

THE INFLUENCE OF THE HELLO ENGLISH APPLICATION TOWARDS STUDENTS' LEARNING ACHIEVEMENT IN VOCABULARY MASTERY

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ABSTRACT

The objective of this research was to determine the impact of the Hello English application on students' vocabulary acquisition. This study adopted a quasi-experimental design and quantitative research methodology. Data were obtained from 30 eighth-grade students, 15 of whom were in the experimental class and 15 of whom were in the control class. The instrument for data collection was vocabulary tests that were intended to determine if the Hello English program had an effect on students' vocabulary knowledge. The findings of the data analysis indicate that the experimental class's mean score on the pre-test was only 34 but climbed to 57.3 on the post-test. In contrast, the mean pre-test score for the control group was 43, whereas the post-test score was just 39.6. As a result, the class adopting Hello English as the treatment saw a considerable improvement.

Keywords: Hello English, Learning Achievement, Vocabulary Mastery

INTRODUCTION

We must have a strong vocabulary to articulate our thoughts and comprehend what others are saying (Alqahtani 2015). Therefore, vocabulary is the cornerstone for assisting the language acquisition of international students. On the other hand, students learning a foreign language confront some major challenges, one of which is the difficulty of growing their vocabulary (Zalmansyah 2013). In addition, there are still many educators who are unaware of the significance of vocabulary development for young language learners. Priyono in Ginting (2019) said that pupils' restricted vocabulary has been their greatest obstacle in the EFL environment while learning English. This issue may be related to how instructors and students see vocabulary teaching and learning and how vocabulary is taught and learned in ELT. In addition, pupils had difficulty comprehending the lecture and lacked enthusiasm to learn English owing to a lack of vocabulary competence. Southerland said that junior high school instructors must capture the interest of their pupils since adolescents at this age are quickly bored (Southerland 2011).

In addition, the online learning method led to declining student success. Learning achievement is the degree of a student's success in learning the subject matter in school, as measured by scores on topic-specific assessments (Tari 2021). In this moment and context,

mobile learning is essential for instruction. In addition, the pupils represent the Z generation. The Z generation was born after the advent of technology. This situation makes this generation's society technologically advanced, adaptable, more intelligent, and tolerant (Rastati 2018). As an alternative to teaching and learning English, several programs are available, notably for teaching vocabulary, such as Hallo English. It was launched in October 2014 by Culture Alley. It has 475 interactive lessons, games, live classes with a professional teacher, trending news and articles, role-play (conversation), tip of the day, word of the day, and a helpline (ask teachers). This app is available on iOS, Windows, the web, and Android. It makes it easy to use for everyone and everywhere.

Below, the writers highlight recent studies on the Hello English app. Maimanah (2020), in her research, stated that the Hello English app made it easier for students to memorize vocabulary. Besides, it helped students pronounce the vocabulary correctly and find new vocabulary creatively. The Hello English app positively impacted and motivated them to learn English. The result of the research was collected through interviews about the students' higher education perceptions. Another researcher, Fendiasari (2020), investigated the effectiveness of the Hello English app. Using a quasi-experimental design, she found that the average of the experimental class became higher after using the Hello English app. It means there is a significant difference between the application and conventional methods, and it is effective in teaching English in senior high school, particularly vocabulary. Ginting (2019) also described and supported the previous explanation that the Hello English app has significant effect on the students' vocabulary mastery.

Liana, Wahyudin, and Hanoum (2018), in their research, they used the Hello English app to improve student's learning achievement, especially in improving listening skills. Their experiment research found that using Hello English improved the students' learning from under 50% to 82.16%. This result shows that the Hello English app could increase students' learning achievement in learning English, particularly in listening skills. The research by Puspitaloka et al. (2017) aimed to improve young learners' vocabulary using the Hello English app. The research was implemented for four weeks using the Hello English app as an Android-based educational game. Besides, the research used experimental and controlled classes. The result showed that there was a significant difference between the experimental class and the control class after the intervention was implemented. It improved students' learning competence in learning vocabulary, and the game encourages active participation during classroom activities. Using an android based educational game was one of the fun ways to teach and learn English, and it stimulated students' creativity. Furthermore, the implementation of Hello English for Teachers discovered that this was a recommended method for improving their teaching ability.

The distinction between this research and the other research in this study was made using online learning due to the COVID-19 pandemic. This study can be an alternative way for teachers and students to learn English in a fun way. The other research was conducted before online schooling. Therefore, it has a different situation. The writers intended to do further research about using Hello English to improve students' learning achievement. Thus, based on the situation, this study investigated the influence of Hello English on students'

online learning during the COVID-19 pandemic. This study aimed to determine the influence of Hello English on students' learning achievement.

METHODS

Design

This quantitative study used a quasi-experimental method to get reliable data and compared the results to show the cause-and-effect relationship between the variables. The researcher involved two groups in this research. They are the class that did the experiment and the class that did not. Before giving either group treatment, the researcher gave each of them a pre-test. The Hello English app was then given to the experimental class to help them learn English and vocabulary. On the other hand, the Hello English program was not used in the control group. After the treatment, there was a test to see if the Hello English app had any effect.

Population and Sample

The population in this study was eighth graders. Moreover, the sample was obtained through cluster random sampling. The sample was split between two distinct groups. These are the experimental and control groups. Fifteen pupils in the experimental class received therapy by learning English using Hello English. However, the control class, which served as the experimental class's comparison group, did not give any treatment. There were 25 pupils in this class who were not given any therapy.

Research Instruments

A research instrument is necessary for the study. It is needed to obtain and collect relevant information for the research (Wilkinson and Birmingham 2003). It helped the writers do the research and get the data needed to find the result of the study. To collect the data for this study, the writers need tools to collect them. It is referred to as an instrument. The research instrument used in this study was a test. The researcher did the test twice. The first test was called the pre-test. The test intended to see the students' English level before the writers applied the treatment.

On the other hand, the control group does not receive any treatment; they are subjected to all of the tests. The second test is called the "post-test" or "final test." This test aimed to see the value after the treatment was applied. The pre-test and the post-test all contain 20 numbers of multiple-choice and 5 points for each correct answer. The students get a score of 100 if they get the correct answer for all the questions.

Furthermore, the instrument used by the author has been validated to determine whether or not the test is valid. According to Ghozali in Armin (2020), the value of the r count is compared to the value of the r table to calculate the validity test. If $r \text{ count} > r$, a table with the significance level is displayed, and the value is less than 05, the statement in the test is invalid. Besides the validation, the test was also analyzed for reliability. A reliability test is a way to determine how reliable a test is to predict a variable or concept. A test is said to be reliable if the same person always gives the same answer to the same question. After they did a validity test, the writers did a reliability test on Microsoft Excel.

Data Collection

In collecting data, the writers used pre-test and post-test. The test was multiple-choice and consisted of 20 questions. The questions were selected from questions or materials in the Hello English application. Each question has five points for the correct answer. Therefore, if the students get 20 correct answers, they get 100. The pre-test and post-test questions were different yet still had the same level and composition. This technique was intended to get more valid data. In the pre-test, the test was given to both classes. The test aimed to analyze the students' English levels. Besides, it was used as a data comparison for the post-test score. After giving the pre-test, the next procedure was to continue treating the experimental class. The treatment was conducted over eight meetings. In addition, students in the experimental class learned English through the Hello English application online twice weekly. Every time the students used the Hello English application, they completed two missions from the app (for each meeting). For the next meeting, the students continued with the next mission from the Hello English application. In the post-test, both classes took a test. The questions for the post-test are different from the pre-test questions, but they still have the same context and level as the previous pre-test's questions. This post-test aimed to see whether there was a difference between the two classes and whether there was a substantial improvement in the student's learning achievement.

Data Analysis

Data analysis was a step the researcher took after collecting data to answer the problem statement and verify the hypothesis by calculating data groupings from the respondents and variables. Present the data based on the variable from all the responses (Sugiyono 2011). Besides, the technique of data analysis in this study used SPSS 22. The data was collected and then analyzed with the normality test using a paired T-test, which is the dissimilarity of two groups with a normal distribution. The researcher used Shapiro-Wilk as the formula for the normality test by using the SPSS 22 application due to the small sample size (below 50 samples). A homogeneity test was also used to look at the data. As the assumption from the independent T-test shows, there must be a homogeneity test. This homogeneity test aims to find out if all of the different data types in a population have the same variation. Even though the test result for homogeneity is not uniform, the independent test can still be done. A paired T-test is also needed to make a research decision. After the normality and homogeneity tests are done, it can be seen whether there is a significant change in the paired sample. The pre-test and post-test from each class were used to test the data. If the significant level is less than .05, then the Hello English app's use affects how well the students learn. If the significant level is more than .05, using Hello English doesn't change how well students learn. The hypothesis test was the last part of the analysis. The goal was to find out if the information strongly supported the hypothesis about the characteristics of the population.

RESULTS

Findings

After completing the investigation, the writers uncovered two categories of data. There were both experimental class (VIII-C) and control class (VIII-C) data (VIII-B). The pre-test and post-test of the examination yielded quantifiable results. During the first meeting, the pre-test was administered before the therapy. In contrast, the post-test was administered at the last meeting after the therapy. The outcome of the pre-test was as follows:

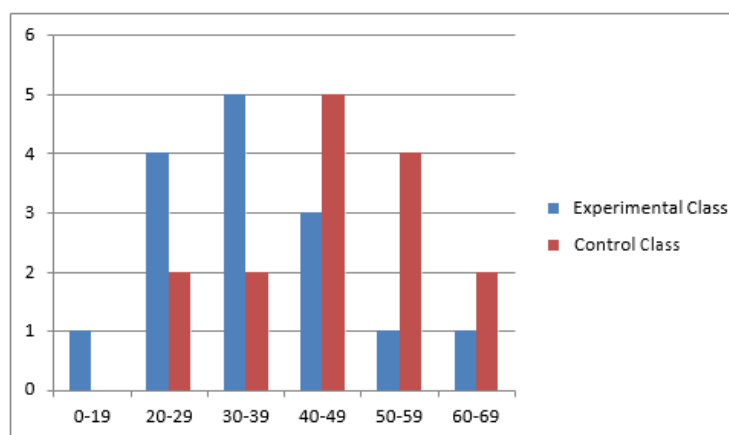


Figure 1: Experimental and controlled class Pre-test score

The above graph shows how the two classes did on their pre-tests. In the experimental class, one student's grade ranged from 0 to 19 points. Four students in the experimental group and two students in the control group got between 20 and 29 points. Five students in the experimental group and two students in the control group got a score between 30 and 39. Three students in the experimental group and five students in the control group got grades between 40 and 49. In the experimental group, only one student had a score between 50 and 59. This was not the case in the control group. Two students in the control group and one student in the experimental group got scores between 60 and 69. The results of both courses were almost the same, which shows that their vocabulary levels are similar. On the other hand, here's what happened in the post-test:

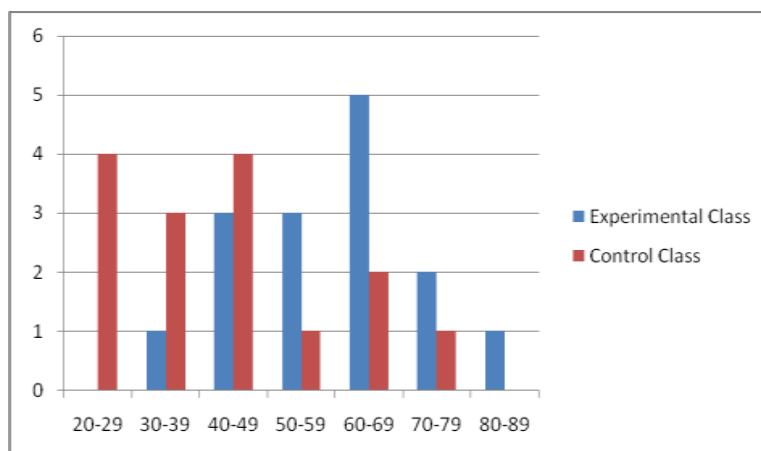


Figure 2. Experimental & controlled class Post-test

Based on the post-test results, the above graph shows how the values of the two groups compare. The numbers showed that the four students in the control group with the worst scores were all in the control group (20-29). In the meantime, there was no one in the experimental class. Then, in the experimental class, there was a student with a score between 30 and 39. On the other hand, the control group had only three people. Four students in the experimental class got between 40 and 49 points. Three people did it in the control class. Also, more people with scores between 50 and 59 were in the experimental class. Five students in the experimental class and two people in the control class got scores between 60 and 69. Two students in the experimental class and one student in the control class got 70-79. The highest score on the test was between 80 and 89. Students with this score are in the experimental class, which has only one student, while the control class has no one with this score.

After describing the data findings from the tests, this study also spelled out the findings of the analysis of the collected data. The writers analyzed the data in three ways in this study. First, using normality and homogeneity tests on the preliminary data. Second, calculating the hypothesis test results. Finally, the research concluded by counting the statistical hypotheses. First, in the normality test, the data was analyzed using Saphiro-Wilk. The result of the test is as follows:

Table 1: Experimental and controlled class pre-test Normality test

	Statistic	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
		D	Sig.	Statistic	Sig.
Experimental	.134	.15	.200 [*]	.959	.669
Controlled	.163	.15	.200 [*]	.963	.736

The data for both groups were regularly distributed, as seen in the table above. The significance value of the normality test for the experimental class's pre-test was 0.669. As shown in the table above, the data for both groups followed a normal distribution. The significance level of the pre-test normality test for the experimental class is 0.669%. This result is much more than the value of 0.05. Similarly, the control group was normally distributed, with sig. value .736. Consequently, it is feasible to infer that both groups' pre-test data were regularly distributed. However, the post-test result was as follows:

Table 2: Experimental and controlled class post-test Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	D	Sig.	Statistic	df	Sig.
Experimental	.104	.15	.200 [*]	.941	15	.401
Controlled	.151	.15	.200 [*]	.954	15	.594

The post-test significance value for both groups was more than 0.05. The experimental class significance value was .401, while the significance value for the control class was 0.594. Both of these figures are significantly more than 0.05. The post-test results of both groups may be inferred to be regularly distributed.

The second analysis was the homogeneity test. This test was performed as a requirement for the independent sample t-test analysis. If the acquired sig. Value > .05, the group is considered homogeneous. If the obtained significance value < 0.05, the group is said to be heterogeneous (Digdowiseiso 2017). The following is a description of the data in this study:

Table 3: Experimental and controlled class pre-test Homogeneity test

Pre-Test			
Levene Statistic	df1	df2	Sig.
.003	1	28	.958

The significance value in the pre-test data on the homogeneity test showed a value above .05, it is .958. This result shows that the data has the same variance and is homogeneous.

Table 4: Experimental and controlled class post-test Homogeneity test

Post Test			
Levene Statistic	df1	df2	Sig.
.532	1	28	.472

The significance value in the post-test data on the homogeneity test was .472, which was more than .05. This demonstrates that the data was homogenous and had the same variance. Furthermore, due to the research data being normally distributed and homogeneous, the independent sample t-test was applied. This test compares the averages of two unrelated groups (two independent samples) so that it may be determined if the samples have the same average or not. In analyzing this data, the writers used the post-test scores of both classes. The significance value of the t-test was .05. Besides, the analysis of independent test results was as follows:

Table 5: The T-test results based on the post-test score of the experimental and controlled class

		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
Post-test	Equal variances assumed	532	.472	.386	8	.002	7.66667	.21749	.97912	8.35421
	Equal variances not assumed			.386	6.947	.002	7.66667	.21749	.96027	8.37306

The previous table of group data demonstrated the distinction between the two groups. The experimental group had an average post-test score of 57.33, whereas the control group received an average score of 39.67. The experimental class's average post-test score was higher than the control class's average score. Besides making the decision, the hypothesis in this study was based on the results of an independent sample t-test: if the value of sig. (2-tailed) less than 0.5 demonstrated a substantial difference between the learning outcomes of both classes. If sig. (2-tailed) was larger than 0.5, no substantial difference between the two groups occurred. The result indicated that the value of sig. (2-tailed) was .002, which was less than 0.05, indicating a significant difference in learning success between the two courses.

Discussion

The study was done on 15 students in the experimental class and 15 students in the control class, and the analysis revealed that Hello English affected students' learning achievement in vocabulary mastery. The data was presented after the writers examined a normality test on the pre-test and post-test of the experimental and control classes. The SPSS normality test revealed that both classes' pre-test and post-test data were normally distributed. The significance value of the pre-test normality test from the experimental class was 0.669. The control group was also normally distributed, with a .736 significance value. This outcome is much more than the .05. Both classes' data was regularly distributed.

Thus, the writers also carried out homogeneity tests to ensure that the population used was homogeneous. Pre-test data on the homogeneity test showed a value above .05; it is .958. The post-test data on the homogeneity test was .472. From the analysis, it was found that the population used in this study was homogeneous. Following the normality and homogeneity tests, the writers used a t-test to see if there was a significant difference in the learning results of the two classes. The t-test analysis (a test of independent samples) revealed a significant difference in learning outcomes. It was since the sig. (2-tailed) was less than .05. Furthermore, it is clear from the post-test results that this increased significantly in the experimental class after the treatment was delivered. The experimental class's mean score on the pre-test was 34, but it climbed to 57.3 on the post-test. The control group's mean pre-test score was 43, while their post-test score was just 39.6. This finding suggests that the class that used Hello English as the treatment improved significantly.

The Hello English app improved student learning outcomes. Students look very enthusiastic every time they learn through the Hello English application. The research was conducted for eight meetings, and the students never complained about boredom. They enjoy every mission on the app because they get coins for every correct answer. Each coin they collect increases their cumulative score, and the Hello English application automatically sorts their scores in the ranking. This activity encourages students' learning motivation. So, they want to continue practicing through the Hello English app. Additionally, they may practice vocabulary in the app's games area.

Maimanah (2020) discovered in her research that the Hello English application made it simple for students to recall vocabulary. Furthermore, it facilitated students in accurately pronouncing the words. It helped students creatively invent new words. Finally, it motivated students to learn English. In other research, Fendiasari discovered a substantial difference between utilizing the Hello English app and the common method. In other words, utilizing the Hello English app to teach vocabulary was beneficial.

Puspitaloka et al. (2017) used the Hello English application as an educational game on Android. After viewing the control and experimental classes after the intervention, it was found that there was a substantial difference between them. It improved students' learning competency in acquiring language, and the game motivated students to participate actively in classroom activities. One of the most enjoyable ways to teach and learn English is to use an Android-based instructional game. It also encourages students' ingenuity, and the teachers discovered that this is a suggested method for improving their teaching skills.

Teaching English is also very suitable for these students because the learning is smartphone-based, and they are the Z generation. They were born and grew up with and love technology, so they can use this app easily. Referring to the findings and the data analysis, Hello English influenced students' learning achievement, particularly vocabulary. It can be seen from the value of the experimental class, which increased significantly after this method was applied, while the value of the controlled class did not increase significantly.

CONCLUSION

After researching and analyzing the data, it was feasible to conclude that Hello English impacted students' vocabulary mastery. As evidence, the experimental group's post-test scores increased after the treatment was given. The mean score in the experimental pre-test class is only 34; nevertheless, it rises to 57.3 on the post-test. The control group's mean pre-test score was 43, and their post-test score was just 39.6. If the result of the independent sample t-test sig. (2-tailed) less than .05, then there was a substantial difference between the classes. As a result, sig (two-tailed) proved .002 and was less than .05. This presented that H_a was accepted.

Refers to the above conclusion, this study is hoped to be useful and persuade readers to use attractive media to learn English. One of the media is the Hello English application. Furthermore, it is hoped that the teacher will be able to use an enjoyable method or tool in teaching English, particularly in online learning. The writers also hoped this study would serve as a resource for future researchers interested in this topic.

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