

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF ELSA SPEAK APPLICATION  
ON THE STUDENTS' ENGLISH SPEAKING ABILITY  
AT THE SEVENTH GRADE OF SMP N 4 METRO**

**By :**

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**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

**1447 H / 2026 M**

**THE INFLUENCE OF ELSA SPEAK APPLICATION  
ON THE STUDENTS' ENGLISH SPEAKING ABILITY  
AT THE SEVENTH GRADE OF SMP N 4 METRO**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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**1447 H / 2026 M**



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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*



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**APPROVAL PAGE**

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THE STUDENTS' ENGLISH SPEAKING ABILITY AT  
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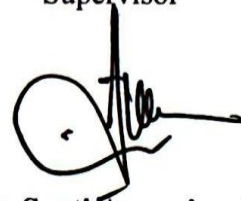
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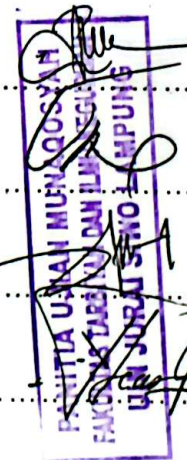
**RATIFICATION PAGE**

No. B - 0962/Uh.36.1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: THE INFLUENCE OF ELSA SPEAK APPLICATION ON THE STUDENTS' ENGLISH SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP N 4 METRO, written by Muhammad Faiz Jamil, student number: 2201051018, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, March 3<sup>th</sup>, 2026 at 10.00 - 12.00 a.m.

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**THE INFLUENCE OF ELSA SPEAK APPLICATION  
ON THE STUDENTS' ENGLISH SPEAKING ABILITY  
AT THE SEVENTH GRADE OF SMP N 4 METRO**

**ABSTRACT**

**By :**

**Muhammad Faiz Jamil**

The objective of this research was to find out whether there is a positive and significant influence of ELSA Speak application on students' speaking ability at the seventh grade of SMP N 4 Metro.

This research applied quantitative research with the quasi-experimental design. The population consisted of seventh-grade students of SMP N 4 Metro. The sample was divided into two groups: an experimental class taught using the ELSA Speak application and a control class taught through conventional methods. The instruments used to collect the data were speaking tests and documentation. The data were analyzed using the Mann-Whitney test through SPSS because the data were not normally distributed.

The result of hypothesis testing showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that there is a positive and significant influence of using the ELSA Speak application on the students' speaking ability. The experimental class also achieved a higher mean score compared to the control class, indicating better improvement in pronunciation accuracy, fluency, and confidence.

**Keywords:** *ELSA, Speaking Application, Speaking Ability.*

**PENGARUH APLIKASI ELSA SPEAK  
TERHADAP KEMAMPUAN BERBICARA BAHASA INGGRIS SISWA  
DI KELAS VII SMP N 4 METRO**

**ABSTRAK**

**Oleh :**

**Muhammad Faiz Jamil**

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan penggunaan aplikasi ELSA Speak terhadap kemampuan berbicara siswa kelas VII SMP N 4 Metro.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental. Populasi penelitian adalah seluruh siswa kelas VII SMP N 4 Metro. Sampel penelitian dibagi menjadi dua kelompok, yaitu kelas eksperimen yang diajar menggunakan aplikasi ELSA Speak dan kelas kontrol yang diajar menggunakan metode konvensional. Instrumen pengumpulan data berupa tes berbicara dan dokumentasi. Data dianalisis menggunakan uji Mann-Whitney melalui SPSS karena data tidak berdistribusi normal.

Hasil pengujian hipotesis menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) sebesar 0,000, yang lebih kecil dari taraf signifikansi 0,05. Oleh karena itu, hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Hal ini berarti terdapat pengaruh yang positif dan signifikan penggunaan aplikasi ELSA Speak terhadap kemampuan berbicara siswa. Kelas eksperimen juga memperoleh nilai rata-rata yang lebih tinggi dibandingkan kelas kontrol, yang menunjukkan peningkatan yang lebih baik dalam aspek ketepatan pelafalan, kelancaran, dan kepercayaan diri.

**Kata kunci:** *ELSA, Aplikasi Berbicara, Keterampilan Berbicara.*

## STATEMENT OF RESEARCH ORIGINALITY

### The Undersigned

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State that this undergraduate thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliographies mentioned.

Metro, 03 March 2026  
The Researcher,



**MUHAMMAD FAIZ JAMIL**  
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Metro, 03 Maret 2026  
Yang Menyatakan,



**MUHAMMAD FAIZ JAMIL**  
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## MOTTO

لَا تُؤَخِّرْ عَمَلَكَ إِلَى الْغَدِ مَا تَقْدِرُ أَنْ تَعْمَلَهُ الْيَوْمَ

“Don't put off until tomorrow what you can do today.”

Di obong ora kobong, di siram ora teles.

“A resilient person does not easily waver when facing challenges.”

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved parents, Mr. Karyadi and Mrs. Siti Umayah, and my beloved brothers and sisters, Ujang Kusnadi and Nurma Rianita, who always provided me with support, power, and advice in my life and studies, thank you a lot for your everlasting love and incessant prayers.

My beloved friends who always help and support me. even if we never recognized each other before, yet all of you, such as my family, thanks to TBI C 2022.

Especially to myself, thank you for completing this thesis, thank you for being able to survive and fight until now, thank you for being here, and thank you for always loving myself.

## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, first and foremost, the researcher is grateful to Allah SWT, the Most Gracious and Merciful, for His abundant blessings that enabled me to complete this undergraduate thesis entitled, "THE INFLUENCE OF ELSA SPEAK APPLICATION ON THE STUDENTS' ENGLISH SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP N 4 METRO." These benefits and gifts were the only reason the researcher didn't give up today. Then, peace and salutation be upon our beloved prophet Muhammad SAW, who has taught us how to live in harmony; may peace be upon Him. This research would not have been accomplished without the motivation, help, and support from a lot of people.

At this time, the researcher would like to express his deepest gratitude, especially to:

1. Prof. Dr. Ida Umami, M.Pd.Kons as the Rector of State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.BI, as the Head of English Education Study Program.
4. Dr. Aria Septi Anggaira, M.Pd, as the thesis supervisor who supports the completion of this thesis. Thanks for all of your suggestions, recommendations, and encouragement for this graduating paper.
5. All lecturers of English Education Department who have taught and educated for the researcher during her study at State Islamic University of Jurai Siwo Lampung.

Finally, in this research realized that this undergraduate thesis was not perfect. The researcher sincerely apologizes for any mistakes that may be present and welcomes suggestions and constructive criticism to improve the quality of the research. The researcher hopes that this thesis will be beneficial, especially for future researchers, as well as for the university and all readers in general.

Metro, 02 Maret 2026  
Peneliti



**MUHAMMAD FAIZ JAMIL**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Speaking is the most crucial element in acquiring a second or foreign language, and achievement is typically evaluated by one's capacity to engage in conversation using that language.<sup>1</sup> Speaking holds a fundamental role in the process of mastering communication skills in any language, as it functions as the primary medium through which individuals articulate their thoughts, ideas, and emotions. Through spoken interaction, people are able to share perspectives, exchange information, and establish mutual understanding.<sup>2</sup>

The act of speaking involves an intentional and dynamic use of language to communicate meanings effectively so that listeners can interpret and respond appropriately. Cameron defines speaking as “the active use of language to express meanings so that other people can make sense of them.” This definition emphasizes that speaking is not a passive process; rather, it requires speakers to construct and deliver messages in real time by selecting appropriate linguistic forms, vocabulary, and grammatical structures.<sup>3</sup>

Richards underscores that mastering English-speaking skills is crucial for learners of English as a Foreign Language (EFL). He argues that the ability to speak accurately and fluently is frequently regarded as the most important indicator of language proficiency. In many educational contexts, students' success in learning English as a foreign language is largely

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<sup>1</sup> Tomoaki Hyodo and others, ‘Materials Development’, *Springer Series in Materials Science*, 2023, 15–103, doi:10.1007/978-981-99-3522-2\_2.

<sup>2</sup> Andi Intang, Hasnawati Latief, and Eka Prabawati Rum, ‘Improving Students’ Speaking Skills Through Social Interaction In The Classroom’, *Journal of Language Testing and Assessment*, 3.1 (2023), pp. 1–10, doi:10.56983/jlta.v3i1.194.

<sup>3</sup> Lynne Cameron, ‘Teaching Languages to Young Learners’, *Teaching Languages to Young Learners*, 2001, doi:10.1017/cbo9780511733109.

evaluated based on their speaking performance.<sup>4</sup> Likewise, learners themselves often assess the effectiveness of their English learning experiences by reflecting on the extent to which their speaking abilities have improved over time.

Based on a pre-survey conducted by the researcher at UPTD SMP Negeri 4 Metro on October 1st, 2025, through interviews with the seventh-grade students and an English teacher, it was revealed that students' speaking abilities were not evenly distributed across the cohort. While some students demonstrated relatively good speaking skills, many others encountered significant challenges. These difficulties were primarily attributed to limited opportunities to practice English meaningfully in the classroom, students' reluctance to speak due to anxiety or lack of self-confidence, and insufficient exposure to authentic language use. Furthermore, the implementation of the Merdeka Curriculum emphasizes the need to adapt learning outcomes to students' characteristics and levels of achievement through differentiated instruction. This requires the use of more varied, engaging, and student-centered learning approaches. In response to these conditions, the researcher decided to utilize an application as an alternative learning medium to enhance students' English-speaking abilities in a more interactive and personalized manner.

ELSA Speak (short for *English Language Speech Assistant*) stands out as a highly effective platform for developing speaking proficiency. ELSA Speak is an artificial intelligence-based application specifically designed to help learners improve their English-speaking skills through an interactive and personalized approach. This application has been widely implemented in various educational institutions and has become the focus of numerous studies on students' speaking development.<sup>5</sup> ELSA Speak has

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<sup>4</sup> Jack C Richard, 'Teaching Listening and Speaking From Theory to Practice, Available on: [Www. Finchpark. Com/Courses/Tkt/Unit\\_07](http://www.Finchpark.Com/Courses/Tkt/Unit_07)', *Richards-Teaching-Listening-Speaking. Pdf*, 2008, pp. 1–37.

<sup>5</sup> Hafiza Namira and Suwandi Suwandi, 'Comparing the Effectiveness of Elsa Speak and ESP for Teaching Speaking to Students with Different Self-Confident', *English Education Journal*, 13.3 (2023), pp. 370–79, doi:10.15294/ej.v13i3.71969.

proven effective in enhancing learners' speaking competence across different levels, receiving positive feedback for providing instant, specific, and accurate pronunciation feedback. <sup>6</sup> It supports phonetic mastery, improves fluency, and helps learners overcome speaking-related challenges such as mispronunciation, anxiety, and lack of practice opportunities.<sup>7</sup>

Given its proven effectiveness in various educational contexts, the researcher proposes the use of the ELSA Speak application in English learning at SMP Negeri 4 Metro to examine its impact on students' English-speaking abilities, particularly because this application has not yet been implemented in the school. The integration of ELSA Speak is expected to provide an innovative and practical approach to addressing students' speaking difficulties while aligning with the goals of the Merdeka Curriculum.

## **B. Problem Identification**

Referring to the Background above, some problems could be identified

1. Students' speaking skills vary significantly among learners.
2. Students have limited opportunities for speaking practice in the classroom.
3. Students demonstrate low confidence and tend to be reluctant to speak in English.

## **C. Problem Limitation**

The researcher focuses on the second concern, which is the inadequate speaking practice possibilities for pupils, based on the previously mentioned issues. Therefore, the researcher will use the ELSA

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<sup>6</sup> Alicia Syabina and Benni Ichsanda Rahman Hz, 'ELSA Speak Application as a Learning Media in Practicing Student's Speaking Skills: Students' Voices', *Scope : Journal of English Language Teaching*, 8.2 (2024), p. 288, doi:10.30998/scope.v8i2.22451.

<sup>7</sup> Anugrah Irsan, Nurdin Noni, and Sultan Baa, 'ELSA Speak Application as A Supporting Media for Developing Students' Speaking Skill', *Performance: Journal of English Education and Literature*, 2.4 (2023), p. 458, doi:10.26858/performance.v2i4.54282.

Speak Application as an alternative medium to improve students' speaking skills at the seventh grade of SMP N 4 Metro.

#### **D. Problem Formulation**

The following research question was developed by the researcher based on the study's context and the issues that were found : "Is there any positive and significant influence of ELSA Speak application on the students' speaking skills at the seventh-grade of SMP N 4 Metro?"

#### **E. Objective and Benefits of the Research**

##### **1. Objective of the Research**

With reference to the study's history, this research aims to look into the effectiveness of the ELSA Speak Application in improving students' speaking ability at SMP Negeri 4 Metro.

##### **2. Benefit of the Research**

###### **a. For English Teachers**

By knowing the effectiveness of the ELSA Speak Application in improving students' speaking ability, teachers are expected to integrate technology-based media into classroom learning so that students can practice more effectively and achieve better speaking performance.

###### **b. For The Students**

By using the ELSA Speak Application, students are expected to improve their speaking ability, build greater confidence, and become more independent in practicing English both inside and outside the classroom.

###### **c. For The Future Researchers**

In addition to enriching and concluding previous studies, this research can serve as a reference for future investigations. The next researchers may explore the impact of the ELSA Speak Application on other language skills, such as listening, reading, or writing, since this study focuses only on students' speaking ability.

## F. Prior Research

The current study will be supported by a number of earlier investigations that have been carried out on this subject. From Anggraini, the first one has the title *“Improving Students’ Pronunciation Skill Using ELSA Speak Application.”* The research was conducted in 2022 at Universitas Bina Sarana Informatika. The purpose of this study was to introduce ELSA Speak as a medium to improve students’ pronunciation skills. This study used Classroom Action Research (CAR) with three cycles. The data were collected through pronunciation tests and interviews. The findings showed significant improvement in students’ pronunciation performance across the cycles, with average scores increasing from 70 in the first cycle, 75 in the second cycle, and 80 in the third cycle. The study concluded that ELSA Speak provides convenience and benefits for students in improving their English pronunciation skills.<sup>8</sup>

The second, from Rizqiyana, Manurung, Lebagi, and Mukrim with the title *“The Use of English Language Speech Assistant (ELSA) Speak Application to Improve Pronunciation.”* The research was conducted in 2024 at SMP Negeri 1 Sirenja. The aim of this quasi-experimental study was to investigate the effectiveness of ELSA Speak in improving students’ pronunciation. The sample consisted of 57 eighth-grade students divided into experimental and control groups. Data were collected through pre-tests and post-tests, and analyzed using descriptive and inferential statistics with SPSS 22. The results revealed a significant improvement in the experimental group’s post-test mean score (82.53) compared to the control group (59.22), with a significance value of  $0.000 < 0.05$ . The findings confirmed that ELSA Speak was effective in improving students’

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<sup>8</sup> Anggraini Anggraini, ‘Improving Students’ Pronunciation Skill Using Elsa Speak Application’, *Journey: Journal of English Language and Pedagogy*, 5.1 (2022), pp. 135–41, doi:10.33503/journey.v5i1.1840.

pronunciation.<sup>9</sup> The third, from Alicia with the title “*ELSA Speak Application as a Learning Media in Practicing Students’ Speaking Skills: Students’ Voices.*” The research was conducted in 2023 at Universitas Islam Riau. This study employed a qualitative descriptive method to explore students’ perceptions of using ELSA Speak in practicing speaking skills. Data were collected through interviews and questionnaires. The findings indicated that students perceived ELSA Speak positively as a learning medium because it provided real-time feedback, improved their confidence, and helped them practice pronunciation effectively. The study emphasized that ELSA Speak supports autonomous learning and enhances students’ speaking skills in an engaging way.<sup>10</sup>

Although previous studies have demonstrated that the ELSA Speak application is effective in enhancing students’ English pronunciation and supporting speaking practice, there remain several research gaps that justify the present study.

First, the prior studies primarily focused on improving pronunciation skills only, whereas speaking ability is a broader construct that includes fluency, accuracy, vocabulary, and expressive performance. Therefore, research that investigates speaking skills more comprehensively is still limited.

Second, the methodologies used in the previous studies differ from the present research. Anggraini (2022) employed Classroom Action Research, while Rizqiyana et al. (2024) implemented a quasi-experimental design, and Alicia (2023) used a qualitative approach. None of these studies examined the significant influence of ELSA Speak through a correlational quantitative design, which is the focus of the current research.

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<sup>9</sup> Wina Rizqiyana Alwin and others, ‘The Use of English Language Speech Assistant (ELSA) Speak Application to Improve Pronunciation’, *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10.3 (2024), pp. 2880–87, doi:10.30605/onoma.v10i3.3926.

<sup>10</sup> Alicia Syabina and Benni Ichsanda Rahman Hz, ‘ELSA Speak Application as a Learning Media in Practicing Student’s Speaking Skills: Students’ Voices’, *Scope : Journal of English Language Teaching*, 8.2 (2024), p. 288, doi:10.30998/scope.v8i2.22451.

Third, previous studies were conducted either at the university level or with eighth-grade learners. In contrast, the present research targets seventh-grade students at SMP Negeri 4 Metro, where the application has never been implemented before. Thus, there is a lack of empirical evidence regarding ELSA Speak's effectiveness in this particular school and learner.

Finally, none of the previous investigations were explicitly aligned with the Merdeka Curriculum, which emphasizes student independence, differentiated instruction, and the integration of innovative technology-based media in learning. Therefore, the present study responds to a contextual gap, especially regarding the application of ELSA Speak within current curriculum demands.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Definition of Speaking

In the current landscape of English as a Foreign Language (EFL) instruction, speaking is regarded as a central skill that goes beyond simply producing words: it involves both *construction* of meaning and *participation* in communicative exchange. According to recent studies, speaking allows learners to externalize what they think and feel, enabling listeners to interpret intentions, emotions, and ideas, and thus facilitating genuine interpersonal interaction. Richards emphasizes that for many EFL learners, speaking competence is a key yardstick by which they judge their progress and the effectiveness of their courses; in other words, successful speaking ability shapes learners' perceptions of success.<sup>11</sup>

In addition, scholarship has extended Cameron's insight that speaking is "the active use of language to express meanings so that other people can make sense of them," by showing that meaning-making is contextually mediated, involves verbal and non-verbal cues, and depends on mutual negotiation between speaker and listener.<sup>12</sup> Drawing on these perspectives, speaking can be understood as the ability to produce utterances that are grammatically and lexically accurate, pragmatically appropriate, and supported by non-verbal cues within social interaction.

Furthermore, H. Douglas Brown views speaking as an interactive process of constructing meaning in real time, requiring the integration of grammatical, discourse, sociolinguistic, and strategic competences. Therefore, speaking is not merely about linguistic accuracy, but about effectively using language and strategies to achieve meaningful communication.

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<sup>11</sup> Jack C Richard, 'Teaching Listening and Speaking From Theory to Practice, Available on: [Www. Finchpark. Com/Courses/Tkt/Unit\\_07](http://www.finchpark.com/Courses/Tkt/Unit_07)', *Richards-Teaching-Listening-Speaking. Pdf*, 2008, pp. 1-37.

<sup>12</sup> Cameron, 'Teach. Lang. to Young Learn.'

## **B. Components of Speaking**

In the context of English language teaching, speaking is a multifaceted skill that comprises several essential components: comprehension, grammar, vocabulary, pronunciation, and fluency. These elements work together to ensure effective oral communication. When teaching speaking, educators must address each of these aspects to develop learners' overall communicative competence.<sup>13</sup>

### **1. Comprehension**

Comprehension refers to the ability to understand and interpret spoken language accurately. It plays a crucial role in communication, as speakers must ensure that their messages are delivered in ways that listeners can easily understand. Effective comprehension involves not only understanding literal meanings but also grasping implied meanings, contextual cues, and pragmatic intentions. Recent research emphasizes that comprehension is a key determinant of speaking success, particularly in interactive communication, where learners must process and respond to information in real time.

### **2. Grammar**

Grammar constitutes the set of structural rules governing the composition of clauses, phrases, and words in a language. In speaking, grammatical accuracy is essential to ensure clarity, coherence, and appropriateness of speech. Learners who possess strong grammatical skills are better able to organize their ideas and produce well-structured utterances. Empirical studies indicate that many EFL learners still face difficulties in applying grammatical rules during spontaneous speech, which can affect their fluency and overall performance.

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<sup>13</sup> Moh Ilham, Andi Nurwati, and Adimawati Helingo, 'A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students', *Journal of Social Science Research*, 4.6 (2024), pp. 6685–97.

### **3. Vocabulary**

Vocabulary represents the collection of words that learners understand and can use effectively. It is often described as the “building block” of language because a broad and contextually appropriate vocabulary enables speakers to express ideas clearly and accurately. A limited vocabulary restricts learners’ ability to communicate, even when they have good grammatical or pronunciation skills. Recent findings highlight vocabulary as one of the weakest aspects among many EFL learners, making vocabulary enrichment an essential focus of speaking instruction.

### **4. Pronunciation**

Pronunciation involves both segmental features (individual sounds such as vowels and consonants) and suprasegmental features (stress, rhythm, intonation, and connected speech). Accurate pronunciation contributes significantly to intelligibility and effective communication. It also encompasses paralinguistic features such as facial expressions and gestures that accompany spoken language. Studies conducted between 2022 and 2024 reveal that learners who engage regularly with spoken English through media, music, or conversation practice tend to demonstrate better pronunciation, although challenges with intonation and rhythm often remain.

### **5. Fluency**

Fluency refers to the ability to speak smoothly, quickly, and with minimal hesitation or interruption. Fluent speakers can express ideas without frequent pauses, fillers, or self-corrections that disrupt the flow of communication. Fluency development is often closely linked to increased exposure to authentic communication and frequent speaking practice. Research indicates that many EFL learners acquire accuracy before fluency, suggesting that pedagogical approaches should balance

form-focused instruction with meaningful communicative activities to enhance fluency.

### **C. Basic Types of Speaking**

Speaking is a complex language skill that involves various levels of linguistic and communicative competence. Brown categorizes speaking performance into five basic types: imitative, intensive, responsive, interactive, and extensive. These categories form a continuum from simple repetition of language to complex, extended discourse. Understanding these types is essential for language teachers and researchers to design appropriate instructional strategies and assessment tasks that align with learners' levels of proficiency and communicative goals.<sup>14</sup>

#### **1. Imitative Speaking**

Imitative speaking refers to the most fundamental level of oral production, in which learners are required to repeat or mimic words, phrases, or short sentences produced by the teacher or an audio prompt. At this stage, the focus is primarily on pronunciation and articulation, rather than comprehension or the ability to construct meaning. Learners rely on short-term auditory memory to reproduce the language input accurately. This type of speaking emphasizes phonetic aspects such as prosody, lexical accuracy, and grammatical form, but it does not involve interaction or negotiation of meaning.

*Example:*

Teacher : “Good morning, everyone.”

Student : “Good morning, everyone.”

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<sup>14</sup> Brown, H. D. (2004). *Language assessment: Principles and classroom practices* (pp. 141–142). White Plains, NY: Pearson Education.

This form of speaking is often used in early stages of language learning or in pronunciation drills, where the objective is to help learners acquire accurate sound production and rhythm before engaging in more meaningful communication.

## **2. Intensive Speaking**

Intensive speaking involves the production of short stretches of language aimed at demonstrating control over specific linguistic elements, such as grammar, vocabulary, or phonological features (e.g., intonation, stress, rhythm). While some understanding of meaning is necessary, interaction remains minimal. According to Brown, intensive speaking tasks are frequently employed in language classrooms and assessment contexts. Common activities include reading sentences aloud, sentence completion, dialogue completion, directed response tasks, and translation at the sentence level.

*Example:*

Teacher: “Complete the sentence: She \_\_\_\_\_ to school every day.” Student: “She goes to school every day.”

These tasks help learners practice language structures in a focused way, building their linguistic competence to support more communicative forms of speaking.

## **3. Responsive Speaking**

Responsive speaking consists of brief, meaningful exchanges between speakers, typically involving simple questions and answers, greetings, or short comments. Unlike imitative and intensive speaking, responsive speaking requires learners to comprehend prompts and provide contextually appropriate responses. The interaction usually involves one or two follow-up turns, maintaining a sense of authenticity while keeping the exchanges manageable for learners.

*Example A:*

Lina: "Excuse me, can you tell me where the library is?" Rafi: "Sure, it's next to the cafeteria."

*Example B:*

Teacher: "What is the biggest health issue nowadays?"  
Student: "I think it's air pollution."

*Example C:*

Andi: "Hi, Budi! Long time no see."  
Budi: "Hey, Andi! Yeah, it's been a while. How have you been?" Andi: "I'm doing great, thanks."  
Budi: "Nice to hear that. I've got to run, see you!"

Through these short interactions, learners practice real-life conversational skills, including turn-taking, responding appropriately to social cues, and using functional language for everyday situations.

#### **4. Interactive Speaking**

Interactive speaking differs from responsive speaking in its length and complexity, often involving multiple conversational turns and, at times, more than two participants. Brown distinguishes between transactional and interpersonal interactions within interactive speaking. Transactional interaction focuses on exchanging specific information, such as asking for clarification, giving instructions, or confirming details. The language used tends to be direct and purposeful. In contrast, interpersonal interaction aims to build and maintain social relationships, which often requires pragmatic and

sociolinguistic competence, such as using casual registers, colloquial expressions, slang, humor, ellipsis, and appropriate sociocultural norms.

*Example A – Transactional:*

Rina: “Could you tell me what time the meeting starts?”

Dewi: “It starts at 2 p.m. in the main hall.”

Rina: “Thank you so much!”

Dewi: “You’re welcome.”

*Example B – Interpersonal:*

Tono: “Hey, man! Long time no see. Where have you been hiding?”

Raka: “Haha, just busy with work lately. You know how it is.”

Tono: “Yeah, I get it. We should hang out sometime.”

Raka: “Definitely, let’s plan for next weekend.”

These examples illustrate that interactive speaking requires learners not only to respond accurately but also to sustain conversations by negotiating meaning, adapting to different interactional purposes, and managing social dynamics.

## **5. Extensive Speaking**

Extensive speaking involves longer forms of oral production, such as speeches, presentations, or storytelling, where audience participation is minimal or non-existent. Brown notes that these tasks often involve planned and more formal language, particularly in academic or professional settings, such as giving a structured presentation. However, extensive speaking can also take informal forms, such as recounting a personal experience or explaining how to do something casually.

*Example A – Formal Monologue:*

A student delivers a structured presentation on climate change to the class, including an introduction, main discussion points, and a conclusion, with little to no interruption from the audience.

*Example B – Informal Monologue:*

A learner recounts their holiday experience:

“Last month, I went to Bali with my family. We visited several beaches, tried local food, and watched a traditional dance performance. It was an unforgettable experience.”

Extensive speaking tasks assess learners’ ability to produce organized, coherent, and contextually appropriate language over an extended period. They reflect higher levels of language proficiency, as learners must plan their speech, maintain fluency, and demonstrate both linguistic and pragmatic competence.

#### **D. Characteristics of Successful Speaking**

Speaking ability is often mistakenly judged solely on the basis of fluency, whereas in reality, successful speaking involves several additional key elements. Penny identifies four essential characteristics that contribute to the effectiveness of speaking activities in language classrooms. These characteristics include students talking a lot, balanced participation, high motivation, and language use at an acceptable level. When these elements are present, speaking activities are more likely to support learners’ communicative development effectively.<sup>15</sup>

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<sup>15</sup> Ur, Penny. (1996). *A course in language teaching: Practice and theory* (pp. 120–121). Cambridge: Cambridge University Press.

### 1. Students Speak Often

In effective speaking exercises, students are provided with maximum opportunities to speak. The majority of classroom time should focus on student talk rather than teacher talk, as frequent speaking practice is crucial for developing oral proficiency. However, in many classroom situations, teachers tend to dominate the conversation or allow long pauses, thereby limiting the time available for learners to actively use the language. Providing students with ample speaking time not only enhances their confidence but also enables them to internalize language structures through meaningful use.

### 2. Even Participation

Another important characteristic of effective speaking activities is balanced participation among learners. Class discussions should not be controlled by a small group of talkative students; instead, every student should be given the opportunity to contribute. Equal distribution of speaking turns ensures that all learners can engage actively, which helps create an inclusive and supportive classroom environment. This approach benefits both confident and less confident learners, promoting equitable opportunities for language development.

### 3. High Motivation

Learner motivation plays a critical role in determining the success of speaking activities. When students are genuinely interested in the topic or committed to achieving the objectives of a communicative task, they are more likely to participate enthusiastically.

Motivation may arise from curiosity, the desire to share new ideas, or the intention to complete specific tasks effectively. High levels of motivation lead to more meaningful and sustained participation, thereby enhancing the overall quality of classroom interactions.

#### 4. Language at an Acceptable Level

Finally, effective speaking requires learners to use language that is intelligible and appropriate for the communicative context. Students should be able to express their ideas clearly, using relevant vocabulary, grammatically accurate structures, and coherent speech. When language is produced at an acceptable level, communication becomes smoother, and the intended message is conveyed effectively. This characteristic ensures that speaking activities are not only interactive but also linguistically meaningful.

### **E. Speaking Assessment**

Assessing speaking is a crucial part of language evaluation because speaking represents learners' ability to produce language for real communication. According to Brown, speaking assessment must evaluate both linguistic accuracy and communicative performance in authentic contexts. Therefore, speaking assessment requires considerations not only of pronunciation and grammar, but also fluency, vocabulary, and interaction skills.

Brown categorizes speaking assessment into five major types: imitative, intensive, responsive, interactive, and extensive speaking, each designed to measure different levels of spoken language ability based on communicative demands.

#### **1. Imitative Speaking**

This type of assessment only requires students to repeat language forms after the speaker. The focus is on pronunciation, stress, and intonation, not on meaning. To check whether students can imitate sounds correctly.

##### **a. Repetition Task**

Students repeat words, phrases, or short sentences exactly as heard.

b. PhonePass Test

A computerized test where students repeat and read aloud sentences, focusing on pronunciation accuracy.

**2. Intensive Speaking**

Students produce short responses that show control of grammar, vocabulary, and pronunciation, but do not require long communication. To measure accuracy in controlled language production.

a. Directed Response Tasks

Students respond to simple commands or prompts.  
Example: *Say the past form of “go”.*

b. Read-Aloud Tasks

Students read a short text aloud to assess pronunciation and fluency.

c. Sentence or Dialogue Completion / Oral Questionnaires

Students complete missing parts or answer short questions.

d. Picture-Cued Tasks

Students describe pictures using specific grammar or vocabulary.

e. Translation

Students translate short phrases to demonstrate language control.

### **3. Responsive Speaking**

Students respond daily short interactions.naturally in daily short interactions. To assess short but meaningful communication.

a. Question and Answer

Simple communication exchanges.

b. Giving Instructions or Directions

Students explain how to do or go somewhere.

c. Paraphrasing

Students restate information using their own words.

d. Test of Spoken English (TSE)

A standardized test based on short spoken responses.

### **4. Interactive Speaking**

Students engage in two-way communication, requiring negotiation of meaning and speaking strategies. To evaluate social communication skills and fluency.

a. Interview

Teacher or peer asks questions, students respond.

b. Role Play

Students act out a situation using assigned roles.

c. Discussion and Conversation

Group talk about a topic to express ideas.

d. Games

Communicative games requiring language use to achieve goals.

e. Oral Proficiency Interview (OPI)

A structured interview graded based on proficiency levels.

**5. Extensive Speaking**

Students produce longer, more formal spoken texts such as speeches or storytelling. To assess organization, delivery, and comprehensive speaking ability.

a. Oral Presentation

Students present information in front of others.

b. Picture-Cued Storytelling

Students create a story based on a sequence of images.

c. Retelling a Story or News Event

Students recall and narrate content in their own words.

d. Translation of Extended Prose

Students translate longer passages orally.

These aspects align with Brown’s interactive and extensive speaking categories, where real-time communication and fluency are central. The ELSA Speak application is designed to enhance speaking skills by providing:

a. Immediate and individualized pronunciation feedback.

b. Opportunities to repeat and practice pronunciation patterns.

c. Gamified speaking tasks to improve fluency.

d. Real-time scoring and monitoring of speaking progress.

Thus, ELSA Speak supports the assessment of speaking by improving performance in relevant components before students engage in classroom speaking tests.

Tabel 1.  
Rubric of Measuring Imitative Speaking<sup>16</sup>

Score	Criteria Description	Description
2	Acceptable Pronunciation	The student repeats the stimulus clearly and accurately, with correct pronunciation and intonation. The utterance is fully comprehensible without repetition or clarification.
1	Partially Correct / Comprehensible Pronunciation	The student repeats the stimulus but makes minor pronunciation errors. The utterance is still understandable to the listener.
0	Incorrect / Silence	The student remains silent, produces an incorrect response, or mispronounces so severely that the utterance becomes unintelligible.

Scoring Formula :

$$\text{Total Score} = \frac{\text{Total points obtained}}{\text{Maximum points}} \times 100$$

Example:

- If there are 10 items  $\times$  max score 2 = 20 points
- Student gets 15
- $(15/20) \times 100 = 75$

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<sup>16</sup>Brown, H. D. (2004). *Language assessment: Principles and classroom practices* (pp. 144–145). White Plains, NY: Pearson Education.

## F. ELSA Speak Application Concept

### 1. ELSA Speak Application Definition

The ELSA Speak (short for *English Language Speech Assistant*) is a mobile-based application designed to support 21st-century English learning by enhancing learners' pronunciation accuracy, fluency, and overall speaking competence. It employs sophisticated Technologies for Automatic Speech Recognition (ASR) and Artificial Intelligence (AI) to assess users' spoken English, detect phonetic errors, and deliver immediate, personalized feedback for improvement.<sup>17</sup> This instant correction mechanism helps users recognize which sounds are mispronounced and how to adjust their articulation. Because ELSA Speak is freely available on both the App Store and Google Play, it can be accessed by diverse learners worldwide, offering flexibility and inclusivity in English language learning.

According to Irsan, ELSA Speak acts as an *intelligent tutor* that compares learners' recorded speech with native-like pronunciation models, helping them detect and correct errors in real time.<sup>18</sup> The app is structured into a systematic learning pathway from individual phonemes to complete sentences allowing gradual mastery of English pronunciation. ELSA Speak as part of the broader domain of Mobile-Assisted Language Learning (MALL), emphasizing that its combination of AI-based recognition, real-time corrective feedback, and mobile accessibility “offers flexible online pronunciation exercises, artificial speech recognition, and constructive feedback,” which are vital to improving learners' oral accuracy.<sup>19</sup> In essence, ELSA Speak serves as a digital

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<sup>17</sup> Anggraini, 'Improving Students' Pronunciation Skill Using Elsa Speak Application'.

<sup>18</sup> Irsan, Noni, and Baa, 'ELSA Speak Application as A Supporting Media for Developing Students' Speaking Skill'..

<sup>19</sup> M F Sholekhah and R Fakhurriana, 'The Use of ELSA Speak as a Mobile-Assisted Language Learning (MALL) Tool towards EFL Students' Pronunciation', *JELITA: Journal of Education Language Innovation and Applied Linguistics*, 2.2 (2024), pp. 33–44.

pronunciation coach that bridges technology and pedagogy. It functions not merely as a pronunciation correction tool but as a comprehensive learning environment that fosters learner autonomy, motivation, and confidence.<sup>20</sup> By integrating AI-driven feedback loops, the application encourages learners to self-monitor and evaluate their progress, a process that enhances both metacognitive awareness and self-regulated learning in pronunciation development. This reflective learning process aligns with the constructivist theory of learning, which suggests that learners actively construct knowledge through interaction, feedback, and adaptation.



Figure 1. ELSA Speak App View

## 2. The ELSA Speak Application's Features

The application for ELSA Speak application incorporates a series of innovative features that make pronunciation learning more efficient, interactive, and engaging. The core of its design is the speech

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<sup>20</sup>Namira and Suwandi, 'Comparing the Effectiveness of Elsa Speak and ESP for Teaching Speaking to Students with Different Self-Confident'.

recognition system, which evaluates the user's pronunciation with up to 95% accuracy and presents color-coded phonetic feedback to indicate the correctness of each sound.<sup>21</sup> This visual feedback system guides learners to recognize specific phonemes that require improvement, making pronunciation learning both explicit and measurable.

Moreover, ELSA Speak includes more than 1,200 lessons and 60 thematic topics, allowing users to practice pronunciation in structured stages—from basic vocabulary to sentence-level articulation. The app's interactive dictionary also provides word-level practice with visual and audio examples, enabling learners to listen, repeat, and perfect specific sounds. According to Kholis, such features make ELSA Speak “a self-directed pronunciation training tool that allows students to pronounce diverse words more easily and comprehensively with instant corrective feedback”.<sup>22</sup>



Figure 2. The Interactive Dictionary in the ELSA Speak Application

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<sup>21</sup> Anggraini Anggraini, 'Improving Students' Pronunciation Skill Using Elsa Speak Application', *Journey: Journal of English Language and Pedagogy*, 5.1 (2022), pp. 135–41, doi:10.33503/journey.v5i1.1840.

<sup>22</sup> Kholis, A. (2021). *Elsa Speak App: Automatic Speech Recognition (ASR) for supplementing English pronunciation skills*. *Pedagogy: Journal of English Language Teaching*, 9(1), 1–14. <https://doi.org/10.32332/joelt.v9i1.2723>

The inclusion of gamification elements—such as badges, leaderboards, daily goals, and progress tracking—further enhances the learning experience. Gamification transforms repetitive pronunciation drills into enjoyable, motivating tasks that sustain user engagement.<sup>23</sup>



Figure 3. Features of ELSA Speak App

The app's *reward system* encourages persistence and promotes long-term retention of correct pronunciation patterns. Furthermore, as a mobile learning platform, ELSA Speak enables autonomous and asynchronous practice, allowing learners to practice English pronunciation *anytime and anywhere* without classroom constraints.<sup>24</sup> This aligns with Self-Determination Theory, which highlights autonomy and competence as key factors in sustaining learner motivation.

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<sup>23</sup> A Q Antasari and S Antasari, 'Maximizing ELSA Speak for Developing English Fluency and Reducing Speaking Barriers in Language Learners', *Issues in Applied Linguistics and Language Teaching*, 7.1 (2024), doi:10.37253/iallteach.v7i1.10421.

<sup>24</sup> Sholekhah, M. F., & Fakhurriana, R. (2023). The use of ELSA Speak as a mobile-assisted language learning (MALL) tool towards EFL students' pronunciation. *JELITA: Journal of Education, Language Innovation and Applied Linguistics*, 2(2), 93–100. <https://doi.org/10.37058/jelita.v2i2.7596>

### 3. Pedagogical and Tecnological Foundations

The conceptual foundation of ELSA Speak rests on the integration of pedagogical design principles with AI-driven technology. Pedagogically, the app embodies the principle of scaffolded learning, which allows users to progress from simple to complex tasks. The system provides immediate feedback that supports form-focused instruction, an essential aspect of pronunciation pedagogy that helps learners internalize phonological rules.<sup>25</sup> Technologically, ELSA Speak represents an example of AI-assisted pronunciation instruction, in which ASR algorithms detect subtle deviations in pronunciation and provide tailored corrective input.

Several studies have confirmed that this synergy between pedagogy and technology enhances both learning outcomes and learner engagement. For instance, Rinaepi, Triwardani, and Nur Azi reported a 17% improvement in students' pronunciation accuracy and a 25% increase in motivation after consistent use of ELSA Speak for four weeks.<sup>26</sup> Similarly, Akhmad and Munawir found that university students' pronunciation scores improved significantly—from a pre-test mean of 52.30 to a post-test mean of 65.60 ( $p < 0.05$ )—after ELSA Speak integration.<sup>27</sup>

Beyond measurable performance gains, Antasari and Antasari observed that ELSA Speak reduces learners' speaking anxiety and increases their willingness to communicate (WTC)—a crucial affective component in oral language development. The ability to practice privately without fear of judgment contributes to greater psychological

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<sup>25</sup> Aryanti, R. D., & Santosa, M. H. (2024). A systematic review on artificial intelligence applications for enhancing EFL students' pronunciation skill. *The Art of Teaching English as a Foreign Language*, 5(1), 102-113. <https://doi.org/10.36663/tatefl.v5i1.718>

<sup>26</sup> H Rinaepi, H R Triwardani, and R Nur Azi, 'The Effectiveness of ELSA Speak Application to Improve Pronunciation Ability', *Jurnal FKIP UNISA Kuningan*, 3.1 (2022).

<sup>27</sup> N W Akhmad and A Munawir, 'Improving the Students' Pronunciation Ability by Using ELSA Speak App', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2023), doi:10.24256/ideas.v10i1.2868.

comfort, thereby enhancing learning persistence. This shows that ELSA Speak does not merely promote linguistic improvement but also addresses affective barriers in language acquisition, such as anxiety and self-consciousness.

Thus, ELSA Speak operates at the intersection of technology, pedagogy, and psychology, serving as a motivational learning mediator that promotes both cognitive (accuracy, fluency) and affective (confidence, motivation) development in speaking skills.

#### **4. Advantages and Disadvantages of the ELSA Speak Application**

A recent study looked into students' perceptions of using the ELSA Speak application in pronunciation classes, revealing that students considered the software appropriate for teaching and learning.

##### **a. Advantages of the ELSA Speak Application**

###### **1) Comprehensive Pronunciation Exercises**

ELSA Speak offers a wide array of pronunciation exercises, allowing users to practice individual words, phrases, and full sentences, thereby enhancing their speaking skills.

###### **2) Color-Coded Feedback and Phonetic Guidance**

The application gives users color-coded feedback for every phoneme along with phonetic instructions to help them pronounce the suggested word or phrase correctly.

###### **3) Practice Conversation with Instant Feedback**

The application offers conversation practice to enhance speaking skills, delivering immediate comments at the word level regarding intonation and pronunciation.

###### **4) Utilization of Advanced Artificial Intelligence**

ELSA Speak utilizes proprietary artificial intelligence, including automatic speech recognition, to assess the accuracy of users' pronunciation.

#### 5) Detailed Feedback on Pronunciation Accuracy

The application evaluates the accuracy of users' recordings and offers comments on both correct and incorrect pronunciations.<sup>28</sup>

### b. Disadvantages of the ELSA Speak App

#### 1) Limited Access to Premium Content

Some topics are restricted to paid content, limiting access for users without a subscription.

#### 2) Requirement for Internet Connectivity

An internet connection is necessary to operate the application, which may pose challenges in areas with limited connectivity.

#### 3) Need for a Smartphone Device

Since the application needs to be downloaded and installed on a smartphone, students without the device may be unable to participate.

This research focuses on exploring how the ELSA Speak application can be better utilized to develop students' speaking skills. It aims to investigate whether the app contributes to improving learners' English-speaking performance.

## G. Teaching Speaking Using ELSA Speak Application

Teaching speaking in the context of English as a Foreign Language (EFL) aims to develop learners' ability to communicate effectively, both fluently and accurately. In recent years, the integration of technology—particularly Mobile-Assisted Language Learning (MALL)—has revolutionized the way teachers facilitate speaking instruction. Among the

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<sup>28</sup> 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

various digital tools available, the ELSA Speak application has emerged as a leading innovation that bridges linguistic pedagogy and artificial intelligence, providing a personalized platform for developing speaking skills.

ELSA Speak (English Language Speech Assistant) integrates Automatic Speech Recognition (ASR) combined with Artificial Intelligence (AI) to detect pronunciation mistakes made by students, deliver immediate corrective feedback, and support them in achieving more native-like pronunciation.<sup>29</sup> The application acts as a virtual tutor, allowing learners to practice a wide range of pronunciation and conversation exercises that simulate authentic communication. As a result, ELSA Speak supports both segmental aspects of speech (individual sounds, phonemes, syllables) and suprasegmental features (intonation, stress, and rhythm), which are fundamental to intelligible speech.<sup>30</sup>

In the classroom setting, ELSA Speak can be used as a supplementary tool that complements the teacher's instruction. For instance, during speaking lessons focusing on pronunciation or oral fluency, students can engage in ELSA's practice modules either individually or in pairs. The app's color-coded phonetic feedback helps students visualize which sounds are correct and which need improvement, promoting greater self-awareness and learner autonomy. Teachers, on the other hand, can integrate ELSA-based exercises as homework, pronunciation labs, or speaking drills, aligning the content with their lesson objectives.<sup>31</sup>

A distinctive pedagogical advantage of ELSA Speak is its capacity to support self-paced learning and continuous practice beyond classroom hours. According to Sholekhah and Fakhurriana, the app "offers flexible

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<sup>29</sup> Anggraini, 'Improving Students' Pronunciation Skill Using Elsa Speak Application'.

<sup>30</sup> Irsan, Noni, and Baa, 'ELSA Speak Application as A Supporting Media for Developing Students' Speaking Skill'.

<sup>31</sup> Kholis, A. (2021). *Elsa Speak App: Automatic Speech Recognition (ASR) for supplementing English pronunciation skills*. *Pedagogy: Journal of English Language Teaching*,

online pronunciation exercises, artificial speech recognition, and constructive feedback” (p. 3), enabling students to learn independently while still receiving individualized guidance.<sup>32</sup> This autonomy fosters motivation, as learners can track their progress through gamified features such as badges, streaks, and progress scores.<sup>33</sup> The incorporation of these gamification elements increases students’ engagement and persistence in practicing English speaking, which is often a challenge in traditional classroom contexts.

Furthermore, research has consistently demonstrated the effectiveness of ELSA Speak in enhancing speaking performance. Akhmad and Munawir found a statistically significant improvement in university students’ pronunciation scores—from a pre-test mean of 52.30 to a post-test mean of 65.60—after using ELSA Speak.<sup>34</sup> These findings underscore the app’s dual role in improving both linguistic competence and affective engagement.

From a methodological standpoint, teaching speaking with ELSA Speak aligns with the Communicative Language Teaching (CLT) and Constructivist approaches, where learners actively construct knowledge through interaction and reflection. ELSA’s instant feedback system encourages form-focused learning within meaningful communication contexts, allowing students to notice phonological errors and immediately adjust their output.

In addition, ELSA Speak addresses common affective barriers in speaking practice, such as anxiety, fear of judgment, and low self-

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<sup>32</sup> Sholekhah, M. F., & Fakhurriana, R. (2023). The use of ELSA Speak as a mobile-assisted language learning (MALL) tool towards EFL students’ pronunciation. *JELITA: Journal of Education, Language Innovation and Applied Linguistics*, 2(2), 93–100. <https://doi.org/10.37058/jelita.v2i2.7596>.

<sup>33</sup> Antasari, A. Q. (2025). Maximizing ELSA Speak for developing English fluency and reducing speaking barriers in language learners. *Issues in Applied Linguistics and Language Teaching*, 7(1), 262-271. <https://doi.org/10.37253/ialltech.v7i1>.

<sup>34</sup> Akhmad, N. W., & Munawir, A. (2022). Improving the students’ pronunciation ability by using ELSA Speak App. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 846-857. <https://doi.org/10.24256/ideas.v10i1.2868>

confidence. Antasari found that learners using ELSA Speak experienced a reduction in speaking anxiety and increased willingness to communicate (WTC), as the app provides a safe, private environment for practice.<sup>35</sup> This affective dimension is critical, especially for adolescent learners who may hesitate to speak publicly in classroom settings.

Practically, the implementation of ELSA Speak in teaching speaking can follow several stages:

1. Introduction and Orientation: Teachers introduce the app, demonstrate its features, and explain pronunciation goals.
2. Guided Practice: Students complete pronunciation and speaking tasks under teacher supervision, focusing on specific linguistic targets (e.g., /θ/ and /ð/ sounds, stress, and intonation).
3. Independent Learning: Learners use ELSA Speak outside the classroom to reinforce their skills, supported by daily practice goals.
4. Performance Evaluation: Students present their speaking progress through oral tests or recorded tasks, with both teacher and app feedback used for assessment.

In conclusion, teaching speaking through ELSA Speak integrates the strengths of human instruction with the precision of AI technology. It enhances learners' pronunciation, fluency, and confidence while supporting autonomous, data-driven learning. When used thoughtfully alongside communicative classroom activities, ELSA Speak transforms speaking instruction into a more interactive, personalized, and engaging process—aligning with the principles of the Merdeka Curriculum, which emphasizes learner-centered, differentiated, and technology-enhanced education.

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<sup>35</sup> Antasari, A. Q. (2025). Maximizing ELSA Speak for developing English fluency and reducing speaking barriers in language learners. *Issues in Applied Linguistics and Language Teaching*, 7(1), 262-271. <https://doi.org/10.37253/iallteach.v7i1>.

## H. Theoretical Framework and Paradigm

The theoretical framework of this study is grounded in three key perspectives. The first is speaking skill theory proposed by Brown and Richards, which views speaking as a combination of pronunciation, fluency, vocabulary, grammar, and comprehension. The second is Mobile-Assisted Language Learning (MALL), which highlights the role of mobile applications in increasing students' opportunities to practice and their learning motivation. The third is Artificial Intelligence in Education (AIED), which emphasizes the effectiveness of AI-based tools in providing instant and personalized feedback.

Based on these theories, the use of the ELSA Speak application is expected to influence students' English speaking ability. ELSA Speak integrates MALL and AIED by providing pronunciation practice, real-time feedback, and repeated speaking activities that support students in improving their speaking skills.

Therefore, this study investigates whether the use of the ELSA Speak application significantly influences students' English speaking ability. This study employs a quantitative approach with a quasi-experimental design. The research process involves administering a pre-test and a post-test to both experimental and control groups.

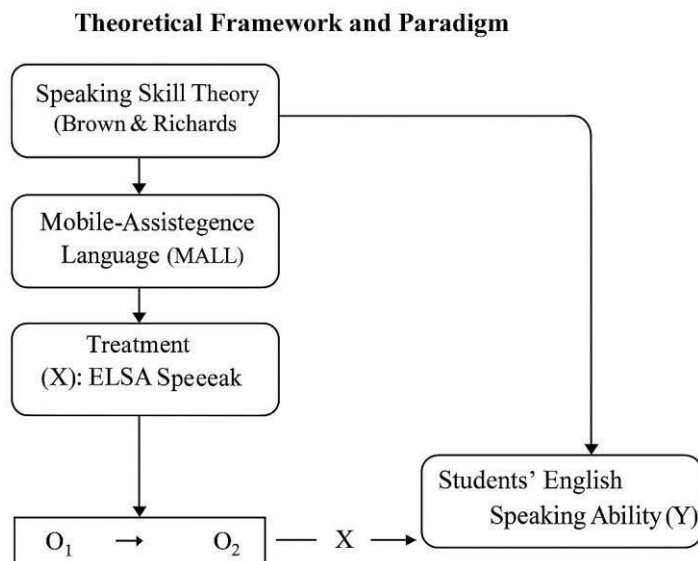


Figure 4. Theoretical Framework and Research Paradigm

## **I. Research Hypothesis**

Based on the conceptual framework, the researcher formulates the following hypotheses :

H<sub>a</sub>: There is a positive and significant influence of ELSA Speak application toward students' speaking skills at the seventh-grade of SMP N 4 Metro.

H<sub>o</sub>: There is no a positive and significant influence of ELSA Speak application toward students' speaking skills at the seventh-grade of SMP N 4 Metro.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research employed a quantitative method, specifically a quasi- experimental design. The purpose of this design is to examine the cause- and-effect relationship between two variables: the use of the ELSA Speak application as the independent variable (X) and students' speaking skills as the dependent variable (Y). According to Donald Ary et al., experimental research is a planned study in which the researcher actively manipulates an independent variable to observe its effect on a dependent variable.<sup>36</sup> In this study, the researcher employed two classes—an experimental class and a control class—without random assignment.

The experimental class received treatment using the ELSA Speak application, while the control class was taught using conventional speaking instruction. Both groups were given a pre-test before treatment and a post-test after treatment to measure improvement in speaking skills. The difference between pre-test and post-test scores was analyzed to determine whether ELSA Speak had a significant effect on students' speaking ability.

The main purpose of this research is to find out whether the ELSA Speak application has a positive and significant influence on students' speaking skills at the seventh grade of SMP Negeri 4 Metro.

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<sup>36</sup> Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. A. (2010). *Introduction to research in education* (8th ed.). Nelson Education, Ltd.

Table 2.  
The research design can be illustrated as follows:

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental Class	O <sub>1</sub>	X (ELSA Speak Application)	O <sub>2</sub>
Control Class	O <sub>1</sub>	– (Conventional Media)	O <sub>2</sub>

Where:

**O<sub>1</sub>** = Pre-test to measure initial speaking ability

**X** = Treatment using ELSA Speak Application

**O<sub>2</sub>** = Post-test to evaluate speaking improvement

## **B. The Definition of Variables Operationally**

An operational definition describes how each variable in the study is measured and observed.

### **1. Independent Variable (X):**

The independent variable in this research is the use of the ELSA Speak Application, a mobile-based AI pronunciation tool that provides instant feedback, pronunciation evaluation, and speaking exercises. In research design, an independent variable refers to a factor or characteristic that is intentionally manipulated or observed to determine its effect on a dependent variable.<sup>37</sup> In this study, the independent variable represents the implementation of the ELSA Speak application, which helps students enhance their speaking and confidence through self-paced and gamified learning activities.

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<sup>37</sup> Creswell, J. W., & Creswell, J. D. (2018). *Mixed methods procedures*. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

## **2. Dependent Variable (Y):**

Other names for these variables include criteria, outcomes, and output variables. A dependent variable is a variable that is affected by or results from the influence of the independent variable. In this research, the dependent variable (Y) is the speaking ability of the seventh-grade students at SMP Negeri 4 Metro.

## **C. Population, Sample, and Sample Technique**

### **1. Population**

The study's population consisted of all seventh-grade students of SMP Negeri 4 Metro in the academic year 2024/2025. In educational research, a population refers to the entire group of individuals or subjects who share certain characteristics and from whom data can be collected.<sup>38</sup> The selection of this population was based on the assumption that seventh-grade students are at the early stage of secondary English learning and thus represent an appropriate level to examine improvements in speaking skills through technology-assisted learning.

### **2. Sample**

A subset of the population is called a sample. that represents its characteristics and serves as the source of data for the research. In this study, the sample was taken from two classes of seventh-grade students: one class served as the experimental group and the other as the control group. The experimental class received treatment using the ELSA Speak Application, while the control class

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<sup>38</sup> Creswell, J. W., & Creswell, J. D. (2018). *Mixed methods procedures*. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

was taught through traditional or conventional instruction without the use of ELSA Speak.

This sampling approach allows the researcher to compare the differences in students' speaking performance between the two groups after the treatment. According to Ary et al., selecting equivalent groups enhances the internal validity of quasi-experimental research because both groups are expected to begin at a similar proficiency level before the intervention.<sup>39</sup>

### 3. Sample Technique

There are several sampling techniques that can be applied in research. Kumar explains that sampling plays a vital role in behavioral studies, as research cannot be effectively conducted without a proper sampling method. In this study, the researcher employed simple random sampling.<sup>40</sup>

According to Fraenkel and Wallen, simple random sampling is a technique in which each individual in a population has the same opportunity to be selected as a sample, without considering specific characteristics or group classifications.<sup>41</sup> Since every member of the population had an equal chance to be chosen, this method was deemed suitable for the study. The sampling process was carried out randomly to ensure fairness and eliminate bias.

The participants selected as the sample were students at the seventh grade of SMP N 4 Metro, who were assigned as the

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<sup>39</sup> Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. A. (2010). *Introduction to research in education* (8th ed.). Nelson Education, Ltd.

<sup>40</sup> Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. SAGE Publications.

<sup>41</sup> Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. McGraw-Hill.

experimental group. This group was chosen based on initial observations indicating that a number of students still experienced difficulties in speaking English.

#### **D. Data Collecting Technique**

The researcher used a test as the data collecting technique to measure the students' speaking ability before and after the treatment. Two types of tests were administered:

1. Pre-test, given before the treatment to determine the students' initial speaking ability.
2. Post-test, administered after the treatment to assess the improvement in speaking performance.

#### **E. Research Instrument**

The instrument used in this research was a speaking test, administered as both a pre-test and a post-test. The scoring was based on an imitative speaking rubric that focused on students' ability to repeat words or sentences with accurate pronunciation.

## F. The Data Analysis Technique

The Statistical Package for Social Science (SPSS) version 25 for Windows was used to do a quantitative analysis on the collected data. The following steps were taken to conduct the analysis:

1. Descriptive Statistics, used to display the mean, maximum, minimum, and standard deviation of the pre-test and post-test scores.
2. Normality and Homogeneity Tests, aimed at confirming that the data satisfied the required assumptions for applying parametric statistical procedures.

Normality Test guidelines:

$H_0: \mu_1 = \mu_2$  (the population from which the sample is taken is normally distributed)

$H_a: \mu_1 \neq \mu_2$  (the population from which the sample is taken is non-normally distributed)

If Sig. (p-value) > 0.05, then  $H_0$  is accepted → the data is normally distributed.

If Sig. (p-value) < 0.05, then  $H_0$  is rejected → the data is not normally distributed.

Homogeneity Test guidelines:

$H_0: \sigma_1^2 = \sigma_2^2$  (Population variances are equal/homogeneous)

$H_a: \sigma_1^2 \neq \sigma_2^2$  (Population variances are not equal/homogeneous)

If Sig. value >  $\alpha$  then  $H_0$  is accepted

3. Independent Sample t-test, used to determine whether there was a significant difference between the experimental and control classes.

Independent sample t-test guidelines:

- a. If Sig. (p-value)  $< 0.05 \rightarrow H_0$  is rejected and  $H_a$  is accepted.
- b. If Sig. (p-value)  $> 0.05 \rightarrow H_0$  is accepted and  $H_a$  is rejected.

The hypothesis testing was conducted at a significance level of 0.05 with the following criteria:

$H_a$ : There is a positive and significant influence of ELSA Speak application toward students' speaking skills at the seventh grade of SMP N 4 METRO.

$H_0$ : There is no a positive and significant influence of ELSA Speak application toward students' speaking skills at the seventh grade of SMP N 4 METRO.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research**

There is the description of the Result that have been done by the researcher

##### **1. Description of Research Location**

UPTD SMP Negeri 4 Metro is located at Jl. Pariya 15A, Iringmulyo, Metro Timur District, Metro City, Lampung. The school originated as a transition from SKKP in 1979 and is situated in Metro City, Lampung Province. In 2006, SMP Negeri 4 Metro was designated as a National Standard School (Sekolah Standar Nasional/SSN), and in 2010 it obtained an “A” (excellent) accreditation rating based on the assessment conducted by the School Accreditation Board.

In 2007, the school received the Honorable Mention Award in the National Healthy School Competition. In 2008, it was designated as a preparatory school for the International Standard School Pilot Program based on the Decree of the Directorate for Junior Secondary School Development under the Directorate General of Primary and Secondary Education Management. In the same year, SMP Negeri 4 Metro was formally appointed as a Pilot International Standard School (RSBI).

In 2012, the school received the National Adiwiyata Award from the Minister of Environment of the Republic of Indonesia. In 2015, it was awarded the Integrity School recognition by the Minister of Education and Culture of the Republic of Indonesia.

##### **2. Result of Research Data**

###### **a. The Result of Pre-Test Score**

The researcher measured the students’ speaking ability by administering a pre-test before giving the treatment. The purpose of the pre-test was to determine the students’ speaking ability prior to the implementation of the treatment. In this research, the researcher used an oral test in which the students were asked to read several sentences or produce spoken utterances verbally. The results of the pre-test are presented as follows:

Tabel 3.  
The Frequency Distribution of Pre-Test Experiment Class

No.	Class Interval	Frequency	Perncentage
1.	50-54	10	33.3%
2.	55-59	0	0%
3.	60-64	12	40.0%
4.	65-69	0	0%
5.	70-74	6	20.0%
6.	75-79	0	0%
7.	80-84	2	6,7%
<b>Total</b>		<b>30</b>	<b>100%</b>

Based on the data presented in the table above, it can be concluded that 30 students in the experimental class participated in the pre-test. The students were distributed across several score intervals. The score interval of 50–54 consisted of 10 students or 33.3%. There were no students in the score interval of 55–59 (0%). Furthermore, the score interval of 60–64 consisted of 12 students or 40.0%, representing the highest proportion of students. There were no students in the score interval of 65–69 (0%). Meanwhile, the score interval of 70–74 consisted of 6 students or 20.0%, and no students were found in the score interval of 75–79 (0%). Finally, the score interval of 80–84 consisted of 2 students or 6.7%.

The following figure present the frequency distribution of the pre-test scores in the experimental class :

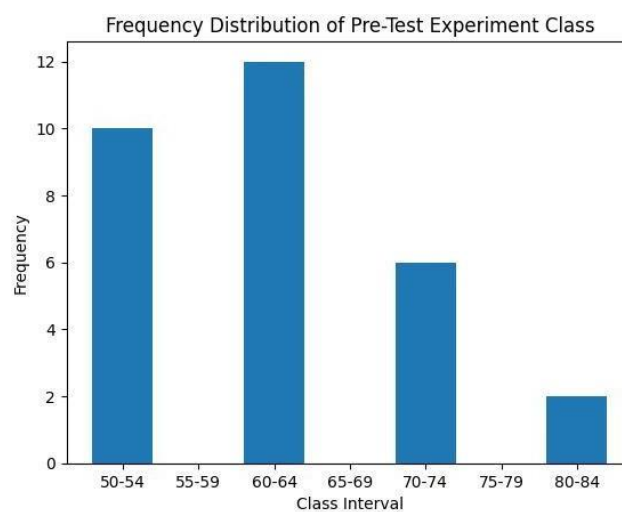


Figure 5. Bar Chart Frequency Distribution of Pre-Test Experiment Class

Furthermore, the researcher also conducted a pre-test on the control class. The result of the pre-test could be identified as follows:

Tabel 4.  
The Frequency Distribution of Pre-Test Control Class

No.	Class Interval	Frequency	Perncentage
1.	50-54	12	40.0%
2.	55-59	0	0%
3.	60-64	12	40.0%
4.	65-69	0	0%
5.	70-74	4	13.3%
6.	75-79	0	0%
7.	80-84	2	6,7%
<b>Total</b>		<b>30</b>	<b>100%</b>

Based on the data presented in the table above, it can be concluded that 30 students as the research sample were distributed into several score intervals. The students in the score interval of 50–54 consisted of 12 students or 40.0%. There were no students in the score interval of 55–59 (0%). Furthermore, the score interval of 60–64 also consisted of 12 students or 40.0%. There were no students in the score interval of 65–69 (0%). Meanwhile, the score interval of 70–74 consisted of 4 students or 13.3%, and there were no students in the score interval of 75–79 (0%). Finally, the score interval of 80–84 consisted of 2 students or 6.7%.

The following figure present the frequency distribution of the pre-test scores in the control class :

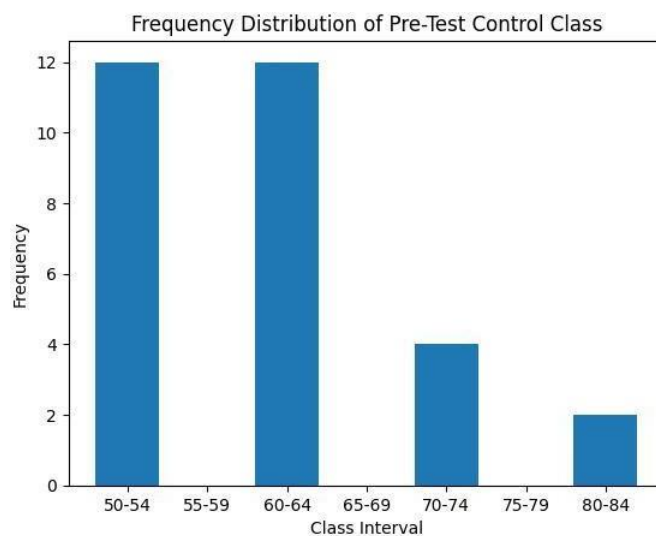


Figure 6. Bar Chart Frequency Distribution of Pre-Test Control Class

b. The Result of Post-Test Score

After the students completed the pre-test, and the experimental group received treatments using the ELSA Speak application, the researcher administered a post-test. Although the post-test instrument different from the pre-test, it maintained the same pattern and level of difficulty. Before conducting the post-test, the experimental group had already received treatments through the ELSA Speak application. The post-test was carried out in order to know the students' pronunciation skills after the treatments. The results of the post-test for the experimental class are outlined as follows:

Tabel 5.  
The Frequency Distribution of Post-Test Experiment Class

No.	Class Interval	Frequency	Perncentage
1.	60-64	9	30.0%
2.	65-59	0	0.0%
3.	70-74	11	36.7%
4.	75-79	0	0.0%
5.	80-84	9	30.0%
6.	85-100	1	3.3%
<b>Total</b>		<b>30</b>	<b>100%</b>

Based on the data above, it can be concluded that the 30 students as the research sample were distributed into several score intervals. The students who obtained scores of 60–64 accounted for 30.0%, those who obtained scores of 70–74 accounted for 36.7%, those who obtained scores of 80–84 accounted for 30.0%, and those who obtained scores of 85–100 accounted for 3.3%. This distribution shows that most students achieved scores between 70 and 84 in the post-test.

The following figure present the frequency distribution of the post-test scores in the experimental class :

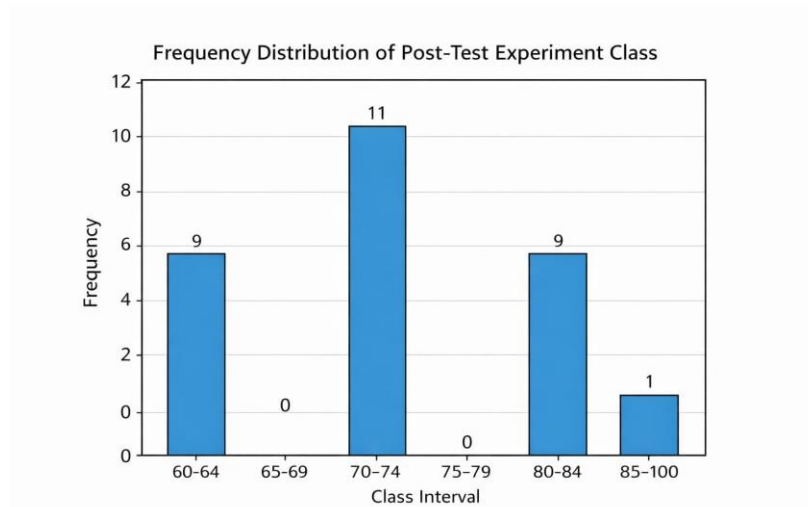


Figure 7. Bar Chart Frequency Distribution of Post-Test Experiment Class

Furthermore, the researcher also conducted a post-test on the control class. The result of the post-test could be identified as follows:

Tabel 6.  
The Frequency Distribution of Post-Test Control Class

No.	Class Interval	Frequency	Percentage
1.	50-54	11	36.7%
2.	55-59	0	0.0%
3.	60-64	14	46.7%
4.	65-69	0	0%
5.	70-74	3	10.0%
6.	75-79	0	0.0%
7.	80-84	2	6.7%
<b>Total</b>		<b>30</b>	<b>100%</b>

Based on the table above, it can be concluded that the 30 students in the control class were distributed into several score intervals. The students who obtained scores of 50–54 accounted for 36.7%, those who obtained scores of 60–64 accounted for 46.7%, those who obtained scores of 70–74 accounted for 10.0%, and those who obtained scores of 80–84 accounted for 6.7%.

The following figure present the frequency distribution of the post-test scores in the control class :

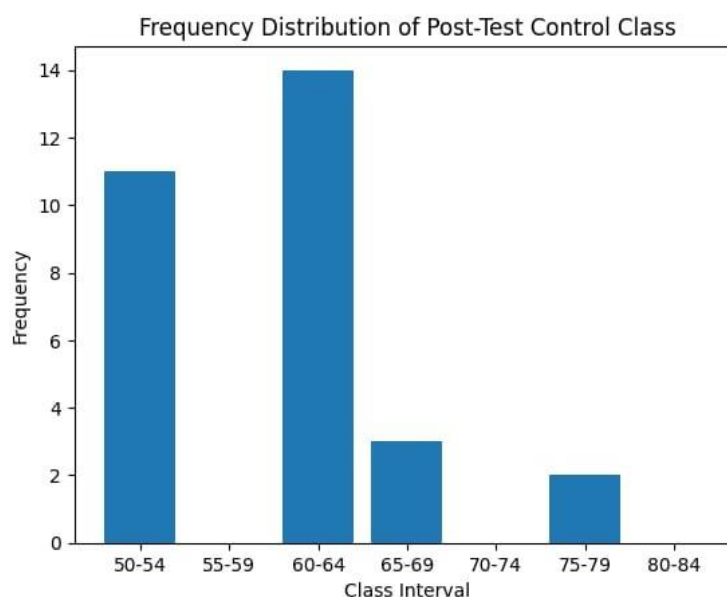


Figure 8. Bar Chart Frequency Distribution of Post-Test Control Class

## B. The Influence of using ELSA Speak Application

After conducting the research activities using the ELSA Speak application, the researcher analyzed the data using a Mann Whitney test in SPSS 25 for Windows. The purpose of the analysis was to determine whether there was a positive and significant effect of using the ELSA Speak application on the students' speaking ability at the seventh grade of SMP N 4 Metro . It would be ( $H_a$ ) accepted if there was a positive and significant influence of using *ELSA Speak* application on the students' english speaking ability and ( $H_o$ ) rejected if there was no positive and significant influence of using *ELSA Speak* application on the students' english speaking ability.

### 1. Prerequisite Test

#### a. Normaly test

Objective: To determine whether the sample comes from a normally distributed population.

##### 1) Hypothesis

$H_o$ :  $\mu_1 = \mu_2$  (the sample comes from a normally distributed population)

$H_a$ :  $\mu_1 \neq \mu_2$  (the sample comes from a non-normally distributed population)

- 2) Significance level (tolerance error)  $\alpha = 5\% = 0.05$
- 3) Statistical Test: Kolmogorov-Smirnov

Table 7.  
The Result of Normality Test by Using SPSS

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
speaking ability	pre-test	.219	30	.001	.842	30	.000
	post-test	.228	30	.000	.835	30	.000

a. Lilliefors Significance Correction

- 4) Testing criteria: If the calculated sig value  $> \alpha$  then H0 is accepted. The calculated sig value for the pre-test is  $0.001 < 0.05$  then H0 is rejected. The calculated sig value for the post-test is  $0.000 < 0.05$  then H0 is rejected.
- 5) Conclusion  
The sample comes from a population that is not normally distributed.

**b. Homogeneity Test**

Objective: To determine whether the population variances are equal (homogeneous).

1) Hypothesis

Ho:  $\sigma_1^2 = \sigma_2^2$  (The population variances are equal/homogeneous)

Ha:  $\sigma_1^2 \neq \sigma_2^2$  (The population variances are not equal/not homogeneous)

- 2) Significance level (tolerance error)  $\alpha = 5\% = 0.05$
- 3) Statistical Test: Levene's Test

Table 8  
The Result of Homogeneity Test by Using SPSS

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
speaking ability	Based on Mean	.010	1	58	.921
	Based on Median	.042	1	58	.838
	Based on Median and with adjusted df	.042	1	57.39 1	.838
	Based on trimmed mean	.133	1	58	.716

4) Testing criteria: If the calculated sig value  $> \alpha$  then  $H_0$  is accepted. If the calculated sig value is  $0.921 > 0.05$  then  $H_0$  is accepted.

5) Testing Results

The population variance is the same/homogeneous.

**2. Hypothesis Testing**

Hypothesis testing was conducted to determine whether variable X (ELSA Speak Application) had a significant effect on variable Y (students' speaking ability). Based on normality and homogeneity tests, the data were found to be homogeneous, but not normal. Therefore, the Mann-Whitney test using SPSS 25 for Windows was applied, with the following hypothesis:

$H_a$  : There is a positive and significant influence of Elsa speak application on the students' english speaking ability at the seventh grade of SMP N 4 Metro

$H_0$  : There is no a positive and significant influence of Elsa speak application on the students' english speaking ability at the seventh grade of SMP N 4 Metro

Mann-Whitney test guidelines :

- a. If the asymp value of significance (2-tailed) is  $<0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted.
- b. If the asymp value of significance (2-tailed) is  $>0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.

Table 9.  
The Result of Mann Whitney Test by Using SPSS  
Test Statistics<sup>a</sup>

	speaking ability
Mann-Whitney U	189.500
Wilcoxon W	654.500
Z	-4.004
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: elsa speak application

From the table, it is clear that the Sig. (2-tailed) value is 0.000. Since this value is less than 0.05, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This indicates a significant difference in learning outcomes between the experimental class, which received the treatment, and the control class, which did not receive the treatment.

Based on the statistical data, there is a significant difference in the mean scores. The researcher concluded that the use of the ELSA Speak application has a positive and significant impact on the English speaking skills of seventh-grade students at SMP N 4 Metro.

### C. Discussion

The findings of this research indicate that the use of the ELSA Speak application significantly improves students' English speaking skills, particularly in the aspect of imitative speaking performance. In this study,

speaking was assessed through an imitative speaking test, in which students were required to repeat words or sentences accurately based on the given stimulus. According to the speaking assessment framework discussed in Chapter II, imitative speaking focuses primarily on pronunciation accuracy, stress, and intonation rather than extended communication or idea development.

The improvement shown by the experimental class suggests that the use of the ELSA Speak application effectively enhanced students' pronunciation accuracy. Since ELSA Speak provides immediate phonetic feedback and allows repeated practice of specific sounds, students were able to recognize and correct their pronunciation errors more systematically. Compared to conventional instruction, which offers limited repetition and delayed correction, ELSA Speak created a more structured and intensive practice environment aligned with the objectives of imitative speaking assessment.

Based on the Mann-Whitney test results, the experimental group achieved a higher mean score (71.00) than the control group (58.00). The significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This means that the ELSA Speak application has a positive and significant influence on students' speaking skills at the seventh grade of SMP N 4 Metro.

These findings are consistent with Anggraini, who found that students' pronunciation skills improved significantly after using the ELSA Speak application in classroom action research.<sup>1</sup> The improvement in students' scores across cycles indicated that repetitive pronunciation practice supported by instant feedback contributes to better speaking performance. Similarly, Rizqiyana et al. reported that students in the experimental group obtained a significantly higher post-test mean score compared to the control group, with a significance value of  $0.000 < 0.05$ .<sup>2</sup> This statistical similarity strengthens the validity of the present research

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<sup>1</sup> Anggraini, 'Improving Students' Pronunciation Skill Using Elsa Speak Application', *Journey: Journal of English Language and Pedagogy*, 5.1 (2022), pp. 135–41, doi:10.33503/journey.v5i1.1840.

findings.<sup>2</sup> Furthermore, Alicia and Rahman found that students perceived ELSA Speak positively because it provides real-time feedback and increases confidence in speaking English. In the present study, students in the experimental class appeared more confident during the post-test performance compared to the pre-test session. This suggests that the application does not only improve pronunciation accuracy but also helps reduce speaking hesitation and anxiety.<sup>3</sup>

The findings confirm that integrating AI-assisted pronunciation practice into classroom instruction can significantly enhance students' oral performance, particularly in terms of pronunciation accuracy and overall speaking confidence.

#### **D. Limitation**

The research was carried out among seventh-grade students at SMP N 4 Metro. The focus of the study was on students' speaking ability using the ELSA Speak application. The findings indicate that the ELSA Speak application effectively helps students improve their speaking performance, particularly in practicing pronunciation, fluency, and confidence in producing spoken English.

After conducting the research and collecting the data through testing, the researcher identified several limitations during the implementation process. One of the main challenges was that students often had difficulty producing English words correctly due to limited vocabulary mastery and unfamiliarity with English sounds. In addition, some students were hesitant or lacked confidence when practicing speaking in front of others, which influenced their performance during the learning process. Finally, the research results supported the theory regarding the positive and significant influence of using the ELSA Speak application on students' speaking ability.

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<sup>2</sup> Wina Rizqiyana Alwin and others, 'The Use of English Language Speech Assistant (ELSA) Speak Application to Improve Pronunciation', *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10.3 (2024), pp. 2880–87, doi:10.30605/onoma.v10i3.3926.

<sup>3</sup> Alicia Syabina and Benni Ichsanda Rahman Hz, 'ELSA Speak Application as a Learning Media in Practicing Student's Speaking Skills: Students' Voices', *Scope : Journal of English Language Teaching*, 8.2 (2024), p. 288, doi:10.30998/scope.v8i2.22451.

The statistical analysis showed that the significance value was lower than the significance level, indicating that the application contributed to improving students' speaking skills.

## CHAPTER V

### CONCLUSION, SUGGESTION AND IMITATION

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the ELSA Speak application has a significant influence on students' speaking ability at the seventh grade of SMP N 4 Metro. This study aimed to examine whether the use of ELSA Speak significantly improves students' pronunciation and overall speaking performance compared to conventional instruction.

Prior to the treatment, both the experimental and control classes were given a pre-test to measure their initial speaking ability. The results showed that the two groups had relatively similar abilities. The experimental class then received instruction using the ELSA Speak application, while the control class was taught through regular methods. After the treatment period, a post-test was administered to evaluate students' improvement.

The post-test results revealed a clear difference between the two groups. The experimental class achieved a higher mean score (71.00) compared to the control class (58.00). This indicates that students who used the ELSA Speak application experienced greater improvement in pronunciation accuracy, confidence, and fluency.

To determine the statistical significance of the difference, prerequisite tests were conducted. The data were found to be not normally distributed but homogeneous; therefore, the Mann-Whitney test was applied. The result showed that the significance value (Sig. 2-tailed = 0.000) was lower than  $\alpha = 0.05$ . Thus, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

In conclusion, the use of the ELSA Speak application has a positive and significant effect on students' speaking ability. The application provides structured pronunciation practice and immediate feedback, which helps improve articulation and confidence. Therefore, it is recommended as a supportive tool in teaching speaking, and this research

contributes to the development of innovative, technology-based language learning strategies.

## **B. Suggestion**

Based on the conclusion of this research, the researcher proposes several suggestions:

### 1. For English Teachers

Teachers are encouraged to use the ELSA Speak application as a supporting medium in teaching speaking skills, particularly pronunciation practice, to enhance students' engagement and learning outcomes.

### 2. For Students

Students should actively practice English speaking and make use of digital learning tools such as the ELSA Speak application to improve pronunciation and confidence.

### 3. For the Headmaster

The headmaster is expected to support the integration of technology in learning by providing facilities and encouraging teachers to apply innovative teaching methods.

### 4. For Future Researchers

Future researchers may use this study as a reference and conduct further research with different subjects, skills, or learning contexts to expand the findings.

## **C. Implication**

Based on the findings of this research, several implications can be identified regarding the use of the ELSA Speak application in improving students' speaking ability, particularly in pronunciation performance.

The results indicate that integrating technology-based learning media, especially AI-assisted pronunciation applications like ELSA Speak, effectively supports the development of students' speaking skills. The statistical analysis showed a significant difference between the experimental and control groups (Sig. 2-tailed = 0.000 < 0.05), which confirms that structured digital pronunciation practice leads to measurable improvement. Therefore, English teachers are encouraged to use

interactive pronunciation applications as supportive tools in speaking instruction. In addition, pronunciation-focused practice contributes to increasing students' speaking confidence. The experimental group achieved higher post-test scores and demonstrated better articulation with less hesitation. This suggests that immediate feedback and repeated practice help students reduce anxiety and improve self-confidence.

Furthermore, educational institutions are expected to support the integration of digital learning tools to enhance students' engagement and motivation. Future researchers are also recommended to conduct similar studies with different speaking components, larger samples, or varied educational levels to broaden the evidence of technology-assisted language learning effectiveness.

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# **APPENDICES**

## **RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS**

### **INFORMASI UMUM**

#### **A. IDENTITAS PENYUSUN**

Nama Penyusun : Muhammad Faiz Jamil  
Institusi : SMP N 4 Metro  
Tahun Pelajaran : 2025/2026  
Jenjang Sekolah : SMP  
Kelas : VII  
Fase : D  
Materi : Saying Goodbye Expression and Different Clothes  
Elemen : Speaking  
Alokasi Waktu : 3 Pertemuan (3 x 2 x 40 menit)

#### **B. KOMPETENSI AWAL**

##### **Tes Diagnostik Non-Kognitif**

1. Saya percaya diri berbicara Bahasa Inggris.
2. Saya pernah menggunakan aplikasi belajar speaking.
3. Saya suka belajar menggunakan aplikasi di HP.

##### **Tes Diagnostik Kognitif**

1. Saya dapat menyebutkan nama-nama clothes dalam Bahasa Inggris.
2. Saya dapat mengucapkan ungkapan perpisahan (saying goodbye).
3. Saya dapat memperkenalkan pakaian yang saya pakai dalam Bahasa Inggris.

#### **C. PROFIL PELAJAR PANCASILA**

- Mandiri (menggunakan aplikasi secara mandiri)
- Bernalar Kritis (memperbaiki kesalahan pronunciation)
- Kreatif (membuat dialog sendiri)
- Gotong Royong (praktik dialog berpasangan)

#### **D. SARANA DAN PRASARANA**

Media : HP/Smartphone, Headphone

Aplikasi : ELSA Speak

Sumber Belajar : Buku Bahasa Inggris Kelas VII, Internet

#### **E. MODEL PEMBELAJARAN**

Quasi-Experimental

### **KOMPONEN INTI**

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#### **PERTEMUAN 1 – PRE-TEST**

##### **A. Tujuan Pembelajaran**

Untuk mengetahui kemampuan awal siswa dalam speaking sebelum diberikan treatment menggunakan ELSA Speak.

##### **B. Kegiatan Pembelajaran**

###### **Kegiatan Pendahuluan**

- Guru memberi salam dan apersepsi.
- Guru menjelaskan bahwa siswa akan melakukan tes speaking.

###### **Kegiatan Inti (Pre-Test Speaking Assessment – Imitative )**

Siswa diminta:

###### **1. Mengucapkan ungkapan Saying Goodbye and Clothes:**

- Farewell
- Take care
- Until next time
- It was nice seeing you
- See you later
- Have a good day
- Garment
- Sweater
- Blouse
- Trousers

Guru menilai berdasarkan:

- Pronunciation
  - Fluency
  - Intonation
  - Accuracy
- 

## **PERTEMUAN 2 – TREATMENT (Menggunakan ELSA Speak)**

### **A. Tujuan Pembelajaran**

Setelah treatment, siswa mampu:

1. Mengucapkan kosakata clothes dengan pronunciation yang benar.
2. Menggunakan ungkapan saying goodbye dengan tepat.

### **B. Materi**

#### **1. Clothes Vocabulary**

- T-shirt
- Shirt
- Skirt
- Dress
- Jacket
- Shoes
- Hat
- Trousers

## **2. Saying Goodbye Expressions**

- Goodbye
- See you later
- See you soon
- See you tomorrow
- Take care
- Bye-bye

### **C. Kegiatan Pembelajaran**

#### **Pendahuluan**

- Guru menjelaskan penggunaan aplikasi ELSA Speak.
- Siswa membuka aplikasi dan masuk ke materi pronunciation.

#### **Kegiatan Inti**

1. Siswa berlatih pronunciation vocabulary saying goodbye and clothes di ELSA.
2. Siswa menirukan audio dan memperbaiki skor pronunciation.

#### **Penutup**

- Refleksi penggunaan aplikasi.
- Guru memberikan motivasi.

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## **PERTEMUAN 3 – POST-TEST**

### **A. Tujuan Pembelajaran**

Untuk mengetahui apakah terdapat peningkatan kemampuan speaking setelah treatment menggunakan ELSA Speak.

### **B. Kegiatan Post-Test**

Siswa diminta:

1. Siswa menggunakan headphone.
2. Peneliti memutar audio dari aplikasi.
3. Siswa menirukan suara.

4. Setiap item diucapkan satu kali.
5. Peneliti memberikan skor berdasarkan rubrik.

### C. Rubrik Penilaian Speaking

Score	Criteria Description	Description
2	Acceptable Pronunciation	The student repeats the stimulus clearly and accurately, with correct pronunciation and intonation. The utterance is fully comprehensible without repetition or clarification.
1	Partially Correct / Comprehensible Pronunciation	The student repeats the stimulus but makes minor pronunciation errors. The utterance is still understandable to the listener.
0	Incorrect / Silence	The student remains silent, produces an incorrect response, or mispronounces so severely that the utterance becomes unintelligible.

Scoring Formula :

$$\text{Total Score} = \frac{\text{Total points obtained}}{\text{Maximum points}} \times 100$$

### D. ASESMEN

Jenis Asesmen:

- Pre-Test (Sumatif Awal)
- Treatment (Formatif)
- Post-Test (Sumatif Akhir)

Teknik:

- Performance Assessment (Speaking Test – Imitative )

**E. BAHAN BACAAN**

Bahasa inggris Buku Guru SMP kelas VII PSP 2022

Bahasa inggris Buku Peserta didik SMP kelas VII PSP 202

English In Mind Teacher's Resource Book Starter

Guru Mapel Bahasa Inggris

Metro, 9 Februari 2026

Mahasiswa

EVA RACHMANIA, S.Pd.  
NIP. 19910831 201902 2 005

MUHAMMAD FAIZ JAMIL  
NPM. 2201051018

Mengetahui

Kepala UPTD SMP Negeri 4 Metro

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### Soal Pre-Test

- 1) Farewell
- 2) Take care
- 3) Until next time
- 4) It was nice seeing you
- 5) See you later
- 6) Have a good day
- 7) Garment
- 8) Sweater
- 9) Blouse
- 10) Trousers

### Soal Post-Test

- 1) Tomorrow
- 2) See you tomorrow
- 3) Today
- 4) Greet seeing you today
- 5) Again
- 6) I hope to see you again
- 7) Clothes
- 8) Jacket
- 9) Shirt
- 10) Jeans

## Blueprint of Speaking Test

No	Indicator	Material	Test Form	Item Number	Scoring
1	Students are able to pronounce farewell expressions correctly	Farewell, Take care, Until next time, It was nice seeing you, See you later, Have a good day	Oral Repetition	1–6	0–2
2	Students are able to pronounce clothing vocabulary correctly	Garment, Sweater, Blouse, Trousers	Oral Repetition	7–10	0–2
3	Students are able to pronounce time expressions correctly	Tomorrow, Today, Again	Oral Repetition	11–13	0–2
4	Students are able to pronounce clothing vocabulary correctly	Jacket, Shirt, Jeans	Oral Repetition	14–16	0–2

## Rubric of Measuring Imitative Speaking

Score	Criteria Description	Description
2	Acceptable Pronunciation	The student repeats the stimulus clearly and accurately, with correct pronunciation and intonation. The utterance is fully comprehensible without repetition or clarification.
1	Partially Correct / Comprehensible Pronunciation	The student repeats the stimulus but makes minor pronunciation errors. The utterance is still understandable to the listener.
0	Incorrect / Silence	The student remains silent, produces an incorrect response, or mispronounces so severely that the utterance becomes unintelligible.

Scoring Formula :

$$\text{Total Score} = \frac{\text{Total points obtained}}{\text{Maximum points}} \times 100$$

No. \_\_\_\_\_

Date \_\_\_\_\_

### Pre-Test score of student's speaking (Control Class)

No.	Nama	Soal										Total
		1	2	3	4	5	6	7	8	9	10	
1.	AAG	1	1	1	1	1	1	1	1	1	1	10
2.	AP	0	2	1	1	1	1	1	1	1	1	10
3.	AAAPA	1	1	1	1	1	1	1	1	1	1	10
4.	AMEP	1	2	1	1	2	1	1	1	1	1	12
5.	CZP	1	2	2	1	2	2	1	2	1	2	16
6.	DA	1	2	2	1	1	1	1	1	1	1	12
7.	DAS	1	2	2	1	1	1	1	1	1	1	12
8.	DFP	2	2	1	1	1	2	2	1	1	1	14
9.	FDAC	1	1	1	1	1	1	1	1	1	1	10
10.	GSA A	1	2	1	1	1	1	1	1	1	0	10
11.	HDP	1	1	1	1	1	1	1	1	1	1	10
12.	JRAG	1	2	1	1	2	1	1	1	1	1	12
13.	KBA	2	2	2	1	1	2	1	1	1	1	14
14.	LPR	1	2	2	1	1	1	1	1	1	1	12
15.	MBBY	2	2	1	1	1	1	1	1	1	1	12
16.	MZZH	1	1	1	1	1	1	2	1	1	0	10
17.	MC	0	2	1	1	1	1	1	1	1	1	10
18.	MGS	1	2	1	1	1	1	2	1	1	1	12
19.	MAJ	1	2	2	1	1	1	1	1	1	1	12
20.	MAAG	1	1	1	1	1	1	1	1	1	1	10
21.	MHF	1	2	1	1	1	1	1	1	1	0	10
22.	MRAET	1	1	1	1	1	1	1	1	1	1	10
23.	MAF	1	2	1	1	1	1	1	1	1	0	10
24.	NPS	2	2	1	1	1	1	1	1	1	1	12
25.	NAZ	2	2	1	1	1	1	2	2	1	1	14

No. \_\_\_\_\_

Date . . . . .

No	Nama	Soal										Total
		1	2	3	4	5	6	7	8	9	10	
26.	NZM	1	2	1	1	1	1	2	1	1	1	12
27.	NPW	1	2	2	1	1	1	1	1	1	1	12
28.	QLN	1	2	1	1	1	1	2	1	1	1	12
29.	TSR	2	2	2	1	1	1	2	1	1	1	14
30.	TNR	2	2	2	1	1	2	2	2	1	1	16

## Pre-test score of student's speaking (experimental class)

No	Nama	Soal										Total
		1	2	3	4	5	6	7	8	9	10	
1.	AAP	1	1	1	1	1	1	1	1	1	1	10
2.	AZA	1	2	1	1	1	1	1	1	1	0	10
3.	AAM	1	2	1	1	1	1	2	1	1	1	12
4.	AP	2	2	1	1	1	1	1	1	1	1	12
5.	AAN	2	2	2	1	1	1	2	1	1	1	14
6.	BPM	1	1	1	1	1	1	1	1	1	1	10
7.	CCL	2	2	2	1	1	1	2	1	1	1	14
8.	DAG	2	2	2	1	1	1	1	2	1	1	14
9.	DAG	1	1	1	1	1	1	1	1	1	1	10
10.	DR	1	1	1	1	1	1	1	1	1	1	10
11.	FAK	1	1	1	1	1	1	1	1	1	1	10
12.	EKR	2	2	1	1	1	1	1	1	1	1	12
13.	FPA	2	2	1	1	1	1	1	1	1	1	12
14.	HRA	1	1	1	1	1	1	1	1	1	1	10
15.	KBS	2	2	2	1	1	1	2	1	1	1	14
16.	KAS	1	1	1	1	1	1	1	1	1	1	10
17.	LS	1	1	1	1	1	1	1	1	1	1	10
18.	MYA	2	2	1	1	1	1	1	1	1	1	12
19.	MV	2	1	1	1	1	1	2	1	1	1	12
20.	MKE	2	2	1	1	1	1	1	1	1	1	12
21.	MAP	2	2	1	1	1	1	1	1	1	1	12
22.	MDAK	2	2	2	1	1	1	1	2	1	1	14
23.	MAY	2	2	2	1	1	1	2	1	1	1	14
24.	NWS	2	2	2	1	2	1	2	2	1	1	16
25.	NDS	2	2	1	1	1	1	1	1	1	1	12

No. \_\_\_\_\_

Date . . . . .

No	Nama	soal										Total
		1	2	3	4	5	6	7	8	9	10	
26.	RKS	2	2	1	1	1	1	1	1	1	1	12
27.	SN	1	1	1	1	1	1	2	2	1	1	12
28.	SFA	1	1	1	1	1	1	1	1	1	1	10
29.	SPSF	2	2	1	1	1	1	1	1	1	1	12
30.	TJD	2	2	2	1	2	1	2	2	1	1	16

### Post-Test Score of Student's Speaking (Control Class)

No	Nama	Soal										Total
		1	2	3	4	5	6	7	8	9	10	
1.	AAG	1	1	1	1	1	1	1	1	1	1	10
2.	AP	1	1	1	1	1	1	1	1	1	1	10
3.	AAAPA	1	1	1	1	1	1	1	1	1	1	10
4.	AMEP	2	2	1	1	1	1	1	1	1	1	12
5.	CZP	2	2	2	1	1	2	2	1	2	1	16
6.	DA	1	1	1	1	1	1	2	2	1	1	12
7.	DAS	1	1	1	1	1	1	2	2	1	1	12
8.	DEP	2	2	1	1	1	1	2	2	1	1	14
9.	FDAC	2	2	1	1	1	1	1	1	1	1	12
10.	GSAA	1	1	1	1	1	1	1	1	1	1	10
11.	HOP	1	1	1	1	1	1	1	1	1	1	10
12.	JRAG	1	1	1	1	1	1	1	1	1	1	10
13.	KBA	2	2	1	1	1	1	1	1	1	1	12
14.	LPR	1	1	1	1	1	1	2	2	1	1	12
15.	MBBY	1	1	1	1	1	1	1	1	1	1	10
16.	MZZH	1	1	1	1	1	1	1	1	1	1	10
17.	MC	2	2	1	1	1	1	1	1	1	1	12
18.	MES	1	1	1	1	1	1	2	2	1	1	12
19.	MAI	1	1	1	1	1	1	1	1	1	1	10
20.	MAAG	1	1	1	1	1	1	2	2	1	1	12
21.	MHF	2	2	1	1	1	1	1	1	1	1	12
22.	MRAET	1	1	1	1	1	1	1	1	1	1	10
23.	MAF	1	1	1	1	1	1	1	1	1	1	10
24.	NPS	2	2	1	1	1	1	2	2	1	1	14
25.	NAZ	2	2	1	1	1	1	1	1	1	1	12

No. \_\_\_\_\_

Date . . . . .

No	Nama	soal										Total
		1	2	3	4	5	6	7	8	9	10	
26.	NZM	2	2	1	1	1	1	1	1	1	1	12
27.	NPW	1	1	1	1	1	1	2	2	1	1	12
28.	QLN	1	1	1	1	1	1	2	2	1	1	12
29.	TSR	2	2	1	1	1	1	2	2	1	1	14
30.	TNR	2	2	2	1	1	1	2	2	2	1	16

### Post-Test score of student's speaking (Experimental class)

No	Nama	Soal										Total
		1	2	3	4	5	6	7	8	9	10	
1.	AAP	2	2	1	1	1	1	1	1	1	1	12
2.	AZA	2	2	1	1	1	1	2	2	1	1	14
3.	AAM	2	2	1	1	2	1	2	2	2	1	16
4.	AP	2	2	2	1	2	1	2	2	1	1	16
5.	AAN	2	2	1	1	1	1	2	2	1	1	14
6.	BPM	2	2	2	1	1	1	2	1	1	1	14
7.	CCL	2	2	2	1	2	1	2	2	1	1	16
8.	DAG	2	2	1	1	1	1	1	1	1	1	12
9.	DAG	2	2	2	1	1	1	2	2	2	1	16
10.	DR	2	2	2	1	1	1	2	2	2	1	16
11.	FAK	2	1	1	1	1	1	2	1	1	1	12
12.	FKR	2	2	1	1	1	1	1	1	1	1	12
13.	FPA	2	2	1	1	1	1	2	2	1	1	14
14.	HRA	2	2	2	1	1	1	2	1	1	1	14
15.	KBS	2	2	2	1	2	1	2	2	1	1	16
16.	KAS	2	2	1	1	1	1	2	2	1	1	14
17.	LS	2	2	1	1	1	1	1	1	1	1	12
18.	MTA	2	2	1	1	1	1	1	1	1	1	12
19.	MV	2	2	2	1	1	1	1	2	1	1	14
20.	MKE	2	2	1	1	1	1	2	2	1	1	14
21.	MAR	2	2	2	1	1	1	1	2	1	1	14
22.	MDAK	2	2	1	1	1	1	2	2	1	1	14
23.	MAY	2	2	2	1	2	1	2	2	1	1	16
24.	NWS	2	2	2	1	1	1	2	2	2	1	16
25.	NDS	2	2	1	1	1	1	1	1	1	1	12

No. \_\_\_\_\_

Date . . . . .

No	Nama	Soal										Total
		1	2	3	4	5	6	7	8	9	10	
26.	RKS	2	2	1	1	1	1	2	2	1	1	14
27.	SN	2	2	2	1	1	1	1	2	1	1	14
28.	SFA	2	1	1	1	1	1	1	2	1	1	12
29.	SPSF	2	2	1	1	1	1	1	1	1	1	12
30.	TJD	2	2	2	2	2	2	2	2	2	2	20

**Pre-Test Score of Student's Speaking  
CONTROL CLASS**

No	Students' Name	Score	Category
1.	ABIDZAR AL GIFARI	50	Failed
2.	ADITIA PRAYOGA	50	Failed
3.	ALVARO AL AUZA PUTRA ADHETYA	50	Failed
4.	ASMARA MARSHIELLA EKA PUTRI	60	Failed
5.	CITRA ZANETA PUTRI	80	Passed
6.	DAVIN ALFIERO	60	Failed
7.	DINA ADELIA SAPUTRI	60	Failed
8.	DINI FEBYANA PUTRI	70	Passed
9.	FAIRREL DZAKY ATARIZZ CHOLIEF	50	Failed
10.	GAJENDRA SETIAWAN AL AQBARI	50	Failed
11.	HERNANDA DWI PASA	50	Failed
12.	JUNIO RASYA AKRAM GUNAWAN	60	Failed
13.	KANAYA BALQIS AGUSTYA	70	Passed
14.	LANGGENG PORBO RAHSEFA	60	Failed
15.	M. BAGAS BRATADIKARA YUSTIAN	60	Failed
16.	M. ZHILLAN ZHALILA HAMZAH	50	Failed
17.	MEILINDA CAROLLYNE	50	Failed
18.	MUHAMMAD BAGUS SAPUTRA	60	Failed
19.	MUHAMMAD ARIFIN ILHAM	60	Failed
20.	MUHAMMAD ASNA AL-GHIFARI	50	Failed
21.	MUHAMMAD HASAN FADILLAH	50	Failed
22.	MUHAMMAD ROY AMAR EL THOUMY	50	Failed
23.	MUSYAFAA AFIF FAUZI	50	Failed
24.	NAILAH PUTRI SALSABILA	60	Failed
25.	NAKESYA AZ-ZAHRA	70	Passed
26.	NAURAH ZABIRAH MAHGEDE	60	Failed
27.	NAYLA PUTRI WIJAYA	60	Failed
28.	QUEENA LATHANIA NEVA	60	Failed
29.	THALIANISSA SETYA RAHMA	70	Passed
30.	TIARA NUR RAMADHANI	80	Passed
	<b>Total</b>	1760	
	<b>Average</b>	58,67	
	<b>Highest Score</b>	80	
	<b>Lowest Score</b>	50	

**Post-Test Score of Student's Speaking  
CONTROL CLASS**

No	Students' Name	Score	Category
1.	ABIDZAR AL GIFARI	50	Failed
2.	ADITIA PRAYOGA	50	Failed
3.	ALVARO AL AUZA PUTRA ADHETYA	50	Failed
4.	ASMARA MARSHIELLA EKA PUTRI	60	Failed
5.	CITRA ZANETA PUTRI	80	Passed
6.	DAVIN ALFIERO	60	Failed
7.	DINA ADELIA SAPUTRI	60	Failed
8.	DINI FEBYANA PUTRI	70	Passed
9.	FAIRREL DZAKY ATARIZZ CHOLIEF	60	Failed
10.	GAJENDRA SETIAWAN AL AQBARI	50	Failed
11.	HERNANDA DWI PASA	50	Failed
12.	JUNIO RASYA AKRAM GUNAWAN	50	Failed
13.	KANAYA BALQIS AGUSTYA	60	Failed
14.	LANGGENG PORBO RAHSEFA	60	Failed
15.	M. BAGAS BRATADIKARA YUSTIAN	50	Failed
16.	M. ZHILLAN ZHALILA HAMZAH	50	Failed
17.	MEILINDA CARROLLYNE	60	Failed
18.	MUHAMMAD BAGUS SAPUTRA	60	Failed
19.	MUHAMMAD ARIFIN ILHAM	50	Failed
20.	MUHAMMAD ASNA AL-GHIFARI	60	Failed
21.	MUHAMMAD HASAN FADILLAH	60	Failed
22.	MUHAMMAD ROY AMAR EL THOUMY	50	Failed
23.	MUSYAFAA AFIF FAUZI	50	Failed
24.	NAILAH PUTRI SALSABILA	70	Passed
25.	NAKESYA AZ-ZAHRA	60	Failed
26.	NAURAH ZABIRAH MAHGEDE	60	Failed
27.	NAYLA PUTRI WIJAYA	60	Failed
28.	QUEENA LATHANIA NEVA	60	Failed
29.	THALIANISSA SETYA RAHMA	70	Passed
30.	TIARA NUR RAMADHANI	80	Passed
	<b>Total</b>	<b>1740</b>	
	<b>Average</b>	<b>58</b>	
	<b>Highest Score</b>	<b>80</b>	
	<b>Lowest Score</b>	<b>50</b>	

**Pre-Test Score of Student's Speaking  
EXPERIMENTAL CLASS**

No	Students' Name	Score	Category
1.	ABID ADYA PRANAJA	50	Failed
2.	AFGAN ZULNELIS ARDIANSYAH	50	Failed
3.	ALVIA ANDARA MAHADEWI	60	Failed
4.	ARSELIA PUTRI	60	Failed
5.	AZZAHRA AULIA NINGSIH	70	Passed
6.	BILFAQIH PUTRA MANGUNANG	50	Failed
7.	CAROLINE CHRISTIANI LORISTA	70	Passed
8.	DAFFA AL GHAFFAR	70	Passed
9.	DAFFI AL GHAFUR	50	Failed
10.	DEWI RAHMAWATI	50	Failed
11.	FABIAN ATHA KURNIAWAN	50	Failed
12.	FARIZ KHALIF RIFA'I	60	Failed
13.	FEBBY PUTRI ANGELINA	60	Failed
14.	HAKESHA RAZQA ARGAN	50	Failed
15.	KALILA BILIANI SANTOSO	70	Passed
16.	KENZIE AIKO SAVARAZ	50	Failed
17.	LENDRA SEPRILIO	50	Failed
18.	MAHARDIKA YUDHA ADITIATAMA	60	Failed
19.	MAURA VIVIANA	60	Failed
20.	MAYESA KHAYLA EBETA	60	Failed
21.	MUHAMMAD ABDI PRATAMA	60	Failed
22.	MUHAMMAD DOROJATUN ALKHALIFI	70	Passed
23.	MUTIARA AGULISTI YUSTINA	70	Passed
24.	NAJWA WILDA SETIAWAN	80	Passed
25.	NAUFAL DAFA SAPUTRA	50	Failed
26.	RANIA KHANSA SHABIBAH	60	Failed
27.	SALSABILLA NADHIFA	60	Failed
28.	SATRIA FAJAR ARIFYANTO	50	Failed
29.	SULTAN PATIH SANJAYA FAISOL	60	Failed
30.	TIARA JESICA DEWI	80	Passed
	<b>Total</b>	<b>1790</b>	
	<b>Average</b>	<b>59,67</b>	
	<b>Highest Score</b>	<b>80</b>	
	<b>Lowest Score</b>	<b>50</b>	

**Post-Test Score of Student's Speaking  
EXPERIMENTAL CLASS**

No	Students' Name	Score	Category
1.	ABID ADYA PRANAJA	60	Failed
2.	AFGAN ZULNELIS ARDIANSYAH	70	Passed
3.	ALVIA ANDARA MAHADEWI	80	Passed
4.	ARSELIA PUTRI	80	Passed
5.	AZZAHRA AULIA NINGSIH	70	Passed
6.	BILFAQIH PUTRA MANGUNANG	70	Passed
7.	CAROLINE CHRISTIANI LORISTA	80	Passed
8.	DAFFA AL GHAFFAR	60	Failed
9.	DAFFI AL GHAFUR	80	Passed
10.	DEWI RAHMAWATI	80	Passed
11.	FABIAN ATHA KURNIAWAN	60	Failed
12.	FARIZ KHALIF RIFA'I	60	Failed
13.	FEBBY PUTRI ANGELINA	70	Passed
14.	HAKESHA RAZQA ARGAN	70	Passed
15.	KALILA BILIANI SANTOSO	80	Passed
16.	KENZIE AIKO SAVARAZ	70	Passed
17.	LENDRA SEPRILIO	60	Failed
18.	MAHARDIKA YUDHA ADITIATAMA	60	Failed
19.	MAURA VIVIANA	70	Passed
20.	MAYESA KHAYLA EBETA	70	Passed
21.	MUHAMMAD ABDI PRATAMA	70	Passed
22.	MUHAMMAD DOROJATUN ALKHALIFI	70	Passed
23.	MUTIARA AGULISTI YUSTINA	80	Passed
24.	NAJWA WILDA SETIAWAN	80	Passed
25.	NAUFAL DAFA SAPUTRA	60	Failed
26.	RANIA KHANSA SHABIBAH	70	Passed
27.	SALSABILLA NADHIFA	70	Passed
28.	SATRIA FAJAR ARIFYANTO	60	Failed
29.	SULTAN PATIH SANJAYA FAISOL	60	Failed
30.	TIARA JESICA DEWI	100	Passed
	<b>Total</b>	<b>2130</b>	
	<b>Average</b>	<b>71,00</b>	
	<b>Highest Score</b>	<b>100</b>	
	<b>Lowest Score</b>	<b>60</b>	

### **Audio Recordings of Pre-Test and Post-Test**

The students' speaking performances during the pre-test and post-test were recorded as part of the research entitled:

“The Influence of ELSA Speak Application on the Students' English Speaking Ability at the seventh grade of SMP N 4 Metro.”

The audio recordings can be accessed by scanning the QR Code below:



Google Drive Link:

<https://drive.google.com/drive/folders/1sce9wm2YxqnYdkqXhml7UipvVpTDGQq0>



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UIN JURAI SIWO LAMPUNG

Nama : Muhammad Faiz Jamil  
NPM : 2201051018


Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	15 sep- 2025	- Discussion about title - - Outline of Proposal	faizuf
2.	01 okt - 2025	Chapter I - Introduction.	faizuf
3.	06- okt - 2025	Chapter I and II (Revision)	faizuf

Mengetahui,  
Ketua Program Studi TBI

  
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Dosen Pembimbing

  
Dr. Aria Septi Anggaira, M.Pd.  
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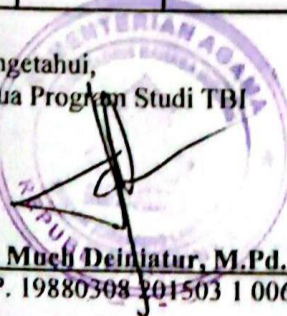
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UIN JEMBAR SIWO LAMPUNG

Nama : Muhammad Faiz Jamil  
NPM : 2201051018


Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	10- Nov- 2025	Chapter I, II, and, III	<i>fajm</i>
5.	12 - Nov 2025	Chapter III	<i>fajm</i>
6.	13- Nov 2025	Acc for Proposal Seminar	<i>fajm</i>

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UIN JURAI SIWO LAMPUNG**

Nama : Muhammad Faiz Jamil  
NPM : 2201051018

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	Selasa, 27-01-26	APP. - Syllabus - Lesson Plan - Link ELISA	<i>faiz</i>
8.	Rabu, 18-02-26	Chapter 4 o> Results o> Discussion	<i>faiz</i>

Mengetahui,  
Ketua Program Studi TBI



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UIN JURAI SIWO LAMPUNG

Nama : Muhammad Faiz Jamil  
NPM : 2201051018

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9.	kamis, 19-02-26	Chapter 4 and 5 o Discussion o Implication.	faiz
10.	Senin, 23-02-26	Chapter 4 & 5	faiz

Mengetahui,  
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UIN JURAI SIWO LAMPUNG

Nama : Muhammad Faiz Jamil  
NPM : 2201051018

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11.	Selasa, 24-02-26	All chapters and Appendices	faiz
12.	Kamis, 26-02-26	Acc for Muna Qasbi	faiz

Mengetahui,  
Ketua Program Studi TBI



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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-193/Un.36/S/U.1/OT.01/02/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :


Nama : MUHAMMAD FAIZ JAMIL  
NPM : 2201051018  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051018.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Februari 2026  
Kepala Perpustakaan,

  
Aaq Gufrohi, S.I.Pust.  
NIP.19920428 201903 1 0094



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Nomor : B-0282/In.28.1/J/TL.00/01/2026  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Aria Septi Anggaira (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **MUHAMMAD FAIZ JAMIL**  
NPM : 2201051018  
Semester : 8  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF ELSA SPEAK APPLICATION ON THE STUDENTS' ENGLISH SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP N 4 METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 22 Januari 2026  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**

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**Token = 2201051018**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-0342/In.28/D.1/TL.00/01/2026  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA UPTD SMP NEGERI 4  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0341/In.28/D.1/TL.01/01/2026,  
tanggal 28 Januari 2026 atas nama saudara:

Nama : **MUHAMMAD FAIZ JAMIL**  
NPM : 2201051018  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA UPTD SMP NEGERI 4 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UPTD SMP NEGERI 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ELSA SPEAK APPLICATION ON THE STUDENTS' ENGLISH SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP N 4 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Januari 2026  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



## **SURAT TUGAS**

Nomor: B-0341/In.28/D.1/TL.01/01/2026

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **MUHAMMAD FAIZ JAMIL**  
NPM : 2201051018  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di UPTD SMP NEGERI 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ELSA SPEAK APPLICATION ON THE STUDENTS' ENGLISH SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP N 4 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 28 Januari 2026



Wakil Dekan Akademik dan Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**UPTD SMP NEGERI 4 METRO**

Jl. Paria 15 A Ingg Mulyo Metro Timur - Kota Metro Telp./Fax. (0725) 41405  
Laman : smpn4metro.sch.id Pos-el smpn4@smpn4metro.sch.id



Nomor : 421.3/ ~~OSD~~-1/10807604/2026  
Sifat : Biasa  
Lampiran : -  
Hal : **Surat Balasan Izin Penelitian**

Kepada :  
Yth. Wakil Dekan Fakultas Tarbiyah Dan Ilmu Keguruan  
Universitas Islam Negeri Jurai Siwo Lampung  
di -  
**Metro.**

Berdasarkan Surat Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung, Nomor : B-0342/In.28/D.1/TL.00/01/2016, Hal: Izin Penelitian, maka dengan ini kami berkenan memberikan izin untuk melaksanakan Penelitian, di UPTD SMP Negeri 4 Metro dalam rangka penulisan skripsi, kepada :

Nama : Muhammad Faiz Jamil  
NPM : 2201051018  
Prodi : Tadris Bahasa Inggris  
Judul Skripsi : The Influence Of Elsa Speak Application On The Prodi Students' English Speaking Ability Prodi At The Seventh Grade Of SMP Negeri 4 Metro

Demikian surat balasan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Metro, 13 Februari 2026

Pt. Kepala Sekolah,



**Ismanto, S.Pd.**

**NIP. 19700103 199403 1 004**

## Documentation of The Research

### 1. Pre-Test



### 2. Treatment



### 3. Post-Test





## CURRICULUM VITAE



The researcher was born in Lampung on July 27, 2001, to the couple Mr. Karyadi and Mrs. Siti Umayah. He is the third child of three siblings. He began his formal education at MI Bustanul 'Ulum Jayasakti, Central Lampung, and graduated in 2014. He then continued his studies at MTs Bustanul 'Ulum Jayasakti, Central Lampung, and completed his junior high school education in 2017, after that the researcher went to senior high school at MA Bustanul 'Ulum Jayasakti, Central Lampung, and graduated in 2020. After finishing senior high school, he pursued higher education at Universitas Lampung. However, due to financial constraints, he had to discontinue his studies in the fourth semester. He then worked in Bandar Lampung to gain work experience and support his family. In 2022, he continued his higher education by enrolling at the State Islamic University of Jurai Siwo Lampung, Faculty of Tarbiyah and Teacher Training, majoring in English Education Study Program. During his studies, he also worked part-time as a Grab driver to help pay for his education and gain additional work experience.