# THE EFFECT OF HELLO ENGLISH APPLICATION IN TEACHING SIMPLE PRESENT TENSE FOR ENGLISH AS FOREIGN LANGUAGE

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**Abstrak**

Penelitian ini mendeskripsikan pengaruh aplikasi Hello English sebagai media dalam pengajaran simple present tense untuk pelajar Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini dilakukan di salah satu rumah siswa di Kp. Kawidaran, Kecamatan Cikupa, Kabupaten Tangerang. Penelitian ini terdiri dari 4 orang partisipan yang merupakan siswa kelas VIII SMP yang bersekolah di Kabupaten Tangerang. Metode yang digunakan dalam penelitian ini adalah metode kualitatif-deskriptif. Pengumpulan data dilakukan dengan beberapa teknik, yaitu: tes (pre-test dan post-test), angket dan wawancara. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan aplikasi Hello English dalam pengajaran simple present tense untuk siswa EFL. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan dalam pengajaran simple presnet tense menggunakan aplikasi Hello English. Hal ini ditunjukkan dengan meningkatnya nilai rata-rata pada post-test (35 menjadi 95). Persepsi siswa terhadap penggunaan aplikasi Hello English sebagai media pembelajaran juga sangat positif, mereka mengatakan bahwa aplikasi memudahkan mereka dalam memahami materi yang sulit.

**Kata kunci**: *Hello English, Simple Present Tense, English as Foreign Language*

**Abstract**

*This research described the effect of Hello English application as a media in teaching simple present tense for English as a Foreign Language(EFL) learners. This research conducted in one of students' home at Kp.Kawidaran, Cikupa sub-district, Tangerang Regency. This study consisted of 4 participants who were students of class VIII SMP who attended school in Tangerang Regency. The method used in this research is qualitative-descriptive method. The data was collected using several techniques, namely: tests (pre-test and post-test), questionnaires and interviews.The purpose of this study was to determine whether there was a significant effect of using the Hello English application in teaching the simple present tense for EFL students. The result showed that there is a significant effect in teaching simple presnet tense using Hello English application. This is indicated by the increasing average value in the post-test (35 to 95). Students' perceptions of using the Hello English application as a learning media were also very positive, they said that the application made it easier for them to understand difficult material.*

*Keywords: Hello English, Simple Present Tense, English as Foreign Language.*

## A. Introduction

English as a Foreign Language (EFL) is the term used for non-native English learners from countries where English is not the dominant language. Indonesia is an example of a country where English is still a foreign language, because in Indonesia English is not the main language used and is not often used by Indonesian people. What is meant by Teaching English as a Foreign Language (TEFL) in Indonesia is that English is a subject that is taught as one of the requirements in the national curriculum (Butarbutar & Simatupang, 2020). This is clearly seen because English is one of the mandatory foreign languages that has been taught since we were elementary to high school. Although English has been taught since elementary school, there are still many students who have difficulty in learning English, especially in grammar.

Grammar is one of the skills in English that must be mastered, because the function of grammar is to make the right sentences. Many students think that grammar is the most difficult one to be learnt (Inayati & Damayanti, 2016; Rohmatillah, 2014). Natural grammar is one of the most common topics in learning a language (Purgina et al., 2020). English grammar is an important guide in learning the language effectively, because grammar not only studies the structure of grammar but also the development of language such as instrumental, regulatory, interactional and representational functions (Lin et al., 2020). So, if we do not master grammar, of course our English will not be easily understood by others because the word order we use is messy. In grammar, tenses play an important role in mastering English grammar, especially for EFL learners. By mastering tenses, it will facilitate the use of language appropriately in the right situation. However, Most EFL students find it difficult to use tenses because the concept of tenses only exists in English, while in languages that are not included in the Indo-European family, especially in the Germanic group, they only have the concept of time but not tenses (Sartika, 2020). Because of the absence of the concept of tenses in their mother tongue that makes tenses difficult to learn and use.

While teaching the eighth graders at Kp.Kawidaran, the researcher found that the student often make mistakes in using simple present tense. Most of them still do not know about the pattern of simple present tense and confused when to use auxiliaries, is, am, are and when to use auxiliaries do and does.

To overcome the above problems, teachers must motivate students to be more enthusiastic in learning, one way is by using learning media that are fun and easy to understand so the students can enjoy in learning English (Fatah, 2019; Syamsiah Depalina Siregar, Siti Meutia Sari, 2020). One example is by using a mobile learning application. Mobile learning (m-learning) is a learning process that uses mobile technology for

educational purposes (Pilar et al., 2013). Technology is now increasingly being used to help the language learning process in the classroom (Sudarmaji, 2021). and teachers can adapt the lessons and activities taught in the classroom, by improving the language learning process and curriculum (Fajriani, 2020). Based on the explanation, so the researchers are interested in using interactive media, namely the Hello English application to teach EFL students, especially eighth grade students in Kp. Kawidaran. The Hello English application is an application created by Culture Alley as an interactive, personal and contextual English learning media, which is specifically designed for English as a foreign language. This application can be downloaded either through a smartphone or via a laptop, so it is very suitable for the lives of today's children who cannot be separated from this technology.

The previous research conducted by Ranta Butarbutar and Elia Simatupang proven that Hello English application is an effective media in learning simple past tense; because it can encourage independent learning and help students switch to more positive use of gadgets (Butarbutar & Simatupang, 2020). Other research by Haris Nutriyanto declares that Students' perception of the incorporation of Hello English in vocabulary learning has a positive perception for students, as seen from their response that the Hello English app is an excellent application used in English learning, especially in English vocabulary learning (Nutriyanto, 2020). Another

research by Yunita declares that application Hello English declares that students' perception to using Hello English application in teaching speaking are very good and positive, because in teaching-learning process they was very enjoy and understand the material better (Yunita, 2019). Hello English application has a positive influence on learning simple present tense material especially in listening skill because it can help students in the process of understanding and adding students' accuracy of the material be delivered (Maylan et al., 2018).

Based on the previous reseacrh above which is say that Hello English application give the good impact for English learners, the researcher decided to conduct the research to use Hello English apllication in teaching simple present tense. The purpose of this research was to determine whether there was a significant effect of using the Hello English application in teaching the simple present tense for EFL students.

## B. Research Method

The research was conducted in one of students' home at Kp.Kawidaran, Cikupa sub-district, Tangerang Regency. This research consist of 4 participants who are 8th grade junior high school students who attend school in Tangerang Regency.

Research method is a method used to obtain the truth (Maylan et al., 2018). The method that used in this research is qualitative-descriptive method.

Qualitative descriptive method is a method used to find out about events, who is involved, what is involved, and where it occurs from a desired phenomenon (Lambert & Lambert, 2013).

Data collection technique is the method used by researchers in collecting the data needed in research from data sources (subjects and research samples) (Kawasati, 1990). Technique in collecting data that used in this research is writen test and kuesioner. The test is a way to

|  | N | Range | Minimum | Maximum | Sum | Mean |
|---|---|---|---|---|---|---|
| Pre-test | 4 | 60 | 20 | 80 | 140 | 35,00 |
| Post-test | 4 | 10 | 90 | 100 | 380 | 95,00 |

find out the extent of the knowledge or skills that students have. The form of the test used is multiple choice. Researchers used two types of tests, namely pre-test and post-test. Pre-test conducted before treatment and the purpose of the pre-test is to measure students' understanding of the simple present tense before treatment. The post-test conducted after treatment and the purpose of post-test is measure the results of students' abilities after treatment. The questionnaire consists of 8 statements and 2 open question for interview, where each statement students can choose from a scale of 1-5. The choices included a scale of 1 for strongly disagree, 2 for disagreeing, 3 for slightly disagreeing, 4 for agreeing, 5 for strongly agreeing.

## C. Result and Discussion

### Pre-test and Post-test Result Data

The listed data below is the data from the pre-test and post-test results that have been carried out by eighth grade students in Kp. Kawidaran.

**Tabel Data Hasil Pre-test dan Post-test**

| No. Responden | Pre-test | Post-test |
|---|---|---|
| 1 | 80 | 100 |
| 2 | 20 | 90 |
| 3 | 20 | 90 |
| 4 | 20 | 100 |

Table 1.1. Pre-test and post-test result
Tabel 1.2. Descriptive statistics of pre-test and post-test result

Based on the data above, it can be seen that the post-test scores have increased compared to the pre-test scores. Table 1.2 shows that in the pre-test, the minimum score is 20 and the maximum score is 80, while in the post-test, the minimum score is increased to 90 and the maximum value is 100. The mean score also increased, the mean score in the pre-test was 35 ,00 while the post-test, mean score increased become 95.00. After analyzing the pre-test and post-test questions that have been filled in by the students, the researcher found that at the time of the pre-test the students still did not understand the difference between plural and singular subjects, as well as the difference in the use of auxiliaries do/does with the use of to be (is, am, are). However, after the treatment and post-test were carried out, the students' test results increased because they already understood the differences in singular and plural subjects as well as the differences in the use of auxiliaries do/does and to be (is, am, are).

### Questionnaire Result Data

The data provided below is the data recorded on google form as the result of the questionnaire that has been given and filled out by 8th grade students in Kp. Kawidaran. The questionnaire was given to determine student satisfaction and perceptions in using the Hello English application as a learning media.
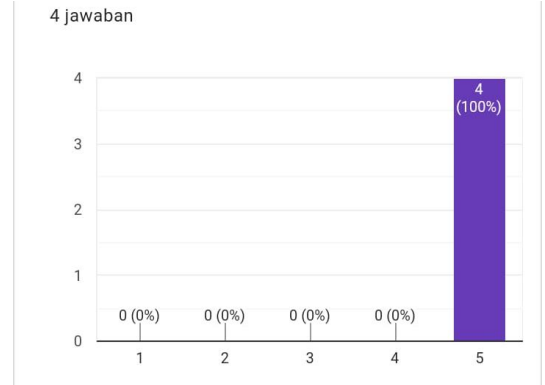
1. I understand English material better (simple present tense) when learning using the Hello English application.
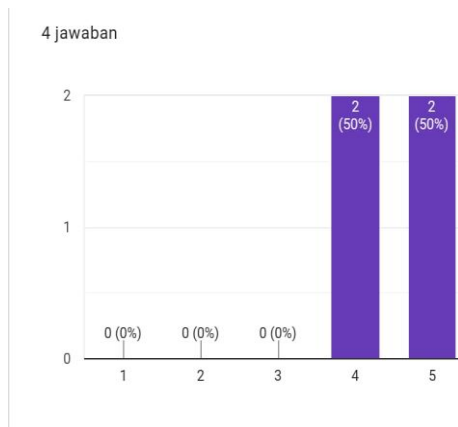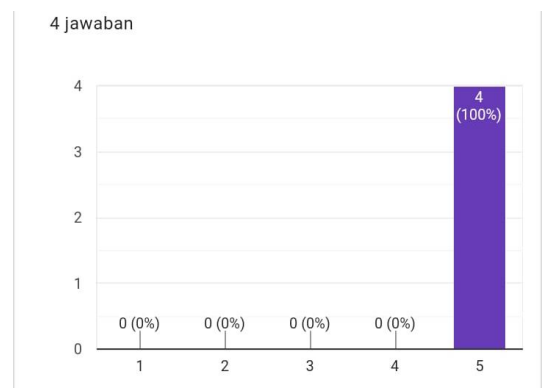


2. The Hello English application has a positive effect on learning English
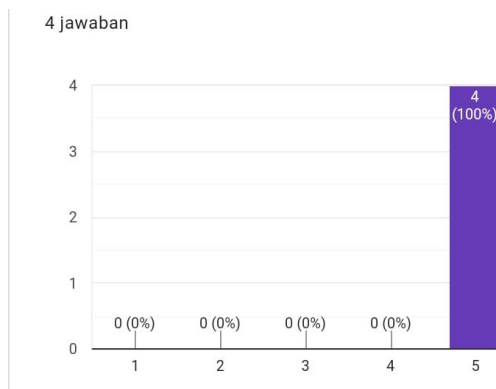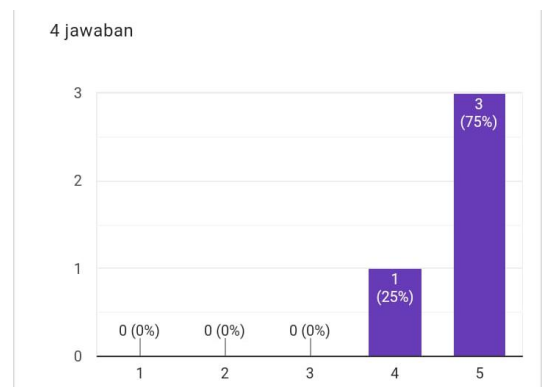


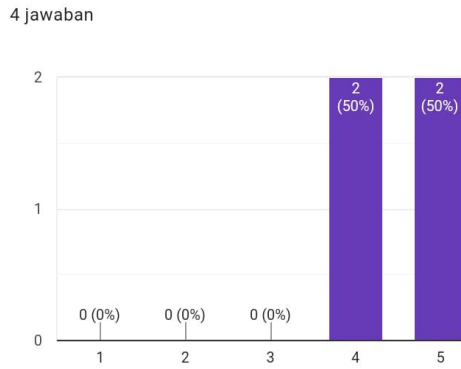3. I feel happy and relaxed in learning to use the Hello English application



4. Hello English application helps me in understanding difficult material



5. Hello English application makes me and the teacher discuss more



6. My English lessons are better when learning to use the Hello English app

7. The Hello English application makes my motivation to learn English increase



8. I feel the Hello English application is the right choice as an effective learning media



The results of the questionnaire data collection above show that from a scale of 1-5 with the meaning of 1= strongly disagree, 2= disagree, 3= slightly disagree, 4= agree, and 5= strongly

agree, all respondents with a total of 4 people gave a positive response. and no one voted "strongly disagree", "disagree", or "slightly disagree". For statements number 2,3,4, and 8 all respondents agreed that:
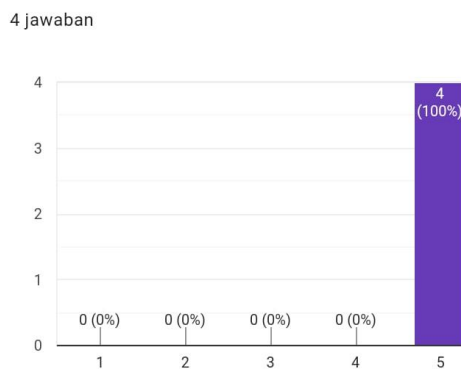
Hello English application has a positive effect on learning English with a very positive response as many as 4 respondents chose strongly agree.
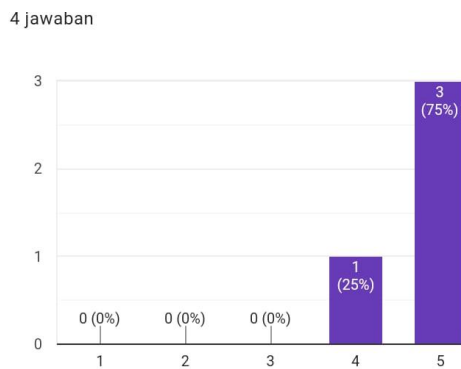
Students feel happy and relaxed in learning to use the Hello English application with a very positive response as many as 4 respondents chose strongly agree.

Hello English application helps students in understanding difficult material with a very positive response as many as 4 respondents chose strongly agree.

Students feel the Hello English application is the right choice as an effective learning media with a very positive response as many as 4 respondents chose strongly agree.

As for the questionnaire statements numbered 1, 5, 6, and 7, almost all respondents gave very positive responses, including the following:

Students understand English material better (simple present tense) when learning to use the Hello English application with response as many as 2 respondents chose agree and 2 respondents chose strongly agree.

Hello English application

makes students and the teacher discuss more with response as many as 1 respondent chose agree and 3 respodents chose strongly agree.

Students English lessons are better when learning to use the Hello English app with response as many as 2 respondents chose agree and 2 respondents chose strongly agree.

The Hello English application makes students motivation to learn English increase with response as many as 1 respondent chose agree and 3 respondents chose strongly agree.

## Interview Result Data

To find out the problems of students during the teaching and learning process and the reasons why they chose to agree and strongly agree on the previous questionnaire, the researchers conducted online interviews to find out what difficulties students faced during the teaching and learning process and the reasons why students preferred learning to use the Hello English application. Here are the interview result data that have been colleceted :

1) Before using the Hello English application, what difficulties did you face in learning the Simple Present Tense?

As many as 1 respondent admitted that there were no difficulties while learning the simple present tense.

As many as 2 respondents admitted that they had difficulty in differentiating the use of auxiliaries do/does.

As many as 1 respondents admitted that it was difficult to distinguish sentences that had to use to be (is, am, are) from sentences that had to use auxiliaries do/does

2) Do you prefer to learn English using the Hello English application? Why is that?

From the questions above, all respondents said that they prefer to learn to use the Hello English application.

The first respondent said the reason they prefer to learn to use the Hello English application is because the application is very helpful and easy to understand when learning it little by little.

The second respondent said that using the Hello English application made it easier to understand the material.

The third respondent said that learning to use the Hello English application was easier to understand.

The fourth respondent said that learning to use the Hello English application made him feel happy so that the material learned became easier to understand.

based on the data obtained above, it is in accordance with research that has been done previously that the Hello English application has an influence in learning English. Previous research stated that the Hello English application has a positive influence on learning

simple present tense material especially in listening skill because it can help students in the process of understanding and adding students' accuracy of the material be delivered (Maylan et al., 2018).

Despite all the advantages and benefits of using the Hello English application as a media for learning English for EFL students, students and teachers consider using the Hello English application to be one of the most helpful and effective alternative choices for learning because the application helps students to understand more easily. the material taught in addition to the use of the Hello English application media can also make students feel happy and relaxed in learning so as to increase student motivation in learning English.

## D. Conclusion

Although at first most of the students still could not understand the pattern of using the simple present tense well so that the results seen in the pre-test were not satisfactory, but after being given treatment, finally the students could understand the use of the simple present tense properly and correctly. Based on the results and discussion above, it can be concluded that Hello English has a significant effect as a media for learning simple present tense for EFL students.

The researcher hopes that Hello English can be a complement to the learning media used by students, because Hello English is one of the interactive learning media so that classroom conditions can be more lively and not monotonous. in addition to giving a significant positive effect, most students gave a positive perception of the use of the Hello English application as a learning media, they thought that the application made it easier for them to understand the material. Therefore, researchers hope that in the future there will be more interactive learning media that can be used by students so that the teaching-learning process will no longer feel boring.

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