



The Implementation of Language Exchange on The Hellotalk App to Practice the Speaking Skills of Students in The Mandarin Language Education Study Program State University of Malang

通过 *HelloTalk* 媒体实施语言交流来训练玛琅国立大学汉语教育专业学生的口语技能

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Abstract:

This study evaluates the implementation of Language Exchange through the HelloTalk app to enhance the speaking skills of Mandarin Language Education students at State University of Malang, Class of 2022. In the era of globalization, Mandarin language skills are becoming increasingly important. A descriptive qualitative method was used to collect data through observation, questionnaires, and interviews. The results show that language exchange via HelloTalk positively impacts students' confidence and motivation in speaking Mandarin. Students feel more comfortable communicating with native speakers and gain a more interactive learning experience. Although some challenges relate to app feature access, most students recommend its use. This study suggests integrating Language Exchange with apps like HelloTalk to boost students' confidence and motivation in Mandarin language learning. Future research is recommended to involve participants from more diverse backgrounds and explore the potential of language exchange in learning other languages.

Keywords: *Language Exchange, HelloTalk, speaking skills*

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摘要: 这项研究描述了通过 *HelloTalk* 进行语言交流为玛琅国立大学 2022 级汉语教育专业学生中练习口语技能的实施。在全球化时代，掌握汉语技能变得越来越重要。研究采用描述性定性方法通过观察法、问卷调查和采访法收集数据。结果表明，通过 *HelloTalk* 进行语言交流积极影响了学生在说汉语方面的自信心和动力。学生们感到与母语者交流更加舒适，并获得了更加互动的学习体验。尽管存在一些与访问应用程序功能相关的挑战，大部分学生推荐使用它。本研究建议学习者使用 *HelloTalk* 进行语言交流，以提升学生的自信心和动力。建议未来的研究涉及来自更多背景的参与者，并范围语言交流在学习其他语言中的潜力。

关键词: 语言交流、HelloTalk、口语能力



1. INTRODUCTION

Based on the survey "*The Most Spoken Languages Worldwide*" conducted by Ethnologue and released in 2023, the number of Mandarin speakers reaches 1.13 billion people, while the number of English speakers reaches 1.45 billion people (Dyvik, 2024). This data shows that Mandarin has now become the second most widely spoken language in the world after English. According to Diana & Simatupang (2022), the current status of the Mandarin language plays a significant role in global communication. This is due to the large number of Mandarin speakers and China's economic advancements. In the era of globalization, people will not only interact with English speakers from various parts of the world but also with Mandarin speakers from China, whose population constitutes 20% of the world's total population (Ying et al., 2013). Therefore, Mandarin language skills have become very important, especially for young people who aspire to and pursue careers in the global sphere.

To enhance Mandarin language skills, there are four language skill aspects that learners must master. These four language skill aspects are listening (听力) [*tīnglì*], speaking (口语) [*kǒuyǔ*], reading (阅读) [*yuèdú*], and writing (写作) [*xiězuò*] (Utami et al., 2022). Among these four aspects, speaking skills are a crucial component of language proficiency that educators and learners must possess regardless of their location (Ilham & Wijianti, 2020). With speaking skills, individuals can meet the need to interact and connect with the surrounding community (Harianto, 2020).

Therefore, to effectively practice Mandarin speaking skills, alternative methods that can support learning activities are needed. According to Djamarah & Zain (2010), teaching methods can be used as tools to enhance students' extrinsic motivation and also function as strategies or approaches that help teachers achieve learning objectives. This aligns with Fathurrohman & Sutikno (2010), who state that selecting appropriate teaching methods is expected to assist teachers in achieving their educational goals. Consequently, educators need to understand and study existing teaching methods to choose the most suitable ones for their teaching activities.

According to Fauziyyah (2019), to support educational interests, the education sector must be able to innovate and utilize available technology. The use of technology in the learning process not only serves as a teaching aid but can also be a way to motivate students. Therefore, the use of technology in education can help increase students' interest in learning and enrich their learning experiences. Digital learning methods emphasize the use of technology, information, and communication as tools for teaching and learning activities. According to Hoyles & Lagrange (as cited in Wityastuti et al., 2022), the utilization of digital technology is currently considered highly influential on the education system. This method involves learning with electronic devices, software, applications, online platforms, and other digital resources. Some advantages of digital learning methods include increasing accessibility and affordability of education through technology, enhancing student engagement with attractive and interactive media, developing students' digital skills and information literacy, encouraging collaboration and communication



between students and teachers, and providing flexibility in time and place for learning (Jediut & Ameli, 2021).

This study explores the potential of Language Exchange (*LE*) as an alternative method in learning Mandarin. *LE* is a language learning method designed to informally practice learners' language skills by involving two individuals with different languages who learn and interact with each other, either face-to-face or through online media (Beaven et al., 2017). According to Dooly & Vinagre (2022), *LE* can be conducted through conversation partners, *LE* applications or websites, and direct meetings. One application that can be used for online *LE* is HelloTalk. HelloTalk is a language learning app that allows learners to connect with native speakers of their target language. This app is quite popular among language learners, with a rating of 4.3/5 on Google Play and 4.5/5 on iOS. It covers almost all languages in the world, including Mandarin, English, Japanese, Korean, Spanish, French, Portuguese, German, Italian, Russian, Arabic, and many others. The main goal of this app is to connect language learners directly with native speakers and the target culture to facilitate language learning.

The app is equipped with various features to support language learning with a more engaging experience. All the features available in the HelloTalk app make it easier for Mandarin learners to communicate through *LE*. According to Dooly & Vinagre (2022), in *LE*, two people with different native languages work together to help each other improve their skills in the target language they want to achieve. *LE* allows language learners to have a more interesting learning experience through active interaction with native speakers. Learners can easily engage in daily conversations, enabling them to practice what they have learned in real-life contexts. This not only enhances the four language skill aspects but also deepens the understanding of the culture and nuances of the Mandarin language, which are difficult to grasp from textbooks alone.

This study has a different focus compared to previous research. The earlier study by Wibowo & Raihan (2019) titled "*The Effectiveness of HelloTalk App on English Writing*" focused on English writing skills, whereas this study focuses on Mandarin speaking skills. The results of the previous study indicated that *LE* interaction through HelloTalk proved effective in helping improve students' English writing skills. Additionally, another study by Nushi & Makiabad (2019) titled "*HelloTalk: A Language Exchange App on Your Smartphone*" focused on the *LE* features available in the HelloTalk app, while this study examines the process of the *LE* method itself. The results of the previous research showed that the *LE* features in the HelloTalk app can help users improve the target language they are learning. This study complements previous studies by providing a specific focus on Mandarin speaking skills, thereby enriching the understanding of the effectiveness of the HelloTalk app in a different context.

This study examines the importance of understanding the role of technology in language learning as an alternative teaching method. Furthermore, it aims to provide a deeper understanding of the process of implementing *LE* through the HelloTalk app as an alternative solution for students to practice their Mandarin speaking skills. The study also explores students' responses and experiences after implementing *LE* to enhance their Mandarin speaking skills. It is hoped that the results of this research can offer new insights for educators and Mandarin learners in utilizing technology to enhance the effectiveness of learning. Additionally, this study aims to encourage innovation in language teaching methods, especially in the continually evolving digital era.



2. METHOD

The research method used in this study is descriptive qualitative research. According to Moleong (2021), qualitative research aims to deeply study and understand phenomena experienced by the subjects being studied, such as behavior, responses, motivations, actions, and more. This study aims to thoroughly understand the phenomena experienced by the research subjects and produce descriptive analysis data from the process of implementing *LE* on the HelloTalk app. The primary objective is to practice the speaking skills of students in the Mandarin Language Education Program, Class of 2022, at the State University of Malang. Additionally, this study analyzes the students' responses after implementing *LE* to improve their Mandarin speaking skills.

The researcher acts as both an observer and an active participant in observing, recording, and interpreting the phenomena being studied (Moleong, 2021). The researcher is directly present as an instructor in the Speaking 2 course for the Mandarin Language Education Program, Class of 2022, at the State University of Malang. Additionally, the researcher is assisted by an observer who is a peer and a student in the Mandarin Language Education Program, Class of 2020, at the State University of Malang. The data used in this research includes observation results, questionnaires, and interviews. The sources of data for this research are 29 students from offering B of the Mandarin Language Education Program, Class of 2022, and the HelloTalk app.

In this study, the researcher also used data validity checks to ensure the credibility of the research findings. Data validity refers to efforts to ensure that the collected and analyzed data truly reflect the reality being studied. The data validity check used in this research is the data triangulation technique. Data triangulation is the process of checking data through verification (Helaluddin, 2019). In this context, the triangulator performs checks to avoid bias in data collection (Ghony & Almanshur, 2017). The triangulator in this study is Mrs. Octi Rjeki Mardasari, B.A., MTC SOL, a lecturer in the bachelor degree of Mandarin Language Education Program, at the State University of Malang.

The supporting instruments of this research are observation sheets, questionnaires, and interview guides. Observation involves watching an object of study directly to collect research data (Satori & Komariah, 2013). The observation sheet serves as a guide for the researcher to systematically observe the learning activities on the topic of *LE*, specifically about 北方人和南方人 [*běifāngrén hé nánfāngrén*] (Northerners and Southerners). The observer conducts three stages of observation, including the initial activities, core activities, and final activities of the learning process.

Furthermore, the questionnaire sheet contains nine questions designed to explore students' responses after implementing *LE*. According to Taniredja & Mustafidah (2012), a questionnaire is a set of questions on a specific topic posed to research subjects to gather relevant information for the study. The questionnaire used in this research is a closed questionnaire with answer options "Yes," "No," and a "Remarks" column for notes from the research subjects. Closed questionnaires provide alternative answers chosen by the respondents (Widiana et al., 2020). The questions on the questionnaire sheet relate to the students' responses after applying *LE* to practice their Mandarin speaking skills.

Interviews were chosen to obtain more in-depth results from a small number of respondents (Sugiyono, 2016). The interview guide contains seven questions to delve deeper into the responses obtained from the questionnaire data. The interviews were conducted with ten



students from the Mandarin Language Education Program, Class of 2022, offering B. Thus, this research aims to understand the students' responses to using the HelloTalk app for language exchange with native speakers through the aforementioned approach.

3. FINDINGS AND DISCUSSION

LE (Language Exchange) was chosen to practice Mandarin speaking skills because it provides students with the opportunity to communicate directly with native speakers. *LE* involves two people with different languages learning and interacting with each other, either face-to-face or online (Beaven et al., 2017). In learning a foreign language, speaking skills are crucial for developing other skills (Wijaya, 2018). Through *LE*, students engage in two-way conversations with native Mandarin speakers, providing a more authentic learning experience. At the same time, students can practice, enrich their vocabulary, and adjust their pronunciation. The researcher uses language exchange applications like HelloTalk to connect students with native speakers. The various *LE* features on HelloTalk create a fun, quick, effective, and meaningful learning environment (Nushi & Makiabadi, 2019). This section will describe (1) The Implementation of *LE* to Practice the Speaking Skills of Mandarin Language Education Students and (2) The Responses of Mandarin Language Education Students to *LE*.

3.1 The Implementation of Language Exchange to Practice the Speaking Skills of Mandarin Language Education Students

The implementation of *LE* through the HelloTalk app was tested on 29 students from offering B of the Mandarin Language Education Program, Class of 2022, at the State University of Malang, in Room 310 of Building A20 on Tuesday, May 7, 2024, from 1:00 PM to 3:15 PM WIB. In conducting the *LE* the researcher provided the students with discussion topics to be used with native speakers. This topic was chosen in accordance with one of the Course Learning Outcomes of the Speaking 2 course, which is about 北方人和南方人 [*běifāngrén hé nánfāngrén*] (Northerners and Southerners) (Department of German Literature Catalogue, 2020). Thus, the implementation of the lesson with the application of *LE* was in line with the plan designed by the researcher in the Lesson Plan through three activities: the initial activity, core activity, and final activity. In this process, the researcher was assisted by three observers who are also students of the Mandarin Language Education Program, Class of 2020.

In the initial activity of the lesson, the situation was controlled and conducive, with all students arriving on time. However, out of the 39 students enrolled in the course, only 29 were present. The researcher began the activity by greeting, “大家下午好!” [*dàjiā xiàwǔ hǎo*] (Good afternoon, everyone!), to which all students responded in unison, “老师下午好!” [*lǎoshī xiàwǔ hǎo*] (Good afternoon, teacher!). After that, the researcher took attendance, and each called student answered, “到!” [*dào*] (Present!). Next, the researcher introduced themselves and explained the learning objectives to the students.

After that, the researcher presented the material to be studied that day and asked several questions to stimulate the students' enthusiasm for the learning activity. Some of these questions related to the teaching and learning topic presented by the researcher, such as, “Have you ever heard about the differences between northern and southern China?” and “Have you ever spoken directly with a native Mandarin speaker to find out the answer firsthand?” Some students mentioned that they had heard about the differences between northern and southern China, while



others said they had not. For the next question, the students unanimously answered, “No.” The observation data from the initial learning activity is presented as follows:

Table 3. 1 Observation Data of Initial Activities

No	Aspects Observed	Answer Choices		Remarks
		Yes	No	
1	The classroom condition was conducive when the teaching and learning activities began	√O1 √O2 √O3		
2	All students arrived on time	√O1 √O2 √O3		
3	The students responded to the researcher's greeting	√O1 √O2 √O3		
4	The students responded to the roll call	√O1 √O2 √O3		
5	The students responded to the researcher when given stimulus	√O1 √O2 √O3		

Note: O1: (Observer 1), O2: (Observer 2), O3: (Observer 3)

The next activity was the core activity. During this activity, the students listened to the researcher's explanation while displaying a map of China. The researcher gave a brief explanation about China being divided into two parts, the northern and southern regions. After listening to the explanation, the researcher distributed handouts containing eight questions about 北方人和南方人 [běifāngrén hé nánfāngrén] (Northerners and Southerners). These questions were used as a discussion topic to practice Mandarin speaking skills with native speakers. Next, the researcher explained *LE* and the HelloTalk application. Once all students understood the explanation, they applied *LE* to practice their Mandarin speaking skills using the HelloTalk language exchange application.

According to Nushi and Makiabad (2019), there are several steps to conduct *LE* through HelloTalk. The first step is to install the HelloTalk app on a mobile device and complete the user profile. Next, users can search for and add language partners using the app's search feature. Once connected with a language partner, users can start conversations using various communication features provided, such as text chat, voice messages, voice calls, and sharing photos or images. During interactions, users can utilize language learning features such as automatic translation, transliteration, voice recognition, and direct text corrections from conversation partners. The app also offers a "Moments" feature that allows users to share posts and comments, providing additional exposure to the target language. To ensure a fair language exchange, HelloTalk uses an *LE* system that encourages balanced language switching between both parties. Users are also advised to take advantage of the app's security and privacy features. Most importantly, to gain the maximum benefit from the *LE* process, users need to consistently engage in conversations and practice the target language regularly with their language partners. Through these steps, users can



connect with native speakers, practice the target language in real contexts, and gain an interactive language learning experience through the HelloTalk app.

During the implementation, the researcher divided the students into 13 groups, each consisting of 2-3 students. The researcher then divided these student groups into four sessions, with each session lasting ten minutes, to ensure the *LE* practice could run more orderly and conducive. During the implementation, the students appeared very enthusiastic about speaking with native speakers. According to a study conducted by Jediut & Ameli (2021), using technology to support learning can increase student motivation. Additionally, the results of this research align with the study conducted by Zhou (2023), which showed that e-Tandem (a language exchange application) has a positive impact on speaking skills and students' desire to communicate. These research results are directly related to the students' interactions when conducting *LE* with native English speakers.

Table 3. 2 Observation Data of Core Activities

No	Aspects Observed	Answer Choices		Remarks
		Yes	No	
1	The students listened to the researcher while displaying the map of China	√O1 √O2 √O3		
2	The students listened to the researcher explaining the material about 北方人和南方人	√O1 √O2 √O3		
3	The students asked the researcher questions about the material on 北方人和南方人 that they did not understand		√O1 √O2 √O3	√O1: The students understood the material presented by the researcher √O2: The students have understood the researcher's instructions √O3: The students have understood the material on 北方人和南方人
4	The students listened to the researcher explaining the HelloTalk app and Language Exchange	√O1 √O2 √O3		
5	The students downloaded the HelloTalk app	√O1 √O2 √O3		
6	The students listened to the researcher's explanation about the Language Exchange features in the HelloTalk app	√O1 √O2 √O3		
7	The students asked the researcher questions about Language Exchange and the HelloTalk app that they did not understand	√O1 √O3	√O2	√O1: The students asked about the features of the HelloTalk app √O2: The students understood that √O3: The students asked how to



			open a voice room
8	The researcher divided the groups	√O1	√O1: The researcher randomly divided the students into 13 groups
		√O2	
		√O3	
9	During the implementation of Language Exchange, the situation was orderly and conducive	√O1	√O1: The situation was orderly and conducive. √O3: The students were enthusiastic during the implementation of Language Exchange
		√O2	
		√O3	

Note: O1: (Observer 1), O2: (Observer 2), O3: (Observer 3)

In the final activity, the researcher summarized the learning material that had been presented. Afterwards, the students shared their opinions about the lesson, with the majority expressing that they were very happy after using *LE* with native speakers to practice their Mandarin speaking skills. This aligns with the study conducted by Beaven et al. (2017), which found that learners felt happy and motivated after practicing *LE*.

Table 3. 3 Observation Data of Final Activities

No	Aspects Observed	Answer Choices		Remarks
		Yes	No	
1	The researcher summarized today's learning material	√O1		
		√O2		
		√O3		
2	The students expressed their feelings about today's lesson	√O1		
		√O2		
		√O3		
3	The students responded to the researcher's greeting	√O1		
		√O2		
		√O3		

Note: O1: (Observer 1), O2: (Observer 2), O3: (Observer 3)

3.2 The Responses of Mandarin Language Education Students to Language Exchange

The researcher distributed questionnaires to 29 students of the 2022 class B Mandarin Language Education program at State University of Malang. The questionnaire consisted of questions to explore the students' responses after applying *LE* with native speakers through the HelloTalk app. The researcher provided answer options of "Yes" or "No" as well as a comment section to allow students to provide their feedback. The survey results are presented in the following table:

Table 3. 4 Student Questionnaire Results Data

No	Questions	Yes	No	Remarks
1	The Language Exchange method on the HelloTalk application makes me confident in practicing my Mandarin speaking skills	27	2	Remarks of Yes Responses a. Quite enjoyable and boosts confidence b. Because of the many features and fun, friendly native speakers



- c. Can speak directly with native speakers
- d. Easy to connect with people from China or another country

Remarks of **No** Responses

- a. Prefer chatting over talking directly

2	I feel more comfortable communicating with native speakers through Language Exchange on the HelloTalk app	23	6	Remarks of Yes Responses a. Their language is still easy to understand b. It's quite comfortable, fun, and more challenging c. When I don't understand, they speak slowly and are able to explain well d. Because there will be many interesting experiences Remarks of No Responses a. No, because I still need to improve my vocabulary b. No, because I'm still afraid of making mistakes c. I feel more comfortable communicating directly
3	I feel that the Language Exchange method on the HelloTalk application helps me practice my Mandarin speaking skills	29	0	Remarks of Yes Responses a. Direct interaction helps practice speaking skills b. It encourages me to practice speaking skills more c. It helps me overcome shyness in speaking d. It greatly improves skills, and native speakers can correct mistakes e. It helps me learn new vocabulary
4	I feel that the Language Exchange method on the HelloTalk application allows me more freedom to practice my Mandarin speaking skills	27	2	Remarks of Yes Responses a. Many features, but there is a time limit



				b. This method makes me more confident in using Mandarin
				Remarks of No Responses
				a. It's good, but I feel a bit confused without a topic
				b. My vocabulary is still lacking
				c. It would be better face to face, it would be more relaxed
5	I feel more motivated after using the Language Exchange method on the HelloTalk app to practice my speaking skills	28	1	Remarks of Yes Responses a. I listen to or speak with native speakers more often b. I want to learn more c. I am motivated, and HelloTalk helps me make friends with native Chinese speakers d. Talking with them is very fun Remarks of No Responses a. Because I usually use a different app
6	I feel that the Language Exchange method on the HelloTalk application provides a more interactive learning experience	29	0	Remarks of Yes Responses a. Found a new learning method to practice speaking skills b. Learning by speaking directly is very helpful for me c. An exciting experience to meet native speakers d. I need to explore topics as I'm not very good at asking questions
7	I find it easy to find a Language Exchange partner on the HelloTalk app to practice my Mandarin speaking skills	23	6	Remarks of Yes Responses a. The native speakers I talk to are friendly b. From the start, it is filtered so I can choose according to my preference c. It is easy because there are many native speaker accounts to choose from Remarks of No Responses a. Some features are paid and require a subscription



				b. It's a bit difficult because native speakers talk too fast or have a dialect
8	I feel that the Language Exchange features on the HelloTalk app make it easier for me to practice my Mandarin speaking skills	28	1	Remarks of Yes Responses a. The comprehensive features are quite helpful for me b. Very helpful and more interactive Remarks of No Responses a. I still don't quite understand the features available on the HelloTalk app
9	I did not experience any difficulties while conducting Language Exchange with native speakers on the HelloTalk app	12	17	Remarks of Yes Responses a. When I don't understand, they can explain it using text in the comment section b. No issues, and the app is very interesting Remarks of No Responses a. Still having difficulty using the app because the interface is relatively complex. b. There are some vocabulary words I don't know. c. Facing difficulty in figuring out what to ask. d. Some native speakers talk very fast. e. Network issues



According to the questionnaire results from 29 students, the majority of them felt more confident and motivated to use Mandarin after implementing *LE* through the HelloTalk app. Additionally, they felt more comfortable communicating with native speakers through *LE*. The reciprocal communication between students and native speakers made *LE* provide a more communicative and interactive learning experience. These findings align with those obtained from Zhou's (2023) research. That study showed that *LE* facilitated student engagement in more communicative speaking practice. This ultimately can enhance their speaking skills and motivate them to communicate more effectively.

Additionally, the convenience of features on the HelloTalk app makes it easier for students to find conversation partners who are native Mandarin speakers. According to Sadeghi & Chalakh (2023), the features on HelloTalk provide easier access to connect with native speakers. Research conducted by Nushi and Makiabadi (2019) states that the *LE* features in the HelloTalk app are proven to be effective for language learners. Furthermore, the study mentions that the variety of language options offered by the app, along with the available features, creates a pleasant atmosphere for learning a new language. Another study by Wibowo & Raihani (2019) also showed that the HelloTalk app is effective in improving English writing skills through the available *LE* features. Overall, *LE* can help students practice their Mandarin speaking skills. However, some students faced challenges, such as limitations in accessing certain features on the HelloTalk app. Therefore, they need to subscribe to get a more optimal learning experience.

In addition to the survey data, the researcher conducted interviews with ten students to gather more in-depth responses. According to the interview, all students agreed that *LE* provides a more interactive learning experience. Furthermore, they felt more motivated and experienced an increase in confidence due to being able to connect directly with native speakers to practice their Mandarin speaking skills. The app was considered very flexible, with features that make it easy for them to connect with native speakers anytime and anywhere. This opinion aligns with the findings of a case study by Szilas et al. (2013). The study showed that through online language exchange, students can interact with true native speakers and even build friendships with them. Overall, this provides a more engaging learning experience for students.

In addition, *LE* on the HelloTalk app provides a more authentic learning environment, allowing students to see how Mandarin is used in more realistic informal situations. According to Beaven et al. (2017), *LE* can serve as a bridge between formal and informal language practice, enabling learners to extend and control their learning beyond the formal classroom setting. Furthermore, the interview data showed that during interactions with native speakers, students felt comfortable due to the appreciative and corrective responses they received for their mistakes during Mandarin speaking practice.

Additionally, the advantages highlighted by students during interviews include the flexibility of the HelloTalk app, which allows its use anytime and anywhere without the need for video calls. This flexibility in learning can boost student motivation (Wibowo & Raihani, 2019). However, the app also has some limitations, such as restricted access to certain features. To use these features without limitations, users need to subscribe. Despite this, some students would recommend other Mandarin learners subscribe to HelloTalk to facilitate their learning process and provide a more enjoyable learning experience.



4. CONCLUSIONS AND SUGGESTIONS

The implementation of Language Exchange (*LE*) on the HelloTalk app for learning Mandarin was conducted in three stages: the initial, main, and concluding activities. In the main activity, students were divided into groups and given topics to practice with native speakers through the HelloTalk app. The learning process proceeded smoothly according to the lesson plan, and students were enthusiastic from start to finish. During the *LE* sessions, the classroom remained orderly, and students were able to communicate interactively with native speakers using the provided topics.

Based on the questionnaires and interviews, the implementation of *LE* through HelloTalk has had a positive impact on students. The majority of students felt more confident and motivated to use Mandarin after participating in this activity. The communicative and interactive learning experience aligns with previous research showing that *LE* can enhance speaking skills and the desire to communicate effectively. The HelloTalk app is considered to facilitate *LE* well, providing a more authentic learning environment through direct interaction with native speakers. Although there are some limitations with paid features, students still recommend using this app to support a more enjoyable and effective Mandarin learning experience.

Through the results of this research, educators are encouraged to integrate *LE* practices using HelloTalk or similar platforms. This can be done as a complement to classroom learning. By providing students with the opportunity to interact with native speakers, it is expected to develop their confidence and motivation in language use. For students, it is recommended to proactively utilize *LE* opportunities through applications like HelloTalk. This can enhance their confidence and motivation in communication through reciprocal interaction with native speakers. Additionally, they should optimally utilize the app's features, both free and paid, if necessary. For future researchers, it is suggested to expand the scope of the study by involving participants from more diverse backgrounds. It is also important to measure the long-term impact of *LE*, compare various similar platforms, and explore the potential of *LE* in the context of other language learning.

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