

The Effectiveness of Using the Hello English Application to Improve Vocabulary Development on Descriptive Text

Meisy Dwi Intan Sari¹, Afrianto Daud², Masyhur³

English Study Program, Faculty of Teachers Training and Education,
Riau University, Indonesia

¹ meisy.dwi0621@student.unri.ac.id, ² afrianto.a@lecturer.unri.ac.id, ³ masyhur@lecturer.unri.ac.id

Abstract

This study explores the effectiveness of using the Hello English application to improve vocabulary development on descriptive text of the tenth-grade students of SMAN 5 Pekanbaru. The research method used was a pre-experiment research design with pre-test and post-test one group. A total of 38 students of class X.3 became the sample of this study. Data was collected through a multiple-choice questions test with as many as 30 items. The results showed that H_a was accepted and H_0 was rejected because the students' average score increased significantly from the pre-test to the post-test after treatment using the Hello English application. This can be seen from the mean score of the pre-test results which was 73.11 while the mean score of the post-test amounted to 92.16. With interesting features involving vocabulary exercises, educational games, and quizzes, the application can increase students' motivation to learn English. This application is also very useful for students especially in learning vocabulary and practicing it through descriptive text. For teachers, this application can help the learning process with different methods. The findings conclude that the use of technology-based applications such as Hello English can be an effective alternative in teaching English, especially in vocabulary development.

Keywords: Hello English Application; Vocabulary Development; Descriptive Text; English Learning

INTRODUCTION

Communication is an essential part of human life (Tanri et al., 2023). In the context of English language learning, vocabulary acquisition is a key element in supporting reading, writing, speaking, and listening skills. However, limited vocabulary is often a major obstacle for students in understanding and expressing their ideas (Libriana et al., 2020). In Indonesia, conventional teaching approaches that only focus on providing materials and assignments make students feel bored and less motivated. Teacher involvement is crucial to encouraging students to understand the material they have learned in class. To enhance students' enthusiasm for learning, the use of technological media such as the Hello English application offers an innovative solution. The app provides various features, such as vocabulary games, grammar exercises, and interactive quizzes, designed to support English learning in a fun and effective way. Based on the researcher's experience during PLP activities at SMAN 5 Pekanbaru, students showed enthusiasm for the use of technology-based applications, which made learning more interesting and interactive. The Hello English application serves as an effective educational tool for helping students expand their vocabulary through engaging features that prevent boredom. As an online learning platform, it utilizes the spaced repetition method to store students' memorized data and build knowledge based on that information. This feature enables students to recall what they have learned more easily. Additionally, the app provides practice questions to assess the extent of students' learning progress (Rahayu et al., 2022). The application can be downloaded by any type of smartphone so students can use it to learn anywhere and anytime. Hadfield (1999) states that media is one of the fun places to be if used

as a learning tool. The Hello English application can increase students' interest and motivation while preventing boredom, as many students tend to enjoy using gadgets more than reading books.

The Hello English application is a language learning tool designed to enhance English proficiency through engaging scenarios and interactive activities. It offers features that provide descriptions and explanations related to English lessons, making learning more effective and enjoyable. In addition, users can earn coins by answering questions and playing games and quizzes. These coins show the user's achievements and can be redeemed to unlock the next lesson (Repelita et al., 2022). This research seeks to evaluate the effectiveness of the Hello English application in enhancing vocabulary development in descriptive texts. It is expected to contribute positively to the advancement of English teaching methods in senior high schools.

This research topic has not been widely explored by previous researchers. Several studies have also discussed language learning applications such as Hello English. However, there are still few studies that specifically evaluate the effectiveness of the Hello English application in improving vocabulary skills in descriptive texts. In addition, most previous studies focus more on the technological aspect than on its impact on learning outcomes and user motivation. Therefore, this research aims to bridge this gap by examining the effectiveness of the Hello English application in enhancing vocabulary development in descriptive texts.

Such as the study conducted by (Ismiati & Kurniawan, 2019), entitled "Improving Student Vocabulary Through the Online Media Application 'Hello English' in Class X". This study only focuses on improving vocabulary with the Hello English application and the results show that the use of the Hello English application based on the results obtained is that this application is effective and fun in improving students' vocabulary. Furthermore, research conducted by (Ansarnur, 2021) entitled "The Effect of Utilizing Hello English Application on Students' Writing Skill of Descriptive Text" discusses the significant impact of the Hello English application on students' ability to write descriptive texts. Additionally, research under the title "The Effect of Applying Hello English Application on Students' Vocabulary Mastery of the Second Grade at SMA Swasta HKBP Sidorame" explores a similar aspect by (Munthe et al., 2024), explained that there is a significant influence on the use of the Hello English Application on students' vocabulary mastery at the school. Herawati (2024) Her research, titled "Comparison of Elsa Speak Application and Hello English Application in Speaking Skills on Descriptive Text at the Tenth Grade of SMAN 2 Krakatau Steel Cilegon," also highlights that students using the Hello English application experience an improvement in their vocabulary. The study's findings indicate that their test results successfully meet the intended learning targets. From the explanation above, the researcher tries to bring readers to find out more about the effectiveness of this application by conducting a study entitled "The Effectiveness of Using the Hello English Application to Improve Vocabulary Development on Descriptive Text of the Tenth Grade Students of SMAN 5 Pekanbaru".

METHOD

This study used a pre-experimental research design in one class using quantitative methods. Priadana & Sunarsi (2021) explains in their book that pre-experimental research design is a form of research design used to test hypotheses or understand certain phenomena. This design usually involves observations before and after treatment in one group. The researcher employed a one-group pre and post-test pre-experimental study design. One class, which served as the study's sample, took the pre-test. After that, the researcher delivers treatment utilizing the Hello English program to students. After implementing the treatment, students were given post-test questions to determine the outcomes and make comparisons.

The population in this study were all class X students of SMAN 5 Pekanbaru for the 2024/2025 academic year. The total population is 456 students consisting of twelve classes. The sample for this study was randomly selected. The researcher lists all classes on twelve sheets of paper. One paper is written as the research sample and the other paper is left blank. Representatives from each class were instructed to pick up the paper of their choice. One class that gets the written paper will be the sample for this study. As a result, class X.3 was chosen as the sample of this research with thirty-eight students. Alfina (2021) states that cluster random sampling is applied in situations when the population is made up of classes or groups of persons rather than individual members. If the population of a nation, province, or district is the subject of the study or the data source is particularly large, regional sampling procedures are employed to determine samples. In this research, the researcher used 50 multiple-choice questions through pre-test, treatment, and post-test.

Data were gotten using a test, this test is adapted from vocabulary questions made by Ikhwanto (2024), Rochelia (2023), Prafitasari (2022), and Ansarnur (2021) which were modified by the researcher. The problem modified by the researcher is by changing the object or subject matter that is the core of the problem and changing the answer choices on the problem so that there are some differences with existing problems. The following is a blueprint of the questions used by researchers:

Table 1: The Blueprint of Test

Variable	Indicators	Item Number	Total Item	References
Vocabulary in	Simple Present Tense	1,2,3,4,5,6,7,8,9,10	10	Ikhwanto (2024)
Descriptive Text with The Hello English Application	Adjective	11,12,13,14,15,16,17,18,19,20	10	Rochelia (2023)
	Action Verbs	21,22,23,24,25,26,27,28,29,30	10	Prafitasari (2022), Ansarnur (2021)
Total			30 Questions	

The blueprint above is a reference for researchers to adjust in determining the tests distributed to students to collect data. The test used in this study consisted of 30 questions and was distributed in paper form when entering the class. Data collected using the test was transferred to Microsoft Excel after students filled it in. Furthermore, the data was analyzed using IBM SPSS 21. If the test is tested for validity and reliability using the same application as described above to find out whether the questions used are too easy or too difficult.

The researcher began to ascertain whether the measuring instrument to be used was valid or not by investigating it Janna & Herianto (2021). It is considered valid if the r value $>$ r table and invalid if the r value $<$ r table. A total of 36 students took the try-out and 2 other students were unable to attend due to illness. The approach to finding the value of the r table is $N = 36$ with a significance of 5% in the distribution of the value of the r statistical table, the value of the r table is 0.329. N represents the number of respondents in this instance, which can reach up to 36 students. The following are the results of the validity test of this study:

Table 2. The Result of Validity Testing

Item	R-Value	R-Table	Criteria
1.	0.333	0.329	Valid
2.	0.465	0.329	Valid

3.	0.363	0.329	Valid
4.	0.433	0.329	Valid
5.	0.458	0.329	Valid
6.	0.560	0.329	Valid
7.	0.621	0.329	Valid
8.	0.612	0.329	Valid
9.	0.544	0.329	Valid
10.	0.463	0.329	Valid
11.	0.511	0.329	Valid
12.	0.493	0.329	Valid
13.	0.446	0.329	Valid
14.	0.475	0.329	Valid
15.	0.437	0.329	Valid
16.	0.329	0.329	Valid
17.	0.583	0.329	Valid
18.	0.449	0.329	Valid
19.	0.503	0.329	Valid
20.	0.492	0.329	Valid
21.	0.439	0.329	Valid
22.	0.156	0.329	Invalid
23.	0.353	0.329	Valid
24.	0.263	0.329	Invalid
25.	0.521	0.329	Valid
26.	0.414	0.329	Valid
27.	0.330	0.329	Valid
28.	0.500	0.329	Valid
29.	0.489	0.329	Valid
30.	0.414	0.329	Valid

Based on the table above, it can be shown that all items are valid except items 22 and 24. Both items are also said to be invalid because in item no. 22 the sig value is $0.363 > 0.05$ and in item no. 24 sig value is $0.121 > 0.05$. This shows that the item is said to be invalid.

The reliability test was carried out with IBM SPSS Statistics 21 and used the *Cronbach Alpha* technique, where an instrument can be said to be reliable when it has an alpha of 0.60 or more (> 0.60).

Table 3. The Result of Reliability Testing

<i>Cronbach's Alpha</i>	No of Items
0.732	50

Based on the table above, it can be concluded that the test questions are declared reliable with a *Cronbach Alpha* of 0.732, which means that this value has passed the requirements for reliability because the correlation is > 0.60 . This study uses two hypotheses, the following criteria are used to make decisions in this test:

- a. H_0 : There was no average difference between the pre-test and post-test results, which means that there was no effectiveness of Using the Hello English Application to Improve Vocabulary Development on Descriptive Text of the Tenth-Grade Students of SMAN 5 Pekanbaru.

- b. H_a : There is an average difference between the pre-test and post-test results, which means that there is an effectiveness of Using the Hello English Application to Improve Vocabulary Development on Descriptive Text of the Tenth-Grade Students of SMAN 5 Pekanbaru.

RESULTS AND DISCUSSION

Results

Before describing the test results, the researcher first describes the pre-test and post-test scores obtained from the student answer sheets. Based on the results of the mean score obtained, it shows that the total score of students' pre-test is 2.778 with an average of 73.11, while the total post-test is 3.502 with an average of 92.16.

Table 4. Total of Students' Score

No.	Initial Name of Students	Score			
		Pre-Test	Category	Post-Test	Category
1.	AMA	82	Good	94	Very Good
2.	AR	80	Good	89	Very Good
3.	AH	68	Fair	90	Very Good
4.	ANP	52	Poor	97	Very Good
5.	AZF	62	Fair	86	Very Good
6.	AM	60	Fair	84	Good
7.	ASAH	82	Good	90	Very Good
8.	A	80	Good	92	Very Good
9.	AR	64	Fair	99	Very Good
10.	APY	90	Very Good	98	Very Good
11.	AH	82	Good	98	Very Good
12.	APE	60	Fair	90	Very Good
13.	AAS	84	Good	92	Very Good
14.	AN	76	Good	86	Very Good
15.	DA	50	Poor	84	Good
16.	ES	80	Good	98	Very Good
17.	ESA	78	Good	99	Very Good
18.	JP	62	Fair	86	Very Good
19.	JAN	66	Fair	99	Very Good
20.	MHM	58	Fair	85	Good
21.	M RTPW	52	Poor	98	Very Good
22.	MSAR	70	Fair	84	Good
23.	MSD	72	Good	90	Very Good
24.	MM	50	Poor	88	Very Good
25.	MH	82	Good	98	Very Good
26.	MRAP	70	Fair	96	Very Good
27.	CSA	88	Very Good	92	Very Good
28.	ND	80	Good	90	Very Good
29.	NAD	84	Good	94	Very Good
30.	NI	76	Good	89	Very Good
31.	NDNP	86	Very Good	90	Very Good

32.	NL	70	Fair	86	Very Good
33.	SA	86	Very Good	99	Very Good
34.	TLF	84	Good	98	Very Good
35.	TA	78	Good	92	Very Good
36.	YO	84	Good	94	Very Good
37.	IF	86	Very Good	92	Very Good
38.	AAR	64	Fair	96	Very Good
Total		2.778		3.502	
Mean		73.11		92.16	

Table 2 shows that half of the students who performed well on the pre-test were quite good, and there were only 5 students who scored very good. During the post-test session, students' scores increased to 34 in the very good category, 4 students in the good category, and there were no more scores in the fair or poor categories.

Descriptive statistical measurements are carried out to explain and describe the general description of research data including the amount of research data, maximum value, minimum value, standard deviation, and average value. Based on the descriptive statistical test table below, it can be explained that:

1. In the pre-test session, the number of samples was 38 students with a minimum value of 50, a maximum value of 90, an average value of 73.11, and a standard deviation of the pre-test is 11.742.
2. In the post-test session, the number of samples explained was 38 students with a minimum value of 84, a maximum value of 99, an average value of 92.16, and a standard deviation of the post-test is 4.995.

Table 5. Descriptive Statistics of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-Test	38	50	90	73.11	11.742
Post-Test	38	84	99	92.16	4.995
Valid N (listwise)	38				

The normality testing is used in this research to determine whether or not the data has a normal distribution. Because a normal data distribution is a necessary but strict prerequisite in parametric statistics. Because there were 38 students with decision-making criteria out of the 100 students in the data, the researcher employed the *Shapiro-Wilk* normality test:

Table 6: Result of Normality Testing

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Test	.130	38	.103	.947	38	.073
Post Test	.181	38	.003	.950	38	.089

Based on the results of the normality test using SPSS, the pre-test significance value is (0.073) > 0.05 and the post-test significance value was sig is (0.089) > 0.05. So it can be concluded that the data is normally distributed because its significance is greater than a = 0.05 (5%).

The researcher utilized IBM SPSS Statistics 21 to conduct a paired sample test and a hypothesis test to compare pre-test and post-test data. The paired sample test aimed to identify whether

there was a significant difference in the average scores between the pre-test and post-test. The following output presents the results of the paired sample test.

Table 7: Result of Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest-PostTest	-17.737	7.887	1.279	-20.329	-15.145	-13.864	37	.000

Based on the output paired sample test table above, a Sig. (2-tailed) value of $0.000 < 0.05$ was obtained, then H_0 was rejected and H_a was accepted. This shows that there is a significant effectiveness of Using the Hello English Application to Improve Vocabulary Development on Descriptive Text of the Tenth-Grade Students of SMAN 5 Pekanbaru.

Discussion

The findings of this study showed that the students of SMAN 5 Pekanbaru were excited and enthusiastic when learning using the Hello English application. The findings of this study showed that the use of the Hello English application significantly improved the vocabulary mastery of grade X students on descriptive text. This can be seen from the difference in the average pre-test and post-test scores which increased from 73.11 to 92.16. This difference indicates the effectiveness of the app as an interactive and interesting learning media. This finding is in line with previous research conducted by (Fajriani, 2020) and (Ansarnur, 2021), who also found that Hello English has a positive impact on students' vocabulary skills. The results of this study reinforce the argument that a technology-based approach can help students learn English more efficiently, especially in increasing their learning motivation.

The significant improvement in the post-test was supported by the features of the Hello English app that actively engage students through vocabulary games, interactive quizzes, and spaced repetition-based material repetition. These strategies allow students to better understand and remember new vocabulary in a fun way. In addition, the app provides flexibility for students to learn anywhere and anytime, thus providing a personalized and contextualized learning experience. However, the study also revealed some challenges. For example, some students take longer to adapt to the app, especially those who are not used to using technology in learning. In addition, the reliance on an internet connection for some features is an obstacle for students who have limited internet access.

In a pedagogical context, the findings provide important implications for English teachers in Indonesia. Teachers can utilize apps like Hello English to complement traditional teaching methods. In addition, the use of this technology can be a solution to increase the participation of students who often feel bored with conventional teaching approaches. Although the results of this study are positive, some limitations need to be noted. This study only involved one sample group without a control group, so the results may not be fully representative of a wider population. Further research with a more complex experimental design, such as the use of a control group, is highly recommended to corroborate these findings.

The research results of this study are supported by research conducted by (Ismiati & Kurniawan, 2019), shows that the use of the Hello English application based on the results obtained shows this application is effective and fun in improving student vocabulary. Another study by (Fendiasari, 2020), The study conducted by (Fendiasari, 2020) highlights a significant

difference in vocabulary learning outcomes between students taught using the Hello English application and those taught through conventional methods. This indicates that the Hello English application was an effective tool for teaching vocabulary to students.

Furthermore, research conducted by (Ansarnur, 2021) demonstrates that the Hello English application significantly improves students' ability to write descriptive texts. Similarly by (Munthe et al., 2024), explained that there is a significant influence on the use of the Hello English Application on students' vocabulary mastery at the school. Herawati (2024) also explains in her that the results of this study show an increase in the vocabulary of students who use the Hello English application and show test results that meet the target. It can be concluded that this application can be used in schools as a reinforcement of technology-based learning methods, teachers can use this application to complement conventional methods, especially in learning comprehension and descriptive text. Furthermore, it can increase student motivation and involvement in the learning process at school.

CONCLUSION

Based on discussions, this research shows that the Hello English application can provide a good effect in improving students' vocabulary through descriptive text. Increase the enthusiasm for learning, students are more active, and enthusiastic in receiving learning materials in class. This application also provides various interactive features, such as vocabulary games, quizzes, and grammar exercises, which can increase students' motivation to learn English. The use of this application also provides learning flexibility, allowing students to learn anytime and anywhere. In addition, this technology-based approach helps create a more enjoyable and innovative learning atmosphere, so that students are more enthusiastic about expanding their vocabulary. However, this study also faced several obstacles, such as student adaptation to the use of technology and limited internet access.

Therefore, additional support from schools and teachers in providing adequate supporting facilities is needed to maximize the use of this application. In conclusion, the Hello English application is an effective and relevant learning tool for improving students' vocabulary mastery, especially in learning descriptive text. Further research is recommended to explore the effectiveness of this application in a broader context and with various sample groups to strengthen the results of this study.

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