

The Effect of ELSA Speak Application on Student's Speaking Skill at SMK AKP Galang

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ABSTRACT

Penelitian ini bertujuan untuk mengevaluasi sejauh mana aplikasi ELSA (English Language Speech Assistant) efektif dalam meningkatkan kemampuan berbicara bahasa Inggris siswa, khususnya dalam aspek pelafalan, intonasi, dan kefasihan. Penelitian ini dilakukan di SMK Swasta AKP Galang dengan menggunakan metode eksperimen kuantitatif. Dua kelas siswa kelas XI dipilih, yaitu XI RPL 1 (40 siswa) sebagai kelompok eksperimen dan XI RPL 2 (40 siswa) sebagai kelompok kontrol. Kemampuan berbicara siswa dinilai melalui pre-test dan post-test berbasis lisan. Hasil analisis statistik menunjukkan bahwa nilai t hitung (t_0) sebesar 6,25 lebih tinggi dari nilai t tabel sebesar 1,699 pada tingkat signifikansi 5% dengan derajat kebebasan (df) 78. Temuan ini menunjukkan adanya perbedaan yang signifikan secara statistik antara kedua kelompok. Dengan demikian, dapat disimpulkan bahwa penggunaan aplikasi ELSA Speak efektif dalam meningkatkan kemampuan berbicara siswa. Penelitian ini juga menggarisbawahi peran penting teknologi pembelajaran bahasa berbasis mobile (MALL) dalam mendukung pendekatan pengajaran yang komunikatif serta mendorong kemandirian belajar siswa di lingkungan pendidikan kejuruan.

This study aims to evaluate the extent to which the ELSA (English Language Speech Assistant) application is effective in improving students' English speaking skills, particularly in the aspects of pronunciation, intonation, and fluency. This study is conducted at SMK Swasta AKP Galang using a quantitative experimental method. Two classes of XI grade students are selected, namely XI RPL 1 (40 students) as the experimental group and XI RPL 2 (40 students) as the control group. Students' speaking ability is assessed through oral-based pre-tests and post-tests. The results of the statistical analysis show that the calculated t value (t_0) of 6.25 is higher than the t -table value of 1.699 at the 5% significance level with a degree of freedom (df) of 78. This finding indicates a statistically significant difference between the two groups. Thus, it can be concluded that the use of the ELSA Speak application is effective in improving students' speaking skills. This study also underscores the important role of mobile-based language learning technology (MALL) in supporting communicative teaching approaches as well as encouraging students' learning independence in the vocational education environment.



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INTRODUCTION

In the era of globalization, English proficiency, particularly in speaking, is essential for accessing education, technology, and global opportunities. In Indonesia, where English is taught as a foreign language, students often face difficulties in speaking due to limited practice, minimal exposure to authentic language use, and classroom methods that emphasize grammar over communication.

Despite speaking being part of the national curriculum (Kurikulum 2013), challenges persist due to large class sizes, lack of assessment tools, and time constraints. Speaking involves not only pronunciation but also grammar, vocabulary, and appropriate intonation, requiring consistent practice and feedback. According to Parawangsa et al. (2022), students struggle with vocabulary, pronunciation, and confidence issues often overlooked in traditional instruction.

To address these issues, digital tools such as ELSA Speak offer innovative solutions. ELSA Speak uses AI to provide personalized pronunciation feedback and speaking practice. Research by Nguyen & Pham (2022) and Sun et al. (2017) supports the effectiveness of mobile-assisted language learning (MALL) in improving fluency and motivation. Similarly, Yolanda (2021) and Nurnaningsih (2024) show that integrating digital tools into teaching can enhance speaking skills through engaging, student-centered approaches.

This study examines the integration of ELSA Speak into classroom instruction to improve students' speaking skills at SMK AKP Galang, where learners often struggle with pronunciation and confidence. The aim is to evaluate how digital tools can enhance language learning and support curriculum goals through autonomous and communicative practice.

METHOD

This study employed a quantitative approach using a quasi-experimental design with a nonequivalent control group. The independent variable was the use of the ELSA Speak application, while the dependent variable was students' speaking skill, measured through five components: grammar, pronunciation, vocabulary, fluency, and comprehension.

The participants were 80 Grade XI students at SMK Swasta AKP Galang. Two intact classes were selected as the sample: XI RPL 1 as the experimental group and XI RPL 2 as the control group, each consisting of 40 students. Data were collected through oral pre-tests and post-tests using picture description tasks. Students' performances were assessed using a rubric based on the 2013 Curriculum standards.

Table below summarizes the research design:

Table 1. Summarizes

Group		Test	Treatment	Test
Experimental Group		Pre-Test	ELSA Speak Application	Post Test
		Pre-Test	Conventional Technique	Post-Test

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

Table 2. Score

Score	Classification
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Fair
0-59	Poor

(Depdikbud in Rosmiati, 2010:31)

The treatment was conducted over three sessions. The experimental group used the ELSA Speak application for guided pronunciation and speaking practice, while the control group engaged in conventional speaking activities such as role-play. Data were analyzed using a paired sample t-test at a 5% significance level to evaluate the effect of the treatment.

RESULT AND DISCUSSION

This study investigated the effect of the ELSA Speak application on students' speaking skills at SMK AKP Galang. Using a pre-test and post-test design, 80 students were divided into two groups: the experimental group used ELSA Speak, while the control group received conventional instruction

The results showed that the experimental group experienced a greater improvement in speaking performance, particularly in pronunciation, fluency, and vocabulary. The paired sample t-test yielded a

value of 6.25, which exceeded the critical value of 1.699 at the 5% significance level ($df = 78$), indicating a statistically significant difference

These findings suggest that ELSA Speak had a positive impact on students' speaking development. Its features such as real-time feedback and personalized practice helped students reduce speaking anxiety and increase confidence. In contrast, the control group made only slight progress, likely due to limited feedback and practice time. This result aligns with previous research supporting the use of mobile-assisted language learning tools to enhance speaking skills in EFL contexts.

CONCLUSION

This study concludes that the use of the ELSA Speak application significantly improves students' speaking skills at SMK AKP Galang. The statistical analysis shows a t-value of 6.25, which is higher than the t-table value of 1.699, indicating a meaningful difference between the experimental and control groups. Students using ELSA Speak showed notable improvement in pronunciation, fluency, and vocabulary. These findings demonstrate that integrating mobile-assisted language learning (MALL) tools like ELSA Speak can enhance oral proficiency, increase student confidence, and support independent learning. The result reinforces the potential of digital tools in modern English language instruction, especially in vocational school contexts.

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