

A THESIS
USING HELLO ENGLISH APPLICATION TO IMPROVE
VOCABULARY MASTERY AT THE SECOND GRADE
OF SMP NEGERI 1 BARRU



By
MUH. FADHIL MUARIJ
REG. NUM. 18.1300.046

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Skripsi : Using Hello English Application To Improve Vocabulary Mastery At The Second Grade of SMP Negeri 1 Barru

Name of the Student : Muh. Fadhil Muarij

Student Reg. Number : 18.1300.046

Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : The Dean of the Tarbiyah Faculty Certificated No. 3613 year 2021

Approved by
Consultant Commissions

Consultant : Dra. Hj. Nanning, M.Pd.
NIP : 19680523 20000 3 2005
Co- Consultant : Munawir, M.Pd.
NIDN : 2030098801



Approved by:
Tarbiyah Faculty,
Dean,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of the Research : Using Hello English Application To Improve Vocabulary Mastery at The Second Grade of SMP Negeri 1 Barru

Name of the Student : Muh. Fadhil Muarij

Student Reg. Number : 18.1300.046

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : The Dean of the Tarbiyah Faculty Certificated No. 3613 year 2021

Date of Graduation : February 23th, 2023

Approved by

Examiner Commission

Dra. Hj. Nanning, M.Pd. (Chairman) (.....)

Munawir, M.Pd. (Secretary) (.....)

Dr. Abdul Haris Sunubi, S.S , M.Pd. (Member) (.....)

Muh. Yusuf, M.Pd (Member) (.....)

Cognizant of:

Tarbiyah Faculty

Dean,



Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

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Parepare, December 11th 2022
The writer



Muh. Fadhil Muarij
18.1300.043

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Muh. Fadhil Muarij
Students Reg. Number : 18.1300.046
Place and Date of Birth : Barru, 18st Maret 2000
Study program : English Education Program
Faculty : Tarbiyah Faculty
Tittle of Skripsi : Using Hello English Application To Improve
Vocabulalry Mastery at The Second Grade Of SMP
Negeri 1 Barru

Stated this thesis was his own writing and if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 20th February 2023

The Writer,



Muh. Fadhil Muarij
Reg. Num. 18.1300.013

ABSTRACT

Muh. Fadhil Muarij. *Using Hello English Application To Improve Vocabulary Mastery At The Second Grade Of Smp Negeri 1 Barru*(Supervised by Hj. Nanning and Munawir).

An application and a website called the Hello English application can help students understand English vocabulary better. In addition, this application can also help students expand their vocabulary, speaking skills, and understanding of words. However, some students still have difficulty with vocabulary and word pronunciation. This shows that their vocabulary mastery was still low before using the Hello English application, even though their scores in the pre-test were lower than their scores in the post-test.

This research used a pre-experimental design with a sample size of 31 students using purposive sampling technique. Researcher conducted research on the teaching and learning process of vocabulary mastery before and after using the Hello English application. To collect data, pre-test, treatment, and post-test were conducted.

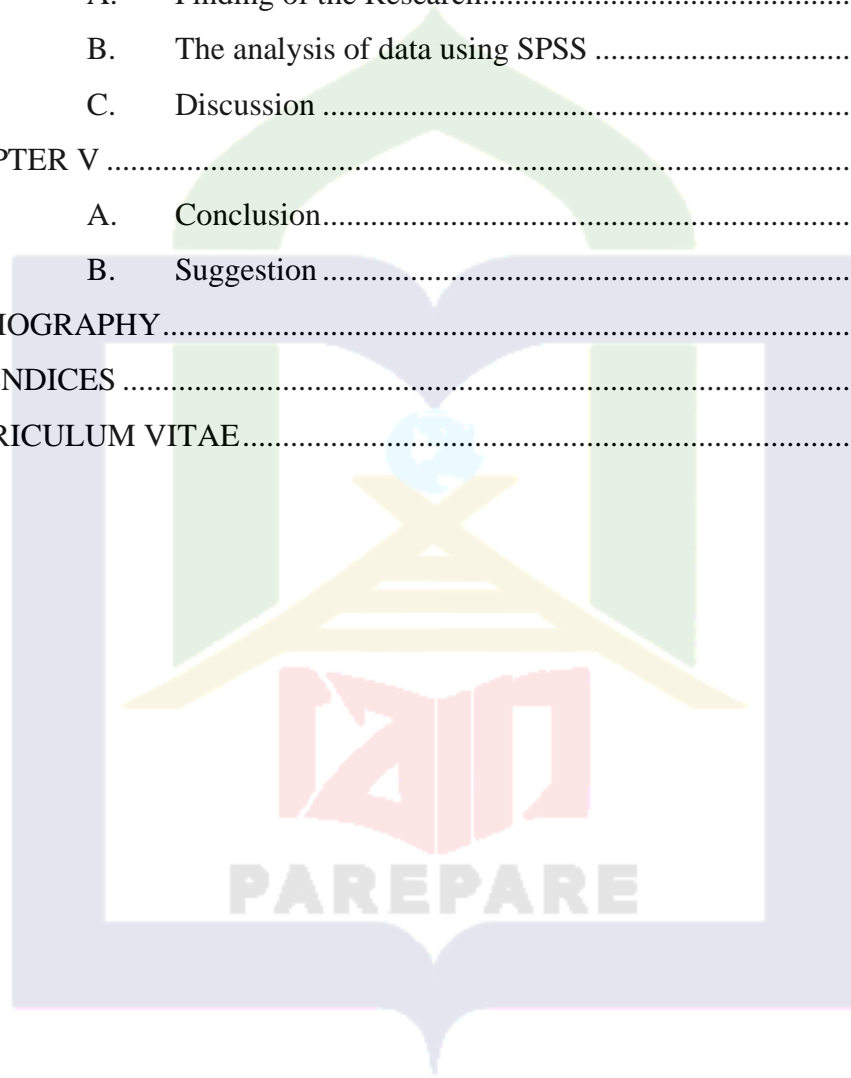
The calculation results show that the t-test value is 5.92 and the t-table value is 4.190, and the post-test value is higher than the pre-test value (86.42). This is shown that the t-test value is higher than the t-table value ($5.92 \geq 4.190$). Therefore, it can be concluded that there was an insignificant improvement in students' vocabulary mastery after being given the Hello English application treatment. Based on this finding, the researcher found that the use of Hello English application can help improve vocabulary acquisition in second grade students at SMP Negeri 1 Barru although not significantly.

Keywords : Hello English Application, Vocabulary Mastery, English Learning

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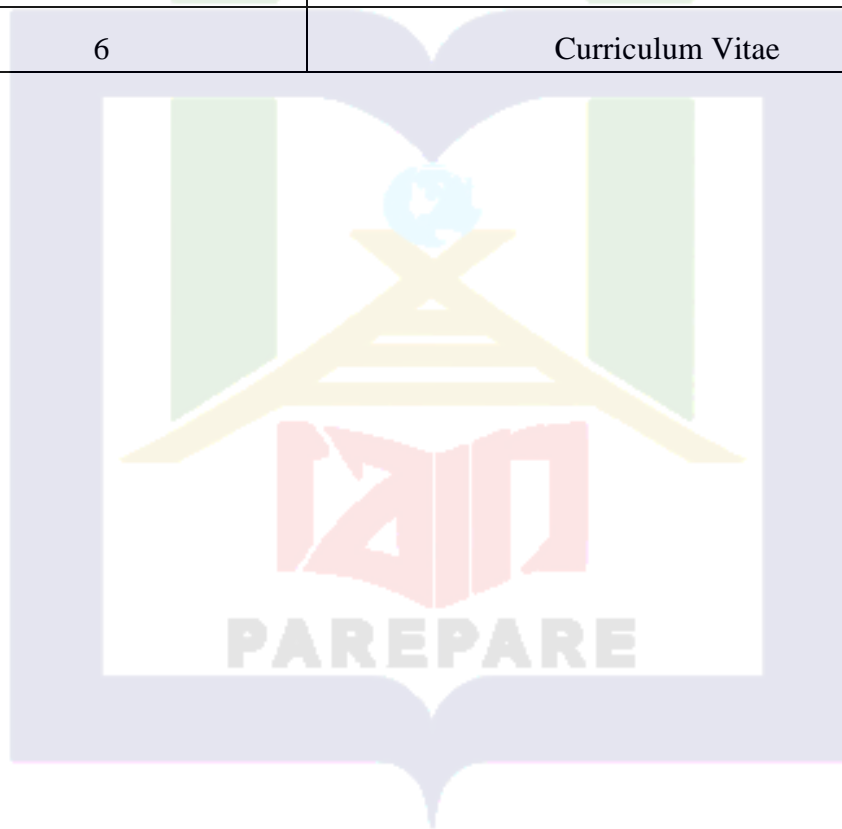


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CHAPTER I

INTRODUCTION

A. Background

Advances in technology are currently a challenge for the creativity of each individual in utilizing technology to develop the world of education. Technology is an indispensable part of people's daily lives. Various aspects of society have been covered by information and communication technology, especially the internet, which can be accessed, shared, and delivered quickly.

Technology can help teachers to adapt classroom activities so that students are learning more effectively and following the curriculum¹. Technology can help teachers provide language learning opportunities to children as a way to help them learn more effectively.

Technology is an invaluable tool in improving the components of the learning experience to be learned². From there technology is used to learn. In developing the task students cooperate and learn from each other by reviewing the work of their classmates. With the use of technology, Junior high school students now almost all have smartphones, and children can learn English using a number of accessible learning application to help students improve their vocabulary.

According to alqahtani, vocabulary mastery is very important for success in English, Having a large vocabulary is essential for English success because it

¹ Fadhilah Santri, "The Effectiveness Of Memrise Application To Upgrade Students' Vocabulary Mastery At The Second Grade Of MA DDI Kanang" (Iain Parepare, 2020).

² William Clyde and Andrew Delohery, *Using Technology in Teaching* (United States of America, 2005).

allows you to use language functions and structures to communicate effectively³. One must learn the vocabulary to learn a new language. This means that they must know the different words that are used in the new language⁴.

In school, vocabulary is taught as a skill in learning. Learning words by practicing them in English. This is an important part of learning English, as language is based on words. Language skills refer to listening, speaking, reading and writing. Vocabulary is an essential tool for mastering all aspects of English language skills. Students must understand vocabulary to understand real-life language skill activities such as reading texts, writing essays, responding to exam questions, and participating in class discussions.

According to Kabiell, the teacher doesn't seem to understand how important vocabulary and learning strategies are in the English curriculum⁵. Learning a foreign language is very important to develop vocabulary. Vocabulary is used to communicate. Vocabulary teaching is one of the most debated aspects of teaching English as a second language.

As a result, in order to overcome various problems and difficulties, teaching vocabulary at Junior High School requires a unique approach and strategy. In this instance, the employment of specific media in vocabulary instruction is required. Students would be more interested in learning vocabulary

³ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught," *International Journal Of Teaching And Education* Iii, No. 3 (2015): 21–34

⁴ Rohmatillah Rohmatillah, "A Study On Students' Difficulties In Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (Iain) Raden Intan Lampung," N.D.

⁵ Kabiell, Rachida. (2012). "Teachers And Students Perceptions Of Vocabulary Learning Strategies". Unpublished Doctoral Dissertation.

if they were exposed to enjoyable media. As a result, the teacher must select media that is appropriate for the kids.

A smartphone application called "Hello English" helps students learn English vocabulary in the 4.0 era.

Hello English application is one of the media that students are interested in. In the industrial era 4.0, having competence in operating technology and learning media is also necessary. E-Learning is a modern and innovative learning model used in English language teaching⁶.

To master vocabulary, researchers use the application as a medium in teaching English. But at the moment researchers have chosen only one application in learning. The name of this application is Hello English. Why researchers choose this Hello English application is because based on the Journal entitled " Using the Hello English application in EFL Classroom: Its Efficacy in Helping Students Master Vocabulary"⁷, this application is used to teach English vocabulary, can improve vocabulary, spelling, speaking and understanding of words. In this application students not only practice speaking and understanding the meaning of words, but also can improve their vocabulary. And it is an application that has a good impact on improving students' vocabulary.

Hello English is a mobile learning application that can help kids expand their vocabulary outside of classroom hours. By using the Hello English

⁶ Dwi Astuti Wahyu Nurhayati, "Students' Perspective on Innovative Teaching Model Using Edmodo in Teaching English Phonology: A Virtual Class Development," *Dinamika Ilmu*, June 11, 2019, 13–35

⁷ 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): 592–600.

application, students will become more interested and less bored as a result of as some students prefer to play video games rather than read books.

When the researcher made observations of teachers and students, Researcher found that many students have difficulty in learning English at school because there is little interesting vocabulary to learn. This makes it difficult for students to learn vocabulary, as they do not find language interesting. This makes it difficult for students to improve their English skills, as they do not feel motivated to learn.

Researchers found some problems in learning English when making observations. First, students lack English vocabulary and many students do not understand English. Some students do not understand the basics of English. Second, students have received opinions from people around them, that English is a difficult subject. As a result, the advice has the potential to change their mentality to be afraid and not interested in learning English. Third, neither students nor teachers ever use English to communicate with each other. Fourth students do not understand grammar and Five, students lack motivation in learning because many people say that english is a difficult language and makes students think the same thing, so students are lazy or not interested about learning English.

The purpose of this research was to find out whether second grade students at Smp Negeri 1 Barru could benefit from using the Hello English application to teach vocabulary. They can have the freedom to find new vocabulary that can be employed in learning English more simply with Hello English than they could before. They can improve their English skills by

expanding their vocabulary and enjoying English classes. It is intended that the Hello English program would assist pupils in memorizing vocabulary in an entertaining way.

Based on this problems, the researcher will conduct a study entitled "Using Hello English application to improve vocabulary mastery at the second grade students' of Smp Negeri 1 Barru".

B. Research Question

Based on the background of the study above, the researcher formulates research question as follows: Is Hello English application able to improve vocabulary mastery at the second-grade students of SMP Negeri 1 Barru?

C. The objective of the research

Related to the problem statement above, the objectives of the research are: To find out whether the Hello English application can improve English vocabulary mastery at second grade students of SMP Negeri 1 Barru.

D. Significance of the research

1. Students

Students can also use the Hello English application to learn vocabulary, which can help them improve their English skills. Moreover, the authors hope that this will enhance students' enjoyment of smartphone-based English teaching in the future.

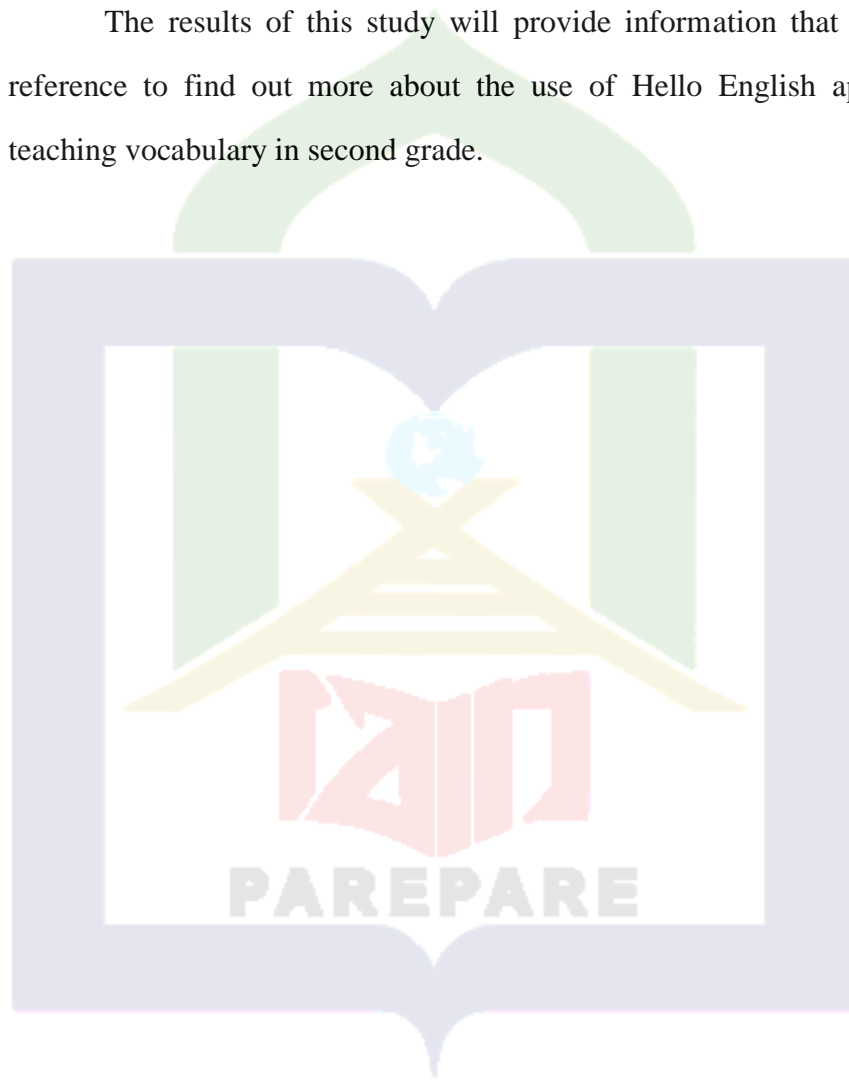
2. Teachers

The result of this research is that the Hello English application can help teachers to teach English vocabulary more effectively in each class.

Students can also participate in class activities that use the "Hello English" application.

3. Other researcher

The results of this study will provide information that is used as a reference to find out more about the use of Hello English application in teaching vocabulary in second grade.



CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Research Finding

First research is from Nurul Aini, Firdausi Amalia and Arya Setya Budhi Ningrum which did their research entitled “ *improving students’ speaking skill using hello english application as a medium of learning from home*”. The purpose of this study is to use the Hello English application to improve students’ speaking skills. Two cycles are used in this study. 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 skills⁸.

Second research from Pangkuh Ajisoko which did his research entitled “The Use of Duolingo Apps to Improve English Vocabulary Learning”. The main objective of this research is to investigate how students at the University of Borneo Tarakan use the Duolingo application to expand their vocabulary. This study used a pre-experimental design with pre-test and post-test. Ten students will be the research sample, and they will spend 30 days training using the Duolingo app at a "regular" training intensity (20 xp per day). Research instruments are tests and questionnaires to answer research questions. Based on quantitative data, student scores increase. The result is that the use of the duolingo application can improve learning English vocabulary⁹.

⁸ Nurul Aini et al., “IDEAS Journal of Language Teaching and Learning, Linguistics and Literature Improving Students’ Speaking Skill Using Hello English Application as a Medium of Learning from Home” 10, no. 1 (2022): 730–45

⁹ Pangkuh Ajisoko, “The Use of Duolingo Apps to Improve English Vocabulary Learning,” *International Journal of Emerging Technologies in Learning* 15, no. 7 (2020): 149–55

Third research from Ranta Butarbutar & Elia Simatupang which their research title “the impact of technology hello english application in efl classroom” This study found that students' difficulties in understanding the simple past tense can be overcome by using Hello English. The main aim of this study is to use the Hello English application, which significantly improves the understanding of the simple past tense. In this study, both the experimental class and the control class had a total of 46 students. This study showed significant differences in post-test scores between the experimental and control groups; 95.6% of the test group; 60.9% of the control group. This study came to the conclusion that using the Hello English App is a good way to learn simple past tense; promote independent learning; change the behavior for the better of the gadget¹⁰.

Next research from Nur Ismiati dan Asep Kurniawan which their research title “Improving students’ vocabulary through media application online Hello English at Class X”. The findings from the research cycle I and cycle II showed that the average score for cycle I was 71.5 and 35% of them passed the KKM. The number of students in cycle II was 83, and 85% of them passed the KKM. Therefore, Media Application Online "Helo English" increases students' vocabulary achievement in a fun and effective way. the success rate of Classroom Action Research (CAR), with more than 24% of students passing the

¹⁰ Ranta Butarbutar And Elia Simatupang, “The Impact Of Technology Hello English Application In Efl Classroom,” N.D.

KKM. It goes without saying that this Classroom Action Research (CAR) is a success and the cycle can be stopped¹¹.

Another research from Sukmawati Tono Palangngan in her research “The Implementation of Hello English Smartphone Application in Enhancing Students’ Vocabulary Mastery”. The Hello English smartphone application is the focus of this study, with the aim of increasing students' vocabulary mastery. The pre-test and post-test were given to one group in this experimental study. Participants in this study were students at Muhammadiyah Palopo High School. The cluster sampling method was then used to select 25 students from class X as a sample. Data analysis showed that the average pre-test score was 52.52 and the post-test average score was 80.64. In conclusion, students' vocabulary mastery increased significantly with the Hello English smartphone application¹².

Based on the previous research above, researchers found that the Hello English application can be used as a useful tool for teaching English subjects. In particular, recent studies have shown that using the application can improve a student's interest in learning the language. The difference between this study and the ones that have been done in the past is that the current study focuses on improving vocabulary. Researchers also want to let junior high school students know that there are many applications for learning English.

¹¹ Nur Ismiati et al., “Improving Students’ Vocabulary Through Media Application Online ‘Hello English’ At Class X,” n.d

¹² Sandi Yunita, “The Implementation of Hello English Application As” 4778 (2019): 415–23

B. Some Pertinent Ideas

Exploring vocabulary is the main chosen in learning English either as a first language or a second language. Therefore, a full understanding of this one should be obtained in order to give several definitions, namely :

1. Concept of Vocabulary

In this part the research tries to explain about the definition of vocabulary, kinds of vocabulary, teaching and learning vocabulary, vocabulary assessment rubric, and technology as media learning vocabulary

a. Definition of Vocabulary

Vocabulary is the basic element to know when learning a language. According to Kamil and Hiebert “Vocabulary is generically understood as the knowledge of meanings of words¹³. Learning English cannot be understood without vocabulary. Learning English requires knowing vocabulary. Alqahtani argues that vocabulary mastery is essential for the successful use of a foreign language because without vocabulary, language learners cannot use structures and functions to communicate clearly. Vocabulary is important for learning to speak, write, read and listen. Without a good vocabulary, people will not be able to communicate their thoughts and feelings in writing and verbally.

Learning vocabulary is essential for those who want to learn English as a second and foreign language. Among the four language skills, vocabulary mastery plays a very important role. It is important to

¹³ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice* (New Jersey London: Mahwah, 2005).

remember that mastering vocabulary is an essential part of language¹⁴. As we develop and continue to learn, our language also develops with us and helps us understand what we see around us.

Vocabulary is very important in language. Without vocabulary, there is nothing to say. But to be able to communicate effectively, you need more vocabulary than a million. Learning a new language is a lot of work, and you need to spend plenty of time and effort learning the vocabulary and grammar. But it's also important to start learning words early on in your learning process. That way, you'll be able to communicate more effectively when you start learning the language.

Based on the definition described above, it can be concluded that vocabulary is part of learning to know the extent of the vocabulary of the new language. From there, memorizing vocabulary is essential for everyday life. because in mastering English vocabulary, it is the second language used by others to communicate. In other words, vocabulary is the key for students to be able to understand others speak with a large number of vocabulary that can make it easier for students to know lessons such as speaking, listening, reading and others.

b. Kinds of Vocabulary

Hatch and Brown say that¹⁵, vocabulary is divided into two, namely receptive vocabulary and productive vocabulary :

¹⁴ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182

¹⁵ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge ; New York : Cambridge University Pres, 1995).

1) Receptive Vocabulary

Words that are recognized and understood by students when used in context, but cannot be produced are known as receptive vocabulary. Students know this vocabulary when they read texts, but they do not use it in writing or speaking¹⁶. For example, a child's ability to listen and follow directions (e.g. "put on your coat") depends on the child's receptive language skills. In typical development, children can understand language before they can produce it. Children who cannot understand language may have receptive language difficulties or receptive language disorders.

2) Productive Vocabulary

Words that students know, can pronounce correctly, and use constructively in writing and speaking are productive vocabulary. This requires the ability to speak or write at the right time and what is needed for receptive vocabulary. Because students can create words to communicate their thoughts to others, productive vocabulary can be taught as an active process¹⁷. For example: a child who cannot speak, write or sign can follow pretty much any instruction given in the language that he or she is used to. But when the child learns to speak, sign, write then his vocabulary becomes active. Therefore, it can be said that productive vocabulary is the words that are generated referring to the corresponding perspective and that said words or vocabulary must

¹⁶ Stuart Webb, "Receptive And Productive Vocabulary Sizes Of L2 Learners," 2008.

¹⁷ Webb.

correspond to the imagined connotation of the speaker . Receptive vocabulary is the words or vocabulary that we can hear or that we receive from others in the language we are dealing with.

Some experts classify vocabulary types. According to Nation, there are two types of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to words that native speakers and foreign learners recognize and understand but hardly ever use, used passively either in listening or reading. Productive vocabulary is actively used either in speaking or writing. One of them is that his listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that the vocabulary can be presented in four units. They read vocabulary, listen, and vocabulary, speak vocabulary, and write vocabulary. Reading vocabulary consists of words that people find when they read. While listening vocabulary are words that people hear and understand when they talk to other people or listen to radio and television¹⁸.

Furthermore, Hamer divides vocabulary into active vocabulary and passive vocabulary. Active vocabulary means that students have been taught or learned vocabulary and are expected to be able to use it. Passive vocabulary, on the other hand, means that

¹⁸ I.S.P.Nation, *Learning Vocabulary in Another Language* (Cambridge University Press, 2001).

students order the words as they see them, but cannot construct them using them. It is similar to previous types of vocabulary in that it is the same passive vocabulary designed for a productive vocabulary is the same as an active vocabulary that focuses on speaking and writing¹⁹.

c. Learning and Teaching Vocabulary

Teaching words is one of the basic things in achieving four languages. Jordan stated that teaching vocabulary is a very important task in teaching English because of vocabulary achievement relates to all language learning and it is of concern to all four language skills²⁰.

Ruth Gairns and Stuart Redman say, “There are many vocabulary teaching techniques. There are: mime and gestures, visual aids, verbal explanations and contextual guessing²¹”

1) Mime and Gestures.

In this technique, a teacher can use real objects and commands. In real objects, the teacher can use objects available in the classroom such as doors, blackboards, chalk, clocks, and others. In using commands, a teacher can give commands such as open your bag; open your hat, and others. Another example is teaching body parts, the

¹⁹Jeremy Harmer, “The Practice of English Language Teaching,” 2001, 269.

²⁰ Jordan, R.R.199. *English for Academic Purposes*. Cambridge: CUP

²¹ Ruth Gairns and Stuart Redman, *Working with Words* (New York: Cambridge University Press, 1986).

teacher can give commands such as raise your hand, put your left hand on your head, and so on.

2) Visual Aids

In this technique, a teacher can use pictures, photos, flash cards, and whiteboards. One of the visual aids is a blackboard. It is writing words and their meanings on a blackboard but there are sized results.

There are many sources of vocabulary teaching pictures. It can come from newspapers, magazines, or even from student work. Vocabulary items can be explained through the use of pictures. The student knows the meaning of the vocabulary before the English word is given to him because he can understand it from the drawn picture.

3) Verbal Explanation

A teacher must choose and provide the words to be taught using this method based on the level of students, objectives, and time allocated. Definitions and synonyms of words can be explained by the teacher. Although this method is often used to explain unfamiliar words quickly and effectively, students usually get bored during the teaching process.

4) Contextual Guesswork

In this technique, students learn vocabulary from a text. The students can understand the meaning of difficult words from the text by inferring meaning from context, inferring meaning from forms, word associations and word formation.

Teaching new vocabulary to students, it is important to select vocabulary for each lesson to be taught. Engaging learning means interactive and active learning so that students can focus their attention on learning. Using media as a teaching tool can help make the classroom more fun, as well as help the teacher deliver important information more easily.

According to Hamid Darmadi, Learning is a process used to gradually and continuously acquire new skills and knowledge²². Learning a foreign language is a great way to learn and grow, but if students don't get the opportunity to do so, it can be detrimental to students. Teachers provide the right learning opportunities for their students to succeed.

d. Vocabulary Assessment Rubric

No	Assessed aspects	Indicators	Score
1	Deciphering vocabulary	Students can interpret English Vocabulary well.	20
		Students have not been able to interpret English Vocabulary well	10
2	Reading vocabulary	Students can read English Vocabulary well	20
		Students have not been able to read English Vocabulary well	10

²² Hamid Darmadi, *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa* (Yogyakarta: Deepublish, 2017).

3	Pronounce vocabulary	Students can pronounce English Vocabulary fluently	20
		Students have not been able to pronounce English Vocabulary fluently	10
4	Writing vocabulary	Students can write English Vocabulary well and quickly in notebooks	20
		Students are not yet able to write vocabulary English well and quickly in a notebook	10
5	Using vocabulary in learning	Students can use English vocabulary in classroom learning	20
		Students have not been able to use English vocabulary in classroom learning	10

Maximum score: 100

Description:

A = If the student scores 90-100

B = If the student scores 80-89

C = If the student scores 65-79

D = If the student scores < 64

e. Technology as a Vocabulary Learning Medium

Learning media includes strategies for learning and teaching processes. Learning media includes strategies for learning and teaching processes. The right media can help success in learning. Learning can be easier and provide a comfortable atmosphere if the right media is used in the learning process. To learn new vocabulary, it is necessary to use materials that can help learn a foreign language, such as computers or other media. These materials provide an opportunity to expand vocabulary.

The keywords of learning media are tools that introduce new ways to learn information about learning media, materials to be used on learning media, and activities that involve learning media.

From this definition, language learning media can be learning tools and websites that teach languages, or tools that help students to learn vocabulary. Using these tools can help make vocabulary learning easier, as we are in the modern age of technology.

According to Solanki and Shyamlee, the methods of teaching language has been changed due to the advancement of the technology and teacher must have appropriate knowledge of technology with the perspective of language teachings²³.

²³ G. P. Wilson, C. D. Newton, and J. K. Burt, "A Review of 116 Diaphragmatic Hernias in Dogs and Cats.," *Journal of the American Veterinary Medical Association* 159, no. 9 (1971): 1142-45.

Moreover, Pourhossein Gilakjani also supported that language teaching and learning methods are changed because of advancements in technology. However, the researcher continues those applications of the technology help the learners to learn on interest based. It helps the learner in both auditory & visual senses²⁴.

Bridget Dalton and Dana Grisham presented ten methods for engaging students in vocabulary learning that leverage free digital tools and Internet resources, adhering to research-based principles of vocabulary teaching and multimedia learning. Students' strategic use of on-demand web-based vocabulary tools, as well as their interest in words as they read, view, interact, and create word meanings in digital and multimedia contexts, is driven by these strategies, which are designed to support word teaching and word learning strategy²⁵.

There are ten ways to help learn new vocabulary by using technology.

- 1) Studying the visual relationships between words in a text
- 2) Learn new words by visiting digital vocabulary field trips
- 3) Play fun online vocabulary games
- 4) Give students the opportunity to show off their vocabulary knowledge by using it in sentences.

²⁴ 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, no. 5 (2017): 95

²⁵ Bridget Dalton and Dana L. Grisham, "EVoc Strategies: 10 Ways to Use Technology to Build Vocabulary," *The Reading Teacher* 64, no. 5 (2011): 306–17

- 5) Using online word reference aids which are also teaching aids
- 6) Providing just in time vocabulary support during reading
- 7) A language translator can help learn English faster by providing with quick help when need it.
- 8) Increase reading volume by reading text
- 9) Increasing read volume by listening to digital text with text to voice and audio tools
- 10) Combining social services and vocabulary learning

2. Concept Of “Hello English Application”

a. Explanation of Hello English application

The most highly rated and most effective free application for learning English is Hello English by Culture Alley. voted "Most Innovative of 2016" and "Google's Best of 2016 Apps" by IAMAI. Through interactive modules, users of the Hello English learning application can learn English. More than 15 million downloads of Hello English have been made as of January 2017. Researchers argue that using e-learning applications or digital learning resources such as Hello English can improve vocabulary learning.

The Hello English application is ideal for non-English speakers who want to try their hand at learning a language in a fun, easy and relatively fast way. The fact that Hello English has such a good part with games is the best part. Games are available for every level.

Users from around the world can use the application to learn spoken English and grammar in a variety of languages, including Hindi, Indonesian, Thai, Arabic, Malay, Urdu, Bengali, Punjabi, Telugu, Tamil, Kannada, Marathi, Gujarati, Oriya, Assamese, Malayalam, Mandarin, Portuguese, Turkish and Nepali.

Over 24 million people around the world have used the Hello English free English course app to learn spoken English, grammar and vocabulary.

Among the application features are:

- 1) Hello English offer 475 interactive lesson. The interactive lesson are 100 percent free to use for the purpose of conversational English, grammar topics, vocabulary and much more. All the lesson are accessible even when offline.
- 2) This application offers learning by interactive games. The interactive games allow users to learn the reading, translations, spellings, grammar and vocabulary with some games.
- 3) Allow discussions with teacher. User can ask questions from teacher about grammar and translations.
- 4) Practice is carried out by daily news. Learning is made efficient with help from latest news, articles, audio-video clips and e-books.
- 5) By speaking directly into the application, users of this application can engage in daily conversations. Users can improve their English learning skills very well.

- 6) A thousand word dictionary is included with this application. Every day, pick up a new word and learn what it means and how to pronounce it.
- 7) Allows users to monitor their rankings. Users of this app will know their city and global ranking.

This application is suitable for beginners, especially school students. The appearance of Hello English is very attractive and attractive. Playing the included games will encourage the user to achieve goals. Users of this app receive notifications to remind them to complete their tasks, and the drills change daily. This application differentiates itself from other apps by providing very instructive articles and very clear information about the material. Spelling Bee, Tea Game, Vocabulary Game, Reading Game, Emphasis Game, Synonym Game, Pronunciation Game, and Rapid Revision are just a few of the many interactive games included in this application. All the words that the user learns will be stored in "My Dictionary" for future reference.

However, this application also has some flaws, such as a voice of the speaker that sounds like a robot in Google translations. As a result, when users attempt to practice speaking with this application, the voice of the speaker is unsettling and awkward. In any case, Hello English has lots of activities that make it fun for users to learn English, especially vocabulary.

b. Hello English Application and Features

This section describes Hello English and the features that will be used in this study. It also explains how to use each figure in this application. In order for this application to be easy for users to use, each feature will be explained clearly.



Figure 2.1. “Hello English” Application Logo

Culture Alley released "Hello English" in October 2014. The application runs under the Jaipur-based non-public Intap Labs and is limited in nature. 475 games and interactive lessons on reading, writing, speaking and listening are included in this application. This dictionary is available in 22 languages.

Hello English application is the best way to improve your mastery of English vocabulary. The lessons in the Hello English application are carefully crafted to help with vocabulary acquisition.

This application contains lots of interesting lessons, complete English lessons, and games to help you learn English. This application can be a useful tool for users who have difficulty learning English. A good companion app for learning English is the Hello English application. This

application has developed an easy and understandable method to memorize English vocabulary. Apart from translations, there are also illustrations specially made to demonstrate the proper action for unfamiliar words. By using this application, you will continuously expand your English vocabulary.

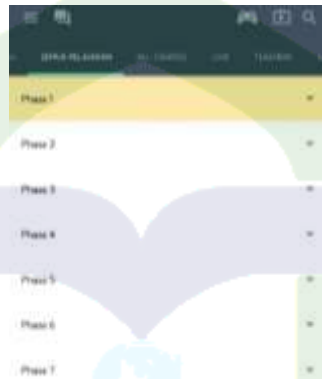


Figure 2.2 “Hello English lessons”

There are 450 lessons in this lesson column, divided into 19 phases. Start with the easiest lessons and move on to the more difficult ones. There are speaking exercises with a virtual opponent and wording exercises in each of the three methods in each exercise.



Figure 2.3 “Hello English Features Appearance”

At Hello English application, we can practice with various kinds of exercises, one of which is conversation which will help you improve your speaking skills. Games and other activities can be used to teach a wide variety of vocabulary.



Figure 2.4 “Games Feature Figure”

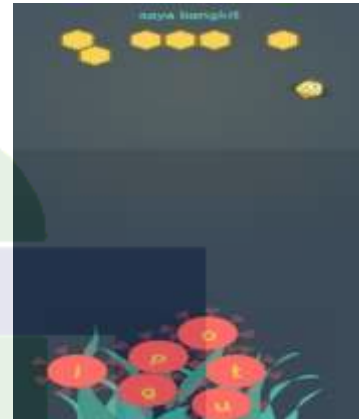


Figure 2.5 “Spelling Bee Games”

A game feature that students can play as an English learning tool is learning vocabulary from one of the games, as shown above.



Figure 2.6 “Hello English Dictionary Feature”

Hello English application has a feature called online dictionary. There is an online dictionary with 10,000 words that students can use to read outside the dictionary.

c. Positive Aspects and Negative Aspects of the Hello English application

According to Culture Alley (2014), there are many the advantages and disadvantages of using Hello English²⁶.

1) Positive aspects

- a) We can download this application without spending anything because this application is completely free.
- b) This application has more than 250 lessons that help us have fun learning English.
- c) There are reading, writing, listening and speaking games that make it easier for us to learn.
- d) By using this application, we can talk to other teachers or friends to get answers to our questions and problems.
- e) The in-app dictionary for English words helps us learn more words and their spellings.
- f) News is available in English, and we can learn vocabulary and new words by reading it.
- g) Because this application is level based, we can study at different levels, increasing our confidence when learning English.

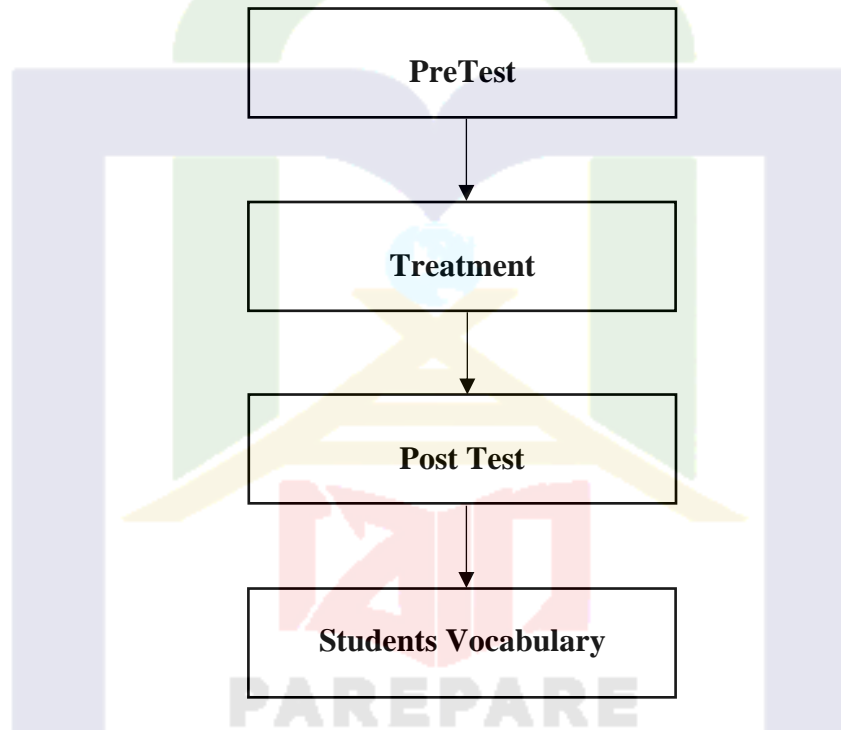
²⁶ Culture Alley, (2014). “*Positive Aspects and Negative Aspects of using Hello English*”

2) Negative aspects

- a) To access some of the available courses, we have to buy coins.
- b) To unlock some locked lessons, we have to buy premium.

C. Conceptual Framework

Conceptual framework raised in this research is shown in the diagram as follows:



In the research, researchers conducted pretests, treatments, and posttests to improve students vocabulary mastery, using the Hello English application to improve their vocabulary mastery. In the pretest, the researchers asked the students several questions, and the students were given a few minutes to answer the questions. During the post-test part of the previous meeting, the researcher also asked some questions to the students to find out more about their progress.

The researchers used a conceptual framework from previous research to determine how the Hello English application affected students' vocabulary mastery. In the diagram above, these intentions can be seen as follows:

1. Input refers to the pre-test prepared to measure the vocabulary of the students.
2. The process is concerned with teaching vocabulary using the Hello English application as a learning medium.
3. The output refers to the effect of the student's vocabulary mastery; improved by using the Hello English application.

D. The Hypothesis

There are two hypotheses in this research, namely H_0 (null hypothesis) and H_1 (alternative hypothesis). Based on the related literature review, the researcher can formulate the following hypothesis:

H_0 : There were no significant differences between the pretest and posttest in terms of students' scores and the effect on students' vocabulary after processing with the Hello English application.

H_1 : There were significant differences between the before and after tests in terms of student scores, as well as significant differences in the effect on students' vocabulary skills after processing with the Hello English application.

CHAPTER III

RESEARCH METHOD

A. Research Design

Pre-experimental design with only one class was used in this research. The researcher taught vocabulary in the pre-experimental class using the Hello English application. Researchers used pre-test and post-test designs in the pre-experimental class. The aim is to find out how vocabulary can be taught with the Hello English application.

PRE-EKSPERIMENTAL CLASS		
O₁	X	O₂

Table 3.1 Research Design

Explanation :

O₁ :Result of a pre-test.

X : Treatment that will be given in the class by using the Hello English Application

O₂ : Result of post-test²⁷.

(Sugiyono,2014:75)

Based on the table above, in the pre-experimental class, a pretest (O₁) gave to find out students' knowledge before giving Treatment.

²⁷ Prof.Dr.Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Penerbit Alfabeta : Bandung., 2016, 2016).

Next, give treatment (X) in the form of using the Hello English application and posttest (O₂) to find out student scores.. Comparing score to see the improve in student scores.

B. Location and Time

This study was carried out at Smp Negeri 1 Barru, which is in Jl. Sudirman Jenderal No.12 Kec. Barru, Barru City, South Sulawesi. Six meetings in class were held as part of this research, which will take 30 days to complete, including data analysis.

C. Population and Sample

1. Population

The population of this research were second-grade students of Smp Negeri 1 Barru in the 2022 school year. The second grade students of Smp Negeri 1 Barru are divided into eight classes. The total population is 239 students. Clearly can be seen in the following table.

Table 3.2 The population of the eighth grade of student of SMP Negeri 1 Barru

No	Class	Number of Students
1	VIII 1	30
2	VIII 2	32
3	VIII 3	32
4	VIII 4	32
5	VIII 5	32
6	VIII 6	32
7	VIII 7	26
8	VIII 8	23
TOTAL		239

(Data Source: Administration of SMP Negeri 1 Barru)

2. Sample

Sampling techniques are influenced by research needs and objectives. To determine the sample used for this study, researchers used a non-probability sampling technique, namely purposive sampling. According 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".

This sampling focused on second grade students at SMP Negeri 1 Barru. It is possible that students in this class are easily directed and have high motivation to learn English. The class in which was the subject of the research is VIII 1. The class of VIII 1 have 30 students. In addition, because the interview with the English teacher indicated that the students in this class did not fully understand the vocabulary, this class was selected as the research sample.

D. Procedure of Collecting Data

In this research, the data collection instrument used by the researchers was one type of test. The test that the researcher carried out was a vocabulary test. The vocabulary test was given twice, once pretest and post test after the exam.

1. Before starting Hello English application, a pretest was conducted to see how much vocabulary the students knew. This test measures how much the students know about English words.
2. After the treatment, the students were given a post-test. After instruction with the Hello English application, a post-test was given to assess students' vocabulary mastery. There were 10 multiple choice questions, 5 short answer

questions and 5 matching questions in the pre-test and post-test questions. Students get 100 points if they can answer all questions correctly.

After giving the pre-test and treatment for six meetings. Researchers conducted the learning process to students using the "Hello English" application.

In this research, the researcher gave treatment after the pre-test to help improve students' vocabulary skills. This study uses the Hello English application to help teach students new words. The treatment lasted for six meetings, each meeting lasted 60 minutes. Researchers began to present and show applications that will be used during learning to help students better understand it. The researcher is asking students to look at the application and identify what they see. The words that have been read by the researcher are then repeated by the students.

The steps are outlined as follows:

1. The First Meeting
 - a. The researcher introduced himself to the students and explained what they would do before starting the learning activity.
 - b. The researcher gave the students a pre-test to see how well they knew the words.
 - c. The researcher introduce applications in smartphones as a medium in the learning process is Hello English application.
 - d. The researcher give time to students to download the application.
 - e. After the researcher finished speaking, the students had the chance to ask questions about today's activities.
2. The Second Meeting
 - a. At the beginning of the lesson, the researcher said hello. The researcher then gives instructions and explanations to students about what to do before studying the material.

- b. The researcher showed the first material in the classroom and showed the Lesson 12 material on the Hello English application.
 - c. Students are asked to identify words from the new lesson to help them learn it.
 - d. Students were asked to come forward and list the words they found in the material. Then, they were asked to write down the words they had seen.
 - e. The researcher read out some of the words in the vocabulary list, and the students repeated them.
 - f. The researcher asked the students to demonstrate the spelling and pronunciation of the words they learned in the application
 - g. The researcher asked the students to remember the vocabulary that was given to them by writing it down and looking up the meaning. Then, the students mentioned the words that were given.
 - h. The researcher asked the students to write sentences about the vocabulary.
 - i. The researcher provided games-based exercises, such as Spelling Bee games.
 - j. After the researcher explained the material, some students were given the opportunity to ask about things that were still unclear.
3. The Third Meeting
- a. To start the lesson, the researcher greeted the students. The researcher then gives instructions and explanations to students about what to do before teaching the material.
 - b. In Lesson 17, the researcher showed the second lesson, which was about discussing family. How to talk about family with others is the topic of this lesson.
 - c. The researcher directed the students to look at the words in the app and see if they could identify the words.

- d. The researcher asked the students to come forward and describe the words they knew.
 - e. The students recite the vocabulary that has been read by the researcher.
 - f. The researcher asks the students to repeat the vocabulary they have learned and practice spelling and pronouncing the words in the material.
 - g. The researcher asked some questions to the students and asked them to write some sentences about the material.
 - h. The researcher asked the students to remember the words that had been given to them by writing them down and finding out their meanings. Then, the students mentioned the words that had been given to them.
 - i. The researcher gave exercises in the form of games, namely Tea games.
 - k. After the researcher explained the material, some students were given the opportunity to ask about things that were still unclear.
4. The Fourth Meeting
- a. To start the lesson, the researcher greeted the students. The researcher then gives instructions and explanations to students about what to do before teaching the material.
 - b. The researcher gives new English material about big numbers in Lesson 20.
 - c. The researcher asked the students to identify the material vocabulary.
 - d. Students were asked to write down the vocabulary by the researcher.
 - e. Students recite the vocabulary that has been read by the researcher.
 - f. The researcher asked the students to practice spelling and pronouncing the new vocabulary.
 - g. Several students answered questions related to vocabulary that the researcher put forward with sentences.
 - h. The researcher asked the students to learn a list of vocabulary and remember their meaning. After they had learned the vocabulary, they were asked to mention any vocabulary they had learned.

- i. The researcher gave exercises in the form of a game, namely Spelling Bee.
 - j. After the researcher explained the material, some students were given the opportunity to ask about things that were still unclear.
5. The Fifth Meeting
- a. At the beginning of the lesson, the researcher said hello. The researcher then gives instructions and explanations to students about what to do before studying the material.
 - b. In Lesson 24, the researcher gave English materials about learning body parts.
 - c. The researcher asked the students to identify the material vocabulary.
 - d. Students were asked to write down the vocabulary by the researcher.
 - e. Students recite the vocabulary that has been read by the researcher.
 - f. The researcher asked the students to practice spelling and pronouncing the new vocabulary.
 - g. Several students answered questions related to vocabulary that the researcher put forward with sentences.
 - h. The researcher asked the students to learn a list of vocabulary and remember their meaning. After they had learned the vocabulary, they were asked to mention any vocabulary they had learned. The researcher gave an exercise, namely Challengers: Spellathon challenge and Quizathon Challenge.
 - i. The researcher explained the material, some students were given the opportunity to ask about things that were still unclear.
6. The Six Meeting
- a. To start the lesson, the researcher greeted the students. The researcher then gives instructions and explanations to students about what to do before teaching the material.

- b. The researcher went over all of the information that had been presented once more.
- c. The researcher administered the post-test to determine how much vocabulary the students had learned from the treatment.
- d. The researcher then gave students a chance to ask questions about the activities today.

After the treatment, the researcher gave a post-test to find out the students' vocabulary skills. Like pre-test, there were 10 multiple choice test, 5 matching test and 5 short answer test in the post-test. The content of the pretest is different from the posttest, but the composition and characteristics do not change. If students can answer all questions correctly, they get 100 points. This post-test aims to determine students' vocabulary mastery after being given the treatment.

E. Research Variables

The variables in the pre-experiment research are divided into two, namely the independent variable and the dependent variable. First, the Hello English application is an independent variable. Used by students to learn English. Second, the dependent variable is the student. This research aims at whether the "Hello English" application can improve students' vocabulary.

F. Research Instrument

This test measures how much vocabulary the students have improved by using Hello English app. It was given before and after a test. The questions in the test have 20 questions. The pretest was to see how well the students knew their English vocabulary before using Hello English, and the post test was to see how much their vocabulary had improved after using the application.

G. Technique of Data Analysis

The data collect through the test was analyzed by using the following. steps:

1. Calculating the scores of students' answer in test by using the following the requirements:
 - a. 5 points are awarded for correct answers,
 - b. 0 points are awarded for incorrect answers.
2. Calculating the student's correct answer of test²⁸.

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

Where:

S = Score of the test

R = The number of students' correct answer

N = Total number of question

(Depdikbud, 2006)

3. The data from the students' vocabulary exam is quantitatively estimated using a mean score. The following formula is use to get the mean score²⁹:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = Mean Score

$\sum x$ = The students' total score

N = Total of students

²⁸ Depdikbud. “*Petunjuk pelaksanaan proses belajar mengajar dan petunjuk pelaksanaan penilaian sekolah menengah umum*”. Jakarta Departemen Pendidikan dan Kebudayaan. 2006

²⁹ Gay, L.R, G.E. Mills, G.E., & Airisan, P.W, “*Educational Research Competence for Analysis and Application*”, (USA: Pearson, 2012).

4. Tabulated and classify the students score into the following clarification

The score of the test were classified into seven levels as follows³⁰:

Table 3.3 Classification Students' Score

No.	Range of Score	Classification
1.	96-100	Excellent
2.	86-95	Very good
3.	76-85	Good
4.	66-75	Fairly good
5.	56-65	Fair
6.	46-55	Poor
7.	0-45	Very poor

(Data Source: Depdikbud, 2012)

5. Researcher used the following formula to determine the standard deviation of students

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

Where:

SD = Standard deviation

$\sum x$ = the total score of students

N = the number of the students

6. The t-test scores were used to determine significant differences between the pre- and post-test results. The following can be measured using the formula:

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

³⁰ Depdikbud, 2012. Kebijakan Pengembangan Profesi Guru, Jakarta: Pusbangprogd

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. To find out the mean score between pretest and post test analyzed by using statistical package for social science (SPSS).
8. The following criteria are use to test the hypothesis:

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

If the t-test shows that there is a significant difference between the results of a pre-test and post-test before and after vocabulary teaching using Hello English application, then the Alternative Hypothesis (H_1) is accepted. However, if the t-test shows that there is no significant difference between the results of a pre-test and post-test before and after vocabulary teaching using Hello English application, then the Null Hypothesis (H_0) be accepted

CHAPTER IV

FINDINGS AND DISCUSSION

Findings from research regarding the use of the Hello English application to master vocabulary are presented and discussed in this chapter. Procedures for testing hypotheses and discussing the results are also discussed in this chapter. This research found that the Hello English application helps students learn more vocabulary than traditional methods.

A. Finding of the Research

In this chapter, researchers present the results of research conducted by measuring student learning outcomes before and after treatment. Quantitative data is the data used in this study, which is taken from tests given before and after treatment. Before being given treatment, tests were given to students. The results showed that student learning outcomes improved after being given treatment.

A. Using Hello English Application to Teach Vocabulary

The researcher analyzed data from 31 students using the Hello English app to improve vocabulary. The results showed that using application improved students' vocabulary acquisition.

This research was conducted over six meetings using Hello English application. The materials in the pretest and post test were about vocabulary. 31 students participated in the research. The total pretest score is 2490 and the post test score is 2679. The average number of pre-test is 80.32 and the average number of post-test is 86.42.

B. Implementation of the Hello English Application before Mastery Students' Vocabulary

Before using the Hello English application, the results of data analysis related to vocabulary mastery are presented in this section. The results of the 31 students' pretest became the basis for data collection. Before the Hello English application was implemented, the researcher found that second grade students at Smp Negeri 1 Barru still lacked vocabulary mastery. Most students experience boredom when learning English because the teacher still uses the lecture method and some students find it difficult to learn English. In addition, the researcher found that the students could not pronounce the vocabulary correctly because they made pronunciation mistakes.

ii. Students' Classification and Pre-test Score

At the first meeting, the researcher gave a test to the students to see how well they mastered vocabulary. The researcher analyzed the students' answers after the test and categorized them based on their vocabulary level. The following table displays the results:

Tabel 4.1 Students Score in Pre-test and Classification

No	NAMA SISWA	PRETEST	CLASSIFICATION
1	AAVA	90	Very Good
2	AH	90	Very Good
3	AAMI	85	Good
4	ADAP	60	Fair
5	AMPM	90	Very Good
6	AZAK	95	Very Good
7	AFA	60	Fair
8	AAH	85	Good

9	ADP	90	Very Good
10	BLI	90	Very Good
11	DN	85	Good
12	FNF	90	Very Good
13	GSS	90	Very Good
14	HH	75	Fairly Good
15	MNC	80	Good
16	MK	80	Good
17	MMPB	90	Very Good
18	MRSS	65	Fair
19	MAP	80	Good
20	MFR	80	Good
21	NMP	80	Good
22	NA	90	Very Good
23	NAAM	65	Fair
24	NAS	65	Fair
25	RAR	90	Very Good
26	RA	85	Good
27	SDRWS	80	Good
28	SA	70	Fairly Good
29	SN	80	Good
30	ZR	60	Fair
31	NAJU	75	Fairly Good

(Data Source: The students' classification score in pre-test)

iii. Students' Classification and Post-test Score

The post-test was given by the researcher after the students used the Hello English application. The following table displays the results:

Table 4.2 Student's Score in Post-test and Classification

NO	NAMA SISWA	POSTTEST	CLASSIFICATION
1	AAVA	90	Very Good
2	AH	85	Good
3	AAMI	95	Very Good
4	ADAP	80	Good
5	AMPM	95	Very Good
6	AZAK	85	Good
7	AFA	80	Good
8	AAH	90	Very Good
9	ADP	90	Very Good
10	BLI	90	Very Good
11	DN	95	Very Good
12	FNF	95	Very Good
13	GSS	85	Good
14	HH	75	Fairly Good
15	MNC	90	Very Good
16	MK	85	Good
17	MMPB	100	Excellent
18	MRSS	75	Fairly Good
19	MAP	85	Good
20	MFR	80	Good
21	NMP	85	Good
22	NA	80	Good
23	NAAM	70	Fairly Good
24	NAS	90	Very Good
25	RAR	100	Excellent
26	RA	90	Very Good
27	SDRWS	94	Very Good
28	SA	80	Good
29	SN	90	Very Good
30	ZR	75	Fairly Good
31	NAJU	80	Good

(Data source: The students' classification and score in post-test)

Before the pre-test, the researcher also found that some students lacked vocabulary mastery. This is shown by their pre-test scores.

Tabel 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	6,5%
2.	Very good	11	35,5%	13	41,9%
3.	Good	11	35,5%	12	38,7%
4.	Fairly Good	3	9,7%	4	12,9%
5.	Fair	6	19,4%	0	0%
6.	Poor	0	0%	0	0%
7.	Very poor	0	0%	0	0%
Total		31	100%	31	100%

(Data Source: Frequency and percentage of pretest and post tes)

Table 4.3 shows the categories, frequencies and percentages of students in the vocabulary test. There are half of the students getting quite good grades, with a percentage value of 35.5%. There are no students who fall into the category of excellent, fair, poor and very poor categories. However, after the test, there were more students who scored in the very good category, namely 2 students (6.5%) students, 13 students (41.9%) very good, 4 students (12.9%) quite good (%). In addition, there were no more students who scored in the less, sufficient, and very poor categories.

The figure above shows the percentage of students in different performance categories before and after a test. The pre-test showed that a lot of students were in fair, poor, or very poor. The post test showed that there were No. students in these categories, and frequency value for improving student performance was very good.

- iv. Total score of students' vocabulary test using SPSS.

From table 4.3, it can be seen that the learning outcomes of students in class VIII SMP Negeri 1 Barru are seen from the total pre-test and post-test scores. After that, it is entered into the SPSS application. In this case, to find out the students'

vocabulary learning outcomes. Student learning outcomes can be seen from the following table:

Tabel 4.4 Paired Samples Statistic

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	31	80,32	10,562	1,897
POSTEST	31	86,42	7,624	1,369

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

In the table, it can be seen that the maximum value of the pretest for class VIII students at Smp Negeri 1 Barru is 85, and the minimum value is 40. The average value is 80.32 with a standard deviation of 10.562. The average value is 80.32 with a standard deviation of 10.562. The average obtained was 80.32 with a standard deviation of 10.562. In addition, the maximum value of the student's post test was 95, and the minimum value was 70. The average value obtained was 86.42 with a standard deviation of 7.624.

B. The analysis of data using SPSS

1. Test of hypothesis

The method for determining whether a statement is true or false is hypothesis testing. Previous researchers formed this assumption. Parametric statistics with paired sample t-test used in this study are based on homogeneity and normality tests. The following are hypotheses that have been formulated previously:

1. Null Hypothesis (H_0): The "Hello English" application does not improve the English vocabulary of second-grade of Smp Negeri 1 Barru.

2. Alternative Hypothesis (H_1): The application "Hello English" improves the English vocabulary of second-grade of Smp Negeri 1 Barru.

According to Singgih Santoso (2014:265), 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_a received
2. Conversely, if the value of SIG, (2-tailed) > 0.05 , then H_0 accepted and H_a rejected³¹.

Table 4.5 Paired Samples Test

		Paired Differences			95% Confidence ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	PRETEST - POSTEST	-6,097	8,101	1,455	-9,068
		Paired ...			95% Confidence
		Interval of the ...			Upper
			t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTEST	-3,125	-4,190	30	,000

³¹ Singgih Santoso, *Statistik Parametrik : Konsep Dan Aplikasi Dengan SPSS Edisi Revisi* (Jakarta: Elex Media Komputindo, 2014).

Based on the "Paired Samples Test" output table above, the Sig value. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. The Hello English application has the potential to increase the English vocabulary of class VIII students of Smp Negeri 1 Barru, so statements stating that there are differences in the average pretest and posttest learning outcomes cannot be accepted.

Apart from comparing the significance p-value (Sig.) With a probability of 0.05, there are other ways that can be done to test the hypothesis in this paired sample t test. Namely by comparing the value of t count with t table. The basic for making decisions is as follows.

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 output table "Paired Samples Test" above, it is known that t count is negative, which is -4,190. T count is negative because it is because the mean score of the Pre Test was low than the mean score of the Post Test. In the context of cases like this, the negative t count can be accessed by the positive. So that the value of t count becomes 4,190. Next is the stage of finding the t table value, where the t-table is searched based on the df value (degrees of freedom or degrees of freedom) and the significance value (α).

From the output above, it is known that the df value is 30 and the value 0.05. the researcher used this value as a reference basic in calculating the t-table value in the distribution of the t-table statistics. Then find the t table value of 4,190. Therefore, because the t value is $5,90 > 4,190$, then the selection of the basis for decision making above can be rejected, that H_0 is rejected and H_1 is accepted. So it can be rejected that there is a difference in the average score between the pre-test and post-test learning

outcomes, which means that there is a "Hello English" application improves the English vocabulary of students in class second-grade SMP Negeri 1 Barru.

C. Discussion

The students' vocabulary mastery increased after participating in the training, as evidenced by the findings in the previous section, and their post-test scores were higher than before the training. This is evidenced by the fact that, prior to treatment, a pretest was given to measure students' vocabulary, and a posttest was given to determine how much their vocabulary had improved.

There were six meetings to doing research. Before starting treatment, the researcher gave a pretest to some of the students. The aim of this pretest was to learn the students' vocabulary and to get a feel for the students' abilities. Before leaving the classroom, the English teacher introduced the researcher to the students, and the researcher introduced himself and gave an explanation about the test to be carried out. Then, students were given pretest worksheets in the form of multiple choice, matching, and short answers to 20 questions by the researcher. The researcher collects student worksheets and checks them after the test is over. Researchers then provide value and feedback on the results of student work.

The researcher measured students' ability and vocabulary mastery in six meetings after being given treatment with the Hello English application. Multiple choice tests, matchmaking, and short answer tests were administered by the researcher.

The researcher found that before using the Hello English vocabulary application, students' vocabulary mastery was still low. This was proven by the results of the pre-test. Teachers still use the same techniques monotonously in

teaching and learning, which makes students get bored. After six meetings of the treatment, the researchers concluded that the students' skills had improved. This was proven by the results of the post-test. After using the Hello English vocabulary app, it helped students improve their vocabulary mastery. This is because this application makes vocabulary easier to remember and makes students more involved in the learning process. Identifying vocabulary, finding new words from the application, and learning the correct pronunciation of vocabulary are fun learning activities for students.

By using the Hello English application, students benefit and contribute to the learning process. This application can help students learn better. By identifying the words in the application, this procedure also helps students expand their vocabulary. The next step is to give students the opportunity to find new words in the application.

The researcher saw how many words the students knew before and after the test. The results showed that students' scores improved after taking the test. The results of the research showed that the average post-test score (86.42) was higher than the average pre-test score (80.32).

1. Pre test and Classification Students' Score

At the first meeting, the researcher gave a test to the students to see how well they knew their vocabulary. The researchers gave questions to be answered by each student. Researchers categorize students' vocabulary mastery after students answer these questions.

Based on the results of the test, most of the students (35%) were classified as very good, there were 11 (35.5%) students who were classified as good, or there

were 3 (9.7%) who were classified as fairly good, and there were 6 (19.4%)) which is fair score.

2. Post-test and Classification Students Score

After using Hello English application in learning, the researcher conducted a post-test to see how much vocabulary the students have learned. The students' scores show that they have a lot of vocabulary knowledge. After doing the test, the students' post test scores are shown.

After the post test, it was found that there were 2 (6,5%) students who scored excellent on the test. There were 13 (41,9%) students who scored very good, 12 (17,85%) scored good, and 4 (12,9%) students scored fairly good. It was found that the students' skills improved after the treatment.

In addition, researchers used the t-test to determine the accepted hypothesis between the null hypothesis (H_0) and the alternative hypothesis (H_1). The t-test is used by researchers to determine whether the t-value of 5.92 is higher than the t-table value of 4.190. In fact, with $df = 30$ and a significant (α) level of 5%. Because the value of the t-test is greater than the t-table (5.92 > 4.190), the alternative hypothesis (H_1) is accepted, and it can be concluded that the Hello English application can help class VIII students of SMP Negeri 1 Barru in improving vocabulary mastery. Although the null hypothesis (H_0) is rejected. In addition, researchers used the t-test to determine the accepted hypothesis between the null hypothesis (H_0) and the alternative hypothesis (H_1). The t-test is used by researchers to determine whether the t-value of 5.92 is higher than the t-table value of 4.190. In fact, with $df = 30$ and a significant (α) level of 5%. Because the value of the t-test is greater than the t-table ($5.92 \geq 4.190$), the alternative hypothesis (H_1) is accepted,

and it can be concluded that the Hello English application can help class VIII students of Smp Negeri 1 Barru in improving vocabulary mastery. Barru, although the null hypothesis (H_0) is rejected.

3. Teaching Vocabulary using Hello English Application

Because the Hello English application allows students to learn vocabulary effectively through an interesting application, the student's vocabulary achievement increases significantly. Quizathon Game, Spellathon Challenge and Spelling Bee are some of the games and challenges available in this application. Students participate in Quizathon games with other students identified by the application. They compete to answer questions in less than two minutes. Students who answer questions faster will get more coins than their rivals. The Spellathon and Spelling Bee games, like quizzes, allow students to compete with other students. In contrast to English, Indonesian students sometimes encounter random letters, words and letters. The aim of this game is to arrange the letters to form the English word "Indonesian". Through interesting activities, this indirectly helps students learn new words. Because children can put what they have learned in the past to play, it teaches them how to learn new things quickly. This makes it easier for students to remember vocabulary that has been learned before, as in research by Syamsiah Depalina Siregar, Siti Meutia Sari, Diena Fitria Simamora (2020) researching about Using Application Based on Smartphone Android "Hello English" To Increase Students' English Competency³².

Some features of the Hello English application that are worth trying are learning

³² Syamsiah Depalina Siregar, Siti Meutia Sari, and Diena Fitria Simamora, "Using Application Based on Smartphone Android 'Hello English' To Increase Students' English Competency," *English Journal for Teaching and Learning* 08, no. 01 (2020): 47–56.

materials and reading articles that will provide information about a word. There are also other features of the Hello English application, such as the Digital Dictionary feature. Sometimes students may not be interested in reading a dictionary to find the meaning of a word, so the Hello English application has a digital dictionary that has 10,000 words. Students can use a smartphone to read it in a different way than reading a dictionary book. This makes students more interested in learning because they can do it while playing with their phones. Sudarmaji et al (2022) who stated that Hello English smartphone application is appropriate to be implemented in English language learning³³. In addition, the findings show that students' English word development is significantly affected by the use of Hello English. Students will feel at ease and remain interested in learning as a result.

The researcher found that second grade students at Smp Negeri 1 Barru improved their vocabulary mastery by using the Hello English application, based on previous findings.

From the data analysis above, after using Hello English application, students' vocabulary knowledge improved. This can be seen from the students' vocabulary test scores which are higher than before after being taught with Hello English application. In addition, this application is recommended for use in teaching English to improve students' vocabulary mastery and teaching English in general. This shows that students in second grade of Smp Negeri 1 Barru have benefited from using the Hello English application.

Comparison of research findings with previous research, which can be seen

³³ Imam Sudarmaji et al., "Hello English App for Online Learning during the Pandemic: Does It Enhance the Students' English Vocabulary Development?," *Elsya : Journal of English Language Studies* 4, no. 1 (2022): 54–64.

from the first research is from Nurul Aini, Firdausi Amalia and Arya Setya Budhi Ningrum which did their research entitled “ improving students’ speaking skill using Hello English application as a medium of learning from home”. The first step to communicate with each other is to talk. Therefore, people communicate to share thoughts. Speaking, especially speaking English, is very important to us for this reason. In this study, researchers used a Classroom Action Research (CAR) design. Because the following is the aim of this study: to understand and explain how the Hello English application can improve students' speaking skills. Students with speaking difficulties in grade five at Sdn Sidorejo 1 are the focus of this study. One of the English teachers at Sdn Sidorejo 1, who collaborated with the researcher on this design, led the teaching and learning activities in class. Fifth grade became the focus of this research.

There are four stages in this research: planning, implementation, observation, and reflection. This study used two types of tests: test 1, test 2, and test 3. Before the researchers started using the Hello English application, they used test 1 to see how proficient the students were. Students' competence after using the Hello English application as a medium for learning speaking was assessed using tests 2 and 3. In this review, the tests used consisted of writing assignments, drawing assignments, and oral tests. Researchers combined classroom action research with classroom observation. Researchers make observations not only once, but at each meeting. The purpose of this activity is to find out how far the students' vocabulary knowledge is after the treatment is taken.

The students were given a questionnaire by the researchers. This research questionnaire was used to find out how often students practice their speaking skills,

how often they use learning media to practice speaking, and whether they have ever used the Hello English application or not. In addition, this activity is used to find out whether they have a cell phone that supports this research or not. Visual data regarding the learning process in class or learning outcomes were recorded by the researcher. As a result, researchers know student learning activities. In addition, this activity is used to assist researchers in determining how students' speaking skills in class develop. A formula is used to process data collected from observations of teacher and student activities with the application of Hello English as a speaking learning medium. While the researcher taught students in teaching practice for nearly two months, initial observations were made during the teaching and learning process. This is done before researchers carry out research.

Preliminary study observations showed that only three students actively participated in the teaching and learning process. To identify student problems, researchers distributed needs analysis questionnaires. The questionnaire based on speaking theory, mobile learning, and Android was created by the author prior to needs analysis³⁴.

The pre-experimental design approach used in this study is what differentiates it from previous studies. In the pre-experimental class, the researcher used an application called Hello English to teach vocabulary. Researchers use a design with pre-test and post-test. This research was conducted at Smp Negeri 1 Barru. In this study, researchers held six meetings in class and took 30 days to analyze the data.

The researcher used purposive sampling, a non-probability sampling method, to

³⁴ Nurul Aini et al., "IDEAS Journal of Language Teaching and Learning, Linguistics and Literature Improving Students' Speaking Skill Using Hello English Application as a Medium of Learning from Home" 10, no. 1 (2022): 730–45.

select the sample for this study. The researchers in this study collected data using one type of test. Vocabulary is the focus of the test. The vocabulary test is given twice, pre-test and post-test. There are 10 multiple choice questions, 5 short answer questions and 5 matching questions in the pre-test questions. If the student can answer all the questions correctly, the student gets 100 points. Previous research consisted of four stages, namely planning, implementation, observation, and reflection. While the current research does not use these four stages.

Second research from Pangkuh Ajisoko which did his research entitled “The Use of Duolingo Application to Improve English Vocabulary Learning”. When learning English, vocabulary cannot be separated from other aspects. Learners must expand their vocabulary to develop other language skills such as listening, speaking, reading, and writing. Learners must have sufficient vocabulary to have proficient English skills. This study aims to encourage second semester students at the University of Borneo Tarakan to use Duolingo to increase their vocabulary and interest them in learning English extensively, especially vocabulary. A pre-experimental study with one pre- and post-test group was used in this study. This research involved 19 students from the English Education Study Program at the University of Borneo Tarakan who participated as participants in the second semester of the 2018/2019 academic year. After they finish their studies at the campus, they are required to practice using Duolingo for thirty days, earning 20 XP per day (points on Duolingo). Before students practice using the application, a pre-test is used to measure their vocabulary skills. If the post-test score is higher than the pre-test score, it means that the student's vocabulary has developed and the treatment is successful as a way to teach vocabulary.

This study uses two instruments. The two instruments are questionnaires and tests. Questionnaires were used to find out how students felt about using Duolingo and tests were used to see how it affected them. Both pre-test and post-test were performed. Before using Duolingo, a pre-test is done. There are 25 questions about basic vocabulary in the pre-test. This test is designed to assess students' vocabulary skills. The treatment was followed by a post-test. Students' vocabulary scores after using Duolingo are the focus of this test. There are 25 questions on the post-test. The results, along with the results of the pre-test, will be looked at to see if Duolingo is helping students improve their vocabulary.

Questionnaire to find out students' perceptions after using Duolingo. This study used a closed Likert scale questionnaire. This questionnaire consists of 12 questions. This questionnaire includes students' interests, weaknesses, and strengths towards Duolingo. The students filled out a questionnaire at the end of the session. Duolingo is one of the most effective mediums for learning vocabulary. It's great fun for students because they respond well to the app, they understand the material easily, all students have the opportunity to get a fair variety of practice material, Duolingo takes the boredom out of studying, thereby encouraging new ideas in learning³⁵.

The previous study aimed to improve students' vocabulary through Duolingo while the current study used Hello English application to improve students' vocabulary. The pre-test and post-test questions consisted of 25 questions about basic vocabulary while the current research pre-test and post-test questions consisted of 20 questions about basic vocabulary consisting of 10 multiple choice, 5 short answer items and 5 matching test items.

³⁵ Pangkuh Ajisoko, "The Use of Duolingo Apps to Improve English Vocabulary Learning," *International Journal of Emerging Technologies in Learning* 15, no. 7 (2020): 149–55.

Third research from Ranta Butarbutar & Elia Simatupang which their research title “the impact of technology hello english application in efl classroom In junior high schools, teaching English as a foreign language requires teachers to use technology as an attractive medium to interest students in learning. In particular, the Culture Alley app released in 2014; Students' difficulties in understanding simple past tense can be overcome with the help of Hello English. This study examined both experimental groups using a comparative design; using the Hello English application, and a control group, which was taught without the application. This research involved 46 seventh grade students from Smp Negeri 2 Merauke, Papua province, as participants. Pre-test, action test, and post-test are used to collect data or information. The researcher asked both classes to do a pre-test and post-test before giving treatment.

All things considered, previous research has shown that the Hello English application is a useful tool for teaching English, especially the simple past tense. Discussion and data findings show: 1) Posttest showed a significant difference between the experimental class and the control group; 95.6% of the class as a whole; 60.9%, 2) The posttest significance value for the control group was $0.051 > (0.05)$, while the normality distribution for the experimental group was $0.200 > (0.05)$. For both groups, the significance level is greater than (0.05) . This shows that H_0 is accepted and H_1 is rejected. Therefore, the test distribution of both groups is normal. 3) The homogeneity test shows that the value is significantly higher than the value. The value of 0.955 is greater than 0.05 . To return to the hypothesis, H_0 is accepted if it is greater than. Therefore, this indicates that the classes are uniform. 4) T-Test was rejected, but H_1 was accepted.

The Hello English application, like any other medium, cannot be said to be perfect. The researchers admit that the experience of using this application to teach English at SMP N 2 Merauke is still far from ideal. Nonetheless, it is hoped that future productive and inventive researchers can carry out further research on this medium. In the end, teaching English as a foreign language using the Hello English Application can create a new atmosphere in the classroom. In this case, this application can entertain students and interest them to continue learning English.

Equally important, technology has the potential to increase students' motivation, vocabulary, and academic achievement, particularly in teaching English. On the other hand, those who take part in this research are young people who will be productive and have a bright future. Teachers have a great responsibility to teach every student how to use technology with greater motivation³⁶.

The fact that previous research examined two experimental groups using a comparative design distinguishes the current study from previous research; using the Hello English application, in contrast to the control group who were taught without using the application. On the other hand, the current study uses a purposive non-probability sampling method. The Hello English application was also used in previous research to teach simple past tense.

Next research from Nur Ismiati dan Asep Kurniawan which their research title “Improving students’ vocabulary through media application online Hello English at Class X”. Due to the importance of English in Indonesia, English is a language that is used all over the world and is used as a means of communication between nations. Therefore, the education curriculum in Indonesia must follow international language

³⁶ Butarbutar and Simatupang, “The Impact Of Technology Hello English Application In Efl Classroom.”

standards. As a result, there are many resources for learning English, especially in this technological age. Lots of interesting information and learning systems available. Because there is always a message notification on this smart phone, especially learning by using the online media application "Hello English" will be very helpful in learning and memorizing vocabulary every day. This application provides not only messages in the form of words but also games, speaking, dictionaries, and English grammar to make learning enjoyable and less monotonous. The Classroom Action (CAR) or Classroom Action Research (PTK) method was utilized by the researchers in this study. The students in class X Multimedia Smk Insan Aqilah I Kota Serang were the focus of this class action research. There are 20 students enrolled in this class, 12 of whom are male and 8 of whom are female.

The data collection methods used in this study were: 1. Observation: In this case, the researcher used unstructured observation of the actual teaching and learning conditions. The researcher took photos and videos as well as observation notes about the classroom environment, including students' English vocabulary knowledge and the use of Online Media Applications (such as pronunciation, vocabulary, grammar, and speaking courage). 2. Test: The learning process includes a test. The test results show the success of learning. This study will use a test consisting of essay and multiple choice questions. Students took the test twice in this study, namely the first cycle test and the second cycle test, to see how well they learned to use more words. 3. Documentation: The researchers took each piece of data with a camera. During the teaching and learning process, cameras are used to record and photograph student performance.

Quantitative and qualitative data are used in this research. Student scores were

analyzed using quantitative data, while the test environment was described using qualitative data. It is hoped that using this data will provide satisfactory results in terms of increasing vocabulary skills through action learning strategies. Instruments are used to analyze qualitative data. Examination of the quantitative data shows that the students' vocabulary skills have improved. The author is looking for the mean value of the post-test cycles. The classroom action research method was used in this study. The findings show that by utilizing the online application media, "Hello English," According to research findings conducted during cycles I and II, the average score for cycle I was 71.5, and 35% of students passed the KKM. In cycle II, there were 83 students, and 85% of them passed the KKM. Therefore, the online application "Hello English" is a fun and effective way to increase students' vocabulary knowledge³⁷.

The fact that the current research uses the Hello English application offline in class is the difference between the previous research and the current research. Previous research used the Hello English application online. In previous studies, researchers used the Classroom Action Research (PTK), while the current study used pre-experimental research. Previous research also used quantitative and qualitative data. Quantitative data was used to analyze student scores, while qualitative data was used to describe the situation during the exam process. While the current research only uses quantitative data.

Another research from Sukmawati Tono Palangngan in her research "The Implementation of Hello English Smartphone Application in Enhancing Students' Vocabulary Mastery". The Hello English application, a smartphone application that

³⁷ Nur Ismiati et al., "Improving Students' Vocabulary Through Media Application Online 'Hello English' At Class X," n.d.

can assist researchers in improving their vocabulary mastery, is one area of interest for researchers. The Hello English application is a free English learning application available on the smartphone playstore. More than 24 million people around the world have used this application to learn English grammar, vocabulary and reading, listening and speaking skills.

The experimental design of this study included a pre- and post-test one-group design. Students from five classes at SMA Muhammadiyah Palopo became the study population. The cluster sampling method was then used to select a sample of 25 class X students. The vocabulary test used in this study was the pre- and post-test versions. The pre-test was given before the treatment to find out the students' initial English vocabulary knowledge, and the post-test was given after the treatment to find out the students' abilities. In this case, vocabulary mastery. There are thirty multiple choice questions on the test form. This research was conducted during the 2021/2022 academic year at Palopo Muhammadiyah High School. The students' low vocabulary mastery is the reason this research was conducted at this school, as explained in the introduction section.

Six meetings were used to conduct this research, including pre-test and post-test. The students were shown the Hello English application after taking the pre-test at the beginning. The students were then taught and involved in learning activities using the Hello English smartphone application in the second to fifth meetings. Post-test was held at the sixth meeting. In addition, statistical tests concluded that students' vocabulary mastery increased after being given treatment with the Hello English smartphone application. This shows that the Hello English smartphone application effectively improves vocabulary mastery among students. Post-test

scores that are higher than pre-test scores indicate that the Hello English Smartphone application has a significant impact on students' vocabulary mastery, as concluded by the researchers. In addition, this application is recommended for use in learning English in general and also for improving students' vocabulary mastery³⁸.

The difference between current research and previous research is that the sampling technique in previous studies used cluster sampling techniques. While the current research uses purposive sampling technique. Previous research also used experimental methods while current research uses pre-experimental methods.

Meanwhile, this research is trying to improve students' vocabulary mastery by using the Hello English application. In this study, the sampling technique used by researchers was purposive sampling. This means that the researcher chose a sample of students based on what they hoped to learn from the research. Pre-test, treatment, and post-test were administered to collect data.

Based on previous research, researchers have shown that the Hello English application can be used as a medium for learning English. Hello English has been found to help improve students' interest in learning English, by giving them more opportunities to learn new words. This is different from previous research, which looked at how Hello English affected students' vocabulary mastery. The researcher also wants to help introduce students to the application to learn English.

³⁸ Sandi Yunita, "The Implementation of Hello English Application As" 4778 (2019): 415–23.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data, findings, and discussion in the previous chapter, that the students' vocabulary skills are still low before they use the Hello English application in class. Many students still lack vocabulary mastery, do not know the meaning of some English words, and don't know how to pronounce them correctly. However, students' vocabulary mastery was still low before using the Hello English Application because the pre-test score was lower than the post-test score.

a. Analysis of students' classification and pre test score

Before starting treatment, the researcher measured the students' vocabulary mastery. Researcher gave each student a test at the first meeting, and then used the results to classify the students' vocabularies.

Based on the test results, the data in the classification table shows that most students have low vocabulary skills before the test. In the pre-test, there were 11 students (35%) who were classified as very good, there were 11 (35.5%) students who were classified as good, or 3 (9.7%) were classified as quite good, and there were 6 (19.4%) which is classified as fair score.

b. Analysis of students' classification and post test score

After using application, the researcher conducted a post test to see how well the students knew their vocabulary. The students' scores show that they have learned a lot from the application. The post-test results show that 2 students got better grades in the excellent category, 13 students got grades in the very good category, 4 students

got grades in the fairly good category, and no students got worse grades in any of the other categories.

It can be seen that the frequency of students who were evaluated before and after the test was significantly different from the results above. In the pre-test, there are still students who fall into the fair, poor, or very poor categories. The post-test results show that the number of students who fall into the three categories is less and the frequency value of increasing student performance is higher.

The student's vocabulary improved after using the Hello English application. These improvements were shown by the data from before and after the tests. The pre-test score was 80.32 and the post-test score was 86.42. The t-test (5,920) showed that post test score was higher than the t-table value (4,190). That is, rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_1), it shows that the Hello English application of English in vocabulary teaching is effective, and students have mastered a large number of vocabulary, and their vocabulary has been improved. The students' vocabulary improved by finding new words, pronouncing words more than once, and remembering more words more easily after treatment. This was very exciting for them and helped them learn more effectively. The Hello English application can help second-grade in Smp Negeri 1 Barru achieve better vocabulary mastery.

c. Teaching Vocabulary using Hello English Application

Students benefit and gain from using the Hello English application during the learning process. Students' ability to learn is helped by this application. By identifying the words in the application, this procedure helps students expand and

develop their vocabulary. The next step is to give students the opportunity to find new words in the application.

Because they can learn vocabulary effectively through interesting applications, students' vocabulary achievement increases when taught using the Hello English application. Quizathon Games, Spellathon Challenge, and Spelling Bee are just a few of the games and challenges that can be played within the app. Students participate in Quizathon with other students identified by the app. Compete to answer questions in less than twenty seconds. Students who can answer questions faster will earn more coins than their rivals. Spellathon and Spelling Bee games, like quizzes, require students to play with others. However, in Indonesian, students will find letters, blank words, and random words. In order to translate Indonesian words into English, they have to arrange the letters. Students can learn new words in a fun way and indirectly expand their vocabulary by playing this game.

Learning materials and vocabulary articles in the Hello English application are another feature students should try out. Just by clicking on a word, the meaning of that word will appear. The Digital Dictionary feature is another feature of the Hello English application. Students sometimes feel tired of reading the dictionary to find the meaning of a word. There is a digital dictionary with 10,000 words that can be read in various ways with a smartphone.

B. Suggestion

Based on the conclusion of the study, the researcher hopes to provide some suggestions regarding this study to teachers, students, and other researchers. These suggestions are as follows:

1. English Teacher

The most effective method for English teachers to help students learn English is Hello English. According to research, students' English vocabulary can be improved by using the Hello English application as a learning tool. In addition, this application also has the potential to simplify the learning process and improve students' understanding of learning English.

2. Students

In order for students to get a better understanding of English, they need to practice more and use more vocabulary. They should pay attention to their teachers and be good students.

3. Other researcher

This study aims to see how the Hello English application helps second grade students at SMP Negeri 1 Barru to improve their vocabulary knowledge. Other researchers can follow this study in different contexts to find more actions to improve students' English vocabulary. This research can be used as one of the sources before researchers conduct action research related to improving students' English vocabulary.

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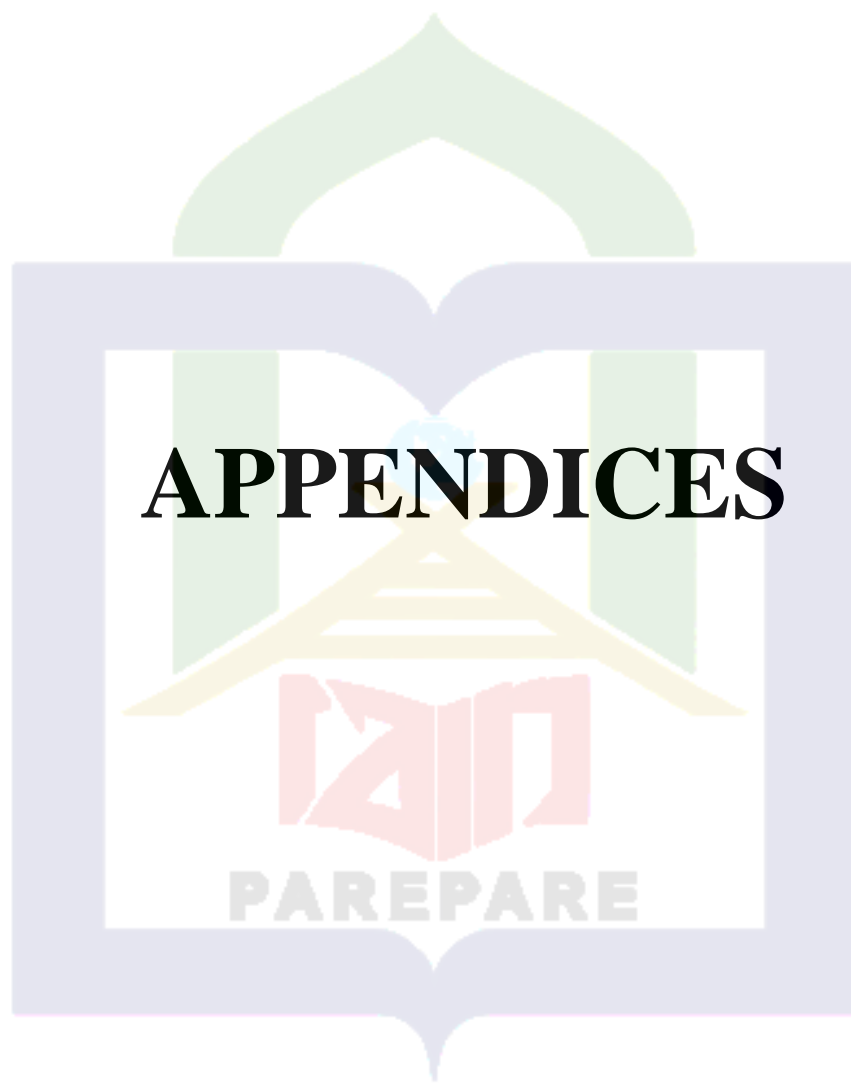
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Appendix 1

Name :

Class :

PRE-TEST**A. Choose the correct answer**

1. Pilih terjemahan dalam bahasa Inggris yang benar “**Bicara**”
 - a. Eat
 - b. Sleep
 - c. Dance
 - d. Speak
2. The classroom looks very The students should clean it soon before the teacher comes.
 - a. Dirty
 - b. Tidy
 - c. Shiny
 - d. Rough
3. Danu is a.... He teaches Biology in our class. Every student loves him.
 - a. Selfish teacher
 - b. Kind teacher
 - c. Emotional teacher
 - d. Arrogant teacher
4. Dia menyapu lantai
 - a. Children read books
 - b. She cooks the floor
 - c. She swept the floor
 - d. She washes the floor
5. What the meaning of “ shirt, traffic light, sky”

- a. Celana, sikat gigi, lemari
 - b. Kulkas, baju, dinding
 - c. Lampu lalu lintas, awan, baju
 - d. Baju, lampu lalu lintas, langit
6. This activity is cleaning something usually with soap and water, it is called ...
- a. Wash
 - b. Cook
 - c. Paint
 - d. Make
7. Tisu itu sangat lembut
How do you say “Lembut” in English
- a. Hard
 - b. Soft
 - c. Loud
 - d. Quiet
8. I like cooking and cleaning at home
Terjemahkan kalimat diatas.
- a. Saya suka memasak dan mencuci di rumah
 - b. Saya suka menulis dan membersihkan di rumah
 - c. Saya suka membuat dan menyapu di rumah
 - d. Saya suka memasak dan membersihkan di rumah
9. Candy is, but honey is sweeter than candy
- a. Sweet
 - b. Salty
 - c. Sour
 - d. Smooth
10. My father always reads every morning in living room.
- a. Newspaper

- b. Radio
- c. Computer
- d. Television

B. Translate the vocabulary

- 11. Pillow, Stove, Television, Sofa
- 12. I sleep in my bed
- 13. I always pray five times in a day
- 14. Rika memakai baju putih
- 15. Aku adalah buah apel

C. Underlined the correct answer based on the words below

- 16. My mother every morning in the kitchen

(plays, cooks, buys, listens)

- 17. My uncle is a teacher, he works at

(hospital, school, restaurant, office)

- 18. You can find a in your bathroom

(plates, knives, toothbrushes, televisions)

- 19. The banana is yellow and the strawberry is

(red, pink, white, blue)

- 20. You can wear if cut fish.

(jacket, knife, plate, shirt)

Key answer of PRE-TEST

1. D
2. A
3. B
4. C
5. D
6. A
7. B
8. D
9. A
10. A
11. Bantal, Kompor, Televisi, Sofa
12. Aku Tidur Di Tempat Tidurku
13. Aku suka berdoa lima kali dalam sehari
14. Rika wears a white shirt
15. I am an apple
16. Cooks
17. School
18. Toothbrushes
19. Red
20. Knife

Appendix I

Name : Annisa Fitrah alifah

Class : 8.1

60

PRE-TEST

A. Choose the correct answer

1. Pilih terjemahan dalam bahasa Inggris yang benar "Bicara"
 - a. Eat
 - b. Sleep
 - c. Dance
 - d. Speak
2. The classroom looks very The students should clean it soon before the teacher comes.
 - a. Dirty
 - b. Tidy
 - c. Shiny
 - d. Rough
3. Danu is a.... He teaches Biology in our class. Every student loves him.
 - a. Selfish teacher
 - b. Kind teacher
 - c. Emotional teacher
 - d. Arrogant teacher
4. Dia menyapu lantai
 - a. Children read books
 - b. She cooks the floor
 - c. She swept the floor
 - d. She washes the floor

5. What the meaning of " shirt, traffic light, sky"
- a. Celana, sikat gigi, lemari
 - b. Kulkas, baju, dinding
 - c. Lampu lalu lintas, awan, baju
 - d. Baju, lampu lalu lintas, langit
6. This activity is cleaning something usually with soap and water, it is called ...
- a. Wash
 - b. Cook
 - c. Paint
 - d. Make
7. Tisu itu sangat lembut
How do you say "Lembut" in English
- a. Hard
 - b. Soft
 - c. Loud
 - d. Quiet
8. I like cooking and cleaning at home
Terjemahkan kalimat diatas.
- a. Saya suka memasak dan mencuci di rumah
 - b. Saya suka menulis dan membersihkan di rumah
 - c. Saya suka membuat dan menyapu di rumah
 - d. Saya suka memasak dan membersihkan di rumah
9. Candy is, but honey is sweeter than candy
- a. Sweet
 - b. Salty
 - c. Sour
 - d. Smooth

10. My father always reads every morning in living room.

- a. Newspaper
 b. Radio
 c. Computer
 d. Television

B. Translate the vocabulary

11. Pillow, Stove, Television, Sofa ... *Bantal, kompor, televisi, sofa*

12. I sleep in my bed ... *room*

13. I always pray five times in a day ... *saya selalu berdoa setiap hari*

14. Rika memakai baju putih ... *she is wear shirt white*

15. Aku adalah buah apel ... *my is apple*

C. Underlined the correct answer based on the words below

16. My mother ^{cooking} ... every morning in the kitchen

(plays, cooks, buys, listens)

17. My uncle is a teacher, he works at ... *room school*

(hospital, school, restaurant, office)

18. You can find a ... in your bathroom *televisions*

(plates, knives, toothbrushes, televisions)

19. The banana is yellow and the strawberry is ... *red*

(red, pink, white, blue)

20. You can wear ... if cut fish. *knife*

(jacket, knife, plate, shirt)

65

Appendix 1

Name : Nurul Azyafirah. S

Class : VIII.1

PRE-TEST

A. Choose the correct answer

1. Pilih terjemahan dalam bahasa Inggris yang benar "Bicara"
 - a. Eat
 - b. Sleep
 - c. Dance
 - d. Speak
2. The classroom looks very The students should clean it soon before the teacher comes.
 - a. Dirty
 - b. Tidy
 - c. Shiny
 - d. Rough
3. Danu is a.... He teaches Biology in our class. Every student loves him.
 - a. Selfish teacher
 - b. Kind teacher
 - c. Emotional teacher
 - d. Arrogant teacher
4. Dia menyapu lantai
 - a. Children read books
 - b. She cooks the floor
 - c. She swept the floor
 - d. She washes the floor

5. . What the meaning of " shirt, traffic light, sky"
- Celana, sikat gigi, lemari
 - Kulkas, baju, dinding
 - Lampu lalu lintas, awan, baju
 - Baju, lampu lalu lintas, langit
6. This activity is cleaning something usually with soap and water, it is called ...
- Wash
 - Cook
 - Paint
 - Make
7. Tisu itu sangat lembut
How do you say "Lembut" in English
- Hard
 - Soft
 - Loud
 - Quiet
8. I like cooking and cleaning at home
Terjemahkan kalimat diatas.
- Saya suka memasak dan mencuci di rumah
 - Saya suka menulis dan membersihkan di rumah
 - Saya suka membuat dan menyapu di rumah
 - Saya suka memasak dan membersihkan di rumah
9. Candy is, but honey is sweeter than candy
- Sweet
 - Salty
 - Sour
 - Smooth

10. My father always reads every morning in living room.

- a. Newspaper
 (b) Radio
 c. Computer
 d. Television

0 35

B. Translate the vocabulary

11. Pillow, Stove, Television, Sofa bantal, kompor, Televisi, Sofa 5
 12. I sleep in my bed Saya tidur di kasur 0
 13. I always pray five times in a day Saya selalu berdoa lima waktu disetiap hari 5
 14. Rika memakai baju putih Rika use white shirt 6
 15. Aku adalah buah apel I'm fruit is apel - I'm fruit apel 0

10

C. Underlined the correct answer based on the words below

16. My mother every morning in the kitchen
 (plays, cooks, buys, listens)
17. My uncle is a teacher, he works at
 (hospital, school, restaurant, office)
18. You can find a in your bathroom
 (plates, knives, toothbrushes, televisions)
19. The banana is yellow and the strawberry is pink
 (red, pink, white, blue)
20. You can wear if cut fish.
 (jacket, knife, plate, shirt)

20

Appendix 1

Name : Muh. Fathir Radhiatno

Class : 8.1

PRE-TEST

A. Choose the correct answer

- 80
1. Pilih terjemahan dalam bahasa Inggris yang benar "Bicara"
 - a. Eat
 - b. Sleep
 - c. Dance
 - d. Speak
 2. The classroom looks very The students should clean it soon before the teacher comes.
 - a. Dirty
 - b. Tidy
 - c. Shiny
 - d. Rough
 3. Danu is a.... He teaches Biology in our class. Every student loves him.
 - a. Selfish teacher
 - b. Kind teacher
 - c. Emotional teacher
 - d. Arrogant teacher
 4. Dia menyapu lantai
 - a. Children read books
 - b. She cooks the floor
 - c. She swept the floor
 - d. She washes the floor

5. What the meaning of " shirt, traffic light, sky"
- Celana, sikat gigi, lemari
 - Kulkas, baju, dinding
 - Lampu lalu lintas, awan, baju
 - Baju, lampu lalu lintas, langit
6. This activity is cleaning something usually with soap and water, it is called ...
- Wash
 - Cook
 - Paint
 - Make
7. Tisu itu sangat lembut
How do you say "Lembut" in English
- Hard
 - Soft
 - Loud
 - Quiet
8. I like cooking and cleaning at home
Terjemahkan kalimat diatas.
- Saya suka memasak dan mencuci di rumah
 - Saya suka menulis dan membersihkan di rumah
 - Saya suka membuat dan menyapu di rumah
 - Saya suka memasak dan membersihkan di rumah
9. Candy is, but honey is sweeter than candy
- Sweet
 - Salty
 - Sour
 - Smooth

10. My father always reads every morning in living room.

- a. Newspaper
b. Radio
c. Computer
d. Television

B. Translate the vocabulary

11. Pillow, Stove, Television, Sofa Bantal, kompor, televisi, sofa 5

12. I sleep in my bed Aku tidur di kasur 0

13. I always pray five times in a day Aku selalu berdoa lima waktu 0

14. Rika memakai baju putih Wear White tsirt 0 5

15. Aku adalah buah apel a apple fruit 0

C. Underlined the correct answer based on the words below

16. My mother cooks every morning in the kitchen

(plays, cooks, buys, listens)

17. My uncle is a teacher, he works at school

(hospital, school, restaurant, office)

18. You can find a toothbrush in your bathroom

(plates, knives, toothbrushes, televisions) 25

19. The banana is yellow and the strawberry is

(red, pink, white, blue)

20. You can wear knife if cut fish.

(jacket, knife, plate, shirt)

PAREPARE

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Sekolah : SMP Negeri 1 Barru
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil
 Materi Pokok : Teks Interaksi Interpersonal; Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta dan Mengungkapkan Pendapat
 Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku jujur, disiplin, tanggungjawab, peduli santun rasa ingin tahu, percaya diri, toleran motivasi internal, pola hidup sehat dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	3.2.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin. 3.2.2 Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin. 3.2.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang

	terjadi secara rutin.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.2.1 Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin 4.2.2 Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat :

1. Siswa memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.
2. Siswa mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris.

D. Materi Pembelajaran

Fungsi Sosial : Menyatakan tentang tindakan/kejadian yang terjadi secara rutin

Unsur Kebahasaan :

1. Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, dan benda di sekitar.
2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Scientific Learning

F. Media, Alat dan Sumber Belajar

Media : Worksheet (lembar kerja siswa), Hello English application

Alat/Bahan : Spidol, Papan tulis, Laptop dan Hp

Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017

(guru dan siswa), Kamus Bahasa Inggris, Internet, Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan Pertama (2x 40 Menit)

Kegiatan Pendahuluan (10 Menit)	
1.	Guru mengucapkan salam dan menyapa siswa.
2.	Guru dan siswa memulai pembelajaran dengan berdoa.
3.	Guru mengecek kehadiran siswa.
4.	Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
5.	Guru menyebutkan kegiatan belajar yang akan dilakukan.
Kegiatan Inti (60 Menit)	
1.	Guru menjelaskan maksud dari tujuan pembelajaran yang akan dilakukan hari ini.
2.	Guru memberikan pre-test kepada siswa untuk menilai sejauh mana kemampuan vocabulary siswa.
3.	Guru memperlihatkan/mengenalkan sebuah aplikasi di smartphone sebagai media belajar yaitu aplikasi Hello English.
4.	Siswa diminta untuk mendownload aplikasi Hello English pada smartphone mereka masing-masing.
5.	Guru meminta siswa untuk mendaftarkan akun mereka dalam aplikasi tersebut.
Kegiatan Penutup (10 Menit)	
1.	Guru mengevaluasi hasil belajar siswa.
2.	Siswa memperhatikan pembelajaran yang telah dilakukan.
3.	Guru mengakhiri kelas dengan berdoa dan mengucapkan salam penutup.

H. Penilaian

a. Penilaian Pengetahuan

Teknik Penilaian : Test (Pre-test dan Post-test)

Bentuk Test : Multiple Choice, Match Test and Short Answer Test

b. Rubrik Penilaian

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

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 1 Barru

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku jujur, disiplin, tanggungjawab, peduli (santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadisecara rutin. 3.2.2 Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadisecara rutin. 3.2.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.

<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.2.1 Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin 4.2.2 Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat :

1. Siswa memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi.
2. Siswa mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris.

D. Materi Pembelajaran

Fungsi Sosial : Menyatakan tentang tindakan/kejadian yang terjadi secara rutin

Unsur Kebahasaan :

1. Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, dan benda di sekitar.
2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Scientific Learning

F. Media, Alat dan Sumber Belajar

Media : Worksheet (lembar kerja siswa), Hello English application

Alat/Bahan : Spidol, Papan tulis, Laptop dan Hp

Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017

(guru dan siswa), Kamus Bahasa Inggris, Internet dan Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan Kedua (2x40 Menit)

Kegiatan Pendahuluan (10 Menit)	
1.	Guru mengucapkan salam dan menyapa siswa.
2.	Guru dan siswa memulai pembelajaran dengan berdoa.
3.	Guru mengecek kehadiran siswa.
4.	Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
5.	Guru menyebutkan kegiatan belajar yang akan dilakukan
Kegiatan Inti (60 Menit)	
1.	Guru mereview materi pelajaran yang sudah dipelajari sebelumnya.
2.	Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari atau penggunaan dari <i>Hello English Application</i> .
3.	Guru menjelaskan materi pada Lesson 12
4.	Guru menunjukkan permainan Spelling bee dan contoh kosakata Noun pada Games tersebut
5.	Siswa menuliskan beberapa vocabulary noun yang ada pada Spelling bee Games
6.	Siswa menyampaikan hasil kerja di depan guru dan teman
Kegiatan Penutup (10 Menit)	
1.	Guru mengevaluasi hasil belajar siswa
2.	Guru meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan
3.	Guru menyampaikan rencana pembelajaran berikutnya
4.	Guru bersama siswa berdoa untuk mengakhiri pertemuan

H. Penilaian

1. Penilaian Pengetahuan

Teknik Penilaian : Test (Pre-test dan Post-test)

Bentuk Test : Multiple Choice, Match The Test and Short Answer

Test

2. Rubrik Penilaian

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

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 1 Barru

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku jujur, disiplin, tanggungjawab, peduli (santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadisecara rutin. 3.2.2 Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadisecara rutin. 3.2.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.

<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.2.1 Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin 4.2.2 Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat :

1. Siswa memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.
2. Siswa mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris.

D. Materi Pembelajaran

Fungsi Sosial : Menyatakan tentang tindakan/kejadian yang terjadi secara rutin

Unsur Kebahasaan :

1. Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, dan benda di sekitar.
2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Scientific Learning

F. Media, Alat dan Sumber Belajar

Media : Worksheet (lembar kerja siswa), Hello English application

Alat/Bahan : Spidol, Papan tulis, Laptop dan Hp

Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017 (guru dan siswa), Kamus Bahasa Inggris, Internet dan Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan Ketiga (2x40 Menit)

Kegiatan Pendahuluan (10 Menit)	
1.	Guru mengucapkan salam dan menyapa siswa.
2.	Guru dan siswa memulai pembelajaran dengan berdoa.
3.	Guru mengecek kehadiran siswa.
4.	Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
5.	Guru menyebutkan kegiatan belajar yang akan dilakukan
Kegiatan Inti (60 Menit)	
1.	Guru mereview materi pelajaran yang sudah dipelajari sebelumnya.
2.	Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari atau penggunaan dari <i>Hello English Application</i>
3.	Guru menjelaskan materi pada Lesson 17 dalam aplikasi Hello English
4.	Guru membimbing siswa untuk mengucapkan noun & verb pada penjelasan Lesson 17
5.	Guru menunjukkan permainan Tea Games dan contoh kosakata noun pada Games tersebut
6.	Siswa menuliskan beberapa vocabulary noun yang ada pada Tea Games.
7.	Siswa menyampaikan hasil kerja didepan guru dan teman
Kegiatan Penutup (10 Menit)	
1.	Guru mengevaluasi hasil belajar siswa
2.	Guru meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan
3.	Guru menyampaikan rencana pembelajaran berikutnya
5.	Guru bersama siswa berdoa untuk mengakhiri pertemuan

H. Penilaian

1. Penilaian Pengetahuan

Teknik Penilaian : Test (Pre-test dan Post-test)

Bentuk Test : Multiple Choice, Match The Test and Short Answer Test

Rubrik Penilaian

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

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 1 Barru

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku jujur, disiplin, tanggungjawab, peduli (santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	3.2.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadisecara rutin. 3.2.2 Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadisecara rutin. 3.2.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat	4.2.1 Menyampaikan teks lisan yang menyatakan dan menanyakan

pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	tentang tindakan atau kejadian yang terjadi secara rutin 4.2.2 Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat :

1. Siswa memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.
2. Siswa mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris.

D. Materi Pembelajaran

Fungsi Sosial : Menyatakan tentang tindakan/kejadian yang terjadi secara rutin

Unsur Kebahasaan :

1. Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, dan benda di sekitar.
2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Scientific Learning

F. Media, Alat dan Sumber Belajar

Media : Worksheet (lembar kerja siswa), Hello English application

Alat/Bahan : Spidol, Papan tulis, Laptop dan Hp

Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017 (guru dan siswa), Kamus Bahasa Inggris, Internet dan Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan Keempat (2x40 Menit)

Kegiatan Pendahuluan (10 Menit)	
1.	Guru mengucapkan salam dan menyapa siswa.
2.	Guru dan siswa memulai pembelajaran dengan berdoa.
3.	Guru mengecek kehadiran siswa.
4.	Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
5.	Guru menyebutkan kegiatan belajar yang akan dilakukan
Kegiatan Inti (60 Menit)	
1.	Guru mereview materi pelajaran yang sudah dipelajari sebelumnya.
2.	Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari atau penggunaan dari <i>Hello English Application</i>
3.	Guru menjelaskan materi pada Lesson 20 dalam aplikasi Hello English
4.	Guru membimbing siswa untuk mengucapkan noun & verb pada penjelasan Lesson 20
5.	Guru menunjukkan permainan Vocab Game dan contoh kosakata noun pada Games tersebut
6.	Siswa menuliskan beberapa vocabulary noun yang ada pada Vocab Games.
7.	Siswa menyampaikan hasil kerja didepan guru dan teman
Kegiatan Penutup (10 Menit)	
1.	Guru mengevaluasi hasil belajar siswa
2.	Guru meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan
3.	Guru menyampaikan rencana pembelajaran berikutnya
4.	Guru bersama siswa berdoa untuk mengakhiri pertemuan

H. Penilaian

1. Penilaian Pengetahuan

Teknik Penilaian : Test (Pre-test dan Post-test)

Bentuk Test : Multiple Choice, Match The Test and Short Answer Test

2. Rubrik Penilaian

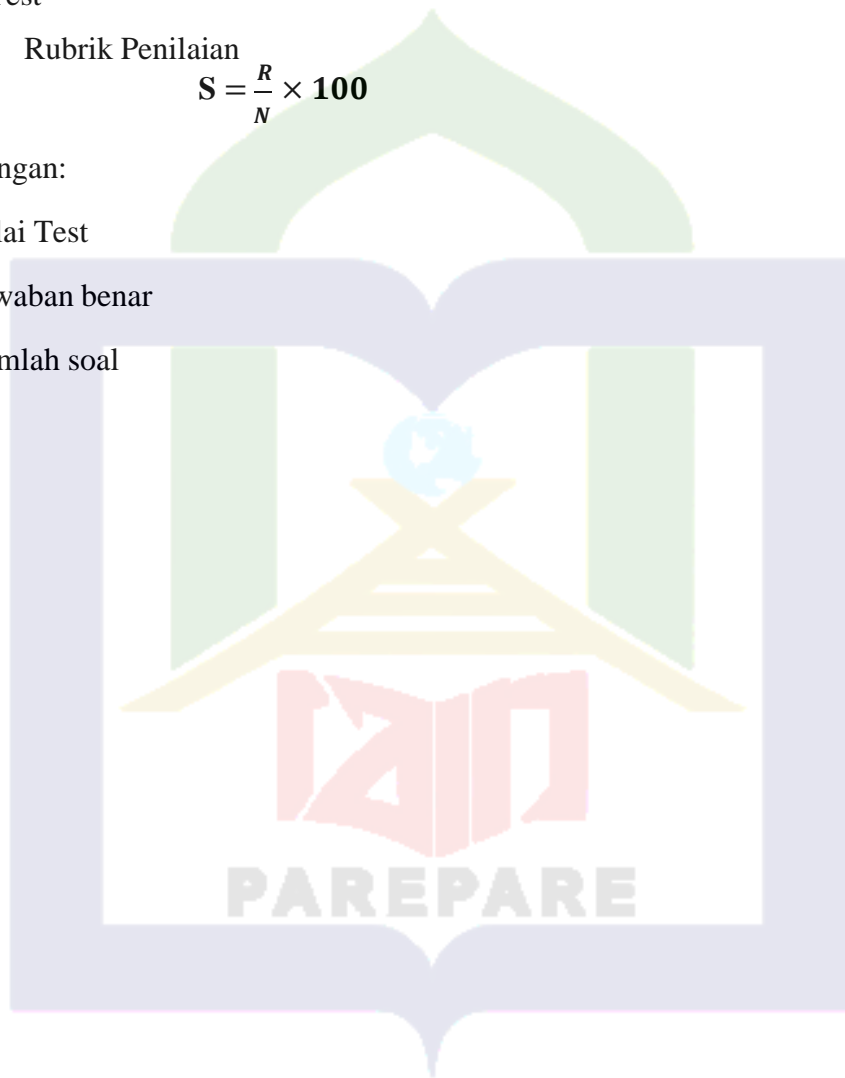
$$S = \frac{R}{N} \times 100$$

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 1 Barru
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil
 Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku jujur, disiplin, tanggungjawab, peduli (santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	3.2.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadisecara rutin. 3.2.2 Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadisecara rutin. 3.2.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.

<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.2.1 Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin 4.2.2 Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat :

1. Siswa memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.
2. Siswa mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris.

D. Materi Pembelajaran

Fungsi Sosial : Menyatakan tentang tindakan/kejadian yang terjadi secara rutin

Unsur Kebahasaan :

1. Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, dan benda di sekitar.
2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Scientific Learning

F. Media, Alat dan Sumber Belajar

Media : Worksheet (lembar kerja siswa), Hello English application

Alat/Bahan : Spidol, Papan tulis, Laptop dan Hp

Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa

Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017 (guru dan siswa), Kamus Bahasa Inggris, Internet dan Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan Kelima (2x40 Menit)

Kegiatan Pendahuluan (10 Menit)	
1.	Guru mengucapkan salam dan menyapa siswa.
2.	Guru dan siswa memulai pembelajaran dengan berdoa.
3.	Guru mengecek kehadiran siswa.
4.	Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
5.	Guru menyebutkan kegiatan belajar yang akan dilakukan
Kegiatan Inti (60 Menit)	
1.	Guru mereview materi pelajaran yang sudah dipelajari sebelumnya.
2.	Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari.
3.	Guru menjelaskan materi pada Lesson 24 dalam aplikasi Hello English
4.	Guru membimbing siswa untuk mengucapkan noun & verb pada penjelasan Lesson 24
5.	Guru menunjukkan fitur latihan pada Hello English aplikasi, yaitu Challengers : Spellathon Challenge dan Quizathon Challenge
6.	Guru mengamati aktivitas siswa dan memberikan arahan
7.	Siswa menyampaikan hasil kerja didepan guru dan teman
Kegiatan Penutup (10 Menit)	
1.	Guru mengevaluasi hasil belajar siswa
2.	Guru menyampaikan rencana pembelajaran berikutnya
3.	Guru bersama siswa berdoa untuk mengakhiri pertemuan

H. Penilaian

1. Penilaian Pengetahuan

Teknik Penilaian : Test (Pre-test dan Post-test)

Bentuk Test : Multiple Choice, Match Test and Short Answer Test

2. Rubrik Penilaian

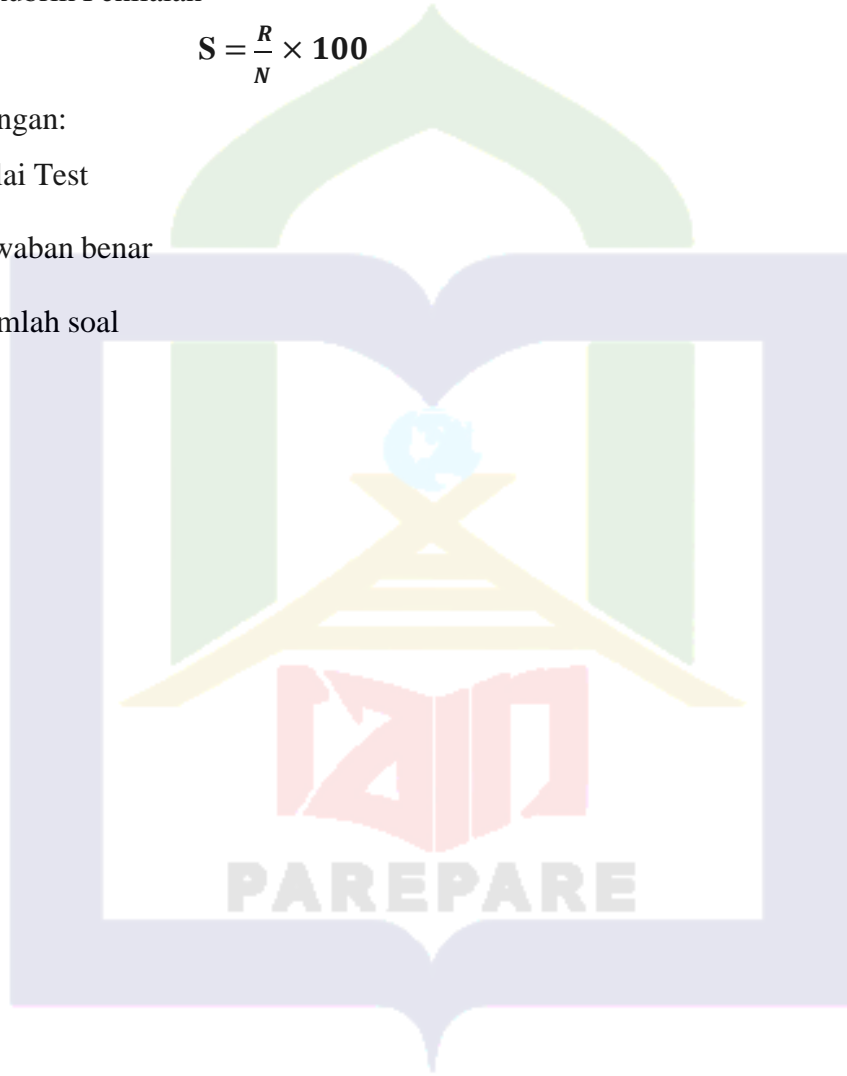
$$S = \frac{R}{N} \times 100$$

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 1 Barru
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil
 Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku jujur, disiplin, tanggungjawab, peduli (santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	3.2.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadisecara rutin. 3.2.2 Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadisecara rutin. 3.2.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat	4.2.1 Menyampaikan teks lisan yang menyatakan dan menanyakan

pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	tentang tindakan atau kejadian yang terjadi secara rutin 4.2.2 Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.
---	---

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat :

1. Siswa memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.
2. Siswa mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris.

D. Materi Pembelajaran

Fungsi Sosial : Menyatakan tentang tindakan/kejadian yang terjadi secara rutin

Unsur Kebahasaan :

1. Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, dan benda di sekitar.
2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Scientific Learning

F. Media, Alat dan Sumber Belajar

Media : Worksheet (lembar kerja siswa), Hello English application

Alat/Bahan : Spidol, Papan tulis, Laptop dan Hp

Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017 (guru dan siswa), Kamus Bahasa Inggris, Internet dan Pengalaman peserta didik dan guru.

G. Langkah-Langkah Pembelajaran

Pertemuan Keenam (2x40 Menit)

Kegiatan Pendahuluan (10 Menit)	
1.	Guru mengucapkan salam dan menyapa siswa.
2.	Guru dan siswa memulai pembelajaran dengan berdoa.
3.	Guru mengecek kehadiran siswa.
4.	Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
5.	Guru menyebutkan kegiatan belajar yang akan dilakukan
Kegiatan Inti (60 Menit)	
1.	Guru mereview kembali tentang materi dan games pada pembelajaran sebelumnya.
2.	Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari.
3.	Siswa diiberikan soal post-test untuk mengetahui vocabulary yang sudah diketahui oleh siswa.
4.	Guru mengamati aktivitas siswa dan memberikan arahan.
Kegiatan Penutup (10 Menit)	
1.	Guru meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan.
2.	Guru bersama siswa berdoa untuk mengakhiri pertemuan

H. Penilaian

1. Penilaian Pengetahuan

Teknik Penilaian : Test (Pre-test dan Post-test)

Bentuk Test : Multiple Choice, Match The Test and Short Answer Test

2. Rubrik Penilaian

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

Keterangan:

S = Nilai Test

R = Jawaban benar

N = Jumlah soal

Appendix 3

POST-TEST

Name :

Class :

A. Choose the correct answer

1. The eraser is under the desk

What is the meaning of “Under” in Bahasa Indonesia

- a. Di bawah
- b. Di samping
- c. Di antara
- d. Di belakang

2. H-C-I-R-A

- a. Caihr
- b. Ciahr
- c. Chira
- d. Chair

3. Aku makan daging

- a. I eat meat
- b. I eat chicken
- c. I eat egg
- d. I eat rice

4. Adik saya memakai kemeja dan celana

- a. My sister wears pants and shirt
- b. My sister wear skirt and pants
- c. My sister wears shirt and pants
- d. My sister wear pants and shirts

5. The cats eat cheese.
 - a. Kucing itu makan kue
 - b. Kucing itu makan keju
 - c. Kucing itu makan daun
 - d. Kucing itu makan roti
6. C-I-P-E-R-U-T
 - a. Picture
 - b. Ciperut
 - c. Perutic
 - d. Repucti
7. I see andara gymnastics every morning
 - a. Aku melihat andara lari setiap pagi
 - b. Aku melihat andara senam setiap pagi
 - c. Aku melihat andara jualan setiap pagi
 - d. Aku melihat andara memasak setiap pagi
8. Gambar, Cemilan, Pakaian, Makanan
 - a. Pictures, snacks, clothes, food
 - b. Pictures, sky, clothes, shirt
 - c. Food, snacks, clothes, pictures
 - d. Food, pillow, clothes, pictures
9. Just open the window
Kata window bermakna
 - a. Pintu
 - b. Lubang
 - c. Dapur
 - d. Jendela

10. Liswa : The rainbow is so beautiful

Kata rainbow bermakna

- a. Dapur
- b. Pelangi
- c. Kue
- d. Langit

B. Complete the sentence below the appropriate words from the list

- 11. My grandmother her cats.
- 12. The birds use their to fly.
- 13. The horse is an
- 14. The is the most fastest animal in my farm.
- 15. My younger sister like to with her turtle.

Loves	Fast	Are	Play
Animal	Wings	Horse	Love

C. Translate the sentence into Bahasa Indonesia

16. Summer is over

Dingin	Berakhir	Musim	Telah	Dengan
Hitam	Panas	Gugur		

17. The girl drinks tea

Anak	Minum	Makan	Itu
Laki-Laki	Susu	Perempuan	Teh

- 18. Mention 5 of the name of things around you
- 19. Mention 5 of the name animals as you know
- 20. Mention 5 of the name of things in your class

Key answer of POST-TEST

1. A
2. D
3. A
4. C
5. A
6. A
7. B
8. A
9. D
10. B
11. Loves
12. Wings
13. Animal
14. Horse
15. Play
16. Musim panas telah berakhir
17. Anak perempuan itu minum the
18. Kulkas, Sendal, Sumur, Tv, Lampu
19. Kucing, Kelinci, Ayam, Sapi, Nyamuk
20. Kursi, Meja, Penggaris, Pulpen, Tas

Appendix 7

POST-TEST

Name : NURUL AZSYAFIRAH.S

Class : VIII.1

A. Choose the correct answer

1. The eraser is under the desk

What is the meaning of "Under" in Bahasa Indonesia

5 a. Di bawah

b. Di samping

c. Di antara

d. Di belakang

2. H-C-I-R-A

a. Caihr

b. Ciahr

c. Chira

5 d. Chair

3. Aku makan daging

5 a. I eat meat

b. I eat chicken

c. I eat egg

d. I eat rice

4. Adik saya memakai kemeja dan celana

0 a. My sister wears pants and shirt

b. My sister wear skirt and pants

c. My sister wears shirt and pants

d. My sister wear pants and shirts

5. The cats eat cheese.
- Kucing itu makan kue
 - Kucing itu makan keju
 - Kucing itu makan daun
 - Kucing itu makan roti
6. C-I-P-E-R-U-T
- Picture
 - Ciperut
 - Perutic
 - Repucti
7. I see andara gymnastics every morning
- Aku melihat andara lari setiap pagi
 - Aku melihat andara senam setiap pagi
 - Aku melihat andara jualan setiap pagi
 - Aku melihat andara memasak setiap pagi
8. Gambar, Cemilan, Pakaian, Makanan
- Pictures, snacks, clothes, food
 - Pictures, sky, clothes, shirt
 - Food, snacks, clothes, pictures
 - Food, pillow, clothes, pictures
9. Just open the window
Kata window bermakna
- Pintu
 - Lubang
 - Dapur
 - Jendela
10. Liswa : The rainbow is so beautiful
Kata rainbow bermakna

- a. Dapur
- b. Pelangi
- c. Kue
- d. Langit

B. Complete the sentence below the appropriate words from the list

- 11. My grandmother her cats.
- 12. The birds use their to fly.
- 13. The horse is an
- 14. The is the most fastest animal in my farm.
- 15. My younger sister like to with her turtle.

Loves	11	Fast	12	Are	19	Play	15
Animal	13	Wings	12	Horse	19	Love	15

C. Translate the sentence into Bahasa Indonesia

- 16. Summer is over

- 17. The girl drinks tea : Anak Perempuan itu minum teh

- 18. Mention 5 of the name of things around you
- 19. Mention 5 of the name animals as you know
- 20. Mention 5 of the name of things in your class

- 18. bottle, window, shoes, book, bag
- 19. Dog, horse, chicken, elephant, dragon
- 20. Clipboard, table, picture, pencils, eraser

Appendix 7

POST-TEST

Name : Annisa Fitriah alifah

Class : 8.1

A. Choose the correct answer

1. The eraser is under the desk

What is the meaning of "Under" in Bahasa Indonesia

 a. Di bawah

b. Di samping

c. Di antara

d. Di belakang

2. H-C-I-R-A

a. Caihr

b. Ciahr

c. Chira

 d. Chair

3. Aku makan daging

 a. I eat meat

b. I eat chicken

c. I eat egg

d. I eat rice

4. Adik saya memakai kemeja dan celana

a. My sister wears pants and shirt

b. My sister wear skirt and pants

 c. My sister wears shirt and pants

d. My sister wear pants and shirts

5. The cats eat cheese.
- Kucing itu makan kue
 - Kucing itu makan keju
 - Kucing itu makan daun
 - Kucing itu makan roti
6. C-I-P-E-R-U-T
- Picture
 - Ciperut
 - Perutic
 - Repucti
7. I see andara gymnastics every morning
- Aku melihat andara lari setiap pagi
 - Aku melihat andara senam setiap pagi
 - Aku melihat andara jualan setiap pagi
 - Aku melihat andara memasak setiap pagi
8. Gambar, Cemilan, Pakaian, Makanan
- Pictures, snacks, clothes, food
 - Pictures, sky, clothes, shirt
 - Food, snacks, clothes, pictures
 - Food, pillow, clothes, pictures
9. Just open the window
Kata window bermakna
- Pintu
 - Lubang
 - Dapur
 - Jendela
10. Liswa : The rainbow is so beautiful
Kata rainbow bermakna

- 5
- a. Dapur
 - b) Pelangi
 - c. Kue
 - d. Langit

50

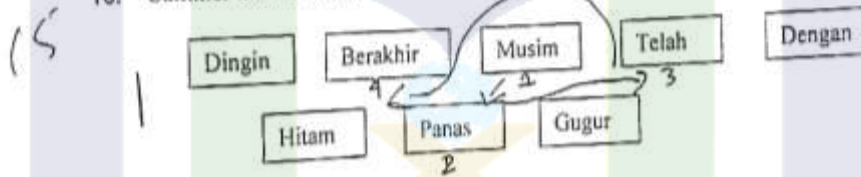
B. Complete the sentence below the appropriate words from the list

- 0
- 11. My grandmother ^{love} her cats. 0
 - 5 12. The birds use their ^{wings} to fly. 1
 - 13. The horse is an ^{animal}. 1
 - 14. The ^{play} is the most fastest animal in my farm. 0
 - 0 15. My younger sister like to ^{compare} with her turtle. 0

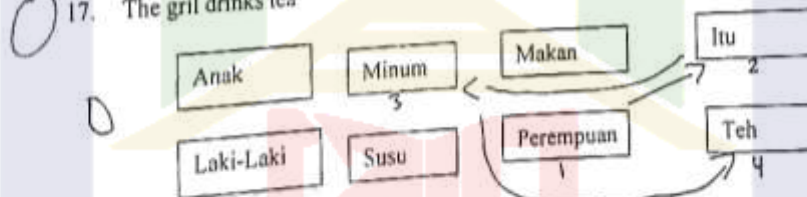
Loves 15	Fast	Are	Play 14
Animal 13	Wings 12	Horse	Love 11

C. Translate the sentence into Bahasa Indonesia

16. Summer is over



17. The girl drinks tea



- 18. Mention 5 of the name of things around you
- 19. Mention 5 of the name animals as you know
- 20. Mention 5 of the name of things in your class

18. Bags, tables, chairs, book, bottle
19. cats, horse, turtle, fish, tiger
20. white board, Pen, pencil case, book, bag 15

Appendix 7

POST-TEST

Name : Muh. Fathir Radhiatna

Class :

A. Choose the correct answer

1. The eraser is under the desk

What is the meaning of "Under" in Bahasa Indonesia

5 a. Di bawah b. Di samping c. Di antara d. Di belakang

2. H-C-I-R-A

5 a. Caihr b. Ciahr c. Chira d. Chair

3. Aku makan daging

5 a. I eat meat b. I eat chicken c. I eat egg d. I eat rice

4. Adik saya memakai kemeja dan celana

 a. My sister wears pants and shirt0 b. My sister wear skirt and pants c. My sister wears shirt and pants d. My sister wear pants and shirts

5. The cats eat cheese.
- Kucing itu makan kue
 - Kucing itu makan keju
 - Kucing itu makan daun
 - Kucing itu makan roti
6. C-I-P-E-R-U-T
- Picture
 - Ciperut
 - Perutic
 - Repucti
7. I see andara gymnastics every morning
- Aku melihat andara lari setiap pagi
 - Aku melihat andara senam setiap pagi
 - Aku melihat andara jualan setiap pagi
 - Aku melihat andara memasak setiap pagi
8. Gambar, Cemilan, Pakaian, Makanan
- Pictures, snacks, clothes, food
 - Pictures, sky, clothes, shirt
 - Food, snacks, clothes, pictures
 - Food, pillow, clothes, pictures
9. Just open the window
Kata window bermakna
- Pintu
 - Lubang
 - Dapur
 - Jendela
10. Liswa : The rainbow is so beautiful
Kata rainbow bermakna

- a. Dapur
- b. Pelangi
- c. Kue
- d. Langit

45

B. Complete the sentence below the appropriate words from the list

- 11. My grandmother her cats. Loves 0
- 12. The birds use their to fly. Wings 1
- 13. The horse is an fast 1
- 14. The is the most fastest animal in my farm. Horse 1
- 15. My younger sister like to with her turtle. Play 0

Loves	✓	Fast	✓	Are		Play	✓
Animal		Wings	✓	Horse	✓	Love	

C. Translate the sentence into Bahasa Indonesia

16. Summer is over Musim panas telah berakhir

17. The girl drinks tea Anak perempuan itu

- 18. Mention 5 of the name of things around you Hat, picture, table, book, Pen
- 19. Mention 5 of the name animals as you know Cat, horse, butter fly, eagle, tiger
- 20. Mention 5 of the name of things in your class black, mob, picture, white board, fans

15

Appendix 4 : Dokumentasion





Appendix 5 : Administration Form


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Asad Ibbidi No. 08 Sumpang Parepare 91132 telp (0421) 21307 Fax:24904
 PO Box 509 Parepare 91160, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.4640/in.39/FTAR.01/PP.00.9/ /11/2022 24 November 2022
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kab. Barru

Assalamu Alaikum Wr. Wb.
 Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Fadhil Musrij
 Tempat/Tgl. Lahir : Barru, 18 Maret 2000
 NIM : 18.1300.046
 Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : Sumpang Binsngae, Kec. Barru, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul **"Using Hello English Application To Improve Vocabulary Mastery At The Second Grade Of SMP Negeri 1 Barru"**. Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.
 Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.


 Waku Dekan I,
 F. BAHUSI, M.A.

Tembusan :
 1. Rektor IAIN Parepare
 2. Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN BARRU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
<http://izinonline.barrukab.go.id> - e-mail : barrudgmpstpk@gmail.com Kode Pos 90711

Barru, 29 November 2022

Nomor : 583/JP/DPMPTSP/XI/2022
 Lampiran :
 Perihal : Izin/Rekomendasi Penelitian

Kepada
 Yth. Kepala UPID SMPN 1 Barru
 di-
 Tempat

Berdasarkan Surat Wakil Dekan I Fakultas Tarbiyah IAIN ParePare Nomor B.4640/In.39/FTAR.01/PP.00.9/11/2022 tanggal 24 November 2022 perihal tersebut di atas, maka Mahasiswa @ / Peneliti / Dosen / Pegawai di bawah ini:

Nama : MUH. FADHIL MUARIJ
 Nomor Pokok : 18.1300.046
 Program Studi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : IAIN Pare-Pare
 Pekerjaan : Mahasiswa (S1)
 Alamat : Jl. A. Mappasiling Kel. Sumpang Binangae Kec. Barru Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 30 November 2022 s.d 30 Desember 2022, dalam rangka penyusunan Skripsi dengan judul :

USING HELLO ENGLISH APPLICATION TO IMPROVE VOCABULARY MASTERY AT THE SECOND GRADE OF SMP NEGERI 1 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat.
2. Penelitian tidak menyitir dari izin yang diberikan.
3. Menanti semua Peraturan Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyediakan (satu) eksemplar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru.
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak menanti ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperluanya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperluanya.

u.n. Kepala Dinas,
 Bidang Penyelenggaraan Pelayanan
 Perizinan,

FATMAWATI LEBU, SE
 Pangkat : Pembina, IV/a
 NIP:19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.

1. Bapak Bupati (sebagai laporan);
2. Kepala Bappeditbangda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
4. Wakil Dekan I Fakultas Tarbiyah IAIN Parepare;
5. Mahasiswa yang bersangkutan;
6. Peninggal.



PEMERINTAH KABUPATEN BARRU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 1 BARRU



Jl. Jenderal Sudirman No. 12 Kab. Barru KP. 90711 Email: barru.brru.smpn1barru@gmail.com

SURAT KETERANGAN

Nomor: 153/420/SMP.01/BR/XII/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Barru Kabupaten Barru menerangkan bahwa :

Nama	: MUH. FADHIL MUARU
NIM	: 18.1300.046
Prog. Study	: Pendidikan Bahasa Inggris (S.1)
Alamat	: Jl. A. Mappasling Kel. Sumpang Binangae Kec. Barru Kab. Barru

Benar telah melaksanakan penelitian pada Tanggal 17 November 2022 s/d 17 Desember 2022 di UPTD SMP Negeri 1 Barru.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Barru, 19 Desember 2022

Pia Kepala UPTD SMP Neg. 1 Barru,

H. MANSYUR, S.Pd
Pangkat : Pembina Tk.1
NIP. 19681003 199001 1 001



**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3613 TAHUN 2021
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
- MEMUTUSKAN**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu** : Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
2. Munawir, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Muh. Fadhil Muarij
NIM : 18.1300.046
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Hello English Application to Improve Vocabulary Mastery at The Second Grade of SMP Negeri 1 Barru
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 06 Desember 2021



CURRICULUM VITAE



MUH. FADHIL MUARIJ. The writer was born on March 18th, 2000 at Sumpang Binangae, Kab. Barru. He is the second child in his family. He has an old brother's name is Fahriyudi, S.Pd and a young's brother name is Muh. Ismail Haq. His father's name is Mulyono and his mother's name is Salju. His educational background, he began his study 2007 in SDI No.33 Sumpang Binangae, Kab. Barru and graduated on 2012, at the same year he registered at SMP Negeri 1 Barru, Kab. Barru, and graduated in 2014 at the same year, he registered in SMA Negeri 1 Barru, Kab. Barru and graduated in 2018. On 2018, he registered at State Islamic Institute (IAIN) Parepare at English Education Program and finish his study with the title of skripsi "Using Hello English Application To Improve Vocabulary Mastery At The Second Grade Of SMP Negeri 1 Barru".