CHAPTER 1
INTRODUCTION

A. Background

Rao, P, (2019) said that in learning English, there are four skills that need to be mastered, namely speaking, listening, writing and reading. Speaking is a skill that can be used as a means of interaction to express and transform ideas and ideas speaking activities in English teaching need to focus on how to help students to use and communicate in English. This skill is measured vital because most students often evaluate their success in English based on their proficiency in speaking. Therefore, developing effective methods to improve students' performance both as language learners and language users can help improve students' English learning achievement in speaking skills.

Advances in science and technology have influenced the use of teaching aids in schools and educational institutions educational institutions. For schools that are advanced and capable, have using these tools to become teaching teaching-learning aids in the classroom with all subjects that students will learn, so that learning is more effective and efficient. With the rapid advancement of technology so rapidly, education in schools is gradually increasingly experiencing changes that encourages various efforts to change made in the world of education. In understanding learning media, it is not enough with theoretical knowledge alone, but it needs to be supported by many practices, but need to be supported by doing a lot of practice. Trying to project and using the media, and can also develop the media Moto, (2019). Technology has a deep impact on education and the way we learn, and the English language learning

sector is no exception (Mirza, 2020).

To achieve an effective and efficient learning process for today is to empower technology-based information and communication tools. Educational technology can be broadly defined as any type of media or technology used to facilitate learning. This can include anything from traditional educational media such as textbooks and whiteboards, to more modern tools such as computers and online learning platforms. such as computers and online learning platforms. In the broadest sense, learning is the result of using technology as a learning tool.

Wardhani, (2022) said that if technology can be used, efficiently and effectively, then learning outcomes will improve. Therefore, learning media plays an important role in improving understanding for students and improving the quality of learning outcomes. The use of teaching materials determines the success of education. By using quality materials, students can learn more effectively and improve their results. Learning multimedia-based learning has proven to be an effective and efficient way of learning. It is expected that by using multimedia in the learning process, students will have a more meaningful experience and be able to achieve optimal behavioral changes in cognitive, affective, and cognitive areas. meaningful experience and are able to achieve optimal behavioral changes in the cognitive, affective, and psychomotor. However, in reality, the use of multimedia in schools has not However, in reality, the utilization of multimedia in schools has not resulted in an increase in student learning achievement, with student learning outcomes that are still low.

In the world of education, the learning process must run so a teacher must be responsible for carrying out a teaching and learning process, and an educator must have a concept in accordance with technological developments. at SMPN 1 Parepare is the researches to conduct research oriented towards improving students' speaking skills. from the results of interviews or discussions between the author and the teacher, there are several problems of students in this school in carrying out the teaching and learning process in this case learning English, especially in speaking. Lack of confidence is one of the factors that influence so that students' speaking skill is very low.

Suriasih, M, (2021) said that in the field of education in the era of society 5.0, students in the teaching and learning process are dealing directly with technology, in this case applications specifically designed to replace educators or controlled by educators remotely. The ELSA speak application can detect users' mispronunciations with more than 95% accuracy. It can also receive advanced feedback to correct the mispronunciation. This feature is one of the things that distinguishes ELSA from other applications. Therefore, this application is expected to help students to improve learning to speak English properly and correctly, by paying attention to each pronunciation in each word because a word that is mispronounced will change the meaning of the word (Dini at.,al.2020). For now, there are many technology-based learning media that become tools for learning languages, such as the ELSA speak application for learning to speak.

Lesmana, (2022) says this means that this typically digital-based learning media can be done wherever. The application is supported by structures such as

Speech Recognition, Proven Personalized Curriculum, Free Online Dictionary and Free Assessment which is one of the brightest false intelligence technologies for language acquisition, especially for measuring speaking ability. For example, when a student utters a certain word or sentence, the ELSA speak system will analyze and provide corrective feedback including giving their speaking score and possibly a good grade.

From the description above, the researcher is interested in exploring students' ability to learn English through the ELSA speak application, so the researcher will conduct a study entitled "Improving students' speaking skill using ELSA speak application" at SMPN 1 Parepare.

B. Research Questions

Based on the background above, the researcher formulated the question as: Can the use of ELSA speak application improve students' speaking skill?

C. Objectives of The Research

Based on the problem formulation above, the objectives of this study are: To find out whether the use of ELSA speak application can improve students' speaking skill.

D. Significance of Research

1. For students, this research process can help students to improve their speaking skill improve their achievement and increase their awareness about the importance of English oral communication.

2. For teachers, the results of this research will be beneficial for English teachers. The teachers can use ELSA speak application as an alternative for their teaching variations in speaking learning in the classroom and can encourage teachers to be more creative in creating a good teaching atmosphere.
3. For the author, this research process will be beneficial for the author to improve her teaching performance in the classroom. In addition, this research also provides experience to the author in conducting scientific research and writing scientific reports.
4. For other researchers, the results of this study can be used as a reference for other researchers to conduct similar or further research that focuses on investigating the use of the ELSA speak application.

E. Scope of The Research

The scope of this study focuses on the use of ELSA speak application on students' speaking skill before being taught using this application and after being taught using ELSA speak application. The researcher will assess students' grammar, fluency, pronunciation, and vocabulary.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

In compiling this research, researcher found several studies related to this research, namely as follows:

Nabila et,.al.(2022) said that in this research, researchers found that students have difficulty in speaking. To overcome this problem, the researcher used ELSA speak Application as an effective solution to improve students' speaking skill. The results of this study show positive results, ELSA speak application has a positive influence in improving students' speaking skills in a fun and significant way. In this research, they used quantitative research methods that is with quasi-experiment. To collect information about the effect of ELSA speak application in improving students' speaking skill, the researchers used interactive speaking test in the form of an oral interview. Whereas in this study, researchers used quantitative research methods with pre-experiments and speaking tests to collect information about students' speaking skill.

Anggraini (2021) in this research, the researcher found that students had difficulty in pronunciation because students felt bored in the learning process. To overcome the problem, the researcher used ELSA speak application as an effective solution to improve students' pronunciation skills easily. The results of this study showed positive results, ELSA speak application has a positive influence in improving students' pronunciation skills in an easy and comprehensive way. In this study, they used the research method of classroom

action research (PTK) as the research design qualitative and quantitative were also used to obtain data related to the use of ELSA speak application to improve students' pronunciation skills. To collect information about the effect of ELSA speak application in improving students' speaking skill, the researchers used several instruments such as observation list and questionnaire observation list and questionnaire. Test and non-test techniques are also used. Whereas in this study, the researcher used quantitative research method with pre-experiment and speaking test to collect information regarding students' speaking skill.

Brusil, et,.al.(2023) in this research, the researcher found that students had difficulty in pronouncing consonants. To overcome the problem, the researcher then used the ELSA speak application as an effective step to improve the pronunciation of students. The results of this study showed positive results, ELSA speak application has a positive influence in improving students' pronunciation skills in an easy way. In this study, they used a mixed methodology of qualitative and quantitative research with a descriptive approach. To gather information about the effect of ELSA speak application in improving students' speaking skill, the researchers used deductive and inductive methodologies. While in this study, the object of research is junior high school students with quantitative methods.

Pangastuti (2021) in this research, the researcher found that students experienced difficulties in pronunciation caused by students so the researcher wanted to see the extent of the effect produced by this application. To solve the problem, the researcher used ELSA speak application as an effective solution to

improve students' pronunciation. The results of this study showed positive results, ELSA speak application has a positive influence in improving students' pronunciation skills. In this study, they used a quantitative method using a pre-experiment research design. To collect information about the effect of the ELSA speak application in improving students' pronunciation skills by conducting pre-tests and post-tests. in the researcher's research focuses on the effects resulting from the use of the ELSA speak application. While my research focuses on the implementation of the ELSA speak application to improve students' speaking skill.

Rangkuti (2019) in this research, the researcher found that the concept of learning is very difficult to adjust due to the covid 19 pandemic in this case the pronunciation of students. To overcome this problem, the researcher then used the ELSA speak application as an effective step to carry out an English language learning method in this case the pronunciation of students. The results of this study showed positive results, ELSA speak application has a positive influence in learning students' pronunciation. In this study, they used quantitative method. To collect information about students' perspectives on ELSA speak application in improving students' speaking skill, the researchers used quantitative methods by using questionnaires. While in this study, the researcher focuses on how to use the ELSA speak application.

Kholi, (2021) in this research, the researcher found that students had difficulty in performing English pronunciation. To overcome this problem, the researcher used ELSA speak application as an effective solution to improve

students' pronunciation skills. The results of this study showed positive results, ELSA speak application has a positive influence because this application is able to improve students' pronunciation skills. In this study, this study used classroom action research as its research design. The collaboration of qualitative and quantitative methods is also a concern of this study. To gather information about the effect of ELSA speak application in improving students' pronunciation by conducting pronunciation tests and interviews. whereas my research focuses on learners and the method used is quantitative method.

Ayu Indari (2022) in this research, the researcher found a problem that students have difficulty speaking. To overcome this, the researcher then used the ELSA speak application as a solution to overcome this problem to improve students' speaking. The results of this study showed positive results, the ELSA speak application had a positive and significant effect in the research process. To collect information about students' perspectives on the ELSA speak application in improving students' speaking skill, researchers conducted speaking tests, there were two types of speaking tests in this study, namely free test and post-test. In this study, they used quantitative methods conducted with quasi-experimentation there was an experimental class and there was a control class. While in this study, my researcher used quantitative methods but conducted with pre-experiments that only used one class.

Fitri S et al,.(2021) in this research, the researcher found a problem that the lack of motivation of students to do English learning. To overcome this, the researcher then used the ELSA speak application as a solution to overcome this

problem as a learning medium that can increase student motivation to learn English. The results of this study showed positive results, the ELSA speak application had a positive and significant effect on the research process. To collect information about student learning motivation, it was obtained from a questionnaire regarding the attitude of students and lecturers towards online learning materials. In this study using a mixed method of quantitative and qualitative. Whereas in my research, my researcher used quantitative methods but conducted a pre-experiment using only one class.

From some of the previous research results above, it is clear that there are similarities with this research, namely improving students' English-speaking skill and some also focus on pronunciation by using the speak application. The rest is the difference between this research and previous research. In most of the previous studies above, researchers used qualitative research methods and on the other hand there were also previous studies that focused on how students' perspectives of the application issues that were made into learning media in this case the speak application. They used interview techniques and also partly used mixed methodology. While in this study the researcher used a quantitative free experimental research method. And also, the researchers above conducted more research at the level and university. Whereas in this study, the researcher felt challenged to try to conduct research at the junior high school level. Then, most of the above studies only explain the relevance and purpose of using speak application in teaching English. Whereas in this study, the researcher focuses on

the direct use of speak application in the classroom as a learning medium for VIII grade students of SMPN 1 Parepare.

B. Some Pertinent Ideas

1. ELSA Speak Application

ELSA speak is an application for learning English that applies artificial intelligence and speech recognition. The technology allows a two-way learning process, for example, users can pronounce certain words or sentences, then the system will analyze and provide corrective input.

Each program is designed to assist users with specific processes, which may be related to productivity, creativity and/or communication. There are so many technologies or application software that can be downloaded from the internet, in terms of learning English. “ELSA speak” (English Learning Speech Assistant) was designed by Vu Van from Vietnam in 2015, and is based in San Francisco, United States. Elsa was also listed as one of the 13 promising tech startups in Southeast Asia by the South China Morning Post. It is designed to help learners speak English clearly, fluently and confidently. ELSA is very easy to get by downloading it on the Play or App Store on your smartphone.

Nur S at,.al.(2021) ELSA speak application is a mobile app that offers instruction, native audio, practice, fedack, and simulated "conversation" practice, all of which have been proved to increase the motivation. With the advanced Elsa technology, its main function is to train English pronunciation accurately. This means that the application can detect the

user's pronunciation errors with an accuracy rate of up to 95%. ELSA has provided more than 1,200 lessons and more than 60 topics for users to practice pronunciation starting from practicing pronunciation of English words, phrases and sentences. Another feature offered is an interactive dictionary, which will help the user how to pronounce the word or phrase he is looking for. This application makes use of Artificial Intelligence (AI) and voice recognition to help improve and perfect English pronunciation.

In addition, according to Lengkanawati (2016) there should be an adjustment of the instructing given students so that the subject matter can be more dynamic in the learning methods. Elsa Founder & CEO Vu Van said that pronunciation is the biggest challenge in learning English, so it becomes a barrier to speak fluently and confidently. Based on the articles that researcher have found, here are some of the advantages of using ELSA speak application:

a. Simple and provides navigation between topics and skills, levels, reports and other features.
b. Users can set the display language according to the user's needs of this application.
c. There are various conversation topics that are good for practicing speaking skills.
d. Not only for schools, students can access the application at any time, which makes a commitment to practice regularly

e. This application helps students with word and sentence stress, intonation, fluency, vocabulary development as well as pronunciation. Students will get immediate feedback and know exactly where the problem is and where it needs improvement

2. Speaking

1. Definition Of Speaking.

Ratnasari (2020) said that speaking skill are one of the four skills in language proficiency. Speaking is a condition when people express their thoughts in form. In addition, according to Mega et al. (2020), the first way to interconnect and communicate is through speaking, speaking is a way for humans to share their thoughts verbally with other humans. So, speaking is a skill that allows and helps us to communicate effectively. Speaking is an interactive process in which information is shared. The ability to speak and convey information well can be seen from the understanding of the listener. Therefore, it is important for us to develop good speaking skill. In general, there are four elements in speaking skills namely: vocabulary, grammar, pronunciation, and fluency.

Puspita et al,.(2017) Speaking is the competence to express or communicate opinions, thoughts, and ideas. Speaking is one of the most important language skills in learning a language. To master a language, a learner must be able to speak the language because the ability to speak clearly shows that the learner is able to use the language. As students of the English Education Study Program, they must master speaking skill in order

to have a good ability to communicate. Indeed, they must have good speaking skill because they are English learners who are prepared to become English educators or English teachers. By having good speaking skills, it will greatly help them in learning the language. It can also be very useful for them. It can open up more.

2. Aspects Of Speaking

1) Grammar

Grammar is probably the word most often used by teachers, students, and parents when talking about learning English. Grammar is often understood as a set of rules that govern language. Grammar can be seen as the way humans use language. Therefore, grammar can undergo changes and developments in accordance with changes and developments in humans as language users in other words, grammar is context-specific and dynamic (Swan, 2019). Meanwhile, Burton (2021) said grammar refers to the actual structure or arrangement of language and the way in which linguistic parts such as words and phrases are combined to produce sentences in a language.

2) Fluency

Harahap, (2021) fluency is the second aspect that must be assessed because it will support how you speak the word. The advantage of public speaking in English that you need to know is that the level of fluency is very good. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking was the aim of many language learners. Signs of

fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

3) Pronunciation

Mukmin (2020) states that pronunciation is the way of sound production which is paying attention to phonological features to make the listener understand what he is listening to. In other words, pronunciation is the combination of the speaking and listening process. Tasmia (2019) states that Pronunciation refers to the problem of sounds that we used to make meaning. It includes attention to the particular sound of a language (segments) and aspects of speech beyond the level of the individual sound. Such as intonation, phrasing, stress, timing, rhythm, how the voice is projective (voice quality), and in its broadest definition, attention to gesture and expression that are closely related to the way we speak a language.

Rekha, (2022) in the Indonesian context, in which most pronunciation teachers are nonnative speakers of English, teaching pronunciation has become a great challenge. Lack of confidence due to non-naiveness often hinders teachers from teaching pronunciation in a well-planned teaching session. Often, teachers only insert pronunciation materials as a supplement, not as a specific skill, resulting in low pronunciation abilities. This unfortunate condition must be seriously addressed since pronunciation is

vital for language development and is connected with other language. Hence, teaching pronunciation should be given high priority, just like the other language skills, to maximize the outcomes of the English teaching and learning process. To do so, non-native English teachers could utilize technology as an alternative means of teaching pronunciation skills.

4) Vocabulary

According to Fatimah (2019), vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage. Sarawir describes the teaching vocabulary a few days before a type of debate. Through direct teaching and reading the learners become familiar with the topic vocabulary before they need to use it in the formal speaking activity.

Harahap,(2021) vocabulary is communicative effectively or express their ideas in both oral and written form if they do not have the sufficient vocabulary. So, vocabulary means the appropriate diction which was used in communication. Pronunciation was the way for students‟ to produce clearer language when they speak. It deals with the phonological process that referred to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

The elsa speak application is one of the English learning media in which there are various aspects of speaking. one of the media is quite young to access and simple to make as a medium for learning English. in this

application there are many alternatives or features that can be used to train students' speaking skills to improve the quality of English.

3. Problem in Speaking Skills

Jaya, et al (2021) explained that the main problems faced by students in speaking English can be divided into problems related to affective, problems related to social, and problems related to linguistics. Problems related to affective include attitudes, self-confidence, motivation, anxiety, length of language exposure, class conditions, environment, family background, and student and teacher competencies. Problems related to social include understanding to practice English outside the classroom, and understanding in speaking class. Students tend to have affective-related problems in speaking for several reasons, such as anxiety, low self-confidence, and nervousness. They will most likely speak slowly and sluggishly because they hope not to make a mistake. They are also shy about speaking in class and often stop while talking. They always try to avoid talking by answering questions from their lecturers with yes or no answers.

4. Teaching Speaking

Pakula, (2019) as explained previous, speaking is an important skill in language learning, but it is not an easy skill to learn or teach. In many language lessons, communicating fluently in a foreign language is the main goal. But in reality, oral learning in the classroom is still underestimated and does not play an important role. Teachers may not want to use valuable

class time for oral production, but prefer to teach tests and prioritize grammar, writing, or reading skills. Another relevant reason may be that teaching methods and materials emphasize written language and grammatical correctness as learning objectives.

From the above discussion, we can see that the relationship between teaching and learning activities is very important and very attached in other words, the relationship between teachers and students in the learning process is inseparable. Nevertheless, teaching English remains a challenge for many English teachers (Burns, 2019). Plus, the mindset of students who think English is difficult and boring to learn. So, a teacher must really be able to come up with creative ideas that can help in facilitating the speaking-learning process. One of the innovations in learning English is by utilizing existing digital technology. Combining the conventional way of learning with technology is a good first step for speaking learning. One of the effective digital technologies recommended by researchers is ELSA speak application.

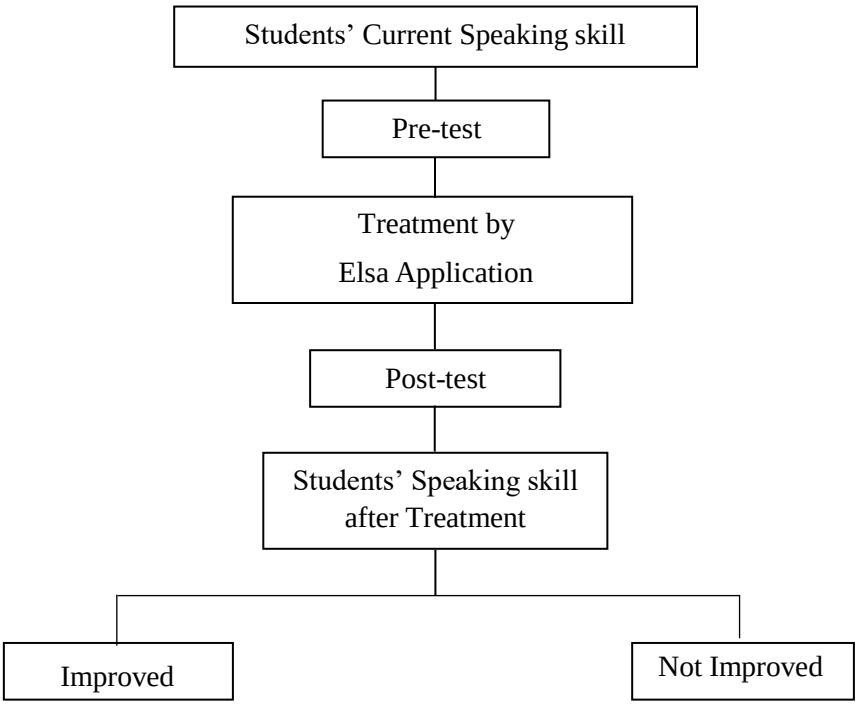
5. Learning Media

Spoken language is considered one of the most important language skills. the most important language skill for learning a second or foreign language. Speaking is a means that allows us to interact with others. with the rest of the world's population, and serves to inform, entertain, inspire and encourage. encouraging. Good speaking skills are the ability to create words

that the listener can understand. that the listener can understand. Many people are still hesitant to express their ideas because they lack confidence. This is because they feel insecure. This lack of confidence could be due to a lack of pronunciation. due to lack of pronunciation. This is an important part of daily interaction. Usually, A person's first impression is based on their ability to speak with fluency and understanding.

Lesmana, (2022) currently, learning using technology has its advantages, one of which is that students can learn to speaking anywhere and anytime. In this case, teachers provide tools to support technology-based teaching so that they can build their speaking skill better. The use of the internet has brought great changes to English teaching and has improved English learning. and has improved English learning.

C. Conceptual Framework



The use of the ELSA speak application at SMPN 1 Parepare is used to assist teachers and students in learning to speak, especially English. In this study, the researcher taught a little theory about the basics of speaking. It starts with the Researcher analyzed by giving the pre-test. From the pre-test the Researcher collection of data and analyzed students speaking skill. After given the pre-test, the Researcher provide treatment by giving students the opportunity to access the ELSA speak application during four meetings. The last meeting, the Researcher gave a post test to determine the improvement of students' speaking skill from the use of the ELSA speak application.

D. Hypothesis

Based on the literature review and conceptual framework discussed above, the researcher stated the research hypothesis as follows:

a. H_0 (Null Hypothesis): The ELSA speak application does not improve students' speaking skill in eighth-grade students of SMPN 1 Parepare.
b. H_1 (Alternative Hypothesis): The ELSA speak application improves students' speaking skill in eighth-grade students of SMPN 1 Parepare.

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

This research uses experimental research using pre-experimental methods with one group pretest – posttest design. Experimental research is to allow researchers to estimate the effects of experimental research are independent variables and dependent variables Ary et al, in Putrawansyah, (2020). The independent variable is material design taken from ELSA speak application and the dependent variable is students' speaking skills. The purpose of this study is to determine the effect of using ELSA speak application to improve speaking skill. This effect will be found after giving treatment to students who will be taught before and after using ELSA speak application.

E = O X O

E = Experimental Class

O = Pre-test

X = Treatment

O = Post-test

(Gay,2012)

B. Research Variable and their Operational Definitions

1. Research Variable

There are two variables that the researcher will use in this research. That is an independent variable and a dependent variable. “ELSA speak application” is an independent variable because it affects students’ speaking skill, while the dependent variable is “students’ speaking skill” because it is influenced by ELSA speak application.

Independent Variable (X): ELSA Speak Application

Dependent Variable (Y): Students’ Speaking Skill

2. Operational Definition

In this research, there are two variables; they are (1) ELSA speak application as X variable and (2) students speaking as Y variable.

a. ELSA Speak Application

The ELSA speak application is one of the many applications that can be used as an English language learning media that focuses more on speaking and communicating in English and is a pioneering application that uses information technology tools to practice English pronunciation. Using ELSA speak application as a medium is X variable because it can affect students' speaking skill.

b. Students' Speaking Skill

Speaking skills are skills that enable students to communicate effectively. Speaking skills can provide the ability to convey information orally or in writing and in a way that can be understood by other people or listeners. Speaking skills are one of the most important skills to learn, as it makes it possible to communicate with others and express thoughts and feelings. Variable Y in this study is students' speaking skill.

1. Population

   The population of this research is student of class VIII SMP Negeri 1 Parepare for the 2023-2024 academic year are 302 students in totals. The sample is part of population. The researcher will be using simple random sampling to choose one class that as sample of this research. The researcher chose the Class VIII4 as sample of the research where the total of sample is 32 students.

2. Sample

   The sampling technique will use in this research is *simple random sampling* because to make it easier and more efficient, sampling of population members will be carried out randomly by drawing lots. So, the total sample in this research will be 32 students.

D. Instrument of the Research

This research instrument is an oral test which will be divided into two parts, namely pre-test and post-test. The pre-test was given to students before the treatment by giving questions about " someone they idolize " as a learning

media. The post-test is given after conducting the teaching and learning process using the ELSA speak application. This process is expected to prove a significant influence on students' ability in speaking skill.

E. Procedure of Collecting Data

There are some steps taken by researchers to collect data.

1. Pre-test

   In the first meeting, the researcher introduced the ELSA speak application and explained some information about English speaking skills. Students were given a pre-test in the form of a topic about "someone who is their idol". Students were given time to prepare themselves and then tell a story for 2 minutes.

2. Post-test

   Post-test is a measurement in the form of an assessment of participants in an experiment after being given treatment. Researchers conducted a post test at the last meeting to determine the improvement of students' English-speaking skills. Post-test is used to measure the level of success in a study conducted after the treatment process, to find out their knowledge after getting treatment. In the post test, the questions given are the same as the pre-test.

F. Treatment

After conducting the pretest, the researcher will provide treatment to students using the ELSA speak application. However, before the treatment is

carried out, students are first directed to download the ELSA speak application on their cell phones. The treatment will be conducted in six meetings, for each meeting the details will be explained as follows:

1. At each meeting, the researcher will give a little motivation to the students about the importance of learning English.
2. Before getting into the use of ELSA speak application, the researcher will provide an explanation of how to open or start using the ELSA speak application.
3. After students enter the ELSA speak application, students will be faced with 4 aspects in the ELSA speak application, namely (daily lesson practice, improving pronunciation, learning by topic, and getting a certificate).
4. After the application can be accessed, students are directed to select the available pronunciation exercises based on certain levels or topics.
5. Then students are directed to pronounce the words or phrases provided by following the existing guidelines.
6. After the student pronounces the word or phrase, the application will record the student's voice and compare it with the correct pronunciation of the model.
7. The app will then provide feedback on the accuracy of the student's pronunciation, including areas that need improvement.

8. After all the students have done the learning using ELSA speak app, the researcher will give the opportunity to the students to ask about the things that the students have not understood from the topic.
9. The researcher will provide correction and conclusion of the lesson.

G. Technique of Data Analysis

The data collected from the oral test were analyzed quantitatively. The steps are list as follow:

In this research analyze trough quantitave. Meanwhile, to get speaking score, the researcher will use scoring scale, which included vocabulary, pronunciation, grammar and fluency of the students' speaking.

1. Classifying the students' scores into six level

Table 2.1 : The Assessment of Vocabulary

Classification	Score	Criteria
Excellent	6	Vocabulary apparently as accurate and extensive as that of an educated nativespeaker
Very Good	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems andvaried social situations
Good	4	Vocabulary permits discussion of non-technical subject with some circumlocutions
Fair	3	Choice of wors sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
Poor	2	Vocabulary limited to basic personal and survival areas (time, food transportation, family, etc)
Very Poor	1	Vocabulary inadequate for even the simplest conversation

(Heaton, 1988)

Table 2.2 : The Assessment of Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue, two orthree grammatical and lexical error.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is still moderately influence by the mother tongue but no serious phonological errors. A few grammatical and lexical errors nut one or two major errors causing confusion
Fair	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some ofwhich cause confusing.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication many basic grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical erorors. Noevidenced of having mastered any of the language skills andareas practiced in the course.

(Heaton, 1988)

Table 2.3 : The Assessment of Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Fair range of expression.
Fair	3	Has to make an effort for much of the time. Often has to

		search for the desired meaning. Rather halting delivery and fragmentary. Range expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988)

Table 2.4 : The Assessment of Grammar

Classification	Score	Criteria
Excellent	6	Natural English, minimal errors, complete realisation of the task set
Very Good	5	Good Structure, above the simple sentence level. Error non-basic
Good	4	Simple but accurate realization of task. Sufficient naturalness, not many errors
Fair	3	Reasonably correct if awkward or natural treatment of subject with some serious errors
Poor	2	Grammar inadequate for the task set
Very Poor	1	Incoherent. Errors showing lack of basic knowledge of English

(Heaton, 1988)

2. Scoring the result of the students' speaking skill

Table 2.5 : Classifying The Score of The Student

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-76	Fair
56-65	Poor
0-55	Very poor

(Depdikbud in Putrawansyah, 2020)

The researcher analyzes data from pre-test and post-test scores.

To analyze achievement, the researcher uses the following formula:

1. Score the students' speaking percentage in the pre-test and post-test

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

(Gay 2012)

Where:

P = Percentage

F = Students' total score

N = Number of student/maximum score

2. Calculate the average value using the following formula

The calculation of students' speaking ability using the following formula:

$$x = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum x$ = The sum of all score

N = The number of students

(Gay, 2012)

3. Finding the improving of the speaking skill, the researcher uses the percentage techniques as follows :

$$P = \frac{x2 - x1}{x1} \times 100$$

Where:

P = Percentage of the students

x1 = The mean score of pre-test

x2 = The mean score post-test

(Gay, 2012)

4. Finding out the significant different between the pre-test and post-test

Formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum \frac{D^2}{N})}{N(N-1)}}}$$

Where:

T = The significant differences

D = The mean of the different score

$\sum D$ = The sum of D Score

$(\sum D)^2$ = The sequare of $\sum D$ Score

N = The total number of samples

(Gay, 2012)

5. The criteria for the hypothesis testing as follows:

Table 2.6 : Hypothesis Testing

Comparison	Hypothesis	
	H_0	H_1
t-test < table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Putrawansyah, 2020)

The table above means (1) the t-test value is smaller than the t-table value, then the null hypothesis is accepted, while the alternative hypothesis is rejected and (2) the t-test value is equal to the greater the t-table value, the null hypothesis is rejected while alternative hypothesis is accepted (Putrawansyah, 2020).

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter describes the results and discussion of the research data that has been conducted to find answers to the problem formulation. Based on the existing criteria, the data of students' pre-test and post-test results will be presented below. In addition, at the discussion stage, where the research findings are discussed.

A. Findings

The findings and data analysis of the study were based on data obtained from studies conducted by students taught using the ELSA Speak application. The results obtained from this study were conducted using Quantitative descriptive method. In this study, the researcher conducted a pre-test in the first stage to determine the level of students' speaking ability before treatment and after treatment. This study was conducted for six meetings attended by thirty-two students. The pre-test and post-test matrix is by talking with what is the question about their idol.

1. Pre-test

   At the first meeting of the pre-test, the researcher made an introduction to the students at SMPN 1 Parepare and conveyed the orientation of the researcher's existence. The researcher also conveyed that in the future learning methods while conducting research will use the Elsa speak application learning media.

After making an introduction, the researcher immediately entered the core material stage of the pre-test, namely students were given four questions which would be answered by the monologue method. After that, it will be answered by students one by one standing in front of the class and answering these questions.

At the second meeting of the pre-test, students again continued the pre-test by answering questions given by the researcher as pre-test material for 32 students. The results of the pre-test can be used as an indicator of assessment after the research is carried out. Before conducting treatment, the researcher directs students to download the Elsa speak application in preparation for treatment in learning to improve the speaking skills of SMPN 1 Parepare students.

2. Treatment

In the first treatment, the researcher focused on introducing the elsa speak application and generally explaining “English conversation”. This was done to ensure that the students understood and were not too confused about what the Elsa speak application was and what an English conversation was. Luckily. After all that, the researcher informed the theme of the material for the next meeting.

For the second treatment, the researcher directs students to open the elsa speak learning media application and several features in it with easy, medium, and difficult levels. in the choice of features, the level depends on

how long the sentence is pronounced in it. when students have repeated the quote conveyed in the application, an assessment will appear from the application itself. while students are doing the application, the researcher continues to monitor students one by one for learning effectiveness.

3. Post test

At the first meeting of the post-test, the researcher told the students that they would repeat answering the four questions whether there was an increase in students after treatment, one by one the students came forward to convey their answers and there were 32 students who did so. On the second meeting of the post test, students continued the post test activities which were almost the same as those carried out during the pre-test, from the results of the post-test we could see an increase in students' speaking skill.

The researchers found that there was an improvement in speaking skills in the eighth-grader class taught using the ELSA Speak application. Based on the number of students who participated in the prelim class, there were thirty-two students. The total mean score of the pre-test was 57.68 and the mean score of the post-test was 80.99.

1. Scoring classification on Pre-test and Post-test

   a. The rate percentage scores of pre-test

Table 4.1 Percentage score of students of pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	0	0%
4.	Fair	66-75	1	3,12%
5.	Poor	56-65	20	62,5%
6.	Very Poor	0-55	11	34,37%
	Total		32	100%

Table 4.1 The table above shows the classification table of pre-test scores. the table above shows that there are still many students who are in the category below the minimum criteria achievement classification. this proves that students have low mastery of speaking. Table 4.1 shows a variety of student scores after conducting the pre-test, this shows that there are no students who get excellent scores (0%), which even no students get very good scores (0%), and also no students get good scores (0%), there is one student who gets a fair score (3.12%), there are twenty students who score poor (62.5%), there are eleven students who score very poor (34.37%). It can be concluded that the students' pre-test scores are still far below the average.

b. The rate percentage scores of post-test

Table 4.2 Percentage score of students of post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	8	25%
3.	Good	76-85	14	43,75%
4.	Fair	66-75	10	31,25%
5.	Poor	56-65	0	0%
6.	Very Poor	0-55	0	0%
	Total		32	100%

Table 4.2 The table above shows the classification table of post-test scores. The table above shows the results after treatment using the elsa speak application which experienced an improvement in terms of student speaking. This proves that students experience an improvement in speaking. Table 4.1 shows the variation of students' scores after doing the post-test, it shows that there are no students who get very good scores (0%), there are eight students who get very good scores (25%), there are fourteen students who get good scores (43.75%), there are ten students who get fair scores (31.25%), there are no students who get less scores (0%), there are no students who get very less scores (0%). Based on the results above, we can see that the students' post-test scores are higher than the students' pre-test scores. It can be concluded that students have improved speaking after treatment using the elsa speak application.

2. The Mean Score and Standard Deviation of the Pre-Test and Post-Test

The result of the mean Score and Standard Deviation of Students' Pre-test and Post-test Score are presented by the following table:

Table 4. 3 The Mean score and Standard deviation of Students' Pre-test and Post-test

The test	Mean Score	Standard Deviation
Pre-Test	57,68	3,47
Post-Test	80,99	5,89

The table above shows that the students' speaking scores in the Post-test and Pre-test have increased because the score of mean score on the Post-test (80.99) is higher than the pre-test score (57.68). The table above also shows the distribution and variation of student scores where the variation of student scores on the post-test is more varied than the student scores on the pre-test, it is shown by the standard deviation value on the post-test (5,89) correlated with the mean score of the post-test compared to the standard deviation value of the pre-test (3,47) correlated with the mean score of the pre-test.

3. The Mean Score and Standard Deviation of Student in Pre-test and Post-test

   Table 4.4 The Mean Score and Standard Deviation of Students in Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	13.8438	32	.84660	.14966
	POST TEST	19.4375	32	1.43544	.25375

Table 4.4 shows the average scores of students in the pre-test and post-test. The average score on the pre-test was 13.84, and the average score on the post-test was 19.43. The average score in the post-test is higher than the student score in the pre-test. The results of the standard deviation of students' speaking skill shown in table 4.4 are 0.84 before treatment and 1.43 after treatment. The lower the standard deviation value, the better the effect of the media used. This means that students' speaking skill has improved after using the Hello Elsa speak application as a medium in learning.

4. Hypothesis Testing

Table 4.5 Hypothesis Testing

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-5.59375	1.64335	.29051	-6.18624	-5.00126	-19.255	31	.000

Based on table 4.5 above, the Sig value. (2-tailed) is 0.000, then H0 is rejected and Ha is accepted. So, it can be concluded that there is a difference

in the average score between the Pre-Test and Post Test learning outcomes. In table 4.5, it is known that the t value is negative, -19.255. The t is negative because the mean score of the Pre-Test is lower than the mean score of the Post Test. In the context of a case like this, the negative t-test can be accessed with a positive one. So that the t-test becomes 19.255. Next is the stage of finding the t table value, where the t table is searched based on the df (degrees of freedom) and the significance value (α).

Based on table 4.5, it is known that the df value is 31 and the value is 0.05. researcher use this value as a reference basis in calculating the t table value in the t statistical distribution. Then the t table value is 2.039. Thus, because the calculated t value of 19.255 > 2.039, the selection of the basis for decision making is that H_0 is rejected and H_a is accepted. which means that the Elsa speak application can improve students' speaking skill in eighth grade students of SMPN 1 Parepare

A. Discussion

In improving students' speaking skills, researchers used the ELSA Speak application. Of the many features in ELSA Speak, researchers use the ELSA al conversation feature to help students say what they think when they hear what is said in the feature then students repeat it back and adjust it to what was said before.

With the ELSA Speak application for learning English, students are motivated to learn English independently because of the many interesting features. English independently because of the many interesting features on mobile devices. From the app, students can measure and target the extent to which they can develop their language skills, both inside and outside the classroom. Their language skills, both in the classroom and outside the classroom (Stevani et al., 2023).

Speaking is a person's way or ability to express feelings and thoughts. Basically, all the elements contained in English lessons are important, one of which is the ability to speak. Speaking is needed in everyday life so we must master one of the languages. One of the language skills that must be mastered by learners of a second or foreign language, which in this case is English, is speaking skills (Astuti, 2019).

In this section discusses the results of data analysis obtained by researchers. To get the results of this study, researchers used three steps as follows:

The first step in conducting this research was to conduct a pre-test in two meetings with the same concept. The pre-test was conducted using the method of describing someone inspiring. The way the researcher evaluated the students' grammar, content, pronunciation, vocabulary, and fluency was by using the scoring rubric on page 30. The pre-test results showed an average score of 57.68 which meant that the students' speaking ability was poor. In this case, it was found that students' speaking ability was still very poor. The pre-test results showed that there were no students who got very good and excellent classifications. One of the problems of students who are not fluent in English is their lack of confidence and lack of interest in learning English. The researcher can conclude that there is still a lack of student interest in learning English in the current era. The purpose of this step is to measure the value that students have before getting treatment by using ELSA speak application.

In this second stage, the researcher gave two treatments to the students using the ELSA speak application. The first treatment, the researcher explained the ELSA speak application and how to use it to the students. Because the research took place face-to-face at SMPN 1 Parepare and at the research site the school allowed students to bring cellphones to school, it was rather easy for the researcher to conduct the research. In the first treatment, the researcher asked students to open the application that had previously been downloaded on each student's cellphone. Then the researcher walked one by one from the students while they opened the features in the ELSA speak application in accordance with the orientation of the research, namely improving students' speaking skills.

In the second treatment, the researcher repeated the same event by asking students to open the ELSA speak application and then open the features available in it while the researcher walked to the students' desks one by one so that the research was maximized. Then the researcher asked students to practice at home and send the results via WhatsApp. The purpose of each treatment is to educate the students and also to analyze whether the ELSA speak application can be useful for learning to speak English and improving speaking skill.

After the treatment was carried out, the researcher then conducted a posttest to measure students' speaking skill after treatment. The researcher repeated the same process as in the pre-test for two meetings as well. Based on the results collected by the researcher, students scored 80.99 as the average score. The average score on the students' post-test was classified as good. At this stage, the students showed their ability to speak clearly and well.

It can be concluded that the ELSA speak application provides an increase in students' speaking skill as measured by scores. Some students showed a significant improvement after being given the treatment twice. It was proven that the ELSA speak application is very easy to understand and the students enjoy learning to speak in English. The ELSA speak application can attract students' interest in learning to speak English because it has many features that make it easier for students to understand it.

Table 4.1 explains that the pre-test scores of 32 students show that there are still many students who are in the category below the minimum criteria

completeness classification. this proves that students have low mastery of speaking. Table 4.1 shows the variation of students' scores after doing the pre-test, it shows that there are no students who get very good scores (0%), which even no students get very good scores (0%), and also no students get good scores (0%), there is one student who gets a sufficient score (3.12%), there are twenty students who get less scores (62.5%), there are eleven students who get very less scores (34.37%). It can be concluded that the students' pre-test scores are still far below the average.

Table 4.2 explains that the results after being given treatment using the Elsa speak application have improved in terms of student speaking. This proves that students have improved in speaking. Table 4.1 shows the variation of students' scores after doing the post-test, it can be seen that there are no students who get very good scores (0%), there are eight students who get very good scores (25%), there are fourteen students who get good scores (43.75%), there are ten students who get fair scores (31.25%), there are no students who get less scores (0%), there are no students who get very less scores (0%). Based on the results above, it can be seen that the students' post-test scores are higher than the students' pre-test scores. It can be concluded that students have improved in speaking after being given treatment using the Elsa speak application.

From the table 4.5 that were these two things being compare (Pre-test and Post-test) showing the result that ELSA speak application can improve the student speaking ability. The advantage of using the ELSA speak application is that it can attract students' interest in learning English, especially speaking. The

students are no longer afraid to speak the wrong way because the application is given a very detailed explanation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Researchers have analyzed and argued that the learning method using the Elsa speak application is one of the ideal ways to do it for today's technological development. The use of the Elsa speak application as a medium in learning English has an influence on the development of students' speaking skill in class VIII SMPN 1 Parepare. Although the Elsa speak application is able to help student learning, there are some of them who experience internet network problems when using the application because it happens that this media can access it. This learning process must use the internet network in the learning process, but researchers are able to overcome these obstacles through creative solutions, by utilizing hotspot so that students can access the internet network to open the Elsa speak application.

Based on the results of the discussion on the previous findings, it can be concluded that the use of the Elsa speak application makes students interested and makes students more interested in learning, especially English, it can also be seen that the average student post-test score is higher than the average student pre-test score. This shows that although students experienced an increase in their speaking skill after being taught using the Elsa speak application, the increase did not reach a significant level, but the use of the Elsa speak application still has an influence in improving the

speaking skill of class VIII students of SMPN 1 Parepare.

B. Suggestion

Based on the conclusions that the authors have made; the authors also want to provide some suggestions and recommendations:

1. For English teachers, it is recommended to use several different techniques such as using the ELSA speak application in teaching how to speak English. In the ELSA speak application there are many discussion topics that are very suitable and easy to practice speaking English.

2. For students this method is very suitable to be applied at the junior high school level because it can still be given examples of pictorial dialogues so that they are more imaginative in learning and influence students' interest in learning English.

3. For the next researcher, similar research may be improved by trying to be more creative in applying the ELSA speak application to the ability to speak English.

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