Inserting ELSA application in Hybrid Learning to Enhance the Students' Motivation in Speaking

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Abstract

The views of students and instructors are vital in developing a comfortable English learning environment. Hybrid learning with inserting the artificial intelligence is one way to attract the students' attention in the classroom. The aim of this study is to investigate the how students' motivation toward the using of ELSA application in Speaking. It investigated how the students engage in the classroom and their motivation. The mix approach was used in this study. The information gathered from the questionnaire about students' and lecturers' attitudes toward online learning materials. Using a Likert scale, they were graded. The responses of the students to online learning by applying ELSA application. The students were enthusiastic and engaged in learning Intensive Speaking by using ELSA application. The findings of this study are expected to aid teachers and lecturers in gaining insights and prior knowledge when designing ELT model for hybrid class. It is also intended to provide feedback on how to enhance the hybrid learning process.

Keywords: Students' motivation, hybrid learning, ELSA application.

INTRODUCTION

The Covid-19 epidemic has had an influence on the world of learning, particularly teaching in general, impeding face-to-face classroom instruction. Nevertheless, in order for this epidemic to accelerate education 4.0, in which the community schools is carried out remotely, it must, of course, depend on information technology and rise to a 5.0 generation technology society. Teachers face a significant problem in adopting distant learning since they are not accustomed to employing mixed education or totally online instruction. The most crucial aspect of curriculum design is learning activities. Learning activities can be used to determine if learning is successful or efficient. As a result, the teacher or instructor in charge of the learning process should know

how to ensure that learning activities operate smoothly and that the desired learning objectives are met. The interaction between students and their educational environment, including instructors, colleagues, coaches, training tools, and other learning resources, is the most important feature of learning activities.

The success of the learning process is very dependent on the implementing element, namely educators. Educators are expected to develop skills in the teaching and learning process which is essentially a communication process. In general, in the communication process, a medium or container is needed that can channel messages that are conveyed by the message giver to the recipient of the message. The message is nothing but teaching material or material that will be transferred from the sender of the message or educator to the recipient of the message or students.

As the result of statement above, blended learning often known as hybrid learning, is a novel way of providing programs to students. Online components are combined with face-to-face learning in a hybrid manner to meet the changing needs of students who assume or prefer the inclusion of online learning as part of their academic engagement. Hybrid TBLT is a learning model in which a college professor uses technology to assign a series of activities using the Google Classroom service.

Hybrid learning, also known as blended learning, is a type of learning that incorporates many modes of instruction, such as online, live, and traditional face-to-face instruction. Then mixed learning can be defined as a blend of face-to-face teaching methods in teaching combined with material online. Even though the mixed learning model can be applied in a variety of ways, educators agree that as the hybrid learning model develops, many educators will establish an online atmosphere for students. Although this model is new, Aristika & Juandi (2021) stated the purpose of educational innovations to assist instructors in achieving what they strive for every day by intimately knowing and allowing every student with whom they engage to reach very high levels of educational mastery". The hybrid learning paradigm, according to the researchers, has the ability to create transformative experiences by challenging teachers to adapt in order to apply the best strategy to educate their pupils.

Moreover, using the technology such as artificial intelligence is the great ideas in facing the generation z in the classroom. The students are familiar with the gadget so the instructor s must be more creative in designing the sophisticated atmosphere in learning. Darsih and Aggara (2021) stated the EFL learners' in perception toward ELSA apps is good, they used ELSA apps to integrate and led the students to work in group and can interact and build their enthusiastic in learning pronunciation.

Komplin suggested that saying a non-native language might cause anxiety and that articulation isn't usually addressed in the class, the researchers decided to examine the impact of a mobile app on learners' language enthusiasm and speaking skills.

ELSA is a mobile app that offers instruction, native audio, practice, feedback, and simulated "conversation" practice, all of which have been proved to increase the motivation.

Those articles conducted the research by using hybrid learning for vocational school and university by applying observing and interview as the main sources, they did not elaborated and explore how the students' motivation in the classroom. Regarding to these considerations, the researchers tended to conduct the study by investigating the students' engagement in learning (Intensive speaking) by using ELSA application. In addition, this study investigated the changing and enhancement of the students' learning motivation.

METHOD

In this study, the researcher used the principal working of *Classroom Action Research* (CAR) that consists of four stages; they were: Planning, Action, Observation, and Reflection to collect the data. The subject of this study are the students at the second year of English education Class A, they are 22 students, who participated in Intensive Speaking Subject. The researchers assigned the students to install the ELSA application in their android in order to run the speaking activity, then the observation was conducted for four times.

The researchers analyzed the data by using researcher used SPSS 21.0 program for windows Then the obtained scores   analyzed by using the following steps;

Converting the scores used the following formula:

$$\text{A student's scores} = \frac{\text{The gain scores}}{\text{The maximal score}} \times 100$$

(Layman, 1972: 219)

FINDINGS AND DISCUSSIONS

The present study tried to examine the EFL student' motivation on learning Intensive Speaking course by using ELSA application at English Education Study Program Universitas Negeri Makassar.

Table 1. The frequency analysis of students' speech proficiency

Range of score		Classification	Cycle 1		Cycle 2	
			F	%	F	%
86-100	6	Excellent	0	0	2	10
71-85	5	Very good	0	0	10	45
56-70	4	Good	8	35	6	25
41-55	3	Average	4	20	4	20
26-40	2	Poor	10	45	0	0
< 25	1	Very poor	0	0	0	0
Total			22	100	22	100

Table 1 displays that the pupils' way to encourage improved between cycles I and II. The fraction of students who attain high levels of speaking accomplishment in both cycles tends to cluster in the high achiever category. In cycle 2, the sum of the frequency identified as high achiever was 20 students (90%) and low achiever was 2 students (10%), whereas in cycle 1, the sum of the frequencies classified as successful person was 8 people (35%) and poor achiever was 10 people (45 percent). The distribution of the score of the students' speaking achievement for cycle I and cycle II shows the difference after applying the ELSA application, both of the cycles

showed an improvement. In addition, to support the data above, the researchers observed the students' motivation.

Table 2. The Students' Motivation in learning Intensive Speaking by using ELSA application (cycle 1)

NO	Indicator	Score for indicator
1	Completing the assignments on time	60.68%
2	There is a drive and a need for learning	64.35%
3	Have an interest in learning	66.07%
4	Prefer to work independently	69.88%
5	There are interesting activities in learning	73.70%
6	Can defend his opinion	70.83%
7	It's not easy to let go of what you believe in	71.09 %
8	Happy to find and solve problems	71.35%
	Average	68.52%

Table 3. (The Students' Motivation in learning Intensive Speaking by using ELSA application) (cycle 2)

NO	Indicator	Score for indicator
1	Completing the assignments on time	85.65%
2	There is a drive and a need for learning	83.35%
3	Have an interest in learning	83.07%
4	Prefer to work independently	81.88%
5	There are interesting activities in learning	82.99%
6	Can defend his opinion	85.49%
7	It's not easy to let go of what you believe in	86.74 %
8	Happy to find and solve problems	83.47%
	Average	84.08%

Based on table 3 above, it can be concluded that the score of learning motivation in learning English (Intensive Speaking) in general has increased. Based on the data that has been displayed above, it can be continued with a detailed explanation of each of the indicators of learning motivation by using gamification, namely as follows:

a. Persevere in the face of the task.

The percentage of consistent indicators encountering assignments has risen from 78.85 percent in the first session to 87.76 percent in the second session, reaching a high of 8.91 percent. The percentage increase indicates that students respond positively to a given task using ELSA Application).

b. There is a desire to learn and a need to learn.

The percentage increase in indicators of learning encouragement and need increased from 71.35 percent in the first cycle to 77.86 percent in the second session, a 6.51 percent increase from the first cycle to the second cycle. This increase in proportion implies that students want to use ELSA as the part of artificial intelligence to overcome learning challenges. In the first session, three students wanted to ask questions about content they found challenging, while others were afraid to ask questions or thought they didn't have an opportunity to ask questions since the teacher didn't set out time for question and answer or discussion. In the second session, the number of students who asked questions and held small conversations with the teacher and other students increased when the teacher presented a special question and answer session following presenting an indicator of Basic Competence.

c. Have an interest in learning

The percentage of students who showed engagement in the learning process climbed from 83.07 percent in the first cycle to 86.46 percent in the second cycle, a 3.39 percent rise from the first cycle to the second cycle. This implies that with the ELSA application assisted AI, students are more interested in studying. The engaging ELSA application created a more pleasant environment than the traditional lecture style. Students are challenged to master the content and win the quiz, which is in line with the goal of gamification, which gives challenges, points, competitions, and awards. This explanation indicates that the application of Bamboozle had a positive impact on students' interest in learning. The success of achieving this indicator is in line with the results of Ratnasari's research (2018) entitled "Application of TGT Type Cooperative Learning Methods to Increase Learning Interest and Basic Electrical Learning Outcomes for Class X Students of Audio Video Engineering Skills Competence at SMK Negeri 2 Yogyakarta", namely the application of game-based learning can increase interest in learning as evidenced by an increase in the percentage from 61.06% to 71.06%.

d. Prefer to work independently

The percentage of indicators who feel more comfortable working independently has increased from 71.88 percent in the first cycle to 87.24 percent in the second cycle, a considerable increase of 15.36 percent. Because students were unfamiliar with tests that employed the prior gaming system, some students were less confident in their abilities during the first cycle of learning, especially when responding questions on the ToF quiz. Students in cycle II, on the other hand, appeared to be habituated to it, and when looking for quiz answers, they were spotted looking for solutions independently before discussing them with other students in their groups. This type of learning can help kids develop responsibility in their study.

e. There are interesting activities in learning.

There was an increase from 68.49% in the first session to 77.60% in the second session or an increase of 9.11% on the indicator that students can defend their opinion. In this indicator, it can be seen that students in cycle I are still not sure about their opinions both at the time of delivery of the material and during the lesson Students still doubt if the teacher gives a distractor during class. However, in session 2, students were seen to be more confident in expressing their opinions during the question and answer session. Finding and solving challenges makes me happy.

CONCLUSIONS

As the consequence of the findings above, it indicates that students have optimistic views on learning Intensive Speaking by using ELSA application to enhance the students' motivation and it leads them to be more active and enthusiastic in learning it can be seen from the result of the students speaking performance and the result of learning motivation in the first session and the second session.

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