

Chapter One

Introduction

This chapter discusses the introduction of the research, involving the background of the study, the identification of the research, the delimitation of the research. Moreover, the researcher provides the research questions and research objectives which highlight the research problems that should be answered through conducting this study. The significance of the research is also described to highlight the advantages of this study for students, teachers, and other researchers. In addition, the outline of the research is provided that explains the points in each chapter.

Background of the Study

In the process of learning English speaking, the basic elements include pronunciation, grammar, and vocabulary. As one of the basic skills in speaking English, pronunciation is considered important in supporting the fluency of speaking. Being fluent in a language can help students communicate well and have a positive impact on their future careers. According to Hewings (2004) pronunciation is components of speech that range from the individual sound that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning. Learning pronunciation is just as important as any other aspect of the English language. Moreover, according to Maslakhatin and Lianawati (2017), pronunciation is the one of the English skills Indonesian students should acquire if they want to learn English. This is because Indonesian students are used to Indonesian pronunciation. Therefore, they find English pronunciation strange and unusual. This becomes a problem when they learn speaking skills.

If the students can pronounce English well, their message can be understood well. Paulston and Burder's (1976, as cited in Pourhosein Gilakjani, 2016) stated that pronunciation is the production of a sound system that does not interfere with communication from the point of view of the speaker or listener. Pronunciation is how a sentence or language is spoken. It can refer to the generally agreed upon tone sequence used when speaking a particular word or language in a particular dialect, or it can simply refer to the way a particular person speaks a word or language. In other words, pronunciation is the way we speak English words intelligibly and clearly. Depending on several factors, words can be spoken in different ways by different people and groups.

Pronunciation is not always an easy skill to develop autonomously (McCrocklin, 2016). It is further stated that learning pronunciation is a complex task, requiring not only knowledge of the appropriate sounds in a given situation, but also learning how to use the vocal tract to produce those sounds, which requires extensive practice and we need your feedback. In addition, according to Jumrina (2013) pronunciation refers to the phonetic description of the phonetic symbols written in alphabetical form. The alphabetical order consists of two aspects of, consonants and vowels, with differences in sounds and symbols.

With the rapid development of information technology, especially in the mobile smartphone field, one can replace the partners needed to supervise and correct the learning process using the mobile smartphone. There are many application developers these days that develop applications specifically for language learning applications to help language learners. Students can learn pronunciation through autonomous learning. As this is not an easy path, they need support to provide guidance and feedback. Furthermore, according to Darsih, Wihadi and

Hanggara (2020), installing an application called ELSA (English Learning Speech Assistant) Speak will help students to speak English easily, fluently and confidently.

There are many applications that can be downloaded for free to learn English and improve pronunciation. According to Khurota's (2022), there are 12 applications that can improve learners' pronunciation, which can be downloaded from the Google Play store. The first application is "Duolingo". This application allows users to learn English vocabulary, phrases, grammar, spelling and conversation. The second application is "lingoDeer". This application provides learning by reading, listening and writing the provided vocabulary. The third application is "Speak English Conversation". This application can listen to conversations and answer questions from voice recordings. The fourth application is "LingQ". This application is based on the recorded story provided and will answer some of the questions in the recording. This application focuses on listening. The fifth Application "Busuu" this application includes learning to speak, write and spell. It can also improve knowledge of grammar, phrases and conversations in English. The Six's Application "Hello English" offers 457 lessons in 10,000 words. The seventh application "ELSA Speak" was developed using artificial intelligence (Artificial Intelligence) that can provide feedback to the user. The eight applications "FluentU" has a variety of interesting videos such as: News reports, movie scenes, and interviews are displayed in English. The ninth application "Memrise" is designed like games, flashcards and some video examples with an emphasis on native English. The Tenth application "BBC Learning English" provides regular content in the form of podcasts and videos for intermediate level English learning. The Eleven Application "IELTS Prep" helps the user to prepare for her IELTS exam. Materials for this application include writing, speaking, reading and listening sections.

The latest application "Mondly" is recommended for users because it has a lot of conversational phrases that can be used in everyday life.

The use of the ELSA Speak Application in English Language Education Department (ELED) in a private university in Yogyakarta was required by one of the lecturers in the Capita Selecta on Linguistic course for batch 2020. The lecturer believes that by using the ELSA Speak Application in the class, students can learn pronunciation effectively. Therefore, the researcher intended to conduct this study to explore more about Students' Perception on the Advantages and Problems in Using ELSA Speak Application at a private university in Yogyakarta.

Identification of the Problem

ELSA Speak Application was implemented in 2020 at Capita Selecta on Linguistic course in a Private Islamic University in Yogyakarta. The successful use of ELSA Speak Application in learning pronunciation relate to several factors. First, it needs digital literacy from the learners. The learners need to be familiar with this application. Second, the learners need to know the advantages of using this application. Third, the learners need to be aware of problems. As one example, students can easily and freely use it to learn English in a fun and interesting way. Therefore, they can maximize the use of the application to gain the maximal advantages. These three factors may become potential problems in using ELSA Speak Application in learning pronunciation.

Delimitation of the Problem

Due to time constraint, the researcher only took two factors from the identification of the problems. To make this recent study focused, the researcher decided to research about the advantages of using Elsa Speak Application experienced by the students and the problems when students use ELSA Speak Application. The researcher used the descriptive qualitative as the

research design using interviews to obtain the data and information. This study is limited to be conducted in one of Private Islamic Universities in Yogyakarta.

Research Questions

Regarding the explanations above, the researcher has formulated the research questions.

There are research questions, including:

1. What are the advantages of using the ELSA Speak Application based on ELED students' perception?
2. What are the problems of using the ELSA Speak Application based on ELED students' perception?

Objectives of the Research

Based on the research questions, the objectives of the research are mentioned as follows:

1. To find out the advantages of using the ELSA Speak Application based on ELED students' perception.
2. To investigate the problems of using the ELSA Speak Application based on ELED students' perception.

Significances of the Research

This study hopefully is beneficial for readers, such as students, teachers and other researchers. It proposes the information about ELSA Speak Application, related to the advantages and the problems. The following subsections are the elucidation of research significance that are obtained by some parties.

Students. This research is expected to give students the information on the advantages and the problems when students use the ELSA Speak Application. Then, they can be aware about the problems in using the ELSA Speak Application in the process of learning pronunciation. This study can be used as a reference for students, so it adds more knowledge about ELSA Speak Application and advantages this application for the success of learning pronunciation.

Teachers. This research is expected to help teachers become aware of the advantages and the problems of using the ELSA Speak Application, based on the students' experience and thoughts. Teachers who read this study can apply ELSA Speak Application and encourage their students to learn and foster their pronunciation. If they understand more about this application, proper implementation can be achieved and students' pronunciation skills can be progressed.

Other Researchers. These research results may become the reference when other researchers conduct similar research in the future, by accomplishing or highlighting new points in this recent study. The findings hopefully can be used as the basic and new information related to the students' perception. Thus, if future researchers find any delimitation, they can accomplish it and find out more about this topic, so its explanations are comprehensive and in depth.

Organization of the Chapters

This study consists of five chapters that provide the overview of each chapter. The first chapter discusses the reasons why this topic is selected and important for readers as well as introduces this recent study. Therefore, there are the background of the study, the identification of the problem, the delimitation of the problem, the research questions, the research objectives, the significance of the research, and the organization of the research.

The second chapter is a literature review. This chapter provides all related information about MALL, TPACK, and ELSA Speak Application. Moreover, the advantages of ELSA Speak Application, and the problems using the ELSA Speak Application. In the literature review, the researcher highlights and reviews some of the theories and the previous studies. Then, the researcher presents the conceptual framework of the study.

The third chapter explains the research methodology that was used. This chapter contains six sub-sections, including: research design, research setting, research participants, data collection methods, data collection procedures, and data analysis.

The fourth chapter elucidates the research findings and discussions. There are two main findings that are presented, namely the advantages and the problems of using ELSA Speak Application based on their experiences. The reports are served descriptively. Moreover, the researcher discusses the findings to the previous studies whether those are related to, support, accomplish, or are different from the previous studies.

The fifth chapter contains the conclusion and recommendation of this study. The researcher answers the research questions, so the conclusions are. In addition, she includes the recommendations for teachers, students, and future researchers.