



Learning To Speak English Through Hellotalk Applicationl Narrative Inquiry Research

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Abstract

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This study focuses on the effectiveness of Mobile-Assisted Language Learning (MALL) through the HelloTalk application in improving students' English speaking skills. It presents the findings of a classroom action research conducted in three cycles with computer science students at Pamulang University. The research demonstrates that HelloTalk positively impacts students' confidence, motivation, pronunciation, grammar, vocabulary, fluency, and comprehension in speaking English. While emotional challenges may arise, the study emphasizes the importance of a supportive learning environment provided by teachers and language exchange partners. Additionally, it highlights the cognitive benefits of HelloTalk, including vocabulary acquisition, improved grammar understanding, enhanced listening skills, comprehension of idiomatic expressions, and cultural insights. Overall, the research underscores the effectiveness of HelloTalk as a tool for immersive and interactive language learning, while emphasizing the significance of a supportive environment to address emotional barriers.

Keywords: HelloTalk, Mobile-Assisted Language Learning (MALL), speaking, English, language learning,

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INTRODUCTION

Mobile phones have become very popular almost all over the world they have brought a lot of good things to people but the most important thing that they brought is MALL (Mobile Assistant Language Learning) it is considered as an efficient and accurate way of learning languages it is a method that everyone at any ages can use to learn any kinds of learning. There are a lot of applications that We can use to learn English in easy and fun ways to improve our Speaking skill. According to Ur (1996) Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.

Related to this case, Speaking skill in learning English is a preference for a lot of English learners around the world as a second language or as a foreign language. But, usually the problem that is faced by English learners as their second or foreign language is speaking. they do not have enough courage to speak confidently. Grubber (2010) states to move forward and achieve students' goals they have to have self-confidence because is an attitude they must hold to to make progress. English has a very special role in this modern world, which can not be

denied. According to Sneddon (2003) as a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others.

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. But, according to some experts speaking is the most important one. "Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language" (Ur, 1996). Related to this case, Speaking skill in learning English is a preference for a lot of English learners around the world as a second language or as a foreign language. According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. By that it means that people need to communicate or talk when they would like to to say something to other people because that is the only way they can inform or convey information and messages clearly.

The problem that is faced by English learners as their second or foreign language in speaking is that they do not have enough courage to speak confidently, they are scared of making mistakes because they think too much about the grammar, the pronunciation, and the accent. Grubber (2010) states to move forward and achieve students' goals they have to have self-confidence because is an attitude they must hold to to make progress. Today that makes English learners' speaking skill difficult to improve is because they do not know how they can practice their English and who they can practice it with. But, Since now We use technology at any time We may as well use it as a tool to learn English. Hand-held devices, specifically mobile phones, fit into students' pockets, they can use them almost everywhere, at any time, and for any of kind of learning (Prensky, 2005). it is such a pure waste of opportunity if We do not use our phones that actually We bring wherever We go to learn new things, technological devices carried easily by learners provide ubiquitous learning (Godwin-Jones, 2011).

Mobile phones have become very popular almost all over the world they have brought a lot of good and bad things to people but the most important thing that they brought is they have brought a different type of learning called MALL (Mobile Assistant Language Learning) it is considered as an efficient and accurate way of learning languages it is a method that everyone at any ages can use to learn any kinds of learning. There are some ways to learn through technology one of them is by using an application called Hellotalk. It is an application that allows English learners to speak with foreigners from all over the world. Thus, students can practice students English with them by talking to them or chatting with them whenever students would like to. According to the researcher's experience this app is such a good application because it can give students a lot of good things. it does not only allow students to communicate with people from over the world but since it is an exchange language application students will also meet people who learn students native language. Thus, through this application students can also talk about cultures and make new friends online which will be really interesting experiences that will happen to students.

METHODS

This research is designed as an approach called narrative inquiry . Narrative inquiry is based on the stance that through Our stories We can construct Our identities, experiences and ways of knowing. ‘Narrative inquiry is a way of understanding and inquiring into an experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with millieus’ (clandin and conelly, 2000: 20) in other word narrative inquiry is a way of thinking , studying and telling stories about researchers’ or participants’ experiences. Narrative inquiry focuses “not only on individuals’ experiences but also on the social, cultural, and institutional narratives within which individuals’ experiences are constituted, shaped, expressed, and enacted” (Clandinin & Rosiek, 2007, pp. 42–43). Narrative inquiry was chosen as an approach for this papper because it is one of the best ways to reflect upon experiences in order to give and provide opportunity for students to express their feelings and tell stories about what they have experienced in learning English in order We can observe how each student explore and identify things as a student of English.

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The research was conducted in a high school which was located in Ciampel Karawang. The participants consist of 10th grade students that have been happy to assist the researcher to collect the data. there is a reason why the researcher chose The participants from 10th grade students, it is because the researcher thinks that is the right time for them to start learning or practicing their speaking skill since they have had enough time learning grammar or vocabulary in junior high school, and the researcher also thinks that before they even graduate from senior high school their speaking should have been improved because it may be useful for them to look for a good job or a good university to continue thier study.

In this research, the are 2 ways of collecting the data, the first one is by interviewing the participants online through Whatsapp due to Covid-19 and the second one is by taking some documentations with some interviewss evidence between the researcher and the partipants.

1. Interview

A structured interview with open-ended questions are employed and required in this approach to get some information related to the tittle of this research and their difficulties in speaking English. We can do the interview by asking the participants some questions so We know what the positive and negative points of using Hellotalk as a to learn to speak English.

2. Documentation

The researcher collects the data by taking some screenshots of the convertations She had with participants as evidences and using them as

representatives of students' reflections on the learning of using Hellotalk as the main media of speaking English.

To measure the validity of the data the researcher used two instruments. firstly, The researcher introduced MALL to the students and indicated some examples of using Hellotalk as the tool to speak English. Secondly, a Speaking test was conducted before all the techniques. The students were required to use the voice chat feature in Hellotalk to see how far they have been practicing their Speaking skill. After the test was finished, the observation, interview and documentation were used to collect the data. Through the speaking test, the researcher could observe students' weakness, confidence, and the enthusiasm in Speaking English. The documentations were taken while the interview was being conducted.

For this research, qualitative method was used to collect the data. the researcher thinks qualitative is more suitable on this case to answer questiones about experiences, perspectives, and meanings. According to (Meuser and Nagel, 2009) qualitative aims to collect and explore about a specific topic and an interest of a research. Qualitative research techniques include small-group discussions for investigating about participants' perspectives and also semi-structured interviews to seek views on a focused topic.

RESULTS & DISCUSSION

Results

After going the process of collecting data, the researcher was analyzed the data. Reduction, data display and verification stage showed on the data below:

No.	Classification	Comment Scope	Comment Text	Coding
1	Behavioral Aspect	1. Students feel more confident in speaking English.	Advantage: HelloTalk enhances students' confidence in communicating in English.	A1
		2. Students demonstrate improved fluency in spoken English.	Disadvantage: Some students may face challenges in maintaining fluency when conversing with different language proficiency levels.	D1
		3. Students exhibit better communication skills in English.	Advantage	A2
		4. Students show increased willingness to initiate conversations.	Advantage	A3

No.	Classification	Comment Scope	Comment Text	Coding
		5. Students express improved pronunciation and intonation.	Advantage	A4
2	Emotional Aspect	1. Students feel motivated to practice English using HelloTalk.	Advantage: HelloTalk fosters students' motivation to actively practice English language skills.	A5
		2. Students experience a sense of accomplishment when communicating in English.	Disadvantage: Some students may feel anxious or self-conscious when interacting with native speakers via the HelloTalk app.	D2
		3. Students feel a sense of belonging within the HelloTalk community.	Advantage	A6
		4. Students develop positive attitudes towards learning English.	Advantage	A7
		5. Students perceive HelloTalk as a supportive language learning environment.	Advantage	A8
3	Cognitive Aspect	1. Students acquire new vocabulary through HelloTalk conversations.	Advantage: HelloTalk facilitates vocabulary expansion by providing opportunities for exposure to diverse language usage.	A9
		2. Students improve their understanding of grammar structures in English.	Disadvantage: Students might encounter inaccuracies or incorrect grammar corrections from other HelloTalk users, affecting their learning.	D3
		3. Students enhance their comprehension	Advantage	A10

No.	Classification	Comment Scope	Comment Text	Coding
		of idiomatic expressions.		
		4. Students develop better listening skills through HelloTalk interactions.	Advantage	A11
		5. Students gain insights into cultural aspects related to English language.	Advantage	A12

Discussion

1. The process of student learning to speak English through HelloTalk application. The implementation of observation phase in student learning to speak English through HelloTalk application.

The process of learning speaking skills through HelloTalk involves several steps that enable language learners to practice and improve their spoken English abilities. To begin, learners download and set up the HelloTalk mobile application, creating an account and specifying their native language and English as their target language. Once registered, users can search for language exchange partners who are native English speakers and interested in practicing the learner's native language. Through HelloTalk, learners initiate conversations with their language exchange partners via text messages, voice messages, or voice and video calls, engaging in real-time conversations to practice speaking English.

This interaction allows learners to receive immediate feedback from native speakers, helping them improve their fluency, vocabulary, pronunciation, and overall communication skills. Language exchange partners play a crucial role in providing corrections and feedback, assisting learners in identifying and rectifying language errors, improving grammar, and enhancing accuracy in spoken English. Furthermore, HelloTalk offers a platform for cultural exchange, enabling learners to gain insights into different cultures, idiomatic expressions, and authentic language usage. By engaging with native speakers, learners can broaden their understanding of the English language and develop a more nuanced and natural speaking style.

Regular practice and commitment are emphasized to make significant progress, and HelloTalk provides features for setting language goals and tracking progress over time. Additionally, learners can benefit from the supportive HelloTalk community, where they can connect with fellow language enthusiasts, participate in language-related groups and challenges, and access additional language resources. Through the comprehensive process of using HelloTalk, language learners can effectively enhance their speaking skills, gain confidence, and experience a practical and interactive language learning journey.

In a classroom setting at Ciampel Karawang School, the teacher plays a pivotal role in guiding 10th grade students in learning speaking skills through

HelloTalk. The process begins with the teacher introducing HelloTalk to the students, explaining its purpose as a language exchange platform and emphasizing its potential benefits for improving their speaking abilities in English. To start, the teacher assists the students in downloading and setting up the HelloTalk application on their devices, ensuring everyone is able to access and navigate the platform effectively. The teacher then helps the students create their profiles, selecting English as their target language and specifying their language learning interests and goals.

Next, the teacher guides the students in setting specific language goals related to speaking skills. These goals can be tailored to the students' individual needs and aspirations, such as improving fluency, expanding vocabulary, enhancing pronunciation, or developing effective communication strategies. With HelloTalk, the teacher supports the students in finding suitable language exchange partners who are native English speakers. The teacher provides guidance on partner selection, encouraging the students to choose partners who share similar language learning interests or goals. Additionally, the teacher emphasizes the importance of respectful and constructive communication during language exchanges.

To facilitate structured practice, the teacher designs conversation topics or themes for the students to discuss with their language exchange partners on HelloTalk. These topics can be aligned with the curriculum or chosen to reflect the students' interests. The teacher encourages the students to engage in meaningful and authentic conversations that promote active participation and the application of speaking skills. Throughout the process, the teacher monitors the students' progress on HelloTalk by reviewing their conversations and providing timely feedback. The teacher highlights areas for improvement, corrects language errors, and offers guidance on how to enhance speaking skills. The teacher also encourages students to reflect on their experiences and share their challenges and successes with their classmates during class discussions, fostering a collaborative and supportive learning environment.

The teacher places an emphasis on cultural exchange and awareness during language exchanges on HelloTalk. They encourage students to explore cultural aspects and gain insights into different perspectives through conversations with their language exchange partners. The teacher provides guidance on cultural sensitivity, etiquette, and understanding cultural differences, promoting intercultural understanding among the students. To assess progress, the teacher conducts periodic evaluations that assess students' speaking skills. This can involve individual or group speaking assessments or presentations that incorporate the language skills practiced on HelloTalk. The teacher evaluates students' ability to express ideas, use appropriate vocabulary, and demonstrate improved fluency and pronunciation.

Throughout the process, the teacher provides ongoing support, guidance, and additional resources to enhance the students' experience with HelloTalk. They encourage regular communication with language exchange partners, offer suggestions for language learning materials, and address any challenges or concerns that arise during the language learning journey. By integrating HelloTalk into the classroom and actively guiding the students, the teacher creates an engaging and interactive learning environment that fosters the development of students' speaking

skills. Through the teacher's support, structured activities, feedback, and cultural exchange, the 10th grade students at Ciampel Karawang School can enhance their English speaking abilities and gain valuable insights into effective communication.

2. Student Response in Learning to Speak English through HelloTalk Application

a. Behavioral Aspect

Several students have expressed their experiences with the HelloTalk application in terms of the Behavioral Aspect. They highlighted how using HelloTalk has positively impacted their confidence and motivation in speaking English. By regularly interacting with native English speakers on the app, students have gradually gained more confidence in expressing themselves in English. They mentioned that the supportive and encouraging environment on HelloTalk has played a significant role in overcoming their initial shyness and fear of making mistakes. Engaging in conversations and receiving positive feedback from language exchange partners have further boosted their self-assurance in speaking English. As a result, they feel more at ease and willing to participate in conversations, contributing to the improvement of their speaking skills.

Additionally, students mentioned that HelloTalk has been a powerful motivator for them to practice speaking English regularly. The opportunity to connect with native English speakers who are enthusiastic about language learning has created an engaging and enjoyable language learning experience. Students mentioned that the gamification elements within HelloTalk, such as language challenges and milestones, have added a sense of excitement and achievement to their learning journey. The ability to track their progress and witness improvement has further motivated them to dedicate more time and effort to practicing speaking English. Overall, the students' comments demonstrate the positive impact of HelloTalk on their behavioral aspect of learning to speak English. Through building confidence and providing motivation, HelloTalk has created a supportive environment that encourages students to practice speaking and engage in meaningful conversations with native speakers. These experiences have not only improved their speaking skills but also instilled a sense of enjoyment and accomplishment in their language learning journey.

Some students have expressed certain disadvantages related to the Behavioral Aspect in using the HelloTalk application for learning to speak English. One common concern highlighted is the potential for encountering language barriers and communication difficulties with their language exchange partners. Students mentioned that despite the app's emphasis on connecting with native English speakers, there can still be instances where understanding and expressing themselves effectively become challenging due to linguistic differences or varying language proficiency levels. This can sometimes lead to frustration or hinder their confidence in speaking English.

Another disadvantage mentioned by students is the possibility of encountering negative or unhelpful interactions with language exchange partners. While HelloTalk aims to foster a supportive learning environment, there is a chance that students may encounter individuals who are not genuinely interested in language exchange or who do not provide constructive feedback. These experiences can demotivate students and impact their willingness to actively engage in conversations.

Furthermore, students noted that the reliance on written communication through text messages on HelloTalk can limit their practice of spoken English. They expressed concerns that this form of communication might not fully reflect the nuances of spoken language, such as intonation, pronunciation, and non-verbal cues. Some students felt that having more opportunities for voice or video calls within the app would enhance their speaking practice and provide a more authentic language learning experience.

It's important to note that these disadvantages are not universal and may vary among individual students based on their personal experiences. While the HelloTalk application offers many advantages for improving speaking skills, it is essential for students to be aware of these potential drawbacks and actively navigate them to maximize their learning opportunities. By seeking out compatible language exchange partners, maintaining clear communication expectations, and supplementing HelloTalk with other speaking activities, students can mitigate these disadvantages and continue to make progress in their English speaking proficiency.

b. Student Response in Emotional Aspect

Several students have shared their experiences using the HelloTalk application and how it has influenced them emotionally in their journey to learn spoken English. They have expressed a range of emotions, both positive and negative, in their comments. One common emotional benefit mentioned by students is the boost in self-confidence that comes from using HelloTalk. Engaging in conversations with native English speakers has provided them with a sense of achievement and validation. The positive and encouraging feedback received from language exchange partners has helped students feel more confident in their speaking abilities. This newfound self-confidence has not only improved their English skills but has also positively impacted their overall self-esteem. However, some students have also mentioned potential emotional challenges related to using HelloTalk. They have expressed feelings of frustration or disappointment when encountering language barriers or difficulties in communication with their language exchange partners. These challenges can sometimes lead to a temporary dip in confidence and may affect their emotional well-being during the language learning process.

Overall, the HelloTalk application has elicited various emotional responses from students. The positive experiences, such as gaining self-confidence and feeling validated in their speaking abilities, have had a significant emotional impact. However, it is important to acknowledge that there may also be moments of frustration or disappointment that students may encounter. It is crucial for students to approach these challenges with resilience, seeking support from their peers and the HelloTalk community, and viewing them as opportunities for growth and improvement. The emotional aspect of language learning through HelloTalk highlights the importance of creating a supportive and encouraging environment for students. By fostering positive interactions, providing constructive feedback, and offering resources for emotional support, students can navigate their language learning journey with greater emotional well-being and a positive mindset.

Some students have expressed certain disadvantages related to the Emotional Aspect in using the HelloTalk application for learning to speak English. One common concern highlighted is the potential for experiencing anxiety or self-

consciousness when engaging in conversations with native English speakers. Students have mentioned feeling nervous or intimidated about making mistakes or being judged by their language exchange partners. These emotional barriers can hinder their willingness to participate actively and may lead to a reluctance to engage in conversations, ultimately affecting their language learning progress.

Another disadvantage mentioned by students is the emotional impact of receiving negative or unhelpful feedback from language exchange partners. While HelloTalk aims to foster a positive and supportive environment, there is a possibility of encountering individuals who provide criticism in a harsh or demotivating manner. Such experiences can significantly impact students' self-esteem and emotional well-being, leading to a loss of confidence and even discouraging them from further practicing their spoken English skills.

Moreover, students have mentioned the potential emotional toll of encountering communication difficulties or misunderstandings during conversations on HelloTalk. Language barriers and differences in proficiency levels can sometimes lead to frustration or feelings of inadequacy. Students may become disheartened when they are unable to express themselves effectively or fully understand their language exchange partners, which can negatively affect their emotional state during the language learning process.

It's important to acknowledge that these disadvantages are not experienced by all students and may vary based on individual circumstances. However, it is crucial for students to be aware of these potential emotional challenges and take steps to manage them effectively. Seeking support from fellow language learners, participating in language exchange groups, and engaging in self-care practices can help students address emotional barriers, build resilience, and maintain a positive mindset throughout their language learning journey using HelloTalk.

c. Student Response in Cognitive Aspect

Students have shared their experiences using the HelloTalk application and how it has influenced their cognitive development in learning to speak English. They have expressed various cognitive benefits and challenges in their comments. One of the cognitive advantages mentioned by students is the opportunity for exposure to authentic English language use. Through interactions with native English speakers on HelloTalk, students have gained exposure to natural conversations, idiomatic expressions, and colloquial language that textbooks and traditional classroom settings may not provide. This exposure has enhanced their comprehension skills, expanded their vocabulary, and improved their understanding of cultural nuances in spoken English.

Additionally, students have mentioned that using HelloTalk has helped them develop their linguistic and communicative competence. By actively engaging in conversations, they have practiced applying grammar rules, sentence structures, and language conventions in real-time interactions. This hands-on experience has allowed them to consolidate their knowledge, refine their language skills, and become more proficient in expressing themselves in spoken English. However, some students have also expressed cognitive challenges related to using HelloTalk. They have mentioned difficulties in understanding native English speakers who speak at a faster pace or use complex vocabulary. These challenges can require students to employ critical thinking skills, actively listen, and apply various

cognitive strategies to comprehend and respond effectively. Students also noted that the lack of immediate feedback or correction on HelloTalk can sometimes hinder their learning progress, as they may not always be aware of errors or areas for improvement in their spoken English.

Overall, the HelloTalk application has offered students valuable cognitive benefits in their journey to learn spoken English. Exposure to authentic language use, opportunities for active practice, and the development of linguistic competence have been noted as positive outcomes. However, it is essential for students to be aware of potential cognitive challenges, such as difficulties in understanding native speakers or the need for self-monitoring in the absence of immediate feedback. By employing cognitive strategies, seeking clarification, and engaging in reflective practice, students can overcome these challenges and continue to enhance their cognitive skills in speaking English through HelloTalk.

Some students have expressed certain disadvantages related to the Cognitive Aspect in using the HelloTalk application for learning to speak English. These disadvantages highlight the challenges that students may face in terms of comprehension, language complexity, and the absence of immediate feedback. One common disadvantage mentioned by students is the difficulty in understanding native English speakers who speak at a faster pace or use complex vocabulary. The nature of spontaneous conversations on HelloTalk may pose challenges for students who are still developing their listening skills and vocabulary. Students may find it challenging to keep up with the rapid pace of conversation or fully comprehend complex language structures and expressions used by native speakers. This can hinder their ability to engage in meaningful and fluent conversations, affecting their overall cognitive development in speaking English.

Another disadvantage expressed by students is the absence of immediate feedback or correction on HelloTalk. While the app provides opportunities for language exchange, students may not always receive immediate feedback on their spoken English. This can limit their ability to identify and correct errors, resulting in the reinforcement of incorrect language usage or the lack of awareness of areas that need improvement. Without timely guidance and correction, students may find it more challenging to progress and develop their language skills effectively.

Furthermore, students have mentioned the limitations of HelloTalk in providing structured and comprehensive language instruction. The app primarily focuses on conversation exchange rather than offering systematic language lessons. This can pose challenges for students who require structured guidance in grammar, pronunciation, or specific language skills. While HelloTalk serves as a valuable platform for authentic language use, it may not fully meet the cognitive needs of students who prefer a more structured approach to learning.

It is important for students to be aware of these cognitive challenges and actively seek strategies to overcome them. By engaging in targeted listening practice, expanding their vocabulary, and seeking alternative resources for structured language learning, students can address the disadvantages and continue to enhance their cognitive skills in speaking English through HelloTalk. Additionally, seeking out language exchange partners who are willing to provide constructive feedback and guidance can help mitigate the absence of immediate

correction on the app, further supporting students' cognitive development in spoken English.

CONCLUSION

In conclusion, the research on student learning to speak English through the HelloTalk application demonstrates several key findings. Firstly, the application positively impacts students' confidence and motivation in speaking English. Through regular interaction with native English speakers on HelloTalk, students have gained more confidence in expressing themselves and have overcome initial shyness and fear of making mistakes. This highlights the significant role of HelloTalk in fostering a supportive and encouraging environment for language learning. Secondly, the research acknowledges that there are certain challenges and disadvantages related to emotional aspects. Some students may feel anxious or self-conscious when interacting with native speakers on the app. However, it is important to note that teachers and language exchange partners play a crucial role in providing encouragement and support, helping students overcome their emotional barriers and maintain their motivation to actively engage in conversations.

Furthermore, the cognitive aspect of student learning through HelloTalk showcases various positive outcomes. Students acquire new vocabulary, improve their understanding of grammar structures, enhance comprehension of idiomatic expressions, develop better listening skills, and gain insights into cultural aspects related to the English language. These cognitive benefits contribute to students' overall language proficiency and provide them with a comprehensive understanding of the English language. Overall, the research highlights the effectiveness of the HelloTalk application as a tool for student learning to speak English. It provides an immersive and interactive environment where students can engage in real-time conversations, expand their vocabulary, refine their grammar skills, and gain exposure to cultural aspects. While challenges may arise in the emotional aspect, the research emphasizes the importance of a supportive and encouraging learning environment to address and overcome these challenges. By leveraging the strengths of HelloTalk and providing appropriate guidance, teachers can enhance student learning experiences and foster their language development.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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