

The Use of Artificial Intelligence in Assessing and Improving Public Speaking Skills: EFL Students' Voices in Indonesian Secondary school

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Abstract

The presence of innovation-based discourse learning applications, especially English Language Speech Application (ELSA), human-made intelligence (computer-based intelligence) can advance EFL students' speaking performance. This exam seeks to analyze the speaking performance of EFL students by utilizing the ELSA speaking application, further investigate their insights, and find out the inhibiting variables that influence their low performance in speaking. This exploration configuration uses qualitative descriptive techniques. Aimed at finding out students' views on using the ELSA application in learning English speaking skills. The population in this review consists of secondary school students in Indonesia. Meanwhile, the example of this review is 20 middle school students who were interviewed and 6 students who had to explain their perceptions in using ELSA Speak. Remembering that previously students had involved the ELSA application as a learning medium to develop ways of expression in English subjects. In collecting information, experts used a survey consisting of four questions. The questions that scholars ask depend on educational methods that are most effective for articulating EFL. Based on the results, 13 students agreed that using the ELSA application to practice speaking English could help them and students also agreed that the ELSA application could also increase student independence in learning anytime and anywhere by utilizing technology in education. The ELSA application was created to overcome problems student; 74% of respondents agreed with this statement and agreed that the ELSA application works with speaking guidance. In addition, the scientist asked students simple questions in a work to identify weaknesses in the ELSA application. Because the app's voice input uses Google Voice, some students said they anticipated the voice would sound like a local speaker.

Keywords: Artificial Intelligence; ELSA Speak; Public Speaking Skills; EFL Learner Voice; Pronunciation

INTRODUCTION

In this era of globalization, English has become a language that is often used to talk to other people in everyday life. In Indonesia, English is an important and unknown

dialect to learn at any level. During learning English itself, there are many stages that must be known until the individual can use it, one of the main advances is speaking practice, the individual needs to master its use. Speaking, in general, refers to the ability to convey something communicated in language. Speaking educators face obstacles in convincing students to communicate in English, because the main goal of speaking tutoring is to encourage students to do so. (Safitri & Anwar, 2024) Students often consider taking credit for testing, as it takes courage as well, careful intention to actually deliver it. Successful speaking includes viewpoints such as syntax, jargon, awareness, familiarity, and articulation. Speaking ability as one of the four language skills is an ability that must be assessed simultaneously and surveyed appropriately using a valid rubric. (Shofatunnisa et al., 2020) For smooth and precise correspondence, students need to have a reasonable idea of what they want to say before speaking, and also need meaningful jargon or a knack for arranging words in a way that ensures easy understanding. Learning systems, which are exercises carried out by students to improve learning, are very important for speaking ability. This system can organize a collection of tools that are important for successful language learning. (Drivoka Sulistyaningrum & Anggita, 2024)

Since being taught as an unknown dialect in Indonesia, English has its own difficulties to prepare. There are several problems associated with the strategies used and, of course, they are also influenced by the nature of the students who use them. This condition has occurred for quite a long time. Educators complain about students' prior insight, even more so prior information, such as jargon, syntax, and self-confidence. At the same time, students complain about how teachers appear in the study room regarding mastery of the material, and the use of educational media. (Indahyanti et al., 2023)

In general, there are differences between students who have received public speaking training, moreover students who have never taken public speaking training in a public speaking class. It can be seen that students feel happy to teach and practice in the study room. Thus, it can be thought that public speaking has academic significance in training students' correspondence skills. In addition, there is the effect of getting more information through open conversation. In surveying students' skills, teacher criticism is the most important thing to find out their strengths and weaknesses as long as they concentrate on the process. (Rahayu et al., 2021) Public speaking is a speaking skill that requires students to appear in front of various groups. Unfortunately, the fear of speaking in public among EFL students is increasingly real, making students feel awkward about speaking in public. (Alfianti & Aminin, 2022) Public speaking is a style of speaking that helps EFL students to demonstrate their abilities, knowledge and experience in a particular field in front of a group of people. Public speaking is a huge skill in professional advancement and a way to demonstrate driving skills to an audience. Through public speaking practice, EFL students can improve their self-confidence, research skills, insightful ability, ability to support causes, etc. Despite this, many EFL students have

experienced a lot of tension and fear when speaking openly. They need to overcome these problems to become more skilled someday. Therefore, this setting can help students manage these difficulties and practice their public speaking skills in a real way.(Van & Tram, 2022)

Speaking and writing are often contrasted with each other because they are both seen as "useful skills" rather than "overt skills" such as reading and listening. Speaking and listening are two different and interrelated ways of conveying. Every audience member is most likely a speaker and every speaker is also an audience at the same time. A verbal exchange between at least two people to say something is called speaking. For transforming data, this is an important part of everyday relational communication. Speaking is an intelligent cycle that includes the creation, acquisition, and handling of data to construct meaning. It should be noted that when students participate effectively in conveying efforts, subsequent language learning will become easier. Speaking is the demonstration of offering a point of view or thought, or using words to make a statement. When helping students speak in class, educators may experience a number of difficulties with their speaking abilities. These include restraint, lack of effective information, low interest, and use of the mother tongue. Students first experience obstacles in class. They can stop in class when they need to say something. They are afraid of analyzing and stressed because they make mistakes. The attention of other students to themselves embarrasses them. Language classes can also help students with organization and constraints.(Anggraini et al., 2023)

Speaking is a complex and testing skill. Speaking requires elocution, sentence structure, jargon, and familiarity. The main component required for speaking is language structure. That is, sentence structure is a hypothesis about how language is put together and how it works. This is very important in speaking ability. The next component is articulation. Articulation is a way or approach to articulating something. (Masruria & Anam, 2021)In a globalized world, English is widely used for correspondence, and acquiring language skills is essential to fulfill a significant interest in successful correspondence. During the time spent learning English, the basic and most fundamental skills are seen as speaking and listening. In the modern interconnected world, proficiency in English has become an essential skill for people navigating across individual, scholastic, and professional circles. The ability to truly teach in English not only opens educational doors but also collaborates globally and expands international career opportunities.(Soomro et al., 2023)

Communicating in English fluently and without hesitation is an urgent skill for students in today's global world. Despite this, many students face difficulties in achieving communication skills in English. These difficulties can stem from a variety of elements, including a lack of openness, anxiety about making mistakes, and the inadequacy of educational strategies. In this article, we will investigate the common difficulties faced by students in communicating in English and examine potential

ways to overcome these barriers. (Kondo & Ratuwongo, 2023) Speaking is seen as the most important of the four basic language skills for mastering a second or unknown dialect. Speaking skills are considered a vital skill as they are essential for oral correspondence. Furthermore, speaking is characterized as the most common way of creating and trading meaning in a variety of conditions using verbal and nonverbal signs. Speaking is an important part of securing a second language. Producing words that can be understood by the audience is an indication of good speaking skills. (Karim et al., 2023) Speaking is a helping ability that is not the same as other abilities. This includes not only conveying the voice but also making the interpretation of the thought a meaningful articulation, which is not just a result. Regarding language acquisition, speaking is a skill that requires effort because it includes creating sounds and also conveying contemplation. Therefore, an important thing that needs to be examined in this research is students' speaking abilities. In the same way, an important part of educating and learning an unknown dialect is speaking. Despite this, many students find it difficult to introduce themselves verbally in English. (Ulinuha & Parnawati, 2024)

Communication problems occur when students encounter a word, they need help understanding, the structure of a word they are new to or find they cannot understand the planned meaning. A lack of certainty and anxiety can also be found in students' talk. They may exhibit feelings such as restlessness, fear, anxiety, tension, and fear, which can affect their ability to collaborate in English. (Anwar et al., 2023) In communicating in language, speaking plays a major role in conveying messages or thoughts that have various elements of structured language. This distinction should be seen from the characteristics of sound, appearance, movement, inflection, elocution, stress, rhythm and stopping. What is certain is its ability to convey between the speaker and the recipient. (Wahyuningsih, n.d.) In communicating in language, speaking plays an important role in conveying messages or thoughts that have various essences from the language that is structured. This is a useful ability that is much more complicated than simply conveying words. Apart from that, they must also train their students to produce linguistic expressions, valid and meaningful sentences. Oral communication is important for language to know how it happens, but direct communication is not enough. In a smart phonics climate, for example, with an EFL homeroom teacher, perfect and precise verbal collaboration must be carried out simultaneously to figure out how to do it. (Wahyuningsih & Maisyanah, 2021) Considering that speaking is a useful skill that is more confusing than articulating words, college students may have problems communicating in English. This is related to Gan's assertion that several obstacles that students may experience in communicating in English include lack of vocabulary, confusing language or construction, inappropriate tone and articulation, the need for an open door to communicate in English in the classroom and society, lack of language improvement of educational plans and information on unfavorable climate outside the learning

space.(Wahyuningsih & Dewi, 2019)

Indonesia is currently facing a different world view in the world of education, human-made reasoning (artificial intelligence) can be used to provide new experiences about how students learn, how to adjust student instructive meetings, obtain additional information to help dynamically plan learning activities. Because computerized reasoning, which is accessible to both instructors and students, helps teachers in creating learning moves tailored to their specific needs. This highlights new innovative arrangements that give students choice and advance new education and learning. Man-made advances in consciousness have resulted in the establishment of customized instructive courses. Computerized reasoning (human artificial intelligence) today provides creative strategies for teachers and schools to understand their students' performance, as well as consider fast, customized and centralized content length. (Mahmuda, 2023) Artificial intelligence is characterized as the recreation of human-like insights handled by machines. It includes viewpoints such as learning, valid thinking, and self-correction. Simulated intelligence innovation can suggest the best illustration plans and provide tips to students. Additionally, computer-based intelligence-fueled robots can support teaching and learning in the learning space by leading illustrations with students and conveying feelings to connect with them. Ideally, this can make the examples very interesting and help students to take part in their learning.(Asrifan & Dewi, 2024)

This exam centers on implementing artificial logic with the ELSA Talk application to help EFL student's voice. Directed to determine the impact of involving the ELSA Talk application in increasing students' elocution capacity. Specialists use this application to concentrate on articulation, that is why a skill testing procedure is implemented by giving a word spelling test; by constantly practicing speaking we can further develop our elocution more fluently and have the tone as indicated by the spelling.

Nevertheless, scientists need to investigate the suitability of students' English language skills with their character. Likewise, unlike previous investigations that investigated the implementation of artificial intelligence applications in English that advanced activity research, semi-experiments, and contextual analysis plans; in this review experts will lead a pre-exploration one gathering pre-test and post-test plans to fill exam holes. Therefore, the motivation behind this exam is to explore the feasibility of intelligence simulation applications to improve the speaking skills of contemplative students at tertiary level.(Astarilla Dede Warman et al., 2023)

METHOD

Context and participants

This case study was conducted in one of the secondary schools in Indonesia. Participants in this study were randomly selected from various places. Six students from two different classes took part in this research. Students aged between 12 and

15 years old were to be resource persons based on the level of engagement they felt when using ELSA Speak to support English language learning. For the interview session six students were asked several questions.

This type of research is a qualitative description. This exploration configuration uses qualitative descriptive techniques. The population in this review consists of secondary school students in Indonesia. The effectiveness of using the ELSA Speak application can be seen from two aspects, namely learning outcomes and student motivation. This research focuses on the extent of student engagement in artificial intelligence-based EFL classes as a whole. Aimed at finding out students' views on using ELSA Speak in learning English speaking skills. Meanwhile, this review example has 6 students. Remembering that previously students had involved ELSA Speak as a learning medium to develop ways of expression in English subjects. In collecting information, experts used a survey consisting of two questions to determine students' pronunciation abilities, 10 closed questions and 8 open questions in the survey to determine and assess students' public speaking skills. The questions that scholars ask depend on educational methods that are most effective for articulating EFL. It is intended to examine five main things: content, academic evaluation/adaptability, interactive media and programmed elocution recognition plans.

The answer design used in the statement is 5 = strongly agree, 4 = agree, 3 = doubtful, 2 = disagree, and 1 = strongly disagree. Apart from that, the researcher also interviewed and took data from 6 students. The researcher hid the students' identities by giving the names of student A, student B to student F. (Mahmudah & Daulay, 2024)

Data sources and Analysis

Over the course of two weeks, we collected data through several interviews. The interview guide used includes questions related to ELSA Speak such as what students know about ELSA Speak, increasing students' ability to learn using ELSA Speak, the effectiveness of the Quizizz application in learning English, students' skills after using ELSA Speak.

We do this with the aim of helping us focus on important aspects of knowing and investigating a phenomenon. As stated by (Apridayani et al., 2023) this research aims to investigate students' self-regulated English learning in a more in-depth, exploratory manner, and detailed interviews were used to explore and collect more data. Participants are coded as Student A, Student B, and so on to maintain participant confidentiality. During the interview, we also used Indonesian to obtain further and detailed information regarding the participants' opinions and points of view regarding the use of the ELSA Speak application as a tool or media to increase English comprehension scores as a foreign language learning at the secondary school level in Indonesia.

Each interview lasted approximately 35 minutes. All interview sessions were transcribed, that is, the answers of each interview participant were recorded and then shown to the participants to obtain their approval so that these answers could be used as a result of formulating our research problem.

We used a reduction method based on the research questions asked and the interview topic. Data reduction is 'a form of analysis that sorts, classifies, discards, and organizes data in such a way that final conclusions can be verified'. In this data reduction, we focus on relevant data and reduce irrelevant data.

After that, we displayed the interview data to look for themes and subthemes by breaking down and balancing all the data. Based on the analysis, two themes emerged: students' understanding of ELSA Speak for English language learning and the results of using ELSA Speak in English language learning in secondary schools. In the conclusions and data results, the themes and subthemes that emerge are verified and confirmed by other evidence to ensure that the conclusions drawn are appropriate and consistent. Thus, the two themes that emerged were confirmed and verified.

Table 1. Student Demography

No	age	sex	class	Type of school
1.	MBS	Male	10	Public schools
2.	HMR	Male	9	Public Schools
3.	EJF	Female	9	Private school
4.	NH	Female	9	Public Schools
5.	NU	Female	11	Public Schools
6.	SN	Female	8	Private school

FINDINGS AND DISCUSSION

1. Assessing Public Speaking Skills

English speaking practice includes a variety of exercises that focus on developing correspondence skills and preparing students to take part in appropriate correspondence in a variety of environments. Public speaking, in particular, is considered important because it involves delivering discourse in front of large audiences, a skill that is critical to academic and professional achievement. Considering that students are planned educators, efforts to communicate in English are also the most important stage in correspondence exercises that will be used in presentations in class.(Sholihah & Puspitasari, 2024)

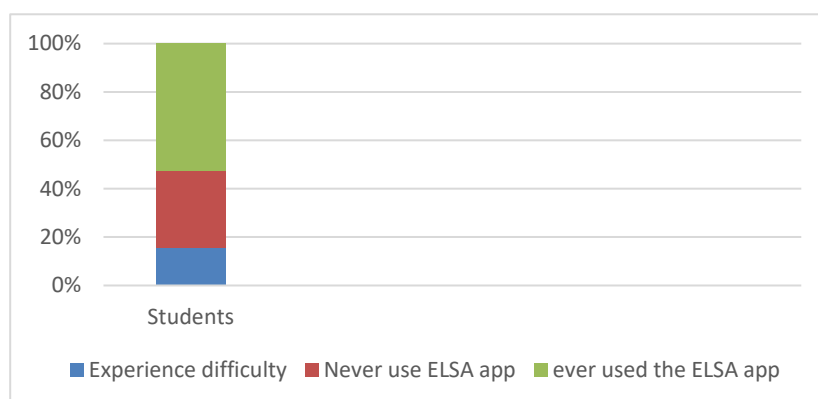
Speaking is one of the important skills that must be mastered when learning English. However, speaking in English is a test because we need to be able to convey our feelings or points of view directly to others. When students speak English, they

usually face difficulties related to mental elements, such as tension, fear of making mistakes, shyness, lack of desire, and low self-confidence. Some of these problems are related to the absence of appropriate jargon, the absence of dominance of punctuation, the need for correct pronunciation, the absence of English contributions outside the classroom, the absence of certainty, and the absence of an increase in English education plans. Students' concerns like this can be overcome by providing various exercises that help them improve their speaking skills.(Elisathusilawani, 2023)

Understanding how speaking ability is evaluated is important for EFL/ESL instructors. This point of view regulates how speakers control the design of their sentences, avoid language structure errors, and how to use English correctly. The next standard is jargon which centers on how EFL speakers use the scope of jargon when they talk about certain themes. The use of various jargon adds to the familiarity of the speakers. Another angle is articulation. This point of view is important because it influences understanding between the audience and the speaker and helps avoid language barriers. The next measure is familiarity and accuracy which regulate how speakers produce expressions or convey verbal meaning without stopping. This is also related to the courage of the speakers in presenting themselves. This also recognizes the speaker's confidence in creating words or sentences. The final model is perception which means how the speaker understands a particular subject and how well the audience understands the subject. However, although these models are clearly grouped, EFL educators need to be careful in surveying students' speaking abilities because of the abstract concept of evaluation and its social impact. Additionally, EFL educators should adapt to these steps by taking part in supporting projects and professional improvement exercises.(Rusdin & Purwati, 2023)

The beginner's perception was carried out when experience was developing, while the researcher considered that the student was instructed for approximately 90 days and was carried out before the analyst directed the review. Considering the impact of perceptions in the initial study, specialists found that the main 15 students were effectively taking part in educational and educational experiences. Distributed scientists need testing surveys to find every problem that students are looking for. Before leading the needs investigation, the creator plans a survey with respect to the talk, portable learning, and android hypothesis.

Graph 1 Student Perception



The poll was distributed on Monday, April 29 2024 in selected classes. There were 20 students in the class and no one was absent that day. There were 10 closed questions and 8 open questions in the survey. That's information that shows students occasionally try to talk at home. We can conclude from these results that they do not practice at home. As seen in the figure, 15% of students agree that the absence of conversation is a factor that makes them unable to speak fluently. To find out the problem, doctors use the ELSA application. Before initiating this action, the analyst wondered whether the students had Android phones. Information also shows that most students have Android phones. However, from this information it can be seen that 30% of students have never used the ELSA application to learn speaking at home. Only 55% of students use electronic gadgets for speaking work at home.

2. Use of Artificial Intelligence in Speaking Classes

The analyst plans everything possible and prepares things related to class exercises, such as sample plans, perception sheets, media such as YouTube, WhatsApp, and PowerPoint, as well as preparing the ELSA application, at the planning stage. Scientists then look for problems that can be detected in educational and educational experiences. The problem in this example concerns the students' ability to master English language skills material. The materials and media used in the review's teaching and educational experiences are then used by the analysts. Scientists carried out two stages in this research. The specialist completes the second step to obtain the best results if the first step produces less results. The specialist may administer a second test at the end of the second step to guarantee that ELSA improves the student's speaking ability.

The analyst provides direction to the student for the next move. Reading texts is expected of students. Scientists provide a connection after the action is completed, and students are expected to watch instructional practice videos on how to most proficiently use the ELSA application. They can utilize the media at home after introducing the application. They may ask an expert if they cannot understand each

step of the ELSA application. Researchers guide students to complete the practice of applying ELSA in the finishing up segment, and these points will be discussed at the accompanying meeting. Finally, the expert closed the model by ELSA.

Observational information is obtained from the perception agenda. Observations were carried out simultaneously with the implementation of the treatment. The average student scores, student achievement models, student levels, and educator perception sheets generally show that students' speaking abilities have basically progressed. The teaching and development experience is highly appreciated by the students, especially in speaking. Thus, they can vigorously achieve speaking proficiency in English class. Educators and researchers talk about the results of implementation after teaching and educational experiences. The student's authority is expanded in this cycle, according to the perception of educational and educational experiences. They focus more on the material and invest more energy at home to practice their English. In addition, students are more confident and persuaded to speak in front of the people they love. Therefore, some students handle their assignments better and that is just the start right. The rate of students with grades higher than 75% and normal grades of students both increased. Therefore, the researcher took the decision that since the test was successful, he would stop conducting it. In cycle 2 0 students use the ELSA application to practice their speaking skills.

Table 1 Categorizes students' perceptions of using the ELSA Speak application in content aspects

Goal scorer	Category	Frequency	Percentage
1	Strongly disagree	0	0%
2	Don't agree	0	0%
3	Undecided	0	0%
4	Agree	7	36%
5	Strongly agree	13	74%

Based on the results, 20 students agreed that involving the ELSA application to practice English speaking could help them. 13 out of 20 students agreed that the ELSA application was also easy to use. The ELSA application was created to overcome student problems; 36% of respondents agreed with this statement. But most students, 74%, agreed that the ELSA app works with speaking guidance. In addition, researchers asked students simple questions in a work to identify weaknesses in the ELSA application. Because the app's voice input uses Google Voice, some students said they anticipated the voice would sound like a local

speaker. Students also find it easier to articulate their thoughts and see how learning is less tiring but more interesting, resulting in superior speaking skills. Available meeting applications such as the ELSA application can help students improve their speaking skills. Dalimunte & Harahap (2023) shows that students are very enthusiastic about learning and successfully follow web-based learning exercises. Students also find it easier to articulate their thoughts and see learning how to be less tiring but more energizing, resulting in broader student engagement.

3. Improving Pronunciation Ability

Based on this information, this research on ELSA Speak aims to help users improve their English-speaking skills, especially in terms of pronunciation for students who have difficulty improving their English learning vocabulary at the secondary school level.

Based on interview data, two emerging themes are presented along with supporting data 1. Students' understanding of the ELSA Speak application 2. Results of using the Elsa Speak application in learning English at the secondary school level. These two themes answer the research questions. This theme explains the implementation of the use of the ELSA Speak application as a medium for improving student pronouncement.

Students' opinions about the use of ELSA Speak in English language learning and students' understanding of the ELSA Speak application.

In fact, quite a few English language students have used ELSA Speak to measure their level of ability to understand English as a foreign language. The student participants have different views regarding the use of the ELSA Speak application, especially for students or young students. The following data analysis shows how students use the ELSA application to improve their accurate speaking skills.

Student A

As a 12-year-old student studying at a state secondary school, for me using ELSA Speak can improve my English-speaking skills and can identify my pronunciation errors.

(Student A, April 29 2024, Translated by the author)

Student B

I think the ELSA Speak application is very good for improving and helping the way we pronounce accents or how to pronounce it correctly according to English rules and is suitable for education, because I am weak in learning pronunciation. (student B, 29 April 2024, Translated by the author)

Student C

By applying ELSA Speak as learning material in analyzing pronunciation errors

and improving my ability to speak English, I can also practice my ability to understand the questions and material available in the ELSA application. (Student C, 29 April 2024, Translated by the author)

Student D

It's interesting because Elsa Speak uses automatic speech recognition to give me immediate feedback and I can imitate the English sounds produced by native speakers. And it's very helpful because ELSA Speak has various features to improve listening and speaking skills, there are also daily practice lessons to hone my skills in speaking English.

(Student D, 30 April 2024, translated by the author)

Student E

After I got to know the Elsa application, there I got corrections directly from the application. From me making mistakes in pronunciation and changing the way I speak in English. (student E, 30 April 2024, Translated by the author)

Student F

From Elsa speak I get many benefits. I get the advantage of more precise and specific pronunciation training with the help of this application.

(Student F, 30 April 2024, Translated by the author)

Based on the interview data above, the author analyzes media instructors in using the ELSA Speak application and uses it to improve the quality of pronouncing words in their English. Based on information obtained from their experience. The aim is to analyze errors in pronouncing inappropriate words in English.

Students use several methodologies to improve their speaking skills. The first is English practice through web-based entertainment. A recent review corroborates these findings as there has been a major expansion in the use of ELSA applications among EFL clients. The application of ELSA has a positive value for students in learning English because of two main factors. Right off the bat, it improves students' four English skills (speaking, listening, perusing, and writing) as they access discussion channels, read articles. The simplicity of creating various media materials with the ELSA application has been approved by researchers in training students' speaking skills and the cycle not only provides an opportunity to improve students' overall imagination but also their multiliteracy abilities. Second, persuade students to improve their English-speaking skills.

CONCLUSION

Based on the findings and discussion above, it can be concluded that students use several methodologies to improve their speaking skills. The first is English practice through web-based entertainment. A recent review corroborates these findings as

there has been a major expansion in the use of ELSA applications among EFL clients. The application of ELSA has a positive value for students in learning English because of two main factors. Right off the bat, it improves students' four English skills (speaking, listening, perusing, and writing) as they access discussion channels, read articles. The simplicity of creating various media materials with the ELSA application has been approved by researchers in training students' speaking skills and the cycle not only provides an opportunity to improve students' overall imagination but also their multiliteracy abilities. Second, persuade students to improve their English-speaking skills.

Based on the results, 20 students agreed that involving the ELSA application to practice English speaking could help them. 28 out of 38 students agreed that the ELSA application was also easy to use. The ELSA application was created to overcome student problems; 59.5 percent of respondents agreed with this statement. But most students, 74%, agreed that the ELSA app works with speaking guidance. In addition, the scientist asked students simple questions in a work to identify weaknesses in the ELSA application. Because the app's voice input uses Google Voice, some students said they anticipated it would sound like a local speaker. Students also find it easier to articulate their thoughts and see how learning is less tiring but more interesting, resulting in superior speaking skills. Available meeting applications such as the ELSA application can help students improve their speaking skills.

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