



# The Effectiveness of ELSA Speak Role Playing to Teach Speaking on Report Texts

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## Abstract

*The purpose of this study was to ascertain whether speaking skill success was higher among vocational school students taught using ELSA Speak Role Playing than among those taught using the Grammar Translation Method (GTM). Some students who frequently have trouble communicating were the subjects of this investigation. When speaking, students usually have trouble with vocabulary, grammar, pronunciation, fluency, and comprehension. This study employed a quasi-experimental methodology and a quantitative approach. Students X MPLB and X AKL SMKS PGRI 4 Blitar served as the study's subjects. There were 14 students in the experimental class and 4 students in the control group. The experimental class and the control class each participated in the study three times. The results were derived using SPSS 20 and ANCOVA by the researcher. The mean score for role play with ELSA Speak (82.778a) was higher than the traditional technique (75.278a), indicating that the analysis utilizing the role play method had a positive effect. However, students who receive instruction through role-playing are more interested and prefer using English when speaking. It indicates that this approach with ELSA Speak produces better results than the traditional approach. It can be inferred that ELSA Speak role play is a superior way to enhance speaking abilities. To address the speaking issues of vocational school pupils, teachers are advised to employ role-playing with ELSA Speak.*

**Key words:** effectiveness, ELSA speak, report texts, role playing, speaking

## Introduction

Any age can benefit from learning a new language. The international language of communication, business, research, technology, and education is generally considered to be English in particular. English is now considered an international language because to the Internet and global media. Roughly two-thirds of the world's population, or over 4 billion people, speak English, including 400 million native speakers (Mccrum, 2011). According to (Haron et al., 2015) students can browse the wisdom world and discover a variety of materials that are pertinent to their learning goals in today's culture. The fact that knowledge is "at the tip of their fingers" should not be a justification for not knowing the world. For this reason, learning English can happen anywhere. English is taught as a foreign language in Indonesia from elementary school through university. Reading, writing, speaking, and listening are the four components of English proficiency. According to (Ridge, 2011), speaking English is thought to be the most important skill to acquire since it is the most widely used international language for communication. For this reason, one of the most important skills to develop when learning English is speaking. Speaking is a crucial ability that should be cultivated during the English language learning process. Teaching and learning sometimes require responding to

questions, leading discussions, and delivering presentations. A range of communication abilities rely on the capacity to speak effectively. (Gudu, 2015) has stated that speaking is described as creating words and sentences for verbal communication. Speaking is a cognitive activity that involves digesting information from existing sources. The link between speaking and thinking has led to effective and correct communication through the intercorrelation of themes.

Learning speaking is more challenging than learning the other three. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five components of speaking skills, according to (Andriani Putri et al., 2020). English One of the core abilities required to improve speaking, listening, and speaking English is pronunciation. You can learn how to pronounce words correctly by learning their pronunciation (Çakmak, 2019). In order to prevent speaking or reading difficulties, this is done to make sure that students know how to pronounce words in English. Because mispronouncing words can have disastrous consequences, pronunciation is crucial while speaking English. Word variations and erroneous interpretations of the pronunciation changes might result from mispronouncing vowels or consonants.

Despite having studied English since elementary school, many find it difficult to advance their speaking abilities. Most students found it difficult to communicate successfully in English for a number of reasons. The students stayed silent and refused to speak when the teacher requested them to do so or if they comprehended the material they were studying. Many pupils will thus score poorly on exams. Students' reluctance to talk or interact with their friends, especially in front of the class, is caused by a variety of situations. First, they struggled to communicate with people since they didn't know what to say or convey. Second, there is a lack of enthusiasm for the class and insufficient opportunity for pupils to develop their speaking abilities. Third, pupils are hesitant to speak because they lack confidence and mispronounce words. Because of their limited vocabulary, grammatical mistakes, and speech impediments, the children are unable to voice their opinions. Both the teacher and the pupils contributed to this. The kids don't know what they want to say in English, but the teacher just asks them to talk. The teacher has used a number of methods, including as the grammar-translation approach and the speech method, but students are still not using enough strategies or scopes that can help them prepare their ideas before class starts and encourage them to express themselves more. Students thus dislike or are uncomfortable speaking in English, especially in front of the class.

Additionally, suitable methods for improving English speaking abilities are discovered. According to (Hakim Yassi & Arafah, 2016), role-playing gives pupils lots of opportunity to talk because it is the subject of learning. According to the research of Indrian and Sakina (Indrian & Sakina, 2022) using the role-play technique has many advantages. First of all, it gives pupils more opportunities to practice their speaking. Our second argument is that pupils feel more confident when they speak in front of the class. Additionally, it increases pupils' focus during study sessions. Fourth, it gives students the opportunity to increase the number of words they know in English. Fifth, by conversing with their friends more often in English, students can maintain their social ties with their peers. Technology is also used by English language instructors to enhance their approach to teaching speaking. According to (Al-Eiadeh et al., 2016), English lecturers can promote oral interactions among their students by giving them the chance to articulate specific meaning and explain topics. Students may grow to prefer oral communication activities in English as a result of this. In the current world, technology has the capacity to help people. Since the technology is now necessary, maybe people are more accustomed to it. Humans are only in charge of operating machines, which are capable of carrying out human activities, especially in education. Applications of technology will be quite beneficial for learning English as well.

A brief, frequently used program for mobile devices is called an application. Education can be improved by application technology, especially when it comes to learning English. To

keep students interested, English teachers who teach speaking in the classroom may combine the ELSA Speak technique with role-playing. Speaking abilities have significantly improved as a result of adopting online learning, according to research findings by (Syakur et al., 2020). A great resource for learning English is ELSA Speak. For teaching pronunciation, the instructor can utilize artificial intelligence (AI) tools such as the ELSA Speak App, which uses (ASR) Automatic Speech Recognition (Kholis, 2021). According to (Akhmad & Munawir, 2022), students are excited to use the ELSA Speak app since it is easy to use and accessible from anywhere at any time.

English Learning Speech Assistant, or ELSA Speak is a useful tool for learning English, especially for enhancing pronunciation, which is essential for becoming proficient in speaking. By correcting incorrect pronunciation and teaching us how to say it right, ELSA Speak can assist us in honing our English-speaking abilities. We can work on our English language skills from anywhere at any time. Regular practice with ELSA Speak can improve our ability to communicate in English.

Based on the background above, this study is conducted to examine the effectiveness of ELSA speak role playing in teaching vocational school students to speak on report texts.

## Research Methods

The researcher used an experimental research design for this investigation. The quasi-experimental research approach employed in this work is one of the numerous varieties of experimental research. Pre- and post-test designs with non-randomized Control Groups are used in this type of investigation. The researcher employed a quasi-experimental experimental study design using a nonrandomized control group pre-test post-test design. It was carried out by two groups of about equal accomplishments. The researcher used a pre-test, treatment, and post-test in this quasi-experiment. The table below displays the quasi-experimental design that follows the guidelines of Marturini and Sastaparamitha (Martarini & Sastaparamitha, 2020) and uses the non-randomized control group pre-test post-test design show on Table 1.

Table 1. Pretest Posttest Control Group Design

Class		<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
<b>Experiment</b>	R	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
<b>Control</b>	R	O <sub>1</sub>		O <sub>2</sub>

Information:

R: Class random sampling

O1: Pretest

O2: Posttest

X1: Treatment using Conventional Method

This study's design was chosen for a number of fundamental reasons. First, the study was conducted without altering the classroom environment; neither the settings nor the characteristics of the observed class were altered. Second, it only collaborates with the instructor to create organic classroom environments, avoiding the sense of surveillance that could result in unnatural factors. Lastly, the two classes used in this study were kept apart long before the researcher used sampling techniques to perform the research, and the study was completed during a previously scheduled class period that the school had arranged.

This study sought to determine how well role-playing with ELSA Speak taught speaking to vocational school students in the experimental class. While the control group only received a pretest and post-test, the researcher provided therapy for the role-play using ELSA Speak in the speaking instruction. While the experimental group (X MPLB) was taught speaking through

role-playing using ELSA Speak, the control group (X AKL) was presumed to be taught using conventional teaching techniques.

In the meantime, the variable X was altered in this study. Since the goal of this study was to determine whether there were any notable changes between the two teaching approaches, it may be referred to as the experimental variable or the treatment. takes on the role of a teacher in this scenario and is required to administer multiple treatments during the writing process. Using the ELSA Speak Application, the teacher provided role-play treatment to class X MPLB (the experimental group) while class X AKL (the control group) did not. Consequently, only the pre- and post-test findings are given to the control group.

### **Research Subject**

In collecting data sources, there must be a close relationship between the subject and the object. In simple terms, the subject is the entire research subject, while the object is a representation of part of the population. In other words, the subject is the entire number of subjects to be studied by a researcher. Subject and object size are critical aspects of research that must be determined from the beginning. Researchers can identify the study approach that is best suited to the conditions and needs by determining the sort of object under consideration. This study identified the research subject as all tenth-grade students in the 2023/2024 academic year.

This study chooses its object using convenient random sampling. As a result, this study included two classes of tenth-grade students from Blitar Vocational High School in the academic year 2023/2024. The following are some of the factors that contribute to subject selection. First, students possess sufficient knowledge and skills in English courses. Second, students are used to obtaining English-speaking test assignments from teachers. Third, the students meet the standards for research as the basic competencies in the class X lesson plan align with the test topic. Fourth, to minimize the restrictions and barriers in determining the subjects that occur in the field must employ the appropriate sampling method. In this situation, the object is a subset of the subject that shares features with the larger population.

The sample selection is based on Acharya (Acharya et al., 2013) sampling methods are divided into two categories: probability samples and non-probability samples. Probability sampling is the most reliable strategy for ensuring study results apply to the target population. By probability sampling, we imply that every individual in the population has an equal chance of being chosen for the study. Probability sampling is further classified as simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, multiphase sampling, and multistage sampling. The sampling methods stated above require a random process, and the sampling method is often separated into two parts: probability sampling (random sampling), which is a random sampling technique, and non-probability sampling (non-random sampling), or non-random sampling. Then change the sampling based on the research's success and efficiency, utilizing non-randomized sampling. The sampling technique utilized is convenience sampling, in which the system is nearly identical to basic random sampling, but the sample is not chosen randomly. Ary et al. (2010), have stated that the sampling approach employed in this study is to use all students available in the class as respondents because they have the same opportunity to study all groups in the population. However, the results cannot be generalized. In this study, the research object was the entire population of class X students from two classes, namely X AKL and X MPLB, where the treatment class was chosen is class X MPLB was the experimental class group that was given the role play with ELSA Speak treatment, while class X AKL became the control class group that was taught using the conventional method.

### Time Allocation

This study duration was 8 x 40 minutes. Each group requires two meetings to complete the lesson. This experiment carried out on grade X in the 2023/2024 academic year. The following was the schedule for the meeting show on Table 2.

Table 2. Time Allocation

No	Date	Control Class	Experiment Class
1.	<b>Tuesday, May 12th, 2024</b>	Introduction and Pre-test	Introduction and Pre-test
2.	<b>Wednesday, May 13th, 2024</b>		Treatment (Using Role Play with ELSA Speak Application As Media)
3.	<b>Tuesday, May 21<sup>st</sup>, 2024</b>	Post-test	
4.	<b>Wednesday, May 22<sup>nd</sup>, 2024</b>		Post-Test

### Research Variables

The term "variable" is commonly used in research projects. Designing quantitative research requires defining and identifying variables projects. Variables provide more excitement in the study than constants. Beginners in research need to understand this word and its related notions. Kaur, S. P. (2013), has stated that it can change and have multiple values. "As the name implies, a variable is something that varies". It could be weight, height, worry, income, body temperature, and so on. These traits are unique to individuals and have varying values on a continuum. Religion, money, occupation, temperature, humidity, language, food, fashion, and so on are all examples of demographic, physical, or social factors. Variables can range from tangible and clear (e.g. gender, birth order, blood group) to more abstract and vague. Then, conclusions are drawn that variables can also be defined as traits derived from a separate value. Thus, a variable is anything that changes. In experimental research, variables are classified into two types: independent and dependent variables. Quantitative researchers examine the relationship of variables to the topic under investigation in terms of cause and effect, therefore independent and dependent variables exist in research.

From these variables, it was then sought how much influence the independent variable has on the dependent variable. The independent variables were those that we expect to influence the dependent variables. The outcome of the independent variable was known as the dependent variable. In general, the dependent variable was the disease or outcome of interest for the investigation, whereas the independent variables were the factors that could influence the outcome. A dependent variable is a trait or quality that is affected or impacted by the independent variable (Creswell, 2007). For example, when educational scholars investigate the effects of teaching methods or tactics, they can manipulate these methods or strategies as (the independent variable). As a result, the dependent variable in this context can be identified as student accomplishment in writing tests show on Table 3.

Table 3. Independent and Dependent Variable

<b>Independent variable</b>	<b>Dependent variable</b>
<b>Role play with ELSA Speak in the Teaching Speaking</b>	Student achievement on speaking test
<b>Conventional Method</b>	Student achievement on speaking test

### **Research Procedures**

Following the operational methods of quasi-experimental research, this study designed a series of actions. First, determine the subject group and object size before developing the research instrument. Before conducting a pre-test, the researcher frequently spoke with the teacher regarding the learning process, including the lesson plan utilized in class, the subject, the method, the capability of students' speaking skills, and the barriers encountered when teaching in class. Before this, two classes were separated into an experimental group (X MPLB) and a control group (X AKL). Following that, then began administering pretests in both classes (X MPLB and X AKL). Pre-tests were administered before teaching using the researcher's procedures. As a result, the pre-test score will be assessed to determine whether there is a difference in teaching speaking through role play using ELSA Speak versus the conventional method. Second, entered the classrooms and began to educate the students. Both classes delivered the planned material so that it was straightforward and understandable. The class of the experimental group (X MPLB) was taught using role play with the ELSA Speak Application in the learning process therefore the class of the control group (X AKL), used a conventional method that is commonly applied by the teacher. The third step is to conduct the post-test as a last trial to collect data on the student's achievement. Post-tests were administered to determine the students' speaking skills after both groups received different treatments. Last but not least, collected the scores of the student's answers and decided on the best technique for evaluating the data and doing statistical operations to determine whether the differences between the two groups were significant. Furthermore, it will conclude with comments on the analytical results and information on whether the hypothesis is accepted or denied.

### **Collection Methods Data**

The collection method is used to gather information on research variables. In a nutshell, data collection techniques are methods or procedures used to gather various data, information, and supporting facts for research. The collecting strategy is closely related to his or her research methodology. All pertinent data was collected using a test instrument and then processed and analysed. This study used writing evaluations to develop descriptive texts to evaluate the effectiveness of various learning objectives. The score was calculated using students' written assessments of report texts.

### **Techniques For Analyzing Data**

This research aims to determine whether students educated to use Role Play with ELSA Speak in the Teaching Speaking have significant differences from the conventional method. Statistics were used to analyse data in quantitative research. To test the research hypothesis, it was converted into the null hypothesis ( $H_0$ ). Because a non-randomized pretest-posttest control group design was used, this study used the ANCOVA formula to test Pallant, (2000), hypothesis that ANCOVA can be applied to two sets of pretest or posttest data. On account of the pretest between-group differences, the researcher applied ANCOVA on the posttest mean score on the dependent variable for each group. The pretest was referred to as the covariate. The difference between the pretest and posttest means was determined by the degree of correlation between the covariate and the dependent variable. The ANCOVA test could incorporate a large number of covariates, allowing you to account for the effect of other variables in addition to (or instead of) adjusting for the pretest. ANCOVA calculates an F value, which was then compared to a statistical table to see if it was statistically significant. ANCOVA was especially beneficial when a study cannot randomly assign participants to groups and must rely on pre-existing ones. (Pallant, 2000) has stated that the pretest score was employed as a covariate to account for any differences that existed between groups. Because these groups differ in a variety of ways, ANCOVA can help to mitigate some of the disparities.

## Results and Discussions

Prior to doing an ANCOVA, this study includes two assumption tests: evaluating the homogeneity of regression slopes and testing for linearity to see if the dependent variable (posttest) and the covariate (pretest) have a linear relationship.

### A. Testing of Linearity

(Pallant, 2000) has suggested that if you observe a curvilinear association, you should reconsider using this covariate. The scatter plots for each group on the graphic above indicate a linear (straight line) relationship rather than a curved relationship, hence the assumption of linearity is not broken show on Figure 1.

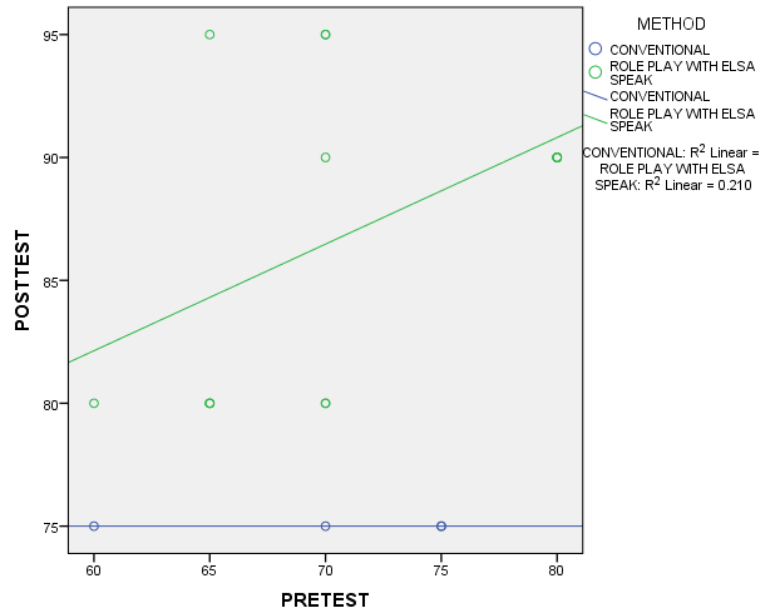


Figure 1. Linearity

### B. Testing the Homogeneity of Regression Slopes

Table 4. Test of Between-Subjects Effects

Dependent Variable: POSTTEST						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	392.699 <sup>a</sup>	2	196.349	34.618	.000	.822
Intercept	313.569	1	313.569	55.284	.000	.787
METHOD PRETEST *	392.699	2	196.349	34.618	.000	.822
Error	85.079	15	5.672			
Total	118900.000	18				
Corrected Total	477.778	17				

a. R Squared = .822 (Adjusted R Squared = .798)

Table 4 show data Testing the homogeneity of regression slopes is to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. If the interaction is significant, the results of ANCOVA are not meaningful and ANCOVA should not be conducted. (Pallant, 2000) states if the interaction level for the interaction is less than or equal to 0.05 it means that the interaction is statically significant, indicating that the assumption is violated. Moreover, in the data taken from the method pretest above, the significant value is .822 which is much greater than 0.05. It is proved that the

assumption of homogeneity of regression slope is not violated. Based on this finding ANCOVA can be conducted.

Table 5. Lavene's Test of Equality of Error Variances<sup>a</sup>

<b>Dependent Variable: POSTTEST</b>			
F	df1	df2	Sig.
.837	1	16	.374

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRETEST + METHOD

Table 5 show data Levene's Test for Equality of Error Variances is used to determine whether the assumption of equality of variance is broken. If the significance value is larger than 0.05, the variances are homogeneous; if the value is less than 0.05, the variances are not homogeneous, or in other words, the variances are different, and the assumption of variance equality is violated (Pallant, 2000). In this example, the variances are homogeneous, or the premise of equal variances is not violated, because the Sig. value is 0.374, which is bigger than 0.05.

### C. One-Way Analysis of Covariate

Table 6. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	377.778 <sup>a</sup>	2	188.889	28.333	.000
Intercept	283.818	1	283.818	42.573	.000
PRETEST	185.714	1	185.714	27.857	.000
<b>METHOD</b>	<b>174.627</b>	<b>1</b>	<b>174.627</b>	<b>26.194</b>	<b>.000</b>
Error	100.000	15	6.667		
Total	118900.000	18			
Corrected Total	477.778	17			

a. R Squared = .791 (Adjusted R Squared = .763)

b. Computed using alpha = .05

(Pallant, 2000) has stated that if the significant value is less than 0.05, the two groups (role play with ELSA Speak and conventional method) are significantly different. Based on the following table (labeled Group on the SPSS output), the result of the study suggests that the null hypothesis that both approaches (role play with ELSA Speak and conventional method) are equal should be rejected,  $F = 26.194$ ,  $P 0.000 < 0.05$  show on Table 6.

Table 7. Estimates

<b>Dependent Variable: POSTTEST</b>				
<b>METHOD</b>	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
<b>Conventional</b>	75.278 <sup>a</sup>	1.292	72.524	<b>78.032</b>
<b>Roleplay</b>	82.778 <sup>a</sup>	.690	81.307	<b>84.249</b>

a. Covariates appearing in the model are evaluated at the following values: PRETEST = 70.56.

Based on the Estimation Marginal Means, the alternative hypothesis saying that the students who were taught using role play with ELSA Speak and the conventional method achieved better speaking skills than those who were taught using the conventional method is

accepted, because the mean score for role play with ELSA Speak is 82.778<sup>a</sup>, which is greater than 75.278<sup>a</sup> for the conventional method.

## Discussions

According to the study's findings, the class that was taught through role-playing with ELSA Speak outperformed the other class that was taught without the use of the role-playing method. The mean score for the role-playing with ELSA Speak class was higher than that of the conventional approach (75.278a). Both strategies (role play with ELSA Speak) were equal, according to the null hypothesis, and should not be disregarded. The study's findings showed that students who received instruction through role-playing with ELSA Speak performed better academically than those who received instruction through traditional means. In other respects, the pupils who received instruction through role-playing using ELSA Speak were more inclined to communicate in English and were able to lessen their shyness, fear, and worry. Thus, this strategy worked well for discussing about the report text.

## Conclusion

Finding out how well role-playing using ELSA Speak works to teach speaking to students in vocational schools was the aim of this study. It had a positive impact because the average score for role-playing using ELSA Speak (82.778a) was greater than that of the traditional method (75.278a). Additionally, it was supported by the null hypothesis, which held that both strategies role plays and conventional procedure should be approved. Additionally, the other study demonstrated that role-playing was a more effective way to teach speaking than not employing it. However, students who received instruction through role-playing were more interested and enjoyed using English when speaking. It indicated that this method of teaching speaking skills was successful.

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