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The Use of Hello English Application to Improve Students' Vocabulary Mastery at SMP 10 Parepare

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ABSTRACT

Hello English Application is an English learning application or web, used to teach English vocabulary, which can improve spelling skills, vocabulary skills, speaking skills, and word comprehension. This research aims to determine the use of Hello English Application to improve students' English vocabulary mastery.

The researcher applied pre-experimental method with one group pre-test and post-test design in this study. The population of this study were eighth grade students of SMPN 10 Parepare. The sample of this study was eighth grade students consisting of 27 people, students were selected using simple random sampling. The form of pre-test given was 10 Matching Test questions and 10 Fill the Blank questions, with treatment in 4 meetings.

The results showed that the pre-test scores of eighth grade students improved significantly after being taught by using Hello English application. The mean value obtained by students through the pre-test is 68.51 and the post-test is 77.96 this is supported by hypothesis testing, the P-value is smaller than α (0.00 <0.05), then the null hypothesis (H_0) is rejected, in other words the alternative hypothesis (H_1) is accepted and said to be statistically significant So it can be concluded that the use of Hello English application is effective to improve students' English vocabulary. In addition, students also look active and enthusiastic in the learning process by using Hello English as the learning media.

Keywords: Hello English Application, Improve, Vocabulary

ABSTRAK

Aplikasi Hello English adalah aplikasi atau web pembelajaran bahasa Inggris, yang digunakan untuk mengajarkan kosakata bahasa Inggris, yang dapat meningkatkan kemampuan mengeja, kemampuan kosakata, kemampuan berbicara, dan pemahaman kata. Penelitian ini bertujuan untuk mengetahui penggunaan Aplikasi Hello English untuk meningkatkan kosakata bahasa Inggris siswa.

Peneliti menerapkan metode pra-eksperimental dengan desain one group pre-test dan post-test dalam penelitian ini. Populasi penelitian ini adalah siswa kelas delapan SMPN 10 Parepare. Sampel penelitian ini adalah siswa kelas dua yang terdiri dari 27 orang, siswa dipilih dengan menggunakan simple random sampling. Bentuk pre-test yang diberikan adalah 10 soal menjodohkan dan 10 soal Fill the Blank, dengan perlakuan dalam 4 kali pertemuan.

Hasil penelitian menunjukkan bahwa hasil pre-test nilai siswa kelas delapan meningkat secara signifikan setelah diajar dengan menggunakan aplikasi Hello English. Nilai mean yang diperoleh siswa melalui pre-test adalah 68.51 dan post-test adalah 77.96 hal ini didukung dengan uji hipotesis, P-value lebih kecil dari α (0,00 < 0,05), maka hipotesis nol (H_0) ditolak, dengan kata lain hipotesis alternatif (H_1) diterima dan dikatakan signifikan secara statistic Maka dapat disimpulkan bahwa penggunaan aplikasi Hello English efektif untuk meningkatkan kosakata bahasa Inggris siswa. Selain itu siswa juga terlihat aktif dan antusias dalam proses pembelajaran dengan menggunakan Hello English sebagai media pembelajarannya.

Kata Kunci: Aplikasi Hello English, Meningkatkan, Kosakata.

Introduction

In language learning, vocabulary is an important key in communicating and creating sentences. If we lack vocabulary, of course we will have difficulty in translating a word or difficulty in understanding a text. 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.

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.

Method

This research used pre-experimental research with one group pre-test and post-test design. There is only one group contain in this pre-experimental research design. This design conducted by giving a pre-test followed by a treatment and then a post-test. There were two variables used by researcher 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.

Results and Discussion

The findings and analysis of research data are based on data obtained from student learning activities taught using the Hello English application. The results obtained are presented using the Quantitative descriptive method. In this study, the author 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.

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

A.1. Scoring classification of pre-test

Table 4.1: Scoring classification 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 bellow the minimum criteria achievement classification. Some students scored less on the pre-test score classification. This proves that students have low vocabulary mastery.

A.2. Scoring classification of post-test

Table 4.2: Scoring classification 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.

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

Table 4.3: Mean Score and Standard Deviation of Students in Pre-test and Post-test.

		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 4.3 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. This means that students' vocabulary mastery has improved after using the Hello English application as a medium in learning.

C. Hypothesis Testing

Table 4.4: Hypothesis Testing.

		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 4.4 above, the Sig value. (2-tailed) of 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. Based on table 4.5, it is known that the df value is 26 and the value is 0.05. Researchers 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 is 8.256> 1.705, the selection of the basis for decision making is H0 rejected and Ha accepted. which means that the Hello English application can improve student vocabulary mastery in eighth grade students of SMPN 10 Parepare.

Students' vocabulary achievement improved significantly after being taught through the Hello English application because they can learn vocabulary effectively through an interesting application, this supports previous research conducted by Hidayati and Diana (2019) and Yuanita (2019), namely 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.

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.

From the data analysis above, the researcher can conclude that Hello English application can have a significant effect on increasing 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. In this application, the students also did a lot of vocabulary exercises in class unconsciously because they thought that they were playing games in Hello English. This shows that students find it easy to actively participate in games that make them use the language and learn it.

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 Noun and Verb 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, namely 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 app, the increase did not reach a significant level. Although the increase is not significant, the use of Hello English app still has an effect in improving the vocabulary of eighth grade students of SMPN 10 Parepare

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