A THESIS

THE EFFECT OF INVERTED LEARNING WITH ELSA SPEAK ON STUDENTS' SPEAKING PERFORMANCE AT MAN 2 PAREPARE

BY

INTAN SAKYNAH YUNUS
REG NUM. 2220203888203010

ENGLISH EDUCATION PROGRAM
UNDERGRADUATE PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI PAREPARE
2026

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INTAN SAKYNAH YUNUS
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare
in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan
(S.Pd.)

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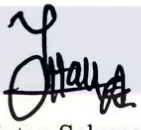
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Affirm that this thesis was her own writing and if it can be proved that it was coped, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Intan Sakynah Yunus. *The Effect Of Inverted Learning With Elsa Speak On Students' Speaking Performance At MAN 2 Parepare.* (Supervised by Nur Asiza)

This study aims to examine the effect of Inverted Learning integrated with ELSA Speak on students' speaking performance at MAN 2 Kota Parepare. The results of this study are expected to benefit teachers, students, and future researchers. Teachers can use this as an alternative instructional strategy, while students gain a more engaging and technology-supported way to improve their speaking skills. Future researchers may also use this study as a reference for related research.

This study employed a quantitative approach with a pre-experimental design, specifically a one-group pre-test and post-test design. The population consisted of 55 students living in the dormitory of MAN 2 Parepare, and 20 students were selected as the sample through random sampling. Data were collected through speaking tests and analyzed using SPSS. The speaking assessment followed Harris's (1969) rubric covering five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension.

The results showed that before the treatment, the mean pre-test score was 62.60, with 75% of students in the Good category and pronunciation and fluency as the weakest aspects. After the treatment, both aspects improved significantly, pronunciation became more accurate and fluency more natural and continuous with the mean post-test score rising to 82.20 and 70% of students reaching the Excellent category. The Paired Samples T-Test produced a t-value of -16.430 and a significance value of $p < .001$, confirming a statistically significant improvement in students' speaking performance after the implementation of Inverted Learning with ELSA Speak at MAN 2 Kota Parepare.

Keyword: Speaking Performance, Inverted Learning, ELSA Speak.

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes are symbolized by letters in the Arabic writing system. In this transliteration, some are symbolized by letters, and some are symbolized by signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya

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ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) begins a word and follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

a. Single vowels (monophthong) Arabic whose symbols are signs or

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harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
يْ◌َ	Fathah and Ya	Ai	a and i
وْ◌َ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. *Maddah*

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
◌َا/ ◌َي	Fathah and Alif or ya	Ā	a and the line above

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ـِيْ	Kasrah and Ya	Ī	I and line above
ـِيْ	Kasrah and Ya	Ī	I and line above
ـُو	Kasrah and Wau	Ū	u and the line above

Example :

مات :māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. *Ta Marbutah*

There are two transliterations for tamarbutah:

a. Tamarbutah, alive or received fathah, kasrah, and dammah, is transliterated as [t].

b.Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الجَنَّةِ : *rauḍahal-jannahatauraudatuljannah*

اَلْمَدِيْنَةُ الْفَاضِلَةِ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

اَلْحِكْمَةُ : *al-hikmah*

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5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا :*Rabbanā*

نَجَّيْنَا : *Najjainā*

اَلْحَقُّ : *al-haqq*

اَلْحَجُّ : *al-hajj*

نُعْمَ : *nu‘‘ima*

عَدُوّ : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrahيّ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ:‘Arabi (not‘Arabiyyor‘Araby)

عَلِيٌّ : ‘Ali (not‘Alyyor‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا(*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example:

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: *al-syamsu (notasy- syamsu)*

اَلزَّلْزَلَةُ : *al-zalzalah (notaz-zalzalah)*

الفَلْسَفَةُ : *al-falsafah*

اَلْبِلَادُ : *al-bilādu*

7. *Hamzah*

Rules for transliterating hamzah letters into apostrophes (‘) only apply to hamzahs in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolised because it is an alif in Arabic writing. Example:

تَأْمُرُوْنَ : *ta’murūna*

اَلنَّوعُ : *al-nau’*

شَيْءٌ : *syai’un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms, or sentences that are transliterated are words, terms, or sentences that have not been standardised in Indonesian. Words, terms, or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method—for example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, they must be transliterated. Example:

Fīẓilālal-qur’an

Al-sunnahqablal-tadwin

Al-ibāratbi ‘umum al-lafẓlābikhusus al-sabab

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9. Lafẓal-Jalalah (الله)

The word "Allah, " preceded by particles such as the letters jar and other letters, or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِيْنُ اللهِ : *Dīnullah*

با الله : *billah*

As for the tamarbutah at the end of a word attributed to lafẓal-jalālah is transliterated with the letter [t]. Example:

هُمْ فِيْ رَحْمَةِ اللهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration, they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi'alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur'an

Nasir al-Din al-Tusī

AbūNasral-Farabi

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If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

B. Abbreviations

Some of the standardized abbreviations are:

swt.	=	*subḥānahūwata'āla*
saw.	=	*ṣallallāhu 'alaihiwasallam*
a.s.	=	*'alaihi al- sallām*
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS …/…: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ …, ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
	=	صلى الله عليه وسلم
ط	=	طبعة

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بن = بدون ناشر

الخ = إلى آخرها / إلى آخره

ج = جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of etalia). Alternatively, the abbreviation et al. ("and friends") is written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of periodical scientific works such as journals, magazines, etc.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the most important or key skills in second language or foreign language learning. According to Brown and Yule, speaking is a crucial element in the process of second language acquisition and teaching. The ability to produce speech that is understandable to listeners indicates a high level of speaking fluency.[1] Speaking plays a central role in language acquisition, as it reflects the learner's capacity to communicate and interact effectively in real-life contexts. Nevertheless, mastering this skill often poses difficulties for learners; students tend to struggle with applying the language in authentic situations and have difficulty communicating accurately and effectively. Generally, students require specialized practice and exposure to authentic language environments.[2]

Speaking is a skill that facilitates communication in various languages. For EFL students, achieving effective communication is often challenging because they must pay attention to aspects of fluency and accuracy in pronunciation, as well as vocabulary and grammar.[3] Not all students possess advanced speaking skills in diverse situations, given that these abilities are influenced by individual factors in the language learning process. The primary factors most influential on students' speaking

[1] Gillian Brown and George Yule, "Teaching the Spoken Language.," 1983.
[2] Alan Jaelani and Olivia Widad Zabidi, "Junior High School Students ' Difficulties of English Language Learning in the Speaking and Listening Section" 6, no. 1 (2020): 45–54.
[3] Mohammed Khalaf and Ismail Makhlouf, "Effect of Artificial Intelligence-Based Application on Saudi Preparatory - Year Students ' EFL Speaking Skills at Albaha University" 9, no. 2 (2021): 36–57, https://doi.org/10.5296/ijele.v9i2.18782.

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performance are high pressure and fear of failure.[4] In Islamic perspective, communication is also considered an essential ability for human beings. Allah SWT says in *Q.S Ar-Rahman/55:1–4:*

ٱلرَّحۡمَٰنُ ۝ عَلَّمَ ٱلۡقُرۡءَانَ ۝ خَلَقَ ٱلۡإِنسَٰنَ ۝ عَلَّمَهُ ٱلۡبَيَانَ۝

Translation:

"The Most Merciful, taught the Qur'an, created humankind, and taught them speech (Q.S Ar-Rahman/55:1–4)."[5]

This verse shows that speaking is a fundamental skill that must be developed through learning. Therefore, appropriate learning strategies are needed that can be tested and used to help students overcome their speaking difficulties, one of which is through the use of flipped learning in the classroom.

Prior to commencing the research, on November 24th, 2025, the researcher conducted a preliminary observation, which involved interviewing the English teacher and several students, as well as observing teaching and learning activities in the eleventh grade at MAN 2 Parepare. Through this initial observation, the researcher identified several issues indicating that some students encountered difficulties in learning English, particularly in speaking proficiency. These issues included a lack of confidence when speaking in English, difficulties in expressing ideas clearly and coherently, fear of making mistakes especially in pronunciation, and

[4] Abi Pohan and Irene Nany Kusumawardany, "Students ' Perception On Speaking Anxiety In English Classroom : Psychological View" 6, no. 1 (2023): 58–67.
[5] *Al-Qur'an, Al-Karim*

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a tendency to avoid speaking activities. Additionally, students demonstrated an interest in engaging with alternative instructional approaches beyond traditional methods that could better support the development of their speaking skills.

Based on the issues identified in the classroom context, an appropriate teaching model is needed to support the improvement of students' speaking skills. One approach that can be applied in this situation is inverted learning. In a traditional learning model, the teacher delivers the material directly in the classroom through lectures or explanations, while activities that require independent practice, such as exercises or assignments, are given to students to complete at home. In this model, classroom time is mostly used for one-way content delivery, so students have limited opportunities to practice or apply the material while the teacher is present to guide them.

Inverted learning simply reverses this order. Instead of receiving new material in class, students study the material independently at home for example, through videos, applications, or other learning media so that classroom time can be fully used for practice, discussion, and guided application of the material. In other words, what used to be the focus of classroom activity is moved to be done at home, and what used to be homework is moved to be done in class. The concept of the "inverted classroom," introduced by Maureen J. Lage, posits that learning becomes more engaging for students when it occurs not only inside the classroom but also outside of it. In 2007, two science teachers named Bergmann and Sams began using pre-

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recorded instructional videos and observed high levels of student enthusiasm and motivation in learning activities following the viewing of these videos.

Maureen J. Lage (2000, p. 32) defines II by stating that "Inverting the classroom means that activities traditionally conducted in the classroom are now carried out outside the classroom, and vice versa."[6] Therefore, inverted instruction pedagogy (IIP) is a general term for the reversal of conventional educational arrangements; this term is also referred to as "inverted classroom", "flipped classroom", "reverse instruction", "condensed classroom", "blended learning", "post-lecture classroom", or "24/7 classroom".[7]

An inverted classroom is a pedagogical approach that shifts the learning process from a passive to an active mode, emphasizing higher-order thinking skills (HOTS). HOTS refer to cognitive abilities that go beyond simply remembering or understanding information, and instead require students to analyze information, evaluate ideas or arguments, and create or construct something new from what they have learned. By moving basic content delivery outside the classroom, students can spend their in-class time engaging in these higher-order thinking activities, such as solving problems, evaluating each other's ideas, and creating spoken or written products from the material they have studied at home. This approach focuses on knowledge acquisition and the active engagement of students. Inverted learning is

[6] Glenn J. Platt and Michael Treglia Maureen J. Lage, "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment," *The Journal of Economic Education* Vol. 31, N (2000), https://doi.org/https://doi.org/10.2307/1183338.

[7] Aaron Sams and Oregon Washington, "'Flip Your Classroom: Reach Every Student in Every Class Every Day.,'" 2012; A Plasencia, "MOOCs, the Flipped Classroom, and Khan Academy Practices: The Implications of Augmented Learning.," 2014, 1–10.

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closely related to constructivist theory, wherein learners construct knowledge through interaction[8] and use class time for learning activities focused on the application of instructional material, such as problem-solving and participation in collaborative learning with teacher guidance.[9]

Previous research has shown that inverted learning is an effective approach for improving student learning outcomes and fostering active engagement in the classroom. Inverted learning allows more class time to be allocated to student-centered interactive activities without compromising students' understanding of core concepts, and even yields academic performance comparable to or better than that of traditional instruction.[10] Furthermore, inverted learning has been found to have a significant impact on students' conceptual learning outcomes, particularly when supported by student-directed learning.[11] In the context of speaking skills, the use of inverted learning has proven effective in improving the oral performance of English as a second language learners by providing more opportunities for practice, interaction, and collaborative speaking activities during classroom instruction.[12] The inverted learning approach contributes to higher learning satisfaction and increased

[8] David Paul Ausubel, "Educational Psychology: A Cognitive View.," *Educational Psychology: A Cognitive View*, 1968.
[9] David C D Van Alten et al., "Effects of Fl Ipping the Classroom on Learning Outcomes and Satisfaction : A Meta-Analysis" 28, no. March (2019): 1–18, https://doi.org/10.1016/j.edurev.2019.05.003.
[10] Gregory Mason, "Inverting (Flipping) Classrooms – Advantages and Challenges," 2015.
[11] Hendrikus Midun et al., "Effects of Inverted Classroom and Learning on Conceptual Learning" 8, no. 2 (2020): 181–201.
[12] رندا محمد صفي الدين, "Using Inverted Instruction for Enhancing the Oral Performance of EFL Pre-Service Teachers," 2019, https://doi.org/10.21608/JFEB.2019.100920.

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student self-confidence compared to conventional classroom methods.[13] These findings indicate that inverted learning is not only effective in improving learning outcomes but also holds strong potential for developing students' speaking performance.

In line with the effectiveness of inverted learning, the use of technology such as ELSA Speak can support the development of students' speaking skills. The implementation of the ELSA Speak app has had a transformative impact on students' pronunciation skills, resulting in significant improvements.[14] These findings are supported by Hasbi & Nursaputri, who observed a clear increase in students' speaking scores from pre-test to post-test after using ELSA Speak, as the app provides immediate feedback, audio models, and recording features that help students practice and correct their pronunciation independently.[15] On a personal level, the researcher chose ELSA Speak for this study based on the researcher's own experience of using the application. The researcher found ELSA Speak easy to access, free to download, and simple to operate independently without requiring guidance from an instructor, which made it realistic for students to practice with at home. Therefore, ELSA Speak was selected for this study because it can improve

[13] Debapriya Ghosh, "Impact of Inverted Classroom Approach on Academic Achievement and Learning Satisfaction of Secondary School Learners" 9, no. 1 (2021): 3449–55.
[14] Siti Rahmahyana and Munawir Elsa, Nurhamdah, "Elsa Speak Appli Cation To Improve The Students ' Pronunciation At Member Of Libam (Lintasan Imajinasi Bahasa Mahasiswa) Aplikasi Elsa Speak Untuk Meningkatkan Pronunciasi Siswa Pada Anggota LIBAM (Lintasan Imajinasi Bahasa Mahasiswa)" (2024).
[15] Muhamad Hasbi and Eka Nursaputri, "Using ELSA Speak Application as A Medium to Improve English" 7, no. 1 (2024): 91–102.

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students' speaking skills and allow them to practice independently, which aligns with the concept of inverted learning.

Although previous research on inverted learning and the use of ELSA Speak has shown positive results, there are still gaps that need to be addressed. Most studies have examined inverted learning and ELSA Speak separately, demonstrating the effectiveness of both in improving students' learning outcomes and speaking skills. However, there remains a limited number of studies that combine inverted learning with ELSA Speak within a single instructional approach. Specifically, studies examining how the two can be integrated to improve students' speaking performance are still rare. Therefore, it can be said that there is a lack of experimental research specifically exploring the impact of inverted learning supported by ELSA Speak. Based on this gap, this study aims to examine the impact of inverted learning with ELSA Speak on students' speaking performance.

B. Research Questions

Based on the previous background, the researcher formulated the research question as follow:

1. How is students' speaking performance before the implementation of inverted learning integrated with ELSA Speak at MAN 2 Parepare?
2. How is students' speaking performance after the implementation of inverted learning integrated with ELSA Speak at MAN 2 Parepare?

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3. Is there a significant improvement in students' speaking performance after the implementation of inverted learning integrated with ELSA Speak at MAN 2 Parepare?

C. Objective of the Research

Based on the research question, the objectives of this research is formulated;

1. To describe students' speaking performance before the implementation of inverted learning integrated with ELSA Speak.
2. To describe students' speaking performance after the implementation of inverted learning integrated with ELSA Speak.
3. To examine whether there is a significant improvement in students' speaking performance after the treatment.

D. Significances of the Research

The significance of the research is hopefully give contribution for:

1. Theoretical Significance

   This research is expected to contribute to the development of theories related to the Inverted Learning model, particularly regarding its integration with technology-based media specifically the ELSA Speak app as an effort to enhance students' speaking skills. Additionally, this research supports constructivist learning theory by emphasizing students' active engagement through self-directed learning activities and in-class instruction.

2. Practical Significance

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a. For the Teacher

This research s expected to serve as an alternative teaching strategy for educators through the implementation of the Inverted Learning model supported by the ELSA Speak app in speaking skill instruction..

b. For the Students

This research is expected to help students improve their speaking skills through self-directed practice and in-class interactions using the ELSA Speak app.

c. For the School

This research is expected to serve as a reference for schools in developing innovative, technology-based teaching methods to improve students' English language learning outcomes..

d. For the Researcher

This research is expected to broaden the researcher's knowledge and experience in implementing the Inverted Learning model and utilizing the ELSA Speak app in the context of speaking instruction.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted studies related to the inverted learning and the use of the ELSA Speak app in English language learning. The findings of these studies are outlined below.

The first study was conducted by Midun et al. titled "Effects of Inverted Classroom and Self-Regulated Learning on Conceptual Learning." This study aimed to examine the influence of the inverted classroom model combined with self-regulated learning (SRL) on students' conceptual understanding. The research design used was a quantitative experiment grounded in constructivist learning theory. The results showed that both the inverted classroom model and SRL significantly influenced students' academic achievement, although SRL demonstrated a more dominant effect. However, no interaction effect was found between the two variables. The similarity between this study and the current research lies in the use of the inverted learning approach, while the difference lies in the focus of the study, where the current research emphasizes conceptual understanding, whereas this study focuses on students' speaking skills.[16]

The second research from Randa Al-Deen and tittle "Using Inverted Instruction for Enhancing the Oral Performance of EFL Pre-service Teachers." This experimental study aimed to improve the oral skills of EFL pre-service teachers through the

[16] Midun et al., "Effects of Inverted Classroom and Learning on Conceptual Learning."

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implementation of flipped learning. The study employed a constructivist framework with an emphasis on a student-centered learning approach. The results indicated that flipped instruction effectively improved students' speaking skills, fostered learning autonomy, and strengthened engagement through collaborative speaking activities. Additionally, students demonstrated a positive attitude toward the implemented method. The similarity between that study and this one lies in the focus on developing speaking skills using the inverted learning model, the difference lies in the research subjects, namely that the former study involved prospective teachers, whereas this study involves high school students.[17]

The third research from Ghosh entitled "Impact of Inverted Classroom Approach on Academic Achievement and Learning Satisfaction of Secondary School Learners." This research used a quasi-experimental design to compare students taught using the inverted classroom approach and those taught conventionally. The results showed that students in the experimental group had significantly higher learning satisfaction and academic achievement than those in the control group. This indicates that the inverted classroom approach can enhance both cognitive and affective learning outcomes. The similarity with the present study is the use of inverted learning, while the difference lies in the research focus, as this study emphasizes

[17] الدين, "Using Inverted Instruction for Enhancing the Oral Performance of EFL Pre-Service Teachers."

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general academic achievement and satisfaction, whereas the present study focuses specifically on speaking ability.[18]

The fourth research was conducted by Putri, Rohimajaya, and Munawaroh which tittle "The Effect of ELSA Speak Application Towards Students' Speaking Skill." This study aimed to determine the effectiveness of the ELSA Speak application in improving students' speaking skills. The research used a quantitative experimental method with pre-test and post-test design. The findings showed a significant improvement in students' speaking scores after using the application, indicating that ELSA Speak is effective in enhancing pronunciation, fluency, and vocabulary mastery. The similarity with the present study is the use of ELSA Speak as a learning tool, while the difference lies in the educational level, as this study involved junior high school students, whereas the present study focuses on a different level and context.[19]

The fifth research was conducted by Zakiah and Gumelar which tittle "The Effect of ELSA Speak Application on Students' Pronunciation Mastery." This study employed a quantitative experimental design using pre-test and post-test data analyzed through t-test. The findings revealed a significant effect of the ELSA Speak application on students' pronunciation mastery, as indicated by the statistical result (sig < 0.05). The study concluded that ELSA Speak effectively improves students'

[18] Ghosh, "Impact of Inverted Classroom Approach on Academic Achievement and Learning Satisfaction of Secondary School Learners."
[19] Anes Indriali Putri, Nur Azmi Rohimajaya, and Tatu Munawaroh, "The Effect of ELSA Speak Application Towards Students' Speaking Skill at the Eighth Grade of SMPN 4 Cijaku Lebak-Banten in the Academic Year 2023/2024" 1, no. 2 (2024): 41–47.

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pronunciation and increases their engagement in learning English. The similarity with the present study is the focus on pronunciation improvement using ELSA Speak, while the difference lies in the specific variables measured, as this study emphasizes pronunciation mastery, whereas the present study integrates speaking performance within a broader instructional approach.[20]

The difference between this research and the previous studies lies in the research design and focus. This study uses a quantitative method with a pre-experimental approach, applying a pre-test and post-test design to measure students' speaking improvement. While previous studies mostly examined inverted learning or ELSA Speak separately, this research focuses on how the strategy is applied specifically to improve students' speaking skills in a more controlled setting. In addition, this study involves students from different classes in a supervised environment, so the treatment can be monitored more clearly. Therefore, it is expected that the results of this research can provide a more specific contribution compared to the previous studies.

B. Some Pertinent Ideas

1. Concept of Inverted Learning

a. Inverted Instruction Model (IIM)

The concept of the inverted classroom, pioneered by Lage, Platt, and Treglia, is based on the belief that the learning process becomes more

[20] Zakiah and Gumelar, "The Effect of English Language Speech Assistant (ELSA) Speak Application o n Students ' Pronunciation Mastery at The Tenth Grade of SMAN 15 Pandeglang in Academic Year 2022 / 2023."

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meaningful for students when it is not limited to the classroom environment alone, but also takes place outside the classroom.[21] In 2007, two science teachers named Bergmann and Sams began using instructional videos and found that students' enthusiasm and motivation to learn increased significantly after watching them. The two subsequently published a book titled "Flip Your Classroom: Reach Every Student in Every Class Every Day," which serves as a guide for educators in implementing the flipped classroom model as an alternative to conventional lecture methods.[22]

The flipped classroom is a form of blended learning that gives students the freedom to determine their own time, place, path, and pace of learning, while simultaneously encouraging their active engagement in the learning process.[23] This reinforces the view that learning activities should not be limited by the physical boundaries of the classroom. Lage, Platt, and Treglia defined this concept by stating that the inverted classroom means that activities typically carried out inside the classroom are now moved outside the classroom, and vice versa.[24] Thus, inverted instruction pedagogy (IIP) is a general term for a traditional educational arrangement that has been reversed; is also referred to as "inverted classroom", "flipped classroom", "reverse instruction",

[21] Maureen J. Lage, "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment."
[22] Sams and Washington, "'Flip Your Classroom: Reach Every Student in Every Class Every Day.'"
[23] K.M. Hamdan, N., McKnight, P., McKnight, K. and Arfstrom, "The Flipped Learning Model: A White Paper Based on the Literature Review Titled 'A Review of Flipped Learning'.," 2013, https://flippedlearning.org/wp-content/uploads/2016/07WhitePaper_FlippedLearning.pdf.
[24] Maureen J. Lage, "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment."

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"condensed classroom", "blended learning", "post-lecture classroom", or "24/7 classroom".[25]

In the principle II, an innovative and popular learning model that has recently emerged and is supported by technology, involves making learning materials which are typically delivered in the classroom accessible to students in advance at home. As a result, classroom time can be utilized for students to engage in problem-solving and collaborative learning tasks under the teacher's guidance, thereby enhancing the effectiveness of learning. Classrooms thus become spaces for working on problems and engaging in collaborative learning.[26]

Strayer defines II as "an innovative classroom structure that moves lectures out of the classroom via technology and moves homework and concept practice into the classroom through learning activities" (p. ii).[27] See & Conry state that II supports cognitive development and shifts comprehension and recall which are lower-order skills in Bloom's Taxonomy

[25] Sams and Washington, "'Flip Your Classroom: Reach Every Student in Every Class Every Day.'"; Plasencia, "MOOCs, the Flipped Classroom, and Khan Academy Practices: The Implications of Augmented Learning."

[26] Min Kyu Kim et al., "The Experience of Three Flipped Classrooms in an Urban University: An Exploration of Design Principles.," 2014, https://doi.org/10.1016/j.iheduc.2014.04.003; Maureen J. Lage, "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment".

[27] J. F. Strayer, "How Learning in an Inverted Classroom Influences Cooperation, Innovation and Task Orientation.," n.d., https://psycnet.apa.org/record/2012-23930-003.

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outside the classroom, while filling classroom time with creating, evaluating, analyzing, and applying, which are higher-order thinking skills.[28]

In the inverted classroom model, instruction no longer takes place during class time but is replaced by various relevant collaborative activities and assignments. This model as a modification of the traditional lecture method that utilizes technology to present course material in the form of videos or online learning resources. [29]Students can access learning materials repeatedly as needed, reflect on them independently, and gradually build an understanding of more complex concepts.

b. Advantages of Inverted Instruction Pedagogy

Many experts agree that delivering instructional content through non-traditional channels, such as videos, can save class time that would otherwise be spent on traditional lectures.[30] Thus, valuable class time can be used for productive group work with classmates under the teacher's guidance. Learning materials are presented to students via video so they can study them independently at their own pace and convenience, while class time is used for practice, discussion, and assessment. Students participate actively and constructively in the learning process as they transition into independent learners.

[28] J. See, S., & Conry, "Flip My Class! A Faculty Development Demonstration of a Flipped-Classroom.," 2014, https://www.researchgate.net/publication 262921664.
[29] G. C. Gannod, "'Work in Progress: Using Podcasting in an Inverted Classroom,'" 2007.
[30] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2000).

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Several benefits of the IIP can be seen as tangible evidence of its significant impact on educational progress for both teachers and students. For teachers, they can implement better teaching strategies and build healthy relationships with students when applying the flipped classroom model. Additionally, with the IIP, teachers have more time to monitor student progress, address individual differences, and help resolve the challenges students face. As Dewey states, teachers are not in school to impose certain ideas or instill certain habits in children, but rather to be part of the community that selects the influences that will affect children and helps them respond to those influences appropriately (p. 36).[31] Teachers have ample time to prepare creative assignments, engaging activities, and challenging endeavors that align with their students' intellectual growth.

Bergmann and Sams state that it is a highly beneficial experience for them to spend less time delivering content to students and instead act as learning facilitators in a student-centered environment.[32] Teachers find it easier to tailor lessons to the needs and individual differences of each student, which helps them learn more effectively.

2. Speaking Performance

a. Definition of Speaking

[31] John Dewey, "My Pedagogic Creed" LIV, no. 3 (1897): 77–80.
[32] Sams and Washington, "'Flip Your Classroom: Reach Every Student in Every Class Every Day.'"

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Speaking is defined as the oral production of language that involves the coordinated use of various physiological structures, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. As the second of the four language skills following listening, speaking inherently presupposes the existence of at least one interlocutor. A verbal exchange between two or more individuals is referred to as a dialogue, which may occur either spontaneously in everyday conversation or in a planned and rehearsed form, such as in formal presentations and public speeches.

Speaking can be formal or informal:

1) Informal speaking language is typically used with family and friends, or people you know well.
2) Formal speaking occurs in business or academic situations, or when meeting someone for the first time.[33]

Speaking is perhaps the language skill that language learners most want to master as soon as possible. In the past, speaking was the only language skill that was difficult to master through online practice. However, this is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voices so that others can listen to them.

Speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. Its

[33] R. A. Alonso, "Speaking Is a Second Language. Amsterdam," 2018.

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form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of the conversation. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

b. The Nature of Speaking

Brown argues that speaking constitutes a productive skill that is directly observable. However, such observation is inevitably influenced by the accuracy and effectiveness of the test-taker's listening ability, which may consequently affect the reliability and validity of oral language assessments.

In the classroom setting, speaking involves verbal interaction between teachers and students, or among students themselves, depending on how instructional activities are structured. Unlike writing and reading, which are generally classified as written or receptive skills, speaking is characterized by several distinctive features. In particular, spoken language does not typically conform to complete sentence structures, and speakers tend to employ less precise vocabulary than is found in written discourse.

Brown further states that there are several basic types of speech, as outlined in the following taxonomy:

1) Imitation

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Imitation refers to the most basic form of oral production, in which the learner reproduces a word, phrase, or sentence at the phonetic level, though prosodic, lexical, and grammatical dimensions may also be incorporated as criteria for assessment.

2) Intensive

Intensive speech involves the production of short spoken utterances designed to demonstrate competence within a limited range of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive.

Entails a limited degree of interaction and comprehension, encompassing brief conversational exchanges, standard greetings, casual small talk, and elementary requests or comments. Responses at this level are typically brief yet contextually appropriate.[34]

4) Interactive.

Distinguished from responsive speech by its greater length and complexity, often involving multiple exchanges among several participants. Interaction may be either transactional, aimed at conveying specific information, or interpersonal, directed at maintaining social relationships.

5) Extensive (monologue).

[34] C. A. Hikmet, "'The Effects of English Teaching Methods Course on the English Department of Kabul Education University on Secondary School English Teachers,'" 2009.

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Encompasses formal oral tasks such as speeches, academic presentations, and storytelling, in which the audience has limited or no opportunity to respond verbally.

c. Components of Speaking Skills

According to Vanderkevent, there are three components of speaking:

1) Speakers

Speakers are the people who functions as the agent of oral communication, conveying ideas, opinions, or emotions to recipients through spoken language.

2) Listeners

Listeners are the people who receives and processes the meaning communicated by the speaker.

3) Utterances

A word or sentence through which meaning is articulated. In the absence of utterances, both speakers and listeners would be compelled to rely on non-verbal means of communication.

There are five components of speaking ability: comprehension, grammar, vocabulary, pronunciation, and fluency.

1) The first element is comprehension, which serves as the substantive basis of oral communication by providing the subject matter necessary to initiate and sustain conversational exchanges.

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2) The second element is grammar which is one of the important aspects in English is tenses, but many students have difficulty in using tenses.[35] Grammatical accuracy is an essential dimension of English language competence, particularly with respect to the correct use of tense. The mastery of grammatical rules governs the construction of well-formed sentences in both spoken and written forms of language.
3) The third element is vocabulary, which refers to the selection and use of contextually appropriate lexical items in communication. Insufficient vocabulary significantly restricts a learner's capacity to express ideas coherently, whether in oral or written form. As Harris in 1969 notes, without adequate vocabulary knowledge, effective communication becomes unattainable.
4) The fourth element is pronunciation, which pertains to the learner's ability to articulate words with sufficient clarity to be understood by interlocutors. Pronunciation encompasses both phonemic and suprasegmental features that govern sound organization within a given language, and plays a crucial role in ensuring that spoken messages are accurately interpreted.

[35] Yessicka Noviasmy Ghefira Raudah Umar, Nur Asiza, Zulfah, "Students ' Difficulties in Learning Tenses by Grammar Translation Method at Star English Course Parepare" 1, no. 2 (2025): 10–18.

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5) The fifth element is fluency, defined as the ability to produce spoken language smoothly, accurately, and with communicative coherence. A fluent speaker is able to sustain oral production at a reasonable pace with minimal hesitation while maintaining meaningful connection between ideas and context. Fluency is widely regarded as a primary goal among language learners pursuing oral proficiency. Signs of fluency include a reasonably fast speaking pace and only a few pauses and "ums," or "ums,".[36]

Based on the foregoing discussion, speaking may be understood as the central medium of human communication. Effective speaking instruction requires that educators possess a thorough understanding of the tasks and activities most conducive to the development of students' oral competence. It should also be noted that non-linguistic elements, including body language, facial expressions, gestures, eye contact, and interpersonal distance that contribute significantly to the communication of meaning. Accordingly, speaking skills are closely linked to communicative competence and may be broadly defined as the ability to employ language accurately and purposefully in order to convey meaning to others.

d. Functions of Speaking

Drawing on the framework proposed by Brown and Yule, as cited in Richards, speaking may be classified into three principal functions:

[36] R. A. Alonso, "Speaking Is a Second Language. Amsterdam."

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speaking as interaction, speaking as transaction, and speaking as performance. Each of these functions differs substantially in form and communicative purpose, and therefore requires distinct pedagogical approaches in the language classroom.[37]

Here are some explanations regarding the functions of speaking:

1) Talk as Interaction

Speaking as interaction refers to what is commonly understood as social conversation, describing communicative exchanges that primarily serve an interpersonal function. In such interactions, individuals greet one another, engage in small talk, and share personal experiences as a means of establishing rapport and maintaining a comfortable communicative atmosphere. The emphasis lies less on the content of the message than on the relational dynamics between participants.

Speaking as interaction is characterized by the following features:

a) Has a primary social function
b) Reflects role relationships
c) Reflects the speakers' identities
d) Can be formal or casual
e) Uses conversational conventions
f) Reflects levels of politeness

[37] Jack C Richards, "Teaching Listening and Speaking : From Theory to Practice," n.d., 1–37.

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g) Uses many common words and conversational language

h) Is co-constructed[38]

The skills associated with speaking as interaction include the following:

a) Open-ended and closed-ended conversations

b) Choosing topics

c) Small talk

d) Jokes

e) Sharing personal events and experiences

f) Turn-taking

g) Using proximity cues

It should be noted that mastering speaking as interaction presents considerable difficulty and may not constitute an immediate priority for all language learners.

2) Speaking as a transaction

Speaking as transaction refers to communicative situations in which the primary concern is the accurate and efficient conveyance of information or the completion of a specific task. The principal characteristics of transactional speech are as follows:

[38] M.Hum A.Kaharuddin Bahar, S.IP, "Interactional Speaking a Guide to Enhance Natural Communication Skills in Englsh," 2014, 3–4.

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(a) The The primary focus is directed toward the message rather than toward the participants themselves

(b) Participants employ various communication strategies to ensure that their intended meaning is accurately understood

(c) Clarification requests, repetitions, and comprehension checks occur frequently as mechanisms for ensuring mutual understanding

(d) Negotiation of meaning and occasional digressions may arise in the course of the exchange

(e) Strict grammatical accuracy is not always the primary concern, provided that communicative goals are achieved.

3) Speaking as a Performance

Speaking as performance encompasses formal public discourse delivered before an audience, including classroom presentations, public announcements, and prepared speeches. The defining characteristics of speech as performance are as follows:

(a) Articulating a communicative need or purpose

(b) Presenting and elaborating upon a subject or topic

(c) Seeking clarification when necessary

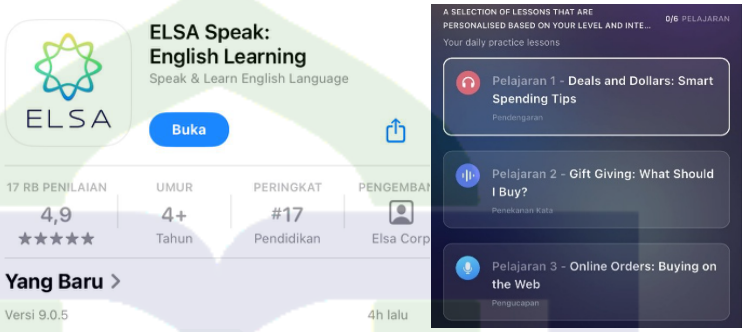
(d) Confirming the accuracy of information conveyed

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(e) Formulating and communicating suggestions or recommendations. [39]

3. ELSA Speak

a. Definition of ELSA Speak



Picture 2.1 *Installation Application*

ELSA is a technology app that helps learners speak English more fluently. The ELSA Speak app is a versatile program equipped with various features.[40] At the global level, ELSA Speak functions as a virtual language learning program utilized by individuals, language institutions, universities, and corporate organizations. For non-native speakers of English, the application formally known as the English Language Speech Assistant or ELSA Speak-Accent Reduction which is serves as a digital tool that supports the improvement of oral language skills.

The application incorporates artificial intelligence (AI) technology, particularly Automatic Speech Recognition (ASR), to evaluate the

[39] Richards, "Teaching Listening and Speaking : From Theory to Practice."
[40] Safira Masekan, Nihta V F Liando, and Olga A Rorintulus, "Speaking Skill, ELSA Application, EFL Students, Junior Level" 3, no. 1 (2024): 32–46.

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accuracy of users' pronunciation. Through this mechanism, learners receive systematic feedback on their spoken English, with the primary objective of enhancing pronunciation quality. Depending on the user's proficiency level, the application addresses various phonological aspects, including initial and final sounds, minimal pairs, schwa sounds, the "that" sound, and consonant clusters.

Samad and Ismail state that ELSA Speak constitutes one of the digital tools supporting the implementation of Education 4.0. ELSA stands for English Language Speech Assistant.[41] The application is available for free download on both the App Store and Google Play Store and is compatible with Android operating systems. It provides a variety of features designed to assist learners in producing words, phrases, and expressions with greater clarity and accuracy, particularly in the context of American English pronunciation. The application is equipped with a microphone function that enables learners to engage in interactive speaking practice.

According to Kusumah, ELSA Speak is a mobile application compatible with both iOS and Android platforms. The program is fundamentally designed as a self-directed learning tool, allowing users to engage in English language learning independently without the guidance

[41] & Aminullah Samad, I. S., "Applying ELSA SpeakSoftwarein the Pronunciation Class," 2019, https://doi.org/https://doi.org/10.33487/edumaspul.v3i1.85.

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of an instructor.[42] The application leverages advanced technology to enhance the overall learning experience of its users.

While the ELSA application is available for free download on Android and iOS platforms, access to its premium features requires a monthly subscription fee. Upon initial use, users are prompted to specify their native language, which subsequently serves as the basis for personalizing the learning experience, a mechanism analogous to that employed in other language learning applications.[43]

b. Advantages using ELSA Speak Application

1) AI Coach That Supports Focus and Motivation

The first advantage of the ELSA Speak application lies in its AI-powered coaching system, which functions in a structured yet attentive manner. The AI Coach continuously monitors the learner's progress and provides timely reminders when the learner deviates from the established learning path. This feature ensures that consistent effort is acknowledged and appropriately reinforced.

2) Real-Time Speech Recognition Feedback

The application is designed to evaluate spoken input and deliver immediate, detailed feedback on both pronunciation accuracy and

[42] C. S. Kusumah, "Pengaruh Media Pembelajaran Berbantuan Aplikasi ELSA Speak Terhadap Kepercayaan Diri Berbicara Inggris.," 2017, http://repository.upi.edu/id/eprint/33467.
[43] Siti Hoeriyah, "The Effectiveness Of Elsa Speak Toward Students ' Pronunciation In The Eleventh Grade Of Smk N 2 Purwokerto Education Department Faculty Of Tarbiya And Teacher Training State Islamic University" (2024).

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fluency. This capability enables learners to promptly identify areas requiring improvement and to develop correct pronunciation patterns more efficiently.

3) Intelligent and Adaptive Learning System

The AI embedded within ELSA Speak continuously evolves by analyzing users' performance and behavioral data. This process allows the system to tailor the daily learning curriculum to the specific needs and progress of each individual learner, thereby transforming conventional language instruction into a more personalized and responsive learning experience.

c. Step of Implementing Elsa Application

1) AI Coach That Supports Focus and Motivation

The ELSA Speak application is accessible across multiple platforms, as it is available on both the Apple App Store and the Google Play Store. The application does not require substantial device storage capacity, making it practical for a wide range of users.

2) Logging In

The application features an intuitive and user-friendly interface. Upon opening the application, users are presented with a brief overview of its functions, accompanied by statistical information reflecting the number of individuals who have benefited from its use.

3) Selecting Language and Learning Preferences

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Users are required to select their preferred language in order to personalize their learning experience. In the event that a user's native language is not listed, the option to select "other" is provided. Additional categories are available to accommodate the diverse needs of different user groups. Users are also required to indicate their current English proficiency level by selecting one of three options: Beginner, Intermediate, or Advanced.

4) Learning and Practicing

To facilitate goal-oriented learning, the application encourages users to establish a daily practice target. Three options are made available: a casual practice duration of ten minutes per day, a moderate commitment of fifteen minutes per day, or an intensive session of twenty minutes per day. Furthermore, users are able to designate a specific time slot that aligns with their daily schedule, which serves a dual purpose. First, it ensures that practice sessions do not interfere with professional or academic obligations. Second, the scheduling function serves as a reminder mechanism that helps learners maintain consistency and prevents them from discontinuing practice over time, a common challenge faced by language learners whose initial motivation tends to diminish gradually..

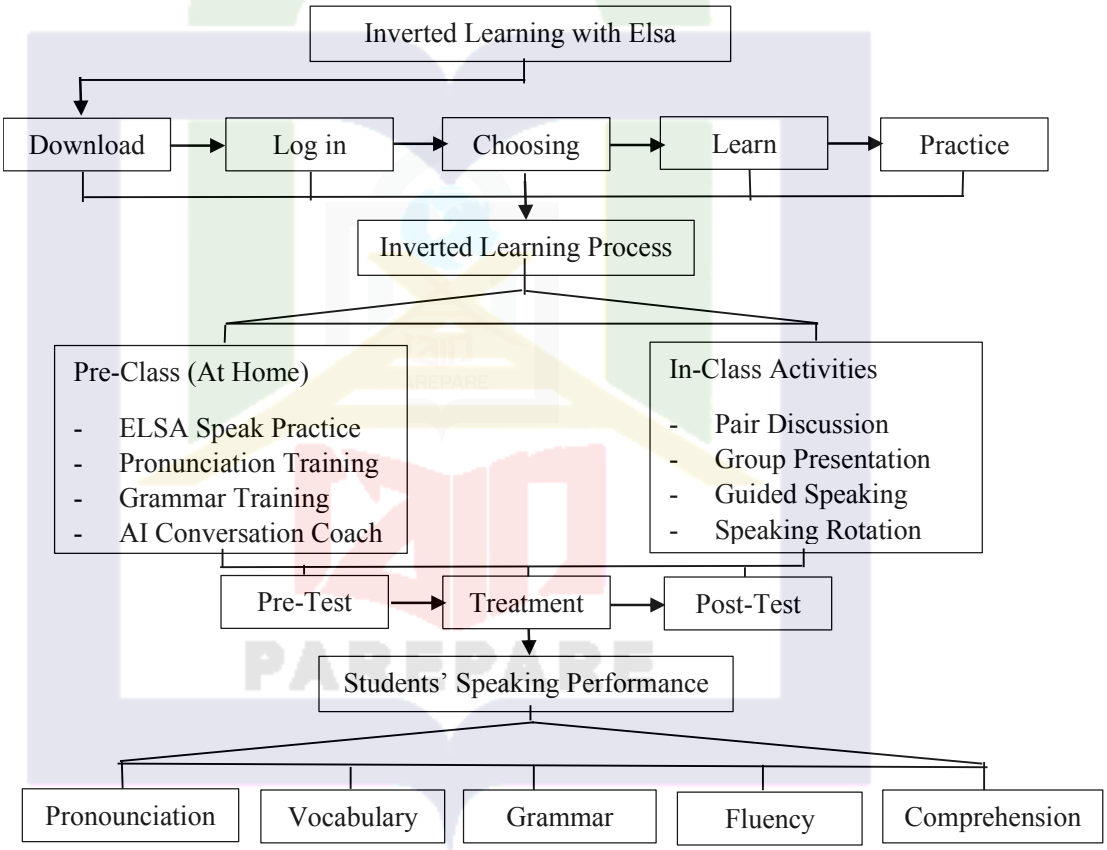
5) Practicing with the Couch Feature

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Once you've filled in your personal information, you can start learning from the comfort of your couch,[44] which guides learners through structured and progressive speaking practice from the outset.

C. Conceptual Framework

The framework illustrates the relationship between variables in the form of a model, concept, or diagram to simplify understanding.



Picture 2.2 Conceptual Framework

[44] M. Rahman, S. R., Nurhamdah, N., & Munawir, "Elsa Speak Application to Improve the Students" Pronunciations at Member of LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare" (2024).

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D. Hypotheses

Hypotheses The researcher formulated the hypothesis as follow :

H_0 : There is no significant difference in students' speaking performance before and after the implementation of inverted learning integrated with Elsa Speak.

H_1 : There is a significant difference in students' speaking performance before and after the implementation of inverted learning integrated with Elsa Speak.

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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This study used an experimental design with a one-group pre-test and post-test design through a quantitative approach. Experimental research is a type of scientific investigation in which the researcher manipulates an independent variable and observes its effect on the dependent variable, while attempting to control other related variables.[45]

Experimental research can be carried out in various settings such as laboratories, classrooms, or real-life situations. In this study, the experiment was conducted in the classroom context by involving students as the research participants. Generally, experimental research involves two groups, namely an experimental group and a control group. However, it is also possible to conduct an experiment using only one group.

In this research, the one-group pre-test and post-test design was applied. The observation was conducted twice: before and after the treatment. The first observation is called the pre-test, which aims to measure students' initial speaking performance.[46] The second observation is called the post-test, which aims to measure students' speaking performance after the treatment.

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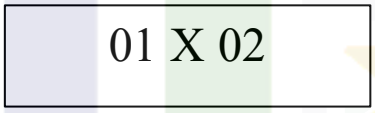
[45] Agnès Festré Ballatore, Lise Arena, "The Use of Experimental Methods by IS Scholars: An Illustrated Typology," 2020, https://shs.hal.science/halshs-03036837v1.

[46] NJ: Prentice Hall. Englewood Cliffs, *Experiential Learning : Experience as the Source of Learning and Development*, 2006.

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This study was classified as a pre-experimental design because there was limited control over external variables. In addition, this research did not involve random assignment of subjects into different groups, and there was no control group used for comparison. Therefore, the researcher only used one group and compared the results of the pre-test and post-test to determine the effect of the treatment. This design was considered appropriate for this study because it aimed to find out whether inverted learning integrated with ELSA Speak could improve students' speaking performance at MAN 2 Parepare.

The formula is presented as follows:



Where:

O1: Pre-test

X : Treatment

O2: Post-test

B. Location and Duration of the Research

This research was conducted at MAN 2 Parepare. This location was chosen because it was relevant to the researcher's study and provided access to students who were suitable for the research topic, especially in learning English speaking.

The research was carried out over several weeks. It consisted of six meetings, including one meeting for the pre-test, four meetings for the treatment, and one meeting for the post-test. The duration was considered sufficient to observe the

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students' improvement in speaking performance after applying inverted learning with ELSA Speak research will be conducted at MAN 2 Parepare.

C. Population and Sample

1. Population

The population refers to all individuals or objects in a group that will be selected as a sample for conducting a research experiment. The population of this research is all students who live in the dormitory of MAN 2 Parepare. The population was chosen because the students are in the same learning environment and actively participate in English learning activities, especially speaking practice, which is relevant to the focus of this research. The total population consists of 55 students divided into three dormitory groups.

Table 3.1 The Population of Dormitory Students at MAN 2 Parepare

No	Dormitory	Number of Students
1	Asrama Putri 1	21 Students
2	Asrama Putri 2	23 Students
3	Asrama Putri 3	11 Students
The Total of Students		55 Students

2. Sample

In this research, the researcher used a random sampling technique. Random sampling is a sampling technique in which every member of the population has the same opportunity to be selected as the sample. Therefore, this technique was

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considered suitable because it allowed the researcher to obtain representative data from students living in the dormitory.

The sample of this research consisted of 20 students selected from the total population. The researcher chose 10 students from Asrama Puri 2 and 10 students from Asrama Putri 3. The sample was selected based on the students' willingness and commitment to participate in the research process, because some other students were actively involved in many extracurricular activities.

The criteria for selecting the sample were: (1) students who lived in the dormitory, (2) students who were willing to participate in the research, and (3) students who were available during the research process.

D. Operational Definition of Variable

There are two variables in this research:

1. The independent variable is Inverted Learning with Elsa Speak.

   Inverted learning with ELSA Speak means students learned speaking materials first by themselves using the ELSA Speak application before coming to class. After that, in the classroom, they practiced speaking, discussed, and got feedback from the teacher. This variable is seen from how students use the application, complete the tasks, and participate in class activities. The researcher used observation to make sure the learning process ran well.

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2. The dependent variable is Students' Speaking Performance

Students' speaking performance refers to the students' ability to speak in English. It is measured through speaking tests (pre-test and post-test). The assessment includes pronunciation, fluency, vocabulary, grammar, and understanding. The scores from these aspects show whether the students' speaking improved or not.

E. Instrument of Research

The instrument used in this research was a speaking test. The test was conducted in two stages, namely pre-test and post-test. Both tests were in the form of oral tests, where students were asked to speak based on certain topics provided by the researcher.

Students' speaking performances were recorded and then assessed using a scoring rubric. The assessment covered five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was scored on a scale of 1 to 5, with a total maximum score of 25.

The scores obtained from the test were used as quantitative data to measure the students' speaking performance before and after the treatment. This instrument was chosen because it directly measures the students' speaking ability and is suitable for the objective of the research.

F. Technique of Collecting Data

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In this research, the data were collected by using a speaking test as the main instrument. The test was used to measure students' speaking performance before and after the treatment. In collecting the data, two kinds of tests were administered, namely pre-test and post-test.

The procedures of collecting data are described as follows:

1. **Pre-test**

The first meeting served as the starting point of the research. Before any treatment took place, the researcher came to the classroom to introduce herself, explaining her university background and the reason she was conducting the study. She also laid out the overall plan for the students: six meetings in total, made up of one pre-test session, four treatment sessions, and a final post-test.

To get things started, students were asked to download the ELSA Speak application and join a class WhatsApp group that had been set up specifically for this study. This group would later be used to send reminders the night before each treatment session. For the pre-test itself, the researcher wrote five topic options on the whiteboard:

1) Friends
2) Family
3) Favorite subjects
4) Weekend plans

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5) Outdoor activities

Each student picked one topic they felt comfortable with and delivered a short speaking performance, which the researcher recorded on the spot. This recording became the baseline data for measuring speaking improvement.

Before wrapping up, the researcher explained how the flipped learning approach would work throughout the study. The night before each treatment session, students were expected to do independent practice at home using ELSA Speak. They could explore any of the available features freely including the AI Conversation Coach, Pronunciation Training (which covers listening discrimination, word stress, pronunciation drills, and conversation exercises), and Grammar Training. No specific feature was required; students were encouraged to use whichever felt most helpful to them.

Treatment

The Once the pre-test was done, the researcher carried out four treatment sessions across the following meetings. Since this study used a flipped learning model, students were expected to do their self-study at home using ELSA Speak before coming to class. Classroom time, therefore, was not used for direct instruction, instead it was dedicated entirely to interactive speaking activities. None of the four treatment sessions were assessed or graded; they were simply opportunities for students to practice and grow.

a. Second Meeting (Topic Favorite Subjects)

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1) The night before this session, the researcher sent a reminder through the WhatsApp group encouraging students to practice using ELSA Speak with any feature they liked.
2) In the classroom, the 20 students were divided into four groups of five. The topic for this session was favorite subjects. Within each group, every student was responsible for constructing one sentence related to the topic, drawing from the vocabulary and expressions they had practiced at home. Groups had 15 minutes to work on this.
3) After each member had their sentence ready, the group combined all five sentences into a single, connected paragraph. The group leader wrote it down. Once all groups had finished, the researcher called on one person from each group to stand up and read the paragraph aloud.
4) After each group presented, the researcher gave feedback. Any words that were mispronounced during the reading were noted on the whiteboard, and the class practiced saying them correctly together. Students were also instructed to pick out four new vocabulary words they had encountered while listening to the other groups, write them on the board, and review them as a class.

b. Third Meeting (Topic Outdoor Activities)

1) As before, a WhatsApp reminder was sent the night before to prompt students to do their ELSA Speak practice.

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2) This session took a different form. Students were grouped into threes and participated in a conversational sharing activity. The researcher gave the following instruction:

   "Tell your partner about your outdoor activities."

3) Each student took a turn speaking about their outdoor experiences while the others in the group listened and were free to react or comment on what was shared. The speaking portion lasted 15 minutes in total.

4) As students talked, the researcher moved around the room listening in on the conversations. Whenever she noticed a mispronunciation, she quietly noted it on the whiteboard. She also wove in brief grammar explanations as they came up naturally like mainly around the simple present and present continuous tenses. At the end of the session, the noted words were reviewed and pronounced correctly by the whole class.

c. Fourth Meeting (Topic Weekend Plans)

1) Treatment 3 used a rotation format. Students were paired into groups of two and spoke with their partner about weekend plans for 10 minutes. When time was up, they rotated like moving to sit beside the next student and had a fresh conversation on the same topic. This continued through several rotations, giving each student the chance to interact with multiple different partners.

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2) The researcher's feedback during this session centered specifically on fluency. She gave students practical guidance on how to reduce unnecessary pauses and keep their speech flowing more naturally. Students were also asked to contribute to a shared vocabulary wall: each person wrote two new words they had picked up from a partner onto the whiteboard, which the class then reviewed together.

d. Fifth Meeting (Topic Discussing Your Dream)

1) This final treatment session followed a format similar to Treatment 1. Students were again arranged into four groups of five. The topic was discussing your dream, and each student composed one sentence based on what they had worked on during their ELSA Speak practice at home.
2) Groups combined their sentences into a coherent paragraph, written down by the group leader, and one representative from each group read it aloud to the class.
3) Once all groups had finished presenting, the researcher shifted the focus of her feedback toward comprehension, how well each sentence in the paragraph connected to the ones around it, and how to make ideas flow in a way that made sense to the listener. Pronunciation errors observed during the presentations were also addressed: the researcher wrote the relevant words on the

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whiteboard and had the class spell them out and read them aloud together before closing the session.

2. Post-test (Six meetings)

The sixth and final meeting was the post-test. Its purpose was to measure students' speaking ability after all four treatment sessions had been completed, allowing the researcher to compare the results against the pre-test baseline.

The procedure was the same as the pre-test: students delivered a spoken performance on a chosen topic, which the researcher recorded directly. There was one important condition, however each student was required to choose the same topic they had selected during the pre-test. This ensured that any changes in performance could be meaningfully attributed to the learning process rather than to differences in topic familiarity.

As with the pre-test, students were encouraged to review their chosen topic at home the night before. Their performances were later evaluated across five speaking aspects: pronunciation, fluency, grammar, vocabulary, and comprehension.

G. Technique of Data Analysis

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Data analysis techniques directed to answer the problem formulation have been determined. Because the data were quantitative, the researcher analyzed the data using statistical methods that were available.[47]

1. Descriptive Analysis

A method that gives an overview of the object being studied through collected data or samples cannot exist without analysis and conclusions. This analysis focused on mean, standard deviation, and some tests before moving on to inferential analysis.

A formula was used to check how many answers the students got right in the pre-test and the post-test. Data analysis used descriptive statistics, which describe the existing data to get facts from the respondents, making it easier to understand. The analysis using descriptive statistics was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, mean, and standard deviation.

a. Scoring the students' speaking of pre-test and post-test by

Table 3.2 The Measurement Rubrics of Speaking

No	**Aspect**	**Criteria**	**Score**

[47] Prof. Dr. Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D*, 2008.

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1	Pronunciation	Pronunciation is very clear and almost error-free.	5
		There are some pronunciation errors, but they do not interfere with understanding.	4
		There are frequent pronunciation errors that interfere with understanding.	3
		Many pronunciation errors that interfere with communication.	2
		Pronunciation errors are very severe, difficult to understand.	1
2	Grammar	No grammatical errors.	5
		Few grammatical errors, but they do not interfere with understanding.	4
		Quite a few errors, but the meaning is still understandable Many errors that make communication difficult.	3 2
		Grammar is so bad that it is difficult to understand.	1
3	Vocabulary	Use of relevant vocabulary in context, including expressions for giving and responding to opinions (e.g., I think, in my opinion, I agree with you, I don't think so, etc)."	5
		Most vocabulary is appropriate, with some repetition.	4
		Limited vocabulary but sufficient to convey ideas.	3
		Very limited vocabulary, difficulty conveying ideas.	2
		Very limited, often chooses the wrong words and is difficult to understand.	1
4	Fluency	Speaks fluently without disruptive pauses.	5
		There are few pauses, but they do not disrupt the flow of speech.	4
		Frequently pauses or repeats words, but is still understandable.	3
		Many pauses and repetitions, making communication difficult to understand.	2
		Very frequent pauses, repetitions, or loss of words, making communication nearly impossible.	1

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5	Comprehension	The ability to understand the role and respond to the conversation of the other person, and to convey opinions clearly and appropriately to the situation.	5
		Understands well, although takes a while to respond.	4
		Understands fairly well, but sometimes misunderstands the meaning.	3
		Often does not understand, needs re-explanation.	2
		Does not understand, cannot respond appropriately.	1

Note: Maximum score 25

b. Classifying the score students' classification as follow:

Table 3.3 Classifying the score

No	Score	Classification
1	80-100	Excellent
2	60-79	Good
3	50-59	Average
4	0-49	Poor

(Source: Harris (1969))

c. Percentage of students' score using the following formula:

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

P: Percentage

F: Frequency

N: Total Number of Students

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d. To find the average score, this formula is used.

$$M = \frac{\sum X}{N}$$

Where :

M : Mean Score

∑X : The total number of the students score

N : The number of student

e. The standard deviation of students' scores in the pre-test and post-test is calculated using the following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where SS} = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where: S : The standard Deviation

SS : The square root of the sum of square

$\sum x2$: The sum of square

$(\sum x)2$: Total square of the sum

N : Total number of student

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

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f. The formula used to find out the difference between students' score in pre-test and post-test is as follows:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

t : Test of significance

$\bar{x}1$: Mean score of Pre Test

$\bar{x}2$: Mean score of Post Test

$SS1$: Sum square of Pre Test

SS2: Sum square of Post Test

$n1$: Number of students' of Pre Test

$n2$: Number of students' of Post Test

1 : Constant number

2 : Number of class

The t-test is an essential test for comparing two sets of findings that have different sample categories and average result.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on the subjective complaints such as redness, itching, burning, heat, and pain experienced in the previous chapter including data analysis and a discussion of the research. By looking at the data, we came up with some findings that will be explained using the data analysis methods discussed in more detail below.

A. Findings

After conducting the research, the researcher administered two assessments: one before the students were given treatment and another is after the students treatment was completion. Upon examining the post-test results, the researcher was able to address the research questions formulated in the preceding chapter. These questions concerned whether a measurable improvement in students' speaking skills at MAN 2 Kota Parepare could be observed following the application of the Inverted Learning model in conjunction with the ELSA Speak application.

1. Students Speaking Performance before the implementation of Inverted Learning with Elsa Speak

The instrument used to identify students' speaking ability before the treatment was administered is the Pre-test. The Pre-test was conducted to assess students' speaking performance prior to the implementation of Inverted Learning integrated with ELSA Speak at MAN 2 Kota Parepare. The data obtained in this study were processed and analyzed using SPSS statistical software..

a. Pre-Test Score

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The following presents the results of the pre-test speaking score table along with the classification of scores obtained as an indicator of students' initial abilities before receiving any treatment.

Table 4.1 Students' Speaking Score and Classification in Pre-test Activity

No.	NAME	TOTAL POINT	MAX. POINT	SCORE	CLASSIFICATION
1.	NA	16	25	64	Good
2.	NS	16	25	64	Good
3.	M	15	25	60	Good
4.	ZZ	14	25	56	Average
5.	NHJ	18	25	72	Good
6.	IE	14	25	56	Average
7.	AH	20	25	80	Excellent
8.	SB	15	25	60	Good
9.	H	15	25	60	Good
10.	SR	13	25	52	Average
11.	SM	16	25	64	Good
12.	NW	17	25	68	Good
13.	HL	15	25	60	Good
14.	IK	14	25	56	Average
15.	NTA	17	25	68	Good
16.	NZA	16	25	64	Good
17.	AA	15	25	60	Good
18.	F	15	25	60	Good
19.	IS	16	25	64	Good
20.	NRA	16	25	64	Good

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Based on the table above, the speaking scores and corresponding classifications in the Pre-test indicate that the majority of students demonstrated speaking performance that fell within the GOOD category.

Having established the students' speaking scores and classifications in the pre-test, the frequency distribution of score classifications can be examined through the following table:

Table 4.2. The Rate Percentage of the Frequency of the Pre-Test

No.	Classification	Score	Score Frequency of Pre-test	Percentage of pre-test
1.	Excellent	80-100	1	5%
2.	Good	60-79	15	75%
3.	Average	50-59	4	20%
4.	Poor	0-49	0	0%
Total			20	100%

Based on the data analysis presented above, prior to receiving treatment through the Inverted Learning model integrated with ELSA Speak, only 1 student (5%) attained the EXCELLENT category. A total of 15 students (75%) were classified within the GOOD category, while the remaining 4 students (20%) fell into the AVERAGE category.

2. Students Speaking Performance before the implementation of Inverted Learning with Elsa Speak

Following the completion of the treatment, the researcher assessed students' speaking performance in order to obtain comparative data reflecting students' oral language abilities before and after the students were given treatment. As with the pre-test procedure, the total points accumulated by each student were converted into scores, and individual classifications were subsequently determined. The following table presents the conversion of student points into scores along with their respective classifications.

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b. **Post-Test Score**

The results of the data analysis pertaining to students' speaking performance following the implementation of Inverted Learning integrated with ELSA Speak are elaborated as follows:

Table 4.3 Students' Speaking Score and Classification in Post-test Activity

No.	NAME	TOTAL POINT	MAX. POINT	SCORE	CLASSIFICATION
1.	NA	22	25	88	Excellent
2.	NS	20	25	80	Excellent
3.	M	18	25	72	Good
4.	ZZ	21	25	84	Excellent
5.	NHJ	22	25	88	Excellent
6.	IE	20	25	80	Excellent
7.	AH	24	25	96	Excellent
8.	SB	19	25	76	Good
9.	H	19	25	76	Good
10.	SR	17	25	68	Good
11.	SM	24	25	96	Excellent
12.	NW	23	25	92	Excellent
13.	HL	20	25	80	Excellent
14.	IK	18	25	72	Good
15.	NTA	22	25	88	Excellent
16.	NZA	21	25	84	Excellent
17.	AA	22	25	88	Excellent
18.	F	19	25	76	Good
19.	IS	20	25	80	Excellent

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20.	NRA	20	25	80	Excellent

Based on the table above concerning students' speaking scores and classifications in the Post-test, it is evident that following the treatment, a notable improvement in speaking ability was observed, with 14 students (70%) achieving scores within the EXCELLENT category.

Having identified the students' speaking scores and classifications in the post-test, the frequency distribution of score classifications can be examined through the following table:

Table 4.4. The Rate Percentage of the Frequency of the Post-Test

No.	Classification	Score	Score Frequency of Pre-test	Percentage of pre-test
1.	Excellent	80-100	14	70%
2.	Good	60-79	6	30%
3.	Average	50-59	0	0%
4.	Poor	0-49	0	0%
Total			20	100%

Upon the completion of the treatment and the administration of the post-test, the results obtained following the implementation of Inverted Learning integrated with ELSA Speak to enhance speaking performance revealed that 14 students (70%) achieved scores within the EXCELLENT category, while the remaining 6 students (30%) were classified within the GOOD category.

3. Significant improvement in speaking performance at MAN 2 Kota Parepare.

The following presents the findings of the Descriptive Statistical Analysis of the research data. The descriptive statistical test is intended to provide a comprehensive summary of the data by examining key measures, including the mean,

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standard deviation, maximum value, and minimum value. The outcomes of the descriptive statistical analysis are presented in Table 4.5.

Table 4.5. Descriptive Analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimen	20	28,000	52	80	62,60	6,261
Post-Test Experimen	20	28,000	68	96	82,20	7,838
Valid N (listwise)	20					

According to the data presented in the descriptive statistics table above, a comprehensive analysis reveals a notable difference between students' speaking scores before and after the implementation of the Inverted Learning method integrated with ELSA Speak. Specifically, the mean score recorded during the pre-test was 62.60, with a standard deviation of 6.261, a minimum score of 52, and a maximum score of 80. Meanwhile, the mean score obtained in the post-test increased substantially to 82.20, accompanied by a standard deviation of 7.838, a minimum score of 68, and a maximum score of 96. Both the pre-test and post-test involved a total of 20 students as participants. This notable improvement of approximately 19.60 points in the mean score strongly suggests that the application of Inverted Learning combined with ELSA Speak had a meaningful positive impact on students' speaking performance at MAN 2 Parepare. These findings serve as preliminary evidence that the instructional strategy employed in this study contributed to measurable gains in oral language production among the participants.

a. Tests of Normality

Prior to performing inferential statistical analysis, a normality test was conducted to verify that the distribution of the data satisfied the assumptions necessary for parametric statistical procedures. The normality test results are reported using two statistical measures: the Kolmogorov-Smirnov test and the Shapiro-Wilk

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test, both of which were applied to the pre-test and post-test scores of the experimental class.

Table 4.6. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Students' Speaking Score	Pre-Test Experimen	,212	20	,019	,914	20	,077
	Post-Test Experimen	,161	20	,189	,960	20	,553

a. Lilliefors Significance Correction

Source: SPSS 26 Output Data

In the pre-test, the Kolmogorov-Smirnov statistic produced a value of .212 with a significance level (Sig.) of .019, whereas the Shapiro-Wilk statistic yielded a value of .914 with a significance of .077. In the post-test, the Kolmogorov-Smirnov statistic recorded a value of .161 with a significance of .189, and the Shapiro-Wilk statistic obtained a value of .960 with a significance of .553.

Given that the total number of participants in this study consists of only 20 individuals (N = 20), the Shapiro-Wilk test is regarded as more suitable and dependable for use with small sample sizes. On the basis of this test, the significance values for both the pre-test (.077) and the post-test (.553) exceed the threshold of 0.05, indicating that the data from both assessments conform to a normal distribution. This outcome confirms that the normality assumption has been adequately fulfilled, thereby providing justification for the application of a parametric test, specifically the Paired Samples T-Test, in the subsequent phase of statistical analysis.

b. T-Test Independent

The Independent Sample T-Test is a statistical procedure employed to compare the mean values of two distinct and unrelated sample groups. In essence, this test is designed to determine whether a statistically meaningful difference exists between the means of two populations by comparing the respective sample means.

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Table 4.7. T-test Paired sample test

Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pre-Test - Post-Test	-19,60000	5,33509	1,19296	-22,09690	-17,10310	-16,430	19	<,001	<,001

Source: SPSS 26 Output Data

Based on the outcomes of the Paired Samples T-Test, the mean difference between the pre-test and post-test scores was recorded at -19.600, with a standard deviation of 5.335 and a standard error mean of 1.193. The 95% Confidence Interval of the difference extended from -22.097 as the lower bound to -17.103 as the upper bound, indicating that the true mean difference within the population falls within this range with a confidence level of 95%. The negative direction of these values reflects the consistent pattern in which post-test scores surpassed pre-test scores, thereby confirming a genuine and measurable improvement in students' speaking performance.

The t-count value derived from the statistical analysis is -16.430. To evaluate the statistical significance of this result, the t-count was compared against the critical value obtained from the t-distribution table at a confidence level of 95% ($\alpha = 0.05$). With a degree of freedom (df) of 19, calculated by subtracting one from the total number of participants (20 - 1 = 19), the corresponding critical t-value (t-table) is 1.729.

Since the t-count is negative, the comparison follows this directional logic:

a. t-count ≤ t-table means H_0 is rejected, and H_1 is accepted *(*Affected)

b. t-count ≥ t-table means H_0 is accepted, and H_1 is rejected (No affect)

In the present analysis, the t-count value of -16.430 falls considerably below the negative critical value of -1.729, thereby confirming that H_0 is rejected and H_1 is

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accepted. This result demonstrates a statistically significant improvement in students' speaking performance following the implementation of Inverted Learning integrated with ELSA Speak at MAN 2 Parepare.

Furthermore, the significance value (two-sided p-value) reported in the paired sample test table is < .001, which is interpreted as follows:

a. If Sig. ≤ 0.05, which means there is a significant improvement

b. If Sig. ≥ 0.05 which means there is no significant improvement

With a significance value of < .001, which falls substantially below the established threshold of 0.05, the null hypothesis (H_0) is conclusively rejected and the alternative hypothesis (H_1) is accepted. This finding affirms that a statistically significant enhancement in students' speaking performance was achieved following the application of the Inverted Learning model integrated with ELSA Speak in English language instruction at MAN 2 Parepare.

B. Discussion

This section discusses the findings presented in the previous section, focusing on students' speaking performance before and after the treatment, as well as whether the changes observed were statistically meaningful.

1. Students' Speaking Performance before the Implementation of Inverted Learning with ELSA Speak

Before the treatment was carried out, students took a pre-test to measure their initial speaking ability. The assessment followed Harris's (1969) rubric, which covers five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. The results showed that most students 15 out of 20, or around 75% were in the Good category, while 4 students (20%) fell in the Average category, and only 1 student

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(5%) reached the Excellent level. The mean score at this stage was 62.60, with a standard deviation of 6.261, the lowest score being 52 and the highest 80.

When examined more closely across the five rubric components, the two aspects where students performed most poorly were pronunciation and fluency. In pronunciation, many students still produced English sounds inaccurately, and the errors were frequent enough to occasionally interfere with comprehension. In fluency, speech was often broken up by long pauses, repetitions, and self-corrections that disrupted the natural flow of communication. These two aspects consistently pulled down individual scores and appeared to be the primary contributors to the overall moderate performance at this stage.

The difficulty students experienced in both aspects is well-documented in EFL research. Andriani et al. found that psychological barriers such as anxiety and fear of making mistakes are among the most persistent factors limiting EFL students' speaking performance, and that students with limited practice opportunities tend to struggle most in pronunciation and fluency. [48] When students are uncertain about how to pronounce words correctly, they tend to hesitate or avoid speaking altogether, a cycle that limits both their exposure and their development. Without regular, low-stakes practice, fluency rarely improves on its own either.

From a theoretical standpoint, this initial condition reflects what the Inverted Learning model was designed to address. Drawing from constructivist principles, the model repositions classroom time away from passive content delivery toward active, meaningful language use creating the kind of interactive environment where speaking skills can develop more effectively.

[48] Aryawira Pratama Reni Andriani, Mayang Sastra Sumardi, "Factors Affecting Students ' English Speaking Performance in Classroom Participation" 5, no. 2 (2024): 208–12, https://doi.org/10.30596/jppp.v5i2.20470.

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2. Students' Speaking Performance after the Implementation of Inverted Learning with ELSA Speak

After the treatment period, students completed a post-test using the same Harris (1969) rubric. The contrast with the pre-test was fairly clear. As many as 14 students (70%) had moved into the Excellent category, and the remaining 6 students (30%) were in the Good category. Not a single student remained in Average or Poor. The mean post-test score rose to 82.20, with a standard deviation of 7.838, a minimum of 68, and a maximum of 96.

Progress was visible across all five rubric components, though the most notable gains appeared in pronunciation and fluency, the same two aspects where students had struggled most during the pre-test. In terms of pronunciation, students showed noticeably improved accuracy in producing English sounds, with fewer errors that disrupted communication. In fluency, speech became more continuous and considerably less disrupted by hesitations or self-corrections. These improvements are arguably not coincidental, given that ELSA Speak as a core component of the treatment, specifically targets pronunciation and spoken fluency through repeated, self-paced practice and immediate automated feedback.

The improvement in pronunciation is particularly meaningful when considered alongside the challenges identified in the pre-test. Where students had previously struggled with phonological accuracy and the anxiety that comes with it, ELSA Speak provided a low-pressure environment in which they could practice repeatedly without fear of judgment. Karim et al. found that ELSA Speak is a genuinely useful tool for EFL learners, helping them improve not only their pronunciation and intonation but also their overall confidence in speaking.[49] Their respondents reported that the application corrected mispronunciations automatically,

[49] Abdul Karim Et Al., "Promoting Efl Students ' Speaking Performance Through Elsa Speak : An Artificial Intelligence In English Language Learning" 11, no. 4 (2023): 655–68.

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which allowed learners to adjust their spoken output progressively and at their own pace. That finding resonates with what was observed in this study, students who had been using ELSA Speak for out-of-class practice appeared more confident and more accurate in their spoken production during the post-test.

The gains in fluency, meanwhile, can be connected to how the Inverted Learning structure reorganized classroom time. By having students engage with instructional content before class, in-class sessions could be devoted to actual speaking practice rather than passive content delivery. Students arrived at each session having already encountered the material, which meant they were better prepared to participate actively in spoken interactions rather than simply listening and taking notes. This shift in how learning time was used appears to have created more room for the kind of repeated, meaningful language use that supports fluency development. Li, Lund, and Nordsteien emphasized in their scoping review that flipped or inverted learning reaches its full potential when it is deliberately connected to active learning principles and the fluency gains observed here suggest that this connection, when made explicit through structured in-class speaking tasks, can yield tangible results.[50]

3. Significant Improvements in Students' Speaking Performance at MAN 2 Kota Parepare

To examine whether there was a significant improvement in students' speaking performance after the treatment, three stages of analysis were conducted: descriptive statistics, a normality test, and a Paired Samples T-Test. The Paired Samples T-Test was chosen because this study used a one-group pre-test post-test

[50] Rita Li, Andreas Lund, and Anita Nordsteien, "The Link between Flipped and Active Learning : A Scoping Review," *Teaching in Higher Education* 0, no. 0 (2021): 1–35, https://doi.org/10.1080/13562517.2021.1943655.

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design, where the same group of students was measured at two different points in time.

The descriptive statistics showed a mean difference of approximately 19.60 points between the pre-test (M = 62.60) and the post-test (M = 82.20). Prior to the T-Test, a Shapiro-Wilk normality test confirmed that both datasets were normally distributed ($p = .077$ and $p = .553$ respectively), justifying the use of parametric analysis. The Paired Samples T-Test produced a t-value of -16.430, compared against the critical value of 1.729 at df = 19 and $\alpha = 0.05$. With a significance value of $p < .001$, the null hypothesis was rejected and the alternative hypothesis accepted confirming that the improvement was statistically significant.

The improvement was most evident in pronunciation and fluency, the two aspects that had been weakest in the pre-test. This is consistent with what Andriani et al. found that psychological barriers such as anxiety and fear of making mistakes are among the most persistent obstacles to EFL speaking performance, and that students with limited practice opportunities tend to struggle most with these two aspects.[51] The structured pre-class practice through ELSA Speak appears to have directly addressed these barriers, giving students repeated exposure and automated feedback before they were asked to perform in class.

Li, Lund, and Nordsteien argued that flipped learning reaches its full potential when tied to active learning principles.[52] The results here support that view, when students came to class already prepared through independent ELSA Speak practice, their in-class participation was more confident and their spoken output more accurate. Karim et al. similarly found that ELSA Speak fostered greater communicative

[51] Reni Andriani, Mayang Sastra Sumardi, "Factors Affecting Students ' English Speaking Performance in Classroom Participation."
[52] Li, Lund, and Nordsteien, "The Link between Flipped and Active Learning : A Scoping Review."

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confidence among EFL learners, which aligns with the pattern of improvement documented in this study.[53]

Taken together, the findings confirm that the integration of Inverted Learning with ELSA Speak is an effective instructional approach for improving EFL speaking performance, with statistically significant and practically meaningful results across all five rubric components.

[53] Karim et al., "Promoting Efl Students ' Speaking Performance Through Elsa Speak : An Artificial Intelligence In English Language Learning."

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CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis and discussion presented in the previous chapters, the researcher draws the following conclusions:

1. Students' speaking performance before the implementation of Inverted Learning with ELSA Speak at MAN 2 Kota Parepare showed that the majority of students had not yet reached an optimal level of oral English proficiency. Out of 20 students, 15 (75%) were in the Good category, 4 students (20%) were in the Average category, and only 1 student (5%) reached the Excellent level, with a mean pre-test score of 62.60. When examined across the five components of Harris's (1969) speaking rubric, the weakest aspects were pronunciation and fluency. Students frequently produced inaccurate English sounds and spoke with noticeable hesitations and pauses that disrupted communication. These difficulties reflect patterns commonly found in EFL secondary school contexts, where limited speaking practice and psychological barriers such as anxiety and fear of making mistakes tend to hold students back from developing oral proficiency more fully.

2. Students' speaking performance after the implementation of Inverted Learning with ELSA Speak showed a marked improvement. Of the 20 students, 14 (70%) reached the Excellent category and the remaining 6 (30%) were in the Good category, with a mean post-test score of 82.20. Improvement was visible across all five rubric components, with the most notable gains in pronunciation and fluency which is the two aspects that had been weakest prior to the intervention. The use of ELSA Speak provided students with

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repeated, self-paced pronunciation practice and immediate automated feedback outside the classroom, while the Inverted Learning structure ensured that in-class time was used for active, guided speaking tasks rather than passive content delivery. Together, these two elements addressed the specific speaking difficulties students had demonstrated at the pre-test stage.

3. There was a significant improvement in students' speaking performance following the implementation of Inverted Learning with ELSA Speak. The Paired Samples T-Test yielded a t-value of -16.430, which exceeded the critical value of 1.729 at df = 19 and $\alpha = 0.05$. The significance value of $p < .001$ is far below the .05 threshold, confirming that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that the implementation of Inverted Learning integrated with ELSA Speak produced a statistically significant improvement in students' speaking performance at MAN 2 Kota Parepare. The mean score increased by approximately 19.60 points from pre-test to post-test, and this improvement was consistent across all components of the speaking rubric assessed in this study.

B. Suggestion

Based on the findings of this study, the researcher would like to offer a few suggestions:

1. For English Teachers

The results of this study suggest that the Inverted Learning model integrated with ELSA Speak can serve as an effective alternative to conventional speaking instruction. Teachers are encouraged to consider adopting this approach, particularly in contexts where students struggle with pronunciation and fluency. Restructuring class time so that content delivery happens before the session and using in-class meetings for active speaking practice can give students more

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meaningful and repeated opportunities to develop their oral skills. Teachers are also encouraged to explore AI-based language applications like ELSA Speak as supplementary tools, especially for aspects of speaking that are difficult to address individually within the constraints of a full classroom.

2. For Students

Students who have experienced the benefits of using ELSA Speak during this study are encouraged to continue using the application independently beyond the classroom. Consistent, self-directed practice even in short daily sessions can help maintain and further develop the pronunciation and fluency gains made during the treatment period. More broadly, students are encouraged to approach speaking practice as an ongoing habit rather than a task tied only to classroom assignments. The more frequently students engage with spoken English in low-pressure, self-paced environments, the more naturally their confidence and accuracy tend to develop over time.

3. For the School

The findings of this study may serve as a useful reference for the school in considering the integration of technology-based instructional models into English language teaching. Providing access to digital learning tools and supporting teachers in adopting innovative pedagogical approaches such as Inverted Learning that can contribute to improved learning outcomes, particularly in skills like speaking that require sustained practice and active engagement. Schools are also encouraged to foster a learning environment that supports student confidence in using English, as psychological readiness is closely linked to speaking performance.

4. For Future Researchers

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This study only involved one class with a one-group pre-test post-test design, so the findings are limited in scope. Future researchers are encouraged to use a control group for comparison, involve a larger number of participants, or extend the study to other language skills. It would also be interesting to look more closely at students' experiences using ELSA Speak through interviews or questionnaires, since the qualitative side of this kind of intervention still has a lot of room to explore.

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APPENDICES

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APPENDIX 1: Virtue of Consultant Degree

DEKAN FAKULTAS TARBIYAH
NOMOR : B-3439/In.39/FTAR.01/PP.00.9/10/2025

TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang
a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP-DIPA-025.04.2.307381/2024, tanggal 29 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2025
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2025, tanggal 21 Januari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025
b. Menunjuk saudara: **NUR ASIZA, M.PD**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :

Nama Mahasiswa	: INTAN SAKYNAHYUNUS
NIM	: 2220203888203010
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: THE EFFECT OF THE FLIPPED CLASSROOM MODEL BY INTEGRATING DIGITAL PLATFORM ON EFL STUDENTS' OF IAIN PAREPARE TO INCREASE SPEAKING PERFOMANCE

c. Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 20 Oktober 2025
Dekan.

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

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APPENDIX 2: Researcher Permit Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1012/In.39/FTAR.01/PP.00.9/04/2026 — 20 April 2026
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: INTAN SAKYNAHYUNUS
Tempat/Tgl. Lahir	: PEKKABATA, 26 Juli 2004
NIM	: 2220203888203010
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL.POROS PINRANG LAMPA BARAT KAB. PINRANG PROV. SULAWESI SELATAN

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

THE EFFECT OF INVERTED LEARNING WITH ELSA SPEAK ON STUDENTS' SPEAKING PERFORMANCE AT MAN 2 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 20 April 2026 sampai dengan tanggal 20 Mei 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDIX 3: Permission Research

SRN IP0000327

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

IZIN PENELITIAN

Nomor : 327/IP/DPM-PTSP/4/2026

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA : **INTAN SAKYNAH YUNUS**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN AGAMA ISLAM**
ALAMAT : **JL. POROS PINRANG LAMPA BARAT, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN : **THE EFFECT OF INVERTED LEARNING WITH ELSA SPEAK ON STUDENTS' SPEAKING PERFORMANCE AT MAN 2 PAREPARE**
LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 2 PAREPARE)**
LAMA PENELITIAN : **22 April 2026 s.d 20 Mei 2026**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Iizn ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **24 April 2026**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

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APPENDIX 4. Letter of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE
Jalan Jenderal Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor :0967/Ma.21.16.0002/PP.00.6/06/2026

Yang bertanda tangan di bawah ini :

Nama	: **Hj.Darna Daming,S.Ag.,M.Pd.**
NIP.	: 197303231999032002
Pangkat, Golongan	: Pembina Utama Madya, IV/c
Jabatan	: Kepala MAN 2 Kota Parepare

Menerangkan bahwa :

Nama	: **INTAN SAKYNAH YUNUS**
Tempat/Tgl.Lahir	: Pekkabata, 26 Juli 2004
Pekerjaan	: Mahasiswa IAIN Parepare
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 2220203888203010
Alamat	: Jl.Poros Pinrang Lampa Barat, Kab.Pinrang

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 22 April 2026 s.d 20 Mei 2026 dengan judul," **THE EFFECT OF INVERTED LEARNING WITH ELSA SPEAK ON STUDENTS SPEAKING PERFORMANCE AT MAN 2 PAREPARE" .**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 02 Juni 2026

Kepala Madrasah Aliyah Negeri 2
Kota Parepare

Hj. Darna Daming

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APPENDIX 5: Students Score in Pre-test Activity

No	Name	Students' Point					Total	Score
		Pronounciation	Grammar	Vocabulary	Fluency	Comprehension		
1.	NA	4	3	3	2	4	16/25x100=	64
2.	NS	4	3	3	2	4	16/25x100=	64
3.	M	4	3	3	2	3	15/25x100=	60
4.	ZZ	4	3	2	2	3	14/25x100=	56
5.	NHJ	4	3	4	3	4	18/25x100=	72
6.	IE	2	2	3	3	4	14/25x100=	56
7.	AH	4	4	4	3	5	20/25x100=	80
8.	SB	4	3	3	2	3	15/25x100=	60
9.	H	3	3	3	2	3	15/25x100=	60
10.	SR	2	3	3	2	3	13/25x100=	52
11.	SM	3	3	3	3	4	16/25x100=	64
12.	NW	4	3	3	3	4	17/25x100=	68
13.	HL	3	3	3	2	4	15/25x100=	60
14.	IK	3	3	2	3	3	14/25x100=	56
15.	NTA	3	3	4	3	4	17/25x100=	68
16.	NZA	4	3	3	2	4	16/25x100=	64
17.	AA	3	3	3	2	4	15/25x100=	60

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18.	F	3	3	3	2	4	15/25x100=	60
19.	IS	4	3	3	2	4	16/25x100=	64
20.	NRA	4	3	3	2	4	16/25x100=	64

APPENDIX 6: Students Score in Post-test Activity

No	Name	Students' Point					Total	Score
		Pronounciation	Grammar	Vocabulary	Fluency	Comprehension		
1.	NA	4	4	5	4	5	22/25x100=	88
2.	NS	4	3	4	4	5	20/25x100=	80
3.	M	3	3	4	4	4	18/25x100=	72
4.	ZZ	4	3	5	4	5	21/25x100=	84
5.	NHJ	4	3	5	5	5	22/25x100=	88
6.	IE	3	3	4	5	5	20/25x100=	80
7.	AH	5	4	5	5	5	24/25x100=	96
8.	SB	3	4	4	3	5	19/25x100=	76
9.	H	3	3	4	4	5	19/25x100=	76
10.	SR	3	3	3	4	4	17/25x100=	68
11.	SM	5	4	5	5	5	24/25x100=	96

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12.	NW	5	4	5	4	5	23/25x100=	92
13.	HL	4	4	4	3	5	20/25x100=	80
14.	IK	3	3	4	3	5	18/25x100=	72
15.	NTA	4	4	5	4	5	22/25x100=	88
16.	NZA	4	4	4	4	5	21/25x100=	84
17.	AA	4	4	5	4	5	22/25x100=	88
18.	F	3	4	4	3	5	19/25x100=	76
19.	IS	4	4	3	4	5	20/25x100=	80
20.	NRA	4	4	3	4	5	20/25x100=	80

APPENDIX 7: Pre-test and Post-test Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimen	20	28,000	52	80	62,60	6,261
Post-Test Experimen	20	28,000	68	96	82,20	7,838
Valid N (listwise)	20					

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Students' Speaking Score	Pre-Test Experimen	,212	20	,019	,914	20	,077
	Post-Test Experimen	,161	20	,189	,960	20	,553

a. Lilliefors Significance Correction

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Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pre-Test - Post-Test	-19,60000	5,33509	1,19296	-22,09690	-17,10310	-16,430	19	<,001	<,001

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APPENDIX 8: T-Table

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

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APPENDIX 9: Lesson Plan

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS TARBIYAH** **Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307**
	VALIDASI INSTRUMEN PENELITIAN **PENULISAN SKRIPSI**

NAMA MAHASISWA : INTAN SAKYNAH YUNUS

NIM : 2220203888203010

FAKULTAS : TARBIYAH

PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS

JUDUL : THE EFFECT OF INVERTED LEARNING WITH ELSA SPEAK ON STUDENTS' SPEAKING PERFORMANCE AT MAN 2 PAREPARE

LESSON PLAN – MEETING 1: PRE-TEST		
School/ Sekolah	:	MAN 2 Parepare
Subject/ Mata Pelajaran	:	English (Speaking)
Meeting/ Pertemuan	:	1 of 6
Duration/ Waktu	:	60 Minutes
Topic/ Topik	:	Free Speaking on Chosen Topic
Setting	:	Dormitory / Out-of-school hours
Learning Objectives / Tujuan Pembelajaran		
• Students demonstrate initial speaking ability across 5 aspects: pronunciation, fluency, grammar, vocabulary, and comprehension. • Students are introduced to the research procedure and the ELSA Speak application.		

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Opening Activity / Kegiatan Pendahuluan (10 minutes)
• Researcher greets students and introduces herself (university background, purpose of research). • Researcher explains the 6-meeting plan: pre-test → 4 treatments → post-test. • Students download ELSA Speak and join the class WhatsApp group. • Researcher explains the flipped learning rule: every night before a treatment session, students practice independently using ELSA Speak (any feature of their choice).
Main Activity / Kegiatan Inti
• Five topic options are written on the whiteboard: 1) Friends 2) Family 3) Favorite Subjects 4) Weekend Plans 5) Outdoor Activities • Researcher's instruction: *"Choose one topic you feel comfortable with. You will speak about it for 2–3 minutes and will be recorded one by one directly by the researcher."* • Students take turns speaking individually. Researcher records each performance as baseline data.
Closing Activity / Kegiatan Penutup (10 minutes)
• Researcher reminds students to install ELSA Speak and stay active in the WhatsApp group. • Reminder: a WhatsApp message will be sent the night before each treatment session. • Session closed with a greeting.

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LESSON PLAN – MEETING 2: TREATMENT 1		
School/ Sekolah	:	MAN 2 Parepare
Subject/ Mata Pelajaran	:	English (Speaking)
Meeting/ Pertemuan	:	2 of 6
Duration/ Waktu	:	60 Minutes
Topic/ Topik	:	Favorite Subjects
Setting	:	Dormitory / Out-of-school hours

Learning Objectives / Tujuan Pembelajaran

- Students construct and combine sentences into a coherent group paragraph.
- Students present their paragraph aloud and practice correct pronunciation.
- Students expand vocabulary by learning from other groups.

Opening Activity / Kegiatan Pendahuluan (10 minutes)

- WhatsApp reminder sent the night before:
  "Hi everyone! Please practice with ELSA Speak tonight, any feature you like. See you tomorrow!"
- Researcher greets students, checks attendance, and introduces today's topic: Favorite Subjects.

Main Activity / Kegiatan Inti

- 20 students are divided into 4 groups of 5.
- Researcher's instruction:
- *"Each of you writes one sentence about your favorite subject. Then, combine all 5 sentences in your group into one connected paragraph on the same piece of paper. You have 20 minutes. The group leader will read the result aloud."*
- Groups discuss and write their paragraph. (20 minutes)
- One representative per group reads the paragraph aloud.
- Researcher's feedback:
- *Mispronounced words are noted on the whiteboard and class practices correct pronunciation together.*
- *"Listen to the other groups and pick 4 new vocabulary words you heard. Write them on the whiteboard." And reviewed together as a class.*

Closing Activity / Kegiatan Penutup (10 minutes)

- Researcher gives brief overall feedback.
- Key vocabulary and pronunciation points are summarized.
- Reminder to practice ELSA Speak before the next session.
- Session closed with a greeting.

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LESSON PLAN – MEETING 3: TREATMENT 2		
School/ Sekolah	:	MAN 2 Parepare
Subject/ Mata Pelajaran	:	English (Speaking)
Meeting/ Pertemuan	:	3 of 6
Duration/ Waktu	:	60 Minutes
Topic/ Topik	:	Outdoor Activities
Setting	:	Dormitory / Out-of-school hours

Learning Objectives / Tujuan Pembelajaran

- Students speak about outdoor activities in a natural conversation with peers.
- Students use simple present and present continuous tenses in spoken English.
- Students improve pronunciation through real-time monitoring and correction.

Opening Activity / Kegiatan Pendahuluan (10 minutes)

- WhatsApp reminder sent the night before:
  "Hi everyone! Don't forget to practice with ELSA Speak tonight. See you tomorrow!"
- Researcher greets students, checks attendance, and introduces today's topic: Outdoor Activities.

Main Activity / Kegiatan Inti

- Students are grouped into groups of 3.
- Researcher's instruction:
  "Take turns telling your partners about your outdoor activities. While one person speaks, the others may respond or comment. Each person must have a turn. Total speaking time: 15 minutes."
- Students carry out the conversation in groups. (15 minutes)
- Researcher's feedback:
- *Researcher moves around, notes mispronounced words quietly on the whiteboard without interrupting.*
- *Brief grammar guidance provided naturally, as simple present ("I usually go hiking") and present continuous ("I am playing badminton every weekend").*
- *After activity: class reads the noted words on the whiteboard correctly together.*

Closing Activity / Kegiatan Penutup (10 minutes)

- Researcher briefly reviews grammar points (simple present / present continuous).
- Feedback on communication and fluency given.
- Reminder to practice ELSA Speak before the next session.
- Session closed with a greeting.

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LESSON PLAN – MEETING 4: TREATMENT 3		
School/ Sekolah	:	MAN 2 Parepare
Subject/ Mata Pelajaran	:	English (Speaking)
Meeting/ Pertemuan	:	4 of 6
Duration/ Waktu	:	60 Minutes
Topic/ Topik	:	Weekend Plans
Setting	:	Dormitory / Out-of-school hours

Learning Objectives / Tujuan Pembelajaran

- Students practice speaking fluently with multiple different partners through a rotation format.
- Students receive guidance on reducing pauses and improving natural speech flow.
- Students contribute and review new vocabulary from peer interactions.

Opening Activity / Kegiatan Pendahuluan (10 minutes)

- WhatsApp reminder sent the night before:
  "Hi everyone! Tomorrow we have a speaking rotation activity. Practice speaking as naturally and fluently as you can tonight with ELSA Speak. See you!"
- Researcher greets students, checks attendance, and explains the rotation format.

Main Activity / Kegiatan Inti

- Activity: Speaking Rotation.
- Students are paired into groups of 2.
- Researcher's instruction:
  "Talk to your partner about your weekend plans for 10 minutes. When I say 'rotate,' move to the next student and start a fresh conversation on the same topic. We will do several rotations."
- Students carry out speaking rotations. (10 minutes per rotation, several rounds)
- Researcher's feedback:
- *Researcher listens and focuses on fluency, reducing unnecessary pauses, maintaining natural speech flow.*
- *After activity: "Write 2 new vocabulary words you learned from your partners on the whiteboard." And then we reviewed together as a class.*

Closing Activity / Kegiatan Penutup (10 minutes)

- Researcher gives targeted fluency feedback.
- Vocabulary from the whiteboard briefly reviewed.
- Reminder to practice ELSA Speak before the next session..

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LESSON PLAN – MEETING 5: TREATMENT 4		
School/ Sekolah	:	MAN 2 Parepare
Subject/ Mata Pelajaran	:	English (Speaking)
Meeting/ Pertemuan	:	5 of 6
Duration/ Waktu	:	60 Minutes
Topic/ Topik	:	Discussing About Your Dream
Setting	:	Dormitory / Out-of-school hours

Learning Objectives / Tujuan Pembelajaran

- Students discuss their dreams and aspirations in a group setting.
- Students understand how sentences connect meaningfully within a paragraph (comprehension).
- Students correct pronunciation errors identified during presentation.

Opening Activity / Kegiatan Pendahuluan (10 minutes)

- WhatsApp reminder sent the night before:
  "Hi everyone! Tonight's suggestion: explore vocabulary about dreams and future plans on ELSA Speak. See you tomorrow!"
- Researcher greets students, checks attendance, and introduces today's topic: Discussing About Your Dream.

Main Activity / Kegiatan Inti

- Same format as Treatment 1: 4 groups of 5 students.
- Researcher's instruction:
  "Each of you writes one sentence about your dream, your future career, goals, or aspirations. Combine all 5 sentences into one paragraph. The group leader writes it down. You have 20 minutes. I will then ask one representative to read the result aloud."
- Groups discuss and write their paragraph. (20 minutes)
- One representative per group reads the paragraph aloud.
- Researcher's feedback:
- *Focus on comprehension: how well each sentence connects to the next; whether the paragraph flows logically.*
- *Pronunciation errors written on the whiteboard → class spells out and reads them aloud together.*

Closing Activity / Kegiatan Penutup (10 minutes)

- Researcher gives feedback on comprehension, sentence cohesion, and pronunciation.

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- Researcher previews the final meeting:
  "Next meeting is our post-test. Please review the topic you chose in the pre-test and practice speaking about it at home. You will speak for 2–3 minutes on the same topic."
- Session closed with a greeting.

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LESSON PLAN – MEETING 6: POST-TEST		
School/ Sekolah	:	MAN 2 Parepare
Subject/ Mata Pelajaran	:	English (Speaking)
Meeting/ Pertemuan	:	6 of 6
Duration/ Waktu	:	60 Minutes
Topic/ Topik	:	Same Topic as Pre-Test (Student's Individual Choice)
Setting	:	Dormitory / Out-of-school hours

Learning Objectives / Tujuan Pembelajaran

- Students demonstrate speaking performance after completing four treatment sessions.
- Results are compared against pre-test baseline across 5 aspects: Pronunciation, Fluency, Grammar, Vocabulary, and Comprehension.

Opening Activity / Kegiatan Pendahuluan (10 minutes)

- WhatsApp reminder sent the night before:
  "Hi everyone! Tomorrow is our post-test. Please review the topic you chose in the pre-test and practice speaking about it tonight. Good luck!"
- Researcher greets students, checks attendance, and explains the post-test procedure.
- Important condition: each student must speak on the same topic chosen during the pre-test.

Main Activity / Kegiatan Inti

- Researcher's instruction:
  "This is our post-test. The procedure is the same as the pre-test. You will speak about your same topic for 2–3 minutes and will be recorded one by one. Just speak naturally and show what you have learned."
- Students take turns speaking individually, recorded by the researcher. (2–3 minutes each)
- Post-test results assessed using the same rubric as the pre-test.

Closing Activity / Kegiatan Penutup (10 minutes)

- Researcher thanks students for their participation throughout all 6 meetings.
- Students are encouraged to continue practicing English speaking in daily life.
- Session officially closed with a greeting.

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Parepare, 13 January 2026

Approved by,

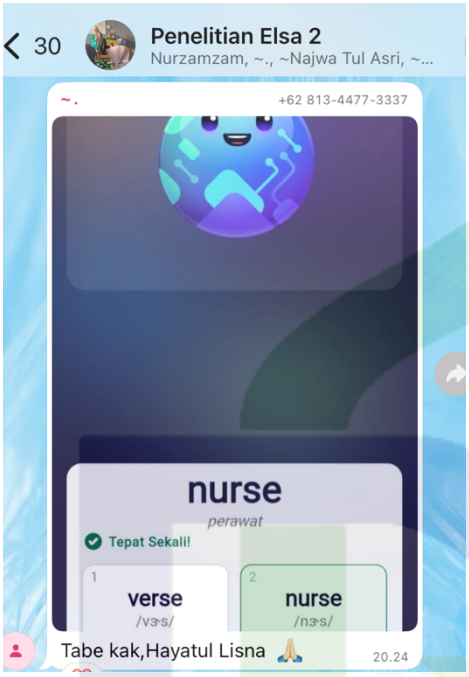
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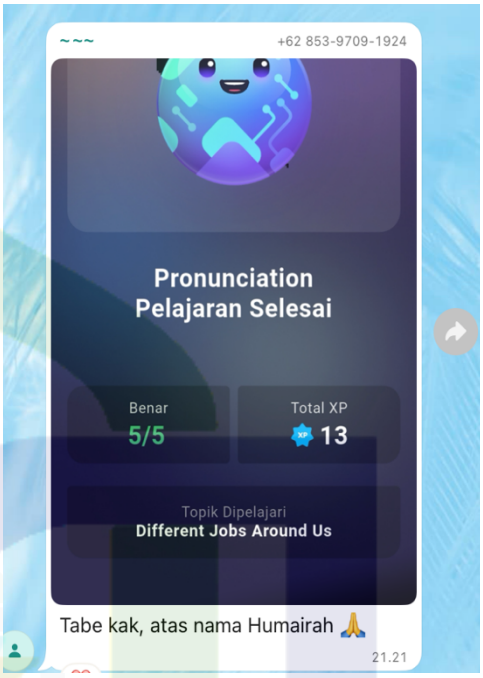
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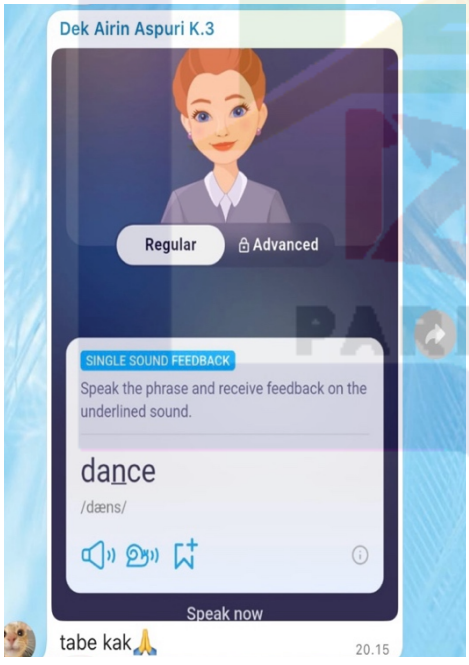
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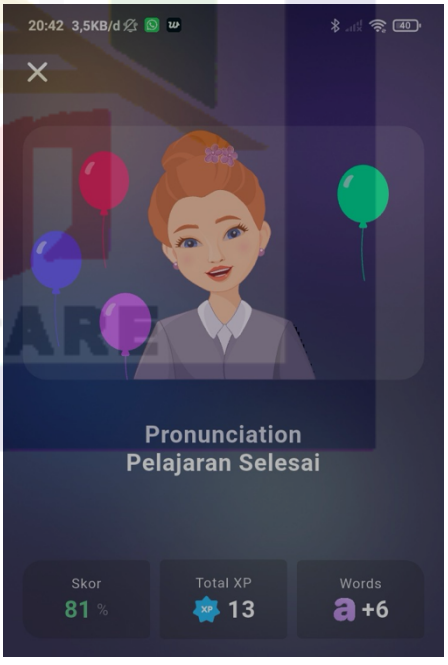
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APPENDIX 10: Example using the fiture of Elsa Speak Application









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APPENDIX 11: Documentation

PRE-TEST EXPERIMEN





TREATMENT KELAS EXPERIMEN





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POST-TEST KELAS EXPERIMEN









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APPENDIX 12: Documentation from the Dormitory Supervisor Us









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CURRICULUM VITAE



Intan Sakynah Yunus was born on July 26, 2004, in Pinrang, South Sulawesi. She is the eldest child of two siblings, born to Mr. Muh. Yunus and Mrs. Ir. Misbah. She began her formal schooling at SDN 46 Duampanua, where she studied from 2010 to 2016. She then continued to MTs DDI Pekkabata from 2017 to 2019, followed by her senior secondary education at SMAN 2 Pinrang, which she completed in 2022. That same year, she enrolled in the English Education Department, Faculty of Tarbiyah, State Islamic Institute of Parepare. In fulfillment of her academic requirements, she carried out a research study entitled "*The Effect of Inverted Learning with Elsa Speak on Students' Speaking Performance at MAN 2 Parepare,*" which she successfully completed in 2026.

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