

Students Vocabulary Mastery by Using a Hello English Platform

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Abstract

In this digital era, the use of learning platforms is believed to be able to help students in improving vocabulary mastery. The purpose of this research is to improve students' vocabulary mastery and see student responses in learning using the Hello English platform. This research uses a qualitative approach with a classroom action research design. The study was implemented in 2 cycles and involved 21 students of private senior high school in Jakarta. Data were obtained by using observations, tests, and interviews. The findings of this study indicate that the hello English platform can help improve students' vocabulary mastery as evidenced by the increase in scores from cycles 1 and 2. This is evidenced by the average value of the results of each cycle, namely in cycle 1 = 89.04; cycle 2 = 97.14; And the observation results show the observation sheet reaches the target of 80% and more. In addition, the use of the Hello English platform is also able to increase student participation in learning. Students also answered positively about using the Hello English platform in improving student's vocabulary mastery. Teacher can implement the Hello English platform as an alternative learning media both offline and online learning.

Keywords: Vocabulary Mastery, Learning Platform, Hello English Application.

1 INTRODUCTION

Vocabulary is one component that must be taught to students in learning English. Vocabulary has an important role in language skills, namely: listening, speaking, reading, and writing. Vocabulary is also the most important element in the language. We cannot speak well if we do not master it. As stated in the 2013 Curriculum, English subjects at the SMA/SMK education level aim to develop students' potential to have communicative competence in interpersonal, transactional, and functional texts, using a variety of spoken and written English texts. Through the use of these texts, students are guided to use factual, conceptual, and procedural knowledge, as well as to instill the noble values of the nation's character, in the context of life in the home, school, and community environment.

Therefore, English lessons in schools have an important role for students. But in reality, there are several obstacles experienced by students, especially at SMA Islam PB Sudirman Jakarta. Some students have limited vocabulary and a lack of interest in learning English. Therefore, the researcher chose the Hello English Platform as a medium to improve students' vocabulary mastery.

Some researchers had reported their research related to vocabulary mastery and the use of the application. These were their findings that include the similarities and differences with the current research. Alqahtani's research (2015), believes that the acquisition of vocabulary is very important for success in English. because without extensive vocabulary, students cannot use the structures and functions of existing languages to communicate well. Meaning that in learning a new language people have to know its vocabulary. Hidayati's research (2019) research about using the mobile application. She compared the implementation of Duolingo and Hello English

application in the same time. She concluded that most of the students use both Duolingo and Hello English interchangeably. Only a few students that decided to use only one app of either Duolingo or Hello English because they found using two apps at the same time was challenging. The students also seemed to enjoy the excellence affordances offered by these mobile soft-wares. In numerous Literature, mobile apps were repeatedly highlighted for offering flexibility and practicality. Butarbutar's research (2020), She found that Hello English application was an effective media in teaching simple past tense by showing the result that the experimental class increased students' score significantly. She concluded that by using Hello English application as media in teaching English as foreign language could be new acceptance atmosphere in the classroom. Technology was potential in improving students' motivation, vocabulary, and better scores. Yunita's research (2019), In her research, she concluded that in applying material, the teacher divided the learning process into three parts such as pre-teaching, while teaching (included observing step, question and answer step, gathering information or trial step, step of association or information processing, communication step) and post-teaching. Ginting's research (2019) concluded that the Hello English application was effective on students' vocabulary mastery. Nutriyanto, (2020) in his research found that students' perceptions of the incorporation of Hello English in learning vocabulary had positive perceptions for students, seen from the responses that the Hello English application was very good and its use in learning English, especially in learning English vocabulary. Besides that, there was a Fendiasari (2020) in her research that said the Hello English application was effectively used to teach students' vocabulary.

The research listed above has proven how the Hello English platform have an impact on students in improving Students English vocabulary mastery. But not comprehensively pay attention to increasing students' vocabulary mastery during the use of the hello English platform, and student responses during the use of the hello English platform in improving students' vocabulary mastery in class. On that basis, this research not only aims to improve students' vocabulary mastery by using the hello English platform, but also to find out how students respond to using the Hello English platform in class.

2 RESEARCH METHODS

This study aims to see how the hello English platform improves students' vocabulary mastery, while at the same time seeing students' responses to the use of mobile learning in the classroom. This research uses an approach with the method of classroom action research. This research was conducted in 2 cycles. Every cycle implementation is in four stages: planning, implementation, observation, and reflection.

The subjects involved in this study were 21 grade 10 students of private senior high school in Jakarta, Indonesia. To collect data, the researcher uses observation, tests, and interviews. Observations were made in 2 cycles. Pre-observation started to check students' initial vocabulary mastery ability. The test is given in the form of a posttest at the end of each cycle. While the interviews were conducted after the learning cycle was completed. Students were interviewed directly groups to represent students with low, medium, and high abilities.

The data obtained were then analyzed using a data analysis procedure that proposed by Miles (2014) which consists of data reduction, data description, and data lever. At the data reduction stage, the researcher sorted the completeness of all the data collected from observations, tests, and interviews. In the next step, the data is classified based on the focus of this study. In leveraging data, researchers interpret the findings and compare the results with existing theory and research previously relevant. The data were validated using the triangulation technique as shown below suggested by (Cresswell, 2012).

3 RESULT AND DISCUSSION

The results of the tests carried out in cycles I and II showed a significant improvement in scores. The average score in a cycle I 89.04. In cycle II, the average score increased to 97.14. And the observation results show the observation sheet reaches the target of 80% and more.

3.1 Result

3.1.1 Test Result

The results of the student vocabulary test showed that the use of the hello English platform in the learning process could improve students' vocabulary mastery. Based on the graph of each cycle, students who passed the minimum completeness criteria in the cycle were 86% or 18 students and the remaining 14% or 3 students did not meet the minimum completeness criteria with an average value of 89.04. The results of the second cycle showed that 21 or 100% of students passed the KKM with an average score of 97.14.

Vocabulary test data in each cycle can be seen in the graph below:

Chart 1 Observation of Improvement Results in Each Cycle

3.1.2 Observation Result

Researcher and collaborators observed all student activities during the teaching and learning process in the classroom. Observation results were obtained from collaborator observation sheets for researchers, collaborator observation sheets for students, and researcher observation sheets for students.

The chart below points out the result from the researcher's observation of the student

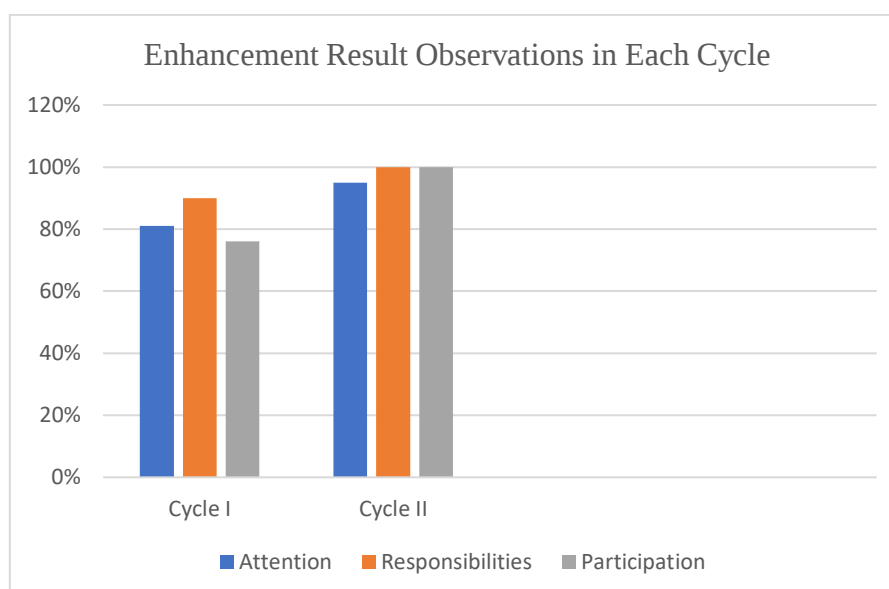


Chart 2 Enhancement Result Observations in Each Cycle

In cycle I, the number of students who participated actively in learning when the researcher asked questions was 76%, the number of students who paid attention when the researcher explained was 81%, and the number of students who answered when the researcher asked questions. tests on time and starting lessons on time are 90%. The results of observations in the first cycle have not reached the target of 80 percent or more. This means the next cycle is required.

Then in cycle II, the number of students who actively participate in learning when the researcher asks questions is 100%, the number of students who pay attention when the researcher explains is 95% and the number of students who are responsible when the researcher does the assignments on time and on time learning is 100%. The results of observations in cycle II can reach the target of 80 percent or more.

3.1.3 Interview Result

The data from the interview indicate that:

- a. Students' preferences in using the hello English platform
The low achieving students said that they liked the hello English platform because it was very helpful to improve students' vocabulary because the platform was good and easy to use. This student from the lower middle class admitted that he liked to learn English using the Hello English platform. He admitted that it made students good at adding vocabulary and helping in doing assignments because it was easy by using simple words that were easy for students to understand. And students who excel said that they like to learn English using the Hello English platform in improving students' vocabulary, because the Hello English platform is not only entertaining but also very helpful in adding knowledge that had not been studied in detail before.
- b. Hello English platform can help students improve vocabulary
The student from the lower class said that the Hello English platform could help them improve their vocabulary. It was very helpful because on the platform there was a game that required students to arrange letters to produce a vocabulary. The students from the middle class said that the hello English platform could help them improve their vocabulary because there are many games that can help students learn it in a fun way. The higher achieving students said that the hello English

- platform could help them in improving students' vocabulary by introducing students to some new vocabularies that students did not know before.
- c. Learning difficulties improv vocabulary mastery using the hello English platform
Students with low achievement said that they had difficulty in learning to add vocabulary using hello English. The difficulty is that sometimes there is vocabulary that comes out that students rarely hear, even foreign to students' ears.
 - d. Students' opinions about how often they use the hello English platform
Students with low and medium achievement said that using the hello English platform in adding vocabulary when in spare time, usually at night or when students were confused about what to do and quite often, especially when students were at home
 - e. Improving students' scores
The students of low achievers, medium achievers and higher achievers said that their scores improved after using the hello English platform.

3.2 Discussion

3.2.1 Improving Students' Vocabulary Mastery

Based on the data above, it can be seen that there is an improvement in student learning outcomes in each cycle. From cycle I to cycle II there was an improvement of 14%. It can be concluded that the percentage of students has increased in each cycle. The results of this study are in line with research conducted by Sudarmaji (2022) said that the Hello English App can help them in learning English, especially English words. They feel satisfied and enjoy the learning process when they use the Hello English Application to acquire English words well.

3.2.2 The Students' Affective Behavior at Class

The increasing percentage that occurs in each cycle shows that students are more active in the learning process. Students participate more in their active learning when the researcher asks questions and pays attention when the researcher explains the class. The results of this study are in line with the results of Fajiani's research (2020) research which states that this application is effective in enriching students' English vocabulary. The researcher also added that students also seemed active and enthusiastic in the learning process by using the Hello English platform as a learning medium. Platform Hello English can make students motivated and aware of learning, so it can create a fun learning. Platform Hello English can improve students' vocabulary mastery because it helps students participate more and be interactive in learning.

3.2.3 The Students' Feedback on The Use of Platform Hello English

The researcher interviewed several students at the end of the study. Interviews were conducted with students who scored low, medium, and high. Based on the results of the interviews, the students indicated that they liked to learn English using the Hello English platform to improve Students vocabulary. Students like the hello English platform because it is very helpful to improve students' vocabulary because the platform is good and easy to use. using the hello English platform in adding vocabulary when in spare time, usually at night or when students are confused about what to do and quite often, especially when students are at home.

In the interview, the students said that the hello English platform can help them in improving their vocabulary because there are many games that can help students learn

it in a fun way. They said that the hello English platform could help them improve their vocabulary because on the platform there was a game that required students to arrange letters to produce a vocabulary. Besides that, students said that the Hello English platform could help them improve their vocabulary and introduce students to some new vocabulary that students did not know before. can find out their writing errors from playing spelling bee on the hello English platform. There is no difficulty in using the Hello English platform and improving students' vocabulary.

From the interview results, the researcher concluded that students gave a positive response to the use of the Hello English platform, in line with her research, I. Libriana (2020) said that students were interested in learning and actively responded to the teacher when learning using the Hello English platform. Hello English platform can be a solution to overcome the problems that underlie the research.

3 CONCLUSION

The findings of this study have proven that the use of Hello English platform in learning English has helped in improv of students' vocabulary mastery in learning and eliciting positive student responses to the use of the hello English platform in the classroom. Findings this is that the hello English platform can become a promised alternative learning media for students' teachers to optimize student potential as well as use more controlled mobile phone platform in the classroom. What's more, the hello English platform can help students increase their vocabulary because the hello English platform introduces students to some new, previously unknown vocabularies. Further research needed to prove the effectiveness of using the application statistical mobile learning for learning language skills

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