

Enhancing Writing Skills by Using The Project-Based Learning Model Through The Hello Talk Application

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Abstract. This study intends to describe the project-based learning model implementation for learning to write English using the HelloTalk application and to ascertain how students react to the project-based learning model implementation using the HelloTalk application. The technique employed is a qualitative descriptive method, and it entails the process of gathering primary data through document review, field data collection, and the outcomes of student response surveys. 93 students from AKPER YPIB Majalengka's second semester served as the study's subjects. The examination of the data revealed that the student had a very high level of enthusiasm in putting the project-based learning strategy for learning to write in English using the HelloTalk program into practice. The study's findings indicate that the project-based learning model using the HelloTalk application was successfully implemented in teaching students to write in English and received a favorable response from the students. It also indicates that using the project-based learning model with the HelloTalk application can improve students' writing abilities in English. The HelloTalk program for learning to write in English met very high standards.

Keywords: writing skills; project-based learning; hello talk application

INTRODUCTION

Writing is one of the language skills that apply the acquisition of vocabulary, grammar, and letters when expressing ideas in written sentences. Self-writing skills include skills that are quite difficult. This is because it is different from the listening and speaking skills that the average person has from birth, writing skills can only be acquired after a person has first gone through the learning process. In other words, writing is a language skill that is not easy. Writing is more difficult to master than the other three language skills, even for native speakers. This is because to write, one needs to study various linguistic elements and non-linguistic elements of what is to be written. This knowledge is still at a low level, namely at the level of memory and understanding. Therefore, a method is needed that can be used to improve students' abilities in the realm of skills. one of the recommended alternative learning methods that can be used by teachers to increase student activity in the realm of skills is project-based learning. According to Nurhayati (2019), the project-based learning model is a learning model that uses a project or activity as the core of learning, centered on student activity, and provides a meaningful learning experience for students. Project-based learning is learning that uses projects in the form of activities as a learning tool to achieve competence in attitudes, knowledge, and abilities in skills, M. Fathurrohman (2016). The focus of

this project-based learning is on student activities that can produce meaningful and useful products at the end of learning.

This project-based learning model can meet the needs of developing 21st-century skills which in practice can train students' ability to be sensitive to problems or think critically and then find solutions. In addition, the project-based learning model can provide real experience for students to complete projects collaboratively but still provide opportunities for individual students to participate actively. In line with the application of a learning method, the use of information technology cannot be separated from learning English in the 21st century. However, the learning process requires students and teachers to be able to use relevant information technology. students and teachers in the learning process must be able to utilize relevant information technology. One indicator of the application of technology in language learning is when there are many applications designed to make it easier for language learners to learn a foreign language. One application that facilitates the process of learning a foreign language is HelloTalk. According to Rivera (2017).

HelloTalk is a language-based application for mobile conversation that claims to make cultural immersion, language learning, and language practice easy, engaging, and intuitive as it allows users to connect and talk with native speakers from around the world. HelloTalk is an application designed through the collaboration of

an international team based in Hong Kong and Shenzhen, China. The aim of launching the HelloTalk application is to use technology to connect the world through language and culture with more than seven million members using the application. There are millions of language learners who have used the HelloTalk application, which is considered effective for practicing more than 100 languages. HelloTalk is a pioneer conversational app that caters to people who want to enjoy a chat experience while learning directly from native speakers of a foreign language. HelloTalk comes with its superior features in the form of converting voice to text or vice versa and can also be translated directly into the desired language, which is different from other chat applications.

Wulan et.al (2021) in their research stated that an application can help and facilitate the process of learning foreign languages independently for free and make the learning process more practical, and interesting but still focused. It is also stated that learning content on social media is more effective for use in improving foreign language skills, and one of the applications that can be used is HelloTalk. In addition, in previous research regarding the project-based learning method for learning to write which was carried out by Putri et al (2017), it was stated that there were significant differences in the productive abilities of students to write and speak English before and after being taught using PJBL (project-based learning). In addition, the project-based learning model also improves the quality of student learning in terms of enthusiasm, self-confidence, creativity, independence, and collaborative learning abilities. In line with this, Ratnawati (2020) in her research stated that the application of the project-based learning model for comic strip projects can improve students' writing skills in English lessons in class X IPS 2 SMA Negeri 2 Kuta in the 2019/2020 academic year.

Several models and learning media have been applied in various ways in learning English at AKPER YPIB Majalengka with the hope that students will feel happy and more enthusiastic about learning English. Based on these facts and the advantages possessed by the HelloTalk application and the project-based learning model as previously stated, researchers tried to apply the project-based learning model "British Friends" with the HelloTalk application for learning to write English at AKPER YPIB Majalengka. This "British friend" project is a project given to

students to have British friends in the HelloTalk application and has written conversations with the theme that has been prepared. determined through the chat feature in this application. This study aims to describe the application of the "British Friends" project-based learning model using the HelloTalk application for learning to write English and to find out how the students responded after the implementation of the "British Friends" project-based learning model with the HelloTalk application. researchers tried to apply the project-based learning model "British Friends" using the HelloTalk application for learning to write English at AKPER YPIB Majalengka. This "British friend" project is a project given to students to have English friends in the HelloTalk application and has written conversations with the theme that has been prepared. Determined through the chat feature in this application. This study aims to describe the application of the "British Friends" project-based learning model by the HelloTalk application for learning to write English and to find out how the students responded after the implementation of the "English Friends" project-based learning model using the HelloTalk application.

METHODS

This research applied a descriptive qualitative approach with narrative synthesis. Qualitative research is an approach to investigating and finding the understanding of individuals or groups about a social or human problem (Creswell, 2014). The method used in this research is descriptive qualitative which aims to explain, describe, and answer in more detail the problems that will be investigated and researched by studying individuals, groups, or an event as fully as possible. In conducting data analysis using quantitative in the form of simple calculations in the form of "mean and percentage analysis". This simple quantitative analysis is by nature a supporting analysis to determine the level of achievement of students' interest in the application of the "British Friends" project-based learning model using the HelloTalk application for English writing skills. The sample used in this research was 93 students at AKPER YPIB Majalengka for the 2022/2023 academic year. In this study, a questionnaire was used as part of the technical data collection. The questionnaire is in the form of a closed statement containing ten statements regarding interest and assessment of the "British Friends" project-based learning

model using the HelloTalk application for learning to write English, as well as five alternative answers based on a Likert scale, namely strongly agree, agree, not agree, disagree, and strongly disagree.

RESULTS AND DISCUSSION

The implementation of the “British Friends” project-based learning model using the HelloTalk application for English writing skills. The HelloTalk application allows users to connect and talk with native speakers from around the world. HelloTalk is also able to correct grammatical errors in sentences typed into the application. This certainly can make it easier for someone to carry out a conversation in any language even though they have never studied before. Not only in person but conversations can also be done in a group. Users will be directed to fill in their identity such as name, age, and country of origin, as well as additional information such as mother tongue, language spoken, and language they want to learn (can be more than one language). In addition, users of this application must also fill in an estimate of the level of understanding in their mother tongue and the language they want to learn according to the extent to which the user has learned the language. The use of the HelloTalk application in this study is the main media in the "British Friend" project carried out by students.

The reason for choosing the HelloTalk application is because this application is easy to download and install on both Android and IOS-based mobile devices.

The HelloTalk Web feature is also available so that it can be accessed easily via a laptop. Apart from being able to communicate directly, students can also learn language and culture from native speakers through the largest language exchange community, which in this case is especially with British. The learners can also make text and audio calls for free and can then practice the English they have learned with native speakers via audio and video calls. In this HelloTalk application, students can learn English grammar through translation features, grammar correction, speech, and voice recognition of text. In addition, this application allows students to share moments and ask English people questions about their language, culture, or all their travels so that students can easily learn the English language and culture with pleasant conversations. This "British friend" project is a project given to students to have English friends in the HelloTalk application and carry out written conversations with predetermined themes through the chat feature in this application. After students have finished studying a theme, that theme will be the topic of conversation between students and their British friends.

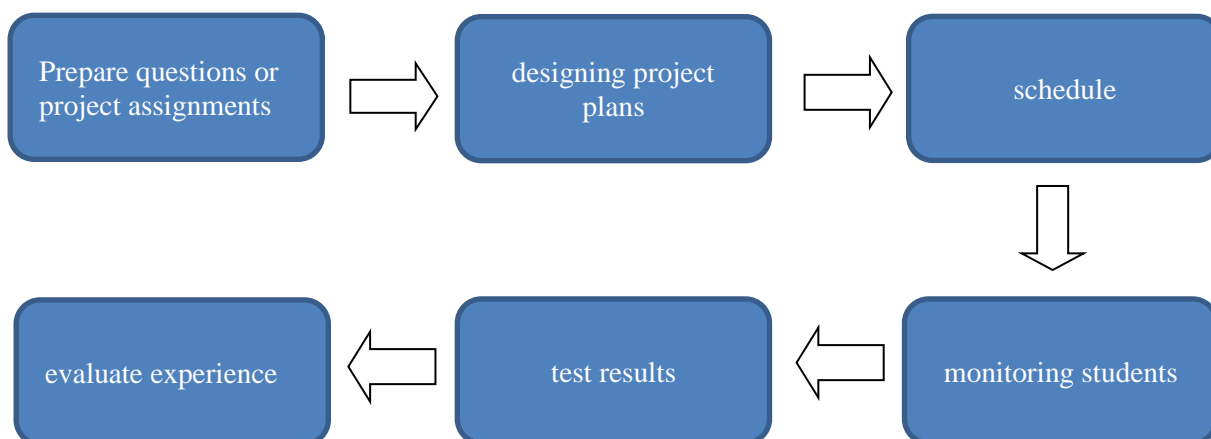


Figure 1. The Steps in implementing the “British Friends” project-based learning model using the HelloTalk application for learning to write in English.

The stages of project-based learning according to Widiarso (2016) are determining fundamental questions, designing project plans, compiling schedules, monitoring students and project progress, testing results, and evaluating experiences.

1. This stage is the first step so that students observe more deeply the questions that arise from existing phenomena. At this stage, students will receive an explanation of the "British Friends" project that will be carried out. This "British friend" project is a project given to students to have British friends in the HelloTalk application

and carry out written conversations with predetermined themes through the chat feature in this application.

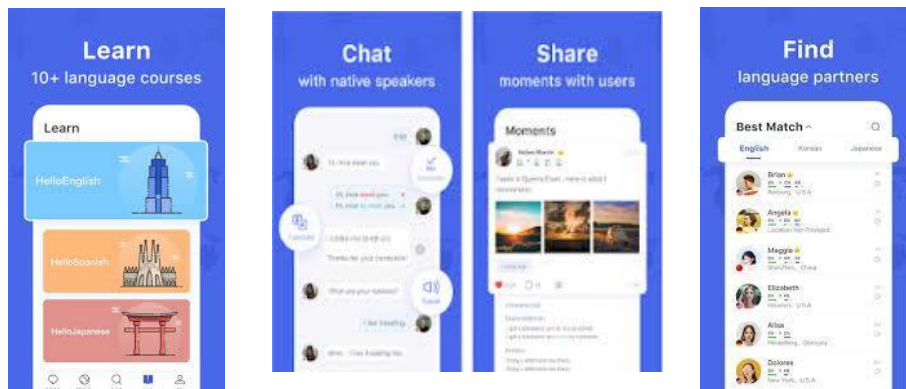


Figure 2. The HelloTalk application and its features are introduced to students.

2. At this stage, as a concrete step to answer the existing questions, a plan is drawn up. At this stage, students will receive a list of themes that will be used in the project. In addition, the division of groups and job descriptions of each group member is also determined. Each group consists of 5 to 6 students. The theme of this

project consists of five themes, namely: (introductions), (greetings), (sports), (food and drink), (and rooms in the hospitals). At this stage, students also receive an explanation regarding the worksheets that will be used by students during this project.

PROJECT “BRITISH FRIEND”

THEME 1 :

NAME :

CLASS ;

NAME OF BRITISH FRIEND :

DIALOGUE SCREENSHOT :

REPORT

Figure 3. Student Worksheet

3. Schedule for implementing the “British Friend” project-based learning model using

the Hello Talk application for English writing skills at AKPER YPIB Majalengka.

Table 1. Schedule for implementing the “British Friend”

No	Activities Plan	Implementation Time											
		January				February				March			
1	Prepare project questions or assignments, design project plans and develop schedules												
2	Theme 1 project work: introductions												
3	Theme 2 project work: greetings												
4	Monitor students and project progress												
5	Theme 3 project work: sports												
6	Theme 4 project work: food and drink												
7	Theme 5 project work: rooms in hospitals												
8	Testing results, evaluating experiences, and compiling reports												

As a concrete step of a project, at this stage, it is necessary to prepare a schedule so that the project is carried out in accordance with the time available and in accordance with the desired target. Here, the teacher and students arrange a schedule together, and are shared by all group members. The project completion time for one theme is 2 weeks. After the 2nd theme was completed, the stage of monitoring students and project progress was carried out. After the 5th theme was completed, the results were tested, and the experience evaluation was carried out. The table above is the schedule that has been agreed upon by the teacher and students. At this stage, it was also conveyed further regarding the assignment rules for this British friend project where each student in the group was required to ask a question to one British friend regarding the theme that had been set, namely introductions, greetings, sports, food and drink, and rooms in hospitals. So that at the end of the project, five conversations will be collected for each student according to these themes.

- At this stage, the teacher monitors the implementation and project development. Students evaluate the project that is being worked on and convey the results of their work. This is done in groups according to a predetermined schedule. At this stage, students will discover for themselves the relationship between real conditions and the problems they face and then discuss them in groups. Group representatives then presented the extent to which the project had been carried out. At this stage, the teacher becomes a facilitator who helps solve problems faced by students. At this stage, facts and experimental or research data are linked with various other data from various sources. At this stage, each group will

present the results of the project that has been done. Other group members can ask questions and provide constructive criticism for better project results.

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- At this stage it is carried out to evaluate activities as a reference for improvement for project assignments on these subjects. At this stage, after the presentation has been made and input and suggestions have been received, both from the teacher and other groups, the final project is submitted to the teacher in the form of a report.

Questionnaire results

The questionnaire in this study is a form of questions about how the students' opinions on applying the "British Friend" Project Based Learning Model using Hellotalk applications for English writing skills. The questionnaire was given to students in the form of statements to find out the extent of students' interest in learning English with the "British Friend" Project Based Learning Model using Hellotalk applications. A questionnaire in the form of a closed statement contains five statements of interests and assessment of English learning using the "British Friend" Project Based Learning Model using Hellotalk applications and five statements regarding responses to English writing learning using the Project Based Learning Model "British Friends" through Use of Hellotalk Applications. There are five alternative answers that can be

chosen based on the Likert scale, namely strongly agree, agree, disagree, disagree, and strongly disagree. Students are asked to fill in this questionnaire through Google Forms. The questionnaire was given to students after the learning activity process was carried out. To make it easier to describe the research data, certain criteria are used that refer to frequencies. The use of this category score is used in accordance with the five score categories developed on a Likert scale and used in this study.

The criteria forced are as follows.

Table 2. Descriptive data analysis

Answer (%)	Description
0 – 19.99	Strongly Disagree
20 - 39.99	Disagree
40 - 59.99	Not Agree
60 - 79.99	Agree
80 - 100	Strongly agree

Table 3. Questionnaire results of students' responses to learning English with the project-based learning model "British Friends" using the HelloTalk application.

No	STATEMENT	Answer Alternatives					Total	average
		Strongly Disagree	Disagree	Not Agree	Agree	Strongly agree		
1	Learning English with the Pjbl model using the HelloTalk application has trained me to be able to think critically	0	2	2	7	82	448	96%
2	Learning English with the Pjbl model using the HelloTalk application makes me more active in learning	0	2	2	10	79	445	96%
3	Learning English with the Pjbl model using the HelloTalk application encourages me to find new ideas and seek sources of information	0	0	5	40	48	415	89%
4	Learning English with the Pjbl model using the HelloTalk application has trained me to be able to express opinions and make decisions.	0	0	3	36	54	423	91%
5	Learning English with the Pjbl model using the HelloTalk application has trained me to be able to work together in groups	0	3	6	18	66	426	91%
The average percentage of the score								93%

In the table above, it can be seen from the analysis of the results of the questionnaire that as many as 96% of respondents stated that learning English with the Pjbl model through the use of the HelloTalk application had trained them to be able to think critically, 96% of respondents felt more active in learning English with the Pjbl model through the use of the HelloTalk application, 89% of respondents stated that learning English with the Pjbl model through the use of the HelloTalk application encouraged them to find new ideas and seek sources of information, 91% of respondents felt they were more trained to be able to express opinions and make decisions in learning English using the Pjbl method through

the use of the HelloTalk application, and 91% of respondents are better trained to be able to work together in groups when learning English using the Pjbl model through the HelloTalk application. The average percentage of the questionnaire score shows 93% results and is in very high criteria, which means that most students are very interested in implementing the project-based learning model "British Friends" using the HelloTalk application.

More clearly, the percentage of students' interest in implementing the "British Friend" project-based learning model using the HelloTalk application can be seen in the following diagram.

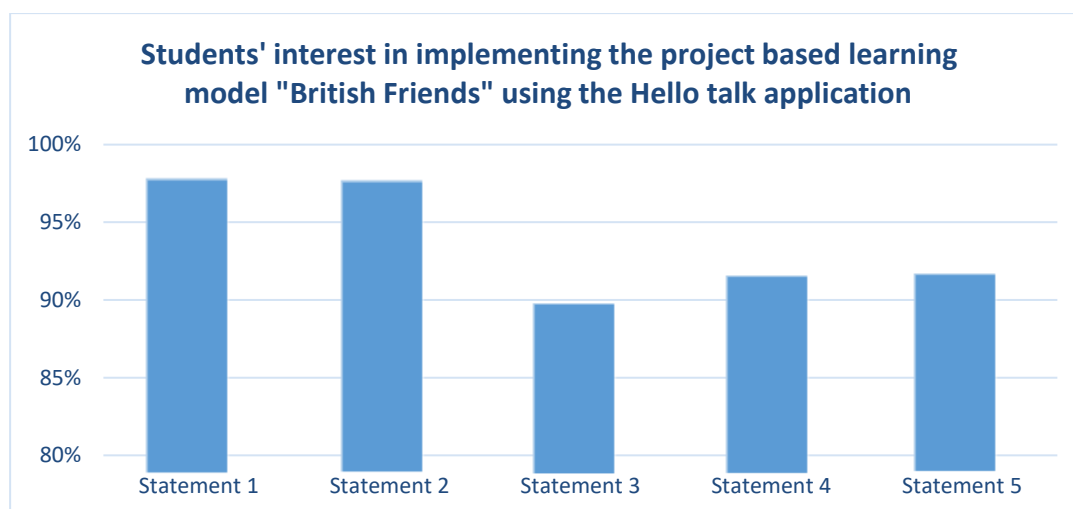


Figure 4. Students' interest in implementing the project-based learning model "British Friends" using the Hello Talk application.

In addition to learning English using the project-based learning model "British Friends" using the HelloTalk application, students are also asked to fill out statements about how to learn to write English using the project-based learning model "British Friends" using the HelloTalk application.

Table 4. Questionnaire results of students' responses to learning to write in English using the project-based learning model "British Friends" using the HelloTalk application.

No	STATEMENT	Answer Alternatives					Total	average
		Strongly Disagree	Disagree	Not Agree	Agree	Strongly agree		
1	Implementation of the Pjbl "British Friend" model by using The HelloTalk application makes learning to write English more fun and interesting	0	2	2	14	75	441	95%
2	Implementation of the Pjbl "British Friend" model by using the HelloTalk application makes writing lessons in English easier to learn	0	2	7	13	71	432	93%
3	Impelementation of the Pjbl model "British Friend" by using the HelloTalk application helps me convey ideas or ideas smoothly.	0	0	8	33	52	416	89%
4	Implementation of the Pjbl model using the Hello Talk application has increased my creativity in writing English	0	0	3	15	75	444	95%
5	Implementation of the Pjbl model "British Friend" by using the Hello Talk application has made me more skilled in composing English sentences in writing	2	3	8	31	49	401	86%
The average percentage of the score								92%

In the table above, it can be seen from the analysis of the results of the questionnaire that as many as 95% of respondents stated that learning to write in English was more fun and interesting through the application of the Pjbl model through the use of the HelloTalk application, 93% of respondents stated that the application of the Pjbl "British Friend" model by using the HelloTalk application made writing lessons English is easier to learn, 89% of respondents stated that the Pjbl model "British friend" using the HelloTalk application can help in expressing ideas or ideas smoothly, 95% of respondents felt that creativity in writing English increased by using the Pjbl

model through the HelloTalk application and 86% of respondents feel more skilled in composing English sentences in writing by applying the Pjbl model through the use of the HelloTalk application. The average percentage of the questionnaire score shows 92% and is in the very high criteria, which means that most students are very interested in implementing the "British Friends" project-based learning model using the HelloTalk application. More clearly, the percentage of students' interest in learning to write English using the "British Friend" project-based learning model using the HelloTalk application can be seen in the following diagram.

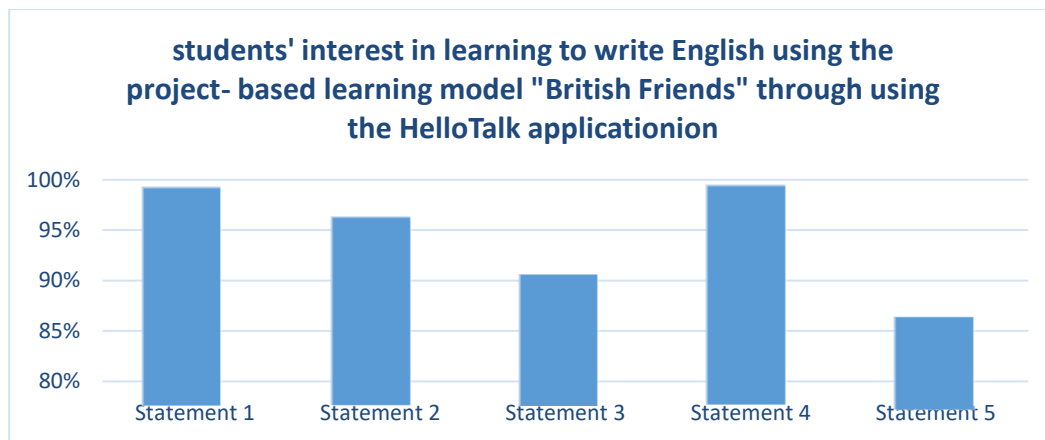


Figure 5. Diagram students' interest in learning to write English using the project-based learning model "British Friends" using the HelloTalk application.

The average percentage of all statements given through the questionnaire shows that students have a very high interest in applying the project-based learning model "British Friends" using the HelloTalk application for English writing skills. This is related to HelloTalk as an application that has an easy installation on both mobile and laptop devices, features offered, and an attractive appearance. The experience of speaking with British people directly is also an attraction for students because this is a new and fun experience. Students can exchange information both language and culture with British friends through HelloTalk. The use of the HelloTalk application as a medium in the "British Friends" project has effectively helped students implement material previously studied in class, where students can ascertain immediately whether sentences written in the HelloTalk application are understood by their British friends who are speakers. original. When encountering problems when writing sentences, there are some students who receive help from their British friends, namely by helping to correct the sentence

patterns that have been composed. Students are also encouraged to learn on their own when there are sentences, they want to convey but have never learned in class. This certainly makes students active in learning and able to solve the problems they face after going through the stages of critical thinking. Through collaboration with friends in the group, obstacles, when the project is implemented, can be overcome together. Overall, the application of the "British Friends" project-based learning model using the HelloTalk application for English writing skills has been able to train students in designing, making decisions, and completing work together, but in practice, this model still provides opportunities for each individual learner to participate actively in completing the project. In addition, by implementing the project-based learning model "British friend" using the HelloTalk application for English writing skills, 21st-century skills which include critical thinking, communication, collaboration, and creativity that are expected to emerge from students have been successfully realized.

CONCLUSION

The “British Friend” project-based learning model using the HelloTalk application to improve English writing skills has been implemented at AKPER YPIB Majalengka through several stages of implementation, namely preparing questions or project assignments, designing project plans, compiling schedules, monitoring students and project progress, test results to evaluate the experience. Based on the results of data analysis that has been carried out through student response questionnaires, it can be concluded that students have a very high interest in implementing the project-based learning model "British Friends" using the HelloTalk application for English writing skills. The project-based learning model "British Friends" using the HelloTalk application was successfully applied in learning to write English with the result being product collection in the form of a "British Friends" project report. And the results can be seen that the implementation of the “British Friend” project-based learning model using the HelloTalk application can improve the ability to write English. The teachers should also develop their awareness of the potential of the applications. When integrated and managed well, the applications will likely contribute positively to students’ achievement in a formal context.

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