

STUDENTS' STRATEGIES IN LEARNING ENGLISH VOCABULARY THROUGH “HELLO ENGLISH” APPLICATION

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
Siti Nur Hidayatul Izati Rohimah

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
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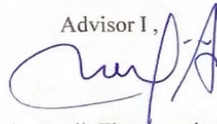
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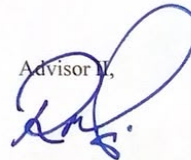
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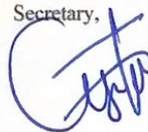
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MOTTO

“ Suro Diro Joyoningrat Lebur Dening Pangastuti ”

Hatred, evil, cruelty, and narrow-mindedness are conquered not by force, but by
wisdom, kindness, and patience

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful.

First of all, the researcher would like to express the deepest gratitude to Allah SWT for His blessings, mercy, and guidance so that this skripsi entitled **Students' Strategies in Learning English Vocabulary through the Hello English Application** could be completed successfully.

The researcher would like to express sincere gratitude and appreciation to all those who have contributed to the completion of this skripsi. Special thanks are extended to:

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2. The Dean of the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.
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6. The researcher's beloved parents, family, and friends for their endless love, prayers, motivation, and support.
7. The researcher's beloved black motorcycle, which faithfully accompanied countless journeys to campus, school, and every destination related to this research.
8. The researcher's old laptop, which remained reliable and never gave up despite its limitations, becoming an irreplaceable companion throughout the process of completing this skripsi.
9. Finally, to everyone who has supported the researcher, whether directly or indirectly, thank you for every kindness, encouragement, and prayer.

The researcher realizes that this skripsi is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. Hopefully, this skripsi will be beneficial for readers and future researchers in the field of English language education.

ABSTRACT

Siti Nur Hidayatul Izati Rohimah. 2026. Students' Strategies in Learning English Vocabulary Through the Hello English Application at MTs Al Marzuqy Bojonegoro. Skripsi. English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. Supervisors: Meiga Ratih Tirtanawati, M.Pd. and Refi Ranto Rozak, M.Pd.

Keywords: vocabulary learning strategies, Hello English application, vocabulary learning, qualitative descriptive research.

Vocabulary is one of the fundamental components of English language learning because it supports the development of listening, speaking, reading, and writing skills. However, many students still experience difficulties in learning and retaining new vocabulary. The advancement of mobile technology has provided alternative learning media, one of which is the Hello English application. Therefore, this study aimed to identify the vocabulary learning strategies employed by students through the Hello English application and to explore the factors influencing their choice of strategies. This study employed a qualitative descriptive research design. The participants were 19 students of MTs Al Marzuqy Bojonegoro for classroom observation and interviews. The data were collected through classroom observations, semi-structured interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. The findings revealed that students applied several vocabulary learning strategies, including repetition, guessing meaning from context, using translation features, and practicing vocabulary through quizzes and games. Among these, practicing vocabulary through quizzes and games was the most frequently used strategy because students considered it enjoyable, interactive, and motivating. Furthermore, students' strategy selection was influenced by learning motivation, ease of application use, application features, and learning difficulties. In conclusion, the Hello English application provides an interactive learning environment that supports students in applying various vocabulary learning strategies and contributes positively to their vocabulary learning process.

ABSTRAK

Siti Nur Hidayatul Izati Rohimah. 2026. Strategi Siswa dalam Mempelajari Kosakata Bahasa Inggris melalui Aplikasi Hello English di MTs Al Marzuqy Bojonegoro. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing I: Meiga Ratih Tirtanawati, M.Pd. Pembimbing II: Refi Ranto Rozak, M.Pd.

Kata Kunci: strategi pembelajaran kosakata, aplikasi Hello English, pembelajaran kosakata, penelitian deskriptif kualitatif.

Kosakata merupakan salah satu komponen penting dalam pembelajaran bahasa Inggris karena berperan dalam menunjang keterampilan menyimak, berbicara, membaca, dan menulis. Namun, banyak siswa masih mengalami kesulitan dalam mempelajari dan mengingat kosakata baru. Perkembangan teknologi, khususnya dalam pembelajaran berbasis perangkat seluler, memberikan alternatif media pembelajaran, salah satunya melalui aplikasi Hello English. Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran kosakata yang digunakan siswa melalui aplikasi Hello English serta mengetahui faktor-faktor yang memengaruhi pemilihan strategi tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif. Partisipan penelitian terdiri atas 19 siswa yang mengikuti kegiatan observasi dan wawancara di MTs Al Marzuqy Bojonegoro. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model analisis data interaktif Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa siswa menerapkan beberapa strategi dalam mempelajari kosakata, yaitu pengulangan (repetition), menebak makna kata berdasarkan konteks (guessing meaning from context), memanfaatkan fitur terjemahan (translation), serta berlatih kosakata melalui kuis dan permainan (quizzes and games). Di antara strategi tersebut, latihan melalui kuis dan permainan merupakan strategi yang paling dominan karena dianggap lebih menarik, interaktif, dan mampu meningkatkan motivasi belajar siswa. Selain itu, pemilihan strategi dipengaruhi oleh motivasi belajar, kemudahan penggunaan aplikasi, fitur-fitur yang tersedia dalam aplikasi, serta tingkat kesulitan kosakata yang dipelajari. Dengan demikian, aplikasi Hello English menyediakan lingkungan belajar yang interaktif dan mendukung siswa dalam menerapkan berbagai strategi pembelajaran kosakata sehingga memberikan kontribusi positif terhadap proses pembelajaran kosakata bahasa Inggris.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Siti Nur Hidayatul Izati Rohimah

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

Students' Strategies In Learning English Vocabulary Through The Hello English Application

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 13 Juli 2020



Siti Nur Hidayatul Izati Rohimah
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PREFACE

Praise be to Allah SWT for His infinite blessings, mercy, and guidance, which have enabled the writer to complete this thesis entitled "Students' Strategies in Learning English Vocabulary through the Hello English Application." This thesis is submitted as one of the requirements for obtaining the degree of Sarjana in English Education at the English Education Study Program, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

The writer realizes that the completion of this thesis would not have been possible without the support, guidance, and encouragement of many individuals. Therefore, the writer would like to express sincere gratitude to the advisors, lecturers, teachers, students, family, and friends who have provided valuable assistance, constructive suggestions, and continuous motivation throughout the research process.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are greatly appreciated for the improvement of this study. Finally, the writer hopes that this thesis will be beneficial for readers, especially those who are interested in English vocabulary learning strategies and Mobile-Assisted Language Learning (MALL).

Bojonegoro, 23 December 2025

The Researcher

Siti Nur Hidayatul Izati Rohimah
NIM 22120059

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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary plays a crucial role in learning a foreign language. Having sufficient vocabulary serves as the foundation for students to understand and use the language in the four main skills: listening, speaking, reading, and writing. In the Indonesian context, where exposure to English outside the classroom is limited, vocabulary learning becomes a particularly important aspect. Many students rely heavily on what is provided by their teachers, making their learning process largely confined to classroom instruction. As a result, students often face difficulties when they are required to comprehend English texts or express their ideas in English.

In classroom practice, many students consider vocabulary to be the most challenging part of learning English. They frequently struggle with inconsistent spelling, pronunciation that differs from written forms, and variations in meaning depending on context. These difficulties are worsened by the fact that vocabulary teaching in schools tends to rely on traditional methods such as memorizing word lists, copying vocabulary, or repeating words without sufficient context. While such methods may help with short-term memorization, they rarely support students in understanding or using the vocabulary effectively in real communication.

In recent years, the rapid development of mobile technology has created new opportunities in English language learning, particularly in vocabulary acquisition. Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones, to support language learning activities in a flexible and accessible way. Recent studies indicate that MALL enables learners to access learning materials anytime and anywhere, promoting flexible, autonomous, and continuous language learning through mobile technology (Li & Hafner, 2022). Furthermore, mobile-based learning has been reported to increase students' motivation and engagement, as it integrates learning with their daily use of digital technology.

One mobile application that is widely used for learning English vocabulary is Hello English. The application was developed by Nishant Patni and Pranshu Patni, the co-founders of the educational technology startup CultureAlley, and was launched in 2014. Hello English provides various interactive features such as vocabulary exercises, quizzes, games, and pronunciation practice that support autonomous learning. Several studies have reported positive outcomes from the use of Hello English. (Ginting, 2019) found that the application significantly improved students' vocabulary mastery, while (Rahmawati et al., 2017) reported that its use increased students' motivation in learning English. In addition, (Vesselinov & Grego, 2017) revealed that learners who

used Hello English showed better language progress compared to those who did not use mobile learning applications.

Observations at MTs Al Marzuqy indicate that many students still possess limited vocabulary despite studying English for several years. They explained that differences between pronunciation and spelling make it difficult for them to memorize words. The learning environment, which is still predominantly teacher-centered, also limits students' opportunities to learn independently. Under these conditions, using the Hello English application may offer an appealing alternative that is more interactive and aligned with students' digital lifestyles.

Given this situation, it is important to explore how students use the Hello English application to learn vocabulary and what strategies they employ during the learning process. Although several studies have examined the effectiveness of Hello English, research that focuses on learners' strategies and the factors that influence their strategic choices remains limited. In fact, learning strategies are essential to successful vocabulary acquisition. Strategies such as repetition, guessing word meanings from context, translating, or using game-based features can have a strong impact on students' ability to remember and apply new vocabulary.

Therefore, this study aims to identify the vocabulary learning strategies applied by students while using Hello English application and to identify the factors that influence their choice of vocabulary learning strategies. The findings of this research are expected to provide valuable insights for teachers and future researchers on how mobile technology can be used more.

B. Formulation of the Problems

Based on the background of the study, the research problems are formulated as follows:

1. What vocabulary learning strategies do students apply while using Hello English application?
2. What factors influence students' choice of strategies in learning English vocabulary through the Hello English application?

C. Objectives of the Study

In accordance with the problems formulated above, the objectives of this study are:

1. To identify the vocabulary learning strategies applied by students while using Hello English application.
2. To identify the factors that influence students' choice of strategies in learning English vocabulary through the Hello English application.

D. Significances of the Study

This study is expected to provide both theoretical and practical significance.

1. Theoretical Significance

The results of this study are expected to contribute to the theoretical development of vocabulary learning strategies and technology-assisted language learning (MALL). This study may enrich the understanding of how mobile applications support vocabulary learning in the EFL context.

2. Practical Significance

a. For Students This study is expected to give students insights into effective strategies for learning English vocabulary through digital applications, which may improve their motivation and learning autonomy.

b. For Teachers The findings of this study may serve as a reference for teachers in integrating language-learning applications such as Hello English into their teaching activities and recommending appropriate vocabulary learning strategies.

c. For Future Researchers This study may serve as a reference for future studies related to learning strategies, vocabulary learning, or the use of mobile applications in language learning.

E. Definition of Terminologies

To avoid misunderstandings and ensure clarity, the following key terms are defined:

1. Students Strategies

Students' strategies refer to specific actions or techniques consciously used by learners to facilitate their learning process. According to Oxford (2017), learning strategies are deliberate behaviors and thoughts that learners use to enhance the acquisition, storage, and use of information. In the context of vocabulary learning, strategies include various methods employed by learners to discover word meanings, memorize vocabulary, and apply new words appropriately in communication (Nation, 2022).

Based on these definitions, students' strategies in this study can be understood as conscious techniques or methods used by learners to facilitate the process of acquiring, storing, recalling, and using English vocabulary

2. Vocabulary Learning

Vocabulary learning refers to the process of acquiring knowledge of words, including their meanings, forms, and appropriate use in context. Nation (2022) explains that vocabulary learning involves not only knowing the meaning of words but also understanding how they are used in different contexts. Furthermore, Schmitt and Schmitt (2020) state that effective vocabulary learning requires repeated exposure and meaningful use of words in both

receptive and productive language activities.

In this study, vocabulary learning refers to the process through which students acquire, understand, store, and use English vocabulary in spoken and written communication.

3. Hello English Application

Hello English is a mobile-based English learning application developed by Nishant Patni and Pranshu Patni that provides interactive learning activities such as vocabulary exercises, quizzes, games, grammar materials, and pronunciation practice.

In this research, the Hello English application is defined as a digital learning tool used by students to support vocabulary learning through mobile-assisted language learning.