



Enhancing Speaking Ability Through Hello English Application

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Hello English terhadap keterampilan berbicara siswa kelas tujuh di SMPN 13 Kota Tangerang. Penelitian ini menggunakan desain kuantitatif quasi-eksperimental untuk menguji apakah aplikasi tersebut dapat meningkatkan kemampuan berbicara siswa secara lebih efektif dibandingkan dengan metode pengajaran konvensional. Populasi penelitian terdiri dari siswa kelas tujuh tahun ajaran 2024/2025, dengan dua kelas yang dipilih sebagai sampel menggunakan teknik cluster random sampling, yaitu kelas 7E dan 7F yang masing-masing berjumlah 35 siswa. Satu kelas dijadikan kelompok eksperimen yang menggunakan aplikasi Hello English, sedangkan kelas lainnya menjadi kelompok kontrol dengan pembelajaran konvensional. Data dikumpulkan melalui tes berbicara dan dianalisis secara statistik. Hasil penelitian menunjukkan bahwa siswa yang diajar menggunakan aplikasi Hello English memperoleh kemampuan berbicara yang lebih baik, dengan rata-rata nilai post-test sebesar 84,00 dibandingkan dengan 74,86 pada kelas kontrol. Selain itu, hasil Independent Samples Test menunjukkan nilai t-hitung sebesar 5,616 dengan derajat kebebasan 68 dan nilai signifikansi di bawah 0,05 ($<0,001$), yang berarti terdapat perbedaan yang signifikan secara statistik antara kedua kelompok. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima. Dengan demikian, dapat disimpulkan bahwa aplikasi Hello English secara signifikan meningkatkan keterampilan berbicara siswa.

Kata Kunci : Aplikasi Hello English Application, Kemampuan Berbicara, Media Pembelajaran

Abstract

This study investigates the effect of using the Hello English application on the speaking skills of seventh-grade students at SMPN 13 Kota Tangerang. The research employed a quantitative, quasi-experimental design to examine whether the application could improve students' oral proficiency more effectively than conventional teaching methods. The population consisted of seventh-grade students in the 2024/2025 academic year, with two classes selected as samples using cluster random sampling: class 7E and class 7F, each with 35 students. One class served as the experimental group using the Hello English application, while the other functioned as the control group using conventional instruction. Data were collected through speaking tests and analyzed statistically. The findings revealed that students taught through the Hello English application achieved better speaking performance, with an average post-test score of 84.00 compared to 74.86 in the control class. Furthermore, the Independent Samples Test showed a t-score of 5.616 with 68 degrees of freedom and a significance value below 0.05 (<0.001), indicating a statistically significant difference between the two groups. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. In conclusion, the Hello English application significantly improved students' speaking skills.

Keyword : Hello English Application, Speaking Skills, Learning Media

INTRODUCTION

The global demand for English proficiency continues to increase because of its importance in education, business, and international communication. In India, mobile applications have become popular tools for language learning, including Hello English, an application developed by CultureAlley in 2014. The app provides interactive lessons in grammar, vocabulary, reading, listening, and speaking, and supports 22 native languages, making it accessible to diverse learners (The Economic Times, 2015). By 2020, Hello English had gained more than 50 million users and became one of the leading educational applications in Asia (YourStory, 2020).

Hello English offers features such as game-based learning, voice recognition, and AI-based adaptive learning. These features help learners improve their English skills interactively and independently. However, some users have reported technical problems, including application crashes and subscription issues, which may affect the learning process (AppBrain, 2024).

In Indonesia, many students still face difficulties in speaking English due to limited exposure and lack of confidence. A report by Kompas (2022) stated that students' speaking ability declined after the COVID-19 pandemic. Similar



problems were found among students at SMPN 13 Kota Tangerang, including limited vocabulary, pronunciation difficulties, and lack of confidence in expressing ideas verbally.

Mobile-Assisted Language Learning (MALL) applications such as Hello English are considered effective in supporting speaking practice because they provide interactive and flexible learning opportunities (Forbes India, 2021). Previous studies also showed positive results. Research by Firdausi Amalia found that Hello English increased students' speaking engagement (Hindustan Times, 2021), while Nurul Anugrah reported improvements in students' speaking fluency and confidence through the application (Tech in Asia, 2021).

Based on these issues, this study investigates the effectiveness of the Hello English application in improving students' speaking skills at the seventh grade of SMPN 13 Kota Tangerang through a quantitative experimental approach.

LITERATURE REVIEW

SPEAKING SKILL

Speaking is a language skill that focuses on verbal communication and interaction. It involves the ability to produce, transmit, and receive spoken messages effectively and fluently. Verbal and nonverbal interaction are considered the two core productive skills of speaking. Verbal production refers to the act of generating and conveying a meaningful message through structured verbal utterances. This process uses grammatical structures, cohesive devices, vocabulary, and phonological rules to express thoughts and emotions in speech (Korkealehto et al., 2021:77). In contrast, verbal interaction refers to the exchange of information between two or more individuals.

Oral communication, as a productive skill, refers to the ability to use spoken language to convey information, share ideas, and engage in meaningful exchanges within a community. It involves multiple components, such as pronunciation, listening, grammar, and both verbal and non-verbal elements, which are crucial in various contexts. Therefore, oral communication is a systematic verbal process aimed at interacting with others. This aligns with the view that it represents a person's ability to communicate verbally in a language that others can understand (Ariani & Wahyudin, 2022:57; Lase et al., 2023:2). There are five basic types of speaking, which are divided into five categories, they are imitative, intensive, responsive, interactive, and extensive, (Brown & Abeywickrama, 2019): There are several essential components of speaking that learners must master. These components help determine the quality of one's speech, including fluency, comprehension, grammar, vocabulary, and pronunciation (Marsellia et al., 2023).

As emphasized at this point, students should be proficient in key aspects of speaking, such as pronunciation, grammar, vocabulary, and fluency. Understanding these elements is crucial for improving one's public speaking abilities. As widely acknowledged, acquiring speaking skills, like any language skill, requires time and consistent practice (Suwartono & Pertiwi, 2020:1). There are several essential components of speaking that learners must master. These components help determine the quality of one's speech, including fluency, comprehension, grammar, vocabulary, and pronunciation (Marsellia et al., 2023).

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HELLO ENGLISH

The Hello English (HE) application is an interactive English learning media designed to help students improve their language skills, especially speaking. The application can be accessed through smartphones, which are important tools in mobile learning because they allow students to access materials, interact with others, and practice learning anytime and anywhere (Fajriani, 2020:40; Pea & Sharples, 2022:377). Smartphones also support various educational activities, such as browsing learning materials and practicing communication skills (Paiman et al., 2022:1010).

The HE application provides interactive lessons, quizzes, voice recognition, and conversation practice to support English learning. According to Wahab et al. (2023:72), the application is user-friendly and allows students to practice both online and offline. Students can install the application, create an account, select their learning preferences, and directly access English learning materials. The application also provides automatic correction for incorrect answers, helping students recognize and improve their mistakes (Fajriani, 2020:41).

In addition, the HE application contains various features such as Quizathon, Spellathon, dictionaries, pronunciation practice, and daily conversation exercises that help students improve vocabulary, pronunciation, listening, reading, writing, and speaking skills (Amaliah, 2020:27). These interactive features encourage students to participate actively in the learning process.

The HE application also has several advantages and disadvantages. Its advantages include flexibility, accessibility, interactive learning, and compatibility across different platforms, making it suitable for English language learning (Wahab et al., 2023:72). However, some premium features require payment, and not all teachers are familiar with digital learning



tools (Efrina, 2021:39). Despite these limitations, the HE application remains an effective learning media for improving students' speaking skills and supporting English learning outcomes (Wahab et al., 2023).

METHODOLOGY

Research Methodology

The researcher employed a quantitative methodology with a quasi-experimental research design in this study. Quantitative methodology involved the systematic investigation of phenomena through the collection of numerical data and the application of statistical, mathematical, or computational analysis methods. Its primary goal was to identify cause-and-effect relationships and generalize the findings to a broader population (Adedoyin, 2020).

Table 1. Quasi-Experimental Illustration

Group	Pre-test	Treatment	Post-test
Experimental	X ₁	T	X ₂
Control	X ₁	-	X ₂

Explanation:

X₁: Pre-test of experimental group

X₁: Pre-test of control group

T: Treatment

X₂: Post-test of experimental group

X₂: Post-test of control group

Population and Sample

The population of this study was seventh-grade students at SMPN 13 Tangerang in the academic year 2024/2025. In this study, the writer taught two classes: 7E, with 35 students, and 7F, with 35 students. A sample is a subset of units selected from a population, representing various elements within that population (Shukla, 2020). In this study, the researcher used cluster random sampling to determine the research sample. Based on the sampling technique applied in this study, two classes were selected as the research sample. 7F, consisting of 35 students, and 7E, also consisting of 35 students, were selected. Therefore, the total sample size for this study was 70 students, divided into two groups: 7F as the experimental group and 7E as the control group.

Data Analysis

This study used speaking tests as the research instrument to assess students' speaking skills based on vocabulary, fluency, and comprehension indicators from the syllabus. The researcher assessed content validity to ensure that the instrument aligned with the learning objectives and competencies for descriptive texts (Creswell, 2018). The instrument's validity was analyzed by the English teacher at SMPN 13 Kota Tangerang.

To ensure consistency of scoring, this study used inter-rater reliability involving the researcher and the English teacher. Their scores were compared to determine the reliability of the instrument (Eagan et al., 2020). Data analysis included normality and homogeneity tests using SPSS. The Kolmogorov-Smirnov test was used to determine whether the data were normally distributed, where a significance value above 0.05 indicated normal distribution (Lee, 2022). Meanwhile, the homogeneity test was conducted to examine the equality of variance, where a significance value above 0.05 indicated homogeneous data (Kent State University Libraries, 2023).

Furthermore, the Independent Samples T-test was used to determine whether there was a significant difference between the experimental and control groups after the treatment (Creswell, 2018). The test results were interpreted based on the significance value, where a value below 0.05 indicated that the Hello English application was effective in improving students' speaking skills (Lee, 2022).

The research procedure included obtaining permission from the school, selecting the sample, preparing the materials and instruments, conducting pre-tests, treatments, and post-tests, analyzing the data, and drawing conclusions from the findings.

FINDINGS AND DISCUSSION

Validity

A validity test was conducted before administering the speaking test using content validity. The researcher consulted the English teacher of SMPN 13 Kota Tangerang, Ir. Elita Septiana Rosari, S.Pd., to evaluate the suitability of the



instrument with the curriculum and learning materials. Based on the review, the instrument was considered valid and appropriate for the research.

Reliability

To ensure reliability, a try-out was conducted in class 7G using inter-rater reliability involving the researcher and the English teacher. The pre-test reliability score was 0.828, while the post-test reliability score was 0.821. Based on Cohen’s Kappa interpretation scale, both scores were categorized as “strong,” indicating that the instrument was consistent and reliable for the study.

Table 2. The Reliability Results of The Tryout Class Pre - Test

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.828	.094	4.971	<.001
N of Valid Cases		35			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Symmetric Measures

Table 3. The Reliability Results of The Tryout Class Post - Test

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.821	.122	4.860	<.001
N of Valid Cases		35			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Normality Test

This test was conducted to assess whether the data were normally distributed using the Kolmogorov–Smirnov test. Data are considered normal if the significance value is greater than 0.05. Based on the SPSS output, the significance values for the Control Class Pre-test (0.115), Control Class Post-test (0.150), Experimental Class Pre-test (0.154), and Experimental Class Post-test (0.154) were all above 0.05. Therefore, all data in the four groups were normally distributed.

Table 4. The Results of The Normality Test

class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
result Pretest control	.134	35	.115	.955	35	.158



Posttest control	.129	35	.150	.962	35	.267
Pretest experiment	.129	35	.154	.963	35	.284
Posttest experiment	.129	35	.154	.959	35	.208

a. Lilliefors Significance Correction

Table 5. The Results of The Homogeneity Test

A homogeneity test was conducted to examine the equality of variance in the research data before and after the test using IBM SPSS version 29. If the significance value was less than 0.05, the data were considered not homogeneous. Conversely, if the significance value was greater than 0.05, the data were considered homogeneous.

Based on the Levene's Test results, the significance value based on the mean is 0.195, which is greater than 0.05. This indicates that the variance of the data between the groups is homogeneous.

		Levene Statistic	df1	df2	Sig.
result	Based on Mean	1.711	1	68	.195
	Based on Median	1.343	1	68	.251
	Based on Median and with adjusted df	1.343	1	66.931	.251
	Based on trimmed mean	1.683	1	68	.199

Independent Samples t-test

An Independent Samples t-test was conducted to determine whether there was a significant difference in the mean scores of the two groups. The analysis compared the post-test results of the experimental and control classes.

In conducting the t-test analysis, the hypotheses were formulated as follows:

1. H₀: No significant effect of using the Hello English application on SMPN 13 Kota Tangerang students.
2. H₁: The Hello English application has a significant effect on the students in SMPN 13 Kota Tangerang.

CLASS		N	Mean	Std. Deviation	Std. Error Mean
RESULT	postest experiment	35	84.00	6.212	1.050
	postest control	35	74.86	7.361	1.244

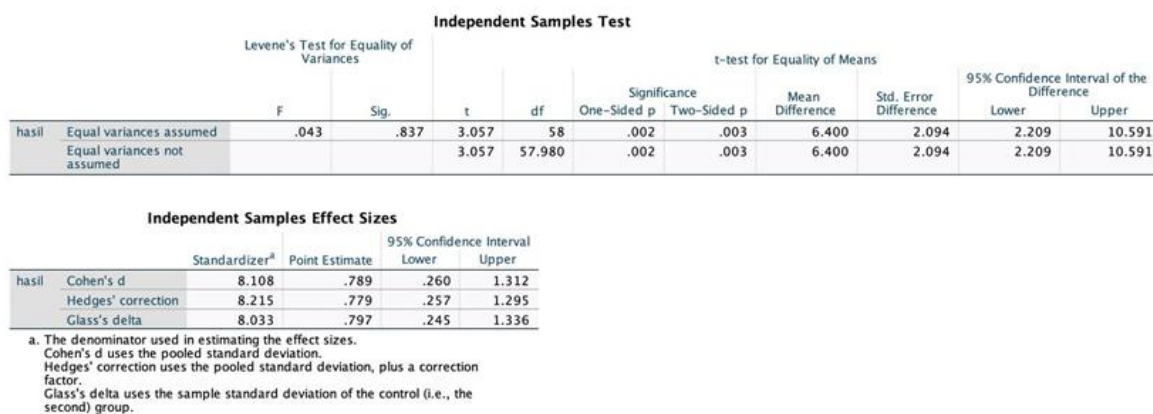


Figure 1. The Result of Independent Test

Based on the Group Statistics table, the mean score of the experimental class in the post-test was 84.00, with a standard deviation of 6.212 and a standard error mean of 1.050. In comparison, the control class obtained a lower mean score of 74.86, with a standard deviation of 7.361 and a standard error mean of 1.244.

Referring to the Independent Samples Test table and using the “equal variances assumed” row, the obtained t-value was 5.616 with 68 degrees of freedom (df). The significance value (2-tailed) was < 0.001, which is lower than the alpha level of 0.05. This indicates that there was a statistically significant difference between the post-test scores of the experimental class (M = 84.00) and the control class (M = 74.86).

Therefore, the null hypothesis (H₀) was rejected, and the alternative hypothesis (H_a) was accepted. It can be concluded that there is a significant difference in students’ speaking skill performance between those who were taught using the Hello English application and those who received conventional instruction. The findings indicate that the use of the Hello English application has a statistically significant and positive effect on improving the speaking skills of seventh-grade students at SMPN 13 Kota Tangerang. This study explores the effectiveness of Hello English in enhancing the speaking skills of seventh-grade students at SMPN 13 Kota Tangerang.

Discussion

Based on the findings, there was a significant difference between the experimental class using the Hello English application and the control class using the conventional method. The experimental class obtained a higher mean score (M = 84.00) than the control class (M = 74.86). Independent Samples t-Test showed a t-value of 5.616 with a significance value of < 0.001 (< 0.05), indicating a statistically significant difference between both groups.

During the treatment, the students showed great interest and enthusiasm in using the Hello English application. They were motivated and engaged as they explored the application's features and participated in the activities. The interactive materials, audio pronunciation, and speaking exercises attracted the students’ attention and encouraged active participation in the learning process. Many students focused carefully on listening to the pronunciation models and attempted to imitate them correctly.

As a result, the classroom atmosphere became more active and enjoyable, with students directly involved in practicing speaking through the application. This finding aligns with a report published by Hindustan Times (2021), which discussed Firdausi Amalia’s study showing that the Hello English application increased speaking engagement among primary school students in Indonesia. Students in the experimental class enthusiastically completed speaking tasks and repeated exercises to improve their pronunciation and performance. Some students also asked questions about unfamiliar vocabulary and expressions encountered in the application.

After practicing with the application, students were asked to make their own self-introductions by following the examples provided in Hello English. They applied the vocabulary and sentence patterns learned from the application. The researcher encouraged them to speak confidently and clearly during the activity.

Because of the students’ excitement and increased motivation during the learning process, the post-test results showed an improvement in their speaking ability. Students became more enthusiastic and confident when introducing themselves in English. They were willing to speak in front of the class, and their fluency improved after practicing with the Hello English application. The pronunciation exercises, vocabulary practice, and speaking activities in the application contributed to smoother and more confident speech during performance activities. This finding is consistent with an article



published by Tech in Asia (2021), which discussed Nurul Anugrah's research showing that students improved their speaking fluency and confidence through the use of the Hello English application.

CONCLUSION

Based on the data analysis, students who learned through the Hello English application showed better speaking performance than those who were taught using conventional methods. The average post-test score of the experimental class reached 84.00, while the control class only achieved 74.86. This result indicates that the experimental group performed more successfully in speaking activities. In conclusion, the use of the Hello English application contributed significantly to the improvement of students' speaking abilities.

THANK YOU

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