

**THE USE OF ELSA SPEAK APPLICATION FOR STUDENTS'
SPEAKING ABILITY
THESIS**

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FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2024**

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SPEAKING ABILITY**

THESIS

Submitted to the Board of Examiners to Compile a Thesis in a Bachelor Degree
(S-1) in the English Education Department

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Assalamualaikum Wr. Wb

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DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism. I am willing to accept any legal consequences that may be imposed on me.

Malang, June 3, 2024

The Researcher



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DEDICATION

Praise be to Allah, Lord of the Worlds. He is Allah, the most merciful, the most compassionate, whose love and compassion never play favorites. God is the giver, without expecting to be given. God who always strengthens, and gives health. Infinite gratitude, for all the strength given, so that I can take the time and be able to complete this thesis. Without his blessings, without his help, without his will and power I would not be able to do anything. Sholawat and salam may always be poured out to the Prophet Muhammad SAW, who has guided the Muslim Ummah from the dark ages to the brightly lit age of Islam. Hopefully on the Day of Judgment, we as his ummah will always get his intercession.

I dedicate this thesis to my beloved parents, my dad Muhammad Safi'i and my mom Rumiati who always pray and support me in every step of my struggle in pursuing this education. In addition, thank you for all the love and affection that is never selfless, who always accepts all shortcomings and always supports everything I dream of. Thank you for all your hard work, which is tireless so that, I can complete this education. Furthermore, for my brothers, sisters and brothers, Ahmad saifulloh, thank you for all the struggles, so that I can enter and continue my education without feeling how complicated it is to prepare files for registration requirements on this campus. For my younger siblings Muhammad Ridwan yasin and Abdul ghofur, thank you for all your support, so that I can complete this final task well. Thank you to all my beloved family, who

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In my journey of studying at Maulana Malik Ibrahim State Islamic University for 4 years, my life cannot be separated from the good people that Allah sent around me, therefore I would like to thank:

1. My beloved teachers, who are role models for me, namely Abina Dr. KH. Sutaman Irfany, MA and Ibu. Nyai Hj. Quroti A'yun, S.Ag who always guide, nurture, love, and accept all my good and bad. Thank you for all your patience in guiding me, what would I be without them, my beloved teachers.

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Finally, maybe the completion of this study is not the end of my journey, but the beginning of my life journey. Thank you, for being willing to fight, through the wind that doesn't know when it will appear and when it will stop. Thank you for being the best version of myself. Whatever I am, with all my flaws, I love myself.

MOTTO

{إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ} [الرَّعَد: 11]

*“Sesungguhnya Allah tidak mengubah keadaan suatu kaum hingga mereka
mengubah keadaan yang ada pada diri mereka sendiri”.*

*“Indeed, Allah does not change the condition of a people until they change the
condition of themselves”.*

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I would like to express my gratitude to my beloved parents, my Father Muhammad Safi'i and my Mother Rumiati, who always provide support and prayers at every step of my education. Thanks to them, I was able to complete this thesis well. Furthermore, I would also like to express my gratitude and appreciation to my supervisor, Prof. Dr. H. Langgeng Budianto, M.Pd, for his patience in guiding me to complete this final project.

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3. Prof. Dr. H. Langgeng Budianto, M.Pd, as the Head of Department of English Education and Maslihatul Bisriyah, M.TESOL., as the Secretary

of the Department of English Education.

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5. The principal, teacher, staff, and the students of SMP in Lawang.

Finally, I realize that this thesis is still not perfect. Therefore, I really hope for constructive criticism and suggestions so that this paper can be better.

Malang, June 3, 2024



Luluk Ul Mukarromah

ARABIC transliteration GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on joint decision of the Minister of Religion of the Republic of Indonesia and The Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows :

A. Huruf

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	^
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a) = **â**

Long Vocal (i) = **î**

Long Vocal (u) = **û**

C. Diphthong

أو = **Aw**

آي = **Ay**

أو = **U**

إي = **I**

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ABSTRACT

Mukarromah, Luluk Ul. 2024. **THE USE OF ELSA SPEAK APPLICATION FOR STUDENTS' SPEAKING ABILITY.** Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd.

Keywords: ELSA Speak, Speaking Ability, Students' Perception.

This study aims to identify the use of ELSA Speak for students' speaking skills and students' perceptions of the use of ELSA Speak. This research was conducted in one of the junior high schools in Malang district. in the 2023/2024 school year. This research used descriptive qualitative method with several instruments, namely, observation, interview and questionnaire. The participants of this study were 1 English teacher because she was the only teacher who used the ELSA Speak application and students of class 8A.

Data were collected through observation, interview and questionnaire. Two observations were conducted in class 8A, observing how the teacher used the ELSA Speak application in class, and the researcher conducted document analysis in order to collect comprehensive data. Then, the researcher conducted a one-time interview with the research participants. The researcher distributed the questionnaire manually using paper to make it easier for the researcher to guide students to answer questions related to student perceptions.

The results of this finding show that teachers can use the ELSA Speak application which can make students able to pronounce vocabulary or sentence structures well and more confident. Then students can present using English. The questionnaire results from students' perceptions showed that most students agreed that ELSA Speak can increase students' motivation and engagement in speaking English, students liked the technicality of the application, and students felt satisfaction with the use of the ELSA Speak application.

ABSTRAK

Mukarromah, Luluk Ul. 2024. **PENGGUNAAN APLIKASI ELSA SPEAK UNTUK KEMAMPUAN BERBICARA SISWA.** Skripsi. Jurusan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: ELSA Speak, Kemampuan Berbicara, Persepsi Siswa

Penelitian ini bertujuan untuk mengidentifikasi penggunaan ELSA Speak untuk kemampuan berbicara siswa dan persepsi siswa terhadap penggunaan ELSA Speak. Penelitian ini dilaksanakan di salah satu SMP di kabupaten Malang pada tahun ajaran 2023/2024. Penelitian ini menggunakan metode deskriptif kualitatif dengan beberapa instrumen yaitu, observasi, wawancara dan kuesioner. Partisipan dari penelitian ini adalah 1 orang guru Bahasa Inggris karena ia merupakan satu-satunya guru yang menggunakan aplikasi ELSA Speak dan murid kelas 8A.

Data dikumpulkan melalui observasi, wawancara dan penyebaran kuesioner. Observasi dilakukan sebanyak dua kali yang dilakukan di kelas 8A, dengan meninjau bagaimana guru menggunakan aplikasi ELSA Speak di kelas, serta peneliti melakukan analisis dokumen agar dapat mengumpulkan data yang komprehensif. Kemudian, peneliti melakukan wawancara satu kali dengan partisipan penelitian. Peneliti menyebarkan kuesioner secara manual menggunakan kertas untuk mempermudah peneliti memandu siswa untuk menjawab pertanyaan terkait persepsi siswa.

Hasil dari temuan ini menunjukkan bahwa guru dapat menggunakan aplikasi ELSA Speak yang dapat membuat siswa bisa mengucapkan kosakata atau struktur kalimat dengan baik dan lebih percaya diri. Kemudian siswa bisa presentasi menggunakan Bahasa Inggris. Hasil kuesioner dari persepsi siswa menunjukkan sebagian besar siswa setuju ELSA Speak dapat meningkatkan motivasi dan keterlibatan siswa dalam berbicara Bahasa Inggris, siswa menyukai teknis aplikasi, dan siswa merasakan kepuasan terhadap penggunaan aplikasi ELSA Speak.

خلاصة

مكرّمة، لؤلؤ ال. ٢٠٢٤. استخدام مساعد النطق باللغة الإنجليزية (ELSA Speak) لتعزيز قدرة الطلاب على التحدث في المدرسة الثانوية الحكومية واحدة لاوانج. رسالة دكتوراه، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المشريف: الأستاذ الدكتور حاج لانكينج بوديانو، الماجستير.

الكلمات المفتاحية: مساعد النطق باللغة الإنجليزية (ELSA Speak) ، قدرة على التحدث، تطبيق تعلم اللغة.

تعتبر المحادثة من أهم المهارات في تعلم اللغة الإنجليزية. لكن في الواقع، يتمتع الطلاب في إندونيسيا بقدرات مختلفة. ولذلك، يجب أن يكون لدى المعلمين استراتيجيات تعليمية مثيرة للاهتمام من خلال استخدام التكنولوجيا كوسيلة تعليمية في الفصل .

تهدف هذه الدراسة إلى التعرف على استخدام مساعد النطق باللغة الإنجليزية (ELSA Speak) لقدرة الطلاب على التحدث وإدراك الطلاب تجاه استخدام .مساعد النطق باللغة الإنجليزية (ELSA Speak) تم إجراء هذا البحث في المدرسة الثانوية الحكومية واحدة لاوانج في العام الدراسي ٢٠٢٣/٢٠٢٤. استخدم هذا البحث المنهج الوصفي النوعي بعدة أدوات وهي الملاحظة والمقابلة والاستبيان. كان المشاركون في هذه الدراسة مدرسًا واحدًا للغة الإنجليزية وطلابًا للفصل ٨ في المدرسة الثانوية الحكومية واحدة لاوانج.

تظهر نتيجة هذه النتيجة أن الطلاب يمكنهم نطق المفردات أو بنية الجملة بشكل جيد وأكثر ثقة. ومن ثم يمكن للطلاب تقديم عروض تقديمية باستخدام اللغة الإنجليزية. أظهرت نتائج الاستبيان من تصورات الطلاب أن معظم الطلاب وافقوا على أن النطق باللغة الإنجليزية (ELSA Speak) يمكن أن يزيد من تحفيز الطلاب ومشاركتهم في التحدث باللغة الإنجليزية، وأن الطلاب أحبوا التقنية في التطبيق، وشعر الطلاب بالرضا عن استخدام النطق باللغة الإنجليزية (ELSA Speak).

CHAPTER I

INTRODUCTION

This chapter discusses some issues related to the topic of the research, namely background of the study, research questions, research objectives, scope and limitation of the research, significance of the research, and the last is the definition of key terms.

1.1 Background of the Study

English is an internationally spoken language. As Susanthi (2021) states that English is a language that has been established as a world language. Starting from elementary school to college, English remains a subject taught in the world of education. However, most Indonesians are not proficient in speaking English. Many learners in Indonesia experience difficulties in speaking English. Starting from the difficulty of pronunciation, lack of understanding of English grammar and lack of confidence in speaking English. This is based on teaching assistance for approximately four months in one of the junior high schools in Malang district. In the Qur'an there are verses that contain the recommendation to learn, including learning to speak well and correctly, one of the verses is:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

Meaning: “All those who believe, fear Allah and speak the truth..”
(QS. Al-Ahzab 70).

This verse of the Qur'an reminds us that as human beings who believe in Allah and Rasulullah, it is fitting to have mutual compassion for one another, so that we always communicate with good and correct language.

Speaking is one of the four fundamental English language skills and something that students need to be very good at. Speaking is the most crucial ability for learning a foreign or second language (Rao 2019). Speaking is thought to be the most crucial of the four essential language abilities for learning a foreign or second language. Among the four basic English skills, speaking is one of the most important and must be mastered by students. Yulmiastri and Atmowardoyo (2019) states that learning to speak without practicing will not get good results. Therefore, students must practice a lot so that students can learn to speak English easily and correctly.

To improve speaking skills, technology plays an important role. According to Salsabila and Agustian (2021) technology has an important role and contribution in life, no exception for education, namely to optimize learning effectively according to developments, conditions, and community needs. This can help teachers organize interesting learning patterns in the classroom, so that it is not monotonous to use the lecture method which will make students bored easily. With the development of increasingly sophisticated technology, technology can create various kinds

of interesting learning media and teachers can easily obtain learning materials.

In English language learning, speaking is one of the important things that students must master. However, in the learning process it is not uncommon to find several problems. As stated by Kusumah (2017), it cannot be denied that in the implementation of learning there are many problems, for example, educators use inappropriate learning methods, the use of learning media that tends to be boring so that students are not motivated in learning, and the influence of psychological factors of the students themselves. In addition, students also tend to lack confidence when speaking English. Kusumah (2017) explains that this lack of confidence can be overcome by practicing continuously so that the more practice the more accustomed. Including the distrust of speaking English, if they get used to speak English by continuing to practice it, they will get used to it and be more confident when speaking English.

In addition to the absence of self-confidence, students also lack motivation in speaking English. According to Syahrin (2021) the phenomenon that occurs in various educational institutions ranging from junior high school students to even students in universities is that only a few are able to speak English. This lack of motivation in speaking English will certainly hinder the learning process. This is certainly caused by various factors, such as the English learning process which is carried out

monotonously without being interspersed with the use of technology, providing vocabulary memorization material that is not interspersed with interesting learning media and other factors.

In the world of education in Indonesia, English is one of the mandatory subjects that must be learned. Starting from elementary school to college, English remains a subject taught in the world of education. One of the four basic English skills that students must master is speaking English. Various ways are done by teachers to improve students' English speaking skills. However, the phenomenon that occurs is that students feel insecure and lack motivation in speaking English. Fatimah, et al. (2021) states that students' difficulties in non-linguistic factors are lack of confidence, motivation, and environment. Students lack confidence in speaking English because they are afraid of being wrong when pronouncing vocabulary and being laughed at.

Regarding the various factors that occurred, the researcher also had experiences when teaching speaking in class. For example, students feel insecure when speaking their pronunciation of vocabulary is wrong. Then, the lack of vocabulary knowledge, this causes students hard to speak English. Some students feel insecure when their friends are able to speak English well. This makes students lose enthusiasm and unmotivated in learning speaking. Then, the next problem is that students quickly feel bored if the learning is monotonous. Monotonous learning has a bad

impact on the development of student learning, because if students already feel bored or not interested in learning they will be more lazy with learning. The various problems that occur, it can be concluded that teachers as education personnel must carry out the learning process by using interesting learning media. (Fadhillah et al. 2021)

Today, there are many software and digital platforms that can be used to learn to speak English, such as ELSA Speak application. The English Learning Speech Assitant (ELSA) was designed by Vu Van in 2015 based in San Francisco, United States. This ELSA Speak application is one of the artificial intelligence technologies that can be accessed for free or for a fee. This application can help learning English, especially to help learning to speak with native accent standards. The learning process using ELSA Speak application will facilitate teachers and students in learning, because this application can be accessed in class or outside the classroom.

ELSA Speak application has complete features such as Speech Recognition, Proven Personalized Curriculum, Free Online Dictionary and Free Assessment. This application can measure students' speaking ability when saying certain words or sentences because ELSA Speak application can analyze and provide corrective feedback and can provide scores when students speak. With the good quality of ELSA Speak application, it can be assumed that ELSA Speak application will make it easier for students

to improve students' speaking ability, especially students' motivation in speaking English.

Research on the utilization of the ELSA Speak application in improving students' English language skills has been the focus of several previous studies. In the research conducted by Rinaepi et al. (2022) emphasized improvements in students' language pronunciation. While other researchers are more concerned on developing comprehensive speaking skills, including grammar, content, pronunciation, vocabulary and fluency (Lesmana 2022). Then the research conducted by Kusumah (2017) focused on analyzing the differences in English language confidence levels between users of learning media assisted by the Elsa Speak application and those who used conventional learning media. From some previous studies, it is stated that ELSA Speak application has positive effects for students especially in speaking skills. The researcher identified gaps from previous studies, namely: First, ELSA Speak application is the first application used in English learning at one of the scholl in Malang. Secondly, ELSA Speak application is used in class 8A (superior class).

Research on students' perspectives on using the ELSA Speak application to help students become better speakers is still uncommon, though. The researcher will examine how teacher are using the ELSA Speak application for their speaking skills when learning English. We will

investigate how educators and learners view the process of teaching and learning. When teachers use the ELSA Speak application as one of the tools to support their students' technology-enhanced learning experiences, the study's findings are anticipated to increase students' involvement in the learning process, particularly in terms of increasing motivation for learning English.

1.2 Research Questions

Based on the research background described above, the researcher wants to answer the following questions:

1. How are the use of ELSA Speak application for students' speaking ability?
2. What are the students' perceptions of the use of ELSA Speak application?

1.3 Research Objective

The research objectives are formulated:

1. To find out how are the use of ELSA Speak application for students' speaking ability.
2. To find out what are the students' perceptions of the use of ELSA Speak.

1.4 Significance of the Study

The significance of this research can be realized if the research findings are in accordance with the research objectives. The results of this study can serve as a foundation for further research that focuses on the use of ELSA Speak application to for students' speaking ability.

Theoretically it is hoped that the results of this study can also be a reference to develop new innovations for English teachers, especially in speaking lessons regarding the use of ELSA Speak application for students' speaking skill.

Practically:

1. For Students

This study was conducted with the aim to find out the effect of using ELSA Speak application in speaking ability in class 8A.

2. For Teachers

This study is expected to provide new knowledge ideas related to classroom learning methods that aim to improve students' speaking. In addition, this study has the potential to improve the quality of student learning achievement in English speaking skills.

3. For researchers

This paper is expected to be an extended reference for future researchers interested in improving students' speaking through the application of ELSA Speak application.

1.5 Scope and Limitations of the Study

The limitation of this study is to determine the effect of using ELSA Speak application on the students speaking ability. The scope of this research is 1 English teacher and students of class 8A at one of school in Malang.

1.6 Definition of Key Terms

The research's title, "The Use of ELSA Speak Application for Students' Speaking Ability" has several significant points that need to be discussed. Those are speaking, and ELSA Speak.

1. Speaking Ability

Speaking ability is a process of constructing and exchanging meaning using verbal and non-verbal symbols, which have important significance in the context of language.

2. ELSA Speak Application

English Learning Speech Assitant (ELSA) Speak was designed by Vu Van in 2015 in San Francisco, USA. The app utilizes Artificial Intelligence (AI) and speech recognition to help

improve and perfect English pronunciation. The ELSA Speak application can detect mispronunciations of users with more than 95% accuracy.

3. Students' Perception

Lamatokan (2018) defines perception as an individual's thoughts about what they believe to be true. In other words, perception describes how someone understands or perceives a specific object.

CHAPTER II

LITERATURE REVIEW

This section discussed the theories that are relevant to this current research. The researcher divides this section into several sections. This section discusses about speaking, teaching speaking, speaking ability, also speak application and the last previous studies.

2.1 Definition of Speaking

In language learning, speaking skills have a central role in establishing effective communication. Being one of the four main skills in English, speaking is often the main focal point, allowing students to articulate their ideas and feelings in a foreign language. Speaking is frequently the region that presents the greatest problems, as Prastika (2022) has noted in the four English language skills. Speaking is a crucial component of language proficiency because it allows pupils to communicate verbally in a foreign language about their thoughts and feelings. Speaking practice exposes students to a range of activities that facilitate the growth of communication skills generally regarded as the most important ability to acquire when learning a second or foreign language. Speaking is a skill that is frequently evaluated in the context of daily life for students.

Speaking is also considered an interactive process because it creates interaction between two or more speakers in a specific context

(Vadriani et al. 2023). Therefore, these interactions play a key role in enriching understanding, facilitating the exchange of ideas, and strengthening the communicative abilities of the participants. In the context of speaking, interactive situations are an important foundation for the development of effective communication skills.

The process of speaking or oral communication involves active interaction between two or more people, where the listeners play a role in receiving information, while the speaker must respond quickly to their responses and contribute at a high speed. According to Alvionita et al. (2022) Speaking or oral communication refers to activities in which two or more people participate as listeners, while the speaker is expected to respond quickly to what is heard and contribute his contribution. Therefore, this intensive interaction plays an important role in building deep understanding and strengthening communicative skills. Thus, speaking is not just an activity, but a dynamic process where participants interact with each other to achieve better understanding.

2.1.1 The Function of Speaking

Speaking has many benefits, some of which are related to teaching foreign language proficiency. But if teachers support their students by giving them chances and places to voice their opinions, then speaking can have positive effects or serve a purpose. The adoption of a learner-centered approach in the classroom is imperative, as Littlewood put it: "the

creation of community to express their own identity." (Brown, 2002). Teachers can facilitate opportunities for students to use language as a tool for self-expression and interpersonal communication by offering a range of communicative activities.

According to Margani (2023), speaking has two distinct functions: transactional and interpersonal. While the interpersonal function is focused on upholding and sustaining healthy interpersonal relationships, the transactional function is concerned with sharing information and making the exchange of goods and services easier. It all boils down to the things that individuals do on a daily basis. People can communicate with each other in order to achieve communication because they can speak.

2.1.2 Types of Speaking

In the book "Language Assessment: Principles and Classroom Practices" by Brown, various types of speaking are elaborated. Brown categorizes speaking into distinct styles, shedding light on the nuances and purposes associated with each. Understanding various speaking styles is crucial for enhancing speaking abilities. On one end of the speaking performance spectrum is the imitative skill, where individuals can simply repeat words, phrases, or sentences. Despite operating at a purely phonetic level, this involves incorporating a range of prosodic, lexical, and grammatical language features into the performance criteria. The second is intensive aspect, brief utterances serve the purpose of demonstrating

mastery in specific phonological, grammatical, phrasal, or lexical connections. These concise expressions showcase a targeted set of linguistic skills. Then the third is responsive speaking involves response testing, which includes interaction and comprehension assessments, particularly in extremely brief conversations, polite greetings, small talk, straightforward requests, and brief remarks. This type of speaking provides quick answers to questions or remarks from teachers or students, offering guidance and instructions. Typically, these responses prove sufficient and instructive.

The fourth is interactive speaking, on the other hand, differs in terms of the length and complexity of interaction, involving numerous exchanges and/or participants. It encompasses two main types: interpersonal interactions for maintaining social relationships and transactional language for sharing specific information. Finally, extensive speaking involves tasks such as oral representations, narratives, and speeches, which are lengthy and limit listeners' oral participation, often to nonverbal responses. Recognizing these diverse speaking styles is a key factor in effective communication. When individuals can identify and employ different speaking skills, they significantly enhance their communication abilities, ultimately achieving successful communication goals.

2.2 Teaching Speaking

There are two components to education: teaching and learning. The effectiveness of education is based on the process of teaching and learning. Four components interact dynamically when teaching: the learner, the instructor, the curriculum, and the earned repertoire (knowing when and how to use it). Brown (2002) defines teaching as "showing or assisting someone in learning how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing them to know or comprehend." This is the definition of teaching. As a result, the teacher guides the class in identifying and correcting errors in addition to helping them complete tasks during instructional activities.

2.2.1 Principle of Teaching Speaking

There are many principles of teaching speaking stated by Nunan such as:

- a. Consider the context of second and foreign language learning. This is done to clarify that in a second language context, the target language is used as a means of daily communication in society, while in a foreign language context, the target language is not the language of daily communication. Therefore, learning speaking skills in a foreign language context becomes a significant challenge.

- b. Provide opportunities for students to improve fluency and accuracy in speaking. Fluency includes the speaker's ability to use the language with speed and confidence, without too much hesitation or unnatural pauses. Accuracy relates to the extent to which the student's utterance matches the actual intent that is being conveyed in the target language. Provide opportunities for students to communicate through pair and group work. These activities aim to increase students' speaking practice time and at the same time reduce teachers' speaking time. This will indirectly increase the student's self-confidence.
- c. Think about the meaning-based negotiation. Its purpose is to elucidate and verify whether or not the students have understood one another. During a conversation, you can accomplish this by asking for clarification, repeat, or explanation to be sure you understand.
- d. Provide instruction and opportunities for practice in both transactional and interactive speaking in the classroom activities. When someone uses transactional speaking, they communicate in order to complete a task, such as exchanging goods or services. Speaking interactively is talking to someone for a specific reason. It involves creating and interpreting social relationships.

2.3 Speaking Ability

Speaking is a crucial skill that needs to be developed, mastered, and used. Speaking is a skill that requires mastery in oral communication. It involves the productive and receptive skill of understanding and is a two-way process between speaker and listener. It implies that when speaking, understanding and information delivery are the two factors that need to be taken into account. Speaking is an activity that allows students to practice, receives feedback from teachers, and inspires them due to their captivating nature (Harmer 2007). This indicates that encouraging students to voice their opinions through opportunities for participation in foreign language learning can encourage them to speak up more.

Speaking ability is a measure of a student's ability to communicate ideas orally, and it is directly related to effective expression. This ability includes the students' capacity to express themselves coherently, using precise language and proper pronunciation. To sum up, someone is considered to have good speaking ability if they show that they are proficient in a variety of verbal communication skills. According to Fatimah et al. (2021) Speaking ability indicate a student's capacity for verbal communication of ideas, which is related to speaking ability. Speaking ability include the ability to communicate or articulate the students' thoughts clearly, using accurate vocabulary and pronouncing words correctly. Generally speaking, a person is considered to have good

speaking ability when they possess multiple competencies.

2.3.1 The Students' Speaking Ability

In the book "Language Assessment: Principles and Classroom Practices," Brown (2002) identifies five integral components of the speaking skill. When it comes to oral communication, understanding is crucial since people are supposed to speak as well as respond to others. Emphasis is placed on understanding the context of daily activities, necessitating that students comprehend the nuances beyond verbal instruction. Another important component is grammar, which requires students to form correct sentences so they can work with structures and recognize the right grammatical forms. Grammar mastery and language proficiency both in writing and speaking are closely related. Thirdly, vocabulary is considered a necessary component for efficient written and oral communication. The author emphasizes the value of having a large vocabulary and how it can help language learners overcome challenges. It is underlined that it becomes difficult to express oneself correctly in writing or speech without a sufficient vocabulary. Students are urged to select language that is appropriate for the tasks at hand when narrating daily activities.

The fourth dimension, pronunciation, is found to be a way to improve language production's clarity. It entails comprehending the phonological mechanisms that control the phonological patterns and

variances in sounds found in a language. The two aspects of pronunciation that the author highlights are phonemes and suprasegmental features. Pronunciation skills are essential for correctly articulating words, which improves oral communication comprehension.

And the last, a crucial objective for language learners is fluency, which is defined as the ability to read, speak, or write with ease, smoothness, and expression. Fluent communication requires the capacity to communicate meaning and context in an understandable and concise manner. For many language learners, speaking fluently represents the ultimate accomplishment since it embodies the smooth fusion of vocabulary, grammar, pronunciation, and comprehension in their spoken expressions.

2.4 Students' Perceptions

Perception has a variety of senses, according to experts, among others: According to Michael (1999) that perception is such feeling and thinking toward thing and by a process. It means that someone can express what are there in their mind. To addition the definition of perception can be found in Searle as cited in Blake and Sekuler (2006) "Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain". This means when human visual system first sees an image or thing they are going to think an information then they percept it through the audio what on the human brain. On the other side,

according to Oxford Dictionary (2007), perception is defined as the way you notice things, especially with the sense. Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose) and taste (tongue). It means that perception and human sense involve the organization of the acquired data or information. In other words, the human senses and reaction involved in human senses happens as an instinct. For example the speed with which an individual bats the eye lid on sighting an object moving rapidly in the direction of the eyes, the reaction of people to sound and sharp objects that touches the skin are example of instinctive behaviors based on processed information.

On the other side, Robbins not only defined the perception but he also explains some indicators of perception to know how the process of gathering information through human perception"s. Those indicators divided into two indicators as follows:

1. Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

2. Understanding. It means as the result of analysis which is subjective, or different for each individuals.

3. Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

2.5 ELSA Speak Application

Each piece of software is made to help users in specific ways, whether they have to do with productivity, creativity, or communication. In terms of learning English, there are a plethora of technologies and application software available for download on the internet. "ELSA communicate" (English learning Speech Assistant) was created in 2015 by Vietnamese Vu Van and is largely located in San Francisco, California. The South China Morning Post has selected ELSA as one of the thirteen innovative businesses in Southeast Asia that show promise. It is intended to help beginners speak English completely, fluently, and hopefully. Getting ELSA is as simple as downloading it on your phone via the Play or App store.

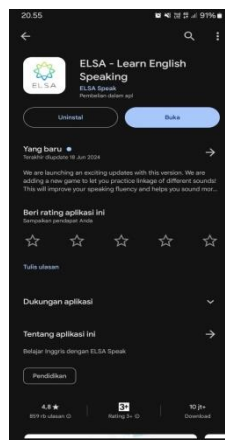
Teaching proper pronunciation of English is a crucial aspect of the superior ELSA generation. this indicates that the application has a 95% accuracy rate in identifying the user's pronunciation mistakes. For clients to practice pronouncing words, phrases, and sentences in English, ELSA

has offered more than 1,200 training sessions and more than 60 courses. An interactive dictionary is another feature that is provided to assist the user in pronouncing the word or phrase that they are looking for. The best English pronunciation can be achieved with the use of this software, which uses voice reputation and artificial intelligence (AI). Furthermore, in accordance with Lengkanawati (2016), the way that students are taught needs to be adjusted in order to make the count number of concerns more dynamic in terms of learning strategies. Pronunciation is the most crucial goal of learning English, according to ELSA Founder & CEO Vu Van, therefore it will become a barrier to speaking hopefully and fluently.

2.5.1 Overview of ELSA Speak Application

Here are the steps to use the ELSA Speak application on smartphone :

1. Open the Playstore or Appstore, search the “ELSA Speak” then download it.



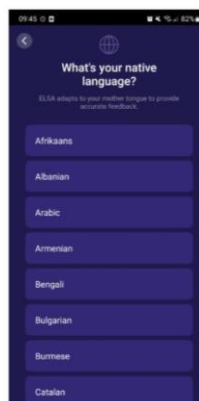
Picture 2.1 Download ELSA Speak in Play Store

2. Accessing the ELSA Speak app will show you the features of the app. Click the "next" button to follow the required instructions one by one.



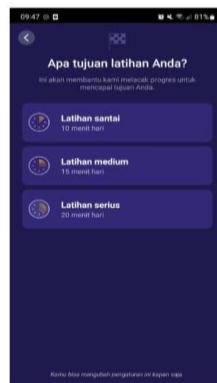
Picture 2.2 ELSA Speak Home View

3. Choose the display language as your native language. You should choose your native language so that each country has a unique accent tone. So when an Indian or Indonesian speaks English, you will easily recognize which country they are from. Also, if you choose your native language, ELSA Speak's smart technology will help you identify mispronunciations more accurately and provide appropriate corrections, helping you improve your pronunciation and communication.



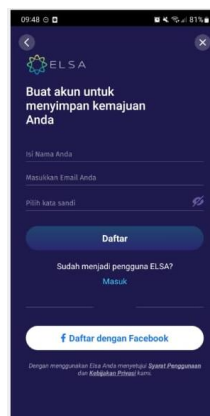
Picture 2.3 Language Selection of ELSA Speak

4. Select a schedule and total study time per day. In this step, you will select a schedule for ELSA Speak to remind you every day, limiting the situation of "forgetting" study time. In addition, users should also set the time in the schedule for more convenient learning, ensuring progress and forming English learning habits.



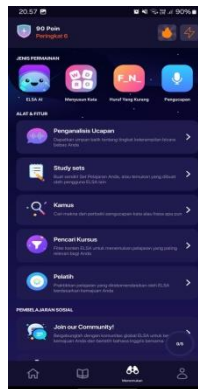
Picture 2.4 Duration of Study Time

5. Register an account with your Facebook account or email. You should prioritize choosing an email so that ELSA Speak can save your learning process and send progress reports more conveniently. In addition, the ELSA Speak team will send you great tips to help you improve your English through email.



Picture 2.5 Register Account

6. After successfully logging in with your account, you can choose from many menus, one of which is to select the dictionary option to look up the meaning and improve the pronunciation of any word or phrase.



Picture 2.6 Menu of ELSA Speak

7. After selecting the dictionary menu, you can immediately use it to practice your speaking skills, especially pronunciation with sentences according to what you want.



Picture 2.7 Word pronunciation display

2.5.2 The Advantages of ELSA Speak Application

According to Widyasari and Maghfiroh (2023) there are several advantages to using ELSA Speak, including: a) Simple and presents navigation between subjects and abilities, stages, reviews and different functions. b) Users can set the show language according to the user's wishes of this application. c) There are numerous conversation subjects which can be true for practicing speaking talents. d) Not simplest for faculties, students can get right of entry to the utility at any time, which makes a commitment to practice often. e) This app helps students with phrase and sentence pressure, intonation, fluency, vocabulary development in addition to pronunciation. college students gets immediate comments and recognize precisely in which the trouble is and where it needs improvement.

2.5.3 The Disadvantages of ELSA Speak Application

According to Widyasari and Maghfiroh (2023) there are several disadvantages to using ELSA Speak, including: a) The app mostly gives higher scores when pronouncing words separately. However, in reality native speakers usually pronounce words by combining sounds and as a result native speakers will get lower scores. b) Currently the ELSA Speak application can only be used on phones with Android and iOS operating systems and does not yet support use on PCs or Laptops. c) The app does not yet have grammar analysis support. It focuses more on native speakers'

pronunciation and intonation. d) This app can only be used when online using a data plan or wifi.

2.6 Previous Researches

To start this research, the researcher will explain previous research to avoid similarities and find the gap. The first research is written by Rinaepi et al. (2022) this study aims at taking advantage of technological advances in an effort to make it easier for students to improve their pronunciation skill. This research use quantitative method in experimental design. The result showed that the use of ELSA Speak can improve students' learning motivation by 25.45% and the result statistical analysis of the Pre-Test and Post-Test show that using ELSA Speak can improve students' pronunciation ability by 17%.

The authors of the second study are Simanjuntak et al. (2023) the purpose of this study is to determine the students' proficiency in pronouncing words correctly and the kinds of faults that third-year English learners make when pronouncing words. The theory makes use of Bonaventura's ideas on mother language, non-native sounds, and overgeneralization. Qualitative descriptive research was used in the methodology. The findings indicated that the most common mistakes made by students in the English pronunciation test on vowels are "i," the most common mistakes made on consonants are "k," and the most common mistake in the Bonaventura-based pronunciation test is

"Overgeneralization."

The author of the third study is Lesmana (2022) the purpose of this study was to ascertain whether or not eighth grade college students at UPT SPF SMPN 17 Makassar could improve their speaking abilities by using the ELSA Speak software to learn English. Pre-experimental research in a single magnificence pre-check and submit-check was the main focus of this study. Concurrent with speaking in the pre-check and put-up tests, the data was obtained from the SpeakMe Capability Test. In summary, the results of this study suggest that ELSA Speak can improve students' speaking skills in areas like as grammar, topic, pronunciation, vocabulary, and fluency. As seen by the average student rating of 57.03 in the pre-test and 76.6.30 in the post-test, this may be observed. the ELSA Speak application can help students become more proficient speakers of English by improving their speaking skills.

The authors of the fourth study are Martom, et al. (2022) this study attempts to find out how students pronounce SMK Kesehatan when using the Elsa Speak program. Quasi-experimental research was employed in this quantitative study's design. The control and non-control courses received tests from the researcher in the form of pre- and post-tests. The study's findings showed that students' pronunciation significantly improved when they used the ELSA Speak program.

The fifth research is written by Kusumah (2017) the method used

in this research is quasi-experimental research method with control group pretest and posttest design. The main objective of this research is to analyze the difference of English speaking confidence between ELSA Speak application-assisted learning media users and conventional media users. The focus of this research is to analyze the effect of ELSA Speak application-assisted learning media on English speaking confidence compared to conventional learning or without ELSA Speak application-assisted learning media.

Based on the explanation of previous research above, the researcher found some similarities related to previous research. There are several topics related to the use of ELSA Speak to improve speaking skills and there are several uses of qualitative approaches in the research. The findings from previous researchers have many similarities, namely previous researchers focused on student pronunciation. However, there are also other researchers who focus on developing speaking skills comprehensively, including grammar, content, pronunciation, vocabulary and fluency as well as analyzing the differences in English confidence levels between users of learning media or conventional learning media. Therefore, the researcher aimed to fill this gap by conducting a study that exploring how teachers implement the use of ELSA Speak for students' speaking ability in class 8A which is a superior class at SMPN 1 Lawang.

CHAPTER III

METHODOLOGY

In this study, the researchers provide an overview of how to conduct the research and ensure the validity of the findings. It outlines the research design, research subjects, data collection and data analysis procedures, and methods used to answer the research questions.

3.1 Research Design

This research is a field research, in which the researcher directly visits the location that has been determined. The location of this research is one of the junior high schools in Malang Regency. As will be explained in the next sub-chapter, researchers will conduct observations, interviews and distribute questionnaires to the object of research at that place. Thus, researchers are expected to obtain relevant and accurate data from data sources.

This research uses a qualitative method with a descriptive approach, with the research subject being an English teacher at one of the junior high schools in Malang Regency. Qualitative methods are used by researchers to obtain information related to certain problems or phenomena, and are presented through descriptive text procedures without using statistical procedures. In qualitative research, the researcher acts as the main instrument, data collection is done with inductive data analysis, and research results focus on meaning.

Research design is necessary when conducting research. One of the steps that needs to be finished is research design in order to guarantee that the study meets its objectives. According to Creswell (2018), research design is a strategy and process wherein choices are made regarding everything from broad hypotheses to particular methods of collecting and evaluating data. It gives a general overview of the challenges faced by researchers and works to ensure that their research findings follow the guidelines and do not deviate.

The focus of this research is to examine how the use of ELSA Speak for students' speaking ability, so the researcher used a qualitative descriptive methodology. According to its general principles, qualitative research is used in the fields of humanities and social sciences, specifically in micro-level governing bodies (Harahap 2020). Qualitative research is based on inductive reasoning and is based on the observation of a participant's objective reaction to a social phenomenon (Harahap 2020).

From the description given above, it follows that qualitative research is carried out by people who possess the natural setting, natural methodology, and natural emphasis. This research intends to understand the phenomenon of what is experienced by the research subject, such as behavior, action, motivation, perception and so on. Thus, in this study, the researcher wants to explore the experience of teachers and students towards the use of ELSA Speak application in learning speaking as well as

knowing the students' perception towards the use of ELSA Speak application.

3.2 Subject of The Study

Researcher conducted this research in one of the junior high schools in Malang district. The researcher chose class 8A which is a superior class because this class uses ELSA Speak in this school. The large number of students in this school makes this school one of the favorite schools in Malang district. In addition, this school also has good facilities to support student learning. In each class there is a projector screen that can make it easier for students to get a more detailed explanation of the material from the teacher. In addition, this school also allows the use of smatphone in certain learning lessons. This school has excellent and regular classes. The superior and regular classes are differentiated in each semester based on the students' grades and attitude. With these superior and regular classes, it can make it easier for teachers to choose different learning methods, especially in learning English. Researchers divided this qualitative research into 2 sources of information, namely primary subjects and secondary data. The following is a description of the 2 sources of information:

3.2.1 Primary Subject Source

The main target of the researcher is to seek primary data from English teachers, who use ELSA Speak application as a learning media in

the classroom conducted in one of the junior high schools in Malang district to explore all the information needed by the researcher.

3.2.2 Secondary Subject Source

In this study, researcher used secondary data to support primary data such as interview notes, questionnaires and photos when carrying out data collection conducted with one of the English teachers in junior high schools in Malang district. Then, the second data source is taken from journal references, books, websites that are in accordance with the research title as a supporting data source.

3.3 Research Instruments

To obtain information about the use of ELSA Speak for students' speaking ability, the researcher used three instruments to collect data, which are as follows:

1. Observation

An observation is described as a methodical monitoring and documentation of the symptoms that manifest on the study subject. According to Patton in Lubis (2018), the purpose of observation is to provide context for the research, an explanation of the activities, a participant's perspective and setting of the research.

This observation is carried out to find out the conditions in the field

and help researchers to obtain data carried out by the subject, the researcher makes observations. The observation instrument in the form of field notes and observation checklist are used to make it easier for researcher to find out how the use of ELSA Speak application on students' speaking skills. This observation aims to see directly how the teacher uses the ELSA Speak application and the challenges faced in class. This technique is done by collecting data through direct observation of the situation or events in the field. In making observations, researcher observed how teaching and learning activities in the classroom, starting from pre activity, main activity and post activity.

2. Interview

One definition of an interview is a conversation with a specific goal in mind. By posing several oral questions, it can also be seen as a tool for obtaining information. Direct, in-person interaction between the researcher and the subject is the primary characteristic of an interview. Three types of interviews were proposed by Esterberg (2002) (quoted in Sugiyono, 2016): semi-structured, unstructured, and structured.

Semi-structured interviews were used to obtain in-depth information from English teachers regarding the use of ELSA Speak application in English learning in class 8A. These interviews were conducted by adjusting the guiding questions that had been developed through the topics and objectives of the study. There were 10 questions

for the teacher, which consisted of 4 questions about the teacher's perception, 3 questions about the use of ELSA Speak, and 3 questions about how ELSA Speak for the students' speaking ability. In the interview, the researcher combined English with Indonesian to facilitate the interview. During the interview process, the questions will develop as needed. Then, after the interviews are completed, the researcher will analyze the data and present the data.

3. Questionnaire

In this study, the researcher used a questionnaire as one of the instruments to obtain data. The questionnaire was used to find out students' perceptions of how the use of ELSA Speak in students' speaking learning. The researcher selected 8A students consisting of 32 students as respondents to find out how students' experience when using ELSA Speak in assisting speaking learning in class. This questionnaire was distributed to the students manually, using paper to make it easier for the researcher when explaining the options in the questionnaire. The type of questionnaire used was a closed questionnaire, with only a few answers available. Thus, respondents only choose one of the answers. According to Adams (2008) the most commonly used attitude or opinion scale is the Likert scale. The students were asked to choose one of the options that they think and feel after using ELSA Speak in speaking lessons in class. This questionnaire has 5 options namely, strongly agree, agree, neutral,

disagree and strongly disagree. After the students fill in the questionnaire, the researcher will classify the total score based on the score category: Strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). Then, the researcher classifies each category and gets the percentage. The questionnaire consists of 10 questions consisting of 2 questions about the students' motivation and involvement, then 3 questions about impact of using ELSA Speak for students' speaking ability, then 2 questions about technical application, then 3 questions about students' satisfaction. The questionnaire will be distributed directly through manual. The results of the questionnaire answers from the respondents will be analyzed and presented by the researcher. The percentage used a formula adapted from Sugiyono (2012):

$$\frac{\Sigma x}{\Sigma y} \times 100\%$$

Where:

Σx : The number of students that chose same scale in each statement

Σy : Total students

3.1 Lattice Information

No.	Variable	Indicators
1.	ELSA Speak	<ul style="list-style-type: none"> - Students' motivation and involvement - Impact of using ELSA Speak for students' speaking ability - Technical application - Students' satisfaction

3.4 Data Collection

This research uses several techniques related to qualitative research, such as observation, interviews and distributing questionnaires. The following is an explanation of the application of these techniques:

3.4.1 Observation

The researcher conducted descriptive passive participatory observation. Researchers enter the classroom to see firsthand the classroom activities carried out, but researchers only observe and are not involved in any activities in the classroom. In this study, observations were made 2 times in 1 class, namely class 8A. The reason why the researcher chose this class is because this class uses ELSA Speak application in learning speaking. The first observation was conducted on March 21, 2024, then the second was conducted on March 22, 2024. This observation was carried out before interviews and distributing questionnaires with the aim that researchers know field information directly. The researcher observed the situation in the classroom when the teacher was teaching using the ELSA Speak application to develop students' speaking skills. This aims to obtain additional data that cannot be obtained during interviews and distributing questionnaires to students.

3.4.2 Interview

Interview in this study were conducted to reveal data through

questions and answers conducted by the researcher with one of the English teachers in junior high school in Malang district regarding "*The Use of ELSA Speak Application for Students' Speaking Ability*". The interview process was open-ended and semi-structured. Respondent recognized that they were being interviewed and understood that the purpose of the interview was to find out the purpose of the research. This interview is a semi-structured interview, meaning that the conversation between the researcher and the respondent has been organized according to the interview transcript, but can be developed according to the topic and interview needs.

This interview was conducted once on March 25, 2024 with UK. The researcher started the conversation by introducing herself, then creating a relationship with the research subject. The researcher conducted questions and answers according to the list of interview questions that had been made by the researcher. The researcher used Indonesian language during the interview process, this aims to facilitate the interview process. During the interview, the researcher took notes and recorded the audio in order to know the important points of the informant's answers.

3.4.3 Questionnaire

The researcher used a questionnaire to determine students' perceptions of the use of ELSA Speak application on students' speaking skills. The researcher distributed this questionnaire once on March 26,

2024 in class 8A which consisted of 32 students, consisting of 10 male students and 22 female students. The researcher distributed the questionnaires directly in class one by one to the students, using paper. Researchers guide students in choosing question options on the questionnaire. After the students finished answering the questions in the questionnaire, the researcher took the answers to the questionnaire to calculate and describe the results of their answers to determine students' perceptions of the use of the ELSA Speak application.

3.5 Data Validity

It evaluates the data's sufficiency based on the convergence of several data sources or data collection techniques. There are three different types of triangulation, there are time, technical, and source triangulation, according to Sugiyono (2016). Technical triangulation, which involves observation, interviews, and documentation, was employed in this study.

3.6 Data Analysis

The data collection process began with an interview instrument. The research subjects were then interviewed about questions related to the research topic. The researcher then participated in the classroom to observe the learning process. Finally, the researcher collected information from the students through questionnaires to find out how the use of ELSA Speak affects students' speaking ability. Data analysis involves a series of procedures to collect, organize, understand and conclude from the data

obtained in an investigation. The researcher divided the process of analyzing data collected through observation, interviews and questionnaires into three stages: the first is data reduction, data presentation and conclusion drawing and verification.

3.6.1 Data Reduction

The analytical process of choosing, concentrating, streamlining, abstracting, and transforming data that comes from field notes is known as data reduction. The condensed data will give researchers a more focused image and facilitate the gathering of additional data, should that be required.

In this step, researcher summarize all data from observations, interviews and questionnaire results through selection. This means that the researcher sorts the data by adjusting to the research topic. The researcher focused the data only on the use of ELSA Speak application and students' perceptions of the use of ELSA Speak application. Then the researcher grouped the data by selecting data that included the use of ELSA Speak application and students' perceptions of its use. Researchers divide unnecessary data, then researchers summarize, abstract and change unprocessed data from the results of written field notes which include the results of student questionnaires. After all the data were complete and had been analyzed in a rapid description that could answer the research questions, then the researcher translated the data from Indonesian to

English so that the research report could be in accordance with the correct writing.

3.6.2 Data Display

The researcher described the results of the questionnaires that the respondents had answered. Then the researcher presents the data by selecting only relevant information from the interview transcriptions that have been written previously. Field findings will be easier to understand with the data displayed. In addition, the advantage of presenting data is that it can help researchers organize the next steps according to what they have found and understood. It is recommended to use additional components when presenting data, such as graphs, matrices, networks, and charts, in addition to various brief narrative explanations.

3.6.3 Verivication/Conclusion

Verivication or Conclusion are the final steps in the analysis of data from qualitative approaches, according to Miles and Huberman (cited in Sugiyono, 2016). The conclusion is provisional until compelling evidence is discovered to support the next round of data collection. If substantial evidence is found to support the conclusion, it is considered credible. As a result, in a qualitative approach, the conclusion might address the research question earlier.

The last phase in qualitative data analysis techniques is reviewing

the data and drawing conclusions. This involves weighing the effects of data reduction against the intended goals of the analysis. This phase's goal is to interpret the gathered data by identifying patterns, parallels, and discrepancies in order to formulate conclusions that address open-ended queries. The preliminary conclusions are still subject to change in the event that additional supporting data is not discovered during the subsequent phase of data collection. On the other hand, conclusions derived from the first stage's conclusions are trustworthy if they are backed by solid evidence

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents data analysis related to the data obtained from the field. The data was obtained by conducting interviews, distributing questionnaires and observations related to the use of ELSA Speak for the students' speaking ability. Therefore, the researcher presents two things in this chapter, which are the research findings and discussion.

4.1 Findings

The researcher divided the findings into two parts, each of which can answer each research question. The first is how the use of ELSA Speak on students' speaking ability. The second is how the students' perception towards the use of ELSA Speak. The data was collected by direct observation, interview with one English teacher because this teacher is the only teacher who uses ELSA Speak application, then questionnaires distributed to students of class 8A.

4.1.1 Using ELSA Speak Application for Students' Speaking Ability

In this section, the researcher describes the results related to the teacher perceptions of the use of ELSA Speak. Based on the results of observations and interviews, the English teacher who teaches in class 8A, UK, believes that the various features in ELSA Speak can help students in

learning English in class. The researcher also used the following codes initials: LM: representing the interviewer and UK: representing the interviewee, the English teacher.

The first question for the teacher, the researcher want to know teachers' perceptation toward of ELSA Speak for the students' speaking ability at SMPN 1 Lawang.

LM: What do you think about ELSA Speak for speaking ability?

UK: I think the ELSA Speak app is good to use in learning English, especially for speaking. Students can spell words, then students can also know the mistakes of words that have been pronounced.

From the statements above, it can be concluded that, the ELSA Speak is a useful tool in English language learning. Its features allow students to improve their pronunciation by listening to and recording their own speech, then being able to see any mispronunciation errors.

The second question related to ELSA Speak can help improve students' speaking skills.

LM: Can you explain how ELSA Speak helps in improving students' speaking ability?

UK: The application is very helpful, ELSA Speak has a level selection that is useful for determining the level of students, besides that there are various features, starting from the video material explained by native speakers, then the explanation of stressed and unstressed syllables, then there is a commons word stress pterns feature, the introduction of vocabulary and how to pronounce it auto correct, then there are words or sentences in each stage that are different, to the appearance of scores when students say words, so that students can immediately correct their mistakes, these things make an improvement in students' speaking skills. For free use of ELSA Speak, it takes one day to continue the stage, so in one English learning meeting, students apply one stage in the ELSA Speak level. each stage, ELSA Speak provides different vocabulary

or sentence structures, then I ask students to develop each vocabulary or sentence structure in a story that mentions the vocabulary or sentence structure, then I ask students to present it in front of the class. I think this is very useful for improving students' speaking skills and can also increase students' confidence.

From the above statements, it can be concluded that the ELSA Speak app is very helpful in students' English speaking learning. Features such as auto-correction of words, selection of levels to adjust to students' abilities, as well as the presence of word or sentence variations at each stage of learning are determining factors for students' success in pronouncing English words. The addition of scores as immediate feedback provides encouragement for students to correct their mistakes, resulting in a significant improvement in students' English speaking ability. In addition, besides having complete features, the ELSA Speak app is also suitable for use at all levels, with adjustments at each stage. For users of the free/non-premium version of ELSA Speak, they can only use ELSA Speak one stage at each level, therefore the teacher develops the knowledge of vocabulary or sentences that students have learned to be used in a one-paragraph story, then the teacher asks students to present the results in class.

The third question, the researcher wanted to know explanation about the level that is suitable for using ELSA Speak.

LM: Do you think ELSA Speak is suitable for junior high school?

UK: Actually, the ELSA Speak application is free to use at all levels, it's just a matter of determining each stage. For example,

determining the stage that is suitable for junior high school level. So, as a teacher we must be able to choose the appropriate stages for students, as is the case in this school, the stages that I use in the superior class (8A) with other regular classes are of course different, because the abilities of each student are not the same. In addition, for example ELSA Speak is used for other levels, for example for elementary school in my opinion it is also possible, the teacher only needs to lower the level of levels in ELSA Speak.

ELSA Speak can be used flexibly at all levels of education, with adjustments to the learning stages. As stated by the previous speaker, it is important for teachers to choose the appropriate stage according to the students' ability, as happened in the school where, each class has different stages of using this application. In addition, although originally designed for intermediate level, ELSA Speak can also be applied to elementary schools by lowering the levels according to learning needs. Vice versa, ELSA Speak can also be applied to the high school level by raising the levels according to the learning needs.

The fourth question, the researcher wanted to know related to students' responses in using ELSA Speak

LM: How do students respond to the use of ELSA Speak in their learning?

UK: Initially students felt confused because they did not know how to use ELSA Speak, but with the guidance of the teacher students can use ELSA Speak in speaking lessons. In my opinion, teachers should also be able to respond wisely, because sometimes there are students who do not like learning using applications like this, therefore, teachers should be able to make students interested in learning speaking using ELSA Speak. Because it happened that the first time I taught ELSA Speak was the students of the superior class, so they were very enthusiastic in learning using ELSA Speak. From the experience of class 8A who liked using ELSA Speak, other classes also have an interest in learning it.

As the interviewee said, it is true that the students felt confused at first, but with the help of the teacher, they were able to integrate this application in learning English speaking. Then, the interviewee also said that a teacher must also be able to be wise and create student interest in the use of ELSA Speak, especially if there are those who are less enthusiastic about learning with the application. Through the positive experience of an excellent class like class 8A, interest in learning ELSA Speak can also be fostered in other classes. This shows that the right approach from teachers can increase students' interest, including in regular classes, to learn to speak English using ELSA Speak.

The fifth question, the researcher wanted to know about the steps used in teaching ELSA Speak

LM: What steps did you take to introduce ELSA Speak to your students?

UK: I introduce it by guiding to create an account, login, then introduce the features of ELSA Speak such as, pronunciation, when students read a word or sentence there will be a value that appears from ELSA Speak, because it is auto correct.

The interviewee introduced ELSA Speak to students by providing step-by-step guidance, starting from account creation and login, to the introduction of key features such as pronunciation. Students are invited to read a word or sentence, and they can see the assessment directly from ELSA Speak, including the auto correct feature for pronunciation improvement.

The sixth question, the researcher wanted to know her opinion about the difference in students' speaking ability before and after using ELSA Speak.

LM: Did you notice any difference in students' speaking ability before and after using ELSA Speak?

UK: There are differences, such as in pronunciation, then students feel more interested in learning speaking because of different learning methods, by using ELSA Speak the teacher can know that students' abilities can improve, seen from the initial test given by the teacher, the average student has a good score. Usually the initial test before using ELSA Speak, students sometimes still make mistakes when pronouncing words or sentences, but after using ELSA Speak, there is a significant change, many students pronounce words or sentences correctly and few have pronunciation errors.

The interviewee said that the use of ELSA Speak in learning English speaking made a significant difference. According to UK, through ELSA Speak, teachers can objectively track students' progress, which is reflected in the initial test results that show significant improvement in speaking ability. Before using ELSA Speak, many students still made mistakes in the pronunciation of words or sentences. However, after using this app, there was a noticeable change, with the majority of students pronouncing the words or sentences correctly, and only a few still having pronunciation errors.

The seventh question, the researcher wanted to know about the positive impact on students' confidence.

LM: Do you see a positive impact of using ELSA Speak in students' learning motivation or confidence in speaking English?.

UK: Of course, with the use of ELSA Speak, students can be motivated to learn speaking and feel confident. For example, there are some students who often ask to practice speaking in front of the class, so that they know the mispronunciation of the words they have spoken.

The use of ELSA Speak positively motivated students to learn to speak English and increased their confidence. Interviewee also said that, some students even actively asked for the opportunity to practice speaking in front of the class, in order to correct the mistakes in word pronunciation that they had made. This shows that ELSA Speak not only helps improve speaking skills, but also provides positive encouragement to students, to actively engage in learning and develop their confidence in communicating in English.

The eighth question, the researcher wanted to know about the difficulties of using ELSA Speak.

LM: Do you think there are any difficulties when using ELSA Speak?

UK: In class 8A, there was a little difficulty, because there were some students who were not confident. Some students felt that their abilities were not comparable to other classmates, so it caused some students to be a little silent in class. They find it difficult to practice in class, saying English words or sentences because they are afraid of being wrong, and in my opinion this is the teacher's challenge, how the teacher overcomes this kind of students' problem. For me, when facing this kind of problem, the first thing I do is to approach the student, give more attention to him such as directly giving examples of how to pronounce correctly besides using ELSA Speak, then continue to motivate students' that can be like other classmates.

The challenges and difficulties in learning speaking in class 8A are

that some students lack confidence. The interviewee stated that they tend to feel that their abilities are not comparable to their classmates, which results in silence in the classroom and the inability to practice confidently. Interviewee also said that it is a challenge for teachers to overcome this problem. Teachers' approaches, such as approaching students individually, giving direct examples of correct pronunciation, as well as continuing to motivate and boost students' confidence, are key in overcoming these difficulties. Thus, teachers can help students feel more comfortable and confident in speaking English, and increase their participation in learning.

The ninth question, the researcher wanted to know how to differentiate the level of each student.

LM: How do you customize the use of ELSA Speak according to different needs or speaking levels among your students?

UK: I adjust to each student's ability. For example, in class 8A, I set a slightly difficult level because I believe that the students in class 8A are already suitable for the intermediate level, and in class 8A, they can already do presentations using English. Meanwhile, for regular classes, I usually recommend using the beginner level.

The teacher adjusts his teaching approach based on each student's ability. For example, in class 8A, a higher level of difficulty is set because students are considered to be at an intermediate level and capable of presenting in English. On the other hand, for regular classes, teachers usually recommend using beginner level. This way, students can easily follow the learning according to their abilities.

At the last question, the researcher wanted to know teacher

suggestions on the use of ELSA Speak.

LM: Do you have any advice for other teachers who want to use ELSA Speak as an English learning platform?

UK: It is okay, but we also have to see the ability of students, what level is suitable for use in order to increase their knowledge, such as vocabulary, confidence etc. In addition, students must also be guided by the teacher when using ELSA Speak, because if they are not guided, some students have the wrong level that is not in accordance with their abilities.

The use of ELSA Speak for English teachers is allowed, but the resource person suggested that teachers must know the students' ability first to know what level is suitable for students, then the teacher must also know about how students' knowledge of English vocabulary, so the teacher will easily adjust the level that is suitable for students. In addition, it is also important for teachers to pay attention to students' confidence when learning to speak English and teachers must guide students in using ELSA Speak so that students do not make mistakes in applying it.

From the results of interview, it could be revealed that ELSA Speak can improve the students' speaking performance, because of the good implementation of the teacher in maximizing the use of ELSA Speak in class. ELSA Speak has a level selection feature which is very useful for determining the student's ability level. With this feature, students can start practicing according to the level that best suits their abilities. According to the interview results, it was mentioned that this application is also equipped with various features that support learning at SMPN 1 Lawang, among others:

Firstly, there are video materials by native speakers, students can learn through videos explained by native English speakers, which helps them understand the use of the language in the right context. Then, there are syllable explanations, this app provides explanations of stressed and unstressed syllables, which are important for correct pronunciation. In addition, there is a command word stress patterns feature, this feature helps students recognize word stress patterns that are often used in English. Then, there is the introduction of vocabulary and pronunciation, ELSA Speak introduces new vocabulary and pronunciation with an auto-correct feature that helps students correct pronunciation errors immediately. Each stage in the app has a different word or sentence, providing variety and new challenges for students. After the student pronounces the word, the app provides a score that allows students to know their mistakes and correct them instantly.

With the supportive features, teachers can see a significant improvement in students' speaking ability. Through repetition and direct correction from the app, students become more confident in speaking English. Once the teacher sees that each student's pronunciation score is good, the teacher implements the vocabulary or sentences as teaching materials for the next speaking lesson. For the free version of ELSA Speak, students need to wait one day to proceed to the next stage. In the context of classroom learning, teachers use one stage in each meeting. Each stage provides a different vocabulary or sentence structure, and then

the teacher asks the students to develop the vocabulary or sentence structure into a story in one paragraph. After that, students are asked to present the results of the stories that students have made in front of the class.

Through making and presenting stories, students not only learn new vocabulary and sentence structures, but also practice public speaking, which is an important skill in language learning. Overall, the use of ELSA Speak in English learning provides many benefits, both in terms of improving students' speaking ability and confidence. Teachers highly recommend this app as an effective tool in learning speaking.

4.1.2 Students' Perceptions toward the Use of ELSA Speak

In this section, the researcher describes the use of ELSA Speak on students' abilities through a questionnaire. The respondents of this questionnaire were 32 students of class 8A consisting of 10 male students and 22 female students. This questionnaire was used to find out students' perceptions about Student motivation and involvement, Impact of using ELSA Speak for students' speaking ability, Technical application and finally about Students satisfaction with the use of ELSA Speak. The chart below shows the results of the questionnaire which aims to find out students' perceptions about the use of ELSA Speak for students' speaking ability at SMP X Lawang.

1. Students' motivation and involvement

Table 1.1

Questions	Option	Frequency (Students')	Percentage (%)
Using ELSA Speak to learn speaking in class	Strongly Agree	13	40.625%
	Agree	6	18.75%
	Neutral	12	37.5%
	Disagree	1	3.125%
	Strongly Disagree	-	-
	Total	32	100%

From statement 1, the researcher found that there were 13 students or 40.625% who chose “Strongly Agree”, then 6 students or 18.75% chose “Agree”. For the option “Neutral” there were 12 students or 37.5% who chose, for the option “Disagree” there were only 1 student or 3.125% who chose that option. It means that most students often use ELSA Speak as a speaking learning platform in class.

Table 1.2

Questions	Option	Frequency (Students')	Percentage (%)
Motivating to learn to speak English after using ELSA Speak	Strongly Agree	9	28.125%
	Agree	19	59.375%
	Neutral	4	12.4%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 2, the researcher found that there were 9 students or 28.25% who chose “Strongly Agree”, then 19 students or 59.375%

chose “Agree”. For the option “Neutral” there were 4 students or 12.4% who chose, for the options “Disagree” and “Strongly Dsagree” no students chose these options. It means that most students feel make students motivated in learning English after using ELSA Speak.

2. Impact of using ELSA Speak for students’ speaking ability

Table 2.1

Questions	Option	Frequency (Students’)	Percentage (%)
Practicing speaking well when using ELSA Speak in class	Strongly Agree	3	9.375%
	Agree	16	50%
	Neutral	13	40.625%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 3, the researcher found that there were 3 students or 9.375% who chose “Strongly Agree”, then 16 students or 50% chose “Agree”. For the option “Neutral” there were 13 students or 40.625% who chose, for the options “Disagree” and “Strongly Dsagree” there were no students who chose these options. It means that most students feel that by using ELSA Speak students can practice speaking English well.

Table 2.2

Questions	Option	Frequency (Students’)	Percentage (%)
My pronunciation improved when lerned to use ELSA Speak	Strongly Agree	3	9.375%
	Agree	18	56.25%
	Neutral	10	31.25%
	Disagree	1	3.125%
	Strongly Disagree	-	-
	Total	32	100%

From statement 4, the researcher found that there were 3 students or 9.375% who chose “Strongly Agree”, then 18 students or 56.25% chose “Agree”. For the option “Neutral” there were 10 students or 31.25% who chose, for the option “Disagree” there were 1 student or 3.125% who chose and for the option “Strongly Dsagree” no students chose that option. It means that most students feel that pronunciation skills improve by using ELSA Spek.

Table 2.3

Questions	Option	Frequency (Students’)	Percentage (%)
ELSA Speak can help students’ speak confidently	Strongly Agree	11	34.375%
	Agree	19	59.375%
	Neutral	2	6.25%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 5, the researcher found that there were 11 students or 34.375% who chose “Strongly Agree”, then 19 students or 59.375% chose “Agree”. For the option “Neutral” there were 2 students or 6.25% who chose, for the options “Disagree” and “Strongly Dsagree” no students chose these options. It means that most students feel that ELSA Speak can help students speak English confidently.

3. Technical application

Table 3.1

Questions	Option	Frequency (Students')	Percentage (%)
Feeling that it easy to find the features in ELSA Speak	Strongly Agree	18	56.25%
	Agree	10	31.25%
	Neutral	4	12.5%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 6, the researcher found that 18 students or 56.25% chose “Strongly Agree”, then 10 students or 31.25% chose “Agree”. For the option “Neutral” there were 4 students or 12.5% who chose, for the options “Disagree” and “Strongly Dsagree” no students chose these options. It means that most students feel that students easily to find features in ELSA Speak.

Table 3.2

Questions	Option	Frequency (Students')	Percentage (%)
The quality score of the speech recognition feature in ELSA Speak is good	Strongly Agree	6	18.75%
	Agree	14	43.75%
	Neutral	12	37.5%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 7, the researcher found that there were 6 students or 18.75% who chose “Strongly Agree”, then 14 students or 43.75% chose “Agree”. For the option “Neutral” there were 12 students or 37.5% who chose, for the options “Disagree” and “Strongly Disagree” there were no students who chose these options. It means that most students feel that The quality score of the speech recognition feature in ELSA Speak is good.

4. Students satisfaction

Table 4.1

Questions	Option	Frequency (Students’)	Percentage (%)
Feeling satisfying with the materials providing by ELSA Speak	Strongly Agree	18	56.25%
	Agree	11	34.375%
	Neutral	2	6.25%
	Disagree	1	3.125%
	Strongly Disagree	-	-
	Total	32	100%

From statement 8, the researcher found that there were 18 students or 56.25% who chose “Strongly Agree”, then 11 students or 34.375% chose “Agree”. For the option “Neutral” there were 2 students or 6.25% who chose, for the option “Disagree” there were 1 student or 3.125% who chose and for the option “Strongly Disagree” no students chose that option. It means that most students feel that students satisfied with the materials provided by ELSA Speak.

Table 4.2

Questions	Option	Frequency (Students')	Percentage (%)
Feeling satisfying with the feedback providing by ELSA Speak	Strongly Agree	15	46.875%
	Agree	11	34.375%
	Neutral	6	18.75%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 9, the researcher found that there were 15 students or 46.875% who chose “Strongly Agree”, then 11 students or 34.375% chose “Agree”. For the choice of “Neutral” there were 6 students or 18.755% who chose, for the choice of “Disagree” and “Strongly Disagree” no students chose that option. It means that most students feel satisfied with the feedback provided by ELSA Speak.

Table 4.3

Questions	Option	Frequency (Students')	Percentage (%)
I would like to use ELSA Speak more in the future	Strongly Agree	11	34.375%
	Agree	14	43.75%
	Neutral	7	21.875%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	32	100%

From statement 10, the researcher found that 11 students or 34.375% chose “Strongly Agree”, then 14 students or 43.75% chose “Agree”. For the option “Neutral” there were 7 students or 21.875% who

chose, for the options “Disagree” and “Strongly Dsagree” no students chose these options. It means that most students feel that they would like to use ELSA Speak in the future for English learning.

4.2 Discussion

In this section, researcher discuss the findings from the observations, interviews and questionnaires that have been presented in the previous subchapters. The results of the observations, interviews and questionnaires were analyzed using the theory of Albert Bandura (1977). In relation to these findings, the researcher divides the discussion into two parts according to the research questions.

4.2.1 Using ELSA Speak to Improve Students' Speaking Ability

The results show that the use of ELSA Speak in English language learning is considered very good and this application is also one of the popular applications in English language learning. According to the informant, UK as the English teacher who teaches in class 8A, ELSA Speak can make students actively involved in building a new understanding of English, through direct experience and interactive feedback. The following is an illustration of the use of ELSA Speak on students' speaking ability.

1. Guidance on the Use of ELSA Speak

The first step taken by the UK to introduce ELSA Speak to

students was to guide students on how to create an account and login to the application. Students are guided to login to the application using their email address and enter their password. In addition, there is a more practical way is to log in using a google or facebook account directly. After successfully logging in, the UK guides students to choose the right level. After choosing the right level, SEs introduced students to the main features of ELSA Speak. One of the highlighted features is the feature that focuses on pronunciation, because according to UK, this allows students to improve their pronunciation.

2. Determining the Level that is Suitable for Students'

The use of ELSA Speak makes the difference between traditional learning and ELSA Speak learning very real. In traditional methods, students may only rely on teacher or classmate feedback as they practice speaking. However, with ELSA Speak, students can receive instant and objective feedback through the auto correct feature that catches their pronunciation mistakes. This gives students the opportunity to self-learn to correct their mistakes in real time. Level customization for each class is key to facilitating effective learning. As an example, according to UK, Grade 8A can be given a more difficult level because the teacher believes that the students have reached the intermediate level in English speaking ability. This level provides more complex sentence structures. In addition, with this learning, students are also more fluent when presenting using

English.

As for regular classes, such as 8B and 8C, UK suggests that giving them a beginner level. This is because UK understands that her students have lower ability in speaking English. It aims to make 8B and 8C more confident in the learning process. The learning materials include daily conversations chosen to make it easier for students to understand the vocabulary. Through this adjustment of learning levels and materials, an inclusive and supportive learning environment is expected. Students can feel valued and supported in their efforts to improve their English speaking skills. Thus, every student has the opportunity to reach their maximum potential in learning speaking using ELSA Speak.

3. Automatic Word Correction Feature

According to UK in accordance with the answers given to the researcher “The application is very helpful, in terms of auto correcting words, then there is a level selection that is useful for determining the level of students...”. ELSA Speak is an application that features auto word correction in the context of English language learning, with a focus on student speaking. This application is one of the learning platforms that is very useful in learning English at SMP X especially class 8A. The auto correct feature can help students to correct spelling mistakes instantly, improving students' accuracy and fluency when presenting in class. One of the advantages of this application is that it has different words or sentences

at each stage. This is very helpful for students to get used to various types of vocabulary or sentence structures, so that students can develop better speaking skills. This is in line with research conducted by Putri, Muin and Septina (2024) that the presence of automatic word correctors can make students experience significant improvements in pronunciation and speaking fluency compared to groups that do not use the application.

4. ELSA Speak Application usage in class

The teacher use ELSA Speak application to support English learning, so that students' speaking ability can improve. When learning in class using ELSA Speak application, the teacher gives students some words to practice using ELSA Speak application. In this dictionary feature, students can input the vocabulary as they wish. However, in this lesson, the teacher gave four words, namely "adventure", "unexpected", and "journey". After students finish saying the words that have been selected by the teacher, students can develop the vocabulary into a short story. The following are the steps that students need to do to develop vocabulary:

1. Select some words: Students can select some newly learned words in the ELSA Speak dictionary feature, for example: "*serendipity*", "*adventure*", "*unexpected*", and "*journey*". The teacher gives the students some vocabulary words so that they can be developed into a short story.

2. Creating a Storyline: Students start to design a storyline based on the words. For example, a story about a person who finds happiness

unexpectedly on an adventure. Students have to create a storyline first so that they can organize a short story easily.

3. Writing Short Story: After students have created a storyline, they can write a short story using the words they have learned. Here is an example of a short story created:

4. "The Serendipity Journey" Students create a short story title from the vocabulary that the teacher has given and has learned using the ELSA Speak application. here is an example of a short story that students have developed through vocabulary.

Example of short story: Alex has always dreamed about adventure, but never expected to experience unexpected happiness on his journey. One day, he decided to leave his comfort zone and embark on a journey to a small town he had never heard of before. On his journey, Alex met new people and discovered beautiful places. One afternoon, while strolling along the beach, he stumbled upon a small café hidden behind a hill. Inside the cafe, Alex meets an old painter who is full of stories about life and love. The meeting brought unexpected happiness to Alex. He learns that sometimes, happiness is found in simple and unplanned things. This adventure, which begins as a self-discovery, ends with a valuable lesson about the true meaning of happiness and love.

By using the dictionary feature in ELSA Speak, students' not only learn the meaning and pronunciation of new words but can also develop their writing skills by incorporating new vocabulary into creative stories. This helps to deepen their understanding and enrich their overall English skills. For students to effectively present short stories in English to develop their speaking abilities, here are the steps to follow:

Preparation

1. Story Comprehension:

- Make sure students fully understand the story that will be presented. Read the story several times and make sure students understand the meaning of each word and phrase.
- Discuss the storyline, characters, and moral messages contained in the story with the teacher.

2. Pronunciation Practice:

- Use an ELSA Speak application to practice pronunciation of difficult words or new words that students have never learned.
- Practice pronunciation by listening to and imitating the pronunciation of native speakers through the ELSA Speak app.

3. Read Aloud Practice:

- Students need to practice reading the story aloud. Focus on intonation, rhythm, and clarity.
- Students can also record their reading practice to listen back and correct their pronunciation mistakes.

Presentation Exercise

1. Dividing the Story:

- Divide the story into sections to make it easier for students to understand the story and present in class.
- Practice presenting each part one by one so that students can pronounce the vocabulary well and correctly.

2. Making Notes:

- Students can make important notes or pointers from each part of the story that will be remembered during the presentation.
- These notes can be keywords, opening sentences, or important points that must be conveyed.

3. Practice with Friends:

- Practice the presentation in front of a friend. Ask friends to give feedback on clarity, pronunciation, and expression.

Presentation Implementation

1. Introduction of Self and Story:

- Begin by introducing yourself in English to get students used to speaking English and give a brief overview of the story to be presented.
- Tell the purpose or moral message of the story.

2. Delivery with Expression:

- Use facial expressions, hand gestures, and body language to make the presentation more interesting and lively.
- Make sure to speak with a clear voice and sufficient volume so that all audience members can hear well.

3. Interaction with the Audience:

- Engage the audience by asking questions or soliciting their opinions on certain parts of the story.
- Make eye contact with the audience to keep their attention.

4. Managing Time:

- Make sure the presentation is not too long or too short. Adjust to the time given by the teacher.
- Practice the presentation by using a timer to ensure the right duration.

5. Closing:

- End the presentation with a brief conclusion or moral of the story.
- Thank the audience for their attention.

Evaluation and Feedback

1. Listening to Recordings:

- Students are asked to record their presentations so that they can listen back to evaluate themselves in terms of pronunciation, intonation, and confidence.
- Identify areas that need improvement, such as pronunciation, intonation, or speaking speed.

2. Receiving Feedback:

- Ask for feedback from the teacher or friends when presenting. Listen to criticism and suggestions in order to correct mistakes.
- Make notes of the feedback received and apply it in the next exercise.

By following these steps, students are expected to develop their

speaking ability in English effectively through short story presentation that was corrected using ELSA Speak application. This will not only improve students' speaking skills, but also their confidence in using English in public.

5. Teacher Challenges in Using ELSA Speak Application

In addition to its fairly easy use, the teacher experienced several things that became challenges in learning using ELSA Speak application in class 8A, including: There are some students who experience self-confidence when learning speaking using ELSA Speak application. they feel they cannot use the technology well. UK said that teachers need to take a thoughtful and empathetic approach. The first thing that needs to be done is that teachers need to create an inclusive and supportive atmosphere so that students feel that they are accepted and supported to develop. In addition, teachers can take an approach that can motivate students individually. This can be done by giving praise and appreciation to students who successfully explore themselves from their lack of confidence. Teachers also need to build students' confidence when using ELSA Speak application. Teachers can provide more detailed demonstrations and guidance to students, in order to help reduce their lack of confidence when using ELSA Speak application.

Then, there are some students who feel disinterested in learning by using ELSA Speak. Teachers must have the skills to make learning

interesting and relevant to students. UK experience shared with the researcher, most of the 8A class were very enthusiastic in using ELSA Speak. Some students shared fun experiences when learning using ELSA Speak. This can make students who are initially lazy and uninterested curious and want to learn using ELSA Speak. UK used this positive experience as an effort to increase students' interest in learning speaking using ELSA Speak.

6. Motivation and Future Use of ELSA Speak Application

Based on Albert Bandura's theory (1977) that the importance of motivation in the learning process, and the desire to continue using ELSA Speak application is an indication of high motivation. This is in line with the statement from UK that, ELSA Speak has a positive impact so that this use is suitable to continue to be used in English language learning. The use of ELSA Speak application in the future is permissible and should be supported by high motivation in every lesson. In addition, teachers should pay attention to important things, such as, providing guidance and guidance to students regarding the use of ELSA Speak application, adjusting the learning level according to the ability level of students, providing opportunities for students to develop their skills, confidence and speaking ability.

4.2.2 The Students' Perceptions of the Use of ELSA Speak Application

Based on Albert Bandura's theory (1977) emphasizes that

individuals learn through observation and imitation of others' behavior. In the context of using ELSA Speak application, students can observe and imitate the correct pronunciation given by the voice model in the application. The researcher has presented the findings in the form of questionnaire results to find out how the use of ELSA Speak application for students' speaking skills. The explanation of the findings will be presented as follows:

The following is an explanation related to the first student perception, student perception of student motivation and involvement at SMP X. Students explained that students often use ELSA Speak application as a medium for learning speaking in class. Students use ELSA Speak for two times for a week, on Monday and Friday, each lesson has a duration of two hours. Class 8A students are very enthusiastic when learning English using ELSA Speak application. The frequent use of ELSA Speak indicates a high level of engagement and there is a high possibility that positive perceptions of the utilization of ELSA Speak application in helping students when practicing speaking English. According to Basal (2015), the use of technology in language learning can significantly increase student engagement and student participation. Regular and consistent use of ELSA Speak application can illustrate that students feel ELSA Speak application is a useful and effective application in improving students' speaking skills.

In addition, the use of ELSA Speak application also has an impact

on students' motivation in learning to speak English. Students at SMP X indicated that they felt more motivated in learning to speak English after using ELSA Speak application. Students learn to use ELSA Speak application not only in class, but also at home. Students often practice independently to improve their pronunciation to get used to the vocabulary or sentence structure that matches the English accent. After students pronounce the vocabulary or sentence structure in accordance with ELSA Speak application, the teacher asks students to practice developing the word, then memorize it. This aims to increase students' English vocabulary, so that when practicing speaking English, students are not confused because the vocabulary that students have memorized is large.

According to Wang (2017) that the use of technology-based learning applications can increase student motivation and learning outcomes. This is supported by the easy use of ELSA Speak application and students immediately get feedback when pronouncing the vocabulary or sentence structure. A fun learning experience can lead to increased student confidence.

Secondly, students' perception of the impact of using ELSA Speak application for students' speaking ability. The researcher found positive responses that students can practice speaking English better when using ELSA Speak application during class. The various features that support the performance of ELSA Speak application can help students practice speaking English intensively which is very helpful in mastering students'

English speaking skills. Students can also listen directly to native speakers who mention English vocabulary, students can enjoy speaking practice using ELSA Speak application which has been designed interestingly, that way, students get a new learning model and knowledge so that students can practice speaking English well.

According to Sarmita and Aminullah (2019) ELSA Speak application can place great emphasis on providing students with a comprehensive way to improve their pronunciation skills. By using several features, the program's content design strives to produce a fun and productive learning experience for students. Then students' pronunciation improved when using ELSA Speak application. This shows that students experienced improvements in English pronunciation after using ELSA Speak application. Before using ELSA Speak application, students often made mistakes when pronouncing English vocabulary. One example that occurs in the field, there are students who often mispronounce the word "Answer". Students often pronounce it as "Answer" by pronouncing it with the letter "W" but when using ELSA Speak application which has an automatic speech recognition feature, students become accustomed to pronouncing the word "Ansər" by not pronouncing the letter "W". This is in line with the statement from Sholekhah and Fakhurriana (2023) saying that one tool that can be used to acquire and enhance pronunciation abilities is ELSA Speak. ELSA Speak application can help students speak confidently. In Albert Bandura's theory (1997) states that a person's self-

confidence and belief in their ability to succeed in performing certain tasks. This is in line with the theory, that by using ELSA Speak application, students can foster their confidence and belief that they can speak English.

Third, the researcher also found positive responses from SMP X students regarding the technical application. Students found it easy to find the necessary features in ELSA Speak application. This can ensure students can maximize the use of the application. According to research by Tsai, P.-S., et al. (2018) that easy to find and use applications can enhance students' learning experience and they are more likely to use the application effectively. ELSA Speak application is designed with user needs in mind, so features such as pronunciation practice, voice analysis, and feedback can be accessed easily by students. In addition, the quality assessment of the speech recognition feature in ELSA Speak application is good. The researcher found positive responses in this statement. Good speech recognition technology is able to detect and analyze students' pronunciation with high accuracy, providing useful feedback for improvement. ELSA Speak application has advanced speech recognition that allows it to properly analyze pronunciation errors, so that students can improve more effectively.

Finally, the researcher found students' positive responses to Students satisfaction in using ELSA Speak. Students felt that the quality and relevance of the materials provided by ELSA Speak application were

very good. ELSA Speak application provides a variety of materials that are structured and designed to develop students' speaking skills gradually, from basic to advanced, which contributes to students' satisfaction in their learning process. Furthermore, students are satisfied with the feedback provided by ELSA Speak. ELSA Speak application provides immediate and detailed feedback on students' pronunciation, which allows them to immediately correct mistakes and improve their speaking skills. The next statement, I would like to use ELSA Speak more in the future. The finding that students want to use ELSA Speak application more in the future indicates that they feel encouraged and motivated by their learning experience with this application. Albert Bandura's (1977) theory emphasizes the importance of motivation in the learning process. This is consistent with the finding that students' desire to continue using ELSA Speak application is an indication of high motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions from the research results and discussion in chapter four. In addition, some recommendations are also presented to provide information and direction for further research on similar topics.

5.1 Conclusion

Albert Bandura's theory (1977) states that individuals learn through interaction and observation of others. ELSA Speak application provides a model of proper and accurate pronunciation in English. Students can hear and observe the correct pronunciation of words and sentences, with the right intonation and rhythm. By observing these models, students can learn and imitate the correct way of speaking. One of the teachers at SMP X uses ELSA Speak for English learning, providing initial guidance on its use and the auto word corrector feature. This approach has a positive impact on students' speaking ability. However, the teacher faced challenges such as students' lack of confidence and disinterest. However, a creative approach can eliminate anxiety and disinterest, increasing motivation and self-efficacy. These positive impacts suggest that ELSA Speak should be used in the long term, in line with Albert Bandura's theory that strong motivation can increase self-efficacy.

Then, after collecting data, the results of the questionnaire on students' perceptions of the use of ELSA Speak for students' speaking

ability showed that: the most choices on the first statement “I often use ELSA Speak to learn speaking in class” were: 13 students or 40.625% chose strongly agree. Then the second statement “I was motivated to learn to speak English after using ELSA Speak” is: 19 students or 59.375% chose to agree. The third statement “I can practice speaking well when using ELSA Speak in class” is: 16 students or 50% chose to agree. The fourth statement “My pronunciation improved when I learned to use ELSA Speak” is: 18 students or 56.25% chose agree. The fifth statement “ELSA Speak can help students speak confidently” is: 19 students or 59.375% chose neutral. The sixth statement “I feel that it is easy to find the features in ELSA Speak” is: 18 students or 56.25% chose strongly agree. The seventh statement “The quality score of the speech recognition feature in ELSA Speak is good” is: 14 students or 43.75% chose agree. The eighth statement “I feel satisfied with the materials provided by ELSA Speak” is: 18 students or 56.25% chose agree. The ninth statement “I feel satisfied with the feedback provided by ELSA Speak” is: 15 students or 46.875% chose strongly agree. The tenth statement “I would like to use ELSA Speak more in the future” is: 14 students or 43.75% chose to agree.

Based on the questionnaire results which are not much different, it shows that students of SMPN 1 Lawang like learning by using ELSA Speak, because it has positive impacts that have been mentioned in detail in chapter four. In addition, the use of ELSA Speak also has challenges, but the teacher has a suitable approach to overcome these challenges, as

described in chapter four.

5.2 Suggestion

Based on research findings regarding the use of ELSA Speak for students' speaking ability at SMP X, which was conducted by one of the teachers in the speaking instruction, the researchers hope that this research can be used as a reference to help teachers or students conduct better learning processes. In addition, the researchers hope that this study will serve as a reference for students in their learning process, helping them to maximize their proficiency in speaking English. Due to this, the researchers decided to offer the following few recommendations:

First, for English teachers, researchers hope that this research is useful and can be a source of information that the use of ELSA Speak has a positive impact on students. This application is very supportive for students' speaking skills because it is equipped with features that are suitable for junior high school level. However, teachers still experience challenges in the learning process. There are some students who are not confident when learning to use technology, these students feel technology illiterate and there are students who feel uninterested. Therefore, it is important for teachers to choose appropriate learning media and approaches to overcome these challenges.

Second, for students, they should learn more about how to improve their speaking skills by following the directions given by the teacher. Students also need to continue practicing pronouncing English vocabulary

or sentence structure to get used to the English accent using ELSA Speak, not only in class, but outside the classroom. It is hoped that students' speaking ability will improve quickly.

Third, the researcher hopes that this study is also useful for future researchers who have a topic related to the use of ELSA Speak for students' speaking ability. However, the researcher hopes that future researchers can find more new things related to the use of ELSA Speak, methods, and techniques so that it can be a reference for teachers in teaching ELSA Speak.

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APPENDIXES

Appendix 1 Letter of permission to do a research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 1064/Un.03.1/TL.00.1/03/2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

20 Maret 2024

Kepada

Yth. Kepala SMPN 1 Lawang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Luluk Ul Mukarromah
NIM : 200107110036
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2023/2024
Judul Skripsi : The Use of ELSA Speak Application For Students' Speaking Ability
Lama Penelitian : Maret 2024 sampai dengan Mei 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

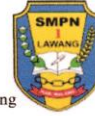
Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 Letter of finishing the research



**PEMERINTAH KABUPATEN MALANG
DINAS PENDIDIKAN
SMP NEGERI 1 LAWANG**



Jalan Sumber Taman No. 50 Telepon 0341 426317 Kecamatan Lawang Kabupaten Malang
Website: smpnegeri1lawang.sch.id email: lawang.smpn1@gmail.com

SURAT KETERANGAN PENELITIAN

NO. : 00.9.2/215/35.07.301.25.42/2024

Yang bertanda tangan di bawah ini Plt. Kepala SMP Negeri 1 Lawang, menerangkan bahwa :

n a m a : **Luluk UI Mukarromah**
NIM : 200107110036
jurusan : Tadris Bahasa Inggris

telah dengan sebenar-benarnya melaksanakan Penelitian Skripsi di SMPN 1 Lawang mulai dari Februari s.d. April 2024 dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi berjudul “ The Use of ELSA Speak Application For Students’ Speaking Ability “

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Lawang, 4 April 2024.

Plt. Kepala Sekolah,



EDI SANTOSO, S.Pd., M.Pd.
NIP 196807151998031007

Appendix 3 Thesis Consultation Logbook



KEMENTERIAN AGAMA
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 http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI
 JURUSAN TADRIS BAHASA INGGRIS**

Nama : Luluk UI Mukarromah
 NIM : 200107110036
 Judul : The Use of ELSA Speak Application For Students' Speaking Ability
 Dosen Pembimbing : Prof. Dr. H. Langgeng Budiando, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan
1	20 Oktober 2023	Konsultasi pertama terkait judul	
2	25 Desember 2023	Konsultasi Bab 1 sampai Bab 3	
3	29 Desember 2023	Penyerahan revisi Bab 1 sampai Bab 3	
4	12 Januari 2024	Penyerahan draft Bab 1 sampai Bab 3 dan ACC	
5	25 Maret 2024	Konsultasi instrumen penelitian	
6	13 Mei 2024	Konsultasi Bab 4	
7	16 Mei 2024	Penyerahan revisi Bab 4 dan konsultasi Bab 5	
8	22 Mei 2024	Penyerahan revisi Bab 4 dan Bab 5	
9	29 Mei 2024	Konsultasi Bab 1 sampai Bab 5 dan konsultasi daftar pustaka	
10	30 Mei 2024	Konsultasi lampiran lampiran	
11	3 Juni 2024	Penyerahan draft dan ACC	

Menyetujui,
 Dosen Pembimbing

Prof. Dr. H. Langgeng Budiando, M. Pd
 NIP. 197110142003121001

Malang, 3 Juni 2024
 Mengetahui,
 Ketua Jurusan TBI

Prof. Dr. H. Langgeng Budiando, M. Pd
 NIP. 197110142003121001

Appendix 4 Letter of Request to be a Validator



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 90, Telepon (0341) 522398 Faksimile (0341) 522398 Malang
http://iain-malang.ac.id e-mail : iain@iain-malang.ac.id

Nomor : B2024/Un.03/FITK/PP.00.9/05/2024 27 Mei 2024
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ariti Instrumen)

Kepada Yth
Prof. Dr. H. Langgeng Budianto, M.Pd
di - Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Luluk Ul Mukarramah
NIM : 200107110036
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Use of ELSA Speak Application For Students' Speaking Ability
Dosen Pembimbing : Prof. Dr. H. Langgeng Budianto, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan Bid. Akademik
Dr. Mulyana Walid, M.A.
NIP. 197508222000031002

Appendix 5 Field Notes Observation

Field Notes Observation

Place : SMP X in Malang

Date : March 21, 2024

Pada tanggal 21 Maret 2024, peneliti melakukan observasi di salah satu sekolah yang ada di kabupaten Malang. Sekolah ini merupakan salah satu sekolah favorit yang ditinjau dari banyaknya siswa. Setiap tingkatan kelas memiliki 8 kelas, mulai dari kelas 7A sampai 7H, kelas 8A sampai 8H dan kelas 9A sampai 9H. Setiap kelas terdapat 32 siswa. Selain itu sekolah ini memiliki fasilitas yang baik, seperti tersedianya LCD proyektor di setiap kelas, terdapat wifi yang dapat digunakan ketika pembelajaran tertentu. Hal ini memudahkan siswa kelas 8A untuk menggunakan aplikasi ELSA Speak ketika pembelajaran bahasa Inggris di kelas.

Hal pertama yang dilakukan ketika observasi di kelas adalah mengucapkan salam dan selamat pagi kepada siswa. Kemudian guru memeriksa kesiapan belajar siswa dan berdoa. Setelah itu, guru memeriksa presensi kehadiran siswa yang dipanggil satu persatu, dan siswa menjawab "*present, I am here ma'am*". Setelah selesai mengisi presensi siswa, guru menjelaskan bagaimana penggunaan ELSA Speak dan tujuan pembelajarannya. Guru meminta siswa untuk mengikuti arahan yang sesuai dengan petunjuk guru. Setelah berhasil membuat akun dan login ke aplikasi, guru meminta siswa untuk membuka fitur yang dipilih guru untuk melatih kemampuan berbicara siswa. Setelah melatih pronunciation, guru meminta siswa

untuk mengembangkan kata atau kalimat dari ELSA Speak untuk dbuat cerita pendek satu paragraph yang kemudian hasilnya akan di presentasikan di pertemuan selanjutnya dikelas.

Setelah siswa selesai membuat cerita pendek, guru mengevaluasi pembelajaran dengan melakukan pembelajaran secara mandiri menggunakan aplikasi ELSA Speak dengan pilihan kata yang telah dikirim guru melalui wa grup. Guru mengakhiri pembelajrn dengan meminta siswa untuk berdoa dan memberikan ucapan selamat kepada siswa dan memberikan semangat untuk pertemuan selanjutnya *“good luck for meeting next time”* kemudian siswa menjawab *“thank you for this meeting ma’am”*.

Appendix 6 Observation Checklist 1

No.	Aspek yang diamati	Ya	Tidak	Keterangan
I.	Kegiatan Pembuka			
1.	Guru memberikan salam pembuka, memeriksa kesiapan belajar siswa, berdoa. Guru memeriksa kehadiran siswa secara manual menggunakan absensi kertas yang ada di kelas.			
2.	Memberikan instruksi dan petunjuk kepada siswa tentang bagaimana penggunaan aplikasi ELSA Speak dan penugasan kepada siswa.			
3.	Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilakukan sepanjang pembelajaran khususnya ketika menggunakan aplikasi ELSA Speak.			
II.	Kegiatan Inti			
	A. Pelaksanaan Pembelajaran			
1.	Guru memberikan penjelasan tentang penggunaan aplikasi ELSA Speak terhadap pembelajaran speaking siswa.			
2.	Siswa telah mendownload aplikasi ELSA Speak, kemudian siswa diminta untuk membuat akun masing-masing dengan menggunakan email.			
3.	Setelah login ke akun masing-masing, siswa diminta untuk membuka fitur kamus untuk mencari makna dan memperbaiki pengucapan kata atau frasa apapun.			
4.	Guru meminta siswa untuk menuliskan kata yang telah disebutkan pada fitur kamus, kemudian siswa menirukan kata sesuai dengan aplikasi ELSA Speak.			
5.	Setelah siswa berhasil menirukan kata, guru meminta siswa untuk mengembangkan kata menjadi satu			

	paragraf atau cerita pendek, kemudian guru meminta siswa untuk mempresentasikan hasilnya di pekan depan.			
III.	Kegiatan Penutup			
6.	Sebagai evaluasi guru, siswa diminta untuk belajar secara mandiri menggunakan aplikasi ELSA Speak dengan menggunakan kata yang telah diberikan oleh guru yang dikirim melalui grup whatsapp.			
7.	Berdoa			

Appendix 7 Observation Checklist II

No.	Aspek yang diamati	Ya	Tidak	Keterangan
I.	Kegiatan Pembuka			
1.	Guru memberikan salam pembuka, memeriksa kesiapan belajar siswa, berdoa. Guru memeriksa kehadiran siswa secara manual menggunakan absensi kertas yang ada di kelas.			
2.	Guru mereview materi pembelajaran sebelumnya untuk mengingat pronunciation yang telah diucapkan.			
3.	Guru memeriksa hasil dari cerita pendek yang telah dikembangkan melalui kata dari ELSA Speak.			
II.	Kegiatan Inti			
	A. Pelaksanaan Pembelajaran			
1.	Guru meminta siswa satu persatu untuk mempresentasikan cerita pendek dikelas.			
2.	Guru memeriksa kelancaran dan kefasihan dari pronunciation yang telah diucapkan siswa.			
3.	Guru melihat siswa mempresentasikan hasil cerita pendek dengan percaya diri.			
4.	Guru meminta siswa untuk menghafalkan kosakata yang telah ditulis.			
III.	Kegiatan Penutup			
6.	Sebagai evaluasi guru, siswa diminta untuk melanjutkan hafalan kosakata dirumah.			
7.	Berdoa			

Appendix 8 Questions of interview

No.	Questions	Answers
1.	<p>What do you think about ELSA Speak as an English learning platform?</p> <p><i>Apa pendapat Anda tentang ELSA Speak sebagai platform pembelajaran bahasa Inggris?</i></p>	
2.	<p>Can you explain how ELSA Speak helps in improving students' speaking ability?</p> <p><i>Dapatkah Anda menjelaskan bagaimana ELSA Speak membantu meningkatkan kemampuan berbicara siswa?</i></p>	
3.	<p>Do you think ELSA Speak is suitable for junior high school?</p> <p><i>Menurut Anda, apakah ELSA Speak cocok untuk sekolah menengah pertama?</i></p>	
4.	<p>How do students respond to the use of ELSA Speak in their learning?</p> <p><i>Bagaimana tanggapan siswa terhadap penggunaan ELSA Speak dalam pembelajaran mereka?</i></p>	
5.	<p>What steps did you take to introduce ELSA Speak to your students?</p> <p><i>Langkah-langkah apa yang Anda lakukan untuk memperkenalkan ELSA Speak kepada siswa Anda?</i></p>	
6.	<p>Did you notice any difference in students' speaking ability before and after using ELSA Speak?</p> <p><i>Apakah Anda melihat adanya perbedaan dalam kemampuan berbicara siswa sebelum dan sesudah menggunakan ELSA Speak?</i></p>	
7.	<p>Do you see a positive impact of using ELSA Speak in students' learning motivation or confidence in speaking English?</p>	

	<i>Apakah Anda melihat dampak positif dari penggunaan ELSA Speak terhadap motivasi belajar atau kepercayaan diri siswa dalam berbicara bahasa Inggris?</i>	
8.	Do you think there are any difficulties when using ELSA Speak? <i>Menurut Anda, apakah ada kesulitan yang dihadapi ketika menggunakan ELSA Speak?</i>	
9.	How do you customize the use of ELSA Speak according to different needs or speaking levels among your students? <i>Bagaimana Anda menyesuaikan penggunaan ELSA Speak sesuai dengan kebutuhan atau tingkat berbicara yang berbeda di antara siswa Anda?</i>	
10.	Do you have any advice for other teachers who want to use ELSA Speak as an English learning platform? <i>Apakah Anda memiliki saran untuk guru-guru lain yang ingin menggunakan ELSA Speak sebagai platform pembelajaran bahasa Inggris?</i>	

Appendix 9 Transcript of Interview

TRANSCRIPT OF INTERVIEW

Name : UK (Initial Code)
 Teacher : English Teacher of Grade 8A
 Day/Date : Thursday, 25 March 2024
 Time : 09.00-09.45 WIB

No.	Questions	Answer
1.	Assalamu'alaikum bu	Wa'alaikumussalam mbak
2.	<p>Sebelumnya saya mohon maaf karena telah mengganggu waktu njenengan dan saya juga mengucapkan terimakasih karena njenengn sudah bersedia untuk meluangkan waktunya menemani saya dalam penelitian ini. Sebelumnya, bolehkah saya tahu njenengan mengajar dikels apa saja njih bu?</p> <p><i>(In advance I apologize for disturbing your time and I also thank you for being willing to spend your time accompanying me in this research. Previously, may I know what classes you teach?)</i></p>	<p>Saya mengajar kelas VIII A,B, dan C mbak.</p> <p><i>(I teach classes VIII A, B, and C).</i></p>
3.	<p>Baik bu, sebelumnya saya akan meneliti tentang penggunaan ELSA Speak di sekolah ini bu, karena berkaitan dengan judul peelitian saya yaitu "The Use of ELSA Speak For The Students' Speaking Ability at SMPN 1 Lawang". Apakah njenengan mengajar ELSA Speak di semua kelas njih?</p> <p><i>(Well ma'am, before that I will research about the use of ELSA Speak in this school ma'am,</i></p>	<p>Sebelumnya saya mengajar ELSA Speak ini dikelas VIII A terlebih dahulu. Awal mulanya saya mengajarkan dengan media pembelajarann ini karena ketika Covid-19 terjadi, saya kesulitan mengajarkan speaking dikelas. Akhirnya saya berinisiatif untuk menggunakan ELSA Speak. hal ini menjadi pengalaman pertama saya mengajar menggunakan teknologi. Oleh karena itu, awalnya saya mencoba di kelas VIII A terlebih dahulu pada akhir tahun 2021. Kemudian ketik saya tahu bahwa</p>

	<p><i>because it is related to the title of my research which is "The Use of ELSA Speak For The Students' Speaking Ability at SMPN 1 Lawang". Do you teach ELSA Speak in all classes?)</i></p>	<p>perkembangan speaking siswa kelas VIII A khususnya di pronounciationnya sudah meningkat, saya mengajarkan ELSA Speak ini di kelas VIII B dan C. kelas VIII A ini merupakan kelas unggulan, kelas VIII B dan C ini merupakan kelas reguler.</p> <p><i>(Previously, I taught ELSA Speak in class VIII A first. I started teaching with this learning media because when Covid-19 happened, I had difficulty teaching speaking in class. Finally I took the initiative to use ELSA Speak. this was my first experience teaching using technology. Therefore, I initially tried it in class VIII A first at the end of 2021. Then when I knew that the speaking development of students in class VIII A, especially in pronunciation, had improved, I taught ELSA Speak in classes VIII B and C. class VIII A is a superior class, class VIII B and C are regular classes.)</i></p>
4.	<p>Oh.. begitu njih bu.. ketika pertama menggunakan, apa pendapat ibu tentang ELSA Speak sebagai platform pembelajaran bahasa Inggris? <i>(When you first used it, what did you think about ELSA Speak as an English learning platform?)</i></p>	<p>Menurut saya aplikasi ELSA Speak bagus untuk digunakan dalam pembelajaran bahasa Inggris mbak. Siswa dapat mengeja kata, kemudian siswa juga bisa tahu kesalahan kata kata yang telah di ucapkan. <i>(I think the ELSA Speak app is good to use in learning English. Students can spell words, then students can also know the mistakes of words that have been pronounced.)</i></p>
5.	<p>kemudian, dapatkah anda menjelaskan bagaimana ELSA Speak membantu meningkatkan kemampuan berbicara siswa? <i>(Can you explain how ELSA Speak helps in improving students' speaking ability?)</i></p>	<p>Aplikasinya sangat membantu, ELSA Speak ini memiliki pemilihan level yang berguna untuk menentukan level siswa, selain itu terdapat berbagai macam fitur, mulai dari video materi yang dijelaskan oleh native speaker, kemudian penjelasan suku kata yang diberi tekanan dan tanpa tekanan, kemudian terdapat fitur commonds word stress pttrens, pengenalan</p>

	<p>kosakata dn cara pengucapannya yang auto correct, kemudin terdapat kata atau kalimat di setiap stage yang berbeda, hingga munculnya skor ketika siswa mengucapkan kata, sehingga siswa dapat langsung memperbaiki kesalahannya, hal hal tersebut membuat peningkatan terhadap kemampuan berbicara siswa. Untuk penggunaan ELSA Speak secara gratis, butuh waktu satu hari untuk melanjutkan stagenya, jadi dalam satu kali pertemuan pembelajaran bahasa Inggris, siswa mengaplikasikan satu stage di level ELSA Speak. setiap stagenya, ELSA Speak memberikan kosakata atau struktur kalimat yang berbeda, kemudian saya meminta siswa untuk mengembangkan setiap kosakata atau struktur kalimat tersebut dalam cerita yang menyebutkan kosakata atau struktur kalimat tersebut, kemudian saya meminta siswa untuk mempresentasikannya di depan kelas. Menurut saya hal ini sangat ermanfaat untuk meningtkkan kemampuan berbicara siswa dan juga dapat meningkatkan kepercayaan diri siswa.</p> <p><i>(The application is very helpful, ELSA Speak has a level selection that is useful for determining the level of students, besides that there are various features, starting from the video material explained by native speakers, then the explanation of stressed and unstressed syllables, then there is a commonds word stress pterns feature, the introduction of vocabulary and how to pronounce it auto correct, then there are words or sentences in each stage that are different, to the appearance of scores when students say words, so that students can immediately correct their mistakes, these things make an improvement in students' speaking skills. For free use of ELSA Speak, it</i></p>
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		<p><i>takes one day to continue the stage, so in one English learning meeting, students apply one stage in the ELSA Speak level. each stage, ELSA Speak provides different vocabulary or sentence structures, then I ask students to develop each vocabulary or sentence structure in a story that mentions the vocabulary or sentence structure, then I ask students to present it in front of the class. I think this is very useful for improving students' speaking skills and can also increase students' confidence.)</i></p>
6.	<p>Menurut Anda, apakah ELSA Speak cocok untuk sekolah menengah pertama?</p> <p><i>(Do you think ELSA Speak is suitable for junior high school?)</i></p>	<p>Sebenarnya aplikasi ELSA Speak bebas digunakan di semua tingkatan, hanya saja tinggal menentukan di setiap stagenya. Seperti, menentukan stage yang cocok untuk tingkat sekolah menengah pertama.</p> <p><i>(Actually, the ELSA Speak application is free to use at all levels, it's just a matter of determining each stage. For example, determining the stage that is suitable for junior high school level.)</i></p>
7.	<p>Bagaimana tanggapan siswa terhadap penggunaan ELSA Speak dalam pembelajaran mereka?</p> <p><i>(How do students respond to the use of ELSA Speak in their learning?)</i></p>	<p>Awalnya siswa merasa bingung karena belum mengetahui bagaimana penggunaan ELSA Speak, akan tetapi dengan adanya bimbingan dari guru siswa dapat menggunakan ELSA Speak dalam pembelajaran speaking. Menurut saya, guru juga harus bisa menyikapi dengan bijak, karena terkadang siswa ada yang tidak menyukai pembelajaran menggunakan aplikasi seperti ini, oleh karena itu, guru harus bisa membuat siswa tertarik untuk belajar speaking menggunakan ELSA Speak. Karena kebetulan yang saya ajarkan ELSA Speak pertama kali adalah siswa siswi kelas unggulan, jadi mereka sangat antusias dalam belajar menggunakan ELSA Speak. Dari pengalaman kelas 8A yang menyukai penggunaan ELSA</p>

		<p>Speak, kelas kelas lainnya juga memiliki rasa tertarik untuk mempelajarinya. Itulah salah satu trik saya untuk membuat siswa siswa, khususnya kelas reguler untuk menyukai pembelajaran speaking menggunakan ELSA Speak.</p> <p><i>(Initially students felt confused because they did not know how to use ELSA Speak, but with the guidance of the teacher students can use ELSA Speak in learning speaking. In my opinion, teachers must also be able to respond wisely, because sometimes there are students who do not like learning using applications like this, therefore, teachers must be able to make students interested in learning speaking using ELSA Speak. Because it happened that the first time I taught ELSA Speak was the students of the superior class, so they were very enthusiastic in learning to use ELSA Speak. From the experience of class 8A who liked the use of ELSA Speak, other classes also have an interest in learning it. That is one of my tricks to get students, especially regular classes to like learning speaking using ELSA Speak.)</i></p>
8.	<p>Langkah-langkah apa yang Anda lakukan untuk memperkenalkan ELSA Speak kepada siswa Anda? <i>(What steps did you take to introduce ELSA Speak to your students?)</i></p>	<p>Saya memperkenalkannya dengan membimbing untuk membuat akun, login, kemudian memperkenalkan fitur fitur ELSA Speak seperti, pronunciation, ketika siswa membaca kata atau kalimat akan ada nilai yang muncul dari ELSA Speak, karena auto correct.</p> <p><i>(I introduce it by guiding to create an account, login, then introduce the features of ELSA Speak such as, pronunciation, when students read a word or sentence there will be a value that appears from ELSA Speak, because it is auto correct.)</i></p>

9.	<p>Apakah Anda melihat adanya perbedaan dalam kemampuan berbicara siswa sebelum dan sesudah menggunakan ELSA Speak?</p> <p><i>(Did you notice any difference in students' speaking ability before and after using ELSA Speak?)</i></p>	<p>Perbedaannya pasti ada, seperti pada cara pronunciation, kemudian siswa merasa lebih tertarik belajar speaking karena adanya metode pembelajaran yang berbeda, dengan menggunakan ELSA Speak guru dapat mengetahui kemampuan siswa dapat meningkat, ditinjau dari tes awal yang diberikan guru, rata rata siswa memiliki nilai yang bagus.</p> <p><i>(There are differences, such as in the way of pronunciation, then students feel more interested in learning speaking because of different learning methods, by using ELSA Speak the teacher can find out that students' abilities can improve, judging from the initial test given by the teacher, the average student has a good score.)</i></p>
10.	<p>Apakah Anda melihat dampak positif dari penggunaan ELSA Speak terhadap motivasi belajar atau kepercayaan diri siswa dalam berbicara bahasa Inggris?</p> <p><i>(Do you see a positive impact of using ELSA Speak in students' learning motivation or confidence in speaking English?)</i></p>	<p>Tentu saja, dengan adanya penggunaan ELSA Speak siswa dapat termotivasi untuk belajar speaking dan merasa percaya diri Contohnya, terdapat sebagian siswa yang sering meminta untuk praktik berbicara di depan kelas, agar ia tahu kesalahan pengucapan kata yang telah diucapkan.</p> <p><i>(Of course, with the use of ELSA Speak students can be motivated to learn speaking and feel confident. For example, there are some students who often ask to practice speaking in front of the class, so that they know the mistakes they have made.)</i></p>
11.	<p>Menurut Anda, apakah ada kesulitan yang dihadapi ketika menggunakan ELSA Speak?</p> <p><i>(Do you think there are any difficulties when using ELSA Speak?)</i></p>	<p>Ada sedikit kesulitan, karena terdapat beberapa siswa yang tidak percaya diri.</p> <p><i>(There were some difficulties, as some students were not confident.)</i></p>

12.	<p>Menurut Anda, apakah ada kesulitan yang dihadapi ketika menggunakan ELSA Speak?</p> <p><i>(Do you think there are any difficulties when using ELSA Speak?)</i></p>	<p>Ada sedikit kesulitan, karena terdapat beberapa siswa yang tidak percaya diri.</p> <p><i>(There were some difficulties, as some students were not confident.)</i></p>
13.	<p>Bagaimana Anda menyesuaikan penggunaan ELSA Speak sesuai dengan kebutuhan atau tingkat berbicara yang berbeda di antara siswa Anda?</p> <p><i>(How do you customize the use of ELSA Speak according to different needs or speaking levels among your students?)</i></p>	<p>Saya menyesuaikan dengan kemampuan setiap siswa. Seperti, di kelas 8A saya menentukan level yang agak susah, karena menurut saya di kelas 8A siswa siswinya sudah cocok di level intermediate, dan di kelas 8A juga sudah bisa untuk melakukan presentasi dengan menggunakan bahasa Inggris. Sedangkan untuk kelas 8C, saya menyarankan untuk menggunakan level beginner atau normal, dan materinya tentang percakapan sehari hari.</p> <p><i>(I adjust to the ability of each student. For example, in class 8A I determine a level that is a bit difficult, because in my opinion in class 8A the students are suitable at the intermediate level, and in class 8A they are also able to make presentations using English. As for class 8C, I suggest using the beginner or normal level, and the material is about daily conversation.)</i></p>
14.	<p>Apakah Anda memiliki saran untuk guru-guru lain yang ingin menggunakan ELSA Speak sebagai platform pembelajaran bahasa Inggris?</p> <p><i>(Do you have any advice for other teachers who want to use ELSA Speak as an English learning platform?)</i></p>	<p>Boleh boleh saja, akan tetapi kita juga harus melihat kemampuan siswa, level apa yang cocok untuk digunakan agar dapat menambah pengetahuan mereka, seperti vocabulary, kepercayaan diri dll. Selain itu siswa juga harus dipandu oleh guru ketika menggunakan ELSA Speak, karena jika tidak dipandu beberapa siswa ada yang salah menentukan level tidak sesuai dengan kemampuan siswa.</p> <p><i>(It is okay, but we also have to see the ability of students, what level is</i></p>

		<i>suitable for use in order to increase their knowledge, such as vocabulary, confidence etc. In addition, students must also be guided by the teacher when using ELSA Speak, because if they are not guided, some students have the wrong level that is not in accordance with their abilities.)</i>
15.	Baik ibu, untuk pertanyaannya saya cukupkan terlebih dahulu, terimakasih sudah meluangkan waktunya. <i>(Good mom, I'll just answer your questions first, thank you for taking the time.)</i>	Iya sama-sama tidak masalah. Kalau sudah dicukupkan saya pamit undur diri dulu ya. <i>(Yes, it doesn't matter at all. If that's enough, I'll say goodbye first.)</i>

Appendix 10 Questionnaire Questions

No	Questions	Score				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
1.	I often use ELSA Speak as a platform to learn speaking in class <i>(Saya sering menggunakan ELSA Speak sebagai platform untuk belajar berbicara di kelas)</i>					
2.	ELSA Speak has an important role on students' speaking ability <i>(ELSA Speak memiliki peran penting dalam kemampuan berbicara siswa)</i>					
3.	ELSA Speak can help students speak confidently <i>(ELSA Speak dapat membantu siswa berbicara dengan percaya diri)</i>					
4.	Saya termotivasi untuk belajar berbicara bahasa Inggris setelah menggunakan ELSA Speak					
5.	I can practice speaking well when using ELSA Speak in class <i>(Saya dapat berlatih berbicara dengan baik ketika menggunakan ELSA Speak di kelas)</i>					
6.	Saya mudah menemukan fitur-fitur yang ada di ELSA Speak					
7.	Penilaian kualitas fitur pengenalan suara di ELSA Speak baik.					
8.	My pronunciation improved when I learned to use ELSA Speak <i>(Pelafalan saya meningkat ketika saya belajar menggunakan ELSA Speak)</i>					
9.	The vocabulary I have memorized makes it easier for me to speak English. <i>(Kosakata yang saya hafal membuat saya lebih mudah berbicara bahasa Inggris)</i>					
10.	I would like to use ELSA Speak more in the future <i>(Saya ingin menggunakan ELSA Speak lebih banyak lagi di masa depan)</i>					

Appendix 11 Attendance of Class 8A

DAFTAR NAMA SISWA
TAHUN PELAJARAN 2023 - 2024

KELAS = VIII A

L : 10 P : 22

WALI KELAS : ROZIE W. HAMADA., S.Pd

NO	NIS	NISN	L/P	NAMA SISWA	KELAS						KET.
1	12240	0097291537	L	ACHMAD RIFKI AL'HADAD	7A						
2	12241	0091785415	P	ADELIA VINESTA	7A						
3	12243	0109779724	P	AMANDA AYU PRATIWI	7A						
4	12244	0085926340	P	AMELIA PUTRI VANNY	7A						
5	12246	0091188516	P	CARRYSY PUSPITASARI	7A						
6	12247	0091924148	L	DAIVA RAJENDRA FIRJATULLAH	7A						
7	12378	0094875887	P	FALISHA AURADISTRA SYAVITRI	7E						
8	12413	0096433546	P	FILZAHDEVA BALQISH YULIANSY	7F						
9	12505	0091760023	P	GHITSNA MILLA HANIEFA	7I						
10	12250	0093073898	L	HACKER MUHAMMAD IBRAHIM	7A						
11	12251	0103360621	P	INES DWI APRILIA	7A						
12	12252	0093578415	P	JASMINE IRSE ARDESTA	7A						
13	12253	0094569972	P	KAYLA SIFA FAUZIAH	7A						
14	12255	0099016937	P	KHALILAH SYAHIIRAH AGUSTA	7A						
15	12421	0107631688	L	MUHAMMAD YARDAN AFKAR FARIS	7F						
16	12259	0095979177	P	NABILA WAHYU RAMADHANI	7A						
17	12261	0099100112	P	NAURA ROHADATUL AISY	7A						
18	12262	0109800043	P	OZORA SABRINA PRATIWI WICAKSONO	7A						
19	12264	0092735361	P	QANITA KHAIRUNNISA ARDANE	7A						
20	12265	0099354919	L	RAFLI AULIA RYFANO	7A						
21	12266	0097057606	P	RATNA KUSUMA WARDANI HIDAYAT	7A						
22	12267	0093296741	L	RAYHAN ANDRUW APRILLINO	7A						
23	12356	0103641214	L	REVIAN ADI GILANG SAPUTRA	7D						
24	12426	0098179032	P	SABITAH APTA ANANTHA	7F						
25	12268	0098894099	P	SALSABILA ELYSIA ZHAFIRAH	7A						
26	12428	0095945765	L	SEPTENDYA TWOBAGUZ YOAN SAPUTRA	7F						
27	12329	0095232792	P	SYABRINA SALSABILA HERMAWAN	7C						
28	12430	0099594062	P	SYIFA RAHADATUL AISY' AZIS	7F						
29	12269	0098571419	P	VANESSA WIDIA PUTRI	7A						
30	12332	0093474156	P	VIO MARTHA MAULIDINA PRIHANDANI	7C						
31	12270	0091277269	L	WAIS RIZAL AL QORNI	7A						
32	12271	0092615727	L	WILDAN ARASYA FIRDAUS	7A						

Appendix 12 Documentation of the research



CURRICULUM VITAE

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