

HELLOTALK APPLICATION AS AN ALTERNATIVE FOR BUILDING STUDENTS' READING ABILITY ON NARATIVE TEXTS

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Article Info	Abstract
Article History Received: February 2024 Revised: March 2024 Published: April 2024	<i>English was regarded as a foreign language in Indonesia and holds significant importance in various domains, including education, economy, international relations, and technology. Consequently, the Indonesian government has designated English as the primary foreign language, mandatory for learning in both schools and universities. Thus, English has incorporated into the curriculum from elementary level up to university. This research aimed to determine if there is a significant difference in the reading abilities of students taught using the Hellotalk application compared to those taught through conventional methods. In this school most of students still low to read the English text so the Reseacher interesting to give new method for them. The method used Quantitative research, with an experimental method and quasi-experimental design. The target population consisted of seventh-grade students. Purposive sampling was utilized to select a sample of 25 students for the experimental group and 25 students for the control group. Data collection involved the use of a multiple-choice test, which was subsequently analyzed using the independent t-test in SPSS 25. The research findings revealed a significant distinction between the experimental group and the control group. This meant that Hellotalk Application was suitable to use in teaching reading on narrative texts at the seventh grade.</i>
Keywords HelloTalk application; Reading skills; Narrative texts; Reading strategies;	
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INTRODUCTION

English is studied as a foreign language in Indonesia. (Boy Jon et al., 2021) highlights the crucial role of English in various aspects of life, such as education, the economy, international relations, technology, and more. This is why the Indonesian government has chosen English as the predominant foreign language to be included in the curriculum of schools and colleges. Consequently, English instruction is implemented from elementary levels through university education. According to ((Ambara, 2020) explained that English encompasses four primary skills: reading, speaking, listening, and writing. Among of these language components, this research only focuses on Reading, exactly Reading ability for the students at junior high school.

According to (C Divya, 2023) Reading is a vital language skill that all students should acquire as it enhances their vocabulary mastery. Within school settings, reading is considered a crucial skill that students must develop (Ardiyanti Ayu, 2020). The ability to read effectively is seen as a determining factor for students' success in their learning activities at school (Hanum et al., 2020). This is because comprehension of concepts and theories, which are essential for all subjects in school, relies heavily on reading activities. The significance of reading in an individual's life necessitates special emphasis on teaching reading skills from early education, as emphasized by (Hasanah and Lena 2021). A student's proficiency in reading plays a pivotal role in their learning success. Conversely, if a student's reading ability is poor, it becomes a

hindrance to their educational achievements (Yewang & Madu, 2019.). Difficulties in reading among students contribute to their low reading competence (Dhillon et al., 2020). Three factors contribute to students' lack of interest in reading. Firstly, parents' lack of awareness regarding the importance of early reading. Secondly, uninteresting and poorly illustrated books in school libraries that do not align with students' preferences. Lastly, a lack of community initiatives in establishing reading parks in neighborhoods. Consequently, learning reading skills is an integral part of language education, along with writing, speaking, and listening skills (Ulfa et al., 2022). Reading holds great significance in a literate society, serving as the foundation for individual learning activities and playing a crucial role in a child's future (Zulaikah et al., 2023). The teacher responsible for teaching reading in a classroom shoulders a significant responsibility for students' reading skill development (Andriani, 2019). And Researchers limited this research on narrative texts.

A narrative text is a type of written or spoken communication that tells a story. It typically includes characters, settings, plot developments, and a sequence of events that unfold over time. Narrative texts can take various forms, such as novels, short stories, folktales, myths, legends, fables, autobiographies, and even scripts for plays or movies (Sumi Handayani, 2020). The primary purpose of narrative texts is to entertain, inform, or persuade the audience through storytelling. They often involve elements like conflict, resolution, character development, and themes that explore aspects of human experience, emotions, and relationships (Ramirez-Avila & Barreiro, 2021). Based on the finding of the problem above, teachers should employ engaging learning media that can enhance students' motivation in reading acquisition. According to (M. Solihin & Hariyanti, 2023) By utilizing interesting media, the primary objective is to facilitate easy comprehension of the lesson content among students during the teaching and learning process, and encourage student in learning process in the class. (Puspitarini & Hanif, 2019) said that one effective approach to cultivating students' interest in English reading is through the utilization of media that can enhance their enthusiasm and enrich their reading experience.

In this digital era, technology plays a crucial role in facilitating and enhancing the teaching and learning process within the classroom. ((Fauzan & Kasim, 2020) argued that technological developments, particularly the integration of mobile multimedia devices and applications, have opened up opportunities for learning English as a foreign language. According to (Adiguzel et al., 2023), technology in education offers numerous advantages. Teachers can readily access teaching materials through the internet, including online articles, electronic books, videos, and audio resources (Usmi Oktapiani et al., 2024). Utilizing technology as a medium for teaching and learning provides the added benefit of overcoming time constraints (Diana et al., 2024).

Hellotalk is an educational mobile application and website that serves as a platform for various language learning activities, including English reading (Sadeghi & Chalak, 2023). It offers a combination of listening, reading, writing, vocabulary, grammar, and even speaking exercises. More information about Hellotalk can be found on their official website at *Hellotalk.com* (Tornado & Wicaksono, 2022). According to ((Hernadijaya, 2020) Hellotalk is an English learning application and website that provides written lessons, dictation exercises, and speech practice opportunities for more advanced users. It also offers a vocabulary segment where users can practice the words they have learned. According to Krashen as cited in (Rejeki et al., 2020), Hellotalk is a web-based language teaching program that follows a step-by-step approach, focusing on translation-based tasks to guide students in their language learning journey (Kurnia-Yuki, 2021).

Based on the aforementioned information, the researcher had The formulation of the problem "was there any significant difference between students who were taught by using Hellotalk Application and the students who are taught by using conventional method toward their reading ability on narrative texts, and the aims of the research was to find out whether or

not any significant using Hellotalk application to improve reading ability to the students. This assertion is supported by relevant research conducted by Bagus Setya Nugroho entitled “*The Implementation of Hellotalk Application in Teaching Vocabulary to Young Learners*”, Based on the data analysis results, the researcher concluded that there was a notable influence on the English vocabulary proficiency of students who were taught using the Hellotalk Android application as a learning medium. In this research writers wanted to see reading ability on narrative texts for the students.

RESEARCH METHOD

Based on the aforementioned information, the researcher had The formulation of the problem “was there any significant difference between students who were taught by using Hellotalk Application and the students who are taught by using conventional method toward their reading ability on narrative texts and this study employed a quantitative research approach, specifically utilizing the experimental method as outlined by Priadana (2021), Experimental research entails examining the effect of an independent variable on a dependent variable through systematic testing. Creswell identified various research designs within experimental research, such as true experimental design, quasi-experimental design, and factorial design. For this investigation, a quasi-experimental design was employed to examine the potential enhancement of students' Reading Ability through the use of the HelloTalk Application.

As per explanation, in a quasi-experimental design, participants are assigned to groups; however, the assignment is not done through random allocation (Creswell, 2019). This design incorporates two groups as the sample: the experimental group and the control group. Within the experimental group, a pretest is administered to gauge the students' Reading Ability before the intervention, followed by a posttest to assess the progress in Reading Ability after the treatment (Creswell, 2019). Conversely, in the control group, the researcher administers pretests and posttests without implementing any specific treatment.



Figure 1. Research Design

Population and Sample

Population is a group of individuals that have the same characteristics (Martin, 2019) to In this research, the researcher chose the seventh grade as the population. It was consist of two classes, namely VII A and VII B. The population of this research was presented in following table:

Table 1

The Poplation of the Research		
No	Class	Total of the Students
1	VII A	25
2	VII B	25
Total		50

According to Rifka et al. (2022) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. According to Martin (2019) Census or total sampling is a sampling technique where all members of the population

were sampled. Study performed on a population under 100 must be done with the census, so that all members of the population sample all as subjects studied or as respondents provide information. The sample was taken by using purposive sampling, The sample was divided into two parts, the first was experimental group and the second was control group. The sample of this research can be seen in following the table.

Table 2
The Sample of the Research

No	Group	Class	Total of the Student
1	Experimental	VII A	25
2	Control	VII B	25
Total			50

Technique for Collecting Data

Data collection involved the administration of a written test in this study. As defined by Sihotang et al. (2023), a test serves as a means of evaluating an individual's skills, knowledge, or performance within a specific domain. The assessment instruments required students to respond to reading texts, comprising 25 multiple-choice items with an anticipated completion time of approximately 40 minutes. Two types of tests were employed: a pretest and a posttest. The pretest, conducted initially, aimed to assess students' Reading Ability before any instruction involving the HelloTalk Application. Subsequently, the posttest was administered after the treatment to evaluate the progress in students' reading achievement following the instructional intervention.

The testing approach differed for the experimental and control groups. The experimental group was exposed to the HelloTalk Application, and the control group, instructed through conventional media, both underwent the designated treatment six times. Prior to administering the tests to the sampled students, rigorous efforts were made to establish the validity and reliability of the test. After these measures were addressed did the test proceed to be administered to the students.

Validity of the Test

Validity stands as a critical standard for assessing the efficacy of a test, representing a fundamental principle in educational evaluation (Machali Imam, 2021). Ningsih et al. (2020) underscore the pivotal role of validity in ensuring the integrity and reliability of research outcomes. In the context of this study, the researcher specifically addressed one aspect of validity—content validity. Content validity pertains to the extent to which a test accurately assesses a representative sample of the subject matter under scrutiny, focusing on the inclusiveness and relevance of test content. Within the framework of content validity, the researcher meticulously designed test items to ensure comprehensive coverage of the intended subject matter. This approach aimed to capture the breadth and depth of students' knowledge and skills within the designated domain. Prior to administration, the test underwent thorough scrutiny and validation to ascertain its alignment with the learning objectives and curriculum standards. During the test administration phase, students were provided with clear instructions by the researcher and allotted a standardized timeframe of 40 minutes to complete the assessment. This standardized protocol aimed to promote consistency and fairness across testing conditions, minimizing extraneous variables that could potentially impact test outcomes. By adhering to rigorous testing procedures and emphasizing content validity, the researcher sought to enhance the reliability and validity of the assessment, thereby ensuring the integrity and credibility of the research findings.

Table 3
The Specification of the Test Item

Objectives	Materials	Indicators	Number of Items	Type of the Test	Total of items	Key answer
To measure the students' mastery in Reading Ability on	True friends	The students were able to understand Narrative texts	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Multiple choice	25	B, A, C, B, D, B, C, B, D, A,
Recount Texts	The Fox and Grape	The students were able to understand narrative texts	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25			C, D, B, C, B, C, C, C, B, C, D, B, B, B, D,

Reliability of the Test

Reliability, as defined by Martin (2019), is synonymous with consistency and stability across various dimensions, including time, instruments, and respondent groups. In the context of this study, the assessment of test material reliability centers on internal consistency, which refers to the degree of agreement among individual items within the test. Ensuring the reliability of measurement tools is crucial for researchers, as it provides confidence in the consistency and dependability of the obtained results. In addition to possessing high validity, a quality test must exhibit high reliability to ensure consistent and accurate scores. To evaluate the reliability of the test utilized in this study, the researcher employed Cronbach's alpha correlation coefficient, a widely used measure of internal consistency reliability. This coefficient assesses the extent to which items within a test consistently measure the same underlying construct. According to Martin (2019), a reliability coefficient assessed through Cronbach's alpha is considered reliable when it exceeds 0.5 and unreliable when it falls below 0.5. In this study, the researcher utilized SPSS 22 software to compute Cronbach's alpha correlation coefficient and assess the test's reliability. By employing this statistical method, the researcher aimed to ascertain the internal consistency of the test items and establish the reliability of the measurement instrument. This rigorous approach to assessing reliability enhances the credibility and trustworthiness of the research findings, ensuring that conclusions drawn from the data are valid and dependable.

Data Analyzing

In this study, the researcher adopted a quantitative analysis approach to investigate the impact of the Hellotalk Application on students' reading ability. Before conducting an independent t-test to analyze the collected data, the researcher implemented a series of preparatory steps to ensure robust data analysis. The initial phase of data analysis involved organizing and cleaning the data acquired from the administered tests. This process aimed to eliminate any inconsistencies or inaccuracies in the dataset, ensuring the reliability and validity of the subsequent analysis. Subsequently, descriptive statistics were employed to summarize the key characteristics of the data, providing a comprehensive overview of the distribution and central tendencies of the variables under investigation. Following this, inferential statistical techniques, including the independent t-test, were utilized to examine the relationship between the use of the Hellotalk Application and students' reading ability. The independent t-test allowed the researcher to compare the mean reading scores of students who utilized the application with those who did not, facilitating the identification of any significant differences in reading performance between the two groups. By systematically applying quantitative analysis techniques, the researcher aimed to elucidate the efficacy of the Hellotalk Application in enhancing students' reading skills. This methodological approach enabled the researcher to draw valid conclusions regarding the application's impact on reading ability, thereby

contributing to the existing body of knowledge on language learning technologies and pedagogical practices.

RESEARCH FINDINGS AND DISCUSSION

Findings

The study was conducted at the seventh-grade students from MTs Takwa Gumawang. The findings of study was obtained based on the steps of technique for analysis the data. The research findings were presented as follow.

The pretest and posttest score result in the experimental group,

Table 4
The Descriptive Statistics of Pretest and Posttest in the Experimental Group

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest_Experimental_group	25	30	25	55	39.80	1.594	7.969
Posttest_Experimental_group	25	40	60	100	82.40	1.982	9.908
Valid N (listwise)	25						

Table 4 presents an overview of the pretest and posttest scores within the experimental group. Analysis of the pretest scores reveals a range of 30 points, with scores ranging from a minimum of 25 to a maximum of 55. The sum of these scores totaled 995, with a calculated variance of 63.500. This data provides insight into the dispersion of scores and the variability of performance among participants prior to the intervention. In contrast, examination of the posttest scores indicates a wider range of 40 points, with scores ranging from 60 to 100. The variance for the posttest scores was calculated to be 98.167, reflecting a greater degree of variability in performance following the intervention. This suggests potential changes in participants' reading abilities as a result of the experimental treatment. Moreover, Figure 2 depicts the distribution of scores for the pretest within the experimental group, offering a visual representation of the spread of scores and the central tendency of performance. This graphical representation enhances the understanding of the distribution patterns and allows for a more nuanced interpretation of the data.

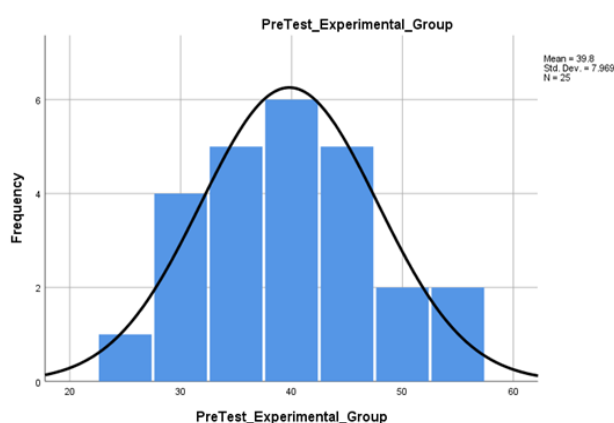


Figure 2. Pretest Score of Experimental Group

Moreover, the distribution of scores for the posttest in the experimental group can be observed in Figure 3.

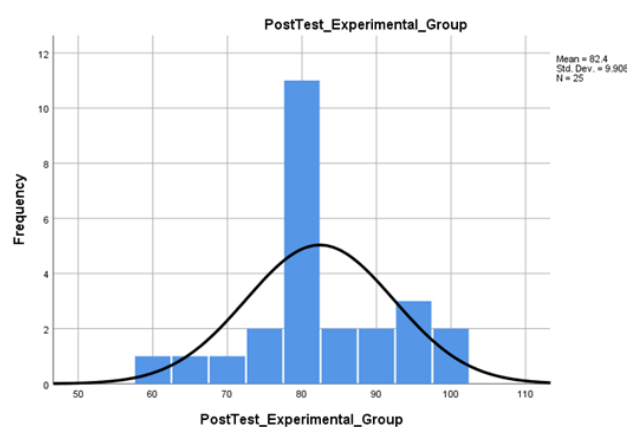


Figure 3. Posttest Score of Experimental Group

The pretest and posttest score result in control group, and

Prior to conducting the study in the control group, the researcher administered a pretest to assess the students' reading ability using conventional method so the researcher provided treatment without utilizing the Hellotalk application. Following the treatment, a posttest was administered to evaluate the extent of the students' mastery in reading, particularly regarding the aforementioned topics.

Table 5
The Descriptive Statistics of Pretest and Posttest in the Control Group

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
Pretest_Experimental_group	25	25	25	50	35.20	1.814	9.069	82.250
Posttest_Experimental_group	25	40	45	85	66.40	1.969	9.845	96.917
Valid N (listwise)	25							

Table 5 provides an insightful overview of the pretest and posttest scores within the control group, shedding light on the performance variability among participants. Analysis of the pretest scores reveals a range of 25 points, with scores spanning from a minimum of 25 to a maximum of 50. The calculated variance for the pretest scores was 82.250, indicating the degree of dispersion among the participants' initial performance levels. Similarly, examination of the posttest scores unveils a wider range of 40 points, with scores ranging from 45 to 85. The variance for the posttest scores was computed to be 96.917, reflecting the increased variability in performance following the intervention. These findings suggest potential changes in participants' reading abilities over the course of the study. Furthermore, Figure 4 visually represents the distribution of pretest scores within the control group, offering valuable insights into the spread of scores and the central tendency of performance. This graphical depiction enhances the understanding of the distribution patterns and facilitates a more comprehensive interpretation of the data. In summary, the data presented in Table 5 and Figure 4 provide crucial insights into the variability and distribution of pretest and posttest scores within the control group. This analysis lays the groundwork for further exploration of the impact of the

experimental intervention on students' reading abilities, highlighting the importance of assessing both pretest and posttest performance to evaluate the effectiveness of educational interventions.

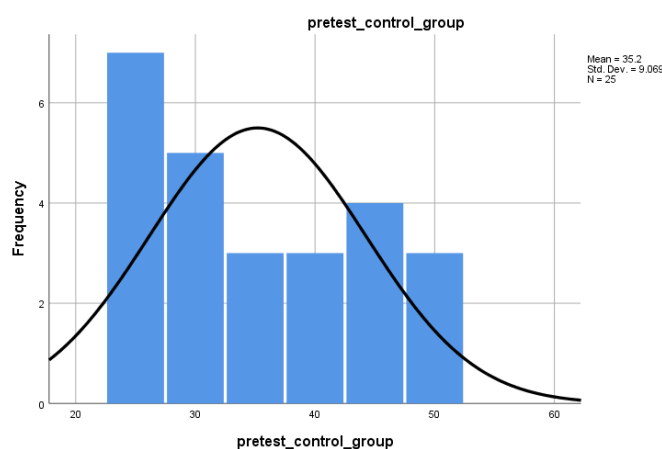


Figure 4. Pretest Score of Control Group

Moreover, the distribution of scores for the posttest in the control group can be observed in Figure 5.

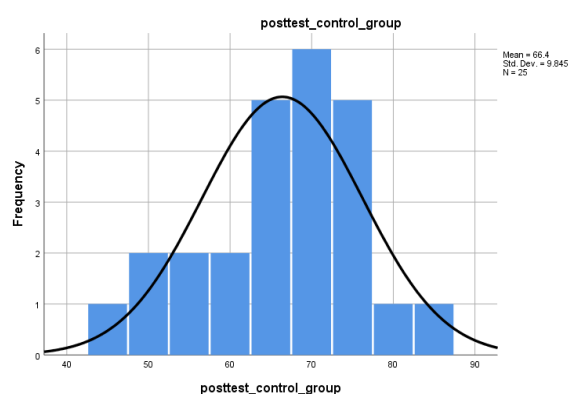


Figure 5. Posttest Score in Control Group

Discussion

Based on the findings above, it could be interpreted there was any significant difference between the experimental group which is taught by using Hellotalk Application and the control group which is taught by using conventional method towards their Reading ability. It could be seen from average score in posttest of experimental group was 82.4 and average score in posttest of control group was 66.4, the t_{obtained} was 5.278 and the critical value in the t_{table} was 2.000. Furthermore, the result of t_{obtained} was higher than t_{table} ($5.278 > 2.000$) and the value of sig. (2 tailed) = 0.000 less than the value of significance level (0.05). So, the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. It meant that Hellotalk Application is suitable to used in teaching and learning Reading at the seventh-grade students of MTs Takwa Gumawang.

HelloTalk application help the students to improve reading skills on narrative texts. The research results indicate that the use of this application has several significant advantages in enhancing reading comprehension in narrative texts. Firstly, the use of HelloTalk allows easy access to various types of narrative texts in the language being learned (Sadeghi & Cahalak,

2023; Ramirez-Avila & Barreiro, 2021). By connecting users with native speakers through this application, they can easily read stories, articles, and other narrative materials in the target language. This helps improve reading comprehension by providing exposure to language used in real-life contexts. Additionally, HelloTalk also provides features that support reading comprehension, such as translation and pronunciation assistance. The translation feature allows users to quickly understand the meaning of words or phrases that they may not yet understand in the text. Meanwhile, pronunciation assistance allows users to listen to the pronunciation of words by native speakers, helping to improve their auditory comprehension.

In addition to the direct benefits of improving reading skills, the use of HelloTalk also facilitates direct interaction with native speakers. This creates opportunities for users to deepen their understanding of narrative texts through discussions and question-and-answer sessions with native speakers. By interacting directly with them, users can gain additional insights into the context and meaning of the texts they read. Furthermore, the community within HelloTalk also plays a significant role in improving reading skills in narrative texts (Sadeghi & Cahalak, 2023; Ramirez-Avila & Barreiro, 2021). Through various groups and forums available in this application, users can share experiences, exchange opinions, and receive feedback from fellow users. This creates a supportive and motivating learning environment, where users can help each other and strengthen their understanding of narrative texts (Ambara, 2020). Overall, the research results indicate that the use of HelloTalk has a positive impact on improving reading skills in narrative texts. Through easy access to various types of texts, supportive learning features, interaction with native speakers, and support from the community, this application helps improve reading comprehension and enrich the learning experience for its users.

According to Ambara (2020), Hellotalk is an application designed to facilitate language learning in a manner that is both enjoyable and effective. By leveraging innovative features and interactive functionalities, Hellotalk aims to create a dynamic learning environment where students can engage with language content in a fun and immersive manner. The application's user-friendly interface and gamified approach to learning help students feel less like they are engaged in traditional study and more like they are participating in an enjoyable activity. Furthermore, utilizing Hellotalk can foster a sense of happiness and enjoyment among students, even when learning in group settings. The application's interactive features and social learning components enable students to collaborate with peers, exchange language knowledge, and support one another's learning journey. This collaborative learning environment not only enhances engagement but also promotes a sense of camaraderie and mutual support among learners.

In addition to promoting enjoyment and engagement, Hellotalk has been shown to improve students' reading skills and vocabulary acquisition. As noted by Solihin et al. (2023), students who utilize Hellotalk are motivated to explore new words and concepts, leading to improved performance in English examinations. The application's interactive exercises, real-time feedback, and personalized learning pathways empower students to actively engage with language content, thereby enhancing their reading comprehension and language proficiency. Overall, Hellotalk offers a multifaceted approach to language learning that combines entertainment with educational content. By harnessing the power of technology and gamification, Hellotalk provides students with a stimulating and effective platform for language acquisition, ultimately leading to improved learning outcomes and greater motivation to succeed in language learning endeavors.

The HelloTalk application emerges as a valuable resource for individuals striving to improve their reading abilities, particularly in the realm of narrative texts. In the contemporary landscape, characterized by global interconnectedness and the growing importance of language acquisition for personal and professional development, HelloTalk stands as a formidable tool accessible to language learners across various proficiency levels. Distinguished by its

innovative features and community-centric ethos, HelloTalk offers a host of advantages that foster enhanced reading comprehension and broader language proficiency. Through its intuitive platform, users can engage in authentic interactions with native speakers and fellow learners, providing invaluable opportunities for real-world language practice and cultural exchange. This immersive learning experience not only enriches reading skills but also cultivates a deeper understanding of linguistic nuances and cultural contexts. Furthermore, HelloTalk's dynamic community-driven approach fosters a supportive learning environment where users can receive feedback, guidance, and encouragement from peers worldwide. This collaborative ethos not only bolsters motivation but also nurtures a sense of belonging and camaraderie among language enthusiasts. By leveraging the collective knowledge and expertise of its diverse user base, HelloTalk empowers individuals to explore narrative texts with confidence and proficiency. In essence, HelloTalk's multifaceted platform offers a holistic approach to language learning, integrating technology, community, and authentic communication to enhance reading skills and overall language proficiency. As language learners navigate the digital landscape in pursuit of linguistic mastery, HelloTalk serves as a beacon of opportunity, facilitating meaningful connections and transformative learning experiences that transcend borders and enrich lives.

CONCLUSION

This research set out to investigate whether the implementation of the HelloTalk Application yielded a significant difference in the Reading Ability of seventh-grade students at MTs Takwa Gumawang compared to conventional teaching methods. Through statistical analysis conducted in the previous chapter, it was determined that indeed there existed a notable disparity in Reading Ability between students taught using the HelloTalk Application and those instructed through conventional means. The application of an independent t-test on the posttest scores of both the Experimental and Control Groups unveiled a tobtained value of 5.278, with a significance value (2-tailed) of 0.00. This statistical outcome indicated that the calculated tobtained value exceeded the critical ttable value ($5.278 > 2.000$) with degrees of freedom (df) amounting to 48 ($n-2$). Moreover, the significance value was found to be lower than the predetermined significance level ($\alpha = 0.05$). Consequently, the null hypothesis was rejected, while the alternative hypothesis was accepted. Furthermore, the data gleaned from this study underscored the efficacy of the HelloTalk Application as an effective medium for enhancing Reading Ability, particularly concerning narrative texts. The application facilitated students' acquisition of new vocabulary and bolstered their proficiency in reading comprehension. These findings affirm the potential of technology-enhanced learning environments, such as the HelloTalk Application, to positively impact students' educational outcomes and foster a more engaging and effective learning experience. As such, educators and stakeholders may consider integrating such innovative tools into their pedagogical practices to further support students' learning and academic achievement.

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