

THESIS
THE EFFECTIVENESS OF USING HELLOTALK APPLICATION ON THE SPEAKING
SKILL OF THE STUDENTS IN JUNIOR HIGH SCHOOL

By
Untung Pararean Adjie Saputra
NIM. 220107110087



ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

2026

**THE EFFECTIVENESS OF USING HELLOTALK APPLICATION ON THE
SPEAKING SKILL OF THE STUDENTS IN JUNIOR HIGH SCHOOL**

THESIS



By:

Untung Pararean Adjie Saputra

NIM. 220107110087

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

**THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

2026

APPROVAL SHEET

APPROVAL SHEET

This is to certify that the thesis submit by:

Name : Untung Pararean Adjie Saputra

NIM. : 220107110087

Department : English Education

Proposal Title : The Effectiveness Of Using Hellotalk Application On The Speaking Skill Of The Students In Junior High School.

Has been reviewed, revised, and is hereby officially approved to be submitted for the thesis proposal Examination.

Advisor



Rendhi Fatrisna Yuniar, M.Pd
NIP. 199406182020121003

Acknowledged by:
Head of English Education Department



Maslihatul Bisriyah, M.TESOL
NIP: 198909282019032016

LEGITIMATION SHEET

THE EFFECTIVENESS OF USING HELLOTALK APPLICATION ON THE SPEAKING SKILL OF THE STUDENTS IN JUNIOR HIGH SCHOOL

THESIS

by:

Untung Pararean Adjie Saputra (220107110087)

Has been defended in front of the board of examiners at the date of 21 Mei 2026
and declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Tarbiyah and Teacher training.

The Board of Examiners,

1. Prof.Dr.Hj.Like Raskova Octaberlina,M.Ed
NIP. 197410252008012015
2. Nur Fitria Anggrisia,M.Pd
NIP. 19890901201802012156
3. Rendhi Fatrisna Yuniar,M.Pd
NIP. 199406182020121003

Signatures,

Main Examiner.....

Co Examiner.....

Secretary/Advisor.....

Approved by

Dean of Tarbiyah and Teacher Training Faculty
Universitas Islam Negeri Maulana Malik Ibrahim Malang

Prof.Dr.H. Muhammed Walid, M.A
NIP. 197308222000031002

THE OFFICIAL ADVISORS' NOTE

■
Rendhi Fatrisna Yuniar, M.Pd

Lecturer of Faculty of Tarbiyah and Teacher Training

Universitas Islam Negeri Maulana Malik Ibrahim, Malang

THE OFFICIAL ADVISORS' NOTE

Malang, 3 Juni 2026

Matter : Thesis of Untung Pararean Adjie Saputra

Appendix :

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In Malang

Assalamu 'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques and after reading the student' thesis as follow:

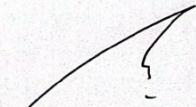
Name : Untung Pararean Adjie Saputra
Student ID Number : 220107110087
Department : English Education
Thesis : The Effectiveness Of Using Hellotalk Application On The
Speaking Skill Of The Students In Junior High School

Therefore, we believe that the thesis of Untung Pararean Adjie Saputra has been approved the

advisor for the further approval by the board of examiners.

Wassalamu 'alaikum Wr. Wb.

Advisor,


Rendhi Fatrisna Yuniar, M.Pd

NIP. 199406182020121003

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrohim,

Here with me,

Name : Untung Pararean Adjie Saputra

NIM : 220107110087

Department: English Education

Faculty : Tarbiyah and Teacher Training.

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept legal consequences that may be imposed on me.

Malang, 19 Mei 2026

A handwritten signature in black ink is written over a yellow 10,000 Rupiah stamp. The stamp features the Garuda Pancasila emblem and the text "REPUBLIK INDONESIA", "10.000", and "935D2ANX425178301".

Untung Pararean Adjie Saputra

Nim. 220107110087

MOTTO

“ Don't easily look down on other people, because life is a mystery “

DEDICATION

Praise be to Allah SWT, the Most Gracious, the Most Merciful. Praise be to Allah SWT, the Almighty, for His mercy, guidance, and blessings upon the author, enabling him to successfully and timely complete this thesis entitled "The Relationship between Women's Activities and Interest in Fiqh Subjects at Mtsn 3 Malang." Blessings and peace be upon the Prophet Muhammad SAW, who has brought humanity from the dark ages to the present age of knowledge and blessings.

This thesis was written as one of the requirements to obtain a Bachelor's degree in Islamic Religious Education at the State Islamic University of Maulana Malik Ibrahim Malang. Throughout the process of writing this thesis, the author acknowledges the many obstacles, difficulties, and challenges faced. However, thanks to the prayers, support, assistance, and guidance of various parties, this thesis was successfully completed. Therefore, on this occasion, the author would like to express his deepest respect and gratitude to:

1. My beloved parents, who have always been the greatest source of strength in my life. Thank you for your unwavering prayers, unconditional love, unwavering support in every situation, and all the sacrifices you have made for my success and future. Words cannot describe the depth of your love, patience, and struggle to reach this point. May Allah SWT always grant you health, happiness, and blessings.

2. My extended family, who have always provided encouragement, attention, motivation, and moral support throughout my educational journey and the process of writing this thesis. Thank you for all your prayers, advice, and companionship, which have always strengthened me through the difficulties and fatigue of completing this final assignment. Your presence and support are one of the reasons I continue to strive and complete this education to the best of my ability.
3. My beloved friends, Kholil, Firza, Riki, Agung and Akin have been a part of my journey throughout my education and the process of writing this thesis. Thank you for always being there to accompany me, providing encouragement, assistance, support, and motivation throughout every step of the process. Their togetherness, laughter, and attention have strengthened me through the fatigue and difficulties of completing this thesis. I hope this friendship and togetherness will continue to be well-maintained in the future.
4. NIM 220101110042 , who consistently provided encouragement, support, and positive encouragement throughout the process of writing this thesis. Thank you for your motivation, attention, and words of encouragement, which helped me remain strong, confident, and persistent in facing various challenges while completing this final assignment. This support is one of the reasons I continue to strive and complete this thesis to the best of my ability.
5. To all the good people around me who cannot be mentioned one by one, thank you for all the help, attention, support, prayers, and kindness you have given

me during the process of completing this thesis. Your presence and sincerity make me believe that there are still many good people in this world who are there to help, strengthen, and encourage each other in every struggle.

6. To myself, who has persevered this far, who remains strong despite often feeling tired, and who has never truly given up. Thank you for fighting, through the many trials, tears, fears, and doubts. Thank you for getting back up every time things feel tough. May all the efforts, prayers, and sacrifices you have made become steps towards a better future. I am proud of myself for having reached this point.

ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty, for His grace, guidance, and blessings, enabling the author to successfully complete this thesis. May peace and blessings always be upon the Prophet Muhammad (peace be upon him), who has guided humanity from the dark ages to the age of knowledge we see today.

This thesis was written as one of the requirements for a bachelor's degree in English Language Education. The author acknowledges that the process of compiling this thesis would not have been possible without the assistance, support, prayers, and motivation of various parties. Therefore, I would like to express my gratitude to:

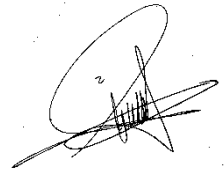
1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si, as the Rector of Maulana Malik Ibrahim State Islamic University Malang.
2. Prof. Dr. H. Muhammad Walid, M.A, as the Dean of Tarbiyah and Teacher Training Faculty.
3. Maslihatul Bisriyah, M.TESOL, as the Head of English Education Department.
4. Rendhi Fatrisna Yuniar, M.Pd, as her advisor for her patience, guidance, support, and constructive suggestions during the process of completing this thesis.
5. All lecturers on English Education Department for the valuable knowledge and advice over the years of her study;
6. The English teacher of Laboratory Junior high school Mtsn 3 Malang who allowed the researcher to conduct the research in her class and helped her during the process of collecting the data.
7. To myself, who has persevered this far, who remains strong despite often feeling tired, and who has never truly given up. Thank you for fighting,

through the many trials, tears, fears, and doubts. Thank you for getting back up every time things feel tough. May all the efforts, prayers, and sacrifices you have made become steps towards a better future. I am proud of myself for having reached this point.

Hopefully, in the future, the writer will continue to grow into a stronger, more patient person who appreciates every process in life. Finally, the researcher realized that this thesis is not perfect. Suggestions and constructive criticism are most welcome. Hopefully, this thesis can be beneficial and provide insight for readers, as well as for her.

Malang, 11 Mei 2026

The Researcher,

A handwritten signature in black ink, featuring a large, stylized 'U' and 'A' with a horizontal line crossing through them.

Untung Pararean Adjie Saputra

ARABIC LATIN TRANSLITERATION GUIDELINES

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi yang didasarkan pada keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI No. 158 tahun 1987 dan No. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

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	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	هـ	=	H
د	=	D	ع	=	‘	ء	=	’
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

B. Vokal Panjang

Vokal (a) panjang	=	â
Vokal (i) panjang	=	î
Vokal (u) panjang	=	û

C. Vokal Diphong

أو	=	Aw
أي	=	Ay
أو	=	û
أي	=	î

TABLE OF CONTENT

APPROVAL SHEET	ii
THE OFFICIAL ADVISORS' NOTE.....	Error! Bookmark not defined.
DECLARATION OF AUTHORSHIP	iv
MOTTO.....	vi
DEDICATION	vii
ACKNOWLEDGEMENT	x
ARABIC LATIN TRANSLITERATION GUIDELINES	xii
TABLE OF CONTENT.....	xiii
LIST OF TABLE.....	xv
Appendix List.....	xvi
ABSTRACT	xvii
مستخلص.....	xviii
ABSTRak.....	xix
CHAPTER I INTROUCTION	1
1.1 Background of the study.....	1
1.2 Research Problem	7
1.3 Research Objectives	7
1.4 Scope and Limitation of the Research.....	8
1.5 Significance of the Study.....	8
1.6 Definition of Key Terms	9
CHAPTER II LITERATURE REVIEW	12
2.1 Speaking	12
2.2 Hallo Talks Application	20
2.3 Teaching Learning Speaking Using HelloTalk Application	35
2.4 Previous Related Studies	38
CHAPTER III RESEARCH METHODOLOGY.....	41
3.1 Research Design	41

3.2 Research Setting	42
3.3 Research Variables	43
3.4 Population and Sample	44
3.5 Data Sources	44
3.6 Research Instrument	45
3.7 Validity and Reliability	51
3.8 Data Collection Technique	55
3.9 Analysis Data	62
CHAPTER IV	68
RESULT OF THE RESEARCH	68
4.1 Research Findings	69
4.2 Discussion	77
CHAPTER V	83
RESULT OF THE RESEARCH	83
5.1 Conclusion	83
5.2 Suggestions	84
REFERENCES	86
APPENDICES	91

LIST OF TABLE

2. 1 Step of HelloTalks operation	32
---	----

Appendix List

appendices 1 Of the survey permit letter.....	91
appendices 2 Of the research Permit Letter.....	92
appendices 3 Pre-test question.....	93
appendices 4 Post-test question.....	94
appendices 5 Teaching module.....	95
appendices 6 Pre-test question.....	98
appendices 7 Posttest question.....	100
appendices 8 Proof of chat with the Hello Talk application.....	102
appendices 9 Documantation.....	103

ABSTRACT

Saputra, Untung Pararean Adjie. 2026. *The Effectiveness of Using HelloTalk Application on the Speaking Skill of the Students in Junior High School*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. **Advisor: Rendhi Fatrisna Yuniar, M.Pd.**

Keywords: HelloTalk Application, Speaking Skill, Junior High School, English Learning, Mobile Assisted Language Learning (MALL)

Speaking skill is one of the most important aspects in learning English because it allows students to communicate ideas, opinions, and feelings effectively. However, many junior high school students still experience difficulties in speaking English, such as lack of confidence, limited vocabulary, incorrect pronunciation, and fear of making mistakes. Therefore, the researcher used the HelloTalk application as a digital learning medium to improve students' speaking skills through interactive communication with native speakers and other language learners. This research aimed to determine the effectiveness of using the HelloTalk application on students' speaking skills at MTsN 3 Malang.

The researcher used a quantitative approach with a pre-experimental design using one group pre-test and post-test design. The population of this research was the eighth-grade students of the International Class Program (ICP), and the sample consisted of 30 students selected using purposive sampling. The instruments used in this research were speaking tests, questionnaires, and documentation. The data were analyzed using validity and reliability tests, paired sample t-test, and N-Gain analysis through SPSS version 25. The results of the study showed that the students' speaking skills improved after the implementation of the HelloTalk application. The post-test scores were higher than the pre-test scores in several aspects of speaking, including pronunciation, fluency, vocabulary, grammar, and comprehension. In addition, the paired sample t-test indicated a significant difference between pre-test and post-test results. The students also showed positive responses toward the use of HelloTalk because it made learning speaking more interactive, enjoyable, and motivating.

مستخلص

سابوترا، أونتونغ باراريان أدجي. 2026. فعالية استخدام تطبيق HelloTalk في تحسين مهارات التحدث لدى تلاميذ المرحلة الإعدادية. رسالة ماجستير. قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

المشرف: رندي فاتريسنا يونيار الماجستير.

الكلمات المفتاحية: تطبيق HelloTalk ، مهارات التحدث، المرحلة الإعدادية، تعلم اللغة الإنجليزية، التعلم اللغوي بمساعدة الهاتف المحمول.(MALL).

تُعَدّ مهارات التحدث من أهم جوانب تعلم اللغة الإنجليزية، إذ تُمكن التلاميذ من التعبير عن أفكارهم وآرائهم ومشاعرهم بفعالية. مع ذلك، لا يزال العديد من تلاميذ المرحلة الإعدادية يواجهون صعوبات في التحدث باللغة الإنجليزية، مثل انعدام الثقة، ومحدودية المفردات، وسوء النطق، والخوف من ارتكاب الأخطاء. لذا، استخدم الباحثون تطبيق HelloTalk كوسيلة تعليمية رقمية لتحسين مهارات التحدث لدى التلاميذ من خلال التواصل التفاعلي مع متحدثين أصليين للغة الإنجليزية ومتعلمين آخرين. استخدم الباحثون تطبيق HelloTalk كوسيلة تعليمية رقمية لتحسين مهارات التحدث لدى التلاميذ من خلال التواصل التفاعلي مع متحدثين أصليين ومتعلمين آخرين للغة. تهدف هذه الدراسة إلى تحديد مدى فعالية استخدام تطبيق HelloTalk في تحسين مهارات التحدث لدى تلاميذ مدرسة متوسطة الإسلامية الحكومية 3 مالانج. استخدم الباحثون منهجًا كميًا بتصميم شبه تجريبي، معتمدين على تصميم اختبار قبلي وبعدي لمجموعة واحدة. شملت عينة الدراسة تلاميذ الصف الثامن في برنامج الفصل الدولي (ICP)، وتألفت من 30 طالبًا تم اختيارهم باستخدام أسلوب العينة الهادفة. تضمنت أدوات الدراسة اختبارًا للتحدث، واستبيانًا، ووثائق. تم تحليل البيانات باستخدام اختبارات الصدق والثبات، واختبارات t للعينات المزدوجة، وتحليل N-Gain باستخدام برنامج SPSS الإصدار 25.

أظهرت النتائج تحسنًا في مهارات التحدث لدى التلاميذ بعد تطبيق تطبيق HelloTalk. كانت درجات الاختبار البعدي أعلى من درجات الاختبار القبلي في عدة جوانب من التحدث، بما في ذلك النطق، والطلاقة، والمفردات، والقواعد، والفهم. علاوة على ذلك، أظهر اختبار t للعينات المزدوجة وجود

فرق دال إحصائيًا بين نتائج الاختبار القبلي والبعدي. كما أبدى التلاميذ استجابة إيجابية لاستخدام تطبيق HelloTalk لأنه جعل تعلم التحدث أكثر تفاعلية وممتعة وتحفيزًا.

ABSTRAK

Saputra, Untung Pararean Adjie. 2026. Efektivitas Penggunaan Aplikasi HelloTalk pada Kemampuan Berbicara Siswa SMP. Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. **Pembimbing: Rendhi Fatrisna Yuniar, M.Pd.**

Kata Kunci: Aplikasi HelloTalk, Kemampuan Berbicara, SMP, Pembelajaran Bahasa Inggris, Pembelajaran Bahasa dengan Bantuan Mobile (MALL)

Kemampuan berbicara merupakan salah satu aspek terpenting dalam pembelajaran bahasa Inggris karena memungkinkan siswa untuk mengkomunikasikan ide, pendapat, dan perasaan secara efektif. Namun, banyak siswa SMP masih mengalami kesulitan dalam berbicara bahasa Inggris, seperti kurang percaya diri, kosakata terbatas, pengucapan yang salah, dan takut membuat kesalahan. Oleh karena itu, peneliti menggunakan aplikasi HelloTalk sebagai media pembelajaran digital untuk meningkatkan kemampuan berbicara siswa melalui komunikasi interaktif dengan penutur asli dan pembelajar bahasa lainnya. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi HelloTalk pada kemampuan berbicara siswa di MTsN 3 Malang.

Peneliti menggunakan pendekatan kuantitatif dengan desain pra-eksperimental menggunakan desain pra-uji dan pasca-uji satu kelompok. Populasi penelitian ini adalah siswa kelas delapan Program Kelas Internasional (ICP), dan sampel terdiri dari 30 siswa yang dipilih menggunakan purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes berbicara, kuesioner, dan dokumentasi. Data dianalisis menggunakan uji validitas dan reliabilitas, uji t sampel berpasangan, dan analisis N-Gain melalui SPSS versi 25. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat setelah implementasi aplikasi HelloTalk. Skor pasca-uji lebih tinggi daripada skor pra-uji dalam beberapa aspek berbicara, termasuk pengucapan, kelancaran, kosakata, tata bahasa, dan pemahaman. Selain itu, uji t sampel berpasangan menunjukkan perbedaan yang signifikan antara hasil pra-uji dan pasca-uji. Siswa juga menunjukkan respons positif terhadap penggunaan HelloTalk karena membuat pembelajaran berbicara lebih interaktif, menyenangkan, dan memotivasi.

CHAPTER I INTRODUCTION

1.1 Background of the study

Fluent English speaking is a vital part of learning the language due to its functions of communication, social interactions, and adaptation to the constantly changing world. Speaking skill development is not limited to phonological, linguistic, and linguistic issues but also has much to do with self-confidence, spontaneity, and quick response in real-time situations. (Marinić & Moritz, t.t.). From an Islamic standpoint, this is consistent with the idea emphasized in Surah Al-Ahzab (33): 70, which says:

”يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا“

“O you who have believed, fear Allah and speak words of appropriate justice.”

This stanza suggests that speech is both a human capacity and a moral obligation. Allah SWT emphasizes that speech should represent justice, honesty, and good manners and orders believers to communicate truly and intelligently. Speaking in this way reflects a person's beliefs and character in addition to being a language competence. As a result, this verse instructs pupils to utilize their speaking talents to disseminate compassion, communicate truth, and foster understanding values that are valued in Islam.

Generally speaking, many Inggris language learners in Indonesia have difficulties communicating. According to Agus the biggest problem is they have trouble using proper grammar, their writing is not always accurate, they have trouble trusting themselves, and their creativity in spontaneous responses is often lacking (Agus, 2023). Similarly, the most recent study is Despite the fact that kids are exposed to English in the classroom, interactive activities like speaking frequently receive less attention than

learning or assistance (speaking requires more actual participation). Therefore, the primary issues impeding students' capacity to communicate successfully in English are low self-esteem, poor grammatical knowledge, and little practice in interactive speaking exercises.

Among the problems above, there is also a problem that often occurs, according to Agus, this problem is More emphasis is typically placed on writing and grammar in the classroom than on interactive speaking exercises that call for active engagement.(Agus, 2023). Due to fear, a lack of confidence, and a lack of opportunity to practice speaking in class, many students have trouble speaking English (Amoah & Yeboah, 2021). There are many difficulties experienced by students, and similar things also occur in grade 8 students at MTs Negeri X Malang. Researchers interviewed teachers at MTs Negeri X Malang, showing that students still face various problems in speaking skills. Some of the main problems found include students' inability to express ideas spontaneously, lack of self-confidence, reluctance to speak in class, characterized by minimal oral participation, and fear of making mistakes when speaking. These conditions hinder the development of students' speaking skills, including aspects of fluency, pronunciation, and oral expression.

To address the various challenges in developing students' speaking skills, Technology presents fresh possibilities for developing more dynamic and captivating educational materials. According to a 2024 study, using digital media in junior high school EFL classes can boost student participation and verbal interaction, which enhances speaking abilities. (Hafour, 2024). and in additional studies, according to Jin Media acts as a bridge between learners and authentic language use, enabling students to experience real communication, rather than simply memorizing linguistic structures (Jin, 2024). Since students may pick resources based on their interests and skill levels

and choose their own pace, digital media also promotes independence and drive in learning. Thus, the quality and efficacy of the teaching and learning process may be greatly enhanced by incorporating digital media into English language instruction.

By using creative media that teachers can convey educational material to students as well as possible by using technology-based learning media as a tool. Teachers should select creative, engaging, and non-boring teaching methods to make writing lessons enjoyable. If the instructor pays attention, there are a lot of new apps coming out right now that are simple to download for free on a smartphone from the Google Play Store. (Budianto & Yuniar, 2023) argues that technology integration offers several benefits, such as challenging learning, easy-to-understand material, ease of use, and variety in learning. These include BBC Learning English, Drops Learn English, Busuu, Duolingo, HalloTalks and several more that provide students the chance to get better at the language. For example Duolingo uses gamified speaking tasks to assist students in improving their pronunciation (Nina Nursuhaniah et al ., 2025). whereas BBC Learning English offers conversation drills and audio courses to enhance oral fluency. whereas BBC Learning English offers conversation drills and audio courses to enhance oral fluency (Akhmet Baitursynuly et al., 2023). Among the many resources accessible, HelloTalk is a special platform that links students with native speakers worldwide, giving them the opportunity to practice speaking English in authentic contexts via video calls and voice messaging.

HelloTalk is an interactive language-learning program that allows users to communicate in real time with native speakers and other language learners worldwide, therefore improving their speaking abilities (Basir et al., 2024). In accordance with additional research The application allows users to practice pronunciation, fluency, and conversational skills through voice messages, audio calls, and text chats.

(Eshankulovna, 2021). We might infer that the reason it is so vital for students to practice English regularly is that they need to become used to speaking the language before they can express themselves clearly. Chinese businessman Zackery Ngai launched HelloTalk in 2012 after being motivated to establish a worldwide language exchange community that links individuals from various nations to practice their languages with one another. The study choose the HelloTalk app to help students become more proficient speakers for a number of reasons. First of all, HelloTalk offers a genuine conversation setting where students may engage with other students worldwide and native speakers directl (Meliana et al., 2025). Students may practice speaking naturally in this authentic setting and improve their fluency through authentic conversational scenarios. Second, students' understanding and pronunciation greatly benefit from the app's capabilities, which include audio messaging, translation, and pronunciation correction. Third, by offering a friendly and supportive environment, HelloTalk encourages students to talk more confidently and helps them get over their fear of making errors. Fourth, by exposing students to global interaction, the platform enables them to perfect English by studying and utilizing other cultures and forms of expression. Because of these features, HelloTalk is a useful and entertaining tool for improving students' speaking proficiency in a more participatory and significant way. Consequently, HelloTalk is thought to be a useful tool for improving students' speaking abilities through real-world, interactive communication.

Previous research relevant to this study was conducted by Damayanti who examined Indonesian EFL Students' Perception on HelloTalk Application in Fostering Speaking. Students at Universitas Islam Zainul Hasan Genggong participated in interviews, field notes, and observation to gather data for this descriptive qualitative study. The results showed that the majority of students thought HelloTalk helped them

become more confident communicators and improve their speaking skills. (Damayanti et al., 2024) In order to improve oral communication abilities, the researchers recommended that future study investigate how HelloTalk might be included into various educational levels. The second relevant study was conducted by Syaharani under the title *The Use of HelloTalk Application in Learning Students' Speaking Skills at Junior High School*. In this study, 60 junior high school students were split into experimental and control groups using a quasi-experimental design using a post-test only paradigm. The findings demonstrated that, in comparison to pupils who learnt using traditional approaches, HelloTalk users considerably outperformed them on speaking assessments (Syaharani & Santoso, 2025). The study found that HelloTalk works well for improving students' interpersonal interaction and oral fluency. The study "Advancing Pronunciation Accuracy through the Use of an AI-Powered Learning Application "HelloTalk"" was carried out by Sabrina, Hayatun Nur, Ika, Rismawati, and Muhammad Rafli in 2023. English language learners at Serambi Mekkah University participated in this quasi-experimental study, which used a pre-test and post-test technique (Sabrina et al., 2025). After using HelloTalk for a month, the findings indicated a significant enhancement in pronunciation precision, particularly when engaging in voice messages, video calls, and real-time feedback features.

The research before indicates that the HelloTalk app can help students improve their speaking skills even while using different teaching strategies. According to Damayanti a study named "Perceptions of Indonesian English as a Foreign Language (EFL) Students towards the HelloTalk Application in Developing Speaking Skills" to look at how HelloTalk affected students' verbal communication. Thus study is using a methodology of qualitative descriptive to collect data through observations, field notes, and interviews. meanwhile the results, HelloTalk enhanced students' fluency,

confidence, and English speech (Damayanti et al., 2024). This study's emphasis on using the HelloTalk application for improving students' speaking skills is with other studies.

The difference of this study from other research in terms of its purpose, participants, and methods. In a prior study, Damayanti (2024) student examined perceptions of using the HelloTalk application to enhance speaking abilities using a qualitative descriptive method. And however, this research evaluates how effectively the HelloTalk app enhances students' oral performance, focusing on factors such as confidence, accuracy, and fluency. meanwhile this study was restricted to eighth grade students at MTsN X Malang, which is earlier research concentrated on high school students. Thus, this study not only examines students' perceptions but also explores the extent to which students can benefit from this application when speaking. The use of application-based learning technology is new in this study, how HelloTalk can improve students' speaking skills in the context of junior high school education.

This study intends to enhance the creation of more successful speaking teaching methodologies by utilizing digital media apps, while offering useful advice to educators on how to include technology into speaking lessons. The HelloTalk app was selected by the researcher because it enables students to interact in real time with both native speakers and other English language learners, improving their pronunciation, fluency, and self-assurance while speaking in front of an audience. The researcher also uses a quantitative, quasi-experimental approach in this investigation. In order to ascertain how successful “The Effectiveness of using HelloTalks Application on the speaking skill of the Student In Junior High School ”, the researcher is interested in carrying out a study titled The Effectiveness of HelloTalk Application on Students’ Speaking Skills at MTsN X Malang.

1.2 Research Problem

This study examined how well students in MTsN X Malang's International Class Program (ICP) might improve their English speaking abilities by utilizing the HelloTalk app. Language learning programs like HelloTalk have grown in importance as interactive tools to assist students' speaking practice due to the quick development of digital technology and the expanding use of internet platforms in education. Through real-time contact with native speakers and users throughout the world, HelloTalk gives students the chance to improve their English speaking confidence, fluency, and pronunciation. However, more investigation is needed to ascertain how well this program aids in the development of speaking abilities when used in a classroom setting. Therefore, based on the above background, the main research questions in this study are formulated as follows:

1. Does utilizing the HelloTalks application improve the effectiveness of instruction for students in class ICP MTsN X Malang?

1.3 Research Objectives

Determining if there is a statistically significant change in students' speaking abilities before and after the HelloTalk application was implemented in the International Class Program (ICP) at MTsN X Malang is the goal of this study, which is derived from the research questions. The degree to which HelloTalk enhances students' fluency, pronunciation, accuracy, and general speaking confidence will be determined by this comparison. This goal allows for the formulation of the following fundamental concepts:

1. to assess how well the HelloTalk app helps ICP students at MTsN X Malang improve their speaking abilities.

1.4 Scope and Limitation of the Research

The objective of This study to identify and address the issues related with poor of student in speaking performance, particularly their lack of confidence, fluency, and accurate pronunciation when speaking in English. The most of important thing of this study was to determine how using the HelloTalk app can help students improve their speaking skills with in person meeting and interactive exercises with native speakers or other English language student. The researchers restricted the study to public speaking exercises that call for self-introduction and opinion expression after realizing that HelloTalk may address a variety of speaking skills. The chosen material was taken from the speaking portion of an eighth-grade English course and focuses on issues of ordinary communication. Students in the eighth grade at MTsN X Malang during the 2024–2025 school wes participate in this study.

1.5 Significance of the Study

The contribution of of this study to the body of research on the using of the HelloTalk application in English instruction by demonstrating its effectiveness in improving students' speaking abilities. Student can practice speaking by clearly and collaboratively with the native speakers or other English language pupils using this platform. And also, the researchers believe that the future researchers, educators, and students will be greating benefit from finding of this study:

1) Student

The application of HelloTalk can help students become more proficient public speakers, according to study findings. This digital tool can haalping, students csan study English in a fun and collaborative manner and also can improving their confidence, conversational flow, and accuracy of articulation

2) Teacher

The result of this study is expected to provide educators with new teaching resources that maximize the effectiveness and engagement of speaking skills learning. The Teachers can make it easier and more enjoyable for student and to speak English by the HelloTalk app of interrogatin for the curriculum.

3) Future Research

The wish of researcher with This study is can be used as a reference or information resource by future researchers who wish to investigate how Mobile Assisted Language Learning (MALL) applications, such as HelloTalk application, may enhance speaking abilities on various education levels or in various condition.

1.6 Definition of Key Terms

Before going on to the research material, the conceptual of framework have to be creating by defining and identifying key terms. Acquiring a firm understanding of these key phrases can enhance understanding and establish the foundation for further discussion and analysis of the results. The key terms of discusseing in this study is :

1. Speaking Skill

speaking ability is defined as a capacity of student to prolonged speaking exercises or monologues, in which speech output occurs constantly and consistently without direct interaction with the listener. Students have to aware of their vocabulary and grammatical structures, pronounce words correctly, exhibit fluency with brief pauses, and organize their ideas rationally when speaking in this way. Exercise of Monologue are include self presentations, stories, storytelling, and short speeches by their self. Students must therefore maintain confidence and

use the appropriate tone while communicating their ideas effectively from beginning to end. Furthermore, the basis to evaluate speaking abilities in this study is accuracy of students, fluency, clarity, and their confidence in expressing their ideas over a lengthy oral presentation.

2. HalloTalks

The HelloTalk Application is a mobile language learning tool that allows users to instantly communicate with peers and native speakers around the world. With capability can include of voice notes, audio calling, video chat, and text messaging, the app's comprehensive interactive suite aims to encourage useful communication strategies. The pupils may improve their pronunciation, self esteem, and English language proficiency by participating in HelloTalk's real world the taks discussion. The pupils create a profile, decide that English is their first language, and then work in pairs to discuss or debate academic subjects. Professors monitor student dialogs, provide critical feedback, ensure communication integrity and instructional emphasis, and encourage active practice through voice-overs, sessions of question and answer , and brief chats. On the context of Mobile Assisted Language Learning (MAAL).

3. Junior High School

The junior high school students in classes 7 through 9, who are typically between the ages of 12 and 15, are included in the demographic target. During this phase, students' cognitive ability, speaking skills, and character development all advance together. The study's location of MTsN X Malang, is governing by the Ministry of Religious Affairs of

the Republic of Indonesia. In this junior high school is unique because of way it combines between Islamic principles, modern teaching methods, and traditional academic instruction. And the result, in addition to its regular curriculum, the school offers an International Class Program (ICP). Expanded academic choices, a focus on global education, and a far stronger emphasis on English are what set apart of ICP (International Class program).

CHAPTER II

LITERATURE REVIEW

The literature review of this research is attempts for investigating the basic of theoretical ideas that support this investigation in order to assist the author in better understanding and interpreting the facts gathered. The researcher will be describing the theoretical framework of the study and give a succinct synopsis of relevant concepts to demonstrate how that relate to the elements of this research.

2.1 Speaking

2.1.1 Definition of speaking

The Fluency is speaking speaking is the very important of communication in English. This component facilitates can make communication of concepts, feelings, opinions, and facts. Speaking skills in school settings demonstrate the complex relationship between language proficiency, social engagement, and skill of critical thinking. For students who wish to increase their effectiveness in communicating in English, practicing speaking techniques is essential.. To put it another way, speaking is essential to students' active and significant use of English in daily interactions.

According to Downing, Accuracy and fluency are the two main components of speaking abilities. While fluency refers to the capacity to communicate naturally, naturally, and without frequent pauses, accuracy is concerned with the proper application of syntax, pronunciation, and sentence structure. This study demonstrates that in order for students to effectively communicate in a variety of communication contexts, mastery of both elements must be balanced. (Downing, t.t.). Therefore, in order for pupils to be able to speak grammatically accurate and communicate fluidly with confidence, teachers are supposed to use learning methodologies that promote

a balance between accuracy and fluency. Speaking abilities may grow into long-lasting communication skills that kids can use outside of the classroom with the right training.

According to Sukma the speaking abilities are the primary means of expressing thoughts and feelings for a particular objective in order to increase awareness of the significance of speaking abilities. A minimum communicative learning environment and a lack of opportunities for direct speaking practice, however, continue to cause problems for many students. Students can practice creating sentences with greater structure by using the guided conversation technique, which trains them to talk on predetermined subjects. (Sukma & Rochmawati, 2018). As a result, students who participate in guided conversation-based learning gain self-assurance and form constructive communication habits while utilizing English in daily situations. This indicates that pupils' speaking abilities may be greatly enhanced by direct practice under the supervision of a teacher.

Study published in the Unindra Education Journal by Shafira and Anggoro (2021) builds on earlier findings by demonstrating that speaking is a productive skill that needs ongoing practice and the encouragement of an interactive environment. After using the guided discussion approach, they discovered that pupils' speaking skills had significantly improved. Throughout the learning process, students improved their fluency, self-assurance, and active expression of viewpoints. (Shafira & Santoso, 2021). In this way, social interaction-based activities are effective in boosting students' motivation to learn. This also indicates that keterampilan berbicara cannot be fully achieved by teaching linguistic theory alone, i.e., via consistent instruction and learning environments that foster active communication among students.

Students' speaking skill are also impacted by non-linguistic impediments like psychological issues. The majority of EFL students in Indonesia encounter obstacles such speaking anxiety, a fear of making errors, and a restricted vocabulary, according to Dewaele Students' enthusiasm and involvement in class speaking activities are indirectly decreased by these circumstances. Teachers must thus provide a welcoming, engaging, and encouraging learning atmosphere so that students may practice speaking without worrying about receiving unwarranted judgment (Dewaele & Li, 2021). Students' self-confidence, curiosity, and bravery in voicing their opinions in English can all be enhanced by a supportive learning atmosphere. Therefore, every speaking lesson design must take psychological and emotional factors into careful consideration.

Speaking is a complicated talent that requires simultaneous use of linguistic, psychological, and social skills, according to the numerous theories and studies mentioned above. The primary emphasis of this study is speaking abilities, which are enhanced by using the HelloTalk app. Students at MTsN X Malang can communicate with native speakers or other English language learners worldwide using this application. Students may improve their speaking confidence, expand their vocabulary, and develop fluency via authentic and engaging communication. Therefore, it is anticipated that HelloTalk will be a useful teaching tool for helping students improve their skills in speaking in more natural and contextual settings.

2.1.2 Types of Speaking

According to Brown (2004) and Burns & Joyce (1997), speaking may be divided into many categories according on the context and goal. various speaking styles have various purposes in communication and call for diverse abilities. These are the different forms of speaking:

1) Imitative Speaking

Simply repeating words, phrases, or sentences after a teacher or role model is the most fundamental kind of speaking, known as imitation. Focusing on pronunciation, intonation, and proper language usage is more important than conveying message. Early language acquisition frequently uses this style of speaking, particularly for speech accuracy and pronunciation drills (Brown, 2004). Even though it may appear easy, this phase is essential for boosting students' confidence before they take on increasingly difficult speaking assignments.

2) Intensive Speaking

Intensive speaking involves producing short stretches of language to demonstrate control of specific grammatical, lexical, or phonological features. The Sentence of transformation exercises, Q&A sessions, and conversation completion assignments are examples of such activities. According to Brown (2004), this method more focus to structural linguistic quality and accuracy ahead of speaking skill. The teachers usally include extensive speaking practice in class

activities to help student improve their general language of speaking skills.

3) Responsive Speaking

From this situations like greetings, watching, or asking, responsive speaking entails succinct lectures or responses. These conversations are crucial even though they are typically quick and impromptu. While maintaining order in the classroom, this style of speaking gives pupils the opportunity to talk honestly. Than responsive speaking, students can study the fundamentals of casual communication, preparing them for longer and more in depth dialogues.

4) Interactive Speaking

The Interactive speaking is focus to longer and more complex conversations between speakers that entail the construction of meaning and the exchange of ideas. Role-playing games, simulated interviews, group discussions, and formal interactions are a few examples. This part emphasizes to verbal precision and fluency, so students must develop efficient turn-taking, meaningful expression, and prompt responses. The speaking of interactive is important for improving general speaking skills cause it can doing like real-scenario of world conversational (Brown, 2004).

5) Extensive Speaking

The making of extensive monologues, for exemple like oral reports, speeches, or narratives, falls under this category of protracted speaking. When speaking to a listening audience, speakers must

articulate their ideas clearly. The fluency in phonology, fluency, and efficient vocabulary use are essential for success in these things. Students who are encouraged to speak for extended periods of time typically express themselves more freely and confidently, which is increasing their presentation and speech. (Harmer, 2001).

In this summary, the speaking practice there are five types: extensive, interactive, responsive, intensive, and imitative. Each of these areas improves students' verbal communication abilities in a different way. Because they emphasize genuine conversation and allow students to express their ideas through the HelloTalk app, this study is especially interested in interactive and lengthy speaking practice. By giving the opportunity of student to best communication or best speaking, this platform giving the developing of student in speaking skill.

2.1.3 Process of Speaking

The ability of student's speaking skill can look at from dynamic of process of speaking, this process need the consistent training, cause the student will be difficult in this process like writing part . Because it entails both direct conveyance of those notions and conceptual organization, this process is more thorough than simply verbalization. Speaking serves as a productive talent that necessitates interaction with listeners, mental basis, and language structure, according to Harmer (2001). For pupils who wish to speak English clearly and fluently, it is therefore essential to comprehend the speaking process.

Speaking is defined by Brown (2004) and Burns & Joyce (1997) as a productive verbal ability that reduces the amount of critical thinking that occurs before, during, and after communication. Tahap-tahap in a collective manner

enhances students' abilities to provide appropriate responsibilities, engage in clear communication, and conduct self-evaluation regarding their work outcomes.:

1) Planning (Preparation Stage)

The presenter must get ready for the presentation in the first step. Determining the goal of the discussion, establishing the topic, and assessing the audience are important components of this preparation. Before starting a speech, students cognitively arrange and logically sequence their ideas, according to Burns and Joyce (1997). They are also in charge of choosing words, phrases, and expressions that are suitable for the circumstances. This pre-speaking phase helps to lower anxiety levels and improve message clarity, Creating ide of speech using the best of strategy in the class.

2) Production

Speaking is using to express ideas during the production stage. This method uses elements like rhythmic intonation and fluency to guarantee precise pronunciation, appropriate emphasis, and a clear message. Speakers use exact word selections, coherent phrases, and perfect language to convey their opinions. To lessen the listener's doubt, the speaker must maintain coherence during this phase. And than, non-verbal cues like body language, gestures, and facial expressions must be purposefully used to highlight key points and support the main idea. Because fhs thingking wes changed into the vocal structure during this phase, communication is very important.

3) Monitoring

The monitoring procedure starts as the progress of the speech. Speakers are now simultaneously observing and assessing their own conversation. To ensure comprehensibility, grammatical precision, and clarity, they check their language choices. Speakers are capable of self-correction if they identify errors in phonology, word usage, or grammatical structure. In order to help them change their speech, monitoring includes analyzing audience reactions, nonverbal cues, and facial expressions. Maintaining communication momentum that the purpose speaker by success depends on internal evaluation.

4) Feedback

The Feedback is the process that takes place following the speaking process. Feedback includes getting answers from the listener through a range of verbal and nonverbal cues, such as questions for clarification, facial expressions, and signs of agreement. A speaker can assess whether his message has been understood or requires further explanation with the help of feedback. Additionally, teachers or peers can provide language learners with constructive criticism to help them identify errors and improve their future work. With the help of this feedback, they can improve the speaking skill and will be getting the best comprehension and will be knowing their strengths and weaknesses.

The summary of this part is speaking practice is divided into several crucial stages, including preparation, production, monitoring, and feedback. These phases are interconnected and constantly impact one another during the communication process. At every level, presenters must successfully arrange

their ideas, convey them, and interact with their audience. By comperhanding this this process the student can get recision and fluency.

2.2 Hallo Talks Application

2.1.1 Definition of Hallo Talks Application

The HelloTalk application has emerged as one of the top mobile apps for enhancing language sharing and speaking skills due to the increasing usage of technology in English language instruction. With capabilities like text messaging, audio calls, and voice recording, the software is designed for online aplication and mobile use, allowing students all over the world to communicate directly. The HelloTalk app helps students improve their speaking skills, moreover they are interacting with native speakers or other students. This feature makes it possible for kids to converse naturally and spontaneously, which is very difficult to achieve with traditional classroom techniques. And the end, HelloTalk application offers substantial added value by creating a more stimulating learning environment that connects abstract classroom ideas with concrete speaking task.

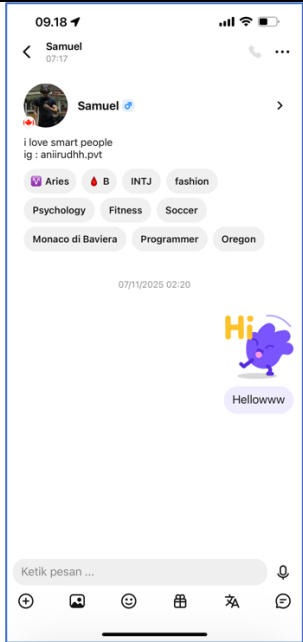
The HelloTalk application offers a number of unique features to help students improve their speaking abilities, enabling more investigation into the workings of this platform. To can smooth communication, the program offers a number of capabilities, like a live translation, transliteration services, text and voice messaging, and pronunciation review (Basir et al., 2024). Speech problems can be quickly identified and corrected thanks to an integrated peer to peer correction tools that provides instant feedback on users' phonology and syntax. This is the elements of interactive encourage users to actively practice and gain confidence in their ability to express themselves verbally. Because of this, HelloTalks application have many

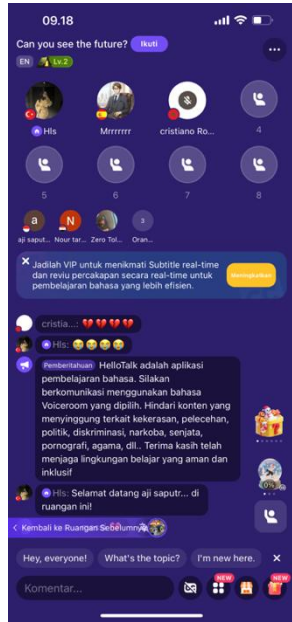
features make it an ideal choice for encouraging continuous and self-directed development of speaking skill.

The conclusion of this part is HelloTalk application is a useful technology tool that promotes the development of English speaking skills through interpersonal relationships, cross-cultural interactions, and timely remedial feedback. Teachers may create a more dynamic, interesting, and student-centered learning environment by incorporating this software into their lesson plans, if look at the data very suitable for improving the speaking skill of student at MTsN X Malang.

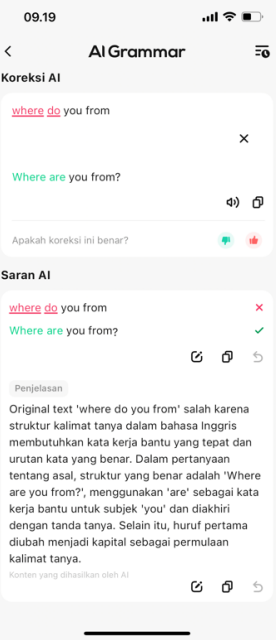
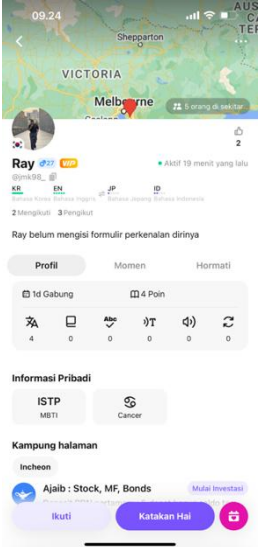
2.1.2 Categories of HelloTalk

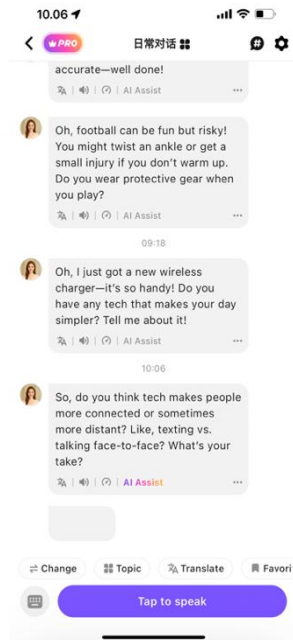
The HelloTalk application is designed to help users develop their language abilities in a natural, conversational way through a variety of features and interaction kinds. Learners may improve their English skill individual involvement in each HelloTalk category, which focuses on a different aspect of language acquisition, interaction, and intercultural communication. The HelloTalk application offer any categories.:

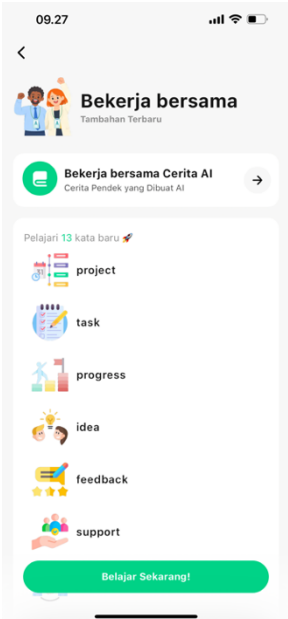
NO	NOTES	IMAGES
1	Text and Voice Chat User voice recordings and text messages, users can interact with other students or native speakers in the field. Through these exchanges, users can improve their vocabulary, pronunciation, and fluency in everyday circumstances. While study English language in slow	

	situation and fun, text and voice chat may helping the student to handle their mistakes.	
2	Voice and Video Calls With simulating real social ties, the voice and video calling features allow users to practice impromptu conversations. This spesific characteristic is essential for improving pronunciation, honing auditory processing skills, and increasing fluency. Many one believe that the HelloTalk application is a useful tool for improving writing and speaking skills. And also can make increasing self confidence because there is fiture to practice.	 The screenshot shows the HelloTalk app interface. At the top, there's a status bar with the time 09:18 and battery level. Below it, a header asks 'Can you see the future?' with a 'Beli' button. The main area displays a grid of user avatars and names, including 'His', 'Mirrrrr', 'cristiano Ro...', and others. A prominent yellow banner in the center reads 'Jadilah VIP untuk menikmati Subtitle real-time dari replu percakapan secara real-time untuk pembelajaran bahasa yang lebih efisien'. Below the banner, there's a chat history showing a welcome message from 'Pembelajaran' and a response from 'His'. At the bottom, there's a text input field with the placeholder 'Komentar...' and a 'Hey, everyone!' button.

3	Moments (Community Sharing) The Users HelloTalks Application can share the most recent information, pictures, or brief statements in their target language with the HelloTalk application worldwide community through this portion of the platform. Peer review, comments, and grammatical edits are available for this contributions. The Moments function fosters language development and cultural comperhanding by serving as a social media with platform to conversation.	 The screenshot displays the 'Moments' section of the HelloTalk app. At the top, there's a banner for 'Karnaval Venesia'. Below it, a post by user 'Mia' (EN) is shown with the text 'Mind is stressing about dumb shit' and several emojis. A comment by user 'niki' (ID) is visible below the post, stating 'I silent 🤫 vr tasking'. The app's bottom navigation bar is visible, with 'Moments' highlighted.
---	--	--

4	Translation and Correction Tools There is the help of HelloTalk's integrated translation and error correction tools, users can understand international conversations and politely amend their discussion partner's phrasing. The enebeling of users to identify errors and learn from real-world communication scenarios, these built in features encourage mutual learning. Furthemore, this translation tools facilitate fluenc communication between students of all ability level.	 The screenshot shows the 'AI Grammar' app interface. At the top, it says 'Koreksi AI' (AI Correction). Below, it shows the original text 'where do you from' with a red 'X' and the corrected text 'Where are you from?' with a green checkmark. There is a section titled 'Saran AI' (AI Suggestion) which also shows the correction. Below that, there is a 'Penjelasan' (Explanation) section in Indonesian, stating that the original text is incorrect because it lacks a subject and auxiliary verb, and the correct structure is 'Where are you from?'. It also mentions that the first letter should be capitalized. At the bottom, there is a note 'Konten yang dihasilkan oleh AI' (Content generated by AI).
5	Language Exchange and Partner Matching. The purpose of this function is to match language student with suitable partners based on their preferred learning language and native tongue. This allows users to find people who want to learn Indonesian and speak English, or	 The screenshot shows a profile page for a user named 'Ray' on a language exchange app. At the top, there is a map showing the location 'Melbourne' and 'VICTORIA'. Below the map, there is a profile picture and the name 'Ray'. There are icons for 'EN' (English) and 'ID' (Indonesian). Below that, there is a section titled 'Ray belum mengisi formulir perkenalan dirinya' (Ray has not filled out his introduction form). There is a 'Profil' (Profile) section with tabs for 'Profil', 'Momen', and 'Hormati'. Below that, there is a section titled 'Informasi Pribadi' (Personal Information) with fields for 'ISTP' and 'MBTI'. At the bottom, there is a section titled 'Kampung halaman' (Hometown) with a location 'Incheon' and a list of interests including 'Ajaib : Stock, MF, Bonds' and 'Multi Investasi'.

	the other way around. HelloTalk's reciprocal exchange concept make group learning make sure every user have amount of time for trining speaking.	
6	Learning Courses and Voice Rooms. Furthemore, HelloTalk aplication offers give chat rooms and carefully selected mini courses where users can participate in organizconversations, formal debates, or targeted speaking events. These exercises aim to improve students' capacity to communicate with multiple people at once and express their own opinions. The chat rooms are typically supervised by instructors or seasoned users, which keep the best area to give spirit vocal contac	

7	Culture Exchange and Social Interaction. By this concept, student analyze group experiences, customs, and social norms in English, emphasizing the value of intercultural communication. Students' speaking skills improve and their comperhanding of cultural nuances and global perspectives expands as they interact with speakers from diverse backgrounds. With thisability Hallotalks application be important tools in international language	
---	---	---

The fetaur of Text Chat and Moments are the main focus of this study since they provide students with greater accessibility than voice or video interactions, which require less internet bandwidth. Students can practice organizing think, creating phrases, and responding to conversational prompts in a real and appropriate communication situation by using the Text Chat function. Students can contribute question English language by personal statements, descriptions, or comments using the Moments feature. These writing can disusied by other user.

In this combination these elements create a relaxed environment that reduces students' anxiety, encourages the gradual growth of their vocabulary

and sentence structure, and increases their confidence in speaking English. Because these two categories are so accessible and engaging, HelloTalk become an benefit an afecience tools to improving the ability of speaking skill at MTsN X Malang.

2.1.3 The Advantage of HalloTalks

By uthe HelloTalk application for teaching tool in classrooms has a number of benefits. Yang claims that this platform provides a very interactive environment that allows EFL students to improve their oral fluency through in-the-moment discussions with both native speakers and users from various nations (Yang & Yang, 2025). Authentic communication, motivation, accessibility, efficiency, and ease of use are the five subthemes that make fungsionalitiy of application:

1. Authentic Communication

HelloTalk application provides a language learning environment by allowing students to practice directly with native speakers or other experienced users. This synchronous conversation allows students to apply the language in pertinent circumstances, in contrast to typical classroom participation. Frequent communication promotes the natural development of confidence, fluency, and accurate pronunciation. Student will be feel happy and intreasted to speak with this aplication .

2. Motivation

The HelloTalk application encourages students by incorporating social media components directly into the learning process. Students' motivation to enhance their English skills and

interest in doing so are heightened by the ability to connect with others, add content to the “Moments” feed, and get responses from the worldwide community. The social features of the site encourage students to use English in a more confident and dynamic way. This encouragement will be continuous make motivate student to increase speaking skill.

3. Accessibility

HelloTalk application exceptional accessibility, which enables use at any time or place, is one of its key features. Students may use the app at any time and from any place, whether they are at home or on campus, thanks to its mobile basis. Tight class schedules won't prevent students from consistently learning a language thanks to this scheduling freedom. Students can easily to access chat feature articulation tools, and necessary corrections from their personal mobile phones enabling continuous and own learning.

4. Efficiency

By HelloTalk application, students can effectively improve their oral communication skills while saving a significant amount of time. Students may quickly receive feedback and understand mistakes thanks to the app's integrated translation and correction features. The Students no longer need to particular pronunciations because they may listen to natural pronunciation through voice notes or the live call feature. The accuracy and flow of oral practice are significantly improved by thus mechanism effective feedback.

5. Ease of Use

HelloTalk application simple and easy-to-use interface makes it suitable for students of all skill levels. Without complex instructions, students may quickly build profiles, make friends, and begin interacting. Text-to-speech and translation capabilities are examples of integrated language aids that facilitate consistent comprehension and active use. Student will be finding language interactions simple and fun with hellotalk design.

2.1.4 The Disadvantage of HalloTalks

While the hellotalks application show the benefit it also has several downside that deserve attention, such as :

1) Dependence on Internet Connection

HelloTalks application reliance on network connectivity is its main downside. A reliable internet connection is necessary for the program's basic functions, such as messaging, calling, and using the voice assistant and translation capabilities. If the connection is broken, users can encounter communication delays and find it difficult to utilize the function of application.

2) Potential for Distraction

The similarity of HelloTalks to a social networking site makes it easy for students to stray from their language learning goals by encouraging informal conversations or exploring topics outside of the curriculum. Because using it in educational settings or during self-directed learning reduces its effectiveness as a instrument of legitimate academic.

3) Privacy and Safety Concerns Privacy and Safety Concerns

HelloTalk look at the security and privacy as critical concerns because to its global reach. Some users may inadvertently divulge personal information or receive inappropriate and unwelcome messages from strangers. Furthermore very important to keep, specially for young generation.

4) Limited Learning Structure

HelloTalk does not offer formal instruction in grammar or vocabulary, in contrast to settings created for structured learning. For starting students who need specialized curriculum resources or directed instruction, this method may be make them so difficult to reckon on their discussion.

5) Translation Inaccuracy

When translating idiomatic idioms or culturally unique terminology, HelloTalk's translation algorithm may produce strange or inaccurate interpretations. Over reliance puts people at danger of mirror abusing linguistic building.

In conclusion, HelloTalk application is distinguished by its innovative and interactive features, but it also has a number of drawbacks that need to be carefully considered. Teachers and students can use the application more successfully as a supplemental asset rather than depending on it as their primary learning method by recognizing these inherent restriction and implementing corrective steps.

2.1.5 The Procedures of Using HelloTalks Application

In order to begin using HelloTalks:

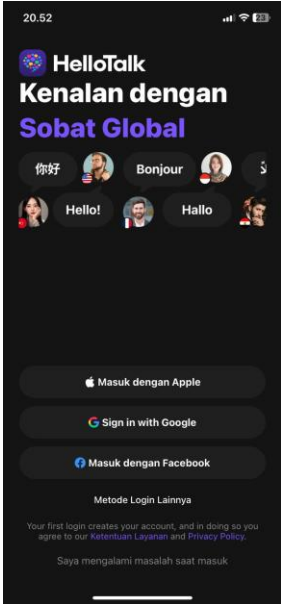
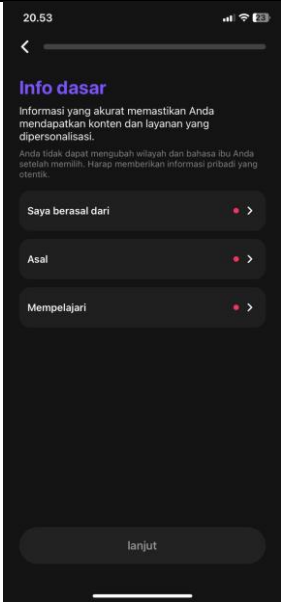
1) Install the application

Students can use it on their iOS or Android devices by downloading it from the App Store or Google Play.

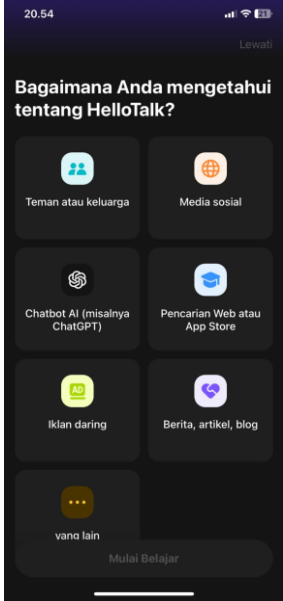
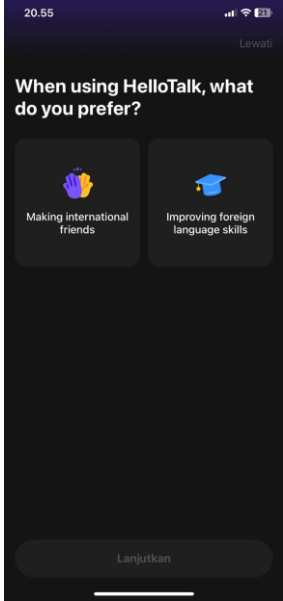
2) Creating an account by signing up

Earlier to lead off the account setup process, make sure that the student's device has the HelloTalk application put. After the installation is done and the app is running, students can press the "Start" button to proceed. Next, use the Memrise app to select the language you want to study. Following language selection, students can either establish an account or select a username from Apple, Google, or Facebook. Since their progress will be preserved even if they switch devices, it is preferable for students to create a profile.

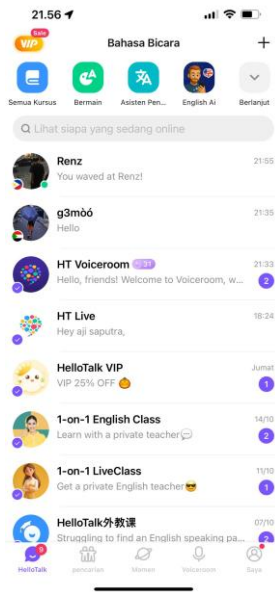
2. 1 Step of HelloTalks operation

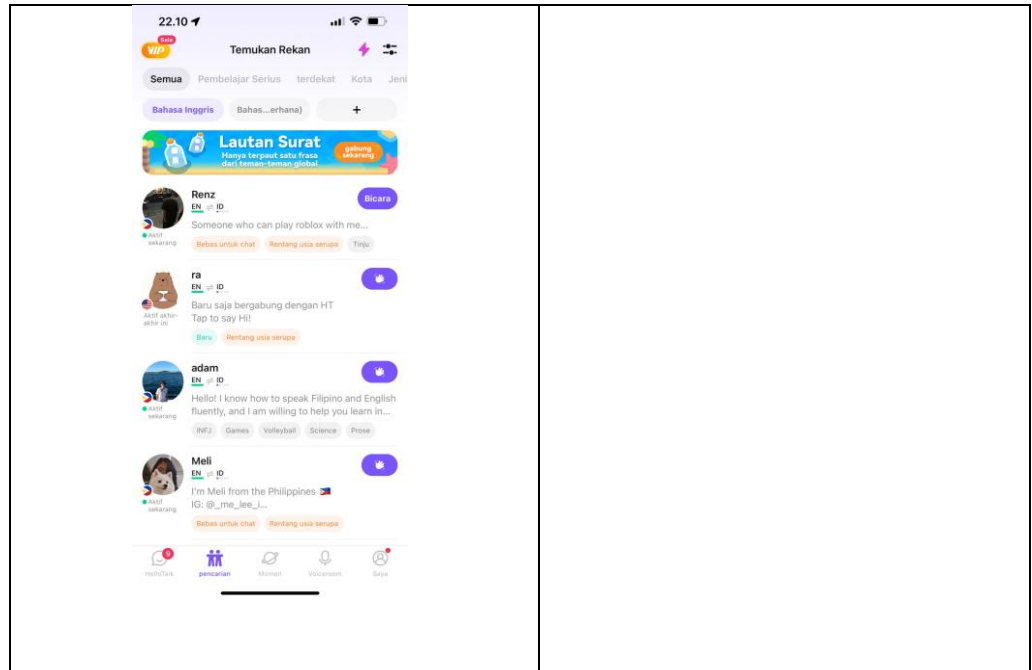
Step of HelloTalks operation	Explanation
	when the application has been downloaded students must create an account or they can choose an Apple, Google, or Facebook account username.
	After that, students must fill in which country they are from and what language they have previously spoken.

- 3) Students will find information on how to find HelloTalk and features that come with utilizing it after creating an account. Which do you prefer?

Step of HelloTalks operation	Explanation
	In this feature, students can choose friends or family options.
	Students can select the "improving foreign language skills" option under this feature.

- 4) Students can use the application right away after registering and completing the features, including game-based elements that can help them expand their vocabulary and communicate with others.

Step of HelloTalks operation	Explanation
	With this feature, students can already use the application.
	Students can interact directly with foreigners on features like this



2.3 Teaching Learning Speaking Using HelloTalk Application

These days, most people, including instructors and students, have access to the internet via a computer or mobile device. (This tendency is supported by students' high levels of digital literacy and technological familiarity (Mansyur et al., 2023). Through the use of media such as the HelloTalk application, teachers can provide interactive training in the speaking classroom that is tailored to the requirements and learning preferences of their students.

According to research, the HelloTalk app is useful for improving speaking skills since it offers voice and video interactions, real-time conversation with native speakers, and an engaging social media interface (Basir et.al, 2024). The use of the HelloTalk application in teaching speaking is based on the theory of Basir et al. (2024), which states that authentic interaction, real-time communication, and peer feedback can effectively improve students' speaking skills. HelloTalk provides opportunities for students to practice English in real communication situations through voice, video, and text interaction:

1. Pre-Teaching Phase

In this phase, the teacher introduces the learning objectives and explains how to use HelloTalk. Students install the application, create an account, and select English as the target language. The teacher also explains important features such as voice chat, video calls, Moments, voice rooms, and correction tools. This stage prepares students to use the platform properly and confidently.

2. Whilst-Teaching Phase

During the main activity, students practice speaking through several interactive features. First, students post short self-introductions using the Moments feature and record short audio messages. This activity helps reduce anxiety and encourages students to speak more confidently.

Next, students communicate with language partners through voice or video calls. They discuss topics related to the lesson, such as daily activities or descriptive texts. Through real-time interaction, students practice fluency and improve pronunciation.

Students also join voice room discussions to express opinions and respond to others. The correction feature allows partners to give direct feedback on grammar and pronunciation. According to Basir et al. (2024), immediate feedback and authentic communication support speaking development.

3. Post-Teaching Phase

In this phase, students reflect on their speaking performance. They record their speaking again and compare it with their previous performance. The teacher evaluates students based on fluency, pronunciation, vocabulary, and confidence.

Through this process, students become more confident and active in speaking English.

HelloTalk gives students real-world opportunities to express themselves in English in relevant situations, which helps them get bigger more self-assured, fluent, and phonologically explicit. Specifically, HelloTalk makes it easier for students to participate in text exchanges, synchronous audio and video communication, message correction feedback, and the sharing of "Moments" that promote peer interaction and speaking practice. Learning to speak is made more interesting and fluid by the app's interactive design, which encourages impromptu vocal delivery and peer criticism. The approach of learning may change from instructor-led repetition to student-driven involvement thanks to the platform's real time in speaking.

Teachers can use HelloTalk by having students submit short audio or video clips, participate in voice room discussions, discover appropriate language partners, and create English "Moments" that summarize their speaking activity. With use this transition tools and correction platform this exercise make student to replay other one.

In conclusion, the HelloTalk app offers a practical, interesting, and user-friendly platform for improving speaking abilities. The feature can make student build speaking

skill. Environment where student speak English in there, and ultimately build self confidence.

2.4 Previous Related Studies

The effectiveness of the HelloTalk application as one of digital tool for improving students' speaking abilities in English as a Foreign Language (EFL) classrooms has been the subject of numerous research. The importance thing of this platform is in enhancing motivation, broadening language exposure, and promoting fluency increases is highlighted by pertinent prior studies.

The primary study, "Indonesian EFL Students' Perceptions of the HelloTalk Application in Developing Speaking Skills," was released in 2024 by Damayanti et al. This study looked into how students felt about utilizing HelloTalk to improve their speaking abilities. Twenty English education students from UIN Bukittinggi participated in this study, which is used descriptive qualitative methodologies. Surveys and interviews were used to collect data in a methodical manner. According to the findings, students had a positive opinion of HelloTalk, which they attributed to the app's capacity to facilitate direct conversation with native speakers, reduce speaking anxiety, and improve pronunciation and fluency. The researchers amount that the ahellotalks application need use in speaking class for increasing their self confidence and fluancy.

Experiences and Challenges of High School (EFL) Students in HelloTalk-Assisted Digital Storytelling in Speaking Learning is another study by (Basir et al., 2024) that investigates the use of HelloTalk alongside digital storytelling exercises among high school studentsThirty EFL students from an Indonesian high school participated in this study, which used a qualitative case study methodology. Data was gathered through observation, interviews, and speaking performance tasks for students. The results of this part is showed that HelloTalk improved students' narrative skills and pronunciation in

addition to increasing their desire and interest in speaking through regular interaction with people from all around the world. However, problems including inconsistent internet connectivity and a limited vocabulary were brought up. that incorporating HelloTalk into project-based speaking activities, like digital storytelling, may increasing speaking skill and fun.

"Improving Pronunciation Accuracy with the Use of the AI-Based Learning Application 'HelloTalk'" was the title of Sabrina et al.'s third study from 2025. This study used an experimental methodology to assess how HelloTalk affected the pronunciation standards of forty EFL students at Syiah Kuala University. Pre- and post-test assessments that focused on fluency and pronunciation accuracy were used to collect data. The pupils' pronunciation greatly improved statistically following a six-week HelloTalk intervention session, according to the results. This research show how ai correction tools intregeted and audio voice on that application yhat fiven benefit feedback, help student to thers ability.

The finding that HelloTalk aplication greatly enhances students' speaking abilities is supported by the entire body of research data. In addition to increasing students' self confidence and fluency, the program offers a real opportunity for face-to-face encounters with native and non-native speakers worldwide something that is always less in traditional education. HelloTalk's text correction tools, audio chat feature, and quick feedback mechanism allow students to practice phonology, expand their vocabulary, and enhance their communication skills in a more engaging and natural manner. Moreover, the platform aids students in cultivating linguistic and sociolinguistic skills. necessary for successful oral communication by promoting the dynamic use of English in suitable circumstances.

According to these earlier results, HelloTalk is a creative and successful digital tool for improving speaking abilities in EFL (English as a Foreign Language) classes, particularly

when combined with communicative language teaching (CLT) and task-based learning (TBL) strategies. However, little study has been done at the junior secondary level, especially in Indonesian Islamic institutions like MTsN, and the majority of prior studies have mostly concentrated on higher education or vocational contexts. Thus, by investigating the use of HelloTalk to enhance eighth-grade students' speaking abilities at MTsN X Malang, the current study makes a novel contribution. This study is significant because it not only assesses HelloTalk's pedagogical efficacy in the context of younger learners, but it also offers guidance to English teachers on how to incorporate mobile-assisted language learning (MALL) tools to improve speaking activity performance, student motivation, and participation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a detailed explanation of the research methods used by the author to gather data using the chosen approach. This chapter covers the following topics: research design, study subject, research instruments, data collecting, treatments, intervention approaches, validity and reliability testing, and data analysis.

3.1 Research Design

Because the data gathered for this study were numerical in nature, acquired from test results and questionnaires, and then subjected to statistical analysis, the methodology used is a quantitative research strategy. Pre-experimental study using a one-group pretest-posttest design is the methodology used.(Umar et al., 2018)

There was only one participant group in this design. A pretest was used to gauge the group's speaking proficiency at the beginning of the study, followed by learning exercises that used the HelloTalk app as the teaching tool, and a posttest to gauge how much their speaking performance had improved.

The efficiency of utilizing the HelloTalk program (Variable X) in improving pupils' speaking abilities (Variable Y) can be ascertained by contrasting the outcomes of the pretest and posttest.

3. 1 One Group Pretest–Posttest Design

Group	Pretest (O₁)	Treatment (X)	Posttest (O₂)
Experimental	O ₁	X	O ₂

Explanation:

- O_1 = Pretest (the initial speaking skill test)
- X = Treatment, which refers to the implementation of the HelloTalk application in the learning process
- O_2 = Posttest (the final speaking skill test)

This strategy gives the researcher empirical proof of the application's efficacy in fostering oral communication competency by allowing them to gauge the improvement in students' speaking abilities following exposure to the HelloTalk-based instructional therapy.

3.2 Research Setting

This study was conducted at MTs Negeri X Malang. The location was chosen for two main reasons. First, the school has begun to implement speaking skill instruction using the HelloTalk application, but its use has not yet been structured or guided by a systematic methodological framework. Second, the school possesses strong potential due to the availability of modern technological facilities, as well as the students' high enthusiasm for utilizing digital media, particularly language learning applications such as HelloTalk. These factors make the school an appropriate and supportive environment for conducting this research.

The method used in this study is quantitative method, as the data collected were numerical data obtained from test results and questionnaires, and analyzed using statistical techniques. A quantitative approach method chosen because this study aimed to objectively measure the improvement in speaking skills of student after treatment receiving a specific.

Pre-experimental study using a one-group pretest–posttest design was the method employed (Umar et al., 2018). Pre-experimental research uses a single group as research subjects and does not include a control group. A pretest is administered to research participants in a one-group pretest–posttest design in order to assess their initial speaking abilities. After that, the HelloTalk app is used to treat the children through speaking lessons. Students take a posttest to gauge how much their speaking abilities have improved after the treatment.

The efficacy of using the HelloTalk application as the independent variable (Variable X) in enhancing students' speaking abilities as the dependent variable (Variable Y) can be methodically and statistically assessed by comparing the pretest and posttest results.

3.3 Research Variables

Anything that is subject to change or variation is a variable (Fraenkel et al., 2012). Accordingly, there are two variables in the current study:

- 1) Independent variable: the use of the HelloTalk application in the teaching and learning process.
- 2) Dependent variable: the students' speaking skill of the eighth grade students in ICP (*Internasional Class Program*) at MTsN X Malang.

Thus, the aim of this study is to find out how effective the HelloTalk application is in helping students improve their speaking skills.

- 1) Independent Variable: The use of the HelloTalk application in the teaching and learning process.
 - a. Research instrument: Questionnaire
 - b. Data analysis: Descriptive analysis of the degree of response tendencies.

2) **Dependent Variable:** The speaking skill of the eighth-grade students at MTsN X Malang.

- a. **Research instrument:** Speaking skill test.
- b. **Data analysis:** *Paired Sample T-Test*, calculation of the improvement rate (*N-Gain*), and the *TCR* (Test Completion Rate) analysis.

3.4 Population and Sample

The population in this study refers to all of the components that fall under the purview of the investigation, including people, things, or other entities that have particular qualities chosen by the researcher as the subject of the study in order to gather information and make inferences (Prof. Dr. Sugiyono, 2013) . All eighth-grade pupils enrolled in MTsN X Malang's International Class Program (ICP) for the 2025–2026 academic year make up the study's population. This study used a purposive sample strategy, which selects participants according to predetermined criteria that are in line with the study's goals, because the overall population is small (Prof. Dr. Sugiyono, 2013). Thirty (30) eighth-grade ICP students made up the sample for this study, and they were divided into one experimental group using a quasi-experimental method.

3.5 Data Sources

Since scientists use data to analyze phenomena and find answers to study questions, data is a crucial component of all scientific studies. Primary and secondary data are the two basic categories into which data sources are often separated. While secondary data refers to material gathered indirectly from references, books, and earlier studies that support the research topic and aid in developing its theoretical framework, primary data refers to information gathered

directly from the field, such as from people or phenomena under study (Prof. Dr. Sugiyono, 2013). The outcomes of the speaking skills assessment (pre-test and post-test) for eighth-grade students in the International Class Program (ICP) at MTsN. In the meantime, secondary data was sourced from a variety of reliable scientific materials such as books, scholarly journals, prior studies, and educational records.

3.6 Research Instrument

The Researchers must use research tools to measure the target phenomenon and ensure that the specified study aims are met. This technology enables researchers to obtain accurate and reliable data, which is essential for conducting comprehensive investigations and making informed decisions. The use of valid and reliable equipment ensures the accuracy and consistency of the data collected, allowing researchers to produce conclusions that are reliable and credible from a scientific perspective (Fraenkel et al., 2012). Researchers must use research tools to measure the target phenomenon and ensure that the specified study aims are met. These technologies allow researchers to obtain accurate and reliable data, which is essential for conducting comprehensive investigations and making sound decisions. The use of valid and reliable equipment ensures the accuracy and consistency of the data collected, allowing researchers to produce conclusions that are reliable and credible from a scientific perspective (Fraenkel et al., 2012).

In this study, pronunciation refers to students' ability to pronounce English words clearly and understandably during speaking activities. For eighth-grade students, the assessment focused on the clarity of pronunciation of familiar English vocabulary, the accuracy of basic sounds, word stress, and intonation in simple sentences. The researcher assessed whether students could pronounce common

words related to daily activities, school, family, and descriptive topics clearly enough to be understood by the listener. Minor pronunciation mistakes were still accepted as long as the meaning remained understandable because junior high school students are still in the process of developing speaking ability.

Grammar or Grammatical Accuracy In this study, grammar refers to students' ability to arrange simple English sentences correctly based on the materials taught in eighth grade. The assessment focused on the use of simple present tense, simple past tense, subject and verb agreement, and basic sentence structure such as subject, verb, and object. The researcher observed whether students were able to produce simple sentences correctly and whether grammatical errors affected the meaning of their speech. The grammar assessment was adjusted to the students' level as junior high school learners.

Vocabulary In this study refers to students' ability to choose and use appropriate English words based on the speaking topic. The assessment focused on familiar vocabulary related to daily activities, hobbies, school life, family members, and descriptive texts. The researcher observed whether students were able to use suitable words to express their ideas and whether they could use enough vocabulary variation during speaking. Since the participants were eighth-grade students, the vocabulary assessment emphasized common and familiar words that were relevant to their learning materials.

Fluency In this study refer to students' ability to speak smoothly and connect ideas in a clear order. The researcher assessed whether students could speak without too many pauses, hesitation, or repeated interruptions and whether their ideas were organized and understandable. For junior high school students, fluency was

measured through their ability to continue speaking for several minutes about familiar topics while maintaining clear and connected ideas.

Comprehension In this study refers to students' ability to understand simple questions or speaking prompts and respond appropriately during speaking activities. The researcher assessed whether students could understand instructions, answer questions related to the topic, and respond using relevant English expressions. At the eighth-grade level, comprehension focused on students' understanding of simple classroom communication and their ability to participate in basic interaction during speaking practice. The following table presents standardized indicators for assessing students' speaking skills in English language. This indicators are adapted from Brown (2004) and the Common European Framework of Reference for Languages (CEFR).

3. 2 Speaking Skill Indicator

No.	Speaking Skill Indicator	Description
1	Pronunciation / Accent	Refers to the accuracy and clarity of the learner's pronunciation, including stress and intonation patterns, so that communication remains intelligible to listeners.
2	Grammar / Grammatical Accuracy and Range	Measures the correct and varied use of grammatical structures when expressing ideas orally. Errors should not interfere with meaning.
3	Vocabulary / Lexical Resource	Evaluates the range, accuracy, and appropriateness of vocabulary used in context to convey meaning effectively.

4	Fluency and Coherence	Assesses how smoothly and logically the speaker delivers ideas, including speech rate, hesitation, and the ability to link sentences coherently.
5	Comprehension / Interactive Communication	Measures the ability to understand questions, respond appropriately, and maintain two-way communication with others during speaking tasks.

Students' speaking ability is evaluated based on five aspects, as shown in the table below:

3. 3 The Writing Aspects

Pronunciation

Score Criteria	Score Criteria
4 (Excellent)	1–4 pronunciation errors; speech very clear
3 (Good)	5–6 pronunciation errors; mostly understandable
2 (Fair)	7–9 pronunciation errors; some unclear words
1 (Poor)	10–12+ pronunciation errors

Grammar

Score Criteria	Score Criteria
4	1-4 grammar errors
3	5-6 grammar errors
2	7-9 grammar errors
1	10-12+ grammar errors

Vocabulary

Score Criteria	Score Criteria
4	Varied vocabulary, only 1–2 inappropriate words
3	3–4 vocabulary mistakes
2	Limited vocabulary
1	Often repeats same words

Fluency and Coherence

Score Criteria	Score Criteria
4	Smooth speech, minimal pauses
3	Occasional hesitation
2	Frequent pauses
1	Many pauses and broken speech

Comprehension / Interactive Communication

Score Criteria	Score Criteria
4	Understands and responds immediately
3	Mostly understands
2	Sometimes needs repetition
1	Often confused

The purpose of this evaluation, which is included a pre- and post-test, was to gauge how much the HelloTalk app intervention had improved the students' speaking abilities. The purpose of this examination was to determine how much digital resources are incorporated into language learning, particularly with regard to how well they improve students' verbal communication abilities. Because of their experiences of personal, the researchers were become objectively evaluate the

impact of the HelloTalk program on speaking abilities and provide suggestions for future EFL teaching strategies that using this test of process.

The speaking exam used in this study was created to objectively and methodically assess students' speaking abilities. The test was created using Bloom's Taxonomy cognitive levels (C1–C4) and modified to fit junior high school pupils' developmental stage. The Common European Framework of Reference for Languages (CEFR) and Brown (2004) were the sources of the speaking ability indicators, which covered five key areas: vocabulary, grammar, comprehension, fluency, and pronunciation. In order to support the validity and reliability of the instrument used in this study, the speaking test's design was created such that each task reflected different cognitive levels and was in line with the research aims.

Table: Blueprint of Speaking Test Based on Cognitive Levels (C1–C4)

No	Cognitive Level	Indicator of Speaking Skill	Topic	Task Description	Expected Speaking Performance
1	C1 (Remembering)	Students are able to recall vocabulary related to daily activities	Daily Activities	Students mention at least 5 daily activities they usually do	Students can pronounce basic vocabulary correctly
2	C2 (Understanding)	Students are able to explain	Daily Activities	Students explain their daily routine in simple sentences	Students can describe activities with understandable sentences

		simple daily activities			
3	C3 (Applying)	Students are able to use vocabulary and simple grammar in speaking	Daily Activities	Students describe their daily activities using correct simple present tense	Students can apply vocabulary and grammar in spoken sentences
4	C4 (Analyzing)	Students are able to compare activities on school days and holidays	Daily Activities	Students explain the differences between school-day activities and weekend activities	Students can analyze and express differences orally

3.7 Validity and Reliability

3.1.1 Validity

In order to ensure that the study findings appropriately reflect the phenomenon being examined, validity testing aims to verify that the research instrument measures accurately. Improving the accuracy of collected data and the deductions drawn from it are directly correlated with higher validity.

To assess the validity of this research tool, the researchers used SPSS version 25 and the rectify Item-Total Correlation method, which is based on the Pearson Product-Moment Correlation formula (Fraenkel et al., 2012).

After computing the correlation coefficient for each item against the overall composite score, the following criteria were applied to evaluate validity:

- a. An item is deemed authentic (suitable for use) when the Corrected Item-Total Correlation value exceeds 0.05.
- b. If the value is below 0.05, an item is deemed invalid and should be eliminated.

Every item in the speaking skills of exam and questionnaire has a correlation coefficient more than 0.05, according to statistical research. According to Prof. Dr. Sugiyono (2013), the findings of verify that the instrument can be utilized consistently to evaluate the two variables under investigation: students' speaking skill at MTsN X Malang and their using of the HelloTalk application.

The validity test was conducted to ensure that the research instruments were able to accurately measure the constructs under investigation, namely students' speaking skills and the use of the HelloTalk application. Instrument validity is essential to guarantee that the collected data truly represent the phenomenon being studied, thereby enhancing the credibility of the research findings.

This study applied **empirical validity** using the **Corrected Item–Total Correlation** method, which is based on the **Pearson Product Moment correlation**. The data analysis was carried out using **SPSS version 25**, following the procedures proposed by Fraenkel et al. (2012). Each item score was correlated with the total score to determine the extent to which each item contributed to the overall measurement.

The criteria used to determine the validity of the instrument items were as follows: An item is considered **valid** if the Corrected Item–Total Correlation value is greater than **0.05**. An item is considered **invalid** if the

Corrected Item–Total Correlation value is less than **0.05**, and therefore should be revised or eliminated.

Based on the results of the statistical analysis, all items in the speaking skills test and the questionnaire obtained Corrected Item–Total Correlation values above 0.05. Thus, all instrument items were declared valid and appropriate for use in this study. This finding is consistent with Sugiyono (2013), who states that a valid instrument is capable of measuring research variables accurately and appropriately.

.3.7.2 Reliability

The Reliability testing is used to ensure that a research instrument maintains its consistency over time despite being used frequently in similar circumstances. An instrument is deemed accurate and reliable when it yields extremely similar findings on identical samples (Fraenkel et al., 2012). To assess the instrument's dependability, this study used SPSS (Statistical Package for the Social Sciences) version 25. Using Cronbach's alpha coefficient, the instrument's items were assessed for internal consistency. The body of support standards were used for determining to reliability degree:

- a. An α value of ≥ 0.70 indicates that the instrument may be regarded as highly reliable and bearable for researching the purposes.
- b. A value of α between 0.60 and 0.70 (inclusive) indicates that the instrument has a moderate level of reliability, propose that it can need become revised.

The reliability test was conducted to determine the level of consistency of the research instruments when they are administered repeatedly under relatively similar conditions. An instrument is considered reliable if it produces consistent or relatively similar results when applied to the same subjects (Fraenkel et al., 2012).

In this study, instrument reliability was analyzed using **Cronbach's Alpha coefficient** to measure the internal consistency among the instrument items. The reliability analysis was conducted using **SPSS version 25**. The criteria for interpreting reliability values were as follows:

A Cronbach's Alpha value of ≥ 0.70 indicates that the instrument has a **high level of reliability** and is appropriate for research purposes. A Cronbach's Alpha value between **0.60 and 0.70** indicates a **moderate level of reliability**, suggesting that the instrument may still be used but requires improvement.

The results of the reliability test showed that both the speaking skills test and the questionnaire obtained Cronbach's Alpha values above 0.70. Therefore, both instruments were categorized as highly reliable and suitable for use as data collection tools in this study.

Instrument	Number of Items	Cronbach's Alpha	Reliability Criteria	Interpretation
Speaking Test	X items	≥ 0.70	High Reliability	Reliable
Questionnaire	X items	≥ 0.70	High Reliability	Reliable

3.8 Data Collection Technique

3.8.1 Pre-Test

A pre-test was carried out as the initial step of this study to assess students' speaking skills at the outset. Before the treatment with the HelloTalk application, students in both the experimental were given a pre-test. In this pre-test, students had to perform a descriptive speaking task about family members. They were required to verbally introduce their family members and describe their physical appearance and characteristics in two paragraphs. After teacher give smalexplnation, every student doing the exercise by their own. The teacher noted down every student's answers for additional examination, allowing each student five to seven minutes to provide their responses. The results of this pre-test were used to assess students' initial abilities in fluency, pronunciation, vocabulary, grammar, and responsiveness before the treatment was administered (Prof. Dr. Sugiyono, 2013).

3. 4 Task / Question

No	Task / Question	Instructions
1	Introduce your family members!	Students should orally introduce their family members by mentioning their names and relationships in simple English sentences.
2	Mention the family member you admire the most!	Students should state the name of the family member they admire and explain their relationship to that person.
3	Describe the physical appearance of one family member!	Students should describe physical characteristics such as height, hair, body shape, skin color, or other visible features using simple descriptive sentences.
4	Explain the personality of your family member!	Students should explain one or two personality traits of a family member, such as kind, friendly, hardworking, funny, or patient.
5	Tell the occupation of your parents or family members!	Students should mention the job or occupation of their parents or other family members and explain it briefly.
6	Explain your daily activity with your family!	Students should describe simple daily activities they usually do with their family at home using present tense sentences.

7	Compare two family members in your family!	Students should compare two family members based on physical appearance, age, personality, or hobbies using comparative expressions.
8	Tell the differences between your family and your friend's family!	Students should explain simple differences between their own family and their friend's family, such as family size, activities, or characteristics.
9	Explain why family is important in your life!	Students should explain the importance of family by giving simple reasons and examples in clear oral sentences.
10	Make a short description about your happy moment with your family!	Students should tell a short experience or memorable moment they had with their family using simple and understandable English sentences.

3.8.2 Treatment

In this study, the experimental class will utilize the HelloTalk program as a learning tool for four meetings. (Prof. Dr. Sugiyono, 2013) The instructor will introduce HelloTalk, go over its key features, and walk students through how to use the app correctly for speaking assignments and class discussions before the activities begin. The exercises are intended to assist students in improving their speaking abilities in authentic communication situations, encompassing fluency, pronunciation, vocabulary, grammar, and responsiveness. Basic greetings, participating in class discussions, voicing

preferences and ideas, and descriptive speaking about family or friends are just a few of the speaking goals that are the focus of each meeting. A thorough schedule of the tasks, explanations, and learning goals for every meeting is shown in the table below.

3. 5 Activity

Meeting	Activity	Description	Focus / Objective
1	Introduction to HelloTalk & Daily Greetings	Teacher introduces HelloTalk and explains its main features. Students create accounts and practice sending short greetings to classmates or native speakers. They respond to received messages using correct expressions and simple sentences.	- Fluency in basic greetings - Vocabulary for daily interactions - Confidence in initiating conversation
2	Classroom Conversation	Students post short messages simulating classroom conversations, such as asking and answering questions about lessons, homework, or class activities. Peers	- Using correct sentence structures in classroom interactions - Expanding vocabulary related

		or native speakers respond, and students reply using complete sentences. Teacher monitors and provides feedback on vocabulary, grammar, and pronunciation.	to classroom topics - Responding appropriately in classroom conversations
3	Sharing Opinions and Preferences	Students share opinions about topics such as hobbies, favorite foods, or school subjects on HelloTalk. They respond to comments or questions from classmates or native speakers. Teacher encourages elaboration and follow-up questions.	- Expressing opinions clearly - Using appropriate vocabulary and sentence structures - Engaging in interactive communication
4	Descriptive Speaking about Family or Friends	Students write a short descriptive text about a family member or friend on HelloTalk. They record voice messages reading their text aloud and respond to peers'	- Speaking descriptively with details - Using correct grammar and varied vocabulary - Practicing

		voice messages. Teacher gives feedback on pronunciation, fluency, and responsiveness.	responsive speaking in real-life communication
--	--	---	--

3.8.3 Post Test

Following the experimental class's HelloTalk treatment, a post-test will be administered. This post-test is meant to gauge how much students have improved their speaking abilities, especially in class discussions. Students must complete speaking exercises that are comparable to those they did throughout therapy.

No	Task / Question	Instructions
1	Introduce your family in more complete sentences!	Students should orally introduce their family members using more complete and organized sentences, including names, relationships, and simple information about them.
2	Describe the family member you admire the most!	Students should explain who they admire in their family and describe the person's appearance, personality, and role in the family.
3	Explain the daily activities of your family member!	Students should describe the daily routines or activities usually done by one family member using clear present tense sentences.

4	Tell the responsibilities of each family member at home!	Students should explain the different responsibilities or duties of family members in simple English sentences.
5	Compare your father and mother!	Students should compare their parents based on appearance, personality, hobbies, or occupations using comparative expressions correctly.
6	Explain how your family helps and supports you!	Students should describe how their family members help, motivate, or support them in daily life and education.
7	Describe a memorable activity with your family!	Students should tell a short story or experience about an unforgettable activity with their family in logical order.
8	Explain the similarities and differences between your family and another family!	Students should analyze similarities and differences between their own family and another family using simple comparison sentences.
9	Give your opinion about the importance of having a good family relationship!	Students should express their opinion clearly and provide simple reasons or examples related to family relationships.

10	Make a short oral presentation about “My Family”	Students should deliver a short oral presentation about their family by combining information about family members, activities, personalities, and family values fluently and confidently.
----	--	--

3.9 Analysis Data

The primary research data in this study is the pre-test and post-test scores of students in the experimental. To gauge how much the pupils' speaking abilities have improved, the researcher examines their pre- and post-test results. The data that followed made it possible for researchers to gauge how well HelloTalk helped students improve their speaking abilities. In order to ascertain if the experimental improvement was noticeably better than that of the control group, the research also looked at variations in each group's pre-test and post-test scores and performed independent t-tests to compare the classes.

Students' pre-test and post-test results from a single experimental group make up the main research data in this study. The pre-test was used to gauge the students' pre-treatment speaking proficiency, and the post-test was used to gauge how much the HelloTalk program had improved the students' speaking abilities.

The researcher examined the pre-test and post-test results to determine how much the students' speaking skills had improved. There was no control group since this study used a one-group pretest–posttest design. Thus, the

HelloTalk application's efficacy was assessed by comparing students' scores before and after the intervention.

A paired-samples t-test was used to statistically evaluate the data in order to determine if the pre-test and post-test scores differed significantly. The research hypothesis was tested using the t-test to ascertain if the students' improved speaking abilities following their usage of the HelloTalk app were statistically significant.

The N-Gain formula was used in addition to the t-test to determine the degree of improvement, or how great the improvement is. By comparing the actual gain attained by students with the greatest feasible gain, the N-Gain score was utilized to assess the efficacy of the treatment. The following formula is used to get the N-Gain:

$$\text{N-Gain} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum score} - \text{Pre-test score}}$$

The N-Gain results were then interpreted based on the following criteria:

- N-Gain ≥ 0.70 indicates high improvement,
- N-Gain < 0.70 indicates moderate improvement,
- N-Gain < 0.30 indicates low improvement.

This study was able to ascertain the relevance and extent of students' development in speaking abilities following the usage of the HelloTalk application by analyzing the paired-samples t-test and N-Gain scores. Therefore, the results offer empirical proof of the HelloTalk application's efficacy in improving students' speaking skills.

3.9.1. Normality Test

A normality test is carried out as the first stage in data processing to confirm if the gathered data is regularly distributed (Nuryadi & Khuzaini, 2017). Prior to the primary analysis of the study data, this test is required. The Shapiro-Wilk test was conducted using IBM SPSS Statistics 26 for Windows, with a significance level set at $\alpha = 0.05$.

Below are the results of the normality test:

- a. H0: The distribution of the data follows a normal model.
- b. Ha: The distribution of the data deviates from normality.

According to the decision rule, if the significance value is ≥ 0.05 (H0 is retained, Ha is rejected), the data can be considered normally distributed. Conversely, if the significance value is below 0.05 (Ha is permitted), the data is classified as not normally distributed. In order to apply additional inferential statistics in this study, like the t-test for comparing pre-test and post-test measures, it is essential that the data follow a normal distribution.

3.9.2. Homogeneity Test

To ascertain if the variances of the two research groups the experimental and control classes were equal, a homogeneity test was used (Zhou et al., 2023). Using IBM SPSS Statistics 26 for Windows and a significance level of $\alpha=0.05$, the researchers employed Levene's test for homogeneity of variance in their investigation. The following is a summary of the homogeneity test findings.:

- a. H0: The distribution of the data is uniform.
- b. Ha: The distribution of the data is not uniform.

According to the decision rule, the researcher determines that the variances free experimental homogenous if the significance value is equal to or greater than 0.05 (H0 is accepted). On the other hand, the data are not homogeneously distributed if the significance value is less than 0.05 (Ha is acceptable). Because it guarantees that the statistical presumptions required for additional comparative analysis, are satisfied, this homogeneity test is crucial..

3.9.3. Hypothesis Test

Using empirical data from the study sample, hypothesis testing was carried out to ascertain the factual foundation of a theoretical assertion (Nuryadi et al., 2017). The primary goal of this study's hypothesis testing was to assess how well the HelloTalk app

improved eighth-grade students' conversational abilities. An independent t-test was selected for analysis as the gathered data satisfied the criteria of homogeneity and normal distribution. IBM SPSS Statistics 26 for Windows was used for this process, and $\alpha=0.05$ was used as the significant criterion.

The hypotheses of this study are as follows:

- a. H0: There is no positive and significant effect of using the HelloTalk application on the speaking skills of eighth-grade students.
- b. Ha: There is a positive and significant effect of using the HelloTalk application on the speaking skills of eighth-grade students.

The researcher decides to reject the null hypothesis (H0) and adopt the alternative hypothesis (Ha) if the computed significance value is ≤ 0.05 . Finding out if the intervention (treatment) given to the experimental has a statistically significant impact on students' speaking abilities in comparison to the control group is the primary goal of this statistical test. implementation of HelloTalk has a statistically significant impact on students' speaking abilities compared to the class.

The researcher computed the N-Gain score to assess HelloTalk's efficacy in enhancing students' speaking abilities after confirming the premise. A comprehensive statistic to characterize the extent of change brought about by a learning intervention is the N-Gain score (Sukarelawan et al., 2024). IBM SPSS Statistics 26 for Windows was utilized for this computation, and the following formula was applied:

The N-Gain score is categorized according to Hake (1999) as follows:

Hasil Uji N-Gain	Kriteria
$G > 0,7$	Tinggi
$0,7 \geq G \geq 0,3$	Sedang
$0,3 > G$	Rendah

CHAPTER IV

RESULT OF THE RESEARCH

In order to address the research topic and test the suggested hypotheses, the researcher examined the data based on the study findings. Pre-tests and post-tests of students' speaking abilities following the use of the HelloTalk app in their speaking education process were used to collect data. This section then presents the data analysis's findings along with a commentary.

This study used a pre-experimental one-group pretest-posttest design and a quantitative research methodology. Thirty eighth-grade ICP students at MTsN X Malang participated in the study. A speaking evaluation sheet, a speaking exam, and learning process documentation were among the tools utilized in this study.

To ascertain the impact of the HelloTalk program on students' speaking abilities, the data were examined using SPSS. This study's main goal was to ascertain if eighth-grade ICP students at MTsN X Malang's speaking abilities were considerably enhanced by using the HelloTalk app. Pronunciation, grammar, vocabulary, fluency, and understanding in English speaking exercises were among the speaking skill components examined.

4.1 Research Findings

4.1.1 Pre-test Validity Test

Correlations												
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
S1	Pearson Correlation	1	.305	.244	.023	.201	-.161	.172	.193	.349	-.063	.396 [*]
	Sig. (2-tailed)		.101	.194	.903	.288	.394	.362	.308	.059	.742	.031
	N	30	30	30	30	30	30	30	30	30	30	30
S2	Pearson Correlation	.305	1	.317	-.076	.081	.174	.149	.334	.397 [*]	-.001	.464 ^{**}
	Sig. (2-tailed)	.101		.088	.691	.672	.359	.433	.071	.030	.995	.010
	N	30	30	30	30	30	30	30	30	30	30	30
S3	Pearson Correlation	.244	.317	1	.270	.253	.391 [*]	.182	.531 ^{**}	.591 ^{**}	.041	.680 ^{**}
	Sig. (2-tailed)	.194	.088		.149	.177	.033	.336	.003	.001	.830	.000
	N	30	30	30	30	30	30	30	30	30	30	30
S4	Pearson Correlation	.023	-.076	.270	1	.339	.074	.257	-.238	.233	.088	.372 [*]
	Sig. (2-tailed)	.903	.691	.149		.067	.697	.171	.205	.215	.643	.043
	N	30	30	30	30	30	30	30	30	30	30	30
S5	Pearson Correlation	.201	.081	.253	.339	1	.093	.347	.178	.271	-.003	.478 ^{**}
	Sig. (2-tailed)	.288	.672	.177	.067		.626	.060	.347	.148	.988	.008
	N	30	30	30	30	30	30	30	30	30	30	30
S6	Pearson Correlation	-.161	.174	.391 [*]	.074	.093	1	-.074	.378 [*]	.253	-.008	.394 [*]
	Sig. (2-tailed)	.394	.359	.033	.697	.626		.699	.039	.177	.968	.031
	N	30	30	30	30	30	30	30	30	30	30	30
S7	Pearson Correlation	.172	.149	.182	.257	.347	-.074	1	.100	.370 [*]	.177	.556 ^{**}
	Sig. (2-tailed)	.362	.433	.336	.171	.060	.699		.599	.044	.348	.001
	N	30	30	30	30	30	30	30	30	30	30	30
S8	Pearson Correlation	.193	.334	.531 ^{**}	-.238	.178	.378 [*]	.100	1	.414 [*]	-.027	.543 ^{**}
	Sig. (2-tailed)	.308	.071	.003	.205	.347	.039	.599		.023	.888	.002
	N	30	30	30	30	30	30	30	30	30	30	30
S9	Pearson Correlation	.349	.397 [*]	.591 ^{**}	.233	.271	.253	.370 [*]	.414 [*]	1	-.066	.705 ^{**}
	Sig. (2-tailed)	.059	.030	.001	.215	.148	.177	.044	.023		.729	.000
	N	30	30	30	30	30	30	30	30	30	30	30
S10	Pearson Correlation	-.063	-.001	.041	.088	-.003	-.008	.177	-.027	-.066	1	.371 [*]
	Sig. (2-tailed)	.742	.995	.830	.643	.988	.968	.348	.888	.729		.043
	N	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.396 [*]	.464 ^{**}	.680 ^{**}	.372 [*]	.478 ^{**}	.394 [*]	.556 ^{**}	.543 ^{**}	.705 ^{**}	.371 [*]	1
	Sig. (2-tailed)	.031	.010	.000	.043	.008	.031	.001	.002	.000	.043	
	N	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The data obtained from the Pearson correlation test shows a correlation between items (S1–S10) and the total score, as shown in the correlation table above. The Pearson correlation coefficient shows how variables are related to each other, while the Sig. (2-tailed) value shows how significant the relationship is. The number of respondents (N) is generally 30 for each item. A number of items show a strong and significant correlation, as evidenced by a significance value lower than 0.05. By examining the correlation of items with the total, it was found that most items showed a positive and significant correlation, including S3 (0.680), S7 (0.556), S8 (0.543), and S9 (0.705).

This indicates that these items play a significant role in measuring the research variables. These items also have significance values below 0.05, thus being valid. However, several items have lower correlation values, such as S1

(0.396) and S4 (0.372). While still showing a positive relationship, the strength of this relationship is relatively moderate.

4.1.2 Pre-Test Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.629	10

The reliability statistics table in the figure shows that Cronbach's Alpha is 0.629 for a total of 10 items. Cronbach's Alpha is used to assess the internal consistency of a research instrument, specifically the extent to which the questions are interrelated and reliably measure the same variable. With a value of 0.629, the instrument's reliability falls into the moderate or adequate category. In social research, an instrument is considered reliable when the Cronbach's Alpha value is equal to or greater than 0.60. Consequently, this result indicates that the research instrument meets reliability standards and is suitable for data collection, although it is not considered very high.

However, if the reliability value is below a high standard (such as ≥ 0.70), it indicates that certain items may be inconsistent or not ideal in measuring the research variables. This may be due to items being unclear, irrelevant, or interpreted differently by respondents.

4.1.3 Post-test validity test

Correlations											
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
S1 Pearson Correlation	1	-.028	.333	.121	.169	.154	.299	.159	.231	.586**	.589**
S1 Sig. (2-tailed)		.884	.072	.526	.373	.417	.108	.403	.220	.001	.001
S1 N	30	30	30	30	30	30	30	30	30	30	30
S2 Pearson Correlation	-.028	1	.119	.307	.377*	.152	.266	.201	.295	.025	.380*
S2 Sig. (2-tailed)	.884		.530	.098	.040	.423	.156	.286	.114	.895	.038
S2 N	30	30	30	30	30	30	30	30	30	30	30
S3 Pearson Correlation	.333	.119	1	.166	-.019	.382*	.179	.146	.247	-.058	.369*
S3 Sig. (2-tailed)	.072	.530		.379	.922	.037	.344	.442	.188	.763	.045
S3 N	30	30	30	30	30	30	30	30	30	30	30
S4 Pearson Correlation	.121	.307	.166	1	.025	-.227	-.220	.108	.143	.122	.381*
S4 Sig. (2-tailed)	.526	.098	.379		.896	.228	.243	.568	.452	.522	.038
S4 N	30	30	30	30	30	30	30	30	30	30	30
S5 Pearson Correlation	.169	.377*	-.019	.025	1	.326	.366*	.560**	.006	.206	.447*
S5 Sig. (2-tailed)	.373	.040	.922	.896		.079	.047	.001	.976	.276	.013
S5 N	30	30	30	30	30	30	30	30	30	30	30
S6 Pearson Correlation	.154	.152	.382*	-.227	.326	1	.503**	.221	.424	-.034	.367*
S6 Sig. (2-tailed)	.417	.423	.037	.228	.079		.005	.240	.019	.856	.046
S6 N	30	30	30	30	30	30	30	30	30	30	30
S7 Pearson Correlation	.299	.266	.179	-.220	.366*	.503**	1	.179	.263	.064	.434*
S7 Sig. (2-tailed)	.108	.156	.344	.243	.047	.005		.344	.160	.737	.017
S7 N	30	30	30	30	30	30	30	30	30	30	30
S8 Pearson Correlation	.159	.201	.146	.108	.560**	.221	.179	1	.197	.192	.413*
S8 Sig. (2-tailed)	.403	.286	.442	.568	.001	.240	.344		.296	.310	.023
S8 N	30	30	30	30	30	30	30	30	30	30	30
S9 Pearson Correlation	.231	.295	.247	.143	.006	.424*	.263	.197	1	.097	.393*
S9 Sig. (2-tailed)	.220	.114	.188	.452	.976	.019	.160	.296		.610	.032
S9 N	30	30	30	30	30	30	30	30	30	30	30
S10 Pearson Correlation	.586**	.025	-.058	.122	.206	-.034	.064	.192	.097	1	.535**
S10 Sig. (2-tailed)	.001	.895	.763	.522	.276	.856	.737	.310	.610		.002
S10 N	30	30	30	30	30	30	30	30	30	30	30
Total Pearson Correlation	.589**	.380*	.369*	.381*	.447*	.367*	.434*	.413*	.393*	.535**	1
Total Sig. (2-tailed)	.001	.038	.045	.038	.013	.046	.017	.023	.032	.002	
Total N	30	30	30	30	30	30	30	30	30	30	30

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The results of the Pearson correlation analysis between each item (S1–S10) and the total score are shown in the Post-Test Validity Test table above. The purpose of this test is to assess how well each item measures the research variables. With 30 respondents (N) for each item, the Pearson correlation value indicates the strength of the relationship, while the Sig. (2-tailed) indicates its level of significance. The analysis results indicate that most items correlate positively with the total score. Several items, including S1, S2, S5, S7, and S10, show a fairly good and significant correlation, as indicated by a significance value below 0.05. This indicates that these items are valid and adequately represent the research variables.

Furthermore, several items, such as S3, S6, and S8, show moderate correlations, which remain appropriate for measurement. Although some items

(such as S4 and S9) still show a positive relationship, the correlation is relatively weak. The significance value for several items approaches or slightly exceeds 0.05, indicating the need for further consideration. Due to their low correlation, these items may not be the best choice for measuring the variable. Therefore, they may need to be revised or re-evaluated.

4.1.4 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.679	10

Based on the reliability test table for the research instrument, conducted using the Cronbach's Alpha method, a Cronbach's Alpha value of 0.679 was achieved with 10 items. The purpose of this reliability test is to assess the level of internal consistency demonstrated by the instrument used to measure the research variables. In general, Cronbach's Alpha values range between 0 and 1. A value of 0.679 is considered adequate (acceptable), but not yet high. In many educational studies, values exceeding 0.6 are considered acceptable, especially for exploratory or small-scale research, such as at the junior high/Islamic junior high school level. This indicates that the instrument is quite consistent, but still has potential for improvement.

These results, based on 10 items, indicate that most items are interrelated when assessing the same construct (e.g., speaking ability). However, some items may still have a weaker contribution to overall consistency, thus reducing the overall alpha value.

4.1.5 Results of the Pre-Test and Post-Test Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.157	30	.056	.909	30	.014
PostTest	.117	30	.200*	.972	30	.590

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the normality test table, two techniques were used: the Kolmogorov-Smirnov and Shapiro-Wilk tests on pre-test and post-test scores, with a sample size (df) of 30 students. The purpose of this test was to assess the normal distribution of the data, as this is a prerequisite for further statistical analysis. The Kolmogorov-Smirnov test showed a significance value (Sig.) of 0.056 for the pre-test and 0.200 for the post-test. The Kolmogorov-Smirnov test indicated that the pre-test and post-test data were normally distributed, as both values exceeded 0.05. This indicates that the data generally conform to the assumption of normality when assessed using this method.

However, the results obtained were slightly different when viewed from the perspective of the Shapiro-Wilk test. Since the pre-test significance value was 0.014 (below 0.05), we can conclude that the pre-test data did not follow a normal distribution. Meanwhile, the post-test significance value is 0.590, which is greater than 0.05, indicating that the post-test data are normally distributed.

4.1.6 Homogeneity Test

Test of Homogeneity of Variances

DATA			
Levene Statistic	df1	df2	Sig.
.981	1	58	.326

The homogeneity of variance test, conducted using the Levene test, yielded a Levene statistic of 0.981 ($df1 = 1$, $df2 = 58$) and a significance value (Sig.) of 0.326. The $df1$ value indicates that the comparison was made between two sets of data, namely the pretest and posttest. Conversely, $df2$ reflects the total number of samples used in the study after subtracting the number of groups. The significance value of 0.326 exceeds the 0.05 level ($0.326 > 0.05$). This indicates that the variances of the two groups are not significantly different. In other words, the distribution of the pretest and posttest data is relatively the same or homogeneous.

4.1.7 Paired sample T-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	57.00	30	4.017	.733
posttest	77.43	30	6.786	1.239

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-20.433	4.224	.771	-22.011	-18.856	-26.497	29	.000

The Paired Sample T-test was conducted to determine whether there was a significant difference between students' pretest and posttest scores after the implementation of the learning treatment. Based on the Paired Samples Statistics table, the mean score of the pretest was 57.00 with a standard deviation of 4.017, while the mean score of the posttest increased to 77.43 with a standard

deviation of 6.786. Both tests involved 30 students as the research sample. This result indicates that the students' speaking scores improved after the treatment was given.

Furthermore, the Paired Samples Test table shows that the mean difference between the pretest and posttest scores was -20.433. The negative value indicates that the posttest scores were higher than the pretest scores. The standard deviation of the paired differences was 4.224, with a standard error mean of 0.771. In addition, the 95% confidence interval of the difference ranged from -22.011 to -18.856, showing that the improvement in scores was consistent and statistically reliable.

The statistical result also revealed a t-value of -26.492 with df (degree of freedom) = 29 and a significance value (Sig. 2-tailed) of 0.000. Since the significance value was lower than 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This means that there was a significant difference between the students' pretest and posttest scores.

In conclusion, the use of the treatment in this study significantly improved the students' speaking skills. The substantial increase in the mean score from pretest to posttest demonstrates that the learning strategy or media applied in the classroom was effective in enhancing students' speaking performance.

4.1.8 N-Gain Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Skor	30	.57	2.80	1.2344	.53764
Ngain_Persen	30	56.52	280.00	1.2344E2	53.76398
Valid N (listwise)	30				

The sample size in this study was 30 respondents, with all data considered valid (Valid N = 30), as indicated by the results of the descriptive analysis. Among the variables examined were the N-gain score and the N-gain percentage, which serve to assess the level of improvement in student learning outcomes after the treatment. This indicates that the data used is comprehensive and representative of the research context. The N-gain score variable had a minimum value of 0.57, a maximum value of 2.80, and a mean value of 1.2344. This mean value is classified as high according to the N-gain distribution category ($g > 0.7$). This indicates that, overall, students showed significant improvement in learning outcomes after the treatment.

With a standard deviation of 0.53764, the data distribution appears relatively small; thus, student improvement is generally aligned with the mean. Meanwhile, the N-gain percentage variable had a minimum value of 56.52%, a maximum of 280.00%, and a mean of 123.44%. This value falls into the effective category ($>76\%$) according to the effectiveness interpretation category. This indicates that the intervention provided in this study successfully improved student learning outcomes. However, the standard deviation of 53.76398 indicates that student improvement varied significantly.

4.2 Discussion

4.2.1. The Effectiveness of the HelloTalk Application in Improving Students' Speaking Skills.

Based on the research results, the use of the HelloTalk application proved effective in improving the speaking skills of eighth-grade ICP students at MTsN X Malang. These results indicate that the use of the HelloTalk application significantly improved students' speaking skills.

The improvement in students' speaking skills was influenced by the more interactive and communicative learning environment during the HelloTalk application (Asoka et al., 2024). Before the treatment, most students still felt less confident when speaking English. They also tended to be afraid of making mistakes in pronunciation and grammar. However, after using HelloTalk, students became more active and confident in expressing their opinions. This aligns with Downing's theory, which explains that speaking skills require not only mastery of grammar but also continuous practice to enable students to speak fluently and confidently.

Furthermore, the HelloTalk app provides authentic communication that helps students become accustomed to using English in real life. Through chat, voice notes, and Moments features, students can interact directly with other users and native English speakers. According to the theory of communicative language teaching, language learning is more effective when students engage directly in meaningful communication (Basir et al., 2024). This real-life interaction provides students with a more natural speaking experience than simply learning conversations from a textbook.

Using HelloTalk also helps students improve their speaking skills through direct feedback. The in-app correction feature allows students to identify errors in pronunciation, grammar, and vocabulary usage. With this correction, students can gradually correct their mistakes. Brown (2004) explains that speaking develops through continuous practice and evaluation. Therefore, the feedback provided in HelloTalk helps students improve the quality of their oral communication.

The results of this study also support previous research conducted by (Damayanti et al., 2024), (Basir et al., 2024a), (Sabrina et al., 2025). The study showed that HelloTalk was able to increase students' motivation, confidence, and fluency in English. In this study, students appeared more enthusiastic during the learning process because they were able to communicate directly with users from various countries. This made speaking lessons more engaging and less monotonous.

Based on this discussion, it can be concluded that the HelloTalk application is an effective digital learning tool for improving students' speaking skills. Through authentic communication, interactive features, and direct feedback, students gain a more meaningful learning experience, resulting in significant improvements in their speaking skills (Damayanti et al., 2024). Therefore, HelloTalk can be recommended as an innovative learning tool for English language learning, particularly for speaking skills.

4.2.2. Improving Students' Speaking Skills Through HelloTalk.

The results of this research, using the HelloTalk application is not only improve the speaking of students scores but also improv to several important components of speaking ability: pronunciation, grammar, vocabulary, fluency, and comprehension so that this application give many effect. These components refer to (Basir et al., 2024), which explains that speaking ability consists of several interrelated aspects that contribute to effective communication. After receiving treatment using HelloTalk, students showed improvement in all of these aspects of speaking.

The pronunciation is first improvement. Because Before using the treatment, many students have struggled to pronounce English words correctly and were still influenced by their Indonesian pronunciation. However, after using the voice note and audio features in HelloTalk, students became more accustomed to listening to native speakers' pronunciation and attempting to imitate it (Yang & Yang, 2025). Te activity lime this helped students gradually improve their pronunciation, to make words clearer and easier for understanding.

In addition to pronunciation, students' grammar skills also improved. During the learning process, students practiced creating simple sentences to introduce themselves, describe daily activities, and express opinions. Continuous interaction through HelloTalk helped students understand grammar usage more contextually. Although some errors still occurred, students were able to construct sentences better than before the treatment (Yang & Yang, 2025). This indicates that direct communication practice can help students understand grammar more effectively.

Students' vocabulary also improved during the use of the HelloTalk app. Before the treatment, students often struggled to find appropriate vocabulary when speaking. However, through communicating with other users, students acquired many new vocabulary words that are used in everyday conversation. Furthermore, the translation and correction features in HelloTalk helped students understand the meaning of unfamiliar words (Damayanti et al., 2024). With increased vocabulary mastery, students became more confident in expressing ideas and maintaining conversations.

Further improvements were seen in students' fluency and comprehension. In the beginning of the study, students often paused if they speak due to hesitation or fear of making mistakes. However, after repeated speaking practice through HelloTalk, students became more fluent in expressing their opinions and responding more quickly to conversations (Asoka et al., 2024). Furthermore, their ability to comprehend the questions and conversations in English also improved because students were accustomed to listen to and reading direct English communication.

On this discussion, we can be concluded that the HelloTalk application can improve all components of students' speaking skills not only in speaking skill only like, pronunciation, grammar, vocabulary, fluency, and also comprehension. The improvement like this occurred because students had the opportunity to practice speaking actively and interact in real-life communication. Thus, HelloTalk is an effective learning medium to help students develop their speaking skills by well.

4.2.3. Level of Student Ability Improvement Based on N-Gain Analysis.

The effectiveness by using the HelloTalk application to improve the speaking skills of student was also confirmed by the results of the N-Gain analysis. Based on the research, the average N-Gain score showed a high improvement and was categorized as effective (Asoka et al., 2024). This results prove that using the HelloTalk application resulted in a significant improvement in students' speaking skills after the treatment. Therefore, study with using HelloTalk application is not only has a statistical impact but also provide tangible improvement to students' skills.

The significant improvement in students' abilities is influenced by the more interactive and enjoyable learning environment. Before the treatment, speaking lessons tended to be monotonous, resulting in students being less motivated to speak English. However, after using HelloTalk, students became more engaged because they could communicate directly with other users (Basir et al., 2024c). This interaction made them feel like English was being used for real communication purposes, not just for completing class assignments.

Furthermore, the HelloTalk app provides students with opportunities for independent and flexible learning. Students can practice speaking anytime and anywhere via their smartphones. This ease of access allows students to have more speaking practice time than in conventional classroom learning. According to the Mobile-Assisted Language Learning (Melasari et al., 2025), the use of digital technology can increase the effectiveness of language learning because students gain a more flexible and interactive learning experience.

The improvement of students in speaking skills was also influenced by various treatment activities conducted during on the study. The students were

trainig in greetings, conversation in classroom, expressing opinions, and descriptive speaking activities (Sabrina et al., 2025). This activity can help the students using English language in various communication contexts. The frequently practice of student speaking, the greater their confidence and ability to express their ideas.

The results of this study also align with previous research showing that HelloTalk is effective in improving students' motivation and speaking skills. Research by (Damayanti et al., 2024) and (Basir et al., 2024c) explained that authentic communication through HelloTalk can improve students' speaking fluency and self-confidence. In this study, students appeared more active, enthusiastic, and confident in speaking in English during the learning process.

Based on this discussion, it can be concluded that the N-Gain analysis results demonstrate that using the HelloTalk application provides significant and effective improvements in speaking skills. Through authentic communication, interactive learning activities, and expanded practice opportunities, students can significantly improve their speaking skills. Therefore, the HelloTalk app can be used as an effective digital learning tool for speaking lessons in English classes.

CHAPTER V

RESULT OF THE RESEARCH

This last section discusses the overall findings of the study based on the discussions in the previous chapter. It also includes suggestions aimed at teachers and future researchers to improve the implementation of Hellotalks in speaking skill.

5.1 Conclusion

Based on the results of research on the effectiveness of using the HelloTalk application on the speaking skills of eighth-grade ICP students at MTsN X Malang, it can be concluded that using the HelloTalk application has a positive impact on improving students' speaking skills. This is evident in the improvement in students' speaking scores after treatment using the HelloTalk application. Students became more active, confident, and bold in using English when communicating and practicing speaking.

Using the HelloTalk application also helps students improve several important aspects of speaking skills, such as pronunciation, vocabulary, grammar, fluency, and comprehension. Through voice chat, text chat, and direct interaction with other users and native speakers, students gain a more realistic and contextual communication experience than conventional classroom learning. This makes it easier for students to understand the use of English in everyday life.

Furthermore, the learning process using HelloTalk creates a more engaging, interactive, and engaging learning environment. Students feel more motivated to learn because the technology-based learning media provides them with the opportunity to learn independently while interacting with users from various countries. Thus, the HelloTalk application can be used as an effective alternative learning medium to improve the speaking skills of junior high school students.

Based on the results of the research data analysis, it can be concluded that there is a significant effect of using the HelloTalk application on the speaking skills of eighth-grade ICP students at MTsN X Malang. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, the use of the HelloTalk application has proven effective in helping improve students' English speaking skills.

5.2 Suggestions

5.1.1. For Future Researchers

This study is expected to serve as a reference for future researchers who wish to examine the use of technology-based applications in English learning, particularly speaking skills. Future researchers are advised to use a broader research design, such as a quasi-experimental study with a control group, to ensure more accurate and in-depth results. Furthermore, future research could explore other variables such as motivation, self-confidence, or pronunciation accuracy related to the use of the HelloTalk application.

Further researchers can also conduct research at different educational levels, such as elementary school, high school, and university. In addition to the HelloTalk app, researchers can compare the effectiveness of other language learning apps to develop more varied learning media innovations that meet students' needs in the digital age.

5.1.2. For Institutions/Schools

Schools are expected to support the use of technology-based learning media as an effort to improve the quality of English language learning. Schools can provide supporting facilities such as adequate internet access, language laboratories, and policies for the targeted and educational use of digital learning apps.

Furthermore, schools are expected to provide training or mentoring to teachers on the use of digital learning media to make the learning process more innovative, creative, and in line with current technological developments. With the support of good school facilities and policies, speaking lessons can be more effective and engaging for students.

5.1.3. For English Teachers

English teachers are advised to utilize the HelloTalk app as an alternative learning medium to practice their students' speaking skills. Using this app can help students become more active in speaking, increase their self-confidence, and provide real-life communication experiences using English.

Teachers are also expected to combine the use of the HelloTalk app with other learning methods to make learning activities more varied and less monotonous. Furthermore, teachers need to provide guidance, supervision, and motivation to students in using the application to ensure it continues to be used for positive and effective learning purposes. With the right media, the speaking learning process can be more enjoyable and can optimally improve students' communication skills.

REFERENCES

- Agus, A. R. (2023). Kesulitan Berbicara Siswa Sekolah Dasar dalam Pembelajaran Bahasa Inggris. *Jurnal Elementaria Edukasia*, 6(4), 1895–1904.
<https://doi.org/10.31949/jee.v6i4.6851>
- Akhmet Baitursynuly Kostanay Regional University, U.Sultangazin Pedagogical Institute, & Kudritskaya, M. (2023). Effective Strategies For Enhancing Oral Proficiency In English Language Education Through Innovative Approaches And Interactive Materials. *3i intellect idea innovation - интеллект идея инновация*, 4, 179–185.
https://doi.org/10.52269/22266070_2023_4_179
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Asoka, N. P., Ginting, P., & Lubis, B. N. A. (2024). IMPACT OF HELLO WORDS ‘HELLOTALK APP’ ON STUDENTS’ ENGLISH VOCABULARY AT JUNIOR HIGH SCHOOL. *English Community Journal*, 8(2), 1–12.
<https://doi.org/10.32502/ecj.v8i2.8655>
- Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024a). Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools. *International Journal of Educational Qualitative Quantitative Research*, 3(2), 1–12.
<https://doi.org/10.58418/ijeqqr.v3i2.108>
- Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024b). Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools. *International Journal of Educational Qualitative Quantitative Research*, 3(2), 1–12.
<https://doi.org/10.58418/ijeqqr.v3i2.108>

- Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024c). Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools. *International Journal of Educational Qualitative Quantitative Research*, 3(2), 3–9. <https://doi.org/10.58418/ijeqqr.v3i2.108>
- Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024d). Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools. *International Journal of Educational Qualitative Quantitative Research*, 3(2), 1–12. <https://doi.org/10.58418/ijeqqr.v3i2.108>
- Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024e). Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools. *International Journal of Educational Qualitative Quantitative Research*, 3(2), 1–12. <https://doi.org/10.58418/ijeqqr.v3i2.108>
- Budianto, L., & Yuniar, R. F. (2023). The effect of Suggestopedia method on Indonesian EFL learners' reading achievement. *Journal of English Language Teaching and Learning (JETLE)*, 4(2), 56–69. <https://doi.org/10.18860/jetle.v4i2.20573>
- Damayanti, A., Hifdil, M., & Beny Hamdani, I. (2024). Indonesian EFL Students' Perception on Hello Talk Application in Fostering Speaking. *English Language Teaching for EFL Learners*, 6(01), 18–32. <https://doi.org/10.24252/elties.v6i01.46017>
- Dewaele, J.-M., & Li, C. (2021). Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. *Language Teaching Research*, 25(6), 922–945. <https://doi.org/10.1177/13621688211014538>
- Downing, J. (t.t.). *Extending the ability to communicate effectively via an online mobile application: Connecting Australian senior secondary school German and French*

learners with target-language speaking peers to increase language learner development.

- Eshankulovna, R. A. (2021). Modern technologies and mobile apps in developing speaking skill. *Linguistics and Culture Review*, 5(S2), 1216–1225.
<https://doi.org/10.21744/lingcure.v5nS2.1809>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed). McGraw-Hill Humanities/Social Sciences/Languages.
- Hafour, M. F. (2024). Interactive digital media assignments: Effects on EFL learners' overall and micro-level oral language skills. *Computer Assisted Language Learning*, 37(4), 986–1018. <https://doi.org/10.1080/09588221.2022.2067180>
- Jin, S. (2024). Speaking proficiency and affective effects in EFL: Vlogging as a social media-integrated activity. *British Journal of Educational Technology*, 55(2), 586–604.
<https://doi.org/10.1111/bjet.13381>
- Mansyur, D., Nur, R., & Larekeng, S. H. (2023). Teachers' Challenges in Virtual Learning Process to Maximize The Students' Achievement in 4.0 Era at UPT SMPN 1 Duampanua. *ELT Worldwide: Journal of English Language Teaching*, 10(1), 1.
<https://doi.org/10.26858/eltww.v10i1.23139>
- Marinić, I., & Moritz, I. (t.t.). *Teaching speaking to young learners.*
- Melasari, S., Agustina, D. R., Nurfayyisa, S. M., & Tarihoran, N. (2025). Use Of Mobile-Assisted Language Learning (Mall) Through The Hellotalk Application In Improving Speaking Skills: A Systematic Literature Review. *Injosedu: International Journal of Social and Education*, 2(9), 2665–2687.
<https://languar.net/index.php/INJOSEDU/article/view/552>
- Meliana, M., Yananda, Y., Hasanah, S., Ariawan, S., & Khusniyah, N. L. (2025). HelloTalk's Role in Enhancing English Speaking Skills: A Lesson from Technology-Assisted

- Language Learning. *Journal of Language and Literature Studies*, 5(1), 33–46.
<https://doi.org/10.36312/jolls.v5i1.2474>
- Nina Nursuhaniah, Ruminda, & Juhana. (2025). Improving Students' Speaking Skill And Interest Through Duolingo As Gamification Application. *Indonesian Journal of Learning and Instruction*, 8(1), 23–32. <https://doi.org/10.25134/ijli.v8i1.11625>
- Prof. Dr. Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta, Cv. Prof sugino. (t.t.).
- Sabrina, S., Nur, H., Ika, I., Rismawati, R., & Rafli, M. (2025). Advancing Pronunciation Accuracy through the Use of an AI-Powered Learning Application “HelloTalk.” *English Education Journal*, 16(1), 1–13. <https://doi.org/10.24815/eej.v16i1.42909>
- Shafira, A., & Santoso, D. A. A. (2021). Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Guided Conversation. *JEdu: Journal of English Education*, 1(1), 1–13. <https://doi.org/10.30998/jedu.v1i1.4409>
- Sukma, M. M., & Rochmawati, L. (2018). Analisa Untuk Meningkatkan Speaking Skill Melalui Metode Guided Conversation Dalam Pembelajaran Bahasa Inggris Pada Taruna Politeknik Penerbangan Surabaya. *Jurnal Penelitian*, 3(1), 38–41. <https://doi.org/10.46491/jp.v3e1.27.38-41>
- Syahrani, N., & Santoso, D. (2025). *THE USE OF HELLOTALK APPLICATION IN LEARNING STUDENTS SPEAKING SKILLS AT JUNIOR HIGH SCHOOL*. 11(1).
- Umar, N. M., Noviekayati, I., & Saragih, S. (2018). Efektivitas Personal Safety Skill terhadap Peningkatan Kemampuan Mencegah Kekerasan Seksual pada Anak Ditinjau dari Jenis Kelamin. *Indigenous: Jurnal Ilmiah Psikologi*, 3(1), 131–137. <https://doi.org/10.23917/indigenous.v3i1.5815>

Yang, P., & Yang, Z. (2025). Mobile-Assisted intercultural competence development: The role of HelloTalk in Chinese EFL education. *PLOS One*, 20(7), 3–6. <https://doi.org/10.1371/journal.pone.0328660>

APPENDICES

Appendices 1 Of the Survey Permit Letter

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

Nomor : 133/Un.03.1/TL.01.04/01/2026 12 Januari 2026
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada
Yth. Kepala MTsN 3 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Pendidikan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Untung Pararean Adjie Saputra
NIM : 220107110087
Tahun Akademik : Genap - 2025/ 2026
Judul Proposal : The Effectiveness of Using Hellotalk Application on The Speaking Skill of The Students In Junior Hight School

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

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

Wassalamu'alaikum Wr. Wb.


Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendices 2 of the research Permit Letter



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

Nomor : 159/Un.03.1/TL.01.04/01/2026 13 Januari 2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTsN 3 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 : Untung Pararean Adjie Saputra
NIM : 220107110087
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : The Effectiveness of Using Hellotalk Application on The Speaking Skill of The Students In Junior High School

Lama Penelitian : Januari 2026 sampai dengan Maret 2026 (3 bulan)

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.


Prof. Dr. Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Dipindai dengan CamScanner

Appendices 3 pre-test questions

No	Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Total Skor	Nilai Akhir
1	9	10	11	14	10	10	10	12	11	13	112	56
2	11	12	12	13	14	10	14	12	13	13	124	62
3	10	10	10	14	14	10	15	11	13	10	117	58
4	13	12	14	12	11	13	11	15	13	14	128	64
5	8	12	10	13	10	12	10	10	10	13	110	55
6	10	12	13	11	14	14	13	17	14	12	130	65
7	10	10	10	10	10	10	10	13	11	13	108	54
8	11	11	15	13	12	10	10	14	14	10	117	58
9	12	12	13	12	10	11	18	14	15	13	130	65
10	11	10	11	13	10	11	10	10	12	14	114	57
11	10	10	10	10	10	11	10	14	10	19	114	57
12	11	10	10	10	10	10	10	12	15	10	108	54
13	12	13	13	15	13	14	11	13	16	10	130	65
14	8	10	10	11	10	12	11	10	10	10	104	52
15	13	10	10	12	10	10	12	11	10	10	108	54
16	12	10	10	10	11	11	10	12	10	8	106	53
17	10	14	10	10	10	10	10	11	11	12	108	54
18	10	12	11	10	10	11	11	12	10	10	107	53
19	11	10	10	13	10	11	12	10	10	10	107	53
20	10	10	10	10	13	12	10	13	10	10	108	54
21	16	14	11	10	12	10	11	13	14	10	121	60
22	10	12	10	10	11	10	14	12	13	14	116	58
23	10	10	12	11	10	13	11	10	12	17	116	58
24	12	11	10	14	14	10	13	10	10	19	120	60
25	10	10	10	12	12	11	11	12	10	10	108	54
26	11	10	12	11	14	10	12	11	10	13	114	57
27	10	11	11	11	10	10	10	10	10	9	103	51
28	11	12	11	11	10	10	12	13	10	18	118	59
29	10	12	11	10	10	12	10	15	10	8	110	55
30	12	10	10	12	11	9	11	11	10	10	110	55

Appendices 4 Post-Test questions

Id	Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Total Skor	Nilai Akhir
1	10	16	11	13	12	14	17	19	18	14	144	75
2	15	18	19	19	17	14	10	16	19	17	164	80
3	15	18	16	20	11	12	11	14	20	15	152	75
4	15	20	18	20	17	16	20	17	19	18	180	88
5	17	19	20	19	14	13	20	11	11	15	159	80
6	20	18	12	13	19	16	19	16	18	20	171	85
7	17	10	12	18	18	13	13	18	13	19	151	79
8	13	20	18	8	15	19	19	11	17	13	153	75
9	20	15	20	14	18	20	20	18	18	17	180	90
10	16	8	15	19	12	14	16	15	12	16	143	76
11	17	18	20	17	15	15	17	16	16	19	170	84
12	12	17	20	18	16	13	10	20	11	12	149	75
13	20	19	20	20	16	14	17	20	20	20	186	93
14	12	16	15	17	13	10	11	16	12	15	137	65
15	14	6	14	9	16	12	11	16	2	18	118	73
16	12	16	13	17	16	11	15	15	12	12	139	67
17	20	14	20	13	15	20	15	20	20	19	176	78
18	19	17	16	12	16	13	18	18	15	17	161	76
19	19	12	16	8	16	16	18	17	14	16	152	73
20	11	14	15	14	15	14	13	14	13	19	142	71
21	12	17	14	2	16	16	18	17	11	16	139	73
22	13	20	12	18	16	17	14	18	20	19	167	81
23	13	13	20	17	14	20	17	15	11	14	154	77
24	20	18	16	20	16	17	13	16	14	17	167	88
25	11	10	15	12	16	17	15	13	20	11	140	70
26	19	17	13	17	18	12	20	15	12	19	162	81
27	13	17	12	15	12	14	11	5	10	16	125	68
28	13	13	17	12	15	19	20	15	20	15	159	79
29	19	4	17	11	6	10	11	7	17	18	120	72
30	20	14	20	13	15	20	19	17	20	16	174	76

MODUL PEMBELAJARAN

Nama: Untung Pararean Adjie Saputra

Program: Bahasa Inggris

Sekolah: MtsN 3 Malang

Tahun Ajaran: 2025/2026

Tema	Daily Activity
Deskripsi	Peserta didik mampu mengeksplorasi informasi yang didengar tentang kegiatan sehari-hari Peserta didik mampu menjelaskan kegiatan Sehari-hari
Kelas	VIII ICP
Alokasi Waktu	6 X 120 Menit
Jumlah Pertemuan	6
Fase Capain	C
Profil Pancasila	1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, mandiri, dan bergotong royong. 2. Profil Pelajar <i>Rahmatan Lil 'Alamin</i> yang ingin dicapai adalah <i>taaddub, tawassuth, tathawur wa ibtikar</i>, dan <i>tasamuh</i>.
Model Pembelajaran	Mobile Assisted Lenguage Learning (MALL)
Metode Pembelajaran	Intraktif Larning
Sumber Pembelajaran	3. Aplikasi Hello Talk
Sarana Prasarana	4. Alat tulis (buku dan pulpen) 5. Smart TV, HP

	3. Guru dan siswa melakukan refleksi bersama terkait pengalaman menggunakan HelloTalk, kesulitan yang dihadapi, kosakata baru, serta perkembangan kemampuan speaking.
--	--

Appendices 6 Pretest Questions

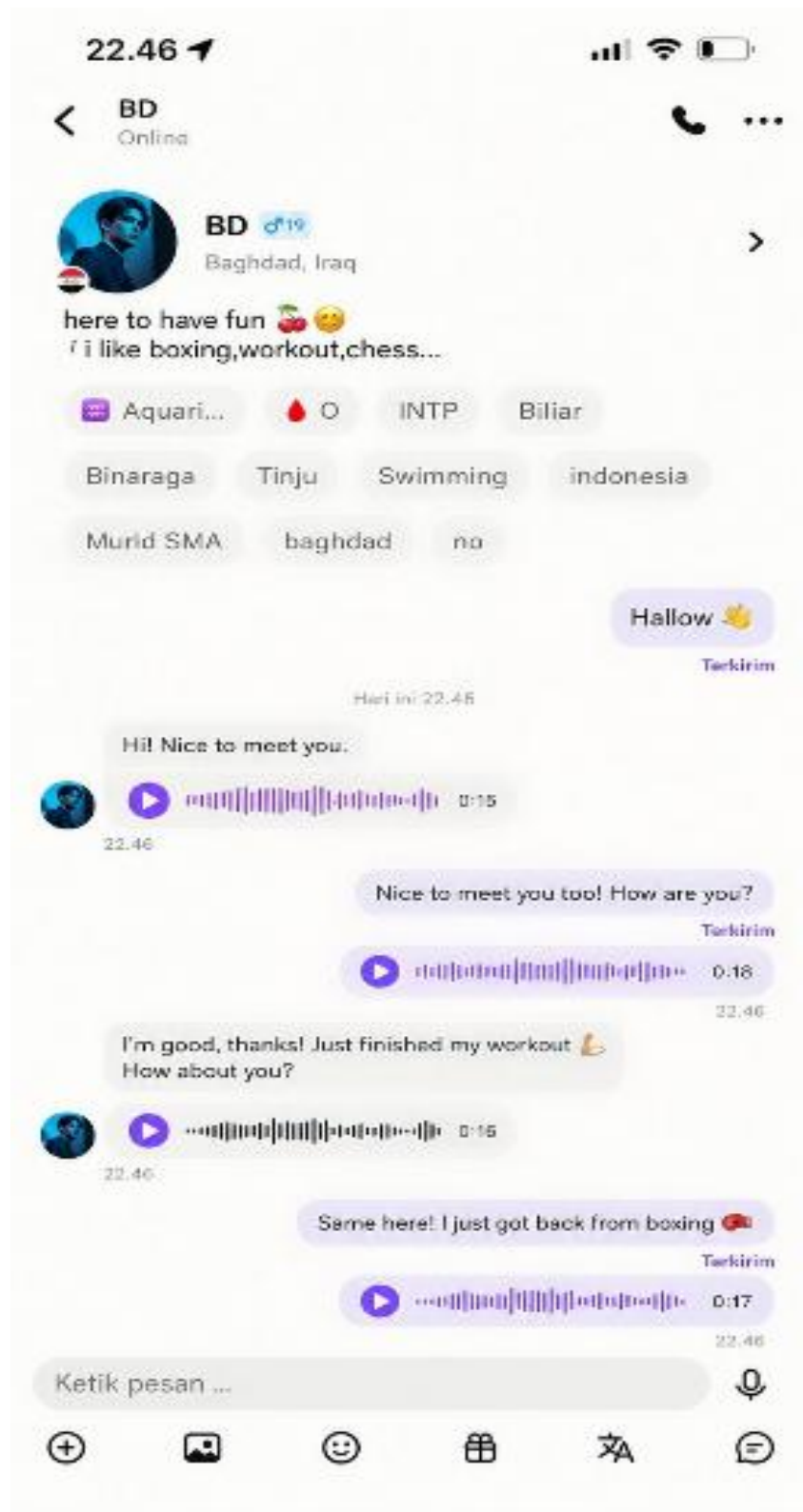
No	Task / Question	Instructions
1	Introduce your family members!	Students should orally introduce their family members by mentioning their names and relationships in simple English sentences.
2	Mention the family member you admire the most!	Students should state the name of the family member they admire and explain their relationship to that person.
3	Describe the physical appearance of one family member!	Students should describe physical characteristics such as height, hair, body shape, skin color, or other visible features using simple descriptive sentences.
4	Explain the personality of your family member!	Students should explain one or two personality traits of a family member, such as kind, friendly, hardworking, funny, or patient.
5	Tell the occupation of your parents or family members!	Students should mention the job or occupation of their parents or other family members and explain it briefly.
6	Explain your daily activity with your family!	Students should describe simple daily activities they usually do with their family at home using present tense sentences.

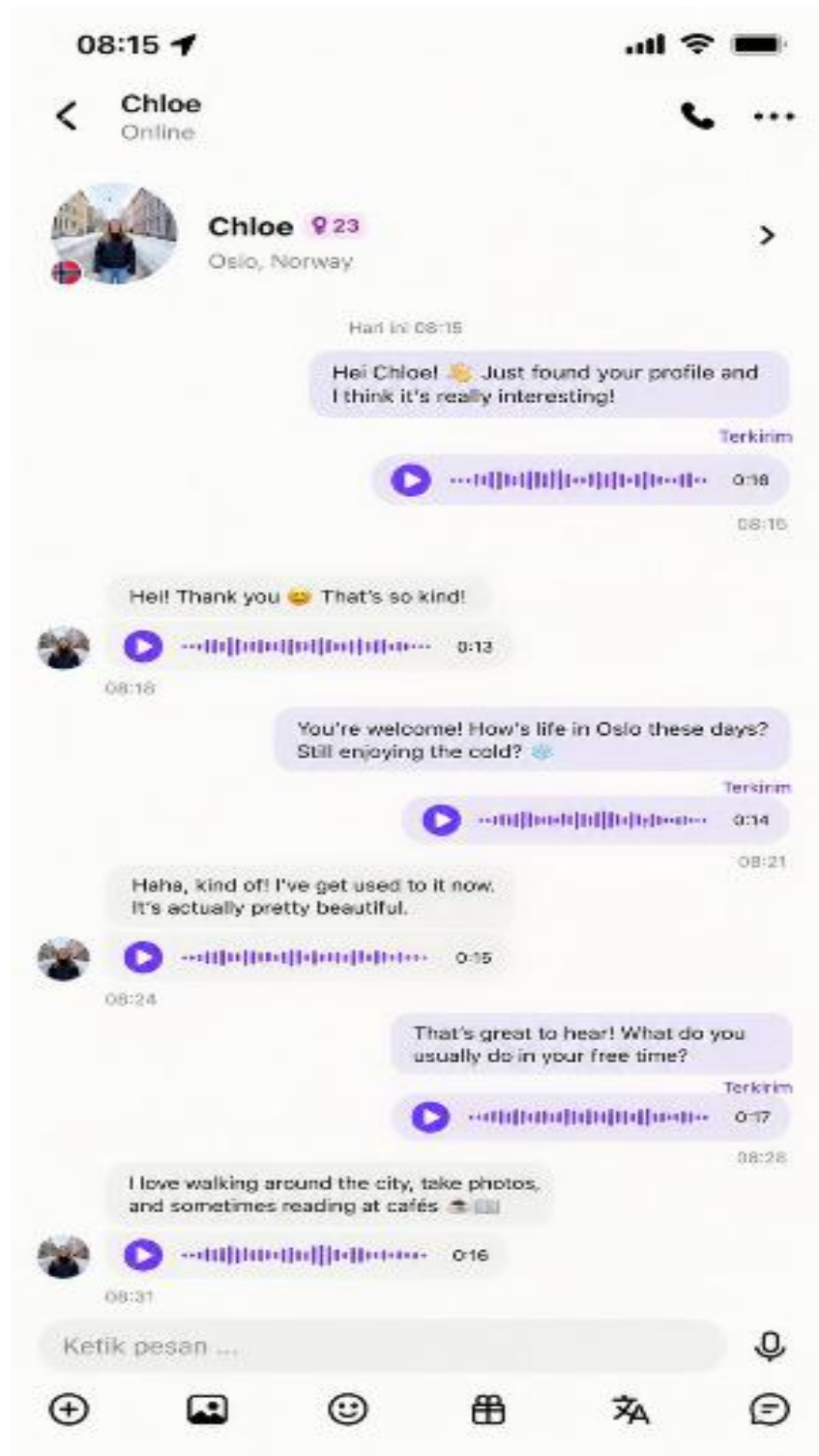
7	Compare two family members in your family!	Students should compare two family members based on physical appearance, age, personality, or hobbies using comparative expressions.
8	Tell the differences between your family and your friend's family!	Students should explain simple differences between their own family and their friend's family, such as family size, activities, or characteristics.
9	Explain why family is important in your life!	Students should explain the importance of family by giving simple reasons and examples in clear oral sentences.
10	Make a short description about your happy moment with your family!	Students should tell a short experience or memorable moment they had with their family using simple and understandable English sentences.

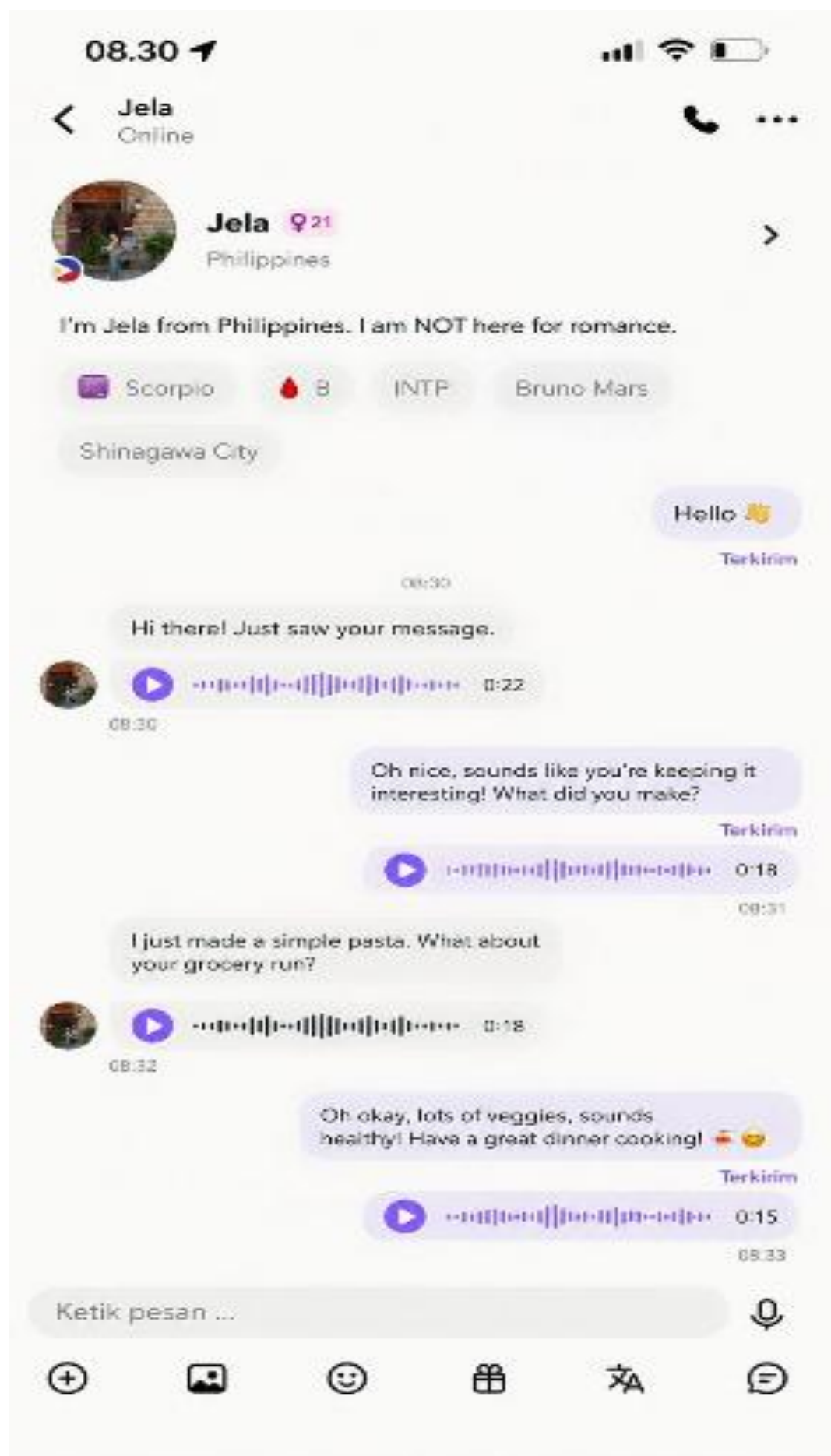
Appendices 7 Posttes Questions

No	Task / Question	Instructions
1	Introduce your family in more complete sentences!	Students should orally introduce their family members using more complete and organized sentences, including names, relationships, and simple information about them.
2	Describe the family member you admire the most!	Students should explain who they admire in their family and describe the person's appearance, personality, and role in the family.
3	Explain the daily activities of your family member!	Students should describe the daily routines or activities usually done by one family member using clear present tense sentences.
4	Tell the responsibilities of each family member at home!	Students should explain the different responsibilities or duties of family members in simple English sentences.
5	Compare your father and mother!	Students should compare their parents based on appearance, personality, hobbies, or occupations using comparative expressions correctly.

6	Explain how your family helps and supports you!	Students should describe how their family members help, motivate, or support them in daily life and education.
7	Describe a memorable activity with your family!	Students should tell a short story or experience about an unforgettable activity with their family in logical order.
8	Explain the similarities and differences between your family and another family!	Students should analyze similarities and differences between their own family and another family using simple comparison sentences.
9	Give your opinion about the importance of having a good family relationship!	Students should express their opinion clearly and provide simple reasons or examples related to family relationships.
10	Make a short oral presentation about “My Family”	Students should deliver a short oral presentation about their family by combining information about family members, activities, personalities, and family values fluently and confidently.







Appendices 9 Documantation

