

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Technology-Based Learning**

Naturally, as technology develops rapidly, abilities must also be improved in parallel. Several communication skills, including teamwork, critical thinking, problem-solving, and creativity, are among them. One of the key components of effective communication is language ability, particularly in the case of English, which is widely used in many aspects of daily life. Therefore, it would be great if technological advancements—also known as technology-based learning, or TBL—were applied to education, particularly language learning.

A learning activity known as "technology-based learning" (TBL) uses technology as the medium. According to Koller et al. (2006), it consists of the Internet, intranets, satellite broadcasts, chat rooms, bulletin boards, webcasts, audio and video conferencing, and CD-ROM. One specific and growing area within TBL is Mobile-Assisted Language Learning (MALL). MALL allows learners to access language learning materials and interactive communication tools anytime and anywhere using smartphone or tablets.

Mall enhances the advantages of TBL by offering even greater flexibility and personalization. Learners can join live speaking session, practice with AI feature, or engage in real-time conversations with native speakers features found in application such as Hallo. According to Du et al. (2019) stated on his study that learners tend to perform better when they are able to study freely according to their own pace and schedule. With mobile access, language learning becomes more practical, accessible, and learner centered.

Due to these benefits, a large number of developers have created mobile applications focused on English language learning. Among them, Hallo stands out by providing various interactive features that support speaking practice, fluency, and learner autonomy, making it clear example of how MALL integrates the principle of TBL into a more dynamic and portables learning experience.

## B. Hallo application

The Hallo TV team developed the Hallo application, which was last updated to version 3.30.0 on April 8 2014. Hallo is available to learners in the Playstore under the language and education categories. The Hallo application used the interaction hypothesis theory (1980s). It was said that by connecting what learners listen and say, conversation transforms into language learning. This implies that learner need to use what they have learned in speaking in addition to listening to the discourse.



Figure 1 Hallo Application

### 1. Features of Hallo application

Hallo application has several features that can be useful for EFL learners especially those who are just starting. It can be a medium to help learners practice and enhance their English Language learning. Cristy et al. (2022) stated that learners' proficiency in speaking has significantly improved by utilizing the Hallo application.

- a. The word introduction feature is designed to support learners at various proficiency levels, especially those who are just beginning their journey in learning English. It consists of multiple sections and progressive levels that gradually increase in complexity. One of the notable elements of this feature is the inclusion of basic alphabet (ABC) materials, which is particularly beneficial for absolute beginners who have no prior exposure to English.

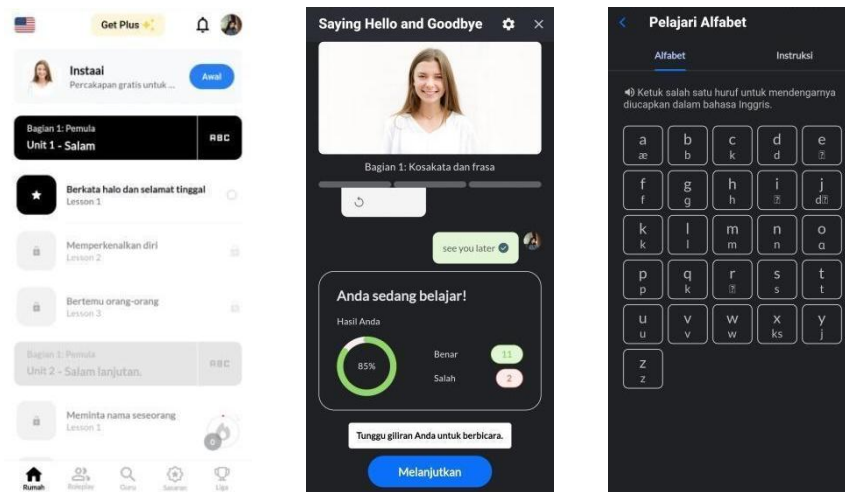


Figure 2. Word introduction and ABC menu

- b. Role play menu, where learners can role play as if they were talking to world figures.



Figure 3. Role play menu

- c. One-on-one classes with a number of certified teachers. To practice and communicate with the teacher in person, learners must subscribe at a price according to their needs, whether monthly or yearly, and how many meetings a week. Based on their needs, interests, and availability, learners can select from a set of specialized topics and schedules each teacher provides. As Fryer (2019) stated, Learners will be more focused and motivated to pick up the language when the lesson focuses on a subject that interests them. Additionally, users can practice at any moment to get better at English. Learners

who can practice at any time will more likely perform at a higher level (Du et al., 2019).

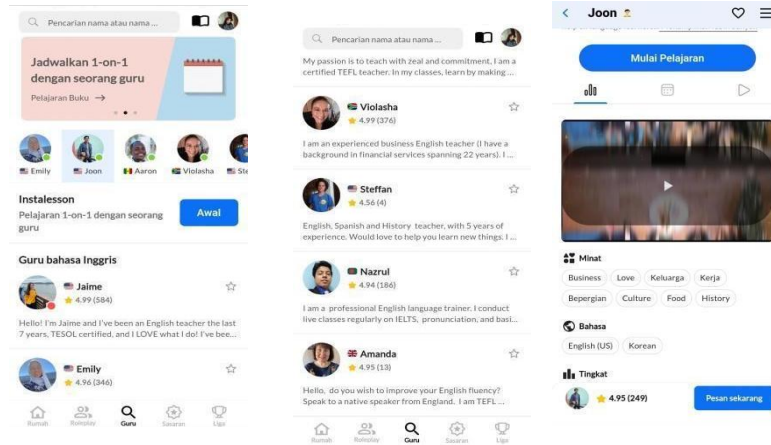


Figure 4. Teachers

- d. The Target and badge menu displays learner activity records.

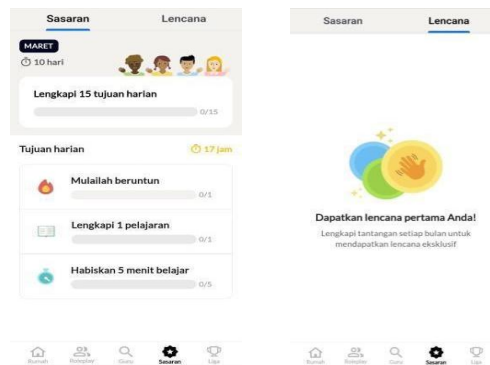


Figure 5. Target and badge menu

- e. A league menu that dynamically improves over time based on user interactions, enabling a more personalized user experience.



Figure 5. League menu

### C. Technology Acceptance Model (TAM)

The technology acceptance model (TAM) was first created by Davis (1989), based on the theory of reasoned action (TRA) by Fishbein and Ajzen (1975, as cited Masrom, 2007). TAM proposes that perceived ease of use and perceived usefulness of technology are indicators of user attitude towards using the technology, subsequent behavioral intentions, and actual usage (Masrom, 2007). As Yang et al. (2019) stated, in TAM, an individual's behavioral intention for using technology is influenced by two factors: perceived usefulness and ease of use.

Perceived usefulness is defined as a person's degree of belief that utilizing a specific system will improve their job performance (Davis, 1989, as cited in Wei et al., 2016). Whereas perceived ease of use is the degree of a person's belief that using the technology would be easy and effortless. For behavioral intention, perceived usefulness is a stronger predictor than perceived ease of use (Yang et al., 2019). In other words, the more useful a technology is, the more users will keep using it, even though it is a bit hard to use. Furthermore, Park et al. (2019) discovered that construction professionals' satisfaction with Web-Based Training (WBT) was significantly influenced by their beliefs about its usefulness rather than its ease of use. In this research, the researcher was focused on discussing the perceived usefulness of the Hallo application to discover more about the details of how the learner's perception of the perceived usefulness of the Hallo application in English language learning.

#### 1. Perceived Usefulness of Hallo application

Perceived usefulness is known as a person's degree of belief that utilizing a specific system would improve their ability to achieve their work (Davis, 1989, as cited in Wei et al., 2016). There are four characteristics of perceived usefulness that can be separated and represent diverse teaching aims: fostering interest and learning, fostering collaboration and communication, retrieving knowledge, and causing problems and creating obstacles (Scherer et al., 2015). Some of the factors listed above, which are based on the features of the Hallo application, are fostering interest in

learning, fostering collaboration and communication, and retrieving knowledge.

First, to encourage interest and learning, a clever idea is used to build the Hallo application. In addition to having AI, which is incredibly beneficial for academics, Hallo allows users to role-play with world-famous figures, and pupils can access language according to their level (A1, A2, B1, B2, C1, C2). Learners will be able to gradually improve their vocabulary. The second is fostering collaboration and communication. Hallo offers tools that help learners practice interaction and collaboration, such as the InstaMatch feature, limits for daily speaking practice with AI, and role play. Hallo also offers online lessons to premium users. These elements provide learners with an opportunity to practice and enhance their communication and teamwork abilities. And the last is information retrieval, where learners receive the lesson material immediately after paying or enrolling in the class with the teacher. Learners can repeat what they have learned to recall the material. Based on those variables, the researcher makes a good hypothesis that Hallo is beneficial to learners who aim to learn English. In line with the explanation above, it can be defined that the perceived usefulness of a Hallo application is the learner's opinion about the measures of how much they think using the Hallo program will help them improve in English.

#### **D. Study of the Relevant Research**

Numerous studies have been conducted on applications for language learning. As technology has advanced, so has the application for learning English. The research by Eshankulovna (2021) aimed to explore the current tools that English tutor can utilize to help second or foreign language learners improve their speaking skill. It highlighted three dimensions of learning mobility: mobility of technology, mobility of learning, and mobility of the learner. The findings showed that learners can effectively practice their language abilities with the help of current technological tools, which are also more enjoyable, motivating, engaging,

confidence building practice opportunities, and fostering autonomy or independent learning and let learners to learn at their pace. This directly relevant to this research, which similarly focused on leveraging digital tools for EFL learners.

Several researchers have examined the use of English learning application that are relevant to the present study on learners' perceived usefulness of the Hallo application. Most of the previous study focused on how Hallo supports learners in improving their speaking abilities. Cristy et al. (2022) conducted research, focusing on learners from SMA Negeri 1 Kutacane, aiming to observe whether there was significant progress in their speaking abilities through the use of the Hallo application. The findings showed that learners' speaking performance improved significantly by using the Hallo application. Besides that, Le Thi et al. (2023), investigated the use of daily conversations via the Hallo application as a new approach to assigning speaking homework to learners that focusing on 10 learners from Hong Duc University, Vietnam. Based on the analysis of pre-test, post-test, interview, and observation, the study found that learners have made a substantial progress in speaking abilities and able to communicate with others better. In addition, Huda et al. (2023) concluded on their study about the use of Hallo application in enhancing learners' speaking skill, that the Hallo application could be a useful educational tool for senior high school class XI learners to help them improve their speaking skills.

However, the study of EFL learners' perception of the Hallo application in English learning remains underexplored, as it has received limited attention from researchers. Furthermore, only a few studied have investigated how individual EFL learners personally perceive the usefulness of the Hallo application. Such research is important, as it can help English language learners, especially beginners make informed decisions when selecting applications to support their learning.