
The Use of *HelloTalk* Application in Teaching Speaking

Fella Yorlanda¹, M. Fadhly Farhy Abbas²

¹Azzuhra Islamic School, ²Universitas Lancang Kuning

email: fellayorlanda@azzuhragroup.sch.id¹, fadhly@unilak.ac.id²

Abstract

This research was based on the students' problem in speaking skill at the eleventh grade of Sekolah Menengah Kejuruan (SMK) Negeri 3 Pekanbaru. This research aims at improving the students' speaking skill. The design of this research was classroom action research. It was conducted in one cycle, which was held for four meetings in one cycle. The subjects of this research were 20 students of class XI Tata Boga 1. The qualitative data were obtained through observations and interviews with the students. The data were in the forms of field notes and interview transcripts. While the quantitative data were obtained from tests. The actions implemented in this research were using HelloTalk application in the teaching and learning process of speaking, implementing chatting with foreigner activities. After conducting this research, the result revealed that the mean score of the students' speaking performance increased from 61.25 in the preliminary test to 75.00 in the cycle test. The improvement score of the students' speaking skills was 13.75. In accordance with the scores, the factors that influence the students' improvement were confident, enjoyable, and highly motivated. The students were more enthusiastic in learning speaking. The students can be actively involved in the learning process of speaking. In conclusion, HelloTalk application can improve the students' speaking skill.

Keywords: Speaking, Problem, HelloTalk, Application

Introduction

This research is limited on the problems focusing by using HelloTalk application in improving speaking skill based on the speaking aspects such as; pronunciation, fluency, vocabulary, grammar and comprehension. The research questions for this research are to what extent can HelloTalk application better improve the students' speaking skill at the eleventh grade of SMKN 3 Pekanbaru? And What factors influence the students' improvement of speaking skill?

HelloTalk is a cool new language learning app that serves one purpose: it connects you directly with native speakers, and provides an interface to text and speak with them, all from your smartphone, it was one of text-based internet chat. Like others, Blake (2009) examined the effect of potential of text-based internet chat for improving oral fluency in second language. The findings revealed that the text-based internet chat environment can be a useful way of building oral fluency by facilitating autoimmunization of lexical and grammatical at the formulator level.

In addition, Damian (2009) carried out a study on the importance of elementary school students' social chat room on-line. The study revealed that social chat allows for the development-related skills knowledge and is an important part of learning process. In addition, Zsuzsana (2010) explored the L2 learners' interactions in CMC qualitatively to clarify to what extent CMC is actually a useful device for L2 is learning. She examined how Japanese as a foreign language learners actually interact in Internet Chat (IC) and reports those L2 learners' strategies in CMC take advantage of distinct linguistic and interactional features of IC. The results indicate that CMC provided potential benefits for learning: Facilitating comprehensible and contextualized interaction, learner's self-correction, and collaborative learning environment .

Methods

This research was Classroom Action Research (CAR). It is typically a classroom problem solving in which the research is focused on the student's problem in English learning. The participants of this research were at the eleventh grade of SMKN 3 Pekanbaru, especially at grade XI Tata Boga 1 consisting of 19 females and 1 male. The location of this research was at SMKN 3 Pekanbaru. It was located on Jalan Dr. Sutomo No. 110, Suka Mulia, Sail, Pekanbaru. This research had been conducted in April 2019. The action research was cyclical process. it consists of several steps. The model described by Mertler (2012) is known as the action research spiral consist of four steps. They were planning, acting, observing, and reflecting.

In collecting the data, the researcher used some instruments. First, a test was administered to evaluate the result of speaking skill improvement. The test consisted of one question that related to their English subject. The students should explain it for 2 to 3minutes for each student, and the sum of all points for the two questions in the speaking test yielded a total of 100 points. Then, the researchers used observation checklist. In the observation, the researcher collaborated with the collaborator to implement teaching speaking with the use of chatting strategy. The collaborator had been checked the observation sheets that had been prepared by researcher before teaching the class. Moreover, the collaborator took a note in field note when the researcher conducts the material in teaching and learning process. The collaborator had been written everything that un-noted in observation checklist. The last was an interview. The researcher interviewed the students to get information and their impression about improving speaking skill by using chat with native strategy.

The data got from the result of the test was quantitatively would be analyzed using weighting table to get the description of the students' answer of the test, in which the data were analyzed with rubric, and to interpret the level of students' mastery on speaking, in which the researcher used the score classification. After that, the qualitative data was gained through observation checklist, interview and field note based on Gay (2000). The data had been analyzed through the following steps: (a) Data managing it involved creating and organizing the data collecting during the study. The researcher and the collaborator had been managed all the data to gain the study and put them in order; (b) Reading and Memoing; the researcher and the collaborator had been read and made field note, interview and observe command in order to get the data; (c) Describing; the data collecting had been described to get the detail data and make a field note which find during the research; (d) Classifying; the data was categorized into small unit based on the data and field note that found during the research; and (e) Interpreting; the data had been interpreted into general conclusion of the research overall.

Results and Discussion

This study aims to identify whether HelloTalk application can improve students' ability in speaking and to determine the factors that can improve it. The study involved 20 students that were conducted in class XI Tata Boga 1 SMKN 3 Pekanbaru. The study was conducted in 1 cycle. The writer used HelloTalk application to increase students' speaking ability. The results were presented in the form of data observation and data tests of the students' ability. Presentation of research data systematically arranged according to stages of Classroom Action Research.

Based on the base score, only 6 students can complete the passing grade 65. The pretest had done before the Classroom Action Research. The researcher conducted it in April 2019. Then, the scores were taken in five criteria as stated by Heaton, which are the scores of pronunciations, grammar, vocabulary, fluency and comprehension. Based on the base score, the data showed that the base score was 61.25. It means that the students' speaking mean score before using HelloTalk or before implementing CAR was 61.25. There were 6 students who pass the KKM and there were 14 students were still below the KKM. From the pretest result, it could be seen that students' speaking ability was still sufficient.

The Result of Pretest

The average speaking ability of the student was 61.5 and only 6 students who could complete the passing score (value over 70). Therefore, the researcher tried to use HelloTalk application for increasing students' speaking ability in English.

Cycle I

Planning was included to the first activity in the Classroom Action Research (CAR). This study was the key point that requiring in the implementation's activities. Main topic covered in classroom action research as follow:

- a. Preparing a learning device that was included in lesson plan.
- b. Preparing teaching materials.
- c. Learning the HelloTalk application that would be used.
- d. Preparing the observation sheets.
- e. Asking the help from an observer.

At the first meeting on April 10th, 2019, the collaborator accompanied the researcher into the class. The chairman of the class opened the class by saying a greeting and praying. Then, the researcher introduced herself and purpose to the students and asked their condition. The researcher called them one by one to know them more and checked their attendance list while the students prepared their stationary. Then, the researcher explained about HelloTalk application to the students. The researcher explained about the function, how to make an account, the features of HelloTalk and how to use it. Last, before closing the class the researcher reminded the students to keep talking with the foreigners. Finally, the teacher closed the class with a greeting. It was easy enough to control the students because they were excited about learning with a new material.

At the second meeting on April 17th, 2019, the researcher opened the teaching and learning process by asking the students to pray. Then the researcher was greeting and checking the students' attendance lists. After that, the researcher asked the students to download the HelloTalk application and make an account guided by the researcher. After the students already make an account, researcher asked the students to find a foreigner for any other countries except from Malaysia. Almost all of the students found foreigner in HelloTalk application, for those who did not get yet, the researcher helped the students by invite the students into a group chat. Then, the researcher asked the students to ask the foreigner about the basic question related to the foreigners' identity, yet the researcher reminded the students to not ask about status and religion, since it was sensitive stuffs to be asked. Last, before closed the class the researcher asked the students to keep talking with foreigner even after the students reached home. Finally, the researcher closed the class by greeting.

At the third meeting on April 26th, 2019. The class was opened like usual by praying and greeting of the students. Then, the researcher checked the students' attendance lists. After that, the researcher asked the students about the students' progress in talking to foreigner. After that, the researcher asked about which country that the students' foreigner friend came from, there was from Australia, Singapore, India, USA, Japan, etc. Then the researcher gave a topic to the students about Special Moment. Before that, the researcher explained to the students about past tense, to help the students in making the story. Then, the researcher asked the students to mention some sentences written in past form together. After that, the researcher asked the students started chat with foreigners, some of students told to the researcher they were shy to send their voice note to the foreigner, because the students scared in making a mistake. When it finished, the researcher asked some students about their story. Last, before closed the class, the researcher motivated the students to be more confident, it was fine in making a mistake while learning a language, since it was not their mother tongue. Then the researcher closed the class by greeting.

At the fourth meeting on May 3rd, 2019. The class was opened like usual by praying and greeting of the students. Then, the researcher checked the students' attendance lists. After that, the researcher asked the students to remember and review their knowledge which they had learned in the previous meeting. Then, the researcher also asked about the students' progress in talking with foreigner. After that, the

researcher gave a topic to the students to talk to the foreigner, which was about Ambition. But before that, the researcher explained about future tense briefly to help the students make a story that were told to foreigners. Some of the students already understand about future tense and the students said that it was already taught by their English teacher. Then the researcher asked the student to start open their HelloTalk application and asked the condition of the foreigner before discussed about the topic given by the researcher. Then, the students started to open their HelloTalk application and discussed about the topic which was about ambition. One of the students who join the group chat which was invited by the researcher admitted that they were taught a new thing by the foreigner in that group chat. Last, before closed the class, the researcher also motivated the students to keep practicing their English, so their English kept improving. Then the researcher closed the class by greeting.

At the fifth meeting on May 24th, 2019. The researcher conducted the post-test. The researcher gave 2 topics (optional) to the students and asked the students to make their own video talked about the topics that they already chose, and the duration of each video was one until two minutes.

After that, an observation was done at the second and third meeting. The students' speaking abilities were observed and assessed at the fourth meeting. The second meeting the students were enthusiast when the researcher explained about HelloTalk application could help them learn and improve their English. To interpret the level of students' mastery on speaking, the researcher used the score classification as below:

Table 1. Students' Final Score Category

Range of Final Scores	Category	Number Of Students
80– 100	Very Good	4
75– 79	Good	6
74 – 60	Fair	9
59 – 25	Poor	1

Speaking skill of students in the first cycle was exceeded the KKM which is 65. Comparing to the result of base score, where average of students' speaking ability was 61,25, showed that HelloTalk could increase average students' speaking ability for 11.62 points or 20.5%, while students who achieved the passing score increased to 15 students after using the HelloTalk application. The details about the students that got a good score can be seen in Figure 1.

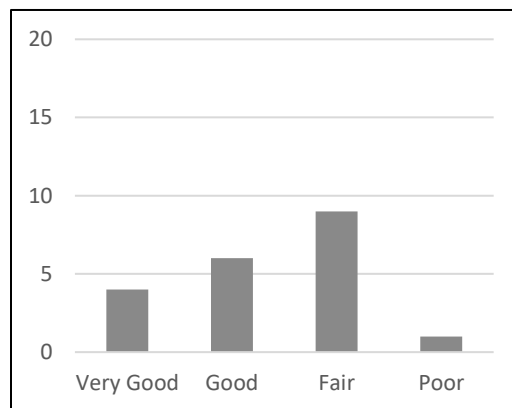


Figure 1. Diagram Students' Score of Speaking Skill

Based on the observation done, the researcher got some important result dealing with the HelloTalk application in improving speaking. There is an improvement on the students' speaking skill compared

with the data obtained from the pre-test score. The important part of speaking skill namely fluency, grammar, comprehension, vocabulary, and pronunciation. It could be seen from their participations. They were enthusiastic in answering the questions. Also, the students kept practicing their speaking. Analyzing the result of the test, the mean score of the pre-test is 61.25. From 20 students in XI Tata Boga 1, there are just 6 students who scored more than 7 and 14 students who got below it, the increase of pre-test and post-test is 30%. It indicates that the students' vocabulary mastery increased. The conclusion was the researcher and the collaborator decided to finish this research just in cycle one.

Factors that Influence the Improvement of Students' Speaking Skill by Using HelloTalk Application at the Eleventh Grade of SMKN 3 Pekanbaru

HelloTalk was a problem-solving in learning English with a fun way. Based on the interview that had been done by the researcher in May 2019 in IX Tata Boga 1. It showed that the students enjoy learning English by using HelloTalk. Furthermore, the factors that influenced the improvement of students' speaking skill could be described as follow:

1. Confident

The researcher found out that the students was not active at the first meeting, the students were not confident enough to practice English, yet when they knew about HelloTalk application, the students started to be more confident to practice or perform their speaking skills. When the students were confident to practice their English, they always asked the teacher about new things.

2. Enjoy

HelloTalk is a fun way for learning English, the students can learn English while having communication with foreigners. It is better than learning English with a textbook which is an old and boring style for learning English. The students admitted that learning English by using HelloTalk is more fun than before.

3. Motivation

One of students said that she was happy to know about HelloTalk application and she felt motivate in learning English. HelloTalk application motivated the students to gain their vocabularies, so the students could communicate with foreigner without any obstacle.

The result of this research showed that using HelloTalk application could increase ability of students in English speaking at IX grade of SMKN 3 Pekanbaru. The learned result shown by the students has increased compared with the pretest, it indicated that the first cycle had already given a better impact. According to Blake (2009) examined the effect of potential of text-based internet chat for improving oral fluency in second language. The findings revealed that the text-based internet chat environment can be a useful way of building oral fluency by facilitating auto immunization of lexical and grammatical at the formulator level. The purpose of using HelloTalk application to increase students speaking achievement. It can be concluded that the class which has been taught by using HelloTalk application gave significant to improve students speaking achievement.

Conclusion

After analyzing the data taken from the test, observation, field notes, and interview, the finding of this classroom action research can include as follows :

1. HelloTalk application can better improve the students' speaking skill at the eleventh grade of SMKN 3 Pekanbaru. It could be seen from the students' achievement from the base score is 61.25 and in first cycle the average is 75.00 got improvement.
2. Factors that influence the Improvement of students' speaking skill by using HelloTalk application at the eleventh grade of SMKN 3 Pekanbaru are as follows:
 - a. The students are confident to practice their English, the students always ask the teacher about the new thing.
 - b. The students admitted that learning English by using HelloTalk is more fun than before.

- c. HelloTalk application motivated the students to gain their vocabularies, so the students could communicate with foreigner without any obstacle.

The study shows that the use of HelloTalk application correctly can improve learners speaking ability, therefore the researcher would like to pass on some advice to improve the student' optimal in HelloTalk application as follow:

1. Teachers should make a group of students when using HelloTalk as media in learning English and help the students to enjoy while learning English and to avoid a noisy classroom
2. Students should update the quota before using HelloTalk application and students also can use an account in one phone to avoid running out quota.
3. Students should spare their time to chat with foreigners
4. The other researchers in order to examine more deeply about HelloTalk application, the writer suggest obtaining other influencing factors in the use of HelloTalk application and to get more improvement on students' speaking skill in various language especially in English.

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