

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

ARTICLE

*Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education (S.Pd)
English Education Program*

By

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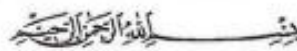


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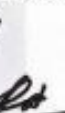
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14/10	State clearly the novelty.	
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IMPACT OF HELLO WORDS 'HELLOTALK APP' ON STUDENTS' ENGLISH VOCABULARY AT JUNIOR HIGH SCHOOL

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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:

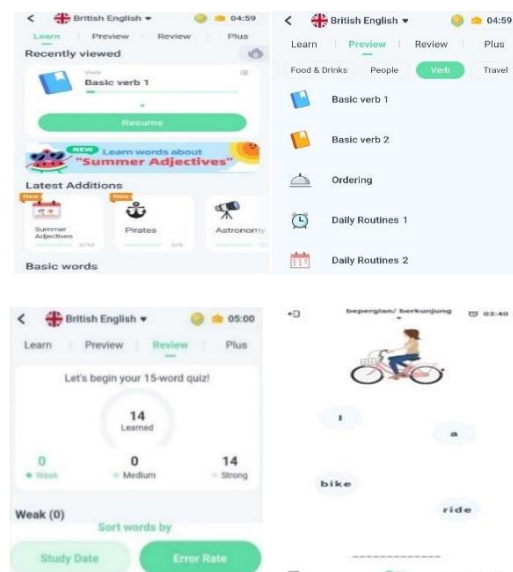
1. E-books enabled students to access learning materials digitally, search for keywords, and annotate essential sections.
2. Learning videos visually explain learning materials, combining animation, narration, and images.
3. Learning apps, students can use general or specialized apps to access learning 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 ₁	X	O ₂
O ₁ :	Pre-test (Before giving treatment to students)	
X :	Treatment with Hello words feature by 'Hellotalk App'	
O ₂ :	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:

H₀: There is no significant impact of using the Hello words feature 'Hellotalk app' on increasing students' English vocabulary.

H_a: 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

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				Sig.
	Based on Mean	.137	1	30	
	Based on Median	.019	1	30	
	Based on Median and with adjusted df	.019	1	28.645	
	Based on trimmed mean	.141	1	30	

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		Mean	N	Std. Deviation	Std. Error Mean
	Pretest	58.3313	16	13.71595	3.42899
	Posttest	82.5006	16	13.13806	2.28451

Table 7. Paired Samples Test

Paired Differences									
Pair 1	PreTest-PostTest	95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t.	df	Sig. (2-tailed)
		-24.16938	11.25428	2.81357	-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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APPENDICES

Validity and Reliability Tests

1. Validity Test (Point Biserial- Excel)

According to Siyoto and Sodik (2015: 74), question items can be calculated using the point biserial correlation formula, the validity of objective test items can be calculated using the point-biserial correlation formula, while the validity of essay test items can be calculated using the product-moment correlation formula. and researchers use Excel to calculate validity and results. Based on the point biserial correlation, when $r_{pbis} > r$ table.

Questions	rpbis	r - tabel	Status
Q1	0,522	0,444	Valid
Q2	0,629	0,444	Valid
Q3	0,467	0,444	Valid
Q4	0,559	0,444	Valid
Q5	0,483	0,444	Valid
Q6	0,522	0,444	Valid
Q7	0,495	0,444	Valid
Q8	0,606	0,444	Valid
Q9	0,783	0,444	Valid
Q10	0,523	0,444	Valid
Q11	0,447	0,444	Valid
Q12	0,541	0,444	Valid
Q13	0,764	0,444	Valid
Q14	0,593	0,444	Valid
Q15	0,559	0,444	Valid
Q16	0,675	0,444	Valid
Q17	0,425	0,444	Invalid
Q18	0,542	0,444	Valid
Q19	0,235	0,444	Invalid
Q20	0,559	0,444	Valid
Q21	0,325	0,444	Invalid
Q22	0,271	0,444	Invalid
Q23	0,543	0,444	Valid
Q24	0,409	0,444	Invalid
Q25	0,559	0,444	Valid
Q26	0,621	0,444	Valid
Q27	0,453	0,444	Valid
Q28	0,607	0,444	Valid
Q29	0,469	0,444	Valid
Q30	0,483	0,444	Valid
Q31	0,499	0,444	Valid
Q32	0,565	0,444	Valid
Q33	0,472	0,444	Valid
Q34	0,528	0,444	Valid
Q35	0,457	0,444	Valid

4. Reliability Test (Kuder Richardson 20-Excel)

According to Siyoto and Sodik (2015:78), reliable questions have a consistency of ≥ 0.70 . The Kuder-Richardson 20 formula can be used to determine test reliability. It can be said that this question is reliable with a value of 0,93108.

K	k-1	Σpq	Variants Skor	KR-20
30	29	5,37	53,72632	0,93108

Descriptive Test

Descriptives

katagori				Statistic	Std. Error
Hasil	pretest	Mean		58.3313	3.42899
		95% Confidence Interval for Mean	Lower Bound	51.0225	
			Upper Bound	65.6400	
		5% Trimmed Mean		58.7014	
		Median		63.3300	
		Variance		188.127	
		Std. Deviation		13.71595	
		Minimum		30.00	
		Maximum		80.00	
		Range		50.00	
		Interquartile Range		23.33	
		Skewness		-.338	.564
		Kurtosis		-.472	1.091
	posttest	Mean		82.5006	3.28451
		95% Confidence Interval for Mean	Lower Bound	75.4998	
			Upper Bound	89.5014	
		5% Trimmed Mean		83.5190	
		Median		83.3300	
		Variance		172.609	
		Std. Deviation		13.13806	
		Minimum		50.00	
		Maximum		96.67	
		Range		46.67	
		Interquartile Range		21.67	
		Skewness		-.877	.564
		Kurtosis		.827	1.091

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre	16	30.00	80.00	58.3313	13.71595
post	16	50.00	96.67	82.5006	13.13806
Valid N (listwise)	16				

Statistics

		pre	post
N	Valid	16	16
	Missing	0	0
Mean		58.3313	82.5006
Median		63.3300	83.3300
Mode		63.33	96.67
Std. Deviation		13.71595	13.13806
Variance		188.127	172.609
Range		50.00	46.67
Minimum		30.00	50.00
Maximum		80.00	96.67
Sum		933.30	1320.01

post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	6.3	6.3	6.3
	70.00	2	12.5	12.5	18.8
	73.33	1	6.3	6.3	25.0
	76.67	3	18.8	18.8	43.8
	83.33	2	12.5	12.5	56.3
	90.00	2	12.5	12.5	68.8
	93.33	1	6.3	6.3	75.0
	96.67	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	6.3	6.3	6.3
	43.33	2	12.5	12.5	18.8
	46.67	1	6.3	6.3	25.0
	50.00	2	12.5	12.5	37.5
	53.33	1	6.3	6.3	43.8
	63.33	5	31.3	31.3	75.0
	73.33	3	18.8	18.8	93.8
	80.00	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Normality and Homogeneity Test

Test of Homogeneity of Variance

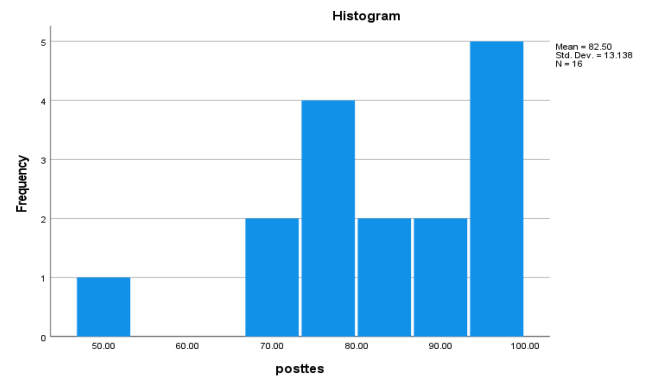
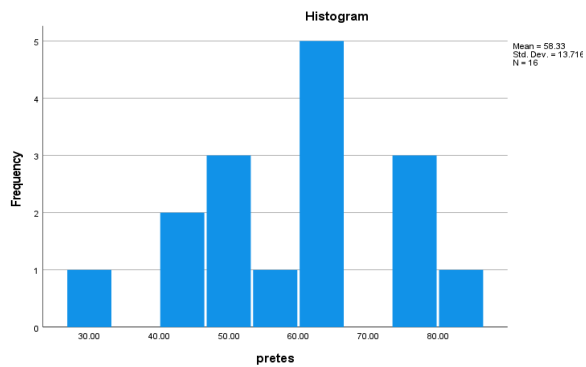
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.137	1	30	.714
	Based on Median	.019	1	30	.892
	Based on Median and with adjusted df	.019	1	28.645	.892
	Based on trimmed mean	.141	1	30	.710

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	katagori	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	pretest	.205	16	.072	.949	16	.470
	posttest	.153	16	.200 [*]	.896	16	.069

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	58.3313	16	13.71595	3.42899
	post	82.5006	16	13.13806	3.28451

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	16	.649	.006

Paired Samples Test

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

Paired Samples Effect Sizes

			Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	pre - post	Cohen's d	11.25428	-2.148	-3.042	-1.232
		Hedges' correction	11.54576	-2.093	-2.965	-1.201

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP NUSA PENIDA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Element/Materi : Vocabulary/ Daily Routine Activity
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 8 x 40 Menit (2x 40 menit)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7	Menerapkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi, dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum, sesuai dengan konteks penggunaannya (unsur kebahasaan simple present tense-V1)	3.7.1Menelaah & menerjemahkan kata kerja V1 dan kalimat sederhana (C4)
4.7	Menyusun teks interaksi transaksional lisan dan tulis tangan pendek dan sederhana yang melibatkan tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan yang benar sesuai konteks.	4.7.1Melengkapi dan menyusun kata kerja (V1) dan menggunakan kata kerja V1 dalam kalimat Simple Present Tense-V1

Penguatan Pendidikan Karakter :

- 1) Tanggung jawab. 2) Percaya diri. 3) .Bekerja sama. 4) Jujur 5) Disiplin. 6) Berpikir Kritis 7) Proaktif.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model Discovery learning, peserta didik dapat:

1. Menelaah & menerjemahkan (C4) kata kerja V1 dan kalimat sederhana simple present tense -V1.
2. Melengkapi dan menyusun (P3) kata kerja (V1) dan kalimat Simple Present Tense-V1.

D. Materi Pokok

1. **Teks interaksi interpersonal:** Daily activity routine (simple present tense)
2. **Unsur Kebahasaan :** Kosakata : Kata Kerja (V1)
3. **Fungsi Sosial :** Menyatakan kalimat fakta, kebiasaan dan kejadian sekarang.

E. Model, Pendekatan, dan Metode Pembelajaran

- a. **Model Pembelajaran** : Discovery Learning
- b. **Pendekatan Pembelajaran** : Scientific Learning (4C)
- c. **Metode** : Diskusi dan tanya jawab

F. Media dan Alat Pembelajaran

- a. **Media** : Power Point, Hello Words (Aplikasi HelloTalk)
- b. **Alat** : Laptop, Handphone, Papan tulis, Projector, Spidol

G. Sumber Belajar

- a. Buku paket kelas VIII
- b. Hello Words feature(Aplikasi HelloTalk)

H. Materi

Pengertian	Simple Present tense adalah kalimat yang digunakan untuk menyatakan kegiatan, kebiasaan, atau kejadian yang sedang berlangsung dan terjadi di waktu sekarang
Fungsi	Menyatakan kegiatan sehari-hari (daily activity) Menyatakan peristiwa yang umum terjadi dan tidak bisa dibantah.
Verb 1	Go Eat Remove Drink Pay Meet Ask Comb Listen Make Take
Nominal Sentences	(+) S + to be (am/is/are) + adjective/adverb
Verbal Sentence	(+) S + verb 1 (+ s/es) + O

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius), Memeriksa kehadiran peserta didik sebagai sikap disiplin, Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	10 Menit
	Apersepsi	Mengaitkan dan mengingatkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya..	
	Motivasi	Guru menyampaikan gambaran, materi tujuan dan manfaat pembelajaran tentang topik mengenai Daily routine activity dengan unsur kebahasaan verb 1 dan simple present tense yang akan dipelajari.	
	Acuan	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, KKM, mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti	Sintak Model Pembelajaran	Kegiatan Pembelajaran	60 Menit
	Stimulation (Stimulasi / pemberian rangsangan)	Mengamati Peserta didik diberi motivasi atau rangsangan (4C) untuk memusatkan perhatian pada topik Simple Present Tense – V1 dengan cara : - Melihat guru menayangkan materi yang berkaitan dengan <i>Daily Routine Activity</i> Dengan unsur kebahasaan <i>simple present tense</i> dan kata kerja 1. - Mengamati Berpikir kritis dan bekerja sama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) Peserta didik melakukan pengamatan dari permasalahan yang ada pada kalimat. Pertanyaan guru : - What do you think about the definition? - So the verb 1 is used for what time? Mendengar Peserta didik diminta mendengarkan cara pengucapan kata yang dilakukan guru dan berdiskusi selama pemberian materi. Membaca. - Siswa membaca bersama contoh kalimat <i>simple present</i> yang ditampilkan oleh guru (<i>Read Aloud</i>). She eats noodles I go to school She removes make up I eat noodles He goes to school I remove make up	

		Menyimak , mencoba berpikir kritis (4C) menemukan memaparkan, menanyakan, dan merespon pertanyaan guru mengenai kata kerja dalam kalimat dan struktur kalimat untuk melatih kesungguhan, ketelitian, mencari informasi. Peserta didik membaca dan menganalisis ini secara individu dengan metode scanning, kemudian membahas struktur teks dan unsur bahasa secara bersama.	
	Problem Statement (Identifikasi Masalah)	Menanya (4C) Guru memberikan pertanyaan mengenai materi simple present dan verb 1 yang ditunjukkan, lalu siswa diberi kesempatan untuk menjawab, siswa diberi kesempatan untuk mengemukakannya secara individual. - Could you mention the vocabulary verb 1 that you know? - Can you identify verb 1 in this sentence? Can you make a simple present tense sentence with the use V1? ❖ Guru kemudian menginstruksikan siswa untuk menggunakan aplikasi hellotalk pada fitur hello words. (4C) ❖ Kemudian guru meminta siswa menghafal kosakata dan artinya, serta struktur kalimat yang ada pada pertanyaan di aplikasi hellotalk pada fitur hello words.	
	Data Collection (Pengumpulan Data)	Mengumpulkan Informasi Peserta didik mengumpulkan informasi mengenai kosakata yang relevan pada aplikasi hellotalk di menu fitur hello words: ❖ Berfikir kritis, mengamati, membaca, menerjemahkan, menelaah, meneidiki dan menganalisis arti, struktur kata dan kalimat serta mengingat kosakata kerja (4C). ❖ Siswa menyelesaikan tugas penyelidikan.	
	Data Processing (Pengolahan Data)	Mengkomunikasikan (4C) Peserta didik menyimpulkan hasil kerja yaitu mengartikan kata kerja dan kalimat. ❖ Mempresentasikan hasil pekerjaan setelah mengingat kosakata kerja dan artinya, dan struktur kalimat setelah menggunakan aplikasi hellotalk. ❖ Menyampaikan berupa jawaban berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mengemukakan pendapat atas hasil jawaban teman yang lain. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.	
	Verification (Pembuktian)	Mengasosiasikan Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran ❖ Siswa diminta untuk menjawab pertanyaan yang sudah disediakan oleh guru mengenai kosakata yang telah dipelajari ❖ Siswa diberi kesempatan untuk bertanya jika ada yang tidak mereka pahami.	
	Generalitation	❖ Guru mengevaluasi dan memberi masukan terhadap presentasi siswa. ❖ Memperoleh balikan (feedback) dari guru dan teman tentang kosakata kerja dan unsur kebahasaan (Daily Routine Activity) simple present tense yang disampaikan.	
Penutup		- Guru bersama peserta didik merefleksikan pengalaman belajar. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan meminta siswa untuk berlatih kosakata dengan Hello Words (Aplikasi HelloTalk) - Guru dan siswa bersama-sama berdoa dan memberi salam.	10 Menit

C. Penilaian Pembelajaran

Penilaian Pengetahuan

a. Teknik Penilaian : Tes tertulis (Pretest dan Postest)

b. Bentuk Instrumen : Multiple Choices

c. Rubrik Penilaian

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor benar}}{\text{Skor Maksimal}} \times 100$$

Kriteria penilaian

Jawaban benar	1
Jawab Salah	0

Medan, 18 Juni 2024

Researcher

Kepala Sekolah

Niken Puspa Asoka

Leo Asnah Munthe, S.Ag

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP NUSA PENIDA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Element/Materi : Vocabulary/ Daily Routine Activity
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 8 x 40 Menit (2x 40 menit) / Meeting 2

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7	Menerapkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi, dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum, sesuai dengan konteks penggunaannya (unsur kebahasaan simple present tense-V1)	3.7.1 Menelaah & menerjemahkan kata kerja V1 dan kalimat sederhana (C4)
4.7	Menyusun teks interaksi transaksional lisan dan tulis tangan pendek dan sederhana yang melibatkan tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan yang benar sesuai konteks.	4.7.1 Melengkapi dan menyusun kata kerja (V1) dan menggunakan kata kerja V1 dalam kalimat Simple Present Tense-V1

Penguatan Pendidikan Karakter :

1) Tanggung jawab. 2) Percaya diri. 3) Bekerja sama. 4) Jujur. 5) Disiplin. 6) Berpikir Kritis 7) Proaktif.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model Discovery learning, peserta didik dapat:

1. Menelaah & menerjemahkan (C4) kata kerja V1 dan kalimat sederhana simple present tense -V1.
2. Melengkapi dan menyusun (P3) kata kerja (V1) dan kalimat Simple Present Tense-V1.

D. Materi Pokok

1. **Teks interaksi interpersonal:** Daily routine activity (Simple Present Tense)
2. **Unsur Kebahasaan :** Kosakata : Kata Kerja (V1)
3. **Fungsi Sosial :** Menyatakan kalimat fakta, kebiasaan dan kejadian sekarang.

E. Model, Pendekatan, dan Metode Pembelajaran

- a. **Model Pembelajaran** : Discovery Learning
- b. **Pendekatan Pembelajaran** : Scientific Learning (4C)
- c. **Metode** : Diskusi dan tanya jawab

F. Media dan Alat Pembelajaran

- a. **Media** : Power Point, Hello Words (Aplikasi HelloTalk)
- b. **Alat** : Laptop, Handphone, Papan tulis, Projector, Spidol

G. Sumber Belajar

- a. Buku paket Kelas VIII
- b. Hello Words (Aplikasi HelloTalk)

H. Materi

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius), Memeriksa kehadiran peserta didik sebagai sikap disiplin, Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	10 Menit
	Apersepsi	Mengaitkan dan mengingatkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya..	

	Motivasi	Guru menyampaikan gambaran, materi tujuan dan manfaat pembelajaran tentang topik Daily routine activity menggunakan unsur kebahasaan verb 1 dan simple present tense yang akan dipelajari.	
	Acuan	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, KKM, mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti	Sintak Model Pembelajaran	Kegiatan Pembelajaran	60 Menit
	Stimulation (Stimulasi / pemberian rangsangan)	Mengamati -Peserta didik diberi motivasi atau rangsangan (4C) oleh guru dengan memberi pertanyaan mengenai kosakata yang telah dipelajari pada pertemuan sebelumnya. Menyimak, mencoba berpikir kritis (4C) menemukan, memaparkan, menanyakan, dan merespon pertanyaan guru untuk melatih kesungguhan, ketelitian, mencari informasi. Peserta didik diminta untuk mengingat dan menuliskan kedepan kata kerja dan kalimat yang sudah dipelajari di pertemuan sebelumnya. Membaca. Siswa diminta untuk membaca dan mengartikan diikuti teman lainnya mengenai kosakata dan kalimat yang telah ditulis Mendengar Peserta didik diminta mendengarkan cara pengucapan kata yang dilakukan oleh temannya.	
	Problem Statement (Identifikasi Masalah)	Menanya (4C) Guru memberikan pertanyaan mengenai pertanyaan yang berada pada aplikasi hellotalk milik guru yang ditampilkan dengan infokus dan siswa diminta untuk menjawab pertanyaan tersebut dengan menyusun kalimat dan memilih kata yang sesuai. Kemudian guru meminta siswa untuk menggunakan aplikasi hellotalk pada fitur hello words dengan topik verb pada smartphone masing-masing.	
	Data Collection (Pengumpulan Data)	Mengumpulkan Informasi Peserta didik mengumpulkan informasi yang relevan pada aplikasi hellotalk di menu fitur hello words: ❖ Berfikir kritis, mengamati, membaca, menelaah, meneliti dan menganalisis arti, struktur kata dan kalimat serta mengingat kosakata kerja (4C), kemudian siswa diminta untuk mencatat kosakata yang perlu dicatat. ❖ Siswa menyelesaikan tugas penyelidikan.	
	Data Processing (Pengolahan Data)	Mengkomunikasikan (4C) Guru meminta siswa untuk menyebutkan kosakata yang telah dikuasai oleh siswa kedepan kelas setelah menggunakan aplikasi hellotalk.	
	Verification (Pembuktian)	Mengasosiasikan ❖ Guru meminta siswa untuk menjawab soal yang ada, kemudian berdiskusi bersama mengenai jawabannya	
	Generalization	❖ Guru mengevaluasi dan memberi masukan terhadap jawaban siswa. ❖ Memperoleh balikan (feedback) dari guru dan teman tentang kosakata dan kalimat yang telah dipelajari	
Penutup		• Guru bersama peserta didik merefleksikan pengalaman belajar. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan meminta siswa untuk berlatih kosakata dengan Hello Words (Aplikasi HelloTalk) • Guru dan siswa bersama-sama berdoa dan memberi salam.	10 Menit

C. Penilaian Pembelajaran

Penilaian Pengetahuan

a. Teknik Penilaian : Tes tertulis (Pretest dan Posttest)

b. Bentuk Instrumen : Multiple Choices

c. Rubrik Penilaian

Nilai Akhir $\frac{\text{Jumlah skor benar}}{\text{Skor Maksimal}} \times 100$

Kriteria penilaian

Jawaban benar	1
Jawab Salah	0

Nama Sekolah : SMP NUSA PENIDA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Element/Materi : Vocabulary/ Daily Routine Activity
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 8 x 40 Menit (2x 40 menit) / Meeting 3

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7	Menerapkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi, dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum, sesuai dengan konteks penggunaannya (unsur kebahasaan simple present tense-V1)	3.7.2Menelaah & menerjemahkan kata kerja V1 dan kalimat sederhana (C4)
4.7	Menyusun teks interaksi transaksional lisan dan tulis tangan pendek dan sederhana yang melibatkan tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan yang benar sesuai konteks.	4.7.2Melengkapi dan menyusun kata kerja (V1) dan menggunakan kata kerja V1 dalam kalimat Simple Present Tense-V1

Penguatan Pendidikan Karakter :

- 1) Tanggung jawab. 2) Percaya diri. 3)Bekerja sama. 4) Jujur. 5) Disiplin. 6) Berpikir Kritis 7) Proaktif.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model Discovery learning, peserta didik dapat:

1. Menelaah & menerjemahkan (C4) kata kerja V1 dan kalimat sederhana simple present tense -V1.
2. Melengkapi dan menyusun (P3) kata kerja (V1) dan kalimat Simple Present Tense-V1.

D. Materi Pokok

1. **Teks interaksi interpersonal:** Daily routine activity (Simple Present Tense)
2. **Unsur Kebahasaan :** Kosakata : Kata Kerja (V1)
3. **Fungsi Sosial :** Menyatakan kalimat fakta, kebiasaan dan kejadian sekarang.

E. Model, Pendekatan, dan Metode Pembelajaran

- a. **Model Pembelajaran** : Discovery Learning
- b. **Pendekatan Pembelajaran** : Scientific Learning (4C)
- c. **Metode** : Diskusi dan tanya jawab

F. Media dan Alat Pembelajaran

- a. **Media** : Power Pointt, Hello Words (Aplikasi HelloTalk)
- b. **Alat** : Laptop, Handphone, Papan tulis, Projector, Spidol

G. Sumber Belajar

- a. Buku paket Kelas VIII
- b. Hello Words (Aplikasi HelloTalk)

H. Materi

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius), Memeriksa kehadiran peserta didik sebagai sikap disiplin, Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	10 Menit
	Apersepsi	Mengaitkan dan mengingatkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya..	
	Motivasi	Guru menyampaikan gambaran, materi tujuan dan manfaat pembelajaran tentang topik Daily routine activity menggunakan unsur kebahasaan verb 1 dan simple present tense yang akan dipelajari.	

	Acuan	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, KKM, mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti	Sintak Model Pembelajaran	Kegiatan Pembelajaran	60 Menit
	Stimulation (Stimulasi / pemberian rangsangan)	Mengamati -Peserta didik diberi motivasi atau rangsangan (4C) oleh guru dengan memberi pertanyaan mengenai kosakta yang telah di pelajari pada pertemuan sebelumnya. Menyimak, mencoba berpikir kritis (4C) menemukan memaparkan, menanyakan, dan merespon pertanyaan guru untuk melatih kesungguhan, ketelitian, mencari informasi. Peserta didik diminta untuk mengingat dan menuliskan kedepan kata kerja dan kalimat yang sudah di pelajari di pertemuan sebelumnya. Mendengar Peserta didik diminta mendengarkan cara pengucapan kata yang dilakukan oleh temannya Membaca. Siswa diminta unuk membacakan dan mengartikan diikuti teman lainnya mengenai kosakata dan kalimat yang telah ditulis.	
	Problem Statement (Identifikasi Masalah)	Menanya (4C) Guru memberikan pertanyaan mengenai pertanyaan yang berada pada menu fitur hello words oleh aplikasi hellotalk milik guru dengan topik verb untuk sub topik (Clean) yang ditampilkan dengan infokus dan siswa diminta untuk menjawab pertanyaan tersebut dengan menyusun kalimat dan memilih kata yang sesuai. Kemudian guru meminta siswa untuk menggunakan aplikasi hellotalk pada fitur hello words dengan topik verb pada samartphone masing-masing.	
	Data Collection (Pengumpulan Data)	Mengumpulkan Informasi Peserta didik mengumpulkan informasi yang relevan pada aplikasi hellotalk di menu fitur hello words: ❖ Berfikir kritis, mengamati, membaca, menelaah, meneidiki dan menganalisis arti, struktur kata dan kalimat serta mengingat kosakata kerja (4C), kemudian siswa diminta untuk mencatat kosakata yang perlu dicatat. ❖ Siswa menyelesaikan tugas penyelidikan.	
	Data Processing (Pengolahan Data)	Mengkomunikasikan (4C) Guru meminta siswa untuk menyebutkan kosakata yang telah di kuasai oleh siswa didepan kelas setelah menggunakan aplikasi hellotalk.	
	Verification (Pembuktian)	Mengasosiasikan ❖ Guru meminta siswa untuk menjawab soal yang ada, kemudian berdiskusi bersama mengenai jawabannya	
	Generalitation	❖ Guru mengevaluasi dan memberi masukan terhadap jawaban siswa. ❖ Memperoleh balikan (feedback) dari guru dan teman tentang kosakata dan kalimat yang telah di pelajari	
Penutup		• Guru bersama peserta didik merefleksikan pengalaman belajar. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan meminta siswa untuk berlatih kosakata dengan Hello Words (Aplikasi HelloTalk) • Guru dan siswa bersama-sama berdoa dan memberi salam.	10 Menit

C. Penilaian Pembelajaran

Penilaian Pengetahuan

a. Teknik Penilaian : Tes tertulis (Pretest dan Postest)

b. Bentuk Instrumen : Multiple Choices

c. Rubrik Penilaian

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor benar}}{\text{Skor Maksimal}} \times 100$$

Kriteria penilaian

Jawaban benar	1
Jawab Salah	0

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP NUSA PENIDA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Element/Materi : Vocabulary/ Daily Routine Activity
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 8 x 40 Menit (2x 40 menit) /Meeting 4

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7	Menerapkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi, dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum, sesuai dengan konteks penggunaannya (unsur kebahasaan simple present tense-V1)	3.7.3Menelaah & menerjemahkan kata kerja V1 dan kalimat sederhana (C4)
4.7	Menyusun teks interaksi transaksional lisan dan tulis tangan pendek dan sederhana yang melibatkan tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan yang benar sesuai konteks.	4.7.3Melengkapi dan menyusun kata kerja (V1) dan menggunakan kata kerja V1 dalam kalimat Simple Present Tense-V1

Penguatan Pendidikan Karakter :

1) Tanggung jawab. 2) Percaya diri. 3)Bekerja sama. 4) Jujur. 5) Disiplin. 6) Berpikir Kritis 7) Proaktif.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model Discovery learning, peserta didik dapat:

1. Menelaah & menerjemahkan (C4) kata kerja V1 dan kalimat sederhana simple present tense -V1.
2. Melengkapi dan menyusun (P3) kata kerja (V1) dan kalimat Simple Present Tense-V1.

D. Materi Pokok

1. **Teks interaksi interpersonal:** Daily routine activity (Simple Present Tense)
2. **Unsur Kebahasaan :** Kosakata : Kata Kerja (V1)
3. **Fungsi Sosial :** Menyatakan kalimat fakta, kebiasaan dan kejadian sekarang.

E. Model, Pendekatan, dan Metode Pembelajaran

- a. **Model Pembelajaran** : Discovery Learning
- b. **Pendekatan Pembelajaran** : Scientific Learning (4C)
- c. **Metode** : Diskusi dan tanya jawab

F. Media dan Alat Pembelajaran

- a. **Media** : Power Pointt, Hello Words (Aplikasi HelloTalk)
- b. **Alat** : Laptop, Handphone, Papan tulis, Projector, Spidol

G. Sumber Belajar

- a. Buku paket Kelas VIII
- b. Hello Words (Aplikasi HelloTalk)

H. Materi

I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius), Memeriksa kehadiran peserta didik sebagai sikap disiplin, Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	10 Menit
	Apersepsi	Mengaitkan dan mengingatkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya..	

	Motivasi	Guru menyampaikan gambaran, materi tujuan dan manfaat pembelajaran tentang topik Daily routine activity menggunakan unsur kebahasaan verb 1 dan simple present tense yang akan dipelajari.	
	Acuan	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, KKM, mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti	Sintak Model Pembelajaran	Kegiatan Pembelajaran	60 Menit
	Stimulation (Stimulasi / pemberian rangsangan)	Mengamati -Peserta didik diberi motivasi atau rangsangan (4C) oleh guru dengan memberi pertanyaan mengenai kosakata yang telah dipelajari pada pertemuan sebelumnya. Menyimak, mencoba berpikir kritis (4C) menemukan, menanyakan, dan merespon pertanyaan guru untuk melatih kesungguhan, ketelitian, mencari informasi. Peserta didik diminta untuk mengingat dan menuliskan kedepan kata kerja dan kalimat yang sudah dipelajari di pertemuan sebelumnya. Mendengar Peserta didik diminta mendengarkan cara pengucapan kata yang dilakukan oleh temannya. Membaca. Siswa diminta untuk membaca dan mengartikan diikuti teman lainnya mengenai kosakata dan kalimat yang telah ditulis	
	Problem Statement (Identifikasi Masalah)	Menanya (4C) Guru memberikan pertanyaan mengenai pertanyaan yang berada pada aplikasi hellotalk milik guru yang ditampilkan dengan infokus dan siswa diminta untuk menjawab pertanyaan tersebut dengan menyusun kalimat dan memilih kata yang sesuai. Kemudian guru meminta siswa untuk menggunakan aplikasi hellotalk pada fitur hello words dengan topik verb sub topik verb 2 pada smartphone masing-masing.	
	Data Collection (Pengumpulan Data)	Mengumpulkan Informasi Peserta didik mengumpulkan informasi yang relevan pada aplikasi hellotalk di menu fitur hello words: ❖ Berfikir kritis, mengamati, membaca, menelaah, mendeidiki dan menganalisis arti, struktur kata dan kalimat serta mengingat kosakata kerja (4C), kemudian siswa diminta untuk menghafal dan mencatat kosakata yang perlu dicatat. ❖ Siswa menyelesaikan tugas penyelidikan.	
	Data Processing (Pengolahan Data)	Mengkomunikasikan (4C) Guru meminta siswa untuk menyebutkan kosakata yang telah dikuasai oleh siswa kedepan kelas setelah menggunakan aplikasi hellotalk.	
	Verification (Pembuktian)	Mengasosiasikan ❖ Guru meminta siswa untuk menjawab soal yang ada, kemudian berdiskusi bersama mengenai jawabannya	
	Generalitation	❖ Guru mengevaluasi dan memberi masukan terhadap jawaban siswa. ❖ Memperoleh balikan (feedback) dari guru dan teman tentang kosakata dan kalimat yang telah dipelajari	
Penutup		• Guru bersama peserta didik merefleksikan pengalaman belajar. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan meminta siswa untuk berlatih kosakata dengan Hello Words (Aplikasi HelloTalk) • Guru dan siswa bersama-sama berdoa dan memberi salam.	10 Menit

C. Penilaian Pembelajaran

Penilaian Pengetahuan

- Teknik Penilaian : Tes tertulis (Pretest dan Posttest)
- Bentuk Instrumen : Multiple Choices
- Rubrik Penilaian

Nilai Akhir $\frac{\text{Jumlah skor benar}}{\text{Skor Maksimal}} \times 100$

Kriteria penilaian

Jawaban benar	1
Jawab Salah	0

Kisi-kisi Instrument Vocabulary

Mata Pelajaran	: Bahasa Inggris	Jumlah Soal	: 30 Soal
Kelas	: VIII	Bentuk Soal	: Multiple Choices
Materi	: Daily Routine Activity	Waktu Mengerjakan	: 40 Menit
Penyusun Kisi-kisi	: Niken Puspa Asoka		

Variabel Y	Kompetensi Dasar	Tujuan	Ranah Kognitif	Indikator Vocabulary	Indikator Soal	Bentuk instrumen	No. Soal
Students English Vocabulary Knowledge	1.7 Menerapkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi, dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum, sesuai dengan konteks penggunaannya Daily Routine Activity (unsur kebahasaan simple present tense-V1) 4.7 Menyusun teks interaksi transaksional lisan dan tulis tangan pendek dan sederhana yang melibatkan tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin dan merupakan kebenaran umum dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan yang benar sesuai konteks.	1.Menelaah & menerjemahkankata kerja V1 dan kalimat sederhana simple present tense -V1. 2.Melengkapi dan menyusun kata kerja (V1) dan menggunakan kata kerja V1 dalam kalimat Simple Present Tense-V1.	Pemahaman	Meaning	Siswa dapat menerjemahkan kata kerja dan kalimat sederhana	Multiple Choices	1,2,3,4,5, 11,12,13,14,15
			Ingatan	Form	Disajikan dalam kata dan kalimat acak. Siswa dapat menyusun kata kerja dan kalimat sederhana acak dengan benar		6,9,16.17.18.19, 20,21,22,23
			Penggunaan	Use	Disajikan dalam kalimat rumpang dan gambar. Siswa dapat menentukan penggunaan kata kerja yang sesuai dalam kalimat bentuk waktu simple present tense.		7,8,10,24,25,26, 27,28,29,30

Knowing a word by I.S.P Nation 2013 / Cameron, Lynne (2003) in Silvia Sismona (2020) / (Depdikbud, 2017)

A. Rubrik Penilaian

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor benar}}{\text{Skor Maksimal}} \times 100$$

B. Kriteria penilaian

No Soal	Kriteria	Bobot	Jumlah Skor Maksimal
1-30	Jawaban benar	1	100
	Jawab Salah	0	

C. Kategori Nilai Siswa

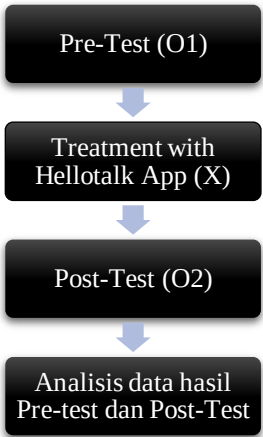
No	Skor	Kategori
1.	86 - 100	Excellent
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	0-40	Very Poor

Panduan Penilaian Oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama (2017)

The Schedule to Get Data

NO.	Date	Meeting	Activities	Time	Model
1.	15 June 2024	I	Introduction Pre-Test Step to download Hellotalk App	2x40 Minutes	Offline
2.	18 June 2024	II	Treatment Hellotalk app	2x40 Minutes	Offline
3.	19 June 2024	III	Treatment Hellotalk app	2x40 Minutes	Offline
4.	15 July 2024	IV	Treatment Hellotalk app	2x40 Minutes	Offline
5.	16 July 2024	V	Treatment Hellotalk app	2x40 Minutes	Offline
6.	17 July 2024	VI	Post-Test	1x40 Minutes	Offline

Kerangka penelitian



Hasil Pre-test dan Post-test

No.	Students	Pre-Test	Kategori	Post-Test	Kategori
1.	STUDENT 1	53.33	Poor	76.67	Good
2.	STUDENT 2	80	Good	96.67	Excellent
3.	STUDENT 3	73.33	Good	96.67	Excellent
4.	STUDENT 4	63.33	Fair	70	Fair
5.	STUDENT 5	50	Poor	73.33	Good
6.	STUDENT 6	73.33	Good	96.67	Excellent
7.	STUDENT 7	30	Very Poor	50	Poor
8.	STUDENT 8	43.33	Poor	93.33	Excellent
9.	STUDENT 9	63.33	Fair	83.33	Good
10.	STUDENT 10	73.33	Good	90	Excellent
11.	STUDENT 11	50	Poor	70	Fair
12.	STUDENT 12	63.33	Fair	76.67	Good
13.	STUDENT 13	43.33	Poor	90	Excellent
14.	STUDENT 14	46.67	Poor	76.67	Good
15.	STUDENT 15	63.33	Fair	96.67	Excellent
16.	STUDENT 16	63.33	Fair	83.33	Good

RESEARCH INSTRUMENT
VOCABULARY PRE-TEST

Name : Gratia anglica

30

Instruction!

1. Tulis nama lengkap pada lembar yang tersedia.
2. Bacalah pertanyaan dan jawablah dengan tepat dan benar!
3. Periksa jawaban dengan teliti sebelum kamu kumpulkan!
4. Test bertujuan untuk mengetahui kemampuan kosakata bahasa Inggris pada siswa.
5. Waktu pengerjaan 40 menit !

Choose the correct answer!

~~1. Mendaki = ...~~

- ~~a. Climb~~ ☒ b. Run c. Jump d. Angry

~~2. Sentuh = ...~~

- ~~a. Cook~~ b. Eat c. Sweet ☒ d. Touch

~~3. Throw = ...~~

- ~~a. Merangkak~~ ☒ b. Bicara c. Senang d. Melempar

~~4. Punch = ...~~

- ~~a. Belajar~~ ☒ b. Memukul c. Melipat d. Mengundang

~~5. Membangun = ...~~

- ~~a. Build~~ b. Visit ☒ c. Burst d. Steal

~~6. drinks - He - water - glass - a -- of~~
~~1 2 3 4 5 6~~

- a. 4-2-6-3-1-5 b. 2-1-5-4-6-3
c. 3-2-5-1-6-5-4 ☒ d. 1-2-3-4-5-6

RESEARCH INSTRUMENT
VOCABULARY PRE-TEST

7.
☒



- a. I eat noodles
- b. I eats noodles
- ☒ c. I drink noodles
- d. I hold the door

8.
☒



- ☒ a. I type
- b. I shout
- c. I talk
- d. I swallow

9. sleep - go - I - to
1 2 3 4

- ☒ a. 2-1-4-3 b. 1-2-3-4 c. 3-2-4-1 d. 3-4-2-1

10. I ... my friend now.

☒

- a. Meat b. Meet ☒ c. Meets d. Met

11. "I ask you "

☒

- ☒ a. Aku bertanya padamu b. Aku berbicara kepadamu
c. Aku memberi tahumu d. Aku melihatmu

12. "They catch a butterfly "

☒

- a. Kita memelihara seekor kupu-kupu
b. Mereka menangkap seekor kupu-kupu
☒ c. Mereka memelihara seekor kupu-kupu
d. Kita menangkap seekor kupu-kupu

RESEARCH INSTRUMENT
VOCABULARY PRE-TEST

13. ~~"Saya menyikat gigi"~~

- ~~a. I wash my hair~~
c. I brush my hair

- ☒ b. I brush my teeth
d. I wash my teeth

14. ~~"saya menyisir rambut"~~

- ~~a. I comb my hairs~~
c. I watch my hair

- ☒ b. I wash my hair
d. I wreak my hair

15. ~~"I take the bins out"~~

- ~~a. Saya menyiram bunga~~
c. Saya mengeluarkan sampah

- b. Dia mengambil kelereng
☒ d. Saya melipat pakaian

16. ~~T - S - A - E - T~~

- ~~☒ a. Taste~~ b. Teast

- c. Eastt d. Seatt

17. ~~C - A - P - K~~

- ~~a. Pakc~~ ☒ b. Pack

- c. Pcak d. Capk

18. ~~N - T - S - I - E - L~~

- ~~a. Listen~~ b. Sient

- ☒ c. Lisent d. Liesnt

19. ~~I - C - K - K~~

- ~~☒ a. Ckik~~ b. Kick

- c. Keik d. Ikck

20. ~~T - R - R - E - N - U~~

- ~~☒ a. Return~~ b. Rutern

- c. Turren d. Nerrtun

21. ~~serve - I - food~~

- ~~☒ 1 2 3~~

- ☒ a. 1-2-3 b. 3-2-1

- c. 2-1-3 d. 2-3-1

22. ~~remove - up - make - I~~

- ~~☒ 1 2 3 4~~

- a. 2-3-4-1 b. 4-1-3-2

- c. 3-2-4-1 ☒ d. 1-2-3-4

RESEARCH INSTRUMENT
VOCABULARY PRE-TEST

~~X~~ 23. They - alarm - set - an
1 2 3 4

☒ a. 4-2-3-1

b. 1-3-4-2

c. 3-4-2-1

d. 2-1-3-4

~~X~~ 24. I ... a bike
a. Ride

☒ b. Rides

c. Spread

d. Apologize

~~X~~ 25. I ... some water
a. Needs

b. Make

☒ c. Build

d. Need

~~X~~ 26. I ... the door
a. Type

☒ b. Pass

c. Taste

d. Push

~~A~~ 27. They ... some word
a. Shout

b. Shoutes

c. Punch

☒ d. Hire

~~X~~ 28. We ... Coffee
a. Makes

b. Make

☒ c. Making

d. Ask

~~X~~ 29. I ... the bill
a. Paid

b. Pay

☒ c. Paying

d. Pack

~~✓~~ 30. I ... lemons to make a glass of juice

☒ a. Squeeze

b. Squeezes

c. Squeezer

d. Squeezing

RESEARCH INSTRUMENT
VOCABULARY POST-TEST

Name : Jhasua a. Sony Putra | a.w.10

90

Instruction!

1. Tulis nama lengkap pada lembar yang tersedia.
2. Bacalah pertanyaan dan jawablah dengan tepat dan benar!
3. Periksa jawaban dengan teliti sebelum kamu kumpulkan!
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4. ~~Punch~~ = ...

- ☒ ~~Belajar~~ ☒ ~~Memukul~~ c. Melipat d. Mengundang

5. ~~Membangun~~ = ...

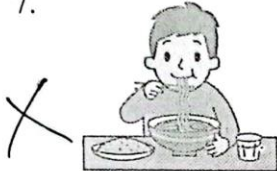
- ☒ ~~Build~~ b. Visit c. Burst d. Steal

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1 2 3 4 5 6

- a. 4-2-6-3-1-5 ☒ 2-1-5-4-6-3
c. 3-2-5-1-6-5-4 d. 1-2-3-4-5-6

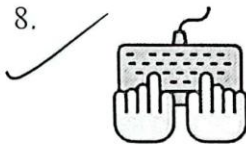
RESEARCH INSTRUMENT
VOCABULARY POST-TEST

7.



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1 2 3 4

- a. 2-1-4-3
- b. 1-2-3-4
- ☒ c. 3-2-4-1
- d. 3-4-2-1

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- d. Aku melihatmu

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- a. Kita memelihara seekor kupu-kupu
- ☒ b. Mereka menangkap seekor kupu-kupu
- ☒ c. Mereka memelihara seekor kupu-kupu
- d. Kita menangkap seekor kupu-kupu

RESEARCH INSTRUMENT

VOCABULARY POST-TEST

13. ~~Saya menyikat gigi~~ “

- ☒ a. I wash my hair
c. I brush my hair

- ☒ I brush my teeth
d. I wash my teeth

14. ~~saya menyisir rambut~~“

- ☒ I comb my hairs
c. I watch my hair

- b. I wash my hair
d. I wreak my hair

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- ☒ a. Taste ☒ Teast

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17. ~~C - A - P - K~~

- ☒ a. Pakc ☒ Pack

- c. Peak d. Capk

18. ~~N - T - S - I - E - L~~

- ☒ Listen b. Sielnt

- c. Lisent d. Liesnt

19. ~~I - C - K - K~~

- ☒ a. Ckik ☒ Kick

- c. Kcik d. Ikck

20. ~~T - R - R - E - N - U~~

- ☒ Return b. Rutern

- c. Turren d. Nerrtun

21. ~~serve~~ - ~~I~~ - ~~food~~

1 2 3

- a. 1-2-3 b. 3-2-1

- ☒ 2-1-3 d. 2-3-1

22. ~~remove~~ - ~~up~~ - ~~make~~ - ~~I~~

1 2 3 4

- a. 2-3-4-1 ☒ 4-1-3-2

- c. 3-2-4-1 d. 1-2-3-4

RESEARCH INSTRUMENT
VOCABULARY POST-TEST

23. ~~They~~ - ~~alarm~~ - ~~set~~ - ~~an~~
1 2 3 4

- a. 4-2-3-1 ~~X~~. 1-3-4-2 c. 3-4-2-1 d. 2-1-3-4

24. I ... a bike

- ~~X~~. Ride b. Rides c. Spread d. Apologize

25. I ... some water

- ~~X~~. a. Needs ~~X~~. Make c. Build d. Need

26. I ... the door

- ~~X~~. a. Type b. Pass c. Taste ~~X~~. Push

27. ~~They~~ ... some word

- ~~X~~. Shout b. Shoutes c. Punch d. Hire

28. We ... Coffee

- ~~X~~. a. Makes ~~X~~. Make c. Making d. Ask

29. I ... the bill

- ~~X~~. a. Paid ~~X~~. Pay c. Paying d. Pack

30. I ... lemons to make a glass of juice

- ~~X~~. Squeeze b. Squeezes c. Squeezer d. Squeezing

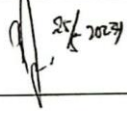


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

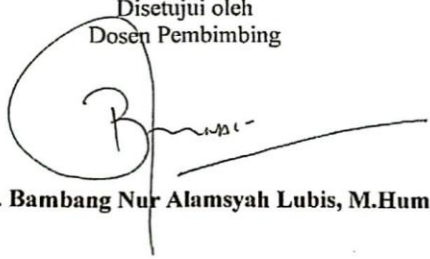
Dengan ini saya:

Nama Mahasiswa : **Niken Puspa Asoka**
NPM : 2002050036
Prog. Studi : Pendidikan Bahasa Inggris

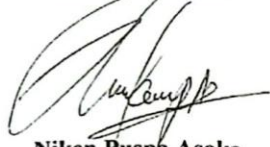
Judul	Diterima
Impact of the Hello Words 'HelloTalk App' on Students' English Vocabulary at Junior High School	 25/5/2024

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Dr. Bambang Nur Alamsyah Lubis, M.Hum.

Medan, 25 Mei 2024
Hormat Pemohon,


Niken Puspa Asoka



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Niken Puspa Asoka**
NPM : 2002050036
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 135 SKS

IPK= 3.75

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Impact of the Hello Words 'HelloTalk App' on English Vocabulary at Junior High School	
	Figurative Language Found in English Song Lyrics Version by NCT	
	The Role of Kpop Waves in Ammasing The English Vocabulary of Kpop Fans	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 Mei 2024
Hormat Pemohon,

Niken Puspa Asoka

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Niken Puspa Asoka**
NPM : 2002050036
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Impact of the Hello Words 'HelloTalk App' on Students' English
Vocabulary at Junior High School

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Dr. Bambang Nur Alamsyah Lubis, M.Hum.

25 Mei 2024

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 25 Mei 2024
Hormat Pemohon,

Niken Puspa Asoka

Niken Puspa Asoka

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1148/II.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Niken Puspa Asoka
N P M : 2002050036
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Impact of the Hello Words 'HelloTalk App'on Students' English Vocabulary at Junior High School.

Pembimbing : Dr. Bambang Nur Alamsyah Lubis,, M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 29 Mei 2025

Medan 21 Zulkhaida 1445 H
29 Mei 2024 M



Wassalam
Dekan

Dr. H. Syamsu Yurnita, MPd.
NIDN 4006066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**





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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Niken Puspa Asoka
NPM : 2002050036
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Impact of Hello Words 'Hellotalk App' on Students' English Vocabulary at Junior High School

Tanggal	Hasil Bimbingan Proposal	Tanda Tangan
10/1/2024	Formulating research title	
16/5/2024	Introduction → Background of research → Reviewing literature and theories → Research formulation	
25/5/2024	Methodology → Validate the appropriate research Methods and instruments → Technique for analyzing	
27/7/2024	Result and Discussion	
29/7/2024	Abstract	
	ACC	

Medan, 1 Agustus 2024

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

(Dr. Pirman Ginting, S.Pd., M.Hum.)

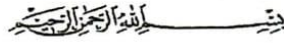
Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Niken Puspa Asoka
NPM : 2002050036
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Impact of Hello Words 'Hellotalk App' on Students' English
Vocabulary at Junior High School

Sudah layak diseminarkan.

Disetujui oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR ARTIKEL

Pada hari ini Jumat Tanggal 11 Bulan Oktober Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Niken Puspa Asoka
NPM : 2002050036
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Impact of Hello Words "Hellotalk App" on Students' English Vocabulary at Junior High School

No	Masukan dan Saran
Title	Impact of Hello Words "Hellotalk App" on Students' English Vocabulary at Junior High School
Introduction	provide the gap
Method	Explain why & how you employed the method
Result & Discussion	Please compare & contrast the discussion with previous related researches
Conclusion	☐ Disetujui ☐ Ditolak ☒ Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: NIKEN PUSPA ASOKA
Tempat/ Tgl. Lahir	: Medan, 20 juli 2002
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 2002050036
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Jl. Setia Budi No.99 Medan Telp/Hp: 0882-6308-4239
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

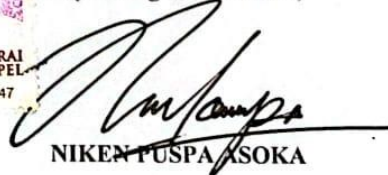
Melalui surat permohonan tertanggal November 2024 telah mengajukan permohonan menempuh ujian Artikel. Untuk ujian Artikel yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Artikel dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.



Saya Yang Menyatakan,


NIKEN PUSPA ASOKA



YAYASAN HAJJAH SITI MARIANI SMP SWASTA NUSA PENIDA MEDAN

Jl. Raharja No. 23 Pondok Batuan Kel. Tanjung Sari Kec. Medan Selayang Kota Medan Kode Pos 20132
Terakreditasi - B, NPSN. 10210090 ☎ 061.88802474 ✉ smpsekolahku5@gmail.com

SURAT KETERANGAN **400.3.7.6/1**

Yang bertanda tangan dibawah ini:

Nama : Leo Asnah Munthe, S.Ag

Jabatan : Kepala Sekolah

Alamat : Jl. Raharja No. 23 Pondok Batuan Kel. Tanjung Sari Kec. Medan Selayang

Menerangkan bahwa nama dibawah ini:

Nama : Niken Puspa Asoka

NPM : 2002050036

Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan/melakukan penelitian di SMP Swasta Nusa Penida Medan dengan judul Impact of Hello Words 'HelloTalk App' on Students' English Vocabulary at Junior High School pada SMP Swasta Nusa Penida Medan.

Adapun pelaksanaan penelitian selesai pada 17 Juli 2024

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya, agar dapat dipergunakan seperlunya.

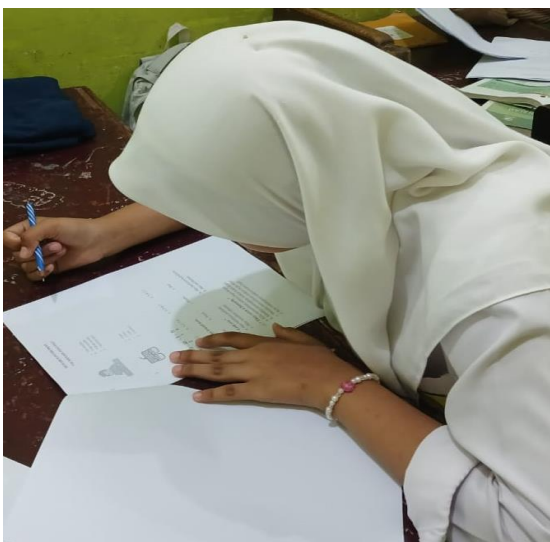
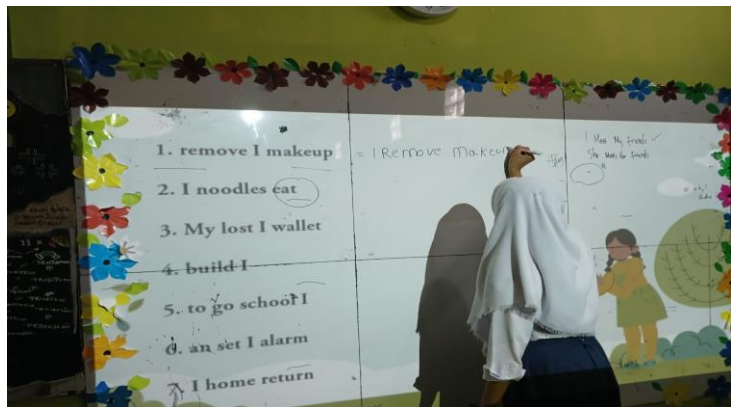
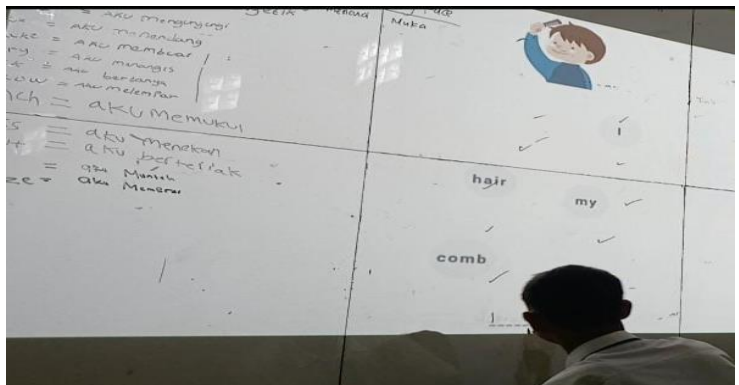
Medan, 18 Juli 2024

Kepala SMP Swasta Nusa Penida Medan

Leo Asnah Munthe, S.Ag

NRKS: 2002310030760232207433

Dokumentasi Penelitian



Naskah Niken Umsu.pdf

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Curriculum Vitae

1. Personal Information

Name : Niken Puspa Asoka
Place / Date of Birth : Medan, July 20th 2002
Sex : Female
Religion : Islam
Citizenship : Indonesian
Address : Jl. Setia Budi No.99 Medan
Department : English Education
Phone Number : 088263084239
E- mail : nikenpuspa665@gmail.com
Father's Name : Sugino
Mother's Name : Seri Dewi

2. Education

- a. Elementary School at SD Muhammadiyah 3 Medan
- b. Junior High School at SMP Muhammadiyah 3 Medan
- c. Senior High School at SMA Muhammadiyah 2 Medan
- d. The students of English Education Program of Universitas Muhammadiyah Sumatera Utara (2020-2024)