



Using Hello English to Improve Students' Speaking Achievement at SMA Muhammadiyah Pagaralam

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ABSTRACT

This research aims to determine whether or not *Hello English* can improve students speaking achievement. A quasi-experimental design of quantitative research was employed to conduct this research. The sample of this research consisted of 64 students from classes X IPS 1 and X IPS 3 at SMA Muhammadiyah Pagar Alam. Before the students used the Hello English application, the researcher gave a pre-test to the students to find out their prior knowledge. A post-test was given to all students to determine their achievement in speaking English. The t-test formula was used to analyze the collected data. Based on the findings of this research, the t-obtained value was 12.396, and the t-table value was 1.670. The result of this study showed that there was significant improvement in students' speaking achievement in experimental class after getting treatment from Hello English compared to students' speaking achievement in control class (conventional method). Based on the result of statistical analysis the alternative hypothesis (H_a), which stated that there was a significant difference in speaking achievement in teaching speaking by using Hello English to tenth graders at SMA Muhammadiyah Pagar Alam, was accepted. On the other hand, the null hypothesis (H_0) was rejected.



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In the era of globalization, effective communication has become a vital component for success across all professional and academic domains. Among the various communication competencies, speaking is regarded as the most fundamental

skill for interpersonal interaction. As noted by Zuhriyah (2017), speaking represents the earliest form of social engagement within a group, serving as a primary means for individuals to express ideas and emotions.

Language plays a central role in a wide array of fields, including business, education, science, information technology, media, tourism, and entertainment. In these sectors, the ability to speak clearly and effectively is indispensable. English, in particular, has emerged as a global lingua franca, facilitating communication among people from different countries, regions, and cultural backgrounds. Its widespread use enables individuals to engage in cross-border interactions and participate in international discourse.

In the context of foreign language learning, speaking holds a critical position. Sepahvand (2014) emphasizes that speaking should be prioritized as a core objective in language instruction, citing its relevance to personal fulfillment and the attainment of professional goals. Proficiency in speaking not only supports learners in achieving communicative competence but also enhances their opportunities for career development.

Thus, mastering modern speaking skills equips learners with the tools necessary for successful integration into both social and professional environments. Language, particularly spoken language, continues to be a key medium through which interpersonal communication is facilitated in a rapidly globalizing world.

Between the four fundamental English competence in languages, speaking appears to be the most difficult because it requires the speaker to construct sentences on the fly. As a result, it will be challenging for us to comprehend a communicator's message if our brain is incapable of understanding language. For all that students frequently struggle to communicate in English. For a variety of reasons, including mispronouncing words, lack of vocabulary, trouble pronouncing words correctly, and trouble understanding English material, students struggle when speaking English.

Based from the researchers' own teaching experiences with tenth graders during the internship at SMA Muhammadiyah Pagaram, students paid less attention to the material teachers offered and took the educational process less seriously. In the English class, the majority of students did not actively engage in the process of learning. Most of the of students struggle with speaking English, especially when practicing conversation. The researcher found the application of an insufficient or inappropriate learning strategy will have an impact on students' learning outcomes. (Koesrini & Kasimbara, 2022). As a result, creative and inventive instructional materials are among way for determining in the interest of learners to the lesson provided by teachers, is enabling the learning objective to be met and the learning outcomes to be maximized.

Based on the issues mentioned above, the researchers believe that technology need to be used in teaching and learning English as a learning medium, specifically the Hello English application. Culture Alley introduced Hello English in October 2014. Nishant Patni is a co-founder of this edtech company. This application's features are user-friendly, tailored to the needs of students, and compatible with the school's resources. The purpose of this request is intended to enhance students' education outcomes and to spark their interest in learning English, especially speaking.

In order to teach speaking skills to tenth-grade students at SMKN Karanganyar, Yuanita (2019) from the Department of English Education Muhammadiyah University of Surakarta used interviewing and observation techniques with five students from the tourism one class and one English teacher. She used the Hello English application. According to the study's findings, Hello English's teaching and learning methodology engages students in active learning of the English language, which makes them highly enthusiastic. Hello English is a social media application that fosters creativity and collaboration among its users, particularly among students. The Hello English app offers a plethora of features, including conversation, grammar, and vocabulary. This study looks at the dialogue function, which will help students speak more naturally and effectively.

This appears to be consistent with several previous studies looking at the application of Hello English to language instruction. The impact of the Hello English application on speaking achievement based on the pronunciation, grammar, vocabulary, fluency, and comprehension of spoken language is a topic that the researcher is interested in extending. The speaking exercises in the primary focus of this study is the Hello English free language learning application.

METHOD

Research Design

Based on Creswell (2014), explains that a quasi-experiment is a type of experiment in which the researcher assigns participants to groups, but not at random. This study employed a quasi-experimental design and quantitative research methodology. To get accurate results regarding the impact of the independent variable on the in utilizing a quasi-experimental design, the researcher selected a dependent variable. Two distinct groups were part of the sample: one being the experimental group and the other the control group. Both the experimental class and the control class were provided with the intervention pretest prior to starting speaking instruction and learning. After that, the researchers used the Hello English app to treat the experimental group. After that, Both the experiment group and the control group underwent a post-test to evaluate the impact of Hello English application on students' speaking achievement.

Instruments and Procedures

The study was conducted with tenth-grade students at SMA Muhammadiyah Pagar Alam, specifically involving two classes: X IPS 1 and X IPS 3. The research was carried out over a total of eight sessions, with each session allocated a duration of 2 x 45 minutes. Each class received two instructional meetings per week. To assess students' speaking performance, a rubric was employed including key criteria such as fluency, pronunciation, grammar, vocabulary, and comprehension. The rubric was validated through expert judgment by two English teachers who reviewed and provided feedback for improvement. To ensure scoring reliability, inter-rater reliability was also taken into the research. Two independent raters were employed to assess the students' speaking tasks, and the degree of agreement between raters was measured using Cohen's Kappa, yielding a high reliability score.

Table 1. Teaching Materials and Schedule

Meeting	Topic
1	Pre test
2	Describing cow
3	Describing friend
4	Describing elepanth
5	Describing cartoon
6	Describing rabbit
7	Describing cat
8	Post test

In collecting the data, the researchers were collected the data by employed these procedures: Before utilizing the Hello English application with students, the researcher conducted pre-tests to assess their existing knowledge. Students were given a topic and asked to speak in front of the class. Subsequently, post-tests were administered to evaluate the students' English-speaking proficiency after receiving treatment through the Hello English application. Similar to the pre-test, students were provided with a topic and asked to speak in front of the class following the treatment.

The instrument of the pre-test and post-test

Instructions:

- You have 5 minutes(maximum) to speech in front of the class
- Present the topic
Here the topic for you:

1. Task activity in Pre-test

Verbally describe based on the theme (pet or actress)

2. Task activity in Post-test

Verbally describe based on the theme (cartoon)

Speaking Test

In the speaking test, the researcher gave the topic for the students and the students describe the topic. The test consisted of pronunciation, grammar, fluency, vocabulary, and comprehension in rating scale.

Table 2. Rating Scale (Brown, 2004)

Criteria	Score	Component of scoring
Pronunciation	5	The students word comprehension is excellent.
	4	The words can be correctly pronounced by the students.
	3	The students can pronounce the words sufficiently.
	2	The words are frequently pronounced incomprehensibly by the students.
	1	The word is poorly pronounced by the students.
Grammar	5	The student's grammar is excellent.
	4	Students make a lot of grammatical mistakes.
	3	The grammar of the students is adequate, capable of providing the language with adequate structure.
	2	The students' construction of grammar is accurately, but without confidence or through control.
	1	Although students make mistakes frequently, the material is still understood
Vocabulary	5	The student's vocabulary is board.
	4	The students' vocabulary is sufficient.
	3	The vocabulary of the students is adequate.
	2	The student's vocabulary isn't very large.
	1	The student's vocabulary is extremely small.
Fluency	5	Speech is generally easy to understand and follows a style.
	4	Speech appears to be marginally impacted by language issues.
	3	Language barriers have a significant impact on speech and fluency.
	2	Usually resistant: frequently coerced into silence through linguistic restrictions
	1	Speech is so painful and disorganized that it is nearly hard to have a conversation.
Comprehensions	5	Well-organized concepts that address every aspect of speaking
	4	Well-organized concepts that virtually cover every speaking aspect.
	3	Less structured ideas and some missing speech-related components during the practice conversation.
	2	Less structured ideas only address the primary aspect of the speaking issue during practice dialogues.
	1	A lot of missing components and disorganized ideas.

Note: maximum score = 25

Score = $\frac{\text{the result of score} \times 100}{\text{Maximum score}}$

Data Analysis Procedures

The researchers then examined the data after gathering it. The test findings in this research were assessed using Microsoft Excel and SPSS. In this study, the researcher was analyze the data by using pair sample t-test and independent t-test. Paired sample T-test was used to know the significant difference between pre test and post test of the students speaking achievement of each class in experimental and control class. Independent T-test was used to know the significant difference in the students speaking achievement between students' post test in experimental and control class.

FINDINGS AND DISCUSSION

The examination was administered to the tenth-grade students at SMA Muhammadiyah Pagar Alam, totaling 307 individuals. Out of these, a sample of 64 students from two classes was included. The data from this research is displayed in the form of scores, representing the students' progress in speaking achievement between the pre-test and post-test. The study revealed two significant findings: (1) descriptive statistics, and (2) the statistical analysis of the collected data.

1. Descriptive Statistics

The data that has been processed and obtained in both classes using the SPSS program will then be treated in the experimental class of learning using Hello english, whereas in the control class was learning without hello english. To find out the results of both classes, the researcher was giving a pre-test before both classes got treatment and the researcher was giving a post-test after both classes have been treated differently. This is intended to compared and know the differences that have been given to the two classes. The descriptive statistical analysis presented the pre-test and post-test scores of students in experimental and control classes.

Table 3. Frequency and Mean Score of Students' Speaking Achievement based on Speaking Achievement Level (N=32)

Variable	Level of Ability	Experimental Class			
		Pre-test		Post-test	
		Mean	Frequency and Percentage	Mean	Frequency and Percentage
Speaking Achievement	Very Good				
	Good			73.7143	14 43.75%
	Average	57.8095	21 65.625%	67.0000	18 56.25%
	Poor	51.0909	11 34.375%		
	Very Poor				

From the table above, it can be seen that there was significant difference in students' speaking achievement in experimental group and control group in the experimental group, the assessment of students' Speaking skills revealed that in the initial assessment, 11 students (34.375%) performed poorly with an average score of 51.0909, while 21 students (65.625%) demonstrated an average level with a mean score of 57.8095. Upon conducting the follow-up assessment, no students fell into the poor category. Instead, 4 students (12.1%) scored poorly with an average of 6.364, 18 students (56.25%) attained an average level achieving a mean score of 55.7778, and 14 students (43.75%) excelled achieving a mean score of 73.7143. The analysis indicated a marked improvement in the Speaking skills of students in the experimental class through the utilization of the Hello English program.

Table 4. Frequency and Mean Score of Students' Speaking Achievement based on Speaking Achievement Level (N=32)

Variable	Level of ability	Control Class			
		Pre-test		Post-test	
		Mean	Frequency and Percentage	Mean	Frequency and Percentage
Speaking Achievement	Very Good				
	Good				
	Average	55.7778	22 68.75%	59.1111	18 56.25%
	Poor	49.5455	9 28.125%	53.6000	14 43.75%
	Very Poor	36.0000	1 3.125%		

In the control group, the students' Speaking skills results indicate that during the pre-test, only 1 student (3.125%) performed very poorly with a mean score of 36.0000, while 9 students (28.125%) were at a poor level with a mean score of 49.5455, and 22 students (68.75%) were at an average level with a mean score of 55.7778. In contrast, during the post-test, 18 students (56.25%) were at an average level with a mean score of 59.1111, and 14 students (43.75%) were at a poor level with a mean score of 53.6000. It was observed that the students' speaking achievement in the control group had only slightly improved compared to the previous assessment.

2. The Result of Statistical Analysis

Two types of statistical analyses were utilized in this research a paired sample t-test and an independent sample t-test. A paired sample t-test was used to determine the significant difference between the pre- and post-tests of the students' speaking achievement in each experimental and control class. While the independent sample t-test was used to find out the significance difference between the post-tests of students' speaking achievement between the experimental group and the control group.

To determine if there existed a significant difference in speaking abilities before and after treatment, a paired sample t-test was conducted to compare the-test and post-test results. The data distribution is presented in the table below.

Table 5. The Result of Paired Sample T-Test for Speaking Aspects in Experimental Group

Variabel	Mean Pre Test	Mean Post Test	Mean diff	T- Obtained	Sig.(2-Tailed)
Speaking(Total)	55.5000	69.9375	14.4375	25.832	.000
Pronunciation	4.6875	7.0625	2.375	10.424	.000
Grammar	5.3438	7.2813	1.9375	8.314	.000
Vocabulary	6.4688	7.2813	0.4688	4.333	.000
Fluency	4.7813	6.5625	1.7812	7.672	.000
Comprehension	5.4688	6.1250	0.6562	2.686	.012

The comparison of pre-test and post-test results in the experimental group, particularly in the aspect of speaking, was analyzed in the table presented. The mean score for pre-test speaking achievement was 55.5000, while the mean for post-test speaking achievement was 69.9375, resulting in a mean difference of 14.4375. The calculated t-value was 25.832 with a significance level of 0.000. For the grammatical aspect, the mean pre-test score was 5.3438, and the post-test mean was 7.2813, showing a mean difference of 1.9375. The obtained t-value was 8.314 at the significance level of 0.000. For vocabulary, the mean pre-test score was 6.4688, and the post-test mean was 7.2813, with a mean difference of 0.4688. The calculated t-value was 4.333 at the significance level of 0.000. When considering pronunciation, the mean pre-test score was 4.6875, and the post-test mean was 7.0625, resulting in a mean difference of 2.375. The t-value obtained was 10.424 with a significance level of 0.000. Regarding fluency, the mean pre-test score was 4.7813, and the post-test mean was 6.5625, showing a mean difference of 1.7812. The t-value was determined to be 7.672 at the significance level of 0.000. Lastly, in terms of comprehension, the mean pre-test score was 5.4688, and the post-test mean was 6.1250, revealing a mean difference of 0.6562. The t-value obtained for this aspect was 2.686 at a significance level of 0.012.

The most significant outcome in the experimental class was pronunciation, with the mean of the pre-test being 4.6875 and the mean of the post-test being 7.0625, with mean differences of 2.375. Meanwhile, the value of t-obtained was 10.424 at the significance level of 0.000. Meanwhile, the least significant aspect was vocabulary, with a mean score of 6.4688 in the pre-test and 7.2813 in the post-test, with mean differences of 0.4688. Meanwhile, the value of 1 obtained was 4.333 at the significance level of 0.000. It could be concluded that all aspects of speaking in the

experimental group had a significant difference in every aspect before and after the treatment.

Table 6. The Result of Paired Sample T-Test for Speaking Aspects in Control Group

Variabel	Mean Pre Test	Mean Post Test	Df	T- Obtained	Sig.(2-Tailed)
Speaking(Total)	50.8750	58.2500	7.375	10.652	.000
Pronunciation	4.6875	6.1250	1.4375	7.357	.000
Grammar	4.1563	5.5000	1.3437	5.595	.000
Vocabulary	6.2500	6.5313	0.2813	1.509	.141
Fluency	5.1563	5.9375	0.7812	2.601	.014
Comprehension	5.1875	5.2188	0.0313	.226	.823

The above table demonstrated how the writer compared the control group's pre- and post-test results in terms of speaking. According to the above table, the mean scores on the speaking achievement pre-test were 50.8750, the mean scores on the speaking achievement post-test were 58.2500, and the mean differences were 7.3755. At the 0.000 significance level, the value of t-obtained was 10.652.

Additionally, there was a mean difference of 1.3437 between the pre-test grammar value of 4.1563, and the post-test grammar mean of 5.5000. At the significance level of 0.000, the value of t-obtained was 5.595 in the meantime. The vocabulary component came next; there was a mean difference of 0.2813 between the pre-test and post-test mean scores of 6.2500 and 6.5313, respectively. In the meantime, 1.509 was the value of t obtained at the .141 significance level. Pronunciation was the next area to be examined; there were mean differences of 1.4375 between the pre-test mean of 4.6875 and the post-test mean of 6.1250. In the meantime, at the significance level of 0.000, the value of t was obtained to be 7.357. The next factor was fluency, where there was a mean difference of 0.7812 between the pre-test mean of 5.1563, which was, and the post-test mean of 5.9375. At the .014 significance level, the value of t-obtained was 2.601. The final component was comprehension, where there was a mean difference of 0.0313, with the pre-test mean being 5.1875 and the post-test mean being 5.2188. Meanwhile, at the .823 significance level, the value of t-obtained was .226. It could be concluded that the control group only made a little improvement in students' speaking achievement.

The Result of Independent Sample T-Test of Speaking Achievement

To determine whether there was an average difference between two non-pairing samples, the independent sample t test was employed. An independent sample t test was run against the experimental class post-test data (using Hello English) and the control class data (conventional method) in order to solve the problem formula. The table below provided a description of the distributed data.

Table 7. The Result of Independent Sample T-Test both Experimental Group and Control Group

Variable	Post Test		T- Obtained	Df	T table	Sig(2- Tailed)
Speaking	Mean Experimental	Mean Control	12.396	62	1.670	.000
	69.9375	58.2500				

The value of t-obtained was found to be 12.396 at the significance level 0.000 based on the above table. The value of t-obtained was higher than the critical values of the t-table, in which $12.396 > 1.670$, and the significant level 0.000 was less than 0.05 with degree of freedom (df) 62. These findings confirm that students in the experimental group performed better in speaking when compared to students in the control group. The variation in mean score served to reinforce it as well. The experimental group's post-test mean score was 69.9375, whereas the control group's mean score was 58.2500. The experimental group outperformed the control group on the post-test.

DISCUSSION

The results of this study showed that there were significant differences in students' speaking achievement after getting treatment from Hello English. Essentially, Hello English revitalized the students, making them more engaged and proficient in English conversation. Moreover, this app boosted their confidence when speaking in front of their peers. The learning and teaching process became more interactive because of the app's interesting features that made students more active and enthusiastic during learning. These findings align with Yuanita (2019), who highlighted how Hello English fosters creativity and social interaction among users, particularly students.

Most students improved from the poor category to average or good, as evidenced by the increase in their pre-test and post-test scores, indicating that the treatment was effective. This is supported by Simanjuntak (2022), who confirmed that Hello English can enhance students' speaking skills. Additionally, recent evidence suggests that integrating AI chatbots in EFL instruction significantly boosts affective, behavioral, and cognitive engagement, which in turn strengthens language performance (Hastomo et al., 2025a).

The Hello English application provided students with practical, real-world speaking practice and immediate feedback, which reinforced their confidence in using the language. Its user-friendly design and interactive features encouraged students to actively participate in their learning. This shift from a teacher-centered to a student-centered approach allowed learners to become more autonomous and motivated. Similar results were reported by Hastomo et al. (2025b), where strategies such as personalized feedback and gamified tasks using AI chatbots significantly enhanced student engagement and improved writing outcomes. Furthermore,

findings from Novalina & Sari (2025) demonstrated that interactive learning strategies like Give One, Get One (GOGO) not only improved reading comprehension but also increased active participation and peer collaboration.

The implementation of Hello English during lessons increased participation through group discussions, Q&A sessions, and other speaking activities. Improvements were observed across grammar, vocabulary, pronunciation, fluency, and comprehension. Statistical analysis showed significance levels of 0.000 and 0.012, with a t-obtained value of $25.832 > 1.670$, leading to the acceptance of the alternative hypothesis (H_a). This is consistent with Ahmad, Hussain, Mumtaz, and Riaz (2025), who found that Hello English significantly improved pronunciation, confidence, vocabulary, and overall speaking skills, alongside positive student attitudes.

Moreover, the positive role of active engagement with conversational AI tools in driving language proficiency has been confirmed in broader research. For example, Hastomo et al. (2025c) reported that behavioral and cognitive engagement with chatbots were strong predictors of improved English proficiency, highlighting the need for interactive, student-centered digital learning interventions

CONCLUSION

Following an experimental study in which the researchers used at SMA Muhammadiyah Pagaralam's Hello English to teach speaking achievement, the researchers concluded that Hello English could both reveal and increase speaking achievement in students. There was significant difference in students' Speaking achievement between the students' who were taught by using hello English and those who are not. It was proved by the students' mean score of pre-test of speaking achievement was 55.5000, the mean post-test of speaking achievement was 69.9375 with mean differences was 14.4375. Meanwhile, the value of t-obtained was $25.832 > 1.670$ at the significance level 0.000. This indicates that the alternative hypothesis (H_a): There was a significant difference on students' speaking achievement between those who were taught using the Hello English application and those who were not of the tenth graders at SMA Muhammadiyah Pagar Alam was accepted. Conversely, the null hypothesis (H_0) was not accepted.

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