

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, problem formulation, research objectives, research benefits, scope and limitation, and hypothesis. The main focus of this chapter is to explain why it is important to examine effectiveness of the use Hello Talk application on student's speaking skill at MAN 4 Kediri.

A. Background of The Study

English is an international language that has been recognized and widely used for cross-country communication in various fields.¹ In the field of education, english proficiency is highly needed by students. English learning involves four fundamental language skills, namely listening, speaking, reading, and writing, all of which are essential for effective communication. Among these skills one of the most crucial skills in English is speaking skill.² In this context, speaking is an interactive process of constructing meaning that involves producing and processing information.³ As a result, speaking is essential in communication ability.

Despite the essential of speaking skill, many students still struggle to produce spoken language. Students feel nervous when speaking in English

¹ Aisyah Pratiwi, "Communication and International Language," *KOMUNIKASIA: Journal of Islamic Communication and Broadcasting* 1, no. 1 (2021): 69–84, <https://doi.org/https://doi.org/10.32923/kpi.v1i1.1909>.

² Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 8.

³ H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Addition Wesley Longman*, 2001.

classrooms due to psychological pressure.⁴ In addition, Students tend to avoid mistakes due to fear of criticism from others.⁵ This fear contributes to speaking anxiety and reduces students' confidence in using English.⁶ This condition limits students' ability to express their ideas confidently. Therefore, effective speaking instruction is needed to help students overcome these difficulties.

To address these difficulties, speaking instruction should be designed to engage students more actively in classroom speaking activities. Teachers play an important role in selecting and utilizing appropriate learning media that can facilitate students' active participation. In many classrooms, speaking activities are still limited, and student participation remains low.⁷ The use of appropriate learning media may enhance student engagement and support speaking practice. With the development of technology, digital based media are increasingly used in language learning to enhance students' participation and motivation.

In line with the integration of digital media in learning activity, digital devices have increasingly been used in various learning activities. The implementation of technology in language learning is commonly referred to as mobile assisted language learning (MALL). MALL is the use of mobile devices to assist language learning process and offer students more flexible learning

⁴ Meihua Liu, "Understanding Chinese Middle School Students' Anxiety in English Speaking Class," *Journal of Asia TEFL* 15, no. 3 (2018): 721.

⁵ Deyuan He, "What Makes Learners Anxious While Speaking English: A Comparative Study of the Perceptions Held by University Students and Teachers in China," *Educational Studies* 39, no. 3 (July 2013): 338–50, <https://doi.org/10.1080/03055698.2013.764819>.

⁶ Suparlan Suparlan, "Factors Contributing Students' Speaking Anxiety," *JOLLT Journal of Languages and Language Teaching* 9, no. 2 (2021): 160–69.

⁷ Nguyen Hoang Tuan and Tran Ngoc Mai, "FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT LE THANH HIEN HIGH SCHOOL," *Asian Journal of Educational Research Vol 3*, no. 2 (2015): 8–23.

options.⁸ In practice, this approach is supported by various language learning applications that allow users to interact and practice the target language more frequently.

HelloTalk can be used to support learning activity. HelloTalk is a language exchange application that enables users to learn and communicate with speakers from different countries through features such as text messages, English AI, dictionary and voice calls.⁹ By using these features, students can practice speaking English in more authentic communication situations and gain more opportunities to improve their speaking skills. These interactions allow students to engage in real-time communication, and it can be crucial in order to enhance proficiency in speaking.

Several studies have investigated the effect of the HelloTalk application in enhancing students' speaking skills. Roda'i revealed that HelloTalk helped university students improve their speaking fluency, vocabulary mastery, and speaking confidence.¹⁰ Likewise, Fadhil stated that students who used the HelloTalk application achieved better conversation performance than those who learned through conventional role-play activities.¹¹ Furthermore, Binti et al.

⁸ Agnes Kukulska-Hulme and Lesley Shield, "An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction," *ReCALL* 20, no. 3 (2008): 271–89.

⁹ Fella Yorlanda and M. Fadhly Farhy Abbas, "The Use of HelloTalk Application in Teaching Speaking," *Proceeding of International Conference on Language Pedagogy (ICOLP)* 2, no. 1 (2022): 131–37.

¹⁰ Muhammad Roda'i, "EXPLORING THE EFFECTIVENESS OF HELLO TALK APPLICATION IN ENHANCING SPEAKING SKILLS: A QUALITATIVE STUDY," *Serumpun International Conference Proceedings (SICP)* 1, no. 2 (2025): 228–37, <https://iesrjournal.com/index.php/serumpun/article/view/560>.

¹¹ Muhammad Fadhil Muhammad Fadhil, "The Effectiveness of Hellotalk App for Students' Conversation Skill," *JELE (Journal of English Language and Education)* 9, no. 2 (2023).

reported that the use of HelloTalk contributed to the improvement of EFL senior high school students' speaking fluency and pronunciation.¹²

Although some researches have demonstrated positive impact of HelloTalk in learning activity, most of them mainly focused on students' perceptions or only examined certain aspects of speaking skills. Research investigating the effectiveness of HelloTalk on overall students' speaking abilities is still relatively limited. Therefore, this study aims to examine the effectiveness of the HelloTalk application on students' speaking skills.

B. Problem Formulation

The research problem of this study is “Is the use of the HelloTalk application effective on students' speaking skills at Man 4 Kediri?”

C. Research Objectives

The objective of this study is “To know the effectiveness of the HelloTalk application on students' speaking skills at MAN 4 Kediri.”

D. Research Benefits

1. Theoretical Benefits

This study is expected to contribute to the development of knowledge in the field of English language teaching, particularly in the use of mobile-assisted language learning applications on students' speaking skill at senior high school.

¹² Viel Chensist Binti et al., “The Effectiveness of Using the HelloTalk Application in Improving English Speaking Fluency: An Experimental Approach at SMAN 1 Pamona Utara,” *Journal of English Language and Education* 10, no. 6 (2025): 1040–47.

2. Practical Benefits

a. For Students

This study is expected to encourage students to practice speaking more actively and confidently with HelloTalk application.

b. For Teachers

This research is expected to serve as a useful reference for English teachers to develop alternative teaching media and strategies to support speaking instruction using digital applications.

c. For Researchers

This study is expected to support future researchers in developing further research on technology-based language learning.

E. Scope and Limitation of Study

The scope of this study is students' speaking skill. This study is limited to the use of the HelloTalk application as a teaching medium, particularly the English AI feature. It employs a post-test only non-equivalent control group design and measures students' speaking skill based on five aspects namely pronunciation, vocabulary, grammatical accuracy, fluency, and comprehension.

F. Research Hypothesis

Based on the theoretical framework and problem formulation, the hypotheses are:

1. Null Hypothesis (H_0):

There is no significant difference in the speaking skill between those who are taught using the HelloTalk application and those who are do not use HelloTalk?

2. Alternative Hypothesis (H_a):

There is a significant difference in the speaking skill between those who are taught using the HelloTalk application and those who are do not use HelloTalk?

G. Definition of Key Terms

In order to ensure clarity and consistency in interpreting the concepts discussed in this study, the following key terms are operationally defined.

1. Effectiveness

In this study, effectiveness refers to the difference in students' speaking skill between the experimental group and the control group, as measured by post-test scores.

2. HelloTalk Application

HelloTalk application is a mobile language-learning application designed to facilitate language learning through various interactive features. In this study, HelloTalk application serves as the instructional

medium used in the experimental class, with a particular focus on the English AI feature to support students' speaking practice.

3. Speaking Skill

Speaking Skill in this study means students' ability to communicate orally in English through interaction with others. It encompasses the ability to express ideas, exchange information, and maintain communication effectively