CHAPTER I

INTRODUCTION

A. Background

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

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

Based on the experience of researcher after conducting pre-observation at SMPN 10 Parepare, researcher found that the problem in learning at school is that students lack English vocabulary. The researcher asked the English teacher directly about the eighth-grade students' mastery of English vocabulary and the teacher said that on average the eighth-grade students' mastery of English vocabulary is still very weak. The reason why they have limited vocabulary is because they are not interested in learning English. According to the students, English is very boring, they think English is a difficult subject because they cannot understand the meaning of the vocabulary, and feel afraid of mistakes when using English. The teacher suggested to the researcher to make the atmosphere of learning English much more interesting, so that students do not easily feel bored and one way is to utilize existing technology, by using English learning applications.

The lack of vocabulary makes students find it difficult to convey their ideas, even some of them are not active in English class because they do not understand English. Rohmatillah (2017) concluded that there are several reasons why the students have difficulties in learning English. First, the students were difficult to understand the meaning of vocabulary. Second, the students were difficult to remember all of the vocabulary materials. Third, the students were often confused about how to organize the vocabulary. Fourth, the students were hard to pronounce the word. Fifth, the students were bad in understanding the English text. The last, the students were limited in English learning facilities. In giving solution for among students‟ problem, it is needed innovative teacher. It hopes can minimalizing the students‟ cases.

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

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

In the perspective of Merdeka Belajar in the era of revolution 4.0, technology also has an important role in the curriculum field. According to Karuniawati (2022) By utilizing technology, the implementation of Merdeka Belajar curriculum can provide flexibility, innovation, and creativity in learning, technology can be used to provide needs in planning and implementing learning. Widoyono (2021) stated that technology has a significant role in transforming

learning in an independent curriculum. By utilizing technology, it can help teachers become more efficient in teaching and can provide students with access to digital learning resources, make learning more interactive and interesting, and make learning more accessible anywhere and anytime (Wibowo et al, 2020).

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

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

B. Problem Statement

The following research question was formulated by the researcher based on the background previously described: "Can the use of Hello English application improve students' vocabulary mastery?”

C. Objective of the Research

Based on the problem statement above, the purpose of this study is to find out whether the use of Hello English application can improve students' vocabulary mastery.

D. Significance of the Research

The results of this research are expected to be useful for:

1. For teachers, the results of this research can be used to help to teach students in every lesson. The teacher can involve students in classroom activities that allow students to improve their English Vocabulary by using the Hello English application.
2. For students, can also use the Hello English application to learn vocabulary so that they can be proficient in English. Furthermore, the writer hopes to give a positive effect on students in the future, so students can enjoy learning English using a smartphone.
3. For the curriculum, the use of the Hello English application in learning in the 2013 curriculum can help create learning that is more interactive, interesting, and relevant to student needs. Based on the 2013 curriculum, there are four basic language skills namely speaking, reading, writing, and language components namely vocabulary, grammar, pronunciation, and spelling. The

four language skills and language components must be learned by students to master English. In the Merdeka Curriculum, English language learning is focused on six language skills, namely listening, speaking, reading, viewing, writing, and presenting and the use of the Hello English application can facilitate students in mastering six language skills. So that the results of this research are expected to be used as a tool to facilitate the learning process and help students gain more knowledge about English.

4. For the next researchers, the results of this research provide information that can be used as a reference for further research on the effectiveness of using Hello English application in teaching vocabulary in eighth grade.

E. Scope of the Research

The scope of the research is divided into three parts, namely:

1. By discipline, this research is related to the sub-skills in English language learning, namely vocabulary.
2. By content, this relates to the content in the curriculum that applies at SMPN 10 Parepare, namely the 2013 curriculum. Which is where the Competition Standards are listening, speaking, reading, writing, while the Basic Competencies of the curriculum are compiling very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to circumstances or actions that are carried out routinely or are common truths, by paying attention to social functions, text structures and linguistic elements that are correct and appropriate to the context.

3. By activity, the researcher asked the students to download the Hello English application using their mobile phones and observe the students' vocabulary by asking the students to answer the questions in the Hello English application. And finally, the researcher gave a "fill the blank and matching test" as data material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Finding

Hidayati and Diana (2019) introduced two free English learning applications to students and examined how students' English motivation in learning English, how students use the application, and the differences in students' motivation levels in influencing the time spent accessing the application. The findings suggest that Hello English applications have considerable potential in helping language learners to learn the target language. The students were significantly active in this research project by showing good engagement in using the application.

Yuanita (2019) stated that the use of the Hello English application makes students active in English language skills. Learning while playing through smart phones can increase their willingness to be enthusiastic in learning and students become more courageous and confident in speaking. The use of the Hello English application as an English learning media, of course, helps teachers to provide an understanding of the learning material provided. Students are very enthusiastic and interested in using Hello English application as English learning media because this application is designed automatically and easy to understand. From the use of this application students also feel that their vocabulary increases and students can find out the mistakes that must be confirmed on each learning material.

Liana et al (2018) they found that "Hello English" application is a media that helps students' in the process of understanding and adding student accuracy of the material delivered namely about simple present tense. This Hello English application is very beneficial for students because the concept from this media is learning while play. This will certainly make learners feel comfortable and will not feel bored when following the learning process or inside the learning process because of that. This Hello English application is very suitable used in English lessons because it will make students more active and focus.

Puspitaloka et al (2017) stated that based on their research findings they drew the conclusion that the use of Hello English educational applications can improve students' English competence in learning English vocabulary. This application provides encouragement for students that learning English vocabulary can be fun and interesting. The students also do not feel forced to learn English vocabulary, but they feel happy to learn because they are placed in a fun situation.

Butarbutar and Simatupang (2019) concluded that using the Hello English application as a media in teaching English can provide a new atmosphere in the classroom. In this case, students were entertained and attracted students' interest to learn English again. In addition, this technology application also has the potential to increase vocabulary and obtain better grades in the teaching and learning process.

Ginting (2019) concluded that Hello English application is effective on students' vocabulary acquisition. The researcher also found that the Hello English application can be a center for language teachers in learning English because the language practice is intense and meaningful. In this game, the students also did a lot of vocabulary practice in class unconsciously because they thought that they were playing a game in Hello English. This shows that students find it easy to actively participate in a game that makes them use the language and learn it.

Fithriani (2021) stated that the results of her research prove that the use of the Hello English application has a significant effect on students' vocabulary mastery at the eighth-grade junior high school level in the context of English as a Foreign Language in Indonesia. Therefore, it is recommended for English teachers to try using this application in English learning to improve students' vocabulary mastery.

Based on the related research findings above, it can be concluded that the use of the Hello English application can be used as a media in the English learning process so that it can be used by students to improve their vocabulary mastery. Findings from previous researchers show that the use of this application has a positive impact on students' vocabulary and provides more interactive and fun English learning.

B. Some Partinent Ideas

This section covers some pertinent ideas or theories to better understand the aim which this research is specifically trying to accomplish.

1. The Importance of Vocabulary Mastery

Vocabulary mastery is fundamental for language learners in second language learning because it reflects the learners' understanding of the language (Anggara 2023). In addition, vocabulary mastery also has a very important influence on reading, speaking, writing and listening skills (Susanto 2017). Acording to Tantri (2016), in reading texts, learners can more quickly understand the main idea and content of the text if they have a good command of vocabulary. In writing, good vocabulary mastery helps students to produce more coherent sentences by using correct grammar. In listening and speaking, adequate vocabulary mastery will help students create coherent sentences to transfer their ideas during communication, and thus they can understand the ideas of others.

Listyani (2021) stated that vocabulary mastery is often considered a very important tool for foreign language learners. According to Rohmatillah (2017), Students with a large vocabulary will be able to speak, although not in complete phrases. Vocabulary mastery is a key aspect in foreign language learning. Vocabulary mastery is important for expressing ideas and receiving information from what others say (Santosa 2017).

The importance of vocabulary can be seen from the clarity of the language used to communicate. It is impossible for us to speak, transfer, read and listen to anything if we do not understand and have a limited vocabulary (Anggara 2023). However, we cannot ignore the importance of grammar. Vocabulary is the initial stage in learning a language as no learning is complete without it. Ginting (2021) without grammar, very little can be said, without vocabulary, nothing can be said. Building vocabulary is, arguably, an essential part of the language learning process. If we don't have a basic vocabulary, we can't learn grammar. That is why it is so important to have a good vocabulary practice at the beginning of learning.

Teaching vocabulary is a very important task in teaching English, such as: a) meaning of word, b) involves a form spelling, c) pronunciation, d) use the word (Rohmatillah 2017). Therefore, the teacher should use appropriate way in order to make the students understand and master vocabulary well. Rashid et al (2022) stated that teaching vocabulary is a very important task in teaching English because vocabulary is related to all language learning and is a concern for language skills.

Holidazia dan Rodliyah (2020) said there were four main points of vocabulary that teachers can use to teach vocabulary:

1) Through a coursebook that includes written and oral texts, presentation activities, grammar structure practice, and so on.
2) Through complementary materials provided by the teacher himself.
3) Through students. which will emerge from the questions and student errors.

4) Through special vocabulary activities designed by the teacher for his specific group of students.

When teaching new vocabulary to students, it is important to choose the key vocabulary for each unit or lesson to be taught. Fun learning means interactive and active learning so that students can focus their attention on the learning that they are going through (Salirawati and Nur 2018). Using the media as a means of teaching English to young students has denied making class conversations livelier. The media also helps teachers provide material and helps students discuss the material provided.

As mentioned in the paragraph above, it can be reviewed that vocabulary is a basic element or sub-skill that a person needs in learning a language, especially to communicate effectively. Therefore, the researcher concludes that vocabulary is a basic component that must be mastered. This is reasonable because all four language skills require mastery of vocabulary. due to the lack of vocabulary owned, students will have difficulty in mastering other skills.

a. Problems in Teaching Vocabulary

Susanto (2021) concluded that there are several factors that cause students to find some words more difficult to learn, such as in pronunciation, spelling, and meaning. These problems will be briefly explained as follows:

1) Pronunciation

English pronunciation can be difficult for students because it is different from their native language. Praistiana and Budiharto (2020) stated that students

find it difficult to pronounce the ending -ed, they think if the last word is -ed, they pronounce the letter -ed. In their native language used in daily activities, every word is pronounced. Like the pronunciation of the -ed ending in the word "wanted" most students make mistakes in the pronunciation of this word, students pronounce /wʌntəd/ and many students pronounce /wɒntəd/ in this word. Students pronounce all consonants in the word "wanted" because they are used to pronouncing Indonesian which pronounces all consonants.

Factors causing students' difficulties in English pronunciation:

a) The difference between writing and pronunciation, which makes students confused to pronounce the words.
b) The students find it difficult to pronounce English words because the words make their tongues twist.
c) The students do not practice English in their daily activities.
d) The students rarely read English texts

2) Spelling

Spelling is usually a problem for English students. The following are some of spelling problems: misunderstanding between speaker and hearer, the students do not know the spelling of a word and Sound-spelling mismatches are likely to be cause of errors, either of pronunciation or spelling. Some words containing silent letters may become the problem: foreign, listen, honest, and so on (Ramadhan 2017).

3) Meaning

Meaning in English refers to the meaning, significance, or purpose of a particular word, phrase, sentence, or text. Meaning can also refer to one's understanding or interpretation of something. In the context of English language learning, an understanding of meaning is very important because it can help students understand the context and usage of words in English better. In addition, an understanding of meaning can also help students improve their speaking skills as it helps them choose the right words and understand the meaning of what they are saying (Ramadhan 2017).

The use of applications is part of the strategy in the teaching and learning process. The use of appropriate media can support successful learning. The choice of media is used to facilitate learning and can provide a new atmosphere in learning. The media is a powerful source, the advantage of vocabulary and fun facts about it is to do it without spending all your energy, but to learn new words, such as with computers or other types of media that can be used in learning foreign languages that are treated as opportunities to improve vocabulary.

According to Winola (2021) the keywords of learning media are the introduction of tools or instruments, the activity of channeling information or learning material, the involvement of physical instruments in distributing learning material, the existence of learning resources, and relating to learners, instructors, material, with learning objectives. Learning vocabulary through technology can make it easier for students because today we are in a modern

era where everything has technology. Using technology as a vocabulary learning strategy will make the learning atmosphere more effective.

Gilakjani (2017) supports the language view that teaching media have changed due to technology. The researcher continue that the application of technology helps students learn based on their interests. It also satisfies students' visual and auditory senses. According to Gilakjani (2017), technology helps students adjust their learning processes and they can have access to a lot of information that their teachers cannot provide.

Dalton and Grisham (2011) also mentioned ten ways to use technology to build vocabulary, namely:

a) Learn from visual displays of word relationships inside text.
b) Take a digital vocabulary field trip.
c) Connect fun and learning with online vocabulary games.
d) Have students use to express vocabulary knowledge.
e) Take advantage of online word reference tools that are also teaching tools.
f) Support reading and word learning with just in time vocabulary references support.
g) Use a language translator provide just in time help for English learning.
h) Increase reading volume by reading digital text.
i) Increase reading volume by listening to digital text with a text to speech tool and audio.
j) Combine vocabulary learning and social service.

From the above statement, it can be concluded that there are many ways to build vocabulary using technology. Technology plays an important role in English learning. Students can utilize the use of technology in learning such as watching English learning videos, educational games, digital dictionaries and social media so that it can make learning more interesting and interactive. This helps students to improve their vocabulary understanding and communication skills in English.

2. The Use of Hello English Application in Learning English

a. Concept Of "Hello English" Application

According to Putra et al (2020) Hello English is a mobile application developed to assist users in the interactive learning of English. Hello English is an interactive, personalized, and contextual English learning application designed specifically for English as a second language learners. Launched in October of 2014, Hello English is Asia's most downloaded, and world's third most rated educational application on Google Play Store (as of January 2017). The purpose of Hello English is to make the user can master English by their own native language. The application has consistently retained the top position under the free application in education category in India, Sri Lanka, Bangladesh, Nepal, Qatar, and many others.

Hidayanti and 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 with advanced voice recognition technology that allows learners to

speak into the application and hold real-life, useful conversations and a lot of vocabularies. It pairs interactive lessons with fun games and speaking practice for a complete learning experience. Also, it offers unique and engaging contextual learning tools that leverage news, sports and entertainment to help learners build their English vocabulary. Then, it makes learning seamless & saves data expenses for users as a majority of the application features work offline.

b. The Purpose of Using Hello English Application

Here are some of the purposes of using the Hello English application:

1) Improving Vocabulary Mastery: One of the purposes of using the Hello English application is to improve students' vocabulary mastery. The application provides various exercises, quizzes and interactive lessons that can help students to improve their vocabulary.
2) Teaching English Grammar: The Hello English application can be used as a tool to teach English grammar. It offers grammar lessons, explanations, and practice exercises that can help students understand and apply grammatical rules in their English language learning.
3) Developing Speaking Skills: The Hello English application can be utilized as a learning media to teach speaking skills. It provides speaking activities, dialogues, and pronunciation exercises that can assist students in improving their oral communication skills in English.
4) Teaching Vocabulary: Another objective of using the Hello English application is to teach vocabulary. The application offers various

features and strategies to teach and reinforce vocabulary learning, such as flashcards, word games, and vocabulary quizzes.

5) Enhancing Learning Outcomes: The Hello English application can be used to improve students' learning outcomes. By engaging students with interactive and engaging content, the application aims to make learning more interesting and effective, leading to better academic performance.
6) Improving Pronunciation: The Hello English application can also be used to enhance students' pronunciation skills. It provides pronunciation exercises, audio recordings, and feedback to help students improve their pronunciation accuracy and fluency.

Hello English application is designed to support language learning and provide a comprehensive platform for students to practice and improve their English skills in areas such as vocabulary, grammar, speaking and pronunciation.

c. 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 sm artphone 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 application will not function properly (Fajriani 2020).

d. Features on Hello English Application

According to Ginting (2019) the Hello English application 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.

Acording to Fajriani (2020) there are several features in The Hello English application:

1) Challenges, consists of 2 types of quizzes that students can use to learn English. Namely the Quizathon Challenge. This is a quiz where students will play with other students. Your opponent will be detected by the application. They will race to answer questions in 20 seconds. Students who can answer faster questions will get more coins than their opponents. Secondly, the Spellathon Challenge. Almost the same as quizathon, the only difference is that students will find random letters, blanks, and words in Indonesian. They need to arrange letters to translate words from Indonesian into English.

2) Games, this feature contains various games that students can play to learn 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.
3) 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.
4) Digital Dictionary, sometimes students are lazy to read a dictionary book to look for the meaning of a word, there is a digital dictionary of 10,000 words that students can read differently using their smartphones rather than reading a dictionary book.

The use of the Hello English application in learning English is one of the interactive learning media so that classroom conditions can be more lively and not monotonous. Apart from having a significant positive effect on most students, it also gives a positive perception of the use of the Hello English application as a learning media, most students think that this application makes it easier for them to understand the material (Anwar 2021). Sudarmaji et al (2022) stated that the use of Hello English application is appropriate to be applied in English language learning. The findings also show that the use of Hello English has a significant impact on students' English vocabulary development. Palangngan (2022) also stated that the application of Hello English smartphone application has a significant effect

on students' vocabulary mastery. In addition, this application is also recommended to be used in learning not only to improve students' vocabulary mastery, but also in English learning in general.

Based on the above statement, the use of Hello English application in learning can help students in improving English language skills. Supported by features that can improve mastery of English vocabulary. By utilizing the Hello English application in learning, it can avoid boredom in the classroom, make English learning more fun, interactive, and make it easier for students to improve English skills. it can be concluded that the purpose of this application is to assist students in learning English.

C. Conceptual Framework

The conceptual framework of this research is shown below:

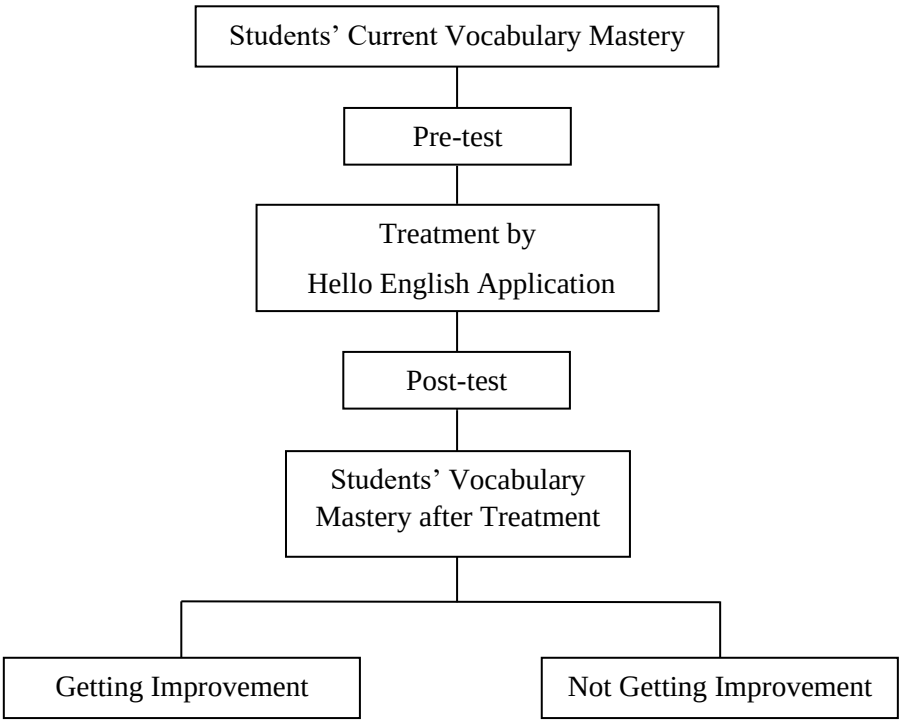


Chart 2.1 Conceptual Framework

Based on the conceptual framework above, this research aims to find out how to improve the vocabulary mastery ability of students in grade VIII of SMPN 10 Parepare. This research uses the Hello English application as a media to improve students' vocabulary mastery ability. This research focuses on improving students' vocabulary mastery. This research uses pre-experimental research, students are given a pre-test and post-test to find out differences before and after being given treatment. So that it can answer whether the use of Hello English application as a media can improve students' vocabulary mastery or not.

D. Hypothesis

Based on the above research, researchers propose a hypothesis for this research as follows:

1. Null Hypothesis (H_o): There is no significant effect of using Hello English application on students' vocabulary mastery in eighth grade students of SMPN 10 Parepare.
2. Alternative Hypothesis (H_a): There is a significant effect of using Hello English application on students' vocabulary mastery in eighth grade students of SMPN 10 Parepare.

CHAPTER III

RESEARCH METHOD

A. Research Design

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

$$E = O_1 \; X \; O_2$$

E = Experimental Class
O_1 = Pre-test
X = Treatment
O_2 = Post-test

(Gay, 2012)

B. Research Variables and their Operational Definition

1. Research Variable

There were two variables used by researchers in this research. That is an independent variable and a dependent variable. “The Use of Hello English Application” is an independent variable because it affects students’ vocabulary mastery, while the dependent variable is “students' vocabulary mastery” because it is influenced by Hello English application.

Independent Variable (X): Hello English Application

Dependent Variable (Y): Students' Vocabulary Mastery

2. Operational Definition

In this research, there are two variables; they are (1) using Hello English application X variable and (2) students' vocabulary mastery as Y variable.

a. Hello English Application

The use of Hello English application as media becomes variable X because it can affect students' vocabulary mastery at SMPN 10 Parepare, so that students can master new vocabulary in the Hello English application.

The Hello English application in this research is a free educational application that can be downloaded on smartphones. The Hello English application has many features such as games, challenges, articles and digital dictionaries and these features can be used as a media to assist students in improving vocabulary mastery in SMPN 10 Parepare students.

b. Students' Vocabulary Mastery

Variable Y in this research is students' vocabulary mastery which is influenced by the Hello English application. Vocabulary mastery is the ability of students to use words contained in English. The vocabulary mastery referred to in this research is that students of SMPN 10 Parepare are expected to improve their vocabulary mastery.

C. Population and Sample

1. Population

The population in this research were all eighth-grade students at SMPN 10 Parepare in the 2023/2024 school year consisting of five classes with a total of one hundred and thirty-five students.

2. Sample

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

D. Instrument of the Research

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

E. Procedure of Collecting Data

1. Pre-test

The pre-test was given to students before they received the treatment, the pre-test was conducted for 80 minutes. The purpose of this pre-test is to determine students' initial ability regarding students' vocabulary mastery. The steps in giving the pre-test are:

a. The researcher entered the class and asked for students' attention and conveyed the learning objectives to be achieved.
b. The researcher distributed papers containing ten matching test forms and ten fill the blank forms to each student.
c. The researcher explained the procedure for working on the questions to the students.
d. After that, the researcher asked each student to show and read their answers.

2. Post-test

The post-test was given to students after they were given treatment by using Hello English application in vocabulary learning, the post-test was conducted for 80 minutes. The form of the post-test given is a written test. The steps in giving the post-test are:

a. The researcher entered the class and asked for students' attention and conveyed the learning objectives to be achieved.
b. The researcher distributed papers containing ten matching test forms and ten fill-in-the-blank forms to each student.

c. The researcher explained the procedure for working on the questions to the students.

d. After that, the researcher asked each student to show and read their answers.

F. Treatment

In giving treatment, researcher gives treatment to students by using the Hello English application which was carried out for four meetings. The procedure for providing treatment is as follows:

1. At the first meeting of treatment, the researcher explained the importance of learning English before starting the material.
2. The researcher asked the students to download the "Hello English" application in the play store or application store on their respective cellphones.
3. Then the researcher asked the students to create their accounts using email on their respective cell phones
4. The researcher asked students to follow several steps in creating an account, such as language selection, gender selection, avatar selection, reasons for wanting to learn English, writing a name for the account, offers for accounts that want to join the pro program, and choosing an English proficiency level.
5. After having an account then the researcher explained to the students how to use the "Hello English" application.
6. The researcher introduces what features can improve students' vocabulary mastery contained in the "Hello English" application.

7. The researcher asked the students to play the “spelling bee game” on the Hello English application to improve their vocabulary.
8. At the second meeting of treatment, the researcher asked students to work on the material in lesson 2, namely “how to ask someone's news in English”. After that, students played a part of the “Tea game”, to improve their vocabulary.
9. At the third meeting of treatment, the researcher asked the students to work on the material in lesson 4, namely “the use of verbs (talking about someone's nationality)”. After that, students played the spelling bee game on the Hello English application to improve students' vocabulary.
10. At the fourth meeting of treatment, the researcher asked the students to look for the "Practice" feature in the Hello English application.
11. After students open the "Practice" feature, there are several options presented in it, including news, conversations, articles, games, videos, audio and the last is books, then, the researcher asks students to choose "Articles".
12. After students open the "Practice" feature, there are several options presented in it, including news, conversations, articles, games, videos, audio and the last is books, then, the researcher asks students to choose "Articles".
13. After students selected "Articles", the researcher asked each student to write the vocabulary and its meaning that they had found in the Articles feature. Next, the researcher asked the students to make five short sentences from the vocabulary they had found.

G. Technique of Data Analysis

The data get from pre-test and post-test was analyzed through the following steps:

1. To calculate students' scores, the researcher used the method below:

$$students'score = \frac{total\ score}{maximum\ score} x\ 100$$

(Nugiyono 2020)

2. Finding the improving of the vocabulary mastery, the researcher uses the percentage techniques as follows :

$$P = \frac{X_2 - X_1}{X_1}\ X\ 100$$

Where:

P = Percentage of the students

X_1 = The mean score of pre-test

X_2 = The mean score post-test

(Gay 2012)

3. Tabulated and classify the students score into the following clarification The score of the test were classified into seven levels as follows:

Table 3.1 The Classification Score of Vocabulary

No.	Range of Score	Classification
1.	96-100	Excellent
2.	86-95	Very good
3.	76-85	Good

4.	66-75	Fairly good
5.	56-65	Fair
6.	46-55	Poor
7.	0-45	Very poor

(Depdikbud, 2012)

4. The criteria for the hypothesis testing as follows:

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay 2012)

From the table above, it can be concluded that if the t-test value is smaller than the t-table value, the null hypothesis is accepted and the alternative hypothesis is rejected. And if the t-test value is greater than the t-table value, the null hypothesis is rejected and the alternative hypothesis is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the results and discussion of the research data that has been conducted to find answers to the problem formulation. Based on the existing criteria, the data of students' pre-test and post-test results will be presented below. In addition, at the discussion stage, where the research findings are discussed.

A. Findings

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

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

1. Scoring classification on Pre-test and Post-test

   a. The rate percentage scores of pre-test

   Table 4.1 Percentage score of students of pre-test

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

Table 4.1 shows the classification of student scores on the pre-test. The table above shows that many students were below the minimum criteria achievement classification. Some students scored less on the pre-test score classification. This proves that students have low vocabulary mastery. Table 4.1 shows the diverse student scores, which indicate that no students scored Excellent (0%), four students scored very good (15%), four students scored good (15%), eight students scored fairly Good (29%), seven students scored fair (27%), two students scored poor (7%), and two students scored very poor (7%). It can be concluded that the students' pre-test scores are still far below the average.

b. The rate percentage scores of post-test

Table 4.2 Percentage score of students of post-test

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

Table 4.2 shows the classification of students' scores on the post-test after being given treatment using the Hello English application. The table above shows that there is an improve in students' vocabulary mastery. Where there is one student scored excellent (4%), five students scored very good (18%), ten students scored good (37%), eight students scored fairly good (29%), one student scored fair (4%), one student scored poor (4%), and one student scored very poor (4%). Based on these results, it shows that the percentage and classification of students' scores in the post-test are higher than the pre-test. So, it can be concluded that students' vocabulary mastery improved after being given treatment using the Hello English application.

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

Table 4.3 Improvement of the students' vocabulary mastery by using Hello English application.

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

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

Chart 4.1 Improvement of the students' vocabulary mastery by using Hello English application

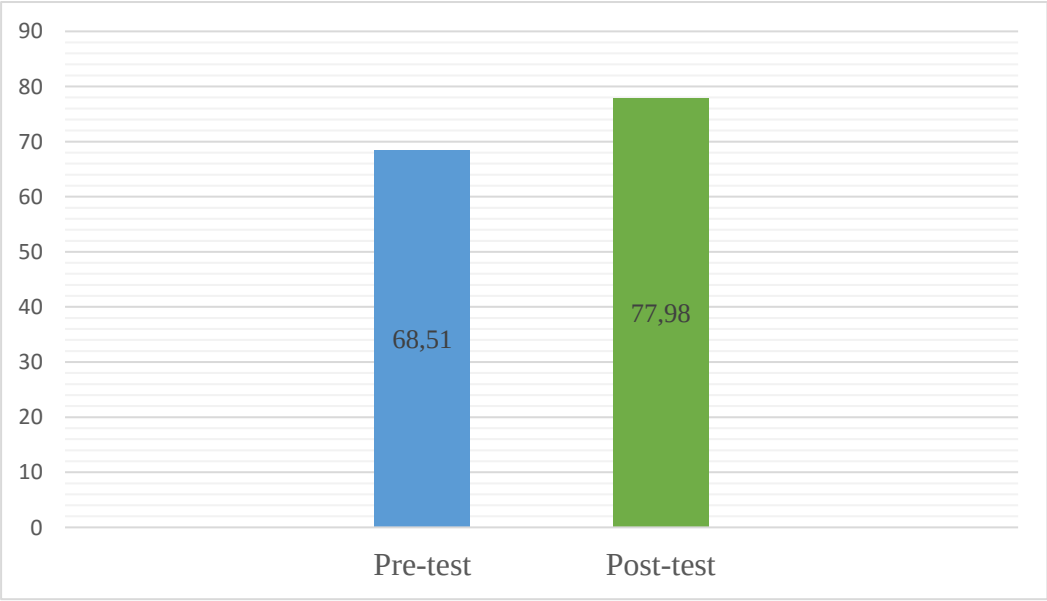


Chart 4.1 shows that after doing the pre-test using the Hello English application, the average score of students is 68.51, this shows that students' vocabulary mastery is still lacking. After students are given treatment, the average score of students' post-test is 77.96. This shows that the score has improved by 13, 79%. which stated that the Hello English application can improve students' vocabulary mastery.

3. The Mean Score and Standard Deviation of Students in Pre-test and Post-test

Table 4.4 The Mean Score and Standard Deviation of Students in Pre-test and Post-test

Paired Samples Statistics

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

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

4. Hypothesis Testing

Table 4.5 Hypothesis Testing

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-9.44444	5.93771	1.14271	-11.79332	-7.09556	-8.265	26	.000

Based on table 4.5 above, the Sig value. (2-tailed) is 0.000, then H0 is rejected and Ha is accepted. So, it can be concluded that there is a difference in the average score between the Pre-Test and Post Test learning outcomes. In table 4.5, it is known that the t value is negative, -8.265. The t is negative because the mean score of the Pre-Test is lower than the mean score of the Post Test. In the context of a case like this, the negative t-test can be accessed with a positive one. So that the t-test becomes 8.265. Next is the stage of finding the t table value, where the t table is searched based on the df (degrees of freedom) and the significance value (α).

Based on table 4.5, it is known that the df value is 26 and the value is 0.05. researcher use this value as a reference basis in calculating the t table value in the t statistical distribution. Then the t table value is 1.705. Thus, because the calculated t value of 8.256 > 1.705, the selection of the basis for decision making is that H_0 is rejected and H_a is accepted. which means that the Hello English application can improve students' vocabulary mastery in eighth grade students of SMPN 10 Parepare.

B. Discussion

From the results of the research, the researcher found that students taught through Hello English application can get better results in learning English vocabulary. The data results were taken from twenty-seven students in one class who were pre-tested and post-tested. It can be seen in Table 4.3 that the average pre-test score was 68.51 before the treatment using Hello English application. Then, the average post-test score improved to 77.96 after the treatment. Therefore, the average value of students' post-test is the highest value compared to the pre-test value.

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

In the application, there are several games and challenges that they can play in the application, such as Spelling Bee Games and Tea Games. In Spelling Bee Games, students will play with other students who will be detected by the

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

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

The other features of the Hello English application that should be highlighted are learning materials and reading some vocabulary articles where students’ just click one word the meaning of the word begins to appear. There are also other features of the Hello English application which is a Digital Dictionary feature. Sometimes students are lazy to read a dictionary book to look for the

meaning of a word, there is a digital dictionary of 10,000 words that students can read differently using their smartphones rather than reading a dictionary book. This research supports research conducted by Ginting (2019) and Fithriani (2019) where the Hello English application can help teachers as learning media in the English teaching and learning process because it has many interesting exercises and features that can be learned by students, especially in vocabulary learning.

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

In conducting research on the use of the Hello English application, the obstacles faced by students become an aspect that needs to be considered. Although the Hello English application was effective in improving students' vocabulary, some of them faced quota constraints when accessing the app during the teaching and learning process. This was a major concern as it could limit their access to the

learning resources presented by the app. However, the researcher was able to overcome this obstacle through a creative solution. By utilizing hotspots, researcher provide internet access to students in need at no additional cost. This solution not only bridged the financial barrier, but also ensured that all students could actively engage in the use of the application, supporting their efforts to improve their English vocabulary without barriers.

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

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

Hello English app still has an effect in improving the vocabulary of eighth grade students of SMPN 10 Parepare.

B. Suggestion

Based on the conclusion of the study, the researcher would like to provide the following suggestions for teachers, students and other researchers:

1. For English Teacher

   Researcher suggest using the Hello English application as a media in the learning process. Because based on the results of the study, the use of Hello English application is effective for students to understand and improve vocabulary well. In addition to being an effective media, the use of Hello English application can also make students happier and more enthusiastic when learning activities take place. so that the subject matter can be well received by students. This research can be used as a reference that using the Hello English application can improve student vocabulary.

2. For Students

   Students are expected to be more focused when learning. In terms of vocabulary, it should continue to be trained because in English, the first thing to master is vocabulary. Vocabulary is the most important part of verbal communication. With a lot of vocabulary mastered, one can master a more varied language. By using the Hello English application, the researcher hopes that students' vocabulary mastery can be further improved in the future.

3. For other Researchers

Hopefully, this research can be an additional reference for other researchers. Future researchers are expected to utilize features such as spelling bees and tea games in the Hello English application to improve student vocabulary. Utilizing these features to the fullest, researchers can design more creative and interesting learning strategies, thereby increasing the effectiveness of the Hello English application in achieving the goal of students' mastery of English vocabulary. This study can be used as one of the sources before conducting research related to increasing students' English vocabulary.

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