

PROMOTING EFL STUDENTS' SPEAKING PERFORMANCE THROUGH ELSA SPEAK: AN ARTIFICIAL INTELLIGENT IN ENGLISH LANGUAGE LEARNING

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Abstract

The presence of technology-based speak learning application namely English Language Speech Application (ELSA), an artificial intelligent (AI) may promote EFL students' speaking performance because of its great features. This research attempts to examine EFL students' speaking performance by using ELSA speak application, and further explore their percept³⁰s of using it; and find out the inhibiting factors influencing on low performance in their speaking. A mixed-method research design was applied to obtain both quantitative and qualitative data. 21 EFL students (5 Males and 16 Females) from Universitas Teknologi Yogyakarta were involved in the data gathering¹⁰ process which was collected by using test, questionnaire, and semi-structure interview. Furthermore, pre-test and post-test were conducted to examine their speaking ability, and a questionnaire using a 4-point Likert scale. In addition, semi-structured interview was conducted to further explored the inhibiting factors of their low speaking performance. The findings revealed that¹³ students' speaking ability has significant improved after using the ELSA application. It can be known the mean score of pre-test results 75, meanwhile the post-test score was 88. There was 17% improvement after using the ELSA application. Furthermore, of 20 respondents, 18 (90%) of respondents feel confident to speak English by using ELSA speak application. Only 2 (10%) of the respondents disagree and none strongly disagree about the statement. Of 20 respondents, 16 or 80% of respondents have positive perceptions of using ELSA may increase their speaking performance. Moreover, of 20 respondents, 19 or 95% of respondents perceived ELSA to be a great speak application that could boost their motivation to improve their speaking performance. 18 or 90% of respondents perceived that this application has good quality learning design. Meanwhile, internal and external factors were identified as the inhibiting factors influencing their low speaking performance.

Keywords: ELSA speak application, EFL students, speaking performance

INTRODUCTION

³⁴ The English language plays a major role in many sectors, including in educational field (Kadamovna, 2019). English has been formally taught and learned around the world, including in schools and institutions, ranging from secondary to tertiary level of education in Indonesia. According to Fandrych, (2009), English has also been recognized as a passport for better education and has an important role in language to weave the world into a single thread.

Language is a tool for communicating. A language speaker specifically and intentionally must be trained in speaking skills, to become a knowledgeable person as a communicator who is proficient in the four language skills: listening, speaking, reading, and writing (Kadamovna, 2019). Moreover, having the ability to speak skillfully can provide speakers with several distinct advantages.

Speaking is considered the most important of the four essential language skills for acquiring a second or foreign language. Speaking is defined as the process of creating and exchanging meaning in various circumstances using verbal and nonverbal signals (Kuning, 2019). Speaking is one of the four productive skills that must be possessed by foreign language learners. According to Brown & Yule, (1983) speaking it is an important component in second language acquisition and teaching. Producing words that listeners can understand is a sign of good speaking ability.

Speaking is a learning tool that can help communicate with one another to achieve goals or express opinions, intentions, and hopes (Ghareeb, 2020). Everyone must practice speaking with the right nuances and language because it is an important element in everyday life (Schmitt, 2008). In the last forty years, speaking skills in second language learning have grown rapidly (Derakhshan *et al.*, 2016). The importance of the English language and its globalization have increased the demand for English speakers who are proficient in various fields. Data shows that some aspects of speaking talent can be taught in second or foreign language classes (Derakhshan *et al.*, 2016).

Speaking is a talent that makes communication in any language easier. It can be difficult for EFL students to establish effective communication, because they need to pay attention to the fluency and accuracy of speech, as well as vocabulary and grammar (Makhlouf, 2021). Having the ability to speak English will strengthen the identity of EFL students which can be of great benefit to them. In general, EFL students do not use the language in real-world contexts and unable to effectively and appropriately communicating. Beside, learners lack of practice English, motivation, low level of vocabulary mastery, and lack of self-confidence in speaking English. As a result, students have no confidence in their ability to communicate with native English speakers (Oradee, 2012). Moreover, they lack the motivation to improve their speaking skills despite the numerous internet-based learning platforms available in this modern era to improve learners' speaking skills.

Self-confidence is one of the aspects that can make people successful in an important role. According to Hasan *et al.*, (2020), students should possess high self confidence when learning English, particularly in speaking performance. Learners frequently exhibit a passive and

silent demeanor in language lessons. However, English as a Foreign Language (EFL) teachers¹⁴ urgently need to boost their students' confidence to encourage them to participate more actively⁸ in classroom oral activities in the age of globalization (Nazarova & Umurova, 2021). All of these factors are known to contribute to successful of language learning. Due to these challenging circumstances, a student is extraordinarily motivated to succeed in learning a foreign language⁵ (Gilakjani *et al.*, 2012).

An important factor in the process of learning a language is motivation. If language teachers do not comprehend³ the connection between motivation and its impact on language acquisition, they will not be able to teach a language in an effective manner. What one may refer to as passion, which has to do with a person's inherently held objectives and ambitions, lies at the heart of motivation. Successful learners are aware of their preferences, strengths, and shortcomings, and they may use their strengths and weaknesses to their advantage. The learner's passion is related to successful language acquisition. Instructors should also discover ways to tap into this enthusiasm (Oroujlou & Vahedi, 2011). Motivation⁴ boosts the self-confidence of language learners. Additionally, it gives individuals the motivation to learn the desired language, take pleasure in the learning process, and engage in genuine communication.

Moreover, motivation is closely related to past achievement and satisfaction. Students usually feel successful when they recognize their growth and accomplishments. It is necessary to create a stress-free classroom and design integrated-tasks lessons in order to ensure that language learners are satisfied with a lesson¹⁵. For students to communicate effectively in a target language, there must be trust between the teacher and the students. The ability to speak is very dependent on the correct pronunciation. (Vasbieva, *et al.* 2016), provide further evidence to support the need for English learners to practice the pronunciation of the new words they learn. An important micro skill in dealing with the communication process is pronunciation. On the other hand, bad pronunciation might make communication difficult. Due to its complex phonological structure, English pronunciation appears to be a challenging skill for EFL learners to master² (Giba & Ribes, 2011).

English skills are often considered difficult to learn because they involve the production of words orally to convey ideas or messages. The teaching and learning process is monotonously carried out in class, so students feel bored and less interested in participating their class. In addition, the absence of learning media is also one of the reasons why students have low level of English proficiency. Therefore, teachers should provide interesting and fun teaching methods to motivate students to learn and speaking English (Hulu, 2018). Review literature showed that technology-based learning platforms including the English podcasts,

video conferencing, videos, mobile learning, and speech recognition software are great resources and benefit for EFL learners in learning foreign language (Panagiotis & Krystalli, 2021). Furthermore, students' oral communication skills can be improved by using English learning applications, which also encourage students to practice speaking the language and acquire it organically rather than being forced (Ngu *et al.*, 2021).

Over time, technology began to develop and touch almost all aspects of human life. Technology has a significant impact on changing the world today. One aspect that is heavily influenced by technological developments is education. According to (Mantiri, 2014), the presence of technology may assist students learn better and more easily understand what they want.

Using today's technology to actively engage students in language learning and inspire them to acquire English skills in a useful and realistic way to achieve students' learning goals. Using intelligent technology software tools, for instance ELSA speak application, an integrated artificial intelligence (AI) speech recognition program for English learning in the field of education. This application is highly recommended application to help students 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 round out the program. Besides, it makes learning English fun and memorable, provides various kinds of themes that can be adapted to user needs and training needs. Moreover, ELSA speak provide some learning levels, ranging from beginner to advanced level, and determine whether or not the user's speech is accurate. Learners are free to voice their thoughts and ask questions about the subject being discussed (Hanna *et al.*, 2022).

The learning process involves hearing an audio sample of a word or sentence which will then be re-enunciated according to what is seen on the screen and heard. By turning spoken words into an input that computers can understand, speech recognition in ELSA speak application can also help students become better speakers. The device determines whether what is read is correct or not and then provides prompts such as "You sound amazing!" or gives the user another chance, allowing the learner to judge whether or not he or she is reading effectively. As users' abilities improve, the technology scans less material, enabling students to read more (Nyandra *et al.*, 2018). In addition, the app evaluates and gives scores, pronunciation, comprehension, word stress, vowel, and correct use of forms; for example, if a student says the wrong word, learning tools can instantly identify it and help correct it. Since distance learners do not have teachers who can correct their speech, this speech recognition may be of great help to them in terms of developing their speaking skills (Kuning, 2019).

The ability to speak is very dependent on the correct pronunciation (Vasbieva *et al.*, 2016). provide further evidence to support the need for English learners to practice the pronunciation of the new words they learn. An important micro skill in dealing with the communication process is pronunciation. On the other hand, bad pronunciation might make communication difficult. According to (Giba and Ribes, 2011), English pronunciation appears to be a challenging skill for EFL learners to master due to its complex phonological structure.

Another key aspect of learning and teaching a language is having the right vocabulary. Vocabulary is another area that requires precision to improve speech (Ramezanali, 2017; Schmitt, 2008; Zarei & Mahmoodzadeh, 2014). Therefore, effective communication depends on how appropriate the vocabulary is used when speaking and listening. According to (Kontogeorgou & Zafiri, 2016), strengthening grammatical structures increases the success of EFL students in speaking skills. They emphasize that for children to engage in meaningful communication, teachers must pay special attention to helping them learn grammar.

There have been several previous studies on the topic of teaching speaking using "ELSA Speak" or application-based learning, for instance, (Gelu, 2020), conducted a study to find out the benefits of using the "ELSA Speak" application in role-playing learning at SMA Negeri 9 Yogyakarta. The data which were obtained from questionnaire and test revealed that the "ELSA Speak" application has beneficial effects on students, such as improving their pronunciation and motivation to speak English. In addition, learning pronunciation using "ELSA Speak" make an easy, interesting, and inspiring learning environment.

Another study was conducted by Darsih *et al.*, (2021), who examined ELSA speak application in speaking class during Covid-19. The study attempted to improve the English pronunciation of college students at Nahdlatul Ulama University Yogyakarta by using the English Language Speech Assistant (ELSA) Speak Application. The results of the study showed that "ELSA Speak" can help students pronounce words more clearly, easily, and fluently. Besides, it motivates students to practice speaking English regularly. The relevance study was also carried out by Akhmad & Munawir, (2022), who assessed the development of students' English pronunciation skills (Supra-segmental) using the ELSA Speak program, and to explore students' opinions of using the application at the West Sulawesi University. is where this research was conducted. The results of quantitative from data revealed that 82% of respondents perceived positive perceptions, and the score was considered as the "good," category. This indicates that the ELSA speak is very acceptable by the respondent.

Despite the plethora of studies into the utilization of ELSA speak in similar issues, a study which focus on examining students speaking ability, and exploring inhibiting factors

influencing EFL learners' low speaking performance are worth conducting because the emergence of the results will enrich the existing body of knowledge in the field of English skills, especially speaking skills. The current research is important to be carried out because most earlier studies only looked at the pronunciation component of the ELSA speak, meanwhile the present research further investigates the use of the application towards students speaking ability, and their perceptions and how ELSA speak can enhance their confidence and motivation while learning to speak English. Therefore, the following research questions are set as follows: 1) How is the EFL students' ability in speaking by using ELSA speak learning instructional model?; 2) What are the students' perceptions of utilizing ELSA speak as a learning instructional model in promoting their speaking performance?; 3) What are the inhibiting factors influence their speaking performance?

RESEARCH METHOD

A mixed-method research design was applied to obtain both quantitative and qualitative data from the respondents of the present study. 21 EFL students (5 Males and 16 Females) from English Language Education Study Program at Universitas Teknologi Yogyakarta who had previously enrolled in the pronunciation and conversation classes involved in the data gathering process. The data were collected by using test, questionnaire, and semi-structure interview. Furthermore, pre-test was conducted to examine their initial speaking performance, and post-test was conducted to examine their speaking ability after having treatment of using ELSA learning instructional model. Moreover, a questionnaire using a 4-point Likert scale, ranging from 4 (Strongly Agree-SA) to 1 (Strongly Disagree-SD) was used to figure out the factors influence their speaking performance, meanwhile, semi-structured interview was conducted to further explored their perceptions of using ELSA speak.

The treatment was given to the experimental group by using ELSA speak. The first step taken by researchers was to provide a test with an advanced level. At this level, students performed a conversation with the AI system that works on the application. Students had a conversation by listening to the audio first, then followed the audio they hear. After doing the test, the researchers showed the results they got. In the application, when students made a mistake while speaking, the researchers showed their mistakes directly detected and ask them to repeat the wrong word and repeat the pronunciation of the word continuously until they are correct. By doing this treatment, students are expected to correct their mistakes in their speaking performance. The aspects of this assessment test were vocabulary, word stress, intonation, pronunciation, and fluency. Moreover, researchers asked them to listen to the audio

carefully and see how to read the word phonemes before they reread and re-recorded their voices to speak.

During the speaking test, ELSA speak shows a conversation text between two people. On the pre-test, students were asked to just record their voice loudly based on the conversation text without correcting their mistakes to know their initial input. Right after students recorded their voices, ELSA speak will immediately show the score result and the level of achievement. Researchers, then, introduced and utilized the ELSA speak by asking and drilling them to listen to the audio text loudly many times and also record their voices until they got correct pronunciation and word stress so that they can get a higher score and determine their level of speaking achievement. Moreover, the respondents' scores were analyzed quantitatively using the scoring rubric as presented in Table 1 as follows:

Table 1. The Scoring Rubric

Interval	Predicate	Level of Achievement
90-100	A	Very Good
80-89	B	Good
70-79	C	Fair
<70	D	Less

Adopted from Nurgiyantoro (1998)

FINDINGS AND DISCUSSION

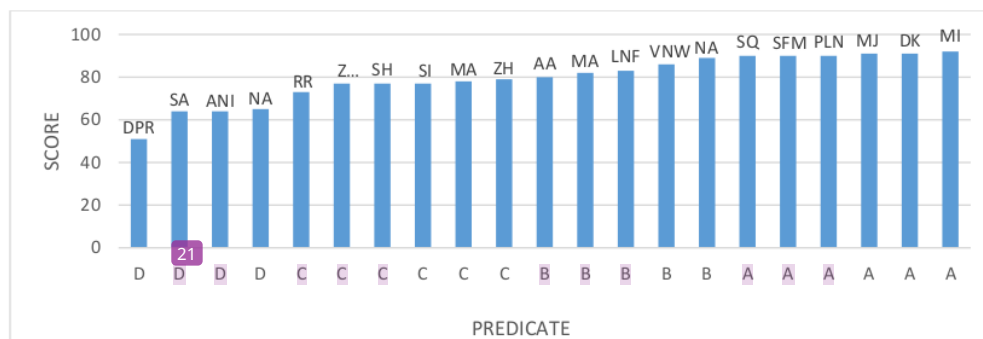
Findings

EFL Students' Ability in Speaking Using English Language Speech Application (ELSA)

Learning Instructional Model

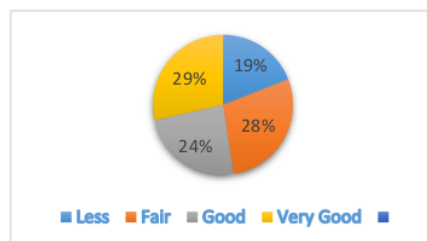
To find out the EFL students speaking ability, researchers administered pre-test and post test to the respondents who participated in the presnet study. Moreover, the pre-test was conducted by using the ELSA speak to all repondents. A scoring rubric which is proposed by the (Kemendikbud, 2017) was used to determine the students' predicate, as well as their level of speaking achievement. Meanwhile, the category percentage score used as follows; <70% is considered as a Less category, 70-79% is a Fair category, 80-89% is a Good category, and 90-100% is considered as a Very Good category. The findings of the speaking pre-test results is presented in Bar Chart 1 as follows:

Bar Chart 1. The Results of Speaking Pre-test Using ELSA Learning Platform



Bar Chart 1 shows students' pre test speaking results, including score rate, and category of achievement. As we can see in Bar Chart 1, the highest score is 92 and lowest score is 51. Meanwhile, meanscore 79. There are a variety of EFL students speaking categories from Less, Fair, Good, and Very Good, with 4 students (DPR, SA, NA, and ANI) are in Less category, 6 students (SI, RR, ZM, SH, MA, and ZH) are in Fair category, and 5 students in Good (AA, LNF, MA, VNW, and NA). Meanwhile, 6 students (MJ, SQ, MI, DK, PLN, and SFM) are in Very Good category.

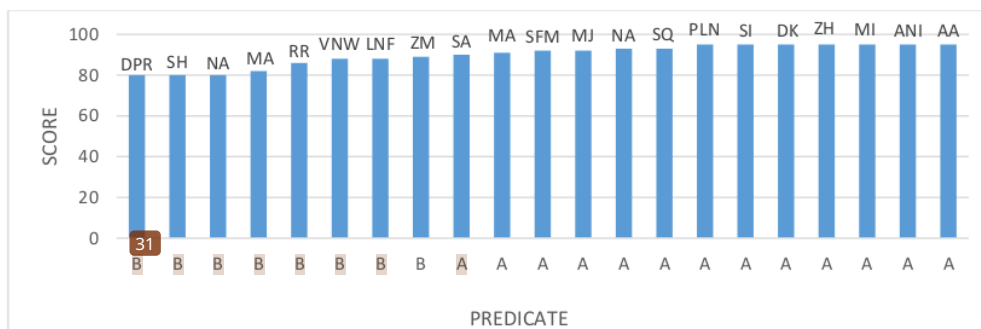
The percentage of the pre-test speaking results can be seen in Pie Chart 1 as follows:



Pie Chart 1 shows the percentage of respondents' score of the pre-test. The results of speaking pre-test fell into four score categories, namely 29% of respondents are in very good category, 28% of respondents are in fair category, 24% of respondents are in good category, and 19% of respondents are in less category.

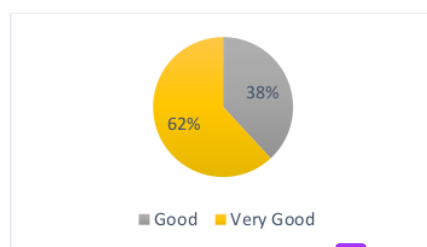
Post-test was given after completing the treatment, and the results of post-test is presented in Bar Chart 2 as follows:

Bar Chart 2. The Results of Speaking Post-test Using ELSA Learning Platform



Bar Chart 2 shows the results of post-test result after treatment. After the treatment have given to students, their speaking performance became better and as we can see from the diagram above, there is a significant difference in students speaking performance after treatment. The diagram shows that 21 EFL students have increased their predicate categories, the finding results shows that 8 students (DPR, SH, NA, MA, RR, VNW, LNF, and ZM) are at Good category, and 13 other students (SA, MA, SFM, MJ, NA, SQ, PLN, SI, DK, ZH, MI, ANI, and AA) are in the Very Good category. As we can see from the pre-test and post test result, there is a significant difference of students' speaking achievement, on the pre-test 4 students are included in Less category, 6 students are in Enough category, 5 students are Good category, and 6 students are in Very Good category. We can assume that ELSA Speak has a really big impact on EFL students' speaking performance.

The percentage of the post-test speaking results can be seen in Pie Chart 2 as follows:



Pie Chart 2 shows the percentage of respondents' score of the post-test. The results of speaking pre-test fell into two score categories, namely 62% of respondents are in very good category, and 38% of respondents are in good category.

As we can see, it shows students' speaking performance development by using tools the ELSA learning platform. As we can see from the pre-test, 4 students are included in the Less category, 6 students are in the Enough category, 5 students are Good category, and 6

students are in the Very Good category. After the treatment that researchers have given to students, their speaking performance became better and as we can see from the diagram above, there is a significant difference in students speaking performance after treatment. The diagram shows that 21 EFL students have increased their predicate categories, the finding results shows that 8 students (DPR, SH, NA, MA, RR, VNW, LNF, and ZM) are in Good category, and 13 other students (SA, MA, SFM, MJ, NA, SQ, PLN, SI, DK, ZH, MI, ANI, and AA) are in Very Good category. We can say that ELSA speak has a really big impact on EFL students' speaking performance.

EFL Learners' Perceptions of the Utilization of ELSA Learning Platform in Improving Speaking Performance

To explore EFL students' perceptions on the use of ELSA speak, students were asked to fill out an online survey to obtain the information on how EFL students perceived using the ELSA learning platform as an instructional model for learning English to enhance their speaking performance. There were 20 respondents completed the survey, and the findings of the respondents' answers to the survey's question items are presented in Table 2 as follows:

Table 2. Students Perceptions of the Use of ELSA Learning platform

No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel confident to enhance my speaking performance by using ELSA Speak	3 (15%)	15 (75%)	2 (10%)	0 (0%)
2.	My speaking performance has increased after using ELSA Speak	1 (5%)	15 (75%)	4 (20%)	0 (0%)
3.	ELSA Speak can boost my motivation to improve my speaking performance	3 (15%)	16 (80%)	1 (5%)	0 (0%)
4.	ELSA Speak has a really good quality learning design based on what this application has provided	3 (15%)	15 (75%)	1 (5%)	1 (5%)
5.	I will recommend this application to other EFL Students who are struggling with their speaking performance.	7 (35%)	11 (55%)	1 (15%)	1 (5%)

Table 2 shows the responses to the five questionnaires given to the respondents of the ELSA speak as a tool for learning English to enhance their speaking performance. In response to item 1 "I feel confident to enhance my speaking performance by using ELSA Speak". The results showed that 15% of the 20 respondents strongly agree, and that 75% agree that utilizing

this application makes them feel confident. However, 10% (20) respondents disagree with the claim. The findings show ¹⁸ that the majority of respondents concur with the assertion that they feel confident using the ELSA Speaking application to improve their speaking performance.

In response to item 2 "My speaking performance has increased after using ELSA Speak," the findings revealed that 5% of 20 respondents ³² strongly agreed with the statement, and 75% (15) of the respondents agreed that their speaking skill had improved since they used the application. However, there were 20% (4) respondents disagree, and none was strongly disagree about the statement. Based on the results of item 3, "ELSA Speak can boost my motivation to improve my speaking performance," we acknowledge that 15% (3) respondents, strongly agree, and 80% (16) respondents agree with the statement. Meanwhile, 5% (1) respondent has negative perception of the aforementioned statement.

In response to item 4 "ELSA Speak has a really good quality learning design based on what this application has provided", the results revealed that 15% of the 20 ²² respondents strongly agree, and 75% (15) respondents agree with the statement. However, 1 respondent disagree and 1 respondent strongly disagree with the statement. It indicates that the majority of respondents though ELSA Speak has a high-quality learning design. Finally, in response to item 5 "I will recommend this application to other EFL students who are struggling with their speaking performance" 35% of 20 respondents strongly agree, and 55% (11) respondents agree about the statement. On the contrary, only 1 respondent disagree and 1 respondent will not recommended ELSA application to other students.

Interview Results on the Utilization of ELSA Learning Platform in Improving EFL Students' Speaking Performance.

Apart from the questionnaire, a semi-structured interview was conducted using convenience sampling technique to further explore their perspectives of using the ELSA speak to improve their speaking performance. Seven respondents were available to be interviewed by the researchers in the current study. In addition, this interview was conducted to find out inhibiting factors affecting their speaking performance.

The majority of respondents stated that ELSA speak could help them to pronounce words correctly, raise their self-confidence in speaking session, and acknowledge their errors. The interview results with the respondents, for instance with MA, VNW, SQA, and RR, revealed that this application could help them correct their errors when they make mistakes in speaking practice, especially in the pronunciation aspect. The positive contribution of ELSA

learning platform in improving learners' pronunciation reflects in MA's view, one of our respondents, as presented in excerpt 1 as follows:

"ELSA Speak helps me correct my pronunciation when I speak in English language, and I became aware of my pronunciation, whether it is correct or incorrect while speaking through the apps" (MA),

The similar opinion was addressed by another respondent, VNW, who stated that ELSA learning platform made her possible to identify and correct her pronunciation, as depicted in excerpt 2 as follows:

"...I have been struggling to understand the correct pronunciation at all times whenever I joined my English speaking class, but nothing help me until I utilized this ELSA App. I know I still have many errors in pronunciation. Indeed, it helps me a lot". (VNW).

Another respondent, SQA, has similar perceptions of the utilization of the ELSA speak as a great way of improving speaking skills, especially in pronouncing difficult words while speaking English. SQA's thought can be seen in excerpt 3 as follows:

"The ELSA application helps me in correcting my pronunciation, and it would be very helpful for EFL students to enhance their speaking performance" (SQA).

The beneficial of ELSA speak is addressed by a respondent, namely RR, who stated that ELSA speak is very great application because it could detect learners' wrong pronunciation while they are pronouncing words at all times. The RR's thought can be seen in excerpt 4 as follows:

"I think after using this application, my pronunciation is getting better and better because it always detects my wrong pronunciation in every word in a sentence. Therefore, I really know my pronunciation, which one is correct and incorrect while uttering sentences during my talks" (RR).

The ELSA speak is considered as a helpful and great way of learning English, especially speaking and pronunciation for EFL learners. The interview results with SI, revealed that this application is one of the funny ways to learn English, especially speaking. The SI's opinion about ELSA application can be seen in excerpt 5 as follows:

"...a lot of fun because we can see our correct and incorrect pronunciation, and we may repeat it until we get it right This app is very useful and helpful"(SI).

Despite the usefulness of ELSA speak as an English learning application in improving EFL learners' pronunciation skill which in turn to enhance their speaking performance, the finding of the present study revealed that one respondent, namely SFM has different perceptions of the utilization of ELSA, as reflected in excerpt 6 as follows:

"...Actually, ELSA is a good learning application for EFL learners who want to have great pronunciation skills, but to me, it is not enough, having native speakers of English as speaking partner will be a great way to improve my speaking skill and pronunciation" (SFM).

In relations to the inhibiting factors affecting learners' low speaking performance, the interview results revealed that the majority of respondents thought that both internal and external factors. Furthermore, the internal factors includes lack of motivation and interest to improve their speaking proficiency level, lack of self-confidence, feel insecure, and possess a very limited amount of vocabularies. Meanwhile, the external factors are very limited speaking partners, especially native speakers of English to practice with, and very low support received from their environment. The results of interview with one of the respondents, namely PLN, in relation to the aforementioned issues can be seen in excerpt 7 as follows:

"In my opinion, there are numerous inhibiting factors why EFL students have low speaking performance, they are; lack of motivation to improve their knowledge and skills in speaking, as well as do not feel confidence if they are speaking in English before public" (PLN).

Another respondent, VNW, stated that the inhibiting factors includes lack of interest of learning English, possess a very limited amount of vocabulary, and environmental factor. VNW's thought dealing with this issue can be seen in excerpt 8 as follows:

"...it could be because of lack of interest in the subject, the did not gain fully supported from their sorrounding, and vocabulary mastery can also be reasons for students to have low speaking performance" (VNW)

As one of the language skills, speaking as a course work will relate to other skills and components. For instance, when we learn speaking, we also deal with sentence construction in a reading passage or writing. SQA, addressed her concern as seen in excerpt 9 as follows:

"In wy opinion why EFL students lack of interest and motivation to improve their speaking skills because as they have to deal with other aspects such as grammatical aspect, and mechanics of writing" (SQA).

Another inhibiting factors affecting learners' low speaking performance is lack of self-confidence and feeling insecure to talk in front of public because they did not received good support from the sorrounding. Excerpt 10, depicted SFM's thought in relation to this concern:

"Most of EFL students are embarrassed to speak in English because of their insecurity to their environment. Sometimes, people will judges them as those who are trying to show off or sound more important or clever than they are" (SFM).

Discussion

1 The findings of the present study from both quantitative and qualitative data revealed that the majority of the respondents have positive perceptions of using ELSA speak to enhance

their pronunciation which in turn to improve their speaking performance. Furthermore, the quantitative data obtained from the survey result revealed that of 20 respondents, 18 (90%) of respondents feel confident to speak English by using ELSA speak. Only 2 (10%) of the respondents disagree and none strongly disagree about the statement. Therefore, it indicates that this application has positive contribution to raise EFL learners' self-confident to speak in English. Since the application make it possible to raise learners' self-confident, then, their speaking performance increased. This information can be obtained from the number of respondents who have positive perceptions. Of 20 respondents, 16 or 80% of respondents have positive perceptions of using ELSA speak may increase their speaking performance.

ELSA speak is very useful and helpful application to motivate EFL Learners' to speak English. The results of questionnaire revealed that of 20 respondents, 19 or 95% of respondents perceived ELSA speak to be a great speak application that could boost their motivation to improve their speaking performance. The application has several features and facilities which make possible for learners to check their spelling, to receive a feedback on their speaking and pronunciation, and allow learners to speak at their own pace and level. As a learning application, ELSA speak is equipped with a good quality learning design and instructional model. The respondents' responses to the issue of the quality of ELSA speak showed that of 20 respondents, 18 or 90% of respondents perceived that this application has good quality learning design. Therefore, ELSA speak is highly recommended by the majority of respondents of the present study. It can be acknowledged from their responses to the last item of the questionnaire that 18 or 90% of respondents recommended ELSA speak to other EFL learners who wish to enhance their pronunciation and improve speaking performance in the near future.

Apart from quantitative data, the present study provides qualitative data to further explore respondents' views on how ELSA speak facilitate EFL learners to improve their speaking and pronunciation, as well as find out the inhibiting factors affecting their low speaking performance. The results of interview with the respondents revealed that using the ELSA Speak could improve their speaking abilities. ELSA Speak has a positive effect on the speaking abilities of EFL students. Furthermore, the ELSA Speak is an intriguing tool for enhancing English speaking abilities since it encourages and empowers users to participate in speaking activities, works hard to correct pronunciation, intonation, and fluency, and teaches users the phonemes that each letter makes. In addition, this application can also be used in everywhere and anytime because it is convenient for students who are lack of confidence with their speaking ability but don't have any speaking partners.

The majority of respondents of the present study have positive perceptions that ELSA Speak is an excellent tool for learning English which can improve their speaking ability, and make them feel self-confident to speak in English. Seven respondents (PLN, MA, VNW, SOA, RR, SFM, and SI) state that using ELSA Speak in their learning of English speaking has a positive impact on their English language development, particularly in improving their pronunciation. The present study supports the earlier studies of (Yin *et al.*, 2010) who suggests that the ELSA application which is AI-based Software/App may help EFL students to improve their speaking abilities and performance.

Bearing in mind the beneficial of using ELSA speak for learning English, it is worth trying by not only for EFL students, but also for non-English major students to improve their speaking ability. It is in line with (Makhlouf, 2021), who confirmed that that ELSA was successful in assisting non-English major students at the Albaha University in developing their EFL speaking abilities during the preparation year.

The results of the students' self-reflection revealed that the advantages of AI include a greater sense of individual responsibility for learning and an awareness of individual variances. Another findings of this study was the availability of ELSA speak to provide a feedback on learners' utterances. They were able to produce clearer and error-free oral texts as a result of their improved speaking abilities. Moreover, students' language knowledge and understanding of speaking were both enhanced by receiving AI feedback. As a result, the use of AI feedback in EFL speaking classes has been validated from both an empirical and theoretical standpoint. These findings support those of (Malik *et al.*, 2019), who state that the application provides students with feedback on their speaking and pronunciation, which is incredibly encouraging for them to improve their speaking abilities.

ELSA Speak may have a positive impact on students' speaking abilities because of the usefulness features of its application which makes EFL learners feel safe to express their opinions freely. This application is adaptable and acceptable because it is user-friendly, and allows students to speak at their own level, as well as took into account the particular speaking variances among them. In short, ELSA speak assisted the students gain self-confident in speaking English and improved their pronounciaton of English language skills.

Pedagogical Implication

The utilization of the ELSA speak has pedagogical implications for the EFL teaching context in Indonesia. EFL teachers and students may utilize this application as an alternative

interesting learning instructional media for learning pronunciation, intonation, and vocabulary, which in turn to improve learners' speaking performance and English skills both inside and outside the classroom setting. Furthermore, ELSA Speak may be utilized as a tool to provide practical guidance in speaking in a good way.

Conclusions and Recommendation

Conclusions

Several necessary points to be highlighted concerning with the findings and discussion of the present study are as follows: 1) ELSA speak is useful and helpful instructional learning media for EFL learners to enhance their pronunciation and improve their speaking ability. These can be done through its sophisticated and interesting features contained by the application which can be accessed at all times; 2) The results of questionnaire at the English Education Study Program, Universitas Teknologi Yogyakarta, indicated that this application is a great tool and highly recommended by the respondents not only for students of English Education Study Program, but also for non-English Department students; 3) The results of interview revealed that using ELSA Speak may improve their pronunciation, intonation, and enhance their speaking performance because it corrects learners' pronunciation and intonation when speaking English automatically. Meanwhile, several inhibiting factors influencing students low speaking performance includes internal and external motivation.

Recommendation

Bearing in mind the great benefit of the application in terms of its features and functions, it is recommended that EFL teachers and students utilize ELSA speak as an effort to enhance their skills and knowledge of speaking aspects, especially for training how to pronounce correct words when performing speaking session. Since this application is simple to use, cost-free, and accessible, we recommend that teachers and students from both English department and non-English department to practice their English using ELSA speak when they do not have speaking partners because it provides feedback and evaluate their speaking performance accordingly. Indeed, ELSA speak provides students more opportunities to practice speaking confidently without fear of their own mistakes. Further researchers are recommended to carry out a similar study by including a large number of respondents from non-English Education Department students to cope with the shortcomings of the present study.

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