

Meningkatkan Penguasaan Kosakata Siswa melalui Aplikasi Hello English pada Siswa Sekolah Menengah Atas

Improving Student Vocabulary Mastery Through Hello English Application at Tenth-Grade Students of High School

Ulfa¹, Wiyaka², Sri Wahyuni³

¹²³Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, Universitas PGRI Semarang; Semarang; Indonesia

*¹E-mail: ulfaulfa191@gmail.com

²E-mail: wiyaka@upgris.ac.id

³Email: sriwahyuni@upgris.ac.id

Abstrak (Bahasa Indonesia)

Penelitian ini bertujuan untuk mengetahui 1) pengaruh penggunaan aplikasi Hello English dalam pengajaran bahasa Inggris terhadap peningkatan kemampuan siswa dalam penguasaan kosa kata, 2) untuk mengetahui persepsi siswa terhadap penerapan aplikasi Hello English dalam pengajaran mata pelajaran bahasa Inggris di SMAN 1 Mayong, Jepara. Penelitian ini menggunakan jenis penelitian kuantitatif dengan desain penelitian eksperimen semu. Penelitian ini menggunakan teknik pengumpulan data tes dan angket sebagai instrumen untuk mengukur penguasaan kosa kata siswa. Populasi penelitian ini adalah siswa kelas X SMAN 1 Mayong, dengan jumlah siswa 72 yang terdiri dari kelas X7 dan X9. Data hasil pengujian dalam penelitian ini dihitung dan dianalisis secara otomatis dengan menggunakan SPSS. Berdasarkan hasil analisis data dengan menggunakan uji t, data test menunjukkan bahwa hasil t hitung ($df = 70$) = 9,881 dan p-value atau taraf signifikan 0,000 yang lebih kecil dari 0,05. Peneliti menggunakan $\alpha = 0,05$ (5%) sebagai standar signifikan, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima karena nilai p atau sig (2-tailed) 0,000 lebih rendah dari $\alpha = 0,05$ (5%). Artinya, ada perbedaan yang signifikan antara hasil penggunaan Hello English Application dalam pengajaran kosa kata pada siswa kelas X SMA Negeri 1 Mayong tahun ajaran 2022/2023. Hasil penelitian menunjukkan bahwa aplikasi Hello English meningkatkan penguasaan kosa kata siswa secara signifikan setelah melakukan *treatment*. Nilai rata-rata siswa kelas eksperimen meningkat dari 73 pada *pre-test* menjadi 91 pada *post-test*. Nilai rata-rata kelas kontrol dari 74 pada *pre-test* menjadi 79 pada *post-test*. Artinya, nilai rata-rata siswa di kelas eksperimen lebih tinggi dari nilai rata-rata di kelas kontrol. Peneliti menyimpulkan bahwa penggunaan Aplikasi Hello English efektif melalui penguasaan kosa kata siswa, khususnya untuk siswa kelas sepuluh SMA Negeri 1 Mayong tahun pelajaran 2022/2023. Berdasarkan angket, hasil penelitian menunjukkan bahwa penggunaan aplikasi Hello English dalam pengajaran bahasa Inggris memiliki banyak dampak

positif bagi siswa, antara lain siswa lebih termotivasi dalam belajar dan memudahkan siswa dalam memahami materi.

Kata Kunci; Aplikasi Hello English; Peningkatan; Vocabulary.

Abstract (English)

This study aims to determine 1) the effect of using the Hello English application in English teaching on improving students' ability in vocabulary mastery and 2) determine students' perceptions of the application of Hello English application in teaching English subjects at SMAN 1 Mayong, Jepara. This study used a type of quantitative research with a pseudo-experimental research design. This study used test data collection techniques and questionnaires to measure students' vocabulary mastery. The population of this study was grade X students of SMAN 1 Mayong, with a total of 72 students consisting of grades X 7 and X 9. The test result data in this study was calculated and analyzed automatically using SPSS. Based on the data analysis using the t-test, the test data shows that the result of t count ($df = 70$) = 9.881 and p-value or significant level of 0.000, which is smaller than 0.05. Researchers use $\alpha = 0.05$ (5%) as a significant standard, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted because the p or sig (2-tailed) value of 0.000 is lower than $\alpha = 0.05$ (5%). This means a significant difference exists between the results of using the Hello English Application in teaching vocabulary to SMA Negeri 1 Mayong grade X students for the 2022/2023 school year. The results showed that the Hello English application significantly increased students' vocabulary mastery after treatment. The average score of experimental class students increased from 73 on the pretest to 91 on the post-test. And the control class's average score was 74 on the pretest to 79 on the post-test. This means that the average score of the students in the experimental class is higher than the average score in the control class. Researchers concluded that the Hello English Application is effective through mastery of student vocabulary, especially for tenth-grade students of SMA Negeri 1 Mayong for the 2022/2023 academic year. Based on the questionnaire, the results showed that using the Hello English application in teaching English has many positive impacts on students, including students being more motivated in learning and making it easier for students to understand the material.

Keywords; Hello English Application; Improving; Vocabulary.



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PRELIMINARY

Human beings use language daily to communicate and convey what they intend to say, which is why it is so significant. Human beings can express their emotion, feelings, intention, and desires using language as an intermediary. It contains words and the combination of words into sentences as the basis. It also expresses tens of thousands of signs as combinations of form and meaning (Eifring & Theil, 2005). According to George Yule (1996), pragmatics is the study of speaker meaning and how people comprehend and produce a communicative act in a concrete. In short, Language is a system of arbitrary sound symbols social group members use to work together, communicate, and identify (Nainggolan dkk., 2021). Or in other definition, Language is a system of arbitrary vocal symbols used for human communication (Research_in_Teaching_of_Literature.ris, t.t.).

Vocabulary is the foundation of language. Teaching vocabulary is a crucial part of learning a new language. Without vocabulary, (Alqahtani, 2015) argues that learning a language is impossible. According to (Kabel, 2012), several teachers and students were unaware of the value of vocabulary and vocabulary learning techniques in the English curriculum. To communicate well, students must have a large vocabulary. Thornbury in (Wardani, 2015) states that little meaning can be conveyed without grammar. Nothing can be conveyed without vocabulary because vocabulary is an important aspect of language and is always present in every language skill. Some researchers show that second language learners are very dependent on vocabulary knowledge. If that lack of knowledge, it is a major and big problem for students to overcome. Based on the researcher's experience teaching second-grade students of Senior High School during the Magang II program, the researcher found a problem in learning in school is the lack of vocabulary. One of the reasons why they have limited vocabulary is because they have no interest in learning English. They say English is boring, so they cannot improve their language skills.

A teacher should be creative in selecting methods and media that can increase students' motivation to learn vocabulary. The methods and media chosen must be able to engage the students to memorize new vocabulary. Utilizing technological tools to help teachers prepare the lessons is a good idea. In this 4.0 industrial revolution, in which digital technologies surround every aspect of life, teachers need to adjust their learning media into it. By utilizing technology that currently almost all junior high school students have smartphones, students can learn English with various applications already available to improve student vocabulary. There are so many learning applications on smartphones in the 4.0 era now. One is the "Hello English" application that students can download to learn English vocabulary. Based on the researcher's experience and also asking the English teacher there, the researcher got several obstacles that the students faced, in which they lacked in

comprehending the vocabulary because they did not know how to express some words that gave by using the guessing game method.

Furthermore, the lack of media variety used in teaching English is caused by the limitations of existing media. By these conditions, the researcher assumed that the appropriate method, strategy, or media should be chosen. The Hello English application has greatly increased among second language learning users today, and it is very helpful for most people to improve their English skills. This application itself has been proven to have many features to make it easier for students. It includes interactive lessons, interactive games, discussions with teachers, practice using daily news and videos, speaking and conversation practice games, dictionaries, and several other mobile application features to build student skills.

The "Hello English" smartphone application can teach English vocabulary, enhancing students' spelling, vocabulary, understanding, and memorization abilities. Students can learn to speak and understand words by practicing pronunciation and expanding their vocabulary. This application is a companion English learning tool that includes vocabulary and definitions to make learning the language more enjoyable. Students can practice using English in a fun way wherever they are by simply downloading it for free on a smartphone. As a result, the researcher employed the "Hello English" application named Hello English in this study as one potential method to deal with the issues. Several games and learning tools are available right now that can help teachers and students teach and learn languages. Some examples include Duolingo, Busuu, and Rosetta Stone. However, the researcher in this study plans to use the Hello English app to teach junior high school students English vocabulary. The researcher has conducted research titled "Improving Students Vocabulary Mastery Through Hello English Application."

The first study was from (Vony Basalwa C. Laras, 2017) from the Ponorogo State Islamic Institute entitled The Feasibility of Vocabulary Teaching Exercises in Duolingo Applications Based on Four Components of a Comprehensive Cemetery Approach. The purpose of this study is to find the types of vocabulary in the Duolingo application, to describe the exercises in Duolingo that are integrated with the role of teaching vocabulary, and to analyze whether the exercises in the Duolingo application meet the criteria for qualified vocabulary instruction exercises suggested by Michael F. Graves. He concludes that there are types of vocabulary found in Duolingo. Its application is a word class that mostly includes nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. Duolingo features eight exercises: flashcard matching, sentence shuffling, translation, pronunciation, filling in the blanks, multiples option translation, and image flash card translation. And

research shows that the Duolingo application is eligible for vocabulary teaching based on Grave's Comprehensive Approach.

The second study was from (Rizki Maylan Yosinta Liana, 2018) from the University of Education Indonesia, entitled *The Effect of Use Applications "Hello English" Based on Android Smartphones on the Improvement of student learning results in English Lessons in junior high school (quasi-experiments on English subject of grade VIII Students of SMP Negeri 1 Kadipaten)*. This research aims to analyze and describe the influence of the Hello English application on learners' achievement in listening skills. The researcher used a quasi-experiment. And the result of the research shows that the use of the Hello English application as mobile learning has the influence to increase learners learning outcomes in English subjects in junior high school, especially in listening comprehension. Mobile learning can help learners comprehend the English learning material, especially in listening skills.

The third research was from Roumen Vesselinov and John Grego as a team on March 2017. They are from the City University of New York and the University of South Carolina. The research is a final report entitled *Hello English Efficacy Study*. This research aimed to test whether introducing Hello English as an additional tool for learning English as a foreign language would significantly improve learners' language skills compared to their classmates who did not use this new tool. The research showed that school-going learners who use Hello English in addition to their regular classes show greater progress than their classmates who do not use the Hello English application. The factors that affected these results are gender, grade, age, and school. The learners in the two private schools did better than those in the government schools.

The fourth research was from Sukmawati Tono Palangngan, titled *The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery from the Journal of Language Teaching and Learning, Linguistics and Literature*. This research aims to enhance students' vocabulary mastery through the Hello English smartphone application. This research applied experimental with one group pretest post-test design. The population was the students of SMA Muhammadiyah Palopo, consisting of five classes. Then, the sample taken was 25 students of class X by using a cluster sampling technique. Based on the data analysis, it can be seen that the mean score of the pretest was 52,52 while the mean score of the post-test was 80,64.

Furthermore, the significant value of paired sample test was smaller than the significant level ($0,000 < 0,05$). It means that the H1 was accepted, and H0 was rejected. In conclusion, the Hello English smartphone application significantly enhanced the students' vocabulary mastery.

The fifth research was from Risa Octaviani, Ika Handayani, and Welliam Hamer, Applying Board Race Game to Increase Students' Vocabulary Mastery in Uttayan Suksa Krabi School, Thailand, from the Journal of English Education Studies. This research was to know the increase in students' vocabulary mastery using a board race game for fifth-grade students of Uttayan Suksa Krabi School, Thailand, in the academic year 2018/2019. The method used in this research was collaborative classroom action research. The researchers conducted this research from December 2018 until March 2019 in Uttayan Suksa Krabi School, Thailand. The researchers used observation, tests, and documentation to collect the data. The tests were given in pretest, post-test one, and post-test 2. The researchers. It could be seen from the pretest score that showed 55.3, post-test one was 68.6, and post-test two was 85.6. After applying the action, the researchers solved the problem of increasing students' vocabulary mastery. The students could pronounce, memorize and understand the words based on the context. By using the Board Race game in teaching vocabulary, the students could easily understand and memorize the spelling of the new vocabulary. It can be concluded that board race games can increase students' vocabulary mastery. Using board race games as an alternative media in teaching English is suggested.

That research was similar to this research. All the research use mobile learning application. The first research tried to analyze vocabulary instruction exercises in the Duolingo application based on Graves' theory, and also this research will use a different application: Hello English. Duolingo and Hello English have different exercises form and different phases of learning. The second research used the same application but had different methods and focus. While the second researcher used quasi-experiment, the researcher used content analysis. While the second research focused on the effectiveness of the Hello English application in improving listening outcomes, this research focused on vocabulary instruction in this application. The third research used the same application but focused on the effectiveness of Hello English on English language level improvement in all language skills. In contrast, this current research focused on vocabulary instruction in this application. At the same time, this research uses an application and focuses on teaching students vocabulary using the Hello English application in the ninth grade of SMA Negeri 1 Mayong.

This study was conducted using quantitative research. This research used Quasi-Experimental research. According to (Gay & Peter, 2000: 15), an experimental is the quantitative approach that provides the greatest control over the research procedures. This research used quasi-experimental research that focuses on non-equivalent control group design. The researcher chose a quasi-experimental design because this design aims to attain valid conclusions about the effectiveness of the independent variable on the dependent variable. There were two groups in the quasi-experiment design. The first group was

experimental, and the second was the control group. The researcher did not treat the control group; the second group was the experimental group.

In this group, the researcher gave treatment or taught vocabulary using the Hello English application. Afterward, a post-test was given for both experimental and control classes to know the effect of the Hello English application on students' vocabulary mastery. The population of this research was tenth-grade students of SMA 1 Mayong in the academic year of 2022/2023, which consists of Class X 7 and X 9. Each class has 36 students. Therefore, the population of this research was the tenth-grade students at SMA Negeri 1 Mayong. The research was conducted for one month, from 1 until 29 November 2022. The sampling technique of this study uses a random sampling technique because the sample of this research was all students in class X 9 as the experiment class and all students in class X 7 as the control class because both classes have similar learning abilities. Each class has 36 students, so the sample in this research was 72 students. In this study, the researcher used quantitative data collection techniques. The researcher used test and questionnaire to measure students' vocabulary mastery. The researcher used a test as the instrument to measure students' vocabulary mastery, a test that will be given in two cycles, control class, and experimental class. The form of the test is multiple choice questions about vocabulary. The test consists of 25 items multiple choice.

The researcher used a pretest and post-test for two groups in this study. The data collecting aimed to get the material that the researcher needed. The questionnaire used for this study consisted of 10 items. The questionnaire used for this study consisted of 10 items about students' interest and their opinion of Hello English commonly as their media in learning English and their progress in vocabulary ability. To find out the students' opinions, the answer scale consists of five items that indicate the students' interest. They had to select one of the choices of any item: strongly agree, agree, neutral, disagree, and strongly disagree.

A statistical hypothesis is applied to know the observation's result about the sample. Hypothesis testing can determine the provisional conjecture formulated by the researcher. Hypothesis testing was conducted to determine whether the Hello English Application significantly affects vocabulary mastery in the second grade of Senior high school. Hypothesis testing will be conducted using a pair sample T-test to examine whether the hypothesis will be rejected or accepted. After the researcher had collected data, the next step the researcher was to analyze them. The data of the tests in this research were calculated and analyzed automatically using software Microsoft Excel and SPSS. The researchers analyzed the result and the researcher obtained valid data. The researcher analyzed the data from a questionnaire using a percentage in this research. The writer analyzed the students gained scores from the experimental and control group by using the t-test formula to find out the

effectiveness of using the Hello English Application to improve students' vocabulary mastery of the tenth grade of SMA N 1 Mayong in the academic year 2022/2023. There are three analyses: normality, homogeneity, and (independent t-test).

Before calculating the t-test value, to look at the difference of significant level, it was necessary to know the normality and homogeneity value of the data. The normality test was needed to determine whether the data was normally distributed. Then, the homogeneity test was needed to know whether the data was homogeneous. The t-test used in this study is the Independent Samples T-test with a two-tailed test of significance by using SPSS. If the result shows Sig. (2-tailed) The null hypothesis is accepted by $> \text{sig } \alpha = 0.05$ (5%). But, if Sig. (2-tailed) The alternative hypothesis is accepted at $< \text{sig } \alpha = 0.05$ (5%).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Keterangan :

n1 = jumlah data pertama (kelas eksperimen A)

n2 = jumlah data kedua (kelas eksperimen B)

x1 = nilai rata-rata hitung data pertama

x 2 = nilai rata-rata hitung data kedua

s1= variansi data pertama

s2= variansi data kedua.

DISCUSSION

Mastery of Student Vocabulary;

The National Reading Panel has reported that vocabulary is important to cover all the words learners need to know to express ideas and communicate effectively. Karen Bromley states that vocabulary contributes to comprehension, fluency, and achievement. Students often find it difficult to learn and use English because of the lack of vocabulary. Therefore Hello English application is very helpful for most people to improve their English skills. This application itself has been proven to have many features to make it easier for students. It includes interactive lessons, interactive games, discussions with teachers, practice using daily news and videos, speaking and conversation practice games, dictionaries, and several other mobile application features to build student skills.

The data used in this research were quantitative. The data were collected from the results and questionnaire. The quantitative data were collected from the mean of the pretest, and post-test scores of the students' vocabulary test scores, and the data were taken from questionnaire results. The quantitative data were taken from the test result given to the students. The test is still relevant to the topic taught and discussed in the classroom every cycle. This research had two cycles, and the test was given in the last of each.

Table 1. Student's Result Score of Pretest and Post-Test in Experimental Class

No	Name	Score	
		Pre Test	Post Test
1	Student 1	60	92
2	Student 2	88	98
3	Student 3	76	98
4	Student 4	76	92
5	Student 5	84	96
6	Student 6	76	92
7	Student 7	60	92
8	Student 8	56	98
9	Student 9	56	96
10	Student 10	68	88
11	Student 11	56	84
12	Student 12	60	96
13	Student 13	60	98
14	Student 14	70	92
15	Student 15	76	88
16	Student 16	53	90
17	Student 17	90	96
18	Student 18	90	92
19	Student 19	84	92
20	Student 20	84	98
21	Student 21	76	90
22	Student 22	80	94
23	Student 23	84	90
24	Student 24	72	90
25	Student 25	64	90

26	Student 26	88	92
27	Student 27	84	92
28	Student 28	80	94
29	Student 29	84	94
30	Student 30	76	84
31	Student 31	80	90
32	Student 32	72	90
33	Student 33	72	94
34	Student 34	72	78
35	Student 35	76	86
36	Student 36	72	88
Mean of Students Score		73.75	91.8

Based on Table 1.2 above, it can be seen that the scores from 36 students in the experimental class differed. The mean of the pretest score was 73.75, and the mean of the post-test score was 91.8. Then, the minimum pretest score was 53, and the maximum score was 90. Meanwhile, the highest score on the post-test was 98, and the lowest was 78. From the data description from the pretest to the post-test, it was concluded that the Hello English Application positively affected the student's vocabulary mastery. After conducting the student's pretest and post-test scores in the experimental class, the writer used Normality and T-test to measure whether or not there was a significant difference between the result of the student's mean scores in the pretest and post-test. The calculation can be seen in the table below.

Table 2. The result of the Normality Test of the Pretest Score at the Experiment and Control Class

Tests of Normality

	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	EXPERIMENTAL GROUP	.143	36	.060	.941	36	.053
	CONTROL GROUP	.120	36	.200*	.953	36	.134

From the table above, it can be seen that the significance of the data in the Shapiro-Wilk table showed that the significance level of the experimental class is 0.053, and the controlled class is 0.134 > 0.05. It means that the probability value (p) of both the experimental and control class was higher than (>) the degree of significance of 5% ($\alpha = 0.05$). Therefore, it is concluded that the experimental and control class pretest data were normally distributed.

Table 3. The result of the Normality Test of Post-test Score at the Experiment and Control Class

Tests of Normality

	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
posttest	EXPERIMENTAL GROUP	.143	36	.059	.944	36	.068
	CONTROL GROUP	.109	36	.200*	.948	36	.090

Lilliefors Significance Correction

From the table above, it can be seen that the significance of the data in the Shapiro-Wilk table showed that the significance level of the experimental class is 0.068, and the controlled class is 0.090 > 0.05. It means that the probability value (p) of both the experimental and control class was higher than (>) the degree of significance of 5% ($\alpha = 0.05$). Therefore, it is concluded that the experimental and control class post-test data were normally distributed.

Table 4. T-test Result of Post-test Scores Independent Samples 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
post-test	Equal variances assumed	3.785	.056	9.881	70	.000	12.86111	1.30160	10.26516	15.45707

Equal variances are not assumed.			9.881	64.508	0.000	12.86111	1.30160	10.26126	15.46096
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Based on the t-test table above, the data of the independent sample test shows that the result of t count (df = 70) = 9.881 and the p-value or significant level was 0.000, which was less than 0.05. The researcher uses $\alpha = 0.05$ (5%) as the significant standard. Therefore the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted since the p-value or sig (2-tailed) 0.000 is lower than $\alpha = 0.05$ (5%). It means there were significant differences between the results of using Hello English Application in teaching vocabulary at tenth grade students of SMA Negeri 1 Mayong in the academic year 2022/2023. So, there was any significant effect of the Hello English application on the student’s vocabulary of the ninth grade at SMA Negeri 1 Mayong.

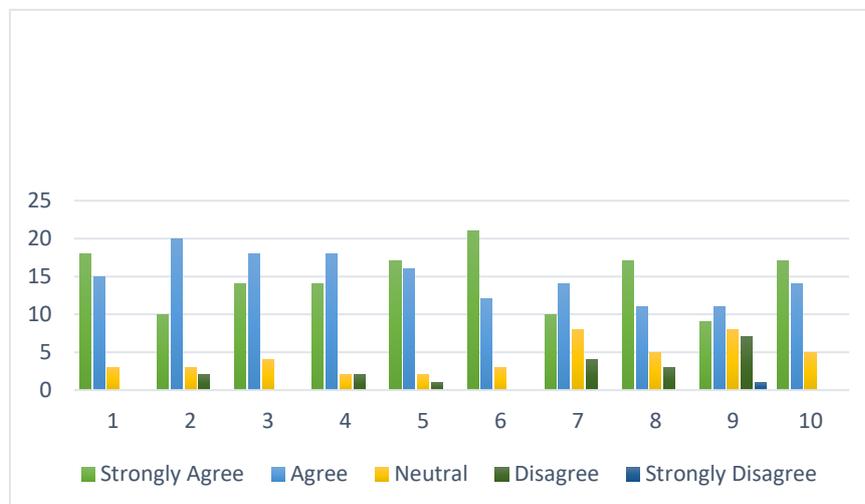


Figure 1. The Diagram of the Questionnaire

From the diagram above, it can be concluded that most students responded in the agreed category, and some responded neutrally. The rest responded disagreed with the questionnaire. It means that the students agreed that Hello English Application can help or motivate them to learn English, especially vocabulary.

Based on the data description of the calculation above, the data is normally distributed and homogenous. In the tenth-grade students of SMA Negeri 1 Mayong Jepara, vocabulary knowledge is improved, especially by using Hello English Application. The result of the data was taken from 36 students in a class of pretest and post-test. It can be seen in Table 1 from the experimental class that the mean of the pretest is 73.75 before doing treatments

by using Hello English Application. Then, the mean post-test score was increased to 91.8 after doing treatments. Therefore, the student's mean scores of the experimental class post-test were higher than the experimental class. It can be seen that the result I post the test was better than the pretest.

After calculating the normality test, it can be proved that the significance of the data from the experimental and controlled classes in the pretest and post-test were distributed normally. The pretest score showed that the data of Shapiro-Wilk in the experimental class is 0.053, and the controlled class is 0.134. Meanwhile, the post-test score also showed that the data of Shapiro-Wilk in the experimental class is 0.068, and the controlled class is 0.090. It can be concluded that both classes are higher than $\alpha = 0.05$, which means the result is normally distributed.

Based on the result of the homogeneity test, the data from the experimental and controlled classes were proved homogeneous. It can be seen that the significance from the pretest between the experimental and control class was 0.560, which is higher than $\alpha = 0.05$ ($0.560 > 0.05$). Then, the significance from the post-test of the experimental and control classes was 0.056, which is higher than $\alpha = 0.05$ ($0.056 > 0.05$). The experimental and control class data in the pretest and post-test were proved as homogeneous data.

In addition, the data analysis that used an independent sample t-test proved statistically the effect of using the Hello English Application during treatments. It can be seen the statistical significance is shown by the analyzed post-test data that the result of t ($df = 70$) = 9.881 and p-value or sig (2-tailed) is 0.000, which is lower than $\alpha = 0.05$ (5%). It means the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. Therefore, the Hello English Application was proven to affect the student's vocabulary knowledge development.

From the data analysis above, the writer concluded that the Hello English application could significantly affect students' vocabulary knowledge because the score on the vocabulary test after the writer did treatments is higher than before being taught by the Hello English application. In addition, this application can be applied in all subjects, but it depends on the student's grade. It means that using the Hello English application showed a positive effect to be implemented for students, especially for the tenth-grade students of SMA Negeri 1 Mayong Jepara.

From the questionnaire given by the researcher, the students showed positive results. Most students find that using Hello English Application is interesting, easy, and helpful. In the questionnaire, about 86% of the classroom members stated that their English performance have improved by using Hello English Application and they want to recommend it to others. On the other hand, the rest of the percentage of the students feel uneasy about using Hello

English. It is not because they do not like using it; they are just not used to operating smartphones in the classroom because it is prohibited. They still enjoy using it more than regular teaching without using any digital media. Perhaps in the future, the smartphone-based application in the English learning can commonly be used in classroom learning activities, especially in Indonesia.

The research I did was in line with the research done by Sukmawati Tono Palangnan in 2020 and Muhammad Faiq in 2019. The title is The Implementation of Hello English Smartphone Application in Enhancing Students Vocabulary Mastery from the Journal of Language Teaching and Learning, Linguistics and Literature. This research aims to enhance students' vocabulary mastery through the Hello English smartphone application.

CLOSING

This research aims to find empirical evidence of the effect of the Hello English Application on students' vocabulary mastery at ninth-grade students of SMA Negeri 1 Mayong in the academic year 2022/2023. It is also proof of the theories mentioned and related to previous studies. Based on the findings and discussion in Chapter IV, teaching vocabulary using the Hello English application is appropriate for the class. It can be seen the value of t count = 5.248. At the same time, Df (Degree of Freedom) was 71 and sig. The tailed (p) value was 0.000. $p < \alpha$, which was $0.000 < 0.05$. It means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It means that using Hello English Application has a positive effect on student's vocabulary mastery. Moreover, the mean post-test score in the experimental class was higher than the mean score in the control class. The mean post-test score in the experimental class was 91, while in the control class was 79.

In addition, the vocabulary mastery of the experimental class improved more significantly after using Hello English Application compared with the control class, which is not using it. Moreover, the calculation of the effect size reveals that using Duolingo moderately affects students' vocabulary mastery. Finally, the researcher summarized that using Hello English Application is effective through students' vocabulary mastery, specifically for the ninth-grade students of SMA Negeri 1 Mayong in the academic year 2022/2023.

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