

CHAPTER II

LITERATUR REVIEW

This chapter discusses the nature of vocabulary, technology integration in language learning, the nature of hello talk application, conceptual framework and hypothesis.

2.1. Theoretical Framework

This research intends to investigate how the Hello Talk Application can help students improve their vocabulary skills. The theoretical framework is designed to establish a clear conceptual foundation for this study. In this methodology, the researcher introduces relevant concepts and ideas to support the study's theoretical basis.

2.1.1 The definition of vocabulary

Building your vocabulary is typically the first step in learning a new language. According to Richards and Renandya (Rahmadhani, 2015), vocabulary development is a key component in learning English. They stress the importance of vocabulary knowledge in the development of language skills, including speaking, listening, reading, and writing.

According to Purwaningsih, Sari, and Purwandari (2017), it is ineffective to only give children a lengthy list of vocabulary to memorize while teaching them a foreign language. Children may feel overburdened and under pressure to remember everything as a result of this strategy, which can cause confusion and frustration. It is crucial for teachers to utilize a distinct strategy catered to their students' needs because children cannot independently study English in the same way as teenagers or adults. In Al-Qur'an, vocabulary is mentioned in Al- Baqarah verses 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."

The researcher's interpretation of the verse in question is that Allah taught Adam all the names or words associated with objects and their purposes. This shows that people have the capacity to learn the names and purposes of things, such as the role played by wind or fire. Humans were also endowed with the ability to talk.

The researcher's overall finding is that vocabulary may be characterized as a collection of words that people can use and comprehend, enabling them to communicate successfully through speaking, writing, and listening. Everyone needs a vocabulary because it not only makes communication easier but also allows us to survive and prosper in the world. Additionally, a person's knowledge and intelligence

2.1.2 Kinds of vocabulary

In accordance with Nation, we can mainly categorize vocabulary into two types: receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the collection of words that can be understood and recognized by native speaker and foreign learner but rarely used. These words are primarily utilized passively in listening or reading contexts. On the other hand, productive vocabulary are those words that are actively produced during speaking or writing. Harmer also distinguishes vocabulary between active and passive vocabulary. When students are expected to use vocabulary frequently and confidently that have taught them earlier. Collection these particular words is active vocabulary. In contrast, passive vocabulary refers to the words that students understand but are not yet able to use. We can relate passive vocabulary to receptive vocabulary as both of them can be understood but hardly used. We can also observe that active vocabulary aligns with productive vocabulary in terms of speaking and writing.

The vocabulary has also been divided into two primary categories by Fries and Zainuri: function words and content words. Function words are words that may not have a clear definition but nonetheless have importance and are recognized in dictionaries. Determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, qualifiers, and question words are among these function words. Contrarily, content words—which include verbs, adjectives, adverbs, and

nouns—are those with clear meanings as opposed to function terms. Additionally, there are three major categories into which content words might be placed.

Additionally, Marsudi and Darsono (2010) suggest a 4-element division of vocabulary. They define nouns as words used to call people, animals, locations, or thoughts, and observe that nouns can also characteristic as topics, direct objects, oblique items, complimentary topics, or adverbs inside sentences.

2.1.3. The importance of vocabulary mastery in language

Vocabulary plays a vital role in language learning. Renowned linguist David Wilkins have famously quoted, “without grammar at least something can be conveyed but without vocabulary it is possible to convey anything.” He further emphasizes in his accent coursebook (Dellar H and Hocking D, Innovation, LTP) to students that you don’t need to spend a lot of time in learning grammar to improve your English. You will do better and faster if you focus more on words and expression. In essence, grammar can convey fraction of what vocabulary can help in expressing.

Despite the so much importance of vocabulary, its teaching methods have not been addressing such problems. The teachers have not fully appreciated the potential of vocabulary acquisition in developing communication skill and enriching vocabulary. Conventional teaching approaches, such as Direct Method and Audio-lingualism have focused only in the teaching grammatical structures. The vocabulary introduced in these courses have been kept limited to not to get distract from those structures. The selection of those words which were taught primarily depended on its alignment with grammar structure being taught.

The emergence of the communicative approach during 1970s signalled a significant re-evaluation of vocabulary's role. Tourists have always been aware of true essence of vocabulary in communication. A small phrasebook often proved more beneficial than comprehending complex grammar in short run. Recognizing the important role of words in conveying meaning, vocabulary acquisition became an important learning objective. In 1984, Swan and Walter emphasized the importance of this task, proclaiming that vocabulary acquisition is the most

essential process for language learners. Consequently, coursebooks began to integrate activities specifically designed to boost vocabulary acquisition.

The significance of the learning process is upheld through the teachings of Islam. Islam, as a religion, promotes mandatory education as emphasized in the following hadith:

عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَإِنَّ طَالِبَ الْعِلْمِ يَسْتَغْفِرُ لَهُ كُلُّ شَيْءٍ ، حَتَّى الْحَيْتَانِ فِي الْبَحْرِ

Translate in English: from Anas bin Malik, he said : Rasulullah SAW said “ Seek knowledge is obligatory for moeslim, Indeed, the seeker of knowledge is sought forgiveness by everything.

According to the mentioned Hadith, the Prophet (Peace Be Upon Him) affirms the duty of seeking knowledge. It can be asserted that acquiring knowledge is vital for individuals, and it is evident that learning or studying is a compulsory obligation for every Muslim. Through knowledge, we can impart our understanding to others, providing them with valuable insights that contribute to our happiness in both this world and the hereafter. Therefore, there is no justification for any Muslim to be lethargic in their pursuit of knowledge, as it prevents them from gaining insights into various fields of study.

2.2. Technology Integration in Language Learning

According to Dockstader's definition as cited in Yaumi, technology integration encompasses the effective and efficient use of computers across diverse subjects, enabling students to gain practical computer skills. This concept centers on applying technology to facilitate communication, interaction, culture, and learning within an educational context. It enriches classroom instruction by providing students with the opportunity to complete assignments on computers instead of using traditional pen and paper methods.

The educational policies of the Ministry of Education of the Republic of Indonesia advocate the notion that teachers in Indonesia should not solely depend on traditional whiteboard usage in classrooms to improve their teaching and learning methods. The researcher views this policy favorably, considering

it as a proactive encouragement for teachers to begin integrating educational technology into their teaching approaches. The researcher also interprets these policies as emphasizing the importance of modernizing traditional educational methods.

2.2.1. Mobile Assisted Language Learning (Mall)

Mobile-Assisted Language Learning (MALL) refers to the utilization of mobile phones in language instruction, offering a more engaging and enjoyable learning experience compared to traditional methods. According to Leila and Mehry, MALL is a subset of technology-enhanced learning that can be implemented in various forms, such as face-to-face, remote, or online modes.

Numerous scenarios have illustrated the use of handheld technology both inside and outside the classroom, highlighting the distinction between formal and informal learning settings (Lave & Wenger, 1991). Miettinen (1999) noted that formal school learning often emphasizes memorization and the regurgitation of textbook content, where teachers dominate the discourse, and students are primarily engaged in answering teacher-generated questions. In this type of learning culture, as suggested by Mifsud (2002), mobile technology in the classroom can be viewed as disruptive, an intrusion that challenges the established norms.

Inkpen (1999) pointed out that one of the advantages of handheld devices is their seamless integration into children's daily lives, becoming an integral part of their culture. Mobile phones offer features that, in some respects, surpass traditional personal computers (PCs), as noted by Colpaert (2004). However, Beatty (2003) cautioned that teachers should be cautious about investing time and resources in unproven technology.

The MALL Research Project Report (2009) concluded that mobile phones significantly boost students' confidence in listening and speaking skills. In one instance, students engaged in conversations in Indonesian using their mobile phones, and they expressed satisfaction with the privacy and freedom this afforded them. Teachers also welcomed the opportunity to listen to their students' conversations, as it enabled them to identify individual difficulties

more effectively. The study assessed students' conversation abilities through pre- and post-tests, revealing an impressive 11% increase in their mean scores from the pre-test to the post-test, underscoring the positive impact of mobile devices on language proficiency.

In a study by the University of Lancaster, Mitchell, Race, McCaffery, Bryson, and Cai (2006), short text messages were employed as a cost-effective means of facilitating communication between teachers and students. They found that text messaging allowed for the personalized delivery of information to learners' mobile phones in a trendy and efficient manner.

Furthermore, Zhao (2005) noted that other technologies with potential for language learning encompass Personal Digital Assistants (PDAs), multimedia cellular phones, MP3 players, DVD players, and digital dictionaries.

Selwyn (1997) asserts that mobile and handheld computers open up exciting new possibilities for teaching. Traditional computer technology has come under fire for being impersonal, sometimes restricted to specialized "computer rooms" in schools, and removed from children's daily life. However, a strong case can be made that giving kids flexible access to handheld technology can have beautiful transformational effects by empowering them to build knowledge and actively participate in their educational path.

2.2.2. Using online games for learning English

Online games are an integral part of mobile learning, designed to seamlessly merge educational content with real-world elements. In these settings, mobile technology serves as a bridge, connecting practical knowledge with the immersive virtual world of the game.

Allah stated in Surah Al – Inshirah verse 5-6.

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا. إِنَّ مَعَ الْعُسْرِ يُسْرًا (5-6)

5. So verily, With every difficulty, There is relief : 6. Verily, with every difficulty There is relief.

The verses from Surah Al-Inshirah (5-6) are often likened to the challenges faced by students when learning English vocabulary, particularly in mastering aspects like pronunciation, spelling, grammar, and meaning. Rohmatillah (2017:69) suggests that students often struggle with understanding the grammatical forms of words, known as inflections, which are crucial for using words correctly in speaking and writing. Students need to distinguish between different word types, such as nouns, verbs, adjectives, or adverbs, as each serves a distinct purpose. Some words may already be part of students' spoken vocabulary, while others serve as labels for familiar concepts.

To address these challenges, teachers should assess students' difficulties in each topic and adapt their teaching methods accordingly. This involves introducing new approaches that can help students shift their thinking patterns and ease their understanding of vocabulary materials. Implementing these innovative methods can make the process of learning vocabulary and English in the classroom more enjoyable for students. To achieve this, it's crucial to monitor and evaluate students' difficulty levels during class discussions.

It's essential to ensure that the learning process is not only effective but also engaging and enjoyable to prevent students from feeling stressed or bored. Consequently, using online games as a teaching tool is a practical approach to create a more enjoyable and effective learning experience, reducing the likelihood of students losing interest in the classroom. In the realm of language learning, Gee's perspective holds that games serve as conceptual models that transcend both formal and informal learning settings. In informal situations, games are commonly associated with children's leisure activities, as gaming plays a central role in their extracurricular pursuits. Many interactive games offer learners opportunities for communication as they actively engage in gaming. Consequently, game players naturally employ language and, in the process, acquire language skills to effectively participate in games. In contrast, Sørensen and Audon observe that in non-school contexts, children typically view and utilize languages as tools for communication, whether it's for gathering information or enjoying gaming. Conversely, in formal school settings, languages are often perceived primarily as a means to complete assigned tasks. Ultimately, games provide students with a

stress-free avenue to use language, with a dual focus on both the message being conveyed and the language itself. Games are advantageous tools for both teachers and students in the classroom, as underscored by Andrew Wright and his colleagues, who list four compelling reasons why games are essential in language learning. Games help and support many learners to shore their interest and work in language learning.

1. Games help the learner to experience the language rather than only study it.
2. Game-based exercises prove significantly more efficient than traditional classroom drills. Drill exercises elevate the importance of concentrating on a single language structure and practicing it intensively within a brief timeframe. Likewise, numerous games promote the frequent use of specific language forms. Games encompass the fundamental aspects of "drilling" while offering the added benefit of immersing learners in dynamic conversations and enabling the expression of thoughts and viewpoints. Games enhance the emotional and contextual understanding of language during the learning process.
3. Finally, games can be a core part of how a language teacher teaches, not just something students do to have fun. This happens when games provide students with valuable practice in a way that is both challenging and meaningful.

2.3. The nature of Hello Talk application

The nature of the Hello Talk application there are the definition of Hello Talk, the procedure of learning English through Hello Talk application which is features Hello words, Live chat, translate, audio, all course and find partner.

2.3.1 The definition of Hello Talk Application

Hello Talk is a conversation-based mobile language learning app that aims to make it easier for users to practice their language skills and immerse themselves in other cultures. Users of this software can have worldwide, real-time conversations with native speakers. Partners in a conversation have the

option to communicate using a variety of channels, such as written text, speech-to-text, audio communications, and video chats (Rivera, 2017).

Hello talk is an application which is connected with foreigners around the world. On Hello Talk you can use for sending messages, video call, live, status, voice call and post pictures. On Hello Talk you can talk with foreigners exchange languages especially English. In addition, in the app available some features which facilitate the students such as vocabularies game, translation, grammar, pronunciation, speak, and more.

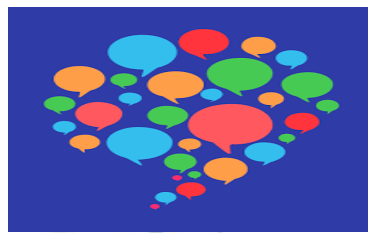


Figure 2.1 Hello Talk logo

2.3.2. The Procedure of Learning English through Hello Talk

a. Getting started for Hello Talk

1. Download and install Hello Talk application in the PlayStore of your android or your computer.
2. Create your account using email to 'sign in' as what the instruction asked below and click “
3. Update personal information name, your date of birth, your gender, your country, your native language, and what language you are learning for better partner recommendations.

b. Starting to learn English by Hello Talk's features

1. All courses

There are a lot of languages that you can choose for learning. In the picture you can see that you can learn like English, Korean, Japanese, Spanish, Chinese, French, German, Russian,

Italian, Arabic, Turkish , Thai, Portuguese, Vietnamese, Cantonese, Persian, Polish, Swedish, Indonesian, and Czech (see figure 2.3).

2. Hello Words

Hello word is a feature of Hello Talk which is focus on improving the vocabulary for learning English. Hellowords is fun and enjoy way for learning vocabulary. There you can see the picture , read the words and listen how to pronounce the words. And you can repeat the words if you want to resume what have you learned. There are a lot of topic there you can increase your vocabulary for example vocabulary in Bathroom, Cyber Security, Time, Essentials, Number, Fun and Recreation, Education, Festivals, Shopping, Fashion, Sport Competition, Food and Drinks, People, Verb, Travel, Chat on Hello Talk, Home, Business, HT Essentials, Health, Transportation, Children, Science, Animals, Nature, Sports and Fitness, Summer fun (see figure 2.4).

3. Translate

Within the HelloTalk app, there are translation options available as in-app purchases. This strategy motivates the app's developers to offer the rest of the content for free. Moreover, you have the option to click on the speaker icon to hear the pronunciation of the phrase. (see figure 2.5).

4. Audio (Hello English podcast)

Listen to native speaker is one of the good way to learn English. Audio English podcast can improve your listening. There are many topics that you can listen to the story with script, dialogue . Moreover in the story you can do a lot of things like improve your vocabulary, your , your vocabulary, grammar, culture (see figure 2.6).

5. Live classes

Hello Talk Live empowers creators and educators to express their interests and expand their audience among language and culture enthusiasts within the extensive Hello Talk community. Learners receive tailored content that aligns with their preferences, all while engaging with native speakers in an enjoyable and welcoming atmosphere. (see figure 2.7).

6. Find your partner/ make conversation

Hello Talk looks similar to messaging apps like WhatsApp. Because of this similarity many people are tempted to try to use it in exactly the same way, but there are a few crucial differences between this apps and Hello Talk. There are some feature that will make it easier to you to your with partner. These are translation, correction, speak, transliterate, al grammar, reply, copy, favorite, practice and more (see figure 2.8).

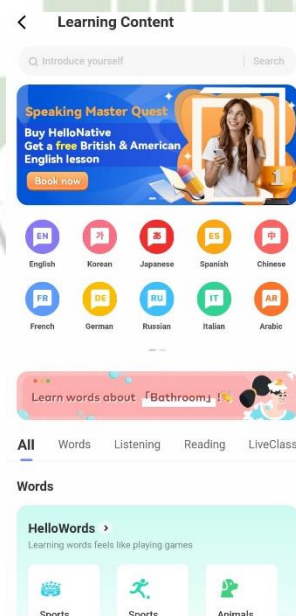


Figure 2.3 all courses

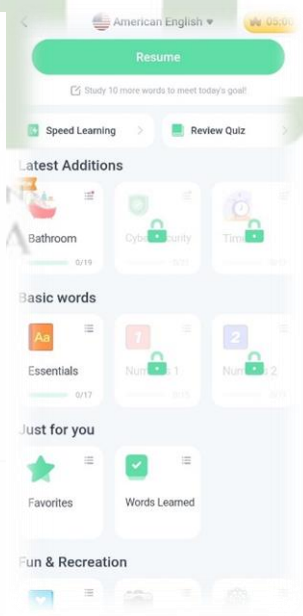


Figure 2.4 Hello Words

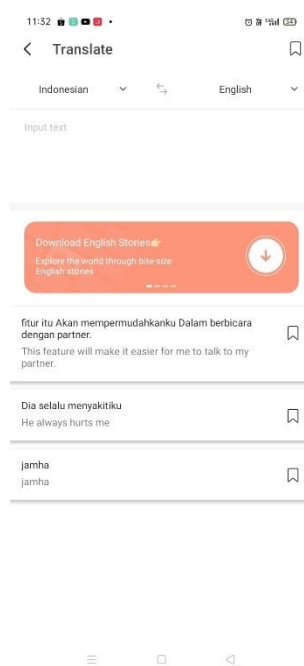


Figure 2.5 Translate



Figure 2.6 Audio courses



Figure 2.7 Live classes

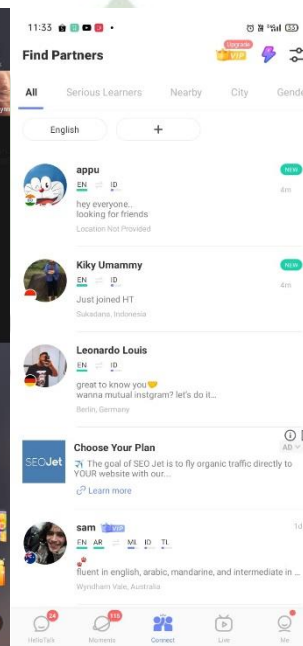


Figure 2.8 Find your partner

2.4. Conceptual framework

Learning words is super important when you're learning a language. It helps you talk, understand, write, and read better. But, English has a lot of words, and it can be really hard for students to remember all of them. English words are also tricky because they don't always sound the way they're written, which can make learning boring.

To fix these issues, teachers need to find fun ways to help students get better at English words and make them excited to learn. Using things like videos, games, or apps can be a great way to get students interested. It's important for teachers to choose things that students can relate to in their everyday lives. One cool app that does this is called Hello Talk.

Hello Talk is an app you can use on your phone or computer. It has games that make learning words fun and interesting. Since most students have a phone, it's easy for them to use. Plus, you can use it at home, not just in school.

So, the researcher believes that using Hello Talk will really help students improve their English vocabulary. To make this idea clearer, they've made a plan.



Figure 2.9 conceptual framework

2.5. Related studies

There are some related studies about mobile application and vocabulary as follows :

In Rita Seroja Br Ginting's research titled "The Influence of the Hello English Application on the Vocabulary Proficiency of Eighth-Grade Junior High School Students," it was ascertained that utilizing the Hello English Application as a game effectively contributes to the improvement of students' vocabulary skills. This determination was made through a meticulous examination of the data, which revealed that the computed t-value (t_0) surpassed the critical t-value (t_{table}) at a 5% significance level ($8.984 > 1.1669$). Consequently, the alternative hypothesis (H_a) was embraced, signifying that the Hello English Application indeed played a substantial role in enhancing students' command of vocabulary.

Another researcher, Lailatussifa Ritonga, also arrived at a parallel conclusion, finding that English vocabulary applications prove highly effective in augmenting students' lexical abilities. This deduction emanated from a comprehensive data analysis wherein the calculated t-value (t_0) exceeded the critical t-value (t_{table}) at a 5% significance level ($2.769 > 2.014$). Furthermore, a comparative assessment of average scores disclosed that students enrolled in the experimental group, which made use of the application, achieved an average score of 24.60, while their counterparts in the control group scored a notably lower 20.80.

In a separate study conducted by Rita Seroja Ginting and Rahma Fitriani, the researchers explored the implementation of the Hello English Application within EFL (English as a Foreign Language) classrooms and its effectiveness in facilitating students' acquisition of vocabulary. Their investigation underscored that Hello English, among other applications, could be a valuable asset in the educational setting. Their findings substantiated that the Hello English application wielded a positive impact on students' vocabulary mastery within the context of Indonesian eighth-grade Junior High School education. The empirical data unveiled that the

t_0 value significantly exceeded the critical T-table value at a 5% significance level ($8.984 > 1.669$).

In the research paper authored by Hermariyanti Kusumadewi and Myta Kusumadewi, titled "The Influence of Duolingo Usage on Students' Vocabulary Mastery," their findings revealed that employing the Duolingo application within the experimental group yielded superior outcomes in comparison to the conventional classroom approach, which primarily relied on textbooks and lectures. This underscores a substantial disparity in the improvement of English vocabulary skills among students who were instructed using the Duolingo Android application.

Grego and Vasselinov examined the influence of the Hello English app on students' speaking skills. Their research revealed that students who used Hello English demonstrated more significant improvements compared to those who did not. They conducted this study by observing two distinct groups, one experimental and one control, and identified notable distinctions between them.

Moreover, Jajat Imanuddin and Putri Nursalli discussed about The Influence of Hello English toward Students' vocabulary achievement. It was found the Paired- Sample T- test showed a substantial level ($0.000 < 0.05$). Substantial point results indicated that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Similarly, Rizi Maylan Yosinta Liana, Dinn Wahyudin, and their friends conducted a study titled "The Influence of Using the Hello English Application Based on Android Smartphones on Improving Students' Learning Outcomes in the English Subject in Junior High School" (a quasi-experiment on English language subjects for Grade VII students). Their research also found that Hello English has a positive impact on improving students' learning outcomes, as evidenced by T_0 being higher than T_{table} ($6.667 > 1.296$).

2.6. Hypothesis

- 1 Null Hypothesis (H_0) : There is no significant effect of using Hello Talk application on the students' vocabulary mastery at Seventh grade Islamic school Al – Abrar Sihuik – huik Tapanuli Selatan.
- 2 Alternative Hypothesis (H_a) : There is significant effect of using Hello Talk application on students' mastery at seventh grade students of Islamic School Al – Abrar Sihuik – huik Tapanuli Selatan.

