

THE EFFECTIVENESS OF USING WHATSAPP MEDIA IN THE TEACHING OF VOCABULARY TO THE SECOND-GRADE STUDENT OF SMAN 1 MADAPANGGA

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ABSTRACT

This research aims at finding out whether there is a significant difference or not on the students' vocabulary mastery through WhatsApp media and their response in implementing WhatsApp media to the second-grade student of SMAN 1 Madapangga. The method of this research was a pre-experimental research with one-group pretest-posttest design. The population of this research was the second-grade student of SMAN 1 Madapangga. The total population were 184 students while the sample of this research were 30 students taken by applying simple random sampling technique. For the instrument, it used test (pre-test and post-test) and questionnaire. The collected data was analyzed using scoring classification; mean score and t-test. The mean score of pre-test was 68.90 with standar deviation 14.45 while the mean score of post-test was 82.33 with standar deviation 5.97. Then the value of t-test was bigger than t-table ($3.821 > 2.100$). While for Students' response in implementing WhatsApp media, it showed that most of them felt that WhatsApp media gave good impact to them such as they felt fun and more actively involved in learning vocabulary through WhatsApp media. Based on the results above, the researcher concludes that WhatsApp media can improve students' vocabulary mastery and it enhances students' enthusiasm during learning vocabulary process to the second-grade student of SMAN 1 Madapangga.

Keywords: WhatsApp, media, teaching vocabulary.

1) INTRODUCTION

In Indonesia, English has been selected as one of the foreign languages that is taught in schools, starting from elementary school to the university. One of the components of a language is vocabulary and it becomes one of the fundamental components. Many experts argued that vocabulary is one of the fundamental aspects in language learning because it can influence and develop an individual ability to communicate both in verbal and writing form. According to Badianto (2003) in communication, vocabulary is more important than grammar. It is quite logical. Without grammar, the idea is very little that could be conveyed but without vocabulary, it is impossible that could be conveyed. In fact, students are then required to continue developing their vocabulary so that they can perform excellent communication in a wide range of context. Insufficient understanding of vocabulary can be the main cause of academic failure experienced by some students.

Based on the result of preliminary research with the second-grade student of SMAN 1 Madapangga containing eight students in January 2021, their English vocabulary mastery at school is still low and they still have difficulty in mastering vocabulary. It has an impact on their communication and their grade during English class. Besides that they also feel less enthusiastic in learning process. By the result of preliminary research, the researcher is interested to conduct a research using a media to increase their vocabulary.

In teaching and learning process, the presence of a media is quite important. The use of media makes easier the teacher to deliver the material to the students and it also helps increasing student motivation to study. The use of media in learning also shows a great progress, starting from the use of traditional media to the use of digital and online media. By applying media, students will be more active so that there is a feedback among teacher and students. The use of learning media is very assist in the effectiveness of the learning process. According to Ibrahim and Syaodih (2003) learning media is something that can be used to deliver a message or lesson content, to stimulate the mind, feeling, attention and student ability.

Indonesia has faced the era of the industrial revolution 4.0. This era has an impact on formation of a technology-literate generation. The use of technology in teaching and learning process will be suitable with the student development. The use of technology will make the learning more interesting for students, especially in learning English. One of the example of technologies is smartphone. Now smartphone becoming an item that must be owned by people. They are very enthusiastic about using smartphone as a tool to interact with others. There are many things that can be done by smartphone, for example to deliver the information. People can take advantage of applications available on smartphone such as WhatsApp application, Line, Telegram etc.

One of the smartphone applications that is easy to be operated and popular in public is WhatsApp. WhatsApp is an instant messaging application for smartphone. The function of this application is almost same as the SMS application that usually used on old cellphones. WhatsApp has potential to be used as a learning media. According to Jumiatmoko (2016) WhatsApp is today's popular technology that can be used as a learning supplement media because it can accommodate up to 256 participants. There are many features that contain on WhatsApp such as group chat, WhatsApp call and Video call, voice note, document and many else. Those features are very useful for its users and have the potential to support teaching and learning process. Based on the explanation above, the researcher wants to examine the effectiveness of using WhatsApp in teaching vocabulary to the second grade student of SMAN 1 Madapangga and their response toward WhatsApp as their vocabulary learning media.

2) METHODS

The method of this research was a pre-experimental research with one-group pretest-posttest design. The population of this research was the second-grade student of SMAN 1 Madapangga. The total population were 184 students while the sample of this research were 30 students taken by applying simple random sampling technique. The collected data was analyzed using scoring classification; mean score and t-test. For the instrument, it used test (pre-test and post-test) and questionnaire. To know the students' response toward using WhatsApp media in learning vocabulary, the researcher formulated a questionnaire that consisted of 9 statements to confirm their opinion. They were free to share their opinion by stating : strongly disagree, disagree, rarely agree, agree or strongly agree toward attached statement. The questionnaire contained two kinds of statement, namely positive and negative statement. The positive statement was given score : 5,4,3,2,1 while for the negative statement was given score : 1,2,3,4,5. Statement 1 was confirming their agreement that using WhatsApp media in learning vocabulary is not useful. Statement 2 was confirming their agreement that using WhatsApp media in learning vocabulary is more fun. Statement 3 was confirming their agreement that learning vocabulary through

WhatsApp is just wasting their time. Statement 4 was confirming their agreement that using WhatsApp media makes them easy to learn vocabulary. Statement 5 was confirming their agreement that using WhatsApp makes them easy in understanding the material. Statement 6 was confirming their agreement that they are interested in learning through WhatsApp media. Statement 7 was confirming their agreement that learning vocabulary through WhatsApp makes them depressed. Statement 8 was confirming their agreement that they feel sleepy learning through WhatsApp. Last statement was confirming their agreement that they get bored quickly learning through WhatsApp.

3) RESULTS

Findings on the effect of WhatsApp on students' vocabulary mastery

Table 1. The mean score and standard deviation of pre-test and post test

	N Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
PRE-TEST	30	68.90	2.63	14.45
POST-TEST	30	82.33	1.09	5.97
Total	30			

The table above showed that 30 students as the sample in pre-test and post-test, then it also showed that the mean score of students vocabulary in pre-test was 68.90 with standard deviation 14.45 and standard error 2.63, while for post-test was 82.33 with standard deviation 5.97 and standard error 1.09. It provided by the students' mean score of pre-test and post-test where the post-test score was higher and has significant improvement than the mean score of pre-test. The following chart for detail of the improvement of students' vocabulary mastery:

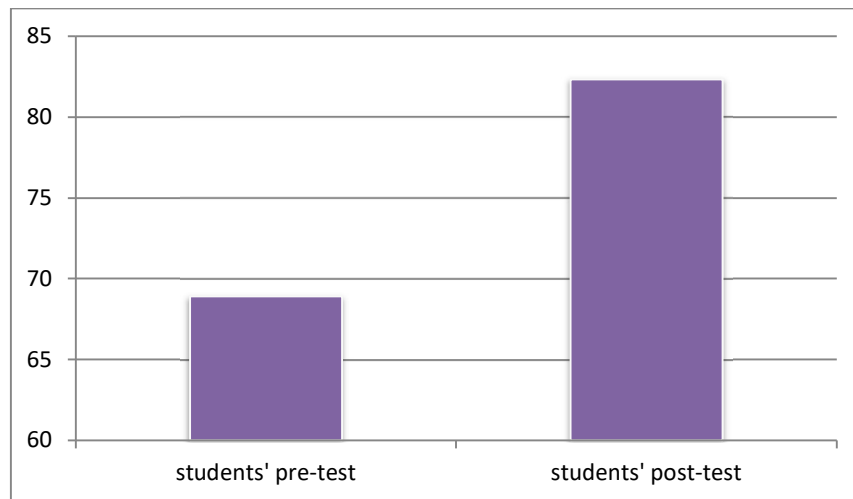


Figure 1. The improvement of students' vocabulary by using WhatsApp

The figure above showed the improvement of the score of students before and after giving treatment. The mean score in pre-test was 68.90 while the mean score in post-test was 82.33.

Table 2. Frequency and percentage of students' vocabulary

	PRE-TEST		POST-TEST	
	Frequency	Percent	Frequency	Percent
Excellent	0	0	7	23.3
Good	4	13.3	17	56.7
Edequate	17	56.7	6	20.0
Inadequate/ Unsatisfactory	5	16.7	0	0
Failing/ Unacceptable	4	13.3	0	0
Total	30	100.0	30	100

Brown(2004)

Finding on the students' response toward WhatsApp

The result of students' questionnaire score can be seen as follow:

Table 3. Students' questionnaire score

		Questionnaires			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	quite worthy	5	16.7	16.7	16.7
	worthy	20	66.7	66.7	83.3
	very worthy	5	16.7	16.7	100.0
Total		30	100.0	100.0	

4) DISCUSSION

Based on the observation, students enjoyed teaching process using WhatsApp and they were also active. It was appeared when the researcher asked them to make some sentences using vocabularies that had been given to them and when they asked or answered the questions. They looked interested and enthusiastic in learning vocabulary. WhatsApp media becomes a tool which more attractive to them in learning vocabulary.

In this study, several things have been inferred logically. First, students were inclined having similar problem in vocabulary process. For example the result of their pre-test, most of them had edequate score. There were 56.7% students who were categorized in edequate position and even there were few of them who were categorized in failing/unacceptable position, it was 13.3% students. Second, after applying WhatsApp media they showed the improvement. The score after giving treatment was better than before. Most of them categorized in good position, it was 56.7% students and even there were few of them categorized in excellent. No more students categorized in failing. It means that teaching vocabulary by WhatsApp gives positive impact to them.

Analysis of the mean score gap between pre-test and post-test ensured that WhatsApp media was effective. The mean score of pre-test was 68.90 while the mean score of post-test was 82.33. The explanation of the gap between pre-test and post-test indicated that the post-test showed high improvement than pre-test.

Based on the results of the study, it showed that the students' score were much higher after giving treatment. The use of WhatsApp media was helpful to improve students' vocabulary mastery. Some statements from experts that support this thesis, Nowaczyk (1998) technology is more useful especially for low achievers because it helps them becoming independent learners. By utilizing technology outside of class, the students could have interaction one another through networking-WhatsApp. This interaction effects in learning vocabulary more easily. Online chatting facilitates the development of the students' interaction competence. Soner (2019) the use of WhatsApp application for vocabulary learning contributes to success the learning process. This contribution could be directly related with the multimedia annotations that are sent to the students. Though the picture and audio files which are sent together with the texts, contributed to the learning, particularly pictures that are relevant to the text increased the success meaningful. WhatsApp application also plays an important role in the transfer of the annations as well as their formation effectively.

The researcher's finding was in line with some previous related reseach findings. Bensalem (2018) that conducted a study in a similar project to EFL learners in Saudi Arabia. The participants in his research indicated that WhatsApp had increased their vocabulary and it also motivated them for compliting their vocabulary assigment. It was in line with the researcher's finding in her research. By comparing the result of two tests that conducted before and after giving treatment, the test after giving treatment showed a significant improvement. It improved that WhatsApp became an effective tool for teaching and learning vocabulary.

The result of this research was in line also with Hassan (2018) who conducted a research at King Khalid University. The students in Hasan's research showed a considerable achievement with a big leap on grades with zero failure. Beside that, it motivated them in studying to get good score. Such thing was in line with what the researcher found in her research. It was proven by the result of post-test. Post-test showed that there were no students that categorized in failing or unacceptable. By the response of the participants, they agreed that learning vocabulary through WhatsApp media made them easy to understand the material of vocabulary. Moreover, a similar result of a research found by Afsyah (2019) WhatsApp gave advantages to enhance students' vocabulary and also made them more active to speak. She got it by comparing the situation in a real class (face to face) with an online class through WhatsApp. It means that teaching by WhatsApp media gives good impact.

In summary, the researcher asserts that WhatsApp application becomes one of many online medias that is suitable to teach vocabulary. Students feel fun and they are actively involved in learning process like asking question, giving comments about something they do not understand and sharing vocabulary they know. There was a point that made WhatsApp was effective in teaching vocabulary, it was supported by several interesting and useful features, then those features could support teaching and learning process. It can be said that using WhatsApp media could help students in increasing students' vocabulary mastery.

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