

**THE STUDENTS' PERCEPTION OF USING THE "HELLO ENGLISH
APPLICATION" ON THEIR ENGLISH READING ABILITY**

THESIS

Submitted by

MIFTAHUL JANNAH
NIM. 170203179

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2024 M / 1445 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

MIFTAHUL JANNAH

NIM. 170203179

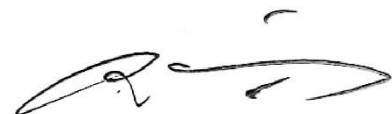
Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

A R - R A N I R Y

Main Supervisor,

Co- Supervisor



Khairiah Syahabuddin, MHSc. ESL., M. TESOL, Ph.D
Date: 13 / 05 / 2024

Rahmi Fhonna, M.A
Date: 17 / 05 / 2024

It has been defended in *Sidang Munaqasyah*
in front of board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching


On:

Friday, 14 June 2024 M
07 Dzulhijjah 1445 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,


Khairiah Syahabuddin, MHSc. ESL.,
M. TESOL, Ph.D


Secretary,


Rahmi Fhonna, M. A

Member,


Syamsul Bahri, S. Ag., M. A. TESOL

Member,


Rita Hermida, S. Pd. I., M. Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mublis, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003



SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Miftahul Jannah

NIM : 170203179

Tempat/Tanggal Lahir : Aceh Besar, 24 September 1999

Alamat : Desa Lamtanjong, Sibreh, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Students' Perception of Using the "Hello English Application" on Their
English Reading Ability**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat ini saya buat dengan sesungguhnya.

Banda Aceh, 10 May 2024

Yang Menyatakan,



Handwritten signature of Miftahul Jannah.

Miftahul Jannah

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbil 'alamin, all praise to Allah *Subhanallahu Wa Ta'ala* who has given me health and the opportunity to finish this thesis with the title "The Students' Perception of Using the "Hello English Application" on their English Reading Ability". *Shalawat* and greetings are always conveyed to our beloved Prophet Muhammad *Shallahu 'Alaihi Wa Sallam* and his family, because of the persistence and efforts of the Prophet, we can enjoy one of his struggles for getting freedom in education.

First I would like to express my deepest gratitude to my Main Supervisor Ms. Khairiah Syahabuddin, MHSc.ESL., M. TESOL, Ph.D and for my Co-Supervisor Ms. Rahmi Fhonna, M.A for the opportunity, support and guidance in completing this thesis. I also thank my Academic Advisor Ms. Siti Khasinah, S.Ag., M.Pd who has helped to manage the course of my lectures.

I also extend my profound gratitude to all the lecturers of the English Language Education Department. For their coaching, teaching and always being my inspiration. And also to all the staff who always help me during lectures.

I have deep and endless gratitude to my parents, Darmadi and Marwati, who have always showered me with love, prayers, and support. I also thank my beloved brothers and sisters, my cute nieces, and all my family members who always care and pray for me. Furthermore, I would like to thank all my colleagues in the English

Language Education Department batch of 2017, also for Unit 6, and all my friends who have been with me on my college journey so far.

To my dear friends, Nadia Syifa and Miftahul Syiva, who always help me in all things, thank you for all your experiences. I am so lucky to know you. For my participants in this research, I am very grateful for taking the time to help me complete this thesis. To everyone, sorry for not being able to repay all of the kindness that has been given to me. I hope that Allah SWT will reward all of your kindness.

Banda Aceh, 10 May 2024

The writer,

MIFTAHUL JANNAH

NIM. 170203179

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Miftahul Jannah

NIM : 170203179

Tempat/Tanggal Lahir : Aceh Besar, 24 September 1999

Alamat : Desa Lamtanjong, Sibreh, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Students' Perception of Using the "Hello English Application" on Their
English Reading Ability**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat ini saya buat dengan sesungguhnya.

Banda Aceh, 10 May 2024

Yang Menyatakan,

Miftahul Jannah

ABSTRACT

Name : Miftahul Jannah
Reg. No. : 170203179
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Students' Perception of Using the "Hello English Application" on Their English Reading Ability
Main supervisor : Khairiah Syahabuddin, MHSc.ESL.,M. TESOL, Ph.D
Co-supervisor : Rahmi Fhonna, M.A.
Keywords : Students' Perception, Hello English, Application and Reading Ability

Reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Hello English is an application designed to help students to learn languages easily and comfortably. This research aims to find out how the students perceive about the use of Hello English application toward their English Reading Ability and to find out the challenges that the students faced in using it. The research employed a qualitative research method. The participants of this research were 10 (ten) students, including female and male. Thematic Analysis was used as a technique for data analysis which consists of familiarization, coding, selecting the themes, naming the themes, and writing up the results of the analysis. Research findings show that applying Hello English stimulates students to be interested in learning and more positively responsive to teachers. This implementation has been very effective during the observation period, and students can continue to use the application without an internet connection. It is also a combination of textbook content and Hello English lessons.

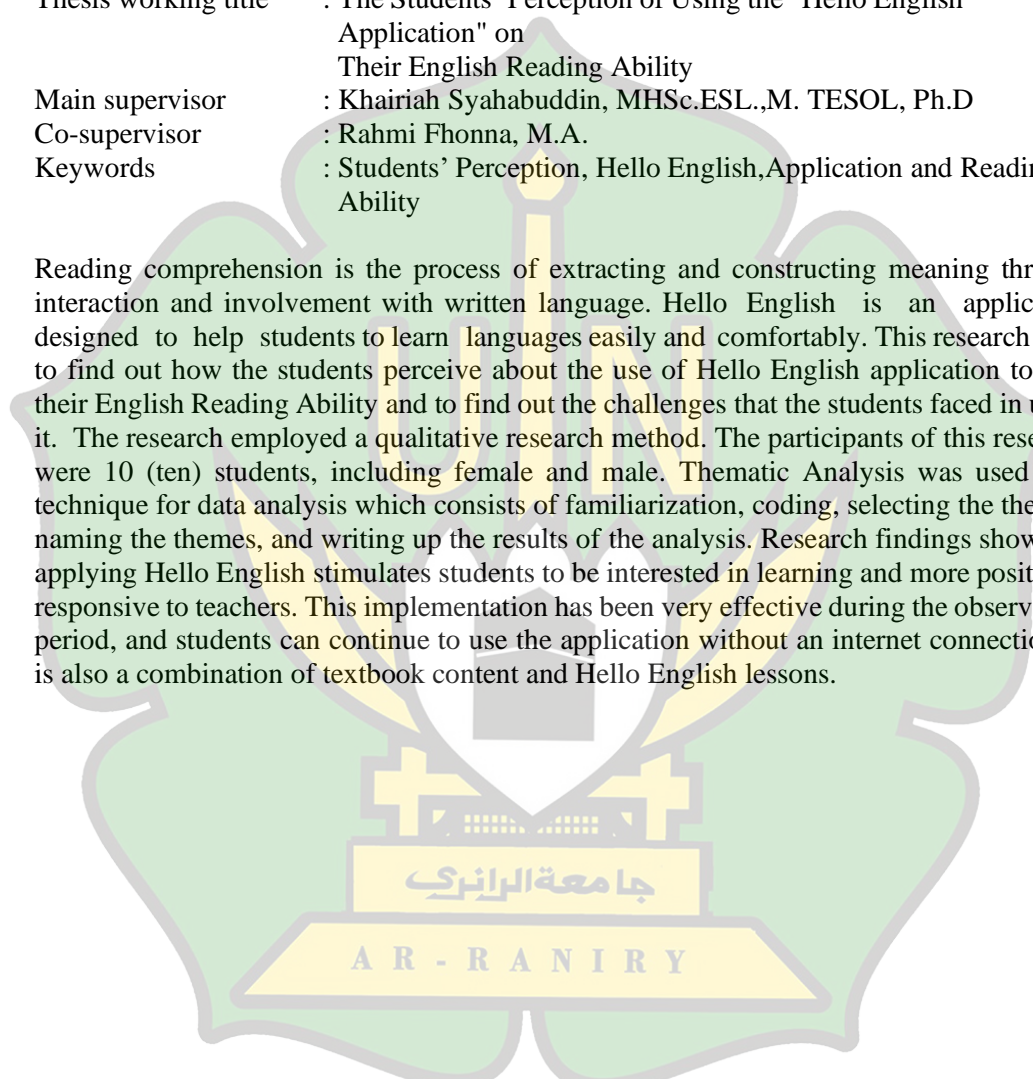
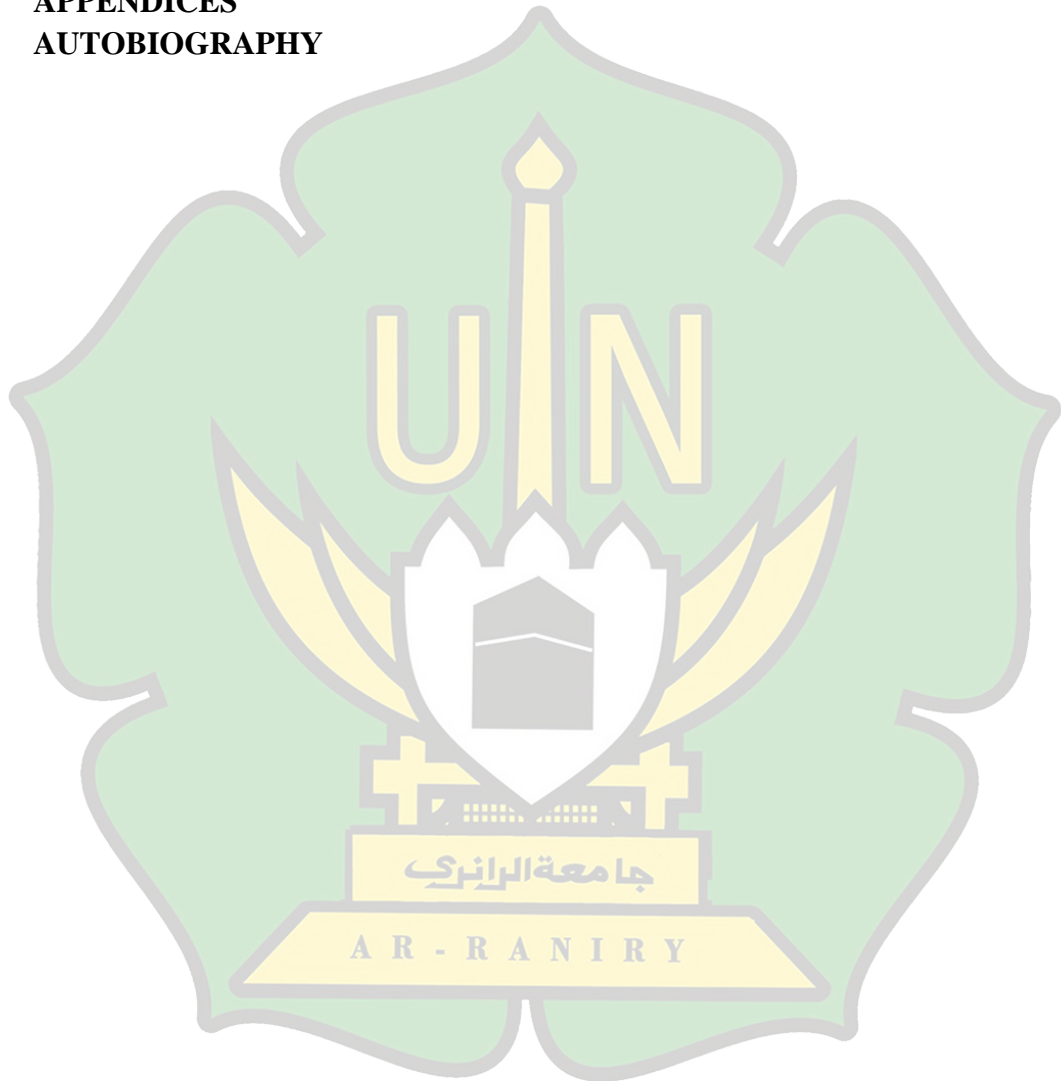


TABLE OF CONTENTS

THESIS COVER PAGE	
APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Research Questions.....	6
C. Research Aims	6
D. Significance of The Study.....	6
E. Terminology	7
CHAPTER II LITERATURE REVIEW	10
A. English Reading Ability.....	10
1. The Definition of Reading Ability	10
2. Learning Reading.....	11
3. Aspects of Reading Ability	12
B. Hello English Application.....	15
1. The Description of Hello English Application.....	15
2. Features in Hello English Application	16
3. The Advantages and Disadvantages of Hello English Application	22
CHAPTER III METHODOLOGY	23
A. Research Design.....	23
B. Research Participants.....	24
C. Technique of Data Collection	25
D. Data Analysis	26
CHAPTER IV FINDINGS AND DISCUSSION	27
A. Findings	27
1. Students Perceive About the Use of Hello English Application Toward their English Reading Ability.....	27
2. Challenges Students Faced in Using Hello English Application.....	32

B. Discussion	34
CHAPTER V CONCLUSION AND RECOMMENDATIONS	40
A. Conclusion.....	40
B. Recommendation.....	41
REFERENCES.....	42
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
Appendix C	Letter of Completion of research from English Department Student
Appendix D	List Interview Questions



CHAPTER I

INTRODUCTION

This chapter begins with the background of a study related to English reading ability. It discusses the research questions, the aims of the study, the significance of the study lastly the terminology of the study.

A. Background of Study

As the growth of technology and information, a lot of aspects have been influenced by them. It can be seen by the massive use of technology and information in all business, health, politics, etc. Education is one of the aspects that have been affected by the technology. Herold (2016) says that technology is a powerful tool that could help a school to meet the needs of more- diverse student populations. As the use of technology or certain applications spreads in the educational field, the use of technology or applications is also included in English learning. English as a foreign language plays an important role in communication. Since then, some tools and applications have been developed to assist people in learning English (Cakmak, 2019). Some applications that have been developed are a dictionary app, google translate app, ELSA speak, etc. Those applications are proof that the development of combination between technology and English learning keeps increasing.

The developing of the applications in English learning shows that the language should be learned by the students in order to ease them in communication and dealing with the mobility of the world. English has four basic skills that must be mastered by the learners including speaking skill, listening skill, writing skill and reading skill (Nor, Mazlan, and Rajab, 2015).

In reading process, the more important point is to comprehend the text. The importance of the students' reading comprehension skill is to get success in a variety of school subject areas as well as other achievement. According to Richards (2008), reading comprehension perceives a written text in order to understand its content. It is the ability to understand and to find out the information presented in written form even the information is explicitly stated or not in passage. So, reading is the way to get success in school and life. According to Johnson (2017), reading is the practice of using texts to create meaning, the two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. As we know that reading is one of the English language components related to text. To know the meaning of the reading passage, the reader should be understood and comprehended the meanings through reading activity. Reading comprehension is crucially part of reading skills. According to Adger, Snow, and Christian (2018), reading comprehension is the process extracting and constructing meaning through interaction and involvement with written language. It means that the main point when reading is making meaning by getting information and comprehending as the text. There are two kinds of readings: silent reading and reading aloud.

This statement is also supported by Kennedy (2019), they mentioned that types of reading are reading aloud and silent reading. Silent reading is one of reading class performances, it is the way to read and produce any voice. It makes people beside the reader not to have the reader's voice. Meanwhile, reading aloud is a planned oral reading of a book usually related to a theme or topic of the study.

Students studying a foreign language need to understand all the texts

they have read. In other words, the ability to read is very important for them, because the level of understanding will influence students' understanding of a reading text (Jufri, 2014). Kuo, Yang, and Kuo (2010), states that to help students learn reading comprehension successfully, there are two main problems that must be addressed; first, appropriate reading strategies to help students improve their understanding of English. Both systems are appropriate for integrating verbal and graphic information. To improve reading skills, students must develop several strategies, for example, looking forward to predict, looking back to clarify, selecting or comparing new information with previous knowledge, and summarizing.

The success of reading will be achieved if the reader is able to understand the text they read. Students studying a foreign language need to understand all the texts they have read. Even though students have learned to read articles and essays in each course, students' understanding is still lacking. Based on this, it can be concluded that there are several difficulties faced by students. First, students have a limited vocabulary. Second, because of students' lack of interest in reading. Third, they lack background knowledge of the text.

These problems can be handled and resolved by using the Hello English application. The Hello English application is one of the English learning media that aims to improve students' English language skills. According to Hindy (2020) "The Hello English application is a popular application for learning English and lets you learn languages from 22 other languages". This application can be downloaded and installed on computers and smart phones. In implementing this application, users can also choose the desired level of learning. Apart from that, it also uses audio

clips, videos, daily news, and even e-books for more enjoyable lessons. Because of the flexibility and ease of this application, the researcher intends to conduct research regarding perceptions of the Hello English application on students' English reading abilities. Hello English is an application designed to help people learn languages easily and comfortably, so that doing so doesn't feel like you're studying, but rather just having fun with one more game or application on people device. The application allows people to learn a lot of different language, and of them are English.

Several previous studies have been conducted in similar areas of interest. The first research was conducted by Liana, Wahyudin, and Hanoum (2018) about the use of the Hello English application in improving students' English learning outcomes. The research was carried out by conducting experimental research. The results show that students' scores meet the Minimum Completeness Criteria (KKM) and provide positive development in students' English language skills. The second research was conducted by Siregar, Sari, and Simamora (2020) regarding the use of the Android smartphone-based Hello English application to improve students' English language skills. This research was conducted through action research. The research results showed that there was an increase in students' English skills at each meeting. This shows that using the Hello English application can improve students' English comprehension skills in English subjects. The third research project by Rudiansyah (2023) is about students' perceptions of using Hello English for vocabulary learning. Researchers concluded that the application of Hello English in EFL classes made students interested in learning and more

responsive to teachers. Both teachers believed that learning with smartphones would increase students' interest in learning.

The fourth research study by Mulyani (2022) concerns the influence of Hello English on students' vocabulary. The research results showed that there was a significant influence on the vocabulary of first grade students after being taught using the Hello English application at SMP Negeri 25 Pekanbaru. The fifth research project by Kembaren and Lubis (2022) is about using Hello English for student vocabulary. The research results show that most of them give a good idea about the application because it is easy to understand the story and enthusiastic and motivated to learn English. 'Hello English' can eliminate boredom in reading and help them understand the story. The difference with this research lies in reading ability. The sixth research (Fithriani, 2020) is "The Effectiveness of Hello English Application to Reach Reading". The results show that there are quite large differences between the classes that use the application and other classes.

Based on the previous research, there are several studies related to the research that will be carried out, but using different methods and different English language skills. Therefore, the author intends to conduct research about students' perceptions of using the "Hello English Application" on their English reading ability. Meanwhile, in this research, the author only wants to focus on English reading ability. Participants in this research focused on English students in the Department of English Education at UIN Ar-Raniry.

B. Research Questions

Based on the explanation above, the researcher wants to conduct a research to answer to main research questions:

1. What do the students perceive about the use of Hello English application toward their English Reading Ability?
2. What are the challenges students faced in using Hello English application?

C. Research Aims

This study aims to gain some purposes which are as follows:

1. To find out how the students perceive about the use of Hello English application toward their English Reading Ability.
2. To find out the challenges students in using Hello English application.

D. Significance of The Study

1. *Theoretical Significance*

For English department, this study is expected to be useful in providing any understanding about the usage and the potential about Hello English that can be used in English learning. This application is also hoped to be a foundation for the next researchers in conducting research about certain apps that can be used in English learning process.

2. *Practical Significances*

a. For English Teachers

This research is expected to motivate English teachers to increase their creativity in providing appropriate tools for students in

order to improve students' interest and more motivated in learning. Then, it will give a new comprehend for the teachers to use Hello English in helping the students to practice their English Reading Ability.

b. For the Students

This study is hoped to give new knowledge for students in finding their appropriate tool/app in learning. In order to maintain their interest and motivate them to read better, they need to know certain app such as Hello English in helping them in practicing English. Then, this research is hoped to help students in practicing their English Reading Ability with other people around the world.

c. For Researchers

The result of this study is hoped to be a reference for other researchers for conducting a relevant research. It also gives multiple materials about the learning application such as Hello English so that they can use this research as a foundation source to conduct a study that focuses on learning application and English reading ability.

E. Terminology

1. Perception

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Putri, 2022). According to Purworini, et al.

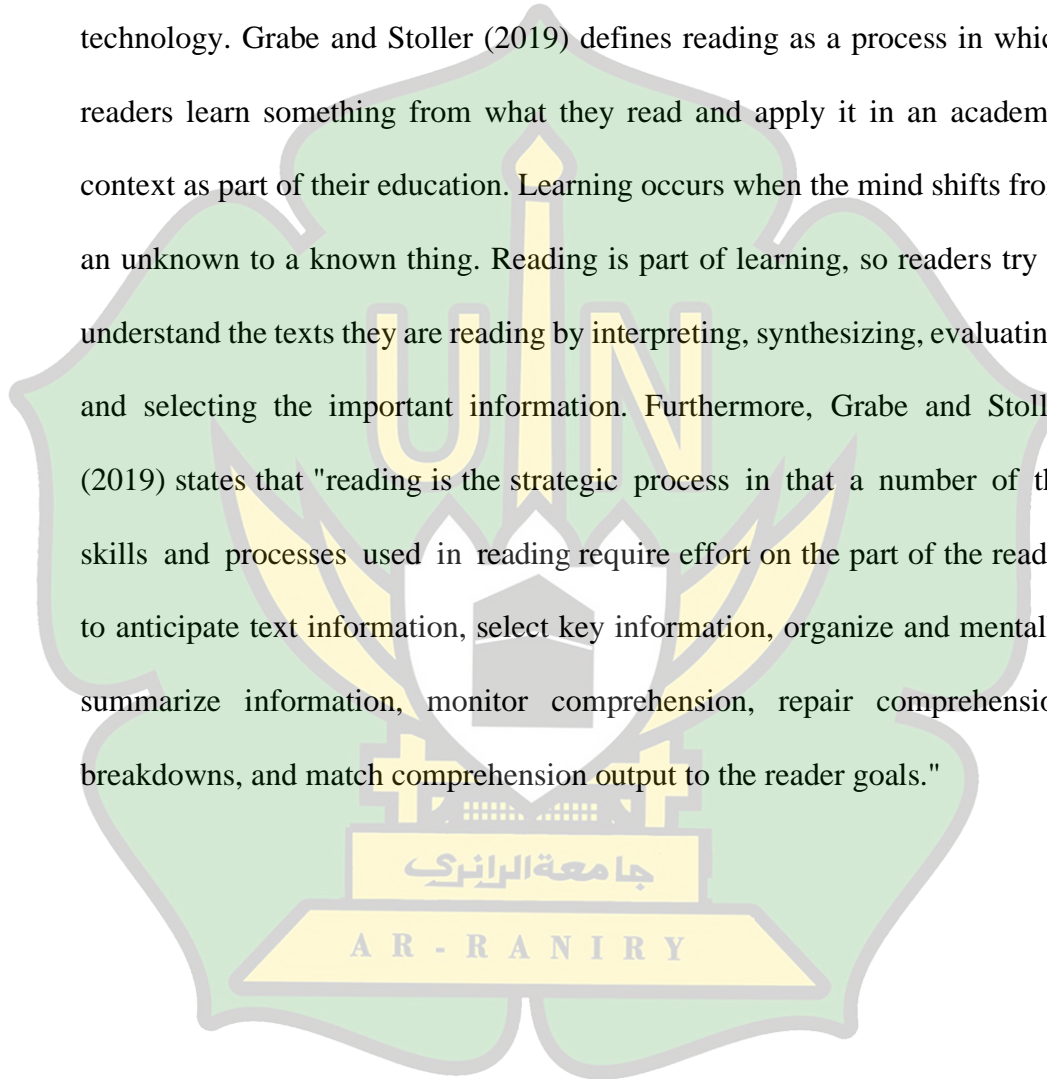
(2017) perception is about objects, events, or relationships obtained by inferring information experience interpreting messages. In human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect the human action. From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

2. *Hello English*

According to Chaudhary, et al. (2019), Hello English application is a great application to learn English that can improve our English in an interesting way. Hello English is a learning and education platform that helps users understand and learn English. The Hello English application itself can be used on laptop or PC devices, Android cellphones, iPhones, and so on. This application was developed by Culture Alley in October 2014 and has many languages to suit the user's language, such as Indonesian, Malay, Indian, Spanish, and others. This platform can be a learning tool that helps users practice their language skills, improving students' English reading abilities through the development of vocabulary in each phase of the game. As an international platform, English is used to connect the users of this app. Thus, this application can be used as a tool to help everyone, especially students, learn English. Klopfer, Squire, and Jenkins (2002) said that the mobile device has value in educational field to assist the social interactivity such as communication of the users.

3. English Reading Ability

Reading is one of the four language skills that teachers should cultivate when teaching English as a foreign language. Reading is a higher priority than other skills, not only because it allows people to obtain information and new technology. Grabe and Stoller (2019) defines reading as a process in which readers learn something from what they read and apply it in an academic context as part of their education. Learning occurs when the mind shifts from an unknown to a known thing. Reading is part of learning, so readers try to understand the texts they are reading by interpreting, synthesizing, evaluating, and selecting the important information. Furthermore, Grabe and Stoller (2019) states that "reading is the strategic process in that a number of the skills and processes used in reading require effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals."



CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to review the related literature on reading ability, hello English application and previous studies.

A. English Reading Ability

1. The Definition of Reading Ability

Reading ability is the skill of communication between the reader and the writer to get knowledge and information. According to Kadwa and Alshenqeeti (2020), reading ability will be developed best in association with writing, listening, and speaking activities. Reading ability is a great habit that can change human life significantly. It can entertain us and enrich us with knowledge and experience narrated. Some reading techniques that can help us be better and far more comprehensive readers are skimming and scanning. Reading ability is the most important ability in language class. Reading is not only a source of various information and fun activities but also a means to strengthen and expand one's knowledge of the language (Patel, Jain, and Shandilya, 2018). It means that reading is used to get some important information and helps learners build knowledge from the texts they read.

According to Tarigan, Ambarita, and Solin (2019), reading ability is a complex ability that involves letter recognition and the recognition of linguistic elements. Reading helps acquire language ability; as long as students can understand what they are reading, the more they read, the better they understand it (Harmer, 2017). Based on the statement above, it can be concluded that reading

ability is important because it helps the reader understand the teaching and learning process. Reading ability is very important in reading because, with it, students can know the meaning of the texts they read and understand what they read, such as their' vocabulary knowledge, spelling and writing, and more information from what they read.

2. Learning Reading

In the classroom, learning conveys reading ability from the teacher to students by using certain strategic techniques and certain materials to master reading itself. Learning is a complex process, not only providing information from teachers to students. So, in terms of teaching reading, teachers need to prepare and reflect on what happens during reading lessons and relate it to references about reading and how students learn to read (Watkins, 2020). Reading is one way to make students understand the teaching and learning process. Learning reading ability is important to improve student's English ability and increase their knowledge.

Learning reading may not be a simple thing, but teachers can help students achieve their reading abilities by planning and choosing the right strategies. In reading class, the teacher must decide the purpose of reading, and this is done so that students understand what to do in reading. In addition, teachers must understand the needs of students and what types of reading texts can stimulate them to be involved in the classroom and become active learners.

3. *Aspects of Reading Ability*

Reading ability is one of the most important abilities that students can learn. According to Tarigan, Ambarita, and Solin (2019), there are three important aspects of reading ability:

a. Introduction to the forms of letters and punctuation marks.

At this point, students learn how to pronounce letters and punctuation correctly in order to make coherent words. For instance, 'write' and 'right' are two separate series of letters that have the same pronunciation in English (/rait/), but different meanings. This is because 'write' indicates writing, while 'right' means right or right.

b. Introduction to linguistic elements.

At this point, students are able to identify phonemes, word meanings, sentence structures, and other punctuation marks. 'B', for instance, indicates that it should be read as /b/ rather than /d/ or another letter. For instance, the word "pencil" denotes that it is a writing instrument rather than a tool for eating or any other incorrect notion.

c. Recognition of spelling and sound patterns.

At this point, kids learn how to pronounce written words. For instance, they learn how to pronounce the word "car." The letters that already exist, /c/a/r/, must be used to voice the word instead of other letters that can have several meanings.

Futhermore, as for other aspects of reading ability are as follows:

a. Pronounce

Pronunciation is the correspondence between letter symbols and sounds, as well as the blending of these correspondences to form words. Words are merely a bunch of lines and scribbles on paper without pronunciation. The printed word "bed" has nothing inherent to it like a bed. The word "bed" is only a group of letters and their accompanying sounds that we have decided upon. The goal of pronunciation through spelling is to help readers associate written sounds with letters. Students can be taught to read and recognize new words by using these methods alone or in combination.

b. Grammar

Grammar governs the arrangement of sentences, phrases, and words in any language through a set of structured rules. Grammar is the study of language rules that explain words and the relationship between these words in the correct arrangement so that they give meaning to anyone who uses the language. Grammar is defined as a set of rules used in sentence construction. It covers a wide range of topics related to English, including: parts of speech, which include verbs, adjectives, nouns, adverbs, prepositions, conjunctions, modifiers, and so on; Clauses, which include independent, dependent, and compound clauses; Punctuation, which includes periods, commas, and semicolons when used appropriately; and Language mechanics,

which include word order, semantics, and sentence structure,.

c. Vocabulary

Vocabulary can be defined as a person's collection of words, an object, or a segment of a language. In the process of learning a language or improving one's proficiency in one that they have already learned, expanding one's vocabulary is typically seen as a crucial component. In order to complete specific subjects, schoolchildren must frequently learn new words. Additionally, a lot of people believe that expanding their vocabulary is a fun and instructive hobby. A person's process of developing their vocabulary lasts for the duration of their "reading life."

d. Fluency

The capacity to read rapidly, accurately, and expressively is known as fluency. The reader can rapidly bridge the gap between word recognition and meaning comprehension when a word is read with fluency. As such, it is necessary for each student to integrate and use many reading skills simultaneously. Although reading aloud is the most common way to assess fluency, proficient readers can also show this ability when reading silently. A person gains phonemic awareness, phonetic proficiency, and vocabulary as they grow in fluency.

e. Comprehension

When people think about reading, they think of comprehension. This is the reading experience that each individual generates.

Understanding a text or its content is known as comprehension. Reading comprehension is the most difficult skill to master. This calls on the reader to apply their general thinking skills and incorporate the other four components of reading. Similar to vocabulary, comprehension grows and gets better with practice and teaching. Considering the aforementioned factors, reading proficiency is a skill that one needs to develop in order to become a better reader.

B. Hello English Application

1. The Description of Hello English Application

The Hello English application can be used on laptops or PC devices, Android phones, iPhones, and so on. Hello English is one of Asia's largest English-learning educational platforms, with over 50 million users. The Hello English app has won several awards, including Google's Editor's Choice Award in 2017 and 2018. In addition, it also received the Mobile App Award (IAMAI), Google's Best Apps of 2016, and other awards. This application was developed by Culture Alley in October 2014 and has many languages to suit the user's language, such as Indonesian, Malay, Indian, Spanish, and others.

The Hello English application is designed to help students improve their English language skills, especially in increasing and searching for vocabulary through the dictionary in the application, so that it can improve students' English reading skills. In addition, the Hello English application is an interactive, contextual, and interactive learning application that has global and local ranking features. This ranking feature is obtained based on the coins that users

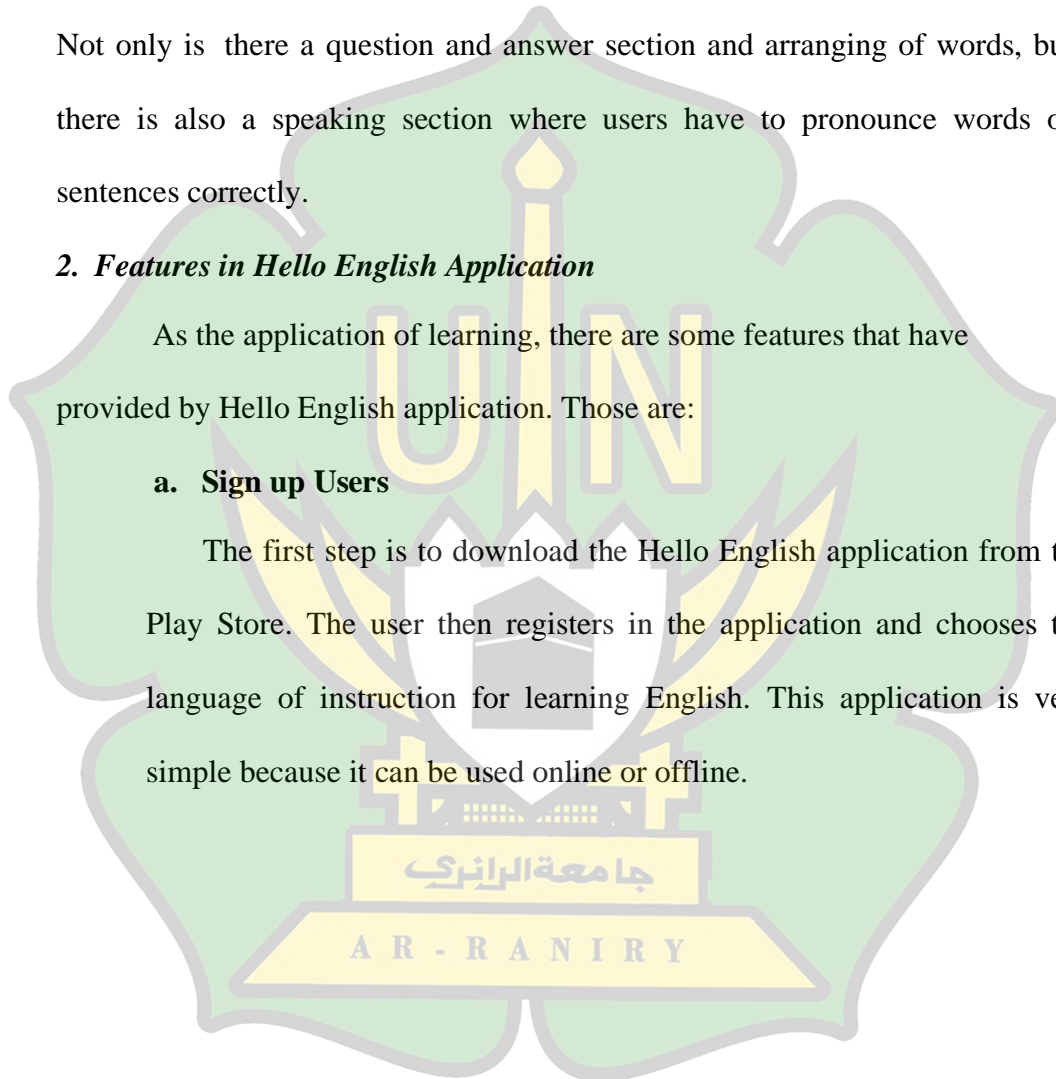
accumulate every time they study. This can make users more eager to learn English. In this application, users can find 475 free lessons and 1000 games. The Hello English app has lots of English materials. The material is divided into 12 phases. Each phase has an average of 50 topics, and each topic has three games. Not only is there a question and answer section and arranging of words, but there is also a speaking section where users have to pronounce words or sentences correctly.

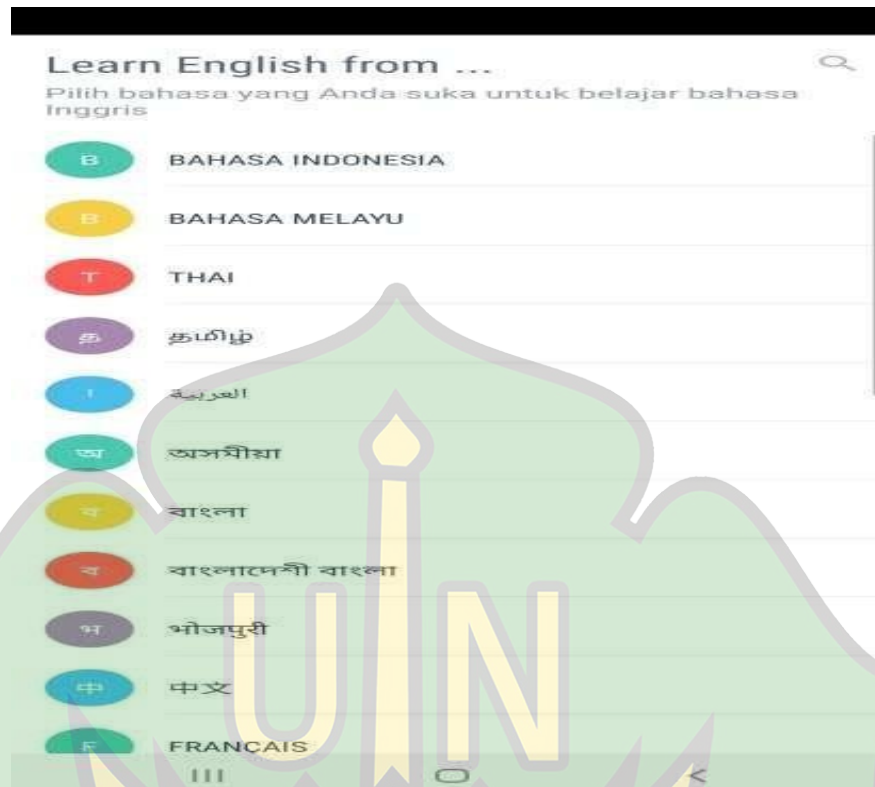
2. Features in Hello English Application

As the application of learning, there are some features that have provided by Hello English application. Those are:

a. Sign up Users

The first step is to download the Hello English application from the Play Store. The user then registers in the application and chooses the language of instruction for learning English. This application is very simple because it can be used online or offline.

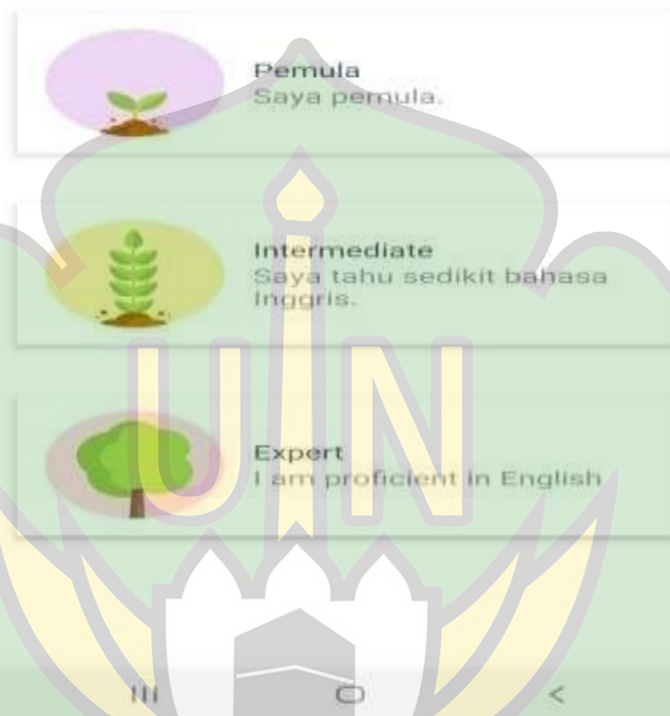




b. Choosing Levels

The student will select their desired level after registering as a user. Hello English has three level categories: beginner (really new to learning English), intermediate (a little know-how about English), and expert already proficient in English.

Pilih level awal Anda (untuk belajar bahasa Inggris)



c. Choice as a Requirement

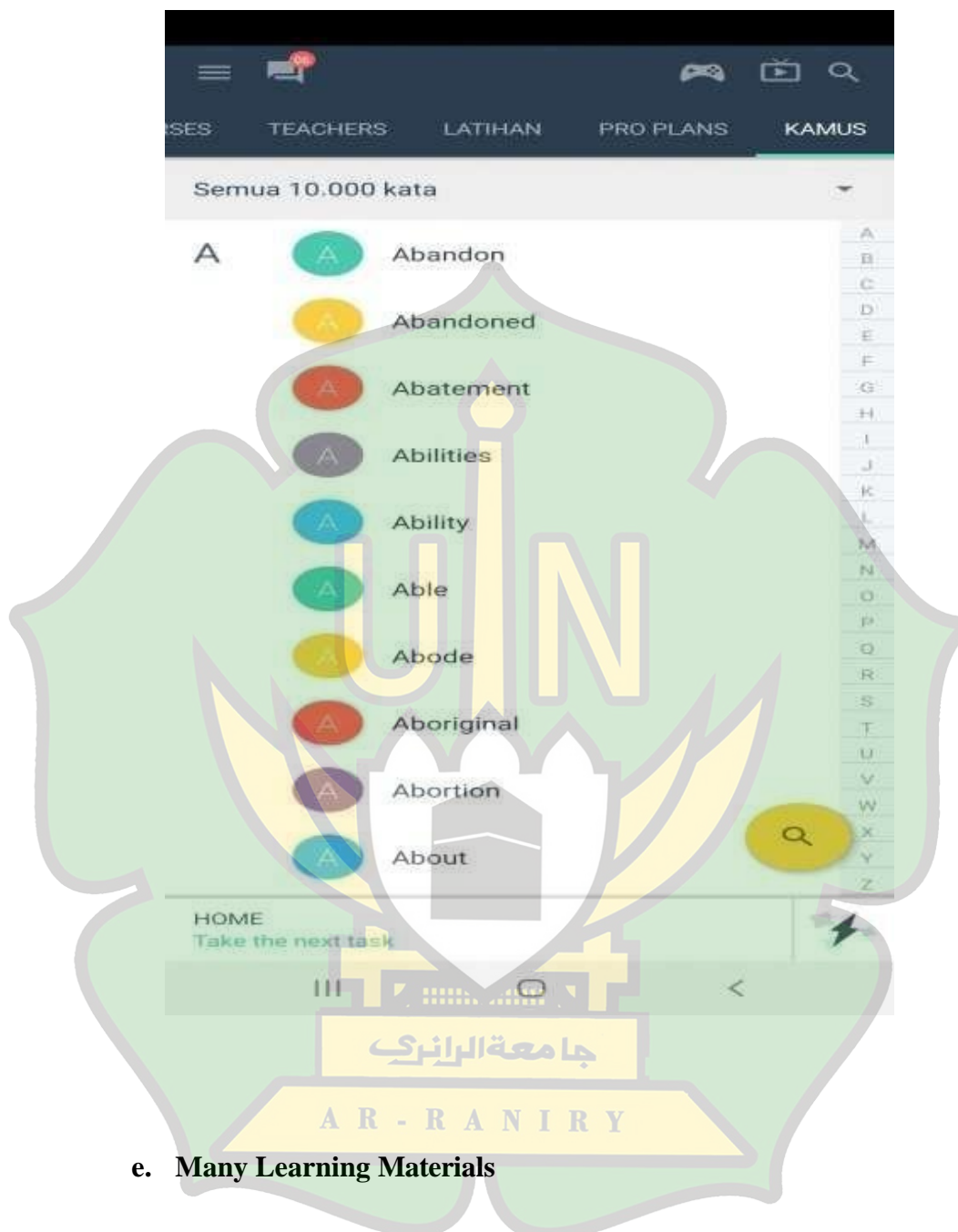
The Hello English app displays the options for learning English, such as for exams, a better job, or for other reasons. So, this application will fulfill student desires and needs to learn English and meet their needs.

Mengapa Anda ingin belajar bahasa Inggris?



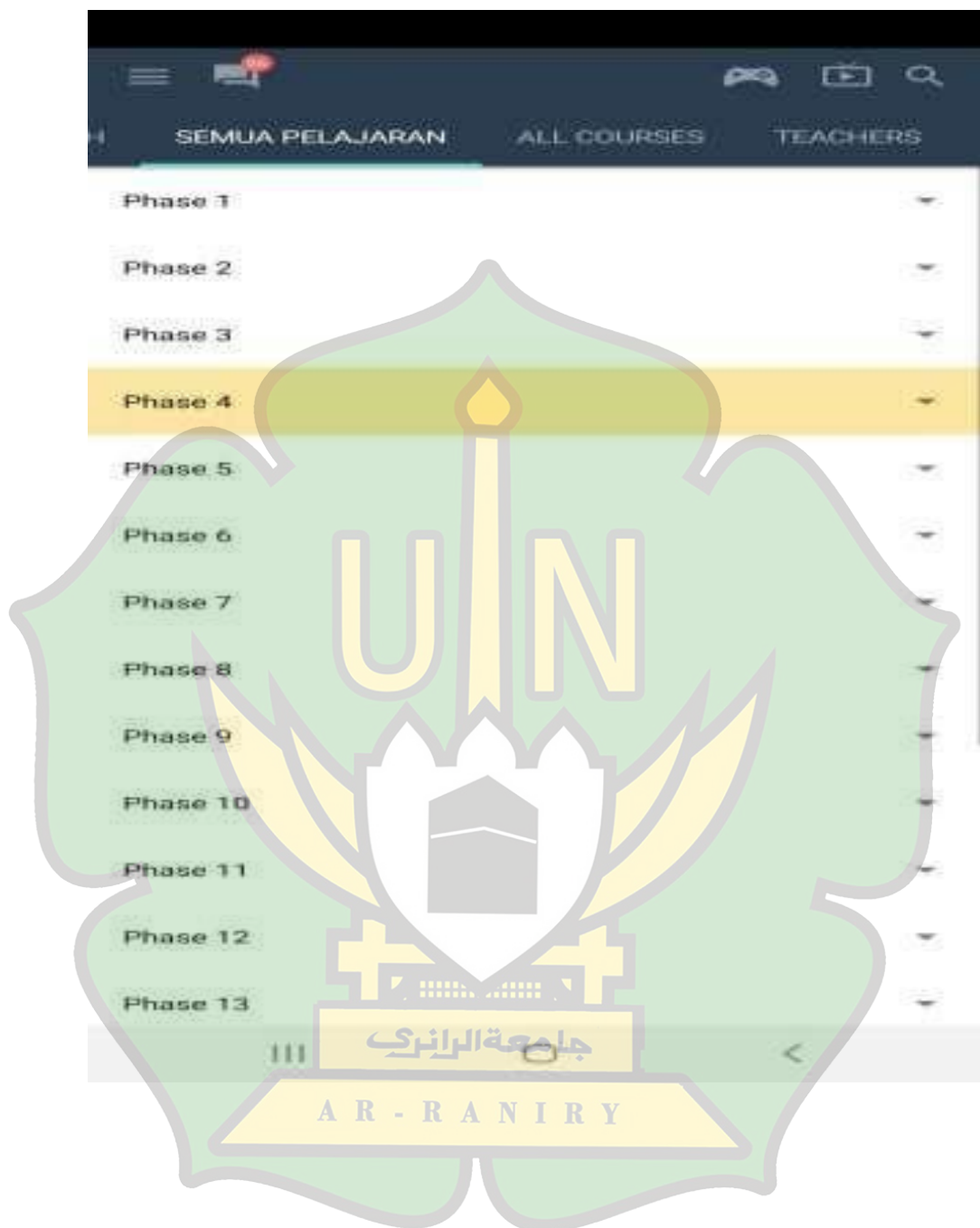
d. Dictionary A R - R A N I R Y

The Hello English application is equipped with many words, and it has been proven that this application has approximately 10 thousand words. If we use this application, we will have no trouble finding other applications to find vocabulary translations.



e. Many Learning Materials

Hello English covers a wide range of topics, from simple to difficult. Each material is divided into 12 stages with 50 discussion topics. Each topic also has its own game stages. And in each game, students are required to compile vocabulary to get a word that is correct and appropriate.



f. Premium Features

This Hello English application has premium features that give us unlimited access to learn English. However, we must know that this feature is not free. We must pay before we enjoy.

3. The Advantages and Disadvantages of Hello English Application

According to ButarButar and Simatupang (2020), there are many advantages and disadvantages to using the Hello English application.

a. Advantages of Hello English Application

- 1) This application is free and can be downloaded without paying any fees.
- 2) This app contains more than 250 lessons that help students learn English in a fun way.
- 3) There are several games for reading, writing, listening, and speaking that give students an easy way to learn.
- 4) This application makes it easier for students to practice speaking English.
- 5) The app has a built-in dictionary of English words, which helps students learn more words and spellings.
- 6) This is a level-based application that helps students be more confident in learning English.

b. Disadvantages of Hello English Application

- 1) Connection limitations occur when students use this application because they must have a strong connection, and when they want to log out, they suddenly have to repeat.
- 2) When students play parts of the game, they must stay. If they want to leave while the game isn't over, they have to start over.
- 3) When students want to open some of the available courses, they must have coins and need to pay a premium for locked courses.

CHAPTER III

METHODOLOGY

This chapter provides the research design, research location, research participants, technique of data collection, and technique of data analysis.

A. Research Design

Based on the research question, the approach that was used in this research was descriptive qualitative research since the researcher wants to find out the students' perception of using the "Hello English Application" on their English reading ability. According to Mason (2002), qualitative research is a method where the researcher can explore a wider social aspect including the movement of social life, the understanding, experience and thought of participants. Creswell and Creswell (2017) states that qualitative research is a method of exploring and understanding the problems that happen in social or in human interaction. This type of research requires the data to be in written report where the data will be built from the particulars to general themes by involving questions and procedures. For my study, qualitative research was used to explore how the students' perceptions of using the "Hello English Application" on their English reading ability.

B. Research Participants

1. Population

A population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. Creswell and Creswell (2017) states that a population is a group of individuals who share same characteristic or behavior. The population in this research was all present students of English Department at UIN Ar-Raniry.

2. Sample

Majid (2018) says that sample is representative that represents the behavior, characteristics and thought from the population. Creswell (2008) states that the sample is the core part of the population that will be the source of data in the study. The author needed a sampling method that is suitable for the research. Therefore, the sampling technique used is purposive sampling. In the line with that, Kothari (2004) describes purposive sampling as the way of sampling where the researcher selects the participants randomly. Purposive sampling is a sampling technique that is carried out with certain considerations only. The use of purposive sampling in this research aims to see how students perceive the use of "Hello English Application" on their English Reading Ability. In addition, According to Ilker (2016), purposive sampling is a technique by determining certain criteria. This technique aimed to avoid non-specific results. In this study, the writer took 10 (ten) participants, including female and male students namely: (NS, RA, RI, FIA, ZR, CHN, DNA, CM, CUM and AM). Thus, selecting a total of 10 participants must meet specific criteria. The following criteria were used in this

study:

- a) Students of the English Department of UIN Ar-Raniry were present.
- b) A student who has used the Hello English application.

C. Technique of Data Collection

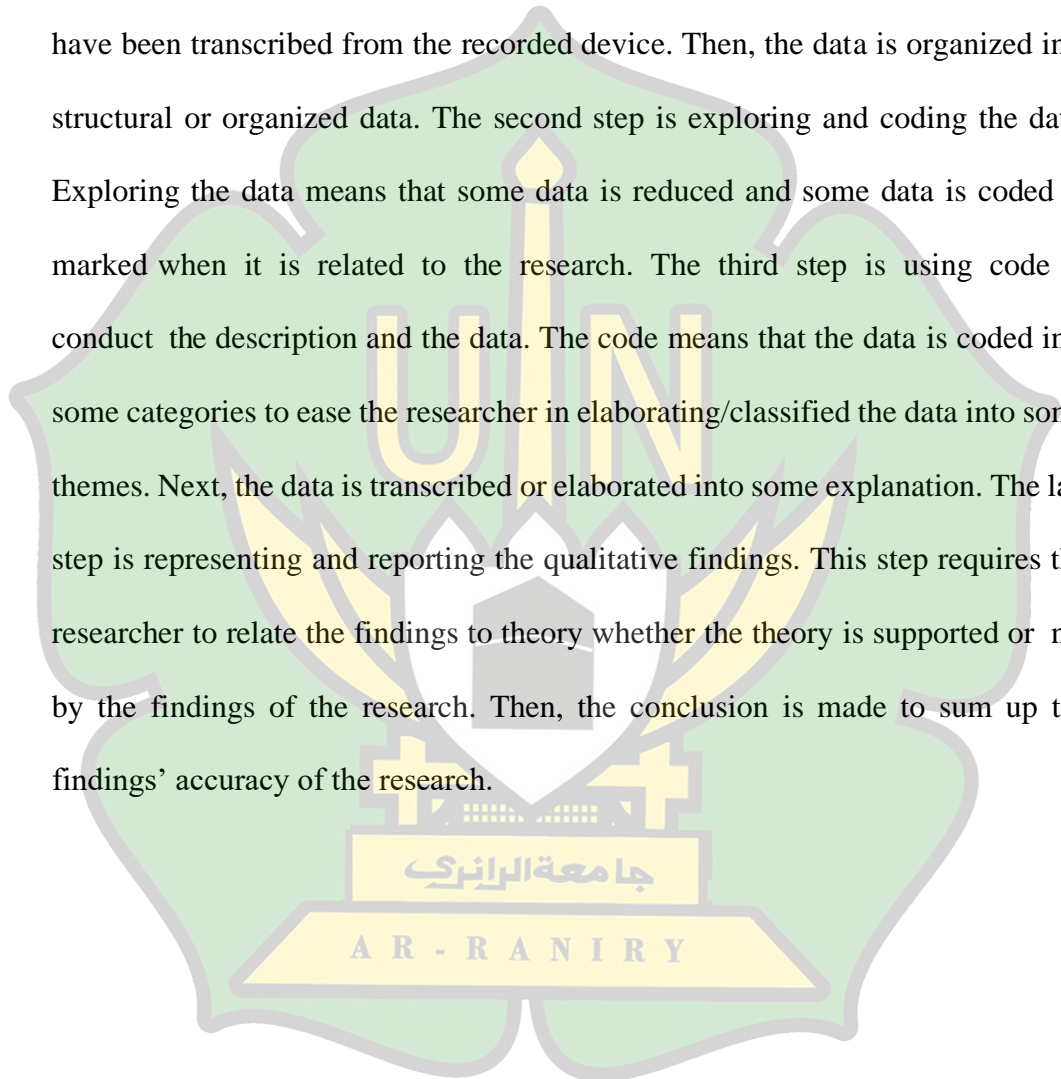
To begin collecting the data, the researcher will search the information about the students who have already used Hello English application. The next step, the researcher will contact those participants to do interview.

1. Interview

Ryan, Coughlan, and Cronin (2009) says that interview is an activity that allows the interviewer to find out the ideas/opinions/experiences from the participants freely. In this study, interview was used as the instrument of data collection. Interview helps the researcher to find out wider information about the particular topic of this study. In order to get deeper information, an in-depth interview was used in this research. Harrel and Bradley (2009) stated that the rhythm of interview varies from one stage to another stage. It means that the length of each section of interview may vary from one question to another question so that there are some gained data will be not enough. To anticipate this case, the researcher used semi-structured interview. McIntosh and Morse (2015) conveyed that semi-structured interview is a framework where the listed questions can be modified or added in order to get deeper information. The interview section was recorded by using recording device. Thus, the researcher used semi- structured interview as an instrument to collect the data from the participants.

D. Data Analysis

According to Creswell and Creswell (2017), there are several steps that have to be done by the researcher in analyzing the data. Firstly, preparing and organizing the data. This first step, the researcher needs to prepare the data that have been transcribed from the recorded device. Then, the data is organized into structural or organized data. The second step is exploring and coding the data. Exploring the data means that some data is reduced and some data is coded or marked when it is related to the research. The third step is using code to conduct the description and the data. The code means that the data is coded into some categories to ease the researcher in elaborating/classified the data into some themes. Next, the data is transcribed or elaborated into some explanation. The last step is representing and reporting the qualitative findings. This step requires the researcher to relate the findings to theory whether the theory is supported or not by the findings of the research. Then, the conclusion is made to sum up the findings' accuracy of the research.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research. The data were collected through interview to gather information about the students' perception of using the "Hello English Application" on their English reading ability.

A. Findings

This study explores the students' perception of using the "Hello English Application" on their English reading ability, this study used a semi- structured interview. Ten participants were all present students of the English Language Education Department of UIN Ar-Raniry Banda Aceh. Each participant was asked the same questions. Furthermore, the researcher used Indonesian in an interview to get meaningful information.

1. Students' perceive about the Use of Hello English Application toward their English Reading Ability

Based on the results of interviews with 10 students, research results regarding Students' perceive about the use of the Hello English Application Toward their English Reading Ability can be found as follows:

a. Hello Application

Hello English is an application of social medium that can make the users, especially students interactive and creative. Many features can be given from the Hello English application, such as grammar, reading, vocabulary, conversation, and so on.

RA Said

“Yes, I know the Hello English app. It is an applications which we can use to improve our english skill from the very basic level.

RI and CUM also added.

“Yes I've heard of it. I know, hello English is an application that can help you learn English

Based on the interview above, it can be seen that students are familiar with Hello English applications to help improve English learning. Besides the application is really appropriate in English lesson. It makes students more focus and active. Moreover, using android as the media in teaching activity is recommended because students always bring their phone to school so they could learn reading ability anytime. Hello English contains contextual conversations. When students seem focused on other things, teachers can use this application as a strategy that will restore student focus. Moreover, according to students' perceptions, this application can also make students learn interesting. This can be seen based on the results of the following interview:

b. Hello English Application is Interesting

In this application there is a coin system that makes it fun. This coin is used to unlock a course that is not yet open. These coins are obtained in various ways, such as completing lessons, practice conversations, reading articles, playing games, watching videos, listening to audios, and reading books. So, this application is so fun in teaching and learning process in English language. In other words, the use of educational application from Android can improved the students' English competence in learning English.

CHN said.

“Yes, it's very interesting, there are various features for learning English yes, hello english application so interesting to use.

CM also said.

Of course, the Hello English application is very interesting to use for learning English because there are many methods that make it easier to understand the material and fluency in English.”

Furthermore, respondents also responded that:

RI said.

“The reason why I use this app is because this app helps us learn English based on our level. If we are new to learning English, this app will provide several courses related to the basic level in English.

FIA also added

Because you can Learn English & grammar with useful conversations. All lessons are offline, so it's easy to learn anywhere And there are also fun games can make it easier to learn English.

ZR said.

Because this application really helps me to improve my English. Because hello English application helps me in learning English The application can help people to improve their English skills because it is very useful for English education.

AM also added.

Because the Hello English application is suitable for students like me, it can help improve English skills, especially reading skills.

Based on the results of the student interviews above, it can be concluded that the Hello application is very interesting to use in the English learning process. Because you can Learn English and grammar with useful conversations. All lessons are offline, so it's easy to learn anywhere And there are also fun games. Apart from that, this application also helps us learn English

based on our level. If we are new beginner in learning English, this app will provide several courses related to the basic level in English. Furthermore, students are very interested in Hello English because it can be accessed via a smartphone. Students become more enthusiasm during the learning process, so that they can more easily understand the lesson. Yuliawati (2018) concludes that learning English with Android mobile enriches their motivation to learn English independently. Students are very helpful when they want to improve their reading.

Then students also gave the perception that teachers rarely provide this application in the learning process. This can be seen from the following student responses:

c. Use the Hello English application in the learning process

Hello English application has rapidly increasing among the user of second language learning, it help most of people enhance their specific English language skills. This application itself has been proven in having a lot features to facilitate learners. Interactive lessons, interactive games, discussion with teacher, practicing using daily news and videos, conversation and speaking practice game, dictionary and few more feature on the mobile application to build learner abilities.

RA said.

I am not sure if the teacher uses this app in the learning process. But in my view, teachers should recommend this app to the students.

ZA also added

It will be useful for students in improving their knowledge in English.

FIA and CUM said

No, teachers rarely use this application in teaching.

The hello application can improve students' reading skills. This can be known based on the results of the following interview:

NS and RA said.

Yes, with this application there is a lot you can learn, starting from reading, grammar, speaking, writing and listening. In my view, this app does not focus on reading abilities. It is focused on improving our speaking skills and listening skills. And also this app teaches us how to use English grammar properly. But, at some course, this app provides some teachers who will teach us via online and decide which skills we want to improve.

RI and CHN also added

“Yess, very helpful to improve my reading Yes, this application is very helpful in improving English reading Yes, of course, this application is very helpful in the process of learning to read, and you can discover lots of new vocabulary.

Besides students perception that:

NS said.

“With the word arrangement game in the application, it can increase students' vocabulary so that when reading English it is easier for students to understand the text.

RA also added

The app will allow us to choose from which stage we want to learn first with the scale basic, intermediate, and advanced level.

FIA said

The application provides a game that is available before the game starts there is an explanation of the material, with the sake of easier to use in the application it is very interesting to learn to improve students' reading with lots of English games First, he presents a lot of vocab and we can also learn how to pronounce it through this application.

ZR and DNA also added

In practical English Phrases can read better (don't understand the question).

The stages can be to learn vocab, how to pronounce it correctly in a sentence so that you can improve reading ability follow es, in this application there are also reading exercises available so that users can improve their reading skill.

As a result, the majority of respondents indicated that most of them view the Hello English mobile app as a fun media to use in their reading ability learning and can reduce the boredom of assisted readers while learning reading ability. Many agree with this statement. They think the app encourages and relaxes them as they agree with the statement in the interview that describes how they feel when using the app. Proper approach to eliminating fear and anxiety in language use among students will appear to be beneficial to students in many ways as the excitement of participating in games will always encourage both the conscious and unconscious support of learners who learn and acquire language. Most importantly, enjoyable language activities can help alleviate student learning.

2. Challenges Students Faced in Using Hello English Application

Students may have difficulty understanding and expressing themselves in English, especially if it's not their first language. 2. Varying proficiency levels: Students in the classroom may have different levels of English proficiency, making it challenging to cater to everyone's needs effectively. Based on the results of respondents' interviews with 10 students, it can be seen that the second research questions is as follows:

NS said

So far, while using the application, there have been no serious problems, most of all the free features often appear annoying advertisements The only

problem when using this app is that this app is a bit expensive.

AM also added

To unlock some features, we have to pay in dollars which is a bit higher than rupiah.

From the results of the interview above, it can be seen that the students' challenge in using this application is that the only problem when using this app is that this app is a bit expensive. To unlock some features, we have to pay in dollars which is a bit higher than rupiah. Then also, sometimes using Hello English has too many advertisements so sometimes this is annoying and first opened the application, there were choices, there was SSC and others. ITS about technical problems in starting the application. However, this application has several advantages and disadvantages, such as the results of the following student responses:

NS Said

“The advantage of using Hello English is that it has many features, the application is also free, the material is also easy to understand, it can improve our reading.

RI Also added **A R - R A N I R Y**

The downside is that there are too many ads. The advantages of this app are; playful, enjoyable, easy to understand, and give a real course in learning English. While the disadvantage is a bit expensive from the other app.. The advantage is that it's free, there are many interesting games, the user is not too complicated. The lack of appearance is less attractive The advantage is that it is very easy to use, there are no disadvantages.

RA Said

Advantage: can learn English with various methods. Disadvantage: the advertisements in this application sometimes hinder the learning process. Improve my English. The apps are easy to use on a daily basis, but I have a

problem with the kind of cheating.

Based on the results of the interview above, it can be concluded that the advantage is that by using this application it is easier for us to read English, while the disadvantages so far are none. The advantages: 1) The students can learn English in a funny way, it is known that the application provides simple and colorful display design and also pronunciation of the words. 2) The students can understand English easily, because in every lesson and exercise there is a brief explanation about the material clearly and use the accessible words. 3) The students can learn English step by step, because this application provides the basic level to intermediate level and completed with the grammar and vocabulary according to the level. 4) The students' reading skills can improve significantly, because the materials are clear and easy to understand. Disadvantages: 1) there are advertisements that hinder learning 2) there are premium features so they cannot be accessed by non-subscribers.

B. Discussion

Hello English Application by CultureAlley is a free language learning application. Basically, this app is about tutors, online courses, and video games that combined into one app. It has nearly 500 interactive audio and video lessons as well as entertaining practice games to improve reading, writing, and speaking skills. It contains dictionary application which has more than 10000 English words. There is also a voice recognition feature that you can use to measure how well you speak. Users can learn English with instructions with a choice of 22 languages such as Spanish, Hindi, Tamil, or Portuguese. Hello English is

available on Google play store, iTunes store, and Microsoft store. This app is free to download with ads and also offers in-app purchases.

In this study, the object is an app called Hello English which is detected by five sensors. Respondents received encouragement and continued to use the Hello English mobile app for their learning of English words. In the process of learning reading using the Hello English app, students are asked to use a variety of features. These should be related to the reading of words. Other features used are dictionaries, books, stories, word of day, articles, day tips, spelling challenge, word games, spelling bee, and tea. Learning vocabulary using the Hello English app builds the learner's independence in learning English and fulfills the responsibilities of fulfilling his or her teacher's tasks and instructions. The teacher's job is to give instructions to students and to monitor students' activities in learning vocabulary using the Hello English app.

As a result, the majority of respondents indicated that most of them were watching the Hello English mobile app which can reduce the boredom of students who are assisted while learning English. Learning vocabulary with Hello English was fun and encouraged them to continue learning. Learning vocabulary using Hello English makes them want to learn more English. Students not only develop knowledge but also apply it to their learning when learning about appropriate programming games. Ersoz (2000 quoted in Cam and Tran, 2017) shows that challenging and humorous games are very encouraging.

Reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled

reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection. According to Tarigan, Ambarita, and Solin (2018), reading ability is a complex ability that involves letter recognition ability, recognition of linguistic elements. Reading helps acquire language ability; as long as students can understand what they are reading, the more they read, the better they understand it (Harmer, 2017).

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and writing. Based on the statement above, it can be concluded that reading ability is important because it makes the reader understand the teaching and learning process. Reading ability is very important in reading because, with it, students can know the meaning of the texts they read and understand what they read, such as students' vocabulary knowledge, spelling and writing, and more information from what they read. Language ability is the ability for letter and language recognition on vocabulary and spelling knowledge.

Besides the Hello English app has a lot of practice in English. For practicing the lesson, the users do not need the Internet but for installing the application, the users should be connected with the Internet. The steps to operate this application is easy, it is not take a lot of time and anyone can operate the application by themselves because the instructions are very clear. Nevertheless, the writers have simple steps to operate this application, the users can follow these steps:

1. Install the Hello English application on Google play store or iOS. This application also can be downloaded on windows or web.

2. Select the language, we can choose our mother language to ease us in understanding the explanation and the other features.
3. Select the starting level; there are 3 levels on it, beginner, intermediate and expert.
4. Choose one that related to our ability.
5. Filling out questionnaires a
6. For following English, it is about the reason why we learn English.
7. Select a desirable questionnaire's test.
8. Put the avatar photo, there are several characters provided.
9. Put your active number to get SMS verification.
10. A limited start.
11. All you have to do is pick one thing, all housework, life, teacher, dictionary, etc.
12. Take one of these and get started

Besides, many things can be found in this Hello English application, we can not only listen, and learn new vocabulary, but we can also learn while playing games, chatting, and many other interesting things in this Hello English. There are many differences, hello English has many features so that we can learn 4 aspects of language skills, namely reading, listening, speaking, and writing. However, to be able to master these skills, the Hello English application has vocabulary training, you can use VPN to practice speaking, and it has long texts that can improve reading skills and writing assignments, this application is also easy to access anytime and anywhere and also has premium features.

The previous research was conducted by Yuanita and Hidayat (2019), from the Department of English Education at Muhammadiyah University of Surakarta in 2019. The title of the research is "The Implementation of Hello English Application as English Learning Media to Teach Speaking Skill in Tourism Major the Tenth-grade Students at SMK Nigeria 1 Karanganyar". The researcher observes several theories and reads several books as references and information that is relevant to the topics discussed. The author conducted research at SMK Nigeria 1 Karanganyar. The results of the study have revealed that the Hello English application is an excellent technique to motivate students and increase their involvement in the speaking learning process. Other previous research was conducted by Puspitaloka, Hasanah, and Rahmawati (2017), from the University of Singaperbangsa Karawang. The title is English Vocabularies Enrichment Through "Hello English" Android Based Educational Game for Young Learners Classroom. The researcher observes several theories and information relevant to the topic discussed. The author researched young learners. The results of the study revealed that the Hello English application is an excellent technique to motivate students and increase their vocabulary. In addition, other previous research was conducted by Satriani (2019), from the University of Makasar, Indonesia. The title is The Implementation of Hello English Application in Teaching Vocabulary.

The results of the study revealed that the Hello English application is effective in teaching vocabulary processes by students because easy to present material and easy to understand. The difference between the previous research mentioned above with this research is that the previous research used a different

role. In the research Sandy Juanita focus on the speaking skill. Puspitaloka, Hashanah and Rahmawati (2017) focus in vocabularies enrichment for young learners, and Satriani (2019) same focus in teaching vocabulary. Meanwhile, this study focuses on students' perceptions and challenges when using the Hello English application for their English reading ability.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusion and suggestions based on the findings of the research.

A. Conclusion

The conclusions of this study are: First, applying Hello English to makes students interested in learning and more positively responsive to teachers. This implementation has been very effective during the observation period, and students can continue to use the application without an internet connection, so there is no problem. It is also a combination of textbook content and Hello English lessons. Second, teachers believe that learning with smartphones will increase students' interest in learning. When students are more enthusiastic about their learning activities, Students were then asked to practice vocabulary. Finally, by introducing "Hello English" to your English learning, you can get used to speaking in English and practice your pronunciation. Students realize how important vocabulary is to understanding conversations, so they can more easily memorize reading and increase their collection by practicing reading and interpreting conversations. students' reading ability. Besides from the results of the interview above, it can be seen that the students' challenge in using this application is that the only problem when using this app is that this app is a bit expensive. To unlock some features, we have to pay in dollars which is a bit higher than rupiah. Then also, sometimes using Hello English has too many

advertisements so sometimes this is annoying and first opened the application, there were choices, there was SSC and others. ITS about technical problems in starting the application.

B. Recommendation

The researcher gave several suggestions to several groups including teachers, students, and future researchers.

a. For teachers

To improve the students' perception of using the "Hello English Application" on their English Reading Ability.

b. For students

Students are expected to be able to be more active in learning reading ability. Students should not just wait and get learning materials from teachers, because with the development of technology, there are so many learning media that can be utilized.

c. For future researchers

The researcher hopes that future researchers will be able to analyze what problems students often face in learning English. Hopefully, later we will be able to explore all problems in English language skills and also be able to Hello English application on their English reading ability.

REFERENCES

- Adger, C. T., Snow, C. E., & Christian, D. (Eds.). (2018). *What teachers need to know about language* (Vol. 2). Multilingual Matters.
- ButarButar, R., & Simatupang, E. (2020). The impact of technology Hello English application in EFL classroom. *Lingual: Journal of Language and Culture*, 8(2), 11-17.
- Cakmak, F. (2019). Mobile learning and mobile assisted language learning in focus. *Language and Technology*, 1(1), 30-48.
- Cam, L., & Tran, T. M. T. (2017). An evaluation of using games in teaching English grammar for first year English-majored students at Dong Nai Technology University. *International Journal of Learning, Teaching and Educational Research*, 16(7), 55-71.
- Chaudhary, V., Tang, Y., Guzmán, F., Schwenk, H., & Koehn, P. (2019). Low-resource corpus filtering using multilingual sentence embeddings. *ArXiv Preprint ArXiv:1906.08885*.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W. (2008). *An introduction to qualitative research*. Nelson Mandela Metropolitan Municipality University.
- Fithriani, R. (2020). Grammatical errors in Madrasah Aliyah students' narrative texts: An error analysis of the surface strategy. *Ta'dib: Jurnal Pendidikan Islam*, 25(1), 6-20.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*. Routledge.
- Harmer, J. (2017). *How to teach English*. Oxford University Press. 62(3), 313-316.
- Harrell, M. C., & Bradley, M. A. (2009). *Data collection methods: Semi-structured interviews and focus groups*. Rand: National Defense Research Institute.
- Herold, B. (2016). Technology in education: An overview. *Education Week*, 20(7), 129-141.
- Hindy, J. (2020). 10 best gallery apps for Android!" androidauthority.com. Accessed Feb, 11.
- Ilker, E. (2016). *Comparison of convenience sampling and purposive sampling*. *comparison of convenience sampling and purposive sampling*, 2(8).

- Johnson, K. (2017). *An introduction to foreign language learning and teaching*. Routledge.
- Jufri, J. (2014). *Applying schema theory in teaching reading comprehension*. Proceedings of ISELT FBS Universitas Negeri Padang, 2(4), 255-264.
- Kadwa, M. S., & Alshenqeeti, H. (2020). The impact of students' proficiency in english on science courses in a foundation year program. *International Journal of Linguistics, Literature and Translation*.
- Kembaren, F. R. W., & Lubis, M. H. (2022). Student's perception of Hello English application on students vocabulary learning. *Inspiration (Instructional Practices in Language Education)*, 1(2), 59-70.
- Kennedy, U. (2019). Effect of the scaffolded reading experience using a graphic novel on the English reading comprehension and reading motivation of Thai EFI students.
- Klopfer, E., Squire, K., & Jenkins, H. (2002). Environmental detectives: PDAs as a window into a virtual simulated world. *IEEE International Workshop on Wireless and Mobile Technologies in Education*, 6(8), 95-98.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kuo, Y. C., Yang, S. W., & Kuo, H. H. (2010). Learning bridge: a reading comprehension platform with rich media. *World Academy of Science, Engineering and Technology*, 4(2), 934-936.
- Liana, R. M. Y., Wahyudin, D., & Hanoum, R. N. (2018). Pengaruh penggunaan aplikasi "Hello English" berbasis smartphone android terhadap peningkatan hasil belajar siswa pada mata pelajaran bahasa inggris di SMP (kuasi eksperimen pada mata pelajaran bahasa inggris siswa kelas VII di SMP Negeri 1 Kadipaten). *Educational Technologia*, 2(2), 122-128.
- Majid, U. (2018). Research fundamentals: study design, population, and sample size. *Undergraduate Research in Natural and Clinical Science and Technology Journal*, 2(4), 1-7.
- Mason, J. (2002). Linking qualitative and quantitative data analysis. In *Analyzing Qualitative Data*. Routledge, 89-110.
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*, 2, 2333393615597674.

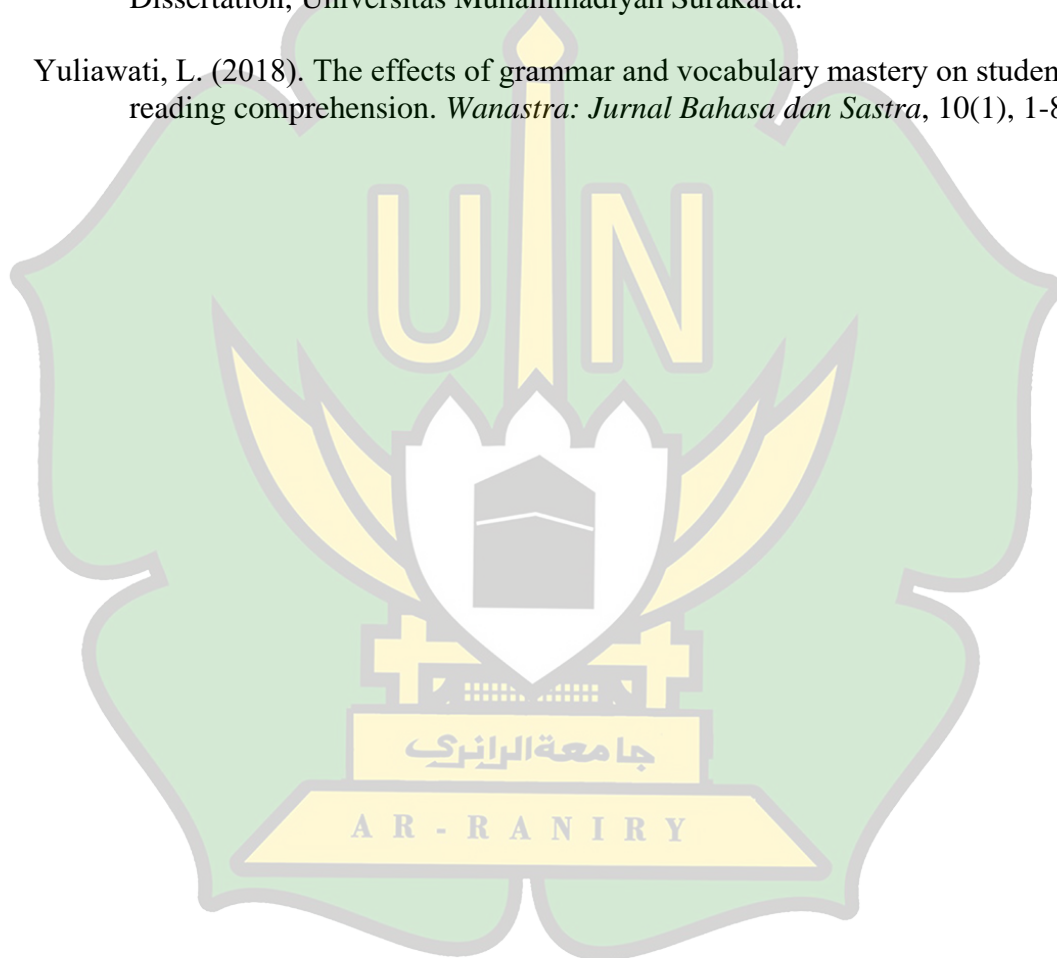
- Mulyani, S. R. (2022). *The effect of Hello English application towards students' vocabulary of the first grade at SMPN 25 Pekanbaru*. Doctoral Dissertation, Universitas Islam Riau.
- Nor, F. M., Mazlan, M. H., & Rajab, A. (2015). English language teachers' perceived difficulty of English skills faced by ESL learners. *Journal of Advanced Research in Social and Behavioural Sciences ISSN*, 1(1), 12-18.
- Patel, A., Jain, S., & Shandilya, S. K. (2018). Data of semantic web as unit of knowledge. *Journal of Web Engineering*, 17(8), 647-674.
- Purworini, D., Kuswarno, E., Hadisiwi, P., & Rahmat, A. (2017). Crisis communication in an internal conflict: a social constructionist perspective. *Pertanika Journal of Social Sciences & Humanities*, 2(6), 17-23.
- Puspitaloka, N., Hasanah, U., & Rahmawati, I. (2017). English vocabularies enrichment through "Hello English" android based educational game for young learners classroom. In *Conference Proceedings of The 2nd International Conference*, 8(6), 140-148.
- Putri, D. C. (2022). *Students' perception on the use of online learning platform at the second year students' of english language education at Universitas Islam Riau*. Doctoral Dissertation, Universitas Islam Riau.
- Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35). Cambridge, England: Cambridge university press.
- Rudiansyah, R. (2023). Student's perception on use of Hello English application in vocabulary learning for efl classroom. *English Language, Linguistics, Literature, and Education Journal*, 5(2), 67-77.
- Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal of Therapy and Rehabilitation*, 16(6), 309-314.
- Satriani, S. (2019). *The implementation of Hello English application in teaching vocabulary*. Doctoral Dissertation, Universitas Negeri Makassar.
- Siregar, S. D., Sari, S. M., & Simamora, D. F. (2020). Using application based on smartphone android "Hello English" to increase students' english competency. *English Education: English Journal for Teaching and Learning*, 8(01), 47-56.
- Tarigan, Y. S., Ambarita, B., & Solin, M. (2019). The development of reading

materials in school literacy movements for senior high school students based on local culture of karo. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 269-288.

Watkins, V. (2020). Reading collaborative reading partnerships in a school community. *Changing English*, 27(1), 15-33.

Yuanita, S., & Hidayat, N. S. (2019). *The implementation of Hello English application as english learning media to teach speaking skill in tourism major at the tenth grade students at SMK Negeri 1 Karanganyar*. Doctoral Dissertation, Universitas Muhammadiyah Surakarta.

Yuliawati, L. (2018). The effects of grammar and vocabulary mastery on students' reading comprehension. *Wanastra: Jurnal Bahasa dan Sastra*, 10(1), 1-8.



LIST OF APPENDICES

Appendix A. Appoinment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 12194/Un.08/FTK/Kp.07.6/11/2023

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Merimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama RI;
 - Keputusan Menteri Keuangan Nomor 293/Kom/05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-2290/Un.08/FTK/Kp.07.6/01/2023
- KEDUA : Menunjuk Saudara :

- Khairiah Syahabuddin, MHSocSci, MTESOL, Ph.D Sebagai Pembimbing pertama
- Rahmi Fhonna, MA Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : Miftahul Jannah
NIM : 170203179
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Student's Perception of Using The "Hello English Applications" on Their Reading Ability

- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 23 November 2023
Dekan,

Tembusan

- Salinan Kementerian Agama RI di Jakarta;
- Direktor Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktor Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Pembendataraan Agama (KPPA) di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kapala Region Kevangan dan Akutansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Asip

Saiful Muluk



Appendix B. Recommendation Letter from The Fakultas Tarbiyah dan Keguruan
to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2720/Un.08/FTK.1/TL.00/3/2024
Lamp :-
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa/i Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MIFTAHUL JANNAH / 170203179**
Semester/Jurusan : XV / Pendidikan Bahasa Inggris
Alamat sekarang : Lamtanjong, Sibreh Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Student's Perception of Using The "Hello English Application" on Their English Reading Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Maret 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 30 April
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C. Letter of Completion of research from English Department Student

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : phi.ftk@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-216/Un.08/PBI/Kp.01.2/5/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Miftahul Jannah
NIM : 170203179
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Alamat : Lamtanjong, Sibreh Aceh Besar

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"The Student's Perception of Using The "Hello English Application" on Their English Reading Ability"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Mei 2024
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

جامعة الرانيري
AR - RANIRY

Appendix D. List of Interview Question

LIST OF INTERVIEW

1. Do you know about the Hello English application?
2. Are the Hello English application interesting to use? Why?
3. Can the Hello English application improve your English reading abilities?
4. What are the stages of using the Hello English application to improve students' English reading abilities?
5. What is the difference between using the Hello English application for students' English language skills and other applications?
6. What problems do you experience when using the Hello English application?
7. What are the advantages and disadvantages of the Hello English application?
8. Will you continue to use this application as a tool to improve your English skills? Why?

AUTOBIOGRAPHY

1. **Nama** : Miftahul Jannah
2. **Place/Date of Birth** : Aceh Besar, 24 September 1999
3. **Sex** : Female
4. **Religion** : Islam
5. **National/Ethnic** : Indonesia/Acehnese
6. **Marital Status** : Single
7. **Address** : Desa Lamtanjong, Sibreh, Aceh Besar
8. **Parents**

- a. **Father's Name** : Darmadi
- b. **Mother's Name** : Marwati

9. Education Background

- a. **SD/MIN** : MIN Sungai Limpah, Graduated in 2011
- b. **SMP/MTSN** : MTSN Jeureula, Graduated in 2014
- c. **SMA/MAN** : MAN 1 Aceh Besar, Graduated in 2017
- d. **University** : English Language Education Department,
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Banda Aceh. 10 May 2024

The writer,

Miftahul Jannah