EFL College Students' Perception in Using Hello English Application as An Autonomous Learning Activity to Increase Vocabulary

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Article History	Abstract
	The study aims to investigate the effectiveness of using the Hello English application as an autonomous learning activity to increase vocabulary EFL College students. The study's importance is predicted to have both academic and practical implications. The research design was descriptive quantitative. The instrumentation of this research were questionnaire and interview. The technique of data collection was that the students were given questionnaires to find out about the effectiveness of using those applications as autonomous learning. The respondents will be able to give responses to each statement by clicking one of the responses (Strongly Disagree, Disagree, Agree, Strongly Agree). The data results on students' perceptions, specifically concerning the physical aspect and psychological aspect of using the Hello English program are presented in the table.

INTRODUCTION

Mobile phones are becoming essential for students, providing entertainment and addiction through media like games. Applications like Hello English, Duo lingo, Knudge.me, Magoosh, and Cake help students learn English, which is the most learned foreign language globally. Vocabulary is crucial for English as a Foreign Language (EFL) students, as it influences their ability to acquire the language. This research focuses on English as a Foreign Language (EFL) education in tertiary institutions, where mastering vocabulary and speaking skills is crucial for academic and professional challenges. The study explores the use of Hello English as an independent learning activity to increase vocabulary and motivation among EFL students.

Along with improvements in technology, smartphone applications like Hello English are gaining popularity as autonomous learning tools for improving English skills. Hello English, is an English learning software that offers a variety of features and interactive learning resources. In this context, the purpose of this study is to

investigate the usage of the Hello English application as an autonomous learning activity to boost EFL students' vocabulary and enthusiasm to speak at higher institutions.

At FBS UNP there are already classes that use the Hello English application as an autonomous learning activity. The class that uses this application is the NK1 class which takes basic listening. One other class is class K5 which takes advanced listening courses. Both classes are in the 2023 academic year, July-December period. These two courses are taught by a lecturer named Leni Marlina, S.S., M.A.

Previous research has demonstrated the effectiveness of autonomous learning software for developing language skills. However, more specialized study on EFL students in tertiary institutions is still needed, particularly on the use of the Hello English program. With a better understanding of how this application affects vocabulary growth and motivation to learn English, it is hoped that this study would provide important insights for teaching and learning English in higher education settings.

Highlighted the importance of vocabulary mastering and made the point that before students can apply the four English skills, they must have an understanding of the connected components that constitute basic competence (Putra, 2014 p.64) By having a plenty of vocabulary it can be easier to achieve students' goals to master the four skills in English. For students to understand how words are used, vocabulary is necessary (Harmer, Nurtriyanto, 2020). Lack of vocabulary achievement in students may be caused by them as learners, in this case, there are limited class hours, difficulty in memorising the necessary words, and their lack of interest and motivation in learning English.

A student will be frightened of taking English classes if they do not have a large vocabulary. Students have little time in school to become accustomed to reading, writing, hearing, and thinking about words in English because of the short duration of English courses. Additionally, children struggle remembering key vocabulary in English; they are unable to commit these words to memory. Thus, pupils struggle to acquire English in the little time they have for study at school. They will learn English significantly quicker if they do it by themselves at home. The ease of use of technology has promoted smartphone applications as a means of learning.

Numerous technologies are available, with internet-enabled smartphones playing play an important role in the teaching and learning process in EFL lessons. Applications for learning English of all kinds have been a crucial component of the teaching lexicon since that they exhibit Students can express a topic, a thought, or an emotion using words. Since lecturers use the applications in their lesson plans, several kinds of English learning applications have become an important component of the teaching vocabulary. According to Adrianti et al (2022) found on research that students who used Magoosh applications have increased their vocabulary. It showed that the media helps students to increase their vocabulary. In this research Hello English application will assist the students in increasing vocabulary and motivation.

Hello English is an English app that helps students expand their vocabulary and make learning more fun. It focuses on writing, reading, listening, and speaking skills, with vocabulary exercises, advanced voice recognition technologies, and

interactive courses. The application also includes entertaining games and contextual learning tools from news, sports, and entertainment. Hello English is available both online and offline, making it a cost-effective solution for students who may not have the financial means to pay for traditional learning methods. Overall, Hello English is a pleasant and interesting way for students to practise English. Thankfully, this program can help save data costs for users who work offline and facilitate seamless learning (Patni, 2017, Ginting et al, 2021, p.595).

Following the previous research, Satriani (2019, p.13) investigated the perception of the Hello English in for students and teachers vocabulary instruction are encouraging. Another study by Rahmawati, Hasanah, and Puspitaloka (2017) found that Hello English applications positively impact vocabulary mastery competence. According to Hidayati and Diana (2019) students can use mobile applications independently outside the classroom to improve their English skills, despite their time spent using them and their motivation for learning English, due to their practicality and flexibility. The study by Haris Nurtriyanto (2020 p.197) explores students' perceptions of the Hello English application in vocabulary learning. The findings suggest that the application is a useful technology tool for students, making vocabulary acquisition easier and more enjoyable.

In Helo English aplicatioan, there are so many vocabularies,

Table 1: list of vocabulary

No	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
1	Nice	Know	Fine	Lot	Grandfather	Weather
2	Meet	Great	Greeting	Number	Grandparents	Player
3	Here	Sure	Little	Run	Pretty	Name
4	Student	Married	Fair	Nose	Have	Hungry
5	Teacher	Busy	Out	Teeth	Languages	Bag
6	Thank	How	A	Face	Airport	To
7	Too	Japanese	Turn	Finger	Friendly	After
8	Village	American	Get	Leg	Quiet	Park
9	Both	British	Take	Hear	Famous	Potatoes
10	Her	Dance	Main	Foot	Actor	Then
11	Please	Zero	Grocery	With	Businessman	Vegetables
12	Him	Sound	Store	Sun	White	Some
13	Think	Should	Done	Brown	Black	Me
14	Ask	Later	Pick	Phone	Star	Car
15	Tomorrow	Stand	Welcome	Woman	Strong	Eyes
16	Town	Up	Excuse	Man	Shoulder	Close
17	Which	Off	We	Fat	happened	Music
18	Close	Entrance	Us	Small	Tell	Open
19	Go	By	Party	Funny	Sorry	Apple
20	Many	Onions	Intelligent	Very	Boy	Talk
21	Something	Teach	Smart	Birthday	Girl	Movie
22	From	Meeting	Shy	There	At	Watch
23	Need	Heavy	Cheerful	From	Work	Saturday
24	Work	Grandmother	Honest	Today	Husband	On
25	They	Indonesian	Bathroom	Parent	Wear	School
26	Where	Indian	There	Sister	Short	Money
27	Are	Mister	Busy	Brother	Tall	Much
28	Is	Single	City	Child	Also	Many

29	Hi	Hindi	Boring	Mother	Hospital	Fantastic
30	Bank	Temple	Quiet	Father	Near	Shoe
31	House	Could	Vegetable	Behind	Bread	Discount
32	Near	Drop	Store	Under	Drink	Neighbourhoods
33	Buy	Outside	Place	Wall	Eat	Cups
34	Milk	Basement	Populous	Room	Yes	Letter
35	Dairy	Chest	Noisy	Work	Does	Bed
36	Florist	Red	Famous	Street	Do	Chandelier
37	Butchers	Theme	Next	Medical	Night	Seiling
38	Shop	Health	Fever	That	Evening	Ideas
39	Across	Tasty	Potatoes	This	Afternoon	Project
40	Live	Cheese	Some	These	Morning	Town
41	Help	Dirty	Engineer	Those	We	Which
42	Packets	Silver	Parties	Weather	Zero	Close
43	Chips	Expensive	Kind	Player	Sound	Go
44	Would	Hot	Enjoy	Name	Should	Many
45	Like	Weather	Turn	Hungry	Later	Something
46	Grocery	Fridge	Fine	Bag	Stand	From
47	Roses	Any	Greeting	To	Up	Need
48	Exported	Biscuit	Little	After	Off	Work
49	Easy	Skirt	Fair	Park	Entrance	They
50	Intelligent	Sandwich	Out	Potatoes	By	Chest

Based on the description above, this research proposal focuses on the perception of the Hello English application as an autonomous learning activity to increase vocabulary and English learning motivation among EFL college students. The thesis aims to explore the perception of students in using the Hello English application and its impact on vocabulary development and motivation to learn English. The study also highlights the importance of vocabulary mastery and the challenges faced by students in developing their vocabulary.

RESEARCH METHOD

The descriptive quantitative method was applied in this study. This approach uses numerical data collecting and analysis to characterize and pinpoint correlations or patterns within a given population. In this instance, the study would seek to describe how EFL college students view independent learning tasks, how they affect vocabulary growth, and how motivated they are to learn English. According to Creswell (2012, p.13), quantitative identification is the search for problems based on existing trends in the field, or when it is required to explain why something happened. This population is taken because this class is one of two classes who have used *Hello English* application as their autonomous learning activity guided by their *Listening* lecturer. Total sampling is a sampling technique in which the entire population is included in the sample. Total sampling ensures that the sample is representative of the population, and the results can be generalized to the entire population (Sugiyono, 2007). Thus the small population of the sample is the entire class of NK1 students in 2023 academic year July-December period. There were 22 students who were piloted to test the questionnaire and 22 students as the real sample. The data were collected by using the questionnaire which consisted of 13

statements with four-point Likert scale ranges from 1 to 4 (4= strongly agree, 3=agree, 2=disagree, 1=strongly disagree) with close-ended questions. The data was also collected by using interview. The questionnaire for this research consisted of 13 questions. Questionnaire number 1-5 was about physical aspects and number 6-13 was about psychological aspects. On this research the researcher using Qiong's (2017) two dimension of perception which is physical and psychological aspect in vocabulary by theory Montgomery(2007).

FINDINGS AND DISCUSSION
Research Finding
After distributing the questionnaire which has two indicators, namely physical nd psychological aspect in increasing vocabulary, the results can be seen in the table below:

*Table 2. **Score of Students' Perception on physical aspect***

No	Statements	Scale	Frequency	Percentage	Mean	Category
1.	I feel that doing Reading activities in the Hello English application stimulates my sense of sight so that I can increase my vocabulary.	4 3 2 1	3 16 3 0	13,6% 45,5% 36,4% 0%	3,00	Positive
2.	I feel that doing the Speaking activity on the Hello English application stimulates my sense of hearing so that it can improve my vocabulary.	4 3 2 1	3 14 5 0	13,6% 63,6% 22,7% 0	2,90	Positive
3.	I feel that doing Speaking activities on the Hello English application stimulates my sense of sight so that I can improve my vocabulary.	4 3 2 1	2 18 2 0	9,1% 81,8% 9,1% 0%	3,00	Positive
4.	I feel that doing Writing activities in the Hello English application stimulates my sense of sight so that I can improve my vocabulary.	4 3 2 1	5 12 5 0	22,7% 54,5% 22,7% 0%	3,00	Positive
5.	I feel that Listening Vocabulary when using the Hello English application stimulates the sense of hearing in understanding English material.	4 3 2 1	5 16 1 0	22,7% 77,2% 4,5% 0%	3,18	Positive
	total mean				3,01	

Using Qiong's theory as a guide, the perception research has two components. Among these is the material dimension. Aspects that are physical include the senses. The nose, eyes, and hearing are the senses. This sense sends stimuli to the brain for processing when it is aroused. Following perception-related questionnaire study, physical aspect items provided the following results: According to the results above, students who selected strongly agree (13.6%) and agree (72,7%) had a total score of 86,3%. This indicates that the Hello English application's reading activities can help students increase their vocabulary. According to the results about 72,7% of respondents said that speaking activities in the Hello English app that heighten auditory perception help users' vocabulary grow. Based on the above in the Hello English program, speaking activities that enhance visual perception are a great way to expand vocabulary among respondents about 90,9%. According to the results above, 90,9% of respondents said that the Hello English application's writing activity improves vision, which helps with vocabulary growth. According to the results 95,4% of respondents to the activity survey agreed or strongly agreed that the Hello English application's listening activity stimulates the sense of hearing, which can lead to improvement in vocabulary.

Based on the data processing results above, it can conclude that the respondents' vocabulary increased based on the physical aspects they felt when using the Hello English application. According to the results of interviews conducted with respondents, they said that physical activity in the Hello English application increased their vocabulary, a respondent with the initials RI, RMR, LF said:

(RI: "In using the Hello English application, I have developed quite well in listening activities.")

Based on RI statement, he believed his listening skill is increasing before using Hello English application

(HF: "Yes, the Hello English application really helps me improve my quality in speaking and understanding English.")

According to HF statements, he argues the material and exercises of Hello English application improves his ability in speaking and get more understanding in learning English.

(RA: "I have improved in my speaking and listening.")

Based on RA statements, she believes after using Hello English application as an autonomous learning activity has improve her speaking and listening skills.

From their perception above, the researcher conclude that students really enjoy using Hello English application. By using it as an autonomous learning activity help them to increase their ability in English skills.

Table 2. ***Frequency and Mean Score of Students' Perception on psychological aspect***

No	Statements	Scale	Frequency	Percentage	Mean	Category
1.	I feel that Reading vocabulary in the Hello English application makes me more interested in learning English.	4	5	22,7%	3,09	Positive
		3	14	63,6%		
		2	3	13,6%		
		1	0	0%		

No.	Statement	Scale	Frequency	Percentage	Mean	Category
2.	I feel that Reading vocabulary in the Hello English application makes me more confident in learning English.	4	5	22,7%	3,09	Positive
		3	14	63,6%		
		2	3	13,6%		
		1	0	0%		
3.	I feel that the Speaking vocabulary in the Hello English application makes me more interested in learning English.	4	3	13,6%	3,00	Positive
		3	16	72,7%		
		2	3	13,6%		
		1	0	0%		
4.	I feel that the Speaking vocabulary in the Hello English application makes me more confident in learning English.	4	4	18,2%	3,00	Positive
		3	14	63,6%		
		2	4	18,2%		
		1	0	0%		
5.	I feel that the Writing vocabulary in the Hello English application makes me more interested in learning English.	4	3	13,6%	2,90	Positive
		3	14	63,6%		
		2	5	22,7%		
		1	0	0%		
6.	I feel that Writing vocabulary in the Hello English application makes me more confident in learning English.	4	3	13,6%	2,90	Positive
		3	14	63,6%		
		2	5	22,7%		
		1	0	0%		
7.	I feel that Listening vocabulary in the Hello English application makes me more interested in learning English	4	5	22,7%	3,09	Positive
		3	14	63,6%		
		2	3	13,6%		
		1	0	0%		
8.	I feel that Listening vocabulary in the Hello English application makes me more confident in learning English	4	3	13,6%	2,95	Positive
		3	15	68,2%		
		2	4	13,6%		
		1	0	0%		
	Total Mean				3,00	

As many as 86,3% of respondents to the data above agreed that using the Hello English app to read vocabulary increased their interest in learning the language. According to the results, after studying alone with the Hello English app, 86,3% of respondents felt more confident in their ability to learn English when participating in vocabulary reading activities. Their enthusiasm in studying English is growing, as seen by the findings of item number which show a speaking vocabulary score of 86,3% in the Hello English program. About 81,8% of respondents said that the Hello English application's spoken vocabulary gave them more confidence when learning

the language. according to 81,8% of respondents, using the Hello English app to write vocabulary increased their enthusiasm in studying the language. Regarding, 77,2% of participants concurred that using the Hello English program to write vocabulary helped them grow more comfortable speaking the language. Regarding the results, 86,3% of participants concurred that the Hello English application's vocabulary listening exercise piqued their interest in learning the language. According to the result about 81,8% of respondents agreed that using the Hello English application's listening vocabulary activity boosts their confidence when learning the language and expanding their vocabulary. Belong to the questionnaire test, the researcher also asked the students about their thought about their vocabulary. Respondents by this initial BAR, NI, NR, PH found:

(BAR: "I become more confident when I speak in English with my friends")

Belongs to BAR argue, she believes she become more confident speak in English because of using hello English application. It helps her in a psychological way.

(NI: "Yes, because this is useful and helpful to increase your ability.")

NI believes that Hello English application very helpful to increase her ability in English skills.

(NR: "Yes. With this application, we can improve our vocabulary and our listening skill.")

NR argues this application hep her to improve her vocabulary and help her in listing skills by the materials and exercises in it.

(PH: "So far there have been several significant things that have made a difference in my understanding of words when using the Hello English application and it has really helped me.")

PH believes during using Hello English application help her in the understanding more in grammar.

Based on the interview result, it showed students feel the increasing of vocabulary and get more confident in learning English by this application.

Table 4. Score of aspect in vocabulary

No	Aspect	Mean	Degree of Perception
1	Physical aspect in increasing vocabulary	3,01	Positive
2	Psychological aspect in increasing vocabulary	3,00	Positive
	Average	3,00	Positive

Based on the mean score about 3,00 which means this research result is positive. Here are some findings that were found in this research. The score in physical aspect was about 3,01, it means positive effect of using Hello English application as an autonomous learning activity. Students' perception of the Hello English application's physical aspects, such as the material and exercises, stimulating their senses of sight and hearing, which in turn increased their efforts, desire, and enjoyment of learning English. The score in psychological aspect was about 3,00 which mean the result is positive. Students' perception

of the Hello English application's psychological aspects, such as the material and exercises, stimulating their senses of sight and hearing, which in turn increased their confidence and interest in learning English.

Discussion

This study aims to explore students' perceptions of using Hello English application as an autonomous learning activity as an English Foreign Language (EFL) student. In this section, the research findings and results collected during the research process described. The research results of physical and psychological showed that students responded positively to the use of Hello English application as an autonomous learning activity. They reported efficiency in learning English by this application. This finding is in line with the literature, such as Haris Nurtriyanto (2020, p. 208), the conclusion implies that students can find the Hello English program to be a technological medium that facilitates their English language learning, especially when it comes to vocabulary acquisition. This understanding also reflects the trend of using technology, such as application, to convey educational and training information.

Based on student responses in interviews, they indicated that Hello English application provide benefits, especially increase their own vocabulary during autonomous learning activity. The Hello English application include four English learning skills. There is interesting material, exercises, and games. This is in line with the views of Siregar, et al (2020, p.54) the researcher concluded that using educational games from Hello English improves students' English skills in learning languages based on research findings.

The focus of this study is to find out how students feel about using the Hello English app independently to learn more vocabulary and become more motivated to learn the language. The usage of applications as autonomous learning activities was positively received by students, according to research findings. According to Haryanto (2015), perception is the way a person feels what he sees with his sense receptors. There are variations in perception since each person's method of developing perceptions is unique. Perceptions are a result of what is seen and experienced. In accordance with the results of the study on students' positive perceptions of autonomous learning, researcher discovered that respondents thought that using the Hello English app on their own helped them increase their vocabulary.

CONCLUSION

The study focuses on student's perceptions of the Hello English application, namely its physical characteristics. The study discovered that the application's reading, speaking, visual perception, writing, and listening activities all contribute to vocabulary development. Interviews with respondents found that physical activity in the application enhanced vocabulary, as well as interest in learning the language.

Furthermore, the application's psychological result, vocabulary reading activity helped students gain confidence in their abilities to learn English. The app's vocabulary listening exercises aroused their interest in learning the language. The study also found that the app's vocabulary listening exercise stimulated their interest

in learning the language. Students reported confidence in speaking English with peers, claiming that the application helped them improve.

Based on the research, here are some recommendation

a. For the Future Researchers

For future investigation by other researchers. It is intended that this study would be beneficial to other researchers and serve as a source of information or inspiration for more research in this area, particularly with regard to using the Hello English app for autonomous learning to enhance English language proficiency.

b. For the English Learners

Strongly recommends English language learners to effectively go through the Hello English app, concentrating on various subjects and levels of difficulty. This methodical technique provides a general language acquisition process. By repeating what you say and engaging in active listening, you can promote active engagement with the material. This kind of interaction speeds up language learning and boosts confidence.

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