Hubungan Antara Kepercayaan Diri Siswa Terhadap Kemampuan Berbicara Bahasa Inggris', *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 2019, 1–8 <https://jurnal.stkipkususmanegara.ac.id>.

Andayani (1998)[15] effort to increase adolescent self-confidence is based on the assumption that Self-confidence doesn't just come, it needs to be learned. need to be formed.

The conclusion form two statement above is confidence is one of the common problems that hinders speaking the language English. However, these obstacles can be overcome by establishing trust oneself through an effort, namely by learning it. Here comes the role of ELSASPEAK to help students learn English and teaches how to speak good and correct English.

According to Cawaludin (2017)[16] In order to provide the best and supportive learning experience, this application is supported by several diverse features. Quoted from their website https://elsaspeak.com/id/ those features are:

1. American English pronunciation, is an excellent feature of this application. Developed through artificial intelligence technology that allows apps to interact and talk using American English accent. This feature will teach you how speak in English sentences. User will listen to a word or sentence spoken by the applicationand the user is required

[15] Tina Afiatin and Budi Andayani, 'Peningkatan Kepercayaan Diri Remaja', *Jurnal Psikologi*, 2, 1998, 35–46.
[16] Tahar Rachman, '済無No Title No Title No Title', *Angewandte Chemie International Edition, 6(11), 951–952.*, 2018, 10–27.

to rephrase. Later the application will judge whether what is said by the user is correct or not. This study assumes that students who accustomed to speaking English will periodically familiarize themselves with speaking English, so that they gain confidence to speak English.

2. Free online dictionary, a dictionary that can be used by user that contains the words needed for later can be learned and how to pronounce it;
3. Proven personalized curriculum, using the curriculum learning tailored to the needs of users in study English extensively. Examples such as how say phrases and an expression, conversation daily, and others;
4. Free assessment test, the next excellent feature of this application is a test that will test the extent to which the user understand the material that has been studied then the results will be presented in the form of data accompanied by weaknesses that users may experience.

B. Peppermint method.

According to Yusbaidah (2020),[17] Peppermint is an acronym from that stage of the learning process implemented, namely Plan (planning), Explore (Knowledge), Practice (workmanship), Perform (presentation), Inquiry (search) and Reflect (evaluation), Memorize (memorization), and INT (Internet) as a resource learning. The learning steps of the peppermint learning method described above are as follows:

1. In the Plan stage, students are given the instruction to make work scenarios and the duration of their work, determination of work components, and plans work procedures.
2. Then, in stages Explore, students determine the study based on KWLS, namely Know, what which is known. Want, what wants to be known. Learn, things already studied and Study is the resulting learning.
3. Next, stepped in Practice, students start doing activities practicum which includes the design work, procedures and testing as well conclusion of practicum results.

[17] Yusbaidah, 'Peningkatan Hasil Belajar Ekonomi Kelas XII IPA 1 Berbasis Aplikasi Sederhana Menggunakan Model Pembelajaran Peppermint SMA Negeri 9 Pekanbaru', *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99.

4. Then at the Perform stage, students have started presenting the results of the work scenario in the form of a subsequent document presented and discussed together with other students in the Inquiry process.
5. And the Reflect stage is the baiting process to flip students over with work scenarios what each one does so that there is an exchange of opinion happened among students.

These processes it is also the right one to create a must-have skill in the 21st century in the form of four C's, that is Communication, Collaborative, Critical in Thinking, and Creative.

C. Pronunciation.

According to Ahmad, Hidayat (2012)[18]. Pronunciation is the demonstration or way of articulating words; expression of discourse, an approach to talking a word, particularly a way that is acknowledged or by and large comprehended, and a realistic portrayal of how a word is expressed, utilizing phonetic images.

[18] Moos, 'No Title Детская Неврология', *Ekp*, 13.3 (1984), 576.

Gilakjani[19] defined that pronunciation is a set of habits of producing sounds. The habits of producting a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. From the kind of definition above, the researcher can conclude that pronunciation is the way of producing sounds.

According to Luluk Setyowati[20] Pronunciation is one part difficult in learning English.mistakes in pronunciation can make the meaning of a sentence is different. So that, teach common words used to teach vocabulary new, such as pronouncing names and images. Pronunciation is an important form of learning carried out in teaching English. In contrast to Indonesian, teaching english has phonemes (sounds of words) and slightly difficult pronunciation to teach children. By therefore, learning pronunciation is necessary taught from an early age.

Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way a language or a specific word or sound is expressed. If one is told have "right articulation", it alludes to both inside a particular tongue." A

[19] Abbas Pourhosein Gilakjani, 'The Significance of Pronunciation in English Language Teaching', *English Language Teaching*, 5.4 (2012), 96–107 <https://doi.org/10.5539/elt.v5n4p96>.
[20] Luluk Setyowati, Yulia Ambarsari, and Badriyatul Muthoharoh, 'Guru-Guru Sakinah English Course'.

word can be verbally expressed in various ways by different people or gatherings, contingent upon many variables, for example, the region in which they grew up, the region wherein they currently live, assuming they have a discourse or voice problem, their ethnic gathering, their social class, or their schooling.

In the book entitled a course in language teaching explained the concept of pronunciation may be said to include

1. The sounds of the language, or phonology

   It is useful to able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representation. Different books vary as to exactly which, and how many symbols are used for teaches of (british).

2. rhythm and stress

   English speech rhythm is characterized by tone-units; a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened). The sentence; ‘Peter, and ‘come here, please!, for example, would divide into two tone-units: ‘peter’ and ‘come here, please’, with the two main stresses on the first syllable of ‘peter’, and the word ‘here’.

   Stress can also be indicated in writing; probably the simplest way to do so is to write the stressed syllable in capital letters; for example, ‘Peter, come HERE,please!. (another convention, normally used in

phonemic transcriptions, is to put a short vertical line above and before the stressed syllable)

3. Intonation

Intonation, the rises and falls in tone that make the 'tune' of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication. Stress, for example, is most commonly indicated not by increased volume but by a slight rise in intonation (Brazil, Coulthard and Johns, 1980). A native speaker usually has little difficulty in hearing intonation changes in his or her own language; others, however, may not find it so easy.

The differnce kinds of intonation are most simply shown by symbols \ / over the relevant syllable or word in order to show falling and rising intonations; and the symbols ^ v to show fall-rise and rise-fall. An appropriate stress intonation representation for a rather bossy expression of our previous sentence example might be: Peter, come HERE, please.

The rhythm of English is, then, mainly a function of its stress patterns; these may also affect such aspects as speed of delivery, volume and the use of pause.[21]

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[21] Rachmie Sari Baso, 'Exploring Indonesian Graduates' English Language Skills and Companies' English Language Skills Requirements in East

Fraenkel (1984)[22] express that there are two fundamental stages to figuring out how to articulate a language:

1. Receptive/list stage

   In this stage, we figure out how to separate the huge sounds also designs by paying attention to the language.

2. Productive/speaking stage

   By this stage, we figure out how to talk or to deliver what we have advanced previously.

a. Teaching pronunciation.

According to Ahmad, Hidayat (2012)[23] . Learning the English language with showing media like varying media will bring understudies simple to learn and make understudies intrigued. The articulation instructor ought to be a decent model to the understudies, any other way; the understudies will copy awful elocution and lead to committing errors. The educator should create exact sounds and their developments of discourse to the understudies to cause

Kalimantan, Indonesia', *IOSR Journal of Humanities and Social Science*, 2014, 44–56 <https://doi.org/10.9790/0837-19664456>.

[22] 2010 Araujo, 'Инновационные Подходы к Обеспечению Качества в ЗдравоохранениИNo Title', *Вестник Росздравнадзора*, 6 (2017), 5–9.

[23] Moos.

the understudies to see how the right articulation is delivered. Harmer[24] states that focusing on sounds, showing where they are made in the mouth, making understudies mindful of where words ought to be worried everything gives them additional data about communication in English and assist them with accomplishing the objective of further developed understanding and coherence.

Showing elocution is instructing about viewpoints that impact the implications of sentences through segmental phonemes[25]. It is critical to educate because articulation is an essential sub-expertise in talking. Therefore, good pronunciation avoids misunderstandings in communication. At the point when individuals say, for instance, "cleanser" in a circumstance, for example, an eatery where they ought to have said "soup," the off base creation of a phoneme can prompt misconception. It happens because Indonesian understudies experience issues in

[24] T. Hedge, 'The Practice of English Language Teaching', *ELT Journal*, 57.4 (2003), 401–5 <https://doi.org/10.1093/elt/57.4.401>.
[25] Dian Novitaningtyas, 'HOMOPHONE GAME AS A MEDIUM TO IMPROVE STUDENTS' PRONUNCATION SKILL (A Case of Eighth Grade Students of SMP N 1 Pegandon in the Academic Year 2018/2019)', 2018, 48 <https://lib.unnes.ac.id/34230/1/2201414103_Optimized.pdf>.

articulating English words because of the impact of understudies' seventh language and climate.

As Jones, D. (1958)[26]. The Pronunciation of English (Fourth Edition). London: Cambridge University Press states that:

The difficulties of pronunciation are:

The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

1. He should figure out how to perceive promptly and with assurance, the different discourse sounds happening in the language, when he hears them articulated; he should more stove figure out how to recall the acoustic characteristics of those sounds;
2. He should figure out how to utter the unfamiliar sounds with his organs of discourse;
3. He should figure out how to involve those sound in their appropriate spots in associated discourse;
4. He should gain proficiency with the legitimate utilization regarding the 'sound-traits' or

[26] Daniel Jones , *The Pronunciation of English.* (Cambridge [England: University Press, 1958).

'prosodies' as they are frequently called (particularly length, stress and voice pitch);

5. He must learn to catenate sounds, i.e. to join each sound of an arrangement on the following, and to articulate the total succession quickly and without staggering.

In the book entitled a course in language teaching explained Learners' errors of pronunciation derive from various sources:

1. A particular sound may not exist in the mother tongue, so that the learner is not used to forming it and therefore trends to substitute the nearest equivalent he or she knows.
2. A sound does exist in the mother tongue, but not as a separate phoneme that is to say, the learner does not perceive it as a distinct sound that makes a difference to meaning.[27]

b. Principle in pronunciation teaching

According to Penny[28], principles in teaching pronunciation are:

1. Having a suitable curriculum.

[27] Sari Baso.
[28] UR, Penny. A Course in Language Teaching. Cambridge: Cambridge University Press,1997. 375 p.

When teachers teach something, they start to help students acquire some primary concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

2. Being the student centre

Teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanations to students. At that time, students learn through teachers experience how to pronounce English sounds.

3. Helping learners become self-reliant

Many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell the students that

pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent makes they lack of confident in learning pronunciation. They feel embarrass to pronounce English word, but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

4. Giving opportunities to practice.

In fact, pronunciation is a sub skill of speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation.

A good method in teaching pronunciation is to use several repetitions saying together in the chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging; students love this kind of work.

c. Strategies in Teaching Pronunciation.

According to Kelly[29] there are some strategies in pronunciation teaching:

1. Drilling

   Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item.

   Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase of structure as they study before. Teachers generally use prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

2. Chaining

   Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words

[29] Gerald Kelly, '[Gerald_Kelly]_How_To_Teach_Pronunciation_(Book_wi(BookZZ.Org).Pdf', 2001, p. 154.

from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

I. Back chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length.

Students' mistake in pronounce certain part of word will be drilled by teachers separately.

Each part of sentence is modeled by teachers, and repeated by students.

Example : .

.....would've told.

.....if I'd seen him.

II. Front chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually adding to its length.

Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of

sentence is modeled by teachers, and repeated by students.

Example: If I'd seen him....

I would've.....

I would've told him.

3. Substitution drilling

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items into the sentence being dealt with, as follow:

Teacher : it's in the corner

Student 1: it's in the corner

Teacher : it's on the table

Student 2 : it's on the table

4. Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example, a big letter Q and a big letter A written on cards. Teachers will invite students to question each other and respond in turn across the class.

Student 1: have you ever been to Paris?

Student 4: yes. I have

Student 5: have you ever been to New York?

Student 2: no I haven't.

5. Giving feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice rising and falling of their intonation, giving one that is chosen for student which is true or false, and writes some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

C. THEORETICAL FRAMEWORK

From the literature review above, the researcher can conclude some points from ELSASPEAK application, PEPPERMINT learning Method, and pronunciation skills. And can determine the variable as follows:

1) Dependent variable: the dependent variable in this research is pronunciation skills (Y).
2) Independent variable: the independent variable in this research is: ELSASPEAK application (X1) and PEPPERMINT Method (X2).

Pronunciation is a major skill that must be possessed by someone who is learning a language. According to Ahmad, Hidayat (2012)[30]. Pronunciation is the demonstration or way of articulating words; expression of discourse, an approach to talking a word, particularly a way that is acknowledged or by and large comprehended, and a realistic portrayal of how a word is expressed, utilizing phonetic images.

Learning the English language with showing media like varying media will bring understudies simple to learn and make understudies intrigued. The media described in this study is an application-based learning media called Elsaspeak. This application has a very close relationship with the pronunciation learning process.

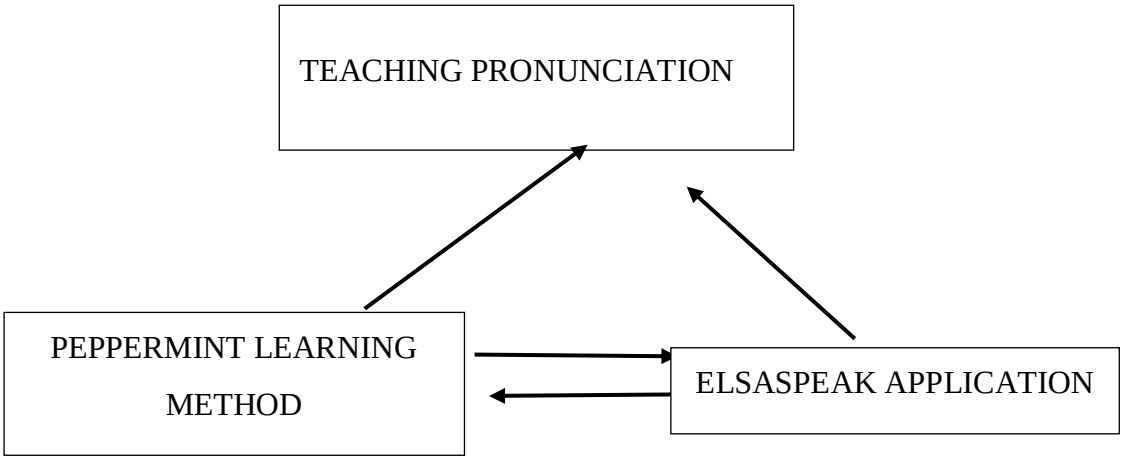
This application provides a new and easy method or a way for students to learn pronunciation. Becker, K., & Edalatishams, [31]explain this application. ELSA's basic interface is simple and provides navigation between topics and skills, levels, reports, and other features.

The existence of the above linkage to continue the learning process requires a method that is integrated with the internet and applications as well. According to Yusbaidah (2020),[32] Peppermint is an acronym from that stage of the

[30] Moos.
[31] Becker, K., & Edalatishams.
[32] Yusbaidah.

learning process implemented, namely Plan (planning), Explore (Knowledge), Practice (workmanship), Perform (presentation), Inquiry (search) and Reflect (evaluation), Memorize (memorization), and INT (Internet) as a resource learning. In the learning process using the peppermint method, there is a condition that must be met, namely the internet available for application-based learning.

From this explanation, the theoretical framework for this research is:



D. HYPOTHESIS

The hypothesis of this examination is a fundamental presumption of how this exploration will be. To form a hypothesis, the scientist should guarantee that the theory is genuine or given current realities. There are two kinds of hypotheses:

1) Working hypothesis (HI): The use of elsaspeak application combined with peppermint learning method can facilitate pronunciation
2) Zero hypotheses (H0): The use of elsaspeak application combined with peppermint learning method can't facilitate pronunciation.

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

The method of this research was pre-experimental research. Experimental research is a review that stringently holds fast to a logical examination plan. It incorporates a theory, a variable that can be controlled by the scientist, and factors that can be estimated, determined, and analyzed. Above all, the exploratory examination is finished in a controlled climate. The analyst gathers information and results will either support or reject the theory. This strategy for research alludes to speculation testing or a logical examination technique[33].

The experimental which used in this research was pre-experimental. Pre-experimental design is a design that includes only one group or class that is given pre and post-test. Plan his one-bunch pretest and posttest configuration, was completed on one gathering without the presence of a control or correlation bunch.[34]

Donald T Campbell and Julian C. Stanley clarifies that There are three sorts of pre-test reviews. The first is the single-shot contextual investigation, the second is the one-bunch

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[33] Ajit Singh, 'An Introduction to Experimental and Exploratory Research', *SSRN Electronic Journal*, 2021 <https://doi.org/10.2139/ssrn.3789360>.
[34] Henri, ' 済 無 No Title No Title No Title', *Angewandte Chemie International Edition, 6(11), 951–952.*, 2018, 49–66.

pretest-posttest plan, and the latter is the static-bunch correlation[35]. Also, this exploration utilizes the one-bunch pretest-posttest plan.

B. PLACE AND TIME OF THE RESEARCH

1. The place of the research

   The research was conducted in MA NU Raudlatul Mu'allimin which located in Jl. Raya Ngawen No. 18, Kecamatan Wedung, Kabupaten Demak, Provinsi Jawa Tengah

2. The time of the research

   This research was conducted during 2021-2022. The schedule of the research can be seen in this table:

activities	Month				
	December	January	February	March	April-May
Making proposal					
Making Instrument					

[35] David W. Gerbing, *Campbell and Stanley for Undergraduates*, *Contemporary Psychology: A Journal of Reviews*, 1984, XXIX <https://doi.org/10.1037/022808>.

and Counseling				
Doing pre-test				
Doing treatment				
Doing Post-test				
Making report				

C. SOURCE OF DATA / PARTICIPANTS AND SETTING

1) Participants

From the research question posed in this research, the researcher wants to know about the use of ELSASPEAK application as a media of peppermint method for increasing pronunciation skills. Now, 36 students in MA NU Radlatul Mu'allimin participate in this research. They came from class XI MIA and MA NU Raudlatul Mu'allimin. .

2) Setting.

The researcher conducted in class XI MIA MA NU Raudlatul Mu'allimin in the academic year 2021/2022. There for the research. And the time is after practical field experience.

D. SAMPLE

In this research, the researcher was used a non-probability sampling because the researcher does not choose the sample randomly but had determined it in a place for research at MA NU Raudlatul mu'allimin with a population 109 students from XI MA NU Raudlatul Mu'allimin 2021/2022. This research will use the quota sampling method. (Learn Sampling Method)

E. VARIABLES AND INDICATORS

A. Variable.

This research has two kinds of a variable to be specific ward variable is the variable that relies upon different factors and the free factor is a variable that has no reliance on different factors. The variable used in this research is:

1. Dependent variable: the dependent variable in this research is pronunciation skills (Y).
2. Independent variable: the independent variable in this research is: ELSASPEAK application (X1) and PEPPERMINT Method (X2).

B. Indicator.

From the variable explanation above, the researcher can get the indicator as follows:

a) Pronunciation skills (Y).

Roman Osipovich Jakobson, as known as Roman Jakobson (1896-1982), a Russian etymologist, proposed a hypothesis

connected with language capacities. It is famous for Jakobson's six elements of language. Jakobson (Chandler, 2007, p.184) expressed that there were six significant components in his models of correspondence; context, message, addresser, addressee, contact, and code. From those models of correspondence, Jakobson directed six elements of language which are as yet situated with six significant components. As indicated by Lanigan (2010, p.154), there were referential capacity or mental capacity, lovely capacity or articulating capacity, emotive capacity or expressive capacity, conative capacity or interpretive capacity, phatic work, or suggestive capacity, and metalinguistic work or gleaming capacity. [36]When one person has a bad pronunciation, the other person will not be able to understand the material which is being discussed. The elocution abilities can be estimated for certain pointers as follow:

[36] Fauzi Usrya Kanaza, 'A Language Function: The Analysis of Conative Function in Meghan Markle'S Speech', *Etnolingual*, 4.1 (2020), 43 <https://doi.org/10.20473/etno.v4i1.20347>.

1) The Student can talk easily in talking or communicating something.
2) The other understudy can comprehend the point which is talked about.
3) The student can understand the emphasis and pronunciation skills properly and correctly.
4) The student can understand the pronunciation skills.

F. THE TECHNIQUE OF COLLECTING DATA

Data is a crucial component that must be examined to obtain a result. The researcher used tests to collect data. According to Arikunto,[37] the test is a progression of inquiries or practices and different apparatuses used to gauge expertise, information, knowledge, capacity, or ability moved by people or gatherings. In this exploration, the analyst utilized a pre-test, treatment, and post-test.

1. Pre-test.

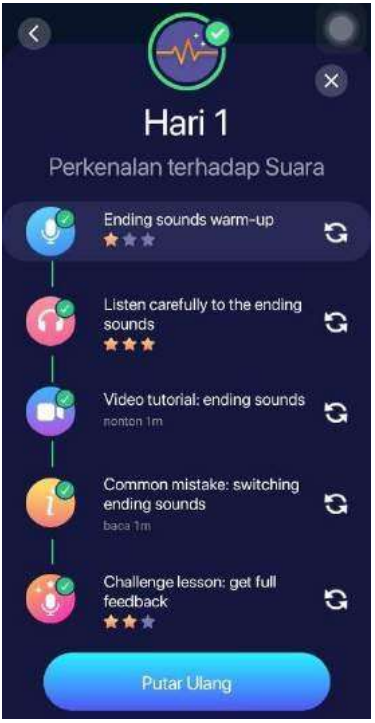
[37] Lukman Lukman and Ilham Ilham, 'The Use of Picture in Teaching Degrees of Comparison', *Linguistics and Elt Journal*, 12.2 (2019), 26 <https://doi.org/10.31764/leltj.v12i2.750>.

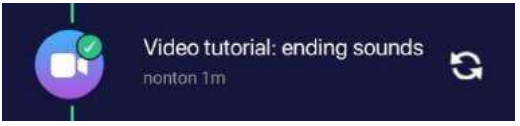
The pre-test was given before the teacher explain about Peppermint Learning Method, the teacher asked students to do the test related to the material about pronunciation and this test was given before the experiment run and the test is an oral test.

Before the pre-test is given by the researcher. The students install the application first and log in with guest account, then choose the education program then the student can start the test.

All the pre-test items consisted of 25 questions which were 1 question get the point from pronunciation, accuracy, and fluency with the maximum score from the aspect was 4 and the minimum score was 1 and a total score is 300 divided by 3.

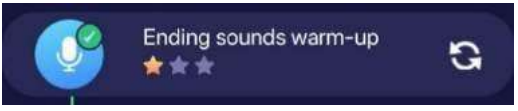
The instrument used in this research is the non-premium ELSASPEAK application. Where the selected program is a program for education. Consists of 5 learning days which each day consists of exam questions and some learning materials.





This icon includes the lessons of the day 1.

Note:



This icon is used to start the test.

We can get the more information by

To record the voice, we can click this icon

The function of this icon is to hear the sound more slowly.

2. Treatment.

The researcher gave an explanation about the material about pronunciation skills using Peppermint Learning Method, and make a giving treatment using ELSASPEAK. And the material is based on the application, so in the application there is a video that explain about pronunciation.

3. Post-test.

A post-test was conducted after treatment was given. It was aimed to measure the student's achievement after giving the Method and Media to compare the result between pre-test and post-test that was processed into data. This kind of test is an oral test based on ELSASPEAK application.

All the test items of the post-test also consisted of 25 questions which were 1 question get the point from pronunciation, accuracy, and fluency with the maximum score from the aspect was 4 and the minimum score was 1 and a total score is 300 and divided by 3.

This icon can be opened when we have completed all of the test from day 1 untill

Question of post-test.

The function of this icon is to hear the sound more clearly.

We can get the more information by clicking this icon.

The function of this icon is to hear the sound more slowly.

To record the voice, we can click this icon

The Indicators of Pre-test and Post-test

Aspect	Description
Stressing	• 4 = the stressing of the vocabulary is perfect. (The indicator is green) • 2 = the stressing of the vocabulary is almost perfect. (the indicator is yellow) • 1 = the stressing of the vocabulary is not perfect (the indicator is red)
articulation	• 4 = the pronounce of vocabulary is clearly. • 2 = the pronounce of vocabulary is almost clearly. • 1 = the pronounce of vocabulary is not clearly.
Fluency	• 4 = the producing sound of vocabulary is fluent. (the indicator is green) • 2 = the producing sound of vocabulary is almost fluent (the indicator is yellow) • 1 = the producing sound of vocabulary is not fluent (the indicator is red)

G. TECHNIQUE OF ANALYZING DATA

To examine whether Elsaspeak application combined with PEPPERMINT Learning method can facilitate or not in teaching pronunciation, there were some steps of data analysis:

1) The mean value of pre-test.

$$\square = \frac{\sum \square}{\square}$$

Notes:

$\square$= mean value of pre-test.
$\sum \square$= total score
$\square$= total respondents

2) The mean value of the post-test

$$\square = \frac{\sum \square}{\square}$$

$\square$= mean value of post-test.
$\sum \square$= total score
$\square$= total respondents

3) The standard deviation of the pre-test

$$\square\square = \frac{\sqrt{\sum \square\square^2 - \frac{(\sum \square\square)^2}{\square}}}{\square - 1}$$

Notes:
$\square\square$= Standard deviation pre-test.
$\sum \square\square^2$= total value $\sum \square\square$
$\sum\square\square$= the total number of pre-test data.
$\square$= total respondents

4) The standard deviation of the post-test

$$\square\square = \frac{\sqrt{\sum \square\square^2 - \frac{(\sum \square\square)^2}{\square}}}{\square - 1}$$

Notes:
$\square\square$= Standard deviation post-test.
$\sum \square\square^2$= total value $\sum \square\square$
$\sum\square\square$= the total number of pre-test data.
$\square$= total respondents.

5) Pre-test data normality using Lilliefors method[38].
6) Post-test data normality using Lilliefors method.

[38] 'PENGUJIANNORMALITASDENGANLILIEFORS'.

7) T-test the data using Microsoft excel.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This part shows the general description of the students' scores in the class. The description is divided into some sections: Pre-test, Post-test, data analysis.

A. RESEARCH FINDINGS

1) Pre-Test Score

Table 4.1

The students pre-test score

No.	Name	Stressing	Accuracy	fluency	Total Score
1.	Student 1	8 x 1 10 x 2 7 x 4	13 x 1 8 x 2 4 x 4	8 x 1 10 x 2 7 x 4	52
2.	Student 2	11 x 1 5 x 2 9 x 4	9 x 1 3 x 2 13 x 4	11 x 1 5 x 2 9 x 4	60
3.	Student 3	9 x 1 10 x 2 6 x 4	5 x 1 10 x 2 10 x 4	9 x 1 10 x 2 6 x 4	57
4.	Student 4	13 x 1 8 x 2 4 x 4	5 x 1 12 x 2 8 x 4	13 x 1 8 x 2 4 x 4	50
5.	Student 5	7 x 1 12 x 2 6 x 4	4 x 1 7 x 2 14 x 4	7 x 1 12 x 2 6 x 4	61

6.	Student 6	9 x 1 3 x 2 13 x 4	11 x 1 5 x 2 9 x 4	9 x 1 3 x 2 13 x 4	64
7.	Student 7	5 x 1 10 x 2 10 x 4	7 x 1 9 x 2 9 x 4	5 x 1 10 x 2 10 x 4	64
8.	Student 8	7 x 1 8 x 2 10 x 4	9 x 1 3 x 2 13 x 4	7 x 1 8 x 2 10 x 4	64
9.	Student 9	5 x 1 13 x 2 7 x 4	8 x 1 10 x 2 7 x 4	5 x 1 13 x 2 7 x 4	58
10.	Student 10	5 x 1 12 x 2 8 x 4	9 x 1 3 x 2 13 x 4	5 x 1 12 x 2 8 x 4	63
11.	Student 11	5 x 1 10 x 2 10 x 4	4 x 1 7 x 2 14 x 4	5 x 1 10 x 2 10 x 4	68
12.	Student 12	5 x 1 10 x 2 10 x 4	3 x 1 19 x 2 3 x 4	5 x 1 10 x 2 10 x 4	61
13.	Student 13	4 x 1 7 x 2 14 x 4	7 x 1 8 x 2 10 x 4	4 x 1 7 x 2 14 x 4	70
14.	Student 14	8 x 1 13 x 2	8 x 1 10 x 2	8 x 1 13 x 2	52

		4 x 4	7 x 4	4 x 4	
15.	Student 15	9 x 1 3 x 2 13 x 4	9 x 1 10 x 2 6 x 4	9 x 1 3 x 2 13 x 4	62
16.	Student 16	10 x 1 13 x 2 2 x 4	7 x 1 6 x 2 12 x 4	10 x 1 13 x 2 2 x 4	52
17.	Student 17	5 x 1 10 x 2 10 x 4	11 x 1 5 x 2 9 x 4	5 x 1 10 x 2 10 x 4	62
18.	Student 18	3 x 1 15 x 2 7 x 4	13 x 1 8 x 2 4 x 4	3 x 1 15 x 2 7 x 4	56
19.	Student 19	7 x 1 9 x 2 9 x 4	13 x 1 8 x 2 4 x 4	7 x 1 9 x 2 9 x 4	56
20.	Student 20	11 x 1 5 x 2 9 x 4	10 x 1 13 x 2 2 x 4	11 x 1 5 x 2 9 x 4	53
21.	Student 21	5 x 1 12 x 2 8 x 4	7 x 1 8 x 2 10 x 4	5 x 1 12 x 2 8 x 4	62
22.	Student 22	6 x 1 8 x 2 11 x 4	5 x 1 10 x 2 10 x 4	6 x 1 8 x 2 11 x 4	66
23.	Student 23	3 x 1	7 x 1	3 x 1	56

		19 x 2 3 x 4	9 x 2 9 x 4	19 x 2 3 x 4	
24.	Student 24	7 x 1 12 x 2 6 x 4	9 x 1 3 x 2 13 x 4	7 x 1 12 x 2 6 x 4	59
25.	Student 25	8 x 1 10 x 2 7 x 4	8 x 1 10 x 2 7 x 4	8 x 1 10 x 2 7 x 4	56
26.	Student 26	4 x 1 7 x 2 14 x 4	5 x 1 10 x 2 10 x 4	4 x 1 7 x 2 14 x 4	71
27.	Student 27	3 x 1 19 x 2 3 x 4	7 x 1 12 x 2 6 x 4	3 x 1 19 x 2 3 x 4	54
28.	Student 28	5 x 1 12 x 2 8 x 4	11 x 1 5 x 2 9 x 4	5 x 1 12 x 2 8 x 4	60
29.	Student 29	7 x 1 8 x 2 10 x 4	4 x 1 7 x 2 14 x 4	7 x 1 8 x 2 10 x 4	67
30.	Student 30	9 x 1 10 x 2 6 x 4	7 x 1 9 x 2 9 x 4	9 x 1 10 x 2 6 x 4	56
31.	Student 31	5 x 1 10 x 2 10 x 4	10 x 1 13 x 2 2 x 4	5 x 1 10 x 2 10 x 4	58

32.	Student 32	4 x 1 7 x 2 14 x 4	13 x 1 8 x 2 4 x 4	4 x 1 7 x 2 14 x 4	64
33.	Student 33	8 x 1 10 x 2 7 x 4	5 x 1 12 x 2 8 x 4	8 x 1 10 x 2 7 x 4	58
34.	Student 34	9 x 1 3 x 2 13 x 4	5 x 1 10 x 2 10 x 4	9 x 1 3 x 2 13 x 4	67
35.	Student 35	7 x 1 12 x 2 6 x 4	5 x 1 10 x 2 10 x 4	7 x 1 12 x 2 6 x 4	58
36.	Student 36	9 x 1 10 x 2 6 x 4	8 x 1 10 x 2 7 x 4	9 x 1 10 x 2 6 x 4	54
Mean				59.7500	
Standard Deviation				5.40568	

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2) **Post-test Score**.

Table 4.2

The students post-test score

No.	**Name**	**Stressing**	**Accuracy**	**fluency**	**Total Score**
1.	Student 1	4 x 1 7 x 2	5 x 1 4 x 2	4 x 1 7 x 2	75

		14 x 4	16 x 4	14 x 4	
2.	Student 2	3 x 1 6 x 2 16 x 4	4 x 1 7 x 2 14 x 4	3 x 1 6 x 2 16 x 4	77
3.	Student 3	5 x 1 6 x 2 14 x 4	4 x 1 6 x 2 15 x 4	5 x 1 6 x 2 14 x 4	74
4.	Student 4	4 x 1 4 x 2 17 x 4	2 x 1 5 x 2 18 x 4	4 x 1 4 x 2 17 x 4	81
5.	Student 5	3 x 1 6 x 2 16 x 4	4 x 1 4 x 2 17 x 4	3 x 1 6 x 2 16 x 4	79
6.	Student 6	3 x 1 9 x 2 13 x 4	1 x 1 6 x 2 19 x 4	3 x 1 9 x 2 13 x 4	78
7.	Student 7	3 x 1 5 x 2 17 x 4	4 x 1 3 x 2 18 x 4	3 x 1 5 x 2 17 x 4	81
8.	Student 8	4 x 1 6 x 2 15 x 4	5 x 1 2 x 2 18 x 4	4 x 1 6 x 2 15 x 4	72
9.	Student 9	5 x 1 4 x 2 16 x 4	3 x 1 6 x 2 16 x 4	5 x 1 4 x 2 16 x 4	78
10.	Student 10	2 x 1	4 x 1	2 x 1	80

		8 x 2 15 x 4	2 x 2 19 x 4	8 x 2 15 x 4	
11.	Student 11	2 x 1 4 x 2 19 x 4	4 x 1 4 x 2 17 x 4	2 x 1 4 x 2 19 x 4	84
12.	Student 12	2 x 1 5 x 2 18 x 4	3 x 1 3 x 2 19 x 4	2 x 1 5 x 2 18 x 4	84
13.	Student 13	2 x 1 7 x 2 16 x 4	3 x 1 5 x 2 17 x 4	2 x 1 7 x 2 16 x 4	80
14.	Student 14	1 x 1 6 x 2 19 x 4	4 x 1 7 x 2 14 x 4	1 x 1 6 x 2 19 x 4	84
15.	Student 15	6 x 1 3 x 2 16 x 4	2 x 1 5 x 2 18 x 4	6 x 1 3 x 2 16 x 4	79
16.	Student 16	2 x 1 6 x 2 17 x 4	2 x 1 8 x 2 15 x 4	2 x 1 6 x 2 17 x 4	81
17.	Student 17	5 x 1 4 x 2 16 x 4	4 x 1 4 x 2 17 x 4	5 x 1 4 x 2 16 x 4	78
18.	Student 18	3 x 1 6 x 2 16 x 4	5 x 1 5 x 2 15 x 4	3 x 1 6 x 2 16 x 4	78

19.	Student 19	4 x 1 5 x 2 16 x 4	4 x 1 4 x 2 17 x 4	4 x 1 5 x 2 16 x 4	79
20.	Student 20	3 x 1 6 x 2 16 x 4	5 x 1 2 x 2 18 x 4	3 x 1 6 x 2 16 x 4	80
21.	Student 21	2 x 1 5 x 2 18 x 4	2 x 1 6 x 2 17 x 4	2 x 1 5 x 2 18 x 4	83
22.	Student 22	3 x 1 5 x 2 17 x 4	5 x 1 3 x 2 17 x 4	3 x 1 5 x 2 17 x 4	80
23.	Student 23	4 x 1 3 x 2 18 x 4	2 x 1 5 x 2 18 x 4	4 x 1 3 x 2 18 x 4	83
24.	Student 24	3 x 1 5 x 2 17 x 4	3 x 1 4 x 2 18 x 4	3 x 1 5 x 2 17 x 4	82
25.	Student 25	3 x 1 5 x 2 17 x 4	3 x 1 5 x 2 18 x 4	3 x 1 5 x 2 17 x 4	82
26.	Student 26	3 x 1 3 x 2 19 x 4	2 x 1 3 x 2 20 x 4	3 x 1 3 x 2 19 x 4	86
27.	Student 27	3 x 1 3 x 2	5 x 1 2 x 2	3 x 1 3 x 2	84

		19 x 4	18 x 4	19 x 4	
28.	Student 28	5 x 1 6 x 2 14 x 4	4 x 1 7 x 2 14 x 4	5 x 1 6 x 2 14 x 4	73
29.	Student 29	2 x 1 8 x 2 15 x 4	5 x 1 2 x 2 18 x 4	2 x 1 8 x 2 15 x 4	79
30.	Student 30	2 x 1 7 x 2 16 x 4	3 x 1 5 x 2 17 x 4	2 x 1 7 x 2 16 x 4	80
31.	Student 31	5 x 1 2 x 2 18 x 4	5 x 1 5 x 2 15 x 4	5 x 1 2 x 2 18 x 4	79
32.	Student 32	6 x 1 5 x 2 14 x 4	4 x 1 2 x 2 19 x 4	6 x 1 5 x 2 14 x 4	75
33.	Student 33	4 x 1 4 x 2 17 x 4	5 x 1 2 x 2 18 x 4	4 x 1 4 x 2 17 x 4	80
34.	Student 34	3 x 1 3 x 2 19 x 4	4 x 1 5 x 2 16 x 4	3 x 1 3 x 2 19 x 4	83
35.	Student 35	5 x 1 2 x 2 18 x 4	3 x 1 7 x 2 15 x 4	5 x 1 2 x 2 18 x 4	80
36.	Student 36	3 x 1	5 x 1	3 x 1	79

		6 x 2 16 x 4	3 x 2 17 x 4	6 x 2 16 x 4	
Mean				79.7222	
Standard Deviation				3.23031	

As mentioned of scores in pre-test in the tables, it can be clarified that the mean score of pre-test was 59.7500 and the standard deviation was 5.40568, while the mean score of post-test in control group was 79.7222 and the standard deviation was 3.23031. And from the both of scores, it means that there was a difference between the students mean scores in pre-test and post-test score. Here, the post-test score higher mean score than the pre-test score.

3) **Data analysis**.

a. The mean and standard deviation of pre-test.

The researcher used IBM SPSS Statistic 16.0 program to analyze the mean of the pre-test score.

Table 4.3

The value of pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai pre-test	36	50.00	71.00	59.7500	5.40568
Valid N (listwise)	36				

b. The mean and standard deviation of post-test.

The researcher used IBM SPSS Statistic 16.0 program to analyze the mean of the post-test score.

Table 4.4

The value of post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai post-test	36	72.00	86.00	79.7222	3.23031
Valid N (listwise)	36				

4) Normality of pre-test

Data normality of pre-test score used IBM SPSS Statistic 16.0 program to analyze and was presented as the tables below:

Table 4.5

Normality of pre-test

One-Sample Kolmogorov-Smirnov Test

		Nilai
N		36
Normal Parameters [a]	Mean	59.7500
	Std. Deviation	5.40568
Most Extreme Differences	Absolute	.099
	Positive	.099
	Negative	-.062

Kolmogorov-Smirnov Z	.595
Asymp. Sig. (2-tailed)	.871

Based on the output data above, it is known that the significance (2-Tailed) from the one sample Kolmogorov-smirnov Test is 0.871 and > 0.005. it can be concluded that the pre-test score is normally distributed.

5) Normality of post-test

Data normality of post-test score used IBM SPSS Statistic 16.0 program to analyze and was presented as the tables below:

Table 4.6

Normality of post-test

One-Sample Kolmogorov-Smirnov Test

	Nilai

N		36
Normal Parameters [a]	Mean	79.7222
	Std. Deviation	3.23031
Most Extreme Differences	Absolute	.134
	Positive	.105
	Negative	-.134
Kolmogorov-Smirnov Z		.803
Asymp. Sig. (2-tailed)		.540

Based on the output data above, it is known that the significance (2-Tailed) from the one sample Kolmogorov-smirnov Test is 0.540 and >0.005. it can be concluded that the post-test score is normally distributed.

6) T-Test

Data hypothesis of this research is paired sample test and used IBM SPSS Statistic 16.0 program to analyze and was presented as the tables below:

Table 4.7

Sample correlations

Paired Samples Correlations

	N	Correlation	Sig.

Pair 1	PRE TEST & POST TEST	36	.070	.687

Table 4.8

Sample test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-Tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 PRE TEST - POST TEST	-1.997E1	6.10146	1.01691	17.90779	13.45474	19.640	35	.000

Based on the output pair 1 obtained the value of sig. (2-Tailed) of 0.000 <0.05, t count > t table here is 19.640 and t table is 2,030108, so it can be concluded that t count (19.640) < t table (2,030108) and it can be concluded that there is a difference in the average student learning outcomes for the pre-test and post test score.

To see more clearly the average learning outcomes before and after using peppermint learning method. It can be seen in the following table:

Table 4.9

Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	59.7500	36	5.40568	.90095
	POST TEST	79.7222	36	3.23031	.53839

The result is:

The use of elsaspeak application combined with peppermint learning method can facilitate pronunciation Because t count > t table, namely t count here is -19.640 and t table is 2,030108, it can be said that there is a significant difference so that it can be interpreted that The use of elsaspeak application combined with peppermint learning method can facilitate pronunciation, meaning H0 is rejectd and HI is accepted.

B. DISCUSSION

This section presents the discussion based on the findings of the study. It is concerned about t The use of elsaspeak application combined with peppermint learning method can facilitate pronunciation According to Murcia, "Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more

complete communication complex"[39]. Therefore, media is important in teaching and learning process. Media helps teacher to deliver the material being taught. It also helps the students to be able to understand the material more easily. Moreover, media is good way to engage the students in learning English.

Based on the research, the use of elsaspeak application combined with peppermint learning method can facilitate pronunciation. Lutfiansyah stated that, "The use of smartphone Android can support English language learners in a rush achievement of learning English skill mastered. Thus, it can develop the English Language Learners' skill fit up to the segmentatuon of level they like to achieve. Language learner can choose the various application as they need, like speaking, listening, reading, writing, language content, vocabulary mastery, and even sentence conxtruction in English. This can be used by all level of learner to improve their English skill or it can be as a media resource."[40].

Based on the data finding above, positive result has been indicated. It was proven by the results of students'

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[39] Marisa González Díaz, 'Teaching English as a Second or Foreign Language (3rd Edition)', 2002 <http://www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r4/7/>.
[40] Lutfiansyah, 'Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android Pada Pembelajaran Bahasa Inggris', *Eduscience*, 2.1 (2016), 16–21.

post-test which has increased to 79.7222 from 59.7500. Also, the calculation of t-test showed that t-value was 19.640 and t-table 2,0301. This value is higher than the significance value of 0.05.

The data show that applying ELSASPEAK application combined with peppermint learning method could help students to facilitate the pronunciation skill.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the research, especially the suggestion to the teacher.

A. CONCLUSSION

Based on the data described in the previous chapter, then it can be concluded that The use of elsaspeak application combined with peppermint learning method can facilitate pronunciation. The conclusion above is supported by the analyzed data by using the IBM SPSS Statistics 16 program. The data explains that the average score experimental class increased by 19.9722 points; from 59.7500 to 79.7222. in short, the post-test score has a higher average value than the pre-test score after being given treatment given.

Based on hypothesis testing shows that sig. The value of 2 tails (p) is less than (p <); (0.000 < 0.05). The data also shows that t count is smaller than t table, namely 19.640 t count) < 2,030108 (t table). Which means that H0 (zero hypothesis) is rejected and HI (working hypothesis) is accepted.

So it can be concluded that using ELSASPEAK application combined with Peppermint learning method has a significant effect to facilitate on Teaching pronunciation of EFL students eleventh grade in MA NU RAUM WEDUNG.

H. SUGGESTION

Based on the research that had been conducted, the researcher would like to present some suggestions for the teachers, students, and other researchers who are interested in this particular field.

1. For Teacher

The teacher is a facilitator and is the key to the success of the English teaching and learning process. Teachers must be more creative in conveying activities in the classroom such as using application as a learning media. It is suggested to the teacher to apply the type of application to teach pronunciation in the classroom that has been proven by the researcher. ELSASPEAK and Peppermint learning method can be an alternative strategy to facilitate in teaching pronunciation.

2. For Student

It is recommended for students to practice pronunciation inside or outside the classroom using mobile phone and application that can support it like ELSASPEAK application that students can use as learning media to enhance pronunciation skills.

3. For Researcher

This is useful for future researchers to conduct research with larger data samples, diverse learning methods, find different types of research findings, etc. In addition, a pre-experimental method is needed so that researchers have valid conclusions and see improvements in research findings whether the results are consistent or not.

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APPENDIX

Appendix 1. Pre-Research Letter of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 1835/Un.10.3/D1/TA.00.01/03/2022 23 Maret 2022
Lamp : -
Hal : Mohon Izin Riset
a.n. : Muhammad Iffan Aufa
NIM : 1803046050

Yth.
Kepala MA NU Raudlatul Mu'allimin
di Ngawen Wedung

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan jurnal, atas nama mahasiswa :

Nama : Muhammad Iffan Aufa
NIM 1803046050
Alamat : Kauman Wedung RT.04 RW.02 Demak
Judul skripsi : The Effectiveness Of The Elsaspeak Application Combined With The Peppermint Learning Method To Teach Pronunciation.

Pembimbing :
1. Dr. H. Muhammad Nafy Annury, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 30 hari, mulai tanggal 26 Maret 2022 sampai dengan tanggal 24 April 2022.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

***Appendix* 2. Lesson Plan**

Rencana Pelaksanaan Pembelajaran

Madrasah : MA NU Raudlatul Mu'allimin Wedung Demak

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI MIA/Ganjil

Materi Pokok : Pronunciation

Alokasi : 2x20 Menit.

Tujuan : melalui aktivitas pembelajaran, peserta didik mampu mempelajari mengenai pronunciation terutama pada akhiran dalam pengucapan bahasa inggris secara spesifik dan dapat mengasah skill dasar dalam pronunciation dengan berbasis aplikasi ELSASPEAK.

Langkah pembelajaran:

Kegiatan pendahuluan

1. Melakukan pembukaan dalam pembelajaran menggunakan doa untuk memulai pembelajaran dengan harapan kegiatan pembelajaran dapat berjalan dengan lancar.
2. Memeriksa absensi kehadiran peserta sebagai sikap disiplin dan tanggung jawab terhadap peserta didik.
3. Memberikan pengetahuan dasar mengenai materi pembelajaran yang nantinya akan diberikan.
4. Menyampaikan motivasi dan semangat mengenai pentingnya belajar.

Kegiatan inti

1. Plan
    a. Peserta didik diberikan pengetahuan dan pengarahan mengenai materi pronunciation berdasarkan pada aplikasi ELSASPEAK.
    b. Peserta didik diberikan batasan waktu dalam menonton video pembelajaran yang telah disediakan oleh aplikasi ELSASPEAK.
2. Explore
    a. Peserta didik memulai memperdalam dan mencatat apa yang telah mereka ketahui sebelum adanya video serta apa yang telah mereka ketahui setelah menonton video pembelajaran.
    b. Peserta didik menentukan minat lebih dalam apa yang ingin mereka ketahui lebih lanjut berdasarkan materi video pembelajaran pada aplikasi ELSASPEAK.
3. Practice
    a. Peserta didik memulai mengerjakan test yang ada pada aplikasi elsa speak sesuai dengan materi yang telah mereka pelajari.
    b. Guru membimbing serta memberikan pantauan terhadap kinerja peserta didik yang mungkin memiliki kesulitan dalam pengoprasian aplikasi.
4. Perform
    a. Peserta didik menunjukkan hasil dari pengerjaan test yang sudah dikerjakan kepada teman dan guru.
5. Enquiry
    a. Pembedahan soal soal dari peserta didik kepada teman temannya yang memiliki kekurangan atau

kesulitan dalam pronunciation dan gagal dalam melanjutkan stage selanjutnya.

6. Reflect
   a. Proses umpan balik dari siswa yang telah dibantu untuk mempelajari dan mengerjakan test yang disediakan oleh aplikasi ELSASPEAK.
7. Memorize
   a. Guru merefresh kembali mengenai materi yang telah diujikan sehingga para peserta didik mampu mengingat semua materi yang telah diberikan.
8. Internet
   Mengenai internet disini yaitu aplikasi yang digunakan dalam pembelajaran dan untuk aplikasi yang digunakan yaitu ELSASPEAK.

Kegiatan penutup

1. Guru memberikan motivasi kembali kepada peserta didik untuk meningkatkan semangat mereka dalam belajar.
2. Guru dan peserta didik menutup pembelajaran dengan doa bersama.

Wedung, 24 Mei 2022

Mengetahui

Kepala MA NU RAUM	Guru Mata Pelajaran
Ahmad Faiz Muzakki S.E	Uswatun Hasanah S.Pd.

***Appendix* 4. Material**

20220630_192617.mp4

***Appendix* 5. Attendance List**

No.	Name	
1.	Abdul Muis	
2.	Afifatul Qurrro’	
3.	Agus Maimun	
4.	Ahmad Lutfi Maulana	
5.	Ahmad Marwanda	
6.	Ainun Dwi Jayanti	
7.	Alfiatur Rohmaniah	
8.	Ali Imron	
9.	Aminarti Lusiyana	
10.	Aulia Alfiatul K	
11.	Dliya’ Lu’Lu’atun Nayyiroh	
12.	Fahrur Rozi	
13.	Faidah	
14.	Farah Brilianti	
15.	Junianda Nailal Fatehah	
16.	Khotimatul Muasiroh	
17.	Lina Fatmawati	
18.	Maulana	
19.	Misbahudin	
20.	Mohammad Ulul Azmi	
21.	Muflichatul Ulya	
22.	Muhammad Dina Surya Aprianto	
23.	Muhammad Nur Jadid	
24.	Muhammad Robit Dananir Mawardi	
25.	Naila Fauziatir Rahma	
26.	Nailul Muna	
27.	Nurul Kamaliyah	
28.	Rina Fitriana	
29.	Rintan Choirunnisa	

30.	Rizky Ananda Kanalia Pumita	
31.	Sapna Dwi Agustin	
32.	Shafiqur Rohman	
33.	Shobikhatul Izzah Kharisma	
34.	Sirlia Amrina Salsabila	
35.	Ulil Albab	
36.	Zahwa An Nabila	

Appendix 6. Pre-test Question

No. Test	Test
1.	
2.	

3.	Share advanced \ədˈvænst\ Extra information
4.	Share relatively Extra information

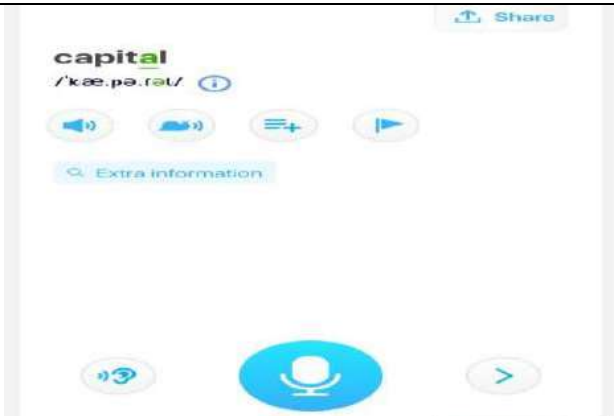
5.	Share relatively confident Watch other people say this
6.	Share role Extra information

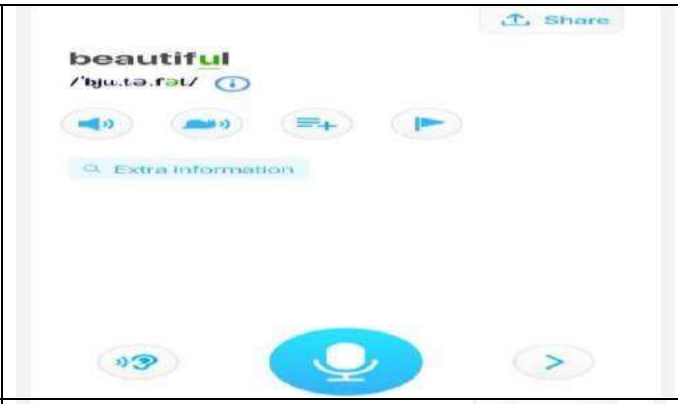
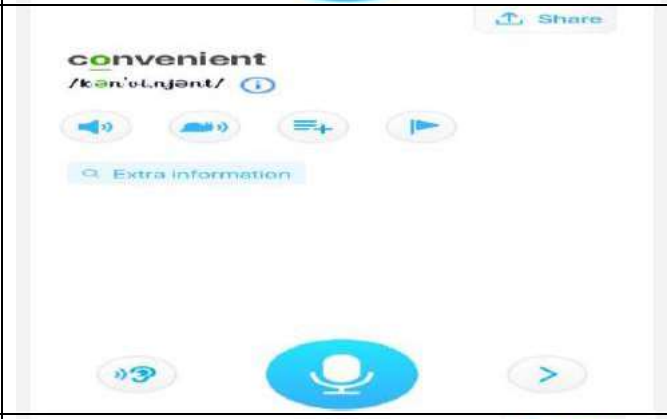
7.	Share an important role /æn ɪmˈpɔɹtənt ɹoʊl/ Watch other people say this ›
8.	Share English plays an important role. /ˈɪŋ.ɡlɪʃ pleɪz æn ɪmˈpɔɹtənt ɹoʊl/ Watch other people say this ›

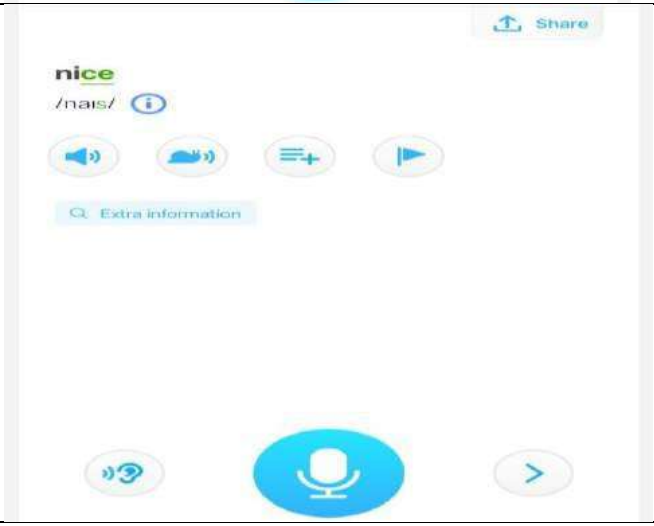
9.	Share workplace /ˈwɜːkˌpleɪs/ Extra information
10.	Share English plays an important role in the workplace. /ˈɪŋgl.ɪʃ pleɪz æn ɪmˈpɔːtənt rəʊl ɪn ðə ˈwɜːkˌpleɪs/ Watch other people say this
11.	Share biggest /ˈbɪg.əst/ Extra information

12.	Share Speaking is my biggest challenge. /ˈspiːkɪŋ ɪz maɪ ˈbɪgəst ˈtʃæləndʒ/ Watch other people say this
13.	Share specifically /spəˈsɪfɪkli/ Extra information
14.	Share communication /kəˌmjuːnəˈkeɪʃən/ Extra information

15.	Share I think English communication is pretty hard, specifically speaking. /aɪ θɪŋk ˈɪŋg.lɪʃ kəˌmjuːnəˈkeɪ.ʃən ɪz ˈprɪ.ti hɑrd spəˈsɪ.fɪ.kli ˈspiː.kɪŋ/ Watch other people say this
16.	Share immediate /ɪˈmi.di.ət/ Extra information

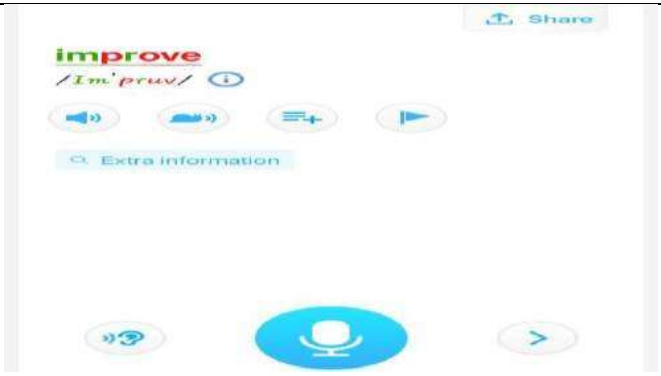
17.	 Share capital /ˈkæ.pə.ɹəl/ Extra information
18.	Share biggest city /ˈbɪ.gəst ˈsɪ.ɾi/ Watch other people say this

19.	 Share beautiful /ˈbjuː.tə.fəl/ Extra information
20.	 Share convenient /kənˈviː.njənt/ Extra information
21.	Share My mother is an elegant and smart woman \maɪ ˈmʌ.ðə ɪz æn ˈɛ.lə.gənt ænd smart ˈwʊ.mən\

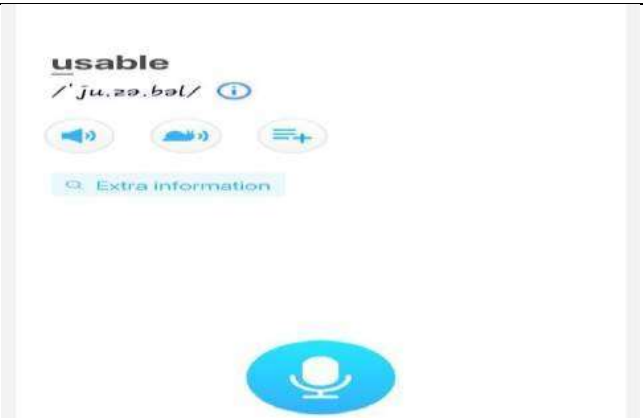
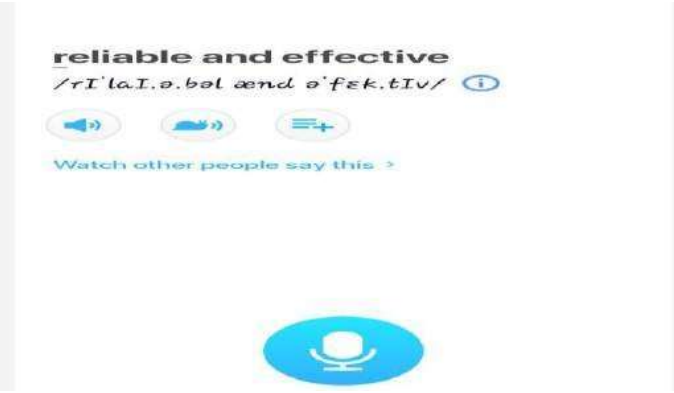
22.	Share I am grateful for the sacrifice my mom makes for us.
23.	Share extended family Extra information
24.	 Share nice /naɪs/ Extra information

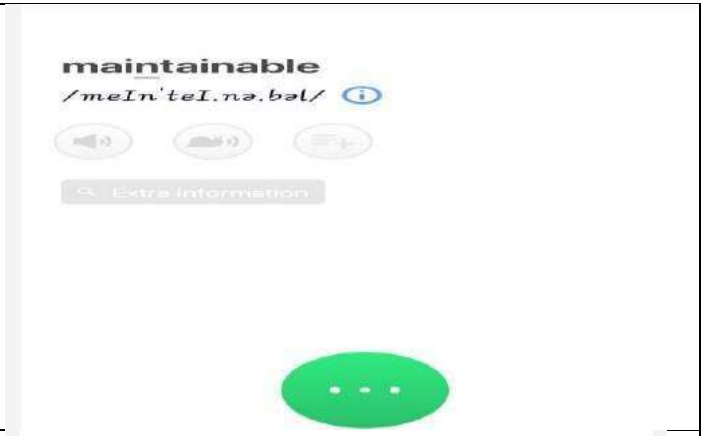
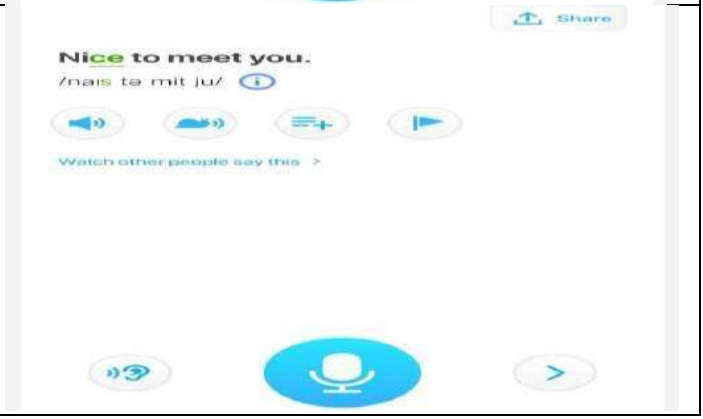
25.	Share Words can't describe how much I love my mother \wɜ:dz kænt dəs'kraɪb haʊ mʌtʃ ə lʌv maɪ 'mʌ.ðə-\ Watch other people say this	

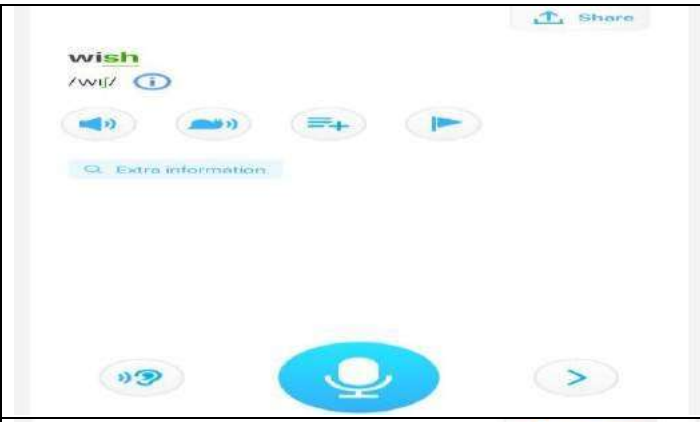
Appendix 7. Post-Test Question

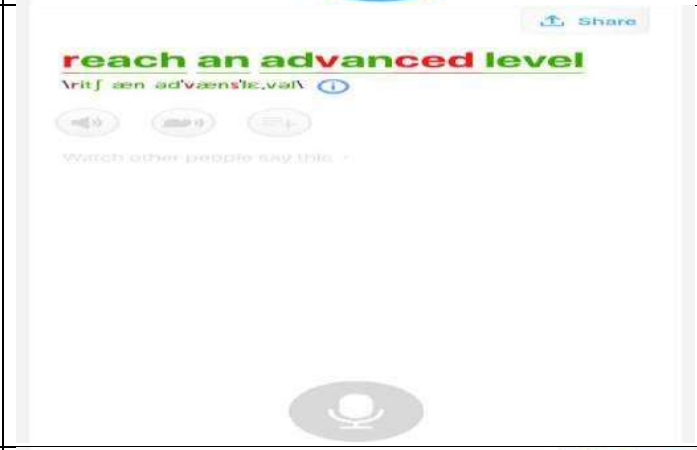
No.Test	Test
1.	
2.	

3.	My biggest wish is to improve my English. /maɪ ˈbɪ.gəst wɪʃ ɪz tu ɪmˈpruv maɪ ˈɪŋ.glɪʃ/ Watch other people say this
4.	modular /ˈma.dʒə.lə/ Extra information

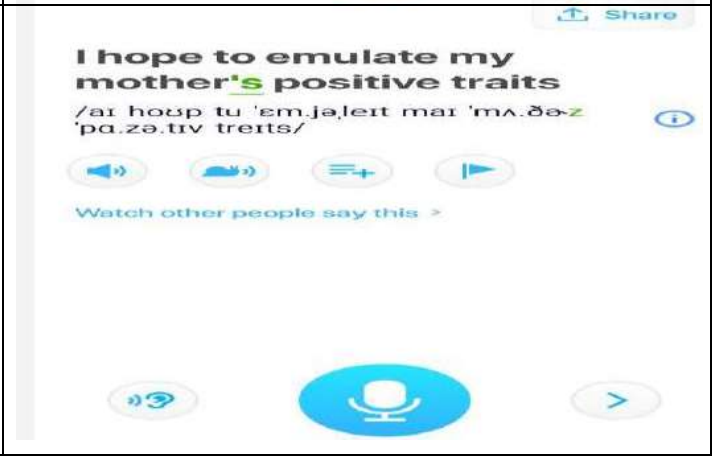
5.	 usable /ˈjuːzəbəl/ Extra information	
6.	modifiable /ˈmɑːrəˌfaɪəbəl/ Extra information	
7.	 reliable and effective /rɪˈlaɪəbəl ænd əˈfɛktɪv/ Watch other people say this ›	

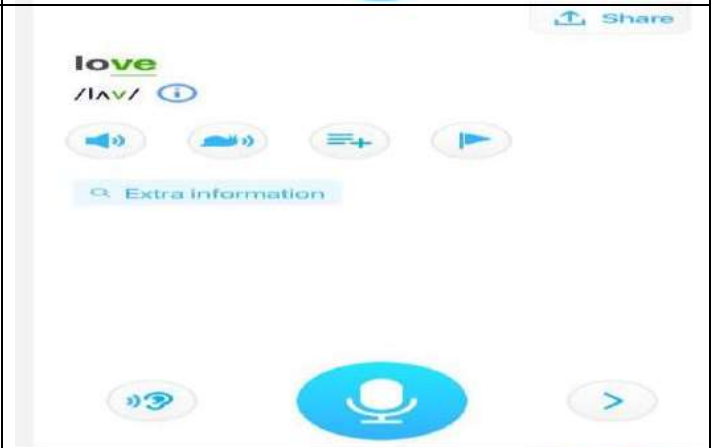
8.	 maintainable /meɪnˈteɪ.nə.bəl/ Extra information
9.	usable /ˈjuː.zə.bəl/ Extra information
10.	 Share Nice to meet you. /naɪs tə mit juː/ Watch other people say this

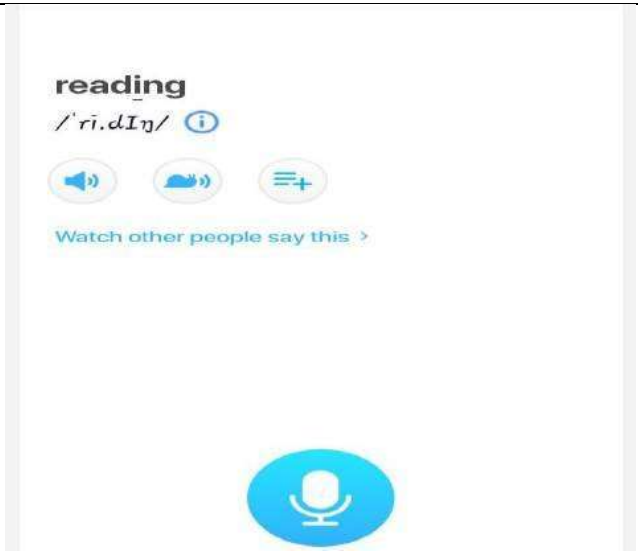
11.	 Share wish /wɪʃ/ Extra information
12.	Share my biggest wish /maɪ ˈbɪ.gəsˈwɪʃ/ Watch other people say this
13.	Share province /ˈpra.vəns/ Extra information

14.	Share communication skills \kə,mju.nə'keɪ.ʃən skɪlz\ Extra information
15.	 Share reach an advanced level \ritʃ æn əd'vænst'lɛ.vəl\ Watch other people say this
16.	Share reach an advanced level with my English communication skills \ritʃ æn əd'vænst 'lɛ.vəl wɪθ maɪ 'ɪŋ.lɪʃ kə,mju.nə 'keɪ.ʃən skɪlz\ Watch other people say this

17.	Share reach an advanced level with my English communication skills within six months \ritʃ æn ədˈvænsˈlɛ.vəl wɪθ maɪ ˈɪŋ.ɪʃ kəˌmju.nə ˈkeɪ.ʃən skɪlz wɪˈðɪn sɪks mʌnθ\ Watch other people say this >
18.	Share family ties /ˈfæ.mə.li taɪz/ Extra information

19.	Share I see my immediate family often. /aɪ si maɪ ɪ'mi.di.ət 'fæ.mə.li 'ɔ.fən/ Watch other people say this >
20.	Share She is also kind and has a big heart /ʃi ɪz 'ɑl.soʊ kaɪnd æn hæz ə bɪg hɑrt/ Watch other people say this >
21.	 Share I hope to emulate my mother's positive traits /aɪ hoʊp tu 'ɛm.jə,leɪt maɪ 'mʌ.ðəz 'pɑ.zə.tɪv treɪts/ Watch other people say this >

22.	Share Words can't describe how much I love my mother /wɜdz kænt dɪsˈkraɪb haʊ mʌtʃ ə lʌv maɪ ˈmʌ.ðə/ Watch other people say this >
23.	 Share love /lʌv/ Extra information
24.	Share My dad is so lucky to have such a loving and caring wife. /maɪ dæd ɪz soʊ ˈlʌ.ki tu hæv sʌtʃ ə ˈlʌ.vɪŋ ænd ˈkɛ.rɪŋ waɪf/ Watch other people say this >

25.		

***Appendix* 8. Student data MA NU Raudlatul Mu'allimin**

No	Class	Male	Female	Total
1	10 MIA	12	22	34
2	10 IIS 1	17	14	31
3	10 IIS II	18	16	34
4	11 MIA	14	22	36
5	11 IIS I	20	17	37
6	11 IIS II	20	16	36
7	12 MIA	7	22	29
8	12 IIS I	22	12	34
9	12 IIS II	20	11	31
Jumlah		150	152	302

***Appendix* 8. photo documentation.**

SCIENCE

CURRICULUM VITAE

Name : Muhammad Iffan Aufa

Place and date of bitth : Demak, 14 September 2000

Original Address : Kauman Wedung Demak Rt.04 Rw.02

Educational Background :

1. SD/MI : MI Raudlatul Wildan (2006-2012)
2. SMP/MTs : MTs NU Raudlatul Mu'allimin (2012-2015
3. SMA/MA : MA NU Raudlatul Mu'allimin (2015-2018)
4. University : Students of Education and Teacher Training Faculty UIN Walisongo Semarang (2018-Now)

Semarang, 01 Juli 2022

The Researcher

Muhammad Iffan Aufa