UTILIZATION OF ELSA SPEAK TO ENHANCE STUDENTS' PROUNCIATION SKILL

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas pengintegrasian aplikasi ELSA Speak ke dalam pengajaran bahasa Inggris, dengan fokus pada peningkatan keterampilan pengucapan siswa. Dengan menggunakan desain penelitian pra-eksperimental dan metode analisis kuantitatif. Sampel penelitian terdiri dari 36 siswa kelas XI MIPA 1 SMAN 1 Kademangan, dengan fokus khusus penilaian bunyi monoftong melalui rangkaian 48 kata. Penelitian dilaksanakan dalam tiga tahap: pra-tes, treatment, dan pasca-tes.

Hasil penelitian menunjukkan peningkatan yang signifikan pada keterampilan pengucapan siswa sebagai hasil dari penggunaan aplikasi ELSA Speak. Dengan membandingkan skor pra-tes dan pasca-tes, skor rata-rata meningkat dari 38 menjadi 43, yang menunjukkan peningkatan sebesar 13%. Hal ini menunjukkan bahwa integrasi ELSA Speak secara efektif meningkatkan keterampilan pengucapan siswa.

Selain itu, penelitian ini mengidentifikasi beberapa dampak positif yang terkait dengan penerapan ELSA Speak ke dalam pengajaran bahasa Inggris. Manfaat tersebut antara lain peningkatan motivasi siswa, pemahaman materi pembelajaran yang lebih mendalam, kesempatan yang adil bagi seluruh siswa untuk berlatih, berkurangnya monoton dalam proses pembelajaran, peningkatan retensi materi, dan lancarnya penerapan materi yang dipelajari dalam komunikasi sehari-hari. Penelitian ini juga menyoroti tingginya antusiasme siswa saat menggunakan ELSA Speak, yang menunjukkan sikap positif siswa terhadap teknologi ini sebagai alat yang untuk meningkatkan pengucapan dalam pembelajaran bahasa Inggris.

Kata kunci: ELSA Speak Application, The effectiveness, Pronunciation Ability, Monopthong Sounds.

Abstract

This research aimed to evaluate the effectiveness of integrating the ELSA Speak application into English language instruction, with a focus on improving students' pronunciation skills. The study followed a pre-experimental design and employed quantitative analysis methods. The sample consisted of 36 students from XI MIPA 1 at Kademangan 1 High School, with a specific focus on assessing monophthong sounds through a set of 48 words. The research was conducted in three phases: pre-test, treatment, and post-test.

The research results demonstrated a significant improvement in students' pronunciation skills as a direct result of using the ELSA Speak application. Comparing pre-test and post-test scores, the average score increased from 38 to 43, indicating a notable 13% enhancement. This suggests that the integration of ELSA Speak effectively enhanced students' pronunciation skills.

Furthermore, the study identified several positive impacts associated with incorporating ELSA Speak into English instruction. These benefits included increased student motivation, a deeper understanding of the learning material, equitable opportunities for all students to practice,

reduced monotony in the learning process, improved retention of material, and the seamless application of learned material in everyday communication. The research also highlighted the heightened enthusiasm among students when using ELSA Speak, indicating a positive student attitude toward this technology as a valuable tool for pronunciation improvement in English language learning.

Keyword: ELSA Speak Application, The effectiveness, Pronunciation Ability, Monopthong Sounds.

INTRODUCTION

English has become the predominant global language, surpassing native speakers with its widespread use as a lingua franca (Crystal, 2018). It plays a vital role in accessing scientific and technical knowledge, essential for the development of many nations. The demand for more information on English is increasing (Crystal & Davy, 2016) as it serves as a key to unlocking knowledge in science and technology, enabling progress on a global scale. Furthermore, it facilitates international communication and the exchange of ideas, fostering beneficial relations with countries worldwide (M. F. Patel & Jain, 2008).

Language conveys information (Ladefoged & Disner, 2012) and requires strong vocabulary and grammar skills to understand written and spoken content. Effective communication is essential for expressing ideas, thoughts, and feelings (D. S. Patel, 2014), with the default assumption of mutual intelligibility (Mauranen, 2006) to prevent misunderstandings. In English, clear pronunciation and the pursuit of a recognized standard reflect its role as an international language in various dialects.

The most challenging aspect of learning English speaking is pronunciation, which can be tricky due to the disparity between symbols and sounds (Harmer, 2007). Pronunciation encompasses how sounds are produced, word stress, and the use of pitch and intonation to convey meaning and emotion. Successful language mastery is often gauged by the ability to hold conversations in the target language (Leong & Ahmadi, 2017). Clear pronunciation is crucial to avoid misunderstandings and effectively communicate information to the audience. It's worth noting that even advanced grammar and vocabulary can lead to confusion if words are pronounced incorrectly (Gilakjani & Sabouri, 2016), emphasizing the importance of good pronunciation as a marker of language acquisition.

Additionally, low motivation tends to correlate with low competence, and anxiety presents a significant obstacle in pronunciation teaching (Basic, 2011). Anxiety can stem from limited language skills, often referred to as linguistic difficulties, which manifest when students fear making mistakes. An English teacher at Sutojayan 1 High School highlighted the challenge, noting that students often struggle to practice pronunciation individually and find it hard to articulate words correctly due to variations in spelling and pronunciation.

It means that errors can occur as a result of the learner not knowing what is correct and being unable to correct themselves. As stated in Suyitno et al. (2021) errors reflect a lack of knowledge that cannot be rectified through self-correction. Teachers are not just information providers but also guides in the learning process (Zein, 2016). A teacher at Sutojayan 1 High School stressed the importance of their role in guiding and correcting students' pronunciation. Additionally, a student from Kademangan 1 found English pronunciation to be challenging.

In essence, for EFL (English as a Foreign Language) students facing learning challenges, it's the teacher's duty to provide guidance and assistance. Moreover, teachers with strong competence should utilize diverse methods and supportive media, including technology, to enhance the teaching and learning experience, making it engaging and comprehensible (Sakat et al., 2012).

Technology in education, particularly through mobile phones and the Internet, has opened up numerous opportunities, giving rise to Mobile Assisted Language Learning (MALL) as a promising approach for English language education (Nuraeni et al., 2020). MALL sets itself apart from traditional classroom learning by offering flexibility in accessing learning materials, not confining learners to a physical classroom or computer (Miangah & Nezarat, 2012). Mobile technology, including phones, can enhance classroom activities, aiding learners at all levels, improving achievements, and expanding access to education (Nuraeni et al., 2020). This includes the use of mobile apps like ELSA Speak, which has been supported by prior research below.

Numerous studies have evaluated the effectiveness of the ELSA Speak application in improving English pronunciation. Here's a summary of key findings:

- Akhmad & Munawir (2022) reported that ELSA Speak significantly improved students' pronunciation skills, as evidenced by pre-test and post-test scores.
- Silaen & Rangkuti (2022) found that ELSA Speak was a valuable tool for pronunciation in blended learning during the COVID-19 pandemic, based on students' perspectives.
- Muamar et al. (2022) conducted a pre-experimental research study and demonstrated an improvement in students' pronunciation using the ELSA application.
- Khalid (2022) noted increased average scores across pre-test, first cycle, and second cycle assessments, with a questionnaire indicating 100% student agreement on ELSA's effectiveness.
- Adillah (2022) revealed that ELSA Speak significantly improved pronunciation among students at Darul Istiqamah Islamic boarding school, with questionnaire responses indicating a positive perception of the app's value and its impact on vocabulary growth and the English learning experience.

In conclusion, ELSA Speak proves to be an effective tool for enhancing English pronunciation and making the learning experience more engaging.

A preliminary study was conducted in three high schools. At Srengat 1 Senior High School, students showed significant improvement in their English speaking skills. The teacher used discussion activities, role-plays, and stories to make learning more interactive. Classroom facilities like LCDs, projectors, and speakers, along with audio-visual aids, were used to help students see and hear correct pronunciation. Smartphones were allowed in class under certain conditions. An application called TOIEC was used for mobile-based technology in teaching speaking. Secondly, at Sutojayan 1 Senior High School, the teacher emphasized the importance of the teacher's competence in providing pronunciation examples. Students were guided through speaking activities, and classroom media included LCD screens, projectors, and speakers. Mobile media was used for a mobile dictionary when instructed by the teacher. Thirdly, Kademangan 1 Senior High School, students learned speaking through discussions and sharing information, but vocabulary limitations posed a challenge. The study found that mobile-based media were not integrated into teaching speaking, and pronunciation assessments were infrequent.

Considering the findings from these preliminary studies, the researcher planned to conduct research using ELSA Speak to determine its effectiveness in teaching pronunciation to XI MIPA 1 students at Kademangan 1 High School. The previous studies mostly used word-based tests, and no

supporting applications were utilized in teaching speaking. The goal was to assess students' pronunciation ability using this application.

METHODS

This research is characterized as a pre-experimental quantitative study, a method that initiates with data collection, followed by data interpretation, and employs statistical techniques to present the final results in numerical format. These numerical outcomes are then subjected to analysis for addressing research questions and hypotheses, inherently involving the manipulation and interpretation of data and numbers.

The specific research method utilized in this study is the One Group Pretest-Posttest Design, which entails assessing the same group of subjects both before and after the application of a particular treatment. To facilitate the processing and analysis of the collected data, SPSS Version 25 will be employed. This software assists in performing calculations, ensuring accuracy and efficiency in data analysis.

Ultimately, the outcomes of the conducted analysis will provide the necessary insights and conclusions required to address the research questions set forth by the researcher.

Independent Variable

In this context, an independent variable is an attribute or characteristic that influences or affects a dependent variable or outcome (Creswell & W.J, 2012). In simple terms, an independent variable is a variable that is not dependent on any other variable. According to this research, an independent variable is ELSA Speak Application utilization.

Dependent Variable

A dependent variable refers to an attribute or characteristic that is dependent on or influenced by an independent variable (Creswell & W.J, 2012). The dependent variable is affected by the independent variable, which is the variable that is manipulated in a research. The relationship between the two variables is known as a causal relationship. In the research, the dependent variable is the enhancement in students' pronunciation ability.

Population and Sampling

According to Sugiyono (2015), a research subject is an attribute, characteristic, or value of a person, object, or activity. In simple terms, population refers to the number of individuals or things that share the same characteristics (Etikan et al., 2016). There will be an examination of a number of variables and conclusions drawn. It means that subject is all population of the research. The population or subject of this research was the XI MIPA 1 students with the 36 amount of students of Kademangan 1 Senior High School.

For the sample selection, this research opts for non-probability sampling, a technique where every member of the population does not have an equal chance of being selected (Sugiyono, 2018). Specifically, the chosen non-probability sampling method is purposive sampling. This approach is selected because it aligns with the research's quantitative nature, which does not require generalization (Sugiyono, 2018). Moreover, the teacher recommended the participation of students from XI MIPA 1.

Data Collection Techniques

This research focuses on quantitative data analysis, which involves the application of mathematical models to quantify and analyze data. Statistical analysis is the core method employed, involving the use of statistical tests to assess hypotheses. The data processing and analysis will be conducted using the statistical software SPSS 25.0.

For data analysis, a paired sample t-test is used, a method that assesses the effectiveness of a treatment by comparing the means before and after the treatment. The t-test is applicable when dealing with paired samples that experience different treatments.

However, it's essential for the data to follow a normal distribution before conducting the t-test. Normality tests are performed to ensure this assumption is met. If the p-value is greater than 5%, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. Conversely, if the p-value is less than 5%, Ho is rejected, and Ha is accepted.

The purpose of this research is to determine if ELSA Speak enhances students' vocabulary mastery by analyzing pre- and post-test data. Descriptive statistics are also utilized to evaluate the frequency of student scores and calculate their mean scores.

Data Collection Instruments

Research instruments play a crucial role in quantitative research, where the accuracy and consistency of measurements are of utmost importance. Two key aspects of research instrument quality are validity and reliability.

Validity refers to the instrument's ability to accurately measure what it is intended to measure. In this research, content validity is emphasized. Content validity ensures that the test's elements are relevant to the construct being studied. Before the test is administered to participants, experts assess its content validity using SPSS 25.0. The validation process involves comparing the calculated correlation coefficient (r count) with the critical value from a table (r table). When r count exceeds r table, it indicates that the instrument is valid, meaning it accurately assesses the targeted construct.

Reliability assesses the consistency and accuracy of an instrument's measurements across different situations and repetitions. To evaluate the reliability of the test, a tryout is conducted before the actual research. Cronbach's Alpha is employed to calculate the reliability coefficient. This coefficient is assessed based on predefined criteria, which are presented in Table 3.1. A high Cronbach's Alpha indicates greater reliability, meaning the instrument consistently produces consistent results.

The research employs several tests as research instruments:

1. Try Out: A preliminary assessment conducted before the main research to evaluate the validity and reliability of the instrument.
2. Pre-Test: This test measures students' abilities, focusing on assessing English sentences, and is administered at the beginning of the research.
3. Post-Test: Similar to the pre-test but with different wording, this test is administered after the treatment to assess students' progress and the impact of the intervention.

In summary, this research underscores the significance of validating and ensuring the reliability of research instruments in quantitative research. It utilizes content validity, expert validation, and Cronbach's Alpha to ensure that the instruments effectively measure the construct of interest and consistently produce reliable results. This rigorous approach helps enhance the overall quality and credibility of the research findings.

RESULT AND DISCUSSION

The research's primary objective is to assess the effectiveness of ELSA Speak, an innovative language learning application that utilizes artificial intelligence, as a tool for teaching pronunciation. The study aims to determine if ELSA Speak can significantly improve learners' pronunciation skills when compared to traditional teaching methods. Through rigorous experiments and data analysis, the research seeks to provide valuable insights into the potential advantages of integrating ELSA Speak into language classrooms. Ultimately, the findings aim to contribute to the

advancement of language education by exploring the efficacy of cutting-edge technologies in enhancing pronunciation learning outcomes.

The research analyzes data obtained from pre-test and post-test assessments conducted within a one-group experimental research design after implementing ELSA Speak as a pronunciation training tool, thus evaluating the intervention's effectiveness.

Result

Validity

The validity of the test was taken from the try out test which was held at Srengat 1 High School in class XI MIPA 2 on May 8 2023. The scores can be seen below:

No	Name	Score	No	Name	Score	No	Name	Score
1	ADC	45	13	DAAR	42	25	MJF	46
2	AGK	39	14	DRW	44	26	NAP	41
3	AF	42	15	EDRD	42	27	NMGN	44
4	ADF	44	16	ERS	42	28	NAP	45
5	AR	45	17	EN	43	29	SSJ	43
6	ANA	46	18	FTU	42	30	SFA	44
7	AMSP	46	19	IPL	43	31	SKD	45
8	APZN	45	20	IASA	38	32	SYAT	42
9	AFA	42	21	KM	44	33	SNA	45
10	BISE	44	22	LCA	44	34	TEBT	41
11	DAA	47	23	MNP	41	35	TS	43
12	DFZ	43	24	MC	45	36	UFN	43

No	rcount	rtable 5%	Result
item1	0, 482	0,329	Valid
item2	0, 510	0,329	Valid
item3	0, 475	0,329	Valid
item4	0, 445	0,329	Valid
item5	0, 626	0,329	Valid

item6	0, 354	0,329	Valid
item7	0, 381	0,329	Valid
item8	0, 464	0,329	Valid
item9	0, 438	0,329	Valid
item10	0, 408	0,329	Valid
item11	0, 538	0,329	Valid
item12	0, 443	0,329	Valid

Based on the table above, it is known that the r table value for N = 36 at a significance of 5%, it is found that the r table value is 0.329. It can be concluded that the r count of each item is greater than the r table (0.329) so that it is declared valid.

Reliability

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded[a]	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

In this table it is known that N is the number of students. Because there is no empty data, the valid number is 100%

Reliability Statistics

Cronbach's Alpha	N of Items
.739	12

From the output table above, it is known that there are 12 N (number of items). With a Croban' value of 0.739 which means more than 0.60 which means reliable or consistent.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	40.2727	6.267	.435	.714
Item3	40.1818	6.466	.436	.716
Item5	40.3030	5.843	.621	.689
Item7	40.2424	6.564	.314	.729
Item9	40.4545	6.631	.202	.746
Item11	40.3636	5.989	.507	.703
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item2	40.3333	6.104	.470	.709
Item4	40.1818	6.528	.400	.720
Item6	40.6364	6.801	.138	.754
Item8	40.3333	6.229	.411	.717
Item10	40.2727	6.455	.344	.725
Item12	40.7576	6.564	.275	.734

In the table above, it is known that the Cronbach's Alpha value for 12 items has a value of > 0.60. Thus, it is concluded that all items are declared reliable.

Normality

Normality test is a measure of how closely a data set follows a normal distribution. If the statistic is positive, then the data is normal; if it is negative, then the data is not normal. With the assistance of SPSS Statistics 25 and using Shapiro-Wilk measurement.

a. If the p value > 5%, then Ho is accepted; Ha rejected.
b. If the p value <5%, then Ho is rejected; Ha accepted.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.206	36	.000	.953	36	.129
Post-test	.133	36	.106	.953	36	.134

a. Lilliefors Significance Correction

The significance value (p) in the Shapiro-Wilk test was the pre-test are equal to 0,129, and the post-test are equal to 0,134 ($p > 0.05$), so that based on the normality test of the Shapiro-Wilk the data was normally distributed.

Pre-Test and Post-Test

The table below presents the results of a pre-test and post-test in a one-group experimental research design. This tabular format facilitates a direct comparison of scores between the two assessments, offering a clear visual representation of the intervention's effectiveness. Researchers can readily discern any improvements or alterations in participants' pronunciation skills by analyzing the data in the table. This assessment helps to evaluate the impact of integrating ELSA Speak into the experimental group.

No	Name	Pre-test (X)	Post-test (Y)
1	ADC	39	45
2	AGK	35	39
3	AF	38	42
4	ADF	40	44
5	AR	41	45
6	ANA	39	46
7	AMSP	40	46
8	APZN	38	45
9	AFA	36	42
10	BISE	39	44
11	DAA	42	47
12	DFZ	36	43
13	DAAR	39	42
14	DRW	38	44
15	EDRD	38	42
16	ERS	38	42
17	EN	38	43
18	FTU	39	42

19	IPL	36	43
20	IASA	34	38
21	KM	38	44
22	LCA	38	44
23	MNP	37	41
24	MC	38	45
25	MJF	43	47
26	NAP	36	41
27	NMGN	39	44
28	NAP	39	45
29	SSJ	36	43
30	SFA	40	44
31	SKD	41	45
32	SYAT	36	42
33	SNA	40	45
34	TEBT	38	41
35	TS	40	43
36	UFN	38	43

Based on the table above, there were 36 students as the sample of the research. The test was conducted by the researcher before and after implementing ELSA Speak application. The researcher used statistical test with paired sample t-test stated by SPSS 25 to convince of pre-test and post-test of the effectiveness of using ELSA Speak application on the students' pronunciation achievement. The result is as follows:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	38.3333	36	1.94202	.32367
	Post-test	43.3611	36	2.00218	.33370

The table above showed that the mean score of pre-test was 38.33, while N for cell there were 36. Meanwhile, standard deviation for pre-test was (1.94). Mean standard error for pre-test was (0.323). Thus, the mean score of post-test was 43.36, while N for cell there were 36. Meanwhile, standard deviation for pre-test was (2.00). Mean standard error for pre-test was (0.333).

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	36	.784	.000

The table of paired sample correlation above showed that the large correlation between samples, the numeral of both correlations was (0.784) and numeral significance was (0.000).

Paired Samples Test

		Paired Differences							
		ean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			f	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test – Post-test	5.02778	1.29804	.21634	-5.46697	-4.58858	23.240	5	.000

The Table above showed the result of analysis using T-test. The mean pre-test and post-test was (5.02778), standard deviation was (1.298), mean standard error was (0.298) The lower different was -5.466), while the upper different was (-4.588) The result test t = (-23.24) with df 35 and significance 0.000.

Hypothesis Testing

Hypothesis testing is a critical aspect of this research, aiming to determine the impact of using the ELSA Speak Application on students' speaking skills. The hypotheses are as follows:

- Alternative Hypothesis (Ha):
  There is a significant difference in students' speaking skills after being taught using the ELSA Speak Application compared to before.
- Null Hypothesis (Ho):
  There is no significant difference in students' speaking skills after being taught using the ELSA Speak Application compared to before.

Santoso (2014:265) provides decision-making guidelines based on the significance value (sig.) of the SPSS output results for paired sample t-tests:

- If the value of Sig. (2-tailed) is less than 0.05, H0 is rejected, and Ha is accepted.

- Conversely, if the value of Sig. (2-tailed) is greater than 0.05, it means H0 is accepted, and Ha is rejected.

In this research, the statistical calculation using SPSS 25.0 yielded a significant value of 0.000, with a significance level of 0.05, and a T-test result of -23.34. To compare these values, the researcher referred to the T-table. It's noteworthy that the "t" value with a significance level of 0.05 is 0.000. However, the T-score in this case is -23.34.

In conclusion, the T score significantly exceeds the T-table value. Therefore, the alternative hypothesis (Ha), which suggests a significant difference in students' scores before and after using the ELSA Speak application, is accepted. Conversely, the null hypothesis (H0), which posits no significant difference, is rejected. This leads to the conclusion that the ELSA Speak application effectively enhances students' pronunciation achievement at XI MIPA 1 students of Kademangan 1 High School.

Discussion

In assessing the effectiveness of the ELSA Speak application in enhancing students' pronunciation skills at Kademangan 1 High School, an experimental design with pre-test and post-test measures was employed. The study was structured into three main phases: the pre-test, the treatment phase, and the post-test.

The first phase, the pre-test, served as a baseline assessment of the students' pronunciation abilities. It revealed an average score of 38, showcasing the starting point of their skills in pronunciation.

The treatment phase followed, during which students actively engaged with the ELSA Speak application to practice and refine their pronunciation. The students enthusiastically embraced this approach, and six learning sessions were conducted, including online meetings, to facilitate their progress.

Upon completion of the treatment phase, the post-test was administered to evaluate the impact of the ELSA Speak application on the students' pronunciation abilities. The post-test results showed a significant improvement, with a higher average score of 42. This marked a remarkable 7-point increase in the students' mean scores from their initial pre-test scores.

To validate the significance of these findings, a T-test was employed for statistical analysis, specifically comparing scores before and after the treatment. The analysis revealed a t-count value of 23.240, which significantly surpassed the critical t-table value of 1.690. Consequently, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. This outcome underlines a statistically significant difference in students' scores after using the ELSA Speak application.

These findings align with and support the results of previous research conducted by Akhmad and Munawir (2022) and Khalid (2022). These studies also demonstrated substantial improvements in students' pronunciation skills through the use of the ELSA Speak application. The evidence from this current study further corroborates the hypothesis testing, confirming that ELSA Speak has a profound impact on students' pronunciation skills.

The integration of ELSA Speak into the instructional framework has proven to be a successful strategy in positively affecting pronunciation achievement. This success can be attributed to the app's user-friendly platform, making pronunciation learning both accessible and convenient. Additionally, the application's focus on creating an engaging and enjoyable learning

environment enhances students' comprehension and retention, ultimately enabling them to make significant strides in their pronunciation ability.

CONCLUSION

The research aimed to determine the effectiveness of the ELSA Speak Application in improving students' pronunciation skills. The pre-test results indicated that, on average, 36 students had a pronunciation score of 38 before using the ELSA Speak application. After the application was used, the post-test showed an average score of 43, signifying a 13% improvement.

Statistical analysis using SPSS 25.0 resulted in a significance value of 0.00, which is below the significance level of 0.05. This suggests a statistically significant enhancement in pronunciation skills. Consequently, the Null Hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This leads to the conclusion that there is a significant difference in students' pronunciation skills between those taught with the ELSA Speak application and those without it. In summary, the ELSA Speak application is an effective alternative method for teaching and enhancing students' pronunciation skills.

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