

Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools

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ABSTRACT

The use of technology-based applications is an interesting innovation in education. The use of digital applications is important in vocational schools because it supports interactive learning, improves practical communication skills, and prepares students to face the technology-based world of work. This research aims to analyze the implementation and examine the students' and teachers' perceptions of the Hello Talk in teaching English speaking at vocational high schools. This research used qualitative descriptive methodology. The research instruments used observation and interviews to obtain the necessary data. Observation is used to find out the implementation of the Hello Talk application in teaching speaking. Interviews find out more about the perceptions of students and teachers about the use of the Hello Talk application in learning to speak. The respondents of this study were 96 students divided into three groups and 2 English teachers. The data analysis technique used the Miles and Huberman model. The results show that the implementation of the Hello Talk application effectively enhances students' engagement, enthusiasm, and speaking skills while also supporting teachers in planning and evaluating lessons. Its features, such as voice-to-text conversion and tandem partner interactions, improve pronunciation and fluency, emphasizing the need for proper guidance and digital literacy. Integrating digital tools into language teaching can foster a more engaging and interactive learning environment. This study contributes to providing insight for teachers in utilizing technology to create interactive and innovative learning. Concrete steps to integrate digital tools into the language curriculum must be accompanied by adequate infrastructure and training to optimize results.

Keywords: Hello Talk Application, Mobile-Assisted Learning, English Speaking Fluency, Pronunciation Improvement, Students' Perception, Teachers' Perception



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1. INTRODUCTION

Speaking is considered one of the most crucial skills among the four language abilities (Bailey et al., 2021), this is because people who learn a language are referred to as its speakers. According to Kashinathan & Abdul Aziz (2021), the primary goal of teaching English is to equip learners with the skills to use the language accurately and effectively for communication. However, there are various problems; for example, research by Wahyuningsih & Afandi (2020) states that the challenge faced by English language education is the lack of speaking skills and recommends learning tools and curricula that support speaking skills. Research by Wati et al. (2023) states that a unique strategy is needed to overcome the challenges of students' speaking problems. Every educational experience in the homeroom brings with it several difficulties or

circumstances that do not support the educational experience, such as the teaching methods that are used to exhaust students (Hu & Yeo, 2020; Rahiem, 2020).

Learning is expected to be student-centred, and teachers only act as facilitators and motivators in the learning process to uphold the four concepts in 21st Century Learning (Creativity, Critical Thinking, Communication, and Collaboration) (Tang et al., 2020; van Laar et al., 2020). Periodic curriculum changes have been made in Indonesia. The national education system's dynamics of curriculum changes are congruent with the development of science and sociocultural society. The Indonesian government established a new curriculum program called the Merdeka Curriculum through the Ministry of Education and Culture. This curriculum was first introduced in 2022 and formally adopted by the Indonesian Ministry of Education. Merdeka's curriculum incorporates a variety of extracurricular learning opportunities to help students acquire topics and develop their skills more effectively. With this curriculum, teachers can select resources and instruction that are acceptable and suited for pupils whose needs, interests, and learning styles are considered (Jasiah et al., 2024).

The appropriate learning method or strategy was needed to overcome the problems faced by the students in learning to speak. The teacher uses the teaching method to organize and implement several educational means and activities to achieve specific goals. According to Zimmer & Matthews (2022), in the digital era, teaching techniques serve as tools that demonstrate the effectiveness of the learning process and the teacher's competencies. Teachers should continually seek innovative methods to impart knowledge to learners. On many occasions, teachers found that traditional teaching methods are not as effective as they used to be due to technological advancement. Research by Vallée et al. (2020), which reviewed 56 studies with 9943 participants, showed that traditional learning methods produced less consistent results for education that requires practical skills. According to research by Qureshi et al. (2021) through the PRISMA review method in 47 studies, it is predicted that traditional education methods will be completely replaced by technology-based education in the future. Teaching becomes more effective when it promptly addresses learners' needs, making it essential to combine various techniques for delivering knowledge and ideas.

The initial step in interacting with others is through talking. Furthermore, people express their ideas through communication. This highlights the importance of speaking, including speaking in English (Chien et al., 2020; Namaziandost et al., 2020). According to Riadil (2020), speaking holds greater importance than writing, reading, and listening. Huriyah & Hidayat (2022) argue that students need to learn an effective way to learn English, especially when students speak English in the digital technology era. Then, Holandyah et al. (2022) argued that there are several reasons why speaking is the first goal of learning, such as personal satisfaction and achieving career goals because they can speak fluently. Furthermore, Lestari & Wahyudin (2020) believe that when someone knows how to speak, they will be successful in learning English.

The project-based learning approach is effective in fostering 21st-century skills, helping students become more aware of problems, think critically, and devise solutions (AlAli, 2024; Sumarni & Kadarwati, 2020). Additionally, this model allows students to gain practical experience by collaborating on projects while also enabling active individual participation (Li et al., 2020). In the context of learning, information technology plays a crucial role in teaching English in the 21st century. However, it is essential for both students and teachers to effectively use appropriate technological tools. Shatri (2020) emphasizes that the use of relevant technology is necessary in the educational process. A key indicator of technology integration in language learning is the development of various applications that simplify the process of learning a foreign language. One such application is Hello Talk, which supports language learners.

Hello Talk is a mobile application focused on language learning and communication, designed to simplify and enhance cultural immersion, language practice, and learning in an engaging and intuitive way. It enables users to connect and converse with native speakers from around the globe (Rosilah & Ulfa, 2024). Hello Talk is an application designed by collaborating with an international team based in Hong Kong and Shenzhen, China (Sadeghi & Chalak, 2023). The goal behind launching the Hello Talk app is to leverage technology to bring the world together through language and culture, with over seven million users. Millions of language learners have turned to Hello Talk, which is well-suited for practicing more than 100 languages. As a pioneering conversational app, Hello Talk is designed for those who wish to enjoy chatting while learning directly from native speakers of a foreign language. Hello Talk has superior features in converting voice to text and vice versa. Unlike other chat applications, it can be translated directly into the desired language. Hello Talk is a social media application that can help users, especially students, interact and be creative (Ginting & Fithriani, 2021; Kuning, 2020). Many features can be added to the Hello Talk app, such as grammar, vocabulary, conversation, etc. The Hello Talk app can be instrumental by providing genuine learning materials, linking learners to communities of native speakers, and offering opportunities for language exchange (Rosilah & Ulfa, 2024).

The identification of this research is that students lack sufficient time to practice speaking due to the teacher spending too much time on written expression. Additionally, a limited vocabulary is a key factor contributing to their difficulty in speaking English. Some students show little interest in speaking because the teacher's methods are not engaging. Understanding the experiences, feelings, needs, and desires of both teachers and students is essential to recognizing the changes needed in the teaching and learning process.

Several studies have highlighted the use of Hello Talk technology in language learning and its impact on students' skills. Megawati & Dewi (2024) conducted research through an experimental study and concluded that Hello Talk improved English writing skills. Meanwhile, research by Mayekti & Bestary (2024) using the same method concluded that Hello Talk improved English listening skills. In addition, research by Zhao et al. (2024) on 24 students through a quasi-experimental method showed that Hello Talk increased willingness to communicate. Unlike these studies, this study focuses on English speaking skills as a research gap. This research addresses this gap by examining the application of Hello Talk in a structured educational environment, focusing on its implementation and the resulting perceptions of teachers and students. This research aims to analyze the implementation and examine the students' and teachers' perceptions of The Hello Talk in teaching English speaking.

2. LITERATURE REVIEW

2.1. Speaking Skills

Speaking is one of the four key language skills (Reading, writing, listening, & speaking) that students need to develop (Bailey et al., 2021). It is widely recognized as a crucial skill that many language learners aim to master as soon as possible (Hanafiah et al., 2022). Speaking is considered a part of combinatorial language competence (Christison, 2022). In order to develop speaking competence, learners must gain an understanding of language structures, various discourse genres, and the core abilities required for speech production and communication strategies, which help them navigate and manage quick exchanges during communication.

Speaking is the process of verbal communication through the mouth (Lu et al., 2022). When people speak, they produce sounds using various parts of the body, such as the lungs, vocal tract, vocal cords, tongue, teeth, and lips (Handoko & Yohana, 2023). Akmaliah & Hidayat (2022) define speaking as a skill that can be observed directly and experimentally; however, these observations are often influenced by the accuracy and efficiency of the test-taker's listening ability, which can affect the consistency and reliability of an oral production assessment. Speaking as two or more people communicating with each other about items they think are mutually engaging and essential in a typical verbal encounter (Bailey et al., 2021).

According to the competence-based curriculum, speaking is one of the four main competencies students should master. Speaking consists of two major components, Amelia & Sya (2024) stated, such as accuracy and fluency. Accuracy means that speakers must use proper grammar, vocabulary, and pronunciation. Furthermore, fluency implies that speakers must be able to keep going when speaking spontaneously. However, this does not mean speakers must constantly babble because pausing is sometimes necessary to clarify meaning.

2.2. Components of Speaking

In learning to speak, several components must be mastered by students. According to Namaziandost et al. (2020), Fitriani (2022), and Idham et al. (2024), five components significantly influence speaking skills: pronunciation, grammar, communication, fluency, and comprehension. One essential component is pronunciation. This relates to how well students pronounce the language. Pronunciation has a communicative impact on the listener, as it can affect understanding. Additionally, it is influenced by factors such as accents. While accents may not always cause phonological issues, they can still contribute to the ease or difficulty of comprehension.

Another critical element is grammar. Mastery of grammar is vital in speaking because it governs the structure and system of the language. Understanding grammar helps individuals arrange words correctly into sentences and use the appropriate tenses. Therefore, grammar plays a significant role in forming correct and effective communication. Vocabulary is also crucial in building effective communication. A solid understanding of vocabulary involves knowing a wide range of words necessary to express thoughts clearly. Everyone uses vocabulary in speech, making it an indispensable part of language learning. Fluency is another crucial aspect. Fluency refers to the ability to speak appropriately and how sound ideas are connected. A fluent speaker can combine sentences smoothly and maintain the flow of conversation. Various factors influence fluency, and it's not just about the sound of the message; it's also about how well the speaker conveys their ideas. Finally, comprehension is a fundamental component of speaking. It refers to a student's ability to understand the meaning of what is being communicated. Comprehension allows speakers to process and make sense of messages, crucial for meaningful interaction in any language.

The challenges in developing speaking skills highlight three main components: pronunciation, grammar, and fluency (Wahyuningsih & Afandi, 2020). Pronunciation is often a barrier due to the differences in sounds in the source and target languages, which require intensive practice to master. Grammar is another challenge, especially in the spontaneous use of complex structures. Meanwhile, fluency depends on continuous practice and the confidence to speak without hesitation. The combination of these three aspects creates a unique challenge for learners, requiring an integrated learning approach. Additional

factors such as the learning environment, motivation, and practical support contribute to the overall success of speaking skills development.

2.3. Micro and Macro Skills of Speaking

Micro skills and macro skills are essential for mastering English teaching materials to achieve the purpose of delivering the material optimally. According to Fadilah & Habibah (2021), micro-skills are the ability to produce tiny chunks of language, such as phonemes, morphemes, words, collocations, and phrasal units. Eleven micro-skills objectives include generating distinctions between English phonemes and allophonic variants, creating language chunks of varying lengths, and producing English stress patterns, stressed and unstressed words, rhythmic structures, and intonation contours. Additionally, learners must be able to create abbreviated versions of words and phrases, employ an appropriate number of lexical units (words) to achieve pragmatic purposes and deliver fluent speech at various delivery rates. Other objectives include monitoring oral production and employing strategic devices such as pauses, fillers, self-corrections, and backtracking to improve message clarity. Learners are also expected to use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms, as well as deliver speech in natural constituents like appropriate phrases, pause groups, breath groups, and sentence constituents. Furthermore, they should use different grammatical forms to express specific meanings and employ cohesive devices in spoken communication.

Macro skills are the principal, key, and most important skill set in a specific environment. They focus on the speaker's attention to significant elements such as fluency, discourse, function, style, cohesiveness, nonverbal communication, and strategic alternatives (Al-Seghayer, 2021). According to Menggo et al. (2023), Ndiung & Menggo (2024), and Fuchs & Reichel (2023) Five objectives of macro skills, including performing communicative functions appropriately based on situations, participants, and goals. In face-to-face conversations, it is essential to use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, yielding, interrupting, and other sociolinguistic features. Macro skills also involve communicating relationships, such as focal and peripheral ideas, events and feelings, new and given information, and generalizations and exemplifications, by conveying links and connections between events. Additionally, learners must communicate nonverbal cues, such as facial expressions, kinesics, body language, and other nonverbal cues alongside verbal communication. Finally, macro skills require creating and employing speaking strategies, such as emphasizing keywords, rephrasing, providing context for interpreting word meanings, requesting assistance, and accurately assessing how well an interlocutor understands the speaker.

2.4. Hello Talk Application

HelloTalk is a mobile app designed to facilitate conversation-based language learning and cultural immersion, making the process easy, engaging, and intuitive. It enables users to connect and interact in real time with native speakers from around the globe (Rosilah & Ulfa, 2024). Users can communicate with their language partners using various methods, including text, speech-to-text, voice recordings, video calls, and drawings (Rivera, 2017). HelloTalk application not only communicates with native speakers but also aims to provide space to exchange information about the country's culture, both from the learning country and the speaker's country.

HelloTalk is a language learning app based in Hong Kong that is available on both iOS and Android platforms. It is designed to offer users the opportunity to learn languages through interactions with native speakers of over 150 languages worldwide. Currently, the app boasts more than 30 million users. The application offers a range of features that enable users to learn languages by engaging in one-on-one conversations or participating in group chats with native speakers (Nushi & Makiabadi, 2018; Taufan & Wicaksono, 2022).

A key feature of the app that is likely to appeal to many users is the ability to engage in conversations with people from all around the world. Users can communicate through various methods, including text, speech-to-text, voice recordings, individual and group voice calls, video chats, and doodles (Rivera, 2017). Additionally, the app offers a range of tools to assist users in learning languages, such as translation features, spelling and grammar corrections, transliteration for specific languages, and more (Nushi & Makiabadi, 2018).

HelloTalk, with a 4.3 rating on Google Play, is a well-known language learning app developed by a team based in Hong Kong and Shenzhen, China (Sadeghi & Chalak, 2023). The app supports nearly all languages, including English, Japanese, Korean, Spanish, French, Mandarin, Portuguese, German, Italian, Russian, Arabic, and many more. Its primary goal is to connect language learners directly with native speakers and their cultures, enhancing the language learning experience (Nushi & Makiabadi, 2018).

2.5. The Strengths of Hello Talk

Hello Talk enables users to make free phone calls, fostering real-life connections for a more engaging and friendly language learning experience. This feature helps learners become accustomed to casual and informal conversations in the target language, a crucial skill in acquiring a second language. One of the

app's standout features is its automatic translation tool, which ensures smooth communication during conversations. Additionally, the Romanized pronunciation is particularly useful for languages that do not use the Latin alphabet, such as Chinese. It is important to note that these features are fully accessible in the app's premium version, while the free version comes with certain limitations (Nushi & Makiabadi, 2018).

Another unique aspect of this app is the display of a user's nationality, local time, and location beneath their profile picture. This functionality helps users determine whether it is a suitable time to initiate a conversation with their language partners. Additionally, the app provides advanced privacy settings that allow users to hide specific details, such as their age or location, if they prefer to keep that information confidential. One standout feature of this app is its excellent on-text correction system, which keeps learners engaged and focused on improving their language skills and usage (Nushi & Makiabadi, 2018).

To promote balanced learning opportunities for both parties, the app offers a unique "Language Exchange" feature that tracks the number of characters typed or the time spent (e.g., 500-1000 characters or 5 minutes) in a particular language. Once the set limit is reached, the app suggests switching languages to ensure that the conversation remains mutually beneficial rather than favoring one participant. Lastly, HelloTalk appears to be a safe platform that prioritizes user privacy (Nushi & Makiabadi, 2018).

In the field of language education, HelloTalk offers significant advantages by enabling language learning through real conversations, automatic translation features, and pronunciation. The app also supports balanced learning through language exchange and text correction features while ensuring user privacy and creating a safe and effective learning experience.

2.6. The Weaknesses of Hello Talk

One major limitation of this app that needs to be addressed is the lack of a motivational system to encourage users to stay engaged in their language learning journey. Since the HelloTalk team does not provide notifications or prompts, users, especially those with limited internal motivation, may find it challenging to consistently participate in language exchanges. As with many other premium language learning apps, HelloTalk is not completely free. The VIP membership, or paid version, comes with a relatively high cost, and requiring payment for practicing additional language pairs beyond the first one might be seen as unfair (Nushi & Makiabadi, 2018).

Regrettably, the app does not offer feedback to learners about their progress during community interactions. Furthermore, there is no structured language training provided. This means that elements like grammar, pronunciation, and vocabulary are evaluated only by native speakers or fluent peers in the community. Based on the authors' understanding, these limitations can undermine learners' motivation and make it difficult for them to assess their language proficiency level accurately. Thus, it is crucial for the HelloTalk team to address and resolve this issue (Nushi & Makiabadi, 2018).

3. METHOD

This research method used qualitative descriptive methodology. According to Ponce et al. (2022), qualitative research data derived from documents, observations, and interviews are used to explain social phenomena in qualitative methods. Qualitative methods provide advantages in understanding teacher and student perceptions because they provide great opportunities for researchers to explore views, experiences, and motivations in depth. In this study, researchers investigated students' and teachers' perceptions of the use of Hello Talk application in speaking learning. This research was conducted on students of Vocational High School 2 Cirebon, Indonesia in the academic year 2023/2024. The research subjects to be observed are teachers and students. Researchers observed teachers who taught using the Hello Talk application in learning to speak in class X. The respondents of this study were 96 students who had learned to speak using the Hello Talk application and 2 English teachers (T1 and T2). Student respondents were divided into three groups (S1, S2, and S3), with each group consisting of 32 students. Each representative from the group provided answers as respondents.

The data collected in this study is expected to provide relevant results. Data collection was conducted through observation and interviews. Observation aimed to examine the implementation of the Hello Talk application in teaching speaking, while interviews sought to explore students' and teachers' perceptions of the application in speaking learning. The data collection procedure for observation involved several steps. The researcher first requested permission to observe the implementation of the Hello Talk application in teaching speaking. Once permission was granted, the researcher observed the speaking learning process conducted by the teacher using the Hello Talk application. The data collection procedure for interviews also included several steps. The researcher prepared a list of questions for students and teachers regarding the use of the Hello Talk application in speaking learning. Following this, interviews were conducted directly with students and teachers. Data from these interviews was collected and analyzed to understand their perceptions of the application in speaking learning.

The data analysis technique employed in this study was the interactive analysis model. The analysis activities, based on the Miles and Huberman model, included three main stages: data reduction, data display,

and conclusion drawing or verification (Asipi et al., 2022). The first stage was data collection. The researcher gathered data by interviewing students and teachers as informants and observing the speaking learning process using the Hello Talk application. Recorded interview data was transcribed into interview scripts. In the data reduction stage, the researcher selected relevant data from observations and interview transcripts about the implementation of the Hello Talk application in teaching speaking and the perceptions of students and teachers regarding the application. The data was then classified to facilitate analysis. The next stage was data display. At this stage, the researcher developed a structured description of the classified information. The data was presented in the form of narrative text to make it easier to understand. This narrative explained the implementation of the Hello Talk application in teaching speaking, as well as the perceptions of students and teachers about its use. The final stage was conclusion drawing. The researcher drew conclusions from the summarized data and matched these with notes and observations made during the analysis. These conclusions aimed to provide a clear understanding of the implementation and perceptions of the Hello Talk application in speaking learning.

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. The Implementation of Hello Talk Application in Speaking

Learning speaking using the Hello Talk app is an engaging and effective experience for students to improve their speaking skills. Hello Talk is a platform that allows users to interact with foreigners from various languages around the world, providing students with opportunities to practice directly in everyday contexts. The speaking learning process using the Hello Talk application in class involves several steps. First, the teacher asks students to download the Hello Talk app from the app store or Google Play Store and create a profile, filling in brief information about their interests, background, and learning goals. Next, students find a tandem partner by searching for Hello Talk users based on the language they want to learn and the language they know, ensuring that the partner's profile aligns with their interests and goals. Once a suitable partner is found, students schedule a conversation through the app's voice or video call feature, with the teacher encouraging them to set the time in line with the speaking lesson schedule. During live practice, students engage with their tandem partner, focusing on pronunciation, intonation, and expression, while the teacher motivates them to embrace mistakes as part of the learning process. After the conversation, students ask for feedback from their partner regarding pronunciation, grammar, or word usage, and then record the feedback to discuss with the teacher. The teacher emphasizes consistency and patience, encouraging students to practice their conversations regularly. Additionally, students are guided to explore other features of the app, such as discussion forums, speaking groups, or language classes, to further enhance their speaking skills. Finally, students and the teacher reflect on the lesson, drawing conclusions to evaluate their progress.

Teachers assess the results of conversations or interactions in the Hello Talk application by observing students' progress in pronunciation, fluency, and grammar comprehension. They can also use the auto-correction feature to provide immediate feedback, ensuring students' speaking skills improve in the context of real conversations.

The use of the Hello Talk application in speaking skills has a positive impact by allowing students to practice in a real conversational context. The Hello Talk application supports the improvement of pronunciation, fluency, and communication skills through direct interaction. Instant feedback from the application speeds up the process of correcting mistakes, while regular practice increases confidence and speaking ability.

4.1.2. Student Perception of the Use of Hello Talk Application in Learning Speaking

Based on the interviews conducted by researchers with the three tenth-grade students of Vocational High School 2 Cirebon, a positive perception of using the Hello Talk application in teaching speaking was obtained. Happiness in learning is essential, especially in speaking. The interviews with the three group students showed that the Hello Talk application used in learning to speak creates a sense of happiness. This can be seen from the following quotes.

S1 group: *"We are happy because learning uses technology"*

S2 group: *"We are happy because learning using Hello Talk is not boring"*

S3 group: *"The learning this time is very fun because it uses an application that we have never encountered"*

Based on the three group students' statements regarding the use of HelloTalk application in teaching speaking. All three group students gave positive responses by expressing their excitement about the use of Hello Talk learning media. S1 group and S2 group feel happy because speaking learning uses technology learning media which usually does not use technology learning media. Meanwhile, S3 group felt happy because learning speaking by using Hello talk application is not boring.

Positive student activity in learning is very important, especially in speaking learning because students feel confident in their abilities. The interviews with the three students show that the Hello Talk application used in speaking learning creates positive student activity. This can be seen from the following quotes.

S1 group: *“We tried some of the features in the Hello Talk application because it made us curious to listen to English conversation.”*

S2 group: *“We do repeated things on the features that can turn sentences into sounds, because it adds to our speaking skills.”*

S3 group: *“We look for resources on YouTube about the Hello Talk application to increase our knowledge in utilizing this application in speaking learning.”*

Based on the statements of the three group students regarding the use of Hello Talk application in teaching speaking. All three group students responded positively by doing other activities to support the use of Hello Talk learning media in teaching speaking. S1 group and S2 group tried some filter and did it repeatedly on Hello Talk application to increase their understanding on speaking skill. Meanwhile, S3 group did literacy activities on Hello talk application to improve their speaking skill.

Enthusiasm is one of the positive responses in learning to speak. The results of the interviews with the three group students show that the Hello Talk application used in speaking learning creates enthusiasm. This can be seen from the following quotes.

S1 group: *“Learning speaking with Hello Talk makes us enthusiastic in learning, because we can talk with other friends in the room feature in the application.”*

S2 group: *“The use of Hello Talk application in speaking learning makes us enthusiastic, because the learning becomes fun.”*

S3 group: *“We are very enthusiastic about the use of hello talk application in learning speaking, because we are always curious about the application.”*

Based on the statements of the three students regarding the use of Hello Talk application in teaching speaking. All three group students gave positive responses because they were enthusiastic about learning speaking by using the Hello Talk application. S1 group is enthusiastic because he can talk with a tandem partner in the room feature in the Hello Talk application. S2 group is enthusiastic about learning speaking because learning becomes fun. Meanwhile, S3 group was enthusiastic because he was curious about new applications such as Hello talk.

Understanding the material learned is very important in learning activities, understanding the material is the learning objective to be achieved. The results of the interviews with the three students show that the Hello Talk application used in speaking learning creates understanding in students. This can be seen from the following quotes.

S1 group: *“We understand speaking more easily by using this application, because Hello Talk application helps us in speaking skill.”*

S2 group: *“The features in Hello Talk such as correcting wrong words and converting sentences into sounds make it easier for us to understand speaking lessons.”*

S3 group: *“Features such as talking with a tandem partner through Hello Talk make it easy for us to understand speaking lessons.”*

Based on the three group students' statements regarding the use of Hello Talk application in teaching speaking. All three group students gave positive responses by stating that it is easy to understand speaking learning by using Hello Talk application. S1 group stated that Hello Talk application helps in learning speaking so it is easy to understand. S2 group and S3 group also stated the same thing, which is easy to understand speaking learning because in Hello Talk application there are several features that make it easier for them to learn, one of which is a feature that can turn sentences into sounds or vice versa and can talk or learn with strangers. All three group students answered the question about the benefits of using Hello Talk app in speaking lessons, which is that it can improve their pronunciation. This is shown in the following quotes.

S1 group: *“We find it easier to pronounce words or sentences, because this application contains features that can correct the inputted words or sentences, as well as convert the sentences into sound.”*

S2 group: *“The feature in Hello Talk that can turn the sentence into voice or vice versa makes our pronunciation better.”*

S3 group: *“Our pronunciation became better after listening and chatting with our partner on this application.”*

Based on the three group students' statements regarding the use of Hello Talk application in teaching speaking. All three group students gave positive responses by stating that their pronunciation improved after using the Hello Talk application. S1 group and S2 group stated that the features in Hello Talk such as correcting the inputted words or sentences, as well as converting sentences into sound or vice versa can improve their pronunciation. Meanwhile, S3 group stated that communication with tandem partners contained in the Hello Talk feature made their pronunciation better.

4.1.3. Teacher Perception of the Use of Hello Talk Application in Teaching Speaking

Based on the results of interviews conducted by researchers to two English teachers of Vocational High School 2 Cirebon, a positive perception of the use of Hello Talk application in teaching speaking was obtained. Digital learning media is a step forward in learning speaking, because it makes it easier for teachers to conduct learning, and the Hello Talk application is no exception. Both teachers give the same perception regarding the importance of using digital media. This can be seen from the following quotations.

T1: *“The use of digital media in the form of Hello Talk application is very helpful and facilitates me in learning in class, especially in learning speaking.”*

T2: *“Of course the use of digital media is very important in learning speaking, including Hello Talk digital learning media.”*

Based on the statements of the two teachers regarding the importance of using digital media in teaching speaking. Both teachers responded positively with the statement that digital media in the form of Hello Talk application is very important because it helps and facilitates the teaching of speaking. Both teachers agreed that the use of digital learning media such as Hello Talk application is very important for the success of speaking learning in accordance with learning objectives, besides the use of Hello Talk digital learning media helps teachers in facilitating speaking learning. Hello Talk application is a learning media that is widely used by teachers or educational instructors, including by English teachers of SMKN 2 Cirebon. The results of interviews with both teachers regarding the planning stage in using Hello Talk application in teaching speaking are presented below.

T1: *“Of course, first I identify the class, because not all classes are good at using digital learning media including the Hello Talk application. After that, I do literacy about the use of this application in teaching speaking, and it turns out that it is very easy to find references about this application.”*

T2: *“I always start by looking for references through the internet or YouTube about the use of Hello Talk application to make it easier for me to use the application in class. On YouTube I found a lot of references about this application and of course it greatly eased me in finding references.”*

Based on the two teachers' statements regarding the planning stage in using Hello Talk application in speaking lessons, they gave a positive response by giving a statement that they always look for references related to how to use Hello Talk application and its implementation in speaking lessons. They also stated that it is very easy to find references about Hello Talk application because it is very much and very helpful for them in preparing them before speaking lessons. Hello Talk application has been used and applied by English teachers at Vocational High School 2 Cirebon, one of which is in speaking lessons. The results of interviews with both teachers regarding the implementation stage in using Hello Talk application in teaching speaking are presented below.

T1: *“Hello Talk application is very good to use in learning speaking. In the process of learning speaking there are several features in this application such as rooms and several themes that can practice students in speaking, this application facilitates students in speaking English.”*

T2: *“In learning speaking the Hello Talk application is very good and really helps students in speaking English and adds to their vocabulary, then makes it easier for students to do assignments and is very fun so it doesn't make students bored.”*

Based on the statements of the two teachers regarding the implementation stage in the use of Hello Talk application in speaking learning, they gave a positive response by stating that this application is very good to use in speaking learning. The output of using the Hello talk application in speaking learning that these two teachers do is that students feel happy in the learning process, students understand the material more easily, so that students can more easily improve their English and add English vocabulary. The evaluation stage was conducted to find out the teacher's perception of the use of Hello Talk application in the evaluation stage of speaking learning. The results of the interviews with the two teachers regarding the evaluation stage in using Hello Talk application in teaching speaking are presented below.

T1: *“Hello Talk application is very easy to evaluate after speaking lesson, students can do tasks through this application.”*

T2: *“Hello Talk app can help students in doing assignments or quizzes after speaking lessons, making it easier for teachers to analyze learning outcomes.”*

Based on the two teachers' statements regarding the evaluation stage in using the Hello Talk app in speaking lessons, they gave a positive response by stating that this app greatly facilitates learning evaluation. The Hello Talk application makes it easier for students to do assignments and quizzes after the learning process.

The Hello Talk application comes with excellent features such as voice to text conversion or vice versa, and can also be directly translated into the language we want. Hello Talk will also revise grammatical errors in typed sentences. This certainly makes it easier in English conversations. Conversations can not only be done personally but also in a group. The results of the interviews with the two teachers regarding the content and features of the Hello Talk application are presented below.

T1 : *“Hello Talk application is very good, especially the feature that can convert voice into writing, this is very helpful for students in learning speaking and increasing students' vocabulary.”*

T2 : *“Very good application, very useful in learning speaking, especially the feature that can convert sentences into sound or vice versa and this application can correct English words or sentences that we write, thus increasing students' knowledge of good and correct vocabulary.”*

Based on the two teachers' statements regarding the content and fulture of the Hello Talk application, they gave a positive response by stating that the Hello Talk application is very good, especially in the fulture that can convert sentences/writing into sound or vice versa. In addition, the Hello talk application can also correct the grammar of the inputted sentence to be correct. So that these two advantages have a very good impact, especially in terms of students' English vocabulary and confidence to speak.

4.2. Discussion

The main objective of this study is to determine the implementation of the Hello Talk application in teaching speaking as well as students' and teachers' perceptions of the implementation of the Hello Talk application in teaching speaking to tenth-grade students of Vocational High School 2 Cirebon. Researchers provide further interpretation and discussion as follows.

4.2.1. Students' Perception of the Application of Hello Talk in Teaching Speaking

The results of the interviews regarding students' perceptions of the use of the Hello Talk application in speaking learning provide findings that they feel happy in learning to speak, become more active in learning to speak, become more enthusiastic in learning to speak, easier to understand the material in learning to speak, and the students can improve their pronunciation. The first group of students' perception regarding the use of the Hello Talk application in learning to speak is that students feel happy. Based on the results of interviews with students, it is found that they feel happy learning to speak using the Hello Talk application. Feeling happy in learning is a positive response given by students.

The research by Moskowitz & Dewaele (2021) and Alturki & Aldraiweesh (2022) states that one indicator of students' positive perception of learning is when students receive learning with pleasure. This study proves that students feel happy when learning to speak using the Hello Talk application. The Hello Talk application contains many interesting features, one of which is being able to talk with tandem partners. Students feel the benefits when talking with a tandem partner, even with limited abilities. This result is supported by empirical data from research by Ilyas et al. (2024), which shows that 92.5% of students feel happy using mobile applications when learning to speak English.

The second group of students' perception regarding the use of the Hello Talk application in speaking learning is that students are more active in the learning process. Based on the results of interviews with students, it was found that they are actively engaging in literacy related to the Hello Talk application. They look for several other sources, such as Google and YouTube, to increase their knowledge related to the Hello Talk application, especially in the learning process. In addition, they also literate the application by trying out some of the Hello talk features. They also talked to their friends through the Hello Talk app and communicated with tandem partners. Students also try to check the vocabulary they input, whether it is correct or not because the filter on the Hello Talk application can correct the inputted vocabulary.

The research by Archambault et al. (2022) and Rapanta et al. (2020) states that student learning activity is an important basic element for the success of the learning process. Through activity, students will understand lessons from their experiences so that they will increase their learning outcomes. In addition, learning activities carried out by students will form their cognitive structure, so that the learning process becomes meaningful.

The third group of students' perception regarding the use of the Hello Talk application in speaking learning is that students are enthusiastic about the learning process. Based on the results of interviews with students, it is found that students are enthusiastic about learning to speak using the Hello Talk application because learning becomes fun. Students also feel curious about the Hello Talk application because it is the first time they have used this application in learning. In addition, students are also enthusiastic because they can talk with tandem partners randomly according to the language used in the room feature.

The research by Dewaele & Li (2021) and Thuy Hang & Hong Van (2020) states that learning enthusiasm is the attitude of students to be excited and more passionate and have a great interest in participating in learning activities. Students are excited about learning to speak by using the Hello Talk application because they feel provoked by curiosity about this application. Students also have a great interest in participating in learning activities by trying out some features that can improve their speaking skills and increase their vocabulary.

The fourth group of students' perception regarding the use of the Hello Talk application in speaking learning is that students easily understand the subject matter. Based on the results of interviews with students, it was found that students easily understood speaking learning by using the Hello Talk application. Filter on this application, such as correcting grammar to be correct and converting sentences into sound or

vice versa, makes their understanding of the material learned increase. In addition, by listening and speaking with a tandem partner, they increase their ability to speak, making it easier for them to learn to speak.

The research by Harefa et al. (2022) states that the ability to understand in learning is a basic ability that students must master. Understanding learning is the basic step that students must take to move on to the next stage. Therefore, the use of learning media is very important to support student understanding. The Hello Talk application helps students understand speaking learning in various fields that support learning.

The last group of students' perception regarding the use of the Hello Talk application in speaking learning is that students can improve their pronunciation. Based on the results of interviews with students, it is found that students can improve their pronunciation in speaking by using the Hello Talk application. After learning to speak using the Hello Talk app, they stated that their pronunciation became better. The features of the app, such as correcting grammar and converting sentences into sounds, make it easier for them to pronounce. In addition, other features, such as being able to talk with tandem partners, add to their pronunciation skills.

The research by Annisa et al. (2022) states that through pronunciation, students' ability to pronounce language will be more helpful, especially in terms of communicating orally with others. Pronunciation is one of the important things in learning to speak. In addition, good and correct pronunciation makes students more confident when speaking.

The challenge in using mobile application-based learning technology, according to students' perceptions, is limited access to adequate devices or the internet. This limitation can hinder their maximum participation in digital learning. In addition, dependence on technology often leads to difficulties in maintaining focus and avoiding distractions, which reduces the effectiveness of learning. According to Gelles et al. (2020), an effective strategy is to improve time management skills and self-discipline when studying with technology. Setting a structured study schedule and utilizing learning applications that support focus can help reduce distractions.

4.2.2. Teachers' Perceptions of the Application of Hello Talk in Teaching Speaking

The results of the interview regarding the teachers' perceptions of the use of the Hello Talk application in speaking learning provide findings that the importance of using digital media in teaching speaking, the use of Hello Talk application in the process of teaching speaking, and Hello Talk application in terms of content and filter. The first teacher perception is about the importance of using digital media in teaching speaking. Based on the results of interviews with teachers, they feel very helpful and facilitate the speaking learning process with the Hello Talk application. They stated that the Hello Talk application has a very important role in learning to speak. This is in accordance with the opinion of Hermawan & Amri (2022) who stated that the use of the Hello Talk application can increase students' interest in learning and get positive responses from students. This shows that the use of the Hello Talk application has an important role in helping teachers increase students' interest in learning.

The second teacher perception is about the use of the Hello Talk application in the speaking teaching process. Based on the results of interviews with teachers in the learning planning stage, they identify the class in which the learning process will be carried out because not all classes can properly use digital learning media. Then, they do literacy about the Hello Talk application from several sources, including Google and YouTube, both regarding the characteristics of the filter in the Hello Talk application or how to use Hello Talk in the learning process. In line with research by Tjahjamoornisih et al. (2023), the learning planning stage includes identifying student learning needs, conceptual design, selection of digital learning media, and designing filters on applications needed in learning.

Based on the results of interviews with teachers at the implementation stage of learning, they stated that the Hello Talk application is very good to use in the speaking learning process. This is based on the features contained in this application. These features greatly help students in the learning process of speaking. Students feel active, enthusiastic, and excited to improve their speaking skills through features that can change sentences or words into sounds or vice versa. In addition, they can talk to strangers so that they do not have an awkward speaking experience, which further increases their confidence in speaking. Other features in this application can improve the grammar of the inputted sentences so as to improve student's vocabulary and vocabulary. In line with research by Rosilah & Ulfa (2024), by using the HelloTalk application, speaking learning can be more interactive and effective because students have the opportunity to practice directly with native speakers and get real-time feedback.

Based on the results of interviews with teachers at the learning evaluation stage, they stated that the Hello Talk application helps students do assignments or quizzes after speaking lessons, making it easier for teachers to analyze learning outcomes at the evaluation stage. This is in accordance with the opinion of Mayekti & Bestary (2024), which states that when learning English by understanding the use of the Hello Talk application, students will be able to produce projects.

Based on the results of interviews with teachers at the learning evaluation stage, they stated that the Hello Talk application helps students do assignments or quizzes after speaking lessons, making it easier for teachers to analyze learning outcomes at the evaluation stage. In line with research by Criollo-C et al.

(2021), when learning English by understanding the use of mobile learning applications, students will be able to produce projects.

The challenge of mobile application-based learning technology, according to teachers' perceptions, is the ability of teachers to adapt to new technologies that continue to develop and demand higher digital skills. The strategy through technical support, according to Bowman et al. (2022), is to conduct regular training on the use of learning technology. In addition, ensuring the diversity of teaching methods to accommodate various learning styles of students in the digital environment (El-Sabagh, 2021).

5. CONCLUSION

The implementation of the Hello Talk application in teaching speaking skills for tenth-grade students at Vocational High School 2 Cirebon has proven effective in enhancing students' engagement, enthusiasm, and understanding of the material. Students reported increased happiness, activeness, and ease in grasping the lessons, alongside improvements in pronunciation skills facilitated by features like voice-to-text conversion and tandem partner conversations. Teachers found the application valuable for planning, implementing, and evaluating speaking lessons, appreciating features such as grammar correction and voice integration that encouraged participation and improved learning outcomes. The application's advanced features, including automatic corrections, tandem partner interactions, and real-time feedback, played a significant role in boosting students' confidence and fluency. However, proper planning and digital literacy were deemed essential to maximize its potential. This study contributes to showing how the use of the Hello Talk application can help improve students' speaking skills and provide insight for teachers in utilizing technology to create interactive and innovative learning.

Integrating digital tools into language teaching can foster a more engaging and interactive learning environment. Teachers should ensure appropriate guidance and planning to maximize the app's benefits. The positive outcomes from this study suggest that integrating similar digital tools into curriculums could support 21st-century learning goals. Infrastructure and training for both teachers and students are crucial for successful implementation. However, the challenges for teachers and students in learning using mobile-based technology include limited access to devices, difficulties in adapting to technology, distractions during learning, and obstacles in optimally understanding the material.

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