

## CHAPTER II

### LITERATURE REVIEW

This chapter covers Appropriate ideas such as pronunciation, teaching pronunciation, ELSA SPEAK Application application, and previous studies.

#### A. Pronunciation

Pronunciation is used in social, interactive contexts because Pronunciation embodies the way that speakers and listeners work together to build and maintain a common foundation for producing and understanding each other (Reed and Levis, 2015).

Pronunciation is the study of techniques or procedures pronounce English vocabulary, so it is very important to pronounce it vocabulary well and correctly in communicating. If not anyone else will be confused as to what you mean, which is what ultimately happens misunderstanding. Basically learning English pronunciation lies on how to pronounce vowel and consonant sounds correctly, this influence what is said, although there are still aspects other important things that need to be learned are:

1. Word Stress : stress on the sound of a word
2. Sentence Stress : stress on the sound of the sentence
3. Linking : Linking on the word
4. Intonation : Rise and fall of voice pitch when pronouncing

For students who are just learning to speak or are currently studying English verbally, it is highly recommended to study the material pronunciation from the start. Because if you are used to pronouncing vocabulary English incorrectly, it will be difficult to change it.

## **B. Teaching Pronunciation**

Wickham (2021) stated that The act of teaching pronunciation involves providing individuals with instruction on how to accurately and efficiently produce the sounds of a language. This includes assisting learners in correctly articulating vowels, consonants, stress patterns, intonation, and rhythm, in order to facilitate clear communication and understanding. Hudson (2022) stated that Teaching pronunciation encompasses a range of techniques, strategies, and activities that are designed to enhance learners' proficiency in pronouncing a language with accurate phonetic characteristics.

Gianina (2022) stated that Teaching pronunciation generally aims to assist learners in improving their ability to communicate orally by addressing various aspects such as producing sounds correctly, emphasizing word stress, using appropriate intonation in sentences, and overall fluency. The goal is to improve learners' clarity and confidence when pronouncing in the target language. Effective pronunciation instruction takes into account both individual sounds and the overall prosody and rhythm of speech.

Teaching pronunciation encompasses a range of strategies aimed at developing learners' ability to articulate sounds accurately and fluently in a target language. By addressing both segmental and suprasegmental features through targeted activities and feedback mechanisms, instructors can support students in achieving clear and effective communication skills.

### **C. Problems of Teaching Pronunciation**

Mindfulness training is suitable for more senior students at higher levels. The teacher teaches pronunciation directly about the rules of pronunciation, explaining the place of articulation of different sounds, and the different types of sentences and intonation patterns. Baluran (2013, p. 28) states that for learners of English as a second language, one of the most difficult areas to navigate is the correct production of sounds. Rajadurai (2001) emphasizes that pronunciation is often viewed as a skill in second language learning that is more resistant to improvement and therefore least useful to teach.

Wickham (2022) said that teaching pronunciation poses several challenges, in particular for ESL learners. One not unusual problem is the problem in accomplishing accuracy because of the variations in phonetic systems between English and the scholars' local languages. this may lead to mispronunciations that have an effect on conversation. additionally, the complexity of English pronunciation, with its varied vowel sounds and stress styles, can be overwhelming for beginners. moreover, keeping students' hobby and confidence while addressing pronunciation mistakes without discouraging them offers a delicate stability for educators.

Hudson (2022) said that every other huge problem is the struggle with multi-syllabic words or phrases with problematic sounds. ESL learners may also discover it challenging to interrupt down these complex phrases into achievable parts for correct pronunciation. furthermore, the worry of creating mistakes or being laughed at can hinder students from practising and improving their pronunciation capabilities correctly. growing a cozy and supportive surroundings wherein students experience secure to make mistakes is critical but can be difficult to set up.

#### **D. Media in Teaching Pronunciation**

The technology is most effective when integrated as part of a broader language teaching strategy. ELSA SPEAK Application can be a valuable component, but it should complement a well-rounded curriculum that includes a variety of language skills and cultural aspects.

According to Carrey, Farrell, and Hounsell (2020), Teaching using applications refers to the practice of incorporating educational applications or software into the teaching and learning process to enhance engagement, interactivity, and learning outcomes. These applications provide a platform for educators to deliver content in innovative ways, making learning more interactive, fun, and effective.

One prominent example of teaching using applications is Google Classroom. Google Classroom is part of the G Suite for Education and serves as a digital platform where teachers can create, distribute, and grade assignments. It allows educators to organize class materials, communicate with students, and streamline the assignment workflow. Students can access resources, submit assignments digitally, collaborate with peers, and receive feedback from teachers in real-time.

Google Classroom enhances the teaching experience by enabling teachers to assign tasks efficiently, provide personalized feedback, and track student progress effectively. It also promotes collaboration among students through shared documents and discussions. The platform integrates various Google tools such as Google Drive for file storage and sharing, making it a comprehensive solution for managing classroom activities.

## **E. ELSA SPEAK Application**

Every application is made to help users with particular tasks, which could involve communication, creativity, or productivity. In order to study English, there are a plethora of technologies and application software available for download on the internet. The English Learning Speech Assistant, or "ELSA SPEAK Application," was created in 2015 by Vietnamese Vu Van and is headquartered in San Francisco, California. The South China Morning Post recently named ELSA as one of the 13 tech startups in Southeast Asia that show great promise. It is intended to support students in pronouncing English confidently, clearly, and fluently.

According to Vu Van (2015), ELSA Speak is an English language speech assistant application that utilizes artificial intelligence technology to help non-native speakers improve their English pronunciation. It is designed to analyze users' speech patterns, provide real-time feedback on pronunciation and fluency, and offer personalized lessons through an intelligent adaptive learning platform.

ELSA Speak is the first speech recognition app that offers feedback on pronunciation and fluency in real-time. It uses AI technology to analyze users' performance and behavioral data, tailoring daily curriculum to enhance English pronouncing skills. The app offers a 27-hour ELSA ESL pronouncing course developed in collaboration with American universities, leading to a reported 90% improvement in pronunciation with a 95% confidence level. With a rating of 4.7 stars on iOS and Google Play from over 460,000 ratings, ELSA Speak focuses on improving pronunciation, intonation, fluency, vocabulary, and grammar through detailed feedback.

## F. Overview of ELSA SPEAK Application

Here are the steps to use the ELSA SPEAK Application application on smartphone :

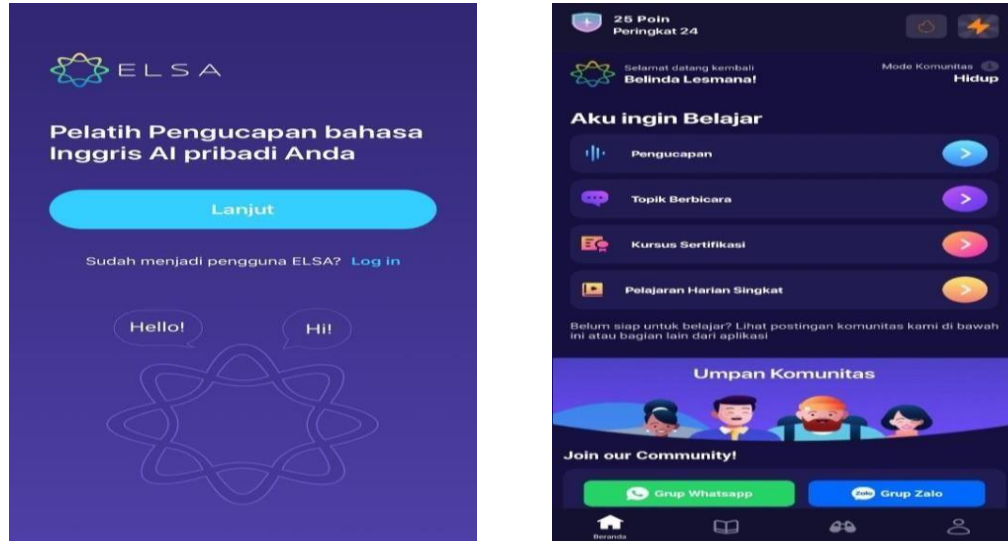


Figure 3.1

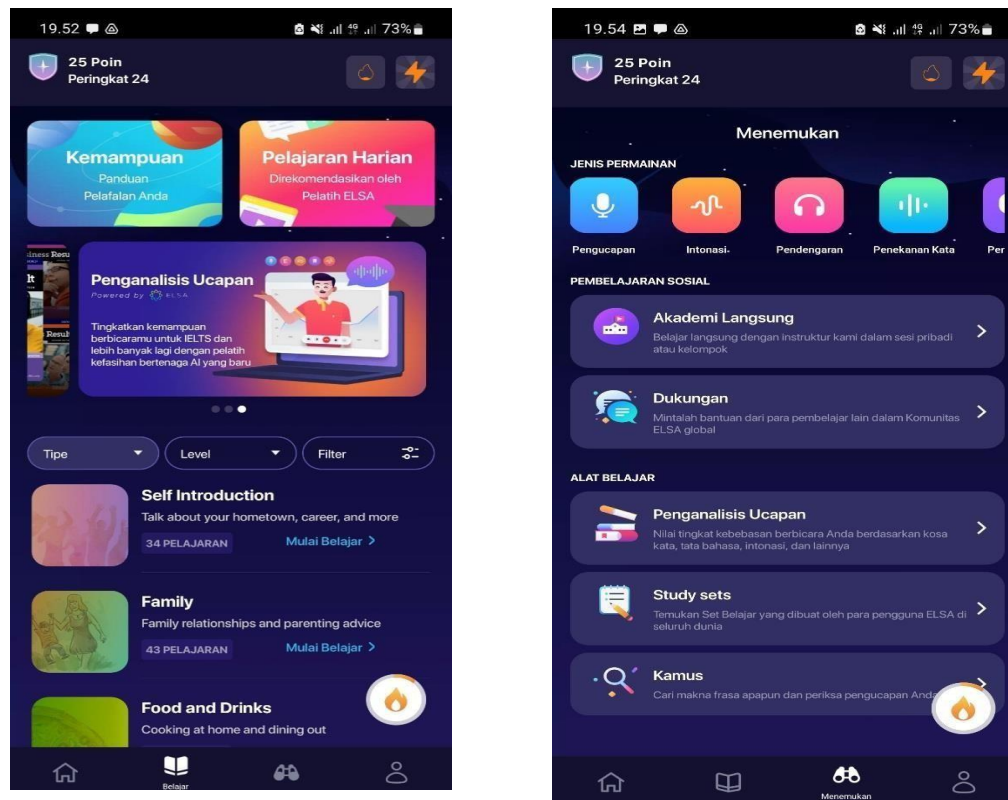


Figure 3.2

1. Open the Playstore or Appstore, search the “ELSA SPEAK Application” then download it.
2. After following the steps as shown in the pictures, it means that you have entered the ELSA SPEAK Application application.
3. On the home screen there are four menus, and the researcher will choose the "explore" menu.
4. Select the "topic" menu. From the menu there are many topics for teaching pronouncing skill to students for treatment.
5. Before starting the lesson, students will be met by mini test to measure their pronunciation's ability.
6. In this app, it is available word stress which are stress (strong) and unstressed (weak) word. This app measure word stress which measured by the application.

#### **G. The Elements of Pronunciation**

Yates and Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality).

There are two elements of pronunciation, namely segmental and suprasegmental features. The sound can be significantly affected by speech features. In this case, when we learn English well, we will find two kinds of speech features (Ramelan, 1985:22), those are:

a) Segmental feature

A segmental feature system is the sounds that include vowel, consonant, cluster, and diphthong. The classification is based on the differences in the functions in utterance and their ways of production.

Segmental refers to the sound units which are arranged in a sequential order. The sound units of utterance are represented by the phonetic symbols (Wahyukti, 2008:35).

Segmental features include vowel and consonant.

#### 1) Vowel

Vowel is made by voiced air passing through different mouth- shapes; the differences in the shapes of the mouth are caused by different position of the tongue and of the lips (O'Connor, 1980:79). There are two types of vowel, namely pure vowel and diphthongs (Wahyukti, 2008:56).

Pure vowel are represented by a single character, consist of long vowel and short vowel (Wahyukti, 2008:56). Long vowel is characterized by a length mark made of two dots or colon (Wahyukti, 2008:45). There are five long vowels in English, those are:

1. /i:/ = feel
2. /a:/ = garden
3. /u:/ = true
4. /ɔ:/ = all
5. /ɜ:/ = dirty

There are six short vowels in English, those are:

1. /ɪ/ = kill
  2. /ə/ = about
  3. /ɒ/ = stop
  4. /ʌ/ = enough
  5. /ʊ/ = push
- #### 2) Consonants

Sounds which are not vowels are consonants (Ramelan, 1985:92). Consonants are produced when there are some obstructions made by two articulators against the out-going air somewhere in the mouth cavity (Wahyukti, 2008: 72).

O'Connor (1980: 24) states that there are two reasons why the consonant is important in word. The first, consonant contributes more to make English understandable. The second, consonants are generally made by a definite interference of the vocal organ with the air stream, so easier to describe and understand.

Ramelan (1985:102-154) stated that the types of consonants are plosive, fricative, affricative, nasal, lateral and glide consonants.

a. Plosive consonants

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract, and after that the air is suddenly released so that an explosive sound is heard (Ramelan, 1985:102). The sounds that belong to plosive consonants are:

1. /p/ = pen
2. /t/ = tell
3. /k/ = sky
4. /b/ = back
5. /d/ = day
6. /g/ = goal

b. Fricative consonant

A fricative consonant is produced when the outgoing air meets with a narrowing of the air passage and the obstruction of outgoing air is said to be partial (Ramelan, 1985:119).

The sounds that belong to fricative consonants are:

1. /f/ = future
2. /v/ = live
3. /θ/ = thirty
4. /ð/ = without
5. /s/ = size
6. /z/ = zero
7. /ʃ/ = shake
8. /r/ = run
9. /h/ = hold

c. Affricative consonant

An affricative is a kind of stop: the outgoing air also meets with a complete obstruction somewhere in the mouth. However, the stoppage in a stop is suddenly released (Ramelan, 1985:139).

There are only two affricative produced at the same point of articulation, one is sound /dʒ/ and the other is sound /tʃ/.

#### d. Nasal consonant

A nasal consonant is similar to a stop in terms of its way of production. However, in producing a nasal consonant the velum is lowered than so that the outgoing air is free to pass through the nasal cavity (Ramelan, 1985:143). The sounds that belong to nasal consonant are:

1. /m/ = man
2. /n/ = name
3. /ŋ/ = sing

#### e. Lateral consonant

A lateral consonant is produced when the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by putting the tip of the tongue against the teethridge (Ramelan, 1985:148).

Ramelan (1985:148) stated that lateral consonant found in almost any languages. However, English has two kinds of lateral consonants, which are usually termed as “clear” and “dark” /l/.

A clear /l/-sound is a lateral sound in which the main body of the tongue is sloping downward, whereas a dark /l/ sound is a lateral sound in which the main body of the tongue is raised. For instance in the word “look”, the /l/ sound is heard clearer than in the word “middle”. So, the /l/ sound in the word “look” is named clear /l/, and in the word “middle” is named dark /l/.

f. Glide consonant

Glide consonant are speech sounds that are on the border line between vowels and consonant. But, because of lack of stress and weakness of breath force, it will be better to class glide sounds among consonants. The sounds that belong to glide consonant are /y/ and /w/ sounds (Ramelan, 1985:151).

According to Hancock (2007: 343) Pronouncing is a complex skill because at least it is concerned with elements of pronunciation, such as Stress, Pitch, Rhythm and Intonation. Pronouncing has some important elements, there are :

1. Stress

Stress is one of the most important speech tools used by English speakers to communicate meaning. English speakers use stress to highlight information they think is important. In addition, every English word with more than one syllable or word part has a defined stress pattern. English stress is as important as English sounds. The English stress system is based on the contrast between stressed and unstressed syllables, stressed and unstressed words. Stressed syllables are longer and louder than unstressed syllables. They also have some pitch change or movement of the voice up or down.

2. Pitch

According to Bazzi (2023), In pronunciation, pitch refers to the elevation and depression of sound during speech — commonly known as "highness" or "lowness." It is instrumental in imparting subtle connotations in sentences and coherently intertwined with stress at the word and syllable levels. An indispensable constituent of accentuation is pitch, which imparts prominence not only on words individually but also at higher levels of articulation. This adjustment is attained by manipulating the vocal cords — tightening or

loosening them — so as to alter pitch within the voice.

### 3. Rhythm

According to Li (2014) Rhythm is the arrangement of stressed and unstressed syllables in a sentence; it is frequently referred to as a melodic quality. The stressed syllables usually occur on regular, evenly-spaced beats, and it is distinguished by the alternation of stronger and weaker beats. In English, this pattern is called the "Rhythm Rule"; stressed syllables form beats, while unstressed syllables occur in between these beats. English speech rhythms are crucial for meaning transmission and have a big influence on how listeners understand a sentence. It is also intimately associated with the idea of intonation, since speech's pitch and loudness can affect its rhythm and general melodic quality.

### 4. Intonation

According to Luebering (2024), intonation is the main factor that determines intonation. It is frequently coupled by emphasis and rhythm to generate meaning in languages like English. (Tone is another type of pitch modulation; however, tone refers to the way in which pitch is used to distinguish between words and grammatical categories.) Tone is a useful tool for identifying one sort of phrase or sentence from another in many languages, including English. This grammatical function is demonstrated by the various intonations one can use to say, "The cup of water is over there." When one starts with a medium pitch and ends with a lower one (falling intonation), the sentence is an assertion; however, when one uses a rising intonation (high final pitch), the sentence is a question.

By this application, the researcher will measure students' pronunciation using Elsa Speak Application thorough word stress.

## **H. The Element of Pronunciation in Elsa Speak**

The ELSA Speak application focuses on enhancing various elements of English pronunciation, which are crucial for effective communication. Here are the key aspects it addresses:

1. **Vowel Sounds:** ELSA Speak helps users practice and perfect their pronunciation of vowel sounds, which are essential for clarity in spoken English. Correct vowel pronunciation can significantly affect comprehension.
2. **Consonant Sounds:** Similar to vowels, consonants are vital in distinguishing between words. The app provides exercises to improve the articulation of different consonant sounds.
3. **Word Stress:** This involves emphasizing certain syllables within words, which can change the meaning or part of speech. ELSA Speak trains users on the correct placement of stress within words to enhance intelligibility.
4. **Sentence Stress:** Beyond individual words, the application teaches users how to stress certain words in sentences to convey meaning effectively. This aspect is crucial for natural-sounding speech.
5. **Intonation:** ELSA Speak incorporates training on the rise and fall of voice pitch while speaking, which is important for expressing emotions and intentions in communication.
6. **Fluency:** The app includes features that promote smooth and natural speech patterns, helping users to speak more fluidly without unnecessary pauses or hesitations.
7. **Listening Skills:** By providing feedback on pronunciation accuracy, ELSA Speak also enhances users' listening abilities, allowing them to better understand spoken English from native speakers

## **I. Previous Studies**

There has been some researcher related to The use of ELSA SPEAK Application in learning English. Some of them are listed below:

The first study was conducted by Rinaepi, Triwardani and Nur Azi (2022) this study describes the existence of ELSA Application as a media is considered to be something new that able to make learners more interested in learning English. This study used a quantitative

method especially experimental research which is ELSA SPEAK a total population 37 (thirty seven) students as participant. The data collection technique is observation, test, and documentation. The result showed that the use of ELSA SPEAK Application can improve student's learning motivation by 25.45%, and the results statistical analysis of the Pre-Test and Post-Test show that using ELSA SPEAK Application can improve students' pronunciation ability by 17 %. The conclusion of this research is that ELSA SPEAK Application is able to improve the pronunciation ability of the XI grade students of SMK Taruna Bhakti Kadugede.

The second study was conducted by Rismawati (2022) this study describes the effectiveness of ELSA SPEAK Application in learning English to improve English pronunciation. This study used a mixed research that consist of Quantitative research which use pre-test and post-test and then it would be analysed by Qualitative research. This study employed two classes of tenth grade students of Private Islamic Junior High School in Kuningan in the academic year 2019/2020 which consisted of 30 students of each class. The result of the study that Elsa app is not only effective to use in teaching pronunciation but also effective in maintaining students' attitude in learning English pronunciation.

The third study was conducted by Raihan (2021) this study describes the purpose of the study is the elements of pronunciation that ELSA SPEAK Application supports and how students learned autonomically in pronunciation learning. It used Qualitative Research. The participant were 3 students of English Department of IAIN Salatiga who have already used ELSA SPEAK Application for at least 1 month. To collecting data the researcher used an interview. The data was analysed and interpreted through a qualitative procedure. The findings showed that the ELSA SPEAK Application supports the elements of pronunciation such as vowel sounds, consonant sounds, diphthong, word stress, and intonation. In

addition, based on the students' experience using ELSA SPEAK Application application, the research showed students' learning autonomy such as deciding the learning topic, deciding learning time \allotment, correcting their own mistake in the learning process, evaluating learning performance, deciding the important and the needs in learning pronunciation, learning independently, testing learning progress, being responsible on their learning process, and practicing what they have learned.

The fourth study were conducted by Puja and Indari (2021) this research is conducted to the eleventh grade students of MAS Darul Al Muhajirin. The researcher used experimental research which used two groups pre-test and post-test design. The sample was 40 divided by two groups, XII-MIPA 2 as experimental class and XII-MIPA 1 as control class. This research was conducted to know an effect of using ELSA SPEAK Application on student's pronouncing ability. The result of this research was alternative research was accepted that meant there was a significant effect of using ELSA SPEAK Application on student's pronouncing ability for eleventh grade students of MAS Darul Al Muhajirin.

The fifth study was conducted by Enni Erawati Saragih (2021) this study conducted to know what ELSA SPEAK Application implementation of digital feedback and benefits of digital feedback on ELSA SPEAK Application in learning English. This study used a qualitative case study, in which observation and semi-structured interview was made as instrument in collecting data. The study's findings indicate that ELSA SPEAK Application can assist students in learning how to pronounce a few words correctly and can boost their confidence when pronouncing English.

Based on research and studies conducted by each researcher, The five researchers used ELSA SPEAK Application as learning material to improve pronunciation skills. The five studies are related to the research made by the author uses ELSA SPEAK Application

as a learning medium, especially for English pronunciation. As for the differences from previous research, this research is aimed at changing the habits of SMAN 8 Kediri's students in pronouncing English words. The pronunciation error habits of students in Indonesia have become fossilized so that improvements are needed in pronouncing English words correctly. Therefore, ELSA SPEAK Application is used as a medium in justifying pronunciation which has become fossilized for students at SMAN 8 Kediri.