AN ANALYSIS OF HELLOTALK APPLICATION ON STUDENTS' WRITING SKILLS IN MATERIAL "PAST EVENTS"

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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AN ANALYSIS OF HELLOTALK APPLICATION ON STUDENTS' WRITING SKILLS IN MATERIAL "PAST EVENTS"

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Degree of Education (S.Pd) in English Education Department

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2024

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, September 02, 2024

The Researcher,

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MOTTO

“Everything you thought was drowning you,

actually, taught you how to swim.”

DEDICATION

First, I would like to express my deepest gratitude to Allah S.W.T. for His mercy and kindness, which enabled me to complete this paper. I also wish to thank our Prophet Muhammad SAW, who has guided our lives and loves us unconditionally. May peace and blessings always be upon Him.

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Malang, September 02, 2024
The Researcher,

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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h̲	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	**â**
Long Vocal (i)	=	**î**
Long Vocal (u)	=	**û**

C. Diphtong Vocal

أَوْ	=	**aw**
أَيْ	=	**ay**
أُوْ	=	**ŭ**
إِيْ	=	**î**

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ABSTRACT

Silma, Nazula. 2024. An Analysis of Hellotalk Application On Students' Writing Skill in Material "Past or Event". Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Harir Mubarok, M.Pd.

Keywords: MALL**,** HelloTalk, writing skills, past events.

English language skills and learning are becoming increasingly important with the development of technology. One of the exciting innovations is social network-based language learning applications such as HelloTalk. By utilizing interactive features and the opportunity to interact with native speakers, this qualitative study investigated the impact of the HelloTalk language learning application on the writing abilities of SMP Muhammadiyah 1 Malang students. Through observations, interviews, and document analysis, the research explored students' responses to the application's interactive features, their ability to write about past events, and the overall effect on their writing skills. Findings suggest that HelloTalk helped and encouraged students' grammar mastery, vocabulary acquisition, confidence, and motivation. Moreover, the application facilitated self-directed learning and encouraged students to tailor their writing style to different audiences, resulting in more detailed and engaging narratives. Overall, HelloTalk has become a valuable tool for enhancing students' writing quality, both technically and motivationally.

ABSTRAK

Silma, Nazula. 2024. Analisis Penerapan Hellotalk untuk Meningkatkan Kemampuan Menulis Siswa pada Materi “Past or Event”. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarok, M.Pd.

Kata kunci: MALL, HelloTalk, keterampilan menulis, peristiwa masa lalu.

Keterampilan dan pembelajaran bahasa Inggris menjadi semakin penting seiring dengan perkembangan teknologi. Salah satu inovasi yang menarik adalah aplikasi pembelajaran bahasa berbasis jejaring sosial seperti HelloTalk. Dengan memanfaatkan fitur-fitur interaktif dan kesempatan untuk berinteraksi dengan penutur asli, penelitian kualitatif ini menyelidiki dampak aplikasi pembelajaran bahasa HelloTalk terhadap kemampuan menulis siswa SMP Muhammadiyah 1 Malang. Melalui observasi, wawancara, dan analisis dokumen, penelitian ini mengeksplorasi respons siswa terhadap fitur-fitur interaktif aplikasi, kemampuan mereka untuk menulis tentang peristiwa masa lalu, dan efek keseluruhannya pada keterampilan menulis mereka. Temuan menunjukkan bahwa HelloTalk membantu dan mendorong penguasaan tata bahasa, penguasaan kosakata, kepercayaan diri, dan motivasi siswa. Selain itu, aplikasi tersebut memfasilitasi pembelajaran mandiri dan mendorong siswa untuk menyesuaikan gaya penulisan mereka dengan audiens yang berbeda, sehingga menghasilkan narasi yang lebih rinci dan menarik. Secara keseluruhan, HelloTalk telah menjadi alat yang berguna untuk meningkatkan kualitas menulis siswa, baik secara teknis maupun motivasi.

خلاصة

لتحسين قدرة الطلاب على الكتابة على مواد Hellotalk سلمى، نزولا .2024 .تحليل تطبيق الحوادث أو الأحداث الماضية ."أطروحة، قسم تعليم اللغة الإنجليزية .كلية التربية وتدريب المعلمين .جامعة" مولانا مالك إبراهيم الإسلامية الحكومية مالانج .المشرف :حرير مبارك، دكتوراه في الطب.

الكلمات المفتاحية :مول، HelloTalk، الأحداث الماضية، **مهارات الكتابة**.

أصبحت مهارات اللغة الإنجليزية وتعلمها ذات أهمية متزايدة، مع تطور التكنولوجيا .أحد من خلال .HelloTalk الابتكارات المثيرة للاهتمام هو تطبيق تعلم اللغة القائم على الشبكات الاجتماعية مثل الاستفادة من الميزات التفاعلية وفرص التفاعل مع الناطقين الأصليين، يهدف هذا البحث إلى تحليل استجابات في الأنشطة الكتابية وتحليل قدرات الطلاب في الكتابة عن الأحداث الماضية HelloTalk الطلاب لتطبيق طريقة البحث المستخدمة هي النوعية .يستخدم هذا البحث ثلاث أدوات وهي .HelloTalk من خلال تطبيق الملاحظة والمقابلات والدراسات التوثيقية .شارك في تنفيذ هذا البحث مدرس واحد وخمسة طلاب في مدرسة ،له تأثير كبير على مهارات الكتابة لدى الطلاب HelloTalk المحمدية 1 مالانج .إن استخدام تطبيق SMP وخاصة في الكتابة عن أحداث الماضي .تشمل التأثيرات الرئيسية تحسين إتقان القواعد النحوية وزيادة المفردات وزيادة ثقة الطلاب وتحفيزهم .بالإضافة إلى ذلك، يشجع التطبيق التعلم المستقل ويساعد الطلاب ،على تكييف أسلوب كتابتهم وفقًا لجمهورهم حتى يتمكنوا من كتابة قصص أكثر تفصيلاً وجاذبية .بشكل عام فعالاً في تحسين جودة كتابة الطلاب، سواء من الجوانب الفنية أو التحفيزية التي تجعلهم HelloTalk يعد أكثر جرأة على تجربة اللغة.

.

CHAPTER I

INTRODUCTION

This chapter discusses the study's background, research question, research objective, significance of the study, and the definition of critical terms.

1.1. Background of the Study

The 21st century has experienced many significant changes due to the impact of technological development and globalization. The development of information technology has changed the way we learn. The knowledge economy rewards those who can adeptly utilize communication and networking tools and the power of social networks to acquire, manage, combine, assess, and ultimately create value (Beers, 2011). Now, learners can access educational resources as an online learning platform (Liu et al., 2020). WhatsApp, Google Classroom, e-books, learning videos (Ningsih et al., 2023; Upa & Muljiani, 2023), and other interactive media or tools have become part of daily learning. Technology also allows for collaboration, discussion, and distance learning. According to Teo (2019), this response is to the view that students should be better guided and resourced for opportunities and resources provided in a rapidly changing globalized world and an interconnected education landscape.

Indonesia is among the countries with the highest number of internet users globally. Indonesia's internet users in early 2021 reached 202.6 million people, an increase of 15,5%, or 27 million people, compared to January 2020 data (Riyanto, 2021). Indonesia currently has 274.9 million internet users. This indicates that the Internet user ratio reached 73.7% of Indonesia's population by early 2021 (Riyanto, 2021). Cell phones, or smartphones, are one of the technologies that can help people

learn languages. Users can not only use this app for SMS and phones, but they can also freely add apps and other functions or modify them as they wish. In other words, a smartphone is a mini-computer with telephone capabilities. Cell phones allow people to use specific apps to learn languages.

Mobile Assisted Language Learning (MALL) is a language learning tool that can be accessed anywhere and on mobile. It is stated that technology is crucial to improving student performance, involvement, and participation in language learning. Cobb et al. (2010) in (Hashim et al., 2017). Furthermore, technology provides unlimited access to various information sources and makes learning languages easier. It is claimed that since the start of the 21st century, MALL has become a fascinating area of study for academics (Ghorbani & Ebadi, 2019). Mobile learning is commonly called "learning at any time, anywhere." However, because they already have all of their mobile devices in hand, MALL may access anything on it whenever and wherever they are without any difficulty. It is also frequently used as a mobile device that practically all Indonesian students utilize.

The changing needs of the labor market have led to changes in learning methods. In addition to traditional skills such as reading, writing, and arithmetic, education today also emphasizes 21st-century skills. More emphasis is placed on developing real-world skills such as problem-solving, creativity, collaboration, communication, digital skills, and critical thinking.

Learning is no longer just about acquiring practical knowledge but also developing the skills necessary for success in the job world. According to Socrates, education's primary purpose is to create a deeper understanding of the world around them, thus fostering learners' critical thinking skills. As (Teo, 2019) puts it,

“Although the relevance of skills like critical thinking and creativity has long been advocated by philosophers such as Socrates or Dewey, they have now gained renewed attention due to globalization and an interconnected world in the 21st century.”

The teacher’s responsibility in writing instruction is to ensure the learning process is meaningful, characterized, and oriented toward developing essential writing skills in the 21st century. The teaching and learning process, in this case, writing learning process education, only sometimes goes well, especially for those who do not like certain subjects they have to learn. There are always obstacles in the teaching and learning writing in any educational institution. Teachers, as educators, certainly feel responsible for developing their students’ writing skills. Therefore, teachers in the teaching writing process must pay attention to the ability of each student to understand and help students develop optimally. Knowing the strengths and weaknesses of students, educators can build learning methods in the classroom. Each lesson has different classroom conditions and different student characteristics.

English is one of the lessons they have been taught from elementary school to college. Learning English writing as a foreign language in Indonesia still needs to be solved for most Indonesian students. Students will likely be attracted to different English teaching methods. For English teachers, this is a challenge. For students to be actively involved in the learning process, there is a progressive innovation by teachers.

“In subtractive bilingualism, on the other hand, they feel that learning a new language threatens what they have already gained for themselves” (Ghazvini &

Khajehpour, 2011). Students who speak English fluently can communicate ideas in the school environment or the community with native speakers. However, some students struggle to communicate ideas and questions in good and correct English. Their English is not a daily language, so students find it challenging to speak and practice it only with teachers at school. As the wellspring of this knowledge, the educator should understand students' distinct characteristics, mental and cognitive attributes, and suitable and effective teaching methods. Every student exhibits a unique learning style, which presents a more intricate challenge when instructing young learners than adults due to their susceptibility to boredom and the need for special attention. Therefore, regardless of the situation, the teacher must always be skilled at equally dividing their attention among all students (Kurnia, 2017).

In learning English in Indonesia, four skills must be mastered: reading, listening, speaking, and writing. The most essential skill for learning English and making it into a career in academia is writing. These are the vital skills that all academics must master since they provide several advantages. According to Harmer (2001:258), the writing process is different from the other ways of doing things, and it also involves a variety of stages in which to write, structure, analyse, explore, and develop ideas, as well as criticism. Writing can be a difficult task because it requires you to express your thoughts in a clear, concise, and engaging way. In relation way to the Q.S. Al-'Alaq: 4-5, as follows:

الَّذِيْ عَلَّمَ بِالْقَلَمِۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ

4. Who taught by the pen -
5. Taught man that which he knew not.

The verses of the Al-Qur'an above remind us that we should have good writing skills. Writing provides us with knowledge and understanding. It allows us to convey valuable information according to our intentions. Moreover, writing is crucial in helping people clarify and solidify their learning. Writing is challenging for most learners as it necessitates thorough thinking to create concepts and ideas into sentences, phrases, and paragraphs. Moreover, Richards & Renandya (2002) state that the writing problem mentioned earlier is indeed argued that writing is the most challenging skill for students. This is because it involves not only generating ideas but also translating those ideas into a coherent text.

Writing is demanding and challenging, as students must acquire vocabulary, conventions, punctuation, and spelling knowledge to be influential writers. Teaching writing helps students understand that writing is a way to communicate with others and is essential for learning (Williams, 2003, p. 119). Teaching writing is challenging because both teachers and students need to be creative. Teachers must find innovative ways to teach writing skills, and students must be imaginative (Harmer, 2007, p. 265). Teachers can use creative techniques and media to make teaching writing more effective and engaging for students. Teachers need to develop a good plan or media to make it easier for students to start writing in English.

Nowadays, students are highly interested in technology and the internet, so using new technology is a very effective motivational factor. In the field of education, technology has had a significant impact on changing the way we learn, teach, and interact in the educational environment. Learning media is a tool educators use to convey subject matter, facilitate the teaching and learning process,

and increase the efficiency of the learning process. For this reason, the selection of learning media is essential. In this case, learning media involves the active role of students in learning so that the understanding of the material is deeper.

SMP Muhammadiyah 1 Malang uses an independent curriculum. The independent curriculum has learning outcomes (*Capaian Pembelajaran*) of writing. Students can express their thoughts and experiences in clear, organized paragraphs. They use basic vocabulary and simple sentence structures to convey their ideas. They can plan, write, and present different types of texts (like informative, imaginative, or persuasive essays) using simple and compound sentences. These sentences help them explain their arguments and viewpoints. They include essential details and vary their sentence structure to make their writing more interesting. Students can write about things that are happening now, things that will happen in the future, and things that have already happened. They use words like "before," "after," "often," and "and" to connect their ideas. When spelling new words, they use their knowledge of how English sounds and letters go together. They also use punctuation and capitalization correctly (Kemendikbud).

In this study, a researcher will teach writing skills on the material about Past Events (Damayanti et al., 2022). Therefore, selecting learning media easily accessible by teachers and students and practical is needed for learning English Past Events material. One of the intended learning options is to use the HelloTalk application as a medium for a short interview and identify detailed information. HelloTalk is a popular language learning application that connects language learners with native speakers. It provides a platform for users to practice speaking, writing, and listening in a foreign language by interacting with native speakers

through text, voice, and video chats and facilitating various forms of communication practice. HelloTalk has gained popularity for its user-friendly interface, language exchange effectiveness, and ability to connect people from different cultures and backgrounds through language learning and social activity.

Previous studies show positive student feedback, suggesting that the app effectively improves vocabulary learning. Many students reported encountering new vocabulary and experiencing more extraordinary educational accomplishments. When taught using media to develop their writing skills (Siregar & Ismahani, 2024), "The Implementation of HelloTalk Application in Vocabulary Teaching for Senior High Schools" found that using HelloTalk improved English learning for second-year high school students. It made the process more interactive, providing a more valuable learning experience.

Second, a journal article entitled "Enhancing Writing Skills by Using The Project-Based Learning Model Through The HelloTalk Application" (Solihin et al., 2023). This research explores how a project-based learning approach, using the HelloTalk app, helps students learn to write in English. It also investigates how students feel about learning this way. The result of the study is that integrating project-based learning using the HelloTalk application into writing English effectively helps students implement their classroom learning. Students can instantly see if their British friends on HelloTalk (native English speakers) understand the sentences they write, providing a real-time feedback loop on their learning.

A research titled "Using Facebook to Practice Writing Skills: What Do The Students Think" (Putri & Aminatun, 2021) describes students' perception of using

Facebook to practice their writing skills. The study shows that students acknowledge Facebook's effectiveness in enhancing their writing abilities. They actively write English captions and participate in fan page discussions, highlighting the positive impact of Facebook on their writing practice.

The previous studies mentioned serve as references for the writer in conducting this research and for comparing those relevant studies with the current research carried out by the author. Therefore, a researcher focused on investigating the effectiveness of the HelloTalk language learning application in enhancing the writing skills of eighth-grade students at SMP Muhammadiyah 1 Malang, specifically in writing about past events. The research focused on understanding the role of media applications, particularly HelloTalk, in facilitating improved writing abilities.

In addition, implementing the HelloTalk application as one of the numerous mobile learning aids for students' writing skills, particularly in "Past Events" material, would be the main focus of this study. The researcher hopes to demonstrate that using the HelloTalk application students' writing abilities compared to not using it and that teachers can lessen students' challenges by encouraging them to produce detailed texts. This study aims to determine whether the HelloTalk program may help students' writing abilities in the "Past Events".

1.2. Research Question

Based on the background of the problem, the following issues can be identified as follows:

1. What are the students' responses toward implementing HelloTalk in writing activities?

2. How can students write past events by implementing the HelloTalk application in writing activities?

1.3. Research Objectives

Based on the research question above, the objectives of this study are:

1. To analyse the students' responses in implementing HelloTalk in writing activities.
2. To analyse the students' writing of past events by implementing HelloTalk in writing activities.

1.4. Significant of the Study

1.4.1. Teacher

Teachers need to know the writing proficiency level of students. Teachers adapt their teaching approaches to meet diverse learning styles and abilities, leading to improved writing skills among students. Research results can be used to identify alternative steps and supports in teaching writing.

1.4.2. Policy Maker

The results of this study can be used as evidence to support the development of policies and programs that encourage effective teaching of writing in schools.

1.4.3. Other Researcher

The study could provide a reference for future research, perhaps by others who would like to conduct research into the training of writers on material from past events using some media.

1.5. Definition of the Key Terms

The researcher wants to emphasize several terms in this study to make it easier to understand; some of these terms are:

1. MALL: a language learning center that can be used to get various learning and learning activities in the classroom by utilizing mobile devices such as smartphones and tablets.
2. HelloTalk app: a free app that transforms language learning with an original solution for Learning Languages.
3. Past Events: can be used to provide others information about a past event or experience.
4. Writing Skill: communicate their ideas effectively to the audience and use precise and creative language.

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories that support this research. The theory discusses teaching English to EFL students and the use of HelloTalk media, which becomes the focus of this study. It consists of MALL (Mobile Assisted Language Learning), which is the definition of the HelloTalk application. Genre focused on the material of past events, writing process, theoretical framework, and previous research on the topic being researched.

2.1 MALL (Mobile Assisted Language Learning)

2.1.1 Definition of MALL

Technological progress continues to grow fast to take advantage of people's growing needs. Smartphone development has been one of the fastest technological developments. In the XXI century, there have been many significant changes in the development of technology and globalization. The development of Information Technology has changed the way we learn. With the development of accessible mobile technology came the introduction of practical tools for learning at any time and location (Loewen et al., 2019).

According to Pegrum (2014), mobile technology has been used more over the last 15 years, with the number of mobile internet devices approaching desktop and laptop computers. Because educators must understand how to utilize these technologies to promote different types of learning and create effective techniques to achieve them, the integration of these technologies in education has progressed more slowly than expected (Kukulska-Hulme & Shield, 2008), and resources for

mobile learning (MLearning), particularly in the area of Mobile Aided Language Learning (MALL) (Viberg & Grönlund, 2012).

A technology tool known as CALL was once employed for English language learning. It differs from CALL because it offers a new learning method through personal and mobile devices, focusing on the continuous or spontaneous ability to connect and engage in different environments (Kukulska-Hulme & Shield, 2008). As stated by Mohammadi and Shirkamar (2018), mobile-assisted language learning (MALL) is an essential technological tool that can be utilized in various ways, including in-person, remote, or online.

Shortt et al. (2023) said that one of the specific focuses in language learning is Mobile-Assisted Language Learning (MALL). MALL has been reported to improve communication between teachers and students and among students and to enhance speaking and listening skills. (Golonka et al., 2014). Ko & Lim (2022) stated that by equipping students with MALL on their mobile devices, educators can foster a more communicative learning environment inside and outside the classroom.

2.1.2 Effectiveness MALL

MALL is a valuable tool for language learning, especially English, and MALL learning is becoming increasingly affordable and accessible. According to Burston (2015), this MALL may support all formal and informal learning activities, enhance independent or collaborative learning opportunities as well as help to ensure that education is correctly reported in the media so that learning materials can be provided anywhere, anytime and learning feedback can only be provided once.

In terms of popularity, mobile phones can become a handy language learning tool that enables learners to study materials from different sources whenever they like, thanks to the wide range of uses that these devices have for students today, including smartphones and MP3 players (Mohammadi & Shirkamar, 2018). Chinnery (2006) and (Yang, 2013) comprehensively reviewed empirical research using several mobile devices, including cell phones, P.D.A.s, and iPods.

MALL can be accessed through a wide variety of mobile devices such as P.D.A.s, cellular phones, mini tablets, MP3 orMP4 players, iPod touch, eBook Readers, I.C. records games consoles, computer dictionaries, and so on (Çakmak, 2019). Thus, it can be said that the development of MALL and its application in language learning will continue to grow along with the increasingly sophisticated and innovative mobile device technology, which uses mobile devices to assist the language learning process.

Harmer (2007) revealed many websites where language learners can practice their skills. Some online platforms are accessible to everyone without charge, while others are specifically for educational or institutional users and require them to create an account. Some free websites available on the internet include YouTube, Twitter, and Instagram. Today, various platforms are available for learning English, such as Duolingo, Cake, HelloTalk, etc.

2.2 HelloTalk

2.2.1 HelloTalk as Teaching Media

HelloTalk is a language application that connects users to native speakers in another language. The application provides users with a range of features to assist

in learning new languages, such as chat, voice calls, and video calls. HelloTalk is one media you can use to teach the learning process.

According to Taufan and Wicaksono (2022), HelloTalk stands out as a notable option among the various alternatives available to smartphone users looking to acquire foreign language skills, especially for those focused on enhancing their communicative competence. The application also offers other features that are standard to social networking sites. Moreover, users may send emojis, stickers, and cards in the chat. This app lets users share their thoughts and experiences through moment posts combining text and pictures. Other users who have the opportunity to like or comment at this moment will see that information on their feeds.

Most users have installed and utilized this application to learn and practice a language independently of a language course. However, teachers may also integrate this application into their curriculum to encourage students to engage in alternative forms of communication in the target language. (T.L.) (Rivera, 2017). Learners can engage in in-depth discussions about casual conversations to become better acquainted. They can work on their writing and reading skills by communicating in real-time through written text or improve their speaking and listening skills through video chats or recorded messages.

Students can learn how to write better using HelloTalk as a teaching tool. According to Youngs, Ducate, & Arnold (2011) (Rivera, 2017), the learners are allowed to negotiate meaning, which is crucial for the acquisition of the target language (T.L.), through interactivity and collaboration in both the chat and the moment spaces.

2.2.2 Definition of The Application: HelloTalk

Several applications are available for language learning to allow students to learn easily using Android hands. HelloTalk is one of the applications that helps people learn foreign languages quickly and makes it easy to learn another language. According to Rivera (2017), HelloTalk, a mobile application designed for language learning, employs real-time conversations to foster cultural immersion, language acquisition, and practice in a way that is both enjoyable and easy to navigate.

It connects users with native speakers worldwide, engaging them in meaningful interactions. HelloTalk's primary objective is to connect language learners directly with native speakers and immerse them in the target culture, enhancing their language learning experience. It offers a variety of chat-based features to aid language acquisition, including:

1. HelloTalk: This feature matches you with someone who speaks the language you are learning, enabling you to engage in direct conversations and practice your language skills.
2. Moments: Users can share photos, chat, and even correct each other's mistakes, creating a dynamic learning environment where language acquisition occurs through real-world interactions.
3. Learn: This section provides access to vocabulary and listening lessons curated by HelloTalk content partners, supplementing your language learning journey.

In recent times, HelloTalk has expanded its offering by introducing stand alone applications catering to specific language learning needs. These include A.I. Grammar Checker, a language assistant that can improve your writing efficiency as effectively as Grammarly.

2.2.3 The Advantages and Disadvantages of Using HelloTalk Application

Using HelloTalk and other language learning applications can be great for learning a language on your phone, but there might be some advantages and disadvantages. Here are some advantages of HelloTalk: 1) the application was user-friendly, and 2) the students had no trouble understanding its features. The user-friendly interface of its features captures students' interest. HelloTalk has various features that students can utilize, including a dictionary, translation, and a grammar checker, to help them organize their writing.

While HelloTalk offers many advantages, it is essential to note that it also has some disadvantages, such as: 1) a common problem in technology-based learning is internet connectivity issues, 2) the application is not accessible to interact with native speakers, with a maximum of 10 people a day. Users are limited when using features in the HelloTalk application. A.I. grammar and translation features can only be accessed thrice daily for free. This means users can only access the features of the HelloTalk application for a certain number of times. For example, users can use the grammar checker tool thrice daily for free. However, users must upgrade to the V.I.P. version if they exceed this limit and want to learn multiple languages.

2.2.4 Steps to Operate HelloTalk

1. First Step: Download the HelloTalk application from the Google Play Store for Android devices and the App Store for iOS devices.

Figure 2.1 HelloTalk Application

2. **Login:** You will have the choice to log in using several methods, such as phone number, email, Google, Facebook, and others. Choose the method you used when you initially signed up.

Figure 2.2 Sign Up

3. **To create a HelloTalk account, you must provide basic information about yourself.** Users will be guided to provide identity details, including name, age, and country of origin. In addition, they will also need to input details about

their native language, the languages they speak, and the languages they are interested in learning (they can choose more than one)

Figure 2. 3 Creating an Account

4. **Find partners.** You can start looking for new friends from different countries with whom to exchange languages.

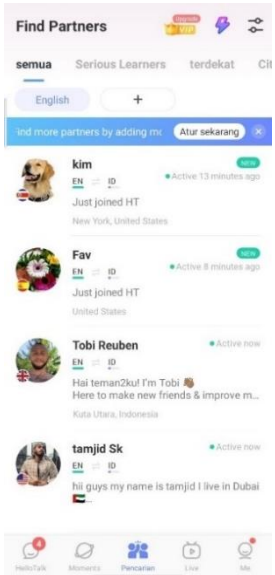

Figure 2.4 Find a Partner

5. You will access all message history from other users and the HelloTalk team.

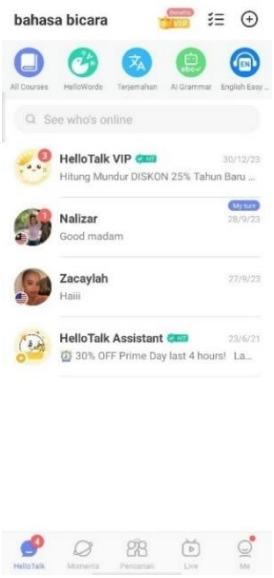

Figure 2. 5 Room Chat

6. **The Moments feature** allows users to share brief moments through photos, videos, or text. Other users can provide responses and feedback.

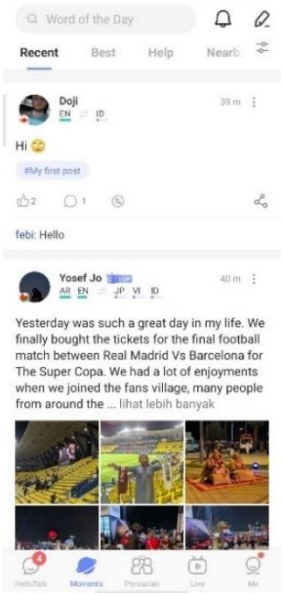

Figure 2.6 Moments Posts

7. **Group** join groups that match your interests, such as K-pop, anime, or language communities.

Figure 2.7 Voice rooms

2.3 Material Past Events

2.3.1 Definition of Material Past Events

One of the many types of material that young people study at school is "past events or occurrences." Past events are texts that narrate events that occurred in the past. Past events or occurrences are used to provide information about events. Using appropriate tenses, we can provide information on what occurred, how it happened, and who was involved in the event. Therefore, the sequence of events can reveal specific characteristics of the material of “past events or events” where events are written chronologically in the past.

2.3.2 Function of Material Past Events

The function of the material is that by describing events that happened in the past, you can create an interesting story, enliven the atmosphere, and draw the reader or listener into the experience. This type of text focuses on listing and describing personal experiences or specific information. The writer retells the events chronologically, providing context and details to create a clear picture for

the reader. The text typically begins with an orientation that establishes the who, what, where, and when of the experiences.

Past Events are written to inform or entertain readers by retelling events chronologically. They rely heavily on time transition words such as "next," “after," and "when" to guide the reader through the timeline. In addition, recounts are characterized by the extensive use of verbs to describe actions and adverbs to enrich the narrative with details and humour.

Analysing the statement reveals that "Past Events" texts are written to inform and entertain the reader. The orientation section establishes the setting and context of the events by providing details such as the location and time. Subsequently, the events are detailed chronologically, utilizing action verbs to illuminate the unfolded actions and events.

2.3.3 Generic Structure

In the textbook on the material “Past Events” Chapter 4, the generic structure is described more or less the same as the general structure of the recount text. There are several elements of the story, such as:

1. **Orientation**

   The text introduces the principal characters and potentially some supporting characters. It usually indicates the place and time the story is being told.

2. **Event**

   The event focuses on the researchers’ narration of how the characteristics influenced the unfolding of events. This includes their personal feelings and actions related to those events, typically presented chronologically.

3. **Re-Orientation**

Reorientation, including personal commentary, is optional in which the writer inserts their evaluation and interpretation of the events. These remarks can be interjected at any point within the story.

2.3.4 Language Features of Material Past Events

The type of text can be identified by its language features, and here are some of its characteristics:

1. It is usually written with a past tense (verbal sentence S+V2+Complement and nominal sentence S+be+Complement); some forms may use simple present.
2. It usually uses time-connective words like next and after to show the order of events.
3. Action verbs usually describe what happened, and adverbs add details like when and where.
4. Recounts often focus on the experiences of individuals or groups.

2.4 The Concept of Writing

2.4.1 Definition of Writing

Writing is the most potent means of communication, information, entertainment, and persuasion, and it involves written methods that involve linguistic and thinking skills. It is a skill that should be learned and developed by all.

Writing has several definitions; writing is a form of expression that uses words to form sentences and paragraphs to convey ideas and thoughts (Aryuntini et al., 2018). (Boardman & Frydenberg, 2008:84) claimed writing is a fluid process in which ideas are generated and refined. Based on the explanation, writing makes our abstract thoughts and ideas concrete and communicable. It also allows us to spread

and develop knowledge more effectively. Writing gives us the time and space to carefully consider our thoughts and choose the right words to express them. We can also revise our writing to ensure it is concise.

Learning to write necessitates not only the exploration of ideas and thoughts through words but also the utilization of strategies for expressing ideas (Ruhama' & Purwaningsih, 2018). Brown (2000) states that students generate ideas, organize them logically, and apply appropriate references and rhetorical conventions to create a well-structured text. It also includes revising the text to remove ambiguity, correcting grammar, and finalizing their work. According to McMahan in Toba et al. (2019), writing aims include conveying emotions, entertaining readers, providing information, and persuading readers.

Additionally, it involves the creation of ideas and arguments, logic, and cause and effect. Students must be able to express themselves in written form before passing the course. The writing process is a development process that involves avoiding using personal opinions, models, or suggested answers to topics. Raimes (1983) explained several reasons why students should master writing skills, as they are valuable for both learning and life.

First, writing allows students to practice and apply their knowledge of grammar, idioms, and vocabulary in a meaningful way that the teacher has taught. Second, writing helps students to become more proficient in using language creatively and effectively. Third, writing helps students to connect with the new language on a deeper level, motivates them to express their thoughts and ideas as clearly as possible, and engages multiple cognitive functions, all of which contribute to more effective learning.

One component of language proficiency that is planned with language usage in mind is writing. Writing is explaining a language so the reader can comprehend the writer's message. Writing is one of the English skills that English as a Foreign Language (EFL) learners must master to communicate in writing for many different purposes. Writing requires some cognitive function. This implies that to produce a quality tale or text, and students must gather ideas to compose several of them. Harmer (2010:113) describes planning, drafting, reviewing, and editing as the four main writing steps. Those steps can help the students in their writing.

2.4.2 Writing Process

Writing is an activity that involves announcing or expressing thoughts and sentiments through written words that are meant to be read by the reader. It serves as a direct communication instrument that aims to impress and communicate ideas resulting from thinking, composing, and rewriting. Richards & Renandya (2002: 316) describe planning, drafting, revising, and editing as the four main steps in writing. Those steps can help the students in their writing. The writing process consists of four stages, which are as follows:

a) Planning

Writing may take extra time and effort, but it is valuable work. Planning your writing can ensure it is focused, organized, and persuasive. According to Richards & Renandya (2002: 316), pre-writing is any activity in the classroom that encourages students to write. This stimulates thoughts about getting started. Harmer (2004) stated that writers must consider three main issues when planning.

First, they have to consider their purpose of writing because it will influence more than just the type of text they are going to create; it will also influence other factors like the language they use and the information they choose to include. Secondly, experienced authors think of the audience for which they write, as this will affect how it is written and its choice of language, such as a formal or informal tone. There are a few of them in the prewriting, strategies, and techniques for developing an idea based on (Langan, 2011, p. 23), as follows:

1. Freewriting

   A writing technique that involves writing continuously without stopping for ten minutes or more. Putting whatever ideas you have in your head into writing. The goal of freewriting is that writing is intended to produce as many as possible and to write them down without concern for correct spelling or punctuation, grammar, or finding the right words.

2. Questioning

   When you ask questions, you generate ideas and details about your students who, why, what, where, when, and how questions about a topic. Such questions can be asked in response to the first set of questions, and so on. This can go on indefinitely.

3. Making a List

   You collect ideas and details on your topic as part of creating a list, also known as brainstorming. Put these items together individually without trying to sort out significant details among the smaller ones or order them in a specific way.

4. Clustering

Another strategy that can be used to generate information for an article is clustering, also known as diagramming or mapping. This method is helpful for people who like to think visually because clustering is making a visual map of the ideas.

5. Preparing a Scratch Outline

You think carefully about the point you want to make in your scratch outline and ensure your essay is well structured. In order to assist you in achieving your goal of unrestricted education and support, the scratch outline is a plan or blueprint.

b) Drafting

At the writing stage, writers focus on their ability to write quickly and do not pay attention to grammatical accuracy or clarity of the draft at the drafting stage (Richards & Renandya, 2002:317). It is when you put the ideas in a word based on the composition of the main ideas in the planning stage and formulate your thoughts on paper. In addition, students may consult with their teacher and ask for his help making arrangements and sentence structure.

c) Revising

At this stage, students will reread the writing that has been made and find a few flaws. This is a crucial stage for ensuring that written work does not conflict with the project plan, which was drawn up during the planning phase. The students edit their ideas in response to the teachers' suggestions. Reversing focuses on correcting grammatical mistakes in student writing, improving

global content, and organizing ideas, enabling readers to discover an idea from a writer.

d) Editing

The final stage in the writing process before its production phase is editing. At this stage, students edit their own or their peers' writing for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supporting texts such as quotations, examples, and so on (Richards & Renandya, 2002:318). The writer should have edited the order more than once to be error-free.

However, it is not always possible for students to know precisely where and how to correct errors in their work. However, it is necessary to edit their work to the best of their ability before submitting it for evaluation. Based on the writing process above, the students must know and obey some of the steps in written work.

2.4.3 Teaching Writing

Teaching writing includes a continuous exchange between students and their teacher in the classroom setting, which results in the development of written work. Four language skills are involved in teaching English at Junior High School: reading, writing, listening, and speaking. Harmer (2004:31) states that writing is one of the four skills used to teach English and has always been included in the curriculum.

For students of English as a foreign language, there are four reasons why they should be taught writing on Harmer (1998:73): reinforcement, language development, learning style, and writing as a skill.

1. **Reinforcement**

Some students learn the language only orally, although the sight of their written language benefits them. Writing sentences in a foreign language is helpful for students immediately after learning it.

2. **Language Development**

The learner's active engagement in constructing written text enhances the dynamic language acquisition process. The mental efforts required for effective written communication contribute to the learning journey.

3. **Learning Style**

Writing is appropriate for learners who will spend minimal time learning the language by sight and hearing. While real-time interactions offer an energetic and supportive social experience, this activity invites deep personal reflection.

4. **Writing as Skill**

The art of teaching writing is just as crucial to language skills as speech, listening, and reading. The students must be able to write letters, advertisements, or anything else. They should be familiar with some writing conventions, such as exclamation marks, language development, and learning style.

2.5 Concept of Motivation

2.5.1 Definition Motivation

Motivation can, like self-esteem, be global, situational, or task-oriented (Brown, 2000, p. 170). Motivation can encompass individuals' objectives, the decision-making process behind their goals, and the methods others use to influence

their behavior (Armstrong, 2010). Motivation is a reason for someone to act or behave to encourage themselves to be more confident and optimistic. Motivation can also show an individual's persistence, perseverance, and direction in achieving something desired. Motivation can be seen as a critical factor for achieving success through ability and willingness.

According to Goleman (2006), motivation is a strong desire to work driven by motivations beyond financial gain or social standing—a propensity to pursue goals with energy and persistence. In addition, the concept of motivation involves behaviour aimed at achieving goals. When individuals believe that a particular action will likely result in achieving a goal and receiving a valuable reward that fulfills their needs, they become motivated (Armstrong, 2006).

Well-motivated people have clearly defined goals and take actions they believe will help them achieve them. Some individuals might be intrinsically motivated, and if this leads them toward their goals, then it is the most effective type of motivation (Armstrong, 2006). Motivation is the critical factor that affects the speed and success of learning a second or foreign language. Being motivated to learn a language is the initial spark, as it leads learners to experience enjoyment and a sense of challenge, contributing to their success in mastering the language.

2.5.2 Theories of Motivation

According to Brown (2000: 160), three different viewpoints have emerged:

1. From a behaviouristic perspective, motivation is seen in very matter-of-fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior,

we act accordingly to achieve further reinforcement. In this view, our actions will likely be at the mercy of external forces.

2. In cognitive terms, motivation places much more emphasis on the individual's decisions. Ausbel (1968: 368-379) in Brown (2000: 160), for example, identified six needs undergirding the construct of motivation:

    1) There is a need for exploration, seeing "the other side of the mountain," and probing the unknown.
    2) The need for manipulation, for operating use Skinner's term on the environment and causing change.
    3) There is a need for activity, movement, and exercise, both physical and mental.
    4) The need for stimulation, the need to be stimulated by the environment, other people, or ideas, thoughts, and feelings.
    5) The need for knowledge, the need to process and internalise the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and to self-consist systems or knowledge.
    6) There is a need for ego enhancement, for the self to be known, accepted, and approved by others.

3. A constructivist. Each person is motivated differently and will act uniquely in his or her environment. However, these unique acts are always carried out within a cultural and social milieu and cannot be wholly separated from that context.

2.5.3 Type of Motivation

Motivation is categorized into two main types: intrinsic motivation and extrinsic motivation.

1. Intrinsic Motivation

   Ryan & Deci (2000) define intrinsic motivation as the doing of an activity for its inherent satisfactions rather than for some separable consequence. Moreover, Edward Deci (1975: 23) and Brown (2000: 164) define intrinsic motivation as students' being most engaged in enjoyable and exciting activities, even if they do not get a prize or a good grade. They do these activities because they like them, not just to get something else. These activities help students feel good about what they can learn (competence) and give them control over their learning (self-determination).'

   Intrinsic motivation, the drive to do something because you find it inherently exciting or rewarding, often leads to deeper learning and a greater sense of creativity and accomplishment. The work itself provides intrinsic motivation. Additionally, intrinsic motivation refers to the internal drive to engage in an activity for the inherent enjoyment, satisfaction, or challenge it brings. It is the "I want to" factor.

2. Extrinsic Motivation

   According to Brown (2000: 164), extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Armstrong (2010: 136) states that extrinsic motivation occurs when things are done to or for people to motivate them, including rewards such as incentives, pay, praise, or

promotion, and punishments such as disciplinary action, withholding pay, or criticism.

Extrinsic motivation, fueled by external rewards or punishments, can be effective for getting someone started but may not always foster long-term engagement or enjoyment. People are driven to complete a task because of something they will get (like a good grade) or avoid (like detention). It is the "I have to" factor. For example, they study for a test to get a good grade, complete chores to avoid getting an allowance and exercise to lose weight for a competition.

2.5.4 Factors Affect Motivation

According to Husna & Martini (2019) and Harmer (1991), states that four factors influence student motivation, which are as follows;

1) Physical Condition

Students' motivation to learn is heavily influenced by their environment, both inside and outside the classroom. Unpleasant physical conditions in the classroom can significantly demotivate students. Their natural environment, living situation, social interactions, and media exposure also shape their desire to learn. All these environments are constantly changing and affect students' motivation dynamically.

2) Method of Teaching

Student motivation in learning is strongly influenced by the teaching methods employed by the teacher. Unengaging or ineffective methods can lead to students feeling bored and losing confidence, ultimately causing a decrease in their motivation to learn.

a. Teacher

A teacher's teaching methods significantly impact student motivation. Ineffective or unengaging methods can be a significant factor in demotivating students.

b. Success

Teachers must find the right difficulty balance for their students' work and activities. Students will lose motivation if the work is too hard or too easy.

2.6 Concept of Enthusiasm

2.6.1 Definition of Enthusiasm

According to the Cambridge Dictionary, enthusiasm is a feeling or energetic interest in a particular subject or activity and an eagerness to be involved. Enthusiastic people usually show high interest and energy in doing activities. Suciati (2018) revealed that enthusiasm is an emotional state characterized by happiness and excitement in response to something, leading to a strong desire for involvement. Moreover, Kurniawan (2017) states that enthusiasm for learning is passion, enthusiasm, and great interest in learning activities.

Enthusiasm for learning is an attitude of enthusiasm, motivation, and encouragement that comes from within humans without coercion. From some of the above definitions, it can be concluded that enthusiasm is a feeling of excitement and a strong interest in something. It is a force that drives individuals to engage with specific activities, ideas, subjects or even people with fervour and a positive attitude. Students interested in learning are heavily impacted by the teaching methods and media their teachers choose.

2.6.2 Theory of Enthusiasm

To understand the theory of students' enthusiasm for learning, the researcher will apply the "theory of needs" because students need to learn and achieve, and activities fulfilling this need are more likely to be engaging. In addition, enthusiasm for learning activities is connected to the concept of needs. A study based on the theory of needs by Murray (1997) in Walgito (2004:129) this theory outlines 20 critical aspects of human needs: 1) Abasement, 2) Achievement, 3) Affiliation, 4) Aggression, 5) Autonomy, 6) Counteraction, 7) Dependence, 8) Deference, 9) Dominance, 10) Exhibition, 11) Harm avoidance, 12) Inavodiance, 13) Nurturance, 14) Order, 15) Play, 16) Rejection, 17) Sentience, 18) Sex, 19) Succorance, and 20) Understanding.

2.6.3 Students Enthusiasm for Learning

According to Safari (2013), cited in Purwoko (2023), there are four factors of enthusiasm for learning, as follows;

1. Happy feeling

   Students who develop a positive feeling or enjoy feelings towards a subject are more likely to continue studying it independently without feeling pressured.

2. Students' Interest

   Activities can stimulate positive emotions and enjoyment, similar to our attraction towards people or things. This can make learning more engaging.

3. Student Attention

   Attention is like focusing on something specific, blocking distractions, and trying to understand it. Students who are interested in something will naturally pay more attention to it.

4. Student Involvement

Students who are enthusiastic about a lesson are more likely to be involved, and this active participation is essential for a smooth learning process.

2.7 Guided Writing

2.7.1 Process of Guided Writing

According to Purnomowati et al. (2018), guided writing consists of several teaching steps; they are: 1) modelling, students are presented with a sample paragraph as a model; 2) questions designed to assess understanding of the model paragraph; 3) language-based exercises focusing on vocabulary expansion and sentence structure; 4) oral composition; and 5) written composition, students engage in writing practice.

Utilising the guided writing technique in writing instruction offers numerous benefits to educators and learners. Based on the Primary National Strategy (2007: 1) enables the teacher to tailor the teaching to the group's needs; 2) facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the teacher can observe and respond to the needs of individuals within the group; 3) provides the teacher with the opportunity to extend and challenge more able groups of children; 4) encourages the children to be active participants in discussion about writing; 5) builds confidence-the group is all grappling with the same issues; 6) allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

According to Masden (1983:112) in Purnomowati et al. (2018), guided writing offers several advantages, there are: 1) guided-writing test is relatively

quick and easy to construct; 2) guided testing technique gives the appearance of being an adequate measure of writing because it requires an active rather than a passive response; 3) guided-writing test provides appropriate control for those students who are not ready to write on their own.

2.8 Previous Study

In the following, the researcher explains several previous studies investigating specific teaching strategies in teaching writing, such as brainstorming, graphic organizers, and peer feedback. Related to the HelloTalk application for learning writing skills. Details of these studies are provided below:

The first study is a research conducted by (Siregar & Ismahani, 2024), "The Implementation of HelloTalk Application in Vocabulary Teaching for Senior High School." Based on the research, this research investigates how well HelloTalk helps second-year high school students improve their English vocabulary and explores different ways to integrate the application into vocabulary learning strategies. The study involved 26 students in second grade at MAS Robithotul Istiqomah. This research will collect data through two primary methods: qualitative interviews with students and a quantitative questionnaire. The findings revealed that the HelloTalk application contribution enhanced the English learning experience for second-year high school students. The application fostered a more interactive and practical learning environment. Looking at how students responded to using HelloTalk for vocabulary learning, that application improves various aspects of the learning process. With HelloTalk, students not only learn English vocabulary, but they also find the learning process itself to be more engaging and enjoyable.

Second, research was conducted by (Solihin et al., 2023a). This study explores implementing a project-based learning model that utilizes the HelloTalk application to teach English writing skills. The research investigates student reactions to this specific implementation of project-based learning with HelloTalk, focusing on developing their ability to write descriptive texts. The study involved 93 students in the second semester of AKPER YPIB Majalengka. This research uses a qualitative descriptive method that focuses on qualities; data collection involves reviewing documents, field data collection, and the outcomes of students' response surveys. Implementing the project-based learning approach using HelloTalk worked to teach writing in English. Students were excited to put this project-based learning strategy into practice, and it seems the approach was successful in helping them improve their writing skills. The study suggests that using HelloTalk with project-based learning is a promising way to teach English writing and that students respond well. Teachers need to recognize the potential benefits of educational applications. When well-integrated and helpfull managed in the classroom, these applications can contribute to student achievement within the traditional learning environment.

Another previous study Aminatun (2021) analyses students' perspectives on the effectiveness of Facebook in developing writing skills. The research utilised a qualitative questionnaire as the primary instrument used to collect data for this study: the study's participants, 20 students English majors at Universitas Teknokrat Indonesia Bandar Lampung. The study's results indicate that students think using Facebook can practice their writing by creating English captions and commenting on English fan pages. Students can also improve their vocabulary by reading the

topic discussed in this social media. It can be concluded that students think positively about using Facebook to practice their writing skills.

The three previous studies have been described as more focused on how media can improve students' writing and their perceptions about using media as a medium for learning English. This research shows a difference in teaching content from the previous studies mentioned above. Therefore, this research aims to determine the effectiveness of using the HelloTalk application so that students would be impressed and enthusiastic by a range of writing skills material about "Past Events" of junior high school students at SMP.

There are some similarities and differences between this research and previous research. The first similarity of the study is that it discusses the effectiveness of the HelloTalk application in teaching English. In addition, the data collected is the same as the interviews. When compared, the differences are from the research subject, the object used, the method used, and the way of data collection. In this study, the researcher focused on junior high school level students. Another difference from the first study is in the object used. Then, through data collection in previous studies, questionnaires and descriptive analysis methods were used to gather details on how students experience and learn English.

The second study is similar in discussing writing skills using the HelloTalk application and a qualitative approach. The difference lies in the selection of materials, methods used, and data collection methods. The method used in the previous study was a qualitative approach with narrative synthesis. In addition, the previous study used Project Learning in writing skill descriptive text, but this study used HelloTalk in writing skill "Past Events". The last difference is the data

collection technique used. In the previous study, the researcher used a questionnaire, document review, and field data collection. However, this study used an interview and observation checklist for data collection.

In conclusion, this study shares similarities with previous studies in that they both focus on writing and utilise qualitative research. The differences are found in the research subjects, the variables studied, and the research methods employed. The university-level students were the focus of the previous study, whereas this study centres on students at the junior high school level. Then, the variable used in the previous study was using Facebook to practice writing skills, while this study focuses on writing skills in the material “Past Events”. Then, the previous study used qualitative research using a questionnaire as a research instrument. The researcher used qualitative interviews, an observation checklist, and documentation.

CHAPTER III

RESEARCH METHOD

This chapter discusses explanations of the research methods used in this study. This chapter includes the research design, location and subjects, research instrument, data collection, and data analysis. These critical points are described in detail, as seen in the following.

3.1. Research Design

The research used in this study is qualitative descriptive, as it attempted to describe teaching and learning processes in the classroom. Ary et al. (2010) stated that qualitative research explores the nature of relationships, activities, situations, and materials. It aims to understand the context and explain the purpose behind behaviours. Moreover, according to Ary et al. (2010), in qualitative research, descriptive data consists of quotes from documents, field notes, interviews, and excerpts from videotapes, audiotapes, or electronic communications, which are used to present the study's findings.

The researcher collected data through interviews and classroom observations. Data collection is based on what has happened in the area, the experiences and perspectives of those involved, or the relevant data sources.

3.2. Subject of Study

This research was conducted in a Junior High School at SMP Muhammadiyah 1 Malang. The researcher took a sample of 5 students from class VIII A of SMP Muhammadiyah 1 Malang. The school was chosen for this study for several reasons. The school’s English teacher agreed to conduct the research. The school was chosen because of its availability and the researcher’s permission

to do the study at that time from the school authorities. An eighth-grade junior high school class and an English teacher were the participants in this study.

3.3. Research Instrument

The instruments used in this research are interviews, classroom observations, and analysis of students' work. Moreover, the researchers would use nonparticipant observation. The researcher is only an independent observer directly involved with the activities of the people being observed, with the activities of the people being observed. In order to be able to find the problems more openly, this research uses a combination of structured interviews in which participants are invited to express their views and ideas in depth. The researcher used these tools to explore and discover teachers' strategies for teaching English, particularly writing comprehension.

An evaluation process can assess the effectiveness of the writing-learning process. According to Anderson (2003) in Husna & Multazim (2019) students often struggle with understanding and using the correct structure of recount texts, typically including an introduction (orientation), a sequence of events, and a conclusion (reorientation). By analysing the structure of the text, this study aims to help students overcome these difficulties and improve their ability to write influential recount texts.

Table 3.1

Scoring Rubric of Student Writing of the Past Events Generic Structure

Aspect of Scoring Generic Structure of Past Events	Score	Level	Criteria
Orientation	24-28	Excellent	Relevant orientation in

Aspect of Scoring Generic Structure of Past Events	Score	Level	Criteria
			detail Simple past tense mastery
	19-23	Good	Rather less relevant detail of orientation Simple past tense mastery
	14-18	Average	Less relevant detail of orientation Frequent error simple past tense
	9-13	Poor	Unrelated orientation Error simple past tense
Event	56-60	Excellent	A relevant event in detail Clearly ideas Simple past tense mastery
	51-55	Good	Rather less relevant detail of event Logical idea but incomplete sequence Simple past tense mastery
	46-50	Average	Less relevant detail of event Ideas confused Frequent error simple past tense
	41-45	Poor	Unrelated event Lack of idea Error simple past tense
Reorientation	10-12	Excellent	Relevant reorientation in detail Simple past tense mastery
	7-9	Good	Rather less detail of reorientation Simple past tense mastery
	4-6	Average	Less relevant detail of

Aspect of Scoring Generic Structure of Past Events	Score	Level	Criteria
			reorientation Frequent error simple past tense
	1-3	Poor	Unrelated reorientation Error simple past tense

(source: Husna and Multazim (2019))

3.4. Data Collection

The data collection method serves as a way for the researcher to obtain necessary information. The researcher cannot obtain data that meets established standards without knowing the data collection techniques. Data collection is the primary objective of the research. Data-collecting techniques are a crucial stage in the research process (Sugiyono, 2013)

1. Observation

   The researcher used non-participant observation. Non-participant observation is when the researcher acts as an observer and does not actively participate in the procedures (Sugiyono, 2013). The teacher would be the subject of the observation, and the researcher would only observe situations and conditions during English teaching and learning activities. Researchers conducted observations in a class in eighth grade. Each visit has three observation visits for 60 minutes (2 learning hours). The observation visit is intended to determine what strategies teachers use to teach students writing skills. This is seen through teacher-student interactions and all activities in the classroom.

2. Interview

This study used semi-structured interviews, guided by a list of questions, with an open agenda that provides more detailed information (Adams, 2015). There were two sessions of the interview. The first session was for the teacher, and the third was for the students. An interview was conducted with students to measure their opinions on how the application techniques work.

3.5. Data Analysis

The analysis model of Miles and Huberman (1994) is used in this study, cited in (Sugiyono, 2013). The structure of data reduction, data display and verification is followed in these steps.

1. Data Reduction

   The researcher observed the classroom when the teacher taught about writing "Past Events". After that, the researcher summarised and selected the main points, focused on the critical points, and looked for themes and patterns. The reduced data give researchers a better picture of the situation and facilitate their information collection from this field.

2. Data Display

   After reducing the data, the next step is to display the data. Qualitative data is presented as brief descriptions, charts, relationships between categories and flowcharts. The researcher presented the data obtained through observation and other data sources in descriptive form. The researcher provided structured information about teachers' strategies in teaching English, especially writing skills.

3. Verification

Based on the data that has been reduced and presented, conclusions can be drawn. In order to answer research questions, the researcher concludes the patterns that have been analysed on each subject. The result is a discovery that has not been made before. These findings describe previously unclear objects, making them more precise. This study's findings align with other theories which address the same issue.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the results of the observation and interview data, which are divided into two sections. The first part is the research findings and discussion to answer the research questions in this study.

4.1 Finding

The researcher collected the data after three weeks of conducting research. The researcher focuses on developing students' learning ability by writing "Past Events" using the HelloTalk application media. This research took the data at SMP Muhammadiyah 1 Malang in class VIII. The researcher utilised instruments such as interviews, observation checklists, and documentation for the study.

While writing can be challenging for many people, especially when expressing complex ideas clearly, it is not always the most challenging skill. It involves the ability or mastery of grammar, vocabulary, and spelling. It also requires critical thinking, logical reasoning, proper punctuation, and the ability to construct coherent sentences. In the teaching and learning process, students experience difficulties in writing 'Past Events' texts. Their lack of ideas for writing causes difficulty, so students have difficulty arranging words and understanding grammar and punctuation in a text.

Therefore, the teacher applies the HelloTalk application as a learning medium for teaching Past Events so that students can more fluently write a 'Past Events' text. The teacher gives the students an example of a 'Past Events' text and then reads it. Afterward, the teacher and students analyse everything related to the

text's writing procedure, such as generic structure, social function, and language features in the 'Past Events' text.

So, it is hoped that students can understand the process of writing the text they read and write a text using the same writing procedures as the text that has been discussed. Students should be able to express their thoughts in writing. Therefore, this media is straightforward for students to understand. In this media, students create questions for short interviews about past experiences. This is easy to do, and it is excellent for stimulating students' thinking so that they can come up with ideas to write a "Past Events" text based on someone's experience.

The English lessons in the observed class are held every Monday and Tuesday. On the first day of teaching writing skills, the teacher shared a personal experience and asked students to understand the text carefully. Afterwards, the teacher discussed the topic by asking the students questions about the text. The teacher helped students brainstorm how to write past events by asking them questions. These questions addressed the text content, including its generic structure, social function, and the grammatical language used in past events. Students, along with the teacher, discussed the general structure and purpose of the text. Finally, the teacher needed to explain more about writing "Past Events" by giving examples and answering some questions.

Next, the teacher asks the students to write about their experiences. The students were given a title they would easily understand. As the students focused on their writing, the teacher moved around the class, offering help and direction whenever students needed it. The teacher then monitored the activities of the students. While watching the students, the teacher also detected mistakes they

made. After that, if the students made any errors, they revised their writing, and the teacher gave them time to complete it. The teacher had everyone write a text, leading to an active and enjoyable learning experience for the students.

On the second day, the teacher introduced the HelloTalk application as an effective medium for learning to enhance students' writing skills. In this introduction to the HelloTalk application, all students are new to it. Many questions from students at this meeting referred to its usefulness and the function of the HelloTalk application itself. Some students can immediately use it because it is the same as a chat application. The teacher explains the steps of using the application.

On the third day, the use of HelloTalk in learning to write "Past Events" shows that students are interested in using language learning applications that use social networks and connect learners to communicate with native speakers as teachers. The teacher helps students choose native speakers on HelloTalk by suggesting they find partners who share their interests or language goals, which can lead to more engaging and productive conversations. The teacher provides conversation topics to help students engage in organized practice sessions, encouraging them to discuss these topics with native speakers of their language on HelloTalk. The teacher ensures students get the most out of HelloTalk by checking in on their conversations and offering feedback.

On the fourth day, students started writing the information they got through the questions they had asked the interlocutors. The teacher then monitored the students' activities. Guided by the teacher, students determine the outcomes of their work or observation. While supervising the students, the teacher also detects the mistakes made by the students. After that, if the students made mistakes, they

revised their writing, and the teacher gave them time to finish. All students could complete the tasks, and the teacher allowed them to discuss their challenges during the teaching-learning process.

4.1.1 Interview Result

After implementing the teaching and learning process, the researcher interviewed teachers and five students to gather feedback on their experience with the HelloTalk application for writing "Past Events."

1. Student Interview

Based on the data collected from the interviews, the researcher found that students supported using this media. As evidenced by the data, we can see:

S1: Make it more accessible to communicate and train to ask questions about past experiences.

S2: It is better without the application because it is easier to recount your experiences. The difficulty is that it is challenging to retell and translate.

S3: The interlocutor's explanation is simple to retell and more accessible to string together.

S4: It is easier to come up with ideas. We can express questions to the interlocutor and train to make sentences matching the language features learned.

S5: The learning process is fascinating because finding friends who speak English makes it easier to make descriptions.

One student stated that he preferred to learn without using the Hello Talk application; retelling events that had happened in someone's past was more difficult. The 1:4 ratio shows that an effective learning process creates a

comfortable learning environment for students in the classroom. To improve students' writing skills, HelloTalk has developed into a valuable tool for teaching.

S1: This application searches for native speakers of the language you want to learn, and if you find one, you can enter the chat room. This application is practical and can teach a lot of vocabulary. For learning English that focuses on writing, I think it is pretty helpful with the chat feature.

S2: Several features allow the exchange and learning of foreign languages.

S3: This compass searches for people who are native speakers of the language you want to learn. If you find one, you can enter the chat room. It is quite helpful in learning English because it also requires you to use English, so it is ideal for asking questions and sharing information.

S4: I can communicate with foreigners and use English. This application is practical; I can understand more and learn English using it.

S5: Tools for translation and correction make it easy to create conversations. It is helpful to learn new vocabulary from others and to know that there are different countries in the world.

Student feedback in this research indicated a positive perception of HelloTalk as a learning platform. This aligns with the findings that the application's ease of use facilitated interactive learning experiences, contributed to vocabulary development, and made learning more engaging.

2. Teacher Interview

Student interview data revealed positive outcomes, indicating progress in writing fluency, vocabulary acquisition and learning something new.

“They can directly get information from native speakers, and it is exciting for students because they learn new things”.

HelloTalk can enhance students' writing skills by making the learning process more engaging by providing features like grammar correction tools, translation tools, opportunities to exchange written messages with native speakers, and connections with people from different cultures. HelloTalk stands out as a language learning application that makes the process enjoyable and engaging, and it facilitates communication and the exchange of ideas in a social environment, making language learning more interactive (Nushi & Makiabadi, 2018). These features can help students practice writing, receive personalized feedback, and engage in honest world communication. This curiosity can lead to a stronger motivation to learn and improve writing skills.

“By asking targeted questions, students actively piece together the chronology of events. Each answer provides a fragment of the story, and by asking follow-up questions, students can build a sequence that makes the narrative clear. By encouraging them to explore new ideas and seek out information, the application has helped them develop the ability to express their opinions and make informed decisions in their language learning journey”. Through the HelloTalk application, students have helped them develop critical thinking skills.

“It significantly impacted the students, as they could communicate with native speakers directly. The positive feedback impacted their motivation to interact and participate in the conversation, which contributed to the improved writing of the information they received”.

Based on the information obtained from the interview above, the researcher found that this application helped improve students' ability to write Past Event texts. With the help of Hello Talk, the chat was organized through the questions they asked, and it was easier for students to sequence the events in Past Events based on the information they got. These details, obtained in response to specific questions, help them construct a coherent timeline; they learn to organize the narrative chronologically and understand the order in which things happened.

4.1.2 Observation Result

Information gathered through direct observation and documented in the checklist is a crucial data source for the researcher. The data collected focused on how teachers and students interacted with the learning materials related to "Past Events." It also shows the students' attitude, motivation, and enthusiasm towards the teaching and learning process.

Table 4.1

The observation result of the use of Hello Talk

Number	Aspect	Description	Yes	No
1	Motivated	Students are motivated to learn English in writing "Past Events" using HelloTalk	✓	
2	Enthusiasm	Students are intense and eager enjoyment interest in learning English, especially in writing descriptions talking about "Past Events"	✓	
3	Guided	This guidance involves helping students find their way forward with support and encouragement along the learning processes in writing a description of "Past Events"	✓	

Related to the data results above, Hello Talk can be applied to developing students' writing skills. Arias (2021) said the learners were enthusiastic about the new activities. They found the convenience of using their mobile devices highly motivating, motivating them to engage in and successfully finish the activities with full participation.

The first statement states that Hello Talk can motivate students to learn English. This motivation affects students' interest in the learning material, so HelloTalk becomes a valuable teaching tool for sharing knowledge. Safitri (2023) stated that integrating the HelloTalk application can boost students' motivation and engagement. The positive impact is evident through student behaviour in the classroom. Interacting with native speakers on the application helped them become more confident in their language ability. Their confidence was further boosted by conversations and positive feedback from their language partners. This demonstrates that the Hellotalk application has helpful introduced elements of interactivity and novelty to learning, enhancing student motivation and engagement in the learning process.

The second statement is that enthusiastic students will enjoy each step of the learning process (Abwi et al., 2023). Engaging with native English speakers for language learning has fostered a stimulating and enjoyable language-learning journey. Solihin (2023) stated that HelloTalk stands out as a leading conversational application designed for individuals looking to enjoy conversations while simultaneously learning from native speakers of a different language. According to Abwi (2023), students expressed high levels of stimulating enthusiasm, particularly in learning English writing, which added a sense of accomplishment to their

learning journey. Students' feedback indicated a positive influence of HelloTalk on their attitudes toward learning to write descriptions of "Past Events" in English. Solihin (2023) found that in the questionnaire results, 95% of the respondents mentioned that using the Pjbl model through the HelloTalk application made learning to write in English more enjoyable and engaging.

According to Wulan (2021) research, the third statement found that language learning applications can provide a free, independent way to learn, making the learning more practical and exciting but still focused. This approach offers a practical and engaging learning experience while keeping learners focused on their goals. By using the Hello Talk application, learning becomes more directed. In retelling their experiences, students indirectly practice the structure of past events, such as orientation, events, and reorientation. Through interaction with native speakers, students can learn to accurately use tenses, action verbs, time connectives, and other linguistic features.

When struggling to write sentences, some students seek help from their friends and receive positive reinforcement and guidance from native speakers. Students are also encouraged to take initiative in their learning by researching and understanding sentence structures they have not encountered in class yet. This approach fosters active learning and equips students with critical thinking skills to solve problems they face in writing. It encourages independence and a deeper understanding of the language.

4.2 Discussion

This section analyses the study's results. The researcher examines data collected through an observation checklist, lesson plans, and teacher and student

interviews. All these tools described how the Hello Talk application was integrated into teaching “Past Events” for eighth-grade students and how students responded to this approach.

4.2.1 The Students Respond to The Implementation of HelloTalk in Writing Activities

After interviewing several eighth-grade students from SMP Muhammadiyah 1 Malang about their opinions on the HelloTalk application for learning to write about past events, the researcher discovered that all students positively perceived the application in the learning process.

After analyzing the results of the interviews and the statements given, it is clear that the students are very interested in using the HelloTalk application to improve their English writing skills. This interest stems from the user-friendly feature of HelloTalk, which can be easily installed on mobile devices and laptops and offers many features with an attractive interface. According to Burston (2015), this MALL can facilitate formal and informal learning activities, provide individual or group learning opportunities, and help ensure that media accurately portrays education. This allows learning materials to be accessible anytime, anywhere, with feedback provided only once. In addition, the chance to communicate directly with native English speakers is very attractive to the students, as it offers a new and enjoyable experience. In implementing this application, it is worth looking at the information in this study, which shows that most participants had no prior experience with HelloTalk. Some students stated that using HelloTalk was more similar to other social media.

They felt that this media helped them prepare questions for a short interview about “Past Events,” develop ideas, identify the main idea, and obtain detailed information from the interlocutor. However, some students find it difficult because they have limited vocabulary. Their limited vocabulary affects their ability to construct sentences and understand the information they receive. Students can overcome these difficulties by looking up vocabulary in the dictionary, asking the teacher, and asking friends who are more proficient in vocabulary.

Before this media was used, most students were not good at writing. When asked to write about past events, students felt lazy and confused when finding ideas and writing improvised. After the teacher used this media, students became more interested in writing and learning English. This affects students' curiosity to understand the information they get from native speakers.

This is also supported by the results of the observation checklist, which shows that after this media is applied, Students can write a simple description of past events or past accidents, and students not only gain knowledge of the benefits of Hello Talk with the features available, but students apply knowledge in a natural form. This research is connected to Solihin et al. (2023) findings that implementing HelloTalk for English writing activities helped students to successfully develop 21st-century skills, such as critical thinking, communication, collaboration, and creativity. Although students were initially confused because it was their first time accessing the application, after a few minutes of trying the features, they could master the application. Students feel comfortable expanding their new vocabulary and gaining knowledge about different countries while learning. In teaching writing, when using the HelloTalk application and asking the native speakers, they

can sequence the events according to the generic structure they have learned. When they get information based on the questions they ask, it helps students in composing the story. Students can add more details about the ideas they want to convey.

The use of the HelloTalk application also presented several challenges for both teachers and students. These obstacles include being tied to lesson time and waiting for replies due to time zone differences, making it difficult to communicate in real-time. This can be overcome by finding language partners from countries with similar time zones. Students who frequently interact with native English speakers on HelloTalk have overcome the fear of making mistakes and have become more confident in expressing themselves. The platform boosts students' enthusiasm and confidence in learning English.

It can be concluded that the HelloTalk application positively impacts learning to write "Past Events." Students have felt this impact from the application's features. In addition to positive impacts, students also feel negative impacts, such as limited discussion topics, ignored chat content, and others. Overall, students think this application is an excellent alternative media for language learning.

4.2.2 Student Implementation in Using HelloTalk

This research on learning media has obtained some data from student research. This study has demonstrated the implementation of Hello Talk with students, as it helps motivate and enhance students' writing abilities. This is also seen in all instruments taken from the research process and student writing results.

HelloTalk offers a convenient web version that is accessible from your laptop. This platform offers more than just chatting; it allows you to connect with native speakers through their massive language exchange community, making it an

excellent resource for learning the language and culture. HelloTalk allows you to make free text and voice calls and test your English skills with native speakers through real-time audio and video conversations. Furthermore, this application enables students to share experiences and ask native English speakers questions about their language, culture, or travels, making learning English and its culture easier through enjoyable conversations. Using the chat feature, students can connect with English friends on the HelloTalk application and engage in written conversations on specific topics. After studying a past event, students can discuss that topic with their native friends through the application.

The analysis of the texts initially focused on the generic structure of past events. The next step involved identifying the specific linguistic features present in the students' past events. The writings were briefly analysed, and five texts were intentionally selected as the sample. Genre analysis examines the genetic structure of the students' handwritten texts. Past events should ideally include orientation, a record of events, and reorientation. A detailed analysis of this structure is as follows:

Table 4.2

The generic structure of the past events

Subject	Generic Structure			Score
	Orientation	**Event**	**Re-Orientation**	
S-1	23	54	10	87
S-2	19	53	4	76
S-3	24	58	11	93
S-4	23	52	7	82
S-5	14	47	8	69

The first student with a final score of 87. She wrote about hiking to the mountain, and the text includes all the essential elements of past events. The text

presents the orientation, events, and re-orientation required for past events. While the orientation is generally well-organized, it lacks details, such as specific place names, which would help readers better visualize the setting and make the story more realistic. The events are well-structured, with activities and times presented clearly and logically. The body of the text is well-structured, with events presented in a precise sequence, and the conclusion is powerful and memorable.

The second student had a final score of 76. She wrote about spending the weekend. The text has a complete general structure for past events; orientation, sequence of events, and reorientation are stated. In her orientation, there are elements of when, where, and who is in the story. The body of the text presents the events in a clear and chronological order, detailing the activities that took place each day. The re-orientation can be explained in more detail; by using re-orientation, writers can enhance their past events' overall impact and coherence.

Next is the third student, with a final score of 93. He wrote about past events about going to Japan for one month. The text is organized according to the general structure aspects of past events. The orientation section, which is well-written, offers crucial background details to aid readers in comprehending the context. The events section has an exemplary sequence of events, describing actions, experiences, and events that occurred in the past. Well-written re-orientation is the concluding part of past events where the writer reflects on the events described and shares their thoughts and feelings. He has completed a text with a general structure for recounting text.

Then, the fourth student with a final score of 82. She wrote about the positive experience of their vacation to Jakarta. There are three aspects of the

generic structure in the past events. In the orientation section, the writer introduces the topic of the vacation to Jakarta and their familiarity with the city. In the next section, the text clearly explains the specific places the writer visited. The writers express their enjoyment and desire to return to the last language feature aspect, but the text's conclusion could be more specific or detailed. Explicit language, vivid descriptions, and a well-structured narrative make it exciting and informative.

The last student with a final score of 69. The writer introduces the topic of the mountain climbing trip. The text includes elements of the generic structure. We can find orientation, event, and re-orientation. In the first section, the writer provides specific details such as the date and the activities they engaged in. In the second section, the text is well-organized and easy to follow. The events are presented precisely, and the language is simple. In the section event, the writer mentions personal interactions with other climbers. The use of explicit language and a well-structured narrative make the story engaging.

Based on the analysis, it is evident that students have thoroughly mastered the generic structure of past events. This mastery is reflected in their overall scores across all evaluated aspects. The findings indicate that students comprehend and can organize past events. They could follow and apply the generic structures, such as orientation, sequence of events, and re-orientation. This demonstrates that the students have mastered the necessary frameworks to write about influential past events. These conclusions are drawn from Husna & Multazim's (2019, 61–62) work.

Table 4.3

Language Features

Language Feature	Students				
	1	**2**	**3**	**4**	**5**
Past tense	✓	✓	✓	✓	✓
Action verb	✓	✓	✓	✓	✓
Personal participant	✓	✓	✓	✓	✓
Specific participant	-	✓	✓	✓	-
Time connective	✓	✓	✓	✓	✓

The data in the table indicates that all students (1-5) have helpfully used the past tense in their past events writing. This shows a good understanding of the importance of past tense in narrating past events. Similarly, just like past tense, all students also use action verbs. This shows the student's ability to describe the action or activity that happened in the text of past events. Furthermore, all students use personal participants. They introduce the main character to the reader at the beginning of their stories. This personal participant helps readers connect with the narrative and follow the story.

Using specific place names in a story helps create a precise setting and gives readers a better understanding of where the events occur. Two students did not use specific participants. This may indicate that students still need to be trained to provide more specific details in their writing. Time Connective: All students used the time connective. This shows the student's ability to connect events chronologically to past events. Based on the data, it can be concluded that students understood and successfully applied the fundamental language features required for writing past events. The consistent use of past tense and action verbs shows a good understanding of the structure of past events.

From the table, it can be concluded that the five students have been quite good at mastering the language features of past events. Almost all students use past tense, action verb, personal participant, and time connective in their writing. This shows that these students have understood that past events tell about events in the past and that the sequence is critical. However, there is room for improvement, especially in providing more specific details. With proper guidance, these students are expected to produce better recount writing.

Rivera (2017) states that conversation partners can discuss cultural topics in depth or have casual conversations. They can practice writing and reading by typing messages or speaking and listening using video calls or recorded messages. Teachers find this media helpful in learning to write "Past Events" using the application. English teachers use media to train students in writing "Past Events," which makes the teaching and learning process interactive and exciting. Based on interview results with English teachers about the use of HelloTalk,

"They can directly get information from native speakers, which is very interesting for students because they learn new things. By encouraging them to explore new ideas and seek out information, the application has helped them develop the ability to express their opinions and make informed decisions in their language-learning journey. Through the HelloTalk application, students have helped them develop critical thinking skills".

It is concluded that the HelloTalk application can enhance students' critical thinking abilities by helping them analyze, evaluate, and integrate more helpful information.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and recommendations based on the study's findings. The conclusion summarises the results and discusses the research problem, while the recommendations offer guidance for other researchers to achieve student motivation in outcomes.

5.1 Conclusion

Using HelloTalk in writing activities is generally well-received by students. The interactive features of the application, such as chatting with native speakers, receiving real-time feedback, and engaging in authentic communication, enhance their motivation and interest in writing. Students appreciate the opportunity to practice writing in a real-world context, which boosts their confidence while improving their language skills. Based on the study's findings, it is evident that students have a strong preference for and enthusiasm for using the HelloTalk application to improve their English writing abilities.

The HelloTalk application contributes to students' writing skills, especially about past events. The main impacts include students' motivation in grammar and vocabulary and their confidence and motivation. In addition, the application encourages self-directed learning and helps students customize their writing style according to the audience, allowing them to write more detailed and exciting stories.

Based on the data above, the researcher can observe several aspects: first, the linguistic knowledge of 8th-grade students. They generally have a good understanding of sentence structure and tense usage in Indonesian. Therefore, the

results showing a good mastery of past tense and action verbs are expected. 8th-grade students are at a stage of cognitive development where they begin to think abstractly and make connections between various concepts. This enables them to comprehend the more complex structure of past events. Before entering the 8th grade, students frequently practiced writing various texts, including simple narrative texts. This prior writing experience can influence their ability to write about past events. Overall, HelloTalk helped students' motivation in the quality of their writing, both from the technical and motivational aspects, which made them more willing to experiment with language.

5.2 Suggestion

Teachers should be familiar with technology to develop innovative and efficient teaching strategies. By involving enjoyable and relevant learning media, methods, and learning programs, the teacher can foster enthusiasm and motivation among their students to actively participate in English language learning. Students are more likely to learn English well if they find the lessons exciting and engaging. Using images and videos can make learning more fun, and they help students understand things better and remember them longer. Teachers who use new technology can create exciting and practical lessons.

This research was limited to junior high school students. Future studies could explore the impact of the HelloTalk application at other education levels, such as in senior high school students' English language proficiency. In the writing lessons, the future can further assign students to write past events on various topics and in different formats to boost their creativity and adaptability. While this study focused on improving English writing skills, future research might explore the

effectiveness of the application in enhancing other language skills, such as speaking, vocabulary, and reading comprehension, among senior high school students.

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APPENDICES

Appendix I Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 857/Un.03.1/TL.00.1/03/2024 7 Maret 2024
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala SMP Muhammadiyah 1 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nazula Silma
NIM	:	200107110018
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2023/2024
Judul Skripsi	:	**An Analysis of Hello Talk Application to Improve Students' Writing Skill In Material "Past Incidents or Event"**
Lama Penelitian	:	**14 Maret 2024** sampai dengan **30 Maret 2024**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Observation Checklist

Number	Aspect	Description	Yes	No
1	Motivated	Students are motivated to learn English in writing "Past Events" using HelloTalk		
2	Enthusiasm	Students are intense and eager enjoyment interest in learning English, especially in writing descriptions talking about "Past Events"		
3	Guided	This guidance involves helping students find their way forward with support and encouragement along the learning processes in writing a description of "Past Events"		

Appendix III Questions of Interview

No.	Students	Questions	Students Answer	Notes
1	01	Do you understand about the use of HelloTalk as learning media?	.	
2	01	Do you understand how to operate of HelloTalk?		
3	01	Do you understand about the features of HelloTalk?		
4	01	What do you think about the features of HelloTalk? Is it useful for you in class of English writing?		
5	01	What do you think about the process of teaching English writing by using HelloTalk? Did you find any difficulties?		
6	01	How does HelloTalk help you in writing past events?		
7	01	What are the obstacles you faced when using HelloTalk?		
8	01	Did you understand the material better by using Hello Talk?		

No.	Questions	Teacher Answer	Note
1	In your opinion, do the students understand the usage of HelloTalk?		
2	What do you think about using HelloTalk as teaching and learning media?		
3	What are the advantages of HelloTalk especially in teaching writing?		
4	In your opinion, what kind of problems/difficulties you faced while using HelloTalk as a media in teaching writing?		
5	What do you think about the process of teaching writing, while using HelloTalk especially for past events?		

6	Does HelloTalk can be used to improve students writing skill in past events?	.	
7	How does utilising HelloTalk affect students' writing skills in past events?		
8	What are the students' writing skills that improved, especially in recounting "Past events" after they use HelloTalk?		

Appendix IV Interview Transcript

Table 1

Student (1) use of Hello Talk application in the learning processes

No.	Students	Questions	Students Answer	Notes
1	01	Do you understand about the use of HelloTalk as learning media?	Mengerti, aplikasi ini bisa bagus dan mungkin untuk beberapa orang akan sulit digunakan.	
2	01	Do you understand how to operate of HelloTalk?	Paham	
3	01	Do you understand about the features of HelloTalk?	Paham	
4	01	What do you think about the features of HelloTalk? Is it useful for you in class of English writing?	Aplikasi ini mencari orang yang native speaker dari Bahasa yang ingin kita pelajari dan jika sudah ketemu langsung masuk ke room chat. Efektif, bisa belajar banyak kosa kata Bahasa Inggris	
5	01	What do you think about the process of teaching English writing by using HelloTalk? Did you find any difficulties?	Memudahkan berkomunikasi, melatih untuk membuat pertanyaan tentang pengalaman masa lalu.	
6	01	How does HelloTalk help you in writing past events?	Lebih mudah untuk menuliskan kata-kata	
7	01	What are the obstacles you faced when using HelloTalk?	Tidak ada, karena bertemu dengan orang yang enak diajak ngobrol	
8	01	Did you understand the material better by using Hello Talk?	Bisa mengaplikasikan materi yang sudah dipelajari dikelas, jadi lebih paham	

Table 2

Student (2) use of HelloTalk application in the learning processes

No.	Students	Questions	Students Answer	Notes
1	02	Do you understand about the use of HelloTalk as learning media?	Paham	
2	02	Do you understand how to operate of HelloTalk?	Paham	
3	02	Do you understand about the features of HelloTalk?	Paham	
4	02	What do you think about the features of HelloTalk? Is it useful for you in class of English writing?	Susah mencari orang untuk mengobrol. Berguna, karena dasarnya kita belajar Bahasa inggris	
5	02	What do you think about the process of teaching English writing by using HelloTalk? Did you find any difficulties?	Lebih enak tanpa menggunakan aplikasi karena menceritakan pengalaman sendiri lebih mudah, kesulitannya susah untuk menceritakan dan menerjemahkannya	
6	02	How does HelloTalk help you in writing past events?	Lebih banyak mengenal kosa kata langsung dari native speaker	
7	02	What are the obstacles you faced when using HelloTalk?	Susah menemukan orang	
8	02	Did you understand the material better by using Hello Talk?	Paham, karena dengan menceritakan kembali pengalaman orang	

Table 3

Student (3) use of Hello Talk application in the learning processes

No.	Students	Questions	Students Answer	Notes
1	03	Do you understand about the use of HelloTalk as learning media?	Mengerti, karena biasanya aplikasi chat sudah sering dipakai juga seperti instagram dan WhatsApp	
2	03	Do you understand how to operate of HelloTalk?	Paham	
3	03	Do you understand about the features of HelloTalk?	Paham	
4	03	What do you think about the features of HelloTalk? Is it useful for you in class of English writing?	Aplikasi ini mencari orang yang native speaker dari Bahasa yang ingin kita pelajari dan jika sudah menemukan langsung masuk ke room chat. Cukup berguna untuk belajar Bahasa inggris karena diharuskan juga untuk memakai Bahasa inggris, jadi ideal untuk bertanya dan berbagi informasi	
5	03	What do you think about the process of teaching English writing by using HelloTalk? Did you find any difficulties?	Penjelasan dari lawan bicara lumayan simple untuk ditulis ulang jadi lebih gampang untuk merangkai kata-kata. Tidak menemukan kesulitan	
6	03	How does HelloTalk help you in writing past events?	Lumayan bagus untuk belajar Bahasa. Dalam proses pengajaran saya bisa mengingat kembali language feature dan mater-materi yang sudah dijelaskan	
7	03	What are the obstacles you faced when using HelloTalk?	Jarang menemukan orang yang bisa diajak berbicara	
8	03	Did you understand the material better by using Hello Talk?	Paham, dengan materi yang sudah dijelaskan dan mempraktikkannya saya bisa memahami struktur teks	

Table 4

Student (4) use of HelloTalk application in the learning processes

No.	Students	Questions	Students Answer	Notes
1	04	Do you understand about the use of HelloTalk as learning media?	Mengerti, aplikasi ini bisa bagus dan mungkin untuk beberapa orang akan sulit digunakan	
2	04	Do you understand how to operate of HelloTalk?	Paham	
3	04	Do you understand about the features of HelloTalk?	Paham	
4	04	What do you think about the features of HelloTalk? Is it useful for you in class of English writing?	Bisa berkomunikasi dengan orang luar negeri dan menggunakan Bahasa Inggris. Berguna, dengan menggunakan aplikasi ini kita bisa lebih memahami untuk belajar bahsa inggris	
5	04	What do you think about the process of teaching English writing by using HelloTalk? Did you find any difficulties?	Lebih gampang untuk menemukan ide. Kesulitannya bingugn untuk memilih kosa kata	
6	04	How does HelloTalk help you in writing past events?	Lebih gampang menjelaskan pengalaman orang lain karena sudah ada point pentingnya dan teks recountnya bisa lebih panjang.	
7	04	What are the obstacles you faced when using HelloTalk?	Mencari rekan untuk mengobrol sulit dan slow respon	
8	04	Did you understand the material better by using Hello Talk?	Saya bisa mmepraktikkan teori yang sudah di pelajari di kelas	

Table 5

Student (5) use of Hello Talk application in the learning processes

No.	Students	Questions	Students Answer	Notes
1	05	Do you understand about the use of HelloTalk as learning media?	Paham	
2	05	Do you understand how to operate of HelloTalk?	Paham	
3	05	Do you understand about the features of HelloTalk?	Paham	
4	05	What do you think about the features of HelloTalk? Is it useful for you in class of English writing?	Ada alat bantu untuk penerjemahan dan koreksi yang memudahkan untuk mebuat percakapan. Berguna, mengetahui kosa kata baru dari orang lain dan kita jadi tahu di dunia ini ada berbagai negara	
5	05	What do you think about the process of teaching English writing by using HelloTalk? Did you find any difficulties?	Proses pembelajaran sangat seru dan aplikasinya untuk mencari teman yang bisa berbahasa inggris jadi memudahkan untuk membuat teks. Tidak menemukan kesulitan	
6	05	How does HelloTalk help you in writing past events?	Lawan bicara saya sangat interaktif, jadi untuk menulis Kembali pengalaman orang tersebut lebih mudah	
7	05	What are the obstacles you faced when using HelloTalk?	Ada beberapa lawna bicara yang slow respon, jadi kita perlu mencari orang yang interaksinya lebih mudah	
8	05	Did you understand the material better by using Hello Talk?	Iya, karena praktik ke oramg lain jadi lebih paham struktur teks	

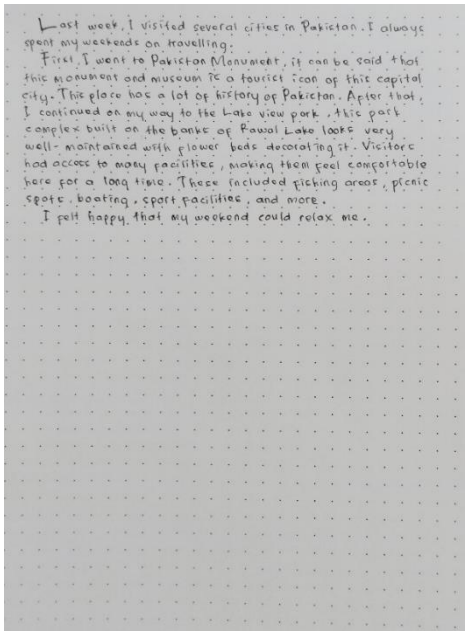
Table 6

Teacher use of the Hello Talk application in the learning processes

No.	Questions	Teacher Answer	Note
1	In your opinion, do the students understand the usage of HelloTalk?	Pada awalnya mereka bingung karena baru pertama kali mengakses, setelah beberapa menit mencoba fitur-fiturnya mereka sudah bisa menguasai	
2	What do you think about using HelloTalk as teaching and learning media?	Karena terikat dengan waktu pelajaran maka kurang pas	
3	What are the advantages of HelloTalk especially in teaching writing?	Mereka bisa langsung mendapat informasi dari native speaker, dan itu sangat menarik bagi siswa karena mempelajari hal baru	
4	In your opinion, what kind of problems/difficulties you faced while using HelloTalk as a media in teaching writing?	Tidak ada kesulitan, hanya saja kendalanya menunggu balasan karena waktu yang berbeda jadi sulit untuk berkomunikasi secara real time	
5	What do you think about the process of teaching writing, while using HelloTalk especially for past events?	Mereka sambil bertanya kepada lawan bicara, mereka mengurutkan kejadian. Ketika mereka mendapatkan informasi sepenggal-sepenggal berdasarkan pertayaan itu membantu mereka dalam menyusun cerita	
6	Does HelloTalk can be used to improve students writing skill in past events?	Cukup mempunyai pengaruh yang signifikan terhadap siswa, karena mereka bisa langsung berkomunikasi dengan native speaker. Umpan balik positif yang diterima berdampak pada motivasi mereka dalam berinteraksi dan berpartispasi dalam percakapan yang berkontribusi pada peningkatan menulis informasi yang mereka terima	
7	How does utilising HelloTalk affect students' writing skills in past events?	HelloTalk menawarkan lingkungan belajar yang interaktif dan efektif untuk mengembangkan	

		keterampilan menulis teks recount siswa.	
8	What are the students' writing skills that improved, especially in recounting “Past events” after they use HelloTalk?	Siswa lebih mudah mengurutkan kejadian dalam teks past events berdasarkan informasi yang mereka dapatkan. Dengan bantuan Hello Talk chat sudah tertata disitu dan mulai menyalin, mengubah Bahasa	

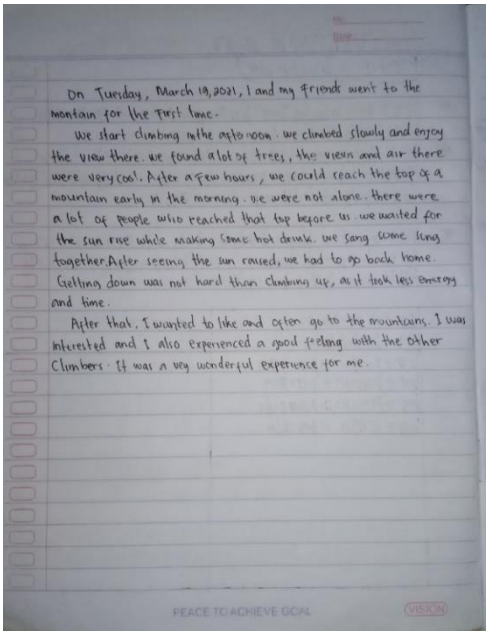
Appendix V Students Result



Last week, I visited several cities in Pakistan. I always spent my weekends on travelling.

First, I went to Pakistan Monument, it can be said that this monument and museum is a tourist icon of this capital city. This place has a lot of history of Pakistan. After that, I continued on my way to the Lake view park, this park complex built on the banks of Rawal Lake looks very well-maintained with flower beds decorating it. Visitors had access to many facilities, making them feel comfortable here for a long time. These included fishing areas, picnic spots, boating, sport facilities, and more.

I felt happy that my weekend could relax me.

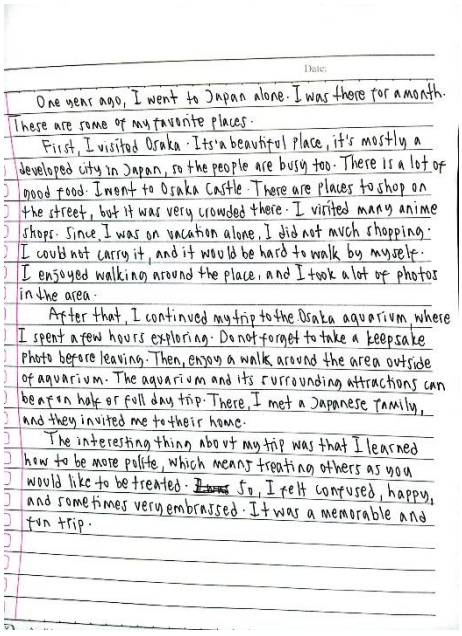


On Tuesday, March 19, 2021, I and my friends went to the montain for the first time.

We start climbing in the afternoon. We climbed slowly and enjoy the view there. We found a lot of trees, the views and air there were very cool. After a few hours, we could reach the top of a mountain early in the morning. We were not alone. there were a lot of people who reached that top before us. we waited for the sun rise while making some hot drink. we sang some song together. After seeing the sun raised, we had to go back home. Getting down was not hard than climbing up, as it took less energy and time.

After that, I wanted to hike and often go to the mountains. I was interested and I also experienced a good feeling with the other Climbers. It was a very wonderful experience for me.

PEACE TO ACHIEVE GOAL VISION



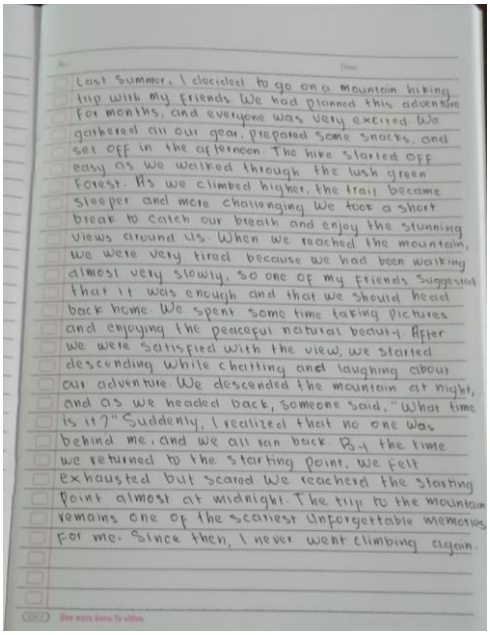
Date:

One year ago, I went to Japan alone. I was there for a month. These are some of my favorite places.

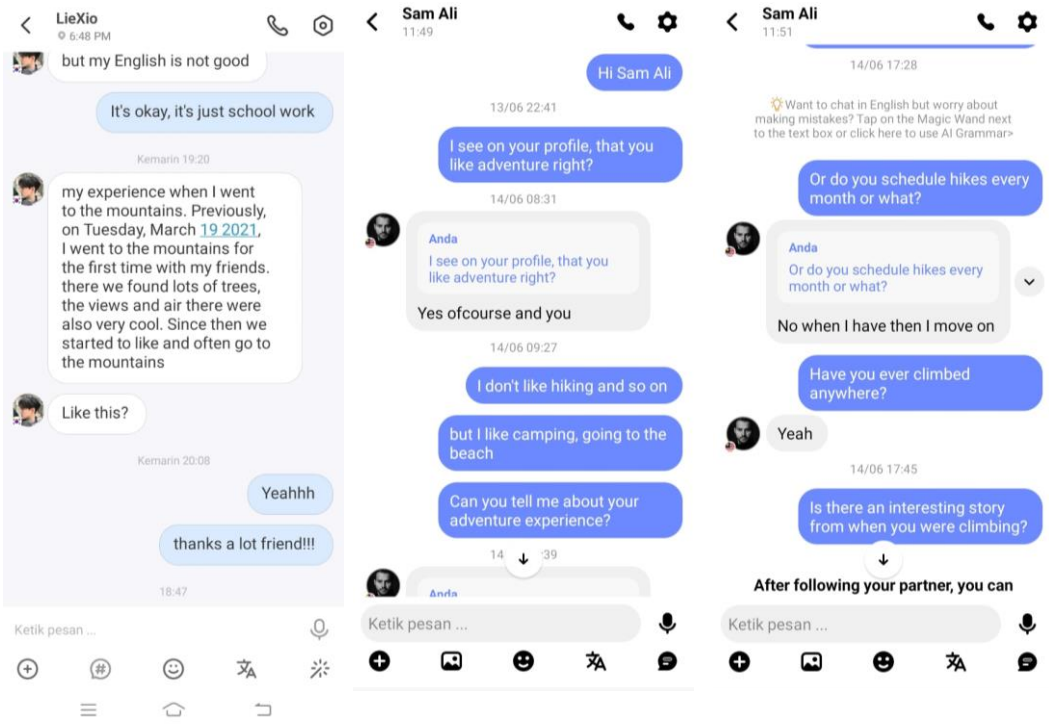
First, I visited Osaka. It's a beautiful place, it's mostly a developed city in Japan, so the people are busy too. There is a lot of good food. I went to Osaka Castle. There are places to shop on the street, but it was very crowded there. I visited many anime shops. Since I was on vacation alone, I did not much shopping. I could not carry it, and it would be hard to walk by myself. I enjoyed walking around the place, and I took a lot of photos in the area.

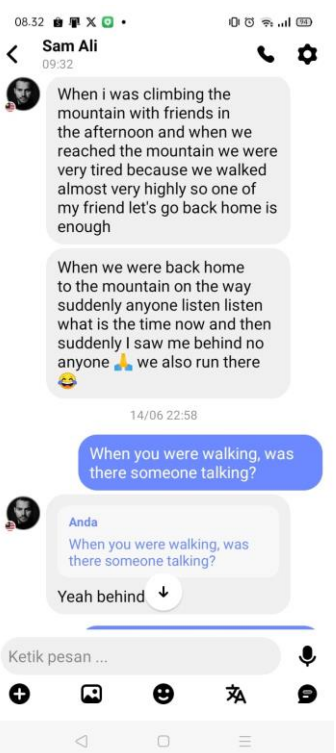
After that, I continued my trip to the Osaka aquarium where I spent a few hours exploring. Do not forget to take a keepsake photo before leaving. Then, enjoy a walk around the area outside of aquarium. The aquarium and its surrounding attractions can be a an half or full day trip. There, I met a Japanese family, and they invited me to their home.

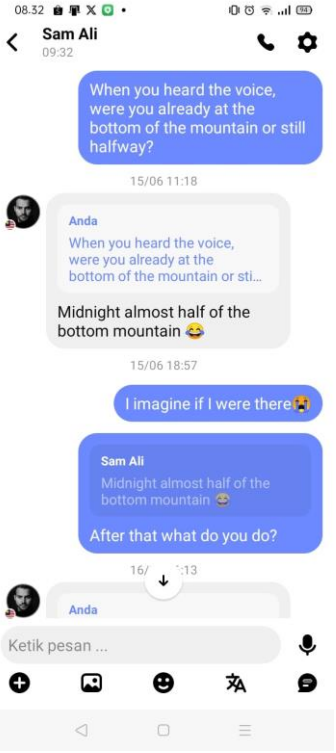
The interesting thing about my trip was that I learned how to be more polite, which means treating others as you would like to be treated. ~~Those~~ So, I felt confused, happy, and sometimes very embrassed. It was a memorable and fun trip.

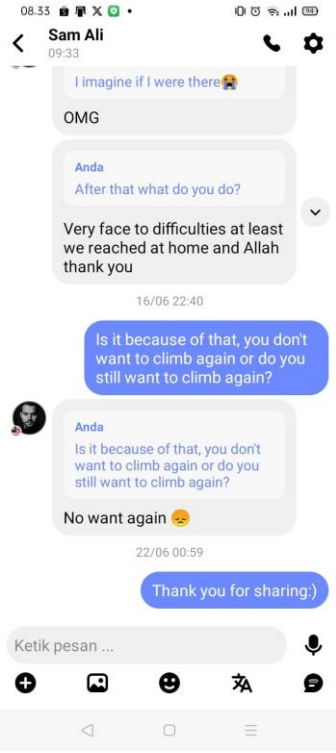


Last summer, I decided to go on a mountain hiking trip with my friends. We had planned this adventure for months, and everyone was very excited. We gathered all our gear, prepared some snacks, and set off in the afternoon. The hike started off easy as we walked through the lush green forest. As we climbed higher, the trail became steeper and more challenging. We took a short break to catch our breath and enjoy the stunning views around us. When we reached the mountain, we were very tired because we had been walking almost very slowly, so one of my friends suggested that it was enough and that we should head back home. We spent some time taking pictures and enjoying the peaceful natural beauty. After we were satisfied with the view, we started descending while chatting and laughing about our adventure. We descended the mountain at night, and as we headed back, someone said, "What time is it?" Suddenly, I realized that no one was behind me, and we all ran back. By the time we returned to the starting point, We felt exhausted but scared. We reached the starting point almost at midnight. The trip to the mountain remains one of the scariest unforgettable memories for me. Since then, I never went climbing again.

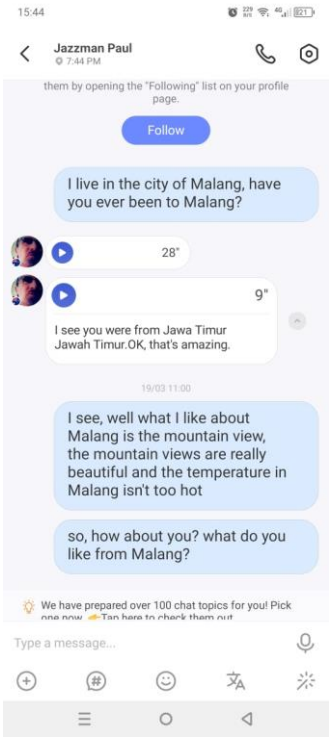

LieXio
6:48 PM
but my English is not good
It's okay, it's just school work
Kemarin 19:20
my experience when I went to the mountains. Previously, on Tuesday, March 19 2021, I went to the mountains for the first time with my friends. there we found lots of trees, the views and air there were also very cool. Since then we started to like and often go to the mountains
Like this?
Kemarin 20:08
Yeahhh
thanks a lot friend!!!
18:47
Ketik pesan ...
Sam Ali
11:49
Hi Sam Ali
13/06 22:41
I see on your profile, that you like adventure right?
14/06 08:31
Anda
I see on your profile, that you like adventure right?
Yes ofcourse and you
14/06 09:27
I don't like hiking and so on
but I like camping, going to the beach
Can you tell me about your adventure experience?
Ketik pesan ...
Sam Ali
11:51
14/06 17:28
Want to chat in English but worry about making mistakes? Tap on the Magic Wand next to the text box or click here to use AI Grammar>
Or do you schedule hikes every month or what?
Anda
Or do you schedule hikes every month or what?
No when I have then I move on
Have you ever climbed anywhere?
Yeah
14/06 17:45
Is there an interesting story from when you were climbing?
After following your partner, you can
Ketik pesan ...


Sam Ali
09:32
When i was climbing the mountain with friends in the afternoon and when we reached the mountain we were very tired because we walked almost very highly so one of my friend let's go back home is enough
When we were back home to the mountain on the way suddenly anyone listen listen what is the time now and then suddenly I saw me behind no anyone 🙏 we also run there 😂
14/06 22:58
When you were walking, was there someone talking?
Anda
When you were walking, was there someone talking?
Yeah behind
Ketik pesan ...


Sam Ali
09:32
When you heard the voice, were you already at the bottom of the mountain or still halfway?
15/06 11:18
Anda
When you heard the voice, were you already at the bottom of the mountain or sti...
Midnight almost half of the bottom mountain 😂
15/06 18:57
I imagine if I were there😭
Sam Ali
Midnight almost half of the bottom mountain 😂
After that what do you do?
Ketik pesan ...

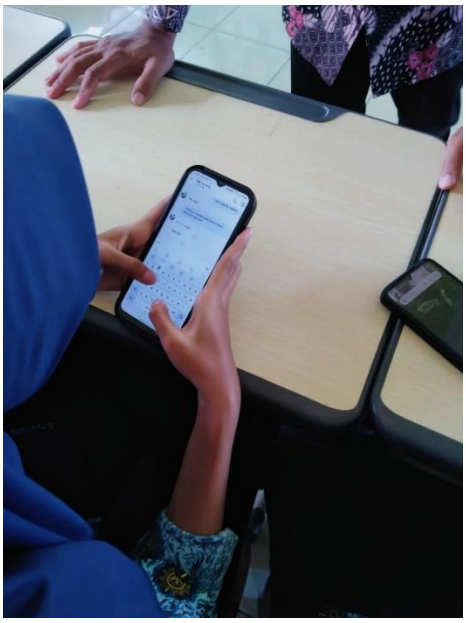

Sam Ali
09:33
I imagine if I were there😭
OMG
Anda
After that what do you do?
Very face to difficulties at least we reached at home and Allah thank you
16/06 22:40
Is it because of that, you don't want to climb again or do you still want to climb again?
Anda
Is it because of that, you don't want to climb again or do you still want to climb again?
No want again 😞
22/06 00:59
Thank you for sharing:)
Ketik pesan ...

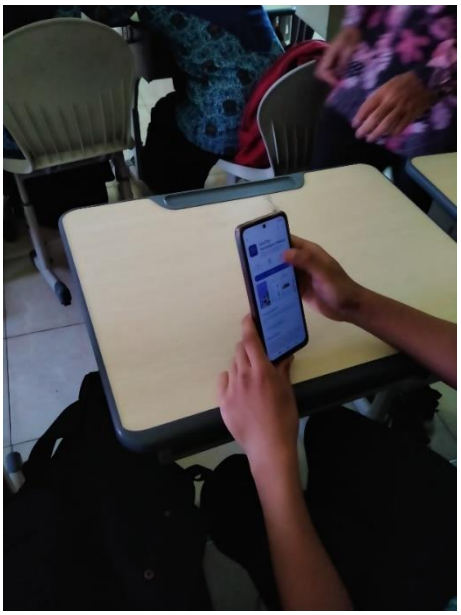
Jazzman Paul
7:43 PM
Same Same
Busy busy
What are you up to??
Have you ever been abroad?
Yes
19/03 10:42
Abroad meaning Indonesia?
19/03 10:44
yes
Try the phrase function where you can add your own phrases. Tap here to view it.
You
yes
Yes I have
Type a message...


Jazzman Paul
7:44 PM
them by opening the "Following" list on your profile page.
Follow
I live in the city of Malang, have you ever been to Malang?
28"
9"
I see you were from Jawa Timur Jawah Timur.OK, that's amazing.
19/03 11:00
I see, well what I like about Malang is the mountain view, the mountain views are really beautiful and the temperature in Malang isn't too hot
so, how about you? what do you like from Malang?
Type a message...

Jazzman Paul
7:44 PM
You
yes
Yes I have
Many times.
I am travelling Jakarta in May
i see, then what's ur first impression?
Very beautiful people
Culture is amazing
Food is unbelievable
I really enjoy Indonesia
Which Provence you are from??
Type a message...

Appendix VI Documentation





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2.	SD No. 4 Tuban	2008-2014
3.	SMP Firdaus Negara	2014-2017
4.	MAN 1 Jembrana	2017-2020
5.	UIN Maulana Malik Ibrahim Malang	2020-sekarang

Malang, September 02, 2024

Mahasiswa

Nazula Silma

NIM. 200107110018