

**THE USE HELLO ENGLISH APPLICATION TO ENRICH
VOCABULARY AT ELEVENTH GRADE STUDENTS' OF MA**

DDI MAJENE



A THESIS

**Submitted in Partial Fulfilment of the Degree of Sarjana Pendidikan (S.Pd) in
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Department State Islamic College of Majene**

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Skripsi yang berjudul “The Use Hello English Application to Enrich Vocabulary at Eleventh Grade Students’ of MA DDI Majene” yang disusun oleh **Nurfaisa, NIM. 10256118034**, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, 31 Agustus 2023 dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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ABSTRACT

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NURFAISA. 2023. Thesis on Enriching Students' English Vocabulary Using the Hello English Application (at MA DDI Majene). Department of Tarbiyah and Teacher Training English Study Program (Tadris Bahasa Inggris) STAIN Majene.

The researcher found several problems at eleventh grade of MA DDI Majene in learning English at school, namely the students' low vocabulary scores. The reason why students' scores are low is because they have difficulty memorizing Vocabulary. School facilities are also lacking and have not used English vocabulary learning media that are attractive to students and have not implemented appropriate learning models. This makes students lazy and easily bored learning English, especially vocabulary. Given these problems, teachers must be creative in choosing strategies and media for learning English, especially Vocabulary.

From the problem aims to determine the use of the Hello English application to enrich students' English vocabulary. The researcher applied the pre-experimental method with a one-group pre-test and post-test design and collected data based on the test. The sample of this research was the eleventh-grade students of MA DDI Majene, which consisted of 20 students. Samples were taken using the total sampling technique.

The results showed that the pre-test scores of eleventh grade students increased significantly after being taught using the Hello English application. The mean value obtained by students through the pre-test was 59.2 and the post-test was 84.8 with the result that the significance value of the Mann-Whitney test was smaller than the significance level, namely $0.000 < 0.05$. These results indicate that the hypothesis was accepted, it can be concluded that the use of the Hello English application is effective in enriching students' English vocabulary.

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The researcher really realizes that this thesis is far from perfect. The error is the researcher's fault. Therefore, constructive criticism and suggestions will be highly appreciated. May all our efforts always be blessed by Allah SWT.

Aamiin ya Rabbal Alamin

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CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is one of the most important aspects of language. The people will find vocabulary when they first learn English. It will be difficult to learn English when the people do not master the vocabulary. Mastery of vocabulary is very important for the success of English (Alqahtani, 2015). Without many vocabulary, students cannot use the structure and function of language well. When learning a new language the people will learn vocabulary first.

Without grammar the meaning conveyed was little but without vocabulary nothing can be conveyed (Wardani, 2015). Vocabulary is an important aspect of language and always present in every language skill. There were some teachers and students do not realize the importance of vocabulary and vocabulary learning strategies in the English curriculum (Kabiell, 2012). To communicate well, students must master vocabulary.

Based on the experience of the researcher while teaching at MA DDI Majene. During PPL program, the researcher found several problem in learning English at school, that are the low scores of student. the reason why students' scores are low is that they have difficulty memorizing vocabulary. The school facilities are also still lacking and have not used English vocabulary learning media that are attractive to students, have not implemented appropriate learning models. This reason makes students lazy

to learn English especially vocabulary. Given these problems, teachers must be creative in choosing strategies and media for learning English, especially vocabulary. One of the good learning strategies is to use technological tools to assist teachers in providing instructional media. Technological developments make it easier to learn English.

Every aspect of life was surrounded by digital technology in this modern era. Teachers must be good at adapting by using technological tools. increasing language learning aided by technology. Technology plays an important role as a tool or media to help teachers provide learning facilities for students. (Larsen-Freeman & Anderson, 2011) support the view that technology provides teaching resources and brings learning experiences into the learner's world. Many educational resources can be provided to pupils through the use of technology, and this might inspire them to learn the language. There are some media that are smartphone, computer, internet, LCD and etc.

Currently, many learning media can be used by teachers one of them is e- learning media. E-learning media had many types that can be used in teaching such as mobile learning media. This media utilizes smartphones in helping the learning process so that students can be more focused and motivated to learn because they use media that can attract students' attention. Mobile learning was a learning model that utilizes information and communication technology (Liana et al., 2018). The benefit of the mobile learning concept is the availability of teaching materials that can be accessed

at any time. Currently, with smartphones, students can learn English easily. Almost all students have smartphones, so learning applications that are already available on smartphones can help increase student vocabulary.

One of the applications available on smartphones was the “Hello English” application which can be used by students to help them learn English. Learning applications were programs that function as tools, materials or techniques used in teaching and learning activities with the intention that the process of educational communication interaction between teachers and students can take place properly. Learning applications have many benefits that can make it easier for students to learn subject matter. Learning applications used must also be able to attract students' attention in order to attract students' interest in learning (Donny Indra Purnama Jati, 2013). And this application had many features so students will be interested in using the application. Therefore, in this study, researchers will use the “Hello English” application as media into teaching. Hello English was an effective application to apply in the process of teaching and learning vocabulary because it is easy to present material and easy to understand. Some users find this app very amazing because they can use it anywhere and lots of features with clear explanations that can be learned from this application. And Hello English in learning vocabulary influences students' vocabulary (Satriani, Baso Jabu, Kisman Saliya, 2018). It relates to researcher's subject in MA DDI Majene, which is the students allowed to bring a smartphone. So to take advantage of students' smartphone, students were encouraged to download

Hello English Application to increase their English vocabulary. This application was an application that contains a collection of vocabulary and its meaning. Simply by downloading on a smartphone, students can learn anywhere and anytime in a fun way. The researcher will conduct research entitled “Using Hello English Application to increase vocabulary at MA DDI Majene”.

B. Research Question

Based on the explanation in the background, the researcher formulates a research question as follow: Can the “Hello English” application enrich students’ English vocabulary in MA DDI Majene?

C. Research Objectives

Based on problem in the background, the research aims at finding out whether or not Hello English can enrich their students’ English vocabulary.

D. Research Significance

The results of this study are expected to be useful for teachers, readers and students to apply the “Hello English” application in the learning process to increase student’s interest in learning vocabulary and build a better atmosphere in the classroom.

- a. For teachers, the results of this study can be use to be a reference in teaching English vocabulary..

- b. Students, can use the “Hello English” application to learn vocabulary so that they can be more proficient in English.
- c. Readers, can use the “Hello English” application to learn English independently.

E. Research Scope

Hello English application is online learning application that can be download in App Store or Play Store. It provides many kinds of Vocabulary such us Noun, Verb, Adjective and Adverb. In this research, the researcher will focus on nouns and verbs as material of this research.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter discusses about review of related literature and previous findings. It presents the definition of vocabulary, types of vocabulary, teaching and learning vocabulary, technology as media of learning vocabulary and concept of “Hello English” application.

A. Previous Related Research

1. The first related research was conducted by Shofi Nur Jannah, entitle “Hello English” Application as Supporting Device in English Learning Speaking Skill”. This research indicated that this application corrected directly the false pronounce of spoken sentence in conversation practice games. The false pronounce will be showed in red color and the point should be less than 100%, even though the conversation practice games could be replayed to correct bad score from previous result (Jannah, 2020).
2. The second research was conducted by Yunika Anwar, entitle “The Effect of Hello English Application in Teaching Simple Present Tense for English as Foreign Language”. The result showed that there is a significant effect in teaching simple present tense using Hello English application. This is indicated by the increasing average value in the post-test (35 to 95). Students’ perceptions of using the Hello English application as a learning media were also very positive, they said that the

application made it easier for them to understand difficult material (Anwar, 2021)

3. The third research was conducted by Ranta Butarbutar and Elia Simatupang, entitle “The Impact of Technology Hello English Application in EFL Classroom”. This study conclude that the use of Hello English Application is an effective media in learning simple past tense; encouraging self-learning; changing towards gadget’s better behavior (Butarbutar & Simatupang, 2019).
4. Next the research was conducted by Satriani entitle “The Implementation Hello English Application In Teaching Vocabulary”. This research concludes that the Hello English application can be used by lecturers and students when learning vocabulary or other subjects. (Satriani, 2018).
5. The last research was conducted by Jajat Imanudin and Putri Nursalli Fauziah, entitle “The Influence Of “Hello English” Towards Students’ Vocabulary Achievement”. Substantial point results indicate that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This means that there is an impact using the Hello English Application on students' vocabulary achievement (Imanudin & Fauziah, 2022).

Based on the previous research findings above, the researcher finds out the similarities and differences with this research. The similarities of those research with this research discuss about “Hello English Application”. Whereas, the differences of those research, some focus on discussing about

speaking, simple present tense, and English generally. While the researcher in this research will focus on noun and verb only as material in teaching process.

B. Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is a basic step in learning language. Vocabulary is a collection of words that is owned by person or is part of a particular language. The function of vocabulary is to be assembled or arranged into a complete sentence. There were millions of English words, including adjectives, pronouns, adverbs, nouns, and much more. vocabulary is all the words that are owned by a language which is a language component that contains all the information about the meaning and use of words in language (Keraf, 2004). Furthermore, from the point of view of language users, vocabulary is the wealth of words owned by a speaker or writer. Vocabulary is a wealth of language owned by a language (Nurgiyantoro, 2016).

2. Types Of Vocabulary

According to (Harmer, 2007), there are two types of vocabulary :

a. Active Vocabulary

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

b. Passive Vocabulary

Passive 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.

3. Various of Vocabulary

The following is an explanation of nouns and verbs in vocabulary :

a. Noun

Nouns are words that are used to refer to specific persons, animals, locations, or concepts. Nouns can also refer to actions. A noun can function as a subject sentence, direct object, indirect object complementary subject, or adverb (Marsudi & H, 2010).

- 1) Countable Noun : Have plural and singular then can be used with a number or a/an before it. Example : Bottle, Cat, and Handphone.
- 2) Uncountable Noun : Example : Rice and Air.
- 3) Compound Noun : Noun that is made with two or more words.
Example : Newspaper, and car park.
- 4) Concrete Noun : An actual physical thing, like a dog, a ball, or an ice cream cone.
 - a) Proper Noun (nouns that refer to the name of a place or person. writing begins with a capital letter.
Example : Alexander, and America)
 - b) Material Noun (word that comes from mining.. Example : gold, cotton, and oil)

c) Collective Noun (nouns in the form of a group).

Example : army, crew, team and police).

5) Abstract Noun: nouns that cannot be perceived by the human senses and are intangible.

Example : knowledge, religion, and adventure.

b. Verbs

Verbs are words that subjects can utilize as the foundation for sentences signifying action. (Marsudi & H, 2010).

1) Ordinary Verb : Namely the main verb or the original verb. This verb comes after the auxiliary verb or at the end of the verb and must be in a sentence. Example: buying, eating, drawing, etc.

2) Auxiliary Verb : Auxiliary verb is words that help complete the main verb in a sentence.

a) Ordinary auxiliary, which is the original auxiliary verb that has no meaning in the dictionary. Example: am, is, are, was, were, been.

b) Modal auxiliary, an auxiliary verb that has meaning in a dictionary. Examples: shall, can, and will.

c) Emphasize auxiliary, which is an auxiliary verb which has a meaning as the word really. Example : Do and does.

3) Linking Verb : A verb that is used to connect words in an English sentence.

a) To be: am, is, are, was, were, be, been.

- b) Ordinary linking verb: (get, become, grow, and turn) means to be, (stay, keep, and remain) means constant, (appear, seem, and look) means visible, etc.
- 4) Action Verbs are used to indicate that the subject is acting or that something is occurring.
- 5) Stative verbs express the unchanging situation of an action.
- 6) Regular Verb is regular verbs, the past participle and past tense irregular verbs are more varied. Example : help, arrive, and live.
- 7) Irregular Verb is Regular verbs are verbs in which the majority of the past tense (verb-2) and past participle (verb-3) are obtained by adding the suffix –ed or –d to the base form (the root form of the verb). Example : meet, come and run
- 8) Transitive verbs are those that demand an object. Singular statements are incomplete without objects.
- 9) Intransitive Verb is verbs that don't require objects. For instance, arrive, go, sleep, etc.

C. Teaching and Learning Vocabulary

Vocabulary teaching should be the main priority in the early stages of teaching English. Because the skills of a language will be easy to master if you can master the words first. Vocabulary is a very important task in teaching English because vocabulary is related to all language learning and is a concern for language skills (Wardani, 2015).

There were four main points of vocabulary that teachers can use to teach vocabulary (Gairns & Redman, 2003):

1. Through textbooks, presentations, grammatical, structure exercises.
2. Through the material
3. Through questions or student mistakes
4. Through the vocabulary made by the teacher for the group of students.

Teaching children new words, it's crucial to pick the vocabulary that will be used most frequently in the unit or lesson being taught. Fun learning means interactive and active learning so that students can focus their attention on the learning that they are going through (Sulirawati & Nur, 2018). Using the media as a means of teaching English to students easily makes discussions in class interesting. Media can also help teachers if they provide material for students.

Learning is a process carried out by humans to obtain competencies, skills, and attitudes, which are obtained gradually and continuously (Darmadi, 2017). If students don't take advantage of their learning potential, it could hurt them. They have the opportunity to acquire a foreign language. Therefore, learning other languages effectively is possible if the teacher offers sufficient learning resources.

D. Technology as Media of Vocabulary Learning

Currently, there are many media that can be used to develop student enthusiasm for learning. As we see, today's technological tools were very sophisticated and very helpful. Almost everyone likes to use technology, such as computers and phone. The use of technology as a learning media is very influential on the success of learning. At present, it was evident that technology-based classroom environments in the teaching process are more beneficial than lecture-based classes. The use of technology has changed the technique of teaching English.

Technology provides many choices, besides being able to increase students' ability to use English. Technology can also make teaching materials more productive and make teaching materials interesting. Because almost everyone has technological tools that can help with vocabulary learning strategies and will make the learning atmosphere more effective.

Technology can also help students adjust the learning process and have access to a lot of information that teachers cannot provide. Based on students' interests, the application of technology can help students' senses of sight and hearing while studying.

E. Concept of “Hello English” Application



Figure 2.1 “Hello English” Application Logo

The Hello English application was created in 2014 by Culture Alley, co-founded with Nishant Patni and Pranshu Patni. Currently, the Hello English application is used by more than 10 million people. The application supports online learning, which provides about 475 lessons with 10,000 vocabulary and deals with reading, writing, speaking, and listening. Hello English also provides dictionaries and 22 other languages that can be learned. Using this application, you can freely choose the method of learning English in various ways, such as through news text, e-books, videos, audio, games, and watching an online tutor. There are nearly 500 audio lessons as well as interactive films and tutorial games that are entertaining for reading, writing, and dialogue. This application has created a simple and easy-to-understand vocabulary memorization system. Students can improve their vocabulary using the Hello English application. (Nishant & Pranshu, 2014)

1. Hello English's Features

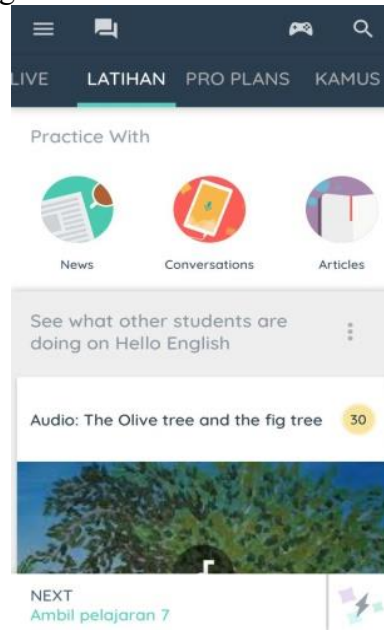


Figure 2.2 Hello English's Features Appearance

The following explanation of some features of “Hello English” application :

There are two types of quizzes in the hello english application, namely the quizathon challenge, in this quiz there are multiple choice questions. Students can answer questions and compete with their opponents. Furthermore the spellathon challenge quiz students can answer questions by choosing random letters, the winner will get more coins.

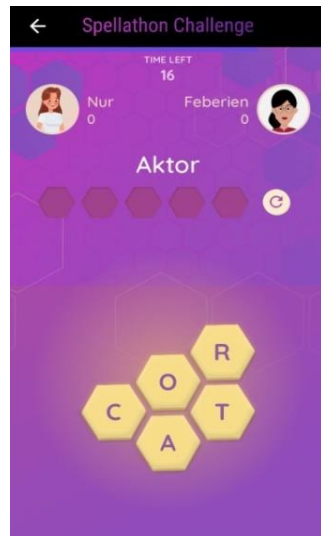


Figure 2.3 Spellathon Challenge



Figure 2.4 Quizathon Challenge Figure

Article: Hello English application also provides an article feature that contains a lot of reading about English lessons. Students can read articles while learning vocabulary that is equipped with its meaning.



Figure 2.5 Article's Feature

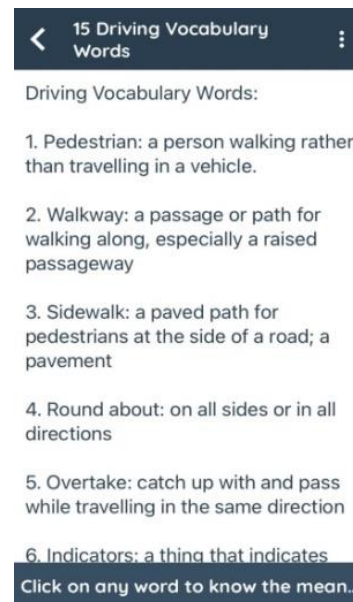


Figure 2.6 Article Reading Feature

Games: This application has a variety of educational games that students can use to improve vocabulary, pronunciation, reading, and other skills.

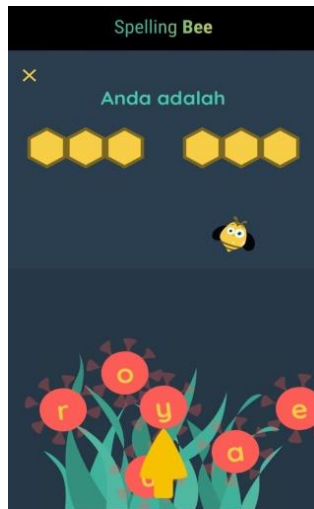


Figure 2.7 Spelling Bee Games



Figure 2.8 Games

4. Feature Figure

The Hello English application also has a digital dictionary feature that provides nearly 10,000 words equipped with how to read and mean.

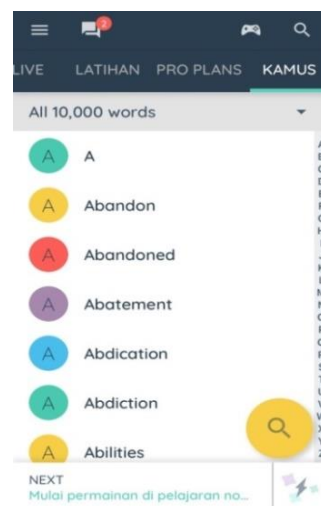


Figure 2.9 Dictionary Feature

2. Types of Hello English application

There are several types of hello english application that are :

- a. IELTS by Hello English



- b. Hello English Assessments



- c. Hello English Kids



- d. Hello English Premium



F. Hypothesis

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

1. Null Hypothesis (Ho) : “Hello English” Application doesn’t enrich English vocabulary of the eleventh grade students’ of MA DDI Majene
2. Alternative Hypothesis (Ha) : “ Hello English” Application enriches English vocabulary of the eleventh grade students’ of MA DDI Majene

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the method is pre-experimental design. In the experimental class, the researcher will use the pre-test and post-test designs

EXPERIMENTAL CLASS		
O₁	X	O₂

Table 3.1 Research Design

Explanation :

O₁ : Result of a pre-test.

X : Treatment that will be given in the class by using the "Hello English" Application.

O₂ : Result of post-test.

(Sugiyono, 2017)

Based on the research design table, before being given treatment in the pre-experimental class, a pre-test (**O₁**) will given to determine student knowledge. Then apply the "Hello English" application when giving treatment (**X**), and to find out student achievement, a post-test (**O₂**) is given. To see the increase, a score comparison carry out.

B. Research Variables

This experimental study, there are two variables that are dependent variable and independent variable: First, the dependent variable is the

students' vocabulary enrichment. second, the independent variable is the "Hello English" application, which is teaching that can help students learn English.

C. Population and Sample

1. Population

The population of this research is the eleventh students of MA DDI Majene. There is only 1 class which consist of 20 students. The process of learning is conducting by face-to-face learning.

2. Sample

This research will use total sampling technique. Total sampling is a sampling technique whose sample is the same as the population. the reason for taking a total sampling is because the total population is less than 100 (Apri Nuryanto, 2007). The samples students of MA DDI Majene. The researcher will choose class XI IPA at MA DDI Majene.

D. Research instrument

The research instrument will in the form of a test that would be use to determine students' vocabulary mastery, and the test will given as a pre-test and post-test. The are several forms of vocabulary test that are the Matching Test, Fill The Blank and translate which consist of 30 questions for the pre-test and post-test. The pre-test will conduct to find out the initial achievement of students' English vocabulary before using the "Hello English" application. while the post-test will conduct to find out the increase in students'

vocabulary after being given the material and using the Hello English application.

E. The Procedures of Data Collection

The following is the purpose of the pre-test and post-test :

The initial test is used at the time the delivery of the material is going to take place with the aim of knowing how far the material or material to be taught can be mastered by students. The test material given must be related to the material to be taught. While this test is carried out at the end of the learning process of a material with the aim of knowing the extent to which students understand the material and the important points of the material being studied.

The material for this test is related to the material that has been taught to students before. The goal is that the teacher can find out which is better than the results of the two tests regarding student understanding. If students better understand a material after the learning process, then the teaching program is considered successful.(Magdalena et al., 2021)

1. Pre-test

Before doing the treatment, the students is given a pre-test to know their prior vocabulary knowledge. The pre-test provide a measure of some characteristics, the researcher assesses participants in the trial before they receive treatment. There are 10 items Matching Test, 10 items Fill The Blank and 10 questions from the Hello English application. Students get 100 points if they can answer all questions correctly.

2. Treatment

After giving the pre-test, the researcher will give treatment that will be conducted in four meetings. Each meeting, the researcher will give material about vocabulary to the student using the "Hello English" Application. In this case, the researcher also explain all about Verb & Noun, introduce about Hello English Application, and guide the students' to download in the app store and play store.

a) Pre-test

Name :

Class :

No :

Pre – Test

1. Match the words with their Indonesian equivalents



Banana

Glass

Bag

Book

Spoon

Eat

Fall

Speak

Walk

Bring



2. Fill the blanks with the right word and translate the meaning of the word

in the box.

Buy	Plate	Sing
Stand	Cake	Hair
Flowers	Drink	Meat
	Watch	

1. They coffee at the cafe.
2. Faiza likes
3. I new shoes
4. He makes
5. We movie
6. She brokes the mother's
7. I an English song
8. Vegetarians don't eat
9. You on the stage
10. I cut my

3. Test from Application

1. Pilih terjemahan dalam bahasa inggris yang benar! ” saya bisa bicara

dalam bahasa Indonesia”

- a. Speak Indonesian
 - b. I Indonesian speak
 - c. I am speak Indonesian
 - d. I speak Indonesian
2. Pilih terjemahan dalam bahasa Inggris yang benar! “Bicara”
- a. Dance
 - b. Sleep
 - c. Eat
 - d. Speak
3. Pilih terjemahan dalam bahasa Inggris yang benar! “Dia makan roti”
(untuk perempuan)
- a. He eats bread
 - b. She eats bread
 - c. She eat bread
 - d. She is eats bread
4. Pilih terjemahan dalam bahasa Inggris yang benar! “Kami tidak bisa bicara dalam bahasa Inggris”.
- a. I don’t speak English
 - b. We don’t speak English
 - c. They don’t speak English
 - d. We doesn’t speak English
5. Pilih terjemahan dalam bahasa Indonesia yang benar! “You are not from

Indonesia”.

- a. Anda dari Indonesia
- b. Saya bukan dari Indonesia
- c. Mereka bukan dari Indonesia
- d. Anda bukan dari Indonesia

6. Speak English

- a. Me
- b. I am
- c. I
- d. I does

7. you speak Indonesian?

- a. Do
- b. Are
- c. Is
- d. Does

8. Theynot from japan

- a. Am
- b. Is
- c. Are
- d. What

9. She Water

- a. Eat
- b. Sleep

c. Dances

d. Drinks

10. We eat

a. Water

b. Book

c. Bread

d. Stone

b) 1. Explain present tense material

2. Explain the material of nouns and verbs and then explain the functions of nouns and verbs in the simple present tense by giving several examples of questions.

Ex : Simple present tense : I eat an Banana

Verb : Eat : Makan

Noun : Banana : Buah Pisang.

c) 1. Introducing hello english app.

2. Guiding students to make hello english apk.

d) Explain the material lesson 9 and show spelling bee games or tea games, and students' play that games to find out some example of noun vocabulary in the "Hello English" Application

e) Explain the material lesson 10 and students' answer the question in lesson 10, then play the spellathon challenge and quizathon challenge game to find out examples of vocabulary in the "Hello English" application.

- f) Explain material 11 and discuss the questions in material 11 then learn conversations using the application.
- g) Guide the students' to read the article then find out 5 noun and verb in the article making simple present tense.
- h) Post-test

Name :

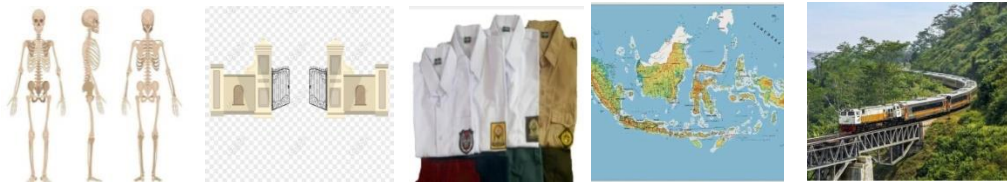
Class :

No :

Post – Test

1. Fill the blanks with the right word.

a. Noun



.....

b. Verb



.....

2. Match the words with their Indonesian equivalents.

- | | |
|----------------|-----------|
| 1. Imitate | Mading |
| 2. Make | Gorden |
| 3. Lead | Lapangan |
| 4. Look for | Meniru |
| 5. Memorize | Sungai |
| 6. Noticeboard | Hijab |
| 7. Curtain | Membuat |
| 8. Field | Menghafal |
| 9. River | Memimpin |
| 10. Veil | Mencari |

3. Test from application

1. Saya bisa bicara dalam bahasa Inggris.

am Speak My I English Speaks

2. Saya bisa bicara bahasa Jawa sedikit.

I Little Speak Javanese Am A

3. Dia bicara bahasa English.

Speaks English Speak Am He Is

4. Apakah anda berbicara bahasa Indonesia?

? Do Indonesian Speak You

5. Dia minum susu (untuk perempuan)

He Milk Drinks She Drink

6. Apakah anda makan roti?

Bread ? Eat You Is Are Do

7. Mereka minum air.

Drinks Drink They Water

8. Saya menari dengan sangat baik

I Well Dance Very

9. Anda tidak bisa bicara dalam bahasa inggris.

You Don't Speak Speaks English Are not

10. Dia tidak bisa bicara dalam bahasa inggris (asumsikan dia seorang lai-laki)

English He Is not Speaks Doesn't Speak

3. Post-test

After giving treatment, the students will be given a post-test. The Post-test is evaluation activities carry out at the end of each presentation of the material to determine level of students' knowledge of the material that has been taught. There are 10 items Matching Test, 10 items Fill The Blank and 10 questions from the Hello English application. The contents of the test are different from the previous tests but still have the same composition and characteristics. Students get 100 points if they can answer all questions correctly. The purpose of the post-test is to determine the achievement of students' vocabulary mastery after treatment.

F. The technique of Data Analysis

The researcher will interpret the information obtained in the field from a sample. This analysis uses existing data and facts from the results of data collection.

The purpose of data analysis is to determine learning outcomes before and after using Hello English. The researcher will use several steps in analyzing the data as follows:

a) Scoring the students' correct answer

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Number of item}} \times 100$$

Score	Classification	Criteria
96-100	Excellent	<ul style="list-style-type: none"> • Students can identify Verb and Noun vocabulary • Students can find out the meaning of vocabulary Verb and Noun • Students can write vocabulary Verb and Noun • Students can memorizing vocabulary Verb and Noun • Students can pronounce vocabulary Verb and Noun • Students can use vocabulary Verb and Noun correctly
86-95	Very good	<ul style="list-style-type: none"> • Students can identify Verb and Noun vocabulary

		<ul style="list-style-type: none"> • Students can find out the meaning of vocabulary Verb and Noun • Students can write vocabulary Verb and Noun • Students can memorizing vocabulary Verb and Noun • Students can pronounce vocabulary Verb and Noun • Students can not use vocabulary Verb and Noun correctly
76-85	Good	<ul style="list-style-type: none"> • Students can identify Verb and Noun vocabulary • Students can find out the meaning of vocabulary Verb and Noun • Students can write vocabulary Verb and Noun • Students can not memorizing vocabulary Verb and Noun • Students can not pronounce vocabulary Verb and Noun • Students can not use vocabulary Verb and Noun correctly
66-75	Fairly good	<ul style="list-style-type: none"> • Students can identify Verb and Noun

		<p>vocabulary</p> <ul style="list-style-type: none"> • Students can find out the meaning of vocabulary Verb and Noun • Students can write vocabulary Verb and Noun • Students can not memorizing vocabulary Verb and Noun • Students can not pronounce vocabulary Verb and Noun • Students can not use vocabulary Verb and Noun correctly
56-65	Fair	<ul style="list-style-type: none"> • Students can identify Verb and Noun vocabulary • Students can find out the meaning of vocabulary Verb and Noun • Students can write vocabulary Verb and Noun • Students cannot memorizing vocabulary Verb and Noun • Students cannot pronounce vocabulary Verb and Noun • Students can not use vocabulary Verb and Noun correctly

46-55	Poor	<ul style="list-style-type: none"> • Students can identify Verb and Noun vocabulary • Students cannot find out the meaning of vocabulary Verb and Noun • Students cannot write vocabulary Verb and Noun • Students cannot memorizing vocabulary Verb and Noun • Students cannot pronounce vocabulary Verb and Noun • Students cannot use vocabulary Verb and Noun correctly
0-45	Very poor	<ul style="list-style-type: none"> • Students cannot identify Verb and Noun vocabulary • Students cannot find out the meaning of vocabulary Verb and Noun • Students cannot write vocabulary Verb and Noun • Students cannot memorizing vocabulary Verb and Noun • Students cannot pronounce vocabulary Verb and Noun • Students cannot use vocabulary Verb

		and Noun correctly
--	--	--------------------

- b) The classification of the students' score calculating the mean score of the students' vocabulary test by using the following formula :

$$x = \frac{\sum d}{N}$$

Notes :

X = mean score

$\sum d$ = total of students' score

N = the number of students'

(Gay & Airasian, 2012)

- c) Form the table classification, the research calculates the value of percentage gets test through the following formula :

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Number of correct

N = Number of sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Data Description of Data

This chapter presented the result of the data. It used quantitative as a method. The quantitative data were taken from both pre-test and post-test. A pre-test was given before a treatment and a post test was given after treatment. The students' scores result can be seen as followed.

a. Using Hello English Application in Teaching Vocabulary

The description of the results of the data analysis will be included in the research findings. The description of the results of data analysis about enriching students' vocabulary using the Hello English application, where data was collected from 20 students using blank fields and answers to questions. The test was given by the researcher in the form of pre-test and post-test.

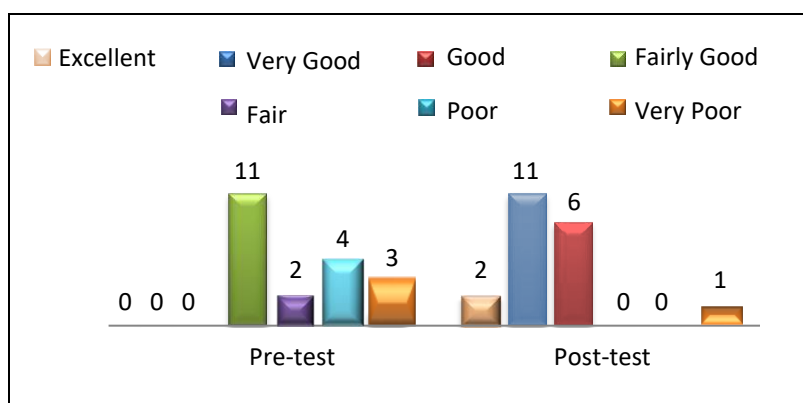
This research was conducted for eight meetings which were attended by 20 students. Pre-test and post-test material on vocabulary nouns and verbs. Based on the table the number of students were 20 students. The total score of pre-test is 1.184 and post-test 1.696. From the table above, the mean of pre-test is 59,20 and the mean of post-test is 84,80.

b. The classification and frequency of pre-test and post-test

No	Categories	Pre-test		Post-test	
		Freq	%	Freq	%
1.	Excellent	0	0%	2	10%
2.	Very Good	0	0%	11	55%
3.	Good	0	0%	6	30%
4.	Fairly Good	11	55%	0	0%
5.	Fair	2	10%	0	0%
6.	Poor	4	20%	0	0%
7.	Very Poor	3	15%	1	5%
Total		20	100%	20	100%

Table 4.1 Classification and frequency of students pre-test and post-test score

The table indicated a difference among the pre-test and post-test of the categories, frequency, and percentage score of the students' vocabulary test. Almost half of the total students scored in the fairly good category with a percentage of 55% in the pre-test. Moreover no students that fall into the very good and excellent categories. Meanwhile, the post-test indicated an increase scores, 2 students (10%), in the excellent category, 11 students in very good category (55%), and 6 students (30%) in good category, then no more student score in the fairly good, fair, poor, but 1 student (5%) in the very poor category. This increase can be seen more clearly as followed .



The figure chart of pre-test and post-test

Based on the figure above, it indicated a significant difference among the frequency of student rates in the pre-test and post-test. There were students in the fairly good, fair, poor and very poor categories in the pre-test. While students got an increase scores on the post-test which excellent, very good and good. Even though there was still one student got very low category.

c. The total score of the students vocabulary test by using SPSS

From the table 4.2, it can be seen that the learning outcomes the eleven grade of the students at MA DDI Majene are seen from the total pre-test and post-test scores. After that it was entered into the SPSS application. In this case to find out the results of students learning vocabulary. Student learning outcomes can be seen the following table :

Paired Samples Statistics

	Mean	N	Std.Deviation	Std.Error Mean
PRE-TEST	59,20	20	13.16135	2.94297
POST-TEST	84,80	20	11.62393	2.59919

Table 4.2 Pre-test and Post-test Learning Outcomes in MA DDI Majene using SPSS

Based on the table above, it can be seen that the maximum pre-test score obtained the eleven grade of the students at MA DDI Majene 70, while the minimum score is 30. The mean obtained is 59,20 with a standard deviation of 13.16135. While, the maximum post-test score obtained is 94, while the minimum score is 78. The mean obtained is 84,80 with a standard deviation of 11.62393.

2. The analysis of data using SPSS

a. Normality Test

Normality test aims to determine whether the residual values are normally distributed or not. Good regression models are residual values that are normally distributed (Ghozali, 2016).

If the significant value $> 0,05$, then the residual value was normally distributed. Whereas If the significant value $< 0,05$, then the residual value was not normally distributed. The result can be describe as bellow :

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE-TEST	.292	20	.000	.780	20	.000
POST-TEST	.225	20	.009	.761	20	.000
a Lilliefors Significance Correction						

Table 4.3 Test Normality using SPSS

Based on the table of Kolmogorof-Smirnov showed that the significance value of pre-test and post-test < 0.05 . It can be concluded that the data on the variables are not normally distributed.

b. Mann-Whitney Test

Non-parametric statistical test, namely the Mann Whitney test is used if the data is not normally distributed. The following was the basis for Mann Whitney's decision :

If Asymp.Sig. < 0.05 then the hypothesis is accepted.

If Asymp.Sig. > 0.05 then the hypothesis is rejected.

Test Statistics

	Hasil Belajar
Mann-Whitney U	17.000
Wilcoxon W	227.000
Z	-4.976
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000(a)

a Not corrected for ties.
b Grouping Variable: PRE-TEST & POST-TEST

Table 4.4 Test Mann Whitney using SPSS

Based on the table "test statistics" it is known that the Asymp.Sig.(2-tailed) value is $0.000 < 0.05$. then it can be concluded that the hypothesis was accepted. thus it can be said that there was a difference in the results between the pre-test scores and the post-test values. because there was a significant difference, it can be said that the use of the Hello English Application affects the learning outcomes of Ma DDI Majene students.

B. Discussion

This research discusses the use of applications that can help students learn English. The application in question was the Hello English application. The purpose of this research was to find out whether the Hello English application can affect the increase in the vocabulary of MA DDI Majene students. The success of this research was seen when students' scores increased after learning vocabulary using the Hello English application.

Based on the result that conducted in class XI MA DDI Majene, indicated the students' respond in using Hello English Application to learn English vocabulary was good enough. It can be seen after the researcher did

a treatment and gave post-test to students. The post-test score showed that they have comprehended more about vocabulary. Moreover they showed a positive respond when they learnt vocabulary in the class using the application. Hence, the result of this research showed that students were interested to learn English vocabulary when using Hello English application.

It related with the previous research, showed that Hello English Application gave impact to enrich students' vocabulary because it used variety activities in that application. It can help students in enriching vocabulary in learning. Hence the students were not bored in learning English vocabulary (Imanudin & Fauziah, 2022)

In addition, the Hello English application also provided English language components and skills, namely pronunciation, speaking, grammar, listening, writing, and reading. This proved that the application was very well used in learning English. Therefore, in this application, the user also can be corrected directly by the features provided. For instance, pronunciation feature, it can be automatically corrected when the students used this, (Jannah, 2020)

There are several drawbacks of the Hello English application from researcher's experience during conducting this research in MA DDI Majene, which first, paid features and slight differences in features when accessing in using Android, iOS, or a computer. The questions and material

in the application are usually randomized, so each user has the same material and questions, but the order is different. And this application is not yet widespread in Indonesia, on the internet, there is no complete explanation of this application, and an explanation of how to use this application is not widely seen on YouTube, even though how to use this application is very important to explain via video to make it easier for users of the application.

Meanwhile, several advantages of the Hello English application are not only languages available apart from Indonesian, so this application can be used in various countries. Hello English is a mobile application developed to assist users in the interactive learning of English. This application released in October 2014 in 22 languages, there are 475 lessons, and it also features 10,000 bilingual dictionary words. Based on the Google play store, currently Hello English has reached 50 million users (Putra et al., 2020)

The features of Hello English application is easy to use and very suitable for student's characters (Simanjutak et al., 2022). This application can be relied upon to interest students in learning English and improve their learning outcomes (Ismiati, 2019). Hello English application was very appropriate and effective in increasing students' English vocabulary (Nurtriyanto, 2020)

In this line, (Sondang & Roma, 2020) claim that the Hello English application really helps teachers in creating interactive teaching and learning processes, enriching students' vocabulary, and encouraging them to generate creative ideas. Moreover, the Hello English application provides a number of interesting features to help students expand their vocabularies, such as music, native speaker voices, colorful graphics, and user-to-user interaction (Zakiyah & Jamilah, 2021)

Then, the researcher can manage to increase the students' vocabulary scores and succeeded in motivating students by showing them that English learning media is varied and not boring. The Hello English application succeeded in increasing the vocabulary and simple present tense scores of the eleventh grade students of MA DDI Majene.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discusses the conclusions and suggestions. A detailed explanation of each point is presented below.

A. Conclusion

Based on the results and discussion in the previous part, it can be concluded that there is an increase in students' English vocabulary after taught by using Hello English Application. This can be seen from the mean value of student in 2 tests, namely the pre-test 59,20 and post-test 84,80. Meanwhile in data analysis, in the table of Kolmogrov-Smirnov from pre-test was 0.000 and post-test was 0.009. It means that the pre-test and post-test data are not normally distributed, because the data is not normally distributed, the researcher uses the Mann-Whitney test. The Mann-Whitney test is used to determine whether or not there is a difference between two independent samples. The Mann-Whitney test is a non-parametric test which is an alternative to the t-test (parametric test).

Based on the table "test statistics" it is known that the Asymp.Sig.(2-tailed) value is $0.000 < 0.05$. then it can be concluded that the hypothesis is accepted. Therefore, the application of Hello English in the learning process can improve the vocabulary skills of students.

B. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher and others researchers.

1. To English Teacher

The English teacher can use the Hello English Application as media in the learning process. Because based on the result of the research, the use of Hello English Application as learning media to enriching the students' English vocabulary. It also can support the teaching-learning process so that the student will be more interested in learning English.

2. To the Other Researcher

This study is mainly intended to describe how Hello English Application was implemented to enrich vocabulary of the eleventh-grade students at MA DDI Majene. The other researchers may follow this study in different contexts to find more actions to enrich the students' English vocabulary. This study may be used as one of the resources before the researchers do action research related to enrich students' English vocabulary.

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A

P

P

E

N

D

I

C

E

S

Appendix 1. The Row Score Students On Pre-Test And Post-Test

No.	Students Name	Score In Pre-Test	Score In Post-Test
1.	AN	30	44
2.	FA	40	80
3.	NI	40	78
4.	AR	47	80
5.	NS	47	90
6.	NL	47	87
7.	NH	47	94
8.	MF	64	87
9.	QA	64	78
10.	MI	67	87
11.	FL	67	78
12.	NM.	67	90
13.	AP	67	94
14.	WN	70	94
15.	NR	70	97
16.	MA	70	87
17.	PS	70	97
18.	ID	70	78
19.	MH	70	87
20.	BN	70	90
	Total (X)	1184	1696
	Mean (X)	59,20	84,80

1. Mean of Pre-Test

$$x = \sum_N d$$

$$= \frac{1184}{20} = 59,20$$

2. Mean of Post-Test

$$x = \sum_N d$$

$$= \frac{1696}{20} = 84,80$$

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : M A DDI Majene
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
Alokasi Waktu : 16 Jam Pelajaran (8 x Pertemuan)

A. Kompetensi Inti

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
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<p>a. Menerapkan fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin. • Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin. • Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan / kejadian yang terjadi secara rutin.
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin. • Menulis tentang tindakan/ kejadian yang terjadi secara rutin dengan akurat.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

- Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/ kejadian yang terjadi secara rutin.
- Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.
- Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/

kejadian/ yang terjadi secara rutin.

- Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin.
- Menulis tentang tindakan/kejadian yang terjadi secara rutin dengan akurat.

D. Materi Pembelajaran

- **Fungsi Sosial**

Menyatakan tentang tindakan/kejadian yang terjadi secara rutin.

- **Struktur teks**

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

- **Unsur Kebahasaan**

- Kata kerja dalam *Simple Present Tense*.
- Adverbial : *always, often, sometimes, never, usually, every*
- Nominal singular dan plural dengan atau tanpa *a, the, this, those, my, their* dsb.
- Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di sekitar.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan

- **Topik**

Kegiatan sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Pendekatan : Saintifik Learning

F. Media Pembelajaran

1. Media

- Hello English Application
- Worksheet atau lembar kerja siswa
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Smartphone dan LCD

G. Sumber Belajar

Internet

H. Langkah-Langkah Pembelajaran

Pertemuan ke-1	Alokasi waktu
Pendahuluan : <ul style="list-style-type: none">• Memberi salam kepada siswa• Mengajak siswa berdoa• Mengecek kehadiran siswa• Mengkondisikan kelas dan siswa untuk siap mengikuti pembelajaran dengan bermain games• Membaca Indikator Pencapaian Kompetensi• Menyebut kegiatan belajar yang akan dilakukan	10 menit
Kegiatan Inti a. Mengamati <ul style="list-style-type: none">• Siswa menganalisis dan mengidentifikasi materi yang berhubungan dengan simple present tense.• Simple present tense digunakan untuk mengungkapkan suatu kegiatan / kejadian yang selalu berulang atau terjadi secara rutin atau merupakan kebiasaan seseorang.• Menjelaskan tentang Verb & Noun vocabulary b. Menanya <ul style="list-style-type: none">• Peneliti membimbing siswa mempertanyakan informasi	60 menit

<p>yang terdapat dalam teks simple present tense, mengenai fungsi social struktur teks dan unsur kebahasaan.</p> <p>c. Mengumpulkan Informasi / mencoba</p> <ul style="list-style-type: none"> • Peneliti memperlihatkan / mengenalkan sebuah aplikasi di smartphone sebagai media belajar. • Siswa diminta untuk mendownload aplikasi tersebut pada smartphone mereka masing-masing. • Peneliti meminta siswa untuk mendaftarkan akun mereka dalam aplikasi tersebut. 	
<p>Penutup</p> <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Peneliti dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajar berikutnya • Peneliti bersama siswa berdoa untuk mengakhiri pertemuan 	10 menit

Pertemuan ke-2	Alokasi waktu
<p>Pendahuluan :</p> <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Menyebut kegiatan belajar yang akan dilakukan 	10 menit
<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ul style="list-style-type: none"> • Peneliti merivew materi pelajaran yang sudah dipelajari sebelumnya. <p>b. Menanya</p> <ul style="list-style-type: none"> • Peneliti membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari atau penggunaan dari <i>Hello English Application</i>. <p>c. Mengumpulkan Informasi / mencoba</p> <ul style="list-style-type: none"> • Menjelaskan materi pada lesson 9 • Menunjukkan permainan spelling bee dan contoh kosa 	60 menit

kata Noun pada Games tersebut.	
Penutup <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Peneliti dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajar berikutnya • Peneliti bersama siswa berdoa untuk mengakhiri pertemuan 	10 menit

Pertemuan ke-3	Alokasi waktu
Pendahuluan : <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Menyebut kegiatan belajar yang akan dilakukan 	10 menit
Kegiatan Inti d. Mengamati <ul style="list-style-type: none"> • Peneliti merivew materi pelajaran yang sudah dipelajari sebelumnya. • Peneliti menjelaskan pelajaran pada lesson 10 dalam aplikasi <i>Hello English</i> • Peneliti membimbing siswa untuk mengucapkan noun & verb pada penjelasan lesson 10 • Dengan bimbingan dan arahan peneliti, siswa mengidentifikasi makna yang benar dari noun & verb e. Menanya <ul style="list-style-type: none"> • Peneliti membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari atau penggunaan dari <i>Hello English Application</i>. f. Mengumpulkan Informasi / mencoba <ul style="list-style-type: none"> • Menjelaskan materi pada lesson 10 • Menunjukkan permainan dalam lesson 10 dan contoh kosa kata Verb pada Games tersebut. 	60 menit
Penutup <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran 	10 menit

<ul style="list-style-type: none"> • Peneliti dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajaran berikutnya • Peneliti bersama siswa berdoa untuk mengakhiri pertemuan 	
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Pertemuan ke-4	Alokasi waktu
Pendahuluan : <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Menyebut kegiatan belajar yang akan dilakukan 	10 menit
Kegiatan Inti g. Mengamati <ul style="list-style-type: none"> • Peneliti merivew materi pelajaran yang sudah dipelajari sebelumnya. h. Menanya <ul style="list-style-type: none"> • Peneliti membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari.. i. Mengumpulkan Informasi / mencoba <ul style="list-style-type: none"> • Menjelaskan materi pada lesson 11 dan menjawab soal-soal yang ada pada lesson 11. 	60 menit
Penutup <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Peneliti dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajaran berikutnya • Peneliti bersama siswa berdoa untuk mengakhiri pertemuan 	10 menit

Pertemuan ke-5	Alokasi waktu
Pendahuluan :	10 menit

<ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Menyebut kegiatan belajar yang akan dilakukan 	
<p>Kegiatan Inti</p> <p>j. Mengamati</p> <ul style="list-style-type: none"> • Peneliti merivew materi pelajaran yang sudah dipelajari sebelumnya. <p>k. Menanya</p> <ul style="list-style-type: none"> • Peneliti membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari.. <p>l. Mengumpulkan Informasi / mencoba</p> <ul style="list-style-type: none"> • Siswa berlatih membuat kalimat simple present tense dengan mencari kosa kata noun & verb pada bacaan article yang tersedia didalam aplikasi <i>Hello English</i>. 	60 menit
<p>Penutup</p> <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Peneliti dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajar berikutnya • Peneliti bersama siswa berdoa untuk mengakhiri pertemuan 	10 menit

Majene, Agustus 2023

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Appendix 3. Documentation at Eleventh Grade students' of MA DDI

Majene



Appendix 4. Documentation the material from Hello English

The screenshot displays the 'SEMUA PELAJARAN' (All Courses) section of the Hello English app. It features a list of lessons on the left and a detailed view of lesson 12 on the right.

Lesson List:

- Pelajaran 9:** Penggunaan Kata Kerja Dasar (Afirmatif dan Negatif): I speak English/ I do not speak English. Progress: 11/11.
- Pelajaran 10:** Latihan kata kerja. Progress: 2/2.
- Pelajaran 11:** Kata kerja negatif: Latihan praktik. Progress: 50/50.
- Pelajaran 12:** Belajar cara menghitung mulai dari 1-10 dalam Bahasa Inggris. Progress: 88/88. This lesson is highlighted in yellow and marked as 'NEXT'.

Lesson 12 Detail View:

- English = Saya
- don't = tidak
- speak = bisa bicara
- English = bahasa Inggris

Navigation:

- Bottom left: NEXT Ambil pelajaran 12
- Bottom right: CONTINUE

✕

Pilih terjemahan dalam bahasa Inggris yang benar "Bicara"

Speak

Sleep

Eat

Dance

<



< 13 kata kerja bingung - dalam bahasa Inggris

Confusing Verbs: (Kata kerja bingung)

1. Make (Membuat) - creation of a physical object, an action/reaction, a sound/speech or food (pembuatan objek fisik, tindakan/reaksi, suara/pembicaraan atau makanan)
My dad likes to make food (Ayahku suka membuat makanan)

Do (Melakukan) - jobs or activities with "anything" or "something" also indicates generic action. (Pekerjaan atau aktivitas dengan "apapun" atau "sesuatu" yang menunjukkan tindakan utama.)

I need to do housework (Saya ingin mengerjakan pekerjaan rumah)

Click on any word to know the mean...

✕

Dia bicara bahasa Inggris.

is speaks speak

English he am

<

< 13 Kata mengenai Makan... :
×
⋮

1. Appetizer (Hidangan pembuka)		
2. Condiments (Bumbu)	Singular	Plural
3. Main course (Menu utama)	1st Person	I (Saya) We (Kami)
4. Platter (Piring hitam)	2nd Person	You (Anda) You/you all (Anda)
5. Salt shaker (Pengocok garam)	3rd Person	He (Dia, laki-laki) They (Mereka)
6. Pepper shaker (Pengocok merica)		She (Dia, perempuan) My parents (Orang tua saya)
7. Tablecloth (Taplak meja)		It (Itu/ini) The wilsons
8. Pitcher (Kendi)		Adit (Nama orang laki-laki)
9. Cup-saucer (Cangkir piring saus)		
10. Carafe (Teko)		
11. China Cabinet (Bufet)		

Click on any word to know the mean...

<

CONTINUE

CURRICULUM VITAE



Nurfaisa is the last child of Mr. Muhammad and Mrs. St.Nurhani A. She was born on December 13, 1998 in Alu, Sulawesi. She has two sister (Atikha Magfirah and Mariana Ulfa). She started her study at SDN 034 Alu in 2006 to 2012. In 2012, she continued her Junior High School at SMP Negri 1 Tutallu then graduated in 2015, in the same year, she continued her Senior High School at SMA Negri 1 Campalagian in 2015 then move to SMA Negri 1 Tinambung. In 2018, Finally she continued her study as ordinary students specializing in Tarbiyah & Keguruan in Program Study Tadris Bahasa Inggris at STAIN Majene in 2018. At the end of her study, she could finish her thesis with the title The Use Hello English Application to Enrich Vocabulary at Elevent Grade Students' of MA DDI Majene.