

Indonesian EFL Students' Perception on Hello Talk Application in Fostering Speaking

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ABSTRACT

This study aims to investigate how students perceive the implementation of Communicative Language Teaching, specifically utilizing the HELLOTALK APP, to enhance their speaking skills. University of Islamic Zainul Hasan Genggong students participated in this descriptive qualitative research, which involved data collection through observation, field notes, and interviews. The analysis employed methods such as data reduction, data display, and drawing conclusions. The findings indicated that most students recognized the positive impact of HELLOTALK APP in classroom activities, attributing it to the development of language skills and increased self-confidence. Although they found its implementation somewhat challenging, students expressed a preference for code-switching by the teacher during classroom activities. They also favored active discussion in pairs or groups, focusing on their respective fields of study, and recommended the integration of additional tools like online platforms and applications to enhance the learning process.

Keywords: Translanguaging practice, English language, learning video



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A. INTRODUCTION

Speaking is one of the most important language skills to master in communication, especially in learning English. Because speaking is the most noticeable characteristic that determines language proficiency. As stated by Richards (2002) the majority of the language learners in the world study English to develop speaking proficiency. Jaya (2021) that speaking is a productive skill and is a core skill. These abilities include speaking fluently, understanding and following discussions, and communicating messages clearly and efficiently. According to Thornbury (2005: 4), speaking is the communication ability between people who take turns exchanging particular information. Meanwhile, Uyen & Dieu (2023), stated that speaking is the one that can satisfy the principal function of a language, serving for communication.

Effective spoken communication is not only about conveying information but also about building connections and relationships. The ability to express oneself clearly and confidently fosters stronger interpersonal bonds, whether in professional settings, academic environments, or social interactions. Jaya (2021), Speaking is not just saying the sequences of words in correct pronunciation. A person is said to be a good talker as long as they manage to convey what's on their mind well and make the listener understand them. Furthermore, speaking skills are crucial in public speaking, presentations, and negotiations, where the impact of effective communication can be profound. In the context of language learning, developing speaking skills often poses challenges for learners. Overcoming these challenges requires practice, exposure to diverse language contexts, and constructive feedback.

Students in all nations that use English as a second language face own challenges in learning English, particularly when it comes to speaking. Chand, G. B. (2021) Therefore mastering speaking is regarded as the most difficult skill in a second. (Katemba & Buli 2018) They still have low of ability in sharing their idea in the English language. In general in the proces of learning English, students will encounter several problems when they learn English, which are caused by several factors that influence their aims in matering English. The difficulties students face in speaking English can be influenced by linguistic and psychological factors. According to Haidara (2016:1) in every learning situation or environment, human psychology plays a significant role. English speaking is a language skill that is highly affected by human psychology (Jaya 2021). Linguistic and psychological factors can influence pupils' difficulty speaking English. Linguistic factors include a lack of vocabulary, pronunciation, and grammar, whereas psychological factors include a lack of self-esteem, shyness, and fear of making mistakes.

However, a study conducted by Al Nakhalah in (2016) showed that there were challenges in English speaking. First, students were afraid of making mistakes, Second, the students felt shy when they talk in English as well as they felt not confident. Aziz (2018) found that the students are having difficulties such as grammar, pronunciation, deficient language learning curriculum, and lacking exposure to English. Additionally, Rahayu (2015) identified that many problems come from their internal and external factors like lacking understanding of structure, vocabulary, pronunciation, minimum interest and opportunities, lacking practice and discipline as well as environmental. When discussing English speaking courses, students need supporting media. Learning English using technology or applications is considered better because it can improve our language skills. There are a lot of applications that We can use to learn English in

easy and fun ways to improve our Speaking, Writing, Reading, and Listening (Puspita, L. D., Srisudarso, M., & Tauhidin, T. (2023). for the example Youtube, Tik tok, Cake, Ometv, Hellotalk , and others makes them valuable tools for authentic language learning. Mehdipour, Y., & Zerehkafi, H. (2013). clearly stated that mobile learning creates opportunities for both formal and informal learning.

The research focuses on the use of the HelloTalk application as a tool to enhance students' speaking abilities. The HelloTalk application can play a crucial role here by providing authentic learning materials, connecting learners to native speakers' communities, and providing language exchanges (Sadeghi, A., & Chalak, A. (2023). HelloTalk is a language learning application that allows users to interact with native speakers of the language being learned Using HelloTalk. According to Nushi et al. (2018), HelloTalk is a beneficial language learning tool, especially for the young generation, due to its social environment, practical use, and meaningful learning.

Users can communicate with others who are natural speakers of the language they are studying. Through voice notes and text messaging, users can practice writing, speaking, and listening to different languages in one-on-one chats. Additionally, they can correct one other's grammar. As mentioned by Nugroho et al. (2021), before using this application, the students could memorize the words well and needed a long time to memorize them correctly. Dari beberapa aplikasi pembelajaran bahasa inggris, Valdimarsson (2020) explained that the Hellotalk application is more exciting, and perhaps its novel feature is its social aspect.

Similar to other social media platforms, such as Facebook YouTube, TikTok, and others, HelloTalk provides students with a platform to express their thoughts, feelings, and ideas in a more relaxed and free manner. This serves as valuable preparation for them to articulate themselves more effectively. (Sadeghi, A., & Chalak, A. (2023) This application can supply a good platform for second language learners to learn English and other languages fluently by contextualized visual information. Therefore, the present study investigated the utilization of the HelloTalk application for improving students' speaking skills.

Moreover, based on the preliminary observation at the University of Islamic Zainul Hasan Genggong has identified several challenges in English learning, including a lack of vocabulary, motivation, fluency in speaking, low self-confidence, and hesitancy among students to speak English in front of their peers. In response to these challenges, the researcher aims to enhance students' speaking abilities through the utilization of social media. The incorporation of social media into the learning process is no longer just an option but a necessity. Lectures are expected to integrate social media effectively to facilitate students' learning experiences. The

investigation into English language learning through the utilization of the HelloTalk application yields significant contributions to the field of language acquisition and technology-assisted education. Through a thorough examination of the experiences and outcomes of learners engaging with HelloTalk, the research lies in uncovering the positive impact of HelloTalk on language learners' speaking proficiency. Additionally, the research provides insights into the role of technology in overcoming barriers to language learning.

Some research has the same issue that I used to reference such as Rifari Baron (2020), Students' perception on the online application in speaking skills, in this research, online applications are a medium that helps simplify the process of learning English in class. Many applications can be used to learn to speak English. Nurul Aini, Firdausi Amalia, Ary Setya BudhiNingrum (2022), Improving students' speaking skill using Hello application as a medium of learning from home showed that learning students using Hello English applications as a medium of learning from home can improve the students' speaking skill. Tri Wintolo Apoko, Alfaruqi Alalwani Dunggio, Su Li Chong (2023) study result showed duo lingo has been effective and good to use for EFL students in improving vocabulary mastery. The researcher chose previous journals as a guide in making this research, however, there are differences used in this research, including differences in the applications or social media used, differences in research locations, and differences in research objects that will be studied in this research.

Based on the background of the problem mentioned above, the researcher conducted the research about " Indonesian EFL Students' Perception on HELLO TALK Application in Fostering Speaking." The researchers formulated the problem statement: To what extent do Indonesian EFL students employ HelloTalk Application in fostering speaking skills? Based on that question the objective of this research is to find the Students' Perception of HELLO TALK Application in Fostering Speaking.

B. METHODS

This is a qualitative descriptive research that aims to describe and investigate a phenomenon in the social environment, particularly focusing on the experiences of college students in learning speaking through HelloTalk. According to Mohammad Adnan Latief (2013) qualitative research is an inquiry process that aims to understand human behavior by building complex and holistic pictures of the social and cultural context in which that behavior occurs. In order to facilitate the data The researcher utilizes the Focus-group Discussion (FGD) method to gather data, analyze participants' statements, and provide an in-depth exploration of

their perspectives within a natural context. The participants of this research are the students in the sixth semester of English Education Department at Zainul Hasan Genggong Islamic University. The purpose of this study is to provide information about Students' Perception on HELLO TALK Application in Fostering Speaking. The researcher employed a qualitative narrative research methodology to explore the attitudes of college students regarding hybrid learning and speaking fluency. The analysis of Indonesian EFL students' perceptions regarding the HelloTalk application in fostering speaking skills involved several key steps. Initially, data was collected through surveys or interviews from students who had utilized the HelloTalk platform for language practice. Following data preparation, descriptive analysis was conducted to compute basic statistics and summarize participants' demographic information and app usage frequency. Perception analysis was then carried out to identify common themes and sentiments expressed by students regarding HelloTalk's effectiveness in enhancing speaking proficiency (Lauri, 2019). Additionally, correlation analysis was performed to explore potential relationships between demographic characteristics and perceived benefits of the application, as well as to assess the impact of app usage frequency on speaking skill improvement. Qualitative analysis involved thematic examination of participants' responses to extract insights into specific features of HelloTalk deemed beneficial or challenging. Furthermore, comparison analysis was conducted to discern variations in perceptions and outcomes across different demographic groups and levels of app usage. Ultimately, the findings provided valuable insights into the role of HelloTalk in language learning, allowing for the formulation of recommendations to optimize its usage for speaking skill development among Indonesian EFL students.

C. FINDINGS AND DISCUSSIONS

The interview data provided valuable insights into students' perspectives on HelloTalk Application in fostering speaking. Students expressed positive opinions, citing improvements in comprehension, confidence, and motivation. Challenges were acknowledged, but the adaptability and positive attitude of students toward the HelloTalk App methods were evident.

Based on the analysis of Indonesian EFL students' perceptions of the HelloTalk application in fostering speaking skills, several findings emerge regarding its effectiveness in implementation.

No.	Data Analysis	analysis of Indonesian EFL students' perceptions
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1.	Descriptive analysis	Firstly, the descriptive analysis revealed that a significant portion of students used the HelloTalk app regularly for language practice, indicating a high level of engagement with the platform.
2.	Perception analysis	Perception analysis highlighted generally positive sentiments towards HelloTalk, with students acknowledging its role in facilitating speaking skill development. Common themes included the app's effectiveness in providing opportunities for real-life language practice, cultural exchange, and peer feedback.
3.	Correlation analysis	Correlation analysis suggested that students' frequency of app usage positively correlated with perceived speaking skill improvement, indicating a potential dose-response relationship between app usage and language proficiency gains.
4.	Qualitative analysis	Qualitative analysis further underscored the importance of specific features such as voice messaging and language exchange partnerships in enhancing speaking proficiency.
5.	Comparison analysis	Additionally, comparison analysis revealed some variations in perceptions and outcomes based on demographic factors, suggesting the need for targeted support and guidance for diverse student populations.

Overall, the findings suggest that HelloTalk holds promise as a valuable tool for implementing speaking-focused language learning initiatives among Indonesian EFL students, with potential benefits contingent on consistent and structured usage. To maximize effectiveness, educators and language learners may benefit from integrating HelloTalk into language curriculum and adopting strategies to encourage active engagement and reflective practice on the platform.

How has the HelloTalk app influenced your experience in learning English, particularly in terms of enhancing your speaking skills? Have you found the app effective in improving your overall speaking proficiency? The study's findings indicate that a majority of the participants expressed positive feedback of HelloTalk application to enhance their speaking skills. They acknowledged the effectiveness of HelloTalk app in practicing speaking, as emphasized in excerpts 1, 2, 5, and 6. Excerpt 1: "In my opinion, HelloTalk app is highly beneficial for honing our speaking skills. This application is very useful for those who want to learn English by communicating directly with native speakers. I have used HelloTalk in learning English with native speaker friends there have helped me with pronunciation and grammar It greatly aids in improving English speaking proficiency, and

I find it extremely helpful." (P1). Excerpt 2: "HelloTalk app is a good tool. It has contributed to a noticeable improvement in my speaking abilities." (P2). Excerpt 5: "I have experienced enhancement in my speaking skills through HelloTalk app. It's a positive and helpful tool for speech training." (P5). Excerpt 6: "HelloTalk app plays a significant role in improving our speaking abilities. It serves as a valuable platform for speech practice. In my opinion, HelloTalk's best feature is the "Moments" feature where we can share photos and daily experiences with other people. This helps us to practice the language and get feedback from more experienced people." (P6). However, participants 3 and 4 expressed challenges in using HelloTalk app, primarily related to the necessity of actively speaking as reflected in excerpts 3 and 4. Excerpt 3: "Using HelloTalk app is somewhat challenging because it requires active speaking participation." (P3). Excerpt 4: "While it has been beneficial, and I acknowledge its goodness, I still find it challenging to speak confidently using HelloTalk app." (P4)

How has the use of HelloTalk app impacted your understanding when you speak English? Have you noticed any improvement in your comprehension skills after using the application? The results of the study revealed that four out of six participants acknowledged a slight improvement in their understanding when they spoke in English, although the enhancement was not significant. The participants' responses illustrating their perceptions of improvement are presented in excerpts 7, 8, 9, 10, 11, and 12. Excerpt 7: "Certainly, I comprehend English better now. There has been noticeable improvement." (P1). Excerpt 8: "Yes, I grasp some of it. However, English language is still necessary for translate in google or dictionary." (P2). Excerpt 9: "It's good, a decent improvement. Nevertheless, translations are still needed for better understanding." (P3) Excerpt 10: "It's not bad, but certain aspects remain challenging to comprehend." (P4) Excerpt 11: "Yes, I get it. This application reasonably good." (P5) Excerpt 12: "Yes, I understand, and there's a slight improvement. Because when i use this application, i get a lot of new vocabulary so i understand a little better when speaking English with someone." (P6) The responses above suggest that most students get positive impact from using The Hellotalk Application. Which is most of them felt there was an improvement in their speaking skills after usng The Hellotalk Application.

And in another interview session, the researcher also asked another questions, those are the question: What is your opinion on whether HELLOTALK APP contributes to building your confidence in speaking English? All participants concurred that the HELLOTALK APP played a significant role in enhancing their confidence in speaking English. The

participants' viewpoints are reflected in excerpts 13, 14, 15, 16, 17, and 18. All participants concurred that the HELLOTALK APP played a significant role in enhancing their confidence in speaking English. The participants' viewpoints are reflected in excerpts 13, 14, 15, 16, 17, and 18. Excerpt 13: "The app contributes to my confidence. I particularly appreciate conversation sessions in this application where speaking up is encouraged, and I feel no hesitation and afraid. This approach motivates me, as it involves direct interaction with native speaker and allows us to practice speaking using the applications. We learn to communicate effectively in this application." (P1) Excerpt 14: "It enhances my confidence in speaking. Traditional learning often focuses on grammar, leaving us uncertain when it comes to practical application. However, with this application, we learn to speak and practice with proper sentence structures simultaneously." (P2) Excerpt 15: "Yes, it boosts my confidence to some extent. The direct practice, engaging in dialogue conversations with native speaker, and receiving guidance on pronunciation contribute to my improvement." (P3) Excerpt 16: "It builds my confidence because we engage in speaking practice during communication, with native speaker guiding us on proper pronunciation." (P4) Excerpt 17: "Absolutely, I've gained confidence. The method initially posed a challenge as we were accustomed to passive interaction. However, it proved beneficial, focusing not only on learning content but also requiring active speaking practice." (P5) Excerpt 18: "Yes, it has helped me gain some confidence. While challenging, the advantage lies in direct speaking practice." (P6)

These are another question to collect the data analysis by give them some questions: Following your experience with HELLOTALK APP, do you find yourself prioritizing speaking with accuracy or fluency? The findings of the study indicate that three participants have a preference for both accuracy and fluency in their speaking. They believe that these two aspects work together to enhance effective language production, as reflected in excerpts 20, 23, and 24. Excerpt 20: "Both are important. Because accuracy and fluency must complement each other when it comes to speaking." (P2) Excerpt 23: "For me, I choose accuracy and fluency. Because we cannot speak accurately if we are not fluent in speaking and vice versa, we cannot speak fluently if we are not good at arranging the words out." (P5) Excerpt 24: "For me, I choose both. Because it's equally important for us to use when speaking." (P6) On the contrary, participants 3 and 4 made different choices, prioritizing accuracy over fluency, as seen in excerpts 21 and 22. Excerpt 21: "I choose accuracy in speaking. If the language is correct, we can speak well." (P3) Excerpt

22: "I prefer accuracy in speaking. If we are accurate in speaking, we can speak with confidence about what we are talking about." (P4) Participant 1 presented a unique perspective by favoring speaking fluency over accuracy. The participant argued that fluency implies correctness in speech, as seen in excerpt 19. Excerpt 19: "I choose to speak fluently because, for me, speaking accurately is not always fluent. If we speak fluently, surely our language will also be correct." (P1)

And in another interview session, the researcher also asked another questions to a several students who use the HELLOTALK Application, those are the question: Do you find it easier to speak english after using the HELLOTALK Application? In responding to inquiries about their perceptions of the HELLOTALK Application to improve their speaking skill, all participants expressed that this application was very effective and made it easier for them to improve their speaking by using the features that already exist in application. Their perspectives and recommendations are reflected in excerpts 25, 26, and 27. Excerpt 25: "Yes, the features and programs in The Hellotalk Application make me interested and more exciting in using this application so i find it easier to learn English, especially in the field of speaking." (P1) Excerpt 26: "HELLOTALK this application makes it easier for me to improve my speaking, because with this application i can chat directly with native speakers without having to be afraid of making mistakes." (P2) Excerpt 27: "With all the features in this application, i immediately liked this application because its make it easier for me o develop my skills, with this application i feel more flexible and it is very easy to talk with someone." (P3).

Researchers conducted interviews with Zainul Hasan Genggong Islamic University students to gain insight into their opinions regarding the use of the HELLOTALK Application in fostering speaking. Interview data includes changes or improvements experienced by students in understanding, self-confidence, motivation, involvement in interesting activities, and challenges faced during the use of this application. Data collected from interviews, reflecting various points of view of Zainul Hasan Genggong Islamic University students, did not undergo data reduction. The findings show that these students are still able to adapt and are accustomed to learning and practicing the target language through the HELLOTALK Application. It is important to note that the findings of these interviews remain intact to provide a thorough understanding students' experiences of using HELLOTALK Application in fostering speaking.

The research indicates that adopting a creative and modern approach to HELLOTALK Application contributes significantly to the development of students' speaking skills and establishes a strong foundation for speech.

Additionally, the interview results reveal that students at the University of Islamic Zainul Hasan Genggong positively respond to using HELLOTALK Application in fostering their speaking. This aligns with the positive perception of HELLOTALK Application activities is further supported by previous studies (Abdullah & Parilah, 2015; Nasikah, 2016; Suphan, 2020), demonstrating a generally favorable response from learners in the practical language learning process.

According to the interview findings, University of Islamic Zainul Hasan Genggong students agreed that HELLOTALK Application helped them become better speakers and increased their speaking confidence. The emphasis on speaking practice in HELLOTALK Application allowed students to directly practice speaking, simultaneously improving grammar and pronunciation through interactions with native speakers by engaging in dialogue conversations. Students expressed a preference for both accuracy and fluency in speaking, acknowledging the importance of grammar for effective communication and fluency for conveying ideas. This is consistent with Abdullah & Parilah's (2015) findings, emphasizing the students' belief in the necessity of both fluency and accuracy in speaking, recognizing the crucial roles they play in effective communication. The research also highlighted that a lack of confidence due to poor language and pronunciation affects students' speaking performance and hinders their ability to express ideas, a sentiment echoed in Ritonga et al.'s (2020) findings.

In conclusion, the participants expressed satisfaction with the use of HELLOTALK Application, particularly in fostering speaking. By using the complete features provided by the application. So they are really helped by this application.

D. CONCLUSION

The outcomes of this investigation offer a valuable framework for understanding the viewpoints of students at the University of Islamic Zainul Hasan Genggong regarding the implementation HELLOTALK Application in enhancement of their speaking skills. This study confirms that the students consider The Hellotalk Application useful for developing their skills in learning English, especially in speaking.

Finally, the study on English language learning using the HelloTalk app reveals crucial conclusions. The application boosts pupils' confidence and enthusiasm in speaking English. Regular interaction with native English speakers on HelloTalk has helped students acquire

confidence in expressing themselves and overcome their anxiety of making mistakes. HelloTalk plays an important part in creating a supportive and encouraging environment for language learners. The research acknowledges obstacles and drawbacks associated with emotional factors. Students may experience anxiety or self-consciousness when conversing with native speakers on the app. Teachers and language exchange partners play a significant role in encouraging and supporting pupils, helping them overcome obstacles.

In conclusion, the analysis of Indonesian EFL students' perceptions regarding the HelloTalk application in fostering speaking skills provides valuable insights into its effectiveness as a language learning tool. The findings suggest that HelloTalk is widely utilized among students, with generally positive sentiments expressed towards its role in facilitating speaking proficiency. The app's ability to offer real-life language practice, cultural exchange opportunities, and peer feedback emerged as key strengths. Moreover, the correlation between frequency of app usage and perceived speaking skill improvement underscores its potential impact on language learning outcomes. However, variations in perceptions and outcomes based on demographic factors indicate the importance of tailored support for diverse student populations. Overall, HelloTalk holds promise as an effective platform for implementing speaking-focused language learning initiatives among Indonesian EFL students, with recommendations for educators and learners to integrate it into curriculum and adopt strategies to optimize its usage. Further research may explore longitudinal effects and comparative analyses with other language learning approaches to deepen understanding of HelloTalk's efficacy in language education contexts.

Overcome emotional barriers and sustain motivation to actively participate in talks. HelloTalk's cognitive aspect leads to better learning outcomes for students. Students learn new vocabulary, grammar structures, idiomatic expressions, listening skills, and cultural aspects of the English language. These cognitive benefits improve pupils' language competence and provide a thorough knowledge of English. The research shows that the HelloTalk app is helpful for teaching students to speak English. This immersive and dynamic environment allows students to engage in real-time. Improve conversation skills, vocabulary, grammar, and cultural awareness. Research suggests that a friendly and encouraging learning environment can help overcome emotional issues. Teachers can improve student learning and language development by harnessing HelloTalk's strengths and offering appropriate coaching.

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