

The Effect of Using Group Chat Discussion on Whatsapp Into Students' Vocabulary Mastery Seventh Grade at SMP St Yoseph Medan

Bintang Hana Pardede*¹, Sahlan Tampubolon², Febrika Dwi Lestari³

Email: Bintang.pardede@student.uhn.ac.id,
sahlantampubolon@gmail.com, febrikadwilestari@uhn.ac.id

Abstrak

Penelitian ini berfokus pada mengetahui pengaruh penggunaan group chat discussion pada whatsapp terhadap penguasaan kosakata siswa kelas tujuh SMP St Yoseph Medan. Penelitian ini menggunakan penelitian kuantitatif eksperimental. Populasi penelitian ini adalah siswa kelas VII SMP St Yoseph Medan. Penelitian ini dilakukan dengan dua kelompok purposive sampling yaitu kelas eksperimen dan kelas kontrol. Data dikumpulkan dengan menggunakan tes kosa kata. Pengumpulan data dilakukan dengan memberikan tes. Tes yang digunakan adalah pre-test dan post-test untuk kedua kelas. Nilai rata-rata pre-test di kelas eksperimen adalah 60 dan skor post-test di kelas eksperimen adalah 79. Rata-rata skor pre-test dari pre-test di kelas kontrol adalah 55 dan skor post-test di kelas kelas kontrol adalah 73. Data dianalisis dengan menggunakan T-test. Hasil perhitungan menunjukkan t hitung (0,80) lebih besar dari t tabel (a) 0,03 dengan derajat kebebasan df (57). Artinya ada pengaruh yang signifikan penggunaan group chat discussion pada whatsapp terhadap penguasaan kosa kata siswa. Jadi, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hasil penelitian menunjukkan bahwa dengan menggunakan obrolan grup whatsapp, siswa dapat meningkatkan penguasaan kosa kata secara signifikan.

Kata kunci: *Group Chat Discussion, WhatsApp, Penguasaan Vocabulary Siswa.*

Abstract

This study focuses on knowing the effect of using group chat discussion on whatsapp into student's vocabulary mastery seventh grade at SMP St Yoseph Medan. This research used experimental quantitative. The population of this study were seventh grade at SMP St Yoseph Medan. This research was conducted with two groups of purposive sampling, namely the experimental class and the control class. The data were collected using the vocabulary test. Data collection is done by giving a test. The test used were pre-test and post-test for both classes. The average score of pre-test in the experimental class is 60 and score of post-test in the experimental class is 79. The average pre-test score of pre-test in the control class is 55 and score of post-test in the control class is 73. The data were analyzed by using the T-test. The results of the calculation show that t count (0,80) is greater than t table (a) 0,03 with degrees of freedom df (57). This means that there was a significant influence of use group chat discussion on whatsapp into student's vocabulary mastery. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The result of the study showed that by using whatsapp group chat, the students could improve significantly on vocabulary mastery.

Keywords: *Group Chat Discussion, WhatsApp, Student's Vocabulary Mastery.*

INTRODUCTION

Vocabulary is the foundational skill that must be acquired before the remainder of a language, especially in the English language. According to Hatch and Brown (1995:1), a vocabulary is a list or collection of words for a particular language or a list or set of terms that certain language speakers may employ. A further definition of Vocabulary is the comprehension of word meanings in spoken and written language, as well as in both productive and receptive forms. The implication is that vocabulary development is essential for children to learn English. Vocabulary is the primary building block of language proficiency and sets a substantial foundation for how well learners talk, listen, read, and write (Richards and Renandya (2001:255).

So learning a language requires knowing Vocabulary. It might improve a student's ability to talk, listen, read, and write in English and increase their learning effectiveness. Students in Indonesia still have a limited vocabulary, nevertheless. According to the redesigned 1975 curriculum, junior high students should anticipate to study 1,500 words, and senior high students should plan to study 4,000 words. curriculum considers the 1,500 words taught in junior high, according to Nurweni (1999:162). However, it is not believed that Indonesian students have powerful language skills. They still struggle to memorize Nurweni's language and have a restricted vocabulary (2017:152). English professors ought to provide their students with more vocabulary education as a result.

Blend learning often referred to as hybrid learning, technology-media instruction, web-enhanced teaching, or mixed-mode instruction, is a teaching strategy that combines traditional place-based classroom methods with online educational resources and activities. Osguthorpe and Graham define a blended course as blends of traditional face-to-face instruction with online learning resources and online course administration software (2003: 227). Because of how frequently people use the internet today, we can define blended learning as an educational activity combining online and in-person learning. Since there are no time or geographical restrictions, participants may learn at their own pace, and running costs are decreased, e-learning might be a good solution. The fundamental tenets of blended learning systems seek to balance online content.

Some studies have demonstrated the benefits of employing collaborative learning. Djiwandono (2013:210) discovered the effects of blended learning on EFL learners' vocabulary mastery. Every week, a class of 21 pupils will be taught vocabulary courses totaling 100 minutes of class time. Questionnaires will be used to get feedback on this teaching style. A post-test was given at the conclusion of the 16-week semester to measure their progress in vocabulary mastery. The results suggest that after having been taught through mixed learning, children may acquire 5000 rank phrases—the impact of a blended learning strategy on teaching English vocabulary to ESL students. During the academic year 2014–2015, the Russian Federation's government performed the study at Financial University. Twenty-two third-year international finance primary students participated in the training program. The main instrument used for data collection was a pre-test and a post-test. The results of Sandler's A-Test and the T-Test for correlation data show that blended learning positively impacts ESL students' performance. When blended learning is used well, it can speed up learning compared to traditional classroom instruction, which can help with vocabulary acquisition.

Given that WhatsApp is currently one of the most widely used social media platforms for communication, the author chose it as the social media platform. Thus, some WhatsApp features, including the ability to send and receive voicemails and photos, may make it simpler for kids to communicate with their teachers. Additionally, WhatsApp's group chat is very easy to use and learn, which makes it easier for students to connect with one another and their teachers.

Based on the abovementioned, a group chat conversation is required to help pupils enhance their Vocabulary. A group chat conversation can be used instead of educating pupils to improve their Vocabulary. As a result, the researcher will attempt to determine whether or not group chat discussions may be beneficial for teaching Vocabulary.

Group chat discussion because so that students don't get bored and change the learning even if it's online. Vocabulary because Vocabulary is essential. There are some crucial vocabularies, Words are recognized to assist organize learning, and the production of labels (words) is a method for enhancing learning. Language can effectively pupils learn more. Vocabulary may help pupils learn more and become more proficient. SMP St Yoseph because at that location a phenomenon and problem emerged which I will examine based on my research topic.

METHOD

In this research The researcher employ Experimental Quantitative in this study yesterday. The goal of this Classroom Action Research is to improve students' language skills through group chat discussions on WhatsApp. Class action research is a type of study that conducted in the classroom. The research will include a strategy for developing group abilities as well as a mechanism for resolving problems that arise in the school. (Suyadi:2012:90). The tasks that made up the classroom action research components started with a plan of action and ended with reflection. It's called "cycle research" Action planning, action execution, observation and interpretation, and analysis and reflection are the four processes that make up each cycle. Normally, the second

cycle of this study would be its conclusion (Latief, 2009: 67). In conclusion, activities for classroom action research span from planning to researcher or teacher reflection. To address a concern brought up by students and to further the teaching and learning process, this will be done in the classroom. The Population of this study is pupils in the seventh grade at St. Yoseph Junior High School Medan. The researcher enrolls in two courses to serve as a study sample. The courses are VII-A (C) and VII-B. (E). The researcher separates both groups into two portions, the experimental Group and the control group. The VII-A (C) class is designated as the control group, whereas the VII-B (E) class is designated as the experimental Group. The instruments used in this research will be as the following: test. The technique of collecting data by doing The pre-test and post-test should both be covered by a written test. The information is presented as numerical results of tests conducted before and after the cycles. The technique of analyzing data is The significance of the differences between pretest and posttest data was assessed used the following t-test. By assumed that each variable is independent of the dependent variable, the T-test can be used to assess the level of significance of an impact. The average test was performed to ascertain whether the averages of the experiment and control classes were different.

RESULT AND DISCUSSION

The Results of Pre-Test and Post-Test in the Experimental Group

At this point, the researcher explains the post-test and pre-test scores in the experimental class. The value in this study was taken from the student's score. The score was obtained from the results of pre-test and post-test. In this study, the researcher uses a vocabulary test can be seen in the following table.

Table 1. The Results of Pre-Test and Post-Test in the Experimental Group

No	Name	Pre-Test	Post-Test
1	CS	60	90
2	OS	68	90
3	GS	68	60
4	AS	72	90
5	F	84	100
6	JS	84	100
7	AS	36	80
8	JK	56	90
9	EG	64	100
10	WT	80	100
11	MK	76	50
12	SG	24	60
13	JN	64	60
14	DH	68	100
15	RS	60	40
16	KB	68	70
17	BS	64	90
18	RB	64	90
19	LV	60	60
20	KN	56	90

21	DP	44	90
22	PA	68	60
23	M	40	40
24	AM	52	90
25	DS	44	90
26	CS	48	90
27	JM	44	60
Total		1616	2130
Mean		60	79

From the table above, we can see that the total score of the pre-test is 1616. Based on the total pre-test scores above, the researcher concluded that the average pre-test score was 60. The total post-test score is 2130, so based on the total score above, the average score is 79.

The Results of Pre-Test and Post Test in Control Class

In this point, the researcher explains the post-test and pre-test scores in the control class. The researcher made a test for the students, the researcher make a multiple choice. So that researcher can determine students' abilities. In this study, the researcher made a pre-test and post-test so the researcher could find out the significant differences. Here we can see the table:

Table 2. The Results of Pre-Test and Post-Test in Control Class

No.	Name	Pre-test	Post-test
1.	IS	60	60
2.	JS	52	40
3.	K	40	60
4.	ES	40	80
5.	V	24	70
6.	F	44	55
7.	BS	32	40
8.	G	76	80
9.	JA	76	90
10.	KD	36	20
11.	M	28	60
12.	SS	68	80
13.	BM	64	80
14.	IA	28	60
15.	AM	16	80
16.	DT	52	80
17.	AO	60	70
18.	S	64	70
19.	DS	56	90
20.	PK	60	90
21.	D	52	80
22.	RS	72	80
23.	AB	60	90

24.	YM	40	60
25.	E	56	70
26.	LN	80	90
27.	RS	68	80
28.	ND	76	90
29.	KM	76	80
30.	MS	68	70
31.	CS	60	80
32.	EG	72	80
Total		1756	2305
Mean		55	73

From the table above, we can see that the total score of the pre-test in the control group is 1756. Based on the total score of the pre-test above, the researcher conclude that the mean score of pre-test in the control group is 55. After the researcher conducted the post-test, it was concluded that the total score was 2305, so based on the total score above, it was found that the average post-test score in the control group was 73.

Data Analysis

To find out the differences in students achievement in the control and experimental classes, the researcher use the t-test to find conclusions, so that they can compare the significant differences in students achievement in the control group and experimental group. We can see the calculation of the t-test as follows:

Table 3. Calculating of Pre-Test and Post-Test of Experimental Group

No.	Name	Pre-test	Post-test	Deviation X2-X1	X ²
1.	CS	60	90	30	900
2.	OS	68	90	22	484
3.	GS	68	60	8	64
4.	AS	72	90	18	324
5.	F	84	100	16	256
6.	JS	84	100	16	256
7.	AS	36	80	44	1936
8.	JK	56	90	34	1156
9.	EG	64	100	36	1296
10.	WT	80	100	20	400
11.	MK	76	50	26	676
12.	SG	24	60	36	1296
13.	JN	64	60	4	16
14.	DH	68	100	32	1024
15.	RS	60	40	20	400
16.	KB	68	70	2	4
17.	BS	64	90	26	676
18.	RB	64	90	26	676
19.	LV	60	60	0	0
20.	KN	56	90	34	1156
21.	DP	44	90	46	2116
22.	PA	68	60	8	64
23.	M	40	40	0	0
24.	AM	52	90	38	1444
25.	DS	44	90	46	2116
26.	CS	48	90	42	1764
27.	JM	44	60	16	256
Total		1.616	2.130	646	20.756

From the table above we can find the deviation score of experimental class was:

$$My = \frac{\sum x}{N}$$

$$My = \frac{646}{27}$$

$$My = 23,9$$

The square of deviation of value based the formula following, the researcher was calculated as follow :

$$dx^2 = \frac{(\sum x^2) - \frac{(\sum x)^2}{n}}$$

$$dx^2 = \frac{(20.756) - \frac{(646)^2}{27}}$$

$$dx^2 = \frac{(20.756) - (417.316)}{27}$$

$$dx^2 = 20.756 - 27$$

$$dx^2 = 20.729$$

Table 4. Calculating of Pre-Test and Post-Test of Control Group

No.	Name	Pre-test	Post-test	Deviation X2 - X1	X ²
1.	IS	60	60	0	0
2.	JS	52	40	12	144
3.	K	40	60	20	400
4.	ES	40	80	40	1600
5.	V	24	70	46	2116
6.	F	44	55	11	121
7.	BS	32	40	8	64
8.	G	76	80	4	16
9.	JA	76	90	14	196
10.	KD	36	20	16	256
11.	M	28	60	32	1024
12.	SS	68	80	12	144
13.	BM	64	80	16	256
14.	IA	28	60	32	1024
15.	AM	16	80	64	4096
16.	DT	52	80	28	784
17.	AO	60	70	10	100
18.	S	64	70	6	36
19.	DS	56	90	34	1156
20.	PK	60	90	30	900
21.	D	52	80	28	784
22.	RS	72	80	8	64
23.	AB	60	90	30	900
24.	YM	40	60	20	400
25.	E	56	70	14	196
26.	LN	80	90	10	100
27.	RS	68	80	12	156
28.	ND	76	90	14	196
29.	KM	76	80	4	16
30.	MS	68	70	2	4
31.	CS	60	80	20	400
32.	EG	72	80	8	64
Total		1.756	2.305	605	17.713

From the table above we can find the deviation score of control class was :

$$My = \frac{\sum x}{N}$$

$$My = \frac{650}{32}$$

$$My = 20,31$$

The square of deviation in control class we can find the value based the formula following, the researcher calculated the score as follow :

$$dy^2 = \frac{(\sum y^2) - \frac{(\sum y)^2}{n}}$$

$$dy^2 = (17.713) - \frac{(650)^2}{32}$$

$$dy^2 = (17.713) - 422.500$$

$$dy^2 = 17.713 - 13.203$$

$$dy^2 = 4.510$$

After doing this research, based on the above calculations. Student learning outcomes in the control and experimental classes were found. To make ease in analyzing statistically the result of the research, the alternative hypothesis which say that the students who learned by using WhatsApp Group Chat Discussion affect on vocabulary mastery than those who are taught with conventional strategy.

Based on the t-test formula, the researcher get the results of the t-test calculation which shows that t-count > t-table = 0,80 at significance level = 0.03 with degrees of freedom (df) = Nx + Ny – 2. This is the degree of freedom is 27 + 32 – 2 = 57. The results of the statistical analysis of the t-test showed that there was a significant difference between the experimental class and the control class. In understanding the achievement of vocabulary. Because t-observerd is higher than t-table. Thus, based on the calculation, it can be stated that the vocabulary mastery of students taught by WhatsApp Group Chat is different from those who are taught by conventional strategy. It means that WhatsApp Group Chat is effective on students' vocabulary mastery.

DISCUSSION

The results underlined that using WhatsApp Group Chat is more effective than traditional instruction in enhancing learners' vocabulary learning. This study lends support to the constructivist theory since WhatsApp has helped students construct their vocabulary knowledge. The evidence for the usefulness of WhatsApp in line with the findings of Bensaleem (2018) who conducted his study in a similar project in Saudi Arabia EFL learners. His participants believed that the most useful app for English language learning was WhatsApp.

The findings of this study also highlighted the positive attitudes of the participants both students and teachers toward the use of WhatsApp in learning vocabulary and creating online-class to optimize their communication out of the class. These results are in line with the findings reported by previous studies such as Mardiana and Daniels (2018) who concluded that the attitude of technological change will have involved in the innovation of the learning process.

Teachers' empowerment to change themselves gives a good opportunity to experiment with the computers and it will improve them to technological change. As the teacher believes that the change is needed, it brought the system change and the learning will improve.

Basoglu and Akdemir (2010) used a mobile phone as a delivery model for vocabulary cards. The findings suggested that the experimental group outperformed the comparison group. Similar results were reported by Alavinia and Qoitassi (2013). Chen, et al (2008) investigated the impact of different types of glossed vocabulary on vocabulary acquisition of 156 students who were aged between 19 and 22 years. The vocabulary items were sent through mobile phones. The findings suggested that the students benefitted more when textual and pictorial glosses were presented together. These results support the assumptions of dual coding theory. In another study by Alemi, et al (2012) reported contrasting results where immediate posttest reported no significant difference but the treatment group performed better in delayed posttest than did the comparison group. Two studies were conducted in two different settings. Cultural differences and differences in sample size might be the reasons for these results.

This fact was supported by Alqahtani (2018), who has finished his research on using WhatsApp to learn English for University level. The study's outcome proposes that while WhatsApp is utilized as an online platform to provide communicative opportunities, it can lead to implicit learning both outside as well as inside of the classroom. To exploit the positive aspects of WhatsApp for learning, it is mandatory to motivate students to identify, comprehend, and engage in learning opportunities using WhatsApp. This will let students augment their levels of confidence, knowledge, competence, lifelong learning.

In view of this, teachers can implement teaching-learning tasks that use WhatsApp both as a platform to study as well as a way for socialization. This can be accomplished in an organized way by informing the students concerning the objectives and learning outcomes of tasks with a special emphasis on learning aspects rather than other general uses of WhatsApp.

WhatsApp became a tool which more attractive to use on teaching and learning activities in the case of creating an online class that can be accessed by the learners without any problem of a school schedule. A recent study conducted by Gabriella (2017) showed that in the didactics of foreign languages, the potential of mobile

technologies is increasingly investigated. The advantages of these technologies go beyond the facts of low cost, high connectivity, and portability. These are appliances that can be accessed and used by students anywhere at any time, regardless of the teachers' and educational institutions' permissions.

CONCLUSIONS

After doing the research, results show that using WhatsApp has significantly effected the learners' vocabulary mastery compared to the traditional method. The researcher conducted a pre-test and post-test in experimental class and control class. The conclusions can be drawn as follows :

1. WhatsApp as a learning tool has been a positive experience for most participants as it has increased their motivation for learning.
2. The average score in experimental class is 79. Higher than the average score in control class, which is 73.
3. The researcher recommends English teachers consider using WhatsApp in teaching vocabulary and integrate the teaching and learning process by applying Hybrid Learning through creating on-line class via WhatsApp Group Chat with the students. WhatsApp allows teachers to teach a larger number of vocabulary items given the fact that the teachers may not have enough time to do that in class. It helps teachers also reach all students through virtual communication especially shy students who may not participate in face-to-face interaction.
4. In this study, the researcher concluded that using WhatsApp Group Chat Discussion significantly have better or greater vocabulary mastery than those who are taught with conventional strategy.

Thus, based on the calculation, it can be stated that the vocabulary mastery of students taught by WhatsApp Group Chat is different from those taught by conventional strategy. It means that WhatsApp Group Chat is effective on students' vocabulary mastery. $T_{Observed} (0,80)$ is higher than $T_{Table} (0,03)$. It means that H_0 is reject and H_a is accepted.

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