

**THE EFFECTIVENESS OF *ELSA SPEAK* APPLICATION TO IMPROVE  
STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE  
OF MADRASAH ALIYAH NEGERI (MAN) SIGI**



**THESIS**

Submitted as a Partial Fulfillment of the Requirements for the Degree of  
education (S.Pd) at English Tadris Study Program Faculty of Tarbiyah and  
Teacher Training at State Islamic University Datokarama Palu

By :

**ARUM SEPTIANI**  
**NIM : 201160034**

**ENGLISH TADRIS STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
2024**

## STATEMENT OF THE THESIS AUTHENCITY

I hereby declare this thesis entitled: **“The Effectiveness of *ELSA Speak* Application to Improve Students’ Speaking Skill at the eleventh Grade of MAN Sigi”** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I degree that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

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Arum Septiani  
NIM. 201160034

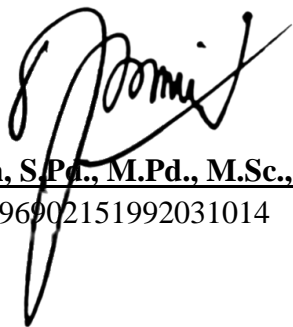
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Thesis entitled : “The Effectiveness of *ELSA Speak* Application to Improve Students’ Speaking Skill at the eleventh Grade of MAN Sigi” written by **Arum Septiani**, SIN. 201160034, a student of English Tadrish Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu. After having through observation and careful correction, each supervisor decides that the thesis has met all the requirements needed for a scientific paper and therefore it can be submitted for examination.

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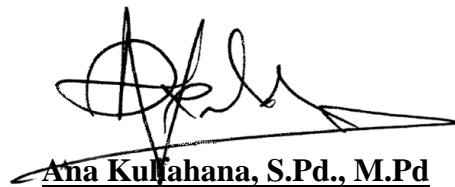
### Approved By :

**Supervisor I,**



**Ruslin, S.Pd., M.Pd., M.Sc., Ph.D**  
NIP. 196902151992031014

**Supervisor II,**

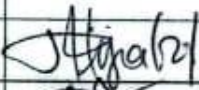

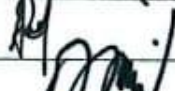




**Ana Kullahana, S.Pd., M.Pd**  
NIP. 199111102020122003

## LEGALIZATION

A thesis by Arum Septiani, ID Number 20.1.16.0034 entitled "The Effectiveness of *ELSA Speak* Application to Improve Students' Speaking Skill at the eleventh Grade of MAN Sigi" which had been examined in front of the board of examiners of the Faculty of Tarbiyah Teacher Training in State Islamic University Datokarama Palu on 12 August, 2024 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Department program.

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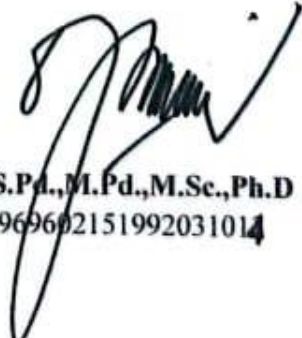
Approved By:

Faculty of Tarbiyah and Teacher  
Training Dean,

English Tadris Department  
Program Head,



  
Dr. Saepudin Mashuri, S.Ag., M.Pd.I  
NIP. 197312312005011070

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
NIP. 1969602151992031014

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Sigi, 16 July 2024 M  
10 Muharram 1446 H



Arum Septiani  
SIN. 201160034

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## ABSTRACT

**Name** : Arum Septiani  
**NIM** : 20.1.16.0034  
**Tittle Thesis** : **The Effectiveness of *ELSA Speak* Application to Improve Students' Speaking Skill at the Eleventh grade of MAN Sigi.**

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Researchers identified that students have a fear of making mistakes when using English. They were also identified as having a lack of desire and confidence and thinking that learning English was boring and less interesting. One of the solutions to overcome this problem is to use the ELSA Speak application as a learning medium in teaching.

Based on the results of this identification, the description in this thesis departs from the problem is the use of ELSA Speak application effective to improve students speaking skill at the eleventh grade of MAN Sigi?

In this research, a quantitative approach was used, and the research design was pre-experimental with a one-group pre-test and post-test design type. The sample for this research was 18 students in the XI IPA 2 grade at MAN Sigi. The researcher used an instrument called a speaking test.

Based on research results, it was found that the use of the ELSA Speak application was significantly effective in improving students' speaking skills. It can be seen in the results of the statistical calculation of the data using SPSS version 29. It was proved by the mean score of students' before and after treatment, which was 47.06 of the mean score of the pre-test and 62.22 of the mean score of the post-test. Also, the results of the t-test were 14.253 was greater than the t-table 2.10982. It means that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_o$ ) was rejected.

The conclusion obtained was that the factor that made it difficult for students to speak English was their lack of English vocabulary. So it is recommended for teachers to provide a comfortable and attractive atmosphere for students in order to encourage students to master English vocabulary better.

## CHAPTER I

### INTRODUCTION

#### ***A. Background of the Research***

For a very long period of time, English has become an international language. It has been now been used by more than a hundred countries in the world. Due to this position, English has played a central role in the international stage. Like wise, English plays a key role in Education not only in English speaking countries but also non English speaking countries like Indonesia.

As a language, English has four skills : speaking, reading, listening and writing. It is important to know that speaking is the most important as skill when one starts to learn a language, it is an interactive process of creating meaning that involves producing, receiving, and processing information.<sup>1</sup>

Nunan mentions that speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning.<sup>2</sup> This means that speaking plays an important role in communication.

To make interactions and communication, a lot of people from different countries used English to communicate easier. Moreover in this modern era, on

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<sup>1</sup>Sari Luoma. *'Assessing Speaking'* Cambridge: Cambridge University Press. 2004 ( 23 – 09 – 2023)

<sup>2</sup>David Nunan. *'Practical English Language Teaching'*. Boston : McGraw Hill. (2023)

the purposed areas including economics, politics, culture and education, English plays a key roles.<sup>3</sup>

In the context of Indonesian education, the teaching of English is important because this subject is compulsory subject for junior & senior high school. The curriculum has allowed English 4 x 45 per week. This means that the subject should be taught twice a week.

According to Nurillah and Indari there are several aspects that affect the weak ability of children to learn speaking. Including laziness, fear of making mistakes when speaking English, lack of desire and confidence. Students also think that learning English is boring and uninteresting.<sup>4</sup>

Based on the pre-observation conducted on August, 3rd 2023, it was identified that students have feeling of fear of making mistakes when using English. They were also identified to have lack of desire, lack of confidence and think that learning English was boring and less interesting. Moreover, it was evident that the learning process was still predominantly dominated by the teacher. That is the reason why the researchers choose speaking as a research variabel.

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<sup>3</sup>Mustakim, M.. and Lateh, N. 'Multicultural Education in Interlanguage English Textbooks for Senior High School Students in Maroangin.' MAJESTY JOURNAL 2 (1) (2020) 10 - 19

<sup>4</sup>Ainina Nurillah and Ayu Indari. 2021. "*The Effect of Using Story Completion on Students Speaking Skill to Eleventh Grade Students of SMK Swasta YPIS Maju Binjai*". Journal of Serunai English yLanguage. Vol. 13 (1): P. 2.

To solve this problem, the teachers must find ways to help students learn English comfortably. One way is to use learning media, many language learning applications have been developed and can be used as learning media.

These language learning applications include *ELSA Speak* Application, Duolingo, Cake, eJOY English, Memrise, speak – Practice Your English, BBC Learning English, and Say It. Many studies have studied the benefits and limitations of several English learning applications. The application's attractive appearance and varied topics are evidence that can help students gain a good learning experience and gain overall English language competency.<sup>5</sup>

Belinda Lesmana conducted a research entitled “Using *ELSA Speak* Application to Improve Students’ Speaking Skill at UPT SPF SMPN 17 Makassar”. Based on the result, it can be seen that through the *ELSA Speak* Application, which is easier to use with very detailed procedures, easier for students to understand pronunciation and fluency in speaking English. This *ELSA Speak* App also showed the improvement for the student's ability to speak English was measured by the score of the pre-test and post-test.<sup>6</sup>

Based on the explanation, it can be answer that students need to receive treatments to improve their speaking skills. Hence, this research entitled "The Effectiveness of the *ELSA Speak* Application to Improve Students' Speaking

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<sup>5</sup>Thi Ngoc Qui Nguyen and Nguyen Thai Thanh Vo, ‘*The Need of Applying English Learning Apps to Help Van Lang University Students Improve Their Spoken English Performance*’ Asia CALL Online Journal 12, no. 2 (2021): 72–86.

<sup>6</sup>Belinda Lesmana “*Using ELSA Speak Application to Improve Students’ Speaking Skill at UPT SPF SMPN 17 Makassar*” Bosowa University, 2022. 42



Skills at the eleventh grade of MAN Sigi" Is going to examine whether this digital media is effective or not to improve students' speaking skill.

### ***B. Problem of the Research***

Is the use of *ELSA Speak* application effective to improve students' speaking skill at the eleventh grade of MAN Sigi?

### ***C. The Objective and Significance of the Research***

#### **1. Objective of the Research**

To find out the use of *ELSA Speak* application is effective to improve students' speaking skill at the eleventh grade of MAN Sigi.

#### **2. Significance of the Research**

##### **a. For Students**

By using the *ELSA Speak* application, which of course is an application that has good features, is interesting, comfortable to use and can be used anywhere, Students are expected to be motivated and improve their speaking skills.

##### **b. For Teachers**

In the implementation of teaching, of course the teacher will add knowledge about the variations, techniques or media that can use in the process learning. The results of this implementation will definitely help improve the quality of the process of teaching English to students.

c. For Institutions

Provide information about alternative learning digital media in teaching learning activities for schools, especially the schools that have been the object of the research.

d. For the Researcher and Future Researcher

With the implementation of this research, it provides a lot of experience in terms of teaching to researchers, through a real process of solving problems by going to schools armed with the knowledge that researchers have obtained during academic learning. In addition, this research will definitely provide benefits to other researchers with the same topic as a reference for their research.

#### ***D. Research Outline***

In this section, the researcher explains each chapter contained in this research.

Chapter I discusses the introduction which consists of background of research, Problem of research, objective and significant of research, and outline of research.

Chapter II discusses the literature review which includes previous research, review of related literature which has several section such as the concept

of speaking skill and *ELSA Speak* App. Then the section in chapter II contains theoretical framework and research hypothesis.

Chapter III discusses the methodology of research, consists approaches and designs of research, population and sample of research, variable of research, operational definitions of research, instrument of research, data collection technique of research, and data analysis techniques of research.

Chapter IV discusses about findings and discussion consists of data description, data analysis and discussion of the research findings

Chapter V discusses about conclusion and suggestion of the researcher research results.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous Research***

There are three previous research have been conducted that were used as guidance by reseaecher as follows :

Ita Sarmita and Ismail conducted a study related to the similar topic, “*Elsa Speak App as a Media in Enhancing students' Pronounciation Skills*”. It took places at STKIP Muhammadiyah Enrekang's English study program and the research was conducted on academic year 2018/2019. This research applied experimental design, specifically, used pre-experimental design. By seing the result that the ELSA Speak App can enhance the students' pronounciation skills.<sup>1</sup>

Another research of Puja Aswaty and Ayu Indari conducted a study related to the similar topic, “*The effect of using ELSA (English Language Speech Assistant) Speak App on students' speaking ability*”. It took places at MAS Darul Al Muhajirin. The research was conducted on academic year 2021/2022. This research used true experimental design and the result of this research it proved that the *ELSA Speak* App significantly affected on students' speaking skill.<sup>2</sup>

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<sup>1</sup>Ita Sarmita and Ismail ‘*Elsa Speak App as a Media in Enhancing students' Pronounciation Skill*’ Vol. 2 Issue 2 (2020)

<sup>2</sup>Puja Aswaty and Ayu Indari, ‘*The effect of using ELSA Speak Application on students' speaking ability*’ Vol.8 No.1, (2022)

Another research was conducted by Sayid Abdul Karim, Annisa Qotrunnada, et al. “*Promoting EFL Students “Speaking Performance Through ELSA Speak : An Artificial Intelligence in English Language Learning”*”. It took place at English Language Education Study Program, Faculty of Business & Humanities, Universitas Teknologi Yogyakarta, Indonesia. The research was conducted on academic year 2018. This Research was applied a mixed method research design which is quantitative and qualitative. The findings of the present study from both quantitative and qualitative data revealed the majority of the respondents have positive perceptions of using *ELSA Speak* Application to enhance their pronunciation which in turn improves their speaking performance. Furthermore, the quantitative data obtained that 20 respondents, 18 (90%) of respondents feel confident to speak English by using ELSA.<sup>3</sup>

The differences of this research between the previous research. The first previous research used pre-experimental design and focused students' Pronunciation Skills, the second previous research used true experimental design and the third previous research used mixed method research design which is quantitative and qualitative while this research used quantitative research by applied pre-experimental design and focused with students' speaking skill of MAN Sigi.

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<sup>3</sup>Sayit Abdul Karim, et al., ‘*Promoting EFL Students “Speaking Performance Through ELSA Speak : An Artificial Intelligence in English Language Learning”*’ Vol.11, No. 4 (2023)

## ***B. Theoretical Review***

### **1. The Concept of Speaking**

#### *a. Definition of Speaking*

Thornbury stated that speaking is an activity in real life where the speaker interacts with the listener in conveying his ideas..<sup>4</sup>

Another definition comes from Cameron. She said that speaking is the act of communication using language carried out by the speaker to make people understand his feelings and ideas. When people produce utterances, they deliver their meanings, feelings, ideas and desires..<sup>5</sup>

In other hand Ghareeb stated that speaking is a tool for communication with each other in order to achieve goals, express opinions, intentions and hopes..<sup>6</sup>

#### *b. Teaching Speaking*

Teaching speaking means making students able to speak fluently and confidently, both in school and social environments. Rivers suggests the five key items for teaching speaking :

- 1) Form focused instruction; that is attention of detail of pronunciation, grammar, vocabulary and so on.

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<sup>4</sup>Thornbury, '*How to Teach Speaking*' London : Longman (2005) 20

<sup>5</sup>Cameron, '*Teaching Language to Young Learners.*' Cambridge: Cambridge University Press. (2001) 40

<sup>6</sup>Ghareeb, A. A. S. '*Using an artificial Intelligence Application for Developing Primary School Pupils Oral Language Skills*' Education Arab Journal (2020) 75

- 2) Meaning focused instruction; that is opportunities to produce meaningful spoken message with real communicative purposes.
- 3) Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
- 4) Function (transaction and interaction) : Knowing when classification of message is essential.
- 5) Social and cultural rules and norms (turn taking, rate of speech; length of pauses).<sup>7</sup>

*c. Aspects of Speaking*

According to Duong “There are five aspects of speaking”. There are Vocabulary, Grammar, Pronunciation, Fluency and Accuracy.<sup>8</sup>

1) Vocabulary

Richards said "vocabulary refers to a set of lexeme including single word, compound word, and idioms." <sup>9</sup> Similarly, Crystal states, "Vocabulary is the Everest of a language".<sup>10</sup>

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<sup>7</sup>A. Rivers ‘*Language acquisition and assimilation*’. Oxford: OUP. (1985). 41

<sup>8</sup>Tham My Duong, ‘*An Investigation into Effects of Role-Play in an EFL Speaking Course*’. Global Journal of Foreign Language Teaching, (2014) 86

<sup>9</sup>J. Richards. ‘*Longman dictionary of applied linguistics*’. London: Longman (1985) 307

<sup>10</sup>D. Crystal, ‘*The Cambridge encyclopedia of the English language*’. Cambridge: CUP. (1995) 111

## 2) Grammar

Riemsdijk and William says that the system or set of principles from putting words together into sentences is called grammatical rules. A sentence consists of three things; sound meaning, and syntactic structures. In other words, grammar is the rule for putting sounds, meaning and syntactic structures together to make meaningful sentences.<sup>11</sup> Gerot and Wignell explains that grammar is a theory of language, of how language is put together and how it works.<sup>12</sup>

## 3) Pronunciation

Pronunciation is a sounds produced in a certain way. Unlike articulation, which refers to the original sound uttered by the mouth, pronunciation stresses more the way sounds are perceived by the hear.<sup>13</sup>

Pronunciation refers to the way a person pronounces a word or language by an individual or group which can also be influenced by various factors, for example: region of origin, social class or education.

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<sup>11</sup>H.V. Riemsdijk and William, S.E. *'Introduction to The Theory of Grammar'*. The Massachusetts Institute of Technology Press (1998) 4

<sup>12</sup>Linda Gerot and Peter Wignell. *'Making Sense of Functional Grammar'*. Sydney: Gerd Stabler (1994) 2

<sup>13</sup>Jack Richards, John Platt, Heidi Weber, *'Longman dictionary of applied linguistics.'* Buant Mill: Longman (1990) 232



#### 4) Fluency

The ability to maintain speaking speed, without pausing and not repeatedly using the same words is known as fluency.<sup>14</sup>

#### 5) Accuracy

Housen defined that the Accuracy is the ability to speak without making mistakes.<sup>15</sup> According to Ellis, accuracy can be defined as the ability to avoid errors in speaking performance, such as having higher degree of control in language.<sup>16</sup>

#### d. *Speaking Assesment*

According to Harris, five components are generally recognized in the analysis of the speech process : pronunciation, grammar, vocabulary, fluency and comprehension.<sup>17</sup>

Based on the statement, the researcher concludes that pronunciation, grammar, vocabulary, fluency and understanding are the five aspects in assessing speaking ability. The aspect of pronunciation is related to how well students pronounce English words according to phonetic transcriptions. The grammar

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<sup>14</sup>Mary Spratt, Alan Pulverness, and Melanie Williams, *'The TKT Course'* United Kingdom: Cambridge University Press (2005) 34

<sup>15</sup>Alex Housen and Folkert Kuiken. *'Complexity, accuracy, and fluency in second language acquisition'* (2009). Appl. Linguist., 30(4), 461-473. <https://doi.org/10.1093/applin/amp048>

<sup>16</sup>Rod Ellis & G. Barkhuizen. *'Analyzing learner language'* New York: Oxford University Press. (2005).

<sup>17</sup>Harris, *'Testing English as a Second Language'* 84

aspect is to see how well students use grammar in making utterances so can be understood properly. The aspect of vocabulary relates to whether the words used are appropriate to the context or not. The aspect of fluency relates to how fluently students speak. And the last is the aspect of understanding, related to whether students understand the topic or not.

## 2. ELSA Speak App

### a. Definition of ELSA Speak App

**Figure 2.1 Elsa Speak Application**

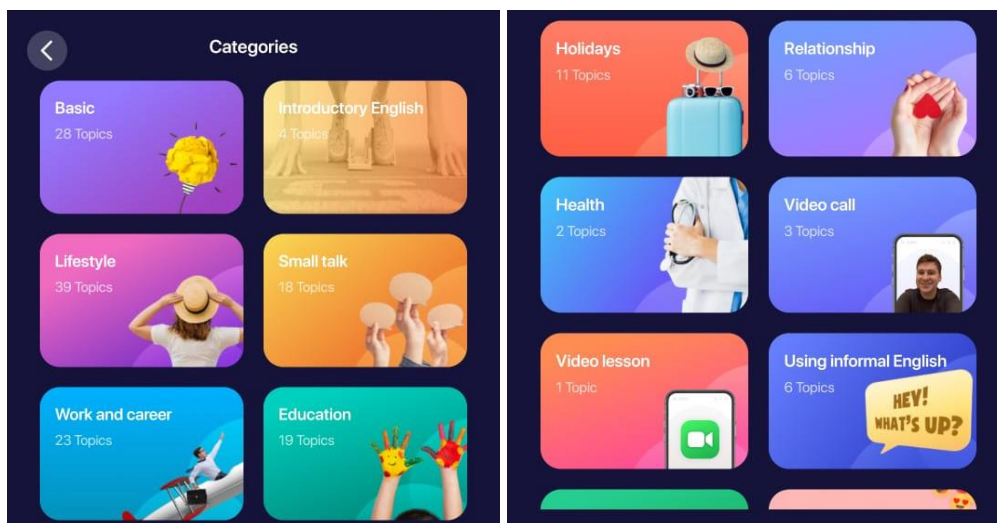


*ELSA* (English Language Speech Assistant ) *Speak* Application is one of the development of technology of smart phone applications, uses a voice recognition program with integrated artificial intelligence (AI), which can support the teaching and learning process, especially to improve students' pronunciation abilities.<sup>18</sup>

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<sup>18</sup>Pinontoan, K. A., Pelenkahu, N and Muntuuntu, M. C. "Using English Language Speech Assistant (*ELSA*) *Speak* Application to Improve Students' of SMP Katolik ST." Johanis Laikit Pronunciation Ability. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1(11), 1227–1237. (2022).

**Figure 2.2 Categories of Elsa Speak**



The *ELSA Speak* application is highly recommended for students to improve their speaking skills because it provides several facilities and features, including speech recognition technology, a custom, tested curriculum, a free online dictionary, pronunciation and intonation checker, and free assessment exams throughout the program. It is designed to help learners to speak English clearly, fluently, and confidently.<sup>19</sup>

*b. The use of ELSA Speak App*

There are steps to use ELSA application such as:

- 1) The first download the app on play store for Android users and App store for IOS users.
- 2) The user register account or can skip the next stage

<sup>19</sup>Ita Sarmita Samad and Aminullah, A. "Applying *ELSA Speak* Software in the Pronunciation Class: Students' Perception." *Edumaspul - Jurnal Pendidikan*, 3(1), 56–63. (2019).

- 3) Then, on the learning menu view the user can choose which material to study.
- 4) After selecting the material, the user will pronounce a word, sentence, or conversation provided by *ELSA Speak* application.
- 5) *ELSA* application will give a score to the user regarding the fluency of pronunciation and *ELSA Speak* application will mark the location of pronunciation error.<sup>20</sup>

c. *Procedures of Teaching Speaking by using ELSA Speak Application*

The researcher hopes that using the this apps in class will make students more interested in learning to speak English. The most common procedure for using the *ELSA Speak* application in teaching consists of the following steps :

- 1) The researcher introduces new media that will be used in learning to speak.
- 2) The researcher explain the new media, namely the *ELSA Speak* application.
- 3) After the researcher introduces the application, the tresearcher asks students to download the *ELSA Speak* application and register using a personal account such as Facebook or email.

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<sup>20</sup>Muamar Muamar, Andi Tenri Ampa, and A M St Asmayanti, 'Improving The Students' pronunciation Using English Language Speech Assistant (Elsa) Application (A Pre-Experimental Research At The Eleventh Grade Students Of Sman 9 Makassar)', || Journal of Language Testing and Assessment 2, no. 2 (2022): 119–24. P. 9

- 4) The researcher explains how to use the *ELSA Speak* application, from registering through a personal account to how to use it.
- 5) In student learning activities in class, the students will be on the main page, and then the researcher direct them to go on study by topic, there are many categories in there, but the researcher ask students to choose Small talk.
- 6) Then, the researcher check the results of the conversations carried out by students through the application.

*d. The Advantages and disadvantages*

- 1) Advantages
  - (a) The user can speak the proposed word or phrase and get feedback (color coded) for each phoneme and phonetic instructions for correcting mistakes.
  - (b) To practice Speaking Skills, there is also conversation practice. Users will practice conversations and receive instant feedback on their pronunciation and intonation at the word level.
  - (c) Users can also check sentences contained in the application, but these sentences will be divided into words.
  - (d) Apart from that, Elsa speak application also has a free text input mode where users can listen to pronunciation examples of any word or sentence and then practice it and get immediate feedback on how it is pronounced.

- (e) This app employs - proprietary artificial intelligence (AI) including automatic speech recognition (ASR) to provide feedback on users' pronunciation accuracy.
- (f) Students can select a topic, under which they can choose from several lessons
- (g) ELSA (English Language Speech Assistant) determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations.<sup>21</sup>

## 2) Disadvantages

- (a) In order to download and install the program, students need smartphones.
- (b) In order to function, it needs an internet connection.
- (c) The topics are limited by paid contents.<sup>22</sup>

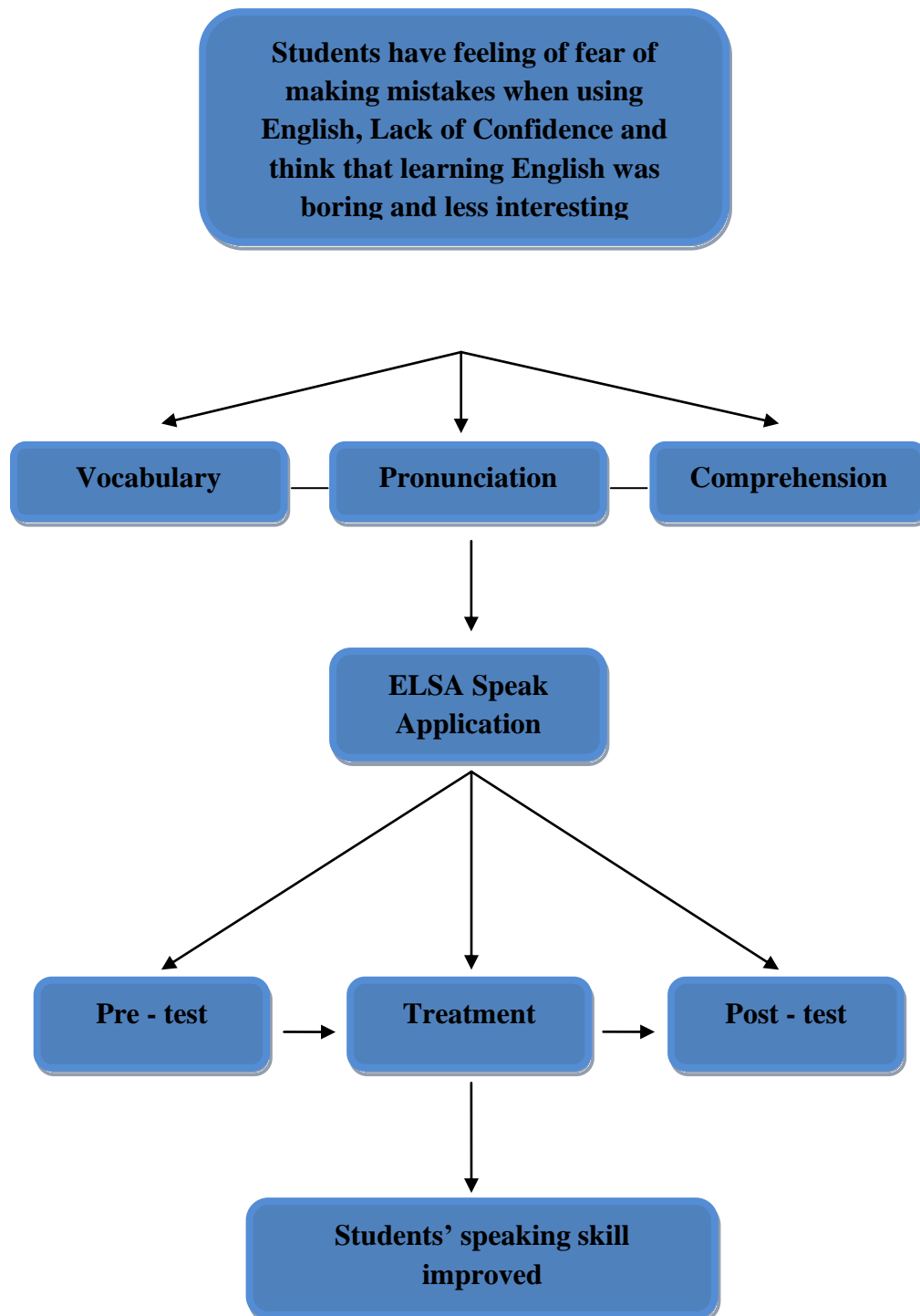
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<sup>21</sup>Aswaty and Indari, 'The Effect Of Using Elsa (English Language Speech Assistant) Speak Application On Students' speaking Ability For The Eleventh Grade Of Mas Darul Al Muhajirin In The Academic Year (2021/2022) 20

<sup>22</sup> Ibid. 21

### *C. Conceptual Framework*

**Figure 2.3 : Conceptual Framework**



#### ***D. Hypothesis***

##### **1. Alternative Hypothesis ( $H_a$ )**

The use of ELSA Speak Application is effective to improve students' speaking skill at the eleventh grade of MAN Sigi. If the significance or Sig value is  $< 0.05$  then the mean is different. The results  $H_o$  is rejected and  $H_a$  is accepted.

##### **2. Null Hypothesis ( $H_o$ )**

The use of ELSA Speak Application is not effective to improve students' speaking skill at the eleventh grade of MAN Sigi. If the significance or Sig value is  $> 0.05$  then the mean is the same. The results  $H_o$  is accepted and  $H_a$  is rejected.



## CHAPTER III

### RESEARCH METHODOLOGY

#### *A. Research Approach and Design*

This research used quantitative approach which is a pre-experimental design. The quantitative approach focused on measuring data from the variable studied to answer research question and hypothesis that are guided by theory.<sup>1</sup> Pre-experimental design with one-group pre-test post-test design type, providing a pre-test to determine students' condition before treatment and then providing a post-test to determine students' condition after treatment. In this way, the results of the treatment can be known more accurately, because it can be compared with students' situation before and after the treatment.<sup>2</sup>

In this research, the researcher conducted a pre-test before giving treatment at the first meeting, then four meetings for the treatment, and then after giving treatment researcher conducted a post-test at the last meeting.

**Table 3.1. Design of the Research<sup>3</sup>**

<b>O1   X   O2</b>
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<sup>1</sup>John W Creswell & J.D Creswell, "*Research Design Qualitative, Quantitative, and Mixed Methods Approach*" (Fifth Edition, USA: Sage Publication, 2018)

<sup>2</sup> Sugiyono, "*Metode Penelitian Kuantitatif Kualitatif dan R&D*" (Bandung: Alfabeta, 2013), 74.

<sup>3</sup>Ibid. 74

Note :

**O1 : Pre – test value**

**X : Treatment**

**O2 : Post – test value**

## ***B. Population and Sampel***

### **1. Population**

The whole object that will be researched is known as population. The population is often referred to as the universe.<sup>4</sup> The population in this research was the eleventh grade students of MAN Sigi. The total population was 36 students, consisted of two classes, namely XI IPA 1 and XI IPA 2.

**Table 3.2. The Distribution of Students**

No	Class	Number of Class
1	XI IPA 1	18
2	XI IPA 2	18
Total		36

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<sup>4</sup>Syahrin and Salim, “*Metodologi penelitian kuantitatif*” ( Bandung : Ciptapustaka Media, 2012) 113

## 2. Sample

Sample is the selection of individuals or units, or research settings.<sup>5</sup> Based on this definition, sample is representative or several populations selected for researched. In this research, researcher used purposive sampling. The researcher took class IX IPA 2 consisted 18 students as a sample of the research. The reason for used purposive sampling is because of the lack of time available when researching so the teacher from the school only allows 1 class to be used as a research sample.

### C. Variable of the Research

#### 1. Independent Variable (X)

Independent variable is variable that influence or cause changes to the dependent variable. In this research, independent variable (X) is the *ELSA Speak* Application.

#### 2. Dependent Variable (Y)

Dependent variable is a variable that is influenced or a result of the existence of an independent variable. The dependent variable (Y) is students' speaking skill at the eleventh grade of MAN Sigi.

### D. Operational Definition

#### 1. ELSA (English Language Speech Assistant ) Speak App

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<sup>5</sup>Ruslin, 'The learning Experience of Automotive Students at a vocational school in Indonesia : perspective of school stakeholders' (University of Sussex, 2017).119

*ELSA Speak* App is one of the development of technology of smart phone applications, uses a voice recognition program with integrated artificial intelligence (AI), which can support the teaching and learning process, especially to improve students' pronunciation abilities.<sup>6</sup>

## **2. Speaking Skill**

According to Florez as quoted by Bailey and Nunan “Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.”<sup>7</sup>

## **3. Effectiveness**

Effectiveness refers to the degree to which something produces a desired result or outcome. This research uses the *ELSA Speak* application to find out how effective the application is in improving students' speaking skills.

## **4. Improve**

To improve means to make something better or to enhance its quality, performance, or effectiveness. It involves making positive changes that lead to a more favorable outcome, whether in skills, processes, products, or situations. This research is to improve students' speaking skills.

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<sup>6</sup>Pinontoan, K. A., Pelenkahu, N., & Muntuuntu, M. C. “*Using English Language Speech Assistant (ELSA) Speak Application to Improve Students' of SMP Katolik ST.*” Johanis Laikit Pronunciation Ability. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1(11), 1227–1237. (2022).

<sup>7</sup>Bailey, K.M. ‘*Practical English Language Teaching Speaking*’ International Ed. Mc. Graw Hill. 2005. 2

### ***E. Instrument of the Research***

According to Sukarnyana, research instruments are tools used to obtain or collect data in order to solve research problems or achieve research objectives.<sup>8</sup> In this research, the researcher used Speaking Test as the instruments. The test gave to the students twice as pre-test and post-test.

### ***F. Technique of Data Collection***

The researcher used a test in collecting data to measure students' speaking skill. This research used speaking test which includes pre-test and post-test.

#### **1. Pre-test**

Pre-test refers to measure or to test the students which aim to find out how the students' speaking skill before given the treatment. The researcher asked the students to describe in simple sentences about touristic place that have visited for the last 3 month and give the follow up questions. The researcher recorded the audio of what they were talking during the presentation. This record was used to analyze the ability of students speaking skill.

#### **2. Treatment**

After the students have taken the pre-test, the researcher provided 4 treatments to the sample used ELSA Speak Application.

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<sup>8</sup>Sukarnyana et al, '*Dasar-dasar Metodologi Penelitian*' Malang : UM Press 2003. 71

### 3. Post-test

Post-test given to the control and experiment class after the treatment process. The researcher did the same steps as in the pre-test. The recording of students' was analyzed to find whether or not there was the improvement after given the treatment.

The students' speaking skill scored by utilizing a set of a rating scale criteria proposed by Brown in the following table :

**Table 3.3. Rubric of Analyzing Speaking<sup>9</sup>**

No	Vocabulary	Pronunciation	Comprehension	Rating Score
1	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker	5
2	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Errors in pronunciation are quite rare.	Can understand any conversation within the range of his experience	4
3	Able to speak the language with sufficient vocabulary to participate effectively in most speech. formal and	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Comprehension is quite complete at a normal rate of speech.	

<sup>9</sup>H. Douglass Brown 'Teaching by principles : An interactive approach to language P!dagogy'. Second Edition. White Plains, NY: Pearson Education. (2001) 406-407

	informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.			<b>3</b>
4	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Accent is intelligible though often quite faulty.	. Can get the gist of most conversations of non-technical subject (i.e., topics that require no specialized knowledge).	<b>2</b>
5	Speaking vocabulary inadequate to express anything but the most elementary needs.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	<b>1</b>

The following is the formula for calculating the standart score:<sup>10</sup>

*Note : maximum score = 15*

$$Score = \frac{\text{The result of score} \times 100}{\text{Maximum score}}$$

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<sup>10</sup>Suharmi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2012), 278.

Classifying the score of the students' pre-test and post-test, adapted from

Ufrah :

**Table 3.4 : Score Classification<sup>11</sup>**

Range Score	Classification
90-100	Very Good
70-89	Good
50-69	Fair
30-49	Poor
10-29	Very Poor

### ***G. Technique of Data Analysis***

#### **1. Descriptive Analysis**

Descriptive analysis is used to explained or described research data. In this analysis, the researcher described the mean score, minimum and maximum score, and standard deviation obtain from the pre-test and post-test using SPSS 29.

#### **2. Inferential Analysis**

##### ***a. Normality Test***

The normality test is to test whether independent variables and dependent variables both have normal distribution or not.<sup>12</sup> The researcher conducted a

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<sup>11</sup>Ufrah in Julita, *"Improving Students' Vocabulary Through Clustering Technique At The Third Year of SMPN 1 Ladong"* (Alauddin State Islamic University of Makassar, 2011).



normality test using SPSS 29 to find out whether the research data is normally distributed or not.

*b. Hypothesis Test*

After the data is normally distributed, the hypothesis test used in this research is the dependent t test. The dependent t test is used to test one sample that received treatment and then compared the sample average between before and after treatment. Then the basis for decision making is stated as follows :

- 1) If the significance value is  $< 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted.
- 2) If the significance value is  $> 0.05$ ,  $H_0$  is accepted and  $H_a$  is rejected.

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<sup>12</sup>Iskandar Ahmaddien and Yofy Syarkani, “*Statistika Terapan Dengan Sistem SPSS*” (Bandung: ITB Press, 2019). 36

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

The findings presented the results of data collected through tests to see the comparison of students after being given treatment using the ELSA Speak application. In the discussion section, the researcher presented their findings.

#### ***A. Findings***

##### **1. Result of the test**

In presenting the data of this research, the researcher analyzed the data taken from pre-test and post-test by using statistical analysis. The researcher gave treatment to the class XI IPA 2 as a sample of this research.

##### ***a. Pre-test***

XI IPA 2 is a sample class taught using the ELSA Speak Application. The pre-test was given before giving treatment to the class.

Then the results of the pre-test were assessed based on several categories according to the assessment rubric such as: vocabulary, pronunciation and comprehension.

**Table 4.1.**  
**The Students' speaking score and Classification in Pre-test**

No	Students' Initial	Vocabulary	Pronunciation	Comprehension	Score	Classification
1	A	2	1	2	33	Poor
2	FA	2	2	3	47	Poor
3	DIS	2	2	3	47	Poor
4	LT	2	2	2	40	Poor
5	LA	3	3	3	60	Fair
6	MK	4	3	3	67	Fair
7	NK	2	3	3	53	Fair
8	NPA	2	2	3	47	Poor
9	SA	3	2	3	53	Fair
10	N	2	2	2	40	Poor
11	DM	2	2	3	47	Poor
12	SS	3	3	3	60	Fair
13	U	3	2	3	53	Fair
14	Z	3	2	2	47	Poor
15	AG	2	1	2	33	Poor
16	MH	1	2	2	33	Poor
17	TS	2	2	3	47	Poor
18	AK	2	2	2	40	Poor

Can be seen from the table, 18 students of XI IPA 2 as a sample took the pre-test. The time allocation for pre-test is around 90 minutes. The pre-test took place on Monday, June 03, 2024.

Based on classifying the scoring system (table 3.4) the Score 90 – 100 is very good, 70 – 89 is good, 50 – 69 is fair, 30 – 49 is poor, and 10 – 29 very poor. Likewise the results of pre-test in the sample class showed that most of the students got low scores.

*b. Post-test*

Post-test is a final test that aimed to determine whether there was a significant improving students' speaking skill after the treatment in the class using ELSA Speak application.

**Table 4.2.**  
**The Students' speaking score and Classification in Post-test**

No	Students' Initial	Vocabulary	Pronunciation	Comprehension	Score	Classification
1	A	2	3	3	53	Fair
2	FA	3	3	3	60	Fair
3	DIS	3	4	3	67	Fair
4	LT	3	3	3	60	Fair
5	LA	4	4	4	80	Good
6	MK	3	4	4	73	Good
7	NK	3	3	4	67	Fair
8	NPA	2	3	3	53	Fair
9	SA	3	3	4	67	Fair
10	N	2	3	3	53	Fair
11	DM	3	3	3	60	Fair
12	SS	4	4	4	80	Good
13	U	3	3	3	60	Fair

14	Z	3	4	3	67	Fair
15	AG	2	2	3	47	Poor
16	MH	2	3	3	53	Fair
17	TS	3	3	4	67	Fair
18	AK	2	3	3	53	Fair

The post test was held on 7th of June 2024 with 90 minutes as time allocation. The post test was followed by the same participants as pre-test in XI IPA 2.

The post-test results showed that in the XI IPA 2 class, most of students got fair scores and there was still 1 students who got a poor score.

## 2. Descriptive analysis

**Table 4.3**  
**Descriptive analysis of Pre-test and Post-test**

Statistics		Pre-Test	Post-Test
N	Valid	18	18
	Missing	0	0
Mean		47.06	62.22
Median		47.00	60.00
Std. Deviation		9.643	9.515
Variance		92.997	90.536
Minimum		33	47
Maximum		67	80

From the table, the researcher concluded that the total number of respondents (N) was 18 students. In the pre-test, the lowest score was 33 and the highest score was 67. The mean score was 47.06, the median score was 47.00 with a standard deviation of 9.643 and variance data was 92.997. In the post-test, the lowest score was 47 and the highest score was 80. The mean score was 62.22, the median score was 60.00 with a standard deviation of 9.515 and variance data was 90.536.

### 3. Inferential Analysis

#### a. Normality test

**Table 4.4**  
**The Result of the Normality Test Analysis**

		Shapiro-Wilk		
Class		Statistic	df	Sig.
English Speaking Skill	Pre-test	.939	18	.282
	Post-test	.923	18	.143

Based on the test of normality table, the score of Shapiro-Wilk technique is greater than ( $>$ ) the degree of significance (0.05). The result of the normality test showed that the Pre-test was 0.282 and Post-test 0.143. It means that all the test is distributed normally.

*b. Hypothesis Test*

**Table 4.6**  
**The Result of Paired Sampe t-test**

		Paired Samples Test							Significance	
		Paired Differences					t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-15.167	4.515	1.064	-17.412	-12.922	-14.253	17	<.001	<.001

Based on the table, it is known that the t-test or t-count is -14.253 and the Significance value is 0.001. If the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. On the other hand, if the significance value (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. Based on the paired sample t-test output table above, it is known  $0.001 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted.

Apart from comparing the significance value with a probability of 0.05, the researcher test the hypothesis by comparing the t-test with t-table. If the t-test  $>$  t-table,  $H_0$  is rejected and  $H_a$  is accepted. On the other hand, if the t-test  $<$  t-table, then  $H_0$  is accepted and  $H_a$  is rejected. The T-test value in the table above is 14.253. To find out the t-table value based on degree of freedom (df) and significance (0.05/2). From the table above, it is known that the df value is 17 and significance value is 0.05/2 which is equal 0.025. Then it find the t-table is

2.10982. Because the t-test value is  $14.253 > 2.10982$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, it concluded that the use of ELSA Speak application was improve students' speaking skill of the eleventh grade at MAN Sigi.

### ***B. Discussions***

Based on the findings of the research, it was identified that the ELSA Speak application was considered effective to help students' improve their speaking skill. The result of the pre-test showed that 47.06 mean score of the students. It means that the students' speaking ability was classified as poor. The result of the pre-test showed that none of the students were good in speaking. One of the problems of students identified was the lack of confidence in learning English.

The lack of students' were caused by a number of notable factors. As observed, vocabulary mastery of students remained the most contributing factor in the poor speaking skill of the students. This was approved by the fact that the students were never exposed to the learning atmosphere that encouraged them to memorize English vocabulary. This is in line with the view of Harmer, he identified the problem that researcher can find with vocabulary improvement. Many students find it challenging to increase their vocabulary because of the teacher's uninteresting and boring teaching style. Teachers must consider and use innovative teaching strategies and media that boost students' enthusiasm for vocabulary acquisition. In this context, teaching language learners the four skills



in addition to vocabulary could help them avoid a lot of difficulties when learning the language.<sup>1</sup>

It was also observed that as they were lack of vocabulary, the students were found to have poor comprehension. This was apparently seen when they were asked questions, they needed some time spaces to answer the simple questions. As this was case, it is imperative for teachers to provide a fun learning atmosphere for students to grow their learning.

The results of the post-test, showed that the students got a score of 66.22 as the mean score. The mean score on the student's post-test was classified as fair. It means the students showed an improvement in their speaking skills. Moreover, it was found that by using attractive learning media, student learning outcomes was improved as shown on the increase of students' post-test. As highlighted slight improvement was found in vocabulary mastery of students. Meanwhile, significant improvement in the students' pronunciation and comprehension was clearly seen.

In terms of the normality test, it was proved that the sample was normally distributed. As shown on the table 4.4 the data of Normality test was 0.282 and 0.143 after the post test administration.

In term of t-test value, it was found that the value was 14.253. It was greater than t-table 2.10982 for the degree of freedom (df) = N-1 (18-1) = 17 and the level of significance (p) = 0.05. Hence, the alternative hypothesis (Ha) was

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<sup>1</sup>Jeremy Harmer. (1991). *The Practice of English Language Teaching*. London: Longman.

accepted while the null hypothesis ( $H_0$ ) was rejected. Overall the use of ELSA Speak application was proved to be effective to improve students' speaking skill at the eleventh grade of MAN Sigi.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### ***A. Conclusions***

Based on the findings of the research, it was identified that ELSA Speak application was effective to improve students' speaking skill at the eleventh grade of MAN Sigi, it was shown by the significance difference of mean score of the pre and the post-test. The mean score on the pre-test was 47.06 and the mean score on the post-test was 62.22.

This was also reinforced by the result of the data analysis showing that the score of t-test was 14.253 greater than the t-table at 2.10982. Hence, the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_o$ ) was rejected reflecting significant effect of using ELSA Speak application to improve students' speaking skill.

#### ***B. Suggestions***

Based on the conclusion above, the researcher would like to proposed several suggestion, there are as follows :

1. For the teacher, teachers should provide a fun and interesting learning media. This can attract students' attention to be more active in learning. ELSA Speak application could be one of effective way and

interesting learning media to help the students improve their speaking skill.

2. For students, students should be more active and optimal in the learning process. Besides that, the students should more practice to speak and memorize a lot of vocabulary in English language in order to, improve their speaking skill.
3. For other researchers, this research aimed to find out the effectiveness of ELSA Speak Application to improve students' speaking skill. However, there were still several problems that have not been solved. Regarding the focus of this research, it is advisable the results of this research could be one of references for further researchers, who are interested in conducting research related to the improvement of students' speaking skill.

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