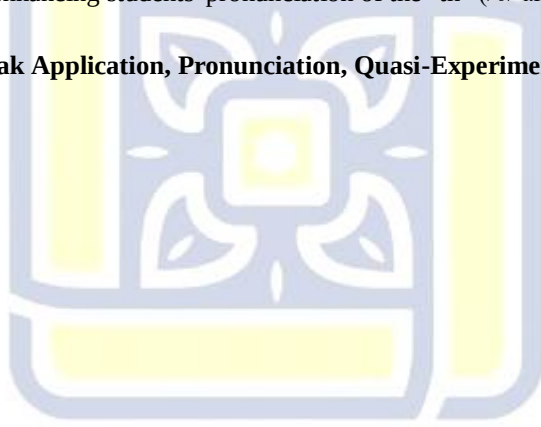


ABSTRACT

Pronunciation is one of the most persistent challenges for Indonesian EFL learners, particularly the interdental fricative phonemes /θ/ and /ð/, which do not exist in the Indonesian phonological system and are frequently mispronounced by senior high school students. This motivated the researcher to examine ELSA Speak, an artificial intelligence based application that provides real-time pronunciation feedback as a supplementary learning media. This study aimed to determine whether there is a significant effect on students' pronunciation between students' who are taught by using ELSA Speak and students' who are taught by using conventional media at the twelfth grade of SMAN 4 Lhokseumawe. A quantitative approach with a quasi-experimental design was employed, involving 47 students divided into an experimental group with 24 students taught using ELSA Speak and a control group with 23 students taught using conventional media. The sample were collected using random sampling techniques. Data were collected through pre-tests and post-tests and analyzed using homogeneity, normality, and independent sample t-test formulas. The homogeneity test showed the data were homogeneous $F = 1.01 < F\text{-table} = 2.03$, and both groups' data were normally distributed. The results showed that the experimental group's mean post-test score $68.96 > \text{control groups' mean post-test } 63.17$, with a t-test value of $4.41 > \text{t-table value of } 2.03$ at the 0.05 significance level, so H_a was accepted and H_o was rejected. In conclusion, ELSA Speak's instant AI feedback confirming the application is significantly more effective than conventional media in enhancing students' pronunciation of the "th" (/θ/ and /ð/) phoneme.

Keywords: ELSA Speak Application, Pronunciation, Quasi-Experimental



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