



**THE EFFECT OF HELLO ENGLISH APPLICATION ON THE
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL**

(A Quasi-Experimental Study at the Eighth Grade Students of SMPN 1 STM Hulu
in Academic Year 2019/2020)

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatera (UINSU) Medan as Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S-1) in the English Education
Department

By :

RITA SEROJA BR GINTING
34.15.1.006

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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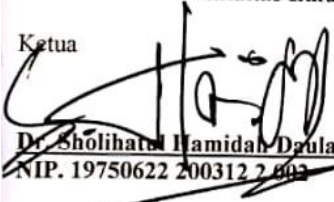
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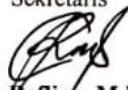
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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ABSTRACT

Rita Seroja Br Ginting. Registration Number: 34151006. The Effect of Hello English Application on the Students' Vocabulary Mastery at the Eighth Grade of Junior High School. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2019.

The objective of this study is to find out whether or not there is significant effect of Hello English application on the students' vocabulary mastery at the eighth grade of Junior High School. This research is a quantitative research with quasi-experimental design. It was carried out in the eighth grade of SMPN 1 STM Hulu under academic year 2019/2020. The total number of population was 128 students and the researcher took 32 students for experimental class and 32 students for controlled class which means 64 students as total of the sample. In collecting the data, the researcher used tests in the form of multiple choices as the instrument. The tests were pre-test which was given before the treatment and post-test which was given after the treatment. Then, the data obtained were analyzed by using t-test in SPSS 20 with 5% (0.05) significance level. Further, the researcher found that the mean score of post-test in experimental class was higher than controlled class (80.31 > 66.88). The t-test result also presents that $t_0(8.984)$ was higher than the t_{table} in the significance level 5% (0.05) with the degree of freedom 62 is 1.699. Therefore, the t_0 result > t_{table} generated that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. The calculation of the effect size was 1.37 which in the range of effect criteria included to strong effect. Thus, Hello English application has significant effect on the students' vocabulary mastery at the eighth grade of SMPN 1 STM Hulu.

Key words: *Hello English Application, Vocabulary Mastery*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful.

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Alhamdulillah, all praises belong to Allah SWT who had bestowed mercy, chance and knowledge to the writer therefore the writer could finish this paper thoroughly. Peace and salutation be upon to Prophet Muhammad saw as the great figure for the writer. Likewise, to his family, companions and faithful followers, may Allah blesses them all.

Under the title “**The Effect of Hello English Application on the Students’ Vocabulary Mastery at the Eighth Grade of Junior High School**”, this thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera (UINSU) Medan.

In conducting the research, the writer has faced a ton of difficulties such as finding the references, collecting the data, analyzing the data and especially in arranging this paper thoroughly. Therefore, the writer realized that there are numerous of people who had guided, helped, supported and given unconditional love and positive energy thus the writer was able to finish this thesis well. By those reasons, the researcher would like to express the deepest gratitude to:

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Over all, the researcher expects this thesis can give much contribution to the English education program, especially in Indonesia. Yet the researcher also realized that this thesis still has some weaknesses and mistakes. Therefore, the writer is feeling free to accept some constructive criticisms and suggestions from every people who read this thesis in order to build this thesis better.

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Rita Seroja Br Ginting
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CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of study, formulation of study, objective of study and significance of study.

A. The Background of Study

Vocabulary is an important element to support foreign language learning. Krashen, as cited in Lewis stated that many researchers argue that vocabulary is one of the most important-if not the most important-components in learning a foreign language, and foreign language curricula must reflect this.¹ Nation describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.² Similar to this, one of the common problems found on EFL learners is vocabulary mastery particularly misspelling.³

However, the importance of vocabulary is not sufficient to trigger the practice of English Language Teaching (ELT). It was found that the vocabulary teaching and learning are neglected in learning English especially in Indonesian

¹Michael Lewis, (1993). *The Lexical Approach. Language Teaching Publications*. P. 25

²I.S.P. Nation, (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

³Rahmah Fithriani and Andang Suhendi. *Learning to Write for Beginners*. Banguntapan: NailaPustaka. P. 3-14.

context.⁴ Kebiel in Dewi Nur Aisyah found that the majority of the teachers and students don't have adequate knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies and those vocabulary strategies are not integrated in the English curriculum.⁵

The situation above seems causing the most crucial problem in language learning which is students are still lack of vocabulary. This fact is confirmed by Priyono who found that students' limited vocabulary has been the main problem for students in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and learning as well as how vocabulary is taught and learned in the practice of ELT.⁶

Furthermore, the researcher also found the same problem in SMPN 1 STM Hulu. In which the students only approximately master 200-500 words counted since their first grade to second grade in Junior High School. The data were obtained from interview and observation conducted by the researcher with English teacher and from vocabulary list of the students. Whereas according to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and able to use the four language skills.⁷

⁴Bambang Cahyono, Y. and Utami Widiati, (2008). *The Teaching of EFL Vocabulary in Indonesian Context: The State of The Art*. TEFLIN Journal, Volume 19, Number 1.

⁵DewiNurAisyah, (2017). *The Vocabulary Teaching and Vocabulary Learning : Perception, Strategies, and Influences on the Student's Vocabulary Mastery*. JurnalBahasa Lingua Scientia. Vol.9 No.2 P. 295-296

⁶Priyono. (2004). *Logical Problems of Teaching English as a Foreign Language in Indonesia*. Malang: State University of Malang Press. p. 17-28.

⁷Ratna Zawil. (2006). *Using Make A Match Technique to Teach Vocabulary*. English Education Journal (EEJ) 7 (3), p.312.

The difficulty in understanding and memorizing English vocabularies is often to be one of the reasons causing their lacking of vocabulary. They mentioned that the difference between writing and pronouncing vocabulary are making it difficult to master. This condition makes the students feel uninterested to learn English.

Besides, there are still many teachers use conventional method in the teaching learning process. Where students are ordered by teacher to rewrite the vocabulary on the white board, pay attention on what teacher's explanation, and memorize the vocabulary that they have written, at home. This condition makes the process of learning monotonous.

Teachers should think and implement the creative method and media which will increase students' motivation in learning vocabulary. As Southerland mentioned that Junior High School teachers should gain their students' attention because the student in this age are easily bored.⁸They are indeed using media in teaching, but ignore to support vocabulary learning with those. In this case the teaching of the 4 skills should be taught together with vocabulary for language learners to avoid many problems in learning English language.

In this 4.0 industrial revolution, in which every aspect of life is surrounded by automatic and digital technologies, teachers need to adjust their learning media into it. Larsen-Freeman and Anderson state technology contributes to language learning in two important ways – it provides teaching resources such as podcasts, vodcasts, online dictionaries, weblogs, WebBoards etc. as well as enhances learning experiences, that is, increases access to the target language and

⁸ L. Southerland. (2011). *The Effect of Using Interactive Word Walls to Teach Vocabulary to Middle School Students*. Florida : UNF Digital Common, p.1

opportunities for learners to work at their own level and pace, and choose when and where to learn.⁹

One of the media in teaching vocabulary is by using application based on MALL (Mobile Assisted Language Learning). MALL can be defined as use of mobile phones in language learning and language teaching.¹⁰ In accordance with that, the National Reading Panels stated that gadgets technology can be used effectively as a medium to help teaching vocabulary¹¹. Especially application based game that not only able to enrich student's vocabulary but also able to attract student's intention in learning vocabulary. Furthermore, Thornbury mentioned that useful games encourage learners to recall words and preferably¹².

Therefore, in this research the researcher will use a mobile game learning application named Hello English as one of possible solution to overcome the problems. Currently, there are a lot of learning applications based game that are effective to assist teachers and learners in teaching and learning language, such as Duolingo, Busuu and Rosetta Stone. However, in this research, the researcher intends to use Hello English app – which focuses on teaching merely on English language through game as an alternative and new way to overcome vocabulary problems especially in SMPN 1 STM Hulu.

Based on the background description above, the researcher intends to conduct a research with the title **“THE EFFECT OF HELLO ENGLISH**

⁹Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.).Oxford: Oxford University Press.

¹⁰Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language learning.Esse*. England: Pearson Education Limited.

¹¹Elfrieda H. Hiebert and Micheal L. Kamil, Op.cit., p.7.

¹²Scott Thornbury.2002.*How to Teach Vocabulary*. England : Pearson Longman. p.102.

APPLICATION ON THE STUDENT'S VOCABULARY MASTERY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL”.

B. The Identification of Study

Based on the background of the research above, the researcher identified the problem of the study as follow:

1. Students merely memorize and understand few of English vocabularies.
2. Students feel difficult to memorize and understand English vocabulary.
3. Students often do not know how to pronounce English vocabulary well and do not know the meaning of the words category.
4. Students lack of interest to learn English.
5. The teachers are not using current media and interest strategy in teaching English so the learning process becomes monotonous.

C. The Formulation of Study

Based on the research problems above, the researcher formulated the problem into a research question as follow: “Is there any significant effect of using Hello English application on the student’s vocabulary mastery?”

D. The Objective of Study

In line with the problem formulation above, the objective of the study was to find out the significant effect of using Hello English application on student’s vocabulary mastery.

E. The Significance of Study

The researcher expected the result of this study can give significances as follow:

1. Theoretical Significance

Theoretically, the researcher expected the result of this study can provide useful information and extensive knowledge for the readers, specifically about the effect of Hello English application on the student's vocabulary mastery.

2. Practical Significance

a. For Students

The result of this study is expected can give a lot of beneficial contribution to the second grade students of SMPN 1 STM Hulu.

b. For Teachers

Hopefully, this study can foster teacher's insight in creating creative teaching media and strategy. Furthermore, if the use of Hello English application is effective to enrich student's vocabulary mastery, the teachers can use this application in their teaching learning process.

c. Researchers

It is expected that the result of this study can provide useful information and references for another researchers who want to conduct any further studies in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents the nature of vocabulary, technology integration in language learning, the nature of Hello English Application, conceptual framework and hypothesis.

A. The Nature of Vocabulary

A.1. The Definition of Vocabulary

When we learn language, the basic element that we have to know is vocabulary. According to Kamil and Hiebert “Vocabulary is generically understood as the knowledge of meanings of words”¹³. It means that what we know and understand about the meaning of words named as vocabulary. While based on American Heritage Dictionary in John defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group.¹⁴It further explains as we use vocabulary when we speak and write and we understand vocabulary when we listen to speech and when we read. Similarly, Richard and Renandya stated that vocabulary is a core component of the language proficiency and provide much of the basis for how well learners speak, listen, read and write.¹⁵In Al-Qur’an, vocabulary is mentioned in Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

¹³Elfrieda H. Hiebert and Michael L. Kamil. (2005). *Teaching and Learning Vocabulary*. London : Lawrence Erlbaum Associates. p.3

¹⁴John J. Pikulski and Shane Templeton. (2004). *Teaching and Developing Vocabulary : Key to Long-Term Reading Success*. USA : Houghton Mifflin Company. p.1

¹⁵Jack C. Richards and Willy A. Renandya. (2002). *Methodology in Language Teaching*. New York : Cambridge University Press. p. 255.

Meaning :

*“And Allah (**He**) taught Adam all the names. Then **He** displayed them to the angels and said, “Inform **Me** the names of these, if you are truthful.”¹⁶*

Based on the verse above the researcher concludes that God taught Adam’s names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak.

After all, the researcher concludes that vocabulary can be defined as the collection of words that can be used and understood by people in order to be able and fluent in speaking, writing, reading and listening of language. Vocabulary is necessary to be understood to everyone because it is not only help people to communicate each other but also help people to live in the world. Even the intelligence of someone can be known by what vocabulary they used and understood.

A.2. Kinds of Vocabulary

Some experts have classified kinds of vocabulary. According to Nation, there are two kinds of vocabulary. There are receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively

¹⁶ShehnazShaikh and Kausar Khatri. (2007). *The Glorious Quran*. New Delhi :Alhuda Publications, p.7.

in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing.¹⁷

Moreover, Harmer divides vocabulary with active vocabulary and passive vocabulary. Active vocabulary means that the students have been taught or learnt vocabulary and they are expected to be able to use it, while passive vocabulary means student will arrange the words when they see them, but they will not be able to produce it. That statement is similar to the previous kinds of vocabulary that receptive vocabulary is as same as passive vocabulary which is to recognize listening and reading. While productive vocabulary is as same as active vocabulary which focuses on speaking and writing.¹⁸

Meanwhile, according to Fries in Zainuri, vocabulary can be divided into two kinds: *Function* and *Content words*. The function words are words which the definitions are not clear but exist in dictionary. They have correlation with prepositions, conjunctions and interrogative particles. Instead, the content words are words which have definition in dictionary such as adverbs, adjectives, verbs and nouns. Moreover, content words can be divided into three general classes:¹⁹

Table 1.1
General Classes Words

Class	Example
I	Table
(For things)	Chair

¹⁷I.S.P.Nation, (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.P.24.

¹⁸Jeremy Harmer. (2001). *The Practice of English Language Teaching*. Third Edition. Longman Pearson. P. 159.

¹⁹Charles C. Fries. (1962). *Teaching and Learning English as a Foreign Language*.US : Michigan Press. p.44-47.

Class	Example
	Bed
	Pencil
II	Read
(For action words)	Cook
	Drink
III	Fast
(For qualities)	Soft
	Fall

In this research, the researcher focuses on the first class of words which is the words for things or most known as noun.

A.3. The Importance of Vocabulary Mastery in Language Learning

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.²⁰ In assessing students' vocabulary mastery, Schmitt and McCharty in Setiawan stated that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. Measuring students' receptive vocabulary is believed to be more important since language will be firstly accepted receptively.²¹

The importance of vocabulary mastery is to express our ideas and to be able to understand other people's saying. Watkins wrote on his book that "the fact that

²⁰Thornbury, Scout. (2002). *How to Teach Vocabulary*. London : Longman.

²¹Setiawan, Budi. (2010). *Improving The Students' Vocabulary Mastery through Direct Instruction (A Classroom Action Research on the Fourth Grade of SD Negeri Pringanom 3, Masaran, Sragen in the Academic Year of 2009/2010)*. Unpublished magister thesis Surakarta.

while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”²² Which means the importance of vocabulary can be seen from how the language can be conveyed. If we don’t have and understand vocabulary the worst thing can be happened is we can’t say, transfer, read and listen anything. However, we cannot say that grammar is not important, vocabulary is one step further. “No learning can be achieved completely if the learner lack of sufficient vocabulary knowledge”²³

Having amount of vocabulary will make the students able to communicate, maybe not in full sentences but at least they will be able to express themselves. Harmer stated that “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh”²⁴

A.4. Vocabulary Teaching in Indonesian EFL Context

Berne & Blachowicz in their research indicate that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning²⁵. Thornbury stated that teaching words is a crucial aspect in learning a language as languages are based on words.²⁶

As a foreign language, teaching vocabulary is considered as one of the most discussed parts. Priyono stated that the main problem of Indonesian EFL students

²² Peter Waktins. (2007).*Learning to Teach English (Published by arrangement with Delta Publishing, first edition)*.p.34.

²³Özkiraz, Kadir.(2015). The Role of Games in Teaching Vocabulary to Fifth Graders.Mersin.

²⁴ Harmer, Jeremy. (1991). *The Practice of English Language Teaching: New Edition*. New York: Longman.

²⁵Berne &Blachowicz, C. L. Z.,(2008)What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher* 62 (4).314-323.

²⁶Thornbury, S. (2002).*How to Teach Vocabulary*.England:Pearson Education.

is their limited vocabulary. He then emphasized the importance of vocabulary teaching (i.e., facilitating the process whereby EFL input leads to learners EFL vocabulary intake). According to Priyono, as lexical properties entail grammatical aspects, the teaching of EFL vocabulary will support the teaching of aspects of grammar and meaning, thus reducing the necessity to teach grammar.²⁷

In Indonesia, the place of EFL vocabulary teaching seems to be changing in curriculum. It is accordance with the existing of curriculum that perceived from the changing objectives and methods of English instruction in Indonesia. Newest curricula, Kurikulum 2013, emphasized the development of communicative competence covering socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence.²⁸ Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation. Under the four stages of teaching and learning process suggested by the curriculum, vocabulary teaching is supposed to be dealt with at the very first stage. The earlier curriculum even emphasized 1000-2000 word level on the practical use and textbook.²⁹ Whereas according to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and use the four language skills.³⁰

²⁷Priyono. 2004. Logical Problems of Teaching English as a Foreign Language in Indonesia. In Cahyono, B. Y. &Widiati, U. (Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia* (pp. 17-28). Malang: State University of Malang Press.

²⁸Adi Putra, Kristian. 2014. *The Implication of Curriculum Renewal on ELT in Indonesia*. Vol. 4 No.1 Parole. P. 67

²⁹AlpinoSusanto. 2017. *The Teaching Vocabulary : A Perspective*. Vol. 1 No.2Jurnal KATA. P.185-184

³⁰RatnaZawil.(2006).*Using Make A Match Technique to Teach Vocabulary*.English Education Journal (EEJ) 7 (3), p.312.

However, in fact, there are still a lot of students who couldn't reach the word level. Nurweni sought to find out whether secondary school graduates knew the 2000 most frequent words and the 808 academic words as the target words. The results of her study indicated that on average, the 324 subjects knew 987 of the 2000 most frequent words, and 239 of the 808 academic words, making up 1226 words in total. It was then inferred that the students might have known a far smaller number of words which are far less frequent. It was also very likely that they forgot, thus did not acquire yet, most of the words already exposed to them. Theoretically, the students were expected to acquire 14 words a week; in fact, they only acquired about 7 words a week.³¹ This, perhaps, was caused by the common situation that vocabulary learning or teaching was considered secondary or neglected as it used to be. It can be seen from the English book of 2013 curriculum which prepared only to improve students' language skills (listening, speaking, reading and grammar).³²

B. Technology Integration in Language Learning

According to Dockstader in Yaumi, technology integration is defined as using computer effectively and efficiently in the general content areas to allow students to learn how to apply computer skills in meaningful ways.³³ Technology integration concerns with application of technology to construct communication,

³¹Nurweni, A. 1997. How many Words do Senior High School Students Acquire per Week. *TEFLIN Journal*, 8(1): 103-115.

³²KementerianPendidikandanKebudayaan, *BahasaInggris: BukuSiswa*, (Jakarta: BalitbangKemdikbud, 2014), p. iii.

³³ Muhammad Yaumi. 2018. *Media & Teknologi Pembelajaran*. Jakarta :Kencana. P. 192

interaction environment, culture, learning and instruction³⁴. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

From definitions above, the researcher concludes that technology integration is how technologies are used to improve specific area which in this case is education. The concept of technology integration is basically the effective use of technology in the education system and the benefit of technology in teaching and learning process.

In accordance with that, the national policies (Kementerian Pendidikan Nasional Republik Indonesia) endorse that teachers in Indonesia cannot always depend on the use of a whiteboard in their classroom to support their teaching and learning process³⁵. The researcher positively interprets that the policies as an active encouragement for the teachers to begin utilizing educational technology to support their teaching practices. The researcher also translates the policies as the importance of upgrading the teaching practices from the previous to the new one.

Since technology is the current tool in this age, it is possible to use technology for every significant lesson in learning process. One of the lessons that has beneficial effects through technology is language learning. Dawson, Cavanaugh, and Ritzhaupt emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are

³⁴ Spector, P. 2012. *Industrial and Organizational Psychology : Research and Practice*. New Jersey : John Wiley & Sons, Inc. P. 154

³⁵Nuh, M. (2013).*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standard Proses Pendidikan Dasar dan Menengah*.Retrieved April 2nd, 2019,from <http://bsnp.indonesia.org/id/wpcontent/uploads/2009/06/03.-A.-Salinan-Permendikbud-No.-65-th-2013-ttg-Standar-Proses.pdf>

responsible for their learning.³⁶ In EFL context, Fithriani stated that technology integration has been increasingly much used in EFL classroom settings in the teaching of various language learning skills.³⁷

Arifah in her research concludes that the multimedia text in technology also assist learners in become familiar with vocabulary and language structure. It enhances interactive teaching and learning styles. It also extends pupils ability to work independently and make connections between their work in English and in other subjects.³⁸

Technology integration has been researched for long under several labels. The capacious Computer-Assisted Language Learning (CALL) was first termed in the last quarter of the 20th century. As the term suggests, CALL is basically dependent on ‘computer’ as a delivery medium of applications.³⁹ Other associated terms were coined later on: Internet-Assisted Language Learning (IALL), Web-enhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL). However, since the growth of internet become higher and higher, CALL is considered to be an old

³⁶Dawson, K., Cavanaugh, C., & Ritzhaupt, A. (2008). Florida’s EETT Leveraging Laptops Initiative and its impact on teaching practices. *Journal of Research on Technology in Education*, 41(2), 143-159. <https://doi.org/10.1080/15391523.2008.10782526>

³⁷Rahmah Fithriani, Tien Rafida and Amiruddin Siahaan. (2018). Integrating Online Blogging into EFL Writing Instruction : Exploring Students’ Perceptions. *Advances in Social Science, Education and Humanities Research (ASSEHR)*: Atlantis Press, p.87.

³⁸Arifah, A. (2014). *Study on the use of technology in ELT classroom: Teachers’ perspective*. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh. P. 2

³⁹Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40(1), 183-210. Retrieved from <http://dx.doi.org/10.2307/40264516>

phenomenon and the CALL literature started addressing MALL's Potentials.⁴⁰ MALL has unlocked latest trends in the world of CALL, because of easy accessibility and flexibility being offered to its users.

B.1. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) can be defined as use of mobile phones in language learning and language teaching.⁴¹ It creates the fun and interesting learning process rather than usual.⁴² Mobile phone devices have opened a new horizon in the area pertinent to learning of language and mobile technology. According to Leila and Mehry, Mobile Assisted Language Learning (MALL) is a branch of technology-enhanced learning which can be implemented in numerous forms including face-to face, distant or on-line modes.⁴³

From definitions above, the researcher conclude that Mobile-Assisted Language Learning (MALL) is a new language learning process using mobile phone as a tool to help either the students or the teacher in teaching and learning process.

Some advantages of using mobile device in learning are stated by researchers that mobile learning takes advantage of powerful features on mobile phones and other devices that make it easy for users to create simple content (photos, videos,

⁴⁰ Godwin-Jones, R. (2011). Mobile apps for language learning. *Language Learning & Technology*, 15(2), 2–11. Retrieved from <http://lt.msu.edu/issues/june2011/emerging.pdf>.

⁴¹ Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language Learning*. Esse. England: Pearson Education Limited.

⁴² Rahmah Fithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah and Widia Fransiska. (2019). Using Facebook in EFL Writing Class : Its Effectiveness from Students' Perspective. In *The Second Annual International Conference on Language and Literature, KnE Social Sciences*, p.637. DOI 10.18502/kss.v3i19.4892.

⁴³ Leila Khubyari and Mehry Haddad Narafshan. (2016). In *A Study on The Impact of MALL (Mobile Assisted Language Learning) on EF L's Learner's Reading Comprehension*. International Journal of English Language Teaching. Vol.4 No.2 p. 62

texts, recordings) and to share them with others. It can also make use of device features that detect a user's location and their movements. Researcher also views that Mobile learning and Mobile technology are much better for activities which are beyond the classroom and outside the classroom. Through these activities original and practical experiences of life can be bonded with technology. Additionally informal learning can be done through mobile phone which can help students improve their language learning and learning skills.⁴⁴

Furthermore, in learning English, a great number of studies shows that learners have positive attitudes towards the use of mobile technologies about the language learning process. However, the focus of MALL is mostly on speaking, vocabulary, phrases, and grammar, rather than early reading skills.⁴⁵

In this occasion, the researcher will only show the studies of mobile devices in English vocabulary. Taj, Ali, Sipra & Ahmad, for instance, studied the effect of technology enhanced language learning on vocabulary acquisition of EFL learners and found out that vocabulary learning activities presented through PCs in language labs and receiving vocabulary cards through mobile phones are effective in vocabulary acquisition⁴⁶. Lu carried out a research study which aims to investigate the effectiveness of using the mobile phone in English vocabulary learning. The results show that students held positive attitudes towards learning

⁴⁴Kukulska-Hulme and Lucy Noris and Jim. (2015). *Mobile Pedagogy for English Language Teaching : A Guide for Teachers*. ELT Research Papers. P.8

⁴⁵ Leila Khubyari and Mehry Haddad Narafshan.(2016) *A Study on The Impact of MALL (Mobile Assisted Language Learning) on EFL Learners' Reading Comprehension*. Vol. 4 No.2 p.64

⁴⁶Taj, I. H., Ali, F., Sipra, M. A., & Ahmad, W. (2017). Effect of technology enhanced language learning on vocabulary acquisition of EFL learners. *International Journal of Applied Linguistics & English Literature*, 6(3), 262-272.

vocabulary with the help of mobile phones.⁴⁷ Learning vocabulary can also be accompanied by the pictorial annotation shown on learners' mobile devices for better understanding of new words. In a study conducted by Chen, et al., learners were provided with verbal as well as pictorial annotation for learning English vocabulary. Results of a post-test showed that the pictorial annotation assisted learners with lower verbal and higher visual ability to retain vocabulary.⁴⁸

B.2. Online Games in Language Learning

Online games are another theme for mobile learning in which learning materials are so designed to be integrated with aspects of physical environment. In such environments, learning activities are facilitated using the mobile technology which serves as a link between the real world of knowledge and the visual world of the game.⁴⁹

As mentioned in a hadith below:

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ
يَسِّرُوا وَلَا تَعَسِّرُوا وَبَسِّرُوا وَلَا تُتَقَّرُوا (اخرجه البخاري
في كتاب العلم

Meaning:

“From Anas bin Malik from the Prophet Muhammad SAW “make it easy and don’t bother you. Cheer up and don’t make you run away.”(Narrated by Abu Abdillah Muhammad bin Ismail al-Bukhori al Ju’fi).

⁴⁷Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning*, 24(6), 515-525.

⁴⁸Chen, C. M. & S.-H.Hsu.(2008). “Personalized Intelligent Mobile Learning System for Supporting Effective English Learning”. *Educational Technology & Society*, 11 (3), pp. 153-180.

⁴⁹Kukulka-Hulme.A. (2009). “Will mobile learning change language learning?” *ReCALL* 21(2), pp. 157-165.

It explains that the learning process must be made by easy as well as enjoyable so the students are not depressed and do not feel bored with the teaching learning process. Based on this meaning, online games is just one way to make the learning process easy and enjoyable so the students wouldn't be run away of the class.

In language learning, Gee believes, games are understood as conceptual models working across formal and informal learning contexts. In informal contexts, games have often been related with the leisure activities of children since gaming is a key activity in children's off school practices and most interactive games provide learners with communicative activities as they play games. Thus, the game players will use the language and accordingly learn it in order to participate in games.⁵⁰ In off school contexts, according to Sørensen & Audon, children usually understand and utilize languages as a communicative tool, gathering information and gaming, whereas in schools the understanding and use of languages is often understood to be the purpose of doing the tasks.⁵¹ Eventually, through games, students also have opportunity to use language in a non-stressful way focusing on both the message and the language.⁵²

⁵⁰ Gee, J. P. (2005). Pleasure, Learning, Video Games, and Life: the projective stance. *E-Learning* 2(3).

⁵¹Sørensen, B.H. &Audon, L. (2004).Nye Læringsformerog rum – digitalemedierividensamfundetsskole.Forskningsrapport. [*New ways of learning and Spaces – digital media in the knowledge society*] København: DanmarksPædagogiskeUniversitet.

⁵²RahmahFithriani.(2008) Communicative Game-Based Learning in EFL Grammar Class : Suggested Activities and Student's Perception. *JEELS*.5(2), p.173.

Games help either the English teacher or the students in improving their language teaching and learning progress in class. Andrew Wright and friends⁵³ stated that there are four reasons why games are needed in language learning.

1. Games help and support many learners to shore their interest and work in language learning.
2. Second, games help the learners to experience the language rather than only study it.
3. Third, the drill exercises in games are much better than the conventional drill exercises. The ante of drill exercises lies in the centralization on a language form and on its frequent occurrence during a limited period of time. Similarly, many games offer repeated occurrence and use of specific language form. Games also offer the key features of “drill” with the added opportunity to sense the working of language as living communication and to convey information and opinion. In games, emotions and the meaning of the language are involved and more vividly experienced in learning process.
4. The last, games can be the central of language teacher’s technique in learning and not only a way to pass the time. It happens if games truly can offer intense and meaningful practice of language.

C. The Nature of Hello English Application

C.1. Definition of Hello English Application

Hello English (HE) is an interactive, personalized, and contextual English learning application designed specifically for English as a second language

⁵³Andrew Wright, David Betteridge and Michael Buckby. (2010). *Games for language learning*. Cambridge : Cambridge University Press. P. 171-175

learners. Launched in October of 2014, HE is Asia's most downloaded, and world's third most rated Educational application on Google Play Store (as of January 2017). The purpose of Hello English is to make the user can master English by their own native language. The app has consistently retained the top position under the free apps in education category in India, Sri Lanka, Bangladesh, Nepal, Qatar, and many others.

Hello English covers all four aspects of language acquisition: Reading, Writing, Listening and Speaking, with advanced voice recognition technology that allows learners to speak into the app and hold real-life, useful conversations and a lot of vocabularies. It pairs interactive lessons with fun games and speaking practice for a complete learning experience. Also, it offers unique and engaging contextual learning tools that leverage news, sports and entertainment to help learners build their English vocabulary. Then, it makes learning seamless & saves data expenses for users as a majority of the app's features work offline.⁵⁴

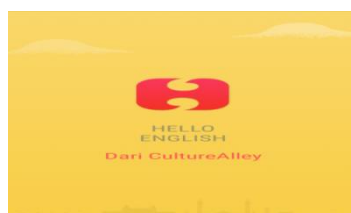


Figure 2.1 Hello English Logo

C.2. The Procedure of Learning English through Hello English

The core teaching in Hello English is extremely clear. The exercises are solid in courses and replicate some of the typical drills. The teachers can choose the specific topic of the course which appropriates to the lesson plan or syllabus. Here, the courses build on one another so the learners are introduced to words and

⁵⁴Patni, N. and Patni, P. (2017). *Hello English*. Jaipur. <http://helloenglish.com/> accessed on 6th of February 2019 at 4p.m

concepts at the right point in the program. There are also explanations for every course which can be easily understood by the users. Interestingly, there is always reward in every course or game played by the users. The reward is coins. The more the users learn English through the application, the more they get the coins.

C.2.1. Getting Started for Hello English

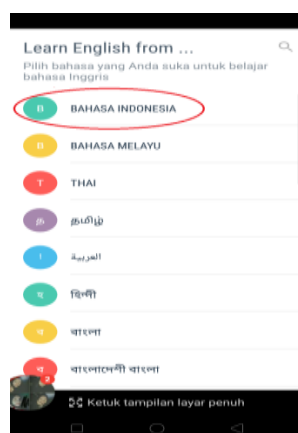
1. Download and install Hello English application in the PlayStore of your smartphone.
2. Creates an account using your email to ‘sign in’ as what the instruction asked below and click “OKE”.



Figure 2.2 Hello English’s Instruction to Make an Account

3. Continue and follow the next steps of “creating an account” as follow :

Step 1



The application asked about what language that the users might like to use to learn English. In this study, the teachers and the students may click **Bahasa Indonesia** as the language of instruction.

Step 2



The application needs the information about the user's gender. In this study, the teachers and the students can click on the icon matches to their gender.

Step 3



The application asked the users to choose their own avatar. In this study, the teachers can choose "working" avatar (red circle) and the students can choose "school" avatar (blue circle).

Step 4



The application would like to know the reasons why the users want to learn English. In this study, the students and the teachers can choose all of the available reasons.

Step 5



To personalize the account, the application needs the users to write their name down. In this study, the students and the teachers can write their own name.

Step 6



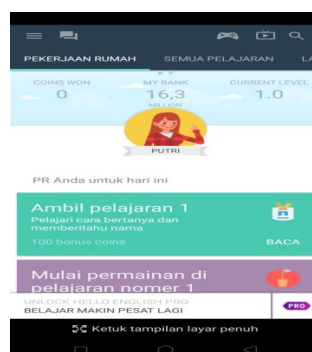
The application offers the users to join pro program in learning English. They can try the trial for free but they need to pay later after the trial finished. In this study, the teachers and the students must choose the limited version to learn English so they don't need to pay the course in this app.

Step 7



The application inquires the learners' English proficiency level. They can follow the test or directly choose one of the available options to know their level. .

Done



Your account has been created and you can access the features to support you learn English in this application. In addition, every learners can be connected each other by following other's account

C.2.2. Starting to Learn English by Hello English's Features

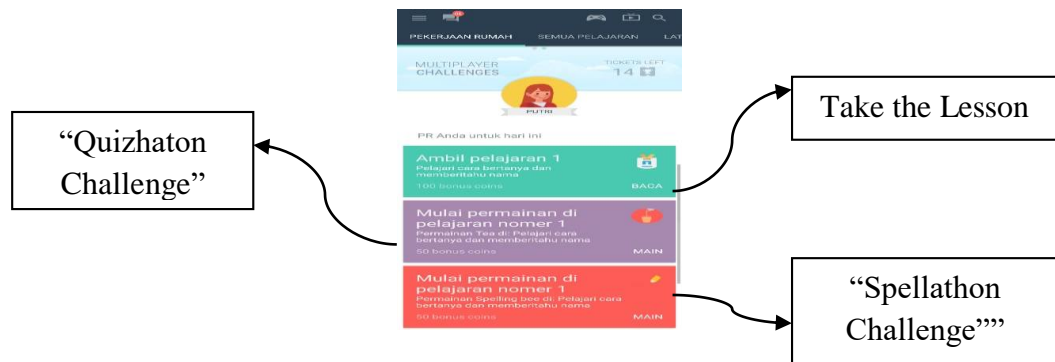


Figure 2.3 Hello English's Main Features Appearance

- a. **Take the Lesson.** There are 475 lessons in 19 phases available in this application. Every phase has 25 lessons with different topic for each lesson. These lessons need to be taken by the users if they want to reach the advance level of English proficiency. Fortunately, the application provides daily lesson reminder so the learners wouldn't forget to finish the lesson every day when they open it. The application named it as "homework". There are several exercises need to do when the learners tap this feature as follow :
 1. **Listening Exercises**, in which learners listen to a sentence in English. The audio can be in a simple sentence or conversation form. They can also read the translation for each word of the sentence (see figure 2.4);
 2. **Tip**, in which will read short explanation about the sentence they have listened (see figure 2.5);

3. **Translation Exercises**, in which learners translate from the language they know to English. They only need to choose the answer from four possible answers (see figure 2.6).
 4. **Arranging Exercises**, in which learners translate by arranging the English words to the correct phrase or sentence in their native language (see figure 2.7);
 5. **Fill in the Blanks**, in which the learners fill the blanks in sentence by choosing four possible answers (see figure 2.8).
- b. **Quizathon Challenge**. This is a game where the learners will play translation game with another learner. The opponent will be chosen by the application. They will fight together to answer the questions as soon as possible in 20 seconds. Those who can answer the question faster will get more coins than the other. (see figure 2.9)
- c. **Spellathon Challenge**. This is a game in which the learners will find random alphabets, the blank and the words in Bahasa. They need to arrange the alphabets in order to translate the words from Bahasa into English. The learners merely have 20 seconds to translate for each word. In this game, the learners will also have an opponent to play, which is chosen by the application. As soon as the learners arrange the words, as much as they will earn the coins. (see figure 2.10).

Those features are a set of the course. Every course taken by the learners will have those three kinds of features. They have the same topic to be delivered for the learners and work as the drill exercise for

them. They also need to be done from the top to the bottom in sequence because the “Take the lesson” is the feature where the learners learn the concept of the lesson intensely while the “quizathon” and “Spellathon” are the features where the learners practice and repeat the lesson. It will be difficult for the learners if they play not in order. Moreover, for every question that the learners answer correctly, they will directly get coins as the reward (see figure 2.11). At the end of the exercises, they also will be informed about how many coins they earned in the lesson (see figure 2.12).

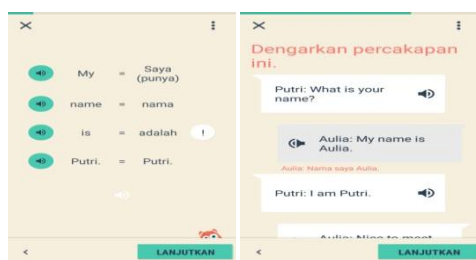


Figure 2.4 Listening exercises in sentence and conversation form.

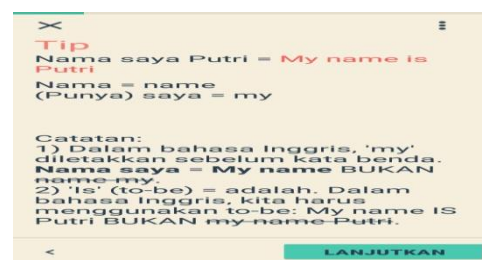


Figure 2.5 A tip that provides brief explanation about the lesson.



Figure 2.6 Translation Exercise.

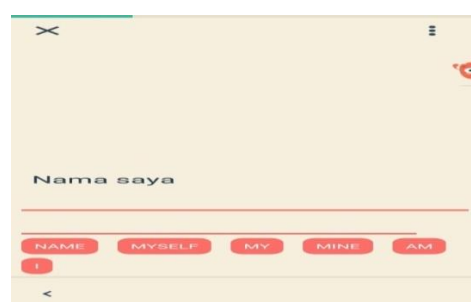


Figure 2.7 Arranging Exercise.

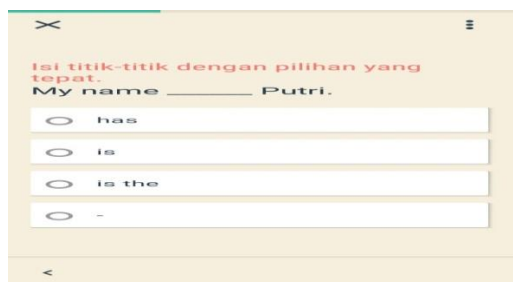


Figure 2.8 Fill in the blanks exercise .



Figure 2.9 Quizathon Challenge



Figure 2.10 Spellathon Challenge



Figure 2.11 The coins appear as the reward of correct answer.



Figure 2.12 The summation of the earned coins for the learners.

D. Conceptual Framework

Vocabulary is an important element to learn language. It helps learners to express their thought in speaking, reading, writing and listening. However, there are excessive vocabularies for every language, including in English. Students mostly feel difficult to memorize and understand thousands of English vocabularies. Besides, English word has different way when it is wrote and when it is pronounced. It makes them bored and not interested to learn.

To overcome those problems, English teachers at school must have innovative ways to help their students to master vocabularies in English and make them interested in learning it. One way that can be effective to attract students' attention in learning and mastering vocabulary is by using media in teaching. Current, fun,

and close to students life are the best characteristics media that should be considered by the teachers. One of the media that meets those characteristics is a language game application media named Hello English.

Hello English is an English learning application medium played in mobile phone or computer. The features in this application are based on educational game which can enrich the students' vocabulary in interesting way. This application also closed to the students' life in which mobile phone and human couldn't be separated away, nowadays. Thus, the students can learn not only at school but also at home by using this application.

From explanation above, the researcher believes that the use of Hello English will be significantly effective to improve student's English vocabulary mastery. To make the conceptual framework clearer, it can be seen the following draft:

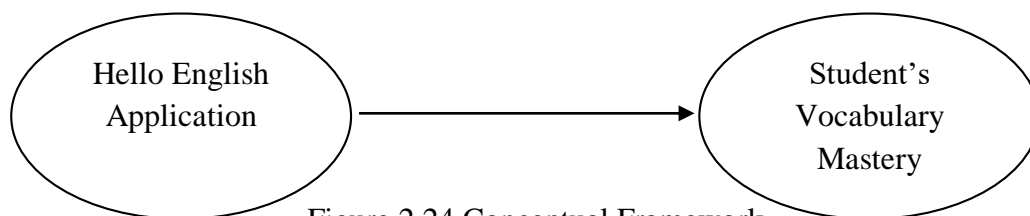


Figure 2.24 Conceptual Framework

E. Related Studies

There are merely some studies of Hello English found by the researcher (e.g., Vesselinov & Grego and Rahmawati and friends) and some related studies about application and vocabulary (e.g., Hermariyanti and Addal Muddin and Wijaya and friends). Rahmawati and friends in their research entitled "English Vocabularies Enrichment through "Hello English" Android Based Educational Game for Young Learners Classroom" found that the use of educational game from Android-Hello

English, improved the students' competence in learning vocabulary. The game greatly encourages the students in giving active participation during classroom activities. Furthermore, the use of android based educational games is one of joyful alternative teaching to support the creative young learners' teachers.⁵⁵

Vasselinov and Grego discussed about the efficacy of Hello English application on the students' oral proficiency. They found that the students who use Hello English show greater progress compared to the students who do not use it. They observed two groups which are experimental and control group and found the difference between the two groups is statistically significant. The 95% confidence interval for the progress of Hello English students is between 60% and 83%.⁵⁶

A study done by Hermariyanti Kusumadewi and Myta Kusumadewi entitled "*The Effects of Using Duolingo towards Student's Vocabulary Mastery*" also examined the effectiveness of educational game application on the students' vocabulary mastery. In this study, the researcher used *Duolingo* which is also a language learning application based games. Furthermore, the researcher used true-experimental research design and divided the sample into two groups; experimental and control group. In which 30 students are in experimental group and 30 students are in control group. The result shows that the English learning process by using Duolingo application has a positive effect compared to conventional student approaches.⁵⁷

⁵⁵Rahmawati and friends (2017). English Vocabularies Enrichment through "Hello English" Android Based Educational Game for Young Learners Classroom. *The 2nd TEYLIN International Conference*.

⁵⁶RoumenVesselinov and John Grego.(2017). *Hello English Efficacy Study*.P. 5

⁵⁷HermariyantiKusumadewi and Myta Kusumadewi.2018.The Effects of Using Duolingo towards Student's Vocabulary Mastery.*IJET*.7 (2).

Similar study done by Addal Muddin with the title “*The Use of Duolingo to Improve Students’ Vocabulary*” observed the educational application game to improve students’ vocabulary. Here, the research was held in MTSN-2 Aceh Besar with only one class chosen by the researcher to be the sample of the research. It was VII-7 class. The writer used pre-experimental research design with one group pre-test and post-test. At the end of the research the researcher found two results. First, applying Duolingo application can improve student’s vocabulary mastery. It was proven by the percentage improvement shown the result if there are 35% of the improvement. Second, Dulingo is one of the effective media in teaching-learning vocabulary for beginner level students.⁵⁸

Based on the related studies above, the researcher intends to do a further research on educational application based game to the students’ vocabulary. Specifically, the researcher chooses Hello English and vocabulary to be analyzed. In this study, the related studies above may not have the same form and characteristics to this study. But those studies can give a lot of information and data to support this study. They also can guide the students in completing this study through their procedures and findings.

F. Hypothesis

Based on the related studies above, the researcher proposes the hypothesis for this study as follows:

1. Null Hypothesis (H_0) : There is no significant effect of using Hello English application on the students’ vocabulary mastery at the eighth grade students of SMPN 1 STM Hulu.

⁵⁸AddalMuddin.(2018). *The Use of Duolingo to Improve Students’ Vocabulary Mastery*. Thesis.Ar-Raniry State Islamic University.

2. Alternative Hypothesis (H_a) : There is significant effect of using Hello English application on the students' vocabulary mastery at the eighth grade students of SMPN 1 STM Hulu.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents place and time of the study, research design, population and sample, data collection, data analysis and research procedure.

A. Place and Time of the Study

This study was conducted at SMP Negeri 1 STM Hulu. It is located in Jl. Muhammad Saleh Barus, Rumah Lengo village, STM Hulu subdistrict, Deli Serdang district, North Sumatera. This study was conducted in six meetings at the school.

B. Research Design

This study was conducted by using quantitative research method with quasi-experimental design and pretest-posttest control design. The researcher chose a quasi-experimental design because the purpose of this design is to attain the valid conclusions about the effectiveness of the independent variable on the dependent variable⁵⁹. It was appropriate with the purpose of this study which was to reach conclusion about the effect of Hello English on vocabulary mastery. In this study, the sample of the research was divided into two groups, namely experimental group and control group. Both experimental class and control class were given a pre-test before teaching and learning vocabulary. Then, the experimental group received treatment from the researcher by using Hello English application. Meanwhile, the control group received treatment from the researcher without using Hello English application. Afterwards, a post-test was given for both

⁵⁹ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. (2010). *Introduction to Research in Education* 8th edition, USA : Wadsworth Cengage Learning. p.301.

experiment class and control class in order to know the effect of Hello English application on students' vocabulary mastery. According to Ary, the design of the quasi-experiment can be described as follows:⁶⁰

Table 3.1
Quasi-Experimental Design: Pre-test and Post-test Design

Group	Pre-test	Independent Variable	Post-test
Experimental	✓	✓	✓
Control	✓	✗	✓

Source :DonaldAry and friends *Introduction to Research in Education*8th edition.

C. Population and Sample

C.1. Population

Population is a big group which the generalization can be made. It is well-defined as a whole subjects, class of people, events or objects⁶¹. In this study, the researcher conducted the research in SMPN 1 STM Hulu under academic year 2019/2020. The population chosen by the researcher was the students in the eighth grade. As mentioned by Southerland that students in this age are easily bored.⁶² So the researcher intended to find a new way so that the students in this grade can learn in fun. Comparing to the seventh and ninth grade, the eighth grade of junior high school has the topic of learning that most leads to mastery vocabulary. That topic was then taken by the researcher as the teaching material in this research. There were 4classesof the eighth grade students with a total of 128 students. The number of the students for each class can be seen in the following table.

⁶⁰ Donald Ary, Ibid., p. 316.

⁶¹Donald Ary, Ibid., p. 148.

⁶² L. Southerland. (2011).*The Effect of Using Interactive Word Walls to Teach Vocabulary to Middle School Students*.Florida : UNF Digital Common, p.1

Table 3.2
The Population of the Study

No.	Class	Number of Students
1.	VIII-A	32
2.	VIII-B	32
3.	VIII-C	32
4.	VIII-D	32
Total		128

C.2. Sample

A part of population is called as sample. This part is commonly in a small group form that will be observed by the researcher.⁶³ In this chance, the researcher divided the population into two classes by using cluster random sampling, namely:

- a. Experimental class; a group of students who will be taught vocabulary by using Hello English application.
- b. Control class; a group of students who will be taught vocabulary without using Hello English application.

Donald Ary stated that when it is very difficult to list all the members of a target population or the population is extremely large to select the sample from among them, the researcher can use cluster sampling to choose the sample in group of individuals who are naturally together. The individuals constitute a group

⁶³ Donald Ary, Ibid. P. 148.

because they have similar in certain characteristic and relevant to the variables of the study.⁶⁴

From the preliminary data found by the researcher when did an observation at the school, there was similar percentage of learning outcomes between class VIII-A and VIII-B among the others. This circumstance influenced the result because the researcher needs the similar group so they can be compared to reach the conclusion of the effect of Hello English application. Therefore, the researcher chose these two classes to be the sample of the study. This option also had been discussed with the eighth grade English teacher. The VIII-A class consisted of 32 students and VIII-B class consisted of 32 students. VIII-A class was the experimental class and VIII-B was the control class.

Table 3.3
The Sample of the Study

Class	Population	Sample
Experiment Class (X)	VIII-A	32
Control Class (Y)	VIII-B	32
Total		64

D. Instrument of The Study

Instrument can be defined as a tool such as test and questionnaires. The tool is used to measure social or nature phenomena to collect the data in the research process⁶⁵. In this study, the researcher chose test as the instrument to measure students' vocabulary mastery. The reason for choosing test was because it is one of vocabulary type of test that is easy to score and design. Forth, the researcher

⁶⁴Donald Ary, Ibid. P. 154.

⁶⁵Sugiyono. (2018). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung : Alfabeta. P.305.

chose standardized tests which are published tests that have resulted from careful and skillful preparation by experts and cover broad academic objectives common to the majority school system. It is also being widely used to measure students' achievement.⁶⁶ So that, in this study, the researcher took tests from Hello English application. The tests will be given for pre-test and post-test. It consisted of 20 multiple choices questions for each test and rewritten in a paper test so that the students had a test without using the mobile phone. The test was not reachable from the students although they have downloaded the application because it is a locked lesson and only can be opened if the students have enough coins which can only be obtained if the students do much lessons or games.

Pre-test is a test that will be given in control class and experiment class before the treatment is given in the classroom. Conducting pre-test is aimed to see the students' initial ability in knowing how many students' vocabulary mastery from the vocabulary test. Post-test is a test that will be given in the control class and the experiment class after the treatment is given in the classroom. The purpose of the post-test is to see the different results between the experiment class and control class.

E. Technique of Data Collecting

In this research, both classes (experiment and control class) were given two tests about vocabulary based on the test in Hello English application. The tests were different for Pre-test and Post-test but still have the same composition and numbers. The steps are as follows:

⁶⁶Donald Ary, Op.Cit., P. 201.

E.1. Pre-Test

As Creswell stated pre-test provides a measure on some characteristic that the researcher assesses for participant in an experiment before they receive treatment.⁶⁷ There were 20 items of multiple choices. The score per item was 5 for the correct answer. Students got 100 point if they can answer all the questions correctly. The same test was given for both classes. The purposes of pre-test were to know the homogenous skill in English of the students and to know their earlier knowledge of vocabulary treatment.

E.2. Treatment

After conducted pre-test, the researcher gave treatment to both experiment class and control class. In experimental class, the researcher used Hello English application in teaching-learning process. Otherwise, in control class, the researcher did not use Hello English application in teaching-learning process.

E.3. Post-Test

Post-test is a measure on some attributes or characteristics that is assessed for participant in an experiment after a treatment.⁶⁸ As same as the pre-test, there were 20 items of multiple choices. The content of the test is different with the pre-test but it still has the same composition and characteristics. The score per item was 5 for correct answer. The students got 100 points if they can answer all the questions correctly. The purpose of post-test was to know the achievement of students' vocabulary mastery after treatment.

⁶⁷John W. Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston : Pearson Education, 2012), p.297

⁶⁸John W. Creswell, *Ibid.* p.297

F. Technique of Data Analysis

After collecting the data, the next step the researcher did was to analyze them. The data of the tests in this research calculated and analyzed automatically by using software Microsoft Excel 2010 and SPSS v.20 with the significance level of 0.05. The data analysis, moreover, consisted of several parts as follows:

F.1. Preliminary Analysis

After collecting the data, the preliminary analysis was first done to see if the data are qualified for the t-test hypothesis testing. The preliminary analysis consisted of two tests which were the normality and homogeneity test that were both done automatically by using SPSS v.20. The data, moreover, can be said normally distributed and homogenous if the Sig. Displayed is higher than 0.05.

a. Normality Test

Normality test uses to know whether the data from experiment group and control group are normal distributed or not. The normality test were done by SPSS v.20 with Lilliefors method. This test has requirements as follows: if the significance scores of (Asymp. Sig. 2 tailed) > 0.05 , so the distribution of data is normal, but if the significance scores of (Asymp. Sig. 2 tailed) < 0.05 , so the distribution of data is not normal.

To count the normality test, the writer used SPSS with steps as follow:⁶⁹

1. Open SPSS program.
2. Input all the data.
3. Click *Analyze* from the top menu. Choose descriptive statistics and click explore.

⁶⁹ Andrew Garth. (2008). *Analysis Data Using SPSS (A Practical Guide for Those Unfortunate Enough to Have to Actually Do It)*. Sheffield :Hallam University. P.73

4. Move the data from the left box into the box in Dependent List.
5. Click plot and make sure that under the boxplots choose none, remove any checklist under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.
6. Click Continue and OK.

b. Homogeneity Test

The homogeneity test was used in order to know whether the data from both groups have the same variants or not. The homogeneity test also used SPSS v.20. To get the homogeneity data, the significant level of the test must have more than 0.05.

The steps were as follow:

1. Open SPSS program;
2. Input the data in the data view.
3. Click *Analyze* in the top of the menu. Choose *Compare Means* and click one way *ANOVA*.
4. Move the data of experimental group into *Dependent List* and the data of control group into *Factor*.
5. Click the *Options* tab to open the options dialogue box.
6. Give a tick in Homogeneity of variance tests.
7. Click continue, and then *OK*.

F.2. T-Test

After getting the data from the pre-test and post-test from experiment and control group, the researcher found out whether Hello English application was effective or not to improve student's mastery of vocabulary of the second grade of SMP N 1 STM Hulu in the academic year 2019/2020. To decide which hypothesis that would be accepted or rejected, the researcher calculated the data by using t-test in SPSS V. 20. T-test is the statistical analysis that used to know whether there are significance differences between two mean samples or not⁷⁰. The steps were as follow:

1. Open SPSS program;
2. Click *Variable View* and fill the *Name* column with *Score* at the first row and *Class* at the second row;
3. In the *Label* column write *English Score* at the first row and write *Class* at the second row;
4. In the *Value* column, click the second row and fill *1* at the *value* box and *Experimental Class* at the *Label* box;
5. Click *Add* and fill *2* at the *value* box and *Controlled Class* at the *Label* box. Then, click *OK*;
6. Input the data in the data view.
7. Click *Analyze* in the top of the menu. Choose *Compare Means* and click one way *Independent Sample T-test*.
8. Move the data of experimental group into *Test Variable* and the data of control group into *Grouping Variable*.

⁷⁰Sri Wahyuni Saragih.(2017). *Statistik Pendidikan*. Medan: Fakultas Tarbiyah UIN Sumatera Utara. P.80

9. Click *Define Group* and type *1* in the column of *Group 1* and type *2* in the column of *Group 2*;
10. Click continue, and then *OK*.

F.3. Hypothesis Test

Statistical hypothesis applied in order to know the result of the observation about the sample. The criteria were as follows:

H_a is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) $5\% < (0.05)$

H_0 is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) $5\% > (0.05)$

The hypotheses of this study were:

- a. Alternative Hypothesis (H_a) :

There is a significance difference of students' vocabulary mastery between students who are taught by using Hello English application and students who are taught without using Hello English application.

- b. Null Hypothesis (H_0) :

There is no significance difference of students' vocabulary mastery between students who are taught by using Hello English application and students who are taught without using Hello English application.

F.4. Effect Size

In order to know how big the effect of variable X to variable Y, the researcher counted the effect size after all of the analysis test has been counted. The theory of

Cohen was used by the researcher to identify the effect size of this study. The formulation is as follow⁷¹:

$$\sigma = \frac{(SD_1 + SD_2)}{2}$$

σ = pooled standard deviation

SD_1 = standard deviation of experimental group

SD_2 = standard deviation of controlled group

$$d = \frac{M_1 - M_2}{\sigma}$$

d = the effect size

M_1 = Mean of experimental group

M_2 = Mean of controlled group

The criteria of the effect are $0.2 \geq$ small effect size; $0.5 \geq$ modest effect size; $1.00 \geq$ moderate effect size; $1.00 <$ strong effect size.

G. Validity and Reliability of Data

Validity is one of the essential requirements of good educational testing which can represent the acceptance of the research. Ary stated that validity indicates the broadness of the scores on a test that enables to make meaningful and appropriate interpretations⁷². Meanwhile, reliability relates to the consistency of an instrument. According to Creswell, reliability is the stability and consistency of students' scores when administered the instrument in many times at different times⁷³. A test

⁷¹John W. Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston : Pearson Education, 2012), p.310

⁷²Donald Ary, Lucy CheserJacobs, Chris Sorensen and Asghar Razavieh. (2010). *Introduction to Research in Education*^{8th} edition, USA : Wadsworth Cengage Learning. p.224.

⁷³John W. Creswell, Ibid. p.159

is said to have reliable if it is used in the same situation on repeated occasions and the result of measurement obtained relatively consistent.

In this study, the researcher used a test in Hello English application, phase 2, lesson 47. It was a standardized test which according to Ary in standardized tests, their comparative norms have been derived, their validity and reliability established, and directions for administering and scoring prescribed. So the researcher believed that the test have been already valid and reliable because it is an official education learning application. Besides, in selecting the tests, the researcher has selected the tests based on the intended purpose of the study and the direct link between the test content and the curriculum to which students have been exposed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study in descriptive statistics, the t-test result including the hypotheses test, the effect size formulation, and the discussion of the study.

A. Data Description

There were two kinds of data found by the researcher after conducting the research. There were the data from the experimental class (VIII-A) and the control class (VIII-B). The data were obtained by giving the pre-test and post-test to the students. The pre-test was given in the first meeting of the class before the treatment was conducted. It was conducted on 30th of September 2019. In the other hand, the post-test was given in the last meeting of the class after the treatment was conducted. The post-test was conducted on 21th of October 2019.

A.1. The Pre-Test Score

Figure 4.1 below indicates the score of pre-test in experimental and controlled class at the eighth grade of SMPN 1 STM Hulu under academic year 2019/2020. There were 32 students in both experimental and controlled class.

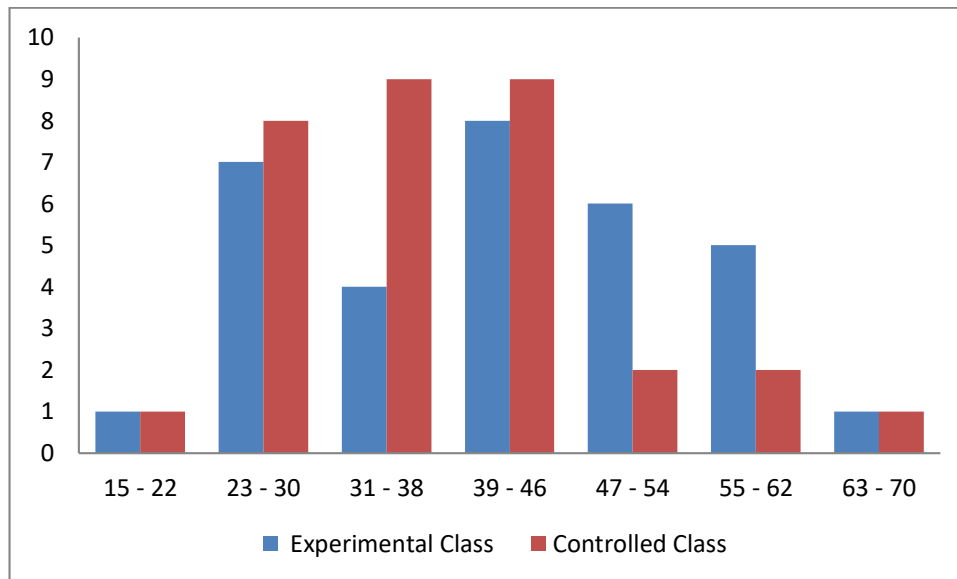


Figure 4.1 Students' Pre-Test Score in Experimental and Controlled Classes

Based on the figure 4.1 above, it was found that there was 1 student got 50 – 22 scores for both experimental and controlled classes as the lowest score of pre-test. In 23 – 30 scores, it was found that there were 7 students of experimental class and 8 students of controlled class who were in this range score. Then, there were 4 students of experimental class and 9 students of controlled class in score 31 – 38. In 39 – 46, there were 8 students in experimental class and 9 students in controlled class who reached the scores. Furthermore, there were 6 students of experimental class and 2 students of controlled class who got 47 – 54 scores. In around 55 – 62, it was found that there were 5 students of experimental class and 2 students who got the score. The last, in around 63 – 70 it was found that there were 1 student who reached the score for each of the class. (The full data of the pre-test score in experimental and controlled classes can be seen in appendix iv). Therefore, the data shows that both of experimental class and controlled class

have the nearly equivalent score which means have the same average level of vocabulary.

A.2 The Post-Test Score

Figure 4.2 below indicates the score of post-test in experimental and controlled class in the eighth grade of SMPN 1 STM Hulu with academic year 2019/2020. There were 32 students in both experimental and controlled class.

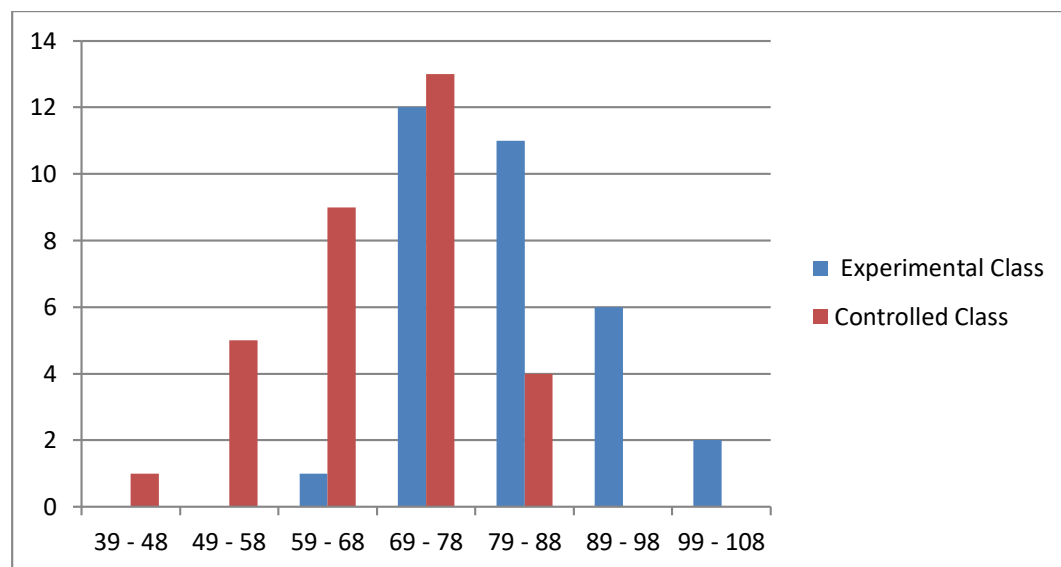


Figure 4.2 Students' Pre-Test Score in Experimental and Controlled Classes

Based on the figure 4.2 above, it was found that in the lowest score of post-test there was merely 1 student in controlled class got the score around 39 – 48. In around 49 – 58 scores, there were also merely 5 students in controlled class got the score while there is no students of experimental class got the score around this range. In 59 – 68 score, there was 1 student who got the score and 9 students of controlled class. In 69 – 78 scores, it was found that most of the students got the score in this level. In which from experimental class there were 12 students and from controlled class there were 13 students. Around 79 – 88 scores, there were

11 students of experimental class and 4 students of controlled class who reached the score. Then, there were 6 students of experimental class and 0 students of controlled class who got score around 89 – 98. In the highest score of the test, it was found that there were merely 2 students who reached the score around 99 – 108. (The full data of the pre-test score in experimental and controlled classes can be seen in appendix iv). Therefore, it can be concluded that there was difference score between experimental and controlled classes.

A.3 The Gained Score

The gained score is the difference score between the magnitude of the post-test score and pre-test score⁷⁴. Figure 4.3 below indicates the gained score of post-test in experimental and controlled class in the eighth grade of SMPN 1 STM Hulu with academic year 2019/2020. There were 32 students in both experimental and controlled class.

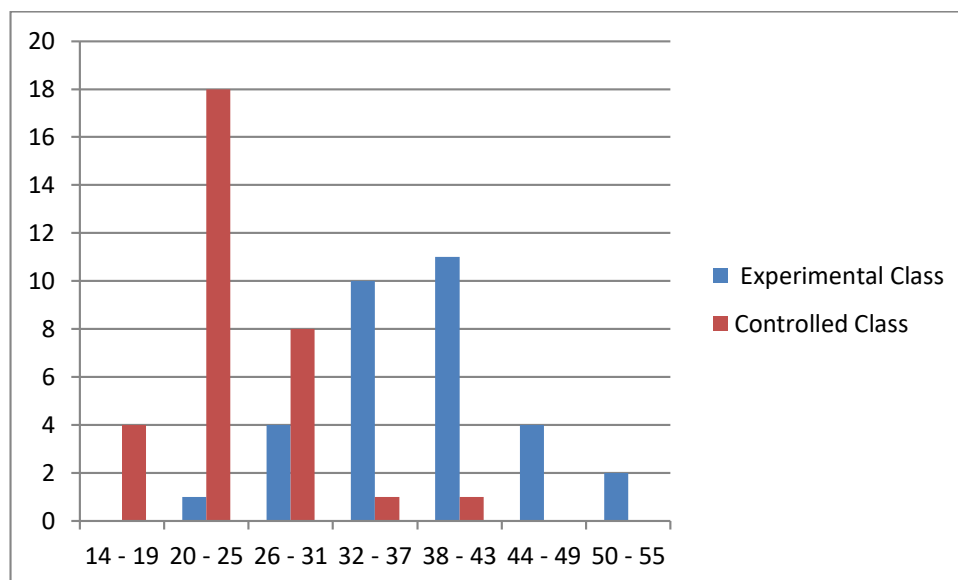


Figure 4.3 Students' Gained Score in Experimental and Controlled Classes

⁷⁴Donald Ary, Op.Cit., P.318

Based on the figure 4.3 above, it was found that in experimental class the lowest gained score is around 14 -19. There were 4 students of controlled class who got around this score. Then, in 20 – 25 gained scores it was found that the students in controlled class got the most gained score in this range in which there were 18 students in controlled class and 1 student in experimental class. Then, in 26 – 31, there were 4 students from experimental class and 8 students from controlled class who got the gained score around this range. Next, there were 10 students from experimental class and 1 student from controlled class who had the gained score around 32 – 37. In 38 – 43 gained score, it was found that the students in experimental class had the most gained score in this range. There were 11 students from experimental class and 1 student from controlled class. In 44 – 49 gained score, there were merely 4 students from experimental class who had around this gained score. In the highest of gained score, it was found that there were merely two students from experimental class who had the score around 50 - 55. (The full data of the post-test score in experimental and controlled classes can be seen in appendix iv).

Through all of the scores founded by the researcher, the researcher made a chart to draw the improvement scores before and after the treatment. It was derived from the mean scores of pre-test, post-test and gained score. It also can describe the final result of the scores more neatly. The chart can be seen below:

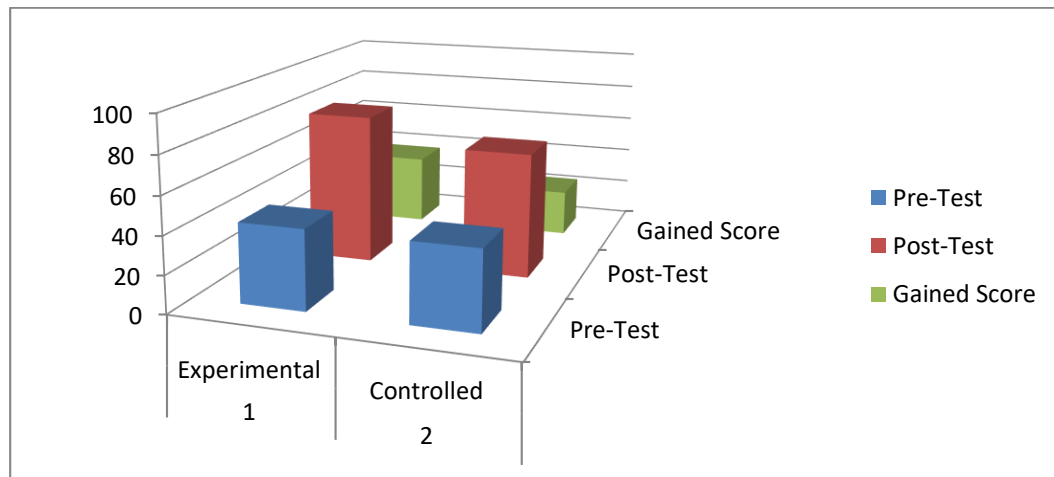


Figure 4.4 Mean Score of Pre-Test, Post-Test and Gained Score of Experimental and Controlled Classes

Based on the figure 4.4 above, it was found that there was an improvement scores both in experimental and controlled classes. It can be proved from the difference of the mean score of pre test and post test and also the gained score of experimental and controlled class. The mean score of pre-test in experimental class was 42.34 while in controlled class was 42.03. Then, the mean score of post-test in experimental class was 80.31 while in controlled class was 66.87. Furthermore, it was found that the mean of gained score in experimental class was 37.97 while in controlled class was 24.84.

B. Data Analysis

In this research, the researcher analyzed the data in three ways. First, the researcher tested the preliminary data by using normality and homogeneity tests. Second, the researcher counted the hypothesis test. The last, the researcher concluded the result by counted the statistical hypothesis.

B.1. Preliminary Analysis

a. Normality Test

Normality test was tested by using *Lilliefors* in SPSS V20 in this study. This test is one of the requirements that should be fulfilled by the researcher before

conducting the t-test. It aims to know whether the data from two classes are normally distributed or not. The researcher tested each test before and after the treatment. The data is normally distributed if the significance scores of (Asymp. Sig. 2 tailed) is more than 0.05 or L_{table} is higher than $L_{observe}$ with the number of sample (n) is 32 for each class. The normality test result can be seen below:

Table 4.1
Normality of Pre-Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experimental Class	.118	32	.200*	.967	32	.414
Pre-Test Controlled Class	.115	32	.200*	.972	32	.559

a. Lilliefors Significance Correction

Based on the table 4.1 above, it indicates that the normality is significant. It can be seen from Lilliefors table that the significance value of experimental class and controlled class is 0.200. The values are much less than the calculation in Kolmogorov-Smirnov table with critical points of $32=0.238$. The significance score is also more than 0.05. Furthermore, it can be concluded that the pre-test scores in both experimental and controlled class are normally distributed.

Table 4.2
Normality of Post-Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Experimental Class	.138	32	.123	.952	32	.168
Post-Test Controlled Class	.150	32	.063	.961	32	.295

a. Lilliefors Significance Correction

Based on the table 4.2 above, it shows that the significance of experimental class data is 0.123. Meanwhile, the significance of controlled class is 0.063. Both of experimental and controlled classes data are much less than the calculation in Kolmogorov-Smirnov table with critical points of 32 = 0.238. The significance scores of (Asymp. Sig. 2 tailed) is also more than 0.05. Thus, it can be concluded that the post-test scores in both experimental and controlled classes are normally distributed.

In order to make it clearer, the researcher presents the details of normality test in frequency distribution of pre-test and post-test scores in experimental and controlled classes which can be seen in (appendix v).

b. Homogeneity Test

After obtaining the results of normality test, the next step is to do the homogeneity test. The test is carried out in order to know whether the data from both groups have the same variants or not. In other words, this test aims to test the

similarity of the sample in both classes. The test was calculated by using SPSS V.20 with Levene statistic test. The data is homogenous if the significant level of the data result is more than 0.05. The description can be seen as follow :

Table 4.3

Test of Homogeneity of Pre-Test Variances

Test of Homogeneity of Variances

Pre-Test Experimental and Controlled Class

Levene Statistic	df1	df2	Sig.
.099	1	62	.755

Based on the table 4.3 above, the data shows that the significance of pre-test in experimental and controlled classes is 0.755. That result indicates that it is higher than 0.05 which means that both experimental and controlled classes have the same variances and they are homogenous.

Table 4.4

Test of Homogeneity of Post-Test Variances

Test of Homogeneity of Variances

Post-Test Experimental and Controlled Class

Levene Statistic	df1	df2	Sig.
.249	1	62	.619

Based on the table 4.4 above, the data shows that the significance of post-test in experimental and controlled classes is 0.619. The result is higher than 0.05. Therefore, the post-test data in experimental and controlled classes is homogenous.

B.2.T-Test

After normality and homogeneity tests were measured, the researcher calculated the data by using t-test in SPSS V 20. It was done to know the significance difference between experimental and controlled classes. The significance level for the t-test in this research is 5% (0.05). The researcher also used t-test to find out the empirical evidence about the effect of Hello English application on the students' vocabulary mastery. The researcher processed the data from gained score of experimental and controlled classes. The result of the t-test is presented below:

Table 4.5

The Result of T-test from Post-test Score of Experimental and Controlled Class

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Experimental Class	32	37.9688	5.80036	1.02537
Controlled Class	32	24.8438	5.88661	1.04062

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.172	.680	8.984	62	.000	13.12500	1.46091	10.20468	16.04532
Equal variances not assumed			8.984	61.986	.000	13.12500	1.46091	10.20467	16.04533

Based on the table 4.6 above, it was found that there was a significant difference between experimental class and controlled class. It can be seen from the group statistics which presents the mean (M) of gained score of experimental class is 37.96 while the mean (M) of gained score in controlled class is 24.84. Then, the standard deviation (SD) of gained score in experimental class is 5.80 while in controlled class is 5.88.

B.3. Hypothesis Test

In order to know the result of the research, the researcher used statistical hypothesis test with the criteria as follows:

- Ha is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) 5% $< (0.05)$
- H₀ is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) 5% $> (0.05)$

Based on the t-test counting of post-test in experimental and controlled classes, it was found that the $t_{\text{observe}} = 5.494 > t_{\text{table}} = 1.669$ and the Sig. (2-tailed) is $0.000 < 0.05$. To summarize, it can be drawn that $t_{\text{observe}} > t_{\text{table}}$ and the Sig. (2-tailed) < 0.05 . Therefore, the H_a is accepted which means the Hello English application is effective on the students' vocabulary mastery.

B.4 Effect Size

$$\sigma = \frac{(SD_1 + SD_2)}{2} = \frac{(9.240 + 10.298)}{2} = \frac{19.538}{2} = 9.769$$

σ = pooled standard deviation

SD_1 = standard deviation of experimental group

SD_2 = standard deviation of controlled group

$$d = \frac{M_2 - M_1}{\sigma} = \frac{(80.31 - 66.88)}{9.769} = \frac{13.43}{9.769} = 1.37$$

d = the effect size

M_1 = Mean of experimental group

M_2 = Mean of controlled group

Based on the result above, the researcher interpreted based on the criteria:

0 – 0.20 = weak effect

0.20 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1 = strong effect

Therefore, it can be interpreted that Hello English application has strong effect on students' vocabulary mastery due to the result was 1.37 which is in interval >1.

C. Discussion

Based on the findings above, it indicates that there is significance effect of Hello English application on the students' vocabulary mastery at the eighth grade of SMPN 1 STM Hulu. It was proven from the students' score of experimental class which has better performance than the students' score in controlled class in doing the post-test. Whereas, the students' score of pre-test in both experimental and controlled class had the nearly same level of vocabulary knowledge before the treatment was conducted. Thus, it shows the significance difference between students who were taught by using Hello English application and students who were not.

This result of study was related to what Rahmawati and friends has found that Hello English application improved the young learners' competence in learning vocabulary and Vasselinov and Gergo who found that Hello English has the significance effect on the students' oral proficiency at the 8 to 12 grades. Based on those two related studies, this further research has proven that Hello English also can be effective for teaching English on vocabulary mastery at the eighth grade students of Junior High School.

As well as the researches did by Kusumadewi and Addal Muddin who both observed another mobile games application (Duolingo) to the students' vocabulary mastery this research also has the same result with them even the researcher used different mobile games application (Hello English) where there is significant effect of using Hello English and Duolingo on the students' vocabulary mastery.

As one of mobile assisted language learning (MALL), Hello English in this study has proved that mobile phone is truly effective to use on the learning vocabulary as found by Taj, Ali, Sipra & Ahmad who studied the effect of technology enhanced language learning on vocabulary acquisition of EFL Learners, Lu who found that students held positive attitudes toward learning vocabulary with the help of mobile phones and Chen, et al who found that pictorial annotation in mobile device assisted learners to understanding and retain vocabulary.

During the treatments, the researcher taught both experimental and control classes in six meetings. The topic of teaching was taken from the students' curriculum at the first semester which was "stating and asking for the existence of an infinite number of people and objects". In experimental class, the researcher used Hello English application as the media of teaching English while in controlled class the researcher didn't use Hello English application. Therefore, some differences found by the researcher about the classes were as follow:

Firstly, it was found that there was higher improvement of experimental class rather than in controlled class. It can be seen from the difference score of pre-test to post-test reached by both of the classes. Secondly, in experimental class, it was found that this game has been the central of language teacher's technique in learning English because of its intense and meaningful practice of language as what Andrew Wright and friends stated. The researcher mostly used the games in Hello English where the students can get the material in a simple way, do exercises and reach some points from the games. Afterwards, the students also did a lot of vocabulary exercises in class unconsciously because they thought they

played game in Hello English which means as what stated by Andrew and friends that their emotions and the meaning of language has been involved and more vividly experienced in learning process.

Thirdly, the researcher found that the students had no difficulties in operating the mobile device and understanding how the game worked. It is because the mobile device has closely related to the students' life. As what national policies endorse to the teachers in Indonesia that they cannot always depend on the use of whiteboard to support their teaching and learning process, the use of online games also can support their teaching and learning process.

Fourthly, because of above condition, the researcher found that the students were easy to actively participate in the game which has made them use the language and accordingly learn it. This condition proved what Gee believes about games as the conceptual models working across formal learning contexts.

As the final conclusion of this study, it is proven that there is a significant effect of using Hello English application on the students' vocabulary mastery at the eighth grade level of Junior High School students as new and creative media in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and the suggestion of the result in using Hello English application on the students' vocabulary mastery.

A. Conclusion

Based on the finding and discussion obtained in this study, the researcher concludes that Hello English application is effective on the students' vocabulary mastery. It is shown by the analysis of the data that t_0 was higher than t_{table} in the significance level of 5% ($8.984 > 1.669$). Besides, it can also be seen from the comparison between the mean of gained score in experimental class which was 37.96 while in controlled class the mean of gained score was merely 24.84.

Therefore, the H_a (Alternative Hypothesis) is accepted which means there is significant effect of Hello English application on the students' vocabulary mastery. Furthermore, it was found that the effect of Hello English on the students' vocabulary mastery is strong. It can be concluded that the research question has been answered and proved Hello English is success to improve students' vocabulary mastery at the eighth grade of SMPN 1 STM Hulu.

It also found that Hello English application can be the central of language teacher's technique in learning English because of its intense and meaningful practice of language made. In this game, the students also did a lot of vocabulary exercises in class unconsciously because they thought they played game in Hello English. It showed that the students were easy to actively participate in the game which has made them use the language and accordingly learn it.

B. Suggestion

Based on the result of the study, the researcher presents some suggestions for the students, teachers and other researchers as follow:

1. Students must find out their own motivation to learn English. There are a lot of current media to support their English learning. Hello English is merely one of them. By applying Hello English application, they can be more active in the process of teaching and learning at the classroom. They felt fun and enjoy which unconsciously they had increased their vocabulary mastery.
2. As the English teachers, they should be able to find out creative and current media which is close to the students' world because students today are different with students tomorrow. As the use of Hello English application, it was found that Hello English can be one of the effective media. Therefore, the researcher suggests the English teachers to try to implement this application in their classroom.
3. For other researchers who are interested in the same field, they can try to apply Hello English application on the different level of learners through different topic of learning to prove the effect of Hello English application on the students' vocabulary mastery. They can also try to conduct further research in another skill of English because from the observation, the researcher found that this application also affect other skills in English such as speaking and listening.

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APPENDIX I

Lesson Plan of Experimental and Controlled Class

**LESSON PLAN
(RPP)
(EXPERIMENTAL CLASS)**

School : SMPN 1 STM Hulu

Subject : English

Class/Semester : VIII/I

Topic : Stating and asking for the existence of an infinite number of people and objects.

Time Allocation : 2 x 40 minutes

A. Core Competence (KI)

1. Respect and appreciate the religion he/she adheres to.
2. Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation, courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships whereabouts.
3. Understand knowledge (factual, conceptual and procedural) based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
4. Trying, processing and presenting in the concrete realms (using, parsing, stringing, modifying and making) and abstract realms (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view/ theory.

B. Basic Competence and Competency Achievement Indicators

KI.	Basic Competence	Competency Achievement Indicators
3.	3.5 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving	1.5.1. Identifying oral/written texts that state the existence of an unlimited number of people, objects and animals. 1.5.2. Identifying oral/written texts

	and asking information regarding the existence of people, objects animals in accordance with the context of their use (Note the linguistic element : there is/are)	that ask for an unlimited number of people, objects and animals.
4.	4.6 Composing a very short and simple text of oral and written transactional interaction that involves the act of giving and asking information regarding the existence of people, objects, and animals taking into account social functions, text structures and correct language elements and in context.	4.6.1. Arranging oral/written texts stating the existence of an unlimited number of people, objects, and animals. 4.6.2. Arranging oral / written texts asking for the existence of an unlimited number of people, objects, and animals.

C. Learning Objectives

After completing the learning objectives, the students are expected to be able to:

1. Explain the grammar of using *adverb of quantity*;
2. Use grammar *adverb of quantity*;
3. Understand vocabularies in *adverb of quantity*.
4. Interpret vocabularies in *adverb of quantity*.
5. Do the correct speech of *adverb of quantity*
6. Do the correct word's pressure of *adverb of quantity*.
7. Do the correct intonation of *adverb of quantity*.
8. Explain the social function of *adverb of quantity*

D. Learning Materials

Stating and Asking the Existence of People/Things/Animals.

1. Social Function

- Explaining, boasting, praising, admiring, criticizing and etc.

2. Linguistic Element

- The expression with *There...*
- Vocabulary : noun (*countable and uncountable*)
- Adverb of Quantity : (*a little, a few, many, much a lot (of)*)
- Verbs and Adjectives that are related to objects at class, school, house and surroundings.

3. Text Structure

- There is a bookstore near my house.
- There are only five students left in school. Where are the others?.
- How many chairs are there in this classroom? A lot.
- There is not much water in the dry season. So we have to save water.
- There are some apples in the refrigerator.

E. Learning Method

Scientific Method

F. Learning Resources

1. Media : Hello English Application.
2. Tools/Materials : Laptop, Projector, Whiteboard and Markers, Audio

G. Learning Resources

1. Student Book “When English Rings a Bell” Jakarta : Ministry of Education and Culture 2014.

H. Learning Steps

Activity	Activity Description	Time Allocation
PRA KBM (Pra-Teaching and Learning Activities) *only in the first hour	1. Reciting pray to start the lesson; 2. Silent Reading.	5minutes

Activity	Activity Description	Time Allocation
Initial Activity	<ol style="list-style-type: none"> 1. Students greet the teacher; 2. The teacher answers the student's greetings and asks the student's condition; 3. The teacher attends the presence of students; 4. The teacher invites students to be grateful for the opportunity to be able to learn English; 5. The teacher gives apperception by giving a story and a few questions; 6. Students pay attention to the learning objectives conveyed by the teacher. 	
CORE ACTIVITIES	<p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. The teacher displays lesson 39, phase 2 in Hello English application about using <i>There is</i> and <i>There are</i>; 2. The teacher guides/trains students to pronounce the nouns mentioned in lesson 39; 3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of the nouns. 4. The teacher and the students complete lesson 39 gradually; 	10 minutes
	<p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. The teacher guides students to ask questions about <i>there is</i> and <i>there are</i> and <i>countable</i> and <i>uncountable</i> nouns; 2. The teacher gives students the opportunity to ask questions about things they do not understand from what they have done together. 	5 minutes
	<p>Step 3. Exploring</p> <ol style="list-style-type: none"> 1. The teacher shows a random arrangement of letters in the game "Spellathon Challenge" and asks them to write the correct arrangement of letters in their notebook. 2. The teacher asks students to spell the words and determine the nouns from the game; 	20 minutes
	20 minutes	

Activity	Activity Description	Time Allocation
	<p>Step 4. Associating</p> <ol style="list-style-type: none"> 1. The teacher invites students to translate a few sentences in Hello English by playing "quizathonchallenge" game that relates to nouns and provokes them to make a list of nouns that they find in the sentences. 2. The teacher asks students to determine "countable" and "uncountable" nouns from the game; 3. After playing the game, the teacher asks students to present. <p>Step 5. Communicating</p> <ol style="list-style-type: none"> 1. The teacher instructs some students to present their work to other students. 	10 minutes
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Giving summary / quiz as a post test to determine the level of students understanding of learning; 2. Students express the difficulties and benefits activities during learning takes place; 3. The teacher gives feedback to students about the topics they have learned; 4. The teacher gives enrichment : (<i>please make a list of countable and uncountable nouns that you can find at home</i>) 5. Greetings 	5 minutes

I. Assesment, Remedial Learning, and Enrichment

1. Knowledge

- A. Assessment Techniques : Written
- B. Forms of Assessment : Essay
- C. Assessment Instrument : Write down 10 countable nouns and 10 uncountable nouns.

2. Skill Assessment

- A. Assessment Techniques : Written Test and Quiz
- B. Forms of Assessment : Oral and Written Test
- C. Assessment Instrument :

Indicators of Competence Achievement	Assessment		
	Assessment Technique	Forms of Assessment	Instrument
Identify various information about names, numbers, and functions of various objects	Oral Test (Quiz)	Short Answer	What type of noun is this word? Countable or uncountable?
Respond to various information about names, quantities, and functions of various objects	Written Test	Translation in Multiple Choice	Quizathon Challenge

3. Reflection

1. Things that need attention
.....
2. Students who need special attention
.....
3. Things that are a record of success
.....
4. Things that must be regenerated and improved
.....

4. Enrichment

Instruction : Please make a list of countable nouns and uncountable nouns that you can find at home!

Medan, 30 September 2019

Agreed by
English Teacher

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LESSON PLAN
(RPP)
(EXPERIMENTAL CLASS)

School : SMPN 1 STM Hulu
Subject : English
Class/Semester : VIII/I
Topic : Stating and asking for the existence of an uncertain number of people and objects.
Time Allocation : 2 x 40 minutes

A. Core Competence (KI)

1. Respect and appreciate the religion he/she adheres to.
2. Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation, courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships whereabouts.
3. Understand knowledge (factual, conceptual and procedural) based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
4. Trying, processing and presenting in the concrete realms (using, parsing, stringing, modifying and making) and abstract realms (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view/ theory.

B. Basic Competence and Competency Achievement Indicators

KI.	Basic Competence	Competency Achievement Indicators
3.	3.6 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts	1.5.3. Identifying oral/written texts that state the existence of an unlimited number of people, objects and animals.

	that involve the act of giving and asking information regarding the existence of people, objects animals in accordance with the context of their use (Note the linguistic element : there is/are)	1.5.4. Identifying oral/written texts that ask for an unlimited number of people, objects and animals.
4.	4.7 Composing a very short and simple text of oral and written transactional interaction that involves the act of giving and asking information regarding the existence of people, objects, and animals taking into account social functions, text structures and correct language elements and in context.	4.6.3. Arranging oral/written texts stating the existence of an unlimited number of people, objects, and animals. 4.6.4. Arranging oral / written texts asking for the existence of an unlimited number of people, objects, and animals.

C. Learning Objectives

After completing the learning objectives, the students are expected to be able to:

1. Explain the grammar of using *adverb of quantity*;
2. Use grammar *adverb of quantity*;
3. Understand vocabularies in *adverb of quantity*.
4. Interpret vocabularies in *adverb of quantity*.
5. Do the correct speech of *adverb of quantity*
6. Do the correct word's pressure of *adverb of quantity*.
7. Do the correct intonation of *adverb of quantity*.
8. Explain the social function of *adverb of quantity*

D. Learning Materials

Stating and Asking the Existence of People/Things/Animals.

1. Social Function

- Explaining, boasting, praising, admiring, criticizing and etc.

2. Linguistic Element

- The expression with *There...*
- Vocabulary : noun (*countable and uncountable*)
- Adverb of Quantity : (*a little, a few, many, much a lot (of)*)
- Verbs and Adjectives that are related to objects at class, school, house and surroundings.

3. Text Structure

- There is a bookstore near my house.
- There are only five students left in school. Where are the others?.
- How many chairs are there in this classroom? A lot.
- There is not much water in the dry season. So we have to save water.
- There are some apples in the refrigerator.
- I need a little sugar

E. Learning Method

Scientific Method

F. Learning Resources

1. Media : Hello English Application.
2. Tools/Materials : Laptop, Projector, Whiteboard and Markers, Audio

G. Learning Resources

1. Student Book "When English Rings a Bell" Jakarta : Ministry of Education and Culture 2014.

H. Learning Steps

Activity	Activity Description	Time Allocation
PRA KBM (Pra-Teaching and Learning Activities)	1. Reciting pray to start the lesson; 2. Silent Reading.	5minutes

Activity	Activity Description	Time Allocation
<p>*only in the first hour</p> <p>Initial Activity</p>	<ol style="list-style-type: none"> 1. Students greet the teacher; 2. The teacher answers the student's greetings and asks the student's condition; 3. The teacher attends the presence of students; 4. The teacher invites students to be grateful for the opportunity to be able to learn English; 5. The teacher gives apperception by reviewing the lesson at the previous meeting about "countable" and "uncountable" nouns; 6. Students pay attention to the learning objectives conveyed by the teacher; 7. The teacher explains the scope of the material and the description of activities according to the syllabus. 	
<p>CORE ACTIVITIES</p>	<p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. The teacher displays lesson 45 in Hello English application about <i>quantifiers (many, much)</i>; 2. The teacher guides/trains students to pronounce <i>quantifiers and nouns</i> in the lesson; 3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of the quantifiers and nouns. 4. The teacher and the students complete lesson 45 gradually. <p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. The teacher guides students to actively ask questions about quantifiers contained in lesson 45 that they do not know yet such as meaning, function and usage. <p>Step 3. Exploring</p> <ol style="list-style-type: none"> 1. The teacher asks students to work in group; 2. The teacher invites students to play <i>Spellathon Challenge</i> in lesson 45 and asks them to write the correct 	<p>10 minutes</p> <p>5 minutes</p> <p>20 minutes</p> <p>20 minutes</p>

Activity	Activity Description	Time Allocation
	<p>arrangement of letters in their notebook;</p> <ol style="list-style-type: none"> 3. The teacher guides students in completing the game; 3. The teacher asks students to conclude the knowledge they get from the game. <p>Step 4. Associating</p> <ol style="list-style-type: none"> 1. The teacher invites students to complete <i>quizathon challenge</i> game in lesson 45; 2. After playing the game, the teacher asks students to write four complete sentences using vocabularies they remember in the game. <p>Step 5. Communicating</p> <ol style="list-style-type: none"> 1. The teacher instructs some students to present their work to other students; 2. The teacher asks other students to listen and comment; 3. The teacher confirms the comments and correctness of the students' sentence. 	10 minutes
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. The teacher asks students to deduce what they have learned; 2. Students express the difficulties and benefits activities during learning takes place; 3. The teacher gives feedback to students about the topics they have learned; 4. The teacher gives assignment from student book. 5. Greetings 	10 minutes
<p>Assignment : Student Book “When English Rings a Bell”, Jakarta : Ministry of Education and Culture 2014 p.69</p>		

I. Assessment

1. Knowledge

A. Assessment Techniques : Written

B. Forms of Assessment : Essay (stuffing)

C. Assessment Instrument : Write down four complete sentences using vocabularies and quantifiers found in *quizathon challenges* game.

2. Skill Assessment

- A. Assessment Techniques : Written
- B. Forms of Assessment : Multiple Choices
- C. Assessment Instrument :

Indicators of Competence Achievement	Assessment		
	Assessment Technique	Forms of Assessment	Instrument
Respond to various information about quantifiers and nouns.	Written Test	Translation in Multiple Choice	QuizathonChallenge

3. Reflection

- 1. Things that need attention
.....
- 2. Students who need special attention
.....
- 3. Things that are a record of success
.....
- 4. Things that must be regenerated and improved
.....

Medan, 30 September 2019

Agreed by
English Teacher

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Rita Seroja Br Ginting
NIM. 34.15.1.006



Approved by
Headmaster of SMPN 1 STM Hulu



Drs. LongserGultom
NIP.19630531 199702 1 002



LESSON PLAN
(RPP)
(CONTROLLED CLASS)

School : SMPN 1 STM Hulu
Subject : English
Class/Semester : VIII/I
Topic : Stating and asking for the existence of an uncertain number of people and objects.
Time Allocation : 2 x 40 minutes

A. Core Competence (KI)

1. Respect and appreciate the religion he/she adheres to.
2. Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation, courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships whereabouts.
3. Understand knowledge (factual, conceptual and procedural) based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
4. Trying, processing and presenting in the concrete realms (using, parsing, stringing, modifying and making) and abstract realms (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view/ theory.

B. Basic Competence and Competency Achievement Indicators

KI.	Basic Competence	Competency Achievement Indicators
3.	3.7 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts	1.5.5. Identifying oral/written texts that state the existence of an unlimited number of people, objects and animals.

	that involve the act of giving and asking information regarding the existence of people, objects animals in accordance with the context of their use (Note the linguistic element : there is/are)	1.5.6. Identifying oral/written texts that ask for an unlimited number of people, objects and animals.
4.	5.6 Composing a very short and simple text of oral and written transactional interaction that involves the act of giving and asking information regarding the existence of people, objects, and animals taking into account social functions, text structures and correct language elements and in context.	4.6.5. Arranging oral/written texts stating the existence of an unlimited number of people, objects, and animals. 4.6.6. Arranging oral / written texts asking for the existence of an unlimited number of people, objects, and animals.

C. Learning Objectives

After completing the learning objectives, the students are expected to be able to:

1. Explain the grammar of using *adverb of quantity*;
2. Use grammar *adverb of quantity*;
3. Understand vocabularies in *adverb of quantity*.
4. Interpret vocabularies in *adverb of quantity*.
5. Do the correct speech of *adverb of quantity*
6. Do the correct word's pressure of *adverb of quantity*.
7. Do the correct intonation of *adverb of quantity*.
8. Explain the social function of *adverb of quantity*

D. Learning Materials

Stating and Asking the Existence of People/Things/Animals.

1. Social Function

- Explaining, boasting, praising, admiring, criticizing and etc.

2. Linguistic Element

- The expression with *There...*
- Vocabulary : noun (*countable and uncountable*)
- Adverb of Quantity : (*a little, a few, many, much a lot (of)*)
- Verbs and Adjectives that are related to objects at class, school, house and surroundings.

3. Text Structure

- There is a bookstore near my house.
- There are only five students left in school. Where are the others?.
- How many chairs are there in this classroom? A lot.
- There is not much water in the dry season. So we have to save water.
- There are some apples in the refrigerator.
- I need a little sugar

E. Learning Method

Scientific Method

F. Learning Resources

1. Media : Hello English Application.
2. Tools/Materials : Whiteboard and Markers.

G. Learning Resources

1. Student Book “When English Rings a Bell” Jakarta : Ministry of Education and Culture 2014.

H. Learning Steps

Activity	Activity Description	Time Allocation
PRA KBM (Pra-Teaching and Learning Activities) *only in the	1. Reciting pray to start the lesson; 2. Silent Reading.	5minutes

Activity	Activity Description	Time Allocation
<p>first hour</p> <p>Initial Activity</p>	<ol style="list-style-type: none"> 1. Students greet the teacher; 2. The teacher answers the student's greetings and asks the student's condition; 3. The teacher attends the presence of students; 4. The teacher invites students to be grateful for the opportunity to be able to learn English; 5. The teacher gives apperception by giving a story and asking some questions; 6. Students pay attention to the learning objectives conveyed by the teacher; 7. The teacher explains the scope of the material and the description of activities according to the syllabus. 	
<p>CORE ACTIVITIES</p>	<p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. The teacher shows the front picture on page 52 of <i>our busy road</i>; 2. The teacher guides/trains students to pronounce what things they see in the picture on page 52; 3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of the things. <p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. The teacher guides students to actively ask questions about <i>countable and uncountable</i> nouns. <p>Step 3. Exploring</p> <ol style="list-style-type: none"> 1. The teacher asks students to work in groups; 2. The teacher asked the students to find out the countable and uncountable nouns in the dialogue box of page 53 - 54; 3. The teacher guides students in completing the task; 4. The teacher guides the students to read the countable and uncountable nouns they have found; 4. The teacher asks students to conclude the knowledge they get from the game. 	<p>10 minutes</p> <p>6 minutes</p> <p>20 minutes</p> <p>20 minutes</p>

Activity	Activity Description	Time Allocation
	<p><i>Step 4. Associating</i></p> <ol style="list-style-type: none"> 1. The teacher divides the class into four group criteria and every group is given one topic of noun; 2. The teachers asked the students to find out 10 countable and uncountable nouns based on the criteria group they have chosen; <p><i>Step 5. Communicating</i></p> <ol style="list-style-type: none"> 1. The teacher instructs some students to present their work to other students; 2. The teacher asks other students to listen and comment; 3. The teacher confirms the comments and correctness of the students' sentence. 	10 minutes
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. The teacher asks students to deduce what they have learned; 2. Students express the difficulties and benefits activities during learning takes place; 3. The teacher gives feedback to students about the topics they have learned; 4. The teacher gives assignment from student book. 5. Greetings 	10 minutes
<p>Assignment : Student Book “When English Rings a Bell”, Jakarta : Ministry of Education and Culture 2014 p.69</p>		

I. Assessment

1. Knowledge

- A. Assessment Techniques : Written
- B. Forms of Assessment : Essay (stuffing)
- C. Assessment Instrument : Write down 10 countable and uncountable nouns based on the group criteria.

2. Skill Assessment

- A. Assessment Techniques : Written
- B. Forms of Assessment : Essay

C. Assessment Instrument :

Indicators of Competence Achievement	Assessment		
	Assessment Technique	Forms of Assessment	Instrument
Respond to various information about direction and nouns.	Written Test	Translation in Multiple Choice	Find out how many countable and uncountable nouns in the dialogue boxes page 53-54

3. Reflection

1. Things that need attention
.....
2. Students who need special attention
.....
3. Things that are a record of success
.....
4. Things that must be regenerated and improved
.....

Medan, 30 September 2019

Agreed by
English Teacher

Researcher



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4. Trying, processing and presenting in the concrete realms (using, parsing, stringing, modifying and making) and abstract realms (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view/ theory.

B. Basic Competence and Competency Achievement Indicators

KI.	Basic Competence	Competency Achievement Indicators
3.	3.8 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts	1.5.7. Identifying oral/written texts that state the existence of an unlimited number of people, objects and animals.

	that involve the act of giving and asking information regarding the existence of people, objects animals in accordance with the context of their use (Note the linguistic element : there is/are)	1.5.8. Identifying oral/written texts that ask for an unlimited number of people, objects and animals.
4.	6.6 Composing a very short and simple text of oral and written transactional interaction that involves the act of giving and asking information regarding the existence of people, objects, and animals taking into account social functions, text structures and correct language elements and in context.	4.6.7. Arranging oral/written texts stating the existence of an unlimited number of people, objects, and animals. 4.6.8. Arranging oral / written texts asking for the existence of an unlimited number of people, objects, and animals.

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After completing the learning objectives, the students are expected to be able to:

1. Explain the grammar of using *adverb of quantity*;
2. Use grammar *adverb of quantity*;
3. Understand vocabularies in *adverb of quantity*.
4. Interpret vocabularies in *adverb of quantity*.
5. Do the correct speech of *adverb of quantity*
6. Do the correct word's pressure of *adverb of quantity*.
7. Do the correct intonation of *adverb of quantity*.
8. Explain the social function of *adverb of quantity*

D. Learning Materials

Stating and Asking the Existence of People/Things/Animals.

4. Social Function

- Explaining, boasting, praising, admiring, criticizing and etc.

5. Linguistic Element

- The expression with *There...*
- Vocabulary : noun (*countable and uncountable*)
- Adverb of Quantity : (*a little, a few, many, much a lot (of)*)
- Verbs and Adjectives that are related to objects at class, school, house and surroundings.

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- There is a bookstore near my house.
- There are only five students left in school. Where are the others?.
- How many chairs are there in this classroom? A lot.
- There is not much water in the dry season. So we have to save water.
- There are some apples in the refrigerator.
- I need a little sugar

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Scientific Method

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2. Tools/Materials : Whiteboard and Markers

G. Learning Resources

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Activity	Activity Description	Time Allocation
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Activity	Activity Description	Time Allocation
<p>first hour</p> <p>Initial Activity</p>	<ol style="list-style-type: none"> 1. Students greet the teacher; 2. The teacher answers the student's greetings and asks the student's condition; 3. The teacher attends the presence of students; 4. The teacher invites students to be grateful for the opportunity to be able to learn English; 5. The teacher gives apperception by reviewing the lesson at the previous meeting about "countable" and "uncountable" nouns; 6. Students pay attention to the learning objectives conveyed by the teacher; 7. The teacher explains the scope of the material and the description of activities according to the syllabus. 	
<p>CORE ACTIVITIES</p>	<p>Step 1. Observing</p> <ol style="list-style-type: none"> 1. The teacher shows dialogues in page 62-63 about <i>quantifiers (many, much)</i>; 2. The teacher guides/trains students to pronounce <i>quantifiers and nouns</i> in the lesson; 3. With the guidance and direction of the teacher, the students identify the true meaning and spelling of the quantifiers and nouns. <p>Step 2. Questioning</p> <ol style="list-style-type: none"> 1. The teacher guides students to actively ask questions about quantifiers contained in page 62-63 that they do not know yet such as meaning, function and usage. <p>Step 3. Exploring</p> <ol style="list-style-type: none"> 1. The teacher asks students to work in group; 3. The teacher asks students to find out the difficult words from the dialogues; 4. The teacher asks students to read the difficult words they have found; 4. The teacher asks students to conclude the knowledge they get from the teaching process. 	<p>10 minutes</p> <p>7 minutes</p> <p>20 minutes</p> <p>20 minutes</p>

Activity	Activity Description	Time Allocation
	<p>Step 4. Associating</p> <ol style="list-style-type: none"> 1. The teacher asks students to work in pairs; 2. The teacher asks students to write a short dialogue about <i>quantifiers</i> and <i>nouns</i>; 3. The teacher guides the students in completing the task. <p>Step 5. Communicating</p> <ol style="list-style-type: none"> 1. The teacher instructs some students to demonstrate their dialogue in front of the class; 2. The teacher asks other students to listen and comment; 3. The teacher confirms the comments and correctness of the students' sentence. 	10 minutes
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. The teacher asks students to deduce what they have learned; 2. Students express the difficulties and benefits activities during learning takes place; 3. The teacher gives feedback to students about the topics they have learned; 4. The teacher gives assignment from student book. 5. Greetings 	10 minutes
<p>Assignment : Student Book “When English Rings a Bell”, Jakarta : Ministry of Education and Culture 2014 p.69</p>		

J. Assessment

1. Knowledge

- A. Assessment Techniques : Written
- B. Forms of Assessment : Essay (stuffing)
- C. Assessment Instrument : Write down a short dialogue about *quantifiers* and *nouns*

2. Skill Assessment

- A. Assessment Techniques : Written
- B. Forms of Assessment : Essay

C. Assessment Instrument :

Indicators of Competence Achievement	Assessment		
	Assessment Technique	Forms of Assessment	Instrument
Respond to various information about quantifiers and nouns.	Written Test	Essay	Find out difficult words in the dialogues box.

3. Reflection

1. Things that need attention

.....

2. Students who need special attention

.....

3. Things that are a record of success

.....

4. Things that must be regenerated and improved

.....

Medan, 30 September 2019

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APPENDIX II

**The Instrument of
Vocabulary Test**

Tes Penguasaan Kosakata / Vocabulary Mastery Test

Waktu : 30 Menit

Petunjuk Umum

1. Tulis nama dan kelas Anda pada lembar soal!
2. Berilah tanda (X) atau lingkari huruf (A, B, C atau D) yang dianggap jawaban paling benar pada lembar soal yang disediakan!
3. Bacalah setiap soal secara seksama sebelum Anda menjawab!
4. Periksa kembali jawaban Anda sebelum mengumpulkan kepada peneliti!
5. Tes ini tidak memengaruhi nilai UTS dan UAS Anda!

Pre-Test

Name :

Class : VIII

1. Choose the correct answer!



- A. Milk is good for health.
B. A milk is good for health.
2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few milk
B. Some milk
C. A milk
3. Fill in the blank with the correct answer!

I drink _____.

- A. Milks
C. A milk
B. Milk
4. Fill in the blank with the correct answer!

I want _____ sugar.

- A. Few
C. Many

B. A

D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. Waters
B. Water

6. “Berapabanyak susu yang terdapat di dalam secangkir itu?”

Choose the correct English translation!

- A. How much milk are there in the cup ?
B. How much milk is there in the cup ?
C. How many milk are there in the cup ?
D. How much milks are there in the cup ?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

- A. Sugars
B. Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

17. Choose the correct answer!



A. A glass of milk

B. A milk

18. Choose the correct answer!



A. Some milk B. A milk

19. "A carton of milk" Countable or Uncountable?

A. Countable

B. Uncountable

20. Fill in the blank with the correct answer!

There _____ water in the glass.

A. Is a

B. Is few

C. Is some

Answer Key of the Pre Test

1. A
2. B
3. B
4. D
5. B
6. B
7. B
8. A
9. A
10. A

11. B
12. B
13. D
14. D
15. C
16. C
17. A
18. A
19. A
20. C

Post-Test

Name :

Class : VIII

1. Choose the correct answer!



- A. A water is good for health.
B. Water is good for health.
2. Fill in the blank with the correct answer!
Can I have _____.
A. Few water B. A water
C. Some water
3. Fill in the blank with the correct answer!
I drink _____.
A. Waters C. A water
B. Water
4. Fill in the blank with the correct answer!
I want _____ salt.
A. Few C. Many
B. A D. Some
5. Fill in the blank with the correct answer!
I want some _____.
A. coffees B. coffee
6. “Berapabanyak air yang terdapat di dalamsecangkiritu?”
Choose the correct English translation!
A. How much water are there in the cup ?
B. How many water are there in the cup ?
C. How much water is there in the cup ?
D. How much waters are there in the cup ?
7. Fill in the blank with the correct answer!
How much _____ is there in the cup?
A. Salt B. Salts

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

- A. Juice are C. Juices are
B. Juice is

9. Fill in the blank with the correct answer!

There isn't _____ coffee in the cup.

- A. Much C. A
B. Many

10. Fill in the blank with the correct answer!

There _____ juice in the glass.

- A. Is some
B. Is few
C. Is a

11. Fill in the blank with the correct answer!

There _____ tea in the glass.

- A. Isn't a C. Isn't many
B. Isn't much D. Aren't much

12. "Ada sedikit bubukteh di dalamkotak"

Choose the correct English translation!

A. There is few tea powder in the box.

B. There are few tea powder in the box.

C. There is some tea powder in the box.

D. There are some tea powder in the box.

13. "Tidakbanyakbubukteh di dalamkotak."

Choose the correct English translation!

A. There isn't much tea powder in the box.

B. There aren't many tea powder in the box.

C. There aren't much tea powder in the box.

D. There isn't many tea powder in the box.

14. "Tidakbanyak air di dalamcawan."

Choose the correct English translation!

A. There isn't many water in the glass.

B. There aren't much water in the glass.

C. There isn't a much water in the glass

D. There isn't much water in the glass.

15. Fill in the blank with the correct answer!

Can I have _____ salt?

A. Many C. Some

B. Few D. A

16. Fill in the blank with the correct answer!

I want _____ coffee.

A. Few C. Many

B. Some

17. Choose the correct answer!



A. A water

B. A glass of water

18. Choose the correct answer!



A. Some water B. A water

19. "A bottle of water" Countable or Uncountable?

A. Uncountable

B. Countable

20. Fill in the blank with the correct answer!

There _____ coffee in the glass.

A. Is a

B. Is few

C. Is some

Answer Key of the Post Test

1. B
2. C
3. B
4. D
5. B
6. C
7. A
8. B
9. A
10. A

11. B
12. C
13. A
14. D
15. C
16. B
17. B
18. A
19. B
20. C

APPENDIX III

Name of Students

A. Name of Students in Experimental Class (VIII-A)

No. Attendance List	Name of Students
1	AdindaRefany
2	Anta Ginting
3	AgusTinusGinting
4	AnisAnastasya
5	Anisa Zahra
6	AjengPermata Sari
7	AdityaSyahputraSembiring
8	Albert Syahputra
9	AlbertusSuramana
10	ArifSatrio
11	Brian AntolinTarigan
12	Ema Gita Br. Kaban
13	Gunawan
14	Hans FerbiyanSitohang
15	JokoSyahputraTarigan
16	MarselGinting
17	Maliaki Putra Tarigan
18	NurulElvarianti
19	NetyApriani Br. Tarigan
20	Ricardo Barus
21	Rosita Br. Sembiring
22	RejaDwi Putra
23	Raja GaduMailanda
24	Rehulina Br. Ginting
25	RepanTarigan
26	Sri Ulina Br. Ginting
27	Sera Helfianti
28	TimoTiusSembiring
29	Paul Odniel B. Tarigan

30	PetrusGinting
31	EkelDarmantuTarigan
32	Lestari Sintia Bella

B. Name of Students in Controlled Group (VIII-B)

No. Attendance List	Name of Students
1	AdithSyahputra
2	AnggaPratama
3	Ayu as Putri
4	BahagiaBarus
5	BayuAnggara
6	Daniel Tarigan
7	EkaKurnia Lestari
8	Ester Kiara Br. Simanjuntak
9	EmiaKarmelia Br. Barus
10	FeransiskusSinaga
11	Gideon Bangun
12	GeresiaAuliaPerbina
13	GeresiaAprilia Br. Ginting
14	Hana Ramadani Br. Tarigan
15	Irpan Ramadan
16	Juan Felix Repalta Tirana
17	Kezia Lestari Br. Ginting
18	LiaFaraDilla
19	MonjanaSembiring
20	NesaElida Br. Tarigan
21	Perdinanta
22	Putri Aziza Azzaro
23	ReynaldiSembiring
24	RestuSembiring

25	RiskiKurniawan
26	Regita Felicia Br. Ginting
27	Suleha Br. Ginting
28	Santi Br. Ginting
29	Sonya Putri
30	Serimalem Br. Sembiring
31	Vero Wati Br. Simanjuntak
32	Widia Laura Ninta KK

APPENDIX IV
The Result of Students'
Vocabulary Test

Table 4.1**The Students' Score of Pre-Test**

No.	Students (N)	Experimental Class	Controlled Class
1	S1	55	25
2	S2	45	30
3	S3	40	30
4	S4	35	35
5	S5	45	35
6	S6	50	45
7	S7	30	55
8	S8	25	25
9	S9	50	45
10	S10	30	25
11	S11	20	35
12	S12	50	40
13	S13	40	55
14	S14	45	35
15	S15	35	15
16	S16	30	25
17	S17	35	35
18	S18	50	50
19	S19	60	30
20	S20	60	65
21	S21	65	40
22	S22	40	40
23	S23	60	45
24	S24	30	25
25	S25	45	45
26	S26	50	35
27	S27	35	45
28	S28	55	50
29	S29	40	35
30	S30	50	35
31	S31	25	35
32	S32	30	40
	Σ	1355	1345
	Mean	42.34	42.03

Table 4.2**The Students' Score of Post-Test**

No.	Students (N)	Experimental Class	Controlled Class
1	S1	90	75
2	S2	85	50
3	S3	75	70
4	S4	70	65
5	S5	70	65
6	S6	85	70
7	S7	75	75
8	S8	70	85
9	S9	85	70
10	S10	70	65
11	S11	60	60
12	S12	80	65
13	S13	80	80
14	S14	80	55
15	S15	70	40
16	S16	70	60
17	S17	75	50
18	S18	90	70
19	S19	100	70
20	S20	90	85
21	S21	100	55
22	S22	80	80
23	S23	90	70
24	S24	75	55
25	S25	80	75
26	S26	90	65
27	S27	75	70
28	S28	90	75
29	S29	85	60
30	S30	80	65
31	S31	75	70
32	S32	80	75
	Σ	2570	2140
	Mean	80.3125	66.875

Table 4.3**The Students' Gained Score in the Experimental and Controlled Class**

No.	Students (N)	Experimental Class	Controlled Class
1	S1	35	25
2	S2	40	20
3	S3	35	30
4	S4	35	30
5	S5	25	30
6	S6	35	25
7	S7	45	20
8	S8	45	25
9	S9	35	25
10	S10	40	35
11	S11	40	25
12	S12	30	25
13	S13	40	25
14	S14	35	20
15	S15	35	25
16	S16	40	40
17	S17	40	15
18	S18	40	20
19	S19	40	30
20	S20	30	20
21	S21	35	15
22	S22	40	25
23	S23	30	15
24	S24	45	30
25	S25	35	30
26	S26	40	30
27	S27	40	25
28	S28	35	25
29	S29	45	25
30	S30	30	15
31	S31	50	30
32	S32	50	20
	Σ	1215	795
	Mean	37.96	24.84

APPENDIX V
Frequency Distribution
of Experimental and
Controlled Class

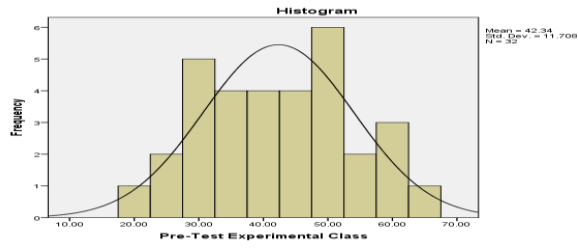


Figure 4.b
The Frequency Distribution of Pre-Test in Experimental Class

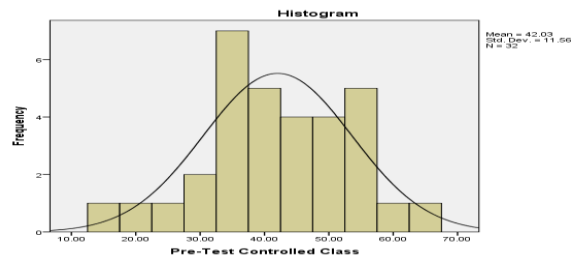


Figure 4.c
The Frequency Distribution of Pre-Test in Controlled Class

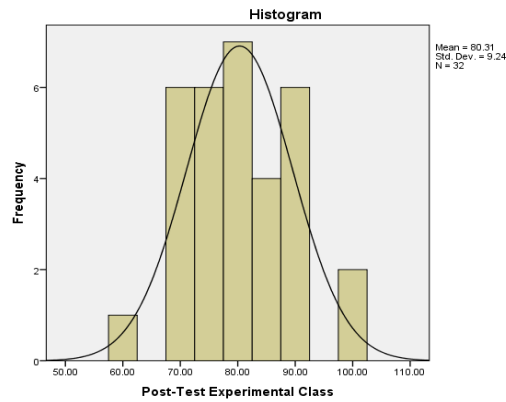


Figure 4.d
The Frequency Distribution of Post-Test in Experimental Class

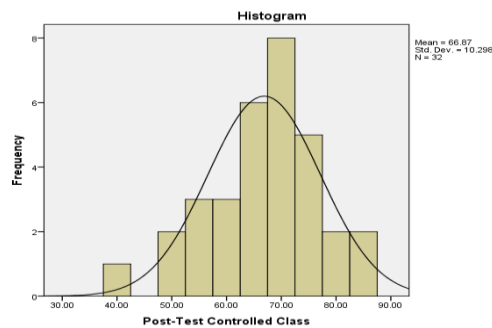


Figure 4.e
The Frequency Distribution of Post-Test in Controlled Class

APPENDIX VI

**T-Table and The Critical
Value of Kolmogorov-
Smirnov Test**

A. Kolmogorov-Smirnov Table

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

n	$\alpha = 0,20$	$\alpha = 0,10$	$\alpha = 0,05$	$\alpha = 0,02$	$\alpha = 0,01$
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542
9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192
75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

Pendekatan

n	$1,07/\sqrt{n}$	$1,22/\sqrt{n}$	$1,35/\sqrt{n}$	$1,52/\sqrt{n}$	$1,63/\sqrt{n}$
200	0,076	0,086	0,096	0,107	0,115

B. T-table

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.941	1.061	1.385	1.985	2.920	4.303	6.965	13.924	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

APPENDIX VII

Documentation

A. Pictures



Picture 1. The researcher taught in experimental class by using Hello English application.



Picture 2. The students were learning English by playing games in Hello English application.



Picture 3. The researcher taught English in controlled class without using Hello English application



Picture 4. The students in controlled class were learning English in group

B. The students' result in doing the test

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Pre Test

Name : ADE(1017)

Class : VIII A

1. Choose the correct answer!

- A. Milk is good for health.
 B. A milk is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few milk
 B. Some milk
C. A milk

2. Fill in the blank with the correct answer!

I drink _____.

- A. Milks
 B. Milk
C. A milk

4. Fill in the blank with the correct answer!

I want _____ sugar.

- A. Few
B. A
C. Many
 D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. Waters

B. Water

6. "Berapa banyak susu yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much milk are there in the cup?
 B. How much milk is there in the cup?
C. How many milk are there in the cup?
D. How much milks are there in the cup?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

- A. Sugars
 B. Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

- A. Juice is
C. Juices are
 B. Juice are

9. Fill in the blank with the correct answer!

There isn't _____ tea in the cup.

- A. Much
C. A
 B. Many

10. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Is some
B. Is few
C. Is a

11. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Isn't a
C. Isn't many
B. Isn't much
 D. Aren't much

40

Pre Test

Name : AJENG Pratiwi

Class : VIII - A

1. Choose the correct answer!



- A. Milk is good for health.
- B. A milk is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few milk
- B. Some milk
- C. A milk

3. Fill in the blank with the correct answer!

I drink _____.

- A. Milks
- C. A milk
- B. Milk

4. Fill in the blank with the correct answer!

I want _____ sugar.

- A. Few
- C. Many
- B. A
- D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. Waters

B. Water

6. "Berapa banyak susu yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much milk are there in the cup ?
- B. How much milk is there in the cup ?
- C. How many milk are there in the cup ?
- D. How much milks are there in the cup ?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

- A. Sugars
- B. Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

- A. Juice is
- C. Juices are
- B. Juice are

9. Fill in the blank with the correct answer!

There isn't _____ tea in the cup.

- A. Much
- C. A
- B. Many

10. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Is some
- C. Is a
- B. Is few

11. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Isn't a
- C. Isn't many
- B. Isn't much
- D. Aren't much

45

Pre Test

Name : Agripa Hopindo Tarisan

Class : VIII A

1. Choose the correct answer!

- A. Milk is good for health.
B. A milk is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few milk
 B. Some milk
C. A milk

3. Fill in the blank with the correct answer!

I drink _____.

- A. Milks
 C. A milk
B. Milk

4. Fill in the blank with the correct answer!

I want _____ sugar.

- A. Few
 B. A
C. Many
D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. Waters

- B. Water

6. "Berapa banyak susu yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much milk are there in the cup?
B. How much milk is there in the cup?
 C. How many milk are there in the cup?
D. How much milks are there in the cup?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

- A. Sugars
B. Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

- A. Juice is
 B. Juice are
C. Juices are

9. Fill in the blank with the correct answer!

There isn't _____ tea in the cup.

- A. Much
B. Many
C. A

10. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Is some
B. Is few
C. Is a

11. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Isn't a
B. Isn't much
C. Isn't many
D. Aren't much

(2)

Pre Test

Name : ADITH SYAHPUTRA

Class : VIII ^B

1. Choose the correct answer!

- A. Milk is good for health.
- B. A milk is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few milk
- B. Some milk
- C. A milk

3. Fill in the blank with the correct answer!

I drink _____.

- A. Milks
- C. A milk
- B. Milk

4. Fill in the blank with the correct answer!

I want _____ sugar.

- A. Few
- C. Many
- B. A
- D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. Waters

B. Water

6. "Berapa banyak susu yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much milk are there in the cup ?
- B. How much milk is there in the cup ?
- C. How many milk are there in the cup ?
- D. How much milks are there in the cup ?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

- A. Sugars
- B. Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

- A. Juice is
- C. Juices are
- B. Juice are

9. Fill in the blank with the correct answer!

There isn't _____ tea in the cup.

- A. Much
- C. A
- B. Many

10. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Is some
- B. Is few
- C. Is a

11. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Isn't a
- C. Isn't many
- B. Isn't much
- D. Aren't much

45

Pre Test

Name : Eka Kurnia Lesari

Class : VIII

1. Choose the correct answer!

- A. Milk is good for health.
- B. A milk is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few milk
- B. Some milk
- C. A milk

3. Fill in the blank with the correct answer!

I drink _____.

- A. Milks
- C. A milk
- B. Milk

4. Fill in the blank with the correct answer!

I want _____ sugar.

- A. Few
- C. Many
- B. A
- D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. Waters

B. Water

6. "Berapa banyak susu yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much milk are there in the cup ?
- B. How much milk is there in the cup ?
- C. How many milk are there in the cup ?
- D. How much milks are there in the cup ?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

- A. Sugars
- B. Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

- A. Juice is
- C. Juices are
- B. Juice are

9. Fill in the blank with the correct answer!

There isn't _____ tea in the cup.

- A. Much
- C. A
- B. Many

10. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Is some
- B. Is few
- C. Is a

11. Fill in the blank with the correct answer!

There _____ water in the glass.

- A. Isn't a
- C. Isn't many
- B. Isn't much
- D. Aren't much

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Pre Test

Name : AYU ASPITRI

Class : VIII - B

1. Choose the correct answer!

A. Milk is good for health.

A. milk is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

A. Few milk

Some milk

C. A milk

3. Fill in the blank with the correct answer!

I drink _____.

A. Milks

A milk

B. Milk

4. Fill in the blank with the correct answer!

I want _____ sugar.

A. Few

C. Many

B. A

D. Some

5. Fill in the blank with the correct answer!

I want some _____.

Waters

Water

6. "Berapa banyak susu yang terdapat di dalam secangkir itu?"
Choose the correct English translation!

How much milk are there in the cup ?

B. How much milk is there in the cup ?

How many milk are there in the cup ?

D. How much milks are there in the cup ?

7. Fill in the blank with the correct answer!

How much _____ is there in the cup?

A. Sugars

Sugar

8. Fill in the blank with the correct answer!

How much _____ there in the glass?

A. Juice is

C. Juices are

Juice are

9. Fill in the blank with the correct answer!

There isn't _____ tea in the cup.

Much

A

B. Many

10. Fill in the blank with the correct answer!

There _____ water in the glass.

A. Is some

B. Is few

Is a

11. Fill in the blank with the correct answer!

There _____ water in the glass.

Isn't a

C. Isn't many

B. Isn't much

D. Aren't much

90

Name : ADELITA BR Sembiring

Class : VIII^A

1. Choose the correct answer!



A. A water is good for health.

B. Water is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

A. Few water

B. A water

C. Some water

3. Fill in the blank with the correct answer!

I drink _____.

A. Waters

C. A water

B. Water

4. Fill in the blank with the correct answer!

I want _____ salt.

A. Few

Many

B. A

D. Some

5. Fill in the blank with the correct answer!

I want some _____.

A. coffees

B. coffee

6. "Berapa banyak air yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

A. How much water are there in the cup ?

B. How many water are there in the cup ?

C. How much water is there in the cup ?

D. How much waters are there in the cup ?

APPENDIX 4

Post-Test

9. Fill in the blank with the correct answer!

There isn't _____ coffee in the cup.

A. Much

C. A

B. Many

10. Fill in the blank with the correct answer!

There _____ juice in the glass.

A. Is some

B. Is few

C. Is a

11. Fill in the blank with the correct answer!

There _____ tea in the glass.

A. Isn't a

C. Isn't many

B. Isn't much

D. Aren't much

12. "Ada sedikit bubuk teh di dalam kotak"

Choose the correct English translation!

A. There is few tea powder in the box.

B. There are few tea powder in the box.

C. There is some tea powder in the box.

D. There are some tea powder in the box.

13. "Tidak banyak bubuk teh di dalam kotak."

Choose the correct English translation!

A. There isn't much tea powder in the box.

B. There aren't many tea powder in the box.

C. There aren't much tea powder in the box.

D. There isn't many tea powder in the box.

14. "Tidak banyak air di dalam cawan."

Choose the correct English translation!

A. There isn't many water in the glass.

B. There aren't much water in the glass.

C. There isn't a much water in the glass

D. There isn't much water in the glass.

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APPENDIX 4

Post-Test

Name : AJENG Pratiwi

Class : VIII

1. Choose the correct answer!



- A. A water is good for health.
- B. Water is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few water
- B. A water
- C. Some water

3. Fill in the blank with the correct answer!

I drink _____.

- A. Waters
- C. A water
- B. Water

4. Fill in the blank with the correct answer!

I want _____ salt.

- A. Few
- C. Many
- B. A
- D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. coffees
- B. coffee

6. "Berapa banyak air yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much water are there in the cup ?
- B. How many water are there in the cup ?
- C. How much water is there in the cup ?
- D. How much waters are there in the cup ?

9. Fill in the blank with the correct answer!

There isn't _____ coffee in the cup.

- A. Much
- B. A
- B. Many

10. Fill in the blank with the correct answer!

There _____ juice in the glass.

- A. Is some
- B. Is few
- C. Is a

11. Fill in the blank with the correct answer!

There _____ tea in the glass.

- A. Isn't a
- B. Isn't many
- C. Isn't much
- D. Aren't much

12. "Ada sedikit bubuk teh di dalam kotak"

Choose the correct English translation!

- A. There is few tea powder in the box.
- B. There are few tea powder in the box.
- C. There is some tea powder in the box.
- D. There are some tea powder in the box.

13. "Tidak banyak bubuk teh di dalam kotak."

Choose the correct English translation!

- A. There isn't much tea powder in the box.
- B. There aren't many tea powder in the box.
- C. There aren't much tea powder in the box.
- D. There isn't many tea powder in the box.

14. "Tidak banyak air di dalam cawan."

Choose the correct English translation!

- A. There isn't many water in the glass.
- B. There aren't much water in the glass.
- C. There isn't a much water in the glass
- D. There isn't much water in the glass.

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APPENDIX 4

Post-Test

Name : Agripa Hopindo Tarigan

Class : VIII H

1. Choose the correct answer!



- A. A water is good for health.
- B. Water is good for health.

2. Fill in the blank with the correct answer!

- Can I have _____.
- A. Few water
 - B. A water
 - C. Some water

3. Fill in the blank with the correct answer!

- I drink _____.
- A. Waters
 - B. Water
 - C. A water

4. Fill in the blank with the correct answer!

- I want _____ salt.
- A. Few
 - B. A
 - C. Many
 - D. Some

5. Fill in the blank with the correct answer!

- I want some _____.
- A. coffees
 - B. coffee

6. "Berapa banyak air yang terdapat di dalam secangkir itu?"

- Choose the correct English translation!
- A. How much water are there in the cup ?
 - B. How many water are there in the cup ?
 - C. How much water is there in the cup ?
 - D. How much waters are there in the cup ?

9. Fill in the blank with the correct answer!

- There isn't _____ coffee in the cup.
- A. Much
 - B. Many
 - C. A

10. Fill in the blank with the correct answer!

- There _____ juice in the glass.
- A. Is some
 - B. Is few
 - C. Is a

11. Fill in the blank with the correct answer!

- There _____ tea in the glass.
- A. Isn't a
 - B. Isn't much
 - C. Isn't many
 - D. Aren't much

12. "Ada sedikit bubuk teh di dalam kotak"

- Choose the correct English translation!
- A. There is few tea powder in the box.
 - B. There are few tea powder in the box.
 - C. There is some tea powder in the box.
 - D. There are some tea powder in the box.

13. "Tidak banyak bubuk teh di dalam kotak."

- Choose the correct English translation!
- A. There isn't much tea powder in the box.
 - B. There aren't many tea powder in the box.
 - C. There aren't much tea powder in the box.
 - D. There isn't many tea powder in the box.

14. "Tidak banyak air di dalam cawan."

- Choose the correct English translation!
- A. There isn't many water in the glass.
 - B. There aren't much water in the glass.
 - C. There isn't a much water in the glass
 - D. There isn't much water in the glass.

75

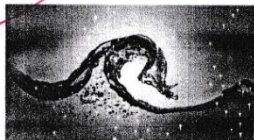
APPENDIX 4

Post-Test

Name : ADITH SYAHPUTRA

Class : VIII B

1. Choose the correct answer!



A. A water is good for health. ~~B.~~ Water is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

A. Few water ~~B.~~ A water

~~C.~~ Some water

3. Fill in the blank with the correct answer!

I drink _____.

~~A.~~ Waters C. A water

B. Water

4. Fill in the blank with the correct answer!

I want _____ salt.

A. Few ~~B.~~ Many

B. A ~~C.~~ Some

5. Fill in the blank with the correct answer!

I want some _____.

~~A.~~ coffees ~~B.~~ coffee

6. "Berapa banyak air yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

A. How much water are there in the cup ?

~~B.~~ How many water are there in the cup ?

C. How much water is there in the cup ?

D. How much waters are there in the cup ?

(70)

APPENDIX 4

Post-Test

Name : Eka kurnia lestari

Class : VIII B

1. Choose the correct answer!



- A. A water is good for health. B. Water is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few water A water
 C. Some water

3. Fill in the blank with the correct answer!

I drink _____.

- A. Waters C. A water
 B. Water

4. Fill in the blank with the correct answer!

I want _____ salt.

- A. Few C. Many
 B. A D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. coffees B. coffee

6. "Berapa banyak air yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much water are there in the cup ?
B. How many water are there in the cup ?
C. How much water is there in the cup ?
 D. How much waters are there in the cup ?

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APPENDIX 4

Post-Test

Name : FNU ASKANI

Class : VIII B

1. Choose the correct answer!



- A. A water is good for health. B. Water is good for health.

2. Fill in the blank with the correct answer!

Can I have _____.

- A. Few water B. A water
C. Some water

3. Fill in the blank with the correct answer!

I drink _____.

- A. Waters C. A water
B. Water

4. Fill in the blank with the correct answer!

I want _____ salt.

- A. Few C. Many
B. A D. Some

5. Fill in the blank with the correct answer!

I want some _____.

- A. coffees B. coffee

6. "Berapa banyak air yang terdapat di dalam secangkir itu?"

Choose the correct English translation!

- A. How much water are there in the cup ?
B. How many water are there in the cup ?
 C. How much water is there in the cup ?
D. How much waters are there in the cup ?

APPENDIX VIII

Biography

BIOGRAPHY

Rita Seroja Br. Ginting is the name given by the her parents when she was born on Tuesday, 09th of September 1997 in Medan. She is the second and the last daughter in her family. She is 22 years old when conducting this research. She is Indonesian girl who currently lives in Jl. Muhammad Saleh Barus, Rumah Lengo Village, STM Hulu subdistrict, Deli Serdang district, Medan, North Sumatera. She is a Muslim and a mix of Karonese-Javanese ethnic.

Rita started her formal education in Primary School at 2003 – 2009 in SD Negeri 107436, Rumah Lengo village. Then, she continued to Junior High School near her house in SMP Negeri 1 STM Hulu for three years. This school is where she conducted the research. Graduated in 2012, Rita was willing to continue her education life far away from her house which is in MAN 3 Medan. She started in 2012 and graduated in 2015. Because of her dream to be an educator, she kept her education to next step in State Islamic University of North Sumatera (UINSU) Medan. She chose English Education Department in Faculty of Tarbiyah and Teachers Training in 2015 and she graduated in 2019.

Medan, October 2019
The Writer



Rita Seroja Br. Ginting
34.15.1.006

APPENDIX IX

**Research Permission
and Research Response
Letter**

A. Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-12138/ITK/ITK.V.3/PP.00.9/ 09/2019

Medan, 30 September 2019

Lampiran : -

Hal : Izin Riset

Yth. Ka. SMP N 1 STM HULU

Assalamu 'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : RITA SEROJA BR GINTING
Tempat/Tanggal Lahir : Medan, 09 September 1997
NIM : 34151006
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP N 1 STM HULU, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF HELLO ENGLISH APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

Dekan

Ketua Jurusan PBI



Shohrarul Hamidah Dly, M.Hum.

NIP. 0750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

B. Research Response Letter



PEMERINTAH KABUPATEN DELI SERDANG
DINAS PENDIDIKAN
UPT SATUAN PENDIDIKAN FORMAL SMP NEGERI 1 STM HULU
Jalan Mhd. Saleh Barus No.80 Kode Pos : 20582
Telp : - Fak : - Email : smpnegeri1stmhulu@gmail.com

SURAT KETERANGAN

Nomor : 421.3/241/SMP/2019

Berdasarkan Surat dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah dan Keguruan Nomor Tanggal 30 September 2019. Perihal Izin Riset. Nomor B-12138/ITK/ITK.V.3/PP.00.9/09/2019 Bersama ini Kepala Sekolah SMP Negeri 1 STM HULU menerangkan bahwa :

Nama : RITA SEROJA BR GINTING
NIM : 34151006
Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Benar nama tersebut telah melakukan *Riset* di SMP Negeri 1 STM Hulu pada tanggal 30 September s/d 30 Oktober 2019 dengan judul "***THE EFFECT OF HELLO ENGLISH APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL***".

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Deli Serdang, 30 Oktober 2019

