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Comparing the Effectiveness of *Elsa Speak and ESP* for Teaching Speaking to Students with Different Self-Confident

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Article Info	Abstract
	Remote learning is a modern learning model that is a solution for people who have constraints of time, place, and human resources, especially during the pandemic whoare required to learn and teach online without face-to-face. In SMA Negeri 16 Medan,the English teacher taught students with speaking material, and the teacher teaches, discusses, and practices through *Zoom Meeting* and assigned assignments to studentsvia WhatsApp Group. The researcher found out the good or bad influence on remotelearning through *Zoom* or *WhatsApp Groups*. This research explained how significant the students' achievement learning by using *Elsa Speak* and *ESP* platforms conducted with high and low self-confidence of students in learning speaking. The research design was a quantitative approach with a 2x2 factorial design involving the tenth-grade students SMA N 16 Medan, as the research participants. The students' different self-confidence was taken as a factor that might influence the platform. Two experimental classes were held on different platforms: *Elsa Speak* and *ESP*. The independent variables are *Elsa Speak* and *ESP***.** Students' confidence levels influenced the platform, and data collection involved observation, questionnaires, and speaking tests. To answer the hypotheses, the data were analyzed using pair statistics, and independent statistics. Based on the analysis *Elsa Speak* in high and low self-confidence is a more effective in learning platform than *ESP*.

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INTRODUCTION

The current study addressed a gap in previous research that found that students improve their English speaking skills and self-confidence through learning. However, due to the COVID-19 pandemic, teaching and learning activities must now be conducted remotely online. To make remote learning more engaging, online media is necessary. The researchers assumes that remote learning can effectively improve students' English speaking skills and self-confidence.

In addition to remote learning, using techniques to learn speaking skills can bridge the information gap between students with high and low self-confidence. Online platforms are considered useful during the pandemic, and students find them easy to use. Electronic or online media, such as WhatsApp, Instagram, Zoom Meetings, etc can help students learn online.

Previous studies have used learning techniques like roundtable, one stray two stray, and blended learning to analyze students' speaking confidence and self-confidence, recommending electronic media and platforms for remote learning.

The recommendation of previous research recommended to analyze students' English speaking confidence using Elsa Speak and English Speaking Practice platforms. This approach was new, as traditional teaching methods often used Zoom Cloud Meetings, Google Classroom, or WhatsApp. The study aimed to examine students' abilities and beliefs using these smartphone-based platforms, aiming to improve their English-speaking confidence.

This study focuses on two platforms, Elsa Speak and ESP, which were used for learning English through conversation exercises and artificial intelligence. The study applied these platforms to teaching and learning speaking in various academic settings. It provided the related Elsa Speak and English Speaking Practice in teaching speaking.

Many studies have been conducted regarding the topic of the student's self-confidence to learn speaking English. Rafsanjani et al. (2020) and Farista (2017) explained the significance of students' achievement taught by 2 techniques of learning speaking skills with high and low self-confidence. Songsiri (2007), explained improving students' motivation to speak English. Samodra (2021) investigated the correlation of verbal, gestural, and token reinforcement with speaking performance and self-confidence. Ocarina (2022) explained the importance of teaching speaking skills to students with varying levels of self-confidence. Tridinanti (2018) and Mayangsari (2021) explained whether there was a significant correlation between students' speaking anxiety, self-confidence, and speaking achievement. Pratama (2020) explained that teachers use purposive sampling to boost students' English speaking confidence, with studies showing a correlation between critical thinking ability and self-confidence in speaking skills among teachers (Putry, 2020). Sari (2021) wanted to examine the effect of self-confidence to the students' speaking skill. Hayati (2008) and Al-Hebaish (2012) examined the effect of self-confidence to the students' listening and speaking skill. Alifah (2021) Studied self-confidence and its impact on English speaking proficiency. Paradewari (2020) showed that students are aware of their self-confidence in public speaking and tend to have higher levels of it. On the other hand, Riadil (2020) stated that EFL teachers should promote collaboration among students to increase their confidence in speaking. Students' self-confidence affects their speaking skills. Akbari &Sahibzada (2020) Self-confidence significantly impacts students' learning, participation, goal-setting, anxiety reduction, comfort, and opinion sharing, but not English language achievement achievement (Utama, 2013).

Teaching English as a Second Language is crucial in Indonesian context, but effective and confident oral communication remains a challenge (Irawati, 2016) and the use of

multimedia teaching materials in teaching speaking skills are practical and effective (Ampa et al., 2013). The teacher is speaking English using effective social and affective strategies to develop students' oral skills aimed for students to be able to communicate in using English not only in written form but also orally (Shofwani et al., 2019). Bakhtiar (2022) and Shintasiwi & Anwar (2021) stated that student learning strategies for speaking are influenced by psychological, teacher roles, assignments, environment, and social factors, with linguistic errors, lack of motivation, and English knowledge contributing to anxiety. Debreli (2016) found that there is no significant differences in anxiety levels, but identified factors causing it, including pronunciation difficulties, direct teacher questions, and unclear understanding. Tuyen (2022) analyzed challenges faced by remote learners in speaking, evaluated Project-Based Learning's effectiveness, and gathered learners' opinions on project implementation. This has resulted in ineffective and unconfident communication skills (Pasarlay, 2020). The Covid-19 pandemic has intensified English speaking challenges, prompting online learning using electronic devices (Atmojo & Nugroho, 2020). However, technology can enhance learning, especially during exceptional times (Ali, 2020). Tusino (2022) explained that online learning involves traditional and e-learning methods, with regular oral activities for practice, English exchange, task-based teaching, and online speaking for support. Limbong (2017) and Isda (2021) recommend blended learning for improving students' speaking skills, incorporating Learning Speaking in English classes to enhance both online and offline activities.

Ali (2020), Daniel (2020), and Liu (2020) Schools worldwide are transitioning to online learning, leveraging technology to align educational goals and interests, benefiting institutions and continuing education during crises. Hamida and Takfif (2021) found that Digital media, such as Zoom Meeting and WhatsApp, improves English proficiency and distance learning experiences, necessitating adaptation among parents, students, and educators (Kusuma & Suwartono, 2021). Purwantoro (2021) suggests electronic media for effective Covid-19 teaching, while Fitriani et al. (2020) advocate for face-to-face learning for convenience despite challenges like poor internet connection and anxiety. Muslimin et al. (2020) suggest students address challenges by preparing credit, praying for the end of the pandemic, studying extensively, finding the best internet signal, setting alarms, and creating motivation.

Researchers highlight social media's potential as a teaching medium during COVID-19, suggesting schools and colleges utilize asynchronous learning in digital formats for remote teaching capacity, Nurulhaq (2021) and Mahmudah and Ardi (2020) researched the effectiveness of students in using Instagram in English speaking skills. As a result, in using the Instagram platform, students experienced problems in writing scripts and in the video recording process. Bawanti and Arifani (2021) and Hartono, et al. (2023) utilized Zoom application to assess students' perceptions and attitudes in online English speaking, resulting in very good performance scores. Rahayu (2021) analyzed Learn Social's effectiveness on English speaking skills, finding three of four indicators effective, except for the instruction indicator, which is not effective. Aryani et al. (2021) studied senior high school teachers in Semarang's Semarang using mobile apps for English teaching, focusing on multimedia learning and TPACK theory. Hirawati (2021) recommended using voice messages on WhatsApp for easy speaking, despite challenges during the pandemic. Cakrawati (2017) and Zakarneh (2018) both suggest that online learning platforms like Edmodo and Quipper can enhance English language skills, vocabulary acquisition, and understanding of lesson content, surpassing traditional classroom methods in improving English performance.

METHOD

The objectives of the study were explaining the different effectiveness of using *Elsa Speak* platform to teach speaking skills to students with high and low self-confidence and explaining the effectiveness of using *Elsa Speak* platform to teach speaking skills to students with low self-confidence. To explain the effectiveness different of using *ESP* platform to teach speaking skills to students with high and low self-confidence. Also this study find out the similarities between *Elsa Speak* and *ESP* to teach speaking skills to students with different self-confidence. This study used a quantitative approach with a 2x2 factorial design. Two experimental classes were held on different platforms: *Elsa Speak* and *ESP*. The independent variables are *Elsa Speak* and *ESP*. The dependent variable in this study is the result of the speaking test on the platform of the tenth-grade student in SMAN 16 Medan. The moderating variable was high and low self-confidence students. *Elsa Speak* was used as the experimental class 1 and *ESP* as the experimental class 2. The population of this study was the tenth grade of SMA N 16 Medan. Class one was taught using *Elsa Speak,* and class two was taught using *ESP.*

There were four meetings, each meeting lasting 45 minutes. Three types of instruments used in this study. They were speaking tests, questionnaires, and online systems.

First, there was observation, because during the activity, the behavior perspective of the students was observed. Another tool is a questionnaire to know the student's high and low self-confidence. The study involved students taking a speaking test before being taught using Elsa Speak and ESP platforms. The author administered the pre-test and students practiced in class. After treatment, the researcher used online systems to conduct an online class and administer a test.

The study analyzed the impact of two platforms on learning speaking skills and self-confidence among students using classroom observations and an observation checklist. Then, the researcher analyzed the observation to complete the questionnaire. The student's questionnaires will calculate. From the result of calculating the value, the research determined with students have high self-confidence or low self-confidence. The data processed in SPSS to obtain the final result. The researcher conducted a pre-test on participants and analyzed results to gather initial data on students' speaking skills using Elsa Speak or English Speaking Practice. A post-test assessed the impact on self-confidence. The researcher aims to evaluate the effectiveness of these platforms during the pandemic and analyze teacher-student interaction in remote learning activities.

RESULTS AND DISCUSSIONS

The research aimed to solve the problem of using Elsa Speak and ESP in teaching speaking to individuals with high and low self-confidence, with two experimental classes, experimental class one and experimental class two.

Table 1. Independent Sample Test between High and Low Self-Confidence Students Taught by *Elsa Speak*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Elsa Speak	Equal variances assumed	1.468	.234	10.040	32	.000	17.750	1.768	14.149	21.351	
	Equal variances not assumed			10.203	29.647	.000	17.750	1.740	14.195	21.305	

Based on table, the effectiveness of achievement between high and low self-confidence students used by *Elsa Speak* in learning speaking with the value of significance 0.00. The value was more than 0.05 meant that H_a was accepted. It can be concluded that there were the significant differences in achievement between high and low self-confidence taught by *Elsa Speak*.

Table 2. Paired Sample Test of *Elsa Speak* with High Self-Confident Student

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PreTest – PostTest	-2.85714	2.56776	.68626	-4.33973	-1.37456	-4.163	13	.001

Table 3. Paired Sample Test of *Elsa Speak* with Low Self-Confident Student

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PreTest – PostTest	-6.75000	9.63478	2.15440	-11.25921	-2.24079	-3.133	19	.015

The second and third results of the research, the paired sample t-test result of this research was to explain how effective *Elsa Speak* is as a platform to learning speaking skills with students with high and low self-confidence. Based on the finding of the pair sample t-test, the value of significance was 0.001. The value was less than 0.05. It meant that Ha was accepted and Ho was rejected. However, for low self-confidence, the value of significance was 0.015. The value was more than 0.05. It meant that Ha was rejected and Ho was accepted.

Table 4. Independent Sample Test between High and Low Self-Confidence Students Taught by *ESP*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ESP	Equal variances assumed	.005	.945	10.224	32	.002	20.964	1.855	15.186	22.742
	Equal variances not assumed			10.122	27.108	.002	20.964	1.874	15.121	22.808

The researchers used an Independent t-test to find significance between High and Low Self-Confidence Students Taught by using *ESP* for students with high and low Self-Confidence. Based on the criteria of the independent t-test, the significant scores were less than 0.05. Based on the table of the effect of achievement between high and low self-confidence students taught by *ESP* in learning speaking with the value of significance 0.02. The value was less than 0.05 meant H$_a$ was accepted, it can be concluded that there were the significant differences in achievement between high and low self-confidence taught by *ESP* platform.

Table 5. Paired Sample Test of *ESP* with High Self-Confident Student

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest – PostTest	-3.92857	3.49647	.93447	-5.94737	-1.90977	-4.204	13	.003

Table 6. Paired Sample Test *ESP* with Low Self-Confident Student

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PreTest – PostTest	-6.25000	7.75870	1.73490	-9.88118	-2.61882	-3.603	19	.002

The third result of the research, the effect of *ESP* test with high self-confidence, the value of significance was 0.03. The value was less than 0.01. It meant that H_a was accepted. However, it can be concluded that the use of *ESP* in learning speaking skills for students with high self-confidence is effective. The effect of *ESP* test with low self-confidence, the value of significance was 0.02. The value was less than 0.05. It meant that Ha was accepted. However, it can be concluded that the use of *ESP* in learning speaking skills for students with low self-confidence is effective.

Table 7. Comparing the Effectiveness of Elsa Speak and English Speaking Practice Platforms to Teach Speaking Skills to High and Low Self-Confident Students

	Elsa Speak	English Speaking Practice
High and Low Self-Confidence Students Taught by using Platforms	0.00	0.02
The effectiveness of using Platforms with High Self-Confident Students	0.01	0.03
The effectiveness of using Platforms with low Self-Confident Students	0.15	0.02

The study found that both English Speaking Practice and Elsa Speak were effective in teaching speaking skills to students with high and low self-confidence. However, Elsa Speak was found to be more effective for students with different self-confidence levels and for those with high self-confidence. The significance value of the results was less than 0.05, indicating that Elsa Speak is a more suitable learning platform for English speaking skills.

This research aimed to determine the impact of using Elsa Speak and ESP on English speaking skills among tenth-grade students at SMA N 16 Medan. The study found significant effects, as evidenced by T-test results. The first hypothesis showed no significant difference in achievement between high and low self-confidence students using Elsa Speak. The second hypothesis indicated that Elsa Speak was effective for students with high self-confidence, as

it allowed them to practice communication through dialogue and vocabulary, increasing their fluency and understanding of conversations. However, the third hypothesis suggested that Elsa Speak was not effective for students with low self-confidence due to higher significance values than criteria. The fourth hypothesis explained the effectiveness of English Speaking Practice for students with high and low self-confidence, with a significance value of 0.399, indicating no significant similarities in achievement. The fifth and sixth hypothesis demonstrated that ESP was also effective in learning speaking for students with high and low self-confidence. Both Elsa Speak and English Speaking Practice are effective for teaching speaking skills to students with high and low self-confidence. However, Elsa Speak is more suitable for teaching students with different levels of self-confidence and is more effective than English Speaking Practice for those with high self-confidence.

The previous study that the researchers took for my finding research was by Rafsanjani et al. (2020) focuses on the effectiveness of role-play and information gap in teaching speaking skills for high-low self-confident students. The study found no significant difference in students' achievement between high and low self-confidence students. This research contributes to the understanding of appropriate techniques for teaching speaking in e-learning and could help improve the teaching process. Likewise with the research by Farista (2018) with the topic Investigate how effective was one-stay two-stray and roundtable techniques to teach speaking to students with high and low self-confidence. A related research by Mareta (2017) focused on improving self-confidence in speaking practice using self-directed dialogue techniques at second-grade students at SMP Negeri 1 Kalirejo Central Lampung. The study used a t-test and questionnaire design to collect student data, showing a significant relationship between students' self-confidence and their speaking achievement.

CONCLUSION

The study concluded that there are weaknesses in this research. First, the use of the two platforms used by grade 10 students to teach speaking English is effective or not effective. From the analyzing findings that have been analyzed, there was a significant value of the difference in the effectiveness of *Elsa Speak* and *ESP* platform to teacher with different self-confidence is effective (0.00 < 0.05). By using an independent sample t-test assessment that function is the difference between 2 unpaired samples (the The sample that the researchers took was high and low self-confidence). For analyzing data with the paired sample t-test significance value is not effective (0.15 > 0.05). The function of the paired sample t-test table is that there is an average difference between the 2 paired samples. However, the sum values of the pre-test and post-test using *Elsa Speak* are not the same.

Although the weakness of this research is that not all uses of the *Elsa Speak* and *ESP* platforms for students with high and low self-confidence were effective, from the functions of the two platforms they can still be used to study and to teach speaking skills. It can be seen from the results of class X-1 which used Elsa Speak that the scores for high self-confident results are not the same. There were more changes from high self-confidence to low self-confidence in *Elsa Speak's* post-test scores.

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