

**PENGARUH PENGGUNAAN APLIKASI HELLO ENGLISH TERHADAP
PENGUASAAN KOSA KATA SISWA****THE EFFECT OF USING “HELLO ENGLISH APPLICATION” ON STUDENTS’
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Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh signifikan penggunaan aplikasi Hello English terhadap penguasaan kosakata siswa pada siswa kelas delapan SMP Negeri 2 Sungguminasa. Metode dalam penelitian ini adalah desain eksperimen semu dengan melengkapi data yang diperoleh melalui tes kosakata. Kemudian, temuan dari penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan terhadap penguasaan kosakata siswa setelah menggunakan aplikasi Hello English. Hal ini dibuktikan dengan rata-rata nilai siswa pada post-test lebih besar dibandingkan pada pre-test. Nilai rata-rata siswa pada pre-test di kelas eksperimen adalah 63,17 dan pada post-test adalah 80,67. Sedangkan pada kelas kontrol, siswa memperoleh nilai rata-rata pada pre-test sebesar 60,5 dan pada post-test sebesar 74,5. Oleh karena itu, penggunaan aplikasi Hello English cukup efektif terhadap penguasaan kosakata siswa. Hal ini dibuktikan dengan adanya perbedaan yang signifikan antara nilai pre-test dan post-test.

A B S T R A C T

The intention of this study was to discover whether there are significant influences of utilizing the Hello English application on students' vocabulary mastery among the eighth-grade students of SMP Negeri 2 Sungguminasa. The method in this study was quasi-experimental design by completing the data obtained through vocabulary tests. Then, the finding from this study denoted that there was a significant influence towards students' vocabulary mastery subsequent to utilize Hello English application. It was attested that the students' average score from the post-test was bigger than in the pre-test. The students' average score on the pre-test in the experimental class was 63.17 and in the post-test was 80.67. Meanwhile, in the control class, the students obtained the average score on the pre-test was 60.5 and in the post-test was 74.5. Hence, the Hello English application is adequately effective for students' vocabulary mastery. It was attested by the significant distinction between pre-test and post-test scores.

INTRODUCTION

The most essential thing before the students study English is mastering vocabulary. Vocabulary is interpreted as a significant element in learning a language. It deals towards the words that students require to know in order to communicate effectively. When students master a good vocabulary, it influences the skill from the individual in a language (Iriany et al, 2019). Conversely, without having the vocabulary mastery, students cannot express their thoughts, emotions and also their notions because learning vocabulary is the important element in understanding the meaning of words. If they are lack in

vocabulary, it is included a big problem for them to resolve. Considering the preliminary study was accomplished by the researcher in SMPN 2 Sungguminasa. Additionally, the researcher discovered some problems were undergone by the students, namely the students think that English is one of the most complicated lessons to be studied because they lack in vocabulary and also, they lack in motivation. Thus, the researcher selected Hello English application in enhancing students' vocabulary.

Particularly in resolving vocabulary mastery issues, one of the English learning applications that presently investigated is Hello English application. A study was explored by Imanuddin & Fauziah (2022) to discover the influence of utilizing HE application towards students' vocabulary attainment. Then, they deduce that Hello English application is having a great influence on students' vocabulary mastery. Consimilar with the previous study, Mutmainnah et al. (2023) investigated the significance impact of applying Mobile Assisted Language Learning (MALL) through media, namely Hello English application towards students' vocabulary. Moreover, they examined the significant impact on utilizing Hello English application towards students' vocabulary mastery. Hence, the result from their study affirmed that using learning media in this case Hello English application has a significant effect on students' skill vocabulary acquisition.

In reference to the previous explanation, this study was accomplished notably dealing with the effectiveness of utilizing Hello English application to detect the enhancement in students' vocabulary mastery at the eighth-grade students. Hence, the title of this study is "The Effect of Using Hello English Application towards Students' Vocabulary Mastery at the Eighth Grade of SMP Negeri 2 Sungguminasa".

LITEARTURE REVIEW

Definition of Vocabulary

Vocabulary relates on a list of words arranged alphabetically and also by definition. According to Hiebert & Kamil (2005) interpret that "vocabulary is defined as the understanding of words signification." It implies that what the students comprehend and know about the words meaning. If students master many vocabularies, they can comprehend English well and fluently because understand the meaning of words is the key to comprehend the language.

The Importance of Vocabulary

Vocabulary is essential in supporting mastery of language skills (Lee & Wong, 2021). Further, if the students don't have a lot of vocabulary, they can't reveal their notions, thoughts, and also their emotions because learning vocabulary is one of the significant elements in comprehending the words meaning. In consequence, the students should enhance their vocabulary intensively, especially in mastering vocabulary.

Vocabulary Mastery

Vocabulary mastery is highly essential to make the meaningful understanding of a language. Students won't be able to improve their language skill except they possess in mastering vocabulary. According to Megawati (2017) asserts that "the key for mastering a language is vocabulary. In addition, studying English vocabulary have to be followed by its meaning. Hence, the students need to possess the knowledge about words which are recognizing and understanding the meaning first before they apply these words to be used in one of language skills.

Hello English Application

Hello English application is defined as a mobile learning application that presents macro skills, namely: writing, speaking, reading and listening in English through playing games (Hidayati & Diana, 2019). Besides, this learning application aids students for learning English, presents several features, such as: dictionary feature, lesson column feature, practice feature and also explanation feature that can be utilized to discover new words. Apart from that, this application uses the interactive lesson by providing several features, such as: practice feature, lesson column feature, dictionary feature and also providing interesting games for learning experiences.

Technology Acceptance Model (TAM)

Technology Acceptance Model is one of model from the technology application that has developed specifically to foresee and explicate the technology usage behavior (Alomary & Woollard, 2015). Furthermore, this model was acquainted by Davis in 1989 about the acceptance level of IT usage and intended for identifying the factors that induced the users' acceptance or rejection towards a provided technology and how undertake the users' acceptance can be improved in using information technology (Scott et al, 2019). Apart from that, there are two factors affected dominantly the users' acceptance

towards technology system, such as: perceived usefulness and perceived ease. Perceived ease is interpreted as user's perception towards how straightforward the information technology is functioned or user's believe level towards the information technology that can be applied easily (Christmasturi et al, 2019). Conversely, perceived usefulness is defined as a user's response towards the usage of information technology can improve the user's performance or not.

METHOD

This study implemented quasi-experimental design. Further, the sample from this study was 60 students of two classes at the eighth grade of SMP Negeri 2 Sungguminasa where every class possesses of 30 students. Apart from that, the researcher undertook vocabulary test to students in gathering data as the research instrument. Furthermore, the vocabulary test was in multiple choice and translation words form. In addition, the test was carried out twice, they were pre-test and post-test. Additionally, pre-test was conducted beforehand to discover the students' prior vocabulary understanding. Afterwards, the treatment applied in experimental class and control class. However, the treatment in experimental class was carried out by the researcher by utilizing Hello English application whereas in control class, the researcher applied traditional approach by using English handbook. After treatment, post-test was provided to the students. Further, this test was purposed to discover the distinction between students' pre-test and post-test score and also whether the treatment increased significantly towards students' vocabulary mastery. Thereafter, the collected data were analysed quantitatively by applying statistical calculation (IBM SPSS Statistics 27) to test the hypothesis with the significance level 0.05 (5%).

Population and Sample

The population from this study was eighth grade of SMP Negeri 2 Sungguminasa in academic year 2023/2024. Further, there are 11 classes in the eighth grade with sum of population was 353 students. The researcher selected cluster-random sampling as the sampling technique. Apart from that, the sample of this study was class VIII.9 as the experimental class and class VIII.10 as control class. Additionally, each class consists of 30 students. Thus, the amounts of students who have chosen as the research sample from two distinct classes, namely 30 students.

FINDINGS AND DISCUSSIONS

Findings

The research findings presented the frequency and percentage on students' performance towards vocabulary test, standard deviation, the students' mean score in pre-test and post-test, t-test and also hypothesis test. Further, the below description indicated the findings has gained through pre-test and post-test between two classes. These are the following data of students' results in pre-test and post-test of both classes.

Table 1. The Frequency and Percentage of Pre-test and Post-test in Experimental Class

Qualification	Test Score	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Very Good	86 - 100	2	6.7%	6	20%
Good	71 - 85	6	20%	20	66.7%
Fair	56 - 70	12	40%	4	13.3%
Poor	41 – 55	6	20%	-	-
Very Poor	≤ 40	4	13.3%	-	-
Total	-	30	100%	30	100%

Considering the table 1 above denoted that the qualification, frequencies and also percentage score on students' vocabulary test where there was a distinction between pre-test and post-test score. The outcome of pre-test, there were two students (6.7%) who classified as a very good qualification. Further, the same frequency was gained by 6 students (20%) in a good and poor qualification. Moreover, there were 12 students (40%) who got a fair qualification, and 4 students (13.3%) were in a very poor qualification. Whereas post-test indicated an improvement on students' score at a very good qualification by 6 students (20%), a good qualification was gained by 20 students (66.7%), a fair qualification was attained by 4 students (13.3%) and no more students who were in a poor and very poor qualification.

Table 2. The Frequency and Percentage of Pre-test and Post-test in Control Class

Qualification	Test Score	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage

Very Good	86 - 100	-	-	2	6.7%
Good	71 - 85	5	16.7%	17	56.7%
Fair	56 - 70	17	56.7%	9	30%
Poor	41 - 55	3	10%	2	6.7%
Very Poor	≤ 40	5	16.7%	-	-
Total	-	30	100%	30	100%

Considering on the table 2 above, it denoted that the qualification, frequency and also percentage score on students' vocabulary test where there was a distinction between pre-test and post-test score, especially in control class. The outcome of pre-test, there were no students who gained in a very good qualification. Furthermore, the same frequency was obtained by 5 students (16.7%) in a good and very poor qualification. Besides, there were 17 students (56.7%) who got a fair qualification while in a poor qualification, there were 3 students (10%). Whereas post-test denoted that an improvement on students' score at very good. The same frequency was attained by 2 students (6.7%) in a very good and poor qualification, there were 17 students (56.7%) were in a good qualification, 9 students (30%) who got a fair qualification and no more students who were in a very poor qualification.

Table 3. The Distinction of Students' Mean Score and Standard Deviation in Post-test
Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Students' score result in post-test	Experimental Class	30	80.67	10.233	1.868
	Control Class	30	74.50	11.398	2.081

Referring on the table 3 above, it was discovered that the students' average score in experimental class was 80.67 with the standard deviation was 10.233. Meanwhile the students' average score in control class was 74.50 with the standard deviation was 11.398. Additionally, the students' average score in post-test of experimental class was bigger than at in control class ($80.67 > 74.50$). Besides, the outcome of post-test indicated the students' average score in experimental class categorized as a good qualification and control class was also in a good qualification. Consequently, the researcher concluded that the students' score, especially in experimental class who utilized Hello English application is better than the students' score in control class who implemented traditional approach. In addition, the usage of Hello English application to enhance explicated that teaching vocabulary possess an advantageous influence towards students' vocabulary.

To identify whether it is significant or not, then the researcher applied the independent sample t-test for identifying influence on the usage of HE application towards students' English vocabulary. Further, the researcher utilized IBM SPSS Statistics Version 27. The data computation could be viewed in table below.

Table 4. The Result of T-test in Experimental Class

Independent Sample Test (Post-test)									
Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.099	.754	2.205	58	.031	6.167	2.797	.569	11.765
Equal variances not assumed			2.205	57.338	.031	6.167	2.797	.567	11.765

Based on the table 4 above, it was found out that the outcome of the independent sample test in post-test indicated that sig. 2-tailed was $0.031 < 0.05$. From this outcome, it could be deduced that the null hypothesis was (H_0) was refused and alternative hypothesis (H_A) was received because p-

value (0.031) is not higher than the significance level $\alpha = 0.05$. As a result, it can be deduced that there was a significant distinction both of experimental and control class. It interpreted that HE application is effectual for teaching students' English vocabulary.

Discussions

Considering the previous findings, it could be deduced that there was a significant enhancement on students' vocabulary mastery after the researcher conducted the treatment to them by utilizing Hello English application. It attested from the comparison between the students' score in pre-test and post-test. Furthermore, the students' average score in pre-test, especially in experimental class was 63.17. Meanwhile, the students' average score in post-test was 80.67. Additionally, the students' score enhanced to 17.5 in post-test since the researcher carried out the treatment to students by utilizing Hello English application.

The outcome from the study was referred on what Rahayu et al. (2022) found out that the usage of Hello English application to learn English has aid to enrichment students' vocabulary because there are a lot of game that can be helped students in learning English vocabulary with an interesting way and gained the positive responses from students towards the usage of Hello English application. In line with this, Ulfa et al. (2023) also discovered that the utilization of Hello English application possesses positive effects towards students' vocabulary mastery and most of them found out that this application is straightforward to apply, helpful and interesting.

Another related study finding was carried out by Imanuddin & Fauziah (2022) discovered that using Hello English application affected students' vocabulary attainment. Furthermore, this application was an alternative learning media to build students' encouragement and students would be diligent in the classroom. Similar on this research, Afrizal et al (2022) also found out that there was a significant enhancement towards students' vocabulary mastery since Hello English application implemented. In addition, the students are more motivated, active, and also engaged during teaching and learning process. As well as the study was accomplished by Mutmainnah et al. (2023). They affirmed that the utilization of learning media in this occasion Hello English application can improve students' vocabulary. It was proved after occurring enhancement students' score from pre-test to post-test. Additionally, this application can be a solution for resolving the problems that underlie to accomplish this study. In consequence, it can be deduced that the usage of Hello English application is able to present significantly enhancement towards students' vocabulary.

CONCLUSION

Based on the study that had accomplished at SMP Negeri 2 Sungguminasa, the researcher discovered that there was vocabulary score distinction of students who did not utilize Hello English application and also the students who did not use Hello English application. It was attested from the analysis of data that the students' average score in post-test for experimental class (80.67) was bigger than the average score in control class (74.5). It could be interpreted that the null hypothesis (H_0) was refused, and the alternative hypothesis (H_A) was received. In consequence, the utilization of Hello English application has given the good influence towards students' vocabulary mastery at the eighth grade of SMP Negeri 2 Sungguminasa. Teachers can select Hello English application as one of the effective learning English applications in enhancing students' vocabulary mastery.

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