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The Effect of Boldvoice Aplication to Improve Student's English Pronunciation Mastery at SMA Cerdas Murni

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A B S T R A C T

Pronunciation is an important element in language learning that students have to master. The learning of the English language is greatly impacted by advancement in technology. Numerous applications have provided more flexible and easily accessible that can be utilized via smartphones for improving pronunciation mastery. This study aims to investigate whether the use of Bold voice Application has significant effect on grade X students' English pronunciation mastery at SMA Cerdas Murni. A quantitative approach with a pre-experimental design is the method used in this study. The population of this research is grade X SMA Cerdas Murni which consists of 130 students. The researcher used a random sampling sample, namely grade X-1 which consisted of 32 students. The instrument in this research was a pronunciation test. According to the research findings, the students' mean score was 66.53 on the pretest and 74.81 on the post-test. The t-test with a sig (2-tailed) value of 0.000 or < 0.05 was used to test the hypothesis. Therefore, "Ha" is accepted, and "Ho" is rejected. Thus, it can be concluded that the use of Bold voice Application has significant effect on grade X students' English pronunciation mastery at SMA Cerdas Murni.

Keywords: *Bold voice Application, Pronunciation Mastery, Language Learning*

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INTRODUCTION

In the era of increasingly integrated globalisation, mastery of English has become a skill that is not only desirable but also indispensable in various aspects of life, from education to professional careers. English-speaking ability plays a vital role because it enables successful multicultural dialogue and brings improved job opportunities, along with concurrent personal advancement. The ability to communicate in English has evolved from a competitive advantage to an essential requirement for personal development in the face of international challenges (Masita, E., 2023). Furthermore, the world's current era of globalisation necessitates English as an essential communication tool, including in Indonesia. To achieve a native-like English pronunciation, which other speakers can easily understand, one must practice regularly for accurate word pronunciation (Luluk et al., 2017). In the teaching and learning process, an English teacher provides pronunciation practice to help students develop their English pronunciation. English language students require practice under the guidance of their English teacher to achieve proper English pronunciation. Practice frequency determines the level of English pronunciation accuracy that a student can achieve for new words. A strengthened communication process occurs significantly with the help of these pronunciation improvements.

However, despite the extensive English education provided in Indonesian schools, many students still struggle to master English pronunciation. The traditional teaching methods practised in classrooms do not produce sufficient opportunities for students to practice pronunciation through active and interactive methods. Many teachers maintain

teacher-centred instructional methods by making their students act as passive listeners rather than active learning participants (Usman et al, 2024). Most students struggle with English pronunciation because they are unable to detect their mistakes. They do not correct pronunciation errors, and a new approach should emerge to address these educational challenges, as students need professional help to develop their pronunciation skills.

The technological evolution has transformed different aspects of life, including educational practices. Artificial intelligence (AI) technology enables computer systems to perform tasks that mimic human intelligence, including reasoning and finding meaning, as explained by Copeland (Copeland, 2023). The technology offers an effective and efficient platform for improving English pronunciation through applications like Boldvoice, which helps users enhance their pronunciation mastery.

BoldVoice is a mobile application that teaches pronunciation and offers practice through its core CAPT elements, utilising accent coach videos and automatic speech recognition technology to instantly evaluate pronunciation skills (I.H. Topal, 2023). The application utilises advanced artificial intelligence (AI) technology, combined with Automatic Speech Recognition (ASR), to analyse speech samples from users. This system guides non-native English speakers who want to improve pronunciation clarity and build confidence in their English. This app provides users with clear audiovisual explanations, accompanied by sufficient exercises that cover syllabic, lexical, sentential, and contextual content. It promotes accent/pronunciation development with added performance scores showing mastery progress through pre-, during, and post-assessment feedback. Users also select private lessons that focus on their specific sound preferences rather than the planned lessons based on their native language. Continuous dedicated work enables users to improve both their pronunciation fluency and their confidence levels. The language content features of the app make it pedagogically useful through its gradual progression from simple to complex learning activities, as well as its diverse types of learning materials (focus words, idioms, conversation practice, and video lessons). The system could prevent boredom while performing practice activities.

Several studies have been conducted to evaluate the effectiveness of this technology in teaching the English language. According to I.H. Topal (2023), the focus was on the innovation and development of the BoldVoice app, designed to improve English pronunciation skills. The research examined various technical and functionally related aspects of the app. Although this research provides a comprehensive insight into the features and benefits of the app, there is a lack of attention to an in-depth analysis of how the app can be integrated into formal education to improve student learning outcomes, especially at the high school level. Research conducted by Dhanan et al. (2024) demonstrated that the AI method with read-aloud functionality on the Google Read Along app has been proven effective in improving pronunciation skills and listening comprehension. However, this study focused more on teaching at the higher education level and did not explore the use of the app in high school. Another study by Sabrina et al. (2024) stated that the use of features in the HelloTalk application, such as Partner Matching and Voice Messages, can significantly improve students' pronunciation skills. The research approach differs from previous studies through the implementation of a quasi-experimental design. Meanwhile, the researcher is now implementing a pre-experimental design.

This study provides several benefits over previous studies. First, it focuses on using Boldvoice to improve students' English pronunciation mastery, which is among the most challenging skills for students. Second, it is conducted at the high school level, with students as research subjects. It makes a significant contribution to the current literature, given the absence of research exploring the use of Boldvoice in English language learning in formal education. The novelty of this study lies in exploring Boldvoice as a revolutionary learning platform in the context of formal education in Indonesia. This study offers several notable points of novelty that distinguish it from prior research. First, it contextualises the use of the BoldVoice application within the formal secondary education setting in Indonesia. While previous studies, such as Topal (2023), primarily discussed the technical features and general

benefits of BoldVoice, they did not investigate its systematic integration into high school curricula aimed at improving students' pronunciation mastery. Second, this research applies a pre-experimental design specifically targeting high school students. Prior research (e.g., Dhanan et al., 2024; Sabrina et al., 2024) primarily employed quasi-experimental methods and was conducted at the university level or focused on informal learning contexts.

In contrast, this study emphasises the real classroom environment of high school students, who represent a population that has rarely been explored in existing BoldVoice studies. Third, and most significantly, this research highlights pronunciation mastery-a skill widely recognised as one of the most challenging aspects of speaking for English language learners. Instead of broadly assessing speaking or listening skills, the study systematically analyses pronunciation aspects. This targeted focus contributes deeper theoretical and practical insights to technology-enhanced language learning. Through these points, the novelty of this study is not only in examining what is being used (BoldVoice) but more importantly in exploring how it can be effectively applied and in what context, namely, formal high school English education in Indonesia, thus filling an evident gap in the current literature. This research offers new insights into how Boldvoice's influence can be leveraged to enhance English pronunciation mastery among students. Researchers expected these study findings to create foundational knowledge which can advance effective formal education curricula and instructional approaches. By integrating Boldvoice technology, educational institutions can improve student learning quality while preparing them for upcoming challenges. Based on the previous points, this research will be conducted under the title "The Effect of Boldvoice Application to Improve Students' English Pronunciation Mastery at SMA Cerdas Murni".

Theory of Pronunciation

Pronunciation is giving the authentic sounds of letters in words, proper accents, and many syllables. It means that the act or result of producing the sound of speech, including articulation, stress, and intonation, often concerns some standard of correctness. Pronunciation is a lay term that is widely used in language learning and teaching to describe the way utterances are articulated (Mulatsih & Devi, 2015). According to Gilakjani (2016), pronunciation refers to the production of English sounds. Learning to pronounce sounds correctly involves repeating and making corrections when necessary. However, according to Amep (2002), pronunciation is learning to produce the sounds that give meaning. Nunan (2003) also asserted that accurate pronunciation occurs during speech.

Pronunciation is how a word is pronounced or how language is usually used. Consider accents, silent vowels, reverse 'e's', and other features. Learning pronunciation requires studying phonetics. Phonetics studies the patterns and sounds of speech as they appear in different languages. We are interested in noises, how they form patterns, and how they change under various conditions. A phonetician's initial goal is to understand how people produce and perceive speech (Fromkin, Rodman, 2011).

Aspects of Pronunciation

There are two aspects of pronunciation, namely, segmental and suprasegmental features. The first features are segmental features, also known as segmental phonemes. It is speech sounds that are used in words. In other words, it is described as the sound units of an utterance represented by phonetic symbols. Thus, segmental features are grouped into vowels, consonants, and diphthongs. At the same time, suprasegmental features refer to stress, tone, intonation, and other aspects that are always present in segmental production and speech (Kholis, 2021). There are three kinds of supra-segmental features: stress, intonation, and syllable.

Pronunciation Problem

According to J. D. O'Connor (1980), teaching and mastering pronunciation have specific challenges. Which are:

Mother Tongue

Learning English can be challenging for international students, particularly in terms of pronunciation. When a newborn first begins to speak, they do so by listening to their mother's voice and naturally copying her. Since he was young, he has grown accustomed to speaking

his native dialect. His mother tongue has some influence on his tendencies. Additionally, it will be challenging to alter the natural movement patterns of his speech organs so that they produce foreign sounds. It is comprehensible. Because his speech organs are programmed to make the sounds of the language. We become accustomed to making the sounds and employ the same speech organs to create them. However, a youngster raised in an English-speaking environment will develop English phonemes in addition to the collection of sounds that we all acquire.

Hear

All newborns can produce the entire range of sounds audible to humans. However, some students find it challenging to hear a specific pronunciation they wish to replicate, and individuals who speak several native languages often struggle with various sounds. There are various strategies for handling this. For starters, movies, radio, and vinyl records can get their attention and get them to listen. It can progressively train the pupils' hearing by carefully repeating the phrases they hear, allowing them to understand and practice. Students will be able to communicate clearly when they can hear clearly. Listening carefully is crucial; matching performance to hearing can help pronounce English words accurately.

Sound and Intonation

Learning a foreign language often presents children with physical and cognitive challenges, such as difficulties producing sounds in some regions of the mouth, including the uvula or nasal cavity. Despite having the same phonetics, certain sounds have differing distributions. Some people have trouble hearing pitch or recognising patterns of rising or falling of various pitches.

The Function of Pronunciation Mastery for English Language Learners

Pronunciation mastery is crucial for English language learners, as it enables clear and effective communication. Accurate pronunciation enables learners to be better understood by others, thereby minimising misunderstandings and enhancing their confidence in spoken interactions. It also supports the development of other language skills, particularly speaking fluency and listening comprehension, by increasing learners' awareness of English sounds, stress, rhythm, and intonation. Furthermore, intelligible pronunciation significantly contributes to learners' successful integration in academic, social, and professional settings, where effective oral communication is essential. Therefore, pronunciation plays a fundamental role in the overall process of English language acquisition.

Computer Assisted Pronunciation Training

Computer-Assisted Pronunciation Training (CAPT) refers to the use of computer technologies to help learners practice and improve their pronunciation through repetitive exercises and automatic feedback. Recent studies have demonstrated that CAPT systems, particularly those utilising Automatic Speech Recognition (ASR) and artificial intelligence (AI), can significantly improve learners' pronunciation accuracy by providing immediate and personalised feedback (Lee, Y., 2021). Additionally, CAPT encourages learner autonomy by allowing students to independently monitor and refine their pronunciation (Elsayed et al, 2025). Furthermore, Fouz (2025) emphasises that the integration of digital tools and AI-powered applications has become increasingly relevant and beneficial in formal pronunciation teaching. In this context, BoldVoice can be seen as a modern example of CAPT that combines AI and ASR technology to offer audiovisual materials, interactive exercises, and individualised feedback, helping students improve their English pronunciation mastery engagingly and effectively.

First, Ibrahim Halil Topal conducted a study entitled "A state-of-the-art app in the spotlight: Boldvoice" in 2023. This research aims to present a review of BoldVoice, a mobile application for English pronunciation endorsed by Hollywood accent coaches, using Chapelle's (2001) evaluation criteria for computer-assisted language learning products. This study focused on the innovation and development of the BoldVoice app, designed to enhance English pronunciation skills. The research examined various technical and functionally related aspects of the app. Although this research provides a comprehensive insight into the features and benefits of the app, there is a lack of attention to an in-depth analysis of how the app can

be integrated into formal education to improve student learning outcomes, especially at the high school level.

Dhanan Abimanto conducted the second study, and Wasi Sumarsono in 2024, titled "Improving English Pronunciation with AI Speech-Recognition Technology". This study aimed to evaluate the effectiveness of the Google Read Along app in improving English pronunciation, analyse students' responses to using the app, and identify the factors that contribute to students' success in improving their pronunciation. The research employed a quasi-experimental design, utilising a research questionnaire and interviews as the primary data collection instruments. This study found that the results of the N-Gain test indicate that the Google Read Along is effective in helping students improve their English pronunciation when used in conjunction with the Read Aloud approach, by an average of 65.73%. As a result, a teaching strategy that combines the Read Aloud method with Google Read Along has a significant impact on their success in improving pronunciation. This study focused more on teaching at the higher education level and did not explore the use of the app in high school.

The third study, conducted by Sabrina, Hayatun Nur, Ika, Rismawati, and Muhammad Rafli, is titled "Advancing Pronunciation Accuracy through the Use of an AI-Powered Learning Application ", HelloTalk, and was published in 2024. This study aimed to optimise English pronunciation skills through the use of HelloTalk, an AI-powered learning app. The research employed a quasi-experimental design, utilising instruments administered through pretests and posttests to assess the aspect of pronunciation accuracy. This study demonstrated a significant improvement in pronunciation skills before and after the intervention, as indicated by the data analysis results. The research approach differs from previous studies through the implementation of a quasi-experimental design. Meanwhile, the researcher is now implementing a pre-experimental design.

This study aims to investigate whether the use of the Boldvoice Application has a significant effect on grade X students' English pronunciation mastery at SMA Cerdas Murni, following the research question: Does the use of the Boldvoice Application have a significant effect on grade X students' English pronunciation mastery at SMA Cerdas Murni?

METHOD

Research Design

This study uses a quantitative approach. The research design employed is a pre-experimental design to determine whether the use of the Boldvoice application affects students' pronunciation. In this study, researchers did a pre-test, treatment, and post-test. The population in this study is the entire tenth-grade Senior High School Cerdas Murni, which consists of four (4) classes; the total population is 130. The samples were taken using random sampling techniques because the diversity of students in each class was homogeneous. The sample in this study consists of tenth-grade students (X-1), totalling 32 students. The following illustrates the pre-test and post-test design for a single group.

Table 1. The Design of One-Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
X_1	O	X_2

Notes:
X_1 = Pre-Test
O= Treatment
X_2 = Post-Test

Technique for Data Collection

Instrument

In this study, the researcher used the pronunciation test. The test consists of 30 words from various kinds of diphthongs to collect data about the student's progress before and during the teaching and learning process. These words represent common pronunciation challenges for Indonesian learners and align with Received Pronunciation (RP) standards, which serve as the benchmark for assessing accuracy in English pronunciation. There are two aspects to the pronunciation test: the pre-test and the post-test. A pre-test was used to assess

the students' pronunciation before they received treatment from the researcher. A post-test will be used to assess students' pronunciation after they receive treatment. During the test, each student is asked to read aloud the provided list of words. The researcher records the students' pronunciation performances for further analysis. The scoring is carried out solely by the researcher, who acts as the single rater, to maintain consistency. Each correctly pronounced word is awarded one point, while incorrect pronunciations receive no points. The total number of correct answers is then converted into a score according to a predefined scoring rubric. Example of test items included in the instrument are as follows: "Smile"/smaɪl/, "Behind" /bɪ'haɪnd/, "Boil" /bɔɪl/, et cetera.

Technique for Data Analysis

The researcher analyzes it by using the procedure as follows:

Scoring of pronunciation test. This test's scoring counts the number of points based on the student's pronunciation transcription.

Assessing the Learner's Pronunciation Knowledge.

In learning pronunciation mastery, an important aspect that should not be forgotten is assessment.

Table 2. The Measurement of Pronunciation

Category	Range	Assessment Criteria
Excellent	86-100	The students got 26 to 30 correct answers
Good	71-85	The students got 22 to 25 correct answers
Avarage	56-70	The students got 16 to 21 correct answers
Poor	≤55	The students got 1 to 15 correct answers

Classifying the Student's Score.

Students' score or the test is classified into criteria as follows:

Table 3. The Classification Score for the Test

No	Score	The Ability Scale	Classification
1	86-100	4	Excellent
2	71-85	3	Good
3	56-70	2	Avarage
4	≤55	1	Poor

(Source: RPP MGMP Bahasa Inggris Kabupaten Luwu)

Test.

Scoring the student's pronunciation test answer

$$Score = \frac{students' correct\ answer}{total\ point} \times 100$$

Calculating the Mean Score, Standart Deviation, Frequency Table, and Paired Sample T-Test to find out the avarage value of students' pronunciation ability before and after teach by using Boldvoice Application. This study uses the SPSS 25 edition to calculate.

Normality Test. The normality test is carried out to determine whether the cause of the data is normally distributed or not. This study uses a normality test with the help of SPSS 25 with the Saphiro Wilk Test with a significant level of ɑ = >0.05.

Hypothesis Test. Hypothesis testing is used to study, estimate and draw conclusions based on data obtained from samples to describe the characteristics or characteristics of a population, as for the hypothesis tested in this study:

Alternative Hypothesis: There is a significant difference of students' English pronunciation between before and after being taught by using Boldvoice application at SMA Cerdas Murni.

Null Hypothesis: There is no significant difference of students' English pronunciation between before and after being taught by using Boldvoice application at SMA Cerdas Murni.

FINDINGS AND DISCUSSION

Validity Test Results

The instrument validity test is a procedure that must be conducted to assess the validity of a question item on the instrument used as one of the data measurement tools in the study. This validity test is conducted by performing a significance test that compares rcount with rtable. The assumption is that the instrument item is said to be valid if the rcount value

obtained is greater than rtable. Likewise, conversely, the question item is said to be invalid if the rcount value obtained is smaller than the rtable value. The validity test calculation was applied using the SPSS V.25 application. Below are presented the results of the validity test of the research instruments that have been carried out, which are listed in the table below:

Table 4. Instrument Validity Test Results

Test Items	rcount	rtable	Test Items	rcount	rtable
Item 1	0,413	0,349	Item 16	0,488	0,349
Item 2	0,608	0,349	Item 17	0,371	0,349
Item 3	0,371	0,349	Item 18	0,410	0,349
Item 4	0,488	0,349	Item 19	0,357	0,349
Item 5	0,486	0,349	Item 20	0,813	0,349
Item 6	0,378	0,349	Item 21	0,817	0,349
Item 7	0,378	0,349	Item 22	0,383	0,349
Item 8	0,486	0,349	Item 23	0,459	0,349
Item 9	0,608	0,349	Item 24	0,357	0,349
Item 10	0,378	0,349	Item 25	0,383	0,349
Item 11	0,486	0,349	Item 26	0,412	0,349
Item 12	0,488	0,349	Item 27	0,371	0,349
Item 13	0,357	0,349	Item 28	0,413	0,349
Item 14	0,488	0,349	Item 29	0,459	0,349
Item 15	0,908	0,349	Item 30	1	0,349

Analysis of the table listed above shows that all question items on the research instrument used in this study are known to have a rcount value greater than rtable. Therefore, the results indicate that all question items on the instrument used are valid and can be used to collect data in this study.

Reliability Test Results

The objects examined will undergo a reliability test after they have been deemed valid. The purpose of this reliability test is to determine the validity of the instrument used for this study. The method used in measuring reliability is a statistical test through Cronbach's Alpha (α). A variable can be considered reliable if it has a Cronbach's Alpha of more than 0.60 (Sig> 0.60). SPSS V.25 application as one of the aids in calculating the data reliability test. Below are presented the results of the instrument reliability test in the research conducted as follows:

Table 5. Instrument Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.937	30

The table above explains that the Cronbach's Alpha value obtained is 0.937. Based on the Cronbach's Alpha value obtained, it can be analysed that the value is greater than 0.60, indicating that the instrument in this study is reliable for use.

The research data acquired shows students' pronunciation mastery scores. A pre-test and a post-test are administered to one group. To determine whether the mean differences between the pre-test and post-test were significant, an analysis using SPSS 25 was conducted on the results of both tests. Below is a further explanation of this data:

The Paired Sample T-test

Table 6. The Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pronunciation Pretest	66.53	32	17.395	3.075
	Pronunciation Posttest	74.81	32	16.281	2.878

The table revealed the Paired Sample T-test. The data presented shows that the number of students is 32. Besides, the mean score for the pronunciation pre-test is 66.53, and the mean score for the pronunciation post-test is 74.81. In addition, the standard deviation for the pronunciation pre-test is 17.395, and the standard deviation for the pronunciation post-test is 16.281. Moreover, the standard error mean for the pronunciation pre-test is 3.075, and the standard error mean for the pronunciation post-test is 2.878.

Normality Test

Table 7. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation Pretest	.093	32	.200*	.954	32	.188
Pronunciation Posttest	.122	32	.200*	.955	32	.195

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Researchers have used the Shapiro-Wilk normality test. Shapiro-Wilk has developed a formula or method for determining data distribution, which is called the Shapiro-Wilk test. The Shapiro-Wilk method has been shown to be a proven and admissible normality test for small samples. From the table above, the pronunciation pre-test was 0.188 and the pronunciation post-test was 0.195, according to the Shapiro-Wilk table. It means that the data are always distributed as a result of the significance value being > 0.05.

Hypothesis Test

Table 8. Hypotesis Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pronunciation Pretest - Pronunciation Posttest	-8.281	3.929	.694	-9.698	-6.865	-11.924	31	.000

The table above can be used to find the Sig value. (2-tailed) of 0.000 or < 0.05. As a result, it can be concluded that the average has significantly changed, indicating that the score increased between the pronunciation pre-test and the pronunciation post-test. The Alternative Hypothesis is thus approved, whereas the Null Hypothesis is rejected. This indicates that the use of the Boldvoice Application has a significant effect on grade X students' English pronunciation mastery at SMA Cerdas Murni.

The results of this study suggest that using the Boldvoice application can enhance students' pronunciation mastery. This increase can be critically analysed through several factors. Firstly, the use of the BoldVoice application provided students with more intensive and sustained practice opportunities than conventional classroom learning, which is often limited by time and teacher-centred methods. The ability to repeat exercises independently allows students to engage in continuous repetition and self-correction, which are essential for mastering pronunciation. Secondly, the SpeechScan Assessment feature in BoldVoice played a crucial role by automatically detecting pronunciation errors and delivering instant feedback. Immediate feedback helps students identify mistakes they might not otherwise notice,

enabling direct correction. This aligns with the principle of formative feedback, which research shows is highly effective in improving speaking skills. Thirdly, the inclusion of video lessons from professional accent coaches feature significantly contributed to students' improvement. These videos help students understand difficult sound distinctions, covering both segmental features (such as diphthongs and consonants) and suprasegmental features (such as intonation and stress). Visual demonstrations of lip, tongue, and jaw movements are especially beneficial for visual learners. Lastly, the pre-, during-, and post-assessment features in BoldVoice also motivated students by allowing them to track their progress through performance scores. This supports the theory of self-regulated learning, as students become more aware of their strengths and weaknesses and can set personal goals (Zimmerman et al, 2001). All these factors can be identified as the most helpful features in improving students' pronunciation. According to the data description, a pre-test score has been used to assess students' pronunciation levels prior to the initiation of treatment. The pre-test data showed an average score of 66.53. Meanwhile, there was an increase of 8.28 points compared to the post-test score of 74.81. To determine whether the use of the Boldvoice application affected students' improvement in pronunciation mastery, a paired samples test was employed. 0.000 is the post-test p value, or sig (2-tailed), which is < 0.05 for sig α. The alternative hypothesis is accepted, while the null hypothesis is rejected.

This result aligns with Topal (2023), who emphasised the benefits of AI technology and automatic feedback in BoldVoice, supporting learners' clarity and confidence in pronunciation. However, unlike Topal (2023), which mainly focused on technical features and application development, this study highlights its implementation within a formal high school context. Moreover, the result is consistent with Dhanan & Sumarsono (2024), who found that AI-based Google Read Along effectively enhanced pronunciation and listening skills at the university level. The difference lies in the research context; this study targets high school students and uses BoldVoice, which offers unique features such as coach videos and ASR-based pronunciation assessment. This finding aligns with the results of Sabrina et al. (2024), who reported improved pronunciation accuracy using the HelloTalk app. Unlike their approach, which relies on direct interaction with native speakers via Voice Messages, this study emphasises self-practice supported by automatic feedback and audiovisual resources from BoldVoice. Therefore, this research not only reinforces prior findings on the effectiveness of CAPT technologies but also contributes new insights by applying BoldVoice within the formal high school setting, an area that remains relatively underexplored.

Several factors contributed to the experiment's success. First, students had access to smartphones, which they were allowed to bring to school for educational purposes, even before the study began. The second factor was the straightforward process for obtaining an internet connection. Third, the Boldvoice Application was user-friendly. Lastly, there were no issues with the application during use. Most students became more motivated to study pronunciation with this application and experienced less boredom as a result. (Lubis Y, et al, 2024) indicated that mobile apps can offer engaging exercises to enhance students' pronunciation in English. This implies that utilising applications can encourage students to study the language.

The emphasis on incorporating technology in education is that it generally improves learning, inspires and involves students, fosters collaboration, encourages investigation and discovery, and cultivates a student-focused learning environment. Since technology offers greater possibilities for educators and learners to adjust their teaching and learning to meet personal requirements, it is essential to enhance the integration of technological concepts and applications within school education (Kingsley, 2019).

Based on the previous discussion, it can be said that the use of the Boldvoice Application has a significant effect on grade X students' English pronunciation mastery at SMA Cerdas Murni.

CONCLUSIONS

The study concludes that an innovative way to study English is to focus on pronunciation. By utilising the latest technology, educators can modify their teaching strategies. One tool for teaching and studying English could be the Boldvoice application. Students can increase their pronunciation by using the Boldvoice application for language learning. Students can learn focus words and idioms with many features, including engaging conversation practice and video lessons for each day. Overall, Boldvoice apps could serve as a helpful tool for students seeking an interesting and creative way to enhance their pronunciation mastery. The use of the Boldvoice application can help students improve their pronunciation, as indicated by the researchers' results and discussion. This can be demonstrated by the average value of students before and after a test, 66.53% and 74.81% respectively. To test the hypothesis using a paired samples test with a significance value (2-tailed) of 0.000. As a result, "Alternative Hypothesis" is approved, whereas "Null Hypothesis" is not. In conclusion, the use of the Boldvoice Application has a significant impact on the English pronunciation mastery of grade X students at SMA Cerdas Murni. The study also recommended that further research be conducted on the use of the Boldvoice apps to encourage discussion, offering a variety of features that enhance student motivation in language learning. Future researchers can utilise this study to enhance students' pronunciation mastery and consider it as an extra resource for their research. Additionally, it will contribute to advancement in subsequent studies. This study acknowledges limitations that should be considered when interpreting the findings. The relatively brief duration of the intervention may limit the ability to observe sustained or long-term effects of the BoldVoice application on students' pronunciation mastery. Despite these limitations, it is anticipated that the insights gained from this study can still inform and enrich future approaches to technology-assisted pronunciation instruction in formal educational contexts.

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