

**THE EFFECT OF USING *THE ELSA SPEAK* APPLICATION ON
STUDENTS' SPEAKING SKILLS AT SMKN 3 PALANGKA RAYA**

THESIS



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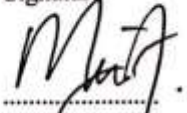
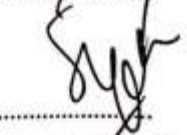

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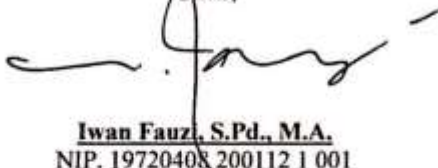


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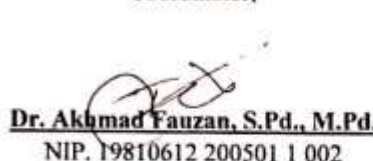


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Palangka Raya, 15 Oktober 2024

A handwritten signature in black ink, appearing to be 'Okta Ricky Victori', written in a cursive style.

Okta Ricky Victori

ABSTRACT

Victori, Okta Ricky. 2024. The Effect of Using *The Elsa Speak* Application On Students' Speaking Skills At Smkn 3 Palangka Raya. (Advisors: (1) Sulamit Syeba, M.Pd. (2) Dr Bahing, S.Pd, M.Pd).

Key Words: *Speaking Skills, ELSA Speak Application*

This study investigates the impact of ELSA Speak at SMKN 3 Palangka Raya on students' speaking ability in English. By focusing on this particular context, this study seeks to uncover how a technology-supported language learning tool such as ELSA Speak can contribute to improving students' confidence and competence in speaking English. This study aims to explore the effect of using the ELSA Speak application on students' speaking Skills at SMKN 3 Palangka Raya. To ensure the research is conducted effectively, a research design is needed as a framework for data collection, measurement, and analysis.

Data analysis was conducted using SPSS version 22, following these steps: Statistical Analysis: The researcher analyzed the students' scores to determine the effect of ELSA Speak application on speaking skills. Normality Test: The Shapiro-Wilk test was used to assess the normal distribution of the scores. If the data were normally distributed, the Paired Samples T Test was applied; otherwise, the Wilcoxon Signed-Ranks Test was used. Interpretation of Results: Hypotheses were evaluated based on the level of significance. If the significance value was less than 0.05, the null hypothesis was rejected, indicating a significant effect of the ELSA Speak application. Research Instruments: Test: Tests were used to measure students' ability to ask questions and give opinions, along with a scoring rubric to evaluate performance Validity: The study ensured content validity by aligning the test content with the syllabus and using relevant themes. Construct validity was assessed to ensure that the test measured the intended skills effectively.

The results of the pre-test scores of 33 students, 20 students (60.6%) received a poor classification, 9 students (27.3%) received a sufficient classification, and 4 students (12%) received a good classification. The results of student scores on the post-test showed that there were 4 students (14.1%) with excellent classification, 6 students (18.2%) with very good classification, 15 students (52.4%) with good classification, 7 students (21.2%) with fair classification, and there was only 1 student (3.0%) who had a poor classification. It can be seen that there is a very significant difference between the pre-test and post-test scores. In the pre-test, there were 20 students who had a poor classification, then there were no students who had good and very good classifications. While in the post-test there was an increase in scores, there were 4 students who were classified as good, and the classification was reduced to 1 student. The result of Sig. (2-tailed) results are at 0.000 which indicates that the alternative hypothesis (H_a) can be accepted and the null hypothesis is rejected. From the results of the research and also the topic of discussion, it can be concluded that the ELSA Speak application can improve English speaking skills in class XI students of SMKN 3 Palangka Raya.

TABLE OF CONTENTS

	Pages
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	1
1.1 Research Background.....	1
1.2 Research Problem.....	6
1.3 Research Delimitation	6
1.4 Research Objective.....	7
1.5 Research significance	7
CHAPTER II THEORITICAL OF LITERATURE	9
2.1 Concepts and Theories	9
2.1.1 Definition of Speaking.....	9
2.1.2 The Elements of Speaking	11
2.1.3 Problem in Speaking Skill	14
2.1.4 Functions of Speaking.....	16
2.2 ELSA Speak Application	17
2.2.1 Procedure of ELSA Speak	18
2.2.2 Teaching Speaking Through Technology	21
2.3 Previous Study.....	22

CHAPTER III METHOD OF THE RESEARCH	25
3.1 Design of the Research.....	25
3.2 Population and Sample of the Research	26
3.2.1 Population of the Research	26
3.2.2 Sample.....	26
3.3 Hypothesis	27
3.4 Research Variable	27
3.5 Procedure of Collecting Data	27
3.6 Technique of Data Analysis	29
3.6.1 Data Analysis Procedures	29
3.7 Research Instrument	31
3.7.1 Instrument Development.....	31
3.7.2 Instrument Validity	33
3.7.3 Instrument Try Out	34
3.7.4 Instrument Reliability	35
CHAPTER IV RESEARCH RESULTS AND DISCUSSIONS.....	37
A. Descriptions of Research Results	37
B. Discussions	46
CHAPTER V CONCLUSION AND SUGGESTIONS.....	49
A. Conclusion.....	49
B. Suggestions.....	51
REFERENCES.....	53
APPENDICES	55

LIST OF TABLES

	Pages
Table 1. The Test Illustration of One Group Pre-Test and Post-Test Design.....	26
Table 2. Scoring Rubric	32
Table 3. The following is the correlation coefficient qualification table:.....	36
Table 4 The Students' Score in Pre-Test	36
Table 5 The Percentage of Student's Pre-test Score	39
Table 6 The Students' Score in Post-Test.....	40
Table 7 The Percentage of Student's Post-test Score	43
Table 8 Total of Score Classification.....	44
Table 9 The Result t-test	45

LIST OF FIGURES

	Pages
Figure 1 Open Playstore or Appstore, search for "ELSA Speak" and download it.	19
Figure 2 If you have followed the steps shown in the picture, it means you have logged in to ELSA Speak.....	19
Figure 3 There are four menus on the home screen and the explorer selects them from the "Explore" menu.	20
Figure 4 Select the "theme" menu. Many topics on the menu teach students speaking skills for treatment.	20

LIST OF APPENDICES

	Pages
Appendix 1: Instrument of Pre-Test.....	55
Appendix 2: Treatment	56
Appendix 3: Instrument of Post Test	58
Appendix 4 The Answers of Students	59
Appendix 5: Lesson Plan	60
Appendix 6 : Documentations.....	70