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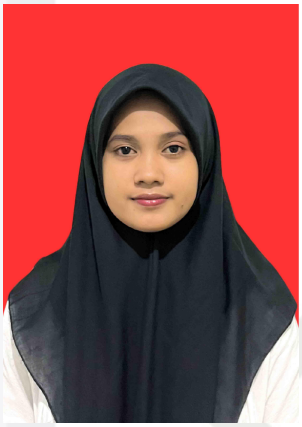
THE EFFECT OF HELLO ENGLISH APPLICATION ON STUDENTS' SPEAKING ABILITY AT MA ISLAMIC CENTRE AL-HIDAYAH KAMPAR



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Thesis
Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

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Pekanbaru, June 26th, 2024

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EXAMINER APPROVAL

The thesis **"The Effect of Hello English Application on Students' Speaking Ability At MA Islamic Centre Al-Hidayah Kampar "** written by Misel Friledia Rahmadhani, SIN. 12110421297. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau Dzulhijah 28th, 1446 H / June 24th, 2025 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

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Pekanbaru, June 16 th 2025

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ABSTRACT

Misel Friledia Rahmadhani (2025): The Effect of Hello English Application on Students' Speaking Ability at MA Islamic Centre Al-Hidayah Kampar.

The primary objective of this study was to investigate whether the use of the Hello English application significantly affects students' speaking ability at the eleventh grade of MA Islamic Centre Al-Hidayah Kampar. This research employed a quantitative approach using a pre-experimental design, specifically the one-group pretest and posttest design. The sample consisted of 29 students from class XI IPA, selected through purposive sampling. Data collection was conducted by using a speaking test, which assessed five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The test was administered twice before and after the treatment with different but comparable topics. The data were analyzed by using a paired samples t-test in SPSS version 23. The results revealed that students' average speaking scores improved significantly after being taught using the Hello English application. The sig. (2-tailed) value was less than 0.05, indicating a statistically significant difference between pretest and posttest scores. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. Based on the findings, it can be concluded that the Hello English application has a significant effect on improving students' speaking ability, making it an effective medium for enhancing oral language skills in EFL classrooms.

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ABSTRAK

Misel Friledia Rahmadhani (2025): Pengaruh Aplikasi Hello English terhadap Kemampuan Berbicara Siswa di MA Islamic Centre Al-Hidayah Kampar

Tujuan utama dari penelitian ini adalah untuk menyelidiki apakah penggunaan aplikasi Hello English berpengaruh secara signifikan terhadap kemampuan berbicara siswa kelas XI di MA Islamic Centre Al-Hidayah Kampar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental, khususnya desain satu kelompok pretest dan posttest. Sampel penelitian terdiri dari 29 siswa kelas XI IPA yang dipilih melalui teknik purposive sampling. Pengumpulan data dilakukan dengan menggunakan tes berbicara yang menilai lima komponen kemampuan berbicara: pelafalan, tata bahasa, kosa kata, kelancaran, dan pemahaman. Tes diberikan dua kali, yaitu sebelum dan sesudah perlakuan, dengan topik yang berbeda namun setara. Data dianalisis menggunakan uji paired samples t-test melalui program SPSS versi 23. Hasil analisis menunjukkan bahwa rata-rata skor kemampuan berbicara siswa meningkat secara signifikan setelah pembelajaran menggunakan aplikasi Hello English. Nilai signifikansi (sig. 2-tailed) yang diperoleh kurang dari 0.05, yang menunjukkan bahwa terdapat perbedaan yang signifikan secara statistik antara skor pretest dan posttest. Oleh karena itu, hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Berdasarkan temuan ini, dapat disimpulkan bahwa aplikasi Hello English memberikan pengaruh yang signifikan dalam meningkatkan kemampuan berbicara siswa, sehingga aplikasi ini efektif digunakan sebagai media pembelajaran untuk mengembangkan keterampilan berbicara dalam pembelajaran Bahasa Inggris sebagai bahasa asing.

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ملخّص

ميسيل فريليديا رمضاني، (٢٠٢٥): تأثير تطبيق *Hello English* على مهارة الكلام لدى التلاميذ في مدرسة المركز الإسلامي الهداية الثانوية الإسلامية بكامبار

الهدف الأساسي من هذا البحث هو التحقق مما إذا كان استخدام تطبيق *Hello English* يؤثر تأثيرا كبيرا على مهارة الكلام لدى تلاميذ الصف الحادي عشر في مدرسة المركز الإسلامي الهداية الثانوية الإسلامية بكامبار. وقد استخدم هذا البحث منهجا كميا باستخدام التصميم شبه التجريبي، وتحديدا تصميم مجموعة واحدة مع الاختبار القبلي والاختبار البعدي. تكونت عينة البحث من 29 تلميذا من الصف الحادي عشر لقسم العلوم الطبيعية، وتم اختيارهم بأسلوب العينة الهادفة. وقد تم جمع البيانات باستخدام اختبار شفوي لتقييم مهارة الكلام، وشمل التقييم خمسة مكونات: النطق والقواعد والمفردات والطلاقة والفهم. وقد أُجري الاختبار مرتين: قبل المعالجة وبعدها، باستخدام موضوعات مختلفة ولكنها متكافئة. تم تحليل البيانات باستخدام الاختبار التائي للعينات المترابطة بواسطة برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار 23. وقد أظهرت النتائج أن متوسط درجات التلاميذ في مهارة الكلام قد تحسّن بشكل ملحوظ بعد استخدام تطبيق *Hello English* . حيث كانت قيمة الدلالة الإحصائية أقل من 0.05، مما يشير إلى وجود فرق ذي دلالة إحصائية بين نتائج الاختبار القبلي والبعدي. وبناءً على ذلك، تم قبول الفرضية البديلة ورفض الفرضية المبدئية. وخلص البحث إلى أن تطبيق *Hello English* له تأثير كبير في تحسين مهارة الكلام لدى التلاميذ، مما يجعله وسيلة فعالة لتعزيز مهارات اللغة الشفوية في صفوف تعليم اللغة الإنجليزية كلغة أجنبية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is deemed to be the most important skill in learning a foreign or second language. According to Harmer (2007), speech is a crucial ability in daily activities for building relationships with others. At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication. Speech is the prime means of communication and the structure of the society itself would be substantially different if we had failed to develop communication through speech (John Laver, 1994). To develop oral communication, information gap activities are suggested. Information gap activities have the scope of integrating all the four skills (Venkateswaren, S., 1995).

Strong English speaking ability supports communication skill achievement. Speaking is viewed as a skill in conveying information, ideas or concepts to the interlocutor (Atkinson, 1985). Accordingly speaker is sued to delivery thought clearly, accurately and acceptably. Mastery of language is not only determined by how many or large the mastery of grammar but also how accurate and clear the speaker says the words, phrases, or sentences by sentences in the speech of information; states the ideas in complete sentences. Main ideas are the most important information to be conveyed by the speaker; develop ideas by providing explanations, descriptions or examples; use sentences which are easy to be understood by interlocutors; and use the

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appropriate sentences intonation and gestures (body movements or eye contact) is to help interlocutor's understanding. In line with that, Lazaraton (2001) defined speaking as an activity requiring the integration of many subsystems of language

According to Chandran (2011), speaking is one method of communication. Speaking is a useful talent. It is created through listening or reading. When we enunciate the words, we make the speaking sound Natsir(2016). By speaking English one must know about grammar in order to understand a word or sentence when interacting with other people. English is one of the international languages which every country focuses on learning, this is because it helps communication between countries (Alqahtani 2015). When studying English, students must master four skills: speaking, listening, writing, and reading. Speaking is a communication skill that is used to express and transfer ideas and feelings. Richards (2008).

Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Derakhshan et al., 2016). Realizing the high importance of speaking skill in EFL programs, it is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will help the learners master speaking skill.

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However, although a great number of studies aimed to help learners master speaking skill has been conducted, many EFL learners still find speaking it very difficult to master. In addition to the view that speaking is "the most complex and difficult skill to master" (Hinkel, 2005, p. 485). Another cause is possibly that those studies still mainly dealt with the linguistic aspects of second language acquisition. Little research has been carried out regarding students' perspectives on the learning of speaking in the EFL classroom.

In order to accomplish students' needs toward speaking, in Curriculum 2013 (K13) provides speaking as one of the skills in Mastering English that must be taught and learned in Junior High School. MA Islamic centre Al-Hidayah Kampar is one of the schools that also uses Curriculum 2013 (K13). In this school, English subject is taught 4 teaching hours. The learning objectives stated in this syllabus for the students are capable interact fluently and spontaneously on a regular basis with native English speakers and quite possibly without there are obstacles for both parties communication or interact in narrative, exposition, discussion text types.

Based on the researcher's experience when teaching the eleventh-grade students during PLP (Pengenalan Lapangan Persekolahan) in MA Islamic Centre Al-Hidayah Kampar, 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

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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).

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.

The Hello English application is a software media that supports learning process. This application is an English language learning application that allows users to learn English language through interactive modules. Hello English was launched in October 2014 by Culture Alley. In this study, the researcher focused on the conversation feature that will be implemented on students to improve their speaking ability more fluent and accurate. Besides that, this application also has feature "games" to make the users or students more interested to learn. Then, they can discuss some topics with other users of

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Hello English to studying English, especially in speaking. This researcher will use Hello English as a medium of learning from home and also it can be medium of teaching speaking in the classroom.

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).

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. Hello English is an application of social medium that can make the users, especially students interactive and creative. Many features can be given from the Hello English application, such as grammar; vocabulary; conversation; and so on (Yunita, 2019; Kuning, 2020).

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).

This is useful applications for any people who wants to learn more about English, weather in IOS or ANDROID device system. In this program, speaking is designed in conversation instruction and divided into different theme. There are collecting into several categorize: (1). Greeting/Introduction: introducing yourself, introducing a person, introducing your family, ask for an introduction, (2). Ask for something/giving something: can you speak English? Where do you live? Giving orders, how are you in term formal and informal, (3). Hobby/favorite things: hobby, favorite movie, favorite music, favorite singer, (4). Talk/express something: talk on the phone, congratulate someone, praise someone, reveal happiness to someone, express concern to someone, talk to a friend who are sick, talk about movie, talk about home, get well soon, saying goodbye on the phone, call up a friends, etiquette of conversation, (5). Describing/explaining/discussion: make an exit plan, explain your occupation, discuss the expected salary, setting a plan, describing someone, (6). Place: in the shop, in the restaurant, (7). Work: negotiation, customer service call, interviewing, (8). Animal: cricket and cricket competition, (9). Other: weather, strengthens and weakness, ‘have’ in a verb.

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The researcher chose Hello English because it has many features, such as 475 interactive lessons, and games to interact or discuss with the teacher directly. This application is used by approximately 55 million users in the world, free to download on the Playstore, there are millions of new dialogs spoken and corrected each day to help people improve their spoken English and what the researcher rarely find in other applications is the material explanation information is very clear, it can be in the form of meaning or common mistakes in sentence usage. The researcher hopes Hello English application can help students to solve their problems and also improve their speaking skills more fluently and accurately.

Based on the preliminary research, reveals significant insights into how this mobile application enhances speaking skills among learners. The Hello English application offers a comprehensive platform featuring 475 interactive lessons designed to cover various speaking scenarios, such as greetings, descriptions, and procedural conversations. By integrating games and conversation practice, the application facilitates real-time feedback on pronunciation errors, allowing students to correct their mistakes effectively. Research indicates that utilizing this application not only boosts students' confidence in speaking but also improves their overall speaking proficiency, as

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evidenced by increased average scores in classroom assessments over multiple cycles of study. This suggests that the Hello English application serves as an effective tool for both independent and guided speaking practice, making it a valuable resource for educators aiming to enhance students' communicative competence in English.

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 USING HELLO ENGLISH APPLICATION ON STUDENTS' SPEAKING ABILITY AT MA ISLAMIC CENTRE AL-HIDAYAH KAMPAR ".**

B. Research Problem

1. Identification of the Problem

Based on the context of the study stated above, the following issues arise: Why did students make mistakes in pronunciation and intonation when speaking in front of the class? Why did students not pronounce words correctly and fluently when speaking English? What media did the teacher use in teaching speaking?

2. Limitation of the Problem

After identifying the problems in this study, the researcher needs to limit and focus the research problem on 'the effect of using Hello English application on students' speaking ability at MA Islamic Centre Al-Hidayah Kampar. In order to avoid misunderstanding about the problem, it is necessary

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for the researcher to limit the problem of this research. The researcher focuses on daily activities in Speaking.

3. Formulation of the problem

Based on the background, the problem formulation in this study is:

a. How is the students' speaking ability before being taught by using Hello English application at MA Islamic Centre Al-Hidayah Kampar?
b. How is the students' speaking ability after being taught by using Hello English application at MA Islamic Centre Al-Hidayah Kampar?
c. Is there any significant difference on the students speaking ability before and after being students' taught by using Hello English application application at MA Islamic Centre Al-Hidayah Kampar?

C. Objective of the Research

a. To describe students speaking ability before being taught by using Hello English application at MA Islamic Centre Al-Hidayah Kampar?
b. To describe students speaking ability after being taught by using Hello English application at MA Islamic Centre Al-Hidayah Kampar?
c. To examine wheter or not there is a significant difference on students' speaking ability before and after being taught by using

Hello English application at MA Islamic Centre Al-Hidayah Kampar?

D. Significance of the Research

There are several significant aspects of this research. The first is theoretical significance, where this research provides a solution to determine the right method for improving students' speaking skills. The second is practical significance, where the results of this study are expected to be beneficial for teachers, students, and other researchers.

For students, the results of this study can be used as a reference to improve their speaking skills using the Hello English application. For teachers, the results of this study are expected to serve as input for English teachers in developing their professionalism in teaching speaking skills using Hello English as a learning medium.

Meanwhile, for other researchers, this study can provide additional information for those who wish to conduct further research in related fields and motivate other researchers to use media to enhance students' interest in learning speaking skills.

E. Definition of key Terms

There are several terms involved in this research. To avoid misunderstanding the terms used. So, the following terms will be defined as follows:

1. Hello English Application

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Is a smartphone application designed specifically for learning English (Vesselinov and Grego 2017). Hello English is a specific English language learning for a mobile application that offers comprehensive English language skills through games and interesting scene (Hidayati and Diana 2019, 197). In this research, Hello English is an effective application for improving English skills because it provides learning through games and real-life situations. Its interactive features can motivate students to learn. However, its use still requires teacher guidance to ensure proper understanding of the material.

2. Speaking Ability

Speaking ability Is the product of creative contraction of linguistic strings; the speaker makes choices of the lexicon, the structure, and discourse. In other words, speaking is the process of choosing and using the elements of language such as words, the structure of sentences, and discourse (Brown, 2004: 140). In this research, speaking ability refers to the productive language skill that results from the creative construction of linguistic strings, where learners must actively choose and organize words, sentence structures, and discourse to express meaning.

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CHAPTER II
LITERATURE REVIEW

A. Theoretical Concept

1. Speaking

a. Definition of Speaking

Speaking is classified as a productive language competence. According to Cameron (2016), Speaking is one of the productive uses of language because people use it to actively articulate their ideas to others so that others can make sense of them. In order to communicate a speaker should consider other components of language when conveying meaning clearly and accurately. Speaking is the ability to verbally express opinions, thoughts, facts, and feelings to other people, animals, and even to oneself.

According to Nunan (2003) speaking is a productive oral skill which consists of composing systematic verbal utterances to convey meaning. According to Murica (2001) speaking is a complex skill, which must be taught everywhere, and is a skill that students learn better in groups. According to several studies, speaking is one of the four skills in English that students must master, and speaking is indispensable for effective communication in any language. According to Kusmaryati (2008/2009), Speaking ability is a skill, namely communicating the sound of speech to express and convey messages or ideas.

Speaking is so intertwined with daily interactions that it is difficult to define. In addition, various fields of study, linguistics, psychology, anthropology, and sociology—have informed speaking. (Gumperz, 1999, p. 98). It therefore becomes harder to compile a concise yet comprehensive definition of speaking. The best we can do is to define speaking by its feature, its functions and its conditions.

Cameron said, speaking as the active use of language to express meanings so that others can understand them. We can deduce from these assertions that speaking is about how to make decisions. The other person (the interlocutor) understands the speaker's sentiments and ideas or concepts by using language to communicate. Speaking is a skill that students should work on more. The more they practice, the better they will get at speaking English. They must have effective communication skills in order to explain their ideas. Meanwhile, that effective communication skills are required in everyday life, college or university studies, and any job based on such studies, Barrass (2006).

According to Harmer (2007) , speaking is a skill that becomes an important part of daily life that it is the way for people to create social relationships as human beings. It can be concluded that speaking is the most important the skill of language which is about a tool or device in communication, by speaking, people can deliver their ideas, opinion, or thought about the world. Then, through speaking skills, people can communicate their ideas and messages with others.

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Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Derakhshan et al., 2016). Pronunciation is to get correct sounds when you say something or a sentence in learning languages. The pronunciation is related to the phonological process that determines the many differences in sounds and patterns in the language. After mastering the three components above, fluency becomes the main goal in speaking.

The researcher concluded from various assertions that speaking is the active use of language to express meanings so that others can make sense of them. Speaking is about convincing the other person of the speaker's sentiments and ideas or ideas by carrying them out. out the act of communication via language. Speaking must be audible to others in spoken language.

Based on explanation above, Speaking is one of the four language skills (reading, writing, listening and speaking). So, speaking is an important part of English skills that must be learned further in the teaching and learning process in the classroom.

b. Components of Speaking

Speaking skills are very important for everyone because in daily life need information, and to get some information someone must to

communicating with other people. According to Harmer (2007, p. 343) in (Masroh et al., 2019) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are :

1) Pronunciation

According to Richard and Schmidt (2002, p. 519) said that pronunciation is the way a certain sound is producing. It's different with the articulation causes related with the real pronunciation of sounds production in the mouth, the stresses of pronunciation are on the sounds way producing by the hearer. So pronunciation is very important because if people just have good grammar or and accurately with little using pauses like „ums" and „ers", and so on. vocabulary, they have not good speaking, so other people don't clearly understand what do you talking about.

2) Grammar

According to Nunan (2003, p.153) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level and the conversation is difficult to understand if the conversations with someone have many mistakes of grammatical. So, to help the students to speak more accurately have been studying about English grammar.

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3) Vocabulary

Vocabulary is one of the important components of speaking, because someone cannot say something without vocabulary. According to Pollard (2008, p. 13), vocabulary is a basic building block of language learning. It's mean that vocabulary is the basic skill of language that must to learned, because with vocabulary the students be able to speech and make a good sentence.

4) Fluency

Hornby et al. (2005, p. 156) said that fluency is able to speak a language easily and well. According to Pollard (2008, p.16) fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency explained about good speaking without the wrong. So to know the students' fluency, the researcher can be check students' ability to speech correctly and fluency front of the class without something wrong.

5) Comprehension

Hornby (2000, p. 194) expressed that comprehension is the mind, act power of understanding exercise aimed in improving is testing. ones. It is explained that comprehension is the most important skill of speaking.

b. Problems of speaking

The students' problems in speaking English are caused by some factors. According to Brown in Arini Khairunnisa (2018)

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states that Speaking has some aspects that should be known by the students. Those are speech production, pronunciation, vocabulary, and fluency. A good speaker is someone who can develop words that can be understood by the listener. Then, these aspects also can be the problem of speaking, so it must be concern of learning speaking, and the following is the discussion :

1) Speech Production According to Thonbury (2005), speech is produced utterance by utterance in response to the word by word, and utterance by utterance production or the person we are talking to. So, speech production is the essential thing in speaking English, because it will explain ab out the characteristic of the form of spoken language. The learners need to know how the speakers differ from one another and differ forms of speech in particular circumstances. They have to learn how speaking style influences the acquisition of the listener.
2) Pronunciation In Oxford Learner Pocket Dictionary, pronunciation is the way in which a language or a particular word or sound is spoken. Then, Broughton (2003, p. 49) says that pronunciation teaching deals with two interrelated skills: recognition or understanding the flow of speech, and production or fluency in the spoken language.ether.
3) Vocabulary Baker and Westrup in Arini Khairunnisa (2018) argue that the lack of vocabularies cause many students

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difficult to respond when the teachers ask the students to say something in foreign language because they may have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

4) Fluency Based on Matthews in longman ((1994, p. 78) stated that fluency refers to speaking smoothly with as few hesitations and repetitions.

c. Teaching Speaking

Teaching is the process of imparting knowledge, skills, values, or information to others with the intention of facilitating learning. A teacher, also known as an educator, is someone who guides, instructs, and facilitates the learning process. Teaching can occur in various formal and informal settings, such as schools, colleges, universities, workplaces, and community organizations. Teaching is a dynamic and multifaceted profession that plays a crucial role in shaping the intellectual, social, and emotional development of learners. While formal education is a common context for teaching, the principles of teaching can also apply to various informal settings where knowledge and skills are shared Key aspects of teaching include: instruction, facilitation , assessment, feedback, adaptability, motivation, curriculum development, classroom management, professional development, building relationships..

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In addition, Brown stated that Speaking is a productive skill that can be directly and empirically observed, and also it can be defined as an interactive process of construct meaning that involves producing, receiving, and processing information. Speaking is communication with the purpose to communicate someone's mind (including opinion, feeling, etc.) to other.

From the statement above, the researcher can conclude teaching speaking is teaching given by a teacher to students about learning to speak as a process to help students gain useful knowledge to inform persuade the aim, express the idea, communicate, and interaction with a human being in daily activities.

1. Hello English Application

a. Definition of Hello English

Hello English is an application designed for learning English. According to Putra (2020) Hello English is a mobile application developed to assist users in the interactive learning of English. This application can be downloaded and installed on the Android, Windows, Web, and Apple operating systems, released in October 2014 in 22 languages, there are 475 lessons, and it also features 10,000 UNIV AMRIA bilingual dictionary words. Based on the Google play store, currently Hello English has reached 50 million users. Hidayanti, T & Dian (2019), stated that Hello English is a particular English learning application, which offers macro skills

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such as reading, listening, speaking, vocabulary, and grammar in English through engaging games.

Figure 2.1 "Hello English"app logo

There are four aspects of language skills covered by Hello English, namely: writing, reading, listening and speaking. However, to be able to master those skills, this application offers a lot of vocabulary exercises, technology of advanced voice recognition for the users to speak into the app and feel the real-life, texts, and writing tasks. Furthermore, it combines those interactive lessons with fun games, unique and contextual engaged learning tools that leverage news, sports and entertainment to help learners build their English vocabulary. Fortunately, this application also can save the data expenses for users who work offline and make the learning seamless (Patni, 2017).

As an online game and type of MALL, this application has ever been researched its effectiveness to the young learners in the last few years (Rahmawati, Hasanah and Puspitaloka 2017; Vasselinov and Grego, 2017). According to Rahmawati, Hasanah and

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Puspitaloka (2017), utilizing HE application in the elementary classroom made significant effect on the students' vocabulary mastery performance. She also found that this application supported the students to be actively participated in the classroom. It also brought the joyful learning for the students and creative features for the teachers to be created. Furthermore, Vasselinov and Grego (2017) also found that there is effectiveness of using HE application not focus in vocabulary but oral proficiency. They reveal that students at the 8 to 12 grades of JHS show significant speaking difference between controlled and experimental class. Therefore, they concluded that HE application is effective on the students' language learning.

b. Advantages of Hello English

Hello English does not require an internet network to operate. This is very useful as it can be implemented in schools where internet tools are not available. Then, students' interest in introducing Hello English will increase. This makes the students more active and the teacher's reactions more interesting. Consistent with his Maylan (2018) opinion that using Hello English helps students understand the language and improve accuracy. This application is great for teaching English as it makes students more active and focused.

According to Culture Alley (2014), there are many the advantages and dof using Hello English. ¬

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1) This application is completely free and we can download it without pay any charges.
2) This application contains more than 250 lessons which help us to learn English with fun.
3) There are some games for reading, writing and listening as well speaking which give us easy way for learns.
4) We can chat with teachers or other friends for clear our doubt and get solutions of our problems in this application.
5) This application have inbuilt dictionary for English word which help us to learn more words and spellings
6) . There news available in English and we can learn English using this news with new words and vocabulary.
7) This is level based application and we can learn with clear levels, it help us to give more confidence for learn English.

c. Procedure of Hello Application

Hello English is an application used for learning English where users can work on practice questions and can see the results of the exercises they have done. According to Fajiani (2020), if students answer the practice questions incorrectly, the Hello English application will automatically answer the correct questions. So they can immediately find out where they went wrong. In addition, according to Ginting (2019), there are several stages in starting the Hello English application:

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1) Download and install the Hello English application on the Play Store on your smartphone.
2) create an account using your email to "sign-in" in the Hello English application
3) Continue follow several steps in creating an account, such as language selection, gender selection, avatar selection, the reason for wanting to learn English, writing a name for the account, offers for accounts who want to join the pro program, and choosing English proficiency levels.
4) Explore Features
   - Lessons: Access interactive lessons on grammar, vocabulary, sentence structure, and conversational English.
   - Quizzes and Games: Play games to practice vocabulary, sentence building, and pronunciation.
   - Speaking Practice: Use voice recognition to practice speaking English and receive instant feedback.
   - Audio Lessons: Listen to English conversations to improve comprehension and pronunciation.
   - Offline Mode: Download lessons to practice without internet access.
5) Join live classes or forums to ask questions and receive guidance from English language experts (available in premium versions).

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6) Monitor your learning journey with performance analytics and progress reports. Adjust your learning strategy based on weak areas highlighted by the app.
7) Subscribe to the Hello English Premium Plan for: Ad-free experience, Exclusive live sessions, Advanced lessons and feature.

After that, your account has been created and you can access features to support your English learning.

d. Features of Hello English

This is explanation what is Hello English and the features that be used in this research, explained for each figure in this application and how to use it. In each feature will be explained clearly so user will be easy to use this application.

Figure 2.2 Hello English's Register

Figure 2.1 is the first step to register for the Hello English application. This application can be downloaded in the Play store,

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and users will be addressed about the choice of language of instruction that will be used to learn English. This application can be used online or offline. It's very simple and easy to install this application.

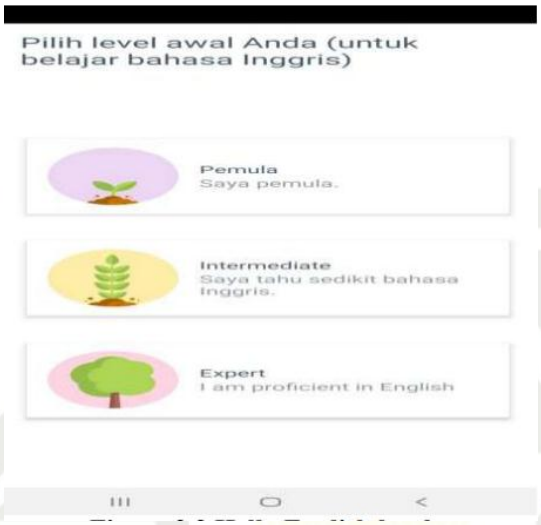

Figure 2.3 Hello English levels

Figure 2.2 is about the level you want to use to start this application after registered users. The form is a kind of questionnaire. Users simply click on the course what they want to learn. As can be seen, Hello English Application has three categories: beginner (really just learning English), intermediate (already know a little about English), and Export (already an expert in English).

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Figure 2.4 Hello English Choices

Figure 2.3 shows choice that we need to learn English, that is for exams or for better work or others. Like questioner you must choose the reason why you want to learn English. So this application will fulfill that you want and need to learn in English and can fill your necessary.

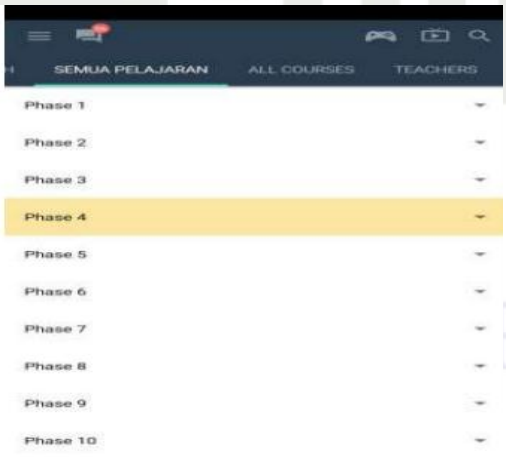

Figure 2.5 is the lesson column

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Figure 2.5 is the lesson column, here is divided into 19 phases for a total of 450 lessons. Start from easy lessons to difficult ones. In each exercise divided into 3 methods, there are practice exercises to arrange words and speaking exercises with virtual opponents.

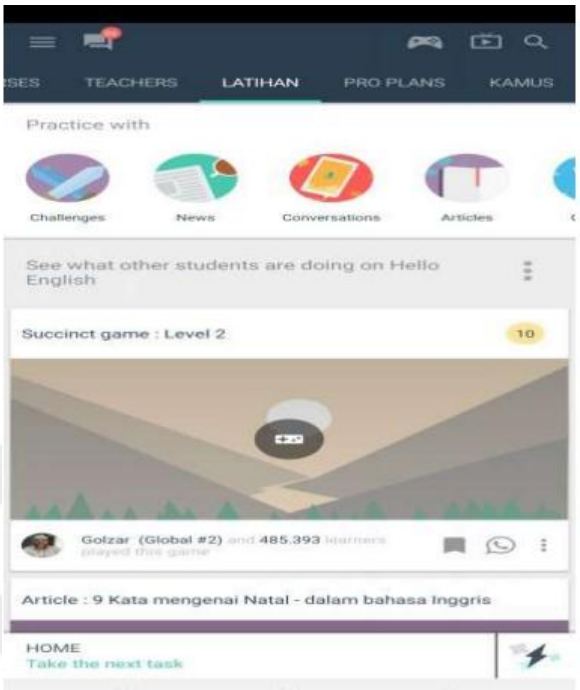

Figure 2.6 Training in Hello English

Figure 2.5 is training in Hello English. Here we can practice with a number of practices, one of which is a conversation that will train your speaking. There are games that will teach various types of vocabulary, and other practices.

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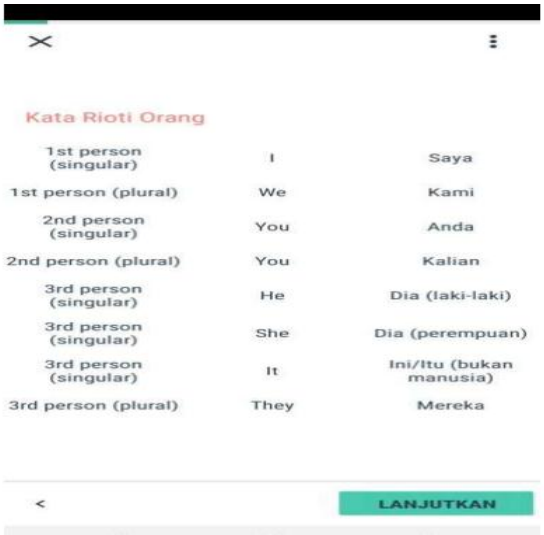

Figure 2.7 Hello English's Explanation

Figure 2.6 is explanation when entering into the lesson. So each time you enter a lesson, you will be given an explanation of the material before entering into the exercise questions. The explanation is very clear so will make you easy to understand and do the next exercise.

Figure 2.9 Hello English Dictionaries

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Figure 2.10 in Hello English there is also a dictionary feature here, users can learn unknown words. There is many words can be learned.

B. Relevant Research

The previous research was conducted by Sandy Juanita from the Department of English Education Muhammadiyah University of Surakarta in 2019. The title of the research is "The Implementation of Hello English Application as English Learning Media to Teach Speaking Skill in Tourism major at the Tenth grade Students at SMK Nigeria 1 Karanganyar". The researcher observes several theories and reads a number of books as references and information that relevant to the topics discussed. The author conducted research at SMK Nigeria 1 Karanganyar. The results of the study have revealed that the Hello English application is an excellent technique to motivate students and to increase their involvement in the speaking learning process.

Ranta Butarbutar and Elia Simatupang “The Impact of technology Hello English Application In EFL Classroom”. The researcher explained about the effectiveness of hello English application for the alternative media for teaching simple past tense (SPT), grammar beyond (Apsari Y, 2018). In accordance with the phrase of the creator of this application, Alley (2016) aims to make users of this application easier to learn English about grammar, vocabulary and pronunciation as well as many more benefits that can be obtained by its users. To say nothing of (Hidayati &Diana, 2019) confirm that using mobile hello English Application might be raising students’ motivation and independent way to learning English. By implementing vary technologies in learning English

process are expected students to be hiring their own English competencies. Of course they could be flexible to fix attract application depend on interest their self.

Second, Shofi Nur Jannah (2020), with entitled “Hello English Application as Supporting Device In English Learning Speaking Skill”. This study shows that the Hello English application not only helps improve students' vocabulary skills but also helps in improving students' speaking skills. and finds a lot of interactive lessons and games related to the speaking part.

Based on the previous related research above, researcher shows that the the Hello English application can be used as a medium for teaching English subjects. where previous research had a positive impact on students' interest in learning English. The difference between previous research and this research, previous research may not have the form and characteristics of this research, but this research can provide information and data to support this research. and also this research will guide students in completing lessons following existing procedures and findings.

C. Operational concept

1. Indicators of Hello English

Adapted from Alshammari, Parkes, & Adlington, 2018):

- Speaking-Oriented Content: Materials focus on real-life speaking practice and communication.
- Pronunciation support: Features include pronunciation guides and speech recognition feedback.

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- Interactive Speaking Activities: Provides speaking tasks, dialogues, and oral exercises that engage learners.
- User-Friendly Interface: Clear, accessible design helps users focus on speaking practice without technical difficulties.
- Motivational Features: Points, levels, and badges motivate students to actively participate in speaking tasks.

2. Indicators of Speaking ability

Adapted from Brown, 2004; Goh & Burns, 2012)

a. Fluency

The ability to speak smoothly without unnatural pauses.

b. Pronunciation

Clear articulation and correct sound production

c. Vocabulary

Appropriate and varied word choice during speaking.

d. Grammar

Correct use of grammatical structures in spoken language.

e. Comprehensibility

The extent to which the speaker can be understood by others.

D. Hypothesis of the research

The hypothesis of the research conducted the statical direction with the function to shows changes or differences that do not lead to one particular direction, but can be greater or less than the estimated value. This test tests

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whether there is a significant difference in both directions. There are two hypotheses for this research:

1. Alternative Hypothesis (Ha): There is an effect of Hello English Application on Students Speaking Ability or if p-value < sig α = 0.05 (5%). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected
2. Null Hypothesis (H0): There is an effect of Hello English Application on Students Speaking Ability or if p-value > sig α = 0.05 (5%). It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted.

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CHAPTER III
RESEARCH METHOD

A. Research Design

This research uses quantitative methods, because quantitative research is suitable to be carried out. Based on Ary et al. (2010, p.2) quantitative research uses objective measurements to collect numerical data that are used to answer questions or tests predetermined hypothesis. In other words, this study was to analyze students listening skills assessed from tests and hypotheses. In this study, the researcher used a pre-experimental. The comparison between the pretest and posttest results provides information about changes that might be caused by the treatment then the results were in the form of a test.

In addition, Creswell (2014) stated quantitative methods include a focus on assumptions and data collection to analyze ideas, support or reject the assumption. Based on the explanation provided above, the researcher defined that a pre-experimental study is relevant to the current study because this research involves data collecting for presenting the significance effect of using Hello English Application on Students' Speaking ability.

Table III.1 Research Design

O_1	X	O_2

Where:

O□: Pre Test

X: The treatment by using Hello English application

O□: Post-Test

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B. Location and Time of the Research

This research was conducted from April-June 2025. This research was focus on eleventh grade students at MA Islamic Centre Al-Hidayah is located at Jl. Raya Pekanbaru-Bangkinang Km. 39, Kampar Village, Kampar District, Kampar Regency, Riau Province, Indonesia.

C. Subject and Object of the Research

The subjects of this study were the Eleventh grade students of MA Islamic Centre Al-Hidayah and the object of this study was the effect of Hello English application on students speaking ability.

D. Population and Sample of the Research

1. Population the Research

Creswell, (2012) states "Population is a group of individuals who have the same characteristics". The population of this research were the eight grade students at MA Islamic Centre Al-Hidayah. The number of students in each eleventh-grade class at the school. The XI PK class had 26 students, while the XI IPA class had 29 students. The XI IPS program is divided into two classes, with XI IPS 1 having 19 students and XI IPS 2 having 17 students. In total, there were 91 students in all the eleventh-grade classes at the school.

Table III.2. Population of the research

No.	Class	Number of students
1.	XI PK	26
2.	XI IPA	29
3.	XI IPS 1	19
4.	XI IPS2	17
	Total	91

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2. The Sample of the Research

The sample is part of the population. In this research, a sample was selected from the population using the purposive sampling technique in one class. According to Sugiyono (2011), Purposive Sampling is a data collection technique that takes specific factors into account. As a result, the researcher choose the 11 IPA 1 because the phenomena of this class are relevant to the topic of this research and provide a good sample for this study.

3. Technique of Data Collecting

Brown (2004, p.3) stated that test means a method of measuring of a persons ability, knowledge or performance in given domain. In this study, the researcher used a test to evaluate students' speaking skills. The assessment was divided into two parts: a pre-test and a post-test.

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

Table III.3
Blueprint of the Speaking Test

No.	Test	Topic
1.	Pretest	My Weekend Activities
2.	Posttest	My Weekday Activities

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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:

Tabel III.4
The Rubric of Speaking

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.

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	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,

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		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.
Comprehension	5	Understands all expectations of an educated native speaker in formal and conversational communication.
	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:

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

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To gather the necessary data for the study, the researcher used the Methods:

1) Pre-test

According to Ary (2010: 274), in a design using a pretest, subjects can perform better on the post-test because they have learned the subject matter from the pretest, are familiar with the format of the test and the testing environment, and have developed a strategy to perform well on the test or are less anxious about the exam the second time around. The pretest is given to the class before the treatment begins. This test assesses students' basic speaking ability.

2) Treatment

The treatments were given to the samples. In this research , it was conducted four times treatment. In each meeting, the students are taught by Hello English Application.

The treatment was conducted over four meetings, each lasting 2 x 45 minutes (2 teaching periods). During these sessions, the Hello English application was used as the main learning medium to improve students' speaking ability. The activities were aligned with the curriculum and the speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension. Below is the detailed description of the treatment for each meeting:

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i. **Meeting 1: Introduction to Hello English and Basic Conversation Practice**

- The researcher introduced the Hello English application, helped students download, install, and create an account.
- Students selected their English proficiency level and set up their profile.
- The lesson focused on greetings and self-introduction, using the "Conversation → Greeting" section in the app.
- Students practiced short conversations with built-in speaking tasks and received feedback from the app's voice recognition feature.
- The teacher provided additional guidance and corrected mispronunciations in class.

ii. Meeting 2: Vocabulary and Pronunciation Practice

- Students explored the "Vocabulary Games" and "Pronunciation" features in the app.

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- Vocabulary focused on expressions related to weekend activities as preparation for the pre-test.
- Students completed interactive quizzes and repeated target words and phrases aloud.
- Each student practiced a short monologue describing their weekend.
- The teacher offered individual feedback on pronunciation, vocabulary use, and fluency.

iii. Meeting 3: Speaking Practice on Weekday Activities

- Focus: Topic “My Weekday Activities” (used later in the post-test).
- Students accessed daily routine lessons and conversation modules inside Hello English.
- Each student delivered a short spoken description of their weekday activities.
- Class discussion followed, including error correction and improvement of sentence structure and grammar.

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- Pair work activities encouraged students to use the expressions they learned in real-time conversations.

iv. Meeting 4: Speaking Performance and Final Evaluation

- Students reviewed lessons using the “Practice Again” and conversation features in the app.
- Role-play tasks were given using themes such as “Ordering Food” or “Talking on the Phone”.
- Students performed in pairs and individually, focusing on natural fluency and appropriate vocabulary.
- The teacher assessed speaking ability based on the five components from Hughes (2003): pronunciation, grammar, vocabulary, fluency, and comprehension.
- The post-test was administered at the end of this session to measure progress.

3) Postest

The post-test was given after the treatment. The results of this test show the effect of using the Hello English app on assessing students' speaking skills. According to Creswell (2012, p. 297), after the treatment, a researcher evaluates other attributes or characteristics that are assessed for participants in the experiment after the treatment has been applied.

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After assessing students Speaking results using the scoring rubic, the researcher was provided a score classification of the students Speaking. According to Layman (1972) the classification of students score can be seen as follows :

Table III.5 The Classification of Student Score

No.	Reliability	Category
1.	81-100	Very Good
2.	61-80	Good
3.	41-60	Moderate
4.	21-40	Low
5.	0-20	Very low

4. Technique of Data Analysis

Pre- and post-test scores were used by the researcher to analyze the data. The score was analyzed statistically. The researcher used the following formula in this study:

a. Normality Test A normality test is used to check if the data to be analyzed follows a normal distribution. This is important because data with a normal distribution can better represent the population.
b. Paired Sample T-test The researcher utilized the Paired-Sample T-Test to analyze the data. To find out if there is a significant difference between the means of two related measurements, such as pre-test and post-test scores, a paired ttest is used.

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In this study, the researcher applied the Paired Samples T-Test using SPSS 23. The significant value was analyzed to determine whether the difference between the mean scores of the pre-test and post-test was statistically significant.

- H_o: sig. (2 tailed) > 0.05 or t_o (tobtain) < ttable There is no significant difference in the effect of using Hello English Application on Students Speaking Ability at MA Islamic Centre Al-Hidayah Kampar.
- H_a = sig. (2 tailed) < 0.05 or t_o (tobtain) < ttable There is a significant difference in the effect of using Hello English Application on Students Speaking Ability MA Islamic Centre Al-Hidayah Kampar.

5. Validity and Reliability of the Test

a. Validity

Before the speaking test instrument was distributed to the students in the experimental class, it was first validated to ensure its appropriateness. Validity refers to the accuracy of the inferences or interpretations made from the test scores. In this study, the researcher used **content validity**, which is defined as the extent to which a measurement instrument covers the full domain of the concept being measured. As Burke, Johnson, and Christensen (2014) note, content validity involves evaluating a test instrument to confirm that it contains all essential items and excludes

irrelevant ones for a particular construct . To ensure content validity, the researcher conducted the following steps:

- Designing the Test Based on the Curriculum

  The speaking test was developed by referring to the 2013 English Curriculum (K13) for senior high school students. Based on the basic competence in speaking, students were expected to be able to express ideas in spoken English using appropriate pronunciation, vocabulary, grammar, fluency, and comprehension. The test topics were selected to reflect daily life activities relevant to the learners, such as *"My Weekend Activities"* and *"My Weekday Activities"*, which are also aligned with the types of conversations provided in the Hello English application.

- Developing the Test Specification

  The test specification was created to guide the development of the instrument, including:

  - Test objectives based on curriculum standards.
  - Test topics adapted from the Hello English app.
  - Target vocabulary relevant to the topic.
  - A clear and consistent scoring rubric based on five

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speaking components (Hughes, 2003).

- Instruction clarity and time allocation.

- Providing Clear Instruction to the Participants

  The test required participants to deliver a short spoken monologue related to one of the selected daily activity topics. The instruction was designed to simulate practical, communicative speaking situations as featured in the Hello English app.

- Expert Judgment

  To confirm the validity of the instrument, it was reviewed by two English language education experts. The experts assessed whether the test content reflected the basic competence and indicators stated in the syllabus, and whether the test aligned with the instructional objectives. The instrument components reviewed included: The test blueprint, the speaking test tasks, the scoring rubric and the lesson plan.

- Validation Result

  The validation process was documented as follows:

Date	Activity
Thursday, 10 April 2025	The researcher submitted the test instrument, blueprint, rubric, and lesson plan to two expert validators for review.
Friday, 11 April 2025	The validators returned the reviewed instruments and confirmed that the test items were relevant, appropriate, and in line with the syllabus.

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The validators completed the expert validation sheet provided by the researcher, scoring each aspect of the instrument. The overall validation result indicated that the test instrument was **valid** and ready to be used in the study.

b. Reliability

After having tested the validity of the instrument, the next step was to examine its reliability. Reliability refers to the consistency or dependability of an instrument in measuring what it is intended to measure. A reliable instrument ensures that the results are stable and reproducible under similar conditions. As noted by Creswell (2008), a reliable test yields consistent results when administered by different raters or in different contexts.

There are five common types of reliability:

- ZStability (test-retest reliability)
- Equivalence (alternate-form reliability)
- Equivalence and stability (alternate form and test-retest)
- Internal consistency reliability
- Inter-rater reliability

In this study, the researcher applied inter-rater reliability, since the instrument involved performance-based assessment (speaking test), which was scored by two different raters. Each student's speaking performance both in pre-test and post-test was assessed independently by two trained raters using the same scoring rubric that covered five components: pronunciation, grammar, vocabulary, fluency, and comprehension (Hughes, 2003).

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to examine the significant difference of students' speaking ability between before and after being taught by using the Hello English application at MA Islamic Centre Al-Hidayah Kampar. The participants of this study were the students of class XI IPA at MA Islamic Centre Al-Hidayah Kampar. Referring to the presentation of data and data analysis in the previous Chapter IV, the researcher can conclude that the answers to the existing problem formulations are as follows:

1. The students' speaking ability before being taught by using Hello English application is in the "moderate" category, with a mean score of 56.00. The data revealed that most students had difficulties in pronunciation, vocabulary usage, and fluency.
2. The students' speaking ability after being taught by using Hello English application is categoryzed in "good" category, with a mean score of 63.24. The students demonstrated better performance in all five assessed components: pronunciation, grammar, vocabulary, fluency, and comprehension.
3. There is a statistically significant difference between the students' speaking ability before and after the implementation of the Hello English application, as indicated by the result of the paired samples t-test where the sig. (2-tailed) value was 0.008 (< 0.05). Therefore, it can be concluded that the Hello English application is effective in improving the students' speaking ability.

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B. Suggestions

Based on the conclusion of the research above, it is known that the students' speaking ability by using the Hello English application at MA Islamic Centre Al-Hidayah Kampar had improved. There are some suggestions as follows:

Suggestion for the Teacher: The Hello English application can be used as an alternative learning media in teaching speaking. This application is equipped with various interactive features such as conversation practice, vocabulary games, and pronunciation tools that help students learn independently and more enthusiastically. Teachers are encouraged to integrate this digital platform into classroom learning to create a more engaging and interactive environment.

Suggestion for Students: students are expected to take advantage of learning media such as the Hello English application not only during class but also outside of school. By using this application consistently, students can improve their speaking skills, gain more vocabulary, and build confidence in using English in daily communication.

For other researchers: Future researchers are expected to explore more applications or other types of digital learning media that are suitable for enhancing speaking ability or other English skills. They can also conduct research with a broader scope, involving different levels of education or comparing the effectiveness of Hello English with other mobile learning platforms.

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MODUL AJAR

IDENTITAS MODUL

Dilindungi Undang-Undang

Satuan Pendidikan	**: MA Islamic Centre Al-Hidayah Kampar**
Kelas	**: XI(Sebelas)**
Materi	**: Daily Activity**
Mata Pembelajaran	**: Bahasa Inggris**
Tahun Ajaran	**: 2024/2025**
Alokasi Waktu	**: 2 X 45 Menit (2 JP)**
Metode pembelajaran	**: *Hello English Application***

CAPAIAN PEMBELAJARAN

Pada akhir Fase F, peserta didik mampu memahami dan memproduksi teks lisan dalam bentuk interaksi komunikatif menggunakan bahasa Inggris secara tepat dan percaya diri. Peserta didik menunjukkan peningkatan kemampuan berbicara (speaking) yang mencakup aspek pelafalan (pronunciation), tata bahasa (grammar), kosakata (vocabulary), kelancaran (fluency), dan pemahaman (comprehension) melalui pendekatan pembelajaran berbasis teknologi, khususnya dengan penggunaan aplikasi *Hello English*.

Dalam proses pembelajaran, peserta didik terlibat aktif menggunakan fitur interaktif pada aplikasi tersebut, seperti latihan percakapan, kuis, permainan bahasa, dan latihan pengucapan. Mereka menunjukkan kemampuan untuk memahami serta merespon secara lisan dalam konteks kehidupan sehari-hari, baik secara mandiri maupun dalam diskusi kelompok.

Peserta didik juga mampu mengevaluasi performa berbicara mereka berdasarkan umpan balik otomatis yang diberikan oleh aplikasi, serta mampu memperbaiki kesalahan dalam pengucapan dan struktur kalimat. Melalui pendekatan ini, peserta didik mengembangkan keterampilan komunikasi yang efektif, kepercayaan diri berbicara dalam bahasa Inggris, dan kemandirian belajar yang tinggi.

TUJUAN PEMBELAJARAN

- Identify the characteristics of spoken and written texts related to daily activities, including the logical sequence of actions, use of time expressions, and real-life context.
- Recognize the language features commonly used in daily activity texts, such as *action verbs*, *time expressions* (e.g., in the morning, after school, every day), and *simple present tense* structures.
- Write and construct texts about daily routines and personal activities both collaboratively and independently, using appropriate vocabulary, sentence structure,

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and grammar relevant to the context.

- Present oral texts about daily activities with clear pronunciation, fluency, appropriate intonation, and coherence, adjusting language use according to the audience and communicative purpose.
- Utilize the Hello English application as a digital learning tool to support speaking practice, vocabulary enrichment, pronunciation improvement, and confidence building in expressing daily activities in English.

KOMPETENSI AWAL

Students are able to identify the social function, structure, and language features of texts related to daily activities, such as the use of action verbs, time expressions, and the simple present tense.

PROFIL PELAJAR PANCASILA

1. Beriman dan berakhlak mulia
   Menggunakan aplikasi Hello English secara positif dan bertanggung jawab dalam pembelajaran bahasa Inggris.
2. Percaya diri
   Berani menyampaikan pendapat atau menceritakan kegiatan sehari-hari dalam bahasa Inggris, baik secara langsung maupun melalui aplikasi.
3. Bernalar kritis
   Menganalisis fungsi sosial, struktur, dan unsur kebahasaan dalam teks lisan tentang *daily activities*.
4. Kreatif
   Menyusun dan mempresentasikan teks lisan tentang kegiatan sehari-hari dengan bantuan aplikasi Hello English.

SARANA DAN PRASARANA

- Lingkungan Belajar : Ruang kelas
- Papan tulis dan Spidol
- Komputer, proyektor dan jaringan Internet

TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

PEMAHAMAN BERMAKNA

Daily Activities adalah topik yang membahas kegiatan sehari-hari seperti bangun tidur, pergi ke sekolah, belajar, dll. Topik ini digunakan untuk melatih kemampuan

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berbicara (speaking) menggunakan simple present tense dan action verbs, dan dipraktikkan melalui aplikasi Hello English.

PERTANYAAN PEMANTIK

- What do you usually do in the morning before going to school?
- Can you tell us about your daily routine at home or at school?
- Why is it important to be able to talk about your daily activities in English?
- Have you ever practiced speaking English using an app like Hello English? How was your experience?

LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1 (2x45 Menit) Pre-Test

Tahapan	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		
	• Guru mengucap salam • Guru mengarahkan ketua kelas untuk memimpin kelas lalu dilanjutkan dengan berdoa. • Guru mengecek kehadiran peserta didik.	10 Menit
Inti		
	• Guru menjelaskan kompetensi, tujuan pembelajaran, manfaat, serta alur kegiatan yang akan dilakukan dalam pembelajaran berbicara (*speaking*) dengan topik *daily activities*. • Guru mengenalkan materi tentang daily activities menggunakan contoh-contoh kalimat dan ekspresi dalam *simple present tense*. • Guru memberikan kesempatan kepada peserta didik untuk bertanya dan berdiskusi mengenai *daily activities* serta cara mengungkapkannya dalam bahasa Inggris. • Guru menampilkan contoh-contoh dialog atau teks lisan sederhana tentang daily activities, termasuk fitur dari aplikasi Hello English yang mendukung materi ini. • Guru memberikan soal pre-test speaking kepada peserta didik sesuai dengan rubrik kemampuan	70 menit

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	berbicara (pronunciation, grammar, vocabulary, fluency, comprehension). • Guru memantau dan membimbing peserta didik selama pelaksanaan pre-test. • Guru mengumpulkan hasil pre-test untuk dianalisis sebagai data awal dalam pembelajaran.	
Penutup		
	• Guru melakukan kegiatan refleksi pembelajaran dengan menanyakan kepada peserta didik tentang kesulitan-kesulitan yang dialami peserta didik dalam mengerjakan pre-test. • Guru dan peserta didik menyimpulkan isi materi yang telah dipelajari. • Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri pertemuan dengan mengucap syukur dan memberi salam • Peserta didik mengucap syukur dan menjawab salam	10 Menit
Assesmen	Keterampilan berbicara	
PERTEMUAN KE-2 (2x45 Menit)		
Tahapan	**Kegiatan Pembelajaran**	**Alokasi Waktu**
Pendahuluan		
	• Guru mengucap salam lalu peserta didik merespon salam. • Guru mengarahkan peserta didik untuk berdoa bersama. • Guru mengecek kehadiran peserta didik. • Guru menanyakan kabar peserta didik dan menanyakan kesiapan peserta didik untuk memulai pembelajaran • Guru mengajak peserta didik untuk melakukan	15 menit

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	ice breaking • Guru menyampaikan cara belajar dengan menggunakan pendekatan *Hello English Application* kepada peserta didik • Guru menjelaskan tentang kompetensi, tujuan, manfaat, dan tahap-tahap pembelajaran yang akan dipelajari. • Guru memberikan pertanyaan pemantik dengan memperlihatkan media gambar dari PPT yang telah di siapkan oleh guru.	
Inti		
	• Guru menampilkan contoh teks lisan tentang *daily activities*. • Guru memberi pertanyaan pemantik untuk membantu siswa mengembangkan ide. • Siswa mengeksplorasi kosakata dan kalimat dari aplikasi Hello English. • Guru menjelaskan penggunaan *simple present tense* dan *action verbs*. • Guru membagikan teks tentang *daily routines*. • Siswa membaca dan menganalisis isi teks secara berkelompok. • Siswa mengidentifikasi kosakata dan struktur kalimat. • Kelas berdiskusi tentang isi dan bahasa dalam teks lisan.	70 Menit
Penutup		
	• Guru melakukan kegiatan refleksi pembelajaran dengan memberikan beberapa pertanyaan pada peserta didik. • Peserta didik diminta untuk menyampaikan	10 Menit

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	kesimpulan dari pembelajaran yang dipelajari • Guru menyimpulkan kembali pembelajaran dari pendapat peserta didik • Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri pertemuan dengan mengucap syukur dan memberi salam. • Peserta didik mengucap syukur dan menjawab salam.	
Assesmen	Keterampilan berbicara	
PERTEMUAN KE-3 (2x45 Menit)		
Tahapan	**Kegiatan Pembelajaran**	**Alokasi Waktu**
Pendahuluan		
	• Guru mengucap salam lalu peserta didik merespon salam. • Guru mengarahkan peserta didik untuk berdoa bersama. • Guru mengecek kehadiran peserta didik. • Guru menanyakan kabar peserta didik dan menanyakan kesiapan peserta didik untuk memulai pembelajaran • Guru mengajak peserta didik untuk melakukan ice breaking.	10 Menit
Inti		
	• Guru mereview fungsi sosial, struktur, dan unsur kebahasaan teks *daily activities*. • Peserta didik bekerja berpasangan untuk menyusun dialog lisan berdasarkan aktivitas harian masing-masing. • Guru memberikan guided questions untuk membantu pengembangan ide (contoh: *What do you usually do after school?*). • Tiap pasangan berlatih berbicara dan saling	70 Menit

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	memberikan umpan balik sederhana (pengucapan, kelancaran, dll.). • Peserta didik menggunakan aplikasi Hello English untuk mengecek pelafalan atau memperkaya kosakata. • Guru membimbing pasangan yang mengalami kesulitan dan memberi masukan. • Guru membuka sesi tanya jawab jika ada kendala saat latihan berbicara. • Guru memberikan apresiasi kepada peserta didik atas keterlibatan aktif mereka.	
Penutup		
	• Guru melakukan kegiatan refleksi pembelajaran dengan memberikan beberapa pertanyaan pada peserta didik. • Peserta didik diminta untuk menyampaikan kesimpulan dari pembelajaran yang dipelajari • Guru menyimpulkan kembali pembelajaran dari pendapat peserta didik. • Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri pertemuan dengan mengucap syukur dan memberi salam. • Peserta didik mengucap syukur dan menjawab salam.	10 Menit
Assesmen	Keterampilan berbicara	
PERTEMUAN KE-4 (2x45 Menit)		
Tahapan	**Kegiatan Pembelajaran**	**Alokasi Waktu**
Pendahuluan		
	• Guru mengucap salam lalu peserta didik merespon salam. • Guru mengarahkan peserta didik untuk berdoa bersama.	10 Menit

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	• Guru mengecek kehadiran peserta didik. • Guru menanyakan kabar peserta didik dan menanyakan kesiapan peserta didik untuk memulai pembelajaran • Guru mengajak peserta didik untuk melakukan ice breaking	
Inti		
	• Guru mereview singkat kembali struktur, fungsi sosial, dan unsur kebahasaan dari teks *daily activities*. • Guru meminta peserta didik menyusun monolog lisan secara individu tentang kegiatan sehari-hari masing-masing. • Guru memberikan guided questions untuk membantu pengembangan isi (misalnya: *What time do you usually wake up? What do you do after lunch?*). • Peserta didik menyusun teks lisan secara utuh, memperhatikan penggunaan simple present tense, action verbs, dan time expression dengan menggunakan fitur-fitur Hello English application. • Guru membimbing peserta didik dalam proses latihan berbicara dan memberikan umpan balik langsung jika dibutuhkan. • Peserta didik yang mengalami kesulitan dapat bertanya langsung kepada guru. • Guru memberikan apresiasi dan motivasi atas kemandirian dan hasil kerja peserta didik. • Guru membuka sesi refleksi dan tanya jawab di akhir pembelajaran.	70 Menit
Penutup		
	• Guru melakukan kegiatan refleksi pembelajaran dengan memberikan beberapa pertanyaan pada	10 Menit

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	peserta didik. • Peserta didik diminta untuk menyampaikan kesimpulan dari pembelajaran yang dipelajari • Guru menyimpulkan kembali pembelajaran dari pendapat peserta didik. • Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri pertemuan dengan mengucap syukur dan memberi salam. • Peserta didik mengucap syukur dan menjawab salam.	
Assesmen	Keterampilan Berbicara	
PERTEMUAN KE-5 (2x45 Menit)		
Tahapan	**Kegiatan Pembelajaran**	**Alokasi Waktu**
Pendahuluan		
	• Guru mengucap salam lalu peserta didik merespon salam. • Guru mengarahkan peserta didik untuk berdoa bersama. • Guru mengecek kehadiran peserta didik.	10 Menit
Inti		
	• Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik • Guru menjelaskan pembelajaran denganaplikasi Hello English Teks tentang daily activities biasanya memiliki struktur: • Menyebutkan subjek (I, he, she, they, dsb.) • Menggunakan kata kerja kegiatan (wake up, go, study, eat) • Menambahkan keterangan waktu (in the morning, every day, at 6 o'clock) • Guru membimbing peserta didik dalam proses latihan berbicara dan memberikan	70 Menit

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	umpan balik langsung jika dibutuhkan. • Peserta didik yang mengalami kesulitan dapat bertanya langsung kepada guru. • Guru memberikan apresiasi dan motivasi atas kemandirian dan hasil kerja peserta didik. • Guru membuka sesi refleksi dan tanya jawab di akhir pembelajaran.	
Penutup		
	• Guru melakukan kegiatan refleksi pembelajaran dengan memberikan beberapa pertanyaan yang telah dipelajari pada peserta didik. • Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri pertemuan dengan mengucap syukur dan memberi salam • Peserta didik mengucap syukur dan menjawab salam.	10 Menit
Assesmen	Keterampilan Berbicara	
Pertemuan ke 6	Post-Test	
Pendahuluan	• Guru mengucap salam lalu peserta didik merespon salam. • Guru mengarahkan peserta didik untuk berdoa bersama. Guru mengecek kehadiran peserta didik.	
Inti	• Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik • Guru memberikan soal post-test kepada peserta didik • Guru memantau peserta didik dalam mengerjakan soal post-test • Guru mengumpulkan hasil post-test dari peserta didik.	
Penutup	• Guru melakukan kegiatan refleksi pembelajaran	

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	dengan memberikan beberapa pertanyaan yang telah dipelajari pada peserta didik. • Guru menyampaikan informasi materi dan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri pertemuan dengan mengucap syukur dan memberi salam • Peserta didik mengucap syukur dan menjawab salam.	

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PRE-TEST

Instructions

Topic:

Daily Activities on Weekend

Instruction:

Tell about your weekend activities. Start from when you wake up until you go to sleep.

POST-TEST

Instructions

Topic:

Daily Activities on Weekday

Instruction:

Tell about your weekday activities. Start from when you wake up until you go to sleep.

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The Rubric of Speaking

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.

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	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.
Comprehension	5	Understands all expectations of an educated native speaker in formal and conversational communication.
	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.

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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:

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

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Students' Pretest

No	Student	Speaking Components					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	Mandela Salsabila Putri	4	3	3	4	4	
2.	Wulan Novelia	3	3	3	3	4	
3.	Safni Wulandari	1	2	2	2	2	
4.	Hafizah Melinda	4	3	4	4	4	
5.	Nancyla Natasya Febriani	2	3	3	2	3	
6.	Nia Permatasari	1	1	2	1	1	
7.	Nurzakina	3	3	3	2	3	
8.	Mazela Arsya Ananda	3	3	3	3	3	
9.	Rachel	3	3	3	4	4	
10.	Muhammad Fadli Zikri	3	3	3	3	3	
11.	Muhammad Hafiz Husain	3	3	3	3	3	
12.	Hasinul Fikri	3	3	3	3	3	
13.	Habiburahman	3	3	3	4	3	
14.	Anggaryadi	3	3	3	4	4	
15.	Restu adli Darmawan	3	3	4	4	3	
16.	Aditya Ihwan Sabila	3	2	3	3	3	
17.	Sewah Baru 32	3	3	3	3	3	
18.	Nahril Ilmi Putri Jurika	3	3	3	3	3	
19.	Fatiah Azahra	2	3	3	2	2	
20.	Fendi Ardiansyah	2	2	3	2	3	
21.	Annisa Fitri Ramadhani	3	3	3	3	3	

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Students' Posttest

No	Student	Speaking Components					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	Mandela Salsabila Putri	3	3	4	4	4	
2.	Wulan Novelia	3	3	4	4	4	
3.	Safni Wulandari	2	2	2	3	2	
4.	Hafizah Melinda	3	3	3	4	4	
5.	Nia Permatasari	2	2	2	2	2	
6.	Nurzakina	2	3	3	3	3	
7.	Rachel	3	3	3	3	3	
8.	Muhammad Fadli Zikri	2	3	3	3	3	
9.	Muhammad Hafiz Husain	3	3	3	3	3	
10.	Habiburahman	4	4	4	4	4	
11.	Anggaryadi						
12.	Restu adli Darmawan	3	3	4	4	3	
13.	Aditya Ihwan Sabila	3	3	4	4	4	
14.	Sewah Baru 49	2	2	3	3	2	
15.	Sewah Baru 48	3	2	3	3	3	
16.	Nahril Ilmi Putri Jurika	3	4	3	4	4	
17.	Annisa Putri Ramadhani	3	3	4	4	4	
18.	Azzura Dazalya Salsabila	3	3	4	4	4	
19.	Viona	3	3	3	3	3	
20.	Saskia Fiska Warni	3	3	3	3	3	
21.	Dairen	2	2	3	2	2	
22.	Muhammad Aziz	3	3	3	3	3	
23.	Dianda	3	3	3	3	3	

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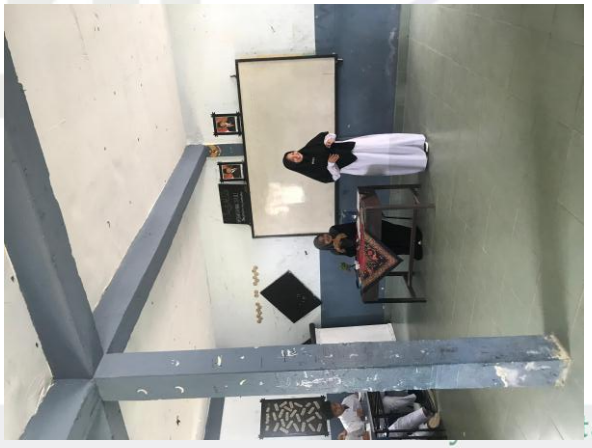

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CURRICULUM VITAE

Misel Friledia Rahmadhani is the second child of Mr. Syafril and Mrs. Mutri Yesi. She was born in Kerinci, on November 14th, 2003. In 2015, she graduated from SDN 005 Teberau Panjang. She continued her education at SMPN 2 Gunung Toar and graduated in 2018. Then, she completed her senior high school education at SMAN 1 Gunung Toar in 2021. In the same year, she was accepted as a student in the English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. From July to August 2024, she participated in the Community Service Program (KKN) at Pasiran Village, Bengkalis Regency. Then, from September to November 2024, she carried out the Pre-Service Teacher Practice (PPL) at MA Islamic Centre Al-Hidayah, Kampar. To fulfill one of the requirements for obtaining a Bachelor's Degree in English Education, she conducted a research study from March to June 2024 entitled: “The Effect of Hello English Application on Students' Speaking Ability at MA Islamic Centre Al-Hidayah Kampar.”

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