

USE OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) THROUGH THE HELLOTALK APPLICATION IN IMPROVING SPEAKING SKILLS: A SYSTEMATIC LITERATURE REVIEW

Siti Melasari

English Education Department
UIN Sultan Maulana Hasanuddin Banten
231230098.siti@uinbanten.ac.id

Diana Rosa Agustina

English Education Department
UIN Sultan Maulana Hasanuddin Banten
231230087.diana@uinbanten.ac.id

Siti Mala Nurfayyisa

English Education Department
UIN Sultan Maulana Hasanuddin Banten
231230068.sitimala@uinbanten.ac.id

Naf'an Tarihoran

UIN Sultan Maulana Hasanuddin Banten
Serang, Banten, Indonesia
nafan.tarihoran@uinbanten.ac.id

Abstract

The rapid development of mobile technology has encouraged with Mobile Assisted Language Learning (MALL) in language education, particularly for improving speaking skills. This systematic literature review aims to 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. Various databases, such as Mendeley, Scopus, ScienceDirect, PubMed, ERIC, and Google Scholar. 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. In conclusion, the use of HelloTalk in MALL has highly beneficial outcomes for the development of speaking skills. This study suggests that educators should consider integrating mobile-based social interaction platforms into language learning, as they provide opportunities for students to continually practice speaking in real-life ways outside of the classroom environment.

Keywords: MALL, HelloTalk, speaking skills, ELT.

1. INTRODUCTION

The rapid development of digital technology has influenced various aspects of education, particularly in language learning, where mobile phones have become crucial (Siraj et al., n.d.-a; Timotheou et al., 2023). Mobile-Assisted Language Learning (MALL) refers to the use of smartphones, tablets, and other portable devices to support language learning in a more flexible and interactive way. MALL enhances accessibility, freedom, and continuous engagement, enabling learners to practice language anytime, anywhere. Furthermore, its characteristics, such as portability, internet connectivity, and multimedia support, enable learners to interact effectively with language input outside the confines of a traditional classroom (Holozsai et al., 2024). Thus, MALL has become a widely accepted method in English as a Second or Foreign Language (ESL/EFL) instruction in the modern era.

Besides, over the past decade, the Implemented of mobile apps for language learning has grown significantly, with numerous studies highlighting benefits for vocabulary acquisition, communication, and learning motivation (Nugroho et al., 2021). The rise in smartphone adoption has led MALLs to evolve from simple digital flashcard tools to interactive ecosystems, providing realtime communication, customizable learning paths, and collaborative tasks. Numerous studies have demonstrated the effectiveness of MALL in improving various language skills and supporting constructivist, behaviorist, and communicative learning theories. This growth has also been driven by innovations in methods and increased interest in understanding the impact of specific commercial apps on learning outcomes across cultural and educational contexts.

HelloTalk is a language-learning app grounded in social constructivism and communication-based teaching (Syaharani & Santoso, 2025). Unlike apps that focus on grammar, HelloTalk emphasizes direct interaction with native speakers across various channels, including text, voice messages, video calls, and collaborative tools such as translation and correction. Its layout encourages cultural exchange and authentic language use, making it ideal for improving communication skills (Arifin et al., n.d.). Research shows that HelloTalk increases student participation, expands opportunities for meaningful conversation, and helps enrich vocabulary through contextualized communication. As a global language exchange platform, HelloTalk connects learners from around the world and provides both formal and informal opportunities to practice speaking skills in real-life social contexts.

Speaking is generally considered one of the most difficult yet crucial language skills for ESL/EFL students, requiring fluency, accuracy, proper pronunciation, vocabulary mastery, and confidence (Vigneshwari et al., 2022). Mobile Assisted Language Learning (MALL) applications, such as HelloTalk, have proven effective in

improving these aspects by providing a low-stress environment, increasing exposure to material, and creating opportunities for verbal interaction. Features like voice messaging, immediate feedback, and indirect communication help students practice speaking at their own pace (Arsari et al., 2023). Furthermore, MALL fosters student motivation and independence, two key elements that support speaking improvement. Therefore, incorporating HelloTalk into the learning process aligns with current pedagogical goals of improving communication skills and language use in real-world contexts.

Previous research on Mobile-Assisted Language Learning (MALL) consistently emphasizes its ability to improve students' communication, motivation, and speaking skills (Rajendran & Md Yunus, 2021). A recent study found that using HelloTalk significantly increased learners' willingness to communicate (WTC) by creating a socially supportive interaction environment and reducing anxiety, suggesting that mobile communication apps can encourage authentic language use (Zhao et al., 2024). Research on young learners further revealed that HelloTalk aids vocabulary development and engagement, although beginners may experience challenges such as difficulty with pronunciation and spelling (Nugroho et al., 2021).

A systematic review also showed that MALL improves speaking skills by facilitating learner autonomy, pressure-free practice, and opportunities for realtime communication, especially when mobile device features support collaborative and contextual learning (Rajendran et al., 2021). Recent methodological analyses have drawn increased attention to commercial language-learning apps, reflecting a growing interest in understanding how app-based learning contributes to skill development across contexts (Kessler et al., 2025). Other studies confirm that MALL can improve motivation and speaking ability through tools such as HelloTalk and report clear improvements in students' pronunciation, fluency, and engagement following mobile-based interventions (Pebiana & Febria, 2023). *Research questions:* 1) To what extent does the HelloTalk app in mobile-based language learning contribute to the development of EFL/ESL students' speaking skills? 2) Which features of the HelloTalk app are most helpful in improving speaking skill elements such as fluency, pronunciation, accuracy, and confidence? 3) What difficulties and obstacles do students experience when using HelloTalk as a tool for speaking practice, and how do these difficulties impact their learning outcomes?

2. METHODS

The methodology section provides a detailed explanation of the implementation of the Systematic Literature Review (SLR) stages using a qualitative approach. This includes the process of formulating research questions, how to search the literature, and the criteria applied to include and exclude related studies. This section may also describe the databases utilized, the article screening process,

the steps in obtaining qualitative data from each selected study, and the methods applied for thematic or content analysis. Furthermore, the methodology section may include conceptual and operational definitions of the concepts or variables studied to ensure alignment in the understanding and qualitative analysis of the findings.

Data Collection

Methodology In this research, the standard stages of a Systematic Literature Review were applied as follows: (1) initial study selection, (2) selection based on titles and summaries, (3) suitability assessment through a comprehensive review of articles, and (4) review and synthesis of conclusions. The researcher began with an in-depth search in the first phase, using keywords including "Hello Talk," "MALL," "mobile-assisted language learning," "speaking skills," and "mobile language exchange." All searched articles were then recorded in an initial matrix for further processing. The selection process was carried out to eliminate duplicates and articles unrelated to the topic. This process mimics the hierarchical approach used in previous research on MALL in vocabulary and language teaching, where recording, quality control, and review were conducted in a structured manner to strengthen the validity of the review results. Information from each relevant study was then summarized using thematic analysis to identify trends, impacts, benefits, challenges, and pedagogical aspects of Hello Talk speaking skills.

The instrument used in this systematic literature review is a data collection guide designed by the researchers to systematically gather information from studies addressing the use of HelloTalk as a Mobile-Assisted Language Learning (MALL) tool to improve speaking skills. Following the PRISMA guidelines, the guide is organized around key variables, including study design, participant characteristics, HelloTalk features, speaking skill measures, and key outcomes. The data collection process for each study took approximately 20 to 30 minutes. While no instruments were provided directly, the guide lists the measurement tools used in the primary studies. Academic databases such as Mendeley, ERIC, Scopus, ScienceDirect, PubMed, and Google Scholar served as additional tools for systematically locating relevant research.

Data Sources

In this systematic literature review, the sample consisted of scholarly articles discussing the utilize of Mobile-Assisted Language Learning (MALL) through the HelloTalk app for improving the speaking skills of learners of English or other foreign languages. This sample is not an individual study, but rather a collection of empirical Studies published in prestigious journals and conference proceedings. The literature search was conducted across six major databases: Google Scholar (147 articles), ERIC (18), Scopus (11), Mendeley (15), ScienceDirect (7), and PubMed (1). In total, the search yielded 199 publications, which were subsequently filtered according to established research criteria. 138 studies remained after removing duplicates and

selecting based on titles and summaries. A total of 45 studies were retrieved, of which 40 full articles were accessible; 15 were removed due to irrelevance, lack of empirical data, or lack of focus on HelloTalk and speaking skills. Sample selection was conducted using a complex, multistep process similar to that used in previous MALL studies: identifying relevant studies using specific keywords, then reviewing titles, abstracts, and full articles to ensure they were relevant to the topic. Sample characteristics included participant type (e.g., EFL learners, ESL learners, university students, or HelloTalk app users), language proficiency, and learning context. The final sample size was determined based on studies that met all eligibility criteria in the selection stage.

Data Types

This SLR used secondary data, consisting of published empirical research articles. The types of data extracted from the studies included:

- Qualitative data (interviews, observations, descriptive findings)
- Quantitative data (test scores, statistical results)
- Mixed-methods data (combination of numerical and thematic findings).

Only published between 2020 and 2025 and containing complete empirical data were included.

Data Analysis

The extracted data were analyzed using thematic analysis to identify recurring themes regarding the use of HelloTalk in developing learners' speaking skills. Studies were coded based on pedagogical benefits, challenges, features used in HelloTalk, and learning outcomes. A narrative synthesis was conducted to compare findings across different study designs and learning contexts.

Study Selection Criteria

Study Selection Criteria The study selection criteria applied in this SLR include inclusion and exclusion parameters designed to ensure that only appropriate, high-quality, and empirically based articles are included in the analysis. Inclusion parameters include: (1) research discussing the use of HelloTalk in a language learning context; (2) the focus of the study is on improving speaking skills; (3) the research approach is empirical, such as experimental, quasi-experimental, qualitative, or mixed methods; (4) publications published between 2020 and 2025; and (5) full-text availability. Exclusion parameters include conceptual studies without empirical data, opinion articles, and non-systematic literature reviews. The selection criteria follow the systematic approach used in the referenced MALL research, where study selection is based on methodological relevance, completeness of empirical data, and alignment with the learning context.

3. RESULT AND DISCUSSION

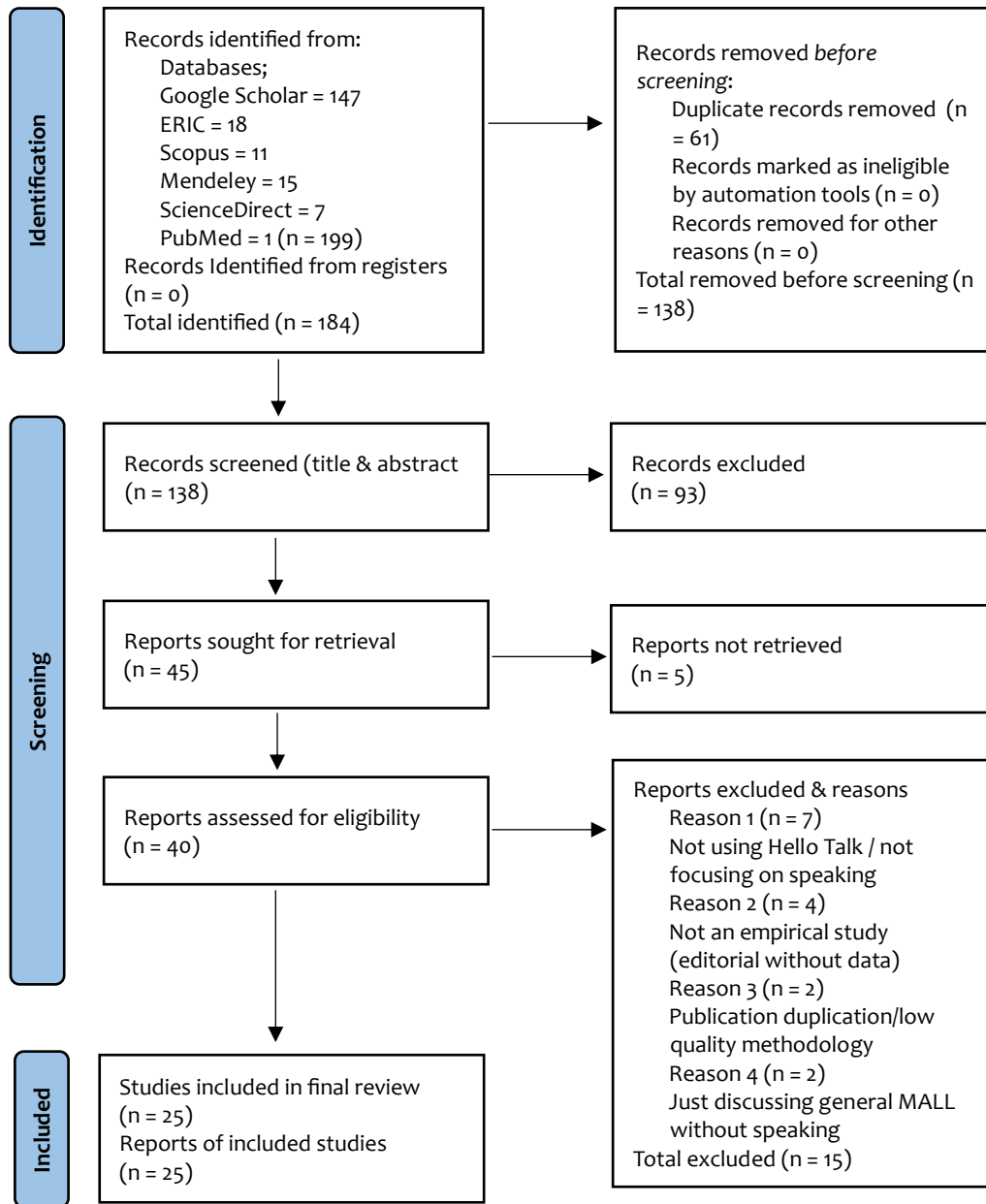
3.1. Findings overview

This review found deriving from 25 empirical studies that successfully underwent the PRISMA selection process. Of the 199 initial data sets found across six databases (Google Scholar, ERIC, Scopus, ScienceDirect, PubMed, and Mendeley), The literature search was conducted through six major databases, including Google Scholar (147 articles), ERIC (18), Scopus (11), Mendeley (15), ScienceDirect (7), and PubMed (1). 138 studies remained after removing duplicates and selecting based on titles and summaries. A total of 45 studies were retrieved, of which 40 full articles were accessible; 15 were removed due to irrelevance, lack of empirical data, or lack of focus on HelloTalk and speaking skills. The remaining 25 studies formed the primary database for the synthesis and, overall, provided convincing evidence of HelloTalk's effectiveness as a MALL-based tool.

Across the 25 included articles, the results consistently demonstrated that the HelloTalk app significantly improves speaking skills in EFL and ESL contexts. The analyzed studies reported improvements in fluency, pronunciation accuracy, vocabulary usage, interaction skills, and overall oral performance. Learners benefited from authentic communication with real partners through features such as voice messaging, voice calls, real-time chat, and integrated correction tools. These interactive features not only create meaningful opportunities for speaking practice but also reduce anxiety, increase self-confidence, and strengthen learners' willingness to communicate, thereby contributing to improved speaking outcomes.

Furthermore, research highlights the crucial role of learning autonomy and motivation in the success of HelloTalk-supported learning. Learners gain the freedom to organize their speaking activities, choose partners, and practice at their own pace, leading to more frequent and meaningful engagement outside of class. Although some challenges were identified, such as inconsistent partner responses and limited teacher supervision, the overall evidence from PRISMA-eligible research strongly supports the conclusion that integrating HelloTalk into MALL environments provides a supportive, authentic, and effective platform for developing students' speaking skills.

Figure 1. Flowchart of PRISMA for the selection data



3.2. Benefits of Using HelloTalk to Talk

HelloTalk offers several benefits for improving foreign-language speaking skills. Through voice messages, calls, and an autocorrection feature, users can communicate directly with native speakers. This activity contributes to improving fluency, expanding vocabulary, and building confidence because it takes place in a relaxed, comfortable environment. Furthermore, users gain authentic language experience, including everyday expressions, pronunciation, and natural communication methods, which are difficult to achieve through conventional learning materials (Agustina, 2025).

3.3. Disadvantages, Challenges, and Risks of Using MALL and HelloTalk

Despite these advantages, utilizing MALL and HelloTalk presents some challenges. From an educational perspective, not all native speakers provide accurate feedback, which risks introducing new language errors. Reliance on mobile devices can also lead to distractions from notifications or other digital activities. Furthermore, security and privacy issues are important because interactions occur with strangers on an open platform. Some users may misuse the apps for non-educational purposes, so it's important to be careful when selecting learning partners and to ensure proper privacy settings. With proper management, these risks can be mitigated (Schroeder, n.d.)

3.4. Pedagogical Implications

This systematic review was indicated that the use of Mobile Supported Language Learning (MALL), particularly through the HelloTalk app, has significant pedagogical implications for improving learners' speaking skills. HelloTalk provides learners with authentic communication exposure, live interaction, and corrective feedback on pronunciation, grammar, and vocabulary, enabling more meaningful spoken language development and increased speaking confidence. Furthermore, MALL encourages flexible and self-directed learning, allowing students to engage in repeated practice, critical thinking, and independent exploration of speaking tasks, all of which are essential for strengthening fluency, accuracy, and lexical mastery in EFL contexts. From a pedagogical perspective, the results of this study indicate the need for a blended learning model that incorporates HelloTalk regularly into structured learning activities. Teachers should create guided conversation tasks, encourage reflection, monitor student interactions, and provide specific feedback to ensure mobile-based communication remains aligned with curriculum objectives. To address risks such as exposure to informal language, inconsistent partner availability, and concerns about online safety, educators need to establish clear guidelines for responsible digital communication and provide students with example phrases, academic vocabulary, and conversational strategies. Thus, HelloTalk and MALL technology should serve as complementary tools that reinforce classroom learning, ensuring that spontaneous mobile interactions meaningfully support formal speaking practice and contribute to sustained improvement in oral proficiency (Mamarasulova Iroda Jumanovna, 2025).

Tabel 1. Summary and characteristics of the final studies selected

No	Authors/year/ Country	Main Characteristics	Variable/	Study Design/ Measure	Findings
1.	Zhao, D., Jablonkai, R. R., & Sandoval-Hernandez, A. (2024)/UK.	Reviewing MALL (Duolingo & HelloTalk). Subject: Chinese international students. Focus: Improving English interaction skills.	Independent Variable: Use of MALL apps (Duolingo & HelloTalk); Dependent Variable: WTC, English media use, app usage time	Mixed-methods Quasi-experimental 5-week treatment Instruments: WTC scale, questionnaire, semi-structured interviews.	Both apps increase WTC; Duolingo's advantage is insignificant. WTC is higher with acquaintances. Influenced by motivation, time, emotional connection, group size, culture, and language.
2.	Nugroho, B. S., Nafasya, F. D., Nurshanya, N., & Awaliyah, S. H. (2021)/Indonesia.	This study explores the use of HelloTalk in vocabulary learning for children, including app support, benefits, and challenges encountered.	Independent Variable: Implementation of the HelloTalk application Dependent Variable: Vocabulary mastery, response to learning, learning experience	A qualitative descriptive approach using narrative methods. Triangulation: observation and interviews. Data analysis using the Miles and Huberman model.	HelloTalk improves vocabulary, makes the learning process more engaging and interactive, aids retention, and optimizes learning time. Problems: inconsistent connection, limited free features, app issues, and data limits
3.	Juniardi, Y., Herlina, L., Lubis, A. H., Irmawanty, & Pahamzah, J. (2020)/Indonesia.	To compare the effectiveness of Macromedia Flash versus smartphones in improving speaking skills in junior high school students	Independent Variable: use of media Dependent Variable: improvement of students' speaking & response	Action research (pre-test, 2 cycles, post-test)	Speaking scores increased significantly (55.19 → 86.67); all aspects improved; 75% of students responded positively; media increased motivation and participation
4.	Mohammadi, M., Valizadeh, M., Zohdi Jalal, P., & Xodabande, I. (2024)/Iran	To test the effectiveness of mobile-based digital flashcards in improving EFL students' academic vocabulary (receptive and productive	Independent Variable: media type (digital flashcards, paper flashcards, word lists). Dependent variable: academic vocabulary improvement.	Three-group quasi-experimental; receptive and productive vocabulary tests	Digital flashcards produced the greatest improvement, especially in receptive vocabulary; mobile learning proved most effective in developing students' academic vocabulary.

5.	Ni'mah, U., Nasihah, M., & Munfaati, F. (2025)/Indonesia	he study explores how EFL university students apply SRL strategies to enhance English speaking skills.	Independent Variable: Self-Regulated Learning (SRL) Dependent Variable: Speaking skills	Explanatory Sequential Mixed-Method SRL questionnaire, speaking scores, interviews, thematic analysis	SRL has a positive relationship with speaking ability and contributes to increased fluency, vocabulary, pronunciation, and self-confidence.
6.	Zhu, Y. (2025)/China	Utilizing audio, video, and smart devices/AI to develop listening and speaking skills.	Independent Variable: type of media used. Dependent Variable: listening ability, speech quality, memory, and cognitive load.	12-week experiment, large-scale observation, ongoing survey, and listening-speaking test with AI-based speech analysis	Multimedia improves listening-speaking skills; smart devices are most effective for speech recognition, video enhances cultural understanding, and multimodal provides the best results, although excessive use can increase cognitive load.
7.	Kessler, M., Ferronato, T., Torres Centurion, M. J., Akay, M., & Kim, J. (2025)/USA	This study is a systematic review (2014–2023) that examines research methods and ethical issues in MALL studies using commercial apps.	Independent: type of MALL app and research approach used. Dependent: methodological quality and ethical aspects of the study.	Data came from 28 quantitative or mixed methods studies, analyzed using descriptive and thematic codes.	Many articles failed to report important information, such as participant details, statistical assumption checks, confidence intervals, and effect sizes. 60% of studies noted ethical issues, while 21% of researchers collaborated with app companies without declaring potential conflicts of interest.
8.	Pebiana, P., & Febria, D. (2023)/ Indonesia	This study uses MALL through a microsite to improve the enthusiasm and speaking skills of high school students.	Independent Variable: MALL (mobile-assisted language learning) using Microsite. Dependent Variables: Speaking skills (pronunciation, fluency, vocabulary, word order, grammar), student motivation.	This study applies classroom action research with a comparison between pre-tests and post-tests, speaking assessments, and observations of motivation.	The findings show an increase in speaking scores from 59.56 to 65.47, particularly in pronunciation and fluency, as well as increased student enthusiasm and participation during the learning process.

9.	Vigneshwari, S., & Phil, M. (2022)/India.	This study examines the use of MALL through podcasts, vocabulary apps, and WhatsApp as a way to improve ESL students' speaking skills.	Independent variable: Mobile-Assisted Language Learning (MALL) through podcasting tools, vocabulary development apps, and WhatsApp. Dependent Variable: Speaking skills (vocabulary, grammar, pronunciation, fluency, presentation).	The methodology used is action research with a pre-post test and supporting data from observations, interviews, and questionnaires	The findings show improvements in accuracy, pronunciation, and fluency, accompanied by higher student motivation and confidence
10.	Akhter, S. (2021)/Malaysia	This conceptual paper explores the significance of speaking skills for EFL learners and methods for developing them.	Independent Variable: Speaking skills (communicative competence) Dependent Variable: Factors influencing speaking (linguistic, sociolinguistic, psychological).	Descriptive conceptual analysis (conceptual study & literature review).	Speaking skills are the most important aspect for EFL learners; many students face difficulties due to lack of practice and traditional teaching methods; speaking skills should be a priority in teaching; approaches such as role-playing, storytelling, and student-centered learning have been shown to be effective in improving speaking skills.
11.	Koleini, N., Boroughani, T., Eslami, Z. R., & Xodabande, I. (2024)/Iran & USA.	This study looked at how using mobile learning with digital flashcards helps psychology students learn technical vocabulary.	Independent Variable: Using digital flashcards vs. using paper flashcards. Dependent Variable: >How well students learn technical vocabulary.	Two groups of students were tested: one used flashcards, one did not. They took tests before and after learning. The study lasted 16 weeks. Their vocabulary scores were checked and compared.	Students who used digital flashcards got higher scores than those who used paper flashcards. Using mobile learning helps students remember vocabulary for a longer time. Digital flashcards allow flexible and personalized learning, making them

			>How long they can remember the vocabulary		very effective for learning vocabulary in a special subject.
12.	Rosilah, I., & Maria Ulfa, S. (2024)/Indonesia.	This study looks at how students use the HelloTalk app to learn English and improve their communication skills in high school.	Using the HelloTalk app for speaking practice. Dependent Variables: Students' improvement in speaking skills, confidence, fluency, and accuracy.	A qualitative case study using online interviews and observations with four 11th-grade students. Data came from interview transcripts, field notes, and analysis of students' experiences and progress.	HelloTalk helps students practice speaking through features like Voice Room, calls, and voice messages. Students feel more confident speaking English and become more fluent by talking with native speakers. They also gain cultural knowledge and feel more motivated. The main problems are limited time for free users (only 90 minutes) and some app errors.
13.	Budiharso, T., Solikhah, I., Armadi, S., & Wandana, R. (2024)/Indonesia.	This study aims to use Bloom's Taxonomy to create an assessment rubric for evaluating students' English writing and speaking skills. It uses a descriptive qualitative method based on observation, interviews, and students' work.	Independent Variable: Using Bloom's Taxonomy in the assessment rubric. Dependent Variable: How well the rubric works for assessing students' writing.	This study is a qualitative case study. Data came from class observations and interviews. The analysis followed two Bloom's levels: Knowledge and Understanding.	Students' writing and speaking skills mostly rely on basic thinking levels (knowledge and understanding). <ul style="list-style-type: none"> • Writing: 73% knowledge, 27% understanding • Speaking: 70% knowledge, 30% understanding Using a Bloom's-based rubric helped increase student motivation and made the assessment more consistent and objective.
14.	Taufan, G. T., & Wicaksono, J. A. (2022)/Indonesia.	This study looks at how students feel and what they experience when using the HelloTalk app for mobile language learning.	Independent Variable: Use of the HelloTalk app. Dependent Variable: Students' knowledge and experience in using HelloTalk.	A qualitative case study with 41 first-year English students. A Google Form questionnaire with yes/no and Likert-scale questions was used to check students' prior knowledge.	A qualitative case study with 41 first-year English students. A Google Form questionnaire with yes/no and Likert-scale questions was used to check students' prior knowledge.

15.	Clorion, F. D. D., Fuentes, J. O., Suicano, D. J. B., Estigoy, E. B., Serdenia, J. R. C., Alejandrino, P., Albani, S. E., Idris, D. L., Paclibar, D. T., Torres-Toukoumidis, A., & Alieto, E. O. (2025)/Philippines, China, Ecuador	This study looks at how future English teachers feel about using Mobile-Assisted Language Learning (MALL) in today's digital learning environment.	Independent Variable: Use of mobile learning (MALL). Dependent Variables: •How efficient mobile learning is •How suitable mobile apps are for learning •How effective mobile tools are for language learning.	A quantitative descriptive study with 200 future English teachers. Data were collected using a 26-item Likert-scale questionnaire (3 domains). The analysis used Shapiro-Wilk, Cronbach's Alpha (0.776 for reliability), and an Independent Samples t-test.	Most students had a positive view of using mobile apps for language learning. They felt that mobile learning was more efficient, helped communication between teachers and students, and made it easier to access learning materials. There was no difference between male and female students' perceptions.
16.	Sri, K. D. (2020)/Indonesia.	This study identifies which social media apps students use to practice English speaking. It also explains how social media helps them practice speaking.	Independent Variable: Social media apps used for learning. Dependent Variable: Improvement in speaking skills (more practice, better vocabulary, and easier communication).	This study used library research. The researcher reviewed past studies, app features, and theories about media and speaking skills.	Social media apps like Busuu, Hello English, BBC Learning English, Aco, Memrise, Duolingo, HelloTalk, and Rosetta Stone help students practice speaking anytime. They support vocabulary, pronunciation, and communication practice, which helps students speak more fluently and stay motivated.
17.	Syahrani, N., & Santoso, D. (2025)/Indonesia.	This study looks at how effective HelloTalk is for improving junior high school students' speaking skills. It shows that talking and texting with native speakers through the app helps students speak better.	Independent Variable: Using the HelloTalk app. Dependent Variable: Students' speaking skills (pronunciation, fluency, accuracy, communication).	Quasi-experimental research using posttest-only design with two groups (experimental vs. control). Speaking test scored and analyzed using t-test. Sample: 60 students selected via cluster random sampling.	Students who used HelloTalk scored higher, indicating that HelloTalk is an effective tool in developing speaking skills through interactive communication, feedback, and language practice in a real-world environment.
18.	Arsari, M. H. A., Sumarni, S., & Darmahusni. (2023)/Indonesia.	Independent Variable: Using the HelloTalk app. Dependent Variable: Students' speaking skills (pronunciation, fluency,	Independent Variable: Using the HelloTalk app. Dependent Variable: Students' speaking skills	The study used a systematic review following PRISMA steps and Khan's (2003) five-step method to select and analyze 27 studies. It used content	MALL helps students improve English skills, including vocabulary, reading, writing, speaking, pronunciation, and listening.

		accuracy, communication).	(pronunciation, fluency, accuracy, communication).	analysis of past research found in Google Scholar and ERIC	It also increases motivation, participation, and independent learning.
19.	Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2023)/Europa.	This study reviews publications from the last 17 years. It explains how digital technology affects teaching, learning, and school management. It also shows what internal and external factors help schools move toward digital transformation.	Independent Variable: The study reviews how technology changes teaching and school systems. Dependent Variable: It also shows the factors that influence how well schools can use digital tool.	This research is presented as a non-systematic literature review that. the study used a thematic synthesis. It combined ideas from many studies using both qualitative and quantitative methods. The analysis focused on key groups: students, teachers, school management, leadership, and social or structural factors.	Digital technology helps improve student learning, motivation, engagement, digital skills, and teaching methods. It also makes school administration and communication with parents more efficient. The study found that successful digital change depends on digital skills, strong leadership support, good infrastructure, training, socioeconomic factors, and government policies. Digital transformation in schools is complex and needs preparation, teamwork, and solid support.
20.	Álvarez Martínez, J. A., Gómez, J. F., & Restrepo Botero, J. C. (2025)/Indonesia.	his study is a systematic review that looks at how MALL apps—especially HelloTalk—help improve students’ speaking skills and increase their engagement in learning.	Independent Variable: Use of the HelloTalk app in English learning. Dependent Variables: Students’ speaking improvement, motivation, confidence, and fluency.	This study used a Systematic Literature Review (SLR) to find and analyze articles from the last 10 years. The data was examined using thematic analysis to look at how HelloTalk is used, how effective it is for teaching, and the quality of the studies reviewed.	The study found that HelloTalk helps improve students’ speaking skills. It increases their confidence, fluency, and motivation, and gives them chances to talk directly with native speakers.
21.	Li, R., Zou, D., Reynolds, B. L., & Vazquez-Calvo, B. (2023)/China, hongkong.	This article presents an editorial review summarizing seven recent MALL studies that emphasize teaching methods, students' feelings, and	Independent variable: MALL utilization. Dependent variables: Teaching effects, student emotions, learning	Study design: An editorial narrative synthesis evaluating previous research, including mock experiments, surveys, and semi-structured interviews.	Research indicates that MALL expands vocabulary, improves speaking skills, reduces anxiety, and enriches the learning process. This article also emphasizes the importance of technical support and

		teachers' perspectives regarding the use of mobile devices in language education.	anxiety, speaking ability, and teacher perspectives.	Measure: Data from mock experiments, TAM questionnaires, surveys on learning anxiety, and interviews with teachers from the cited studies.	training for teachers for effective MALL implementation.
22.	Peng, L., Akhter, S., & Hashemifardnia, A. (2025)/China, Malaysia, Iran.	This study highlights the application of podcasts in structured speaking instruction to improve EFL students' speaking skills, IDLE participation, and their engagement.	Independent Variable: Podcast-integrated speaking instruction. Dependent Variable: Speaking skills, IDLE, Academic Engagement (AE).	Study design: Quantitative experimental study with a pretest-posttest control group design. Measure: Speaking test rubric, IDLE Scale, Academic Engagement Scale; Data were analyzed using ANCOVA.	Podcast-integrated instruction significantly improved students' speaking skills, IDLE participation, and academic engagement when compared to conventional teaching methods.
23.	Arifin, M. N., Heriyanto, E., Kurniadi, D., & Arvianti, I. (2024)/Indonesia.	focuses on studying grammatical errors in English posts made by HelloTalk users and identifying effective correction strategies.	Independent Variable: Types of grammatical errors. Dependent Variable: Frequency, patterns, and categories of errors; suggested correction strategies.	Study Design: A qualitative descriptive study using observations of user posts. Measure: Collected 357 errors from 280 HelloTalk posts and analyzed them using the Surface Strategy Taxonomy (inattention, addition, sequence errors, information errors).	Omissions were the most common (74%), followed by additions (18%), sequencing errors (5%), and information errors (3%). The study suggests approaches such as appropriate feedback, error classification, implementation of learning, and progress monitoring.
24.	Dwy Puspita, L., Srisudarso, M., Tauhidin, T., Keguruan, F., & Pendidikan, D. I. (2023)/Indonesia.	This study assesses the use of HelloTalk as a MALL tool to improve students' English speaking skills, emphasizing their behavioral, emotional, and cognitive learning experiences. The study documented the	Independent variable: Utilization of the HelloTalk application in the language learning process. Dependent variable: Improvement in speaking skills (confidence, enthusiasm,	Study design: This qualitative study employed a narrative inquiry approach to examine students' experiences learning to speak English using HelloTalk. Measure: Structured, open-ended interviews conducted via WhatsApp, as well as screenshots of conversations	Using HelloTalk can boost students' confidence, enhance speaking skills, and improve their communication and pronunciation, while encouraging them to initiate dialogue, despite some challenges with peers at different levels. Students feel encouraged, successful, and integrated into the learning community, but they can also feel

		students' learning process, obstacles, interactions, and progress with native speakers.	pronunciation, grammar, vocabulary, fluency, comprehension, interaction) and cultural/cognitive insight (customs, expression, listening skills).	between students and non-native speakers, documenting speaking practices, challenges, benefits, and experiences.	anxious about interacting with native speakers or experience a decrease in confidence due to less than positive feedback.
25.	Basir, A., Khamdanah, K., Umaemah, A., & Rizka, H. (2024)/Indonesia, Australia.	This study highlights the use of the Hello Talk app in teaching English speaking skills and examines students' and teachers' perspectives on its implementation in vocational high schools.	Independent Variable: Use of Hello Talk application. Dependent Variables: Students' speaking skills, engagement, enthusiasm, understanding, pronunciation.	Study design: Qualitative descriptive study. Measure: Semi-structured observations and interviews were reviewed using the interactive model from Miles & Huberman, which includes three stages, namely data reduction, information presentation, and drawing conclusions.	HelloTalk improves students' engagement, enthusiasm, comprehension, pronunciation, and confidence when speaking English. Its capabilities support fluent communication, and teachers find the app makes the learning process more interactive with appropriate digital guidance.

Discussion

This systematic review shows that Mobile Assisted Language Learning (MALL), especially in the HelloTalk application, offers many significant benefits for improving students' speaking skills. In various environments, Hello Talk also offers the opportunity to learn how to speak authentically, so we have a way of learning, and increasing student independence, so by using HelloTalk, we can improve language skills. This application makes it easier for us to learn widely in digital-based learning, where in today's era technology is increasingly integrated into language teaching to create an easier and more flexible learning environment (Timotheou et al., 2023; Holozsai & József, 2024).

One thing that is clear from these various research findings is that using the HelloTalk app is very helpful in improving speaking skills, confidence, and is easy to understand for students. This app can be used via voice messages, calls, and text chats. Students find it easier to understand meaningful conversations without feeling the pressure of speaking in class. Research conducted in Indonesia and abroad shows that students who practice using the HelloTalk app have better pronunciation, speak more fluently, and are more motivated to practice communication (Syaharani & Santoso, 2025; Rosilah & Ulfa, 2024; Álvarez Martínez et al., 2024). Furthermore, many students gain more confidence because HelloTalk provides a more relaxed and accessible learning environment. By using this, students do not feel too afraid, this makes them more confident in practicing speaking (Taufan & Wicaksono, 2022; Pebiana & Febria, 2023).

However, this misconception highlights numerous challenges in using MALL and HelloTalk, even though these apps offer real-life interactions similar to those with native speakers. Therefore, not all users provide accurate and pedagogical feedback. This can lead learners to repeat mistakes, especially in grammar (Arifin et al., 2024). Other challenges include device limitations, unstable internet connections, and distractions that arise when learning using mobile phones. From a learning perspective, many studies emphasize the importance of the instructor's role in providing guidance to ensure interactions remain relevant and aligned with curriculum objectives (Basir et al., 2024; Arsari et al., 2023). Furthermore, several studies have highlighted ethical and methodological issues in commercial app-based MALL research, including a lack of reporting and transparency in the research process (Kessler et al., 2025; Hatmanto & Sari, 2023).

Despite having many challenges, learning using HelloTalk in improving speaking skills provides enormous benefits. This study shows that learning using mobile phones should not always be used for the main method, but using this only to support blended learning (hybrid learning) so it is more important when we learn with teachers teachers can teach and design tasks for us in clear speaking tasks. teachers directly monitor student interactions and shape students to utilize more

meaningful applications, for example teachers teach students to add activities such as roleplay or pronunciation exercises, so that students can improve more focused speaking skills activities used in class also utilize bloom's taxonomy which can strengthen speaking assessment and make students motivated (Budiharso et al., 2024; Zaim et al., 2020).

This study also highlights the importance of digital-based learning for teachers and students. Students need guidance in navigating cultural differences, choosing the right words, and students don't always use translation features. Teachers also need skills in using technology to maximize digital-based learning (Li et al., 2023; Clorion et al., 2025). With the right support, MALL can also be an effective tool for students studying independently at home. It can improve speaking skills and expand its use beyond the school environment (Mohammadi et al., 2024; Koleini et al., 2024; Vigneshwari, 2022; Zhu, 2025)

So, in essence, HelloTalk has great potential to improve speaking skills, especially in ESL/EFL contexts. Especially if students use appropriate strategies and are supported by teachers, their speaking skills can develop in everyday life and can motivate students to play a vital role in modern learning. and after that we need to develop a more structured learning framework to integrate MALL, and be able to assess if we use it in the long term, and be able to explore how mobile-based applications can improve interactive, independent, and culturally sensitive speaking skills.

4. CONCLUSIONS

First, using HelloTalk has been proven to significantly improve EFL/ESL students' speaking skills. By allowing students to communicate directly with more proficient speakers, this application can help them learn and practice in realistic situations. This has a positive impact, making them more active and confident when using English in their daily activities.

Second, the features in this application also has a significant contribution to the development of students' speaking skills. Through voice messages, voice calls, and speech-to-text, it helps students practice their fluency and pronunciation through repeated practice. The correction feature can also help students' accuracy because they receive immediate feedback from their conversation partner. There is also a chat translation feature that can help students practice without fear of making mistakes.

Third, although using this application is beneficial, it also has some challenges. For example, some students are still not brave enough to talk to strangers, and They struggle to find a partner in the real world, or because of an unstable internet connection or the wrong choice of app. These obstacles can hinder and reduce students' motivation to practice. However, with proper guidance and the selection

of accurate and consistent apps, these challenges can be overcome, enabling them to achieve maximum learning outcomes.

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