

THE USE OF "ELSA" APPLICATION TO IMPROVE STUDENTS SPEAKING SKILLS AT EIGHTH GRADE STUDENTS AT SMP N 8 SATAP TONDANO

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Abstract: This study sought to ascertain whether eighth grade students at SMP Negeri 8 SATAP Tondano could speak more fluently after using the ELSA application to learn English. Pre-experimental research using pre- and post-tests in a single class was the main focus of this study. The fifty students in class eight of the academic year 2022–2023 make up the population of this study. The researcher used a single class, class VIII, which had 19 students as the research sample. During the speaking ability test, data were collected for the pre- and post-test dialogues. The study's findings suggest that using the ELSA application can help students' speaking abilities, including their grammar, content, pronunciation, vocabulary, and fluency. This is demonstrated by the students' average pre-test score of 58,26, which rises to 81.47 in the post-test. This indicates that students in class eight at SMP Negeri 8 SATAP Tondano can enhance their speaking abilities by using the ELSA application to learn English.

Keywords: *Speaking Skill, ELSA Application, EFL Students, Junior Level*

INTRODUCTION

English is widely used globally as a means of communication (Liando et al., 2022); (Maru et al., 2021); (Maru et al., 2020). English is widely spoken and recognized as a global language due to its status as an international means of communication. Proficiency in the English language has advantages in both our personal and professional lives, facilitating our ability to establish connections with the global community. Learning English is essential in the contemporary world. English is widely taught and studied worldwide, including in Indonesia, as a global language (Lengkoan & Rombepajung, 2022).

Language is a prevalent social instrument utilized for communication (Maru et al., 2021). In other words, language is a structured system that use sounds, letters,

manual signs, tactile symbols, or other methods to link thoughts that may be seen, heard, or felt (such as braille). Understanding and respecting the relationship between language and its users is crucial for good communication, and this is one of the reasons why.

English has become a global language due to its extensive use for communication between native and non-native speakers (Maru et al., 2022); (Maru et al., 2020). "Learning a foreign language" refers to the process of being motivated to acquire English, a language that is not generally spoken in one's community (Liando et al., 2023). English is a crucial global language that needs to be mastered in order to bolster the educational sector and various other elements of life.

Fluency in pronunciation is a fundamental component of effective verbal communication. Oral communication and honing phonetic accuracy are vital proficiencies for English speakers, although a significant number of individuals still neglect this facet of the language (Maru et al., 2023). In countries such as Indonesia, where multiple regional languages are spoken, it is crucial to determine the correct pronunciation of English because various accents might affect how words are spoken. Pronunciation is a crucial aspect that needs to be carefully addressed when teaching and learning English at the elementary, middle, and university levels in Indonesia.

The user's text is "English". Pronunciation is a crucial fundamental skill for enhancing English speaking, listening, and speaking abilities. Acquiring the skill of accurately pronouncing words can be achieved through the process of acquiring their proper pronunciation (Cakmak, 2019); (Liando & Tatipang, 2022). The purpose of this is to assist students in accurately articulating English words and to avoid errors in reading or speaking. The importance of English pronunciation lies in the fact that mispronouncing words can lead to severe repercussions. Word discrepancies may arise due to the incorrect pronunciation of vowels or consonants, resulting in inaccurate interpretations. To understand the differences in pronunciation.

The scope of teaching pronunciation encompasses three main topics: Acoustic vibrations. Acquiring linguistic proficiency necessitates the capacity to articulate and identify the phonetic representation of a language. English usage of this sign varies depending on whether it is spoken in an American or British accent. This sound is

composed of segmental characteristics, including vowels and consonants. The unity of a word or a group of words with a single stressed syllable dictates or influences the rhythm of English speaking. Furthermore, intonation is characterized by the use of both rising and falling notes. Intonation refers to the fluctuation of pitch, characterized by both upward and downward movements. This tone will have a substantial impact on the meaning. It is essential for any English learner to possess the ability to identify and distinguish sounds, particularly when it comes to speaking. This is because learners will gain an advantage from being able to differentiate between English phonemes. enhance their ability to rapidly understand auditory or visual stimuli. Arashnia is a film released in 2016.

Proficiency in spoken English is essential for students who are learning English as a second language. Andries, Rombepajung, Hampp, and Lengkoan (2019) conducted a study. Kosar and Bedir (2014) assert that speaking is the fundamental aspect of language acquisition. The preceding statement assumes that a student's level of speaking skill can be used as an indicator of their language acquisition progress. Pronunciation is the fundamental knowledge that students must possess in order to become skilled speakers. Pronunciation, as defined by Makasoe, Liando, and Rombepajung (2022), refers to the production of sounds that carry semantic significance. The phrase emphasizes the need of pupils honing their speech skills to achieve fluency in English and effectively convey information.

Utilizing technology applications will greatly enhance the study of the English language. Computer software, specifically the widely utilized Elsa Speak application, is employed by Nur Wahid Akhmad and Ahmad Munawir to enhance their pupils' speaking abilities on mobile devices. In the realm of education, particularly in the context of acquiring English language skills, numerous technological applications can prove beneficial. The ELSA Application is a beneficial tool for acquiring proficiency in the English language.

The English Learning Speech Assistant, also known as ELSA, is an invaluable instrument for language acquisition, especially for honing pronunciation skills, which are essential for developing effective oral communication. ELSA can enhance our English speaking skills by providing corrections for mispronounced words and offering

assistance on accurate pronunciation. We can practice our English language abilities at any time and any location. Consistent utilization of ELSA can enhance our English speaking skills.

Consequently, innovation continues to be a significant aspect of people's lives due to several specific factors, including online cooperation, the interchange of labor and products, business transactions, and other related activities. The integration of technological innovations in school will facilitate language learning advice.

Language learning tools encompass a wide range of software and digital platforms that are already accessible, such as the ELSA program designed for speech recognition. Online educational applications provide students with the opportunity to engage in the learning process beyond the confines of the classroom. Educational acquisition should not be limited just to the confines of the classroom. In 2019, Ismail, I., Mustakim, M., and Elihami, E. conducted a study. Consequently, the fact that the learning materials, which are predominantly in digital format, can be utilized in any location is indicated. This program is equipped with advanced features such as speech recognition, a personalized curriculum, a free online dictionary, and a free assessment. These characteristics contribute to its status as one of the most intelligent artificial intelligence tools for language learning, especially when it comes to evaluating speaking skills. Obtaining high grades can be a challenge due to the ELSA system's ability to analyze student speech and provide remedial feedback, such as speaking scores, in response to the use of particular words or sentences.

The researcher aims to examine the English language acquisition capabilities of pupils by utilizing the ELSA program, as mentioned in the preceding paragraph. Hence, the researcher will conduct a study entitled "Enhancing the Speaking Proficiency of Eighth Grade Students at SMP N 8 SATAP TONDANO through the Utilization of the Elsa Application." By following the background of the study, the research question is founded as follows: Can the Elsa application improve the student pronunciation in speaking. Technology can be utilized by the teacher to enhance students' pronunciation accuracy. Software designed to accurately articulate words is a form of media. The researchers employed the ELSA program in this study to aid students in practicing pronunciation. Each program is designed to assist users in

specific tasks, such as communication, creativity, or productivity. To acquire proficiency in English, a wide array of technology and application software can be accessed and downloaded from the internet. Vu Van, a Vietnamese designer, developed ELSA (English Learning Speech Assistant) in 2015. The company is based in San Francisco, California. ELSA was also recognized by the South China Morning Post as one of the 13 technology firms in Southeast Asia that demonstrate significant potential. The purpose of this program is to assist students in developing the ability to speak English with confidence, clarity, and fluency. To acquire ELSA Speak on your smartphone, you can easily obtain it by downloading it from either the Play Store or the App Store.

Shrum & Glisan (2010, p. 456) highlight ELSA as one of the versatile programmers in their feature. ELSA, a virtual language education application, is utilized by language schools, universities, corporations, and individuals worldwide. The objective of this study is to ascertain the efficacy of the ELSA application in enhancing students' pronunciation skills. In addition, the researchers observe the students' attitudes about utilizing this application for honing their English pronunciation skills.

RESEARCH METHOD

This study employs a quantitative methodology to assess the impact of its findings on the student participants. Pretest-Posttest Design was the experimental research method that was employed. Students participating in this study will administer a pronunciation pretest. Following that, students received specialized instruction using the ELSA application for learning. The final posttest exam was administered to the students following their treatment. The study design can provide the following examples.

The plan called for a class where the researcher would give out the pre-test, help the students use the ELSA application, and then give out the post-test. By comparing the pre- and post-test results, the effectiveness of the ELSA application was ascertained before and after it was used. A population, as defined by (Widiyanto 2010: 5), refers to a group of products or entities from which study findings can be

generalized. The population in this research is the second grade students of SMPN 8 SATAP TONDANO in academic year 2022/2023, which consist of 19 students. And the total number of students at SMPN 8 Satap Tondano is 50 students.

The purposive sampling technique, also known as judgment sampling, involves selecting participants on purpose based on their personal attributes, as stated by (Etikan 2015). It is a nonrandom technique that does not require a predetermined number of participants or underlying theories. A sample of SMPN 8 SATAP TONDANO second graders was used by the researcher. They originated from SMPN 8 SATAP TONDANO's second grade class, which was made up of second graders. Nineteen students will be chosen by researchers to represent SMPN 8 SATAP TONDANO in the second year. There are two different types of variables in this research: independent and dependent variables. Speaking abilities are the dependent variable in this study, and the ELSA application is the independent variable.

In collecting data, the researcher conducted step, as follows:

a) Pre-test

The researcher gave an overview of the ELSA application and some information regarding English speaking abilities during the first meeting. A pre-test on the topic of "someone who inspires" was given to the students. After having some preparation time, students told a story for two minutes.

b) Treatment

The researcher planned to perform two treatments. After providing an explanation of the ELSA application, the researcher provided some questions pertaining to the application. This treatment required ninety minutes.

c) Post-test

A post-test is an evaluation that experiment participants take as a measure after receiving treatment. During the most recent meeting, the researcher administered a post-test to ascertain how much the students' English speaking abilities had improved. A post-test is used to gauge the effectiveness of research undertaken to determine the subjects' knowledge following treatment. The pre-test and post-test both have the same set of questions.

In order to assess students' speaking abilities, this analysis compared their performance at the pre-, during, and post-testing periods. Grammar, pronunciation, vocabulary, comprehension, and fluency would all be assessed by the researcher.

$$\text{Student Score} = (\text{total correct answer}) / (\text{maximum score}) \times 100$$

Then, classifying the students score based on the following class classification:

Scoring Classification

The researcher will then use the following formula in the SPSS (Statistic product and statistic solution) version 22.0 program to measure the data from the speaking test's pre-test and post-test results, mean score, and standard deviation.

This analysis will be done by using percentage.:

$$P = Fq/N \times 100$$

Where:

P = Percentage

F = Frequency of Item

N = Total Sample

And to calculate the mean score the result of pre-test and post-test the students ability in speaking skill with using ELSA application, the researcher will use the formula as follows:

$$x = \Sigma x / N$$

Where:

x: Mean Score

Σ x: Total of raw score

N: The number of sample

(Sugiyono, 2014: 45)

FINDINGS AND DISCUSSION

Finding

The results of tests taken to compare students after receiving treatment with the ELSA application were presented in the findings. The investigators shared their results in the discussion section. The study's conclusions were associated with the pupils' pre- and post-test scores. Before receiving treatment, students take a pre-test using

the ELSA application, which involves creating dialogue texts to gauge their speaking abilities. In order to compare the speaking abilities of the students, a post-test is administered after the students have received treatment. Pre- and post-test results were obtained for the students. Based on the pre- and post-test results, data analysis was produced. The following are the findings of the students' speaking scores from the pre- and post-tests.

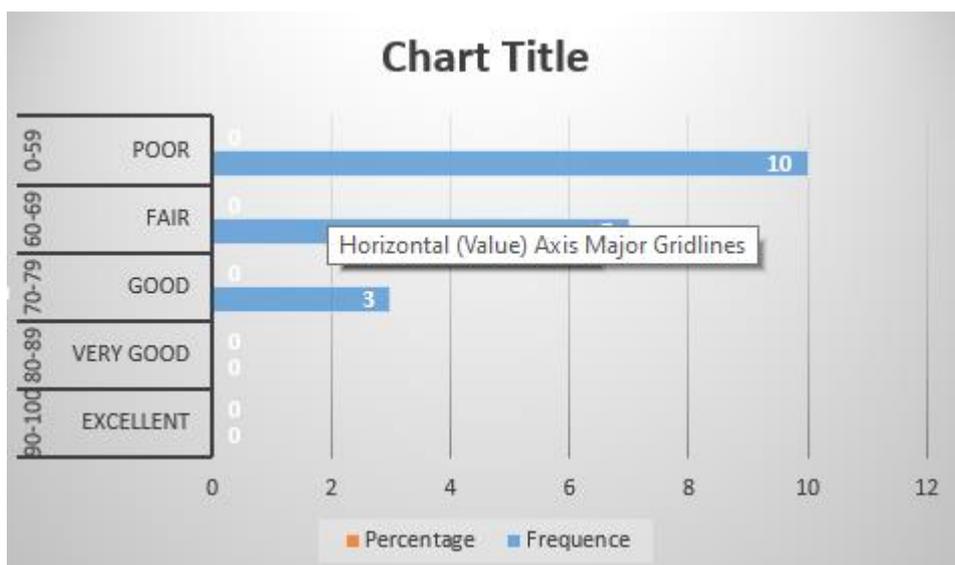
Table 4.1 The Students' Score Pre Test

No	Students' Name	Score	Classification
1.	Aira Pratasik	73	Good
2.	Aknes Item	78	Good
3.	Alexandro Lapian	66	Fair
4.	Aylin Item	61	Fair
5.	Chritian Vergeou	49	Poor
6.	Fabiano Paath	64	Fair
7.	Febriano Kawilarang	54	Poor
8.	Jelia Tooleng	61	Fair
9.	Kayla Manoppo	59	Poor
10.	Kyrei Posumah	71	Good
11.	Marsya Subroto	44	Poor
12.	Mikhael Pratasik	34	Poor
13.	Mikhael Tooleng	54	Poor
14.	Narisky karisoh	61	Fair
15.	Natalia Suamanti	59	Poor
16.	Rockly Karisoh	39	Poor
17.	Queensy Pratasik	66	Fair
18.	Yoga Repi	54	Poor
19.	Chistalita Kandow	60	Fair
Total		1107	
Mean Score		58,26	

Based on Table 4.1, which displayed the students' pre-test results. The accumulative for the students is evident. Nine students were classified as poor, seven as fair, three as good, and none of the students received a very good or excellent

classification based on their pre-test results. The pre-test score for sample class eight at SMP Negeri 8 Satap Tondano, which had 19 students, was 1107 overall, according to the table. The researcher determined the pre-test mean score, which was 58,26, based on the pre-test total score.

Table 4.2 The Percentage of students' Pre-test Score



Based on Table 4.2 shows the pre-test scores of 19 students, 9 students (50.0%) got poor classification, 7 students (35.0%) got fair classification, 3 students (15.0%) got good classification. There are none of students who get very good and excellent classification.

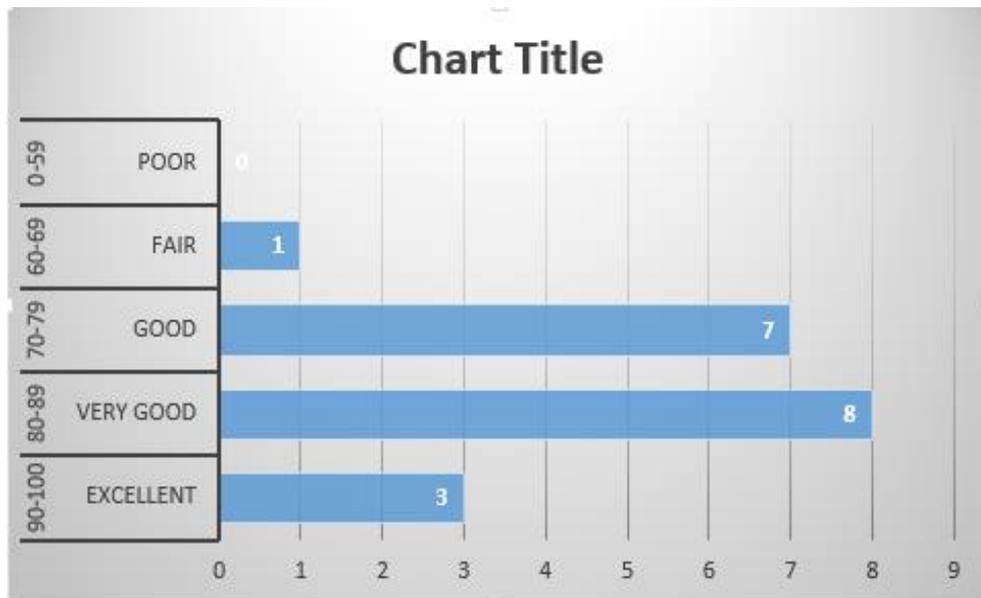
Table 4.3 The Students' Score Post Test

No	Students' Name	Score	Classification
1.	Aira Pratasik	90	Excellent
2.	Aknes Item	88	Very good
3.	Alexandro Lapian	76	Good
4.	Aylin Item	80	Very good
5.	Chritian Vergeou	83	Very good
6.	Fabiano Paath	85	Very good
7.	Febriano Kawilarang	95	Excellent
8.	Jelia Tooleng	78	Good
9.	Kayla Manoppo	83	Very good
10.	Kyrei Posumah	80	Very good
11.	Marsya Subroto	75	Good
12.	Mikhael Pratasik	66	Fair
13.	Mikhael Tooleng	78	Good

14.	Narisky karisoh	88	Very good
15.	Natalia Suamanti	71	Good
16.	Rockly Karisoh	85	Very good
17.	Queensy Pratasik	76	Good
18.	Yoga Repi	78	Good
19.	Chistalita Kadow	93	Excellent
Total		1548	
Mean Score		81.47	

Table 4.3 demonstrates that the students' post-test results following treatment indicated an improvement in scores. Only one student is categorized as poor, three students are categorized as excellent, eight students as very good, seven students as good, and one student as fair. The post-test results table indicated that the students' cumulative score was 1548. The researcher calculated the post-test mean of 81.47 using the post-test total score.

Table 4.4 The Percentage of Students' Post-test Score



The results of the students' post-test results are displayed in Table 4.4. The data indicates that four students (20.0%) received an excellent classification, eight students (40.0%) a very good classification, fourteen students (35.0%) a good classification, five students (5.0%) a fair classification, and zero students (3,0%) a poor classification.

Table 4.5 Paired Sample Test

	Mean	Paired Differences		95% Confidence Interval of The Difference		T	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Test								
Post-Test	29,536	10,779	2,037	-33.715	-25.536	14.500	20	.000

From the table 4.5 that show the result of Sig. (2-tailed) is at 0.000 which is indicate that alternative hypothesis (H1) can be accepted and the null hypothesis is rejected. This things means that using ELSA Application can improve Student English speaking.

Discussion

Using an ELSA application, the researcher helped students improve their speaking abilities. Using a variety of ELSA features, the researcher employed video conversation to assist students in expressing their thoughts in response to images or videos.

Speaking is a person's means of expressing their emotions and ideas. Speaking ability is one of the many components of English lessons that are essentially important. We must become fluent in one language because speaking is necessary in daily life. The findings of the researcher's data analysis are covered in this section. The researcher employed the following three steps to obtain the study's results:

Pre-testing is the first step in conducting this research. The technique of characterizing an inspiration was used for the pre-test. According to the pre-test results, the students' speaking ability is categorized as poor, with a mean score of 58,26. It was discovered that the pupils' speaking proficiency in this instance remained severely deficient. According to the pre-test results, not a single student received a very good or excellent classification. Lack of confidence and disinterest in learning English are two issues faced by students who do not speak the language

well. The researcher comes to the conclusion that students are still not very interested in learning how to speak English in the modern day. This step's objective is to use the ELSA application to measure the students' scores prior to receiving treatment. Using the ELSA application, the researcher applied for the students to receive treatments twice in this second step. In the first session, the researcher gave students instructions on how to use the ELSA application. The researcher only used two cellphones as teaching media tools because the face-to-face research at SMP Negeri 8 SATAP Tondano prohibited students from bringing cellphones to class. The researcher instructed students to follow the ELSA application's dialogue in the first treatment. After that, the researcher called each student individually so they could practice by reading the dialogue text.

By instructing students to follow the dialogue text in the ELSA application, the researcher replicated the same incident in the second treatment. Subsequently, the investigator instructed the pupils to rehearse at home and transmit the outcomes through WhatsApp. Each of these programs aims to teach students while also examining the potential benefits of the ELSA Application for English language acquisition and speaking proficiency.

The researcher then administered a post-test to gauge the students' improved speaking abilities following the treatment. The identical procedure as in the pre-test is repeated by the researcher. Students' mean score, as determined by the researchers' data collection, was 81,47. The student's post-test mean score is considered good. At this point, the pupils exhibit their proficiency in speaking clearly and loudly.

Based on the scores, it can be said that the ELSA application improves students' speaking abilities. A few pupils who received the treatment twice exhibited a notable improvement. It has been demonstrated that students find learning to speak in English enjoyable and that the ELSA application is very simple to use. Because of its many features that make learning English easier for students, the ELSA application can spark students' interest in learning the language..

The pre-test results of 19 students had a mean score of 58,26, as shown in Table 4.1. Following treatment, the post-test results in Table 4.3 show that nearly all

students had an increase in mean score to 81.47 using the DEPDIKBUD classification; this score includes the good classification.

Table 4.5, which compared the two variables (pre- and post-test), indicates that the use of the ELSA application can enhance students' speaking abilities. Using the ELSA application has the benefit of encouraging students' interest in learning English, particularly speaking. Students are no longer afraid to express themselves incorrectly because of the thorough explanation provided by the application.

Conclusion

The ELSA application can help eighth grade students at SMP Negeri 8 SATAP Tondano enhance their speaking abilities, according to the study's findings and the topic of discussion. Pre- and post-test results are used in the ELSA application to demonstrate how students' English ability has increased. The data analysis findings indicate that students find it simpler to learn pronunciation and fluency in speaking English while using the ELSA application, which has extremely specific processes and is easy to use.

English is one of the languages that has to be acquired in the present period in order to sustain oneself later on. The author thinks that utilizing a medium to teach English might serve as an inspiration. Based on the research findings and the topic of conversation, we may infer that the ELSA Application can help junior high school students become more proficient speakers. The results of the pre- and post-tests were used to gauge how well students were speaking English using the ELSA Aplikasi. We can observe that junior high school students may readily study English via their phones by using the ELSA Aplikasi, which are easy to use.

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