THE IMPLEMENTATION OF HELLO ENGLISH IN TEACHING VOCABULARY AT INDONESIAN JUNIOR HIGH SCHOOL

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ABSTRACT

This research aims to find out (1) the way of Hello English implementing in teaching vocabulary, (2) the teacher's perception about Hello English in teaching vocabulary and (3) the impact of Hello English toward students' vocabulary achievement. This research applied qualitative method. The participants of this research were one English teacher and one class with amount 30 students of second grade of Junior High School 1 Bajeng. The data of this research were collected by observation, interview and questionnaire. The obtained data were analyzed in four major phases namely data collection, data reduction, data display and drawing conclusion. The result of this research revealed that (1) the implementation of Hello English in class 2B Junior High School 1 Bajeng was held active and smooth and could build the interaction between teacher and students, quite effective during the learning implementation and the students would not have trouble although they did not have internet quota because they still could use the application, teacher combined between material from text book and Hello English lesson; (2) teacher perceived that apply Hello English as her new teaching method was her correct choosing because it could help students more interest in learning English and it made teacher easier to serve the material to students ; and (3) the impact of Hello English for students were make students easier to access English lesson, helping students to find out unknown vocabulary and make them easier to use vocabulary into a sentence.
Keywords: Hello English, vocabulary, teaching and learning implementation

INTRODUCTION

Vocabulary was one crucial element in learning English as a foreign. Wilkins in Panese (2017) said that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. It shows that vocabulary gives a big contribution to the students to perform their language skill better. McCarthy & O'Dell (2008) stated a very important aspect of learning vocabulary is to organize the words and expressions. It will help students to remember about vocabulary better. People who know how important to learn English and how important English for their future will understand how important vocabulary itself.

One of the aims of teaching English was to enhance students to be able to understand English words which they might find in their environment. In fact, students often found problems in learning the words. So it needed more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers were hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. Increasing the students' ability especially in vocabulary achievement, the teachers had to think how to make students easier to achieve their proficiency in English. One way to make students enjoyable to master their vocabulary is apply vocabulary with easily and interesting to be learned.

Recently, students' most interest thing was their smartphone. That was why the researcher looks for an interest application for studying English, especially in vocabulary. According to Hidayati (2019) through the application, the students can be easier to learn and achieve their mastery vocabulary. They could learn English from their smartphone and more often to practice although they are not in school. Though the application from smartphone, students also could be easy to access the application and learn English eventhough without their teacher. Then, more often the students using the application, more easier for them to apply English vocabulary in their daily life.

As an adding, Yuliawati (2018) stated that in this Smartphone era where everything is using mobile, there were already found many mobile language learning which might be users motivated to learn English wherever and whenever independently. The students did not have to only in the class and depend on their teachers, but they also could learn English with theirselves in their home.

One of the English smartphone application was Hello English. Maylan (2018) said that Hello English is an education application in smartphone which could help users in understand English. Hello English has donwloaded more that 10 million users and became the best google application in 2016. The researcher formulated three research problems as follows:
1. How was the Hello English application implemented in teaching vocabulary at Indonesian Junior High School?
2. How did the teacher perceive about the Hello English application in teaching vocabulary at Indonesian Junior High School?
3. How did the Hello English application impact on the students' vocabulary achievement at Indonesian Junior High School?

REVIEW OF RELATED LITERATURE

Some researchers had reported their researches related to vocabulary mastery and the using of application. These were their findings that include the similarities and differences with the current research.

Hidayati (2019) her research with the title "*Students' Motivation to Learn English Using mobile Applications: The Case of Duolingo and Hello English*" did research about using 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.

Ranta (2019) under the title "*The Impact of Technology Hello English Application in EFL Classroom*". 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.

Yuanita (2019) with the title "*The Implementation of Hello English application as English Learning Media to Teach Speaking Skill in Tourism Major at the Tenth Grade Students at SMK Negeri 1 Karanganyar*". 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.

All the studies that had been mentioned before were related to the researcher's study because those researchers explained the influence in using Hello English application. They thought that using mobile application is recent method with deals as favorite learning media.

However, There was a difference between the studies above and the study that researcher has conducted. It was the researchers before apply Hello English in the learning process by themselves and focus on difference proficiency while the researcher in this study conducted the research by observed teacher who has used Hello English continued as the learning media and focused on the Vocabulary achievement.

METHOD AND DATA COLLECTION
Research Design

The research method could be interpreted as a way or procedure that must be taken to answer the research problem. In this study, the researcher conducted the research by using qualitative research. According to Creswell (2011) qualitative

research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher will conduct this research through a case study to achieve the aims of this research.

Yin in Zainal (2007) defined a case study research method as an empirical inquiry that invertigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

Place and Time of Research

The researcher conducted the rerseach in the Junior High School 1 Bajeng. It is located in Gowa Regency. The school is one of the famous school in Gowa Regency. The research conducted for less than 2 months which is started from February 8th 2020 until March 16th 2020.

Source of Research

There were 2 kinds of sources in this research. First was the teacher, and second were the students. The participants of this research were English teacher and students in Junior High School 1 Bajeng. The researcher chose one class to be observed. The class was 2.B with the amount of students as 30 students. The class was studying English twice a week on every Monday and Saturday.

Instruments of Research

In collecting data, the researcher used three kinds of instruments. Each of the instruments that used to collect the data was described on table below:

1. Observation

The researcher attended the English class where the teacher was teaching by using Hello English application. The researcher sat behind the students to watch the students' activity while the teacher explained the material. To support the data observation, the researcher recorded all of the activity of the learning process. Surely, she did that after get the permission of teachers and the students.

2. Interview

Interview purposed to get the data information detail by the participants. The researcher interviewed the teachers by using unstructured interview. There were five questions which have prepared by the researcher but it improved based on the teacher's answer.

3. Questionnaire

The questionnaire used for this study was consisted of 20 items.about students' interest and their opinion of Hello English commonly as their media in learning English and their progress in vocabulary ability. To find out the students' opinion, the answer scale consists of strongly agree, agree, are undecided, disagree and strongly disagree. However, the researcher omitted the undecided option in order to avoid misunderstanding because it did not contribute any responses.

The data were analyzed using interactive model of data analysis. The data recordings and field note were transcribed into text, then analyzed in the form of extract, then the last steps the extract data was drawing/verifying to be concluded by the researcher which concluded the result of the data analysis.

FINDINGS

The findings showed the result of data analysis, as follows:

1. **The Implementation of Hello English Application**

The teacher was implementing Hello English after explained the material from text book. She explained chapter from text book and adjusted the material from Hello English as the contextual conversation to make students easier. Implementation of Hello English helped teacher easier to prepare the material and get students' attention. The learning activity being more fun because students not only use text book as their media. The learning activity was arranged well and the students seemed active in response the teacher. By using Hello English, the teacher did not have to be worried about the example conversation because it was provided from Hello English. The teacher only had to be creative to relate the text book material to all the lesson from Hello English.

Fortunately, Hello English application did not need internet network to be operated. From the observations, the researcher found that using Hello English application while learning implementation make students more active to response the teacher and they seemed more enjoyable in learning activity.

2. **The Teacher's Perception about the Hello English Application**

From the interview session, the researcher found that in teaching English, teacher was difficult because students did not have a basic knowledge of English at all because they have not studied English in elementary school. It made students thinking that English is hard and became less interest to English lesson.

The teacher's reason of using Hello English

The teacher wanted to growth students interesting by changing her teaching method to smarphone based learning because students became addicted to smartphone.

> *"...Saya liat anak-anak sekarang dunia nya sudah ada di hp nya, jadi saya pikir siswa akan lebih senang belajar bahasa Inggris kalau pake aplikasi dari hp. Saya coba combine pembelajaran dengan penggunaan aplikasi Hello English"*
>
> "… Smartphone became children's world, so I though students will be more interest to study English if they use application from smartphone. I tried to combine teaching with using Hello English application"
>
> (Extract 1, interview question 1)

Because of that, teacher choose Hello English which recommend by her brother as the famous learning English application. Hello English was appropriate with students because it contained material for the beginner level.

The benefits of Hello English implementation

From interview, the researcher found that using Hello English in the class gave some benefits for teacher. First, using Hello English application made teacher easier to teach because students more active and interest in learning process than the earlier students before teacher did not use Hello English application in learning process.

> *"...siswa keliatannya lebih aktif dan lebih tertarik mengikuti proses pembelajaran dibanding tahun lalu sebelum saya gunakan metode pembelajaran ini."*
> "... students are more active and interest to follow learning process than last year before I used this method."
> (Extract 2, interview number 4)

Second, the interaction between teacher and students were often related because students like to response teacher questions or intstruction. Third, operating Hello English did not need internet network. It was easier teacher to ask students apply Hello English without have to complain about their quota. If teacher used application which need internet network, it would be difficult because the school network only could access in teachers room. Last, using Hello English was help teacher easier in teaching vocabulary because Hello English conversation contained contextual conversation and teacher could make list of the unknown vocabulary from the conversation.

> *"...selalu ada contoh-contoh percakapan, dan kalimat yang dipakai juga kontekstual, jadi ketika siswa kenal kosakata baru, mereka akan lebih mudah ingat kosakata itu ketika ada contoh kegiatan sehari-harinya."*
> "... there are always the examples, and it is contextual conversation, so when students know a new vocabulary, they will be easier to remember the word when it is daily activity"
> (Extract 3, interview number 5)

The obstacle in Hello English implementation

The teacher said that the obstacle to apply Hello English in classroom was the school rules. The school did not permit students to bring phone to school. So the teacher asked permission to the head master and conselling teacher to allow her to allow her students to bring phone only in English schedule. Another obstacle was because not all students could bring phone. But this obstacle could handle by pairing students strategy.

The effect of Hello English to students

According to teacher, Hello English gave some positive effect to students. First, students were have less assignment because teacher change it to practice conversation or do task from Hello English. Second, Hello English conversation consisted of contextual conversation in daily activity. It would be easier for students to apply the conversation as often as they were in actual events.

"..kemampuan kosakatanya meningkat significant dibandingkan saat awal tahun ajaran."

".. their vocabulary proficiency increase significantly than in the beginning of the year."

(Extract 4, interview number 9)

Last, students were easier to find out the meaning of unknown word by dictionary feature from Hello English so their vocabulary collection were increase significant.

3. The Impact of Hello English application towards the Students' vocabulary achievement.

To find the information about the impact of Hello English application towards the students' vocabulary achievement, the researcher gave questionnaire that consists of 20 statements to all of the students in the class. The researcher found the the impact of Hello English was effective to be used for students' vocabulary.

Students interest and enthusiasm

The researcher found that by using smartphone as media, students though learning English was more fun. It induced students to be more interest and enthusiasm to follow the learning activity.

Smartphone is needed in studying

Statement	Frequency	Percentage	Average
Strongly Agree	21	70%	2,8
Agree	9	30%	0,9
Disagree	-	-	-
Strongly Disagree	-	-	-
Total	30	100%	3,7

It showed that almost all the students have a smartphone and use it mostly in daily activity although one of them complained because her phone was broken. The average is 3.7 which means that it is effective to apply smartphone in learning process.

I think studying by using 'smartphone' as media is more fun

Statement	Frequency	Percentage	Average
Strongly Agree	18	60%	2.4
Agree	12	40%	1.2
Disagree	-	-	-
Strongly Disagree	-	-	-
	30	100%	3.6

Learning by using smartphone is really recommend for this modern era where mostly people activities are using phone. The average is 3.6 which means that it is effective that smartphone made learning process more fun.

Students' opinion about Hello English

These statements contained students' opinion whether they agree or disagree to the use of Hello English. According to the questionnaire, the researcher found that using Hello English in learning process gave positive impact because it was easier to apply, it helped students easier in learning English, and they were agree that the content was related with the text book.

Hello English is easy to operate because it was accessed through smartphone

Statement	Frequency	Percentage	Average
Strongly Agree	5	17%	0.7
Agree	22	73%	2.2
Disagree	3	10%	0.2
Strongly Disagree	-	-	-
	30	100%	3.1

Moreover, using Hello English does not need internet network so the students still can use without having quota. The average is 3.1 which means that it is effective to use Hello English because easy to access it.

Study English by using Hello English is more fun

Statement	Frequency	Percentage	Average
Strongly Agree	10	33%	1.3
Agree	19	64%	1.9
Disagree	1	3%	0.1
Strongly Disagree	-	-	-
	30	100%	3.3

There was only one student chose disagree because the student might be feel in trouble because his phone has taken by the teacher for did not obey the teacher's rule. The average is 3.3 which means that it is effective to use Hello English because it is interesting for students

The content from Hello English related with content from text book

Statement	Frequency	Percentage	Average
Strongly Agree	4	13%	0.5
Agree	21	70%	2.1
Disagree	5	17%	0.3
Strongly Disagree	-	-	-
	30	100%	2.9

The conversation from Hello English application could be the example of the material from the text book, however when there was not any suitable conversation, the teacher could change the sentence form or at least the application still could be used to open the dictionary. The average is 2.9 which means that the material from text book and material from Hello English is average related.

Students limited in accessing Hello English

The researcher found that the students knew about all the content from Hello English the content in Hello English not only about English basic material. Then, students agree that they were only open the lesson which their teacher suggest. Students also agreed to not open other application during the learning process.

I only learn the material which the teacher suggested

Statement	Frequency	Percentage	Average
Strongly Agree	7	23%	0.9
Agree	20	67%	2
Disagree	3	10%	0.2
Strongly Disagree	-	-	-
	30	100%	3.1

Hello English application is not only for the beginner in learning English, the feature is quiet complete also for the immediate or advance level. Because of that, the teacher ask students only to do the basic task which appropriate with students need and ability. It means that from the table above the researcher revealed that the application which the teacher applied in the classroom gave positive impact for the students and also for the learning process.

I did not open any application which not relate with the material during the learning process

Statement	Frequency	Percentage	Average
Strongly Agree	9	30%	1.2
Agree	19	63%	1.9
Disagree	2	7%	0.1
Strongly Disagree	-	-	-
	30	100%	3.2

Before class was started, the teacher will always be remembering them about the rule. The students cannot do another activity which could disturb the other students or the learning process. If the students obey the rule, they would get less time so they might use their smartphone before the break time. On the other hand, when there is a student who run into the rule, then the teacher would ask them to sing in front of the class. The average is 3.2 which means that it is effective because students obeyed teacher's rule to not open another application except Hello English.

Hello English impact to students' vocabulary achievement

From the questionnaire, the researcher found that Hello English gave positive impact toward students' vocabulary achievement. Students could raise their vocabulary proficiency by often memorize word, and practice to read and pronounce the word.

Hello English application help me to increase my vocabulary collection

Statement	Frequency	Percentage	Average
Strongly Agree	8	27%	1.1
Agree	21	70%	2.1
Disagree	1	3%	0.1
Strongly Disagree	-	-	-
	30	100%	3.3

A famous statement that 'Practice makes perfect' seems true. Memorizing vocabulary is easier if we always practice English word. The average is 3.3 which means that Hello English is effective to help students increase their vocabulary.

I used dictionary feature from Hello English to find out the unknown word

Statement	Frequency	Percentage	Average
Strongly Agree	12	40%	1.6
Agree	15	50%	1.5
Disagree	3	10%	0.2
Strongly Disagree	-	-	-
	30	100%	3.3

Actually, there are some dictionary application which do not need internet network, however Hello English is more complete because it has contained basic English material and also dictionary feature. The average is 3.3 which means that dictionary feature from Hello English is effective to help students find out the unknown word.

I think easier to pronounce English during use Hello English

Statement	Frequency	Percentage	Average
Strongly Agree	5	17%	0.7
Agree	19	63%	1.9
Disagree	6	20%	0.4
Strongly Disagree	-	-	-
	30	100%	3

Some of students still had difficulties in pronounce word, because they are young and beginner. Furthermore, the accent is something influential to induce us to pronounce word. The average is 3 which means students difficulty in pronouncing English word are in average scale during the implementation of Hello English

Listening the conversation from Hello English helped me in increasing my reading proficiency

Statement	Frequency	Percentage	Average
Strongly Agree	2	7%	0.3
Agree	22	73%	2.2
Disagree	6	20%	0.4

Statement	Frequency	Percentage	Average
Strongly Disagree	-	-	-
	30	100%	2.9

By listening how the native pronounce the word, students would be able to read the conversation well. The average is 2.9 which means that using Hello English is only average toward students' reading proficiency.

I like playing vocabulary games from Hello English

Statement	Frequency	Percentage	Average
Strongly Agree	-	-	-
Agree	16	53%	1.6
Disagree	12	40%	0.8
Strongly Disagree	2	7%	0.1
	30	100%	2.5

This statement was almost balance between students agree and disagree. There are only 2 kind games, spellathon challenge and quizathon challenge. Honestly, the researcher thought the games is not too interest but it is also not appropriate for the beginner. The average is 2.5 which means that Hello English games is average to be used to practice students' vocabulary.

Hello English for students practice

The researcher found that after practice the conversation from Hello English in the class, students agreed that using Hello Enlish could helped in practice English is daily activity. It gave positive impact to students' English proficiency.

Conversation from Hello English were easy to apply in daily activity

Statement	Frequency	Percentage	Average
Strongly Agree	3	10%	0.4
Agree	20	67%	2
Disagree	7	23%	0.5
Strongly Disagree	-	-	-
	30	100%	2.9

In fact, the teacher trained students to use English in their daily activity by practice more often. The average is 2.9 which means that the conversation from Hello English is average to be apply in daily activity.

I will use Hello English continued to growth my vocabulary proficiency

Statement	Frequency	Percentage	Average
Strongly Agree	9	30%	1.2
Agree	16	53%	1.6
Disagree	5	17%	0.3
Strongly Disagree	-	-	-
	30	100%	3.1

Learning English by smartphone application could apply although there was no teacher or not in classroom. The average is 3.1 which means that Hello English effective to raise students vocabulary proficiency so that the students will continue to use it.

I want to recommend Hello English to other friends)

Statement	Frequency	Percentage	Average
Strongly Agree	8	27%	1.1
Agree	18	60%	1.8
Disagree	4	13%	0.3
Strongly Disagree	-	-	-
	30	100%	3.2

The Hello English application was good enough as a media in learning English because the application were much helping in teaching and learning process. The average is 3.2 which means that Hello English is effective to recommend to the other students.

DISCUSSION

This part provides further interpretation of the previous findings based on the teacher and students response.

1. The Implementation of Hello English

After done the observation in the class which the teacher and students used Hello English, the researcher found that the implementing of Hello English was effective to increase students interest and made students more active to response the teacher. In fact, the using of Hello English is a new teaching method which the teacher tried. However, it got positive reaction from students and could revive learning process. Similar to Ranta (2019) that 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.

The strength of Hello English

Hello English did not need internet network to be operated. This is really helpful for the school which did not have internet tools because it still could implemented. Then, Students' interest were growing during Hello English implementation. It could make students more active and attractive to response teacher. Similarly with Maylan (2018) opinion that the using of Hello English can help students to understand and enhance carefulness. The application is really appropriate in English lesson because it made students more active and focus.

The weakness of Hello English

The schools which the researcher observed did not allow students to bring phone to the school. In contrary, Seroja (2019) stated that using android as the

media in teaching activity is recommended because students always bring their phone to school so they could learning English anytime.

2. The teacher's perception to Hello English

Teacher's perception related with her experience in implementing Hello English, and based on interview was found that:

The teacher's reason in using Hello English

It found that the students were less interest to English lesson so she change her method into smartphone based learning to increase students' enthusiasm in classroom. In this research was known that Hello English was the first application which used in the learning activity. Similarly Yuanita (2019) stated that the role of the teacher is important to provide motivation for students to understand the meaning of vocabulary that have been learning in the classroom. However, the previous researcher has tried another application before she choose Hello English application.

The benefit in using Hello English

Hello English is contained contextual conversation. Sometimes, when the students seemed like lose their attention, the teacher would write some vocabulary and the students had to find out the meaning. The teacher aimed to return the students' focus. Similarly, Seroja (2019) found that Hello English application can be the central of language teacher's technique in learning English because it provided complete features in learning English and created an effective learning English.

The effect of Hello English for students

From interview, the researcher found that Teacher though Hello English made students more active because the learning process is fun. Similarly Nina & Aswatun (2017) found that through Hello English android, the students did not feel to be forced into learning English Vocabulary, they felt happy to learn since they are put in an enjoyable situation.

3. Hello English impact toward students' vocabulary achievement

From the questionnaire sheet, the researcher found that:

Building students' enthusiasm

The researcher found that the students were interesting in using Hello English because it could access through smartphone. Students became more enthusiasm during learning process, so that they could easier to understand the material. Similarly, Yuliawati (2018) got the conclusion that learning English with mobile android enrich their motivation to learn English independently. Students felt help in mastery the aspect of English learning, like listening, reading, vocabulary, and understand the grammar.

In addition, Nina & Uswatun (2017) stated in the research that using Hello English games has a positive impact on the students' English competence in

learning vocabulary. The students were enthusiastic, fun, and also enjoy while learning vocabulary.to keep their enthusiasm, learning activities is expected to be designed as joyful as possible.

Hello English as new application for students

Mostly students stated that Hello English was their first English application. They have not use another application to learn English because they were less interest to English lesson. In the other side, Hidayati (2019) compared about Hello English application and Duolingo application. She stated in her research that most of the students use both Duolingo and Hello English interchangeably because they found using two apps at the same time was challenging.

Hello English features

The researcher found that before use Hello English, students have to bring dictionary every English meeting. By using Hello English as smartphone based learning, students did not have to bring heavy dictionary anymore and they would be easy to find out the new vocabulary by access Hello English dictionary. Same as Ranta (2019) conclude that students in the gadget era are easier understood to do exercise by their self. It was indicated that this application effective to encourage students to learn independently. Nina & Uswatun (2017) conclude that the used of Hello English games has a positive impact on the students' English competence in learning vocabulary. However, the researcher found that students did not like Hello English games because it was hard to play, only one game which could access and it made students bored to play the game.

Students practice by using Hello English

From the observation was found that students often pcatice conversation which their friends. It helped students to memorize vocabulary and apply it in daily activity. It could grow their vocabulary collection. It was supported by Ranta (2019) who stated that Hello English potentials to improve students' motivation, vocabulary and better scores in teaching learning process. From her research found that students looked anthusiast tried to do conversation by themselves inside and outside classroom. In addition to students' vocabulary achievement, the using of Hello English also helped students to increase their speaking and reading proficiency.

CONCLUSIONS

The conclusion of this research were: the first, the implementation of Hello English in Junior High School 1 Bajeng at class 2.B was going on sincerely. Students were interest to learn and active to respond the teacher. The implementation was quite effective during the observation time and the students would not have trouble although they did not have internet quota because they still

could use the application. It also was combined between material from text book and Hello English lesson.

The second, the teacher perceived that learning based smartphone could raise students' interest in learning. When students' enthusiasm have grown in learning activity. Then, the students became conscious to practice their vocabulary. The last, the Impact of Hello English implementation in learning English were students were accustomed to do English conversation and practice their pronunciation, students memorized vocabulary easier because they had aware how important vocabulary to make them understand the conversation, and training to read conversation and interpreting the meaning could increasing students' vocabulary collection

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