

# Student perceptions of using the ELSA SPEAK application in learning English-speaking

Rahmatul Fitrah <sup>a,1\*</sup>, Rima Rahmaniah <sup>b,2</sup>

<sup>a, b</sup> Universitas Muhammadiyah Mataram, Nusa Tenggara Barat, Indonesia

<sup>1</sup> rahmatulfitrah45@gmail.com\*; <sup>2</sup> rimarahmaniah172@gmail.com

\*corresponding author

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## ABSTRACT

ELSA Speak is a mobile application that is intended to assist people that are not native English speakers in improving their pronunciation and speaking abilities in English. This research was conducted to determine students' perceptions of the effectiveness of the ELSA Speak application in developing and learning students' speaking skills. This research used qualitative research approach, which the data were collected from interviews and observation in two weeks. The participants taking part in this research were 12 second semester students of the English language study program at Muhammadiyah University of Mataram. In obtaining the data, the researchers used interviews (semi-structured interview), observation and questionnaire. After finishing the interview, the result was elaborated and analyzed by the researchers. The result of the study showed that ELSA Speak Application gave a good impact for the students in learning and developing speaking based on their perception. In summary, the result also showed some advantages (there are various conversation topics that you can choose and try for speaking practice which will improve your speaking performance and make you more confident when speaking directly) and disadvantages (lack of on-site learning, it must have a good internet connection, some features are paid/limited, only accepts one accent, and poor voice capture) of ELSA Speak Application.

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## 1. Introduction

Currently, English is the most widely used language in the world for both native and non-native speakers. English is used as a medium in sharing information, commerce, education, and more other people around the world, making it an international language (Plailek & Essien, 2021). English continues to be the language of global communication, so language skills are essential for academic, professional and social success. As a result of globalisation, the importance of the English language, which has been labelled as the global trade language, has become more abundantly clear (Kashinathan & Aziz, 2021). In Indonesia, English is considered a foreign language, which makes mastering it difficult and requires sufficient skills. The position of English in Indonesia is very important because it is included at the middle school, high school and even university levels. In essence, English is an important thing to learn and practice for speaking in everyday communication, especially EFL/ESL if we look at the explanation above.

Based on Rahayu (2015), there are four skills that must be mastered in English, namely: listening, speaking, reading, and writing. One of the skills above that is important to be learned is Speaking, which is ability by using a language accurately to specific someone's idea, opinions, or feelings, to get statistics and information from different those who do communication (Laksana, 2016). Communication occurs when a speaker and listener participate in a communication or conversation. The first way to interact and communicate is by speaking. Crisianita & Mandasari (2022) states students can share information, expressing their ideas and their feeling by speaking. Because talking is the most direct means for people to connect with one another, it is the foundation of human communication. Zulfiqar & Tahir (2015) states that somebody is considered successful in learning a foreign language when he or she has the ability to speak it. From the explanation above, speaking is an important skill in language learning, but it is not an easy skill to learn or teach. Even students who have studied the language for years still find it difficult to speak when needed in real-time situations. This is because it requires students to directly create sentences. For foreign or second language learners, it is very difficult to compose sentences without understanding grammatical structures or good vocabulary knowledge. Therefore, EFL/ESL English learners have many problems in pronouncing English grammatical sentences.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Kuning, 2019). Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno et al., 2006, as cited in Saadah & Ardi, 2020). Even students or learners have been equipped and taken speaking classes, but it is still difficult to be able to speak. According to Ur (1996) as cited in Al Nakhalah (2016), there are many factors that cause difficulty in speaking, and they areas follows: 1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves. 3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Several other factors are also related to the students themselves, learning strategies, curriculum, and environment. For example, many students are unable to dialogue because they lack the vocabulary to convey meaning. Lack of strategic and communication skills can be another reason for not maintaining engagement. Some students lack motivation to speak English. They don't really feel the need to learn or speak English. Therefore, it is necessary to look for the latest methods, strategies or ways of learning that are relevant to today's students that involve technology and are of course interesting with the aim of developing students' English language skills.

In the digital era, technological advances are revolutionizing many aspects of life, including education. In Luu et al. (2021) claims that technology is a big contributor to the developments in many fields, especially in education. Technological developments provide various types of technology that can be used to support learning and teaching activities (Dewi et al., 2022). Almost all universities now have internet, and students can also use the internet. Everyone has a smart phone with Internet access. Language learning in particular is undergoing major changes due to the integration of digital tools and applications. There are many technologies available to download from the Internet. To practice pronunciation, there is software called "ELSA - Learn English Speaking" which can be downloaded to your smartphone from the Play/App Store. ELSA Speak is a mobile application that is intended to assist people that are not native English speakers in improving their pronunciation and speaking abilities in English (Sholekhah & Fakhurriana, 2023). The English Learning Speech Assistant (ELSA) application was designed by Vu Van in 2015 and is based in San Francisco, United States. it utilizes Artificial Intelligence (AI) and speech recognition to help improve and perfect English pronunciation (Pilar, 2013, as cited in Anggraini, 2022). Designed to help students speak English clearly, fluently and confidently. The features provided in this application aim to teach students to pronounce words such as vowels, consonants and word accents correctly. The ELSA Speak application can detect the user's mispronunciation with more than 95% accuracy.

There have been several previous studies on the topic of "Using the ELSA application in learning English speaking". The following previous study serves to find gaps in this research. The first previous study was done by Nazhira (2021) which is entitled "Students' Perceptions on Using Elsa Speak (Focusing On Language Exchange Application In Developing Pronunciation Skills)". The method used was descriptive qualitative, the data was collected from interviews and the participants were 10

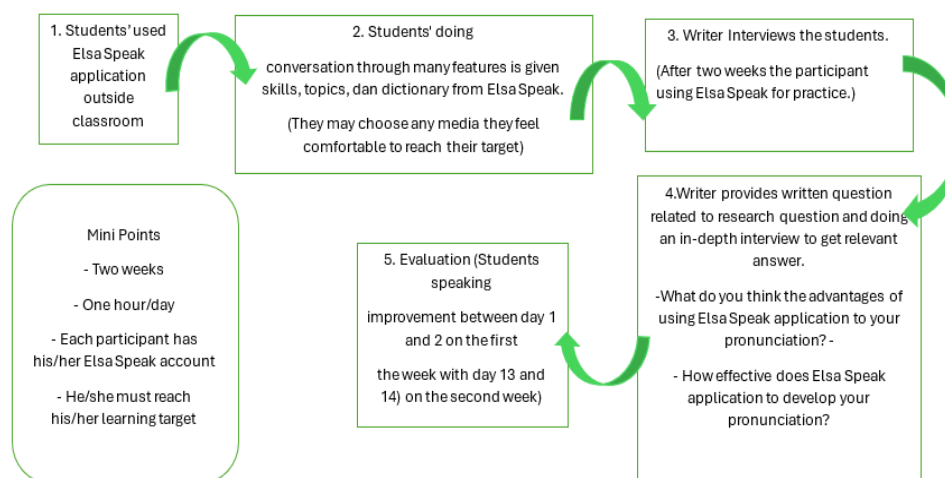
students of the English Department of UIN Ar-Raniry. The results of the study showed that ELSA Speak Application gave a good impact for the students in pronunciation based on their perception. The second study was done by Luu et al. (2021) entitled “The Need of Applying English Learning Apps to Help Van Lang University Students Improve Their Spoken English Performance”. Researchers focus on analyzing the use of several English learning applications to improve students' speaking skills at Van Rann University. To collect research data, 20 open-ended questionnaires and 10 semi-structured questionnaires were administered to 400 students from four departments of Van Rann University using random interview methods. The results of this research found that Elsa Speak, which is one of the applications used, is the most popular application for effective English learning. There are many other relevant studies, such as Karim et al. (2023) entitled “Promoting EFL Students' Speaking Performance through ELSA Speak: An Artificial Intelligence in English Language Learning”, Adawiah & Muliati (2024) entitled “The Effect of Elsa Speak Application on Students' English Pronunciation Development”. From the explanation of the ELSA application and several previous studies above we can see that the ELSA Speak application is very adequate for learning and even increasing our English language skills, especially speaking. The gap between this research and previous research is that the current research wants to explore students' perceptions of the use of the ELSA application in learning English Speaking. Therefore, the researcher took the title "Student Perceptions of Using the ELSA SPEAK Application in Learning Speaking". So in this study, the researcher wants to investigate or explore the perceptions of 2nd semester students of the English Language Education Study Program, Muhammadiyah University of Mataram in using the ELSA Speak application in Learning English-Speaking.

## 2. Method

This research uses a qualitative research approach, one of the characteristics of which is to describe and explain research phenomena. Qualitative description is defined as research designed to produce a low- inference description of a phenomenon (Sandelowski, 2000, as cited in Kahlke & Hon, 2014). This research was used to gain detailed insight into students' perceptions of using the ELSA application to improve their speaking skills. Qualitative methods allow for an in-depth examination of participants' experiences, attitudes, and opinions, thereby providing a comprehensive understanding of the phenomenon under study.

This research specifically focuses on qualitative descriptive research, which is part of a qualitative approach whose mission is to analyze social activities and phenomena that occur in the environment. Descriptive qualitative research translates data about social conditions, the relationships between variables that occur, the emergence of existing facts and their impact on the environment. The results of qualitative descriptive are factual empirical information (Adhi et al., 2021).

Next, the researcher applies the research design specified in the RPS (Research Planning Scheme) consisting of five processes:



**Fig. 1.** This scheme is modified from the action research model by Kemmis and McTaggart as cited in Burns (2010, p. 7-9) which consists of four main steps: planning; acting; observing and reflecting

## 2.1. Population/Subject

The population of this study consisted of second semester students of the English study program at Muhammadiyah University of Mataram. These students were chosen because in their semester there is a speaking course and most likely they have used mobile artificial language learning applications, one of which is ELSA, during class or outside class.

## 2.2. Samples

Purposive sampling technique will be used to select participants in this research. Purposive sampling is typically used in qualitative studies (Etikan et al., 2016a). Participant selection criteria included active use of the ELSA application, varying levels of English proficiency, and willingness to share experiences and perceptions. In this research, 12 second semester students of the English study program at Muhammadiyah University of Mataram were selected who were willing to share their perceptions and experiences in using the ELSA Speak application.

## 2.3. Data Collection Techniques

According to (Etikan et al., 2016), the main data source in qualitative research was observation, interviews, and actions; the rest was additional data such as theory, documents, and others. Weiss (1994, as cited in Mann, 2016) talks about the importance of interviewing for being able to access interviewer's 'interior experiences. Through this process 'we can learn what people perceived and how they interpreted their perceptions'. The interviews used were semi-structured interviews conducted with selected participants to explore perceptions, experiences, and attitudes towards using the ELSA application. Interviews will be audio recorded to ensure accuracy of data collection. One of the main advantages is that the semi-structured interview method has been found to be successful in enabling reciprocity between the interviewer and participant (Galletta 2012, as cited in Kallio et al., 2016). Class/Out Class observations can also be carried out to complement interview data. Observations focused on student interaction with the ELSA application and the level of student involvement during speaking practice. To support the validity of data in qualitative research, the study was encouraged to develop the data into primary and secondary data (Ruggiano & Perry, 2019). The questionnaire was also used to determine students' perceptions in using the ELSA Speak application as a speaking learning medium. In addition, the data source used by the author in this study consists of two primary data and secondary data. Primary data was data sources obtained directly from the source; author obtained from the interview second semester students of the English study program at Muhammadiyah University of Mataram. Secondary data was a type of research information that was acquired by researchers using media intermediaries such as books, journals, and online articles.

## 3.3. Research Instrument

The researcher used some steps of data collection, interviewing and recording. The researcher conducted the interview and it recorded to ensure the data was safe.

### a. Interview

In this research, researchers used semi-structured interviews where questions were listed systematically and answered directly by participants as applied by (Ilham, 2022). Each participant was asked the same questions, the only difference being the follow-up questions used to clarify the answers. When interviewing participants, researchers asked several questions that included open-ended questions regarding students' perceptions of their experiences in using the ELSA application, perceived benefits and challenges, preferences for feedback, and suggestions for improvement. The researcher then recorded and recorded all interviews to assist in data collection.

### b. Observation

Observation here is to check the development of students' English-speaking skills while using the ELSA Speak application both in class and outside the classroom. When outside the classroom, the researcher checks the students' abilities by checking their ELSA applications one by one, because in the application, their scores and developments in each speaking component can be seen. While in the classroom, the researcher only checks once and to find out whether the data is valid or not, the researcher uses an observation sheet. The researcher uses an observation sheet to collect data while learning is taking place.

### c. Questionnaire

In this study, a questionnaire was used to determine students' perceptions in using the ELSA Speak application as a speaking learning medium and whether the application can improve students' speaking skills. The questionnaire consists of 5 item/number statements. The scale of each statement is "agree" and "disagree", accompanied by answer sentences.

### d. Recording

Recording tools aims to record and keep the data safe because there may some unpredictable dates. The results of the recording will be transcribed into sentences which will become data.

## 3.4. Data Analysis Technique

Data Analysis is the process of examining large amounts of data of various types to uncover hidden patterns, unknown correlations, and other useful information (Kempler & Mathews, 2017). Based on Wholey et al. (2004) qualitative analysis means making sense of relevant data gathered from sources such as interviews, on-site observations, and documents and then responsibly presenting what the data reveals. In this research, to report the data results, researchers analyzed the data using thematic analysis. Thematic analysis is used to analyze qualitative data obtained from interviews and observations. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Nowell et al., 2017). The analysis process involves identifying recurring themes, patterns, and insights in the data. Themes were coded and categorized to reveal similarities and differences in students' perceptions of using the ELSA speaking practice application. Thematic analysis facilitates the identification of key themes and patterns, contributing to a comprehensive understanding of the research topic.

The recorded data will be converted into text. In the transcribed interviews, researchers used students' nicknames to simplify the data. After the data was collected, the data was organized based on questions, transformed from interviews, and analyzed based on participants' ideas regarding their perceptions about the effectiveness of using the Elsa Speak application to develop pronunciation skills. The researcher then clearly explained the answer to the research question. In addition, researchers use observations and questionnaires to see the improvement in students' English-speaking skills so that they are valid and of course in accordance with students' abilities and perceptions.

## 3. Findings and Discussion

### 3.1. Research Finding

This chapter explains the results of the data that has been collected. The aim of this research is to obtain answers regarding students' perceptions of using the ELSA Speak application to improve their English-speaking skills. Interviews were conducted by researchers for two weeks. Questions were asked to 12 second semester students of the English Department - UM Mataram. The researchers answered ten-point questions to inform students about their perceptions of the effectiveness of ELSA Speak, a language exchange app for developing students' English-speaking skills. Interviews were obtained through personal interviews and some also through other social networks, such as telephone calls and audio-video calls via WhatsApp. The data collected through interviews, observations and questionnaire were analyzed using thematic analysis, resulting in the emergence of several key themes and patterns.

#### a. The Advantages of ELSA Speak Application

##### 1) Students First Impression on Using ELSA Speak App

In interview, the author asked each participant about their views on using the ELSA application for the first time. Here are the answers from 4 of 12 students; the answer from each participant is similar.

*"I think the ELSA application is one of the best applications when it comes to learning languages and this application focuses on the speaking ability section. This application might be able to improve my speaking skills because the feedback is given in real time so that I can immediately correct the mistakes I make"* (Suci).

*“The Elsa application improved my speaking skills especially in pronunciation. Because in the application there are various speaking exercises that cover various aspects of pronunciation, grammar, and conversation in several situations. This also made me aware of the importance of components in pronunciation that I previously ignored. If I regularly use this application in the long term, my speaking ability will definitely improve” (Ayu).*

*“In the ELSA application there are various interesting features, one of which is progress recording. With this feature I can see my abilities improving so this can make me happy and become a reason for us to use the application continuously” (Ilham).*

*“...with a visual form like a game, it makes the ELSA application an interesting and fun learning medium, which makes me unconsciously use it often and of course makes my speaking skills improve. And also, I have become more confident in speaking English” (Kirana).*

The application of ELSA has a huge impact on students' approach to learning and practicing speaking skills. Based on the descriptions of 4 of the 12 other cases above, it can be concluded that the participants gave the same answers as in the first week. In other words, the majority of participants said that one of the benefits of ELSA Speak was that ELSA Speak helped them learn speaking, especially pronunciation. This finding aligns with previous studies (Kholis, 2021) that emphasize the positive impact of technology-assisted language learning tools on pronunciation accuracy. This application detects errors, evaluates the pronunciation recorded in the application, adds more detailed explanations for the user to understand, so it also provides a large vocabulary, so that the user can understand the syllables and intonation of words with your emphasis.

In addition, interactive, flexible, and systematic pronunciation learning methods are introduced to increase awareness and focus on improving certain aspects of speaking. The app's gamification elements, personalized learning paths, and exercise variety increase student motivation and make exercise more engaging and fun. The instant, detailed feedback this app provides is critical to making real and lasting improvements in your students' pronunciation. This feedback not only corrects errors but also provides practical tips and explanations to deepen students' understanding of spoken English. Overall, the ELSA app not only helps students become active and confident in using English in real-life situations, but also provides a fresh and effective alternative to traditional learning methods. From these results, the researcher concluded that students had a positive perception of the usefulness of the ELS Speak application as a medium in learning and even improving their speaking skills.

## 2) Various Interesting Features Provided by The ELSA Speak Application

Several participants gave similar answers regarding the interesting activities and features of the ELSA Speak App.

*“...of course, what I like is the feedback feature because it is very detailed and allows me to quickly improve my pronunciation” (Putri).*

*“I think what's interesting is probably the voice recognition feature. It is very suitable for independent learning and the AI will show us our mistakes so that we know and correct the mistakes we made” (Ilham).*

*“The feature that makes me like it is the personalization feature. The application adapts to my needs and weaknesses and then creates a way of learning that suits me” (Aby).*

*“...for me, the instant feedback feature is amazing because we can correct our mistakes directly, making us learn faster” (Suci).*

Based on the above student perceptions, the ELSA app was praised for its pronunciation feedback, speech recognition, personalized learning path, and progress tracking features. Users appreciate the easy-to-use interface and the effectiveness of its features for improving pronunciation skills. Because it studies how students hear, voice, pronounce, vocalize and affirm English words in spoken language, but students often pronounce the words wrong so that the words spoken have the wrong meaning, supported by Kholis (2021). Even though the students had suggestions for improvement, overall satisfaction with the ELSA application as a speaking learning tool was very high. Addressing identified challenges and incorporating user feedback can further improve the app's effectiveness and increase its appeal to a wider audience. These results highlight the importance of continuous improvement and user-centered design in the development of effective educational technology.

b. The Disadvantages of ELSA Speak Application

1) Participants' Challenges and Limitation in Using ELSA Speak Application

On the other hand, using the Elsa Speak application to develop students' speaking skills also has several weaknesses, all students think that there are several problems in using Elsa Speak.

*“...a common deficiency in learning media like ELSA is contextual learning. So, I also need to practice and talk to people in the real world” (Nayla).*

*“The ELSA app requires internet and some of the features are paid so I thought it would be a challenge. What is lacking is not the material in it but is related to the accessibility of ELSA itself” (Aby).*

*“I don't know whether this is from the application or from my own smartphone or from a slightly busy situation, sometimes the voice recognition feature can't catch me well” (Suci).*

*“I find it difficult to find the time and motivation to regularly use this app. And in my mind, there might be a challenge in the accent. This application uses an American accent, but what if the user uses another accent” (Putri).*

*“Some of the features in this application are paid, while I have never and don't want to spend money on an application. And the challenge I'm facing is actually internet connectivity. Since this is an online application, it requires the use of the Internet, and sometimes the Internet connection may be lacking” (Rahmat).*

Overall, all students felt they experienced problems when using Elsa Speak. The responses from all participants were almost identical. Researchers concluded that there were several obstacles, namely internet connection, limited free trials, and lack of language understanding. Problems may occur if your internet network is slow, or the signal reception is poor. According to Widyaningsih et al. (2023) said that leaning through the application does require adequate internet network. Applications with many features such as video, live chat, etc. will definitely not function smoothly if your internet connection is bad. Furthermore, audio playback on the ELSA Speak app is not strong enough to filter out external noise, forcing users to repeat the sound over and over again. However, not all online applications are of sufficient quality. Currently, there are many applications that offer language courses, but not all of them are of high quality and complete to support the learning process. Behind that, online language learning is very flexible. Learning a language through an app always gives you more freedom in designing your study plan.

## c. Utilization of the ELSA Speak Application in Improving English Speaking Performance

## 1) ELSA Speak as A Learning Platform/Media in Improve English Speaking Performance

The researcher used a questionnaire to find out students' perceptions about whether their speaking ability has improved or not and whether the ELSA Speak application can be one of the media for learning to speak English. The following are the results of the questionnaire from 12 second semester students of the English Study Program, Universitas Muhammadiyah Mataram.

**Table 1.** Students' Perceptions of The Use of ELSA Speak App in Improve English Speaking Performance

No	Questions/Statement	Agree	Disagree
1	I feel confident to improve my speaking skill by using ELSA Speak app	90,9%	9,1%
2	My speaking performance has improved after using ELSA Speak app	100%	0%
3	ELSA Speak app makes me motivated to improve my speaking performance	81,8%	18,2%
4	ELSA Speak app can be one of the media for learning speaking	100%	0%
5	I would recommend this app to other EFL Students who are struggling with their speaking performance	100%	0%

Table 1 shows the responses to five questionnaires given to 12 students regarding ELSA Speak as A Learning Platform/Media in Improve English Speaking Performance. In response to item 1, "I feel confident to improve my speaking skill by using ELSA Speak app". The results showed that 90.9% of participants agreed that using this application made them confident. However, 9.1% of participants disagreed with the statement. The findings of the study showed that the majority of participants agreed with the statement that they felt confident using ELSA Speaking application to improve their speaking performance. In response to item 2 "My speaking performance has improved after using ELSA Speak app", the findings stated that all participants agreed with the statement, thus indicating that the ELSA app can improve English speaking performance. Based on the results of item 3, "ELSA Speak app makes me motivated to improve my speaking performance", the findings show that 81.8% of participants agree with the statement. However, 18.2% disagree with the statement for similar reasons, namely that there are some obstacles with the application and they have other ways to motivate themselves to improve their speaking ability. Responding to item 4, "ELSA Speak app can be one of the media for learning speaking", the results show that all participants agree with the statement and show that the ELSA application can be a medium for learning speaking. Lastly, point 5, "I would recommend this app to other EFL Students who are struggling with their speaking performance", all participants agreed that they would recommend the ELSA application to others.

Based on the results above, participants agreed that the ELSA Speak app could be a medium for learning speaking. Aeni confirm that students have optimistic views on learning speaking by using ELSA application (Karim et al., 2023). Despite its benefits, educators should consider the challenges associated with using the ELSA Speak app in the classroom. Some students may not find the ELSA Speak app engaging or may have difficulty using it due to the need for stable internet and adequate devices, and educators should try to balance the use of the ELSA Speak app with other media or methods to accommodate varying preferences. By facilitating and providing basic usage of the app, educators can overcome its potential shortcomings. By addressing these challenges, the ELSA Speak app is essentially a very powerful tool for learning and improving speaking skills.

### 3.2. Discussion

In this section, the researchers explained the analysis of the findings of students' perception on using ELSA Speak Application in Learning English-Speaking. The research question of this research



is what are second semester student of English Department UM Mataram perception on using ELSA Speak Application in Learning English-Speaking.

Based on the results of the interview conducted by researchers in two weeks, most of the students gave answers about the effectiveness of ELSA Speak application in improving their speaking skills. Most of the students have an improvement and also challenges when using ELSA Speak for learning speaking. It is supported by Anggraini (2022), Rismawati et al. (2022), and Al-Eiadeh et al. (2016) who have conducted research with the ELSA Speak application can improve speaking skills especially pronunciation. By regularly practicing using the application, consciously and unconsciously, students' speaking abilities increase quite significantly. This makes students' self-confidence increase, making them dare to speak. As mentioned by Ur (1996), as cited in Al Nakhalah (2016), there are many factors that cause difficulty in speaking, and one of them is nothing to say, where students are afraid and confused about speaking. Thus, researchers concluded that this application was effective and beneficial for students. To strengthen the statement that the ELSA Speak app can be a medium for learning and improving students' abilities, this can be seen from the questionnaire which shows that all participants agree with this statement.

However, despite the benefits, there are several challenges experienced by users when using the application. The first obstacle naturally arises in various online learning application media such as ELSA, namely on-site learning. This is supported by Farooq (2015), the need for direct training to develop communication skills. Technical obstacles are also no less important, namely internet connection problems and the accessibility of several application features that need to be taken into account. Using an application like this requires an internet quota and a smooth connection. It's a shame that some features require paying first to get access and of course students may not be able to afford it. In line with Reinders & Pegrum (2016) who stated that the ELSA Speak application requires payment to include more features in the application, causing users to rarely use the application. Apart from that, the application sometimes cannot receive sound perfectly, especially in noisy places, so it does not meet expectations and requires further development. The final argument, they assume that this application only accepts one accent, namely the American accent, if you use another accent, it will be affected and not accepted.

In this study, researchers got answers from students about the effectiveness of using ELSA Speak as an online learning media to improve speaking performance, students enjoyed and shared positive results in using this application, although it was not very effective, but it was helpful and useful for English beginners even for whose English is at advanced level. In conclusion, most students consider the ELSA Speak application to be effective in developing their speaking skills and the features in the application also satisfy them in using the application.

#### 4. Conclusion

The purpose of this research is to determine students' perceptions regarding the effectiveness of using the ELSA Speak application to develop their speaking performance. The selected participants are second semester students and who have used the ELSA application. Based on research findings and discussions, apart from all the shortcomings of this application such as lack of on-site learning, it must have a good internet connection, some features are paid/limited, only accepts one accent (American accent), and poor voice capture. The author concludes that using the ELSA Speak application in developing speaking performance is quite effective. Apart from that, the ELSA Speak application provides many interesting features such as a personalization feature that allows users to get a study plan that suits them. Furthermore, there are various conversation topics that you can choose and try for speaking practice which will improve your speaking performance and make you more confident when speaking directly. Then the ELSA Speak application provides separate grammar and pronunciation sections so that users can focus on one thing. In conclusion, the ELSA Speak app is an interesting and useful learning media that can help improve students' speaking skills and confidence. However, educators should consider the challenges associated with using the ELSA Speak app in the classroom and mix other media/methods and facilitate students a little to maximize its benefits.

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