Bibliography

Al-Qudah, Mohammad, and Rana Suleiman. “The Effect of Using ELSA Speak Application on EFL Learners’ Pronunciation Skills.” *International Journal of Language and Linguistics* 9, no. 2 (2021): 45–52. https://doi.org/10.11648/j.ijll.20210902.12.

Anggraini, Anggraini. “Improving Students’ Pronunciation Skill Using Elsa Speak Application.” *Journey: Journal of English Language and Pedagogy* 5, no. 1 (2022): 135–41. https://doi.org/10.33503/journey.v5i1.1840.

Anggraini, N. “Improving Students’ Pronunciation Using ELSA Speak Application.” *Journal of English Language Teaching*, 2022.

Banquil, Mae. “Pre-Experimental Research.” SlideShare, 2014. https://www.slideshare.net/MaeBanquil/preexperimental-research.

Brazil, David. *The Communicative Value of Intonation in English*. Cambridge: Cambridge University Press, 1997.

Brown, H Douglas. *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004.

———. *Principles of Language Learning and Teaching*. 5th ed. White Plains, NY: Pearson Education, 2004.

Celce-Murcia, Marianne, Donna M Brinton, and Janet M Goodwin. *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge: Cambridge University Press, 2010.

Derwing, Tracey M, and Murray J Munro. *Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research*. Amsterdam: John Benjamins Publishing Company, 2015. https://doi.org/10.1075/lllt.42.

Fauzan, R, and A N Dewi. "Developing Analytical and Holistic Rubrics for Speaking Assessment." *Indonesian Journal of English Education* 7, no. 2 (2020): 134–45.

Febri, Yesi Sonia. "The Effect of Using ELSA Speak Application to Improve Student's Pronunciation." *Jolly Journal of English Education* 1, no. 2 (2023): 54–63. https://www.researchgate.net/publication/391691711_The_Effect_Of_Using_Elsa_Speak_Application_To_Improve_Students%27_Pronunciation.

Fraenkel, Jack R, Norman E Wallen, and Helen H Hyun. *How to Design & Evaluate Research in Education*. Edited by 8. New York: McGraw-Hill, 2012.

George, Darren, and Paul Mallery. *SPSS for Windows Step by Step: A Simple Guide and Reference*. 4th ed. Allyn \& Bacon, 2003.

Hughes, Arthur. *Testing for Language Teachers*. 2nd ed. Cambridge: Cambridge University Press, 2003.

Jin, X, and Y Liu. "Automatic Scoring of Pronunciation Based on GOP Features in AI-Based English Apps." *Journal of Speech Technology Research* 8, no. 1 (2022): 33–45.

Le, T H, and M Q Tran. "Authentic Speaking Assessment in Digital Language Classrooms." *International Journal of Language Pedagogy* 12, no. 2 (2021): 145–58.

Lennon, Paul. “The Lexical Element in Spoken Second Language Fluency BT - Perspectives on Fluency.” edited by Heidi Riggenbach. Ann Arbor, MI: University of Michigan Press, 2000.

Lolita, M. “The Impact of ELSA Speak on Intonation and Fluency: An Experimental Approach.” *Jurnal Teknologi Pendidikan*, 2024.

McLeod, Saul. “Simply Psychology,” 2023. https://www.simplypsychology.org.

Nation, I S P. *Improving Speaking Fluency*. *System, 17(3), 377–384*, 1989. https://doi.org/https://doi.org/10.1016/0346-251X(89)90010-9.

Nguyen, H T, and V T Hoang. “Prosodic Awareness and Intonation Patterns in Vietnamese EFL Learners.” *Asian Journal of Language and Linguistics* 7, no. 1 (2024): 77–89.

Nguyen, Thanh Hoa, and Minh Tri Le. “Effectiveness of ELSA Speak in Enhancing Pronunciation Among Vietnamese EFL Learners.” *Asian EFL Journal* 31, no. 4 (2024): 210–30.

Pourhosein Gilakjani, Abbas. “How Can EFL Teachers Help EFL Learners Improve Their English Pronunciation?” *English Language Teaching* 9, no. 6 (2016): 124–30. https://doi.org/10.5539/elt.

Putri, Rahma Dwi, and Amelia Husna. “The Impact of Mobile-Assisted Language Learning Using ELSA Speak on Students’ Speaking Fluency.” *Journal of English Language Teaching and Linguistics* 7, no. 1 (2022): 90–102. https://doi.org/10.21462/jeltl.v7i1.723.

Putri, S, and A Santoso. “Improving EFL Speaking Fluency through AI-Powered

Mobile Applications." *Journal of Educational Technology and Innovation* 9, no. 3 (2023): 211–26.

Ranti, L N. "Phonological Interference in Indonesian EFL Learners: A Study on Pronunciation Errors." *Jurnal Pendidikan Bahasa*, 2024.

Richards, Jack C. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press, 2008. https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf.

Siti, Hoeriyah. "The Effectiveness of ELSA Speak Toward Students' Pronunciation in the Eleventh Grade of SMKN 2 Purwokerto." UIN Prof. K.H. Saifuddin Zuhri, 2024.

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2015.

Torky, S A. "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students." Cairo University, 2006.

Trinh, T, and M Nguyen. "The Effects of AI-Powered Mobile Applications on EFL Students' Speaking Performance." *Journal of Language and Education Research*, 2021.

Wennerstrom, Ann. *The Music of Everyday Speech: Prosody and Discourse Analysis*. Oxford: Oxford University Press, 2001.

Widyasari, Pingky, and Ana Maghfiroh. "The Advantages of Artificial Intelligence

ELSA Speak Application for Speaking English Learners in Improving Pronunciation Skills." [Location not specified]: ELTT Conference, 2023.

Appendices

INSTRUMENT VALIDATION ELSA SPEAK APPLICATION

Validator Name :

Position/Institution :

Research Title : The Effect of ELSA Speak on Students' English Speaking Skills at the Eighth Grade of MTs Zainul Anwar Kraksaan

Instructions:

1. This validation sheet was filled out by the principal of MTs Zainul Anwar.
2. Give an assessment of the use of the video media by giving a check mark (√) in the "Yes" column if the question is appropriate, and "No" if the question is not appropriate.

No	Assessment Aspects	Yes	No
1	Are the indicators in the rubric in accordance with the speaking competency to be measured?		
2	Do the aspects of pronunciation, fluency, and intonation cover speaking skills as a whole?		
3	Are the speaking tasks appropriate to the ability level of MTs students?		
4	Do the indicators in the rubric support each other to assess speaking skills as a whole?		
5	Is each score level in the rubric explained specifically and unambiguously?		
6	Is the use of terms, format, and rubric structure consistent and easy to understand?		
7	Is the rubric easy for teachers or assessors to use in assessment practices?		

Validator's Notes:

.....
.....
.....

Instrument Validation ELSA Speak Application

Validator Name : Helmi S.Ag

Position/Institution : Principal of MTs Zainul Anwar

Research Title : The Effect of Elsa Speak on Students' English Speaking Skills at The Eight Grade of Mts Zainul Anwar Kraksaan

Instructions:

1. This validation sheet was filled out by the principal of MTS Zainul Anwar
2. Give an assessment of the use of video media by giving a check mark (√) in the "Yes" column if the question is appropriate and "No" if the question is not appropriate

No	Assessment Aspects	Criteria	
		Yes	No
1.	Are the indicators in the rubric in accordance with the speaking competency to be measured?	√	
2.	Do the aspects of pronunciation, fluency, and intonation cover speaking skills as a whole?		√
3.	Are the speaking tasks appropriate to the ability level of MTs students?	√	
4.	Do the indicators in the rubric support each other to assess speaking skills as a whole?	√	
5.	Is each score level in the rubric explained specifically and unambiguously?		√
6.	Is the use of terms, format, and rubric structure consistent and easy to understand?	√	
7.	Is the rubric easy for teachers or assessors to use in assessment practices?	√	

Catatan validator :

.....

.....

.....

Kraksaan 26 Juni 2025

Validator

(.....)

Instrument Validation ELSA Speak Application

Validator Name : Maidi, S.S

Position/Institution : Teacher / MTS. Zainul Anwar

Research Title : The Effect of Elsa Speak on Students' English Speaking Skills at The Eight Grade of Mts Zainul Anwar Kraksaan

Instructions:

1. This validation sheet is filled out by a learning method expert
2. Give an assessment of the use of video media by giving a check mark (√) in the "Yes" column if the question is appropriate and "No" if the question is not appropriate

No	Assessment Aspects	Criteria	
		Yes	No
1.	Are the indicators in the rubric in accordance with the speaking competency to be measured?	√	
2.	Do the aspects of pronunciation, fluency, and intonation cover speaking skills as a whole?		√
3.	Are the speaking tasks appropriate to the ability level of MTs students?	√	
4.	Do the indicators in the rubric support each other to assess speaking skills as a whole?		√
5.	Is each score level in the rubric explained specifically and unambiguously?		√
6.	Is the use of terms, format, and rubric structure consistent and easy to understand?	√	
7.	Is the rubric easy for teachers or assessors to use in assessment practices?	√	

Catatan validator :

.....

.....

.....

Kraksaan, 26 Juni 2025

Validator

(Maidi, S.S)

Table of Blueprint of Speaking Test Based on Pronunciation, Fluency, and Intonation Indicators

No	Learning Objective / Competency Standard	Assessment Indicator	Speaking Aspect	Test Format	Max Score
1	Students are able to speak in English with appropriate pronunciation, fluency, and intonation	Students are able to pronounce English words correctly and clearly	Pronunciation	Individual oral test	5
2		Students are able to express ideas smoothly without excessive pauses or repetitions	Fluency	Individual oral test	5
3		Students are able to use appropriate intonation to convey meaning effectively	Intonation	Individual oral test	5

Table of Speaking Assessment Rubric Based on Pronunciation, Fluency, and Intonation

No.	Assessed Aspect	Score	Brown's Category	Description of Assessment Indicators
1	**Pronunciation**	**5**	A (90–100)	Pronunciation is very clear, accurate, and close to native level. Almost no errors in sounds (vowels/consonants), word stress, or sentence intonation. Matches educated native speaker standard.
		4	B (80–89)	Generally clear and easy to understand; minor pronunciation errors that do not affect comprehension. Errors are very rare.
		3	C (70–79)	Some pronunciation errors that affect understanding but still comprehensible with effort. Errors rarely disrupt communication; stress/intonation may sound foreign.
		2	D (56–69)	Frequent pronunciation errors that interfere with clarity and understanding. Stress/intonation often incorrect.
		1	E (11–55)	Pronunciation is unclear, with many sound errors; very difficult to understand except for listeners

				used to foreign-accented English.
2	**Fluency**	**5**	A (90–100)	Speaks fluently and naturally without unnecessary pauses, repetition, or excessive fillers. Sounds confident; matches the fluency of an educated native speaker.
		4	B (80–89)	Generally fluent with few pauses or minor repetitions that do not affect flow. Able to maintain conversation smoothly.
		3	C (70–79)	Somewhat fluent but with noticeable pauses or fillers; still able to be followed. Can discuss practical, social, and professional topics with some effort.
		2	D (56–69)	Frequent hesitations, stammering, and repetition; ideas are difficult to convey completely. Can only manage basic conversation with support.
		1	E (11–55)	Not fluent, many long pauses, choppy and disconnected speech; unable to express full sentences. Only able to respond with very simple utterances.
3	**Intonation**	**5**	A (90–100)	Uses appropriate stress and pitch variation according to context. Intonation is natural, expressive, and similar to an educated native speaker.
		4	B (80–89)	Mostly appropriate, with minor intonation errors that do not affect meaning.
		3	C (70–79)	Intonation is flat or inconsistent; lacks expression but still acceptable. May sound foreign.
		2	D (56–69)	Frequent intonation errors; sentence meaning becomes unclear or ambiguous.
		1	E (11–55)	Monotonous or completely incorrect intonation; does not reflect the intended meaning at all.

To assess students' speaking skills, this study used a rubric that evaluated pronunciation, fluency, and intonation on a scale of 1–5 for each test item. The speaking test consisted of 15 items, and each item was scored

based on these three aspects, resulting in a maximum raw score of 225 per student (15 items × 3 aspects × 5 points).

To simplify interpretation and allow for standardized comparisons, each student's raw score was then converted to a scale of 100. This method provided a clear and consistent measure of students' speaking skills improvement before and after using the ELSA Speak app. I applied the formula:

$$Final\ Score = \frac{Total\ Score}{225} \times 100$$

Table of Reliability Statistics of Research Instrument

Research Variables	**Cronbach's Alpha Value**	**Interpretation**
Students' Pronunciation	0.985	Excellent reliability

Tabel Nilai r Tabel Product Moment

Taraf Signifikansi 5% dan 1%

Table of Critical Values of r Product Moment at 5% and 1% Significance Levels

N	r tabel 5%	r tabel 1%
10	0.632	0.765
11	0.602	0.735
12	0.576	0.708
13	0.553	0.684
14	0.532	0.661
15	0.514	0.641
16	0.497	0.62
17	0.482	0.602
18	**0.468**	**0.59**
19	0.456	0.57
20	0.444	0.561
21	0.433	0.549

22	0.423	0.537
23	0.413	0.526
24	0.404	0.514
25	0.396	0.505
26	0.388	0.496
27	0.381	0.487
28	0.374	0.478
29	0.367	0.47
30	0.361	0.457

UNIVERSITAS NURUL JADID
PAITON PROBOLINGGO

Table of Critical Values of Pearson's Product Moment Correlation (r table) at 5% and 1% Significance Levels

Correlations

		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	TOTAL
A1	Pearson Correlation	1	.855**	.909**	.848**	.861**	.866**	.861**	.838**	.842**	.816**	.860**	.941**	.809**	.796**	.924**	.952**
	Sig. (2-tailed)		<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A2	Pearson Correlation	.855**	1	.816**	.732**	.774**	.619**	.825**	.683**	.860**	.730**	.829**	.792**	.774**	.753**	.841**	.865**
	Sig. (2-tailed)	<,001		<,001	<,001	<,001	.006	<,001	.002	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A3	Pearson Correlation	.909**	.816**	1	.848**	.861**	.832**	.820**	.797**	.707**	.829**	.765**	.887**	.704**	.831**	.897**	.914**
	Sig. (2-tailed)	<,001	<,001		<,001	<,001	<,001	<,001	<,001	.001	<,001	<,001	<,001	.001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A4	Pearson Correlation	.848**	.732**	.848**	1	.832**	.796**	.878**	.930**	.736**	.744**	.752**	.876**	.746**	.761**	.833**	.902**
	Sig. (2-tailed)	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A5	Pearson Correlation	.861**	.774**	.861**	.832**	1	.798**	.902**	.767**	.759**	.882**	.847**	.915**	.778**	.927**	.927**	.936**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A6	Pearson Correlation	.866**	.619**	.832**	.796**	.798**	1	.838**	.852**	.737**	.867**	.778**	.890**	.711**	.779**	.833**	.892**
	Sig. (2-tailed)	<,001	.006	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18

A7	Pearson Correlation	.861**	.825**	.820**	.878**	.902**	.838**	1	.880**	.823**	.864**	.827**	.938**	.821**	.858**	.882**	.951**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A8	Pearson Correlation	.838**	.683**	.797**	.930**	.767**	.852**	.880**	1	.747**	.794**	.758**	.856**	.790**	.717**	.774**	.893**
	Sig. (2-tailed)	<,001	.002	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A9	Pearson Correlation	.842**	.860**	.707**	.736**	.759**	.737**	.823**	.747**	1	.776**	.899**	.814**	.733**	.759**	.766**	.870**
	Sig. (2-tailed)	<,001	<,001	.001	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A10	Pearson Correlation	.816**	.730**	.829**	.744**	.882**	.867**	.864**	.794**	.776**	1	.858**	.869**	.823**	.929**	.868**	.921**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A11	Pearson Correlation	.860**	.829**	.765**	.752**	.847**	.778**	.827**	.758**	.899**	.858**	1	.841**	.850**	.858**	.869**	.916**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A12	Pearson Correlation	.941**	.792**	.887**	.876**	.915**	.890**	.938**	.856**	.814**	.869**	.841**	1	.796**	.861**	.903**	.963**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A13	Pearson Correlation	.809**	.774**	.704**	.746**	.778**	.711**	.821**	.790**	.733**	.823**	.850**	.796**	1	.729**	.821**	.866**
	Sig. (2-tailed)	<,001	<,001	.001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001		<,001	<,001	<,001

	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A14	Pearson Correlation	.796**	.753**	.831**	.761**	.927**	.779**	.858**	.717**	.759**	.929**	.858**	.861**	.729**	1	.895**	.906**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001		<,001	<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
A15	Pearson Correlation	.924**	.841**	.897**	.833**	.927**	.833**	.882**	.774**	.766**	.868**	.869**	.903**	.821**	.895**	1	.951**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001		<,001
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
TOTAL	Pearson Correlation	.952**	.865**	.914**	.902**	.936**	.892**	.951**	.893**	.870**	.921**	.916**	.963**	.866**	.906**	.951**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18

**. Correlation is significant at the 0.01 level (2-tailed).

Table of Paired Samples T-Test Results

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			One-Sided p	Two-Sided p
Pair 1	PRETEST - POSTTEST	-8.88889	13.53379	3.18994	-15.61908	-2.15869	-2.787	17	.006	.013

Raw Data of Students' Pre-test Scores

FORM PENILAIAN SPEAKING SKILL SISWA

Form ini untuk mencatat skor pretest masing-masing siswa pada aspek Pronunciation, Fluency, dan Intonation.
Skor diberikan antara 1 sampai 5 untuk setiap aspek.

No	Nama Siswa	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Total	Kategori	Final Score
1	Khofifatul Amaliyah	4	5	5	4	6	4	5	7	5	4	5	4	6	5	4	73	Very Poor	32
2	Mar'atus S	12	9	11	12	12	13	12	14	11	13	11	13	11	12	11	177	Good	79
3	Maria Ulfa Oktavia	10	10	10	10	9	9	10	9	10	10	10	10	9	9	9	144	Fair	64
4	Nadira Ayu Septriasa	9	10	9	10	9	10	10	9	10	9	10	10	9	9	9	142	Fair	63
5	Nur Alfiyatul H. Junaidi	12	12	11	12	12	11	12	12	12	11	12	12	12	11	12	176	Good	78
6	Sitti Nur Hasanah	5	5	4	6	6	6	7	6	5	6	5	6	6	7	6	86	Poor	38
7	Aulia Nazil Ramadani	10	9	11	9	12	10	9	7	7	10	9	10	8	11	13	145	Fair	64
8	Glenandra Refal Ahdiyat	6	5	6	6	5	6	6	5	6	6	5	6	5	6	5	84	Poor	37
9	Lailatul Mashfiyah	10	10	10	9	9	10	9	10	9	10	10	10	10	9	10	145	Fair	64
10	Maulana Suddrajat	9	8	10	12	9	12	11	13	9	10	8	10	7	9	10	147	Fair	65
11	Moh. Ayatullah Maulidi	9	9	10	10	9	9	10	10	10	9	10	10	9	10	10	144	Fair	64
12	Moh. Lana Qotrul Hador	4	5	4	3	5	6	4	3	5	6	7	4	3	7	4	70	Very Poor	31
13	Oktavia Nur Laili	5	5	5	5	6	5	5	6	5	5	6	5	5	6	5	79	Poor	35
14	Siti Juhairiah	6	5	5	4	3	5	4	5	6	5	5	4	7	4	5	73	Poor	32
15	Syauqi Alaikar Rohman	6	7	6	6	7	6	7	6	6	6	7	6	7	6	6	95	Poor	42
16	Feri Kurniawan	5	4	5	7	4	5	3	5	5	4	5	5	4	6	5	72	Poor	32
17	M. Nafil Jalaluddin Ilmi	7	6	8	7	6	7	4	7	6	7	7	6	5	7	6	96	Poor	43
18	Muhammad Fahri	7	6	6	7	6	6	7	6	6	6	7	6	6	6	6	94	Poor	42

Raw Data of Students' Post-test Scores

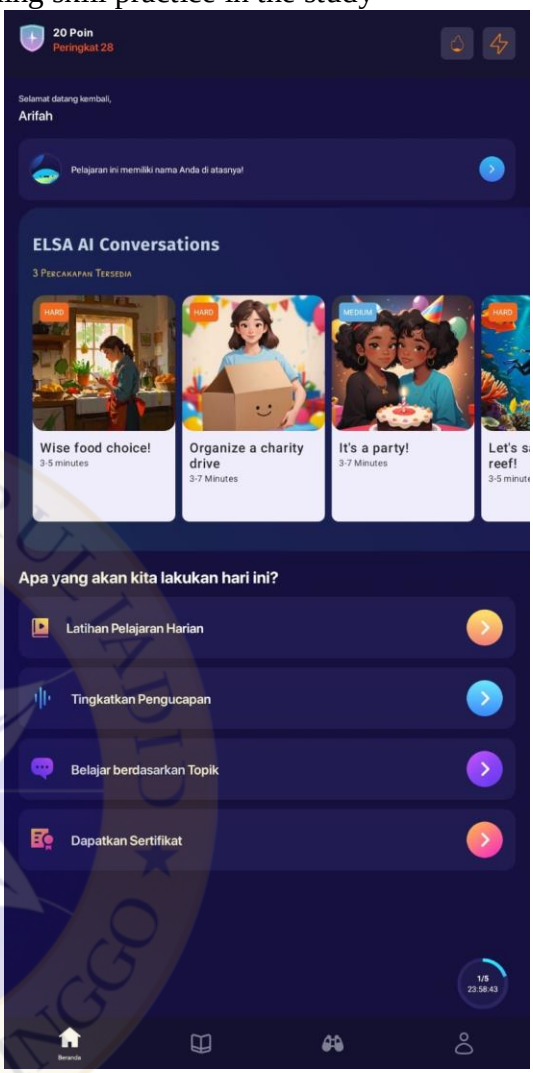
FORM PENILAIAN SPEAKING SKILL SISWA

Form ini untuk mencatat skor post-test masing-masing siswa pada aspek Pronunciation, Fluency, dan Intonation.
Skor diberikan antara 1 sampai 5 untuk setiap aspek.

No	Nama Siswa	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Total	Kategori	Final Score
1	Khofifatul Amaliyah	8	7	8	7	5	9	5	10	8	4	9	11	7	6	8	112	Fair	50
2	Mar'atus S	15	15	10	15	14	11	15	15	14	8	15	15	15	15	15	207	Very Good	92
3	Maria Ulfa Oktavia	15	15	15	14	13	14	15	14	13	15	11	15	15	12	10	206	Very Good	92
4	Nadira Ayu Septriasa	15	15	15	11	15	15	15	11	15	15	11	15	15	15	15	213	Very Good	95
5	Nur Alfiyatul H. Junaidi	12	15	15	13	15	14	15	15	14	9	11	15	11	15	15	204	Very Good	91
6	Sitti Nur Hasanah	5	5	5	6	7	6	5	6	7	5	8	5	6	7	6	89	Poor	40
7	Aulia Nazil Ramadani	15	15	11	15	11	15	15	13	15	11	15	15	15	15	12	208	Very Good	92
8	Glenandra Refal Ahdiyat	7	8	5	9	7	5	5	7	5	7	5	5	4	8	4	91	Poor	40
9	Lailatul Mashfiyah	10	7	6	8	8	7	6	8	5	8	6	8	7	6	8	108	Fair	48
10	Maulana Suddrajat	8	13	10	7	11	7	10	15	10	7	11	15	14	9	10	157	Good	70
11	Moh. Ayatullah Maulidi	7	5	8	9	7	9	9	5	11	4	10	8	8	6	5	111	Fair	49
12	Moh. Lana Qotrul Hador	5	4	5	6	5	5	4	6	5	4	6	4	5	5	4	73	Very Poor	32
13	Oktavia Nur Laili	6	9	8	7	8	6	6	7	6	8	9	7	10	6	7	110	Fair	49
14	Siti Juhairiah	7	8	5	7	7	10	6	5	5	5	7	6	5	6	7	96	Poor	43
15	Syauqi Alaikar Rohman	6	8	6	5	4	12	6	6	4	4	10	6	6	6	7	96	Poor	43
16	Feri Kurniawan	8	9	6	10	6	7	7	6	7	6	7	11	6	8	9	113	Fair	50
17	M. Nafil Jalaluddin Ilmi	9	8	5	8	7	6	7	5	7	7	7	5	7	9	9	106	Fair	47
18	Muhammad Fahri	8	7	9	9	6	9	8	4	9	7	7	5	5	8	6	107	Fair	48

Figure Students participating in the research during the speaking test session.

Figure The ELSA Speak application used for speaking skill practice in the study



Introduction Letter to Research Institution

YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
T. 08883077077
sashum@unuja.ac.id

Nomor : **NJ-T06/04/137/FSH/A.3/4.2025**
Lampiran : -
Perihal : **Permohonan**

Kepada:
Yth. Kepala MTs Zainul Anwar Alassumur Kulon
di-
Tempat

Assalamu'alaikum Warahmatullahi Wababarakatuh

Disampaikan dengan hormat, dalam rangka menyusun Tugas Akhir/Skripsi mahasiswa Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo Tahun Akademik 2024/2025, kami bermaksud memohon rekomendasi untuk dapat melakukan penelitian atau penggalian data di lingkungan MTs Zainul Anwar Alassumur Kulon bagi mahasiswa sebagai berikut:

Nama : **SITI NUR ARIFAH**
NIM : 2142300020
Prodi : Pendidikan Bahasa Inggris
Masa Penelitian : 19 April s.d. 03 Mei 2025

Sehubungan dengan hal tersebut kami mohon Kepala MTs Zainul Anwar berkenan memberikan rekomendasi penelitian dimaksud.

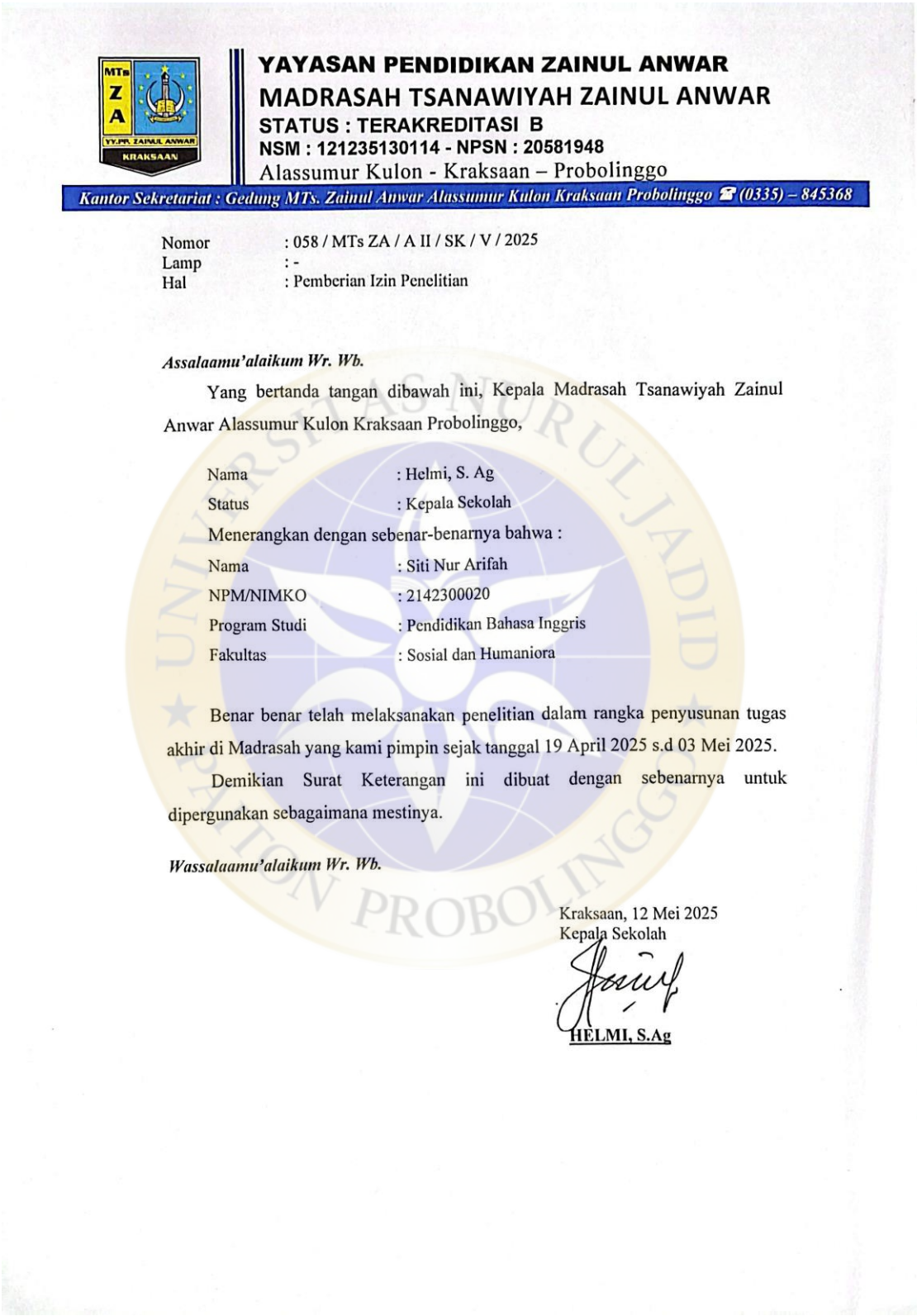
Demikian permohonan kami, atas perhatian dan kerjasamanya kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wababarakatuh

Paiton, 14 April 2025
Dekan,

Dr. CHUSNUL MUALI, M.Pd.
NIDN: 2101127701

Research Certificate



YAYASAN PENDIDIKAN ZAINUL ANWAR
MADRASAH TSANAWIYAH ZAINUL ANWAR
STATUS : TERAKREDITASI B
NSM : 121235130114 - NPSN : 20581948
Alassumur Kulon - Kraksaan – Probolinggo
Kantor Sekretariat : Gedung MTs. Zainul Anwar Alassumur Kulon Kraksaan Probolinggo ☎ (0335) – 845368

Nomor : 058 / MTs ZA / A II / SK / V / 2025
Lamp : -
Hal : Pemberian Izin Penelitian

Assalaamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Zainul Anwar Alassumur Kulon Kraksaan Probolinggo,

Nama : Helmi, S. Ag
Status : Kepala Sekolah

Menerangkan dengan sebenar-benarnya bahwa :

Nama : Siti Nur Arifah
NPM/NIMKO : 2142300020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Sosial dan Humaniora

Benar benar telah melaksanakan penelitian dalam rangka penyusunan tugas akhir di Madrasah yang kami pimpin sejak tanggal 19 April 2025 s.d 03 Mei 2025.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Wassalaamu'alaikum Wr. Wb.

Kraksaan, 12 Mei 2025
Kepala Sekolah

HELMI, S.Ag

Supervisor's Note

NOTA PEMBIMBING
Hal: Persetujuan Ujian Tugas Akhir

Kepada:
Yth. Bapak Dekan Fakultas Sosial dan Humaniora
Universitas Nurul Jadid Paiton Probolinggo

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa tugas akhir mahasiswa:

Nama : Siti Nur Arifah
NIM : 2142300020
Prodi : Pendidikan Bahasa Inggris
Judul skripsi : The Effect of Elsa Speak on Students' English Speaking Skills at The Eight Grade of Mts Zainul Anwar Kraksaan

Telah memenuhi syarat untuk diajukan dalam Ujian Tugas Akhir Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pembimbing ,

Syaiful Islam Mpd

Examiner's Approval

PANITIA PELAKSANA PROGRAM SKRIPSI
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
08883077077
soshum@unuja.ac.id

PENGESAHAN TIM PENGUJI TUGAS AKHIR

Skripsi yang ditulis oleh mahasiswa :

Nama : Siti Nur Arifah
NIM : 2142300020
Prodi : Pendidikan Bahasa Inggris
Judul : The Effect of Elsa Speak on Students' English Speaking Skills at The Eight Grade of MTs Zainul Anwar Kraksaan.

Telah dipertahankan di depan Sidang Tim Penguji Tugas Akhir Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo pada hari Kamis tanggal ... bulan ... tahun ... dan dinyatakan lulus serta telah direvisi sesuai dengan saran Tim Penguji.

Mengesahkan,
Dekan.

Dr. CHUSNUL MUALI, M.Pd
NIDN: 2101127701

Tim Penguji:

1. Ketua Tim : Bradhiansyah Tri Suryanto, S.S., M.Pd. 1. (.....)
2. Penguji I : Mochlis Ekowijayanto, M.Pd 2. (.....)
3. Penguji II : Mohammad Sofyan Adi Pranata, M.Li 3. (.....)

Final Project Supervision Report

YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
08883077077
soshum@unuja.ac.id

BERITA ACARA BIMBINGAN TUGAS AKHIR

1. Nama Mahasiswa : Siti Nur Arifah
2. NIM : 2142300020
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Tugas Akhir : The Effect of Elsa Speak on Students' English Speaking Skills at The Eight Grade of Mts Zainul Anwar Kraksaan
5. Dosen Pembimbing : Syaiful islam mpd
6. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
29/08 2024	Pengajuan Judul	Perbaikan judul	
31/08 2024	Gap Research, Background	Cara membuat previous study	
04/03 2025	Bab. I	Revisi	
06/03 2025	Bab. II Bab III	Revisi	
11/05 2025	Bab III	Revisi Validitas	
27/05 2025	bab III	Revisi Realibitas	
31/05 2025	bab III	Data purang Validitas jcontrol	
15/06 2025	bab III	ACC	
21/06 2025	Bab IV	kurang lengkap data sekolah	
30/06 2025	Bab IV + Bab V	ACC Bab V	
14/07 2025	Bab IV	Gambaran sekolah	
1/08 2025	Bab IV	ACC	
2/08 2025	abstrak + footnote	ACC	

7. Bimbingan telah selesai pada tanggal ..2 Agustus 2025.....:

Dosen Pembimbing:

Syaiful Islam Mpd

Plagiarism Check Report

YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
08883077077
soshum@unuja.ac.id

KETERANGAN HASIL CHECK PLAGIASI

Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 21% (Exclude Quotes dan Exclude Bibliogrphy) pada tugas akhir/skripsi mahasiswa berikut:

Nama : **2142300020**

NIM : **SITI NUR ARIFAH**

Judul Skripsi : THE EFFECT OF ELSA SPEAK ON STUDENTS' ENGLISH SPEAKING SKILLS AT THE EIGHT GRADE OF MTs ZAINUL ANWAR KRAKSAAN

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.

Paiton, 03 Agustus 2025
Ketua Tim,

RM. FARUQ, S.H.I