

# **Hello English App as supporting device in vocabulary learning: Does it increase the Students' English Vocabulary Development?**

**Muhammad Rio Qadafi<sup>1</sup> , Neneng Islamiah<sup>2</sup> , Yudha Aprizani<sup>3</sup>**

<sup>1</sup>English Language Education Study Program, 88203, Islamic University Of Kalimantan (UNISKA) Muhammad Arsyad Al-Banjari Banjarmasin, 18210057

<sup>2</sup>English Language Education Study Program, 88203, Islamic University Of Kalimantan (UNISKA) Muhammad Arsyad Al-Banjari Banjarmasin, 0309047404

<sup>3</sup>English Language Education Study Program, 88203, Islamic University Of Kalimantan (UNISKA) Muhammad Arsyad Al-Banjari Banjarmasin, 1125048501

E-mail : rioqadafi@gmail.com

## **ABSTRACT**

Muhammad Rio Qadafi, NPM 18210057 “Hello English App as supporting device in vocabulary learning: Does it increase the Students' English Vocabulary Development?” Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Islam University of Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin. First Advisor: Mrs. Neneng Islamiah, M.Pd. Second Advisor:

Mr. Yudha Aprizani, M.Pd

This research aims to find out the significant impact of using Hello English application in vocabulary mastery. This research is a quantitative research with pre-experimental design. It was carried out in the eleven grade of SMKN 3 BANJARMASIN. The researcher using 1 class which means 17 students as total of the sample. In collecting the data, the researcher used tests in the form of multiple choices as the instrument. The tests were pre-test which was given before the treatment and post-test which was given after the treatment. Then, the data obtained were analyzed by using t-test in SPSS. Further, the researcher found that the mean score of post-test was higher than pre-test ( $85.29 > 73.24$ ). Therefore, Sig. (2-tailed)  $< 0.005$  generated that  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypothesis) was accepted.. Thus, Hello English application has significant impact on the students' vocabulary mastery at the SMKN 3 BANJARMASIN

- Charles C. Fries. (1962). *Teaching and Learning English as a Foreign Language*. US : Michigan Press. p.44-47.
- Hiebert, H. E., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary Bringing Research to Practice* (Issue 1). New Jersey : Lawrence Erlbaum Associate, Inc
- Moghadam, S. H., Zainal, Z., & Ghaderpour, M. (2012). A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance. *Procedia - Social and Behavioral Sciences*, 66, 555– 563.
- Özgiraz, K. (2015). *The Role of Games in Teaching Vocabulary to Fifth Graders*. Mersin.
- Rita, S, BR, G (2019). *The Effect of Hello English Application on The Students' Vocabulary Mastery at The Eighth Grade of Junior High School*
- Sukmawati, T, P (2022). *The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery*. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 415- 423
- Thornbury, S. (2002). *How to teach vocabulary*. London : Longman
- Sudarmaji, I., Forsia, L., Siregar, I. P. S., & Yusuf, D. (2022). *Hello English App for Online Learning during the Pandemic: Does it Enhance the Students' English Vocabulary Development?*. *Elsya : Journal of English Language Studies*, 4(1), 54-64.