Chapter One

Introduction

As the first chapter in this research, this chapter mainly talk about why the researcher is interested with the topic related. The structure of this chapter consisted of background of the research, identification of the problem, delimitation of the problems, research questions, research objectives, and significances of the research. At the end of this chapter, there is organization of the research to describe this whole research.

Background of The Study

Fluency helps people to communicate successfully and may give positive impacts in their future career. According to Philips's study, people who are fluent in English have more work prospects since they can read, write, and speak it fluently (as cited in Guerra-Treviño and Marta Elena, 2013), it is a privilege for someone who are looking for career development or scholarship to study more about something that suited their passion. Fluency is a part in every spoken language especially English. Mc Donough and Shaw in their study, stated that language is a tool to express feelings and the main function of it is for interacting and communicating (as cited in Arung and Jumardin, 2016), therefore, Indonesian people tend to have tendency in which they focus on the pronunciation in speaking. Moreover, those Indonesian people believed that to notice the successful of learning English is by looking at their capability in communicating with the foreigner or their peers using English.

Therefore, pronunciation plays a pivotal role in EFL learning. People with poor pronunciation when they communicate with others are often caused misunderstand in the meanings of a conversation, and furthermore in several case, people with a poor pronunciation received a fatal result such as scuffle. According to Fraser's study, the most prominent oral communication skill is the pronunciation (as cited in Gilakjani and Sabouri, 2016), furthermore, in Julia's study, the pronunciation is the basic foundation of oral communicating skill that if there is no pronunciation, there would be no spoken language and oral communication (as cited in Gilakjani and Sabouri, 2016), In addition, Morley's study explained that when speakers talk with others, their pronunciation is the first thing that might give a positive impression of their language abilities. As a result, both speakers and listeners will be confused by poor and unintelligible pronunciation (as cited in Gilakjani and Sabouri, 2016)

In the process of learning pronunciation, the learners must have a goal, but the goal set by people of Indonesia is only to be able to speak like a native speaker which is unproper goal. Harmer believed in his study that students should be provided more knowledge on spoken English and teachers should assist them in achieving the knowledge comprehensibility (as cited in Gilakjani and Sabouri, 2016), moreover, Harmer (2006) claimed that the basic objective of pronunciation instruction is intelligibility rather than perfection. Individual sound, minimal pair drill, pronunciation games, sound waves exercise, and learning related speech are the technique that the learners should focused in learning pronunciation. Therefore, Thornbury in his study argued that intelligibility is crucial in English

pronunciation, furthermore, he suggests various methods for teaching pronunciation, including making rhyming word cards, narrating stories, observing and correcting learners' errors, and provide speaking exercises (as cited in Gilakjani and Sabouri, 2016), in addition, Lin, Fan, and Chen explained in their study that intonation, stress and rhythm, consonants, and vowels, are the strategies to teach pronunciation (as cited in Gilakjani and Sabouri, 2016).

The researcher believes that teacher plays a big role in learners' process to achieve goals in learning the pronunciation since a teacher is a good role model for the students. Rosyid (2009) found that Indonesian EFL learners since they were elementary school to high school never taught to focused on the pronunciation by their teacher. Moreover, in Harmer's study lots of teacher are unaware of the significance of proper pronunciation. Teachers pay close attention to grammar and vocabulary in learning a foreign language, and they assist students in improving their listening and reading skills (as cited in Gilakjani, 2016), in addition, Harmer (2001) emphasizes that most teachers believe that learning to pronounce words is too tough and boring for students. Hismanoglu and Hismanoglu (2011) found that lots of teachers attempt to teach grammar, vocabulary, and the four language skills for their learners without putting English pronunciation into their curriculum. This is unfortunate fact that learning pronunciation could be this difficult, even when the learners decide to find an extra course outside the school, it would be cost an expensive price.

Another reason that learning pronunciation is considered difficult, is because Indonesian peoples are afraid to do mispronunciation and to be given

critical feedbacks that might lead to anxiety and unwillingness to learn

pronunciation. In Dil's study, anxiety and unwillingness are the strongest factors

that hamper the EFL learners during the speaking process (as cited in Al-Roud,

2016), however, the development of technology gives more opportunity to

learners lately in which they can learn pronunciation from home only with internet

and media from a smartphone. Consequently, it can press the expensive price

from an extra course and provide instant feedback privately.

According to review from an online article, Disri (2020) suggested 6

applications that can enhance learners' pronunciation, and those could be

downloaded in the Google Play Store. The first application is Learn English

Sounds Right by British Council which allows the users to experience

pronunciation through listen to few records and provide examples of sounds. The

second application is SOUNDS: The Pronunciation App by Macmillan Education

with free and premium version, the most popular application nowadays. This

application provides three methods of exercise by reading, listening, and writing.

In addition, this application also provides up to 650 high frequency words that can

be used in the practice and quiz. The third application is Elsa Speak, an

application that uses American model in the process of learning pronunciation.

This application provides sounds recognition technique and instant feedback for

the users. The next is Pronunroid – IPA Pronunciation, this application is game

based that aims to train the users to be adaptable in IPA (International Phonetic

Alphabet) transcription from English words to American Accent. The fifth

application is Say it: English Pronunciation, it is an application that aims for the

users to be able to exercise by hearing and saying words. This application can connect the users with 100 of British words for free. Last is the sixth, and it is called Forvo Pronunciation Guide, an application that allows the users to speak and record words from more than 325 languages. The users are able to hear directly how the native speakers of those languages are talking, it provides more than 4 million pronounced words.

In 2018, at (ELED) English Language Education Department, one of the lecturers in a private university in Yogyakarta introduced ELSA Speak to the researcher, he was so excited to use it and said it was a good application to enhance his pronunciation. In 2021 at (ELED) English Language Education Department of a private university in Yogyakarta, Elsa Speak is being used by one of the lecturers in Capita Selecta on Linguistic class. The lecturer in this class asked the students to use Elsa Speak for 4 months. Each month, there is an assessment to assess the students' pronunciation skill, and according to the lecturer, Elsa Speak can successfully help those students to enhance their pronunciation skill in one semester. Since this is a new phenomenon, and there is no previous study conducted about Elsa Speak in the same institution, the researcher is interested to do further research about those students' experience who used Elsa Speak for one semester.

Identification of the problem

Elsa Speak is considered a new media for enhancing students' pronunciation skill that implemented at 2021 in ELED. This is considered as a new phenomenon that many problems are appear to interest the researcher in conducting a study. Problems that the researcher's interested to explore are namely:

Students' Experience in Using Elsa Speak

The first, is students' experience in using the Elsa Speak. The reason why the researcher wants to explore this, is because Elsa Speak, is a new phenomenon in ELED. The researcher wants to know how those students are using Elsa Speak to get good score in the pronunciation class. This is referred to their habit in using ELSA Speak.

The Benefits of Using Elsa Speak

The second, is the benefits of using Elsa Speak. The researcher's reason for investigating this problem is because the researcher wants to discover what skills are improved after using Elsa Speak. Since, everyone who are learn pronunciation, they have to learn the four skills such as vowels, consonants, word stress, and Intonation.

The Effectiveness of Elsa Speak to Enhance Pronunciation

The third, is the effectiveness of Elsa Speak. The reason why the researcher wants to explore more about Elsa Speak effectiveness is, because the

application that can enhance user's pronunciation skill is not just Elsa Speak only. Studying effectiveness will be interesting, since this is something new that the researcher wants to measure.

Teacher's perspective towards Elsa Speak in teaching pronunciation

The fourth, is Teacher's perspective about Elsa Speak in teaching pronunciation. The researcher wants to explore more about teacher's perspective, since both in literature or in ELED are rare to find it. Other reason, is because it is interesting to know how teachers are using Elsa Speak.

Delimitation of the problems

Due to time constraint, the researcher only took two items from the identification of the problems. To make this study focused, the researcher's decided to study about students' experience in using Elsa Speak and what are the benefits of using Elsa Speak. The researcher's take only 2 items as the focus of this study, because it is considered the most urgent things that the reader should know, since this is a new phenomenon.

Research Questions

This research has two questions to be revealed as follows:

1. How does ELED Students use ELSA speak in learning English pronunciation skill?

2. What are the benefits of using ELSA Speak in learning English pronunciation skill?

Research Objectives

This research has two purposes to be achieved as follows:

1. To find out how does ELED Students use ELSA speak in learning English pronunciation skill particularly on their frequency in using ELSA Speak, how they set their duration, and how they monitor their progress.

2. To reveal what are the benefits of using ELSA Speak in learning English pronunciation skill.

Significances of the research

This research hopefully will be beneficial. The readers such as students, teachers, and other researchers can use this research to find information about Elsa Speak. Here are the further explanations about the benefits that the readers can get.

To the Learners of EFL

After reading this research, learners can get a new strategy to get high scores in the pronunciation class by knowing how ELED students used Elsa speak in learning pronunciation skill. Learners can get solutions for their pronunciation problems by knowing the benefits of using Elsa Speak in learning pronunciation skill.

To the Teachers

Teachers who read this study can introduce to their students a new way to enhance pronunciation, after knowing this study's research question one. Teachers

also can use Elsa Speak to make sure that they are teaching the correct pronunciation after knowing this study's research question two.

To Other Researchers

Since this study only focused on ELED student's experience and the benefits of using Elsa Speak in learning pronunciation skill, other researchers can use this research to do further research. After knowing this study's research question one and two, other researchers can also use Elsa Speak, and feel its benefits before conducting further research.

Organization of the research

The first chapter discusses about why the researcher is interested to related topic. The discussion started from the importance of learning pronunciation, the process of learning pronunciation, media for supporting the learners in learning pronunciation. Furthermore, there are background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the research as the structure of this chapter.

The second chapter discussed about theoretical background in the context of problems related to the topic. The discussion starts from the importance of learning pronunciation, the process of learning pronunciation and the implementation of Elsa Speak in learning the pronunciation. The theoretical background used to analyse the findings and discussion of this research.

The third chapter consisted of research design, research setting, research instrument, data collection method, data analysis, trustworthiness, and interpreting issue. This chapter will discuss about plans to take the data from the participants. In addition, the detail about the setting, participant, and data analysis also presented by the researcher in this chapter.

The fourth chapter discussed about findings in this study. Consisted of research questions of how ELED Students used ELSA Speak in learning pronunciation skill and what are the benefits of using ELSA Speak in learning pronunciation skill. The reports served descriptively.

The fifth chapter tells the reader about conclusion and recommendations of this study. In the conclusion, the paragraph talks about the topic, problems, findings, and obstacle in this study. In the recommendations, the paragraph talks about suggestions for ELED Students, Teachers, and Future Researchers.