CHAPTER II

REVIEW OF LITERATURE

This chapter consist of underlying theories and previous research. The researcher presented a theoretical framework that used in this research in which time to relevant knowledge underlines the research. Additionally, the researcher also delivers several previous related researcher which is to give more information about this research.

2.1 Previous Study

In this research, the researcher was taken several reviews of related literature from previous research as a comparison.

A. Anggraini Anggraini conducted a research entitle *"Improving Students' Pronunciation Skill Using ELSA Speak Application"*. The results showed that the use of the ELSA Speak Application has provided convenience and benefits for students in improving their English Pronunciation skills by using the ELSA Speak application (Anggraini Anggraini, 2022)

B. Anggun Hervi Rahmania and Berlinda Mandasari conducted a research entitle "*Students' Perceptiom Towards the use of Joox Application to Improve Students*". One of the applications that can be used as a medium to improve the student pronunciation is JOOX. The result revealed that most of the students (74%) are agreed that JOOX application help them to get better pronunciation with the help of lyrics features in JOOX application (Anggun Hervi Rahmania and Berlinda Mandasari, 2021)

C. M. Fadhly Farhy Abbas and Vina Fathira conducted a research entitle "*Implimentation of Android Application to Solve the Students' Pronunciation of ending -ed*". The applications used were online and offline application English Pronunciation. The result showed that there is an improvement by implementing the android application of students' pronunciation of ending –ed. It can be seen that the increasing of the students' ability in pronouncing of ending –ed were at the level of "fairly good" category become the level of "good" category (M. Fadhly Farhy Abbas, Vina Fathira, 2020)

D. Putri Karya Dwi Bawanti and Yudhi Arifani conducted a research entitle *"Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand"*. The findings of this study are that the strategic design of online learning on the use of the Zoom application has an impact on students performance in independent learning and managing time. This also has an impact on the ability and knowledge of students learning English especially in the speaking skill. Their academics are particularly affected by the use of the Zoom application during online learning (Putri Karya Dwi Bawanti and Yudhi Arifani, 2021).

E. Shilvyna Rahma and Husni Mubarok conducted a research entitle "*Frozen Cartoon Film as a Learning Media to Improve the students' Pronunciation Ability*". The presentation of the "frozen" cartoon is packaged with interesting storyline pictures and audio sound that makes the students

involved in the film. The dubbing and subtitling methods are learning methods to motivate the students to communicate in English. Effective and efficient media and methods can help the students engage in learning English and at the same time be motivated to communicate in English (Shilvyna Rahma and Husni Mubarok, 2021)

Based on the previous study above, there are parallels between the researcher's research, namely improve English pronunciation. However, there is a slight difference in this research from the previous study. In the previous study used media like movie and joox application. in the second previous study, while in this research the resercher was use ELSA application. The second difference is this research was carried out at SMAN 5 Tana Toraja and focused on language class. In this research, the researcher also was focused on how's ELSA application as an independent learning tool.

2.2 Some Partinents Idea

A. Definition of Pronunciation

The act or style of pronouncing words is known as pronunciation. Another term for pronunciation is utterance of speech, which is the act of expressing a word in a way that is recognized or generally understood.

Another meaning of pronunciation, a second time from the Oxford Dictionary, is the way how a given language or particular phrase or sound is delivered. The phrase "correct pronunciation" refers to both within a certain dialect if one is deemed to possess it. A word can be said

by different people or groups in different ways depending on a variety of variables, including: where they were raised, where they currently reside, whether they have a speech or voice condition, their ethnicity, their socioeconomic status, or their level of education.

There are primarily two methods for understanding the ability to articulate a particular tongue, according to Freankel (1984:96):

a. Receptive/list by hearing to the language learning, we establish the capacity to distinguish essential sounds and patterns at this stage of development.

b. For fabrication and utterance by this step, we discover how to speak or illustrate what we know already.

Pronunciation is one of the parts of speaking skills that was be directly and clearly observed and known. When a person speaks in English then the person who listens was directly identify how the person's pronunciation or pronunciation is. When someone makes a mistake in speaking his English then it was be immediately known or detected by the listener. In connection with this, in English teaching, the teacher is a model of language use for his/her pupil. Therefore, it should be the ability that he/she has to serve as an example of good and correct use of English for his or her pupils.

Based on the definition, the writer conclude that one aspect of speaking skills that was be instantly and plainly recognized and known is pronunciation. When someone speaks in English, the person who is listening was immediately recognize how the individual's pronunciation or

pronunciation is. When someone makes a mistake while speaking English, the audience was immediately notice it. In this regard, in English instruction, the teacher serves as a model of language use for his or her student. As a result, he or she should be able to serve as an example of appropriate and correct English usage for his or her students.

B. Type of Pronunciation

a. English Vowels

Vowels, according to Jones, are some of the continuous voiced sounds produced in the mouth without any impediment or frictional noise.

According to the position of the tongue, Jones (1958:15) divides the vowels into five categories in his book "The Pronunciation of English":

1) Front vowels, which are produced by raising the "front" of the tongue toward the hard palate. Consider the /i: / in the / fi: d / feed.

2) Back vowels, which are pronounced with the "back" of the tongue lifted toward the soft palate, Take the /u: / in food, for instance.

3) When the tongue is in the middle or in the space between the front and back, the vowels are central. For instance, /:/ in a bird (/b: d/).

4) Close vowels are produced when the tongue is held as high as it can be held without making a frictional sound. /i: / in/ fi: d / feed and /u: / in /fu : d/ food are two examples.

5) Open vowels, such a /a: / and / f a :/(father), are formed when the tongue is held as low as possible.

b. English Consonant

Kelly (2000:47) argues that consonants can be divided in the following manner:

1) The articulation

    a) Labiodental sound, e.g., /f, is generated while the tongue tip meets the upper teeth.

    b) Dental Sounds constructed by the tongue's tip contacting the upper teeth. e.g. : / ð/.

    c) Alveolar specifically, sounds produced by pressing the tongue's tip or blade on the ridge of the teeth, such as the usual English sound /t/.

    d) Palatals are the sounds produced when the back of the tongue touches the hard palate, such as the sounds / j / and /.

    e) Velar specifically, sounds like /k/ (h) are produced when the back of the tongue rests against the soft palate. Glottal, specifically, noises produced in the glottis, such as / h /.

2) Manner of Articulation

    a) Plosive

        The soft palate is likewise lifted, and the vocal tract is completely closed elsewhere. Air pressure builds up behind the

closure before being expelled "explosively," as in the sounds /p/ and /b/

b) Affricative

The soft palate is lifted, and somewhere in the mouth, a complete closure is established. When compared to plosives like /t_/ and /d_/, air pressure builds up behind the closure and is then released more slowly.

c) Fricative

When the sound of the air moving between two vocal organs such as the sounds / f / and /v/, may be heard.

d) Nasal

When the soft plate is lowered and the lips or tongue press on the plate to create a closure, air escapes via the nose, as in the /m/ and /n/ sounds.

e) Lateral

The tongue's blade resting on the alveolar ridge causes a partial closure. Air can go along the sides of the tongue, as in the sound "l."

f) Approximant

Vocal organs approach one another but not to the point of audible friction, as in the case of /r/ and /w/.

3) English Diphthongs

Diphthongs are sounds whose production involves a change in quality. It consists of several vowel sounds. Phonetically, diphthongs are expressed by two-letter combinations. The first represents the starting location, and the second the movement's direction. The three different types of diphthongs they consist of closing, falling, and centering diphthongs.

a) Raising or Closing Diphthongs

The second vowel is pronounced with the tongue in a lower position than the first. For instance:

- /ai/ , like in time /taim/ , fine /fain/

- /ei/ , like in make /meik/ , take /teik/

- /i/ , like in boy /boi/

- /au/ , like in now /nau/ , how /hau/

- / əu/ , like in no / nəu/ , go / gəu/

b) Falling Diphthongs

The second vowel is pronounced with the tongue in a lower position than the first. For instance:

- /i ə/, like in fear /fiə(r)/, hear /hiə(r)/

- /ə/, like in pure /pjə(r)/

c) Centering Diphthongs

When producing the second vowel, the tongue is in the middle of the id. For instance:

- /ə/, like in fore /fə(r) /, more /mə(r)/

- / ɛə /, like in there /ðɛə

d) Supra-segmental Phonemes

   Seven categories are used to group supra-segmental phonemes, and they are as follows:

- Stress. Sound is produced under stress, which is the pressure of the breath. Intonation. Intonation is the alteration of the voice's musical pitch while speaking.

- Pause. A pause is a period of silence in an unuttered sentence.

- Juncture. A juncture is a brief moment of silence. It is the pause between sounds or words in speech.

– Rhythm. Language beats to rhythm. This is a stressful period. Similarity of meaning between two major stressors .

- Pitch. A word can be distinguished by its pitch, which is its height and/or direction (up-down contrast level). Four degrees of sound, for instance, can distinguish between different meanings in Chinese.

- Length. Length determines whether a phoneme should be pronounced long or short.

4) Stress

   Stress, as defined by Jones (1958:57), is the force with which a syllable is spoken. Syllable to syllable, stress fluctuates. Stressed syllables are those that are pronounced more forcefully than their neighboring syllables. In reality, it suffices in most cases to

distinguish between stressed and unstressed degrees. Stress syllables are marked when necessary by 'placed immediately before them, thus father, 'f_:_ə, arrive, ə'raiv, opportunity, _pə'tju:niti, what shall we do? '(h)w_t_əlwi:'du.

5) Intonation

According to Jones (1958:59), when a person speaks, the pitch of their voice, or the musical note that their vocal chords generate, is continually shifting. The term intonation (or inflection) refers to these differences in pitch. Thus, intonation is mostly independent of stress, which newcomers occasionally equate it with.

Pitch changes either involve a rising or a lowering pitch. Even tonal languages use intonation, although its implementation and purpose seem to be different in tonal languages. The addition of attitudes to words (attitudinal function) and the distinction between questions, yes-or-no questions, declarative statements, commands, requests, etc. are both done in non-tonal languages. In general, the following intonations are recognized:

a) Rising intonation describes a voice's rising tone over time.

b) The pitch is said to be falling intonation over time.

c) Intonation that dips rises and then falls.

d) Peaking Intonation increases before decreasing.

Based on the type of definition, the writer conclude that there are two types of pronunciation: English vowels and English

consonants. the difference of the two types is the articulation and position of the tongue and the sounds that are produced from each pronunciation.

C. Component of Pronunciation

We must pay close attention to the pronunciation component when pronouncing words. There are four aspects of pronunciation: intelligibility, fluency, correctness, and native-like, according to Djiwandono (2008:124).

a. Whether or whether the text's individual components may be understood easily without leading to misunderstandings.

b. Fluency is the ability to speak a text clearly as a whole.

c. Accuracy is the correct pronunciation of words and text segments.

d. The entire text is pronounced in a native-like manner, and each individual word is spoken as a natural speaker would.

The explanation above leads to the conclusion that we must pay attention to the indicators above when pronouncing words, phrases, and sentences.

One of the mediums for teaching pronunciation is an audiovisual aid. Using audiovisual resources in junior high school is primarily done to teach According to Freudenstein in Alatis (1981: 275), there are three media necessary to successfully and efficiently carry out the teaching and learning process. These definitions are given below.

a. Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.

b. Audio: tape recorders and radios.

c. Audio visual: film, TV, and video

D. Independent Learning Tool

Independent learning tool is a method or learning process where learners have ownership and control of their learning – they learn by their own actions and direct, reguate, and assess their own learning. The independent learner is able to set goals, make choices, and decisions about how to meet his learning needs, take responsibility for constructing and carrying out his own learning, monitor his progress toward achieving his learning goals, and self-assess the learning outcomes.

The concept of independent learning is associated with, or a part of other educational concepts and wider policy agendas, such as improving the educational experiences and outcomes for learners through student-centered learning approaches that personalize learning and enable the learner to take ownership of the learning process (Meyer et al. 2008)

The concept of independent learning tool encompasses various pedagogical theories and educational methodologies. The core principles and theories that often underlie the development and use of self-paced learning tools are as follows:

1. Constructivism Theory

   This theory posits that learners actively construct their understanding and knowledge by building upon their experiences and prior knowledge. Independent learning tools aligned with constructivist principles provide resources and activities that enable learners to explore, discover, and create their own understanding.

2. Cognitive Theory

   Emphasizing mental processes such as memory, problem-solving, and critical thinking, this theory underscores the importance of cognitive skills in learning. Independent learning tools might aim to stimulate these cognitive processes by presenting challenges or information that encourage learners to apply their cognitive abilities.

3. Andragogy Theory

   Malcolm Knowles developed this theory focusing on adult learning. Independent learning tools for adults should consider individual needs, prior experience, and intrinsic motivation for learning.

4. Technology-Enhanced Learning (TEL)

   This theory emphasizes the use of technology in education. Independent learning tools within TEL encompass various platforms, applications, and software designed to support learning without direct instructor involvement.

5. Social Learning Theory

Highlighting the significance of social interaction in learning, this theory underscores collaborative learning. Independent learning tools aligned with this theory may include online learning platforms that facilitate collaboration, discussions, or community-based learning.

6. Self-Determination Theory

This theory proposes that strong intrinsic motivation can enhance autonomy in learning. Successful independent learning tools should encourage intrinsic motivation and provide learners with control over their learning process.

These theories collectively inform the design, development, and utilization of tools and resources that empower learners to take control of their learning journey. Independent learning tools encompass a wide range of resources such as textbooks, e-learning platforms, mobile applications, educational games, and online resources, allowing learners to engage in self-directed learning according to their preferences and pace. The selection and use of these tools are often guided by a blend of these theoretical frameworks.

E. ELSA (English Language Speech Assistant)

The ELSA (English Language Speech Assistant) application is an educational tool designed to help non-native English speakers improve their pronunciation, speaking, and listening skills in English.

The primary goal of ELSA is to assist individuals, particularly non-native English speakers, in gaining confidence and proficiency in spoken

English by providing a platform for focused pronunciation practice and improvement. It aims to make language learning engaging, interactive, and tailored to the needs of individual learners through the use of technology and personalized feedback mechanisms.

Darsih and Aggara (2021) stated the EFL learners' in perception toward ELSA apps is good, they used ELSA apps to integrate and led the students to work in group and can interact and build their enthusiastic in learning pronunciation. Komplin suggested that saying a non-native language might cause anxiety and that articulation isn't usually addressed in the class, the Researcher decided to examine the impact of a mobile app on learners' language enthusiasm and speaking skills. ELSA is a mobile app that offers instruction, native audio, practice, feedback, and simulated "conversation" practice, all of which have been proved to increase the motivation. Those articles conducted the research by using hybrid learning for vocational school and university by applying observing and interview as the main sources, they did not elaborated and explore how the students' motivation in the classroom. Regarding to these considerations, the Researcher tended to conduct the study by investigating the students' engagement in learning (Intensive speaking) by using ELSA application. In addition, this study investigated the changing and enhancement of the students' learning motivation.

1. Recognition Theories

ELSA application development and functioning are likely informed by

various language learning, linguistics, and speech recognition theories. These could include:

    a. Second Language Acquisition Theories

       The app likely draws on theories related to second language acquisition, such as Krashen's Input Hypothesis or the Interaction Hypothesis by Long. These theories suggest that language learning occurs through exposure to comprehensible input and meaningful interaction.

    b. Phonetics and Phonology

       The ELSA app's focus on pronunciation improvement suggests it may incorporate principles from phonetics and phonology, which deal with the study of speech sounds and their production, perception, and linguistic significance.

    c. Speech Recognition Technology

       The technological aspect of ELSA likely involves theories and algorithms related to automatic speech recognition (ASR). These could include Hidden Markov Models, deep learning approaches like recurrent neural networks (RNNs) or convolutional neural networks (CNNs), or even newer methodologies like transformer models.

    d. Pedagogical Approaches in Language Learning

       The app may align with pedagogical theories in language teaching, such as Communicative Language Teaching (CLT),

which emphasizes meaningful communication, or Task-Based Language Teaching (TBLT), which focuses on learning through tasks.

Personalized Learning and Adaptive Systems: ELSA might also incorporate theories related to adaptive learning systems. These systems adapt their content and difficulty level based on individual learner performance and progress, aiming to provide a tailored learning experience.

2. Benefits of ELSA Aplication

The ELSA (English Language Speech Assistant) application offers several benefits for individuals looking to improve their English pronunciation, speaking, and listening skills. Here are some of the advantages of using the ELSA application:

a. Pronunciation Improvement

ELSA focuses on helping users refine their pronunciation of English sounds, intonation, rhythm, and speech patterns. The app provides targeted exercises and feedback to enhance users' speaking accuracy.

b. Personalized Learning

The app tailors lessons and exercises based on individual user proficiency, learning pace, and specific areas needing improvement. This personalized approach ensures that users receive content and feedback relevant to their skill level and goals.

c. Real-time Feedback

ELSA offers immediate feedback on users' spoken English, highlighting areas for improvement. This instant feedback loop allows learners to make corrections and practice pronunciation in real-time, enhancing learning efficiency.

d. Accessibility and Convenience

The mobile application format makes ELSA easily accessible for users to practice English speaking skills at their convenience. Learners can engage with the app anytime, anywhere, using their smartphones or tablets.

e. Diverse Learning Materials

ELSA provides a variety of exercises, dialogues, and scenarios covering different topics and situations. This diversity allows users to practice English in various contexts, such as everyday conversations, professional settings, or academic discussions.

f. Boosts Confidence in Speaking English

Through targeted practice and improvement in pronunciation, ELSA helps users gain confidence in their ability to communicate effectively in English, both in formal and informal settings

g. Adaptive Learning Experience

The app's adaptive learning system adjusts content and difficulty based on user performance and progress, ensuring an optimal and engaging learning experience.

h. Motivation and Engagement

ELSA employs interactive exercises and gamified elements that can enhance user motivation and engagement, making the learning process more enjoyable and effective.

i. Trackable Progress

Users can track their progress over time, monitor improvement, and set personal goals, providing a sense of accomplishment and motivation to continue learning.

Overall, the ELSA application serves as a valuable tool for non-native English speakers seeking to refine their pronunciation, improve speaking confidence, and develop their overall English communication skills in an accessible, personalized, and engaging manner

3. General Steps to Using The ELSA Application

To use the ELSA application, there are several steps as follows:

a. Download and Install the App

Visit the Google Play Store (for Android) or the Apple App Store (for iOS) on your mobile device. Search for "ELSA Speak - English Accent Coach" and download the app. Install it on your device.

b. Create an Account or Sign In

Open the ELSA app. You'll usually be prompted to create an account using your email or sign in with an existing account if

you've used ELSA before. Follow the on-screen instructions to set up your profile.

c. Assessment and Placement Test (Optional)

Some versions of the app might offer an initial assessment or placement test to evaluate your current English speaking level. Completing this assessment helps the app tailor lessons to your proficiency level.

d. Set Your Learning Goals (Optional)

You might be prompted to set specific learning goals, such as improving pronunciation, speaking fluency, or focusing on particular topics or scenarios.

e. Explore the Interface

Familiarize yourself with the app's interface. You'll typically find various sections such as "Lessons," "Practice," "Speaking Challenges," or other features. Navigate through the app to understand its different functionalities.

f. Select a Lesson or Exercise

Choose a lesson or exercise that aligns with your learning objectives or level. The app might offer a range of exercises focusing on pronunciation, speaking drills, listening comprehension, dialogues, etc.

g. Begin the Exercise

Start the selected exercise. The app usually guides you through spoken prompts or sentences. Repeat the phrases or sentences after the app and try to mimic the pronunciation and intonation as accurately as possible.

h. Receive Feedback

After speaking, the app was provide immediate feedback on your pronunciation and speaking accuracy. It might offer corrections, scores, or tips for improvement.

i. Practice Regularly

Engage with the app consistently to improve your English speaking skills. Set aside dedicated time each day or week for practice sessions to see gradual improvement.

j. Explore Additional Features

ELSA might offer additional features such as speaking challenges, progress tracking, personalized recommendations, or interactive games. Explore these to enhance your learning experience.
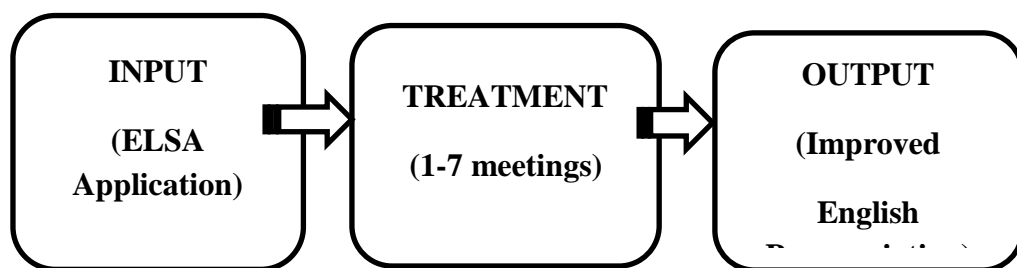
k. Adjust Settings and Preferences (Optional)

You might have options to customize settings such as exercise difficulty, accent preferences, or frequency of practice reminders. Adjust these settings based on your preferences.

l. Track Progress and Review

Use the app's progress tracking features to monitor your improvement over time. Review your performance to identify areas for further practice.

The steps might vary slightly based on updates or changes made to the ELSA app. Exploring the app's help section, tutorials, or any available support documentation within the app can provide more detailed guidance on using specific features and functionalities.

2.3 Theoritical Framework

| INPUT (ELSA Application) | → | TREATMENT (1-7 meetings) | → | OUTPUT (Improved English Pronunciation) |

In this context, researcher was focused on English pronunciation skills. The meaning of pronunciation, from the Oxford Dictionary, is the way of conveying a language or a certain phrase or sound. What is meant by "correct pronunciation" is both in a particular dialect if one is considered to have mastered it. The ability to pronounce word for word correctly was facilitate communication between speakers. On the other hand, if the pronunciation is not correct it was have serious consequences which can lead to misunderstandings.

Through learning English in every school, it is hoped that students'

abilities was increase, especially in terms of communicating using English. However, the reality is quite the opposite after researchers conducted interviews with several students at schools in Tana Toraja, namely SMA Negeri 5 Tana Toraja. After conducted interviews with several of these students, the researcher discovered the problem that they still often experienced difficulties in English pronunciation. Wrong pronunciation of words can have bad consequences because it can cause misunderstandings and even affect the quality of a person's communication skills. If a solution is not found for this problem, then the vision of English language learning was not be achieved.

In this case the researcher was used the ELSA (English Language Speech Assistant) application, as an independent learning tool to improve students' English pronunciation at SMA Negeri 5 Tana Toraja. The ELSA application, with focus on improving personalized pronunciation, is in line with the current trend of leveraging technology to improve language skills. ELSA uses voice recognition technology which is able to detect and analyze the user's voice and pronunciation patterns in English. The ELSA application can differentiate between correct and incorrect pronunciation, thereby helping users to hone their pronunciation skills. By used this application, researcher found that the problems that occur at SMA Negeri 5 Tana Toraja was resolved. Through the use of ELSA, English pronunciation was improved and they were able to pronounce words well and correctly.

2.4 Hypothesis

The term hypothesis refers to a theoretical and logical prediction. In this case, the research was be used to determine the impact or relationship between two or more variables, and it must predict the answer to the problem or the research findings based on theory or logical common sense.

A. Null Hypothesis (H0)

There is no significant improvement in students' English pronunciation after using the ELSA application as an independent learning tool at SMA Negeri 5 Tana Toraja.

B. Alternative Hypothesis (H1)

There is a significant improvement in students' English pronunciation after using the ELSA application as an independent learning tool at SMA Negeri 5 Tana Toraja

The significance improvement can be seen while the result of statistical analysis was higher than α or standart of significance 5% (>0,05).