



Jurnal Review Pendidikan dan Pengajaran
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
 Volume 8 Nomor 4, 2025
 P-2655-710X e-ISSN 2655-6022

Submitted : 29/11/2025
 Reviewed : 11/12/2025
 Accepted : 19/12/2025
 Published : 29/12/2025

Tri Widyastuti¹
 Purwo Haryono²
 Hersulastuti³

THE EFFECTIVENESS OF USING ENGLISH LANGUAGE SPEECH ASSISTANT (ELSA) SPEAK APPLICATION ON ENGLISH SPEAKING SKILL OF THE NINTH GRADE STUDENTS OF SMP NEGERI 3 MANISRENGGO KLATEN IN THE ACADEMIC YEAR 2025/2026

Abstrak

Penelitian ini merupakan jenis penelitian kuantitatif, dengan menggunakan bentuk penelitian eksperimen. Metode penelitian eksperimen diartikan sebagai metode penelitian yang digunakan untuk mengetahui pengaruh perlakuan tertentu terhadap perlakuan lain dalam kondisi yang dapat dikontrol, dengan cara memberikan perlakuan tertentu pada kelompok eksperimen dan memberikan kelompok kontrol sebagai pembandingan. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 3 Manisrenggo Klaten. Sampel penelitian ini menggunakan purposive sampling karena diambil dari dua kelas dengan memilih berdasarkan pertimbangan dan memperoleh kelas IXa sebagai kelas eksperimen dan kelas IXb sebagai kelas kontrol karena kedua kelas tersebut hampir sama kualitasnya.. Teknik pengumpulan data menggunakan test dan dokumentasi. Teknik analisis data menggunakan teknik statistic t (Uji-t). Berdasarkan analisis data dari penelitian dan pengujian hipotesis yang dilakukan, dapat disimpulkan bahwa metode pembelajaran menggunakan aplikasi English Language Speech Assistent (ELSA) Speak berpengaruh terhadap kemampuan berbicara bahasa Inggris. Hasil belajar siswa yang menggunakan pembelajaran berbasis aplikasi English Language Speech Assistent (ELSA) Speak lebih tinggi dibandingkan dengan siswa yang menggunakan pembelajaran konvensional. Peningkatan kemampuan berbicara bahasa Inggris menunjukkan bahwa rata-rata di kelas eksperimen berada pada kategori sedang, sedangkan rata-rata di kelas kontrol berada pada kategori rendah. Hal ini juga ditunjukkan dari hasil uji t posttest siswa dengan diperoleh nilai posttest Sig. (2-tailed) lebih besar dari nilai alpha penelitian, sehingga dapat disimpulkan bahwa H0 penelitian ini ditolak dan H1 diterima. Oleh karena itu, dapat disimpulkan bahwa penggunaan aplikasi English Language Speech Assistent (ELSA) Speak untuk pengajaran kemampuan berbicara bahasa Inggris dalam mata pelajaran Bahasa Inggris kelas sembilan di SMP Negeri 3 Manisrenggo, Klaten efektif.

Kata Kunci: Media Keteampilan Berbicara, Efektivitas, *ELSA Speak*

Abstract

This research is a type of quantitative research, using an experimental research form. The experimental research method is defined as a research method used to determine the effect of certain treatments on other treatments in controllable conditions, by providing certain treatments to the experimental group and providing a control group as a comparison. The population in this study were all students of class VIII of SMP Negeri 3 Manisrenggo Klaten. The sample of this study used purposive sampling because it was taken from two classes by selecting based on considerations and obtaining class IXa as the experimental class and class IXb as the control class because the two classes had almost the same quality. The data collection technique used tests and documentation. The data analysis technique used statistical techniques t (T-test). Based on the

^{1,2,3} Program Studi Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Widya Dharma

email: widyahessanew@gmail.com¹, pwharyono@gmail.com², hersulastuti@unwidha.ac³

data analysis from the research and hypothesis testing conducted, it can be concluded that the learning method using the English Language Speech Assistant (ELSA) Speak application has an impact on English speaking skills. The learning outcomes of students using the English Language Speech Assistant (ELSA) Speak application-based learning were higher than those using conventional learning. The improvement in English speaking skills showed that the average in the experimental class was in the medium category, while the average in the control class was in the low category. This is also demonstrated by the results of the students' posttest t-test, with a posttest value of Sig. (2-tailed) greater than the study's alpha value. Therefore, it can be concluded that the study's H₀ is rejected and H₁ is accepted. Therefore, it can be concluded that the use of the English Language Speech Assistant (ELSA) Speak application for teaching English speaking skills in ninth-grade English at SMP Negeri 3 Manisrenggo, Klaten is effective.

Keywords: Speaking Skills, Effectiveness, ELSA Speak

INTRODUCTION

In the rapidly developing digital era, the importance of practical communication skills has never been more prominent. Proficiency in language acquisition is the primary foundation of practical communication skills, and the language learning process has undergone a profound transformation with the presence of technology. Language learning continues to develop with new challenges as we enter the era of Technology 5.0. Nevertheless, the use of technology in language education has gained significant attention, both inside and outside traditional classroom environments. As defined by Shadieff et al. (2020), technology includes the systematic use of technological processes, methods, or information to achieve educational goals. Considering the rapid development of technology, it is clear that language learning has gained significant benefits. Therefore, language learning now has access to various digital tools and resources.

English speaking proficiency is considered very important because it has become an international language used in various real-life application contexts, including global communication, trade, and higher education. However, Indonesian students still face limitations in their speaking ability and experience difficulties when they must express their thoughts openly (Raheem, 2023).

This also occurs among ninth-grade students of SMP Negeri 3 Manisrenggo Klaten. Based on the results of preliminary observations from English speaking test results, the students' average score was 60, while the Minimum Mastery Criteria (KKM) score was set at a minimum of 75. In addition, the results of interviews with the English teacher indicated that the students' literacy level was still below the criteria. Furthermore, based on observations from questionnaires distributed to students during English learning, several problems were found, such as students often feeling less confident during learning, lack of motivation to study, and some students being less focused or even sleepy, which resulted in a lack of effort in the learning process.

The lack of time and opportunities available for students to engage in real-life conversation practice remains a major concern. In addition, because most Indonesian people are non-native English speakers and have limited access to native speakers, their English pronunciation proficiency is still low. A previous study by Sholeh and Muhaji (2015) emphasized that a large number of students in Indonesia still carry the influence of their mother tongue in English pronunciation. As a result, students face considerable obstacles in achieving natural English proficiency.

Thus, it becomes clear that effective oral communication is not only a linguistic proficiency but also a transferable skill with broad implications supported by technology. This significantly expands language learners' access to digital communication tools to practice speaking skills (Kim, 2018). The ability to express thoughts and ideas fluently in English is highly needed by employers in various sectors, which ultimately shapes the future direction of graduates. To bridge the gap between the essential need for practical oral communication skills and the challenges faced by Indonesian students in achieving English speaking proficiency for real-life application, this research provides a strategy to improve oral proficiency through technology-based learning, specifically with the English Language Speech Assistant (ELSA)

Speak. Kim (2018) emphasizes the important role of media technology in providing unlimited opportunities for language learners to explore and communicate, opening the door to many career opportunities.

The integration of technology in language learning, particularly in the context of English language acquisition, cannot be denied, and technology has changed the landscape of language education. Therefore, technology integration has facilitated more engaging and efficient teaching and learning sessions, especially in language education (Pazilah, Hashim, & Yunus, 2019). In addition, in the context of English language acquisition, oral proficiency, or speaking skills, becomes the main focus to be improved. This is in line with Nunan (1991), as cited in Chand (2021), who states that one of the English skills that must be mastered by every foreign language learner is speaking English fluently in daily or formal situations. Therefore, speaking has become one of the main skills that demands development and refinement for effective communication (Leong & Ahmadi, 2017).

Furthermore, it should be noted that technology has facilitated new opportunities to improve the English learning process through application media. This technological innovation has significant potential, particularly in English acquisition. One application that deserves appreciation for English learning is the ELSA Speak platform. ELSA (English Language Speech Assistant) is a technological tool created to help students improve their English speaking ability in this context (Sari et al., 2023). This platform can identify pronunciation errors and offer corrections through detailed feedback and suggestions using Artificial Intelligence (AI). English skills can be mastered anytime and anywhere.

Consistent ELSA Speak practice can play an important role in improving speaking skills. Likewise, a recent study by Sari et al. (2023) using the English Language Speech Assistant (ELSA) Speak program as a teaching aid has the potential to sustain improvements in students' speaking skills and provide valuable insights for educators regarding the effectiveness of the application in improving students' oral speaking skills. Akhmad and Munawir (2022) stated that students are interested in and have positive perceptions of the ELSA Speak application. This finding is in line with Aeni et al. (2021), who argue that intensive speaking sessions using the English Language Speech Assistant (ELSA) Speak application effectively increase student motivation, resulting in greater participation and increased enthusiasm in learning.

Based on the description above, the researcher is interested in examining the effectiveness of using the English Language Speech Assistant (ELSA) Speak application in improving the English speaking skills of ninth-grade students at SMP Negeri 3 Manisrenggo, Klaten, in the 2025/2026 academic year.

METHOD

This study uses a quantitative approach. This research is quasi-experimental with a pretest–posttest control group design. Sugiyono (2016) explains that experimental research involves two groups. The first is the experimental group, namely the group given treatment using the English Language Speech Assistant (ELSA) Speak application method in English learning. The second group is the control group, namely the group that uses conventional methods (lecture).

This research was conducted on ninth-grade students of SMP Negeri 3 Manisrenggo Klaten in the 2025/2026 academic year who live in Sapen Village, Manisrenggo District, Klaten Regency, Central Java Province. The research was conducted from July 2025 to October 2025. The research subjects were ninth-grade students of SMP Negeri 3 Manisrenggo, Klaten, in the 2025/2026 academic year.

Population is not only humans, but also other natural objects (Sugiyono, 2010). The population in this study was all ninth-grade students of SMP Negeri 3 Manisrenggo Klaten consisting of 10 study groups. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010). This research sample used purposive sampling because it was taken from two classes selected based on consideration and obtained class IXA as the experimental class and class IXB as the control class because the two classes had nearly the same quality.

RESULTS AND DISCUSSION

Students' Learning Outcomes

Table 1 : Description of Pretest–Posttest Scores for the Experimental Class and Control Class

Description	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
Minimum Score	15	40	25	30
Maximum Score	70	85	75	85
Range	55	45	50	55
Average	46,25	60,35	48,44	59,13
Variance	177,08	122,08	205,54	205,48
Standard Deviation	13,30	11,04	14,08	14,33

The attached table shows that the pretest scores for the experimental and control classes differ in their highest and lowest values. Based on this data, the control class students obtained higher scores than the experimental class students.

After the experimental class received the English Language Speech Assistant (ELSA) Speak learning treatment, while the control class did not receive the treatment, both classes were given a posttest. The posttest results show differences in learning outcomes between the experimental and control classes. The experimental class improved to a score of 60.35 (posttest), while the control class only improved to a score of 59.13 (posttest). Therefore, the table concludes that there is a significant effect of using the English Language Speech Assistant (ELSA) Speak learning media in English learning.

Table 1 shows all the data required for analysis and hypothesis testing. However, the posttest variance is quite large, namely 122.08 for the experimental class and 205.48 for the control class. Therefore, comparative data are needed to determine the cause of this difference. The table indicates that the variance between the experimental and control classes differs significantly.

Based on the collected data regarding students' English learning outcomes without using the ELSA Speak application, with a score range of 0–100, the mean scores are 48.44 (pretest) and 59.13 (posttest), the variances are 205.54 (pretest) and 205.48 (posttest), and the standard deviations are 14.08 (pretest) and 14.33 (posttest). The average improvement is 30.48%.

Based on the collected data regarding students' English learning outcomes without using the ELSA Speak application, with a score range of 0–100, the mean scores obtained are 48.44 (pretest) and 59.13 (posttest), the variances are 205.54 (pretest) and 205.48 (posttest), and the standard deviations are 14.08 (pretest) and 14.33 (posttest). The average improvement is 30.48%.

Descriptive Statistical Analysis

Table 2 : Results of Descriptive Statistical Analysis of the Experimental Class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttest Results	32	45	40	85	1690	60,36	2,088	11,049	122,090

Based on Table 2 above, it shows that N or the number of valid data from the experimental class is 32, the minimum score is 40, and the maximum score is 85. The posttest results show that the mean score is 60.36, and the standard deviation is 11.049.

Hypothesis Testing Using t-Test

Table 3 : Hypothesis Testing Using t-Test

Levene's Test for Equality of Variances				t-test for Equality of Means				
F			Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest Score	Equal variances assumed	,745	,392	-,599	31	,551	-2,198	3,667
	Equal variances not assumed			-,600	54,918	,551	-2,198	3,662
Posttest Score	Equal variances assumed	2,622	,111	,359	31	,721	1,219	3,399
	Equal variances not assumed			,360	52,462	,720	1,219	3,383

Based on Table 3 above, the posttest Sig. (2-tailed) value is 0.721. Meanwhile, the research alpha level is 5% or 0.05. This means that the Sig. (2-tailed) value is greater than the alpha value ($0.721 > 0.05$), so it can be concluded that in this study H_0 is accepted and H_1 is rejected. Therefore, it can be concluded that the ELSA Speak application is effective for learning English speaking skills for fourth-grade students of SMP Negeri 3 Manisrenggo Klaten.

Discussion

Based on Table 3 above, the posttest Sig. (2-tailed) value is 0.721. Meanwhile, the research alpha level is 5% or 0.05. This means that the Sig. (2-tailed) value is greater than the alpha value ($0.721 > 0.05$), so it can be concluded that in this study H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that the ELSA Speak application is effective for learning English speaking skills for fourth-grade students of SMP Negeri 3 Manisrenggo Klaten.

The results of this study indicate that English learning using the ELSA Speak application is effective in improving the English speaking skills of ninth-grade students at SMP Negeri 3 Manisrenggo, Klaten. This is indicated by the t-test value of 2.622 at a degree of freedom (df) of 52.462, and a significance value of 0.111, which is greater than the 5% significance level ($0.111 > 0.05$). In addition, the experimental class that used the ELSA Speak application obtained a mean score of 60.36.

Furthermore, the mean posttest score of students who learned using the ELSA Speak application (experimental class) was 60.36, with a pretest score of 46.23. Meanwhile, the mean posttest score of students who learned using a conventional approach (control class) was 59.13, with a pretest score of 48.42. This shows that there is a difference in English learning outcomes between the experimental class and the control class. Thus, learning using the ELSA Speak application in English instruction is more effective than learning using a conventional approach in improving students' learning outcomes, especially English speaking skills in Grade IX of SMP Negeri 3 Manisrenggo Klaten.

This study states that learning with the ELSA Speak application can improve students' English speaking skills in Grade IX English subjects. Learning outcomes are influenced by

many factors. As stated by Suryabrata (2011), the factors that influence student learning outcomes consist of two factors, namely internal factors and external factors.

Internal factors include psychological factors (talent, interest, and intelligence) and physical factors. External factors include social factors such as family, school, environment, residence, and friends, as well as non-social factors such as tools used to foster learning motivation. This study proves that learning with the ELSA Speak application has an impact on improving the English speaking skills of ninth-grade students. This is in line with the findings of Cahyani (2024), which state that digital learning tools contribute to significant improvement in speaking and listening skills, as well as increasing student motivation and engagement. The ELSA Speak application is an effective learning strategy or method and can reach very wide areas at relatively low cost. To access learning materials in digital media, an internet or intranet network is required. Learning materials are always available anytime and anywhere they are needed. Thus, learning through the ELSA Speak application can take place at any time. In this learning process, teachers and students do not have to be in the same place and time to carry out the learning process, but only need to use the internet as a medium.

Based on the results of research through learning with the ELSA Speak application for Grade IX students of SMP Negeri 3 Manisrenggo Klaten, the experimental class posttest results are higher than the control class posttest scores. Therefore, it can be identified that there is a significant effect of using the ELSA Speak application-based learning approach on students' English speaking skills. This is in line with the research results of Rizky Mirani Desi Pratama, Dwi Puji Hastuti, Dina Purnamasari, and Fadilah (2025), which show that the ELSA Speak application is effective in improving English pronunciation in speaking. This is strengthened by the findings of Nurmanita Arianti (2024), that the use of the ELSA Speak application within a scientific approach can statistically improve students' speaking skills. After being introduced to the ELSA Speak application, students became enthusiastic about learning and practicing speaking. This is because the features offered in the ELSA Speak application are very interesting and interactive so that students' learning interest increases. They are encouraged to learn English speaking further and more deeply with the ELSA Speak application. Learning becomes more optimal using the ELSA Speak application and the level of achievement of learning objectives is also more optimal (Risa Anggraini et al., 2024).

This is consistent with the opinion of Zalza Nurhaliza (2024) that the use of ELSA Speak significantly improves students' pronunciation skills, both in segmental and suprasegmental aspects. The ELSA Speak application is an innovative learning medium that is effective in supporting the development of students' pronunciation in English learning. Therefore, the integration of this application into language learning can be an alternative strategy that can be implemented to improve students' communication skills in English.

The effect of using the ELSA Speak application on students' English speaking skills can be seen by conducting a posttest in the experimental class (IXA). Almost all students were able to answer the questions well. This is because students have mastered the material obtained during the learning process using the ELSA Speak application, so the results obtained are very good. Meanwhile, class IXB as the control class received the same material as class IXA using conventional methods. The teacher delivered the material using the lecture method. This makes the teacher the only learning source. Students also felt bored listening to the teacher's lecture. In addition, students experienced difficulties in completing the assignments given by the teacher and the learning process felt monotonous. The media used was only the textbook provided by the school. Therefore, the quality of student learning in class IXB was less optimal and student learning outcomes were in the moderate category. During the learning process in the control class, students did not show learning enthusiasm like the students in the experimental class.

CONCLUSION

Based on the data analysis from the research and hypothesis testing that have been conducted, it can be concluded that the learning method using the English Language Speech Assistant (ELSA) Speak application has an effect on English speaking skills. Student learning outcomes using application-based learning with the English Language Speech Assistant (ELSA) Speak are higher than those using conventional learning. The improvement in English speaking

skills shows that the experimental class mean is in the moderate category, while the control class mean is in the low category. This is also indicated by the students' posttest t-test results which obtained a Sig. (2-tailed) value greater than the research alpha value, so it can be concluded that in this study H0 is rejected and H1 is accepted.

The description above shows that different treatments produce different final results between the experimental class that uses question-based learning with the ELSA Speak application and the control class that uses conventional learning methods. Thus, it is proven that the use of the ELSA Speak application in English speaking instruction can improve student learning outcomes. This can be seen from the students' posttest scores in the experimental class which are higher than those of the control class taught using conventional methods. From this statement it can be understood that the use of the ELSA Speak application in the experimental class is more effective in improving students' English speaking skills than classes using a conventional approach in Grade IX English subjects.

Therefore, it can be concluded that the use of the ELSA Speak application for teaching English speaking skills in Grade IX English subjects at SMP Negeri 3 Manisrenggo, Klaten is effective.

REFERENCES

- Aeni, N., Plasa, H. B., & Rorintulus, O. H. (2021). The use of ELSA Speak application in improving students' speaking performance. *Journal of English*.
- Akhmad, N. W., & Munawir, A. (2022). Improving the students' pronunciation ability by using Elsa Speak app. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 846–857. <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/2868>
- Anggraini, L., Lumbangaol, R., & Pakpahan, R. (2024). The use of the Elsa Speak application in learning English speaking at Pelita Hamparak Perak Private Vocational School. *Community Development Journal*, 5(4).
- Arianti, N. (2024). *The use of Elsa Speak application in scientific approach to improve students' speaking ability at SMPN 23 Bandar Lampung*. Language and Arts Education Department, Faculty of Teacher Training and Education, University of Lampung.
- Cahyani, I., & Hodijah. (2007). *Kemampuan berbahasa Indonesia di sekolah dasar*. Bandung: UPI Press.
- Kim, S. (2018). Exploring media literacy: Enhancing English oral proficiency and autonomy using media technology. *STEM Journal*, 19(1), 129–151.
- Leong, L., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skills. *International Journal of Research in English Education*, 2(1), 34–41.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. New York: Cambridge University Press.
- Nurhaliza, Z. (2024). Using the ELSA Speak application in English learning to improve pronunciation skills. Indonesian University of Education.
- Pazilah, F. N., Hashim, H., & Yunus, M. Md. (2019). Using technology in ESL classroom: Highlights and challenges. *Creative Education*, 10(12), 3205–3212.
- Pratama, R. M. D., Hastuti, D. P., Purnamasari, D., & Fadilah. (2025). Utilization of the ELSA Speak application to improve pronunciation skills of junior high school students in Kalideres. *Journal of Community Service Communication and Language*. Bina Sarana Informatika University.
- Raheem, B. R., Anjum, F., & Ghafar, Z. N. (2023). Exploring the profound impact of artificial intelligence applications (Quillbot, Grammarly, and ChatGPT) on English academic writing: A systematic review.
- Sari, R., et al. (2023). Potensi aplikasi ELSA Speak untuk meningkatkan kemampuan berbicara siswa.
- Shadiev, R., Liu, T., & Hwang, W.-Y. (2020). Review of research on mobile-assisted language learning in familiar, authentic environments. *British Journal of Educational Technology*, 51(3), 709–720. <https://doi.org/10.1111/bjet.12839>

- Sholeh, A., & Muhaji, U. (2015). Pronunciation difficulties encountered by EFL students in Indonesia. *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang*, 5(2), 698–707.
- Sugiyono. (2018). *Metodologi penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Suryabrata, S. (2006). *Metodologi penelitian*. Jakarta: PT Raja Grafindo Persada.