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THE USE OF HELLOTALK FOR SEVENTH GRADERS' VOCABULARY MASTERY AT SMPN 1 PRAMBON

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Abstract

Vocabulary mastery is fundamental to English language learning because it supports effective communication across listening, speaking, reading, and writing; however, many junior high school students experience difficulties acquiring vocabulary because of limited exposure to authentic language use and the continued predominance of conventional instructional practices. This study aimed to examine the effect of the HelloTalk application on students' vocabulary mastery and explore students' and their teacher's perceptions of its implementation in English language learning. A mixed-methods approach with a convergent parallel design was employed, involving 32 seventh-grade students and one English teacher at SMPN 1 Prambon. Quantitative data were collected through vocabulary pretests and posttests and analysed using descriptive and inferential statistics, whereas qualitative data were obtained through questionnaires, interviews, and classroom observations and analysed through data reduction, data display, conclusion drawing, and verification. The findings showed that the students' mean vocabulary score increased from 78.8 on the pretest to 92.3 on the posttest, demonstrating improved vocabulary mastery following the implementation of HelloTalk. The qualitative findings further revealed positive perceptions among the students and teacher, particularly regarding the application's interactive features, ease of use,

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opportunities for authentic communication, and contribution to students' motivation and confidence in learning English. The study concludes that HelloTalk can serve as an effective mobile-assisted language learning application for enhancing vocabulary mastery and facilitating more interactive, authentic, and learner-centred English instruction. These findings contribute empirical evidence regarding the pedagogical value of mobile-assisted language learning and provide practical implications for English teachers seeking to integrate communication-based digital applications into vocabulary instruction.

Keywords: Authentic Communication; HelloTalk; Mobile-Assisted Language Learning; Vocabulary Mastery; English Language Learning

INTRODUCTION

English has become one of the most important international languages used in education, science, business, technology, and global communication. As globalization continues to expand, the ability to communicate effectively in English has become an essential competency for students to participate in academic and professional environments. Consequently, English language education has received considerable attention in many countries, including Indonesia, where English is taught as a compulsory subject beginning at the junior secondary school level. The Indonesian government has continuously improved English language instruction through curriculum development, teacher professional training, and the integration of information and communication technology (ICT) into classroom learning to prepare students for the demands of the twenty-first century (Melansari, Fransisca, and Wahyuni 2025).

Among the four English language skills listening, speaking, reading, and writing vocabulary mastery is widely recognized as the fundamental component supporting language proficiency. Vocabulary serves as the foundation upon which learners understand messages, express ideas, and participate in meaningful communication. Without adequate vocabulary knowledge, students encounter difficulties in comprehending written texts, understanding spoken language, and expressing themselves both orally and in writing. For this reason, vocabulary acquisition has consistently been regarded as one of the strongest predictors of successful second language learning (Nababan and Tampubolon 2024). (Febrian, Hasan, and Nuruddaroini 2025) argue that vocabulary knowledge directly influences learners'

communicative competence because students who possess broader vocabulary are more capable of expressing their thoughts accurately and confidently.

Despite its importance, vocabulary learning remains one of the most challenging aspects of English language education for Indonesian students. English vocabulary differs substantially from Indonesian in pronunciation, spelling, grammatical usage, and semantic meaning. These linguistic differences often cause students to experience confusion when learning new words, remembering their meanings, and applying them appropriately in different communicative contexts. Such challenges become even more significant for junior high school students who are still developing their basic English proficiency. Previous studies have reported that many Indonesian students perceive English as a difficult subject because they have limited vocabulary, lack confidence, and are afraid of making mistakes during classroom interaction (Tambunan, Pasaribu, and Tampubolon 2026). These conditions frequently reduce students' participation in English classes and negatively influence their overall learning achievement.

Another factor contributing to students' limited vocabulary mastery is the predominance of conventional teaching methods. Vocabulary instruction in many schools continues to emphasize memorization of isolated word lists, dictionary translation, and repetitive exercises without sufficient opportunities for authentic language use. Although memorization may help students recognize word meanings temporarily, it often fails to promote long-term retention and meaningful vocabulary acquisition. Students may remember vocabulary items during examinations but struggle to apply them appropriately in real communication situations. Furthermore, repetitive memorization tends to decrease students' motivation and increase cognitive fatigue, making vocabulary learning appear monotonous and less engaging (Fatin, Jabu, and Talib 2026). Consequently, vocabulary instruction requires more interactive, contextual, and student-centered learning strategies that encourage active participation and meaningful communication.

The rapid advancement of digital technology has transformed educational practices across the world, including language learning. Today's students belong to a generation that is highly familiar with smartphones, mobile applications, and internet-based communication. This condition has encouraged educators to integrate technology into English language teaching through Mobile-Assisted Language Learning (MALL), which enables students to learn anytime and anywhere using mobile devices. MALL provides learners with flexible

access to authentic learning materials, interactive activities, multimedia resources, and communication with other language users beyond the classroom. Previous studies have demonstrated that mobile learning significantly enhances students' vocabulary acquisition, learning motivation, and language engagement because it allows learners to interact with language in authentic contexts rather than relying solely on textbooks (Ain and Kalisa 2026).

The integration of technology into English learning is particularly relevant for junior high school students because digital media correspond closely with their daily learning habits. Rather than functioning merely as entertainment devices, smartphones can become effective educational tools when utilized appropriately. Digital language-learning applications encourage learners to practice vocabulary through authentic interaction, multimedia input, and collaborative learning experiences. Such learning environments not only improve vocabulary retention but also increase students' confidence, motivation, and willingness to communicate in English (Patak and Hasim 2023). Therefore, technology-supported vocabulary instruction is increasingly viewed as an effective alternative to conventional classroom practices.

One language-learning application that has attracted considerable attention is HelloTalk. Unlike many vocabulary applications that primarily provide flashcards or quizzes, HelloTalk offers opportunities for learners to communicate directly with native speakers and international language learners through text messaging, voice messages, audio calls, and language correction features. These interactive features enable students to encounter vocabulary naturally within authentic communication contexts. Learners are not merely memorizing vocabulary but are encouraged to understand meanings, observe contextual usage, receive corrective feedback, and apply newly acquired words during real conversations. Such experiences are consistent with contemporary perspectives on second language acquisition, which emphasize meaningful interaction as an essential element of successful language learning (Zhang and Gan 2025).

In addition to promoting authentic communication, HelloTalk also supports independent learning outside the classroom. Students can continue practicing English beyond scheduled school hours while interacting with speakers from different countries. This flexibility creates opportunities for continuous vocabulary exposure, which is difficult to achieve through classroom instruction alone. (Istiqomah 2025) reported that technology-based language applications encourage learners' creativity, critical thinking, and

communicative confidence because students actively construct knowledge through interaction rather than passively receiving information from teachers. Consequently, HelloTalk has considerable potential to become an effective supplementary learning medium for improving vocabulary mastery among junior high school students.

However, preliminary observations conducted at SMPN 1 Prambon indicate that English instruction continues to rely predominantly on textbooks and teacher explanations, while opportunities to utilize interactive digital learning media remain limited. Vocabulary learning is generally conducted through memorization and written exercises, resulting in relatively low student participation during classroom activities. Moreover, students rarely experience authentic communication with English speakers, causing vocabulary learning to remain largely theoretical rather than communicative. These classroom conditions suggest the need for innovative instructional media capable of facilitating meaningful vocabulary learning through authentic language interaction.

METHODS

This study employed a mixed methods approach using a Convergent Parallel Design, which allows quantitative and qualitative data to be collected concurrently, analyzed independently, and then integrated to obtain a comprehensive understanding of the research problem (Susanto et al. 2024). The mixed methods approach was selected because it enables researchers to examine not only the effectiveness of the HelloTalk application in improving students' vocabulary mastery but also the perceptions of students and teachers regarding its implementation in English language learning. The integration of quantitative and qualitative findings provides a more complete interpretation than relying on a single research approach (Lall 2021).

The quantitative component adopted a pre-experimental one-group pretest-posttest design to determine the effect of the HelloTalk application on students' vocabulary mastery. Students completed a vocabulary pretest before the implementation of HelloTalk and a posttest after the treatment period. The comparison between pretest and posttest scores was used to identify improvements in students' vocabulary achievement. Meanwhile, the qualitative component explored students' and teacher's perceptions regarding the use of HelloTalk through semi-structured interviews. In the convergent parallel design, both quantitative and qualitative data were collected during the same research period, analyzed

separately, and subsequently merged to provide comprehensive findings that complement each other (Mulyana, Novi Utami, and Neil Prajamukti Wardhana 2026).

The participants in this study were seventh-grade students of SMPN 1 Prambon, particularly students from Class VII-A, together with one English teacher responsible for teaching the class. The student participants were selected because they had learned basic English vocabulary according to the Grade VII curriculum and represented learners who were beginning to develop communicative competence in English. The English teacher was involved to provide professional perspectives regarding the implementation of the HelloTalk application in classroom instruction. The study employed purposive sampling, as participants were selected based on predetermined criteria relevant to the objectives of the research, including their participation in English learning activities and their involvement in the implementation of the HelloTalk application (Sakina et al. 2025).

Several research instruments were utilized to collect both quantitative and qualitative data. The quantitative data were gathered using a vocabulary achievement test consisting of multiple-choice items administered as a pretest and posttest. The test was developed based on the English learning objectives for seventh-grade students and measured students' vocabulary recognition and comprehension. Prior to administration, the instrument was examined for content validity by English education experts to ensure its relevance to the curriculum and research objectives. The reliability of the vocabulary test was analyzed using Cronbach's Alpha, where a coefficient of 0.70 or higher indicates acceptable internal consistency (Anwar 2009). The qualitative data were collected through semi-structured interviews conducted with selected students and the English teacher to obtain in-depth information regarding their experiences, challenges, and opinions about using HelloTalk during English learning. In addition, documentation of classroom learning activities was employed to support the credibility of the research findings through data triangulation (Agustina and Loviana 2026)

The data collection procedure consisted of several stages. Initially, students completed the vocabulary pretest to determine their initial level of vocabulary mastery. Subsequently, the HelloTalk application was implemented as a supplementary learning medium during English learning activities. Throughout the implementation period, students practiced vocabulary through authentic communication, language exchange, and interactive learning features provided by the application. After completing the learning sessions,

students were administered the posttest to evaluate improvements in vocabulary mastery. Simultaneously, interviews with selected students and the English teacher were conducted to explore their perceptions of the application's usefulness, strengths, and limitations in supporting vocabulary learning. All qualitative data were recorded, transcribed, and verified before analysis to ensure the trustworthiness of the findings (Zairul 2025).

The quantitative data were analyzed using descriptive statistics to determine the mean, standard deviation, minimum score, and maximum score of students' vocabulary achievement. Prior to hypothesis testing, the data were subjected to normality testing using the Shapiro-Wilk test because the sample size was relatively small. If the data met the assumption of normality, a paired-sample t-test was conducted to examine whether there was a statistically significant difference between students' pretest and posttest scores. All quantitative analyses were performed using IBM SPSS Statistics version 26, with the significance level set at 0.05 (Sugiyono 2019). Meanwhile, qualitative data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data condensation, data display, conclusion drawing, and verification. Finally, the quantitative and qualitative findings were integrated during the interpretation stage to produce comprehensive conclusions regarding both the effectiveness of the HelloTalk application in improving vocabulary mastery and the perceptions of students and teachers toward its implementation in English language learning (Asoka, Ginting, and Lubis 2024).

RESULTS

The findings of this study are presented based on the two research objectives, namely: (1) to determine the effect of the HelloTalk application on students' vocabulary mastery, and (2) to investigate students' and teacher's perceptions regarding the implementation of HelloTalk in English learning. The results are organized into quantitative and qualitative findings to reflect the convergent parallel mixed-methods design employed in this study

The quantitative findings were obtained from the written vocabulary tests administered before and after the implementation of the HelloTalk application. The pretest was conducted to determine students' initial vocabulary mastery, while the posttest measured their vocabulary achievement after participating in HelloTalk-assisted learning activities can be seen in table 1.

Table 1. Descriptive Statistics of Students' Vocabulary Scores

Test	N	Minimum	Maximum	Mean
Pretest	32	70	85	78.8
Protest	32	85	95	92.3

As shown in Table 1, the students' vocabulary scores increased after the implementation of HelloTalk. The pretest scores ranged from 70 to 85, with a mean score of 78.8. After the treatment, the posttest scores ranged from 85 to 95, with a mean score of 92.3. The descriptive statistics indicate an increase of 13.5 points in the average vocabulary score following the learning activities using the HelloTalk application.

The individual score distribution also demonstrates that almost all students obtained higher scores in the posttest than in the pretest. None of the participants experienced a decrease in vocabulary scores after the treatment period. Most students who initially achieved scores between 70 and 80 improved to scores ranging from 85 to 95 in the posttest. These findings indicate a positive trend in vocabulary achievement following the implementation of HelloTalk.

To complement the written vocabulary test, an oral assessment was administered to ten selected students. The oral test evaluated three aspects of vocabulary performance, namely fluency, vocabulary use, and grammar can be seen in table 2

Table 2. Oral Test Results

Aspect	Observation
Fluency	Most students achieved good fluency during oral responses
Vocabulary	Students were able to use newly learned vocabulary appropriately in spoken communication
Grammar	Minor grammatical errors remained, but communication was generally understandable

The oral assessment showed that students generally obtained scores within the good and very good categories. The total scores ranged from 10 to 14, indicating that the participants were able to communicate using English vocabulary with acceptable fluency and grammatical accuracy after using the HelloTalk application.

The questionnaire and interview data revealed that students expressed generally positive perceptions regarding the implementation of HelloTalk in English learning. Most participants reported that the application was easy to use and provided an engaging learning experience. Students appreciated the interactive features, particularly the AI assistant, instant translation, native-speaker communication, and Favorites feature, which helped them

remember newly acquired vocabulary. They also reported increased confidence in learning English because they could practice independently without feeling anxious about making mistakes.

The English teacher also reported positive experiences in integrating HelloTalk into classroom instruction. According to the interview, the application increased students' participation during learning activities and encouraged them to practice vocabulary beyond classroom hours. The teacher observed that students became more active during discussions and demonstrated greater enthusiasm when completing vocabulary-related tasks using the application

The classroom observations indicated that students actively participated in the learning activities throughout the implementation period. Most students were able to operate the application successfully after receiving initial guidance. Although a few students experienced minor technical difficulties related to internet connectivity and application navigation during the first meeting, these challenges gradually decreased as students became familiar with the application. Observation also showed that students collaborated with peers, completed learning tasks, and demonstrated greater confidence when practicing English vocabulary using HelloTalk.

DISCUSSION

The findings of this study demonstrate that the implementation of the HelloTalk application positively influenced students' vocabulary mastery. Based on the quantitative results, the mean score increased from 78.8 in the pretest to 92.3 in the posttest, indicating a substantial improvement in students' vocabulary achievement after participating in HelloTalk-assisted learning activities. Furthermore, almost all students obtained higher posttest scores than their pretest scores, suggesting that the application effectively facilitated vocabulary acquisition. The improvement in students' vocabulary mastery indicates that integrating HelloTalk into English learning provided opportunities for learners to acquire vocabulary in meaningful communicative contexts rather than through isolated memorization. During the implementation, students were exposed to authentic English expressions, interacted with language users, and practiced newly learned vocabulary through real communication. These activities enabled students to understand not only the meaning of individual words but also their contextual usage in everyday communication.

Consequently, vocabulary learning became more interactive, meaningful, and relevant to students' communicative needs.

The findings answer the first objective of this research, namely to determine the significant effect of the HelloTalk application on students' vocabulary mastery. The increase in students' scores demonstrates that technology-assisted learning can facilitate vocabulary acquisition more effectively than conventional vocabulary instruction, which often relies on memorization and translation. Through HelloTalk, students actively constructed vocabulary knowledge by observing authentic language input, receiving corrective feedback, and immediately applying newly acquired words in communication. Such learning experiences encouraged deeper cognitive processing, which contributed to better vocabulary retention and understanding.

These findings are consistent with the Mobile-Assisted Language Learning (MALL) framework, which emphasizes that mobile technology enables language learning beyond classroom boundaries through flexible, interactive, and learner-centered experiences (Fitria 2026). MALL promotes continuous exposure to language input, allowing learners to practice vocabulary whenever opportunities arise rather than being limited to classroom instruction. The accessibility of HelloTalk through smartphones further supported students in engaging with English learning independently, thereby increasing both the frequency and quality of vocabulary practice.

From the perspective of vocabulary acquisition theory, the improvement observed in this study also supports Nation (2022), who argues that vocabulary knowledge develops more effectively when learners repeatedly encounter and actively use new words in meaningful contexts. Repeated exposure strengthens lexical storage and facilitates long-term retention. In the present study, students did not simply memorize vocabulary lists but repeatedly encountered words while reading messages, responding to conversations, using translation features, and receiving language corrections from other users. Such repeated encounters enabled students to understand vocabulary more comprehensively and apply it appropriately in different communicative situations.

The oral assessment further reinforces these quantitative findings. Most students achieved scores categorized as good or very good in terms of fluency, vocabulary use, and grammatical accuracy after using HelloTalk. This suggests that the vocabulary learned through the application was not only recognized in written tests but could also be applied in

spoken communication. The ability to use vocabulary orally indicates that students had progressed beyond receptive vocabulary knowledge toward productive vocabulary use, which is an essential indicator of language development.

The present findings are in line with previous studies investigating technology-assisted vocabulary learning. Reported that mobile learning applications significantly improve vocabulary acquisition because they provide authentic learning materials, immediate feedback, and greater learner autonomy (Maisyaroh Hasibuan and Benni Ichsanda Rahman Hz 2025). Similarly, (Devy Aprilia Mayaratih and Pradnya Permanasari 2025) found that digital language-learning applications increase students' motivation and encourage active participation during vocabulary learning. The findings of this study support these conclusions by demonstrating that HelloTalk created an interactive learning environment in which students actively explored vocabulary through communication rather than relying solely on textbook-based activities.

This study also supports the findings of (Melasari et al. 2025), who concluded that HelloTalk enhances students' motivation and confidence to communicate in English because learners are able to interact directly with other language users. The communication features available in HelloTalk expose students to authentic language use while simultaneously reducing anxiety associated with speaking English in formal classroom settings. Such conditions encourage learners to experiment with new vocabulary more confidently, resulting in continuous vocabulary development.

However, the findings also extend previous research by demonstrating that HelloTalk contributes not only to communicative confidence but also to measurable improvement in vocabulary mastery among seventh-grade students in an Indonesian junior high school context. While many previous studies have primarily emphasized speaking performance or students' motivation, the present research provides empirical evidence that the application significantly supports vocabulary learning, as reflected in both written and oral assessment results. This finding represents an important contribution because vocabulary mastery constitutes the foundation for the development of other language skills, including reading, writing, listening, and speaking.

The effectiveness of HelloTalk observed in this study can also be explained by its interactive features, including instant translation, language correction, voice messaging, and communication with native or proficient English speakers. These features encourage active

engagement and provide immediate feedback, enabling students to identify vocabulary errors and improve their understanding independently. Compared with conventional classroom instruction, which often limits opportunities for authentic communication, HelloTalk offers richer language exposure and promotes autonomous learning. Consequently, students become more responsible for their own learning process while simultaneously developing confidence in using English vocabulary in real communicative situations.

In addition to examining the improvement of students' vocabulary mastery, this study also explored students' and teacher's perceptions regarding the implementation of the HelloTalk application in English language learning. The findings obtained from the questionnaires, interviews, and classroom observations revealed that both students and the teacher expressed positive perceptions toward the use of HelloTalk as a learning medium. Students considered the application easy to use, engaging, and capable of creating a more enjoyable learning environment than conventional classroom instruction. Features such as Instant Translation, Language Correction, Voice Messages, and interaction with native or proficient English speakers enabled students to learn vocabulary in authentic communication contexts rather than relying solely on textbooks and memorization. The positive perceptions expressed by students indicate that the use of mobile-assisted language learning not only influences learning outcomes but also enhances students' motivation and engagement throughout the learning process. During the implementation, students actively explored unfamiliar vocabulary, communicated with other users, and practiced using newly acquired words in meaningful situations. These learning experiences transformed students from passive recipients of knowledge into active learners who independently constructed their vocabulary knowledge through interaction and communication. Such findings suggest that HelloTalk successfully promoted a student-centered learning environment in which learners assumed greater responsibility for their own language development.

The interview findings further revealed that students felt more confident in learning and using English after utilizing the HelloTalk application. Many participants reported that communicating with other language users provided valuable opportunities to practice English without experiencing excessive anxiety about making mistakes. The application's language correction feature also enabled students to identify and correct vocabulary and grammatical errors immediately, allowing them to improve their language competence through continuous feedback. Consequently, vocabulary learning extended beyond

classroom instruction and became an ongoing process supported by independent learning outside school hours.

From the teacher's perspective, HelloTalk positively influenced classroom instruction by increasing students' participation and enthusiasm during English learning activities. The teacher observed that students became more willing to ask questions, participate in discussions, and complete vocabulary-related tasks using the application. Furthermore, the teacher believed that HelloTalk provided authentic language exposure that was difficult to achieve through traditional classroom instruction alone. As a result, students had greater opportunities to experience real-life communication while simultaneously developing their vocabulary knowledge. These findings indicate that the implementation of HelloTalk contributed not only to students' cognitive development but also to affective aspects of language learning, including learning motivation, self-confidence, learner autonomy, and classroom engagement (Amalia, Sobara, and Sakti 2024). Therefore, the effectiveness of HelloTalk should not be evaluated solely based on students' test scores but also on its ability to create meaningful learning experiences that encourage students to participate actively in English language learning.

The present findings are consistent with the study conducted by (Rachmawati and Fadhilawati 2025) which reported that mobile-assisted language learning applications enhance students' motivation because they provide flexible, interactive, and learner-centered learning experiences. Similarly, (Menggo et al. 2023) found that digital language-learning applications encourage greater student participation and improve learners' engagement during English instruction. The consistency between the present study and previous research suggests that integrating mobile technology into English classrooms creates more motivating and interactive learning environments.

Furthermore, who concluded that HelloTalk enhances students' confidence in using English through authentic interaction with other language users. However, the present study extends previous findings by incorporating both students' and teacher's perspectives. While earlier studies primarily focused on learners' responses, this research provides a broader understanding of HelloTalk implementation by considering teachers' observations regarding students' participation, motivation, and classroom behavior. Consequently, the study contributes additional empirical evidence regarding the effectiveness of HelloTalk in Indonesian junior high school contexts. The findings can also be interpreted through the

Technology Acceptance Model (TAM), which explains that users are more likely to adopt technology when they perceive it as useful and easy to use. In this study, students consistently reported that HelloTalk was simple to operate and beneficial for improving their English vocabulary. These positive perceptions encouraged frequent use of the application, which subsequently contributed to better vocabulary learning outcomes. Therefore, students' acceptance of the application became an important factor supporting the successful implementation of HelloTalk in English language learning.

The findings of this study provide several theoretical and practical implications. Theoretically, this research strengthens the concept of Mobile-Assisted Language Learning (MALL) by demonstrating that mobile applications can effectively support vocabulary acquisition through authentic interaction, continuous language exposure, and learner autonomy. The findings also reinforce vocabulary acquisition theory, which emphasizes that repeated exposure and meaningful use of vocabulary facilitate long-term vocabulary retention and productive language use. The study offers valuable insights for English teachers seeking innovative instructional media to improve vocabulary learning. HelloTalk may serve as an effective supplementary learning tool that enables students to practice English both inside and outside the classroom. Through authentic communication and immediate corrective feedback, students can develop vocabulary knowledge more independently while increasing their confidence in using English for real communication.

Despite the positive findings, this study has several limitations that should be acknowledged. First, the research involved o**b**, limiting the generalizability of the findings to other educational contexts. Second, the implementation period lasted only six instructional meetings, making it difficult to determine the long-term effects of HelloTalk on students' vocabulary development. Another limitation is that the study focused primarily on vocabulary mastery, while other English language skills, such as speaking, reading, writing, and listening, were not examined comprehensively. In addition, the effectiveness of the application was occasionally influenced by technical issues, including unstable internet connections and differences in students' digital literacy during the early stages of implementation.

Future studies are therefore recommended to involve larger and more diverse samples from different educational settings to improve the generalizability of the findings. Researchers may also employ experimental designs involving control groups or longitudinal

approaches to investigate the long-term effectiveness of HelloTalk. Furthermore, future research should examine the influence of HelloTalk on other language skills, including speaking, writing, reading, listening, and intercultural communicative competence, in order to provide a more comprehensive understanding of its contribution to English language learning.

CONCLUSION

This study concludes that the implementation of the HelloTalk application has a positive effect on seventh-grade students' vocabulary mastery at SMPN 1 Prambon. The quantitative findings demonstrated an improvement in students' vocabulary achievement, as indicated by the increase in the mean score from 78.8 in the pretest to 92.3 in the posttest. These findings suggest that HelloTalk effectively supports vocabulary learning by providing authentic language exposure, interactive communication, and opportunities for students to practice English in meaningful contexts

Further findings reveal that both students and English teachers view HelloTalk positively as a supplementary learning tool. Students considered the application engaging, easy to use, and beneficial for improving vocabulary knowledge and confidence in using English. Similarly, the teacher observed increased student participation, motivation, and classroom engagement during the implementation of the application. These findings indicate that HelloTalk contributes not only to students' vocabulary mastery but also to creating a more interactive and learner-centered English learning environment.

Overall, this study highlights the potential of HelloTalk as an effective mobile-assisted language learning application for improving vocabulary mastery among junior high school students. Future studies are recommended to involve larger and more diverse samples, implement longer treatment periods, and investigate the effectiveness of HelloTalk in developing other English language skills, such as speaking, listening, reading, and writing, to provide a more comprehensive understanding of its educational impact.

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