THE IMPLEMENTATION OF ELSA SPEAK APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILL

THESIS

Written by:

Sifa Nuriza
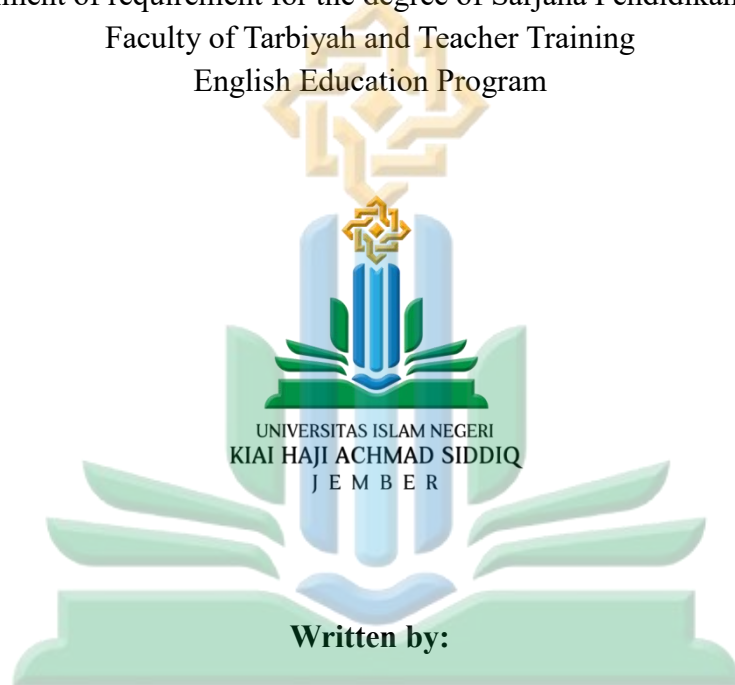**SRN: 211101060028**

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2025**

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THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfilment of requirement for the degree of Sarjana Pendidikan (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

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i

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By :

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SRN: 211101060028

Had been approved by advisor

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NIP: 19920122201903200

THE IMPLEMENTATION OF ELSA SPEAK APPLICATION
TO IMPROVE STUDENTS' SPEAKING SKILL

THESIS

Has been examined and approved in partial of
the requirements of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Thursday

Date: 26th June 2025

The Board of Examiners

Chairman   Secretary

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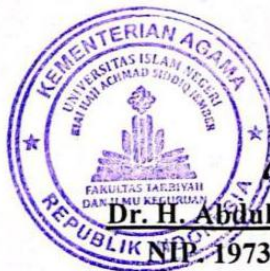NIP.198306222015031001   NIP. 199502212019032011
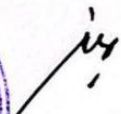
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NIP. 197304242000031005

iii

MOTTO

وَالَّذِينَ جَهَدُوا۟ فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا ۚ وَإِنَّ ٱللَّهَ لَمَعَ ٱلْمُحْسِنِينَ ۝

"And those who strive for Our pleasure, We will indeed show them Our ways.

And surely Allah is truly with those who do good"

(Q.S Al-'Ankabut:69)[1]

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[1] Surat Al-Ankabut Ayat 69" nuonline. Accessed May 01, 2025. https://quran.nu.or.id/al-ankabut/69

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents Mr. Nahrowi and Mrs. Suamah, who have worked tirelessly to realize the dream of seeing their children get a bachelor's degree, always guiding me with love and sincerity, and praying for me at every step. May Allah SWT be pleased with your struggle, and may you be given a long and healthy life to see your children achieve their dreams.

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1. Prof. Dr. H. Hepni, S.Ag, MM, Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.

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I fully realize that this thesis is far from perfect. Therefore, I welcome any criticism and suggestions. I hope this thesis can be useful for readers and other researchers who need it.

Jember, June 2025

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ABSTRACT

Sifa Nuriza, 2025: *The Implementation of Elsa Speak Application to improve students' speaking skill.*

Keywords : *Elsa Speak, Application, speaking skill.*

English proficiency is an important component of language education, especially in the current era of globalization where communication competence plays a crucial role in academic and professional success. However, many Indonesian students still struggle to speak English fluently and confidently due to limited vocabulary, lack of experience, and low self-confidence. Traditional learning methods that only rely on textbooks are often considered monotonous and ineffective. Therefore, integrating digital technology in learning, such as AI-powered speaking apps, had become a promising solution to overcome these challenges and improve students' speaking performance.

This study aimed to determine how the use of elsa speak application can improve students' speaking skills in class X-1 Madrasah Aliyah wahid hasyim Balung. The significance of this research is to provide insight into the effectiveness os Elsa Speak as a supportive application in learning English. This research was formulated of the problems in this study are: "How is the implementation of Elsa Speak Application to improve students' speaking skills at Madrasah Aliyah Wahid Hasyim Balung?"

This research used the CAR (Classroom Action Research) approach as the research design which was conducted in MA Wahid Hasyim Balung, Jember. This research used the technique of Kemmis and Mc Taggart which included planning, action, observing, and reflecting. The subjects of this research were 24 students of class X.1 consisting of 5 male and 19 female. This class were selected based on the teacher's recommendation because they showed high interest in English but had low speaking performance. The location was chosen because the school had an excellent language program and adequate facilities, but has not maximized the use of digital learning media in the teaching and learning process. In this research, the researcher conducted two cycles. Data collection consisted of speaking tests, observation, interview, and document review.

The results of the implememtation of Elsa Speak Application showed a significant improvement in students' speaking ability. The data showed that the average student score increased from 64 on the pre-test, with only 33% of students achieved the minimum mastery criteria (KKM = 75), to 78 on post-test 2 where 79% achieved the minimum mastery criteria. Elsa Speak Application was implemented through pronunciation exercises, interactive role-play, direct feedback from the Elsa, speaking practice with Elsa, and composing grammar correctly. Elsa Speak App encouraged active student engagement and increased confidence in speaking English. Thus, ELSA Speak provide to be effective in improving students' speaking ability.
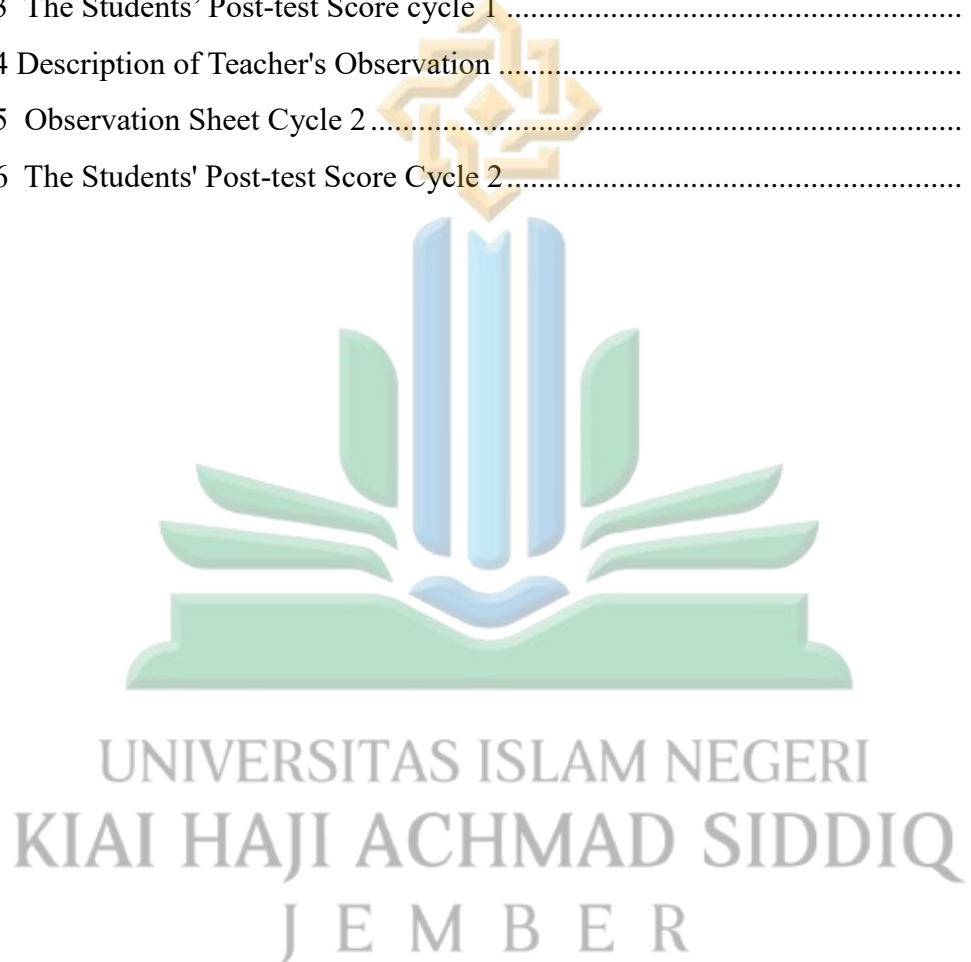
TABLE OF CONTENT

LIST OF TABLE

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF FIGURE

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching speaking skills is one of the main components in foreign language learning that aims to help students use language orally in meaningful and communicative contexts, especially when students learn English as a second or foreign language. This skill is not only focused on mastering vocabulary and sentence structure, but also includes the ability to communicate effectively, such as proper pronunciation, proper intonation, and the ability to interact with others in various situations.[1]

In this era of globalisation, speaking in English has become very important, both in the educational environment, the world of work, and social life. Structured and effective English language teaching can improve students' critical thinking ability, communication skills, as well as intercultural understanding, which ultimately supports the development of their life skills in a globalised society.[2] . Therefore, the learning process of speaking needs to be designed with the appropriate strategies so that students can develop this ability to the fullest.

Effective English language education should not only improve communication skills, but also pay attention to students' social and cultural

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[1] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman, (2001): 267.
[2] Bahrani, T., & Sim, T. S. "The Role of Audiovisual Mass Media News in Language Learning." *International Journal of Educational Research*, 54, (2012): 84-90.

contexts.[3] Therefore, English language teaching should involve an integrated approach that develops speaking, listening, reading and writing skills, with a specific emphasis on speaking skills, which provide many opportunities for meaningful practice to develop fluency and confidence. Considering the importance of English fluency for academic and professional success, it is crucial to provide students with sufficient practice in relevant contexts.

Education is a fundamental pillar of national development in Indonesia. In Islam, the importance of education is underscored by the Qur'an, which encourages the pursuit of knowledge as a way to fulfill one's potential and serve society. As Allah states in Surah Al-Mujadila, verse 11:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا

فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ⎕ ١١

"O you who believe, when you are told to make room in your gatherings, then make room; Allah will give you abundance. And when you are told to rise, then rise; Allah will raise in ranks those who believed from among you and those who are given knowledge. And Allah is All-Aware of what you do."[4]

This verse emphasizes the role of education in elevating individuals' status, enabling them to become knowledgeable, dignified, and valuable members of society.

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[3] Murcia et al.,*Teaching English as a Foreign Language: An Introduction*, (Heinle ELT, 2014),47.
[4] Dr. Muhammad Tahir ul Qadri, "Surah al-Mujadalah Ayat 11 with English Translation" Accessed 19 December ,2024. https://www.irfan-ul-quran.com/english/Surah-al-Mujadalah-with-englishtranslation/11.

English speaking education is crucial in developing students' effective communication skills, both inside and outside the academic context. Through intensive speaking education, students are not only taught to speak with correct grammar, but also develop the ability to speak fluently and confidently in social or professional situations. Speaking-based teaching effectively improves students' English fluency and proficiency because they are exposed to real and more interactive communication contexts. Structured and sustainable speaking practice is also considered to help students adapt to various communication situations, eventually improving their ability in English as a whole.[5]

Talking about teaching speaking, educators must know what the definition of speaking. Speaking is the transmission of language through the mouth. To speak, educators create sound using many parts of the body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips.[6] According to Harmer, speaking is the ability to speak fluently, and it requires not only knowledge of the properties of language, but also the ability to process information and language "on the spot".[7]

For some Indonesian students, learning English is very difficult because it is a foreign language in Indonesia, especially speaking English itself. Students often face various difficulties when learning to speak in English, such as lack of

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[5] Alharbi, H. A. Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction* 8 no. 1, (2015): 105-116.

[6] EnglishClub.com All Rights Reserved. The world's premier FREE educational website for learners teachers of English England. https://www.englishclub.com/speaking/what-isspeaking.php

[7] Siti Mutmainnah dkk., "Penggunaan Aplikasi Memrise Dalam Pembelajaran Keterampilan Berbicara: Studi Kasus Siswa Kelas 7 SMPN 1 Mandalawangi", *UNCLLE* 2, no. 1, (April 2022): 2. https://publikasi.dinus.ac.id/index.php/unclle/article/view/6410/0

vocabulary, difficulty in forming correct sentences, and lack of confidence when speaking.[8] In the current era of globalisation, students can handle the difficulties experienced while learning, especially to improve their English skills. Many of the students are already good at operating gadgets that can make their knowledge increase. Digital technology is shown to assist students in improving their language skills by providing access to flexible learning resources and opportunities for continuous practice. Technology also allows students to learn English independently, anytime and anywhere, thus increasing their motivation and exposure to the language.[9]

The use of technology is now widespread among secondary and university students, such as the use of speaking assistants that make it easier for students to learn speaking. Such apps allow students to practice speaking with the help of AI that can provide immediate feedback on pronunciation, intonation, and sentence structure, helping to correct mistakes while boosting confidence. The integration of apps such as Google Assistant in the teaching and learning process contributes to the improvement of students' speaking skills, allowing them to practice anytime and anywhere, without dependence on the teacher's presence. Thus, speaking assistant apps not only improve linguistic

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[8] Aam Rifaldi Khunaifi, "Kesulitan-Kesulitan Siswa Dalam Belajar Speaking English," *Anterior Jurnal* 12, no. 2 (2013): 21–28, https://doi.org/10.33084/anterior.v12i2.310.

[9] Yunus, Salehi, dan Chenzi dalam jurnal "*Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Challenges*," (2012).

abilities but also provide the necessary flexibility in the language learning process.[10]

Elsa speak is a speaking asisstant app that is currently widely used among students, especially because of the many features that make elsa speak everyone's choice. ELSA Speak is designed to help users improve their pronunciation and speaking skills by using artificial intelligence technology. The app offers immediate feedback on pronunciation accuracy, intonation, and word stress through sophisticated voice analysis, allowing users to correct mistakes in real-time.[11]

Researcher identified that various curricula had been implemented yet English learning outcomes, especially speaking skills, are still low among students, which is caused by various factors such as lack of interaction in the learning process, feelings of inferiority among students, and lack of opportunities to practice. To overcome these problems, this study used the Elsa Speak application as a learning medium that is expected to improve students' speaking skills by utilising speech recognition technology and a curriculum tailored to students' needs. The results showed that the use of Elsa Speak application significantly improved students' speaking ability, with the average

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[10] Liya Astarilla Dede Warman et al., "Empowering Introvert Students: How Artificial Intelligence Applications Enhance Speaking Ability," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 4 (2023): 4801– 13, https://doi.org/10.35445/alishlah.v15i4.4435.

[11] Pingky Widyasari and Ana Maghfiroh, "The Advantages of Artificial Intelligence ELSA Speak Application for Speaking English Learners in Improving Pronunciation Skills," *The 9th ELTT* 9, no. 1 (2023): 286–292, https://proceeding.unpkediri.ac.id/index.php/eltt/article/view/4248.

posttest score of the experimental group using Elsa Speak reaching 16, higher than the control group which only reached 14.2. [12]

The study by Safira Masekan involving 19 students as samples showed a significant improvement in students' speaking ability, which includes aspects of grammar, pronunciation, vocabulary, and fluency, with the average score increasing from 58.26 in the pre-test to 81.47 in the post-test. The app's features, such as automatic feedback and AI-based exercises, motivate students to learn independently and increase their confidence in speaking English. This study confirms the potential of technology as an effective language learning tool, although its scope is limited to a small group and thus requires further study for generalization.[13]

The researcher found that many students still have difficulties in improving their English speaking skills. Some of the problems faced include limited access to quality learning, teaching methods that still use old strategies, and lack of confidence when speaking. This research examined the use of artificial intelligence-based applications, such as ELSA Speak, to assist EFL (English as a Foreign Language) students in improving their speaking skills. The results showed that the use of ELSA Speak visibly helped students to speak more fluently, improve pronunciation, and increase confidence. This proves that AI

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[12] A N Hanna, V Y Harmayanthi, and S Astuti, "The Effect of Elsa Speak App Towards Students' … The Effect of Elsa Speak App Towards Students' Speaking Skill," *Proceeding of International Conference on Education*, no. 32 (2022): 16–20, https://doi.org/10.37640/ice.01.240.

[13] Safira Masekan, Nihta V F Liando, and Olga A Rorintulus, "The Use of 'Elsa' Application to Improve Students' Speaking Skills at Eight Grade Students of SMP N 8 Satap Tondano," *JoTELL: Journal of Teaching English* 3, no. 1 (2024): 32–46, https://ejurnal.unima.ac.id/index.php/jotell/article/view/8288.

technology has great potential to solve problems in language learning, especially in speaking.[14]

From all the previous study above , had similar problems that exist in class X.1 MA Wahid Hasyim Balung, students have difficulty speaking English due to lack of practice. This is because students lack confidence when practicing with friends or people around them, lack of daily exposure to English, and motivation issues because English is not their daily language. In addition, learning that only depends on books and speaking practices between students is possible to become bored.

With this uniqueness, the Elsa speak application can help students learn English in an effective and fun way. This application can also assist teacher in providing innovative and interesting learning for students. Therefore, the use of the Elsa Speak application in teaching English in senior high schools can be an interesting and effective to improve students' speaking skills. Seeing the uniqueness of Elsa speak application inspired researchers to conducted the research by tittle The implementation of Elsa speak application to improve students' speaking skill at MA Wahid Hasyim Balung.

B. Research Focus

1. How is the implementation of Elsa Speak application to improve students' speaking skill at MA Wahid Hasyim Balung?

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[14] Sayit Abdul Karim et al., "Promoting EFL Students' Speaking Performance through ELSA Speak: An Artificial Intelligence in English Language Learning," *Journal of Languages and Language Teaching* 11, no. 4 (2023): 655, https://doi.org/10.33394/jollt.v11i4.8958.

C. Research Objective

1. To explain weather using of Elsa Speak Application can improve students' speaking skill at MA Wahid Hasyim Balung.

2. To explore how AI-based applications such as ELSA Speak align with language learning theories, including the role of immediate feedback, speech recognition, and personalized learning in supporting oral language acquisition.

D. Research Significant

1. For Teacher :

   a. Provide information that can help teacher in choosing more effective learning methods in teaching English in senior high school.

   b. To give information about the using of Elsa Speak app in English language learning, so that teacher know the ways to utilize the app effectively in classroom learning.

   c. To improve the method of teaching and learning English to be more interesting and effective in the classroom, especially in speaking English students.

2. For Students :

   a. To provide an overview of the elsa speak app that can help them to improve their speaking skills in an enjoyable and fun way during classroom learning.

   b. To assist students in the improvement of their speaking skills, including pronunciation, fluency, vocabulary and confidence in using English.

These improvements are crucial for academic success and future career possibilities.

   c.   Improve students speaking ability and confidence in communicating in English in their daily environment.

E. Action Hypothesis

The application of Elsa Speak in English learning is believed to improve students' speaking ability by providing interactive and technologybased pronunciation training. Through the automatic feedback feature, students can correct their pronunciation mistakes independently. In addition, frequent use of this app is expected to increase students' confidence in speaking English. Thus, the integration of Elsa Speak in the learning process has the potential to create a more engaging, effective learning experience and contribute to improving students' learning outcomes in speaking at 10th grade senior high school Wahid Hasyim Balung.

F. Definition of Keyterm

1. Application : Programs that we can install on phone or laptop to help us with our daily activities, such as studying, shopping, or entertainment. For students, apps are very important because they can help with assignments, communication, and finding study references.

2. Elsa Speak : Elsa Speak is an English learning application that used Artificial Intelligence (AI) to help users improve their pronunciation and speaking fluency. The app provides instant feedback on pronunciation accuracy, intonation, and word stress through advanced voice recognition

analysis. Elsa Speak can be used anytime and anywhere both in the classroom and independently at home allowing students to practice speaking flexibly without constant teacher supervision. The application is available in a free version, but to access full features such as complete lessons, detailed assessments, and additional materials, users need to subscribe to the paid version.

3. Speaking Skill : Ability to communicate effectively through verbal expression. This ability included various components such as pronunciation, vocabulary, grammar, and fluency.
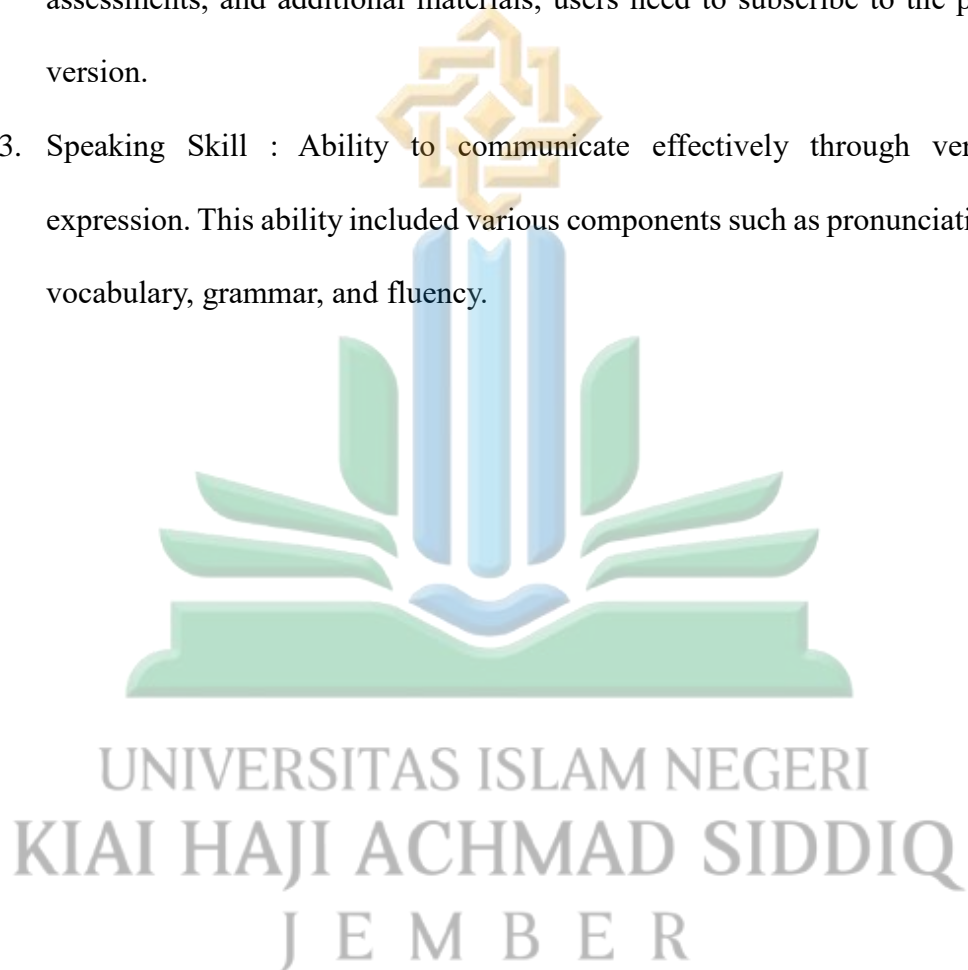
CHAPTER II

LITERATURE REVIEW

A. Previous Research

This section explained to the reader about several research related to the topic of this research. Those research had done by another researcher. It described the similarities and the differences in order to know the gap of the previous research.

1. "The effectiveness of Elsa Speak Application to improve students' pronounciation ability at SMPN 1 Tandukkalua"

    This study is using experimental method (quantitative research) involving 11 students of class XI SMK Taruna Bhakti Kadugede as samples. The results of statistical analysis showed that the use of ELSA Speak can improve students' pronunciation skills by 17% and also increase their learning motivation by 25.45%. The similarity of this study lies in the focus of using ELSA Speak application as English learning media as well as the use of data-based approach, namely pre-test and post-test to measure students' progress.[18]

2. "Improving students' pronounciation through Elsa Speak Application of Madrasah Aliyah of Darul Istiqomah Cilalang boarding school"

    From the second previous study was found that the research used pre-experimental research method with one group pre-test and post-test

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[18] Rianepi, Henni Rosa Triwardani, and Rasyal Nur Azi, "The Effectiveness of ELSA Speak Application to Improve Pronunciation Ability," Jurnal Fakultas Keguruan & Ilmu Pendidikan 3 (2022).

design. The research sample consisted of 14 Madrasah Aliyah students who became the research subjects, which were selected through total sampling technique. The focus of the study was to determine whether the use of the ELSA Speak app can improve students' pronunciation skills as well as to evaluate students' perceptions of the app's effectiveness in helping them learn English pronunciation. Based on data analysis, the average score on the post-test (44.33) was higher compared to the pre-test score (27.67), which showed a significant improvement. In addition, the t-count value (2.537) was higher than the t-table (1.796), indicating that the alternative hypothesis was accepted and the use of ELSA Speak app helped students in improving their pronunciation mastery. [19] The similarity between these studies is that they both address the use of Elsa speak app by students in senior high school.

3. "The effect of using Elsa (english language speech assistant) Speak Application on students' speaking ability for the eleventh grade of MAS Darul Al Muhajirin in the Academic year 2021/2022"

This study used a pre-test and post-test experimental design involving two groups, namely the experimental group using the ELSA Speak application and the control group using Google Translate. The results of the analysis showed that the use of ELSA Speak significantly improved students' speaking ability, indicated by the higher mean score of the post-

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[19] Dana Adillah, "Improving Students Pronunciation Through ELSA Speak Application of Madrasah Aliyah of Darul Istiqomah Cilalang Boarding School," (2022): 107.

test compared to the pre-test. The t-test value of 10.619 which is greater than the t-table reinforces that the alternative hypothesis is accepted, which means ELSA Speak is effectively used as a learning media to improve students' pronunciation, intonation, and confidence in speaking English. This study was conducted at MAS Darul Al Muhajirin with a sample size of 40 students divided into two groups. The similarity between these studies is that both examined the use of ELSA Speak application as a learning media at the secondary school level. The main focus of both studies was to measure the effectiveness of this application in improving students' speaking skills, especially in the aspects of pronunciation, intonation, and self-confidence.[20]

4. "The use of Elsa Application to improve students speaking skills at eigth grade students at SMPN 8 Satap Tondano"

    This study focused on students' perceptions of using the ELSA Speak app in speaking learning, which showed that the app had a positive impact in improving students' speaking skills and confidence. Using a qualitative approach, data was collected through interviews and observations, and revealed various advantages such as a personalized learning experience and variety of conversation topics. However, the study also noted disadvantages such as the need for a stable internet connection

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[20] Puja Aswaty and Ayu Indari, "The Effect of Using Elsa (English Language Speech Assistant) Speak Application on Students' Speaking Ability for the Eleventh Grade of Mas Darul Al Muhajirin in the Academic Year 2021/2022," Serunai : Jurnal Ilmiah Ilmu Pendidikan 8, no. 1 (2022): 18–23, https://doi.org/10.37755/sjip.v8i1.616.

and paid features. On the other hand, despite the different methodological approaches, these studies have in common that they both emphasize the use of ELSA Speak as a tool in improving students' speaking skills. This study recognizes the potential of ELSA Speak in providing a more enjoyable, contextualized learning experience and boosting students' confidence.[21]

5. "Using Elsa Speak Application to improve students' speaking skill at Upt Spf SMPN 17 Makassar"

This study utilized a pre-experimental design targeting junior high school students in a specific environment, to address challenges such as limited access to smart phones and thus requiring an alternative approach. Conducted with a sample of 33 students, the study showed a significant improvement in speaking ability, with the mean score increasing from 57.03 in the pretest to 76.30 in the post-test. This demonstrates the effectiveness of this app in providing an interactive, engaging and feedback-rich learning experience. This study and related studies have the same goal, which is to improve students' speaking ability by using the ELSA Speak app. They used pre-test and post-test assessments to evaluate the effectiveness of the app across key components of speaking including pronunciation, grammar, vocabulary, fluency and confidence. A consistent finding of significant improvement in students' speaking ability underscores the value of this app as a learning tool. The ELSA Speak app proved particularly useful in

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[21] Masekan, Liando, and Rorintulus, "The Use of 'Elsa' Application to Improve Students' Speaking Skills at Eight Grade Students of SMP N 8 Satap Tondano."

technology-enabled learning environments, even where device access was a challenge. This consistency suggests wide applicability in similar educational environments.[22]

Table 2. 1
The Differences Between Previous Research and Current Research

No.	Authors' name	Similaritites	Differneces
1.	Jayanti (2023) " The effectiveness of Elsa Speak Application to improve students' pronunciation ability at SMPN 1 Tandukkalua"	Both studies using Elsa Speak Application as an English language learning medium and measured its effectiveness in improving students' language skills. both highlighted the advantages of ELSA Speak in providing automatic feedback which was very helpful in improving students' confidence and speaking ability.	This research had a more limited scope because it only focused on improving students' pronunciation skills in English. In terms of method, this research used a true-experimental design approach with random sampling technique to determine the research sample, and analyzed the data using the help of SPSS statistical application. In addition, another difference lies in the subject of the research, namely junior high school students, so that the learning context and the level of ability of the students studied are different.

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[22] Belinda Lesamana, "Using Elsa Speak Application To Improve Students' Speaking Skill At Upt Spf Smpn 17 Makassar Skripsi Belinda Lesmana 4517101024 English Language Education Study Program Faculty of Teacher Training and Education Bosowa University 2022," 2022.

No.	Authors' name	Similaritites	Differneces
2.	Dana Adilah (2022) " Improving students' pronunciation through Elsa Speak Application of Madrasah Aliyah of Darul Istiqomah Cilallang Boarding School"	These two studies both use the ELSA Speak application as a learning media to improve students' ability in learning English. Both aim to overcome students' difficulties in pronouncing English words that are often different between writing and pronunciation. In addition, both studies were conducted at the level of Madrasah Aliyah (equivalent to high school) students.	The research conducted by Dana Adillah used a pre-experimental method with a one-group pretest-posttest design conducted at Madrasah Aliyah Darul Istiqomah Cilallang Boarding School. The main focused of this study was on improving students' mastery of diphthong pronunciation, which is one of the important aspects of English pronunciation but often became an obstacle for learners. Through the ELSA Speak app, students were given pronunciation exercises in stages based on specific diphthong categories. The results showed an increase in the use of the ELSA Speak application had a significant effect on improving the mastery of diphthong pronunciation.
3.	Puja Aswati, Ayu Andari (2022) " The effect of using Elsa (English Language Speech Assistant) Speak Application on students' speaking ability for the eleventh grade of MAS Darul Al Muhajirin in the Academic year	These two studies have similarities in terms of using the ELSA Speak application as a learning medium to improve the English speaking skills of high school students. Both identified students' problems in pronunciation, intonation and	There is a significant difference in the design of the research method used. This study used a true-experimental design with two groups (experimental and control), where the experimental group used the ELSA Speak app, and the control group used Google Translate. This research focused

No.	Authors' name	Similaritites	Differneces
	2021/2022"	confidence when speaking in English.	more on general speaking skills related to English expressions in the context of communication. The results showed that the t-count value (10.619) was much greater than the t-table, indicating that the use of ELSA Speak had a significant effect on improving students' speaking ability.
4.	Safira Masekan (2024) " The use of Elsa Application to improve students speaking skills at eigth grade students at SMPN 8 Satap Tondano"	This research had similarities in the use of ELSA Speak application as a learning media to improve students' English speaking ability. Both highlight the important role of pronunciation, fluency, and increasing students' confidence in communicating using English.	There are differences in the level of education and research design. This research examined students at the junior high school level using the pre-experimental design method in one group without a control group. In terms of results, Safira's study showed an increase in the average score from 58.26 to 81.47, with significant test results (Sig. 2-tailed = 0.000), which proved that ELSA Speak was effective in improving students' speaking skills.

No.	Authors' name	Similaritites	Differneces
5.	Belinda Lesmana (2022) " Using Elsa Speak Application to improve students' speaking skill at UPT SPF SMPN 17 Makassar"	These two studies have similarities in the use of ELSA Speak application as a learning media to improve students' English speaking ability which emphasizes on speaking aspects such as pronunciation, fluency, vocabulary, and students' confidence. In addition, both studies emphasized the importance of utilizing technology in language learning to create an interactive and independent learning process.	This research was conducted at the junior high school level at UPT SPF SMPN 17 Makassar with a one-group pre-experimental method. the focused of this research emphasized more on analyzing the impact before and after the use of the application without an action cycle. The results showed an increase in students' average score from 57.03 in the pre-test to 76.30 in the post-test, indicating that the ELSA Speak application was effective in helping improve students' speaking skills.

Based on the previous research described above, there are differences between previous research and this study. This research variable used the Elsa Speak application to improve speaking skills. The research subjects were tenth grade students. The research location is MA Wahid Hasyim Balung Jember. This research focused on the use of Elsa Speak application to find out whether Elsa Speak application improved students' speaking ability, and to find out the advantages and disadvantages of using elsa speak application to improve speaking ability. This study uses Classroom Action Research (CAR) as the research design. Data collection is carried out by pre-test and post-test. So the researcher was interested in

conducting a study entitled 'Implementation of elsa speak application to improve students' speaking ability'.

B. Theoritical Framework

1. English Teaching

Teaching English as a Foreign Language has an important role in education as it presents the best opportunites for students to practice using English, which is a very important skill in today's global education context. Teaching as a purposive activity in which opportunities for learning are provided. [23] This means that teaching is the process of delivering information to students to reach an understanding and be able to learn about the information provided.

Effective English teaching needs a structured and systematic approach, one of which is the Pre-While-Post model. In the pre-teaching stage, teacher prepare students by setting the context, learning objectives, and basic knowledge that is relevant to the topic to be learned. Activities such as early discussion, introduction of new vocabulary, and presenting supporting materials are essential to build students' interest and motivation. Good preparation can increase student engagement and facilitate better understanding of the material to be taught.[24]

The while-teaching phase is the center of the learning process. Here, students are involved in various interactive activities that allow them

[23] Peter Jarvis, "The Theory and Practice of Teaching: Second Edition," *The Theory and Practice of Teaching: Second Edition*, (London: Routledge, 2006), 1–257.
[24] Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Fourth Edition)

to apply the knowledge they have learned. Methods such as reading texts, listening to audio, as well as practicing speaking in a real context are highly recommended. Variations in teaching methods, including the use of technology and media, can increase student engagement and strengthen their understanding of English.[25]

In the post-teaching stage, learners consolidate and expand upon the skills practiced during the while-teaching phase. This stage typically includes reflective or productive activities such as discussions, writing tasks, or presentations. By encouraging learners to use language creatively and authentically, post-teaching activities bridge the gap between classroom learning and real-world application. This stage fosters deeper learning as students evaluate their performance and integrate feedback into their language use.[26]

2. **Teaching Speaking**

Speaking is a vital aspect of learning a second language and plays an integral role in daily life, often taken for granted. Despite its significance, teaching speaking has historically been undervalued, with English language instruction focusing primarily on drills and memorization of dialogues. However, modern educational approaches emphasize that the primary aim of teaching speaking should be to enhance students'

[25] Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. (Cambridge University Press, 2014). P. 185-191
[26] Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. (Cambridge University Press, 2014). P. 185-191

communicative abilities.[27] This shift enables learners to express themselves effectively while adhering to the social and cultural norms appropriate for various communicative situations.

Teaching speaking involves equipping learners with the ability to produce correct English sounds and sound patterns, apply proper word and sentence stress, intonation, and rhythm, and select appropriate vocabulary and structures based on the social context, audience, situation, and subject matter. Additionally, it helps students organize their thoughts in a logical sequence, use language to express values and judgments, and achieve fluency—speaking confidently and naturally with minimal pauses.[28]

When teaching speaking, it is crucial for teachers to not only build students' linguistic knowledge, such as grammar and vocabulary, but also to focus on enhancing their speech production, pronunciation, articulation, accuracy, fluency, and confidence. These elements are essential for effective oral communication.[29]

One key aspect to highlight is that speech production occurs in real time, making it inherently linear. This means that learners need to process and produce language simultaneously, which requires practice and support. For instance, developing students' speech production can involve

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[27] Faisal Razi, Asnawi Muslem, Dohra Fitrisia, "Teachers' Strategies In Teaching Speaking Skill To Junior High School Students", *ENGLISH EDUCATION JOURNAL (EEJ),* 12, no. 3, (2021): 399-415

[28] Richards, J. C. "*Teaching Listening and Speaking: From Theory to Practice".* (Cambridge University Press, 2008).

[29] I. S. P. Nation and Jonathan Newton, "*Teaching ESL/EFL Listening and Speaking*, (Routledge: New York, (2009), 9.

encouraging them to produce utterances relevant to the context and the person they are communicating with. This real-time interaction helps them build conversational competence while adapting to their interlocutor's responses. [30] The real-time processing demands of speech production account for many characteristics of spoken language. To help students develop their speech production, teachers should guide them in learning how to speak and respond appropriately to their conversational partners. This can be achieved through incremental steps, such as practicing wordby-word, phrase-by-phrase, and utterance-by-utterance communication.[31]

Pronunciation is a critical component in teaching speaking, as it directly impacts the clarity of communication. If students pronounce words incorrectly, it can lead to misunderstandings between speakers and listener. [32] Pronunciation plays a vital role in achieving communicative competence, as it helps learners strike a balance between fluency and accuracy, ensuring effective and clear interaction. Teaching students proper articulation is a fundamental aspect of teaching speaking, as it involves using the speech organs to produce clear and distinct sounds. Poor articulation can lead to misunderstandings in communication, particularly

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[30] Harmer, J. "*The Practice of English Language Teaching* (4th ed.)". (Pearson Longman, . 2007).

[31] Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). (Longman, 2001).

[32] Gilakjani, A. P. "A Study of Factors Affecting EFL Learners" Pronunciation Learning and the Strategies for Instruction". *International Journal of Humanities and Social Science* 2, no. 3), (2012: 119128. Retrieved from http://ijreeonline.com/article-1-21-en.htm

in pronunciation. In addition to articulation, accuracy and fluency are crucial aspects that need to be developed in speaking instruction.[33]

Fluency is best fostered by encouraging a natural flow of speech. Over time, as students produce language that may initially exceed complete comprehensibility, targeted instruction in phonology, grammar, or discourse can help refine their communication and guide it toward more effective and purposeful expression. On the other hand, accuracy requires a focused effort to develop students' command of phonological, grammatical, and discourse elements in their spoken output.[34] Fluency and accuracy are vital in communication, but fluency does not simply mean speaking quickly; appropriate pauses play a crucial role in gathering thoughts and ensuring clarity. Similarly, teaching is a complex and highly contextualized activity shaped by various factors, including students, advancements in fields, and evolving technology. Both effective communication and teaching require thoughtful delivery and adaptability, emphasizing the importance of pausing and adapting to changing parameters for clarity and effectiveness.[35]

Building students' confidence in speaking is equally important in teaching this skill. Many students feel shy or reluctant to express their ideas or opinions during speaking activities due to a lack of confidence. Organizing speaking activities in pairs, small groups, and whole-class

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[33] Lickley, R. J. *Fluency and disfluency. In M. Redford (Ed.),* (The handbook of speech production, 2015). 445-469.

[34] Harmer, J. *The Practice of English Language Teaching* (4th ed.). (Pearson Longman, (2007).

[35] Susan A. Ambrose, Michael W. Bridges, Marsha C. *Lovett, Michele DiPietro, & Marie K. Norman, How Learning Works,* (San Francisco: Jossey-Bass, 2010), 218.

settings.[36] These formats create a supportive environment, reducing anxiety and encouraging participation. From the explanation above, it is clear that teaching speaking involves more than just imparting language knowledge, competence, structure, and grammar. Teacher must also focus on developing other key aspects such as pronunciation, articulation, fluency, and accuracy.

Additionally, fostering students' confidence is crucial for helping them become brave, fluent, and accurate speakers with clear pronunciation and articulation, ensuring effective communication and minimizing misunderstandings between speakers and listeners. Speaking is a skill that uses oral language to convey ideas, making it essential for speakers master its components to ensure their messages are understood by listeners.[37]

3. **Principles of Teaching Speaking**

The principles in teaching speaking cover a range of approaches designed to improve students' oral communication skills. One of the key principles is 'meaningful communication', which emphasises the importance of context and purpose in speaking. In teaching speaking, students should engage in relevant and authentic activities, so that they can see the practical value of the speaking skills they are learning. Activities such as group discussions, presentations, and simulations of real

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[36] Scrivener, J. *Learning Teaching: The Essential Guide to English Language Teaching* (2nd ed.). (Macmillan, 2005).

[37] Sonja K. Foss, Karen A. Foss. *Inviting Transformation Presentational Speaking For a Changing World,* (Long Grove: waveland Press, 2019), 6.

situations can help students develop their speaking skills in a more effective and fun way.[38]

The second principle is 'collaborative learning', which emphasises the importance of social interaction in the learning process. By working together with peers, students can learn from each other, share ideas and provide constructive feedback. Collaborative learning not only improves speaking skills, but also builds students' confidence in communicating. Research shows that students who engage in collaborative learning tend to be more active and motivated to participate in speaking activities.[39]

The third principle is 'the use of feedback,' which is very important in teaching speaking. Constructive feedback from teachers and peers can help students understand their strengths and weaknesses in speaking. By receiving feedback, students can make necessary improvements and develop their speaking skills continuously. Research shows that specific and timely feedback can increase students' motivation and speed up their learning process.[40]

The last principle is 'confidence building,' which is a key factor in students' speaking ability. Students with a higher level of self-confidence are more likely to engage actively in speaking activities and to take communicative risks, which can enhance their language development.

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[38] Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. (New York: Prentice Hall, 1991), 39.

[39] Johnson, D. W., & Johnson, R. T. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. (Boston: Allyn & Bacon, 1999), 25

[40] Hattie, J., & Timperley, H. The Power of Feedback. *Review of Educational Research* 77, no. 1, (2007): 81-112.

Therefore, it is important for teachers to create a supportive and positive environment, where students feel safe to speak without fear of criticism. Research shows that a supportive environment can increase students' confidence and, in turn, improve their speaking ability.[41]

4. **Types Of Speaking**

According to Brown, there are five types of speaking, including:[42]

a. Imitative

This type involves imitating speech without deep understanding of meaning. Students are asked to imitate what the teacher or native speaker says in order to practice pronunciation, intonation and sound accuracy. The main goal is to see the extent to which students are able to reproduce language forms accurately.

b. Intensive

Focuses on limited language use in a controlled environment. This activity emphasizes grammatical accuracy and vocabulary acquisition. Students are usually asked to give short responses to simple statements or questions as an exercise in language structure.

c. Responsive

This type involves more meaningful interaction than intensive. Students provide responses to questions or statements in the form of short conversations. Although less complex, this type develops

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[41] Dörnyei, Z. *Motivational Strategies in the Language Classroom*. (Cambridge: Cambridge University Press, 2011), 36.

[42] Brown, H.D. *Language Assesment : Principles and Classroom Practices*, 147-148.

students' ability to understand and respond in the context of real communication.

d. Interactive

The difference between responsive and interactive speaking lies in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interactions can take two forms: informational exchanges, which aim to exchange specific information, or interpersonal exchanges, which aim to maintain social relationships.

e. Extensive (monologue)

Students are asked to write a long monologue in the form of a summary, report, or short speech in this extensive form.

5. **Aspect Of Speaking**

According to Syakur, speaking comprises several essential components that contribute to effective communication :[43]

a. Vocabulary

Vocabulary refers to the appropriate choice of words used in communication. Without sufficient vocabulary, learners cannot effectively convey their ideas or participate in meaningful interactions. Limited vocabulary is a significant barrier to language learning, as it restricts the ability to understand and express ideas. Without grammar, very little can be conveyed, but without

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[43] Syakur. *Language Learning and Teaching*, (1987).

vocabulary, nothing can be conveyed.[44] Thus, mastering vocabulary is a fundamental requirement for speaking and writing English fluently and accurately. A strong vocabulary is crucial for effective communication, whether in oral or written form. Without adequate vocabulary knowledge, individuals cannot express their ideas clearly. Vocabulary refers to the appropriate selection of words (diction) used in communication.

b. Grammar

Grammar enables students to construct accurate sentences in conversations or speeches. Grammar involves the ability to manipulate sentence structures and distinguish between correct and incorrect forms. Mastery of grammar is essential for developing expertise in both oral and written communication.[45] However, grammar can be challenging for students to grasp, particularly when determining when to use tenses such as present, past, or future. This difficulty often impacts their ability to apply grammar effectively in speaking, making it a crucial area for focused instruction and practice.[46]

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[44] Michael Lessard-Clouston. Challenging Student Approaches to ESL Vocabulary Developmentl, *TESL Canada Journaurevue Tesl Du Canada* 12, no.1, (1994).

[45] Heaton, J. B. *Writing English Language Tests*. (Longman, 1978).

[46] Dayu Retno. P, Asih Rosnaningsih, Need Analysis of Speaking Skill by Using Simulation for Students of Primary School Teacher Education, *Journal of English Language Studies* 4, no. 2 (2019): 159-169 http://jurnal.untirta.ac.id/index.php/JELS

c. Pronunciation

Pronunciation theory focuses on the way sounds are produced and articulated in language. Proper pronunciation is essential in verbal communication, as it can affect the understanding and interpretation of meaning. In linguistics, pronunciation involves several aspects, including phonetics, which studies the physical properties of sounds, and phonology, which focuses on how sounds function within a given language system. Research shows that good pronunciation depends not only on an individual's ability to produce sounds, but also on their understanding of the patterns and rules present in the language spoken. Teaching pronunciation therefore often involves listening and speaking practice, as well as the use of tools such as audio recordings to help learners understand the different sound nuances in their target language.[47]

d. Fluency

Fluency is the ability to speak, read, or write smoothly and expressively without unnecessary hesitation. It involves speaking at a reasonable pace with minimal pauses or filler words such as "um" or "er," indicating that the speaker can access the required language items easily. Fluency also reflects a speaker's ability to respond naturally while maintaining clarity and context. Achieving fluency is

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[47] M. A. Rahman, 'Teaching Pronunciation in Foreign Language Learning,' *Journal of Applied Linguistics* 5, no. 2, (2020): 45-56.

a primary goal for language learners, as it enhances their ability to communicate confidently and effectively. Fluency reflects a speaker's ability to access language items effortlessly, ensuring that the message is conveyed efficiently.[48]

According to Brown 2004, speaking assessment can be scoring to this four aspect, as the tabel below:

Aspect Of Speaking	Score	Ability
Vocabulary	1	Peaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on a levels is fully accepted by educated native speakers in all its feature/1including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Grammar	1	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	2	can usually handle elementary constructions Quite accurately but does not have thorough or confident control of the grammar.

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[48] Azlina Kurniati, Eliwarti, Novitri, A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru, Faculty of Teachers Training and Education Riau University, https://media.neliti.com/media/publications/206186-none.pdf

Aspect Of Speaking	Score	Ability
	3	Control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare
	5	Equivalent to that of an educated native speaker
pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare
	5	Equivalent to and fully accepted by educated native speaker
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work,/1family and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

6. ELSA Speak Application

Figure 2. 1 Elsa Speak logo

This study does not encourage students to strive for a perfect "English native" accent. However, the common aspiration among many students to sound like native speakers can be leveraged as a motivating factor for learning English, rather than being treated as a source of discouragement. By utilizing appropriate tools, students can be inspired to engage in language learning. Drawing on principles from ComputerAssisted Language Learning (CALL), it is evident that introducing innovative yet user-friendly technology can boost students' motivation to learn English. To this end, the teacher incorporated an advanced educational technology known as the English Speak Learning Speech Assistant (ELSA).

ELSA is an AI-driven platform designed specifically to assist non-native English learners in improving their speech and pronunciation through brief, app-based lessons. This software utilizes advanced voice recognition and artificial intelligence to help users accurately pronounce

English words. [49] By following the instructions provided by the AI, learners can refine their pronunciation skills. The app offers themed lessons that focus on pronunciation practice with word clusters, phrases, and sentences in various contexts.[50] Additionally, it features an interactive dictionary that demonstrates the correct pronunciation of words and phrases that users search for.[51]

ELSA was developed by Vu Van, a Vietnamese entrepreneur who moved to the United States in 2015. Vu Van established a company aimed at creating technology capable of accurately detecting users' pronunciation issues and offering cost-effective solutions comparable to those provided by personal tutors. The founder's motivation aligns with the researchers' goal of addressing their students' pronunciation challenges. ELSA's advanced technology boasts a 95% accuracy rate in identifying pronunciation errors, making it highly effective for improving English pronunciation. This precision further justifies its use in this study.[52]

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[49] Pilar, R., Gonzales, T., & Santos, M. Advancements in AI-powered language learning tools: A comparative study. *Educational Technology Journal* 11, no. 1, (2013): 102–118.

[50] Karim, S.A., Hamzah, A.Q.S., Anjani, N.M., Prianti, J., & Sihole, I.G, Promoting EFL Students' Speaking Performance through ELSA Speak: An Artificial Intelligence in English Language Learning. *JOLLT Journal of Languages and Language Teaching* 11, np. 4, (2023), 655-668. DOI: https://doi.org/10.33394/jollt.v%vi%i.8958

[51] Darsih, E., Kurniawan, A., & Ramdani, S. ELSA Speak and its role in improving pronunciation for non-native speakers. *International Journal of Education Technology* 8, no. 2, (2021): 74– 89.

[52] Yosintha, R., Rekha, A. ―Elsa Speak‖ in an Online Pronunciation Class: Students' Voices. *IJEE (Indonesian Journal of English Education)* 9, no. 1, (2022):160-175. doi: 10.15408/ijee.v9i1.23033

Although there are many language learning applications available, only a limited number are accessible without charge. This affordability factor makes ELSA an ideal tool for this context.[53] The combination of its affordability, precision, and user-friendly design highlights its suitability as a tool for teaching pronunciation effectively.

7. **Elsa Speak Procedures**

Using the ELSA (English Language Speech Assistant) app to improve English speaking involves several systematic steps. Here is the complete procedure for utilizing this app:

a. Download and Install the App

Figure 2.2
Installation App

Step One: Download the ELSA Speak app from the Google Play Store for Android users or the Apple App Store for iOS users. Once downloaded, install the app on your device.

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[53] Arbain, Pane, W. S., & Jannah, R. M. Comparative Efficacy of Elsa and English Speaking Practice: A Quasi-Experimental Study on EFL Learning Outcomes. *Eduvelop: Journal of English Education and Development* 7, no. 1, (2023): 22-31. https://doi.org/10.31605/eduvelop.v7i1.2974

b. Create an ELSA Account

Figure 2. 3
Account Registration

Step Two: Open the app and create an account by following

the onscreen instructions. You need to select your native language

and evaluate your English proficiency level to get customized

learning.

c. Sign up for ELSA AI Features
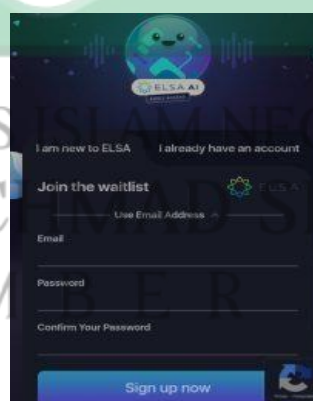
Figure 2. 4
Sign up account

Step Three: If you want to access the ELSA AI features,

register your account in the relevant section of the app. This allows

you to have a more personalized learning experience.

d. Select Learning Mode
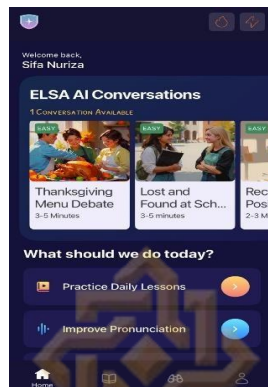
figure 2. 5
Homepage

Step Four: After registering, select the desired learning

mode, such as role plays or pronunciation exercises. You can choose

from the provided scenarios or create your own.

e. Start Practicing

Figure 2. 6
Elsa Conversation

Step Five: Start talking to the ELSA AI by typing or speaking

commands in English. ELSA will respond and provide feedback on

pronunciation, grammar and vocabulary.

f. Receive Feedback

Figure 2. 7
Feedback

Step Six: Once the practice session is complete, you will receive detailed feedback on pronunciation, grammar and vocabulary. This includes an assessment of whether your skills are at beginner, intermediate, advanced or native speaker level.

g. Progress Evaluation

Use the evaluation feature to see your progress regularly. The app also offers a free pronunciation test that helps you understand your speaking progress. By following these steps, users can effectively utilize the ELSA app to improve their English speaking skills in an interactive and fun way.

8. **Advantages of Elsa Speak Application**

ELSA Speak app offers various advantages for teachers and students in the English learning process, especially in the development of speaking skills. Here are some of the advantages:

a. Instant Feedback and Personalization

ELSA Speak gives users instant feedback on pronunciation, intonation and fluency. [54] This allows students to immediately recognize their mistakes and make immediate corrections. For teachers, this feature helps in monitoring students' progress in realtime, thus providing more targeted and effective guidance.

b. Higher Engagement

With the gamification approach implemented in the app, students are likely to be more engaged and motivated to learn. ELSA Speak provides a variety of exercise themes that can be customized according to students' interests, making it more engaging than traditional methods. Teachers can utilize this feature to create a more dynamic and interactive classroom atmosphere. [55]

c. Comprehensive Speaking Skills Development

ELSA Speak not only focuses on pronunciation, but also covers other aspects such as vocabulary, grammar, and speaking

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[54] Afrilia Dwi Asri et al., "The Advantages Of Elsa Speak To Enhance Speaking Skill In Senior High School," *Conference on English Language Teaching* 4, no. 1, (2024): 42-48.

[55] Widyasari and Maghfiroh, "The Advantages of Artificial Intelligence ELSA Speak Application for Speaking English Learners in Improving Pronunciation Skills."

fluency. With materials tailored to each student's ability level, this app helps students develop comprehensive speaking skills. For teachers, this means they can integrate this tool into their curriculum to support more comprehensive learning.[56]

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[56] Hanna, Harmayanthi, and Astuti, "The Effect of Elsa Speak App Towards Students' … The Effect of Elsa Speak App Towards Students' Speaking Skill."

CHAPTER III

RESEARCH METHOD

A. Research Design

This research approach used qualitative and quantitative approaches with the type of research in the form of classroom action research. Since it occurs in the classroom frame, it is called CAR. According to john W. creshwell, Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, the teaching, and the learning of their students. In some action research designs, you seek to address and solve locals, practical problems, such as a classroom discipline issue for a teacher.[57] Classroom Action Research (CAR) can be said to be successful if it is able to criteria that have been set and fail if it does not reach the criteria that have been set. In this study, the research is considered successful if there are 75% of the number of students who can achieve the expected improvement in grades from the pre-test to the second post-test in the second cycle and / or they can reach the Minimum Completion Criteria (KKM) of 75.[58]

In this research, the researcher used a Class Action Research (CAR) designed by Kemmis and McTaggart. The classroom action research cycle as proposed by Kemmis and McTaggart is a dynamic and reflective process consisting of four interconnected stages: planning, action, observation and

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[57] John W. Creswell, *Educational Research*, 22.
[58] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar,* (Jakarta : PT Rineka Cipto, 2006),108

reflection. The model emphasizes the importance of collaboration among educators and stakeholders, allowing them to systematically investigate their practices and improve student learning outcomes. In the planning phase, teachers identify specific issues or areas for improvement, followed by the implementation phase where they implement strategies. The observation phase involves collecting data to assess the impact of the strategies, and finally, the reflection phase encourages critical analysis of the findings to inform future action research cycles.[59]
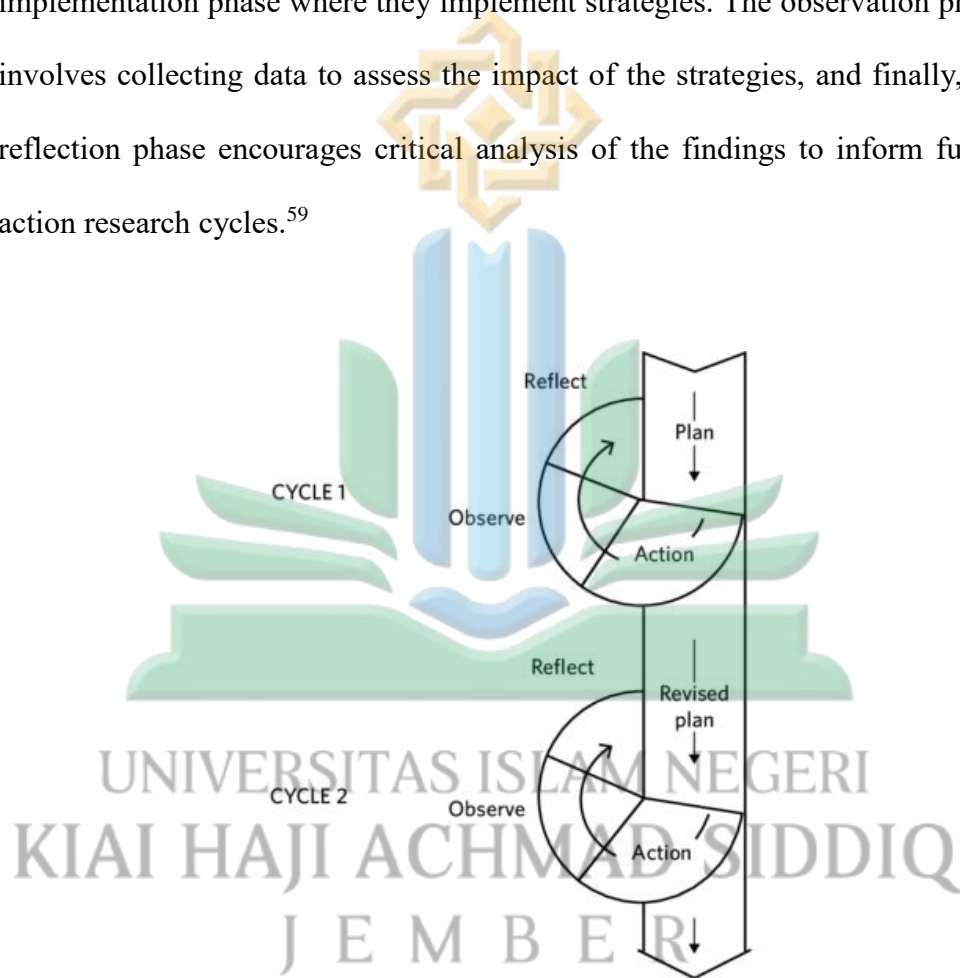
Figure 3. 1
Model of Action Research of Kemmis & McTaggert

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[59] Kemmis, S., & McTaggart, R. *The Action Research Planner*. (Deakin University Press, 2000), 77.

B. Research Setting

This research was conducted on high school students, especially class X.1 at MA Wahid Hasyim Balung. The researcher chose this school as the research location because this school has very adequate facilities to support the smooth teaching and learning process but in learning, teachers rarely use learning media that support more advanced and innovative teaching and learning levels. In addition, this school also has excellent programs designed to deepen the learning of English and Arabic that can be followed by all students. These excellent programs show the school's commitment in improving the quality of language education, making it a relevant place for this research.

C. Research Subject

The selection of research subjects is a crucial step in the research process, and in this study, the subjects chosen are 24 students and 1 English teacher of class X.1 at MA Wahid Hasyim Balung. The researcher chose this class based on the recommendation of the English teacher, with the consideration that the research focused on students' speaking ability. Class X.1 is a superior class that is given special emphasis to communicate in English and Arabic. Although most students show high interest in English subjects, many of them have difficulties in speaking skills. This is due to the learning approach that tends to be monotonous and lacks communicative practice. As a result, students cannot develop their speaking skills optimally.

D. **The Classroom Action Research (CAR) Procedures**

In Classroom Action Research, there were four stages involved in each cycle. Those are planning, acting, observing, and reflecting. Here are the detail explanations of the procedures in every phase.

1. Planning Phase

The first step in classroom action research is to identify problems in the classroom. This problem can be related to the learning process, student behavior, or student learning outcomes. Researchers should make initial observations to find relevant and significant problems to research.[60] At this stage, the researcher identify the problem of students' low speaking ability. After the problem has been identified, the next step is to plan the actions that will be taken to address the problem. This plan should include clear objectives, strategies to be used, and ways to measure the success of the action.[61] Based on these needs, the researcher designs a strategy by using the Elsa Speak application as a learning tool. Activities involve the preparation of lesson plans, preparation of appropriate speaking materials, and initial training on the use of the app for students. In addition, indicators of success, evaluation methods, and observation instruments be prepare to measure the development of students' speaking ability.

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[60] Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2010).

[61] N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*, (Thousand Oaks, CA: Sage, 2000), 567-605.

2. Acting Phase

The planned actions are then implemented in the classroom. It is important to carry out the action according to the plan that has been made so that the results obtained can be measured accurately.[62] Students use Elsa Speak in speaking activities such as pronunciation, dialog, and scenario-based exercises. Learning sessions are in a structured way, starting from the introduction of the app's features to intensive practice. The researcher also gives direction and feedback to students during the use of the app to ensure their understanding.

3. Observing Phase

During the implementation of the action, the researcher must make observations and collect data to evaluate the effectiveness of the action taken. Data can be in the form of field notes, interviews, questionnaires, or tests.[63] At this stage, the author and the English teacher work collaboratively in implementing the plan of action. The role in this action is the researcher as the teacher who implements the lesson plan activities in the classroom. The researcher was directly involve in the classroom research totally, from the beginning to the end of the research. The author uses elsa speak as a medium for learning speaking English, and the teacher observes the condition of the class during the teaching and learning process. Here, the

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[62] Burns, A. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. (New York: Routledge, 2010).

[63] Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education*. (London: Routledge, 2007).

[65] Stringer, E. T. *Action Research. Thousand Oaks*, (CA: Sage Publications, 2007).

process begins from the research problem that the author finds, and there are also two cycles where each cycle consists of three meetings in action.

4. Reflecting Phase

After the data is collected, the researcher reflects on the actions that have been taken. This reflection aims to analyse the data collected and determine whether the actions taken were successful or not.[65] Both the author and the teacher try to reflect on the previous research. Researchers analyze the data that has been collected to evaluate the effectiveness of the Elsa Speak application in improving students' speaking ability. Reflection involves discussion of the obstacles found and possible improvements in the next cycle. If appropriate, the action plan be revised for the next cycle to ensure continuous improvement.

E. Implementation of Research Cycles

The implementation of the research cycle in this classroom action research followed the Kemmis and McTaggart model, which consists of two iterative cycles aimed at improving students' speaking ability through the use of the ELSA Speak application. Each cycle includes four essential stages: planning, action, observation, and reflection, with three action meetings in every cycle.

F. The Technique of Data Collection

The data collection was done in line with the use of the research instruments as follows:

1. Test

   A pre-test administer at the beginning of the study through video recording to evaluate students' basic speaking ability, focusing on pronunciation, fluency, vocabulary, and confidence. After each cycle, a post-test are conducted by students also through speaking test with Elsa Speak Application to determine the extent of improvement in students' speaking skills as a result of the intervention. A comparison of the pre-test and post-test results provide quantitative evidence of the app's impact.

2. Interview

   The researcher interview the English teacher of class X.1 to find out the condition of the students before conducting the research. During the interview, the researcher ask several questions to the teacher that relate to the general condition of the English teaching and learning process in the classroom, students' performance and achievement, the problems faced in class X1 regarding students' speaking and what media or methods the teacher use to overcome the students' speaking difficulties. The researcher also conducted interviews with students to find out the application's effect on improving their speaking.

3. Observation

   In this study, observations use to get data on teacher and student activities during the learning process. The researcher exchange roles in the classroom as a teacher, and the observer is the English subject teacher. The researcher has developed a list of rubrics for the observation sheet about the

teaching and learning process using elsa speak application in teaching students' speaking. The first aspect is the structure of the class, what the teacher does to prepare the students to learn the material using elsa speak, then the elsa speak app media use in the classroom by the teacher, and how the teacher delivers the welldesigned material to the students. In addition, teacher-student interaction is also quite important; this involves students' participation in the classroom, students' attention during the learning process and the teacher's way of knowing students' individual learning needs. Finally, whether the teacher appears knowledgeable or explains concepts clearly to students.

G. The Instruments of the Research

The writer use some instruments to collect data. They are as follows:

1. Test

Pre-test and post-test are set to be taken before and after the implementation of classroom action using Elsa Speak application in teaching English speaking. Pre-test are set be done before the application of Elsa Speak application in teaching students' speaking. The purpose of the pretest is to determine the students' speaking ability. Meanwhile, the post-test are set to be done after the implementation of each cycle. The post-test is done after applying Elsa Speak application in teaching students' speaking. The type of speaking test for students' pre-test is by speaking about learning experience about the teaching-learning experience in the classroom. For the type of post-test is by speaking test with Elsa speak Elsa Ai features about narrative text.

2. Interview

This interview be held face-to-face with the teacher and students to find out the real conditions in applying Elsa Speak Application to improve students' speaking skill. This process be carried out before and after the Classroom Action Research. This interview is using to complete the qualitative data. The researcher ask several questions to the teacher related to the general condition of the English teaching and learning process in the classroom, students' performance and achievement, the problems faced in tenth grade in speaking and what media were applied by the teacher to overcome students' speaking difficulties. Furthermore, the interview with students after the implementation of CAR. The purpose is to find out the students response regarding the use of media in the form of elsa speak application in improving speaking skills in the classroom. The questions ask to the students included the general condition of English learning especially speaking after using Elsa Speak application media.

3. Observation Sheets

The observation sheet used to obtain data during classroom observation class. This is be done during the use of the elsa speak app in teaching students' speaking skills. In this case, the English teacher should note down information about the learning process, observing the author's performance during the classroom action research, the classroom situation during speaking activities, and the students' participation in the learning process. Observers were ask to rating the answer that describes the real

conditions that occur in the classroom by giving indicators based on qualitative descriptions according to the criteria achieved.

4. Documentation

This technique allows researchers to obtain in-depth and comprehensive information, and enriches the data obtained through interviews or observations.[64] In this study, the researcher documents the moments and treatment of students during learning by using the ELSA Speak application. Documentation was done in the form of pictures, audio, and video recording student interactions. In this way, the researcher can assess the effectiveness of the application in improving students' speaking ability.

H. Data Analyzing Technique

In this study, qualitative data analysis be carried out by analyzing the results of observation sheets and interviews, while quantitative data be carried out by calculating the results of pre-test and post-test. In analyzing the numerical data, first of all, the author tries to get the average of students' speaking scores in one cycle. This uses the formula:[65]

$$\mathrm{Mx} = \frac{\sum x}{n}$$

Mx : Mean

∑x : Individual Score

n : Number of students

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[64] Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edition. (2014), 223

[65] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2006), p.81

Second, the researcher try to get the percentage of students' number who passed the KKM of 75. It used the formula:[66]

$$P = \frac{f}{n} \times 100\%$$

P   : The class percentage

f   : Student's total score

n   : Number of student's

Third, the researcher percentage of students' improvement. It used the formula:

$$P = \frac{y2 - y1}{100}$$

P = Percentage of students' improvement

$y1$ = Post-test cycle 1

$y2$ = Post-test cycle 2

I. Criteria of Success

In this class action research, the success indicator is considered successful if ≥75% of the total number of students reach a minimum score of 75 (good), after that student activity in learning activities is categorized as good if the average percentage shows that it has reached 75% of the total number of students. By calculating it, researchers know the average student score. The average value of the test results is used as a benchmark in improving students' speaking skills.

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[66] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2006), 43

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This section consists of the results of Classroom Action Research (CAR). This research uses the Kemmis and McTaggart model. The research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at MA Wahid Hasyim Jember in the academic year 2024/2025 For 5 weeks, 1 week was used for observation and pre cycle and 4 weeks were used to implement learning using elsa speak. This research was conducted in two cycles. The implementation of the cycle consists of four main stages, namely planning, acting, observation, and reflection. This research was conducted as much as three meetings in one cycle, for the last meeting the researcher conducted a speaking test. This research cycle was conducted in one meetings in one week, which were on Friday, 14 March, 11 and 25 April, and 02 May 2025 in class X-1 MA Wahid Hasyim Jember in the academic year 2024/2025. The class consisted of twenty-four students. The findings of the cycle are as follows:

1. Research Findings in Pre-Cycle

The researcher conducted the Pre Cycle stage before carrying out the action. Firstly, the researcher conducted an interview with the English teacher of MA Wahid Hasyim Balung-Jember. The purpose of this interview activity was to find out the difficulties faced by students during the teaching and learning process. In addition, observation was conducted

after the interview to see the students' learning experience and their condition during the teaching and learning process.

Based on the interview with the English teacher, it is known that students' speaking ability is still low. The teacher explained that during the teaching and learning process, many students had difficulty in pronouncing English words correctly and fluently. In addition, limited vocabulary is also an obstacle for students to speak. Beside that, some students feel afraid to speak because they are worried about making mistakes, both in pronunciation and grammar, and they are also afraid of being laughed by their friends. These things make students less confident to speak English in class.

The researcher prepared teaching materials based on the topics listed in the curriculum. The material prepared was about narrative text. The researcher made one lesson plan for each meeting. In this research, The students' speaking assessment in the pre-cycle was the same as the aspect assessment conducted by the researcher to the students. The results in the pre-cycle showed that there were still many students who had low scores below the minimum completeness criteria (KKM) of 75. The following are the students' scores in the pre-cycle:

Table 4. 1
Student's score in Pre-cycle

No.	Name	Aspect of Assesment				Total	Total Score
		Vocabulary	Grammar	pronounce	fluency		
1	ATN	3	3	3	3	12	60
2	AFM	3	3	2	3	11	55
3	AH	3	3	5	4	15	75
4	CA	4	3	5	4	16	80
5	DPAW	3	2	3	3	11	55
6	DRPW	4	2	3	3	12	60
7	FN	3	2	3	3	11	55
8	HR	3	3	3	4	13	65
9	IS	4	3	5	4	16	80
10	K	3	3	3	3	12	60
11	KAR	2	3	3	3	11	55
12	KK	3	3	4	4	14	70
13	MA	3	2	3	2	10	50
14	NHTF	3	3	5	4	15	75
15	PNTW	3	3	5	4	15	75
16	PNTW	3	3	4	4	14	70
17	RPFA	3	3	5	4	15	75
18	RA	3	3	3	2	11	55
19	SWR	3	3	3	4	13	65
20	SAZ	3	3	3	3	12	60
21	SMWR	3	3	5	4	15	75
22	SK	3	2	3	3	11	55
23	VNZ	3	2	3	2	10	50
24	ZAF	4	3	4	4	15	75
Total Score from 24 Students						310	1550

The reseacher calculated the data by using with the formula below:

a) Mean of the students' 10th A class score :

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1550}{24}$$

$$Mx = 64$$

The description of the formula:

Mx : Mean

$\sum x$: Individual score

n : Number of students

b) Precentages of completeness of speaking skill :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{24} \times 100\%$$

$$P = 33\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

Based on the pre-cycle results, it is known that the average score of students' speaking ability is 64, and only 33% or as many as 8 students managed to achieve the Minimum Completion Criteria (KKM) of 75. This shows that the speaking ability of class X-1 students is still relatively low compared to other abilities. This low achievement indicates the need for

improvement in the learning methods used, especially in improving students' speaking skills. Therefore, the researcher felt the need to take more effective action by utilising innovative learning media. The researcher hopes that the use of Elsa Speak Application can be the right solution to help improve the speaking ability of students in class X-1.

2. **Research Finding in Cycle 1**

   a. **Planning**

   At this stage, the researcher conducted pre-observation at Madrasah Aliyah Wahid Hasyim Jember. After knowing the condition of students based on the results of discussions with English teacher as a collaborator. The researcher prepared lesson plans, media, observation sheets, and materials for this cycle. The researcher prepared a lesson plan that covered the relevant material.The lesson plan focused on oral presentation and learning correct pronounciation using Elsa Speak Application as learning media, and the material used was narrative text. Researcher and teacher planned 3 meetings to teach narrative text using Elsa Speak App and 1 meeting for post test. Researcher and teacher prepare media such as speaker, material book and mobile phone.

b. **Acting in Cycle 1**

Figure 4.1
Students collaborate in pairs.

The researcher conducted the learning process in class X-1 of Madrasah Aliyah Wahid Hasyim Jember by using Elsa Speak application as English learning media. In this activity, the researcher acted as a teacher, while the English teacher acted as an observer. The learning process consisted of three stages, namely the pre-activity, main-activity, and post-activity. In the pre activity, the teacher opened the lesson by saying greetings, praying together, checking students' attendance, giving motivation, and reviewing the previous material. Furthermore, in the main activity, students were trained to speak using the Elsa Speak Application which helped them with pronunciation, fluency, and grammar. After the exercise, students did an oral presentation by utilising the app. The activity ends with the teacher reviewed the lesson that has been provided as a closing form of learning.

1) **First Meeting**

This research took place on Friday, 14th March 2025 at 07.00 to 08.30 WIB in class X-1 Madrasah Aliyah Wahid Hasyim Jember. The activity started at 07.00 WIB when the researcher and English teacher, who acted as an observer, entered the classroom. English teacher sat at the back to observe the learning process. Before starting the lesson, researchers prepared the tools such as the elsa application on mobile phones, and speakers to support learning activities. Next, the lesson began with opening greetings, praying together, checking student attendance, providing motivation, and reviewing previous material relevant to the topic be studied.
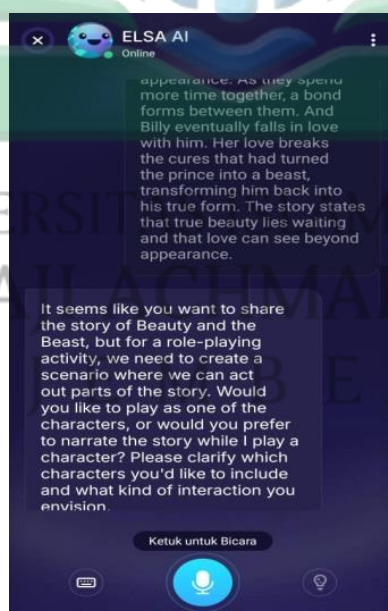
Figure 4.2 Elsa Ai features

The researcher started the lesson by introducing a narrative story called Beauty and the Beast. The students were given a

shortened version of the story to read and understand. After reading, the teacher asked the class, 'What is the story of Beauty and the Beast about? A student answered in Indonesian, '*bercerita tentang seorang wanita cantik yang jatuh cinta pada siluman buruk rupa, Bu*.' The researcher explained that the topic of the story was Beauty and the Beast. From the answer, the teacher explained that the learning topic to be discussed was narrative text. The researcher explained the general structure of narrative texts, including orientation, complication, and resolution, as well as language features, such as past tense, action verbs, and time conjunctions. The students were then asked to work in pairs. Each pair identified the structure of the Beauty and the Beast story. The group used the Elsa Speak AI feature to tell a story about beauty and the beast with a virtual native speaker (role-play section) and then wrote down a summary of what they had talked about with the native speaker on the Elsa Ai.

2) **Second Meeting**

This meeting was carried out on Friday, 14th March 2025 at 08.30 to 10.00 WIB, right after the first meeting in class X-1 Madrasah Aliyah Wahid Hasyim Jember. After the students completed the task of reviewing the Beauty and the Beast story with their partner, the researcher asked the students about their understanding and interest in the Elsa Speak Application. One of

the students said that they liked the app because it was fun, allowed direct conversation with native speakers, and was easy to understand due to the translation feature available when they did not understand the sentences delivered. In response, the researcher continued to the next activity by applying the same pattern to strengthen students' understanding. Students continued to work in pairs, but this time students were given the freedom to choose a story that they enjoyed. In this activity, one of the students continued to do role-play a character with Elsa Speak AI based on the chosen story, while their partner was assigned to write a summary of the conversation and they presented it in front of the class.
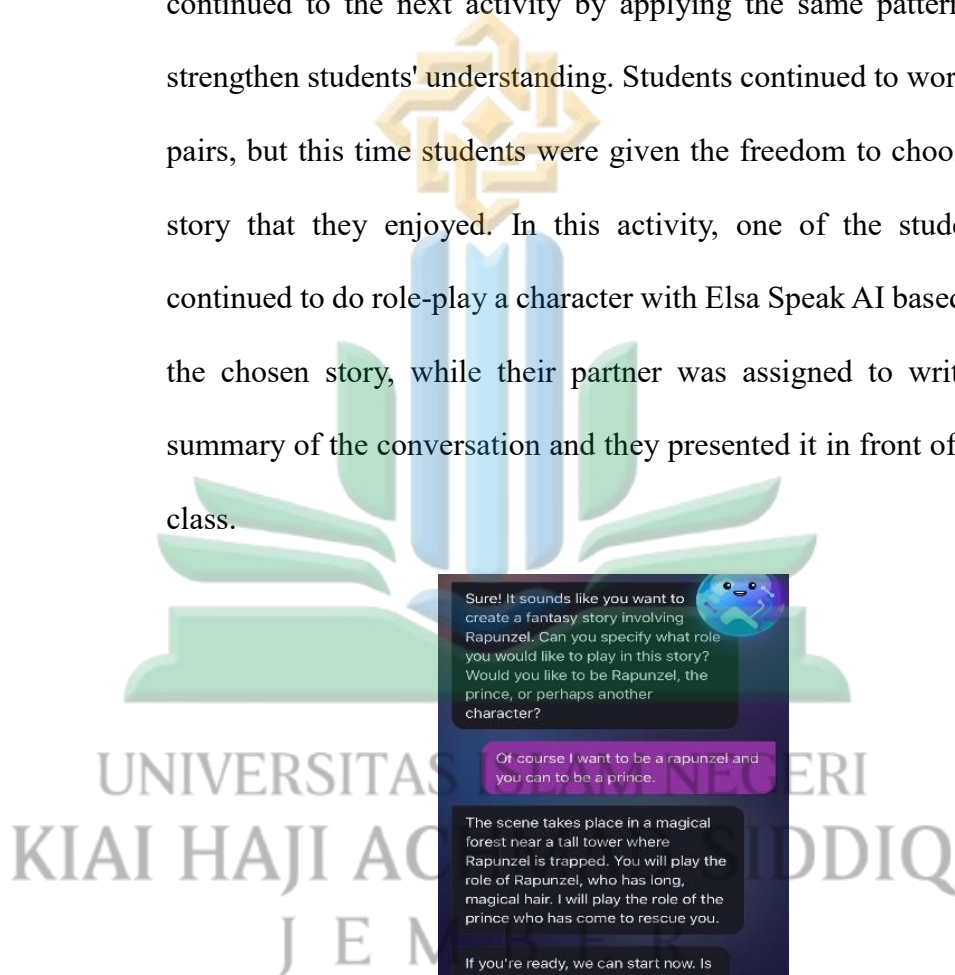
Figure 4.3 Role-play features

Before the researcher closed the meeting, the researcher and students concluded and reviewed the material about narrative

text that day. The bell rang at 10.00 and the researcher asked students to try to found past tense words from the narrative story that had been discussed earlier using the elsa speak application to find out the correct pronounce at home. The researcher closed the meeting by saying hamdalah together and greetings.

3) **Third Meeting**

This activity was carried out on 11th April 2025 at 07.00 - 08.30 WIB in class X-1 Madrasah Aliyah Wahid Hasyim Jember. The lesson began at 07.00 WIB, the researcher and collaborator entered the X-1 class. Researchers prepared mobile phones and speakers for the teaching and learning process. The researcher started the lesson by saying greetings, praying, checking the presence of students, providing motivation and reviewing the last past material related to the next material.
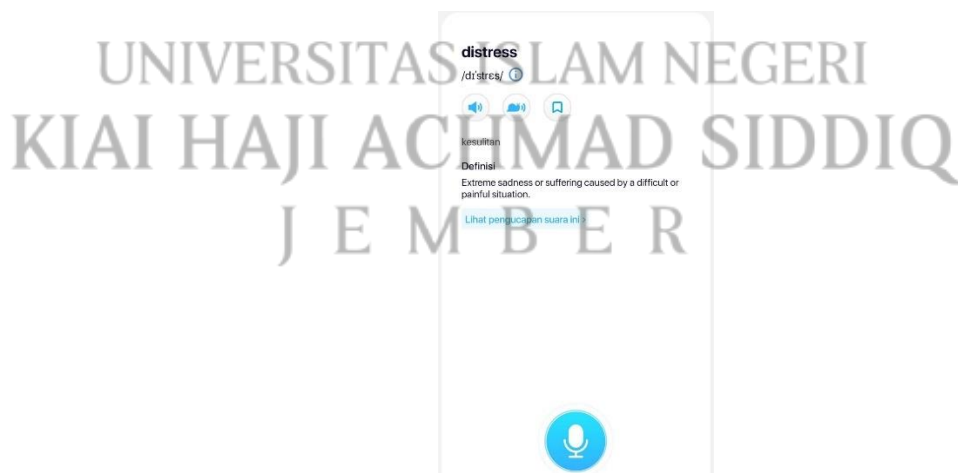
Figure 4.5 Pronounciation features

In the main activity, the researcher began the activity by asking students about their homework, which was pronunciation practice using the Elsa Speak app. In response to the question, five of students provided answers in Indonesian, for instance, "*Iya mis, tapi cuma 5 kata doang*" while others responded, "*Belum mis,lupa*." In response, the researcher elaborated that the class would continue to utilize the Elsa Speak application to enhance their pronunciation skills. The researcher provided a new narrative text, titled The Lost Princess and the Pea, in the form of a fill-in-the-blank exercise from their worksheet book. The students were asked to complete the sentences while understanding the story. Following the completion of the sentences, eight students participated in a rotation during which they answered and entered the sentences into the Elsa Speak application to practice their pronunciation. Thereafter, all students imitated the pronunciation demonstrated by Elsa Speak. Utilizing the app's feedback feature, the students engaged in targeted pronunciation exercises and participated in oral practice sessions, alternating in reciting sentences in front of the class.

After the students completed the pronunciation section, the researcher informed them that they would take a speaking test in the next hour. Upon hearing this, the students were surprised and complained to the researcher. They asked the researcher not to

give them the test because they still felt afraid and nervous about

improving their speaking skills in front of the class. Students were

given 20 minutes to prepare, after which they took a speaking test

with Elsa Speak App, coming to the front of the class one by one.

c. **Observation**

In this observation, researchers and teachers observed the

situation in the classroom during the learning process, student

participation, student enthusiasm during the learning process, student

confidence in speaking English, and the media used during the learning

process. The data were described as follows:

Table 4.2
Observation Sheet Cycle 1

No.	Aspect	Indicators	Criteria					Score
			1	2	3	4	5	
1.	Classroom Condition and Student Engagement	Students' attention to the researcher during learning			√			3
		Students' participation in the activity		√				2
		Students are enthusiastic and interested in using Elsa Speak.			√			3
2.	Media Use	Clear and easy-to understand explanations from researcher on how to use Elsa speak				√		4
		Effectiveness of feedback from the application			√			3

		Maximally utilized by students						
		Student interaction with the application Actively participate and explore features independently			√			3

Note :

No.	Percentage Range	Category	Indikator Description
1.	0% - 20%	Very Poor	Students show No. attention or participation, do not interact with the application, and show No. interest in the speaking actiovities.
2.	21% - 40%	Poor	Students show minimal attention, limited participation, and pnly use the Elsa Speak application when instructed, with low engagement.
3.	41% - 60%	Fair	Students show moderate attention and participation, begin to respond to teacher guidance, and use the application with some help or encouragement.
4.	61% - 80%	Good	Students are attentive, actively participate in the class, interact with the application effectively, and begin using features independently.
5.	81% - 100%	Very Good	Students are fully engaged, enthusiastic, participate without being prompted, and use Elsa Speak independently and optimally during the learning process.

The score of the observation as follows :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{30} \times 100\%$$

$$P = 60\%$$

The results of the observation in cycle 1 showed that the students' enthusiasm and motivation in learning using the Elsa Speak

application were still low. This was seen from the students' low participation during the activities, where most of them were passive and did not actively engage in the learning process. In addition, the students' confidence in speaking English was also still a problem, as shown by their hesitation when asked to speak in front of the class or when using the application. In using the media, students also have difficulty exploring all the existing features due to many factors, namely the lack of internal storage on students' cellphones so that they use the application together with their friends and are also subject to application limits. Although students showed awareness of the teacher and were sufficiently interested in the learning media used, it did not fully impact their involvement in learning. Therefore, improvements in learning strategies are needed to motivate students to be more active and confident in speaking English.

d. **Reflecting/Evaluating**

In this reflection, the researcher evaluated students' speaking ability during the learning process using the Elsa Speak Application. The evaluation was conducted by analyzing data collected through observation checklists completed by English teachers, researchers' field notes from the first to third meetings, and students' speaking test scores from the post-test in cycle 1.

Based on the field note in the first meeting, the classroom conditions were not conducive. Some students were not focused when

the researcher was giving explanations. Some students did not pay attention when the Elsa Speak Application was introduced; they were more interested in chatting with their friends, and some even slept in class. When the researcher asked them to practice pronunciation using the application, many of them looked doubtful and confused. Their lack of confidence was evident, and some students were unwilling to repeat the sentences displayed on the application. In addition, students had difficulty with vocabulary and pronunciation.

In the second meeting, the classroom ambiance began to improve slightly. Students began to respond better to the researcher's instructions and showed greater interest in using the application. Although some students were still shy and lacked confidence, there was an increase in their willingness to participate. They became more familiar with how the application worked and began to be more active during the practice sessions. However, their performance was still limited, especially when asked to speak in front of the class.

In the third meeting, there were significant improvements in classroom behavior and student participation. Students more calm and focused. They followed the teacher's instructions carefully and became more confident in practicing using the ELSA Speak app. When asked to do pronunciation exercises and practice in front of the class, more students showed enthusiasm and tried to speak more clearly. Although

some students still showed signs of nervousness, overall speaking performance has improved compared to the previous meeting.

After checking the field notes, the researchers analyzed the students' speaking test scores. To determine the students' speaking test scores, the researchers checked the scores from the post-test in cycle 1. Then, the researcher calculated the percentage of the students' final scores and compared them with the criteria for success in this study. The researcher calculated the data using the theory from Anas Sudjono in his book. The formula used to obtain the percentage of students who passed the Success Criteria (KKM 75) is as follows:

Table 4. 3
The Student's post-test score cycle 1

No.	Name	Aspect of Assesment				Total	Total Score
		Vocab	Grammar	pronounce	fluence		
1	ATN	4	3	3	4	14	70
2	AFM	3	3	4	3	13	65
3	AH	4	3	5	4	16	80
4	CA	4	4	5	4	17	85
5	DPAW	3	2	4	3	12	60
6	DRPW	4	3	4	4	15	75
7	FN	3	3	4	3	13	65
8	HR	4	3	4	4	15	75
9	IS	4	4	5	4	17	85
10	K	3	3	4	3	13	65
11	KAR	3	3	3	3	12	60
12	KK	4	3	4	4	15	75
13	MA	3	3	4	3	13	65
14	NHTF	3	3	5	4	15	75
15	PNTW	4	3	5	4	16	80
16	PNTW	4	3	4	4	15	75
17	RPFA	3	3	5	4	15	75

18	RA	3	3	4	3	13	65
19	SWR	4	3	4	4	15	75
20	SAZ	3	3	4	4	14	70
21	SMWR	3	3	5	4	15	75
22	SK	3	3	4	4	14	70
23	VNZ	4	2	4	3	13	65
24	ZAF	4	3	5	4	16	80
Total Score from 24 Students						346	1730

The reseacher calculated the data by using with the formula below:

1) Mean of the students' 10th A class score :

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1730}{24}$$

$$Mx = 72$$

The description of the formula:

Mx : Mean

$\sum x$: Individual score

n : Number of students

2) Precentages of completeness of speaking skill :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{24} \times 100\%$$

$$P = 54\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

3) Percentage of students' improvement :

$$P = \frac{y1 - y}{100}$$

$$P = \frac{54 - 33}{100}$$

$$P = 21\%$$

The description of the formula:

P = Percentage of students' improvement

γ = Pre-test

$\gamma 1$ = Post-test cycle 1

Table 4.4
Description of Teacher Observation

Indicators	Description
Students' attention	Some students are focused, but there are still some who are not seriously paying attention. there are still students who sleep and some students even talked when explained.
Students' participation	Still passive; only a few are active during discussions or exercises
Students' aenthusiastic and interested	Quite interested, but some of them are still less enthusiastic because their understanding is still lacking.
Explanation from researcher	The explanation is good and easy for students to understand, but many students still have difficulties when using the application due to poor signal and account limitations.
Implement feedback from the Application	Some students pay attention to the feedback, but it is not yet fully implemented
Students' interaction with Application	They still need encouragement, they only follow when directed. So for independent practice is still lacking

The results of the first post test showed that the average score was 72, which means that students still have low scores in speaking. students improved their speaking score by 21% from the post-test score in cycle 1. Only 13 students (54%) achieved the target score of 75%. This means that five more students are needed to reach the success criteria of 75%. From the observation, many students were passive during the speaking activity. This happened because some students did not understand how to use the ELSA Speak application properly. In addition, the use of the application was also limited by the unstable internet signal that disrupted with the practice process. As a result, students became less confident and struggled when asked to speak in English.

So that researcher must provide more learning and training to students such as giving examples of correct pronunciation of words, giving examples of correct grammar using the elsa speak application and exploring many features that support students' speaking learning to be better. In addition, when researchers asked questions to students, there were some students who were just silent. In conclusion, the researcher hopes that after the students use the elsa speak application as an English learning media, they can be more confident to speak english and make them more understand and able to answer questions asked by the researcher.

Based on the observation and post-test results, which showed that the actions in the first cycle had not reached the success criteria, the observer and researcher had to continue to the next cycle.

3. **Research Findings in Cycle 2**

   a. **Planning**

   The reflection results require researcher to do better in improving students' speaking skills. In this cycle, the researcher tried to develop a better action to overcome the problems that had been found in cycle 1, which was that students were still low in speaking skills. At this stage, the collaborator and the researcher developed a new learning plan that suits the students' conditions and chose to make speaking learning more fun by exploring more features used in the Elsa Speak Application. The material given is still about narrative text. The researcher will provide more vocabulary, practice the pronunciation with the students and also explain about grammar in depth. The researcher and the English teacher as the collaborator designed 3 meetings to teach narrative text using elsa speak application and 1 meeting for post test. Researcher and teacher prepared media including material book, speaker, cellphone to use elsa speak application as learning media.

   b. **Acting in cycle 2**

   In the second cycle, the researcher teach students using the same media, namely the Elsa Speak Application. Classroom activities consist of 3 activities. They are pre-activities, main activities, and post activities. Pre-activities include opening the teaching and learning process, such as saying greetings, praying, checking student

attendance, providing motivation, and reviewing previous material. In the main activities, the researcher uses the elsa speak application to support students' speaking learning, then students did a pronounce exercises by imitating native speakers by Elsa Speak and also practiced speaking through Elsa Speak. The final activity was to review the lesson. Here, the researcher provided a description of the actions that have been implemented.

1) **First Meeting**

Held on Friday, 25th April 2025 at 07.00 - 08.30 WIB in class X-1 Madrasah Aliyah Wahid Hasyim Jember. The lesson began at 07.00 WIB, the researcher and English teacher entered the X-1 class, English teacher as an observer. She sat at the back of the class. Then the researcher prepared material book, cellphone and speaker for the teaching and learning process. The researcher started the lesson by saying greetings, praying, checking student attendance, providing motivation and reviewing previous material related to the next material.

Figure 4.5 Elsa dictionary

In the first meeting of this second cycle, students focus on learning about vocabulary and pronunciation. the teacher asked students to study a narrative story entitled 'the origin of Banyuwangi'. the researcher and students were together identifying the story, the teacher asked students "what is the problem point in this story?" then one student answered "the king's prime minister was accused of infidelity, mis" and several other students answered "pengawalnya berkhianat mis" then the researcher briefly explained the story starting from orientation, complication, and also resolution. After that, the researcher asked students to find a difficult word in the narrative story. the difficult word is then entered into the elsa speak application on the 'elsa dictionary' feature to find out the definition and also how to pronounce it correctly. the researcher told the students that in the dictionary there is also a feature to see a video clip that pronounces the word that the students will ask for. then the students answered enthusiastically "wah seru mis ada videonya juga untuk memperjelas pengucapan katanya", then the students noted the word and imitated the pronunciation according to the video example in the elsa dictionary.

After the students finished learning all of that, the researcher continued to the next session, namely the second meeting because the lesson hours were connected on that one day.

2) Second Meeting

Held on Friday, 25th April 2025 at 08.30 -10.00 WIB in class X-1 Madrasah Aliyah Wahid Hasyim Jember. The lesson began at 08.30 WIB. The researcher prepared material book, cellphone and speaker for the teaching and learning process. The researcher providing motivation and reviewing previous material related to the next material.

Figure 4.6 Menyusun kata

In this second meeting, students focus on learned about grammar and arranging words using past tenses. the researcher asked the students "in the first meeting, I have explained briefly about past tenses, did you remember what past tenses are?" then the students answered "yes, mis, remember those related to the past" then other students also answered "using verb 2 mis". The researcher told the students to worked together with their friends.

the researcher explained that today they would learn to arranged words into past tense sentences. the researcher led the students to opened the elsa speak application and selected the 'arrange words' feature. There are random words and clues that students will arranged into completed words. after answered the word correctly, students arranged the word into a past tense sentence with their friends. researchers monitored and helped students who are still having difficulty when arranging the sentence. then they presented it in front of the class. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 10:00 a.m and the researcher closed the meeting by saying hamdalah together and salam.

3) **Third Meeting**

Held on Friday, 02nd May 2025 at 07.00 - 08.30 WIB in class X-1 Madrasah Aliyah Wahid Hasyim Jember. The lesson began at 07.00 WIB, the researcher and Mrs. Ita Faizatul S. Pd entered the X-1 class, Mrs. Ita Faizatul S. Pd as an observer. She sat at the back of the class. Then the researcher prepared material book, cellphone and speaker for the teaching and learning process. The researcher started the lesson by saying greetings, praying, checking student attendance, providing motivation and reviewing previous material related to the next material.
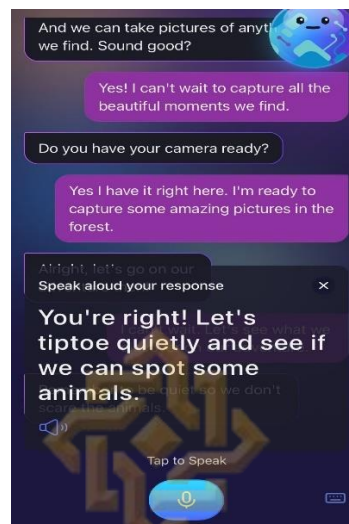
Figure 4.7 Role-play section

At the third meeting students focus on speaking practice. the researcher gives a narrative story about silver girl and the three bears. students are asked to skim the story. the researcher asked students to practiced speaking one by one in front of the Elsa Speak AI Application that is played a role-play about the characters in the story about silver girl and the three bears. students one by one are asked to said the answered that are already available in the Elsa AI Application for the conversation. then the researcher asked each student about what they discussed with Elsa AI earlier. researchers and students summarize the story of silver girl and the three bears together.

After the students finished all the speaking practice materials, the researcher told them that they would take the speaking test in the next hour like the previous week. Hearing this, the students looked a little calm because this was not the first time

for them to did a speaking test in front of the class. Even some students looked confident and ready for the speaking test. The students were given 15 minutes to prepare themselves. After which, they did the speaking test with the Elsa Speak application, coming forward to the front of the class one by one.

c. **Observing**

In this observation, researchers and teachers observed the situation in the classroom during the learning process, student participation, student enthusiasm during the learning process, student confidence in speaking English, and the media used during the learning process. The data were described as follows:

Table 4.5
Observation Sheet Cycle 2

No.	Aspect	Indicators	Criteria					Score
			1	2	3	4	5	
3.	Classroom Condition and Student Engagement	Students' attention to the teacher during learning				√		4
		Students' participation in the activity				√		4
		Students are enthusiastic and interested in using Elsa Speak.					√	5
4.	Media Use	Clear and easy-to understand explanations from teachers on how to use Elsa speak				√		4
		Effectiveness of feedback from the application				√		4

		Maximally utilized by students						
		Student interaction with the application Actively participate and explore features independently					√	5

Note :

No.	Percentage Range	Category	Indikator Description
6.	0% - 20%	Very Poor	Students show No. attention or participation, do not interact with the application, and show No. interest in the speaking actiovities.
7.	21% - 40%	Poor	Students show minimal attention, limited participation, and pnly use the Elsa Speak application when instructed, with low engagement.
8.	41% - 60%	Fair	Students show moderate attention and participation, begin to respond to teacher guidance, and use the application with some help or encouragement.
9.	61% - 80%	Good	Students are attentive, actively participate in the class, interact with the application effectively, and begin using features independently.
10.	81% - 100%	Very Good	Students are fully engaged, enthusiastic, participate without being prompted, and use Elsa Speak independently and optimally during the learning process.

The score of the observation as follows :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{26}{30} \times 100\%$$

$$P = 86\%$$

The observation results in cycle 2 showed that students' enthusiasm and motivation in learning using the Elsa Speak

application had improved. This can be seen from students' participation during the activity, where students have been active in question and answer interactions with researchers and students are also more excited when using the Elsa Speak Application as a learning media. In addition, students' confidence in speaking English has also increased, seen from students' answered when asked to speak in front of the class or when using the application have started to be confident and they looked not nervous at all.

d. **Reflecting or Evaluating**

In this reflection, the researcher evaluated students' speaking ability during the learning process using the Elsa Speak Application. The evaluation was conducted by analyzing data collected through observation checklists completed by English teachers, researchers' field notes from the first to third meetings, and students' speaking test scores from the speaking test.

Based on the field notes in the first meeting, the classroom condition has started to improve from the previous meeting. The students were interested and enjoyed the learning process by using Elsa Speak App. The students began to pay attention to the explanation from the researcher. When the researcher showed the new features that they would use that day, the students felt happy and excited about the new features that they tried to learn speaking on the elsa application.

The students seemed to find new words more easily and actively asked the researcher.

Based on the field notes in the second meeting, the class condition showed a significant improvement in terms of students' responsiveness and enthusiasm in starting the learning. In this meeting, the learning focused on mastering grammar, especially in arranging random words into correct phrases and forming complete past tense sentences. This activity is combined with the use of Elsa Speak application, which helps students practiced the pronunciation of the sentences they had compiled. Students seemed more active in following the instructions from the researcher and showed interest in correcting and improving their sentence structure. They also began to get used to using the app to heard the correct pronunciation before imitating it. Some students who were previously hesitant now have the confidence to composed and read their sentences in front of the class. This showed an improvement in their understanding of grammar and confidence in speaking.

Furthermore, based on the field notes of the third meeting, the classroom conditions were very good. The The students were very calm and excited to start learning. The students also already knew about the correct English pronunciation. The researcher saw that the students began to actively speak in English. This shows that there is an improvement in the students' speaking ability. When the researcher

asked the students to read the sentence to answer Elsa's question, the students spontaneously answered without any nervousness and fear because they enjoyed the learning. In addition, overall the students could explain and answer the speaking test well.

After checking the field notes, the researchers analyzed the students' speaking test scores. To determine the students' speaking test scores, the researchers checked the scores from the post-test in cycle 2. Then, the researcher calculated the percentage of the students' final scores and compared them with the criteria for success in this study. The researcher calculated the data using the theory from Anas Sudjono in his book. The formula used to obtain the percentage of students who passed the Success Criteria (KKM 75) is as follows:

Table 4. 6
The Student's post-test score cycle 2

No.	Name	Aspect of Assesment				Total	Total Score
		Vocab	Grammar	pronounce	fluency		
1	ATN	4	4	4	4	16	80
2	AFM	4	4	4	3	15	75
3	AH	4	3	5	4	16	80
4	CA	5	4	5	5	19	95
5	DPAW	4	3	4	3	14	70
6	DRPW	4	3	4	4	15	75
7	FN	4	3	4	3	14	70
8	HR	4	4	5	4	17	85
9	IS	5	4	5	4	18	90
10	K	4	3	4	3	14	70
11	KAR	4	3	4	3	14	70
12	KK	4	4	5	4	17	85
13	MA	4	3	4	3	14	70

14	NHTF	4	4	5	4	17	85
15	PNTW	4	4	4	4	16	80
16	PNTW	4	4	5	4	17	85
17	RPFA	4	3	5	4	16	80
18	RA	4	3	4	4	15	75
19	SWR	4	4	5	4	17	85
20	SAZ	4	3	4	4	15	75
21	SMWR	4	3	5	4	16	80
22	SK	4	3	4	4	15	75
23	VNZ	4	3	4	4	15	75
24	ZAF	4	4	5	4	17	85
Total Score from 24 Students						379	1895

The reseacher calculated the data by using with the formula below:

1) Mean of the students' 10th A class score :

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1895}{24}$$

$$Mx = 78,9$$

The description of the formula:

Mx : Mean

$\sum x$: Individual score

n : Number of students

2) Precentages of completeness of speaking skill :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{24} \times 100\%$$

$$P = 79\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

3) Percentage of students' improvement :

$$P = \frac{y2 - y1}{100}$$

$$P = \frac{79 - 54}{100}$$

$$P = 25\%$$

The description of the formula:

P = Percentage of students' improvement

$\gamma 1$ = Post-test cycle 1

$\gamma 2$ = Post-test cycle 2

The results of the post-test in cycle 2 show that the average score is 78.9 which means that students' scores in speaking skills have reached the success criteria (KKM) of 75. Students improved their speaking score by 25% from the post-test score in cycle 1. There are 19 students (79%) who exceeded the target score of 75. This means that 5 more students are reached to achieve the success criteria of 75%.

Based on the above explanation, the researcher concludes that the results of the speaking test using the Elsa Speak Application as a learning media can improve students' speaking skills, as they have achieved the research success criteria (KKM). Therefore, it can be

concluded that this study was successful. Therefore, the cycle can be concluded and will not be continued to the next cycle.

B. Discussion

The results of this study indicate that the use of ELSA Speak application has a significant impact on improving the speaking ability of students in class X.1 at MA Wahid Hasyim Balung. Based on the data obtained from the pre-test and post-test results during the two class action cycles, there was a significant increase both in terms of students' average scores and the number of students who reached the Minimum Completion Criteria (KKM). In the pre-cycle stage, the average score of students only reached 64, with a percentage of completeness of 33%.

However, after taking action through the application of the ELSA Speak application, there was an increase in the first cycle, namely the average student score of 72 with a percentage of completeness of 54% and continued significantly in the second cycle, where most students managed to achieve scores above the KKM. In this second cycle, the average student score reached 78 with a percentage that had reached the criteria of success of 79%. This shows that the application of technology-based learning media such as ELSA Speak can help students in overcoming various difficulties in speaking English.

The success of ELSA Speak's implementation is also in line with the three-phase teaching model proposed by Richards and Rodgers (2014), namely the pre-teaching phase, the during-teaching phase, and the post-teaching

phase.[67] In the pre-teaching phase, teachers introduce the theme of the narrative text, build context, and activate prior knowledge by introducing vocabulary and discussing the storyline. During the while-teaching phase, students actively use the ELSA Speak app to practice pronunciation and conversation with AI-based feedback. This phase emphasizes practice and skill development through meaningful tasks, such as retelling stories and answering questions. Finally, in the post-teaching phase, students consolidate their learning through reflection and presentation, allowing them to demonstrate their speaking progress. This structured approach helps ensure that students receive comprehensive exposure to speaking practice at all stages of instruction and supports the noticeable improvement in both Cycle 1 and Cycle 2 in this study.

The improvement in students' speaking skills, particularly in terms of pronunciation, fluency, vocabulary, and grammar, as seen in the final test results of each cycle, is in line with Harmer's theory. Harmer (2007) emphasizes that fluency in speaking requires students not only to master the language but also to process it in real time, which requires consistent practice and immediate feedback. During the implementation of ELSA Speak in both cycles, especially in Cycle 1 where students used the app for pronunciation and role-playing activities, they received immediate feedback from the AI. This feedback

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[67] Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. (Cambridge University Press, 2014). P. 185-191

allowed them to identify and correct mistakes instantly, supporting Harmer's idea that effective speaking practice must be interactive and rich in feedback.[68]

The students' progress further reflects Brown's (2001) idea that speaking activities should involve interactive tasks. He categorizes types of speaking from imitative to interactive and extensive.[69] In this study, students transitioned from controlled pronunciation exercises in Cycle 1 (imitative and intensive) to more independent and creative speaking in Cycle 2 (interactive and extensive), such as retelling stories and engaging in AI-led conversations. Brown also emphasized that activities should aim to enhance self-confidence and communicative competence, as evidenced by post-cycle reflections and improved test results.

Finally, the increase in student motivation and participation, especially their confidence in speaking during class presentations and group discussions, is consistent with David W. Johnson's cooperative learning theory. Johnson suggests that social interaction and peer support can improve learning outcomes.[70] In this study, although ELSA Speak is essentially an individual tool, the learning process also involves collaboration: students work in pairs to summarize stories and provide peer feedback before presentations. This cooperative dynamic was evident in both cycles and was particularly prominent

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[68] Harmer, J. *The Practice of English Language Teaching* (4th ed.). (Pearson Longman, (2007).

[69] Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). (Longman, 2001).

[70] Johnson, D. W., & Johnson, R. T. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. (Boston: Allyn & Bacon, 1999), 25

in Cycle 2, where more students were willing to speak and showed a decrease in anxiety when using English in front of others.

The significant findings of this study show a strong consistency with previous studies conducted by Belinda Lesmana on the use of ELSA Speak in improving students' speaking skills. This finding showed an increase in students' average score from 57.03 to 76.30, students also stated that ELSA helped them understand pronunciation and speak more fluently.[71]

Another similar findings were also revealed in research by Safira Masekan on the use of Elsa Speak App had an increase in students' speaking scores from 58.26 to 81.47, signifying the effectiveness of ELSA Speak in the aspects of pronunciation, fluency, and confidence. students stated that they felt more confident, less afraid of making mistakes, and considered learning to be more fun and accessible.[72] This shows that the application of AI-based technology such as ELSA Speak not only supports technical improvement in speaking skills, but also increases students' motivation and active engagement in the learning process.students' confidence in speaking and promotes improvements in pronunciation and fluency.

Overall, the results of this study prove that the integration of ELSA Speak application in English speaking learning can improve the quality of learning, both in terms of achievement of learning outcomes and affective

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[71] Belinda Lesamana, "Using Elsa Speak Application To Improve Students' Speaking Skill At Upt Spf Smpn 17 Makassar Skripsi Belinda Lesmana 4517101024 English Language Education Study Program Faculty of Teacher Training and Education Bosowa University 2022."

[72] Safira Masekan, Nihta V F Liando, and Olga A Rorintulus, "The Use of 'Elsa' Application to Improve Students' Speaking Skills at Eight Grade Students of SMP N 8 Satap Tondano," *JoTELL: Journal of Teaching English* 3, no. 1 (2024): 32–46.

aspects of students. This application provides a concrete solution to the problems that have been faced in teaching speaking, such as lack of practice time, students' shyness, and monotonous learning methods.

CHAPTER 5
CONCLUSION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the application of ELSA Speak significantly improves students' speaking skills in class X-1 at MA Wahid Hasyim Balung. This Classroom Action Research was conducted in two cycles following the Kemmis and McTaggart model. The results showed that students' speaking performance, especially in the aspects of pronunciation, vocabulary, grammar, and fluency, showed considerable progress through structured and consistent practice using the ELSA Speak app.

In the pre-cycle, the students' average score was 64, with only 33% of students reaching the Minimum Completion Criteria (MCC). After implementing ELSA Speak in Cycle 1, the average increased to 72, with 54% of students passing the KKM. After improvement in Cycle 2, the final average score increased to 78, and 79% of students reached the KKM standard. This showed a strong improvement in students' speaking ability, indicating that ELSA Speak had a positive impact in improving students' confidence, accuracy and fluency in speaking English.

The use of ELSA Speak app provides an innovative, engaging and effective learning method. The students responded positively to its interactive features, such as instant feedback, pronunciation correction, and learning content combined with games. In addition, students became more motivated, confident and participative in speaking activities. The results of this study prove that integrating digital tools such as ELSA Speak into English language teaching can significantly improve the effectiveness of speaking instruction.

B. Sugesstion

1. For English Teacher

   Teachers are encouraged to integrate technology-based applications such as ELSA Speak in teaching speaking skills. Instant feedback and personalized learning experiences can support students in improving their pronunciation, fluency and overall confidence. Teachers should also provide guidance on how to use the app effectively and design activities that suit students' needs.

2. For Students

   Students should take advantage of opportunities to practice speaking using ELSA Speak outside of class time. Regular practice using this app can help build fluency and correct pronunciation errors. Students are encouraged to actively participate in speaking practice and not be afraid to make mistakes.

3. For Future Researchers

   Further research is recommended to explore the long-term effects of ELSA Speak on various language skills and to apply it in different

settings or levels of education. Comparative studies involving different speaking applications may also provide greater insight into best practices for integrating technology in language education.

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APPENDIX 1

PLAGIARISM

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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Sifa Nuriza

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Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Implementation of Elsa Speak Application to Improve Students' Speaking Skill

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NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 2

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Sifa Nuriza

SRN   : 211101060028

Program   : English Education Program

Faculty   : Tarbiyah and Teacher Training

University   : UIN Kiai Haji Achmad Siddiq Jember

    States that entittled "**The Implementation of Elsa Speak Application to Improve Students' Speaking Skill**" is truly my original work form result of conducting a research at Islamic Senior High School Wahid Hasyim Balung, except some resources which are accepted from references mentioned.

Jember, 27th May 2025

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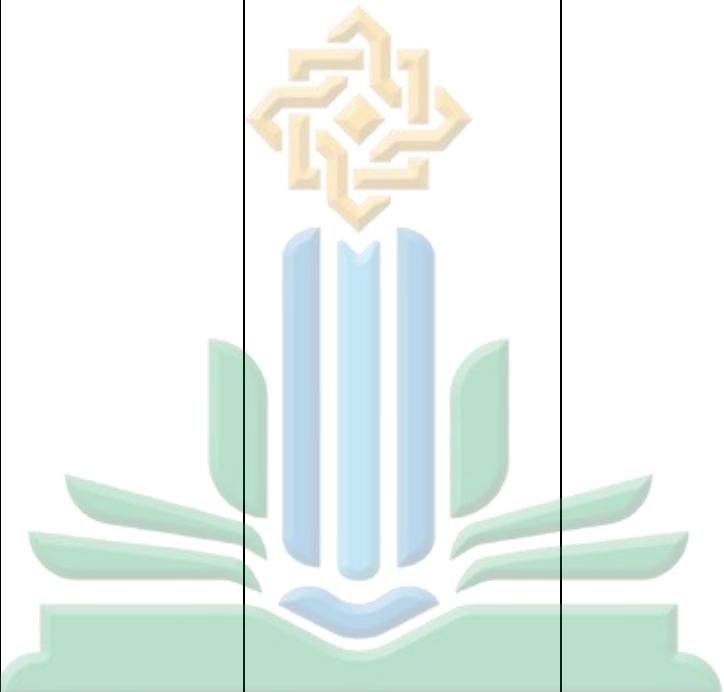
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APPENDIX 3

MATRIX

TITLE	VARIABLE	INDICATOR	DATA SOURCE	RESEARCH METHOD	RESEARCH QUESTION

The Implementation of Elsa Speak Application to Improve Students' Speaking Skill	1. Elsa Speak Application
	
	2. Speaking skill
		1. The procedures of Elsa Speak Application
		2. The advantages of Elsa Speak Application
		
		1. Vocabulary
		2. Pronunciation
		3. Fluency
		4. Grammar
			1. Students' Speaking Test
			2. Observation
			3. Interview Data
			4. Document Review
				1. Research Design : Classroom Action Research (CAR).
				
				2. The Stages of CAR:
				  a. Planning
				  b. Implementing
				  c. Observing
				  d. Reflecting
				
				3. Data Collection Method :
				  a. Speaking Test
				  b. Observation
				  c. Interview
				
				4. Data Analysis:
				  a. Average Score :
				  $Mx = \frac{\Sigma x}{n}$
				  Mx : Mean
					1. How is the implementation of Elsa Speak application to improve students' speaking skill at MA Wahid Hasyim Balung?

| | | | | $\sum$x: Individual score
n : Number of studet
b. Pass Score
$$P = \frac{F}{N} \times 100\%$$
P : The class percentage
F : Total percentage score
N : Number of students

5. Validity of Data : Content Validity

6. Criteria of Success :
This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 75% of the total students in the research. | |

UNIVERSITAS ISLAM NEGERI
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JEMBER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
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Nomor : B-10894/In.20/3.a/PP.009/03/2025

Sifat   : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA WAHID HASYIM BALUNG
Jl. Puger No. 20 Balung, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 211101060028

Nama   : SIFA NURIZA

Semester   : Semester delapan

Program Studi   : TADRIS BAHASA INGGRIS   untuk   mengadakan   Penelitian/Riset   mengenai   THE IMPLEMENTATION OF ELSA SPEAK APPLICATION TO IMPROVE STUDENTS` SPEAKING SKILL   selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Suhik, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 0 6 Maret 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 5

YAYASAN ABDUL WAHID HASYIM
MADRASAH ALIYAH WAHID HASYIM

Jalan Puger Nomor 20 Kecamatan Balung – Kabupaten Jember Kode Pos : 68161
Telepon (0336) 622102; Email : ma_wahas@yahoo.co.id; Website : www.maswahas.sch.id

SURAT KETERANGAN
Nomor :B-467/01/Ma.13.32.508/05/2025

Yang bertanda tangan dibawah ini :

Nama   : Suhik, S.Pd.

Jabatan   : Kepala Madrasah

Menerangkan bahwa :

NIM   : 2111010600028

Nama   : **SIFA NURHALIZA**

Program Studi   : Tadris Bahasa Inggris

Universitas   : UIN KHAS Jember

Telah melakukan Penelitian dengan Judul "The Implementation Of Elsa Speak Application To Improve Students Speaking Skill" selama 30 Hari.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat di jadikan bukti sebagaiamana mestinya.

Balung, 17 Mei 2025
Kepala Madrasah,

Suhik, S.Pd.

Appendix 6

SYLLABUS PEMBELAJARAN

Kompetensi Dasar (KD)	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber/Bahan /Alat
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada narrative text	3.4.1 Menyebutkan unsur dan struktur teks naratif 3.4.2 Mengidentifi-kasi kosakata dan struktur kalimat dalam teks naratif	1. Pengertian Narrative Text 2. Struktur Teks (Orientation, Complication, Resolution) 3. Unsur kebahasaan: past tense, action verbs, dsb.	1) Memahami cerita (Beauty and the Beast) 2) Diskusi struktur teks 3) Mencatat dan menganalisis kosakata penting			LKS, Buku Materi, Elsa Speak
4.4 Menyusun teks naratif lisan dan tulis sederhana	4.4.1 Menyusun teks naratif dari cerita populer 4.4.2 Menyampai-kan ulang cerita dengan pelafalan dan intonasi tepat menggunakan Elsa Speak	1) Contoh teks naratif (Cinderella, Malin Kundang, dll) 2) Latihan pelafalan dengan Elsa Speak	1) Diskusi berpasangan 2) Menulis dan menyusun teks sendiri 3) Presentasi lisan di depan kelas	Rubrik: Vocabulary, Grammar, Pronunciation, Fluency		Handphone, Elsa Speak, Speaker, LKS

| 4.4 (lanjutan) | 4.4.3 Melengkapi teks naratif sederhana
4.4.4 Latihan pelafalan kata dan kalimat dalam teks naratif | 1. Teks cerita: "The Lost Princess and The Pea"
2. Latihan pronunciation interaktif | 1) Fill in the blank
2) Praktik pronunciation di depan kelas | | | Handphone, Elsa Speak, Lembar soal, Speaker |

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran   :BahasaInggris

Kelas/Semester   :X/Genap

Materi   : Narrative Text

Alokasi Waktu   : 6x45 Menit (3 Pertemuan)

1. **KOMPETENSI INTI**

K.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

K.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, K.3   santun, dan percaya diri dalam berinteraksi.

K.4   Memahami pengetahuan faktual, konseptual, dan prosedural dalam berbagai konteks.

K.5   Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan yang dipelajari.

2. **KOMPETENSI DASAR**

Kompetensi Dasar:

3.4   Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada narrative text.

4.4   Menyusun teks naratif lisan dan tulis sederhana dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.

Indikator Pencapaian:

A. Siswa mampu memahami struktur teks naratif (orientation, complication, resolution).

B. Siswa mampu menyusun dan menceritakan ulang cerita secara lisan dengan intonasi dan pelafalan yang baik menggunakan aplikasi Elsa Speak.

3. **TUJUAN PEMBELAJARAN:**

A. Menyebutkan unsur dan struktur narrative text.

B. Menyusun teks naratif sederhana dari cerita populer.

C. Menceritakan ulang narrative text menggunakan bantuan aplikasi Elsa Speak dengan pelafalan dan intonasi yang tepat.

4. **MATERI AJAR:**

A. What is narrative text? (Apa itu teks narrative?).

A narrative text is a type of text that tells a story with the purpose of entertaining, informing, or teaching a moral lesson to the reader or listener. It usually describes events that happened in the past and is often fictional (but can be based on true events).

B. Key Features of Narrative Text

    a. Purpose:

    To entertain or convey a message through a story.

    b. Structure:

- Orientation: Introduces the characters, setting, and time.
- Complication: Shows the problem or conflict.
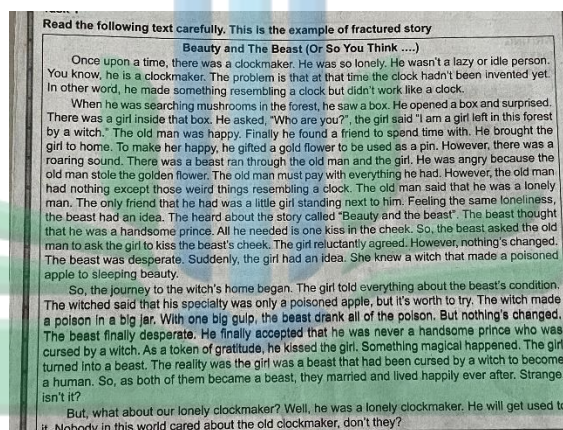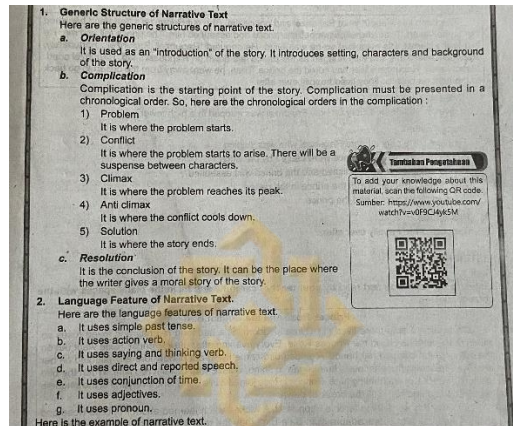- Resolution: The solution to the problem or the ending of the story.

    c. Language Features:

- Use of past tense verbs
- Use of action verbs
- Use of time connectives (e.g., then, after that, suddenly)
- Use of direct and indirect speech

C. Examples of Narrative Texts:

- Fairy tales (e.g., *Cinderella*)
- Fables (e.g., *The Tortoise and the Hare*)
- Legends (e.g., *Malin Kundang*)

- Personal experiences

5. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik

Metode/Strategi : Ceramah, Tanya Jawab, Diskusi

6. SUMBER BELAJAR

Lembar Kerja Siswa (LKS), website

7. MEDIA PEMBELAJARAN

Buku materi, Handphone, Aplikasi Elsa Speak, Speaker

8. KEGIATAN PEMBELAJARAN

Pertemuan	Tahap	Kegiatan	Waktu
1 (Satu)	Pendahuluan	1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. Menyampaikan tujuan dan cakupan materi narrative text.	5 menit
	Kegiatan Inti	• **Mengamati:** Menonton video "Beauty and the Beast". • **Menanya:** Diskusi isi dan struktur teks (orientation ,complication, resolution). • **Mengumpulkan informasi:** Siswa mencatat struktur dan kosakata penting. • **Mengasosiasi:** Latihan pelafalan dengan Elsa Speak. • **Mengkomunikasikan:** Membacakan ulang cerita menggunakan aplikasi Elsa Speak.	70 menit

	Penutup	1. Guru menutup pembelajaran dengan doa bersama kemudian menyimpulkan pembelajaran bersama siswa. 2. Memberi tugas latihan pelafalan di rumah dengan Elsa Speak.	5 menit
(Dua)	Pendahuluan	1. Guru membuka kelas dengan berdoa, Menyapa siswa,memeriksa kehadiran dan menanyakan tugas pelafalan. 2. Review singkat materi sebelumnya.	5 menit
	Kegiatan Inti	• Siswa memilih cerita naratif sendiri dari daftar. • **Berpasangan**: Salah satu siswa latihan bicara dengan Elsa Speak, pasangan mencatat isi cerita. • Siswa menyiapkan dan menyusun kembali ceritanya. • **Presentasi**: Setiap kelompok mempresentasikan ceritanya di depan kelas.	70 menit
	Penutup	1. Guru menutup pembelajaran dengan doa bersama kemudian menyimpulkan pembelajaran bersama siswa. 2. Refleksi pembelajaran dan umpan balik dari guru.	5 menit
	Pendahuluan	1. Guru membuka kelas dengan berdoa, Menyapa siswa,memeriksa kehadiran.	5 menit

		2. Review singkat materi sebelumnya	
3 (Tiga)	Kegiatan Inti	• Siswa melengkapi kata yang kurang (fill in the blank) pada cerita "The Lost Princess and The Pea". • Siswa menggunakan applikasi elsa speak untuk mengetahui cara pronounce yang tepat dari kata tersebut. • Satu siswa Mempraktekkan hasil pronounce dari aplikasi elsa di depan kelas, kemudian siswa lain menirukan bersama-sama.	70 menit
	Penutup	1. Guru menutup dengan doa bersama, memberi umpan balik dari guru dan apresiasi kepada siswa. 2. Menyimpulkan hasil pembelajaran naratif teks.	5 menit

LESSON PLAN CYCLE 2

Pertemuan 1

Topik: Vocabulary and Pronunciation (The Origin of Banyuwangi)

Media: Elsa Speak App, Speaker, HP Android

Tujuan Pembelajaran:

- - Siswa mampu mengidentifikasi kata sulit dalam teks naratif.
- - Siswa mampu menggunakan fitur "Elsa Dictionary" untuk belajar pelafalan dan makna kata.
- - Siswa dapat menirukan pelafalan kata menggunakan video pada aplikasi Elsa Speak.

Langkah-Langkah Kegiatan Pembelajaran:

Kegiatan	Deskripsi
Pendahuluan	Salam, doa, absensi, motivasi, review materi siklus sebelumnya.

| Kegiatan Inti | Siswa membaca teks 'The Origin of Banyuwangi'. Menjawab pertanyaan tentang isi cerita (Orientation, Complication, Resolution). Menemukan kosakata sulit dan memasukkannya ke Elsa Dictionary. Menirukan pelafalan dari video Elsa. |
| Penutup | Refleksi, umpan balik, dan pemberian tugas mandiri. |

Pertemuan 2

Topik: Sentence Building with Past Tense

Media: Elsa Speak App, "Word Composing" Feature

Tujuan Pembelajaran:

- Siswa mampu mengidentifikasi dan menggunakan bentuk kata kerja lampau.
- Siswa dapat menyusun kalimat menggunakan fitur "Word Composing" di Elsa Speak.

Langkah-Langkah Kegiatan Pembelajaran:

Kegiatan	Deskripsi
Pendahuluan	Membuka pelajaran, motivasi, review materi vocabulary & pronunciation.
Kegiatan Inti	- Penjelasan tentang past tense. - Diskusi dan latihan mengubah verb 1 ke verb 2. - Latihan menyusun kalimat melalui Elsa Speak. - Praktik pelafalan kalimat dengan fitur Grammar Trainer.
Penutup	Siswa menyampaikan hasil kalimat yang dibuat, guru memberi koreksi.

Pertemuan 3

Topik: Retelling Narrative Text

Media: Elsa Speak "AI Role-play" Feature

Tujuan Pembelajaran:

- Siswa mampu menceritakan kembali teks naratif menggunakan struktur dan kosakata yang tepat.
- Siswa dapat berinteraksi dengan fitur AI Role-play untuk praktik berbicara.

Langkah-Langkah Kegiatan Pembelajaran:

Kegiatan	Deskripsi
Pendahuluan	Menyapa, review materi grammar dan vocabulary sebelumnya.
Kegiatan Inti	- Siswa membentuk pasangan. Menggunakan fitur Role-play untuk bermain peran. - Praktik berbicara menggunakan skenario dari Elsa Speak. - Guru observasi performa speaking: pronunciation, grammar, fluency.
Penutup	Siswa memberi refleksi dan kesan, guru menyimpulkan dan menilai performa siswa.

I. PENILAIAN

1. Sikap : Observasi

2. Pengetahuan : Tes lisan

3. Keterampilan : Unjuk Kerja (berbicara)

Indikator penilaian	Score	Criteria
Vocabulary	1	Kosakata sangat minim, sulit untuk menyampaikan ide.
	2	Kosakata sangat terbatas, sering kali tidak sesuai konteks.
	3	Kosakata terbatas, beberapa penggunaan tidak tepat.
	4	Menggunakan kosakata yang sesuai, meskipun ada beberapa pengulangan.
	5	Menggunakan kosakata yang kaya, bervariasi, dan tepat.
Grammar	1	Kesalahan tata bahasa yang sangat banyak, sulit untuk dipahami.

	2	Kesalahan tata bahasa yang banyak, mengganggu pemahaman.
	3	Banyak kesalahan tata bahasa yang cukup mengganggu pemahaman.
	4	Beberapa kesalahan tata bahasa, tetapi tidak mengganggu pemahaman.
	5	Menggunakan tata bahasa yang benar dan kompleks, tanpa kesalahan.
pronunciation	1	Sangat sulit dipahami karena kesalahan pengucapan yang banyak.
	2	Banyak kesalahan pengucapan yang mengganggu pemahaman.
	3	Terdapat beberapa kesalahan yang cukup mengganggu pemahaman.
	4	Jelas dengan beberapa kesalahan kecil yang tidak mengganggu pemahaman.
	5	Sangat jelas dan akurat, tanpa kesalahan pengucapan.
Fluency	1	Sangat terputus-putus, sulit untuk mengikuti pembicaraan.
	2	Sangat terputus-putus, banyak jeda yang mengganggu pemahaman.
	3	Terdapat beberapa jeda dan pengulangan yang mengganggu alur.
	4	Lancar dengan sedikit jeda, tetap dapat mengikuti alur pembicaraan.
	5	Sangat lancar, berbicara dengan percaya diri dan tanpa jeda yang tidak perlu.

Mengetahui

Jember, April 2025

Guru Kelas

Peneliti,

Ita Faizatul, S.Pd

Sifa Nuriza

Appendix 8

PRE-TEST

Name   :

Class   : X-1

The researcher used an oral test with the elsa speak application. The researcher asked students to tell story about their learning experience in school. The researcher asked the students to do it in front of the class.

A. Students' Direction

1. Asks the student to pray

2. Asks the student to prepare paper and a pen

3. Asks the student to make a short story(1 paragrapgh) about memorable experience they had in school (teaching and learning experience during their time in school) in 20 minutes

4. Asks the student to open Elsa Speak Ai to tell about their experience with native speaker

5. After each speaking section with narrative speaker, you should make a short summary of what you have talked about with the native then share it with class.

Appendix 9

POST-TEST

Name   :

Class   : X-1

The researcher used an oral test with the elsa speak application. The researcher asked students to tell and role-play characters or stories that they understand in the Rapunzel story. The researcher asked the students to do it in front of the class.

B. Students' Direction

6. Asks the student to pray

7. Asks the student to prepare paper and a pen

8. Asks the student to understanding and memorize the narrative text (Rapunzel) that have been given by researchers in 20 minutes

9. Asks the student to open Elsa Speak Ai to tell about rapunzel with native speaker

10. After each speaking section with narrative speaker, you should make a short summary of what you have talked about with the native then share it with class.

Appendix 10

TEST VALIDITY

LEMBAR VALIDASI
INSTRUMENT TEST

The implementation of Elsa Speak Application to improve students' speaking skill

A. TUJUAN

Tujuan test ini digunakan untuk mengumpulkan atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

B. PETUNJUK

a. Berikan tanda cheklist pada kolom yang sesuai dengan pendapat anda berdasarkan indicator pembelajaran dalam penerapan aplikasi elsa speak dalam meningkatkan speaking skill siswa.

b. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang

2 = cukup

3 = baik

4 = sangat baik

PRE-TEST					
No	Indicator	Skor			
		1	2	3	4
1.	Apakah instruksi pre-test sudah jelas dan mudah dipahami oleh siswa?	✓			
2.	Apakah durasi yang ditentukan cukup untuk menyelesaikan pre-test?		✓		
3.	Apakah kriteria penilaian sesuai dengan tujuan pembelajaran?			✓	
4.	Apakah indikator penilaian mencakup aspek penting dari keterampilan berbicara?			✓	

POST-TEST					
No	Indicator	Skor			
		1	2	3	4
1.	Apakah instruksi post-test sudah jelas dan mudah dipahami oleh siswa?		✓		
2.	Apakah durasi yang ditentukan cukup untuk menyelesaikan post-test?			✓	
3.	Apakah kriteria penilaian sesuai dengan tujuan pembelajaran?			✓	
4.	Apakah indikator penilaian mencakup aspek penting dari keterampilan berbicara?			✓	

114

C. CATATAN/SARAN

* Untuk pre-test, sibatan fokus pada topik tertentu (pilih salah satu)
* Pertimbangkan untuk merubah durasi speaking pada pre-test.
* Untuk post-test, hilangkan atau hapus pronunciation practice
* Perbaiki struktur kalimat pada post test.

D. KESIMPULAN

Secara umum Instrument Test yang telah dinilai dinyatakan:

☐ : layak digunakan tanpa revisi

☑ : layak digunakan dengan revisi

☐ : tidak layak digunakan

(mohon diberi tanda (√) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)

Jember, 20 Januari 2025

Validator

Moh. Rofid Fikroni, M.Pd.
NIP. 199306032023211032

Appendix 11

Transkip Students' Speaking Test

Name	Speaking Test
	(PRE-TEST) **Elsa**: "Hi there! Let's talk about a special memory at school. Can you tell me something you remember?" **CA** : "Yes, I remember one time in English class. Teacher tell us to do short drama with group." **Elsa**: "That sounds interesting! How did you feel at first?" **CA** : "I feel nervous. I never do perform in front of class before." **Elsa**: "Oh no! That must be scary. What did you do to get ready?" **CA** : "We practice a lot. My group help each other and make feel more brave." **Elsa**: "That's great teamwork! So, how did the performance go?" **CA** : "It go good! Everyone clap and teacher say we do great job." **Elsa**: "Wow, you must have felt so proud!" **CA** : "Yes! I feel so happy. I learn that study can be fun if we work together." **Elsa**: "That's a wonderful lesson. Do you want to do another drama someday?" **CA** : "Maybe yes! If with friend, I think I can do it again." **Researcher** : What did you talk about with Elsa, retell it in a short version. **CA** : One time in English class, teacher say we make drama. Umm.. I dont want because I shy. But group help me, we practice many time. When we do drama, all clap. Teacher happy and she said my group is good. I feel happy and know learning can fun with friend. **Score** : Vocab (4), Grammar (3), Pronounce (5), Fluency (4) **Total** : 80
CA	**(POST-TEST 1)** **Elsa:** "Alright! Let's begin our magical adventure. You are Rapunzel, trapped in the tall tower. Can you describe what you see around you?" **CA:** "I see green trees swaying gently, and my long hair glimmers in the sunlight. I feel a bit lonely up here." **Elsa:** "You hear a rustling sound outside the tower. What do you do?" **CA:** "I lean out the window and call for help! 'Is anyone there?'" **Elsa:** "Suddenly, a handsome prince appears beneath the tower. He calls up to you, 'Rapunzel! I'm here to rescue you!' How do you feel seeing him?"

CA: "I feel excited and hopeful! I can't believe help has finally come!"

Elsa: "The prince looks up, mesmerized by your beauty. He asks, 'Can you let down your hair?' What do you do?"

CA: "I let down my hair with a smile, saying, 'Climb up, brave prince!'"

Elsa: "He climbs up your hair and reaches the top. The moment is magical! What do you say to him?"

CA: "I thank him for coming, and I tell him I've been waiting for someone like him! your tower story! Would you like to explore more adventures?"

Researcher : What did you talk about with Elsa, retell it in a short version.

CA : Elsa say and I do a role play we start adventure. I be Rapunzel in tower. I see tree and sun make my hair shiny. I feel lonely. Then I hear something, I call "Anyone there?" Prince come and say he save me. Umm.. I feel happy and not alone again. He ask me drop hair, I do it and smile. He climb up and I say thank you.

Score : Vocab (4), Grammar (4), Pronounce (5), Fluency (4)
Total : 85

(POST-TEST 2)

Elsa: "Alright! Let's begin our magical adventure. You are Rapunzel, trapped in the tall tower. Can you describe what you see around you?"

CA: "I see green trees swaying gently, and my long hair glimmers in the sunlight. I feel a bit lonely up here."

Elsa: "You hear a rustling sound outside the tower. What do you do?"

CA: "I lean out the window and call for help! 'Is anyone there?'"

Elsa: "Suddenly, a handsome prince appears beneath the tower. He calls up to you, 'Rapunzel! I'm here to rescue you!' How do you feel seeing him?"

CA: "I feel excited and hopeful! I can't believe help has finally come!"

Elsa: "The prince looks up, mesmerized by your beauty. He asks, 'Can you let down your hair?' What do you do?"

CA: "I let down my hair with a smile, saying, 'Climb up, brave prince!'"

Elsa: "He climbs up your hair and reaches the top. The moment is magical! What do you say to him?"

CA: "I thank him for coming, and I tell him I've been waiting for someone like him! your tower story! Would you like to explore more adventures?"

	Researrcher : What did you talk about with Elsa, retell it in a short version. **CA** : Rapunzel is stuck in a tall tower, feeling lonely as she watches the trees move gently outside. She hears a noise and calls for help. A prince appears and says he came to rescue her. Feeling excited and hopeful, Rapunzel lets down her long hair. The prince climbs up, and they finally meet. She thanks him and says she's been waiting for someone like him. It's a magical and heartwarming moment. **Score** : Vocab (5), Grammar (4), Pronounce (5), Fluency (5) **Total** : 95
MA	**(PRE-TEST)** **Elsa**: "Hi again! Can you share another special memory from school?" **MA**: "Sure! I remember when we had to create a poster for an English project about the environment." **Elsa**: "That sounds interesting! What was your group's idea?" **MA**: "We designed a big tree with messages about protecting nature. We used bright colors and added creative decorations." **Elsa**: "Nice! How was it working with your group?" **MA**: "It was really fun! We shared ideas and helped each other. Everyone contributed something unique." **Elsa**: "Great teamwork! What did your teacher say about it?" **MA**: "She said our poster was creative and meaningful. We were so proud of what we made." **Elsa**: "I bet that felt amazing!" **MA**: "Yes, it did! I realized that working together makes learning more enjoyable and effective." **Elsa**: "Would you want to do something like that again?" **MA**: "Definitely! I'd love to do more creative projects with my friends." **Researcher** : What did you talk about with Elsa, retell it in a short version. **MA** : I tell Elsa about my school project. Umm.. and we make a big tree poster for English class. And umm.. My group use bright color and write message. We do together and help. Our teacher say good. **Score** : Vocab (3), Grammar (2), Pronounce (2), Fluency (2) **Total** : 50
	(POST-TEST 1) **Elsa:** "Alright! Let's begin our magical adventure. You are Rapunzel, trapped in the tall tower. Can you describe what you see around you?"

MA: "I see green trees swaying gently, and my long hair glimmers in the sunlight. I feel a bit lonely up here."
Elsa: "You hear a rustling sound outside the tower. What do you do?"
MA: "I lean out the window and call for help! 'Is anyone there?'"
Elsa: "Suddenly, a handsome prince appears beneath the tower. He calls up to you, 'Rapunzel! I'm here to rescue you!' How do you feel seeing him?"
MA: "I feel excited and hopeful! I can't believe help has finally come!"
Elsa: "The prince looks up, mesmerized by your beauty. He asks, 'Can you let down your hair?' What do you do?"
MA: "I let down my hair with a smile, saying, 'Climb up, brave prince!'"
Elsa: "He climbs up your hair and reaches the top. The moment is magical! What do you say to him?"
MA: "I thank him for coming, and I tell him I've been waiting for someone like him! your tower story! Would you like to explore more adventures?"

Researcher : What did you talk about with Elsa, retell it in a short version.
MA : Rapunzel see flower and bird from her tower. Uhh..and She feels lonely. And old woman brings food and stories. Ummm.. Rapunzel is happy and wants to hear more. She hopes to see the world one day.

Score : Vocab (3), Grammar (3), Pronounce (4), Fluency (3)
Total : 65

(POST-TEST 2)

Elsa: "Alright! Let's begin our magical adventure. You are Rapunzel, trapped in the tall tower. Can you describe what you see around you?"
MA: "I see green trees swaying gently, and my long hair glimmers in the sunlight. I feel a bit lonely up here."
Elsa: "You hear a rustling sound outside the tower. What do you do?"
MA: "I lean out the window and call for help! 'Is anyone there?'"
Elsa: "Suddenly, a handsome prince appears beneath the tower. He calls up to you, 'Rapunzel! I'm here to rescue you!' How do you feel seeing him?"
MA: "I feel excited and hopeful! I can't believe help has finally come!"
Elsa: "The prince looks up, mesmerized by your beauty. He asks, 'Can you let down your hair?' What do you do?"
MA: "I let down my hair with a smile, saying, 'Climb up, brave prince!'"

Elsa: "He climbs up your hair and reaches the top. The moment is magical! What do you say to him?"

MA: "I thank him for coming, and I tell him I've been waiting for someone like him! your tower story! Would you like to explore more adventures?"

Researcher : What did you talk about with Elsa, retell it in a short version.

MA : Rapunzel in the tower sees colorful flowers and birds flying. And sky is bright she feels lonely. old woman comes with food and stories from the village. Rapunzel feels happy to have a friend. Umm.. She wants to hear stories about the outside world. Rapunzel hopes one day she can see the outside world too.

Score : Vocab (4), Grammar (3), Pronounce (4), Fluency (3)
Total : 70

APPENDIX 12

THE RESULT OF INTERVIEW

Time and Place of Interview:

1. Day/Date : Friday, 06 March 2025

2. Place : Behind of Class

3. Time : 08;00-finish

Respondent:

1. English teacher

Note:

R : Researcher

T : English Teacher

R: "Assalamu'alaikum, Mis ita. Maaf ganggu sebentar ya mis. Saya mau tanya-tanya dikit buat keperluan penelitian saya."

T : Wa'alaikumussalam. Oh iya nggak apa-apa Sifa, silakan aja.

R : "Menurut Mis ita kemampuan speaking anak-anak kelas X.1 selama ini bagaimana mis?"

T : "Hmm… selama ini sih ya masih banyak yang grogi kalau disuruh ngomong. Mereka tuh ngerti sih, tapi pas ngomong suka nge-blank atau ngomongnya pelan banget, takut salah."

R : "Oh begitu nggih mis, kalau mis ita sendiri biasanya pakai media atau metode apa buat ngajarin speaking?"

T : "Ya paling ya presentasi biasa begitu sifa, latihan dialog dari buku, kadang nonton video terus mis suruh cerita ulang. Tapi kadang anak-anaknya kurang antusias sih, keliatan bosen."

R : "Menurut Mis Ita nih apa yang paling bikin mereka susah ngomong selama mis ita suruh praktek speaking didepan kelas atau sama temennya begitu mis?"

T : "Anak-anak itu kurang percaya diri katanya takut diejek temennya,takut kalo salah ngomong gitu terus kosakatanya juga masih terbatas ya. Kadang mereka tuh bingung mau mulai ngomong dari mana."

R : "Mis ini saya mau nerapin aplikasi Elsa speak buat pembelajaran speaking nanti dikelas untuk penelitian saya juga mis."

T : "Iya boleh, berarti sifa nanti yang ngajar ya?"

R : "Iya mis, tapi nanti saya minta tolong mis ita buat jadi observernya mis untuk melihat perkembangan selama pembelajaran pakai applikasi elsa ini mis."

T : "Oh iya sudah sifa, nanti saya lihat kalau pakai metode pengajaran baru pakai applikasi ini anak-anak bakalan excited apa engga."

R : "Iya mis, Makasih ya mis atas interviewnya."

T : "Iya sifa, sama-sama. Semoga lancar terus yaa"

Time and Place of Interview:

1. Day/Date : Saturday, 17 May 2025

2. Place : Behind of Class

3. Time : 08;00-finish

Respondent:

3 Students

Note:

R : Researcher

S : Student

R : Halo, assalamualaikum. Minta waktunya sebentar boleh? Mau interview bentar soal belajar Bahasa Inggris pakai aplikasi Elsa Speak kemarin.

S : Waalaikumsalam, boleh kak. Ayo aja.

R : Menurut kalian gimana sih belajar speaking pakai aplikasi Elsa itu?

S1: Hmm... seru sih, kak. Soalnya aplikasinya bisa kasih nilai langsung pas kita ngomong. Jadi tahu salahnya di mana. Kayak punya guru pribadi gitu.

S2: Iya seru kak, apalagi pas susun kata yang berpartner kemaren itu pecah banget sampe rame sendiri.

S3: setuju sih, tapi memang awal-awal kita kelihatan bingung ya kak

R : Iya sih, awalnya kalian kaya ga tertarik gitu. Terus kamu ngerasa terbantu nggak sama fitur-fitur di aplikasinya?

S1 : Iya banget. Yang paling aku suka tuh fitur role-play sama yang feedback suara. Jadi pas kita salah ngucap, dia kasih tau langsung yang benernya gimana.

S2 : Aku sih fitur pronounciation yang ada videonya itu ya kak jadi bisa tahu cara ngomongnya dengan benar

S3 : sama aku juga suka fitur pronounciationnya, ngebantu banget soalnya

R : Selama pakai aplikasi ini, kamu jadi lebih pede nggak buat ngomong Inggris?

Siswa 1: Alhamdulillah sih iya. Soalnya kan biasanya malu ya kalau ngomong depan teman, takut diketawain. Tapi kalau latihan dulu pakai Elsa, jadi lebih yakin aja ngomongnya.

S2 : Iya kak biasanya malu karena anak-anak itu suka ngeledekin gitu kalo salah dalam prouncenya

R : Kamu latihan sendiri juga di rumah atau cuma pas jam pelajaran aja?

S1: Kadang latihan juga di rumah, apalagi kalau ada kuota lebih, hehe. Lumayan seru sih, kayak main game tapi belajar.

S2 : Anak-anak itu sering kak coba-coba waktu dikelas saja kalo jamkos atau istirahat, karena kan pakai wifi sekolah hehe meski kadang lemot banget ya kak

Peneliti: Menurut kamu, aplikasi Elsa ini cocok nggak sih dipakai terus buat pelajaran Bahasa Inggris?

S : Cocok saja sih kak! Jadi lebih enak belajarnya, nggak bosen. Apalagi kalau gurunya juga ngajarin pakai aplikasi itu, makin paham.

S3 : setuju sih kalo dipakai terus soalnya seru aja jadi ga cuma baca buku ngerjain tugas terus maju begitu saja kak, bosen

R : Okay, makasih banget ya. Jawabannya bantu banget buat penelitianku.

S : Sama-sama kak. Semoga skripsinya lancar, ya

Appendix 13

Hari / Tanggal: _____   Topik: _____

field note

Meeting 1 Cycle 1

Day / Date : Friday, 14th March 2025
Time   : 07.00 . 08.30
Place   : X - 1

Pada hari Jum'at, 14 maret 2025
Jam 07.00, Peneliti, Collaborator, dan siswa
masuk kedalam kelas. Sebelum memulai
pelajaran, Peneliti menyiapkan materi,
Speaker, aplikasi elsa untuk belajar mengajar
dikelas. Lalu peneliti memulai kelas dengan
greeting, Praying, checking attendance, giving
motivation and reviewing last material.
Pada meeting 1 ini, peneliti memulai
dg menanyakan tentang materi narrative text.
Peneliti meminta siswa untuk membuka
buku materi tentang narrative. Peneliti
menjelaskan narrative dengan lengkap.

Hari / Tanggal: _____   Topik: _____

Setelah menjelaskan narrative text, calo peneliti bertanya kepada siswa tentang ~~aplik~~ pemahaman siswa mengenai materi narrative text yang sudah dijelaskan oleh peneliti.

Peneliti meminta siswa membuka aplikasi elsa speak yang sudah mereka download waktu pre-cycle dulu. Peneliti meminta siswa untuk membuka fitur elsa ai. Siswa diminta berpasangan dengan teman sebangkunya untuk mengerjakan tugas mengidentifikasi cerita tentang beauty and the beast yang sudah peneliti berikan diawal tadi.

Satu siswa diminta untuk berbicara dengan native speaker di elsa ai tentang beauty and the beast, dan satu siswa lain merangkum apa yang temannya bicarakan dengan native speaker.

Pada meeting 1 ini, siswa tampak

cenderung pasif dan siswa kurang memperhatikan peneliti. Beberapa siswa juga terlihat tidur, ramai dikelas.

Hari / Tanggal: _____ Topik: _____

Field Note

Meeting 2 Cycle 1

Day / Date : Friday, 14th March 2025

Time : 08.30 - 10.00

Place : X - 1

Pada hari jum'at, tgl 14 maret 2025 tepatnya setelah jam pelajaran pertama selesai, peneliti melanjutkan pelajaran meminta siswa untuk membentuk kelompok dengan teman sebangkunya. Peneliti meminta siswa untuk mencari tema cerita narrative text yang mereka senangi. Siswa diberi waktu 20 menit untuk mendiskusikan dengan temannya dan memasukkan cerita tersebut kedalam aplikasi elsa ai fitur, satu siswa mengobrol dengan native speaker di elsa ai tentang cerita narrative yg mereka pilih.

Hari / Tanggal: _____ Topik: _____

Satu siswa lainnya merangkum
apa yang temannya bicarakan dengan
elsa ai. Kemudian mereka
mempresentasikan di depan kelas.
Setelah semua siswa menyelesaikan tugas
presentasi, ~~saa~~ Peneliti menutup pembelajaran
dengan berdoa bersama dan
merefleksikan materi yang sudah
dipelajari bersama-sama.

Hari / Tanggal: _____   Topik: _____

field note

Meeting 3   Cycle 1

Day / Date   : 11th April 2025

Time   : Friday, 07.00 - 08.30

Place   : X.1

Pada hari Jum'at, tgl 11 April 2025 pada jam 07.00, peneliti dan guru Memasuki kelas. Sebelum memulai pelajaran, peneliti menyiapkan materi, speaker, aplikasi elsa untuk belajar-mengajar dikelas. Peneliti memulai kelas dengan greeting, praying, check ing attendance, giving motivation and reviewing last material. Disini peneliti juga menanyakan tentang Pemahaman siswa mengenai materi dan penggunaan aplikasi elsa. Respon siswa masih kurang mengerti tentang aplikasi ini, Kemudian guru menanyakan tugas rumah yang telah diberikan, tetapi banyak siswa yang belum

Hari / Tanggal : _____ Topik : _____

menyelesaikan dengan alasan lupa.

Pada meeting kali ini, siswa ditekankan untuk belajar pronounciation. Siswa diminta untuk membuka lembar kerja mereka pada halaman ___ , disitu terdapat cerita tentang 'The lost princess and The pea' fill in the blank. Siswa harus melengkapi kata untuk menyempurnakan kalimat dalam cerita tersebut. Kemudian, perwakilan 8 siswa maju ke kelas untuk memasukkan kata yang sudah dijawab ke aplikasi elsa di kamus untuk mengetahui cara pengucapan kata tersebut dan siswa yang lain menirukannya, mereka mengulang pengucapan dengan benar. Disini siswa terlihat mulai terlihat antusias, dan siswa juga menawarkan diri untuk maju ke depan tanpa ditunjuk. Meskipun mereka masih rame dan ada yang tidur.

Di akhir, guru menutup pembelajaran dengan merefleksikan materi yang

Hari / Tanggal : _____   Topik : _____

Telah Dipelajari secara bersama-sama ~~dan~~ juga ~~~~ Peneliti mengumumkan bahwa pelajaran selanjutnya, siswa akan melakukan speaking test menggunakan aplikasi elsa speak. Siswa terlihat lesu dan tidak semangat ketika mendengar itu, mereka bilang bahwa mereka masih grogi kalau disuruh ngomong di depan kelas.

Hari / Tanggal: _____   Topik: _____

Field Note

Meeting 1 Cycle 2

Day/Date : Friday, 25 April 2025

Time : 07.00 - 08.30

Place : class X-1

Pada hari jum'at, tgl 25 April 2025 pada jam 07.00, peneliti dan guru memasuki kelas. Sebelum memulai pelajaran peneliti menyiapkan materi, speaker, dan aplikasi elsa untuk belajar mengajar dikelas. Peneliti mulai kelas dengan greeting, giving motivation, and reviewing last material. Disini peneliti bertujuan untuk belajar pronounciation & vocabulary. Peneliti menyuruh siswa untuk membuka buku materi (LKS) di hal. 44. Siswa dan peneliti bersama-sama mengidentifikasi stori tersebut dan menjawab pertanyaan bersama-sama. Kemudian peneliti menyuruh siswa menemukan kata-kata sulit selama mereka membaca

Hari / Tanggal: _____   Topik: _____

Cerita tersebut. Setelah siswa menemukan
kata sulit trb, mereka memasukannya
kedalam aplikasi elsa speak dictionary
features untuk melihat pronounce dg
benar disin juga terdapat ~~video~~ cuplikan
video cara pengucapan kata trb dengan
benar. Disitu siswa juga dapat melihat
makna dari kata tersebut. Disin siswa
mulai telihat kondusif, mereka excited
dan semangat untuk terus memasukka
kata tr baru.

Hari / Tanggal: _____   Topik: _____

Field Note

Meeting 2 Cycle 2

Day/Date : Friday / 25th April 2025

Time : 08.30 - 10.00

Place : Class X.1

Pada hari jum'at, tgl 25 April 2025 tepatnya setelah jam pertama selesai, peneliti melanjutkan pelajaran dengan belajar grammar dan menyusun kata. Peneliti memberi arahan kepada siswa tata cara aplikasi elsa fitur arranging word untuk pembelajaran hari ini. Siswa sangat antusias untuk mengikuti arahan ~~ger~~ peneliti, Mereka ~~benefit~~ mulai aktif untuk bertanya tentang hal-hal yang mereka ingin tahu tentang aplikasi elsa tersebut. Peneliti meminta siswa untuk membentuk kelompok berpasangan. Kemudian peneliti mencontohkan 1 kata dan kalimat yang ~~akan~~ tentang

Hari / Tanggal: _____   Topik: _____

Past tense. Siswa menyusun kata dan membentuk kalimat past tense lengkap bersama partner kelompoknya. Peneliti meminta siswa untuk mempresentasikanya di depan kelas. Siswa mulai berani dan tanpa ditunjuk, mereka langsung mengajukan diri untuk mempresentasikan hasil kerja mereka. Peneliti dan siswa bersama-sama mengidentifikasi kalimat tsb. Bel berbunyi Pukul 10.00, Peneliti mengakhiri pelajaran dengan memberikan feedback, berdoa dan merefleksikan materi yang sudah dipelajari hari itu.

Hari / Tanggal: _____ Topik: _____

Field note
Meeting 3 Cycle 2
Day /Date : Friday, 02 May 2025
Time : 07.00 - 08.30
Place : Class X-1

Pada hari Jum'at tgl 02 May 2025, Peneliti dan guru memasuki kelas pada pukul 07.00. Sebelum memulai pelajaran peneliti Menyiapkan materi, speaker, dan aplikasi elsa untuk belajar mengajar di kelas. Peneliti memulai kelas dengan greeting praying, checking attendance, giving motivation and reviewing last material. Pada hari ini siswa akan fokus mempelajari speaking practice untuk melatih kelancaran mereka. Peneliti menjelaskan cerita tentang silver girl and the three bears. Kemudian siswa diminta untuk mendalami cerita tersebut dg memahami character, orientation, complication and Resolution.

Hari / Tanggal: _____ Topik: _____

Setelah siswa memahami cerita tersebut,
peneliti ~~memberikan~~ menggunakan l Handphone
untuk menggunakan aplikasi elsa.

Satu-persatu siswa diminta untuk maju
kedepan untuk bermain role-play yang
menceritakan tentang cerita tersebut.
Disini siswa bisa melihat jawaban
langsung dari applikasi elsa tanpa harus
membuat jawaban sendiri. Setelah semua
selesai, peneliti memberikan feedback
tentang speaking practice siswa hari ini,
~~peneliti meng~~ bahwa speaking mereka
mulai improve daripada pertemuan
pertama mereka. Kemudian peneliti
mengumumkan bahwa hari ini, mereka
akan melakukan speaking test seperti 2
minggu lalu. Siswa tampak tenang
dan mulai kondusif, tertib dan tidak
banyak komplain.

Appendix 14

RUBRIC SCORE

Indikator penilaian	Score	Criteria
Vocabulary	1	Kosakata sangat minim, sulit untuk menyampaikan ide.
	2	Kosakata sangat terbatas, sering kali tidak sesuai konteks.
	3	Kosakata terbatas, beberapa penggunaan tidak tepat.
	4	Menggunakan kosakata yang sesuai, meskipun ada beberapa pengulangan.
	5	Menggunakan kosakata yang kaya, bervariasi, dan tepat.
Grammar	1	Kesalahan tata bahasa yang sangat banyak, sulit untuk dipahami.
	2	Kesalahan tata bahasa yang banyak, mengganggu pemahaman.
	3	Banyak kesalahan tata bahasa yang cukup mengganggu pemahaman.
	4	Beberapa kesalahan tata bahasa, tetapi tidak mengganggu pemahaman.
	5	Menggunakan tata bahasa yang benar dan kompleks, tanpa kesalahan.
pronunciation	1	Sangat sulit dipahami karena kesalahan pengucapan yang banyak.
	2	Banyak kesalahan pengucapan yang mengganggu pemahaman.
	3	Terdapat beberapa kesalahan yang cukup mengganggu pemahaman.

	4	Jelas dengan beberapa kesalahan kecil yang tidak mengganggu pemahaman.
	5	Sangat jelas dan akurat, tanpa kesalahan pengucapan.
Fluency	1	Sangat terputus-putus, sulit untuk mengikuti pembicaraan.
	2	Sangat terputus-putus, banyak jeda yang mengganggu pemahaman.
	3	Terdapat beberapa jeda dan pengulangan yang mengganggu alur.
	4	Lancar dengan sedikit jeda, tetap dapat mengikuti alur pembicaraan.
	5	Sangat lancar, berbicara dengan percaya diri dan tanpa jeda yang tidak perlu.

Appendix 15

RESEARCH JURNAL'S ACTIVITIES

Name   : Sifa Nuriza

NIM   : 211101060028

Tittle   : The Implementation of Elsa Speak Application to Improve Students'
Speaking Skill

Location   : MA Wahid Hasyim Balung

No.	Day/Date	Activity	Initials
1.	Friday, 6th March 2025	The researcher gives a "Surat permohonan penelitian" to the school and interview the English teacher of MA Wahid Hasyim Balung.	
2.	Thursday, 7th March 2025	The researcher Observe the classroom activity and consult about lesson plan with the English teacher.	
3.	Friday, 14 March 2025	The researcher implements the action (first and second meeeting) in cycle one	
4.	Friday, 11 April 2025	The researcher implements the action (third meeting and post-test) in cycle one	
5.	Friday, 25 April 2025	The researcher implements the action (first and second meeting) in cycle two	
6.	Friday, 03 May 2025	The researcher implements the action (third meeting and post-test) in cycle two	
7.	Saturday, 17 May 2025	The researcher ask for a letter of research finishing	

Jember, 16th May 2025

The Headmaster of School

Suhik, S.Pd.

Appendix 16

Documentation

(Interview with English Teacher)

(Presentation Section)

Appendix 17

CURRICULUM VITAE

Name	: Sifa Nuriza
SRN	: 211101060028
Place, Date of Birth	: Jember, 29 January 2003
Gender	: Female
Addres	: Karangduren, Balung, Jember
Faculty	: Faculty of Tarbiyah and Teacher Training
Email	: sifanuriza510@gmail.com

Education Background

1. TK Al-Hidayah 2009-2010

2. SD Negeri 1 Karangduren 2010-2016

3. SMP Al-Hidayah 2016-2019

4. MA Wahid Hasyim Balung 2019-2021

5. UIN KH Achmad Shiddiq Jember 2021-2025