

CHAPTER I

INTRODUCTION

1.1 The Background of Study

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

In speaking skills every students can be good learners communicate. Tampubolon, et al (2018:178) stated that the objective wants one of speaking is all about to provide information to the listener and to obtain information provided by the speaker, comprehend the spoken word at its natural pace, and the capacity to respond to inquiries that require a concise or detailed response. Since formal school many students didn't give how to improve their English skill, every students just learned how to write something without knowing how to pronounce the words. If we see people that have talked about something, they have varies of pronunciation of English. According to Sidabutar, et al (2021:1663) the willingness to speak and active for learning-related knowledge exploration are examples of how students are motivated. So, student can learn more to know their ability in pronouncing English

words from what they have talked each other. Because of English just a language, but if they try to learn, they can improve their second language.

Yoshida (2013:5) stated that pronunciation is important if they need to speak English in an understandable way. The day when students just required reading and writing proficiency in English is over, many of students will need to speak and comprehend English in order to interact with people who speak other languages as well as English as a first language. If someone's pronunciation is difficult to understand, even if their grammar and vocabulary are great, communication will not be successful.

There are particular problems occur in much pronunciation teaching and learning. The first, a lot of students can't do the challenging about the pronunciation clue. The second, every students have the capacity to produce the sounds since the baby. However, some of those sounds become less common as they become older and concentrate on one or two languages. The third, the intonation is the most difficult aspect of pronunciation for many students. Many of the students have a very difficult time knowing the difference between rising and falling sound patterns. According to Yoshida (2013:6), accuracy is one of the components to measure good pronunciation, other factors like fluency in sound production are also important. While, students are from a variety of backgrounds. They are vary in their personalities, mannerisms, gestures, intonation, and other aspects. Then speaking, they pronounce in a distinct way. They use a variety methods to pronounce the words (Sinaga, 2019:267). So, the writer make the students' ability to know how far they can pronounce English words. Maybe, it will become one of the ways for them to measure their English pronunciation.

One of the Senior High School in Medan, SMA Eka Prasetya have good reputation, but a lot of students are still lack of pronouncing English words. Therefore, the writer is interest to do this research because relation to the writer's observation of some of the students' reason. They are be able drawn in the table.

Table 1. Students' Reason

No	Initial of Students	Reason
1.	KA	Interesting to learn English, but she is afraid being wrong when saying the words.
2.	EB	Felt unable to say the words well.
3.	RS	She is taught English from the teacher, but never know to pronounce the words well.
4.	NS	Felt unable to say the words well.
5.	JS	Being afraid to say the words well.
6.	YN	Always study writing and reading, but rarely learning speaking especially pronunciation.
7.	SS	Felt unable to say the words well.
8.	AN	Saying that difficulties to pronounce.
9.	NB	Confusing the right pronunciation.
10.	SL	Being afraid to pronounce well.

Based on the background above, the writer conducted to do a study entitled **“Students’ ability in pronouncing English words by using ELSA Speak Application of the second-year students of SMA Eka Prasetya Medan.”**

1.2 The Problem of Study

Based on the background of the study above, the writer formulated the problem in this study: “How is the students’ ability in pronouncing English words by using Elsa Speak Application of the second-year students of SMA Eka Prasetya Medan?”

1.3 The Objective of Study

Based on the problem of the study above, the writer formulated the objective in this study:

“To describe the students’ ability in pronouncing English words using ELSA Speak Application of the second-year students of SMA Eka Prasetya Medan.”

1.4 The Scope of Study

This study focuses on vowels and consonants, especially limited in short and long vowels, then voiced and unvoiced consonants.

1. Short vowels are: [ʌ], [æ], [e], [ɪ], [ə], [ʊ], [ɛ]
2. Long vowels are: [i:], [a:], [ɔ:], [u:], [ɜ:]
3. Voiced are: [b], [g], [d], [dʒ], [v], [ð], [z], [ʒ], [l], [m], [n], [ŋ], [r], [j], [w]
4. Unvoiced are: [p], [k], [t], [tʃ], [f], [θ], [s], [ʃ], [h]

1.5 The Significances of Study

The result of this study is expected to be used theoretically and practically:

1.5.1 Theoritically

The writer made the conclusion that this study was intended to advance the theory, information, and understanding of the students’ pronunciation and the students’ ability in pronouncing English words. In addition, this further study would give information to the linguistic students who are interested in pronunciation.

1.5.2 Practically

1. The Writer

The result of this study expected to give contribution that give new information to the writer.

2. The English Teacher

This study finding is expected to help teacher to know the students' ability of English pronunciation.

3. For Other Researchers

The writer wish that the results of this study be able to be used as references and consideration in establishing a further writer focusing in similar topic.

CHAPTER II

REVIEW OF LITERATURE

2.1 Pronunciation

Saleh and Gilakjani (2020:490) stated that pronunciation is a fundamental aspect of spoken language which is important for effective communication.. Pronunciation can be learnt by repeating sounds and correcting students when they make them wrong. When students start learning pronunciation, they develop new habits and past the difficulties caused by mother tongue. The act of pronouncing produces a sound system that communicate from either the speaker's or the listener's point of view. Where a word is pronounced correctly when being supposed how it is talked.

Since there are distinguish between a symbol's sounds and its pronunciation, pronunciation is one of the key of aspects of English for communication. It's important to have both a strong vocabulary and clear pronunciation when speaking to others. According to Simarmata & Pardede (2018:4) teaching pronunciation is important as a result. It can be concluded that by taking into account the use of symbols to represent different sounds, pronunciation is the way a word is spoken. While teaching English pronunciation is crucial for students, it also improves their ability to communicate in English and gives them a better understanding of native speakers.

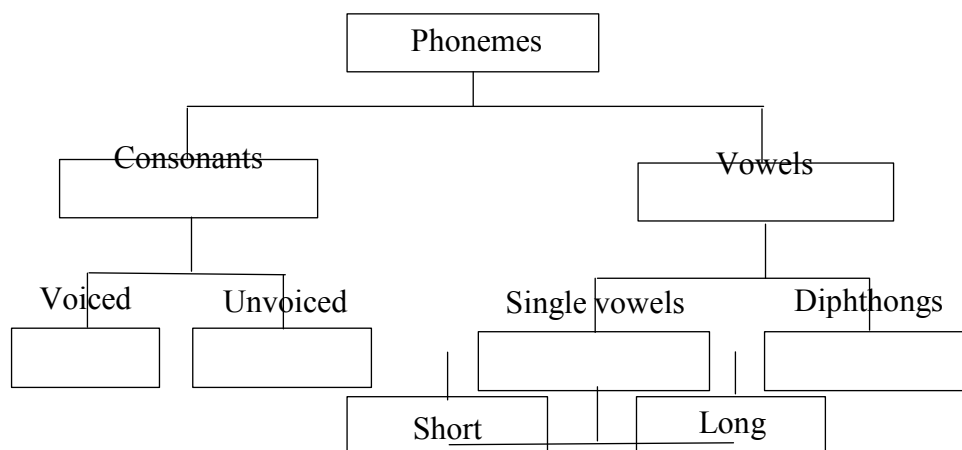


Figure 1. Features of Pronunciation

2.1.1 The Goal of Pronunciation

For many students, intelligence is the ideal goal, and their objective is to be understood in conversation. However, some students' ultimate goal is to communicate with native speakers. Student must be able to communicate in English with their preferred accent, which is understandable to native speaker. Teachers should assist students in becoming clear and simple to understand. Then, "intelligibility" in and of itself is not the best goal but depending on the listener, what is understood can vary.

In addition to, views on intelligibility may differ depending on the attitudes, knowledge, background, and prejudices of the listener. These include attitudes toward the speaker and the speaker's racial group, as well as familiarity with the speaker's accent, the capacity to understand speakers at various levels, and familiarity with the speaker's speech pattern. As a result, due to various factors, every listener assesses the speaker's understandability differently. The purposes of teaching pronunciation are to involve English that is understandable for the listener

that does not confuse them, leads to be able speak each other, and assist students being comfortable in pronouncing English words.

2.2 Phonetics

Phonetics offers objective methods in order to describe and analyze the variety of sounds that people utilize in various languages. There are three major branches of phonetics, namely Acoustic Phonetics, articulatory Phonetics, and auditory Phonetics.

1. Acoustic Phonetics

This relates to the airborne propagation of spoken sounds (sound waves). The properties of these sound waves are measured using a variety of devices.

2. Articulatory Phonetics

Articulatory phonetics is the study of the production of spoken sounds. When it comes to the speech organs utilized to produce them (bilabial, alveolar, and palatal), sounds are categorized according to where they are articulated as well as how they are articulated, such as stops, fricatives, affricates, and other sounds.

3. Auditory Phonetics

One of the conventional five senses, hearing, also known as audition, is the capacity to recognize sounds. The ears of a human provide the typical function of hearing as well as balance maintenance. Human hearing is generally considered to be sensitive between 20 decibels or Hertz and 20 kHz in terms of sound wave or frequency. The study of auditory phonetics focuses on how the human ear interprets sound.

2.3 Phonology

Nurhayati (2019:2) stated phonology is the study of how sounds are chosen and arranged in a language in order to convey meaning. Comparing phonology's subject matter to other areas of linguistics can help teacher and students better understand pronunciation. A very basic description of how phonology, the study of language's sound structure contrasts with research on sentence structure (syntax), word structure (morphology), or how languages change over time (historical linguistics). One important component of word structure is the sound structure of some words, or how they are spoken. A word's pronunciation is an integral part of its structure, and over time, a language's pronunciation norms are certain to change..

2.3.1 English Vowel

Nurhayati (2019:117) stated that vowels is the voice coming from the tongue affects how airflow must be shaped. The vowels used in British and American English might differ from one another in various way. The differences between the two dialects may be most noticeable in how long or briefly some vowel sounds are pronounced. In British English, certain vowels are considered to be long vowels since they are all spoken noticeably longer than [ɪ], [ʊ], [ɒ], and [ə]. These vowels include [i:], [u:], [ɑ:], [ɔ:], and [ɜ:]. This type of variance has less to do with how long it takes to pronounce each vowel and more to do with how high the tongue is raised during the process. This means that each vowel may be pronounced for longer or shorter than the others.

In American English, all vowels are considered short, although each one has the potential to be pronounced longer than the others. When a word is stressed and given extra attention, a vowel can be and is typically pronounced for a longer period

of time. In American English, the distinction between [ɪ] and [i] refers to tongue height rather than duration. Compared to the [ɪ] sound, the [i] sound is produced with a higher position of the tongue.

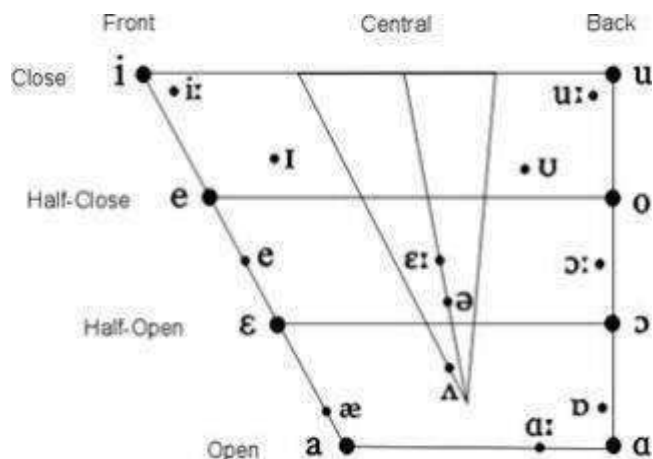


Figure 2. Primary Cardinal Vowels

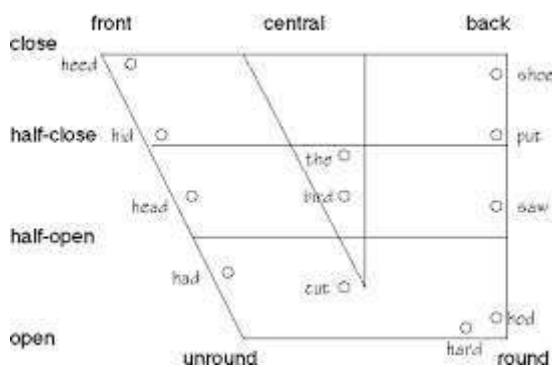


Figure 3. British English Vowel Chart

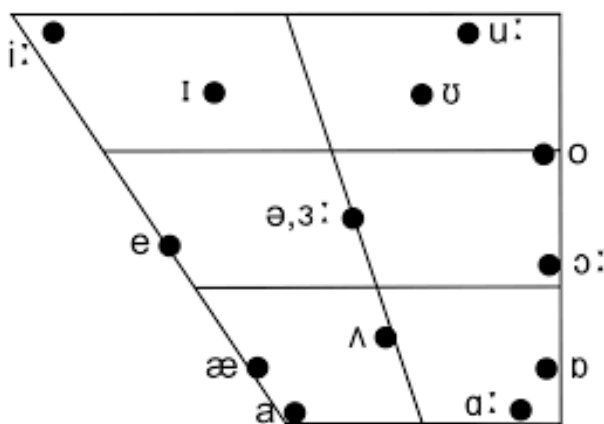


Figure 4. American English Vowel

Simarmata & Pardede (2018:7) found that the following a vowel diagram and the description of the English vowel presents:

1. [i:] is a front near vowel that is unrounded. Detailed description:
 - a. The tongue's front is up
 - b. Up to nearly closed place.
 - c. Place of lip may be unrounded or parted and even pure.
 - d. The Jowl is little separated.
 - e. The speech organs are relatively taut, which can be felt by placing the fingertips against the muscles under the jaw

Words in a list: He [hi:]; Bee [bi:]; See [si:]; Eve [i:v]; Key [ki:]

2. [ɪ] is a front vowel that is unrounded, half-close to-close. Detailed description:
 - a. In producing [ɪ] the tongue's tip is raised in the front; in between a front and center vowel, the raising is considerably retracted, making it less clearly a front vowel;
 - b. The tongue is raised slightly above the half-closed position; the position of the blade is significantly lower than [i:];
 - c. Lips Parted or Neutral;
 - d. The function is slightly wider than [i:].

Words in a list: Sin [sɪn]; Fill [fɪl]; Sit [sɪt]; Bid [bɪd]; Live [lɪv]

3. [ɛ] is a front vowel that is unrounded, half closed to half open. Detailed description:
 - a. In generating [ɛ], the front of the tongue is lifted.
 - b. The front of the tongue is raised halfway between the half-open and half-closed positions.

- c. Lip position is far or neutral.
- d. The opening between the jaws is of medium size, slightly wider than [ɪ].

Words in a list: Head [hɛd]; Set [sɛt]; Fell [fɛl]; Bed [bɛd].

4. [æ] is a front vowel that is unrounded, open to half-open. Detailed description:

- a. Raise the front of the tongue when pronouncing [æ].
- b. The front of the tongue is lifted slightly to the midpoint between the open and half-open positions.
- c. Lip position is far or neutral.
- d. The jaw is quite wide open.

Words in a list: Band [bænd]; Bad [bæd]; Land [lænd]; Bat [bæt].

5. [ɑ:] is a flat, open-back vowel. Detailed description:

- a. When pronounce [ɑ], the tongue's rear is elevated;
- b. When compared to the actual back posture, the lifting is somewhat advanced;
- c. The tongue is then fully opened and very slightly raised, making it appear as though it is quite low in the mouth;
- d. Despite being categorized as a back vowel, [ɑ:] is produced with neutral, unrounded lips;
- e. The gap between the jaws is moderate.

Words in a list: Harm [hɑ:m]; Heart [hɑ:t]; Barn [bɑ:n]; Hard [hɑ:d]

6. [ɑ:] is a curved open back vowel. Detailed description:

- a. When pronounce [ɑ:], the tongue's rear is somewhat lifted.
- b. The tongue is quite low in the mouth because there is little any rising of the back; it is almost close to being totally open;

- c. The lips are not protruded, but they are slightly rounded;
- d. The jaws are spread apart somewhat

Words in a list: Hot [hɑ:t]; Pot [pɑ:t]; Cot [kɑ:t]; Lost [lɔ:s]

7. [ɔ:] is a rounded, partially-open vowel. Detailed description:

- a. [ɔ:] The back of the tongue is up.
- b. This lift reaches approximately the half-open position.
- c. Lips [ɔ:], between open lip curls.
- d. The jaws are far apart

Words in a list: Caught [kɔ:t]; Port [pɔ:t]; Stalk [stɔ:k]; Dawn [dɔ:n]

8. [u] is a semi-closed to rounded vowel. Detailed description:

- a. Raise the back of the tongue when pronounce [U]. This lift is advanced from a true back position.
- b. Raise it slightly above the half-closed position.
- c. The lips are fairly tightly rounded, lack muscle tension, and are slightly protruding.
- d. Jaws slightly apart

Words in a list: Could [kUd]; Cook [kUk]; Put [pUt]; Fully [fUli]

9. [u:] is rounded closed vowel. Detailed description:

- a. When creating [u:], the back of the tongue is up.
- b. Raised to a point very close to the closed position.
- c. The lips are rounded and barely noticeable.
- d. The jaws are slightly apart

Words in a list: Fool [fu:l]; Food [fu:d]; Pool [pu:l]

10. [ʌ] is a half open, unrounded, backward-facing vowel (or an unrounded open to half open centro back vowel). Detailed description:

- a. In [ʌ], the tongue is raised approximately in the middle between the front and back of the tongue. (hence the central vowel);
- b. Slightly raised to the half-open position or to a point between the half-open and open positions.
- c. Lip position is uncurled or neutral.
- d. In other words, the gap between the jaws is wide.

Words in a list: Bud [bʌd]; Lust [lʌst]; Tusk [tʌsk]; Cud [kʌd]

11. [ɜ:] is a center vowel that is unrounded, half-closed, and half open. Detailed description:

- a. In pronouncing [ɜ:], the central part of the tongue is raised. The middle part of the tongue is the part between the front and back of the tongue.
- b. Raise to a point between the half-closed and half-open positions.
- c. The lips are rounded like [ɪ] or neutral.
- d. The jaws are slightly apart from each other

Words in a list: Lurk [lɜ:k]; Burn [bɜ:n]; Curt [kɜ:t]; Hurt [hɜ:t]

12. [ə] is unrounded half-open to half-closed middle vowels. Detailed description:

- a. When making [ə], raise the middle part of the tongue.
- b. It can be raised to the half position or even lower.
- c. Lip position is far or neutral.
- d. The opening between the jaws is of medium size.

Words in a list: Statement [steitmənt]; Doctor [dɒktə]; Sofa [sɒfə]; Colder [kouldə].

2.3.2 English Consonant

English has 24 consonants, and the International is used to transliterate each one. The letters are [p], [b], [t], [d], [k], [g], [f], [v], [], [], [s], [z], [], [], [], [h], [t], [t], [d], [m], [n], [], [l], [r], [w]. Consonant is the term used to describe the sound generated when the vocal tract closes or narrows, either fully blocking the airflow or restricting it enough to cause audible friction. Phonetic alphabets, or the symbols used to represent how words sound in any language. Wongsuriya (2020:176) stated that consonants sounds are categorized according to their (1) place of articulation, or where in the vocal tract the consonant is obstructed, (2) way of articulation, or how they are pronounced, and (3) voicing, or the vibration of the vocal cords.

1. Place of Articulation

Purba (2018:60) stated that the speech organs used in the production of consonants are discussed in relation to the location of articulation. Consonants can be divided into the following groups based on this category: bilabial (articulated by the lower and upper lips), labiodental (articulated by the lower lip and the upper teeth), dental (articulated by the tip of the tongue and the upper teeth), alveolar (articulated by the tip of the tongue and the teeth ridge), post alveolar (articulated by the tip of the tongue and the back part of the teeth ridge), and palato-alveolar articulated (articulated in the glottis)..

2. Manner of Articulation

Purba (2018:61) stated that the movement of the speech organs during the generation of the consonants is referred to as the "manner of articulation." The

consonants can be divided into four categories based on the movement of the speech organs or how the air stream is blocked by the speech organs: plosive (the air stream is entirely blocked and suddenly released, producing a plosion), affricate (the air stream is entirely blocked and slowly released, creating a hissing sound), nasal (the air stream in the mouth cavity is entirely blocked and released through the nose), and lateral (the airstream is released through either the nose or the mouth) (the speech organs are moved or glided from a weakly articulated vowel position to the other position).

3. Vibration of Vocal Cords

Purba (2018:59) stated that the vocal cords can be kept open or completely closed. Additionally, they could be loosely joined to cause vibrations when air moves between them. It is possible for the vocal chords to vibrate more or less when producing consonants. When the vocal cords vibrate more vigorously while producing the sound, the consonant is categorized as a voiced consonant; nevertheless, if there is less vibration, the sound is categorized as a voiceless consonant. A glottal stop is the sound made when the vocal cords are completely closed, preventing any air from escaping at all, and then rapidly open. The quality of English consonants can also be altered by pharyngealization, a simultaneous shrinking of the pharyngeal cavity, or by shifting the tongue's tip toward the hard palate (palatalisation). The English consonants are all spoken egressively, or through the mouth or nasal cavity, according to the airstream mechanism. The English consonants are indicated by the tiny letters of several Latin alphabets.

The English consonants can be represented as in the following chart based on the aforementioned factors. The labels used to categorize consonants are based on

the place (point) of articulation, manner of articulation, and vibration of the vocal cords.

Table 2. English Consonant Chart

	Bilabial	Labiodental	Dental	alveolar	Post-Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosive	p b	t d						k g	
Affricate						tʃ dʒ			
Fricative		f v	θ ð	s z					h
Nasal	m			n				ŋ	
Lateral				l					
Approximant or Semi-Vowel	w				r		j		

2.4 Words

Khan (2020:2) stated A word is a speech sound, or combination of speech sounds, that can be communicated verbally or in writing and has a particular meaning for a concept, an object, or a thought. Language of English has nine part of speech, which is as follows:

4. Noun: is a name for a thing, place, or person. A noun is something that has a name and is the subject of the conversation. Everything is given a name, which is referred to as a "noun." For examples: a lamb, a pen, or a table, happiness, determinism, truth.
5. Pronoun: is a term that changes a noun in a sentence. It substitutes for a noun. Jam is a boy of sixteen. Word of Jam change become "he".

- 6.** Verb: expresses what is happening or how something is. It is a verb of action.
For examples: sleep, alive, play, etc.
- 7.** Adverb: a word that modifies a verb, an adjective, or another adverb. It gives us additional details about a verb, an adjective, or another adverb. It describes how something occurred, is being done, or was done, as well as where and when it occurred. Examples: very, really, swiftly, etc.
- 8.** Adjective: a word that provides details regarding a noun, pronoun, or noun phrase. It provides more details about a word or pronoun. It displays a noun's character, type, or degree. For examples: eight, yellow, little, honest, etc.
- 9.** Preposition: the words we use to precede pronouns or nouns. These indicate the relationship of the subject or object indicated by it to another subject or object.
For examples: off, in, into, above, in addition to, etc.
- 10.** Conjunction: words that connect clauses, phrases, and occasionally words.
Sentences are joined together to make them shorter and more concise. For examples: but, and, neither –nor, before, because, etc.
- 11.** Interjection: the phrase or phrase group used to convey and declare strong emotions. Exclamation marks are always used after these words. For examples: good morning, yay, hurrah, look! etc.
- 12.** Determiners: the words that are used to introduce nouns or adjectives. These are distinct from adjectives since they serve only to introduce nouns, whereas adjectives provide more details about nouns. For examples: A, the, every, any, that, my, your, which, and etc.

2.5 ELSA Speak Application

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

Every student and teacher in the classroom encounters various challenges or circumstances that do not help the learning process, such as the teaching methods employed to make students bored and keep them glued to the reading text, as is the case with the Easy English Course. So that students and teachers can learn as much as possible and can inspire student learning, particularly in pronunciation and speaking abilities, we need engaging learning materials. The educational process can be carried out online and is not limited to classroom settings. Because practically all of them are frequent internet users, students may readily learn through engaging media in their environment. Research was done to ascertain whether using the ELSA Speak program would improve pupils' pronunciation abilities.

2.6 The Previous of Study

The writer presents the discussion from third previous relevant studies related to this study in order to strengthen this study.

The first study with entitle An Analysis of English Pronunciation based on student speech community at English Education study Program by Nurmaisa (2021). This is descriptive qualitative research. In this case, the writer found that pronounce correctly and incorrectly by the students. The correctly is showed that how frequently students used it during the English speaking portion of the test, particularly the voice dental fricative based on the speech community. Then, incorrectly that these were affected by certain terms that were infrequently used, students' poor pronunciation skills, and a lack of practice in the English pronunciation-based speech community. The contribution of previous study to the writer is the study focus based on how voice dental fricatives are pronounced in English, both right and wrong and the writer focuses on the typology of vowels and consonants in pronouncing English words with the same technique of collecting the data. This study helps the writer to complete the theory of pronunciation and make the writer easier also to find out the comparison between this previous study and her study.

The second previous study is The English Pronunciation Problems of EFL Students" Speaking (A Case Study at the fourth Semester of Teaching Speaking and Listening Class) by Ninin Jariyah (2020). This is descriptive qualitative research. The similarities of the previous study is same discussing about pronunciation. The different is previous study focused on analyzing the pronunciation problems of English and explaining the causes of EFL students" speaking troubles with English

pronunciation, then writer focuses on the typology of students ability of in pronouncing English words vowels and consonants but with the same technique of collecting the data. The previous study helps the writer to complete the theory of the study and also make the writer easier in her study.

The third previous study with entitle "The Typology of the First Year Students" Pronunciation at FKIP-Univeristas HKBP Nommensen Pematangsiantar on English Voiceless Plosive Consonants (2019). The similarity of this study related to the typology of English pronunciation. The difference of this study with the previous study is to describe how the students" ability. This study give contribution to the writer the previous study still discuss the one of part in consonants especially in voiceless plosive, while the writer in all of part of vowels and consonants.

2.7 Conceptual Framework

Pronunciation plays as the important thing in speaking with others. In addition, speakers will pronounce the words that they know how to pronounce well. The major challenge of English pronunciation is to create a confidence that correspond to the English sound and to disassemble the arrangement for our native language's habits have so strongly established. It can accomplish this by forming new speaking habits, new ways of hearing, and new ways of employing our speech organs. It can help students to learn pronunciation while speak with other people.

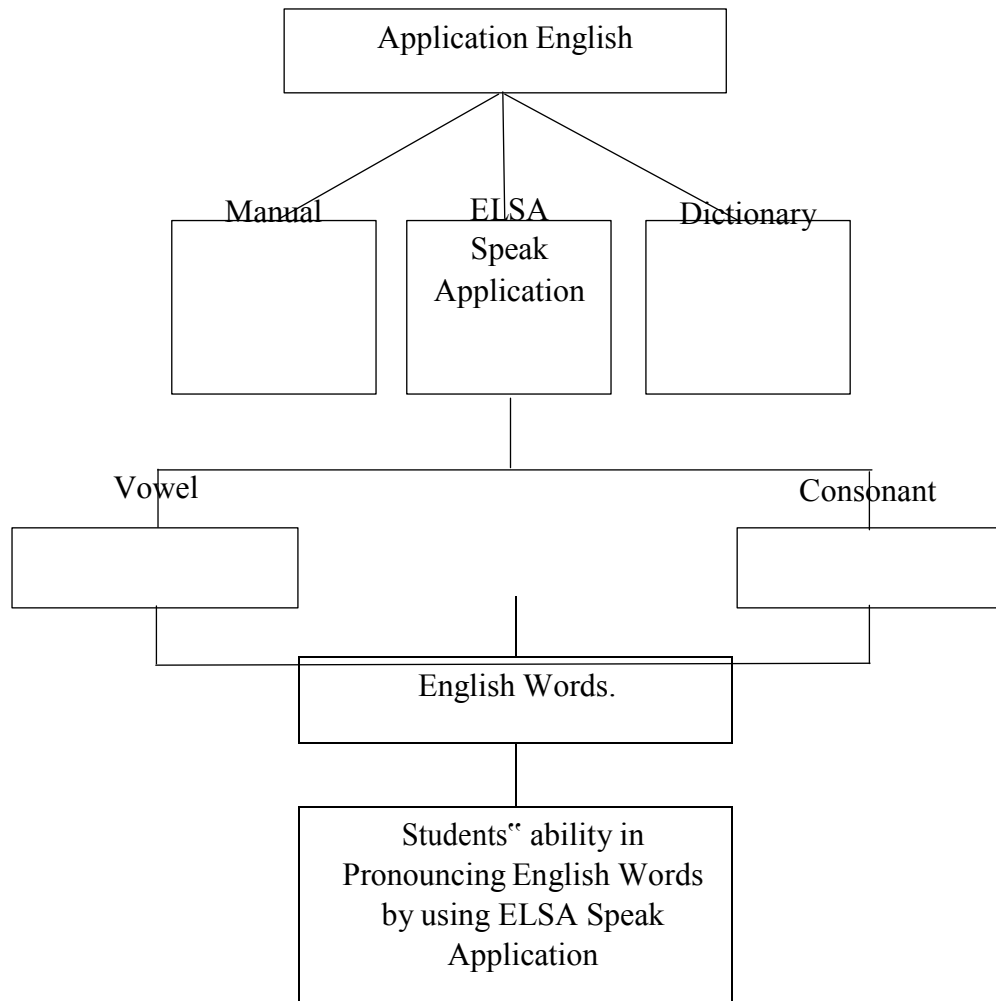


Figure 5. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Design of Study

This study was conducted by using descriptive qualitative. Sidiq and Choiri (2019:3) stated that qualitative research is a research that the results of finding cannot get by using statistical technique. Qualitative research purpose to know the phenomena that faced of the subject research.

3.2 The Source of Data

The writer should determine the data source that is relevant to the study problems. According to Nainggolan, et al (2019:7) stated that source of the data is the subject which the data can be found. The writer taken source of the data from the second year students of SMA Eka Prasetya Medan in academic year 2022/2023 that is XI-IPS, where the total number of the students are 10 students. Data got from students' pronunciation of the second year students of SMA Eka Prasetya Medan in academic year 2022/2023 that is XI-IPS.

3.3 Instrument of Collecting the Data

Hardani, et al (2020:119) stated that the writer serves as the primary tool in qualitative research, but once the research question is established. In this study, the writer will use the instruments through:

1. Test

A test is a tool for collecting the data. The test namely pronunciation test that consisted of English words was as results in describing students' pronunciation by the subjects.

2. Recording

The recording is an example of modern technology that can be used simultaneously to provide valid results. The writer recorded the students using hand phone to investigate the student ability in pronouncing English words. After giving them pronunciation test, the writer recorded the students' pronunciation, then listen to the recording. The writer used ELSA Speak Application online as correction of pronunciation. Samad and Ismail (2020:1) stated that ELSA Speak application is one of the media that can enhance education in the era of 4.0. English Language Speech Assistant is what ELSA stands for. It is an android application that is available for free download from the AppStore or Google Play. It is built with a number of features to help students speak words, phrases, and sentences with an American accent better by giving them experience in doing so. It is finished with a microphone symbol so that the student can immediately practice speaking as though they have listened to the audio.

3. Transcribing

Based on Irawan and Tampubolon (2020:3), phonetic transcription is effective teaching pronunciation. Phonetic transcription derives from a conjunction of data and symbols of a notation system for showing theoretical models as the results of category of the data. After listening the recording of the pronunciation test of the students, the writer wrote down the phonetic transcription of students' pronunciation.

3.4 Technique of Collecting the Data

This study was collected by these techniques:

1. The writer gave instructions about the pronunciation test to the students.

2. The writer explained to the students about the pronunciation test.
3. The writer gave the pronunciation test.
4. The writer recorded students' pronunciation.
5. The writer transcribed the students' pronunciation in phonetic transcription.

3.5 Technique of Analyzing the Data

The writer used steps to analyze the data Miles and Huberman (2014), as follows:

1. Condensation of Data

The process of choosing, concentrating, streamlining, abstracting, and/or changing the data that are included in the entire corpus (body) of written-up field notes, interview transcripts, papers, and other empirical materials is known as data condensation. Condensing data strengthens the information. (We avoid the term "data reduction" since it suggests that we are weakening or losing something.)

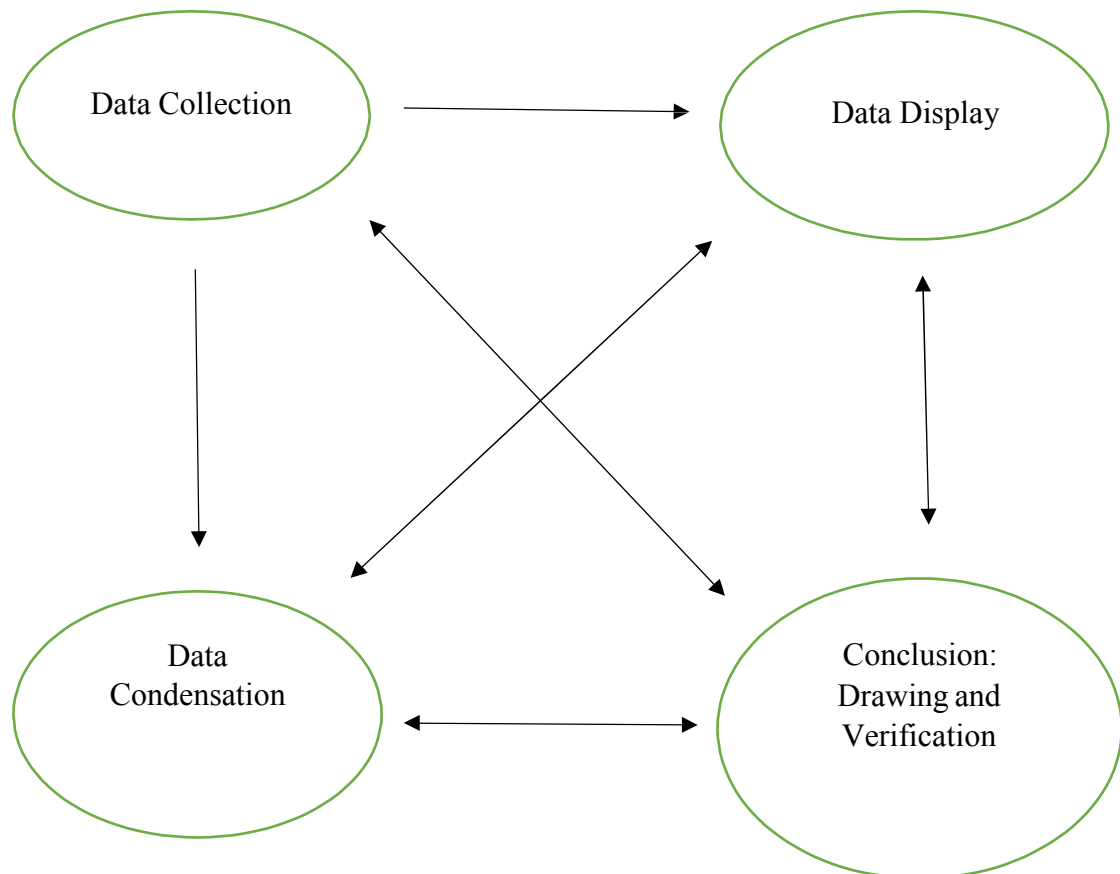
2. Data Display

Data visualization is the second important flow of analysis activity. A display, in general, is a condensed, structured arrangement of information that enables action and conclusion-making.

3. Drawing and Verifying Conclusions

The process of drawing and verifying conclusions is the third stream of analysis activity. The qualitative analyst evaluates what is happening by noticing patterns, explanations, causal flows, and assertions from the very beginning of data gathering. The conclusions are still there, initially hazy and then becoming more precise and anchored. The competent writer holds these findings loosely while preserving openness and skepticism. Depending on the size of the corpus of field

notes, the coding, storage, and retrieval methods employed, the complexity of the researcher, and any necessary deadlines to meet, "final" conclusions may not be revealed until after data collecting is complete.



3.6 Triangulation

Triangulation is to determine whether the data are valid, the data's trustworthiness must be examined. The writer of this study employed triangulation techniques to examine the data's validity. Sipayung (2021:40) found that triangulation have four ways to identify the data, these are:

1. Data Triangulation

Data triangulation is the process of comparing and double-checking information that a writer has gathered from some ways. Typology the students'

ability in pronouncing English words from tests then recording is the writer technique to collect the data.

2. Investigator Triangulation

Investigator triangulation related to using a lot of researchers to collect more reliable data. The best method to ensure the veracity of data is to work as a team.

3. Methodological Triangulation

Methodology triangulation relates to the work involved in verifying the data or data outcome. Methodology triangulation is a combination of technique approaches used in social science research where the findings from one method are utilized to support, defend, and clarify the findings of the others.

4. Theory Triangulation

Theory triangulation relates to combining two or more theories to better understand a phenomena or situation. To gather more complete data, it is necessary to fully incorporate some theories.