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Analyzing Of The Use ELSA Speak Application With A Video Tutorial Approach Among Generation Z Students

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A R T I C L E I N F O

Keyword: ELSA Speak, video tutorial, English speaking skills, Mobile-Assisted Language Learning, Generation Z.

A B S T R A C T

This study examines the perceptions of second-semester students in the English Education Study Program at Universitas Muhammadiyah Sidenreng Rappang regarding the use of the ELSA Speak application to develop English speaking skills through a video tutorial approach. The research focuses on three main points: students' understanding of the app's features, their readiness to operate it, and the effect on their confidence in speaking English in academic and everyday contexts.

A qualitative descriptive design was used, with data gathered through semi-structured interviews and direct observations of students while engaging with the application. The data were analyzed thematically to identify patterns in accessibility, feature usage, motivation to learn, and changes in speaking performance.

The results show that most participants found the video tutorial highly effective in helping them navigate and use ELSA Speak. It delivered clear, step-by-step guidance, particularly on essential features such as pronunciation assessment, intonation correction, and AI-based speaking tasks. Many students noted a significant boost in their speaking confidence after regular practice. However, some challenges remained, including speaking anxiety, difficulties in managing practice time, and dependence on stable internet connectivity. integrating ELSA Speak with structured video tutorials can be a relevant and adaptive learning tool, especially for Generation Z learners who are familiar with digital technology. This approach aligns with Mobile-Assisted Language Learning (MALL) principles by providing flexible, interactive, and personalized learning experiences. The findings are expected to offer valuable insights for educators, application developers, and curriculum designers in optimizing technology-based strategies to meet learners' needs and habits.

INTRODUCTION

The mastery of English has become increasingly essential in the era of globalization, serving as a universal medium for communication across diverse cultures, nations, and academic disciplines. English not only functions as an international lingua franca but also opens access to educational resources, business opportunities, and technological innovations worldwide. For students, particularly those in English Education programs, proficiency in English plays a strategic role in preparing them to compete globally and contribute meaningfully to both academic and professional contexts. Among the four language skills, speaking remains one of the most vital and challenging, as it requires fluency, confidence, and effective pronunciation to convey ideas clearly and accurately.

Speaking skills are indispensable in building cross-cultural communication, academic discussions, and professional interactions. According to Iriance (2018), the ability to speak fluently and confidently enhances one's participation in both formal and informal contexts, including education, workplace environments, and social interactions. However, many students, especially in the early stages of their academic journey, encounter difficulties such as limited vocabulary, pronunciation challenges, and low self-confidence. These barriers hinder their capacity to express ideas clearly and often discourage them from practicing English regularly. Addressing these challenges requires innovative learning strategies that align with students' learning styles and technological familiarity.

Generation Z, born between 1997 and 2012, represents a cohort of learners who are highly familiar with digital tools and mobile technologies. As digital natives, they tend to prefer interactive, flexible, and technology-based learning over conventional classroom methods. Seemiller and Grace (2016) emphasize that Gen Z learners adapt quickly to digital platforms and actively seek independent and self-paced learning opportunities. Therefore, technology-driven approaches such as Mobile-Assisted Language Learning (MALL) provide promising alternatives to support their speaking skill development. One application that has gained recognition in this regard is ELSA Speak, which focuses on improving English speaking and pronunciation using artificial intelligence (AI).

ELSA Speak is a mobile-based application designed to analyze users' pronunciation and provide instant feedback with high accuracy. Developed by Vu Van in 2015, the application uses advanced speech recognition to detect mispronunciations and guide learners toward improvement. Its features include personalized learning paths, pronunciation scoring, intonation correction, and daily practice exercises. According to Kholis (2021), the app offers an innovative solution for learners who wish to enhance their pronunciation and speaking fluency anytime and anywhere. Such flexibility and interactivity align with the principles of MALL, enabling learners to practice independently beyond classroom boundaries.

Despite its potential, not all students can fully optimize the features of ELSA Speak, particularly those who are unfamiliar with the application's interface. Students in their early semesters often struggle with navigating its functions, understanding feedback, or maintaining consistent practice. These issues are compounded by challenges such as speaking anxiety, lack of confidence, and limited internet access. To overcome these barriers, structured guidance is needed to help students use the app effectively. A

promising approach in this context is the integration of video tutorials, which provide step-by-step instructions and visual demonstrations to facilitate learning.

Video tutorials have proven effective in enhancing learners' comprehension and readiness in technology-based education. They provide visual and auditory input simultaneously, making complex instructions easier to follow. Mayer (2005) highlights that multimedia learning accelerates understanding by combining text, visuals, and audio to create meaningful knowledge. In language learning, tutorial videos can serve as digital scaffolding, guiding students through new processes and reducing anxiety associated with unfamiliar tools. Thus, combining ELSA Speak with structured video tutorials may create a more supportive environment for students to develop their speaking skills.

At Universitas Muhammadiyah Sidenreng Rappang, second-semester English Education students represent a group that is still developing their foundational skills in speaking. Preliminary observations indicate that they face difficulties in confidence, pronunciation, and opportunities for practice. These challenges make the integration of ELSA Speak with a video tutorial approach highly relevant. By providing real-time feedback and structured guidance, this combination can potentially help students improve their speaking proficiency while encouraging greater learner autonomy. Moreover, it aligns with the learning habits of Generation Z students, who are accustomed to using mobile applications for personal and academic purposes.

Therefore, this research, entitled "Analyzing the Use of the ELSA Speak Application with a Video Tutorial Approach Among Generation Z Students", aims to explore students' perceptions of using the application with tutorial support. Specifically, it seeks to analyze how students perceive the ease of use of ELSA Speak, evaluate the effectiveness of video tutorials in facilitating its usage, and examine the impact on students' confidence and fluency in speaking English. The findings are expected to provide valuable insights for educators, curriculum designers, and application developers in optimizing technology-based strategies for language learning, especially in the context of Generation Z learners.

LITERATURE REVIEW

The mastery of speaking skills in English has long been considered an essential component of language learning. Speaking allows learners to express their ideas, emotions, and knowledge clearly in both academic and social contexts. Tarigan (2008) explains that speaking involves the ability to produce articulation sounds to express thoughts, feelings, and opinions effectively. In addition, Brown (2004) highlights that speaking is not only about linguistic competence but also about the ability to use language appropriately in various communicative settings. For this reason, speaking is regarded as one of the most challenging skills to acquire because it requires the integration of pronunciation, fluency, vocabulary, grammar, and comprehension.

Various factors affect students' speaking abilities, including pronunciation, fluency, and self-confidence. Harmer (2001) emphasizes that pronunciation plays a vital role in ensuring that messages are understood clearly by listeners. A lack of vocabulary and poor grammar further complicate students' efforts to communicate effectively. Moreover, low confidence often discourages students from practicing speaking, as they fear making mistakes or being judged by others. These challenges indicate the importance

of finding innovative approaches that not only enhance technical skills but also address learners' psychological barriers to speaking English.

One technological development that supports speaking skill improvement is the rise of Mobile-Assisted Language Learning (MALL). MALL integrates mobile devices and applications into the learning process, providing flexibility and autonomy for learners. According to Hidayati (2021), MALL enables students to access learning anytime and anywhere, making it easier for them to practice speaking independently. Heick (2018) also emphasizes that technology-based learning fosters personalized and flexible learning paths, allowing learners to practice at their own pace and according to their individual needs. This aligns with the lifestyle of Generation Z, who are highly dependent on digital technologies in their daily routines.

A well-known application in the field of MALL is ELSA Speak, an AI-powered mobile application designed to improve learners' pronunciation and speaking fluency. Becker and Edalatishams (2019) note that ELSA Speak provides real-time feedback, allowing users to detect and correct mispronunciations immediately. The application not only identifies errors at the word level but also analyzes stress, rhythm, and intonation, making it a comprehensive tool for developing speaking competence. Yuliana (2021) further explains that ELSA Speak offers a more interactive and efficient learning experience, as it provides instant corrections tailored to individual learners' needs.

Several studies have confirmed the effectiveness of ELSA Speak in improving speaking performance. Putri Ratna (2023) found that the use of ELSA Speak significantly improved first-semester students' speaking scores, particularly in pronunciation, fluency, and intonation. Similarly, Jayanti (2023) demonstrated that junior high school students using ELSA Speak showed measurable improvement in pronunciation accuracy after consistent practice with the app. Another study by Akhmad Munawir (2022) indicated that learners who used ELSA Speak experienced substantial progress in their pronunciation abilities, with noticeable improvements in clarity and accuracy. These findings collectively demonstrate that ELSA Speak is an effective tool for enhancing speaking skills across different educational levels.

Despite its advantages, the use of ELSA Speak is not without limitations. Becker and Edalatishams (2019) point out that while the application effectively addresses segmental features of pronunciation, it provides less emphasis on suprasegmental aspects such as intonation and stress patterns. Furthermore, accessibility issues such as dependence on internet connectivity and limited device ownership remain barriers for some students. Hoang et al. (2020) also note that ELSA Speak focuses primarily on pronunciation and does not provide comprehensive training in grammar and vocabulary, making it insufficient as a standalone learning tool. These drawbacks highlight the need for additional instructional support to maximize its effectiveness.

To address these limitations, video tutorials have been introduced as a complementary approach to using ELSA Speak. Mayer (2005) explains that multimedia-based learning, including video tutorials, helps learners understand complex processes by presenting information through both visual and auditory channels. In language learning, video tutorials can guide students step by step in navigating applications, reducing confusion, and increasing motivation. Moreover, tutorial videos act as digital scaffolding, providing learners with structured guidance that can reduce anxiety and build

confidence. When paired with ELSA Speak, video tutorials may enhance learners' readiness to use the app independently and maximize its potential benefits.

Generation Z students, as the main focus of this study, have distinct learning preferences that make them more receptive to technology-based instruction. Junco (2012) and Suhanto (2021) both argue that Gen Z learners prefer flexible, independent, and digital learning experiences. Being digital natives, they are accustomed to using applications for learning, communication, and entertainment. Thus, integrating ELSA Speak with video tutorials not only aligns with their digital habits but also responds to their learning needs by providing a practical, engaging, and motivating platform for improving speaking skills. This combination of mobile technology and multimedia instruction creates a promising avenue for language learning in the modern era. the literature suggests that speaking remains one of the most essential yet difficult skills to master in English learning. While ELSA Speak has proven effective in improving pronunciation and fluency, its limitations necessitate complementary approaches such as video tutorials to ensure students fully benefit from its features. Considering the characteristics of Generation Z, who prefer flexible and technology-driven learning, integrating ELSA Speak with video tutorials presents an innovative solution to support speaking skill development. This review highlights the theoretical and empirical foundation for investigating how such an approach can enhance the English learning experiences of university students.

METHOD

This research employed a qualitative descriptive design to explore the perceptions of Generation Z students regarding the use of the ELSA Speak application through a video tutorial approach. According to Moleong (2017), qualitative research seeks to understand social phenomena in depth by analyzing individuals' experiences and perspectives in a natural setting. By adopting this approach, the researcher was able to investigate not only the technical aspects of using the application but also the subjective experiences of students as they engaged with the learning process. This method was considered appropriate for capturing the complex interaction between learners and technology in language learning.

The research site was Muhammadiyah University of Sidenreng Rappang, specifically the English Education Study Program. The participants were second-semester students of the 2024 cohort, representing Generation Z learners who were still in the process of developing foundational English-speaking skills. Random sampling was applied to ensure fairness in participant selection, giving all students an equal chance to be involved in the study. In total, 15 students participated, reflecting a variety of speaking proficiency levels and digital competencies. This diversity allowed the researcher to capture a broader range of experiences and perspectives related to the use of ELSA Speak.

Data collection relied on multiple instruments, including semi-structured interviews, direct observations, and documentation. Semi-structured interviews were designed to provide flexibility, allowing participants to share detailed accounts of their experiences while still focusing on key themes such as ease of use, tutorial effectiveness, and impact on confidence. Observations were conducted while students interacted with the application, particularly after watching the tutorial video, to gain insight into their actual

behaviors and responses. Documentation, such as tutorial materials and students' notes, was also collected to complement the interview and observation data.

The use of multiple data collection techniques supported triangulation, ensuring the credibility and validity of the findings. As suggested by Sugiyono (2019), triangulation in qualitative research enhances reliability by comparing data from different sources and instruments. Through interviews, the researcher captured personal reflections, while observations provided a direct view of student engagement. Documentation, in turn, offered supplementary evidence that helped to verify the consistency of findings. This holistic approach made it possible to generate rich and trustworthy data.

The primary instrument of this study was the researcher, who played an active role in collecting and interpreting data. As noted by Denzin and Lincoln (2005), in qualitative research, the researcher acts as the key instrument because data interpretation relies on careful observation, sensitivity to context, and reflexive analysis. To minimize bias, the researcher maintained transparency by recording interviews, taking detailed field notes, and using verbatim transcriptions during the coding and analysis process.

Data analysis was conducted using thematic analysis, supported by the ATLAS.ti software. According to Braun and Clarke (2006), thematic analysis involves identifying, analyzing, and reporting patterns (themes) within data. The analysis began with data reduction, in which irrelevant or repetitive responses were filtered out, followed by data presentation in the form of thematic categories. The themes were then interpreted to draw conclusions about students' perceptions of ELSA Speak and the role of video tutorials in supporting their speaking practice. ATLAS.ti helped organize and code the qualitative data systematically, ensuring accuracy in identifying recurring patterns.

The study focused on three main variables: ease of use, effectiveness of video tutorials, and impact on speaking confidence. These variables were closely linked to the Technology Acceptance Model (TAM), which emphasizes that users' perceptions of ease of use and usefulness significantly influence their acceptance of technology. By investigating these factors, the study aimed to reveal how Generation Z students perceived ELSA Speak as a mobile learning tool and whether the tutorial approach improved their ability and motivation to practice speaking independently.

Ethical considerations were also maintained throughout the research. Participants were informed of the study's purpose, assured of confidentiality, and given the freedom to withdraw at any stage. Their consent was obtained prior to data collection, ensuring compliance with ethical standards in educational research. Overall, the methodological framework of this study was carefully designed to capture meaningful insights into the integration of technology and video-based guidance in enhancing English-speaking skills among Generation Z learners.

RESULT AND DISCUSSION

The findings of this study were derived from interviews, observations, and documentation with fifteen second-semester students of the English Education Study Program at Universitas Muhammadiyah Sidenreng Rappang. The research focused on three main aspects: students' perceptions of the ease of use of the ELSA Speak application, the effectiveness of video tutorials in supporting their learning, and the impact of using

the application on their confidence in speaking English. Thematic analysis revealed several recurring themes that reflect the students' overall experiences and attitudes.

The first theme was students' understanding of the features of ELSA Speak. Most participants reported that the video tutorial provided clear and structured guidance, which made it easier for them to navigate the application. Features such as pronunciation scoring, intonation feedback, and speaking exercises were identified as the most useful. However, some students mentioned that more advanced features, such as fluency training, required further explanation.The second theme concerned students' readiness to use the application after watching the tutorial. The majority of respondents indicated that they felt more prepared and confident to use ELSA Speak independently. The step-by-step explanations reduced confusion and encouraged them to practice without fear of making mistakes. Nevertheless, a few students expressed the need for additional hands-on practice before feeling fully comfortable with the application.The third theme was related to growth in speaking confidence. Many participants highlighted that the real-time feedback provided by the application helped them correct their pronunciation errors immediately. As a result, they reported a noticeable increase in self-confidence when speaking English, both in class and in casual conversations. The personalized guidance offered by the app made them feel more capable of improving independently. theme focused on students' evaluation of the video tutorial. While most participants found the tutorial clear and supportive, several respondents pointed out that the pacing of the narration was too fast. They suggested improvements such as adding subtitles, slowing down the explanations, and including more practice examples to make the tutorial more accessible for all learners. theme was students' motivation and interest in using the application. The engaging design of ELSA Speak and the clarity of the video tutorial motivated students to continue practicing regularly. Some students stated that the gamification elements, such as progress scores and daily goals, encouraged them to use the app consistently. This motivation was particularly significant for those who previously lacked confidence or practice opportunities.

The observations reinforced the interview findings. Students who actively engaged with the video tutorial demonstrated better comprehension and readiness to use ELSA Speak. Several participants showed enthusiasm by immediately repeating pronunciation exercises introduced in the video. However, some students who struggled with the tutorial's fast pacing required peer support to fully grasp the instructions, highlighting the importance of collaborative learning in technology-based environments.Based on these findings, it is evident that the integration of ELSA Speak with a structured video tutorial positively influenced students' understanding, readiness, confidence, and motivation in learning English speaking skills. The results demonstrate that when supported with proper instructional guidance, digital applications can serve as effective learning tools for Generation Z students.

Table 4.1. Students' Perceptions of Using the ELSA Speak Application with a Video Tutorial

Theme	Students' Responses
Understanding of features	Clear guidance on pronunciation and intonation, but advanced features less explained
Readiness to use the application	Most felt confident and prepared, though some required more hands-on practice
Growth in speaking confidence	Increased confidence due to real-time feedback and personalized correction

Theme	Students' Responses
Evaluation of video tutorial	Tutorial clear overall, but pacing too fast; suggestions for subtitles and more examples
Motivation and interest	High motivation from gamification and tutorial clarity; consistent practice encouraged

DISCUSSION

The results of this study highlight the significant role of ELSA Speak, combined with video tutorials, in supporting students' English-speaking skill development. The majority of students perceived the application as user-friendly after receiving structured guidance through the tutorial video. This finding aligns with Johnson et al. (2016), who argued that technology-supported learning provides flexibility and accessibility, enabling learners to engage more effectively with language practice tools.

The positive perception of the tutorial's clarity suggests that structured multimedia guidance plays a crucial role in facilitating the adoption of new learning technologies. Mayer's (2005) theory of multimedia learning supports this outcome, emphasizing that information presented through both visual and auditory channels enhances comprehension. In this study, the tutorial acted as a bridge between the students and the application, reducing confusion and increasing readiness to use the app independently.

The growth in students' confidence in speaking English is another significant finding. Real-time feedback provided by ELSA Speak enabled students to identify and correct mistakes immediately, which reduced anxiety and increased self-assurance. This result is consistent with Hattie and Timperley's (2007) assertion that quick, specific, and relevant feedback fosters effective learning. The app's AI-driven corrections gave students the sense of being guided and supported, even outside the classroom context.

Motivation and interest were also positively affected by the integration of ELSA Speak and video tutorials. Gamification features, such as scoring and rewards, encouraged consistent practice and sustained engagement. Kaya and Çilsalar Şagnak (2022) highlight that gamification enhances learner motivation and enjoyment, which aligns with the experiences reported by participants in this study. Motivation is particularly critical for Generation Z learners, who often seek engaging and interactive learning tools.

However, the study also identified some challenges, particularly related to the video tutorial. Some students felt that the explanations were too fast, which limited their understanding. This issue reflects the need for inclusive instructional design that accommodates learners with different paces of comprehension. Adding subtitles and supplementary practice examples could improve accessibility, especially for beginners or students with lower digital literacy levels.

The role of peer support was also observed during the learning process. Students who struggled with the tutorial relied on classmates for clarification, highlighting the importance of collaborative learning even in technology-based environments. This supports Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction and scaffolding in cognitive development. Technology, therefore, should not replace collaborative learning but rather complement it.

The findings also reinforce the relevance of Mobile-Assisted Language Learning (MALL) in the context of Generation Z. Seemiller and Grace (2016) note that Gen Z learners prefer flexible, independent, and digital learning methods. By integrating ELSA Speak with video tutorials, this study demonstrates how MALL can be adapted to meet the specific needs and habits of this

generation, making learning more engaging and effective. the results of this research confirm that combining ELSA Speak with video tutorials offers significant benefits for developing speaking skills among Generation Z students. While challenges remain in terms of accessibility and tutorial design, the overall findings suggest that this integrated approach effectively enhances comprehension, confidence, readiness, and motivation. Future studies should focus on refining tutorial materials, addressing technical barriers, and exploring how formal classroom integration could further maximize the potential of such digital learning tools.

CONCLUSION

This study investigated the use of the ELSA Speak application supported by a video tutorial approach among Generation Z students at Universitas Muhammadiyah Sidenreng Rappang. The findings indicate that the combination of ELSA Speak and video tutorials significantly enhanced students' understanding of the application's features, their readiness to use it, and their confidence in speaking English. The structured tutorial provided step-by-step guidance that reduced confusion, while the app's real-time feedback fostered improvements in pronunciation, intonation, and fluency.

The results also reveal that the video tutorial played an important role in motivating students to practice consistently. The engaging design of ELSA Speak, supported by gamification elements, further encouraged learners to use the application independently. However, some challenges were noted, such as fast-paced explanations in the tutorial, limited vocabulary mastery, and dependence on stable internet connectivity. These obstacles suggest that while the application is effective, additional instructional support and improved tutorial design are necessary to optimize its use for all learners. integrating ELSA Speak with structured video tutorials represents a relevant and adaptive learning strategy for Generation Z students. This approach not only improves technical speaking skills but also builds learner confidence and autonomy in practicing English. The study contributes to the understanding of how mobile-assisted learning tools can be effectively implemented in higher education. It also provides valuable insights for educators, application developers, and curriculum designers in designing more accessible and learner-centered technology-based language learning solutions.

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