

**IMPROVING VOCABULARY MASTERY THROUGH HELLO
ENGLISH APPLICATION AT THE SEVENTH GRADE
STUDENTS OF SMPN 3 BUA PONRANG**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English
Language Education Study Program and Teacher Training Faculty State Islamic
University of Palopo*



Submitted by:

Norasikin

(2102020030)

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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Palopo, 15 September 2025

Regards,



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THESIS APPROVAL

This thesis entitled “Improving Vocabulary Mastery through Hello English Application at the Seventh Grade Students of SMPN 3 Bua Ponrang” Which is written by Norasikin, Registration Number 2102020030, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Tuesday, 27th August 2025/ Rabi’ al-Awwal 4th 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan (S.Pd)*.

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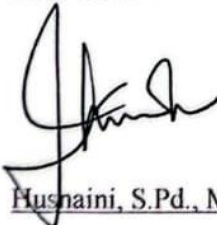
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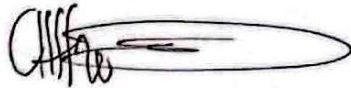
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Alhamdulillah rabbi ‘alamiin, First of all, thanks to Allah SWT and all praises just to Him, the Lord of the world and creator of universe who gives us blessing and mercy therefore the researcher could finish this thesis completely entitled ‘Improving Vocabulary Mastery Through Hello English Application at the Seventh Grade Students of SMPN 3 Bua Ponrang’, as partial fulfillment of the Bachelor's degree (S.Pd.) from the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo. Bless and peace is upon the prophet Muhammad saw. who has brought human being from the darkness to the brightness era.

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Palopo, 04 August 2025
The Researcher,

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ABSTRAK

Norasikin, 2025. “Peningkatan Penguasaan Kosakata melalui Penggunaan Aplikasi *Hello English* pada Siswa Kelas VII SMPN 3 Bua Ponrang.” Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Husnaini dan St. Hartina.

Penelitian ini bertujuan untuk mengatasi rendahnya penguasaan kosakata bahasa Inggris di kalangan siswa kelas VII SMPN 3 Bua Ponrang. Banyak siswa mengalami kesulitan dalam memahami dan menggunakan kosakata dasar bahasa Inggris, yang berdampak pada kemampuan mereka dalam berkomunikasi secara efektif di kelas. Rendahnya minat belajar dan penggunaan metode pembelajaran yang kurang menarik menjadi faktor utama permasalahan tersebut. Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan aplikasi *Hello English* dalam meningkatkan penguasaan kosakata siswa. Metode yang digunakan adalah pre-eksperimental dengan desain *one-group pretest-posttest*. Penelitian dilaksanakan selama 30 hari di SMPN 3 Bua Ponrang. Populasi terdiri atas 176 siswa kelas VII, dan sebanyak 30 siswa dipilih sebagai sampel penelitian. Data dikumpulkan melalui tes awal (*pretest*) untuk mengukur penguasaan kosakata sebelum perlakuan, kemudian diberikan perlakuan menggunakan aplikasi *Hello English*, dan diakhiri dengan tes akhir (*posttest*) untuk mengukur peningkatan. Hasil analisis menunjukkan adanya peningkatan yang signifikan dalam penguasaan kosakata, dengan skor rata-rata meningkat dari 66,87 pada tes awal menjadi 84,30 pada tes akhir. Berdasarkan uji statistik, nilai *t-hitung* sebesar 6,909 lebih tinggi dibandingkan dengan *t-tabel* sebesar 2,045 pada taraf signifikansi 0,05 dengan derajat kebebasan (*df*) = 29. Dengan demikian, dapat disimpulkan bahwa penggunaan aplikasi *Hello English* memberikan pengaruh yang signifikan terhadap peningkatan penguasaan kosakata siswa kelas VII di SMPN 3 Bua Ponrang.

Kata Kunci: Pembelajaran Bahasa Inggris, Aplikasi *Hello English*, Penguasaan Kosakata

Diverifikasi oleh UPB



ABSTRACT

Norasikin, 2025. *“Improving Vocabulary Mastery through Hello English Application at the Seventh Grade Students of SMPN 3 Bua Ponrang”*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Husnaini and St. Hartina.

This study aims to address the low level of English vocabulary mastery among seventh-grade students at SMPN 3 Bua Ponrang. Many students experience difficulties in understanding and using basic English vocabulary, which hinders their ability to communicate effectively in class. Low learning motivation and the use of less engaging instructional methods are identified as the main contributing factors. The research investigates the effectiveness of the Hello English application in improving students' vocabulary mastery. A pre-experimental one-group pretest–posttest design was employed. The study was conducted over a 30-day period at SMPN 3 Bua Ponrang. The population comprised 176 seventh-grade students, from which a sample of 30 students was selected. Data were collected through a pretest to measure vocabulary mastery before the intervention, followed by treatment using the Hello English application, and concluded with a posttest to measure improvement. The analysis revealed a significant increase in vocabulary mastery, with the mean score rising from 66.87 on the pretest to 84.30 on the posttest. Statistical testing showed a t-value of 6.909, which exceeds the critical t-table value of 2.045 at a 0.05 significance level with 29 degrees of freedom. These findings indicate that the use of the Hello English application has a significant positive effect on enhancing the vocabulary mastery of seventh-grade students at SMPN 3 Bua Ponrang.

Keywords: English Language Learning, Hello English Application, Vocabulary Mastery

Verified by UPB



المخلص

نوراسيكن، ٢٠٢٥م. "تنمية إتقان المفردات من خلال استخدام تطبيق Hello English لدى طلبة الصف السابع بالمدرسة المتوسطة الثالثة الحكومية في بوا بونرانغ". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: حسنايني وست. هارتينا.

يهدف هذا البحث إلى معالجة ضعف إتقان المفردات في اللغة الإنجليزية بين طالبات الصف السابع في المدرسة المتوسطة الثالثة الحكومية ببوا بونرانغ. فقد واجهت كثير من الطالبات صعوبة في فهم المفردات الأساسية للغة الإنجليزية واستخدامها، مما أثر على قدرتهن على التواصل الفعّال في الصف. ويُعزى ذلك إلى ضعف الدافعية للتعلم واعتماد أساليب تعليمية غير جذابة. ومن هنا، ركّز البحث على دراسة فاعلية استخدام تطبيق هالو إنجلش في تحسين إتقان المفردات لدى الطالبات. أستخدم في البحث المنهج شبه التجريبي بتصميم "اختبار قبلي-اختبار بعدي لمجموعة واحدة". نُفّذ البحث على مدى ٣٠ يومًا في المدرسة المتوسطة الثالثة الحكومية ببوا بونرانغ. بلغ عدد مجتمع البحث ١٧٦ طالبة من الصف السابع، وتم اختيار ٣٠ طالبة كعينة للدراسة. جُمعت البيانات من خلال اختبار قبلي لقياس مستوى المفردات قبل التدخل، ثم تطبيق برنامج هالو إنجلش، واختبار بعدي لقياس التحسن. وأظهرت نتائج التحليل وجود زيادة ملحوظة في إتقان المفردات، حيث ارتفع متوسط الدرجات من ٦٦,٨٧ في الاختبار القبلي إلى ٨٤,٣٠ في الاختبار البعدي. كما أظهرت النتائج الإحصائية أن قيمة "ت" المحسوبة بلغت ٦,٩٠٩، وهي أعلى من قيمة "ت" الجدولية ٢,٠٤٥ عند مستوى الدلالة ٠,٠٥ بدرجة حرية (٢٩). وبناءً على ذلك، خلص البحث إلى أن استخدام تطبيق هالو إنجلش أحدث تأثيرًا دالًا في تحسين إتقان المفردات لدى طالبات الصف السابع في المدرسة المتوسطة الثالثة الحكومية ببوا بونرانغ.

الكلمات المفتاحية: تعليم اللغة الإنجليزية، تطبيق هالو إنجلش، إتقان المفردات

ال لغة ت تطوير وحدة ق بل من ال تحقق ت م



CHAPTER I

INTRODUCTION

A. Background

Vocabulary has an important role in language as it the development of communication and mastery of the four language skills, namely listening, reading, speaking, and writing. The more vocabulary we have, the better we can comprehend what we read and hear, and the easier it becomes to express our thoughts through speaking or writing. Since vocabulary is made up of a language's words, learners cannot master a language without first mastering its vocabulary.¹ If students have a weak command of the language, they will find it difficult to formulate words and explain them as a sentence structure. As a result, their ability to use a range of sentences in English becomes erratic. As an example, a few studies indicate that the reading comprehension of Indonesian students is quite low. As stated by Sudarman & Chinokul, first-year English education majors are only familiar with 1,273 language families. Even the most significant words in the English language, the 3,000 high-frequency words, are unknown to them. They might therefore be unable to appropriately display the language.² In addition, according to a survey conducted by English First, Indonesia's English Proficiency

¹ Robenna Sihotang, Rudi Afriazi, and . Imranuddin, 'Vocabulary Learning Strategies Applied By the Students of English Education Study Program of Bengkulu University', *Journal of English Education and Teaching*, 1.1 (2017), 86–95, doi:10.33369/jeet.1.1.86-95.

² Sudarman Sudarman and Sumalee Chinokul, 'The English Vocabulary Size and Level of English Department Students At Kutai Kartanegara University', *ETERNAL (English, Teaching, Learning and Research Journal)*, 4.1 (2018), 1–12, doi:10.24252/eternal.v41.2018.a1.

Index (EPI) has been declining yearly. Indonesia continues to be ranked 80th out of 112 nations in the world as of 2021.³

In mastering language, vocabulary is also important for understanding and interpreting various texts. As reflected in the Qur'an regarding the importance of having knowledge, including mastery of language, which is emphasized in surah Al-Baqarah: 31 as follows;

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And He taught Adam all the names (things), then presented them to the Angels and said: "Tell Me the names of these things if you are truly righteous!” According to this verse, Allah gave Prophet Adam names or vocabulary as a kind of foundational knowledge that is necessary for comprehension and communication. Stated differently, mastery of vocabulary serves as the basis for learning and communicating understanding in both religious and secular situations.

In line with this, to develop good English skills, it need to good vocabulary because it is the key to learning a language. Additionally, since knowing vocabulary is the first step toward understanding a language, it is crucial to recognize it correctly in order to understand language when conversing. In this instance, teachers play a crucial role in encouraging students to comprehend the

³ Sukma Wiranti and Elok Widiyati, ‘Exploring the Factors and Levels of Students’ Autonomy in Language Learning’, *IJIET (International Journal of Indonesian Education and Teaching)*, 7.1 (2022), 8-9, doi:10.24071/ijiet.v7i1.5139.

meaning of language, not only during class learning but also later when the vocabulary is memorized and applied in context.

The effectiveness of learning is greatly influenced by the strategies used by teachers in delivering material and guiding students. At the preparatory stage, teachers, who are the main people involved in education, need to decide on a learning plan that matches what students need and the goals they want to reach. It is one way to plan learning activities can achieve the desired target.⁴ Therefore, teachers must be able to use engaging and innovative teaching strategies to improve students' vocabulary comprehension, so that vocabulary education can be identified as an important component in English language teaching and ensure that students have the tools they need to navigate academic and everyday communication effectively.⁵ In this case, teachers must also have, including communication skills, technological competence, providing informative feedback, administrative skills, responsiveness, monitoring learning, and providing students support.⁶ Apart from that, adequate facilities and accessibility are also supporting factors in the teaching and learning process. Hariyadi and Hariyati stated that

⁴ Dewi Furwana, Andi Tenrisanna Syam, and St. Hartina, 'The Use of Three-Level Guide Strategy in Teaching English Narrative Text: A Classroom-Based Research', *Research and Innovation in Language Learning*, 4.2 (2021), 147, doi:10.33603/rill.v4i2.4395.

⁵ Aqzhariady Khartha et al., *Fundamentals of English Language Teaching: A Beginner's Guide for Educators* (Merauke: PT. Akselerasi Karya Mandiri, 2025), 51-52.

⁶ Madehang Madehang, Masruddin Masruddin, and Muhammad Iksan, 'Reflecting on the Implementation of Online English Learning in Islamic Higher Education', *International Journal of Asian Education*, 5.3 (2024), 185, doi:10.46966/ijae.v5i3.426.

facilities or what are usually called infrastructure are the main things in supporting learning which are used to facilitate teaching and learning activities.⁷

In achieving teaching and learning objectives, good learning media is needed which has an important role to help convey material more effectively and interestingly. As stated by Tubagus, in the teaching and learning process, any things that aid in the learning process are categorized as media.⁸ One example is the use of technological support such as mobile applications that are available to support vocabulary learning. Technology has become a helpful way to make learning English in the classroom more accessible and easier.⁹ The technology world also has realized the importance of English as an international language, thus encouraging information technology (IT) developers to develop various mobile learning applications. As stated by Sari & Priatna, mobile learning is a learning model that utilizes information and communication technology. In this learning concept, mobile learning brings the benefits of the availability of teaching materials that can be accessed at any time and interesting visualization of the material.¹⁰

⁷ Achmad Bagas Hariyadi and Nunuk Hariyati, 'Pentingnya Fasilitas Belajar Berbasis Teknologi Informasi Terhadap Hasil Belajar Siswa', *Jurnal Inspirasi Manajemen Pendidikan*, 8.4 (2020), 558–589.

⁸ Tubagus Zam Zam Al Arif, 'J-SHMIC : Journal of English for Academic', *J-SHMIC : Journal of English for Academic*, 7.1 (2020), 66-67 <<https://journal.uir.ac.id/index.php/jshmic/article/view/3905>>.

⁹ Husnaini and Sri Rahmiaty Sompia, 'Using Speechway Application to Increase Students' speaking Skills in English Education Department at IAIN Palopo', *Proceedings of The Third International Conference on English Language Education*, 2025, 284.

¹⁰ Rika Mulyati Mustika Sari and Nanang Priatna, 'Model-Model Pembelajaran Di Era Revolusi Industri 4.0 (E-Learning, M-Learning, AR-Learning Dan VR-Learning)', *Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 6.1 (2020), 111-112 <<https://ejournal.unsub.ac.id/index.php/FKIP/article/download/699/591>>.

There are many learning media in the form of applications that can help students improve their English vocabulary, one of them is the Hello English application. Hello English application is one of the media that students are interested in. Ginting and Fithriani stated that, this application is utilized to teach English vocabulary, can improve vocabulary, spelling, talking and understanding of words.¹¹ In this application students not only talking and understanding the meaning of words, but it is also an application that includes a great effect on progressing students' vocabulary. Hello English could be a mobile learning application that can offer assistance kids extend their vocabulary outside of classroom hours. By utilizing the Hello English application, students will ended up more interested and less bored as a result of as some students incline toward to play video recreations instead of studied books.

Through direct observations in class during the learning process and teacher interviews, researcher found several problems regarding vocabulary mastery in class Seventh of SMPN Bua Ponrang. It was found that many students had difficulty understanding basic words and applying them to appropriate concepts. When the teacher asks something, the students don't know how to respond so the teacher also finds it difficult to communicate with the students in English. This is due to students' lack of interest in learning vocabulary, where they consider understanding and memorizing English as difficult, plus the learning method is less interesting, so they get bored easily.

¹¹ Rita Seroja Br Ginting and Rahmah Fithriani, 'Using the Hello English Application in the EFL Classroom: Its Efficacy in Helping Students to Master Vocabulary', *KnE Social Sciences*, 2021 (2021), 592–593, doi:10.18502/kss.v5i4.8714.

Based on the explanation above, researcher is interested in conducting research that concentrates on the application and benefits of Hello English applications to increase students' vocabulary. Therefore, the researcher took this research with the title "Improving Vocabulary Mastery through Hello English Application for the Seventh Grade Students at SMPN 3 Bua Ponrang".

B. Research Question

Related the research background, the researcher formulated the problem with the question: "Does Hello English application improve vocabulary mastery of the seventh grade students at SMPN 3 Bua Ponrang?"

C. Research Objective

Based on the formulation above, the objective of this research is to examine whether or not the Hello English application improve the vocabulary mastery of seventh grade students at SMPN 3 Bua Ponrang.

D. Research Significance

1. Theoretically

Through this research, the researcher hopes that the integration of the Hello English application can provide a theoretical contribution in the field of language learning, particularly in supporting studies on vocabulary mastery and enlarge this study in the existing theories.

2. Practically

a. For the students

Researcher hopes that the use of the Hello English application in teaching will improve students' vocabulary mastery objectively, in this way allowing for a clear assessment of the success of vocabulary educating. It is trusted that this success will open up opportunity for students from different nations to memorize English and advantage from using this application.

b. For the teachers

Researcher hopes this research will motivate teachers to improve the way they teach English, especially when teaching vocabulary. Apart from that, this research can also help teachers develop their creativity and create new teaching strategies by using the Hello English application as a teaching tool.

c. For the next researchers

Researcher hopes that this research can become the basis for further research on a similar topic but from a different perspective.

E. Research Scope

The focus of this research is improving vocabulary mastery based on parts of speech, such as nouns, verbs, adjectives, and adverbs basic by using three features of the Hello English application, namely playing games, using a digital dictionary, and reading articles. Thus that, the Hello English application in vocabulary learning would make the seventh grade students of SMPN 3 Bua Ponrang more familiar with new vocabulary.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

There are several studies on the use of Hello English app in English learning including vocabulary found by researcher. First research is from Aini, Amalia, and Ningrum, which their research entitled *“Improving Students’ Speaking Skill Using Hello English Application as A Medium of Learning from Home”*. The subjects of this study were the fifth-grade students of SDN Sidorejo 1 Mojokerto. The purpose of this study is to observe development in speaking English with the Hello English application. This study involves to cycles. There are four steps in the researcher procedure for this study. Planning, executing, observing, and reflecting are their activities. As a result, the Hello English application has the potential to improve students' speaking skills.¹²

Second research is from Butarbutar & Simatupang, which their research title *“The Impact of Technology Hello English Application in EFL Classroom”*. This research found that using Hello English application can helps students overcome difficulties in understanding the simple past tense. In this study, both the experimental class and the control class had a total of 46 students. This study appeared significant difference in post-test scores, with 95.6% for the experimental group and 60.9% for the control group. This research has the result

¹² Nurul Aini, Firdausi Amalia, and Ary Setya Budhi Ningrum, ‘Improving Students’ Speaking Skill Using Hello English Application as a Medium of Learning from Home’, *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), 730, doi:10.24256/ideas.v10i1.2533.

that use the Hello English App could be a great way to memorize basic past tense; advance independent learning; modify the behavior for the better of the gadget.¹³

Third research is from Ulfa, Wiyaka, and Wahyuni. The title research is *“Improving Students Vocabulary Mastery through Hello English Application at Tenth Grade Students of High School”*. This research aimed to analyze the effectiveness of the *Hello English* application in improving students' vocabulary mastery and to examine students' perceptions of its use in teaching English. Using a pseudo-experimental design with quantitative methods, the study involved 72 tenth-grade students divided into experimental and control groups. Data were collected through tests and questionnaires and analyzed using SPSS. The findings revealed a significant improvement in vocabulary mastery among the experimental group, with their average score increased from 73 (pretest) to 91 (post-test) in contrast to the control group's increase from 74 to 79. T-test statistical analysis yielded a p-value of 0.000, which demonstrates the significant effect of the application. The study noted positive students feedback as well, like increased motivation and improved understanding of material. Therefore, it was found that the use of the Hello English application is effective for vocabulary mastery in class X during the 2022/2023 school year.¹⁴

The next research is from Ismiati & Kurniawan, where their research title is *“Improving students' vocabulary through media application online Hello*

¹³ Ranta Butarbutar and Elia Simatupang, ‘The Impact of Technology Hello English Application in Efl Classroom’, *Lingual: Journal of Language and Culture*, 8.2 (2020), 1-4, doi:10.24843/ljlc.2019.v08.i02.p03.

¹⁴ Ulfa Ulfa, Wiyaka Wiyaka, and Sri Wahyuni, *'Improving Students Vocabulary Mastery Through Hello English Application at Tenth Grade Students of High School'*, 2023, 13.

English at Class X". This research method uses CAR with two cycles which shows that the average score in cycle I was 71.5 and 35% of students passing the KKM and in cycle II was 83 with 85% passing KKM rate. Because the target success of research using CAR, which is above 24% of students' could pass the KKM, then this method is said to be successful and the cycle could be stopped. So it is concluded that the results of the research using the Hello English application are effective and fun in improving vocabulary.¹⁵

Another research is from Palangngan, in her research "*The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery*". The population consisted of the five classes of students at SMA Muhammadiyah Palopo, then, the sample taken were 25 students of class X by using cluster sampling technique. This research uses an experimental method consisting of pre-test and post-test. became the sample are 25 students from class X was selected from the population, which consisted of the five classes of students at SMA Muhammadiyah Palopo. It was found that the pre-test average was 52.52, and the post-test average was 80.64. In addition the significant value of the paired sample test is smaller than the significant level ($0.000 < 0.05$). Then H1 is accepted and H0 is rejected. The result says that significantly, Hello English app can improve students' vocabulary mastery.¹⁶

¹⁵ Nur Ismiati and Asep Kurniawan, 'Improving Students' Vocabulary Through Media Application Online "Hello English" at Class X', *TULIP Jurnal STKIP Banten*, 7.2 (2019), 6, <<http://jurnal.stkipbanten.ac.id/index.php/tulip>>.

¹⁶ Sukmawati Tono Palangngan, 'The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), 415, doi:10.24256/ideas.v10i1.2741.

This research has several similarities and differences with some of the previous studies above. Some similarities were found, namely the use of the Hello English application, then some studies also used pre-test and post-test to measure effectiveness, and showed the same goal of increasing students vocabulary through the Hello English application. However, there are also differences, namely in this study using pre-experimental methods, in contrast to previous studies using methods such as CAR and Pseudo-Experimental. This study focuses on seventh grade junior high school students with a sample of 31 students, while previous studies each used different samples. In Butarbutar & Simatupang's study with a sample of 46 students, while Ulfa, Wiyaka, and Wahyuni's study involved 72 students, and Palangngan's research taken a sample of 25 students from class X.

This research explores the use of the Hello English app specifically to improve seventh-grade students' vocabulary mastery which focuses on integrating the app into structured classroom activities over six meetings. Furthermore, this research provides a detailed analysis of students' vocabulary obtains through a comparison of pre-test and post-test, highlighting the effectiveness of mobile learning in the junior high school context.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

In this section, the researcher tries to explain about the definition of vocabulary, types of vocabulary, the importance of vocabulary, and teaching vocabulary.

a. The Definition of Vocabulary

Vocabulary is a basic element that needs to be known when learning a language. Without sufficient vocabulary, someone will have difficulty in using the language effectively. In English there are four skills that must be learned when learning a language, namely reading, writing, listening, and speaking. The four skills are interrelated and bound to each other. However, of the four skills, all of them depend on vocabulary. Vocabulary is the root of all these skills, because without understanding the meaning of words, one will not be able to read text well, write sentences appropriately, listen to conversations carefully, and speak fluently. Therefore, vocabulary is considered the main foundation that must be built first in the language learning process.¹⁷

Vocabulary knowledge is considered an important tool for second language learners, because limited second language vocabulary can hinder communication. In other words, lack of word knowledge prevents students from expressing their ideas clearly and accurately, which affects their overall

¹⁷ Sri rezki Mulyani, 'The Effect of Hello English Application Towards Students' Vocabulary of the First Grade at SMPN 25 Pekanbaru', 2022, 1–2, <<http://repository.uir.ac.id/id/eprint/14044>>.

communication skills.¹⁸ Respati and Nur stated that vocabulary is a very important aspect in learning a language, especially for individuals who use the language as a second or foreign language. Having the ability to master vocabulary not only helps them understand the language, but can also build good communication with other people who speak the language fluently.¹⁹ Alqahtani also describes the same thing, that mastering vocabulary is needed to express our ideas and allow us to understand what others are saying.²⁰

To be able to communicate effectively, a person needs to master a large vocabulary even millions, and learn grammar that supports the accuracy of communication. Vocabulary and grammar are two main elements in language learning, but they have different roles. According to Akdogan, vocabulary is more important than grammar because people can speak without paying attention to a correct grammar structure but cannot speak without vocabulary.²¹ The more vocabulary one has, the easier it is to interpret English and communicate with others.

b. Types of Vocabulary

According to Harmer, there are two types of vocabulary, namely active vocabulary and passive vocabulary.

¹⁸ Soares A Husnain, Syam T. A, Niken, 'Teachers' Strategies in Teaching Speaking at High School', *Journal of Foreign Language and Educational Research*, 4.2 (2021), 253.

¹⁹ Hastri Raras Respati and Muhammad Rauuf Oktavian Nur, 'Word of the Day on Dictionary.Com How Future Teachers Help Students' in Vocabulary Learning?', *3rd English Language and Literature International Conference (ELLiC)*, 3.April 2019 (2019), 101.

²⁰ Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–22, doi:10.20472/te.2015.3.3.002.

²¹ Esra Akdogan, 'Developing Vocabulary In Game Activities And Game Materials', 07.01 (2017), 34.

- 1) Active vocabulary means that someone have been taught or learned vocabulary and are expected to be able to use it. A person's active vocabulary is formed from terms that are easy to use and understand when a person speaks and writes.
- 2) Passive vocabulary on the other hand means that a person can recognize and understand words but cannot yet use them actively in communication. They can understand when reading or listening but cannot use them when writing and speaking.²²

c. The Importance of Vocabulary

Vocabulary has important role in English learning. One of which is to enable someone to convey ideas, feelings, thoughts clearly and effectively. When someone has a broad vocabulary, they can choose more appropriate word choices to express their meaning and are able to adapt in communicating. Shabrina also stated that, when someone has good vocabulary mastery, it will make it easier for them to communicate their ideas both in written and oral terms and can understand what others are saying.²³

Hestiana and Anita also argue that vocabulary mastery is important for building a deep understanding of language. Good vocabulary mastery is needed so that one can learn English fluently, because by having a lot of vocabulary, vocabulary skills can increase. In addition, it is also important to

²² Harmer, J. 2015, "The Practice of English Language Teaching", *Boletin Cientifico de Las Ciencias Económico Administrativas Del ICEA* 3 (6): 1-4. <https://doi.org/10.29057/icea.v3i6.13nn7>.

²³ Trisyuni Shabrina, 'The Implementation Of Hot Seat Strategy On The Students'ability In Mastering English Vocabulary At Grade Eighth Of Smp Swasta Al-Hidayah Medan Tembung', 2018.

be able to understand the meaning of words according to their context, while helping to reduce errors in understanding texts both in writing and orally.²⁴

d. Teaching Vocabulary

Teaching vocabulary is difficult because it involves recognizing the meaning of a term. To ensure vocabulary learning goals are achieved, a teacher must have effective strategies and sufficient practice. This means that a teacher must have a suitable approach to teaching vocabulary. In this case, the teacher's job is not only to explain the meaning of words, but also to apply appropriate methods for each aspect of language. Therefore, to be a great teacher, they must prepare strategies with the latest teaching techniques and be able to understand vocabulary learning topics deeply so that students easily understand, feel involved, and enjoy the learning process.

Teachers are responsible for using appropriate teaching techniques, because this plays a role in determining the success of the teaching and learning process and influences students' understanding and motivation. In this context, the use of technology has become a relevant teaching technique in the modern era. As explained by Gilakjani, language teaching methods have changed significantly due to technology. Furthermore states that technology allows students to adjust the way they learn independently and gives them

²⁴ Melinda Hestiana and Anita Anita, 'The Role of Movie Subtitles To Improve Students' Vocabulary', *Journal of English Language Teaching and Learning*, 3.1 (2022), 46–47, doi:10.33365/jeltl.v3i1.1715.

access to more information than teachers. Thus, technology becomes an effective tool to help students learn well.²⁵

e. Using Application in Teaching Vocabulary

The use of applications in teaching vocabulary is one innovative way that can increase students' interest and understanding in learning English. By utilizing the features in the application, teachers can create a more interactive learning atmosphere. As Suprihatin and Sri Wardhani (2023) said, by using applications, teachers can build creativity in creating interesting learning such as quizzes or educational games that can be presented during the learning process.²⁶ In addition to providing a fun learning experience, the use of applications can also improve students' memory faster because of the combination of various multimodal elements such as sound, images, text, animation, which can stimulate more of students' senses.

The use of applications in vocabulary learning can also create differentiated learning because teachers can adjust the level of difficulty of activities with students' abilities, which is very important in creating an inclusive learning environment. Thus, the use of applications is not just about technology, but how it is used to optimize students' vocabulary learning outcomes to be more effective.

²⁵ Abbas Pourhosein Gilakjani, 'A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills', *International Journal of English Linguistics*, 7.5 (2017), 95, doi:10.5539/ijel.v7n5p95.

²⁶ Suprihatin Suprihatin, Sri Wardhani, and Wahyu Lestari, 'Development of Assessment Instruments on Limb and Sensory Materials Based on the BATURADEN Word Wall Application for Elementary School Students', *Riwayat: Educational Journal of History and Humanities*, 7.1 (2024), 81–82, doi:10.24815/jr.v7i1.36600.

2. Hello English Application

a. What is Hello English Application?

Hello English is an application designed to support English language learning. According to Putra et al., Hello English could be a mobile application created to help users in the interactive learning of English. This application can be downloaded and installed on the Android, Windows, Web, and Apple operating systems. Hello English released in October 2014 and is available in 22 languages. It offers 475 lessons include a bilingual dictionary with 10,000 words.²⁷ Based on the Google play store, currently Hello English application has been downloaded by 50 million users. Hidayati & Diana, expressed that Hello English could be a specific English learning application, which offers large skills such as reading, listening, speaking, vocabulary, and grammar in English through engaging games.²⁸



Figure 2.1 “Hello English” App logo”

²⁷ I. Dewa Gede Rat Dwiyanana Putra and others, ‘The Acceptance of the English Language Learning Mobile Application Hello English across Gender and Experience Differences’, *International Journal of Emerging Technologies in Learning*, 15.15 (2020), 219, doi:10.3991/ijet.v15i15.11077.

²⁸ Tuti Hidayati & Sari Diana. 2019. *Students’s Motivation to Learn English Using Mobile Application: The Case of Duolingo and Hello English*.

The Hello English application can teach English vocabulary, improve students' spelling, vocabulary, understanding, and memorization abilities. It allows learners to practice pronunciation and expand their vocabulary, making it easier to speak and understand English words. This application acts as supporter of English learning by providing stories and definitions to make the learning process more interesting.

b. Hello English Application Procedure

Hello English is an application designed for learning English where let users to complete practice and review their results of the exercises they have done. They can immediately find out where they went wrong. According to Ginting, there are several stages in starting the Hello English application:

- 1) Go to the Play Store with your smartphone to download and install the Hello English application.
- 2) Log in with your email address to create an account.
- 3) Follow the steps to complete your account setup by choosing a language, gender, avatar, reason for learning English, entering an account name, offers to pro program, and English proficiency level.
- 4) After that, your account has been created and you can access features to support your English learning.²⁹

²⁹ Rita Seroja BR Ginting, 'The Effect of Hello English Application on the Students' Vocabulary Mastery At the Eighth Grade of Junior High School', *The Effect of Hello English Application on the Students' Vocabulary Mastery At the Eighth Grade of Junior High School*, 2019.

c. Features on Hello English Application

According to Ginting, the Hello English app's tools are integrated educational games, providing students a fun way to learn more vocabulary. Based on observations on the Google Play Store, there are several features provided by the Hello English application. The first is, it allows users to set a personalized study schedule, at times that suit them for studying. The second, it features a vocabulary trainer, which is helpful for vocabulary building. The third feature is it offers grammar review; this can help users learn and improve their grammar skills. And lastly, the app supports users to learning without an internet connection by enabling users to download content and study offline.

According to Fajriani, there are several features in the Hello English Application:³⁰

1. Challenges. There are two types of challenges that students can use to learn English. The first type may be a Quizathon challenge, which could be a quiz where students will play against other students, with adversaries automatically detected by the application. In this challenge, students will compete to reply questions in a maximum of 20 seconds. Students who effectively reply questions faster will get more coins than their adversaries. The second type is the Spellathon challenge. This challenge is almost similar to Quizathon, but the difference lies within the organize. In Spellathon, students will be given random letters, empty boxes, and words

³⁰ Fajriani, U. 2020. "Enriching Students' English Vocabulary Using Hello English Application," 81.

in Indonesian. The students' assignment is to arrange the letters to translate words from Indonesian to English.

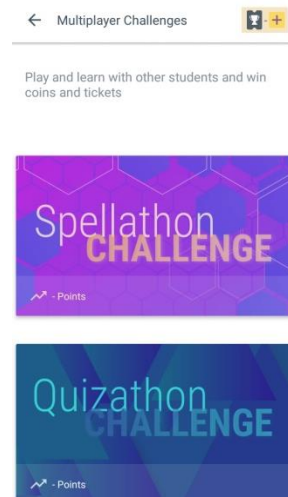


Figure 2.2 Quizathon And Spellathon Challenge

2. Digital dictionary, which are online dictionary designed to help students look up the meaning of words easily. This feature provides 10,000 accessible words to fulfill their vocabulary needs.

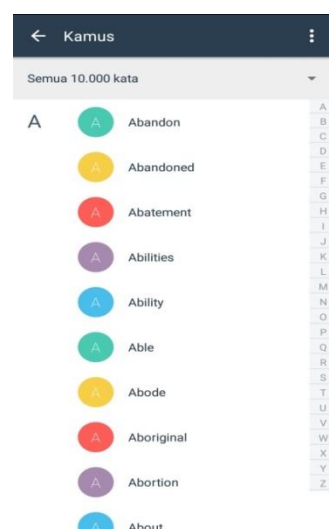


Figure 2.3 Dictionary Feature

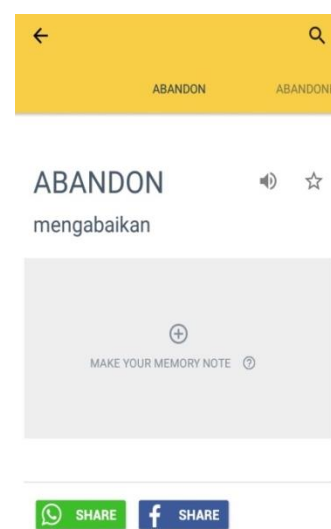


Figure 2.4 From Dictionary

3. Games, is a feature that contains a variety of interactive and fun games that can be used by students to practice their English skills and help students understand and remember well. Such as learning vocabulary using the spelling bee game, where students are given some random letters, blanks, and words in Bahasa. Students need to arrange the alphabet to be translated from Indonesian to English.

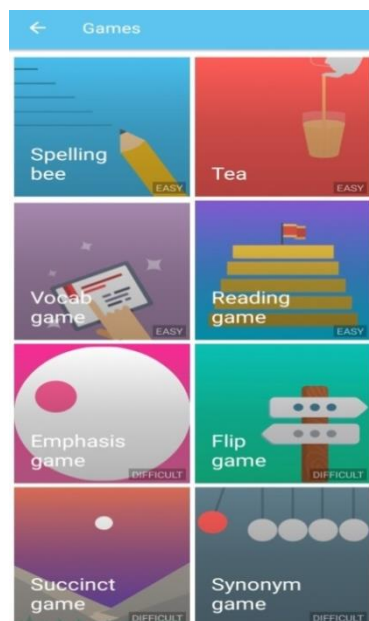


Figure 2.5 Games Feature

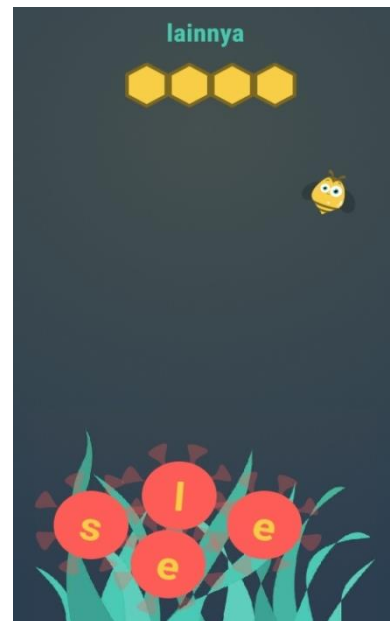


Figure 2.6 Spelling Bee Game

4. Articles, which consist of various kinds of reading material that students can read to improve their vocabulary. If students encounter vocabulary that they don't understand, they only need to click on the word to find out the meaning, and it will immediately appear automatically.

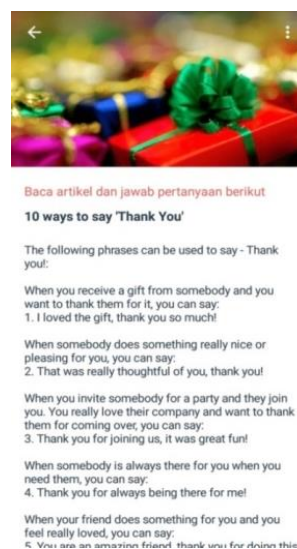
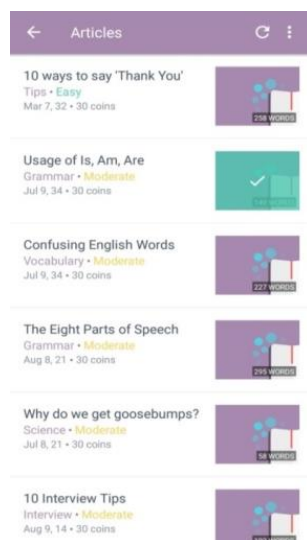


Figure 2.7 Article's Feature Figure 2.8 Article Reading Feature

d. Using Hello English Application in Teaching Vocabulary

Hello English App has the potential to increase students' learning activities and improve their vocabulary acquisition significantly. Not only do students gain new learning experiences, but they also more easily understand the material through the interactive games present in the Hello English app when it is used in the learning process. According to Mutmainnah et al., Hello English app is an effective teaching tool that improves students' vocabulary retention by allowing them to memorize many new words in a short time.³¹

The Hello English app was created to help students expand their vocabulary with innovative learning methods. Games that include pictures and explanations are one of its main approaches. With this, students not only read the word, but also see the visualization and get an explanation of the context, making

³¹ Iva Mutmainnah, Abdul Aziz Wahab, and Feri Ferdiyanto, 'Utilizing Mobile App: (Hello English) Has Significant Impact on Students' Vocabulary Mastery', *ELS Journal on Interdisciplinary Studies in Humanities*, 6.1 (2023), 70.

the vocabulary easier to understand and remember. This is supported by Hidayati & Diana, that Hello English App uses innovative methods, including games with pictures and explanations, to support vocabulary learning.³²

In teaching vocabulary, Hello English App also helps improve vocabulary retention through regular practice and repetition. Students strengthen their memory by being exposed to the same words in different activities, such as quizzes or grammar exercises. In addition, this repetition overcomes the problem of forgetting words after first learning. Apart from that, it also provides immediate feedback after students complete an exercise by giving points or score updates which can motivate students to continue practicing new vocabulary and evaluate their progress.

Hanif et al. also stated that through the Hello English app, students gained a better understanding of the meaning, synonyms and antonyms of words. It also help in contextualized learning. Moreover, since the app is easily accessible, students can learn English anytime and anywhere, making it a versatile and convenient resource for vocabulary acquisition. Then they opined that Hello English app is an effective tool to overcome students' difficulties in retaining their vocabulary and is an excellent medium to enhance their English learning experience.³³

³² Tuti Hidayati & Sari Diana. 2019. *Student's Motivation to Learn English Using Mobile Application: The Case of Duolingo and Hello English*.

³³ Diandra Mutiara Hanif, Eva Nurchurifiani, and Purna Wiratno, 'Boosting Vocabulary Mastery with the Hello English App : A Game- Changing Solution for EFL Learners', 7.2 (2024), 387.

e. Advantages and Disadvantages of the Hello English Application

According to Alley, there are several advantages and disadvantages to using the Hello English Application:³⁴

1) Advantages of Hello English Application

- a) This app allows us to download it without any cost as it is completely free.
- b) This application has more than 250 fun and interesting lessons that help us in learning English.
- c) Offers engaging games for reading, writing, speaking, and listening that make it easy for students to learn.
- d) This application has a feature that allows us to interact with other teachers and students to provide answers some questions or solve problems.
- e) There are online dictionaries that help us expand our English vocabulary and learn the spelling and meaning of words.
- f) There is news available in English that helps us learn new vocabulary through reading.
- g) This app is level-based, so we can learn English at different levels, helping to build confidence in improving our English skills.

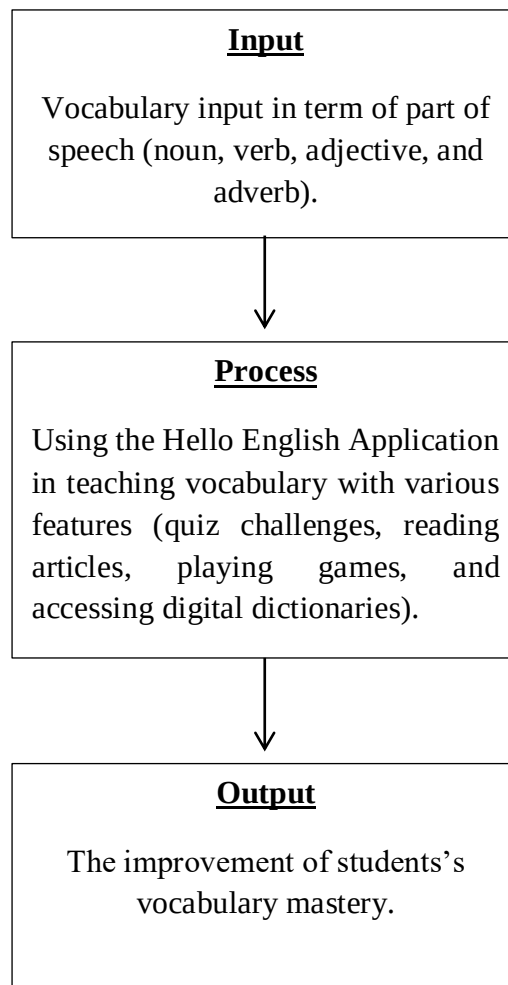
2) Disadvantages of Hello English Application

- a) To access some courses have a requirement that we have to buy premium.
- b) To unlock some locked lessons, we must have enough coins.

³⁴ Culture Alley, (2014). *“Positive Aspects and Negative Aspects of using Hello English”*

C. Conceptual Framework

The conceptual framework presented in this research is illustrated in the following diagram:



The researcher used a conceptual framework which consists of 3 main stages, namely input, process, and output. The diagram above illustrates the objectives as follows:

1. Input, referring to the pre-test designed to measure students' vocabulary skills especially in parts of speech (noun, verb, adjective, and adverb). This

pre-test aims to determine the extent of students' initial understanding before being given treatment in the research.

2. Process, relating to vocabulary teaching using the Hello English App as a learning tool through various features such as quiz challenges, reading articles, playing games, and accessing digital dictionaries. Students will interact with these features to improve understanding and use of vocabulary in diverse contexts.
3. Output, refers to the improvement of students' vocabulary mastery through Hello English Application.

In this research, the researcher will conduct Pre Test, Treatment, and Post Test to improve students' vocabulary mastery using Hello English application. In the Pre Test section, the researcher will ask the students some questions then they are given 20 minutes to answer the questions. In the Post Test section which was conducted at the next meeting, the researcher also gave some questions to measure the extent of their progress.

D. The Hypothesis

There are two types of hypotheses included in this study, namely H_0 (null hypothesis) and H_1 (alternative hypothesis). Based on the literature review, the hypothesis is formulated as follows:

1. H_1 : The students' vocabulary mastery is significantly improved through the Hello English application at the seventh grade of SMPN 3 Bua Ponrang.

2. H_0 : The students' vocabulary mastery is not significantly improved through the Hello English application at the seventh grade of SMPN 3 Bua Ponrang.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a pre-experimental approach with only one class. The researcher utilized the Hello English Application to teach vocabulary to the class. In the pre-experimental class, researcher employed pre-test and post-test design. The aim is to determine how vocabulary can be taught with the Hello English Application.

Table 3.1 Research Design

Pre-Experimental Class		
O₁	X	O₂

Explanation:

O₁ : Result of pre-test

X : Treatment

O₂ : Result of post-test³⁵

Based on the table above, a pre-test (O₁) was given to the pre-experimental class to determine students' knowledge before giving treatment.

³⁵ Prof.Dr.Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Penerbit Alfabeta : Bandung, 2016, 2016).

To determine student's scores, the researcher gave treatment (X) using the Hello English Application and post-test (O2). Then, comparing results to observe how students' scores have improved.

B. Research Variables

There are two types of variables in pre-experimental research, namely independent variable and dependent variable. First, an independent variable is the Hello English Application that students use to learn English. Second, the dependent variable is the students' vocabulary. This research aims to determine whether the Hello English application can improve students' vocabulary.

C. Location and Time

The researcher of the study chose the location for research in this study discovered at SMPN 3 Bua Ponrang, which is located in South Ponrang District, Luwu Regency, South Sulawesi. This research took 30 days to finish, including data analysis, and involved six in-class meetings.

D. Population and Sample

1. Population

Students in the first grade at SMPN 03 Bua Ponrang during the 2025 academic year made up the research population. There were six class divisions for the first graders at SMPN 3 Bua Ponrang. There were 176 students in all. It was can be seen from the following table.

Table 3.2 The population of the first grade of students of SMPN 3***Bua Ponrang***

No	Class	Number of Students
1	VII A	30
2	VII B	30
3	VII C	29
4	VII D	29
5	VII E	29
6	VII F	29
	TOTAL	176

(Data Source: Administration of SMPN 3 Bua Ponrang)

2. Sample

The objectives and requirements of research have an impact on sampling techniques. The researcher applied purposive sampling techniques. Arikunto emphasized that "purposive sampling technique is a sample selection process by taking subjects not based on strata or regions, but taken for a specific purpose".

Students in the first grade at SMPN 3 Bua Ponrang were the target of this sampling. VII A class was randomly selected as the sample for this research. There are thirty students in the VII A class as a sample. This class was chosen based on a selection process, and it aligns with the purpose of the research, as the English teacher mentioned that students in this class still have difficulties in understanding vocabulary.

E. Research Instruments

The researcher used vocabulary test. The test consisted pre-test and post-test to measure students' vocabulary improvement. The pre-test was given at the beginning of the study before using the Hello English app to measure the level of students' vocabulary mastery. After using the Hello English application, post-test was given to measure the extent of students' vocabulary mastery improvement. Both tests each contains of 30 questions that test students' understanding of various types of English vocabulary.

F. Procedure of Collecting Data

In this research, one type of test was employed as the researcher's data collection instrument. The test conduct is a vocabulary test, which carried out twice, namely pre-test before and post-test after treatment.

1. Before using the Hello English Application, a pre-test was carried out to assess students' vocabulary knowledge. The test measures how much the students understand English words.
2. After being given treatment with the Hello English Application in the teaching and learning process, students were given a post-test to assess vocabulary mastery. In the pre-test and post-test consist of 10 multiple choice questions, 10 short answer questions, 5 matching questions, and 5 fill in the blank questions. If students can answer all of the questions correctly, they get 100 points.

The procedure of this research as following steps:

1. Pre-Test:

At the first meeting, researcher gave a pre-test consist of 30 questions (multiple choice, essay, matching, and fill in the blank) to assess students' vocabulary before providing the treatment.

2. Treatment 1:

At the second meeting after being given a pre-test, the researcher showed the Lesson 12: *How to Count* on the Hello English app. Researcher asked students to download the Hello English application and then helped students create an account. To help their learning, students were asked to identify vocabulary from the new lesson. The researcher instructed the students to write down the vocabulary and looking up the meaning used the digital dictionary and asked them to remember it. Next, the researcher asked the students to play the spelling bee game in Hello English Application to increase their vocabulary. After that, the teacher asked the students to read the article to enrich their vocabulary.

3. Treatment 2:

At the third meeting, the researcher asked students to continue the material in the Hello English application in Lesson 17: *Family* in the Hello English Application. The researcher encouraged the students to look at the words on the app and see if they can recognize the words. The researcher asked the students to practice pronouncing and spelling the words in the material they have learned. In addition to asked the students

to write a few sentences about the subject, the researcher also asked them some questions. The researcher encouraged the students to write down the words they had been given and finding out the meanings in digital dictionary to help them remember it. After that, students played the game part, Tea game to improve their vocabulary. Then, the teacher instructed the students to read the article in order to expand their vocabulary.

4. Treatment 3:

At the fourth meeting, the researcher asked the students to open the Hello English application in Lesson 10: *Verb Exercise*, and asked them to identify the material vocabulary. The students were instructed by the researcher to memorize a list of vocabulary and look up the meaning of words they didn't know through a digital dictionary. After their learning of the vocabulary, they were asked to mention any new words they would have been learned. The researcher gave exercises in the form of a game, namely Spelling Bee. After that the teacher subsequently asked the students to go through the article to enhance their vocabulary.

5. Treatment 4:

At the fifth meeting, students were asked to open the Hello English Application in Lesson 22: *Describing Someone*. The students were given instructions by the researcher to find words in the material. Then, the students were instructed to write down the words and searched for the meanings of unfamiliar words using a digital dictionary. The researcher encouraged the students to memorize the list of vocabulary

words and its meaning. Then, students opened the Tea game to increase their vocabulary. Last, the teacher encouraged the students to read the article as a way to build their vocabulary.

6. Post-Test:

After implementing the treatment in the experimental class using the Hello English application, a post-test consist of 30 questions (multiple choice, essay, matching, and fill in the blank) was conducted during the sixth meeting to assess the students' vocabulary skills.

G. Technique of Data Analysis

Data collect from the test was analyzed through the following steps:

1. Calculating the scores of students' answers from the test based on the following requirements:
 - a. For multiple-choice questions, correct answers get 1 point and incorrect answers get 0 points. The highest score for all correct answers is 10.
 - b. For short-answer questions, correct answers get 1-4 points and incorrect answers get 0 points. The highest score for all correct answers is 32.
 - c. For matching questions, correct answers get 1 point and incorrect answers get 0 points. The highest score for all correct answers is 5.
 - d. For fill-in-the-blank questions, correct answers get 1-2 points and incorrect get 0 points. The highest score for all correct answers is 10.

2. Calculating students' correct answers with the formula:³⁶

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the test

R = Number of students' correct answer

N = Maximum score

3. Data from students' vocabulary tests were analyzed quantitatively using mean score. To get the mean score, the following formula was used:³⁷

$$X = \frac{\Sigma X}{N}$$

Where:

X = Mean score

ΣX = The students' total score

N = Total of students

4. Tabulate students' scores into the following clarification. Students' scores are clarified into seven levels, which are as follows:³⁸

Table 3.3 Classification Students' Score

No.	Range of Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good

³⁶ Depdikbud. *Petunjuk pelaksanaan proses belajar mengajar dan petunjuk pelaksanaan penilaian sekolah menengah umum*. Jakarta Departemen Pendidikan dan Kebudayaan. 2006

³⁷ Gay, L.R., G.E. Mills, G.E., & Airisan, P.W., "Educational Research Competence for Analysis and Application", (USA: Pearson, 2012).

³⁸ Depdikbud, 2012. *Kebijakan Pengembangan Profesi Guru*, Jakarta: Pusbangprogd

4	66-75	Fairly poor
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

(Data Source: Depdikbud, 2012)

5. To determine the standard deviation of students, researchers used the following formula:

$$SD = \frac{\sqrt{\Sigma X^2 - \left(\frac{\Sigma X}{N}\right)^2}}{N-1}$$

Where:

SD = Standard Deviation

ΣX = Students' total scores

N = Number of students

6. Used T-test scores to determine significant differences between pre-test and post-test results. This can be measured using the following formula:

$$t = \frac{\bar{D}}{\frac{\sqrt{\frac{\Sigma D^2 - (\Sigma D)^2}{N}}}{N(N-1)}}$$

Where:

T = significance of test

$\bar{D}$ = score of the mean

ΣD = all score of the sum

N = score of the total number

1 = constant number

7. Analyzed the mean score between pre-test and post-test using SPSS (statistical package for social science).
8. To confirmed the hypothesis, the following criteria was used:

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The Alternative Hypothesis (H₁) would be accepted if the t-test indicates a significant difference between the pre-test and post-test results before and after vocabulary teaching using the Hello English application. However, the Null Hypothesis (H₀) would be accepted if the t-test indicates that there is no significant difference between the pre-test and post-test scores before and after vocabulary teaching using the Hello English application.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the Research

In this chapter, the researcher presents the results of research conducted at SMPN 3 Bua Ponrang in the seventh grade with 31 students. The results of this study aim to measure students learning outcomes before and after being given treatment. The data used are quantitative data from the pre-test before being given treatment and the post-test after being given treatment. The results of the study showed that there was an increase in students learning outcomes after being given treatment using the Hello English application.

a) Students' Pre Test and Post Test Scores

In this section, data analysis on vocabulary mastery is presented first before the application of Hello English. Data were obtained from the results of a pretest followed by 30 students. Based on initial findings, it can be seen that the vocabulary mastery of seventh grade students at SMPN 3 Bua Ponrang is still very low. Many students feel bored when taking English lessons because the teacher still applies the lecture method. In addition, some students also have difficulty recognizing words. The researcher also observed that students have not been able to pronounce vocabulary correctly due to errors in pronunciation.

i. Students' Pre-test Score and Classification

At the initial meeting, the researcher gave a test to determine the extent of the students' vocabulary mastery. After the test was conducted, the researcher

analyzed the answers given by the students and grouped them based on their level of vocabulary mastery. The results of the analysis are shown in the following table:

Table 4.1 Total Students' Score in Pre-test and Classification

No.	Name of the Students	Score				Total Score	Final Score	Classification
		Multiple Choice	Essay	Matching	Fill in the Blank			
1	ARR	7	30	5	9	51	89	Very Good
2	MRA	9	27	5	8	49	86	Very Good
3	VAA	10	22	3	8	43	75	Good
4	RBH	7	20	5	6	38	67	Fairly Poor
5	RS	7	26	5	5	43	75	Fairly Poor
6	MAA	8	25	5	9	47	82	Good
7	SAA	5	17	2	4	29	51	Poor
8	NKL	6	22	2	4	34	60	Fair
9	MA	9	25	5	7	46	81	Good
10	NAS	8	29	5	8	50	88	Very Good
11	SN	5	24	3	8	40	70	Fairly Poor
12	TTH	6	26	5	6	44	77	Good
13	KA	4	27	3	4	38	67	Fairly Poor
14	AGZ	3	16	3	5	27	47	Poor
15	SMC	5	20	2	5	32	56	Fair
16	TPW	5	12	3	4	24	42	Very Poor
17	MIA	6	11	3	5	25	44	Very Poor
18	RR	5	24	5	6	40	70	Fairly Poor
19	AAR	8	25	4	8	45	79	Good
20	KL	7	23	5	7	42	74	Fairly Poor
21	SL	4	19	1	3	27	47	Poor
22	MW	5	23	2	4	34	60	Fair
23	WAQ	7	25	5	9	46	81	Good
24	AA	4	15	3	4	26	46	Poor
25	KKH	5	18	3	5	31	54	Poor
26	AS	8	21	5	7	41	89	Fairly Poor
27	AR	5	29	4	6	42	74	Fairly Poor
28	MA	5	26	5	6	42	74	Fairly Poor
29	SS	4	12	3	5	24	42	Very Poor
30	ANZR	6	25	5	8	44	77	Good

Table 4.1 displays the students' total score and classification in pre-test. It can be seen that students' scores vary between 43 and 89. Only three students entered the "Very Good" classification. Some students achieved the "Good" classification. On the other hand, a number of students were classified as "Fairly Poor", "Poor", and even "Very Poor", indicating that they struggled with vocabulary before using the Hello English application. This variation indicates a significant difference in vocabulary acquisition among students before the use of the Hello English application.

ii. Students' Post-test Score and Classification

After using the Hello English Application, the post-test was given to students by the researcher. The results of the analysis are shown in the following table:

Table 4.2 Total Students' Score in Post-test and Classification

No.	Name of the Students	Score				Total Score	Final Score	Classification
		Multiple Choice	Essay	Matching	Fill in the Blank			
1	ARR	10	32	5	9	56	98	Excellent
2	MRA	10	30	5	8	53	93	Very Good
3	VAA	8	26	5	8	47	82	Good
4	RBH	8	28	3	8	47	82	Good
5	RS	9	28	3	7	47	82	Very Good
6	MAA	10	29	5	9	53	93	Very Good
7	SAA	7	23	5	5	40	70	Fairly Poor
8	NKL	8	25	5	6	44	77	Good
9	MA	8	28	5	8	49	86	Very Good
10	NAS	10	29	5	9	53	93	Very Good
11	SN	10	24	5	7	46	81	Good
12	TTH	9	25	5	7	46	81	Good
13	KA	10	26	5	8	49	86	Very Good
14	AGZ	10	21	3	4	38	67	Fairly Poor
15	SMC	7	24	3	5	39	68	Fairly Poor
16	TPW	10	22	5	7	44	77	Good

17	MIA	7	28	3	4	42	74	Fairly Poor
18	RR	8	23	5	6	42	74	Fairly Poor
19	AAR	9	28	5	6	48	84	Good
20	KL	10	28	3	5	46	80	Good
21	SL	10	30	5	8	53	93	Very Good
22	MW	10	32	5	8	55	96	Excellent
23	WAQ	10	29	5	9	53	93	Very Good
24	AA	9	30	5	9	53	93	Very Good
25	KKH	10	28	5	8	51	89	Very Good
26	AS	10	27	5	8	56	88	Very Good
27	AR	10	30	5	8	53	93	Very Good
28	MA	9	25	3	5	44	77	Good
29	SS	8	30	5	9	52	91	Very Good
30	ANZR	10	28	5	7	50	88	Very Good

Table 4.2 displays the students score in post-test and classification. There was a general improvement in students' abilities compared to the pre-test. A large number of students achieved the “Very Good” classification. In addition, two students achieved the “Excellent” category which was not seen in the pre-test results. Although some students were still in the “Fairly Poor” classification, their scores showed improvement. Overall, the table shows a good improvement in students' ability to master vocabulary after using the Hello English application

To evaluate the students' vocabulary mastery before and after using the Hello English application, both a pretest and a posttest were conducted. The results were categorized based on students' performance levels in each test. The following table presents the frequency and percentage of students in each category for both the pretest and posttest.

Table 4.3 The frequency and percentage of pretest and post test

No.	Categories	Pretest		Post Test	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	0	0%	2	6,7%
2	Very Good	3	10%	14	46,7%
3	Good	7	23,3%	9	30%
4	Fairly Poor	9	30%	5	16,7%
5	Fair	3	10%	0	0%
6	Poor	5	16,6%	0	0%
7	Very Poor	3	10%	0	0%
Total		30	100%	30	100%

Table 4.3 explains the frequency and percentage of pretest and posttest. It is clearly seen that the vocabulary test results were classified into seven performance categories: Excellent, Very Good, Good, Fairly Good, Fair, Poor, and Very Poor. In the pretest, no students achieved the Excellent category, while only 3 students (10%) were in the Very Good category. Most students were in the Good category with 7 students (23.3%), followed by Fairly Good with 9 students (30%). The remaining students fell into the lower categories: Fair (10%), Poor (16.6%), and Very Poor (10%).

In contrast, the posttest results showed a significant improvement. The number of students in the Excellent category increased to 2 (6.7%), and those in the Very Good category rose sharply to 14 students (46.7%). Following that the number of students in the Good category increased to 9 (30%). Although the number of students in the Fairly Poor category decreased to 5 (16.7%) this shift

indicates progress toward higher performance levels. There are no students in the Fair, Poor, or Very Poor categories, suggesting that the treatment had a positive effect on students' vocabulary mastery.

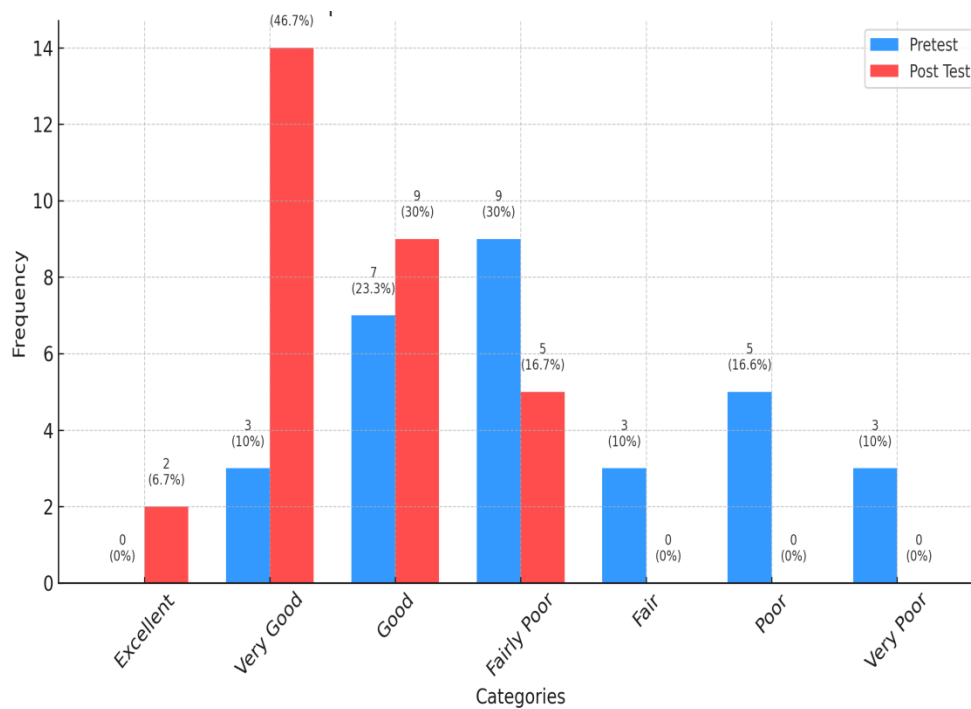


Figure 4.1 Bar Chart of the Comparison of Pre-test and Post-test Results

From figure 4.1, there are learning outcomes in the seventh grade of SMPN 3 Bua Ponrang. This is shown from the pre-test and post-test scores then entered into the SPSS application. In this case, the researcher found the students' vocabulary learning results. The students learning results can be seen in the following table.

Table 4.4 Paired sample statistic

	Mean	N	Std. Deviation	Std. Error Mean
PRE TEST	66.87	30	14.560	2.658
POST TEST	84.30	30	8.615	1.573

(Pre-test and Post-test Learning Outcomes using SPSS)

Based on the table, it can be seen that the highest score on the pretest of seventh grade students of SMPN 3 Bua Ponrang reached 89, while the lowest score was 42. The mean score was 66.87 with a standard deviation of 14.560, which indicates that students' vocabulary skills before the use of Hello English application were quite varied. While in the posttest, the highest score obtained by students was 98 and the lowest score was 67. The mean score improved to 84.30 with a standard deviation of 8.615, which indicates that after the application of the application, in general, students' vocabulary skills improved and the distribution of scores became more consistent.

b) The Analysis of Data Using SPSS

Hypothesis testing is a technique that determines whether a statement should be accepted or rejected. This assumption was developed by previous researchers. Parametric statistical analysis using paired sampling tests was applied in this study. This was based on the results of the normal and uniformity test results. The hypotheses previously prepared were as follows:

1. H_1 : The students' vocabulary mastery is significantly improved through the Hello English application at the seventh grade of SMPN 3 Bua Ponrang.
2. H_0 : The students' vocabulary mastery is not significantly improved through the Hello English application at the seventh grade of SMPN 3 Bua Ponrang.

According to Singgih Santoso, the guidelines for decision-making in the test paired sample t-test based on the value of significance (Sig.)

Results/output SPSS is as follows:

1. If the value of SIG. (2-tailed) < 0.05 , then H_0 rejected and H_1 received.
2. Conversely, if the value of SIG, (2-tailed) > 0.05 , then H_0 accepted and H_1 rejected.

Table 4.5 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 vocabulary - Posttest vocabulary	-17.367	13.768	2.514	-22.508	-12.226	-6.909	29	.000

Based on the "Paired Samples Test" output table, the Sig. (2-tailed) is 0.000 which means it is smaller than 0.05. This means that H_0 is rejected and H_1 is accepted. Therefore, the use of Hello English application is considered effective in improving the English vocabulary of seventh grade SMPN 3 Bua Ponrang. Thus, the assumption that there is no significant difference between the pre-test and post-test means is rejected.

In addition to comparing the significance value (p-value or Sig.) with the standard threshold of 0.05, another method that can be used to test the hypothesis in the paired sample t-test is to compare the calculated t-value (t-count) with the critical t-value from the t-table. The decision-making process is based on the following guidelines.

1. If the value of t count $>$ t table, then H_0 is rejected and H_1 is accepted.
2. In fact, if the value of t count $<$ t-table, then H_0 is accepted and H_1 is rejected.

Based on the “Sample paired-tests” table, the t-count is -6.909. The average post-test score is higher than the pre-test score, resulting in a negative indication. In such a situation, negative values only indicate the direction of change and can be interpreted as positive when comparisons are made. Therefore, the absolute t-count is 6.909.

To interpret this result, compare the t-count with the t-table value. The df (degrees of freedom) value is 29, and the significance level is 0.05. For the t-distribution table, the critical t-table value for $df = 29$ at $\alpha = 0.05$ (two-tailed) is about 2.045.

Since $6.909 > 2.045$, this means that the result is statistically significant. Therefore, H_0 is rejected and H_1 is accepted. In summary, the Hello English app improved vocabulary learning in the seventh grade of SMPN 3 Bua Ponrang.

Moreover the resulting Cohen’s d of 1.57 indicates a very large effect according to conventional benchmarks. This shows that the use of the Hello English application has a substantial impact on improving students’ vocabulary, meaning the improvement is not only statistically significant but also meaningful

in a pedagogical context. Therefore, integrating Hello English into learning activities can effectively improve students' vocabulary mastery and support more effective language learning in the classroom.

B. Discussion

The vocabulary mastery of students in grade seven of SMPN 3 Bua Ponrang was seen to improve after the treatment as evidenced in the findings in the previous section. When compared, their Post Test scores were higher than their Pre Test scores. In this case, the Pre Test was given to measure students' vocabulary before the treatment, while the Post Test was given to see the extent of students' vocabulary improvement after the treatment.

There are six meetings in conducting this research. The first meeting, the researcher gave the Pre-Test to the students. The main function of the Pre-Test is to determine or measure the basic abilities of students before being given treatment, as well as a comparison with the Post-Test results to see if there is a significant increase or change after being given treatment. Researchers gave the Pre-Test in the form of a worksheet containing 30 questions. 10 of them are multiple choices, 10 are short answer questions, 5 are matching questions, and 5 are fill in the blank questions.

Before being given the treatment using Hello English application, the researcher found that students' vocabulary mastery was still very low. This is evident from the Pre-Test results. Before the researcher conducted the study, the teacher still used monotonous methods in teaching English so that students found it difficult to understand vocabulary and they were easily bored. After six

meetings and given treatment using the Hello English application, students' ability to understand vocabulary increased. This progress is reflected in the comparison of pre-test results and post-test results. The average before treatment was 66.87, but increased to 84.23 after treatment. The t-test results are paired samples where the t-test value (6.909) is higher than the t-table (2.045), indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This confirms that the use of Hello English app is effective when improving students' vocabulary mastery. Hello English application makes it easier for students to remember, identify, find, and recognize new vocabulary in a more fun way and does not make students easily bored.

The vocabulary mastery of seventh grade students of SMPN 3 Bua Ponrang achieved significant improvement due to the use of Hello English application that allows students to learn vocabulary effectively. Spelling Bee and Tea games are one of the games that students are interested in in the Hello English application. The Spelling Bee game is a game where students arrange letters randomly and become a word that is done quickly. While Tea game is a type of game where students are shown a vocabulary and then they are asked to choose the correct meaning from two options in a limited time. Indirectly, it helps students learn through fun and learn new things quickly. It can also increase students' interest in learning and strengthen their memory of vocabulary because they are able to understand what they have learned before and then play it.

In addition to the Spelling Bee and Tea games, there are several features of Hello English Application that have helped students improve their vocabulary.

475 learning materials and reading articles also provide students with new word knowledge. In addition, the digital dictionary also helps them find out the meaning of an unknown word. Sometimes students feel lazy to read or not interested in looking up the meaning of words in the dictionary. That is why the Hello English app provides a digital dictionary containing 10,000 words so that students can use it on their smartphones. Therefore it is said that the Hello English application can have an effect that makes it easier for students to learn English in a fun way.

Based on the results of the data analysis, students' vocabulary knowledge showed improvement after they were taught using the Hello English application. This improvement is reflected in the increase in their vocabulary test scores compared to before the application was implemented. Furthermore, Hello English is considered a useful tool for enhancing vocabulary mastery and can also be recommended for English language teaching in general. The findings indicate that seventh grade students of SMPN 3 Bua Ponrang gained positive learning outcomes from using the Hello English application.

The result of this research supports previous research by Aini et al. (2021), who found that using the Hello English app can improve students' English speaking skills. The results of this research also show that the use of Hello English application as an interactive tool can greatly help students in improving their vocabulary. This is also aligns with the research by Butarbutar et al. (2020), which states that Hello English application can have a positive impact on students' motivation, vocabulary acquisition, and academic performance.

Furthermore, Ulfa et al. (2023), emphasizes that the Hello English application was interesting, motivating, and helped students understand English vocabulary more easily. Based on these findings, the research concludes that the Hello English Application is an effective tool to improve students' vocabulary mastery.

Despite these advantages, the researcher also identified challenges, such as the classroom had limited internet, and some students did not know how to use the app, which made learning slower at first. Some students had difficulty using the Hello English app because they were not used to learning using technology. In addition, some students could not move on to the next lesson because they did not collect enough coins from the previous lesson. To overcome this, students were asked to participate in games in the app such as Tea game or Spelling Bee as an alternative way to collect more coins and continue the lesson. For future research, it is better to ensure that the internet is working properly and provide basic training to students on how to use the app. Teach them how to collect coins through the app's features can also help them continue learning and improve their vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the overall findings of this research, it can be concluded that using the Hello English application greatly helped students improve their vocabulary. This improvement is shown by the increase in average scores from 66.87 in the pre-test to 84.23 in the post-test. The t-test result ($6.909 > 2.045$) also showed that the treatment was effective. The app's fun features like games, vocabulary articles, and instant word meanings gave students lots of chances to see and practice new words in an enjoyable way, which made it easier for them to learn and remember vocabulary. Therefore, the Hello English application can be considered an effective digital learning tool for enhancing the vocabulary skills of seventh grade students at SMPN 3 Bua Ponrang.

B. Suggestion

Based on the findings and conclusions of this research, the researcher would like to offer several suggestions addressed to English teachers, students, and future researchers:

1. English Teacher

The Hello English application can serve as an effective tool to support students in learning English. The findings of this research show that it can significantly enhance students' vocabulary mastery. In addition, the app has features that can make the teaching process more efficient and help students better grasp the material being taught.

2. Students

To improve their English skills, especially vocabulary, students are encouraged to practice regularly and explore new words actively. Being attentive during lessons and making consistent efforts in learning will help them gain a deeper understanding of the language.

3. Other Researcher

This research explored how the Hello English application contributed to vocabulary improvement among seventh grade students at SMPN 3 Bua Ponrang. Future researchers are encouraged to build upon this research in different settings or with different variables. This research can serve as a useful reference for those planning to conduct further investigations or action research focused on enhancing students' English vocabulary proficiency.

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APPENDICES

Appendix 1

PRE-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**.

The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test Objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
 2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
 3. Provide an overview of which vocabulary items are already well understood and which still need improvement.
-

Name (Nama):

Class (Kelas):

A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after fourteen?
 - a. Fifteen
 - b. Thirteen
 - c. Sixteen
 - d. Eleven

2. How many people are in your family if you have a mother, father, and two sisters?
 - a. Three
 - b. Four
 - c. Five
 - d. Six
3. Which word is a verb?
 - a. Jump
 - b. Happy
 - c. Tall
 - d. Sister
4. What is the correct way to describe this person: "She is..."
 - a. a short and friendly
 - b. short and friendly
 - c. a short girl friendly
 - d. she friendly and short
5. What do you do with your mouth?
 - a. Listen
 - b. Touch
 - c. Eat
 - d. Look
6. "He is my..." What is the correct word to describe your father's brother?
 - a. aunt
 - b. cousin
 - c. uncle
 - d. brother
7. Which sentence is correct?
 - a. I runs every day
 - b. I run every day
 - c. I running every day
 - d. I runned every day
8. Which of the following is a personality adjective?
 - a. Tall
 - b. Fast
 - c. Friendly
 - d. Thin
9. "She is my mother's daughter." Who is she?
 - a. Aunt
 - b. Cousin
 - c. Sister
 - d. Niece
10. Choose the correct sentence!
 - a. He have two sisters
 - b. He has two sisters
 - c. He had two sisters
 - d. He is has two sisters

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

11. How old are you?
 12. What do you do with your eyes?
 13. Write two adjectives to describe your best friend.
 14. What verb do you use when you move fast on foot?
 15. Write a sentence about your family using “has” or “have”.
 16. Who is the person that takes care of you at home?
 17. Write the number that comes before twenty.
 18. What does your father do? (Example: He works as a...)
 19. Describe your sister or brother in two sentences.
 20. Write a verb that starts with the letter "s".
-

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B
21. Cousin	a. Runs fast
22. Kind	b. My uncle's child
23. Tall	c. Helps other people
24. Smart	d. Not short
25. Fast	e. Knows many things

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My _____ is my mother's husband.
27. I _____ my homework every afternoon.
28. She is _____ and beautiful.
29. I have _____ brothers and one sister.
30. My grandfather is very _____ and wise.

PRE-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**. The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test objective

This test is designed to: :

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
3. Provide an overview of which vocabulary items are already well understood and which still need improvement.

Name (Nama): Arli Raza Raditya

Class (Kelas): VII A

89.

A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after fourteen?
 ✗ Fifteen
 b. Thirteen
 c. Sixteen
 d. Eleven
 1
2. How many people are in your family if you have a mother, father, and two sisters?
 a. Three
 b. Four
 ✗ Five
 d. Six
 1

3. Which word is a verb?
☒ a. Jump 1
b. Happy
c. Tall
d. Sister
4. What is the correct way to describe this person: "She is..."
a. A short and friendly
☒ b. Short and friendly 1
c. A short girl friendly
d. She friendly and short
5. What do you do with your mouth?
a. Listen
b. Touch 1
☒ c. Eat
d. Look
6. "He is my..." What is the correct word to describe your father's brother?
☒ a. Aunt
b. Cousin
☒ c. Uncle 1
d. Brother
7. Which sentence is correct?
a. I runs every day
b. I run every day 0
☒ c. I running every day
d. I runned every day
8. Which of the following is a personality adjective?
☒ a. Tall
b. Fast 0
c. Friendly
d. Thin
9. "She is my mother's daughter." Who is she?
a. Aunt
b. Cousin
☒ c. Sister 1
d. Niece
10. Choose the correct sentence:
a. He have two sisters
☒ b. He has two sisters 1
c. He had two sisters
d. He is has two sisters

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

- 3 11. How old are you? Fourteen
 3 12. What do you do with your eyes? to look
 3 13. Write two adjectives to describe your best friend. he is handsome and kind
 3 14. What verb do you use when you move fast on foot? run
 4 15. Write a sentence about your family using "has" or "have". I have one brother and one sister
 3 16. Who is the person that takes care of you at home? my parents
 3 17. Write the number that comes before twenty. nineteen
 3 18. What does your father do? (Example: He works as a...) my father work as a mariner
 2 19. Describe your sister or brother in two sentences. my brother and sister is 15 years old
 3 20. Write a verb that starts with the letter "s". sit ~~sit~~

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B	
21. Cousin	a. Runs fast	1
22. Kind	b. My uncle's child	1
23. Tall	c. Helps other people	1
24. Smart	d. Not short	1
25. Fast	e. Knows many things	1

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My Father is my mother's husband. 2
 27. I do my homework every afternoon. 2
 28. She is kind and beautiful. 2
 29. I have one brothers and one sister. 1
 30. My grandfather is very tall and wise. 2

PRE-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**. The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
3. Provide an overview of which vocabulary items are already well understood and which still need improvement.

Name (Nama): AL-Syafa'at
 Class (Kelas): VII A

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A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after fourteen?
~~a~~ Fifteen
 b. Thirteen
 c. Sixteen
 d. Eleven
1
2. How many people are in your family if you have a mother, father, and two sisters?
 a. Three
 b. Four
~~c~~ Five
 d. Six
1

3. Which word is a verb?
☒ a. Jump 1
 b. Happy
 c. Tall
 d. Sister
4. What is the correct way to describe this person: "She is..."
 a. A short and friendly
☒ b. Short and friendly 1
 c. A short girl friendly
 d. She friendly and short
5. What do you do with your mouth?
 a. Listen
 b. Touch 1
☒ c. Eat
 d. Look
6. "He is my..." What is the correct word to describe your father's brother?
 a. Aunt
 b. Cousin
☒ c. Uncle 1
 d. Brother
7. Which sentence is correct?
☒ a. I runs every day
 b. I run every day 0
 c. I running every day
 d. I runned every day
8. Which of the following is a personality adjective?
 a. Tall
 b. Fast
☒ c. Friendly 1
 d. Thin
9. "She is my mother's daughter." Who is she?
 a. Aunt
 b. Cousin
☒ c. Sister 1
 d. Niece
10. Choose the correct sentence:
☒ a. He have two sisters
 b. He has two sisters 0
 c. He had two sisters
 d. He is has two sisters

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

- 3 11. How old are you? thirteen
- 3 12. What do you do with your eyes? look
- 1 13. Write two adjectives to describe your best friend. Sweet
- 3 14. What verb do you use when you move fast on foot? run
15. Write a sentence about your family using "has" or "have".
- 3 16. Who is the person that takes care of you at home? mom
- 3 17. Write the number that comes before twenty. nineteen
18. What does your father do? (Example: He works as a...)
- 2 19. Describe your sister or brother in two sentences. she is kind and smart
- 3 20. Write a verb that starts with the letter "s". Sing

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B	
21. Cousin	a. Runs fast	1
22. Kind	b. My uncle's child	1
23. Tall	c. Helps other people	1
24. Smart	d. Not short	1
25. Fast	e. Knows many things	1

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My father is my mother's husband. 2
27. I have my homework every afternoon. 0
28. She is kind and beautiful. 2
29. I have one brothers and one sister. 1
30. My grandfather is very good and wise. 2

PRE-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**. The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
3. Provide an overview of which vocabulary items are already well understood and which still need improvement.

Name (Nama): Ahmad Nazari Said
 Class (Kelas): VII A

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A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after fourteen?
~~a. Fifteen~~
 b. Thirteen
 c. Sixteen
 d. Eleven
1
2. How many people are in your family if you have a mother, father, and two sisters?
 a. Three
~~b. Four~~
 c. Five
 d. Six
0

3. Which word is a verb?
a. Jump 0
☒ b. Happy
c. Tall
d. Sister
4. What is the correct way to describe this person: "She is..."
a. A short and friendly
b. Short and friendly 0
☒ c. A short girl friendly
d. She friendly and short
5. What do you do with your mouth?
a. Listen
b. Touch 1
☒ c. Eat
d. Look
6. "He is my..." What is the correct word to describe your father's brother?
☒ a. Aunt
b. Cousin
c. Uncle 0
d. Brother
7. Which sentence is correct?
a. I runs every day
☒ b. I run every day 1
c. I running every day
d. I runned every day
8. Which of the following is a personality adjective?
a. Tall
b. Fast
☒ c. Friendly 0
d. Thin
9. "She is my mother's daughter." Who is she?
a. Aunt
☒ b. Cousin 0
c. Sister
d. Niece
10. Choose the correct sentence:
☒ a. He have two sisters
b. He has two sisters 0
c. He had two sisters
d. He is has two sisters

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

- 3 11. How old are you? twelve
- 3 12. What do you do with your eyes? look
- 1 13. Write two adjectives to describe your best friend. beautiful and friendly
- 0 14. What verb do you use when you move fast on foot? Fast
- 4 15. Write a sentence about your family using "has" or "have". I ~~has~~ ^{have} four family
- 0 16. Who is the person that takes care of you at home? My handphone
- 3 17. Write the number that comes before twenty. nineteen
- 1 18. What does your father do? (Example: He works as a...) He works as a friendly
- 1 19. Describe your sister or brother in two sentences. friendly and smart
- 0 20. Write a verb that starts with the letter "s". starts and the letter

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B	
21. Cousin	a. Runs fast	0
22. Kind	b. My uncle's child	1
23. Tall	c. Helps other people	0
24. Smart	d. Not short	1
25. Fast	e. Knows many things	1

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My husband is my mother's husband. 0
27. I play my homework every afternoon. 1
28. She is friendly and beautiful. 1
29. I have one brothers and one sister. 1
30. My grandfather is very good and wise. 2

Appendix 2



LESSON PLAN
SMPN 3 BUA PONRANG
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Seventh Grade/ VII
TOPIC	Number
OBJECTIVES	✓ The students will be able to understand and explain the function of numbers in different contexts (e.g., age, quantity, order) in English. ✓ The students will be able to use numbers in sentences containing verbs, nouns, and adjectives. ✓ The students will be able to complete short tasks or activities using numbers.
VOCABULARY	Zero, one, cat, girls, six, nine, boys, bag, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	60 Minutes

Present: Get SS ready to discuss topic (activate background knowledge).

Review language, if needed, teach new language.

Present Activities	Interaction	Time
• Assalamualaikum warahmatullahi wabarakatuh. • Pray • Checking Attendance List	T-SS	20 MINUTES

• Attention Grab • Presentation 1. Teacher will explain the learning objective. 2. Teacher will introduce to the students the vocabulary of number. 3. Teacher will lead the students to use the hello english application. 4. Students will learn vocabulary of number using hello english application.		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. The teacher will instruct the students to write down the vocabulary and looking up the meaning and ask them to remember it. 2. The teacher will ask the students to play the spelling bee game in Hello English Application to increase their vocabulary.	S-TT	30 MINUTES

Produce: Production activities give students opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS	10 MINUTES



LESSON PLAN
SMPN 3 BUA PONRANG
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Seventh Grade/VII
TOPIC	Family
OBJECTIVES	✓ The students will be able to identify and describe family members using appropriate vocabulary and possessive adjectives (e.g., my mother, his sister). ✓ The students will be able to translate and use family-related vocabulary based on word classes (e.g., noun: father, verb: take care, adjective: kind). ✓ The students will be able to complete simple tasks by using family-related words in grammatically correct sentences.
VOCABULARY	Father, mother, child, sibling, sister, brother, etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Total Phisycal Response and Cooperative Learning Method
TIME	60 Minutes

Present: Get SS ready to discuss topic (activate background knowledge).

Review language, if needed, teach new language.

Present Activities	Interaction	Time
- Assalamualaikum warahmatullahi wabarakatuh. - Pray - Checking Attendance List - Attention Grab - Presentation - Teacher will explain the learning objective. - Teacher will introduce to the students the vocabulary of family. - Teacher will lead the students to use the hello english application. - The teacher will ask the students to identify or mention family members to check their understanding, for example, “Who is your mother?”, “Show me your sister in the picture!”, or “How many brothers do you have?”.	T-SS	20 MINUTES

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher will ask the students to write a few sentences about the subject, - The researcher encourage the students to write down the words they had been given and finding	S-TT	30 MINUTES

out their meanings to help them remember it. 3. The teacher will ask the students to play the game part, Tea game to improve their vocabulary.		
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Produce: Production activities give students opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. The teacher will review the material that has been explained. 2. The teacher will ask the students some reflective questions to measure their understanding such as “ what part of the family do you know? ” or how many sisters do you have?”	T-SS	10 MINUTES

***S : Students, T : Teacher**

***STT : Students talking time**

***TTT : Teacher talking time**



LESSON PLAN
SMPN 3 BUA PONRANG
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Seventh Grade/VII
TOPIC	Verb Exercise
OBJECTIVES	✓ The students will be able to recognize and understand common action verbs (e.g., speak, run, read) through pictures and examples. ✓ The students will be able to translate and classify verbs based on their meanings. ✓ The students will be able to use verbs correctly in simple sentences
VOCABULARY	Eat, run, sleep, speak, write, play, read, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	60 Minutes

Present: Get SS ready to discuss topic (activate background knowledge).

Review language, if needed, teach new language.

Present Activities	Interaction	Time
• Assalamualaikum warahmatullahi wabarakatuh. • Pray • Checking Attendance List • Attention Grab	T-SS	20 MINUTES

• Presentation 1. Teacher will explain the learning objective. 2. Teacher will explain the topic to the students. 3. Teacher will lead the students to use the hello english application. 4. Students will learn the vocabulary using hello english application.		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. The teacher will ask the students to memorize a list of vocabulary and their meaning. 2. The teacher will ask the students to mention any new words they will have been learned. 3. The teacher will give exercises in the form of a game, namely Spelling Bee.	S-TT	30 MINUTES

Produce: Production activities give students opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS	10 MINUTES



LESSON PLAN
SMPN 3 BUA PONRANG
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Seventh Grade/VII
TOPIC	Describing Someone
OBJECTIVES	✓ The students will be able to recognize and understand adjectives used for describing people's. ✓ The students will be able to use adjectives correctly to describe someone in simple English sentences. ✓ The students will be able to write or complete short descriptions of people.
VOCABULARY	Intelligent, smart, pretty, very, awesome, shy Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	60 Minutes

Present: Get SS ready to discuss topic (activate background knowledge).

Review language, if needed, teach new language.

Present Activities	Interaction	Time
• Assalamualaikum warahmatullahi wabarakatuh. • Pray • Checking Attendance List • Attention Grab	T-SS	20 MINUTES

• Presentation 1. Teacher will explain the learning objective. 2. Teacher will explain key vocabulary of describing someone to the students. 3. Teacher will lead the students to use the hello english application. 4. Students will learn the vocabulary using hello english application.		
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. The students will be given instructions by the teacher to find words in the material. 2. The students will be instructed to write down the words. 3. The teacher will encourage the students to memorize the list of vocabulary words and its meaning. 4. The teacher will ask the students to open the Tea game in hello English application to increase their vocabulary.	S-TT	30 MINUTES

Produce: Production activities give students opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS	10 MINUTES

Appendix 3

POST-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**.

The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test Objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
 2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
 3. Provide an overview of which vocabulary items are already well understood and which still need improvement.
-

Name (Nama):

Class (Kelas):

A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after sixteen?
 - a. Fifteen
 - b. Thirteen
 - c. Seventeen
 - d. Eleven

2. Who is your father's daughter?
 - a. Aunt
 - b. Sister
 - c. Cousin
 - d. Niece
3. Which one is a verb?
 - a. Run
 - b. Smart
 - c. Girl
 - d. Blue
4. What do you do with your ears?
 - a. Eat
 - b. Listen
 - c. Look
 - d. Smell
5. What is the correct sentence?
 - a. She am tall
 - b. She are tall
 - c. She is tall
 - d. She be tall
6. Who is your mother's son?
 - a. Father
 - b. Uncle
 - c. Brother
 - d. Cousin
7. You have 4 candies. You eat 1 candy. How many candies do you have left?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
8. Which one is a family member?
 - a. Friend
 - b. Teacher
 - c. Uncle
 - d. Neighbor
9. Which word tells that someone is smart?
 - a. Tall
 - b. Intelligent
 - c. Slow
 - d. Thin
10. What do you do when you are happy?
 - a. Cry
 - b. Laugh
 - c. Sleep
 - d. Eat

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

11. How many fingers do you have on one hand?
 12. How many people are in your family?
 13. Write two verbs.
 14. What do you do with your hands?
 15. Write a sentence using “is” or “are” to describe someone.
 16. What do you call your mother’s father?
 17. Write a personality adjective.
 18. Who is older, your father or your brother?
 19. Describe your best friend in two sentences.
 20. Write a verb that starts with the letter “w”.
-

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B
21. Aunt	a. Helps you smile
22. Funny	b. Helps you learn
23. Short	c. My mom’s sister
24. Father	d. Not tall
25. Teacher	e. My dad

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My _____ is my father's wife.
27. I _____ English every day at school.
28. I have _____ balloons.
29. I live with my parents and one _____.
30. She has long _____ and big eyes.

POST-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**. The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
3. Provide an overview of which vocabulary items are already well understood and which still need improvement.

Name (Nama): arli s. aza. re. ditya
 Class (Kelas): V.1.1.A

98

A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after sixteen?
 a. Fifteen
 b. Thirteen
☒ c. Seventeen
 d. Eleven
2. Who is your father's daughter?
 a. Aunt
☒ b. Sister
 c. Cousin
 d. Niece

1

1

3. Which one is a verb?
☒ a. Run 1
b. Smart
c. Girl
d. Blue
4. What do you do with your ears?
a. Eat
☒ b. Listen 1
c. Look
d. Smell
5. What is the correct sentence?
a. She am tall
b. She are tall 1
☒ c. She is tall
d. She be tall
6. Who is your mother's son?
a. Father
b. Uncle 1
☒ c. Brother
d. Cousin
7. You have 4 candies. You eat 1 candy. How many candies do you have left?
a. Two
☒ b. Three 1
c. Four
d. Five
8. Which one is a family member?
a. Friend
b. Teacher 1
☒ c. Uncle
d. Neighbor
9. Which word tells that someone is smart?
a. Tall
☒ b. Intelligent 1
c. Slow
d. Thin
10. What do you do when you are happy?
a. Cry
☒ b. Laugh 1
c. Sleep
d. Eat

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

- 3 11. How many fingers do you have on one hand? Five
 3 12. How many people are in your family? three
 3 13. Write two verbs. run, sing
 3 14. What do you do with your hands? hold
 4 15. Write a sentence using "is" or "are" to describe someone. he is handsome
 3 16. What do you call your mother's father? grandfather
 3 17. Write a personality adjective. kind
 3 18. Who is older, your father or your brother? Father
 4 19. Describe your best friend in two sentences. he is intelligent. he is kind
 3 20. Write a verb that starts with the letter "w". wait

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B	
21. Aunt	a. Helps you smile	1
22. Funny	b. Helps you learn	1
23. Short	c. My mom's sister	1
24. Father	d. Not tall	1
25. Teacher	e. My dad	1

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My mother is my father's wife. 2
 27. I study English every day at school. 2
 28. I have two balloons. 2
 29. I live with my parents and one sister 1
 30. She has long hair and big eyes. 2

POST-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**. The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
2. Find out students' ability to recognize meanings, use vocabulary in context, and classify words based on word classes.
3. Provide an overview of which vocabulary items are already well understood and which still need improvement.

Name (Nama): Al-SyaFa'at
 Class (Kelas): VII A

87

A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after sixteen?
 - a. Fifteen
 - b. Thirteen
 - ☒ c. Seventeen
 - d. Eleven
2. Who is your father's daughter?
 - a. Aunt
 - ☒ b. Sister
 - c. Cousin
 - d. Niece

1

1

3. Which one is a verb?
☒ a. Run 1
b. Smart
c. Girl
d. Blue
4. What do you do with your ears?
a. Eat
☒ b. Listen 1
c. Look
d. Smell
5. What is the correct sentence?
a. She am tall
b. She are tall
☒ c. She is tall 1
d. She be tall
6. Who is your mother's son?
a. Father
b. Uncle
☒ c. Brother 1
d. Cousin
7. You have 4 candies. You eat 1 candy. How many candies do you have left?
a. Two
☒ b. Three 1
c. Four
d. Five
8. Which one is a family member?
a. Friend
b. Teacher
☒ c. Uncle 1
☒ d. Neighbor
9. Which word tells that someone is smart?
a. Tall
☒ b. Intelligent 1
c. Slow
d. Thin
10. What do you do when you are happy?
a. Cry
☒ b. Laugh 1
c. Sleep
d. Eat

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

- 3 11. How many fingers do you have on one hand? *Five*
 3 12. How many people are in your family? *nine*
 3 13. Write two verbs. *run, eat*
 3 14. What do you do with your hands? *hold*
 3 15. Write a sentence using "is" or "are" to describe someone. *you are very sweet*
 3 16. What do you call your mother's father? *Parents*
 3 17. Write a personality adjective. *lazy*
 3 18. Who is older, your father or your brother? *Father*
 2 19. Describe your best friend in two sentences. *he is kind and lazy*
 3 20. Write a verb that starts with the letter "w". *warm, wait*

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B
21. Aunt	a. Helps you smile
22. Funny	b. Helps you learn
23. Short	c. My mom's sister
24. Father	d. Not tall
25. Teacher	e. My dad

1
1
1
1
1

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My mother is my father's wife. 2
 27. I study English every day at school. 0
 28. I have Five balloons. 2
 29. I live with my parents and one brother. 2
 30. She has long hair and big eyes. 2

POST-TEST

Research Objective

This research aims to improve elementary school students' **vocabulary mastery** through English basic materials such as **Counting, Family, Describing Someone, and Action Verbs**. The focus of this study is to observe how students understand, memorize, and use vocabulary in the appropriate context and to identify effective teaching strategies to enhance their vocabulary development.

Test objective

This test is designed to:

1. Measure students' vocabulary mastery on the topics of **Counting, Family, Describing Someone, and Action Verbs**.
2. Find out students' ability to **recognize meanings, use vocabulary in context, and classify words based on word classes**.
3. Provide an overview of which vocabulary items are already well understood and which still need improvement.

Name (Nama): Ahmad Gazali Said
 Class (Kelas): VII A

(67)

A. Multiple Choice Questions (10 items)

Choose the correct answer by writing the letter (a, b, c, or d) next to the question number.

1. What number comes after sixteen?
 a. Fifteen
 b. Thirteen
☒ c. Seventeen
 d. Eleven
2. Who is your father's daughter?
 a. Aunt
☒ b. Sister
 c. Cousin
 d. Niece

1

1

3. Which one is a verb? 1
☒ a. Run
b. Smart
c. Girl
d. Blue
4. What do you do with your ears? 1
a. Eat
☒ b. Listen
c. Look
d. Smell
5. What is the correct sentence? 1
a. She am tall
b. She are tall
☒ c. She is tall
d. She be tall
6. Who is your mother's son? 1
a. Father
b. Uncle
☒ c. Brother
d. Cousin
7. You have 4 candies. You eat 1 candy. How many candies do you have left? 1
a. Two
☒ b. Three
c. Four
d. Five
8. Which one is a family member? 1
a. Friend
b. Teacher
☒ c. Uncle
d. Neighbor
9. Which word tells that someone is smart? 1
a. Tall
☒ b. Intelligent
c. Slow
d. Thin
10. What do you do when you are happy? 1
a. Cry
☒ b. Laugh
c. Sleep
d. Eat

B. Short Answer Questions (10 items)

Answer the question with a short word, number, or sentence in the space provided.

- 3 11. How many fingers do you have on one hand? Five
 1 12. How many people are in your family? four
 1 13. Write two verbs. eat, sit
 3 14. What do you do with your hands? write
 3 15. Write a sentence using "is" or "are" to describe someone. she is kind
 0 16. What do you call your mother's father? Father
 3 17. Write a personality adjective. kind
 3 18. Who is older, your father or your brother? Father
 1 19. Describe your best friend in two sentences. my friend beautiful
 3 20. Write a verb that starts with the letter "w". write

C. Matching Questions (5 items)

Match the words in Column A to their meaning in Column B.

Column A	Column B	
21. Aunt	a. Helps you smile	0
22. Funny	b. Helps you learn	1
23. Short	c. My mom's sister	1
24. Father	d. Not tall	1
25. Teacher	e. My dad	0

D. Fill in the Blank Questions (5 items)

Fill in the blank with the correct word based on the sentence.

26. My wife is my father's wife. 1
 27. I do English every day at school. 2
 28. I have one balloons. 1
 29. I live with my parents and one brother. 0
 30. She has long hair and big eyes. 0

Appendix 4: Documentation



(Students Worked on the Pre-Test and the Post-Test)



(The teacher introduced and explained the Hello English application)



(Students learned using the Hello English application)

Appendix 5 : Administration Form



PEMERINTAH KABUPATEN LUWU
BADAN KESATUAN BANGSA DAN POLITIK
 Jalan Andi Djemma No.1 (Komp. Perkantoran Pemerintah Kab. Luwu) Belopa 91983
 Telp. 0471-3314552 Fax 0471-3314552, e-mail:

SURAT REKOMENDASI RESEACH / SURVEY
 Nomor : 072/367-Ekososbud&Ormas/Kesbang/VII/2025

Berdasarkan Surat dari Institut Agama Islam Negeri Palopo Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1341/ln.19/FTIK/HM.01/05/2025 Tanggal 2 Mei 2025 Perihal Permohonan Izin Penelitian.

Maka dengan ini diberikan Rekomendasi Izin Penelitian Kepada ;

1. Nama	: NORASIKIN
2. Pekerjaan	: Pelajar/ Mahasiswa
3. NIM	: 2102020030
4. Alamat	: Desa Salusana Kec. Larompong Selatan Kab. Luwu
5. Nama Lembaga	: Institut Agama Islam Negeri Palopo
6. Penanggung Jawab	: Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo
7. Maksud dan Tujuan	: Melaksanakan Penelitian guna penyusunan Skripsi dengan judul "IMPROVING VOCABULARY MASTERY THROUGH HELLO ENGLISH APPLICATION AT THE SEVENTH GRADE STUDENTS OF SMPN 3 BUA PONRANG"
8. Status Penelitian	: Baru
9. Anggota Peneliti	: -
10. Lokasi Peneliti	: SMPN 3 Bua Ponrang Kec. Ponrang Selatan Kab. Luwu

Dengan ketentuan – ketentuan sebagai berikut :

1. Pelaksanaan Research/survey tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu stabilitas Pemerintah;
2. Sebelum melaksanakan research/survey langsung kepada responden harus terlebih dahulu melaporkan kepada Pemerintah wilayah setempat;
3. Setelah research/survey selesai, supaya menyerahkan hasilnya kepada BAKESBANGPOL Kabupaten Luwu;
4. Surat Rekomendasi reseach/survey ini berlaku Tanggal 09 Juli s/d 09 Agustus 2025 (1 Bulan)

Dikeluarkan di Belopa
 Pada tanggal 08 Juli 2025

**KEPALA BADAN KESBANGPOL
 KABUPATEN LUWU**



H. KAMAL, S.Pd.,MM.
 PKT: Pembina Tk. I / IV.b
 NIP : 196512311991031100



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jln. Jend. Sudirman, Kelurahan Senga, Kecamatan Belopa, Kab. Luwu Telpn : (0471) 3314115

Nomor : 0348/PENELITIAN/10.23/DPMTSP/II/2025
 Lamp : -
 Sifat : Biasa
 Perihal : Izin Penelitian

Kepada
 Yth. Ka. SMPN 3 Bua Ponrang
 di -
 Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo : B-1341/In. 19/FTIK/HM.01/05/2025 tanggal 02 Mei 2025 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Norasikin
Tempat/Tgl Lahir	: Nunukan / 30 Mei 2003
Nim	: 2102020030
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Salusana Desa Salusana Kecamatan Larompong Selatan

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

IMPROVING VOCABULARY MASTERY THROUGH HELLO ENGLISH APPLICATION AT THE SEVENTH GRADE STUDENTS OF SMPN 3 BUA PONRANG

Yang akan dilaksanakan di **SMPN 3 BUA PONRANG**, pada tanggal **08 Juli 2025 s/d 08 Agustus 2025**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 5 1 9 3 1 5 0 0 3 8 5



Diterbitkan di Kabupaten Luwu
 Pada tanggal : 08 Juli 2025
 Kepala Dinas



Drs. MUHAMMAD RUDI, M.Si
 Pangkat : Pembina Utama Muda IV/c
 NIP : 19740411 199302 1 002

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Melaksanaka (i) Norasikin;

BIOGRAPHY



Norasikin was born in Nunukan on May 30, 2003. The author is the second of four children born to Yusri and Rostina. Currently, the author lives in South Larompong, Luwu Regency. The author completed her elementary education in 2016 at SDN 02 Salusana. In the same year, she pursued her education at MTSN Temboe until 2018. In 2018, she continued her education at SMAN 13 Luwu. After graduating from high school in 2021, the author continued her education in her field of interest, namely the English Language Education Study Program, Faculty of Tarbiyah And Teacher Training, State Islamic University of Palopo.

Author contact person: *norasikinn30@gmail.com*