

## Optimizing Speaking Skills With Elsa Application: A Classroom Action Research In Seventh Grade Students Of SMP N 6 Semarang

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### ABSTRAK

Studi ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas tujuh di SMP N 6 Semarang. Siswa di kelas ketujuh berpartisipasi dalam studi ini menggunakan metodologi penelitian tindakan kelas. Tujuan utama dari proyek ini adalah untuk menggunakan program ELSA untuk membantu siswa memperoleh kemampuan berbahasa Inggris yang lebih baik. Penelitian ini dilakukan dalam beberapa tahap. Pertama, peneliti menentukan masalah dengan kemampuan berbicara siswa dan membuat rencana tindakan yang akan diterapkan menggunakan aplikasi ELSA. Peneliti kemudian melakukan serangkaian kegiatan instruksional yang meliputi menggunakan aplikasi ELSA sebagai bantuan belajar sebagai bagian dari rencana tindakan. Para peneliti sering mengumpulkan informasi tentang keterampilan berbicara siswa selama proses belajar melalui pengamatan langsung, penilaian lisan, dan evaluasi rekan. Temuan menunjukkan bahwa menggunakan program ELSA secara signifikan meningkatkan kemampuan berbicara siswa. Siswa meningkatkan kemampuan mereka untuk mengekspresikan diri mereka dengan jelas dan logis serta dalam pengucapan dan penggunaan kata-kata mereka. Selain itu, anak-anak lebih nyaman berbicara bahasa Inggris. Sebagai kesimpulan, siswa kelas tujuh di SMP N 6 Semarang dapat meningkatkan kemampuan berbicara mereka dengan menggunakan aplikasi ELSA untuk belajar bahasa Inggris. Penelitian tindakan kelas ini dilakukan dalam tiga siklus. Waktu yang digunakan untuk setiap siklus adalah 2 pertemuan, dan pada akhir pertemuan siklus kedua, evaluasi dilakukan. Setiap siklus memiliki empat tahap: perencanaan, tindakan, pengamatan, dan refleksi. Jumlah siswa yang terlibat dalam penelitian ini adalah 32 orang. Teknik pengumpulan data menggunakan observasi dan kuesioner Data tersebut dianalisis deskriptif dan disajikan dalam bentuk tabel. Hasilnya menunjukkan peningkatan skor bicara siswa. Artinya, pada siklus pertama, ada 9% siswa yang mampu melebihi KKM, dan kemudian di siklus kedua, meningkat menjadi 93% siswa. Dengan demikian, penggunaan aplikasi ELSA untuk meningkatkan kemampuan berbicara siswa cukup efektif.

**Kata Kunci :** *Siswa, Aplikasi ELSA, Kelas Tujuh*

### ABSTRACT

This study seeks to improve the speaking abilities of seventh graders at SMP N 6 Semarang. Students in the seventh grade participated in this study using a classroom action research methodology. The primary goal of this project is to use the ELSA program to help students gain better English speaking abilities. This research was conducted in several stages. First, the researcher determined the issue with students' speaking abilities and created a plan of action that would be implemented utilizing the ELSA application. The researcher then carried out a set of instructional activities that included using the ELSA application as a learning aid as part of an action plan. Researchers often gather information on students' speaking skills during the learning process through direct observation, oral assessments, and peer evaluations. The findings indicated that utilizing the ELSA program significantly improved students speaking abilities. Students improved in their ability to express themselves clearly and logically as well as in their pronunciation and vocabulary usage. Additionally, kids demonstrated greater comfort speaking English. In conclusion,

seventh-grade students at SMP N 6 Semarang can improve their speaking abilities by using the ELSA application to learn English. This classroom action research was conducted in three cycles. The time used for each cycle is 2 meetings, and at the end of the second cycle meeting, an evaluation is held. Each cycle has four stages: planning, action, observation, and reflection. The number of students involved in this study was 32. Data collection techniques using observation and questionnaires. The data were analyzed descriptively and presented in tabular form. The results showed an increase in students' speaking scores. Namely, in the first cycle, there were 9% of students who were able to exceed the KKM, and then in the second cycle, it increased to 93% of students. Thus, the use of the ELSA application to improve students' speaking abilities is quite effective.

**Keywords:** Students, ELSA application, seventh grade

## 1. INTRODUCTION

English learning is a crucial component of the educational system in many Indonesian schools. The ability to speak English is a highly desirable skill because English is an international language that is used in various life contexts, including global communications, commerce, and further education. However, there are some difficulties that come up frequently when learning English. The lack of time and opportunities for students to practice speaking in real-life circumstances is one of the major issues. Students rarely get the chance to speak with native English speakers in natural settings and frequently only practice speaking with peers or teachers in the classroom.

In addition, it can be challenging for pupils to get the right feedback on their intonation and pronunciation. There may be constraints on how precisely and thoroughly teachers may explain things. Technology has created new possibilities for improving the English learning process. ELSA (English Language Speech Assistant) is a technological tool created to assist students in honing their English-speaking abilities in this setting. In order to give students immediate feedback regarding their pronunciation and intonation, ELSA uses artificial intelligence (AI). This program can identify pronunciation mistakes and offer detailed suggestions for improvement.

Classroom action research is a research strategy used in a learning environment to enhance instructional strategies and accomplish certain goals.

The purpose of this study was to improve the speaking abilities of class VII H students using the ELSA application by utilizing a classroom action research approach. This study's objectives were to assess how well the ELSA application improved students' speaking abilities and to assess how it affected class VII H students' English language acquisition.

As a result of this research, through the use of the ELSA program, it is expected that students will be able to enhance their speaking abilities. This study also gives teachers knowledge on how well the application works to enhance students' speaking abilities. The findings of this study can also provide further information on the application of technology in the context of learning English.

### Speaking Skill

Speaking involves more than just expressing ideas with the appropriate intonation; it also involves how to convey the conversation's substance. Speaking is one of the abilities that English language learners need to develop because language is used to communicate with others on a daily basis. When communicating to another, people frequently transmit thoughts and emotions. 2013 (Ardiani). Speakers employ both verbal and nonverbal signals in a variety of contexts in this presentation. Speaking abilities also call for the speaker to be conversant in social conventions like speaking in turns.

Speaking calls for active listening and productive listening skills that

involve both the speaker and the listener. Other issues that exist in the field, according to research by Khan (2010), undoubtedly impair pupils' ability to talk. According to previous research, many students are hesitant to practice their English both inside and outside of the classroom for fear of being teased by their peers and are frightened to speak it in front of the teacher. It goes without saying that students need to use their English frequently. Thus, it is the responsibility of the teacher to promote students' self-confidence so that they are willing to utilize English. The teacher might use a variety of methods to adapt the English courses to the current times and technological advancements. Teachers can also use technology to aid students in learning English, such as the ELSA application. The ELSA program is an alternate educational tool that both teachers and students can use to develop their speaking abilities. Students whom use this application for learning can begin by reciting or imitating familiar words.

The ability to communicate orally is needed for daily activities. We can learn and share knowledge through spoken communication. However, because English is not the language of everyday communication in Indonesia, mastering the skill of speaking is a significant task. Communication is an effective talent. Speakers, receivers, messages, and responses are all components of any communication system. Furthermore, correct pronunciation is essential to effective communication. Strengthening and improving student's speaking skills is a challenging task for any teacher. According to Ladouse (in Nunan, 1991: 23), talking is either an action of explanation or a reporting activity. Meanwhile, "Speaking is a way of communicating that influences our daily lives," as Tarigan (1990: 8). That's why it is crucial to choose words carefully, because what you say can change your life. The author draws the following conclusion from the preceding discussion: speech is a means by which human beings display their emotions through the processes of spoken

language between two or more individuals.

### **English Learning Speech Assistant (ELSA)**

English Learning Speech Assistant, or ELSA is a program for learning English that uses speech recognition and artificial intelligence. The technology demonstrate provides a two-way learning process; for instance, the user can utter particular words or sentences, after which the system will analyze them and give feedback on how to make improvements. ELSA is a program that uses AI to assist students in speaking English more fluently. The accuracy of English pronunciation practice is ELSA's top goal in terms of technology. With an accuracy rate of up to 95%, the application is claimed to be able to identify user pronunciation problems. Users can also get thorough feedback on their pronunciation errors, from an examination of each misspelling syllable to a word-by-word breakdown.

## **2. METHOD**

This assessment was conducted using a cross-sectional quantitative methodology. Cross-sectional research uses a method or one-time data collection to examine the relationship between risk variables (Ariani, 2014). The initial stage of this research is data collection, which is done by administering pre- and post-tests. Second, the implementation of the speaking pre test, in this second stage the teacher prepares a descriptive text to be tested on students and this stage is the first step to see students' speaking abilities. Third, a description of how students should use the ELSA application. Fourth, the utilization of the ELSA program as a tool for improving pupils' speaking abilities. Fifth, doing a post-test to assess how employing the ELSA application has affected performance. The teacher can assess the impact of

utilizing the ELSA application after administering the post test. The last step is to analyze the gathered data.

### 3. FINDING AND DISCUSSION

In this section of the discussion, The findings of a study on classroom action research with 32 students from Class VII H at SMP N 6 Semarang are presented in this part. From the results of distributing the ELSA application to the students of SMP N 6 Semarang, Table 1 below shows the results of the pre-test and post-test. This study was conducted from 1 April to 29 May 2023 using a test conducted with the aid of the ELSA application. Utilization of the ELSA application as a medium for learning English to enhance and optimize the speaking skills of SMP Negeri 6 Semarang students in class VII H. This study focuses on how both teachers and learners utilize the ELSA application to enhance speaking skills in and out of the classroom. In this research, data were collected through observational activities conducted after obtaining the necessary permits.

Data was obtained when the teacher used the ELSA application during the learning process. In addition to the observational data collected, the researcher also prepared semi-structured interviews and documentation to support the data during the research period in the form of photographs, videos, and documents in the form of Teaching Modules. Documentation was taken when the researcher observed VII H class students at SMP N 6 Semarang.

**Table 1. Pre-test score of VII H students**

No	Name	Pre-test score Speaking
1	AMANDA SALMA MAHARDIKA	66

2	AURELLIA NUR RAMADHANI	68
3	AYUNDARISMA ZASLITA MAHARNINA	68
4	BARUNA DEWANGGA SAPUTRA	73
5	BIMA ARDI PUTRA	67
6	BIMA RAFIYONO	66
7	DAFFA SATRIA MUSYAFFA	68
8	DHESINTA NAURA SAKHI	67
9	FAISA KENZIE NIRWASITA	64
10	GILBRIYAN DANIES FERDIANTO	66
11	INTAN NUR ISA	66
12	ISNATUL DESTIANA	66
13	KARIMA	66
14	KEIZHA MAHARANI PUTRI	66
15	KENZO ADITYA PRATAMA	74
16	MOHAMAD ZIDAN	66
17	MUHAMMAD FAISAL DELASMART H.	60
18	NABIL ILYAS SOEGIO PRANOTO	68
19	NAILA SHAFATUL MAWADDAH	68
20	OLIVIA CITRA ERZALIANA PUTRI AZAHRA MAULIDA	64
21	NAFTA	68
22	RAMASHA SATYA IBRAHIM	68
23	REVA OCTAVIANA	65
24	REVANDRA ILHAM MAULANA	68
25	RIANA KAYLA PUTRI	66
26	RIZKY RAMADHANI	67
27	STEYFANNY ARDELLIA RASTY	66
28	UZUMA ZAKY NARUTO	69
29	YOGA PUTRA RAMADHAN	67
30	YUSUF RAFANANDA TYANNO PUTRA	73
31	ZACKY TAKIUDIN	69
32	ZHULYA KASIH DWIKANAYA	66

**Table 2. Post-test score of VII H students**

No	Name	Post-test score Speaking
1	AMANDA SALMA MAHARDIKA	87
2	AURELLIA NUR RAMADHANI	89
3	AYUNDARISMA ZASLITA MAHARNINA	87
4	BARUNA DEWANGGA SAPUTRA	88
5	BIMA ARDI PUTRA	87
6	BIMA RAFIYONO	83
7	DAFFA SATRIA MUSYAFFA	83



8	DHESINTA NAURA SAKHI	86
9	FAISA KENZIE NIRWASITA	83
10	GILBRIYAN DANIES FERDIANTO	85
11	INTAN NUR ISA	80
12	ISNATUL DESTIANA	80
13	KARIMA	85
14	KEIZHA MAHARANI PUTRI	85
15	KENZO ADITYA PRATAMA	90
16	MOHAMAD ZIDAN	85
17	MUHAMMAD FAISAL DELASMART H.	70
18	NABIL ILYAS SOEGIO PRANOTO	87
19	NAILA SHAFATUL MAWADDAH	90
20	OLIVIA CITRA ERZALIANA	86
21	PUTRI AZAHRA MAULIDA NAFTA	83
22	RAMASHA SATYA IBRAHIM	89
23	REVA OCTAVIANA	86
24	REVANDRA ILHAM MAULANA	88
25	RIANA KAYLA PUTRI	84
26	RIZKY RAMADHANI STEYFANNY ARDELLIA	70
27	RASTY	85
28	UZUMA ZAKY NARUTO	85
29	YOGA PUTRA RAMADHAN	86
30	YUSUF RAFANANDA TYANNO PUTRA	90
31	ZACKY TAKIUDIN	85
32	ZHULYA KASIH DWIKANAYA	83

Table 3. Table of VII H Students' KKM Achievements

Score	achievement	Pre Test		Post Test	
		Number of students	Percentage	Number of students	Percentage
A	86-100	0	0 %	15	47 %
B	71-85	3	9 %	16	50 %
C	55-70	29	91 %	1	3 %

Table 4. Table of evidence

Evidence	Pre	Post
	Test	Test
Number of completeness	3	30
Percentage	9 %	93 %
Number of incompleteness	29	2
Percentage	91 %	7 %

Pre-test data are included in the table above, showing that just 3 students (or 9%) completed their coursework, while 29 students (or 91%) did not. The students were given a pre-test and then instructed to use the ELSA application to continually practice their pronunciation until the end of the second cycle. Two meetings were held after the pre-test was administered before the teacher administered the post-test. The number of students who had completed their coursework after the post-test was conducted increased to 30 (93%), while the number of students who had not was 2. (7%).

#### 4. CONCLUSION

The ELSA application is a useful tool for teachers of English to assess their students' progress in pronouncing new words and sentences. This application could be used as a learning tool with speedy assessment results. The percentage of students that took the post-test increased from 2 (7%) to 30 (93%), indicating an improvement in learning outcomes as a result of using this application. Teachers and students' media literacy has also advanced, which is great news because a lot of teachers still lack the required abilities for using modern technologies. One drawback of mastering the ELSA application is its need for an active online connection; without access to the web, the program loses most of its value. Teachers can use the ELSA application as an alternative to ICT-based learning media, and they should make the most of this resource to help students learn.

The lack of other similar learning media is one obstacle that can be addressed with the use of this sort of medium. There are a number of obstacles that may be removed from the classroom experience with the help of this medium, so it's important to follow up on its success and prepare for its further growth for the next round of

instruction. This study has the potential to contribute to educators' understanding of the ELSA app's potential as a language learning resource. The ELSA app is available 24/7, so students can use it to study anywhere. In addition, it can serve as a source of information and guidance for educators as they develop and distribute instructional materials.

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