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Improving Students' Speaking Skill Using ELSA Speak Application at SMPN 1 Parepare

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ABSTRACT

ELSA speak application is an English learning app used to help users improve their English-speaking skill. This study focused on pre-experiment research in one class pre-test and post-test. The population of this study was the VIII grade students of SMPN 1 Parepare in the academic year 2023/2024 consisting of 302 students. The researcher took one class as the research sample, namely class VIII consisting of 32 students. Data were obtained from speaking skill tests when conducting monologue in the pre-test and post-test. It can be concluded that the results of this study show that the use of ELSA speak application is able to improve students' speaking skill which include grammar, content, pronunciation, vocabulary and fluency. This can be seen in the students' average score in the pre-test which is (57.68) and increased to (80.99) in the post-test. This means that the use of ELSA Speak application in English learning can improve the speaking ability of students in class 8.2 at SMPN 1 Parepare.

Keywords: Speaking Skill, ELSA Speak application.

ABSTRAK

Aplikasi ELSA speak adalah aplikasi pembelajaran bahasa Inggris yang digunakan untuk membantu pengguna dalam meningkatkan kemampuan berbicara dalam bahasa Inggris. Penelitian ini difokuskan pada penelitian pra-eksperimen dalam satu kelas pre-test dan post-test. Populasi penelitian ini adalah siswa kelas VIII SMPN 1 Parepare pada tahun akademik 2023/2024 yang terdiri dari 302 siswa. Peneliti mengambil satu kelas sebagai sampel penelitian yaitu kelas VIII yang terdiri dari 32 siswa. Data diperoleh dari tes kemampuan berbicara saat melakukan monolog pada pre-test dan post-test. Dapat disimpulkan hasil penelitian ini menunjukkan bahwa penggunaan aplikasi ELSA speak mampu meningkatkan kemampuan berbicara siswa yang meliputi tata bahasa, isi, pengucapan, kosakata dan kefasihan. Hal ini dapat dilihat pada skor rata-rata siswa pada pre-test yaitu (57.68) dan meningkat menjadi (80.99) pada post-test. Artinya, penggunaan aplikasi ELSA Speak dalam pembelajaran Bahasa Inggris dapat meningkatkan kemampuan berbicara siswa kelas 8.2 di SMPN 1 Parepare.

Kata Kunci: Keterampiln Berbicara, aplikasi ELSA Speak

Introduction

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.

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.

Method

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.

Main Heading of the Results and Discussion

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. 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.	Eìxceìlleìnt	96-100	0	0%
2.	Veìry 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.	Veìry Poor	0-55	11	34,37%
	Total		32	100%

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.	Eìxceìlleìnt	96-100	0	0%
2.	Veìry 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.	Veìry Poor	0-55	0	0%
	Total		32	100%

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
Preì-Teìst	57,68	3,47
Post-Teìst	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

Conclusion

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).

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