

# THE EFFECTIVENESS OF HELLOTALK APP ON ENGLISH WRITING SKILLS

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## **Abstract**

The objective of this research is to find out the effectiveness of using HelloTalk app to enhance the writing skills of language learners of the students 10<sup>th</sup> grade of As-syafi'iyah Islamic Senior High School 02. The type of research use is pre-experimental design (pre-test and post-test one group design) by using t-test with SPSS 22 for windows. Based on the result of research can be proved that there is significant effectiveness of using HelloTalk app in writing skills students 10<sup>th</sup> grade, in As-syafi'iyah Islamic Senior High School 02. This is shown by the pre-test mean (61,43) and the post-test mean (87,14). The correlation between two variables is 0,414 with sig of 0,028. This shows that the two averages pre-test and post-test is strong and significant.

**Keywords: HelloTalk, Writing Skills, Mobile Learning**

## **1. Introduction**

English is an international language. There are four skills in English that must be mastered by students such as; writing, reading, listening, and speaking. However writing is one of the most difficult skill can be understood by the students. Since writing in English must have carefulness in the proper use of grammar. Besides, writing and grammar are higly related grammar helps readers to understand. Most students get bored when learning English conventionally and seriously in the class. Since they study use book, pen, whiteboard, and boardmarker. But there is a fun way

to learn English through an app. That is HelloTalk app which is used to send message, voice note, get a call, video call and make status. In addition, in the app available some features which facilitate the students such as; reply, translation, favorites, copy, speak, transliteration, and more. The students can download it from google playstore for android and app store for ios. However, the students will get new friends from around the world. It is attainable, it does not cost much and it is easy to activate HelloTalk app. Indeed, unconsciously the students learn English and enhance their writing skills. Above all the students use the app continually.

Thus, this research problem is identified on 10<sup>th</sup> grade of As-syafi'iyah Islamic Senior High School 02 students get bored when learning English conventionally and seriously in the class. Therefore, the current research attempt to develop the students' writing skills through using HelloTalk app.

As the purposes of this research are to find out the effectiveness of using HelloTalk app to enhance students' writing skills, ease the students study English everytime and everywhere and utilizing technology for education. To reach this aim, this research try to answer the following question: Is effective to use HelloTalk app to enhance the students' writing skills?. The benefit is: More people use HelloTalk app to study English. Therefore, the result of my research later is more people use HelloTalk to study English.

## **2. Literature Review**

### **a. Mobile Learning**

It is the acquisition or modification of any knowledge or skill through the use of mobile technology, anywhere, anytime and which results in the modification of behavior (Cavus & Ibrahim, 2009). In this research, it is defined to WhatsApp application.

### **b. Mobile Technology**

It refers to any device that is designed to provide access to information in any location, or while on the move (Fattah, 2015).

### **c. Importance of Mobile Learning in Education**

(Berger, 2001) lists the implications that mobile technology can bring to teaching and learning:

- 1) Better realization of “anywhere, anytime”,
- 2) Freedom of organization in and out of the classroom,
- 3) Collaboration among students separated geographically,
- 4) Transparent connection to nets,
- 5) Remote sensing and integration of information,
- 6) Shift from “anywhere, anytime” to “everywhere, every time” (p. 116).

**d. Writing Skills**

- 1) Writing skills are special ability that allows writers to express their thoughts in the form of meaningful words and of a mental interaction through written messages (Knoch, May, Macqueen, Pill, & Storch, 2016).
- 2) Writing is a process that is carried out over a certain period. In writing, the writer needs more time to do some internal process. The length of time used for writing will vary among the writers. Even, some writers take more time to think only about what to write before making the initial draft. Writing is producing a sequence of sentences arranged in a certain order and linked together in a certain way. These sentences will be linked to any other sentence structure to be a manuscript that has an integrated whole unity. A text may consist of one or more paragraphs. The paragraph is a short script about 150 to 200 words. It usually consists of a main sentence as the topic and is followed by a series of sentences that support the main sentence. Therefore writing becomes a very complex cognitive activity and at the sentence level, the writer should control the content, format, sentence structure, vocabulary, punctuation, and spelling (Flower & Hayes, 2012).

**e. HelloTalk**

(Rivera, 2017) states that, “HelloTalk is a conversation –based mobile assisted language app that claims to make cultural immersion, language learning, and practice easy, engaging, and intuitive as it allows users to synchronously connect and chat with native speakers from all around the world. Conversation partners are able to communicate with each other via a variety of different mediums, such as written text, speech-to-text, recorded audio messages, video chats, and doodles.



**Figure 1**

As seen in Figure 1, within the chat itself, users have a variety of helpful tools at their fingertips. By simply pressing down on a speech bubble, they are given the options of text-to-voice, translating, and transliterating the written sample, as well as the opportunity to give feedback to their partner by means of the ABC Check feature.’

According to Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills claimed that, WhatsApp Messenger is a cross-platform instant messaging application for smart phones. In addition to text messaging, users can send each other images, video and audio media messages. The client software is available for iOS, BlackBerry OS, Android, Series 40, and Windows Phone. WhatsApp handles two billion messages per day as of April 2012, growing from one billion in October 2011. Additionally, the Financial Times, “WhatsApp has done to SMS on mobile phones what Skype did to international calling on landlines (Cavus & Ibrahim, 2009). It is the acquisition or modification of any knowledge or skill through the use of mobile technology, anywhere, anytime and which results in the modification of behavior (Cavus & Ibrahim, 2009).

In the same way, (Awada, 2016) in her study: “Effect of WhatsApp on Critique Writing Proficiency and Perceptions Toward Learning” results indicated that: the use of WhatsApp mediation was more effective than the regular instruction in improving the critique writing proficiency of the participants and in increasing their motivation for learning. And (Maria Justina, M.Phil., 2016) in her study: Use of WhatsApp to Enhance Reading and Writing Skills at Undergraduate College Level showed that using WhatsApp helps to motivate the learners to improve their writing skills though it is considered the most difficult of the four language skills, and

learners respond better when technology, especially the internet, is involved in their language learning. The internet which is available on the mobile phones of almost all the students is a highly motivating tool for L2 learning.

### **3. Methodology**

#### **a. Design**

The pre-experimental design (one group pre-test and post-test design) is used in this research, where a sample of 10<sup>th</sup> grade students. A pre/post test is conducted to measure the effectiveness of the program.

#### **b. Participants**

The participants of this research consist of 28 students of 10<sup>th</sup> grade, in As-syafi'iyah Islamic Senior High School 02. The students' ages are between 15 to 16 years old.

#### **c. Instruments of the Study**

The instruments are used to collect the data of this research is students' descriptive text paper beside the observation to the students' interaction.

#### **d. Procedure**

The place of the conducted research is in the class. It is conducted at the English section. This research is conducted in 10 days. 1<sup>st</sup> meeting, I give them pre-test (The students make a descriptive text), instruction to use HelloTalk app and they enter to a group that I make. There are 8 days at the 1<sup>st</sup> meeting and 2<sup>nd</sup> meeting distances (3 days I use to enter them into the group and 5 days I give them some lesson (the definition of descriptive text, the generic structure, grammatical future, example and one of the students' descriptive text to corrected by themselves)). 2<sup>nd</sup> meeting, I give them post-test (The students make a descriptive text). The photo of research data collection attached.

#### **e. The content of the test**

Essay writing: The students are asked to write a descriptive text about "My Idol". The minimum of the paragraph is a paragraph.

#### **f. Data Analysis**

The data are collected and analyzed by using T-Test with SPSS 22 for windows. The result of my research later is more students use HelloTalk app to study English.

#### 4. Result and Discussion

##### a. Result

The result of pre-test and post-test data is calculated by SPSS 22 for windows.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	61.43	28	13.042	2.465
	PostTest	87.14	28	8.325	1.573

**Figure 2. Paired Samples Statistics**

From the table above, it can be stated that: The pre-test mean (61,43) and the post-test mean (87,14) it shows the students get high score when post-test than when in pre-test. Because the students of 10<sup>th</sup> grade, in As-syafi'iyah Islamic Senior High School 02 can make the descriptive text well in the post-test.

		N	Correlation	Sig.
Pair 1	PreTest & PostTest	28	.414	.028

**Figure 3. Paired Samples Correlations**

Sig. = 0.028 < 0,05 it means there are correlation writing skills between pre-test and post-test. The correlation between two variables is 0,414 with a sig of 0,028. This shows that the two averages pre-test and post-test is strong and significant.

##### b. Discussion

Based on the result of the data research above, it can be described in detail about the use of HelloTalk app obtained a general description of learning

outcomes the descriptive text without pre-test tend to be low. In the pre-test activity, the students cannot make the descriptive text properly because I do not give a treatment before. So, when I ask the students to make a descriptive text, seen from the result of the students have not been able to understand well what the descriptive text is, even the text they just write does not show good ways of making the descriptive text. In addition, the students do not know the form of descriptive text and lack of grammar are shown by some students in this class. This problem is caused by some reasons: the students do not understand the generic structure and the grammatical structure of descriptive text. The learning descriptive text in the post-test with using HelloTalk app is quite effective compared to the pre-test. The question of this research Is effective to use HelloTalk app to enhance the students' writing skills?. As the result above, there are two excuses: The students are interested in using HelloTalk app in learning. They use HelloTalk app in different things: chatting with native speakers and correct others' grammar. These learn activities are free time and place.

## **5. Conclusion**

HelloTalk app is effective to enhance the writing skills of the students. The writing of making the descriptive text better in terms of complete generic structure and grammatical features. It provide students with: a) chatting with native speakers b) learning English skills for free c) an opportunity for practicing the language for free. The benefit for readers is the readers get new information. While, the benefits for language teaching are this research can be applied in the classroom and avoiding monotonous teaching methods.

(McQuiggan, Kosturko, Jennifer, & Sabourin, 2015), Benefits of Mobile Learning: -Ability to learn on the go (learning can occur anytime and anywhere) – Reach underserved children and schools (virtual museums, online class, and stimulated experiences all come standard with a mobile device and the internet. Especially for low-wealth school district or lower-income students, mobile technology could truly level the playing field) –Improve higher-order thinking skills (the partnership for 21<sup>st</sup> century skills has defined four key skills for students to master in school: critical thinking and problem solving, communication, collaboration, and

creativity and innovation) –Support alternative learning environments (mobile device offer tremendous opportunities for facilitating and enhancing these setup –Enable personalized learning (environments enable teachers to more easily target which students are struggling with which concepts and assign coursework and homework accordingly. Mobile technology makes this process more seamless, enabling effective implementation and tracking of student growth) –Motivate students (the ability to constantly use new apps and find new ways to use the devices keeps it fresh and interesting for students).

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