

**The Influence of Using ELSA Application toward Students' Speaking Ability in the first Semester at the Ninth Grade Students of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024**

**A Thesis  
Submitted as a Partial Fulfillment of the Requirements For S1-Degree**

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## ABSTRACT

Several aspects must be considered when speaking English to make communication more understandable, including grammar, vocabulary, comprehension, fluency, and pronunciation. Pronunciation in English speaking is important because it helps listeners understand the message you want to convey. Communication will not run as it should if there are errors in pronunciation, such as causing differences in meaning and purpose. One of the students' biggest difficulties in speaking English is pronouncing a word or sentence. This problem was also found in students at SMPN 11 Kotabumi North Lampung. They often experience difficulty pronouncing words and sentences during speaking learning sessions because they were not used to using English in the school environment, and they only learn English when they enter the first semester of seventh grade. In this research, the researcher used quasi experimental design.

The researcher used instruments in the form of research with pretest and posttest to collect data. The research sample consisted of two classes, namely 32 students for the experimental class and 33 students for the control class. Treatment is given within 2 x 45 minutes per treatment. The population of this study was class IX. After carrying out the pretest and posttest, the researcher used SPSS to calculate and determine whether the data was normal and homogeneous.

From the research results, it was concluded that the data was not normally distributed because of Sig. Experimental class test results  $< 0.05$ , but Sig. from the control class  $> 0.05$ . Furthermore, the data is homogeneous, as seen from the Sig. (based on mean)  $0.117 > 0.05$ . This research has data results that are not normal but homogeneous, so the hypothesis test uses a non-parametric test, namely the Mann-Whitney U test. Based on the analysis of data calculations in hypothesis testing, a significant effect can be seen in the Mann-Whitney U table where the Sig. (2tailed) the same variant, namely  $0.000 < 0.05$ , means that  $H_0$  is rejected and  $H_a$  is accepted, which means that the ELSA application can positively and better influence students' speaking abilities.

***Key words: ELSA application, experimental design, Speaking ability.***



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I hereby declare that this thesis, entitled “**The Influence of Using ELSA Application toward Students' Speaking Ability in the first Semester at the Ninth Grade Students of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024**”, is entirely my own word and is based on my own research. I also declare that all material and source consulted in the preparation of this thesis, be the books, articles, and any other kinds of document, and are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, November,2023

Declared by,



**Lia Noviana**

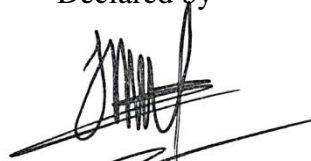
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## DECLARATION

Hereby I declare officially confirm that the thesis, “The Influence of Using ELSA Application toward Students' Speaking Ability in the first Semester at the ninth Grade Students of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024” is completely my own individual research. I am quite aware of the fact that I have considered statements and theories from various sources and fully acknowledged in this thesis.

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MOTTO

عُقْدَةً وَاخْلُنْ أَمْرِي لِي وَيَسِّرْ صَدْرِي لِي اشْرَحْ رَبِّ  
قَوْلِي يَفْقَهُوا لِسَانِي مِنْ

Mūsā (Moses)] said: “O my Lord! Open for me my chest. “And ease my task for me; “And loosen the knot (the defect) from my tongue. “That they understand my speech. Sūrat Ṭā-Hā (Tafsīr Aṭ- Ṭabarī)<sup>1</sup>

---

<sup>1</sup> Ibn ‘Abd Al-‘Azīz Āl Sa‘ūd “*The Custodian of the Two Holy Mosques, Noble Qur’Ān.*,” n.d.P. 534

## DEDICATION

I dedicate this thesis to everyone who love and care about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents: Mr. Slamet Rianto and Mrs. Tumini, who always pray for me, give encouragement to complete this education, and support in every process of this educational journey to get the degree of S.Pd.
3. My beloved sister: Lisa Dwi Lestari.
4. My beloved friends who stay in the boarding house, and (H)ahaha class.
5. My beloved almamater; UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher is Lia Noviana. Her nickname is Lia. She was born in Sukadamai, Natar, South Lampung Regency, Lampung on November 21, 1999. She is the first of two children of Mr. Slamet Rianto and Mrs. Tumini's daughter. She has one sister. Her sister's name is Lisa Dwi Lestari. In her academic background, she started at the Elementary School of SDS Sidorahayu South Sumatra and graduated in 2012. In the same year, she continued to SMPN 11 Kotabumi, North Lampung and graduated in 2015. After that, she continued her study at SMKS Futuhiyyah 1 Bukit Kemuning North Lampung, from 2015 until 2018. After graduating, she had a gap year and continued her study at UIN Raden Intan Lampung. She registered as a student of the English Education program of Tarbiyah and the Teacher Training Faculty of the State Raden Intan Lampung.

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1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
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May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The researcher is fully aware that there are still a lot of weaknesses in this thesis. For this the researcher truthfully expects criticism and suggestions from the reader to enhance the quality of the thesis.

Bandar Lampung,  
Declared by

A handwritten signature in black ink, appearing to be 'Lia Noviana', written over a horizontal line.

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## CHAPTER I INTRODUCTION

### A. Title Confirmation

To understand this title and avoid misunderstandings, the authors should explain some of the words that make up the title of this study. Speaking is one of the skills in learning English.

Learning to speak is important. Learning to speak English allows you to get information from a variety of sources. Influence is the ability to change the personality, development, or behavior of someone or something, or the effect a student can achieve through treatment. Based on the above definition, we can say that the impact is due to the treatment, just as students can learn more when they use media in class. Speaking is an interactive process of meaning creation that involves the generation, reception, and processing of information.

Speaking is a language skill used to express an opinion or convey a message to an audience. In other words, when people speak, they create meaningful expressions.

When people want to learn or understand a spoken language, they use that language by speaking. However, students should know that pronunciation is an important part of speaking and should be paid attention to since conversation is possible if you can understand what each other is saying.

ELSA is the world's best English-speaking app that helps us speak English like Americans, using state-of-the-art speech recognition technology. Thus, that when using this application, students can easily practice speaking skills and can immediately correct the mistakes they have. In the Elsa Application, there are a percentage of our speaking results, so we will know how good we are at speaking or pronouncing a vocabulary. There are several ways to use the ELSA application. We can use the application by downloading it from the Google Play Store and then registering according to the instructions. In this study, researchers will use the Elsa speak application via a smartphone downloaded from the Google play store.

Application is software that creates to help meet the need of various activities carried out by humans, both for processing data, for entertainment, working, and the Learning process. Or we can say that an

Application is a subclass of computer software that directly utilizes computer capabilities to perform a task desired by the user.

Speaking Ability is the Ability to pronounce articulation sounds or words to express, say, and convey thoughts, ideas, and feelings.

In this study, the researcher used the Elsa Speak Application as a medium for learning speaking.

### **B. Background of the Problem**

Affective, social, and linguistic-related problems can all be categorized as speaking English difficulties for pupils. **The affective-related problem includes** attitude, self Confidence, motivation, anxiety, and length of language exposure, classroom settings, surroundings, family history, student and lecturer proficiency. **Socially-related problems** are understandings speaking in class and comprehension for practicing English outside the classroom. **The problem related to Linguistic includes** vocabulary, fluency, grammar, and pronunciation. Students frequently struggle with affective speaking issues because of worry, lack of confidence, and anxiety. As they want to avoid making mistakes, they will probably speak more slowly and less clearly. Additionally, they find it challenging to speak in front of the class and frequently halt when doing so. They always try to avoid speaking by responding to the lecturers' or teachers' queries with a simple yes or no. When there are social issues present, students frequently find it challenging to understand what is being said when speaking outside of the classroom. Whenever students finish class, the English-speaking activities are ended. They speak with their friends and relatives in their native tongue or the regional dialect. Students also struggle with language because of internal factors, including a lack of interest in reading books and seldom practicing speaking at home.<sup>1</sup>In this research, the speaking problem that the researcher found in the class is the speaking problem related to the linguistics problem.

The leading cause of difficulty speaking English is speaking problems. And

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<sup>1</sup> Hariswan Putera Jaya, Ismail Petrus, and Nova Lingga Pitaloka, "Speaking Performance and Problems Faced by English Major Students at a University in South Sumatera," *Indonesian EFL Journal* 8, no. 1 (2022): 105–12. <https://doi.org/10.25134/ieflj.v8i1.5603>

Speaking problems such as psychological problems like nervousness fear of making mistakes, and lack of confidence. They were followed by linguistic situations, like a lack of or inadequate vocabulary, and environmental problems, like learning contexts for language conversation in English.<sup>2</sup>

Brown said that several things make it hard to teaching learning speaking, such as:

Clustering; Fluent speech is phrase-based, not word-by-word. Redundancy: When a word or phrase is used more than once, the speaker has a chance to make the meaning clearer. Reduced forms, such as contractions, omissions, shortened vowels, etc., are challenging to teach when it comes to spoken English. Performance variables; one of the good things about spoken language is that you can show a certain number of hesitations, pauses, backtracking, and corrections because you think as you speak. Learners can be taught how to take a break and wait. For example, we do not keep quiet when we believe in English. Instead, we say things like “uh, um, well, you know, I mean, like, etc.” Colloquial language; Make sure your students know a lot of the words, phrases, and idioms of everyday language and have a lot of practice using them. Rate of speech; another essential part of being fluent is babbling. When you teach spoken English, one of your jobs is to help your students reach a good speed and other fluency traits. Intonation, rhythm, and stress this is the most important thing about how English is spoken, as we will see below. The rhythm of spoken English and the way its words are stressed send important messages. Interaction; as was mentioned in the last section, learning to produce waves of language in a vacuum, without interlocutors, would take away the most creative part of speaking, which is negotiating with other people.<sup>3</sup>

Therefore, we need Learning media to help overcome the problems that occur. Many language learning applications have been developed and can be used as learning media. These language learning

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<sup>2</sup> M Shen and T Chiu, “EFL Learners’ English Speaking Difficulties and Strategy Use. *Education and Linguistics Research*, 5, no. 2(2019): 88–102. <https://doi.org/10.5296/elr.v5i2.15333> 211222

<sup>3</sup> H. Douglas. Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed., Addison-Wesley Longman, Inc., 2001.

applications include Elsa Speak Application, Duolingo, Cake, eJOY English, Memrise, speak – Practice Your English, BBC Learning English, and Say It. Many studies have studied the benefits and limitations of several English learning applications. Evidence from research shows that the application's attractive appearance and variety of topics have helped students gain competence in English as a whole.<sup>4</sup>

The English teacher uses the textbook as a learning medium in English subjects at the school where the researcher will conduct the research. Thus, that there are some difficulties faced by students when learning English, such as they have difficulty pronouncing some words or sentences. Therefore, the researcher will use the ELSA application as a medium that will be used in learning English so that the researcher will see the effect of using the ELSA application on students' speaking abilities.

In this research, the researcher chooses the ELSA Application as a learning media and saw its influence on students' speaking abilities. The ELSA application was help students improve their speaking ability, especially their pronunciation mastery. Because in the ELSA application, there is a feature that can provide direct feedback if students or users make mistakes in pronunciation. How to use the Elsa Speak Application is relatively easy. Students only need to download and register through the application. After that, students can enter the Practice daily lesson menu. They can choose Course finder feature then choose the topic middle school, here they will practice speaking and learn how to pronounce the word and sentence correctly because if they make a mistake in pronunciation when practicing speaking, the Elsa Speak Application will detect the error and will provide feedback, so they will continue to learn until they pronounce the word correctly.

The researcher chose the ELSA Application because this application has its advantages. The advantages of the ELSA Application are the application there are pronunciation exercises. Here the user can say the proposed word or phrase and get feedback (color-coded) for each

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<sup>4</sup> Thi Ngoc Qui Nguyen and Nguyen Thai Thanh Vo, "The Need of Applying English Learning Apps to Help Van Lang University Students Improve Their Spoken English Performance," *AsiaCALL Online Journal* 12, no. 2 (2021): 72–86. <https://asiacall.info/acoj/index.php/journal/article/view/33>

phoneme and phonetic instructions for correcting errors. Then there are intonation exercises so that users will also practice syllable stress as intonation and sentence rhythm. To practice Speaking Ability, there is also Conversation practice, Users will practice conversations and receive instant feedback on their pronunciation and intonation at the word level. In the Elsa speak application, the user can also check the sentences contained in the application, but the sentences will be divided into words. Apart from that, the Elsa Speak Application also has a free text input mode where users can listen to examples of pronunciation of any word or sentence and then practice it and get immediate feedback on how it is pronounced.<sup>5</sup>

Here is an example of a dialogue in the Elsa speaks application, and then there is a correction for the wrong pronunciation of the word with the color of the word. Besides that, in the Elsa application, there is also an explanation of how to pronounce the word correctly and examples of how to pronounce it. To see examples and explanations, please look at the figure below:

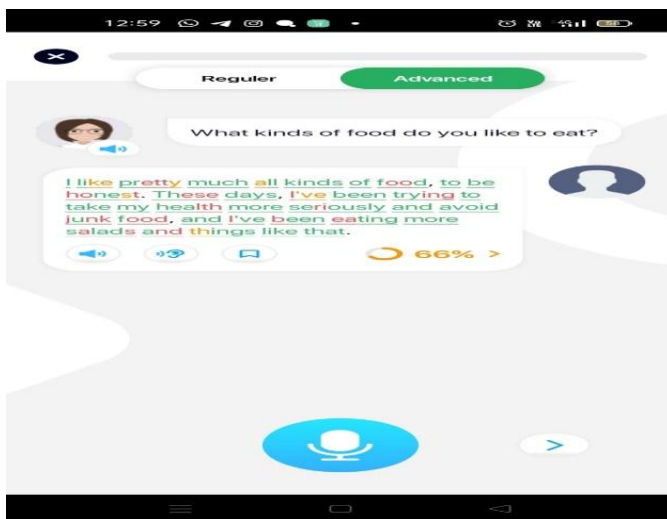


Figure 1 example of the dialogue

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<sup>5</sup> Xavier Anguera and Vu Van, “English Language Speech Assistant.,” in *INTERSPEECH*, 2016, 1962–63.

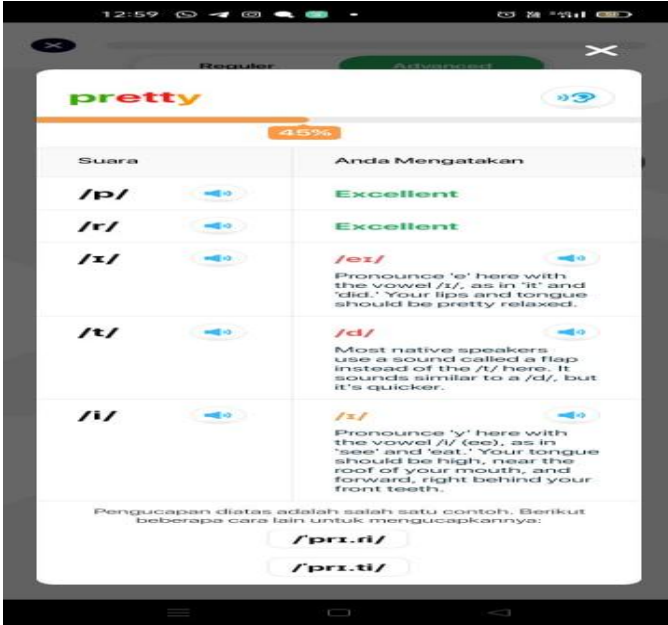


Figure 2 mispronounced word (red color)

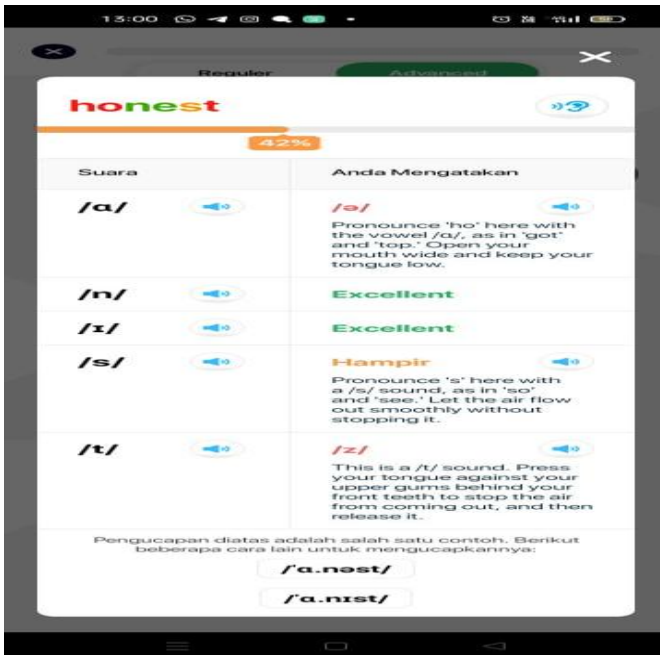


Figure 3 almost correct (orange color)

The first figure is an example of a dialogue, then in the second figure is a mispronounced word marked in red. The third figure is a word with almost correct pronunciation marked in orange. That is how the Elsa speaks application works to help students in learning speaking and correct pronunciation.

Speaking is one of the valuable skills students must learn when learning a language. Students must be able to express their opinions and feelings without being shy or afraid. Speaking skills are used for many different things, and each one requires another skill, like making connections or friends, asking for or giving opinions, persuading someone of something, or explaining something. Some students have trouble speaking because they cannot pronounce certain words correctly, which can lead to misunderstandings.<sup>6</sup> Thus, when we learn to speak, we have to learn how to pronounce each word. Speaking skills are performance skills, so students can not just watch what the teacher does. Each student must learn and practice speaking skills their own. Pronunciation helps students understand native speakers and speakers who sound like natives better and makes it easier for them to talk to people, primarily native English speakers. Student's ability to understand spoken language improves as they learn about pronunciation. If a person knows how to pronounce words correctly, they can be understood even if they make mistakes in other parts of the language.

Based on the syllabus for class VIII in the second semester of SMPN 11 Kotabumi, in speaking learning, there is declarative and interrogative sentence learning material, here students were carried out a dialogue by asking and answering about daily routine. When they were in the eighth grade, they have problem in declarative and interrogative material They could not answer and respond well to questions from the teacher and could not state objects, actions, and daily activities. As mentioned by the teacher in the interview conducted by the researcher, this happened because they only learned English in seventh grade. Even the declarative and interrogative material values they get are quite small. The following

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<sup>6</sup> Ratih Saltri Yudar, Dionisius Tito Aditomo, and Novia Sariahta Silalahi, "Movie as a Helper for Students' Pronunciation in Speaking Skill Class," *ELSYA: Journal of English Language Studies* 2, no. 1 (2020): 15–19. <https://doi.org/10.31849/elsya.v2i1.3684>



is a table containing student scores. The data was collected from English teacher's data on 03 august 2023.<sup>7</sup>

**Table 1**

**The percentage of student scores on declarative and interrogative materials in speaking class in the eighth-grade students' of SMPN 11 Kotabumi Lampung Utara**

| No          | Class        | Mean score (x) | Students           |        | Total |
|-------------|--------------|----------------|--------------------|--------|-------|
|             |              |                | Mean score (61.15) |        |       |
|             |              |                | ≤x                 | >x     |       |
| 1           | Class VIII.1 | 58.5           | 25                 | 8      | 33    |
| 2           | Class VIII.2 | 62.5           | 20                 | 12     | 32    |
| 3           | Class VIII.3 | 62.53          | 17                 | 15     | 32    |
| 4           | Class VIII.4 | 61.09          | 16                 | 16     | 32    |
| Mean        |              | <b>61.15</b>   |                    |        |       |
| Total       |              |                | 78                 | 51     | 129   |
| Percentages |              |                | 60.47%             | 39.53% | 100%  |

*Source: the data was collected from English teacher SMPN 11 Kotabumi Lampung Utara*

This data was obtained from declarative and interrogative materials when the sample was in the eighth grade. The researcher asked for scores from the English teacher who had previously taught students who would be sampled in the research that the researcher would conduct. The researcher wrote down the declarative and interrogative material scores from the sample scores when they were in seventh grade because the students had not learned declarative and interrogative sentences in the eighth grade when the researcher did the preliminary research.

Information was obtained, on November 23, 2022; researcher conducted a preliminary research by interviewing an eighth-grade English teacher at

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<sup>7</sup> Suhartati, "students speaking score on declarative and interrogative material", Teacher's data, 03 august, 2023. Unpublished

SMPN 11 Kotabumi, Lampung Utara. The researcher asked several questions to the teacher about speaking activities in teaching and learning and found that most students still have difficulty learning to speak, even though some students are quite good at learning to speak in class. Based on the researcher's interview with an English teacher, the teacher claims that the students' English skills are inadequate when speaking, especially in pronunciation, making it difficult for them to speak. Besides that, when teaching and learning activities in class students' cant not respond well when the teacher tries to communicate in English. One reason is that many students have never studied English from kindergarten to elementary school and they just learn English when they are in seventh grade. Students also have a lack of vocabulary because they have never learned English. In addition, problems arise from students' lack of practice, which makes them feel less confident, afraid of making mistakes, and embarrassed, which makes it difficult for students to speak. The researcher then asked students some questions to validate their problem with speaking English, especially in the learning process. The question given to students is related to students' speaking ability in the class. Most students said that they are still lacking the vocabulary and having difficulty pronouncing in English, which caused them problems in speaking English. In addition, students are also lack of confidence and afraid of making mistakes when asked to speak in front of the class. Due to lack vocabulary and ignorance of pronunciation, students cannot learn unimpeded.

Besides that, to see if the eighth-grade students needed treatment for pronunciation in speaking skills, the researcher conducted a pronunciation test for students through the Elsa Speak application, the eighth-grade student population is as many as 129 students. Of the total population, I only take part of the population as many as 97 students. To see the results of the trial can be seen in the table below. For assessment in the Elsa speak application, there are no numbers but using percentages, and in the percentages, there is a conversation score consisting of pronunciation, intonation, and fluency. And it is not in the form of numbers but percentages

The Elsa speaks application score is divided into five stages: Beginner, Lower Intermediate, Intermediate, advanced, and the last one is Native.<sup>8</sup> Each of these stages has a different percentage. The score at the Beginner stage starts from 0-55%, Lower intermediate 56-66%, Intermediate 67-77%, advanced 78-89%, and the last is Native. The score at this stage is 90-100%.<sup>9</sup>

**Table 2**  
**The percentage of students' pronunciation scores after being tested using the Elsa Speak Application**

| No             | Percentag<br>es from<br>Elsa<br>applicatio<br>n | Descriptio<br>n           | Class<br>VIII.1 | Class<br>VIII.<br>2 | Class<br>VIII.<br>3 | Total | Percenta<br>ges |
|----------------|---|---------------------------|-----------------|---------------------|---------------------|-------|-----------------|
| 1              | 0-55%   | Beginner                  | 33              | 28                  | 32                  | 93    | 95,88%          |
| 2              | 55-66%  | Lower<br>intermedi<br>ate | 0               | 0                   | 0                   | 0     | 0%              |
| 3              | 67-77%  | Intermedi<br>ate          | 0               | 4                   | 0                   | 4     | 4,12%           |
| 4              | 78-89%  | Advance                   | 0               | 0                   | 0                   | 0     | 0%              |
| 5              | 90-100%   | Native                    | 0               | 0                   | 0                   | 0     | 0%              |
| Total students |   |                           | 33              | 32                  | 32                  | 97    | 100%            |

*Source: The data was collected by the researcher by using ELSA application<sup>10</sup>*

<sup>8</sup>Meet ELSA - Your personal AI-powered English speaking coach. <https://elsaspeak.com/en/>. Accessed on 11 February 2023

<sup>9</sup>Discover Your ELSA Score — an AI-Powered Visualization of Your English Speaking Proficiency in real time. <https://vn.elsaspeak.com/en/discover-your-elsa-score-an-ai-powered-visualization-of-your-english-speaking-proficiency-in-real-time/>. Accessed on 11 February 2023

<sup>10</sup> Researcher, “students’ pronunciations score that was conducted by the researcher during the preliminary test by using Elsa speak application”, Preliminary research, 25 January, 2023. Unpublished

Based on the table above results, it can be concluded that the pronunciation master of class VIII students in speaking abilities need to be improved because 93 students (95.88%) are at the beginner level, and 4 students (4.12%) are at the intermediate level. It means students still have difficulty pronouncing a word or sentence in English, so students need treatment for pronunciation in speaking ability. Why the researcher focused on their pronunciation, first because during the communication or when we try to do the conversation with other people we need to understand what we are talking about, if we mispronounce some words during the communication it make difficult for us to understand the meaning in the communication. Pronunciation is part of speaking skills and is very important for smooth communication or communication running well. Communication works better when all elements of pronunciation are taught in an integrated way.<sup>11</sup> It means that pronunciation is a crucial thing in speaking ability that should be mastered by students and all language learners to help the communication running well.

The researcher chose SMPN 11 Kotabumi to conduct the research because when conducting the preliminary research, the researcher found problems related to the research to be carried out by the researcher, which was a problem of students' speaking ability, indeed in their pronunciation mastery. Beside that she will use online media in the form of the ELSA application, which of course, will use the help of gadgets. SMPN 11 allows some subjects to use gadgets as learning tools, as stated by the principal of SMPN 11 Kotabumi, because now is the digital era, and teachers must understand the correlation of learning with the use of gadgets in teaching and learning activities. Therefore, the principal allows using gadgets for particular learning, but there are limitations. Students may only use gadgets when it is related to learning during study hours. Besides that, the principal also said that in the field of English, the achievement levels of the students were sufficient to compete.<sup>12</sup>

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<sup>11</sup> Mulyani Mulyani and Dewi Sartika, "ANALYSIS OF STUDENTS' PROFICIENCY ON ENGLISH PRONUNCIATION USING YOUTUBE-BASED VIDEO MEDIA," *Getsempena English Education Journal* 6, no. 2 (2019).

<sup>12</sup> Sumari, "*proses KBM Serta keunggulan sekolah*", interview with principal, 13 January, 2023. Unpublished

## **C. Identification and Limitation of the Problem**

### **1. Identification of the problem**

Based on the background of the Problem, the researcher identifies the Problem as follows:

1. Students cannot respond well when the teacher tries to communicate in English.
2. Students are just learning English in the seventh grade, so they cannot communicate in English yet.
3. The students still mispronounce some words when they speak English.

### **2. Limitation of the problem**

To avoid misunderstanding in this study, the researcher was focused on the influence of using the ELSA application on the first semester Ninth grade students' speaking skills at SMPN 11 Kotabumi. In this research, the researcher was focused on using the ELSA application as a learning medium for teaching speaking, especially on declarative and interrogative sentence material based on the syllabus for class VIII SMPN 11 kotabumi including their pronunciation. Moreover, this research was focused on interrogative and declarative sentence material including their pronunciations.

## **D. Formulation of the Problem**

Based on the background and the limitation that will be presented above, the research question of this problem was formulated as follows:

“Is there any Influence of Using ELSA Application towards Students' Speaking Ability in the First Semester at the Nineth Grade Students of SMPN 11 KotaBumi Lampung Utara Academic Year 2023/2024?”

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

Followed by the problem statement, the research objective is “There is any significance Influence of Using ELSA Application towards Students' Speaking Ability in the Second Semester at the Eighth Grade Students of SMPN 11 KotaBumi Lampung Utara Academic Year 2022/2023?”

## **F. Significance of the Research**

The findings of this study are expected to be useful theoretically and practically in the development of the teaching and learning process. The significance of each research is explained as follows:

1. Theoretically

The findings of this study are designed to provide information about the Influence of Using Elsa Application towards Students' Speaking ability. Both for readers and the next researchers.

2. Practically

- a. English Teachers

The ELSA application will help English teachers to teach students how to learn speaking and hopefully that this research can make a useful contribution to teaching speaking skills.

- b. Students

To motivate and produce student improvement in the learning process, especially speaking, which can make the learning process more enjoyable, because by using ELSA Application they are not only learning but also playing because they can practice speaking in the application and that is very enjoyable.

- c. The next researchers

Hopefully, this research will be useful for the next researchers. The results of this study can be used as a comparison and also a reference for similar research in the future.

## **G. Relevant research**

Previous research the first is research from Kusumah. In this study, the researcher stated that Elsa Speak was used as a learning medium to influence students in learning English, especially in speaking English skills, so that later students had confidence when speaking in English. Therefore, in this study, the researcher will examine whether there is a difference in the students' English-speaking confidence in the experimental and control classes. The researcher used a quasi-experimental method with a pre-test and post-test control group research design. The data collection method is in the form of observation, with the instrument used in the form of observation sheets. The results of hypothesis testing using the Mann-Whitney Test with p value 0.000

<0.05. Thus, the concluding difference in confidence in speaking English between the experimental class and the control class.<sup>13</sup>

Formerly for the second study from Aswanti, this study aims to determine whether the use of the ELSA Speak Application has a beneficial impact on students' speaking abilities. This study used an experimental design with two groups of pre-test and post-test. The researcher concludes that the hypothesis is not rejected and the alternative hypothesis is accepted, so the hypothesis states that there is a significant effect of using the Speak ELSA Application (English Language Speech Assistant) on speaking ability. Ability of class XI students of MAS Darul Al Muhajirin for the 2021/2022 academic year in her journal the ELSA application can improve students speaking skill, the positive effect of ELSA Speak could be looked at based on students' scores in pre-test and post-test. In the Experimental class, the total score on the pre-test was 745, and the total score on the post-test was 1.630. There were 885 as the improved. It proved that the students' speaking scores were better after implementing the ELSA (English Language Speech Assistant) Speak Application. As the ELSA (English Language Speech Assistant) Speak Application positively affected students' speaking ability.<sup>14</sup>

In the third study, namely research from Lesmana entitled "Using Elsa speaks application to Improve students' Speaking Skills at UPT SPF SMPN 17 Makassar," This study used a pre-experimental research method in one class pre-test and post-test. The data were obtained from a speaking ability test during a dialogue on the pre-test and post-test. The results of this study indicate that using the ELSA Speak application can improve students' speaking skills, including grammar, content, pronunciation, vocabulary, and fluency in her thesis, The ELSA application can improve students' speaking skills. It can be seen in the results of students' scores in post-tests. It shows that there are 5 students (15.1%) who got excellent classification, 6 students (18.2%) got very

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<sup>13</sup> cawaludin Saputra Kusumah, "Pengaruh Penggunaan Media Pembelajaran Berbantuan Aplikasi Elsa Speak Terhadap Kepercayaan Diri Berbicara Bahasa Inggris" (Universitas Pendidikan Indonesia, 2017). <http://repository.upi.edu/id/eprint/33467>

<sup>14</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. <https://doi.org/10.37755/sjip.v8i1.616>

good classification, 14 students (42.4%) with good classification, 7 students (21.2%) with fair classification. There is only 1 student (3.0%) who has poor classification. And this data was higher than the pre-test score.<sup>15</sup>

The fourth study from Nursaputri, entitled "The Use Of Elsa Speak Application As The Media To Improve English Speaking Skill (A Classroom Action Research among the Eight Grade Students of SMP Islam Ar-Rahmah Suruh in the Academic Year 2022/2023)", which was written by Eka Nursaputri, aims to find out the application of the Elsa Speak application media to improve the English speaking skills of class VIII students of SMP Islam Ar-Rahmah Suruh, and to find out the extent to which the ability to speak English of class VIII students of SMP ArRahmah Suruh after using the Elsa Speak application. The research method used is Classroom Action Research. Data from this study were collected using qualitative and quantitative data. In this study, it was concluded that the use of the Elsa Speak application could improve the English-speaking skills of class VIII students of SMP Islam Ar-Rahmah Suruh.<sup>16</sup>

The fifth relevant research is from a journal written by Anggraini. This research aims to introduce the ELSA Speak Application as a learning medium. This research is Action Research which aims to improve students' pronunciation skills using the ELSA Speak Application. This study discusses how the ELSA Speak application as a learning medium can improve students' pronunciation abilities. Data collection was collected through pronunciation tests and interviews in classroom action research. The study results a show that using the ELSA

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<sup>15</sup> belinda Lesmana, "Using Elsa Speak Application To Improve Students' speaking Skill At Upt Spf Smpn 17 Makassar" (Universitas Bosowa, 2022). <http://localhost:8080/xmlui/handle/123456789/2317>

<sup>16</sup> Eka Nursaputri, "The Use Of Elsa Speak Application As The Media To Improve English Speaking Skill (A Classroom Action Research among the Eight Grade Students of SMP Islam Ar-Rahmah Suruh in the Academic Year 2022/2023)," 2022. <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/14511>



Speak Application has provided convenience and benefits for students in improving their English Pronunciation skills.<sup>17</sup>

In the previous research, the researcher used the ELSA application as a medium for learning speaking, which focused on students' self-confidence, and descriptive material. The researcher used classroom action research (CAR); the research was conducted in high school, while that who conducted research in junior high schools the research was conducted in the province of South Sulawesi and also in the province of Java, apart from that research in junior high schools was conducted for seventh grade students. Meanwhile, to conduct this research, researcher was used a Quasi-Experimental design that has been focused on declarative and interrogative material and their pronunciation mastery in speaking class at the ninth-grade students. The research was conducted in Sumatra, North Lampung.

#### **H. Systematics of the Research**

The systematic research is divided into five chapters. Each chapter consists of several sub-chapters as follows:

The first chapter consists of Title Confirmation, Background of the Problem, Identification and Limitation of the Problem, Formulation of the Problem, Objective of the Research, Significance of the Research, Relevant Research, and Systematics of the Research.

The second chapter is Frame of Theory and Hypothesis for frame of theory consist of, Concept of speaking, the Definition of Speaking, the Aspect of Speaking, Teaching speaking, and The Important of speaking English. Then Concept of the ELSA Application, Definition of the Elsa Application, Features of Elsa Application, how to use Elsa Application, Advantages of using the Elsa Application, Disadvantages of using the ELSA Application, and the Concept of the Hypothesis.

The third chapter is Research Method which includes place and time of the research, research design, population, sample, and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

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<sup>17</sup> Anggraini Anggraini, "Improving Students'pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no. 1 (2022): 135–41. <https://doi.org/10.33503/journey.v5i1.1840>

In the fourth chapter, was discussed the findings and discussion. That is, was discussed the results of the research that we have done, which consists of data description and discussion.

Then the fifth chapter contained a conclusion and recommendation, consist of conclusion which was concluded the discussion that we have done and also provide suggestions/recommendation.

## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Frame of theory

##### 1. Speaking

###### a. Definition of speaking

Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language. There are some definitions of speaking skills from several experts. They define speaking as follows:

Speaking skills are not simple skills that can be mastered quickly. According to Brown, speaking is a complex skill related to micro-skills, one of which is producing stressed patterns, stressed words, rhythmic structures, and intonation.<sup>18</sup>

According to Harmer, speaking skill is. If students can speak fluently in English, they can pronounce the phonemes correctly, use the correct stress and intonation patterns, and speak in connected utterances. But there's more to it than that. English speakers - especially those that are a second language - must be able to speak a variety of different genres and situations, and they must be able to use a variety of conversational and conversational improvement strategies. They must also be able to survive typical functional exchanges.<sup>19</sup>

According to Nunan speaking is involves producing systematic verbal utterances to convey meaning. In spoken language, speaking must have ability to be listened by others. It has temporary and immediate reception. It has an intermediate feedback from the listener during the conversation with others.<sup>20</sup>

<sup>18</sup> Tulus Musthofa and Samirotul Azizah, "The Intonation Pattern of Interrogative Sentences and Its Implications on The Learning of Mahārah Al-Kalām among Arabic Language Education Students," *Humanities & Social Sciences Reviews* 8, no. 3 (2020): 1004–10. <https://doi.org/10.18510/hssr.2020.83103>

<sup>19</sup> J Harmer, "Jeremy Harmer-The Practice of English Language Teaching", 4<sup>th</sup> ed.(Longman (2001). pdf. Longman Pearson Education Limited, 2001).

<sup>20</sup> David Nunan, *Task-Based Language Teaching* (Cambridge university press, 2004).

According to Brown speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>21</sup>

Brown also defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument.<sup>22</sup>

Speaking is one of the valuable skills students must learn when learning a language. Students must be able to express their opinions and feelings without being shy or afraid. Speaking skills are used for many different things, and each one requires another skill, like making connections or friends, asking for or giving opinions, persuading someone of something, or explaining something. Some students have trouble speaking because they can't pronounce certain words correctly, which can lead to misunderstandings.<sup>23</sup>

From the definition above, it can be concluded that speaking is the ability to express ideas, opinions, or messages in spoken language. Apart from that, speaking is a complex skill related to micro skills, one of which is producing pressure patterns, emphasized words, and rhythmic structures. , and intonation, as well as using the correct stress and intonation pattern, and speaking in connected utterances in speaking must also have the ability to be heard by others so that it will result in a reciprocal relationship. Speaking is an interactive process of constructing meaning which involves the production, reception, and processing of speech sounds as the main instrument, so speaking is one of the valuable skills that students must learn when learning a language. Students must be able to express their opinions and feelings without shame or fear. The skill of speaking is used for many different things, and each requires

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<sup>21</sup> H Douglas Brown and Priyanvada Abeywickrama, "Language Assessment," *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004., P. 140

<sup>22</sup> H Douglas Brown, "Principles of Language Learning and Teaching. New York: Pearson Longman," 2007.,p.4

<sup>23</sup> Yudar, Aditomo, and Silalahi, "Movie as a Helper for Students' Pronunciation in Speaking Skill Class." <https://doi.org/10.31849/elsya.v2i1.3684>

other skills, such as making connections or friends, asking or giving opinions, persuading someone about something, or explaining something.

**b. Aspect of speaking**

According to brown speaking aspect is divided in to 5 aspects such as:

1. Imitative. At one end of a variety of types of speaking performance is the ability to simply imitate back (*imitate*) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to, allow the speaker to retain the short stretch of language that must be imitated.
2. Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple Sentence level.
3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

- a) Mary: Excuse me, do you have the time?  
Doug: Yeah. Nine-fifteen.
- b) T: What is the most urgent environmental problem today?  
S: I would say massive deforestation.
- c) Jeff: Hey, Stef, how's it going?  
Stef: Not bad, and yourself?  
Jeff: I'm good.  
Stef: Cool. Okay, gotta go.
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, a and b were transactional, and c was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).<sup>24</sup>

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<sup>24</sup> Brown and Abeywickrama, "Language Assessment.", p.142

### c. Speaking component

According to brown, there are six components of speaking to be scored such as pronunciation, grammar, vocabulary, fluency, comprehension and task.

#### 1. Pronunciation

5= equivalent to and fully accepted by an educated native speaker

4= errors in pronunciation are quite rare

3= errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.

2= accents are intelligible though often quite faulty.

1= error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

#### 2. Grammar

5= equivalents to that of an educated native speaker.

4= able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

3= control of grammar is good and able to speak the language with necessary structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2= can usually handle elementary constructions quite accurately but does not have complete or confident control of the grammar.

1= error in grammar is frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

#### 3. Vocabulary

5= speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4= can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3= able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

2=has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1= speaking vocabulary inadequate to express anything but the most elementary needs.

#### 4. Fluency

5= has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4= able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

3= can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

2= can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1= (no specific fluency description. Refer to other four language areas for implied level of fluency.)

#### 5. Comprehension

5= equivalent to that of an educated native speaker.

4= can understand any conversation within the range of his experience.

3= comprehension is quite complete at a normal rate of speech.

2= can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)

1= within the scope of his very limited language experience, can understand simple questions and



statements if delivered with slowed speech, repetition, or paraphrase.

6. Task

5= speaking proficiency equivalent to that of an educated native speaker.

4= would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

3= can participate effectively in most formal and informal conversations on practical, social, and professional topics.

2= able to satisfy routine social demands and work requirements; needs help in handling any complications or difficulties.

1= can ask and answer questions on topics very familiar to him. Able to fulfill routine travel needs and minimum courtesy requirements.<sup>25</sup>

Based on Harris, there are five components of speaking to be scored such as pronunciation, grammar, vocabulary, fluency, comprehension

1. Grammar

1= Errors in grammar and word order, so, severe as to make speech virtually unintelligible.

2= Grammar and word order errors make comprehension difficult, must often rephrases sentence.

3= Make frequent errors of grammar and word order, which occasionally obscure meaning.

4= Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.

5= Make few (if any) noticeable errors of grammar and word order.

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<sup>25</sup> H D Brown, "Language Assesment Principle: Principles and Classroom Practice," *NY: Longman*, 2004. P. 172

## 2. Vocabulary

1= Vocabulary limitation so extreme as to make conversation virtually impossible.

2= Misuse of words and very limited vocabulary makes comprehension quite difficult

3= Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.

4= Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities

5= Use of vocabulary and idioms is virtually that of native speaker.

## 3. Comprehension

1= Cannot be said to understand even simple conversation

2= Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.

3= Understand most of what is said at slower than normal speed without repetition.

4= Understand nearly everything at normal speed although occasionally repetition may be necessary

5= Appears to understand everything without difficulty

## 4. Fluency

1= Speech is so halting and fragmentary as to make conversation virtually impossible

2= Usually hesitant, often forced into silence by language limitation.

3= Speed and fluency are rather strongly affected by language problem

4= Speed of speech seems to be slightly affected by language problem.

5= Speech as fluent and efforts less as that of native speaker

## 5. Pronunciations

1= Pronunciation problem to serve as to make speech virtually unintelligible.

2= Very hard to understand because of pronunciation problem, most frequently be asked to repeat.

3= Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.

4= Always intelligible, though one is conscious of a definite accent.

5= Has few traces of foreign language.<sup>26</sup>

#### **d. Teaching and learning speaking**

Oral communication skills in pedagogical research

##### 1. Conversational Discourse

The yardstick for successful language acquisition is almost always a demonstration of the ability to achieve pragmatic goals through interactive discourse with other language teaching speakers. The goals and techniques for teaching conversation vary widely, depending on the student, the teacher, and the overall classroom context. Historically, “speaking” classes ranged from drilling, semi-communicative to free, open, and sometimes agenda-free discussion among students.

##### 2. Teaching Pronunciation

There is some controversy regarding the role of pronunciation work in communicative and interactive courses because most adult learners will never acquire accent-free command of a foreign language, should language programs emphasize whole-language, meaningful contexts. And the automaticity of production focuses on the tiny phonological details of this language? The answer is

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<sup>26</sup> David P Harris, “Testing English as a Second Language.” 1969. P. 83

“yes”, but in a different way from what was considered important decades ago.

### 3. Accuracy and fluency

The all-encompassing problem of language performance centers on the difference between accuracy and fluency. In spoken language, the question we face as teachers is: How do we prioritize the two very important goals of a speaker namely accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language? In the mid to late 1970s, driven by a short-lived anti-grammar approach, some teachers turned away from the problem of accuracy in favor of providing lots of “natural” language activities in their classes. It is now very clear that fluency and accuracy are important goals to be achieved in CLT. While fluency is possible in many communicative language courses to be the initial aim in language teaching, accuracy achieved to some extent by enabling students to focus on elements of phonology, grammar, morph syntax, and discourse in their spoken output.

### 4. Complexity

A related issue that has received attention recently is the degree to which tasks can be judged on the basis of complexity. Grammatical and lexical complexity must be taken into account, but the design of the task itself can fall into a range of cognitive, strategic, and interpersonal complexity. The extent to which tasks involve planning before and within tasks has been found to be a major contributor to the complexity and, subsequently, to both the fluency and accuracy of learners' verbal production. Complexity also varies according to cognitive operations, abstract thinking, quantity of information, negotiation of meaning, and time pressure, among other factors, which can explain the accuracy, fluency, and successful completion of tasks.

5. Affective Factor

Language learners must put a new twist on Mark Twain's quip. Our job as teachers are to provide the kind of warm, embracing climate that encourages students to speak, however, halting or tentative their attempts maybe.

6. The Interaction Effect

The greatest difficulty that learners encounter in attempts to speak is not the diversity of sounds, words, phrases, and discourse forms that characterize any language but rather the interactive nature of most communication. Conversations are collaborative as participants engage in the process of negotiation of meaning. Thus, for the learner, the matter of what to say an incredible task, to be sure is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints.

7. Intelligibility

A now outdated model of English language teaching assumed that intelligibility should be gauged by whether non-native speakers are intelligible to native speakers. But has now evolved into much more complex questions, especially because, statistically, most interactions among English speakers are among non-native speakers. Based on Levis's statement in Brown, materials, technology, and teacher education programs are being challenged to grapple with the issue of intelligibility and to adopt new standards of "correctness" and new attitudes toward "accent" to meet current global realities.

8. Corpus-Based Data on Spoken Language

Of special interest to teachers of English worldwide is the wider range of language varieties that are now available through such projects as the International Corpus of English, which contains data from the spoken English's of Hong Kong, New Zealand, Singapore, the UK, Nigeria, the Caribbean, and others. These data are spurring the language teaching

profession-especially textbook and course developers-to adopt new models that transcend the traditional native-speaker/nonnative-speaker dichotomy. Our notions of what is correct, acceptable, or appropriate, both phonologically and grammatically, are changing.

#### 9. Genres of Spoken Language

Finally, research on spoken language has recently attended to a specification of differences among various genres of oral production and how to teach those variations. What is judged to be acceptable and correct varies by contexts, or genres, such as small talk, discussion, and narrative, among others. As research more accurately describes the constraints of such genres on spoken language, we will be better able to pinpoint models of appropriateness for students' specific purposes in learning English.<sup>27</sup>

#### e. Principles for teaching speaking skills

According to Brown there are eight principles for teaching speaking skills:

##### 1. Focus on Both Fluency and Accuracy,

Depending on Your Objective In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty, content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

##### 2. Ascertain That the Complexity of Your Techniques Is Appropriate

Speaking tasks can range from very simple to extremely complex, depending on linguistic, cognitive, and task-design elements. As you design

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<sup>27</sup> H Douglas Brown and Heekyeong Lee, *Teaching Principles* 4<sup>th</sup> edition.(P. Ed Australia, 2015).,p 345-349

and carry out techniques, put yourself into the shoes of your learners, ascertaining that the complexity of the task is appropriate for your learners' proficiency levels. Sometimes activities may be linguistically simple, for example, but involve task complexity that causes undue difficulty.

3. Provide Techniques That Spark the Interest of Students

Try at all times to appeal to students' interests, daily lives outside the classroom, cultural habits, and what is of genuine relevance to them, and ultimately to continue their language learning journey. Even those techniques that don't send students into ecstasy help them to see how the activity will benefit them. Often students don't know why we ask them to do certain tasks and activities.

4. Encourage the Use of Authentic Language in Meaningful Contexts

It's easy to succumb to the temptation to do disconnected grammar exercises when we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material.

5. Provide Appropriate Feedback

In most "foreign" language situations, students are totally dependent on the teacher for useful linguistic feedback. In the context of learning within a speaking culture, they may get such feedback "out there" beyond the classroom, but even then, you are in a position to be of great benefit. It is important to take advantage of your knowledge to inject the kinds of feedback that are appropriate for the moment and that will help students to notice elements of language that need work.

6. Capitalize on the Natural Link Between Speaking and Listening

Many interactive techniques that involve speaking will also, of course, include listening. Don't lose out on opportunities to integrate these two skills, as you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

7. Give Students the Opportunity to Initiate Oral Communication

Many typical classroom interactions are characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned to speak only when speaking. Part of competence is the ability to start a conversation, nominate a topic, ask a question, control the conversation, and change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

8. Encourage the Development of Speaking Strategies

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as the following:

- a) Asking for clarification (What?)
- b) Asking someone to repeat something (Huh? Excuse me?)
- c) Using fillers (Uh, I mean, Well) to gain time to process
- d) Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hm)
- e) Getting someone's attention (Hey, Say, So)
- f) Using paraphrases for structures, one can't produce



- g) Appealing for assistance from the interlocutor (to get a word or
- h) The phrase, for example)
- i) Using formulaic expressions (How? How do you get to the?).<sup>28</sup>

Besides that, there is statement from brown, brown stated that practice questions to encourage students to think. That is, questions can train students to express opinions or ideas. Questions provide opportunities for students to think and encourage their thoughts which are expressed in speaking skills. The teacher guides students by giving WH questions to students. These questions can help and guide students to encourage their ideas in speaking English. It also helps students to pronounce the correct words in spoken English. Teaching interrogative sentences in speaking is one way to practice students' speaking skills by giving WH questions. According to Wilhelm states that students are able to develop their ideas by using guided questions. The benefit of the guided WH question technique in speaking English is that it allows students to encourage their thoughts or ideas expressed in English conversations with grammar rules and good pronunciation. Questions are one way for students to stimulate ideas. Questions make students think.<sup>29</sup>

#### **f. The important speaking English**

Language is a communication tool. We communicate with others to express our ideas and also to know the ideas of others. Communication takes place where there

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<sup>28</sup> Ibid. p. 345-349

<sup>29</sup> Yohanes Sunyan, Urai Salam, and Dewi Novita, "Teaching Speaking through Wh-Questions Technique," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 2, no. 10 (2012).  
<http://dx.doi.org/10.26418/jppk.v2i10.3738>

is speech. Without words, we cannot communicate with each other. Therefore, the importance of speaking skills is huge for learners of any language. Without speech, a language is reduced to simple writing. Using language is an activity that takes place within the confines of our community. We use language in different situations. Everyone in their workplace, researchers working in medical labs or in language labs, must speak accurately and effectively to communicate well with each other. Any deviation in the conversion leads to misunderstandings and problems. For any system to work properly, people who speak a language must be specially and deliberately trained in the art of speaking. To become a complete communicator, a person must master each of the four language skills, namely listening, speaking, reading and writing, but the ability to speak fluently offers speakers some advantages. Difference position, the ability to express one's thoughts, opinions, and feelings as words put together in a meaningful way gives speakers these advantages. An effective speaker can capture the audience's attention and hold it until the end of his message. Speaking skills are important for career success, but certainly not limited to career aspirations. Speaking skills can also improve one's personal life.<sup>30</sup> From the explanation above, it can be concluded that the ability to speak is very important because by speaking we can communicate with other people from different parts of the world, besides that by speaking we can also express the opinions we have, and by speaking, we can improve personal life

#### **g. Assessment of speaking**

According to Harris, five components are generally recognized in the analysis of the speech process:

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<sup>30</sup> Ishrat Aamer Qureshi, "The Importance of Speaking Skills for EFL Learners," *Department of English, Alama Iqbal Open University, Pakistan. Psycholinguistics* 10 (2007).

pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>31</sup>

Based on the statement above, the researcher concludes that there are five aspects in assessing speaking ability: pronunciation, grammar, vocabulary, fluency and understanding. The aspect of pronunciation is related to how well students pronounce English words according to phonetic transcriptions. The grammar aspect is an aspect to see how well students use grammar in making utterances so that their utterances can be understood properly. The aspect of vocabulary relates to whether the words used are appropriate to the context or not. The aspect of fluency relates to how fluently students speak. And the last is the aspect of understanding, namely the aspect related to whether students understand the topic or not.

According to Brown, there are several ways to design assessment tasks.

#### 1. Designing assessment tasks: imitative speaking

A phonologically focused occasional repetition task is warranted as long as the repetition task is not allowed to occupy a dominant role in the overall assessment of spoken production and as long as you avoid negative wash back effects. The assignments range from word level to sentence level, usually with each item focusing on a specific phonological criterion. In a simple repetition task, the test taker repeats a stimulus, whether a pair of words, a sentence or a question (to test intonation production).

##### a) Word repetition task

The test taker hears: Repeat after me:

Hit, hit, hit, barrel

I bought a boat yesterday.

The glow of the candle is getting bigger.

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<sup>31</sup> Harris, "Testing English as a Second Language." P. 84

When do they go on vacation?

Do you like coffee?

Variations on such a task prompt test taker with a brief written stimulus that they must read aloud. (In the section below on intensive speaking, several tasks are described in which the test taker reads a longer text.) The specifics of the assessment must be clear to avoid compromising reliability. A common form of scoring shows only a two- or three-point system for each response.

*Scoring scale for repetition tasks*

2 acceptable pronunciations

1 comprehensible, partially correct pronunciation

0 silence, seriously incorrect pronunciations

2. Designing assessment tasks: intensive speaking

At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) to demonstrate linguistic ability at a specified language level. Many tasks are “cued” tasks in that they lead the test taker into a narrow band of possibilities.

a) Directed response

In this task, the test administrator elicits a particular grammatical form or a sentence transformation. Such tasks are clearly mechanical and not communicative, but they require minimal processing of meaning to produce the correct grammatical output.

b) Read aloud

Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily

administered by selecting a passage that incorporates test specs and by recording the test-taker output; the scoring is relatively easy because all of the test-takers oral production is controlled.

The scoring scale for this passage provided a four-point scale for pronunciation and fluency, as shown in the table below.

*Test of Spoken English scoring scale*

**Pronunciation**

Points:

0.0-0.4 Frequent phonemic errors, foreign stress, and intonation patterns cause the speaker to be unintelligible.

0.5-1.4 Frequent phonemic errors and foreign stress and intonation patterns that occasionally cause the speaker to be unintelligible.

1.5-2.4 Some consistent phonemic errors, foreign stress, and intonation patterns, but the speaker is intelligible.

2.5-3.0 Occasional non-native pronunciation errors, but the speaker is always intelligible.

**Fluency**

Points:

0.0-0.4 Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.

0.5-1.4 Numerous non-native pauses and a non-native flow that interferes with intelligibility.

1.5-2.4 Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.

2.5-3.0 Speech is smooth and effortless, closely approximating that of a native speaker.

c) Sentence/Dialogue Completion Tasks and Oral Questionnaires

This technique for targeting intensive aspects of language requires test-takers to read the dialogue in which one speaker's lines have been omitted. Test-takers are first given time to read through the dialogue to get its gist

and think about appropriate lines. Then as the tape, teacher, or test administrator produces one part orally, the test-taker responds.

#### Dialogue completion task

The example of dialogue completion task

Test-takers read (and then hear):

In a department store:

Salesperson: May I help you?

Customer:

Salesperson: Okay, what size do you wear?

Customer:

Salesperson: Hmm. How about this green sweater here?

Customer:

Salesperson: Oh. Well, what color would you like if you do not like green?

Customer:

Salesperson: How about this one?

Customer:

Salesperson: Great

Customer:

Salesperson: It's on sale today for \$39.95.

Customer:

Salesperson: Sure, we take Visa, MasterCard, and American Express.

Customer:

An advantage of this technique lies in its moderate control of the output of the test-taker. While individual variations in responses are accepted, the technique taps into a learner's ability to determine hopes in a conversation and to produce sociolinguistic correct language. Directed response tasks One could contend that performance on these items is responsive rather than intensive. True, the discourse involves responses, but a degree of control here

predisposes the test-taker to respond with certain expected forms. Such arguments underscore the fine lines of distinction between and among the selected five categories. It could also be argued that such techniques are nothing more than a written form of questions that might otherwise (and more appropriately) be part of a standard oral interview. True, but the advantage that the written form offers are to provide a little more time for the test-taker to anticipate an answer, and it begins to remove the potential ambiguity created by aural misunderstanding.

Example of direct response tasks

Interviewer: What did you do last weekend?

Test-taker:

Interviewer: What will you do after you graduate from this program?

Test-taker:

Test-taker:

Interviewer: I was in Japan for two weeks.

Test-taker:

Interviewer: It's ten-thirty.

#### d) Picture-Cued

One of the more popular ways to elicit oral language performance at both intensive and extensive levels is a picture-cued stimulus that requires a description from the test-taker. Pictures may be very simple, designed to elicit a word or a phrase, somewhat more elaborate and “busy,” or composed of a series that tells a story or incident.

Scoring responses on picture-cued intensive speaking tasks varies, depending on the expected performance criteria. The tasks above that asked just for one-word or

simple-sentence responses can be evaluated simply as correct or incorrect. The three-point rubric (2, 1, and 0) suggested earlier may apply as well, with these modifications:

2 comprehensible; acceptable target form  
1 comprehensible; partially correct target form  
0 silence, or seriously incorrect target form

### 3. Designing assessment tasks: responsive speaking

Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances.

#### a) Question and answer

Question and answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview.

#### b) Give Instructions and Directions.

We are all asked in our daily routine to read instructions on how to operate a tool, assemble a bookshelf, or make delicious clam chowder. In learning, the teacher can ask students to give instructions for doing something verbally, such as how to make juice, arrange bookshelves, and operate a tool and so on. Using such a stimulus in the context of an assessment provides an opportunity for the test taker to engage in relatively broad discourse, be very clear and specific, and use appropriate discourse markers and connectors.



## c) Paraphrasing

Another type of assessment task that can be categorized as responsive asks the test taker to read or hear a limited number of sentences (perhaps two to five) and produce a paraphrase of the sentence.

## d) Test of spoken English

The test spoken English such as, describe something physical, narrate from presented material, summarize information of the speaker's own choice, give directions based on visual materials, give instructions, give an opinion, compare/contrast.

*Test of spoken English rating scale*

60: Communication is almost always effective: task performed very competently; speech almost never marked by non-native characteristics.

Functions performed clearly and effectively

An appropriate response to the audience/situation

Coherent, with effective use of cohesive devices

Almost always accurate pronunciation, grammar, fluency, and vocabulary

50: Communication generally effective: task performed competently, successful use of compensatory strategies; speech sometimes marked by non-native characteristics.

Functions generally performed clearly and effectively

A generally appropriate response to the audience/situation

Coherent, with some effective use of cohesive devices

Generally accurate pronunciation, grammar, fluency, and vocabulary

40: Communication somewhat effective: task performed somewhat competently, some successful use of compensatory strategies; speech regularly marked by non-native characteristics.

Functions performed somewhat clearly and effectively

Somewhat appropriate response to audience/situation

Somewhat coherent, with some use of cohesive devices

Somewhat accurate pronunciation, grammar, fluency, and vocabulary

30: Communication generally not effective: task generally performed poorly, ineffective use of compensatory strategies; speech very frequently marked by non-native characteristics.

Functions generally performed unclearly and ineffectively

Generally inappropriate response to audience/situation

Generally incoherent, with little use of cohesive devices

Generally inaccurate pronunciation, grammar, fluency, and vocabulary

20: No effective communication: no evidence of ability to perform task, no effective use of compensatory strategies; speech almost always marked by non-native characteristics.

No evidence that functions were performed

Incoherent, with no use of cohesive devices

No evidence of ability to respond appropriately to audience/situation

Almost always inaccurate pronunciation, grammar, fluency, and vocabulary

#### 4. Designing assessment tasks: interactive speaking

The final two categories of oral production assessment (interactive and extensive speaking) include tasks that involve relatively long stretches of interactive discourse (interviews, role plays, discussions, games) and tasks. Of equally long duration but that involve less interaction (speeches, telling longer stories, and extended explanations and translations). The obvious difference between the two sets of tasks is the degree of interaction with an interlocutor. Also, interactive tasks are what some describe as interpersonal, while the final category includes more transactional speech events.

a) Interview

When oral production assessment is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down for a direct face-to-face exchange and proceed through a protocol of questions and directives. The interview, which may be tape-recorded for re-listening, is then scored on one or more parameters, such as accuracy in pronunciation and grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension.

b) Role Play

Role-play is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, students can be creative in their linguistic output. In some versions, role-play allows rehearsal time so students can map out what they will say. And it lowers anxieties as students can, even for a few moments, take on the personality of someone other than themselves.

c) Discussions and Conversations

As formal assessment devices, discussions and conversations among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide.

d) Games

Among informal assessments, devices are various games that directly involve language production. One of the games that can be used in speaking class is crossword puzzles created in which the names of all class members are clued by obscure information about them. Each class member must ask questions of others to determine who matches the clues in the puzzle.

e) Oral proficiency interview

The best-known oral interview format is one that has gone through a considerable metamorphosis over the last half-century, the Oral Proficiency Interview (OPI). Originally known as the Foreign Service Institute (FSI) test, the OPI is the result of a historical progression of revisions under the auspices of several agencies, including the educational testing service and the American Council on teaching foreign languages (ACTFL).

5. Designing assessments: extensive speaking

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction.

a) Oral Presentations

In the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. Once again, the rules! For effective assessment must be invoked: specify the criterion, set appropriate tasks, and elicit optimal output establish practical, reliable scoring procedures.

b) Picture-Cued Story-Telling

One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. We have already looked at this' elicitation device for intensive tasks, but at this level, we consider a picture or a series of pictures as a stimulus for a longer story or description.

c) Retelling a Story, News Event

In this type of task, test-takers hear or read a story or news event that they are asked to retell.

**h. Techniques to teach speaking**

The technique is a superordinate term to refer to various classroom activities that teachers or learners perform. In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. And, for your purposes as a language teacher, they can comfortably refer to the pedagogical units or components of a classroom session. You can think of a lesson as consisting of several techniques, some teacher-

centered, some learner-centered, some production-oriented, some comprehension-oriented, some clustering together to form a task, and some as tasks in and of themselves.<sup>32</sup>

In making a successful teaching and learning process, technique is one of the crucial factors determining the success of teaching and learning, where the students feel bored and inactive in the classroom. That is why a good technique is needed for successful English teaching. Teaching speaking includes drilling and demonstration. Drilling has many kinds, like backward build-up drilling, repetition drilling, chain drilling, single-slot substitution drill, multiple-slot substitution drilling, transformation drill, and question and answer drill.<sup>33</sup> Drilling can serve as a technique, give stimulate to the learners then they should hear it carefully. For instance, the teacher tells some sentences or phrases then students imitate it.

Here are some techniques used to teach speaking:

1) Sentence/Dialogue Completion Tasks and Oral Questionnaires

Another technique to target intensive aspects of language requires students to read the dialogue in which one speaker's lines are omitted. Students are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Then, as the recording, teacher, or test administrator produces one part orally, the test-taker responds.

2) Role play

Role play is a popular pedagogical activity in communicative language teaching classes. Within

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<sup>32</sup> Brown and Lee.p.221

<sup>33</sup> Novia Luluk Aisyah. "The Use Of Drilling Technique In Teaching Speaking To The Eighth Grade Students Of Smp Dharma Wanita Pare In Academic Year 2017/2018", *Simki-Pedagogia* Vol. 02 No. 02 (2018) : P.4

constraints set forth by the guidelines, students can be creative in their linguistic output. In some versions, role-play allows rehearsal time so students can map out what they will say. It also reduces anxieties as students can, even for a few moments, take on the persona of someone other than themselves.

### 3) Discussion and Conversation

In this technique, students will be directed to discuss a topic, and then they will be given a conversation, then students will be asked to have a conversation affording to what has been discussed.

### 4) Communicative

The communicative technique can sustain itself in the class- room and will often be a factor in the overall proficiency level of your class. Communicative techniques for beginners involve appropriately small chunks of lan-guage and some build-in repetition of patterns for establishing fluency. On one of the very first days of class, for example, students can be taught to ask and respond to questions such as: What's your name? Where do you from? How old are you?

Another communicative technique involves students in a mixer in which they go around the room, getting information from four or five other students. A simple question or problem the teacher poses at the more advanced levels can lead to sustained, meaningful student communication between students and teachers in pairs or small groups.

### 5) Drilling

The drilling technique is listening to a model given by the teacher, tapes, or other students and repeating what is heard. The teacher says the word or phrase, and the students repeat it. In order for

language learners to practice listening and speaking, there are several types of pattern practice that can be used. The language teacher may use one or more pattern drills, depending on the learner's learning pattern.<sup>34</sup>

In this research, the researcher used the drilling technique because using the drilling technique will make it easier for students to understand the material and pronounce a conversation. This is because before students start speaking, they will first listen to the examples told by the teacher or hear through other media, by repeatedly listening to and saying a material or conversation, of course, will make students begin to master what they have learned. As stated by Brown, drilling can be defined as a technique that focuses on a minimal number of language forms (grammatical or phonological structures) through several repetitions. Based on the behaviorist view that learning to speak a foreign language is just the formation of correct habits, it is thought that repeating phrases correctly many times will lead to mastery of the language.

## **2. Drilling**

### **a. Definition of drilling**

According to Brown, a drill may be defined as a technique that focuses on a minimal number of language forms (grammatical or phonological structures) throughout some repetition. Based on the behaviorist's view that learning to speak a foreign language was simply a correct habit formation, it was thought that

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<sup>34</sup> Brown and Abeywickrama. P. 182



repeating phrases correctly lots of times would lead to mastery of the language.<sup>35</sup>

The drilling technique is listening to a model given by the teacher, tapes, or other students and repeating what is heard. The teacher says the word or phrase, and the students repeat it.<sup>36</sup> In order for language learners to practice listening and speaking, there are several types of pattern practice that can be used. The language teacher may use one or more pattern drills, depending on the learner's learning pattern.<sup>37</sup>

It can be concluded that the drilling technique is a repetition technique that is used by the teacher to convey material by reading some words or sentences to students repeatedly, and will be followed by students until they can pronounce the sentences or some words correctly.

## b. Types of drilling

### 1) Repetition drilling.

This drill is the simplest exercise used in learning language patterns. It is used at the beginning of language classes. The language learner repeats what the teacher says or produces on a tape recorder. It can be used for presentations of new vocabulary and will be useful for pronunciation classes.<sup>38</sup>

For example:

Example:

Teacher : I study in the morning.

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<sup>35</sup>H. Douglas Brown. "Teaching by Principles: An interactive approach to language pedagogy 2<sup>nd</sup> Ed", Longman 2001. P.131

<sup>36</sup><https://www.englishstudiotrawas.com/2019/08/what-is-drilling-technique.html#:~:text=the%20definition%20of%20drilling%20technique,or%20question%20and%20answer%20drills> Accessed on March, 30.

<sup>37</sup> Ag. Bambang Setiyadi "Teaching English as a foreign language, 2nd Ed". Yogyakarta: Graha Ilmu, 2020. p.50

<sup>38</sup> Ibid, p.51

Student 1 : I study in the morning.  
 Teacher : I study in the afternoon.  
 Student 2 : I study in the afternoon.  
 Teacher : I work in the morning.  
 Student 3 : I work in the morning.

2) Substitution Drill.

Language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change.

Example:

Teacher : John is cold.  
 Teacher : hungry  
 Student1 : John is hungry  
 Teacher : in the class  
 Student2 : John is in the class.  
 Teacher : John and Marry  
 Student3 : John and Marry are in the class.

3) Transformation Drill.

Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher.

Example:

Teacher : The book is new.  
 Student1 : Is the book new?  
 Teacher : We are in the class.  
 Student2 : Are we in the class?

4) Replacement Drill.

Language learners replace a noun with a pronoun. It is the same drill as the substitution drill but it involves with a replacement.

Example:

Teacher : I like the book.  
 Student1 : I like it.  
 Teacher : I met the people in Jakarta.  
 Student2 : I met them in Jakarta.

Teacher : John will come here.  
 Student3 : He will come here.

#### 5) Response Drill.

Language learners respond to somebody's sentence. In this drill the answers are patterned after the questions. This drill may involve "wh" questions or "yes/ no" questions.

Example:

Teacher1 : Alice is at school.  
 Teacher2 : Where is Alice?  
 Teacher3 : At school<sup>39</sup>

In this research the researcher used repetition drilling for teaching speaking ability both for control class and experimental class.

#### c. Procedure of drilling technique

The procedure in teaching speaking using the drilling technique is for students to display dialogue in the target language, which involves listening and speaking. According to Richards and Rodgers, the procedures for using the drilling technique are as follows:

- 1) Students first hear a model dialogue (whether read by the teacher on tape or in some applications) which contains the key structure that is the focus of the lesson. Students repeat each line of dialogue by themselves and also in the chorus. The teacher will pay attention to pronunciation, intonation, and fluency. Correction of grammatical pronunciation errors is immediate and immediate. Dialogues are memorized gradually, line by line. A line can be broken up into multiple phrases if necessary. Dialogue is read in chorus, half saying one speaker's passage and the

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<sup>39</sup> ibid.p.51

other half responding. The students do not consult their books during this phase.

- 2) The dialogue is adapted to the interests or situations of the students through changing keywords or phrases. This is done by students.
- 3) Certain key dialogue structures are selected and used as the basis for different pattern exercises. This is practiced first in the chorus and then individually. Some grammatical explanations might be offered at this point, but these are kept to a minimum.
- 4) Students can refer to their textbooks, and advanced reading, writing, or vocabulary activities based on dialogues can be introduced. At the initial level, writing is purely imitative and consists only of transcribing practiced sentences. As skills improve, students can write variations on structural items they have practiced or write short compositions on a particular topic with the help of outline questions, which will guide their use of language.
- 5) Activities can occur in the language laboratory, where further dialogue and exercises are held.<sup>40</sup>

According to Huebener, there are steps of the procedure in drilling as follows:

- 1) The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated, but equivalent translations of key phrases should be given for the language learners to comprehend the dialogue.
- 2) The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.

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<sup>40</sup> Rika Mayasari, "The Effect Of Drilling Technique Towards Students' speaking Achievement At Grade VIII of Smpn 5 Kota Jambi Thesis" (Universitas Batanghari, 2020). P.17

- 3) Repetition of each line by the language learners in the chorus is the next step. Each sentence may be repeated a half dozen times, depending on its length and the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drills will be necessary.
- 4) Repetition is continued with groups decreasing in size, first, the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speaker's roles.
- 5) Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time, they should have memorized the text.<sup>41</sup>

Based on the theories above, the researcher will use a procedure based on Huebener theory to guide this research because the procedure is clearer. This procedure will be applied in teaching speaking in class. In this study, the researcher who becomes a teacher will teach speaking in the form of interpersonal dialogue using the following procedures:

- 1) The teacher reads a short summary of the dialogue.
- 2) The teacher reads a short dialogue. The dialogue is about the dialogue of daily activities.
- 3) The teacher asks the students to repeat together line by line after the teacher reads the dialogue.
- 4) The teacher asks students to repeat the dialogue individually and in chorus. Each sentence can be repeated several times, depending on length and the language learner's awareness. If the teacher detects an error, the guilty student corrects and repeats the sentence.

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<sup>41</sup> Ibid. P. 151

- 5) After the students repeat the dialogue, the teacher asks the students to add some words.

According to the statement above, the researcher made those procedures by adapting the procedure of drilling technique from Huebener. Because the procedure used by Huebener is clear and almost in line with what the researcher will do, such as the teacher will ask students to repeat a conversation or dialogue repeatedly until they can pronounce the dialogue with the correct pronunciation. The researcher can conclude that in teaching speaking by using the Drilling technique. The first teacher asks the student to listen, then comprehend and remember the dialogue. After that, the student should repeat the dialogue individually and in chorus, they may repeat again and add a few words. Dialogue is selected and used as the basis for pattern drills using repetition drilling. Then, the students are expected to make their own dialogue that contains key structure. Then, the students can speak well to perform it in front of the class.

**d. Advantages of drilling**

According to Huebener, the advantages of the pattern drilling technique are:

- 1) It ensures the participation of the students because the students have unique, essential information; all learners need to get other's information
- 2) It will help the students in learning the content of the subject
- 3) It has a strong effect on learning attitudes and social relationships among students in a group
- 4) It will help the students to understand the dialogue because while doing the activity, they will try to

know the meaning of the words or sentences to get the complete content of the dialogue.<sup>42</sup>

Based on the statement above, the researcher concludes that, the drilling technique can help the students to understand the material well. They will understand and memorizing the word from the sentences because the sentences will be read repeatedly. and the trilling technique will, increase their memorize.

**e. Disadvantages of drilling technique**

The disadvantages, Huebener states that these are disadvantages:

- 1) The primary aim of foreign language instruction in school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom but through much additional practice on the outside.

From the first statement, the teacher can overcome that problem by providing an opportunity for the students to practice using the foreign language after the class. Language teachers must be creative in providing learning resources, and they have to keep monitoring the process of the students.

- 2) Real conversation is difficult to achieve in the classroom because the time to develop it is limited.
- 3) Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons on any topic of common interest. Part of its effectiveness is due to facial expressions and gestures.
- 4) Speaking ability is the most difficult phase of a foreign language to teach and acquire. The teacher must be creative in providing learning resources,

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<sup>42</sup> Ibid. p. 20

such as media and interesting topics in teaching. The teacher should provide the students to practice their foreign language.

- 5) It is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher. No textbook can make up for the original everyday life situation.<sup>43</sup>

Based on the statement above, the researcher concludes that this method has some advantages and disadvantages. It can influence in teaching speaking. The disadvantages are not big problems when the teacher teaches the English language. The teachers must be creative in language, creative in teaching process, such as the teacher use some media in learning process, and they have to keep monitoring the process of language learning in class. Thus, it will help the students understand the material, and easier for them to make a conversation in class.

**f. Drilling technique can be combined with media in teaching speaking**

From the procedures for using the drilling technique proposed by Richards and Rodgers, it can be concluded that drilling techniques can be combined with other learning media, such as application-based learning media. With the development of an increasingly modern era, learning is not only carried out through print media but also through electronic and social media such as television, radio, the internet, and even games.

Such as the research conducted by Herdianti Rochmana Putri entitled *The Effectiveness of Teaching Speaking Using the Drilling Method through YouTube*, she gave treatment to the experimental class using drill

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<sup>43</sup> Ibid. p. 21



techniques through videos from YouTube.<sup>44</sup> Likewise, the researcher will use drilling techniques through ELSA applications in this research. Students will be directed to open the material that has been determined by the researcher who acts as a teacher. After that, they will listen to the conversation generated by AI in the application. After listening to the conversation that has been determined, students will be asked to follow or repeat the conversation about what they have heard.

### 3. Theory of media

#### a. Definitions of media

Media is a tool used to understand the material conveyed by a teacher, both in the form of print and electronic media. Media is also a tool to facilitate the application of the components of the learning system so that the learning process can last a long time and be effective. Very helpful learning tool to be more effective and interesting to use is called props. Harmer said media activities that use learning media that involve students are used to convey and manipulate language which usually uses pictures and objects.<sup>45</sup>

According to Andi Kristanto Learning media is anything that can be used to convey messages (learning materials) to stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve learning goals. Each learning media is a means used to achieve learning objectives. It contains information that may be obtained from the internet, books, films,

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<sup>44</sup> Herdianti Rochmana Putri, "The Effectiveness of Teaching Speaking by Using Drilling Method through YouTube," *Journal of English Teaching, Literature, and Applied Linguistics* 6, no. 2 (2022): 70–81. <http://dx.doi.org/10.30587/jetlal.v6i2.4069>

<sup>45</sup> Jeremy Harmer, "*The Practice of Language Teaching*", (Cambridge: Ashford Color Press, 2007), p. 177.

television, and so on, which can be communicated to other people/students.<sup>46</sup>

According to Gerlach and Ely. a media is any person, material, or event that establish condition which enable the learner to acquire knowledge, skill, and attitude.<sup>47</sup> While Gagne and Briggs say that learning media includes tools that are physically used to convey the content of learning material, which consists of books, tape recorders, cassettes, videos, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers. In other words, media is a component of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn.<sup>48</sup>

This means that the media can increase student activity in making learning media as well as image objects and other media that can convey material to students. The existence of print media can help and provide opportunities for someone to master reading and writing skills, while electronic media provides resources for teachers to increase their knowledge of language skills such as speaking and listening.<sup>49</sup>

Based on the explanation above, it can be concluded that media is a tool used to convey material from a teacher to students. Media can be in the form of print or electronic media. Media is very effective to use because it can help in the teaching and learning process so that students do not feel bored in learning activities in class. Media are also a tool to facilitate the learning process activities. Media can also help teachers present their learning material.

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P. 6

<sup>46</sup> Andi Kristanto, "Media Pembelajaran," *Surabaya: Bintang Surabaya*, 2016.

<sup>47</sup> *ibid.*

<sup>48</sup> *ibid.*

<sup>49</sup> Carol Bertram et al., "Using Media in Teaching," 201. p.91.

## b. Types of media

Traditional media are called broadcast media, usually made externally by established production sources, such as film studios and television. Radio, newspapers, textbooks, and tapes are also included in the traditional media, and these are provided either for individuals or a wider audience to view or read passively. In contrast, newer digital media, which includes social and interactive media, are forms of media in which users can consume and actively create content from digital media, including applications, multiplayer video games, YouTube videos, or video blogs (vlogs).<sup>50</sup>

Every learning media has its own characteristics. These characteristics can be identified through the ability of media in generating the sensory stimulation of sight, hearing, touch, taste, and smell. There are three types of media, such as visual media, audio media, and audio-visual media. These types can be used in teaching and learning as the instructional to bring all students into comprehending the subject clearly.

### 1. Visual media

Visual media is a type of media that expresses messages through verbal communication symbol. These symbols mean that they need to be understood completely, so that the process of delivering message can be effective and efficient. Besides, this media has function to attract the students' attention, clarify the presentation of learning subject, illustrate or decorate facts which might be forgotten when it is not visualized.

#### a) Pictures

The most commonly used images are photographs, postcards, illustrations from books, and study prints. These images can

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<sup>50</sup> Yolanda Linda Reid Chassiakos et al., "Children and Adolescents and Digital Media," *Pediatrics* 138, no. 5 (2016). <https://doi.org/10.1542/peds.2016-2593>

translate abstract ideas into a more realistic format. They can come from a variety of sources such as pictures, magazines, professionally published materials, postcards, photographs. They are easy to use because they do not require special and expensive equipment. Everyone can have visual media like this easily. A teacher should have large size pictures in the class so that they can be seen by every student in the class. Pictures in language teaching can be used as a medium to teach vocabulary, speaking and writing. In vocabulary, students can identify a name for each part of the picture, and then apply it in a sentence. After that, students can present their results in front of the class and also write stories from them.

b) Textbook

A textbook is a logical and systematic presentation of printed material about a particular branch of knowledge or field of study. The benefits of textbooks are: as an individual learning tool, as a teacher's guide in teaching, as a tool to encourage students to choose appropriate learning techniques, as a tool to improve teacher skills in preparing lesson materials. The advantages of using textbooks are: economical, complete and systematic, developing an independent attitude in learning.

In this research, the researcher will use the textbook as a learning reference in the experimental class using the application media in the form of an ELSA application and will use the textbook in the control class

as a learning medium and will be assisted by YouTube videos.

c) Computer

The main uses of computer in language teaching are a as a word processor where the students can sit around a screen and type a text. It is also possible for them to add in graphics and design, as a tool for special material designed for English speaking, English games, CD with workbook, film, interactive listening material, as enormous reference tools such as electronic dictionary and encyclopedia. In addition, computer also provides internet connection this allows the students to communicate with other people through email, Facebook, WhatsApp, Telegram, and other application like learning application. This facility sustains students to practice English spoken and written to English speakers from anywhere in the world.

2. Audio media

Audio media is related to the sense of hearing. Messages conveyed through audio media are in the form of auditive symbols, both verbal and nonverbal. Audio media in the world of learning is defined as learning material that can be presented in an auditive form that can stimulate students' thoughts, feelings, attention, and abilities so that the learning process occurs. Based on learning development, audio media is considered a teaching material that is economical, fun, and easy to prepare and use by teachers and students. Learning materials can be presented sequentially, are fixed certain, and can also be used as learning media for independent learning.

## a) Tape recorder

Tape recorders can be used to play textbook tapes, people talking tapes and music tapes. Students can also record their own speech (to check pronunciation, intonation, fluency, accent, and so on.). Using this media, a teacher can improve students' ability to listen or speak. Students can listen to a native speaker speak from a recording to test their listening skills. In addition, it can help students to understand reading material through listening to music, news, and so on. In addition, tape recorders can also test students' speaking skills by recording their monologues or dialogues and then identifying errors in them.

## b) Radio

Radio is an audio medium whose message delivery is carried out through the emission of electromagnetic waves from a transmitter. It sounds that contain messages are communicated or informed via a microphone which will then be emitted via electromagnetic waves, and the listener captures the information via radio. Radio is very good for developing children's imagination through broadcast messages. In addition, radio can stimulate active participation from listeners, such as drawing, writing, demonstrating, or dancing while listening to radio broadcast messages. In addition, radio can focus students' attention through words, sentences, or music, so it is considered very suitable for teaching music and language.

### 3. Audio visual

Audio visual media is a series of electronic images accompanied by audio sound elements included in the videotape. The series of electronic images is then played with a device in the form of a video cassette recorder or video player. Audiovisual media is a combination of audio and visual media, commonly called listening media. With more complete characteristics, audiovisual media can overcome the shortcomings of both audio and visual media. Audiovisual media's function and capability will increase if equipped with motion characteristics. Audiovisual is able to convey messages that are more complex and more realistic.

#### a) YouTube

YouTube has the potential to change how the education system works by stimulating student participation and interest. Teachers can find a wide variety of professional videos made by experts, covering almost every subject, from general to specialized material. Crash Course, School of life, Vice News, and Lesson from the screenplay are examples of professional websites that teachers can use in the classroom. They provide engaging content, with graphs and charts that students can later use to expand their knowledge. This creates possibilities to improve student's language skills and provide them with new information.

In this research, the researcher will use YouTube as a medium to help the learning process in the control class. The researcher uses YouTube as a learning medium in the control class because apart from learning applications that are designed to be learning

media, YouTube is also an application that can be used for learning, one of which is learning English. Students can see English conversation videos from natives to practice these conversations and learn how to pronounce words or sentences correctly. Apart from that, another consideration that the researcher took to use YouTube videos as a learning medium because the English teacher not using online media and only using textbooks, so the researchers took the initiative to use YouTube videos so that the learning process between the experimental class and the control class will be balance.

b) Television

Television is an electronic moving picture with accompanying or accompanying sound; image and sound reach the eyes and ears simultaneously from a remote broadcast. TV is a powerful medium for disseminating information simultaneously and has proven to have very effective capabilities, so it can be used to broadcast learning programs nationally.

4. Application-based learning media

There are also application-based learning media, advanced AI technology has made many language learning applications available to help learners.<sup>51</sup>

There have been improvements in mobile technology for language teaching and learning. Mobile Assisted Language Learning (MALL) provides easy access for

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<sup>51</sup> Nguyen and Vo, “*The Need of Applying English Learning Apps to Help Van Lang University Students Improve Their Spoken English Performance.*”



every learner without any constraints either place or time. In Mobile Learning, devices such as smartphones, iPods, tablets, laptops, and computers are implemented for language learning. Many applications are developed and used for those learning English as a second language.<sup>52</sup> The application can be downloaded via the App store and Google play store so that it can make it easier for users to learn languages using the applications that have been provided. One of the language learning applications is the Elsa speak application which can be downloaded via the Google Play store.

a) Elsa application

Elsa is simple and provides navigation between topics and skills, levels, reports, and other features. The user can set the display language (English, Vietnamese, or Japanese, Indonesia, and so on as a good indicator of the target audience for this app). Depending on the user's proficiency level, the skill includes exercises such as initial and final sounds, minimal pairs, schwa, th sounds, and consonant clusters. Applied linguists usually refer to these as the individual-sounding segmental phonemes in a word. Topics include food, entertainment, technology, culture, everyday conversation, and relationships.

b) Cake application

Cake is the latest popular Android mobile application developed by South Korea. The Cake is an application to help people become better conversationalists. It gives people the confidence and skills to speak powerfully on stage, in public, or daily life.

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<sup>52</sup> Ramya Gangaiamaran and Madhumathi Pasupathi, "Review on Use of Mobile Apps for Language Learning," *International Journal of Applied Engineering Research* 12, no. 21 (2017): 11242–51.

## c) Duolingo

Duolingo is a free language learning app created by Luis Von Ahn and Severin Hacker that was launched in November 2011 and offers 68 different language courses in 23 languages, with an additional 22 languages still in development. Duolingo implements dictation, written learning, and speaking practice for users who have reached a certain level. This application, which can be used on iOS, Android, and Windows Phone, is made so that users can continue improving their discussion skills anytime and anywhere.

## d) Memrise

Memrise is an online educational application available at [www.Memrise.com](http://www.Memrise.com) and can also be downloaded at the Apple Store and Google Play. Memrise is a language learning application developed by an American language technology company that allows users to master foreign languages with their cell phones without the help of a teacher.

From the explanation of the types of learning media above, there are traditional and digital media. From the explanation of the types of learning media above, there are traditional and digital media. In this research, the researcher will use learning media as an application. From the existence of this digital-based learning media, students will be more interested in participating in learning because the materials in the media are equipped with several animations, which will make the learning process more enjoyable.

Exactly in this research, the researcher used ELSA application as a learning media in experimental class as a learning media.

### c. **The function of teaching media**

Teaching media are tools that a teacher will bring into the classroom to facilitate the teaching and learning process. Teaching media are all physical devices that can present messages and stimulate students to learn.<sup>53</sup> Thus, learning media is expected to help teachers present lessons more clearly and interestingly for students to follow.

In the learning process, the media has functions as a carrier of information from the source (teacher) to the recipient (student). There are several functions of teaching media. Here are some functions of teaching media:

#### 1. Educational Function

Providing a valuable educational influence, educating students and society to think critically, providing meaningful experiences, developing and broadening horizons, providing authentic functions in various fields of life, and the same concept

#### 2. Economical function

Achievement of learning objectives can be achieved efficiently, and the achievement of material can reduce the use of costs and time.

#### 3. social function

Expanding the association between students, developing understanding, developing experiences, and students' intrapersonal intelligence.

#### 4. cultural function

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<sup>53</sup> Ahmad Baidawi, "Using Visual Media in Teaching Speaking," *OKARA: Jurnal Bahasa Dan Sastra* 10, no. 1 (2016): 54–65. P.56.  
<https://doi.org/10.19105/ojbs.v10i1.811>

Providing change in human life, in inheriting and continuing elements of culture and art that exist in society.

In addition, the functions of learning media are as follows:

1. The delivery of learning messages can be more standardized in conveying material between one teacher and another, and there is no gap in the messages taught by each teacher.
2. Different interpretations can be avoided, different interpretations between teachers can be avoided, and can reduce information gaps between students wherever they are.
3. The learning process becomes clearer and more interesting. The media can display information through sound, images, movement, and color, both naturally and manipulated, thus helping the teacher to create a livelier learning atmosphere, not monotonous and not boring.
4. The learning process becomes more interactive. With media, there will be active two-way communication, whereas, without media, the teacher tends to talk in one direction.
5. Efficiency in time and effort, with media learning objectives, will be more easily achieved to the maximum with the minimum time and effort. The teacher does not have to explain the teaching material repeatedly because students will more easily understand the lesson with one presentation using the media.

6. To improve the quality of student learning outcomes, learning media can help students absorb learning material more deeply and intact. If only by hearing verbal information from the teacher, students not understand the lesson. However, if it is enriched by seeing, touching, feeling, and experiencing themselves through media, students' understanding will be better.
7. Media allows the learning process to be carried out anywhere and anytime. Learning media can be stimulated so students can carry out learning activities more freely anywhere and anytime without depending on a teacher.
8. The media can foster students' positive attitudes toward the material and the learning process. The learning process becomes more interesting, so that it encourages students to love science and like to find their own sources of knowledge.
9. Changing the role of the teacher to a more positive and productive direction, the teacher can share roles with the media so that they have more time to pay attention to other educational aspects, such as helping students with learning difficulties, building personality, motivating learning, and so on.<sup>54</sup>

From the explanation above the researcher conclude that, that there are a lot of function of learning media, such as; the media can influence the education, the material, can break the ice in the classroom.

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<sup>54</sup> Kristanto.P. 11

Learning media can make learning process becomes more interactive, and student will be interested for learning new material.

**d. The use of media to teach speaking**

As explained in the definition of media section, media is a technology that conveys messages that can be used for learning needs. With learning media, a teacher can easily convey learning material. Media is also a communication tool used in the learning process to convey information in the form of material so that students become more interested in participating in learning activities. Teaching and learning media are anything that can be used as a tool to convey messages that can stimulate students' thoughts, feelings, concerns, and desires to learn. In teaching and learning activities, a teacher uses learning media to assist learning objectives during the teaching and learning process. The utilization of learning media is usually to attract students' attention. Attention, clarifying the delivery of material in class, overcoming the limitations of space and time, and streamlining learning activities. The use of media to teach speaking does not only use books but also in today's modern era. Many media are more attractive and effective to use, such as media through applications.

One of the themes is education software that can help to teach speaking in class, such as:

1. Orai Application is an application that can avail someone learns to speak in English. By using the Orai application, a person can assess his potential to speak. The Orai application was developed by Danish Dhamani.
2. Duolingo, a language learning program called Duolingo is accessible on computers and mobile devices. The most popular and well-known application on the market is this one. The web, Windows Phone, Android, and iOS platforms all

support this app. People learning English and other languages, including Italian, German, and Spanish, can benefit from this program's ease of use. The advantage of this software is that users may pick how they want to practice it and can use it for up to five minutes every day. One tactic that instructors and students may both utilize is the Duolingo program. By using this learning tool, students will be able to replicate or practice the sentences they already know.<sup>55</sup>

3. ELSA Application are the application there are pronunciation exercises. Here the user can say the proposed word or phrase and get feedback (color-coded) for each phoneme and phonetic instructions for correcting errors. Then there are intonation exercises so that users will also practice syllable stress as intonation and sentence rhythm. To practice Speaking Ability, there is also Conversation practice, Users will practice conversations and receive instant feedback on their pronunciation and intonation at the word level. In the ELSA application, the user can also check the sentences contained in the application, but the sentences will be divided into words. Apart from that, the ELSA Application also has a free text input mode where users can listen to examples of pronunciation of any word or sentence and then practice it and get immediate feedback on how it is pronounced.

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<sup>55</sup> Syafrizal Syafrizal, Niken Sekar Cahyaningrum, and Tosi Rut Syamsun, "Duo Lingo Application for Teaching Speaking Skills Class: Students' Perception of Speech Ability," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 1041-49. <http://dx.doi.org/10.24256/ideas.v10i1.2881> P. 1043

#### 4. Elsa speak application

##### a. Definition of Elsa application

Elsa Speak is a mobile application that allows users to practice and improve their pronunciation and intonation skills through a series of exercises that are evaluated on our servers. Team Elsa speak application has so far developed the droid (available since November 2015), and Apple IOS (available since March 2016) version of the app and they keep updating it following the feedback from the app users. The app currently offers three main types of practice: pronunciation, intonation, and conversation training.<sup>56</sup>

ELSA, English Assistant, is a fun and interesting application specially designed to help you improve your English pronunciation. ELSA's artificial intelligence technology was developed using voice data of people who speak English with various accents. This allows ELSA to recognize the speech patterns of foreign speakers, distinguishing it from most other speech recognition technologies.<sup>57</sup>

Based on Becker & Edalatishams. ELSA application is an application for the non-native accent in English, and it stands for English Speaking Assistant. It also uses Artificial Intelligence Assets (AI) like automatic speech recognition (ASR) to provide input on user pronunciation accuracy. Depending on the user's proficiency level, the activities offered mainly train English pronunciation, including the beginning and ending sounds, minimal pairs, schwa, the sounds, and consonant clusters.<sup>58</sup>

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<sup>56</sup> Anguera and Van, "English Language Speech Assistant."

<sup>57</sup> Meet ELSA - Your personal AI-powered English speaking coach. <https://elsaspeak.com/en/> accessed on March 2023.

<sup>58</sup> Yunita Fakdawer Maria Rosa, "ELSA Apps to Encourage Learner Autonomy," 2020. <https://repository.uksw.edu/handle/123456789/20949> p. 5



ELSA application is an English pronunciation application that helps you speak English confidently and clearly. ELSA is an application that can be downloaded via Play Store on your cellphone or smart phone. Elsa speak application trains English learners how to speak English properly. Elsa can also help with learning English for IELTS exams and even for ESL classes. Learn important English conversations and phrases. Practicing English related to your field advances your career.<sup>59</sup>

ELSA is simple and provides navigation between topics and skills, levels, reports, and other features. The user can set the display language (English, Vietnamese, or Japanese, Indonesia, and so on as a good indicator of the target audience for this app). Depending on the user's proficiency level, the skill includes exercises such as initial and final sounds, minimal pairs, schwa, th sounds, and consonant clusters. Applied linguists usually refer to these as the individual-sounding segmental phonemes in a word. Topics include food, entertainment, technology, culture, everyday conversation, and relationships.<sup>60</sup>

The researcher chose the ELSA Application because this application has its advantages. The advantages of the ELSA Application are the application there are pronunciation exercises. Here the user can say the proposed word or phrase and get feedback (color-coded) for each phoneme and phonetic instructions for correcting errors. Then there are intonation exercises so that users will also practice syllable stress as intonation and sentence rhythm. To practice Speaking Ability, there

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<sup>59</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. <https://doi.org/10.37755/sjip.v8i1.616>

<sup>60</sup> Kimberly Becker and Idée Edalatishams, "Technologi Review: Elsa Speak Accent Reduction," in *A Journal of Conference in Second Language Learning and Teaching*. ISSN, 2019, 2380–9566.

is also Conversation practice, Users will practice conversations and receive instant feedback on their pronunciation and intonation at the word level. In the ELSA application, the user can also check the sentences contained in the application, but the sentences will be divided into words. Apart from that, the ELSA Application also has a free text input mode where users can listen to examples of pronunciation of any word or sentence and then practice it and get immediate feedback on how it is pronounced.

When conducting conversations, students can also see their scores in percentage form, not integer form, so the researcher took the initiative to round off the Elsa score when taking students' speaking scores.

## **b. Feature in Elsa application**

### **1. Dictionary**

This feature provides the pronunciation of any word plus the opportunity to connect to Youglish.com, a website that offers YouTube clips with an audiovisual emphasis on specific sounds, words, or phrases.

### **2. Progress**

This contains Elsa's pronunciation score and rating. Elsa's pronunciation score summarizes progress in three sections: Word Sound, Word Stress, and Conversation. Word sound determines the feedback about each phoneme, and word stress assesses syllable stress. The second improvement feature, English pronunciation score, is a collection of scores from the Elsa activities. The third progress feature, "Scoring," allows users to record sentences and provide feedback on segmental issues such as consonant clusters, aspiration sounds, and schwa. Elsa provides correct score percentages and users can get a detailed report.

### 3. Coach

This is a feature for practice lessons that have been recommended by Elsa based on existing progress. Users can improve their pronunciation in speaking skill through recommended practices. In addition to practicing with recommended lessons, users can also choose lessons available in it, such as “Real-life Communication,” in which there are several conversations to practice pronunciation in speaking skills.

### 4. Speech Analyzer

In this feature, users can practice conversation through questions given by Elsa.

### 5. Study sets

In this feature, users can create or put what they will learn in the column provided they only need to write the name and material category. For example, food category, users can write vocabulary related to food such as desserts, bread, meat, and others.

### 6. Course finder

In this feature, users can choose what topics to study according to their needs such as thanks and giving opinion, self-introduction and describing something. Then they can practice and get feedback from Elsa. Users can see the score they got, and they can improve their pronunciation according to the feedback given.<sup>61</sup>

## c. How to use Elsa application

There are steps to use ELSA application such as:

1. The first download the app on play store for Android users and App store for IOS users.
2. The user register account or can skip the next stage

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<sup>61</sup> Meet ELSA - Your personal AI-powered English-speaking coach <https://elsaspeak.com/en/> accessed on 24 may 2023

3. Then, on the learning menu view the user can choose which material to study.
4. After selecting the material, the user will pronounce a word, sentence, or conversation provided by ELSA application.
5. ELSA application will give a score to the user regarding the fluency of pronunciation and ELSA application will mark the location of pronunciation error.<sup>62</sup>

Based on the step above, the researcher decided that will use the step how to use ELSA application in her research as bellow:

1. Students download/install the Elsa speaks application from the Google Play Store or Apple App Store.
2. After the Elsa application has been downloaded and installed, the students' requisite register by entering an email and password, or students can register via a Facebook account.
3. After registering, the students' will be directed to the language selection section, thus the students can choose which language will be used as the Elsa application display when studying.
4. After that, the students will be asked questions about using the application. There are several answer choices available such as Travel, Job opportunities, education, and entertainment. If the user is a student, they will select the education section.
5. After completing registration, the students will be on the main page, and then the researcher will direct them to the Course finder feature. In this feature, the researcher will choose a middle school topic. In this

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<sup>62</sup> Muamar Muamar, Andi Tenri Ampa, and A M St Asmayanti, "Improving The Students' pronunciation Using English Language Speech Assistant (Elsa) Application (A Pre-Experimental Research At The Eleventh Grade Students Of Sman 9 Makassar)," *Journal of Language Testing and Assessment* 2, no. 2 (2022): 119–24. P. 9

topic, there are several materials that students can learn, and they can practice speaking skills with the correct pronunciation.

6. After that, students will be given a speaking test using the material available on Elsa, and then students will get feedback from the application, so they can correct what has been corrected. Students can also see their speaking score or their conversation score in the form of a percentage which includes scores of pronunciations, fluency, and also intonation.

**d. Procedures of Teaching Speaking by using Elsa speak application.**

The researcher hopes that using the Elsa speak application in class will make students more interested in learning to speak English. The most common procedure for using the Elsa speak application in teaching consists of the following steps:

based on muamar statement, the procedure of using ELSA application are:

1. The first download the app on play store for Android users and App store for IOS users.
2. The user register account or can skip the next stage
3. Then, on the learning menu view the user can choose which material to study.
4. After selecting the material, the user will pronounce a word, sentence, or conversation provided by ELSA application.
5. ELSA application will give a score to the user regarding the fluency of pronunciation and ELSA application will mark the location of pronunciation error.<sup>63</sup>

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<sup>63</sup> Ibid. p.9

Then based on the procedure above, the researcher will use procedure for teaching speaking by using ELSA application as bellow:

1. The teacher introduces new media that will be used in learning to speak.
2. The teacher will explain the new media, namely the Elsa speak application.
3. After the teacher introduces the application, the teacher asks students to download the Elsa Speak application and register using a personal account such as Facebook or email.
4. The teacher explains how to use the Elsa speak application, from registering through a personal account to how to use it.
5. In student learning activities in class, students will practice conversations based on the material in the application.
6. The teacher will also read the conversation and will be followed by students
7. Then, the teacher will check the results of the conversations carried out by students through the application.
8. To test student understanding, the teacher will ask students to answer questions from AI in the ELSA application based on their ideas and answers without looking at the text in the ELSA application. Then the teacher or the researcher ask students to give the example from the topic and material that was taught before.

**e. Advantages to use Elsa application**

There are several advantages offered by the Elsa Speak Application for its users. These advantages include the following:

1. The advantage of the Elsa Speak application is that the application contains pronunciation exercises.
2. The user can speak the proposed word or phrase and get feedback (color coded) for each phoneme and phonetic instructions for correcting mistakes.
3. Then, there are intonation exercises so that users will also train syllable emphasis as intonation and sentence rhythm.
4. To practice Speaking Skills, there is also conversation practice. Users will practice conversations and receive instant feedback on their pronunciation and intonation at the word level.
5. Users can also check sentences contained in the application, but these sentences will be divided into words.
6. Apart from that, Elsa speak application also has a free text input mode where users can listen to pronunciation examples of any word or sentence and then practice it and get immediate feedback on how it is pronounced.
7. Elsa speak application also have dictionary feature; this feature provides the pronunciation of any word plus the opportunity to connect to Youglish.com.
8. This app employs “proprietary artificial intelligence” (AI) including automatic speech recognition (ASR) to provide feedback on users’ pronunciation accuracy.
9. Students can select a topic, under which they can choose from several lessons.
10. Each lesson is labeled for proficiency level and includes various speaking and listening opportunities.

11. Users can listen to the pronunciation of the target sound and then record themselves.
12. ELSA (English Language Speech Assistant) determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations.<sup>64</sup>

From the advantages above the researcher conclude that by using ELSA application the user or students will get benefit such as: students can improve their speaking skill because there is conversation practice, students will directly get feedback, students can check their pronunciations, and students can find the meaning of the word from dictionary feature in ELSA application.

**f. Disadvantages of using Elsa application**

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.<sup>65</sup>

Based on the disadvantages above the researcher conclude that disadvantage of using the Elsa application is that the application requires a stable network to produce accurate feedback. Besides that, if the network is unstable, the application cannot detect what the user is saying when using this application. So, to make users not feel disturbed by the disadvantages found in the ELSA application, it will be better for users to make sure that the network connection is in good condition before use the application.

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<sup>64</sup> Aswaty and 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." P. 20

<sup>65</sup> Ibid. p. 21



## **5. Teaching speaking through drilling technique with ELSA application as a media**

The teacher was carried out several procedures when teaching speaking material using drilling techniques through the Elsa speak application learning media.

- 1) The teacher explains how to use the Elsa speak application, from registering through a personal account to how to use it.
- 2) The teacher will direct students to the material to be studied according to what is in the application.
- 3) After finding the material that has been determined, there will be a conversation in it.
- 4) In student learning activities in class, students will practice conversations based on the material in the application.
- 5) The teacher will also read the conversation. Then the teacher will ask students to repeat what the teacher has said
- 6) Students are asked to repeat the conversation until they can say the sentence correctly.
- 7) Then, the teacher will check the results of conversations conducted by students through the application.
- 8) The teacher explains how to use the Elsa speak application, from registering through a personal account to how to use it.
- 9) The teacher will direct students to the material to be studied according to what is in the application.
- 10) After finding the material or the topic that has been determined, there will be a conversation in it.
- 11) In student learning activities in class, students will practice conversations based on the material in the application.
- 12) The teacher will also read the conversation. Then the teacher will ask students to repeat what the teacher has said

- 13) Students are asked to repeat the conversation until they can say the sentence correctly.
- 14) To test student understanding, the teacher will ask students to answer questions from AI in the ELSA application based on their ideas and answers without looking at the text in the ELSA application. Then the teacher or the researcher ask students to give the example from the topic and material that was taught before

## 6. Textbook

### a. Definitions of textbook

Textbooks are one type of text, a book for use in an educational curriculum<sup>66</sup>

Textbooks are learning media that arrange learning materials according to subjects, and this helps students learn at school and at home. Ni'mal said that a textbook is a type of text in the form of a book used in the educational curriculum. Textbooks use a consistent evaluation procedure, and textbooks are significant to learners.<sup>67</sup>

This means that the Textbook is a text as a guide for teachers and students in following the teaching and learning process. Textbooks can help teachers explain the material to students. Students can also work on the questions in the book through evaluations or daily assignments.

Biljana said textbooks are books that give certain subjects used in schools and colleges. Textbooks usually combine contemporary and traditional approaches to

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<sup>66</sup> H. Douglas Brown. "teaching by principles an interactive approach to language pedagogy". 2<sup>nd</sup> edition, NY: Longman, 2004. P 136

<sup>67</sup> Ni'mal Fuyudloturromaniyyah, "A Textbook Analysis: An In-Depth Analysis of Activities in Scientific Approach's Perspective in an Efl Textbook for Seventh Grade" (Indonesia University of Education, 2015). Accessed on March 29, 2023

language teaching. Textbooks provide students with relevant information about grammar and vocabulary.<sup>68</sup>

Amerian states that a textbook is a book that is used for instructional purposes. Books are used by students for certain branches of study. Textbooks are the main core of many teaching and learning programs, which have many benefits for both teachers and students. This means that textbooks are books that teachers and students commonly use in teaching and learning activities at school.<sup>69</sup>

Based on the explanation above, textbooks are texts in the form of books used by students in schools that have been adapted to the curriculum. Textbooks are books that provide many benefits for students in schools and colleges. Textbooks are also a resource that contains a collection of materials available to teachers and can assist beginning teachers who need valuable teaching, support, and guidance.

#### **b. Types of textbook**

According to Tarigan, there are four bases or benchmarks used in the classification of textbooks, namely:

- 1) Based on subjects or fields of study  
found in Elementary school, Junior high school, and senior high school
- 2) based on the subject in the relevant field  
found in tertiary institutions
- 3) based on textbook writing perhaps at each level of education

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<sup>68</sup> Biljana B Radić Bojanić and Jagoda P Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing," *Зборник Радова Филозофског Факултета у Приштини* 46, no. 3 (2016). <https://doi.org/10.5937/zrffp46-12094> p.138

<sup>69</sup> Majid Amerian, Alimorad Khaivar. "Textbook Selection, Evaluation and Adaptation Procedures". *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*. 2014. Vol. 6. No. 1. p. 525. Accessed on March 30, 2023.

4) based on the number of textbook authors<sup>70</sup>

According to Haryadin, the types of textbooks used in schools for primary and secondary education, both for students and teachers, which are used for the learning process are:

- 1) main textbooks, which contain lessons in a particular field that are used as subjects for students or teachers
- 2) complementary textbooks, namely those that are helpful, inspiring, or in addition to the main textbooks used by students and teachers. Based on the explanation above, there are two categories of textbooks, namely main textbooks and complementary textbooks, which can be further classified based on subjects, courses, textbook writing, and the number of textbook authors.<sup>71</sup>

Based on the types of textbook above, the researcher concludes that there are a lot of types of textbook that can be used as a media for teaching and learning process, one of them is teaching and learning speaking in the classroom.

### c. How to use textbook

The textbook bound, teacher begins the school year with the lesson on page one and progresses page by page through the book over the course of the year. In order to get through the book, some omit selected chapters.

How to use textbooks in learning are as follows:

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<sup>70</sup> Hamdan Anwari and Sekolah Tinggi Pariwisata AMPTA, "The Role of Teacher in Using Textbook," *Inovish Journal* 6, no. 1 (2021): 1–12. P. 3

<sup>71</sup> Ibid. P. 4

- 1) First of all, the teacher determined the book that used to teach specific material according to the curriculum that has been determined. And prepare materials carefully.
- 2) Then the teacher asked students to prepare their books on the table.
- 3) The teacher explains the material contained in the book. Then ask questions related to the material to students to ensure student understanding.
- 4) If there is a dialogue or monologue about the subject matter, the teacher will read it. Then, students repeated what the teacher has read. After that, students are asked to practice according to the example.<sup>72</sup>

**d. Procedure of teaching speaking by using textbook**

There are some procedures to use textbook based on carol statement:

- 1) The teacher wrote the objectives for her lesson as being: (Sentence construction, reading with understanding, quick thinking, ability to select facts from a long speech, Reporting in the same tense)
- 2) The teacher began the lesson by reading the comprehension passage.
- 3) The teacher explains the material.
- 4) The teacher asked learners questions that they found difficult to answer.

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<sup>72</sup> Jeanne Moulton, "How Do Teachers Use Textbooks and Other Print Materials: A Review of the Literature," *The Improving Educational Quality Project*, 1994, 1–33.

- 5) the teacher provided the examples from the material.<sup>73</sup>

Based on the explanation above, the researcher decided to use similar procedures when the researcher conducted the research, she was teaching speaking by using textbooks in class. Then the most common procedure for using textbooks in teaching consists of the following steps:

- 1) Students prepare their books on the table.
- 2) The teacher explains the material contained in the book
- 3) If there is a dialogue or monologue on the subject matter, the teacher read it
- 4) Then, students repeated what the teacher has read.
- 5) After that, students are asked to practice based on the example.

**e. Advantages of using textbook**

There are advantages of using by using textbook according to Carrol:

- 1) They help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries.
- 2) Textbooks that can assist teachers in preparing material for teaching, using books that are following the curriculum used.
- 3) Textbooks can also help students to study materials at home. Students can read and work on the questions in the book.
- 4) textbooks are attractively presented and they are prepared with a good structure that offer a

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<sup>73</sup> Bertram et al., "Using Media in Teaching." <https://www.divaportal.org/smash/record.jsf?pid=diva2:207097>.

coherent syllabus, satisfactory language control and motivating texts and tapes.<sup>74</sup>

Based on the advantages above, the researcher concludes that by using textbook it can help the students to study the material not only at school, but they can study at home, then they can get and also memorizing new vocabulary from the book. Then they can practice to make conversation with their friends. and then they also can read and practice the conversation from the book.

**f. Disadvantages of using textbook**

- 1) Carrell and Korwitz argue that textbooks lack authentic texts since they depict the preferences and biases of their authors and, therefore, may generate misjudgment, misconceptions, prejudices, and stereotypical representations of people from other countries.
- 2) The use of textbooks limits teachers and the skills
- 3) The price of textbooks may be high for many learners.<sup>75</sup>

To avoid inconvenience to textbook users due to disadvantages in textbooks, it would be better if, when using textbooks, users search for meanings that are not yet known through other media, such as the internet or applications that support us to make meaning or learn what is in the book that we can use google or YouTube. If the book you will use has a high price, you can also read the book through Google Books. It will reduce the discomfort of using textbooks.

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<sup>74</sup> Ibid. P.184

<sup>75</sup> Bojanić and Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing." <https://doi.org/10.5937/zrffp46-12094>.

**g. Teaching speaking using YouTube video based on the material contained in the textbook.**

Khalid defined YouTube as a video-sharing website where users can upload, share, and view videos.

YouTube also appears to be a medium. It archives and distributes audiovisual media, allowing us to expand within us beyond the reach of our bodily geographic environment, introducing us to people and places, sights and sounds we would not otherwise have the opportunity to see.<sup>76</sup>

Besides that, Diki riswandi state that YouTube is an alternative strategy to enhance students' speaking skill. After watching YouTube-based videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do the imitative, intensive, responsive, intensive, interactive and extensive speaking performance. Students can also get new vocabulary and examples of pronunciation that allow them to do the improvement.<sup>77</sup>

From the statement above, the researcher concludes that there are steps to teaching speaking using YouTube video based on the material contained in the textbook, and the step as follow:

- 1) After determining the material according to the syllabus, with a predetermined curriculum, then the teacher will explain the material.
- 2) Then the teacher will play a YouTube video related to the material contained in the textbook

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<sup>76</sup> Pelle Snickars, Patrick Vonderau, and William Uricchio, *The YouTube Reader Eds. Pelle Snickars Patrick Vonderau*, 2009, <http://www.diva-portal.org/smash/get/diva2:750398/FULLTEXT01.pdf#page=137>.

<sup>77</sup> Diki Riswandi, "Use of YouTube-Based Videos to Improve Students' Speaking Skill," *Proceeding of the International Conference on Teacher Training and Education 2*, no. 1 (2016): 298–306, [www.YouTube.com](http://www.YouTube.com), P. 298



to help students more easily understand the material being studied.

- 3) After finishing with the material that has been explained and played through the YouTube video, the teacher asks students questions related to the material to ensure student understanding.
- 4) Because there is a dialogue in the material, the teacher will ask students to listen to what is in the video. Then, students will be asked to repeat what they have listened to. After that, students are asked to practice according to the example.

## **7. Teaching speaking in the class room**

### **a. Teaching speaking through drilling technique with ELSA application**

- 1) The first thing to do in teaching speaking through the drilling technique using the ELSA application is to register via a personal account such as e-mail or Facebook.
- 2) After successfully registering and having an account, the teacher will direct students to the material that has been determined. In the research, the teacher/researcher will use interrogative sentence material. as in the syllabus.
- 3) Then students will practice conversations based on the material in the application.
- 4) The teacher will also read the conversation aloud or play the conversation in the application, and the students will follow it repeatedly until they are able to pronounce the sentence correctly.
- 5) To test student understanding, the teacher will ask students to answer questions from AI in the ELSA application based on their

ideas and answers without looking at the text in the ELSA application.

- 6) Then, the teacher will check the results of conversations made by students through the application.

**b. Teaching speaking through drilling technique with YouTube video based on the material on the textbook**

- 1) The teacher determines what books will be used to teach certain material according to a predetermined curriculum. In this research, the researcher will use the English book "When English rings a bell."
- 2) Then the teacher will open the material in the book on speaking material in chapter VII.
- 3) The teacher explains the material contained in the book. Then ask questions related to the material to students to ensure student understanding.
- 4) The teacher will read an interrogation dialogue about "what will we do?" in the material. Then, students will repeat what the teacher has read if students have not been able to pronounce the sentence. After being given an example, the teacher will repeat the dialogue and be followed by the students until they understand and pronounce the dialogue correctly.
- 5) The activity will be closed with students being asked to practice the dialogue according to the example.

**B. Hypothesis**

Based on the theories and assumptions above, the researcher formulates the Hypothesis in this research was:

Ho: There is no significant Influence of the ELSA application on “Students' Speaking Ability in the First Semester at the Ninth Grade Students of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024.”

Ha: There is a significant Influence of the ELSA application on “Students' Speaking Ability in the first Semester at the Ninth Grade Students of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

Before testing a hypothesis, researcher first determine whether the data is normal and homogeneous. From the research results, it was concluded that the data was not normally distributed because Sig. Test results for the experimental class  $< 0.05$  and the control class  $> 0.05$ . Furthermore, the data is homogeneous, as seen from the Sig. (based on mean)  $0.061 > 0.05$ . This research has data results that are not normal but homogeneous, so the hypothesis test uses a non- parametric test, namely the Mann-Whitney U test. Based on the analysis of data calculations in hypothesis testing, a significant effect can be seen in the Mann-Whitney U test table where the Sig. (2-tailed) the same variance, namely  $0.000 < 0.05$ , means that  $H_0$  is rejected and  $H_a$  is accepted, meaning that the ELSA application can positively and better influence students' speaking abilities. This can be seen from the students' scores before and after treatment compared to the scores of the control class, which was taught using techniques usually carried out by the teacher who assisted with YouTube videos as media. By implementing the ELSA application, students' speaking abilities can be influenced. Therefore, based on research conducted at the ninth Grade Students of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024 and analysis of student pre-test and post-test data in both classes, the researcher concluded that there was a significant influence between using the ELSA application on Students' speaking ability

#### B. Recommendation

Recommendation are written in this section, depending on the research, findings, and conclusions. These suggestions are given to those involved in teaching and learning English. They are English teachers, students and next researchers related to the linear implementation of this research, which is the influence of using the ELSA application on students' speaking ability.

**a. For the English Teachers**

- a) It is important to provide more appropriate learning media like the ELSA application as a new reference that helps and makes it easier for students to enhance their speaking ability. ELSA can be used as a learning media for teaching speaking ability, because the ELSA application has many topics that can be used to practice speaking for all its users, in the ELSA application, there are color codes that can show errors and correct the user's pronunciation if they make pronunciation errors when learning to speak.
- b) Teachers also have to be creative in teaching, teach their speaking seriously, especially in their pronunciation, because the students still have difficulty in pronouncing some words or sentences when speaking.
- c) To get satisfying results, they can apply the ELSA application as a media with drilling techniques. However, teachers should immediately give feedback and show the feedback from the ELSA application to give students more opportunities to master their speaking ability.
- d) However, other techniques can also be used in using the ELSA application as a medium, as long as the focus is on speaking and pronunciation.
- e) Teachers must be careful in using topics and materials from the ELSA application if needed for long-term learning because the ELSA application will update every two weeks so that the material and topics will be updated and different from before. Still, if the teacher does not update the application from Play Store, then the material and the topic will not be updated.

**b. For the Students**

From the results of this research, there are several recommendations for students regarding the use of the ELSA application for students' speaking ability as follows:

- a) When learning speaking skills, students can learn independently through the ELSA application because, in the ELSA application, students will get direct feedback from the application if they make mistakes in pronunciation, so they know which parts they need to improve. Thus, students also can practice their speaking skills out of the class, because they can choose other topic, and they will get direct feedback from ELSA application.
  - b) Students should learn more about pronouncing some words and sentences in English so that there is no misunderstanding of meaning when speaking in English. Students can learn speaking material from the ELSA application so they can get feedback directly from the ELSA application.
  - c) ELSA application not only can be used to students how to pronounce the correct words, but students can also learn other topics and have conversations on IELTS speaking topics, but to access this topic, users or students must access it for a fee.
  - d) Students can also use the dictionary feature in the ELSA application because besides speaking, pronunciations, and IELTS, ELSA also has a dictionary feature for translations.
  - e) Students who want to study topics and material from ELSA on an ongoing basis or in the long term should screenshot the material they wish to learn because the material in the ELSA application will be updated once every two weeks. Still, if students do not update the application from Play Store or the App Store, then the material in the application will be safe and not updated.
- c. For the Next Researchers**
- a) In this research, the use of the ELSA application is supported by using other technique. The name of the technique is drilling technique, especially repetition drilling. It would be better if the next researchers tried to

use other types of drilling, like substitution and transformer drilling.

- b) In this research, the researcher focused on declarative and interrogative sentences with the topic of daily routine and focused on pronunciation, which is one aspect of speaking ability. The next researchers can focus on other aspects and the topic, or the next researchers can also do it on other materials such as thanking and giving opinion, or describing something.
- c) Further researchers can use the ELSA application to be applied at various levels of students because it is fascinating to use in class. It can also be applied to senior high school and junior high school, since implemented by other researcher, however it is strongly recommended for the next researcher to applied the ELSA application in the elementary level, because since the researcher conduct this research the researcher have not found other research that uses the ELSA application at the elementary school level.
- d) However, other techniques can also be used in using the ELSA application as a medium, as long as the focus is on speaking and pronunciation, by using other theories.
- e) It is recommended that future researchers be more careful in selecting and using topics and materials in the ELSA application and not carry out research using the material beyond the specified time. To be better and safer, future researchers should not update the application before the research is complete.

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