



## The Use of Hello English Application in Improving Students' Vocabulary Mastery

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### Abstract

Hello English application is an English learning application used to help users improve their English language skills. The application presents a variety of learning materials, interactive exercises, and games designed to improve students' vocabulary. Therefore, this study aims to see whether students' vocabulary mastery can improve by using the Hello English application. The researchers applied pre-experimental method with one group pre-test and post-test design in this study. The population of this study were eighth grade students of SMPN 10 Parepare. The sample of this study was eighth grade students consisting of 27 students, students were selected using simple random sampling. The form of pre-test given was 10 forms of matching test and 10 forms of fill the blank. The results showed that the pre-test scores of eighth grade students improved after being taught using Hello English application. The average score obtained by students through the pre-test was 68.51 and the post-test was 77.96. This is supported by the hypothesis test obtained t table value of 1.705. Thus, because the calculated t-test of  $8.256 > 1.705$ , the basic selection of decision making is  $H_0$  rejected and  $H_a$  accepted. which means the Hello English application can improve the vocabulary mastery of eighth grade students of SMPN 10 Parepare. In addition, students also look active and enthusiastic in the learning process by using the Hello English application as a learning media.

**Keywords:** Hello English Application, Learning Media, Vocabulary Mastery

### Abstrak

Aplikasi Hello English adalah aplikasi pembelajaran bahasa Inggris yang digunakan untuk membantu pengguna dalam meningkatkan kemampuan berbahasa Inggris. Aplikasi ini menyajikan berbagai materi pembelajaran, latihan interaktif, dan permainan yang dirancang untuk meningkatkan kosakata siswa. Oleh karena itu, penelitian ini bertujuan untuk melihat apakah penguasaan kosakata siswa dapat meningkat dengan menggunakan aplikasi Hello English. Peneliti menerapkan metode pra-eksperimental dengan desain one group pre-test dan post-test dalam penelitian ini. Populasi penelitian ini adalah siswa kelas delapan SMPN 10 Parepare. Sampel penelitian ini adalah siswa kelas dua yang terdiri dari 27 siswa, siswa dipilih dengan menggunakan simple random sampling. Bentuk pre-test yang diberikan adalah 10 bentuk menjodohkan dan 10 bentuk isian. Hasil penelitian menunjukkan bahwa nilai pre-test siswa kelas delapan meningkat setelah diajar menggunakan aplikasi Hello English. Nilai rata-rata yang diperoleh siswa melalui pre-test adalah 68,51 dan post-test adalah 77,96. Hal

ini didukung oleh uji hipotesis yang memperoleh nilai  $t$  hitung sebesar 1,705. Dengan demikian, karena nilai  $t$  hitung  $8,256 > 1,705$ , maka dasar pemilihan pengambilan keputusannya adalah  $H_0$  ditolak dan  $H_a$  diterima yang berarti aplikasi Hello English dapat meningkatkan penguasaan kosakata siswa kelas delapan SMPN 10 Parepare. Selain itu, siswa juga terlihat aktif dan antusias dalam proses pembelajaran dengan menggunakan aplikasi Hello English sebagai media pembelajaran.

**Kata Kunci:** Aplikasi Hello English, Media Pembelajaran, Penguasaan Kosakata

## Pendahuluan

In language learning, vocabulary is an important key in communicating and creating sentences. Marianca et al (2022) stated that many students still face many difficulties to understand English texts and answer reading questions because they lack of vocabulary. According to Susanto (2017) Vocabulary is one of the factors that support students to mastery language skills, namely listening, speaking, reading, and writing. Rohmatillah (2017) concluded that if students do not know vocabulary, then they cannot translate the meaning of words or readings. It can be concluded that vocabulary is very important in a language because it is one of the language components in English. Supported by Ginting (2021), "vocabulary is a vital aspect of language".

Learning vocabulary is a fundamental step in learning English. Having a lot of vocabulary is very important for students who are learning English. Andries et al (2019) stated that, as one of the basic components of the four language skills, vocabulary must be mastered by students. To learn English, students must master vocabulary so that students can learn the language well. Susanto (2017) concluded that Vocabulary is considered central in language teaching and is very important for language learners. Vocabulary is the basis of foreign language learning.

Based on the experience of researchers after conducting pre-observation at SMPN 10 Parepare,

researchers found that the problem in learning at school is that students lack English vocabulary. The researchers asked the English teacher directly about the eighth-grade students' mastery of English vocabulary and the teacher said that on average the eighth-grade students' mastery of English vocabulary is still very weak. The reason why they have limited vocabulary is because they are not interested in learning English. According to the students, English is very boring, they think English is a difficult subject because they cannot understand the meaning of the vocabulary, and feel afraid of mistakes when using English. The teacher suggested to the researchers to make the atmosphere of learning English much more interesting, so that students do not easily feel bored and one way is to utilize existing technology, by using English learning applications.

The lack of vocabulary makes students find it difficult to convey their ideas, even some of them are not active in English class because they do not understand English. Rohmatillah (2017) concluded that there are several reasons why the students have difficulties in learning English. First, the students were difficult to understand the meaning of vocabulary. Second, the students were difficult to remember all of the vocabulary materials. Third, the students were often confused about how to organize the vocabulary. Fourth, the students were hard to pronounce the word. Fifth, the students were bad in understanding the

English text. The last, the students were limited in English learning facilities. In giving solution for among students' problem, it is needed innovative teacher. It hopes can minimalizing the students' cases.

In teaching English vocabulary, there are many media that can be used by teachers to improve students' vocabulary, such as using songs, pictures, videos, games and application. Darmaningrat et al (2018) concluded that teaching vocabulary by using application as media is the right choice for junior high school because students will be more interested and not easily bored. There are many types of English learning applications that can be used in the teaching and learning process with various variations, one of the applications that can be used as a media for teaching vocabulary is the Hello English application.

In line with the preview description that has been stated about the problem of vocabulary mastery at SMPN 10 Parepare, in this era of industrial revolution 4.0, where every aspect of life is surrounded by digital technology, teachers need to adapt their learning media into it. A teacher must be creative in choosing media that can make students more excited in learning vocabulary. Arirahmanto (2017) stated that junior high school teachers must attract students' attention because students at this age are easily bored. The media chosen should be able to engage students to not only memorize new vocabulary, but also practice using it. It is good for teachers to utilize technological devices to assist teachers in preparing lessons.

In the perspective of *Merdeka Belajar* in the era of revolution 4.0, technology also has an important role in the curriculum field. According to Karuniawati (2022) By utilizing technology, the implementation of *Merdeka Belajar*

curriculum can provide flexibility, innovation, and creativity in learning, technology can be used to provide needs in planning and implementing learning. Widoyono (2021) stated that technology has a significant role in transforming learning in an independent curriculum. By utilizing technology, it can help teachers become more efficient in teaching and can provide students with access to digital learning resources, make learning more interactive and interesting, and make learning more accessible anywhere and anytime (Wibowo et al, 2020).

In this research, the researchers used a technology application to teach English, namely Hello English. This application is designed to help those who are learning English. Hello English application is a mobile learning media that is able to grow students' vocabulary outside of school hours. According to Hidayati and Diana (2019) through the application, students can more easily learn and achieve their vocabulary. By using the Hello English application, students will feel curious and not bored because some students prefer to play gadgets rather than looking at books. In addition, the Hello English application is able to help education as a media and students can practice using English in a fun way.

Hello English application was chosen by the researchers because the English teacher at SMPN 10 Parepare had never used this application in teaching before. In addition, Hello English application offers comprehensive English learning that covers all the macro skills of speaking, reading, listening, grammar and vocabulary through engaging scenes and games. In addition, this application is also easy to use, can be used anywhere and there are many features with clear explanations that can be learned from this app. Therefore, the researchers chose the Hello English application to be used to

learn and at the same time improve students' vocabulary mastery.

## Method

This research used pre-experimental research with one group pre-test and post-test design. There is only one group contain in this pre-experimental research design. This design conducted by giving a pre-test followed by a treatment and then a post-test. To find out whether there is a significant effect of using Hello English application on students' vocabulary mastery.

The researchers used purposive sampling to select one class as a sample in this research. The researchers chose class VIII.4 as the research sample, with a sample size of twenty-seven students. The researchers used purposive sampling because the teacher suggested the researchers conduct research in class VIII.4 because the students' vocabulary mastery in the class was still lacking.

The research instrument is a written test which is divided into two parts, namely pretest and posttest. The pretest is given to students before being given treatment by using Hello English application as learning media. Post-test is given after the teaching and learning process using Hello English application. This process is expected to prove a significant influence on students' ability to improve vocabulary mastery. In the pre-test, students were given 10 forms of Matching Test and 10 forms of Fill the Blank and in the post-test, students were also given 10 forms of Matching Test and 10 forms of Fill the Blank.

## Findings and Discussion

The findings and analysis of research data are based on data obtained from student learning activities taught using the Hello English application. The

results obtained are presented using the Quantitative descriptive method. In this study, the researcher conducted a pre-test at the first meeting to find out the extent of students' vocabulary mastery before being given treatment and then gave a post-test after being given treatment. This study was conducted for four meetings attended by twenty-seven students. The pre-test and post-test materials were matching test and fill the blank.

The researchers found an improve in vocabulary in the eighth-grade class after being taught using the Hello English application. Based on the number of students present as many as twenty-seven students. The total pre-test average was 68.51 and the post-test average was 77.96.

Table 1. Percentage score of students of pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-1000	0	0%
2.	Very Good	86-95	4	15%
3.	Good	76-85	4	15%
4.	Fairly Good	66-75	8	29%
5.	Fair	56-65	7	27%
6.	Poor	46-55	2	7%
7.	Very Poor	0-45	2	7%
<b>Total</b>			27	100%

Table 1 shows the classification of student scores on the pre-test. The table above shows that many students were below the minimum criteria achievement classification. Some students scored less on the pre-test score classification. This proves that students have low vocabulary mastery. Table 4.1 shows the diverse student scores, which indicate that no students scored Excellent (0%), four students scored very good (15%), four students scored good (15%), eight

No	Variables	Mean Score		The Improvement
		Pre-Test	Post-Test	
1.	Vocabulary Mastery	68,51	77,96	13,79%

students scored fairly Good (29%), seven students scored fair (27%), two students scored poor (7%), and two students scored very poor (7%). It can be concluded that the students' pre-test scores are still far below the average.

Table 1. Percentage score of students of post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-1000	1	4%
2.	Very Good	86-95	5	18%
3.	Good	76-85	10	37%
4.	Fairly Good	66-75	8	29%
5.	Fair	56-65	1	4%
6.	Poor	46-55	1	4%
7.	Very Poor	0-45	1	4%
<b>Total</b>			27	100%

Table 2 shows the classification of students' scores on the post-test after being given treatment using the Hello English application. The table above shows that there is an improve in students' vocabulary mastery. Where there is one student scored excellent (4%), five students scored very good (18%), ten students scored good (37%), eight students scored fairly good (29%), one student scored fair (4%), one student scored poor (4%), and one student scored very poor (4%). Based on these results, it shows that the percentage and classification of students' scores in the post-test are higher than the pre-test. So, it can be concluded that students'

vocabulary mastery improved after being given treatment using the Hello English application.

Table 3. Improvement of the students' vocabulary mastery by using Hello English Application

To clearly see the improvement in students' vocabulary mastery, it can be seen in the following chart:

Chart 1. Improvement of the students' vocabulary mastery by using Hello English application

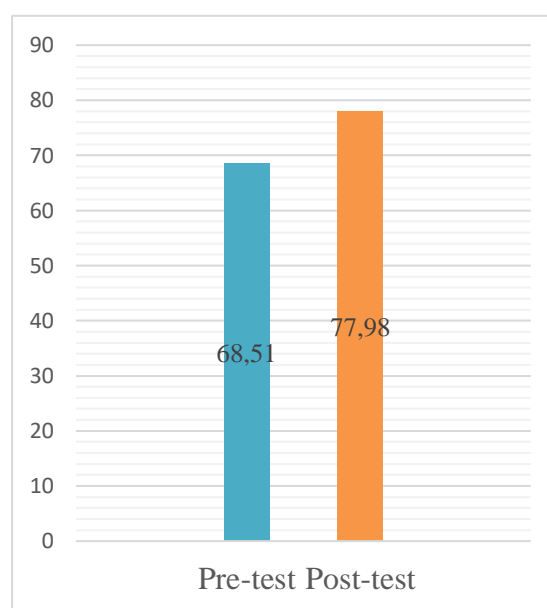


Chart 1 shows that after doing the pre-test using the Hello English application, the average score of students is 68.51, this shows that students' vocabulary mastery is still lacking. After students are given treatment, the average score of students' post-test is 77.96. This shows that the score has improved by 13, 79%. which stated that the Hello English application can improve students' vocabulary mastery. Table 4. The Mean Score and Standard Deviation of Students in Pretest and Posttest.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST	68.5185	27	18.64727	3.58867
POST TEST	77.9630	27	15.08051	2.90224

Table 4 shows the average scores of students in the pre-test and post-test. The average score on the pre-test was 68.51, and the average score on the post-test was 77.96. The average score in the post-test is higher than the student score in the pre-test. The results of the standard deviation of students' vocabulary mastery shown in table 4.4 are 18.647 before treatment and 15.080 after treatment. The lower the standard deviation value, the better the effect of the media used. This means that students' vocabulary mastery has improved after using the Hello English application as a medium in learning.

Students' vocabulary achievement improved after being taught through Hello English application because they can learn vocabulary effectively through an interesting application, although the improve in students' vocabulary using Hello English application did not reach a significant level as shown in table 4.3 but this application can have a positive impact on students' vocabulary improvement. The Hello English application presents an interactive and engaging learning approach, giving students access to a variety of activities, exercises, and learning materials. This supports previous research conducted by Hidayati and Diana (2019) and Yuanita (2019), the Hello English application can make students play a more active role in learning English because learning while playing through smartphones can improve the willingness to be enthusiastic about learning.

In the application, there are several games and challenges that they can play in the application, such as Spelling Bee Games and Tea Games. In Spelling Bee Games, students will play with other students who will be detected by the application. Students will find random letters, blanks and words in Indonesian. They have to arrange the letters to

translate the words from Indonesian into English and the student who can answer the question faster will get more coins than their opponent. Tea Games can also be used by students to play games. The difference is that in this game, students will be given a limited time in choosing which answer is correct, and students will get a coin if the answer chosen is correct. Through this game, students can indirectly improve their vocabulary and learn words with fun activities.

The Hello English application keeps students entertained and attracts students' interest in learning English, because students can learn while playing, so the vocabulary lessons they get will be easier to remember, as in the research of Puspitaloka et al (2017) and Butarbutar and Simatupang (2019) who examined the efforts of the "Hello English" application to check the increase in students' strength in knowing English vocabulary for the use of automatic-based learning games. The research of Puspitaloka et al (2017) and Butarbutar and Simatupang (2019) is in line with this research which uses the "Hello English" application in improving students' vocabulary mastery and creating a fun situation in learning English vocabulary.

The other features of the Hello English application that should be highlighted are learning materials and reading some vocabulary articles where students' just click one word the meaning of the word begins to appear. There are also other features of the Hello English application which is a Digital Dictionary feature. Sometimes students are lazy to read a dictionary book to look for the meaning of a word, there is a digital dictionary of 10,000 words that students can read differently using their smartphones rather than reading a dictionary book. This research supports research conducted by Ginting (2019) and

Fithriani (2019) where the Hello English application can help teachers as learning media in the English teaching and learning process because it has many interesting exercises and features that can be learned by students, especially in vocabulary learning.

Then, the Hello English application can make students more interested in learning because only by means of a smartphone that is familiar to students, they can learn while playing. Liana et al (2018) suggested that the Hello English application is a media that helps students in the process of understanding and enhances students' accuracy in learning. According to them, the Hello English application is very useful for students because the concept of this media is learning while playing. This of course will make students feel comfortable and will not feel bored or bored when participating in the learning process or the learning process because of it. This research supports research conducted by Liana et al (2018) where the hello English application can be a good media for students in learning English vocabulary because this application makes English lessons more fun and can make students learn English wherever and whenever.

In conducting research on the use of the Hello English application, the obstacles faced by students become an aspect that needs to be considered. Although the Hello English application was effective in improving students' vocabulary, some of them faced quota constraints when accessing the app during the teaching and learning process. This was a major concern as it could limit their access to the learning resources presented by the app. However, the researcher was able to overcome this obstacle through a creative solution. By utilizing hotspots, researcher provide internet access to students in need at no additional cost. This

solution not only bridged the financial barrier, but also ensured that all students could actively engage in the use of the application, supporting their efforts to improve their English vocabulary without barriers.

In this application, students also did a lot of vocabulary practice in class unconsciously because they thought they were playing a game in Hello English. This shows that students find it easy to actively participate in games that make them use the language and learn it. From the data analysis above, the researcher can conclude that Hello English application can increase students' vocabulary in the eighth grade of SMPN 10 Parepare, because the vocabulary test scores after the researcher conducted the treatment were higher than before being taught with Hello English application. Although students experienced an increase in vocabulary after being taught by using Hello English application, the increase did not reach a significant level. Although the increase is not significant, the use of Hello English application still has an effect in improving students' vocabulary.

## Conclusion

The researcher has analyzed and argued that teaching vocabulary by using Hello English application is one of the appropriate ways. The use of Hello English application as a media in learning English has an effect on students' vocabulary mastery, especially in improving the vocabulary of Nouns and Verbs in the eighth grade of SMPN 10 Parepare. Although the Hello English application is able to improve students' vocabulary, there were some of them who experience found constraints when using this application in the teaching and learning process, but researcher was able to overcome these obstacles through

creative solutions, by utilizing hotspots so that students can successfully access the internet to use the application.

Based on the results and discussion in the previous findings, it can be concluded that the use of the Hello English application keeps students entertained and attracts students' interest in learning English, because students can learn while playing, the vocabulary lessons they get will be easier to remember. It can also be seen that the average score of students' post-test is higher than the average score of students' pre-test. This shows that although students experienced an increase in vocabulary after being taught using the Hello English application, the increase did not reach a significant level. Although the increase is not significant, the use of Hello English app still has an effect in improving the vocabulary of eighth grade students of SMPN 10 Parepare.

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