



The Effect of Hello English Application on Speaking Ability

Ruhut Febiola Simanjuntak^{1✉}, Atni Prawati², Masyhur³

Universitas Riau, Indonesia^{1,2,3}

e-mail : febiolaruhut@gmail.com¹, atniprawati05@gmail.com², masyhur@lecturer.unri.ac.id³

Abstrak

Teknologi telah mendapat banyak perhatian karena potensinya untuk memecahkan masalah pembelajaran di era modern ini. Ketidaktertarikan dan rendahnya partisipasi siswa dalam proses pembelajaran, mendorong guru untuk menggunakan teknologi sebagai media untuk meningkatkan semangat siswa dalam belajar bahasa Inggris khususnya berbicara. Penelitian ini bertujuan untuk mengetahui apakah aplikasi *Hello English* memiliki pengaruh yang signifikan terhadap kemampuan berbicara. Desain pra-eksperimen digunakan untuk melakukan penelitian ini. Sampel penelitian ini berjumlah 35 siswa kelas XI MIA 1 di SMAN 3 Padang Sidempuan. Tes awal digunakan untuk mengetahui kemampuan berbicara awal siswa. Tes akhir dilakukan setelah perlakuan diterapkan selama empat kali pertemuan dengan memanfaatkan aplikasi *Hello English* sebagai media pendukung dalam pembelajaran bahasa Inggris. Rumus uji-t digunakan untuk menganalisis data yang terkumpul. Berdasarkan hasil penelitian diperoleh nilai t-hitung sebesar 26,727 dan nilai t-tabel sebesar 2,032. Hal ini menunjukkan hipotesis alternatif (H_a) mengenai ada pengaruh yang signifikan dari penerapan *Hello English* terhadap kemampuan berbicara siswa kelas sebelas di SMAN 3 Padang Sidempuan diterima.

Kata Kunci: Kemampuan Berbicara, Aplikasi Hello English, Siswa Sekolah Menengah Atas.

Abstract

Technology has received a lot of attention because of its potential to solve learning problems in this modern era. Disinterest and low participation of students in the learning process, encourage teachers to use technology as a medium to increase students' enthusiasm for learning English, especially speaking. This research aims to determine whether the Hello English application had a significant impact on speaking ability. Pre-experimental research was employed to conduct this research. The sample of this research consisted of 35 students from class XI MIA 1 at SMAN 3 Padang Sidempuan. The pretest is used to determine the students' initial speaking ability. The posttest was conducted after the treatment was applied in four meetings utilizing the Hello English application as a supporting medium in learning English. The t-test formula was used to analyze the collected data. Based on the findings of this research, the t-count value was 26.727, and the t-table value was 2.032. It denotes that the alternative hypothesis (H_a) regarding whether there is a significant effect of the Hello English application on the speaking ability of eleventh-grade students at SMAN 3 Padang Sidempuan is accepted.

Keywords: Speaking Ability, Hello English application, Senior High School Students.

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✉ Corresponding author :

Email : febiolaruhut@gmail.com

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INTRODUCTION

The use of language is a tool for interpersonal communication. As a result, it would be challenging for us to understand the message conveyed by a communicant if we were unable to understand the language. Furthermore, speaking also plays a crucial part in communication. Speaking is the process of producing language sounds, placing stress appropriately, use intonation and pitch to express feeling and its purpose (Harmer, 2008). Speaking ability is fundamentally the ability to produce a sound flow to communicate a person's needs, desires, and feelings to others (Parmawati & Inayah, 2019). In addition, speaking is a productive linguistic skill (Siahaan, 2008). Speaking is a conversational interaction that involves both providing and receiving information in order to create meaning (Kosar & Bedir, 2014). It implies that speaking is our capacity to generate sounds with meaning and that other people can understand, therefore being able to develop effective communication.

However, students often struggle to speak English fluently. There are a number of reasons why students struggle with speaking English. First, the students had trouble deciphering the meaning of the language. Second, it was challenging for the students to recall all of the vocabulary lessons. Third, the way the terminology was organized frequently caused confusion among the students. Fourth, the word was difficult for the students to pronounce. Fifth, the students struggled to comprehend the content in English. Lastly, there were limited facilities available to the students for studying English (Siregar et al., 2020).

Based on the researcher's experience when teaching the eleventh-grade students during PLP (Pengenalan Lapangan Persekolahan) in SMAN 3 Padang Sidempuan, students took the learning process less seriously and pay less attention to the materials the teachers provided. The majority of students did not actively participate in the English class, as seen during the learning process. The researcher discovered that most students struggle with speaking English, particularly while practicing conversation. Based on the student's perspective, English lessons are so tedious because the teachers often use conventional teaching methods such as teacher-centered instruction in the classroom. Fundamentally, this method places the teacher in charge of supervising all activities in the classroom. Despite the possibility of group work, the majority of the teaching-learning process is spent with the teacher outlining concepts and giving students individual work. As a result, the students are less motivated to learn and practice English in class. Learning outcomes of students will be impacted by the implementation of inadequate or inappropriate learning strategies (Koesrini & Kasimbara, 2022). Therefore, innovative and creative teaching media is one approach for attracting students' attention to the lesson offered by the teachers so that the learning message can be communicated clearly and the learning results can be optimized.

In this era of industrial revolution 4.0, technology will transform many activities and the educational system is no exception (Butarbutar & Simatupang, 2020). The development of technology in the digital era has had a major impact on the current learning system. It has become feasible to portray knowledge and information in a variety of ways, including through the use of images, graphics, animations, and movies with the development of technology. As technology has advanced in this modern era, teachers can utilize it as one of the teaching media to optimize learning outcomes, and increase motivation and enthusiasm for learning English. For instance, using an application in the teaching-learning process can help students visualize abstract concepts, makes it easier for them to learn or grasp the content that is being taught to them and promotes interactions between teachers and students in the classroom.

Based on the difficulties stated above, the researcher believes there is a need to utilize technology as learning media in teaching-learning English, namely *Hello English* application. The features of this application are easy to operate, very suitable for the characteristics of students, and in accordance with school infrastructure. This application is expected to attract students' enthusiasm for learning English, particularly speaking, and increase their learning outcomes. This is supported by previous research where *the Hello English* application is effective to improve the students' English vocabulary (Ismiati & Kurniawan, 2019). In addition, this application is a pleasurable medium to learn pronunciation and it makes students could practice pronouncing the words in

the correct ways continuously (Seflianti & Arina, 2019). *Hello English* application supports teachers in creating interactive teaching-learning process, enriches students' vocabulary, and encourages them in producing creative ideas (Manik & Handayani, 2020). *Hello English* application provides a number of features to aid in expanding students' vocabulary while using it, including music, native speaker sounds, colorful graphics, and user-to-user interaction (Zakiyah & Jamilah, 2021). Furthermore, the *Hello English* application can improve students' enthusiasm and make them actively participate in the learning process (Amaliah, 2020).

Aligned with a number of previous research investigating *Hello English* application in language learning, the researcher wants to expand the research on *Hello English* application and its effect on speaking ability based on the five speaking components including pronunciation, grammar, vocabulary, fluency, and comprehension. Hence, this research entitled "*The Effect of Hello English Application on Speaking Ability*".

METHOD

This research aims to determine whether the *Hello English* application can significantly improve the speaking ability of the eleventh-grade students at SMAN 3 Padang Sidempuan. In order to gain quantitative data, pre-experimental research with one group pretest and posttest design was used (Gay et al., 2009). In this research, a group was monitored after the treatment was applied to determine whether the treatment has the potential to cause a change. The sample was class XI MIA of SMAN 3 Padang Sidempuan, which consisted of 35 students.

This research involved three stages covering the pretest, treatment, and posttest. The data was collected by three raters using the response to a tape-recording method (Hughes, 2003). The procedures to collect the data were: First, a pretest was distributed to determine the students' basic speaking ability. The pretest was conducted by asking the students some questions about cause-and-effect relationships in the form of recording audio. Then, the students as the test-takers listened to the recording audio in the language laboratory, did the brainstorming, and record their answers. Second, the treatment was implemented by using *the Hello English* application as a supporting medium in teaching English, especially speaking in teaching about cause-and-effect relationships. The researcher did the treatment in four meetings with a time allocation of 2 x 45 minutes per meeting. Lastly, the posttest was given to see the differences between pretest and posttest scores and to figure out whether the treatment had significantly improved students' speaking ability or not. The posttest was conducted in a similar procedure to the pretest.



Figure 1. *Hello English* Application

The pretest and posttest were in the form of a speaking test. The speaking test consists of two topics with several questions about the cause-and-effect relationships in every topic. The students have to choose one topic to talk about. The pretest and posttest have different topic options as described below:

Table 1
Blueprint of the Speaking Test

No.	Test	Topic
1.	Pretest	The effects of bullying in school on students The effects of lack of sleep on the human body
2.	Posttest	The effects of smoking on our health The effect of global warming on the earth

The speaking components that were assessed were pronunciation, vocabulary, grammar, fluency, and comprehension (Hughes, 2003). The speaking components, scores, and descriptions are explained as follows:

Table 2
The Measurement of Speaking Components

Component	Score	Description
Pronunciation	5	Native pronunciation, without any hint of a foreign accent.
	4	Foreign accents and occasional mispronunciations do not interfere with comprehension.
	3	Foreign accents with some mispronunciations which occasionally lead to misunderstanding, concentrated listening is required.
	2	Frequent mispronunciations and extremely heavy accents make comprehension difficult and require repetition to be understood
	1	Pronunciation is often incomprehensible.
Grammar	5	There are few mistakes and no failure patterns.
	4	There are occasional errors that show a lack of control over specific patterns, but no mistakes that cause misunderstandings.
	3	Frequent errors indicate major patterns that are out of control and occasionally cause misunderstanding and irritation.
	2	Constant errors frequently obstruct communication and reveal control over only a few important patterns.
	1	The majority of the grammar is incorrect.
Vocabulary	5	Professional vocabulary is precise and comprehensive, while generic vocabulary is adequate for addressing a variety of social contexts and complex practical issues.
	4	Professional vocabulary is sufficient for discussing specific interests, while generic vocabulary allows for the circumlocutionary discussion of any non-technical subject.
	3	The word choice is occasionally incorrect, and vocabulary constraints prohibit discussion of some frequent social and professional themes.
	2	Vocabulary is restricted to fundamental, survival, and personal topics (food, transportation, time, family, etc.)
	1	Even for the most basic discussion, vocabulary is insufficient.
Fluency	5	Speech is effortless and fluid as that of native speakers on all professional and general themes.
	4	Speech is smooth and fluent, but there is apparent non-native speech and evenness.
	3	Speech is occasionally hesitant, with some unevenness caused by word-searching and rephrasing.
	2	Speech is often hesitant and abrupt; sentences are sometimes left incomplete.
	1	Speech is extremely slow and inconsistent, except when it comes to brief or routine sentences.
	5	Understands all expectations of an educated native speaker in formal and conversational communication.

Component	Score	Description
Comprehension	4	Understands all of the words used in a typical formal discussion, except the simplest or low-frequency themes and extremely rapid speech.
	3	Understands formal speech quite well when involved in dialogue, but sometimes requires repetition of words
	2	Understands cautious, slightly simplified speech when conversing, but it may be necessary to repeat and rephrase some words.
	1	Understands only slow and very simple speech on typical touristic and social issues; continuous repetition and rephrasing are necessary.

Adapted from (Hughes, 2003)

The researcher used the following steps to analyze the data: first, analyzed the total score of the students' speaking ability by using this formula:

$$\text{Total Score} = P + G + V + F + C$$

Where:

P = Student's ability in pronunciation

G = Student's ability in grammar

V = Student's ability in vocabulary

F = Student's ability in fluency

C = Student's ability in comprehension

(Hughes, 2003)

Then, the following formula is used by the researcher used to find out the real score of the students:

$$RS = \frac{TS}{N} \times 100$$

Where:

RS = Real score of every student

TS = Total score of the speaking components

N = Maximum score

(Hatch & Farhady, 1981)

After getting the score, students' scores were classified into seven categories. The classification of students' scores was adopted from Depdikbud (2006) as described below:

Table 3
The Classification of Students' Speaking Scores

Score Range	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	Fairly good
56 - 65	Fair
46 - 55	Poor
0 - 45	Very poor

The last, the data were calculated by using Microsoft Excel 2016 and SPSS 25.0 to figure out the differences before and after the treatment was conducted, to find out if there is any significant improvement in students' speaking ability, and draw the conclusion from this research.

RESEARCH FINDINGS AND THE DISCUSSION

Research Findings

Pretest and Posttest Result

At the beginning of the research, a pretest was given to gain data on the students' initial speaking ability as a comparison to the data in the posttest after the treatment was applied. The following table presents the result of the pretest:

Table 4	
The Result of the Pretest	
PRE_TEST	
NValid	35
Missing	0
Mean	52.8386
Std. Error of Mean	1.30400
Median	52.0000
Mode	56.00
Variance	59.515
Std. Deviation	7.71457
Minimum	40.00
Maximum	68.00
Range	28.00
Sum	1849.35

The result shows that the mean score is 52.83, the median is 52, and the mode is 56 which were obtained by 5 students. The maximum score is 68 while the minimum score is 40 with a range of 28. In addition, the standard deviation is 7.71 and the standard error mean is 1.30. The following table presents the classification based on the gained data from the pretest:

Table 5				
The Classification of Students' Speaking Ability in Pretest				
No.	Score Range	Classification	Frequency	Percentage
1.	96 - 100	Excellent	0	0%
2.	86 - 95	Very good	0	0%
3.	76 - 85	Good	0	0%
4.	66 - 75	Fairly good	2	6%
5.	56 - 65	Fair	12	34%
6.	46 - 55	Poor	14	40%
7.	0 - 45	Very poor	7	20%
Total			35	100%

Table 5 shows that none of the students in the range of 96-100 is classified as *excellent* level, 86-95 is categorized as *very good* level and 76-85 which is labeled as *good* level. Meanwhile, there are 2 students (6%) who get scores in the range of 66-75 which are labeled as *fairly good* level. Followed by the range of 56-65 with 12 students (34%) which are categorized as *fair* level, the range of 46-55 with 14 students (40%) which is classified as *poor* level, and *very poor* level with a range of 0-45 is gained by 7 students (20%) from the total sample 35 students. The range of 46-55 is the highest score with 14 students (40%) who are classified as *poor* level.

Then, after the treatment was applied to the students by using *the Hello English* application in the teaching-learning process, the posttest was conducted.

Table 6
The Result of the Posttest

POST_TEST	
NValid	35
Missing	0
Mean	64.5331
Std. Error of Mean	1.28087
Median	64.0000
Mode	65.33
Variance	57.422
Std. Deviation	7.57773
Minimum	53.33
Maximum	80.00
Range	26.67
Sum	2258.66

Table 6 presents that the mean score is 64.53, the median is 64, and the mode is 65,33 which were obtained by 6 students. The standard deviation is 7.57 while the standard error of the mean is 1.28. In addition, the maximum score of the post-test is 80.00 while the minimum score is 53.33. The classification of students speaking ability based on the gained data from the pretest can be seen below:

Table 7
The Classification of Students' Speaking Ability in Posttest

No.	Score Range	Classification	Frequency	Percentage
1.	96 - 100	Excellent	0	0%
2.	86 - 95	Very good	0	0%
3.	76 - 85	Good	5	14%
4.	66 - 75	Fairly good	6	17%
5.	56 - 65	Fair	19	54%
6.	46 - 55	Poor	5	14%
7.	0 - 45	Very poor	0	0%
Total			35	100%

Based on the data presented in table 7, none of the students in the range of 96-100 are classified as *excellent* level, and in the range of 86-95 are categorized as *very good* level. In addition, there are 5 students (14%) in the range of 76-85 which are classified as *good* level. Followed by the range of 66-75 with 6 students (17%) which is categorized as *fairly good* level, the range of 56-65 with 19 students (54%) which is labeled as *fair* level, and *poor* level with the range of score 46-55 fulfilled by 5 students (14%) from the total sample. Lastly, none of the students get the range of 0-45 which is categorized as *very poor* level in the post-test result. The highest frequency in the posttest is *fair* level in the range of scores 56-65 which is gained by 19 students with a percentage of 54%.

After the pretest and posttest results were analyzed, the finding shows improvement in students' speaking ability. The comparison of students' speaking ability and their improvement in five components of speaking are presented in the following table:

Table 8
The Improvement of Speaking Ability for Every Component of Speaking on Pretest and Posttest

No.	Speaking Components	Pretest	Posttest	Improvement
1.	Pronunciation	49.33	61.52	12.19
2.	Grammar	55.81	63.04	7.23
3.	Vocabulary	57.14	71.61	14.47
4.	Fluency	46.28	57.9	11.62
5.	Comprehension	55.61	68.57	12.96

No.	Speaking Components	Pretest	Posttest	Improvement
	Average of the total score	52.83	64.53	11.69

Table 6 explains that the mean score of the pretest is 52.83 while the mean of the posttest result is 64.53. The difference score between the pretest and posttest is 11.69. The table also shows that the average score of every component of speaking has significantly increased. The pretest score of pronunciation is 49.33 and increases to 61.52 in the posttest. In addition, the score on grammar on the pretest is 55.81 increasing to 63.04 in the posttest and the score on vocabulary on the pretest is 57.14 increasing to 71.61 in the posttest. Furthermore, the pretest score of fluency is 46.28 increases to 57.9 in the posttest and the pretest score of comprehension is 55.61 increases to 68.57 in the posttest. Hence, the improvement of every component of speaking from the highest to the lowest is vocabulary (14.47) and then followed by comprehension (12.96), pronunciation (12.19), fluency (11.62), and the last is grammar (7.23).

Normality Test

A normality test is a test obtained from the distribution of the data to determine whether the data has a normal distribution or not. The normality test of the data was computed by using SPSS 25.0. The normality test of the pretest is shown below:

Table 9
The Result of Normality Tets in Pretest and Posttest

	Shapiro-Wilk		
	Statistic	df	Sig.
PRE_TEST	.965	35	.315
POST_TEST	.939	35	.053

The significance of pretest normality as shown in the table above is 0.315. It can be concluded that the data are normally distributed because $0.315 > 0.05$. In addition, the significance of the post-test is 0.053. Therefore, it can be said that the posttest data is normally distributed because $0.053 > 0.05$.

Testing Hypotheses

Furthermore, the pretest and posttest results are compared using the t-test method to determine if the hypothesis might be accepted or not and to see if the treatment has a significant impact on students' speaking ability. The researcher used SPSS 25.0 to test the hypotheses. The Independent T-test is used to examine the hypotheses. The criteria for the hypotheses are:

- If $t_{count} < t_{table}$, H_0 is accepted
- If $t_{count} > t_{table}$, H_0 is rejected or H_a is accepted

The following table shows the result of paired sample test from the pretest and posttest data:

Table 10
Paired Sample Test

		Paired Differences			95% Confidence Interval of The Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Posttest - Pretest	11.69457	2.58865	.43756	10.80534	12.58380	26.727	34	.000

Based on the paired sample test output, column t shows the quotient between the average difference value and the standard error, which is 26.727. Meanwhile, the df (the degree of freedom) is 34 with a value of 2.032 on the t-test table with the level of significant (α) = 5%. Then, based on the result, ($t_{count} > t_{table}$) which is $26.727 > 2.032$ on the significant level of 0.05. It means that the null hypothesis (H_0) is rejected while the

alternative hypothesis (H_a) is accepted. It can be concluded that “*there is a significant effect of Hello English application on the speaking ability of eleventh-grade students at SMAN 3 Padang Sidempuan*”.

Discussion

Based on the explanation of the obtained data after conducting this research, the result shows a significant improvement in students' speaking ability after the treatment by using *Hello English* application. The finding can be proved by comparing the pretest and the posttest scores of the students. The average score of students in the pretest is 52.83 while the average score increases to 64.53 in the posttest after the treatment by using *Hello English* application as a supporting device in learning was applied.

In relation to the description finding of this research, it can be seen that the highest score among the five speaking components in the pretest was vocabulary with an average score of 57.14 and the lowest score was fluency with an average score of 46.28. The possible reason why fluency had the lowest score was that students infrequently practiced speaking English in their learning process and daily activities due to the lack of a supportive environment that encourages them to practice speaking and communicate by using English. As a consequence, the students were unfamiliar with English. On the other hand, vocabulary had the highest score because the students had gained some vocabulary from the material the teacher has given to them and from social media platforms that were frequently accessed by them.

Furthermore, the highest score among the five speaking components in the posttest was vocabulary with an average score of 71.61 and the lowest score was fluency with an average score of 57.9. According to the post-test result after applying the treatment, fluency was still the lowest score because the students had less confidence to communicate using English. As a result, it affected their speaking ability when delivering their ideas fluently and expressing their feelings immediately. Hence, the students were required to practice English in their daily activities to enhance their fluency. On the other hand, vocabulary had the highest score because the students obtain vocabulary from the quizzes, games, challenges, and some other features of *Hello English* application.

When the treatment was applied, the students were more interested in learning English by using *Hello English* application because there were some features, such as quizzes, games, and challenges in this application that increase their motivation in learning English. The homework features in the application also made them keep studying English outside the classroom. Moreover, the conversation, videos, and live class features helped the students to practice and communicate in English. The result of this research indicated that the use of this application has made the students' speaking ability successfully increase.

Based on the students' perceptions, *Hello English* application had some positive effects on learning English. First, they felt easier to understand English material about cause and effect better when using this application. Second, using this application was very helpful and made students more excited to learn English. Third, the features of *Hello English* application can increase students' motivation in learning English. Lastly, *Hello English* application made students and teachers discuss the material they had learned frequently.

It gave support to other research, such as that carried out by Puspitaloka et al. (2017), which revealed that *Hello English* application was one of the interesting instructional media because it strongly motivated students to participate actively in class sessions. In addition, the result of the research investigated by Ginting & Fithriani (2021) also showed a similar result in which *Hello English* application as a medium for teaching English can make the learning process more engaging and enthusiastic. Agustiana et al. (2021) also noted *Hello English* application's usefulness as a digital teaching tool for language learning and teaching English. This application successfully encouraged the students to practice and improve their pronunciation. Hence, it can be claimed that using *Hello English* application has significantly improved students' scores and ability in speaking English.

Besides that, *Hello English* application also had several weaknesses like other teaching-learning media (Hidayati & Diana, 2019; Nutriyanto, 2020). Based on the learning process in SMAN 3 Padang Sidempuan, the researcher found obstacles in the use of this application, including (1) strict supervision was required when

using this application in the learning process to avoid students opening another application, (2) the small number of students do not focus in using this application. However, the students followed all the instructions and finish the assignment during the learning process using this application.

CONCLUSION

The researcher comes to a conclusion after performing this research. First, it can be established that *Hello English* program is effective in improving students' speaking ability. It can be proved from the gained data that the posttest mean score of 64.53 was higher than the pretest mean score of 52.83. This happened because *Hello English* application helps the students more excited and interested in learning English and encourages them to actively participate during the learning process.

Second, the score of every speaking component had been increased. The highest improvement is vocabulary which increased by 14.47 and then followed by comprehension which increased by 12.96, the score of pronunciation increased by 12.19, the score of fluency increased by 11.62, and the last is grammar which increases by 7.23 from the pretest score.

Third, according to the result of the t-test, ($t_{count} > t_{table}$) which is $26.727 > 2.032$ indicates that the alternative hypothesis (H_a) that denotes *Hello English* application has a significant effect on the speaking ability of SMAN 3 Padang Sidempuan students in the eleventh grade is accepted.

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