



THE IMPLEMENTATION OF VISUAL AIDS IN HELLO ENGLISH APPLICATION FOR DEVELOPING VOCABULARY SKILLS JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This research seeks to examine the implementation of the use of visual aids in Hello English application in developing students' English vocabulary at SMP N 2 Gading. Visual aids, such as images, icons, and animations, function as interactive learning media that help students understand and remember vocabulary more effectively. This research employs a descriptive approach using a qualitative method. Data were obtained using observation, interviews, and questionnaires. Researchers use a qualitative approach because this approach primarily focuses on exploring the questions of why and how, and highlights comprehensive studies to uncover the truth. The entire process of this study shows that the use of visual aid-based applications not only makes students more focused and interested, but also creates a more enjoyable, effective, and involving learning experience for all parties. With an interactive atmosphere, students do not only get informations, but also actively process and apply newly learned vocabulary

Keywords: *Visual Aids; Hello English Application; developing vocabulary*

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Introduction

Vocabulary is the foundation of language. If students master many vocabularies, they are able to understand proficiently and



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with ease because understand the meaning of words is the key to comprehend the language. Vocabulary is the collection of words that an individual knows vocabulary is the most important. According to Beny (2020) Vocabulary is essential of English learning. Someone needs vocabulary in communication in order to express their idea (Hamdani, 2020).

According to Anugrah (2024), if the students don't have a lot of vocabulary, they can't reveal their notions, thoughts, and also their emotions because learning vocabulary is one of the significant elements in comprehending the words meaning. In consequence, the students should enhance their vocabulary intensively, especially in mastering vocabulary (Anugrah et al., 2024). Rahman (2023) mentioned "In English as a second language (ESL) and English as a foreign language (EFL), vocabulary learning components are essential in all language abilities, specifically, listening, speaking, reading, and writing." This assertion indicates that vocabulary is a crucial and indispensable element of acquiring English skills (Rahman & Nabhan, 2023).

According to Mutmainnah et al (2023), Visual aids have great benefits in vocabulary development, especially in helping the language learning process. By utilizing images, drawings, or videos, visual supports facilitate a clearer comprehension of word meanings, connecting them to real objects or situations that are easily recognized. Overall, visual aids speed up and deepen vocabulary understanding, making them an effective way to develop language skills.(Mutmainnah et al., 2023)

Learning English through the use of applications is among the most effective methods to spark their interest in learning. They do not need to be in a classroom when they wish to learn English; they can learn anywhere and at any time (Agustiana et al., 2021). The students value mobile applications for their user-friendliness, availability, simplicity in downloading, and functionality for various uses. Steel's survey findings reveal that students considered mobile apps to be the most advantageous for studying vocabulary, reading, writing, grammar, and translation tasks (Amaliah, 2020).

In relation to enhancing English vocabulary and speaking skills, there exists an app named "Hello English" that can be acquired from the Google Play Store and App Store to learn English utilizing artificial intelligence and speech recognition. This app includes nearly 500 engaging audio and video lessons along with fun practice games for reading, writing, and speaking. The app's dictionary also features over 10,000 English words (Utari et al., 2021). Hello English application utilizes visual aids such as interactive

videos, educational games, illustrations, and pictures to support English learning. The visually pleasing app also assists users in learning more comfortably and effectively. These visual supports enhance the learning process, making it more engaging and immersive (Ulidang, 2024).

Researchers select Junior High School Students because, during junior high school age, students undergo considerable cognitive growth. Therefore, visual aids such as pictures, videos, or diagrams can be very effective in helping them understand English vocabulary that they may have difficulty mastering with traditional methods alone. According to Ulfa, et al (2023), By utilizing visual aids in the "Hello English" application, learners can acquire speaking skills and grasp vocabulary through pronunciation activities and enhance their word knowledge. Learners can engage in speaking English enjoyably from any location by merely downloading it without charge on their mobile devices (Ulfa et al., 2023).

Researchers in this study intend to utilize visual aids within the Hello English application to enhance vocabulary acquisition in junior high school students. The researcher has established three research questions as follows:

- 1) How do visual aids in the Hello English app impact junior high students' vocabulary?
- 2) What do students think about the effectiveness of visual tools in the Hello English application for enhancing vocabulary?
- 3) What factors influence the success or challenges in the implementation of visual aids in the Hello English Application?

Research Methods

The research framework implemented in this study was a qualitative approach. As stated by Libriana (2020), qualitative research is an investigative process of comprehension rooted in unique methodological traditions of inquiry that examine a social or human issue (Libriana et al., 2020).

Researchers use a qualitative approach because this approach primarily focuses on exploring the questions of why and how, and highlights comprehensive studies to uncover the truth. In qualitative research, the tool is an individual or human tool, specifically the researcher himself. Researchers need to have theoretical foundations and extensive knowledge, so that they can pose questions, analyze, observe, and shape the social context being examined to become clearer and more significant (Islam, 2023).

Design

Research design is a general plan or strategy used to guide the implementation of a study, ensuring that the data collected is valid and

relevant. It also includes the approach chosen, how the data will be collected, and how the results will be analyzed and concluded. Researchers use a qualitative approach because this approach tends to focus on exploring the questions of why and how, and emphasizes in-depth studies to find reality.

The benefits of qualitative research include its flexibility; the opportunity it provides to access meanings, perspectives, and interpretations and embrace individual differences; and its sensitivity to multiple forms of expression. But there are still obstacles in implementing this advantage, especially because it is in a population that is more verbally articulate and therefore considered "easiest" to do, with the argument to include individuals with expressiveness.

Participants

The participants in this study consisted of 8th-grade students from a Junior High School (SMP) whose English vocabulary proficiency level was still relatively low. The researcher chose 7th-grade students as participants in implementing visual aids on the Hello English application because, at this educational level, students are generally at the initial stage of learning basic English vocabulary and structures.

SMPN 2 Gading was selected as the location for implementing visual aids in the Hello English application because the school possesses characteristics that support the research objectives. SMPN 2 Gading has students with diverse backgrounds in English proficiency, enabling the researcher to measure the effectiveness of visual media more comprehensively. Additionally, the good cooperation with the school was also a primary consideration in choosing this location.

Overall, the researcher serves as the key figure in designing, facilitating, and evaluating the use of visual aids in the Hello English app to improve students' vocabulary learning.

Instrument

The researcher used three kinds of instruments. Each of the instruments that used to collect the data was described on table below:

1) Observation

The instrument in this study is to use direct observation in the field for the implementation of visual aids in the Hello English application for 8th grade students of SMPN 2 Gading. According to Ardiansyah (2023), the research instrument is a tool used to collect data that is relevant to the research objectives (Ardiansyah et al., 2023). Zega stated that through observation, researchers can capture data that cannot always be expressed by respondents, providing a deeper picture of the phenomena being studied (Zega et al., 2023).

2) Interview

Interview purposed to get the data information detail by the participants. Researchers conducted interviews with students

about their responses after learning about and implementing visual aids in the Hello English application to improve students' vocabulary skills.

3) Questionnaire

The questionnaire allows researchers to collect information directly from respondents through a series of structured and standardized questions. According to Wardana, Combined questionnaires and observations can increase the validity and reliability of the study, because the data collected does not only come from the respondents' views, but also from direct observations in the field (Nurjannah, 2020).

Data Collection

The data in this study were collected using instruments such as observations, questionnaires, interviews, and documentation. These instruments were developed based on predetermined indicators aligned with the research objectives and focus.

Questionnaires were used to obtain qualitative data directly from respondents, while interviews provided in-depth qualitative insights from selected informants. In addition, relevant documents were gathered to support and strengthen the findings. All collected data were systematically processed and analyzed to draw conclusions that address the research problems.

Data analysis

Ardiansyah mentioned that appropriate data collection techniques and valid research instruments play a major role in producing accurate and reliable data (Ardiansyah et al., 2023). As previously mentioned, the instrument in this research using observation, interview and Questionnaire. The following are the steps of data collection applied by the researcher:

- 1) Observations were conducted directly by researchers within a period of 1 day. The parties involved in the observation were the Principal and English Teachers for licensing needs related to the implementation of the Hello English application in the classroom.
- 2) The interview targets in this study were several students from class VIII who had previously been guided by the researcher in the introduction to the Hello English Application. After 1 week the researcher used the Hello English application as a learning medium in class, the researcher collected data by conducting interviews with 3 students to determine students' perceptions of the influence of visual aids on the Hello English application in improving English vocabulary.
- 3) The next stage of data collection is a questionnaire. Researchers use Google Form as a questionnaire to determine students' perceptions of the use of visual aids in the Hello English application. Researchers provide five main questions about Visual Aids in the Hello English application. The five questions are as follows:

No	Questions
1.	Do the visual aids in the Hello English application help you improve your English vocabulary?
2.	Visual aids such as pictures in the Hello English application make English lessons more fun?
3.	How effective are visual aids such as (images, icons, animations) in the Hello English application in helping to understand new vocabulary?
4.	Do you find it easier to remember new vocabulary accompanied by visual aids in the Hello English application?
5.	Which part of the visual aids in the Hello English application will help you the most in improving your English vocabulary?

Results and Discussion

Results

1. The Implementation of Visual aids in “Hello English” Application

During the learning process, students are introduced to the Hello English application which is specifically designed to improve their understanding of English vocabulary. This application has excellent features in the form of visual aids, such as images, animations, and illustrations, which help students learn new vocabulary in a more interesting and interactive way. When the learning activity begins, the teacher provides guidance to students on how to use the application, starting from an introduction to the features to direct practice with the vocabulary module.

The results of the observation showed that students seemed more focused and showed high interest in the vocabulary material presented through the application. Unlike conventional methods, the use of eye-catching visuals such as icons and illustrations makes students better understand the meaning of new words.

When a new word is introduced through the application, students appear enthusiastic about matching the meaning of the word with the image displayed. This provides a more concrete learning experience, because students can associate words with their visual representations.

As discussed by Rudiansyah (2023) in his article titled "Utilization of the Hello English application as a learning medium in pronunciation classes," the Hello English application is quite beneficial for students in their efforts to comprehend and enhance their accuracy regarding the material provided, as the idea behind this media is learning through play (Rudiansyah, 2023).

Not only understanding individually, students also actively try to learn new vocabulary through interactive features, such as visual-based games and quizzes in the application. This game challenges students to remember the meaning of newly learned vocabulary while competing with classmates. This task indirectly boosts students' self-esteem, as they feel capable of keeping up with the

learning process, even though they had previously struggled with memorizing vocabulary.

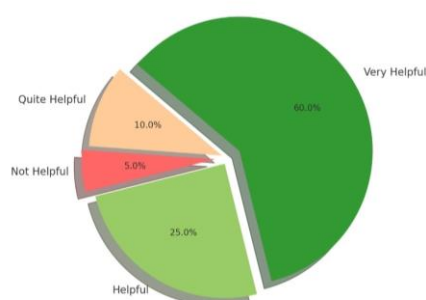
Interactions between students, teachers, and their friends also occur more often. When faced with difficulty understanding the meaning or context of a word, students are seen discussing with each other to find the answer. Some students who usually tend to be passive in conventional classes begin to show greater curiosity by asking the teacher directly or asking for their friends' opinions. This discussion creates a collaborative learning atmosphere, where each student has a role in the learning process.

The entire research process shows that the use of visual aid-based applications not only makes students more focused and interested, but also creates a more enjoyable, effective learning experience that involves all parties. With an interactive atmosphere, students not only receive information, but also actively process and apply the newly learned vocabulary.

2. Student's Perception of the effectiveness of visual aids in the hello English application

After using a questionnaire to collect data from 8th grade students of SMP 2 Gading regarding their views on visual aids in the Hello English application, it can be concluded that most students have a positive attitude towards using visual aids the application in learning English vocabulary.

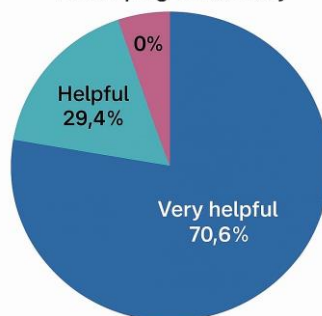
Questionnaire Results on the Use of Visual Aids in the Hello English Application



The questionnaire results showed that 85% of students felt that visual aids such as pictures, icons, and animations were very helpful in understanding new vocabulary. Students felt that with pictures that

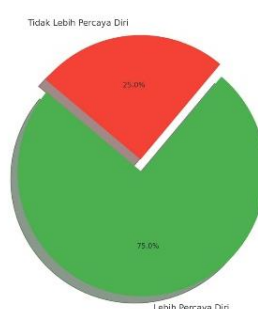
illustrate the meaning of words, they could remember the vocabulary more easily.

The Effects of Visual Aids in Hello English Applications for Developing Vocabulary



The results of the questionnaire show that the visual aids in the Hello English application have a positive impact in increasing the user's vocabulary. The majority of respondents, namely 70.6%, found this feature very helpful, while another 29.4% found it helpful. Interestingly, no respondents stated that visual aids were not helpful (0%). This shows that various visual features, such as images, audio, interactive exercises, and translations, are effective in supporting the learning of new vocabulary. Overall, these data confirm that visual aids play an important role in enriching users' English vocabulary, with most experiencing significant benefits.

The result of student's self-confidence questionnaire in English after using hello English applications



The increase in self-confidence was also reflected in the results of the questionnaire, where 75% of students felt more confident in using English vocabulary after using the application. They felt that the exercises provided in the application helped them feel more prepared to use vocabulary in everyday conversations. However, although most students showed positive responses, some students (around 10%) reported technical obstacles, such as internet connection problems or difficulty accessing the application on

certain devices. In addition, 20% of students felt that some of the images used in the application were less relevant or did not fully help in explaining the meaning of words, although most students still felt they were useful.

Overall, the results of the questionnaire showed that the use of visual aids in the Hello English application has succeeded in improving the understanding of English vocabulary of grade 8 students at SMP 2 Gading. Despite some technical challenges, the majority of students felt that this application greatly supported their learning, making it more interesting and effective.

3. *Supporting factors and Challenges in implementing visual Aids in the Hello English Application*

A. Supporting factors

The supporting factors in the implementation of visual aids in the Hello English application appear to be quite significant based on interviews with students. Most students felt that the use of visual aids in the application provided a more effective and engaging learning experience.

One student (D,A), stated that the visual features were very helpful because they made it easier to understand new vocabulary through pictures or illustrations, which also made the words easier to remember.

Additionally, another student (M.I), highlighted that the application's colorful and interactive design boosts motivation and makes learning more enjoyable. These observations are consistent with the Cognitive Theory of Multimedia Learning (CTML) proposed by Mayer. According to CTML, learning is more effective when information is presented through both verbal and visual channels, as this dual coding facilitates better processing and retention of information. Mayer's recent work emphasizes the importance of integrating words and graphics to enhance meaningful learning, especially when learners actively engage in selecting, organizing, and integrating information (Mayer, 2024).

Further supporting this, a study by Weerasinghe et al. (2022) introduced "Vocabulary," an augmented reality tool that annotates real-world objects with corresponding vocabulary and visualizations. Their findings indicate that such visual contextualization significantly improves immediate recall, learning efficiency, and reduces cognitive load (Weerasinghe et al., 2022).

Additionally, Attygalle et al. (2025) explored the use of text-to-image generation in vocabulary learning. By creating visual representations of keywords, they found that learners exhibited enhanced memory retention compared to traditional keyword methods (Attygalle et al., 2025).

In summary, the positive student feedback on the Hello English application's visual aids is corroborated by recent research. The integration

of visual elements not only makes learning more engaging but also aligns with established cognitive theories and empirical studies that highlight the effectiveness of multimedia in language acquisition.

B. Challenges

The use of visual aids in the Hello English app shows significant potential for enhancing the effectiveness of English language learning, particularly in capturing attention and clarifying presented concepts. However, interviews with various students revealed several challenges in its implementation, concerning both design and technical aspects.

Some students expressed that the visual elements in the app can sometimes be overly cluttered and confusing, which disrupts their learning focus. One student mentioned, *"At times, there are too many visuals or too much happening, making it hard for me to know where to concentrate. It feels like there's an overload of information."* (I. S). This relates to Hanifah's (2023) finding that a complex visual display in learning applications can heighten cognitive load and interfere with information processing (Hanifah & Solehuddin, 2023).

In agreement, Weerasinghe et al (2022) pointed out that poorly structured visual design can diminish student engagement and lead to a loss of focus during learning. They stressed the importance of employing visuals that are straightforward, pertinent, and easy to comprehend to enhance digital learning effectiveness (Weerasinghe et al., 2022).

In addition to design issues, technical aspects also present significant challenges. A common difficulty faced by students is the app's reliance on a stable internet connection. Respondent S. A. noted, *"When I use this app, slow internet becomes a problem because some visual features can't be accessed without the internet."* This barrier is echoed by Susantini et al (2024), who found that unstable internet connections negatively impact students' motivation and consistency while using mobile apps for learning (Susantini et al., 2024)

Another respondent, M.F., also said, *"I'm annoyed when images or videos don't load right away because the internet is slow." As a result, my attention was diverted from my studies."* Research by Ahillon (2024) supports the necessity of offline features in learning apps to enable students to continue learning at their best even in low-bandwidth environments (Ahillon & Aquino, 2024).

Furthermore, Partsei et al. (2025) argue that mobile learning applications will only be successful in boosting student participation if they

are designed to be adaptive, not just visually but also technically, with features like ease of use and accessibility (Partsei et al., 2025).

Therefore, even if visual aids in the Hello English app help the learning process, developers should concentrate on two key areas: simplifying the visual design and creating offline capabilities. This will help promote a more inclusive and responsive learning environment that takes into account user needs across a variety of technological settings.

Discussion

This part provides further interpretation of the previous findings based on the results of implementation visual Aids in Hello English Application in Increasing vocabulary in Junior High School.

A. Visual Aids

After conducting observations, interviews with students and questionnaires, researchers found that the use of Hello English was effective in increasing student interest, especially in improving students' vocabulary skills.

The results of the observation showed that students seemed more focused and showed high interest in the vocabulary material delivered through the application. Students are also actively trying to learn new vocabulary through interactive features, such as visual-based games and quizzes in the application.

Nurfadhilah et al, (2021) in their study entitled "Implementation of Visual Media for Grade V Students at SDN Muncul 1" further elaborated that visual media (pictures or images) hold a crucial role in the educational process. Visual media can aid comprehension and enhance memory retention. Additionally, visuals have the potential to stimulate student interest and present real-world content (Nurfadhillah et al., 2021).

Then in this study, by using a questionnaire to collect data from 8th grade students of SMP 2 Gading regarding their views on visual aids in the Hello English application, it can be concluded that most students have a positive attitude towards using the application in learning English vocabulary. The researcher gave 5 questions and there were 3 main questions about the Effectiveness of implementing Visual Aids in the Hello English application. The 3 main questions are as follows:

- 1) Are visual aids such as images, icons, and animations in the Hello English application very helpful in understanding new vocabulary?
- 2) Do the Visual Aids in Hello English Application assist you in enhancing your vocabulary?
- 3) Do you feel more confident in using English vocabulary after using the Hello English application?

Overall, the results of the questionnaire showed that the use of visual aids in the Hello English application has succeeded in improving the

understanding of English vocabulary of 8th grade students of SMP 2 Gading. Although there were some technical challenges, the majority of students felt that this application greatly supported their learning, making it more interesting and effective.

B. Hello English Application

Hello English by CultureAlley is a complimentary app for learning languages. It effectively combines a teacher, an online course, and a video game into a single platform. The app features almost 500 engaging audio and video lessons along with enjoyable practice games for reading, writing, and speaking. Additionally, the app's dictionary contains more than 10,000 English words (Amaliah, 2020).

Hello English app utilizes visual aids such as interactive videos, educational games, illustrations, and pictures to support English learning. Interactive videos clarify language concepts more effectively, while educational games reinforce vocabulary and grammar in a fun way. The visually appealing app also helps users learn more comfortably and efficiently. These visual aids make the learning experience more interactive and immersive (Archielian Satrio Putro Pambudi et al., 2024).

Mulyani (2022) similarly discovered that learners were more driven to acquire English vocabulary through the Hello English application, as the Hello English application offered enjoyable vocabulary learning (Mulyani, 2022).

Students encountered multiple challenges while utilizing visual aids in the Hello English application; one of these challenges is that the visuals presented are excessive or too cluttered, causing students to lose concentration. Slow internet connection is also an obstacle for students in implementing visual aids on the hello English application because some visual features cannot be accessed without the internet. However, overall, this study shows that visual aids on the Hello English application have great potential in supporting learning, although some technical and design challenges need to be considered to improve the user experience.

Conclusion

This research seeks to examine the implementation of visual aids in the Hello English application to improve the vocabulary skills of eight grade students at SMPN 2 Gading. The Hello English application provides various interactive features, such as images, animations, educational games, and quizzes, which are designed to facilitate learning English

vocabulary in an interesting and interactive way. The method of research applied is qualitative, involving data gathering via observation, interviews, and questionnaires. The participants of the study consisted of seventh grade students who demonstrated comparatively low levels of English vocabulary proficiency. SMPN 2 Gading was selected due to the varied English capabilities of its students and the school's backing for the research.

The results showed that the visual aids in this application significantly improved students' vocabulary comprehension. The use of visual features made students more focused, active, and interested in learning. In addition, students were also more confident in using the vocabulary they had learned. The majority of students responded positively to this application, with 85% stating that the visual aids were very helpful, 80% felt that learning was more interesting, and 75% felt more confident. However, several challenges were found, such as technical obstacles due to slow internet connections and visual aids that were sometimes too crowded, thus disrupting students' focus.

Overall, this study suggests that visual aids in the Hello English app have great potential to enhance English vocabulary learning, although attention needs to be paid to technical and design constraints to improve user experience.

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