HELLO ENGLISH APPLICATION AS A TECHNOLOGICAL TOOL IN LEARNING GRAMMAR FOR BEGINNERS

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ABSTRACT

Grammar is one of the important aspects that must be mastered in English, but beginners often find it difficult to learn grammar. In this digital era, there are many technological tools that can make it easier for beginners to learn grammar, one of which is the Hello English application. Therefore, this study aims to find out what grammar material for beginners is contained in the Hello English application and to find out the perceptions of beginners towards the Hello English application. Previous research used Hello English to improve students' vocabulary and speaking skills. However, this research focuses on grammar material in the Hello English application. This study uses a qualitative method. Respondents consisted of 10 students from SMP Islamiyah Sayang Cianjur. Data was collected and analyzed using the document analysis method. The results showed that the basic grammar material in the Hello English application was found in the basic course phase 1, including words, verbs, adverbs, nouns, pronouns, adjectives, conjunctions, and propositions. including noun phrases, adjective phrases, and verb phrases. Sentences include positive, negative, imperative, interrogative, and possessive sentences as well as tenses. Most beginners give a positive perception of the application because they easily understand the material, are more enthusiastic and motivated in learning English grammar, and eliminate boredom. The Hello English application makes grammar material for beginners including words, phrases, and sentences as well as tenses. Most beginners give a positive perception of the Hello English application.

Keywords: English grammar, M-learning, Hello English, technological tool in learning

INTRODUCTION

In an era that is increasingly developing, it requires us to be able to communicate well using an international language. As an international communication tool, we must have good and correct English language skills, so that there are no misunderstandings in communicating. This can be overcome by learning grammar in English. In this modern era, technology has developed and is integrated into the world of education. The integration of these technologies into learning and teaching has been more gradual, as educators need to understand how they can be used effectively to support various kinds of learning (Kukulska-Hulme., Agnes & Shield, & Lesley, 2008 cited in Yussof & Abas, 2017). People of all levels of English can learn grammar through the development of existing technology.

Based on the arguments above, shows that learning grammar has become an important thing today. Therefore, learning grammar must be effective to create results from good English language skills (J. Helmie, 2015). But the problem is, many students find it difficult when learning grammar and think that grammar is the most difficult material in learning English. Aslani & Tabriz (2015) claim that Learning grammar is unfortunately not a fun or easy task for

students to handle and teachers are even tired of their constant complaints about the problems they face studying and applying what they have learned in their speech. Larsen-Freeman (2015) claims that survey research reveals that grammar is still traditionally taught in most classrooms in non-integrative manners. Therefore, students must be able to make grammar learning more fun and effective by utilizing existing technology(Jauhar Helmie & Susilawati, 2018). In this study, the focus of research is the skill of choosing the right technology in learning grammar for beginners.

Grammar

Ellis (2006) defined grammar teaching as involving 'any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they could internalize it' (p. 84). Grammar is one of the English learning materials that is rarely liked by students, most of them are difficult to use such as past tense and present tense. Even so, learning grammar is one of the important lessons so that we can make good and correct sentence structures. Grammar is one of the important English skills to learn about the provisions, of English grammar regarding writing or pronunciation in accordance with predetermined rules.

Hello English Application

Hello English is a new learning application that can be used for learning English. Applications that make learning English more fun and effective. Hello English was created by CultureAlley, in 2016 it was named the best Google application and to date, it has been downloaded by 10 million users. Hello English is a learning application that can be utilized for learning English. Applications that make learning English more fun and effective. By using the Hello English application, learning English can be done anywhere and anytime.

M-Learning

Mobile learning (m-learning) is learning that utilizes technology and mobile devices. In this case, the device can be a PDA, cell phone, laptop, tablet PC, and so on. Quinn (2000:1 of 4) points out that "M-learning is e-learning through mobile computing devices: Palms, Windows CE Machines, even your digital phone." So, with m-learning students can learn grammar through mobile phones as stated by Ni & Yu, (2015) One of the tools that can play an important role in students" growth is mobile phones.

Research on the Hello English application has been carried out by many researchers. Among other things, Shofi Nur Jannah (2020) conducted research on the Hello English application as a support device for learning English speaking skills. Another study was conducted by Rita Seroja with the title The Effect of Halo on English Applications on Students' Vocabulary Mastery in The Eight Grades of Junior High School. Devi Amaliah (2020) also conducted research to determine students' perceptions of the Hello English mobile application as a medium to improve English grammar. On the other hand, Made Utari et al (2020) conducted research on the benefits of the Hello English application as a learning medium in the pronunciation class. Finally, research on The Implementation of the Hello English Application in Teaching Vocabulary has been conducted by Satriani (2019)

METHOD

This research was conducted by following qualitative research. According to John W. Creswell, "Qualitative research method is a type of method for describing, exploring and understanding the meaning given by a number of individuals or groups of people to social or humanitarian problems. Furthermore, the qualitative research design in this study is general in nature, more specifically the researcher uses document analysis research in this study to explain what grammar materials for beginners are contained in the Hello English application and to find out how beginners perceive the Hello English technology tools for grammar learning.

In this qualitative research, data was collected using the document analysis method. Document analysis techniques are data collection techniques from written sources by researchers in order to obtain support for analysis. Data collection through document analysis techniques is carried out by reading, recording, and collecting data from written data sources. Document analysis is a qualitative research technique whose process involves evaluating electronic and physical documents in order to interpret them, gain an understanding of their meaning and develop the information they provide. This study uses documentary evidence in the form of a review of previous literature that is in line with the topic of this research. As Hodder's 1994 statement before 2004 stated that "Documentary evidence can be in the form of writing, oral, visuals such as photographs, or cultural artifacts"

In this study, researchers analyzed grammar material for beginners or basic grammar material contained in the Hello English application and found out how beginners perceive Hello English technology tools for grammar learning. The data in this study were collected using the document analysis method taken from several journals or articles appropriate to the topic of this research. The data is also collected through experience and experiments by beginners in using the Hello English application. The data is then processed and analyzed using qualitative data analysis. According to Creswell, the data that has been obtained is reduced into a certain pattern. This study also requires more data literature, and appropriate empirical data to be collected.

RESULT

1. The material contained in the Hello English application is a basic course for stage 1, including words, verbs, adverbs, nouns, pronouns, adjectives, conjunctions, and propositions. Second, phrases include noun phrases, adjective phrases, and verb phrases. Third, sentences include positive and negative sentences, imperative sentences, interrogative sentences, possessive sentences, possessive pronounce, adjective pronouns, and tenses. This Hello English application of course can be used as a medium for learning and teaching in ELT classes by applying technology. with innovative features that can make learning in ELT classes more interesting. The following are learning ideas for learning possessive pronoun material, the use of Hello English application technology tools, and other technological tools in teaching and learning activities.

INSTRUCTIONAL DESIGN IDEA

Instructional design idea – Flipped Learning Format

Students level:
Junior High School /SMP

Lesson Topics:
Possessive Pronouns.

Learning objective:

1. After studying material on possessive pronouns, students can find out social functions, structure text, and language features in possessive pronouns. **2.** At the end of this learning activity, students can understand the material of possessive pronouns well.
3. Students can apply the material understanding of possessive pronouns in everyday conversations inside or outside the classroom.

Learning activities

Activities before F2F:

Prior to the F2F activity, the students studied asynchronously. The teacher asked the students to find out the description of the material about possessive pronouns. Students are free to seek material and information from any source or media of technological tools they want. Previously, the teacher asked students to study the material in advance in the Hello English application, in the basic course section, lesson 1 learning, for students to study independently outside the classroom. Then the teacher asked the students to write on the Padlet what they had learned about possessive pronouns when learning asynchronously.

During F2F meeting (in the classroom or synchronous mode):

Pre-activities:
Apperception

   ✓ The teacher greats and students respond.
   ✓ The teacher prepares students to participate in the learning process such as praying, attending, and preparing textbooks.
   ✓ Motivating students contextually according to the benefits of learning about possessive pronouns.
   ✓ Asking questions related to the material to be studied.
   ✓ Explaining the learning objectives or basic competencies to be achieved, and conveying the scope of material and explanations of activity descriptions according

to the syllabus.

Introduction to the topic

✓Ask students if they have studied the material before this F2F activity. ✓Connecting the material to be taught with the material taught before (activating students' prior knowledge).
✓The teacher conveys information to students about the learning objectives and the scope of today's material.
✓Students briefly explain what they have learned during self-study about possessive pronouns through the word cloud web media.

Brainstorming

✓The teacher gives an explanation about using the Hello English application to students in visual media such as video or others using a projector.
✓The teacher asks students to name examples of possessive pronouns that they watched/ learned before.
✓Students write examples of the use of possessive pronouns (and other brainstorming questions) in the brainstorming application they usually use, namely Xmind.
✓Students play mini-games related to material possessive pronouns contained in the Hello English application.

Main activities:

Background Knowledge of The Field

✓Students are given various types of example sentences related to pronouns. ✓Students are asked to read one of the sentences given, then asked to answer questions related to the types of pronouns in the sentence.
✓Students are shown a YouTube video entitled about possessive pronouns then students and teachers discuss the videos they watch.
    ✓Students are given follow-up questions related to the video that has been watched.
Modeling of Text

✓The teacher explains the types of pronouns, namely possessive pronouns, which consist of their purpose, benefits, and social context, and where to find examples of these sentences in everyday life.
✓The teacher explains the stages or organizational structure of the possessive pronoun and its function to support the text to achieve its goals.
✓The teacher explains the social function, text structure, and linguistic elements of the possessive pronoun.
✓Students study examples of possessive pronoun sentences that the teacher gives. ✓ Students and teachers identify social functions, text structures, and linguistic elements from the examples of possessive pronoun sentences.
✓Students and teachers discuss by holding a question and answer session between students and teachers, or students with other students.

✓ The teacher gives examples of other possessive pronoun dialogue sentences, then students are asked to give signs or labels of the possessive pronoun linguistic elements contained in these sentences.

✓ The teacher displays games in the form of filling in completed sentences on the Wordwall media.

✓ Students playing are asked to guess the final sentence about the possessive pronoun contained in the game.

✓ The teacher gives input to students to straighten out so that mistakes do not occur.

Joint construction of text (JCOT)

✓ The teacher gives several dialogue themes related to possessive pronouns. ✓ Students in groups are asked to choose one of the themes.

✓ Students are asked to make a dialogue about possessive pronouns in groups. ✓ Students and teachers jointly correct the results of group work of students. ✓ Students and teachers together discuss and write down examples of possessive pronoun sentences from the dialogue made by groups of students.

Independent construction of text (ICOT)

✓ The teacher gives follow-up questions to students to add and clarify student understanding.

✓ Students fill out a quiz to measure their understanding of the possessive pronoun material in the Hello English application.

✓ Students will get points every time they study and complete (fill in a quiz) each lesson in the Hello English application.

✓ The teacher provides feedback by correcting student work directly in class and giving an assessment of each student's work.

Post-activities:

✓ Teacher and students make conclusions from the material that has been studied today.

✓ Students fill out a questionnaire on the Google form to assess their understanding of technology tools (especially the Hello English Application) as a medium used during teaching and learning activities.

✓ The teacher gives follow-up tasks for reinforcement by making presentations about possessive and adjective pronouns using technological tools such as power point presentations, Canva, Slido, and others according to students' creativity.

✓ The teacher conveys the lesson plan for the next meeting.

✓ Closing greetings

2. As for beginners' perceptions of the Hello English application, they are very happy when using the Hello English application because it can help them understand grammar. Apart from that, the Hello English app has many interesting features such   as Apart from

having complete material on the basic course features, the Hello English application has many interesting and useful features such as giving coins, news, exercises, game articles, videos, audio, books, dictionaries and live learning features. And equipped with games with several levels, which makes learning English, especially learning grammar more interesting. Challenging games make the motivation to learn grammar even higher so students are always curious about the answers to these games. To say nothing (Hidayati & Diana, 2019) asserts that using the hello mobile English application can increase students' motivation and independent ways to learn English. Also, Ersoz (2000 cited in cam and tran, 2017) illustrates that challenging and fun games are highly motivating. Seeing the positive response from students shows that the Hello English application can be used as an effective and fun grammar-learning tool for beginners.

DISCUSSION

1. In this study, an application called Hello English was used which is an English learning application that makes it possible to learn English through interactive modules and was launched in October 2014 by CultureAlley founded by Nishant Patni. This app makes it possible to invite other people and see what other students are up to. This app consists of interactive and possessive pronoun lessons and games related to speaking in the app. Additionally, it has bilingual dictionaries available in 22 languages. For beginners, the Hello English application also provides reading skills, speaking skills, and listening skills. This app has almost all English subject matter. As seen in the image, the app provides materials, and each lesson is supported with tips/suggestions, and mini-games to earn coins. Students do not need to take lessons regularly students can jump to another phase if they get a standard number of coins.

   Grammar material for beginners in the Hello English application is contained in the basic course features, namely in phase 1. Phase 1 consists of 25 lessons. In this study, the researcher only analyzed basic grammar material in lessons 1, 2, and lesson 3. In the basic course phase 1, lesson 1 there is some basic grammar material contained in sentences using the possessive adjective "My". Then the sentences are in the following simple present form. Sentences are in interrogative form to emphasize the
   use of the word "your". Examples of conversations in asking and giving answers to questions, emphasizing the word "your" in the form of a possessive adjective. And Sentences are in interrogative form to emphasize the use of the word "your". All sentences are followed by audio and their translation.

   The second lesson begins with an explanation of the greeting and the topic material. Words or vocabs or sayings in common expressions related to the topic followed by audio and translation. This word or utterance stands in a single common expression, in an interrogative form. Explanation of 'how are you', 'I'm fine' and the difference between 'I am' and 'you are' in English conversational use. The interrogative speech shows the use of 'how are you' in everyday conversation. There is a difference between the United States and the United Kingdom that is used. Words or vocab or utterances in the simple present form related to the topic followed by audio and translation. This utterance stands in the subject plus to be. Then in lesson three, there are words or vocab or utterances in the simple present form that relates to the topic followed by audio and translation. Words or vocabs or utterances in interrogative forms related to the topic followed by audio and translation.

2. In this study, the object is the Hello English application. The Hello English application was made as a research object with the aim of knowing the perceptions of beginners towards Hello English technology tools for grammar learning. In the Hello English application, there are many materials and features related to grammar. Beginners use the Hello English application to learn grammar so after beginners carry out learning activities using the Hello English application, beginners are asked to provide feedback regarding the Hello English application so that it can be used as a research description of beginners' perceptions of Hello English technology tools for learning grammar.

It can be concluded, the perception of beginners towards the Hello English application for learning grammar provides a positive perception because 85% of beginners agree with learning grammar using the Hello English application. Previously, beginners said that learning grammar was very annoying. As stated by Aslani & Tabrizi (2015) claimed that learning grammar is unfortunately not an enjoyable or easy task for students to handle and teachers are even bored with their constant complaints about the problems that they have in learning and applying what they have learned in their speech. So, when beginners are introduced to the Hello English application, their perception of grammar changes. Beginners' perceptions of the Hello English application are that they feel helped and comfortable when using the Hello English application for learning grammar. Because the many features that are provided make beginners interested in continuing to explore knowledge about grammar.

Learning to use technology has its own charm so that it can be used by beginners. In addition, beginners feel comfortable using the Hello English application for learning grammar. Overall, beginners give positive perceptions and support the use of the Hello English application. This shows that the Hello English application can be used so it can help beginners to learn grammar.

CONCLUSION

The Hello English application is an English learning application that allows users to learn English through interactive modules. Hello English can help learn grammar for beginners as a medium because the grammar material in it is quite complete. basic grammar material in the Hello English application, found in the basic course phase 1, in lessons 1 to 3 includes words, including verbs, adverbs, nouns, pronouns, adjectives, conjunctions, and propositions. including noun phrases, adjective phrases, and verb phrases. Sentences include positive, negative, imperative, interrogative, and possessive sentences as well as tenses.

Most beginners give a positive perception of the application because they easily understand the material, they are more enthusiastic and motivated in learning English grammar, and eliminate boredom. The concept of combining learning with games is a good combination or concept because it makes students happier and happier. it aims to have positive student responses which of course is very important because it relates to the success of teaching grammar. It also increases motivation to learn grammar.

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