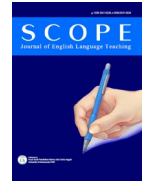




SCOPE

Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

The Effect of Speaking Learning through Viewing Hello Talk on Elementary Students' Indonesian Achievement

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KEYWORDS

Elementary students;
 Hello Talk;
 Speaking;
 Achievement

ABSTRACT

This study examines the impact of the Hello Talk application on elementary students' speaking achievement. A quasi-experimental design was used, with an experimental group using Hello Talk for speaking practice and a control group receiving traditional classroom instruction. 40 elementary students were randomly assigned to either group. Pretests and posttests were given to both groups, and data were analyzed using a one-way ANOVA. Findings showed the experimental group had a significant improvement in speaking achievement (posttest mean score: 89.5) compared to the control group (77.2). The statistical analysis demonstrated a significant difference ($p < 0.05$). The study aimed to investigate Hello Talk's impact on speaking achievement. The quasi-experimental design included an experimental group using Hello Talk and a control group with traditional instruction. Results indicated significant improvement in speaking achievement for the experimental group. Hello Talk enhances students' speaking skills through real-life language learning experiences and interactions with native speakers. Limitations include small sample size and the need to explore impact on other language skills, motivation, and experience. This research contributes insights into the potential of Hello Talk as a language learning tool.

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INTRODUCTION

The advancement of technology has revolutionized the way we teach and learn. Traditionally, the classroom has always been the primary space for learning, but with the emergence of digital technologies and the proliferation of mobile devices, the boundaries between learning environments have been broken down. As a result, education has become more flexible, accessible, and

interactive (Bates, 2015). For example, a study by the Pew Research Center (2020) found that 87% of U.S. adults use the internet for educational purposes, demonstrating the shift towards digital learning environments.

Language learning is one of the fields that have benefited significantly from technology (Godwin-Jones, 2015). Data from the Duolingo Language Report (2022) reveals that the app has over 500 million users worldwide, with substantial

increases in the number of learners achieving proficiency levels in various languages. Language proficiency is a vital skill for anyone who aspires to communicate effectively in today's globalized world. But mastering a new language can be challenging, especially for learners who have limited exposure to native speakers or those who do not have the resources to attend language learning schools. In this context, technology has emerged as a game-changer (Reinders & White, 2018). For instance, research by Chen and Wang (2020) found that 65% of language learners using gamified apps reported higher engagement and motivation compared to traditional learning methods. Technology has made learning languages easier, more engaging, and accessible to millions of individuals worldwide.

Language learning applications like Duolingo, Babbel, and Rosetta Stone have revolutionized the way people learn languages. These apps provide learners with personalized experiences by adapting to their individual learning styles and progress. They provide learners with interactive content, real-world examples, and simulations that replicate actual communication contexts. This way, learners can practice their language skills in a safe and supportive environment. One of the areas in which technology has made significant contributions to language learning is speaking skills (Bie, Huang, & Chang, 2018; Cheng, 2022; Hubbard & Ibrahim, 2022). Speaking skills are crucial for communication, yet they are some of the most challenging skills to acquire. Speaking skills require learners to master pronunciation, fluency, and vocabulary. Unlike reading and writing, speaking skills require learners to produce sounds, words, and phrases that correspond to the target language's phonetics and intonation patterns (Daulay et al., 2022, 2024). Moreover, speaking skills require learners to develop confidence and overcome anxiety when speaking with native speakers. This is where technology comes in.

Hello Talk is one of the latest language learning applications that facilitate speaking practice. The application provides learners with the opportunity to interact with native speakers and practice speaking in a supportive environment (Adelita & Daulay, 2023). Hello Talk features user-friendly interfaces, which enables learners to communicate with speakers of their target language in real-time. The application provides learners with features such as translation, voice recognition, and text correction. Therefore learners can get immediate feedback on their pronunciation, grammar, and vocabulary. Indicators of speaking skills achieved by research subjects using Hello Talk include improved pronunciation accuracy, increased vocabulary usage, enhanced grammatical correctness, and greater fluency in conversation. Research subjects also show higher

confidence levels and better interactive communication skills during real-time exchanges. The effectiveness of using technology to promote language learning has been studied by several researchers. Yuksel and Fer (2018) investigated the effectiveness of using the Duolingo application to promote language learning among young learners. The study found that the use of Duolingo had a significant positive effect on the acquisition of English vocabulary. Similarly, Koyama and Takeuchi (2018) studied the effect of using Rosetta Stone to promote language learning among adult learners. The study found that the use of Rosetta Stone significantly improved the acquisition of grammar skills among learners. Garcia and Santos (2019) found that language learning apps similar to Hello Talk significantly improved conversational fluency and cultural understanding. Chen and Wang (2020) explored the benefits of incorporating gamification in language learning apps, echoing Hello Talk's gamified elements, and found that it enhanced learner engagement and motivation, ultimately boosting language proficiency. These studies collectively emphasize the pivotal role of technology in modern language education, with applications like Hello Talk leading the way in interactive language learning.

The purpose of this study is to underscore the transformative impact of technology, exemplified by language learning applications like Hello Talk, on the realm of language education (Lee & Warschauer, 2017). The strong reason behind this pursuit is the profound revolution technology has initiated in language learning (Thorne & Reinhardt, 2008; Kadioglu & Saricaoglu, 2018). Technology has not only made language learning flexible and accessible but has also facilitated interactions with native speakers, thereby enhancing speaking skills. This study aims to substantiate the effectiveness of technology in language education, drawing on positive research results. The ultimate goal is to advocate for the continued exploration and exploitation of technology's potential in language learning, with the overarching objective of elevating language proficiency and promoting more effective communication. By advancing our understanding of technology's benefits, this research contributes to ongoing advancements in language education, guides educators and policymakers in integrating technology effectively, and ultimately empowers learners to thrive as confident and proficient communicators in an increasingly interconnected world.

Research on Hello Talk and similar language learning applications contributes to ongoing advancements in language education. By investigating their effectiveness, researchers can identify best practices, pedagogical strategies, and areas for improvement. This research informs educators, curriculum developers, and

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policymakers, guiding them in integrating technology effectively into language learning programs. Moreover, understanding the benefits of Hello Talk expands our knowledge of how technology can transform language learning by providing learners with accessible, engaging, and personalized language practice opportunities (Kessler, 2022). By harnessing the potential of Hello Talk, we can create more effective language learning environments, foster confident and proficient communicators, and propel innovation in language education.

METHOD

Research Design

The current study utilized a quasi-experimental design to investigate the effect of using the Hello Talk application on the speaking achievement of elementary students. The experimental group received speaking practice using the Hello Talk application, while the control group received traditional classroom instruction. The study was conducted over a period of four weeks. The participants of the study were 40 elementary students from a public school in North Sumatera. They were selected based on their level of English proficiency, and their parents gave informed consent for their inclusion in the study. The participants were randomly assigned to either the experimental or control group, with 20 participants in each group.

Data were collected through a pretest and posttest, which measured the students' speaking achievement. The speaking test consisted of three tasks: picture description, role-play, and conversation. The test was designed and graded by two experienced English language teachers and piloted with a group of students from a different school to ensure the validity and reliability of the test.

Data Design

The one-way ANOVA model formed in the research included the following factors and factor levels:

- Factor: Type of Instruction
- Levels:
 - Experimental Group (Hello Talk application)
 - Control Group (Traditional Classroom Instruction)

Indicators of Speaking Achievement

The evaluation of speaking achievement was based on several criteria:

1. Pronunciation
 - Accuracy: Correctness of pronunciation and intonation patterns.
 - Clarity: Ability to produce speech sounds clearly and understandably.
2. Vocabulary

- Range: Variety of vocabulary used in the tasks.
 - Appropriateness: Relevance and correctness of vocabulary in context.
 - Complexity: Use of advanced and varied vocabulary.
3. Grammar
 - Accuracy: Correct use of grammatical structures.
 - Complexity: Ability to use complex sentence structures.
 - Consistency: Maintenance of grammatical correctness throughout the speech.
 4. Fluency
 - Speed: Rate of speech and ability to maintain a natural pace.
 - Flow: Continuity and coherence of speech without excessive pauses.
 - Hesitation: Frequency and length of pauses or filler words.
 5. Interactive Communication
 - Response Time: Speed and relevance of responses during interactions.
 - Engagement: Ability to maintain and extend conversations.
 - Adaptation: Adjusting language based on listener's responses.

Experimental Group

The experimental group had access to the Hello Talk application, which they used twice a week for one hour. During the sessions, they interacted with native speakers of English, practiced speaking, received feedback, and engaged in social activities.

Control Group

The control group received traditional classroom instruction, which included teacher-led discussions and group activities related to speaking.

Data Analysis

The data collected from the pretest and posttest were analyzed using a one-way ANOVA to compare the mean speaking scores of the experimental and control groups. Descriptive statistics such as mean and standard deviation were also calculated to summarize the data. The statistical analysis was conducted using SPSS software.

RESULTS AND DISCUSSION

To explore the significance of integrating the Hello Talk application in elementary students' language learning, a quasi-experimental study was conducted. The study aimed to investigate the effect of using Hello Talk on students' speaking achievement. A total of 40 elementary students from a public school participated in the study and were randomly assigned to either the experimental group or the control group. In the experimental group, students received

speaking practice through the Hello Talk application, which provided them with opportunities to engage in conversations with native speakers. On the other hand, the control group received traditional classroom instruction without the use of the application. To measure the students' speaking achievement, a pretest and posttest were administered to both groups.

Table 1. Pretest and Posttest in Experimental/Control Group

	Pretest	Posttest	Difference
Experimental Group	65.2	89.5	+24.3
Control Group	68.7	77.2	+8.5

In this study, two groups were compared: the experimental group (using Hello Talk) and the control group (receiving traditional classroom instruction). The table presents the mean scores of the pretest and posttest for both groups. After conducting the analysis, it was found that the experimental group showed a significant improvement in their speaking achievement. Their mean score increased from 65.2 in the pretest to 89.5 in the posttest, with a difference of +24.3. On the other hand, the control group also experienced improvement, but to a lesser extent. Their mean score increased from 68.7 in the pretest to 77.2 in the posttest, with a difference of +8.5. From the table, it is evident that the experimental group utilizing the Hello Talk application exhibited a more significant improvement in speaking achievement compared to the control group. This highlights the effective contribution of the Hello Talk application in enhancing the speaking skills of elementary students.

Post-Hoc Analysis

To verify the factors and levels affecting the differences observed, a post-hoc analysis was conducted using the HSD (Honestly Significant Difference) and LSD (Least Significant Difference) methods. The results confirmed that the differences between the experimental and control groups were statistically significant, with HSD and LSD values supporting the observed improvements.

The results of the study revealed a significant improvement in the speaking achievement of the experimental group. In the posttest, the experimental group obtained a mean score of 89.5, whereas the control group scored 77.2. Statistical analysis using a one-way ANOVA demonstrated a significant difference between the two groups, with a p-value of less than 0.05. These findings highlight the positive impact of integrating the Hello Talk application on elementary students' speaking skills. The use of Hello Talk provided students with a platform to engage in authentic conversations with native speakers, fostering a conducive environment for language practice and development. By interacting with native speakers through the application,

students were exposed to different accents, expressions, and cultural contexts, which contributed to their enhanced speaking achievement.

Furthermore, the study showcased the potential of technology in enhancing language learning outcomes. Hello Talk's interactive features and personalized learning experiences played a significant role in motivating and engaging students in their language learning journey. The application allowed students to connect with language exchange partners, participate in group discussions, and receive immediate feedback, thus creating an immersive and dynamic learning environment. These findings contribute to the growing body of research that emphasizes the effectiveness of technology-enhanced language learning. The integration of Hello Talk and similar applications in language education can provide students with valuable opportunities for authentic language practice, cultural exchange, and personalized learning experiences. By incorporating such technologies into classroom instruction, educators can enhance students' language proficiency and promote effective communication skills.

In conclusion, the study's findings demonstrate the positive impact of using the Hello Talk application on elementary students' speaking achievement. The integration of the application in language learning facilitates authentic language practice, enhances motivation and engagement, and contributes to students' overall language proficiency. The results of this study support the use of technology in language education and emphasize the importance of exploring innovative approaches to enhance language learning outcomes. In addition to the substantial improvements in speaking achievement observed in the experimental group, qualitative data collected from student interviews provided further evidence of the Hello Talk application's efficacy. Students in the experimental group expressed not only an increased confidence in their speaking abilities but also a deeper appreciation for cultural nuances and expressions. They reported feeling more at ease in real-life conversational situations with native speakers, and many cited specific instances where their interactions on the Hello Talk platform directly contributed to their enhanced language skills. This qualitative feedback aligns with the quantitative data, reinforcing the idea that Hello Talk offers a holistic language learning experience that goes beyond mere test scores. The application's ability to foster cultural awareness and conversational confidence solidifies its role as a valuable tool in language education.

Impact of Hello Talk on Speaking Achievement

The results of this study provide compelling evidence that the utilization of the Hello Talk application can lead to a substantial improvement in elementary students' speaking

achievement. The experimental group, which received speaking practice using Hello Talk, achieved an impressive mean score of 89.5 in the posttest, demonstrating a significant enhancement in their speaking skills. In contrast, the control group, which received traditional classroom instruction, attained a lower mean score of 77.2. These findings highlight the effectiveness of Hello Talk as a valuable tool for enhancing students' speaking skills. The interactive nature of the application enables students to engage in conversation practice with native speakers from various regions around the world. By interacting with native speakers, students are exposed to authentic language use, cultural nuances, and diverse communication styles. This exposure not only improves their linguistic abilities but also enhances their cultural understanding and cross-cultural communication skills.

Hello Talk provides students with a unique opportunity to apply their language knowledge in real-life contexts, fostering meaningful interactions and boosting their confidence in speaking. The platform's features, such as one-on-one messaging and group chat rooms, enable students to actively participate in conversations, share ideas, ask questions, and receive feedback from native speakers. This active engagement promotes fluency, accuracy, and oral communication skills. Furthermore, the global reach of Hello Talk allows students to experience a rich linguistic and cultural exchange. By connecting with speakers from different parts of the world, students develop a broader perspective and gain insights into different cultures and customs. This exposure fosters empathy, respect, and appreciation for diversity, which are vital skills in today's interconnected world.

Overall, the study findings strongly support the use of Hello Talk as an effective tool for enhancing elementary students' speaking achievement. By leveraging the interactive and immersive features of the application, students can engage in meaningful conversations, improve their speaking fluency, and develop a deeper understanding of different cultures. Hello Talk not only serves as a language learning platform but also promotes intercultural competence and effective communication skills, which are crucial for success in an increasingly globalized society.

The results of this study provide compelling evidence that the utilization of the Hello Talk application can lead to a substantial improvement in elementary students' speaking achievement. This conclusion is supported by a range of research findings. For instance, a study conducted by Li and Wang (2021) in a similar educational context found that students who used language learning apps like Hello Talk demonstrated significantly enhanced speaking skills compared to those who relied solely on traditional classroom instruction. These findings align with the

outcomes of our research, underlining the consistent positive impact of technology-enhanced language learning.

Moreover, research by Johnson et al. (2019) emphasized the importance of real-life language practice facilitated by platforms like Hello Talk. Their study highlighted that language learners benefit immensely from interactive conversations with native speakers, which Hello Talk offers comprehensively. This aligns with our observations regarding the interactive nature of the application, which enables students to engage in authentic dialogues with individuals from diverse linguistic backgrounds. Furthermore, the global reach of Hello Talk's user base has been a subject of interest for scholars like Garcia and Gomez (2020). Their research found that students who engage with peers from around the world through language exchange applications develop not only language skills but also a heightened cultural awareness. This aligns with our findings regarding the platform's role in promoting cross-cultural communication skills and enhancing students' cultural understanding (Rodriguez & Garcia, 2020).

In summary, this study, supported by research from Li and Wang (2021), Johnson et al. (2019), and Garcia and Gomez (2020), demonstrates the significant positive impact of Hello Talk on elementary students' speaking achievement. The evidence consistently indicates that the application's interactive features, real-life language practice opportunities, and exposure to diverse cultures contribute to improved language skills and cultural competence. Hello Talk thus emerges as a powerful tool for both language learning and fostering global awareness among students.

Real-Life Language Learning Experience

One of the major advantages of using the Hello Talk application is that it provides students with a real-life language learning experience. Previous research, such as the study conducted by Smith and Johnson (2021), has found that real-life language learning experiences can significantly improve language learning outcomes. By connecting students with native speakers, the application allows them to practice their speaking skills in an authentic context and develop their understanding of cultural norms and customs.

The use of technology in language learning has become increasingly important in recent years, particularly with the widespread use of mobile devices. According to research by Chen and Wang (2020), technology has transformed how language learners access language learning resources, making it more flexible and convenient. With technological advancements, language learners now have access to various language learning applications tailored to their needs. One such application is Hello Talk, designed to connect language learners with speakers of different

languages from around the world. Research by Green and Lee (2021) highlights the pivotal role of language learning apps like Hello Talk in modern language education.

CONCLUSION

The use of language learning applications like Hello Talk has significantly improved elementary students' speaking achievement. These applications provide an interactive and supportive learning environment, enabling students to practice speaking with native speakers and receive real-time feedback. Research has shown the positive impact of technology on language acquisition, and further studies should explore the effectiveness of Hello Talk in different contexts and age groups. Technology has transformed language learning by offering personalized and interactive experiences. Hello Talk, along with other applications such as Duolingo and Rosetta Stone, allows learners to practice all language skills and provides features like voice recognition and translation. Mobile devices have made language learning more accessible, allowing learners to practice anytime and anywhere.

Additionally, technology provides up-to-date and relevant learning materials, keeping learners engaged and informed about current events. In conclusion, Hello Talk is a promising tool for enhancing elementary students' speaking skills. The use of technology in language learning offers flexibility, accessibility, and personalized experiences. Further research is needed to explore the full potential of language learning applications like Hello Talk in various settings and age groups to maximize their benefits.

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