CHAPTER I

INTRODUCTION

1.1 The Background of the Study

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. The 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.

1.2 The Problem of the Study

Does Group chat Discussion on WhatsApp affect students vocabulary mastery at grade seventh SMP St Yoseph Medan?

1.3 The Objective of The Study

The objective of the study is to know the effect of using group chat discussion on Whatsapp into students' vocabulary mastery.

1.4 The Scope of The Study

Instagram, Whatsapp, Messenger, Line, Telegram, and other apps may be used to help pupils enhance their vocabulary proficiency. The author used the WhatsApp application in this investigation. The study is focused on the effectiveness of whatsApp group chat to use in learning vocabulary for the seventh grade student's of SMP St.Yoseph Medan.

1.5 The Significance of The Study

The result of this research is expecting to be useful theoretically and practically.

1.5.1 Theoretically

The results of this study can be used to provide some alternative, conventional and more prepared instructions to facilitate understanding about vocabulary.

1.5.2. Practically

The result of this research is expected to be useful practically for:

a. Students, it will help the students to improve and to increase their achievement vocabulary by using group chat.

b. Teachers, the result of the study can contribute the improvement of English teaching notably teaching vocabulary.

c. Readers, especially at Nommensen library would have a lot of information about teaching learning experiences for them.

1.6 The Research Hypothesis

The researcher has drawn research hypothesis formulated as follows:

1. (Ho): The WhatsApp group chat conversation had little influence on pupils' vocabulary knowledge.

2. (Ha): The WhatsApp group chat conversation improved pupils' language knowledge.

CHAPTER II
REVIEW OF LITERATURE

2.1 Vocabulary

The cornerstone of language and the base of communication is Vocabulary. People can communicate with one another because they have acquired a language's Vocabulary. Since it lays the groundwork for how successfully students talk, listen, read, and write, Vocabulary is a crucial component of language ability. This is what Richards and Renandya claim (2001:255). It demonstrates how vocabulary significantly affects the four English language skills of hearing, speaking, reading, and writing.

Linse and Nunan (2005:129) define Vocabulary as "the collection of words that an individual knows." We can't say anything or do anything if we don't have a language. In that sense, Vocabulary is fundamental in general.

Based on the definitions, it is possible to deduce that Vocabulary is an essential component of language. It concerns the words used in speech to represent meaning, ideas, feelings, inspiration, and knowledge. As a result, growing one's language skill requires mastering vocabulary.

2.2 Vocabulary Mastery

Cameron (2001:75) asserts that someone is said to understand a term if they can determine its meaning upon seeing it. According to this, students must comprehend and be able to employ a vocabulary word in a sentence context when studying vocabulary mastery. A vocabulary exam aims to determine whether students can match each word with a synonym, a comment from a dictionary, or an equivalent phrase in their home tongue. According to Jhon (2000:16), vocabulary mastery is the capacity   to   comprehend   word   meanings.

2.3 The Importance of Vocabulary

Vocabulary is essential while learning another language since it provides the foundation for understanding and utilizing it. As a result, those who wish to communicate in a specific language must learn the language vocabulary for the first time. If students spend most of their time studying grammar, their English will not develop significantly. When kids express themselves verbally, the improvement is visible.

According to Nunan (1998:72), developing a large vocabulary is crucial to learning a second language. A student must acquire the target language's Vocabulary since it is a key aspect of communicating. Also, even if someone does not comprehend English grammar, they may interact with a native speaker if they have a large vocabulary.

2.4 Types of Vocabulary

Specific experts categorize various word forms. Identification and reception vocabulary are the two groups into which the Vocabulary is divided (productive Vocabulary). Receptive Vocabulary, according to him, is the collection of words from reading and listening. Because the learner only absorbs information from other people's perspectives, receptive Vocabulary is sometimes referred to as a passive process. Receptive Vocabulary is considered to be the essential Vocabulary for language application. The student's Vocabulary is eventually described as expressive if they employ it in both speech and writing. According to Harmer (1998: 159), active Vocabulary is language that pupils have learned or been told to recognize when they come across it but are likely unable to create. Receptive and productive Vocabulary are   two   distinct   categories,

2.4.1 Receptive Vocabulary

Learners cannot accurately form words but can recognize and comprehend them when used in context. While reading, students can understand this language and do not use it in their speaking or writing. Because the learner solely absorbs information from other people's ideas, receptive Vocabulary is also known as a passive process. When it comes to implementation, receptive Vocabulary is regarded as the fundamental Vocabulary. Since there are several terms that the student recognizes while hearing or reading but does not use when speaking or writing, it is far more expansive than productive Vocabulary. In this regard, Richards and Rodgers (1987: 308) offer a convincing justification for why reading Vocabulary is larger than listening Vocabulary and vice versa.

2.4.2 Productive Vocabulary

A "productive vocabulary" is a set of words children can understand, pronounce correctly, and effectively use in speech and writing. It comprises the ability to talk or write at the proper time as well as a receptive vocabulary. Children may use words to communicate their ideas to others, making the process of developing a strong vocabulary one that involves them.

2.5 Teaching and Learning Vocabulary

2.5.1 Vocabulary Strategy

It's essential to comprehend how students learn. In Hatch & Brown, 1995: 373, Brown and Payne propose five vital procedures for pupils to follow when learning Vocabulary. "(1) experiencing resources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meanings of the words, and (5) using the words," according to the five

steps. Schmitt and McCarty (1997:26) classify vocabulary learning methodologies into four categories:

2.5.2 Discovery Strategies

When students are still learning the words, they must make an educated guess as to what they imply based on their knowledge of the language's structure.

2.5.3 Social Strategies

Specific expletives are used to identify various language forms. Utilizing the social skill of asking a knowledgeable person is a different method for learning about new significance. This situation frequently arises for teachers. They might be contacted in a variety of ways to seek for help. They can be approached for help with translation, synonym, definition, and paraphrasing, among other things..

2.5.4 Memory Strategies

Most memory techniques include grouping or connecting the word to be remembered with previously learned information. At this level, various strategies are used, including grouping, pictures/images, related terms, and unrelated words.

2.5.5 Cognitive Strategies

Language techniques in this classification are related to memorization methods, but they do not solely rely on manipulating mental processes; they include sorting, categorizing, analyzing, premising, repeating, and employing mechanical ways to learn Vocabulary.

2.6   Problems in Teaching and Learning Vocabulary

Students have several difficulties when acquiring Vocabulary. The simplicity or complexity of vocabulary words depends on a number of variables. Those are :

2.6.1 Similarity to English words already known

A group of words that kids can comprehend, pronounce correctly, and use effectively in speech and writing is referred to as a "productive vocabulary." It includes a receptive vocabulary as well as the capacity to speak or write at the appropriate time. Children may use words to express their ideas to others. Thus they must be included in the process of building a good vocabulary.

2.6.2 Connotation

Another tricky part for students to grasp is the word's connotation. To describe someone thin, you might use either skinny or slender. However, the purposes of these two terms are entirely different, and by using one of them, the speaker truly transmits a specific attitude. Slim has a favorable meaning, but skinny has an undesirable one.

2.6.3 Spelling and pronunciation

Students who speak languages with currently utilized spelling systems may find it challenging to spell English words correctly. The pronunciation of some words may be more challenging due to specific spelling patterns. For instance: difficult nonetheless.

2.6.4 Multi-word items

As in the case of a rally vehicle, a compound term like "tennis shoes," or a phrasal verb like "to put someone up," a lexical item may be made up of several words.

2.6.5 Collocation

The way a lexical object collocate might also be problematic. For instance, we say that individuals harm or wounded, but things are damaged.

2.7 Techniques in Teaching Vocabulary

Several strategies may be used to teach Vocabulary. Allen (1983:60) outlines the following vocabulary teaching approaches that might be prepared and chosen:

2.7.1 Demonstration

The gesture and action performance technique is a demonstration technique. The teacher can use authentic items and commands. The teacher may show the lesson using real-world classroom elements such as doors, windows, clocks, desks, etc. When using a command approach, the instructor may ask pupils to perform things like touch the pen, pointing to an image, and so on.

2.7.2 Visual aids

Something visible is defined as visual. The teacher may use visual aids in the teaching of Vocabulary to allow pupils to examine and recognize the things vividly. Aside from that, visualization may pique the pupils' interest in their vocabulary study.

2.7.3 Verbal Explanation

Definition and translation can be used to explain anything verbally. According to Allen (1983:60), a teacher can use definitions in plain English, explanations in the student's native tongue, and Vocabulary they are already familiar with to demonstrate meaning. For example, the definition of "umbrella" can be introduced by describing what it looks like and when it is frequently used.

2.7.4 Word List

Teachers must pay close attention to vocabulary selection when employing the word list approach. The language taught should be relevant to the student's needs and appropriate   for   their   level.

2.8 WhatsApp for Teaching English

The use of digital media, notably WhatsApp, in the study of writing has been the subject of some studies. Kadjar and Bull (2004) used a paper and pencil notebook to research a college course. This study found that students wrote more when they kept an electronic journal instead of a paper and pencil notebook. Writing skills have significantly improved in the sample group in this study that utilize WhatsApp electronic journaling to produce repliesAlsaleem (2013) carried out an experimental study to see if a new smartphone software called WhatsApp electronic journaling has a significant impact on the language, word choice, and writing style of undergraduate students. The statistics reveal a substantial difference regarding the students' reported overall writing scores on the pretest and post-test.

Furthermore, an evaluation of individual item scores reveals statistically significant gains in vocabulary word choice and voice, two essential writing aspects. The study has the potential to affect positive social change by assisting instructors in understanding the potential benefits of WhatsApp electronic conversation journaling in improving their students' vocabulary word choice and voice writing abilities. With my creation of a WhatsApp group for discussion of English learning, it will be noted that there were several positive effects on student development in education, particularly pupils demonstrating their independence, independence, passion, and positive attitude toward learning English.

There are several beneficial consequences on academic advancement, in particular:

2.8.1 Confidence

Teachers may anticipate that their students would actively participate in their studies using their target language. While some students are aware that they should participate in class discussions, most of them sit in the back of the room and appear

silent. Less self-assured students are more likely to be passive in class, fail to respond to teacher questions, rarely approach professors with questions despite not comprehending the material, and participate less in group discussions.

Teachers may blame these incidents on pupils' lack of self confidence, which causes them to be hesitant and scared to speak. However, they should be conscious that it is also one of their responsibilities and difficulties to assist inactive pupils in becoming engaged. According to research by Mufanti (2015) on the students' barriers to speaking in class, students were worried, scared, shy, and uneasy about speaking in English. It is advised to provide them with the support they require and remove their barriers so they can be brave and start talking in class.

They must figure out how to gain and keep their confidence in classroom dialogue. When the researcher initiates group contact among them via WhatsApp, good news arrives. Less engaged pupils seek to participate in the discourse. They previously merely read and/or attempted to write a remark in words or sentences. However, after a few weeks, they demonstrated significant development by being able to compose phrases. They must figure out how to gain and keep their confidence in classroom dialogue. When the researcher initiates group contact among them via WhatsApp, good news arrives. Less engaged pupils seek to participate in the discourse. They previously merely read and attempted to write a remark in words or sentences. However, after a few weeks, they demonstrated significant development by being able to compose phrases.

2.8.2 Autonomous

Due to the freedom of learning on WhatsApp, children can become autonomous learners. Without being confined by the 20-minute time limit or the classroom, children can practice speaking their language to express any ideas they have

independently, whether it is an independent or dependent type of communication. On the other hand, the researcher must monitor, facilitate, and advise students during the dialogue. They must monitor students' activity and writing progress, support the Group, and coach them to write properly by providing comments. Teachers' facilitation roles ensure that students receive appropriate language exposure and instructional direction. More significantly, instructors must play critical roles in assisting students in developing autonomy. Sinclair, McGrath, and Lamb, 2000; Benson, 2007; Nakata, 2011). It is also believed that self-directed learning produces responsible pupils. As a result, using WhatsApp teaches pupils to be reliable.

2.8.3 Enthusiasm

An important trait that may hinder student participation in class activities and affect the results of English learning is enthusiasm. It will be challenging to persuade them to take part in any activity if they lack the self-motivation to study. Nevertheless, utilizing WhatsApp can increase their desire to study. Since it seems that they often engage with their peers, most students are thrilled to participate in online dialogues using their native language, regardless of their proficiency levels. Since they exhibit motivation to perform better than they did in regular writing class, they do not learn English. Their love of discussing one another's writing makes them more interested in writing.

2.8.4 Positive attitude towards Learning English: I Love English

An important trait that may hinder student participation in class activities and affect the results of English learning is enthusiasm. It will be challenging to persuade them to take part in any activity if they lack the self-motivation to study. Nevertheless, utilizing WhatsApp can increase their desire to explore. Since it seems that they often engage with their peers, most students are thrilled to participate in online dialogues

using their native language, regardless of their proficiency levels. Since they exhibit motivation to perform better than they did in regular writing class, it appears that they do not learn English. The more they enjoy commenting on one another, the more interested they become in writing.

L2 practitioners must embrace new technology and take advantage of its vast possibilities if they want to stay updated with current trends and advancements (Zhihong, Leijuan, & Xiaohui, 2010:101). Gooniband's investigation of the impact of mobile device applications on the instruction of English vocabulary terms, Shooshtari, Jalilifar, and Khazaie (2013:65) find that the use of applications improved semi-illiterate performance. According to Taki and Khazaei (2011:125), mobile phones can transmit written and graphical Vocabulary. The findings show that people who studied terms with graphical or textual annotations while using mobile phone apps did better. Compared to participants who utilized conventional methods, those who used the mobile app remembered the terms more clearly. In order to teach L2 vocabulary to students, Tabatabaei and Heidari Goojani (2012:47) evaluate the effectiveness of using SMS on mobile devices.

Specific expletives are used to identify various language forms. A different Chen (2008:65) looks into the usage of cell phones to teach Vocabulary to English language learners in Taiwan. According to the findings, EFL students prefer using their phones since they can easily access resources and practice.

whenever and wherever they choose. Stockwell (2007:105) concludes that the potential usage of mobile apps was enormous and that utilizing the mobile-based adaptive vocabulary program improved learners' vocabulary understanding.

Thornton and Houser (2005:217) look at mobile device use in the context of language acquisition. The results imply that students value and are capable of learning

from mobile-friendly educational resources. The researchers also found that mobile phones are particularly effective tools for vocabulary development because they may catch students' attention and offer new learning opportunities.

Constructivist learning theory is the foundation of this study. Under constructivism, students actively create knowledge from the inside depending on their prior and current knowledge (Bruner, 1966:94). Instead of being passive consumers of knowledge, learners are seen as active producers of it. Therefore, a learning environment should be made available to learners so they can actively participate in the learning process. Such an environment should promote communication between students and their teacher and their peers, according to Vygotsky (1978:5). According to constructivists, the teacher should establish a learning environment in which they serve as a facilitator rather than as a source of knowledge. In other words, students should bear the burden of learning. Learners, in accordance with Vygotsky (1978:5),

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To get students interested in learning a foreign language on their phones, Attewell (2005:16) investigates how mobile technology affects education. Data

indicate that kids' reading comprehension skills improve. The desire of the students to study and use the target language had also increased. The feasibility of learning new technical English language terms using text messaging through Short Message Service is one of the main points Cavus and Ibrahim (2008:78) make in their study on the use of mobile technology in education (SMS). The findings reveal that youngsters enjoy learning new words on their smartphones. Rambe and Bere (2013:544) study mobile instant messaging to create unique circumstances for learners' alliance in response to the severely constrained lecture interaction time and the minimal student engagement.

Alfattah (2015:25) investigates whether using WhatsApp Messenger as a mobile learning strategy can improve students' writing skills. Cakir (2015) looks into the current state of mobile device use in foreign language instruction. By investigating the viewpoints and attitudes of teacher candidates on the use of mobile devices as a teaching and learning aid in foreign language classes. The results show that most participants opt to use their mobile devices as teaching aids to supplement their English study. The study's conclusions also provided some advice on how foreign language teachers should use successful tactics to make teaching and studying English relevant and communicative. When hired as English teachers, they make that suggestion.

2.9 Group Chat Discussion

In addition to evaluating seven studies on the use of social networks to accelerate English language learning, this section offers a brief analysis of the related literature. The seven studies investigate how using various social media platforms can help English   language   learners   perform   better.

Developing strategies to help students develop their oral fluency is one of the most challenging components of teaching a foreign language. This is especially true in nations where most pupils are native monolingual speakers with little to no exposure to English outside of the classroom. Both Khalili and Baradaran (2009:25). Online conversation can thus take place anywhere, at any time. All of these factors have led to modern students' intense interest in smartphones.

Chatting allows language learners to communicate cheaply and rapidly with other language learners or speakers worldwide. Baradaran and Khalili (2009:25). When the author decided to use asynchronous delivery for an educational research and evaluation course, she discovered that it was impossible to offer the social contacts that she considered essential for deep, meaningful learning. Vygotsky (1978:5).

Sapone and Singh plan to use chat room discussion groups to make this happen (2001:357). The mix of media assistance provides various opportunities for students to get to know one another and collaborate in their studies. Haythornthwaite (2002:431). Because the nature of the media affects communication, Hammond recommends using it to improve the learning community (2000:251).

2.9.1 Feedback on Some Relate Previous Studies

It is important to note that the studies that came next were all experimental research publications that collected data using both control and practical group approaches. All of these research reached the same conclusion: social networks were more valuable and appropriate for teaching and learning, especially for today's students. The following is a summary of these frequent results:

A study by Khalili and Baradaran (2009:25) examines how chat rooms, a recently developed technology, affect EFL students' oral fluency. According to the

findings, students who participated in chat room therapy performed better orally than those who did not. Because of this, using chat rooms in the context of EFL may be suggested as a successful method for boosting this quality among EFL students. The study's conclusions indicate that audiovisual chat offers a fantastic opportunity for teaching fluency-related skills. Students in the experimental group outperformed those in the control group who received traditional fluency instruction on the fluency exam when it was administered in an audiovisual chat setting.

In order to ascertain how the academic year 2013–2014 at Tabuk Community College affected students' performance, Alhawiti (2015:215) carried out a study. By the WhatsApp method of learning English for Specific Purposes (ESP). The findings imply that experimental group students progress more in the ESP posttest terminology than control group students. The post-test showed statistically significant results because there was a difference between the two groups' mean scores and standard deviations—52.83 for the control group and 67.50 for the experimental Group. The WhatsApp-based group platform outperformed the traditional Group because the experimental Group's degree of significance was higher than the former.

2.10 Previous Study

The researcher is currently reviewing numerous studies on the usage of WhatsApp in the teaching and learning process that have been carried out globally. L2 practitioners must embrace new technology and take advantage of its vast possibilities if they want to stay on top of current trends and advancements (Zhihong, Leijuan, and Xiaohui, 2010:101).

The researcher found a few older studies relevant to this thesis topic through recent examination. Social media platforms can be used to improve listening abilities. Then, a study conducted in Iran discovered that WhatsApp positively impacted the

acquisition and retention of collocation information. Last but not least, the present study responds to the following queries: How important is WhatsApp to students' vocabulary acquisition, and what do they think of its use? According to the study, social networks allow pupils to relax during class activities without worrying about making mistakes or acting inappropriately.

Additionally, it is in line with the connectivism theory, which is gaining popularity in light of the new digital era, information age, internet apps, and new media channels that digital natives can use to receive, send and learn information. Today's students have access to many digital resources, including computers and mobile devices like smartphones that are often updated with new apps. They are also surrounded by an abundance of digital tools and software. According to the survey, students can unwind during class activities on social networks without worrying about making mistakes or acting up. Additionally, everything makes sense.

Using WhatsApp has significantly improved learners' vocabulary learning compared to the conventional method, according to Bensalem's (2018:23) research. The majority of participants have also enjoyed using WhatsApp as a learning tool, which has boosted their motivation to study. These results suggest that language teachers should investigate using WhatsApp to instruct Vocabulary and integrate it into the curriculum. WhatsApp enables teachers to cover more vocabulary themes in class because there might not be enough time. Additionally, it allows them to communicate with all students via online chat, including shy kids who might shun face-to-face interactions. Discussions will be based on the findings of this study.

However, educators must ensure that WhatsApp use is beneficial by developing some. Brazil has also researched the use of social media in the teaching-learning process. The ICT (Information, Communication, and Technology) age, notably

smartphones, is drastically changing how we access our shared knowledge sources by connecting us to near-infinite amounts of data and information. The research reveals that self-determination, teamwork, and personal growth were essential to both undergraduate and visually impaired students. We discovered that it is possible to educate visually impaired people to speak English using cellphones and their interaction with PCs and laptops.

There was also some research done in Indonesia on the use of WhatsApp in vocabulary education. Before proceeding to the proposed action, the notion of WhatsApp was present as a basis. Technology is advancing quickly, and as a result, learning is changing, claim Mardiana and Harisa (2019:151). In order to adapt and acclimate to new technology, teachers must obtain training. The educational approach emphasizes instructional flexibility, and students will gain real-world operational learning skills. Learning can be done through education, reading books, and the internet. The attitude toward technological change will need to be taken into consideration when the learning process is innovated. Lecturers who are allowed to change how they operate have a great opportunity to experiment with computers and increase their ability to adapt to technological development. Even though the initial transformation takes place on campus, lecturers must comprehend that learning activities are organizational goals with the application of practice

The instructor's conviction that change is required will cause the system to change, and learning will advance as a result. One of the most difficult mental attitudes to alter is one's belief, and it takes longer to adapt and adjust to the changing nature of learning. Some instructors have chosen to disregard the advancement of knowledge, technological advancements, and belief in the educational process. Although

technology is necessary for modern education, the author believes teachers are too elderly to pick up new skills.

Social media is widely used in the United Kingdom for educational reasons. Educators from the pre-digital period, according to Mugisha (2018:1–10), are typically cautious and reluctant to use social media for learning and teaching, favoring instead more traditional technology like PowerPoint, lectures, and emails. These teachers are ignorant of the fact that their students conduct research and learn using Facebook, Twitter, YouTube, and WhatsApp. Instead of "narrowly creating objectives and standardize testing," the focus of educational curricula should be on "empowering both students and instructors to build and express their own identities, wherein scholarship may allow them to speak."

These barriers must be addressed in order to train social workers with digital age technologies. Academics must be aware of the relationship between modern societal change and technology innovation as it affects the demands and expectations of today's students. Students are seeking greater creativity and flexibility in teaching and learning due to lifestyle changes. The field of social work cannot afford to fall behind. Social networking opens up new avenues for thinking about new information and abilities. People's communication styles have evolved, and social work education must adapt and invest in altering the learning and teaching of social work students in the digital era. Using the social learning model to develop a curriculum that includes social media will teach students how to use social media responsibly and ethically in digital places.

Another study that suggests using WhatsApp as an online platform to learn English was conducted in Saudi Arabia. WhatsApp is used as an online platform to facilitate communication, and it can lead to implicit learning both outside and within
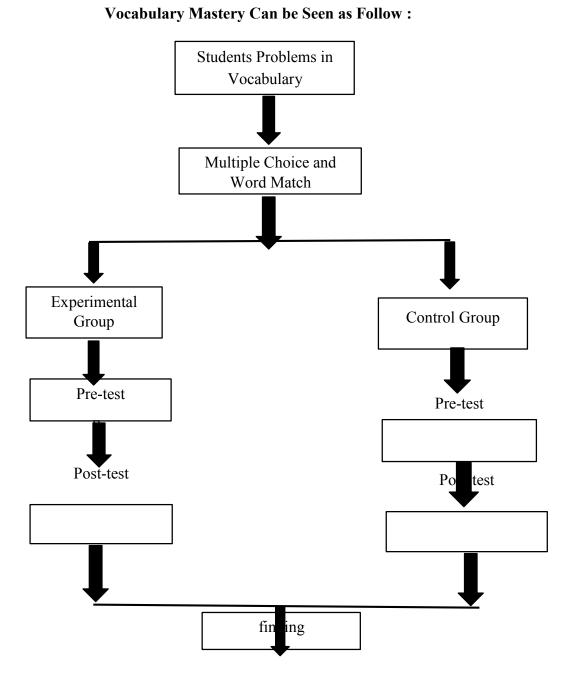
the classroom. To maximize the benefits of WhatsApp for learning, students must be encouraged to find, grasp, and participate in learning opportunities via WhatsApp. Students will be able to improve their confidence, knowledge, competence, lifelong learning views, and life skills as a result of this. As a result, teachers may construct teaching-learning assignments that employ WhatsApp as both a study platform and a socializing tool. This may be accomplished in a systematic manner by telling students about the aims and learning outcomes of assignments, with a focus on learning components rather than other general WhatsApp usage.

2.11 Conceptual Framework

Vocabulary is a language component that delivers meanings when the words are unique and set. The terms frequently have many meanings. Whatsapp group chat discussions have a positive influence on learning and retention of collocation information. When compared to the traditional technique, employing WhatsApp has greatly increased learners' vocabulary learning. Additionally, adopting WhatsApp as a learning tool has been a pleasant experience for more participants, increasing their drive to study. As an instant messaging tool, WhatsApp plays a significant role in communication for people and organizations. Users of WhatsApp may communicate text messages, photographs, audio, video, and applications, as well as make audio and video   calls.

Figure 2.11

The Concept of Group Chat Discussions on WhatsApp Into Students'

Vocabulary Mastery Can be Seen as Follow :

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                    ┌─────────────────────┐
                    │ Students Problems in │
                    │     Vocabulary      │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │ Multiple Choice and │
                    │     Word Match      │
                    └─────────────────────┘
                               │
              ┌────────────────┴────────────────┐
              ▼                                  ▼
     ┌─────────────────┐                ┌─────────────────┐
     │  Experimental   │                │  Control Group  │
     │     Group       │                │                 │
     └─────────────────┘                └─────────────────┘
              │                                  │
              ▼                                  ▼
     ┌─────────────────┐                      Pre-test
     │    Pre-test     │                ┌─────────────────┐
     └─────────────────┘                │                 │
              │                         └─────────────────┘
        Post-test                            Post-test
     ┌─────────────────┐                ┌─────────────────┐
     │                 │                │                 │
     └─────────────────┘                └─────────────────┘
              │                                  │
              └────────────────┬────────────────┘
                               ▼
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CHAPTER III

RESEARCH METHOD

3.1 Research Design

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.

3.2 Population and Sample

3.2.1 Population

Gay (1981:14) defines a population as "a large number of groups to which a researcher gives treatment whose findings are generalizable." The Population of this study is pupils in the seventh grade at St. Yoseph Junior High School Medan.

3.2.2 Sample

Gay (1992) asserted that the sample is made up of persons who were chosen. A vital stage in the performance of a research study is the selection of a sample.

Regardless of the method used, the sampling operations include identifying the Population, establishing the sample size required, and selecting a sample. 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.

3.3 Research Instrument

The instruments used in this research will be as the following:

3.3.1 Test

A test include a series of questions or exercises as well as other equipment to evaluate an individual's or group's skills, knowledge, intelligence, aptitude, or talents (Arikunto, 2006:150). The test is intended to measure students' Vocabulary and subject knowledge. Pre-testing and post-testing are the two sorts of tests.

3.4 Technique of Collecting Data

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.

3.4.1 Pre-test

The first test is referred to as the pre-test. This test is taken by all members of Class VII, which has about 32 pupils. The pre-test taked 45 minutes yesterday, according to the researcher. Because it is appropriate for evaluating Vocabulary, the exam is in multiple-choice format. The exam consists of 25 questions. This exam is used to assess pupils' language abilities.

3.4.2 Post-test

Researchers provide a posttest to see whether adding WhatsApp enhances pupils' language knowledge. All pupils must complete the test. The exam has 2 questions.

The researcher obtains the score by creating essay. The researcher then requested the students to gather their response papers once they finished working on the questions. The researcher then revised their response form and assigned a score.

3.5 Technique of Analyzing Data

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.

$D = X - Y$

where :

X = Pre-test score

Y = Post-test score

3.5.1 Independent Variables

Explanatory variables are those that have an impact on the dependent variable. According to Sugiyono (2019:61), independent variables are factors that impact or cause the change or appearance of the dependent variable (bound).

3.5.2   Dependent Variables

According to (Sugiyono, 2015: 97), factors considered are those that are influenced or arise from predictor variables. The dependent variable in this research is   the   buying   intention.

3.6 Validity and Reliability

3.6.1 Validity

According to Gay (1981:16), validity is the degree to which a test measures what it is supposed to measure. The researcher emploied a multiple-choice yesterday, which means that the researcher can assess the ability and component of students from both groups. The researcher analyzed the test from content and construct validity to see whether it has good validity yesterday.

3.6.2 Face Validity

It has face validity if it seems to measure what it is supposed to measure. For example, a test that measures pronunciation skills but does not require test takers to speak may lack face validity. This is true even if the test is constructed and criterion-relate validity can be demonstrated. Face validity is not a scientific notion, yet it is critical.

3.6.3 Content Validity

In terms of content validity, the most representative structure and skill that tested, and then the exam must be grade appropriate. In this study, the topic of exam questions is based vocabulary related to the material.

3.6.4 Construct Validity

It has construct validity if it can be shown to assess only the ability that it is supposed to test. The term construct refers to any underlying ability that is hypothesized in a linguistic ability theory.

3.6.5   Reliability

According to Gay (1981:18), dependability is the degree to which a test consistently assesses whatever it measures. Alternatively, dependability can be expressed mathematically, often as a coefficient; a high coefficient implies excellent

reliability. Then there is a substantial difference between the pre-test and post-test scores for both groups, indicating that the study outcome is trustworthy. The consistency of a set of measurements or a measuring device is referred to as reliability, frequently used to describe tests. According to Arccoding to Ary, a measuring instrument's dependability is the degree of consistency with which it measures whatever it is measuring.