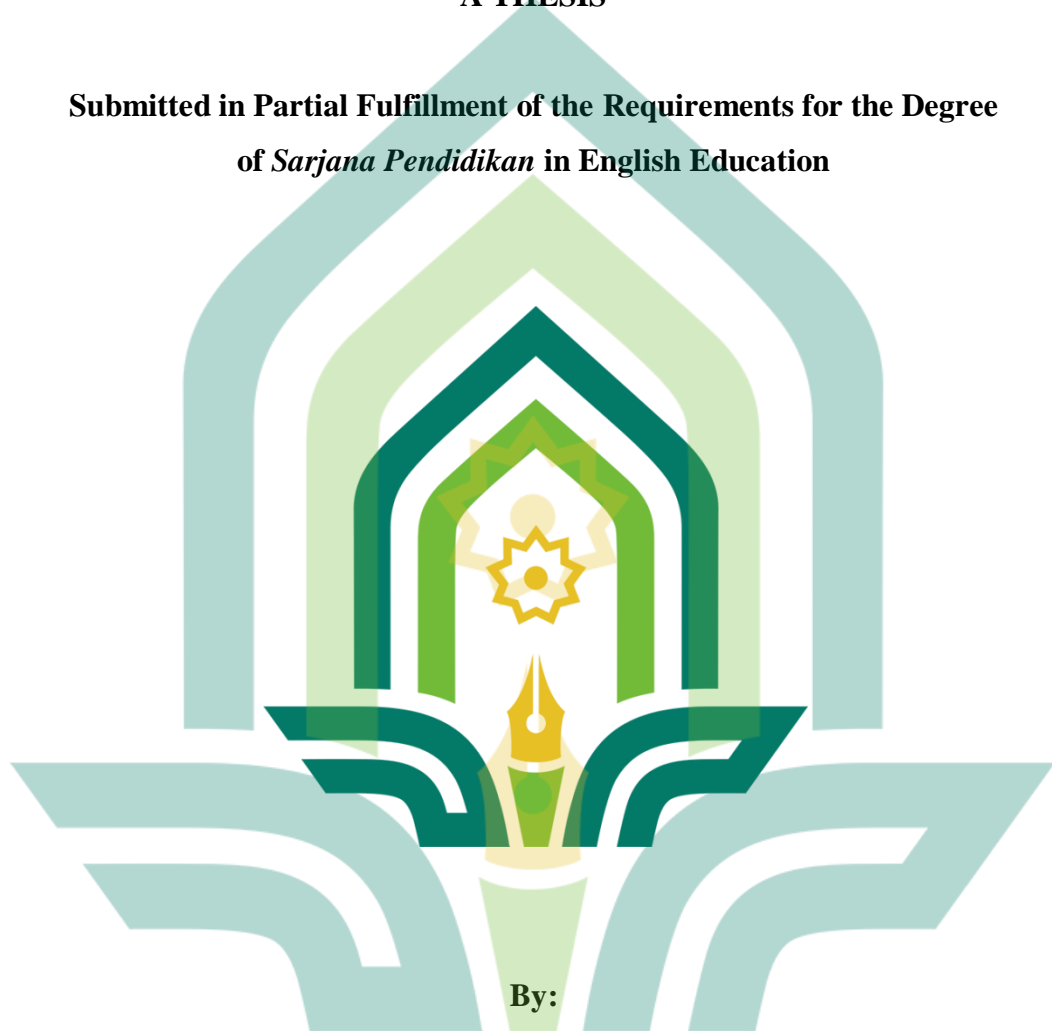


**STUDENTS' EXPERIENCES IN LEARNING ENGLISH VOCABULARY
THROUGH THE HELLO ENGLISH: A NARRATIVE RESEARCH**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By:

ANNISA FITRIANY

SN. 2519018

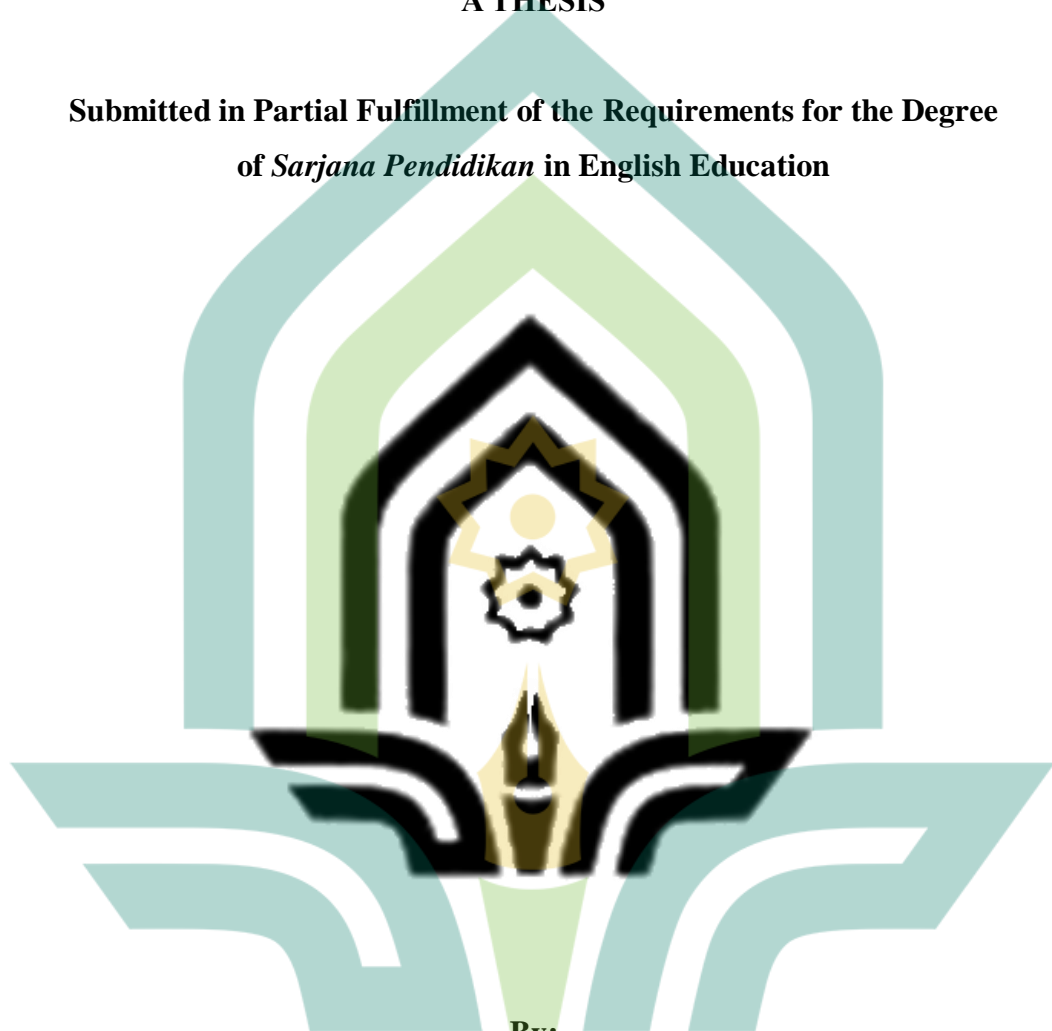
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2025

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Dengan ini menyatakan bahwa skripsi yang berjudul **“STUDENTS’ EXPERIENCES IN LEARNING ENGLISH VOCABULARY THROUGH THE HELLO ENGLISH: A NARRATIVE RESEARCH”** adalah benar-benar karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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c.q. Ketua Jurusan TBIG
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PEKALONGAN

Assalamu 'alaikum Wr.Wb.

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Judul : STUDENTS' EXPERIENCES IN LEARNING ENGLISH
VOCABULARY THROUGH THE HELLO ENGLISH: A
NARRATIVE RESEARCH

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on Wednesday, 4th November 2025, as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

"Never feel left behind, everyone has their own process and sustenance."

(Q.S. Maryam: 4)

"Various trials and things that make you doubt make a spark to forge your determination, your way of life is only yours, feel the pleasure of your life today."

Hindia



ABSTRAK

Penelitian ini bertujuan mengeksplorasi pengalaman siswa dalam mempelajari kosakata bahasa Inggris melalui aplikasi Hello English berdasarkan Teori Pembelajaran Eksperiensial Kolb (1984) dengan pendekatan kualitatif dan desain inkuiri naratif. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis berdasarkan empat tahap Kolb: Pengalaman Konkret, Observasi Reflektif, Konseptualisasi Abstrak, dan Eksperimen Aktif. Partisipan terdiri dari tiga siswa kelas sebelas berusia 16-17 tahun, anggota aktif komunitas Youth English Club Pekalongan, Indonesia, yang dipilih secara purposif. Penelitian dilakukan dalam konteks pembelajaran non-formal melalui kegiatan interaktif dan latihan kosakata menggunakan Hello English. Hasil penelitian menunjukkan bahwa aplikasi ini memberikan pengalaman belajar positif, seperti kemudahan pengulangan, peningkatan motivasi, dan kemampuan menyampaikan kosakata secara langsung, namun peserta juga menghadapi kendala teknis seperti kualitas audio yang kurang optimal dan mekanisme level yang kaku. Temuan ini menunjukkan bahwa Hello English efektif sebagai media pembelajaran kosakata yang interaktif dan fleksibel, sekaligus memberikan kontribusi pada pemahaman proses pembelajaran bahasa Inggris melalui aplikasi seluler.

Kata kunci: *Pengalaman siswa; Belajar vocabulary; Hello English*

ABSTRACT

This study aims to explore students' experiences in learning English vocabulary through the Hello English application based on Kolb's Experiential Learning Theory (1984) with a qualitative approach and narrative inquiry design. Data were collected through semi-structured interviews and analyzed based on the four stages of Kolb: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Participants consisted of three eleventh-grade students aged 16-17 years, active members of the Youth English Club community of Pekalongan, Indonesia, who were selected purposively. The research was conducted in the context of non-formal learning through interactive activities and vocabulary exercises using Hello English. The results showed that the app provided a positive learning experience, such as ease of repetition, increased motivation, and the ability to convey vocabulary directly, but participants also faced technical obstacles such as sub-optimal audio quality and rigid level mechanisms. These findings show that Hello English is effective as an interactive and flexible vocabulary learning medium, while contributing to the understanding of the English learning process through mobile applications.

Keywords: Student experience; Learn vocabulary; Hello English

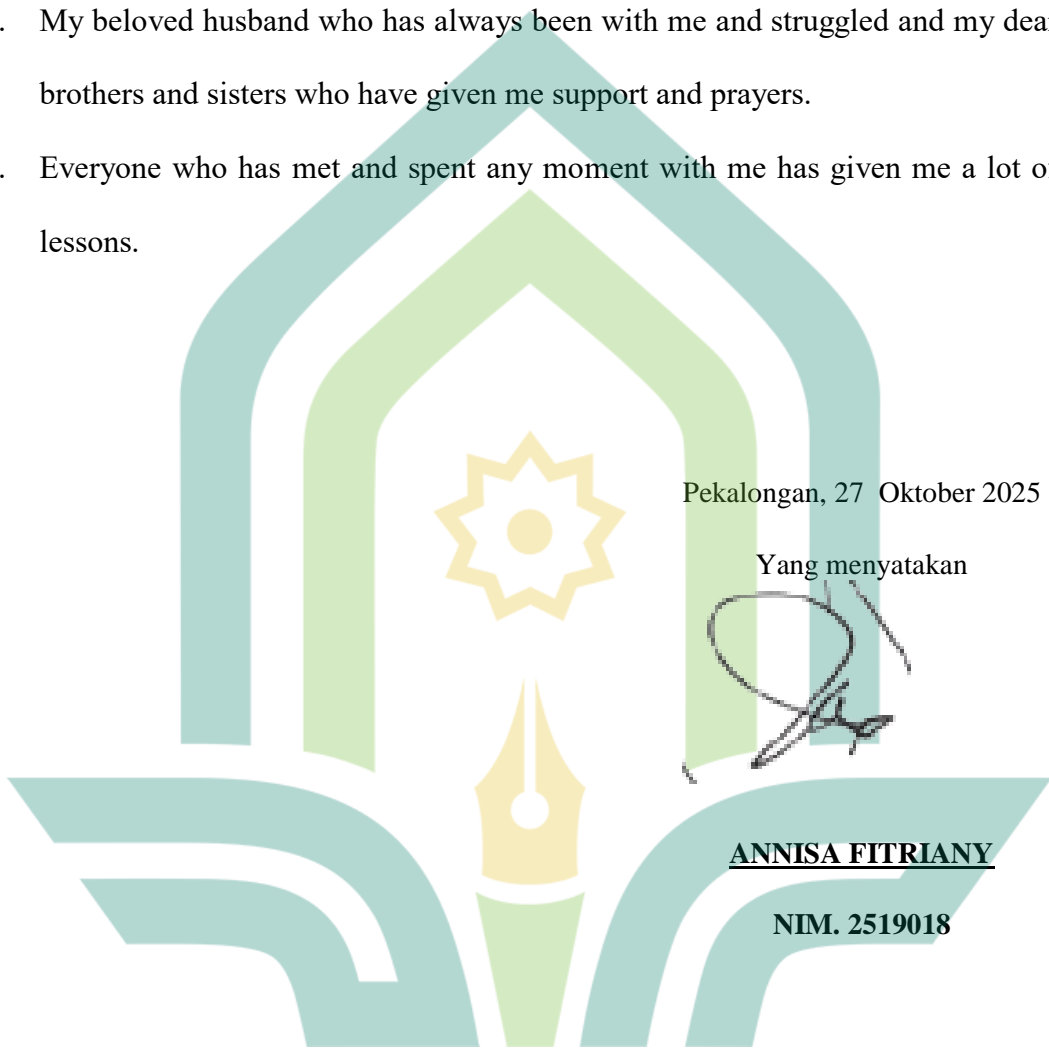


PREFACE

Praise and gratitude are conveyed to Allah SWT, who has poured out His mercy and gifts and bestowed guidance, health, and patience on me so that the process of writing my thesis entitled **"Students' Experiences in Learning English Vocabulary Through the Hello English: A Narrative Research"** can be solved. Submitted to the Department of English Education, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements for a Bachelor of Education degree in the Department of English Education, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study was achievable due to a lot of support from a few people. Therefore, on this occasion, I would like to express my deepest gratitude to:

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Pekalongan, 27 Oktober 2025

Yang menyatakan



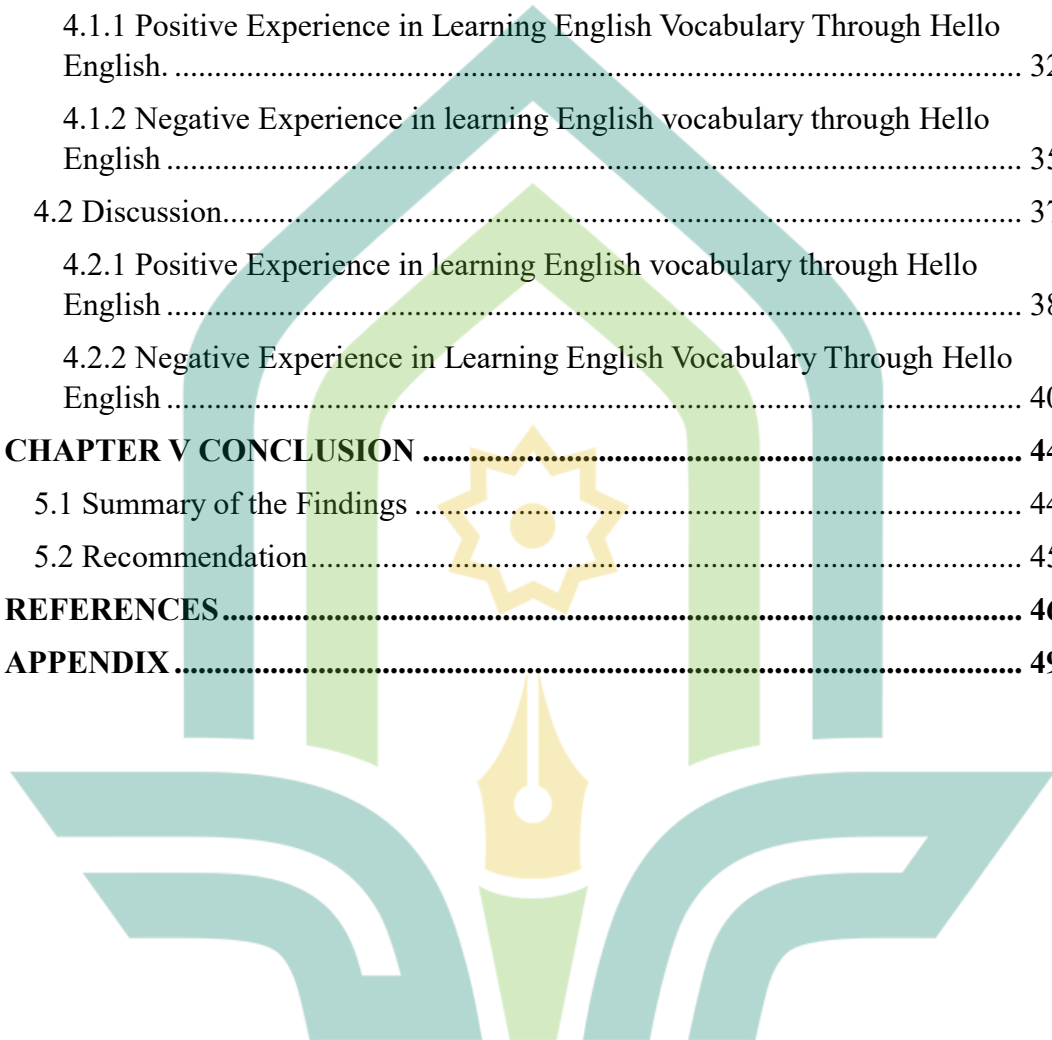
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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the most important components of language learning because it supports the mastery of other language skills such as speaking, reading, listening, and writing (Nugroho et al., 2021). Without sufficient vocabulary mastery, students will have difficulty communicating effectively or understanding messages in English. Schmitt (2000) emphasized that vocabulary is the basis of language competence, and must be mastered first before students can excel in the four language skills. Similarly, Nation (2001) states that vocabulary knowledge allows learners to understand and produce a variety of language expressions, so vocabulary teaching needs to receive serious attention in English language learning. According to Berliani and Katemba (2021), vocabulary should be introduced from the beginning of English learning and integrated into four language skills: listening, speaking, reading, and writing.

Based on the researcher's experience while teaching at a secondary school in Pekalongan during teaching practice activities in 2022, several problems were found in the English learning process, especially in teaching vocabulary. Many students have very limited vocabulary and do not understand the basic concepts of English well. This condition occurs because most of them do not get adequate English instruction in elementary school. As a result, when they start learning English at the intermediate level, they feel confused and left behind by their peers. In addition, the vocabulary teaching method used in the classroom is still

conventional, namely by memorizing a list of words without providing meaningful context. This causes students to easily forget the words they have learned and have difficulty using them in real communication. Therefore, teachers need to develop more engaging and contextual vocabulary teaching strategies to increase students' motivation to learn and help them understand the use of words in everyday communication.

Dirgayanti et al. (2020) explained that one of the purposes of teaching English vocabulary is for students to be able to recognize and understand the words they encounter in everyday life. However, students often have difficulty learning vocabulary, so teachers need to design interesting learning activities to make the vocabulary teaching process easier to understand and enjoy. Alqahtani (2015) added that vocabulary acquisition is one of the most difficult aspects of learning a foreign language, so teachers must implement effective strategies to support the success of learning. Harmer (2007) also emphasized that the use of various techniques, such as games, drawings, and digital aids, can make vocabulary teaching more effective and interesting for students.

Nowadays, one of the most interesting learning media for students is their smartphones. Mobile-Assisted Language Learning (MALL) provides an opportunity for students to learn English vocabulary anytime and anywhere (Duman, Orhon, & Gedik, 2015). Diana (2019) found that mobile apps can help students improve vocabulary mastery by providing interactive and repetitive exercises. By using the application, students can learn independently without having to always rely on teachers in the classroom. In line with that, Godwin-

Jones (2011) explained that the use of mobile applications can increase students' independence and motivation in learning vocabulary. The more students use the app, the more exposure to new vocabulary they get, thus helping to improve their language skills.

In addition, Yuliawati (2018) stated that in the current era of smartphones, many language learning applications have been developed to help users learn English independently. Students are no longer limited to classroom learning or explanations from teachers, but can expand their vocabulary mastery through self-paced learning at home or at leisure. This is in line with the opinion of Stockwell (2010), who states that learning through mobile devices allows for continuous exposure to language, thereby supporting vocabulary memory and the development of language fluency.

One of the language learning applications that can be used to support vocabulary teaching is Hello English. The app was developed by Culture Alley and provides vocabulary exercises, grammar explanations, and interactive games that make the learning process more engaging. The app has been downloaded by more than 10 million users and was named Google's best app in 2016 (Liana, 2016). According to Kumar (2017), Hello English helps learners improve vocabulary mastery through contextual tasks and direct feedback, which are important elements of effective vocabulary learning. Therefore, Hello English can be used as an additional tool in teaching vocabulary to enrich students' word knowledge, increase learning motivation, and encourage independence in learning both inside and outside the classroom.

The main basis for conducting this research is to dig deeper into students' experiences in learning English vocabulary through Hello English. Therefore, this study focuses on students' experience in learning through the Hello English application and uses the experiential learning theory approach of Kolb (1984). Kolb's theory emphasizes the importance of concrete experiences, reflections, observation, abstract conceptualizations, and active experimentation in the learning process, making it relevant to analyze vocabulary learning interactively through applications.

1.2 Formulation of the Problems

This study provides one research question: “How do students experience learning English vocabulary through Hello English?”.

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Hello English is an English language learning app developed by Intap Labs Private Limited (formerly known as CultureAlley) in India (Helloenglish.com).
2. Vocabulary is the core of language proficiency and the basics of listening, speaking, writing, and reading (Richards and Renandya, 2002).
3. Experience, experience is the basic material of learning: Learning is a process in which knowledge is created through the transformation of experience (Kolb 1984).

1.4 Aims of the Study

Based on the problems described, this study aims to explore students' experiences in learning vocabulary through Hello English.

1.5 Significances of the Study

1. Theoretical use : This research will contribute to the development of Kolb's (1984) theory, especially in the context of experiential learning in vocabulary acquisition through Hello English.
1. The Empirical use: This study will offer empirical insights into students' experiences in learning through the use of the Hello English application.
2. Practical use : This study provides information for readers about students' experiences in learning English vocabulary through Hello English to achieve vocabulary mastery.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study aims to explore students' learning experiences in mastering English comprehension through the Hello English application, based on the Experiential Learning Cycle proposed by Kolb (1984). The results show that most students have a positive learning experience using the Hello English app, as it supports every stage of the experiential learning cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.

Students state that features such as vocabulary games, daily lessons, and pronunciation exercises help them actively engage with the learning material and strengthen their vocabulary comprehension. The app also enhances self-paced learning as students can practice independently outside of the classroom. These findings suggest that mobile-based learning apps like Hello English can be an effective support tool for improving vocabulary mastery.

However, the study also identified two major obstacles. First, students have difficulty reaching the next level when their points are lacking, thus hindering and interfering with the learning process. Second, students feel a lack of direct interaction with native speakers, thus limiting opportunities to apply their understanding in real-world communication situations. These two obstacles prevent the Active Experiment stage from being fully reached.

Overall, Hello English makes a positive contribution to English language learning, but its use needs to interact with other learning strategies, such as activities that involve direct communication, to maximize the effectiveness of Kolb's experiential learning cycle in the context of English learning.

5.2 Recommendation

In this section, the researcher wants to provide several recommendations: For English teachers, they are advised to use the Hello English application or similar applications as a supporting learning medium to improve students' vocabulary mastery interactively and interestingly. For Students, are expected to use Hello English regularly to learn independently, expand vocabulary, and practice English language skills in daily activities. For the next researcher, the next study could compare the effectiveness of Hello English with other apps or examine its effect on other language skills, such as speaking or listening.

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