The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery

Sukmawati Tono Palangngan
sukmawatitono@umpalopo.ac.id
Faculty of Teacher Training and Education, Universitas Muhammadiyah Palopo, Indonesia

Abstract

This research aims to enhance students' vocabulary mastery through Hello English smartphone application. This research applied experimental with one group pre-test post-test design. The population was the students of SMA Muhammadiyah Palopo that consist of five classes. Then, the sample taken were 25 students of class X by using cluster sampling technique. Based on the data analysis, it can be seen that the mean score of the pretest was 52,52 while the mean score of the posttest was 80,64. Furthermore, the significant value of paired sample test was smaller than the significant level (0,000 < 0,05). It means that the H_1 was accepted and H_0 was rejected. In conclusion, Hello English smartphone application significantly enhanced the students' vocabulary mastery.

Keywords: Hello English 1; Smartphone Application 2; Vocabulary Mastery 3

Introduction

We are living in technology and information era where English is the most spoken language in the world. It has been the common language for decades (Mahu, 2012). Nowadays, technology and information are developed rapidly. Since English is the global language as well as the language of technology, English is very important to be mastered for anyone. Even in Indonesia, it becomes one of the compulsory subjects at school. English has four skills namely speaking, listening, reading, and

writing.   In order to master all the skills, vocabulary plays the important role in foreign language learning. Vocabulary is a list or collection of words and phrases usually alphabetically arranged and defined or explained (Merriam Webster, 2022). Besides, Jack C. Richard and Willy (2022) said that vocabulary is the main component of language proficiency which provides much of the basis how well someone listen, speak, read, and write. It is the central of language teaching and is of paramount importance to a language learner (Alqahtani, M, 2015). It is the first step to be taught before teaching other aspects of language. Without mastering the vocabulary, it will be difficult to express the ideas or the though, share information, understand what others are saying, even it will be difficult to grow personal relationship. It is supported by the statement from Rizky & Wiedarti (2020) that vocabulary is as important as other skills such as listening, speaking, reading, and writing. In reading skills, vocabulary helps the learners in comprehending the text. In writing, it helps them in expanding their ideas. In listening, it can facilitate the learners comprehending and understanding what others speaks. Meanwhile in speaking, it can help the learner to explain their ideas orally. It can show that when someone wants to learn a language, the he should have a great mastery of vocabulary.

A learner should acquire a large number of words and have to know how to use them accurately to communicate effectively. Although students realize that vocabulary is very important in learning a language, most students learn vocabulary passively due to several factors (Ngunyen & Khuat Thi, 2003).   First, they find the teacher's explanation in terms of pronunciations, definition, spelling, and grammar functions. In this case, the students only enrich their vocabularies by listening to their teacher. Second, the students assume that learning vocabularies is just about finding out the meaning of new words. therefore, they ignore all other word functions completely. Third, sometimes the only acquire new vocabulary from their textbooks or dictionary. They are not realized yet that technology has provided them with a more authentic, interactive, and eco-friendly method (Prayogi & Wulandari, 2021).   Fourth, many learners are afraid to make mistake in applying what they have learned. They may be able to recognize a word in spoken or written form and think they already know the meaning but they may not be able to use or pronounce the word in different context correctly. The same situations faced by the first-grade students of SMP Muhammadiyah Palopo. They have low mastery in vocabulary.

Regarding nowadays that we are in pandemic conditions which all teaching and learning process are held from home, the researcher interested to introduce a smartphone application technology that may help them to enrich their vocabulary

mastery namely Hello English application.   Hello English application is an application for learning English that can be downloaded from the play store of a Smartphone freely. It has been used of more than 24 million people all over the world to learn grammar, vocabulary, and reading, listening and also speaking skill in English. It is developed by CultureAlley and become the best free education application in Asia, especially in learning English. It is also nominated as the best application by GOOGLE and the most innovative application by IAMAI in 2016. The things that may impressed the user of this application is because the first time we have installed the application, there will be an offer to choose the language of instruction and then there will be such a questionnaire about the reason to learn English. Besides, the user can learn English based on their English level mastery because before the user start to use the application the users are ask to do the test to decide their level. This application consists of more than 475 interactive learning start from beginner to advanced level with everyday homework that can still be accessed offline and completed with dictionary. There also a training features that consist of challenge game, news-based learning, practice conversation, and train reading comprehension that has a lot of topics from beginner to advanced level. This application is just like a social media where the user can make friends around the world to learn together.

As the newest instructional media which developed in this globalization era, technology especially smartphone presents the situation which helps the students to have meaningful and authentic learning experiences to engage their effort and behavior by providing fun and effective learning atmosphere Fatimah, A. S., & Santiana, S. (2017). Furthermore, nowadays smartphone is no longer a secondary need, but it has become a primary need for learners (Nur Inayati, 2016). So, it will be easier for the both researcher and the students in doing the research because most of students around have their own smartphone. It will make them flexible to enhance their vocabulary by using the application anywhere and anytime they want.

Based on the background above, the researcher was interested in conducting research under the tittle *"The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery."*

Method

This research applied experimental with one group pre-test post-test design. The population was the students of SMA Muhammadiyah Palopo that consist of five classes. Then, the sample taken were 25 students of class X by using cluster sampling technique.

The instrument used in this research was vocabulary test that was administered as pre-test and post-test.   The pre-test was given before treatment to know the prior knowledge of the students in English vocabulary while the posttest was given after the treatment to see the students' ability (in this case students' vocabulary mastery) after given treatment (Cresswell, 2016). The form of the test was multiple choice that consist of thirty questions. Then, the collected data were analyzed quantitatively through statistical calculation (SPPSS 20.0 Program) to test the hypothesis with the significance level of 5%

Results

Students' Pre-test

Based on the descriptive analysis, the classification of pre-test score is presented in the following table:

Table 1. The rate percentage of students' score in pre-test

No	Classification	Score	F	%
1	Very Good	85-100	0	0%
2	Good	70-84	1	4%
3	Fair	55-69	10	40%
4	Poor	40-54	12	48%
5	Very Poor	<40	2	8%
	Total		25	100%

The table showed that no one student categorized very good, one student (4%) categorized Good, ten students (40%) categorized fair, twelve students (48%) categorized poor, and two students (8%) categorized very poor.   The mean score of the pre-test was 52,52 while the standard deviation was 9,38. The pre-test result proved that most of the students have low vocabulary mastery.

Students' Post-test

The classification of students' post-test is presented in the following table:

*Table2.   The rate percentage of students' score in post-test*

No	Classification	Score	F	%
1	Very Good	85-100	7	28%
2	Good	70-84	17	68%%
3	Fair	55-69	1	4%
4	Poor	40-54	0	0%
5	Very Poor	<40	0	0%
	Total		25	100%

After given a treatment by using Hello English smartphone application, the score of the students were raised.   It can be seen from the rate percentage table above that showed seven students (28%) categorized very good, 17 students (68%) categorized Good, 1 student categorized fair, and no one student categorized poor and very poor. It also proved by the mean score of the post-test that was higher than the mean score of the pre-test (80,64 > 52,52). The standard deviation of the pre-test was 7,25.

Students' Vocabulary Mastery

The description of the collecting data in pre-test and post-test indicated that there was enhancement in students' vocabulary mastery after being given a treatment by using Hello English Smartphone Application. The graphic below described the comparison between the students' score in pre-test and post-test.

Graph 1. The comparison between students' score in pre-test and post-test
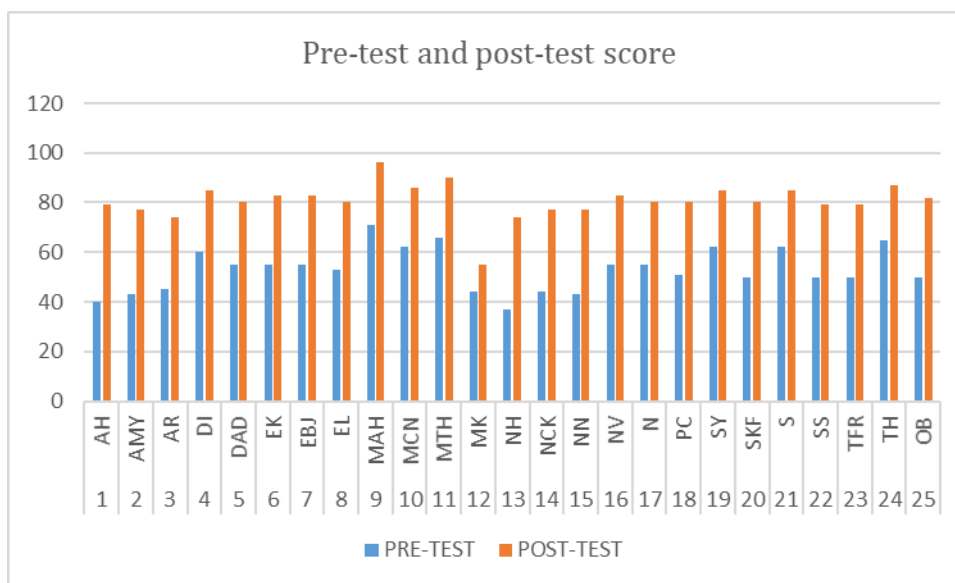
The statistical analysis, paired sample test from SPPS 20 also showed that the mean score of pre-test and post-test was -28,12 and standard deviation was 4,68. Then, the significance (2-tailed) was 0,00. It simply described in the following table:

Table 3. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE-TEST - POST TEST	-28.12000	4.68437	.93687	-30.05361	-26.18639	-30.015	24	.000

Based on the statistical test in 2-tailed significances, it can be seen that the sig. 2-tailed is lower than 0,05 which indicated that H_0 was rejected and H_1 was accepted. It means that there was an enhancement in students' vocabulary mastery after being given a treatment through Hello English Smartphone Application.

Discussion

This research was conducted at SMA Muhammadiyah Palopo Academic year 2021/2022. The reason why this research conducted in this school has been explained in the introduction that the students have low mastery in vocabulary. They do not understand the meaning of words in English. They also have not been able to listen and speak English words properly and have not been able to write them in the correct spellings. Whereas, vocabulary is related to all language learning and is concern for the language skills. That is why it is supposed to be very important to teach (Wardani, 2015). In case of overcoming these problems, the researcher tried to introduced a Mobile Assisted Language Learning media that can helped to enhanced the students' vocabulary mastery namely Hello English Application.

This research was administered in six meetings including pre-test and post-test. The pre-test was held in the beginning, followed by the introduction about Hello English Application to the students. Then, in the second to the fifth meeting, the students were taught and doing learning activities by using Hello English Smartphone Application. The sixth meeting was the post-test.

The result of the students' pre-test that showed that before the students given a treatment by using Hello English Smartphone, only 1 student (4%) who categorized good in vocabulary mastery. Then after they were given treatments by using Hello English Smartphone application for four meeting, there was a significant enhancement in their vocabulary mastery. There were 24 students (96%) were categorized Good, 1 student (4%) categorized as fair, and no one student (0%) was categorized as poor. Furthermore, the result of statistical test in 2-tailed significances concluded that there was an enhancement in students' vocabulary mastery after being given a treatment through Hello English Smartphone Application. It means that the implementation of Hello English Smartphone Application was effective in enhancing students' vocabulary.

The result of this research supported the findings by Seroja Br Ginting, R., & Fithriani, R. (2021) that Mobile Assisted Language Learning (MALL) is the most popular approaches used in EFL classrooms. It has been reported in some studies as beneficial in supporting students' language learning process as well as in affecting students' vocabulary mastery. Another related finding is from Sudarmaji et al (2022) who stated that Hello English smartphone application is appropriate to be implemented in English language learning. The finding also showed that the use of

Hello English has a significance impact on the development of students' English words.

From all the data above, the researcher concluded that the implementation of Hello English Smartphone Application gives significant effect on students' vocabulary mastery which can be seen from the score of post-tests that was higher than the pre-test. In addition, this application is also recommended to be used in teaching ang learning not only to improve students' vocabulary mastery but also in English language learning generally.

Conclusion

Based on the result and discussion in the previous part, it can be concluded that the implementation of Hello English Smartphone Application is Effective in enhancing students' Vocabulary mastery. It can be seen from the statistical test in 2-tailed significances that showed the sig. 2-tailed is lower than 0,05 which indicated that H_0 was rejected and H_1 was accepted. It means that there was an enhancement in students' vocabulary mastery after being given a treatment through Hello English Smartphone Application.

References

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III (3), 21–34. https://doi.org/10.20472/te.2015.3.3.002

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. 4th Edition. SAGE Publication (4th Edition, p. 398). California.

Fatimah, A. S., & Santiana, S. (2017). TEACHING IN 21ST CENTURY: STUDENTS-TEACHERS' PERCEPTIONS OF TECHNOLOGY USE IN THE CLASSROOM. Script Journal: Journal of Linguistic and English Teaching, 2(2), 125. https://doi.org/10.24903/sj.v2i2.132

Jack C. Richards and Willy R (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United States of America. Cambridge. Cambridge University Press.

Mahu, D.-P. (2012). Why is Learning English So Beneficial Nowadays? Journal, 2, 374–376.

Merriam Webster Incorporated. (2022). Online Merriam Webster Dictionary. Retrieved from https://www.merriam-webster.com/dictionary/vocabulary

at 26th February 2022.

Nur Inayati. (2016). Teknologi dan Perilaku Sosial Pelajar (Studi Tentang Dampak Penggunaan Smartphone di SMA Negeri 3 Makassar). Gema Kampus IISIP YAPIS Biak, 11(1), 98–107. https://doi.org/10.52049/gemakampus.v11i1.21

Prayogi, A. W., & Wulandari, M. (2021). Implementing a mobile application Quizlet to help Senior High School students learn vocabulary. ELT Forum: Journal of English Language Teaching, 10(1), 87–99. https://doi.org/10.15294/elt.v10i1.42775

Rizky Setiawan, M., & Wiedarti, P. (2020). The effectiveness of quizlet application towards students' motivation in learning vocabulary. Studies in English Language and Education, 7(1), 83–95. https://doi.org/10.24815/siele.v7i1.15359

Seroja Br Ginting, R., & Fithriani, R. (2021). Using the Hello English Application in the EFL Classroom: Its Efficacy in Helping Students to Master Vocabulary. KnE Social Sciences, 592–600.

Sudarmaji, I., Forsia, L., Siregar, I. P. S., & Yusuf, D. (2022). Hello English App for Online Learning during the Pandemic: Does it Enhance the Students' English Vocabulary Development? *Elsya: Journal of English Language Studies*, 4(1), 54-64.

Wardani, S. I. (2015). Improving Student Vocabulary Mastery Using Word Mapping Strategy. *OKARA: Jurnal Bahasa dan Sastra*, 9(1), 131-140.