

# Utilizing Hello English Application In Teaching Speaking Skills

Nanda Salsabila Kamila<sup>\*1</sup>, Zaitun<sup>\*2</sup>

<sup>12</sup>Universitas Muhammadiyah Jakarta

Email : [nannsalsa23@gmail.com](mailto:nannsalsa23@gmail.com)<sup>\*1</sup>, [zaitun@umj.ac.id](mailto:zaitun@umj.ac.id)<sup>\*2</sup>

---

## ARTICLE INFO

**Keyword** : *learning media, speaking difficulties, students' speaking performance, teaching method.*

©2026 Nanda Salsabila  
Kamila, Zaitun

: This is an open-access article distributed under the terms

of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



## ABSTRACT

*This research aimed to measure the effectiveness of Hello English Application as a digital-based media in improving students' speaking skill. A quantitative method with pre-experimental design was employed. The experiment was conducted at SMP IT INSAN MADANI 8, Tangerang on the even semester of 2024/2025 academic year. There were two classes of grade 8 students participated as the sample in this study. Each class was occupied by 30 students. One class was assigned as experimental group and the other one as controlled group. In collecting the data, speaking post-test was administered to the two classes after 6 meetings of treatment was held. The analysis data revealed that experimental group students' speaking achievement outperformed the one in the controlled group. It was found that total of speaking score reached by experimental group students was 2.460 with the average score of 82.6, whereas controlled group students hit total score of 2.240 with 74.6 on the average. Based on these findings, this research work concluded that digital-based media of Hello English Application was effective to improve students' speaking skills.*

## INTRODUCTION

In general, the purpose of education is to prepare future generation of a nation to compete in the global world, and one of the most demanding requirements is the ability of the students to use English. In national curriculum of Indonesia, the framework of Kurikulum Merdeka states that the first objective for teaching English at junior high school level is to develop English communicative competence through various multimodal texts (oral, written, visual, and audio-visual). This decree explicitly shows that one crucial aspect that should be taken into account in teaching English at this level is speaking skill.

According to Razaq, et.al, (2022), in learning a foreign language, the learners are expected to be able and competent to communicate that language fluently, accurately and extensively. They will be able to convey their opinions, suggestions, interests, thoughts, and feelings by speaking (Seymour & Hunter, 2019). However, this skill is challenging for majority of the students since they are surrounded by the environment which uses mother tongue in daily life (Alrasheedi, 2020).

Kohl, et.al. (2022) defined speaking as creating and exchanging meaning process in certain contexts by using both verbal and non-verbal signals. Thus, it requires students' knowledge in terms of grammar, structure, sufficient vocabulary, and correct pronunciation. A study of Julfah & Megawati (2023) in lower secondary level in Indonesia found that several problems faced by the students in speaking skill are: inadequate vocabulary and pronunciation, and afraid of making mistakes and shyness. In line with this, Hajar & Abd (2022) found in their study that junior high school students experienced speaking difficulties due to a variety of issues including: limited time to practice their speaking during the learning, lack of grammar, students' motivation and paradigm, limited vocabulary, pronunciation barrier, and unsupportive environment.

Rusdin & Purwati (2023) reported that based on their qualitative research, they found four categories of problems countered by junior high school students in speaking skills, namely the problems in terms of language, psychology, personal and education. In language, the students faced mother tongue interference, poor grammar and pronunciation, slow speech, unnatural spoken English and insufficient vocabulary. In relation to psychological aspect, students were nervous, lack of ideas, shy, and low confidence. In accordance with personal problems, some barriers were laziness, negative attitude, cultural gaps, and environmental effects. Whereas in terms of education, students had problems with teachers' teaching method, facilities in teaching and learning process, and limited utilization of media. These problems are seen to be more complex and cover various aspects.

Baidawi (2016) opined that in order to support and succeed the process of teaching speaking to students, utilizing various teaching media is needed. "The use of media in learning can also affect learning speaking skills" (Diner, et.al., 2021, p. 94). Further, Diner, et.al. (2021) added that in this technology and information era, the most appropriate instructional media is a technological-based one. There are big numbers of instructional media connected to technology, including videos, artificial intelligence and or applications that can be used in the process of teaching and learning. Among those plethora of technological applications, Hello English is a mobile application developed to serve its users in learning English interactively (Putra, 2020). Daulay, et.al. (2023) argued that this app was very efficient for teachers to teach speaking in class. The study of Kembaren & Lubis (2022) who measured junior high school students' perceptions on the use of Hello English while they were learning English showed that most of them agreed that this application made them become motivated, enthusiastic, and easier to understand the lessons.

In line with these findings, Anggraini, et.al. (2023) described that this application is used by huge people around the world mostly to practice their speaking skills due to its features that provide millions of updated dialogues, interactive games and lessons. Additionally, they reported that in their 2-cycles of classroom action research which investigated Hello English application to solve students' problem in speaking, students made very speaking improvement up to 85.25% in cycle 2. This result led them to conclude that Hello English application is effective and efficient to be used as one of technological-based learning media to improve students' speaking skills.

It is stated on: [www.wikipedia.com](http://www.wikipedia.com) that Hello English is freemium English language learning application available on Android, iOS, Windows and Web that allows its users to learn English through interactive modules. This app was launched by CultureAlley in October 2014. With hundreds of interactive lessons and games associated with the four skills of language, it has a bilingual dictionary with 22 available in 22 languages.

In order to improve speaking skills, this app has the feature of 'voice recognition' where the users can see how good their pronunciation skills are. Besides, the audio video lessons also use native speakers as the sources in which they are very accurate in pronunciation. In practicing their speaking skills, the students just go to the training feature and then choose one of the themes for conversation. After that, under the selected theme the students will get the guidance on how to work on that theme, followed by written script. When reading the script, the students are suggested to press the record button to record their voice, after that they will automatically get the feedback of their speaking whether the words and or sentences that they have said are correct or wrong (Daulay, et.al., 2-23).

Referring to the background above, the researcher was interested to do a study to measure the effectiveness of Hello English App in improving students' speaking skills. The title of this study is: "Utilizing Hello English Application in Improving Students' Speaking Skills. The researcher hopes that the findings of this research will also prove that this App can be effectively used to improve students' skills of speaking.

There was a plethora of prior studies that investigated the use Hello English application to improve students' speaking skills. A classroom action research study of Anggraini, et.al. (2023) who measured the effectiveness of Hello English App to solve their students' speaking problems that below the minimum success criteria of 75. This qualitative study consisted of 2 cycles. In cycle 1, students' average score of speaking was 50.03. After they applied Hello English to as the instructional media in teaching speaking skills, this number increased to 85.25 in cycle 2. These findings revealed that after learning speaking by using Hello English App, students' speaking performance improved up to 35.22 points. Beside these results, the researchers also said that by using Hello English, the students found easier to practice their speaking and playing speaking games.

Another qualitative study was conducted by Daulay, et.al. (2023) scrutinizing students' perceptions in terms of utilizing Hello English application to improve speaking skills. They reported three findings, namely: 1) a number of 98% students perceived Hello English as an effective application to improve their speaking skills; 2) the students made good progress in using technology-based application in speaking course; and, 3) the teachers also perceived that Hello English was very efficient used as the media to teach speaking skills.

The effectiveness of Hello English was also examined by SImanjuntak, et.al. (2022). Their quantitative study involved 32 students of class XI MIA 1 SMAN 3 Padang Sidempuan as the sample. The purpose of this research work was to measure whether or not Hello English app effective to improve students speaking proficiency. They administered pre-test before the experiment and post-test after the treatment. The statistical analysis of the data showed that students' post-test of speaking outperformed their pre-test in which t-cal was 26.727 and t-table was 2.032. These results confirmed that  $H_a$  was accepted. Or, in other words it was concluded

that there was significant effect given by Hello English app towards students' speaking improvement.

From a number of previous studies, it was found that most of the research of Hello English application to improve students' speaking skills were dominated by classroom action research and or qualitative research. Meanwhile, quantitative study was more on involving one class of senior high school students by comparing students' speaking performance before and after the experiment (pre and post-tests). Thus, in this study, the researcher is interested to fill the gap by proposing her research on 2 classes of grade 8 students (junior high school level). The effectiveness of Hello English application will be determined by comparing students' post-test results only.

In order to make this research focused, the researcher limited the identified problems above to the investigation of teaching and learning media, namely Hello English App in speaking course. Besides, this study only involved students of grade 8 junior high school of SMP IT INSAN MADANI 8, Pondok Aren, Tangerang Selatan.

By these limitations, the results of this research might not be the same and or applicable to other grades of students and to students of different school. Additionally, the researcher limited her study also due to her limited knowledge, time and costs.

This study ass proposed to examine the effectiveness of Hello English as one of digital-based application used to improve students' speaking skills. As it was explained in the background of this paper, most of students still found speaking as the most challenging skill among others. This experimental study was conducted quantitatively in which the decision of concluding whether or not Hello English is effective to improve students' speaking skills based on the results of students' pre-test and post-test of speaking. If students perform better in the post-test, then Hello English would be said as effective media, meanwhile if students' speaking achievement in the pre-test was higher than their post-test, then Hello English would be said to be an ineffective media.

## **RESEARCH METHOD**

This research was conducted in odd semester of academic year 2023/2024. It took place at SMP IT INSAN MADANI 8, located on Jln. Pondok Jati Selatan RT 001/013, No. 79, Jurang Mangu barat, Pondok Aren, Tangerang. The researcher did the research for around one semester, starting from the beginning of writing the background and literature of the study, consulting with thesis supervisor, collecting and analyzing the data. This research used quantitative method. Ghanad (2023) explained that quantitative research has the objectives of quantifying data and generalizing results from the sample of the study from a variety of perspectives.

This research aimed to prove the influence of 'Hello English' app technological-based media towards students' speaking skills. Thus, the data were analysis in numbers because students' speaking skills were assessed through tests to see their speaking progress. Besides, the influence of 'Hello English' app was examined through statistical analysis to answer the hypothesis. Therefore, quantitative method was an appropriate approach to be used. Research design of this study was quasi-experiment with two groups post-test only approach.

This type of research design is a non-randomized approach in which the researcher directly assigns group that becomes the experimental subject and another group that becomes the controlled subject. This research consisted of two variables; independent (X) and dependent (Y). In collecting the data, speaking tests used as the instruments. Since this research was a two-groups of post-tests only, the speaking tests were held after the experiment had undertaken. The test was given to both experimental and controlled groups. The speaking test was adapted from students' English text-book Chapter I. The book used by the students was Modul Bahasa Inggris untuk SMP/MTs kelas VIII. Chapter I of this book was about: "Asking and

Giving Attention, Checking Understanding, Giving Appreciation, Asking and Giving Opinion". The researcher gave one topic about giving suggestion and or opinion. The test was performed by the students in-pairs but the assessment of their performance was on personal basis. This speaking test's contents was firstly validated by the researcher's thesis advisor to get its validity (Appendix 1, Appendix 2, Appendix 3).

As quantitative research deals with numbers, the data of this study were analyzed quantitatively. The following steps were taken by the researcher in analyzing the data:

1) The scores the student got on the four aspects in the rubric above were added up and then divided by 4:

$$\frac{P+V+G+F}{4} =$$

2) The calculation results of students' speaking scores in the two classes were listed and computed to get the average score gained by experimental group and controlled group;

3) The results were then classified into speaking achievement scoring interval adopted from: 'Guidelines for Assessment by Educators and Education Units for Junior High School' (Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama)

**FINDING AND DISCUSSION**

**Finding**

As it was explained on the previous chapter, this research had the purpose to measure the effectiveness of Hello English App as technological-based media in improving students' speaking skills. The measure was based on students' speaking post-test of experimental and controlled groups. The following Table 1 and Table 2 present the data of speaking test gained by the students in the two groups:

**Table 1. Speaking Test Results of Experimental Group**

No.	Score	Score Qualification	Passed/Failed Minimum Criteria of 70
1	S1	70	Passed
2	S2	70	Passed
3	S3	85	Passed
4	S4	80	Passed
5	S5	70	Passed
6	S6	80	Passed
7	S7	80	Passed
8	S8	85	Passed
9	S9	80	Passed
10	S10	75	Passed
11	S11	80	Passed
12	S12	90	Passed
13	S13	80	Passed
14	S14	80	Passed
15	S15	80	Passed
16	S16	75	Passed
17	S17	85	Passed
18	S18	85	Passed

19	S19	85	Passed
20	S20	80	Passed
21	S21	70	Passed
22	S22	75	Passed
23	S23	90	Passed
24	S24	90	Passed
25	S25	80	Passed
26	S26	80	Passed
27	S27	80	Passed
28	S28	85	Passed
29	S29	75	Passed
30	S30	80	Passed
	TOTAL	2.480	
	MEAN	82.6	

From Table 1 above it can be seen that all students fulfilled the minimum requirement of 70. There were 4 students whom their speaking score exactly at 70 which meant that their score was on the passing grade limit. There were also 4 students who got 75, 13 students who got 80, 6 students who got 85, and the other 3 reached 90. Total score of students' speaking performance was 2.480 with the average number of 82.6.

**Table 2. Speaking Test Results of Controlled Group**

No.	Score	Score Qualification	Passed/Failed Minimum Criteria of 70
01	S1	80	Passed
02	S2	80	Passed
03	S3	75	Passed
04	S4	70	Passed
05	S5	70	Passed
06	S6	70	Passed
07	S7	70	Passed
08	S8	75	Passed
09	S9	80	Passed
10	S10	70	Passed
11	S11	75	Passed
12	S12	80	Passed
13	S13	70	Passed
14	S14	70	Passed

15	S15	75	Passed
16	S16	65	Failed
17	S17	60	Failed
18	S18	85	Passed
19	S19	80	Passed
20	S20	70	Passed
21	S21	70	Passed
22	S22	75	Passed
23	S23	80	Passed
24	S24	70	Passed
25	S25	60	Failed
26	S26	80	Passed
27	S27	80	Passed
28	S28	85	Passed
29	S29	90	Passed
30	S30	70	Passed
	TOTAL	2.240	
	MEAN	74.6	

The results of controlled group speaking post-test revealed that there were 3 students who did not reach the minimum criteria yet, i.e., 2 students got 60 and the other 1 student got 65. There were 11 students who got 70, 5 students hit 75, 8 students achieved 80, 2 students reached 85, and the other 1 student got 90. Besides, 11 students who got 70 showed that their speaking performance was on the minimum requirement limit. Total number of the score was 2.240 with the average number of 74.6.

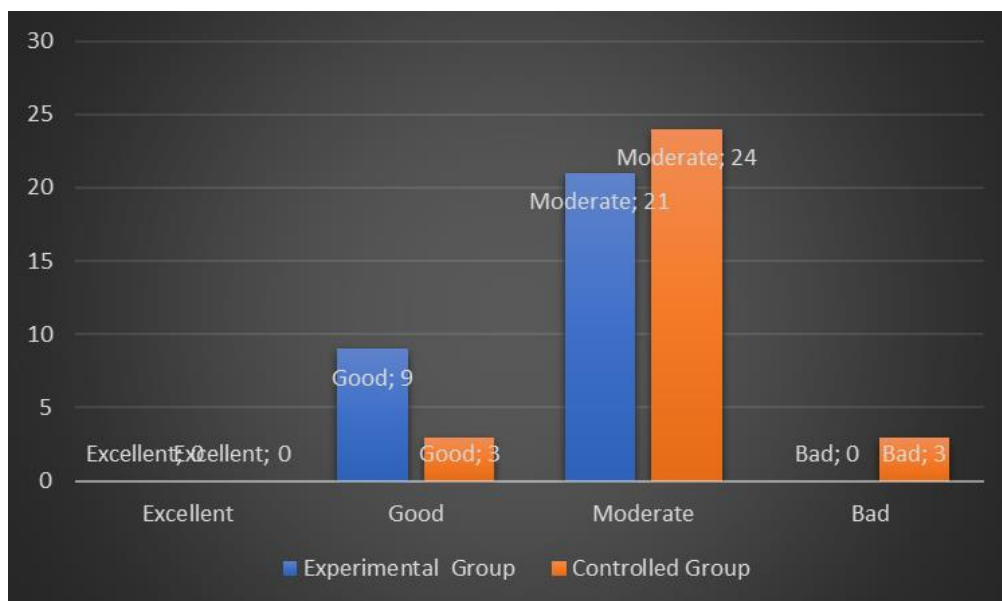
To be put into speaking qualification table, students' speaking performance on those two tests are as follows:

**Table 3. Students' Speaking Achievemem in the Two Groups**

Students' Speaking Achievement	Scoring Interval			
	91 – 100 (excellent)	81 – 90 (good)	70 – 80 (moderate)	< 69 (bad)
Experimental Group	-	9	21	-
Controlled Group	-	3	24	3

The achievement of students in the two groups as displayed on Table 4.3 above are as follows: None of the students in those groups were in 'excellent' level, 9 students in the experimental group were 'good', and 3 students in controlled group at this level, 21 students of experimental

group were 'moderate', while 24 students of controlled group, no student of experimental group was 'bad', whereas there were 3 students of controlled group at this level. Based on this report, it is clear that students in the experimental group outperformed those in the controlled group even though no student was said to be 'excellent'. The following Figure 4.1 describes the achievement:



**Figure 1. Students' Speaking Qualifications**

Even though no student was classified as 'excellent' in the two groups, the significant differences can be seen in 'good' qualification where more students of the controlled group were in this level and no student of the experimental group was in 'bad' qualification.

This achievement showed that after the experiment, students in the experimental group, whose studied speaking by using digital-based media of Hello Application, performed better than students in the controlled group who studied with conventional method.

### Discussion

The results of the analysis data above revealed that students' post-test speaking achievement in the experimental group was better than students' in the controlled group. From the score, experimental group students achieved total score of 2.460 with the average score of 82.6, while students in the controlled group reached 2.240 total score with the average of 74.6. This achievement explained that in terms of total score gained in speaking post-test, the experimental group was 200 points higher than the score gained by the controlled group, as well as in the average score, the experimental group reached 8 points higher than controlled group.

Based on speaking performance qualification, it can be explained that students' speaking post-test in the experimental group were classified more both in 'good' and 'moderate' levels. Even though the results showed that no student in the two groups achieved 'excellent' level, but experimental group students were more in 'good' level than controlled group students, while in 'moderate' level, students of controlled group were more than the ones in experimental group. Additionally, different achievement was also shown clearly from the 'bad' level in which no students of the experimental group fell in this level, while there were 3 students of controlled group classified into this level.

Ammini and Jamilah (2024) opined that Hello English application made learning English more enjoyable for students due to its features. In line with Hasanah, et al. (2025) who claimed that

the use of visual aid media in learning not only make students became more interested and focused, even more, it also built more enjoyable effective and meaningful learning atmosphere.

## **CONCLUSION AND SUGGESTION**

This research had the objective to measure the effectiveness of Hello English Application as one of digital based learning media in learning speaking skills. The analysis data revealed that after the treatment, students in the experimental group performed much better than those in the controlled group. This achievement was proven by the average speaking post-test gained by experimental group students with 2.460 total score or higher than the one achieved by controlled group students, i.e. 2.240. As well as the average score in which experimental group students hit 82.6 for their speaking post-test and controlled group students reached only 74.6 on the average.

Based on the quantitative results above, this research concluded that Hello English Application was effective to improve students' speaking skills. This research finding was also supported by the previous studies which also proved that Hello English App was an effective learning media not only in speaking learning but also in all English learning. This research was far from perfect. Thus, based on the results of the study, it is suggested for future research to use more students with various levels of English (can be by using diagnostic test first), hence the results will be more varied; apply not only pre-test but also post-test to get more valid measurement; add the instrument to collect the data such as observation, interview, and or questionnaire to elaborate the findings more.

## **REFERENCES**

- Amini, S. N., & Jamilah, J. (2024). The effectiveness of Hello English application in improving students' learning motivation and reading skills. *LITERA*, 23(2), 196–209. <https://doi.org/10.21831/ltr.v23i2.71999>
- Anggraini, et.al. (2023). Improving student speaking skills using the Hello English application. *Journey: Journal of English Language and Pedagogy*, 6(1), 265-271. <https://doi.org/10.33503/journey.v6i1.2692>.
- Baidawi, A. (2016). Using visual media in teaching speaking. *OKARA Journal of Languages and Literature*, 1(1), 54-65.
- Daulay, S.H., et.al. (2023), Hello English application to improve students' speaking skills. *EDULITICS Journal (Education, Literature, and Linguistics Journal)*, 8(2), 21-28. <https://doi.org/10.52166/edulitics.v8i2.4798>.
- Diner, L., et.al. (2021). A meta-analysis of the influence of instructional media on speaking learning. *Lingua Cultura*, 15(1), 93-99. <https://doi.org/10.21512/lc.v15i1>.
- Ghanad, A. (2023). An overview of quantitative research methods. *International Journal of Multidisciplinary Research and Analysis*, 6(8), 3794-3803. <https://doi.org/10.47191/ijmra/v6-i8-52>.
- Julfah, J. & Megawati, F. (2023). Speaking problems faced by lower secondary school EFL learners. *IJEMD: Indonesian Journal on Education Methods Development*, 18(1), 1-6. <https://doi.org/10.210070/IJEMD.V211.722>.
- Kembaren, F.R.W., & Lubis, M.H. (2022). Student's perception of Hello English application on students vocabulary learning. *INSPIRATION: Instructional Practices in Language Education*, 1(2), 54-70.
- Kohl, S., et.al. (2022). Context is the key: Mining social signals for automatic task detection in design thinking meetings. In *International Conference on Human-Computer Interaction*, p. 12-27. Springer, Cham. [https://doi.org/10.1007/978-3-031-05897-4\\_2](https://doi.org/10.1007/978-3-031-05897-4_2).

- Putra, IDGRD., Saukah, A., Basthomi, Y., Irawati, E. (2020). The acceptance of English language learning mobile application Hello English across gender and experience differences. *International Journal of Emerging Technologies in Learning*, 15(15), 219 – 228. <https://doi.org/10.3991/ijet.v15i15.1107>.
- Razaq, Y., et.al. (2022). Students' speaking skills by using personal experience. *Indonesian Journal of Research and Educational Review*, 1(3), 346-353. <https://doi.org/10.51574/ijrer.v1i2.389>.
- Rusdin. R. & Purwati, D. (2023). Speaking up: A comprehensive investigation of EFL secondary students' speaking skill problems in Indonesia's Islamic school context. *Elysa: Journal of English Language Studies*, 5(2), 236-249. <https://doi.org/10.31849elsya.v5i2/11911>.
- Seymour, E., & Hunter, A.B. (2019). Talking about leaving revisited: Persistence, relocation, and loss in undergraduate STEM education. <https://doi.org/10.1007/978-3-030-25304-2>.
- Simanjuntak, R.F., et.al. (2022). The effect of Hello English application on speaking ability. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7415-7425. <https://doi.org/10.31004/edukatif.v4i6.4100>.
- Simkus, J. (2023). Cluster sampling: Definition, method and examples. *SimplyPsychology*, accessed from: <https://www.simplypsychology.org>.
- Sinaga, H.H.Br., (2021). The effectiveness of using media toward students' speaking ability at eighth graders' of SMPN 8 Kota Jambi, accessed from: <https://repository.unja.ac.id>.
- Suggate, S.P. & Martzog, P. (2021). Preschool screen media usage predicts mental imagery two years later. *Early Child Development and Care*, 0(0), 1-14. <https://doi.org/10.1080/03004430.2021.1924164>.
- Thaine, C. (2021). How can teachers best prepare for speaking activities? Accessed from: <https://www.cambridge.org/>, on: May 25, 2024.
- Umoh, J.M., et.al. (2020). Teaching and learning with media technology. *International Journal of Innovations in Engineering Research and Technology [IJERT]*, 7(5), 296-300.
- Ur, P. (1995). *A course in language teaching practice and theory*. Cambridge University Press.
- Wahyuningsih, S. & Taqiyah, E.S. (2022). Utilizing various media in teaching English to young learners: Is it meaningful? *LINGUAMEDIA*, 3(2), 1-7.
- Yüksel, H.G., et.al. (2020). Digital flashcards vs. wordlists for learning technical vocabulary. *Computer Assisted Language Learning*, 0(0), 1-17. <https://doi.org/10.1080/09588221.2020.1854312>.
- Yusuf, Q., & Zuraini. (2016). Challenges in teaching speaking to EFL learners. *Proceedings of the 1st English Education International Conference (IEIC) in conjunction with the 2nd Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia Pacific Education Universities (CAFEU) between Sultan Idris Education University and Syiah Kuala University*, p. 542-546.