

**THE EFFECTIVENESS OF THE ELSA SPEAK APPLICATION IN
FACILITATING STUDENTS' ENGLISH PRONUNCIATION
IN STORY TELLING**

THESIS



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (SI)* in English Department, State Islamic Institute of Kediri

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MOTTO

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونَ ١٥٢

**"Therefore, remember Me, I will remember you; be grateful to Me, and be
not ungrat**

“خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ”

“The best of mankind is the most beneficial to others.”

**“if you put Allah first then Allah will put you first”
(umi asri)**

DEDICATION

This thesis is dedicated to:

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7. The writer realizes that this thesis is far from perfect. Therefore, the writer receives any suggestions or critics that help this research to be better.

ABSTRACT

Arosy, Hesa, Nizar.(2025). *The Effectiveness of The Elsa Speak Application in Facilitating Students'English Pronunciation in Story Telling.* Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri. Advisors (I) Nur Afifi, M.App.Ling., Ph.D. Advisors (II) H. Burhanudin Syaifulloh M.Ed, Ph.D.

Keywords: *Artificial Intelligence, ELSA Speak Application, English Language Learning, Pronunciation, Storytelling*

Pronunciation is a key aspect of oral communication, particularly in EFL storytelling. However, many junior high school students struggle with clarity, correct intonation, and fluency. With technological advancements, AI-based tools such as ELSA Speak offer new ways to support pronunciation learning. This study aims to investigate whether the ELSA Speak application can improve students' English pronunciation in storytelling contexts.

This research employed a quantitative quasi-experimental design involving two groups: Class 8F as the experimental group using ELSA Speak, and Class 8G as the control group using conventional methods. A total of 71 eighth-grade students from SMPN 1 Kunjang participated. Pre-test and post-test assessments were conducted to evaluate pronunciation performance, and the data were analyzed using ANCOVA.

The findings showed that the use of ELSA Speak significantly enhanced students' pronunciation, as reflected in the ANCOVA results ($p = .000$, $F = 107.680$, $R^2 = .608$). The ELSA Speak application, which provides real-time and individualized feedback, played a key role in this improvement. By allowing learners to immediately recognize and correct errors, ELSA accelerates the learning process and improves accuracy. Its instant feedback mechanism, compared to delayed teacher correction, encourages autonomous and consistent practice. These findings demonstrate the effectiveness of integrating AI-based tools in English learning, particularly in enhancing students' pronunciation skills within storytelling activities.

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