

AN UNDERGRADUATE THESIS
THE INFLUENCE OF ELSA SPEAK APPLICATION TO IMPROVE
STUDENTS' SPEAKING SKILL: A PROJECT BASED LEARNING



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ABSTRAK

SITTI FATIMAH IMRAN: Pengaruh penerapan aplikasi ELSA speak terhadap peningkatan keterampilan berbicara siswa: pembelajaran berbasis proyek. Tesis Sarjana, Majene: Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sulawesi Barat, 2024.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penerapan aplikasi ELSA speak untuk meningkatkan keterampilan berbicara : Project Based Learning dan mengetahui persepsi siswa terhadap penggunaan aplikasi ELSA speak. Lokasi penelitian ini di SMPN 2 Sendana. Pendekatan yang digunakan dalam penelitian ini adalah metode campuran. Metodologi yang digunakan dalam penelitian ini adalah One Group Pre-experimental design. Populasi dalam penelitian ini adalah 30 siswa kelas delapan SMPN 2 Sendana. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik sampling jenuh. Sampel penelitian yang digunakan sebanyak 30 orang. Data penelitian dikumpulkan melalui tes berbicara yang diberikan kepada siswa dengan menggunakan pre-test dan post-test serta penyebaran angket persepsi kepada siswa. Data dalam penelitian ini dianalisis menggunakan analisis parametrik berupa uji T sampel melalui SPSS. Nilai rata-rata pre-test siswa sebesar 39,17 sedangkan nilai rata-rata post-test sebesar 56,33. sedangkan hasil uji T menunjukkan $\text{sig.}(2\text{-tailed}) = 0,000 < 0,05$. Artinya, aplikasi ELSA Speak dapat meningkatkan kemampuan berbicara bahasa Inggris siswa secara signifikan. Hasil angket persepsi, sebagian besar siswa memilih setuju yang termasuk dalam kategori baik. Artinya siswa memberikan respon yang baik terhadap penggunaan aplikasi ELSA Speak.

Kata kunci: Aplikasi ELSA, kemampuan berbicara, Project Based Learning

ABSTRACT

SITTI FATIMAH IMRAN: The influence of ELSA speak application to improve students speaking skill: project based learning. Undergraduate Thesis, Majene: faculty of Teacher Training and Education. Universitas Sulawesi Barat, 2024.

The purpose of this study is to determine the influence of ELSA speak application to improve speaking skill : Project Based Learning and determine students' perception of the use ELSA speak application. The location of this research is at SMPN 2 Sendana. The approach used in this research is mix method. The methodology used in this study is the One Group Pre-experimental design. The population in this study was 30 student in the eight class of SMPN 2 Sendana. The sampling technique used in this research is saturated sampling technique. The research sample used was 30 people. The research data was collected through a speaking test given to students using pre-test and post-test as well as distributing perception questionnaires to students. The data in this study were analyzed using parametric analysis in the form of a sample T-test through SPSS. The students' pre-test mean the score is 39,17 while the post-test mean score is 56,33. while the results of the T-test showed that $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$. That means the ELSA Speak application can significantly improve students' speaking skills in English. The results of the perception questionnaire are mostly students chose agree which is included in the good category. This means that students respond well to the use of the ELSA Speak application.

Keywords: ELSA application, Speaking skill, Project based learning

CHAPTER 1

INTRODUCTION

The first chapter deals with several topics to the introduction of the study. Namely, the background of the research, problem identification, problem limitation and formulation, research objective, and research benefits.

A. Background

Language is the one of most important aspect in communication, in English there are four skills that should be mastered for language learners, they are listening, speaking, reading and writing skill. On this research, the researcher will focus on speaking skill.(Desita 2017) speaking one of four skill that need to be mastered by everyone, because by speaking someone is able to convey the meaning, express feeling, give opinion and etc. Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others. Haryuddin and jamilah (2018:61) state that speaking english is a foreign language that should do by many practices for master it. So without speaking the students will difficult to talk or communicate each other.

Speaking is highly complex interactive skill that has added complexity of being very anxiety has its provoking for learners of another language, Burn and siegel (2018:17). It refers speaking student should always be improves to rise the enthusiasm of student in speaking. Based on Parupalli srinivas (2019) said that speaking skills is very important for learner sustain in globally competitive world. Now, in technology era there are many variety application to learn speaking skill. Therefore the English teacher have to introduce a variety of application in their classroom by selecting simple and useful material that creates more interest.

However, based on result observation in SMPN 2 Sendanathe researcher found some problems, the first, students hadless motivation in learning english wherethe students in class didn't pay attention to the teacher during learning process. The second is the students difficult to speak English because students have lack of vocabulary and does not how to pronounce the sentence or word in

english. that students low enthustiasthic in learning english. In addition, based on interview the 2nd grade students of SMPN 2 Sendana said that students feel bored to learn speaking because the technique of the English teacher use in class is not interesting, and students does not like speaking because the word and pronounce is different. So this is a big challenge for the teacher to find a effective strategy to students learn speaking. Currently, the teacher can help students to improve their speaking skill through mobile learning and to overcome the problems the researcher interest apply ELSA speak application in expecting to solve the students' problem

There are many method that we can use to improve speaking skill students and the researcher choose Project Based Learning method to improve speaking skill students. Project based learning is a learning model like a real project work to students for provide a meaningful learning experience. According to potton (2012) project based learning refers to student design,planning, and carrying out an exteded that prodece publicly-exhibited output such as product, publication or persentation. So, for apply Project based learning to students in digital era the researcher will use ELSA application to improve students' speaking skill.

ELSA speak application is one flexible programme that provides some features, such as it is designed to exercise the learners to say word correctly such as vowel, consonant, word stress (Samad & Aminullah, 2009, p56). The reason of the researcher choose ELSA application is to develop speaking skill students, which is ELSA has some features such as speech recognition, free online dictionary, proven pesonalized curriculum and free assesment, ELSA also digital platforms for mastery of langauge especially spea

king skills.

This study is for knowing the implemetation of project based learning through ELSA application to improve students speaking skill. It hopefully can improve students'speaking skill. This study refers to students in junior high scholl.

Therefore, the study is conduct to know the influence of project based learning to improve students'speaking skill and the researcher decides ***“The influence of Elsa speak application to improve Students' speaking skill : A project based learning”*** for title of this study

B. Problem Identification

Based on the background above there are some problems related to the students' speaking ability and they are:

1. The students have lack motivation in learning english. Based on interview the English teacher of SMPN 2 Sendana
2. The students feel bored in speaking because the lack of vocabulary. Based on interview the English teacher of SMPN 2 Sendana

C. Research problem

This reasearch focused onThe influence of project based learning through elsa application to improve Students' speaking skill. Lack vocabulary and motivation to learning english make students difficult to speak english.

Based on background, the problem identification and research focus which been explained, research problem of this study as follows:

1. Is there any a significant effect of Project Based Learning through ELSA speak application to improve Students' speaking skill?
2. What are students' perception toward the use of ELSA speak application?

D. Research Objective

Related to the problem formulation, the objective of the research to find out the significant influence of Project Based Learning through ELSA speak application to improve Students' speaking skill and to find out students' perception toward the used learning through ELSA speak application.

E. Research Benefits

1. For students.

This research can help students improving their speaking and can be motivate students to convidence speak english .

2. For teacher

This research can contribute teaching process as the recommendation method for teachers. It can be recommendation for other researcher as literature.

3. For readers

Hopefully, this research contribute as a good reference for other researchers who will conduct a research on the same topic as the writer has done.

4. For writer

With the results of this reseach, it is hoped that can provide lessons to the auther about this research idea, can be a reference for future researchers, increasing knowledge about how to improve speaking skill

To know how to make a good result during this research is with make sure the students want or not to learning this application in the class and the teacher must know what students feel during learning process.

CHAPTER II

LITERATURE REVIEW

Literature review is a description of the theory, findings and research materials obtained from references materials to be used a basis for research activities to develop a clear framework of thought from the formulation of the problem to be studied. This chapter is divided into two main section. Namely, previous related studies, theoretical framework, conceptual framework and hypothesis.

A. Previous Related studied

In undertaking this study, the researcher examine a few other researches about task-based learning, teaching talking, and motivation and observed some related researches, those research had help this study.

The first previous study is according to Lia loviana (2023). 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 . 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 skill

The second previous study is conducted by Noor Idayu Abu Bakar, Nooreen Noordin & Abu Bakar Razali (2019) Improving Oral Communicative Competence in English Using Project-Based Learning. Activities The quasi-experimental study investigated the effectiveness of using project-based learning (PjBL) activities as a teaching strategy in improving the oral communicative competence of Malaysian English language learners. The participants included 44 diploma students enrolled in a Communicative English course at a technical college in the Peninsular Malaysia, who were purposely selected for the study. The intervention comprised a 12-week lessons taught using PjBL teaching strategy and centred on eight PjBL activities. Data were collected using a speaking test and a listening test, which were administered as pre-tests and post-tests, and a student questionnaire which was administered at the end of the study. Data analysis involved the procedure of MANOVA, as well as descriptive statistics such as mean, standard deviation and percentage. The findings revealed a significant improvement in the learners' overall oral communicative competence and a high perception of PjBL by the learners. It is concluded that PjBL teaching strategy is effective in improving the oral communicative competence of the English language learners. The study recommends the use of PjBL as a suitable English language teaching strategy for technical students who are generally low proficient English language learners.

The third previous study is conducted by rahmatul fitrah , and Rahimania (2024) “ Students perception of using the ELSA speak application in learning English-speaking.” 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.

The fourth previous study is conducted by belinda lesmana, (2022) Using ELSA speak application to improve students’ speaking skill at UPT SPF SMPN 17 Makassar. The purpose of this study was to determine whether the use of the ELSASpeak application in learning English was able to improve the speaking ability of eighth grade students at UPT SPF SMPN 17 Makassar. This research focused on pre-experimental research in one class pre-test and post-test. The population of this research is class VIII SMPN 17 Makassar in the academic year 2021/2022 which consists of 165 students. The researcher took one class as the research sample, namely class VIII which consisted of 33 students. The data were obtained from the speaking ability test while doing

the dialogue in the pre-test and post-test. It can be concluded that the results of this study indicate that the use of the ELSA Speak application is able to improve students' speaking skills which includes grammar, content, pronunciation, vocabulary and fluency. This can be seen in the average score of students in the pre-test, which is 57.03 and increases to 76.30 in the post-test. This means that the use of the ELSA Speak application in learning English can improve students' speaking skills in class 8.3 at UPT SPFSMPN 17 Makassar.

The fifth previous study is conducted by Puji aswati and Ayu indari (2022) THE EFFECT OF USING ELSA SPEAK APPLICATION ON STUDENTS' SPEAKING ABILITY FOR THE ELEVENTH GRADE OF MASDARUL AL MUHAJIRIN. This research was conducted to the eleventh grade students of MAS Darul Al Muhajirin in the academic year 2021/2022. This was an experimental research which used two group pre-test and post-test designs. The sample of research was 40 divided by two classes, XI-MIPA 2 as experimental class and XI-MIPA 1 as control class. This research was conducted to know the positive effect of using ELSA Speak Application on students' speaking ability. Based on the students' problems such as students worked hard to produce the English expression, students pronounced the words of the expression in inexact way, student used wrong intonation and stress in sounding the English expression. Having analyzed the data of pre-test and post-test by using t-test, from the result of calculation, it was obtained the value of the t-test was 10,619. The degree of freedom is 38 (df = because there was not df 38 in the t-table, so the writers decide to use df 40 since it was closer to 38 than df 30. The table at df 40 showed that the value of t-table (was 2,02 for 5% and 2,70 for 1%. This result meant that the value of t-test was not appropriate with the criteria of acceptance of H_0 , because the fact showed the value of t-test was higher than t-table ($2,02 < 10,619 > 2,70$). So, from that explanation, writers concluded that null hypothesis was rejected and alternative hypothesis was accepted. Hence, hypothesis stated that there was a significant 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.

There are some differences between this research and the other research before, this research use PBL through ELSA speak application to improve students' speaking skill while the other previous studies only use PBL to improve students' speaking skill

B. Theoretical framework

1. Speaking

a. Definition of speaking

Speaking is the important skill in english because without speaking related to coomunicate with other people. According to haeni pakula (2019) Speaking is an important skill in language learning, but its not easy skill to learn and teach, another research according to Elyasun, rosnija, and salam (2018:1) speaking is process of conveying or sharing ideas orally. According to zuhriyah (2017:122) speaking is the way of people to express something and for communicating to other people orally. Long and ahmadi (2017:34) also state that speaking not only just saying words trough mouth (uttarence) but it means conveying message through the words.

Haryuddin and jamilah (2018:61) state that speaking english is a foreign language that should do by many practices for master it. Cahyono and indah (2012:8) speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language. Luoma (2009:1) speaking skill are important part of the curriculum in language teaching. (Harmer 2007:284) state that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

b. Importance of speaking

The most crucial skill to develop when learning a second or foreign language is speaking. S peaking is considered to be the most crucial of the four essential language abilities for learning foreign or second language. According to (clamppit 2016:coombs 2014) speaking activities are an inseparable part of daily activities that can not be underestimated. Al nakhalah (2016) also

believes that students have problems and difficulties in speaking so they encounter English.

c. Aspect of speaking

According to Brown (2004:406-407) there are some aspects of speaking as follows:

1. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the words confusing the idea.

2. Comprehension

Comprehension is a student's competence to comprehend all of the speaker says to them.

3. Grammar

Grammar is a way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the words so the speaker also easily to speak as well, and more easier.

4. Vocabulary

Vocabulary is basic of the language. Vocabulary is about choice of words which is used appropriately based on the context of speaking. Vocabulary is the key of students to know how to speak

5. Pronunciation

Pronunciation is the important component of language. Therefore, it is necessary if the student has a good pronunciation so their speaking will be understandable.

d. English speaking problem

English speaking problems are the difficulties that students face in learning English. Penny Ur said that students' speaking difficulties are: inhibition, lack of topical language, low or uneven participation and mother tongue use.

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about

trying to say things in a foreign language in the classroom, such a worried about making mistakes, fearful of criticism or shy of their speech attracts.

2. Nothing to say

Even if they are not inhibited, students often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation.

Only one participant can talk at a time if he or she is to be heard and in a large group, this means that each one will have only very little talking time. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use

In classes where all or several of learners share the same mother tongue they may tend to use it, because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue. If they are talking in a small group, it can be quite difficult to get some classes, particularly the less disciplined or motivated ones to keep to the target language. Based on the problem above, it can be concluded that there are four problems in learning speaking activities, namely:

This research was held in junior high school which was students should be good in pronunciation and many vocabulary to master in speaking skill. It was difficult for students to speak English well if they don't pay more attention during study in class.

2. Concept of Teaching PBL

a. Definition of project based learning

Project based learning is student centered learning models that provide meaningful learning experience. According to Iin Kusmawati, 2019 project based learning is one of strategies which English teachers use in teaching oral activities and Scaffolding in PjBL also supports student learning and

engagement Salam, Mailok, Ubaidullah, & Ahmad, (2016). Project-based Learning (PjBL) is a constructivist teaching strategy that involves exploration of knowledge as students work on a project over an extended period of time (Buck Institute for Education, 2018). Desi ratna simbolon, ecep waryuddin and Efransyah, (2019) Project based learning is one of teaching technique where the students work in group project and it is required students for design, planning and carrying out an extended project and produces a publicly-exhibited output such as a product, publication, or presentation.

Furthermore, the NYC Department of education (2009) PBL is a learning strategy where students should build their own content knowledge and demonstrating new understanding through various forms of representation. According to Klein (2009 p.8), Project Based Learning is a learning mode that allows students to freely pursue their knowledge and demonstrate their new knowledge through some demonstration modes. Goodman (2010) defines project based learning as a teaching approach that is built on learning activities and real tasks that provide challenges for student related to everyday life to be solved in groups. Wena (2014) also states that project based learning is a learning model that provides opportunities for educators to manage learning in the classroom by involving project work.

b. Type of PBL

According to Shweta Sharma, (2023) there are several types of project based learning as follows:

1. challenge based Learning

Challenge based learning is a type of project based learning focused on seeking a solution for the problems faced at an individual or community level.

2. place-based Learning

Place based learning takes an experimental or service based learning format emphasizes student engaging in inquiry-based learning, which is personalized and rooted in the community.

3. Activity-based learning

Activity-based learning means learning based on activities. Students' construction of meaning through manipulation and experimentation is central to this approach. For instance, interactive field trip, where the students are asked to create a version of what they have observed.

c. Strategies of PBL in teaching speaking

According to Ministry of Education and Culture (2013), there are six stages of PBL method in the teaching and learning process as follows:

1. Starting with the essential question

The question that offered in PjBL lesson must be engage the students. It is an open-ended question which means that the students may explain and find out different information to answer the question. In this stage, there are several considerations such as: (1) the students should take a realworld topic and begin for in depth investigation; (2) the question must be authentic topics and situations; (3) the teacher should require the students to make an impact by answering the question or solving the problem; (4) the teacher should take the relevant question to the students in their live or realworld.

2. Designing a plan for the project

In designing the project, the first essential part is select the content standards to be addressed by the teacher to involve the students in the planning process. After selecting the topic, the teacher and students determine the final outcomes of the projects such as written report, debate, letter, handbook, oral presentation, video, and performance of role play.

3. Creating a schedule

After the topics and final outcome of the projects are determined, the teacher and students work out the project in details from opening activities to the completion of the project. In this step, the students consider their roles, responsibility, and collaborative work groups then they consult a deadline for projects completion with the teacher. Finally, the students with their group discuss on the timing for gathering, sharing, and compiling information, and presenting their final projects.

4. Monitoring the students and progressing of the project

In this stage, the teacher and students have different role. The students are ready to work to complete their project in groups, organize the information and discuss the value of the data that they have collected. The goal is to identify the information that is crucial for the completion of their projects. While the students are working on their project, the teacher monitors the students' activities and their project progress. After that the teacher reminds the students in every part of the process belongs to them and needs their total involvement. It can be a clear assessment if the teacher assesses the process through creating team rubrics and project rubrics. Team rubrics state the expectation of each team member while project rubrics refer to evaluate the requirements of projects.

5. Assessing the outcome

Before assessing the outcome, the students present the final outcome of their projects based on their agreement before. They discuss about their friends' project, give feedback on it and provide several questions or comments to the students who are presenting their project in order to build the students' critical thinking. After that, the students reflect on the language mastered and the subject matter acquired during the project. In addition, the students are asked to make recommendations that can be used to enhance similar projects in the future. Moreover, during this stage, the teacher also provides the students with feedback on their language and content learning about how they understand the information and what they need to improve on their skills.

6. Evaluating the experience

In the busy schedule of a school day, there is often little time for reflection which is a very important of the learning process. Indeed, the teacher allows the students to do individual reflection such as journaling, as well as group reflection and discussion. The teacher also guides the students to share their feelings and experiences, and discuss what work well and need to change.

d. ELSA speak application

1. Definition of ELSA speak application

In the detail of ELSA (English Language Speech Assistant) Speak is taken by Elsa Application's Detail Information, it clarifies that ELSA (English Language Speech Assistant) is an English pronunciation app that helps you speak English confidently and clearly. Over 10 million people have used ELSA's award winning, artificially intelligent speech-recognition technology to learn English (Puji aswati, ayu indari 2022). pronunciation ELSA Speak (English Learning Speech Assistant) was designed by Vu Van from Vietnam in 2015, and is based in San Francisco ELSA (English Language Speech Assistant) is an English pronunciation app that helps you speak English confidently and clearly. ELSA can help you Study English for your IELTS, TOEFL, TOEIC exams, and even for your ESL classes, Learn essential English conversations and phrases before your travel trip, Practice English related to your field to advance your career. ELSA Speak (English Language Speech Assistant) make students can practice their English skills anytime and anywhere. The students can find their speaking Proficiency and Score through take speech test that's written by word class expert and receive a detailed report of your pronunciation strengths and weaknesses learning a new language is easy if you know what to focus on

ELSA speak application is main function to train English pronunciation accurately. This means that the application can detect the user's pronunciation errors with an accuracy rate of up to 95%. ELSA has provided more than 1,200 lessons and more than 60 topics for users to practice pronunciation starting from practicing pronunciation of English words, phrases and sentences. Another feature offered is an interactive dictionary, which will help the user how to pronounce the word or phrase he is looking for. This app makes use of Artificial Intelligence (AI) and voice recognition to help improve and perfect English pronunciation. In addition according to Lengkanawati (2016) there should be an adjustment of the instructing given students so that the subject matter can be more dynamic in the learning methods..

2. Benefit of ELSA speak application

ELSA Founder & CEO Vu Van said that pronunciation is the biggest challenge in learning English, so it becomes a barrier to speaking fluently and confidently. “In this day and age, we need to speak English clearly, and with a clean accent to communicate well at work, school, and elsewhere.”(Eka 2020). With its technology, ELSA's top priority is practicing English pronunciation accurately. The application said to be able to detect user pronunciation errors with an accuracy rate of up to 95%. Users can also receive detailed feedback to correct their pronunciation errors, such as reviews of each misspelt syllable to pronunciation analysis. ELSA has provided more than 1,200 lessons and more than 60 topics for users to practice pronunciation, starting from practicing pronunciation of English words, phrases, and sentences.

E. Some feature of ELSA speak application

1. pronunciation correction

When we enter the lessons in the Elsa Speak Application , we are instructed to say the words or sentences in the lesson; the corrected pronunciation assessment depends on whether or not the words/sentences we say are correct. If the word we pronounce is correct, it will be marked excellent. If it is not correct, then the word/sentence that is not correct will be automatically marked in red or orange. If we want to know the correct pronunciation of the way we pronounce the word incorrectly then we can press the red marked one. Then we will get an explanation and examples of the correct pronunciation of the word from our incorrect way of pronouncing the word.

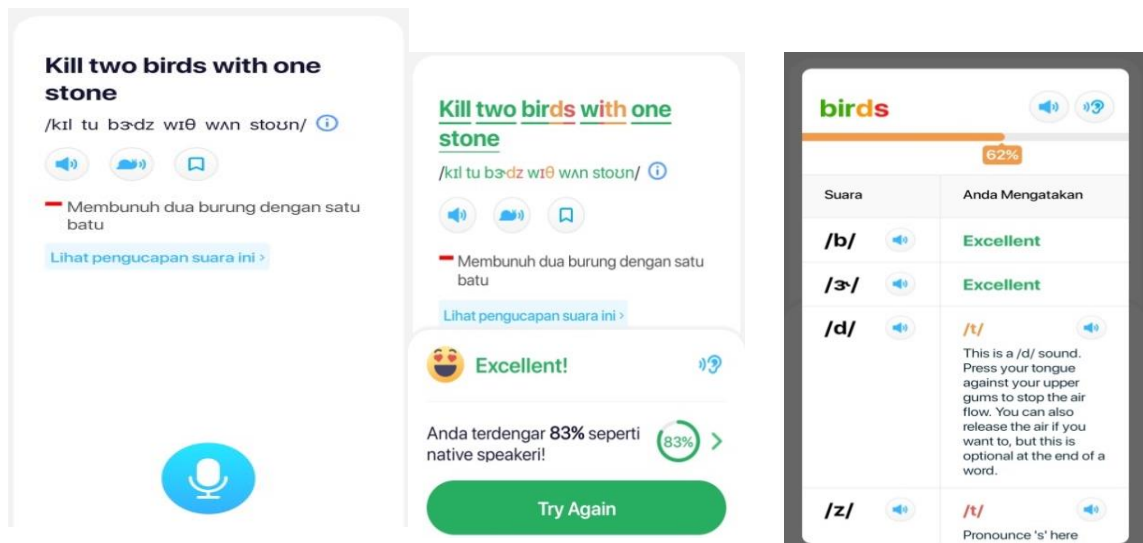


Figure 2.1 pronunciation correction of elsa

2. Explore feature

In this feature, we can explore some of the lessons that we can learn, and there are some recommended topics for Elsa Speak App users.

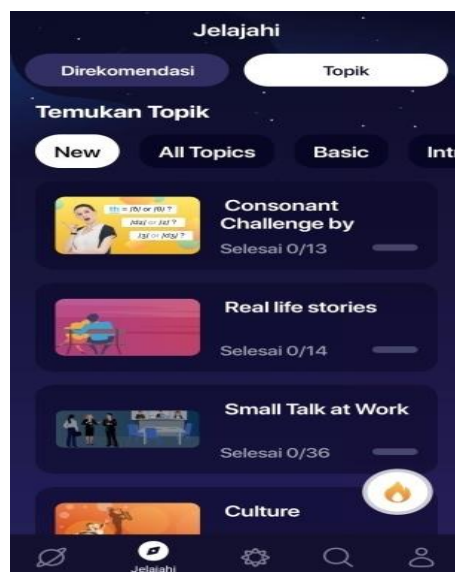


Figure 2.2 explore feature of ELSA

3. Dictionary feature

In this feature, if we want to know how to pronounce a word or sentence, we can write it down in the dictionary contained in this feature. After we write it down, then we can listen to the correct pronunciation from

the ELSA Speak App, and we can immediately practice pronouncing the words or sentences that we have written. Then Elsa Speak will automatically correct the wrong or correct word/sentence. We can also directly say the words/sentences we want to know then ELSA Speak App will write down what words/sentences we say, whether or not the written word is correct depends on how we pronounce it



figure 2.3 future dictionary ELSA

5. Steps of using ELSA speak application

There are several types to use ELSA application as follows :

1. Download *ELSA speak* application in playstore or appstore.



Figure 2.4 ELSA speak logo

2. After that choose menu study by topic

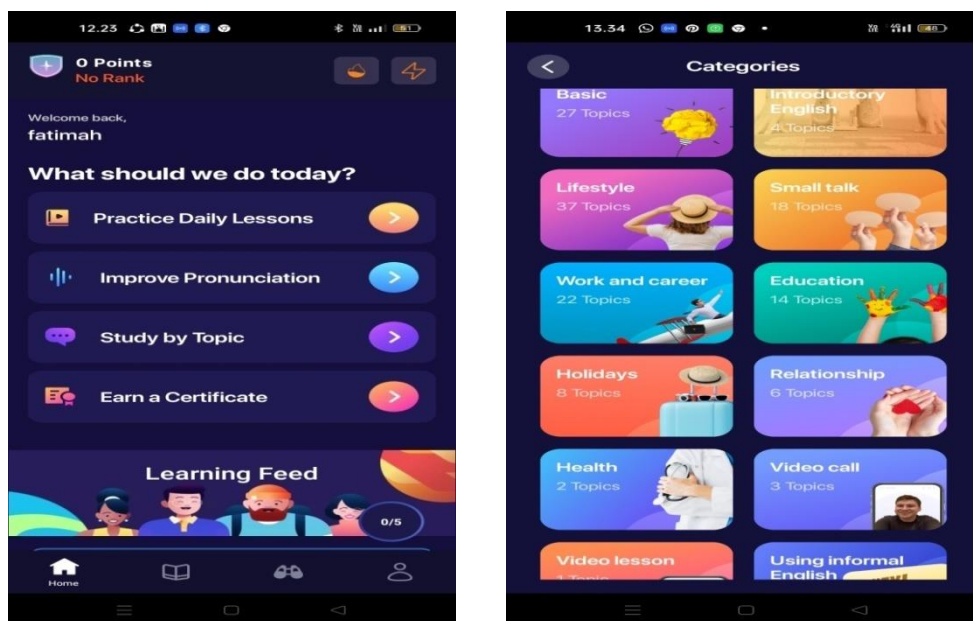


Figure 2.5 menu of ELSA

3. Select the "topic" menu. From the menu there are many topics for teaching speaking skill to students for treatment.

D. Conceptual framework

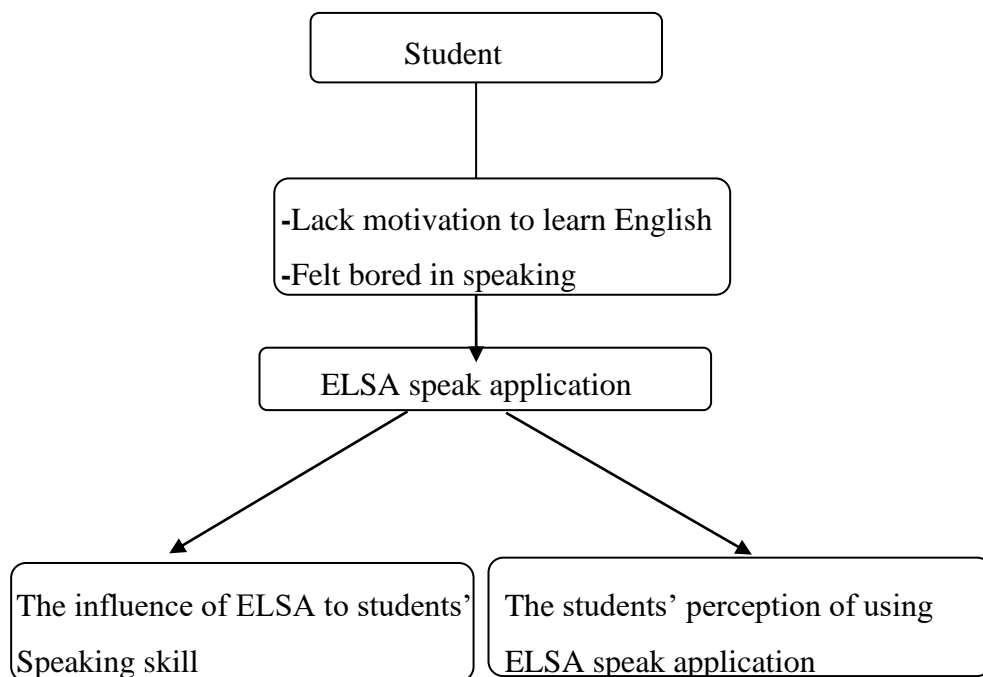


Figure 2.6 Conceptual Framework

Conceptual framework of this study is firstly the researcher gave student pre- test and taught about speaking after that the reasearcher taught how to use ELSA speak application. The learning process used pre experimental design research. Then, the researcher applies project based learning as method in the pre experimental design. After that the researcher gave students post- test to know students' progress in speaking after doing treatment.

D. Hypothesis

Based on the previous related studies, theoritical framework and conceptual framework, this study formulate hypothesis as follows:

H0 : There is no significant effect of using project based leaarning through ELSA speak application to improve students' speaking skill.

H1 : There is significant effect of using project based learning through project based learning to improve students' speaking skill

H0 :Using ELSA speak application can not help to improve students, speaking skill

H1 : Using ELSA speak application can help to improve students speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding and discussion of the result in The effect of project based learning through ELSA speak application to improve students' speaking skill the researcher conclude as follows:

1. The effect of project based learning through ELSA speak application to improve students' speaking skill..

The effect of project based learning through ELSA speak application to improve students' speaking skill in the eighth grade SMPN 2 Sendana ELSA speak application one of method that we can be used to create, increase and improve. Based on the result of the effect of project based learning through ELSA speak application in speaking that conducted at eight grade of SMPN 2 Sendana, the researcher concluded that there was a significant effect in speaking skill. It can be proven from the finding which shows the difference mean of pre-test and post-test in experimental class. The mean of the post-test score was higher than pre-test scores. The maximum score of post-test was 75, While the mean of the pre-test 40. The further based on paired sample T-test result shows the difference the two means is significant. The asymp value is known sig. (2-tailed) at $0,000 < 0,05$, then the basis of the decision that h_0 is rejected and h_1 is accepted. Thus, it can be concluded that the effect of project based learning through ELSA speak application to improve students' speaking skill is one of effective media to used in teaching speaking for beginner level students.

2. The students perception of the ELSA speak application

The students' perception this app is ELSA speak application in learning speaking is good category. Based on average, respondent mostly chose the answer agree from 30 respondent, so the result of this questionnaire categorized as a good app. It means that students are interested and have a positive perception of using the ELSA Speak

Application. Several factors make the ELSA Speak App great for students to use.

B. Suggestion

After conducting the research, hopefully could be beneficial for students, teacher and other researcher who interested in applying project based learning through ELSA speak application to improve students' students speaking skill. The researcher has some suggestion. They are for English teacher and other researcher. The description is presented as follows:

1. For English teacher

This research proved that project based learning through ELSA speak application is an effective media to teach speaking. It has been tested by the data gained during the research. After conducting the research, the researcher has some suggestions hopefully could be beneficial for students, teachers, and other. researchers who are interested in applying ELSA speak application to improve students' speaking skill, in the teaching and learning process, the teacher should be able to make the students interested in the lesson. One way to make them interested and motivated is by using media. The researcher suggests that teachers can use ELSA speak Application as an the media in teaching English especially speaking. ELSA speak application is very beneficial to be used as a technique. It is a media that is considered effective to be implemented in the teaching and learning process of speaking to help students improve their speaking skill. It is not only to help students in improving their speaking skill but also to make the learning process more interesting. However, it is also important for teachers to continue to modify, and read some references about teaching vocabulary in applying this application.

2. For students.

The students can increase their speaking through this method and this application and in this can make students more comfortable. Related to the focus of study, it is expected that to the result of the study can be

used as an additional reference for the other researcher who conduct the similar studies especially dealing with the teaching of speaking.

This research have a strength and weakness, the strength of this research is we can use this application in everywhere, we can manage how long that we want to learn in a day and the weakness of this research is there are some feature in this application that we can't use without network or offline. So hope the application can be motivated students to improve their speaking

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