

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers Research Design, Research subject, Research Action, Location and time of research, Research Procedure.

#### **A. Research Design**

This study uses classroom action research (CAR) as the research design. According to Kemmis and Mc Taggart (2013), CAR is used to obtain data regarding the use of the ELSA SPEAK Application to improve students' pronunciation skills. In this study, there are several strategies in the learning cycles which include planning, action observation, and the process of reflection.

#### **B. Location and Time of Research**

This research is conducted at SMAN 8 Kediri. It is located in Jl. Pahlawan Kusuma Bangsa No.77, Banjaran, Kec. Kota, Kota Kediri, Jawa Timur 64127, in academic year of 2024/2024. The researcher took 3 meeting for the research.

#### **C. Research Subject**

The subject of the research was conducted in class XI - 5 students of SMAN 8 Kota Kediri in the academic year 2024/2024 with the number of students in one class is 36. Bengkulu academic year 2013/2014 with the number of students in one class is 36 people consisting 13 of boys and 23 girls.

## D. Research Procedure

The research conducted is Classroom Action Research which consists of four components, namely planning, action implementation, observation, and reflection. The description of the classroom action research model is as follows (Arikunto, 2008).

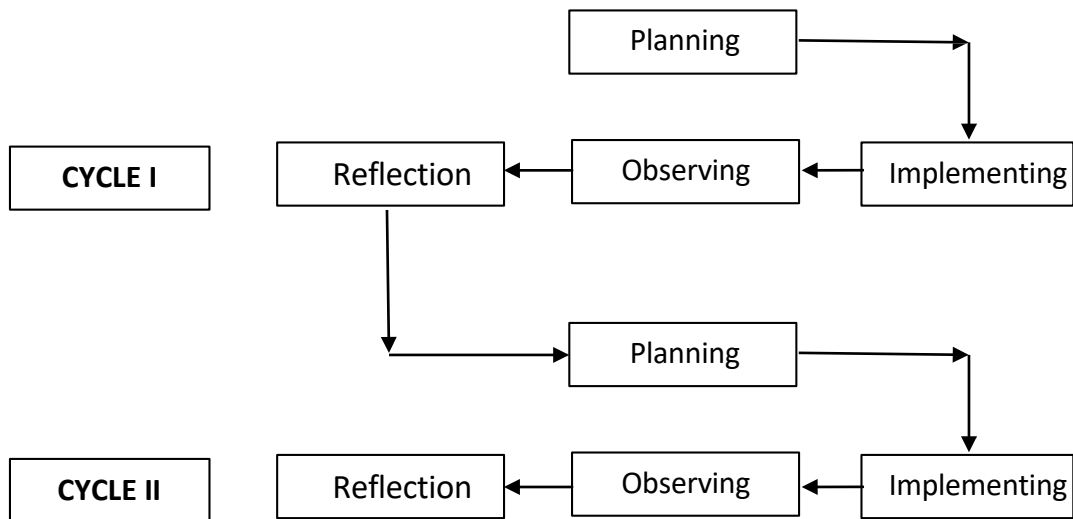


Figure 3.1. Class Action Research Modeling

Thus the strands of the four components are viewed as a cycle. In implementation, the number of cycles depends on the level of problem solving or indicator achievement criteria. In each cycle there are several stages of learning with scientific method, including observing, questioning, reasoning, trying and forming learning networks. The details of the implementation of the research consisted of 2 cycles, namely cycle I is the use of media (Elsa Speak Application), cycle II is The Elsa Application is used and at the end of each cycle will be held a posttest to measure students' abilities after learning the material. For more details, it is attached in the learning scenario for cycles I and II in appendix 1-2.

# CYCLE I

## 1. Planning

The following tasks will be completed by the researcher: designing the lesson plan, preparing the research instrument, and determining the criteria of success.

### a. Designing Lesson Plan

The researcher creates a lesson plan that will be used when conducting research. The lesson plan is used to plan how the class will be and how the activities in the class will be prepared. The completed lesson plan can be seen in Appendix 1

### b. Preparing the Application

Based on the preliminary study, the researcher knows about the proper steps to do the Pronunciation Guide strategy to improve their reading comprehension in front of the classroom.

### c. Preparing the Research Instrument

According to Arikunto (1990), Instruments are the tools that the researcher uses to acquire data. The following instruments are required for this study: a test, an observation checklist, and a field note.

#### 1) Test

A test is a group of tool procedures or actions. In this study, students are given a test in final meeting is made by the researcher himself. The complete lesson plan can be seen in Appendix 2.

#### 2) Observation Checklist

The purpose of the observation activities is to observe the students' learning activities while they are being taught. In this observation, the researcher uses an observation checklist to determine how engaged the students in vocabulary class are. It is also simple to obtain data on the teaching-learning process. The complete lesson plan can be seen in Appendix 3.

#### d. Determining Criteria of Success

The success criteria are intended to determine whether or not the students' learning pronunciation improved as a result of conducting the Pronunciation Strategy. The research is successful if the students get a score of at least 75 and there are more than 55% of the student in the learning process because before utilizing Elsa Speak Application the score of students' SMAN 8 Kediri at 11<sup>th</sup> grade has average is only 63,5 from more than 66% of students.

### **2. Acting**

The researcher began his process after giving introduction what ELSA SPEAK Application is. The researchers conducted 6 meeting. The learning pronunciation guide strategy was applied by the researcher on ELSA SPEAK Application in order to increase pronunciation skills. The action is given by first using ELSA SPEAK Application in learning, and then there will be step by step first introduction, warming up, getting in a groove, building momentum, practice makes perfect, staying consistent, digging in, and the last final test.

### **3. Observing**

According to Narbuko & Achmadi (2010), Observation is used to obtain data by systematically observing and noting down the occurrence under investigation. The observation in classroom action research is focused on gathering data relevant to the treatment activity. This finding was crucial in the study since what happens during the therapy procedure can have an impact on the study's outcome. In this observation phase, the researcher will observe about Data that has been collected by observation checklist and analyze the data to find out outcome related to objectives.

#### **4. Reflecting**

According to Jack Richard (1990), reflection or "critical reflection" is an activity or process that involves recalling, considering, and evaluating an event. In most cases, it's in response to a larger goal. The outcome of this reflection will operate as the standard for determining the next actions until the research requirements are students who receive a score of at least 75 and if there are more than 55% of students in the learning process.

### **CYCLE II**

#### **1. Planning**

Based on reflection from Cycle I, The following tasks will be completed by the researcher;

##### **b. Updating lesson plan**

The researcher updates a lesson plan that will be used when conducting research. The lesson plan is used to plan how the class will be and how the activities in the class will be prepared. The completed lesson plan can be seen in Appendix 1.

#### **2. Acting**

In this acting phase, the researcher will update the lesson plan and then execute the new one to re-improving pronunciation of students by new strategies. The new strategy is slowing down the tempo of sound and read it aloud. After that, the researcher will re-collect the data as result of the new strategy.

#### **3. Observing**

In this observation phase, the researcher will observe about Data that has been collected by observation checklist and analyze the data to find out outcome related to objectives.

#### 4. Reflecting

The outcome of this reflection will operate as the standard for determining the next actions until the research requirements are students who receive a score of at least 75 and if there are more than 55% of students in the learning process.

#### E. Data Analysis

The Data Analysis for this research are included Scoring and Criteria of Success

##### 1. Scoring

This research involves a scoring in gaining value from students and there are how to make this scoring has done is:

$\frac{\text{All Grade from Question (Grade 1+ Grade 2 + Grade 3 + Grade 4+ Grade 5)}}{5}$
--

*Table 1.1. Formula for Scoring*

Assessing the student's final score, there are 5 questions with a maximum score of 100% each, then to find the average result of the student's score, the average score must be needed by dividing by 5 so that if the score for all the questions is 100%, then the student gets the result average as the final result.

## 2. Criteria of Success

This research involves a Criteria of Success as ;

$$70\% \Rightarrow \text{Population of Students} = 75$$

*Table 1.2. Formula Criteria of Success*

If Population of students more than 70% get score 75 then the research has successful because it has fulfilled the criteria of success. Furthermore, there is a classification for each range of values which is symbolized as follows:

Formula	Score	Grade	Meaning
Score of Students	$\leq 85 - 100$	Excellent	Passed
	$\leq 75 - 84$	Good	Passed
	$\leq 65 - 74$	Fair	Failed
	$\leq 55 - 64$	Bad	Failed
	$\leq 54$	Worse	Failed

This research is considered successful if at least 70% students get score at least 75 and the average score is at least 75.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the results of the data that has been obtained in the classroom action research process which presents the research processes carried out in one cycle of classroom action research and the results of the research.

#### **A. Research Finding**

This research used a classroom action research design conducted in three cycle. Three cycle consisted of 6 face-to-face meetings in class. This research included several steps of classroom action research, namely planning, action, observation, and reflection. The researcher conducted this research to find out how Elsa Speak Application strategies can improve students' pronunciation mastery. In this study, the researcher chose students from class XI – 5 SMAN 8 Kediri.

##### **1. Preliminary Research**

Preliminary research was conducted at the beginning of the research as the starting point of the research, which aims to find out the extent of students' Pronunciation mastery. At this stage, the researcher made an observation and has an interview with one of the English teachers of SMAN 8 Kediri about the Pronunciation mastery of students in class XI - 5 of SMAN 8 Kediri. After knowing the students' pronunciation mastery, the researchers conducted a test for preliminary, which was held on October 1st and 2nd, 2024. The following are the results of the test for preliminary for students in class XI - 5 SMAN 8 Kediri. The total number of students who got the minimum score minimally was 12; the total number of students who got below the minimum score was 24. The minimum score that has

been determined in this study is equal to 75. Then the average of the test for preliminary scores showed 63,5. And from the percentage of students' success, 34%.

The results of the data above show that 12 students out of the 36 total students in the class got a score of more than equal to 75, which is the success criteria for student pronouncing assessment and shows a percentage of 34%. This showed that more students meet the success criteria, which is 66%, and student completeness has not been achieved, therefore, the researcher used the Elsa Speak Application strategy in cycle 1 in teaching pronunciation.

## **2. Cycle 1**

### **a. Planning**

In the planning stage, the researcher prepared materials related to learning. The researcher made lesson plans that were used in cycle 1 based on basic competencies. Then the researcher also prepared other instruments such as observation checklists, test checklists, student score checklists, and scoring rubric checklists to show student success criteria. The researcher also consulted with the English teacher SMAN 8 Kediri, regarding the planning of learning activities during class and the instruments used to measure student achievement in pronouncing English. In addition, the researcher also made other learning tools that aim to make the learning process run smoothly.

The material presented when applying Elsa Speak Application strategies is about basic competencies related to lesson plan. In the index of achieving competencies lesson plan, , the researcher used a Elsa Speak Application strategy to achieve these data. It is also aimed at students' pronunciation mastery. Students are asked come in front of the teacher's table to follow the assigned tasks.

## **b. Acting**

Cycle 1 action consisted of 3 meetings. Started on September 2nd to September 3rd, 2024, and then continued on October 9, 2024, adjusting the English lesson schedule at SMAN 8 Kediri. In one meeting, learning takes place for 80 minutes.

The first meeting, which was held on Monday, September 1st, 2024, began with an opening greeting and then class attendance. After that, the teacher explained the competencies that students must achieve, which are the competencies of pronunciation. The teacher also explained how important the ability to master pronunciation English is in life. Students can use their English abilities outside of the classroom in addition to during English class time. Providing motivation about the importance of English skills is a form of affective strategy, which is the strategy used in this study. After the pre-activity, the teacher began to enter into the main activity, which began with an explanation of the strategy that applied to the class. The teacher started to explain the meaning of Elsa Speak Application strategy in terms of meaning, benefits, and examples of activities. Then the teacher gave students the opportunity to ask questions related to Elsa Speak Application strategy. Then, when the students had started to understand the what Elsa Speak Application is, the teacher gave instructions to the students to do the Elsa Speak Application strategy activities.

The Elsa Speak Application strategy activities started with introducing Elsa Speak Application. After introducing is completed and each student sits in their sit, the teacher asks students to learn how to pronounce word together by using Elsa Speak Application. At this stage, students are only allowed to ask their mates. With this, students have done one of the activities in the Elsa Speak Application strategy, namely introduction. After the Students

finish working, their work is checked by the teacher for clarification. Questioning for clarification is an activity in Elsa Speak Application strategy. Students were allowed to ask for clarification or justification in the “steps” they are working on, such as asking whether the pronunciation they use is correct, etc.

The second meeting was on Tuesday, September 3, 2024. Just like in the first meeting, the teacher gave opening greetings and checked class attendance, then continued to motivate the importance of English skills. During one cycle of three meetings, the teacher always provides this motivation, considering that providing motivation is a form of affective strategy. After that, the lesson starts by continuing the activities that were done in the first meeting. In this second meeting, these students were asked to come to the front of the class to pronounce some word correctly. This second meeting was spent on pronouncing performances by students in one class.

The next week, the third meeting was held on Monday, September 9, 2024. The activities carried out at this third meeting were based on the first meeting. As in the previous meetings, the teacher began the class with opening greetings, class attendance, and motivation. Then the teacher explained the activities of the Elsa Speak Application strategy again. In this third meeting, the teacher again gave test to students to examine what have they learned during 3 meetings.

After the performance was complete, the teacher gave students the opportunity to give feedback to their classmates. The purpose of the performances that have been carried out is to train students to be able to speak in front of the class and pronouncing word correctly. After enough pronunciation exercises, the teacher applies the cycle I test.

### **c. Observing**

In the observing stage, the researcher who became the teacher collected data relevant to the research during the implementation of teaching. After carrying out the activities contained in the first cycle, the researcher gave a cycle I test to students to determine the development of their pronunciation mastery after applying the Elsa Speak Application strategy. In addition to giving the cycle I test to students, the researcher has prepared an observation checklist to be filled out by the researcher in the class. The purpose of this observation checklist is to find out whether the researcher has carried out all the activities that have been arranged previously, and in the observation checklist there are also student activities when the researcher applies the Elsa Speak Application strategy. And for the results of the observation checklist, the researcher did all the activities in the classroom on the observation checklist, starting with the opening activities, then the main activities, and finally the closing activities. However, in some meetings, the researcher did not summarize activities with students. Furthermore, the students' activities on the observation checklist show that students pay attention to the researchers' explanation are active in class, can understand the researchers' explanation, and practice their tasks.

In addition to the observation checklist, the researcher conducted a cycle I test that aimed to determine the development of students' English skills. After completing the cycle I test, the researcher calculated the results of the cycle II test. In the previous chapter, the researcher determined the criteria for student success, namely that if the value is greater than or equal to 75, students are said to be successful. The following are the results of the cycle I test of class XI - 5 SMAN 8 Kediri. The total number of students who receive the minimum score

is 18. Then the average of cycle I test scores showed 73,5. And the percentage of students' success showed 50%.

In taking the test for final scores, students who could be said to have passed or met the criteria for success were five out of the 36 students in the class. So, the criteria of success from this cycle has not been successful yet. Because there are only 50% of the student population who should meet the success criteria of 70% of the student population. The table can be seen on the page 23.

Result of Cycle Test I	
Number of Students who passed the test	18 (50%)
Average students score	73,5
Maximum Score	96
Minimum Score	51

*Table 2.1. Table Result of Cycle Test I*

#### **d. Reflecting**

In the last stage, namely reflecting, the researcher analyzed the data that had been collected from the learning process that had been carried out. The researcher also considered whether this research should conduct a second cycle. In this case, the researcher must compare the results of the research data that has been found previously and the data that has been processed with the predetermined criteria for student success, namely, students with a score of more than equal to 75 can be said to be successful with a class percentage of at least 70%. If the final results show more than 70%, then this research does not need a second cycle because it has met the criteria for success.

The data obtained by the researcher in cycle I showed that there are 18 students who reach the minimum score of the success criteria, that is, a score of more than equal to 75, and then there are 18 students who show a score below 75 out of a total of 36 students in the class. After that, the data that has been obtained is calculated using the percentage formula for student success, which is  $x \ 100\% = 50\%$ .

The final result obtained is 50%, which shows the percentage of student success in cycle II test scores. Here it can be seen that the 50% value is not greater than the percentage of student success that has been determined, which amounts to 70%. So, the researcher and the English teacher of SMAN 8 Kediri, who is the collaborator, concluded that the use of the Elsa Speak Application strategy can improve students' pronunciation mastery.

## **2. Cycle II**

### **a. Planning**

In the planning stage, the researcher prepared materials related to learning. The researcher made lesson plans that were used in cycle II based on basic competencies. Then the researcher also prepared other instruments such as observation checklists, test checklists, student score checklists, and scoring rubric checklists to show student success criteria. The researcher also consulted with the English teacher SMAN 8 Kediri, regarding the planning of learning activities during class and the instruments used to measure student achievement in pronouncing English. In addition, the researcher also made other learning tools that aim to make the learning process run smoothly.

The material presented when applying Elsa Speak Application strategies is about basic competencies related to lesson plan. In the index of achieving competencies lesson plan the

researcher used a Elsa Speak Application strategy to achieve these data. It is also aimed at students' pronunciation mastery. Students are asked come in front of the teacher's table to follow the assigned tasks.

**c. Acting**

Cycle II action consisted of 3 meetings. Started on October 1st to October 2, 2024, and then continued on October 8, 2024, adjusting the English lesson schedule at SMAN 8 Kediri. In one meeting, learning takes place for 80 minutes.

The first meeting, which was held on Monday, October 1st, 2024, began with an opening greeting and then class attendance. After that, the teacher explained the competencies that students must achieve, which are the competencies of pronunciation. The teacher also explained how important the ability to master pronunciation English is in life. Students can use their English abilities outside of the classroom in addition to during English class time. Providing motivation about the importance of English skills is a form of affective strategy, which is the strategy used in this study. After the pre-activity, the teacher began to enter into the main activity, which began with an explanation of the strategy that applied to the class. The teacher started to explain the meaning of Elsa Speak Application strategy in terms of meaning, benefits, and examples of activities. Then the teacher gave students the opportunity to ask questions related to Elsa Speak Application strategy. Then, when the students had started to understand the what Elsa Speak Application is, the teacher gave instructions to the students to do the Elsa Speak Application strategy activities.

The Elsa Speak Application strategy activities started with introducing Elsa Speak Application. After introducing is completed and each student sits in their sit, the teacher asks

students to learn how to pronounce word together by using Elsa Speak Application. At this stage, students are only allowed to ask their mates. With this, students have done one of the activities in the Elsa Speak Application strategy, namely introduction. After the Students finish working, their work is checked by the teacher for clarification. Questioning for clarification is an activity in Elsa Speak Application strategy. Students were allowed to ask for clarification or justification in the “steps” they are working on, such as asking whether the pronunciation they use is correct, etc.

The second meeting was on Tuesday, October 2, 2024. Just like in the first meeting, the teacher gave opening greetings and checked class attendance, then continued to motivate the importance of English skills. During one cycle of three meetings, the teacher always provides this motivation, considering that providing motivation is a form of affective strategy. After that, the lesson starts by continuing the activities that were done in the first meeting. In this second meeting, these students were asked to come to the front of the class to pronounce some word correctly. This second meeting was spent on pronouncing performances by students in one class.

The next week, the third meeting was held on Monday, October 8, 2024. The activities carried out at this third meeting were based on the first meeting. As in the previous meetings, the teacher began the class with opening greetings, class attendance, and motivation. Then the teacher explained the activities of the Elsa Speak Application strategy again. In this third meeting, the teacher again gave test to students to examine what have they learned during 3 meetings.

After the performance was complete, the teacher gave students the opportunity to give feedback to their classmates. The purpose of the performances that have been carried out is to train students to be able to speak in front of the class and pronouncing word correctly. After enough pronunciation exercises, the teacher applies the cycle 1 test.

#### **d. Observing**

In the observing stage, the researcher who became the teacher collected data relevant to the research during the implementation of teaching. After carrying out the activities contained in the first cycle, the researcher gave a cycle II test to students to determine the development of their pronunciation mastery after applying the Elsa Speak Application strategy. In addition to giving the cycle II test to students, the researcher has prepared an observation checklist to be filled out by the researcher in the class. The purpose of this observation checklist is to find out whether the researcher has carried out all the activities that have been arranged previously, and in the observation checklist there are also student activities when the researcher applies the Elsa Speak Application strategy. And for the results of the observation checklist, the researcher did all the activities in the classroom on the observation checklist, starting with the opening activities, then the main activities, and finally the closing activities. However, in some meetings, the researcher did not summarize activities with students. Furthermore, the students' activities on the observation checklist show that students pay attention to the researchers' explanation are active in class, can understand the researchers' explanation, and practice their tasks.

In addition to the observation checklist, the researcher conducted a cycle II test that aimed to determine the development of students' English skills. After completing the cycle II test,

the researcher calculated the results of the cycle II test. In the previous chapter, the researcher determined the criteria for student success, namely that if the value is greater than or equal to 75, students are said to be successful. The following are the results of the cycle II test of class XI - 5 SMAN 8 Kediri. The total number of students who receive the minimum score is 26. Then the average of cycle II test scores showed 80. And the percentage of students' success showed 73%.

In taking the test for preliminary scores before in cycle I, students who could be said to have passed or met the criteria for success were 18 out of the 36 students in the class. Then, after giving treatment in the form of applying Elsa Speak Application strategies in class for 3 meetings, 18 students had an increase in their scores. From a score of 73 on the test for preliminary, it increased to 80. And in total, there were 26 students who met the criteria for student success, namely those who had a score of more than equal to 75. And the percentage of student success in the cycle II test shows 73%. The criteria of success can be seen on the page 23.

Result of Cycle Test II	
Number of Students who passed the test	73%
Average students score	80
Maximum Score	97
Minimum Score	60

*Table 2.2. Table Result of Cycle Test II*

**e. Reflecting**

In the last stage, namely reflecting, the researcher analyzed the data that had been collected from the learning process that had been carried out. The researcher also considered whether this research should conduct a third cycle. In this case, the researcher must compare the results of the research data that has been found previously and the data that has been processed with the predetermined criteria for student success, namely, students with a score of more than equal to 75 can be said to be successful with a class percentage of at least 75%. If the final results show more than 75%, then this research does not need third cycle because it has met the criteria for success.

The data obtained by the researcher in cycle II showed that there are 26 students who reach the minimum score of the success criteria, that is, a score of more than equal to 75, and then there are 10 students who show a score below 75 out of a total of 36 students in the class. After that, the data that has been obtained is calculated using the percentage formula for student success, which is  $x \ 100\% = 73\%$ .

The final result obtained is 73%, which shows the percentage of student success in cycle II test scores. Here it can be seen that the 55% value is greater than the percentage of student

success that has been determined, which amounts to 55%. So, the researcher and the English teacher of SMAN 8 Kediri, who is the collaborator, concluded that the use of the Elsa Speak Application strategy could not yet improve students' pronunciation mastery.

## **B. Discussion**

In the discussion section, the researcher discussed the results of the research that has been conducted. At first, in the test for preliminary, almost all students in the class faced the same problem when they were asked to speak in front of the class: a lack of confidence in pronouncing English. This is because students are nervous and afraid of being wrong when pronouncing English. Students admitted that they did not know many vocabulary words that they could use when asked to speak English, and they also did not know how to read some words in English correctly. With this, their achievement in pronouncing English is low. And from the results of the test for preliminary conducted, the researcher obtained data showing that 18 students out of 36 students (50%) in one class were successful or meet the predetermined score of more than equal to 75. There are three aspects that are assessed when the researcher asks students to speak English: fluency, accuracy, and clarity. From the test for preliminary data, the fluency aspect had an average score of 71 then the accuracy aspect got an average score of 71 and clarity got an average score of 71.

After conducting a test for preliminary and obtaining student score data, the researcher began to provide treatment to students, namely the application of Elsa Speak Application strategy to overcome students' problems in pronouncing English. Elsa Speak Application strategy is a strategy that aims to reduce nerves when asked to pronounce English word. In Elsa Speak Application strategy, there are activities that can help students overcome the

causes of nerves and their fear of pronouncing English. The application of the Elsa Speak Application strategy was carried out in one cycle consisting of three meetings. From the first meeting to the third meeting, students were asked to continue practicing pronouncing English by using the Elsa Speak Application strategy.

Then, after implementing the second cycle, the researcher collected data in the form of student scores in pronouncing English to see if student pronouncing achievement improved after the application of the Elsa Speak Application strategy. In this cycle, the students have not passed the success criteria, which is 70% of students must get a score of 75. This happened because the students were still confused and also not used to the use of Elsa Speak as a learning tool.

In the discussion section, the researcher discussed the results of the research that has been conducted. At first, in the test for preliminary, almost all students in the class faced the same problem when they were asked to speak in front of the class: a lack of confidence in pronouncing English. This is because students are nervous and afraid of being wrong when pronouncing English. Students admitted that they did not know many vocabulary words that they could use when asked to speak English, and they also did not know how to read some words in English correctly. With this, their achievement in pronouncing English is low. And from the results of the test for preliminary conducted, the researcher obtained data showing that 10 students out of 36 (27%) students in one class were not successful or did not meet the predetermined score of more than equal to 75. There are three aspects that are assessed when researchers ask students to speak English in front of the class: fluency, pronunciation, and vocabulary. From the test for preliminary data, the fluency aspect had an average score of

80, then the accuracy aspect got an average score of 80, and clarity got an average score of 70.

In this research, the researcher used two activities in Elsa Speak Application strategy to improve students' pronunciation mastery in English, from these two activities, students' pronunciation mastery can already be improved because asking questions helps students get closer to the intended meaning and thus improves their understanding. The researchers present research results from several previous studies that show similarities and differences with the results of this study. First, the results of this study show similarities with the results of research written by Rinaepi in 2022 with the title "The use of Elsa Speak Application of XI grade students of SMK Taruna Bhakti Kadugede ". The similarity is that researchers use Elsa Speak Application strategies to improve pronouncing. Then the research design also uses classroom action research. Furthermore, this research was carried out in one cycle, while Rinaepi's research was carried out in as many as two cycles to be said to have improved. This study showed an average score of 68 in the test for preliminary, which increased to 81 in the average cycle 1 test. The previous study showed an average score of 8.7 in cycle 1, which increased to 10.7 in cycle 2, which was classified as good.

The next previous study, with the title "The Implementation of Elsa Speak Application Strategies to Improve Students' Self-Confidence in Classroom Pronouncing Activities" by Aswati (2019). This research has similarities with previous study, namely the first strategy used and the research design, namely classroom action research. The differences are in data collection, number of cycles, research subjects, and data analysis. The cycle in the previous study was conducted twice. The subjects used were eighth grade junior high school students.

Previous research used questionnaires to measure students' self-confidence levels; of course, this makes the data analysis different from this study. Previous research showed the average percentage of student self-confidence per statement was 55% before implementing the strategy and increased to 82% after implementing the Elsa Speak Application strategy. Meanwhile, this study showed results of 15% in the test for preliminary and 85% in the cycle 1 test.

This research is also relevant to a journal entitled "The Implementation of Elsa Speak Application Strategies in Improving Indonesian Junior Secondary School Students' Pronouncing Ability," published in 2022. The similarity that this research has with the journal is the Elsa Speak Application strategy used to improve student pronouncing skills. However, there are some differences, namely in research design and research subjects. The journal used a pre-experimental research design to assess the improvement of the students' Pronunciation mastery in seven grades, totaling 33 students. The data analysis of this study is also different from that of the journal, which uses SPSS to process the data. The results of the journal showed an average test for preliminary score of 66 and an average cycle 1 test score of 88. This shows that the results of this research and the journal are the same, namely that Elsa Speak Application factors can improve students' English- pronouncing ability.