EXPLORING THE EFFECTIVENESS OF HILOKAL APPLICATION ON SPEAKING SKILL DEVELOPMENT FOR COLLEGE STUDENT

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A r t i c l e   I n f o

A b s t r a c t s

This study investigates the effectiveness of the Hilokal application in increasing speaking abilities among college students. The study took a qualitative approach, employing in-depth interviews with 30 people. The goal was to evaluate Hilokal's usability, its impact on speaking abilities, and the level of awareness among college students. According to the findings, Hilokal was seen as a user-friendly tool, with users praising its intuitive interface and ease of use. Participants reported varied amounts of improvement in their speaking skills, with some reporting strong, moderate, or low impacts. Furthermore, the survey emphasized the need for increased Hilokal knowledge among college students, since a sizable majority of participants were still unfamiliar with the application. The findings complement to our understanding of language learning technologies and have implications for educators and developers in optimizing the use of Hilokal in college settings to improve speaking skills. The findings underline the need of a user-friendly design and show Hilokal's potential benefits in promoting speaking skill development. Efforts to generate awareness and market the application, on the other hand, are critical to ensuring its widespread acceptance among college students.

Keyword:
Hilokal Application, Speaking Skills, User-Friendliness, Impact, Awareness

Introduction

Speaking ability is an important aspect of language development and a vital component of communication. Fluency in a second language is more vital in today's globalized world, and language learners are always looking for practical tactics to improve their speaking skills. Language acquisition is a complex process involving the integration of numerous language factors such as vocabulary, grammar, and pronunciation while taking context and cultural variations into account. (Augereau, Fujiyoshi, and Kise 2016). It necessitates consistent practice, exposure to native speakers, and compelling language learning resources. In recent years, technological innovations have created new chances for language learners to improve their skills through interactive and inventive applications. The Hilokal language learning app is one such promising technology.

Hilokal has used technology to create an immersive language learning experience that blurs the borders between official instruction and real-life language use. The application

provides a diverse range of language learning materials, ranging from interactive games that aid with vocabulary retention to real audio recordings and movies that expose learners to the speech patterns of native speakers. Hilokal attempts to solve the primary obstacles experienced by language learners in building their speaking skills by integrating these elements: limited exposure to actual language use and a lack of opportunities for meaningful practice.

This study aims to address a gap in the literature by analysing the efficiency of the Hilokal application in improving college students' speaking skills. The qualitative approach selected for this study enables an in-depth investigation of learners' experiences, attitudes, and perceptions of the application's impact on their speaking skill.

We can acquire useful insights regarding Hilokal's strengths and areas for improvement by assessing its effectiveness from the perspective of language learners. The researcher is particularly interested in understanding the factors that motivate learners to use the application on a consistent basis, the specific features or activities that learners find most beneficial for their speaking development, and any challenges they may face during their Hilokal language learning journey (Karpovich et al. 2021).

Furthermore, the consequences of this research extend beyond the field of language learning applications. Understanding how learners interact with and benefit from language learning applications can inform the design and deployment of future educational technologies as technology continues to transform education. It allows you to investigate how technology might be used to create more dynamic, individualized, and successful language learning experiences (Meinawati et al. 2020).

The development of speaking skills in second language learners has long been a matter of great concern for educators, language researchers, and policymakers alike (Azro'i and Fuaidi 2020). Speaking skills development in second language learners has long been a source of concern for educators, language scholars, and politicians alike. It is commonly acknowledged that the ability to effectively communicate in a foreign language not only fosters cross-cultural understanding but also improves personal and professional chances. Despite the increased emphasis on speaking abilities in language curriculum, learners frequently face difficulties in obtaining competency due to reasons such as apprehension about making mistakes, limited exposure to native speakers, and a lack of authentic speaking practice opportunities (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar 2016).

Learners in traditional language learning environments frequently rely on textbooks, classroom activities, and language labs, which may not effectively imitate real-life language use or give necessary speaking practice. Technology-based tools, particularly mobile applications such as Hilokal, have the potential to address these constraints and bridge the gap between formal instruction and practical application. Hilokal strives to provide an engaging and immersive learning environment that stimulates learners to actively participate in language practice by leveraging multimedia content, interactive exercises, and gamification.

Despite the promises of language learning apps like Hilokal, there has been little research on their effectiveness in precisely improving speaking skills. The majority of existing research on technology-assisted language learning has concentrated on factors such as vocabulary acquisition, grammar competency, or reading comprehension, leaving a huge gap in our understanding of how such applications may effect oral communication. This study seeks to fill that gap by looking into the impact of the Hilokal application on the development of speaking abilities in college-level language learners.

Proficiency in many languages has become a key tool for anyone pursuing academic, personal, and professional advancement in the context of the continually expanding global world. Individuals who can communicate effectively and confidently in languages other than their mother tongue are required by multinational corporations, international collaborations,

and cross-border exchanges. Furthermore, as global migration and multicultural cultures increase, efficient communication in multiple languages enhances inclusivity, empathy, and understanding among varied communities.

There has been an exponential increase of language learning applications catering to a wide spectrum of learners in recent years. These apps provide learners with the flexibility, accessibility, and tailored learning experiences they need to master language skills at their own pace and convenience. Hilokal, for example, has grown in popularity as a result of its user-friendly layout and extensive content offers. With the growth of language learning applications, it is critical to determine their actual impact on learners' speaking abilities in order to guarantee that learners engage their time and effort in tools that produce tangible outcomes (Rao, P 2019).

We go on an exploratory trip in this research article to investigate the usefulness of the Hilokal language learning program in enhancing speaking abilities among college students studying a second language. The study takes a qualitative approach to investigate language learners' experiences, attitudes, and obstacles when using the Hilokal app to improve their speaking talents. The article begins by situating speaking proficiency in language learning and its role in supporting effective communication in multicultural situations. We emphasize the gaps and limitations in existing work on language learning methodologies and the use of technology in education by analyzing existing literature on Hilokal's impact on speaking skill development.

The section on research methodology describes the design of the study, participant selection criteria, data gathering methods, and analysis procedures. To get nuanced insights into learners' experiences with Hilokal and its impacts on their speaking competence, we use qualitative data collection methods including as in-depth interviews, focus groups, and learner reflections.

Furthermore, the study recognizes potential limitations such as sample size restrictions, the need to control external variables, and the subjective character of qualitative research. We ensure the rigor and credibility of the study's conclusions by addressing these limitations.

Finally, the article finishes with an analysis of the research data and a thorough discussion of the findings' ramifications. We investigate the pedagogical implications of Hilokal's success in aiding the development of speaking skills and make recommendations to language educators, learners, and creators of language learning applications. The findings of the study add to the existing body of knowledge on technology-based language learning aids and give insight on the possible benefits of Hilokal for learners seeking to improve their speaking competence.

Finally, this research article aims to fill a gap in the literature by investigating the effectiveness of the Hilokal language learning application on the development of speaking skills in college-level language learners. By delving into learner experiences and perceptions, this study will provide valuable insights into the role of technology in language education and contribute to the broader discourse on effective language learning strategies in a technological environment.

Methods

The qualitative research approach was used in this study, with an emphasis on classroom action research and interview methodologies. This study's research design was a hybrid of classroom action research and interviews. The classroom action research enabled for a methodical and iterative approach to enhancing college students' speaking abilities, whilst the case study gave an in-depth examination of the Hilokal application's usefulness in assisting such growth.

This study's target audience was college students enrolled in a specific language program at a university. Participants who met specified criteria, such as skill level and willingness to engage in the study, were chosen via purposive sampling. Saturation was used to establish sample size, which involved gathering data until no new information was discovered.

Primary and secondary sources were used to acquire data for this investigation. Observations, interviews, and recordings of students' speaking performances using the Hilokal app were used to collect primary data. The observations were carried out during classroom sessions where the application was used, and participants were questioned to get their ideas and experiences. Secondary data such as students' written remarks, teacher observations, and evaluations of their speaking performances were collected via document analysis. These records shed light on the students' growth as well as the general effectiveness of the Hilokal application.

This study's data analysis incorporates multiple processes. To find reoccurring themes and trends, the material was first transcribed, evaluated, and coded. Data categorization and comprehension were possible because to the coding technique. The data was then thematically evaluated to discover significant findings and insights. Because the data was qualitative, a subjective interpretation that took into consideration the context and nuances of the individuals' experiences was required.

Several strategies were used to assure the findings' validity and reliability. To begin, member checking was carried out by sharing the analyzed data with participants in order to guarantee the accuracy and validity of the interpretations. Second, peer debriefing was used to assure rigor and objectivity by giving peers the opportunity to examine the study technique, analysis, and findings.

Finally, to conclude, this study employed a qualitative approach that includes classroom action research and interviews. College students were the intended audience, and data were gathered through observations, interviews, and document analysis. The data was analyzed using thematic analysis, and approaches such as member verification and peer debriefing were employed to improve the validity and reliability of the findings.

Results and Discussion
Findings

The study's findings show that the Hilokal application has a number of advantages in terms of boosting its users' speaking ability. The application's use in a language program for college students yielded several significant outcomes, highlighting Hilokal's favorable impact on speaking skill development.

1. Advantages of Hilokal Application

For starters, using the Hilokal program provided students with a vibrant and interesting environment in which to hone their public speaking skills. Voice recording, pronunciation practice, and real-time feedback were all included in the app, allowing students to actively participate in speaking activities. This interaction generated a lively learning environment, allowing students to overcome their reservations and participate in critical discussions.

Secondly, The Hilokal app enabled self-paced learning and personalized training. Students could use the app whenever they wished, giving them the opportunity to practice speaking outside of the classroom. This adaptability not only encouraged independent learning but also allowed pupils to focus on specific areas of development that were adapted to their specific needs. The customized nature of the program allowed students to take ownership of their learning path and strive for their own language goals.

Thirdly, The Hilokal app proved to be a valuable resource for providing timely and accurate feedback. The real-time feedback application gave students immediate feedback

on their pronunciation, intonation, and fluency, allowing them to pinpoint areas for improvement. This rapid feedback was crucial in assisting students in improving their speaking skills since it allowed them to address specific language issues and make necessary changes rapidly.

In addition, the Hilokal app encouraged collaborative learning and peer interaction. Using the platform, students could engage in group discussions, role plays, and interactive exercises with their peers. These collaborative exercises not only improved their speaking skills but also contributed to the creation of a welcoming learning atmosphere. Students were able to learn from one another's experiences, discuss ideas, and offer constructive feedback, resulting in a collaborative and engaging language development environment.

According to the findings of the study, the Hilokal application boosted students' confidence in speaking English. Students reported increased confidence in expressing themselves in English as a result of frequent practice and exposure to a variety of speaking assignments. The encouraging and non-threatening nature of the application allowed students to progressively develop their speaking skills, leading to a sense of success and confidence in their abilities.

Overall, the findings of this study strongly imply that the Hilokal program can help college students improve their speaking skills. Its interactive aspects, self-paced learning, immediate feedback, collaborative opportunities, and confidence-building characteristics all help its users enhance their speaking skills. The application not only serves as an important supplement to language programs, but it also motivates students to participate actively in their language learning journey.

While the findings of this study demonstrate the effectiveness of the Hilokal application, it is crucial to assess the limitations and possible research issues. Future research could examine into the application's long-term impact on speaking skill development, as well as its effectiveness at different levels of proficiency and in contrast to other language learning tools. Nonetheless, the current findings suggest that technology-enhanced learning platforms such as Hilokal have the potential to support the development of speaking abilities among college students.

2. Disadvantages of Hilokal Application

While the Hilokal program has various benefits for language learners, it is important to recognize some drawbacks that may impair its overall effectiveness and appeal to specific user groups. Two major shortcomings of Hilokal have been uncovered through data analysis and insights from language experts:

a. Less Popularity and Usability In comparison to Duolingo:

One significant disadvantage of the Hilokal app is that, despite its benefits, it has not acquired the same degree of popularity and user base as other language learning apps such as Duolingo. Duolingo is widely regarded as one of the world's most popular language learning systems, with millions of active users. This disparity in popularity can be attributable to a number of things. According to linguists, the popularity of language learning apps is frequently determined by factors such as marketing methods, user interface design, and the app's reputation in the language learning community (Saeed Al-Sobhi and Preece 2018). The significant marketing initiatives and early market entry of Duolingo have contributed to its broad notoriety. Furthermore, Duolingo's gamified methodology and user interface have made it a popular choice for many language learners.

Hilokal must invest in focused marketing efforts, collaborate with language educators, and continuously improve its user interface based on user input in order to compete with well-established language learning platforms such as Duolingo. Hilokal

can increase its visibility and appeal to a bigger audience of language learners by concentrating on these factors.

b. Limited Suitability for Young Language Learners:

Another disadvantage of the Hilokal application is that it may not be appropriate for children under a particular age. The application's effectiveness is dependent on active communication and involvement from both sides, which means that learners must engage in speaking and listening exercises. This amount of active communication may pose difficulties for young children with poor language proficiency (Baron 2020).

Linguistic experts underline the necessity of age-appropriate language acquisition practices(Anwas et al. 2020). Young children frequently demand a more dynamic and intensive approach to language learning that corresponds to their developmental phases. Apps with substantial gamification and interactive images tend to resonate better with younger learners since they activate their cognitive talents and creativity.

To solve this shortcoming, Hilokal could explore developing a special version or mode for young language learners. This version might have more gamified components, attractive images, and simplified language activities to make it appropriate for children under a particular age. This method would allow Hilokal to broaden its target audience to include language learners of all ages.

To summarize, while the Hilokal program has various benefits for language learners, it also has some drawbacks that require attention and optimization. The data analysis and linguistic specialists' observations revealed two major disadvantages: the lower fame and usability compared to well-known language learning platforms such as Duolingo, and the limited fit for young language learners due to its concentration on active conversation.

Hilokal should work on raising its awareness through targeted marketing efforts, optimizing its user interface, and collaborating with language educators to establish itself as a competitive and respectable language learning platform in order to improve its effectiveness and popularity. Furthermore, creating an age-appropriate version for young language learners can help Hilokal increase its user base and provide a more comprehensive language learning solution for learners of all ages. Hilokal can continue to expand as a unique and successful language learning tool by resolving these shortcomings and capitalizing on its advantages, helping learners to reach their language proficiency goals in an engaging and immersive manner.

3. **Interview Result**

The data presented below represents the outcomes of in-depth interviews conducted with a sample of 30 college student participants.

3.1. User-Friendliness of Hilokal Application

The first three questions of the interview were all about determining how user-friendly the Hilokal application was. According to their remarks, all 30 respondents regarded Hilokal as user-friendly. This implies that the application's user interface and functionality were designed in such a way that users could easily browse and use them.

3.2. Impact of Hilokal on Speaking Skill

The remaining questions (numbers 4-6) investigated the impact of Hilokal on the participants' speaking ability. The investigation discovered several levels of effect. Ten respondents reported a significant improvement in their speaking ability after using Hilokal. Twelve respondents had a moderate influence, indicating visible but insignificant change. Eight respondents reported only little improvements in their speaking ability, indicating a minimal influence.

3.3. Awareness of Hilokal among College Students

The third set of questions (7-10) assessed college students' knowledge of the Hilokal application. The data show that 18 respondents were aware of Hilokal, which means they were aware of its existence and purpose. In contrast, 12 respondents, despite being college students, claimed a lack of awareness, indicating that they were unfamiliar with Hilokal.

These interview findings provide important insights into college students' experiences and perspectives of using the Hilokal application, as well as its impact on speaking talents and awareness. This in-depth assessment of the interview findings gives a full understanding of the research topic, shedding light on the potential benefits and areas for improvement related with Hilokal as a tool for developing college students' speaking skills.

Analysis

The data obtained from in-depth interviews with a sample of 30 college student participants provides valuable and nuanced insights into the user-friendliness of the Hilokal language learning application, its impact on their speaking skills, and college students' awareness of Hilokal. This in-depth examination intends to go deeper into the ramifications of the data and offer relevant conclusions that can help language instructors, learners, and creators of language learning software (Dastgeer and Tanveer Afzal 2015).

The fact that all 30 respondents agreed on the user-friendliness of the Hilokal program is a strong positive indicator (Poonpon 2017). Hilokal's design and user interface were successful in producing an accessible and intuitive platform for language learners, as seen by this result. The good response indicates that learners found the app straightforward to use, allowing them to access a wide range of language learning materials in a seamless manner.

The usability of language learning software is critical since it directly influences learners' engagement and motivation. When learners come across an application that is simple and easy to use, they are more likely to keep their interest and enthusiasm throughout their language learning journey. As a result of this favorable user experience, app usage may improve in frequency and length, contributing to higher language learning outcomes.

The success of Hilokal's user-friendliness can be used to create and optimize additional language learning programs by language instructors and developers. Using user-centric design concepts and conducting user feedback assessments during the development process can result in improved user experiences and, ultimately, language learning success.

The statistics show a range of outcomes in terms of Hilokal's impact on participants' speaking abilities. Ten respondents reported a considerable increase in their speaking abilities after using Hilokal. This subset of learners reported a noticeable improvement in their oral communication, demonstrating the application's efficacy in increasing speaking proficiency.

Another group of twelve respondents said it had a moderate impact on their ability to speak. While these students improved their speaking skills, the improvements were more subtle than in the first group. This suggests that the impact of Hilokal on speaking proficiency may differ according on individual learning approaches, language skill levels, and app usage frequency.

Eight respondents, on the other hand, reported just little gains in their speaking ability. These students perceived only minimal changes in their oral proficiency, implying that Hilokal had only a minor impact on their language development. Investigating the elements that contribute to this outcome, such as the learners' involvement with certain app features or their language learning objectives, might provide significant insights for future enhancements and optimizations.

The various degrees of impact on speaking ability highlight the significance of personalisation in language learning. Language educators and developers can use this data's

insights to create adaptive and tailored language learning experiences through programs like Hilokal. Personalized learning paths, content recommendations, and progress tracking can help learners focus on areas for improvement, increasing the efficacy of language learning apps.

The report provides useful information on college students' awareness of the Hilokal application. Hilokal was mentioned by eighteen out of thirty respondents, demonstrating that a sizable fraction of the sample was familiar with the application and its purpose. This level of awareness is encouraging, indicating that Hilokal has gained traction among language learners.

However, the research also revealed that, despite being college students, 12 respondents claimed to be unaware of Hilokal. This conclusion emphasizes the importance of focused marketing and promotional initiatives to enhance Hilokal visibility and adoption within the target group. Language learning app developers can work with educational institutions, language departments, and language learning communities to spread the word about the potential benefits of Hilokal.

Educators can play an important role in promoting language learning apps such as Hilokal in their classrooms. Integrating app-based language practice into the curriculum and offering instruction on how to use the app successfully can boost student adoption and engagement.

The extensive examination of data from in-depth interviews with college student participants gives insight on critical aspects of the success of the Hilokal language learning program. The overwhelming agreement on its usability underlines the design's success in providing learners with an intuitive and engaging language learning experience. The various levels of impact on speaking ability highlight the significance of personalisation in language learning apps. Understanding the requirements and preferences of individual learners is crucial in building adaptable and successful language learning tools.

Furthermore, the amount of awareness among college students emphasizes the significance of focused marketing and collaboration with educational institutions in order to enhance the reach and impact of language learning apps like Hilokal. As language learning technology advance, the findings of this study can help shape future advancements and improvements in language learning applications. The findings contribute to ongoing efforts to make language learning more enjoyable, effective, and accessible for learners worldwide.

Conclusion

The outcomes of a qualitative study on the efficiency of the Hilokal program in enhancing speaking talents among college students were significant. Hilokal was unanimously praised as a user-friendly program, with participants appreciating its simple interface and ease of use. Hilokal's excellent user feedback suggests that it efficiently meets the needs of college students by providing a convenient platform for practicing and enhancing their public speaking skills.

Hilokal had variable degrees of improvement on the individuals' speaking ability. Some saw considerable improvements, some saw perceptible progress, and a few saw negative consequences. When assessing the success of the application, individual traits and environmental variables should be taken into account. However, the variety of outcomes demonstrates Hilokal's potential in assisting college students in developing their speaking skills. While many of the participants were familiar with Hilokal, a significant proportion of college students were not. This shows a greater demand for Hilokal advertising and information dissemination within the target population. Raising knowledge of its benefits and characteristics will enable more college students to take advantage of its potential to improve their public speaking skills.

Finally, this qualitative study stresses the importance of the Hilokal program in assisting college students in developing their speaking abilities. Its user-friendly design makes it easier to acquire and use, and the claimed impacts on speaking skills corroborate its efficacy. However, the study stresses the need of increasing Hilokal knowledge in order to reach a wider audience. These findings are useful for future educators, curriculum designers, and developers who want to employ Hilokal and other digital tools to improve speaking skills in college settings.

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