

The Use of Hello English Application to Improve Students' Vocabulary of Junior High School

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Abstract

This study aimed to improve the students' vocabulary using English Hello Application. This design were classroom action research with four stages of two cycles. The subjects were 22 students from seventh grade students in a junior high school Sukoharjo. The researchers used three instruments to collect the data which were test, observation sheet, and questionnaire. The result showed that the students' vocabulary could improve by using English Hello application from cycle I by 51.81 for the mean of pre-test result and 69.54 for the mean of post-test result. Cycle II was 78.63 for the mean of pre-test and 91.81 for the mean of post-test. The result of t-test in cycle I and cycle II were significant. In addition, the minimum completeness score of pre-cycle, cycle I, and cycle II increased significantly. There was a positive response of using English Hello application by most of students chose strongly agree with 8 students in cycle I. It increased in cycle II by most of them who chose strongly agree with 11 students in learning vocabulary using English Hello application.

Keywords: Hello English Application, Vocabulary

Geliştirmek için Hello English Uygulamasının Kullanımı

Ortaokul Öğrencilerinin Kelime Bilgisi

Öz

Bu çalışma, English Hello Uygulamasını kullanarak öğrencilerin kelime dağarcığını geliştirmeyi amaçlamıştır. Bu tasarım, iki döngüden oluşan dört aşamalı bir sınıf eylemi araştırmasıydı. Denekler, Sukoharjo'daki bir ortaokuldaki yedinci sınıf öğrencisinden 22 öğrenciydi. Araştırmacılar verileri toplamak için test, gözlem formu ve anket olmak üzere üç araç kullanmışlardır. Sonuç, öğrencilerin kelime dağarcığının I. döngüden İngilizce Merhaba Uygulaması kullanılarak ön test sonucu ortalaması için 51.81 ve son test sonucu ortalaması için 69.54 ile geliştirilebileceğini gösterdi. Döngü II, ön test ortalaması için 78.63 ve son test ortalaması için 91.81 idi. Döngü I ve döngü II'deki t testinin sonucu

anlamlıydı. Ek olarak, döngü öncesi, döngü I ve döngü II'nin minimum eksiksizlik puanı önemli ölçüde arttı. English Hello uygulamasını kullanma konusunda öğrencilerin çoğu I. döngüde 8 öğrenciyle kesinlikle katılıyorum seçeneğini olumlu yanıtladı. 2. döngüde ise İngilizce Hello uygulamasını kullanarak kelime öğrenmede 11 öğrenciyle kesinlikle katılıyorum seçeneğini seçti çoğu öğrenci tarafından arttı.

Anahtar Kelimeler: Merhaba İngilizce Uygulaması, Kelime Bilgisi.

Introduction

In learning English at school, especially English, students' vocabulary size is low because the teacher usually only asks them to translate into Bahasa or English language. It is said that because the teacher uses the grammar translation method, so students get bored quickly during the learning process. The students' low vocabulary makes it difficult for them to learn English and makes them not enthusiastic in learning English because vocabulary is one of components skill that supports four main English skills, namely writing, listening, speaking and reading. It must be learned by students from kindergarten to college. By having a lot of vocabulary, they can communicate, understand and express a text, idea, opinion or feeling.

Based on pre-observation, during the pandemic the teacher only provided material related to vocabulary in the form of pdfs and images uploaded in google classroom without teaching students directly via online, so the size of students' vocabulary was very low. This can be seen in the daily test results related to vocabulary. Nearly 65% of student learning outcomes were the minimum completeness score of 70. In addition, there were other factors that cause low student learning outcomes, namely their enthusiasm for learning vocabulary is low because they are not accompanied or supervised by the teacher (Aygören, 2020). This causes them to be lazy to study vocabulary seriously. There were some distractors that make them not study seriously, namely playing social media or games. Therefore, teachers should provide solutions for methods, media, models, online learning techniques used must be interesting and in accordance with the learning material. One of them is with an English-based application available on mobile phones as a learning medium. Mobile application for learning English "English language learning mobile application" (ELLMA) allows students to learn English independently anytime and anywhere (Seraj et al., 2021). ELLMA utilizes Smartphones in helping the learning process so that students can be more focused and motivated to learn because they use media that can steal students' attention. One application that can support students' vocabulary is the Hello English application. Hello English is a smartphone application specially designed for learning English (Vesselinov and Grego 2017). The Hello English application is considered sufficient to meet the needs of students in developing aspects of listening, reading, speaking, vocabulary, and grammar with fun features to increase students' enthusiasm for learning English. This application offers comprehensive English skills through interesting games and scenes that can be used daily to learn English both in the classroom and outside the classroom (Hidayati & Diana 2019, 197). In addition, the application provides several lesson descriptions, lesson quizzes, mini games, tests, materials, assignments, rewards and dictionaries. This application is suitable for junior high school students (Stockwell, 2010). This is evidenced by a researcher named Nutriyanto (2020) who found positive student perceptions of the Hello English application. (Puspitaloka et al., 2017) also found students to be more enthusiastic in learning grammar and vocabulary because of the

interesting and fun application for junior high school students. Therefore, in this article, we will focus on learning vocabulary specifically for junior high school students because the results of learning vocabulary for junior high school students are low.

Vocabulary

Vocabulary is the main key to communicate, make sentences, and understand sentences well. students must know vocabulary in order to learn English (De Ridder, 2002). Vocabulary is important to be able to speak, write, read and listen. Alqahtani (2015) believes that mastery of vocabulary is very important for every student to learn in the success of learning English. If students do not have a broad vocabulary (Ghadirian, 2002), students cannot use the existing language structures and functions to communicate well in written and oral form. Especially for junior high school students who have to learn a lot of new vocabulary. Building vocabulary is an important part of the language learning process at the beginning of learning. Based on the definitions above, we can conclude that vocabulary is a basic component that one must learn in learning English to communicate effectively. It also makes it easier for students to learn the four English skills. There are two types of vocabulary according to types of vocabulary mastery (Horst et al., 2005). Vocabulary mastery can be divided into receptive mastery and productive mastery. Receptive mastery is an ability related to vocabulary comprehension problems. Productive mastery is an ability related to the problem of using vocabulary. While what is meant by mastery of writing is the ability related to the problem of writing vocabulary correctly according to certain grammatical rules (Huang & Liou, 2007).

The following explanation will describe the types of vocabulary mastery above, namely as follows.

a) Receptive mastery

Reception is an activity that is passive, only understanding in the thought process. Receptive mastery is classified into two, namely listening and reading. Receptive language skills are closely related to vocabulary mastery. As stated by Tarigan (1993) which states that speaking is of course closely related and related to the development of vocabulary that is obtained by the child through listening and reading activities (Horst et al., 2005). Mastery in question is an understanding of certain vocabulary in a text sentence. In other words, it can be stated that the receptive mastery of vocabulary in written form; not verbal understanding (listening).

b) Productive mastery

Productive means to produce. Productive vocabulary mastery is the ability to use or apply the relevant vocabulary in a sentence text. Thus, we can see the clarity of the meaning contained in the word or vocabulary (Prince, 2012). Productive mastery here is meant for verbal mastery (speaking).

Teaching and Learning Vocabulary

Teaching vocabulary from an early age is very important so that you can learn English easily and can master the four English skills. Jordan in Wardani (2015) states that teaching vocabulary is a very important task in teaching English because vocabulary is closely related to the four English skills.

Gairns and Redman (2003) say there are four main points in teaching vocabulary:

1. Through textbooks containing written and spoken texts, presentation activities, grammatical structure exercises, and so on.
2. Through complementary material provided by the teacher himself.
3. Through students that will arise from student questions and errors.
4. Through special vocabulary activities designed by the teacher for the teacher for a special group of students.

When teaching new vocabulary to students, it is important to select key vocabulary for each unit or lesson to be taught. Fun learning means interactive and active learning so that students can focus their attention on the learning they are experiencing (Salirawati and Nur, 2018). Especially during a pandemic, using online media is very much needed to support English language teaching. Media also helps teachers provide material and helps students discuss the material provided (Sydorenko, 2010).

“Hello English” Application

Hello English application is an English learning application to help users learn English with an interactive model. This application is available on mobile phones and laptops. According to Satriani et al, (2019) this application was created by Culture Alley in 2014. This Hello English application has many languages to suit the user's language. There are twenty-two different languages around the world. This application consists of 475 interactive lessons, tutors, mini games, assignments, newspapers, and stories. This application is also equipped with a dictionary with a word count of approximately 10,000 words, so users do not need to open other applications to search for vocabulary translations. In each lesson or game, users can earn coins to rank with Hello English users worldwide and locally, so the more coins you have, the higher your ranking will be. This triggers the level of enthusiasm of users to be enthusiastic in learning English.

This application can improve vocabulary, language layout, spelling, practice communication skills, and listening, reading, writing, and reading. Lieungnapar (2019), Puspitaloka et al (2017), and Sivakumar (2015) had explored and experimented that the Hello English application can help and improve students' English language learning. It is used for the beginner until the advanced level, so the junior high school students can use it. The trick also uses interactive games that you have to pass (Satriani et al., 2019). After passing the game, you will be given a reward in the form of coins to open the next game that is more difficult. In addition, this application also provides you with the latest audio book services that can increase your vocabulary. The application provides a simple, attractive and easy-to-understand English vocabulary memorization system for young learners. Thus, this application is suitable for junior high school students. In addition to the simple translation, there are also illustrations specially prepared to show the appropriate action for the unknown word. By learning to use our application, your English vocabulary will continue to grow. Thus, the user can choose appropriate with his or her native language first and do a test given by the application to assess the user's English proficiency. Then, the application will recommend a lesson suitable for her or his English proficiency. It uses interactive lessons through games, conversations, and some kinds of tests to teach different English lessons (Satriani et al., 2019).

In this helpline feature, the Hello English application usually provides some vocabulary on certain topics every day which can help users to increase vocabulary knowledge (Legaki et al., 2021). In addition, to providing new vocabulary on the Helpline, there is also a quiz where we are usually asked the meaning of a phrasal verb being asked. By using the Hello English application in the learning process in this pandemic, it is hoped that it can affect student learning outcomes in English lessons, especially vocabulary.

The Implementation of the Hello English Application in Vocabulary

In this pandemic situation, teachers make online lesson plans to design teaching-learning. Teachers can use Hello English as a medium for improving the students' vocabulary size based on the material of lesson plan (Syamsiah Depalina Siregar, Siti Meutia Sari, 2020). This article gives some materials from the syllabus of seventh grade which can be applied in Hello English application. The materials are shown in table 1.

Table 1.

The Lesson of Hello English Application based on basic competencies

Basic competencies	Indicator	Lesson of Hello English
3.2 Understanding social functions, text structures, and linguistic elements in self-introduction expressions, as well as their responses, according to the context of their use.	3.2.1 Identify the social function of self-introduction expressions and responses.	1= asking and respond about name
	3.2.2 Identify the structure of conversational texts that use self-introduction expressions and their responses.	2= greeting 3= asking and respond about address
	3.2.3 Identifying linguistic elements in self-introduction expressions and responses	

Table 1 was one of example lesson plan that would be in Hello English application. This article chose one of these materials is basic competencies 3.2 which is self-introduction and responses. Teacher could ask their students to open their Hello English application. They clicked *ambil pelajaran ini* to select lesson one. They listened to "My name is Putri" from google sound with its translation. Then, a grammar rule is "is". From this section, the students learned vocabulary and grammar rules. Next, they did some tests that appropriated with they learned before. The students' answer would be given feedback. For right answer is praised and given five coins of each question with its explanation. For false answer is explained which the error is. Next is same concept with the previous one. The sentence is "I am Putri" and "What is your name?". with google audio. Then, grammar explanation is you vs. yours vs. yours. "You" is a subject pronoun, "your" is a possessive adjective, and "yours" is a possessive pronoun with examples and its translation. They did some tests that appropriated with they learned before. After doing the test, the students read and listened to the conversation about introduce

their name with the google audio and its translation. Then, the students did some translation test. In final, the students got a total of the coin that they get from all questions. The memory map appeared to show the words “I” as long term, “What” as the medium term, and “Student” as short term. It indicated that the students’ understanding and memorizing vocabulary they learned before. There are two kinds of games of each lesson that are grammar and translation games and vocabulary game with time limitations. The students will play with another student around them.

The teacher could give some assignment through English Hello application. The teacher could give instruction for students to select a practice and exercise (Ginting, 2019). They could choose a game and an article of exercise menu (Alizadeh, 2016). The first was a game which is tea games with time limitations to improve their vocabulary memory (Ghadirian, 2002). The game is interesting item, joyful and funny with music background to improve their enthusiastic in vocabulary learning (Liu, 2016). The second was an article with various topics. One of the topics was “ways to introduce yourself”. By reading the article, the students could improve their vocabulary because if they found any unfamiliar words, they could click it (Alizadeh, 2016). Then, it would directly appear its translation at the bottom. The students were not only got new vocabulary but also, they got new knowledge and learn grammar structure of how to introduce yourself to others in various ways (Puspitaloka et al., 2017)

Methodology

Research design

The design of this research is classroom action research because it is related to problem solving. The purpose of this class action is to improve students' vocabulary by using Hello English in this pandemic situation. To carry out this class action, the researcher collaborates with the teacher as a partner to solve problems in vocabulary learning for junior high school students. Each of them focuses their attention on aspects of classroom action research according to their expertise, teachers as learning practitioners, researchers as designers and critical observers. Then, researchers and teachers implemented the plan in the online vocabulary learning process for junior high school students (Syamsiah Depalina Siregar, Siti Meutia Sari, 2020). To carry out this class action, the researcher uses Kurt Lewin's model which states that there are four phases in each cycle, namely planning, action and observation, and reflection (Liu, 2016).

1. Planning

The planning stage is the initial step where plans, strategies, and action procedures which are formed to determine what, why, when, where, by whom, and how the action will be carried out. In this stage, the preparation of the lesson plan, research instruments to assist the process of recording the facts found during the action take place, as well as indicators of achievement of increasing motivation and learning outcomes.

2. Acting

The action stage is the implementation of the planning stage. Action scenarios that have been designed are then applied to the actual learning process. It should be noted that learning must continue naturally and naturally, so that it does not seem artificial.

3. Observing

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This stage is carried out side by side with the action stage, so that both take place at the same time. What is done in this stage is to observe and record the facts and symptoms found when the action is in progress.

4. Reflecting

The reflection stage is used to analyze and review the results of the actions that have been taken. The findings obtained will be used to determine plans for the next cycle.

Participants

The participants were the seventh-grade students. They were 160 students of nine classes. The researchers only involved one class with random sampling. The sample consisted of 22 students. There majority of research participants were 18 females and the remaining were 4 males.

Instruments

The researchers used three instruments which were observation, questionnaire, and test. First, the test is a systematic and objective tool or procedure to obtain the desired data or information about a person, in a way that can be said to be precise and fast. The tests were pre-test and post-test to obtain students' vocabulary achievement of each cycle. It consists of pretest and post-test of each cycle by using Hello English application. The pretest was given for students before giving action to know the students' vocabulary size, while, the post-test was given after giving action by using Hello English application to obtain the students' vocabulary achievement after giving action (Junior, 2019). Second, questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2014: 142). It is used to know the students' interest in vocabulary learning by using Hello English application. It consists of 13 questions by giving options to be chosen according to how they feel when learning vocabulary by using Hello English application. Every question was given four options: strongly agree, agree, disagree, and strongly disagree (Dewi, Mahendrayana, & Swandana, 2019). Then, the observation sheet was used in order to make a note of the classroom activities during the learning process (Dewi, Mahendrayana & Swandana, 2019). It was used to record students' behaviors and the condition of the class during the teaching-learning activities.

Data Analysis

The quantitative data resulted from students' responses of Hello English were analyzed using software analysis data SPSS v.20. To calculate the mean and significant of pre-test and post test, the researchers used t-test (Arikunto, 2013). Next, the questionnaire, there were 7 questions with scale 1-4 for the answer option. The highest score was 4 and the lowest score was 1. It was known that the highest score is 52 (4x13) and the lowest score was 13 (1x13). In determining, the interval for each level, the following formula can be used (Widoyoko, 2015, P. 110).

The data obtained from the research either through observation, test, and questionnaire were processed with descriptive analysis to describe the state of increasing achievement of indicators of success in vocabulary learning outcomes for 7th grade students each cycle using the Hello English application. Vocabulary test was analyzed using SPSS data analysis. The mean and significant of pre-test and post-test each cycle, the researchers used t-test (Suwanto, 2018). Then, the questionnaire's scale was 1- 4 for the answer option. The highest score was 52 (4x13) and the lowest score was 13 (1x13). In determining the interval for each level, the following formula can be used (Widoyoko, 2015, P. 110).

Intervals = Highest Score-Low Score or Number of Interval Classes. From the formula to find the existing interval, the following calculations can be done: $\text{Intervals} = (52-13)/4 = 9.75$. From the calculations to find the interval distance above, the responses can be grouped into the following categories:

Table 2. *Categories of Student Responses*

Students' scores	Category
42.25-52	Strongly agree
32.5-42.25	Agree
22.75-32.5	Disagree
13-22.75	Strongly disagree

Results and Discussion

There are two forms of data in this study, quantitative data and qualitative data, and both are important. Pre- and post-test vocabulary scores could be used to gather quantitative data, while questionnaires and observations could be used to obtain qualitative data. We used the data from cycles I and II. There were three meetings per cycle. Material was varied for each cycle. First, we looked at interpersonal communication with teachers and friends and then we moved on to self-introductions in the second cycle.

A cycle's pre-testing and post-testing results when I looked at vocabulary scores, I saw that the students had a poor score. On the chart 1, you can see this.

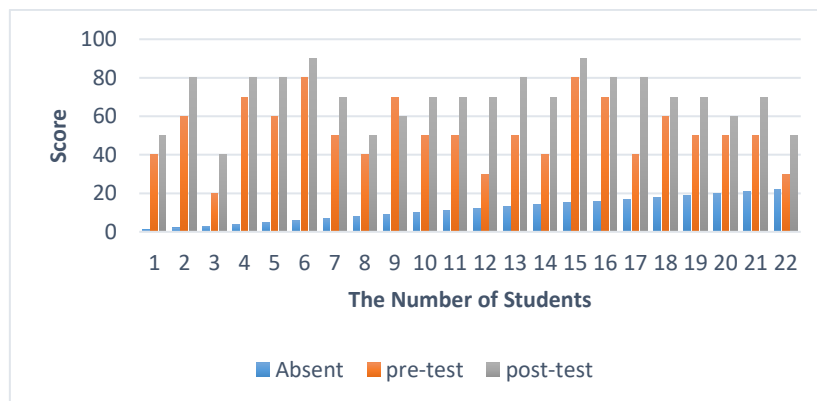


Chart 1. The Students' vocabulary achievement of Cycle I

Table 3. *Statistical data on vocabulary test results using English Hello application*

Test	Mean	minimum score	maximum score
Pretest	51.81	20	80
Post-test	69.54	40	90

There were five students who met or above the minimal mastery level for the seventh-grade students which is 70, according to data from the pretest results on chart 1. A total of three students received a score of 70 and two students had a score of 80. It was reported that 22 percent of the students had passed the pretest. There is a 100 percent pass rate for the minimum mastery criteria when the number of students who successfully finished the course is divided by the entire 22 students (Arifin, 2012). Therefore, the percentage of students who passed the pretest was 22,72%. Then, table 2 shows that the students' mean pretest score was 51.81, which is characterized as low (Zhao, 2019). Pretest score result indicated that students' vocabulary size was lacking. In order to help the students enhanced their vocabulary size, it was thought that certain treatments should be administered. The treatment used Hello English.

However, there were still a lot of students who were confused and can't focus on learning vocabulary of Hello English since they weren't ready for using Hello English application in their handphone, which was a new medium for them in learning vocabulary of Hello English had never taught them to use it. Since the signal was terrible and their quota abruptly ran out, some of them protested. A week later, they were growing comfortable with using Hello English application. There was a lot of excitement in their eyes as they followed the learning process. After the second training session, they had begun to see an improvement in their training results. In the students' post-test scores, it was clear that their vocabulary size had improved.

Chart 1 shows that 16 students met the minimal mastery criteria. Eight students had scored 70, six students had scored 80, and two students had scored 90. As a result, the 16 students who met the minimal mastery criteria divided by the total number of students is the percentage of students who met the minimum mastery standard (22 students). It was multiplied by a factor of one hundred percent. In the post-test, 72,72 percent of students passed. As compared to the pre-test percentage yield, this has improved by 50 percent. After that, in table 2, the students' mean post-test score was 69.54. A high level of vocabulary was demonstrated in this post-test, based on the results (Zhao, 2019). Compared to the pre-test index, this climbed by 17.73 points. In the first chart, all of the students showed an increase in vocabulary, but there were five students who did not pass.

Table 4. *Analyses of Cycle I T-test results*

		Paired Differences							
			Std.	Std.	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Deviation	Error	Lower	Upper			
Pre-test	-	-			-	-			
Pair 1	- Post-test	1.77273E1	11.09776	2.36605	22.64774	12.80680	-7.492	21	.000

$t = -7.492$, $df = 21$, and $\text{Sig (2-tailed)} = 0.000$ are the results. In the end, it turns out that H_0 is not accepted because $\text{Sig} = 0.000 < 0.05$. As a result, the average pre-test and post-test scores were not the

same. 51.81 points on the pretest and 69.54 points on the post-test are shown in Table 2. This suggested that utilizing Hello English application to study vocabulary has an impact on the vocabulary size of students in cycle I.

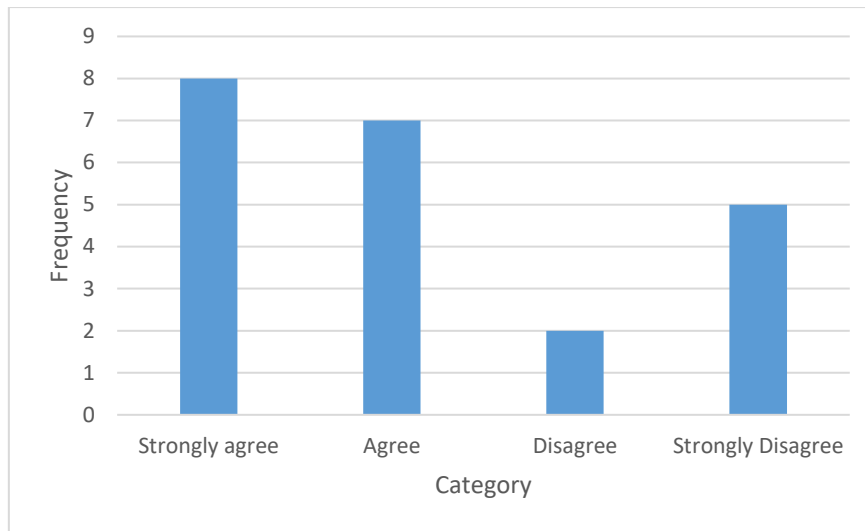


Chart 2. The Student Responses of Questionnaire of Cycle I

There were eight students chose strongly agree, seven students chose agree, two students chose disagree, five strongly disagree. Thus, there were 15 students displayed favorable comments and just seven students submitted negative responses to Hello English. It found that they were really happy and enthusiastic during learning vocabulary utilizing Hello English. Thus, Hello English could also enable them to grasp and think critically in taking reading comprehension assessments (Puspitayani, Putra, Made & Santoso, 2020). This study would be regarded successful if all students could increase their vocabulary size and all students respond positively to utilizing Hello English in learn vocabulary. Therefore, the second cycle was carried out to be success. All students had to be able to increase vocabulary and gave positive feedback to Hello English in learn vocabulary.

Cycle I's results revealed one issue that needed to be revisited in cycle II. Still, many students did not know vocabulary verb. Thus, they could not make a true sentence and they did know the meaning of sentence. Accordingly, researchers are trying to come up with an answer by offering students topics to study in cycle II and asking them to investigate them before the lecture began. This was done to make the students easier and more time-efficient in learning vocabulary using Hello English application. This change was made during the second cycle of learning. Students were more motivated to keep up with the online class because of it. When they initially met, they were still unsure of how to answer the Hello English application in a short amount of time. It was much easier for them to do the vocabulary test at Hello English application at the next meeting, since Hello English was something they're used to, and because they'd already done their homework. Because of this, the results of the post-test at the previous meeting were superior to the results of the post-test from cycle I. This chart 3 and table 3 show the results.

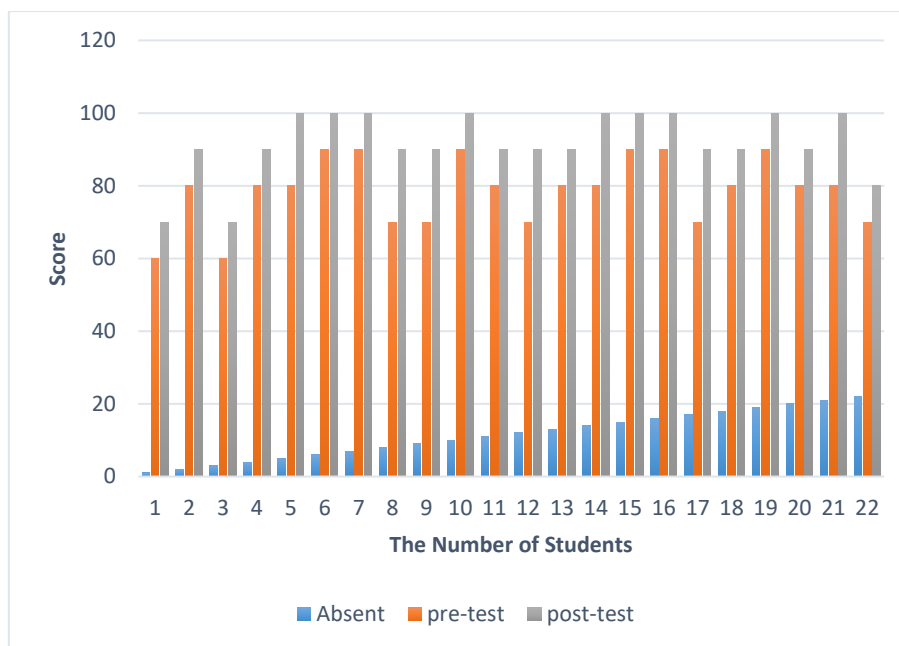


Chart 3. The Students' Vocabulary Achievement in Cycle II

Table 5. Statistical data on reading test results using Hello English Application

Test	Mean	minimum score	maximum score
Post-test	78.63	60	90
Pre-test	91.81	70	100

It appeared that there were 20 students who passed the minimum completeness category, based on post-test results in chart 4. There were five students with score 70, nine students with score 80, and six students with score 90. Students who met minimal mastery standards were calculated by multiplying the 20 students who completed, by the total number of 22 participants, then dividing by 100. 90 percent of the students passed the pretest. There was an average of 78.63 points on the second cycle of post-test, as shown in table 4. According to the findings of this post-test, the students' vocabulary size were large (Zhao, 2019). Then, for post-test, all the students passed the minimum completeness category based on pre-test results in chart 3. Students who met minimal mastery standards were calculated by multiplying the 22 students who completed, by the total number of 22 participants, then dividing by 100. 100 percent of the students passed the pretest. There was an average of 91.81 points on the second cycle of pre-test, as shown in table 4. From the post-test result of cycle II, this has increased by 13.18 indexes.

Table 6. Analyses of Cycle II T-test results

Paired Differences
95% Confidence Interval of the Difference

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
	Pre-test	-			-	-	-		
Pair	- Post-test	1.318		1.0163	15.295	11.0681	12.96		
1	test	18E1	4.76731	9	53	1	9	21	.000

Assume that you have the following values: $t = -15.667$, $df = 21$, $Sig (2-tailed) = 0.000$. This means that H_0 is rejected since the sign (Sig) is less than 0.000. As a result, the average pre-test and post-test scores were not the same. Pre-test mean score was 91.81, while post-test mean score was 78.63, as shown in Table 5. Meaning that the vocabulary learned in cycle II is influenced by the vocabulary learned in cycle I.

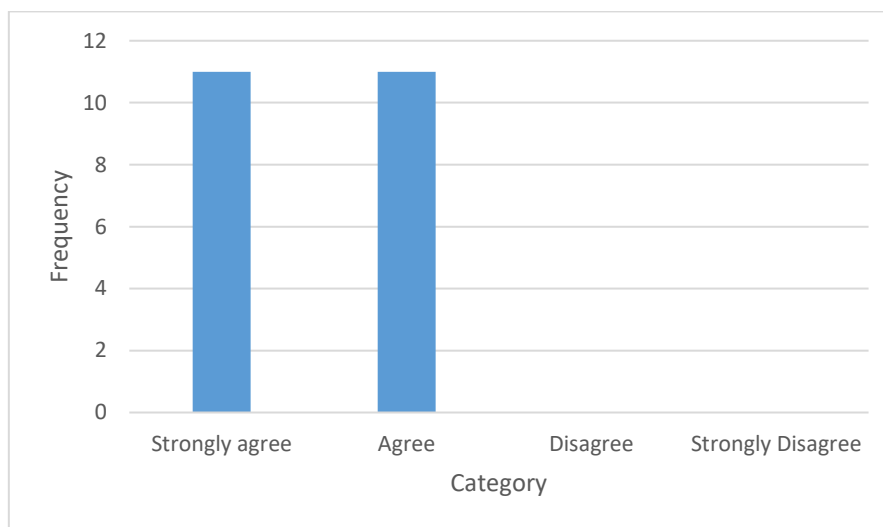


Chart 4. The Student Responses of Questionnaire of Cycle II

Students' interest in learning vocabulary was gauged via a questionnaire administered after the post-test using Hello English application. This is seen in the chart 4. It was decided that twenty-two students were in agreement with the statement. As a result, all of the students who used Hello English to improve their vocabulary size awarded it a thumbs up. The rise was due to the changes made in cycle II's online class. As a result of using Hello English for learning vocabulary, the students felt more relaxed, peaceful, and at ease. They've also improved in terms of their ability to comprehend what they learned. As a result, the study's goals were achieved. As a result, the next cycle could be halted. When Ratnasari, Hikmawati, and Ghifari (2019) applied integrated learning by using Hello English application to design appropriate formative assignments in testing students' vocabulary size, the result was the same. Using formative assessment, they were able to assess vocabulary size. Language features including social function and text structure were taken into consideration when they were created. On the basis of the fundamental competency demand, they created an online formative assignment using Hello English that included vocabulary size at the basic, middle, and high levels of proficiency because they may use Hello English to build their own online formative evaluation for testing reading skill as part of their learning process, they believe their results will assist teachers in enhancing their professional competence.

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22,72% of all tests were completed in the pre-cycle (pre-test cycle I), 72,72 % of all tests were completed after one round of testing, and 100% of all tests were completed after the second round of testing As seen in Chart 5, the percentage of students who have completed their reading comprehension has increased significantly.

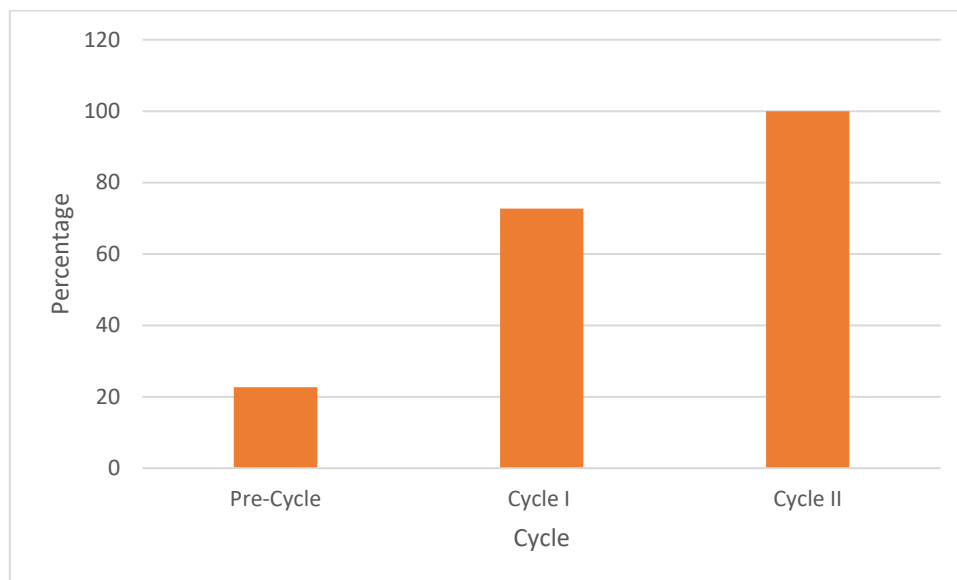


Chart 5. Percentage of Completeness in the Pre-cycle, Cycle I, and Cycle II

Conclusion

In this study, Hello English application was used to try and increase students' vocabulary size. It was because Hello English application has made learning a language into a game-like experience. As a result, pupils are more likely to be interested in learning vocabulary noun and verbs. Usually, pupils didn't want to practice reading since it's monotonous and they don't know what the material means. It reduced their vocabulary size. It was for this reason that researchers attempted to gamify vocabulary by using Hello English application. Music, native speaker sounds, colourful, and user-to-user interaction are just a few of the tools Hello English application offers to help you improve your vocabulary size while you were using it. The students were more motivated to learn English because of it. the vocabulary questions make them feel like they were in a race with each other. The average pre-test result in cycle I was 51.81, and the average post-test result in cycle I was 69.54. because some pupils had not improved from their pre-test to their post-test scores. As a result of the first cycle's shortcomings, researchers conducted a second one. In cycle II, the average pre-test result was 78.63, and the average post-test result was 91.81. As a result of utilizing Hello English application in cycle I, the majority of students opted to agree, and as a result of using Hello English application in cycle II, the majority of students strongly agreed. It can be concluded that students' vocabulary size could be improved by using Hello English application.

Suggestions

Educators and readers are encouraged to include Hello English application into their vocabulary lessons in order to boost students' enthusiasm and vocabulary size. Accordingly, Hello English

application has been recommended to students as a means of enhancing their vocabulary size by increasing their motivation to learn.

Statements of Ethics and Conflict of Interest

“We, as Corresponding Author, declare and undertake that in the study titled as “Using Quizizz To Improve Reading Comprehension Learning”, scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the authors and that this study has not been sent to any other academic publication platform for evaluation.”

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