

Enhancing Students' Vocabulary Through the Hello English Application in Narrative Text Writing

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ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi penggunaan aplikasi Hello English dalam meningkatkan kosakata Bahasa Inggris peserta didik dalam menulis Narrative Text di kelas X AKL-2, SMK Negeri 2 Semarang. Dua siklus pembelajaran digunakan: siklus pertama tanpa aplikasi Hello English dan siklus kedua dengan aplikasi Hello English. Hasil penelitian menunjukkan peningkatan signifikan dalam penggunaan kosakata Bahasa Inggris peserta didik setelah penggunaan aplikasi Hello English. Mereka mampu menghindari pengulangan kata yang signifikan dan meningkatkan kualitas penggunaan kosakata dalam narasi. Peserta didik juga memahami peran kosakata dalam membangun cerita. Selain peningkatan kosakata, peserta didik merespons positif penggunaan aplikasi Hello English dan lebih termotivasi untuk belajar Bahasa Inggris. Implikasi penelitian ini meliputi peningkatan kemampuan menulis Bahasa Inggris, motivasi belajar yang lebih tinggi, pemanfaatan teknologi, dan perbaikan dalam proses pembelajaran. Penelitian ini memberikan inspirasi bagi guru Bahasa Inggris dan peneliti lain untuk mengeksplorasi aplikasi tambahan dalam meningkatkan kemampuan berbahasa peserta didik serta menunjukkan potensi teknologi dalam mengatasi tantangan pembelajaran bahasa.

Kata kunci: Menulis, Narrative Text, Kosakata Bahasa Inggris, Aplikasi Hello English

ABSTRACT

This research aims to evaluate the use of the Hello English application in improving the English vocabulary of students when writing Narrative Text in the 10th-grade AKL-2 class at SMK Negeri 2 Semarang. Two learning cycles were employed: the first cycle without the Hello English application and the second cycle with the Hello English application. The research results indicate a significant improvement in the students' use of English vocabulary after using the Hello English application. They were able to reduce significant word repetition and enhance the quality of vocabulary usage in their narratives. The students also gained an understanding of the role of vocabulary in constructing a story. In addition to vocabulary improvement, the students responded positively to the use of the Hello English application and were more motivated to learn English. The implications of this research include improved English writing skills, higher learning motivation, the utilization of technology, and enhancements in the learning process. This research provides inspiration for English teachers and other researchers to explore additional applications in enhancing students' language proficiency and demonstrates the potential of technology in addressing language learning challenges.

Keywords: Writing Skill, Narrative Text, Vocabulary, Hello English Application

1. INTRODUCTION

English has become a vital international language, enabling individuals to communicate effectively worldwide. In an educational context, the ability to write in English, particularly in narrative texts, plays a crucial role. This skill depends on the precise use of vocabulary, where errors in word selection can affect comprehension and conveyed meanings.

Therefore, developing students' ability to master English vocabulary is a primary task.

"Writing is one of the essential language skills and involves the precise use of vocabulary" (Murtono, 2010). Students' ability to master vocabulary influences their proficiency in understanding and using language. Especially in the context of narrative texts, students need to comprehend the role of vocabulary in

conveying experiences, events, or stories, whether based on reality or imagination.

Hello English application has emerged as an innovative solution to enhance students' vocabulary skills in learning English. The application offers various learning resources, online courses, and video games with the potential to enrich vocabulary and English language skills. The use of this application is expected to make learning more engaging and effective, while boosting students' motivation. In this context, this research aims to evaluate the impact of using the Hello English application on students' ability to master English vocabulary when writing narrative texts. The research involves two learning cycles: the first cycle without the Hello English application and the second cycle with the use of the Hello English application. The results of this research are expected to provide deeper insights into the effectiveness of the application in enhancing students' English writing abilities, particularly in vocabulary usage. This research will also discuss students' responses to the use of the Hello English application in the context of English language learning.

1. LITERATURE REVIEW

2. Writing Skill

The ability to write coherently and effectively is a fundamental language skill. Slamet (2008) emphasizes that writing requires systematic, logical thinking and the proficiency to convey ideas in clear, concise language. The curriculum in Indonesian high schools, specifically in senior high schools (SMA/SMK), places a particular emphasis on developing students' writing skills. The primary goal is to equip students with the capability to express their thoughts, ideas, and emotions through proficient writing.

3. Narrative Text

Narratives are grouped into fiction and non-fiction stories. According to Smith (2010, p. 149), narratives are popular in everyday life because, through them, people construct social reality and understand their past experiences. This means that narrative text is a type of text that tells about real events or actions in someone's life. Narrative text is a piece of text that tells a story that can entertain or inform the reader or listener. This means that narrative text is telling a story in the form of important text and providing information to readers and listeners. According to Herlina (2012, 147), narrative text is text that relates to a series of logically

and chronologically related events that are caused or experienced by a factor.

- **Kinds of Narrative Text**

The types of stories classified as narrative texts are fables, folk tales, myths, and legends. The second type is fantasy, such as modern literary tales, fantastic stories, science fiction, fairy tales, novels, plays, poems, tall tales, and high fantasy; the last is nonfiction, such as contemporary stories, historical stories, autobiographies, biographies, and human interest stories in magazines and newspapers.

- **Social Function of Narrative Text**

According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs readers or listeners.

- **Linguistic Characteristics of Narrative Text**

According to Anderson (2002), regarding the linguistic characteristics usually found in narratives, there are five linguistic characteristics in narrative texts, namely:

- a. Using past tense (S+V₂+O), example: Riko went to Paris last year.
- b. Specific figures (specific characters), for example: king, queen
- c. Conjunction or time words that connect events to tell when they happen, for example: then, before, after, and soon.
- d. Action verb to show the action that occurs in the story, for example: climbing, turning, carrying
- e. Direct and indirect speech, direct words and indirect words Useful for bringing the story to life.
- f. Descriptive words to describe characters and settings, for example: long or black hair
- g. Adverbs of time, adverbs of time, for example, long time ago, once upon a time.

- **Generic Structure of Narrative Text**

Anderson (2002, 167) says that the generic structure of narrative text is orientation,

complication, reorientation, resolution, and coda. There are five generic structures in narrative text: orientation, complication, reorientation, resolution, and coda. The general structure of narrative text, namely:

1. Orientation

The reader is introduced to the main character and possibly some minor characters. Some indication is generally given as to where the action was performed and when it was performed.

2. Complications

Complications occur due to serious events, and we usually expect complications or problems to arise. It wouldn't be interesting if something unexpected didn't happen. This complication will involve the main characters and an oven that functions temporarily to keep them from achieving their goals.

3. Reorientation

This is where the narrator tells how the character reacts to the complication. This includes how they feel and what they do. These events can be told chronologically (in the order in which they happened) or with flashbacks. The audience is given the narrator's point of view. • Resolution In this section, the implications can be resolved, good or bad, but they are rarely resolved completely.

4. Coda

Coda is an optional structure in a narrative. In this section, the narrator includes a coda if there is a moral or message that can be learned from the story.

A. Vocabulary

An extensive vocabulary is essential for effectively utilizing a second language. Without a shared vocabulary, applying the grammatical structures and functions we've learned to engage in meaningful communication becomes an uphill task. The potency of words is a key determinant of communicative success. Vocabulary takes center stage in language, particularly in spoken communication and choosing the right words. Additionally, a rich vocabulary facilitates the articulation of our ideas, thoughts, and emotions, whether in written or spoken form. The more we use this

vocabulary in our day-to-day conversations, the more ingrained it becomes (Turk, 2003: 87). This implies that daily spoken language usage makes vocabulary familiarity a pivotal aspect in recognizing spoken discourse.

Vocabulary serves as a foundational cornerstone in language acquisition. Learners need to grasp words, their meanings, pronunciation, and spelling. Therefore, when instructing vocabulary, educators should not merely expound on meanings but also address spelling and pronunciation. For students, mastering vocabulary is imperative as it enables effective communication among peers. Combining vocabulary with expressions leads to the formation of coherent meanings that can be comprehended by the audience, as stated by Kreidler (2004). Effective communication necessitates an extensive vocabulary, allowing us to craft sentences that convey our intended messages to listeners. A limited vocabulary impedes effective communication as it hinders the expression of thoughts to the audience. Vocabulary acquisition consistently emerges as a key facet of language learning, as noted by numerous researchers. A strong connection exists between vocabulary and the ability to convey meaning among students.

D. Hello English

The utilization of the Hello English application is an active approach to enhancing students' vocabulary in writing Narrative Text in English. This application offers diverse learning materials, online courses, and video games designed to enrich students' vocabulary and enhance their English language competencies.

2. METHODOLOGY

The research methodology employed in this study is Classroom Action Research (CAR), which is conducted by educators or researchers as an initiative to enhance and optimize the quality of educational services within the context of teaching and learning. The primary focus of CAR is directed

toward students, who serve as the main subjects or targets of the research (Susilowati, 2018).

The setting for this classroom action research was SMK Negeri 2 Semarang, which is located on Jalan Dokter Cipto No. 121A, Karangturi, Kec. Semarang Tim., Semarang City, Central Java 50124. The targets or subjects of this research were students of class X AKL 2, SMK Negeri 2 Semarang, totaling 36 people. Consisting of 2 male student and 34 female students. This research was carried out in semester 1 of the 2023–2024 academic year with the following activity schedule:

a. Research Procedure

The data in this research are quantitative and qualitative. Quantitative data is obtained from student scores consisting of pre-test and post-test, while qualitative data is a description of the learning process during the implementation of the action. This classroom action research uses the Kemmis & McTaggart model. Kemmis & McTaggart's action research model consists of four components: planning, acting, observing, and reflecting. These four components are seen as a cycle. The acting (action) component with observing (observation) is made into a single unit where both activities must be carried out at one time; once an action takes place, observation must also be carried out (Susilo et al., 2020).

b. Research Instruments

Research instruments are tools used to collect data. The instruments used by researchers to collect the desired data are observation sheets, field notes, and tests. Then data is collected using several techniques as follows.

- **Observation**

The researcher observed the teaching and learning process in class X AKL 2 and observed students' progress in writing English to obtain the information needed in this research. Researchers observed everything related to student behavior in learning vocabulary and teacher actions in the classroom. Observations aim to obtain data about the influence of actions carried out in learning to write.

- **Field Notes**

Field notes are used by researchers to record other findings that are not contained in the observation sheet related to student activities during learning by implementing role-playing in English learning.

- **Test**

Test instruments were developed to answer input and output questions, namely preparing test equipment before and after students take part in learning (pre-test and post-test). The test equipment was developed in the form of texts read by students (pretest) and posttests through role-playing (drama performances). Tests are also instruments used to obtain information about students' writing abilities. The test provides information about how actions can improve a student's writing ability.

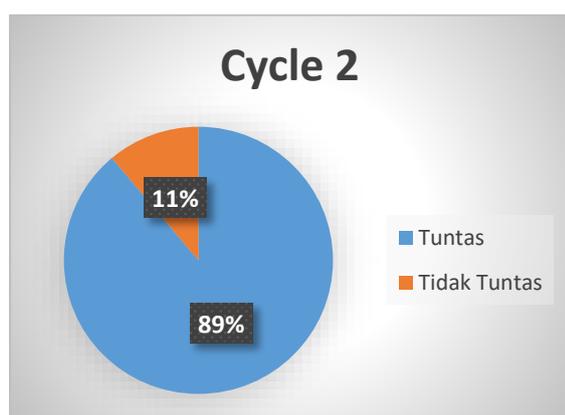
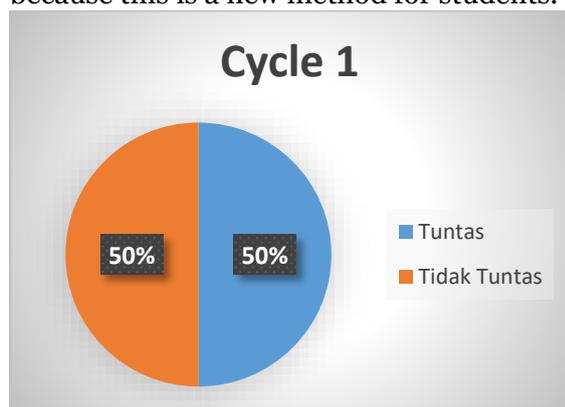
c. Data Analysis technique

This research is qualitative and quantitative, so the data is analyzed qualitatively and quantitatively. Qualitative data was taken from observations and field notes. Field notes state all events that occur in the teaching and learning process in the classroom. Researchers analyzed quantitative data in students' writing scores. In this case, researchers use the total scores when analyzing quantitative data. Then the grade is compared by adding the scores after applying media. Students are considered complete if they get the minimum score according to the Minimum Completeness Criteria (KKM). The KKM for achieving writing competency for class X students is 75. For this reason, the criteria for student achievement through the application of the Hello English application technique is 75.

3. FINDINGS AND DISCUSSION

Based on the data results of cycle I, and cycle II, it shows that enhancing students' vocabulary through Hello English application in narrative text writing is more lively, students are more active, comfortable, and confident in writing

English, and students are more interested because this is a new method for students.



From the results above, 50% of the 36 students in class X AKL-2 completed the task. This is because the Minimum Completeness Criteria (KKM) is set at 75, so the other 50% did not complete it. In Cycle 1, students did not initially use the Hello English application but were later assigned to write Narrative Text. As a result, the students wrote long Narrative Text with limited vocabulary skills, using basic or common words. They also repeatedly used the same vocabulary and lacked variety. In Cycle 2, 89% of the students completed the task. This improvement is attributed to a clear change in students' vocabulary skills when writing Narrative Text. The vocabulary used became more diverse and relevant to the stories, making the students better at depicting characters and conflicts in their narratives. However, 11% of the students did not complete the task because their Narrative Texts used the simple present tense, whereas the appropriate tense for writing Narrative Text is the simple past tense. This issue arose because students who did not complete the task were still at a lower level in Hello English and had not reached the level of simple past tense material.

The discussion above reveals that in Cycle 2, students demonstrated an improvement in their use of the English language vocabulary

compared to Cycle 1. Although some of the produced Narrative Texts were still relatively simple, students made an effort to use more varied vocabulary that was relevant to the context of the stories they wrote. This also indicates that the use of the Hello English application contributed to enhancing the English vocabulary of the students when writing Narrative Text.

4. CONCLUSION

A. Conclusion

Based on the research conducted in Cycle 1 and Cycle 2, it can be concluded that the English vocabulary of the first-semester students of class X AKL-2 at SMK Negeri 2 Semarang in the academic year 2023/2024 can be improved through the use of the Hello English application as an additional learning medium for writing Narrative Text. This is evident from the comparison of students' learning outcomes who completed the tasks during Cycle 1 and Cycle 2. The students' learning outcomes in Cycle 1 were 50%, which increased to 89% in Cycle 2. Thus, it can be inferred that the use of the Hello English application can enhance students' learning outcomes.

B. Suggestions

Success in teaching does not depend on the learning program alone; what is more important is how the teacher presents learning and uses various techniques so that the class can be managed in a more active and enjoyable manner. After concluding the research results, the researcher would like to make several suggestions, as follows: English Teacher should endeavor to design engaging and relevant learning materials using interactive and enjoyable teaching media such as Hello English. This will enhance the interest and participation of the students in the learning process. Then students should become more motivated and engaged in the learning process. They should harness technology and explore learning media like the Hello English application to improve their English language skills. This will boost students' interest and participation in learning. The last for other researchers, other researchers could attempt to replicate this study with different student groups or using different teaching materials. This can help confirm the initial research results and

evaluate the effectiveness of the same method in different contexts.

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