The Effect of Hello English Application on Students' Vocabulary Mastery

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari aplikasi Hello English terhadap penguasaan kosa kata siswa. Aplikasi Hello English adalah aplikasi atau web pembelajaran bahasa Inggris, yang digunakan untuk mengajarkan kosa kata bahasa Inggris, yang dapat meningkatkan keterampilan mengeja, keterampilan kosa kata, keterampilan berbicara, dan pemahaman kata. Penelitian ini bersifat eksperimental. Sampel penelitian ini adalah 35 siswa kelas satu SMP Negeri di Pekanbaru, Riau Indonesia. Instrumen penelitian ini adalah tes kosa kata yang terdiri dari 25 item untuk pre-test dan post-test. Data dianalisis dengan menggunakan uji-t berpasangan sampel dari SPSS versi 26. Hasil penelitian menunjukkan ada perbedaan hasil antara pre-test dan post-test dengan skor rata-rata 61,13, dan 74,75. Penguasaan kosa kata siswa meningkat setelah diberikan perlakuan dengan menggunakan aplikasi Hello English. Skor t_hitung lebih tinggi dari t_tabel (4,169 > 1,998). Artinya hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, ada pengaruh yang signifikan terhadap kosa kata siswa kelas satu setelah diajar dengan menggunakan aplikasi Hello English.

Kata Kunci: *Hello English Application, Vocabulary*

Abstract

The objective of this research is to find out the significant effect of the Hello English application on students' vocabulary mastery. 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 sample of this research was 35 students in the first grade at Junior High School in Pekanbaru, Riau Indonesia. The instrument of this research was a vocabulary test consisting 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 difference in results between the pre-test and post-test with the mean score of 61.13, and 74.75. The students' vocabulary mastery increased after giving the treatment by using the Hello English application. 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 a significant effect on the first-grade students' vocabulary after being taught by using the Hello English application.

INTRODUCTION

One of the most important elements in determining success in learning English is vocabulary mastery (Alqahtani 2015; Satriani et al. 2019; Chou, 2018). Without adequate vocabulary mastery, students will not be able to use language functions properly (Satriani et al. 2019; Kho et al. 2021). Vocabulary is important to support mastery of language skills (Viviane Hounhanou, 2020; Lee & Wong, 2021). Vocabulary is as important as other language skills such as listening, speaking, reading, and writing. In reading, vocabulary helps students understand the text they read. In Writing, vocabulary helps them develop their ideas. In listening, vocabulary makes it easier for students to understand what other people are talking about. Meanwhile, in speaking, vocabulary helps students to express their ideas orally (Matruty, 2021; Rizky Setiawan & Wiedarti, 2020; Liu, 2018). In short, having an adequate vocabulary is very important in language learning (Therova, 2020).

Even so, realizing the importance of vocabulary is not enough to support teaching English as it is found that teaching vocabulary tends to be neglected by most educators (Dzurotul Ilmi & Anwar, 2022), especially in Indonesian context (Cahyono & Widiati, 2015; Ibrohim et al., 2019). Even though vocabulary might receive some attention in English curriculum in Indonesian schools, but mostly to facilitate reading and grammar exercises. In fact, students are encouraged to learn new words by memorizing a number of words (Satriani et al., 2019), however they do not have many opportunities to use these words during lessons since more emphasis is usually placed on reading and grammar. This condition leads to a monotonous learning process. Therefore, it can be teacher' task to increase interest and motivation for students. Teachers can use games, pictures, and information communication technology media, or other strategy and material to increase students' motivation in acquiring English vocabulary (Nurtriyanto, 2020).

One of the interesting media that can help students learn vocabulary is the Hello English application (Fajiani, 2020; Ginting, 2019; Palangngan, 2022). 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.

The features of Hello English application is easy to use and very suitable for student's characters (Simanjuntak & Prawati, 2022). This application can be relied upon to interest students in learning English and improve their learning outcomes (Ismiati, 2019). Hello English application is very appropriate and

effective in increasing students' English vocabulary (Nurtriyanto, 2020; Palangngan, 2022; Ginting, 2019). Apart from that, this application is also a fun pronunciation learning media that allows students to practice pronouncing words in the right way (Seflianti & Arina, 2019; Amaliah, 2020). In this line, Munik and Handayani, (2020) claim that the Hello English application really helps teachers in creating interactive teaching and learning processes, enriching students' vocabulary, and encouraging them to generate creative ideas. Moreover, the Hello English application provides a number of interesting features to help students expand their vocabularies, such as music, native speaker voices, colorful graphics, and user-to-user interaction. (Zakiyah and Jamilah, 2021; Aini et al., 2022).

In line with a number of previous studies investigating the application of Hello English application, therefore, this study tries to investigate the effect of Hello English application on students' vocabulary mastery. In relation to that, the following research question is utilized: "is there a significant effect of using Hello English application on students' vocabulary mastery?" The result of this study is supposed to provide the evidence of the effect of using Hello English application on students' vocabulary mastery.

METHODOLOGY

The aim of this research is to investigate whether the Hello English application can significantly effect on the students' vocabulary mastery. This research was carried out using a quasi-experimental design and a nonequivalent pretest-posttest control group design. The sample of this study was 32 students of the first grade at Junior High School in Pekanbaru, Riau. To collect the data of this research, three stages of data collection was carried out, namely the pretest, treatment, and posttest. Both classes, experimental and control class were given vocabulary test which consists of 25 items of noun, verb, and adjective.

In the pretest, the students were given the vocabulary test to determine their previous vocabulary knowledge. Then, the students were given treatment. After treatment, the post-test was given to the students, which consists of 25 items of multiple-choice. The test consisted of different items from the pre-test, but still in the same level. The aim of this test is to find out the differences between pretest and posttest scores and figure out whether the treatment significantly increased students' vocabulary mastery.

Furthermore, a preliminary analysis was conducted to see if the data matched the criteria for testing of the hypothesis t-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 considered to be regularly distributed and homogeneous. 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.

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. After obtaining data from the pre-test and post-test of the experimental group and the control group, the researcher analyzed the data to determine whether the Hello English application can improve the students' vocabulary mastery. The T-test on SPSS v.26 was used to determine which hypothesis was accepted and rejected.

RESULT AND DISCUSSION

To observe an increase in student scores and some students can answer a question correctly. Thus, paired sample test was conducted, the findings as shown in table 1.

Table 1. Paired Samples Test of Experiment Class

		Mean	Std.Deviation	Std.Error Mean	Lower	Upper	t	df	Sig (2-tailed)
				Paired Differences					
					95% Confidence Interval of the Difference				
Pair 1	**Pretest-Posttest**	-13625	9.895	1.749	-17.193	-10.057	-7.789	31	.000

From table 1, 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 students at Junior High School 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:

Table 2. Paired Samples Test of Control Class

		Mean	Std.Deviation	Std.Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
				Paired Differences					
					95% Confidence Interval of the difference				
Part 1	**Pretest of Control Posttest of Control**	-11.125	8.175	1.445	-14.072	-8.178	-7.699	31	.000

From table 2, 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.

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.
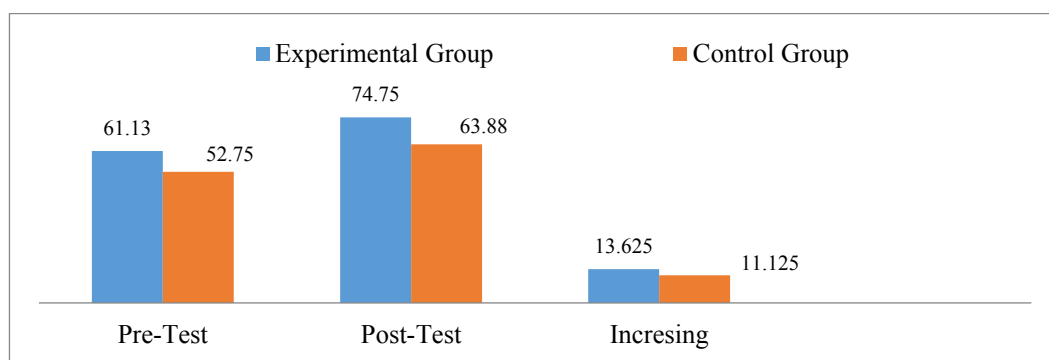

Figure 1 Result of Pre-Test and Post-Test

Figure 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 63.88. 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.

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

Table 3. Independent Samples Test

	Leven's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Internal of the Difference	
	f	Sig	t	df	Sig.(2-tailed)	Mean Differnce	Std.Error Differnce	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 3, 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 Junior High School in Pekanbaru.

Discussion

Based on the findings above, it can be concluded that there is a significant improvement in students' vocabulary mastery after the treatment by using Hello English application. The finding can be proved by comparing the pretest and the posttest scores of the students. The mean score of students in the pretest is 61.13, while the mean score in the post-test is 74.75. The score increases to 13.625 in the posttest after the treatment by using Hello English application was applied.

The results of this study is in line with the findings of Seroja Br Ginting and Fithriani, (2021) that Hello English application had a significant effect on the students' mastery of the vocabulary. Furthermore, it is also recommended that the Hello English application can be used as a tool in the English language teaching and learning process. The same picture also found in the study done by Sudarmaji et al., (2022). The findings of this study indicate that the use of Hello English has a significant impact on students' English vocabulary development. According to Sudarmaji et all, the Hello English smartphone application is appropriated to be used for students in learning English.

Other related research findings, for example, Nina and Uswatun (2017) also found that the use of Hello English application had a positive impact on students' English competence in learning vocabulary. Students are highly motivated when learning vocabulary. According to Nina and Uswatun (2017), to increase students' motivation in learning English, including vocabulary, learning activities through the Hello English application can be designed in an interesting way. In line with this, Butarbutar and Simatupang (2020) state that Hello English has the potential to increase student motivation, vocabulary, and better scores in the teaching and learning process. From her research it was found that students seemed excited when having their own conversations inside and outside the classroom. Apart from achieving students' vocabulary, using Hello English also helps students to improve their speaking and reading skills.

CONCLUSION

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. The T-test in the post-test gave a value of $t_{counted}$ was 4,169. Meanwhile, the value of t_{table} on the degree of freedom was 62 (32-1 + 32-1) at $\propto = 0,05$ level of significance for 2 tailed test was 1,998. So, there was a significant difference between $t_{counted}$ and t_{table}. $t_{counted}$ is much higher than t_{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 Junior High School in Pekanbaru.

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