Improving The Seventh Grade Students' Vocabulary Mastery at UPTD SMP Negeri 22 Barru by Using Telegram Application

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ABSTRACT

Based on observation, the researcher found that students' vocabulary mastery relatively low where the big triggers was the learning media used by teacher. So that, the objective of this researcher was to measure whether the use of telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru. In this research the researcher applied quasi-experimental method.The population of this research was the seventh grade students at UPTD SMP Negeri 22 Barru. The samples of the research taken using cluster random sampling technique, there are two classes as sample, experimental class and control class, both classes consisted of 28 students.The data was collect using vocabulary test (pre-test and post-test) and analyze employ statistical calculation to test the hypothesis. The result of this research shows that the mean score of pre-test was 45.35 and the post-test was 83.57. Besides the different score of pre-test and post-test, the mean score of the students in post-test 83.57 is higher than the Kriteria Ketuntasan Minimal (75) in UPTD SMP Negeri 22 Barru. The result of t-test value in post-test was 2.214 and t-table value was 1.684. It means that H_1 was accepted and H_0 was rejected and The seventh grade students at UPTD SMP Negeri 22 Barru who are taught by using telegram application is have better vocabulary mastery than the seventh grade students who are taught without using telegram application.

Keywords: *Vocabulary Mastery, Telegram Application, Whatsapp Application.*

INTRODUCTION

In Indonesia, English has become one of the local content in teaching curriculum which has been provided from junior high school to university level. In learning English, there are four skills that must be mastered by students, they are; listening, speaking, reading, and writing skills. To complete these four skills, there are four aspects that are needed to be mastered in the process of learning English, they are; vocabulary, structure, grammar, and pronunciation.

In this case the writer focuses his attention on vocabulary. Susilowati et al., (2018) stated that vocabulary is the most basic aspect of English that has to be mastered before

mastering English skills. By increasing vocabulary mastery, students can easily communicate in English both oral or written form, students can also easily to understand sentences in English both reading or speech forms.

Since November 2019 the government has implemented an online learning process in order to minimize the transmission of Covid-19 (Fitriani et al.,2020). There are many face to face applications that can be used to implement online learning process such as Zoom Cloud Meeting, Google Meet, Webex.. oct. However, several schools, including UPTD SMP Negeri 22 Barru more prefer to use Whatsapp application, because it uses quite easy and does not drain a lot of students internet quota.

On the other hand, based on the observation, the writer found that their mean score is 59. This score is categorized as poor classification based on score criteria of Dirjen Pendidikan Dasar Dan Menengah (2017). Through questioning, 75% students stated that factor that triggers students' vocabulary mastery relatively low is teaching and learning media. The learning media used by the teacher made them feel bored and less enthusiastic to carry out the English learning process.

Based on the explanation above, the writer proposes another application that similar to whatsapp application, but have higher quality than it, that is telegram application. Such as Manna & Ghosh (2018) stated that so many features are available in both communicative apps, but if we look back to the characteristics we have seen many drawbacks available in WhatsApp whereas as telegram application is very helpful to cover the weakness, especially in improving students vocabulary mastery, there are features in telegram application that can make the student interst to folowing the learning process, such as polling features and telegram bot, which is Whatsapp aplication does not have these feature. Therefore, the researcher doing the observation under the tittle "Improving the Seventh Grade Students' Vocabulary mastery At UPTD SMP Negeri 22 Barru By Using Telegram Application".

Method

The method use in this research would be quasi experimental with pre-test and post-test design. This research used two classes as experimental class and control class. The sample has taken by using total random sampling technique. First, the researcher wrote down the name of the sixth class in papers to determine which class would be the sample. Through this sampling technique, the sample of this research was VII-3 class which consists of 28

students as experimental class, and VII-4 class which consists of 28 students as control class. So the total number of samples is 56 students.

Findings

Data collected through vocabulary test

It has been mentioned in the previous chapter that the result of the students' pre-test and pos-test of both classes on vocabulary test tabulated in percentage then they were classified into four levels as presented in ensuring table.

a.   Pre-test

To measure the students' prior knowledge of vocabulary mastery, pre-test was conducted both of experimental and control class. It was conducted before giving treatment. The result of scoring the students work on pre-test is presented in the following table.

Table 4.1. The rate percentage of students vocabulary mastery in pre-test

o.	Classification	Score	Experimental Class		Control Class	
			F	(%)	F	(%)
	Very Good	86 – 100	2	7.14 %	-	-
	Good	71 - 85	-	-	-	21.
	Poor	56 - 70	5	17.8	6	42%
	Very Poor	< 55	21	5%	22	78.
				75%		57%
	Total number of sample		**28**	**100 %**	**28**	**10 0%**

Related to the students' prior knowledge of vocabulary mastery, the result of students' pre-test showed that during online class most of students in experimental and control class were classified as very poor and categorized as low achievement. It means that the seventh grade students at UPTD SMP Negeri 22 Barru need an attractive learning media to improve their vocabulary mastery. Therefore, the researcher applied telegram application in treatment of experimental class as a media to improve the seventh grade students vocabulary mastery

at UPTD SMP Negeri 22 Barru. Whereas in contol class the researcher applied whatsapp application.

b.   Post-test

Post-test was conducted to measure the improvement of students vocabulary mastery after giving treatment. In similar way of pre-test, the result of the students post-test is presented in the following table 4.2.

Table 4.2. The rate percentage of students' vocabulary mastery in post-test

o.	Classification	Score	Experimental Class		Control Class	
			F	(%)	F	(%)
	Very Good	86 – 100	12	42.85%	8	28.57%
	Good	71 - 85	8	28.57%	6	21.42%
	Poor	56 - 70	3	10.71%	6	21.42%
	Very Poor	< 55	4	14.28%	8	28.57%
	Total number of sample		**28**	**100%**	**28**	**100%**

Related to the students' prior knowledge of vocabulary mastery, the result of students' post-test showed   that that there is significant improvement of the students vocabulary mastery after giving treatment wheather experimental and control class. Although the result of post-test in experimental and control class are improve but the result in experimental is higher than control class.

Mean score and standard deviation

The mean score aims to provide or decribe the average score of data. Meanwhile, the standard deviation describes the spread of values around the mean score. Both mean score and standard deviation are used to help as to describe a data and explore what data looks

like. They are often used together, when comparing two or more data: the mean score tells as which data set is higher/lower (better/worse) and the standard deviation tells us which data has the larger spread.

Mean score and standard deviation of students'pre-test

After calculating the result score of the students' pre-test, the mean score and standard deviation of both classes are presented in table 4.3.

Table 4.3. Mean score and standard deviation of the students' pre-test

Class	Mean Score	Standard Deviation
Experimental	45.35	20,78
Control	42,85	12.35

The table above shows that the mean score of the students pre-test in experimental class (45.35) was greater than the mean of the students pre-test in control class (42,85) and also was lower than the Kriteria Ketuntasan Minimal (75) in UPTD SMP Negeri 22 Barru. To find out whether the mean difference of both classes was statistically significant or not at level of significance 5% (0.05), degree of freedom (n1 + n2 − 2) = 54, the result of calculation was shown in the following table.

Table 4.4. The t-test of the students' pre-test

Test	t-test value	t-table value
Pre-test	0.586	1.673

The table above shows that the t-test value (0.586) was smaller than t-table value of students' pre-test (1.673). It means that there was no significant difference between the two mean score before treatment.

Mean score and standard deviation of students' post-test

Table 4.5. Mean score and standard deviation of the students post-test

Class	Mean Score	Standard Deviation

Experimental	81,07	16,33
Control	73,21	17,30

The table above shows that the mean score of the students post-test in experimental class (81,07) was greater than the mean of the students post-test in control class (73,21) and also was lower than the Kriteria Ketuntasan Minimal (75) in UPTD SMP Negeri 22 Barru. To find out whether the mean difference of both classes was statistically significant or not at level of significance 5% (0.05), degree of freedom (n1 + n2 – 2) = 54, the result of calculation was shown in the following table.

Table 4.6. The t-test of the students' post-test

Test	t-test value	t-table value
Post-test	1.875	1.673

Table.4.6 shows that the t-test value (1.875) is higher than t-table value (1.673). It means that there was a significant difference between students who are taught vocabulary using telegram application and students who are taught using whatsapp application.

Discussion

In this study, the researcher used a quasi-experimental class method, where there were two classes that as the research sample, that is experimental class (VII.3) and the control class (VII.4), each class consisted of 28 students.

To obtain the research results, there are three steps that have been carried out by researchers, there are input, process, and output step. At the input step, the researcher gave a pre-test to the students and the result is accordance with the data obtained from the result of students' pre-test that there was no significant difference between the two mean scores before treatment.

The next step is process (giving treatment), for the experimental class the researcher teach vocabulary using telegram application while for the control class the researcher teach vocabulary using whatsapp application. Both classes are taught things at home material, so that while doing online learning students can still increase their vocabulary by observing and understanding the vocabulary of nouns in each student's home. This

research is in line with Phillips at, all (2008) which that in the guidelines of teaching vocabulary, it is important to selected words which are often implemented in everyday life and of course needed by students.

This study supports Heidari's (2019) statement that vocabulary mastery is a supporting factor for the success of language learning, so it is important for students to continue to improve their vocabulary mastery. In improving students' vocabulary mastery, there are several online learning applications that can be utilized. However, in this study the researcher only focuses on the use of telegram application as a recommended learning media, and to measure whether or not this telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru. A comparison is needed with the learning application used by the teacher at that school, that is whatsApp application. This research is in line with Alakrash's (2020) statement that whatsapp application is very popular both as a communication media and as a learning media. However, in terms of its functionality in the vocabulary learning process, telegram offers more advantages where whatsApp application does not have, such as higher capacity, has various sending features and quiz features, and has various learning bots.

Based on the theory, the researcher can conclude that in terms of facilitating the learning process, the telegram application is still superior rather than whatsapp application. The same thing was also stated by Khoshsima et.al., (2018) that there are many advantages of the telegram application in the learning process, including telegram has higher capacity than whatsapp, telegram can check student's attendance automatically, features and bot of telegram can help learning process running well, specially polling feature, it can make students easy to remember and understand material easily.

Talking about the features and bots in telegram application. This study agrees with Kechil, et.al (2019) which stated that there are many features and bots in telegram that can support the success of the learning process. The results of observations from this study also show that there are several positive impacts shown by students while learning vocabulary by utilizing various features and bots in telegram application, while the positive impacts shown include; students are able to pronounce the vocabulary being taught with good pronunciation, students play an active role in the learning process, students are more independent to find out unknown vocabulary, and students are faster in memorizing vocabulary.

However, to strengthen the argument above, at the output step, the researcher gave a post test for the experimental class and the control class. Then, a comparison was made between the two class, and the results showed that the means score of students post-test in experimental class (81.07) was higher than means score of students post-test in control class (73.21). It means that there was significant difference between the two mean scores after treatment. So, it was proved that the use of Telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru.

Conclusion

The objective of this research was to measure whether or not the use of telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru, to achieve this goal, the researcher used a quasi-experimental class method, in which the sample studied consisted of two classes, class VII.3 for experimental class and class VII.4 for control class. After applying the three step in this study, that is the input, treatment, and output step, it was found that the mean score of students post-test in experimental class (81,07) were higher than the mean scores of students post-test in the controll class (73,21).

In addition, based on observations, as long as reserachers implement Telegram application as as learning online media for teaching vocabulary, there are several positive impacts shown by students, such as students are able to pronounce the vocabulary being taught with good pronunciation, students play an active role in the learning process, students are more independent to find out unknown vocabulary, and students are faster in memorizing vocabulary. It was proved that the use of Telegram application can improve the seventh grade students' vocabulary mastery at UPTD SMP Negeri 22 Barru.

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