

**THE EFFECTIVENESS OF THE 'HELLO ENGLISH' APPLICATION IN
IMPROVING STUDENTS' ENGLISH VOCABULARY AT SMP NEGERI 1
GALESONG UTARA**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Education Department*

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| 3/7/25 | I - V | Abstract - problem - population - pretest (Verb, noun, ad) | |
| 5/7/25 | IV | pre test, post test Documentation | |
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MOTTO AND DEDICATION

Motto

Education is bitter but the fruit is sweet.

(Pendidikan itu pahit tapi buahnya manis)



Dedication

I dedicate this thesis to:

My family, who has always been home, especially my beloved parents and my siblings. You are the reason behind this achievement. Thank you immensely for every sacrifice and your trust

ABSTRACT

Ananda Tenri Tappa. 2025. The Effectiveness of the ‘Hello English’ Application in Improving Students’ English Vocabulary at SMP Negeri 1 Galesong Utara. A thesis, Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. *Supervised by Saiful and Uyunnasirah Hambali.*

Since many applications have been developed to support English language learning, mobile-assisted vocabulary learning has become increasingly relevant and beneficial, particularly for junior high school students who need interactive tools to enhance their vocabulary mastery. Digital applications offer engaging and flexible learning experiences that can complement traditional classroom instruction and increase students’ motivation. However, limited application use by teachers in Indonesian public schools has reduced the potential impact of such tools, especially for learning specific word classes such as nouns, verbs, and adjectives. This condition highlights a gap that the researcher intended to address through the implementation of the ‘Hello English’ application. The objective of this research was to determine the effectiveness of the ‘Hello English’ application in improving students’ English vocabulary. The researcher employed a pre-experimental method using a one-group pre-test and post-test design. The population consisted of 106 seventh-grade students, with a purposive sample of 20 students. Data were collected through multiple-choice vocabulary tests administered before and after the treatment. The research findings showed a significant improvement in students’ vocabulary scores, with the mean score increasing from 49 in the pre-test to 90.5 in the post-test. A paired samples t-test indicated the difference was statistically significant ($p = 0.000$). These results suggest that the ‘Hello English’ application is an effective tool for vocabulary learning. It provides an interactive, structured, and student-centered approach that improves word retention, correct usage, and builds learner confidence.

Keywords: Vocabulary, Hello English Application, Pre-Experimental Research

ABSTRAK

Ananda Tenri Tappa, 2025. The Effectiveness of the 'Hello English' Application in Improving Students' English Vocabulary at SMP Negeri 1 Galesong Utara. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. *Dibimbing oleh Saiful dan Uyunnasirah Hambali.*

Seiring dengan berkembangnya berbagai aplikasi untuk mendukung pembelajaran bahasa Inggris, pembelajaran kosakata berbasis teknologi seluler menjadi semakin relevan dan bermanfaat, khususnya bagi siswa SMP yang membutuhkan media interaktif untuk meningkatkan penguasaan kosakata mereka. Aplikasi digital memberikan pengalaman belajar yang menarik dan fleksibel, serta dapat melengkapi pembelajaran di kelas dan meningkatkan motivasi siswa. Namun, penggunaan aplikasi oleh guru di sekolah negeri di Indonesia masih terbatas, sehingga potensi media digital ini belum dimanfaatkan secara optimal, terutama dalam pembelajaran kelas kata tertentu seperti nomina, verba, dan adjektiva. Kondisi ini menjadi dasar bagi peneliti untuk mengisi kesenjangan tersebut melalui penerapan aplikasi 'Hello English'. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas aplikasi 'Hello English' dalam meningkatkan penguasaan kosakata bahasa Inggris siswa. Peneliti menggunakan metode pra-eksperimen dengan desain satu kelompok pre-test dan post-test. Populasi berjumlah 106 siswa kelas VII, dengan sampel purposif sebanyak 20 siswa. Data dikumpulkan melalui tes pilihan ganda sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan peningkatan yang signifikan pada nilai kosakata siswa, dengan rata-rata skor pre-test sebesar 49 meningkat menjadi 90,5 pada post-test. Uji t menunjukkan perbedaan yang signifikan secara statistik ($p = 0.000$). Hasil ini menunjukkan bahwa aplikasi 'Hello English' efektif digunakan dalam pembelajaran kosakata. Aplikasi ini menawarkan pendekatan interaktif, terstruktur, dan berpusat pada siswa yang membantu meningkatkan pemahaman, penggunaan kata, serta kepercayaan diri siswa dalam berbahasa Inggris.

Kata Kunci: Kosakata, Aplikasi Hello English, Penelitian Pra-Eksperimental

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The successful journey of undertaking this research and meticulously preparing this thesis was significantly enriched by the unwavering support, insightful guidance, and constant encouragement from numerous individuals. It is with the deepest sincerity and heartfelt gratitude that the researcher wishes to acknowledge and express sincere thanks to:

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The researcher sincerely hopes that this thesis will be beneficial to readers and future researchers. Acknowledging that this work is far from perfect, the researcher warmly welcomes constructive suggestions and feedback for its improvement.

Makassar, June 2025

Ananda Tenri Tappa

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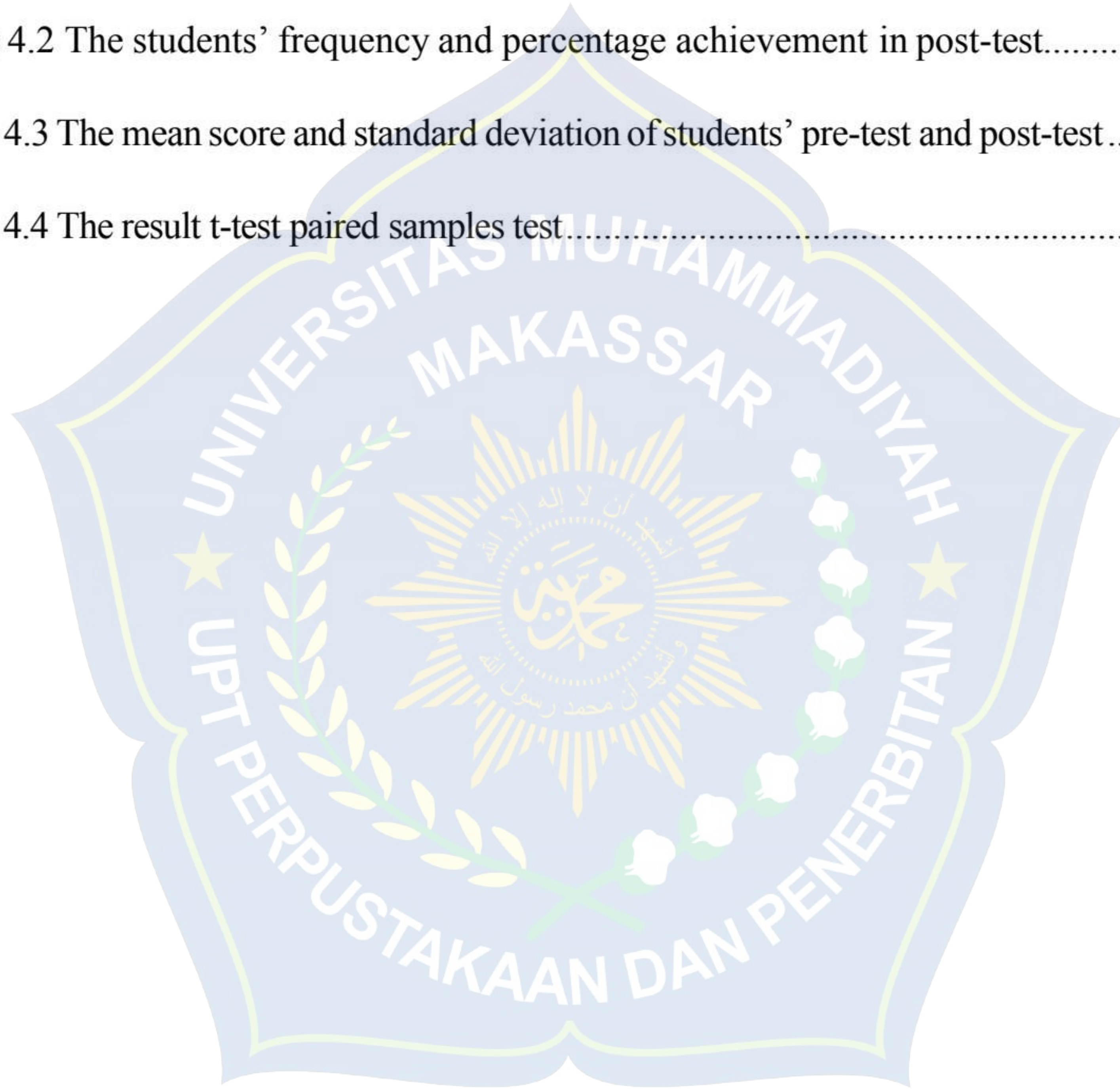
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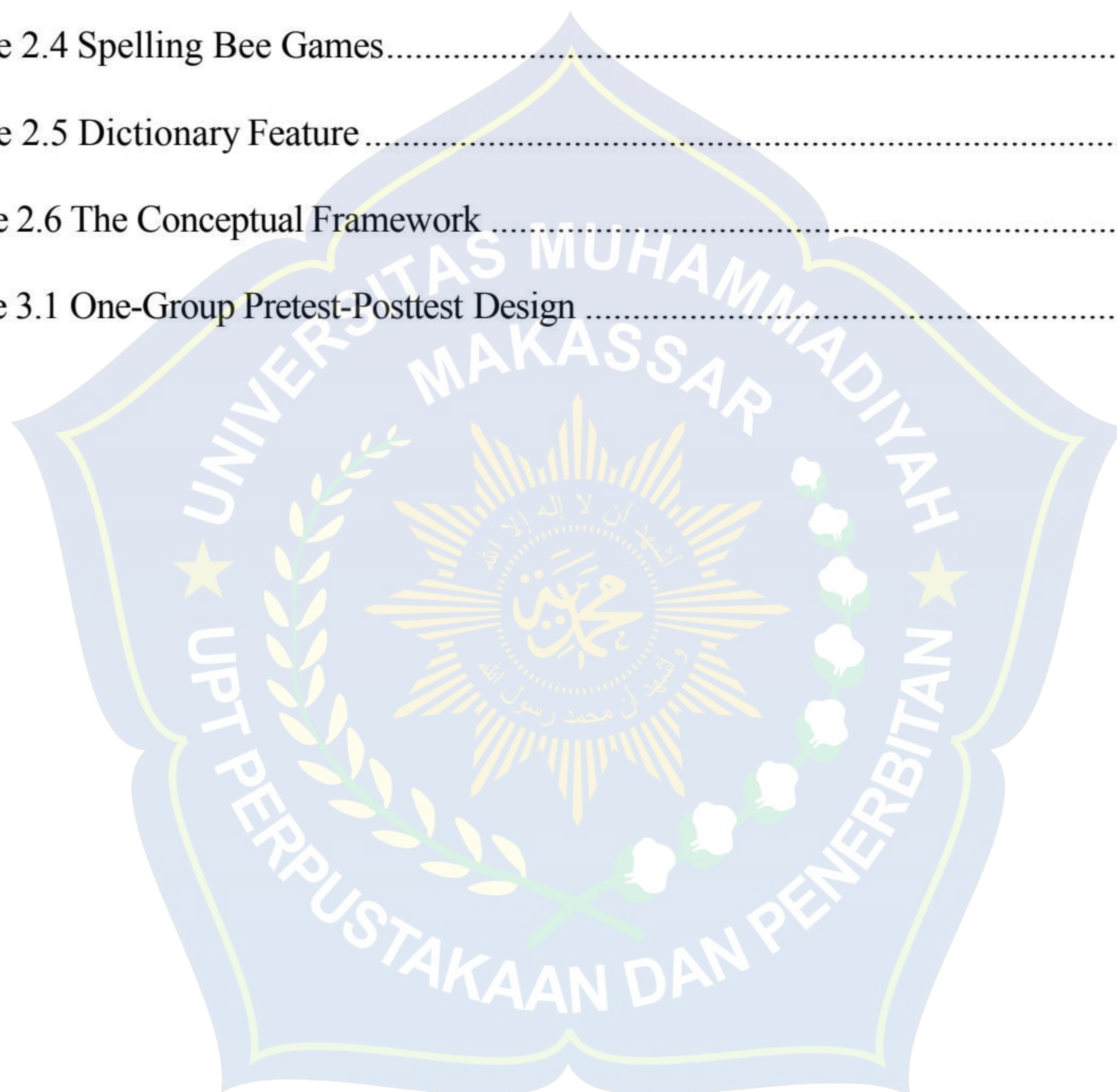
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CHAPTER I

INTRODUCTION

A. Background of the Research

English was expected to be taught in class as an international language. As the world became smaller and more interconnected, English was one of the languages that people needed to learn immediately. Encouraging children to learn English from an early age was necessary so that the language was easier to understand. It was also important to consider innovative teaching strategies because, in that digital era, people including children would rather look at a phone screen, interact with social media, or play online games than read a book. To attract their attention and help them concentrate more on the lesson, especially the part about memorizing vocabulary, we as teachers had to be able to attract their attention. Memorizing vocabulary could be used as a tool to make it easier for students to speak English.

English language proficiency played a crucial role in an increasingly interconnected world, where effective communication transcended borders and fostered collaboration across diverse cultures. As such, the demand for comprehensive and accessible tools to enhance English language skills had surged in recent years. In response to this growing need, Hello English emerged as a cutting-edge language learning application that harnessed the power of technology to provide an immersive and personalized learning experience (Afrizal, et al, 2022).

Developed by language experts and technologists, Hello English incorporated state-of-the-art pedagogical methods, adaptive learning algorithms, and engaging content to facilitate vocabulary expansion. Its user-friendly interface, gamified approach, and interactive features had garnered widespread acclaim and attracted a vast user base spanning students, professionals, and language enthusiasts worldwide (Ginting and Fithriani, 2021).

The core premise of Hello English lay in its ability to cater to learners of varying proficiency levels. Beginners could embark on a guided learning journey, where they acquired foundational vocabulary and grammar skills through interactive lessons, quizzes, and real-life scenario simulations. Intermediate and advanced learners, on the other hand, benefited from a wide range of engaging activities, such as vocabulary challenges, contextual exercises, and authentic reading materials sourced from reputable English language resources. Furthermore, the application harnessed the power of artificial intelligence (AI) to deliver personalized learning paths tailored to each learner's specific needs and goals. By analyzing learner performance, strengths, and weaknesses, Hello English adapted its content and exercises to address individual areas of improvement, ensuring a targeted and efficient learning experience.

The effectiveness of the Hello English application in improving English vocabulary has been substantiated by rigorous research studies and user testimonials. Multiple investigations have highlighted the significant vocabulary gains achieved by learners who consistently engage with the

application's diverse features. Furthermore, anecdotal evidence suggests that Hello English not only fosters lexical growth but also enhances learners' overall language proficiency, including their listening, speaking, reading, and writing skills (Palangngan, 2022).

In conclusion, with its cutting-edge features, personalized approach, and solid research backing, Hello English had emerged as a powerful tool for enhancing English vocabulary proficiency. Through this research, we aimed to comprehensively assess the application's impact on vocabulary development, shedding light on its efficacy and potential to revolutionize language learning in the digital age. By analyzing user data, conducting surveys, and employing statistical analyses, we aimed to provide invaluable insights into the effectiveness of Hello English and contribute to the ongoing discourse on innovative language learning methodologies.

Vocabulary played a crucial role in language learning as it enabled students to effectively communicate their thoughts and ideas. However, many students at SMP Negeri 1 Galesong Utara struggled with expanding their vocabulary and using appropriate words in their spoken and written English.

One reason for this problem was the limited exposure to English outside the classroom. Students often lacked opportunities to engage with the language beyond their textbooks, which restricted their vocabulary development. Without regular practice and exposure, it became difficult for them to remember and use new words in different contexts. Based on the information I got from the teacher, there were still many students who lacked vocabulary, so it was difficult for these students to speak English.

Another factor contributing to the vocabulary problem was the absence of a systematic approach to vocabulary acquisition. While students were taught vocabulary in their English lessons, it was often limited to memorizing words and their meanings without sufficient emphasis on usage and application. As a result, students might struggle to incorporate new words into their speaking and writing, leading to repetitive and less expressive language.

Furthermore, the lack of a wide range of reading materials in English also hindered vocabulary growth. Access to authentic and engaging English texts, such as storybooks, magazines, and newspapers, was limited for many students at SMP Negeri 1 Galesong Utara. Reading extensively in English exposed learners to various words, phrases, and expressions, helping them expand their vocabulary naturally. However, without adequate reading resources, students missed out on opportunities to encounter and internalize new words.

This research aimed to address these issues by investigating the potential of the Hello English application as a supplementary tool for vocabulary acquisition at SMP Negeri 1 Galesong Utara. It sought to determine whether the application could effectively improve students' vocabulary size and usage, ultimately contributing to their overall English language proficiency. The findings of this study were expected to provide valuable insights for English language teachers, and students, highlighting the benefits of integrating digital learning tools into traditional classroom settings.

B. Problem Statement

The problem in this research was formulated in a research question as follows: “Did the 'Hello English' application improve the students' English vocabulary?”

C. Research Objective

In relation to the problem statement above, the objective of the research was: “To find out whether or not Hello English improved the students' English vocabulary.”

D. Significant of The Research

The researcher expected that this research would be useful for the readers, especially for the following aspects:

1. Teacher

English teachers were expected to have information about the Hello English application as a technique that could be used in the classroom and could have a positive effect on their students.

2. Student

After students were taught to use Hello English, they were not bored in learning English, especially by using the Hello English application.

3. Other Researchers

By doing this research, it would support other researchers who needed to do research and also have a positive effect on the quality of research on increasing student vocabulary using the Hello English application.

E. Scope of the Research

The scope of this research was to analyze the implementation of Hello English and its effect on the students' vocabulary improvement at SMP Negeri 1 Galesong Utara. This research specifically focused on vocabulary in Noun, Adjective, and Verb.

