

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Students often use learning apps to play rather than learn. Many learning apps have game features that make students interested in using them. However, it is not uncommon for the game feature to make students not focus on their purpose of using the application to learn. In addition, currently, in the industrial era 4.0 there is technology whose intelligence is similar to humans. This technology can be a medium for the learning process. This technology is called artificial intelligence technology.

Artificial intelligence is an advanced tool that can help students to facilitate the learning process. The emergence of artificial intelligence (AI) technology has led to changes in human culture, lifestyle, work patterns, and even educational thinking and approaches (Lu & Fan, 2023, p. 1). This emerging artificial intelligence technology is bringing changes to the world of Education as well. Both for the school learning process and for individual learning, the application of artificial intelligence in education aids educators and learners. Artificial intelligence can provide easier access to other resources such as access to online learning. In addition, the emergence of artificial intelligence is able to make learning adaptive, interactive and fun.

The application of artificial intelligence in education helps students become more proficient. The use of artificial intelligence systems in the learning process is also believed to improve students' ability to carry out an independent learning process (Astawa & Permana, 2020, p. 757). Moreover, every English language skill required artificial intelligence so that the learning process is easier, more effective, and more engaging. Furthermore, the use of artificial intelligence in education has the potential to improve students' motivating to learn.

Learning by using applications based on artificial intelligence would be more effective, fun, and independent. For example, students needed the quillbot application for writing skills. Because in the quillbot application can paraphrase writing directly, check for grammar, and check for plagiarism. As in the features in quillbot, this application is not only for checking student grammar, but there are still many features that can be used such as, paraphrasing, translating reading texts, checking plagiarism (Baron et al., 2023, p. 254). The Let's Read app and the British Council English Score app are further reading skills apps. Artificial intelligence-based apps for English listening skills are also available. The Duolingo app is one example. The artificial intelligence-based ELSA Speak app and an application that can fix mistakes in every word said in dialogue exercises are more tools for improving English speaking abilities.

Thus, artificial intelligence has a positive impact on students and teachers for the continuity of learning that is increasingly interactive and innovative. One of the benefits of artificial intelligence (AI) in English learning is that we can choose English learning materials according to the material presented by artificial intelligence (AI) (Subiyantoro et al., 2023, p. 348). Because using an application that has artificial intelligence can be used anywhere and anytime.

Learning is the process of acquiring new abilities, information, or comprehension. When students attentively study, they acquired new information that influence who they become in the future. This agrees with Liana that learning is a process within individuals who interact with the environment to get changes in their behavior (Liana et al., 2018, p. 2). By learning, students become better individuals, become useful individuals for others who bring changes to themselves and the surrounding environment. Learning can also be more effective if our learning uses a medium. Learning media that is utilized appropriately in the learning process became a more effective and efficient support tool in achieving the learning objectives (Puspitarini & Hanif, 2019, p. 54). The media used for learning can be from any media. Especially in this sophisticated era there are learning applications as media that help the learning process to be more effective and efficient. Therefore, the media is said to be an intermediary tool for students to learn. Media as an

intermediary in order to facilitate the achievement of a goal of the education (Kuswanto et al., 2021, p. 1). Learning by using media can also greatly help teachers or students in the learning process.

The learning process would be easier if teachers and students occasionally use Android-Based Learning media. Where the media can be used through a mobile phone. This media utilizes Smartphones in helping the learning process so that students can be more focused and motivated to learn because it uses media that can steal students' attention (Liana et al., 2018, p. 2). Using cellphones as learning tools not only encourages kids to learn but also allows them to be utilized anywhere, at any time. No matter the circumstance or location, students may always study. ELSA Speak AI is one of the internet applications that may be used on a mobile device. The instrument that can assist students in improving their English language proficiency.

There are many technologies that can be downloaded from the internet to be used as English language learning, especially to improve pronunciation skills, one of which is the ELSA Speak application (Dini et al., 2020, p. 9). ELSA Speak is one of the online learning applications on mobile devices. An application that can help students' pronunciation to be better. Not only there is aspects of pronunciation, but also there are other aspects of ELSA Speak that help students to make their English better. The use of learning media such as ELSA Speak AI applications in the learning process is very helpful for students in speaking skills, one of which is to practice dialogue skills. This is one of the positive impacts because students can be more motivated to learn English, more confident when dialoguing using English, and also increase their interest in learning English.

English learning process would be easier and more helpful when teachers and students use learning media. ELSA Speak application is one of the media that can support era 4.0 education (Samad & Ismail, 2020, p. 2). With the help of ELSA Speak which has entered and supported into the realm of education, students' English learning is easier, faster, and more effective. Among the AI-generated materials that can assist students in learning to speak English is ELSA Speak. It is designed to help students speak English in a simple, fluent and confident

manner (Darsih et al., 2021, p. 2). ELSA Speak application that has artificial intelligence and there is already material on each of its features and it is designed simply so that students can more easily learn English by using ELSA Speak.

ELSA Speak has several levels to learn. First for students who do not understand English at all can start to learn the beginner level. For students who already understand English and want to perfect their English skills, can learn the intermediate level. Finally for students who have mastered English skills and use ELSA Speak for daily learning or want to improve it again, can learn the advanced level. This makes the ELSA Speak application is a recommended application for Learning English, especially for dialogue skills to be even more perfect. The ELSA Speak application is highly recommended for students to improve their speaking skills because it provides several facilities and features, including speech recognition technology, a custom, tested curriculum, a free online dictionary, pronunciation and intonation checker, and free assessment exams throughout the program (Karim et al., 2023, p. 655). Therefore, from the statement above, the researcher was interested to assess whether the ELSA Speak AI application can have an impact on English learning on the speaking ability of English club students, especially on the dialogue ability of students to be more perfect.

Speaking is the most important and basic thing in daily communication. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation (Ahmadi, 2017, p. 2). But in language learning, students still feel constrained in their ability to speak. Speaking involves more than just expressing ideas with the appropriate intonation; it also involves how to convey the conversation's substance (Sari & Setyowati, 2023, p. 932). Therefore, students must practice speaking frequently so that the ideas conveyed can be received clearly and also use the right intonation, especially for the ability to speak English to be better. One of the obstacles that occurs in students is that they are rarely trained in English speaking skills, so that it can hinder student communication when students just want to speak English. Speaking ability is a challenge for students who learn languages because students must be able to master vocabulary, pronunciation, and correct grammar.

Students can overcome challenges in learning to speak English, students can take part in activities outside the classroom such as participating in extracurricular activities of English club. English club is an activity that students do outside of normal learning hours. Every school must have activities or can be referred to as extracurricular as a forum for developing student talent. Extracurricular programs are non-formal learning activities carried out by students in schools or universities, commonly outside the standard curriculum study hours (Dayangku, 2023, p. 2). With the English club at school, it can help students to develop their talents towards their interest in learning English. Learning activities carried out in the English Club are usually watching English videos, singing, debates, storytelling, speeches, and news anchors and there are also usually special vocabulary books to help their learning process.

Some clusters of research exist in this field of the impact of ELSA Speak AI on English club students' speaking skills. There are the use technology based on artificial intelligence in English teaching and learning (T. N. Fitria, 2021; Le Phuong Thanh et al., 2021; Wang et al., 2023), learning speaking skill through Duolingo (N. Fitria et al., 2023; Hafifah, 2020; Khotimah, 2021), ELSA Speak application to improve students' speaking skill (Darsih et al., 2021; Karim et al., 2023; Lesmana, 2022; Sari & Setyowati, 2023), Students' Pronunciation Ability by Using ELSA Speak App (Akhmad & Munawir, 2022; Anggaraini, 2022; Adillah, 2022). The importance of English club (Fitriany et al., 2022; Dayangku, 2023).

There were some shortcomings in previous research with similar fields of study. First, research journals and theses make students in regular grade schools and students in universities as research objects. It would be better to do research in non-regular classes such as in English clubs. Second, the researcher do not explain the specifics of learning speaking skills using ELSA Speak. The researcher did not explain specifically how the concept of learning speaking skills in ELSA Speak with this, the researcher suspect that in some previous studies did not explain how the concept of learning in the ELSA Speak application. Therefore, the researcher wants to make more different by researching on students in English clubs and doing English learning by using ELSA Speak AI so that students feel that

they already pronounce the word well and correctly.

From the statement above, the researcher is interested in analyzing, and finding the impact of using the ELSA Speak AI application for learning English speaking skills, especially for dialogue skills on English club students at MAN 1 Cirebon. Therefore, the researcher formulates a study entitled “*Analyzing The Impact of ELSA Speak AI on English Club Students’ Sepaking Skills*”.

1.2 Identification of The Problem

Based on the background research above, the research identification problem is formulated as follows:

- 1) Giving information about AI application
- 2) Introducing the AI application to English club students
- 3) Learning English through application
- 4) Learning to speak English through dialog using ELSA Speak AI
- 5) The use of ELSA Speak AI as a learning media that really helps students to correct the wrong speech
- 6) ELSA Speak AI application can build students' confidence and make learning more exciting
- 7) The impact of ELSA Speak AI for English club students
- 8) Students' experience when using ELSA Speak AI

The existence of AI in the 4.0 era is very exciting for people in the world, especially for people in education. The existence of AI greatly helps the work of teachers and students. However, not all teachers and students understand and even know how to use and function of AI itself. The use of AI has a good impact, especially for students. Outside of learning, students can use AI as their tool to make it easier for them to find references for one of their assignments.

ELSA Speak application is one of the AIs application that can help students for their speaking skills especially in dialogue activities. ELSA Speak can also help students how to pronounce English words correctly, which is in accordance with the articulation and emphasis of words so that students' pronunciation sounds and speaking like native English speakers. Besides that,

English club students who still feel that they have not mastered English, especially in speaking skills where the pronunciation is still not correct. Students can use ELSA Speak at the beginner level and start practicing daily lessons by having dialogue in the ELSA Speak feature.

By using the ELSA Speak app, the learning would be even more exciting. Students who often practice their speaking skills, they would be more confident if asked to speak in front of audiences. In addition, in ELSA Speak application feature there is a conversation feature with ELSA AI where if students are able to master English, students can play by having a conversation or dialogue with ELSA AI for better English pronunciation and vocabulary skills. The use of AI in the Conversation feature with ELSA AI was greatly help students for their speaking skills ini dialogue activites and developing student confidence. Thus, the ELSA Speak app can have a very positive impact on the English language skills of English club students.

From several problems that have been described, the researcher interested in taking the problems that occur in English club students at MAN 1 Cirebon where they still do not know the use of AI as an English learning media for learning speaking skills by using ELSA Speak application. Therefore, the researcher interested in raising the problem to find out what impact that exist on the ELSA Speak application as an English learning media when used for learning the speaking skills of English club students at MAN 1 Cirebon.

1.3 Delimitation and Focus of The Study

The limitation of this research is to focus on the extent of the impact of ELSA Speak AI after being used by English club students at MAN 1 Cirebon to learn their speaking skills in dialogue activites. The researcher used one of the features in ELSA Speak AI, namely "video conversation". This would be the focus of the researcher to find out whether after learning from the feature have a good or bad impact on their speaking skills espeacially in dialogue activites.

1.4 Research Question

Based on the background research above, the research identification problem is formulated as follows:

- 1) To what extent does the ELSA Speak app impact on speaking skills after being used by English club students?
- 2) How did the English Club students feel about satisfaction and the experience using ELSA Speak AI for their speaking skills?

1.5 Aims of the Research

In addition, this research has specific objectives to be achieved, such as:

- 1) To find out to what extent of ELSA Speak application impacts on speaking skills after being used by English club students.
- 2) To find out the English Club students about satisfaction and the experience using ELSA Speak AI for their speaking skills

1.6 Significant of the Research

The researcher hope that this research can contribute to English teaching and learning. This has two main meanings for theoretical and a partical implications.

1.6.1 Theoritically

This research is expected to provide information to students and teachers regarding the use of ELSA Speak AI application in learning students' speaking skills.

1.6.2 Practically

- 1) For student

This research is expected to inform students that ELSA Speak AI can be a learning media, especially for learning English speaking skills.

- 2) For English teacher

This research hopes to be a reference for teachers that ELSA Speak AI can be an alternative media for learning English in speaking skills.

- 3) For the next researcher

This research hopes to be very helpful for further research that is still

related to this topic.

1.7. Theoretical Foundation

In this section, the researcher present a theoretical basis related to the research problem:

1.7.1 The Nature of Media

Media is one of the components of learning, media utilization should be a part that should get students' attention in every learning activity (Ulfah, 2023, p. 184). In addition, there is the other media understanding and it is supported by the statement of Fadilah that the word “media” comes from Latin which means “medium”, literally means medium or message sender (Fadilah et al., 2023, p. 3).

1.7.1.1 Learning Media

Learning media is one of the factors that play an important role in the learning and teaching process (Wulandari et al., 2023, p. 3929). Media has a crucial role in teaching and learning since it can inspire students to learn and teachers to impart knowledge, resulting in an effective learning process. This statement is supported by Wiratmojo and Sasonohardjo as well in (Junaidi, 2019, p. 45) the use of learning media in the teaching and learning process can arouse new interests and desires, generate motivation and stimulation of learning activities, and even have psychological effects on learners.

Learning media is one of the teaching aids for teachers to convey teaching material, increase learner creativity and increase student attention in the learning process (Firmadani, 2020, p. 94). Wth the help of the media, the learning process carried out by teachers and students more active, effective, and efficient. In addition, as cited from Danim in (Rohani, 2018, p. 93) educational media is a set of tools or complements used by teachers or educators in order to communicate with students or

learners. Media used by teachers and students can take any form, for example, such as online media in the form of learning applications. In other words, learning media is any software or hardware that serves as a tool for transmitting educational messages from the sender to the recipient. This allows the learning process to be more effective and efficient by stimulating students' thoughts, feelings, attention, and interests (Yaumi, 2017, p. 7).

1.7.1.2 The Function of Learning Media

Based on the definition of learning media, learning media can facilitate the teaching and learning process more effectively and efficiently. As cited from (Wahid, 2018, p. 4) in terms of history, there are two functions of educational media (which are now called learning media), namely as follows:

- 1) First, the function of AVA (Audio Visual Aids or Teaching Aids) is to provide concrete experiences to students.
- 2) Second, the communication function. This function is between two things, namely writing and making media (communicator or source) and the person receiving (reading, seeing, hearing). media (communicator or source) and the person receiving (reading, seeing, hearing).

Besides that, another understanding of the function of learning media according to (Zahwa & Syafi'i, 2022, p. 65-67):

- 1) Learning resources
- 2) Sematic function
- 3) Manipulative function
- 4) Psychological function
- 5) Socio-cultural function

1.7.1.3 Kinds of Learning Media

In order to accomplish learning objectives, both teachers and students will undoubtedly require a medium for the teaching and learning process. As a result, it is important to understand that there are several types of media that can be categorized for use in the process of teaching and

learning.

As cited from (Ramli, 2012, p. 16-17) it can be stated that there are at least five kinds of learning media classifications, namely:

- 1) Media without two-dimensional projections (only have a length and width), such as: pictures, charts, graphs, posters, posters, and other media. Such as: pictures, charts, graphs, posters, basic maps and so on.
- 2) Media without three-dimensional projection (has a length, width, and thickness / height, such as: actual objects, models, dolls, and so on.
- 3) Audio media (listening media), such as: radio and tape recorder.
- 4) Media with projections (projected media), such as: films, slides, filmstrips, overhead projectors, and so on.
- 5) Television (TV) and Video Tape Recorder (VTR). TV is a tool for viewing images and listening to sound from a long distance. VTR is a tool for recording, storing and displaying back simultaneously the sound and image of an object.

1.7.2 The Nature of Artificial Intelligence

Artificial intelligence (AI) is one part of computer science that makes machines (computers) can do the job as well as done by humans (H. Jaya et al., 2018, p. 3). Because of this, people may find it easier to perform a variety of tasks. Similar to regular student activities, artificial intelligence is used to help students with their assignments. This statement is also supported by Arly's statement that a certain degree of intelligence is used by this Artificial Intelligence (AI) to carry out human-like tasks like perception, knowledge, and creativity (Arly et al., 2023, p. 363). This entry of artificial intelligence into the realm of education is very helpful for the activities of teachers and students. In the world of education, the presence of AI will greatly help the teaching and learning process of students and teachers Education-driven creativity brought about by technological advancements that usher in the Era of Education 4.0 (Putri Supriadi et al., 2022, p. 193). Where in the current era, teachers are asked to be more creative in teaching so that students do not feel bored in learning. With the help of computer technology, it can help teachers and students in the learning process more effectively and efficiently.

Artificial intelligence (AI), in its form as a browser engine and applications on mobile, has become a part of everyday life (Badriah, 2023, p. 103). Therefore, it can make it easier for students to be able to learn anywhere and anytime. Students can learn more independently by using AI. In addition, AI also has several benefits and disadvantages, one of them which is the use of AI will reduce the thinking power of students who if they do something they can still do and the lack of creativity of students. AI is seen as tending to not encourage learners to think creatively, or try to solve problems in different ways (Badriah, 2023, p. 103).

In the world of Education, the existence of technological advances, especially in the advancement of information and Communication Technology (ICT) can support learning, both learning in schools and independent learning (Karyadi, 2023, p. 254). Including the presence of learning applications that are also provided artificial intelligence in it, it has been very helpful for students to learn, moreover to learn English. There are many English learning apps, one of which is to help students learn speaking skills. By using the artificial intelligence speech recognition system, students can not only simulate and improve the reading standard of the system by means of fluency, pronunciation, integrity and other language evaluation dimensions, but also improve the efficiency of oral English learning (Wang et al., 2023, p. 1). In this manner, student pronunciation improves and the learning process is made easier, more efficient, and more successful.

1.7.2.1 Artificial Intelligence in Education

The rapid advancement of technology makes humans have to go hand in hand, otherwise humans will be left behind. The rapid development of technology turns out to bring opportunities and challenges for the world of Education (Dewanto, 2023, p. 1). One of the opportunities that technology brings to the world of education is that it can help teachers and students in the learning process and create an adaptive learning. This is supported by statements from Liriwati that adaptive learning approaches powered by artificial intelligence provide an opportunity to deliver learning experiences tailored to each student's unique needs (Liriwati, 2023, p. 67). In addition being an adaptive learning, artificial intelligence can provide access to

students to use digital technology to make it easier for students to find information. The increased access of students to digital technologies, such as tablets and the internet, has opened up new opportunities for using artificial intelligence in education (Apriadi & Sihotang, 2023, p. 31743). This is related to the statement of Pebrian and Farhat that in an increasingly digital era, the role of artificial intelligence technologies is becoming increasingly important in increasing the effectiveness and relevance of the learning process (Pebrian & Farhat, 2023, p. 84).

In addition, the arrival of a technology in the form of artificial intelligence into the world of Education does not escape the positive impact and negative impact. The positive and negative impacts of AI (Astutik et al., 2023, p. 13) include:

a. The positive impact

- 1) The presence of personalized learning
- 2) Automatic assessment
- 3) Smart content
- 4) Voice assistant

b. The negative impact

- 1) Dependence of learners on AI
- 2) The risk of plagiarism
- 3) Declining student quality

1.7.2.2 Artificial Intelligence in Teaching

The COVID-19 pandemic, which asks everyone to respond online, has led to the development of ever-more-advanced technology. Instruction and learning will also take place online. Additionally, artificial intelligence technology is needed in the field of education to support the learning process. Even the technology that was in use prior to the COVID-19 outbreak is still in use for example. Artificial intelligence technology is now widely used in English language teaching and learning to assist students and lecturers in higher education, especially in the post-COVID-19 pandemic era where online learning through digital learning platforms has become commonplace for teachers and students around the world (Subiyantoro et

al., 2023, p. 346). Since covid-19 everyone in the world really needs online technology to communicate with people out there. Moreover, artificial intelligence technology is needed for the online learning process, because it is not allowed to meet face to face.

1.7.3 The Nature of ELSA Speak

The ELSA Speak application is highly recommended for students to improve their speaking skills because it provides several facilities and features, including speech recognition technology, a custom, tested curriculum, a free online dictionary, pronunciation and intonation checker, and free assessment exams throughout the program (Karim et al., 2023, p. 655). Because of its various capabilities, including a speech recognition technology that can identify a user's mispronounced voice, the ELSA Speak app is a highly recommended tool for acquiring English speaking skills. ELSA Speak can help us to practice and hone our speaking skills in English by correcting incorrect pronunciation and explaining how to pronounce correctly in English (Akhmad & Munawir, 2022, p. 848). In addition, the ELSA Speak application helps students to practice English speaking skills, especially for dialog skills and can improve student pronunciation with the speech corrector feature. ELSA CEO Van Dinh Hong Vu, also referred to as vu van, created the “English Language Speech Assistant”, or ELSA. Vu Van is a Stanford University Master of Education and Business Administration graduate. Vu Van's limited English speaking experience served as the inspiration for the ELSA Speak app. One innovative app that uses A.I. technology to help with English pronunciation practice is called ELSA Speak. Over 13 million users have used the program to practice speaking English confidently and up to native levels thus far.

ELSA Speak is a mobile application that can be downloaded through on mobile phones that can help students learn to speak more fluently. In ELSA (English Language Speech Assistant) Speak becomes a media to learn English with an AI speech coach. AI will select the best-sized lessons to help sounding like a native speaker (Puja Aswaty, 2022, p. 19). ELSA Speak can

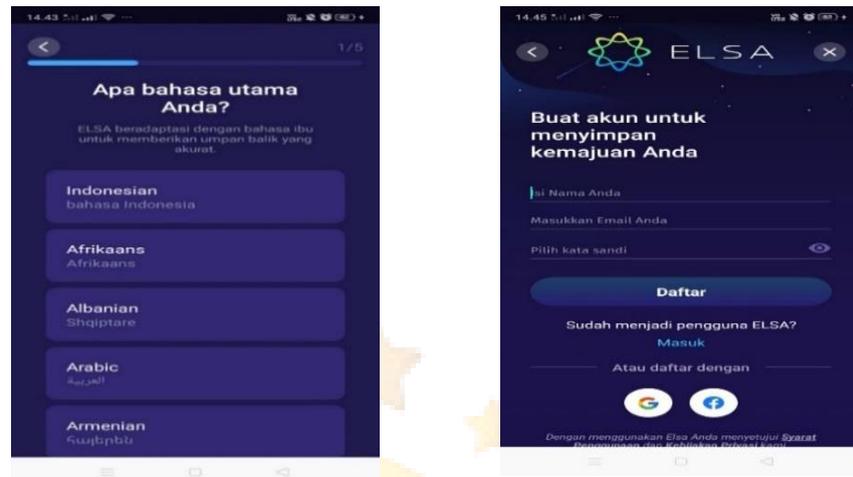
choose lessons that are good for students because it makes it easier for students to focus on learning and practicing the skills they want to improve. Besides that in Fitria's statement that ELSA (English Learning Speech Assistant) Speak is an application for learning English that applies artificial intelligence and speech recognition (T. N. Fitria, 2021, p. 219). Speech recognition helps pupils pronounce words more accurately by providing an explanation for any mispronunciations. In addition, the API from ELSA provides detailed feedback for the pronunciation of scripted and non-scripted texts, including word stress, pronunciation, fluency, voice intonation, grammar, and vocabulary analysis (Adillah, 2022, p. 23).

1.7.3.1 The Overview of ELSA Speak

Here are the overview features of ELSA Speak:

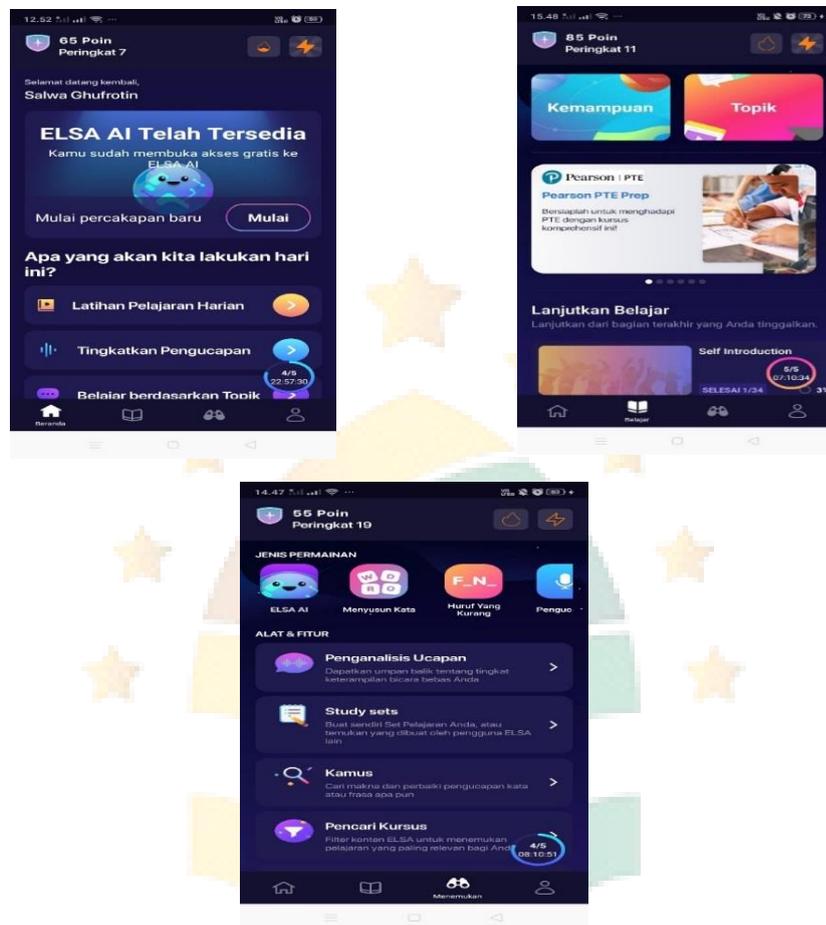
Figure 1.1 Steps to start ELSA Speak app





In figure 1.1 is the procedure for creating an ELSA Speak account. When the user has downloaded ELSA Speak, the initial display will begin with a conversation display with ELSA to ask what the user is using ELSA Speak for. However, the user can skip the conversation for the next step. Then the next display is the "your language" option. the user can choose the native language that the user speaks. The next step is the display of "why you want to practice English". This display has several options to help customize the topic that the user wants to learn. But in this study, the researcher will choose the "education" option to adjust the topic that the researcher will learn. The next display is "your English level". There are three options on the English level display, namely beginner level, intermediate level, and advanced level. The next display is "when is the right time?". This display is a time setting for users when they want to start learning to use ELSA Speak. Users can set the time in advance so that ELSA Speak can provide notifications for further learning. The next display is the creation of an account for the user. The user must fill in the name, user email, and password of the user's choice. Then users can click register and after that enter on the ELSA Speak homepage view.

Figure 1.2 ELSA Speak app view



In Figure 1.2 is the display when the user has downloaded and registered themselves on the ELSA Speak application. This display is the display of the "Education" option selected by the user. Because the researcher uses ELSA Speak for learning needs, therefore she chooses the option "Education". On the home screen, there are various learning features that users can use to learn. There is an inscription "ELSA AI is available", this feature is an AI feature that can be used to practice speaking. Users can practice with ELSA AI by having conversations and have provided some interesting topics for a conversation. In addition, there are daily lesson practice features, improve pronunciation features, and learning features by topic. In each feature has a learning video available that can help users to better understand the material being studied.

In the learning display there are two choices of learning subjects for learning. User can select learning on "ability" option or "topic" option. In the ability

option, the material to be studied preferred to the pronunciation material and compared with the improvement that can be learned. Then in the topic option there are various categories that can be studied.

1.7.3.2 The Features of ELSA Speak

ELSA's basic interface is simple and provides navigation between topics and skills, levels, reports, and other features (Becker & Edalatishams, 2019).

Here are some features of the ELSA Speak app:

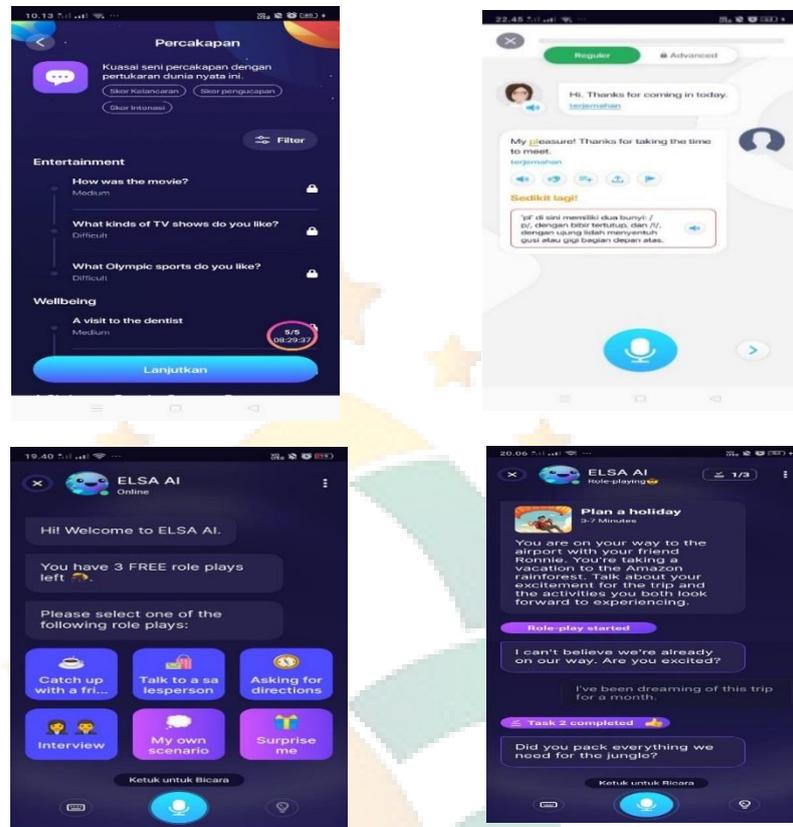
1.7.3.2.1 ELSA AI

The first feature displayed by ELSA Speak application is ELSA AI. There are two ELSA features that assisted by AI, namely ELSA AI Conversation and ELSA AI Video Conversation.

1.7.3.2.1.1 ELSA AI Conversation

In figure 1.3 below is the main page of ELSA Speak. There is an ELSA AI Conversation that users can practice speaking with conversations with AI accompanied by several different topics. Users can choose according to their own topic interests. This feature users would be like invited to role play with ELSA for 3 times the game because it is limited, if you want unlimited users can subscribe to ELSA so you can do role play at any time. ELSA AI which has several topics to play. ELSA AI will provide questions about the selected topic then the user can answer with their own answer but there is also help from ELSA to answer it. In addition to the ELSA AI conversation feature, there is another feature to practice the user's speaking skills, namely the conversation feature. The way of learning this feature is not much different from ELSA AI conversation, only in this feature the topic is as outgoing as the one given by ELSA.

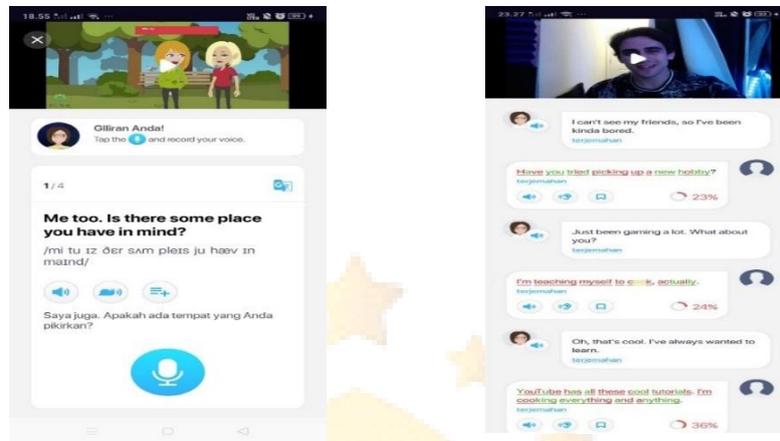
Figure 1.3 ELSA AI Conversation Feature



1.7.3.2.1.2 ELSA AI Video Conversation

The second figure of ELSA assisted from AI is also ELSA AI Video Conversation. Not much different from ELSA AI conversation. It's just that this feature has an animated video and is like making a video call. In this feature users will practice realistic conversations with context added in the form of videos. After practicing conversations, ELSA will give scores to each sentence of each conversation.

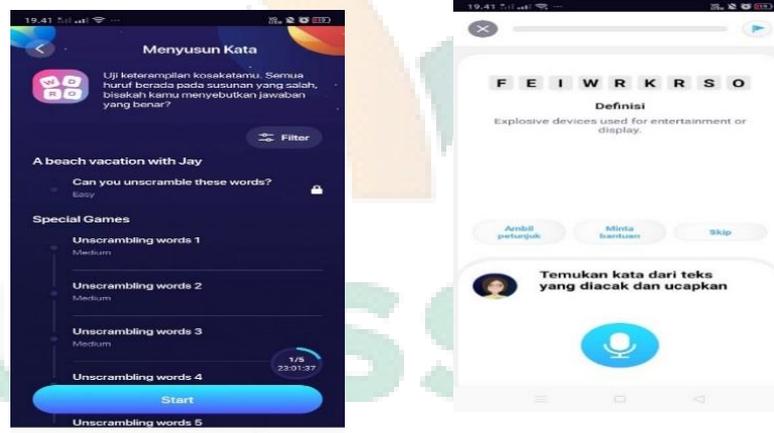
Figure 1.4 ELSA AI Video Conversation



1.7.3.2.2 Word Arranging

The second feature is word arranging. In this feature, ELSA tests the user's vocabulary skills. All the letters will be arranged randomly and the user must answer them by mentioning the right and clear word.

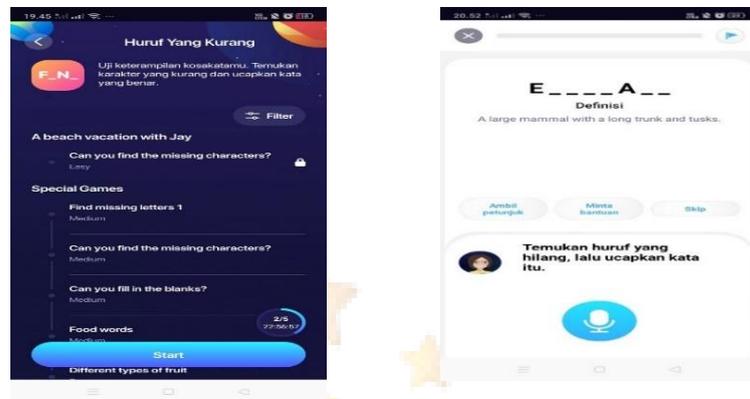
Figure 1.5 Word Arranging



1.7.3.2.3 Missing Letter

The third feature is the missing letter. This feature is to test vocabulary skills. Users are asked to find the missing word then if they already know the missing word the user can pronounce the word correctly.

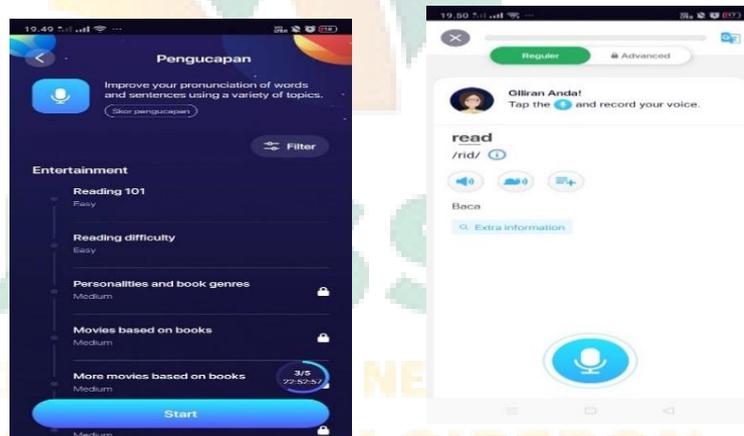
Figure 1.6 Missing letter



1.7.3.2.4 Pronunciation

The fourth feature is pronunciation. Users can practice pronouncing a word with this feature. ELSA will demonstrate how to pronounce the word after that the user can directly pronounce the word according to what ELSA said. But if ELSA pronounces the word less clearly, the user can check first by pressing the sound icon and if it is still unclear, you can use the sound check with a slower version on an icon like a snail.

Figure 1.7 Pronunciation

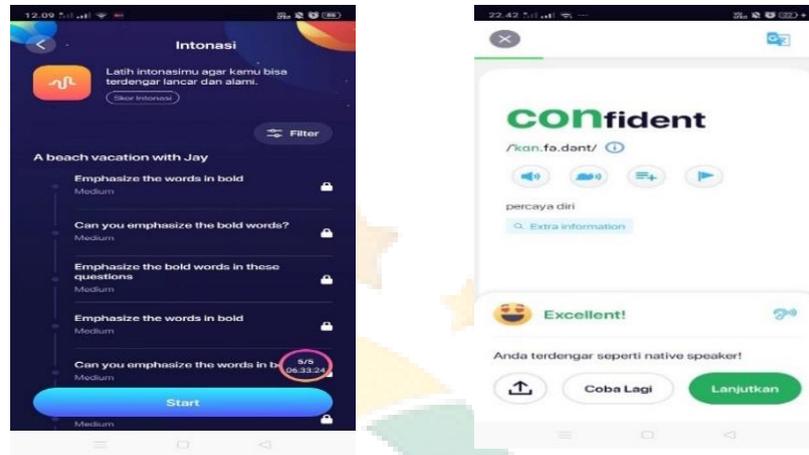


1.7.3.2.5 Intonation

The fifth feature is intonation. ELSA provides this feature for users to use as intonation practice so that the user's intonation sounds smooth and natural. How to use this feature by saying bold words while pressed. If the sentence spoken by ELSA is not clearly audible the user can listen again by

tapping the sound icon.

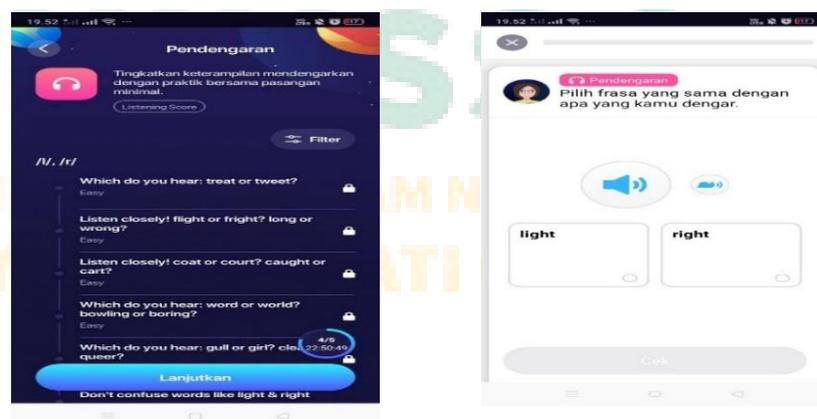
Figure 1.8 Intonation



1.7.3.2.6 Listening

The sixth feature is listening. Users can practice listening to English vocabulary or phrases by using this feature. Users are asked by ELSA to listen to the phrase then select the same phrase according to what the user hears. If the sound on ELSA is not clear, users can check first by tapping the sound icon and if it is still not clear, users can tap the icon like a snail with a slower version and ELSA's voice will be a little clearer.

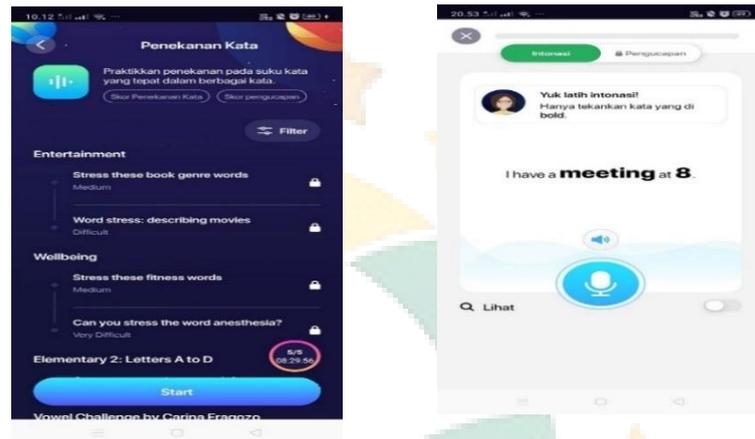
Figure 1.9 Listening



1.7.3.2.7 Word emphasis

The seventh feature is word emphasis. In this feature, ELSA requires the user to give emphasis on the right syllable in various words then the user emphasizes the word in bold.

Figure 1.10 Words Emphasis



1.7.3.2.8 Skills Feature

Besides that, in the skills feature there are several exercises such as ending sounds, schwa, *th-sounds*, consonant clusters, intonation, diphthongs and others. In this feature users can practice how a word or letter should be pronounced correctly. In this feature, users can practice how a word or letter is pronounced correctly after selecting a skill (e.g., ending sounds as shown in figure 1.12). The user can select each lesson and it is labeled according to proficiency level and given various opportunities to speak and listen. As shown in figure 1.13.

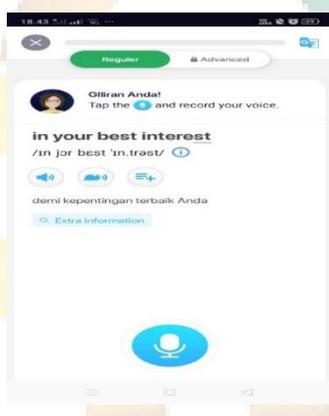
Figure 1.11 Skills Feature



Figure 1.12 Lesson for the Ending Sounds



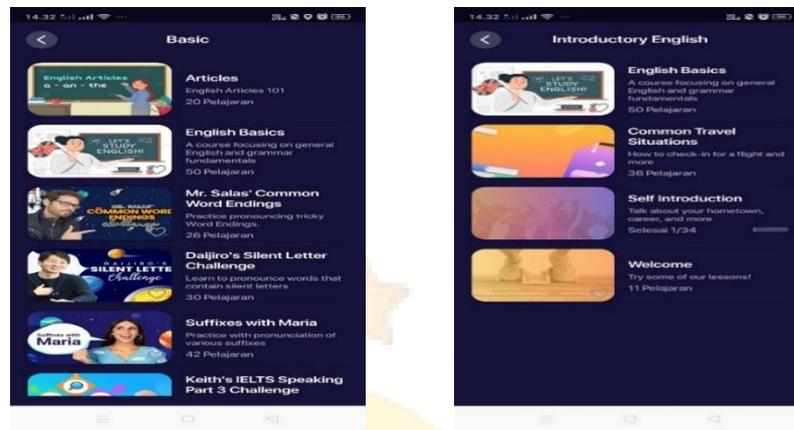
Figure 1.13 An Example Activity at the Regular Level



1.7.3.2.9 Topic Feature

The ninth features is topic feature. It has two categories that users can choose from as practice material for learning English. The topics include basic topics and introductory English topics. Basic topics have 28 topics to learn and introductory English topics have 4 topics that can be learned.

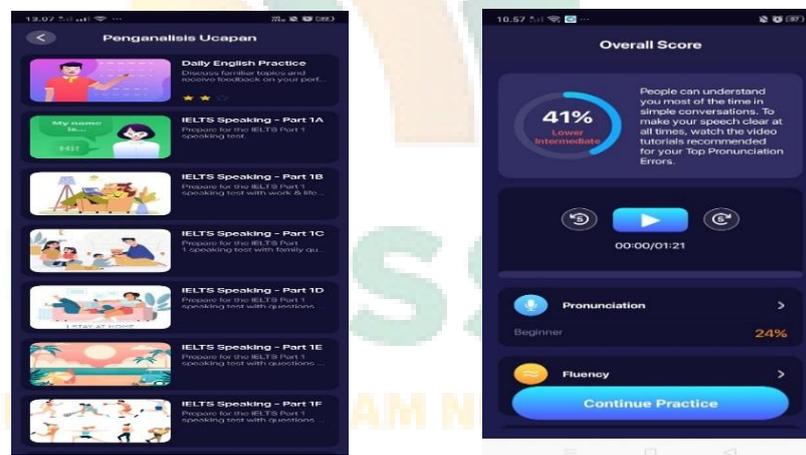
Figure 1.14 Basic Topic & Introductory English



1.7.3.2.10 Speech Analyzer

The tenth feature is speech analyzer. Users can practice improving their speaking skills with this feature and also users can get direct feedback from ELSA from the results of the user's speaking practice. Speech analyzer has several topics that can be learned but only one topic is free to learn because other topics are only for users who subscribe.

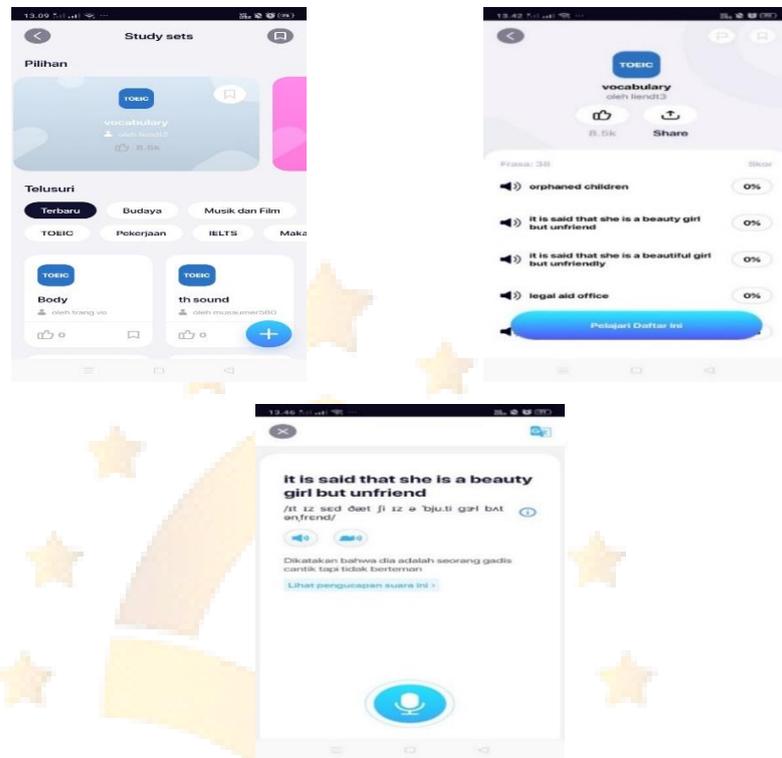
Figure 1.15 Speech Analyzer



1.7.3.2.11 Study Sets

The eleventh feature is study sets. Users can create their own study sets of lessons or can find those created by other ELSA users. Users can create study sets from topics that already exist in ELSA.

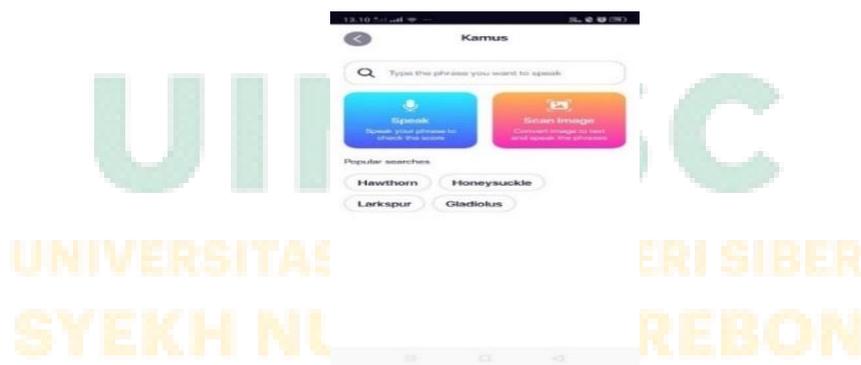
Figure 1.16 Study Sets & An Example Activity in Study Sets



1.7.3.2.12 Dictionary

The twelfth feature is dictionary. The dictionary in this feature is more about finding phrases that we need to say right away.

Figure 1.17 Dictionary

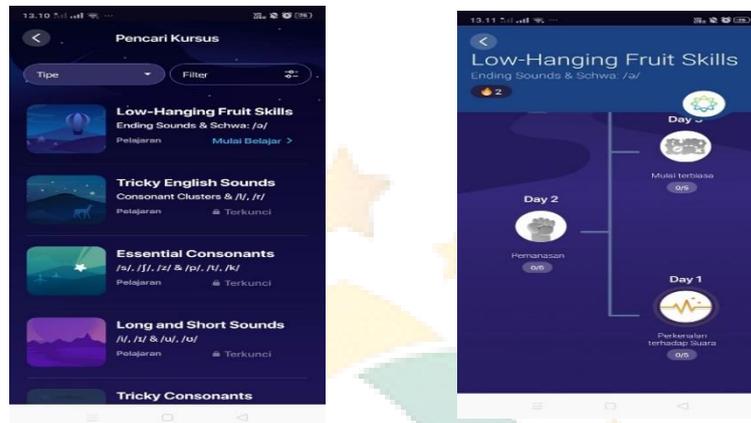


1.7.3.2.13 Course Search

The thirteenth feature is the course search. This feature contains ELSA content in order to find the most relevant lessons for users. The lessons contained in this feature are learning ending sounds and scwha. There are five

levels in this first lesson and if the user wants to continue this course the user must subscribe to elsa so that the course continues.

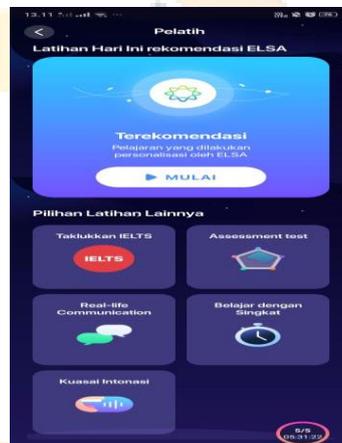
Figure 1.18 Course Search



1.7.3.2.14 Trainer

The fourteenth feature is trainer. In this feature there are several exercises, one of them is an assessment test.

Figure 1.19 Trainer



1.7.3.3 How to Use ELSA Speak

Here are the steps to use ELSA Speak:

- 1) Open the Appstore or Playstore application and go to the search menu "ELSA Speak" then start downloading.
- 2) Once the download is complete, the user can follow the steps to do. You can see it in Figure 2.1.

- 3) After successfully logging in, users can immediately see the homepage of ELSA Speak.
- 4) Users can directly use ELSA Speak to learn speaking skills.

1.7.3.4 The Advantages of ELSA Speak

ELSA Speak has advantages (Puja Aswaty, 2022, p. 20), as follow:

- 1) To give users feedback on how accurately they pronounce words, this app uses "proprietary artificial intelligence" (AI), which includes automatic voice recognition (ASR).
- 2) Students can select a topic, under which they can choose from several lessons.
- 3) Each lesson is labeled for proficiency level and includes various speaking and listening opportunities.
- 4) Users can listen to the pronunciation of the target sound and then record themselves.
- 5) ELSA (English Language Speech Assistant) determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations.

1.7.3.5 The Disadvantages of ELSA Speak

Then, the disadvantages of ELSA (English Language Speech Assistant) Speak application could be stated (Puja Aswaty, 2022, p. 20) as follow:

- 1) Students must have a smartphone to download and install the application.
- 2) The topics are limited by paid contents.
- 3) It needs to use internet connection to run itself.
- 4) It is limited only by an accent.

1.7.4 The Nature of English Club

English Club is one of the extracurricular activities at school. English club is an after-school program offered by the school to help pupils practice, boost, and develop their desire to study and practice English outside of scheduled lesson times (Virawan et al., 2021, p. 2). A school or institution's extracurricular activities are supplemental programs offered after regular

class hours with the aim of developing students' interests, abilities, and personalities outside of the classroom. The English club is a place for people to learn English for free in a comfortable environment because the learning community is a non-formal space that can be used to obtain additional learning (Yusvita & Atmowardoyo, 2020, p. 71). This makes someone who wants to learn English does not need to go to an expensive course or other. They can join the English club for free and can make a comfortable place to learn English. Besides that there is other statements that the importance of extracurricular activities for students' knowledge enrichment, potential growth, and skill exercise outside of the classroom is emphasized (Kardiansyah & Qodriani, 2018, p. 61).

The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class (Salma, 2018, p. 34). English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people (Najim, 2020, p. 286). Extracurricular English club activities can encourage students to be more courageous and confident in speaking English and also interacting with others.

1.7.4.1 The Objectives of English Club

According to (Elnadeef & Abdala, 2019, p. 232) the aims of English club are:

- 1) To encourage students' participation in English club;
- 2) To give students practice speaking skill;
- 3) To foster the current club's continuity;
- 4) To establish mutual care of activities between students and administration.

1.7.4.2 The Advanges of English Club

According to (Elnadeef & Abdala, 2019, p. 232) an English Club is a place for students to use English in a fun environment and the students will have an opportunity to practice speaking skill based on real situations.

- 1) Encouraging students to practice English authentically in terms of real life situational context

- 2) Inculcating self confidence among students
- 3) Broadening students' communicative competence in terms of primary socialization process
- 4) Creating friendly social atmosphere among students

1.7.5 The Nature of Speaking

Speaking is a helpful language acquisition skill that involves using words to communicate ideas to others. Speaking is activity in giving and asking information as if dialoguing by two or more people (Arung, 2016, p. 71). It enables people to express their feelings, opinions and to communicate with other people in the world (Thi & Tram, 2020, p. 40). Without speaking, communication cannot function effectively and is a necessary means for the speaker to express oneself through language. Communication is a cooperative endeavor in which the interlocutors negotiate meaning to accomplish their communication goals (Lesmana, 2022, p. 10).

1.7.5.1 The Component Skills of Speaking

Speaking is a crucial skill that students in this global age need to acquire in order to be able to communicate in a global community. In contrast to other abilities like writing, reading, and listening, speaking is the most important one. There are several components that need to be considered in students' speaking ability to be more fluent and accurate. What influences people's English language proficiency is the component (Azzahra et al., 2019). It is necessary to have a thorough understanding of speaking components when assessing pupils' speaking proficiency (Masbirran & Fauzi, 2018, p. 191). Therefore, there are five components that need to be assessed in speaking skills are pronunciation, fluency, vocabulary use, grammar, comprehensibility (Brown H. Douglas & Abeywickrama Priyanvada, 2020), can be described as follows:

1) Pronunciation

Students can produce clearer words when they talk by using proper pronunciation. It addresses the phonological process, which

is the term for the parts of grammar consisting of the constituents and rules that establish the structure and intonation of a language. As a result, second language learners need to be familiar with the language they plan to speak, understand its phonetic structure at the word level, and be conscious of intonation.

2) Vocabulary

Vocabulary is one of the most crucial language abilities for learning any language, including speaking. As a result, in order to communicate as effectively as possible in a target 11 language, pupils must develop a broad vocabulary. The teaching-learning process places a great deal of emphasis on vocabulary development; students must constantly pick up new words as they study sound system and structure. Understanding vocabulary involves knowing words, their origins, their meanings, their relationships, and how to use them to understanding the world. Vocabulary, to put it briefly, is the total quantity of words in a language.

3) Grammar

Pronunciation and grammar are closely related. Speaking in English requires a strong command of grammar since a speaker cannot communicate effectively in the language if they lack these skills. Furthermore, the speaker's intended message will not be understood by the audience.

4) Fluency

The capacity to talk clearly and fluently is known as fluency in speech. The capacity to speak without halting or hesitating excessively is known as fluency. According to the preceding explanation, a person who is 12 years old will be able to communicate clearly and fluently once they have a large enough vocabulary and can pronounce words correctly. Furthermore, their proficiency with grammar will aid them in speaking effectively.

5) Comprehension

Responding to a speaker's speech is undoubtedly necessary in oral communication since it demonstrates that the listeners "comprehend and understanding well what the speakers" are saying when they react accurately and well-spoken. To put it briefly, understanding is critical to preventing

miscommunication between the speaker and the listener.

1.7.5.2 The Types of Speaking

There are five basic types of speaking described by (Brown H. Douglas & Abeywickrama Priyanvada, 2020, p. 157):

1) Imitative

Performance is the capacity to imitate a word, phrase, or even a declaration. The performance criteria may also consider additional prosodic (rhythm, intonation, etc.), lexical, and grammatical components of language, even if this is merely a phonetic level of oral production.

2) Intensive

A second speaking style that is frequently employed in evaluation settings is the creation of short oral language segments meant to show proficiency in a restricted set of grammatical, phrasal, lexical, or phonological relationships (e.g., prosodic elements—intonation, stress, rhythm, juncture).

3) Responsive

Interaction and test comprehension are included in responsiveness, but only to the extent of brief talks, polite greetings and small talk, straightforward requests and remarks, and similar interactions. To maintain authenticity, the stimulus is nearly always a verbal prompt with maybe one or two more inquiries or rebuttals.

4) Interactive

Interactive speaking and respondent speaking vary in the length and complexity of the interaction, which may involve multiple participants and/or exchanges. There are two types of interactions: (a) preserving social bonds through interpersonal interactions, and (b) exchanging particular information using transactional language. Using ellipses, slang, comedy, and other sociolinguistic conventions while speaking in a casual tone can make oral output pragmatically complex in interpersonal encounters.

5) Extensive (monologue)

Extensive oral production activities, such as speeches, oral presentations, and storytelling, significantly limit listener spoken engagement to nonverbal replies or altogether remove it.

1.7.5.3 Speaking Performance

Speaking skills if trained frequently will produce our voices more like native speakers. There are several ways to train students' speaking skills when in class, including:

1) Debate

Debate is an activity that exchanges opinions. A debate is about the real or simulated issue (Arung, 2016, p.72). Debate very useful for students who have less participation in the class (Lestari, 2018, p. 4). It is important to apply debate technique in senior high school, because it is an age of transition, confusion, growing, and changing minds (Lubis & Indra Kurniawan Siregar, 2021, p. 2). Debates can be a way to practice students to speak English. From debates, students can also practice expressing their opinions and thinking critically.

2) Role Play

Role play is an effective technique to develop students' speaking skill as it provides ample opportunities to the students to take roles of different persons (Neupane, 2019, p. 12). Role play is the activity of a group or a person playing the role of a character then interacting with others. This suggests that role-playing exercises have been crucial as a speaking tool that helps students progress beyond classroom exercises for language use in everyday situations. (Buu & Thi, 2017, p. 33). In the Indonesian context, however, studies on the effect of role-play have been primarily focused on looking at the impact of this teaching method on students' achievement on the test (Khasbani & Seli, 2021, p. 5).

3) Presentation

In most educational institution, the oral presentation usually happen when the students have completed their assignment, project

paper, thesis, dissertation and so on (Daud et al., 2011, p. 1). Presentations not only exist at the institutional level but also presentations exist at the senior high school level. Presentation is a presenting material in spoken language by the speaker by using organized thought and idea to explain material systematically (Sukoco, 2017, p. 133).

4) Small Group Discussion

Small group discussions allow students to learn how to improve their skills based on their problems without having to see them in a large group. These groups often consist of four to five individuals. (Crisianita & Mandasari, 2022, p. 62).

5) Dialogue

One of the best ways to help a reader connect with your writing is by crafting excellent dialogue (Yusrah, 2023, p. 54). Dialogue is one of good techniques to provide speaking activities in the classroom (Pratami et al., 2023, p. 184). Developing learners' communicative ability to enable them to utilize the target language correctly is one of the main goals of the dialogic teaching approach (Merbah, 2022, p. 6).

One of the speaking performances in the ELSA Speak AI application is dialogue. the ELSA Speak application has a dialog feature so that students can practice speaking English through dialogue.

1.7.5.4 Learning Speaking

Learning to speak is one of the most important aspects of English language learning. Speaking is the most important part of studying English, so every student in the classroom needs to be proficient in this area (Lingga et al., 2020, p. 92). Acquiring speaking proficiency necessitates that students acquire the appropriate grammar and vocabulary for speaking (Kehing & Yunus, 2021, p. 2056). Speaking is the most crucial ability for any learner who wishes to acquire English for a number of reasons, such as advancing in their career, improving their business, gaining confidence, obtaining better employment opportunities, giving public speeches, going to interviews, participating in debates and group

discussions, making presentations, and more (Rao, 2019, p. 9). Learning to speak is not easy. We have to memorize vocabulary, grammar and how to pronounce words. But it is undeniable that, from the difficulty of learning to speak there are many opportunities in the future.

1.7.5.5 The Concept of Learning Speaking Skills Using ELSA Speak

To help students become more proficient in speaking and pronouncing English, the ELSA Speak app makes use of speech recognition and artificial intelligence technology. The idea of learning English speaking skills is included in the ELSA Speak application, which aids students in developing their speaking abilities, particularly when they engage in dialogue exercises.

Here are some of the concepts of learning to speak English contained in the ELSA Speak app:

1.7.5.5.1 Technology-Based Learning

Technology-based learning is an educational technique that utilizes the use of technology to improve the process of teaching and learning. Making technology-based learning media can help students achieve focus in carrying out teaching and learning activities, and can also achieve maximum results in accordance with learning objectives (Silmi & Hamid, 2023, p. 45). The ELSA Speak application is a mobile and software program that is accessible at any time and from any location. The ELSA Speak app is another technology-based English language learning tool. The technology in question is voice recognition technology, which allows ELSA Speak to identify the user's speech and produce flawless pronunciation. Unlike other apps that only focus on learning vocabulary and grammar, ELSA uses speech recognition technology that can help users to help improve and perfect their English pronunciation (Hidayati & Rosyid, 2020, p. 63).

1.7.5.5.2 Focusing on Pronunciation

The ELSA Speak app is an English learning app that focuses on pronunciation. The app helps to perfect the user's pronunciation so that

when speaking, the other person will understand what is being said.

The accuracy of pronunciation is highly valued in ELSA Speak. In order to improve English pronunciation, intonation, and word stress, the software leads users through a variety of exercises. The application analyzes students' pronunciation accuracy using cutting-edge speech recognition technology and gives them immediate feedback so they can spot and fix any mistakes or areas that need work (Siti Rahmahyana Rahman, Nurhamdah, 2024, p. 20).

1.7.5.5.3 Personalized Learning

ELSA Speak offers lessons that are customized to each user's needs and skill level. The user's performance is analyzed by the app's algorithm, which then modifies the training material to highlight areas that require improvement. The ELSA Speak app was designed by vu van in 2015 and is based in san francisco, USA. According to Pilar, in (Hidayati & Rosyid, 2020, p. 63) this application utilizes Artificial Intelligence (AI) and speech recognition to help improve and perfect English pronunciation. The ELSA Speak application based on artificial intelligence can also customize learning according to the user's ability. These current applications of AI in English language teaching demonstrate the potential of AI technology in enhancing the language learning experience by providing personalized instruction, facilitating communication, and providing targeted feedback (Abimanto & Mahendro, 2023, p. 260).

1.7.5.6 Speaking Assesment

According to (Sudrajat, 2016, p. 1) assessment is the process of gathering information about learners (through various sources of evidence), regarding what they know and what they can do. At the end of each period in a learning process it is necessary to assess the results of performance learning (Kuncoro, 2017, p. 305).

There some indicators and score to assess pronunciation, grammar, vocabulary, fluency, and comprehension of student that can be seen at the following table:

No.	Rubric Speaking Assesment		
	Aspect	Score	Description
1.	Pronunciation	5	Easy to understand and has a native accent
		4	Easy to understand even with a certain accent
		3	There are pronunciation problems that make the listener have to concentrate fully and sometimes there are misunderstandings.
		2	Difficult to understand because of pronunciation problems, often asked to repeat themselves.
		1	Serious pronunciation problems that cannot be understood
2.	Grammar	5	No or few grammatical errors
		4	Occasionally makes grammatical errors but does not affect meaning
		3	Often makes grammatical errors that affect meaning
		2	Many grammatical errors that hinder meaning and frequent rearrangement of sentences
		1	Grammatical errors are so severe that they are difficult to understand
3.	Vocabulary	5	Use native-like vocabulary and expressions
		4	Occasionally uses inappropriate vocabulary

		3	Frequent use of inappropriate vocabulary, limited conversation due to limited vocabulary
		2	Uses vocabulary incorrectly and has limited vocabulary making it difficult to understand.
		1	Vocabulary is so limited that a conversation is not possible
4.	Fluency	5	Fluent like a native speaker
		4	Fluency appears slightly impaired by language issues
		3	Fluency is somewhat impaired by language problems
		2	Frequent hesitations and halts due to language limitations
		1	Speaking is disjointed and halting making conversation impossible
5.	Comprehension	5	Understand all without any difficulty
		4	Understands almost everything although there is repetition in certain parts
		3	Understands most of what is said when the conversation is somewhat slowed down despite repetition.
		2	It's hard to follow what is being said
		1	Cannot understand even if the conversation is not simple

Table 1.1 Rubric Speaking Assessment
Adopted from (Helmanda & Nisa, 2018, p. 629)

1.8 Previous Research

In this research, the researcher find some related studies. Some of the previous findings are described as follows:

The first, thesis research conducted by Belinda Lesmana (2022) *“Using Elsa Speak Application To Improve Students' Speaking Skill At Upt Spf Smpn 17 Makassar”*. The pre-experimental approach—more especially, the pre-test and post-test—is employed by the researcher. The purpose of this research is to train students' speaking abilities using the ELSA Speak program. Prior to receiving treatment, students were given a speaking test, in which the researcher was provided a speaking topic. Following therapy, a post-test was administered. Thirty-three children were selected as representative of the second-year class from a sample of second-grade pupils at SMPN 17 Makassar. The research discovers that students can better grasp pronunciation and fluency in speaking English by using the ELSA Speak program, which is user-friendly and has extremely extensive instructions.

The second research, Nur Wahid Akhmad & Ahmad Munawir (2022) *“Improving the Students' Pronunciation Ability by Using Elsa Speak App”*. In order to determine potential causes and effects between the dependent and independent variables, the researcher employed a pre-experimental research design with a one-group pre-test and post-test utilizing a quantitative technique. Students majoring in English education 2021 at Universitas Sulawesi Barat make up the research population. According to the researcher, the questionnaire's results indicate that the 82% percentage score falls into the Good category. This indicates that students find the ELSA Speak Application interesting and have a favorable opinion of it.

The third, thesis research, Dana Adillah (2022) *“Improving Students' Pronunciation Through Elsa Speak Application Of Madrasah Aliyah Of Darul Istiqomah Cilallang Boarding School”*. The purpose of this study is to determine whether or not students at Darul Istiqamah Cilallang Islamic Boarding School use the Elsa Speak program to enhance their pronunciation. To this end, two problem statements and research questions were written. This study uses an experimental design as its methodology. There must be a cause-and-effect demonstration. Students enrolled in the 2022–2023 academic year

at Madrasah Aliyah Darul Istiqomah Boarding School Cilallang will make up the research population. Thirteen pupils in a single class made up the sample, while the whole population consisted of twenty students. The variations in test results that appear following the therapy phase are discovered by the researcher. The mean score from the pre-test stage, which was 27.67, clearly increased to 44.33 in the post-test stage. The explanation demonstrated to the students that the ELSA SPEAK application resulted in a more notable improvement, as evidenced by the fact that the post-test mean score exceeded the pre-test mean score.

The fourth, the research is conducted by Dinda Pangestu (2021) "*The Effect Of 'Elsa Speak' Application On Students' Pronunciation In English*". The sample for this research is junior high school students in the eighth grade who attend a tuition center called Rumah Belajar Unggulan. Pre-test and post-test were the instruments used in the research. According to the researcher, the study's pre-test results showed that the students' best score was 75 and their lowest was 45, while the post-test results showed that the students' pre-test scores were 80 and their lowest was 45. The end outcome demonstrates that the ELSA Speak application has an impact on the pronunciation abilities of junior high school pupils in the eighth grade at Rumah Belajar Unggulan, a tuition facility.

The fifth, Endang Darsih, Marwito Wihadi & Agie Hanggara (2021) entitled "*Using ELSA App in Speaking Classes: Students' Voices*". This research is using a quantitative survey method to obtain data about students' voices or perspectives toward the use of Elsa App in speaking classes. To find out how EFL learners feel about using the ELSA Speak app to improve their pronunciation, the researcher administered a questionnaire with 25 questions in total, five questions for each of the four classes of students who were purposefully chosen to participate in the study. The five components of the ELSA Speak App questionnaire are multimedia, assessment/flexibility, educational, content, and automatic voice recognition. The score interpretation criteria were then applied to a quantitative analysis of the data. She concludes that ELSA Speak has developed into a captivating tool for speaking instruction. Then, ELSA Speak has a lot of positive effects on speaking, like encouraging pupils to develop pronunciation and

vocabulary.

Overall differences in this research is on the object of research, research objectives, and research methods. In this research, the object of research is students English club, the purpose of this study is to analyze the impact of ELSA Speak AI on speaking skills of students English club, and this research uses a mixed method that makes it different from previous research. While the previous research took the object of research on regular or university class students and mostly used quantitative methods.



1.9 Frame of Thought

This section was the framework that underlies this research. Table 1.2 below identified the theories related to this research.

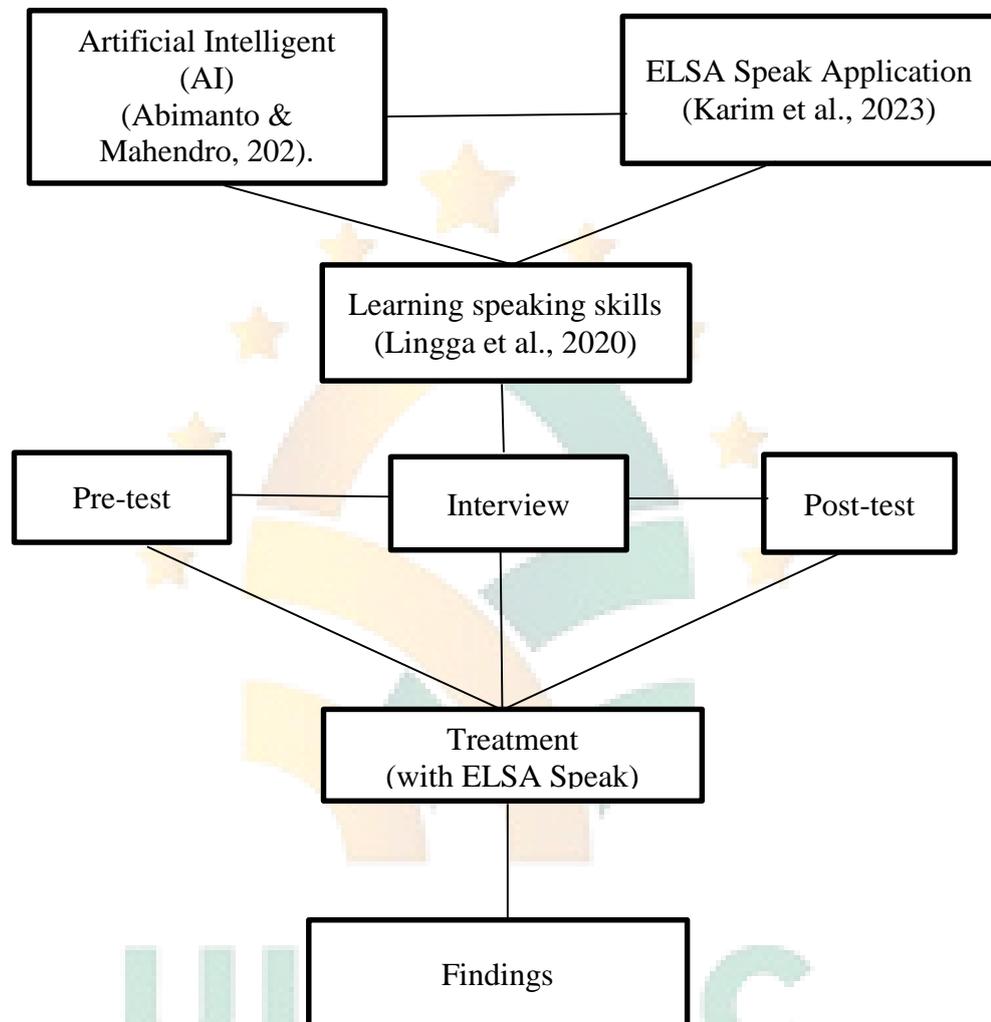


Table 1.2 Frame of Thought

The use of the ELSA Speak application for English club students at MAN 1 Cirebon is used to assist students in learning and practicing English speaking skills, especially for practicing dialog skills. In this study, the researcher explained a little theory about artificial intelligence and ELSA Speak application and theory about learning speaking skills. After that, the researcher gave a pre-test. From doing the pre-test, the researcher did the treatment by using the ELSA Speak application to practice dialog skills. And then the researcher conducted a post test to determine the students' English dialog skills better. This stage the researcher did

to get quantitative data results, and to get qualitative data results the researcher conducted interviews with three English club students as respondents.

1.10 Research Method

In this section, the researcher explain the description of the research methodology consisting of: place and time of research, research design, population and samples, research variables (research paradigm), data collection techniques, research instruments, data analysis techniques, and statistical hypotheses.

1.10.1 Place Time and of Research

This research will be conducted at MAN 1 Cirebon which is located at JL. Kantor Pos No. 36 Weru Kidul Cirebon Regency, West Java Province. This research will be carried out at MAN 1 Cirebon. This research requires five meetings for the research.

1.10.2 Research Design

A mixed method, which blends quantitative and qualitative methodologies, was employed in this research. Mixed methods research combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study (L. R. Gay, Geoffrey E. Mills, 2012, p. 481). The purpose of the researcher using this method is to produce data that is more complete, more in-depth and can provide clear information. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information (Creswell, 2014, p. 21). This reasearch applied a quantitative design as the first stage.

This research uses an explanatory sequential design where to collect data and analyze the data carried out first is quantitative data collection and then clarified and expanded the results of data collection for understanding of the phenomenon under study using qualitative data. In the first study or phase, the researcher formulates a hypothesis, collects quantitative data, and

conducts data analysis. The findings of the quantitative study determine the type of data collected in a second study or phase that includes qualitative data collection, analysis, and interpretation (L. R. Gay, Geoffrey E. Mills, 2012, p. 485).

1.10.3 Population and Sample

The population of this research were all members of the English Club at MAN 1 Cirebon. A population is a category for generalization that includes subjects or objects with specific attributes and traits chosen by researchers for investigation and subsequent conclusion-making (Sugiyono, 2013, p. 80).

In this research, researcher used a simple random sampling technique. It is said simple (simple) because taking sample members from the population is done randomly without paying attention to the strata in the population (Sugiyono, 2013, p. 82). Then the researcher chosen respondents randomly to produce qualitative data. This research uses a pre experimental design and it was conducted by one group to be given treatment. The researcher used a pre experimental design in this study, because not only to find out whether the ELSA Speak application has a good impact on learning to speak English, but also to find out how students feels and experience after using the ELSA Speak application as a learning media for speaking skills. Furthermore, the researcher selected 30 students as respondents to conduct the test and generate quantitative data. In addition, to generate qualitative data, researchers selected three students to interview after they took the post test.

1.10.4 Research Variables

Independent and dependent variables are the two categories of variables used in this research. English Club students' speaking abilities are the dependent variable in this research, whereas ELSA Speak AI is the independent variable.

1.10.5 Data Collection Technique

In the data collection techniques, the researcher use the appropriate techniques to collect data in a study, as follows:

1.10.5.1 Test

In this study, the researcher conducted tests on English club students by giving pre and post tests to produce quantitative data.

1.10.5.1.1 Pre-test

The pre-test was designed to evaluate the experimental group's pupils' speaking abilities before treatment started. The researcher presented the learning and learning objectives at the first meeting before the meeting begins. In order to increase students' interest in learning English, the researcher then gave them encouragement to continue being excited about the language. After giving a brief overview of the ELSA Speak application, the researcher administered a pre-test in which students chose from a variety of themes in a dialogue between two people. Five minutes was allotted for students to engage in dialogue with the class.

1.10.5.1.2 Treatment

After conducting the pre-test, the researcher conducted treatment for three meetings. During the three meetings the researcher gave treatment to respondents in the form of using the ELSA Speak application to dialogue with ELSA AI and the dialogue would be carried out five times.

1.10.5.1.3 Post-test

After conducting the treatment, the last step is to conduct a post-test where the post-test is a form of measurement of the assessment of participation from an experience after the treatment. The post-test that researcher will give to students is the same test as the pre-test.

1.10.5.2 Interview

After conducting tests to generate quantitative data, then the researcher conducted interview techniques to generate qualitative data. It was used a semi structured interviews. To produce qualitative data, the researcher used ten questions and were given to the three respondents.

1.10.6 Research Instrument

To collect a quantitative data in this research, the researcher used a test as instrument. In addition, to collect qualitative data, the researcher used an interview as instrument.

1.10.6.1 Test

In collecting quantitative data in this research, researcher used tests as instruments. The tests used in this research are pre-test and post-test. Then, the researcher will provide several topics that can be chosen by the students in order to make dialogue then delivered in front of the class.

1.10.6.2 Interview

In collecting qualitative data, the researcher used interviews as an instrument. The researcher conducted interviews with three respondents who were sampled to collect qualitative data. The researcher conducted interview by face-to-face. Face-to-face interviews in a free format: these are conducted, approximately, like natural conversations between two people. They are often tape-recorded in full for later analysis; although the interviewer may take continuous and contemporaneous notes, this is difficult to do while concentrating on the management of the interview (Jupp, 2006, p. 94). Then, the researcher will provide ten questions for students who have been selected by the researcher and the questions for the interview that will be given are not far from research question number two which is about how English club students feel and experience about ELSA Speak AI for speaking skills. Furthermore, the researcher provides open-ended questions so that respondents can express their answers without being limited by the researcher.

1.10.7 Data Analysis Technique

This research uses two data analysis techniques, namely quantitative analysis and qualitative analysis.

1.10.7.1 Quantitative Analysis

In this study, the researcher used quantitative data to determine the impact of ELSA Speak AI on English speaking skills in English language club students. The data analysis technique carried out by researchers on quantitative data analysis is by conducting pre-test and post-test and calculated using spss version 24. The pre-test given by researchers is by asking students to dialogue with several topics that have been chosen then students deliver them in front of the class.

1.10.7.2 Qualitative Analysis

In this study, qualitative data analysis techniques conducted the study is by interview. The researcher will prepare question notes about how English club students feel and experience when using ELSA Speak AI for English speaking skills. Then, the researcher will record the conversation with the participants so that the results of the interview can be heard again to produce qualitative analysis data.

1.10.8 Statistical Hypothesis

This research hypothesis is formulated as follows:

H₁: ELSA Speak AI has an impact on speaking skills in English club students.

H₀: ELSA Speak AI has no impact on speaking skills in English club students.

1.10.9 Research Timeline

To finish this research, the researcher allocated four months to work on this. To determine the research question in February. To determine the research design in March. To analyze and produce findings researchers determine one month in April. And to determine the research report, the researcher determined one month in May.

No.	Activities	Time Allocation			
		Feb	March	April	May
1.	Determining the research question	✓			
2.	Determining the research design		✓		
3.	Collecting Data		✓		
4.	Analyzing Data			✓	
5.	Generating the finding			✓	
6.	Validating the finding				✓
7.	Finalization of Thesis				✓

Table 1.3 Research Timeline