

**THE EFFECT OF HELLO ENGLISH APPLICATION  
TOWARDS STUDENTS' VOCABULARY OF THE FIRST  
GRADE AT SMPN 25 PEKANBARU**

**A THESIS**

*Intended to fulfill one of requirements for the Award of Sarjana Degree in  
English Language Education Islamic University of Riau*



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2022**

## THESIS APPROVAL

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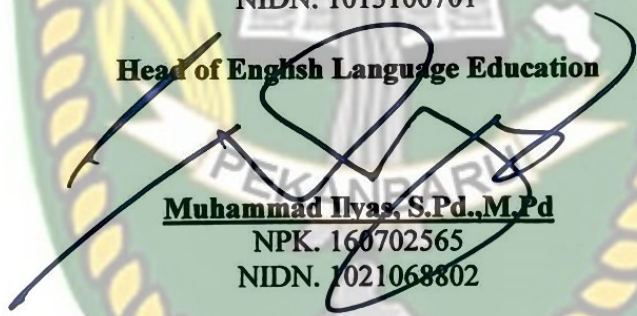
### THE EFFECT OF HELLO ENGLISH APPLICATION TOWARDS STUDENTS' VOCABULARY OF THE FIRST GRADE AT SMPN 25 PEKANBARU

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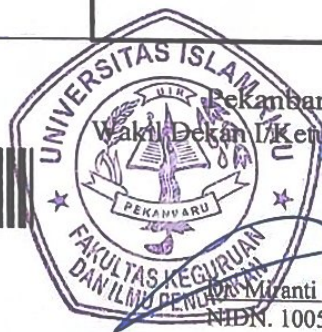
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2	December, 23 <sup>rd</sup> 2021	Write a proposal chapter I-III	The advisor checks all chapters	
3	December, 30 <sup>th</sup> 2021	Revised Chapter I and II	Revised Theories	
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5	February, 14 <sup>th</sup> 2022	Approved to join Seminar Proposal	The advisor signed to join seminar proposal	
6	March, 7 <sup>th</sup> 2022	Join Seminar Proposal	Join Seminar Proposal	
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8	May, 11 <sup>th</sup> 2022	Revised Chapter IV and V	Revised conclusion and suggetion	
9	May, 23 <sup>rd</sup> 2022	Checking Chapter I,II, III, IV and V	Complete the front attachment	
10	June, 8 <sup>th</sup> 2022	Approved to join thesis Examination	The advisor signed to join thesis examination	
11	June, 27 <sup>th</sup> 2022	Join Thesis Examination	Join Thesis Examination	



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I admit this thesis purely derived from my own work and my own word, except some theories which quoted or taken from some various sources including to references, I am responsible for the rightness of the data and its content.

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For closing this statement, this thesis may be uncompleted and still far being perfect. To complete this paper need suggestions and critics from the reader.

Pekanbaru, June 27<sup>th</sup>, 2022  
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## ABSTRACT

*Sri Rezki Mulyani 2022. The Effect of Hello English application Towards Students' Vocabulary of the first grade at SMPN 25 Pekanbaru*

**Keywords:** *Hello English Application, Vocabulary*

*The objective of this research is to find out the significant effect of Hello English application towards students' vocabulary. The Hello English application is an English learning app or web, which is used to teach English vocabulary, which can improve spelling skills, vocabulary skills, speaking skills, and understanding of words.*

*The research was experimental. The research sample was the experimental group and control group. The population of this research was the first grade at SMPN 25 Pekanbaru 2021/2022 academic years. The sample is purposive sampling. The form of the test was multiple choices. The instrument of this research was a vocabulary test. It is consist of 25 items for the pre-test and post-test. The data were analyzed by using paired sample t-test from SPSS version 26.*

*The research finding showed there was a different result between pre-test and post-test with the mean score of 61.13, and 74.75. It means that the students' vocabulary after doing the treatment by using Hello English application has increased. The score of  $t_{count}$  was higher than  $t_{table}$  ( $4.169 > 1.998$ ). It means the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, there was any significant effect on the first-grade students' vocabulary after being taught by using Hello English application at SMP Negeri 25 Pekanbaru.*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Vocabulary is an important key in communicating and making a sentence. If we lack of vocabulary, of course, we will have difficulty translating a meaning in a word or difficulty in understanding a text. Vocabulary is one of the language's competencies, and it plays a significant part in the teaching of foreign languages because it is linked to four language skills: speaking, reading, listening and writing (Nugroho et al. 2021).

Vocabulary is one of the components of the language taught in schools other than reading, speaking, listening, and writing. Vocabulary is the first basic component that must be taught in teaching language. According to Berliani and Katemba (2021), Vocabulary must be taught at the start of the English language and must be integrated into the four English abilities listening, speaking, reading, and writing.

Vocabulary is a collection of words that a person uses to form sentences or communicate with the public. Good communication requires a lot of vocabulary knowledge. Because of the large vocabulary, then we have to learn or memorize each vocabulary thus that it is easy for us to make sentences or communicate. But if we memorize all the vocabulary we will have difficulty. Therefore, the best way is not to memorize the vocabulary but rather to understand the meaning of the word.



Furthermore, in memorizing new vocabulary, sometimes, we will forget the vocabularies which make us bored and not want to memorize it again. Even though English is an interesting language to learn but because it does not master a lot of vocabulary, it makes students think English is a difficult subject. English is an easy subject if we intend to learn it.

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. And when faced with new vocabulary, they will open the dictionary to look up the meaning of the word. However, if students do not repeat or frequently use the vocabulary, it will make them forget the vocabulary they have learned.

Vocabulary is fundamental in learning English. The more vocabulary a person has, the more they will understand in understanding a sentence. The more we get used to seeing a word, the faster we will recognize it. Someone who has a lot of vocabulary will tend to be easier to capture information than those who have a lower vocabulary.

Based on the researcher's experience when teaching Junior High School students 25 Pekanbaru, during the field experience practice (PPL) in 2021, the Researcher found some problems in learning English. First, students lack English vocabulary and many students do not understand English. Some students do not understand the basics of English. Many students are not taught when they are in elementary school. As a result when in junior high school they are shocked and

left behind. For this reason, the role of the teacher is important to give more attention to these students.

Second, students have received opinions from people around them, that English is a difficult subject. Thus the advice can change their mindset accordingly that they will be afraid and not interested in learning English. Therefore, the teacher's job is to eliminate students' bad thoughts.

Third, students never use English anytime and anywhere. They always use Indonesian and even use local languages when talking to their friends. They do not use English in their daily life because of environmental conditions that do not support them in speaking English. And even when one of the students tried to speak in English, the other students would answer that they could not speak English. Thus that they are afraid and do not want to speak English anymore for fear of being ridiculed and laughed at by their friends. Therefore that the vocabulary they learn will be lost because they are not used in everyday life.

Fourth, students do not understand grammar, because in learning grammar there are usually confusing formulas that must be learned. However, students are usually lazy to memorize formulas because they are too many and confusing. So, the teacher must have a good strategy that can make students interested in learning it.

Fifth, students lack motivation in learning. As we know many people say that English is a difficult subject. The rumor makes students think the same thing, so students are lazy or not enthusiastic about learning English. Therefore, the teacher must motivate students that English is not as difficult as imagined. Then

the teacher must look for new strategies that can make students comfortable and happy when learning English.

To master vocabulary, the researcher uses the application (App) as a tool (media) in teaching English. The application is a teacher's tool for teaching. The application can increase student activity in the classroom, so students do not get bored during the teaching and learning process. Applications can be used individually or in groups according to the type of application used.

There are many types of learning applications used in teaching. However, currently, the researcher only chooses one application in learning. The name of the app is Hello English. The Hello English application is an English learning app or web, which is used to teach English vocabulary, which can improve spelling skills, vocabulary skills, speaking skills, and understanding of words. In this Hello English application, students can not only develop their vocabulary, but they can also practice speaking and understanding the meaning of words.

Then, to support the learning process using the Hello English application, the researcher must follow the curriculum. The curriculum is the heart of education. The curriculum used in the school (where the author conducted the research) is the 2013 curriculum. Based on the 2013 curriculum, there are four basic language skills: speaking, reading, writing, and language components: vocabulary, grammar, pronunciation, and spelling. Four language skills and language components must be learned by students to master English.

Based on those problems, the researcher is interested to discuss the vocabulary of students' by applying the Hello English application, because Hello



English is an application that has a good effect on developing students' vocabulary. The use of Hello English in learning can be more interesting in learning. This will encourage students to be more interested and motivated to learn English.

According to Hidayanti, T & Dian (2019), Hello English is a particular English learning application, which offers macro skills such as reading, listening, speaking, vocabulary, and grammar in English through engaging games.

To Apply the Hello English application in the classroom, the researcher uses the task-based learning method. Because this method focuses on giving a progressive assignments that are adapted to learning abilities, which fits perfectly with the Hello English application. According to Hasibuan et al. (2022), TBL (Task-Based Learning) is a lesson structure, a method of measuring activities in a lesson, which has a collaborative element to build trust in language and social situations.

Based on these Problems, the researcher will conduct a study entitled “The Effect of Hello English Application towards Students’ Vocabulary of First Grade at SMP Negri 25 Pekanbaru”.

## **1.2 Setting of the Problem**

There are several difficulties faced by students when learning English, such as: 1) Students lack of English vocabulary. Some students cannot understand the basics of English because of a lack of vocabulary. Many students are not taught English when they are in elementary school. So, when they are in Junior High School, they must first be taught the basics of English; 2) Students have gotten

issues that say English is a difficult subject. These issues affect the mindset of students so that students feel afraid and not interested in learning English; 3) the environment is not supportive. Students never use English anywhere and anytime, and always use Indonesian. Sometimes even use the local language. If there is one student who uses English, other students will answer that they cannot speak English. That is why the student environment does not support them to speak English; 4) students do not understand grammar. As a result, they find it difficult to distinguish the tenses that should be used; 5) students lack motivation in learning English. Therefore, teachers and parents are required to motivate students in learning English.

### **1.3 Limitation of the Problem**

Based on the setting of the problem, the researcher needs to limit the problem that researcher only focuses on the students' lack of vocabulary. The students find it difficult to memorize English vocabulary because they never use and repeat it in their daily life. Thus that the Hello English application in vocabulary learning can make students more familiar with new vocabulary, encourage their memory, and also make students interested in learning English.

### **1.4 Formulation of the Problem**

The formulation of the problem is as follows:

1. Is there any significant effect of Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.

## 1.5 Objective of the Research

Based on the research problem, the objectives of this study are as follows:

1. To find out the significant effect of Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.

## 1.6 Significance of the Research

The researcher hopes that the result of this study can give significance as follow:

1. Theoretical significance

Theoretically, the researcher expects that the result of this study will give readers beneficial information and a comprehensive understanding.

2. Practical significance

- a. For students

The results of this study are expected to provide many benefits and contribution to the first grade of SMPN 25 Pekanbaru

- b. For teacher

Hopefully, this study will help teachers have a better understanding of how to use creative media and teaching strategies. Furthermore, if Hello English application helps expand students' vocabulary, the teacher can use it in their teaching and learning process.

- c. For next researcher

It is hoped that the results of this study would provide useful information and references for future researchers interested in conducting similar research.



### 1.7 Definition of the Key Terms

1. The effect means the influence of something on the way someone thinks or behaves or the way something works or develops (Hornby 2005). It means that the researcher wants to find out the effect of the Hello English application on students' vocabulary.
2. Hello English is a specific English learning application, it offers comprehensive English learning covering all macro skills of reading, listening, speaking, vocabulary and grammar through games and interesting scenes (Hidayanti, T & Dian 2019). In this research, Hello English will be used as an application for teaching vocabulary in Junior High School.
3. Vocabulary is the basis for learning a language. Vocabulary is an important component in learning English because vocabulary is a supporting skill in learning English in addition to grammar and pronunciation (Nutriyanto, H. 2020). In this Study, Vocabulary means the students' ability to acquire the meaning of words that have already been learned by using Hello English.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevant Theories

##### 2.1.1 The Definition of Vocabulary

One of the foreign languages that are studied by many students around the world is English because English is a foreign language that must be learned in school. Four skills must be mastered in language learning, namely listening, speaking, reading, and writing. Among the four skills, the most important is vocabulary, because without mastering it, it will be difficult to learn and develop the four language skills. Vocabulary is a collection of words used to compose sentences so that the other person can understand what we are saying. Words are learned by memorizing and understanding each meaning the word. The more vocabulary we know the easier it is for us to communicate with strangers. Vocabulary is one of the language's competencies, and it plays a significant part in the teaching of foreign languages because it is linked to four language skills: speaking, reading, listening and writing (Nugroho et al. 2021).

Vocabulary is an important aspect of learning a language. Humans must first learn vocabulary in learning a language. Kadwa and Alshenqeeti (2020), noted that in English, vocabulary is one of the centers of skill development because vocabulary cannot be separated from the four language skills. According to Berliani and Katemba (2021), vocabulary must be taught

at the start of the English language and must be integrated into the four English abilities listening, speaking, reading, and writing. Besides that, EFL students must master English vocabulary to improve their English skills.

Vocabulary is one of the most important aspects of learning a language. Hasram, and Singh (2021), claimed that vocabulary is similar to the building blocks of language. Learners with a small vocabulary may find it difficult for students to learn other aspects of the language. According to Nandhini, (2020), vocabulary development is an essential component of language learning, we will be able to understand more of what we hear and read if we know more words. Because without mastering vocabulary it will be difficult to speak, write, read, and listen. Vocabulary is a collection of words that have meaning, which form a sentence. Respati and Nur (2019), stated that vocabulary is extremely important, especially for people who are learning the language as a second or even foreign language. With us mastering the vocabulary we will easily communicate with strangers.

### **2.1.2 Types of Vocabulary**

According to Harmer (2015), there are two types of vocabulary:

#### **1. Active Vocabulary (Productive Vocabulary)**

Productive vocabulary is the vocabulary that individuals use regularly to write or speak, such as well-known and regularly used words.



## 2. Passive Vocabulary (Receptive Vocabulary)

Receptive vocabulary is a collection of words that pupils don't know but can understand when they hear or read them. Students are likely to be familiar with these terms, however, they are rarely used.

### 2.1.3 Various of Vocabulary

According to Marsudi dan Darsono H (2010), the vocabulary consists of four parts:

#### a. Noun

According to Marsudi dan Darsono H (2010), nouns are words that are used as names for people, animals, places, or ideas (concepts), nouns can also be actions. A noun can be used as a subject, direct object, indirect object, complimentary subject, or adverb in a sentence.

1. Countable Noun: as a singular and plural form, and can be preceded by a number or a/an. Example: a car, a cup, or a bicycle.
2. Uncountable Noun: Something that cannot be counted. Example: Hair and milk.
3. Compound Noun: A noun made up of two or more words. Example: Credit card.
4. Concrete Noun: a noun that has a physical form.
  - a) Proper Noun (nouns that start with capital letters and are the name of a person or a place). Example: Alya, Korea.
  - b) Common Noun (nouns that are commonly used). Example: purse, car, and chair.

c) Material Noun (nouns obtained from mining or other raw materials). Example: gold, cotton, and oil.

d) Collective Noun (nouns in the form of a group). Example: army, crew, and team.

5. Abstract Noun: a noun without a physical form. Example: knowledge, agreement, and friendship.

#### **b. Verbs**

According to Marsudi dan Darsono H (2010), verbs are words that can be used by subjects to create the basis of action sentences.

1. Ordinary Verb: The initial verb, also known as the main verb.

This verb must appear in a sentence and must follow the auxiliary verb or come to the conclusion of the verbs. Example: Bring, make, drink, write, etc.

2. Auxiliary Verb: It is an auxiliary verb. This verb is not required to be in a phrase and comes before the regular verb.

a) Ordinary auxiliary is the original auxiliary verb, which has no dictionary definition. Example: Am, are, is, was, were, and been.

b) Modal auxiliary is an auxiliary verb that has meaning in a dictionary. Example: will, shall, and can.

c) Emphasize auxiliary, which is an auxiliary verb with an affirmative connotation. The meaning of this verb is the same as the word. Example: do, does.

3. Linking Verb: it is a verb that joins the subject and complement.

a) To be: is, am, are, were, be, and have.

b) Ordinary linking verbs: (become, turn, get, grow)

means to become, (remain, stay, keep) means to remain constant, (look, seem, appear) means to appear, and so on.

4. Action Verb is a verb that expresses that the subject is doing an action or that something is occurring.

5. Stative Verb to convey conditions that do not change or tend not to change.

6. Regular Verb is regular verbs, while irregular verbs in the past tense and past participle are more variable. Example: Arrive, live, and help.

7. Irregular Verb is words that are mostly in the past tense.

Irregular verbs are those in which the suffix -ed or -d is added to the base form to get most of the past tense (verb-2) and past participle (verb-3) (the root form of the verb). Example: Come, meet, and run.

8. Transitive Verb that requires an object is called transitive verbs.

A sentence will not be complete without an object.

9. Intransitive verb is verbs that do not require an object. Example:

Come, go, sleep, and so on.



### c. Adjectives

According to Marsudi dan Darsono H (2010), adjectives are words that are used to describe, identify, or measure nouns.

1. A descriptive adjective describes the quality of the noun in question. Example: Good, bad, intelligent, and happy.
2. A demonstrative adjective is a sort of adjective that refers to something specific. Example: This, that, these, and those.
3. Possessive Adjective is a useful adjective for indicating ownership of something. Example: My, your, and their.
4. A distributive adjective is an adjective that describes the attributes of divided items. Example: each, every, either, and neither.
5. A quantitative adjective describes the number of objects in existence. Example: Some, any, no, and many.
6. An interrogative adjective is an adjective that is used to inquire about an item. Example: what, which, or whose.

### d. Adverb

According to Marsudi dan Darsono H (2010), Adverbs are words that are widely employed to describe verbs, adjectives, or other adverbs.

1. Adverbs of Manner describe how or in what manner something is done. Example: quickly, rapidly, fluently, and comfortable.

2. Adverbs of Frequency are used to describe how frequently an action is performed. Example: always, usually, often, and seldom.
3. Adverbs of Degree describe how much, how far, or how deeply something happened. for Example: very, so, enough, and too.
4. Adverbs of Time are a word that relates to when something occurs or is located. Example: now, today, yesterday, and tomorrow.
5. Adverbs of Place are used to describe a location. Example: here, there, and everywhere.
6. Interrogative adverbs are utilized in a question. Example: when what, and where.
7. Relative Adverbs are describing nouns that have already been mentioned. Example: when and why.
8. Sentence Adverbs are normally placed before the sentence or clause they are describing. Example: surely, and unfortunately.

#### **2.1.4 The Importance of Vocabulary Mastery in Language Learning**

Mastering vocabulary means that students have more knowledge about vocabulary which includes the meaning, spoken form, written form, grammatical behavior, word derivation, word collocation, spoken and written word lists, word connotations or associations, and word frequency. In assessing students' vocabulary mastery, according to Schmitt (2008), one way to prove students' vocabulary mastery is by realistically measuring receptive

and productive knowledge. Students' receptive knowledge is believed to be more important because the language will be received receptively first.

The importance of vocabulary mastery is to be able to express ourselves and understand what others are saying. Watkins; P., (2014) stated that the fact is that even if you want to express something even a little, without vocabulary the expression will not be conveyed. As a result, the value of vocabulary may be observed in the clarity with which language can be communicated. It will be impossible for us to speak, transfer, read and listen to anything if we do not comprehend and have a limited vocabulary. However, it is impossible to dismiss the importance of grammar. Vocabulary is the initial stage in learning a language because no learning can be complete without it.

Students with a large vocabulary will be able to speak, although not in complete phrases, they will be able to express themselves. Harmer (2015), states that if the structure of language serves as the foundation for language, vocabulary will serve as vital organs and flesh. As a result, if the form of the sentence is the structure of the language, the vocabulary is the substance of the phrase.

### **2.1.5 Teaching Vocabulary in Junior High School**

According to Brown; H. D., (2003) teaching is guiding, facilitating learning, enabling learning to learn, and setting conditions for learning. Guiding means directing or instructing students about the goals to be achieved. Guiding also means helping students to solve problems, thus as to



achieve better development. Facilitating learning means tools or media used by teachers in teaching. For example, using games in teaching vocabulary, and then, enabling learning to learn, and setting conditions for learning. That is, before starting the lesson, the teacher must check the situation around the class. Such as: checking the attendance of students, students, tidiness, cleanliness, state of the classroom, and others.

According to Hornby (2005), teaching means giving instructions to someone, such as giving knowledge, skills, and others. As we know, the role of a teacher is to transform or transmit his knowledge to his students. Transmitting knowledge means teachers share everything they know with their students related to the lesson. To transmit or transform knowledge, teachers must have their way of specificity. Therefore the knowledge presented can be easily accepted and useful for students.

According to Nagy (2005), teaching vocabulary is more than just teaching words, vocabulary is teaching about words, about how words are put together, how words are learned, and how words are used. It means. When the teacher teaches vocabulary, the teacher not only teaches a few words to the students, but the teacher also has to explain how to arrange the words into correct sentences and then explain the meaning of the words according to the context. Every word in English doesn't have only one meaning. The meaning will change according to the existing context (contextual meaning).

Several experts define the amount of vocabulary that must be mastered by students. Vocabulary size varies greatly by age (Rowe *et al.*, 2012). Based

on Schmitt (2008), students need to know 5000-7000 words to be able to communicate in English orally and 8000-9000 words to read authentic texts such as newspapers and novels. In addition, (McCarthy and O'Dell 1999), noted that to speak and write in normal situations you need at least 1-2 thousand words. Grabe (2012), said that learners must know about 98-99% of words in discourse to understand them well.

Curriculum changes lead to changes in the objectives and methods of teaching English in Indonesia. The curriculum that is currently used is the 2013 curriculum, where the 2013 curriculum emphasizes the development of communicative competencies which include socio-cultural competencies, discourse competencies, linguistic competencies, formula competencies, interactional competencies, strategic competencies, linguistic competencies, in particular covering components such as language, vocabulary, and pronunciation. Vocabulary is the first stage in language learning. Even 1000-2000 word levels on practical usage and textbooks were emphasized in the prior curriculum. While Junior High School students are expected to master 1500 words to understand and use the four language abilities, according to Depdiknas 2006.

Based on the above statement, as English teachers, we must know a lot of vocabulary that must be known and mastered by students of the same age level. Because beginner level and intermediate level are not the same. Then, the teacher must be able to help students in remembering vocabulary.

### 2.1.6 Concept of Hello English Application

Hello English is an application designed for learning English. According to Putra *et al.*, (2020) Hello English is a mobile application developed to assist users in the interactive learning of English. This application can be downloaded and installed on the Android, Windows, Web, and Apple operating systems, released in October 2014 in 22 languages, there are 475 lessons, and it also features 10,000 bilingual dictionary words. Based on the Google play store, currently Hello English has reached 50 million users. Hidayanti, T & Dian (2019), stated that Hello English is a particular English learning application, which offers macro skills such as reading, listening, speaking, vocabulary, and grammar in English through engaging games.



**Figure 2.1 “Hello English” App logo**

### 2.1.7 Purposes of Hello English Application

Hello English is an application that helps students improve their English language skills. In Hello English application presents features to improve English vocabulary, speaking, listening, writing, and speaking. So it can be concluded that



the purpose of this application is to help everyone, especially students in learning English. According to Amaliah (2016), Hello English can assist students to understand the topics and avoid boredom in the classroom. Makes learning English more enjoyable, with an attractive appearance and complete material that makes it easier for students to improve their English skills. Hello English as a medium for teaching English as a foreign language can create a fresh mood in the classroom, excite students, and entice them to return to learning English (Butarbutar and Simatupang 2020).

#### **2.1.8 Hello English Application Components**

Teachers can carry out learning using the Hello English application, here are some components used in learning, the first is a smartphone, one of the important tools in using the Hello English application, where the Hello English application will be installed using a smartphone, without a smartphone learning using the application will not run well, and the second is the internet network, the internet network is also very important in using the Hello English application, without an internet network the Hello English app will not function properly (Fajiani 2020).

#### **2.1.9 Hello English Application Procedure**

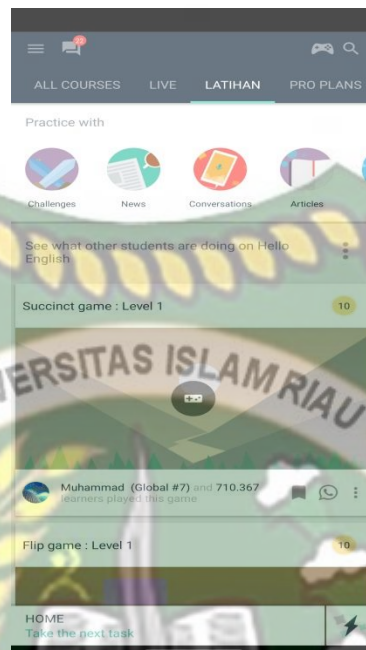
Hello English is an application used for learning English where users can work on practice questions and can see the results of the exercises they have done. According to Fajiani (2020), if students answer the practice questions incorrectly, the Hello English application will automatically answer the correct questions. So

they can immediately find out where they went wrong. In addition, According to Ginting (2019), there are several stages in starting the Hello English application:

1. Download and install the Hello English application on the Play Store on your smartphone.
2. Create an account using your email to "sign-in" in the Hello English application.
3. Continue and follow several steps in creating an account, such as language selection, gender selection, avatar selection, the reason for wanting to learn English, writing a name for the account, offers for accounts who want to join the pro program, and choosing English proficiency levels.
4. After that, your account has been created and you can access features to support your English learning.

#### **2.1.10 Features on Hello English Application**

According to Ginting (2019), the Hello English app's tools are integrated into educational games that can help students expand their vocabulary in a fun way. Based on observations on the Google Play Store, there are several features provided by the Hello English application, the first is to set a study schedule, the Hello English application will set the user's time to study at a time that is suitable for the user. The second is vocabulary trainer users will get more vocabulary memorized. The third is grammar review, Hello English will help users to improve user grammar, and the fourth one is offline mode, where users can learn where and users can download content to study offline.



**Figure 2.2 Hello English's Features Appearance**

According to Fajiani, (2020), there are several features in the Hello English application:

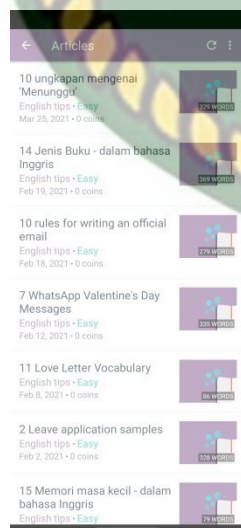
1. Challenge or quiz, consists of two types of quizzes that the students can use to learn English. The first is the Quizathon challenge. This is a quiz where students will play with students and their co-stars will be automatically detected by the application. They will compete to answer the question within 20 seconds. The student who can answer the question faster will get more coins than the opponent. The second is the Spellathon challenge. Almost the same as Quizathon, the only difference is that students will find random letters, blank boxes, and Indonesian words. In this quiz, students are asked to arrange letters to translate words from Indonesian into English.





**Figure 2.3 Quizathon & Spellathon Challenge**

- Article contains some readings that students can read to find some vocabulary they don't know and to find the meaning students have to click on a word they want to know the meaning, then the word will be detected immediately.

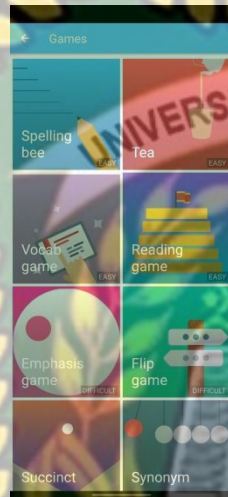


**Figure 2.4 Article's Feature**

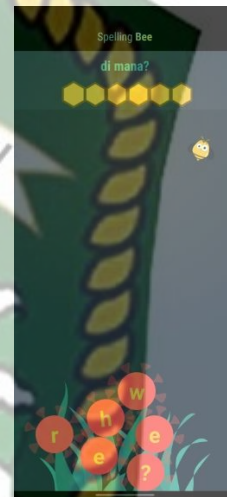


**Figure 2.5 Article Reading Feature**

3. Games, feature contains various games that can be played by students learning English. Such as learning vocabulary with the spelling bee game. Where students will arrange or spell words according to the meaning of the words that appear.

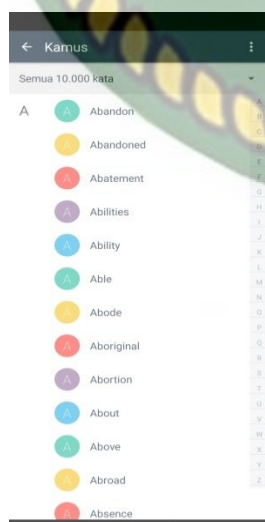


**Figure 2.6 Games Feature**

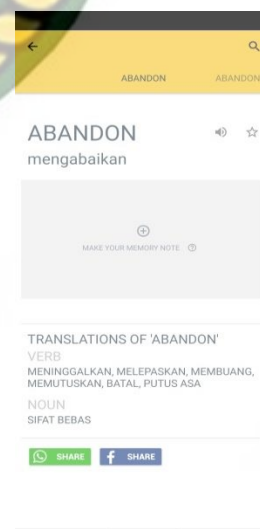


**Figure 2.7 Spelling Bee Games**

4. Digital dictionary is a dictionary book to look up the meaning of a word, there are 10,000 words that students can read differently



**Figure 2.8 Dictionary Feature**



**Figure 2.9 Dictionary From**

### **2.1.11 The Advantages and disadvantages Hello English Application**

According to Ginting (2019), there are several advantages and disadvantages of the Hello English application as a learning medium, which the author will explain.

The advantages of using the Hello English application, the first is that Hello English is very interesting for anyone who wants to learn English because the design is very easy to understand. The second is that Hello English can be used to study anytime and anywhere. The third is that it does not require a lot of quotas, so it does not burden the user.

The disadvantage Hello English application is that we have to open a quiz session at an additional cost and not all teachers can use technology.

### **2.2 Relevant Studies**

Several studies are relevant to this research: first, this study has relevance to the research conducted by:

First, Fajiani (2020), with entitled Enriching Students' English Vocabulary Using Hello English Application. The results of this study indicate that the Hello English application provides benefits for students and makes students' vocabulary significantly increase by using learning through the Hello English application.

Second, Shofi Nur Jannah (2020), with entitled Hello English Application as Supporting Device In English Learning Speaking Skill. This study shows that the Hello English application not only helps improve students' vocabulary skills but also helps in improving students' speaking skills.



Third, I. Libriana, K. Salija (2020), with entitled The Implementation of Hello English in Teaching at Indonesia at junior high school. This study shows how to apply Hello English in learning vocabulary in the classroom. This study describes the features of the Hello English application very clearly, making it easier for teachers to present material, and making it easy for students to learn vocabulary using the Hello English application.

Based on the previous related research above, the researcher shows that the Hello English application can be used as a medium for teaching English subjects. where previous research had a positive impact on students' interest in learning English. The difference between previous research and this research, previous research may not have the form and characteristics of this research, but this research can provide information and data to support this research. and also this research will guide students in completing lessons following existing procedures and findings.

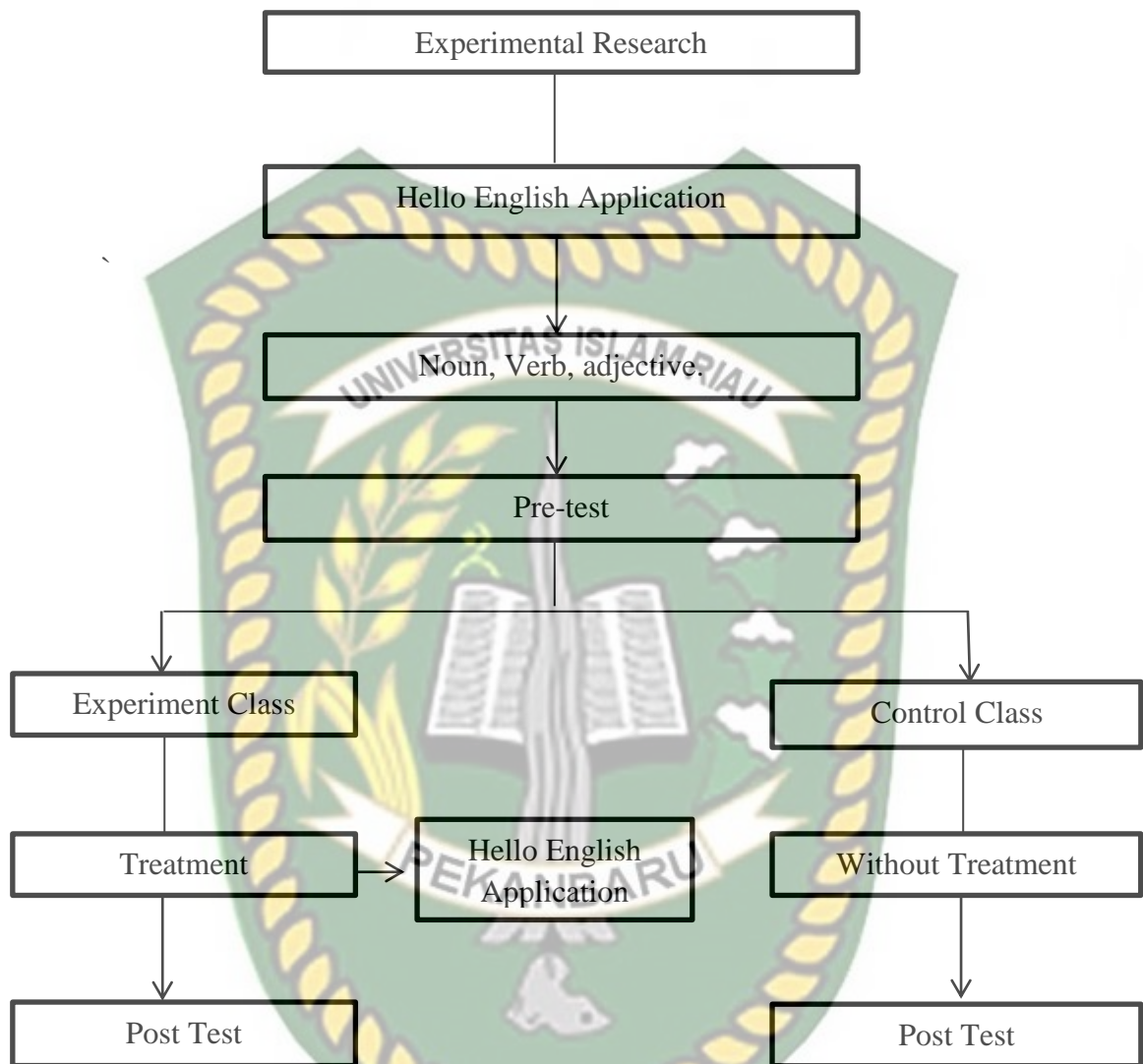
### **2.3 Conceptual Framework**

The importance of vocabulary in language learning cannot be overstated. Students will be able to express themselves better in speaking, reading, writing, and listening with the help of vocabulary. However, students may find it challenging to learn and understand thousands of English vocabulary due to the increasing amount of them. Furthermore, when it comes to writing and pronouncing English words, there are numerous variations. It bores them and makes them uninterested in studying.

To tackle these issues, English teachers in schools must devise innovative methods to assist students in mastering English vocabulary and motivating them to study it. Using media in the classroom is an effective technique to attract students' attention to vocabulary development and mastery. Many teachers now employ technology to make learning more engaging and relevant to students' lives. Hello English, a language game application, is one of these enjoyable mediums.

Hello English is an English learning application that can be used on both mobile phones and laptops. This application's features are built on educational games that can help students enjoyably expand their vocabulary. Because mobile phones are objects that people cannot separate, students can learn not only at school but also at home using this application.

From the research above, the researcher believes that using Hello English to improve students' English vocabulary will be quite beneficial. The following draft can be seen to clarify the conceptual framework:



**Figure 2.10 Conceptual Framework**

## 2.4 Hypothesis

Based on the related studies above, the researcher proposes the hypothesis for this study as follows:

1. Null Hypothesis ( $H_0$ ): There is no significant effect of using Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.



2. Alternative Hypothesis ( $H_a$ ): There is significant effect of using Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was carried out by a quantitative method with a quasi-experimental design and a nonequivalent pretest-posttest control group design because the purpose of this design was to get a valid conclusion about the effect of the independent variable on the dependent variable. The objective of this research was to come to some findings on the effect of the Hello English application on vocabulary. The research sample was split into two groups for this study, namely the experimental group and the control group. Before learning vocabulary, both the experimental and control groups were given a pre-test. The experimental group was then treated with the Hello English application by the researcher. On the other hand, the control group was treated by the researcher without using Hello English application. After that, both the experimental and control classes were given a post-test to see how the application of Hello English affected their vocabulary.

The independent variable and the dependent variable are the two variables in this study. First, the independent variable or also known as variable X is the Hello English Application, which is a medium that assists students to learn English. Second, the dependent variable or variable Y is the students' vocabulary. This study shows whether the Hello English application has an impact on students' vocabulary or not, which can be categorized as follows:

**Table 3.1 Experimental Design: Pre-test and Post-test Design**

Group	Pre-test	Independent variable	Post-test
Experimental (E)	Y1	X	Y2
Control (C)	Y1	-	Y2

Explanation:

E : Experiment Class  
 C : Control Class  
 X : Treatment  
 Y1 : Pre-test  
 Y2 : Post-test

Based on table 3.1 above, E denotes the experimental class while C denotes the control class. Y1 indicates that the pre-test, experimental, and control classes were given a pretest at the first meeting. X denotes treatment, after the pre-test, the experimental class received treatment for four meetings, while the control group did not. Y2 denotes a post-test, which occurs after the experimental class has completed the treatment, and both the experimental and control classes have completed a post-test at the last meeting.

### 3.2 Location and Time of the Research

The research was undertaken at SMP Negeri 25 Pekanbaru. Located on Jl. Kartama, Maharatu, Kec. Marpoyan Damai, Pekanbaru City Prov. Riau. And this research was conducted in six meetings at the school. The reason for choosing it is because this school is the place of the researcher doing the field experience



practice (PPL) before. And then, the time for conducting the data was on March 14<sup>th</sup>, 2022 – April 16<sup>th</sup>, 2022.

**Table 3.2 The Schedule of the Research in the Classroom**

No	Day / Date	Meetings	Topic
1	Monday / March 14 <sup>th</sup> , 2022	Meeting 1	Pre-test
2	Wednesday / March 16 <sup>th</sup> , 2022	Meeting 2	Nationality and Country
3	Wednesday / March 23 <sup>th</sup> , 2022	Meeting 3	I Speak English / I do not Speak English
4	Wednesday / March 30 <sup>th</sup> , 2022	Meeting 4	I Speak English / I do not Speak English
5	Wednesday / April 6 <sup>th</sup> , 2022	Meeting 5	Describing Someone
6	Wednesday / April 13 <sup>th</sup> , 2022	Meeting 6	Post-test

### 3.3 The Population of the Research

#### 3.3.1 The Population of the Research

According to Creswell, (2012) "Population is a group of individuals who have the same characteristics". The Population in this study was all first-grade students of SMPN 25 Pekanbaru in the 2021/2022 academic year. The total population of 129 students consists of four classes. The following table shows the population description:

**Table 3.3 Research Population**

No.	Class	Number of Students
1.	VII-1	32
2.	VII-2	32
3.	VII-3	32
4	VII-4	31
Total		127

### 3.3.2 The sample of the Research

Part of the population is referred to as the sample. This section is usually small the form of the group that was observed by the researcher. The sample is part of the target population studied by researchers to generalize about the target population (Creswell 2012). For sampling, the researcher used purposive sampling techniques. Sugiyono (2019), said that purposive sampling is a sampling technique with certain considerations. The researcher used purposive sampling because it aims to determine the detailed effect to build a useful understanding. In addition, this research was taken 2 classes, students in class VII-1 participated as the experimental class, while students in class VII-2 participated as the control class.

**Table 3.4 The Sample of the research**

<b>Class</b>	<b>Number of students</b>
Experiment Class VII-1	32
Control Class VII-2	32
<b>Total</b>	<b>66</b>

### 3.4 Instrument of the Research

This test is meant to measure how much students' vocabulary has grown as a result of using the Hello English application. The tests were given in two stages, pre-test and post-test. The vocabulary test is a multiple-choice test with 25 questions for both the pre-test and post-test, and it was adapted from an English textbook. Before using the Hello English application, a pre-test was conducted to

measure the students' initial proficiency in English words. The purpose of the post-test was to see if the students' vocabulary had increased as a result of their treatment.

**Table 3.5 Blue Print of the Vocabulary Test**

No	Indicators	Number of items	Total
1.	Noun	1, 4, 7, 10, 13, 16, 19, 22	8 questions
2.	Verb	2, 5, 8, 11, 14, 17, 20, 23	8 questions
3.	Adjective	3, 6, 9, 12, 15, 18, 21, 24, 25	9 questions
<b>Total</b>			<b>25 questions</b>

#### 3.4.1 Validity of the Instrument

Validity of the instrument is a measuring tool that can measure the extent to which the instrument is correct to measure something needed, or how valid it is. The more precise the measuring instrument used, the more valid it will be. The accuracy of the measuring instrument used to measure something or the suitability of the measuring instrument with what is to be measured. The validity of the variables related to the research problem under study. When we set the problem, we already know which variable to use as a provisional answer (hypothesis). In the instrument, the variable was measured based on the data obtained through the instrument used (Mardalis 2014).

The test validity that was used in this study was the correlation of the product-moment formula. SPSS version 26 was also used in this study. The sample for this study was 32 respondents, drawn from 30 questions on a



vocabulary test with a rate of  $\alpha = 5\%$ . Which of the following criteria is used to make decisions in this validity test is:

The statement is valid if  $r_{\text{counted}} > r_{\text{table}}$

The statement is invalid if  $r_{\text{counted}} < r_{\text{table}}$

The validity test was used by the researcher to determine whether or not an item was valid. The final result is as follows:

**Table 3.6 Result Validity Testing in Pre-test of Instrument**

No Item	$R_{\text{Counted}}$	$R_{\text{Table}}$	Decision
Item_01	0.401	0.349	Valid
Item_02	0.413	0.349	Valid
Item_03	0.617	0.349	Valid
Item_04	0.423	0.349	Valid
Item_05	0.442	0.349	Valid
Item_06	0.393	0.349	Valid
Item_07	0.540	0.349	Valid
Item_08	0.583	0.349	Valid
Item_09	0.202	0.349	Invalid
Item_10	0.591	0.349	Valid
Item_11	0.423	0.349	Valid
Item_12	0.451	0.349	Valid
Item_13	0.711	0.349	Valid
Item_14	0.627	0.349	Valid
Item_15	0.314	0.349	Invalid

Item 16	0.324	0.349	Invalid
Item 17	0.574	0.349	Valid
Item 18	0.621	0.349	Valid
Item 19	0.511	0.349	Valid
Item 20	0.564	0.349	Valid
Item 21	0.384	0.349	Valid
Item 22	0.270	0.349	Invalid
Item 23	0.165	0.349	Invalid
Item 24	0.426	0.349	Valid
Item 25	0.597	0.349	Valid
Item 26	0.618	0.349	Valid
Item 27	0.451	0.349	Valid
Item 28	0.505	0.349	Valid
Item 29	0.470	0.349	Valid
Item 30	0.610	0.349	Valid

Based on table 3.7, showed that from thirty items, R counted for items 9, 15, 16, 22, and 23 are lower than R table (0,349) and the other higher than R table. Thus, there were 5 items Invalid, and 25 items Valid. As a result, the research instrument consisted of twenty-five items.

### 3.4.2 Reliability of the Instrument

Reliability of the instrument is a measure to determine the extent to which the instrument is worthy of being used as a measuring instrument to measure something. If we measure or ask something to the same or different people then the results were the same or different then the results were the same. It means that the reliability is high or better. But if each is measured and asked the results was different or changing, meaning that the results are not reliable or cannot be trusted (Mardalis 2014). It will produce credible data if it is a reliable instrument. SPSS

version 26 was also used for this study. The following research is utilized to define the reliability category, according to Arikunto (2012):

0.000 – 0,200	not reliable
0,210 – 0,400	Low
0,410 – 0,600	Moderate
0,610 – 0,800	High
0,810 – 1,000	very high

**Table 3.7 Reliability of the Test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.884	30

Based on table 3.7, the result of the reliability test using SPSS version 26, the value of Cronbach's Alpha is 0,884 which is classified as very high. It indicates that the instrument's reliability in this study is reliable.

### 3.5 Procedure of the research

The procedure of this research as following steps:

**Table 3.8 Procedure of Test**

No	Material	Activity
1	<b>Pre-test</b>	At the first meeting, the teacher was given a pretest to the experimental and control classes to confirm the students' vocabulary before giving treatment.
2	<b>Treatment 1</b>	After being given a pre-test, at the second meeting the



		<p>teacher introduced the Hello English application to students.</p> <p>The teacher asked students to install the Hello English application and help students create accounts. After that, the teacher asked students to open lesson 4 about the simple present tense (based on the topic in the syllabus) and explain the material. Next, the teacher asked the students to play the spelling bee game in Hello English Application to increase their vocabulary.</p>
3	<b>Treatment 2</b>	<p>At the third meeting, the teacher also used the Hello English application and asked students to continue the material in lesson 9, namely the use of basic verbs (affirmative and negative). After that, students played the game part of the Tea game, to increase students vocabulary.</p>
4	<b>Treatment 3</b>	<p>At the fourth meeting, the teacher asked students to open lesson 10 about verb exercises in the Hello English application. After that, the students played a spelling game to increase their vocabulary.</p>
5	<b>Treatment 4</b>	<p>At the fifth meeting, the teacher asked the students to open the Hello English application in lesson 22 about describing someone. Then, students opened a tea game to increase their vocabulary.</p>
6	<b>Post-test</b>	<p>After treatment in the experimental class by using Hello English application. A post-test was provided at the sixth</p>

		meeting to determine the student's vocabulary in the experimental and control classes.
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### 3.6 Data Collection Technique

To collect the data, in this research, both classes (experimental class and control class) were given two vocabulary tests based on the test in the Hello English application. The pre-test and post-test were different, but they both had the same composition and number of questions. The procedure is as follows:

#### 3.6.1 Pre-test

Before doing the treatment, the students were given a pre-test to determine their previous vocabulary knowledge. Several characteristics were presented as part of the pre-test. Before the students in the trial receive treatment, the researcher evaluates them. There are 25 items with multiple choices. If students answered all of the questions correctly, they received 100 points.

#### 3.6.2 Treatment

After doing the pre-test, the researcher was given treatment in the experimental class. In the experimental class, researchers used the Hello English application in the teaching and learning process. On the other hand, in the control class, researchers have not used the Hello English application in the teaching and learning process.

### 3.6.3 Post-test

After being given treatment, students were given a post-test. Post-test is an assessment of numerous features or characteristics of participants in an experiment after they have received treatment. There are 25 items multiple-choice, much like the pre-test, there is 25 items multiple choice. The test contains different content than the pre-test, but the same composition and characteristics. If students answered all of the questions correctly, they received 100 points. The goal of the post-test is to see how much students have grown in their vocabulary after treatment.

### 3.7 Data Analysis Technique

After the data was collected, the next step the researcher was to examine the data, with a significance level of 0.05. The test data in this study was calculated and analyzed automatically using Microsoft Excel 2010 and SPSS v.26 software. The following are the components of data analysis:

#### 3.7.1 Preliminary Analysis

After the data was collected, a preliminary analysis is conducted to see if the data meets the criteria for the t-test hypothesis test. The initial analysis consisted of two tests, the normality test, and the homogeneity test, which were both undertaken automatically using SPPSS v.26. If sig is more than 0.05, the data is said to be regularly distributed and homogeneous.



#### a. Normality Test

The normality test was used to examine if the experimental and control class data were normally distributed or not. The Lilliefors method was used to conduct the normality test in SPSS v.26. The significance value (Asymp. Sig. 2-tailed)  $> 0.05$ , indicates that the data distribution is normal. Whereas, if the significance value (Asymp. Sig. 2-tailed) is  $< 0.05$ , the data distribution is not normal.

#### b. Homogeneity Test

The homogeneity test was conducted whether the variance in the data from the two groups was the same or not. To get homogeneity data, the homogeneity test also uses SPSS v.26, and the significance level of the test must be more than 0.05.

#### c. Students Score Category

The table below was to categorized the students based on their scores on vocabulary tests:

**Table 3.9 Score Categorized**

Score	Categorized
90-100	Excellent
81-89	Very Good
71-80	Good
60-70	Fair
$<59$	Poor

(Arikunto and Cepi, 2018:35)

### 3.7.2 T-Test

After obtaining data from the pre-test and post-test from the experimental group and the control group, the researcher analyzed whether the Hello English

application is beneficial or not to improve the vocabulary of the first-grade of SMPN 25 Pekanbaru in the 2021/2022 academic year. The researcher calculated the data using the T-test on SPSS v.26 to determine which hypothesis was accepted and rejected. The test is a statistical method for determining whether or not two sample means differ significantly.

### 3.7.3 Hypothesis Test

The results of observations about the sample are determined using statistical hypotheses. The following are the criteria:

If  $t_0 > t\text{-table}$  with Sig. (2-tailed)  $5\% < (0.05)$ ,  $H_a$  is accepted

If  $t_0 < t\text{-table}$  with Sig. (2-tailed)  $5\% > (0.05)$   $H_0$  is accepted

The hypothesis for this research is as follows:

- a. Null Hypothesis ( $H_0$ ): There is no significant effect of using Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.
- b. Alternative Hypothesis ( $H_a$ ): There is significant effect of using Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

The researcher has conducted research that had been carried out in SMPN 25 Pekanbaru for first grade. In this study, there are two classes; the experimental class is VII-1 and the control class is VII-2. The research presents a vocabulary test in the form of a multiple-choice with 25 items covering three vocabularies; nouns, verbs, and adjectives.

The researcher gave two tests. Each class has a pre-test and a post-test. A pre-test is given to the experimental class before the researcher uses the Hello English application, and a pre-test is given to the control class before the lesson begins. The researcher used the Hello English application in teaching for four meetings during treatment. The students were given a post-test at the end of their treatment. To observe an increase in student scores and some students can answer a question correctly.

##### 4.1.1 Data Homogeneity of the Sample

In this research, before the researcher analyzed the post-test, the researcher had known the homogeneity of the sample by using a test of homogeneity of variance by using SPSS 26 version. Homogeneity is the test used to examine whether the sample variance was homogenous or not. If sig:  $p > 0,05$  in pre-test analysis, the data is homogeneous, whereas if sig :  $p < 0,05$  indicates that the data is not homogeneous. The data was described in the following table:



**Table 4.1 Data Homogeneity of Sample**

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.758	1	62	.387
	Based on Median	.713	1	62	.402
	Based on Median and with adjusted df	.713	1	55.802	.402
	Based on trimmed mean	.727	1	62	.397

Based on table 4.1, the researcher found a significant of based on the mean was 0.397. It means that sig:  $p > 0.05$  in other words, the pre-test data in the control and experimental groups were homogenous.

#### 4.1.2 Data Normality of the Test

After the researcher analyzed the homogeneity of the test, the next step was to find out the normality of the test. The normality of the test was used to examine whether the data parameters were normal or not. In normality of data of pre-test analysis, if sig:  $p > 0,05$  it means that the data is normal, whereas if sig :  $p < 0,05$  it means that the data is not normal.

The data was described in the following table:

**Table 4.2 Data Normality of Sample**

**One-Sample Kolmogorov-Smirnov Test**

		Pretest_of_Expe riment	Pretest_of_Cont rol
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	61.13	52.75
	Std. Deviation	17.189	13.947
Most Extreme Differences	Absolute	.089	.141
	Positive	.089	.141
	Negative	-.080	-.113
Test Statistic		.089	.141
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.106 <sup>c</sup>

Table 4.2 showed that the significance of 2 tailed test (sig : p) was 0.200<sup>c,d</sup> in the experimental group. It is mean that  $0.200^{c,d} > 0.05$ . Therefore, the distribution of data is normal. The significance of 2-tailed was 0.106<sup>c</sup> in the control group. It is mean that  $0.106^c > 0.05$ . Therefore, the distribution of data is normal. It can be concluded that the distribution of data is normal.

#### 4.1.3 Result of Pre-test and Post-test in Experimental group

Before giving treatment, the researcher had given pre-test to the sample students. It was done to determine the students' vocabulary abilities. That score from pre-test compare with score of post-test. The following table shows the students' answers on the pre-test and post-test:

**Table 4.3 Students Score in Pre-Test and Post-Test of Experiment Class**

Name	Pre-test	Category	Name	Post-test	Category
Student 1	72	Fair	Student 1	84	Very Good
Student 2	40	Poor	Student 2	60	Fair
Student 3	44	Poor	Student 3	68	Fair
Student 4	36	Poor	Student 4	68	Fair
Student 5	76	Good	Student 5	80	Good

Student 6	52	Poor	Student 6	68	Fair
Student 7	56	Poor	Student 7	60	Fair
Student 8	60	Fair	Student 8	72	Good
Student 9	40	Poor	Student 9	68	Fair
Student 10	40	Poor	Student 10	64	Fair
Student 11	56	Poor	Student 11	64	Fair
Student 12	40	Poor	Student 12	72	Good
Student 13	72	Good	Student 13	72	Good
Student 14	84	Very Good	Student 14	88	Very Good
Student 15	60	Fair	Student 15	76	Good
Student 16	52	Poor	Student 16	76	Good
Student 17	64	Fair	Student 17	76	Good
Student 18	56	Poor	Student 18	60	Fair
Student 19	84	Very Good	Student 19	88	Very Good
Student 20	52	Poor	Student 20	60	Fair
Student 21	68	Fair	Student 21	84	Very Good
Student 22	60	Fair	Student 22	76	Good
Student 23	72	Good	Student 23	84	Very Good
Student 24	28	Poor	Student 24	64	Fair
Student 25	52	Poor	Student 25	64	Fair
Student 26	56	Poor	Student 26	76	Good
Student 27	72	Good	Student 27	84	Very Good
Student 28	72	Good	Student 28	76	Good
Student 29	68	Fair	Student 29	80	Good
Student 30	76	Good	Student 30	84	Very Good
Student 31	100	Excellent	Student 31	100	Excellent
Student 32	96	Excellent	Student 32	96	Excellent
<b>Total</b>	<b>1956</b>	<b>Fair</b>	<b>Total</b>	<b>2384</b>	<b>Good</b>
<b>Mean</b>	<b>61.13</b>		<b>Mean</b>	<b>74.75</b>	

Table 4.3 showed the students' vocabulary results from pre-test and post-test utilizing the Hello English application, with a focus on vocabulary. The overall score from 32 students in the pre-test was 1956 before the treatment, according to the data. It was found that their average score in the level category fair was 61.13. However, the students' results after treatment were considerably different from the pre-test the total score from 32 students in the post-test was



2384. It can be computed that their average score in the level category good was 74.75.

The paired sample test was used to evaluate the difference between the two tests after the researcher examined the data from the pre-test and post-test in the experimental group, as indicated in the table below:

**Table 4.4 Paired Samples Statistics of Experiment Class**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.13	32	17.189	3.039
	Posttest	74.75	32	10.580	1.870

Based on table 4.4, it could be seen that the population of students was 32, the mean of the pre-test was 61.13, and the mean of the post-test was 74.75. The pre-test standard deviation was 17.189, while the post-test standard deviation was 10.580. The pre-test standard error mean was 3.039, while the post-test standard error means was 1.870. As a result, the students' pre-test and post-test results differed. Furthermore, the following table can be used to describe the paired correlation of the test:

**Table 4.5 Paired Samples Correlation of Experiment Class**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	32	.851	.000

Based on table 4.5, it could be seen that the population of students was 32, with a correlation of 0.851 between pre-test and post-test and a sign was 0,000.

**Table 4.6 Paired Samples Test of Experiment Class**

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper		
Pair 1	Pretest-Posttest	-13.625	9.895	1.749	-17.193	-10.057	-7.789	.000

From table 4.6, it could be seen that the difference between the pre-test and post-test scores is 13,625. The significant level was 0,000 which was less than 0,05. It indicates that a value of  $0,000 < 0,05$ . As a result, there is a significant effect of using Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.

Following an examination of the students' competency in the experimental group's pre-test and post-test. The researcher gave the data from the control group's pre-test and post-test, as shown below:

#### 4.1.4 The Result of Pre-test and Post-test in Control Group

The results of the pre-test and post-test in the control group were not the same as those in experimental group. The researcher compares the pre-test and post-test scores of the control group without applying a treatment, as shown in the table below:

**Table 4.7 Students Score in Pre-Test and Post-Test of Control Class**

Name	Pre-test	Category	Name	Post-test	Category
Student 1	44	Poor	Student 1	48	Poor
Student 2	52	Poor	Student 2	60	Fair
Student 3	44	Poor	Student 3	64	Fair
Student 4	44	Poor	Student 4	68	Fair

Student 5	72	Good	Student 5	80	Good
Student 6	60	Fair	Student 6	80	Good
Student 7	32	Poor	Student 7	48	Poor
Student 8	52	Poor	Student 8	64	Fair
Student 9	36	Poor	Student 9	48	Poor
Student 10	76	Good	Student 10	80	Good
Student 11	44	Poor	Student 11	52	Poor
Student 12	76	Fair	Student 12	72	Fair
Student 13	48	Poor	Student 13	64	Fair
Student 14	56	Poor	Student 14	64	Fair
Student 15	36	Poor	Student 15	56	Poor
Student 16	68	Fair	Student 16	68	Fair
Student 17	44	Poor	Student 17	60	Fair
Student 18	32	Poor	Student 18	56	Poor
Student 19	52	Poor	Student 19	64	Fair
Student 20	72	Good	Student 20	68	Fair
Student 21	68	Fair	Student 21	80	Good
Student 22	64	Fair	Student 22	68	Fair
Student 23	48	Poor	Student 23	68	Fair
Student 24	68	Fair	Student 24	76	Good
Student 25	36	Poor	Student 25	48	Poor
Student 26	36	Poor	Student 26	60	Fair
Student 27	60	Fair	Student 27	68	Fair
Student 28	36	Poor	Student 28	56	Poor
Student 29	64	Fair	Student 29	68	Fair
Student 30	52	Poor	Student 30	48	Poor
Student 31	72	Good	Student 31	80	Good
Student 32	44	Poor	Student 32	60	Fair
<b>Total</b>	<b>1688</b>	<b>Poor</b>	<b>Total</b>	<b>2044</b>	<b>Fair</b>
<b>Mean</b>	<b>52.75</b>		<b>Mean</b>	<b>63.88</b>	

Table 4.7, presented the students' vocabulary results, with a focus on Hello English application in the pre-test and post-test control groups. According to the data, the overall score of 32 students in the pre-test was 1688. It may be calculated that their average score in the level category poor was 52.75. However, the total score of 32 students in the post-test was 2044. It was calculated that the average score they got was 63.88 in the level category Fair.



The paired sample was utilized to determine the difference between the pre-test and post-test data in the control group after the researcher analyzed the data from both. As depicted in the table below:

**Table 4.8 Paired Samples Statistics of Control Class**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_of_Control	52.75	32	13.947	2.465
	Posttest_of_Control	63.88	32	10.285	1.818

Based on table 4.8, it could be seen that the population of the students was 32, the mean for the pre-test was 52.75 and the mean for the post-test was 63.88. The pre-test standard deviation was 13.947, while the post-test standard deviation was 10.285. The pre-test standard error mean was 2.465, and the post-test standard error mean was 1.818. As a result, the pre-test and post-test scores of the students were different. In addition, the following table can be used to describe the paired correlation of the test:

**Table 4.9 Paired Samples Correlation of Control Class**

		N	Correlation	Sig.
Pair 1	Pretest_of_Control & Posttest_of_Control	32	.814	.000

From table 4.9, shows that there were 32 students in total, the correlation between pre-test and post-test was 0.814, and the significance was 0,000.

**Table 4.10 Paired Samples Test of Control Class**

		Paired Samples Test						
				Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Pair 1	Pretest_of_Control - Posttest_of_Control	-11.125	8.175	1.445	-14.072	-8.178	-7.699	31
								Sig. (2-tailed)
								.000

From table 4.10, it was seen that the difference between the pre-test and post-test scores is 11,125. The level of significance was 0,000 which was less than 0,05. It denotes a value of  $0,000 < 0,05$ . It shows a considerable difference between the pre-test and post-test.

#### 4.1.5 The Progress of Students' Score

The researcher conducted extended experimental research and obtained pre-test and post-test scores. By using Hello English application towards students' vocabulary, the research was able to determine how far they had progressed in their studies by using Hello English application.

**Table 4.11 The Increase of Students' Scores by using Hello English Application**

Group	Pre-Test	Post-Test	Increasing
Experimental Group	61.13	74.75	13.625
Control Group	52.75	63.88	11.125

Table 4.11 showed the increasing score of the experimental group and then the increasing score of the control group. It can be seen in Table 4.11, the increase of the experimental group was 13.625 and the increase of the control group was 11.125. It indicates that the experimental group's increase was higher than the

control group. The uses of the Hello English application to increase or progress explained that teaching vocabulary has a beneficial effect on students' vocabulary.

**Figure 4.1 Result of Pre-Test and Post-Test**

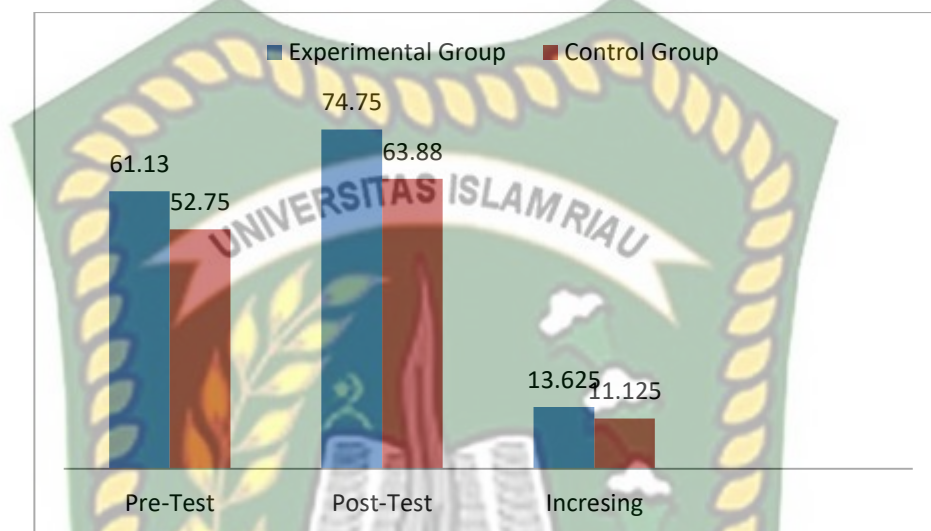


Figure 4.1 displayed that the Mean of the pre-test in the experimental group was 61.13, while the mean of the post-test in the experimental group was 74.75. As can be observed, the experimental group increased by about 13.625. Furthermore, the Mean of the pre-test in the control group was 52.75. It can be seen that the control group increased by about 11.125. It indicates that the experimental group's growth rate was higher than the control group. The use of the Hello English application to increase or progress explained that teaching vocabulary has a beneficial effect on students' vocabulary.

#### 4.2 Data Interpretation

This interpretation centered on the findings of the research and data analysis, specifically the effect Hello English application towards students' vocabulary of the first grade of SMPN 25 Pekanbaru.



After calculating the data for the experimental class, there is a significant increase in students' scores in vocabulary tests between pre-test and post-test. It was found the mean score of the pre-test of the experimental class was 61.13 and the post-test was 74.75. It means the students have a higher increase in their score after doing the treatment by using Hello English application during four meetings.

While the control class, there is also a significant increase in students' scores on a vocabulary test. But, there are still some students who have below the score. It caused the control class to not the treatment. They just learn English as usual. The mean score for the pre-test of the control class was 52.75, and the post-test was 63.88.

#### 4.3 Hypothesis Testing

The Alternative Hypothesis ( $H_a$ ) and Null Hypothesis ( $H_0$ ) were proposed as follows:

1. Null Hypothesis ( $H_0$ )

There is no significant effect of using Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.

2. Alternative Hypothesis ( $H_a$ )

There is significant effect of using Hello English application towards students' Vocabulary of the first grade at SMPN 25 Pekanbaru.

To know whether it is significant or not, the researcher used the independent sample T-test to know the effect of Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru. The

researcher used the SPSS version 26. The calculation can be seen in the table below.

**Table 4.12 Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Results	Equal variances assumed	.081	.777	4.169	62	.000	10.875	2.608	5.661	16.089
	Equal variances not assumed			4.169	61.951	.000	10.875	2.608	5.661	16.089

Based on table 4.12, it can be concluded that in the Equal Variances Assumed section it can be seen  $t_{hitung} = 4,169$ . Then based on the distribution table, the value of  $t_{table} = 1,998$ . It means that  $t_{hitung} > t_{table}$  ( $4,169 > 1,998$ ). It means that the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So, there was any significant effect of Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru.

#### 4.4 Teaching Procedure

There are the research and the student activities while the learning process can describe:

**First meeting**, the researcher gave the pre-test to the students to know the students' vocabulary before doing the treatment with Hello English application. The test was multiple choices and consisted of 25 questions. The topics of the test were simple present tense (talk about Nationality and Country), basic verb (affirmative and negative), and describing someone. The researcher instructed the

students and explained what they would do with the pre-test given by the researcher.

**Second meeting**, the researcher entered the class and greeted the students before checking attendance. The researcher asked students to install the Hello English application on their respective smartphones. After all, students have installed the Hello English application, the researcher helps students create accounts, and explains the features of the application. Then the researcher together with the students opened lesson 4 in the Hello English application, namely the simple present tense about Nationality and Country. The researcher and students together answered the exercises in the application, and the researcher explained the exercises that were still difficult for students to understand. After that, it is continued by opening the spelling bee game in the Hello English application. In this game students are given words in Indonesian and also random letters, students must arrange words into English. Students play spelling bee on their smartphones to strengthen the vocabulary they have learned earlier. Finally, the researcher and students together conclude to close the class.

**Third meeting**, the researcher entered the class and greeted the students, and then checked attendance also. After that, the researcher prepared the projector. The researcher opened the Hello English application via a laptop so that it could be connected to the projector so that students could easily see the learning being explained. Then the researcher together with the students opened the 9 lessons in the Hello English application, namely basic verbs (affirmative and negative) about I speak English / I don't speak English. The researcher and



students together answered the exercises in the application, and the researcher explained the exercises that were still difficult for students to understand. After that, it was continued by opening the Tae game in the hello English application. In this game students are given a word in Indonesian and also two words in English, students must choose one English word that is right with the meaning of the Indonesian language. Students play Tea games on their smartphones to strengthen the vocabulary they have learned earlier. Finally, the researcher and students together conclude to close the class.

**Four meeting,** the researcher entered the class and greeted the students, and then checked attendance also. After that, the researcher prepared the projector. The researcher opened the Hello English application via the laptop so that it could be connected to the projector so that students could see the learning being explained. Then the researcher together with the students opened 10 lessons in the Hello English application, namely basic verb exercises. Researchers and students together answer the exercises in the application, and the researchers explain exercises that are still difficult for students to reach. After that, it is continued by opening the spelling bee game in the hello English application. In this game students are given words in Indonesian and also letters at random, students must arrange words into English. Students play spelling bee on their smartphones to strengthen the vocabulary they learned earlier. Finally, the researcher and students together conclude to close the class.

**Fifth meeting,** the researcher entered the class and greeted the students, and then checked attendance also. After that, the researcher prepared the

projector. The researcher opened the Hello English application via a laptop so that it could be connected to the projector so that students could easily see the learning being explained. Then the researcher together with the students opened the 22 lessons in the Hello English application, about describing someone. The researcher and students together answered the exercises in the application, and the researcher explained the exercises that were still difficult for students to understand. After that, it was continued by opening the Tae game in the hello English application. In this game students are given a word in Indonesian and also two words in English, students must choose one English word that is right with the meaning of the Indonesian language. Students play Tea games on their smartphones to strengthen the vocabulary they have learned earlier. After that, the researcher asked students to see their report cards in the Hello English application so that students could be motivated to improve their rankings and continue to use the Hello English application. Finally, the researcher and students together conclude to close the class.

**Last meeting,** the researcher was given the student a post-test. During the first meeting, the researcher engaged in a similar action. The material was provided by the researcher, and the students answer the question based on the text. Then, the researcher gave a paper there are twenty-five questions for thirty-two students.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### 5.1 Conclusion

The purpose of this study, as stated in the problem formulation in the previous chapter, is to determine if there is a significant effect of the Hello English application on students' vocabulary when comparing students who learned with the Hello English application to students learning without Hello English application.

Based on the research findings and the data interpretation in the previous chapter, the researcher concluded some conclusions as follows:

1. All students who learned by using the Hello English application were highly enjoyable and interesting in learning English, particularly vocabulary. The students are more active, interested, motivated in the classroom, and get involved in the learning process.
2. The T-test in the post-test gave a value of  $t_{\text{counted}}$  was 4,169. Meanwhile, the value of  $t_{\text{table}}$  on the degree of freedom was 62 ( $32-1 + 32-1$ ) at  $\alpha = 0,05$  level of significance for 2 tailed test was 1,998. So, there was a significant difference between  $t_{\text{counted}}$  and  $t_{\text{table}}$ .  $t_{\text{counted}}$  is much higher than  $t_{\text{table}}$  ( $4,169 > 1,998$ ). It means that is a significant difference in the students' vocabulary after being taught by using the



Hello English application of the first-grade students at SMP Negeri 25 Pekanbaru.

## 5.2 Implication

Based on the result of the researcher, this strategy has a positive effect on the English teacher, students, and the other researcher. For the English teacher, it can use to increase the students' vocabulary or add to the teachers' strategy in teaching English. For the students, it can make the students more enjoyable in receiving the lesson because the application is fun. Something fun will be more easily accepted. For the other researcher, it can try by him in teaching or as his new strategy.

## 5.3 Suggestion

Based on the foregoing conclusion and implication, the researcher would like to provide the following suggestions for students, teachers, and researchers:

### 1. Suggestion for English Teacher

For the English teacher, because students now are not the same as students tomorrow, English teachers should be able to locate creative and contemporary media that is relevant to their students' lives. Hello English application has been discovered to be one of the most effective media through the use of the Hello English application. As a result, the researcher advises English teachers to consider incorporating this software into their classrooms.

## **2. Suggestion for Students**

The English language is very crucial. As a result, students should pay more attention to the teacher's explanations of the lesson and practice their vocabulary. If the students seriously, the lesson will be more easily accepted. And it will make them easier to understand what their teacher said. Hello English is effective because it can provide the student's motivation, and can participate more actively in the teaching and learning process in the classroom, allowing them to expand their vocabulary.

## **3. Suggestions for other Researchers**

Based on researcher observations, other researchers who are interested in the same topic can try utilizing the Hello English application on a different level or another skill of English, because the researcher noticed that this application affects other skills in English, such as speaking and reading. The researcher hopes that the next researcher will be able to do better than this one.

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