THE EFFECTIVENESS OF HELLO ENGLISH APPLICATION TO TEACH VOCABULARY

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ABSTRACT

The purpose of this research is to know the effect of *Hello English* application on student's vocabulary achievement in XI grade students of SMAN 2 pare. Using the correct instructional media and approaches can assist students in mastering English vocabulary. Researchers are interested in studying the possibilities of the *Hello English* application being reviewed as an effective learning media. To design this research, quantitative research technique was used to design this research. The experimental group was taught with *Hello English* application, whereas the control group was not. As data collecting methods, pretest and posttest were used. The results indicated a considerable difference between the classes that used application and the other ones. This is evidenced by the disparity in average scores. The average pre-test score for the experimental class was 71.50 and the control group was average score 70.33 and post-test 84.50 in experimental class while in control class 79.67. In addition, the use of independent t-test findings was determined to be 0.004. That is less than 0.05. It can be concluded that teaching vocabulary using *Hello English* application is effective.

Keywords: Hello English application, teaching vocabulary

INTRODUCTION

One of the most essential aspects is vocabulary to developing Speaking, listening, reading, and writing are four language skills. The vocabulary was also added to parts of speech such as noun, verb, pronoun, adjective, adverb, preposition, determiner, and conjunction. In addition, according to Sudarmiati, (2022) When acquiring vocabulary, students should not only learn about an enormous number of terms, but also be aware of the word's definition itself. It means that if the students comprehend the term's meaning, it is easy for them to recognize what the teacher is saying. Especially when looking at the phenomenon of senior high school student's lack of English vocabulary. The students have difficulty in mastering vocabulary because of the vocabulary learning process. We

can imagine when the teacher it's only use book for their guide the students will always be asked to memorize a lot of vocabulary. It is very ineffective because they only remember the day not necessarily a few days later they remember it.

However, Li & Pan, (2017) state that memorizing is not an easy job, many students are unable to remember words as a whole. One of the tools that can be used in the classroom in a digital-based learning process is Smartphone. The reason why choosing a Smartphone instead of a laptop because the Smartphone make it easy to access information such as news, and Smartphone also make it easy to download application and look for definitions and references. Besides that, the students also carry it every day at school. Furthermore, using a laptop is a bit difficult and complicated when downloading an application. Fatin, (2021) states that appropriate media which is used succeed to stimulate students' active participation during learning process. So that, they have high motivation to learn. Besides that, learning process using application simplicity the students to understand the materials.

Teaching vocabulary mastery using *Hello English* application for senior high school students, which is new and it's still rarely studied by other researchers. The application is designed to help the student improve his English language skills, especially in vocabulary and be able to look up the meaning from the dictionary in the application. In addition, many features are free and we can also choose based on what we want and what we need. After, learning new vocabulary use *Hello English* they will be some types of tests which relates with the vocabulary that has been learned. Based on the background description above the researcher intends to conduct the specified study with the title "*The Effectiveness of Hello English Application to Teach Vocabulary*".

METHODS

The method used in this research was conducted as quantitative research, (Newman & Ridenour, 1998) state Quantitative research is commonly known as hypothesis-testing research, adheres to a consistent pattern of research operations. This approach is often employed when investigating the impact of a treatment or

intervention. Tolmie et al, (2011) states the objective of quantitative research is to obtain data that is both realistic and objective between two variables (numerical data analysis).

The type of research used in this research is research with a quasi-experimental design. According to Sugiyono, (2019) states that there are two forms of quasi-experiments, namely the two research designs under consideration are time series design and non-equivalent control group design. In this research the research model used was non-equivalent Control Group Design because in this research, the experimental group and the control group were not randomly selected. This is also supported by Sugiyono's opinion.

This research used two classes namely the experimental and control classes. In the experimental class, the researcher was applied with the treatment on Hello English application. Another class is a control class taught with conventional method namely lecture method. Lecture method is a learning methodology in which the delivery of learning information to students is done by oral. This method is very suitable for places with a large number of listeners. The researcher divided the two classes into two groups, namely the experimental group and the control group. The total of students in the experimental class was 30 students and the total of students in control class was 30 students.

RESULTS AND DISCUSSION

Pre Test and Post Test Results

The data of Descriptive Statistic Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post Eks	30	60	80	71,50	4,939
Post Cont	30	65	80	70,33	4,138
Valid N (listwise)	30				

From the data above experimental class with 30 students, the table shows that the maximum score of 30 students was 80 and the minimum score was 60. The average of the 30 students who passed the pre test was a mean score 71.50

and the standard deviation was 4.939. And control class with 30 students, the maximum score of 30 students was 80 and the minimum score was 65. The average of the 30 students was a mean score 70.33 and the standard deviation was 4.138.

The data of Descriptive Statistic Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post Eks	30	75	90	84,50	4,224
Post Cont	30	70	85	79,67	4,536
Valid N (listwise)	30				

From the data above experimental class with 30 students, the table shows that maximum score of 30 students was 90 and the minimum score was 75. The average of the 30 students who passed the post test was a mean score 84.50 and the standard deviation was 4.224. And control class with 30 students that maximum score of 30 students was 85 and the minimum score was 70. The average of 30 students was a mean score 79.67 and the standard deviation was 4.536.

The data of Normality

Tests of Normality

	Pre-test of Experimental Class	,294	30	,000	,831	30	,000
	Post-test of Experimental Class	,214	30	,001	,878	30	,003
Result	Pre-test of Control Class	,232	30	,000	,857	30	,001
	Post-test of Control Class	,271	30	,000	,858	30	,001

a. Lilliefors Significance Correction

Based on the data above the calculation result with SPSS, the pre and post test experimental class using Shapiro-Wilk tests > 0.05. It can be concluded that the data is normally to distributed.

The data of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,072	1	58	,790
	Based on Median	,044	1	58	,835
	Based on Median and with adjusted df	,044	1	55,959	,835
	Based on trimmed mean	,020	1	58	,889

Based on the data above that the sig based average is .790>0.05. It can be concluded that the variance of the post test in experimental class is homogeneous.

The data of Independent Sample Test
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
Result	Equal variances assumed	5,231	,026	2,981	58	,004	3,667	1,230	1,204	6,129
	Equal variances not assumed			2,981	49,561	,004	3,667	1,230	1,195	6,138

According to the data sig (2-tailed) is .004 < 0,05, then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant effect of using *Hello English* on student's vocabulary at the tenth grade SMAN 2 Pare.

DISCUSSION

This research was conducted at SMAN 2 Pare, Jl. Pahlawan Kusuma Bangsa No. 8, Cangkring, Pelem, Kec. Pare, Kediri Regency, East java 64213. The researcher conducted the research in class XI IPA 8 as an experimental class using Hello English Application in teaching Vocabulary an explanation text and

class XI IPS 1 as a control class. The literacy went easily in both classes according to the assignment plan. In conducting the research, the researcher wants to know if the use of *Hello English* application is effective in teaching Vocabulary according to the results of post-test in class XI IPA 8.

The outcome of the test requirements analysis of experimental class is homogeneous because the significance value of the experimental class (XI IPA 8) is.790>0.05, it is possible to conclude that is homogenous. The pre-test value for the class's normality test XI IPA 8 as the experimental class, Sig (2 tailed) is 0.000>0.05 and the post-test value for the experiment class, Sig (2 tailed) is 0.003>0.05. And for control class the pre-test value, sig (2 tailed) is 0.001 >0.05, and post-test value, sig (2 tailed) is 0.001> 0.05. It can be concluded that the data is normally to distributed.

Descriptive analysis of pre-test results before treatment shows the experimental class's highest score is 80 and the smallest is 60, with a mean score of 71.50 out of there are 30 students. In the case of the control class the uppermost score is 80 and the smallest is 65, with a mean score of the 70.33 out of 30 students. After the treatment, the post-test results were obtained with the uppermost score of 90 and the smallest score of 75 in the experimental class, with a mean score of 84.50 from 30 students. And the control class the uppermost score is 85 and the smallest is 70, with a mean score of 79.67.

The learning results of the two research groups were compared using a T-test or a different test. T- test was performed by independent sample t- test using SPSS 25, t- test was performed by looking at probability sig.(2 tailed). The measure is 0.004. This probability indicates that 0.004>0.05. Therefore, it can be concluded that teaching vocabulary by using *Hello English* application of SMAN 2 Pare has a significant effect.

The post-test results of the XI MIPA 8 class, in which the XI IPA 8 class used *Hello English* application in teaching vocabulary action verb on explanation text, were set up to be better than the control class with a significant effect. The use of *Hello English* application in teaching vocabulary action verb on explanation text has a positive effect on students. Based on the results of research

and data analysis that has been discussed, it can be concluded that teaching vocabulary action verb on explanation text by using *Hello English* application is effective at SMAN 2 pare.

CONCLUSION

Based on the findings of this research and the results of the statistical tests, conclusions were formed, the mean score post-test result of experimental class used Hello English application in teaching vocabulary action verb on explanation text was higher (84.50). Teaching vocabulary action verb on explanation text using *Hello English* application is effective with a T- test or a different test. T-test was performed by independent sample t- test using SPSS 25, t- test was performed by looking at probability sig. (2 tailed). The measure is 0.004. This probability indicates that $0.004<0.05$.

The use of *Hello English* application in teaching vocabulary action verb on explanation text has a positive effect on student, students are more enthusiastic and happier to learn with the help of the *Hello English* application so they can learn while playing in the application. Using Hello English application by mobile phone, students commence to look for the information and do the challenge game which is in the application. Using Hello English application as a learning encouragement, students accept and fluently understand the content of the material presented. Answering on post-test questions, students did well, as substantiated by the better post-test results from the control class.

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