

The Influence Of “Hello English” Towards Students’ Vocabulary Achievement

Jajat Imanudin¹, Putri Nursalli Fauziah²

^{1,2} Universitas Islam Al-Ihya Kuningan

e-mail: imanudinjajat@gmail.com¹, putrinursallifauziah@gmail.com²

Abstrak

Tujuan dari penelitian ini merupakan guna memahami dampak pemakaian Hello English atas prestasi kosakata siswa pada siswa kelas delapan SMP Negeri 3 Darma. Penelitian ini memakai penelitian kuantitatif atas rancangan kajian pre-experimental, one group design yaitu pre-test dan post-test. Populasi dalam penelitian ini merupakan 33 siswa. Penulis memakai total sampling untuk menentukan sampel, sehingga sampelnya merupakan 33 siswa. Metode akumulasi data yang dipakai dalam kajian ini merupakan tes dan angket. Berdasarkan analisis dan perhitungan data, uji Paired-Sample T-test memperlihatkan poin substansiasi 0,000 yang berarti bahwa poin substansial lebih kecil dari taraf substansial ($0,000 < 0,05$). Hasil poin substansial menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Artinya ada dampak penggunaan Aplikasi Hello English terhadap prestasi kosakata siswa.

Kata Kunci: Pengaruh, Hello English, Kosakata

Abstract

The purpose of this study is to understand the impact of using *Hello English* on students' vocabulary achievement in eighth grade students of SMP Negeri 3 Darma. This research uses quantitative research on pre-experimental study design, one group design, namely pre-test and post-test. The population in this study were 33 students. The author uses total sampling to determine the sample, so the sample is 33 students. The data accumulation method used in this study is a test and a questionnaire. Based on the analysis and calculation of the data, the Paired-Sample T-test showed a substantial point of 0.000 which means that the substantial point is less than the substantial level ($0.000 < 0.05$). Substantial point results indicate that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is an impact using the Hello English Application on students' vocabulary achievement.

Keywords: *Impact, Hello English, Vocabulary*

INTRODUCTION

Seeing the development of science and technology, language has a very important role in human life. Language is a method of human discourse (Patel & Jain, 2008:27). By using language, people will express ideas, feelings, emotions and be able to communicate with others. English is the most important language in the world. In Indonesia, English is not the national language or mother tongue, but nowadays English is a very important requirement for education, work, and even daily life. English lessons start from elementary school, some even go to Playgroups. However, there are still many students who are unable to speak, read or write English, and even hear foreign English words. In the process of learning English, we must have a large vocabulary to achieve the goal, so that we can communicate well and also be able to speak fluently. Wilkins in Panese (2017) states that it is almost impossible to convey without grammar, but without vocabulary nothing can be conveyed. It is unmistakable to have the option of communicating in an unfamiliar dialect, it is important to know a certain grammar and vocabulary size.

Vocabulary teaching is one of the most discussed parts of English as a foreign language. When the learning process takes place, it will be seen if there are students who seem to lack understanding of vocabulary. It will be seen which students have not been able to clearly understand some of the new vocabulary. Many things hinder learning new vocabulary because the media used can be boring or monotonous. In thinking about teaching vocabulary, there must be something new and different that makes students interested in supporting them to learn new vocabulary, not only memorizing, but being able to be applied in daily activities and also in the future. To realize this, all must understand the characteristics of students who are able to attract more attention so that the desired goals can be achieved. Therefore, teaching vocabulary in Junior High School requires an extraordinary way and the right technique to overcome various difficulties and difficulties. For this reason, it is necessary to use special media in learning media.

Mastery of a little vocabulary will make it difficult for students to communicate in English. Li and Pan (2015: 80) revealed that memorizing is not an easy job, many students are unable to remember words as a whole. Technological developments make teachers have to find several strategies and media to make students understand the material, especially in vocabulary. By teaching some vocabulary to new strategies or media, it will be easier for students to memorize and understand vocabulary if they use various techniques, so that they can easily communicate using English. Utilizing fun media will attract students' interest in knowing vocabulary. So the teacher must choose media that is suitable for students. One of the media that students are interested in is the Hello English Application.

Hello English by Culture Alley is an application that can be used to help students learn new vocabulary. Hello English is an application created by Culture Alley from Jaipur to learn foreign languages anytime and anywhere, and can be downloaded via mobile or PC. Hello English uses the concept of learning and playing, so users or students can enjoy and feel happy when learning a new language, and is made for everyone to be easy to use. Of course, using this application will make students prefer to learn vocabulary. Learning vocabulary using online applications can further support the spirit of learning from students.

The Hello English application is a learning medium through mobile learning that is able to grow students' vocabulary outside of school hours. According to Hidayati (2019) through the application, students are able to more easily learn and achieve their vocabulary. By using the Hello English application, students will become curious and not tired because some students prefer to play gadgets than look at books. In addition, Hello English is able to help education as a medium and this will involve students in a fun learning experience. Based on the explanation above, the writer tries to find out the impact of Hello English on students' vocabulary mastery, especially in class VIII SMP 3 Darma Kuningan, West Java.

METHODS

The method used in this study is a quantitative approach using an experimental design. According to Sumadi Suryabrata (2011: 88) "Research methods are used to identify or investigate the differences and impacts of two teaching methods on certain subjects in the classroom."

Meanwhile, Sugiyono (2012:107) shows that certain groups of people are treated in experimental studies, so the method of experimental investigation is "the method used to find, under controlled conditions, the effect of a certain treatment on the subject to be studied.

The author uses pre-experimental research on the *one group pre-test* and *post-test* in this study, Syamsudin & Damaianti (2009:157) said "If the post-test score is higher than the pre-test, it shows an increase in students' vocabulary and effective treatment as a medium in teaching vocabulary. The population in this study is 33 students. In determining the sample the author uses total sampling so that the sample is 33 students. The data accumulation method used in this study is a test and Data

RESULTS AND DISCUSSION

Pre Test and Post Test Results

Descriptive Statistics Pre Test

Statistics		
Pre-Test		
N	Valid	33
	Missing	0
Mean		58.64
Median		60.00
Mode		60
Std. Deviation		11.407
Variance		130.114
Range		45
Minimum		30
Maximum		75
Sum		1935

Based on the table above, the peak point in the pre-test was 75 and the lowest point was 30, there were 33 students as subjects or participants. The students' average points on the pre-test were 58.64; the median is 60.00; and the mode is 60. The standard deviation is 11,407 and the sum is 1935.

Descriptive Post-Test

Statistics		
Post Test		
N	Valid	33
	Missing	0
Mean		83.48
Median		85.00
Mode		85
Std. Deviation		11.214
Variance		125.758
Range		45
Minimum		55
Maximum		100
Sum		2755

Based on the table above, the peak point in the post-test is 100 and the lowest point is 55, there are 33 students as subjects or participants. The students' average points on the post-test were 83.48; the median is 85.00; and mode 85. The standard deviation is 11.214 and the total is 2755. The

pre-test and post-test showed a very prominent score dissimilarity. In the post test the points are higher than in the pre test, and the difference is very far.

Validity Test The

results of the validity test of r_{table} 0.344 obtained 16 valid items and 4 invalid items.

Reliability Test

The result of reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.756	.768	20

Based on the table above, it can be concluded that the degree of reliability of the test item is 0.756. Included in the criteria 0.600-0.799 which is good.

Normal Distribution Test Normal Distribution

Test Student Test Results

One-Sample Kolmogorov-Smirnov Test

		PRETES T	POSTTE ST
N		33	33
Normal Parameters ^{a,b}	Mean	58,6364	83,4848
	Std. Deviation	11.40674	11.21417
Most Extreme	Absolute	Difference .154	.190
	Positive	.089	.099
	Negative	-.154	-.190
Test Statistics		.154	.190
Exact Sig. (2-tailed)		.161	.378
Probability Points		.000	.000

a. Normal test distribution.

B. Calculated from the data.

C. Lilliefors Substance Correction.

According to the table above, the results of the Kolmogorov-Smirnov normality test for the pre-test substantiality points 0.378 and the post-test 0.161 are greater than 0.05, meaning that the variable data is *normally*

Variance Homogeneity Test

of Levene	df1	df2	Sig.
.037	1	64	.848

Based on the table above, in this variance test, sig > 0.05 was obtained, which is 0.848 which can be said to be homogeneous.

Hypothesis Testing

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 pre test - post test	24.84848	11.35265	1.97624	28.87396	20.82301	12.574	32	.000

table 4.12 result sig (2 tailed) = 0.000 (0). According to this conclusion, it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted because the p-value (0.000) is smaller than sig = 0.05 (5%). This means that there is a substantial impact between the pre-test and post-test after treatment. This means that the Hello English application affects students' vocabulary mastery.

DISCUSSION

The purpose of this study is to understand the impact of using the Hello English application on students' vocabulary mastery. The following is a discussion of the pre-test and post-test.

Pre-test

data were obtained through a test measuring instrument consisting of 20 multiple choice questions and matchmaking. Then the questions were distributed to 33 students. The test was carried out before students received treatment using Hello English in learning English vocabulary. Based on the results of the pre-test, it can be seen that the students' points are still low. The peak point in the pre-test was 75, there were only 3 students who scored 75. The lowest point was 30, the average point for the pre-test was 58.64.

Post-test

Post-test was carried out after students received treatment using Hello English in learning English vocabulary. The results of the post-test, the average points of students increased to 83.48. The peak post-test points were 100 where there were 3 students who achieved 100 points and the lowest post-test points were 55. The post-test points data showed that there was an increase in student points.

The average post-test is higher than the pre-test (83.48 > 58.64) which means that the students' vocabulary has increased. From these results indicate that there is a substantial impact of student points before and after receiving treatment. This data shows that there is a positive impact from using the Hello English application.

Based on the hypothesis test data, the researchers found that the paired sample test results were smaller than sig (0.000 < 0.05). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

The results of the study showed more positive than negative perceptions from students. It can be concluded that Hello English has an impact on students' vocabulary mastery at SMPN 3 Darma. This is because the Hello English application is an interesting medium that can be used in teaching English vocabulary for beginners. The use of Android-based educational games has an impact on students' vocabulary achievement and interest in learning English (Megawati & Sultani, 2016:666). In the treatment, students were enthusiastic because they only used the lecture method. So that the treatment carried out and can be said to be successful in teaching vocabulary. The use of the Hello English application in learning vocabulary is an alternative media to make students more enthusiastic, motivated and make students active in the teaching and learning process.

CONCLUSION

Based on research that has been conducted at SMP Negeri 3 Darma, especially in class VIII, it can be said that there are differences in the vocabulary scores of students who are taught using the Hello English application and those who are not taught. After the research was conducted, the researcher found that the data from the pre-test and post-test in the classroom were as follows:

The average post-test was higher than the pre-test ($83.48 > 58.64$) which means the students' vocabulary has been improved. This shows that there is a substantial impact on student scores before and after using the application. This data shows that there is a positive impact from using the Hello English application.

Researchers know the results of the paired sample test is less than sig ($0.000 < 0.05$). This means that there is a substantial impact on the vocabulary of students who are taught using Hello English, while the null hypothesis (H_0) which states that there is no substantial impact on the vocabulary of students who are taught using Hello English is rejected. The implication of this research is that the Hello English application is able to have a substantial impact on students' vocabulary mastery. Using a variety of interesting activities that in the application is able to increase students' English vocabulary. Students are more interested in learning English vocabulary using the Hello English application, this can be seen from their scores before and after teaching using Hello English in their classes. This means that teachers must be creative in creating activities for students, so that students do not get bored easily. Statistical data has also been mentioned in the previous chapter which can be seen if there are differences in the scores of the learning process in the classroom after and before using Hello English.

In conclusion, it can be interpreted that Hello English has an impact on students' vocabulary achievement, especially for the eighth grade at SMP Negeri 3 Darma.

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