Assistance in using the Mobile-based Elsa Speak Application at SMAN 1 Besuk

Syaiful Islam (✉), Sulistiawati Ningsih[2], Umami[3], Umiati Wulandari[4], Yuli Mulyati[5]

[1,2,3,4,5]Universitas Nurul Jadid

syaifulislam@unuja.ac.id

Abstract— *This assistance aims to provide assistance in using the mobile-based Elsa Speak application at SMAN 1 Besuk. The Elsa Speak application is an English language learning platform that uses artificial intelligence-based technology to help users improve their speaking skills in English. The problem identified was the low level of students' English speaking skills at SMAN 1 Besuk. This can hinder their academic progress and preparation to face future global challenges. Other obstacles faced were students' limited access to technology and a lack of understanding of how to effectively use the Elsa Speak application. The proposed solution is to provide special assistance to students in using the Elsa Speak application. Assistance will be provided by English teachers and lecturers who are skilled in using learning technology. They will guide students in overcoming difficulties, measure their progress, and provide constructive feedback. Apart from that, training is also held for teachers to be able to integrate this application into the learning process effectively. With the right assistance, it is hoped that SMAN 1 Besuk students can improve their English-speaking skills with more confidence and proficiency. Apart from that, it is also hoped that this approach will open students' access to modern learning technology, increase interest in learning, and optimize the potential for learning English at the school. The success of this solution will have a positive impact on students' preparation to face the demands of global competence in the future..*

Keywords— *Community service; elsa speak; mobile*

1 Introduction

English is not just a cross-cultural communication tool; it is the foundation that drives many sectors of global life. As the dominant international language, its role is not only limited to everyday communication, but it is also the foundation for the advancement of science, technology and business around the world. In the realm of communication, English serves as a bridge between individuals from different cultural backgrounds, allowing for a more effective exchange of ideas, thoughts and knowledge. In the field of science, the vast majority of research literature and scientific findings are published in English, making it the official language of an ever-expanding global body of knowledge.

Not only that, in the technology sector, English is becoming a standard language in the development of software, websites, and other information technology. Furthermore, in the increasingly globally connected business world, English is the key to success in forging partnerships, reaching international markets, and understanding global economic trends[1].

Thus, it is not surprising that English has an irreplaceable crucial role in various fields of human life, being more than just a means of communication but the foundation that drives growth and development in this global era.

SMAN 1 Besuk, as one of the senior high schools in Indonesia, also realizes the importance of developing students' English language skills. However, in practice, many students experience difficulties in mastering English, especially in speaking. Factors such as ineffective teaching methods, limited resources, and students' low interest in learning to speak English are the main obstacles[2].

In today's digital era, mobile-based technology has become an integral part of everyday life, including in the field of education. One such application that has emerged is Elsa Speak, an artificial intelligence-based English learning platform that focuses on speaking[3]. The app provides interactive feedback to users based on strengths and weaknesses in pronunciation, helping to effectively improve English speaking skills[4].

Therefore, SMAN 1 Besuk sees great potential in the use of Elsa Speak application in improving students' English speaking skills. However, to ensure the successful utilization of this application, proper mentoring and training are needed. English teachers and lecturers need to be skilled in using this learning technology and provide proper guidance to students. Also, efforts need to be made to ensure students' access to this technology, so that all students have equal opportunities in developing their English language skills.

1.1 Situation Analysis

SMAN 1 Besuk faces the challenge of technology integration in English language learning. Despite the increasing awareness of the importance of technology in education, this school still faces obstacles in implementing it effectively. The conventional learning tradition that is still dominant makes technology integration a challenging step.

A number of factors influence the reluctance to use technology in English language learning at SMAN 1 Besuk. These include lack of access to technology infrastructure, limited teacher knowledge of educational technology applications, and uncertainty regarding the actual benefits to be gained from technology integration. In the face of this situation, there is a need for concrete efforts to improve technological literacy among teachers and students. Regular training on the use of English language learning support software can be a first step. In addition, the establishment of cooperation with external parties who have expertise in educational technology can help overcome this obstacle.

Encouraging a spirit of innovation and experimentation with technology in English language learning is also important. With an inclusive and purposeful approach, SMAN 1 Besuk can significantly benefit from technology integration, improve the quality of learning, and prepare students to face the demands of an increasingly digital age.

1.2 Problem Formulation

1. What is the level of understanding and readiness of teachers and students at SMAN 1 Besuk towards the use of mobile-based Elsa Speak Application in English learning process?
2. How does the technology infrastructure at SMAN 1 Besuk support the effective use of Elsa Speak App in learning, including the availability of a stable network, compatible devices, and accessibility of supporting software?

1.3 Objectives and Benefits of Service

The objectives of this service are as follows:

1. Improving Awareness and Skills of Application Use: The first objective was to improve the understanding and readiness of teachers and students at SMAN 1 Besuk towards the use of the Elsa Speak App. Through effective training and mentoring, the aim is to improve their understanding and skills in optimally utilizing the features of this app in the English learning process.

Improving Technology Infrastructure that Supports Learning: The second objective is to improve the technology infrastructure at SMAN 1 Besuk to support the effective use of the Elsa Speak Application in the learning process. This includes improving the availability of a stable network, compatible devices, as well as the accessibility of supporting software. The goal is to create a supportive environment for the use of the application without significant technical barriers.

2 Method

Assistance in using the Mobile-based Elsa Speak Application at SMAN 1 Besuk will involve a series of planned and structured steps to ensure the effectiveness and success of the application implementation in improving students' English speaking skills. The following are the steps of the proposed service method:

1. Initial Assessment: The service team will conduct an initial assessment of students' English speaking skills at SMAN 1 Besuk. This assessment will help in identifying the level of difficulty faced by the students as well as determining the target areas that need to be improved.
2. Teacher and Lecturer Training: English teachers and lecturers involved will attend specialized training related to the use of the Elsa Speak App. This training will include how to effectively use the app, understand the analysis results from the app, and provide appropriate feedback to students.
3. Mentoring Session: After the training, mentoring sessions will be conducted by the service team together with English teachers and lecturers. This session will focus on individual or small group assistance for students in using the Elsa Speak app. During the session, students' progress will be monitored, and their difficulties will be solved.
4. Learning Plan Creation: Based on the results of the initial assessment, the service team will work with English teachers and lecturers to create a learning plan tailored to the needs of the students. This plan will include achievement targets and a measurable implementation schedule.
5. Monitoring and Evaluation: The service process will involve periodic monitoring of student progress using the Elsa Speak app. Periodic evaluations will also be conducted to evaluate the effectiveness of the method and make improvements if needed.

SMAN 1 Besuk actively participated in a community service aimed at improving students' proficiency in English through mentoring the use of the mobile-based Elsa Speak Application. The school involved teachers and students in a series of trainings organized to improve their understanding of the application.

In an effort to raise awareness of the app's benefits, SMAN 1 Besuk organizes regular workshops for teachers to deepen their knowledge of the app's features and strategies for using it in the learning process. Meanwhile, students are involved in practical sessions that encourage them to actively use the app in English teaching.

As a next step, the school also took the initiative to upgrade their technology infrastructure. By improving the availability of a stable internet network and customizing devices that are compatible with this application, SMAN 1 Besuk created a supportive environment for the implementation of the Elsa Speak application.

Through active participation and collaboration between teachers, students, and school authorities, SMAN 1 Besuk is committed to optimizing the use of Elsa Speak App as an English learning tool. In doing so, they play a role in responding to the challenges of globalization by strengthening students' language skills in an increasingly digitally connected context.

2.1 Stages of Implementation

The implementation phase of the service "Assistance in the Use of Mobile-Based Elsa Speak Application" at SMAN 1 Besuk consisted of a series of progressive steps involving various parties in an integrated manner. The first stage begins with the identification of school needs related to the use of applications and assessment of the level of understanding and readiness of teachers and students towards this technology.

Next, a training and workshop phase was implemented to equip teaching staff with in-depth knowledge of the app's features and strategies for using it in English language learning. Students were also involved in practical sessions to apply the app in their daily learning, strengthening their English speaking skills.

At this stage, the school also focused on improving the technology infrastructure. They improved stable network access, provided devices compatible with the application, and ensured the availability of supporting software.

After the training, the implementation phase begins. The Elsa Speak app was actively integrated into the English curriculum, teachers used the app in their daily lessons, and students were encouraged to actively engage in activities using the app.

The evaluation stage was also an integral part of the implementation, where there was continuous monitoring of student progress, teacher response, and evaluation of the technology infrastructure. The conclusions from this stage allow for continuous adjustment and improvement of the Elsa Speak App mentoring program at SMAN 1 Besuk.

2.2 Partner Participation

SMAN 1 Besuk actively participated in a community service aimed at improving students' proficiency in English through mentoring the use of the mobile-based Elsa Speak Application. The school involved teachers and students in a series of trainings organized to improve their understanding of the application.

2.3 Division of Roles

In the service "Mentoring the use of Elsa Speak Application," students play a key role as presenters. They provided hands-on guidance to teachers and students of SMAN 1 Besuk regarding the use of this application in English learning. As skilled users and familiar with the technology, students helped demonstrate the features of the app, provided practical tips, and provided personalized assistance to learners. Through these interactions, students made valuable contributions in facilitating a better understanding and effective application of Elsa Speak App in the school learning environment

3 Findings And Discussion

3.1 Findings

The results of the service "Assistance in the Use of Elsa Speak Application" at SMAN 1 Besuk resulted in significant changes in the understanding and application of this application in English language learning. Through intensive training, the use of mobile-based Elsa Speak application has been adopted more effectively by teachers and students.

Teachers at SMAN 1 Besuk experienced a substantial increase in their understanding of the app's features. They are now able to integrate Elsa Speak into the curriculum more effectively, utilizing the app's various features to improve students' English speaking skills. In this regard, regular evaluations are conducted to monitor students' progress and measure the positive impact of using the app.

Meanwhile, students also showed improvement in their English speaking skills. Through regular use of the Elsa Speak app, they have improved their intonation, pronunciation and overall speaking skills. Active participation in practical sessions and hands-on exercises with the app have broadened their communication skills.

Improving technology infrastructure also plays a crucial role. By providing more stable network access and compatible devices, the use of applications becomes smoother and more integrated in the learning process.

Evaluation results from this service showed an increase in students' scores in English speaking skills, as well as an increase in their confidence in using the language. In addition, mastery of the app has enabled teachers to provide more detailed feedback and facilitate more individualized and targeted learning.

Overall, this service succeeded in creating a more interactive learning environment, responsive to technological developments, and made a significant contribution in improving English speaking skills among students of SMAN 1 Besuk.

In the service "Assistance in the Use of Elsa Speak Application," the solution presented includes several important steps that help optimize the application at SMAN 1 Besuk. First, the implementation of a series of trainings and workshops for teachers and students is a key solution. The training aims to improve their understanding of the app's features and how to use it in English language learning. With a focused and practical approach, teachers and students can be more confident in utilizing Elsa Speak to improve English speaking skills.

The second solution is revamping the technology infrastructure. Improving access to a stable internet network and providing devices that are compatible with the application are important steps. With a supportive infrastructure, the use of this application becomes smoother and integrated in the daily learning process.

In addition, collaboration with students as presenters is also an effective solution. Students assist in providing direct guidance to teachers and students, helping them understand and apply the app more effectively. With a more open and interactive approach, students act as facilitators who help convey information in a way that is easier to understand.

Not only that, periodic evaluation is also an important solution. Continuous evaluations are conducted to monitor student progress, responses from teachers, as well as the technology infrastructure, allowing for necessary adjustments and improvements in the implementation process of this application.

With these steps, this service provides a comprehensive solution that not only addresses the current constraints, but also builds a solid foundation for the use of Elsa Speak application at SMAN 1 Besuk. This solution encourages the development of students' potential in English speaking skills as well as supporting a more interactive and effective quality of learning.

Fig. 1 process of assistance

The evaluation of the implementation of the "Elsa Speak Application Assistance" program solution at SMAN 1 Besuk showed positive changes in the understanding and application of this application in English learning. With the training organized, there was a significant increase in the understanding of the features of the application by both teachers and students. The use of Elsa Speak became more integrated in the curriculum, enabling the improvement of students' English speaking skills.

Improved technology infrastructure also has a positive impact. More stable networks and compatible devices increase the effectiveness of application use, creating a learning environment that is more responsive to technological developments.

The sustainability of the program is evident from the ongoing periodic evaluation efforts. Monitoring of student progress, teacher response, and technology infrastructure allows for continuous adjustment and improvement. Collaboration with university students is also an important factor in supporting the continuation of this program, with their role as presenters helping to strengthen the understanding and use of the application.

The program had a positive impact in improving the quality of English learning at SMAN 1 Besuk. The sustainability of the solutions implemented in the program provides a solid foundation for the use of Elsa Speak, enabling the school to continue to refine and improve the quality of learning in the long term. Through continuous evaluation and adaptation, the program shows potential to continue supporting the improvement of students' English skills in the future.

3.2 Discussion

The follow-up program will focus on the continued strengthening of the use of the Elsa Speak App at SMAN 1 Besuk. This includes setting up periodic workshops for teachers to integrate the app in the curriculum as well as regular monitoring sessions of student progress. Technology infrastructure upgrades will be maintained, and the role of students as presenters in training will be expanded. Periodic evaluations will be implemented to adjust and improve the program as needed. This program aims to strengthen the application in English language learning as well as ensuring its positive impact is sustained for the students of SMAN 1 Besuk.

4 Conclusion

The PKM "Assistance in Using Elsa Speak Application" at SMAN 1 Besuk was an inspiring collaborative journey. Through joint efforts between students, teachers, and students, we managed to pave the way for improving English speaking skills by utilizing technology. The steps we have taken have brought about tangible changes: teachers are more skillful in integrating the app in learning, students are achieving improvements in their English conversation, and the technology infrastructure is becoming more supportive.

However, the journey is still ongoing. Program sustainability and continuous adaptation will be key to ensure sustainable impact. The active involvement of all parties will bring further innovations and improvements. This program has proven that collaboration and dedication can transform the way we support quality education.

With that, we are committed to continuing on this path. We are grateful for the support of all parties in this journey, and we are confident that our joint efforts will continue to strengthen students' English proficiency, open doors to wider opportunities, and embrace a brighter future.

5 References

[1] S. Chang and Y. Hsu, "The Impact of Mobile-Assisted Language Learning on Speaking Performance: A Meta-Analysis," *Comput. Educ.*, p. 145, 2020.

[2] S. L. Thorne, R. W. Black, and J. M. Sykes, "Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Gaming," *Mod. Lang. J.*, vol. 93(s1), pp. 802–821, 2009, doi: https://doi.org/10.1111/j.1540-4781.2009.00974.x.

[3] Z. Abidin and A. Mirza, "Mobile-Assisted Language Learning: A Study on Students' Acceptance and Intention to Use Mobile Apps for Learning English," *Indones. J. Appl. Linguist.*, vol. 10, no. 1, pp. 66–67, 2020.

[4] R. Godwin-Jones, "Mobile Apps for Language Learning," *Emerg. Technol.*.

[5] Kukulska-Hulme, A., & Shield, L. (2008). An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. ReCALL Journal, 20(3), 271-289.

[6] Warschauer, M., & Healey, D. (2019). Mobile Assisted Language Learning: A Review of the Literature. Language Learning & Technology, 23(2), 1-24.

[7] Elsa Speak. (https://www.elsaspeak.com/)

[8] Chen, C. M. (2016). Incorporating Mobile Devices into EFL Vocabulary Learning: Students' Attitudes, Usage, and Learning. Journal of Computer Assisted Learning, 32(4), 332-348.

[9] Tragant, E., & Kukulska-Hulme, A. (2017). Learner Preferences for Mobile App Activities in Basic and Higher-Level Language Learning Tasks. International Journal of Mobile and Blended Learning (IJMBL), 9(4), 38-57.

[10] Sun, Y. C., Chang, J. S., & Sung, Y. T. (2016). How Can Mobile Technology Support Chinese Language Learning? A Review Study. Computers & Education, 94, 81-96.

6 Acknowledgment

7 Authors

Syaiful Islam, chairman and presenter of the PKM event as well as a permanent lecturer in the English Department program at the Faculty of Social and humanity)

Sulistiawati Ningsih, of the English Department program student at the Faculty of Social and humanity.

Umami, of the English Department program student at the Faculty of Social and humanity

Umiati Wulandari, of the English Department program student at the Faculty of Social and humanity

Yuli Mulyati, of the English Department program student at the Faculty of Social and humanity