

The effectiveness of Hello English application in improving students' learning motivation and reading skills

Siti Nuraisyah Amini*, Jamilah

Universitas Negeri Yogyakarta, Indonesia

*Corresponding Author; Email: sitinuraisyah.2022@student.uny.ac.id

ABSTRACT

Most students in Indonesia find it challenging to master reading skills due to low reading enthusiasm, boredom, and shyness. To find out whether the Hello English application can be the solution to those problems, this study explores the effectiveness of the Hello English application in improving students' learning motivation and reading skills. This study is a quasi-experimental research. Two classes were selected to serve as the control and experimental group using random sampling. Data is gathered by the researcher via questionnaires and tests. The independent sample t-test, MANOVA, and the N-Gain score formula were used to analyze the data. The findings revealed that the results of the independent sample t-test and the MANOVA test showed a significance level of 0.000. It indicates that the alternative hypothesis (H_a) about whether the Hello English application has a substantial effect on students' reading skills, students' learning motivation, and both simultaneously is accepted. In addition, it was revealed that in the control group, the N-Gain score for learning motivation was 0.52, for reading skills was 0.47, and for both simultaneously was 0.49. In contrast, the experimental group's N-Gain score for learning motivation was 0.84, for reading skills was 0.71, and for both simultaneously was 0.77. It indicates that all the N-Gain score in the control group is classified as less effective, unlike in the experimental group which is classified as effective or quite effective. In conclusion, compared to conventional teaching methods, the Hello English application has a greater impact on students' reading skills, learning motivation, and both at the same time. These findings suggest that the features in the Hello English application were created to make learning English enjoyable for students and improve their comprehension of textual content.

Keywords: Hello English, learning motivation, reading skills

Article history

Submitted:

18 March 2024

Accepted:

28 July 2024

Published:

31 July 2024

Citation (APA Style):

Amini, S. N., & Jamilah, J. (2024). The effectiveness of Hello English application in improving students' learning motivation and reading skills. *LITERA*, 23(2), 196-209. <https://doi.org/10.21831/ltr.v23i2.71999>

INTRODUCTION

Hello English is a new application that encourages users, particularly students, to be interactive and creative (Sudarmaji et al., 2022). This application provides many features, such as a report card, chat forum, games, and a dictionary with 10.000 words from various topics (Putra et al., 2020). Listening, sentence arranging, translation, quiz and spelling, fill-in-the-blanks, and reading are among the exercises available (Aini et al., 2022). This application allows the user to translate words they don't understand in a single click. This eases the users to understand English better by using only one application. The chat forums also allow the user to discuss certain material with people around the globe.

In English Language Teaching, reading skills are essential for the students. Texts provide both linguistic and cultural knowledge about the foreign language (Stevani & Ginting, 2022). So, reading skill is required for EFL learners to succeed in academic contexts, especially at the tertiary level. Students in higher education require advanced reading comprehension to decipher and unlock written information (Kuhn et al., 2024). Mastery of reading abilities allows university students to make the most of reading resources such as books, journals, and other sources that supplement lectures and academic material (Alfatihah & Tyas, 2022). Nonetheless, a number of studies revealed that most college students struggle with reading or are insufficiently ready to handle academic literature (Asad & Ghani, 2021; De-la-Peña & Luque-Rojas, 2021). Additionally, tests revealed that Indonesians have low enthusiasm for reading; the country ranks 60th out of 61 in terms of reading interest (Pasaribu, 2020).

Research on the tertiary level of education reveals that the majority of Indonesian university students have limited vocabulary which leads to the students' poor English reading skills (Safura & Helmanda, 2020). Because of this, students have difficulties in identifying the passage's main idea; validating references within the text; recalling words that have similar meanings; and recognizing the passage's specific content. Furthermore, university students frequently struggle to make inferences and analyze the explicit and implicit information within a text which prevents them from inferentially comprehending the text (De-la-Peña & Luque-Rojas, 2021). It was also revealed that most students are shy, bored, and do not have self-confidence in reading (Fitrisia et al., 2015). Therefore, teachers must find a suitable strategy to help university students master the literal and inferential aspects of reading.

According to Hazaea and Alzubi (2018), pupils in regular EFL lessons are unmotivated to improve their reading skills. This is due to the nature of teaching and learning which limits most of the practice of reading activities to textbooks and classrooms in schools, where most reading activities are carried out in the form of intensive reading. In the context of schools in Indonesia, the conventional way of teaching which emphasizes teacher-centeredness has been replaced with a more modern way of teaching which emphasizes students' active participation in their learning with the infusion of technology.

The most widely utilized technology included in ELT is Mobile Assisted Language Learning (MALL), which offers a virtual learning environment and has been shown in numerous studies to be a successful tool for assisting students with their language acquisition (Fithriani et al., 2020). Numerous mobile applications are being created to integrate technology into the teaching and learning process, especially for students in higher education who need the content to be updated dynamically when the course materials change. The use of Mobile-Assisted Language Learning (MALL) increased significantly during the Covid-19 pandemic. Most instructors and students utilize technology to support the process of teaching and learning. Among many previous research on the utilization of MALL, there is a limited number of research that explores the use of the Hello English app, especially in teaching reading (Asad & Ghani, 2021; Priyanti et al., 2019; Yang, 2020).

Previous research found that implementing the Hello English application could improve students' vocabulary mastery (Fathi et al., 2018). It can instill in students the belief that learning English can be enjoyable and interesting (Siregar et al., 2020). This application may also help students improve their listening skills. Students will not feel compelled to learn English because they are placed in an enjoyable situation (Sepyanda et al., 2023). Due to the Hello English application's comprehensive features and many levels, including beginner and intermediate, pupils' English proficiency is successfully improved (Sudarmaji et al., 2022). However, most of the previous studies only focus on discussing the improvement of students' listening, speaking, and vocabulary skills through this application. There are only a few scholars who researched the implementation of the Hello English application in the improvement of student's learning motivation and reading skills. Furthermore, based on the previous research on the use of the Hello English application, there is a limited number of research that explores the use of this app in teaching university students (Ginting & Fithriani, 2022; Simanjuntak & Prawati, 2022; Sudarmaji et al., 2022). To fill this gap, this study aims to explore the effectiveness of the Hello English application in improving students' learning motivation and reading skills at the tertiary level.

METHOD

This research is a quantitative research using quasi-experimental methods. This study was conducted at a tertiary level at Sultan Ageng Tirtayasa University Banten. The populations of this research are 150 University students in the English Language Education study program at Sultan Ageng Tirtayasa University Banten in the third semester. To choose which third-semester class to include in the study, the researcher employed random sampling. To produce more accurate data, the researcher decides to reduce the participants of the study to 2 classes of English Language Education Department students in their third semester. Each class consists of 30 students. The chosen classes were class A and class B. Class A was chosen as the experimental group and Class B was chosen as the control group. In the distribution of the questionnaire, the participants are all of the A and B class students.

In this study, the researcher used tests and questionnaires to collect the data. The tests and questionnaire were distributed before and after the treatment was given. The instruments used for the questionnaire are a checklist questionnaire or a Likert scale checklist with 5 categories. This research was conducted within 4 weeks with a total of 4 sessions. In the first session, the students of each group

produced the pre-test to test their reading skills, followed by a pre-response questionnaire to test their learning motivation before the treatment was given. After that, each group of students learns reading with the teaching delivery methods they receive until the last session. At the last session, after giving the treatment, the students of each group produced the post-test to test their reading skills, followed by a post-response questionnaire to test their learning motivation. To analyze the data, the researcher used an independent sample t-test, MANOVA, and N-gain score formula. Independent sample t-test was performed to see whether there is any effect of the Hello English application in improving students' learning motivation and reading skills. MANOVA was used to analyze the effect of the Hello English application on students' learning motivation and reading skills simultaneously. While the N-Gain score formula was used to analyze the level of effectiveness in each group for students' learning motivation, students' reading skills, and students' learning motivation and reading skills simultaneously.

RESULTS AND DISCUSSION

Results

Before analyzing the data through descriptive statistics, N-Gain score formula, and independent sample t-test, the researcher tests the normality and homogeneity of the data to find out whether the data are normally distributed and homogeneous or not.

Table 1. Normality Test Results

Data	Group	Kolmogorov-Smirnov Sig.	Saphiro-Wilk Sig.
		Value	Value
Learning Motivation (Pre-response)	Control	0.200	0.134
	Experimental	0.200	0.293
Learning Motivation (Post-response)	Control	0.200	0.227
	Experimental	0.200	0.118
Reading Skills (Pre-test)	Control	0.200	0.629
	Experimental	0.192	0.614

It is evident from Table 1 that each data set's significance value for the Saphiro-Wilk and Kolmogorov-Smirnov tests is greater than 0.05. It denotes a normal distribution of all the data.

Table 2. Homogeneity Test Results

Data	Levene Statistic	df1	df2	Sig.
Learning Motivation	0.304	1	58	0.584
Reading Skills	0.570	1	58	0.453

Based on the data in Table 2, it can be seen that the significance value of the Lavene test in each data is above 0.05. This shows that all the data are homogeneous.

The Effectiveness of the Hello English Application on Students' Learning Motivation

Table 3. Independent Sample t-test for Learning Motivation Data

		Levene's Test for Equality of Variances		Independent Samples Test						
		F	Sig.	t-test for Equality of Means						
				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Learning Motivation	Equal variances assumed	.304	.584	20.902	58	.000	17.200	.823	15.553	18.847
	Equal variances not assumed			20.902	57.667	.000	17.200	.823	15.553	18.847

As can be observed in Table 3, Levene's test for equality of variances has a significance above 0.05. This indicates that there is homogeneity in the data variances between the experimental and control groups. As a result, the interpretation in the independent sample t-test output table above, referred to the significance (2-tailed) value which is less than 0.05, in the "Equal variances assumed" table; this indicates that H_a is accepted or H_0 is rejected. In other words, it can be said that students who taught

using the Hello English program and those who taught using conventional instruction significantly differed in their motivation to learn. In order to provide more precise information about the increase in students' learning motivation, the researcher also examined each group's N-Gain. The results are as follows:

Table 4. N-Gain Score of Students' Learning Motivation

Group	Pre-response	Post-response	Post-Pre	Max Score-Pre (100-Pre)	N-Gain	N-Gain (%)
Control	47	74	28	53	0,52	52
Experimental	46	91	45	54	0,84	84

It is evident from Table 4 that the control group's N-Gain score falls into the moderate and less effective category. In contrast, the experimental group is regarded as high and effective. Given that the experimental group's N-Gain score was higher than the control group's, it can be said that using the Hello English application to increase students' motivation to learn is a more effective strategy than using conventional methods of teaching.

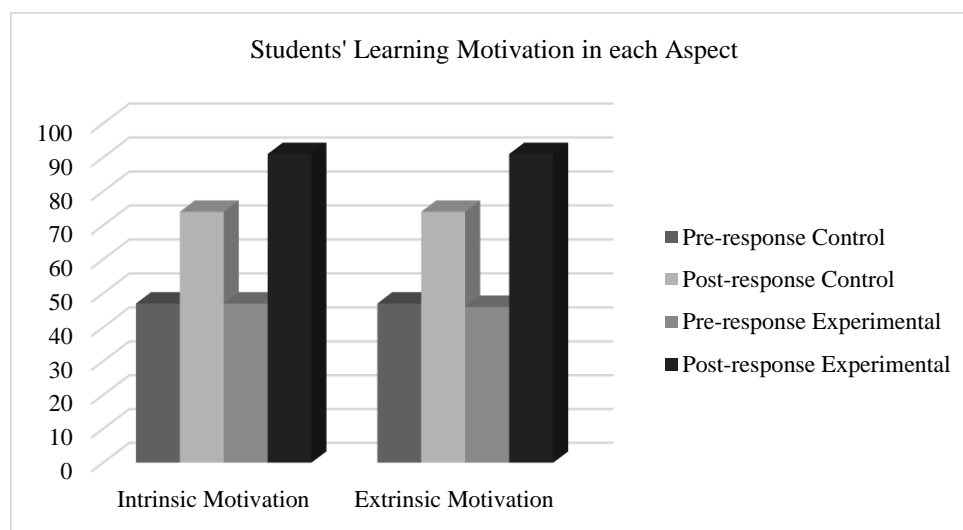


Figure 1. Students' Learning Motivation in each Aspect

It is evident from Figure 1 that the experimental group outperforms the control group in terms of both intrinsic and extrinsic motivation. In order to obtain more precise data, the researcher additionally examines each group's N-Gain score in relation to intrinsic and extrinsic motivation.

Table 5. N-Gain Score of Students' Motivation in Each Aspect

Aspect	N-Gain Score Control Group	N-Gain Score Experimental Group
Intrinsic	0,51	0,84
Extrinsic	0,51	0,84

Table 5 indicates that the control group's N-Gain score for students' intrinsic motivation falls into the moderate and less effective category. Conversely, the experimental group's is regarded as high and effective. The use of the Hello English application is more effective than conventional instruction in enhancing students' intrinsic motivation, as evidenced by the experimental group's higher N-Gain score compared to the control group.

The N-Gain score of the control group for students' extrinsic motivation falls into the moderate and less effective category. In contrast, the experimental group's is regarded as high and effective. The usage of the Hello English application is more effective than conventional instruction in enhancing students' extrinsic motivation, as seen by the experimental group's higher N-Gain score compared to the control group.

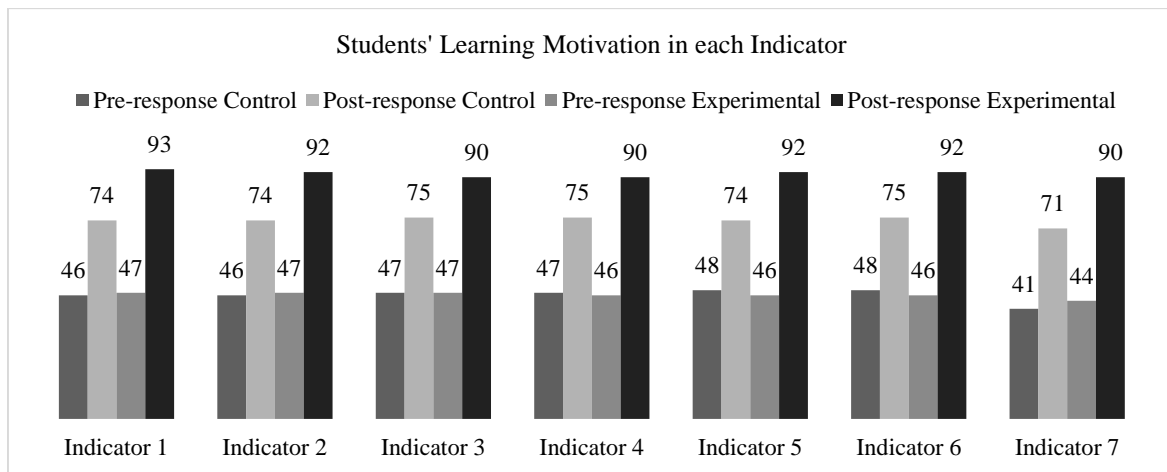


Figure 2. Students' Learning Motivation in each Indicator

It is evident from Figure 2 that the experimental group outperforms the control group in every indicator of learning motivation. In order to obtain more precise information, the researcher also examines each group's N-Gain score across a range of parameters such as expectations; determination to succeed; needs and encouragement for learning; dreams and aspirations for the future; rewards for learning; engaging learning activities; and a supportive learning atmosphere.

Table 6. N-Gain Score of Students' Learning Motivation in Each Indicator

Indicator	N-Gain Score Control Group	N-Gain Score Experimental Group
1. Determination to succeed	0,51	0,86
2. Needs and encouragement for learning	0,51	0,85
3. Dreams and aspirations for the future	0,51	0,81
4. Rewards in learning	0,50	0,82
5. Engaging-learning activities	0,49	0,87
6. Supportive learning atmosphere	0,51	0,86
7. Expectation	0,50	0,86

Table 6 indicates that the control group's N-Gain score for indicator 1 (students' determination to succeed) is classified as moderate and less effective. In contrast, the experimental group's is considered high and effective. The control group's N-Gain score for indicator 2, which measures needs and encouragement for learning, is classified as moderate and less effective. In contrast, the experimental group's is considered high and effective. The control group's N-Gain Score for the third indicator, which measures dreams and goals for the future, is classified as moderate and less effective. In contrast, the experimental group's is considered high and effective.

For students' learning motivation in indicator 4 or rewards in learning, the N-Gain score of control group classed as moderate and less effective. In contrast, the experimental group's is considered high and effective. The control group's N-Gain score for indicator 5, or engaging-learning activities, is classified as moderate and less effective. Unlike the experimental group, which is considered as high and effective. The control group's N-Gain score for the sixth indicator, which measures a supportive learning atmosphere, is classified as moderate and less effective. In contrast, the experimental group's is considered high and effective. The control group's N-Gain score for the final indicator, or indicator 7 (expectation), is classified as moderate and less effective. In contrast, the experimental group's is considered high and effective.

The use of the Hello English application is more effective than using conventional teaching methods in improving students' learning motivation in all indicators such as expectations; determination to succeed; needs and encouragement for learning; dreams and aspirations for the future; rewards for learning; engaging learning activities; and a supportive learning atmosphere, as evidenced by the experimental group's higher N-Gain score than the control group's N-Gain score.

In summary, the Hello English application has a considerable impact on students' motivation to study, as demonstrated by the sig. value of the independent sample-t test and the N-Gain scores of the control and experimental groups.

The Effectiveness of the Hello English Application on Students' Reading Skills

Table 7. Independent Sample t-test for Reading Skills

		Levene's Test for Equality of Variances		Independent Samples Test		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Reading	Equal variances assumed	.570	.453	4.998	58	.000	12.333	2.468	7.393	17.273	
	Equal variances not assumed			4.998	56.960	.000	12.333	2.468	7.391	17.275	

The data pertaining to the independent sample t-test analysis for students' reading ability was reported by the researcher based on Table 7. As can be shown, Levene's test for equality of variances has a significance value which is greater than 0.05. It indicates that there is homogeneity in the data variances between the experimental and control groups. As a result, the interpretation in the independent sample t-test output table above made reference to the significance (2-tailed) value which is less than 0.05, in the "Equal variances assumed" table; this indicates that H_a is accepted or H_0 is rejected. Thus, it could be said that students who were taught using the Hello English application had significantly higher reading skills than students who were taught using conventional methods. In order to provide more precise information about how much the students' reading skills have improved, the researcher also examined each group's N-Gain. The results are as follows:

Table 8. N-Gain Score of Students' Reading

Group	Pre-response	Post-response	Post-Pre	Max Score-Pre (100-Pre)	N-Gain	N-Gain (%)
Control	45	70	26	55	0,47	47
Experimental	43	83	40	57	0,71	71

It is evident from Table 8 that the control group's N-Gain score falls into the moderate and less effective category. In contrast, the experimental group's is rated as high and quite effective. Hello English application is a more effective means to help students improve their reading skills than the conventional way of teaching, as evidenced by the experimental group's higher N-Gain score than the control group's.

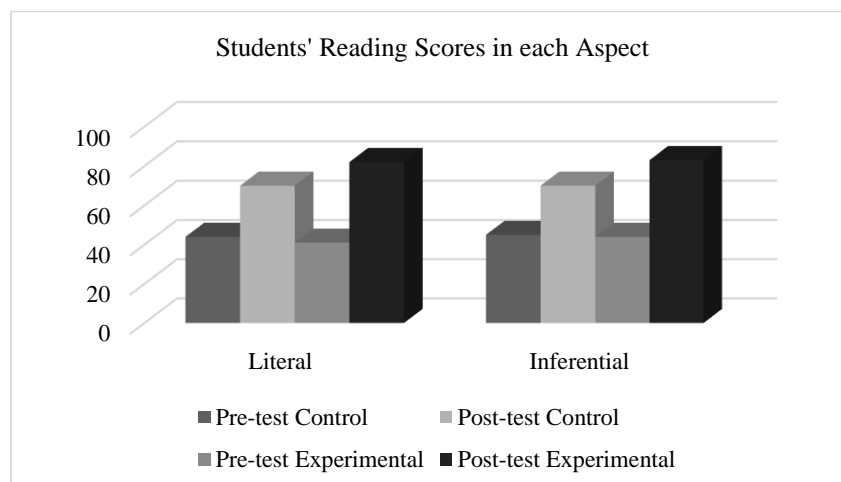


Figure 3. Students' Reading Skills in Each Aspect

It is evident from Figure 3 that compared to the control group, the experimental group has improved more in terms of literal and inferential reading comprehension. In order to obtain more precise data, the researcher also examines each group's N-Gain score for literal and inferential reading comprehension.

Table 9. N-Gain Score of Students' Reading Skills in Each Aspect

Aspect	N-Gain Score Control Group	N-Gain Score Experimental Group
Literal	0,47	0,72
Inferential	0,47	0,70

Table 9 displays the data indicating that the control group's literal reading comprehension N-Gain score falls into the moderate and less effective category. Conversely, the experimental group's is rated as high and quite effective. It is possible to conclude that using the Hello English application is a more effective way to improve students' literal reading comprehension than using conventional methods of teaching because the experimental group's N-Gain score was higher than the control group's.

The control group's N-Gain score for students' extrinsic motivation falls into the moderate and less effective category. In contrast, the experimental group's falls into the moderate and effective category. The use of the Hello English application is more effective than conventional instruction in enhancing students' inferential reading comprehension, as evidenced by the experimental group's higher N-Gain score compared to the control group.

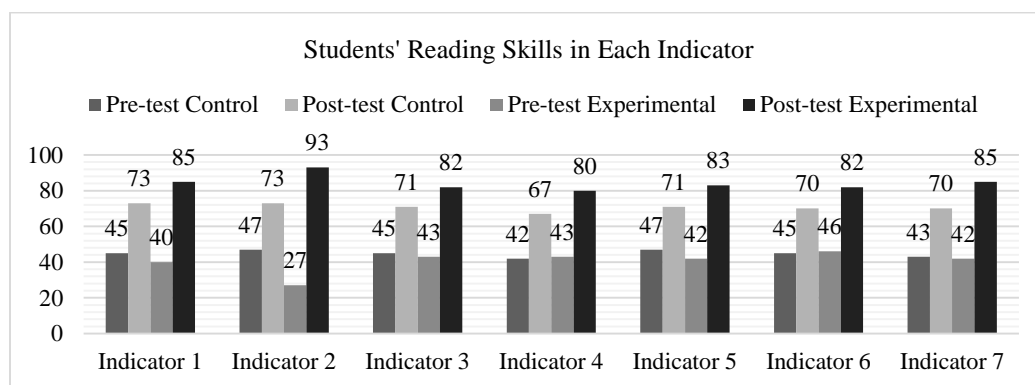


Figure 4. Students' Reading Skills in Each Indicator

It is evident from Figure 4 that the experimental group outperforms the control group in every reading comprehension indicator. In order to obtain more detailed data, the researcher also examines each group's N-Gain score across all indicators such as identifying the main idea of the passage, confirming reference in the passage, recalling words that have a similar meaning, identifying the specific information in the passage, creating inference out of the passage, analyzing the explicit information in the passage, and analyzing the implicit information in the passage.

Table 10. N-Gain Score of Students' Reading Skills in Each Indicator

Indicator	N-Gain Score Control Group	N-Gain Score Experimental Group
1. Identifying the main idea of the passage	0,40	0,68
2. Confirming reference in the passage	0,27	0,67
3. Recalling words that have a similar meaning	0,48	0,70
4. Identifying the specific information in the passage	0,46	0,64
5. Creating inference out of the passage	0,44	0,70
6. Analyzing the explicit information in the passage	0,44	0,67
7. Analyzing the implicit information in the passage	0,41	0,65

Table 10 indicates that the control group's N-Gain score for indicator 1, or identifying the passage's main idea, is characterized as moderate and less effective. In contrast, the experimental group's is considered moderate and quite effective. The control group's N-Gain score for indicator 2, or

confirming reference in the passage, is classified as low and ineffective. In contrast, the experimental group's is considered moderate and quite effective. The control group's N-Gain Score for the third indicator, which measures recalling words with similar meanings, is classified as moderate and less effective. In contrast, the experimental group's is considered moderate and quite effective.

Concerning students' reading skills in indicator 4—identifying the specific information in the passage—the control group's N-Gain score is classified as moderate and less effective. In contrast, the experimental group's is considered moderate and quite effective. The control group's N-Gain score for indicator 5, which involves creating inference out of the passage, is classified as moderate and less effective. In contrast, the experimental group's is classified as moderate and quite effective.

The control group's N-Gain score for the sixth indicator, which involves analyzing the passage's explicit information, is classified as moderate and less effective. In contrast, the experimental group's is classified as moderate and quite effective. Finally, the control group's N-Gain score for indicator 7, which involves analyzing the implicit information in the passage, is classified as moderate and less effective. In contrast, the experimental group's is considered moderate and quite effective.

The use of the Hello English application is more effective than conventional teaching in improving students' reading skills in all indicators, including identifying the passage's main idea, verifying references, recalling words with similar meanings, identifying specific information within the passage, creating inference out of the passage, and analyzing both the passage's explicit and implicit information. This is because the experimental group's N-Gain score is higher than the control group's for every indicator.

In conclusion, the Hello English application has a considerable impact on students' reading abilities, as demonstrated by the sig. value of the independent sample-t test and the N-Gain scores of the control and experimental groups.

The Effectiveness of the Hello English Application on Students' Learning Motivation and Reading Skills

Table 11. Multivariate Test Results

	Value	Multivariate Test Results				Sig.
		F	Hypothesis df	Error df		
Pillai's trace	.994	4396.565*	2.000	57.000	.000	
Wilks' lambda	.006	4396.565*	2.000	57.000	.000	
Hotelling's trace	154.265	4396.565*	2.000	57.000	.000	
Roy's largest root	154.265	4396.565*	2.000	57.000	.000	

The author offers multivariate test findings based on Table 11 in order to determine whether using the Hello English application learning model or conventional teaching methods has a substantial impact on students' simultaneous development of reading abilities and learning motivation. Given that the statistical significance of the results for Pillai's trace, Wilks' lambda, Hotelling's trace, and Roy's largest root test is less than 0.05, it can be inferred that there is a noteworthy distinction between the Hello English platform model and conventional teaching in terms of the impact on students' reading skills and learning motivation at the same time (average). In order to provide more precise information about the development of students' reading abilities and learning motivation, the researcher also examined each group's N-Gain. The results are as follows:

Table 12. N-Gain Score of Students' Learning Motivation and Reading Skills

Method	Pre-response	Post-response	Post-Pre	Max Score-Pre (100-Pre)	N-Gain	N-Gain (%)
Conventional Teaching	46	72	27	54	0,49	49
Hello English Application	44	87	43	56	0,77	77

It is evident from Table 12 that the control group's N-Gain score falls into the moderate and less effective category. In contrast, the experimental group's is regarded as high and effective. Since the experimental group's N-Gain score was higher than the control group's, it can be said that using the

Hello English program is a more effective way to increase student's motivation to learn and their reading skills than using conventional methods of teaching.

Discussion

Students' Learning Motivation

Based on the results of the independent sample t-test, it was revealed that there is a significant difference between the two teaching methods (Hello English application and conventional teaching) on students' learning motivation. Later, it was also revealed from the N-Gain score that the Hello English application gives better results than conventional teaching on students' learning motivation. This finding supports the findings in Classroom Action Research (CAR) conducted by Aini et al. (2022) which revealed that using the Hello English app increases students' motivation and piques their interest in the process of teaching and learning (Aini et al., 2022). The practicality of mobile learning applications and students' infatuation with smartphones motivates them to study English (Darsih & Asikin, 2020). The Hello English application's versatility and usefulness are greatly appreciated by the pupils, who use them with great enthusiasm.

The Hello English program has a greater impact on boosting pupils' intrinsic and extrinsic learning motivation, in accordance to the N-Gain score. The determination to succeed, the needs and encouragement in learning, and aspirations for the future are examples of intrinsic aspects. On the other hand, extrinsic factors include rewards in learning, engaging activities, expectations, and a supportive atmosphere. It can be seen from the N-Gain score that the use of the Hello English application has a better effect on improving students' learning motivation in all indicators. This claim is in line with Hidayati and Diyana's (2019) findings that students' intrinsic and extrinsic motivation greatly improves depending on the student's experience in the learning process, in this case, with the use of Mobile-assisted language learning (Hidayati & Diana, 2022). Similarly, a study by Yang (2020) discovered that despite only focusing on investigating the extrinsic aspect of motivation, it is undeniable that mobile-assisted language learning improves both intrinsic and extrinsic aspects of motivation (Yang, 2020). In other words, this research proves that the Hello English application has a better effect on improving all aspects and all indicators of students' learning motivation than the use of conventional teaching.

The use of the Hello English application emphasizes student engagement in the learning process where the chat forum provides opportunities for students to use questioning skills, discuss a problem, motivate students to actively participate in the learning, obtain more information, and boost interaction between students to students. It resonates with Wang and Christiansen's (2019) study which stated that chat forums in mobile learning applications enabled students to stay highly motivated and keep up with their studies every day (Wang & Christiansen, 2019). Chat forums allow students to discuss with other users of Hello English to study English (Kuning, 2020). Students resolved issues by asking for assistance, assessing themselves, and reflecting on what they had learned.

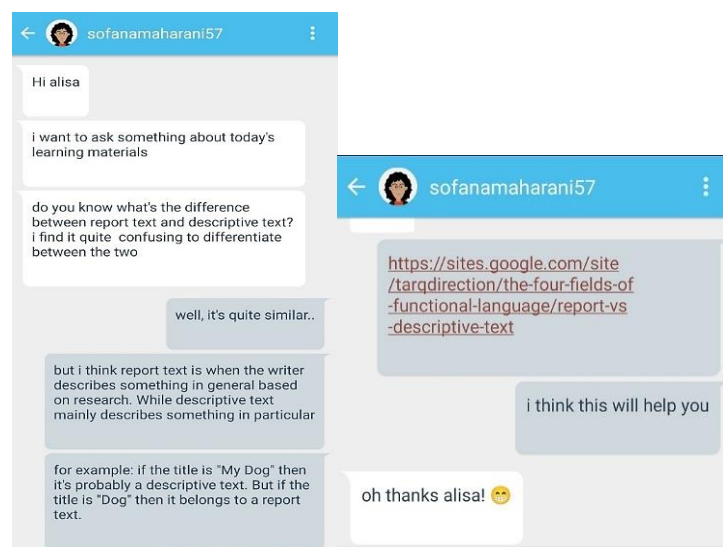


Figure 5. Chat Forums in the Hello English Application

Moreover, there is a speed-reading game that allows students to exercise their reading speed as much as their ability to quickly comprehend the text and memorize it to answer the questions later on. These game features can make learning more fun and engaging which later motivates them to learn English better. The findings of Depalina Siregar et al. (2020) study support this statement as it was revealed that the Hello English application's educational games instill in the students a sense of enthusiasm and awareness that studying English can be engaging and enjoyable (Siregar et al., 2020). Since students were placed in an enjoyable environment, students did not feel as though they were being pushed to learn English. Instead, they felt happy to study (Sepyanda et al., 2023).

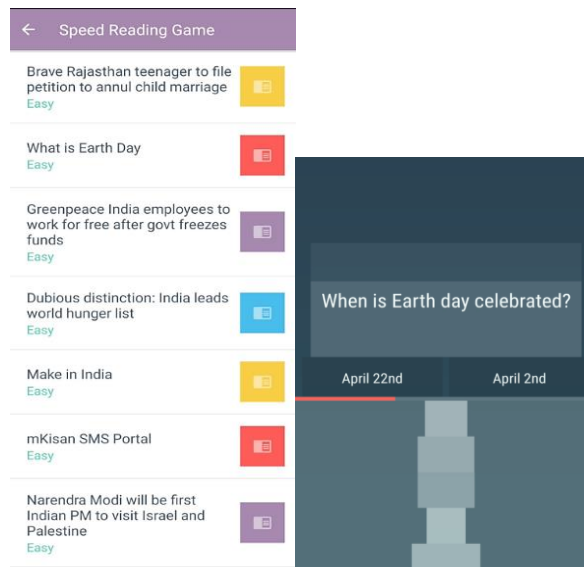


Figure 6. Reading Games in the Hello English Application

The report card or ranking system in this application could also enhance students' motivation as the ranking system can foster students' desire to compete with each other. This claim resonates with Aminatun and Oktaviani (2019) findings which stated that the presence of rank in mobile language learning applications drives students' motivation along with the desire to win (Aminatun & Oktaviani, 2019). In the report card, the teacher could see students' progress in their learning as every task they completed was shown in the report card. When students answer 1 question correctly, they will automatically receive 10 coins. So, the number of coins they have in the report cards shows how many questions they have answered correctly.



Figure 7. Students Rank on Report Card Features of the Hello English Application

Students' Reading Skills

The independent sample t-test results showed that there is a substantial disparity in the reading skills of the pupils between the two teaching approaches (the conventional instruction and the Hello English application). Subsequently, it was also discovered using the N-Gain score that using the Hello English app improves students' reading abilities more than using conventional classroom instruction. This assertion is further supported by Keezhatta and Omar's (2019) experimental work, which showed how employing Mobile-Assisted Language Learning (MALL) considerably improves students' reading abilities (Keezhatta & Omar, 2019). Unlike conventional methods where students are merely passive recipients with no opportunity to communicate in English, Mobile-Assisted Language Learning (MALL) allows students to enjoy the teaching and learning process. Similarly, the findings of Classroom Action Research (CAR) which investigated the use of the Hello English application on higher education students revealed that this application helps pupils become more proficient in the language during their English language studies (Siregar et al., 2020). Students prefer to study through MALL, which allows them to obtain free reading material rather than conventional teaching which needs high-cost printed reading material (Asad & Ghani, 2021).

From the N-Gain score, it was also revealed that the use of the Hello English application gives better results than the use of conventional teaching on students' literal and inferential aspects of reading. The literal aspect includes determining the passage's main idea; validating references within the text; recalling words that have similar meanings; and recognizing the passage's specific content. Meanwhile, the inferential aspect includes creating inferences out of the text; evaluating the passage's explicit information; and evaluating the passage's implicit information. It can be seen from the N-Gain score that the use of the Hello English application has a better effect on improving students' reading skills in all indicators. This claim resonates with the findings of Priyanti et al. (2019) who discovered that Mobile-assisted language learning positively affects students' reading skills in the aspects of literal and inferential with the highest improvement in the literal aspect (Priyanti et al., 2019). Similarly, Rasyid et al. findings also discovered that the use of MALL greatly improves students' reading skills, especially in the aspect of literal comprehension (Rasyid et al., 2021). In other words, this research successfully proved that the Hello English application has a better effect on improving all aspects and all indicators of students' reading skills than the use of conventional teaching.

The features of the Hello English application such as the dictionary and reading exercises help students improve their reading skills. The reading exercises feature certainly help hone students' abilities in understanding the content of a text. Rather than any outside attractions, the reading exercises offered by MALL were the main reason students continued to learn (Yang, 2020).

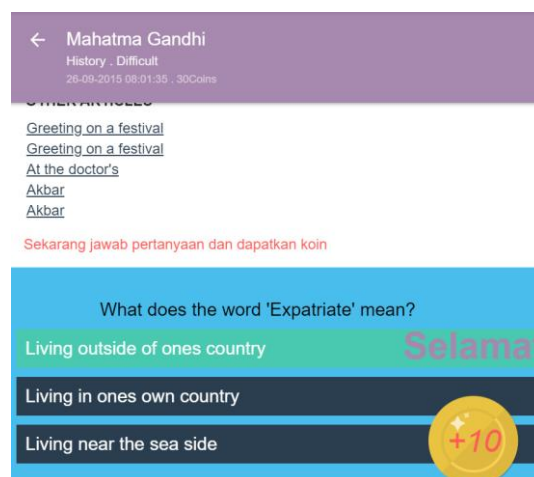


Figure 8. Reading Exercises

The dictionary features allow students to easily comprehend the text by translating it in a single click and practicing reading by using the exercise's features. The dictionary not only translates a single word but also provides examples of how those words being used in several other sentences. This is in line with the Asad et. al (2021) study which stated that the dictionary tools on mobile learning apps help students understand the literature and learn the definitions of words they are unfamiliar with (Asad &

Ghani, 2021). In a similar way, Yang's (2020) study's results showed that participants profited immensely from the application's built-in dictionary since it made it simple for them to double-tap on the screen to obtain the definition of unknown words (Yang, 2020). They might become more accustomed to reading lengthy English texts and improve their reading technique thanks to this function.



Figure 9. Dictionary Features in the Hello English Application

Students' Learning Motivation and Reading Skills

The findings of the MANOVA test demonstrated a significant difference in the learning motivation and reading skills (simultaneously) of students between the two teaching approaches (conventional instruction and the Hello English application). Several previous studies only focused on investigating the relationship between motivation and reading skills. Research suggests that the improvement of reading skills is related to increased motivation (Saeheng, 2017). Similarly, Hakim (2022) claims that motivated students may exert more mental effort to decipher texts and figure out new terms, which enhances reading comprehension abilities (Hakim & Pravianti Tanuatmadja, 2022). There is a limited number of studies which investigates the effect of the Hello English application towards two different skills simultaneously, in this case, learning motivation and reading skills.

From the findings, it became evident from the N-Gain score that using the Hello English app improves students' reading comprehension and motivation to learn more than using conventional teaching methods. Stated differently, this study effectively demonstrated that the Hello English application outperforms conventional methods of teaching in terms of simultaneously enhancing students' reading comprehension and learning motivation.

CONCLUSION

This quasi-experimental study has effectively demonstrated that the Hello English application has a major impact on tertiary students' motivation to learn and reading skills. The features in the Hello English application such as chat forums, games, and report cards allow students to ask questions, discuss problems, and actively participate in the learning process which later increase students' intrinsic and extrinsic motivation. When it comes to reading, students who use the Hello English program perform better than those who learn using conventional instruction. With the reading exercises and dictionary features in this application, students become more accustomed to reading lengthy English texts and enhance their reading strategies, leading to an improvement in both literal and inferential comprehension. The MANOVA test revealed that the Hello English application has a greater simultaneous impact on students' reading skills and motivation to learn than the conventional methods

of teaching. In conclusion, this study confirms the hypothesis that the Hello English application has a significant effect on both students' learning motivation and reading skills.

Other scholars can conduct more research in the area of Mobile-assisted Language Learning (MALL), specifically with regard to the Hello English application. Further details pertaining to the use of the Hello English application, such as students' attitudes, perspectives, or challenges they encountered in learning the language through this application, can be examined by other researchers.

ACKNOWLEDGMENTS

The researcher wants to thank the reviewer of this paper for the constructive and insightful comments.

REFERENCES

- Aini, N., Amalia, F., & Ningrum, A. S. B. (2022). Improving students' speaking skills 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>
- Alfatihah, D. F. N., & Tyas, P. A. (2022). The correlation between undergraduate students' reading interest and their reading comprehension. *Journal of Languages and Language Teaching*, 10(3), 343–355. <https://doi.org/10.33394/jollt.v10i3.5460>
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through language learning application. *Metathesis Journal of English Language, Literature, and Teaching*, 3(2), 214–224. <https://doi.org/10.31002/metathesis.v3i2.1982>
- Asad, A., & Ghani, D. M. U. (2021). Improving English language receptive skills through mobile assisted language learning: Perceptions and practices of undergraduate students. *The Asian ESP Journal*, 17(4.2), 60–86.
- Darsih, E., & Asikin, N. A. (2020). Mobile assisted language learning: EFL learners' perceptions toward the use of mobile applications in learning English. *English Review Journal of English Education*, 8(2), 183–194. <https://doi.org/10.25134/erjee.v8i2.2999>
- De-la-Peña, C., & Luque-Rojas, M. J. (2021). Levels of reading comprehension in higher education: Systematic review and meta-analysis. *Frontiers in Psychology*, 12, 1–11. <https://doi.org/10.3389/fpsyg.2021.712901>
- Fathi, J., Alipour, F., & Saeedian, A. (2018). Enhancing vocabulary learning and self-regulation via a mobile application: An investigation of the Memrise app. *Journal of Modern Research in English Language Studies*, 5(1), 27–46. <https://doi.org/10.30479/jmrels.2019.10311.1282>
- Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2020). Using Facebook in EFL writing class: Its effectiveness from students' perspective. *The Second Annual International Conference on Language and Literature Volume 2019*, 634–645. <https://doi.org/10.18502/kss.v3i19.4892>
- Fitrisia, D., Tan, K.-E., & Yusuf, Y. Q. (2015). Investigating Metacognitive awareness of reading strategies to strengthen students' performance in reading comprehension. *Asia Pacific Journal of Educators and Education*, 30, 15–30.
- Ginting, R. S. B., & Fithriani, R. (2022). Using the Hello English application in the EFL classroom: Its efficacy in helping students to master vocabulary. *Annual International Conference on Language and Literature (AICLL) Volume 2021*, 592–600. <https://doi.org/10.18502/kss.v5i4.8714>
- Hakim, I. A., Tanuatmadja, A. P., & Hodairiyah. (2022). Dealing with common challenges in improving reading comprehension skills for Indonesian secondary school students. *ELS Journal on Interdisciplinary Studies in Humanities*, 5(2), 255–264. <https://doi.org/10.34050/elsjish.v5i2.21042>
- Hidayati, T., & Diana, S. (2022). Students' motivation to learn English using mobile applications: The case of Duolingo and Hello English. *JEELS (Journal of English Education and Linguistics Studies)*, 6(2), 189–213. <https://doi.org/10.30762/jeels.v6i2.195>
- Keezhatta, M. S., & Omar, A. (2019). Enhancing reading skills for Saudi secondary school students through mobile assisted language learning (MALL): An experimental study. *International Journal of English Linguistics*, 9(1), 437–447. <https://doi.org/10.5539/ijel.v9n1p437>
- Kuhn, A., Schwabe, A., Boomgarden, H., Brandl, L., Stocker, G., Lauer, G., Brendel-Kepser, I., &

- Krause-Wolters, M. (2024). Who gets lost? How digital academic reading impacts equal opportunity in higher education. *New Media and Society*, 26(2), 1034–1055. <https://doi.org/10.1177/14614448211072306>
- Kuning, D. S. (2020). Applications of social media to learn speaking. *Edukasi Lingua Sastra*, 18(1), 77–85. <https://doi.org/10.47637/elsa.v18i1.227>
- Pasaribu, T. A. (2020). Challenging EFL students to read: Digital reader response tasks to foster learner autonomy. *Teaching English with Technology*, 20(2), 21–41.
- Priyanti, N. W. I., Santosa, M. H., & Dewi, K. S. (2019). Effect of Quizizz towards the Eleventh-grade English students' reading comprehension in mobile learning context. *Language and Education Journal Undiksha*, 2(2), 71–80. <https://doi.org/10.23887/leju.v2i2.20323>
- Putra, I. D. G. R. D., Saukah, A., Basthomi, Y., & Irawati, E. (2020). The acceptance of the English language learning mobile application Hello English across gender and experience differences. *International Journal of Emerging Technologies in Learning*, 15(15), 219–228. <https://doi.org/10.3991/ijet.v15i15.11077>
- Rasyid, M. J., Ampa, A. T., & Jumiati, A. A. (2021). Improving students' reading skill through Quizizz application of the tenth-grade students of SMA Negeri 1 Pangkep. *English Language Teaching Methodology*, 1(3), 233–241. <https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/55>
- Saeheng, P. (2017). A study of e-Learning, blended learning, and traditional teaching methods to motivate autonomous learning in English reading comprehension of Thais learners. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 2(1), 1-20. <https://doi.org/10.21093/ijeltal.v2i1.36>
- Safura, S., & Helmanda, C. M. (2020). The analysis of English department students' difficulties in mastering reading text at Muhammadiyah Aceh University. *International Journal for Educational and Vocational Studies*, 2(4), 560–563. <https://doi.org/10.29103/ijevs.v2i4.2200>
- Sepyanda, M., Deswarni, D., & Ardi, H. (2023). Mobile assisted language learning (MALL): Exploring the students' experience on listening activities. *Lectura Jurnal Pendidikan*, 14(1), 60–71. <https://doi.org/10.31849/lectura.v14i1.11943>
- Simanjuntak, R. F., & Prawati, A. (2022). The effect of Hello English application on speaking ability. *Edukatif Jurnal Ilmu Pendidikan Volume*, 4(6), 7415–7425. <https://doi.org/10.31004/edukatif.v4i6.4100>
- Siregar, S. D., Sari, S. M., & Simamora, D. F. (2020). Using application based on smartphone android. *English Journal for Teaching and Learning*, 08(01), 47–56. <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>
- Stevani, M., & Ginting, F. Y. A. (2022). English teachers' perspectives of learner autonomy in online reading comprehension in times of the COVID-19 pandemic. *Journal of Teaching and Learning in Elementary Education (Jtlee)*, 5(2), 166–189. <https://doi.org/10.33578/jtlee.v5i2.7934>
- Sudarmaji, I., Forsia, L., Siregar, I. P. S., & Yusuf, D. (2022). Hello English app for online learning during the pandemic: does it enhance the students' English vocabulary development? *Elsya Journal of English Language Studies*, 4(1), 54–64. <https://doi.org/10.31849/elsya.v4i1.8017>
- Wang, Y., & Christiansen, M. S. (2019). An investigation of Chinese older adults' self-directed english learning experience using mobile apps. *International Journal of Computer-Assisted Language Learning and Teaching*, 9(4), 51–71. <https://doi.org/10.4018/IJCALLT.2019100104>
- Yang, K. (2020). Factors influencing learners' motivation in mobile-assisted language learning: A case study on four Chinese EFL learners. *International Journal of TESOL Studies*, December. <https://doi.org/10.46451/ijts.2020.12.08>