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THE EFFECTIVENESS OF ELSA SPEAK FOR FIRST-SEMESTER EFL STUDENTS

Dadan Hidayat[1*], Chodidjah[2], Rina Lestari[3], Kalsum[4]
Universitas Bina Sarana Informatika, Indonesia[1,2,3], Universiti Sains Islam Malaysia, Malaysia[4]
[*]Corresponding Author: Dadan.dhq@bsi.ac.id

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ABSTRACT

This study investigated the effectiveness of the ELSA Speak application in improving the speaking ability of first-semester EFL students. Many beginner learners still face difficulties in speaking English, especially in pronunciation, fluency, vocabulary use, and confidence during oral communication. To address these problems, ELSA Speak provides AI-supported speaking exercises, pronunciation feedback, and repeated practice that allow students to learn independently in a flexible environment. The research applied a pre-experimental method using a one-group pre-test and post-test design. The participants were 25 first-semester English students who attended eight treatment sessions over four weeks. Students' speaking performance was evaluated through several aspects, including pronunciation, fluency, vocabulary, and confidence. The findings showed that students' speaking scores improved after using the application. The average score increased from 56.12 in the pre-test to 78.36 in the post-test. In addition, the paired-sample t-test indicated a statistically significant improvement ($t(24) = 20.31$, $p < .001$). The study suggests that the ELSA Speak application may support speaking development by providing interactive and motivating speaking practice. Furthermore, AI-based mobile learning applications can serve as supportive tools in technology-assisted language learning for EFL students.
Keywords: AI-Based Learning, EFL Learners, ELSA Speak, Mobile-Assisted Language Learning, Speaking Ability

INTRODUCTION

Speaking plays an important role in English language learning since it helps students communicate ideas, share information, and interact actively with others. In EFL classrooms, students' speaking ability can indicate their communicative competence and their preparedness to use English in both academic and social situations. According to Harmer (2015) speaking is a productive skill that requires learners to produce language orally with appropriate fluency, pronunciation, and vocabulary usage. Students who rarely practice speaking often experience difficulties in expressing ideas clearly and confidently. In addition, Adhani et al., (2023)explain that regular speaking practice

assisted by digital media may help students develop their oral communication skills more effectively.

Speaking ability is one of the most essential skills for EFL students, especially for university students who are required to communicate academically and professionally in English. However, many Indonesian EFL students, particularly first-semester students, still experience difficulties and anxiety when speaking English. Sulistyowati & Thomas (2023) explained that English speaking anxiety negatively affects students' speaking performance, motivation, and fluency in classroom interaction. Similarly, Wijayati & Risa (2023) found that EFL students commonly experience nervousness, shyness, and lack of confidence when speaking English. In addition, first-semester university students tend to experience higher anxiety because they are still adapting to academic speaking activities and English communication in higher education contexts. Therefore, innovative digital applications such as ELSA Speak are needed to provide interactive speaking practice and help students improve their pronunciation, fluency, and confidence in speaking English.

In recent years, technological advancement has transformed language learning into a more interactive and flexible process. Digital learning applications have become increasingly popular because they provide opportunities for learners to practice language skills independently beyond the classroom. One application widely used for speaking and pronunciation practice is the ELSA Speak application. ELSA Speak is an AI-based English learning application designed to help learners improve pronunciation, intonation, fluency, and speaking accuracy through speech recognition technology and instant feedback. The application allows learners to practice speaking repeatedly while receiving direct correction regarding pronunciation errors.

ELSA Speak provides several features that support speaking practice, such as speech recognition technology, immediate pronunciation feedback, repetition practice, and scoring feedback. The speech recognition feature helps learners identify pronunciation errors, while immediate feedback allows students to correct their pronunciation directly after speaking practice. In addition, repetition practice enables learners to repeat speaking exercises several times to improve fluency and pronunciation consistency. The scoring feedback feature also helps students monitor their pronunciation and speaking progress. Therefore, these features are closely related to the speaking aspects measured in this study, particularly pronunciation, fluency, and speaking accuracy.

Digital speaking applications are considered beneficial because they provide low-pressure learning environments that encourage students to practice more confidently. Sari et al (2023) highlight that students in EFL contexts often experience difficulties in speaking English, which may affect their fluency and confidence. According to Prensky (2001), modern learners are closely connected to digital technology, making technology-based learning more engaging and motivating for students. In addition, Rastari et al. (2023) found that digital speaking media can enhance students' speaking performance through repeated practice and exposure to language input, while Ding & Yusof (2025) reported that AI-supported speaking applications contribute to improved speaking skills by providing structured practice and feedback.

Several previous studies have investigated the effectiveness of mobile-assisted language learning applications in speaking instruction. (Saputra et al., 2025) examined the use of ELSA Speak to improve students' pronunciation accuracy through AI-generated feedback using a classroom-based experimental design. The study found that ELSA Speak positively improved learners' pronunciation; however, the research mainly focused on pronunciation aspects and did not comprehensively assess overall speaking ability, such as fluency and speaking performance. In another study, Wijayati & Risa (2023) investigated students' speaking anxiety and classroom speaking performance among Indonesian EFL learners. The findings showed that many students experienced low confidence and anxiety during speaking activities, which affected their speaking participation. However, the study focused on psychological factors rather than the effectiveness of digital speaking applications in improving speaking ability.

In addition, most previous studies involving speaking applications were conducted among senior high school students or non-beginner learners. Therefore, empirical research examining the effectiveness of ELSA Speak in improving the speaking ability of first-semester EFL university students, particularly in Indonesian higher education contexts, remains limited. This study aims to fill that gap by investigating whether ELSA Speak can effectively improve students' speaking ability, including pronunciation, fluency, and speaking performance

For first-semester students at Universitas Bina Sarana Informatika, the ability to speak English is essential because it supports their future academic communication and language learning process. Nevertheless, many students still find it difficult to communicate confidently in English because they have limited opportunities to practice and often experience speaking anxiety. Based on preliminary observation conducted by

the researcher during speaking classes, several first-semester students showed low confidence and hesitation when speaking English in front of the class. In addition, informal interviews with several students indicated that they rarely practiced speaking independently and were afraid of making pronunciation mistakes. The preliminary speaking scores also showed that many students still had difficulties in pronunciation and fluency aspects**.** Beginner learners require interactive, repetitive, and supportive learning activities that allow them to practice speaking without excessive pressure or fear of being judged. Therefore, integrating technology-supported speaking applications may provide an effective alternative solution to support students' speaking development.

Based on these issues, this study was conducted to examine the effectiveness of the ELSA Speak application in improving the speaking skills of first-semester students at Universitas Bina Sarana Informatika. The research mainly focused on analyzing students' speaking improvement through quantitative data obtained from the pre-test and post-test results. In addition, the findings of this study are expected to support the development of technology-assisted language learning and provide useful references for lecturers in integrating mobile applications into speaking activities.

Table 1. Comparison of Previous Related Research

Author & Year	**Application / Media**	**Participants**	**Research Focus**	**Key Findings**	**Research Gap**
(Apoko et al., 2023)	Duolingo	University students	Speaking and vocabulary practice	Duolingo improved students' vocabulary mastery, increased learning motivation, and was perceived as an engaging and easy-to-use mobile learning application.	The study focused on vocabulary mastery and students' perceptions rather than speaking ability or pronunciation improvement.
(Hermawati et al., 2023)	Cake	Senior high school students	Pronunciation practice	Students showed better pronunciation accuracy after using the application	Participants were not university students
(Aras & T, 2025)	TalkPal AI	University students	Improving speaking skills through AI-assisted conversation	TalkPal AI significantly improved students' speaking skills. The AI application provided interactive speaking practice, immediate feedback,	The study investigated the effectiveness of TalkPal AI, whereas the present study focuses on the ELSA Speak application. Moreover, the intervention was conducted over a relatively short period and did not specifically examine improvements in pronunciation through AI-based speech recognition.
(Ramadhani et al., 2025)	Google Translate	University students	Students' attitudes toward using Google	Students showed positive attitudes toward using Google	The study explored students' perceptions and attitudes but did

			Translate for speaking practice	Translate for speaking practice. The application helped them practice pronunciation independently and increased their confidence in speaking English.	not employ an experimental pre-test and post-test design to measure speaking improvement.
(Permatasari & Lubis, 2024)	ELSA Speak	EFL university students	Improving pronunciation skills through AI-assisted pronunciation practice	ELSA Speak significantly improved students' pronunciation skills. The experimental group outperformed the control group after receiving AI-based pronunciation feedback, indicating that the application is effective for enhancing pronunciation accuracy.	The study focused specifically on pronunciation skills rather than overall speaking ability, including fluency, vocabulary, and speaking performance.
Current Study (2026)	ELSA Speak	First-semester EFL students at Universitas Bina Sarana Informatika	Speaking ability improvement	Investigates speaking improvement covering fluency, pronunciation, vocabulary, and confidence through quantitative measurement	Focuses on beginner university students, which is still rarely examined in previous ELSA Speak studies

Source: Author's result.

RESEARCH METHOD

This study used a quantitative approach to investigate the effectiveness of the ELSA Speak application in developing students' speaking skills. A quantitative method was selected because it enables researchers to evaluate learning outcomes objectively through numerical information and statistical analysis. According to Creswell (2024), quantitative research emphasizes the measurement of variables and the identification of significant differences by using statistical techniques. In this study, the independent variable was the use of the ELSA Speak application, while the dependent variable was students' speaking ability. The indicators used to measure speaking ability included pronunciation, fluency, vocabulary, and confidence, which were assessed through pre-test and post-test speaking evaluations to identify students' speaking improvement after using ELSA Speak.

This research applied a pre-experimental design with a one-group pre-test and post-test model. The design was chosen because it allowed the researcher to identify differences in students' speaking performance before and after the treatment was conducted. According to Sugiyono (2015), the one-group pre-test and post-test design is

frequently used to measure the effectiveness of a treatment by comparing participants' results before and after the intervention. In this research, the students completed a speaking pre-test prior to the treatment and a post-test after participating in learning activities using the ELSA Speak application. Although this design did not involve a control group and may have limitations related to internal validity, such as testing effect and practice effect, it was considered appropriate for this study due to limited research time and classroom conditions. Therefore, the findings were interpreted as an indication of speaking improvement after using ELSA Speak rather than as absolute causal conclusions.

Table 2. The design of this research can be illustrated as follows:

Phase	Symbol	Description
Pre-test	O_1	Measurement of students' initial speaking ability
Treatment	X	Speaking practice using the ELSA Speak application
Post-test	O_2	Measurement of students' speaking ability after treatment

Source: Author's result

The participants in this research were 25 first-semester students from the English Language Study Program at Universitas Bina Sarana Informatika during the 2025/2026 academic year. The participants were approximately 17–19 years old and consisted of male and female students. They were categorized as beginner to lower-intermediate English learners based on their classroom speaking performance and course placement. The sample was determined through purposive sampling because the participants fulfilled several inclusion criteria, such as being first-semester students, actively participating in speaking classes, and having smartphones with internet access to operate the ELSA Speak application. The sample size of 25 students was considered appropriate because the research focused on one intact classroom participating in the treatment during the study period.

The students had relatively similar levels of English proficiency and were accustomed to using smartphones for educational purposes. This situation supported the implementation of Mobile-Assisted Language Learning because students were already familiar with smartphone-based activities in speaking classes (Rosdiana et al., 2019) Furthermore, all participants had mobile devices with internet access to operate the ELSA Speak application during the study.

The treatment was carried out for four weeks and included eight instructional sessions. Each session was conducted for about 45 minutes. During the learning process, students performed various speaking activities through the ELSA Speak application with

guidance and supervision from the lecturer. The activities included pronunciation drills, sentence repetition, dialogue practice, vocabulary exercises, and short speaking performances. The students used the ELSA Speak mobile application on their personal smartphones during classroom activities and independent practice sessions outside the classroom. The study used the standard ELSA Speak learning features focusing on pronunciation and speaking practice materials selected by the lecturer according to beginner-level speaking topics. In addition, students were encouraged to practice independently for approximately 15–20 minutes per day outside class hours. The lecturer monitored students' participation and application usage through classroom observation, speaking task completion, and students' learning progress shown in the application. The lecturer acted as a facilitator by giving instructions, monitoring students' progress, and providing additional feedback related to speaking performance. To provide a clearer overview of the treatment process, the intervention activities are summarized in the following table.

Table 3. Detailed Activities during the Treatment

Session	**Focus**	**Activities**	Target Achievement	Speaking Aspect	**Lecturer's Role**	**Students' Role**
1	Introduction to Application	Introducing ELSA Speak features and basic speaking exercises	Students understand how to use the application and complete simple speaking tasks	Pronunciation, confidence	Explaining application usage and demonstrating features	Observing and practicing basic exercises
2	Pronunciation Practice	Repeating words and short sentences	Students are able to pronounce common English words more accurately	Pronunciation	Guiding pronunciation practice and correcting errors	Practicing pronunciation drills
3	Vocabulary Development	Learning daily vocabulary through speaking tasks	Students are able to use simple vocabulary in oral practice	Vocabulary, pronunciation	Giving vocabulary guidance and examples	Repeating and practicing vocabulary
4	Dialogue Practice	Practicing short conversations and greetings	Students are able to perform short dialogues fluently	Fluency, pronunciation	Monitoring speaking activities and giving feedback	Performing dialogues with peers
5	Fluency Training	Completing repetition and speaking response exercises	Students improve fluency and speaking confidence	Fluency, confidence	Providing speaking models and instructions	Practicing fluency tasks repeatedly
6	Independent Speaking	Recording short speaking responses	Students are able to produce short spoken responses	Pronunciation, confidence	Giving corrective feedback and monitoring progress	Producing speaking responses

		using ELSA Speak	independently			
7	Speaking Performance	Practicing spontaneous speaking tasks	Students demonstrate improved speaking performance in short talks	Fluency, vocabulary, confidence	Facilitating speaking activities	Speaking independently
8	Final Review	Conducting speaking review before post-test	Students review speaking materials and prepare for post-test	Pronunciation, fluency, vocabulary	Evaluating students' progress and reviewing materials	Completing speaking practice

Source: Author's result.

The instrument applied in this research was a speaking test conducted during the pre-test and post-test sessions. The evaluation covered several aspects of speaking ability, including fluency, pronunciation, vocabulary usage, and confidence. According to Nation (2018), speaking assessment can be used to evaluate learners' communicative competence and oral performance. In this study, the students were asked to complete short speaking tasks related to everyday communication topics, such as self-introduction, daily activities, hobbies, and personal experiences. Each speaking task was conducted individually with a duration of approximately 2–3 minutes. Students' speaking performances were recorded for assessment purposes and evaluated based on the speaking criteria used in this research. In addition, the pre-test and post-test applied equivalent speaking prompts with similar difficulty levels but different question content to minimize practice effects while maintaining assessment consistency.

The scoring rubric consisted of four assessment criteria, namely fluency, pronunciation, vocabulary, and confidence, with a scale ranging from 1 to 5 for each criterion. Therefore, the maximum raw score obtained by students was 20 points. The raw scores were then converted into a scale of 100 for data analysis purposes

Table 4. Speaking Assessment Rubric

Criterion	Score 1	Score 2	Score 3	Score 4	Score 5
Fluency	Speech is very slow and frequently interrupted	Speech is slow with many pauses	Speech is understandable with some pauses	Speech is mostly smooth with few pauses	Speech is fluent and continuous
Pronunciation	Pronunciation is mostly unclear and difficult to understand	Many pronunciation errors affect understanding	Some pronunciation errors occur but meaning is understandable	Pronunciation is generally clear with minor errors	Pronunciation and intonation are clear and accurate
Vocabulary	Very limited vocabulary usage	Limited vocabulary with frequent repetition	Adequate vocabulary for simple communication	Good vocabulary usage with some variation	Wide and appropriate vocabulary usage
Confidence	Very nervous and unable to maintain	Low confidence during speaking	Moderate confidence with occasional	Confident during most speaking	Very confident and natural in speaking

	speaking		hesitation	activities	

Source: Author's result.

To maintain the validity of the instrument, the speaking assessment rubric was reviewed by two lecturers who specialized in teaching speaking skills. The expert judgment process was conducted by asking the lecturers to evaluate the relevance, clarity, and appropriateness of the speaking assessment criteria, including fluency, pronunciation, vocabulary, and confidence. Suggestions from the experts were then used to revise and improve the rubric before the instrument was implemented in the study. Meanwhile, the reliability of the assessment was examined through inter-rater scoring to ensure consistent evaluation results between the assessors. Both evaluators independently scored the students' speaking performances during the pre-test and post-test activities. The inter-rater reliability was analyzed using correlation analysis to identify the consistency of the scores between the two raters.

The data collected in this study were analyzed by using descriptive statistics and a paired-sample t-test. Descriptive statistical analysis was applied to determine the mean, minimum score, maximum score, and standard deviation of students' speaking achievement. In addition, the paired-sample t-test was used to examine whether there was a significant difference between the pre-test and post-test results after the implementation of the ELSA Speak application. According to Pallant (2020), a paired-sample t-test is appropriate for comparing two related scores obtained from the same group of participants. Before conducting the paired-sample t-test, a normality test was performed to examine whether the score differences were normally distributed. Furthermore, the effect size was calculated using Cohen's dz to determine the magnitude of the treatment effect, while the 95% confidence interval was applied to strengthen the interpretation of the statistical results**.** All statistical calculations in this research were conducted using SPSS software.

Although this study provided useful findings, several limitations still need to be considered. Because the research applied a pre-experimental design without involving a control group, the improvement in students' speaking scores could not be attributed entirely to the treatment provided.

FINDINGS AND DISCUSSION

This study aimed to examine whether the ELSA Speak application was effective in improving the speaking skills of first-semester EFL students at Universitas Bina Sarana Informatika. The findings were based on the comparison of students' speaking scores in

the pre-test and post-test after completing eight learning sessions using the application as a learning tool.

Table 5. Descriptive Statistics of Students' Speaking Scores

Statistic	Pre-test	Post-test
N	25	25
Mean	56.12	78.36
Median	56	79
Std. Deviation	7.14	5.26
Minimum	44	68
Maximum	66	88

Source: Author's result.

Based on Table 5, the average speaking score before the treatment was 56.12, while the average score after the treatment increased to 78.36. The increase in the mean score indicates that students demonstrated better speaking performance after practicing with the ELSA Speak application. Furthermore, the standard deviation in the post-test was smaller than that of the pre-test, indicating that students' speaking performance became more stable and consistent after the treatment. To provide a more detailed description of students' speaking improvement, the results for each speaking aspect are presented in Table 6.

Table 6. Improvement of Speaking Aspect

Speaking Aspect	Pre-test Mean	Post-test Mean	Improvement
Pronunciation	2.8	3.9	+1.1
Fluency	2.9	3.8	+0.9
Vocabulary	3.0	4.0	+1.0
Confidence	2.7	4.1	+1.4

Source: Author's result.

Based on Table 6, all speaking aspects improved after the implementation of the ELSA Speak application. The highest improvement was found in confidence, followed by pronunciation, vocabulary, and fluency.To determine whether the improvement was statistically significant, a paired-sample t-test was conducted using SPSS software. The result of the analysis is presented in the following table.

Table 7. Paired Sample T-Test Result

Paired Scores	Mean Difference	Std. Deviation	t	df	Sig. (2-tailed)
Post-test – Pre-test	22.24	5.48	20.31	24	0.000

Source: Author's result.

The statistical calculation showed that there was a significant difference between the students' speaking scores in the pre-test and post-test, $t(24) = 20.31$, $p < .001$. This finding indicates that the implementation of the ELSA Speak application contributed positively to the improvement of students' speaking skills. In addition, the effect size analysis showed a strong treatment effect on students' speaking performance.

To strengthen the interpretation of the findings, the researcher also examined the improvement in several speaking aspects assessed during the tests. Based on the descriptive results of each speaking aspect, students showed improvement in pronunciation, fluency, vocabulary, and confidence after the implementation of the ELSA Speak application. Confidence showed the highest improvement, while pronunciation, fluency, and vocabulary also demonstrated positive development in the post-test results**.** Furthermore, students appeared more confident when delivering oral responses in the post-test session compared to the pre-test session.

The improvement in students' speaking performance may be influenced by several factors related to the features provided by the application. Similar findings were also reported by Moayeri & Khodareza (2020) who found that mobile-assisted language learning significantly improved learners' speaking accuracy and oral performance.

Another observation during the treatment was the increase in students' participation and willingness to practice speaking. At the beginning of the study, many students were reluctant to speak English because they were afraid of making pronunciation errors. However, after several meetings using the application, students appeared more willing to practice speaking individually and showed greater participation during classroom activities. These observations indicated that the application created a more flexible and supportive learning environment where learners could practice repeatedly at their own pace.

These findings are generally consistent with previous research emphasizing the effectiveness of digital learning media in speaking instruction. Rastari et al. (2023) explained that digital speaking media can improve learners' pronunciation and oral fluency through repeated listening and speaking exposure, while Adhani et al. (2023) found that technology-supported speaking activities increase learners' engagement and confidence in oral communication tasks. However, the current study extends these findings by focusing specifically on first-semester university students, who are still in the transition phase from passive to active English learners. This context may explain the relatively strong improvement in confidence, as beginners tend to benefit more from structured and repetitive speaking practice provided by the application. In contrast to some previous studies that mainly involved more experienced learners, the present study suggests that beginner-level university students may require more guided and supportive digital tools to develop speaking competence effectively. The findings also support Prensky (2001) perspective that digital-based learning environments are more compatible

with modern students' learning preferences and can enhance learning motivation, while also highlighting the practical contribution of mobile-assisted speaking tools in reducing speaking anxiety in early-stage EFL learners.

From a theoretical point of view, the findings of this study support the idea of technology-assisted language learning, which highlights the importance of interactive digital media in helping students acquire language skills more effectively. The findings of this study support the principles of Mobile-Assisted Language Learning (MALL), which emphasizes the use of mobile technology to provide flexible, accessible, and continuous language practice beyond the classroom. Repeated speaking practice combined with immediate feedback helps learners notice language errors more effectively and improve speaking performance gradually. The use of ELSA Speak allows learners to engage in repeated speaking practice and receive immediate corrective feedback, which aligns with the theory of corrective feedback that highlights the importance of timely error identification in improving learners' interlanguage development**.** The results also reinforce the idea that low-anxiety learning environments can positively influence oral language production because students feel more comfortable practicing independently without fear of negative evaluation. In addition, the application encourages autonomous learning by enabling students to practice independently at their own pace without constant teacher supervision, thereby fostering learner autonomy in speaking practice. Furthermore, the results are consistent with speaking anxiety theory, which suggests that reducing fear of negative evaluation can enhance oral performance. By providing a low-anxiety and supportive learning environment, the application helps students feel more comfortable and confident in producing spoken English.

Although the results of this study demonstrated positive outcomes, several limitations should still be considered. The research only involved 25 students from one class, meaning the findings may not fully represent broader EFL learner populations. Moreover, the lack of a control group made it difficult to compare the effectiveness of the application with other instructional methods. Therefore, future researchers are encouraged to involve a larger number of participants and use more comprehensive experimental research designs.

Overall, the findings indicate that the ELSA Speak application may support the development of students' speaking ability, particularly for beginner EFL learners in this

study. The application not only was associated with improved pronunciation and fluency but also appeared to encourage learners to become more confident and motivated in speaking English. These results suggest that integrating mobile learning applications into speaking courses may provide meaningful contributions to technology-supported language instruction.

CONCLUSION

This research examined the effectiveness of the ELSA Speak application in enhancing the speaking skills of first-semester students at Universitas Bina Sarana Informatika. Based on the comparison between the pre-test and post-test results, the findings showed that students' speaking performance improved after the implementation of the application. Speaking performance improved after participating in speaking activities assisted by the application, and the improvement was reflected in several speaking components, including pronunciation, fluency, vocabulary usage, and confidence. In practical terms, English lecturers are suggested to integrate ELSA Speak as a supplementary tool in speaking classes by assigning approximately 15–20 minutes of independent practice outside the classroom, while classroom activities focus on guided speaking tasks such as pronunciation drills, dialogue practice, and short speaking performances, with lecturers monitoring students' progress through task completion, classroom observation, and feedback on pronunciation, fluency, and vocabulary development.

The statistical results indicated a significant difference between the students' speaking scores in the pre-test and post-test after the treatment was conducted. The result indicates that the use of ELSA Speak provided positive contributions to students' oral communication development. Through repeated speaking exercises, pronunciation correction, and interactive learning activities, students became more active and confident in practicing English speaking tasks.

In addition, the implementation of the application created a more engaging and flexible learning atmosphere for beginner EFL learners. The availability of instant feedback and independent speaking practice encouraged students to improve their pronunciation and speaking accuracy continuously. The findings also demonstrate that mobile-assisted language learning can become an effective supplementary medium for speaking instruction in higher education contexts.

However, this study also had several limitations. The research involved only a limited number of students from a single class and used a pre-experimental design without a control group. As a result, the findings may not fully represent all EFL learners. Future studies are recommended to include larger samples, longer treatment periods, and more comprehensive research designs in order to gain deeper understanding of the effectiveness of AI-based speaking applications in language learning.

Overall, this study suggests that the ELSA Speak application can serve as an effective digital learning tool to support students' speaking improvement. The integration of technology-based applications into speaking classes may help lecturers create more interactive, motivating, and student-centered learning experiences.

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