



Received: 01, 2023. Accepted: 05, 2023. Published: 06, 2023.

HELLO TALK: AN ALTERNATIVE MEDIA FOR IMPROVING WRITING SKILLS FOR HIGHER EDUCATION

Suci Ramadhanti Febriani¹, Rizka Widayanti², Hendri Yahya Saputra³,
Janniarni Toha Safutri⁴, Kddour Guettaoui Bedra⁵

¹UIN Imam Bonjol Padang, Indonesia

²STAIDA Payakumbuh, Indonesia

³STAI Samora Pematang Siantar, Indonesia

⁴STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia

⁵University of Cleft, Algeria

Corresponding E-mail: suci.ramadhanti@uinib.ac.id

ABSTRACT

Productive language skills are an indicator of student success in using foreign languages. The lack of media allows students to interact with native speakers. It encourages researchers to analyze holistically how to use the HelloTalk application as an alternative media for increasing writing skills. This study used a qualitative descriptive research design—data collection techniques through observation, interview, and documentation. The data collection tools are based on pre-test and post-test scores, observation sheets, and a list of questions from interviews. The analysis technique used is Milles Huberman's theory. The results show that the HelloTalk application can provide opportunities for students to increase creativity and critical thinking. The ability students' showed an increase in score to 75.3. This result is indicated by using chat themes in broader writing skills and interaction with native speakers to explore information on the language being learned. In addition, the process of correcting writing errors can be corrected immediately. The findings of this research indicate that using the HelloTalk application increases the intensity of Arabic writing skills. This study recommends further research to test the effectiveness of the HelloTalk application against other foreign language skills with more varied research methods.

Keywords: Creativity, Critical Thinking, Hello Talk, Writing Skills

ABSTRAK

Kemampuan berbahasa yang produktif merupakan salah satu indikator keberhasilan siswa dalam menggunakan bahasa asing. Minimnya media yang memberikan kesempatan kepada siswa untuk berinteraksi dengan native speaker mendorong peneliti untuk menganalisis secara holistik mengenai bagaimana menggunakan aplikasi HelloTalk sebagai media alternatif untuk meningkatkan keterampilan menulis. Penelitian ini

menggunakan desain penelitian deskriptif kualitatif. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Teknik analisis yang digunakan adalah teori Milles Huberman. Hasil penelitian menunjukkan bahwa penggunaan aplikasi HelloTalk dapat memberikan kesempatan kepada siswa untuk meningkatkan kreativitas dan berpikir kritis. Hal ini ditunjukkan dengan penggunaan tema obrolan dalam keterampilan menulis yang lebih luas dan interaksi dengan penutur asli yang memberikan kesempatan kepada siswa untuk menggali informasi tentang bahasa yang dipelajari. Selain itu, proses pembetulan kesalahan penulisan dapat segera diperbaiki. Temuan penelitian ini menunjukkan bahwa penggunaan aplikasi HelloTalk memberikan peningkatan intensitas keterampilan menulis bahasa Arab. Penelitian ini merekomendasikan penelitian lebih lanjut untuk menguji efektivitas aplikasi HelloTalk terhadap kemampuan bahasa asing lainnya dengan metode penelitian yang lebih variatif.

Kata Kunci: Berpikir Kritis, Hello Talk, Keterampilan Menulis, Kreativitas

INTRODUCTION

Foreign language learning is one of the fundamental competencies in the global community. It is one of the skills demands of the 21st century (Harun, 2020). These skills can be internalized through an early learning process. One of them is communication skills (Pardede, 2020). In the communication process, skills are essential to foreign language learning. Productive abilities can be in the form of oral or written skills as speaking and writing skills. Learning writing skills is one of the needs of foreign languages (Febriani et al., 2021; Samand et al., 2019).

Various factors influence the quality of foreign language production in particular. The factors are vocabulary mastery, understanding sound elements, actualizing foreign language sentences, and the intensity of foreign language use (Al-Husban & Tawalbeh, 2023). Based on the language element, students are expected to be able to master and implement the form of productive skills, one of which is writing skills. The challenges of this period are the lack of teacher and student interaction in learning, limited learning time, and limited management of learning media (Aruan et al., 2020). On that basis, innovative learning media need to in overcoming these problems.

One of the solutions is designing instructional media to encourage students to improve their productive language skills (Alfaro dkk., 2021). Various learning media such as Zoom, Youtube, K-hoot, and social media have been implemented as a medium for language learning (Alghamdi, 2018). Several research shows that through an online-based planning and implementation process, teachers are a facilitator for providing clear instructions for implementing the project (Bahrudin & Febriani, 2020).

Based on planning, drafting, and reflection, writing can help learners access various types of knowledge, such as lexicon conventions, grammar, and discourse (Hamat & Hassan, 2019). Using applications for writing skills further enhances students' knowledge as they leverage writing skills through native speakers (Zheng et al., 2017). With the help of computer-mediated writing platforms, such as Google Docs, writing skills can be

improved through media (Valizadeh, 2022). It encourages the ease and effectiveness of online learning. As a result, they have interested in how students improve their writing skills through various innovative applications.

Online system-based learning has been widely implemented. It is related to the learner's time efficiency and effectiveness. One of the essential points in online-based learning is the use of online media that suits the needs of learners. One of the effective media that can be required to develop authentic language experiences is through media Zoom (Lenkaitis, 2019). Online learning requires various supporting facilities to achieve the success of learning objectives (Guillén et al., 2020). It also requires many teacher skills and learning resources readiness (Fathurrochman, 2021). Online learning is ineffective when the facilities do not meet the standards (Dočekal & Tulinská, 2015). It is marked by the support of successful learning through various online-based media.

Online learning uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various learning interactions (Chawla & Singh, 2017). In its implementation, online learning requires supporting mobile devices such as smartphones, laptops, computers, tablets, and iPhones which can be used to access information anytime and anywhere (Misra dkk., 2016). Several factors influence the success of online learning; technology, teacher character, and student character (Pangondian & Nugroho, 2019). Technology is related to the availability of media and networks that allow online communication and interaction between teachers and students. The teaching character in online learning requires teachers to have a positive, adaptive attitude and master technology. Likewise, from the student aspect, it requires disciplined, intelligent students with high self-confidence.

Based on previous research that has reviewed and analyzed learning media, fundamental research is still needed regarding using the HelloTalk application in teaching writing skills for higher education. It is an effort to answer the problems teachers face in improving student's writing skills in online-based learning. This study aims to analyze the design and implementation of learning writing skills using the HelloTalk application in higher education.

METHOD

This study applies a qualitative approach. It aims to understand phenomena that occur holistically. This research used a case study research design based on a qualitative approach. There were 15 respondents in this sample from the 4th semester of the 2021/2022 academic year. Research data was obtained through interviews, documentation, and observations on learning in the writing skills class. The respondents were tasked with downloading the HelloTalk application to apply writing skills through native speakers and were tasked with downloading the HelloTalk application. As for before using this application, lecturers do a pre-test first to find out the extent of their skills in writing. After that, the lecturer instructs students to download and communicate

the learning outcomes through native speakers with a HelloTalk. At this stage, the researchers collect data and reduce it according to the needs of the research objectives. As for the following process, the researchers analyze the data and construct the conclusions. The data analysis process uses data triangulation techniques from Milles & Huberman (Musthafa & Hermawan, 2018).

RESULT AND DISCUSSION

The learning process using HelloTalk media is included in the student approach category. Students can determine the topic of conversation with native speakers. However, the teacher can provide limitations related to learning objectives' competencies. It can function to control learning objectives according to the themes discussed. For example, the theme at the higher education level shows that the students must be able to write introduction conversations. The introduction can be expressed through simple sentences. On that basis, the teacher explains the procedures and sentences used in the introduction theme. After that, the teacher lets students get acquainted with native speakers on HelloTalk media. The learning design can be described in the following table.

Table 1. Implementation of HelloTalk for Writing Skills.

No	Materials	Technique	Learning Elements	Integration of Learning
1	Themes of <i>Ta'aruf</i> (Introduction) in Writing Skills	Write conversational sentences about <i>Ta'aruf</i>	Content Knowledge (CK): <i>Ta'aruf</i> (Introduction) Knowledge (PK) Approach: Scientific Model: Inquiry learning Methods: Question and Answer, Lecturer, HP Technological Knowledge (TK): LCD, e-learning, HelloTalk application	The design of conversation is based on the discussions that have been carried out, questions and answers between students, and assignments in e-learning

No	Materials	Technique	Learning Elements	Integration of Learning
2	Themes: <i>Al-hayah Al-yaumiyyah</i> (Daily Activities) in Writing Skills	Designing Writing Skills manuscripts for Arabic dialogue with Native speaker	Content Knowledge (CK): <i>Al-hayah Al-yaumiyyah</i> Pedagogical Knowledge (PK) Approach: Scientific Model: inquiry Methods: Question and Answer, Lecturer, HP Technological Knowledge (TK): LCD, e-learning, HelloTalk application	The design of conversation is based on the discussions that have been carried out, questions and answers between students, and assignments in e-learning
3	Themes: <i>Al-Himayah</i> (Hoby) in Writing Skills	Designing Writing Skills manuscripts for Arabic dialogue with Native speaker	Content Knowledge (CK): <i>Al-Himayah</i> Pedagogical Knowledge (PK) Approach: Scientific Model: Guided Inquiry Methods: Question and Answer, Lecturer, HP Technological Knowledge (TK): LCD, e-learning, HelloTalk application	The design of conversation is based on the discussions that have been carried out, questions and answers between students, and assignments in e-learning

Based on table 1 shows that using HelloTalk is an alternative to learning writing skills. The stages can be used are; *First*, the teacher provides material related to the topic and objectives of learning speaking and writing skills. *Second*, the teacher allows students to download the HelloTalk application on Android. *Third*, students can install and fill in their respective accounts to determine the language to be studied. *Fourth*, students can practice the material taught through class discussions. *Fifth*, students can interact with native speakers; this activity can be seen in the following picture.



Figure 2. Student Interaction in HelloTalk Media

Based on Figure 2, it is known that students can determine chat with a native speaker. One of the informants of this interaction is a native speaker from Egypt. Through this interaction, students can develop their abilities. They can express sentences to native speakers; this aims to train the correct sentence patterns according to the rules of the Arabic language being studied. So, students can learn and apply simple sentences with productive abilities. On that basis, the learning process using HelloTalk can be an alternative in the limited time for producing foreign languages in the classroom. *Sixth*, teachers can provide feedback after students provide assignments through chat activity reports with native speakers on the HelloTalk account. If there are mistakes in producing sentences, the teacher can discuss them with students. In addition, if there is language acquisition through new sentences, the teacher can identify it in class as one of the acquisitions of language in the form of a more complex sentence. It can be illustrated through the conversation in the following figure.



Figure 3. Student Language

Acquisition based on Figure 3, it is known that there is language acquisition for students if the conversation sentence has never been studied. As the sentence "Anti Ajmal." Based on these conversations, acquiring language through new expressions can increase students' motivation to know the intended meaning. The existing simple phrases allow students to enrich their vocabulary and practice language productivity.

Using this media also explores the interlanguage between two languages. The interlanguage is expressed by speakers who are not native speakers of the language (Suellem, 2018). Through interactions in the HelloTalk application, language corrections are also presented by native speakers to correct language production errors. The process of acquiring language through media intermediaries also develops through various strategies.

The HelloTalk application can provide opportunities for students to think critically and creatively. Some of the impacts obtained by students are that the independent learning process using HelloTalk provides opportunities to communicate in writing, as online-based learning provides opportunities for students to find independent learning resources. Through the statement for native speakers, students can discover their mistakes following the context. Starting from mastering vocabulary, correct writing context, and making simple sentences to ask or answer questions. This process can be a practical learning resource as with the role of native speakers in responding and providing a concrete picture of the correct use of foreign languages. In addition, students' language acquisition is also obtained from non-formal language. As a term that is correct following the meaning and context, it can also be corrected by native speakers. It can be shown in the following figure.



Figure 4. Peer Review Process

Based on Figure 4, it is known that native speakers provide the correct terms and usage of sentence suitability. For example, the Arabic equivalent of an object in the form of *muannats* is the addition of ta *marbutah* (ة) which shows the suitability of the object being characterized. It helps teachers improve their theoretical and practical

understanding when directly communicating with foreign language users. The natural interaction process puts less stress on students than when learning a foreign language when there is anxiety. Foreign languages are acquired with a relaxed atmosphere in communication (Lai & Wei, 2019). If students communicate directly with native speakers, their motivation is more significant than non-native speakers. It shows a close relationship between the intensity of language productivity and learning motivation (Tudini, 2018). A good language environment also influences language productivity.

The HelloTalk application provides a 24-hour forum for communication with native speakers worldwide. The opportunity indicates that the active language learning process can be carried out without being limited to place and time. Another impact obtained is increased creativity in thinking about what communications or themes will be discussed with the native speakers. The need for communication through writing encourages students to be active in the learning process. The increase in student abilities can be shown through the mapping based on 15 students in the 4th semester of STAIDA Payakumbuh.

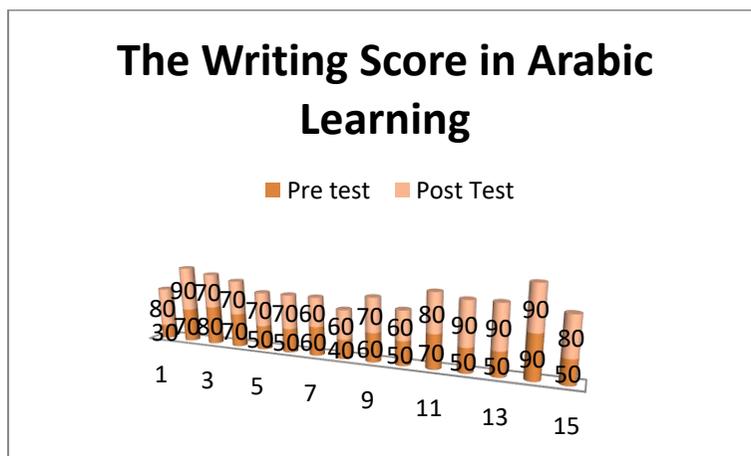


Figure 5. The Increasing Score of Writing Skills

Figure 5 shows increased student skills from the results of pre-test and post-test assessments. The average score of pre-test students was 58 in writing skills, and the post-test showed an average of 75.3 students. This condition shows a significant increase in students' scores after using the HelloTalk application for writing skills. Learning writing skills through Hello Talk media provides students with construction skills in choosing vocabulary and using sentence structures in written language production activities. The process of learning writing skills using online applications has been widely applied. One of the findings that can be described is that the acquisition of foreign languages by foreign speakers can be obtained by students quickly. The word or element of the sentence used by native speakers indicates the language of daily verbal communication (Al Masaeed, 2020). It indicates the development of language for students in absorbing elements of vocabulary and practicing sentences (Peters et al.,

2019). Non-formal language develops among social media users (Harjali, 2019). It is because foreign language users pay more attention to language in the use of sentences than good grammar.

In the current development, HelloTalk allows students to explore discussion topics. It demands that students think critically and creatively to get a good response from native speakers through the HelloTalk app (Teske & Vollmer Rivera, 2018). However, the response indicated that language was more difficult than grammar order. The characteristics of non-formal languages that trigger this are more developed than formal languages (Gulzar & Leema, 2018).

In informal activities, foreign speakers in the HelloTalk app often use a foreign language that is not appropriate. As the basis of the language of the conversation in writing, this encourages students to study suitable and correct language constructs (Liu et al., 2017). However, students' understanding of non-formal language shows difficulties interacting with native speakers (Muranova, 2016). The exchange of two languages obtained by students in the production application is discussed in writing (Moeller & Catalano, 2015).

The use of the HelloTalk app also provides a positive output for students. A peer review or error marks this check in a written chat by a native speaker. So students can produce foreign language foreign speakers (Hembrough & Jordan, 2020). In addition, the demands of diverse vocabulary also allow students to interact independently without a teacher giving directions (Rose et al., 2018). Teachers play a role in constructing themes and directing the learning objectives achieved. The teacher's pedagogical competence determines the learning output (Koh et al., 2015). On this point, students can take advantage of the self-learning process through access to interactions with native speakers around the world.

Based on the implementation of HelloTalk's use of writing skills, students often wait for a slow response from native speakers. Time differences between countries are one of the causes of delays in native-speaker responses (Kabassi dkk., 2016). To deal with this, students can provide time conditions in the chat to improve their writing skills. Although the production of sentences is simple, the critical point is the courage and openness of student information on native speakers and vice versa, so students' writing skills are intensely trained (Serumena dkk., 2021).

CONCLUSION

The limitation of online-based learning media is one of the polemics teacher faces. On this basis, efforts to improve students' writing skills in online learning can utilize the HelloTalk application. As the findings of this study, HelloTalk can provide opportunities for students to acquire language and improve writing skills quickly. It is indicated by the error correction of the native speaker in the HelloTalk application, so the acquisition and production of written language can be adjusted according to the

employ of the language in use. The teacher can integrate the appropriate media, materials, and learning methods according to mandatory learning objectives. This research is still limited to implementing the HelloTalk application to improve Arabic writing skills. On that basis, this study recommends further research to apply other types of research that are wider and using of more diverse research variables.

ACKNOWLEDGEMENT

We thank the informants who have provided information in this research. Moreover, this manuscript can be published thanks to the editorial team from the journal *Ta'lim al-'Arabiyyah*.

REFERENCES

- Al Masaeed, K. (2020). Translanguaging in L2 Arabic Study Abroad: Beyond Monolingual Practices in Institutional Talk. *The Modern Language Journal*, *104*(1), 250-266. <https://doi.org/10.1111/modl.12623>
- Alfaro, L., Rivera, C., Luna-Urquizo, J., Castaneda, E., Zuniga-Cueva, J., & Rivera-Chavez, M. (2021). New Trends in e-Technologies and e-Learning. *2021 IEEE World Conference on Engineering Education (EDUNINE)*, 1–6. <https://doi.org/10.1109/EDUNINE51952.2021.9429120>
- Alghamdi, M. A. (2018). Arabic Learners' Preferences for Instagram English Lessons. *English Language Teaching*, *11*(8), 103-110. <https://doi.org/10.5539/elt.v11n8p103>
- Al-Husban, N. A., & Tawalbeh, M. (2023). EFL Teachers' Practices and Perspectives on Learner Autonomy in Virtual Language Learning Environments in Jordan. *International Journal of Language Education*, *1*(1), 1-12. <https://doi.org/10.26858/ijole.v1i1.36156>
- Aruan, L., Sari, R., & Bengar Harahap, A. (2020). Using Prezi Online Software to Improve Teaching Listening Skill. *International Journal of Education and Literacy Studies*, *8*(1), 104-108. <https://doi.org/10.7575/aiac.ijels.v.8n.1p.104>
- Bahrudin, U., & Febriani, S. R. (2020). Student's perceptions of Arabic online learning during COVID-19 emergency. *Journal for the Education of Gifted Young Scientists*, *8*(4), 1483–1492. <https://doi.org/10.17478/jegys.763705>
- Chawla, B., & Singh, R. (2017). Recent Advances and Challenges in the Management of Retinoblastoma. *Indian Journal of Ophthalmology*, *65*(2), 133–139. https://doi.org/10.4103/ijo.IJO_883_16
- Dočekal, V., & Tulinská, H. (2015). The Impact of Technology on Education Theory. *Procedia - Social and Behavioral Sciences*, *174* (1), 3765–3771. <https://doi.org/10.1016/j.sbspro.2015.01.1111>
- Fathurrochman, I. (2021). Online Evaluation System in the Pandemic Disruption in Madrasah: Opportunities and Challenges Based on Qualitative Report. *Jurnal*

- Iqra'*: *Kajian Ilmu Pendidikan*, 6(2), 184–197.
<https://doi.org/10.25217/ji.v6i2.983>
- Febriani, S. R., Wargadinata, W., & Syuhadak, S. (2021). Mingle Model for Increasing Productive Language Skills and Relationship with Student's Personality Based on Jung Theory. *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 5(1), 35–51. <https://doi.org/10.15575/jpba.v5i1.12184>
- Guillén, G., Sawin, T., & Avineri, N. (2020). Zooming Out of The Crisis: Language and Human Collaboration. *Foreign Language Annals*, 53(2), 320–328. <https://doi.org/10.1111/flan.12459>
- Gulzar, Z., & Leema, A. A. (2018). Course Recommendation Based on Query Classification Approach. *International Journal of Web-Based Learning and Teaching Technologies*, 13(3), 69–83. <https://doi.org/10.4018/IJWLTT.2018070105>
- Hamat, A., & Hassan, H. A. (2019). Use of Social Media for Informal Language Learning by Malaysian University Students. *3L: Language, Linguistics, Literature*, 25(4), 68–83. <https://doi.org/10.17576/3L-2019-2504-05>
- Harjali, H. (2019). Building Constructivist Learning Environment at Senior High School in Indonesia. *The Qualitative Report*, 24(9), 2197–2214. <https://doi.org/10.46743/2160-3715/2019.4001>
- Harun, U. B. (2020). Project-Based Learning Integrated to STEM (STEM-PJBL) to Enhance Arabic Learning HOTS-Based. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 12(1), 139–150. <https://doi.org/10.14421/al-bidayah.v12i1.230>
- Hembrough, T., & Jordan, J. (2020). Creating a Digital Writing Classroom: A Mixed Methods Study About a First-Year Composition Tablet Initiative. *International Journal of Instruction*, 13(2), 567–586. <https://doi.org/10.29333/iji.2020.13239a>
- Kabassi, K., Dragonas, I., Ntouzevits, A., Pomonis, T., Papastathopoulos, G., & Vozaitis, Y. (2016). Evaluating a Learning Management System for Blended Learning in Greek Higher Education. *SpringerPlus*, 5(1), 1–12. <https://doi.org/10.1186/s40064-016-1705-8>
- Koh, J. H. L., Chai, C. S., Benjamin, W., & Hong, H. Y. (2015). Technological Pedagogical Content Knowledge (TPACK) and Design Thinking: A Framework to Support ICT Lesson Design for 21st Century Learning. *Asia-Pacific Education Researcher*, 24(3), 535–543. <https://doi.org/10.1007/s40299-015-0237-2>
- Lai, W., & Wei, L. (2019). A Critical Evaluation of Krashen's Monitor Model. *Theory and Practice in Language Studies*, 9(11), 1459-1464. <https://doi.org/10.17507/tpls.0911.13>
- Lenkaitis, C. A. (2019). Technology as a Mediating Tool: Videoconferencing, L2 Learning, and Learner Autonomy. *Computer Assisted Language Learning*, 33(5), 483-509. <https://doi.org/10.1080/09588221.2019.1572018>
- Liu, X., Li, L., & Zhang, Z. (2017). Small Group Discussion as a Key Component in Online Assessment Training for Enhanced Student Learning in Web-Based Peer

- Assessment. *Assessment and Evaluation in Higher Education*, 43(2), 207-222. <https://doi.org/10.1080/02602938.2017.1324018>
- Misra, S., Cheng, L., Genevie, J., & Yuan, M. (2016). The iPhone Effect: The Quality of In-Person Social Interactions in the Presence of Mobile Devices. *Environment and Behavior*, 48(2), 275-298. <https://doi.org/10.1177/0013916514539755>
- Moeller, A. J., & Catalano, T. (2015). Foreign Language Teaching and Learning. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 327-332. <https://doi.org/10.1016/B978-0-08-097086-8.92082-8>
- Muranova, O. (2016). New Media and Perennial Problems in Foreign Language Learning and Teaching. *CALICO Journal*, 34(3), 380-383. <https://doi.org/10.1558/cj.32173>
- Musthafa, I., & Hermawan, A. (2018). *Metodologi Penelitian Bahasa Arab: Konsep Dasar Strategi Metode Teknik*. Remaja Rosdakarya.
- Pangondian, R.A., Santosa, P.I., & Nugroho, E. (2019). Faktor-Faktor yang Mempengaruhi Kesuksesan Pembelajaran Daring dalam Revolusi Industri 4.0. *Seminar Nasional Teknologi Komputer & Sains (SAINTEKS)*, 1(2), 56-60. Retrieved from <http://prosiding.seminar-id.com/index.php/sainteks/article/view/122>
- Pardede, P. (2020). Integrating The 4Cs into EFL Integrated Skills Learning. *JET (Journal of English Teaching)*, 6(1), 71-85. <https://doi.org/10.33541/jet.v6i1.190>
- Peters, E., Noreillie, A. S., Heylen, K., Bulté, B., & Desmet, P. (2019). The Impact of Instruction and Out-of-School Exposure to Foreign Language Input on Learners' Vocabulary Knowledge in Two Languages. *Language Learning*, 69(3), 747-782. <https://doi.org/10.1111/lang.12351>
- Rose, E., Weinert, S., & Ebert, S. (2018). The Roles of Receptive and Productive Language in Children's Socioemotional Development. *Social Development*, 27(4), 777-792. <https://doi.org/10.1111/sode.12317>
- Samand, S. M., Sailan, Z., & Lio, A. (2019). Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University. *Journal of Language Education and Educational Technology (JLEET)*, 4(1), 1-15. <https://doi.org/10.33772/jleet.v4i1.6677>
- Serumena, D. R., Utan, F. M., & Poernomo, M. H. (2021). The Effectiveness of social media as an Online Learning Pattern in Improving the 3 Domains of Student Intellectual Ability During the Pandemic (Covid-19). *2nd Borobudur International Symposium on Science and Technology (BIS-STE 2020)*, 203, 425-433. <https://doi.org/10.2991/aer.k.210810.074>
- Suellem, E. (2018). Interlanguage in The Process of Learning Brazilian Portuguese in Tandem Modality by Using Hello Talk App. *Brazilian English Language Teaching Journal*, 9(1), 207-222. <http://dx.doi.org/10.15448/2178-3640.2018.1.31991>

- Teske, K., & Vollmer Rivera, A. (2018). A Critical Exploration of Heritage Language Learners' Identities within Hellotalk. *Revista Do GEL*, 15(3), 279–301. <https://doi.org/10.21165/gel.v15i3.2399>
- Tudini, V. (2018). Interactivity in the Teaching and Learning of Foreign Languages: What it Means for Resourcing and Delivery of Online and Blended Programmes. *Language Learning Journal*, 46(2), 132–145. <https://doi.org/10.1080/09571736.2014.994183>
- Valizadeh, M. (2022). Collaborative Writing on Google Docs: Effects on EFL Learners' Descriptive Paragraphs. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 6(2), 277–287. <https://doi.org/10.21093/ijeltal.v6i2.1053>
- Zheng, B., Yim, S., & Warschauer, M. (2017). Social Media in The Writing Classroom and Beyond. *The TESOL Encyclopedia of English Language Teaching*, 1–5. John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.celt0555>