USING ELSA TO IMPROVE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMK KAWUNG 2 SURABAYA

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ARTICLE INFORMATION	ABSTRACT
	Abstract: This research, "Using ELSA to Improve Students' Speaking Skills at the Eleventh Grade of SMK Kawung 2 Surabaya". Using Classroom Action Research. The research method was influenced by students' lack of vocabulary and lack of self-confidence to come to the front of the class. The purpose of this research is to improve speaking skills using ELSA Apps. The subject of this research were students of class XI MPLB 1 SMK Kawung 2 Surabaya with a total of 21 students on May 22 and May 29 2024. This research was completed in two cycles because the success indicators were met in the second cycle. There were 4 stages in each cycle carried out in this research, such as: Plan, Action, Observation, and Reflection. Tests and observations were used as data collection procedures. The data collection instruments are observation sheets and speaking tests. The research results show that there is an increase in each cycle. Only 19.04% of students passed the KKM on the previous score. Meanwhile, 80.95% did not pass. Furthermore, in cycle I, obtained 42.85%. However, there was only an increase of 29.81%. The amount of growth is still far from being an indicator of success. Therefore, after cycle II, the percentage increased to 76.19%, which means the success indicators have been met. Students also show interest in teaching and learning activities when using ELSA Apps as a learning media. Therefore, it can be concluded that learning using ELSA Apps can help students improve their vocabulary and pronunciation in speaking skills. **Keywords:** *Speaking Skills, ELSA Application*

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A. BACKGROUND OF THE STUDY

English is Indonesia's second language, and many countries have declared English their official language. English proficiency is one of the aspects that makes Indonesia a developed country. Therefore, if the majority of Indonesian people learn English, it will be easier to communicate with other countries that use English. In Indonesia, English begins to be taught from elementary school to university to prepare for the future English language will be needed to continue studying abroad or to find work. This shows that English has an important role in the future and can help Indonesia become a developed country if most of its human resources can speak English. Therefore, the millennial generation or today's children need to understand and learn English enthusiastically.

Brown and Yule (2000) believe that speaking is one of the basic skills that measure a person's success in learning a language. Apart from that, several functions of speaking are that speakers can express opinions or express their feelings, ask questions, share knowledge or information directly, and so on. The ability to master spoken language is a criterion for measuring the degree of student language mastery. Speaking skills are used to express ideas and communicate with other people. Therefore speaking skills are very important because speaking and interpersonal skills are two things that cannot be separated (Ufiyah Azzahra et al., 2019).

The researcher encountered several problems when observing on 15th May 2024 in eleventh grade at SMK Kawung 2 Surabaya, especially students' speaking skills. The causes of students' problems in speaking skills were students' lack of vocabulary, lack of self-confidence to come to the front of the class, and worry about making mistakes when speaking. When conducting preliminary research, the researcher also obtained student data speaking skill score given by the teacher. There were many students whose scores were still below the minimum completeness criteria (KKM). The KKM value that had been set at SMK Kawung 2 Surabaya was 75. The number of students who were still below the KKM was 17 students and the number of students above the KKM is 4 students from the total 21 students.

Therefore, The researcher found a more interesting way to help children improve their speaking skills. Speaking problems faced by students ranged from lack of vocabulary, lack of self-confidence, and lack of interest in learning. The researcher chose technology as a medium to improve speaking skills. By using technology, more students were interested in improving their speaking skills inside and outside the classroom.

The digital era has introduced many educational technology tools, including applications. In this research, the researcher used application to improve students' speaking skills. There are many English learning applications that can be used to improve speaking skills in English learning such as FluentU, Duolingo, Memrise, Hello talk, ELSA, etc. Due to very rapid technological advances, many English learning applications have emerged that can be used to improve speaking skills, one of which will be used in this research is the ELSA application. The reason the researcher chose this application compared to the other applications mentioned was because the researcher felt that this application was the easiest to access and was very suitable for improving students' speaking skills.

ELSA (English Language Speak Assistant) is a fun and engaging app designed to help improve English pronunciation and support Education 4.0. ELSA's AI technology was developed using speech data from people who speak English with different accents. This allows ELSA to recognize the speech patterns of non-native speakers, which differentiates it from most other speech recognition technologies (Sri Dhivya et al., 2023). From the statement it can be concluded that ELSA apps are very suitable to be used as a medium to improve students' speaking skills in an interesting way using technology. Based on the background above, the purpose of this study is to find out whether ELSA Apps improve the students' speaking skills in eleventh grade at SMK Kawung 2 Surabaya.

B. RESEARCH METHOD

The research design that used in this research was Classroom Action Research (CAR). According to Burns (2010), CAR is a systematic survey conducted by researchers, teachers, principals, school counselors, or other stakeholders in a learning or teaching environment to collect information about how certain schools operate, how they teach and information about how students perform. studying time. This means that CAR aims to overcome obstacles in the teaching and learning process in order to improve educational practices.

The cycle can be two or three and it usually ends when the researchers have aresatisfied or happy with the results. The cycle of CAR can be described as follows : **Plan**, consisted of the use of learning tools namely lesson plan, media, learning strategies, observation sheets, and material used in this research. **Action**, in this phase, the researcher applied media based on lesson plans that had been prepared before. **Observation**, the researcher and collaborators observed students' attitude and behavior towards teaching and learning activities and recorded their progress in the observation sheets. Then **Reflection**, the researcher and collaborators

discussed to draw conclusion whether used ELSA as a media was successfully to improve students' speaking skills. This will be done by the researcher in stages until the research obtained the best results.

C. RESEARCH FINDING AND DISCUSSION

1. PRELIMINARY STUDY

The first stage in conducting this research was a preliminary study. the researcher used instruments in observations and tests. The researcher acted as a teacher, while the English teacher in the class acted as a collaborator whose job was to observe and provide the necessary information about class XI MPLB 1 students in the research process.

The researcher also observed the class during teaching and learning activities after the English teacher gave a brief explanation. During class activities, the researcher found the cause of the problem mentioned by the English teacher. Students' vocabulary did not vary and they lacked confidence when displaying their speaking skills in front of the class because the way of teachers teaching and the media they used were still conventional, only based on English textbooks. The following was previous speaking test score of class XI MPLB 1 students given by the English teacher :

TABLE 4.1 Previous speaking test scores from class XI MPLB 1

No	Initials	Scores	Results
1	AF	45	Not Passed
2	ATPE	50	Not Passed
3	ANA	72	Not Passed
4	CMPW	80	**Passed**
5	C	70	Not Passed
6	DADA	37	Not Passed
7	DAI	40	Not Passed
8	FAS	25	Not Passed
9	FNIA	78	**Passed**
10	HAB	32	Not Passed
11	ID	70	Not Passed
12	KKD	86	**Passed**
13	LL	30	Not Passed
14	MNM	58	Not Passed
15	NM	43	Not Passed
16	PW	61	Not Passed
17	SN	47	Not Passed
18	SS	68	Not Passed
19	SNH	76	**Passed**
20	VS	45	Not Passed
21	ZAZ	59	Not Passed
The percentage of students who passed the KKM	$\frac{4}{21} \times 100\% = 19,04\%$		

The table above showed that there were only 4 students who got a score above the KKM with a percentage of 19,04% or converted to 19%. Meanwhile, 17 other students obtained scores below the KKM with a percentage of 80,95% or converted to 81%. Based on the results of these observations, the researcher used ELSA Apps as a learning media to improve students' speaking skills with the hope of obtaining results for 75% of the total students who obtained a KKM score or 75.

2. IMPLEMENTATION OF ELSA APPS

a. Cycle 1

Cycle 1 was carried out on Wednesday 22 May 2024. This cycle consisted of four steps, namely plan, action, observation, and reflection. Based on observations made with collaborator, The researcher taught in class based on the lesson plan that had been designed by the researcher, where in the lesson plan there were several steps such as aperception, main activities, and closing activities. The researcher applied ELSA Apps as a learning media and explained how to practice speaking using ELSA Apps started from practiced pronunciation and short dialogues.

The results of observations found by the collaborator teaching students according to the lesson plan that had been made, the teacher observed walking around the class but the problem was during teaching activities, the teacher was too fast when explaining using ELSA Apps and was not clear when explaining.

TABLE 4.2 The Results of XI MPLB 1 Speaking Test in Cycle 1

No	Initials	Scores	Results
1	AF	52	Not Passed
2	ATPE	53	Not Passed
3	ANA	74	Not Passed
4	CMPW	82	**Passed**
5	C	71	Not Passed
6	DADA	65	Not Passed
7	DAI	75	**Passed**
8	FAS	38	Not Passed
9	FNIA	80	**Passed**
10	HAB	66	Not Passed
11	ID	76	**Passed**
12	KKD	89	**Passed**
13	LL	47	Not Passed
14	MNM	55	Not Passed
15	NM	48	Not Passed
16	PW	77	**Passed**
17	SN	48	Not Passed
18	SS	84	**Passed**
19	SNH	78	**Passed**
20	VS	57	Not Passed
21	ZAZ	75	**Passed**
The percentage of students who passed the KKM	$\frac{9}{21} \times 100\% = 42,85\%$		

The table above showed that 9 out of 21 students or 43% in class XI MPLB 1 SMK Kawung 2 Surabaya scored above the KKM. Apart from that, 12 students, or 57.14% still had not reached the KKM. Therefore, the researcher carried out cycle 2 with the same stages as cycle 1. This was necessary to obtain a success indicator of 75% which had to be achieved by students in the next cycle.

b. Cycle 2

Cycle 2 was conducted on May 29 2024. The researcher maximized teaching and learning implementation using ELSA Apps media in this second cycle. It was hoped that students' speaking skills got better results than cycle 1. Based on observations made

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with collaborators, The researcher taught in class based on the lesson plan that had been designed by the researcher. According to the results of this observation, students were more active and focused on comparing to cycle 1. The class was more conducive compared to the first cycle because students already understood how to use ELSA Apps which caused students to become interested in learning to use the application and they enjoyed the various activities carried out in it. class. From cycle 2, the following results were obtained :

TABLE 4.1 The Results of XI MPLB 1 Speaking Test in Cycle 2

No	Initials	Scores	Results
1	AF	75	**Passed**
2	ATPE	53	Not Passed
3	ANA	78	**Passed**
4	CMPW	88	**Passed**
5	C	77	**Passed**
6	DADA	79	**Passed**
7	DAI	80	**Passed**
8	FAS	75	**Passed**
9	FNIA	89	**Passed**
10	HAB	66	Not Passed
11	ID	76	**Passed**
12	KKD	89	**Passed**
13	LL	68	Not Passed
14	MNM	69	Not Passed
15	NM	78	**Passed**
16	PW	77	**Passed**
17	SN	79	**Passed**
18	SS	89	**Passed**
19	SNH	78	**Passed**
20	VS	66	Not Passed
21	ZAZ	75	**Passed**
The percentage of students who passed the KKM	$\frac{16}{21} \times 100\% = 76,19\%$		

The table above showed that 16 out of 21 students, or 76.19% in class XI MPLB 1 SMK Kawung 2 Surabaya scored above the KKM. Apart from that, 5 students, or 23.80% still had not exceeded the KKM. Because cycle 2 was considered successful based on the speaking test as an indicator of success because 76% of class XI MPLB 1 SMK Kawung 2 Surabaya students scored above the KKM. The researcher could conclude that this research using ELSA Apps to improve students' speaking skills was successful.

In the first cycle, the researcher acted as a teacher. The number of students who got the KKM score, increase by 5 students from the previous score given by the teacher as a collaborator, where only 4 students got a score higher than or equal to the KKM. This means that in cycle 1, using ELSA Apps as a learning media, there were an additional 5 students who already had scores above or equal to the KKM. In terms of percentage value, the previous score was 19% and in cycle 1 it was 43%. However, the percentage results had not yet reached the success indicator, namely 75% of the number of students in the class.

In the second cycle, it could improve the speaking skills of class XI MPLB 1 students, and the percentage also increased. In the first cycle, 42.85% of class And in cycle 2, it was found that 76.19% of class XI MPLB 1 students scored more than or equal to the KKM. The percentage of students who met the KKM score was as follows :

TABLE 4.2 Result of Previous score, cycle 1 test, and cycle 2 test

Cycle	Previous Score	Cycle 1	Cycle 2
Results	19%	43%	76%
Different percentage among Cycle	0	24%	34%

The diagram below showed that students' speaking skills in class XI MPLB 1 had improved:

Diagram 4.1 The Students' Score Percentages
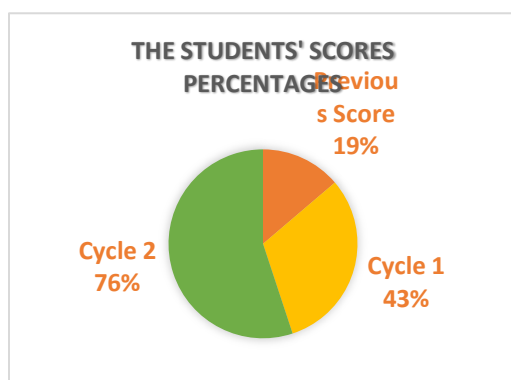
From diagram above, it was clear that there had been an increased in the speaking skills of class XI MPLB 1 students using ELSA Apps as a learning media. There was an increase of 24% from the initial score given by the teacher and cycle 1. As a comparison, there was a difference of 34% between cycle 1 and cycle 2. Although the increase was less than 50%, it was still quite significant. From the students' scores, it could be seen that the application of ELSA Apps as a learning media attracted students' interest in learning. By using ELSA Apps, students could also enjoy and had fun while learning.

These results indicated the theory from previous research from (Dina Rismawati et al., 2021) entitled "*The Effectiveness of ELSA Speaking Application In Improving English Pronounciation*". This research found that after being taught pronunciation using ELSA Apps, students were more effective than conventional media. There was a significant increase in pronunciation.

D. CONCLUSION AND SUGGESTION

This classroom action research is carry out to improve the speaking skills of Class XI MPLB 1 SMK Kawung 2 Surabaya students by implementing ELSA Apps as a learning media. Based on the results of the data analysis, the researcher concludes that using the ELSA application could help XI MPLB 1 students improve their speaking skills. Although initially students are still confused about using it, students show that they can apply the ELSA application to practice speaking skills. The main reason why students have difficulty speaking English is because they know little vocabulary, and students do not know how to pronounce words. Therefore, by using ELSA Apps, students can increase their vocabulary and practice their pronunciation, and in the end they can complete their studies well.

In connection with this research, the researcher wants to provide suggestions that are expected to be useful for teachers and students. Especially in using ELSA Apps as a learning media to improve speaking skills.

For teacher, the teacher should be more creative in teaching English, especially speaking skills in the current curriculum, such as using interesting media such as the ELSA Apps so that students are interested and enjoy learning to speak English happily and are not afraid when learning to speak English and being asked to speak English.

And for students, This research is also considered very useful for students in learning

how to speak English correctly by increasing vocabulary and learning pronunciation using ELSA Apps. Students should focus more on paying attention to what the teacher explains and carries out the instructions given by the teacher. To improve speaking skills, students must always practice the things taught in this research, from practicing pronunciation to adding new vocabulary. It is also hoped that students can get good scores and be motivated to improve their speaking skills.

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