

**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**

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**ABSTRACT**

This research was conducted to the eleventh grade students of of MAS Darul Al Muhajirin in the academic year 2021/2022. This was an experimental research which used two group pre-test and post-test designs. The sample of research was 40 divided by two classes, XI-MIPA 2 as experimental class and XI-MIPA 1 as control class. This research was conducted to know the positive effect of using ELSA Speak Application on students' speaking ability. Based on the students' problems such as students worked hard to produce the English expression, students pronounced the words of the expression in inexact way, student used wrong intonation and stress in sounding the English expression. Having analyzed the data of pre-test and post-test by using t-test, from the result of calculation, it was obtained the value of the t-test was 10,619. The degree of freedom is 38 ( $df = (n_1 + n_2 - 2) = 20 + 20 - 2 = 38$ ) because there was not  $df$  38 in the t-table, so the writers decide to use  $df$  40 since it was closer to 38 that  $df$  30. The table at  $df$  40 showed that the value of t-table ( $t_{tab}$ ) was 2,02 for 5% and 2,70 for 1%. This result meant that the value of t-test was not appropriate with the criteria of acceptance of  $H_0$ , because the fact showed the value of t-test was higher than t-table ( $2,02 < 10,619 > 2,70$ ). So, from that explanation, writers concluded that null hypothesis was rejected and alternative hypothesis was accepted. Hence, hypothesis stated that there was a significant 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.

*Key Words: The Effect, Elsa (English Language Speech Assistant), Speaking Ability*

**I. INTRODUCTION**

Language is system of sound symbol used by humans to communicate. The system of communication in speech and writing that is used by people of a particular country or area. It means that language is so important in human life because it is impossible for the human to communicate in their life especially in their own society or the neighborhood (Kurniawan,2017: 2).

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover in the era of globalization, English plays a key role in many

areas including economics, politics, culture, communication and education. Therefore in Indonesia, English is very important to be mastered.

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. Among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with the English language learners are to enable students to communicate effectively through oral language (O'Malley and Pierce, 1996: 57).

Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26). According to Luoma (2004: 2) speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages (Hornby, 1995: 22). In addition, Brown (2001: 78) stated that “there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar that should be mastered in order to be able to speak well”.

Based on the experiences of teaching in MAS Darul Al-Muhajirin, the students could not produce the English expression related to asking and giving comments and thought. Students often did mistake in creating the expression. Students produced the expression in wrong grammar instruction. Students pronounced the words of the expression in inexact way. Students used wrong intonation and stress in sounding the English expressions. “There are so many factors that affect students in learning to speak. The factors that affect students are lazy to look for vocabulary, afraid make mistake in speaking English, lack motivation, not self-confident, shy to express them, the method taught by the teacher is less attractive, and the students do not want practice directly and hates learning English. The students also assumed that learning English was bored and not enjoy” (Nurillah and Indari, Journal, 2021: 2).

Based on above explanation, it realized that students needed to get a treatment which effected positively on their speaking ability. Based on those problems, the writer conducted a research in title “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.”

## **II. REVIEW OF LITERATURE**

### **1. ELSA Speak**

In the detail of ELSA (English Language Speech Assistant) Speak is taken by Elsa Application’s Detail Information, it clarifies that ELSA (English Language Speech Assistant) is an English pronunciation app that helps you speak English confidently and clearly. Over 10 million people have used ELSA’s award winning, artificially intelligent speech-recognition technology to learn English pronunciation.

ELSA (English Language Speech Assistant) speak is an application that can be downloaded through playstore in mobile phone. ELSA (English Language Speech Assistant) speak practices the English learners how to speak English properly. English learners also can help to study English for IELTS, TOEFL, TOEIC exams and even for ESL classes. Learn essential English conversation and phrases. Practice English related to your field to advance your career.

In ELSA (English Language Speech Assistant) Speak becomes a media to learn English with an AI speech coach. AI will select the best-sized lessons to help sounding like a native speaker. Practice from over 1.600 lessons covering all English sounds and over 40 topics. Use ELSA’s English dictionary to look up words and practice speaking them, you will be able to see how to compare to a native speaker and receive feedback to improve.

### **2, The Procedures of ELSA Speak**

To use the ELSA Speak as an application in learning speaking English, there are some procedures related to the implementation in this research.

1. Students download/install the ELSA (English Language Speech Assistant) Speak application from smartphone’s appstore.
2. Students open it then go to the real-life communication menu  
In real-life communication menu, there are some lessons of conversation can be

- chosen. In this section of practice, the students choose lesson 2 (do you think it's important for people to study foreign languages?). Lesson 2 is chosen cause it's relevant to the basic competency (giving and asking comments and thought) of syllabus that becomes the problem of students.
3. In the lesson 2, there is a form of conversation that sounding by AI program of the application. The students can check the pronunciation first, then try to imitate the sound.
  4. After that, students practice to have dialogue with AI of ELSA (English Language Speech Assistant) speak application. The writer will observe and compare the students' performance before and after using ELSA (English Language Speech Assistant) speak application.

## **2. The Advantages and Disadvantages**

According to Becker (Journal, 2019: 2) ELSA's basic interface is simple and provides navigation between topic and skills, levels, reports, and other features. Users can set a display language (English, Vietnamese, or Japanese, good indicators of the target audience for this app). Depending on the proficiency level of the user, the skills include exercises such as beginning and ending sounds, minimal pairs, schwa, *th*-sounds, and consonant clusters. Applied linguists typically refer to these as segmental phonemes individual sounds within a word. The topics include food, entertainment, technology, culture, daily conversations, and relationships, among many others.

Based on the above description, the writer concluded that the advantages of ELSA (English Language Speech Assistant) Speak Application as follow:

- 1) This app employs "proprietary artificial intelligence" (AI) including automatic speech recognition (ASR) to provide feedback on users' pronunciation accuracy.
- 2) Students can select a topic, under which they can choose from several lessons.

- 3) Each lesson is labeled for proficiency level and includes various speaking and listening opportunities.
- 4) Users can listen to the pronunciation of the target sound and then record themselves.
- 5) ELSA (English Language Speech Assistant) determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations.

Then, the disadvantages of ELSA (English Language Speech Assistant) Speak application could be stated as follow:

- 1) Students must have a smartphone to download and install the application.
- 2) The topics are limited by paid contents.
- 3) It needs to use internet connection to run itself.
- 4) It is limited only by an accent.

## **III. RESEARCH METHODOLOGY**

This research conducted in the first eleventh grade of the academic year 2021 /2022 students of MAS Darul Al Muhajirin. This school was located in Binjai Kuala Street Km 13,5 Padang Cermin Village sub-district of Selesai Langkat Regency. The problems of the students in speaking English had been analyzed in the identification of the problems.

It is usually easiest to identify the population is those people about whom you wish to learn something (Ary, et al., 2010: 54). The population is the larger group to which the researcher would like the results of a study to be generalizable (Lodico, 2006: 13).

It concluded that population in this study was the larger group of students who got treatment and became the result of the study. The population in this research was the whole classes of the eleventh grade students in MAS Darul Al Muhajirin in academic year 2021/2022, the total number of the students was 40 divided by two classes. Then to divide the population becoming samples, the writers used simple random sampling technique. The samples were as the following :

Tabel 1. Sample of Research

Sample	Class	Number of Students
Experimental	XI IPA 2	20
Control	XI IPA 1	20
Total		40

In this research, the writers used true experimental design (Two groups pre-test and post-test). To collect the data, the sample would be divided into two classes. One of the classes assigned as the experimental group and the other one as the control group. The experimental group was the group that received treatment by using ELSA (English Language Speech Assistant) Speak Application, Beside the control group was the group that received treatment by using Google Translate Application.

To obtain the data from the sample students, the writer uses a speaking test. There are two speaking tests in this research, they are pre-test and post-test. The kind of speaking test is live monologue test where the writers gave the students topic and use the english expression based on the ELSA Speak application's text.

#### IV. RESULT AND DISCUSSION

Before calculated the t-test to prove the hypothesis, the normality test were done to show whether the data had normal distribution or not.

##### 1. Result

This test was used to know whether the data distribution was normal or not. Based on statistical calculation using SPSS 23, tested normality was done by looking One-sample Kolmogorov-Sminov test. After looked in line Asymp.sig.(2-tailed), if Asymp.sig. > 0,05 or Asymp.sig. = 0,05. It meant the data distribution was normal.

Based on the result of normality One Sample Kolmogorov-Smirnov Test, the pre-test and post-test had normal distribution. It was

stated by Asymp. Sig. (2-tailed) was 0,13 > 0,05, it meant the test distribution was normal.

After the data from students through pre-test, treatment and post-test was gathered. The writers needed to calculate the data using the t-test pattern to prove the hypothesis of this research. The calculation as the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(X_1^2 + X_2^2)}{N_1 + N_2 - 2}\right] \left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

Before calculating the mean score of experimental and control group, the writers utilized these following formulas to seek for the means score:

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{N_1} \\ \bar{X}_1 &= \frac{2.375}{20} = 118,75 \\ \bar{X}_2 &= \frac{\sum X_2}{N_2} \\ \bar{X}_2 &= \frac{2.210}{20} = 110,5 \end{aligned}$$

Where:

- $\bar{X}_1$  = Average score of experimental class
- $\bar{X}_2$  = Average score of control class
- $\sum X_1$  = Total score of the students in experimental class
- $\sum X_2$  = Total score of the students in control class
- N = Number of samples

$$\begin{aligned} \bar{X}_1 &= 118,75 & \sum X_1 &= 2.375 \\ \bar{X}_2 &= 110,5 & \sum X_2 &= 2.210 \\ N_1 &= 20 & N_2 &= 20 \end{aligned}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(X_1^2 + X_2^2)}{N_1 + N_2 - 2}\right] \left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

$$t = \frac{118,75 - 110,5}{\sqrt{\left[\frac{118,75^2 + 110,5^2}{20 + 20 - 2}\right] \left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$$t = \frac{8,25}{\sqrt{\frac{237,5 + 221}{38} \times \frac{2}{40}}}$$

$$t = \frac{8,25}{\sqrt{\frac{458,5}{38} \times \frac{2}{40}}}$$

$$t = \frac{8,25}{\sqrt{12,07 + 0,05}}$$

$$t = \frac{8,25}{\sqrt{0,6035}}$$

$$t = \frac{8,25}{0,7769} = 10,619$$

Having analyzed the data of pre-test and post-test by using t-test, from the result of calculation, it was obtained the value of the t-test was 10,619. The degree of freedom is 38 ( $df = (n_1 + n_2 - 2) = 20 + 20 - 2 = 38$ ). Because there was not  $df$  38 in the t-table, so the writers decide to use  $df$  40 since it was closer to 38 than  $df$  30. The table at  $df$  40 showed that the value of t-table ( $t_{tab}$ ) was 2,02 for 5% and 2,70 for 1%. This result meant that the value of t-test was not appropriate with the criteria of acceptance of  $H_0$ , because the fact showed the value of t-test was higher than t-table ( $2,02 < 10,619 > 2,70$ ).

## 2. Discussion

Based on the result of the data analysis  $t_{count} = 10,619 > t_{table} 2,02$ , the alternative hypothesis was accepted. The positive effect of ELSA Speak could be looked based on students' score in pre-test and post-test. In Experimental class, the total score of pre-test was 745 and the total score of post-test was 1.630. There was 885 as the improved

score. In control class, the total score of pre-test was 765 and the total score of post-test was 1.445. There was 680 as the improved score. It proved that the students' speaking score was better after implementing ELSA (English Language Speech Assistant) Speak Application. As the result, ELSA (English Language Speech Assistant) Speak Application gave positive effects on students' speaking ability. It showed by the improvement of students' speaking scores. Hence, ELSA (English Language Speech Assistant) Speak Application became the suitable media used by the teacher in teaching speaking.

## V. CONCLUSION

From the result of the data analysis in the previous chapter, the writers composed a conclusion that in testing the hypothesis, the value of t-observed ( $t_0$ ) is higher than the value of t-table ( $2,02 < 10,619 > 2,70$ ). Therefore, the Alternative hypothesis proposed by the writers was accepted. It proved that the ELSA (English Language Speech Assistant) application significantly affected on students' speaking ability for the eleventh grade of MAS Darul Al Muhajirin in the academic year 2021/2022.

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