The Implementation of HelloTalk Application in Vocabulary Teaching for Senior High School

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Abstract

This research aims to understand the effectiveness of the HelloTalk application in teaching English vocabulary for second grade high school students and its application in teaching English vocabulary. This research uses questionnaires, interviews and descriptive analysis methods to collect information about research and students' experiences in learning English. The questionnaire covered what they knew about the HelloTalk application before and how they saw the application, whether the HelloTalk application was effective in teaching vocabulary and how to apply the application and the questionnaire was distributed via Google Forms after students had experience with HelloTalk. The research concluded that the Hellotalk application was effective in improving second grade high school students' English learning, making the learning process more interactive and useful. This also helps improve the integration of applications in the curriculum to improve the quality of language learning and students' learning experience.

Keywords: HelloTalk application, vocabulary, teaching

INTRODUCTION

This century has seen the use of new technologies in English language teaching become very important, both in the literary field and in classroom practice. This problem is caused by rapid technological developments (Kukulska-Hulme & Bull, 2009, p. 16). One of the uses of mobile devices is the latest development in English language teaching in this century. This includes learning tools that help teachers and students during learning inside and outside the classroom. Mobile-based learning will make learning more student-centered. In this way students will be more active in the learning process, and the teacher will act as a facilitator and help students. Mobility allows you to do certain things without being limited to one location and time. This activity can be carried out anywhere and at any time by community members. This term also applies to education. So, students can learn outside the classroom. The use of smartphones, as well as drinkable devices, is starting to have a significant impact on the way learning occurs in a variety of fields and contexts, including language learning (Shadiev et al., 2022). This term is called Mobile Assisted Language Learning (MALL). MALL is different from CALL (Computer Assisted Language Learning) because MALL uses devices that can be taken anywhere and used spontaneously. Mobile phones are the most popular type of technology today, outnumbering personal computers and playing an important role, especially among the younger generation (Kwangsawad, 2019).

According to Fitriani (2020), English is the only foreign language that must be taught to students at all levels of education, from high school to university. In addition, the goal of EFL teaching in Indonesia has been set by the Indonesian government to help students become better at communicating. listening, speaking, reading and writing in the context of empathy (Fitriani, 2020). then empathy skills now include vocabulary mastery. Putra (2014) believes that mastery of English vocabulary is an important part of the core skills that every student must master before being able to use the fourth English language skill set out in the 2013 curriculum (K13). Students are expected to master three main types of vocabulary: adjectives, nouns, and verbs (Noprianto & Purnawarman, 2019). Therefore, understanding vocabulary is an important part of spoken language teaching (ELT). Students' vocabulary does not match expectations. Typos are one of the most common problems (Fitriani, 2013). In addition, Aisyah's research (2017) found that students lacked English vocabulary, especially nouns. This can be seen when researchers ask students to understand a certain text, but they cannot. Then besides that, Aisyah (2017) stated that teacher unawareness and the absence of vocabulary lear-

ning strategies in the English curriculum can lead to the inclusion of vocabulary management in the teaching process. Learners of English as a second or foreign language in speaking face several problems. One of them is that they don't have the courage to speak confidently. They are also afraid of making mistakes because they pay too much attention to grammar, pronunciation and accent. According to Gruber et al. (2013), self-confidence is very important for students to progress and achieve their goals. This is a belief that must be held firmly in order to achieve progress. This supports Cahyono & Widiati's (2008) findings that most English teachers ignore vocabulary because they focus on four English skills. Apart from that, one of the main factors that causes students to fail to master their vocabulary is the lack of time and practice to learn it (Machfudi, 2022).

Specifically in solving vocabulary mastery problems, one of the applications studied was the HelloTalk application (Rudiansyah, 2023). Since Mobile Phones have become very popular in most parts of the world, they have brought many good and bad things to people, but the most important thing they have brought is that they have brought another type of learning called MALL (Mobile Assistant Language). It is considered an effective and accurate way of learning a language, it is a method that can be used by people of all ages for all types of learning. There are several ways to learn through technology, one of which is by using an application called Hellotalk (Febriani et al., 2023). So, students can practice English with him by talking or chatting whenever they want. This is an application that allows students to master vocabulary. This application can help language students concentrate on various learning targets, such as language skills, vocabulary, and entertainment (Chen, 2016). Additionally, this application can also accommodate students from beginner to advanced levels (Gangaiamaran & Pasupathi, 2017). No doubt, the app may have some features that can be criticized. These include limited and decontextualized vocabulary learning, as well as a limited number of applications that have corrective feedback for users (Heil et al., 2016). From the data above, it can be concluded that the existence of MALL is not necessarily a threat to replace conventional English education methods. Instead, shopping centers should be utilized

Kuning (2020) stated that HelloTalk is one of the social language learning applications used. Current data shows that students' attitudes and perceptions towards the implementation of MALL appear positive. For example, in research they conducted in 2019 on students' perceptions of English learning apps, Cheng & Kim (2019) found that Korean and Chinese students rated the apps positively. In addition, Saraswati et al. (2021) found that the use of mobile-based language learning applications such as Duolingo can encourage students to learn languages independently, thereby producing positive attitudes in students. Parents also reported having positive perceptions. According to Nushi & Makiabadi (2018), HelloTalk is a language learning application that offers an innovative and fun way of learning with a larger user base who can communicate and share ideas in a social environment. then Due to its various interesting features and ease of use, this application can also help students improve their vocabulary easily.

Therefore, researchers want to conduct further research to find out whether the HelloTalk application is effective in teaching vocabulary to high school students and this research is also to find out how the HelloTalk application is implemented in teaching vocabulary. So it is hoped that this research can provide great benefits for students in obtaining references and alternative methods for English teachers to increase students' vocabulary and increase their understanding of the four English language skills so that students can practice English with other people and can improve their mastery. English. by talking or chatting whenever they want. because According to the researchers' experience, this application is a good application because it can bring many good things to students.

METHOD

This research was conducted qualitatively by applying a case study. As explained by Ary et al. (2018), case studies focus on one unit, which can be an individual, group, location, class, policy, program, process, institution, or community, the 'case' examined in this research is whether the HelloTalk application is effective in high school students' vocabulary and How to use the HelloTalk application to master vocabulary. Then this research focuses intensively on one particular object being studied as a case. The case study method allows the researcher to remain holistic and significant. According to Arikunto (2013), research methods are the methods used by researchers to collect research data.

Because case studies can be heuristic; focuses on providing new knowledge (Ary et al., 2018), this early stage research does not necessarily occur naturally. This is because HelloTalk is considered a completely new application for most

students. Therefore, to start the whole learning process, before data collection and analysis, researchers make observations to introduce students to the HelloTalk Applicationn.

After completing the initial process, namely introducing the application, students are given the opportunity to use HelloTalk for approximately one week and during that time they explore the application by taking advantage of the features offered. As a result, they gain experience in using the application naturally.

The subjects of this research were second grade students at MAS Robithotul Istiqomah. Researchers took 26 students as questionnaire respondents. The instruments used in this research were interviews, questionnaires and documentation.

There are two data collection methods in this research. The first is to conduct interviews with students. The second way is to use a questionnaire.

Interview

In this method, structured interviews with open-ended questions are used to collect information about research titles and participants' difficulties in teaching vocabulary. Then we can Conduct this interview by asking participants a few questions to find out how to use the Hellotalk app as a tool for teaching English vocabulary in the classroom.

Questions

The questionnaire covered what they knew about HelloTalk previously and how they viewed the application, whether the HelloTalk application was effective in teaching vocabulary and how to apply the application. Questions from the first category are presented as yes/no questions, while positive statements from the other categories are given a score of 1 to 5 respectively, which means strongly disagree. distributed via Google Forms after students have had experience with HelloTalk.

Finally, the questionnaire data is analyzed to draw conclusions by using MS Excel. The formula used to calculate the questionnaire is to find the total score per indicator using simple percentage statistics.

To gain the result percentage, the researcher uses the formula by Sudijono (2010) as follows :

P = f / n x 100

Notes :

P = Percentage

F = Frequency of fulfilled aspect crtiteria

N = the total number of criteria in each aspect

In carrying out data analysis, descriptive analysis is used in the form of simple calculations in the form of "mean and percentage analysis". This simple descriptive analysis is basically a supporting analysis to determine the level of achievement of students' interest in the HelloTalk application in teaching English vocabulary.

RESULTS AND DISCUSSION

The research results present findings obtained through the use of the Hellotalk application in teaching vocabulary in high schools. By applying qualitative methods, this research collected data which was then analyzed using mean and percentage calculations to provide an overview of the effectiveness of the application in the learning context. The results presented will include an in-depth analysis of students' responses, which will hopefully provide insight into the extent to which the Hellotalk application influenced their vocabulary learning process. It is hoped that these findings will contribute to a better understanding of the application of technology in English education and assist in the development of more effective teaching strategies.

The instrument for this research is a questionnaire designed to evaluate students' perceptions of the use of the Hellotalk application in project-based learning called "British Friend", especially in the context of teaching English vocabulary in high schools. This questionnaire contains a series of statements that aim to measure students' interest and assessment of this learning method. This questionnaire consists of ten statements: five related to students' interest in using the Hellotalk application to learn English vocabulary, and five regarding their opinions regarding the effectiveness of the Hellotalk application in learning English vocabulary. Thus, this questionnaire aims to collect data relevant to the research title "Implementation of the Hellotalk Application in Vocabulary Teaching in Senior High Schools".

The scoring technique used in the questionnaire in this research is a Likert scale with 4 score categories, namely score 1 Strongly Disagree, score 2 Disagree, score 3 Agree and score 4 Strongly Agree or the details are as follows :

The Answer	The Information
0-24.99	Strongly disagree
25-49.99	Don't agree
50-74.99	Agree
80-100	Strongly agree

Based on the research results, the following are the results of a questionnaire on students' interest in using the Hellotalk application to learn English vocabulary.

Based on the questionnaire results table presented, it can be interpreted that the Hellotalk application has a significant role in improving English vocabulary learning among high school students. From the data obtained, it appears that the majority of students show a positive response to the use of this application in the learning context.

The first question assessing the effectiveness of the Hellotalk application in improving vocabulary teaching received an agreement percentage of 73%, indicating that the majority of students felt the application was effective. This is reinforced by the responses to the second question, where 73% of respondents also felt that the application encouraged them to discover new vocabulary

Furthermore, the third and fifth questions, which each received an agreement percentage of 74%, showed that the use of the Hellotalk application had a positive impact on the success of vocabulary teaching and students' vocabulary development through features such as correction by native speakers. The fourth question, with the highest percentage of agreement, namely 75%, confirmed that this application makes students more active in vocabulary learning.

The average percentage of agreement for all questions was 74%, which shows a high level of satisfaction with the use of the Hellotalk application in vocabulary learning. This indicates that the Hellotalk application is not only considered an effective tool for improving vocabulary teaching, but also as a tool that encourages students to be more active and involved in the learning process.

In conclusion, the results of the questionnaire show that the implementation of the Hellotalk application in teaching English vocabulary in high schools was well received by students. This application is considered an effective learning tool, which not only improves vocabulary knowledge but also motivates students to be more active in learning. This shows the potential of the Hellotalk application as a valuable educational resource in the context of modern English learning.

Apart from that, an illustration of students' interest in using the Hellotalk application for teaching English vocabulary is depicted in the graph as follows:

Table 1. Student Interest Questionnaire Results for Using the Hellotalk Application to Learn English Vocabulary

| The Question	Alternative Answer				Total	Mean
	Strongly disagree	Don't agree	Agree	Strong-ly agree		
1. The HelloTalk application is effective in improving vocabulary teaching for high school students.	5	0	12	8	73	73%
2. Learning English using the HelloTalk application can encourage me to discover new vocabulary in the application	3	2	14	6	73	73%
3. Use of the HelloTalk Application can influence the level of success in teaching vocabulary	4	0	14	7	74	74%
4. The HelloTalk application makes students more active in teaching vocabulary	3	1	14	7	75	75%
5. The use of features in the HelloTalk Application, such as correction by native speakers, influences the development of high school students' vocabulary	3	1	15	6	74	74%
Mean percentage of scores						74%
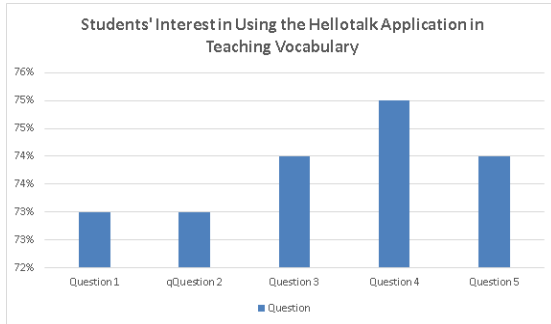
Figure 1. Students' interest in using the Hellotalk application in teaching vocabulary

Apart from raising the interest of students in using the Hellotalk application in teaching kotakata, there was also a raise regarding students' responses to using the Hellotalk application in teaching Kotaka, which is as follows.

Based on the table of student response results regarding the effectiveness of using the Hellotalk application in teaching vocabulary, it can be seen that this application has a positive impact on the English language learning process at the high school level. As many as 77% of respondents agreed that implementing the Hellotalk application made vocabulary learning more fun and interesting. This shows that the Hellotalk application has succeeded in adding elements of interactivity and novelty to learning, which can increase student motivation and involvement in the learning process (Meng et al., 2023).

In addition, the same percentage of agreement (77%) was also achieved on the statement stating that the Hellotalk application makes it easier to learn English vocabulary. Easy access to the various learning features provided by the app, such as word games, interaction with native speakers, and contextual vocabulary exercises, allows students to learn vocabulary in a more effective and efficient way.

The third statement, which received an agreement percentage of 76%, emphasized that the Hellotalk application has an influence on learning and supports the vocabulary learning process of high school students. This shows that applications are not only considered as additional learning aids, but also as important components that support the entire vocabulary learning process, providing students with rich resources for the enrichment of their vocabulary.

However, there was a slight decrease in the percentage of agreement (71%) regarding the ease of implementing the Hellotalk application by high school students in teaching vocabulary. Although this figure still shows a majority of agreement, this may indicate a need for additional assistance or training for students in using the application optimally.

Finally, with an agreement percentage of 75%, respondents acknowledged a positive difference in learning outcomes between students who used the Hellotalk application and those

Table 2. Student Response Results on the Effectiveness of Using the Hellotalk Application in Teaching Vocabulary

The Question	Alternative Answer				Total	Mean
	Strongly disagree	Don't agree	Agree	Strongly agree		
1. Implementation using the HelloTalk Application makes teaching vocabulary more fun and interesting.	2	2	13	8	77	77%
2. Implementation using the HelloTalk application makes teaching English vocabulary easy to learn.	3	1	12	9	77	77%
3. The HelloTalk application has an influence on learning and supports the vocabulary learning process of high school students.	3	0	15	7	76	76%
4. The application of the HelloTalk application is very easy for high school students to apply in teaching vocabulary.	3	3	14	5	71	71%
5. There are differences in learning outcomes between students who use HelloTalk and students who follow conventional teaching methods	3	2	12	8	75	75%
Mean percentage of scores						75%

who followed conventional teaching methods. This shows that the use of technology in learning, especially the Hellotalk application, can provide significant advantages in understanding and mastering English vocabulary. Overall, with an average percentage agreement score of 75%, these results confirm the effectiveness of the Hellotalk application as a valuable vocabulary learning tool for high school students.
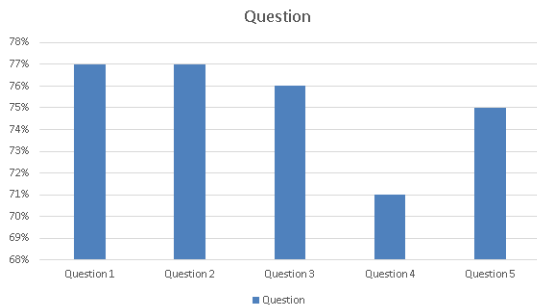

Figure 2. Student responses using the HelloTalk application in teaching vocabulary

Based on students' responses to the use of the Hellotalk application in learning English vocabulary, there is evidence that shows the effectiveness of this application in various aspects of the learning process. First, the Hellotalk application was deemed effective in improving vocabulary teaching to high school students, with students reporting that the application facilitated the discovery of new vocabulary and positively influenced the success of vocabulary learning. Secondly, this application makes the learning process more interactive and interesting, which not only makes learning vocabulary easier but also makes it more fun.

Furthermore, the Hellotalk app encourages students to be more active in vocabulary learning, which may be due to features such as correction by native speakers that allow students to receive immediate feedback and correct their mistakes in real-time (Sadeghi & Chalak, 2023). Fourth, the ease of application of this application by high school students shows that Hellotalk was designed with the needs and abilities of young users in mind, making it easy to integrate into their learning routine.

Finally, the differences in learning outcomes between students who used the Hellotalk application and those who followed conventional teaching methods indicate that this application provides additional benefits in vocabulary learning. In this way, Hellotalk not only acts as a learning aid but also as an educational innovation that enriches students' learning experience

and helps them achieve better results in English learning. Overall, the Hellotalk application has proven to be effective in improving vocabulary learning in Senior High Schools, by providing a supportive, interactive and easy-to-use platform that enriches the learning process and produces marked improvements in students' vocabulary mastery (Wibowo & Raihani, 2019).

CONCLUSION

The conclusion for this research based on data collected through a questionnaire shows that the Hellotalk application has a significant positive impact on learning English vocabulary. Student responses confirmed that the app was effective in enhancing vocabulary teaching, with many students reporting that they discovered new vocabulary and felt more successful in their learning.

The Hellotalk application not only increases the effectiveness of vocabulary learning but also makes the learning process more interesting and fun. The app's interactive features, including corrections by native speakers, have contributed to increased student activity in vocabulary learning. This shows that technology-based learning can enrich the learning experience and motivate students to engage more deeply.

The ease of use of the Hellotalk application is also an important factor in positive reception from students. The app is designed to be easily integrated into students' study routines, allowing them to utilize the app's features without significant barriers. This is important to ensure that educational technology is accessible to all students, regardless of their technological background.

Additionally, there were visible differences in learning outcomes between students who used the Hellotalk application and those who followed conventional teaching methods. This shows that the Hellotalk application offers a more effective and dynamic approach to vocabulary learning, which can produce better results compared to traditional methods.

Overall, the Hellotalk app has proven to be a valuable tool in teaching English vocabulary at the High School level. Its implementation has encouraged students to be more active in their learning, provided access to rich learning resources, and facilitated meaningful interactions with native speakers. This shows the great potential of using technology-based learning applications in modern education.

By considering all the aspects that have been explained, this study concludes that the Hellotalk application is an effective and interesting

tool that supports English vocabulary learning. Its use in the classroom can help students develop stronger language skills and prepare them to communicate in a global context. This research also suggests that educators consider integrating similar applications in the curriculum to improve the quality of language learning and enrich students' educational experiences.

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