

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study concluded that using ELSA Speak, an artificial intelligence-based learning application, meaningfully contributed to developing students' English-speaking skills at SMP Mutiara Bangsa 7. Based on the findings, several key outcomes were identified in relation to the three research questions.

First, students' experiences using ELSA Speak were predominantly positive. Students described the learning process as enjoyable, engaging, and supportive. The interactive features, instant feedback, and personalized pronunciation assessments enabled students to monitor their progress, motivating them to practice more independently. This experience fostered a sense of comfort and confidence when practicing speaking without pressure.

Second, ELSA Speak played an important role in helping students overcome their speaking obstacles. The application helped them address core issues such as mispronunciation, lack of fluency, and low confidence. Real-time feedback, a scoring system, and

correction features allowed students to identify and gradually improve their mistakes. Furthermore, the AI-assisted learning environment reduced anxiety, enabling students to practice autonomously and repeatedly until achieving better results. As a result, students demonstrated significant improvement in pronunciation accuracy, fluency, and speaking confidence.

Third, students had strongly positive perceptions of the effectiveness of artificial intelligence in developing speaking skills. Most students agreed that AI-based learning, particularly through ELSA Speak, was helpful, motivating, easy to use, and beneficial for improving speaking skills. Students believed that the application complemented classroom learning, supported personal practice, and significantly contributed to their speaking development.

## **B. Suggestion**

In conclusion, ELSA Speak is an effective digital learning tool that improves students' English speaking skills through active engagement, corrective feedback, and autonomous learning practice. Overall, the findings confirm that AI-powered learning platforms can enhance linguistic performance, build confidence, and strengthen

motivation to practice English speaking when meaningfully integrated into language learning activities.

Based on the findings and conclusions of this research, the following suggestions are proposed for teachers, schools, and future researchers to maximize the use of artificial intelligence–based applications, such as ELSA Speak, for English language learning:

### **1. For English Teachers:**

Teachers should integrate AI-based learning tools, such as ELSA Speak, into speaking activities more systematically. This involves designing learning tasks that allow students to consistently practice pronunciation and fluency through guided and independent sessions. Teachers should also monitor students' progress through the application, provide additional feedback, and motivate students to practice regularly outside of class. Additionally, teachers can promote ELSA Speak as supplementary support for class-based speaking activities, thereby enhancing students' confidence and active participation.

## **2. For the school**

The school is recommended to provide stronger technological support, including stable internet access, adequate devices, and proper training for teachers on operating AI-based learning platforms. Institutional support is essential to ensure that digital learning applications can be implemented effectively and sustainably. The school is also encouraged to adopt technology-assisted programs for English learning as part of its digital literacy initiatives.

## **3. For Future Researchers:**

Future researchers are encouraged to conduct studies with larger participant groups, longer observation periods, and additional types of data, such as pre- and post-test scoring. Comparative research involving different AI pronunciation platforms would be beneficial for identifying the effectiveness of different tools. Additionally, researchers may explore students' emotional engagement, learning anxiety, and long-term progress to gain deeper insights into AI-assisted speaking development.