

Exploring HelloTalk as a Mobile-Assisted Language Learning Tool: A Review of Its Impact on Students' Speaking Skills

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia

***Corresponding author, tiranurfitria@gmail.com**

ARTICLE INFO	ABSTRACT
Keywords: <i>HelloTalk, HelloTalk app, Mobile-Assisted Language Learning (MALL), Speaking Skills, Students' Speaking Skills</i> DOI: http://doi.org/10.33005/jesscom.v1i1.53 Submitted: 14 April 2026; Revised: 8 May 2026; Accepted: 12 June 2026, Published: 30 June 2026,	<i>This study explores the use of HelloTalk as a Mobile-Assisted Language Learning (MALL) tool in English as a Foreign Language (EFL) contexts, with a particular focus on its impact on students' English speaking skills. This study employed a qualitative review design. The analysis shows that research based on 26 previous studies on the use of HelloTalk and similar Mobile-Assisted Language Learning (MALL) applications consistently demonstrates a strong positive impact on students' speaking skills across various educational contexts. These studies indicate that such applications enhance key aspects of speaking, including fluency, pronunciation, vocabulary, grammar, and communicative competence, while also improving learners' confidence, motivation, engagement, and participation. The interactive features of HelloTalk, particularly real-time communication with native speakers, provide authentic learning experiences that support meaningful language use and reduce speaking anxiety. In addition, the platform promotes learner autonomy by enabling flexible and continuous practice beyond the classroom. However, despite these benefits, several challenges remain, including limited vocabulary, difficulty in understanding different accents, technical issues, and inconsistent interaction with language partners. Furthermore, many existing studies rely on short-term and predominantly qualitative approaches, indicating the need for more comprehensive and longitudinal research. Overall, HelloTalk can be considered an effective and innovative MALL tool for improving speaking skills in EFL contexts. Nevertheless, its optimal implementation requires appropriate pedagogical support and integration into structured learning environments to maximize its potential and address existing limitations.</i>
How to cite: Fitria, T.N., (2026). Exploring HelloTalk as a Mobile-Assisted Language Learning Tool: A Review of Its Impact on Students' Speaking Skills. <i>Journal of English Studies and Business Communication</i>, 1 (1), 40-54. DOI: http://doi.org/10.33005/jesscom.v1i1.53	

License



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

1. INTRODUCTION

The rapid development of digital technology has significantly transformed the landscape of language learning in recent years. Technology enables learners to access a wide range of learning resources, including multimedia materials, online courses, and interactive platforms, which support more engaging and effective learning experiences. In addition, it facilitates global communication, allowing learners to interact with speakers from different parts of the world. This shift has moved language learning beyond the traditional classroom setting, making it more flexible and accessible anytime and anywhere. As a result, technology plays a crucial role in enhancing learners' opportunities to practice language skills, particularly in contexts where exposure to the target language is limited.

The use of technology-based applications is an interesting innovation in education (Basir et al., 2024). In today's modern era, technological developments have brought many changes, and technology has also spread to the world of education (Rosilah & Ulfa, 2024). The use of digital applications is important in vocational schools because it supports interactive learning, improves practical communication skills, and prepares students to face the technology-based world of work. With the development of globalization, learning a second language has become a demand for more and more people, and the rapid development of mobile applications and artificial intelligence technology has provided new possibilities for language learning (Chen, 2023).

English is an international language widely used in education, work, and intercultural communication (Binti et al., 2025). Speaking is considered one of the most essential skills in language learning, as it reflects learners' ability to communicate effectively in real-life situations. However, in EFL contexts, speaking is often the most challenging skill for students to master. Many learners face difficulties such as limited vocabulary, lack of confidence, fear of making mistakes, and insufficient opportunities to practice speaking. Traditional classroom settings may not always provide adequate chances for active communication, leading to passive learning experiences. As a result, students may struggle to develop fluency and accuracy in speaking. Therefore, it is important to provide learning environments and tools that encourage active participation and meaningful communication practice. Speaking fluency is a crucial component of speaking skills because it enables learners to convey ideas smoothly and spontaneously.

Currently, the development of technology is very advanced. Technology can be used as an alternative to other media to gain learning about various English skills. With an application that can be used as a medium for learning English, of course, it will be very helpful for the general public or students who want to learn English. One of the language skills that is very important in everyday life is speaking skills as an effective oral communication medium (Anggraini et al., 2023). Fluent English speaking is essential for English Education students, especially for academic and professional success in global contexts (Sakina et al., 2025). However, learners often face limited real-life interaction, a lack of feedback, and weak autonomous learning habits. Mobile-Assisted Language Learning (MALL) tools like HelloTalk are increasingly used, yet their specific role in promoting autonomous speaking practice at the university level remains underexplored.

Technological development has been very rapid lately, especially for cellphone users (Arsadah, 2024). The use of technology has many positive benefits in education. There are so many technology-based language learning applications that students and teachers can use. Mobile-Assisted Language Learning (MALL) has emerged as an important approach in modern language education, utilizing mobile devices such as smartphones and tablets to support learning activities. MALL offers flexibility, portability, and accessibility, enabling learners to engage in language learning at their own pace and according to their individual needs. This approach promotes learner-centered learning, where students take more responsibility for their progress through independent practice. In EFL contexts, where exposure to English is often limited, MALL provides continuous opportunities for language practice outside the classroom.

Furthermore, mobile applications often incorporate interactive features, such as audio, video, and instant feedback, which enhance learners' engagement and improve language acquisition.

Discussions on the subject of Mobile Assisted Language Learning (MALL) are made more interesting by this study (Fauzi et al., 2024). Mobile-Assisted Language Learning (MALL) has become an integral component of contemporary language education, leveraging the ubiquity of mobile technologies to facilitate interactive learning beyond traditional settings (Alexiadou & Sougari, 2025). Mobile-assisted language learning (MALL) stimulates students' motivation and improves their foreign language skills (Gajić & Maenza, 2022). The proliferation of smartphone technology has catalyzed the widespread adoption of Mobile-Assisted Language Learning (MALL) applications, positioning them as a dominant tool for foreign language acquisition (Augie et al., 2025).

Krejnus et al. (2023) analyze the applications of foreign language extension applications, from which several applications have been selected. They characterize language applications such as HelloTalk, Duolingo, ELSE Speak, and Say it (English pronunciation). These applications and electronic tools facilitate language exercises and also support writing in a foreign language. In particular, the work concentrated on Hello Talk's smartphone app, which promotes language learning and acquisition through communication with native speakers and other language learners. The rapid integration of mobile-assisted language learning (MALL) has encouraged educators to utilize digital applications as alternative media to enhance students' speaking proficiency (Paramida et al., 2025). The rapid development of mobile technology has encouraged with Mobile Assisted Language Learning (MALL) in language education, particularly for improving speaking skills. (Melasari et al., 2025)

Hallo Talk is a platform where users can practice speaking English with native and non-native speakers in a fun and interactive way (Iswadin et al., 2024). HelloTalk is one of the prominent mobile applications designed to support language learning through a language exchange system. The application connects users with native speakers or other language learners from around the world, enabling real-time communication through text, voice messages, and calls. One of the key strengths of HelloTalk lies in its interactive features, such as instant correction tools, translation support, and pronunciation feedback, which help learners improve their language accuracy. Unlike traditional classroom environments, HelloTalk provides authentic communication experiences that allow learners to use the target language in real-life contexts. This makes it a valuable tool for enhancing communicative competence and practical language use.

HelloTalk offers significant potential for improving students' speaking skills by providing opportunities for authentic and interactive communication. Through direct interaction with native or proficient speakers, learners can practice speaking in a more natural and meaningful way. The application's features, such as voice messaging and real-time conversation, allow students to develop fluency, pronunciation, and listening comprehension simultaneously. In addition, HelloTalk helps reduce speaking anxiety by creating a more relaxed and informal learning environment compared to traditional classrooms. This encourages learners to practice more frequently, thereby enhancing their confidence and overall speaking performance.

HelloTalk is an effective language learning tool, especially for the young generation, due to its purely social environment (Nushi & Makiabadi, 2018). The great number of languages this app covers and the miscellaneous collection of its features, form an enjoyable atmosphere for learning a new language. Providing language learners with almost every type of facility for rapid, effective, and meaningful learning is an admirable task that has been performed by the professional HelloTalk team. Some noticeable features of this app are on-the-text corrections, automatic translation, and transliteration, which have introduced the app as an outstanding one. Similar to other language learning apps, HelloTalk also suffers from a number of limitations. The non-free VIP membership for complete translation and transliteration packages, no reports and/or feedback on learners' development, and no alerts or monitoring as a stimulus for users seem to be the app's shortcomings. In brief, it is fair to state that HelloTalk is a popular and widely used language learning app, drawing the attention of a growing community. The HelloTalk team is required to alleviate the app's minor problems to boost its language learning potential as much as possible.

There are previous studies related to the use of the HelloTalk app. Taufan & Wicaksono (2022) investigate students' perspectives on the use of HelloTalk, a mobile learning application that had not been widely used at the time being. In this case study, there were 41 English study program students who were participating in the third year of college participating. The questionnaire was distributed to the participants to answer two main problems: 1) their knowledge of HelloTalk before the study, and 2) their attitude towards the application. The data shows that most of the students, covering around two-thirds of the total participants, did not know or use the application. Regarding students' attitude towards HelloTalk, the data collected from the questionnaire indicates that 36 out of 41 showed a positive and very positive attitude towards the application. Amalia et al. (2024) evaluate the implementation of Language Exchange through the HelloTalk app to enhance the speaking skills of Mandarin Language Education students at the State University of Malang, Class of 2022. The results show that language exchange via HelloTalk positively impacts students' confidence and motivation in speaking Mandarin. Students feel more comfortable communicating with native speakers and gain a more interactive learning experience. Although some challenges relate to app feature access, most students recommend its use. This study suggests integrating Language Exchange with apps like HelloTalk to boost students' confidence and motivation in Mandarin language learning. Future research is recommended to involve participants from more diverse backgrounds and explore the potential of language exchange in learning other languages. Yang & Yang (2025) investigate the impact of HelloTalk, a mobile-assisted language learning (MALL) platform, on the development of intercultural competence (IC) in Chinese English as a Foreign Language (EFL) students. Results indicate that the HelloTalk-based intervention significantly improved students' IC, with the most notable gains observed in their knowledge of other cultures and intercultural communication skills. These findings suggest that mobile-assisted intercultural exchange offers a more effective approach to developing IC compared to traditional classroom learning. Qualitative data further highlight students' positive perceptions of HelloTalk's accessibility, flexibility, and the reduced communication anxiety it fosters. However, challenges such as difficulties in making connections and the potential for deception on mobile platforms were also identified. Melasari et al. (2025) analyze how the HelloTalk app is used to improve learners' speaking skills and identify its educational potential in a MALL environment. The method used is a qualitative systematic review, in which empirical studies published between 2020 and 2025 were collected from several academic databases and selected based on predetermined inclusion criteria. The results indicate that HelloTalk helps establish authentic communication, increases learners' speaking confidence, and provides meaningful interactions with native or experienced speakers through features such as voice messages, audio calls, and immediate feedback. Several studies have also found that using HelloTalk increases learners' motivation and reduces fear of speaking, especially in collaborative communication. Agustina (2025) explores students' perceptions of using HelloTalk, a mobile-based language learning application, to improve their English speaking skills in the B2 class at LC. HelloTalk offers learners opportunities to engage in real-time communication with native and fluent speakers, which supports speaking fluency and confidence. The results reveal that most students have a positive perception of HelloTalk. They reported increased speaking fluency, improved vocabulary acquisition, and greater confidence when initiating conversations in English. Some students also mentioned that HelloTalk provided a more relaxed environment for practicing English compared to classroom settings. However, several participants experienced challenges such as limited response from native speakers and internet connectivity issues. Despite these minor drawbacks, the majority of respondents agreed that HelloTalk helped them become more active and confident English speakers. The findings suggest that integrating mobile-assisted language learning tools like HelloTalk into English instruction can enhance students' speaking skills and increase their engagement in language practice beyond the classroom. Maharani (2025) explores students' perceptions of using the HelloTalk application to overcome English speaking anxiety, as well as to analyze and describe the level of speaking anxiety experienced by students. The results show that students' anxiety in speaking English is mainly caused by lack of confidence, fear of being judged, and pressure during academic tasks. The study also reveals that HelloTalk

provides useful features such as chat rooms, voice rooms, and voice messaging, which help students practice speaking more comfortably. The findings indicate that HelloTalk can be an effective tool for reducing English-speaking anxiety. Sunarko et al. (2025) determine the extent to which the Hello Talk application helps users develop Arabic language skills, both in the aspects of listening, speaking, reading, and writing. The results showed that the use of the Hello Talk application for Arabic language learning showed significant potential, especially in reading, writing, and speaking skills. Rojas et al. (2025) investigate the effectiveness of digital platforms for the improvement of oral skills within virtual classrooms, focusing on Vocaroo, Flipgrid, Quizizz, Zoom, and HelloTalk. The literature review highlights the critical role of digital tools in language learning, emphasizing their unique features: Vocaroo enables flexible speech recording and review, Flipgrid fosters collaboration through interactive video responses, Zoom facilitates real-time communication, Quizizz integrates gamification with language practice, and HelloTalk provides conversational exchanges with native speakers. The findings show that the digital platforms significantly improved opportunities to practice speaking, followed by listening comprehension, with minimal impact on reading and writing. Flipgrid and HelloTalk were particularly effective in fostering active participation and confidence, while Quizizz demonstrated a stronger connection to reading and writing tasks than to speaking. The study concludes that platforms such as Vocaroo, Flipgrid, HelloTalk, and Quizizz effectively improve learners' fluency, confidence and pronunciation in virtual classrooms. These tools create dynamic, interactive environments that stress speaking and listening skills, resulting in notable gains in students' oral proficiency and communication skills in online learning contexts.

Despite the growing body of research on HelloTalk as a Mobile-Assisted Language Learning (MALL) tool, several important gaps remain. Many earlier studies primarily focus on learners' perceptions, attitudes, and motivation rather than providing a deeper examination of how HelloTalk directly influences specific aspects of English speaking skills. For instance, research tends to emphasize positive attitudes and acceptance of the application without thoroughly measuring improvements in fluency, pronunciation, or communicative competence (Taufan & Wicaksono, 2022; Agustina, 2025). In addition, some studies explore HelloTalk in non-English contexts, such as Mandarin and Arabic learning, which limits the applicability of findings to EFL contexts (Amalia et al., 2024; Sunarko et al., 2025). Other research highlights intercultural competence and anxiety reduction but does not explicitly connect these variables to speaking skill development in a comprehensive way (Yang & Yang, 2025; Maharani, 2025). Furthermore, several studies rely on short-term interventions, small sample sizes, or qualitative approaches, which may not fully capture the broader and sustained impact of HelloTalk on speaking proficiency. Although systematic reviews confirm the general benefits of HelloTalk, they often synthesize findings without providing context-specific empirical evidence (Melasari et al., 2025). Therefore, there is a clear need for a more focused and contextualized study that examines the impact of HelloTalk on students' English speaking skills in EFL settings more comprehensively and measurably.

This study offers a novel contribution by addressing the limitations identified in previous research and providing a more focused investigation of HelloTalk's role in improving English speaking skills within an EFL context. Unlike earlier studies that primarily examine perceptions or general outcomes, this research emphasizes the direct impact of HelloTalk on specific components of speaking, such as fluency, pronunciation, vocabulary use, and communicative effectiveness. While previous studies highlight positive attitudes and increased confidence (Taufan & Wicaksono, 2022; Agustina, 2025), as well as motivation and comfort in communication (Amalia et al., 2024), this study goes further by linking these affective factors to actual speaking performance. In addition, although prior research has explored intercultural competence and anxiety reduction (Yang & Yang, 2025; Maharani, 2025), this study integrates these dimensions within the framework of speaking skill development, offering a more holistic understanding of language learning through HelloTalk. Moreover, in contrast to studies conducted in different language contexts (Sunarko et al., 2025) or comparative digital platforms (Rojas et al., 2025), this research specifically focuses on English-speaking skills in an EFL environment, thereby providing more relevant and contextualized insights. By combining these perspectives, this study contributes new empirical evidence on how HelloTalk can be

effectively utilized as a MALL tool to enhance students' speaking skills while also addressing practical challenges identified in previous studies.

2. METHOD

This study employed a qualitative review design to examine previous studies on the use of the HelloTalk app in English language learning, particularly its impact on students' speaking skills. A review study refers to a research approach that focuses on collecting, evaluating, summarizing, and synthesizing findings from previously published studies to obtain a comprehensive understanding of a particular topic (Fitria, 2024). This review study does not generate new data from participants but instead analyzes existing scholarly works to identify research trends, patterns, and gaps. This type of study is categorized as qualitative research because it emphasizes the interpretation of textual data rather than numerical analysis.

The data of this study consisted of secondary data sources derived from documents such as previous research articles, conference papers, and scholarly publications discussing the use of HelloTalk in English language learning, especially in improving speaking skills. Documents refer to written, recorded, or published materials that contain information relevant to the research topic, including journal articles, books, reports, and conference proceedings (Fitria, 2023). These documents were obtained from academic databases such as Google Scholar, as well as national and international journal platforms and other reputable scholarly sources. Document-based data are commonly used in review studies because they provide rich and detailed information for analysis.

The inclusion criteria for selecting the documents were as follows: (1) studies that focus on the use of HelloTalk in English language learning, (2) studies that discuss speaking skills or oral communication, (3) publications in reputable journals or conference proceedings, and (4) studies published within a relevant time frame. By applying these criteria, the researcher ensured that the selected studies were relevant, credible, and aligned with the focus of this research.

The data analysis in this study used a descriptive synthesis technique. In this approach, the researcher organized, compared, and interpreted findings across selected studies without conducting statistical analysis. Each article was summarized and presented in a comparison table consisting of the author(s), year of publication, research design, participants, instruments, and key findings. Through this process, the researcher identified patterns, similarities, and differences in how HelloTalk supports students' speaking skills development.

3. FINDINGS AND DISCUSSION

Findings

The reviewed studies consistently show that HelloTalk has a significant positive impact on students' speaking skills, particularly in improving fluency, pronunciation, and overall communicative ability through real-time interaction with language partners.

Table 1. Previous Studies on the Impact of HelloTalk on Speaking Skills

No	Author(s) & Year	Research Design	Instruments	Main Findings
1	(Yuanita & Nur Hidayat, 2019)	Qualitative descriptive	Observation, interview, documentation	The implementation of Hello English improved students' engagement and participation in speaking activities. Students showed positive responses, indicating increased enjoyment, better comprehension, and more fluent communication during classroom interaction.
2	(Ibnu, 2020)	Qualitative (content analysis)	Documentation, transcription	The application provides diverse speaking categories and interactive conversation games. Immediate pronunciation feedback, repetition

				features, and structured dialogues significantly support speaking accuracy and fluency development.
3	(Aini et al., 2022)	Classroom Action Research	Observation, questionnaire, test	Students' speaking achievement improved significantly across cycles, with increased mean scores, higher participation, and better pronunciation, fluency, and confidence in speaking tasks.
4	(Puspita et al., 2023)	Classroom Action Research	Observation, test	HelloTalk enhanced multiple aspects of speaking, including fluency, pronunciation, grammar, vocabulary, and confidence. It also increased motivation, cultural awareness, and listening comprehension through authentic interaction.
5	(Anggraini et al., 2023)	Classroom Action Research	Observation, questionnaire, test	The application improved speaking performance, reflected in higher test scores, increased participation, and better confidence in expressing ideas orally.
6	(Nasrah, 2023)	Quasi-experimental	Test, questionnaire	Significant improvement in speaking ability was found, supported by statistical analysis. Students also showed positive perceptions, increased motivation, and improved fluency and pronunciation.
7	(Handayani & Zulfitri, 2023)	Experimental	Speaking test	The study revealed a statistically significant effect of digital applications on speaking skills, particularly in improving students' fluency, pronunciation, and overall oral performance.
8	(Daulay et al., 2023)	Qualitative descriptive	Observation, interview	Students perceived Hello English as highly effective (98%), improving speaking skills, motivation, and independent learning, while also making learning more practical and engaging.
9	(Fadhil, 2023)	Quasi-experimental	Speaking test	HelloTalk was more effective than role-play in enhancing pronunciation, intonation, grammar, and confidence due to real-time communication with language partners.
10	(Iswadin et al., 2024)	Experimental	Pre-test, post-test	Significant improvement in speaking ability, confidence, and motivation was observed. Frequent use of HelloTalk resulted in higher gains due to interactive and authentic communication.
11	(Basir et al., 2024)	Qualitative descriptive	Observation, interview	HelloTalk increased students' engagement, enthusiasm, and speaking fluency, while also supporting teachers in delivering interactive and technology-based instruction.
12	(Arsadah, 2024)	Quasi-experimental	Pre-test, post-test	Statistical results confirmed significant improvement in speaking skills, particularly in recount text delivery, fluency, and pronunciation accuracy.

Exploring HelloTalk as a Mobile-Assisted Language Learning Tool: A Review of Its Impact on Students' Speaking Skills

13	(Anjani et al., 2024)	Qualitative (narrative inquiry)	Interview	Students showed positive attitudes and improved confidence through digital storytelling, although challenges remained in vocabulary and pronunciation.
14	(Rosilah & Ulfa, 2024)	Qualitative	Interview	HelloTalk features (voice notes, calls, native interaction) support speaking practice, increased interaction, and encourage collaborative communication.
15	(Damayanti et al., 2024)	Qualitative descriptive	Observation, interview	Students reported improved confidence, speaking ability, and engagement. The app supported communicative language teaching and active discussion.
16	(Fauzi et al., 2024)	Mixed-method	Questionnaire, interview	The application improved students' motivation, confidence, and speaking performance, although effectiveness varied among learners.
17	(Nasution et al., 2024)	Quasi-experimental	Pre-test, post-test	Significant improvement in speaking achievement was found, with higher post-test scores and better communicative competence compared to traditional methods.
18	(Amanda, 2025)	Quasi-experimental	Speaking test	Both HelloTalk and ELSA Speak improved speaking skills; however, HelloTalk contributed more to communicative competence, while ELSA was stronger in structured pronunciation training.
19	(Roda'i, 2025)	Qualitative	Interview, observation	HelloTalk improved confidence, intonation, and real-life communication skills, although students faced challenges with accents and vocabulary.
20	(Binti et al., 2025)	Quasi-experimental	Speaking test	The application significantly improved speaking fluency through authentic interaction, with higher post-test scores than conventional methods.
21	(Fadilaturrahmah et al., 2025)	Quasi-experimental	Pre-test, post-test	Significant improvement in speaking achievement was found, particularly in fluency, pronunciation, and communicative effectiveness.
22	(Sakina et al., 2025)	Qualitative descriptive	Questionnaire, interview	HelloTalk fostered learner autonomy, motivation, confidence, and flexible speaking practice, although technical and access challenges remained.
23	(Paramida et al., 2025)	Pre-experimental	Speaking test	Students showed substantial improvement in fluency, pronunciation, and comprehension, with most achieving the minimum competency standard.
24	(Uddin, 2025)	Mixed-method	Test, interview	MALL apps improved speaking and listening skills significantly, especially for beginners, and helped bridge educational gaps in low-resource contexts.
25	(Dekhkonova, 2025)	Experimental	Test, questionnaire	HelloTalk improved fluency and pronunciation more effectively than structured apps due to real-time

				interaction, while also enhancing engagement.
26	(Meliana et al., 2025)	Qualitative	Observation, interview	HelloTalk enhanced vocabulary, pronunciation accuracy, and fluency through authentic communication, although challenges included technical issues and app complexity.

Based on table above, research on the use of HelloTalk and similar Mobile-Assisted Language Learning (MALL) applications consistently demonstrates their positive impact on students' speaking skills across various contexts and research designs. Numerous studies highlight improvements in fluency, pronunciation, confidence, and communicative competence through interactive and authentic language practice. For instance, Yuanita and Nur Hidayat (2019) found that the use of Hello English enhanced students' engagement, participation, and comprehension, while Ibnu (2020) emphasized the role of interactive features and immediate pronunciation feedback in supporting speaking accuracy. Similarly, Aini et al. (2022), Puspita et al. (2023), and Anggraini et al. (2023) reported significant improvements in students' speaking performance, including better fluency, pronunciation, and confidence, as well as increased motivation and participation in classroom activities. Quantitative and experimental studies further confirm these findings, with Nasrah (2023), Handayani and Zulfitri (2023), and Iswadin et al. (2024) demonstrating statistically significant gains in speaking ability, supported by higher post-test scores and positive student perceptions. In addition, Fadhil (2023) found HelloTalk to be more effective than traditional role-play methods due to its real-time communication with native speakers, while Arsadah (2024) and Nasution et al. (2024) also reported significant differences in students' speaking achievement compared to conventional approaches. Qualitative studies, such as those by Basir et al. (2024), Rosilah and Ulfa (2024), and Damayanti et al. (2024), reveal that HelloTalk enhances student engagement, interaction, and confidence through features like voice notes, chats, and direct communication with native speakers. Moreover, Anjani et al. (2024) and Roda'i (2025) noted that while students experienced increased confidence and improved real-life communication skills, challenges such as limited vocabulary and difficulty understanding different accents persisted. Mixed-method studies by Fauzi et al. (2024) and Uddin (2025) further support the effectiveness of HelloTalk in improving motivation, speaking, and listening skills, particularly for beginner learners and in low-resource contexts. More recent studies, including Amanda (2025), Binti et al. (2025), Fadilaturrahmah et al. (2025), and Paramida et al. (2025), consistently show significant improvements in speaking achievement, especially in fluency, pronunciation, and communicative effectiveness, although Amanda (2025) points out that while HelloTalk excels in communicative competence, other applications like ELSA Speak may be more effective for structured pronunciation training. Additionally, Sakina et al. (2025) and Meliana et al. (2025) highlight that HelloTalk fosters learner autonomy, flexibility, and vocabulary development, despite some technical and usability challenges. Finally, Dekhkonova (2025) concludes that real-time interaction in HelloTalk contributes more effectively to fluency and pronunciation improvement than more structured applications. Overall, these studies collectively indicate that HelloTalk is a highly effective tool for enhancing speaking skills, primarily due to its interactive, authentic, and learner-centered approach, although some linguistic and technical challenges remain.

Research based on 26 previous studies on the use of HelloTalk and similar Mobile-Assisted Language Learning (MALL) applications consistently shows a strong positive impact on students' speaking skills across various educational contexts. Overall, these studies indicate that such applications enhance key aspects of speaking, including fluency, pronunciation, vocabulary, grammar, and communicative competence. Many findings also highlight improvements in students' confidence, motivation, engagement, and participation, as learners are exposed to authentic communication and real-time interaction with native speakers. Both qualitative and quantitative studies report significant gains in speaking performance, often reflected in higher post-test scores and better classroom participation

compared to traditional teaching methods. In addition, HelloTalk supports autonomous learning by allowing students to practice speaking flexibly outside the classroom, making learning more interactive and student-centered. The application's features, such as voice notes, text chats, and pronunciation feedback, further contribute to meaningful language practice and improved oral proficiency. However, despite these benefits, several studies also note challenges, including limited vocabulary, difficulty understanding different accents, and occasional technical or usability issues. Overall, the literature suggests that HelloTalk is an effective and innovative tool for improving speaking skills, particularly due to its emphasis on authentic communication and learner engagement, although some limitations still need to be addressed.

Discussion

The findings from the previous studies presented above are strongly aligned with the broader trends identified in Table 1, which collectively demonstrate the effectiveness of HelloTalk and similar MALL applications in improving students' speaking skills. Both sets of studies consistently highlight positive outcomes in terms of learners' confidence, motivation, and engagement in speaking activities. For example, studies focusing on students' perceptions, such as Taufan and Wicaksono (2022) and Agustina (2025), correspond with the qualitative findings in Table 1 that emphasize positive attitudes, increased participation, and greater willingness to communicate. Similarly, Amalia et al. (2024) and Maharani (2025), which underline improvements in confidence and reductions in speaking anxiety, support the recurring theme in the table that HelloTalk fosters a less stressful and more supportive environment for practicing speaking.

In addition, the emphasis on authentic interaction and real-time communication found in studies like Melasari et al. (2025) is consistent with many studies in Table 1 that report improvements in fluency, pronunciation, and communicative competence through interaction with native speakers. The role of HelloTalk in promoting intercultural competence, as discussed by Yang and Yang (2025), also complements findings in the table that highlight increased cultural awareness and communicative effectiveness. Furthermore, comparative and multi-platform research such as Rojas et al. (2025) reinforces the conclusion in Table 1 that HelloTalk is particularly effective in enhancing speaking skills compared to more traditional or less interactive tools.

However, both the previous studies and the table also reveal similar limitations. Challenges such as limited vocabulary, difficulty understanding different accents, technical issues, and inconsistent interaction with native speakers are reported across both sources. Additionally, several studies in both sections rely heavily on qualitative data or short-term interventions, indicating a shared gap in long-term and quantitatively robust investigations. Overall, the consistency between the previous studies and the findings summarized in Table 1 strengthens the conclusion that HelloTalk is an effective MALL tool for improving speaking skills in EFL contexts. At the same time, their similarities in scope and limitations further justify the need for more comprehensive and focused research, particularly studies that examine measurable speaking outcomes within specific learning contexts.

The findings of this study also reinforce a growing body of research indicating that HelloTalk is an effective Mobile-Assisted Language Learning (MALL) tool for enhancing students' speaking skills in English as a Foreign Language (EFL) contexts. Consistent with previous studies, the results demonstrate that the use of HelloTalk contributes to noticeable improvements in key components of speaking, including fluency, pronunciation, vocabulary development, and overall communicative competence. These improvements can be attributed to the app's interactive features, such as real-time text and voice communication, pronunciation feedback, and opportunities to engage with native or proficient speakers, which create a more authentic and meaningful language learning environment compared to traditional classroom practices.

In line with earlier research, this study also highlights the role of HelloTalk in increasing students' confidence and motivation to speak English. The flexibility of the platform allows learners to practice speaking without the pressure often associated with face-to-face

classroom interactions, thereby reducing anxiety and encouraging more frequent language use. This supports the notion that MALL environments can foster a more student-centered learning experience, where learners take greater responsibility for their own progress and engage in autonomous practice beyond classroom boundaries. Furthermore, the accessibility of HelloTalk enables continuous exposure to English, which is essential for developing speaking proficiency in EFL settings where opportunities for authentic interaction are typically limited.

Moreover, the findings suggest that HelloTalk facilitates not only linguistic development but also intercultural awareness, as students interact with users from diverse backgrounds. This exposure helps learners understand different accents, expressions, and communication styles, which are crucial aspects of real-world communication. However, similar to prior studies, this research also identifies several challenges associated with the use of HelloTalk. Some students experience difficulties related to limited vocabulary, comprehension of various accents, and occasional technical issues, which may hinder optimal learning outcomes. These challenges indicate that while HelloTalk is a valuable supplementary tool, it should be integrated with appropriate pedagogical support from teachers, such as vocabulary scaffolding and guided practice.

Overall, the findings of this study confirm that HelloTalk serves as an effective and innovative tool within the MALL framework for improving speaking skills in EFL contexts. Its emphasis on authentic communication, learner autonomy, and interactive practice aligns well with contemporary approaches to language teaching. However, to maximize its effectiveness, educators should consider combining its use with structured instructional strategies and providing support to address learners' linguistic and technical challenges.

4. CONCLUSION AND SUGGESTION

Conclusion

Research based on 26 previous studies on the use of HelloTalk and similar Mobile-Assisted Language Learning (MALL) applications consistently shows a strong positive impact on students' speaking skills across various educational contexts. Overall, these studies indicate that such applications enhance key aspects of speaking, including fluency, pronunciation, vocabulary, grammar, and communicative competence. Many findings also highlight improvements in students' confidence, motivation, engagement, and participation, as learners are exposed to authentic communication and real-time interaction with native speakers. Both qualitative and quantitative studies report significant gains in speaking performance, often reflected in higher post-test scores and better classroom participation compared to traditional teaching methods. In addition, HelloTalk supports autonomous learning by allowing students to practice speaking flexibly outside the classroom, making learning more interactive and student-centered. The application's features, such as voice notes, text chats, and pronunciation feedback, further contribute to meaningful language practice and improved oral proficiency. However, despite these benefits, several studies also note challenges, including limited vocabulary, difficulty understanding different accents, and occasional technical or usability issues. Overall, the literature suggests that HelloTalk is an effective and innovative tool for improving speaking skills, particularly due to its emphasis on authentic communication and learner engagement, although some limitations still need to be addressed.

The discussion reveals that both previous studies and the findings summarized consistently confirm the effectiveness of HelloTalk as a Mobile-Assisted Language Learning (MALL) tool in improving students' speaking skills. Overall, HelloTalk enhances key aspects of speaking, such as fluency, pronunciation, vocabulary, and communicative competence, while also increasing learners' confidence, motivation, and engagement. Its interactive features, including real-time communication and connection with native speakers, create authentic learning experiences and reduce speaking anxiety, making students more willing to participate. In addition, HelloTalk supports intercultural awareness and promotes autonomous learning by allowing flexible practice beyond the classroom. However, similar challenges are identified across studies, including limited vocabulary, difficulty understanding accents, technical issues,

and inconsistent interaction with native speakers. Many studies also rely on short-term and qualitative approaches, indicating a need for more comprehensive research. Overall, HelloTalk is proven to be an effective and innovative tool in EFL contexts, but its optimal use requires integration with appropriate pedagogical support to address existing limitations.

Suggestion

Based on the findings from the 26 previous studies and the discussion above, several suggestions can be proposed for both educators and future researchers. For educators, it is recommended to integrate HelloTalk into EFL instruction as a complementary tool rather than a standalone platform, ensuring that students receive proper guidance, structured tasks, and vocabulary support to maximize speaking development. Teachers should also design activities that encourage consistent interaction with native or proficient speakers while providing scaffolding to help students overcome challenges such as limited vocabulary and difficulty understanding different accents. In addition, training on how to use the application effectively and safely is important to address technical issues and ensure meaningful communication. For future researchers, it is suggested to conduct more longitudinal and experimental studies with larger and more diverse samples to examine the sustained impact of HelloTalk on specific components of speaking skills. Further research could also explore the integration of HelloTalk with other digital tools or instructional strategies, as well as investigate its effectiveness in different EFL contexts to provide more comprehensive and generalizable findings.

References

- Agustina, D. (2025). Student Perception of Using HelloTalk to Improve Speaking Skill in B2 Class at LC. *International Conference English Language Education For Undergraduate Students*, 2(1), 90–98.
- Aini, N., Amalia, F., & Ningrum, A. S. B. (2022). Improving Students' Speaking Skill Using Hello English Application as a Medium of Learning from Home. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 730–745. <https://doi.org/10.24256/ideas.v10i1.2533>
- Alexiadou, E., & Sougari, A.-M. (2025). Mobile-Assisted Language Learning through Interaction Applications: Analysis and Evaluation. *Language, Technology, and Social Media*, 3(1), 103–118. <https://doi.org/10.70211/ltsm.v3i1.82>
- Amalia, R., Sobara, I., & Sakti, K. F. L. (2024). The Implementation of Language Exchange on The Hellotalk App to Practice the Speaking Skills of Students in The Mandarin Language Education Study Program State University of Malang. *Journal of Chinese Language and Culture Studies*, 3(2), 74–88. <https://doi.org/10.17977/um073v3i22024p74-88>
- Amanda, N. A. R. (2025). *The Effect Of Use Elsa Speak Application To Improve Students' Speaking Skill At MAN 3 Nganjuk* [Undergraduate Paper, IAIN Kediri]. <https://etheses.iainkediri.ac.id/18237/>
- Anggraini, Yastanti, U., & Faisal. (2023). Improving Student Speaking Skills Using The Hello English Application. *Journey: Journal of English Language and Pedagogy*, 6(1), 265–271. <https://doi.org/10.33503/journey.v6i1.639>
- Anjani, O., Suryaman, M., & Pahlevi, M. R. (2024). Efl Secondary Students' Experiences And Challenges In Hellotalk – Assisted Digital Storytelling In Learning Speaking. *Jurnal Ilmiah Wahana Pendidikan*, 10(2), 746–754. <https://doi.org/10.5281/zenodo.10495089>
- Arsadah, N. (2024). *The effectiveness of Hellotalk application in students' speaking skills in telling recount text at junior high school* [Undergraduate Paper, Universitas Islam Negeri Maulana Malik Ibrahim]. <http://etheses.uin-malang.ac.id/67735/>
- Augie, A. S., Rukuna, A. F., & Shehu, U. (2025). The Use of Language Learning Apps for Developing Listening and Speaking Skills in English. *International Journal of Integrative Research*, 3(9), 665–686. <https://doi.org/10.59890/ijir.v3i9.66>
- Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024). Implementing the Hello Talk Application to Teach Speaking Skills in Vocational High Schools. *International Journal*

- of Educational Qualitative Quantitative Research, 3(2), 1–14. <https://doi.org/10.58418/ijeqr.v3i2.108>
- Binti, V. C., Mukrim, M., Maghfira, M., & Usman, S. (2025). The Effectiveness of Using the HelloTalk Application in Improving English Speaking Fluency: An Experimental Approach at SMAN 1 Pamona Utara. *Journal of English Language and Education*, 10(6), 1040–1047. <https://doi.org/10.31004/jele.v10i6.1741>
- Chen, T. (2023). *Empirical Analysis of the Application of Artificial Intelligence Assisted Language Learning in Improving Second Language Ability of Second Language Learners Taking HelloTalk and Duolingo as Examples*. 230–235. https://doi.org/10.2991/978-2-38476-146-3_26
- Damayanti, A., Hifdil, M., & Hamdani, I. B. (2024). Indonesian EFL Students' Perception on Hello Talk Application in Fostering Speaking. *English Language Teaching for EFL Learners Journal*, 6(01), 18–32. <https://doi.org/10.24252/elties.v6i01.46017>
- Daulay, S. H., Siregar, D. Y., & Sulistia, N. (2023). Hello English Application to Improve the Students' Speaking Skills. *Edulitics (Education, Literature, and Linguistics) Journal*, 8(2), 21–28. <https://doi.org/10.52166/edulitics.v8i2.4798>
- Dekhkonoova, S. (2025). The Impact Of Interactive Speaking Activities Through Mobile Apps On Efl Learners' Oral Proficiency. *FILOLOGIYA MASALALARI (MAGISTRATURA)*, 1(M1), 85–92. <https://doi.org/10.36078/987656109>
- Fadhil, M. F. M. (2023). The effectiveness of hellotalk app for students' conversation skill. *JELE (Journal of English Language and Education)*, 9(2). <https://doi.org/10.26486/jele.v9i2.3611>
- Fadilaturrahmah, F., Oktaviani, W., & Wahyuni, S. (2025). Using Hello English to Improve Students' Speaking Achievement at SMA Muhammadiyah Pagaram. *JEIT (Journal of Educational Innovations and Technologies)*, 1(2), 108–120. <https://doi.org/10.63324/jeit.1.2.2025.67>
- Fauzi, I., Daulay, S. H., Dewi, U., & Irham, N. R. (2024). Indonesian elementary students' achievement in learning English speaking through viewing Hello Talk: The effectiveness. *Jurnal Inovasi Teknologi Pendidikan*, 11(3), 246–255. <https://doi.org/10.21831/jitp.v11i3.63683>
- Fitria, T. N. (2023). A Library Research in English Education Research: A Guidance for Researchers in Writing Non-Research Articles. *Prosiding Seminar Nasional & Call for Paper STIE AAS*, 6(1). <https://prosiding.stie-aas.ac.id/index.php/prosenas/article/view/266>
- Fitria, T. N. (2024). *Qualitative Research Method in Education Field: A Guide for Researchers, Lecturers and Students (Metode Penelitian Kualitatif di Bidang Pendidikan : Panduan bagi Peneliti, Dosen dan Mahasiswa)*. Eureka Media Aksara. <https://repository.penerbiteureka.com/publications/578908/>
- Gajić, T., & Maenza, N. (2022). The Comparison of Most Popular Mobile Applications for Learning Foreign Languages. *Sinteza 2022 - International Scientific Conference on Information Technology and Data Related Research*, 335–340. <https://doi.org/10.15308/Sinteza-2022-335-340>
- Handayani, P., & Zulfitri. (2023). The Effect of Using Hello English Application System on the Students' Speaking Skill. *Journal of Language Education (JoLE)*, 1(4), 153–162. <https://doi.org/10.69820/jole.v1i4.133>
- Ibnu, S. N. J. (2020). *Hello English Application As Supporting Device In English Learning Speaking Skill* [Undergraduate Paper, IAIN Ponorogo]. <https://etheses.iainponorogo.ac.id/12571/>
- Iswadin, I., Rahmania, R., & Hidayati, H. (2024). The effectiveness of hallotalk as an English learning tool to improve students' speaking skills. *Teaching English to Young Learners in Indonesia (TEYLIN)*, 5(1), 230–236.
- Krejnos, M., Stofkova, J., & Štofková, Z. (2023). The Use Of Applications For Foreign Language Learning By University Students In Slovakia. *ICERI2023 Proceedings*, 6634–6644. 16th annual International Conference of Education, Research and Innovation. <https://doi.org/10.21125/iceri.2023.1654>

- Maharani, E. (2025). *Foreign Students' Perceptions Toward Hellotalk Media In Overcoming Speaking English Anxiety* [Undergraduate Paper, Universitas Muhammadiyah Ponorogo]. <https://doi.org/10.7.%2520Chapter%25205.pdf.pdf>
- Melasari, S., Agustina, D. R., Nurfayyisa, S. M., & Tarihoran, N. (2025). Use Of Mobile-Assisted Language Learning (MALL) Through The Hellotalk Application In Improving Speaking Skills: A Systematic Literature Review. *INJOSEDU: International Journal of Social and Education*, 2(9), 2665–2687.
- Meliana, M., Yananda, Y., Hasanah, S., Ariawan, S., & Khusniyah, N. L. (2025). HelloTalk's Role in Enhancing English Speaking Skills: A Lesson from Technology-Assisted Language Learning. *Journal of Language and Literature Studies*, 5(1), 33–46. <https://doi.org/10.36312/jolls.v5i1.2474>
- Nasrah. (2023). *The Use Of Hello English Application In Collaborative Learning To Improve Students' Speaking Skill At Senior High School 1 Campalagian* [Undergraduate Paper, UNIVERSITAS SULAWESI BARAT]. <https://repository.unsulbar.ac.id/id/eprint/740/>
- Nasution, A. U., Daulay, S. H., & Dalimunte, M. (2024). | Nasution. *Scope : Journal of English Language Teaching*, 9(1), 068–073. <https://doi.org/10.30998/scope.v9i1.20726>
- Nushi, M., & Makiabadi, H. (2018). HelloTalk: A Language Exchange App on Your Smartphone. *Roshd Journal of Foreign Language Teaching*, 33(2). https://www.researchgate.net/publication/330849216_HelloTalk_A_Language_Exchange_App_on_Your_Smartphone
- Paramida, C., Fatahillah, W., & Halim, A. (2025). The Effect of Using the Hello English Application on Tenth-Grade Students' Speaking Ability. *Spes: Journal Education and Languange*, 1(1), 1–12.
- Puspita, L. D., Srisudarso, M., & Tauhidin, T. (2023). Learning To Speak English Through Hellotalk Application| Narrative Inquiry Research. *Jurnal Ilmiah Wahana Pendidikan*, 9(17), 448–460. <https://doi.org/10.5281/zenodo.8314800>
- Roda'i, M. (2025). Exploring The Effectiveness Of Hello Talk Application In Enhancing Speaking Skills: A Qualitative Study. *Serumpun International Conference Proceedings (SICP)*, 1(2), 228–237.
- Rojas, K. J. F., Torres, M. R., Romero, E. R., & Morán, A. L. (2025). Leveraging digital platforms to boost speaking skills in virtual classrooms. *Revista Pertinencia Académica. ISSN 2588-1019*, 9(2), 167–202.
- Rosilah, I., & Ulfa, S. M. (2024). The Use of Hello Talk Application for Speaking Skills: A Case Study of Online Language Learners for Senior High School. *Edulitics (Education, Literature, and Linguistics) Journal*, 9(1), 33–40. <https://doi.org/10.52166/edulitics.v9i1.6133>
- Sakina, R., Mareta, F., Ridwan, R. N., & Nugraha, M. A. (2025). The Role of HelloTalk in English Education Students' Autonomous Speaking. *Biormatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 11(2), 95–108. <https://doi.org/10.35569/biormatika.v11i2.2366>
- Sunarko, A., Hapsari, A. F. P., & Fadil, M. Z. (2025). Using The Hello Talk Application To Improve The Arabic Language Ability Of Early Children. *AJIRSS: Asian Journal of Innovative Research in Social Science*, 4(3), 152–158. <https://doi.org/10.53866/ajirss.v4i3.1035>
- Taufan, G. T., & Wicaksono, J. A. (2022). Students' Perspectives of HelloTalk Application: A Case Study. *Journal of Language, Communication, and Tourism*, 1(1), 1–11. <https://doi.org/10.25047/jlct.v1i1.3548>
- Uddin, H. (2025). *Enhancing ESL Speaking and Listening Skills through Mobile Learning: A Study of Hello English and Duolingo Among Rural Learners in Mewat, India*. Research Square. <https://doi.org/10.21203/rs.3.rs-7328276/v1>
- Yang, P., & Yang, Z. (2025). Mobile-Assisted intercultural competence development: The role of HelloTalk in Chinese EFL education. *PLOS ONE*, 20(7), e0328660. <https://doi.org/10.1371/journal.pone.0328660>
- Yuanita, S., & Nur Hidayat, S. (2019). *The Implementation of Hello English Application as English Learning Media to Teach Speaking Skill in Tourism Major at the Tenth Grade*

Tira Nur Fitria

Students at SMK Negeri 1 Karanganyar [Undergraduate Paper, Universitas Muhammadiyah Surakarta]. <https://doi.org/10/APPENDIX.pdf>