

HALAMAN PENGESAHAN THESIS
THE EFFECT OF APPLYING HELLO ENGLISH APPLICATION ON
STUDENTS' VOCABULARY MASTERY OF THE SECOND GRADE
AT SMA SWASTA HKBP SIDORAME

DIAJUKAN OLEH

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Dijatakan telah memenuhi syarat dengan hasil A dan dengan ini pula
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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Learning English as a foreign language at school in Indonesia has gone through a very long history. Learning English in schools is believed by the government as an effort to face the flow of globalization for every student so that graduates have skill in foreign language, especially English which is an international language that used to communicate around the world, the official language in the United Nations and is expected to be able to compete in the world of work globally in the next future (Rohmah 2005:106). Learning English is a combination of knowledge, skill and several processes carried out through the collaboration of teachers (teachers) and language learners (students) in schools. Based on, the Primary and Secondary Education Units that regulate the scope of English subject in Senior High School should stipulate that the English competency standards must be mastered by students include the following: (1) listening, (2) speaking, (3) reading, and (4) writing (Hossain 2015:1).

However, to possess these 4 human masteries of language skills, students must have a wide range of vocabulary knowledge. In learning a new language, people must know its vocabulary. Vocabulary is the main key to communicate and make a sentence. If students do not know the vocabulary, of course, that also they cannot convey something and communicate to interlocutors. Vocabulary is taught at school through 4 skills in English. Teaching vocabulary is an important component in language learning because language is based on vocabulary, making

it impossible to learn language without vocabulary (Alqahtani 2015:24–25). To communicate well either by spoken or written, students must have an extensive vocabulary knowledge. Without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary is an important aspect of language and is always present in every skill of language (Hidayati 2016:3). Some research remark that second language learners are very dependent on vocabulary knowledge and if they are having difficulty in that thing, then it is a major problem for students to overcome.

However, in the reality, it is known that the achievement of English learning objectives is still far from what is expected. Based on the experience of the researcher when teaching second grade students of Senior High School, during the university's program, the researcher found a problem in learning at school is about the lack of vocabulary. One of the reasons why they have limited vocabulary is because of the monotonous English learning method. According to them, learning English subject at school is very boring, so they cannot improve their English well.

Teacher should take the initiative in adopting another new form of learning methods and media and do not use the old repetitive kind of boring way so that can increase students' excitement to learn English in a best way. The methods and media chose must be able to engage the students' not only to memorize new vocabularies, but also to practice using them. It is a good idea to utilize technological tools to help teachers prepare the lessons. In this 4.0 industrial revolution, in which every aspect of life is surrounded by digital technologies, teachers need to adjust their learning media into it.

Technology has been used to assist and improve language learning and enable teachers to adjust activities in the classroom, thereby improving the language learning process and supporting the curriculum. Technology continues to play an important role as a tool or media to help teachers provide language learning facilities for students. Student cooperation can be enhanced through technology. Students work together to create assignments and learn from one another through reading the work of their colleagues.

Supporting the view that technology provides teaching resources and brings learning experience to the learners' world. With technology, many teaching materials can be given to students and they can be motivated in learning languages. Application of media in the form of a computer heater, internet, LCD, and so on (Fajiani 2020:16).

Mobile learning is a model learning that utilizes technology information and communication. On the concept, learning is mobile learning that brings the benefits of the availability of teaching materials which can be accessed at any time and interesting visualization of material. Mobile learning is part of e-Learning, but more inclined to utilization cell phone sophistication (Tagoe and Abakah 2014:92). Mobile learning provides subject matter that can be accessed anywhere and anytime with an attractive appearance.

By utilizing technology that currently almost all senior high school students have smartphones, so with smartphones students can learn English with a variety of learning applications that available to improve student vocabulary. There are so many learning applications on smartphones in the 4.0 era, one of

them is the Hello English application that can be downloaded by students to be able to learn English vocabulary.

In this study, the researcher was use the application of technology to teach English, namely Hello English. It is a smartphone application that can be used to teach English vocabulary, which can give the effect of students' spelling and vocabulary skills, understanding of words, and their ability to memorize. Even students not only develop their vocabulary but also, they can practice either speaking or understanding the meaning of words. This application is an associate English learning application that contains a set of vocabulary and meanings so it can build learning English easier and a lot of gratifying. Simply by downloading on a smartphone for free, students can practice using English in a fun way wherever and whenever.

Therefore, in this study, the researcher intends to choose Hello English application as media learning to improve English vocabulary in Senior High School and see the effect. The researcher was to conduct a study entitled "The Effect of Applying Hello English Application into Students' Vocabulary Mastery of The Second Grade in Senior High School".

1.2 Preliminary Research

Before conducting the research, preliminary study is carried out as the initial step. The purpose was to obtain the real condition about the setting and the subjects of the research. The researcher collects the data related to the problems encountered by the students and the technique or strategy applied by the teacher in teaching and learning process. To know the students' problems in the reading activities, the researcher gives the students a vocabulary test.

Table 1.2
Data Observation of XI MIA 3 at SMA Swasta HKBP Sidorame

No	Students' Name	Total of Correct Answers	Score
1.	CS	36	72
2.	DP	30	60
3.	EM	35	70
4.	GP	25	50
5.	GP	27	54
6.	JP	33	66
7.	JS	30	60
8.	JS	30	60
9.	JG	32	64
10.	JL	33	66
11.	NS	35	70
12.	NZ	27	54
13.	PS	32	62

Total Score = 1.712

Total Data = 30

Mean = 57.06

From the result of the test in XI MIA 3, the students' problems are noted as follows: the preliminary study indicates that most of the students have difficulties in learning and remembering the new words, the mean score is 57.06 out of 100. From thirty students' presents, the researcher found that there were 4 students who passing the minimum standard score. Then, 10 students obtained 60-70. However, 16 students obtained under 60 for their vocabulary test score. In the pre-test, the researcher gave the students 25 questions. From the result of the observation list, the researcher finds that only half of the students in class (match with the criteria of success) give attention and responds while the teacher is giving them an explanation.

Table 1.2
Data Observation of XI IS 1 at SMA Swasta HKBP Sidorame

No	Students' Name	Total of Correct Answers	Score
1.	AL	16	62
2.	BG	25	50
3.	FSL	27	54
4.	JNS	28	56
5.	JRS	30	60
6.	JF	27	54
7.	LG	31	62
8.	ML	27	54
9.	RT	33	66
10.	AYH	31	62
11.	SH	32	64
12.	SM	29	58
13.	WS	34	68

Total Score = 770

Total Data = 13

Mean = 59.23

From the result of the test in XI IS 1, the students' problems are noted as follows: the preliminary study indicates that most of the students have difficulties in learning and remembering the new words, the mean score is 59,23 out of 100. Out of 30 students, 6 of them are passing the minimum score. Then, 5 students obtained 60-70. However, 19 students obtained under 60 for their vocabulary test score. In the pre-test, the researcher also gave the students 25 questions. From the result of the observation list, the researcher finds that not even half of the students in class (match with the criteria of success) give attention and responds while the teacher is giving them an explanation.

From the observation on whilst activity, it shows that students do not follow the lessons well. The interview guideline with teacher shows that the

student is interesting in learning material, but somehow, they forget about what they learned in school easily. The researcher designed the preliminary based on Bright 2: *An English Course for Junior High School Students* which the book used by the teacher in teaching English in this school and taken from Test Your Vocabulary – Book 1 by Jones Watchin and the test based on curriculum and syllabus K13. The test was consisting of 50 questions. 14 questions are about correcting the sentences, 16 question about matching the picture, and 20 about antonym and synonym.

1.3 The Problem of the Study

Related to the background above, the researcher formulates a research problem as: Does the Hello English application effect the English vocabulary of the second-grade students' of SMA Swasta HKBP Sidorame?

1.4 The Objective of the Study

Based on the research problem above, the objective of the research was: To find out whether Hello English application effect English vocabulary of the second-grade students' of SMA Swasta HKBP Sidorame.

1.5 The Scope of the Study

This research aims to reach the maximal result, teachers can design the learning models based on the material subject and practice the students thinking. There are top 3 English education applications in Google Play and App Store that can be downloaded for free, they are Duolingo, Hello English and ELSA. This study focuses on using Hello English application which researcher believe this application is more effective to improve students' spelling skills, vocabulary skills, understanding in words, and their ability to memorize.

1.6 The Significances of the Study

The result of this study was expected to be useful for the teachers and students to apply the Hello English application in the learning process to build a better atmosphere and student interest in the classroom activities.

1. For teachers

The results of this study can be used to help to teach students in every lesson.

The teacher can involve students in classroom activities that allow students to enriching English vocabulary by using the Hello English application.

2. For students

It 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 further researcher

The results of the research are expected to give a model for further researcher who wants to conduct similar research in a different level, or perspectives.

1.7 Hypothesis

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

1. Null Hypothesis (H_0): Hello English application does not affect English vocabulary of the second-grade students of SMA Swasta HKBP Sidorame.
2. Alternative Hypothesis (H_a): Hello English application effect English vocabulary of the second-grade students of SMA Swasta HKBP Sidorame.

CHAPTER II

REVIEW OF LITERATURE

2.1 Application in Teaching

The advantages of learning combined by educational technology are, firstly to accommodate slow participants in more individual ways, secondly, to stimulate student learning interest in doing exercises or assignments given by teachers. From the benefits obtained, the use of technology in education is believed to increase the results and motivate the students themselves. Improving learning outcomes directly is an indicator of effectiveness and efficiency in implementing learning (Hasan et al. 2021:10). So, the development of learning by utilizing this technological development is very important and must be used by the teacher or educator as well as possible. Turning this psychological development to be negative things need to be avoided because the image of educators and students was be bad.

A development was give positive or negative impacts depend on the way it is used by human. Discussing about the positive impacts or benefits of educational technology, the negative effects are also existed. If the display of the contents of the learning is not well designed or just like a learning textbook, it cannot increase the motivation of students because they was quickly get bored. In addition, teachers who do not understand the application of technology was not be able to design learning through this technology, because of the limited knowledge about the technology possessed by these educators (Sudarsana et al. 2019:3).

The relationship between teacher and students is teacher is only as a facilitator while students need to develop their ability to understand the material or topic presented by the teacher. So the students learn happily and enthusiastically. Educators or teachers need to innovative and creative in making teaching methods for students so that the learning process is more interesting and can reach the target learning (Puspitarini and Hanif 2019:55). This can be happened if the teacher continues to update the teaching materials by using varied learning methods by utilizing technology.

In the teaching and learning process the teacher only uses the monotonous lecture method that was reduce students' interest in learning because students may feel bored or think it is not interesting for them (Hartanti, Babikkoi, and Iskandar 2018:241). The teacher uses this educational technology as a medium for learning. Learning media consists of two components, namely hardware such as LCD, TV, Radio, Computers, and software such as the contents of the learning that is on the hardware that was be delivered to students. Technology that is very practical can easily lift the learning process. By the use of visual technology, teachers can facilitate the learning process with educational things (I 2008:17–18).

Other learning media such as the internet is very easy to reach. Because of its free nature, educators can easily find out information from any perspective. However, by the entry of technology into the world of education as it is today the role of teachers or even parents are very important, to support the character education of students (Nur et al. 2022:63). The role of the teacher to sort out and

Choose which is best for students is very important so as not to deviate from the positive things of this educational technology for the learning process.

2.2 Hello English Application



Figure 2.1 Hello English Application Logo

Hello English application is Google best 2016 apps, most innovated 2016 apps and *Google* editor choice in 2017, its application was created by Culture Alley and it is programmed for learners with native language Hindi, Indonesian, Thai, Arabic, Malay, Urdu, Malay, Bangladeshi Bengali, Bengali, Punjabi, Telugu, Tamil, Kannada, Marathi, Gujarati, Oriya, Assamese, Malayalam, Chinese, Portuguese, Turkish and Nepali. Roumen and John state that Hello English is an interactive, personalized, and contextual English learning designed specifically for English as second language learners. Launched in October 2014, Hello English is Asia's most downloaded, and world's third most rated Education application on Google Play Store (Libriana, Salija, and Jafar 2020:17).

In fact, Hello English states, in just 2 year, more than 22 million users have accessed the app across the world, to learn English as a second language from 21 different vernacular language. This statement proves, this application itself have been wide spread and successfully help learner in improving the English abilities in fun way. The application is designed to assist learner in improving their English skills especially in speaking and able to look up the vocabulary through the dictionary that exist on the application and to make the user can master English by their own native language. The app has consistently retained the top position under the free apps in education category in India, Sri Lanka, Bangladesh, Nepal, Qatar, and many others (Wikipedia n.d.).

Hello English covers all four aspects of language acquisition: Reading, Writing, Listening and Speaking, with advanced voice recognition technology that allows learners to speak into the app 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 many of the app's features work offline (Alley 2016).

Learning speaking ability can be quite fun by having a conversation game and interesting scene with the virtual person. This application also provides a

score every spoken sentence the learner does, and giving the choices whether repeating the sentence or move on to next sentences. By repeating the error sentences into the right pronounce, learner can obtain better score and collecting the coin up to 100 coins as the perfect score. Games encourage learners to recall words and preferably (Thornbury 2002:102).

The differentiate between Hello English application with the other application is, this conversation instruction is free to use no need coins for getting the exercise (Shofi Nur Jannah 2020:28). Then learner just must get perfect score in every spoken sentences. This application assists learner in learning English by providing fascinating games of different types which arouse the interest in learning English grammar and other. This app could develop the daily lesson reminder to remain the users to enter the application to study each day since it easy for people to forget it when they are busy.

The strengths of this application include; first it enables English learners to learn English through activities, which is interesting way, more interesting games, help the user to overcome the difficulty in learning English.

2.2.1 Types of Hello English Application

1. Free Feature

Hello English is basically a free English app. This application has been equipped by a lot of words and it is proven that this application has approximately 10 thousand words. If we use this application, we are not difficult in looking for other applications to search for vocabularies translation. Hello English application is also having a lot of materials in foreign languages and the materials are divided into 12 phases. Each phase has 50 topics of conversation. Each topic also has a

stage of play and there are also where we have to say words and sentences correctly.

2. Premium Feature

Hello English application is having a premium feature named Hello English Pro where we can obtain access unlimited to learn English in this application. However, we must know that this feature is not free. We must pay before we relish.

2.2.2 Characteristics

1. Appearance

This app has an attractive appearance and interactive lessons that we can learn anytime and anywhere.



Figure 2.1.2.1 Hello English's Main Features Appearance

2. Function

- a. **Take the Lesson.** There are 475 lessons in 19 phases available in this application. Every phase has 25 lessons with different topic for each lesson. These lessons need to be taken by the users if they want to reach the advance level of English proficiency. Fortunately, the application provides daily lesson reminder so the learners would not forget to finish the lesson every day when they open it. The application named it as “homework”. There are several exercises need to do when the learners tap this feature as follow:

- 1) Listening Exercises, in which learners listen to a sentence in English. The audio can be in a simple sentence or conversation form. They can also read the translation for each word of the sentence.
 - 2) Tip, in which was read short explanation about the sentence they have listened.
 - 3) Translation Exercises, in which learners translate from the language they know to English. They only need to choose the answer from four possible answers.
 - 4) Arranging Exercises, in which learners translate by arranging the English words to the correct phrase or sentence in their native language.
 - 5) Fill in the Blanks, in which the learners fill the blanks in sentence by choosing four possible answers.
- b. **Quizathon Challenge.** This is a game where the learners was play translation game with another learner. The opponent was be chosen by the application. They was fight together to answer the questions as soon as possible in 20 seconds. Those who can answer the question faster was get more coins than the other.
- c. **Spellathon Challenge.** This is a game in which the learners was find random alphabets, the blank and the words in Bahasa. They need to arrange the alphabets in order to translate the words from Bahasa into English. The learners merely have 20 seconds to translate for each word. In this game, the learners was also have an opponent to play, which is chosen by the application. As soon as the learners arrange the words, as much as they was earn the coins.

2.2.3 Advantages

There are some advantages of using Hello English application as students of teaching vocabulary, they are:

1. Enhance very detailed vocabularies and pronunciation.
2. This application is easy to use and perform well.
3. This application is making easier for students to practice speaking English.
4. Facilitate for looking vocabularies.

2.2.4 Disadvantages

There are some disadvantages of using Hello English application as students of teaching vocabulary, they are:

1. The limitedness connection when students is using this application because they should possess a strong connection and when they want to log out suddenly should to reiterate.
2. When students are playing the game section, they must stay. If they desire to leave when the game is not finished, they must reiterate again.
3. The voter from this application, sometimes possess too much pronunciation or are not clear.

2.3 Vocabulary

Vocabulary is all about words in a sentence that consist of noun, verb, adjective, etc. They are a component of word, therefore to able make sentence someone have getting of the words and vocabulary. Vocabulary is so important; from vocabulary we can created a sentence. Vocabulary is knowledge of meaning of words. Its mean that vocabulary is important in creation of understanding in conversation (Mukrimaa et al. 2016:53).

2.3.1 Definition of Vocabulary

Learning English cannot be understood without vocabulary. Means of English must know the vocabulary. The acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner was be unable to use the structures and functions we tend to might have learned for clear communication. Vocabulary is important for learning to speaking, writing, reading, and listening. Without enough vocabulary, people cannot speak and express their feelings well in written or oral form (Alqahtani 2015:24).

Vocabulary can be defined as language words, including single items and phrases or collections of several words with specific meanings. Vocabulary learning is very important for people who learn English as a foreign language and as a second language. Vocabulary mastery plays a very important role within the four language skills and it is to be thought of that vocabulary mastery is one of the required parts of the language (Susanto 2017:185). As we continue to grow and learn, our language grows with us to help understand the things we see in the communities around us.

Without grammar, very little can be said, without vocabulary, nothing can be said. The response of students could be that it has something to do with the words of language because the vocabulary deals with words but it is much more than a million single words. Learning a new language requires more effort or other resources. Building vocabulary, arguably an important part of the language learning process. If we do not have the basic vocabulary, we cannot learn grammar (Anon 2024:24). That is why it is very important to have good vocabulary exercises at the beginning of the study.

Based on the definition above, can be reviewed that vocabulary is the basic element or sub-skill which someone needs in learning languages specially to communicate effectively. Moreover, the writer concludes that vocabulary is a basic component to be master on it. It is reasonable because of the four-language skill need knowledge of the word. By having too limited vocabulary the students was find difficulties in mastering other skills.

There are two types of vocabulary (Yinger 1987:235):

1. Active Vocabulary (Productive Vocabulary)

Productive vocabulary is the vocabulary that a person uses all the time to write or speak. like well-known and frequently used words.

2. Passive Vocabulary (Receptive Vocabulary)

Receptive vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

2.3.2 Various of Vocabulary

Three parts are included in the vocabulary (Yinger 1987:235), namely:

1. Noun

Nouns are words used as names of people, animals, places, or ideas (concepts); nouns can be actions. A noun can function as a subject sentence, direct object, indirect object, complementary subject, or adverb (Robert and Brown 2004:77).

- a. Countable Noun: Have a singular and plural form and can be used with a number or a/an before it. Example: Car, Cup, Bike.

- b. Uncountable Noun: Cannot be counted. Example: Hair, Milk.

- c. Compound Noun: Two or more words that create a noun. Example: Credit Card.
- d. Concrete Noun: Noun that has a physical form.
 - 1) Proper Noun (nouns whose writing begins with capital letters and is the name of a person or place. Example: Anggi, Australia)
 - 2) Common Noun (common nouns. Example: bag, car, chair)
 - 3) Material Noun (nouns derived from mining or other raw materials. Example: gold, cotton, oil)
 - 4) Collective Noun (nouns in the form of a group or group. Example: army, crew, team).
- e. Abstract Noun: a noun that has no physical form. Example: knowledge, agreement, friendship.

2. Verbs

Verbs are words that can be used by subjects to form the basis of sentences indicating action (Robert and Brown 2004:79).

- a. Ordinary Verb: Namely the original verb or main verb. This verb must be in a sentence and come after the auxiliary verb or at the very end of the verbs. Example: bring, make, drink, write, etc.
- b. Auxiliary Verb: It is an auxiliary verb. This verb does not have to be in a sentence and comes before the ordinary verb.
 - 1) Ordinary auxiliary, which is the original auxiliary verb that has no meaning in the dictionary. Example: am, are, is, was, were, been.
 - 2) Modal auxiliary, an auxiliary verb that has meaning in a dictionary. Examples: was, shall, can.

3) Emphasize auxiliary, which is an auxiliary verb which has a meaning in the form of affirmation. This verb has the same meaning as the word really. Example: Do, does

- c. Linking Verb: It is a verb that connects the subject with its complement.
 - 1) To be: is, am, are, was, were, be, been.
 - 2) Ordinary linking verb: (become, turn, get, grow) means to be, (remain, stay, keep) means constant, (look, seem, appear) means visible, etc.
- d. Action Verb are verbs to state that the subject is doing an action or to state that something is happening.
- e. Stative Verb is not to express an action but to express conditions that do not change or tend not to change.
- f. Regular Verb is regular verbs, the past tense and past participle irregular verbs are more varied. Example: arrive, live, help.
- g. Irregular Verb is Regular verbs are verbs in which most of the past tense (verb-2) and past participle (verb3) are obtained by adding the suffix -ed or -d to the base form (the root form of the verb). Example: come, meet, run.
- h. Transitive Verb is verbs that require objects. Without objects, sentences was not be complete.
- i. Intransitive Verb is verbs that do not need objects. Example: come, go, sleep, etc.

3. Adjectives

Adjectives are words that are used to explain nouns by describing, identifying, or measuring words (Robert and Brown 2004:80).

- a. A descriptive adjective is an adjective that explains the quality of the noun being discussed. Example: good, bad, clever, happy.
- b. A demonstrative Adjective is a type of adjective that indicates an object. Example: this, that, these, those.
- c. Possessive Adjective is an adjective that is useful to indicate the ownership of something. Example: my, your, them.
- d. Distributive Adjective is an adjective that states the properties possessed by divided objects. Example: each, every, either, neither.
- e. A quantitative Adjective is an adjective that can explain the number of objects that exist. Example: some, any, no, many.
- f. Interrogative Adjective is an adjective used to ask for an object example: what, which, whose.

4. Adverb

Adverbs are types of words that are commonly used to describe verbs, adjectives, or other adverbs (Robert and Brown 2004:82).

- a. Adverbs of Manner explains how or in what way an activity is carried out. Example: quickly, fluently, comfortable.
- b. Adverbs of Frequency is used to explain how often an activity is carried out. Example: always, usually, often, seldom.
- c. Adverbs of Degree explains how much, to what extent, or at what level something happened. Example: very, so, enough, too.
- d. Adverbs of Time is a word that refers to when something happens or is located. Example: now, today, yesterday, tomorrow.

- e. Adverbs of Place is used to explain the place. Example: here, there, everywhere.
- f. Interrogative Adverbs are used in a question. Example: when, what, where.
- g. Relative Adverbs are used to describe nouns that have been mentioned previously. Example: when, why.
- h. Sentence Adverbs are usually in front of the sentence or clause they describe. Example: surely, unfortunately.

2.4 Previous Study

In this study, there are some previous related research findings to attest the originality of this study, as follows:

1. Maylan (2017) in his thesis entitled *The Effect of Using Hello English Application Based on Android Smartphone on the Improvement Students' Learning Outcomes in English Lesson*. He observes the educational application to improve students' learning outcomes in English lesson. Furthermore, this study is held in SMP Negeri 1 Kadipaten with only one class is selected by the researcher to be the research sample. It was VII-E class with 30 students. Besides, the researcher uses experimental research as the research design. At the end of his study indicates that learning by using mobile learning namely Hello English application can assist students to understand difficult learning materials are finding in English course, especially in listening skills on aspects of ability and accuracy (Maylan 2017).
2. A study is examined by Butarbutar and Simatupang (2019) entitled *The Impact of Technology Hello English Application in EFL Classroom*. This

study is conducted in SMP Negeri 2 Merauke by using quasi-experimental research as the research design where the experimental group is using Hello English application while control group is not using Hello English application. Moreover, participant of this study consists of 46 students in seventh grade students of SMP Negeri 2 Merauke. This study is proved that there is significant distinction from post-test in experimental group obtains 95.6% while control group obtains 60.9%. The significance values of both groups are higher than α (0.05). They deduce that by utilizing Hello English application as media in teaching English can give a new atmosphere in the classroom. In either case, amused students and attract students in interesting to study English anymore. Besides, technology potentials to improve students' vocabulary, motivation and obtain better scores in teaching and learning process (Nur et al. 2022).

3. Ginting (2019) in her thesis *The Effect of Hello English application on Students' Vocabulary Master at the Eighth Grade Students of Junior High School*. She observes the educational application to enrich students' vocabularies. Furthermore, this study is conducted in SMP Negeri 1 STM Hulu with two class is selected by the researcher to be the research sample. It is VIII-A and VIII-B. In addition, the researcher uses quasiexperimental research as her research design. The result of her study indicates that Hello English application is effective on the students' vocabulary mastery. It is shown by the analysis of the data that $t_{obs} > t_{table}$ in the significance level of 5% ($8.984 > 1.669$). Besides, it can also be seen from the comparison between the mean of gained score in experimental class

which was 37.96 while in controlled class the mean of gained score was merely 24.84 (Ginting 2019).

4. Yuanita (2019) in her thesis *The Implementation of the Hello English Application as English Learning Media to Teach Speaking Skill*. It is conducted in SMK Negeri 1 Karangayar by using descriptive qualitative research as the research design. The research subject from this study is Tourism 1 Class consists of 34 females and 2 males. Besides, techniques of collecting data are used by the researcher, such as field notes, interviewing, all the data is required by the researcher. The object of this study is identifying responses are giving by students toward Hello English application, the implementation of using Hello English application by teacher as English learning media in teaching speaking and describing advantages and disadvantages of Hello English application as English learning media in teaching speaking from the students' and teachers' perspective. She finds that the result of her study is utilizing by Hello English application to create students become active in English lesson. Learning while playing through smartphone to escalate their wasingness to be enthusiastic in learning and students was be courageous and confident in speaking. Based on observation the point of view of the teacher is used Hello English application as English learning media, certainly assists the teacher to provide in understanding from the learning materials are presented (Puspitawati et al. 2018).

Based on the previous research above, it was clear that Hello English application was able to use as a tool in increasing students' English vocabulary,

even-though there were only few researches in the writing field who said so. Therefore, this research focused on providing valid and reliable information to confirm that Hello English was worth to use in increasing students' writing skill in Senior High School. Thus, naturally, this research was believed to be able to provide some valid information in proving that Hello English could develop students' writing skill.

2.5 Conceptual Framework

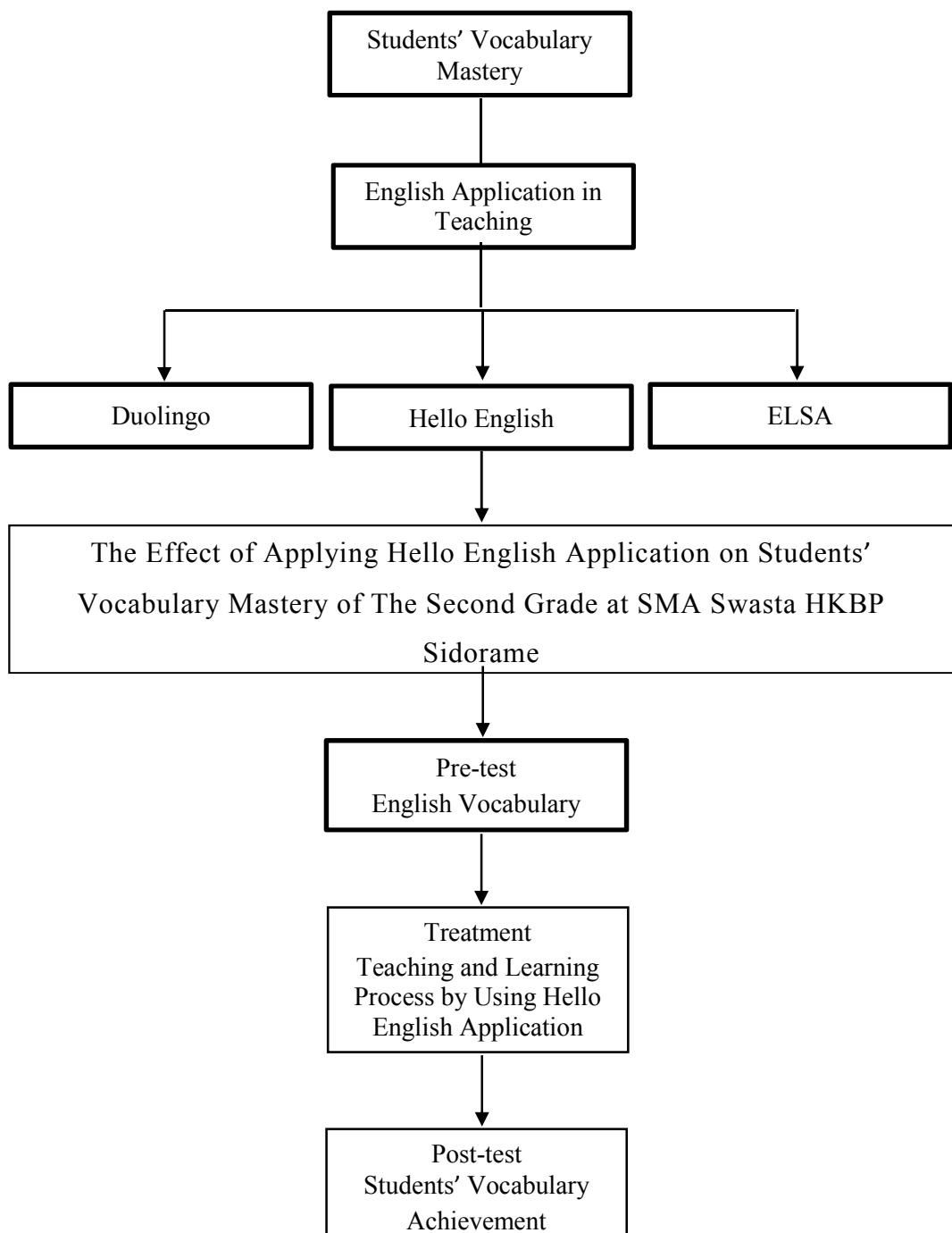


Figure 2.5 Conceptual of Applying Hello English Framework

The learning process is the main activity in the school, there is an interaction between students and teachers (Hanum 2016:7). The teaching and learning process is done and guides to reach the maximal result. To reach the maximal result, the teacher is can design the learning model based on the material subject and practice the students thinking (OECD 2009:79). These were the steps to conduct the research:

1. Input: refers to the pre-test that has been prepared to measure students' vocabulary.
2. Process: refers to the treatment of vocabulary (simple present tense) using the Hello English application.
3. Output: refers to the effectiveness of the Hello English application in enriching vocabulary through the post-test.

Many factors can enrich students' vocabulary skill. There are so many ways to improve and master vocabulary from applications by smartphone that can be used online and everywhere (Nova 2019:34). There is top 3 application in Google Play and App Store that can be downloaded for free, they are Duolingo, Hello English and ELSA. Due to time constraints, the researcher was only focus on using Hello English application which researcher believe this application is

more effective to improve students' spelling skills, vocabulary skills, understanding in words and their ability to memorize.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The method used in this research was an experimental design which involves one class. In the experimental class, the researcher applied the Hello English application in teaching vocabulary, the researcher used the pre-test and post-test designs in the experimental class. The aim to find out the used of Hello English application teaching vocabulary.

EKSPERIMENTAL CLASS		
O1	X	O2

Table 3.1 Research Design

Explanation:

O1: Result of a pre-test

X: Treatment that was given in the class by using the Hello English application

O2: Result of post-test

Based on the table above, in the experimental class, a pre-test (O1) gave to find out students' knowledge before giving Treatment. Furthermore, given treatment (X) applied Hello English application and post-test (O2) applied to determine student achievement. Scores were compared to see improvement.

3.2 Population and Sample

3.2.1 Population

The population of this research was the second grade of the students at SMA Swasta HKBP Sidorame. There are 2 classes and each class consists of 30 students, so there are 60 students in total.

3.2.2 Sample

This research used cluster random sampling to select one class as the sample of this research where the class consists of 30 students.

3.3 The Instrument of Data Collection

This test was used to find out an increase in students' vocabulary mastery using the Hello English Application. The test was given through pre-test and post-test. The form of vocabulary tests was the Matching Test and Fill the Blank which consisted of 50 questions for pre-test and post-test. A pre-test was conducted to find out the initial achievement of students' English words before using the Hello English application while a post-test was conducted to find out the increase in students' vocabulary after the treatment to be given.

3.4 The Technique of Data Collection

In this research, both classes (experiment and control class) were given two tests about vocabulary based on the test in Hello English application. The tests were different for Pre-test and Post-test but still have the same composition and number of questions. The steps are as follows:

1. Pre-Test

As Creswell stated pre-test provides a measure on some characteristic that the researcher assesses for participant in an experiment before they receive treatment. There were 50 questions: 14 questions are about correcting the sentences, 16 questions about matching the picture, and 20 about antonym and synonym. The score per item was 2 for the correct answer. Students got 100 points if they can answer all the questions correctly. The same test was given for both classes. The purposes of pre-test were to know the homogenous skill in English of the students and to know their earlier knowledge of vocabulary treatment.

2. Treatment

After conducted pre-test, the researcher gave treatment to both experiment class and control class. In experimental class, the researcher used Hello English application in teaching-learning process. Otherwise, in control class, the researcher did not use Hello English application in teaching-learning process.

3. Post-Test

Post-test is a measure on some attributes or characteristics that is assessed for participant in an experiment after a treatment. As same as the pre-test, there was be 50 items of multiple choices. The content of the test is different with the pretest but it still has the same composition and characteristics. The score per item was 2 for correct answer. The students got 100 points if they can answer all the questions correctly. The purpose of post-test was to know the achievement of students' vocabulary mastery after treatment.

To see the difference of class activities between class that using Hello English in the learning-teaching process and the one that use conventional way, we can see the table below:

Table 3.4.1 Class Activity with Hello English Application

NO.	Component	Implementation
1	Preparation	The teacher set up a WhatsApp group to help students who were having trouble with the Hello English application. While figuring out what would be taught in class in about 3–4 days.
2	Building Background	The teacher made a connection between what the students knew and what was in the Hello English application.
3	Comprehensible Input	The students are given guided practice by using Hello English application based on the instruction.
4	Strategies	The teacher used the questioning technique by pointing the students directly to answer about what have they gotten during using the Hello English application based on the instruction.

5	Interaction	The teacher paired the students when a student encountered problems with his or her application or network.
6	Practice and Application	The students followed the rules as if they were playing. This application makes learning feel like a game.
7	Lesson Delivery	The lessons are presented at the appropriate pace so that students can master the material in the Hello English program without becoming bored.
8	Review and Assessment	The teacher evaluated the students based on their participation in their Hello English application both outside of class and during class.

Table 3.4.2 Class Activity without Hello English Application

NO.	COMPONENT	IMPLEMENTATION
1	Preparation	The teacher did not make a WhatsApp group for her teaching class. She just prepared the material that would be presented in her class based on the RPP.
2	Building Background	The teacher asked again about the last meeting's lesson.
3	Comprehensible Input	The teacher helped the students learn more words and get better at using them.
4	Strategies	The teacher pointed the smart student to help the other students feel more confident when they spoke up about their ideas.
5	Interaction	The teacher put the students into groups so that the quiet ones could talk to the smart ones.
6	Practice and Application	The teacher taught based on the RPP in the classroom, along with other sources.
7	Lesson Delivery	The teacher made handouts so that the students could get things easily.
8	Review and Assessment	The active and capable students can be seen in the classroom.

3.5 Validity and Reliability of Data

In conducting the research, collecting the data is very important. The accuracy of the result of research mostly depends on how accurate the uses instrument is. Before research is carried out the instrument for the data collection should be prepared well. The writer would use Hello English application as an instrument. On the test, the students will test by answer the question on the application.

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of any data gathering procedure.

3.5.1. The Validity of The Test

According to Arikunto (2013) states that validity is a degree that display the degree of validity of an instrument and instrument may be stated valid if it can degree what is preferred. There are some types of validity namely, content, criterion and, construct validity. This research will be applied construct validity which is concerned with the extent to which a test measured specific trait or construct. The term construct will be used to refer to something that is not itself directly measurable but which is explained observable effects.

Validity

Validity is the important consideration in evaluating and measuring the instrument of data which can be divided into content validity, construct validity, concurrent validity, and face validity. Validity is defined as the ability to measure what is intended to be measured. To measure the validity of the test, the researcher gave the test to the students . After that the student's scores would be concluded the result of the test was valid in testing student's vocabulary mastery. According to Che Md Ghazali (2016:149) a test is said to have construct validity when it measures specific goals with the subject matter or content that has already been provided. It means that the test would be valid to the extent that was measured what it supposed

to measure. There were four types of validity such as, construct validity, concurrent validity, content validity and face validity. This research conducted construct validity. Construct validity was about how well a test measures the concept that designed to evaluate.

Table 3.5 Construct Validity

No	Part of speech	Kinds of Test	Test Item	Score
1	Noun	Matching	15	30
2	Verb	Fill in the blank	15	30
3	Adjective and adverb	Arrange the words	20	40
Total			50	100

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = the correlation between two variabels

N = total of the data

$\sum X$ = the mark in the pre-test

$\sum Y$ = the mark in the post-test

$\sum X^2$ = the sum of the squares of X scores

$\sum Y^2$ = the sum of the squares of Y scores

Reliability

One of the characteristics of good tests is reliability. The result is the same even if it is exercised many times. According to Taherdoost (2018:33) Reliability as the degree to which a

measurement of a phenomenon produces stable and consistent results is referred to as its reliability. Reliability is another aspect of reliability. A scale or test was said to be reliable if repeated measurements taken under constant conditions yield the same. Testing for reliability was important because it referred to the consistency of a measuring instrument's parts.

In order to find out whether the test was reliable or not, the researcher used the formula of Brown in Ida (2019: 31) as followed:

$$r = \left(\frac{K}{K-1} \right) \left(\frac{1-M(K-M)}{K.Vt} \right)$$

Where:

R = The reliability of the test

K = The total number of questions

SM = The average of the score

Vt = The standard deviation of the test score.

To get the reliability of the test, standard deviation should be counted. The value of correlation as followed :

Score	Level
0.81 – 1.0	Very high
0.61 – 0.8	High
0.41 – 0.6	Fair
0.21 – 0.4	Low
0.0 – 0.2	Very low

3.6 Testing Hypothesis

Statistical hypothesis applied in order to know the result of the observation about the sample. The criteria were as follows:

H_a is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) $5\% < (0.05)$

H_0 is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) $5\% < (0.05)$

The hypotheses of this study were:

a. Alternative Hypothesis (H_a):

There is a significance difference of students' vocabulary mastery between students who are taught by using Hello English application and students who are taught without using Hello English application.

b. Null Hypothesis (H_0):

There is no significance difference of students' vocabulary mastery between students who are taught by using Hello English application and students who are taught without using Hello English application.