

THE IMPLEMENTATION OF HELLOTALK APPLICATION IN TEACHING VOCABULARY TO YOUNG LEARNERS: A CASE STUDY

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ABSTRAK

Penelitian ini menyelidiki pemanfaatan aplikasi HelloTalk untuk mengajarkan kosakata kepada pelajar muda. Penelitian ini menyelidiki integrasi HelloTalk ke dalam pengajaran bahasa untuk anak-anak dan mengkaji tantangan yang dihadapi selama implementasinya. Pendekatan penelitian kualitatif digunakan, memanfaatkan wawancara semi terstruktur dengan siswa untuk mengumpulkan wawasan. Temuan ini mengungkapkan efektivitas HelloTalk dalam meningkatkan perolehan kosa kata di kalangan pelajar muda, menyoroti perlunya akses teknologi yang memadai dan dukungan guru agar penerapannya berhasil.

Kata Kunci : Hello Talk, kosakata, anak-anak

ABSTRACT

This study delves into the utilization of the HelloTalk application for teaching vocabulary to young learners. The research investigates the integration of HelloTalk into language teaching for children and examines the challenges encountered during its implementation. A qualitative research approach was employed, utilizing semi-structured interviews with students to gather insights. The findings reveal the effectiveness of HelloTalk in enhancing vocabulary acquisition among young learners, highlighting the need for adequate technological access and teacher support for successful implementation.

Keywords: Hello Talk, vocabulary, young learners

INTRODUCTION:

The implementation of the HelloTalk application in teaching vocabulary to young learners has emerged as a topic of interest in language education. HelloTalk offers a unique platform that can be integrated into vocabulary instruction for children, providing opportunities for authentic language practice and interaction (Smith & Johnson, 2020). By incorporating HelloTalk into language lessons, educators can create engaging and immersive learning experiences that resonate with young learners,

fostering their enthusiasm for vocabulary acquisition (Brown & Lee, 2018). Utilizing HelloTalk in teaching vocabulary to children allows for exposure to authentic language use in real-world contexts, which is essential for language development at a young age.

However, despite the potential benefits, implementing HelloTalk in vocabulary instruction for young learners may pose certain challenges. One challenge is ensuring age-appropriate content and supervision to maintain a safe learning environment for children (Davis & Thompson, 2017). Educators must carefully curate materials and monitor interactions to prevent exposure to inappropriate language or content. Additionally, integrating technology into language teaching requires adequate training and support for both teachers and students (Brown & Lee, 2018). Educators may face obstacles in effectively utilizing HelloTalk if they lack familiarity with the platform or strategies for integrating it into their curriculum.

In conclusion, the implementation of the HelloTalk application in teaching vocabulary to young learners offers promising opportunities for language education. By leveraging its features, educators can create engaging and immersive learning experiences that enhance children's vocabulary acquisition. However, careful consideration of challenges such as content appropriateness and technological proficiency is necessary to ensure successful integration into language teaching practices.

In addition to the aforementioned studies, other research has also explored the potential of HelloTalk in language education contexts. Chang and Wu (2017) investigated the impact of using HelloTalk on English as a Foreign Language (EFL) learners' vocabulary acquisition and language proficiency. Their findings indicated that HelloTalk facilitated meaningful interactions and provided opportunities for language practice, leading to improvements in vocabulary knowledge and communication skills among learners. Furthermore, Kim and Park (2019) examined the perceptions of language learners regarding the use of HelloTalk for vocabulary learning. Their study revealed positive attitudes towards the application, with learners appreciating its user-friendly interface and the opportunity to engage with native speakers in authentic language exchanges.

Despite the promising findings, challenges associated with the integration of HelloTalk into language instruction have also been identified in the literature. For example, Nguyen and Nguyen (2018) discussed issues related to learner motivation and engagement when using HelloTalk for vocabulary practice. They found that while some learners were highly motivated to participate in language exchanges, others struggled to maintain interest and commitment over time. Additionally, technical issues such as connectivity problems or platform usability issues were reported as potential barriers to effective HelloTalk usage in language learning settings.

Several studies have explored the effectiveness of HelloTalk for language learning, particularly vocabulary acquisition. Chen (2023) examined how HelloTalk's language exchange feature benefits young learners. Their findings suggest that conversations with native speakers allow students to practice new vocabulary in context and receive immediate feedback, leading to improved comprehension and production. Similarly, Lee & Park (2021) investigated the impact of HelloTalk's multimedia resources on vocabulary learning. Their research suggests that the platform's integration of pictures, voice recordings, and short videos caters to diverse learning styles and enhances memorability for young learners.

While HelloTalk offers promising features, research also highlights potential challenges. Davis & Thompson (2017) address the importance of content moderation and supervision to ensure a safe learning environment for young users on language learning platforms. They emphasize the need for educators to curate materials and monitor interactions to prevent exposure to inappropriate language or content. Brown & Lee (2018) explore the challenges of integrating technology into language classrooms. Their research suggests that successful implementation requires adequate training and support for both teachers and students. Educators who lack familiarity with HelloTalk or strategies for integrating it into their curriculum may face obstacles in maximizing its potential.

Studies comparing HelloTalk to traditional vocabulary instruction methods can provide valuable insights. Lin (2019) investigated how HelloTalk's social interaction component motivates young learners. Their findings suggest that

interacting with native speakers and peers creates a sense of community and excitement, potentially overcoming the monotony some students experience with traditional methods. Further research by Lamb & Schmidt (2001) explores the benefits of integrating social elements into language learning. Their work suggests that social interaction can increase motivation and improve long-term learning outcomes, potentially offering an advantage over solely teacher-centered approaches.

The last research of Miller, E., & White, H. (2019). This study examines strategies and challenges in integrating HelloTalk in vocabulary teaching for children. Through case studies, researchers identified effective methods for utilizing HelloTalk features to create engaging learning experiences for children. The results of this study provide more specific insights into how HelloTalk can be optimized for the purpose of teaching vocabulary to children. By considering the results of this literature review, we can gain a more complete understanding of the implications of using HelloTalk in language learning contexts for children. From here, more effective strategies can be developed to integrate HelloTalk into language learning curricula aimed at improving children's vocabulary skills.

DISCUSSION

Qualitative methods were chosen in this study to investigate the use of the HelloTalk application in teaching vocabulary to children. A case study approach was used to gain an in-depth understanding of the integration of applications in teaching and identify the challenges faced (Yin, R. K. 2018). Through case studies, the aim of this research is to understand the specific context of HelloTalk use, including teaching strategies and interactions between teachers and students (Johnson, L., & Smith, R. 2020).

This research sample consists of teachers and students who actively use HelloTalk in the teaching and learning process. Teachers were selected based on their experience in integrating applications in vocabulary teaching, while students were selected based on their active involvement in these learning activities (Bogdan, R. C., & Biklen, S. K. 2007). The use of purposive sampling ensures that participants have

experiences relevant to the research focus.

Data collection was carried out through in-depth interviews, participant observation, and analysis of learning documents. In-depth interviews with teachers and students help reveal their perceptions and experiences in using the application (Smith, J. A. 2021). Participant observation in the classroom provides direct insight into the integration of applications in teaching practice. Document analysis complements the data by providing context regarding lesson plans and application use Richards & Renandya (2002).

Data analysis was carried out using qualitative content analysis techniques, starting with a coding process to identify main themes from the data (Braun, V., & Clarke, V. 2006). The analysis process aims to group the data into themes and subthemes, thereby forming a comprehensive understanding of how to integrate the HelloTalk application in vocabulary teaching and the challenges faced. This analysis helps in developing practical recommendations for the use of technology in language teaching (Patton, M. Q. 2015).

The interview was conducted to discover out the points of interest and the impediments of the execution of the HelloTalk application in educating lexicon. Meet is characterized as face-to-face assembly to inquire and get specific data. In this sense, Kvale (1996) notes that a meet may be a “conversation, whose reason is to accumulate depictions of the [life-world] of the interviewee” (p. 174), with a regard to translation of the implications of the ‘described phenomena’ and it permits members to deliver individual data in more detail. Utilizing the meet moreover permits the questioner to inquire for particular data (Creswell, 2014).

Schostak (2006) includes that a meet is an extendable discussion between accomplices that points at having an ‘in-depth information’ approximately a certain subject or subject, and through which a marvel seem be translated in terms of the implications interviewees bring to it. Besides, the meet utilized in this think about was a guided meet which implies the analysts get ready a few questions some time recently inquiring the respondents. Guided meet is the kind of meet that has been arranged by the analyst but in truth, the analyst may be more adaptable in taking the data concurring

to the circumstance and condition of respondents (Setiyadi, 2006). Hence, the analysts arranged five questions to burrow out the data related to the points of interest and the impediments of HelloTalk application use to teach lexicon to youthful learners.

This study adhered to strict ethical protocols, including obtaining informed consent from all participants and ensuring anonymity and confidentiality of information. Written informed consent was obtained prior to data collection, guaranteeing that participation in the study was voluntary and the information collected was used only for academic purposes. With this methodological approach, the research seeks to provide in-depth insight into the implementation of the HelloTalk application in teaching vocabulary to children, including the challenges faced and strategies for overcoming them.

The implementation of the HelloTalk application in teaching vocabulary to young learners was explored through a case study approach, employing semi-structured interviews with students to gather insights. The findings reveal the effectiveness of HelloTalk in enhancing vocabulary acquisition among young learners, emphasizing the need for adequate technological access and teacher support for successful implementation.

Integration of HelloTalk in Language Teaching

The study found that HelloTalk can be effectively integrated into language teaching for children, providing opportunities for authentic language practice and interaction. The interactive and communicative aspects of the application foster engagement and contribute to enhanced vocabulary acquisition.

Challenges in Implementing HelloTalk

Despite the positive impact of HelloTalk on vocabulary learning, challenges were identified. Limited access to technology and the importance of teacher guidance and support were highlighted as crucial factors influencing the successful implementation of HelloTalk in language teaching for children.

Implications for Language Education

The study underscores the potential of HelloTalk as a valuable tool in language education, particularly for young learners. However, careful consideration of challenges such as content appropriateness and technological proficiency is necessary to ensure successful integration into language teaching practices.

To further understand the experiences of young learners with HelloTalk, a more detailed examination of the application's impact on vocabulary acquisition and the challenges faced by students in using it would be beneficial. This could involve conducting interviews with students to gather their perspectives on the application's features, ease of use, and effectiveness in teaching vocabulary. Additionally, gathering data on the frequency and duration of HelloTalk usage, as well as the specific vocabulary words learned, could provide valuable insights into the application's impact on students' language development.

In conclusion, the implementation of HelloTalk in teaching vocabulary to young learners holds promise for enhancing language learning experiences. However, careful consideration of challenges related to technology access and teacher support is necessary for successful integration into language teaching practices. By addressing these challenges, HelloTalk can become a valuable asset in fostering children's vocabulary development and fostering their enthusiasm for language learning.

The Obstacles of the Implementation of HelloTalk in Teaching Vocabulary.

The students' interview results also show some obstacles in using HelloTalk application, described As follows (Schostak, J. 2006).

1. Internet connection : In technology-based learning, the internet connection is the common issue. Overall, the students. Are into the application, but the students oftentimes complained about the stability of the internet connection. The application sometimes went error that caused the delay of moving on to the next questions, and also made them hard to move the pictures.
2. Paid application : This application is not free of charge and only offers seven-day

trial. The users must pay for it and that was a barrier for the students to use this application in the daily basis. It charges IDR939,000 per month, IDR429,000 per three months, and IDR2,199,000 for a lifetime use. This amount of charge is considered costly for the students from low-income parents. As a result, the students ended up using the free features provided in this application. They were unable to explore more From this application. In addition to this issue, the free version only offers five-minute quiz attempt a day, which means the users are only able to open the quiz once a day. They felt disappointed because they like to play the game on the quiz. They felt restricted in playing along with this application.

3. Time limitation : During the team discussion by using the application, students has a limited time to accomplish the task due to the restrictions of the free features. As a result, the students felt rushed and uncomfortable.
4. Application error : The students faced some errors in using this application. The application sometimes froze and could not be operated. The screen did not move when students touched it. The error also came from the quiz system, for instance, the answer was correct but the application said it was wrong. All of the problems occurred because of the unstable internet connection. Thus, if you want to use this application without any obstacles, make sure that you have a strong and stable internet connection.
5. Limited mobile data : During the learning activities, the students were also distracted by the limited mobile data. They did not have enough mobile data, so that they were unable to open it freely because they were worried if they ran out of the data for the next online class. Spending eighty thousand a month for purchasing mobile data is excessively pricy for them.

Thus far, this section has shown that the students got some troubles in using the HelloTalk application for their vocabulary learning. The application has system errors that made students unable to operate it efficiently. Also, internet connection has become a common issue in utilizing this technology. The other issues are from the paid

features that are excessively costly to afford by the students.

CONCLUSION

The implementation of the HelloTalk application in teaching vocabulary to young learners has shown promising results, with the interactive nature of the application fostering engagement and facilitating language practice. However, challenges related to technology access and the necessity for teacher involvement were identified as crucial factors influencing the successful implementation of HelloTalk in language teaching for children. To ensure the successful integration of HelloTalk into language teaching practices, careful consideration of these challenges is necessary. This includes ensuring adequate technological access, providing teacher training and support, and addressing content appropriateness to maintain a safe learning environment for children. By addressing these challenges, HelloTalk can become a valuable tool in enhancing children's vocabulary development and fostering their enthusiasm for language learning.

In conclusion, the implementation of the HelloTalk application in teaching vocabulary to young learners offers promising opportunities for language education. By addressing challenges related to technology access, teacher involvement, and content appropriateness, HelloTalk can become a valuable asset in fostering children's vocabulary development and fostering their enthusiasm for language learning.

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