



## Using Application Based on Smartphone Android “Hello English” To Increase Students’ English Competency

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**Abstract** This research was conducted in increasing the students’ English comprehension. They are not English department the students. The using of *Hello English Application* Based on Android Smartphone available in online or offline, the students can use it in everywhere. The research use action research. Plans made such as the use of Android-based Hello English Application and research instruments as learning support. This action research starts from planning, acting, reflecting and evaluating. It consists of six meetings with 3 cycles. The implementation of learning goes well with starting activities, core activities (introduction and use of Hello English Application (and closing activities (giving posttest question). The first cycle, the students still confused with the app, it might them got low score. At the second cycle, the researcher gave the video tutorial about the app, therefore the students more relax and they got good score. In the third cycle, the students enjoyed with the app and got better score and brave follow the online match in the app. The result showed that there is improvement on the students’ comprehension with English in every meeting. This showed that the use of Hello English Application has an effect of increasing the students’ competency in learning English.

**Key words:** Hello English; Competency; Smartphone; Android; Application.

**Abstrak** Penelitian ini dilakukan untuk meningkatkan kemampuan pemahaman mahasiswa yang bukan prodi bahasa Inggris dalam kemampuannya berbahasa Inggris. Penggunaan Aplikasi “Hello English” Berbasis Smartphone Android ini bias dilakukan dengan online maupun offline. Penelitian berawal dari rendahnya nilai hasil belajar mahasiswa, dengan presentase dibawah 50% untuk materi Bahasa. Penelitian dilakukan dengan menggunakan penelitian tindakan. Perencanaan dibuat seperti penggunaan Aplikasi Hello English berbasis Android dan instrument penelitian pembelajaran. Tahapan penelitian dimulai dari perencanaan, pelaksanaan, refleksi dan evaluasi. Penelitian tindakan ini berlangsung selama 6 pertemuan dengan 3 siklus. Pelaksanaan pembelajarannya dilalui dengan baik mulai dari kegiatan awal, kegiatan inti (pengenalan, dan penggunaan Aplikasi Hello English) dan kegiatan penutup (pemberian soal post tes). Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan berbahasa Inggris mahasiswa disetiap pertemuan. Hal ini menunjukkan bahwa penggunaan Aplikasi Hello English dapat meningkatkan kemampuan pemahaman bahasa Inggris mahasiswa pada matapelajaran Bahasa Inggris.

**Kata kunci:** Hello English; Kompetensi; Smartphone; Android; Aplikasi.

## **INTRODUCTION**

There are several reasons why the students have difficulties in learning English. First, the students were difficult to understand the meaning of vocabulary. Second, the students were difficult to remember all of the vocabulary materials. Third, the students were often confused about how to organize the vocabulary. Fourth, the students were hard to pronounce the word. Fifth, the students were bad in understanding the English text. The last, the students were limit in English learning facilities. In giving solution for among students' problem, it is needed innovative teacher. It hopes can minimalizing the students' cases.

Not only students' cases, teachers also have an important role in learning process. In fact, some of the teachers still use monotonous learning strategies. To overcome the problems, the teachers should be more creative and innovative in creating fun learning (Gangaiamaran & Pasupathi, 2017; Sarah, 2019). The role of the teacher is important to provide motivation for the students to understand the English lesson that have been learned in the classroom, not only to be understood at that moment, but will be remembered onwards and used in a sentence (Arnbjörnsdóttir, 2013; Watson et al., 2017). Therefore, in teaching and increasing the students' comprehending in English, teachers have to motivate the students with some instructional media and make the students learn more.

The teacher should use the suitable and also interesting instructional media to help the students improve their English competency (Alqahtani & Mohammad, 2015; Cavus, 2016; Sari et al., 2019). Although there are many interesting instructional media to improve the students' English comprehending, one of instructional media that the researcher used is "Hello English" from Android. (Maylan et al., 2018) stated that: "A game is an activity with a rule, a goal and an element of fun". It can make the students feel fun when they learn English vocabulary. Furthermore, this application also can make the students memorize new vocabulary easy because they are able to apply it directly in spoken or written form. "Hello English" is effective to be applied in teaching and learning vocabulary process because easy in presenting materials and easy to understand (Satriani et al., 2019).

Android is a mobile operating system (OS) currently developed by Google. It has become the popular OS for tablets and smart phones. Android based educational game is something new to introduce in EYL learning. Usually parents seem to complain on their kids' activities on their gadgets. However, after conducting this study, it is hoped that the young learners' action on playing their gadgets is meaningful for their language learning exposure (Puspitaloka et al., 2017).

Implementation of educational games stems from the development of video games very rapidly and making it an effective media, interactive and developed in industrial companies.

Seeing the popularity of the game, the educators think that game design components can be used as an introduction to learning materials, and can be applied to the educational curriculum. Game should have an interactive interface design and an element of fun (Hutson, n.d.; Stannard, 2012).

Android is a software stack which is open source which includes an operating system, middleware and key applications along with a set of Application Programming Interfaces (APIs) that are used to design a mobile application using the Java programming language. Android-based applications can be created, developed independently, and can be easily downloaded and used in accordance with user needs (Ana & Castro, 2016; Yogi Yundatama, 2015).

System services such as security, memory management and process management is controlled by Linux (Granfeldt et al., 2006; Wang-Szilas & Bellassen, 2017; Watson et al., 2017). Android is a mobile-based operating system that can be applied to an electronic device such as smartphones, tablets, laptops and gaming devices. Android provides the freedom for application developers to create their own applications. Android is an open source platform that allows it to be used in solving the problems associated with the help of special applications, data processing connected with the database on the server, game media, communication media, and so forth.

Vocabulary consists of words that construct a language. Based on (Rahayu et al., 2020), (Xi et al., 2018) stated that, "Vocabulary is a collection of words that belong to a language". (Brown, 2001) also stated that, "Words are basic building blocks of language". Vocabulary is the main factor that is very important and basic thing in language learning. Therefore, the students must master the vocabulary of English as a foreign language. The use of android based educational game gave influence towards the students' vocabulary mastery and their interest in learning English (Robbani, 2016; Sarah, 2019). Learning with phone application is very helpful, easy, simple, and enjoyable the simple truth is they get much more vocabulary treasure in a very simple and short time (Harlan et al., 2019). This research will bring new atmosphere in teaching learning process about the use of mobile phone.

## **METHOD**

The researcher used an action research method with consist six meetings. The population of this research is the first semester in PIAUD department. There are 16 the students. The research instruments are test, interview, and observation. In acting, the researcher made planning, acting, evaluating and reflecting in every cycle. One cycle consist in two cycles. To obtain the data, the researcher used tests, which is pre-test and post-test. The test was used to see the result of the students' English comprehending. The researcher used the SPSS V.22 for windows to test the normality and homogeneity tests.

## RESULT AND DISCUSSION

Initial planning of the bake sale activity began by posing the research question, “is it Application Based Smartphone Android “Hello English” can increase the students’ English Competency? In the first cycle, the course syllabus required the marketing plan to be worked on all semester, which would allow the students to apply course terms and concepts throughout, culminating in a written marketing plan at the end. This cycle consists of two meeting. Every cycle has 4 steps, such as planning, acting, reflecting and evaluating. Finally, this activity could be completed within the semester time frame and the students would be able to see the relationship between their decisions and actions and the end results that were achieved.

The first implementation of the bake sale was moderately structured, with the researcher choosing the product category for the students as well as the target market (The planning stage). The students were introduced the application Based Smartphone Android “Hello English” to the students. They downloaded it from play store, and then installed it into their android.

In learning process, the teacher used Application Smartphone Android “Hello English” as learning media. The students can learn themselves through the application. It can help the students in comprehending English in all aspects. It uses learning through game, therefore the students feel enjoy and relax (implementation stage). The researcher gives pretest in bundle of present tense exercise in “fill in the blank”, then the researcher switch on the audio about *simple present tense*, after that the students listen and do the worksheet has already given. This activity has run into main activities. Many the students still confuse in running the application, but the teacher gives clear explanation and helps the students to use the application. The researcher use tutorial video in helping the students easier in comprehending the application.

The researcher is collaboratively with her partners in discussing the students’ activity (The observation stage). Student teams then followed the instruction in the application; there are more than 100 lessons complete with game. The last stage (The reflection stage), involved photos of the products and displays, researcher observation, informal student feedback, peer evaluations, and structured course evaluations supplemented the results of the test evaluations and exam performance to form the primary data for evaluating and reflecting on this activity. It should be noted that although the course and this activity were taught by one researcher, regular involvement (designing the rubrics, taste testing, etc.) and dialog among the researchers took place throughout the course. In addition, a common final exam and course evaluations were used among the researchers which allowed comparison and stimulated reflection on student performance given the different experiential activities. This initial experiential learning activity

was judged as having provided an interesting product in a format that did generate student involvement, collaboration, and did allow detailed cost-based pricing information.

The researcher also observed during class discussions that the students saw the connections between the project and course concepts. However, an examination of the marketing plans showed the majority of teams did not incorporate course concepts in the plans but rather wrote the plans as narratives of the activity. It also revealed that the timing of the plans did not allow for researcher feedback, which would have provided the students the opportunity not only to reflect upon the experience as well as researcher feedback but also, per the experiential learning model, revise and resubmit.

Per the action research model, cycle 2 allowed the process of observing student learning and evaluating and reflecting upon the outcomes to be revised and improved upon. Thus, the second iteration of the action research cycle/experiential learning activity focused on restructuring the activity in several ways, one of which was to enhance the marketing plan aspect of the project. Based on the class data and discussions among the researchers, the learning activity, along with the course material, was divided into four modules and teams were required to submit parts of the marketing plan at the end of each of these modules. Thus, in each of these modules the students would apply marketing concepts from the textbook to the appropriate bake sale activity and write a corresponding section of the marketing plan.

The students received timely evaluations from the researcher and would then revise and resubmit these graded sections as they continued on to the next module. The previous semester's "best projects" and photos now provided tangible examples for class discussion of key concepts and set higher project expectations for this semester's the students. In addition, the product category was broadened from cookies to include any food item that might be of interest to the target market. The in-class taste test was kept in a similar format to provide teams with initial market information regarding the pros and cons of their products.

Requiring the students to choose lesson; answer, check and practice the dialog in the application. Classroom discussion and individual student feedback also revealed the activities the students found enjoyable and motivating. Allowing some class time to work on the project also generated peer pressure for team members to attend class which improved attendance and participation as compared to the instructor's previous pre classes.

As is explained in this section, classroom data, observations, and faculty data, along with additional insights from the literature on Kolb's (1984) experiential learning cycle and additional articles of experiential activities (e.g. Helms et al., 2003 "The Benefits of Trade Shows for Marketing The students and Faculty"; Smith and Van Doren, 2004) guided the next revision of this leaning activity. (Note the literature review in action research typically is an ongoing process and

continues to inform the process as the project progresses.) First, discussions among the instructors reviewed what was learned from the first cycle in order to ensure that the students learn from each of the stages. Specifically, it was desired that the students initial experience (taste test) lead to observing and reflecting on the outcomes (feedback from taste test and instructor), and that the students correctly incorporated the chapter terms into their marketing plans (abstract conceptualization), forming the foundation for their active experimentation (incorporating what they learned from the taste test into the actual bake sale).

Second, this frequent dialog and critical reflection among the instructors not only focused on modifications to this bake sale learning activity but also shared and compared observations, survey data and other information on what was and what was not working in the learning activities being deployed in the other sections. These cycles of action research continued to evolve and improve each of the instructors' learning activities.

Third, it was thought that Marton and Saljo's (1976) Student Approaches to Learning Theory would help us gauge the impact of the learning environment on student learning. To briefly review, the Student Approaches to Learning theory emphasizes the context or learning environment in which learning takes place and its effect on study behavior. The students who concentrate on the underlying purpose and meaning of the learning activity are classified as using a deep approach to learning. Deep learning approaches facilitate the ability to understand and apply the information learned.

In contrast, surface learning occurs when the students focus on facts and ideas to memorize based on what they think is important and may be required to reproduce at the end of the activity. This surface approach to learning suggests that even though the students provide details from the learning activity, they may fail to grasp the main principles. The relatively passive approach of surface learning often fulfills course requirements but lacks the reflection that leads to deeper learning and uses low-level cognitive skills. The underlying theory of the students' approaches to learning can be further reviewed in (Schwarz et al., 2014) and (Maylan et al., 2018). Fourth, supplementing the above antidotal assessment evidence is more traditional survey assessment and actual class performance data (Eqbali, 2003; Megawati, 2016; Sari et al., 2019; Yogi Yundatama, 2015).

Finally, the result of this action research process has resulted in today's hello English activity which has evolved into a publicized event on campus with the previous in-class taste test now being held in a special conference hall with the students, faculty, staff and community members as evaluators of not only the product but also the trade show style booths which have promotional materials, props, and presentations by well-dressed and rehearsed student teams. The students

now also actively seek information from the evaluators on ways to improve and incorporate the 'taste test/trade show' information into their actual bake sale.

The actual sale has also evolved and broadened to where the students now analyze competition, carefully select locations, incorporate corresponding campus events, solicit pre-sale orders, and/or develop other promotional tie-ins to maximize their sales effort. Photographs and actual results of the activities allow engaged classroom discussion focused on the course concepts. In addition the photos and sales results become data to reflect on and discuss in the action research process.

Integral to each of the four modules' activity is an explicit 'lessons learned' team presentation and class discussion. Both the students and the instructor take a great deal of pride in the polished taste test/trade show displays, the effective sales events, and the written marketing plans. Whereas space prohibits detailed discussion of all of the iterations and changes that took place in this and the other instructors' experiential learning activities, the collaborative framework of the action research process led to theory-based evidence-supported systematic changes in these specific pedagogies. The purpose of this example was not to demonstrate that this learning activity is universally effective or to confirm a particular learning theory. Rather, our intent was to illustrate the action research process that facilitated the continuous improvement of this classroom activity and to document how this faculty carried out their educational responsibility. We feel confident in the merits of this experiential learning activity and want to share it with other faculty who may wish to incorporate it into their own classroom and continue the action research process to modify it for their own unique setting.

The results of the present study highlight and support the idea that used "Hello English Games" Android has a positive impact on the students' English competence in learning English. The researcher discovered that the students were enthusiastic, fun, and also enjoy while learning vocabulary. In primary education context, fun is important because one of the characteristics of young learners is easy to be bored (Aziz et al., 2018; Granfeldt et al., 2006; Yogi Yundatama, 2015). To keep their enthusiasm, learning activities was expected to be designed as joyful as possible (Megawati, n.d.). In other words, the use of educational game from Android increased the students' competence in learning English.

The lack of human interaction and real conversation in the app need to be mentioned. Hello English may give learners illusion that they know the pronunciation of a word and its meaning, but since they have not used the phrases or the sentences they have learned, their lexical knowledge will only be passive and hard to retrieve. Learners must know that these computerized

listening and speaking exercises provided in the app are not at all enough and comparable to what native speakers might sound like.

## CONCLUSION

Based on the result of the research finding, the researcher drew a conclusion that the use of educational game from Android improved the students' English competence in learning English. It gives spirit and knowledge for the students that learning English can be fun and interesting. The students also did not feel to be forced into learning English, but they felt happy to learn since they are put in an enjoyable situation. Therefore, the use of android based educational games is one of joyful alternative teaching to support the creative young learner's teachers. It is recommended for English Teacher to use android based educational game as alternative to improve quality of teaching.

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