Indonesian elementary students' achievement in learning English speaking through viewing Hello Talk: The effectiveness

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ABSTRACT

Discussions on the subject of Mobile Assisted Language Learning (MALL) are made more interesting by this study. In particular, the work concentrated on Hello Talk's smartphone app, which promotes language learning and acquisition through communication with native speakers and other language learners. This study aims to know the effectiveness of viewing the Hello Talk application for Indonesian elementary students' speaking learning. A mixed method (qualitative and quantitative design) methodology was utilized in this study. Participants in this study were 10 students from sixth-grade elementary schools. The respondents were selected on purpose based on their own experiences of viewing the Hello Talk application during the process of learning English. Questionnaires and interviews were used as the research instruments in this study. The questions on the questionnaire were focused on students' motivation in viewing the Hello Talk app, their expectations, effectiveness, and confidence level after viewing the app. The result shows that more than 50% of the participants were motivated to view the Hello Talk application to improve their English language proficiency. About 35% of participants expected that viewing the Hello Talk application can improve students speaking ability, and the effectiveness of viewing Hello Talk is 50%, which means that half of the participants argue that this application is highly effective. The last percentage is about the students' confidence after viewing this app, it is about 38% in level 5 of 5.

INTRODUCTION

In daily life, being able to speak is a crucial skill. Humans can speak thousands of words every day, and interaction is necessary for word production. Due to their limited vocabulary and challenging pronunciation, elementary school kids frequently struggle with speaking (Okal, 2014; Oradee, 2012; Sadiku, 2015). According to Leong & Ahmadi (2017), speaking is one of the most difficult components of learning a foreign language. They are basic speaking abilities, communication techniques, and language and discourse expertise. Speaking is seen as an essential language ability that helps in interpersonal communication (Amaniarsih et al., 2022; Palupi, 2021; Taka, 2019). Students who want to improve their speaking abilities in the classroom must actively participate, which means they must produce and demonstrate their linguistic proficiency to others (Vaidya & Vaidya, 2017). Several factors particularly influence the standard of foreign language

output. The variables are vocabulary mastery, sound element understanding, actualizing foreign language phrases, and the frequency of foreign language use (Husban & Tawalbeh, 2023). Students are required to be able to learn and use the form of productive skills, one of which is speaking skills, based on the language component. Lack of teacher-student connection in the classroom, constrained learning time, and insufficient management of learning media are the issues of this era (Aruan et al., 2020). Therefore, creative learning media are required to solve these issues.

English language skills have become an important aspect of education, especially in Indonesia where English is not the main language of instruction but has a significant role as an international language (Harun, 2020). This creates challenges in the process of teaching and learning English, especially for students at the elementary school level. With the development of technology, English learning methods have also experienced innovation, one of which is through the use of Mobile Assisted Language Learning (MALL) based applications, such as Hello Talk. This application offers an interesting approach by enabling direct interaction between students' native speakers and fellow English learners. And this is a media that is starting to gain a lot of interest among students.

As a tool for instruction in the modern era, media has been employed by teachers. The teaching approach, which is frequently used by many teachers and is boring to students, is another issue. Due to this, learning requires a medium for students to maintain interest over time (Krisna et al., 2020). Consequently, through using media, teachers have the chance to improve the process of teaching and learning. Media is derived from the term introduction, which is called a medium. Media is a tool or method used to establish a connection between the message's source and recipient (Nugroho & Surjono, 2019; Suryansah & Suwarjo, 2016). Media is described as tangible tools used to enhance learning, such as books, visual aids, audio equipment, computers, and so forth (Lusiyani & Anindya, 2021; Saputri et al., 2018; Yamin & Karmila, 2019). As a hardware and software tool, learning media are used by teachers to transfer knowledge to their students while they are learning.

According to Ramdani (2018) & Santika et al., (2020), the use of media is thought to improve the efficacy and efficiency of a learning process in achieving learning objectives. In general, a variety of media are effective for improving students' speaking abilities when teaching English. This means that the usage of media can help students learn while they are being taught. The innovation in the teaching and learning process in the twenty-first century is educating through a variety of media related to technology. While utilizing traditional media to teach has benefits in terms of fostering cultural values, employing the most recent technology or platforms, like Android, will provide us greater advantages because it directly ties to students' everyday lives in this era.

Hello, Talk is a conversation-based mobile-assisted language program that enables users to synchronously connect and communicate with native speakers from all over the world, claiming to make cultural immersion, language acquisition, and practice easy, interesting, and intuitive (Rivera, 2017). As well as written text, speech-to-text, recorded audio messages, video chats, and doodles, conversation partners can also connect through other means as well. The Hello Talk app is used to send messages, leave voicemails, receive calls, make video calls, and update status. Additionally, the app has functions that help students, including reply, translation, favorites, copy, speech, transliteration, and more. Students can download it through the iOS app store and the Google Play store for Android. The students will, nonetheless, make new international acquaintances. It is practical, affordable, and simple to activate the Hello Talk app. The students do, in fact, instinctively pick up English and improve their speaking abilities.

Hello, Talk is a useful tool for learning languages, especially for the younger generation because of its entirely social setting. This software provides a fun environment for learning new languages because of the large number of languages it supports and the eclectic assortment of features it offers. It is an impressive effort that has been carried out by the skilled Hello Talk team to provide language learners with nearly every type of facility for quick, efficient, and worthwhile learning. On-the-text edits, automatic translation, and transliteration are a few features that stand out about this program and make it stand out as a top choice. Hello, Talk experiences a lot of

limitations, just like other language learning programs. The app's drawbacks appear to be the non-free VIP membership for full translation and transliteration packages, the absence of reports and/or comments on learners' progress, and any warnings or monitoring that can serve as a motivator for users. Briefly said it is accurate to say that Hello Talk is a well-liked and widely-used language learning software that attracts the interest of a growing community. To increase the app's potential for language learning as much as possible, the Hello Talk team is urged to fix the app's minor issues (Nushi & Makiabadi, 2018).

Numerous studies have shown that technology has a significant impact on children's speaking abilities. The study "The Effectiveness of Hello Talk App on English Writing Skill" was conducted by (Mukrimaa, 2014). According to the findings of their study, students in As-Syafi'iyah Islamic Senior High School 02's 10th grade who struggle with writing are significantly helped by utilizing the Hello Talk app. In his article, Anggraini et al., (2023) also claim that using digital tools can help students speak more fluently; in this particular study, the author used the Hello English app. Research by Brown (2004) that claims that teaching pupils to use digital tools has improved their English-language proficiency supports this as well.

"The Use of Hello Talk Application in Teaching Speaking" was published in 2022. According to the study, each student's growth was assured, pleasurable, and highly driven. The students showed greater enthusiasm for learning how to talk. The practice of speaking can be actively learned by the students. In conclusion, the Hello Talk app can help students become more fluent speakers (Yorlanda & Abbas, 2022)".

According to the relevant research that has already been cited, using technology to teach and acquire vocabulary can increase student interaction and engagement. In light of prior findings, the current study tried to look at how Hello Talk is used to teach vocabulary to young learners. Because Hello Talk is a user-friendly software with a ton of features including Helloword, English Time, Hello English, Amy, Translation, an English dictionary, a notepad, and many others this is the case. Furthermore, it is still uncommon to utilize the Hello Talk app to teach young students speaking skills. In light of this, the study concentrates more on analyzing the use of Hello Talk in primary school vocabulary instruction. The researcher chose the Hello Talk application since an English teacher has never previously used it to teach speaking. Additionally, the Hello English app provides thorough English instruction that covers all major skills like speaking, reading, listening, grammar, and vocabulary through engaging scenarios and activities. Additionally, it is handy to have, portable, and has a lot of functions that are explained in detail. All of these things may be taught via this program. This inquiry is guided by the primary research question: What is the effectiveness of the Hello Talk application for Indonesian elementary students' speaking learning? This study contributes to efforts to improve English speaking skills in elementary schools through the implementation of the Hello Talk application.

METHOD

This research aims to examine the effectiveness of using the Hello Talk application in learning speaking for elementary school students. To achieve this goal, a mixed research method was used which includes qualitative and quantitative approaches. Mixed methods research is a technique for examining behavioral, social, and health-related problems by gathering and analyzing both quantitative and qualitative data in response to research questions, and then integrating or "mixing" the two types of data in a particular research design to produce insights or a new and more thorough understanding than either quantitative or qualitative data alone can provide (Stadtländer, 2009).

In the quantitative aspect, this research collects data through the use of questionnaires distributed to research participants. This questionnaire is designed to measure aspects such as students' motivation in using the Hello Talk application, their hopes for improving their English-speaking skills, perceptions of the application's effectiveness, and students' level of confidence after using the application.

Meanwhile, a qualitative approach was carried out through in-depth interviews with participants. This interview aims to obtain a more detailed and contextual understanding of

students' experiences, opinions, and feelings regarding the use of the Hello Talk application in the process of learning to speak English. Interview questions were structured to support the quantitative data that had been obtained and provide further insight into the impact of the application on the student learning process.

Participants in this research were sixth-grade students from elementary schools in Indonesia who were selected using purposive sampling. The criteria for selecting participants were based on their experience in using the Hello Talk application in the English learning process. The total number of participants involved was 10 students, this number was considered sufficient to provide representative data for qualitative analysis, while also being manageable in the context of quantitative research.

As the research tool for this study, a questionnaire and interviews were used. The focus of the questionnaire questions was on the expectations, efficacy, and confidence level of students after viewing the Hello Talk app. Researchers employed questionnaires and interviews as their study instruments to gather data. Participants received the prepared questionnaire via Google Forms. The interview is also used to elicit more detailed information from the respondents. The questionnaire's focus was on the efficiency of using the Hello Talk app to teach English speaking. The items included the students' motivation for using the app, their expectations, their efficiency, and their confidence level after using it.

RESULTS AND DISCUSSION

Results

In this section, the research results are presented by researchers regarding the effectiveness of the Hello Talk application in supporting the speaking skills of elementary school students in Indonesia. The data from the questionnaire results are explained first by the researcher, and then supported by data from the interview results.

Students' Motivation in Viewing Hello Talk Application in Learning Speaking English
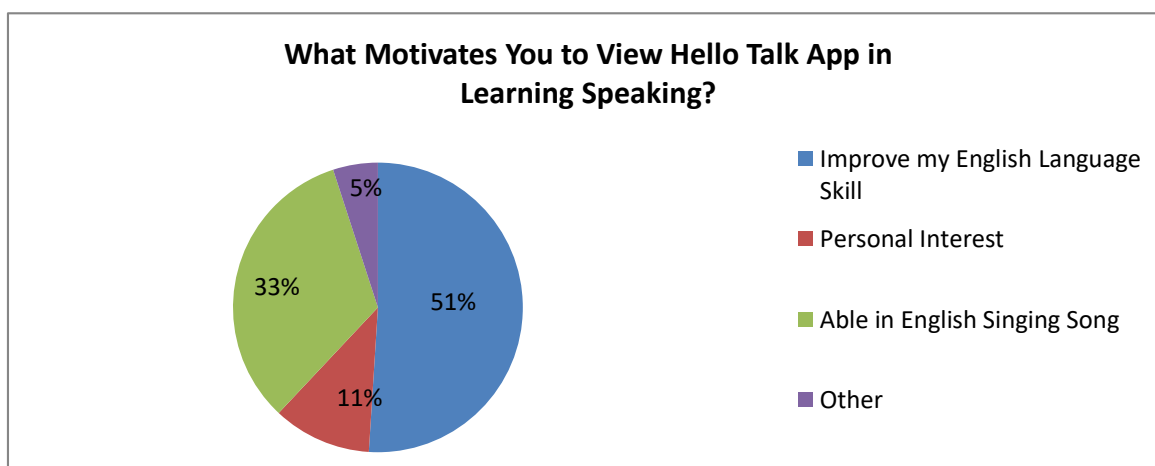

Figure 1. Motivation in viewing the Hello Talk Application

Up to 51% of respondents said that they were motivated to view the Hello Talk application to learn to speak since it will help them in school with their English language skills. In other words, more than 50% of participants exactly 5 participants out of 10 chose the application because they thought it would aid in their efforts to improve their English. While 11% of users said they were driven to be able to sing English songs, 33% of participants said they were browsing the Hello Talk application out of personal interest. On the other side, the remaining participants out for someone else.

The information listed above is directly related to the study's title. According to the comments, most students are driven to enhance their English-speaking abilities for either

employment or education, which speaks to the applicability and value of Hello Talk as a language learning platform. The comments also show that Hello Talk is used for purposes more than just personal interest since certain students are encouraged to sing English songs effectively while they are still young. Overall, this information contributes to a deeper comprehension of the factors that influence primary schools' decisions to adopt Hello Talk as a platform for language learning, which helps assess the platform's efficacy.

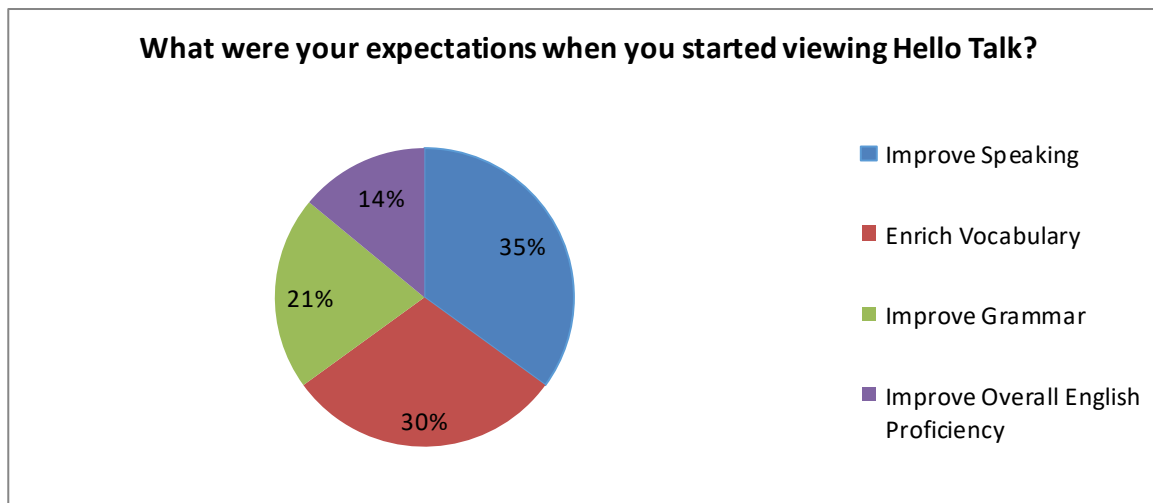***The Expectations When Starting to View Hello Talk App***

Figure 2. Expectations in Viewing Hello Talk App

By using the Hello Talk app as part of their English learning process, over 55% of students expect to improve their speaking. Along with the 30% of pupils whose vocabulary is projected to grow, 21% of students are expected to improve their grammar. The final percentage, which is 14%, represents the student's overall English proficiency improvement. The information presented here is directly related to the study's title. According to the comments, the majority of elementary school students believe that viewing Hello Talk during the learning process will help them speak more clearly. This result is consistent with the research literature, which has demonstrated that language learning apps like Hello Talk can help students become more fluent speakers of English. Students may have particular areas they want to focus on when viewing Hello Talk, as seen by the fact that some users also intend to enhance their vocabulary and grammar. Overall, this information contributes to understanding what users anticipate from the Hello Talk app as a language learning platform, which helps assess how well the platform fulfills users' requirements and objectives.

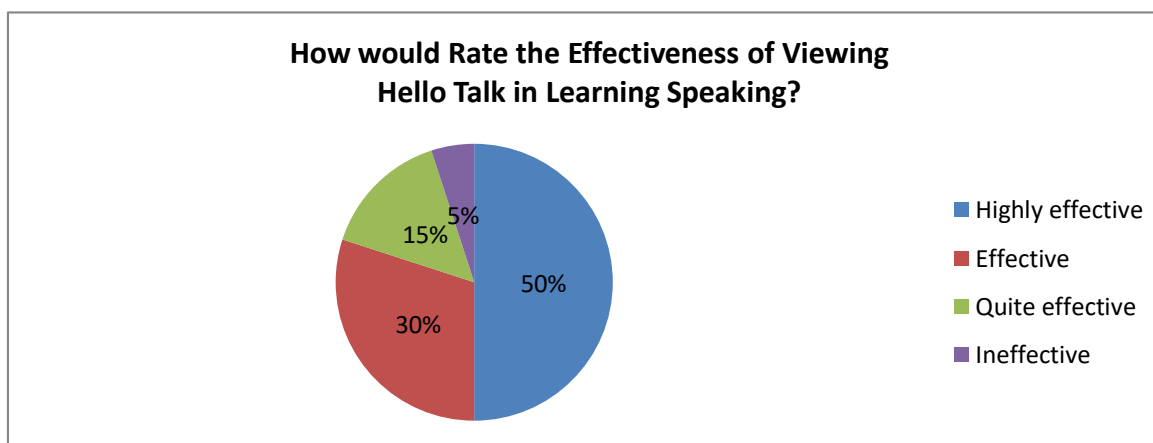***The Effectiveness of Viewing Hello Talk App in Learning Speaking English***

Figure 3. Effectiveness in Viewing the Hello Talk App

The Hello Talk application was rated as a very effective teaching tool for improving students' English skills by half of the participants. About 20% of participants stated the app is quite effective, while up to 30% said it is effective. Additionally, 5% of the participants said that the Hello Talk app is a substandard tool for learning English. The findings show that Hello Talk is an effective tool for learning English, and literature research indicates that most users took use of the app's availability to improve their English skills for both school and other purposes.

Confidence Level after Viewing Hello Talk App in Learning Speaking English
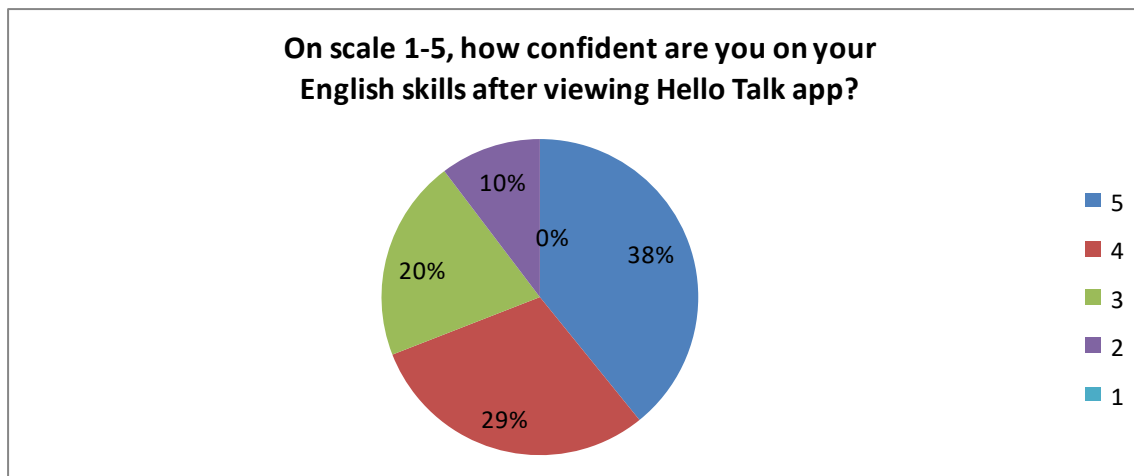

Figure 4. Confidence in Viewing Hello Talk App

The information above relates to the research, "After viewing Hello Talk, how confident are you in your English proficiency on a scale of 1 to 5?" According to the comments, most viewers of Hello Talk said that they felt about as confident as they could be speaking English. Most students (around 38%) rate their level of confidence as 5 out of 5, while 29% rate it as 4. 20% of the students gave their degree of confidence the highest rating 3 out of 5 while 10% gave it the second-highest rating 2, and none of the students gave it the lowest rating 1 out of 5. According to the research, the majority of students felt more confident in their language abilities after viewing Hello Talk, even if many students did see an improvement in their English competence. Overall, this information provides information on how students see their language competency after viewing Hello Talk as a platform for language learning.

Interview Result

A questionnaire is also utilized as the research tool, but an interview is also used to get more in-depth information from participants. The results of a survey asking respondents whether they viewed the Hello Talk app as a useful tool for learning English as a second language are listed below. The majority of respondents think the Hello Talk application is a good English learning platform because of its usefulness and accessibility. They assumed they could use the application to learn English anywhere, at any time. The outcomes of the research subjects' interviews are listed below:

In my opinion, Miss, this application is very fun for learning English, especially if we want to quickly become good at speaking, this time it is suitable Miss. Because we can communicate directly with foreigners. So slowly but surely our English will also be as good as theirs. Practice makes perfect, right Miss, if we expect us to only talk to friends, it will definitely take a long time to be able to.

Based on the interview, it is found that Hello Talk has become a nice application in some students' opinion. It is very effective for the students who want to learn and practice directly with the native speakers. This application provides a place where we as non-native speakers communicate directly to native speakers all over the world.

What about it, Miss, I feel that since I found out about Hello Talk, I've become more enthusiastic because I can talk directly to people, Miss, so it's as smooth as in the films.

The aforementioned interview's findings demonstrate how familiarizing oneself with the Hello Talk application may encourage students to speak more fluently in the target language by facilitating direct communication with native speakers.

After I saw this Hello Talk application for learning English, it seems very fun Miss, because there are many features in it, there are videos, we can also make statuses like the Facebook application, then it is commented on by foreigners. Yes, we will have many friends, right Miss, foreigners too. I who just saw it was fun, what more later when I use this application.

According to one of the students interviewed, it's entertaining just to glance at this application. It will be quite useful to utilize, especially if we use it to learn English. Numerous engaging features in this application keep students engaged and from getting bored while learning to speak. There are entertaining videos, and users may post status updates similar to those on the Facebook app, which other users can remark on across the whole country. For users to effectively learn as well as make many foreign pals who can help them indirectly improve their speaking skills.

Discussion

The results show that the main reason for seeing the Hello Talk application for the majority of users (51%) is to increase their level of academic English language proficiency. This suggests that people consider the application to be a useful tool for academic work. Additionally, users are sufficiently motivated. For example, 35% of users are driven to be able to sing English well, which is a sufficiently high rate that is given that all students are still in their early learning stages. From the results of this research, it is known that singing songs can improve a person's ability to speak English, this is because by singing or listening to English songs, indirectly, we will gain a lot of new vocabulary obtained through the lyrics of the song. This is supported by the research of a researcher Kartika & Khaeri (2020) regarding increasing students' English vocabulary using the singing method. From this research, it can be obtained that it is proven that students' vocabulary can increase by using the singing method. In addition, students' vocabulary skills can be increased by using the Hello Talk application. Then, 11% are driven by personal interests, and 5% have another drive to improve their English in preparation for travel. Students' first expectations for the Hello Talk application are oriented around speaking improvement (35% of participants). Additionally, there are about 30% of the students are motivated that the Hello Talk App can increase their vocabulary, which is also reinforced by research by Jamu et al., (2022) on the application of the Hello Talk application in teaching English to beginner learners. From this research, it was found that the Hello Talk application can assist students in improving their vocabulary abilities. Then, there are about 20% of students are expected to enrich their grammar, and there are about 14% of students are expected the Hello Talk App can enhance their overall English proficiency.

Overall English proficiency includes speaking, listening, reading, and also including writing skills. Even though the percentage for this is not very large, in several studies it can be proven that the use of the Hello Talk application is very influential in improving students' writing skills. There is a study by Febriani et al., (2023) about the effectiveness of using Hello Talk in improving students' writing skills at the higher education level. From the results of this study, it can be seen that the Hello Talk application is very effective in improving students' writing skills. Students greatly value the effectiveness of the Hello Talk program, with 50% citing it as a very useful tool and 30% citing it as effective. 15% of them are quite effective, while 5% are ineffective. Students' confidence in their English learning speaking improves after viewing the Hello Talk application with 38% expressing the highest level of confidence. It is around 29% that show in 4 levels, and 20% in 3 levels. Then there are 10% in 4 levels and the last level is none of the percentages.

Up to 51% of all participants in this study indicated that seeing the Hello Talk application had enhanced their proficiency in speaking English. These results are those of a study by the author, which discovered that using the Hello Talk app can help students' speaking skills. Zoom is used to develop the Hello Talk app for students participating in online learning. Researchers

discovered that the Hello Talk app can help pupils' speaking abilities. Speaking skills improved, but so did proficiency in other languages. The study's findings, taken together, imply that Hello Talk is a useful tool for learning English and can enhance a variety of language skills, including speaking. The findings of this study contradict prior research that claimed Hello Talk might not be successful in some circumstances. Because of this, Hello Talk can be a useful tool for language learners who want to acquire new abilities in a fun and approachable manner. Overall, the results of the data analysis indicate that Hello Speak is a useful platform for learning English that can aid in users' language proficiency improvement. The results support other studies that examined Hello Talk's usefulness as a platform for learning English. The data findings, which should be highlighted, are based on self-reported information from a small sample of participants. The success of Hello Talk as an English learning platform must thus be confirmed by more studies with a larger sample size and utilizing various techniques.

CONCLUSION

This study's comprehensive analysis makes it abundantly evident that the Hello Talk app is a very helpful tool. The results of the researcher's questionnaire, which was given to the respondents, clearly demonstrate how the application can raise students' self-confidence, English language proficiency, and motivation. Moreover, an intriguing narrative presents itself in comparison to the understanding acquired from previous studies. The study's positive trend aligns with mounting data demonstrating the Hello Talk app's potency as a stimulant for robust language acquisition. Our research contributes to the discussion by emphasizing the advantages of using digital learning resources, particularly when it comes to boosting students' interest in and proficiency in studying English, even though worries have been raised about the potential drawbacks of using a mobile phone. Thus, it is crucial to approach these findings with criticality. The potential negative effects of mobile phone-assisted language learning should be thoroughly examined in later studies. The significance of our findings in a variety of educational contexts will be enhanced by acknowledging challenges and areas for growth.

In summary, Hello Talk is an excellent illustration of language learning efficiency. These findings provide valuable insights for improving language education strategies for teachers, learners, and legislators. Though we welcome the benefits of mobile-assisted learning, we also recognize that more research is necessary to improve our knowledge, overcome obstacles, and usher in a new era of innovation and continuous improvement in language education.

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