

**THE FEASIBILITY OF VOCABULARY EXERCISE INSTRUCTION  
IN HELLO ENGLISH APPLICATION**

**THESIS**



**By**

**ERNA LISTIANI  
NIM: 210915051**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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## ABSTRACT

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**Key Words:** *Vocabulary Instruction, Comprehensive Approach, and Hello English Application*

Vocabulary knowledge is important because it includes all words that people must know to access their background knowledge, express their ideas and communicate effectively, and learn about new concepts. Vocabulary knowledge is not only essential for success in reading and other skills in English but also in academic success. To become proficient in English skills, the English foreign language learners have challenge in English vocabulary instruction. The researcher wants to investigate an impact of vocabulary instruction by using theory that interpret e-language learning application. Therefore the researcher decided to use Graves' Comprehensive Approach as the main theory in this research. Graves' Comprehensive Approach has four components namely Frequent, Varied, and Extensive Language Experiences, Teaching Individual Words, Teaching Word-Learning Strategies, and Fostering Word Consciousness.

The objectives of this research were to find out the kinds of vocabulary found in Hello English application, the kinds of vocabulary exercise instructions in Hello English application and the feasibility of vocabulary exercise instructions in Hello English application based on the four components of Graves' Comprehensive Approach. Because of the large amount of the lessons, the researcher need to limit the study. The researcher took only one phase of the first basic level which have totally 25 lessons. The researcher took one phase because the similarity of questions on the basic level of Hello English.

This research applied qualitative approach and used content analysis design to analyze the data. The researcher used documentation to collect the data. The procedure of data analysis were designing, unitizing, sampling, coding, drawing inferences, and validating data based on the four components of Graves' Comprehensive Approach.

The kinds of vocabulary found in Hello English were word classes, word families, and word formations. There were eight kinds of vocabulary exercise instructions found in the first phase of Hello English namely Multiple Choice Translation (MCTL), Fill in the Blank (FIB), Translation (TL), Sentence Shuffle (SS), Picture Flash Card Translation (PFCTL) and Multiple Choice Transcription (MCTC), Word Shuffle (WS) and Pronunciation (PC). The researcher also found that Hello English application is feasible to vocabulary instruction since its application fulfill the three of four components of Graves's Comprehensive Approach namely Frequent, Varied, and Extensive Language Experience, Teaching Individual Words. Meanwhile Word Consciousness except Teaching Word-Learning Strategies because nonexistence of using context to infer the meanings of unknown words and using the dictionary.

It can be concluded that Hello English is feasible based on Graves' Comprehensive Approach. Because of that the learners should learn and develop their vocabulary not only at school and home but also by e-language learning application to support their learning such as Hello English. Furthermore, the researcher also suggested to the further researcher to continue conducting the research about vocabulary instruction by observe another e-language learning application or develop their own application that fulfill comprehensive theory from another theorist.

## APPROVAL SHEET

This is certify that *Sarjana's* thesis of:

Name : Erna Listiani  
Student number : 210915051  
Faculty : Tarbiyah and Teacher Training  
Department : English Education Department  
Title : The Feasibility of Vocabulary Exercise Instruction in  
Hello English Application

May 19,

has been approved by the thesis advisor for the further approval by the board of examiners.

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Advisor



**Winantu K. S.A., S.S., M.Hum.**

NIP. 198211072011012009

Acknowledged by

Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies Ponorogo



**Fyfa Rochmahwati, M.Pd**

NIP. 198103162011012003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PONOROGO

**PENGESAHAN**

Skripsi atas nama saudara :

Nama : **ERNA LISTIANI**  
NIM : 210915051  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : **THE FEASIBILITY OF VOCABULARY EXERCISE INSTRUCTION  
IN HELLO ENGLISH APPLICATION**

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Tanggal : **19 Mei 2020**



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Dekan Fakultas Tarbiyah dan Ilmu Keguruan,  
**Dr. AHMADI, M.Ag.**  
NIP. 196812171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **Dr. AHMADI, M.Ag**
2. Penguji I : **Dr. HARJALI, M.Pd**
3. Penguji II : **WINANTU K.S.A., M.Hum**



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Nama : Erna Listiani

NIM : 210915051

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

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NIM : 210915051

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# CHAPTER I

## INTRODUCTION

The first chapter presents information about introduction parts. These parts are background of the study, statements of the problem, objectives of the study, significances of the study and organization of the study.

### A. Background of the Study

Vocabulary is the knowledge of words and word meaning in both productive and receptive forms and also oral and print forms.<sup>1</sup> Productive vocabulary includes those words that people use when speak and write, while receptive vocabulary includes those words that people recognize when hear and see.<sup>2</sup> It means that, in productive vocabulary, people know, understand, and can pronounce the words. People use the words in speech and writing that can be understood by other people. While in receptive vocabulary, people can know and understand the words by reading and listening the text. Then oral vocabulary are words that people use in listening and speaking, while print vocabulary are words that people use in reading and writing.<sup>3</sup> On the other word, whether productive and receptive vocabulary are important components to support listening, speaking, writing and reading skills in English learning process.

Vocabulary knowledge is important because it includes all the words that people must know to access their background knowledge, express their ideas and communicate effectively, and learn about new concepts. Vocabulary knowledge is not only essential for success in reading and other skills in English but also in academic success. According to Blachowicz and Fisher, vocabulary knowledge is not only affecting reading achievement but also

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<sup>1</sup> Fran Lehr *et al*, *A Focus on Vocabulary*, (US: PREL, 2004), 5.

<sup>2</sup> Elfrieda H. Hiebert & Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (London: LEA), 3.

<sup>3</sup> *Ibid*, 3.



affecting the learners' ability to participate in both social and academic classroom routines.<sup>4</sup> So, learners should develop the kind of vocabulary knowledge that will contribute to their English skills and advance their further learning.

To become proficient in English skills, the English foreign language learners have challenge in English vocabulary instruction.<sup>5</sup> English vocabulary instruction is a challenge for English learners to become capable in English. Vocabulary instruction is used to refer to the teaching and development of learners' word meaning.<sup>6</sup>

In vocabulary instruction, vocabulary knowledge is absolutely essential to communication and comprehension. According to Joan Sedita, a comprehensive approach is far more than recognizing words and remembering their meaning.<sup>7</sup>

In comprehensive approach, instruction includes more than a list of words to teach. It means that the learners are not only learn new words and remember the words' meaning, but they also should be able to comprehend the words in the text both oral and print forms in a variety of contexts.

In the past, vocabulary instruction was unplanned such as lead by learners question and the teacher will give the definition or directly the meaning of the word.<sup>8</sup> When learners did not know the meaning of a word, they can read the dictionary. The long term word learning will not reached by those way. To provide effective vocabulary instruction, instructional vocabulary activities must include multiple exposure to words before the learners understand, remember and apply the words.<sup>9</sup> Instructional vocabulary should focus on key

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<sup>4</sup> Camille L.Z. Blachowics & Peter J. Fisher, "Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5", (US: NCREL, 2005), 2.

<sup>5</sup> Vony Basalwa Laras, "The Eligibility of Vocabulary Instruction Exercise in Duolingo Application Based on the Four Components of Grave's Comprehensive Approach", 1.

<sup>6</sup> Blachowics & Fisher, 2.

<sup>7</sup> Joan Sedita, "Effective Vocabulary Instruction", in *Insight on Learning Dissabilities*, (Newburyport Turnpike, Keys to Literacy, 2012), 33.

<sup>8</sup> David W. Moore, "Why Vocabulary Instruction Matters" in *Best Practices in Secondary Education*, (Arizona, Adolescent Literacy Press, 2016), 1.

<sup>9</sup> *Ibid*, 2.

materials of successful vocabulary instruction development and comprehension such as teaching the specific words and providing direct instruction in word learning strategies.

In vocabulary instruction, exercise is important to enable learners to master English skills. It is the tool for measuring and evaluating learners' ability in achieving the material which is given.<sup>10</sup> The exercise should be appropriate for the learners to gain the comprehension.

Now, English presents a unique and modern challenge using digital learning resources. The digital learning resources provide individualized learning for the learners especially vocabulary. Digital resources such as computer, software, hand phone, interactive media, and online resources that use technology will give different challenges for teachers. The main advantage of digital resources is their ability to give experiences for learners through interactively, feedback and constructive engagement.<sup>11</sup> Digital resources can combine a variety of media through the combination of text, video, sound, and graphics. Furthermore, in choosing digital learning resources, teachers should examine whether the vocabulary instruction exercise is relevant or not.

The researcher focuses on the exercises of vocabulary instruction presented in Hello English application. Hello English by Culture Alley is the number one ranked free Educational Application, and the best free application to learn English. Featured as "Google's Best of 2016 Apps" and "Most Innovative of 2016" by IAMAI. Hello English is an English language learning application, which allows users to learn the English through interactive modules. As of January 2017, Hello English has over 15 million downloads. The researcher believes that digital learning resources or e-learning applications such as Hello English can give better advantages for vocabulary learning.

Vocabulary instruction in Hello English is subject to the influence that Graves' has summarized in four components of vocabulary comprehension approach such as the first key component is Frequent, Varied, and Extensive

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<sup>10</sup> Vony Basalwa Laras, 3.

<sup>11</sup> *Ibid*, 3.

Language Experiences. In this component, learners are learn the words through listening, speaking, reading, and writing.<sup>12</sup> With those multiple activities, the learners will get profit for increasing vocabulary growth. The second component is Teaching Individual Words. In this component, the instruction must be explicit to increase word knowledge and long term reading comprehension.<sup>13</sup> It means that the instruction should have consistence activity lead by teacher. The activity such as teacher guide learners to pronounce the words correctly, explain the meaning of the words and give examples of the words in variety of contexts. The third component is Teaching Word-Learning Strategies. Teaching Word-Learning Strategies include using knowledge of word families and cognates, morphological analysis, contextual analysis, and consulting appropriate references.<sup>14</sup> In this component, the learners are taught how to use context and word structure, so the learners can clarify and determine the exact meaning of unknown words. The fourth is Fostering Word Consciousness. In this component, the learners are attract to develop their interest and awareness of words. Those can occur with interesting daily practice such as word play activities.<sup>15</sup>

The researcher believes that this study will increase the English learners' and teachers' understanding about the effective vocabulary instruction that work in e-learning application especially in Hello English application based on Grave's Comprehensive Approach.

## **B. Research Focus**

This study focused on the vocabulary exercise instructions in Hello English application. Hello English have 19 phases and every phase contain 25 lessons, so the total lesson was 475. The lessons have three level skills from basic, medium till advanced. Because of the large amount of the

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<sup>12</sup> Michael F. Graves, *The Vocabulary Book: Learning and Instruction 2<sup>nd</sup>*, (New York: Teachers College Press, 2016), 13.

<sup>13</sup> Joanne Yatvin, *Teaching Children to Read*, (US: National Reading Panel, 2000), 4-15.

<sup>14</sup> David W. Moore, "Why Vocabulary Instruction Matters", 2.

<sup>15</sup> *Ibid*, 2.

lessons, the researcher did not present the complete picture of all the level skill in Hello English. The researcher need to limit the study, so the researcher took only one phase of the first basic level which have totally 25 lessons. The researcher took one phase because the similarity of questions on the basic level of Hello English.

To found the feasibility of vocabulary exercise instruction in Hello English, the researcher also need to limit the study by using Graves' Comprehensive Approach as the main theory.

### **C. Statement of the Problems**

Based on the background of the study above, formulation of the problems are:

1. What is the kind of vocabulary found in Hello English application?
2. What is the kind of vocabulary exercise instruction in Hello English application?
3. How is the feasibility of vocabulary exercise instruction in Hello English application based on the four components of Graves' Comprehensive Approach?

### **D. Objectives of the Study**

Based on the statement of the problem above, the research objectives are:

1. To know the kind of vocabulary found in Hello English application
2. To know the kind of vocabulary exercise instruction in Hello English application
3. To know the feasibility of vocabulary exercise instruction in Hello English application based on the four components of Graves' Comprehensive Approach.

### **E. Significances of the Study**

This study is expected to be useful for the researcher and also the readers especially the English teachers that concern in vocabulary instruction.

1. For the reader

This study expects to give useful contribution in language instruction especially in vocabulary instruction.

2. For the researcher

The researcher can develop the research thought from vocabulary instruction to get the fact. This research will give the researcher knowledge and experience in analyzing vocabulary instruction.

### **F. Organization of the Thesis**

The thesis consists of six chapters. Chapter I is introduction. Introduction explains the background of the study, research focus, statements of the problem, objectives of the study, significances of the study, and organization of the study.

Chapter II is review of related literatures. This chapter contain the definition of vocabulary, kinds of vocabulary, vocabulary instruction, Graves' comprehensive approach, integrating vocabulary instruction into four skills, learning media, digital resource and Hello English application, and previous research finding.

Chapter III is research methodology. This chapter includes the research design, research role, data sources, technique of collecting data, technique of analyzing data, data credibility and research procedure.

Chapter IV is research findings. This chapter explains the the kinds of vocabulary found in Hello English application, the vocabulary exercise instruction in Hello English application and the eligibility of vocabulary exercise instruction in Hello English application based on the four components of Graves' comprehensive approach



Chapter V is discussion.

Chapter VI is conclusion and recommendation.



## CHAPTER II

### REVIEW OF RELATED LITERATURES

The second chapter presents information about review of related literatures parts. These parts are the definition of vocabulary, kinds of vocabulary, vocabulary instruction, Grave's comprehensive approach, integrating vocabulary instruction into four skills, learning media, digital learning resource, Hello English application and previous research findings.

#### **A. The Definition of Vocabulary**

According Graves in Joseph Mukoroli, vocabulary is the entire stock of words belonging to a branch of knowledge by people.<sup>1</sup> Nash and Snowling in Kristina M. Hansen describe vocabulary as the knowledge of words and their meaning.<sup>2</sup> Furthermore, Miller in Joseph Mukoroli states that vocabulary is a set of words that are the basic building blocks used in the understanding of sentences.<sup>3</sup> According Hornby in Mofareh Alqahtahni, vocabulary is all the words that a person knows or uses and it is all the words in a particular language.<sup>4</sup> According Hatch and Brown in Rohmatillah, vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.<sup>5</sup> From the statements above, it can be concluded that vocabulary is the knowledge of words and their meaning that person knows and uses. When people want to join a conversation, they must understand the words that used by speakers.

Vocabulary has two categorizes that are receptive and productive forms.<sup>6</sup> Productive vocabulary includes those words that people use when speak

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<sup>1</sup>Joseph Mukoroli, "Effective Vocabulary Teaching Strategies for the English for Academic ESL Classroom", (Thesis, SIT Graduate Institute, Brattleboro, 2011), 6.

<sup>2</sup> Kristina M. Hansen, "Vocabulary Instruction, Reading Comprehension, and Student Retention: A Review of Literature", 6.

<sup>3</sup> Mukoroli, 6.

<sup>4</sup> Mofareh Alqahtahni, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, Vol. 3, No. 3 (2015), 24.

<sup>5</sup> Rohmatillah, "A Study on Student's Difficulties in Learning Vocabulary", 70.

<sup>6</sup> Fran Lehr et al, *A Focus on Vocabulary*, (US: PREL, 2004), 5.

and write, while receptive vocabulary includes those words that people recognize when hear and see.<sup>7</sup> Receptive vocabulary is words that we understand when other people use them and productive vocabulary is words that we use by ourselves. Vocabulary is all the words in a language that are familiar and used by a person to communicate with each other. It means that vocabulary is not only about the meaning of words but also about how people use, store, and learn words.

Vocabulary is the basic language aspect that must be mastered before mastering English skill. The size of learners' vocabularies is very important in learning to read, in succeeding in all school subject, and in achieving in the world beyond school.<sup>8</sup> Vocabulary is the first basic important aspect for learning English by learners because by mastering vocabulary they are able to communicate both orally and written well. Nation in Alpino Susanto stated that learning English vocabulary is one of the most crucial task for English learners.<sup>9</sup> According to Josephine Bauer, learners need considerable help their English skills on three general levels, those are: vocabulary development, word recognition and ideational comprehension.<sup>10</sup> It means that the learners should always learn and add their words. Furthermore, they should identify the words and differentiate the meaning of the words combinations and language structures, so they can use the words precisely.

Vocabulary and comprehension are connected skills. This relationship is based on many researcher. Harmon in Kristina M. Hansen notes that many learners get struggle with comprehension because they have limited vocabulary knowledge and ineffective strategies.<sup>11</sup> Another researcher have described the larger of vocabulary contributes to areas of school success. Lubriner and

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<sup>7</sup> Elfrieda H. Hiebert & Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (London: LEA),3 .

<sup>8</sup> Camille L.Z. Blachowics & Peter J. Fisher, *Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5*, (US: NCREL, 2005), 2

<sup>9</sup> Alpino Susanto, "The Teaching of Vocabulary: A Perspective", 183.

<sup>10</sup> Joshepine Bauer, *Teacher's Guide and Key to Exercise Books*, (Madison: USAFI), 7.

<sup>11</sup> Hansen, "Vocabulary Instruction, Reading Comprehension, and Student Retention: A Review of Literature", 6.

Smetana in Kristina M. Hansen stated that learners with larger vocabularies are easier to read, read more widely and do everything better in school.<sup>12</sup>

When learners know the meaning of words, the comprehension automatically improves. When learners have high academic vocabulary development, they still can know the content of entire of text although they find some of unknown words. They can infer the meaning of those words from the contexts, so the comprehension can be reached.

## **B. Kinds of Vocabulary**

The kinds of vocabulary are based on Scott Thornbury. He divided vocabulary into six. Those are word classes, word families, word formation, multi-word units, collocations and homonyms.<sup>13</sup>

### **1. Word Classes**

Word classes are also known as part of speech, are essential for any grammatical description.<sup>14</sup> Part of speech include noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner.<sup>15</sup> Words play different roles in a text.<sup>16</sup> It means that words have different function in a text.

#### **a. Verb**

Verb is the most complex part of speech.<sup>17</sup> Verbs describes what a people or thing does or what happen. In other words, verb is action or state words like *work, play, walk, sleep*, etc.

#### **b. Noun**

Noun is one of the most important part of speech. Noun can be name of concrete thing like person, place or thing and abstract thing like words

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<sup>12</sup> *Ibid.*

<sup>13</sup> Scott Thornbury, *How to to Teach Vocabulary*, (UK, Bluestone Press, 2002), 3.

<sup>14</sup> Bas Aarts & Liliame Haegeman, *English Word Classes and Phrases*, 117.

<sup>15</sup> Thornbury, 3.

<sup>16</sup> *Ibid.*

<sup>17</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), 47.

for concept.<sup>18</sup> The examples are *father, girl, teacher, friend, house, street, room, cat, flower, floor, beauty, justice, mankind, etc.*

**c. Adjective**

Adjective is a modifier that has the grammatical property of comparison.<sup>19</sup> According to Payne, Huddleston and Pullum in Jutharat Jitpranee, an adjective modifies a noun or pronoun.<sup>20</sup> In other words, adjective is word that describe noun or pronoun by providing descriptive or specific detail and giving extra information like *diligent, clever, expensive, black, small, beautiful, etc.*

**d. Adverb**

Adverb refer to single word that modify verb, adjective and adverb.<sup>21</sup> It means that adverb is word that is used to give information about verb, adjective or other adverb like *always, never, here, quickly, generally, ever, etc.*

**e. Pronoun**

According to Schmidhauser in Ricardo, pronoun is word that has function to take the place of noun and noun phrase.<sup>22</sup> In other words, pronoun is used in place of noun or noun phrase that are already known or has already mentioned like *me, you, his, that, yours, what, whose, etc.*

**f. Preposition**

According to Wishon and Burks in Sependi Napitupulu, preposition is a connecting word showing the relationship between a noun or a noun substitute to another word or combination of word in a sentence.<sup>23</sup> It

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<sup>18</sup> *Ibid*, 6-7.

<sup>19</sup> *Ibid*, 109.

<sup>20</sup> Jutharat Jitpranee, "A Study of Adjective Types and Function in Popular Science Articles", Macrothink Institute, International Journal of Linguistics, Vol. 9, No. 2, (2017), 59.

<sup>21</sup> Sabeeha Hamza Dehham, "Errors Made by Iraqi EFL College Students in Using Adverbs of Frequency", Journal of Literature, Languages and Linguistics, Vol. 17, (2015), 32.

<sup>22</sup> Ricardo Casan-Pitarch, "Case Study on Bank's Webpages: The Use of Personal Pronouns", International Journal of Language Studies, Vol. 10, No. 4, (October, 2016), 38.

<sup>23</sup> Sependi Napitupulu, "On Translating Prepositions from English into Indonesian: A Case Study of Indonesian EFL Students", Macrothink Institute, International Journal of Linguistics, Vol. 9, No. 3, (2017), 187.



means that preposition is word that usually in front of a noun or pronoun and expressing a relation to another word like *after, near, of, to*, etc.

**g. Conjunction**

Conjunction is word that has function to relate such units as part of speech phrases or clauses.<sup>24</sup> In other words, conjunction is word that used to connect phrases, clauses or sentences or to coordinate words in the same clauses like *and, but, if, because, till, though*, etc.

**h. Interjection**

Interjections also called exclamation. Interjections have no grammatical value-words and expresses strong emotion like *ah, hey, well*.

**i. Determiner**

Determiner is grammatical element that characterizes nouns and modifies them or makes them refer to specific objects or actions.<sup>25</sup> In other words, determiner is word that introduce noun and appear before noun like *a, an, the, this, every, many, those*.

**2. Word Families**

Word families are groups of words that have common feature or pattern. Word families are discussed about affixation and the transformation of a word can be inflected or derivatives. An inflexion is when some words have the same base root but have different endings. These words: *looks, looking, looked*, have same root that is *look*. The use of affixes: *-s, -ing, -ed*, at the ending of word, serves a grammatical purpose, such as *look* become *looked* to make verb past.<sup>26</sup>

Another affixation is derivatives. While inflexions change the grammatical forms and did not change the meaning and the word classes of the words, derivatives make the words that have same root have different meaning from their roots and even different word classes. The use of affixes: *-er, re-, -ful*,

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<sup>24</sup> Marcella Frank, 206.

<sup>25</sup> Christophe Parisse & Christelle Maillart, "Determiners", HAL archives-ouvertes, (December, 2017), 1.

<sup>26</sup> Scott Thornbury, 4.

serves a meaning purpose, such as *play* become *replay* to make different meaning.<sup>27</sup>

Examples: a. *looks - looking - looked* (inflexions of *look*)

b. *player - replay - playful* (derivatives of *play*)

### 3. Word Formation

Word formation is combinations of words. Word formation have some process that are compounding, blending, conversion and clipping.<sup>28</sup> Compounding is the combining of two or more independent words such as *second-hand*, *word processor*, and *paperback*. The examples show that an independent word can combine with another independent word to make a new word that have new meaning.<sup>29</sup>

Blending is a process to make new word form by joining the main word with the end of another word. The examples are *breakfast + lunch = brunch* and *information + entertainment = infotainment*.<sup>30</sup>

Conversion is a type of a derivation in which a word usually use in one part of speech. It means that a word from one part of speech can used as another. The example is noun can be converted into verb: *Let's **brunch** tomorrow*.<sup>31</sup>

Clipping is word formation process that shortens words. The longer word is made into shortens word. The examples are *influenza* become *flu*, *dormitory* become *dorm* and *electronic mail* become *email*.<sup>32</sup>

### 4. Multi-Word Units

Multi-word units are usually in the form of phrasal verb and idiom. Phrasal verb is a verb added a preposition or adverb that creates a different meaning from the original word, for examples verb + adverb (*swung around*) and verb + preposition (*look after*). Idiom defined as an expression which has unpredictable meaning but can be understood by their popular use, for instances *rains cats*

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<sup>27</sup> *Ibid*, 5.

<sup>28</sup> *Ibid*.

<sup>29</sup> *Ibid*.

<sup>30</sup> *Ibid*.

<sup>31</sup> *Ibid*.

<sup>32</sup> *Ibid*.

*and dogs* that has meaning heavy rain and *see the light* that has meaning to understand something that someone did not understand before.<sup>33</sup>

## 5. Collocations

Collocation is a particular item that makes a particular combination in given context. Collocation can be stated by two words which often appear together. Collocation is not as frozen a relationship as that of compounds because two collocates can be separated by one or some other words. The example is the collocation of *set* is *world* such in this sentence *He set the junior record in 1990*. We can see that *set* and *record* are separated with *the junior*.<sup>34</sup>

## 6. Homonyms

Homonyms defined as words that share the same form but have unrelated meaning. Homonyms can be confusing language learners because one word can have two or more meanings. The only establish the right meaning of course link the word which is intended with the context. The examples are *kind* (type/caring), *rock* (a genre of music/ a stone), and *right* (correct/ direction opposite of left).<sup>35</sup>

## C. Vocabulary Instruction

Vocabulary is crucial thing in a language. It plays an important role in language learning that links four language skills: listening, speaking, reading and writing. National Reading Panel has reported that vocabulary is important to cover all the words that learners should know to express ideas and communicate effectively.<sup>36</sup> Karen Bromley sated that vocabulary is a principle contributor to comprehension, fluency, and achievement.<sup>37</sup> In many cases, learners feel difficult to learning and using English because the lack of

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<sup>33</sup> *Ibid*, 6.

<sup>34</sup> *Ibid*, 7.

<sup>35</sup> *Ibid*, 8.

<sup>36</sup> Joanne Yatvin, *Teaching Children to Read*, (US: National Reading Panel Report, 2000), 28.

<sup>37</sup> Karen Bromley, "Nine Things Every Teacher Should Know about Words and Vocabulary Instruction", *International Reading Association, Journal of Adolescent & Adult Literacy*, (April, 2017), 528.

vocabulary. Chamot in Norbert Schmitt found that high school ESL learners reported more strategy use for vocabulary learning than for any other language learning activity.<sup>38</sup> It showed that the role of vocabulary is very important. In fact, class time that focused on vocabulary instruction is minimum.<sup>39</sup> Knowing the meanings of many words provides learners access all information around them, so learners should get comprehensive program of vocabulary instruction to gain the access.

Vocabulary instruction is the teaching and development of learners' understanding of words meaning.<sup>40</sup> Vocabulary instruction in the past was often unplanned and incidental such as in textbook or language program. The long term word learning will not achieve by those way.<sup>41</sup> Walter Dick and Robert A. Reiser in David W. Moore, argue that to provide effective vocabulary instruction, an instructional activities must include multiple exposures to words before they understand, remember and use them.<sup>42</sup> In other words, many types of vocabulary instruction can effectively influence the comprehension when the methods rely on multiple exposure and interactive way.

According to Jack, Richard and Willy in Agus Wilson, vocabulary is core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write.<sup>43</sup> Without an extensive vocabulary and strategies for acquiring new words, learners have less opportunities to use their language around them. In other words, learners' words knowledge is linked closely to academic success in school and beyond in life to understand new ideas quickly more than learners who have limited vocabularies. So learners

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<sup>38</sup> Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual*, (New York: Palgrave Macmillan, 2010), 90.

<sup>39</sup> David W. Moore, "Why Vocabulary Instruction Matters" in *Best Practices in Secondary Education*, (Arizona, Adolescent Literacy Press, 2016), 1.

<sup>40</sup> Camille L.Z. Blachowics & Peter J. Fisher, 2.

<sup>41</sup> Moore, 1.

<sup>42</sup> Aytakin Isman, "The Implementation Results of New Instructional Design Model: Isman Model", *TOJET*, Vol. 4, (October, 2005), 47.

<sup>43</sup> Agus Wilson, "The Effects of Vocabulary Mastery and Student's Perception on Teaching Material towards Writing Skill", *DEIKSIS, Science Journal of Language and Arts*, Vol. 7, No. 3, (September), 185

need to achieve the levels of vocabulary in order to read well both written and oral text.

To provide effective vocabulary instruction, instructional vocabulary activities must include multiple exposure to words before the learners understand, remember and apply the words.<sup>44</sup> Instructional vocabulary should focus on key materials of successful vocabulary instruction development and comprehension such as teaching the specific words and providing direct instruction in word learning strategies.

Teachers and learners need to choose the best kind of vocabulary instruction and use technology that accommodates vocabulary instruction. The use of appropriate tool will help learners to learn new words and further achieve large vocabularies.

In vocabulary instruction, exercise is important to enable learners to master English skills. It is the tool for measuring and evaluating learners' ability in achieving the material which is given.<sup>45</sup> The exercise should be appropriate for the learners to gains the comprehension.

#### **D. Graves Comprehensive Approach**

A comprehensive approach is one in which vocabulary instruction is not an isolated event, confined to pre-teaching comprehension words.

Comprehension is more than remember the words and their meanings.<sup>46</sup> Beck and McKeown in Diane Pedrotty Bryant said that the goal of vocabulary instruction is to facilitate learners' ability to interact with others in all language

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<sup>44</sup> David W. Moore, 2.

<sup>45</sup> Vony Basalwa Laras, 3.

<sup>46</sup> Joan Sedita, "Effective Vocabulary Instruction", in *Insight on Learning Dissabilities*, (2012), 1.



situations.<sup>47</sup> Furthermore, Beck, Perfetti and McKeown in Ammy M. Elleman stated that vocabulary training impacts comprehension.<sup>48</sup>

The comprehensive plan for vocabulary have four components: Frequent, Varied, and Extensive Language Experiences, Teaching Individual Words, Teaching Word-Learning Strategies, and Fostering Word Consciousness.

1. Frequent, Varied, and Extensive Language Experiences. This component is to permits them to learn words through listening, speaking, reading and writing in rich and varied language experiences.<sup>49</sup> With those multiple activities, the learners will get profit for increasing vocabulary growth. In primary grades, listening and speaking are important for vocabulary growth. They will learn new words from discussion. Then, in intermediate grades, they will be benefit from reading to grow their vocabularies. Anderson, Nagy & Stahl in Graves believe that one way to help learners increase their vocabularies is increasing the amount of reading.<sup>50</sup> Wide reading activities facilitate the learning of words meaning and an understanding of concepts of text.<sup>51</sup>
2. Teaching Individual Words. Teaching Individual Words does not mean that teacher teach all the words that learners need to learn because vocabulary instruction is most effective when learners are given both definitional and contextual information. Instruction is most effective when it is rich, deep, and extended. In this component, the instruction must be explicit to increase word knowledge and long term reading comprehension.<sup>52</sup> It means that the instruction should have consistence activity lead by teacher. The activity such as teacher guide learners to pronounce the words correctly, explain the meaning of the words and give examples of the words in variety of contexts.

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<sup>47</sup> Diane Pedrotty Bryant, Marilyn Goodwin, Brian R. Bryant, and Kellie Higgins, "Vocabulary Instruction for Students with Learning Disabilities: A Review of the Research", Vol. 26 (2003), 118.

<sup>48</sup> Amy M. Elleman , Endia J. Lindo , Paul Morphy & Donald L., "The Impact of Vocabulary Instruction on Passage-Level Comprehension of School-Age Children: A Meta-Analysis", 2.

<sup>49</sup> David W. Moore, 1.

<sup>50</sup> Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 2<sup>nd</sup> edition, (New York: Teacher College Press, 2016), 17.

<sup>51</sup> Diane Pedrotty Bryant, *et al*, 117.

<sup>52</sup> Joanne Yatvin, *Teaching Children to Read*, 4-15.

3. Teaching Word-Learning Strategies. The most recommended strategies is using context to infer meanings. But the use of context clues is challenging process because include intregrating different types of information (definitions, examples, and synonyms) to guess the unknown words. But according to Nagy and Stahl in Diane Pedrotty *et al*, using context clues to comprehend new words can helpful only across time after multiple encounters with words.<sup>53</sup> So context clues will be helpful if learners meet the word many times in different contexts because learners can learn and remember content area of vocabulary that used in text. Using word parts such as the prefixes, suffixes, and roots to unlock the meanings of unknown words is also well supported. The third recommended way is using the dictionary. But the using dictionary learners may not benefit from this strategy because in dictionary, a word can has multiple definitions.<sup>54</sup> It means that dictionaries may confusing learners to determine the correct definition of a word in a text and further may bring them wrong to apply it in different contexts. So, both definitional and contextual strategies must be combined. Word learning strategies include using knowledge of word families and cognates, morphological analysis, contextual analysis, and consulting appropriate references.<sup>55</sup> In this component, the learners are taught how to use context and word structure, so the learners can clarify and determine the exact meaning of unknown words.
4. Fostering Words Consciousness. This is the last component of four program. Fostering Words Consciousness means developing learners' awareness and interest in words and their meanings.<sup>56</sup> Word consciousness includes motivation and deep interest to learn words. Graves notes that learners who are word conscious are aware of the word around them.<sup>57</sup> In other words, they aware of words that they read and hear and also they write and speak. In this component,

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<sup>53</sup> Diane Pedrotty Bryant, *et al*, 118.

<sup>54</sup> *Ibid.*

<sup>55</sup> David W. Moore, 2.

<sup>56</sup> Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 19.

<sup>57</sup> *Ibid.*

the learners are attracted to develop their interest and awareness of words. Those can occur with interesting daily practice such as word play activities.<sup>58</sup>

### **E. Integrating Vocabulary Instruction into Four Skills**

The four skills of language can be developed by vocabulary instruction. Channel and Joan Sedita argue that people recognized and understood words firstly then later they use them in context in appropriate situations and in a natural way.<sup>59</sup> It means that learners can improve their receptive vocabulary first to develop productive vocabulary. English language learners with teacher or without teacher and in the classroom or use e-learning application should recognize the connection of vocabulary instruction to develop their receptive vocabulary to productive vocabulary.

All the four skills of language are integrated with vocabulary. So to develop four skills of language can be reached by vocabulary instruction. Based on Baumann and Kameenui in Diane Pedrotty Bryant *et al*, knowing the meanings, relationships, and contextual interpretations of new vocabulary words enhances communication of content area text.<sup>60</sup> So, to enhance communication, teachers and learners should recognize the relevance of vocabulary instruction in order to help them.

### **F. Learning Media**

The word media has a meaning of intermediary of introduction.<sup>61</sup> According to Gerlach and Ely in Azhar Arsyad, media can refer to human, materials, or events that build a condition that makes learners get knowledge, skills or attitude.<sup>62</sup> In the terms of education, teachers, textbook and school environment are media. Media in learning process lean to tools that facilitate learners to learn such as

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<sup>58</sup> Moore, 2-3.

<sup>59</sup> Joan Sedita, 40.

<sup>60</sup> Diane Pedrotty Bryant, *et al*, 117.

<sup>61</sup> Syaiful Bahri Djamarah and Asman Zein, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 2006), 120.

<sup>62</sup> Azhar Arsyad, *Media Pembelajaran, Revise Edition*, (Jakarta: Rajawali Pers, 2017), 3.

television, film, photo, radio, audio recording, and printed media.<sup>63</sup> The tools can be established as learning media if those tools give information and have purpose to give learning materials.

According to Hamidjojo, Gagne, Briggs and National Education Association in Azhar Arsyad, argued that learning media has some general characteristics as explained below:<sup>64</sup>

1. Learning media have a physical shape as we know as hardware that can be seen, listened, or touched by the five senses.
2. Learning media have non-physical things called software that have capacity to contain messages or information that will be given to learners.
3. Learning media have various terms of visual and audio.
4. Learning media has an understanding of the tools on the process of learning both inside and outside the classroom.
5. Learning media use in the terms of communication and interaction between teacher and learners in the learning process.

According to Seels and Glaslow in Azhar Arshad, learning media can be categorized into two based on technology development aspect.<sup>65</sup>

1. Traditional media
  - a. Visual projection: slides, filmstrips
  - b. Unprojected visual: picture, poster, photo, charts, graphic, diagram
  - c. Audio: recording
  - d. Multimedia: slide with audio, multi-image
  - e. Visual dynamic projection: film, television, video
  - f. Printed media: textbook, modul, hand-out, journal
  - g. Games: puzzle games
  - h. Realia: puppet

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<sup>63</sup> *Ibid*, 4.

<sup>64</sup> *Ibid*, 6.

<sup>65</sup> *Ibid*, 35.



2. Technology media
  - a. Telecommunication based media: teleconference
  - b. Microprocessor based media: computer-assisted instruction

## **G. Digital Learning Resource**

Digital technologies are spread in our routine activities.<sup>66</sup> According Fullan in Mark Anthony & Andriana Caterina Camilleri, innovative technologies may have brought powerful, transformative tools which are improving quality of lives.<sup>67</sup> Technologies can be a tool that help learners to access information that they need. Prensky in Mark Anthony and Adriana Caterina Camilleri stated that technologies in education have quickly become part of our everyday live.<sup>68</sup> We can see that today, people easily assess mobile phone at school, at home or everywhere. It makes stakeholder of education should adapt the technologies to learning process of language learners to get learners' interest to learn language, especially English.

Now, digital technologies present learning resources that may help learners learn English language. Fullan in Mark Anthony and Adriana Caterina Camilleri stated that the use of digital learning resources requires ongoing support.<sup>69</sup> It means that the use of digital learning resources are very helpful for language learner to succeeding their English skills.

For purpose of this research, the researcher will focused on the use of mobile learning. There is no clear definition of mobile learning because the field is experiencing rapid evolution and actually the ambiguity of 'mobile'. According to Taxler in Agnes, mobility is not only of spatial movement but also the ways in which such movement may enable shifting and boundary crossing.<sup>70</sup> Mobile learning can be refers to mobility of technology, mobility of learners, and

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<sup>66</sup> Mark Anthony and Adriana Caterina Camilleri, "Digital Learning Resources and Ubiquitous Technologies in Education", 2.

<sup>67</sup> *Ibid.*

<sup>68</sup> *Ibid*, 3.

<sup>69</sup> *Ibid*, 5.

<sup>70</sup> Agnes Kukulska-Hulme, "Will Mobile Learning Change Language Learning?", Open Research Online, (May, 2009), 159.



mobility of learning.<sup>71</sup> The mobility of technology means that mobile devices such as mobile phones have WiFi and internet access that deliver learning materials. The mobility of learners can be understood that portable mobile devices make learners easily to move without afraid of place barriers. The mobility of learning means mobile learning make easier of learning process without afraid of time barriers. But we can establish that mobile learning refers to the implementation of mobile devices in any branch of study.

Mobile learning device can be personal digital assistant (PDA), cellular mobile phones, laptop, iPod, and so on that used in learning<sup>72</sup> Actually, mobile learning device is not new, especially in education. It focused on learning across many disciplines and context.<sup>73</sup> The use of mobile learning device can support the learning process. But now the use of mobile phones and other portable devices is have impact on language learning. This creates the potential change in teaching and learning especially language learning.<sup>74</sup> Today, mobile language evice offer users a lot of application they should choose. To increase learners' languages knowledge, they can download a lot of resources and applications through mobile phones. In this time, teachers and learners should work together to understand how portable, wireless technologies can be the best tool for language learning.<sup>75</sup>

Mobile assisted language learning (MALL) is the use of mobile technology in language learning.<sup>76</sup> It means that language learners can learns without sit in a classroom to get language learning materials. MALL can be an ideal solution to language learning barriers in terms of time and place.<sup>77</sup>

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<sup>71</sup> Ramya Gangaamaran and Madhumathi Pasupathi, "Review on Use of Mobile Apps for Language Learning", *International Journal of Applied Engineering Research* Vol. 12, No. 21 (2017), 11242.

<sup>72</sup> Olga Viberg and Åke Grönlund, "Mobile Assisted Language Learning: A Language Review", (January, 2012), 1.

<sup>73</sup> Subramaniam Chandran, "Application and Impacts of Mobile Learning: A Case Study in Technology for Sustainable Distance Learning", (2010), 237.

<sup>74</sup> Agnes Kukulska-Hulme, "Will Mobile Learning Change Language Learning?", 157.

<sup>75</sup> *Ibid*, 161.

<sup>76</sup> Tayebeh Mosavi Miangah and Amin Nezarat, "Mobile-Assisted Language Learning", *in International Journal of Parallel Emergent and Distributed Systems*, (February, 2012), 309.

<sup>77</sup> *Ibid*, 309.

According to Thornton and Houser in Olga Viberg and Åke Grönlund, mobile devices can indeed be effective tools for delivering language learning materials to learners.<sup>78</sup>

The main characteristics of mobile learning are personalized, spontaneous, informal and ubiquitous. All the characteristics are the potential for learning process.<sup>79</sup> With mobile phones, learners feel the freedom of time and place to learn through those. They can learn anytime and anywhere they are. MALL provide easy access for language learners without constraints place and time.<sup>80</sup> Contrary with classroom' learning that bond of class-time and place.

MALL has advantages and disadvantages. MALL as mobile learning device provide many advantages: flexibility, low cost, small size and user-friendliness.<sup>81</sup> Learners have opportunity to learn everywhere they are: in the bus, at home. Small size of mobile phones also make learners easily to bring them anywhere. The disadvantages are: small screen size, limited presentation and graphics, and dependence on networks that may not always available<sup>82</sup>, data storage and multimedia limitations<sup>83</sup>. Many devices that are appropriate for specific learning are too expensive for some learners. In other case, the learners may not intense continue to use the mobile phones because the cost of internet access.

## H. Hello English Application

Hello English by Culture Alley is the number one ranked free Educational Application, and the best free application to learn English. Featured as “Google’s Best of 2016 Apps” and “Most Innovative of 2016” by IMAI. Hello English is an English language learning application, which allows users to learn the English through interactive modules. As of January 2017, Hello English has over 15 million downloads. The researcher

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<sup>78</sup> Olga Viberg and Åke Grönlund, 1.

<sup>79</sup> Tayebah Mosavi Miangah and Amin Nezarat, 309.

<sup>80</sup> Ramya Gangaiamaran and Madhumathi Pasupathi, 11242.

<sup>81</sup> Viberg and Grönlund, 1.

<sup>82</sup> *Ibid.*

<sup>83</sup> Miangah and Nezarat, 311.

believes that digital learning resource or e-learning application such as Hello English can give better advantage for vocabulary learning.

Hello English is an application that is perfect for non-English speaker to try learn the language in a relatively quick, simple and fun way. The thing that most fun is that Hello English includes a great game section. There are games available for every level.<sup>84</sup>

With this application, users from across the world will be able to learn the spoken English and grammar from the languages choosing like Hindi, Indonesian, Thai, Arabic, Malay, Urdu, Malay, Bangladeshi, Bengali, Punjabi, Telugu, Tamil, Kannada, Marathi, Gujarati, Oriya, Assamese, Malayalam, Chinese, Portuguese, Turkish, Nepali.

Hello English is free English course application that has been used over 24 million users from all across the globe for the purpose of learning spoken English, grammar and vocabulary building.

This application has some features:

1. Hello English offer 475 interactive lesson. The interactive lesson are 100 percent free to use for the purpose of conversational English, grammar topics, vocabulary and much more. All the lesson are accessible even when offline.
2. This application offers learning by interactive games. The interactive games allow users to learn the reading, translations, spellings, grammar and vocabulary with some games.
3. Allow discussions with teacher. User can ask questions from teacher about grammar and translations.
4. Practice is carried out by daily news. Learning is made efficient with help from latest news, articles, audio-video clips and e-books.

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<sup>84</sup> <https://hello-english-learn-english.en.updown.com/android>

5. This application allow users to hold daily use conversation by speaking directly into the application. This allows users to massively improve English learning capabilities.
6. The application comes with 10.000 words dictionary. Learn a new word daily along with its meaning and pronunciation.
7. Allows users to keep track of users rank. With this application users will be aware of global and city rank.<sup>85</sup>

This application appropriates for beginner, especially school learners. The display of Hello English are nice and interesting. The users will encourage getting the target point by play the games in it. This application has notifications to remind the users to finish their tasks and the exercise is different from day by day. The differences between Hello English and other applications is this application give very clear information of materials, give articles that very informative. This application also have many games to interact users such as Spelling Bee, Tea game, Vocab Game, Reading Game, Emphasis Game, Synonym Game, Pronunciation Game, and Rapid Revision. For vocabulary purposes, all the words that users learned, will be save in 'My Dictionary'. But this application have a weakness too like the voice of the speaker heard like robot sounds in Google translations, so when users try to practice conversation with this application the voice of speaker are disturbing and awkward. But overall Hello English have many activities that allow users to learn English language especially vocabulary with pleasant way.

## **I. Previous Research Findings**

The researcher presents previous study that has relevance with the researcher's study.

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<sup>85</sup> <https://androidapkfree.com/hello-english-learn-english/com-culturealley-japanese-english/>



The first is Vony Basalwa C. Laras on 2017 from state Islamic Institute of Ponorogo entitled *The Eligibility of Vocabulary Instruction Exercise in Duolingo application based on Four Components of Grave's Comprehensive Approach*.

The purposes of this research are find the kinds of vocabulary in Duolingo application, describe the exercise in Duolingo intergrate with vocabulary instruction role and analyze whether the exercises Duolingo application meets the criteria of eligible vocabulary instruction exercises suggested by Michael F. Graves.<sup>86</sup>

She concluded that there are kind of vocabulary found in Duolingo application is word classes were mostly included noun, pronoun, verb, adjective, adverb, preposition and conjunction. Duolingo present 8 types of exercise: flash card match, sentence shuffle, translation, pronunciation, fill in the blanks, multiple choice translation, and picture flash card translation. And the research showed that Duolingo application is eligible to vocabulary instruction based on Grave's Comprehensive Approach, although the Rich Language Experience was not enough for the criteria. It happened because there were not exist the reading skill and vocabulary limitation.<sup>87</sup>

The second is Rizki Maylan Yosinta Liana on 2018 from University of Education Indonesia entitled *The Effect of Use Applications "Hello English" Based on Android Smartphone on the improvement of student learning results in English lessons in junior high school (quasi experiments on English subject of grade VII Students of SMP Negeri 1 Kadipaten)*.

The purposes of this research are analyze and describe the influence of Hello English application to learners' achievement in listening skill.<sup>88</sup> The researcher use quasi experiment. The research showed that H0 is rejected and H1 is accepted.

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<sup>86</sup> Vony Basalwa Laras, "The Eligibility of Vocabulary Instruction Exercise in Duolingo Application Based on the Four Components of Grave's Comprehensive Approach", 5.

<sup>87</sup> *Ibid*, 8

<sup>88</sup> Rizky Maylan Yosinta Liana, "The Effect of Use Applications "Hello English" Based on Android Smartphone on The Improvement of Student Learning Results in English Lessons in Junior High School (Quasi Experiments on English Subjects of Grade VII Students of SMP Negeri 1 Kadipaten", Department of Education Curriculum and Technology, Faculty of Education, University of Education Indonesia, (2018), 7.



And the result of the research show that the use of Hello English application as mobile learning give influence to increase learners learning outcomes English subject in junior high school especially in listening comprehension.<sup>89</sup> The use of mobile learning can help learners to comprehend the English learning material especially in listening skill.

The third research is Roumen Vesselinov and John Grego as a team on March 2017. They are from City University of New York and University of South Carolina. The research is final report entitled Hello English Efficacy Study.

The purpose of this research was to test whether the introduction of Hello English as an additional tool for learning English as a foreign language would significantly improves learners' language skills compared to their classmates who did not use this new tool.<sup>90</sup> The research showed that school-going learners who use the Hello English in addition to their regular classes show greater progress compared to their classmates who do not use the Hello English application.<sup>91</sup> The factors that affected these results are gender, grade, age and school. The learners in the two private schools did better than those in the government schools. Two private schools get 76% and the other one 80% language level improvement, while the government school only get 60%.<sup>92</sup>

Those research are similar to this research. All the research use mobile learning application. The first research tried to make analysis of vocabulary instruction exercises in Duolingo application based on Graves' theory and also this research will do but this research use different application: Hello English. Duolingo and Hello English have different exercises' form and different phase of learning.

The second research used same application but have different method and focused. While the second researcher used quasi experiment, the researcher used content analysis. While the second research focused on effectiveness of Hello

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<sup>89</sup> *Ibid*, 52.

<sup>90</sup> Roumen Vesselinov and John Grego, "Duolingo Effectiveness Study", (December, 2012), 2.

<sup>91</sup> *Ibid*, 21.

<sup>92</sup> *Ibid*, 19.

English application to improve listening outcomes, this research focused on vocabulary instruction in this application.

The third research used same application but focused on effectiveness of Hello English on English language level improvement in all language skills, when this current research focused on vocabulary instruction in this application.



## CHAPTER III

### RESEARCH METHODOLOGY

The third chapter presents information about research methodology parts. These parts are research design, researcher role, data sources, technique of collecting data, technique of analyzing data, data credibility and research procedure.

#### A. Research Design

According to Claire Selltiz, Jahoda, Marie, Deutsch, Morton, and Cook, Stuart W. in C.R. Kothari, research design is a plan concerning the way how to collect and analyze the data which are suitable with the research purpose.<sup>1</sup> Research design can be identified as a scientific and systematic search for pertinent information on a specific topic. Research design is needed to facilitate researcher to make research efficient with maximal information and minimal expenditure of effort, time and money.<sup>2</sup> In other words, research design is a plan chosen by researcher to collect and analyze the data with scientific and systematic way so that research problem can efficiently handled.

The important procedure for the validity of the research is research design. In this research, the method used to collect the data was qualitative research where the researcher can describe the kind of vocabulary found in Hello English application, the exercise in Hello English integrate with vocabulary instruction role and the eligibility of vocabulary instruction exercise in Hello English application based on the four components of Graves' comprehensive approach. According to Donald Ary, qualitative research is an effort to understand the phenomenon by focusing on the total picture or recording rather than breaking it down into variables.<sup>3</sup> Qualitative

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<sup>1</sup> C.R. Ko thari, *Research Methodology: Methods and Techniques 2<sup>nd</sup> revised edition* (New Delhi: New Age International Publishers, 2004), 31.

<sup>2</sup> *Ibid* 32.

<sup>3</sup> Donald Ary, et al., *Introduction to Research in Education 8<sup>th</sup>*, (Canada: Wadsworth Cengage Learning, 2010), 29.

defines as the process of summarizing and reporting written data or the main contents of data and their messages.<sup>4</sup> Finally, the product of a qualitative research is richly descriptive. Researcher convey the phenomenon by words and pictures rather than numbers.<sup>5</sup> The purpose of this method is the depth of understanding rather than numeric data.

Qualitative research has some types. Several types of qualitative research are basic interpretative studies, case studies, descriptive studies, document or content analysis, ethnography, grounded theory, historical studies, narrative studies, narrative inquiry, and phenomenological studies.<sup>6</sup> In this study the researcher applied qualitative approach, and used content analysis design to analyze the data. According to Schreier, qualitative content analysis is a method for systematically describing the meaning of qualitative data.<sup>7</sup>

Qualitative content analysis is done by assigning coding a successive parts. Characteristic of coding are reduce the data, systematic and flexible.<sup>8</sup> This research analyze the eligibility of Hello English application by using Graves' comprehensive approach. In this research, the primary data is vocabulary exercises in Hello English application. This research used qualitative content analysis to analyze the data because it focused on analyzing and interpreting exercise material that exist in the application. The research problem in this research need to be answered by deep understanding and discussion by explanation rather than numeric data. This method is a way for researcher to identify the types of vocabulary and kind of vocabulary exercises that exist in Hello English and analyze the eligibility of vocabulary instruction of this application.

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<sup>4</sup> Louis Cohen, et al., *Research Methods in Education 6<sup>th</sup>*, (New York: Routledge, 2007), 4.75

<sup>5</sup> Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation 4<sup>th</sup>*, (USA: John Wiley & Sons, Inc., 2016), 17.

<sup>6</sup> Donald Ary, et al, *Introduction to Research in Education 8<sup>th</sup>*, 29.

<sup>7</sup> Margrit Schreier, "Qualitative Content Analysis" in *The Sage Handbook of Qualitative Data Analysis*, ed. Uwe Flick, (London: Sage, 2014), 170.

<sup>8</sup> *Ibid.*

## B. Researcher Role

In qualitative research, the human investigator is the primary instrument for gathering and analyzing data. Qualitative research studies complexity of human experiences and situations, so it is believed that only human instrument is capable to this task.<sup>9</sup> Qualitative in this research relies on content analysis that used document to be analyzed. Based on the explanation above, the researcher took the important position as an observer and data collector of vocabulary instruction exercise in Hello English application. The researcher did not interact with other human directly because the researcher only analyzed document which have form of vocabulary exercises in the application by applying it.

## C. Data Sources

In scientific study, data plays an important role. Data is facts or figures from which conclusions can be drawn.<sup>10</sup> Before researcher can present and interpret information, the researcher should gather and sort data.<sup>11</sup> Observations, interviews, questionnaires, phone calls, personal and official documents, photographs, recordings, drawing, journals, email messages and responses, and informal conversations are all sources of qualitative data.<sup>12</sup> Then the researcher review all the data and organize it into categories or themes that cut across all of the data sources.<sup>13</sup> Data sources in conducting this research were needed to analyze and describe the situation of the problems which were contain the data used in this research to espouse the validity of the research. The data source of this research were:

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<sup>9</sup> Donald Ary, et al. 424.

<sup>10</sup> *Ibid.*

<sup>11</sup> Victor Aluwatosin Ajayi, "Primary Sources of Data and Secondary Sources Data", 2.

<sup>12</sup> Lorrain R. Gay, et al., *Educational Research: Competencies for Analysis and Applications 10<sup>th</sup>*, (Boston: Pearson Education, 2012), 381.

<sup>13</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4<sup>th</sup>* (USA: SAGE Publication, 2014), 234.



## 1. Primary Data Source

Primary data source is the data obtained directly from research subjects as source of information related the research. Primary data are those data which are collected for the first time, and original.<sup>14</sup> Generally, primary data source are original documents such as correspondence, diaries, reports, transcript, etc. Meanwhile, the primary data source in this research was vocabulary exercises which taken from <http://helloenglish.com/> by CultureAlley as official link of Hello English application.

## 2. Secondary Data Sources

The secondary data sources are data that already available. The secondary data source is the data obtained through other parties, not directly obtained by researchers from the subject of his research. The data have already been collected and analyzed by someone else.<sup>15</sup> In this study the secondary data were some books, journals, articles, encyclopedias, dictionaries and the previous research about the vocabulary instruction to support and complete the primary data source and all of the literatures which are have relation with this research. Related to this research, the researcher used previous research and books which consisted the theories of vocabulary instruction such as *The Vocabulary Book: Learning and Instruction* by Michael F Graves and *How to Teach Vocabulary* by Scott Thornbury.

## D. Technique of Collecting Data

The most important in this research is collecting data. Researcher should master theory to get suitable data. Researcher need to gather information that will answer the statements of problems by deciding the appropriate data collection method.<sup>16</sup> The most common data collection

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<sup>14</sup> C.R. Kothari, *Research Methodology: Methods and Techniques 2<sup>nd</sup> revised edition*, 95.

<sup>15</sup> *Ibid.*

<sup>16</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4<sup>th</sup>*, 233.

methods used in qualitative research are observation, interviewing, and document. In this research, the researcher used documentation to find the kinds of vocabulary, the kinds of exercises integrate with vocabulary instruction role and the eligibility of vocabulary instruction exercises in Hello English based on the four components of Graves' comprehensive approach.

The document may be public document and private document which researcher get about a site or individuals in a study.<sup>17</sup> Document may include audio and video recording, photographs, games, artwork, or other items that provide insight related to the context.<sup>18</sup> In this research, the documents were transcript which contain kind of vocabulary, transcript which contain kind of vocabulary exercises and also screen captures.

## **E. Technique of Analyzing Data**

The technique to analyze the data in this research was content analysis. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.<sup>19</sup> According to Klaus Krippendorff there are six steps in content analysis.

### **1. Design**

Design is a conceptual phase during which analysts define their context, what they wish to know and are unable to observe directly.<sup>20</sup> The network of steps a researcher takes to conduct a research project is called the research design.<sup>21</sup> In this research, the researcher choose vocabulary exercise instruction that exist in Hello English application to find the kinds of vocabulary, the

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<sup>17</sup> *Ibid* 190.

<sup>18</sup> Donald Ary, et al., 431.

<sup>19</sup> Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology 2<sup>nd</sup>*, (Thousand Oaks: Sage publication, 2014), 18.

<sup>20</sup> Klaus Krippendorff, "Content Analysis" *International Encyclopedia of Communication*, Vol 1, (New York: Oxford University Press, 1989), 406.

<sup>21</sup> Krippendorff, *Content Analysis: An Introduction to Its Methodology 2<sup>nd</sup>*, 81.

kinds of exercises integrate with vocabulary instruction role and the eligibility of vocabulary instruction exercises in the application based on the four components of Graves' comprehensive approach.

## 2. Unitizing

Unitizing is the phase of defining and ultimately identifying units of analysts in the volume of available data.<sup>22</sup> In this research, the researcher analyzed vocabulary exercises, kinds of vocabulary, and the eligibility of vocabulary instruction exercises

## 3. Sampling

Sampling units are units that are distinguished for selective inclusion in an analysis.<sup>23</sup> The researcher choose Hello English application to get the data related to the kinds of vocabulary, the kinds of exercises integrate with vocabulary instruction role and the eligibility of vocabulary instruction exercises in the application based on the four components of Graves' comprehensive approach. This research used purposive sampling which is also known as judgmental, selective, or subjective sampling. Purposive sampling means technique sampling that relies on researcher judgment when choosing members of population in the study which have result in saving time and money.<sup>24</sup> Hello English have 475 lessons. The lessons have three level skills from basic, medium till advanced. Because of the large amount of the lessons, the researcher did not present the complete picture of all the level skill in Hello English, so the researcher took only one phase of the first basic level which have totally 25 lessons as the sample.

<sup>22</sup> Krippendorff, "Content Analysis" *International Encyclopedia of Communication*, 406.


<sup>23</sup> Krippendorff, *Content Analysis: An Introduction to Its Methodology* 2<sup>nd</sup>, 98.

<sup>24</sup> <https://research-methodology.net/sampling-in-primary-data-collection/purposive-sampling/>

#### 4. Coding

Coding is the step of describing the recording units or classifying them in terms of the categories of the analytical construct chosen.<sup>25</sup> The researcher encodes all the data to facilitate researcher in collecting and analyzing the data. A code is a word or abbreviation sufficiently close to that which it is describing for the researcher to see at a glance what it means.<sup>26</sup> Codes and coding are integral to the process of data analysis. Codes refer to concepts and their identification through explicit criteria. In qualitative research, coding is the process of generating ideas, concepts from raw data such as interview, transcripts, and fieldnotes.<sup>27</sup> The coding process refer to the steps the researcher takes to identify, arrange, and systematize the ideas, concepts, and categorizes uncovered in the data. Coding consists of identifying potentially interesting events, features, phrases or stages of a process and distinguishing them with labels, reports, newspaper, articles, etc. The data was displayed in the data sheet of research as follows.

**Table 3.1 The Data Sheet of Coding**

No	Code	Data	Transcript
1	P1/L1/Q7/FIB		<p>Fill in the blank with the correct word</p> <p>What is.....name?</p>

<sup>25</sup> Krippendorff, "Content Analysis" *International Encyclopedia of Communication*, 407.

<sup>26</sup> Louis Cohen, et al., *Research Methods in Education* 6<sup>th</sup>, 475.

<sup>27</sup> Lucia Benaquisto, "Codes and Coding" *The Sage Encyclopedia of Qualitative Research Methods*, vol. 1&2 ed. Lisa M. Given, (Thousand Oaks: Sage Publication, 2008), 86.

Code information:

P1 : level of phase  
 L1 : number of lesson  
 Q7 : number of question  
 FIB : kind of exercise

Kind of exercises:

TL : translation  
 FIB : fill in the blank  
 MCTL : multiple choice translation  
 MCTC : multiple choice transcription  
 PFCTL: picture flash card translation  
 SS : sentence shuffle

## 5. Drawing inferences

Drawing inferences means applies the stable knowledge about how the variable accounts of coded data are related to the phenomena the researcher wants to know about. The researcher concluded the data that had been collected with research problems.

## 6. Validation

Validation provides compelling reasons for taking the results of scientific research seriously.<sup>28</sup> Validity is that quality of research results that leads us to accept them as true, as speaking about the real world of people, phenomena, events, experiences, and actions. A content analysis is valid if the inferences drawn from the available texts withstand the test of independently available evidence, of new observations, of competing theories or interpretations, or of being able to inform successful actions. Validation of content analysis results is limited by the intention

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<sup>28</sup> Krippendorff, *Content Analysis: An Introduction to Its Methodology* 2<sup>nd</sup>, 313.



of the technique to infer what cannot be observed directly and for which validating evidence is not readily available.<sup>29</sup> The researcher rechecked the result of the research with the theories and research problems.

## **F. Data Credibility**

Qualitative research findings should be tested for credibility and accuracy because researcher should strive to achieve reliable and valid results.<sup>30</sup> The test was using terms and criteria which have been developed for the approach.<sup>31</sup> Appleton argues that the process of triangulation increases the accuracy of qualitative research findings in that data from different sources can confirm the truth.<sup>32</sup> Multiple referents are used to draw the conclusions.

In this research, researcher using documentation which taken from vocabulary exercises in the Hello English application. The documentation were transcript which contain kind of vocabulary, transcript which contain kind of vocabulary exercises and also screencaptures. The goal of it was to make sure that the data that have been investigated was correct.

## **G. Research Procedure**

Research is an orderly and systemic procedure, and the procedure may be presented sequentially from the first step of the problem definition through the final step of writing-up of the final report. The steps in applying the research process were as follows

### **1. Formulating**

Formulating the research aim and the objectives depend on the research approach before moving forward with the work. Researcher

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<sup>29</sup> *Ibid*, 407.

<sup>30</sup> John R. Cutcliffe, & McKenna Hugh P., "Establishing The Credibility of Qualitative Research Findings," 1999, 375. <https://www.ncbi.nlm.nih.gov>

<sup>31</sup> *Ibid*.

<sup>32</sup> *Ibid*, 378.

formulated the objective of the study from problems statements in order to conduct the literature review. Researcher analyzed the kinds of vocabulary, the exercise in Hello English integrate with vocabulary instruction role and the eligibility of vocabulary instruction exercise in Hello English application based on the four components of graves' comprehensive approach.

## **2. Conducting the literature review**

After formulating the objective of the research, the researcher conducted the literature review. The researcher used books and journals as secondary data that related with vocabulary instruction such as *The Vocabulary Book: Learning and Instruction* by Michael F Graves and *How to Teach Vocabulary* by Scott Thornburry.

## **3. Selecting methods of data collection**

In here, the researcher used content analysis as its design because this method was suitable for vocabulary instruction exercise. In this research, the researcher used documentation to find the kinds of vocabulary, the kinds of exercises integrate with vocabulary instruction role and the eligibility of vocabulary instruction exercises in Hello English based on the four components of Graves' comprehensive approach.

## **4. Collecting primary data**

Primary data collection needs to be preceded by a great level of preparation. The primary data in this research is document from vocabulary exercises in Hello English application. The form of data were transcript which contain kind of vocabulary, transcript which contain kind of vocabulary exercises and also screenshots.

## **5. Data analysis**

Data analysis is the process to achieve aim and objectives in data analysis, researcher used qualitative content analysis to analyzing the data which have six steps based on Klause Krippendorff theory. The

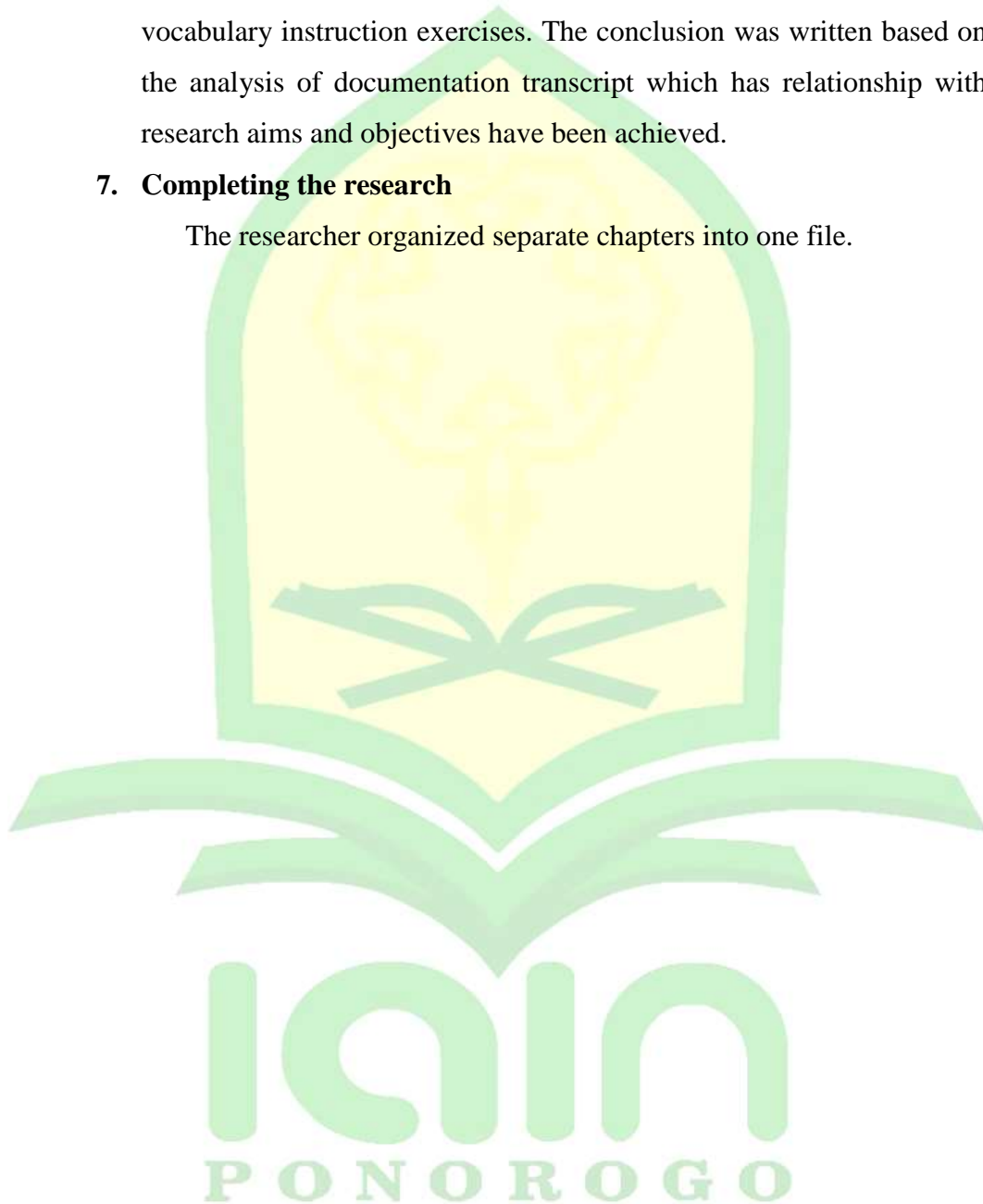
steps were design, unitizing, sampling, coding, drawing inferences and validation.

#### **6. Reaching conclusion**

In this part, researcher concluded the data that related with vocabulary instruction exercises. The conclusion was written based on the analysis of documentation transcript which has relationship with research aims and objectives have been achieved.

#### **7. Completing the research**

The researcher organized separate chapters into one file.



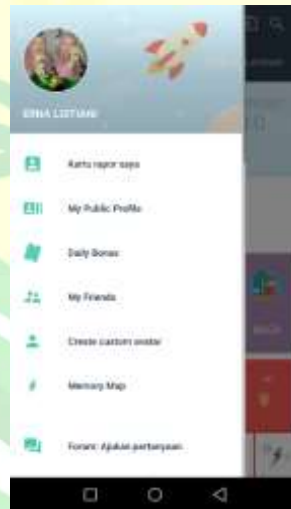
## CHAPTER IV

### RESEARCH FINDINGS

The fourth chapter presents information about research findings. This part presents general data description and specific data description.

#### A. General Data Description

To operate Hello English, first the researcher installed this application and sign in with Google account to made a Hello English account. Then the researcher selected the native language, the gender, the work or school status, the reason why the researcher wanted to learn English and the researcher's name. In this application, the researcher chose Indonesian as the native language, so the instructions and explanations were in Indonesian language.



**Figure 4. 1 Hello English Account**

Hello English had paid Pro membership which unlimited offline access to all features. The researcher did not pay this Pro membership. The researcher used 'try seven day trial' which have free access to all features in seven days.



**Figure 4.2 Pro Exercises Feature**

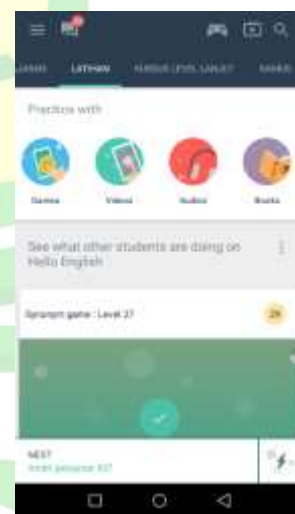
Then researcher began to visit home screen. In this home screen, users can select lessons and activities. There were main menu such as homework, all lessons, practice, advanced course and dictionary. All the lesson can be accessed offline but some of the features can only accessed by online.



**Figure 4.3 Homework  
Screen Display**

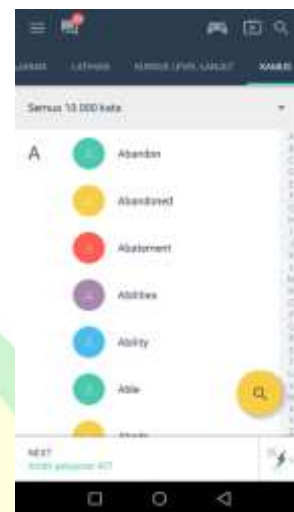


**Figure 4.4 All Lessons  
Screen Display**



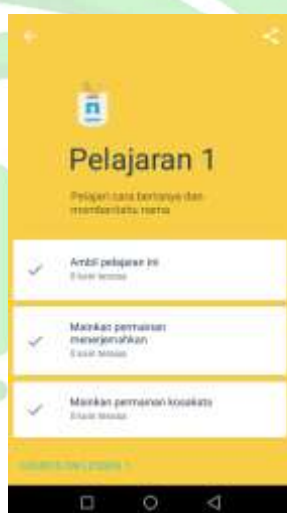
**Figure 4.5 Practice  
Screen Display**





**Figure 4.6 Advanced Course Screen Display**    **Figure 4.7 Dictionary Screen Display**

The users can do the lessons and practices as much as they can in a day if use Pro membership, but they can only do a lesson in a day if become ordinary users. Every lesson, practice, activity and game have coin that can be reach. The phases were 19 with the total lessons were 475, but the researcher only completed 25 lessons from the basic level in the first phase as the sample research. All the lesson had three parts. The first was Take the Lesson Today, Translate Game and Vocabulary Game, but some lessons were Conversation Game.



**Figure 4.8 Vocabulary Game in Lesson 1**    **Figure 4.9 Conversation Game in Lesson 2**

In this data, the researcher found that there were 25 lessons in the first phase of Hello English. The first phase was basic level. Every lesson had different theme that will be studied.

**Table 4.1 Lessons Theme in Phase 1 of Hello English**

<b>Phase 1</b>	
Lesson 1	Asking and telling name
Lesson 2	Greeting: <i>hello, how are you, etc</i>
Lesson 3	Asking someone address
Lesson 4	Simple Preset Tense (to-be verb): citizenship
Lesson 5	Simple Present Negative: using <i>is, am, are</i>
Lesson 6	Simple Present Interrogative
Lesson 7	Greeting: <i>good morning, good afternoon, etc</i>
Lesson 8	Expression of thank, apologize and congratulation
Lesson 9	Basic verb (affirmative & negative): <i>speak</i>
Lesson 10	Verb exercises
Lesson 11	Negative verb exercises
Lesson 12	Counting 1-10
Lesson 13	Asking and telling phone number
Lesson 14	Sentence structure
Lesson 15	Giving instruction
Lesson 16	To-be verb exercises: <i>is, am, are</i>
Lesson 17	Family 1
Lesson 18	Possessive adjective 1
Lesson 19	Asking: <i>how many</i>
Lesson 20	Counting 11-20
Lesson 21	Asking and telling age
Lesson 22	Describing someone
Lesson 23	Adjective order
Lesson 24	Part of body
Lesson 25	<i>Have &amp; has</i>

In practice part, there were some features such as Challenges, News, Conversations, Articles, Games, Videos, Audios and Books. In Challenges, there were two kinds of challenges: Spellathon and Quizathon Challenge that allowed the users to get coin if won the match with other users. In News and Articles, there were a lot of reading text with three questions of each news or articles. In Audio and Videos, after listen and watch the video, the users will be given three questions. News, Articles, Audio and Videos have three levels from easy, moderate and difficult. In Conversation, the users will play a role to saying some written sentences that provide by the application. In Games, there were a lot of games such as Spelling Bee, Tea Game, Vocab Game, Reading Game, Emphasis Game, Flip Game, Synonym Game, Pronunciation Game and Rapid Revision. The last was Books that allowed users to read a lot of books. A book had divided into some chapters that made the users easier to read. Every word in Books can be clicked to know the meaning of it in Indonesian.

In Advanced Courses, the users were provide with some premium features such as Talk to Teacher, Premium Course and Premium Services. These can be accessed by paid Pro membership.

Hello English also provides a dictionary that contain 10.000 words. The users can also check their vocabularies that had been studied in My Dictionary. Each word can be sign by create or add memory note such picture to facilitate the users to remember the word.

Beside did the lessons and practices, the users was also given by homework. The homework was given every day with a list of lessons and activities that should be done. If users did the homework, they will get coin and ticket count that can be used to open another lessons and practice challenges with other users. The coin in the homework had timer that will be expired by the end of the day if the users did not complete them.

Users can check their rank and coin won in My Raport. Rank divided into two: Hometown Rank and World or Global Rank. Users can also check the coin won and the details such as where was the coin come from and how

much the coin was used. In My Report, the users can also check the Users' Development which contain how many lesson and games was completed and the users' presence.

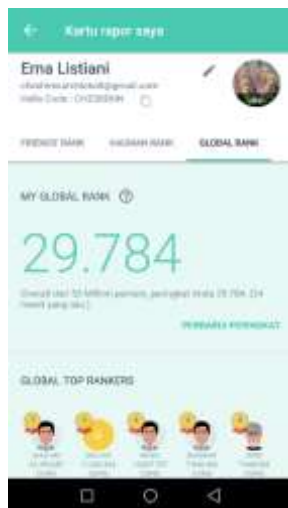


Figure 4.10 The User's Global Rank

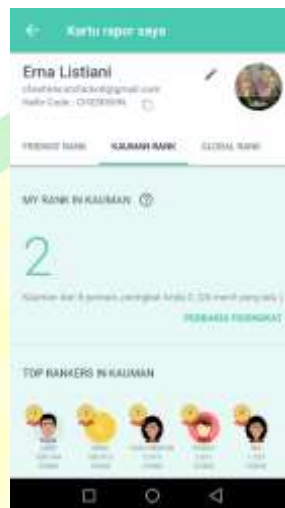


Figure 4.11 The User's Hometown Rank



Figure 4.12 Coin Won and The User's Development

## B. Specific Data Description

In this data description, the researcher discussed about the kinds of vocabulary found in Hello English, the kinds of Hello English's vocabulary exercise instruction and the eligibility of vocabulary exercise instruction in Hello English based on four Graves' Comprehensive Approach.

### 1. The Kinds of Vocabulary Found in Hello English

In this data, the researcher found that there were 25 lessons in the phase 1 which contain many vocabularies.

Table 4.2 Vocabularies Found in Phase 1

Lesson	Vocabularies
1	<i>I, am, Putri, my, name, is, your, what, student, teacher, friend, a, Aulia</i>
2	<i>Hello, what's up, fine, good, how are you, you, are</i>
3	<i>I, am, are, where, you, village, city, from, Indonesia, America, Yogyakarta</i>

4	<i>I, we, you, he, she, it, they, am, are, is, Indonesia, Indonesian, Japanese, America, American, England, British, Indian, Korea, Korean, England, China, Chinese, France, French</i>
5	<i>Not, student, teachers, bread, married, friend, Putri, America, China, British, Indonesian, American, Ahmad, India, Intan, Arif</i>
6	<i>Are, is, from, Mr. Keruas</i>
7	<i>Good morning, good afternoon, good evening, good night</i>
8	<i>Thank you, you are welcome, please, sorry, good bye, bye, excuse me, busy, congratulations, congrats, all the best</i>
9	<i>Speak, Indonesian, English, Sundanese, Javanese, a little, do, don't</i>
10	<i>Speaks, drinks, eats, bread, dances, water, very, well</i>
11	<i>Don't, doesn't, speak, speaks, drink, eat, dance, English, friend, friends, Australia</i>
12	<i>Zero, one, two, three, four, five, six, seven, eight, nine, ten, dogs, girls, boys</i>
13	<i>What, is, your, phone number, her, my, yes, no</i>
14	<i>I, you, she, my, your speak, name, from, do, does, is, are, Japanese, student, teacher, apple, Putri, Aulia, Jakarta, Javanese</i>
15	<i>Sit, stand, turn off, the, music, open, door, shut, windows, close, eyes, open, mouth, listen</i>
16	<i>I, am, we, is, are, you, Putri Herianto, Arief Keruas, Eva, excuse me, daughter, son, bag, heavy, grand-daughter, weather, nice, today, hungry, good, chess players, look, Farel</i>
17	<i>Mother, father, pretty, parents, sister, brother, sibling, grandfather, grandmother, smart, child, children, have, don't have, and</i>
18	<i>This, is, my, car, your, dog, our, her, his, their, husband, wife, sisters</i>



19	<i>How many, friends, language, airport, at, in, party, there</i>
20	<i>Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty eight, thirty, forty two, sixty eight, eighty five, ninety four, ninety nine</i>
21	<i>How, old, birthday, twenties, thirties, Melody, Ira</i>
22	<i>Kevin, smart, pretty, Agnez Mo, Luna Maya, Irene, Rio, very, intelligent, awesome, shy, cheerful, funny, quiet</i>
23	<i>Has, girl, boy, short, tall, man, woman, small, big, dog, cat, car, fat, thin, very, handsome, famous, honest, businessman, phone, white, blue, fair, black, hair, eye, a tall man, a short woman, a big dog, a small cat, a short boy, a small dog, a big dog, a fat woman, a thin man, pretty woman, Dian Sastrowardoyo, a very good teacher, Joe Taslim, Robert Budi Hartono, black hair, blue eyes</i>
24	<i>Eye, ear, hear, see, hand, foot, feet, leg, finger, thumb, right, hair, long, small, face, tooth, teeth, nose, nail, bite, lips, white, blue, black, red, knee, strong, shoulder, eat, walk, smell</i>
25	<i>Have, has, work, a lot of, boy-friend, girl-friend, some, time, cash, work</i>

From the data in phase 1, the researcher identified those vocabularies into some kind of vocabulary. The kinds of vocabulary found in Hello English were word classes: verb, noun, adjective, adverb, pronoun, preposition, conjunction, interjection and determiner; word family: inflexions and derivative; and word formation: compounding and clipping.

**Table 4.3 Kinds of Vocabulary**

Kind of Vocabulary		Vocabularies
Word Classes	Verb	<b>Transitive Verb:</b> <i>have, has, close, open, shut</i>

		<p><b>Intransitive Verb:</b> <i>see, speak, listen, walk, dance, sit, married, bite, stand, turn, smell, hear, drink, eat</i></p> <p><b>To Be Verb:</b> <i>am, is, are</i></p> <p><b>Auxiliary Verb:</b> <i>do, does, don't, doesn't</i></p> <p><b>Phrasal Verb:</b> <i>turn off</i></p>
	<p><b>Noun</b></p>	<p><b>Proper Noun:</b> <i>Putri, Aulia, Ahmad, Rio, Kevin, Intan, Arif, Keruas, Eva, Farel, Agnez Mo, Luna Maya, Irene, Dian Sastrowardoyo, Joe Taslim, Robert Budi Hartono, Jakarta, Yogyakarta, Indonesia, America, England, Korea, India, China, Australia, France, Indonesian, American, British, Korean, Indian, Chinese, French, Japanese, Javanese, Sundanese</i></p> <p><b>Common Noun:</b> <i>student, teacher, friend, name, cat, dog, car, village, city, name, apple, water, bread, bag, music, door, window, eye, mouth, lip, foot, feet, leg, finger, thumb, tooth, teeth, hair, face, shoulder, knee, hand, nail, nose, man, woman, husband, wife, time, birthday, cash, phone, girl, boy, language, airport, mother, father, parent, sister, brother, sibling, grandfather, grandmother, grandparent, daughter, son, grand-</i></p>

	<p><i>daughter, boyfriend, girlfriend, child, children, weather, work</i></p> <p><b>Compound Noun:</b> <i>businessman, chess player, blue eyes, white hair, strong shoulder, thin man, small car, smart man, tall man, short woman, black phone, some time, my sister, your brother, her husband, your dogs, a lot of work, a small cat, a big dog, a fat woman, a famous actor, an honest businessman</i></p>
<b>Adjective</b>	<p><i>fat, thin, long, small, big, tall, short, heavy, strong, pretty, handsome, intelligent, smart, shy, quiet, fair, famous, honest, awesome, cheerful, funny, white, blue, black, red, nice, hungry, well, fine, good, old</i></p>
<b>Adverb</b>	<p><b>Adverb of Time:</b> <i>today</i></p> <p><b>Adverb of Place:</b> <i>there</i></p> <p><b>Adverb of Degree:</b> <i>very</i></p> <p><b>Interrogative Adverb:</b> <i>where, how</i></p>
<b>Pronoun</b>	<p><b>Personal Pronoun:</b> <i>I, you, she, he, it, we and they</i></p> <p><b>Interrogative Pronoun:</b> <i>what</i></p>
<b>Preposition</b>	<i>from, at, in</i>
<b>Conjunction</b>	<i>And</i>

	<b>Interjection</b>	<i>hallo, hi, all the best, what's up, thank you, goodbye, good morning, good afternoon, good evening, good night</i>
	<b>Determiner</b>	<b>Article:</b> <i>a, an, the</i> <b>Demonstrative:</b> <i>this</i> <b>Possessive:</b> <i>my, your, his, her, our, their</i> <b>Quantifier:</b> <i>some, a lot of, a little</i> <b>Number:</b> <i>one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, nineteen, twenty, etc.</i>
<b>Word Family</b>	<b>Inflexions</b>	<i>drinks-drink, eats-eat, speaks-speak, dances-dancing-dance</i>
	<b>Derivative</b>	<i>player-play, teacher-teach, cheerful-cheer</i>
<b>Word Formation</b>	<b>Compounding</b>	<i>businessman, girlfriend, boyfriend, birthday, grandfather, grandmother, grandparent, grand-daughter, airport</i>
	<b>Clipping</b>	<i>congrats-congratulations</i>

From the table above showed that some the kinds of vocabulary still divided into some categorizes. The vocabulary exercise instruction in Hello English contain verbs which had some categorizes such as transitive verb, intransitive verb, to be verb, auxiliary verb and phrasal verb. Noun had some categorizes such as common noun, proper noun and compound noun. Adverb had some categorizes such as adverb of time, adverb of place, adverb of degree and interrogative adverb. Pronoun had some categorizes such as personal pronoun and interrogative pronoun. Determiner had some

categorizes such as article, demonstrative, possessive, quantifier, and number.


## 2. The Kinds of Hello English's Vocabulary Exercise Instruction

Each lesson in the phase had three parts: Take the Lesson Today, Translation Game and Vocabulary Game (some of them were Conversation Game). The researcher found several kinds of vocabulary exercise instruction in Hello English in Take the Lesson Today such as Multiple Choice Translation, Fill in the Blank, Translation, Sentence Shuffle, Picture Flash Card Translation and Multiple Choice Transcription. All those kinds of vocabulary exercise instruction was in the part Take the Lesson Today. Another kinds of vocabulary exercise instruction were Pronunciation and Word Shuffle. Pronunciation was in Conversation Game and Word Shuffle was in Vocabulary Game. Translation Game was another part that literally different with Translation and closely same with Multiple Choice Translation and Fill in the Blank. Hence the vocabulary exercise instruction found in the first phase of Hello English were Multiple Choice Translation, Fill in the Blank, Translation, Sentence Shuffle, Picture Flash Card Translation and Multiple Choice Transcription, Word Shuffle and Pronunciation.

### a. Multiple Choice Translation

This exercise consists of 207 data, but in this table the researcher just give 5 sample of Multiple Choice Translation as follow

**Table 4.4 The Data Sheet of Multiple Choiche Translation Exercises**

No	Code	Data	Transcript
1	P1/L1/Q1/MCTL		<p>Choose the correct translation</p> <p>Nama Saya Putri.</p>



2	P1/L1/Q4/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang tepat untuk "Saya Putri".</p> <p><input type="radio"/> Myself Putri.</p> <p><input type="radio"/> I am Putri.</p> <p><input type="radio"/> I am the Putri.</p> <p><input type="radio"/> I Putri.</p>	<p>Choose the correct translation</p> <p>Saya Putri.</p>
3	P1/L1/Q6/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang tepat untuk "Siapa nama Anda?".</p> <p><input type="radio"/> What is your name?</p> <p><input type="radio"/> What is you're name?</p> <p><input type="radio"/> What, your name?</p> <p><input type="radio"/> What is name you?</p>	<p>Choose the correct translation</p> <p>Siapa nama Anda?</p>
4	P1/L1/Q9/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang tepat untuk "Teman saya".</p> <p><input type="radio"/> My friend.</p> <p><input type="radio"/> Mine friend.</p>	<p>Choose the correct translation</p> <p>Teman Saya.</p>
5	P1/L1/Q10/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang tepat untuk "Nama Anda Aulia".</p> <p><input type="radio"/> Your name Aulia.</p> <p><input type="radio"/> Her name is Aulia.</p> <p><input type="radio"/> Your name is Aulia.</p> <p><input type="radio"/> Your name is Aulia.</p>	<p>Choose the correct translation</p> <p>Nama Anda Aulia.</p>

### b. Fill in The Blank

This exercise consist of 148 data, but in this table the researcher just give 5 sample of Fill in The Blank as follow

**Table 4.5 The Data Sheet of Fill in the Blank Exercises**





No	Code	Data	Transcript
1	P1/L1/Q3/FIB	<p>Isi titik-titik dengan pilihan yang tepat.</p> <p>My name _____ Putri.</p> <p><input type="radio"/> is</p> <p><input type="radio"/> is:re</p> <p><input type="radio"/> is:re</p> <p><input type="radio"/> is:re</p>	<p>Fill in the blank with the correct choice</p> <p>My name.....Putri</p>
2	P1/L1/Q7/FIB	<p>Isi titik-titik dengan kata yang tepat.</p> <p>What is _____ name?</p> <p><input type="radio"/> you</p> <p><input type="radio"/> your</p> <p><input type="radio"/> you:re</p> <p><input type="radio"/> you:re</p>	<p>Fill in the blank with the correct word</p> <p>What is.....name?</p>
3	P1/L2/Q3/FIB	<p>Isi titik-titik dengan pilihan yang tepat.</p> <p>_____ up?</p> <p><input type="radio"/> How's</p> <p><input type="radio"/> What</p> <p><input type="radio"/> Who</p> <p><input type="radio"/> What's</p>	<p>Fill in the blank with the correct choice</p> <p>.....up?</p>
4	P1/L2/Q6/FIB	<p>Isi titik-titik dengan pilihan yang tepat.</p> <p>You _____ fine.</p> <p><input type="radio"/> is:re</p> <p><input type="radio"/> is</p> <p><input type="radio"/> are</p> <p><input type="radio"/> are:re</p>	<p>Fill in the blank with the correct choice</p> <p>You.....fine.</p>

5	P1/L2/Q8/FIB		Fill in the blank with the correct choice  How.....?
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### c. Translation

This exercise consist of 93 data, but in this table the researcher just give 5 sample of Translation as follow

**Table 4.6 The Data Sheet of Translation Exercises**

No	Code	Data	Transcript
1	P1/L7/Q3/TL		Translate this phrase into English  Selamat pagi.
2	P1/L7/Q10/TL		Translate this phrase into English  Selamat malam.
3	P1/L8/Q7/TL		Translate this word into English  Tolong/silahkan
4	P1/L8/Q10/TL		Translate this phrase into English  Selamat tinggal.

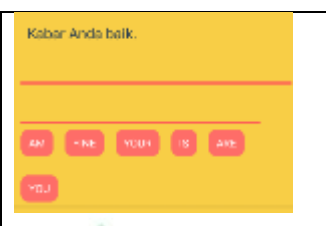
5	P1/L10/Q32/TL		<p>Translate this into English</p> <p>Kami menari.</p>
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#### d. Sentence Shuffle

This exercise consist of 71 data, but in this table the researcher just give 5 sample of Sentence Shuffle as follow

**Table 4.7 Data Sheet of Sentence Shuffle Exercises**



No	Code	Data	Transcript
1	P1/L1/Q2/SS		<p>Arrange this sentence</p> <p>Nama saya.</p>
2	P1/L1/Q5/SS		<p>Arrange this sentence</p> <p>Saya Putri</p>
3	P1/L1/Q8/SS		<p>Arrange this sentence</p> <p>Nama Anda adalah Putri.</p>
4	P1/L2/Q4/SS		<p>Arrange this sentence</p> <p>Apa kabar?</p>

5	P1/L2/Q7/SS		<p>Arrange this sentence</p> <p>Kabar Anda baik.</p>
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### e. Picture Flash Card Translation

This exercise consist of 12 data, but in this table the researcher just give 5 sample of Picture Flash Card Translation as follow

**Table 4.8 The Data Sheet of Picture Flash Card Translation Exercises**

No	Code	Data	Transcript
1	P1/L12/Q4/PFCTL		Choose the correct answer
2	P1/L12/Q9/PFCTL		Count and choose the correct answer
3	P1/L12/Q10/PFCTL		Count and choose the correct answer





4	P1/L12/Q12/PFCTL		Count and choose the correct answer
5	P1/L12/Q15/PFCTL		Count and choose the correct answer

#### f. Multiple Choice Transcription

This exercise consist of 4 Multiple Choice Transcription data as follow

**Table 4.9 The Data Sheet of Multiple Choice Transcription**

No	Code	Data	Transcript
1	P1/L20/Q4/MCTC		Listen to the audio and choose the correct answer  Eleven+Two
2	P1/L20/Q5/MCTC		Listen to the audio and choose the correct answer  Nine+Three

3	P1/L20/Q7/MCTC	Sevenzen, <input type="radio"/> Tawun, <input type="radio"/> Hutuor, and <input type="radio"/> Fourteen." data-bbox="471 134 658 259"/>	<p>Listen to the audio and choose the correct answer</p> <p>Thirteen+One</p>
4	P1/L20/Q9/MCTC	Thirteen, <input type="radio"/> Fifteen, <input type="radio"/> Solwen, and <input type="radio"/> Twelen." data-bbox="471 269 658 387"/>	<p>Listen to the audio and choose the correct answer</p> <p>Fourteen+Two</p>

**g. Kinds of Vocabulary Exercise Instruction in Game of the Lesson**

From the data description about vocabulary exercises instruction in Game of The Lesson above, the researcher generate the kinds of vocabulary such in the following table

**Table 4.10 Kinds of Vocabulary Exercise Instruction in Game of the Lesson**

Kinds of Game	Kinds of Vocabulary Exercise Instruction	Number of Lesson	Total
Translation Game	Fill in the Blank (FIB) and Multiple Choice Translation (MCTL)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	25
Vocabulary Game	Word Shuffle (WS)	1, 5, 7, 10, 12, 14, 16, 19, 20, 21, 23, 24	12
Conversation Game	Pronunciation (PC)	2, 3, 4, 6, 8, 9, 11, 13, 15, 17, 18, 22, 25	13

The tables showed that there were eight kinds of vocabulary exercise instruction in the first phase of Hello English as basic level. The vocabulary exercise instruction consisted of 207 Multiple Choice Translation, 148 Fill in the Blank, 93 Translation, 71 Sentence Shuffle, 12 Picture Flash Card Translation, 4 Multiple Choice Transcription, 12 Word Shuffle and 13 Pronunciation. It means that the kind of vocabulary exercise instruction mostly given by this application was Multiple Choice Translation which appeared 207 times.

### **3. The Feasibility of Vocabulary Exercise Instruction in Hello English based on the Four of Graves' Comprehensive Approach**

Graves' Comprehensive Approach has four components namely Frequent, Varied, and Extensive Languages Experiences, Teaching Individual Words, Teaching Word-Learning Strategies, and Fostering Word Consciousness.

#### **a. Frequent, Varied, and Extensive Languages Experiences**

This component is to permit the learners or the users of Hello English learn through listening, speaking, reading and writing in rich and varied language experiences. Hello English had multiple activities that permit the users to increase their vocabulary growth. Hello English in the first phase provide some vocabulary exercise instruction such as Multiple Choice Translation, Fill in the Blank, Translation, Sentence Shuffle, Picture Flash Card Translation and Multiple Choice Transcription. Beside those instruction, there were Translate Game, Vocabulary Game and Conversation Game. Conversation Game contain Pronunciation, meanwhile Vocabulary Game contain Word Shuffle. Translation Game was another part that literally different with Translation and closely same with Multiple Choice Translation and Fill in the Blank. Those games existed in each lessons. It means that those games complemented each of the lessons because each game had same theme with the lesson. With

multiple activities, the users got profit for increasing vocabulary growth.

#### **b. Teaching Individual Words**

Teaching Individual Words does not mean that Hello English teach all the words that the users need because vocabulary exercise instruction is most effective when the users are given both definitional and contextual information. In this component, the instruction should have activity lead by the application such as guiding the users to pronounce the world correctly, explain the meaning of the words and give examples of the words in variety of contexts. Hello English had those instructions. Hello English provide instruction that make the users pronounce the words correctly by playing Conversation Game. In Conversation Game, the users will pronounce some written words by playing a role with this application. The words that pronounced wrongly will get red marks and the words that pronounced correctly will get green marks. It means if the words still pronounced wrongly, the users can re-pronounce the words until correct. The correction was only once. The last pronunciation will get coin from the percentage of total correct words. The users were also get explanation of the meaning of the words and were given examples of the words in variety of contexts by playing Vocabulary Game. In Vocabulary Game, the users will play Word Shuffle by translate a word or a phrase in Indonesian into English. The examples were a word *anda* that means *you*, in word shuffle the users should answer *your* not *you*. Even there was not an explanation, the application provide examples in variety of contexts. It the example it means that *you* and *your* had close relationship. In context that a thing is yours, the users can use *your* followed by noun not *you*.

### **c. Teaching Word-Learning Strategies**

There are three Word-Learning Strategies to the learners. The first is using context to infer the meanings of unknown words, the second is using word parts to unlock the meanings of unknown words, and the third is using the dictionary.

The researcher found that the first phase of Hello English does not give context clues in form of linguistic information. This application only give direct definitions. Whereas the use of context to infer the meaning of new words is important because the users will encounter those words in different text which may those words have multiple meanings.

This application contain some words formation. The first was inflexions which change the grammatical forms. The second was derivatives which change the meaning and the word classes of the words. The third was compound words. Those words were encountered in basic oral vocabularies so this application did not directly teach the users what word parts is and what word formation is. This application was only give those words from word formation and the users should learn them independently by giving attention to those word parts so when they meet another form of a root word, they will guess its meaning through those word parts.

The researcher found that this application also provide dictionary which only gives one meaning for one word without any longer definition. Whereas many words have multiple meanings and the users should know them. The direct meaning will not comprehend the users' vocabularies because they do not try to discover the exact meaning by themselves.

### **d. Fostering Word Consciousness**

In Fostering Word Consciousness, the learners are expected to have motivation to learn words and aware of words with their meanings. To gain Word Consciousness, Hello English as a



language-learning application has provide world play and wide reading.

This application had many activities that will not make the users bored to learn English as target language. This application had divided those activities into some part such as Take the Lesson Today, Vocabulary Game, Conversation Game, Word of the Day, Practice that still have sub section such as Challenges, News, Conversations, Articles, Videos, Audios, Books and Games which have a lot of games such as Spelling Bee, Tea Game, Vocab Game, Reading Game, Emphasis Game, Flip Game, Succinct Game, Synonym Game, Pronunciation Game, and Rapid Revision. All those activities in this application include listening, reading, speaking and writing activities is games that has been programed into word play.

Hello English provide the users with written material in form of articles, news, and books. Articles and News give the users some questions to the users at the end of reading them. Those questions will lead the users to get reading comprehension. This application was also provide Books so the users have rich vocabularies from those Books. Thus, Hello English made the users motivated to learn vocabularies through word play and wide reading



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## **CHAPTER V**

### **DISCUSSION**

The fifth chapter presents discussion. In this part, the researcher discussed about the kinds of vocabulary and the kinds of vocabulary exercise instruction, and also the eligibility of vocabulary exercise instruction in Hello English application based on Graves' Comprehensive Approach.

#### **A. The Kinds of Vocabulary in Hello English**

It had been described in the fourth chapter that there were three kinds of vocabulary found in Hello English which still divided into some categorizes. The three kinds of vocabulary were word classes, word families, and word formation. Word classes contain of verb, noun, adjective, adverb, pronoun, preposition, conjunction, interjection and determiner, word families contain inflexions and derivative, while word formation contain compounding and clipping. Some of them were still divided again into some categories. Verbs had subcategorizes such as transitive verb, intransitive verb, to be verb, auxiliary verb and phrasal verb. Noun had subcategorizes such as common noun, proper noun and compound noun. Adverb had subcategorizes such as adverb of time, adverb of place, adverb of degree and interrogative adverb. Pronoun had subcategorizes such as personal pronoun and interrogative pronoun. Determiner had subcategorizes such as article, demonstrative, possessive, quantifier, distributive and number. The following were the discussion of those kinds of vocabulary.

##### **1. Word Classes**

Word classes also known as part of speech, are essential for any grammatical description.<sup>1</sup> Part of speech include noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner.<sup>2</sup> Words play

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<sup>1</sup> Bas Aarts & Liliane Haegeman, *English Word Classes and Phrases*, 117.

<sup>2</sup> Scott Thornbury, *How to Teach Vocabulary*, (UK, Bluestone Press, 2002), 3.

different roles in a text.<sup>3</sup> It means that words have different function in a text. The kinds of word classes found in Hello English as the follow

#### a. Verb

Verb is the most complex part of speech.<sup>4</sup> Verb describes what a people or thing does or what happen. In other words, verbs are action or state words like *work*, *play*, *walk*. In this research, the researcher classify verb into some subcategorized by complement of verb. In the first basic phase of Hello English, verbs found were transitive verbs, intransitive verbs, to be verb, auxiliary verb, and phrasal verb as the following discussions

##### 1) Transitive verb

Transitive verb is verb that have a thing to receive the action.<sup>5</sup> Transitive verb is a verb that express action or is received by an object which can be a noun, pronoun or a noun clause or phrase.<sup>6</sup> Transitive verb takes either direct or indirect object.<sup>7</sup> It means that transitive verb is a verb that needs an object which can be noun or noun phrase. Transitive verbs found in the first phase of Hello English were *have*, *has*, *close*, *open* and *shut*. The examples were P1/L23/Q29/FIB: *I have two red bags* and P1/L23/Q45/MCTL: *Agnез Mo has blue eyes*. Verbs *have* and *has*, each of them need to takes an object. *Have* takes an object *two red bags* and *has* takes an object *blue eyes*. So, *have* and *has* are transitive verbs. More examples were P1/L15/Q6/MCTL: *Close your eyes*, P1/L15/Q5/TL: *Open the window*, and P1/L15/Q7/SS: *Shut the windows*. Verbs *close*, *open* and *shut*,

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<sup>3</sup> *Ibid.*

<sup>4</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey, Prentice-Hall, 1972), 47.

<sup>5</sup> Tanielle Fordyce-Ruff, "Beyond the Basics: Transitive, Intransitive, Distransitive and Ambitransitive Verbs", Portland, Concordia University, (February, 2015), 54.

<sup>6</sup> Teddy Victorius, "The Relationship between Transitive and Intransitive Verbs in English Language", 63.

<sup>7</sup> *Ibid.*

each of them need an object. *Close* takes an object *your eyes*, *open* takes an object *the window* and *shut* takes an object *the windows*. So, *close*, *open* and *shut* are transitive verbs.

## 2) Intransitive verb

Intransitive verb is one which makes a complete sense by itself and does not require any words to be added to it for this purpose.<sup>8</sup> It means that intransitive verb is a verb that does not need an object to have sense sentence. The example is P1/L10/Q19/TL: *We eat bread*. In some case such as this sentence, we should understand that some verbs may be transitive in one sentence and intransitive in another.<sup>9</sup> Actually *eat* in that sentence is transitive verb because it takes an object *bread*. The verb *eat* use an object *bread*, but it does not need an object to make a sense sentence such as in this example P1/L10/Q15/MCTL: *He eats*. In this case if we do not use an object *bread* like the first example above or another objects such as *pizza*, *fried rice* or *ice cream* and only write *He eats*, this sentence still has a sense. Another example is P1/L24/Q10/FIB: *I see with my eyes*. *See* here does not take an object but adverbial phrase *with my eyes*. So, *see* in that sentence is intransitive verb. Intransitive verbs found in the first basic level of Hello English were *see*, *speak*, *listen*, *walk*, *dance*, *sit*, *married*, *bite*, *stand*, *turn*, *smell*, *hear*, *drink*, and *eat*.

## 3) To be verb

To be verb is a verb that act as main verb. To be verb is an irregular verb with several forms, they are present *am*, *is*, *are* and past *was*, *were*, *been*.<sup>10</sup> Actually, to be verb is belong to auxiliary verb that acts as helping verb to the lexical verb, but in this

<sup>8</sup> Wenyuan Gu, "Five Basic Types of the English Verb", West Career & Technical Academy, Las Vegas, Nevada, (July, 2018), 2.

<sup>9</sup> Teddy Victorius, 64.

<sup>10</sup> <https://englishcoo.com/contoh-kalimat-menggunakan-to-be-is-am-are-was-were/>

research, the researcher classify to be verb and auxiliary verb into different discussion to make it easier to discuss. To be verb found in the first basic level of Hello English were only *am*, *is*, *are*, meanwhile *was*, *were*, *been* did not found in Hello English because the first basic level use only present tense. The example is in this data P1/L16/Q16/FIB: *I am not hungry*. That negative sentence use to be verb *am* because *I* is singular pronoun that always following by *am* in present tense form. Another example is P1/L17/Q16/MCTL: *He is my brother*. That sentence use to be verb *is* because *He* is singular pronoun and always following by *is* in present tense form. The last example is P1/L16/Q17/FIB: *Ahmad and I are good chess players*. That sentence use to be verb *are* because *Ahmad and I* can be replaced by plural pronoun *we* that always following by *are* in present tense form.

#### 4) Auxiliary verb

Auxiliary verb acts as a helping verb to the lexical verb. Some verbs used as auxiliaries may also occur independently such as *be*, *do* and *have*. Other verb function as auxiliary but must be used with lexical verb are *shall*, *will*, *can*, *must*, *may*, *should*, *would*, *could* and *might*.<sup>11</sup> The auxiliary verb do consist of *do*, *does*, and *did*. All auxiliaries share the ability to be directly followed by not in negative form and to be reversed with the subject in questions.<sup>12</sup> It means that auxiliary verb can used in negative sentence and question sentence. Auxiliary verbs found in the first phase of Hello English were *do*, *does*, *don't* and *doesn't*. *Do* and *does* in these exercises categorized as auxiliary verbs because they used in interrogative sentences. The example is P1/L9/Q9/FIB: *Do you speak Indonesian?* This sentence is interrogative and *do* here acts as helping verb to the lexical verb

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<sup>11</sup> Marcella Frank, 60.

<sup>12</sup> *Ibid*, 94.



*Speak*. Another example is P1/L14/Q10/SS: *Does she eat apple?* In this interrogative sentence, *does* has function as helping verb to the lexical verb *eat*. *Don't* and *doesn't* in these exercises also categorized as auxiliary verbs because they used in negative sentence. The example is P1/L11/Q4/SS: *They don't speak English*. *Don't* here acts as helping verb to the lexical verb *speak* and has function to make a negative statement. More example is P1/L11/Q7/FIB: *She doesn't speak English*. *Doesn't* here acts as helping verb to the lexical verb *speak* and has function to make negative statement. Because of the first basic level, the users got only easy lesson to increase their understanding of the use of some easy verbs. The difficult and varying verbs will be studied in the next level to add their vocabularies of verb.

#### 5) Phrasal verb

Phrasal verb is a verb and a particle that together have a special meaning. A particle here means a small word like *off*, *on*, *away*, *etc.*<sup>13</sup> The examples of phrasal verb are *hang on* which means wait a short time, *grow up* which means become an adult, *go out* which means leave home to go on social event, etc. Phrasal verb found in the first phase of Hello English was *turn off* such as in this data P1/L15/Q3/FIB: *Turn off the music*. *Turn off* means to stop a piece of equipment working temporarily by pressing a button or by moving a switch, so, in that sentence *turn off* means to stop the music.

#### b. Noun

Noun is one of the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.<sup>14</sup> Noun can be name of person,

<sup>13</sup> Betty Schramper Azar, *Fundamentals of English Grammar 3th edition*, (New York: Pearson Education, 2003), 432.

<sup>14</sup> Marcela Frank, 6.

place or thing. The kinds of noun in Hello English as following discussions

### 1) Proper noun

According Jespersen in Abelard Saragossa, proper noun denotes the individual referred to by the noun.<sup>15</sup> Proper noun begins with capital letter in writing. It includes personal names, names of geographic units such as countries, cities, rivers, etc, names of nationality and religions, names of holiday, names of time units and word used for personification.<sup>16</sup> Proper nouns found in the first phase of Hello English were personal names like *Putri, Aulia, Ahmad, Rio, Kevin, Intan, Arif, Keruas, Eva, Farel, Agnez Mo, Luna Maya, Irene, Dian Sastrowardoyo, Joe Taslim* and *Robert Budi Hartono*, names of city like *Jakarta* and *Yogyakarta*, names of country such as *Indonesia, America, England, Korea, India, China, Australia* and *France* and also names of nationality and language such as *Indonesian, American, British, Korean, Indian, Chinese, French, Japanese, Javanese* and *Sundanese*. The using of personal names such as in this data P1/L23/Q31/TL: *Dian Sastrowardoyo is a pretty woman. Dian Sastrowardoyo is a personal name that must be written by capital letter in each of the beginning of the name.* The using of name of city such as in this data P1/L3/Q7/SS: *I am from a village in Yogyakarta. Yogyakarta is name of city and begins with capital letter.* The using of name of country and nationality such as in this data P1/L4/Q24/FIB: *She's from England. She is British.* That data have two sentences and each of them contain proper noun. *England* in the first sentence indicates name of country, meanwhile *British* in the second

<sup>15</sup> Abelard Saragossa, "The Definition of (Common) Nouns and Proper Nouns", 2.

<sup>16</sup> *Ibid*, 6.

sentence indicates name of nationality. Both of them must be written with capital letter beginning.

## 2) Common noun

According Jespersen in Abelard Saragossa, a common noun denotes the individuals and connotes features to all.<sup>17</sup> All other nouns are categorized as common noun except proper noun.<sup>18</sup> In other words, common noun is the name for person, place or thing in general. Common noun still divided into some categorizes such as concrete and abstract noun, countable and noncountable noun and collective noun, but in this research the researcher generate all those categorizes into common noun as general as the definition above. Common nouns found in the first phase of Hello English were *student, teacher, friend, name, cat, dog, car, village, city, name, apple, water, bread, bag, music, door, window, eye, mouth, lip, foot, feet, leg, finger, thumb, tooth, teeth, hair, face, shoulder, knee, hand, nail, nose, man, woman, husband, wife, time, birthday, cash, phone, girl, boy, language, airport, mother, father, parent, sister, brother, sibling, grandfather, grandmother, grandparent, daughter, son, granddaughter, boyfriend, girlfriend, child, children, weather, and work*. The example are P1/L10/Q24/TL: *They drink water*, P1/L12/Q7/TL: *Three Chinese girls* and P1/L1/Q11/MCTL: *I am a student*. *Water* is concrete and uncountable noun, *girls* are concrete and countable noun and *student* is concrete and uncountable noun. All of them belong to common noun.

## 3) Compound noun

Compound noun refers to a group of words than can be two or more joined together into one vocabulary unit that function as

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<sup>17</sup> *Ibid*, 2.

<sup>18</sup> Marcela Frank, 6.

a single part of speech.<sup>19</sup> It means that two or more words combine with a noun makes a new vocabulary. Compound nouns found in the first phase of Hello English from noun + noun were *businessman, chess player*, from adjective + noun were *blue eyes, white hair, strong shoulder, thin man, small car, smart man, tall man, short woman* and *black phone*, from quantifier + noun was *some time*, from possessive + noun were *my sister, your brother, her husband* and *your dogs*, and some others contain three words begin with article such as *a lot of work, a small cat, a big dog, a fat woman, a famous actor* and *an honest businessman*. The example is P1/L23/Q26/SS: *This is a small dog*, P1/L23/Q16/MCTL: *The thin girl is dancing* and P1/L23/Q11/MCTL: *A fat woman. A small dog, the thin girl and a fat woman* in those data are compound noun from adjective + noun and begin with article.

### c. Adjective

Adjective is a modifier that has the grammatical property of comparison.<sup>20</sup> An adjective modifies a noun or pronoun by providing descriptive or specific detail. Adjective answer the following questions such as *What kind? How many? or Which ones?*<sup>21</sup> Adjectives found in the first basic phase of Hello English were *fat, thin, long, small, big, tall, short, heavy, strong, pretty, handsome, intelligent, smart, shy, quiet, fair, famous, honest, awesome, cheerful, funny, white, blue, black, red, nice, hungry, well, fine, good, and old*. The example is P1/L22/Q15/MCTL: *Irene is shy and pretty. Shy and pretty* in the sentence is adjective that modify the noun *Irene* to give specific characteristic about it. Another

<sup>19</sup> *Ibid*, 7.

<sup>20</sup> *Ibid*, 109.

<sup>21</sup> Southeast Writing Center, "Adjectives", adapted from *The Little, Brown Handbook*, Contributors Dayne Sherman, Jayetta Slawson, Natasha Whitton, and Jeff Wiemelt 11<sup>th</sup> Edition, (July, 2011), 1.

example is P1/L23/Q40/TL: *He is very honest. Honest* in the sentence is adjective that modify the personal pronoun *He* to give specific detail about it. More example is P1/L23/Q52/MCTL: *I have a black phone. Black* in that sentence is adjective that modify the noun *phone* to give specific color detail about it.

#### d. Adverb

Adverbs describe verbs and modify adjectives and other adverbs. Adverbs answer one following question such as *When? Where? Why? How? Under what condition? and To what extent?*<sup>22</sup> Adverbs have different kinds such as adverb of time, adverb of manner, adverb of place, adverb of degree, adverb of frequency, interrogative adverb and conjunctive adverb,<sup>23</sup> but in the first phase of Hello English, kinds of adverb found were only adverb of time, adverb of place, adverb of degree and interrogative adverb such as the following discussions

##### 1) Adverb of time

Adverb of time answers the question *When?* Adverbs of time include *after, always, before, during, early, later, never, now, often, tomorrow, etc.*,<sup>24</sup> but in the first basic phase of Hello English, adverb of time found was only *today*. The adverb time is only appear once such as in this data P1/L16/Q14/FIB: *The weather is nice today. Today* is an adverb of time that can answer the question *When is the weather nice?*

##### 2) Adverb of place

Adverb of place answer the question *Where?* Adverbs of place include *above, away, below, down, here, inside, near, outside, up, etc.*,<sup>25</sup> but in the first basic phase of Hello English,

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<sup>22</sup> Southeastern Writing Center, "Adverbs", adapted from The Little, Brown Handbook, Contributors Dayne Sherman, Jayetta Slawson, Natasha Whitton, and Jeff Wiemelt 11<sup>th</sup> Edition, (July, 2011), 1.

<sup>23</sup> *Ibid*, 1-2.

<sup>24</sup> *Ibid*, 1.

<sup>25</sup> *Ibid*.



adverb of place found was only *there*. P1/L19/Q3/MCTL: *How many friends are there at the party? There* in that sentence is adverb of place which following by prepositional adverb *at the party*.

### 3) Adverb of degree

Adverb of degree answers the question *How much?* Adverb of degree has function to makes strength and intensity at which something happens. Adverbs of degree include *almost, completely, enough, little, much, etc.*,<sup>26</sup> but in the first basic phase of Hello English, adverb of degree found was only *very*. P1/L23/Q52/MCTL: *She is very pretty* and P1/L22/Q10/FIB: *I am very intelligent*. *Very* in the first sentence has function give emphasis to the adjective *pretty* and *very* in the second sentence to make strength statement to the adjective *intelligent*.

### 4) Interrogative adverb

Interrogative adverb introduces a question and usually placed at the beginning of the sentence. Interrogative adverbs include *how, when, why* and *where*, but in the first basic phase of Hello English, interrogative adverbs found were only *where* and *how*.<sup>27</sup> The example are P1/L3/Q8/MCTL: *Where are you from?* and P1/L21/Q2/TL: *How old are you?* Both *Where* and *How* are interrogative adverbs and placed at the beginning of the sentences.

### e. Pronoun

According to Schmidhauser in Ricardo, pronoun is word that has function to take the place of noun and noun phrase.<sup>28</sup> Pronoun is a word that replaces a noun or noun phrase. Using pronouns correctly

<sup>26</sup> *Ibid.*

<sup>27</sup> *Ibid*, 2.

<sup>28</sup> Ricardo Casan-Pitarch, "Case Study on Bank's Webpages: The Use of Personal Pronouns", International Journal of Language Studies, Vol. 10, No. 4, (October, 2016), 38.

eliminates unnecessary noun repetition.<sup>29</sup> In other words, pronoun is used in place of noun or noun phrase that are already known or has already mentioned like *me, you, his, that, yours, what, whose*, etc.

Pronouns have different kinds such as personal, possessive, reflexive, intensive, demonstrative, interrogative, relative, indefinite, and reciprocal. In the first phase of Hello English, kinds of pronoun found were only personal pronoun and interrogative pronoun as the following discussions

### 1) **Personal pronoun**

Personal pronoun is pronoun that refer to specific person or thing in a sentence. Personal pronoun still divided into two kinds namely nominative and objective. Nominative personal pronoun can act as the subject of a sentence.<sup>30</sup> Nominative personal pronoun include *I, you, she, he, it, we* and *they*. On the other hand, objective personal pronoun act as object of a sentence.<sup>31</sup> Objective personal pronoun include *me, you, him, her, it, us* and *them*. In the first basic phase of Hello English, there was only found nominative personal pronoun such as *I, you, she, he, it, we* and *they*. The examples of nominative personal pronoun are P1/L22/Q6/FIB: *They are smart* and P1/L14/Q6/SS: *I am a teacher. They and I* in those sentences are belong to nominative personal pronoun because they act as the subject of the sentences.

### 2) **Interrogative pronoun**

Interrogative pronoun is used only in reference to a question such as *who, what, which, whom* and *whose*,<sup>32</sup> but in the first basic level of Hello English, interrogative pronouns found were only *what*. The example of interrogative pronoun are

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<sup>29</sup> Tutoring & Writing Services, Monmouth University, "Pronouns", (November, 2011), 1.

<sup>30</sup> *Ibid.*

<sup>31</sup> *Ibid.*

<sup>32</sup> *Ibid*, 2.

P1/L1/Q7/FIB: *What is your name? What* in that sentence is interrogative pronoun which is only used in reference to a question and used to ask someone's name. Another example is P1/L13/Q3/FIB: *What is your number phone? What* in that sentence is interrogative pronoun which have function to ask someone's phone number.

#### f. Preposition

According to Marcella Frank, in tradition grammar, preposition is classified as a part of speech meanwhile in modern linguist prefer to classify preposition as the structure words because preposition as well as conjunction differ from other part of speech.<sup>33</sup> Preposition is composed of a small class of word that do not have formal characteristic endings and some of them can functioned as other parts of speech.<sup>34</sup> According to Wishon and Burks in Sependi Napitupulu, preposition is a connecting word showing the relationship between a noun or a noun substitute to another word or combination of word in a sentence.<sup>35</sup> The examples of preposition are *at, from, of, on* and *to*. In the first basic phase of Hello English, preposition found were *from, at* and *in*. The example is P1/L6/Q4/MCTL: *Are she from Indonesia?* The preposition *from* here is used in an interrogative sentence and it shows the relationship between a noun *Indonesia* and a combination of words *Are she*. *From* in that sentence is preposition of place because it is used to ask that indicate place *Indonesia*. Another example is P1/L19/Q3/MCTL: *How many friends are there at the party?* The preposition *at* here used in interrogative sentence and it shows the relationship between a compound noun *the party* and a combination

<sup>33</sup> Marcella Frank, 163.

<sup>34</sup> *Ibid.*

<sup>35</sup> Sependi Napitupulu, "On Translating Prepositions from English into Indonesian: A Case Study of Indonesian EFL Students", Macrothink Institute, International Journal of Linguistics, Vol. 9, No. 3, (2017), 187.

of word at the beginning of sentence to indicate place. More example is in this data P1/L19/Q13/FIB: *How many airports are there in Yogyakarta?* The preposition *in* here is used in interrogative sentence and indicate place *Yogyakarta*.

#### **g. Conjunction**

According to Malmkjaer in Abraham Sunday Unubi, conjunction is an indeclinable part of speech that links other part of speech.<sup>36</sup> The function of conjunction is to relate such units as part of speech phrases or clauses.<sup>37</sup> Simply it means that a conjunction can link between clauses or phrases. Conjunction have two kinds namely coordinate and subordinate conjunction. Coordinate conjunction is used to join together word, phrase or clause of equal rank which include *and, nor, but* and *or*,<sup>38</sup> meanwhile subordinate conjunction is used to join together word, phrase or clauses of unequal rank which include *after, because, if, that, though, although, till, before, unless, as, when, while, than, whether, in order to, that, nevertheless*, etc.<sup>39</sup> In the first basic phase of Hello English there was not found subordinate conjunction but only coordinate conjunction *and*. The examples are P1/L22/Q16/MCTL: *Intan is intelligent and cheerful*, P1/L17/Q31/MCTL: *My mother and sister are pretty* and P1/L18/Q10/MCTL: *Your sister and my brother*. The first data, *and* connect adjective *intelligent* with adjective *cheerful*, the second data *and* connect noun *mother* with noun *sister*, meanwhile the third data, *and* connect compound noun *my sister* with compound noun *my brother*. Those examples show that coordinate conjunction *and* is used to join together words of equal rank such as adjective with adjective, noun with noun, compound

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<sup>36</sup> Abraham Sunday Unubi, "Conjunction in English: Meaning, Types and Uses", *International Journal of Social Science and Humanities Research*, Vol. 4, (April, 2019), 202.

<sup>37</sup> Marcella Frank, 206.

<sup>38</sup> Unubi, "Conjunction in English: Meaning, Types and Uses", 204.

<sup>39</sup> *Ibid*, 205.

noun with compound noun, etc. In other words coordinate conjunction is used to connect sentence elements of the same grammatical class.

#### **h. Interjection**

Interjections are short sound, word or phrase spoken suddenly to express emotion<sup>40</sup> such as *Oh! Look out!* and *Ow! Phooey!* Interjection definitely separate class of elements which share qualities of not having any inflection typical of them.<sup>41</sup> According to English oxford dictionary, interjection is same as exclamation.<sup>42</sup> According Gramley and Patzold in Vladimir Z. Jovanovic, interjection should include phrases and sentence like *good morning*.<sup>43</sup> Interjection also include words and expressing for greetings, leave-taking, apologizing, etc.<sup>44</sup> So, it can defined that interjections are part of speech include word, phrase or sentence that showed the emotion or feeling of the speaker. All interjections found in the first phase of Hello English were greetings which include *hallo, hi, all the best, what's up, thank you, goodbye, good morning, good afternoon, good evening and good night*. The example is P1/L2/Q2/MCTL: *Hi! I am Putri*.

#### **i. Determiner**

Determiner is grammatical element that characterize nouns and modify them or make them refer to specific objects or actions.<sup>45</sup> English have six subcategory namely, article, demonstrative, possessive, quantifier, distributive and number. In the first basic

<sup>40</sup> Oxford English Dictionary, <https://www.oxfordlearnersdictionaries.com>

<sup>41</sup> Vladimir Z. Jovanovic, "The Form, Position aMeaning of Interjection in English", *Facta Universitas, Linguistics and Literature*, Vol. 3, (August, 2004), 18.

<sup>42</sup> Oxford English Dictionary

<sup>43</sup> Jovanovic, "The Form, Position aMeaning of Interjection in English", 19.

<sup>44</sup> F. K. Ameka, "Interjections", Elsevier, Leiden University, The Netherlands, (2006), 743.

<sup>45</sup> Christophe Parisse & Christelle Maillart, "Determiners", HAL archives-ouvertes, (December, 2017), 1.



phase of Hello English, determiners found were all of the subcategory except distributive such as the following discussions<sup>46</sup>

### 1) Article

Article used to oppose reference to specific material (definite article *the*) to reference to generic material (indefinite article *a* or *an*).<sup>47</sup> *The* may be used with singular or a plural noun, while *a* or *an* is generally used with a singular countable noun.<sup>48</sup> In the first basic level of Hello English, article found was all both definite and indefinite article. The example is P1/L15/Q7/SS: *Close the windows*. The article used is *the* as definite article because the sentence is imperative that should always use definite article before the object. Another example is P1/L5/Q2/FIB: *I am a student*. The article used is *a* as indefinite article because the sentence used singular countable noun *student*. More example is P1/L23/Q39/MCTL: *Robert Budi Hartono is an honest businessman*. The article used is *an* as indefinite article because *honest businessman* is singular countable noun. That sentence do not use *a* as article because *honest* do not pronounce with consonant sound but vowel. According to Marcella Frank, *an* is used before words beginning with vowel sound like *an apple, an obstruction, an hour, an honor, etc.*<sup>49</sup>

### 2) Demonstrative

Demonstrative is word that are used to determine what the nouns are referring to. Demonstrative include *this, that, these* and *those*.<sup>50</sup> Demonstrative found in the first phase of Hello English was only *this*. The example are P1/L18/Q26/FIB: *This*

<sup>46</sup> *Ibid.*

<sup>47</sup> *Ibid.*

<sup>48</sup> Marcella Frank, 125.

<sup>49</sup> *Ibid.*, 134.

<sup>50</sup> Parisse & Maillart, "Determiners", 2.

*is my sister*, P1/L18/Q2/TL: *This is my car* and P1/L18/Q14/FIB: *This is her sister*. Those examples show that *this* used to refer to noun *my sister*, *my car*, *her sister* as the object.

### 3) Possessive

Possessive is word that indicate the people whom an object, a quality, or a property belongs to<sup>51</sup> which include *my*, *your*, *his*, *her*, *its*, *their* and *our*. It means that, a possessive determiner has function to express possession or belonging. Possessive determiner found in the first basic phase of Hello English were *my*, *your*, *his*, *her*, *our* and *their*. The example are P1/L17/Q33/MCTL: *My grandparents are smart*, P1/L18/Q18/FIB: *Your friend speaks Japanese*, P1/L18/Q32/FIB: *His wife is smart*, P1/L18/Q13/MCTL: *Her sisters are not pretty*, P1/L18/Q21/MCTL: *Our brothers are smart*, and P1/L18/Q27/FIB: *Their children are smart*. Possessive determiner *my* has function to express belonging to object *grandparents*, possessive determiner *your* has function to express belonging to object *friend*, possessive determiner *his* has function to express belonging to object *wife*, possessive determiner *her* has function to express belonging to object *sister*, possessive determiner *our* has function to express belonging to object *brother*, meanwhile possessive determiner *their* has function to express belonging to object *children*, or it can be said that *children* here belongs to *their*.

### 4) Quantifier

Quantifier are adjectives or adjectival phrases that describe *how much* or *how many* of a given noun.<sup>52</sup> To describe *how much*, we can use quantifier for uncountable noun such as *little*, *a little*, *a bit of*, *a great deal of*, *a large amount of* and *much*,

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<sup>51</sup> *Ibid.*

<sup>52</sup> Graduate Writing Lab, Yale Center for Teaching and Learning, "Quantifiers", 1.

meanwhile to describe *how many*, we can use quantifier for countable noun such as *few, a few, a number of, numerous, several* and *many*.<sup>53</sup> Some of quantifier can also used for both types of noun such as *no, none, some, some of, any, a lot, lots of, plenty of* and *enough*. In the first basic phase of Hello English, quantifier found were *some, a lot of* and *a little*. The example are P1/L25/Q21/SS: *Do you have some cash?*, P1/L25/Q6/MCTL: *I have a lot of work*, and P1/L9/Q18/FIB: *I speak a little Sundanese*. In the first example, *cash* is uncountable noun and to ask someone *how much is your cash*, the sentence use *some* that actually can used in both countable or uncountable noun. In the second example, *work* is uncountable noun and to describe *how much is your work*, the sentence use quantifier *a lot of*, meanwhile *Sundanese* is uncountable noun and to describe *how much is she speak Sundanese*, the sentence use quantifier *a little*.

##### 5) Number

The use of nouns typically entails some commitment to quantity when designating a noun's referent.<sup>54</sup> According to Oxford Learner's Dictionary, number is a word or symbol that represents an amount or a quantity.<sup>55</sup> Simply it means that number is used to count something and appear before noun. Number have two forms namely cardinal number and ordinal number.<sup>56</sup> The function of ordinal number is to define *how many* people or things there are such as *one, two, three, etc.*, meanwhile the function of ordinal number is to define people's or thing's position such as *first, last, second, etc.* Number found

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<sup>53</sup> *Ibid.*

<sup>54</sup> Kathryn Bock, Manuel Carreiras, Enrique Meseguer, "Number Meaning and Number Grammar in English and Spanish", *Journal of Memory and Language*, (2012), 17.

<sup>55</sup> <https://www.oxfordlearnersdictionaries.com>

<sup>56</sup> Southeastern Writing Center, "Nouns and Determiners", adapted from *The Little, Brown Handbook*, Contributors Dayne Sherman, Jayetta Slawson, Natasha Whitton, and Jeff Wiemelt 11<sup>th</sup> Edition, (July, 2011), 2.

in the first basic phase of Hello English was only cardinal number such as *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, nineteen, twenty*, etc. The example are P1/L20/Q11/FIB: *There are thirteen cars in airport.* P1/L12/Q16/TL: *Seven Chinese girls.* P1/L20/Q17/SS: *There are sixty eight airports in India. Thirteen* in the first example is the number that represent the amount of *cars*, *seven* in the second example is the number that represent the amount of *Chinese girls*, meanwhile *sixty eight* in the third example is the number that represent the amount of *airports*.

## 2. Word Family

According to Scott Thornbury, word family is a group of related words that are performed from the same base or root word but take different endings.<sup>57</sup> Word family has two subcategorized namely inflexions and derivative that will discuss as the following

### a. Inflexions

Some word can share the same base roots, for examples are *looks, looked, looking*. Those words have same base word that is *look*, but have different endings because of different tense used. The different grammatical forms of a word called inflexions.<sup>58</sup> Inflexions does not change the meaning of a root. The word looks still have same meaning from the root. Inflexions found in the first basic phase of Hello English were *drinks* from root *drink*, *eats* from root *eat*, *speaks* from root *speak* and *dances* and *dancing* from root *dance*. The example is P1/L10/Q28/MCTL: *She dances* and P1/L10/Q16/MCTL: *She eats bread*. *Dances* in the first example is used in the present tense by adding the ending *-s* in the word *dance*. *Dances* still have same meaning with *dance*. *Eats* in the second example still have same meaning with its root *eat*, but takes *-s*

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<sup>57</sup> Scott Thornbury, 4.

<sup>58</sup> *Ibid.*

ending because it used in simple present tense. Another example is P1/L23/Q16/MCTL: *The thin girl is dancing. Dancing* here is used in the present continuous tense by adding the ending *-ing* in the word *dance*.

#### **b. Derivative**

Another word family is derivative. Derivative is a word that have different meaning from the root. Derivative is a word that formed by affixation process. Affixation has two forms namely suffixes and prefixes. Suffixes is the adding of particle unit in the ending of a word.<sup>59</sup> The example are *drive + er* become *driver* and *child + hood* become *childhood*. Meanwhile prefixes is the adding of particle unit in the beginning of a word.<sup>60</sup> The example are *re + write* become *rewrite* and *over + cook* become *overcook*. Both suffixes and affixes make a new word that have new meaning that different from their root. In the first basic phase of Hello English, there were found some derivatives from the adding of suffixes such as *player, teacher* and *cheerful*. The example are P1/L16/Q17/FIB: *Ahmad and I are good chess player* and P1/L22/Q16/MCTL: *Intan is intelligent and cheerful*. *Player* in the first example is formed by *play + er* which means people whose play something, meanwhile *cheerful* in the second example is formed by *cheer + ful* which means happy. More example is P1/L1/Q12/MCTL: *I am a teacher*. *Teacher* here is from *teach + er* that have different meaning from its root *teach*. *Teacher* means a person who teach learners, while *teach* means explain to someone or learners how to do something.

### **3. Word Formation**

According to Crystall in Mohammed Naser Abdulsada, word formation is a morphological and sometimes grammatical process that aims at producing words in a language. Word formation is the whole

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<sup>59</sup> *Ibid.*

<sup>60</sup> *Ibid.*



process of morphological variation in the constitution of word including inflexion and derivation.<sup>61</sup> In other words, word formation is a process to producing words with grammatical rules. Scott Thornbury divide word formation into four process categories namely compounding, blended, conversion and clipping.<sup>62</sup> In the first basic phase of Hello English there were found only two of that were compounding and clipping as the following discussions

#### a. **Compounding**

Compounding is the combining or joining two or more independent words.<sup>63</sup> A new word from compounding have new meaning that different with origin of words of composer. The example are *word processor* and *paperback*. *Word processor* is a noun means a machine, device or computer program that can process words or text. *Word processor* is compounding word from words *word* and *processor* which each of the word basically independent that means can stand alone. *Paperback* is a noun means a book with cover made of thick paper from words *paper* and *back* that basically can stand alone in a sentence by themselves. Compounding word found in the first basic phase of Hello English were *businessman*, *girlfriend*, *boyfriend*, *birthday*, *grandfather*, *grandmother*, *grandparent*, *grand-daughter* and *airport*. The example are P1/L23/Q39/MCTL: *Rudi Hartono is an honest businessman*, P1/L17/Q29/TL: *My grandfather is smart* and P1/L17/Q33/MCTL: *My grandparents are smart*. *Businessman* is a compounding word from noun *business* + noun *man* which means person whose doing business, *grandfather* is a compounding word from adjective *grand* + noun *father* which means father from our father, meanwhile

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<sup>61</sup> Mohammed Nasser Abdulsada, "Process of Word Formation in English and Arabic", Journal of the College of Education, Babylon University, Iraq, Vol. 2, No. 3, (January, 2008), 71.

<sup>62</sup> Scott Thornbury, 5.

<sup>63</sup> *Ibid.*

*grandparents* is a compounding word from adjective *grand* + noun *parents* which means parents from our mother, father or parents.

#### **b. Clipping**

Clipping is process of cutting a word and thus this word become short.<sup>64</sup> It simply means that clipping is process of shortening longer words. The example are *flu* from *influenza* and *email* from *electronic mail*. Clipping word found in the first basic phase of Hello English was only *congrats* from its longer word *congratulations*. The example are data P1/L8/Q12/MCTL: *Congrats* and P1/L8/Q13/MCTL: *Congrats*.

### **B. The Kinds of Vocabulary Exercise Instruction in Hello English**

It had been described in the fourth chapter that there were eight kinds of vocabulary exercise instruction found in Hello English. The eight vocabulary exercise instructions existed in each lesson of the phase. The phase had three parts namely Take the Lesson Today, Translation Game and Vocabulary Game (some of them were Conversation Game). From Take the Lesson Today, researcher found six vocabulary exercise instructions such as Multiple Choice Translation (MCTL), Fill in the Blank (FIB), Translation (TL), Sentence Shuffle (SS), Picture Flash Card Translation (PFCTL) and Multiple Choice Transcription (MCTC), from Vocabulary Game, researcher found Word Shuffle (WS), while from Conversation Game, researcher found Pronunciation (PC). In Translation Game part, researcher found Multiple Choice Translation (MCTL) and Fill in the Blank (FIB) which actually same with vocabulary exercise instructions in Take the Lesson Today. Thus, the vocabulary exercise instruction found in the first phase of Hello English were Multiple Choice Translation (MCTL), Fill in the Blank (FIB), Translation (TL), Sentence Shuffle (SS), Picture Flash Card Translation (PFCTL) and Multiple Choice Transcription (MCTC),

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<sup>64</sup> Mohammed Nasser Abdulsada, "Process of Word Formation in English and Arabic, 76.


Word Shuffle (WS) and Pronunciation (PC). The following were the discussion of those kinds of vocabulary exercise instruction

### 1. Multiple Choice Translation

Multiple choice is popular way of testing for easily to score and easy to design.<sup>65</sup> Multiple choice is easily to score because when the users choose the correct answer, they will get the score which have been settled meanwhile they choose the wrong answer, they will not get score. For the easy to design, multiple choice is actually simple to make because it only put some wrong answers between the correct answer.

This application has two multiple choice namely Multiple Choice Translation and Multiple Choice Transcription. For the first, the researcher will discuss about Multiple Choice Translation. In Multiple Choice Translation, the users are asked to choose the correct translation of word, phrase or sentence from several of choices. There are four choices and some of them only two. The translation can be from Indonesian into English or the other way. The exercises contain instruction which can be ask to translate a written words or an audio. If the users choose the answer correctly, they will get coin, but if they choose the wrong answer, they still can choose another choices until find the correct answer without get the coin, because to continue to the next exercises they should find the correct answer.

These are the data that ask users to choose the correct translation of a word, a phrase and a sentence from Indonesian into English.

P1/L8/Q12/MCTL		Choose the correct translation  Selamat.
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<sup>65</sup> Scott Thornbury, *How to to Teach Vocabulary*, (UK, Bluestone Press, 2002), 132.

P1/L1/Q9/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang tepat untuk "Teman saya".</p> <p><input type="radio"/> My friend.</p> <p><input type="radio"/> Miss friend.</p>	<p>Choose the correct translation</p> <p>Teman Saya.</p>
P1/L5/Q9/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang benar "Nama Anda bukan Putri".</p> <p><input type="radio"/> Your name is not Putri.</p> <p><input type="radio"/> Your name not Putri.</p> <p><input type="radio"/> Your name not is Putri.</p> <p><input type="radio"/> Name your is not Putri.</p>	<p>Choose the correct translation</p> <p>Nama Anda bukan Putri.</p>

On the opposite, there are the data that ask users to choose the correct translation of a phrase and a sentence from English into Indonesian.

P1/L3/Q10/MCTL	<p>Pilih terjemahan dalam bahasa Inggris yang benar untuk:</p> <p><input type="radio"/> Boqalmia</p> <p><input type="radio"/> lank</p> <p><input type="radio"/> Apt</p> <p><input type="radio"/> Da</p>	<p>Choose the correct translation from the audio</p> <p>From.</p>
P1/L18/Q12/MCTL	<p>Dengarkan dan pilih jawaban yang benar:</p> <p><input type="radio"/> Saudara perempuannya</p> <p><input type="radio"/> Saudara laki-laki</p> <p><input type="radio"/> Saudaranya</p> <p><input type="radio"/> Saudara perempuan dia</p>	<p>Listen to the audio and choose the correct answer</p> <p>Her sister.</p>
P1/L6/Q2/MCTL	<p>Tentukan kalimat yang Anda dengar dari ke dalam bahasa Inggris.</p> <p><input type="radio"/> Apakah ada Pak Keruas di sini?</p> <p><input type="radio"/> Siapa itu Pak Keruas?</p> <p><input type="radio"/> Ada itu Pak Keruas?</p> <p><input type="radio"/> Apakah Anda Pak Keruas?</p>	<p>Choose the correct translation from the audio</p> <p>Are you Mr. Keruas?</p>

From the examples above, the researcher found that almost of instructions to translate Indonesian into English were for written words, meanwhile the instructions to translate English into Indonesian were only for audio. This is happen because to increase the growth of users' vocabulary, the instruction should emphasize translation to the target language –English- more than users' native language. On the other hand, the instructions to translate English audio into Indonesian have function to train users more sensitive on English pronunciation. So, from the audio, the users get two tasks that are listen carefully the English words pronunciation and in same time try to translate the words into their native language.

Another instruction of Multiple Choice Translation also include questions to respond situations such as in these examples.

P1/L8/Q3/MCTL	<p>Bagaimana menjawab 'thank you'?</p> <p><input type="radio"/> You welcome</p> <p><input type="radio"/> Sorry</p> <p><input type="radio"/> Maaf</p> <p><input type="radio"/> You are welcome</p>	How to respond 'thank you'?
P1/L8/Q11/MCTL	<p>Bagaimana mengucapkan selamat menempuh wawancara kepada teman Anda?</p> <p><input type="radio"/> All the best</p> <p><input type="radio"/> Thank you</p> <p><input type="radio"/> Please</p> <p><input type="radio"/> You are welcome</p>	What do you say to your friend when he/she will be interviewed?
P1/L12/Q20/MCTL	<p>Pilih jawaban yang benar '8+1=?'</p> <p><input type="radio"/> Seven</p> <p><input type="radio"/> Nine</p> <p><input type="radio"/> Five</p> <p><input type="radio"/> Three</p>	Choose the correct answer $8+1=?$



Those three examples are also belong to Multiple Choice Translation because when Indonesian users read the question, they will think in their native language, therefore the answer of the native language will be translate into English.

According to Scott Thornbury, multiple choice has negative side. The first is the users may choose the answer by process of elimination which means that they are hardly constitutes to knowing the right answer. The second is multiple choice depend on the number of possible answer (called distractor), there is one in two or four chance of getting the answer right. The third, multiple choice did not has the ability to produce the word but only recognition. The last is multiple choice is not easy to design which has many consideration to choose the distractors.<sup>66</sup>

As the researcher explain above, multiple choice is actually simple to design because it only put some wrong answers between the correct answer, but in fact the exercises makers have many consideration to choose the distractor. Distractors make the users confuse to decide the correct answer because the distractors are put as the possible answer. The good distractors will make the exercises have a high level of difficulties that make the users hard to eliminate them.

Beside of those negative side, the researcher found that MCTL can help the users to take more effort to select a correct word and also its grammar from some distractors. The fact that MCTL consists of 207 exercises, makes it become the most exercise appeared in the first phase of this application. The fact actually has function to make the users recognize the words. Although this exercise is not a productive skill, the users of beginner level will learn vocabularies by recognize them first by mostly eliminate the wrong answer. Then in intermediate and advanced level, they will comprehend in productive skills like writing. For beginner users MCTL makes them will not only learn about the


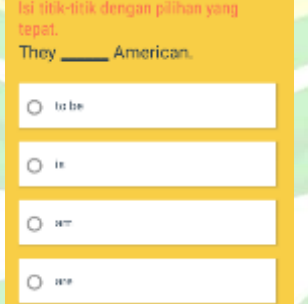

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<sup>66</sup> Scott Thornbury, *How to to Teach Vocabulary*, 133.

meaning of the words but also their grammatical rules that applied in a sentence.

## 2. Fill in The Blank

Fill in the Blank means that the users are asked to fill the missing word or phrase with the appropriate answer.<sup>67</sup> If the users choose the missing word correctly, they will get coin, but if they choose the wrong answer, they still can choose another choices until find the correct answer without get the coin, because to continue to the next exercises they should find the correct answer. These are the examples of Fill in the Blank data that ask the users to complete the missing word.

P1/L3/Q3/FIB		<p>Fill in the blank with the correct choice</p> <p>I.....from Indonesia.</p>
P1/L4/Q15/FIB		<p>Fill in the blank with the correct choice</p> <p>They.....American.</p>
P1/L5/Q11/FIB		<p>Fill in the blank with the correct choice</p> <p>He.....British.</p>

<sup>67</sup> Mohd Haniff Mohd Tahir & Tunku Mohani Mochtar, "The Effectiveness of Using Vocabulary Exercise to Teach Vocabulary to ESL/EFL Learners", *Pertanika Journal Social, Science & Humaniora*, (December, 2016), 1656.

From those examples, the researcher found that almost of Fill in the Blank exercises, ask the users to complete the missing verb that include to be verb and auxiliary verb. From the examples above, the missing words are to be verb in present tense that include *am*, *are*, and *is* in negative form. Another examples are from these data.

P1/L25/Q19/FIB	<p>Isilah dengan kata yang tepat. _____ you have siblings?</p> <p><input type="radio"/> Have</p> <p><input type="radio"/> Do</p> <p><input type="radio"/> Does</p>	<p>Fill in the blank with the correct word</p> <p>.....you have siblings?</p>
P1/L25/Q16/FIB	<p>Isilah dengan kata yang tepat. _____ Farel have a son?</p> <p><input type="radio"/> Does</p> <p><input type="radio"/> Do</p> <p><input type="radio"/> It</p>	<p>Fill in the blank with the correct word</p> <p>.....Farel have a son?</p>

The examples above show that the missing words are auxiliary verbs *do* and *does*. The missing *do* and *does* above are in interrogative sentences. More examples are in these data.

P1/L11/Q5/FIB	<p>Isi titik-titik dengan kata yang tepat. They _____ speak English.</p> <p><input type="radio"/> doesn't</p> <p><input type="radio"/> don't</p> <p><input type="radio"/> aren't</p>	<p>Fill in the blank with the correct word</p> <p>They.....speak English.</p>
P1/L11/Q8/FIB	<p>Isi titik-titik dengan kata yang tepat. She _____ speak English.</p> <p><input type="radio"/> is not</p> <p><input type="radio"/> don't</p> <p><input type="radio"/> doesn't</p>	<p>Fill in the blank with the correct word</p> <p>She.....speak English.</p>

Those examples above show that the missing words are auxiliary verbs *do* and *does* in negative forms.

Another missing words are transitive and intransitive verbs. These are the examples of Fill in the Blank data with transitive verbs missing words.

P1/L25/Q4/FIB	<p>Isilah dengan kata yang tepat. I _____ two sons.</p> <p><input type="radio"/> am have</p> <p><input type="radio"/> have</p> <p><input type="radio"/> has</p>	<p>Fill in the blank with the correct word</p> <p>I.....two sons.</p>
P1/L23/Q48/FIB	<p>Isilah dengan kata yang tepat. Joe Taslim _____ black and white hair.</p> <p><input type="radio"/> have</p> <p><input type="radio"/> has</p> <p><input type="radio"/> has a</p>	<p>Fill in the blank with the correct word</p> <p>Joe Taslim.....black and white hair.</p>
P1/L15/Q4/FIB	<p>Isilah dengan kata yang tepat. _____ the door.</p> <p><input type="radio"/> Close</p> <p><input type="radio"/> Turn off</p> <p><input type="radio"/> Turn</p>	<p>Fill in the blank with the correct word</p> <p>.....the door.</p>

Those exercises above ask the users to complete the missing words of transitive verbs. *Have*, *has* and *close* are belongs to transitive verbs because need direct objects.

These are the examples of Fill in the Blank data with intransitive verbs missing words.

P1/L24/Q10/FIB	<p>Isilah dengan kata yang tepat. I _____ with my eyes.</p> <p><input type="radio"/> zone</p> <p><input type="radio"/> hear</p> <p><input type="radio"/> run</p>	<p>Fill in the blank with the correct word</p> <p>I.....with my eyes.</p>
----------------	--	---

P1/L24/Q35/FIB	<p>Isilah dengan kata yang tepat.</p> <p>I _____ with my nose.</p> <p><input type="radio"/> smell</p> <p><input type="radio"/> hear</p> <p><input type="radio"/> see</p>	<p>Fill in the blank with the correct word</p> <p>I.....with my nose.</p>
P1/L10/Q29/FIB	<p>Isi titik-titik dengan kata yang tepat.</p> <p>I _____ very well.</p> <p><input type="radio"/> dancing</p> <p><input type="radio"/> dance</p> <p><input type="radio"/> dances</p> <p><input type="radio"/> dancer</p>	<p>Fill in the blank with the correct word</p> <p>I.....very well.</p>

The first and the second data show that the missing words *see* and *smell* are intransitive verbs because they do not need direct object but indirect object. Those data have objects that are begin by preposition which called indirect objects. In those examples, objects *my eyes* and *my nose* are begin by prepositional *with*. The third data shows that the missing word *dance* is also intransitive verb because it does not need a direct object but take adverbial phrase *very well*.

Actually the missing words in Hello English vocabulary exercises are not only verb, but also another word classes such as noun, pronoun, adjective, etc., but the emphasis is on verb because verb is the most complex part of speech.<sup>68</sup> Verb describes what a people or thing does or what happen and it is needed in all of sentence.

The fact that FIB consists of 148 exercises, make it becomes the second exercise often appear after MCTL. It is reasonable because FIB is use to test the users' comprehensive memory of the words that they have been learnt. In FIB, the researcher found that this instruction make the users to remember or recall information about the meaning of the

<sup>68</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey, Prentice-Hall, 1972), 47.





word and again include its grammar, thus the users will easier to fill the missing word. Such as Scott Thornbury notes, gap-fill or fill in the blank test requires the learners to recall the word from memory in order to complete a sentence or text.<sup>69</sup> The users will recall information from the material or exercise that appear before FIB. FIB is not productive test but recognize test because in this term, FIB do not ask the users to write or type the missing words directly but it provide some choices such as in multiple choice. As well as multiple choice, the users will learn vocabularies by recognize them first by mostly eliminate the wrong answer to get the correct answer.

### 3. Translation

In Translation, the users are asked to write the correct translation of word, phrase or sentence from Indonesian into English. Actually, Translation almost same with Multiple Choice Translation but the differences are the way to complete the exercises. In Multiple Choice Translation, the users are provided by several choices but in Translation, the users are not provided by choices. The users should write or type the correct translation from Indonesian word, phrase or sentence into English. If the users type the translation correctly, they will get coin, but if they type the wrong translation, they still can type another translation until they type the correct answer but without get the coin. Actually, when the users type the wrong translation, they will get warning which also shows the correct translation, so the users can learn from their mistake and type the correct translation, but to take the next exercises they can skip Translation exercise and continue to the next exercises directly. The examples of Translation are in these data

P1/L12/Q24/TL		Translate this word into English Sepuluh.
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<sup>69</sup> Scott Thornbury, 133.

P1/L17/Q7/TL		<p>Translate this into English</p> <p>Ibu saya.</p>
P1/L25/Q8/TL		<p>Translate this sentence into English</p> <p>Saya punya dua anak laki-laki.</p>

The first example is to translate a word, the second example is to translate a phrase meanwhile the third is to translate a sentence.

Translation word is involved in productive skill because the users will write or type words directly without some choices. Words in TL are appear in some exercise before it such as MCTL and FIB, so the words that must be translated actually are repetition words. More repetition will lead the users to higher retention as Gu notes in Sultan Athalhab, repetition strategies are crucial, especially when starting to learn vocabulary.<sup>70</sup>

#### 4. Sentence Shuffle

In Sentence Shuffle the users are asked to rearrange some words to make them become a correct sentence. Sentence Shuffle exercise shows a sentence in Indonesian and some separate English words below it. The task of the users is to rearrange those English words become a good sentence.

If the users rearrange the words correctly, they will get coin, but if they rearrange the words wrongly, they still can rearrange the words until become the correct sentence which shows the correct answer. The

<sup>70</sup> Sultan Athalhab, "Short- and Long-term Effects of Repetition Strategies on Vocabulary Retention", in *Advances in Language and Literary Studies*, Australian International Academic Centre, vol. 9, (March, 2018), 146.

users can rearrange the words again or continue to the next exercises directly. The examples of Sentence Shuffle are in these data.

P1/L3/Q7/SS		<p>Arrange this sentence</p> <p>Saya dari sebuah desa di Yogyakarta.</p>
P1/L9/Q12/SS		<p>Arrange this sentence</p> <p>Apakah Anda bisa bicara dalam Bahasa Inggris?</p>
P1/L25/Q24/SS		<p>Arrange this sentence</p> <p>Apakah mereka punya anak? (more than one)</p>



From those examples, the users will learn about the grammatical order to make a perfect sentence. In the first example, the users should notice the use of article. Article *a* sometimes is forgotten by the users. In the second example, the users should aware the use of to be verb *is* and *are* and auxiliary verb *do*. In making a correct interrogative sentence, the users at the basic level often difficult to differentiate those helping verbs. In the third example, the users should aware the form of noun, especially irregular plural noun such as at the sentence. The users should choose the correct form of plural word of *child* whether it become *children* or *childrens*.

The researcher found that SS make the users apply the words directly in a sentence. The users must be arrange the words by also translate them. SS makes the learners learn vocabulary and also its grammatical order. Those findings appropriate with the note from Laura Perez-Beltrachini *et al* that shuffle exercise items are produced by inspecting and using the

target derivational information.<sup>71</sup> The users will learn derivational information from the form of the words in different tenses and from both singular and plural form.


### 5. Picture Flash Card Translation

According to Baleghizadeh and Anshoori in Supriatin and Rizkillah, a flashcard is a cardboard consisting of a word, a sentence or a simple picture.<sup>72</sup> In Picture Flash Card Translation, this exercise shows a picture and the users are asked to choose the correct answer from two choices. The answer is a representation of the picture. The examples of Picture Flash Card Translation are in these data.

P1/L12/Q4/PFCTL		Choose the correct answer
P1/L12/Q15/PFCTL		Count and choose the correct answer

<sup>71</sup> Laura Perez-Beltrachini, Claire Gardent & German Kruszewski, “Generating Grammar Exercises”, HAL, (2012), 151.

<sup>72</sup> Titin Supriatin & Venska Prajna Rizkillah, “Teaching Vocabulary Using Flashcard”, PROJECT Vol.1, No. 2, (July, 2018), 408.

P1/L23/Q9/PFCTL	<p>Perhatikan gambar dan pilih jawaban yang benar.</p> 	Look at the picture and choose the corret answer
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The first data ask the users to choose the correct representation between *one girl* and *two girls* that represent the picture, the second data ask the users to count the things in the picture and choose the correct answer, meanwhile the third data ask the users to choose the correct representation between *a small dog* and *a dog small* that represent the picture. The choices in the first and the second data are challenge the users to choose the correct representation of the amount of something in those picture, meanwhile the third data challenge the users to choose the correct grammatical between two of phrases.

The use of visual technique like flashcard will get more attention from the learners.<sup>73</sup> The researcher found that PFCTL is only appear twelve times in the first phase of Hello English, whereas PFCTL will make the users interested in learning vocabulary especially to young learners or the beginner level learners because most of them like to play which have visual form. The use of picture will increase the attention and concentration of the users to study new words.

## 6. Multiple Choice Transcription





Transcription is the action of providing a written account of spoken words.<sup>74</sup> In this phase, the application does not give direct transcription but it gives some choices. The exercise is called by Multiple Choice Transcription. In this exercise, the users are asked to choose the correct

<sup>73</sup> Titin Supriatin & Venska Prajna Rizkillah, 480.

<sup>74</sup> "Qualitative Data Transcription and Translation", International Rescue Committee Research Toolkit, 1.



transcription between four choices. In this phase, the Multiple Choice Transcription do not ask the users to choose the correct transcription of a phrase or sentence, but only a word from audio. These are the data of Multiple Choice Translation. Because this types of exercise instruction in the first phase is only appear four times, the researcher put all Multiple Choice Transcription data in this discussion.

P1/L20/Q4/MCTC		Listen to the audio and choose the correct answer  Eleven+Two
P1/L20/Q5/MCTC		Listen to the audio and choose the correct answer  Nine+Three
P1/L20/Q7/MCTC		Listen to the audio and choose the correct answer  Thirteen+One
P1/L20/Q9/MCTC		Listen to the audio and choose the correct answer  Fourteen+Two

This exercise is a difficult and challenging test for the users because they learn vocabulary from listening task. Sometimes, the users especially the beginner level do not realize or do not familiar with those

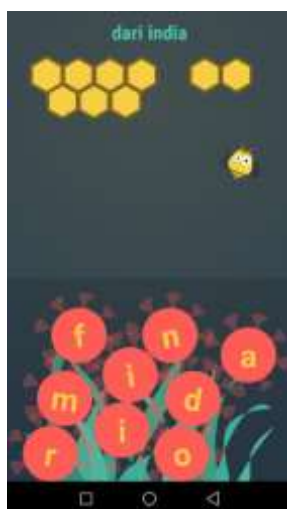
words pronunciation, so they will replay the audio for many times until they catch the pronunciation. Usually, Multiple Choice Transcription ask the users to transcript directly the English word, phrase or sentence from audio, but in this phase the users are also asked to think the final answer from the audio, in this case is to count the amount of the addition. This makes the exercise more challenging. From MCTL exercise, the learners will master receptive skill from listening the audio.

## 7. Word Shuffle

Word shuffle is a language game that requires the learners to arrange the alphabet letter into specific word in target language.<sup>75</sup> Word Shuffle is found in Vocabulary Game. Vocabulary Game exist in Lesson 1, 5, 7, 10, 12, 14, 16, 19, 20, 21, 23, and 24. In Word Shuffle, the users are asked to rearrange some letters to make them become a correct word or phrases. Word Shuffle exercise shows a phrase or sentence in Indonesian and some separate English words below it. The task of the users is to rearrange those letters become a good word or phrase from Indonesian into English. The examples of Word Shuffle are in these screencaptures.

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<sup>75</sup> Nora Fudhla, "Enhancing Student's Vocabulary by Using Jumbled-Letter Game in English Language Learning", Universitas Negeri Padang, *Lingua Didaktika*, Vol. 6, No. 2, (July, 2013), 103.



**Figure 5.1 Word  
Shuffle in Lesson 5**



**Figure 5.2 Word  
Shuffle in Lesson 7**



**Figure 5.3 Word  
Shuffle in Lesson 19**

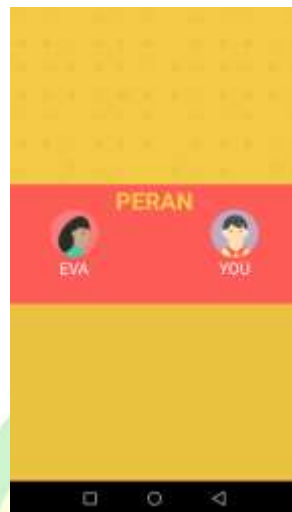
From those examples, the users are asked to rearrange the letters in each of those exercises. The users will get the coin if complete the task without any false. The coin in the game has timer that will be end for several seconds if the users did not complete the game.

All the words in word shuffle is the words that already learned in Take the Lesson Today, so this is the repetition game. The repetition makes the users to communicate effectively since playing game will help them develop their language.<sup>76</sup>

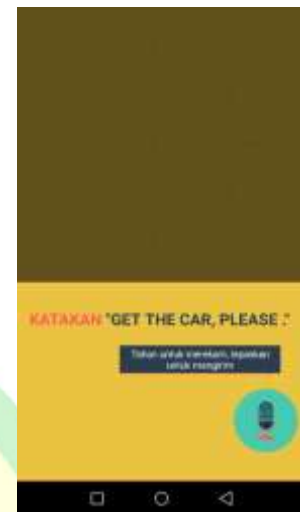
## **8. Pronunciation**

Pronunciation is found in Conversation Game. Conversation Game exist in Lesson 2, 3, 4, 6, 8, 9, 11, 13, 15, 17, 18, 22 and 25. In Pronunciation, the users are asked to play a role to saying some written sentences that provide by the application. The users will talking to the application. If the users pronounce the sentence correctly, they will get coin accumulation from each of the word in the sentence. These are several screenshots from Conversation Game from Lesson 15.

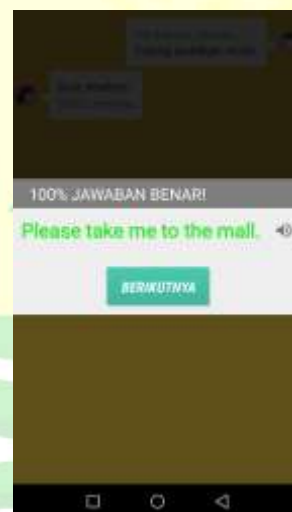
<sup>76</sup> *Ibid.*



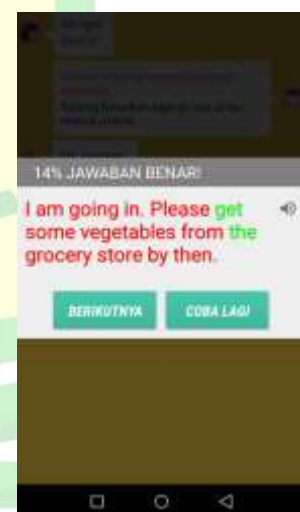
**Figure 5.4 The User's Role**



**Figure 5.5 Play the Role**



**Figure 5.6 The Correct Pronunciation**



**Figure 5.7 The Wrong Pronunciation**

Figure 5.4 shows that the users will talking to Eva and they should send user's role recording such as in figure 5.5. After send the recording, the users will get the result. The correct pronunciation will signed by green mark such as in figure 5.6 and the wrong pronunciation will signed by red mark such as in figure 5.7.

All the vocabularies found in Pronunciation are belong to short term memory and do not include in vocabularies long term memory because

those vocabularies are not followed by explanations such as vocabularies found in Take the Lesson Today. In Take the Lesson Today, the vocabularies are learned by explanations at the beginning, at the middle and some of them also at the last exercises.

Actually, the Conversation Game follow the theme of the lesson. The example is in the lesson 3 that provide material *asking someone address*, the Conversation Game in the lesson also provide Pronunciation exercise that follow the same material. But some of the vocabularies found are different with those vocabularies which are learned in Take the Lesson Today that have explanations about the material. To provide effective vocabulary instruction, instructional vocabulary activities must include multiple exposure to words before the learners understand, remember and apply the words,<sup>77</sup>but in Conversation Game, the users are asked to pronounce the words without enough explanations except the direct words translation below the words that pronounced. Direct translation without any explanations will not produce long term memory about the words because the users are only remember those words by dictionary meaning. To produce long term memory, the words must be learned by multiple exposure. In Take the Lesson Today, the users are learned the words or vocabularies with multiple exposure such as with Multiple Choice Translation, Fill in the Blank, Translation, Sentence Shuffle, Picture Flash Card Translation and Multiple Choice Transcription and those vocabularies are also learned with Word Shuffle and Pronunciation. But, some of the words in Conversation Game are only learned with direct meaning and pronunciation.

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<sup>77</sup> David W. Moore, 2.



### **C. The Feasibility of Vocabulary Exercise Instruction in Hello English based on the Four Components of Graves' Comprehensive Approach**

In this part, the researcher tried to discover and discuss the effectiveness of vocabulary instruction in Hello English application based on Graves' Comprehensive Approach that had four components namely Frequent, Varied, and Extensive Languages Experiences, Teaching Individual Words, Teaching Word-Learning Strategies, and Fostering Word Consciousness.

#### **1. Frequent, Varied, and Extensive Languages Experiences**

To build the learners' vocabularies, the teachers or instructors should immerse them in a rich form of language experiences so they can learn words through four skills of language namely listening, speaking, reading, and writing.<sup>78</sup> In primary grades, the learners will get a great impact in vocabulary growth through listening and speaking.<sup>79</sup> They will easily to remember the words that exist in their daily oral vocabularies, because they use them in daily conversation in their native language. In the first phase, this application provides some conversations that shows oral vocabularies which include the definitional meaning and also pronunciation of those words such as in these screencaptures.

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<sup>78</sup> Michael F. Graves, *Teaching Individual Words*, (New York: Teachers College Press, 2009), 10.

<sup>79</sup> *Ibid.*



**Figure 5.8 Providing Material at the Beginning of Exercises**



**Figure 5.9 More Material Explanations in Indonesian**

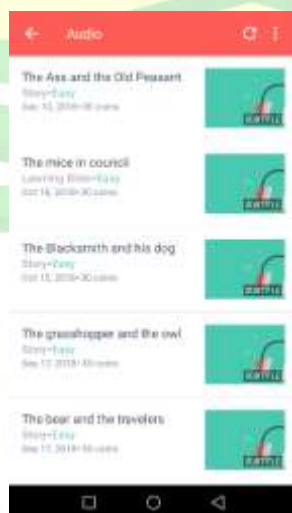


**Figure 5.10 Direct Exercise after the Material**

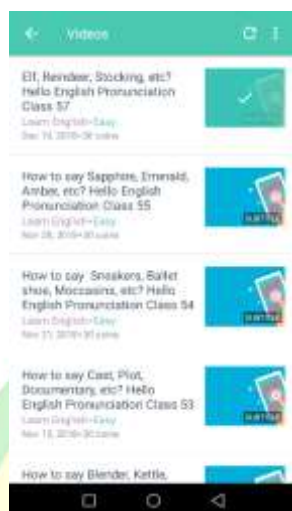
Figure 5.8 shows that Hello English gives vocabularies material with direct meaning or dictionary meaning and also how to pronounce them. Figure 5.9 shows that this application provides more explanations in native language about how to use the word in grammatical order. Figure 5.10 shows that material which the users got, will tested directly in exercise sections. Thus, Hello English provides a good vocabulary instruction for primary grades or beginner level that make the users get a great impact in vocabulary growth through listening activity from the sound of pronunciation. The beginner users also get a great impact in vocabulary growth through speaking activity from conversation game. Such as mentioned in the fourth chapter, Conversation Game exists in lesson 2, 3, 4, 6, 8, 9, 11, 13, 15, 17, 18, 22, and 25. In Pronunciation, the users are asked to play a role to saying some written sentences that provide by the application. The users will talk to the application. From this activity, the users will not only practice directly how to pronounce the words well, but also learn many words from the conversations.

Although the users do not practice speaking directly (for example with other users) such as natural conversation, the users learn vocabularies through given questions and answered questions by notice how the conversation works, so they can practice in daily conversation.

As the explanation above, the learners in primary grades or beginner level will get a great impact in vocabulary growth through listening and speaking. So in the first basic phase of Hello English, the users are guided to learn basic oral vocabulary from listening and speaking activity. Listening activity are learned from Multiple Choice Transcription and Pronunciation exercise. If the users want to comprehend their listening skill that have more variant theme, they can take Audios and Videos that have many materials from easy, moderate till difficult in Practice part. In Audios, they will listen a story in English which read by this application. In Videos, the users will watch a short video in English. Audios and Videos also provide subtitle in English and each of the words in it can be click to know the meaning. Both of them challenge the users to answer three questions for each of the end of them.



**Figure 5.11 Materials for Audios** **Figure 5.12 Content in Audios**



**Figure 5.13 Materials for Videos**      **Figure 5.14 Content in Videos**

Speaking activity are learned from Pronunciation exercise which exist in Conversation Game. If the users want to play Pronunciation exercises that have more variant theme, they can play Conversations in Practice part.

In this grades, young learners will not learn many words from reading.<sup>80</sup> Although, they will not learn many words from reading, it does not mean that the teachers can delete this activity. The reading activity should provide reading material that exist in their daily oral vocabularies. In the first phase of Hello English, the users are provided by basic oral vocabularies in all of the exercise, but those exercises in the lesson 1 till 25 do not comprehend the reading material. Reading material is got from Practice part. The users can improve their reading skill through News and Articles. The users can select their reading material from easy, moderate until difficult material, but the users of beginner level are suggested to take the easy material first. In News and Articles, the users will get three questions each of the material that will lead to get reading comprehension.

<sup>80</sup> Michael F. Graves, *Teaching Individual Words*, 11.



Figure 5.15 Materials for News



Figure 5.16 Content in News



Figure 5.17 Materials for Articles

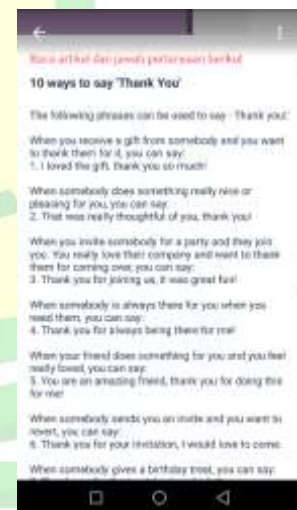


Figure 5.18 Content in Articles

Practice part also provide Books, but in this case, the Books are only for reading fun rather than reading material because Books do not give questions to the users to comprehend their reading comprehension. Books only give the users story books that include the dictionary meaning if they click the words that they want to know their meanings.

For the skill writing, the users get it from Translation exercises. Translation is productive skill because the users will write or type words



directly without some choices. As Hiebert and Kamil have note, productive skill includes those words that people use when speak and write.<sup>81</sup> In the first basic phase of Hello English, the users get the easy material for translating. The users should write or type the correct translation from Indonesian word, phrase or sentence into English which is easy materials. Translation also include in repetition that lead to higher retention because when the users type the wrong translation, they will get warning which also shows the correct translation, so the users can learn from their mistake and type the correct translation.

The researcher found that Hello English provide wide range of language experiences. All vocabularies exercises such as Multiple Choice Translation (MCTL), Fill in the Blank (FIB), Translation (TL), Sentence Shuffle (SS), Picture Flash Card Translation (PFCTL) and Multiple Choice Transcription (MCTC), Word Shuffle (WS) and Pronunciation (PC) in the Lesson are variant and routines in all of the lessons. In Homework, some random exercise, activities and games also variant and routines given to the users every day.

From those explanations above, Hello English has provide Frequent, Varied, and Extensive Language Experience through four skills of language namely listening, speaking, reading, and writing to build the users' vocabularies. Those exercises and activities in the Lesson and Practice –some of them are given to the users in Homework- fulfill the four skills that needed to build the users vocabulary by frequent in giving exercises, vary in presenting exercises and extensive in providing materials.

## **2. Teaching Individual Words**

Teaching individual words is the effective way to teach the meaning and the definition of the words. According to Mezynski, Stahl and Fairbanks in Graves, instruction that unites both definitional and

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<sup>81</sup> Elfrieda H. Hiebert & Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (London: LEA), 3.

contextual information have stronger possibility to be a good instruction rather than instruction which only take one sort of information.<sup>82</sup> Vocabulary instruction is most effective when it is rich, deep, and extended.<sup>83</sup> In other words, to teach individual or specific words, the teachers or instructors should give definitional and contextual information to those words to make an effective vocabulary instruction.

Beck, McKeown & Kucan in David W. Moore note that to teaching new words, the instruction should consistent and routine by pronounce the words, explain the words, study examples of the words in variety of contexts, encourage elaboration words meaning by generating the learners own examples, and assess the learners understanding of the words by simple memorization.<sup>84</sup>

**a. Pronounce the Words**

Hello English provide Pronunciation exercises through Conversation Game in the Lesson and also through Conversations in Practice. Those exercises are designed to make the users correctly pronounce the words in conversation style. If the users pronounce the words wrongly, this application give the example of correct pronunciation so the users can imitate it. Actually in giving materials in Take the Lesson Today, this application also teach the users to correctly pronounce the words by giving them the example of correct pronunciation. If the users still do not catch the pronunciation, they can click the audio symbol in each of the word to re-listen the word. The correct pronunciation is also teach by giving the users correct pronunciation of the correct answer in exercises. Before they go to the next exercises, they will get correct pronunciation of the answer. By those way,

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<sup>82</sup> Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 2<sup>nd</sup> edition, (New York: Teacher College Press, 2016), 55.

<sup>83</sup> Michael F. Graves, *Teaching Individual Words*, 12.

<sup>84</sup> David W. Moore, "Why Vocabulary Instruction Matters" in *Best Practices in Secondary Education*, (Arizona, Adolescent Literacy Press, 2016), 4.

the users do not only learn new words in written form but also their pronunciations or in other words they learn how to write and pronounce the words.

**b. Explain the Words**

To know the meaning of a new word, of course the teachers or instructors should explain a clear explanations about the word's meaning. Hello English has explain the word's meaning by definitional information in the Take the Lesson Today's material.

The users also can use dictionary when forget the meaning of a word. In dictionary, the user can search 10.000 words' meanings in users' native language. Dictionary in this application does not give the users definition about the words and their examples such as in mobile dictionary, but only their direct meaning.

This application does not explain the contextual information because the first phase is still giving the basic words for the users. Such as in the Lesson 9, the material is about basic verb (affirmative & negative): *speak*. This application does not teach the contextual information when *do* is used as transitive verb and when it used as helping verb to give stress on verb after it. The contextual information of *do* does not given to the users because the Lesson 9 is only give material about the using of *do* as auxiliary verb in affirmative and negative form or in other words the use of *do* in question sentence and negative sentence. Thus, the multiple meaning or the use of *do* in multiple contexts does not given to the users to makes the users do not confuse and only focus on the material's theme.

**c. Study Examples of the Words in Variety of Contexts**

The first basic phase of Hello English does not teach the users about words in variety of context. The materials in Take

the Lesson Today of the first basic phase reinforce the users to learn the use of words in one context, so the meaning of a word is only one.

The researcher also found that Dictionary does not give the multiple meaning of the words. The simple example is when the users search the meaning of *can*. *Can* is can used as modal verb or as the metal container for food or liquids, but this application just give one the meaning of *can* as a modal verb.

**d. Encourage Elaboration Words Meaning**

This application give the space for the users in My Dictionary to encourage elaboration words meaning by generating they own examples. In My Dictionary, the users can add memory notes in those words that they have learn and they want to sign. There are three memory notes types such as text, picture and draw. Memory notes can enhance the words knowledge because the users can easily remember the form of the words through their own definitions. They can also easily remember the words by recall the visual memory of those words. Thus the long term memory of the words can reached by that way.



**Figure 5.19 Memory Note Type in My Dictionary**



**Figure 5.20 The Adding of a Picture as Memory Note**

**e. Assess The Learners Understanding of the Words**

The teachers or instructors should assess the learners' understanding of words by simple memorization. Thus, this application has assess the users through multiple exercises and games. Vocabulary Game is designed to test and assess the memory of the words which the users have learned in Take the Lesson Today by simple memorization. Vocabulary Game provides Word Shuffle exercises. Though Word Shuffle, the users will memorize the words by translate the words in their native language to English and then recall the written form of the words. Then, if they have remember the written form of those words, they can complete the game by rearrange the shuffle letter or alphabet into a word or a phrase.

**3. Teaching Word-Learning Strategies**

Graves recommend three strategies to teach Word-Learning Strategies to the learners. The first is using context to infer the meanings



of unknown words, the second is using word parts to unlock the meanings of unknown words, and the third is using the dictionary.<sup>85</sup>

**a. Using Context to Infer the Meanings of Unknown Words**

Context clues are clues to the meaning of a word that are contained in the text and illustrations that surround it which include definitions, examples, and restatements, such as charts, pictures, and type features.<sup>86</sup> Context clues as information will help the learners to unlock the meaning of new or unfamiliar words in text. The context should give clue to help the learners to determine a new word meaning.

The researcher found that the first phase of Hello English does not give context clues in form of linguistic information. Linguistic information is context clues that have form of words, phrases, or sentences.<sup>87</sup> This application only gives direct definitions. From this way, the users learn the new words by remember their direct meaning. This way does not lead the users to guess the words meaning by themselves, because they are directed to know the meaning from direct definitions. A good context clue should make the users think to define a new or an unfamiliar word meaning by themselves through the context clues which are given by this application, but it does not provide the linguistic information at all.

The researcher also found that this application uses a little of illustrations that surround in Hello English vocabularies. The materials in the Take the Lesson Today do not enclose pictures as nonlinguistic information whereas this can be a great way to unlock new words meanings especially for the users of beginner level. Nonlinguistic information includes illustrations, and

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<sup>85</sup> Michael F. Graves, *Teaching Individual Words*, 13.

<sup>86</sup> Fran Lehr et al, "A Focus on Vocabulary", Pacific Resources for Education and Learning, 27.

<sup>87</sup> Fran Lehr et al, "A Focus on Vocabulary", 27.

typographic features.<sup>88</sup> There are only twelve exercises that using pictures. Those pictures are in PFCTL exercise that has function as a test rather than context clues. Context clues should be given in the materials but these only appear in exercises which have limited number

#### **b. Using Word Parts to Unlock the Meanings of Unknown Words**

Morphology is the study of word formation.<sup>89</sup> Morphology allows the learners to take attention on morpheme that compose a word. A morpheme is the smallest unit of meaning in language.<sup>90</sup> According Carlisle in Blachowics & Fisher, knowledge of morpheme and morphology plays a valuable role in word learning from context because the readers can figure out the meaning of unfamiliar words from it.<sup>91</sup>

There are two morphemes namely free and bound morphemes. Free morphemes are also called root words which can stand alone. The example are play. While bound morphemes are affixes that include prefixes and suffixes. The example are *-er*, *-re*, and *-ful*.

This application contains some words formation. The first are inflexions which change the grammatical forms. Inflexions found in Hello English are the using of *-s* and *-ing* which indicate simple and present continuous tenses Those are *drinks* from root *drink*, *eats* from root *eat*, *speaks* from root *speak* and *dances* and *dancing* from root *dance*.

The second are derivatives which change the meaning and the word classes of the words. Derivatives found in Hello

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<sup>88</sup> *Ibid.*

<sup>89</sup> Camille L.Z. Blachowics & Peter J. Fisher, *Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5*, (US: NCREL, 2005), 15.

<sup>90</sup> *Ibid.*

<sup>91</sup> *Ibid*, 28.

English are *player* is from root *play* and prefix *-er*, *teacher* is from root *teach* and prefix *-er*, and *cheerful* from root *cheer* and suffix *-ful*.

The third is compound words. Compounding is combination process of two or more independent words.<sup>92</sup> Compound words found in Hello English are *businessman*, *girlfriend*, *boyfriend*, *birthday*, *grandfather*, *grandmother*, *grandparent*, *granddaughter*, and *airport*. Those words are formed by combining two independent words.

From those word formations, the users can learn how to define a new word through give attention on the meaning of the individual morphemes. *-er* and *-ful* are bound morphemes that have individual meaning. For the example, from direct definitions of words *player* and *teacher*, the users can guess another new words that take ending *-er*. For instance, the users encounter new words such as *buyer*, *seller*, *composer*, and *engineer*. They are expected to guess the use of *-er* at the end of those words as person or people who do the words at the beginning of *-er*. In other words, in this morphological analysis, the users can generate the meaning of new words that they meet through those morphemes as the clues.

The users can also learn from compound words by giving attention to those independent words. From *birthday*, for the example, the users will see that words *birth* and *day* can united which have a meaning from combination of those composer. But not all off compound words have meanings that close related to their composer. For the example the word *flyover* and *skyscraper*. Although those compound words do not have close related meanings or have different meanings from their

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<sup>92</sup> Scott Thornbury, *How to to Teach Vocabulary*, (UK, Bluestone Press, 2002), 5.

composer, the users still can generate how those words may develop different meanings.

Actually the use of words parts as clues are contradictive with formal learning for English beginner because they are not taught with word formations in their school at their level. But that is not a problem. Instead, this is a good way because the beginner level users or English beginner can early learn them from this application. In the first phase, they will not encounter difficult words because the first phase is only serve some new vocabularies from word formations which is actually the common words that they meet in their oral conversations.

**c. Using the Dictionary**

The instruction must show the learners how to use the definitions of a word that they find in dictionary.<sup>93</sup> It means that the users should independently choose the exact meaning of a word from several or multiple meaning that are given by dictionary. The researcher found that this application provides only one meaning for one word without any longer definition. When the users click a new word, they will show by a meaning. The direct meaning will not comprehend the users' vocabularies because they do not try to discover the exact meaning by themselves. When they meet a word in different context with they have learn from previous context, they will confuse to translate and to understand the meaning of a whole text because they change English text into native language with direct meaning of that word. In this case, the dictionary in Hello English must be serve multiple meaning of the words, so the users can independently choose the exact meaning of a word when they meet it in different context.

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<sup>93</sup> Fran Lehr et al, "A Focus on Vocabulary", 26.

#### 4. Fostering Word Consciousness

The term word consciousness refers to an awareness of an interest in words and their meanings.<sup>94</sup> Word consciousness involves both a cognitive and an affective stance toward words.<sup>95</sup> In this component, the learners are attracted to develop their interest and awareness of words<sup>96</sup>. It means that in Fostering Word Consciousness, the learners are expected to have motivation to learn words and aware of words with their meanings. To gain Word Consciousness, a language-learning application should provide word play and wide reading.

##### a. Word Play

Graves and Watts-Taffe have noted that learners who are word conscious are aware of the word around them.<sup>97</sup> In other words, they are aware of words that they read and hear and also they write and speak. The first phase of this application, gives the oral vocabularies material to the users with multiple exposure such as with listening, reading, speaking and writing activities. Thus, with multiple exposure of those words, the users will be aware of words that they hear, read, speak, and write.

To make an e-learning application, the founder should pay attention on creating pleasing and fun activities that can make the users interested to learn the material on it. The researcher found that Hello English gives a lot of fun activities that attract the users to learn English. As the researcher mentioned in the previous chapter, this application has many activities that will not make the users bored.

The learners need motivation to learn much about words. Nagy in Graves also gives the importance of metalinguistic awareness which means the ability to recognize on various

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<sup>94</sup> Michael F. Graves, *Teaching Individual Words*, 13.

<sup>95</sup> *Ibid.*

<sup>96</sup> David W. Moore, "Why Vocabulary Instruction Matters", 2.

<sup>97</sup> Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 19.



features of words.<sup>98</sup> Various features of words involves the morphological makeup, the words appropriateness in various contexts, and the definitions to define words. Those can occur with interesting daily practice such as word play activities.<sup>99</sup>

Although this application has divided those activities into some part such as Take the Lesson Today, Vocabulary Game, Conversation Game, Word of the Day, Practice that still have sub section such as Challenges, News, Conversations, Articles, Videos, Audios, Books and Games which have a lot of games such as Spelling Bee, Tea Game, Vocab Game, Reading Game, Emphasis Game, Flip Game, Succinct Game, Synonym Game, Pronunciation Game, and Rapid Revision, all those activities in this application include listening, reading, speaking and writing activities to learn new words is games that has been programed into word play. Word play can motivated the users to be active learners.

Hello English as language-learning application essentially is a game but have a goal to mastering the target language by fun activities. This application offers learning by interactive games. With interactive games the users will not bored because do those game as fun activities to reach point -in this term is coin.

All the activities such as tasks, games, and lessons give rewards to the users when they complete those activities. The rewards are coin and rank. When the users get the coin, they will motivated eager to learn English by complete all the activities. As the researcher has mention in chapter two, Hello English is paid application, so ordinary users can only complete a lesson every day. When they get enough coin, those coin can used to

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<sup>98</sup> *Ibid*, 86.

<sup>99</sup> David W. Moore, 2.

open another lesson they want to open in that day without waiting tomorrow.

When the users have collected coin, they can check their rank in Global Rank and also Hometown Rank. This is so unique because the users commit to learn English everyday and in the same time they compete with other users to reach the best rank or position in the world and their town. The users will compete with other million users in the world. Those rewards –coin and rank- motivated the users to always learn and complete all activities everyday to get coin that bring them to higher rank. They will have strong motivation to get the highest rank that they can reach. Those rewards are important to encourage the users to never stop learn English through this application.

This application also allows the users to compete with other users in the world by playing Spellathon and Quizathon Challenge. Those challenges are still divided into friendly match, smart match, and daily tournament match. In Spelathon Challenge, the users will compete with their opponent to play rearrange words while in Quizathon Challenge, the users will compete with their opponent to answer questions that have multiple choices. Both of challenges have ten questions or tasks. Those challenges are unique because provide competition atmosphere among the users.

The more interesting is the users can choose their rival or opponent in their country which is online at that time. The users can choose an opponent by see opponent's average and total score and view full profile of him. That way of choosing an opponent can be a strategy to know the opponent's ability. Thus the users can choose the best opponent with high score to challenge themselves or choose the easy opponent with low score with goal to get a big chance to win the match. But if the

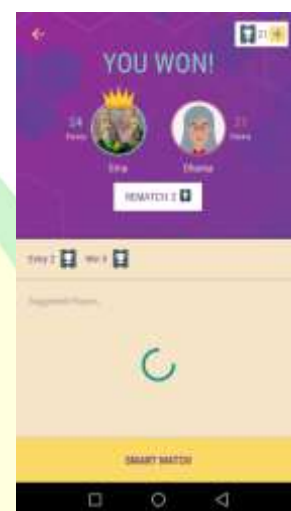
users do not want to choose their opponent by themselves, this application can automatically find the opponent for them. Those challenges provide a strong competition atmosphere that can motivated the users to improve their knowledge of words.



**Figure 5.21 Finding an Opponent by Checking Profile**



**Figure 5.22 Finding an Opponent Automatically**



**Figure 5.23 The Match's Result**

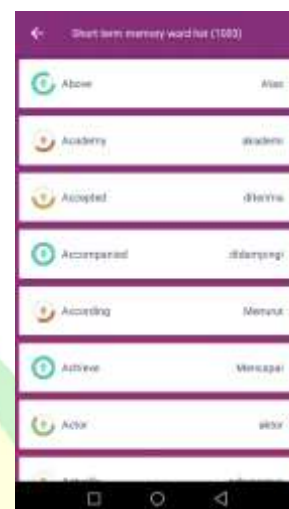
This application divides the materials into some phases from one until nineteen phase and from basic until advanced level. Every phase contains twenty five lessons with different themes. When the users know the list of those lessons, they will make a target to master which the phase and the level they want. If the users are going to accomplish the huge task of learning in this application, they absolutely should be motivated to accomplish them. Thus, this application motivated them to learn English through task schedule reminder that they must be complete everyday. In a day, this application gives the users some tasks as Homework. The users get four tasks from different activities. This Homework has a timer that encourage them to routine commit learn English as the target language everyday.

They also get routine notification everyday in their messages. The message contains Tip of the Day and Word of the Day. Tip of the Day gives the users new knowledge of English words or phrases for the example the knowledge of types of berries, décor vocabulary words, expressing frustration etc that different from the materials in Take the Lesson Today. Word of the Day contains of article from newest issue in users' country and the world. From the article given in the message, the users are asked to choose the correct meaning of an unknown word in that article. This task also has a timer, so when the users do not answer the question in that day, they will lost their coin. This application still send a notice a day after send an article before that contains the correct definition of the yesterday's word together with the example of that word in a sentence.

To motivate the users, this application also provides Memory Map as paid feature which record the users' long, medium, and short term memory. This feature makes the users aware of their ability on memorize the words that they have learn. When know their memory list, they will have motivation to revise medium and short term memory to be long term memory through tasks given by this application.



**Figure 5.24 Memory Map**



**Figure 5.25 List of Short Term Memory**

#### **b. Wide Reading**

Nagy and Herman in Blachowicz and Fisher note that though oral language development and talk are important avenues for vocabulary development, books and other written materials are also important.<sup>100</sup> It means that written materials such as books, articles, news and others are also crucial to vocabulary development during school period.

Hello English has provide the users with written material in form of articles, news, and books. The researcher has discuss Articles and News at above. Articles and News give the users some questions to the users at the end of reading them. Those questions will lead the users to get reading comprehension.

This application also provides Books. Books are different with Articles and News. When Articles and News are designed to reach reading comprehension, Books are designed to reach independent reading.

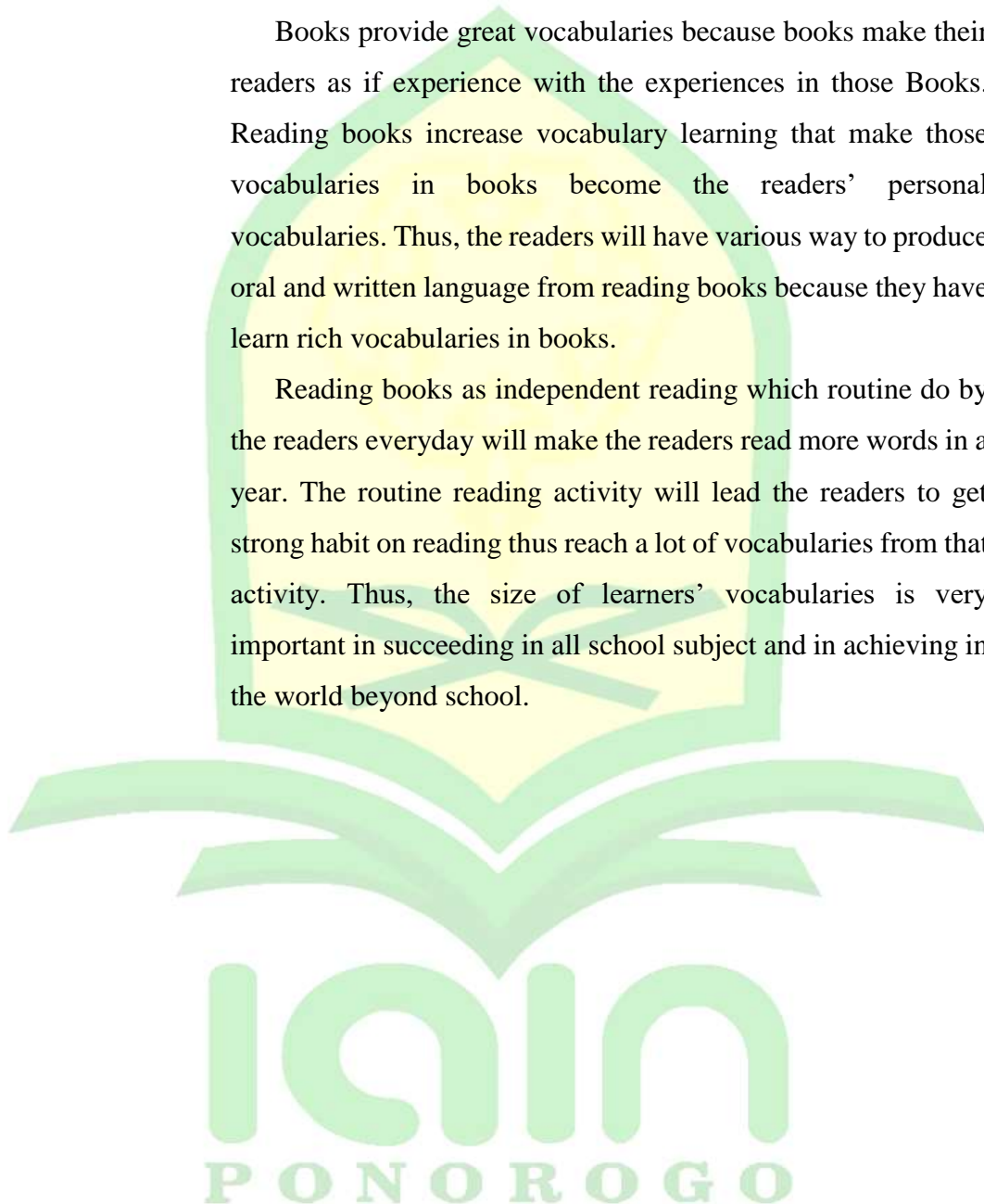
<sup>100</sup> Fran Lehr et al, "A Focus on Vocabulary", 25.



This application provide a lot of Books that can be renewed. The researcher found that the genre of books are fiction or story tale such as Alice in Wonderland, The Adventures of Sherlock Holmes, The Adventures of Pinocchio, etc.

Books provide great vocabularies because books make their readers as if experience with the experiences in those Books. Reading books increase vocabulary learning that make those vocabularies in books become the readers' personal vocabularies. Thus, the readers will have various way to produce oral and written language from reading books because they have learn rich vocabularies in books.

Reading books as independent reading which routine do by the readers everyday will make the readers read more words in a year. The routine reading activity will lead the readers to get strong habit on reading thus reach a lot of vocabularies from that activity. Thus, the size of learners' vocabularies is very important in succeeding in all school subject and in achieving in the world beyond school.



## CHAPTER VI

### CLOSING

The sixth chapter presents the conclusions from discussions and recommendations for the reader and the other researcher.

#### **A. Conclusions**

This part discusses the conclusions of this research paper. There are three major conclusions which answer the three research questions in Chapter I.

1. There are three kinds of vocabulary found in the first phase Hello English which still divided into some categorizes. The three kinds of vocabulary are word classes, word families, and word formation. Word classes contain of verb, noun, adjective, adverb, pronoun, preposition, conjunction, interjection and determiner, word families contain inflexions and derivative, while word formation contain compounding and clipping. Some of them were still divided again into some categories. Verb has subcategorizes such as transitive verb, intransitive verb, to be verb, auxiliary verb and phrasal verb. Noun has subcategorizes such as common noun, proper noun and compound noun. Adverb has subcategorizes such as adverb of time, adverb of place, adverb of degree and interrogative adverb. Pronoun has subcategorizes such as personal pronoun and interrogative pronoun. Determiner has subcategorizes such as article, demonstrative, possessive, quantifier, distributive and number.
2. There are eight kinds of vocabulary exercise instruction found in the first phase of Hello English. The eight vocabulary exercise instructions exists in each lessons of the phase. The phase has three parts namely Take the Lesson Today, Translation Game and Vocabulary Game (some of them were Conversation Game). Thus, the vocabulary exercise instruction found in the first phase of Hello

English are Multiple Choice Translation (MCTL), Fill in the Blank (FIB), Translation (TL), Sentence Shuffle (SS), Picture Flash Card Translation (PFCTL) and Multiple Choice Transcription (MCTC), Word Shuffle (WS) and Pronunciation (PC).

3. The researcher found that Hello English application is feasible to vocabulary instruction based on the four components of Graves' Comprehensive Approach. Hello English fulfill the three of four components of Graves's Comprehensive Approach. For the first component namely Frequent, Varied, and Extensive Language Experience, Hello English includes four skills of language namely listening, speaking, reading, and writing. Those exercises and activities fulfill the four skills that needed to build the users vocabulary by frequent in giving exercises, vary in presenting exercises and extensive in providing materials. For the second component namely Teaching Individual Words, Hello English includes four criteria through consistent and routine by pronounce the words, explain the words, encourage elaboration words meaning by generating the learners own examples, and assess the learners understanding of the words by simple memorization, except study examples of the words in variety of contexts. For the third component namely Word Consciousness, Hello English provides all criteria through world play and wide reading. For the last component namely Teaching Word-Learning Strategies, this component is immature because nonexistence of using context to infer the meanings of unknown words and using the dictionary. This component only includes one criteria through using word parts to unlock the meanings of unknown words, and that is not enough to figure out the meaning of unfamiliar words from it. The using of word parts also does not taught directly by this application but only independently by the users if they aware of its strategy. The important thing that makes vocabulary instruction in Hello English

immature is the lack of Teaching Word-Learning Strategies. But, because of the domination of those components and their criteria, Hello English is still feasible to vocabulary instruction based on Graves' Comprehensive Approach.

## **B. Recommendations**

Based on result of discussions and conclusions, this research is expected to give benefits and contributions to Hello English application, learners, teachers, and further researchers related to vocabulary instructions especially in use Graves' Comprehensive Approach.

### **1. For Hello English**

Hello English should add the using context to infer the meanings of unknown words, the study examples of the words in variety of contexts and the using the dictionary because those ways are important criteria for vocabulary instruction. The user learn many words meaning from those way.

### **2. For the Learners**

The English foreign language learners should learn and develop their vocabulary not only at school and home but also by e-language learning application to support their vocabulary learning. There are a lot of e-language learning applications that the learners can use. One of those applications is Hello English that provides a lot of fun activities to motivate the learners learn English through pleasing way.

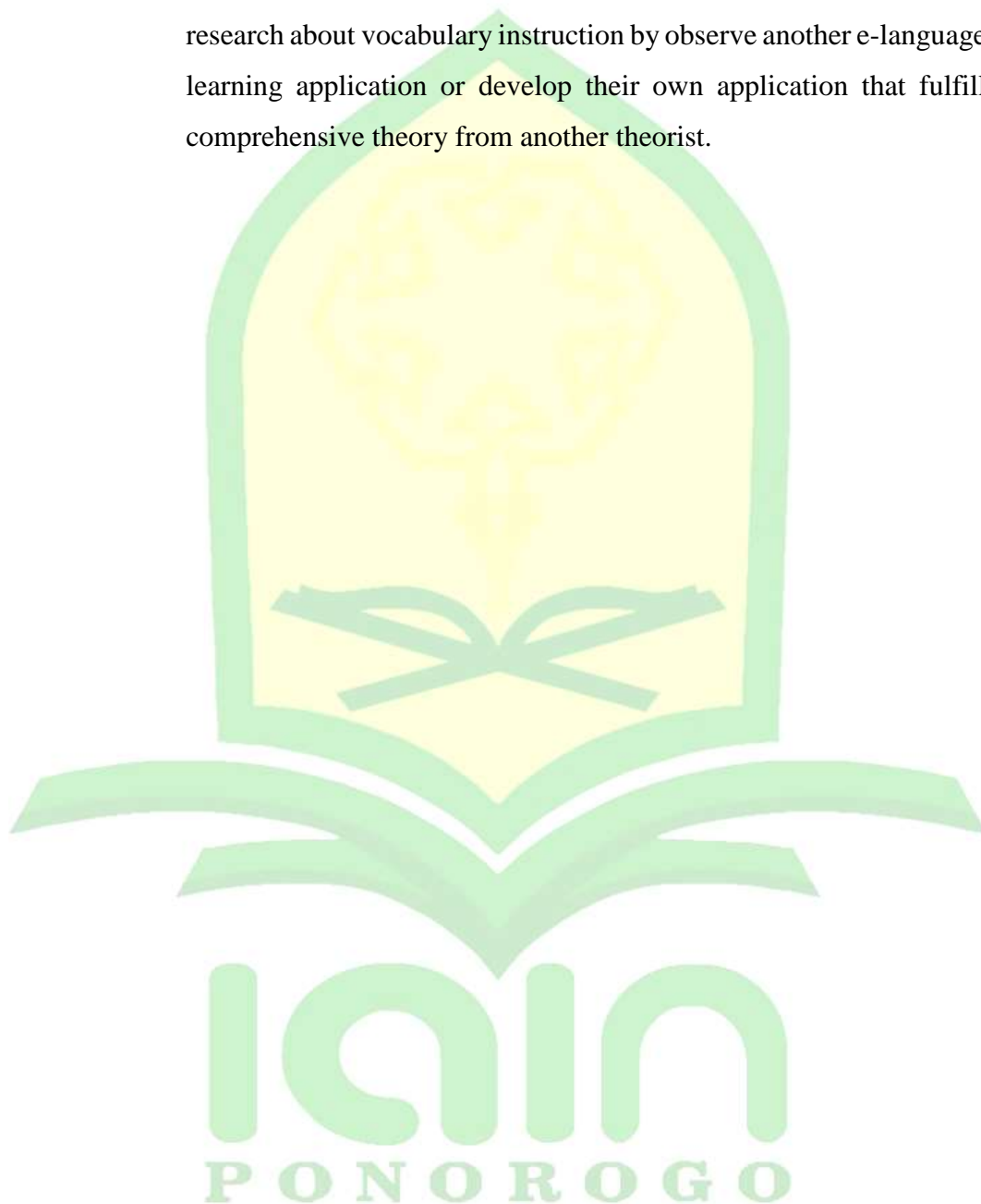
### **3. For the Teachers**

The teachers of foreign language learners should adopt some theories on vocabulary instruction to support their vocabulary teaching skill. When the teachers can select the appropriate way that related to those theories and bring them to their classroom, it can be a great way to develop and increase the learners' vocabulary. If the school also allows the learners to use mobile learning application,

the teacher can choose the appropriate application to their learners by observe it first.

4. For the Further Researcher

It is also suggested for further researchers to continue conducting the research about vocabulary instruction by observe another e-language learning application or develop their own application that fulfill comprehensive theory from another theorist.





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