

The effectiveness of hellotalk app for students' conversation skill

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ARTICLE INFO

Article history

Received
Revised
Accepted

Keywords

HelloTalk App
Role-play method
Conversation skill

ABSTRACT

Social media has become the new way to socialize, not only between people from different cities nor regions, but it also lets us socialize on a worldwide scale. As it lets us socialize on a wide scale, students can take advantage of it by socializing with native speakers to improve their conversation skill. Social media creates a fun environment that removes the burden of students to practice conversation as it does in common ways. The researcher wants to know the effectiveness of HelloTalk and the role-play method for improving students' conversation skill. Therefore this study also wants to find out the significance comparison between HelloTalk app and the role-play method for students' conversation skill. This study used a quantitative method with a quasi-experimental research design. The study used two groups as its subjects: a control group that implemented the role-play method to assist students in conversation practice and an experimental group that integrated HelloTalk as part of its treatment. The research shows this method works well for developing students' conversation skill. Compared to roleplay method, HelloTalk App is more effective to improve students' pronunciation, intonation, grammar, and confidence. The experimental class students who received treatment using the HelloTalk App had their conversation skill improved more significantly compared to the role-play method as the control group.

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1. Introduction

In learning English, four skills must be understood by students to be able to master English, namely: listening, speaking, reading, and writing. Speaking skills are one of the four skills in learning English that must be mastered by students because speaking is a very important skill in communication activities, namely activities by saying a word for word into a sentence containing expressions, opinions, suggestions, goals, or intentions, which will be listened to and can be used as a communication tool with other people. In speaking, a process is needed to get the final result which can later convey ideas to students or other people so that students or other people can understand the intent and purpose being discussed. Sometimes students have difficulty finding

ideas and expressing what they have thought in words using English. So it is necessary to have learning techniques that can trigger students to more easily convey messages in English.

Nunan in Bahrani and Soltani (2012) state that one important measure of successful language learning is the ability to converse in the (target) language. Language learners may so quickly lose enthusiasm and interest in learning the language if they are unable to figure out how to speak or if they don't have the opportunity to speak in class. This problem is common in EFL classrooms if there aren't many opportunities for students of English to speak the language. Speaking exercises for language learners in an EFL setting are actually only sometimes allowed in the classroom.

Mastery of English has become a problem for many Indonesian students. The most influential problem is psychological barriers. Most of the students had weak motivation, lacked confidence, were afraid of making mistakes, and felt embarrassed or insecure when using the target language. English is used for specific purposes only by those who have learned it. Even though English is a common foreign language taught in every school, most Indonesian students don't feel confident communicating in English.

This research aims to find out the effectiveness of HelloTalk App towards students conversation skill. By integrating native speakers in the App, their role is expected to help students' learn conversation skill faster. Therefore, this research aims to develop the knowledge about the strategy of institutions in teaching speaking and also provide new strategies in teaching speaking for the reader.

2. Method

This research used Quasi-Experimental Method. According to the research methodology, this study was carried out to determine the difference between the experimental class and control class in terms of students' pre-test and post-test scores and to investigate the effectiveness of the HelloTalk app in improving students' conversation skills. The controlled class chosen as the comparison group received no treatments and only used the role-play teaching methods, in contrast to the experimental class, which received treatment by integrating HelloTalk into speaking practice. Each class received a form of pre-test and post-test evaluations as the primary source of information.

One of a class at SMAN 1 Losarang in the second grade, which was divided into two groups, formed the sample of this study, while the population of this research was the whole eleventh-grade students of SMAN 1 Losarang. The researcher used a purposeful sampling approach to choose the samples. This sampling strategy should produce samples that accurately reflect the value of the population with fewer pupils. The samples that were studied also included the teacher's opinions.

The researcher used the field research approach, which involved conducting the research on-site at the school, to gather the data. On the other hand, the quantitative data were gathered through the use of conversation assessment tests in pre-test and post-testing. The researcher collected actual data using these techniques. The researcher also observed the school, creating the lesson plan, assisting students, and evaluating the results of the pre-test and post-tests.

The comparative method was used by the researcher to analyze the data. The comparative method is an analysis technique for evaluating results about variations between two variables that have been statistically studied. The variables were evaluated in the comparative approach to determine whether the differences were significant. The writer conducted a t-test to compare the scores of students' conversation skills with and without the integration of the HelloTalk App after determining the mean of the variables.

3. Findings and discussion

According to the students' score, the experimental group's pre-test score mean was 76.07, while the control group's pre-test score mean was 75.22. According to the results of both classes, there was a distinction in the students' pre-test performance between the experimental group and the control group, with the experimental group class receiving a higher mean score than the control

group. The mean of the post-test score for the experimental class was 77.78, while the post-test score mean for the control group was 75.75. It indicates that the experimental class and control group both scored significantly higher on the post-test, and the experimental group improved higher on the post-test than on the pre-test.

The degree of freedom (df) was used in the significance level of 0.05, and the results of the t-test were determined to be 0.38. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted since it can be determined from comparing the values of t-test and 0.05 that the result of the calculation of t-test is lower than 0.05. Thus, there is a big difference between the students' test scores who used HelloTalk and the students' speaking test scores using the role-play method at SMAN 1 Losarang's eleventh-grade students. It indicates that integrating HelloTalk to improve students' conversation skill at SMAN 1 Losarang students in the eleventh grade is successful compared to the role-play method.

3.1 Table

Table 1. Independent T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
treatment_result	Equal variances assumed	2.023	.169	2.213	22	.038	2.033	.919	.128	3.939
	Equal variances not assumed			2.213	18.916	.039	2.033	.919	.110	3.957

To answer the research question, the independent t-test provided scores mean of the difference between experimental group and control group. Before conducting this test, the data must be considered as normal in normality test. This analysis needed to know which group had significant improvement between experimental group and control group. According to the table above, the sig. (2-tailed) value is lower compared to 0.05. It means, there's a significant result in the post-tests between experimental group and control group.

4. Conclusion

HelloTalk App worked better compared to the role-play method for developing students' conversation skill. It shows HelloTalk App more effective compared to role-play method in assiting students' pronunciation, intonation, grammar, and confidence. The experimental class students who

received treatment using the HelloTalk App had their conversation skill improved higher compared to the role-play method as the control group.

Acknowledgment

The researcher expresses his deepest gratitude to God Almighty, Allah SWT, the Most Gracious and the Most Merciful. Salutation and peace be upon the finest of the Prophet Muhammad SAW (peace be upon him), his family, companions, and his followers to the end of time. May his blessings provide his followers with a successful and blessed life.

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