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## The Effect of Applying Hello English Application on Students' Vocabulary Mastery of the Second Grade at SMA Swasta HKBP Sidorame

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### Abstrak

Kosakata sebagai dasar untuk berbicara dengan orang lain sangatlah penting. Dengan memiliki banyak kosakata, seseorang dapat berkomunikasi dengan orang lain dengan lancar. Aplikasi Hello English digunakan untuk meningkatkan pencapaian kosakata siswa. Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Aplikasi Hello English terhadap Penguasaan Kosakata Siswa di SMA HKBP SIDORAME MEDAN. Penelitian ini dilakukan dengan jenis penelitian kuantitatif Eksperimental. Objek penelitian ini adalah kelas XI SMA HKBP SIDORAME MEDAN. Terdiri dari 26 siswa yang terdiri dari dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Aplikasi Hello English digunakan untuk mengajar kelompok Eksperimen, sedangkan strategi konvensional digunakan untuk mengajar kelompok Kontrol. Instrumen pengumpulan datanya adalah koreksi kalimat, soal pencocokan gambar, dan tes soal antonim dan sinonim sebanyak 50 butir. Rata-rata nilai pre-test siswa pada kelompok eksperimen adalah 62,15 dan rata-rata nilai post-test pada kelompok eksperimen adalah 80,30 sedangkan rata-rata nilai pre-test pada kelompok kontrol adalah 59,23, dan nilai rata-rata post-test adalah 72,76. Perhitungan menunjukkan bahwa reliabilitasnya adalah 0,79. Rumus uji T digunakan untuk menganalisis data. Hasil perhitungan menunjukkan bahwa t-observasi (3,936) lebih besar dari t-tabel (2,056) pada taraf signifikansi ( $\alpha$ ) 0,05 dan derajat kebebasan (df) 38. Artinya Scramble Game dengan menggunakan Quiziz Penerapan mempunyai pengaruh yang signifikan terhadap penguasaan kosa kata siswa. Jadi Ha diterima.

Kata Kunci: *Aplikasi Hello English, Penguasaan Kosakata*

## Abstract

Vocabulary as the basic to speak with other people is very important. By having many vocabularies, people can communicate with other people fluently. Hello English Application was used to increase students' vocabulary achievement. The objective of this study was to find out The Effect of Hello English Application on Student's Vocabulary Mastery at SMA HKBP SIDORAME MEDAN. This study was carried out by Experimental quantitative research. The object of this study was the eleventh grade at SMA HKBP SIDORAME MEDAN.. It consisted of 26 students which included two groups, the experimental group and the control group. Hello English Application was used to teach the Experimental group, while conventional strategy was used to teach the Control group. The instrument of data collection was correcting the sentences, questions about matching the picture, and about antonym and synonym test with 50 items. The mean of the students' scores for the pre-test in the experimental group was 62,15 and the mean of the post-test in the experimental group was 80,30 while the mean for the pre-test in the control group was 59,23, and the mean for the post-test was 72,76. The calculation revealed that the reliability was 0,79. The T-test formula was used to analyze the data. The calculation revealed that t-observed (3,936) was greater than t-table (2,056) at the level of significance ( $\alpha$ ) 0,05 and with a degree of freedom (df) of 38. It means that Scramble Game by using Quiziz Application had a significant effect on students' vocabulary mastery. So  $H_a$  was accepted.

*Keywords: Hello English Application, Vocabulary Mastery*

## INTRODUCTION

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

However, to possess these 4 human masteries of language skills, students must have a wide range of vocabulary knowledge. In learning a new language, people must know its vocabulary. Vocabulary is the main key to communicate and make a sentence. If students

do not know the vocabulary, of course, that also they cannot convey something and communicate to interlocutors. Vocabulary is taught at school through 4 skills in English. Teaching vocabulary is an important component in language learning because language is based on vocabulary, making it impossible to learn language without vocabulary (Alqahtani 2015:24–25). To communicate well either by spoken or written, students must have an extensive vocabulary knowledge. Without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary is an important aspect of language and is always present in every skill of language (Hidayati 2016:3). Some research remark that second language learners are very dependent on vocabulary knowledge and if they are having difficulty in that thing, then it is a major problem for students to overcome.

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

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

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

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

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

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

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

## RESEARCH METHOD

### Research Design

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

Table 1. Research Design

EKSPERIMENTAL CLASS		
O1	X	O2

Explanation:

O1 : Result of a pre-test

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

O2 : Result of post-test

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

#### Population and Sample

The population of this research was the second grade of the students at SMA Swasta HKBP Sidorame. There are 2 classes and each class consists of 30 students, so there are 60 students in total. This research used cluster random sampling to select one class as the sample of this research where the class consists of 30 students.

#### The Instrument of Data Collection

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

#### The Technique of Data Collection

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

1. Pre-Test

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

2. Treatment

After conducted pre-test, the researcher gave treatment to both experiment class and control class. In experimental class, the researcher used Hello English application in

teaching-learning process. Otherwise, in control class, the researcher did not use Hello English application in teaching-learning process.

### 3. Post-Test

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

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

Table 2. Class Activity with Hello English Application

NO.	COMPONENT	IMPLEMENTATION
1	Preparation	The teacher set up a WhatsApp group to help students who were having trouble with the Hello English application. While figuring out what would be taught in class in about 3–4 days.
2	Building Background	The teacher made a connection between what the students knew and what was in the Hello English application.
3	Comprehensible Input	The students are given guided practice by using Hello English application based on the instruction.
4	Strategies	The teacher used the questioning technique by pointing the students directly to answer about what have they gotten during using the Hello English application based on the instruction.
5	Interaction	The teacher paired the students when a student encountered problems with his or her application or network.
6	Practice and Application	The students followed the rules as if they were playing. This application makes learning feel like a game.
7	Lesson Delivery	The lessons are presented at the appropriate pace so that students can master the material in the Hello English program without becoming bored.

8	Review and Assessment	The teacher evaluated the students based on their participation in their Hello English application both outside of class and during class.
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Table 3. Class Activity without Hello English Application

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

### Testing Hypothesis

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

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

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

The hypotheses of this study were:

a. Alternative Hypothesis ( $H_a$ ):

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

b. Null Hypothesis ( $H_0$ ):

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

## RESULT AND DISCUSSION

### Research Findings

The result of this study described and analyzed the effect of Hello English application on students' vocabulary at the eleventh grade of SMA HKBP Sidorame Medan. Based on the data of this study, it could be seen that there was a significant effect of Hello English application in teaching vocabulary because the mean of experimental group (80,30) was higher than the mean of control group (72,76). Furthermore, the result of calculation data showed that  $t_{count}$  (3,936) was higher than  $t_{table}$  (2,056) or  $t_{count} > t_{table}$   $3,936 > 2,056$ . It means that  $H_a$  was accepted and  $H_0$  was rejected. The calculation of data analysis proofs that teaching vocabulary through Hello English application was more effective on students' vocabulary rather than conventional method.

Table 4. The result Finding

NO	Students' Initial (Experimental)	Post – test (T2)	Students' Initial (Control)	Post – test
1	CS	86	AL	76
2	DP	74	BG	60
3	EM	88	FSL	70
4	GP	76	JNS	66
5	GP	76	JRS	76
6	JP	80	JF	70
7	JS	80	LG	76
8	JS	76	ML	64
9	JG	80	RT	82
10	JL	82	AYH	78
11	NS	86	SL	80
12	NZ	78	SM	68
13	PAS	84	WS	80
	Total	1.044	Total	946
	Mean	80,2	Mean	73,45

Based on the data above, it can be concluded that the results of the test that have been carried out show that the mean value of the experimental group (80,2) is high than the results of the control group (73,45). Based on these findings indicate that this research method is influential and recommended.

## Discussion

Based on the data, it was found that the Hello English application has a significant effect on students' vocabulary at the eleventh grade of SMA HKBP SIDORAME MEDAN. Students were still difficult to understand vocabulary in English so hello English application can motivate students in the teaching and learning process. The first research conducted by Maylan (2017) in his thesis entitled "*The Effect of Using Hello English Application Based on Android Smartphone on the Improvement Students' Learning Outcomes in English Lesson*" It's concluded that Hello English application can increase student's vocabulary if the ability of the teacher is good category in using Hello English application. The second research was conducted by Ginting (2019) in her thesis "*The Effect of Hello English application on Students' Vocabulary Master at the Eighth Grade Students of Junior High School.*" It's concluded that there was an improvement in the vocabulary skills of students after they have implemented using the Hello English application. All students have passed the test and some of them got a perfect scores. The use of hello English application was effective in improving students' vocabulary.

## CONCLUSION

The research conclusion was presented in accordance with the data examined in the preceding chapter. From the data analysis about the effect of Hello English application into students' vocabulary at the eleventh-grade students of SMA HKBP SIDORAME Medan, It can be concluded that:

1. Hello English application application is recommended in student's vocabulary.
2. Hello English application affect student's vocabulary. it can be seen from the difference of mean score from both groups. the mean score of experiental group is higher (80,2) than control group (73,45).
3. The alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. it is found from the computation of the t-test that t-observed is higher than t-table (3,936 > 2,056). based on the test results above, this research is recommended, because the value is above average or the KKM is 75.

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