

## IMPACT OF HELLO WORDS ‘HELLOTALK APP’ ON STUDENTS’ ENGLISH VOCABULARY AT JUNIOR HIGH SCHOOL

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### Abstract

Vocabulary serves as the foundation for increasing language skills for language learners. This research aimed to find out the significant impact of the hello words feature in the Hellotalk app on increasing the English vocabulary of 16 students in grade 8. The research utilized a pre-experimental method with a one-group pre-test and post-test design. Data were collected through a multiple-choice vocabulary test. The research process included a pre-test, treatments, and a post-test. Data analysis was using SPSS 27.01 with descriptive statistics, normality tests, homogeneity tests, and paired sample t-tests. The results revealed that the hello words feature in the Hellotalk app significantly increased students' English vocabulary, with an average pre-test score of 58.3313 and a post-test score of 82.5006. At a significance level of  $\alpha = 0.05$ , the paired sample t-test revealed a significance value (2-tailed) of  $< 0.001$ , which is smaller than 0.05. Therefore, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

**Keywords:** Hello words, hellotalk, english vocabulary

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### Introduction

Globally, technology rapidly develops and advances, and in Indonesia, it seamlessly integrates into all aspects of people's lives, effectively aiding activities and addressing human challenges. Technology significantly influences education in Indonesia and is crucial in increasing and streamlining teaching and learning processes. Educational technology involves applying tools, methods, procedures, technologies, resources, and strategies to increase learning experiences in formal, informal, non-formal, lifelong learning, specialization, and other contexts (Huang et al., 2019, p. 3). According to Hakim and Yulia (2024), educational technology aims to increase the quality of human learning activities. Learning English as a foreign language is necessary for learners to engage with individuals from various nations, especially English, which functions as an international language (Nugroho et al., 2021).

English is a globally prevalent language essential for effective

communication across borders. According to Ilyosovna (2020), English is the world's second-most spoken language, officially used by 67 countries and as a secondary language by 27 others. Despite extensive use in various fields and professions, it lacks official status in many nations. Based on the EF English Proficiency Index (EF EPI) 2023 data, Indonesians still exhibit low English proficiency, ranking 79th out of 113 countries. This challenge is particularly notable among learners, including those at SMP Nusa Penida. The junior high school curriculum aims to increase oral and written English skills, enabling effective communication (Hasan, 2018). English learners strive to improve their scientific, technological, language, and cultural competencies, essential for fostering tourism growth. However, many learners of English as a second or foreign language encounter communication, writing, reading, listening, and speaking challenges. Learners often lack confidence, focusing

intensely on grammar, pronunciation, and accents (Siregar et al., 2024). Moreover, learners struggle with understanding word meanings, pronunciation, spelling, and memorizing vocabulary (Ryan et al., 2024). In conclusion, students encounter challenges in mastering English skills due to inadequate foundational vocabulary.

Vocabulary is crucial for English language learners, forming the foundation for understanding sentence meanings and enabling effective communication. It constitutes a fundamental aspect of English learning that requires exploration and targeted instruction (Sallata, 2022). Generally, vocabulary refers to the collection of words individuals use for communication (Kisyani et al., 2019). Focused vocabulary learning involves intentionally acquiring new words through structured activities like studying word lists. On the other hand, incidental vocabulary learning occurs unintentionally through activities such as watching videos or playing online games (Hao et al., 2021). According to Richards (2002, p. 255), language learners often struggle to recognize their capabilities, limiting their effective use of learning opportunities. These challenges stem from inadequate vocabulary and ineffective learning methods. With over a million English vocabulary words, comprehending and memorizing their meanings poses a significant challenge for learners, especially children. Many learners require assistance in retaining vocabulary during the learning process. This challenge frequently leads to restricted vocabulary usage in writing and speaking in English (Arochman et al., 2023).

The researchers identified several challenges in English language learning among students based on research observations. Nusa Penida Junior High School reported a lack of English vocabulary knowledge among its

students. The lack of interest and attention during the lessons was caused by the students' limited vocabulary and difficulty in understanding the meanings of English words. Students often experienced doubts and difficulties in remembering vocabulary, which required additional support in their English learning. Additionally, the lack of interesting strategies or media used by teachers made English lessons considered a difficult subject to remember and learn. To address these issues, the study proposes utilizing the HelloTalk application, specifically the hello words feature, to increase students' understanding of verb vocabulary use. This tool aims to provide a fun and engaging learning experience for daily use. According to Alqahtani (2019), learners increase and train their English language skills by harnessing the potential of technology for learning. Technology offers an excellent opportunity to increase the content and delivery of pedagogy, which is often associated with traditional English language teaching methods.

Digital learning media leverage digital technology to facilitate more effective information acquisition and learning. One of its primary benefits is flexibility, enabling easier access and better adaptation to individual needs. Technology in language learning provides immersive experiences and captures students' interest more effectively than traditional methods. Additionally, students increasingly utilize smartphones to access various learning applications and new information, facilitating learning anytime and anywhere. Media and technology are facilitators in the educational process, suggesting that these tools can assist students in maintaining organization, providing structure, and enabling interaction between students and parents at any time. Technology is a learning

medium that can also be in the form of applications (Lubis et al., 2023). Mobile-assisted language learning (MALL) increases students' motivation and increases their proficiency in foreign languages. With mobile language learning applications, students can practice languages consistently daily and monitor their learning progress (Gajić & Maenza, 2023). Students give positive feedback on teaching methods that emphasize the use of technological media and other interactive activities that are in line with the principles of the learner-centered approach (Isty et al., 2024). Digital media enables students to learn languages even outside the school environment, allowing them to increase their skills through flexible learning platforms. Based on Chen (2023), Hellotalk is a feature-rich social language learning platform that enriches learners' experiences. Researchers have found that the app increases students' oral fluency, comprehension, listening skills, and intercultural competence. According to Nugroho et al., (2021), In this regard, modern technology like Hellotalk can assist teachers in developing a creative, interactive, and engaging approach to vocabulary instruction, particularly for young learners. This user-friendly app provides a range of features, including Hello Words, English Time, Hello English, Amy, translation tools, an English dictionary, a notepad, and more. Hello words feature for vocabulary learning, employing word lists and game-based methods to assist users in acquiring their desired vocabulary. It incorporates repetition intervals to increase learners' vocabulary knowledge effectively. The hello words menu feature of the Hellotalk app dedicates itself to vocabulary learning.

Based on the background, 'Is there any significant impact from using the hello words feature in the Hellotalk app on the increase in English vocabulary

among students at Nusa Penida Junior High School?' This study has significant implications that digital media and technology increase students' interest, motivation, and memory retention in learning vocabulary, thereby increasing academic performance. Teachers can use this information to teach with the help of applications as a medium for learning student vocabulary. The flexibility of learning anytime and anywhere is advantageous in the current educational context. Several studies have shown that technology as a learning medium can increase students' English skills. However, students in junior high school still face difficulties in learning English due to a lack of vocabulary knowledge. Therefore, the study specifically focuses on the hello words feature in the Hellotalk application, particularly in the basic verbs, for teaching English vocabulary. The selection of verbs aligns with the grade 8 junior high school vocabulary material in daily routine activity. This research aims to find out the significant impact of using the hello words feature in the 'Hellotalk app' on increasing the English vocabulary of 8th-grade students.

#### Digital Learning Media

Media encompasses any graphics, photographs, or computer tools employed to record, process, and rearrange visual or verbal information. Learning media also includes any means through which messages from a planned source are transmitted and distributed to establish an optimal educational environment. This environment enables recipients to engage efficiently and effectively in learning, fostering interest and facilitating meaningful learning (Arsyad, 2013, p. 10). Thus, learning media serves as a tool for conveying information, stimulating interest in learning, and promoting meaningful educational experiences.

Digital learning media comprises information technology-based digital

tools such as tablets, smartphones, LCD projectors, and laptops. These tools attract students' attention during learning and facilitate the learning process. Digital media is crucial in assisting students with writing, listening, speaking, and reading skills. It also encourages creativity among teachers and students, increases understanding of learning concepts, and improves the efficiency of education (Mulkiyah, 2023). Teachers in the 21st century widely use digital media because it facilitates their teaching inside and outside the classroom. According to Hendra et al. (2023, p. 7), digital learning media combines technology in software, strategies, and subjects to channel knowledge to students, enabling them to receive knowledge and practice skills despite limitations in time and space. Types of digital learning media are divided into:

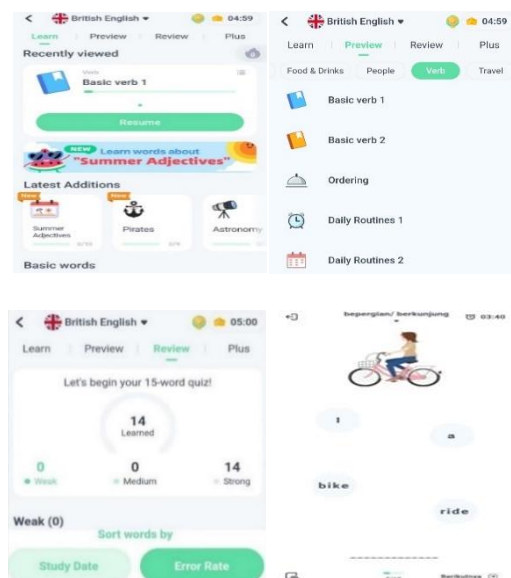
1. E-books enabled students to access learning materials digitally, search for keywords, and annotate essential sections.
2. Learning videos visually explain learning materials, combining animation, narration, and images.
3. Learning apps, students can use general or specialized apps to access learning materials via various media, such as text, images, audio, and video, complete quizzes, and receive feedback
4. Simulations and learning games assist students in understanding concepts, solving problems, and developing critical and creative thinking skills.
5. Webinars and video conferencing facilitated online classes and remote learning, enabling real-time interaction and collaboration.
6. Augmented reality (AR) and virtual reality (VR) technologies enhanced interaction with physical objects and provided additional visual context through devices.

Hello Words Feature by the Hellotalk App

Hellotalk is a mobile application that connects users with native speakers worldwide in over 100 languages and facilitates language learning. The app offers features such as social interaction, learning tools, and customization for users with different proficiency levels and learning styles. It includes dictionaries, translators, auto-correction functions, and a vocabulary learning feature (Rivera, 2017). Previous research has shown that it increases students' confidence and motivation to speak English and provides cognitive benefits such as acquiring vocabulary, a better understanding of grammar, improved listening skills, comprehension of idiomatic expressions, and cultural insights (Puspita et al., 2023). Most students acknowledge the positive impact of Hellotalk on classroom activities, language skills development, and increased self-confidence. It is beneficial for teaching students to speak English in an immersive and dynamic environment, enabling real-time engagement. Additionally, the application aids students in increasing vocabulary and reading comprehension through translation and pronunciation assistance in narrative texts (Zulaikah et al., 2024). Hellotalk is a foreign language learning app with various tools and features, including an AI grammar checker, translations, notepad, moments, pronunciation exercises, and voice messages (Chen, 2023). Specifically, this research includes a dedicated feature for vocabulary learning called the hello words feature in Hellotalk application.

Hello words is a feature in the Hellotalk application. This features vocabulary learning with an interactive method across 29 languages. Additionally, hello words also uses game-based vocabulary learning to teach the desired vocabulary. It includes over 3,000 practical words from 168 topics, covering

90% of daily word usage. Hello words are grouped by category and taught with interactive flashcards, word chains, sentence arrangement, and advanced learning statistics to track the progress of daily vocabulary acquisition. Hello words feature utilizes the SRS (spaced repetition system) memorization method based on the Ebbinghaus forgetting curve, which determines repetition intervals for effective word memorization. Spaced repetition proves to be an efficient technique for learning and memorizing complex material (Shah et al., 2020). With this method, learners find it easier to remember a word and can choose the material to learn first using a predetermined period. After using the application, teaching vocabulary has some merits for young learners. It makes the student's learning process more engaging and attractive. Learners can memorize the words faster. It also assists students in remembering vocabulary and managing their time (Nugroho et al., 2021). Furthermore, it is a practical learning tool that increases vocabulary and motivates students to engage actively. According to Siregar and Ismahani (2024), it makes learning English enjoyable and stimulating. It also helps to incorporate apps into the curriculum, which increases the quality of language learning and the general learning experience for students. Moreover, the cognitive side benefits students' language skills and English language proficiency. Learners can learn new vocabulary, grammatical structures, idiomatic expressions, listening skills, and cultural aspects of English (Damayanti et al., 2024).



Picture 1. Hello Words Feature

### Vocabulary

Vocabulary is essential for learning a language because it constitutes one of the fundamental components (Nugroho et al., 2021), and it includes more than just knowledge of individual words (Schmitt, 2000). According to Hasan (2018), vocabulary comprises a language's total number of words and phrases, including meanings, definitions, and translations, organized alphabetically. Based on Saleh and Sulhan (2021), the aim is to build vocabulary and assist in learning new words or expressions. Vocabulary consists of various letters and has meanings that express opinions and feelings. The wider the vocabulary, the better the understanding of what is heard and read, and the more influential the expression of opinions or ideas becomes when speaking or writing (Lubis et al., 2023). Thus, vocabulary consists of words that need collecting and mastering to increase language skills, including writing, speaking, reading, and listening skills in English, which later form a complete sentence.

Harmer (1991, p. 159) divides vocabulary into active vocabulary, which refers to words that individuals learn and expect to use actively, and passive

vocabulary, which refers to words that individuals recognize when they see them but may not use actively. According to Nation (2013, p. 48), generally, form, meaning, and use are aspects of knowing words that involve understanding various aspects of vocabulary. Two forms of vocabulary are recognized: receptive vocabulary, which involves noticing the words form while listening or reading and inferring meaning from context, and productive vocabulary, which includes the intention to communicate meaning through speech or writing and acquiring and generating equivalent oral or written word forms. These aspects encompass all aspects of comprehending and using vocabulary and apply to various types of word knowledge. According to Delahunty and Garvey (2010, p. 77), word classes are grouped into major word classes that convey the main elements of sentence meaning, including nouns, verbs, adjectives, and adverbs. Then, it is also grouped into minor word classes that connect expressions, including pronouns, articles, conjunctions, intensifiers, prepositions, and auxiliary verbs. It helps understand the role of words in phrases, especially how they interact with other words to produce clear and accurate meanings.

Teachers focus on vocabulary that has practical value in daily life when teaching vocabulary. This method involves teaching basic meaning concepts, using picture cards or illustrations, and linking new vocabulary with old vocabulary through repetition for reinforcement and recall. The purpose of vocabulary learning is to broaden students' vocabulary. Although students only need to memorize a few words, the most important thing is to use them in sentences. The main purpose of learning vocabulary is to know and understand the meaning of words (Kisyani et al., 2019).

## Research Methodology

### Research Design

The study used a quantitative method, a pre-experimental with a one-group pre-test and post-test design. This research aims to provide accurate results by comparing conditions before and after treatment (Sugiono, 2019, p. 114). This approach does not use a control group to compare with the experimental group (Creswell, 2014, p. 170).

**Table 1.** One-Group Pre-test - Post-test Design

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>
O <sub>1</sub> :	Pre-test (Before giving treatment to students)	
X :	Treatment with Hello words feature by 'Hellotalk App'	
O <sub>2</sub> :	Post-test (After giving treatment to students)	

### Population and Sample

This study involved one class of 8th-grade students from SMP Nusa Penida Medan as a population. The 8th grade consists of only one class, comprising 16 students. The sample consisted of 16 students from this population using non-probability sampling techniques (Siyoto & Sodik, 2015, p. 66). This study used a total sampling due to the small sample size of less than 30 people (Sugiyono, 2019, p. 133). The population and sample were taken from this class because the students had a similar problem, a lack of vocabulary knowledge. This criterion was established to ensure the research's suitability to obtain accurate and valid results in sampling. This decision was made based on the advice given by the English teacher during the researcher's internship.

### Research Instrument

This study used a test to measure students' English vocabulary knowledge as the research instrument. According to Siyoto and Sodik (2015, p. 76), tests measure essential abilities, achievements,

and performance. The pre-test and post-test instruments included translating, composing simple sentences, and completing missing words. The test consisted of 30 multiple-choice items. The scoring rubric was assigned a value of 1 to the correct answer and 0 to the incorrect answer. Then calculated the final score of each student using the following formula:

$$\text{Score} = \frac{\text{Correct scores}}{\text{Maximum Score}} \times 100$$

### Data Collection

The study conducted data collection using vocabulary tests. This occurred in three steps. On June 15, 2024, students took a pre-test to assess their initial abilities before receiving treatment. The treatment took place in the classroom over four sessions. The researcher instructed the students to retain the words, and meanings and then learn how to incorporate them into simple sentences. The researcher also instructed them to use the application to review vocabulary at home during their free time. On July 17, 2024, the researcher conducted a post-test to evaluate and measure the results after applying the hello words feature in the Hellotalk app for vocabulary learning. The student pre-test and post-test data were as follows:

**Table 2.** Data Pre-Test and Post-Test

Students	Pre-Test	Post-Test
Student 1	53.33	76.67
Student 2	80	96.67
Student 3	73.33	96.67
Student 4	63.33	70
Student 5	50	73.33
Student 6	73.33	96.67
Student 7	30	50
Student 8	43.33	93.33
Student 9	63.33	83.33
Student 10	73.33	90
Student 11	50	70
Student 12	63.33	76.67
Student 13	43.33	90
Student 14	46.67	76.67
Student 15	63.33	96.67
Student 16	63.33	83.33

### Data Analysis

The researcher used IBM SPSS 27.01 software to analyze the pre-test and post-test data. The analysis consisted of descriptive statistics that described the vocabulary score data, a normality test, and a homogeneity test. Then, a paired sample t-test was used to test the hypothesis regarding the significant difference in increasing students' English vocabulary before and after the treatment. The hypotheses addressed in this research were as follows:

H<sub>0</sub>: There is no significant impact of using the Hello words feature 'Hellotalk app' on increasing students' English vocabulary.

H<sub>a</sub>: There is a significant impact of using the Hello words feature 'Hellotalk app' on increasing students' English vocabulary.

### Findings and Discussion

#### Descriptive Statistics

The study presented the students' pre-test and post-test results in this section. The results were described using descriptive statistics as follows:

**Table 3.** Descriptive Statistics of Pre-Test and Post-Test

	Pre-Test	Post-Test	Valid N (Listwise)
N	16	16	16
Min	30.00	50.00	
Max	80.00	96.67	
Sum	933.30	1320.01	
Mean	58.3313	82.5006	
Median	63.33	83.33	
Std. Deviation	13.71595	13.13806	

Based on the table above, the results showed that both tests had the same number of samples. The pre-test had a minimum value of 30.00 and a maximum value of 80.00, while the post-test had a minimum value of 50.00 and a maximum value of 96.67. The minimum and maximum values in the post-test were higher than those in the pre-test. The mean score of the pre-test was 58.3313,

while that of the post-test was 82.5006, which showed that The mean score was higher than the pre-test. The standard deviation of the pre-test was 13.71595, while that of the post-test was 13.13806.

The results showed that students experienced an increase in their English vocabulary knowledge after receiving treatment using the hello words feature in the Hellotalk app

### Normality Test

**Table 4.** Test of Normality

Hasil	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.205	16	.072	.949	16	.470
Post-Test	.153	16	.200*	.896	16	.069

The normality test was carried out to determine whether the data was normally distributed or not. In this research, the normality test was determined by statistical tests using SPSS on the Shapiro-Wilk test because it is generally used for small samples. The Shapiro-Wilk normality test results

showed that the pre-test produced a significance value of 0.470, and the post-test produced a value of 0.069. The normality test requirement, Sig. > 0.05 indicated that the data were considered normal. In conclusion, the pre-test and post-test data distributions were normal.

### Homogeneity Test

**Table 5.** Test of Homogeneity of Variance

Hasil	Levene Statistic				
	Statistic	df1	df2	Sig.	
Based on Mean	.137	1	30	.714	
Based on Median	.019	1	30	.892	
Based on Median and with adjusted df	.019	1	28.645	.892	
Based on trimmed mean	.141	1	30	.710	

The homogeneity test was conducted to determine whether the data had homogeneous variance and to ensure the validity of the results. The homogeneity test results in the table showed a significance value greater than

0.05, which is a requirement for homogeneity. The results showed that the SPSS test output had a Sig value of 0.714 > (0.05). Therefore, the conclusion is that the data fulfilled the requirement for homogeneous variances.

### Paired Samples Statistics T-Test Result

**Table 6.** Paired Samples Statistics

Pair 1	Pretest	Mean	N	Std. Deviation	Std. Error Mean
		Posttest	82.5006	16	13.13806

**Table 7.** Paired Samples Test

Pair 1	PreTest-PostTest	Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t.	df	Sig. (2-tailed)
		-24.16938	11.25428	2.81357	Lower	Upper			
					30.16636	-18.17239	-8.590	15	< ,001



The paired samples test analyses the difference between the means of continuous variables between the two groups. Then, the p-value or significance level is assessed using the t-test (Mujiz, 2022). Based on the table, the hypothesis test generated a Sig. (2-tailed) value of  $< 0.001$ . In this test, the decision rule stated that the null hypothesis ( $H_0$ ) would be accepted if the probability value Sig. (2-tailed) was  $> 0.05$  and rejected if the probability value Sig. was  $< 0.05$ , adhering to the decision criteria. Therefore, the alternative hypothesis ( $H_a$ ) was accepted based on these results. This conclusion arose from the T-test results, which showed a Sig. Value (2-tailed) of  $< 0.001 < (0.05)$  indicated a significant impact on increasing students' English vocabulary through the use of the hello words feature in the Hellotalk application.

## Discussion

The study's findings showed a significant increase in students' English vocabulary after applying the hello words feature in the Hellotalk application as a learning medium. The paired sample t-test revealed a significant increase in vocabulary after the treatment, which corroborated the observed difference in mean scores between the pretest and posttest. This research aligns with previous studies, and it is a valuable media tool that increases vocabulary knowledge and increases students in English studies. It integrates into the curriculum, increasing the quality of language teaching and overall learning experiences (Siregar & Ismahani, 2024). According to Nugroho et al. (2021), the app makes learning enjoyable and attractive for young learners by increasing vocabulary retention and time management faster than before. Therefore, it is essential to focus on aspects such as form, meaning, and usage when applying vocabulary knowledge (Nation, 2013). On the other hand, it also

shows that this application can increase students' reading abilities (Zulaikah et al., 2024) and can facilitate students in increasing their English speaking skills (Damayanti et al., 2024). Thus, the hello words feature in the Hellotalk app has proven suitable for increasing learning and increasing English vocabulary among Nusa Penida Junior High School students.

According to Nugroho et al. (2021), the hello words feature in Hellotalk application enabled a personalized and interactive learning experience through exercises and quizzes, which increased vocabulary knowledge, this feature uses the Spaced Repetition System (SRS) method to help learners memorize words and sentences (Shah et al., 2020). As a result, students increase their learning outcomes and increase their ability to acquire new vocabulary, sentence structures, and well-rounded English language skills (Damayanti et al., 2024). Students could also tailor their learning to specific topics by choosing areas of interest beforehand and setting a predetermined timeframe, such as learning verbs in the simple present tense. Topics included basic verbs 1, ordering, daily routines 1 and 2, travel, cooking, cleaning, and others. After covering the material, students could review the vocabulary they had learned.

Additionally, Based on Hendra (2023, p 34), Game-based learning is well-suited for implementation in today's digital era, also helps students arrange syllables accurately, making learners more interactive and confident in answering questions about the vocabulary they had learned and explore new terms. According to Hasan (2018), Game provides students with experiences and better effects in vocabulary achievement that are not always available in conventional techniques such as arranging word strings, randomly organizing syllables to form correct sentences, and using picture illustrations with flashcards to understand

concepts, increased students' ability to grasp both the meaning and usage of words. Furthermore, word lists supported this increase by allowing learners to quickly recall word meanings, translate words and sentences, and remember their sounds and spellings. This helped them understand both the meanings of words and simple sentences. On the other hand, a drawback of the application was that when the internet connection was unstable, the application could crash and repeat the quiz. However, aside from these shortcomings, the study found that this application provided benefits for students. As a result, the hello words feature in the Hellotalk application helped students learn English by increasing their vocabulary. Teachers could adapt their teaching methods to the material, providing effective digital learning mediums and strategies. Students could also study during their leisure time or outside of the school environment.

### Conclusion

Based on the results and discussion, this study concluded that the hello words feature in the Hellotalk app had a significant impact on increasing students' English vocabulary, as evidenced by the significant difference between students' pre-test and post-test scores. The pre-test scores from the lowest (30.00) to the highest (80.00) had a mean of 58.3313, while the post-test scores from the lowest (50.00) to the highest (96.67) had a mean of 82.5006. This indicated that there had been an increase in scores following the treatment with the app to help students remember, understand, and expand their English vocabulary knowledge. Moreover, the normality test showed that the data was normally distributed, and the homogeneity test indicated that the data variances were equal. A statistical analysis (paired sample t-test) conducted at a significance level of  $\alpha = 0.05$  showed a significance value (2-tailed) of  $<0.001$ ,

which meant it was smaller than 0.05 ( $<0.001 < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted, indicating that the hello words feature in the 'HelloTalk app' significantly impacted the increase in English vocabulary among Nusa Penida Junior High School students.

### Suggestion

This study can be a valuable reference for future research on similar topics and to support a better version of the hello words feature by the Hellotalk application. Teachers can utilize the Hellotalk application to inspire students and capture their interest in vocabulary learning. Additionally, educators will cultivate a more conducive classroom environment and employ effective teaching strategies and media for vocabulary instruction. Students will benefit by accessing user-friendly and engaging English learning tools anytime, facilitating learning and practicing new English vocabulary across diverse subjects.

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